



# APPENDIX B

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*PIRLS 2006 Indicator Tables  
Including Canadian Provincial Data*

Table B1. Average scale scores of fourth-grade students in reading literacy, by jurisdiction: 2006

Jurisdiction	Score
Canada, Alberta	560
Canada, British Columbia	558
Canada, Nova Scotia	542
Canada, Ontario	555
Canada, Quebec	533
England	539
France	522
Germany	548
Italy	551
Russian Federation	565
Scotland <sup>1</sup>	527
United States <sup>1</sup>	540

<sup>1</sup> Met international guidelines for participation rates only after substitute schools were included. That is, to avoid sample size losses resulting from sampled schools not participating, a mechanism was instituted to identify, a priori, substitute schools that have similar characteristics to the sampled schools that they may replace.

SOURCE: Mullis, I.V.S., Martin, M.O., Kennedy, A.M., and Foy, P. (2007). *PIRLS 2006 International Report: IEA's Progress in International Reading Literacy Study in Primary Schools in 40 Countries*, exhibit 1.1. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.

Table B2. Percentage of fourth-grade students reaching PIRLS international benchmarks in reading literacy, by jurisdiction: 2006

Jurisdiction	Low	Intermediate	High	Advanced
Canada, Alberta	99	89	57	17
Canada, British Columbia	98	88	56	16
Canada, Nova Scotia	96	82	48	13
Canada, Ontario	98	87	54	16
Canada, Quebec	97	83	41	6
England	93	78	48	15
France	96	76	35	5
Germany	97	87	52	11
Italy	98	87	52	14
Russian Federation	98	90	61	19
Scotland <sup>1</sup>	93	77	40	10
United States <sup>1</sup>	96	82	47	12

<sup>1</sup> Met international guidelines for participation rates only after substitute schools were included. That is, to avoid sample size losses resulting from sampled schools not participating, a mechanism was instituted to identify, a priori, substitute schools that have similar characteristics to the sampled schools that they may replace.

SOURCE: Mullis, I.V.S., Martin, M.O., Kennedy, A.M., and Foy, P. (2007). *PIRLS 2006 International Report: IEA's Progress in International Reading Literacy Study in Primary Schools in 40 Countries*, exhibit 2.1. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.

Table B3. Average scale scores of fourth-grade males and females in reading literacy, by jurisdiction: 2006

Jurisdiction	Males	Females	Difference
Canada, Alberta	556	564	-8
Canada, British Columbia	554	562	-9
Canada, Nova Scotia	531	553	-21
Canada, Ontario	549	562	-13
Canada, Quebec	527	539	-13
England	530	549	-19
France	516	527	-11
Germany	544	551	-7
Italy	548	555	-7
Russian Federation	557	572	-15
Scotland <sup>1</sup>	516	538	-22
United States <sup>1</sup>	535	545	-10

<sup>1</sup> Met international guidelines for participation rates only after substitute schools were included. That is, to avoid sample size losses resulting from sampled schools not participating, a mechanism was instituted to identify, a priori, substitute schools that have similar characteristics to the sampled schools that they may replace.

SOURCE: Mullis, I.V.S., Martin, M.O., Kennedy, A.M., and Foy, P. (2007). *PIRLS 2006 International Report: IEA's Progress in International Reading Literacy Study in Primary Schools in 40 Countries*, exhibit 1.4. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.

Table B4. Percentage distribution of fourth-grade students receiving reading instruction each week, by teacher reports of average number of hours spent on reading instruction each week and jurisdiction: 2006

Jurisdiction	3 hours or less	More than 3 and up to and including 6 hours	More than 6 hours
Canada, Alberta	30	40	30
Canada, British Columbia <sup>1</sup>	24	36	40
Canada, Nova Scotia	24	34	42
Canada, Ontario	27	34	39
Canada, Quebec	37	43	20
England	67	25	8
France	23	48	29
Germany <sup>1</sup>	71	23	6
Italy	51	30	19
Russian Federation	12	60	28
Scotland <sup>1,2</sup>	45	43	12
United States <sup>2</sup>	10	22	68

<sup>1</sup> Data are available for at least 70 percent, but less than 85 percent, of the students. Missing data have not been explicitly accounted for in the data.

<sup>2</sup> Met international guidelines for participation rates only after substitute schools were included. That is, to avoid sample size losses resulting from sampled schools not participating, a mechanism was instituted to identify, a priori, substitute schools that have similar characteristics to the sampled schools that they may replace.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: Mullis, I.V.S., Martin, M.O., Kennedy, A.M., and Foy, P. (2007). *PIRLS 2006 International Report: IEA's Progress in International Reading Literacy Study in Primary Schools in 40 Countries*, exhibit 5.11. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.

Table B5. Percentage of fourth-graders whose teachers reported employing specific strategies for assisting students having difficulty reading, by jurisdiction: 2006

Jurisdiction	Wait to see if performance improves with maturation	Work with student individually	Have other students work with student	Assign homework to help student catch up	Ask parents to help student with reading	Have student work in regular classroom with teacher aide	Have student work in regular classroom with reading specialist	Have student work in remedial classroom with reading specialist
Canada, Alberta	31	90	77	54	98	53	16	39
Canada, British Columbia	36	89	67	40	96	47	26	65
Canada, Nova Scotia	27	95	74	52	96	40	22	65
Canada, Ontario	23	94	76	56	94	36	15	37
Canada, Quebec	44	70	75	38	97	24	46	34
England	34	78	53	39	99	72	28	50
France	41	82	58	23	84	11	14	23
Germany	25	80	69	63	98	8	5	33
Italy	48	92	83	72	93	22	1	4
Russian Federation	65	89	67	94	99	26	5	27
Scotland <sup>1</sup>	17	92	45	68	96	67	18	51
United States <sup>1</sup>	32	89	80	45	97	31	15	50

<sup>1</sup> Met international guidelines for participation rates only after substitute schools were included. That is, to avoid sample size losses resulting from sampled schools not participating, a mechanism was instituted to identify, a priori, substitute schools that have similar characteristics to the sampled schools that they may replace.

SOURCE: International Association for the Evaluation of Educational Achievement, Progress in International Reading Literacy Study (PIRLS), 2006.

Table B6. Percentage distribution of fourth-graders, by teacher reports of availability of remedial reading specialist and jurisdiction: 2006

Jurisdiction	Always	Sometimes	Never
Canada, Alberta	13	44	42
Canada, British Columbia <sup>1</sup>	23	58	19
Canada, Nova Scotia	25	61	14
Canada, Ontario	17	41	42
Canada, Quebec	5	40	56
England	24	60	16
France	6	33	61
Germany	5	35	59
Italy	#	5	95
Russian Federation	15	22	63
Scotland <sup>2</sup>	18	36	46
United States <sup>2</sup>	34	37	29

# Rounds to zero.

<sup>1</sup> Data are available for at least 70 percent, but less than 85 percent, of the students. Missing data have not been explicitly accounted for in the data.

<sup>2</sup> Met international guidelines for participation rates only after substitute schools were included. That is, to avoid sample size losses resulting from sampled schools not participating, a mechanism was instituted to identify, a priori, substitute schools that have similar characteristics to the sampled schools that they may replace.

NOTE: Availability of remedial reading specialist indicates that a specialist was available either in the classroom or in a remedial reading classroom. Detail may not sum to totals because of rounding.

SOURCE: Mullis, I.V.S., Martin, M.O., Kennedy, A.M., Foy, P. (2007). *PIRLS 2006 International Report: IEA's Study of Reading Literacy Achievement in Primary Schools in 40 Countries*, exhibit 5.18. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.

Table B7. Difference in percentage points of fourth-grade students with teachers ages 29 years or younger and 50 years or older as reported by teachers, by jurisdiction: 2001 and 2006

Jurisdiction	29 years or younger	50 years or older
Canada, Alberta <sup>1</sup>	—	—
Canada, British Columbia <sup>1</sup>	—	—
Canada, Nova Scotia <sup>1</sup>	—	—
Canada, Ontario <sup>2</sup>	—	—
Canada, Quebec <sup>2</sup>	—	—
England <sup>3</sup>	2	3
France	7	-5
Germany	-2	-4
Italy	-1	6
Russian Federation	-11	1
Scotland <sup>3</sup>	12	8
United States <sup>3</sup>	8	-12

— Not available.

<sup>1</sup> Did not participate in Progress in International Reading Literacy Study (PIRLS) in 2001.

<sup>2</sup> Ontario and Quebec reported data from PIRLS 2001 as a combined jurisdiction.

<sup>3</sup> Met international guidelines for participation rates only after substitute schools were included. That is, to avoid sample size losses resulting from sampled schools not participating, a mechanism was instituted to identify, a priori, substitute schools that have similar characteristics to the sampled schools that they may replace. For England, this applies to 2001 only.

SOURCE: Mullis, I.V.S., Martin, M.O., Gonzalez, E.J., and Kennedy, A.M. (2003). *PIRLS 2001 International Report: IEA's Study of Reading Literacy Achievement in Primary Schools in 35 Countries*, exhibit 6.1. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College; Mullis, I.V.S., Martin, M.O., Kennedy, A.M., and Foy, P. (2007). *PIRLS 2006 International Report: IEA's Progress in International Reading Literacy Study in Primary Schools in 40 Countries*, exhibit 6.3. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.

Table B8. Average number of years of teaching experience (at all grades) as reported by teachers of fourth-grade students, by jurisdiction: 2001 and 2006

Jurisdiction	2006	2001
Canada, Alberta <sup>1</sup>	15	—
Canada, British Columbia <sup>1</sup>	17	—
Canada, Nova Scotia <sup>1</sup>	18	—
Canada, Ontario <sup>2</sup>	12	—
Canada, Quebec <sup>2</sup>	17	—
England <sup>3</sup>	12	14
France	15	18
Germany	20	23
Italy	22	22
Russian Federation	22	19
Scotland <sup>3</sup>	16	18
United States <sup>3</sup>	12	15

— Not available.

<sup>1</sup> Did not participate in Progress in International Reading Literacy Study (PIRLS) in 2001.

<sup>2</sup> Ontario and Quebec reported data from PIRLS 2001 as a combined jurisdiction.

<sup>3</sup> Met international guidelines for participation rates only after substitute schools were included. That is, to avoid sample size losses resulting from sampled schools not participating, a mechanism was instituted to identify, a priori, substitute schools that have similar characteristics to the sampled schools that they may replace. For England, this applies to 2001 only.

SOURCE: Mullis, I.V.S., Martin, M.O., Gonzalez, E.J., and Kennedy, A.M. (2003). *PIRLS 2001 International Report: IEA's Study of Reading Literacy Achievement in Primary Schools in 35 Countries*, exhibit 6.1. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College; Mullis, I.V.S., Martin, M.O., Kennedy, A.M., and Foy, P. (2007). *PIRLS 2006 International Report: IEA's Progress in International Reading Literacy Study in Primary Schools in 40 Countries*, exhibit 6.3. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.