



Field Test

Assessment Script



cmeec

Council of
Ministers
of Education,
Canada

Conseil des
ministres
de l'Éducation
(Canada)



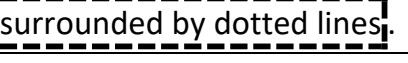
TIMSS & PIRLS
BOSTON COLLEGE

Table of Contents

Introduction	1
1 PIRLS Assessment Script	2
1.1 Directions	2
1.2 Part 1 of the PIRLS Test.....	12
1.3 Part 2 of the PIRLS Test.....	14
1.4 Student Questionnaire	15
1.5 Dismissing Students	20
1.6 Submitting Students' Responses and Closing the Assessment Platform	21
1.6.1 For Online Method.....	21
1.6.2 For USB Method	21

Introduction

In order to ensure that the PIRLS testing sessions are conducted in the same way in all countries, you **must follow this script**. Please note the text formatting below.

1. Text that is marked with the  and  symbols and highlighted in grey is instructions that must be read aloud to the students **WORD-FOR-WORD**.
2. Text that is marked with the  symbol is directions that also appear fully or partially on the students' screens.
3. Text that is not highlighted in grey is not to be read aloud; these are instructions for you only.
4. All instructions related to the USB method are  surrounded by dotted lines.

Although you should become familiar with these instructions before the actual testing session, do not attempt to memorize them. Read these instructions exactly as they are written.

Before the students arrive, you will need to set up the student devices and launch the *PIRLS Player*. Instructions for the online and USB administration methods are explained below.

For the online method, load the assessment platform by following the link below. Please note that Google Chrome is the recommended browser for the PIRLS assessment.

PIRLS Assessment Link →

cmeec.ca/pirlstest-en

For the USB method, each USB key has been preassigned to a specific student on the Student Tracking Form. Ensure that each student sits at the device that has the USB key designated to them as indicated on the Student Tracing Form. You can designate the devices either by labelling them with student names or by placing the Student Login Forms in front of the devices.

When the students first arrive, you should begin by welcoming them to the PIRLS testing session. Ensure that each student receives the Student Login Form that has their name.

Explain that the assessment will begin after all the students are seated in their designated seats. Walk around the room to confirm that each student is seated in front of the correct device before beginning the directions.

If a student is absent, put the Student Login Form labelled with their name aside. Do not give it to anyone else, since the credentials are uniquely assigned to selected students.

Using the Student Login Form, students should enter their unique login information on the login page (shown below) to access the assessment.



The first section of the assessment is the “Directions” which explains how the students will answer various types of questions (e.g., typing in an answer with the keyboard, choosing all that apply). Although you will give the students a password to begin the “Directions” section, this part of the session is not timed, and students should be guided through the directional screens as a group.

Make sure to answer any of the students’ questions and help them understand how to enter their answers for the different types of questions. Encourage students to pay close attention and use this time to become familiar with the various *PIRLS Player* features.

Once the students have completed the Directions, you will give them the password to start Part 1. Please note that both Part 1 and Part 2 are strictly timed by the *PIRLS Player* to last no more than **40 minutes** each. After the time is up in each part, the system will automatically log out. Students will need the password in order to log in to the next section. These passwords should not be given out until the whole class is ready to begin the section.

While the students are working on the test, record the students’ participation status in the Student Tracking Form. The participation codes to be used can be found in the legend at the bottom of the form. For more information on the Student Tracking Form, please refer to the CMEC school website, cmecc.ca/pirls, and select **FORMS** from the top menu bar.

1 PIRLS Assessment Script

1.1 Directions

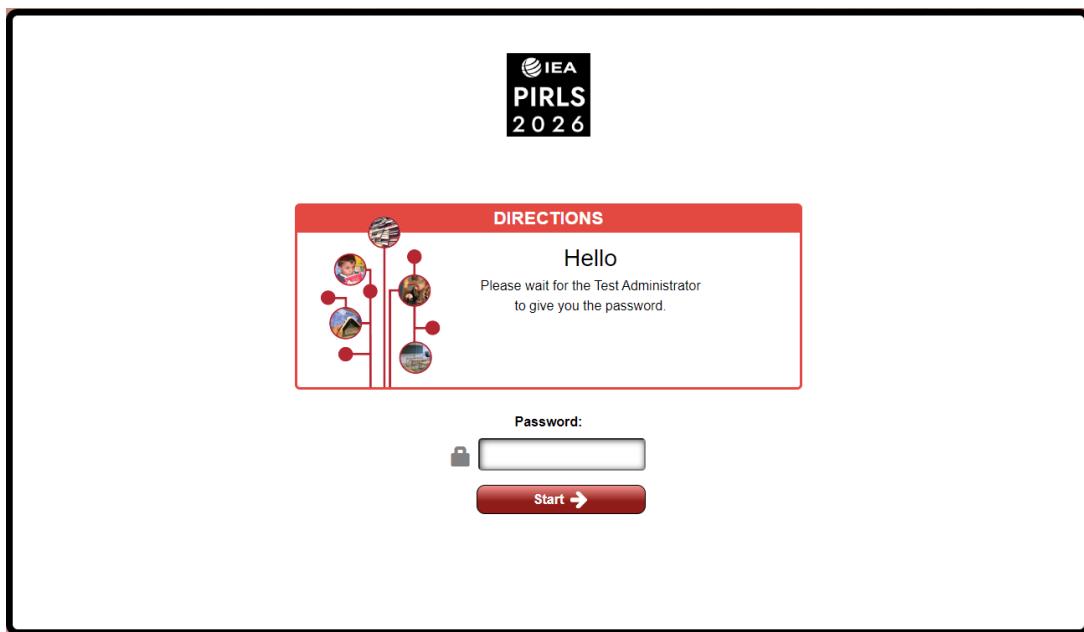
Once all students are seated, record the current time in the appropriate cell of the Session Report Form. Then read the following:

- Your school has been chosen to take part in an important international assessment of how well children around the world can read.
- Except for the computer you are using for this test, all electronic devices, as well as any schoolbooks or papers, must be stored away.

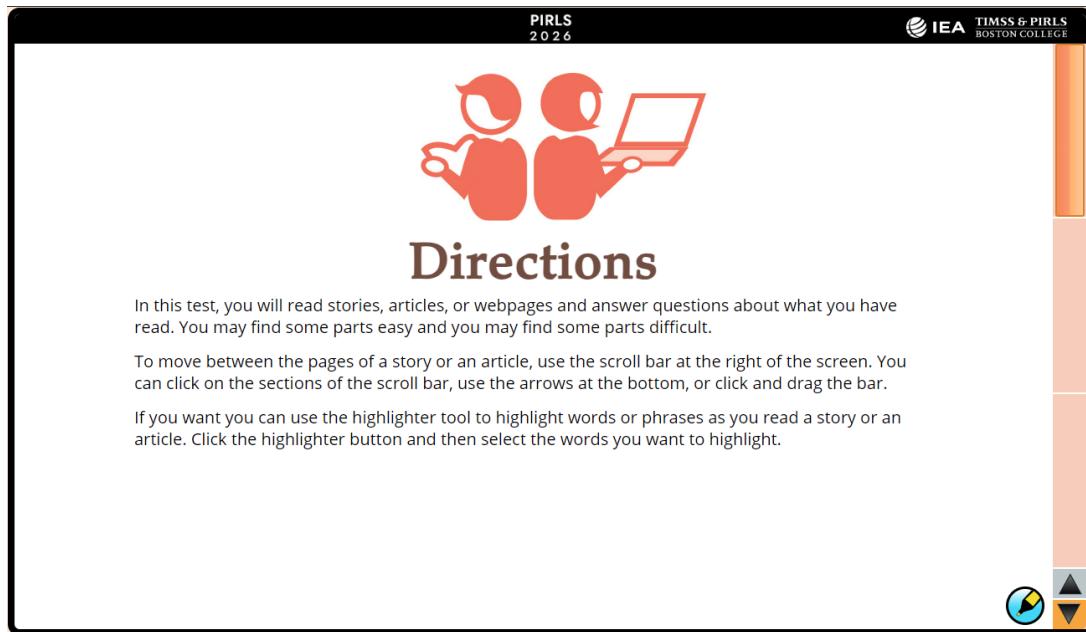
If needed, give the students a minute to store away their belongings. Then, continue reading.

- First, I am going to explain the directions on how to work on this test, and then you will begin Part 1 of the test. After Part 1, there will be a short break, and then you will begin Part 2 of the test. After Part 2, [there will be a short break again, and then] you will fill out a Student Questionnaire as the final step.
- Please note that each of you will be working on different reading tasks. Some of you will read stories or articles and answer questions related to these texts. Some of you will work on class projects that involve reading websites and have an on-screen teacher who will help you through your class project. Some of you will do both. The directions explain both types of tasks.
- Everyone should now be looking at the screen that says “Directions” and has a box to enter a password.

- Please click on the “Password” box. Type **0000** and click “Start” to begin.



- We are going to work through the directions together. I will read the directions aloud while you follow along on your screen. We will go step by step, so please wait for me to tell you when to go on.
- Everyone should now be looking at the screen titled “Directions.”



The image shows a digital screen for the PIRLS 2026 test. At the top, it says 'PIRLS 2026' and 'IEA TIMSS & PIRLS BOSTON COLLEGE'. Below that is a logo of two orange stylized figures looking at a laptop. The word 'Directions' is centered in a large, bold, brown font. Underneath, there is text about the test, a scroll bar on the right, and a small globe icon at the bottom right.

In this test, you will read stories, articles, or webpages and answer questions about what you have read. You may find some parts easy and you may find some parts difficult.

To move between the pages of a story or an article, use the scroll bar at the right of the screen. You can click on the sections of the scroll bar, use the arrows at the bottom, or click and drag the bar.

If you want you can use the highlighter tool to highlight words or phrases as you read a story or an article. Click the highlighter button and then select the words you want to highlight.

- 💻 In this test, you will read stories, articles, or webpages and answer questions about what you have read. You may find some parts easy, and you may find some parts difficult.
- 💻 To move between the pages, use the scroll bar on the right side of the screen. You can click on the sections of the scroll bar, use the up and down arrows at the bottom, or click and drag the bar.
- 📖 Now practise using the scroll bar to go to the next page and back to the current page. Raise your hand if you need help.

Give the students a minute to practise using the scroll bar. Then, continue reading.

- 📖 Is everyone back on the screen titled “Directions” again?

If yes, then continue. If not, help students navigate back to the first page.

- 📖 Please continue reading on the screen as I read aloud.
- 💻 If you want, you can use the highlighter tool to highlight words or phrases as you read. Click the highlighter button and then select the words you want to highlight.
- 📖 To remove highlighting, make sure the highlighter is activated, then drag your mouse over the text you no longer want highlighted.
- 📖 Now practise using the highlighter.

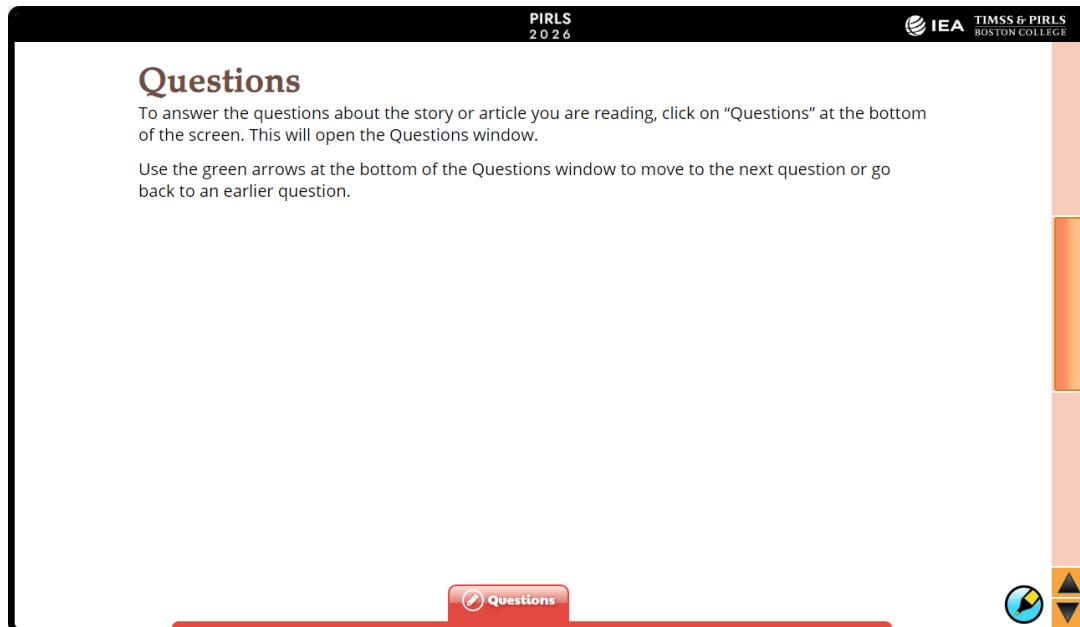
Give the students a minute to practise using the highlighter. Then, continue reading.

- 📖 Is everyone finished practising?

If yes, then continue. If not, answer any questions about the highlighter before continuing.

- When you are ready, use the scroll bar to go to the next page.
- Everyone should now be looking at the page that says “Questions” at the top.

Confirm that all students have moved on to the next page and then continue.



- To answer the questions about the story or article you are reading, click on “Questions” at the bottom of the screen. This will open the Questions window.
- Use the green arrows at the bottom of the Questions window to move to the next question or go back to an earlier question.

Confirm that all students have opened the question window and see Question 1 and then continue.

Questions

To answer the questions about the story or article you are reading, click on "Questions" at the bottom of the screen. This will open the Questions window.

Use the green arrows at the bottom of the Questions window to move to the next question or go back to an earlier question.



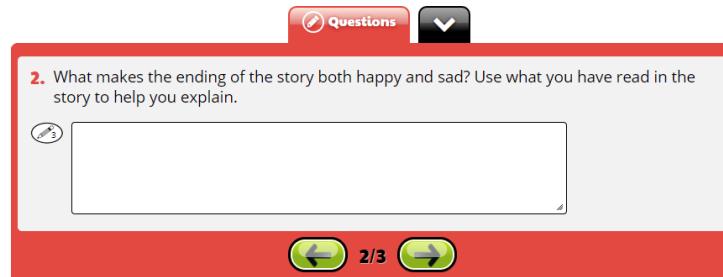
- You will be asked to answer different types of questions. Some of the questions will be followed by four answer choices. For these types of questions, choose the best answer and click the circle next to that answer. Question 1 shows this type of question.
- Question 1 asks, "How many days are there in a week?"
- The circle next to "7 days" is filled in because there are 7 days in the week.
- If you are not sure about the answer, click on the answer you think is best. If you decide to change your answer, click on the new answer you think is best.
- Now, practise changing your answer for Question 1. Then, click the green forward arrow button in the question window to go to Question 2.

Confirm that all students have moved on to the next question and then continue.

Questions

To answer the questions about the story or article you are reading, click on "Questions" at the bottom of the screen. This will open the Questions window.

Use the green arrows at the bottom of the Questions window to move to the next question or go back to an earlier question.



- For some questions, you will be asked to type your answer in the space provided. Question 2 shows this type of question.
- Question 2 has an oval with a pencil and a 3 next to it. This means the question is worth 3 points.
- For questions worth 2 or 3 points, you need to think carefully about your answer and use what you have read in the story or article to help you explain your view. You may write in full sentences if you wish.
- For questions worth 1 point, you need to write a few words or a short sentence.

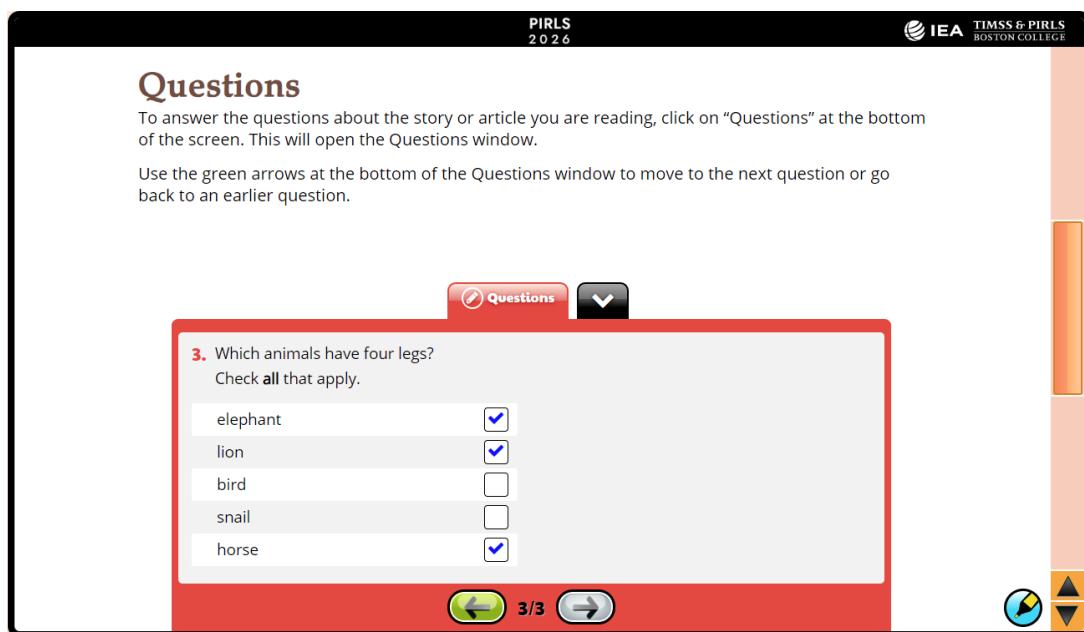
Now, let's move to Question 3.

Confirm that all students are on Question 3 and then continue.

Questions

To answer the questions about the story or article you are reading, click on "Questions" at the bottom of the screen. This will open the Questions window.

Use the green arrows at the bottom of the Questions window to move to the next question or go back to an earlier question.



- For some questions, you will be asked to select more than one answer. For these questions, you will click the boxes next to all the answers that are correct. A check mark will appear in each of the boxes you click. Question 3 shows this type of question.
- Question 3 asks, "Which animals have four legs? Check all that apply."
- Elephant, lion, and horse are checked because these animals have four legs.
- If you want to change an answer you can click the box again and the check mark will disappear.
- Now try changing the answers in Question 3 by clicking on the boxes.

After the students have finished, continue reading.

- If you have reached the end of all questions before the 40 minutes have passed, the system will tell you if you left any questions unanswered. You can use the remaining time to answer any unanswered questions or review your answers. If you are done working on the questions, you may log out. You cannot go back to the questions once you log out.
- Now use the scroll bar to go to the next page.
- Everyone should now be looking at the page that says "Class Projects" at the top.

Confirm that all students are on the correct page and then continue.

PIRLS
2026

IEA TIMSS & PIRLS
BOSTON COLLEGE

Class Projects

Some of you will read webpages and answer questions. A "teacher" on the screen will guide you through the task by telling you what to do. Click on the Next button below to see an example of such a task.

Next →

Some of you will read webpages and answer questions. A "teacher" on the screen will guide you through the webpages by telling you what to do. Click on the Next button below to see an example of such a task.

00:00 1 2

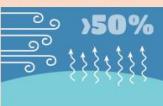
PIRLS
2026

IEA TIMSS & PIRLS
BOSTON COLLEGE

<http://www.oceans.org/world>

Benefits of the World's Oceans

Because more of Earth is covered by ocean than by land Earth looks like a beautiful blue marble from outer space. Around 70% of Earth's surface is ocean water. We get much of the air we breathe, water we drink, and food we eat from the oceans.

THE AIR WE BREATHE  50%
Plants in the oceans produce over half of our oxygen.

THE FOOD WE EAT  The sea provides many foods.

Geographers have divided the water surrounding the continents into five major oceans: Pacific, Atlantic, Indian, Arctic, and Southern. The water is connected from ocean to ocean. Ocean currents carry the water back and forth across all the oceans. You can see this by looking at the [map of Earth](#).

ePIRLS Class Project

Mr. Webster
You will read from the webpages on the left side of the screen. Questions about what you have read will appear here. You may need to scroll down to see all information.

Mr. Webster
A red border will show you the question you need to answer. Click **SAVE** to save your answer. If you cannot answer a question, click **SAVE** to move on.

Mr. Webster
After you click **SAVE**, you will not be able to change that answer until you have reached the end of the questions.

1.
What is your favorite part of the ocean?
Student 

SAVE

Everyone should now be looking at the page that shows a website called "Benefits of the World's Oceans."

Confirm that all students see the correct screen, and then continue.

- 📖 Please follow along with me as I read what the “teacher Mr. Webster” tells you to do.
- 💻 You will read from webpages on the left side of the screen. Questions about what you have read will appear here. You may need to scroll down to see all information.
- 📖 If there is a longer content of the website you see on the left, you might need to scroll down to see all of it as well.
- 💻 A red border will show you the question you need to answer. Click SAVE to save your answer. If you cannot answer a question, click SAVE to move on.
- 💻 After you click SAVE, you will not be able to change that answer until you have reached the end of the questions.
- 📖 Now either type a word in the answer box for Question 1 or leave it blank. Then click SAVE to move on to the next page.

- 📖 Everyone should now be looking at the page that shows an image with Google search results.

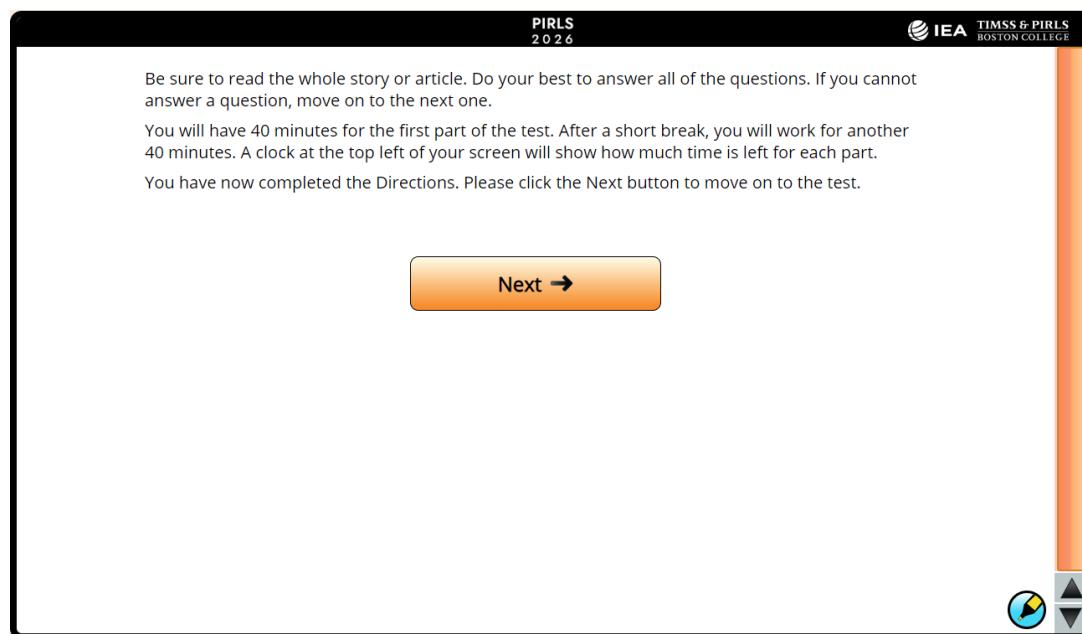
Confirm that all students have moved on to the next page and then continue.

- 📖 Please follow along with me again as I read what the “teacher Mr. Webster” tells you to do.
- 💻 Sometimes you will be asked to click on the best answer from the results of a Google search. Remember, click only on the link that gives your answer.
- 💻 In these types of tasks, there is a progress bar at the top of the screen. When you answer a question, the box in the progress bar will turn blue. If you do not answer a question, it will remain grey.
- 📖 Does everyone see the progress bar at the top of the image?

Confirm that all students see the progress bar and then continue reading.

- ❑ Once you reach the end of the task, you can review your answers by scrolling or use the progress bar to click on the item you want to go back to.
- ❑ If you would like to finish, please click the Log Out button below.
- ❑ For these types of tasks, there will be a Log Out button at the end, like in this example. If you have reached the end of the task before the 40 minutes have passed and click on it, the “on-screen teacher” will ask you to confirm if you are sure you want to log out. You cannot go back to the questions once you log out.

Make sure all students have clicked on the Log Out button to move on to the next screen. Then continue reading.



- ❑ Be sure to read the whole story or article. Do your best to answer all the questions. If you cannot answer a question, move on to the next one.
- ❑ You will have 40 minutes for the first part of the test. After a short break, you will work for another 40 minutes. A clock at the top left of your screen will show you how much time is left for each part.
- ❑ Does anyone have any questions about the Directions?

Answer any questions. Then, continue reading.

- ❑ You have now completed the Directions. Please click the Next button to move on to the test.

1.2 Part 1 of the PIRLS Test

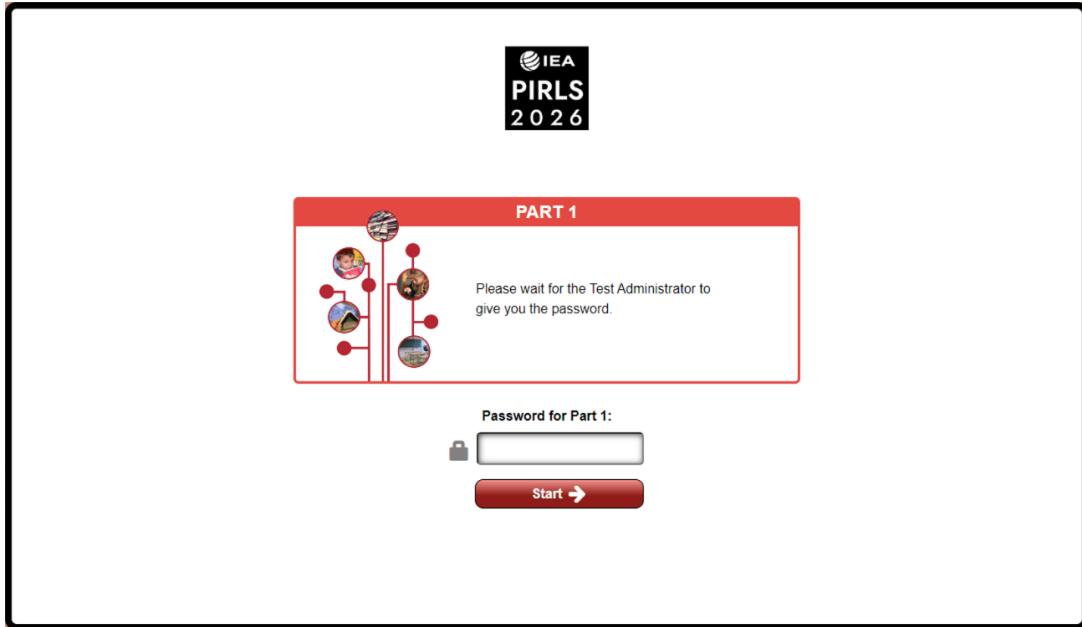
- Everyone should now be looking at the screen that says Part 1. If you do not see the Part 1 screen, please raise your hand.

If no students raise their hand, then continue. Otherwise, help students get started.

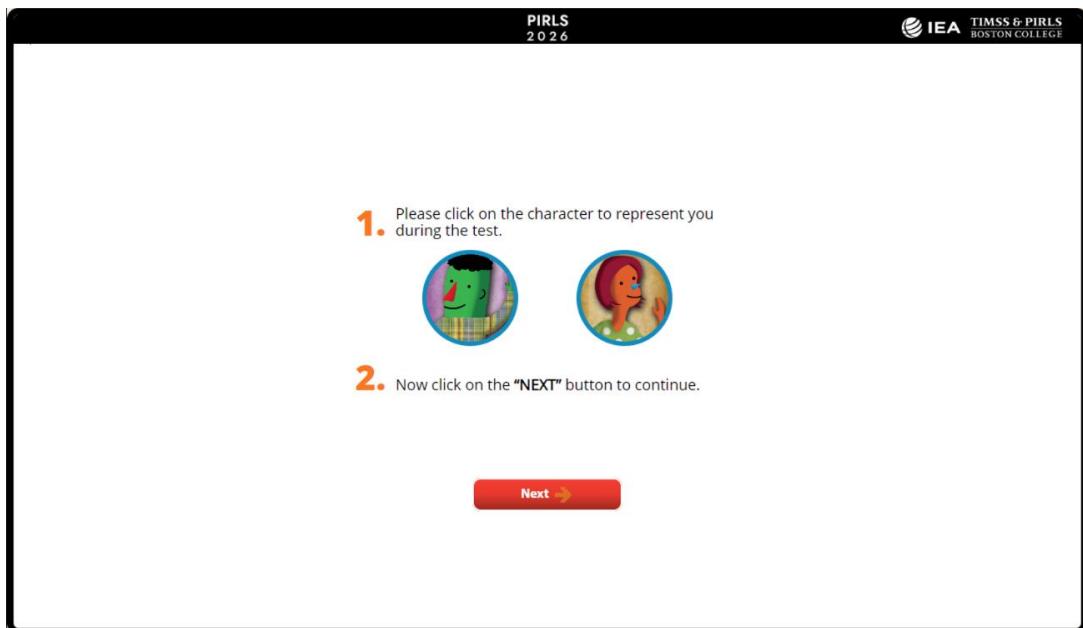
- If you complete Part 1 before the time is up and have reviewed your work, please sit quietly or read a book at your desk.
- Does anyone have any questions?

When all problems, if any, are resolved, you may supply the Password for Part 1.

- Now please click on the “Password for Part 1” box. Type **6229** and click “Start” to begin.



- If you will be working on a class project that involves reading websites during Part 1, you are now asked to click on the character to represent you during the first part of the test. Select your character and then click on the Next button to continue.



Now record the current time in the appropriate cells of the Session Report Form.

Remember that you are not allowed to help the students with navigating through the websites or answering the questions.

After about 35 minutes, 5 minutes before the end of the session, say:

(book icon) Your computer might have or soon will remind you that you have 5 minutes left before the break. If you have reached the end of Part 1, you may go back to any questions you have not answered. You can also check the answers for questions you have done.

When all students have exited Part 1 (either by logging out themselves or by the system exiting them) say:

(book icon) Part 1 of the test is over. If you have not done it yet, please answer the question about how much you liked the things you just read. For example, if you liked what you read a lot, then click on the circle next to the smiling face and the words "I liked it a lot." When ready, click "Save" to move on.

At this time, record the current time in the appropriate cell of the Session Report Form.

Make sure that all students have answered the enjoyment survey. If they need help answering the question, you are free to help them.

When students have saved their answer to the enjoyment survey, the **Password for Part 2** screen will reappear with a box for the password.

(book icon) We will now take a [up to 30 minutes] minute break. Please leave your computer running on the "Part 2" screen. Please be back on time.

Give the students a precise time to be back from the break.

Because the devices will be left with the *PIRLS Player* running, do not leave the room unattended during the break.

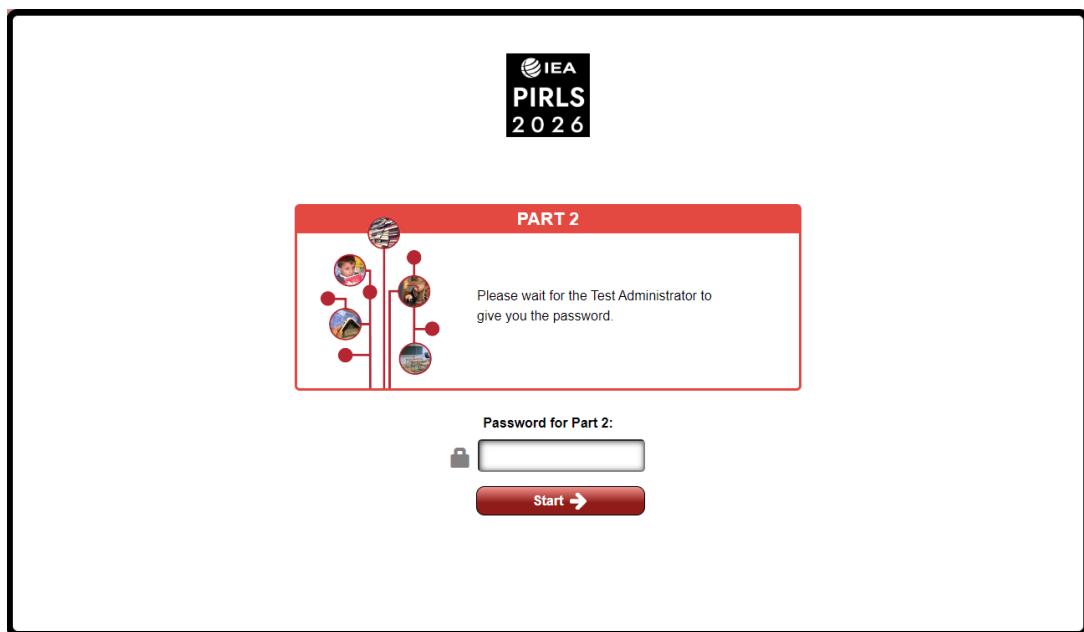
1.3 Part 2 of the PIRLS Test

After the break, ask the students to be seated. Make sure each student is seated at the correct device. Record the current time in the appropriate cell of the Session Report Form.

BOOK Welcome back. Is everybody sitting at the same computer as before?

BOOK Is everybody looking at the screen that says Part 2?

If no, help students get started.



BOOK You will have 40 minutes to work on the second part of the test.

BOOK If you complete Part 2 before the time is up and have reviewed your work, please sit quietly or read a book at your desk.

BOOK Does anyone have any questions?

When all problems, if any, are resolved, you may provide the Password for Part 2.

BOOK Now please click on the "Password for Part 2" box. Type **8972** and click "Start" to begin.

 If you will be working on a class project that involves reading websites during Part 2, you are now asked to click on the character to represent you during the second part of the test. Select your character and then click on the Next button to continue.

Now record the current time in the appropriate cells of the Session Report Form.

After about 35 minutes, 5 minutes before the end of the session, say:

 Your computer might have or soon will remind you that you have 5 minutes left to work on Part 2 of the test. If you have reached the end of Part 2, you may go back to any questions you have not answered for Part 2. You can also check the answers for questions you have done.

When all students have exited Part 2 (either by logging out themselves or by the system exiting them), say:

 Part 2 of the test is over. If you have not done it yet, please answer the question about how much you liked the things you just read. When ready, click “Save” to move on.

At this time, record the current time in the appropriate cell of the Session Report Form.

Make sure that all students have answered the enjoyment survey. If they need help answering the question, you are free to help them.

When students have saved their answer to the enjoyment survey, they should see the Student Questionnaire password screen.

 We will now take a [insert amount of time] minute break. Please leave your computer running on the “Student Questionnaire” screen. Please be back on time.

Give the students a precise time to be back from the break.

Because the devices will be left with the *PIRLS Player* running, do not leave the room unattended during the break.

1.4 Student Questionnaire

After the break, ask the students to be seated. Make sure each student is seated at the correct device. Record the student’s participation status in the Questionnaire section of the Student Tracking Form. If you are administering a makeup session, then use the appropriate makeup session column. Record how long the break was in the appropriate cell of the Session Report Form. [If the questionnaire is administered on a different date, please specify the date in the last column.]

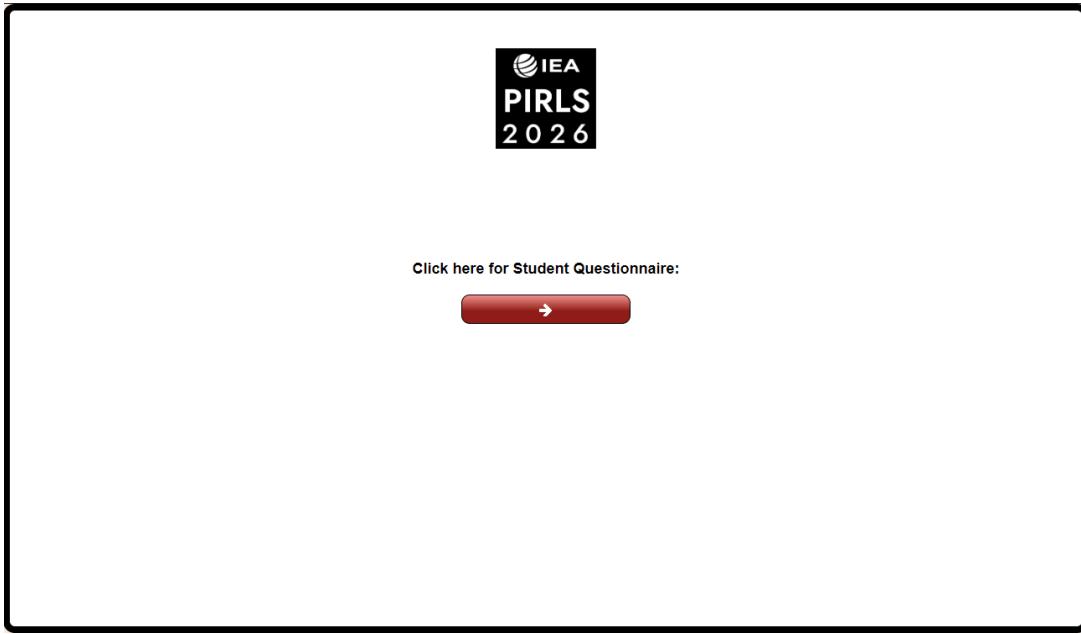
When ready, say:

 Welcome back. Is everybody sitting at the same computer as before? Now you will complete a short questionnaire.

📖 Is everybody looking at the screen that says Student Questionnaire?

If yes, then continue. If not, help students get started.

📖 The password to begin the Student Questionnaire is **1451**. Please type the password and click “Start” to begin.



📖 On the next screen, click on the arrow button to open the questionnaire.

Clicking the arrow button will finish and lock the achievement test record for each student. This means that the Student ID and Password cannot be used to log into the achievement test again.

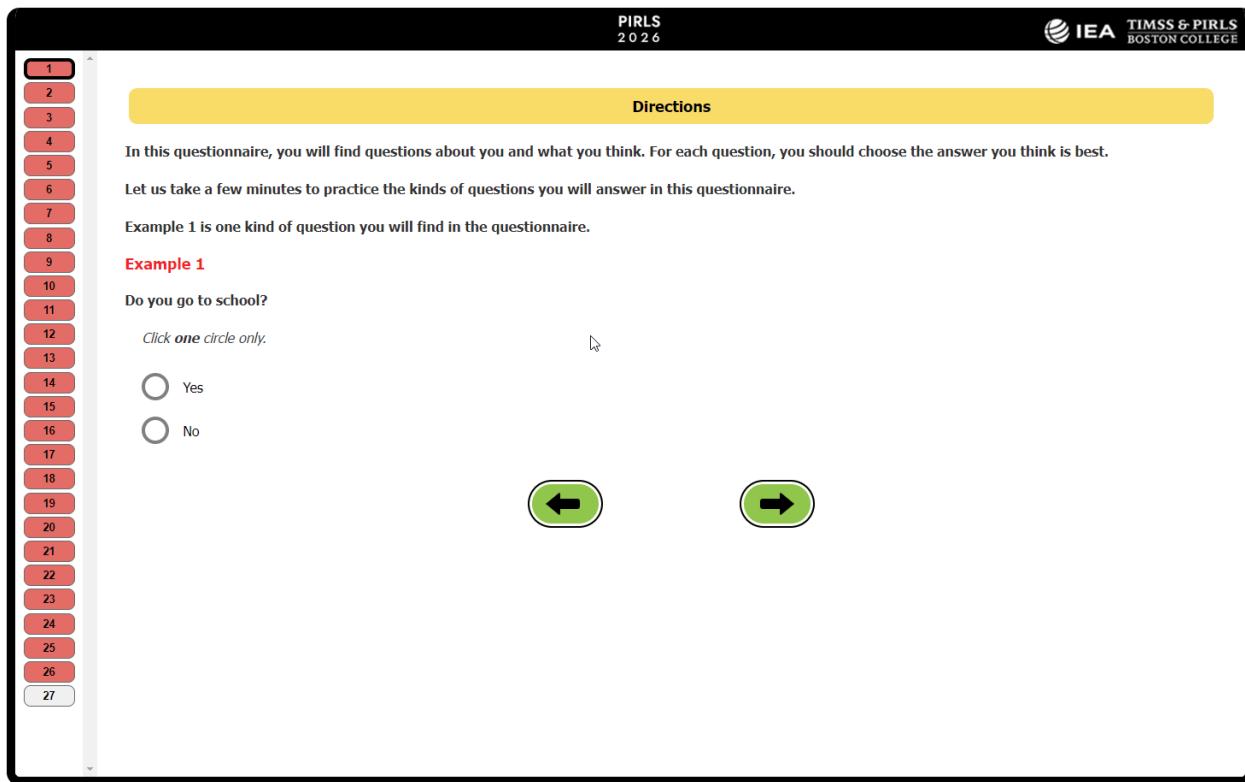
[For online method: A new tab in the browser will open now and will display the “Directions” screen of the Student Questionnaire. If needed, as a backup option, enter the Student Questionnaire URL (cmecc.ca/pirlsq-en) into the address bar of the web browser. The Student Questionnaire login screen will be shown then. Enter the corresponding Student ID and Password from the Student Tracking Form into the login fields and click the **LOGIN** button.]

[For USB method: The *PIRLS Player* will close now, and the Student Questionnaire should be displayed for students. If the system malfunctions and, instead of the *PIRLS Player* browser closing, the Login page is displayed, help students to close the *PIRLS Player* browser window or switch to the Student Questionnaire window by using the **Alt + Tab** key combination.]

📖 First, I am going to explain the directions on how to mark your answers in the questionnaire.

📖 Is everybody looking at the screen that says Directions?

If no, help students get started.



PIRLS
2026

IEA TIMSS & PIRLS
BOSTON COLLEGE

Directions

In this questionnaire, you will find questions about you and what you think. For each question, you should choose the answer you think is best.

Let us take a few minutes to practice the kinds of questions you will answer in this questionnaire.

Example 1 is one kind of question you will find in the questionnaire.

Example 1

Do you go to school?

Click **one** circle only.

Yes

No

◀ ▶

- 💻 Please follow the directions on your computer as I read them aloud.
- 💻 In this questionnaire, you will find questions about you and what you think. For each question, you should choose the answer you think is best. Let us take a few minutes to practise the kinds of questions you will answer in this questionnaire. Example 1 is one kind of question you will find in this questionnaire.

Make sure that all students are following along and are looking at Example 1.

- 💻 In Example 1, the question asks, “Do you go to school?” Below this question are a “Yes” and a “No.” Since you all go to school, you should all click the circle next to “Yes.” If you decide to change your answer, click on the new answer you think is best.

Give students time to choose their answer. If there are no questions, say:

- 💻 Now, click the forward arrow button at the bottom of the screen to move on to the next screen with Example 2.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27

Example 2 is another kind of question you will find in this questionnaire.

Example 2

How often do you do these things?

Click **one** circle for each row.

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) I talk with my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I play sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I ride a skateboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

← **→**

- Example 2 is another kind of question you will find in this questionnaire.
- This question asks “How often do you do these things?” Letter (a) says, “I talk with my friends.” You are given four choices for how often you do this: Every day or almost every day; Once or twice a week; Once or twice a month; and Never or almost never.
- Click the circle below your answer. For example, if you talk to your friends every day or almost every day, click the first circle under “Every day or almost every day.”

Give students time to click their answers to all parts of the Example 2 question and make sure they understand how to answer this kind of question. Once everyone has completed the example, move on to Example 3.

Now, let's move to the next screen with Example 3.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27

Example 3 is another kind of question you will find in this questionnaire.

Example 3

What do you think? Click to show how much you agree with these statements.

Click one circle for each row.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) Watching movies is fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I like eating ice cream	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I do not like waking up early	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I enjoy doing chores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Read each question carefully, and pick the answer you think is best.
- Click the circle next to or under your answer.
- Ask for help if you do not understand something or are not sure how to answer.
- Use the arrow buttons or the progress bar to move through the questionnaire.
- You may change your answers at any time before submitting the questionnaire.

Example 3 is another kind of question you will find in this questionnaire.

Example 3 says, “What do you think? Tell how much you agree with these statements.” Letter (a) says, “Watching movies is fun.” You are given four choices for how much you agree with the statement: Agree a lot, Agree a little, Disagree a little, or Disagree a lot.

Click the circle below your answer. For example, if you really agree a lot with that, click the first circle under “Agree a lot.” If you really disagree a lot, click in the circle under “Disagree a lot.”

Give students time to click their answers to all parts of the Example 3 question and make sure they understand how to answer this kind of question. Then continue reading the final directions:

- Read each question carefully, and pick the answer you think is best.
- Click the circle next to or under your answer.
- Ask for help if you do not understand something or are not sure how to answer.
- Use the arrow buttons or the progress bar to move through the questionnaire.
- When you answer a question, the box in the progress bar will turn green. If you do not answer a question, it will remain red.
- You may change your answers at any time before submitting the questionnaire.

📖 We have now completed going through the directions. You can use the backward arrow to go back to any screens you want to look at again. Once you click the forward arrow, you will see the first question of the questionnaire. Please do NOT continue until I tell you to. Are there any questions before we start?

If there are questions, try to answer them the best you can. If there are no more questions, then record the current time in the appropriate cell of the Session Report Form and proceed with the administration of the questionnaire.

📖 Now, click the forward arrow button to begin the questionnaire. You will have 30 minutes to answer these questions.

After 30 minutes are up, say:

📖 Please stop working and raise your hand if you have finished answering the questions and reviewing your answers.

If all of the students raise their hands, say:

💻 Thank you very much for participating in this study. If you have not done it yet, please confirm that you are finished with the questionnaire by clicking the “Submit” button. You will not be able to change your answers after the questionnaire is submitted.

If not all of the students raise their hands, allow for additional time and say:

📖 You will have more time to continue answering this questionnaire. If you have already finished all the questions, then you can click the arrow buttons or the progress bar to review your answers. Once you have finished, confirm that you are finished with the questionnaire by clicking the “Submit” button. You will not be able to change your answers after the questionnaire is submitted. [Read quietly at your desk while others are still working.]

1.5 Dismissing Students

Once all students have finished, record the current time in the appropriate cell of the Session Report Form. Then say:

📖 Thank you very much for participating in this study. Your work will help us to learn more about our students and schools.

[For online method]

📖 Please leave your computers as they are. Do not click on anything.

[For USB method]

📖 Please leave your computers as they are. Do not click on anything and do not remove your USB key.

You may now dismiss students.

1.6 Submitting Students' Responses and Closing the Assessment Platform

1.6.1 For Online Method

No manual data upload is necessary. PIRLS achievement test data are submitted automatically, and the system is properly exited when clicking the arrow button on the Student Questionnaire transition screen. Student Questionnaire data are submitted by clicking the Submit button.

Go around and make sure that all students have submitted the Student Questionnaire by clicking on the Submit button. If they did not, please click **Submit**. Once the questionnaire has been submitted, you can close the browser.

Review the students' participation status in the Student Tracking Form. If you are administering a makeup session, then use the appropriate column.

1.6.2 For USB Method

After the questionnaire has been submitted for all students, please make sure the applications for the *PIRLS Player* and the Student Questionnaire are properly closed:

- For the *PIRLS Player*, press the **Ctrl + Alt + Delete** key combination, select **Task Manager** and end the tasks run by Firefox.
- For the Student Questionnaire, first close the browser window. Then, on the USB drive, double-click on the **StopServer.bat** file to stop the program.

You may now remove the USB keys from the devices by locating and clicking on the **Safely Remove Hardware and Eject Media** icon on the system tray. From there, select the USB, and then remove the USB key from the device.

Review the student's participation status in the Student Tracking Form. If you are administering a makeup session, then use the appropriate column.



PIRLS
2026



cmeec

Council of
Ministers
of Education,
Canada
Conseil des
ministres
de l'Éducation
(Canada)



TIMSS & PIRLS
BOSTON COLLEGE