

the condition of education 2008



INDICATOR 18

International Comparisons of Reading Literacy in Grade 4

The indicator and corresponding tables are taken directly from *The Condition of Education 2008*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2008*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008031>) or contact ED PUBs at 1-877-4ED-PUBS.

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Academic Outcomes

International Comparisons of Reading Literacy in Grade 4

In 2006, U.S. 4th-graders performed above the international average and above 22 of the 45 educational jurisdictions. There were no differences detected between the U.S. average scores from 2001 to 2006.

The 2006 Progress in International Reading Literacy Study (PIRLS) assessed the reading literacy of 4th-graders in 45 educational jurisdictions around the globe. The average U.S. 4th-grade score on the combined reading literacy scale was 540, above the PIRLS international average of 500. Students in 10 jurisdictions scored above U.S. students, on average. U.S. students scored higher, on average, than their peers in 22 jurisdictions. No differences were detected between the average score in the United States and those in 12 jurisdictions.

In addition to a combined reading literacy score, PIRLS provides two subscales: reading for literary purposes and for informational purposes. In 2006, U.S. 4th-graders' average scores on the two subscales were above the international averages (see supplemental table 18-1).

The United States was among 29 educational jurisdictions that participated in both the 2001 and 2006 PIRLS assessments. No differ-

ences were detected between the U.S. average scores in 2001 and 2006 on the combined reading literacy scale or on the two subscales (see supplemental table 18-2). Students in 8 jurisdictions showed measurable gains on the combined reading literacy scale between 2001 and 2006, while students in 7 jurisdictions showed measurable declines.

With few exceptions, in almost all participating jurisdictions, including the United States, 4th-grade girls scored higher than 4th-grade boys, on average, on the combined reading literacy scale. In most countries, 4th-grade girls also scored higher than 4th-grade boys on the two subscales in 2006 (see supplemental table 18-3). Within the United States, White 4th-graders had higher average scores than their Black, Hispanic, and American Indian/Alaska Native peers on the combined reading literacy scale (see supplemental table 18-4).

¹ Hong Kong SAR is a Special Administrative Region (SAR) of the People's Republic of China.

² Met guidelines for sample participation rates only after replacement schools were included.

³ Did not meet guidelines for sample participation rates after replacement schools were included.

NOTE: Jurisdictions were required to assess students who were in the grade that represented 4 years of formal schooling, counting from the first year of primary or basic education. In the United States and most educational jurisdictions, this corresponds to grade 4. See *supplemental note 5* for more information on the Progress in International Reading Literacy Study (PIRLS). The PIRLS international scale average is set at 500 with a standard deviation of 100.

SOURCE: Baer, J., Baldi, S., Ayotte, K., and Green, P. (2007). *The Reading Literacy of U.S. Fourth-Grade Students in an International Context: Results From the 2001 and 2006 Progress in International Reading Literacy Study (PIRLS)* (NCES 2008-017), data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2006.

FOR MORE INFORMATION:

Supplemental Note 5
Supplemental Tables 18-1, 18-2, 18-3, 18-4



INTERNATIONAL READING PERFORMANCE: Average combined reading literacy scale scores of 4th-graders, by educational jurisdiction: 2006						
Average score relative to the U.S. average score	Educational jurisdiction and score					
Significantly higher	Russian Federation	565	Singapore	558	Italy	551
	Hong Kong, SAR ¹	564	Luxembourg	557	Sweden	549
	Alberta, Canada	560	Ontario, Canada	555		
	British Columbia, Canada	558	Hungary	551		
Not significantly different	Germany	548	Nova Scotia, Canada	542	Lithuania	537
	Belgium (Flemish) ²	547	Latvia	541	Chinese Taipei	535
	Bulgaria	547	United States²	540	Quebec, Canada	533
	Netherlands ²	547	England	539		
	Denmark	546	Austria	538		
Significantly lower	New Zealand	532	Iceland	511	Trinidad and Tobago	436
	Slovak Republic	531	Belgium (French)	500	Iran, Islamic Republic of	421
	Scotland ²	527	Moldova	500	Indonesia	405
	France	522	International average	500	Qatar	353
	Slovenia	522	Norway ³	498	Kuwait	330
	Poland	519	Romania	489	Morocco	323
	Spain	513	Georgia	471	South Africa	302
	Israel	512	Macedonia	442		

International Comparisons of Reading Literacy in Grade 4

Table 18-1. Average combined reading literacy scale scores of 4th-graders, by reading subscale and educational jurisdiction: 2006

Educational jurisdiction	Combined reading literacy	Reading subscale	
		Literary subscale	Informational subscale
International average	500*	500*	500*
Alberta, Canada	560*	561*	556*
Austria	538	537	536
Belgium (Flemish) ¹	547	544	547*
Belgium (French)	500*	499*	498*
British Columbia, Canada	558*	559*	554*
Bulgaria	547	542	550*
Chinese Taipei	535	530*	538
Denmark	546	547	542
England	539	539	537
France	522*	516*	526*
Georgia	471*	476*	465*
Germany	548	549	544
Hong Kong, SAR ²	564*	557*	568*
Hungary	551*	557*	541
Iceland	511*	514*	505*
Indonesia	405*	397*	418*
Iran, Islamic Republic of	421*	426*	420*
Israel	512*	516*	507*
Italy	551*	551*	549*
Kuwait	330*	340*	327*
Latvia	541	539	540
Lithuania	537	542	530
Luxembourg	557*	555*	557*
Macedonia	442*	439*	450*
Moldova	500*	492*	508*
Morocco	323*	317*	335*
Netherlands ¹	547	545	548*
New Zealand	532*	527*	534
Norway ³	498*	501*	494*
Nova Scotia, Canada	542	543	539
Ontario, Canada	555*	555*	552*
Poland	519*	523*	515*
Qatar	353*	358*	356*
Quebec, Canada	533	529*	533
Romania	489*	493*	487*
Russian Federation	565*	561*	564*
Scotland ¹	527*	527*	527*
Singapore	558*	552*	563*
Slovak Republic	531*	533	527*
Slovenia	522*	519*	523*
South Africa	302*	299*	316*

See notes at end of table.

International Comparisons of Reading Literacy in Grade 4

Table 18-1. Average combined reading literacy scale scores of 4th-graders, by reading subscale and educational jurisdiction: 2006—Continued

Educational jurisdiction	Combined reading literacy	Reading subscale	
		Literary subscale	Informational subscale
Spain	513*	516*	508*
Sweden	549*	546	549*
Trinidad and Tobago	436*	434*	440*
United States¹	540	541	537

* Significantly different from the U.S. average ($p < .05$).

¹ Met guidelines for sample participation rates only after replacement schools were included.

² Hong Kong SAR is a Special Administrative Region (SAR) of the People's Republic of China.

³ Did not meet guidelines for sample participation rates after replacement schools were included.

NOTE: Results from the Progress in International Reading Literacy Study (PIRLS) assessment are reported on a combined reading literacy scale, which captures students' overall literacy skills, and two subscales that measure two types of purposes of reading: reading for literary purposes and reading for informational purposes. The combined reading literacy score is calculated on the basis of all the items in the assessment, whereas the subscale scores are calculated on the basis of the items making up each of the two subscales. Because the combined reading literacy scale and the two subscales are calculated separately using the properties of all of the items in the given scale or subscale, the combined reading literacy score is not the simple average of the two subscales.

SOURCE: Baer, J., Baldi, S., Ayotte, K., and Green, P. (2007). *The Reading Literacy of U.S. Fourth-Grade Students in an International Context: Results From the 2001 and 2006 Progress in International Reading Literacy Study (PIRLS)* (NCES 2008-017), figure 3, data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2006.

International Comparisons of Reading Literacy in Grade 4

Table 18-2. Average combined reading literacy scale scores of 4th-graders, by reading subscale and educational jurisdiction: 2001 and 2006

Educational jurisdiction	Reading subscale					
	Combined reading literacy		Literary subscale		Informational subscale	
	2001	2006	2001	2006	2001	2006
Bulgaria	550	547	550	542	551	550
England	553	539*	559	539*	546	537*
France	525	522	518	516	533	526*
Germany	539	548*	537	549*	538	544*
Hong Kong, SAR ¹	528	564*	518	557*	537	568*
Hungary	543	551*	548	557*	537	541
Iceland	512	511	520	514*	504	505
Iran, Islamic Republic of	414	421	421	426	408	420*
Israel	509	512	510	516	507	507
Italy	541	551*	543	551	536	549*
Kuwait	396	330*	394	340*	403	327*
Latvia	545	541	537	539	547	540*
Lithuania	543	537*	546	542	540	530*
Macedonia	442	442	441	439	445	450
Moldova	492	500	480	492*	505	508
Morocco	350	323*	347	317*	358	335
Netherlands ²	554	547*	552	545*	553	548
New Zealand	529	532	531	527	525	534*
Norway ³	499	498	506	501	492	494
Ontario, Canada	548	554	551	554	542	551*
Quebec, Canada	537	533	534	529	541	533*
Romania	512	489*	512	493*	512	487*
Russian Federation	528	565*	523	561*	531	564*
Scotland ²	528	527	529	527	527	527
Singapore	528	558*	528	552*	527	563*
Slovak Republic	518	531*	512	533*	522	527
Slovenia	502	522*	499	519*	503	523*
Sweden	561	549*	559	546*	559	549*
United States²	542	540	550	541	533	537

* Significantly different from 2001 average ($p < .05$).

¹ Hong Kong SAR is a Special Administrative Region (SAR) of the People's Republic of China.

² Met guidelines for sample participation rates in 2006 only after replacement schools were included.

³ Did not meet guidelines in 2006 for sample participation rates after replacement schools were included.

NOTE: Results from the Progress in International Reading Literacy Study (PIRLS) assessment are reported on a combined reading literacy scale, which captures students' overall literacy skills, and two subscales that measure two types of purposes of reading: reading for literary purposes and reading for informational purposes. The combined reading literacy score is calculated on the basis of all the items in the assessment, whereas the subscale scores are calculated on the basis of the items making up each of the two subscales. Because the combined reading literacy scale and the two subscales are calculated separately using the properties of all of the items in the given scale or subscale, the combined reading literacy score is not the simple average of the two subscales.

SOURCE: Baer, J., Baldi, S., Ayotte, K., and Green, P. (2007). *The Reading Literacy of U.S. Fourth-Grade Students in an International Context: Results From the 2001 and 2006 Progress in International Reading Literacy Study (PIRLS)* (NCES 2008-017), table 2, data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2001 and 2006.

International Comparisons of Reading Literacy in Grade 4

Table 18-3. Average combined reading literacy scale scores of 4th-graders, by reading subscale, sex, and educational jurisdiction: 2006

Educational jurisdiction	Reading subscale					
	Combined reading literacy		Literary subscale			
	Male	Female	Male	Female	Male	Female
International average	492	509*	491	509*	493	509*
Alberta, Canada	556	564*	556	567*	553	559*
Austria	533	543*	531	543*	533	540*
Belgium (Flemish) ¹	544	550*	541	547*	545	550*
Belgium (French)	497	502*	495	504*	497	499
British Columbia, Canada	554	562*	553	565*	551	556*
Bulgaria	537	558*	532	553*	542	558*
Chinese Taipei	529	542*	523	538*	534	543*
Denmark	539	553*	541	554*	536	547*
England	530	549*	528	550*	529	545*
France	516	527*	510	523*	521	531*
Georgia	463	480*	470	484*	457	474*
Germany	544	551*	544	554*	542	547*
Hong Kong, SAR ²	559	569*	551	564*	564	572*
Hungary	548	554*	553	560*	539	543
Iceland	501	520*	504	525*	497	514*
Indonesia	395	415*	387	408*	409	427*
Iran, Islamic Republic of	414	429*	421	432	412	429*
Israel	506	520*	509	524*	502	513*
Italy	548	555*	548	556*	547	551
Kuwait	297	364*	310	372*	292	361*
Latvia	530	553*	529	550*	527	553*
Lithuania	528	546*	533	550*	521	539*
Luxembourg	556	559	552	557*	556	557
Macedonia	432	453*	429	449*	440	460*
Moldova	493	507*	486	499*	502	514*
Morocco	314	332*	310	326*	326	344*
Netherlands ¹	543	551*	541	548*	543	552*
New Zealand	520	544*	516	539*	522	545*
Norway ³	489	508*	491	512*	486	502*
Nova Scotia, Canada	531	553*	534	552*	529	549*
Ontario, Canada	549	562*	549	562*	547	558*
Poland	511	528*	514	532*	507	523*
Qatar	335	372*	341	376*	339	374*
Quebec, Canada	527	539*	523	536*	528	539*
Romania	483	497*	485	501*	481	494*
Russian Federation	557	572*	554	568*	555	572*
Scotland ¹	516	538*	515	538*	517	537*
Singapore	550	567*	544	560*	555	572*
Slovak Republic	525	537*	527	539*	522	532*
Slovenia	512	532*	511	529*	514	533*
South Africa	283	319*	281	318*	299	332*

See notes at end of table.

International Comparisons of Reading Literacy in Grade 4

Table 18-3. Average combined reading literacy scale scores of 4th-graders, by reading subscale, sex, and educational jurisdiction: 2006—Continued

Educational jurisdiction	Reading subscale					
	Combined reading literacy		Literary subscale		Informational subscale	
	Male	Female	Male	Female	Male	Female
Spain	511	515	513	520*	508	508
Sweden	541	559*	536	557*	541	557*
Trinidad and Tobago	420	451*	419	450*	426	455*
United States¹	535	545*	534	547*	532	542*

* Significantly different from the other sex ($p < .05$).

¹ Met guidelines for sample participation rates only after replacement schools were included.

² Hong Kong SAR is a Special Administrative Region (SAR) of the People's Republic of China.

³ Did not meet guidelines for sample participation rates after replacement schools were included.

NOTE: Results from the Progress in International Reading Literacy Study (PIRLS) assessment are reported on a combined reading literacy scale, which captures students' overall literacy skills, and two subscales that measure two types of purposes of reading: reading for literary purposes and reading for informational purposes. The combined reading literacy score is calculated on the basis of all the items in the assessment, whereas the subscale scores are calculated on the basis of the items making up each of the two subscales. Because the combined reading literacy scale and the two subscales are calculated separately using the properties of all of the items in the given scale or subscale, the combined reading literacy score is not the simple average of the two subscales.

SOURCE: Baer, J., Baldi, S., Ayotte, K., and Green, P. (2007). *The Reading Literacy of U.S. Fourth-Grade Students in an International Context: Results From the 2001 and 2006 Progress in International Reading Literacy Study (PIRLS)* (NCES 2008-017), tables R4 and R5, data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2006.

International Comparisons of Science Literacy

Table 18-4. Average combined reading literacy scale scores of U.S. 4th-graders, by reading subscale and race/ethnicity: 2006

Race/ethnicity	Combined reading literacy	Reading subscale	
		Literary subscale	Informational subscale
White	560	562	555
Black	503*	501*	505*
Hispanic	518*	517*	517*
Asian	567	569	561
American Indian/Alaska Native	468*	468*	472*
Other	573	568	571

* Significantly different from average score of White students ($p < .05$).

NOTE: Other includes students who were identified as Pacific Islander as well as those non-Hispanic students who were identified as belonging to multiple racial groups. Race categories exclude persons of Hispanic ethnicity. The United States met guidelines for sample participation rates only after replacement schools were included. Results from the Progress in International Reading Literacy Study (PIRLS) assessment are reported on a combined reading literacy scale, which captures students' overall literacy skills, and two subscales that measure two types of purposes of reading: reading for literary purposes and reading for informational purposes. The combined reading literacy score is calculated on the basis of all the items in the assessment, whereas the subscale scores are calculated on the basis of the items making up each of the two subscales. Because the combined reading literacy scale and the two subscales are calculated separately using the properties of all of the items in the given scale or subscale, the combined reading literacy score is not the simple average of the two subscales. SOURCE: Baer, J., Baldi, S., Ayotte, K., and Green, P. (2007). *The Reading Literacy of U.S. Fourth-Grade Students in an International Context: Results From the 2001 and 2006 Progress in International Reading Literacy Study (PIRLS)* (NCES 2008-017), table 3, data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2006.

International Comparisons of Reading Literacy in Grade 4

Table S18-1. Standard errors for the average combined reading literacy scale scores of 4th-graders, by reading subscale and educational jurisdiction: 2006

Educational jurisdiction	Combined reading literacy	Reading subscale	
		Literary subscale	Informational subscale
International average	0.0	0.0	0.0
Alberta, Canada	2.4	2.7	2.4
Austria	2.2	2.1	2.3
Belgium (Flemish)	2.0	1.9	2.0
Belgium (French)	2.6	2.4	2.8
British Columbia, Canada	2.6	2.7	2.7
Bulgaria	4.4	4.5	4.4
Chinese Taipei	2.0	2.0	1.8
Denmark	2.3	2.6	2.4
England	2.6	2.6	2.5
France	2.1	2.4	2.1
Georgia	3.1	3.2	3.6
Germany	2.2	2.2	2.3
Hong Kong, SAR	2.4	2.6	2.3
Hungary	3.0	2.9	3.1
Iceland	1.3	1.7	1.4
Indonesia	4.1	3.9	4.2
Iran, Islamic Republic of	3.1	3.1	3.1
Israel	3.3	3.4	3.6
Italy	2.9	3.3	2.9
Kuwait	4.2	3.7	4.3
Latvia	2.3	2.4	2.4
Lithuania	1.6	1.9	1.6
Luxembourg	1.1	1.0	1.0
Macedonia	4.1	3.7	4.2
Moldova	3.0	2.8	3.0
Morocco	5.9	6.5	6.0
Netherlands	1.5	1.8	1.6
New Zealand	2.0	2.1	2.2
Norway	2.6	2.5	2.8
Nova Scotia, Canada	2.2	2.4	2.4
Ontario, Canada	2.7	3.0	3.0
Poland	2.4	2.5	2.2
Qatar	1.1	1.3	1.6
Quebec, Canada	2.8	2.8	2.7
Romania	5.0	4.8	4.9
Russian Federation	3.4	3.3	3.3
Scotland	2.8	2.6	2.6
Singapore	2.9	2.9	2.8
Slovak Republic	2.8	2.9	2.6
Slovenia	2.1	2.0	2.4
South Africa	5.6	5.2	5.1

See notes at end of table.

International Comparisons of Reading Literacy in Grade 4

Table S18-1. Standard errors for the average combined reading literacy scale scores of 4th-graders, by reading subscale and educational jurisdiction: 2006
—Continued

Educational jurisdiction	Combined reading literacy	Reading subscale	
		Literary subscale	Informational subscale
Spain	2.5	2.7	2.9
Sweden	2.3	2.3	2.4
Trinidad and Tobago	4.9	4.6	4.6
United States	3.5	3.6	3.4

SOURCE: Baer, J., Baldi, S., Ayotte, K., and Green, P. (2007). *The Reading Literacy of U.S. Fourth-Grade Students in an International Context: Results From the 2001 and 2006 Progress in International Reading Literacy Study (PIRLS)* (NCES 2008-017), tables R-1 and R-2, data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2006.

International Comparisons of Reading Literacy in Grade 4

Table S18-2. Standard errors for the average combined reading literacy scale scores of 4th-graders, by reading subscale and educational jurisdiction: 2001 and 2006

Educational jurisdiction	Reading subscale					
	Combined reading literacy		Literary subscale		Informational subscale	
	2001	2006	2001	2006	2001	2006
Bulgaria	3.8	4.4	3.9	4.5	3.6	4.4
England	3.4	2.6	3.9	2.6	3.6	2.5
France	2.4	2.1	2.6	2.4	2.5	2.1
Germany	1.9	2.2	1.9	2.2	1.9	2.3
Hong Kong, SAR	3.1	2.4	3.1	2.6	2.9	2.3
Hungary	2.2	3.0	2.0	2.9	2.2	3.1
Iceland	1.2	1.3	1.3	1.7	1.5	1.4
Iran, Islamic Republic of	4.2	3.1	4.5	3.1	4.6	3.1
Israel	2.8	3.3	2.6	3.4	2.9	3.6
Italy	2.4	2.9	2.7	3.3	2.4	2.9
Kuwait	4.3	4.2	3.8	3.7	4.5	4.3
Latvia	2.3	2.3	2.2	2.4	2.3	2.4
Lithuania	2.6	1.6	3.1	1.9	2.7	1.6
Macedonia	4.6	4.1	4.5	3.7	5.2	4.2
Moldova	4.0	3.0	3.7	2.8	4.7	3.0
Morocco	9.6	5.9	8.4	6.5	10.9	6.0
Netherlands	2.5	1.5	2.5	1.8	2.6	1.6
New Zealand	3.6	2.0	3.9	2.1	3.8	2.2
Norway	2.9	2.6	2.7	2.5	2.8	2.8
Ontario, Canada	3.3	2.8	3.3	3.1	3.2	3.1
Quebec, Canada	3.0	2.8	3.0	2.8	2.9	2.7
Romania	4.6	5.0	4.7	4.8	4.6	4.9
Russian Federation	4.4	3.4	3.9	3.3	4.3	3.3
Scotland	3.6	2.8	3.5	2.6	3.6	2.6
Singapore	5.2	2.9	5.6	2.9	4.8	2.8
Slovak Republic	2.8	2.8	2.6	2.9	2.7	2.6
Slovenia	2.0	2.1	1.8	2.0	1.9	2.4
Sweden	2.2	2.3	2.4	2.3	2.2	2.4
United States	3.8	3.5	3.8	3.6	3.7	3.4

SOURCE: Baer, J., Baldi, S., Ayotte, K., and Green, P. (2007). *The Reading Literacy of U.S. Fourth-Grade Students in an International Context: Results From the 2001 and 2006 Progress in International Reading Literacy Study (PIRLS)* (NCES 2008-017), tables R-1 and R-2, data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2001 and 2006.

International Comparisons of Reading Literacy in Grade 4

Table S18-3. Standard errors for the average combined reading literacy scale scores of 4th-graders, by reading subscale, sex, and educational jurisdiction: 2006

Educational jurisdiction	Reading subscale					
	Combined reading literacy		Literary subscale		Informational subscale	
	Male	Female	Male	Female	Male	Female
International average	0.6	0.6	0.6	0.6	0.6	0.7
Alberta, Canada	2.7	2.4	3.0	2.9	2.8	2.5
Austria	2.6	2.3	2.4	2.6	2.6	2.7
Belgium (Flemish)	2.4	2.3	2.3	2.2	2.2	2.4
Belgium (French)	2.9	2.8	2.8	2.6	3.0	3.3
British Columbia, Canada	3.1	2.9	3.2	3.0	2.8	3.3
Bulgaria	5.0	4.4	5.4	4.6	5.2	4.4
Chinese Taipei	2.3	2.2	2.2	2.2	2.3	1.8
Denmark	2.7	2.8	3.1	3.0	3.1	2.8
England	2.8	3.0	2.7	3.1	2.9	2.8
France	2.4	2.4	2.7	2.6	2.3	2.7
Georgia	3.8	3.3	3.6	3.7	4.4	3.7
Germany	2.5	2.5	2.6	2.4	2.7	2.4
Hong Kong, SAR	2.8	2.5	3.3	2.6	2.8	2.2
Hungary	2.9	3.6	2.9	3.6	3.1	3.7
Iceland	1.9	1.7	1.9	2.4	2.1	1.9
Indonesia	4.6	4.2	4.4	4.0	5.0	4.6
Iran, Islamic Republic of	3.8	5.3	4.0	5.3	3.8	4.9
Israel	3.7	4.1	3.8	4.0	4.1	4.5
Italy	3.3	3.3	3.6	3.6	3.4	3.1
Kuwait	6.2	4.7	5.2	4.5	6.0	6.3
Latvia	2.6	2.7	2.7	3.0	2.7	2.7
Lithuania	2.0	2.0	2.0	2.4	2.0	2.2
Luxembourg	1.6	1.3	1.4	1.4	1.5	1.2
Macedonia	4.4	4.4	4.0	4.3	4.4	4.6
Moldova	3.5	3.1	3.0	3.3	3.5	3.2
Morocco	6.6	6.6	7.4	6.9	6.9	6.1
Netherlands	1.6	2.0	2.3	2.2	1.9	1.8
New Zealand	2.9	2.2	2.9	2.3	3.0	2.3
Norway	3.1	2.8	2.7	2.8	2.8	3.4
Nova Scotia, Canada	2.8	2.5	2.6	3.4	3.0	2.8
Ontario, Canada	3.3	3.3	3.3	3.5	3.9	3.3
Poland	2.7	2.6	3.0	2.8	2.8	2.3
Qatar	1.7	1.7	2.3	1.8	2.3	2.3
Quebec, Canada	3.5	2.7	3.4	3.1	3.6	2.7
Romania	5.7	5.0	5.6	4.9	5.4	5.2
Russian Federation	3.4	3.9	3.3	3.8	3.6	3.5
Scotland	3.1	3.6	3.0	3.4	2.8	3.6
Singapore	3.3	3.1	3.4	3.2	3.3	2.9
Slovak Republic	3.3	2.7	3.5	2.9	3.3	2.5
Slovenia	2.7	2.1	2.6	2.3	3.2	2.4
South Africa	5.5	6.3	5.3	6.0	5.4	5.8

See notes at end of table.

International Comparisons of Reading Literacy in Grade 4

Table S18-3. Standard errors for the average combined reading literacy scale scores of 4th-graders, by reading subscale, sex, and educational jurisdiction: 2006—Continued

Educational jurisdiction	Reading subscale					
	Combined reading literacy		Literary subscale		Informational subscale	
	Male	Female	Male	Female	Male	Female
Spain	3.1	2.6	3.1	3.1	3.2	3.2
Sweden	2.6	2.6	2.6	2.7	2.6	2.9
Trinidad and Tobago	6.0	4.9	5.6	4.9	5.5	5.0
United States	4.4	3.3	4.1	3.6	4.4	3.1

SOURCE: Baer, J., Baldi, S., Ayotte, K., and Green, P. (2007). *The Reading Literacy of U.S. Fourth-Grade Students in an International Context: Results From the 2001 and 2006 Progress in International Reading Literacy Study (PIRLS)* (NCES 2008-017), tables R-4 and R-5, data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2006.

International Comparisons of Reading Literacy in Grade 4

Table S18-4. Standard errors for the average combined reading literacy scale scores of U.S. 4th-graders, by reading subscale and race/ethnicity: 2006

Race/ethnicity	Combined reading literacy	Reading subscale	
		Literary subscale	Informational subscale
White	3.1	3.2	3.3
Black	4.8	5.1	4.4
Hispanic	4.1	4.7	4.1
Asian	7.3	9.8	9.2
American Indian/Alaska Native	11.4	9.6	10.5
Other	17.6	13.6	16.2

SOURCE: Baer, J., Baldi, S., Ayotte, K., and Green, P. (2007). *The Reading Literacy of U.S. Fourth-Grade Students in an International Context: Results From the 2001 and 2006 Progress in International Reading Literacy Study (PIRLS)* (NCES 2008-017), table R-6, data from the International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2006.