

READING FOR CHANGE
PERFORMANCE AND ENGAGEMENT ACROSS COUNTRIES
RESULTS FROM PISA 2000

Irwin Kirsch
John de Jong
Dominique Lafontaine
Joy McQueen
Juliette Mendelovits
Christian Monseur

TABLE OF CONTENTS

Foreword

Chapter 1: Introduction to PISA and reading literacy	1
Aims of the PISA study	
How PISA differs from other international surveys	
Reading literacy as a foundation skill	
Background of the reading literacy framework	
Development of the reading literacy framework, measurement instrument and student background questionnaire	18
Quality and comparability	1
Focus and organisation of this report	2

Chapter 2: The construct of reading literacy for PISA

Characterising the PISA reading literacy framework	
Situation	
Texts	
Test rubric	
Scaling the reading literacy tasks	
Reporting the results	
Building an item map	
Levels of reading literacy proficiency	
Interpreting the reading literacy levels	

Chapter 3: Sample tasks

Selection and organisation of the sample tasks	
Runners	
Graffiti	
The gift	
Lake Chad	
Labour	
PLAN International	

Readers' guide

Chapter 4: The reading performance of 15-year-olds

Performance on the combined reading literacy scale	
Mean scores	
Score distributions: The spread of scores for different populations	
Score distributions: Proportions at the extremes of the scale	
Performance on the aspect subscales of reading literacy	
Mean scores	
Distribution of reading literacy within countries on the aspect subscales	
Comparing performance on the aspect subscales within countries	
Performance on the text format subscales of reading	
Mean scores	
Distribution of reading literacy within countries on the text format subscales	
Comparing performance on the text format subscales within countries	
Inequality within and between PISA countries	

Chapter 5: The reading engagement of 15-year-olds	105
Measuring reading engagement in PISA	107
Reader profiles	108
Reader profiles by country *.v.	110
Reader profiles and proficiency by country	112
Reader profiles by levels of proficiency and reading subscales	113
Relationship of selected background characteristics to reading profiles	115
Reader profiles by gender	116
Reader profiles by socio-economic background	117
Reader profiles by access to print	117
Engagement in reading by gender	118
Can engagement in reading compensate for the socio-economic background?	119
Chapter 6: The relationship between background characteristics and reading literacy	123
Reading literacy and individual student characteristics	125
Gender	125
Reading engagement	128
Time spent doing homework	128
Reading literacy and family characteristics	129
Socio-economic background	130
Number of books in the home	131
Home educational resources	131
Cultural communication in the home	132
Family structure	132
Immigration status	133
Reading literacy and the classroom environment	134
Pressure to achieve	134
Disciplinary climate	135
Sense of belonging	135
Student-teacher relationship	136
Chapter 7: The interplay between individual background characteristics and school factors	137
A multilevel and multifactor model	139
Student and school variables used in the model	142
Socio-economic background and engagement in reading as major effects	142
Combined reading literacy scale	143
Reading subscales	144
Differences between countries in the effects of individual and school factors on reading performance	145
Similarities and differences between countries	147
Differences between schools in reading performance	147
The influence of student socio-economic background on reading performance	148
Academic versus social segregation	152
Other background variables	154
School and instructional variables	155
Differences between students within schools in terms of reading performance	155
Chapter 8: The readiness of 15-year-olds to meet the challenges of the future	159
The connections between literacy and social outcomes	161
Comparing the IALS prose literacy scale with the PISA combined reading literacy scale	164
Placing PISA students on the IALS prose literacy scale	166
Performance of PISA students on the IALS prose literacy scale	167

References	ix	173
Annex A: Technical background		179
Annex A1: Quantitative indices for the cultural balance of PISA 2000 assessment items		180
Annex A2: Index of reading engagement		185
Annex A3: Technical notes on the multilevel multivariate analyses		187
Annex A4: Standard errors, significance tests and multiple comparisons		191
Annex B: Data tables		193
Annex C: The development and implementation of PISA 2000 – A collaborative effort		259