

# Chapter 6

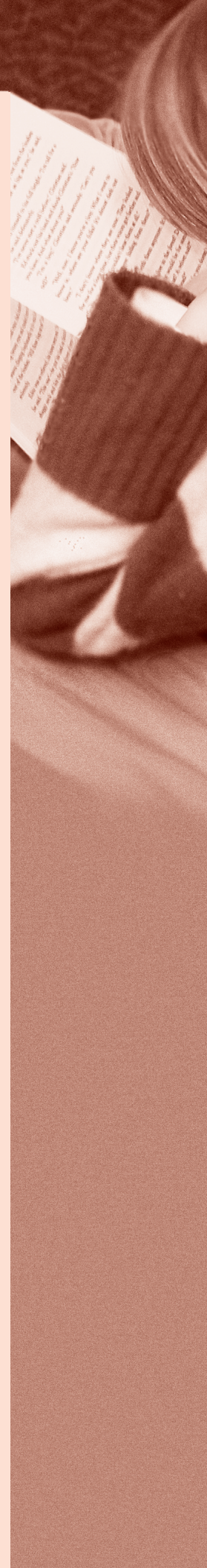
## *Teachers and Reading Instruction*

Although children are presented with an array of literacy-related experiences in the home and community before they begin school, the teacher in the classroom plays a central role in children's reading literacy development. It is primarily the teacher's responsibility to structure the classroom environment to support reading development and to provide opportunities for learning to read. There is a wide variety of instructional approaches and materials for helping students develop their reading skills and strategies. Depending on their classroom situations, teachers may draw on an extensive repertoire of reading activities or primarily rely on several approaches to engage students in reading and monitor their performance and progress in reading. The classroom environment in which reading instruction takes place also can be influenced by school policy, curriculum, and the teacher's preparation and training.

To collect information about instruction, the teachers responsible for teaching reading to the class of students participating in PIRLS 2006 completed a *Teacher Questionnaire* that asked them about their preparation for teaching reading, as well as their use of instructional materials and strategies and activities for teaching reading, specifically with regard to the PIRLS class. Chapter 6 presents the results for a subset of these questions.

### **What Education and Training Do Teachers Have for Teaching Reading?**

This section presents information about teachers' preparation to teach reading, including their highest level of formal education, certification as a teacher, and the emphasis on various content areas in their studies.



As described in the *PIRLS 2006 Encyclopedia*, there is variation from country to country in the path(s) for teachers to receive their education, training, and certification. Exhibit 6.1 presents teachers' reports about their highest level of education—a 3- or 4-year university or university college degree program or a program of 2 or 3 years in a teacher training college, university, or vocational institution. Some countries included both types of settings, whereas others included only one.

On average internationally, 60 percent of students had teachers with a university degree and 30 percent had teachers who graduated from a 2- or 3-year college or university program. Many countries fit this pattern, with most students having teachers with a university degree and nearly all the rest having teachers educated in a 2- or 3-year college or university program. However, nearly all students (98% or more) were taught by teachers with a university degree in Georgia, Hungary, Poland, the United States, and the Canadian provinces except Nova Scotia. In Indonesia, Luxembourg, South Africa, and Trinidad and Tobago, some students had teachers with a 4-year degree, but the majority had teachers educated in a 2- or 3-year program. Nearly all the students (94–100%) were taught by teachers educated in a 2- to 3-year program in Austria and Belgium (Flemish and French). In several countries, as many as one fifth of the students (or more) were taught by teachers without a tertiary degree. Sometimes, as was the case for teachers in the former German Democratic Republic, existing policies allowed previous generations of teachers to enter primary education teaching service without a university or college degree. Regardless of their educational path, however, nearly all students (97%), on average internationally, were taught by teachers who were certified.

Exhibit 6.2 shows the percentages of students whose teachers had various areas of specialization in their studies. As might be anticipated, the majority of students were taught reading by teachers whose studies emphasized a combination of pedagogy, language, and literature. Across countries, the majority of students (57%) had teachers whose studies emphasized pedagogy in combination with language, literature, or both, and another 19 percent had

teachers whose studies emphasized language and/or literature. Few students (7%), on average internationally, had teachers whose studies focused on pedagogy without an emphasis on either language or literature.

Interestingly, substantial percentages of fourth-grade students had teachers whose studies emphasized a variety of content areas other than pedagogy, language, or literature. More specifically, teachers were asked about psychology, remedial reading, reading theory, children's language development, special education, and second language learning. The last three columns of Exhibit 6.2 provide the percentages of students taught by teachers whose education program emphasized one (24%), two (18%), or three or more (29%) of these other content areas.

## Exhibit 6.1 Reading Teachers' Formal Education

PIRLS 2006  
4th Grade

Countries	Percentage of Students by Teachers' Highest Level of Formal Education				Percentage of Students Taught by Certified Teachers
	University Degree	College or University Program* of 2 or 3 Years	Completed Upper-secondary School	Did Not Complete Upper-secondary School	
Austria	4 (1.4)	94 (1.8)	2 (1.2)	0 (0.0)	100 (0.0)
Belgium (Flemish)	5 (1.3)	95 (1.3)	0 (0.0)	0 (0.0)	100 (0.0)
Belgium (French)	0 (0.0)	100 (0.0)	0 (0.0)	0 (0.0)	98 (0.7)
Bulgaria	81 (3.5)	19 (3.5)	0 (0.0)	0 (0.0)	100 (0.0)
Canada, Alberta	100 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	100 (0.0)
Canada, British Columbia	r 98 (1.2)	2 (1.2)	0 (0.0)	0 (0.0)	r 100 (0.0)
Canada, Nova Scotia	90 (2.2)	10 (2.2)	0 (0.0)	0 (0.0)	100 (0.2)
Canada, Ontario	98 (1.2)	2 (1.2)	0 (0.0)	0 (0.0)	100 (0.0)
Canada, Quebec	100 (0.2)	0 (0.2)	0 (0.0)	0 (0.0)	96 (1.5)
Chinese Taipei	96 (1.7)	4 (1.7)	0 (0.0)	0 (0.0)	98 (1.4)
Denmark	93 (2.5)	5 (1.9)	2 (1.7)	0 (0.0)	92 (2.3)
England	86 (3.1)	13 (3.1)	1 (0.0)	0 (0.0)	100 (0.0)
France	78 (2.8)	4 (1.3)	18 (2.6)	0 (0.0)	92 (1.9)
Georgia	99 (0.4)	0 (0.0)	1 (0.4)	0 (0.0)	93 (1.9)
Germany	0 (0.0)	75 (3.0)	24 (2.9)	2 (1.1)	99 (0.6)
Hong Kong SAR	67 (3.6)	31 (3.5)	3 (1.3)	0 (0.0)	98 (1.1)
Hungary	100 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	99 (0.5)
Iceland	88 (0.3)	7 (0.2)	4 (0.2)	1 (0.0)	92 (0.2)
Indonesia	16 (2.8)	59 (3.7)	23 (3.4)	1 (0.7)	96 (1.9)
Iran, Islamic Rep. of	26 (3.5)	40 (4.1)	34 (3.9)	0 (0.0)	72 (3.5)
Israel	81 (3.5)	19 (3.5)	0 (0.0)	0 (0.0)	100 (0.0)
Italy	24 (3.5)	9 (2.0)	66 (3.7)	1 (0.0)	94 (1.9)
Kuwait	89 (2.8)	9 (2.5)	1 (0.0)	2 (1.0)	97 (1.4)
Latvia	83 (3.0)	17 (3.0)	0 (0.3)	0 (0.0)	--
Lithuania	80 (2.8)	20 (2.8)	0 (0.0)	0 (0.0)	100 (0.0)
Luxembourg	5 (0.1)	85 (0.2)	10 (0.1)	0 (0.0)	100 (0.0)
Macedonia, Rep. of	42 (3.8)	50 (3.6)	7 (2.4)	1 (0.8)	97 (0.8)
Moldova, Rep. of	59 (4.2)	40 (4.1)	1 (0.8)	0 (0.0)	96 (1.6)
Morocco	21 (3.4)	9 (2.0)	58 (4.1)	11 (2.7)	99 (0.6)
Netherlands	95 (1.9)	5 (1.9)	0 (0.0)	0 (0.0)	100 (0.4)
New Zealand	71 (2.6)	29 (2.6)	0 (0.0)	0 (0.0)	100 (0.0)
Norway	93 (1.6)	6 (1.5)	1 (0.6)	0 (0.4)	100 (0.4)
Poland	98 (0.8)	2 (0.7)	0 (0.4)	0 (0.0)	100 (0.0)
Qatar	r 91 (0.2)	8 (0.2)	1 (0.0)	0 (0.0)	r 81 (0.2)
Romania	6 (1.3)	40 (3.7)	54 (3.8)	0 (0.0)	100 (0.2)
Russian Federation	70 (3.3)	30 (3.2)	0 (0.0)	0 (0.0)	100 (0.0)
Scotland	86 (2.8)	6 (2.0)	8 (2.0)	0 (0.0)	100 (0.0)
Singapore	59 (2.7)	40 (2.7)	1 (0.5)	0 (0.0)	99 (0.7)
Slovak Republic	94 (1.6)	3 (1.3)	3 (1.2)	0 (0.0)	98 (0.8)
Slovenia	54 (3.2)	44 (3.2)	1 (0.6)	0 (0.0)	96 (1.3)
South Africa	r 33 (3.1)	63 (3.2)	3 (1.2)	1 (0.7)	99 (0.7)
Spain	61 (4.2)	39 (4.2)	0 (0.0)	0 (0.0)	--
Sweden	68 (3.8)	31 (3.7)	0 (0.5)	0 (0.0)	100 (0.0)
Trinidad and Tobago	14 (3.0)	68 (4.2)	19 (3.4)	0 (0.0)	97 (1.2)
United States	99 (0.6)	1 (0.5)	0 (0.0)	0 (0.0)	99 (0.7)
International Avg.	60 (0.4)	30 (0.4)	9 (0.3)	1 (0.1)	97 (0.2)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

Background data provided by teachers.

Based on countries' categorizations to UNESCO's International Standard Classification of Education (Operational Manual for ISCED-1997).

\* Includes technical / occupational / vocational programs.

( ) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (–) indicates comparable data are not available.

NOTE: The International Average does not include the results from the Canadian provinces.



## Exhibit 6.2 Areas of Emphasis in Teachers' Formal Education and Training

PIRLS 2006  
4th Grade

Countries	Percentage of Students Whose Teachers' Studies Emphasized					
	Reading Pedagogy with Language and/or Literature	Reading Pedagogy Without Language or Literature	Language and/or Literature Without Reading Pedagogy	1 Other Related Area*	2 Other Related Areas	3 or More Other Related Areas
Austria	49 (3.7)	13 (2.3)	13 (2.5)	24 (2.4)	21 (2.7)	22 (3.1)
Belgium (Flemish)	58 (4.0)	6 (1.8)	18 (2.9)	21 (3.2)	17 (3.1)	31 (4.1)
Belgium (French)	64 (3.1)	1 (0.4)	25 (2.9)	23 (2.7)	19 (2.4)	26 (3.1)
Bulgaria	90 (2.6)	4 (1.8)	5 (1.8)	24 (3.3)	22 (3.0)	49 (4.2)
Canada, Alberta	41 (4.4)	8 (2.3)	18 (3.3)	30 (3.3)	11 (2.1)	16 (2.7)
Canada, British Columbia	r 44 (4.3)	10 (2.7)	21 (3.5)	r 26 (3.7)	14 (2.8)	26 (3.5)
Canada, Nova Scotia	62 (3.9)	8 (2.1)	18 (2.8)	25 (3.0)	20 (3.3)	25 (3.4)
Canada, Ontario	48 (4.9)	8 (2.4)	23 (4.1)	19 (3.8)	21 (4.2)	29 (4.9)
Canada, Quebec	65 (4.2)	3 (1.5)	25 (3.5)	34 (4.6)	20 (3.9)	20 (3.7)
Chinese Taipei	23 (3.5)	17 (3.2)	11 (2.8)	32 (3.4)	19 (3.5)	11 (2.7)
Denmark	35 (4.0)	3 (1.2)	48 (4.1)	34 (3.9)	22 (3.0)	24 (3.4)
England	43 (4.3)	8 (2.3)	31 (3.5)	24 (3.7)	16 (3.1)	15 (2.5)
France	33 (3.4)	3 (1.1)	35 (3.5)	26 (3.0)	12 (2.4)	12 (2.5)
Georgia	85 (3.0)	2 (1.0)	6 (2.1)	13 (2.6)	13 (3.2)	66 (4.1)
Germany	34 (3.4)	8 (2.0)	19 (3.1)	33 (3.6)	12 (2.1)	13 (2.4)
Hong Kong SAR	59 (4.5)	7 (2.2)	16 (3.6)	20 (3.6)	16 (3.4)	13 (2.8)
Hungary	74 (3.5)	7 (2.3)	15 (3.1)	40 (4.0)	21 (2.9)	18 (2.8)
Iceland	r 39 (0.4)	16 (0.3)	15 (0.3)	r 23 (0.2)	17 (0.2)	15 (0.3)
Indonesia	59 (4.0)	11 (2.4)	13 (2.6)	18 (3.2)	17 (3.2)	47 (4.3)
Iran, Islamic Rep. of	35 (3.7)	20 (3.3)	11 (2.7)	23 (3.0)	13 (2.8)	18 (2.8)
Israel	26 (3.7)	8 (2.7)	26 (4.1)	13 (2.9)	10 (2.3)	13 (3.0)
Italy	35 (3.6)	2 (1.1)	51 (3.4)	19 (3.0)	17 (2.7)	24 (3.4)
Kuwait	r 74 (4.1)	2 (1.1)	23 (3.8)	r 24 (3.4)	21 (3.7)	30 (4.2)
Latvia	65 (3.9)	12 (2.4)	5 (1.7)	32 (3.7)	18 (3.1)	26 (3.5)
Lithuania	84 (2.9)	3 (1.1)	10 (2.3)	25 (3.3)	25 (3.0)	43 (3.7)
Luxembourg	40 (0.2)	20 (0.1)	18 (0.2)	17 (0.1)	19 (0.1)	36 (0.1)
Macedonia, Rep. of	r 79 (3.7)	6 (2.4)	7 (2.5)	r 19 (3.3)	12 (2.7)	58 (4.6)
Moldova, Rep. of	76 (3.9)	7 (2.2)	6 (2.0)	20 (2.7)	16 (2.9)	45 (4.1)
Morocco	36 (4.0)	5 (2.2)	34 (4.3)	18 (3.2)	8 (2.4)	21 (3.6)
Netherlands	r 40 (3.6)	6 (1.5)	11 (2.7)	17 (3.3)	13 (2.8)	18 (3.7)
New Zealand	45 (2.6)	15 (2.3)	17 (2.1)	27 (2.4)	19 (2.0)	20 (2.1)
Norway	67 (5.0)	8 (2.3)	16 (3.7)	22 (4.0)	23 (3.5)	39 (4.3)
Poland	55 (4.0)	25 (3.3)	3 (1.3)	29 (3.4)	18 (2.7)	34 (3.6)
Qatar	s 55 (0.3)	4 (0.1)	23 (0.2)	s 22 (0.2)	14 (0.1)	23 (0.3)
Romania	92 (2.1)	4 (1.6)	2 (0.9)	22 (3.1)	19 (3.6)	55 (3.7)
Russian Federation	87 (2.4)	5 (1.4)	4 (1.3)	21 (2.3)	23 (2.9)	45 (2.9)
Scotland	59 (4.4)	6 (2.1)	22 (3.8)	17 (3.3)	28 (3.7)	24 (3.6)
Singapore	r 66 (2.8)	6 (1.5)	17 (2.3)	r 22 (2.6)	16 (2.1)	20 (2.5)
Slovak Republic	90 (2.1)	0 (0.0)	8 (1.9)	38 (3.7)	21 (3.1)	32 (3.6)
Slovenia	37 (3.2)	2 (0.8)	40 (3.3)	33 (3.3)	14 (2.0)	11 (2.0)
South Africa	r 60 (2.9)	4 (1.7)	25 (2.7)	r 23 (2.9)	19 (2.5)	38 (3.9)
Spain	40 (4.2)	1 (0.9)	39 (3.9)	33 (3.8)	19 (3.3)	27 (3.7)
Sweden	46 (4.1)	2 (1.0)	33 (3.7)	33 (3.5)	19 (2.2)	19 (2.7)
Trinidad and Tobago	73 (3.5)	2 (1.3)	15 (2.8)	19 (3.3)	13 (2.8)	48 (3.6)
United States	54 (3.7)	13 (2.5)	16 (2.4)	24 (2.9)	20 (2.8)	25 (3.1)
International Avg.	57 (0.5)	7 (0.3)	19 (0.4)	24 (0.5)	18 (0.4)	29 (0.5)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

Background data provided by teachers.

\* Other related areas include psychology, remedial reading, reading theory, children's language development, special education, and second language learning.

( ) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

NOTE: The International Average does not include the results from the Canadian provinces.





## What Are the Background Characteristics and Responsibilities of Reading Teachers?

This section provides information about the gender, age, experience, and teaching assignment of the fourth-grade teachers. As shown in Exhibit 6.3, internationally on average, 83 percent of students were taught reading by women, and 17 percent were taught by men. Countries where students were taught reading exclusively or almost exclusively (98% or more) by female teachers included Georgia, Italy, Latvia, Lithuania, Poland, the Russian Federation, and Slovenia.

Internationally on average, slightly less than half the students (45%) were taught by teachers under the age of 40, and the remainder were taught by teachers 40 or older. Fifteen percent of students were taught by teachers under the age of 30. Considering that a sustainable teaching force should have about one fourth of students taught by teachers in their 20s, 30s, 40s, and 50s, the international distribution suggests that there may be a problem in coming years without recruitment of younger teachers. This may be particularly true for several participants where less than 10 percent of students were taught by teachers under age 30, including Austria, Bulgaria, Georgia, Germany, Hungary, Iran, Israel, Italy, Latvia, Lithuania, Macedonia, Moldova, Norway, Poland, the Russian Federation, South Africa, and the Canadian province of British Columbia.

Internationally, teachers had been teaching for an average of 17 years. Countries where teachers averaged more than 20 years of experience teaching included Austria, Bulgaria, Hungary, Italy, Latvia, Lithuania, Moldova, Romania, and the Russian Federation. Teachers in two countries, Kuwait and Singapore, averaged less than 10 years of teaching experience. The average number of years teaching increased from 2001 in Bulgaria, Hungary, Iran, Moldova, and the Russian Federation. Average decreases from 2001 were evident in France, Germany, Iceland, Singapore, the United States, and the Canadian province of Ontario.

Exhibit 6.4 reveals that teachers of fourth-grade reading typically are full-time teachers. Internationally on average, 91 percent of students were

Exhibit 6.3 Teachers' Gender, Age, and Number of Years Teaching

PIRLS 2006  
4th Grade

Countries	Percentage of Students by Teacher Characteristics						Trends in Number of Years Teaching All Grades	
	Gender		Age				2006	Difference from 2001
	Female	Male	29 Years or Under	30-39 Years	40-49 Years	50 Years or Older		
Austria	88 (2.1)	12 (2.1)	6 (1.7)	17 (2.5)	39 (3.0)	38 (3.2)	22 (0.7)	0 0
Belgium (Flemish)	75 (3.0)	25 (3.0)	28 (3.2)	29 (3.3)	29 (2.9)	14 (2.2)	16 (0.6)	0 0
Belgium (French)	80 (3.0)	20 (3.0)	16 (2.2)	33 (3.2)	37 (3.5)	14 (2.6)	17 (0.6)	0 0
Bulgaria	94 (1.8)	6 (1.8)	3 (1.4)	26 (2.8)	40 (4.0)	31 (3.9)	21 (0.6)	4 (0.9) ▲
Canada, Alberta	80 (3.2)	20 (3.2)	22 (3.7)	20 (3.3)	26 (3.6)	32 (3.3)	15 (0.8)	0 0
Canada, British Columbia	r 72 (3.6)	28 (3.6)	r 9 (2.2)	21 (3.0)	32 (4.1)	38 (4.2)	17 (0.8)	0 0
Canada, Nova Scotia	84 (2.9)	16 (2.9)	12 (2.4)	22 (3.4)	25 (3.0)	40 (3.4)	18 (0.7)	0 0
Canada, Ontario	75 (4.8)	25 (4.8)	18 (3.9)	42 (5.2)	21 (4.3)	20 (4.3)	12 (0.9)	-4 (1.3) ▼
Canada, Quebec	86 (3.2)	14 (3.2)	12 (2.3)	37 (4.0)	19 (3.5)	32 (3.7)	17 (0.8)	-1 (1.2)
Chinese Taipei	83 (3.2)	17 (3.2)	24 (3.7)	44 (4.1)	27 (3.5)	5 (1.6)	12 (0.6)	0 0
Denmark	90 (2.1)	10 (2.1)	16 (2.9)	24 (3.4)	19 (2.9)	41 (4.3)	16 (1.1)	0 0
England	75 (3.5)	25 (3.5)	30 (3.8)	33 (4.1)	14 (2.9)	23 (3.7)	12 (0.9)	-2 (1.3)
France	71 (3.3)	29 (3.3)	17 (2.9)	31 (3.0)	34 (3.4)	18 (2.6)	15 (0.7)	-3 (1.1) ▼
Georgia	100 (0.3)	0 (0.0)	9 (1.6)	28 (3.4)	24 (3.4)	39 (3.6)	20 (0.9)	0 0
Germany	89 (2.4)	11 (2.4)	5 (1.7)	23 (2.9)	22 (3.0)	49 (3.8)	20 (0.9)	-3 (1.1) ▼
Hong Kong SAR	78 (3.7)	22 (3.7)	29 (4.2)	33 (4.1)	19 (3.5)	19 (2.6)	13 (0.7)	0 (1.2)
Hungary	97 (1.6)	3 (1.6)	6 (2.1)	21 (3.1)	48 (3.7)	24 (3.5)	21 (0.7)	3 (1.0) ▲
Iceland	93 (0.2)	7 (0.2)	13 (0.3)	31 (0.4)	35 (0.4)	22 (0.3)	12 (0.1)	-1 (0.1) ▼
Indonesia	56 (3.9)	44 (3.9)	13 (2.2)	31 (4.1)	39 (3.9)	17 (3.0)	16 (0.8)	0 0
Iran, Islamic Rep. of	50 (2.3)	50 (2.3)	8 (1.6)	44 (3.6)	41 (3.5)	7 (1.9)	17 (0.5)	3 (0.8) ▲
Israel	92 (1.9)	8 (1.9)	8 (1.8)	41 (4.0)	33 (4.1)	18 (3.4)	16 (0.8)	2 (1.1)
Italy	98 (1.1)	2 (1.1)	2 (1.3)	14 (2.5)	37 (3.5)	47 (3.6)	22 (0.7)	1 (1.0)
Kuwait	86 (2.3)	14 (2.3)	36 (3.8)	48 (3.8)	15 (3.1)	1 (0.0)	8 (0.6)	0 0
Latvia	99 (0.6)	1 (0.0)	7 (2.0)	30 (3.6)	34 (3.6)	29 (3.4)	21 (0.8)	2 (1.3)
Lithuania	99 (0.5)	1 (0.5)	1 (0.7)	35 (3.4)	40 (3.2)	23 (3.2)	21 (0.6)	1 (1.1)
Luxembourg	55 (0.2)	45 (0.2)	32 (0.2)	24 (0.1)	16 (0.1)	27 (0.1)	15 (0.0)	0 0
Macedonia, Rep. of	70 (3.5)	30 (3.5)	5 (1.7)	24 (3.4)	40 (4.1)	31 (4.2)	r 20 (1.0)	0 (1.5)
Moldova, Rep. of	90 (2.8)	10 (2.8)	8 (2.3)	23 (3.7)	36 (4.3)	33 (4.2)	24 (0.9)	5 (1.2) ▲
Morocco	56 (4.0)	44 (4.0)	18 (3.0)	25 (3.5)	40 (3.4)	17 (2.9)	17 (0.6)	1 (1.0)
Netherlands	68 (3.4)	32 (3.4)	26 (3.5)	19 (3.0)	19 (3.5)	36 (4.0)	17 (1.0)	0 (1.4)
New Zealand	77 (2.7)	23 (2.7)	22 (2.1)	28 (2.6)	26 (2.4)	25 (2.4)	12 (0.6)	-1 (1.1)
Norway	91 (1.9)	9 (1.9)	9 (2.7)	28 (3.3)	29 (3.9)	35 (3.9)	16 (1.0)	-1 (1.3)
Poland	100 (0.3)	0 (0.3)	2 (1.1)	31 (3.4)	58 (4.0)	8 (2.3)	20 (0.5)	0 0
Qatar	r 90 (0.1)	10 (0.1)	r 27 (0.2)	54 (0.3)	16 (0.2)	3 (0.1)	11 (0.0)	0 0
Romania	89 (2.4)	11 (2.4)	18 (3.1)	25 (3.3)	27 (3.5)	30 (3.2)	22 (0.9)	2 (1.2)
Russian Federation	98 (1.1)	2 (1.1)	6 (1.6)	38 (3.7)	35 (3.5)	21 (2.8)	22 (0.6)	2 (1.0) ▲
Scotland	96 (1.6)	4 (1.6)	26 (3.8)	19 (2.8)	18 (3.5)	37 (4.2)	16 (1.1)	-2 (1.5)
Singapore	75 (2.2)	25 (2.2)	37 (2.6)	42 (3.0)	16 (2.4)	6 (1.0)	9 (0.4)	-2 (1.0) ▼
Slovak Republic	93 (1.7)	7 (1.7)	13 (2.4)	37 (3.5)	25 (2.7)	25 (3.2)	17 (0.8)	0 (1.2)
Slovenia	98 (1.1)	2 (1.1)	12 (2.2)	24 (2.9)	44 (3.0)	19 (2.4)	19 (0.7)	0 (1.0)
South Africa	71 (2.5)	29 (2.5)	4 (1.2)	44 (2.8)	32 (2.9)	20 (2.3)	15 (0.4)	0 0
Spain	78 (3.6)	22 (3.6)	11 (2.4)	16 (2.6)	25 (3.4)	49 (3.8)	22 (0.9)	0 0
Sweden	84 (2.8)	16 (2.8)	9 (1.7)	29 (3.3)	24 (2.9)	38 (3.6)	17 (1.0)	1 (1.2)
Trinidad and Tobago	82 (3.0)	18 (3.0)	11 (2.5)	37 (3.6)	28 (3.3)	24 (3.0)	19 (0.7)	0 0
United States	85 (2.7)	15 (2.7)	21 (2.8)	27 (2.8)	28 (3.7)	25 (3.4)	12 (0.7)	-3 (1.1) ▼
International Avg.	83 (0.4)	17 (0.4)	15 (0.4)	30 (0.5)	30 (0.5)	25 (0.5)	17 (0.1)	0 (0.0)

Number of years in 2006 significantly higher ▲

Number of years in 2006 significantly lower ▼

Background data provided by teachers.

( ) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

A diamond (0) indicates the country did not participate in the 2001 assessment.

NOTE: The International Average does not include the results from the Canadian provinces.

Trend Note: The primary education systems of the Russian Federation and Slovenia underwent structural changes. Data for Canada, Ontario include only public schools.



Exhibit 6.4 Teachers' Teaching Responsibilities

PIRLS 2006  
4th Grade

Countries	Percentage of Students Whose Teachers Work		Percentage of Students Whose Teachers Reported			
	Full Time	Part Time	Being the Only Teacher for All or Most of the Time	That Students Have Specialist Teachers for Core Subjects	Sharing Teaching Responsibilities with Another Teacher	Other Situations
Austria	90 (2.2)	10 (2.2)	67 (3.6)	10 (2.0)	9 (1.5)	15 (2.8)
Belgium (Flemish)	91 (1.7)	9 (1.7)	50 (3.5)	20 (3.5)	22 (3.2)	8 (1.7)
Belgium (French)	91 (1.9)	9 (1.9)	27 (3.1)	42 (3.1)	17 (2.6)	14 (2.3)
Bulgaria	99 (0.9)	1 (0.9)	26 (3.7)	55 (4.5)	18 (3.1)	2 (1.0)
Canada, Alberta	92 (2.4)	8 (2.4)	61 (3.7)	13 (2.5)	15 (2.7)	10 (2.2)
Canada, British Columbia	89 (2.3)	11 (2.3)	63 (4.0)	10 (2.6)	17 (3.0)	10 (2.4)
Canada, Nova Scotia	94 (1.7)	6 (1.7)	68 (3.6)	17 (3.0)	8 (2.0)	6 (1.2)
Canada, Ontario	98 (1.1)	2 (1.1)	62 (4.8)	19 (4.0)	11 (3.2)	8 (2.5)
Canada, Quebec	89 (2.9)	11 (2.9)	44 (4.4)	32 (4.3)	15 (3.2)	9 (2.6)
Chinese Taipei	98 (1.1)	2 (1.1)	53 (3.9)	41 (4.0)	3 (1.6)	3 (1.4)
Denmark	95 (1.6)	5 (1.6)	2 (1.0)	97 (1.3)	0 (0.0)	1 (0.7)
England	91 (2.6)	9 (2.6)	51 (4.5)	20 (2.9)	14 (3.4)	15 (3.0)
France	91 (2.0)	9 (2.0)	30 (3.7)	44 (3.8)	21 (3.0)	6 (1.3)
Georgia	69 (3.5)	31 (3.5)	63 (3.7)	29 (3.9)	4 (1.7)	4 (1.8)
Germany	57 (4.0)	43 (4.0)	30 (3.3)	60 (3.5)	3 (0.9)	7 (1.9)
Hong Kong SAR	99 (0.6)	1 (0.0)	6 (2.1)	91 (2.8)	3 (1.9)	0 (0.0)
Hungary	98 (1.3)	2 (1.3)	32 (3.8)	48 (4.0)	7 (1.6)	12 (2.4)
Iceland	85 (0.3)	15 (0.3)	69 (0.4)	8 (0.2)	18 (0.3)	5 (0.2)
Indonesia	70 (3.9)	30 (3.9)	42 (4.1)	39 (3.8)	16 (2.8)	3 (1.2)
Iran, Islamic Rep. of	84 (2.9)	16 (2.9)	90 (2.0)	3 (1.1)	3 (1.2)	4 (1.4)
Israel	90 (2.8)	10 (2.8)	41 (4.2)	53 (4.2)	3 (1.4)	3 (1.3)
Italy	90 (2.1)	10 (2.1)	14 (2.4)	63 (3.3)	20 (2.9)	2 (1.2)
Kuwait	83 (3.2)	17 (3.2)	48 (3.8)	48 (3.8)	3 (1.4)	1 (0.0)
Latvia	97 (1.4)	3 (1.4)	57 (3.7)	32 (3.7)	0 (0.0)	11 (2.4)
Lithuania	98 (1.1)	2 (1.1)	75 (3.0)	1 (0.6)	9 (2.3)	14 (2.7)
Luxembourg	95 (0.1)	5 (0.1)	59 (0.2)	10 (0.1)	10 (0.1)	21 (0.2)
Macedonia, Rep. of	100 (0.0)	0 (0.0)	61 (3.4)	30 (3.3)	1 (0.9)	8 (2.1)
Moldova, Rep. of	93 (2.2)	7 (2.2)	69 (3.7)	28 (3.5)	1 (0.7)	2 (1.2)
Morocco	91 (2.7)	9 (2.7)	30 (4.0)	59 (4.3)	7 (2.0)	4 (1.7)
Netherlands	64 (3.9)	36 (3.9)	49 (4.5)	3 (1.1)	42 (4.2)	6 (2.1)
New Zealand	97 (0.8)	3 (0.8)	75 (2.5)	10 (1.9)	8 (1.4)	7 (1.4)
Norway	77 (3.4)	23 (3.4)	43 (4.5)	21 (3.4)	33 (4.4)	4 (1.5)
Poland	98 (0.8)	2 (0.8)	17 (3.0)	70 (3.8)	6 (1.8)	6 (2.0)
Qatar	95 (0.1)	5 (0.1)	27 (0.3)	71 (0.3)	1 (0.0)	1 (0.0)
Romania	100 (0.0)	0 (0.0)	41 (4.3)	52 (4.3)	1 (0.6)	6 (1.7)
Russian Federation	94 (1.4)	6 (1.4)	97 (1.2)	2 (1.0)	1 (0.0)	0 (0.0)
Scotland	93 (2.1)	7 (2.1)	59 (4.6)	7 (2.3)	23 (3.7)	11 (2.9)
Singapore	99 (0.7)	1 (0.7)	54 (2.8)	38 (2.7)	3 (0.8)	5 (1.4)
Slovak Republic	99 (0.5)	1 (0.5)	--	--	--	--
Slovenia	99 (0.6)	1 (0.6)	53 (3.7)	35 (3.3)	3 (1.1)	10 (2.3)
South Africa	96 (1.3)	4 (1.3)	15 (2.2)	69 (2.7)	14 (1.9)	2 (0.7)
Spain	91 (2.3)	9 (2.3)	48 (4.1)	23 (3.6)	12 (2.6)	17 (2.9)
Sweden	84 (2.8)	16 (2.8)	38 (4.2)	33 (3.4)	26 (3.3)	4 (1.3)
Trinidad and Tobago	100 (0.4)	0 (0.0)	83 (3.0)	9 (2.5)	5 (1.5)	4 (1.6)
United States	98 (0.9)	2 (0.9)	49 (3.6)	24 (3.8)	15 (2.6)	12 (3.2)
International Avg.	91 (0.3)	9 (0.3)	47 (0.5)	36 (0.5)	10 (0.3)	7 (0.3)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

Background data provided by teachers.

( ) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (–) indicates comparable data are not available.

NOTE: The International Average does not include the results from the Canadian provinces.





taught by full-time teachers. Only in Germany and the Netherlands were more than one third of the students taught by part-time teachers. In terms of teaching assignments, 47 percent of students, internationally on average, were taught by the same teacher for all or most subjects, while 36 percent were taught by specialist teachers for core subjects. There were few countries where, almost exclusively, students were taught by the same teacher for all or most subjects (the Russian Federation with 97% of students and Iran with 90%) or almost exclusively taught by a specialist teacher for core subjects (Denmark with 97% of students and Hong Kong SAR with 91%). One fourth or more of the students in the Netherlands, Norway, and Sweden had teachers who shared teaching responsibilities with another teacher, but this was relatively rare (10% of students), internationally on average.

### What Instructional Resources Do Teachers Use?

Primary schools use a variety of instructional materials for their reading instructional programs. Exhibit 6.5 presents principals' reports of the percentage of students in schools using a reading series, textbooks, children's books, or other materials for reading instruction, either as a basis or a supplement. Textbooks and reading series are the materials most widely used for reading instruction across countries, with 77 percent and 42 percent of students, on average respectively, attending schools that use them as a basis for instruction. Many countries use not one but several types of reading materials as supplement(s) for instruction, including a variety of children's books, children's newspapers or magazines, and materials from different curricular areas. Countries where more than 80 percent of students were in schools using a variety of children's books as a supplement for instruction included Belgium (Flemish), Bulgaria, Georgia, Hungary, Iceland, Latvia, Lithuania, Norway, Poland, the Russian Federation, the Slovak Republic, and Slovenia. On average internationally, more than half of the students attended schools where children's newspapers or magazines and materials from other subject areas were supplemental materials for reading instruction. Also, more than one third of students across countries attended schools that used computer programs as a supplemental resource for teaching reading.

As shown in Exhibit 6.6, teachers' reports about the materials used for reading instruction corresponded to their principals' reports, in that textbooks were the foundation of reading instruction supplemented with other materials. On average internationally, 90 percent of students had reading teachers who used textbooks at least once or twice a week for reading instruction, while 82 percent had teachers who used workbooks and worksheets, and 60 percent had teachers who used a reading series at least weekly. More than half the students, on average across countries, had teachers who used a reading series (60%), a variety of children's books (55%), or materials from other subjects (53%) at least weekly. Two countries (Austria and the Slovak Republic) had at least half the students with teachers who used children's newspapers or magazines at least once a week, and another eight

countries (Georgia, Kuwait, Macedonia, Moldova, Qatar, Singapore, South Africa, and the United States) had between one third and one half using this resource. Only 11 percent of students, on average internationally, had teachers who used computer software at least once a week, whereas approximately one fourth to one third did in Austria, Chinese Taipei, England, Hong Kong SAR, the Netherlands, Singapore, and the United States.

Exhibit 6.5 Materials Schools Used for Their Reading Instructional Programs

PIRLS 2006  
4th Grade

Countries	Percentage of Students Attending Schools That Used					
	Reading Series		Textbooks		Variety of Children's Books	
	As Basis	As Supplement	As Basis	As Supplement	As Basis	As Supplement
Austria	20 (3.0)	48 (4.2)	79 (3.5)	10 (2.5)	9 (2.5)	77 (3.8)
Belgium (Flemish)	29 (4.2)	55 (4.5)	96 (1.2)	2 (1.2)	6 (2.0)	89 (2.8)
Belgium (French)	r 13 (3.0)	r 45 (5.0)	r 20 (3.7)	r 27 (4.3)	r 23 (3.5)	r 58 (4.2)
Bulgaria	5 (1.9)	52 (4.3)	99 (0.7)	0 (0.0)	4 (1.8)	81 (3.4)
Canada, Alberta	43 (3.9)	29 (3.8)	22 (3.7)	42 (4.2)	48 (4.4)	43 (4.3)
Canada, British Columbia	28 (4.0)	44 (4.4)	r 10 (2.7)	r 47 (5.1)	r 48 (5.1)	r 34 (4.6)
Canada, Nova Scotia	18 (3.1)	44 (3.7)	9 (2.2)	47 (4.2)	78 (3.6)	16 (3.1)
Canada, Ontario	45 (5.1)	37 (5.2)	26 (4.4)	48 (5.2)	56 (4.7)	40 (4.7)
Canada, Quebec	52 (4.7)	38 (4.6)	74 (3.5)	14 (3.2)	50 (4.7)	45 (4.9)
Chinese Taipei	8 (2.2)	55 (4.3)	85 (3.2)	5 (1.8)	5 (2.1)	77 (3.8)
Denmark	21 (3.6)	71 (3.7)	84 (3.5)	6 (2.2)	8 (2.4)	80 (3.7)
England	r 42 (4.7)	r 36 (4.6)	r 18 (3.9)	r 50 (4.7)	r 64 (4.6)	r 28 (4.2)
France	67 (3.9)	24 (3.6)	40 (4.7)	42 (4.2)	66 (3.9)	27 (3.8)
Georgia	26 (3.8)	40 (3.7)	98 (1.5)	2 (1.5)	10 (3.0)	83 (3.4)
Germany	16 (2.3)	54 (3.5)	88 (2.1)	3 (0.9)	12 (2.5)	79 (2.8)
Hong Kong SAR	15 (3.4)	53 (4.5)	92 (2.8)	2 (1.4)	9 (2.9)	72 (4.0)
Hungary	85 (3.4)	6 (2.0)	91 (2.6)	8 (2.4)	1 (1.0)	88 (2.8)
Iceland	82 (0.3)	12 (0.2)	61 (0.4)	29 (0.3)	9 (0.3)	85 (0.3)
Indonesia	43 (4.2)	11 (2.8)	52 (4.4)	26 (4.2)	12 (2.6)	40 (4.4)
Iran, Islamic Rep. of	21 (3.1)	34 (3.9)	92 (2.1)	3 (1.3)	1 (0.8)	59 (3.1)
Israel	51 (3.8)	30 (3.8)	78 (3.4)	11 (3.0)	27 (3.8)	55 (4.4)
Italy	7 (2.1)	66 (3.7)	97 (1.5)	2 (1.3)	3 (1.6)	75 (3.8)
Kuwait	18 (3.2)	26 (3.7)	93 (2.0)	3 (1.5)	3 (1.4)	51 (3.8)
Latvia	8 (2.4)	61 (4.4)	97 (1.2)	1 (0.8)	7 (2.2)	92 (2.4)
Lithuania	31 (4.0)	49 (4.0)	99 (1.2)	0 (0.0)	2 (1.1)	91 (2.5)
<sup>1</sup> Luxembourg	--	--	--	--	--	--
Macedonia, Rep. of	r 57 (4.4)	r 19 (3.5)	r 87 (3.3)	r 10 (2.9)	r 13 (3.4)	r 71 (4.5)
Moldova, Rep. of	29 (3.7)	50 (4.5)	92 (2.5)	7 (2.4)	10 (2.6)	70 (4.0)
Morocco	s 36 (4.9)	s 11 (3.3)	r 98 (1.1)	r 1 (0.9)	s 4 (1.9)	s 37 (4.8)
Netherlands	r 55 (5.5)	r 39 (5.5)	r 88 (2.5)	r 9 (2.5)	r 31 (4.5)	r 65 (4.7)
New Zealand	93 (1.7)	3 (1.2)	9 (2.0)	25 (3.3)	30 (3.4)	61 (3.4)
Norway	63 (4.7)	27 (4.1)	90 (3.2)	9 (3.1)	17 (3.8)	81 (4.1)
Poland	75 (4.0)	14 (3.0)	94 (2.0)	5 (2.0)	4 (1.8)	88 (2.8)
Qatar	32 (0.2)	43 (0.2)	84 (0.2)	9 (0.1)	7 (0.1)	61 (0.2)
Romania	12 (3.1)	69 (3.9)	94 (2.4)	2 (1.3)	2 (1.2)	72 (4.3)
Russian Federation	11 (2.0)	70 (2.8)	99 (0.7)	1 (0.6)	4 (1.5)	89 (2.5)
Scotland	r 89 (3.3)	r 6 (2.3)	r 36 (4.6)	r 55 (5.1)	r 29 (4.4)	r 68 (4.7)
Singapore	17 (0.0)	53 (0.0)	94 (0.0)	1 (0.0)	7 (0.0)	70 (0.0)
Slovak Republic	59 (3.6)	22 (3.4)	91 (2.3)	6 (2.0)	3 (1.4)	89 (2.7)
Slovenia	88 (2.8)	11 (2.7)	83 (2.8)	13 (2.7)	4 (1.8)	93 (2.4)
South Africa	50 (3.1)	17 (2.2)	53 (3.2)	25 (2.5)	17 (2.2)	43 (2.6)
Spain	48 (4.0)	34 (4.1)	90 (2.7)	5 (2.1)	26 (4.0)	59 (4.9)
Sweden	64 (4.4)	14 (3.3)	50 (4.3)	23 (3.4)	43 (4.7)	47 (4.7)
Trinidad and Tobago	72 (4.1)	15 (2.9)	56 (4.3)	30 (4.1)	3 (1.3)	71 (4.2)
United States	65 (4.2)	21 (3.9)	45 (3.7)	35 (4.1)	28 (4.1)	64 (4.0)
International Avg.	42 (0.6)	35 (0.6)	77 (0.4)	13 (0.4)	14 (0.4)	69 (0.6)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

Background data provided by schools.

( ) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (–) indicates comparable data are not available.

NOTE: The International Average does not include the results from the Canadian provinces.

<sup>1</sup> Primary schools in Luxembourg do not have principals.

## Exhibit 6.5 Materials Schools Used for Their Reading Instructional Programs (Continued)

PIRLS 2006  
4th Grade

Countries	Percentage of Students Attending Schools That Used					
	Children's Newspapers and/or Magazines		Materials from Different Curricular Areas		Computer Programs That Teach Students to Read	
	As Basis	As Supplement	As Basis	As Supplement	As Basis	As Supplement
Austria	25 (3.5)	50 (4.3)	21 (4.0)	49 (4.3)	13 (2.9)	52 (4.6)
Belgium (Flemish)	4 (1.8)	75 (3.6)	9 (2.5)	66 (4.4)	9 (2.4)	67 (4.2)
Belgium (French)	r 7 (2.4)	r 51 (4.5)	r 7 (2.4)	r 39 (4.9)	r 1 (0.0)	r 24 (4.2)
Bulgaria	0 (0.0)	57 (4.5)	9 (2.3)	66 (4.2)	0 (0.0)	18 (3.2)
Canada, Alberta	4 (1.8)	52 (4.5)	20 (3.7)	59 (4.4)	3 (1.4)	40 (4.3)
Canada, British Columbia	2 (1.3)	52 (4.5)	18 (3.5)	55 (4.3)	1 (1.1)	40 (4.6)
Canada, Nova Scotia	12 (3.1)	63 (4.0)	39 (4.4)	49 (4.3)	4 (1.6)	52 (4.2)
Canada, Ontario	6 (2.3)	66 (4.5)	28 (4.1)	61 (4.5)	5 (1.7)	67 (5.3)
Canada, Quebec	5 (1.7)	56 (5.0)	17 (2.9)	66 (4.2)	2 (0.4)	36 (4.6)
Chinese Taipei	3 (1.4)	55 (4.4)	6 (1.8)	58 (4.6)	1 (0.9)	38 (4.3)
Denmark	0 (0.0)	40 (4.2)	9 (2.4)	56 (4.5)	5 (2.1)	72 (3.9)
England	r 7 (2.4)	r 49 (4.5)	r 29 (4.0)	r 56 (4.2)	r 11 (3.1)	r 53 (4.6)
France	22 (3.7)	54 (4.8)	42 (4.0)	43 (4.1)	0 (0.2)	32 (3.7)
Georgia	7 (2.1)	79 (3.4)	12 (2.6)	62 (4.3)	1 (0.9)	6 (2.1)
Germany	2 (1.2)	60 (3.8)	27 (3.3)	53 (4.0)	10 (2.1)	49 (3.9)
Hong Kong SAR	1 (0.9)	61 (4.0)	4 (1.6)	56 (4.4)	3 (1.5)	59 (4.4)
Hungary	2 (1.2)	73 (4.0)	2 (1.2)	61 (4.3)	0 (0.0)	18 (3.4)
Iceland	0 (0.0)	51 (0.3)	6 (0.2)	58 (0.4)	3 (0.1)	65 (0.3)
Indonesia	2 (1.1)	43 (3.7)	17 (3.1)	31 (4.0)	3 (1.5)	14 (3.1)
Iran, Islamic Rep. of	5 (1.3)	55 (3.5)	8 (1.8)	52 (4.0)	3 (1.2)	7 (1.9)
Israel	6 (2.0)	49 (3.8)	30 (4.1)	45 (4.8)	10 (2.7)	40 (4.9)
Italy	2 (1.1)	32 (3.7)	10 (2.4)	65 (4.1)	2 (1.4)	37 (4.2)
Kuwait	4 (1.7)	37 (4.2)	8 (2.6)	28 (3.4)	34 (3.8)	34 (4.0)
Latvia	1 (0.6)	86 (2.7)	1 (1.0)	86 (3.0)	0 (0.3)	13 (3.0)
Lithuania	0 (0.0)	69 (3.7)	1 (0.8)	71 (4.1)	0 (0.0)	23 (3.6)
<sup>1</sup> Luxembourg	--	--	--	--	--	--
Macedonia, Rep. of	r 13 (3.0)	r 72 (4.2)	r 21 (3.6)	r 52 (4.5)	r 5 (2.0)	r 8 (2.7)
Moldova, Rep. of	2 (1.3)	69 (4.0)	16 (3.4)	46 (4.7)	1 (0.8)	3 (1.5)
Morocco	s 0 (0.0)	s 30 (5.0)	s 14 (3.4)	s 28 (5.0)	s 1 (0.9)	s 10 (3.1)
Netherlands	r 0 (0.0)	r 54 (4.1)	r 17 (3.5)	r 67 (4.9)	r 33 (4.8)	r 50 (4.7)
New Zealand	5 (1.3)	60 (3.9)	15 (2.6)	63 (3.5)	4 (1.3)	52 (3.1)
Norway	2 (1.2)	48 (4.8)	14 (3.3)	58 (5.4)	13 (3.6)	63 (5.2)
Poland	1 (1.0)	75 (4.2)	8 (2.4)	52 (4.4)	1 (0.9)	38 (4.1)
Qatar	10 (0.1)	50 (0.3)	28 (0.2)	27 (0.2)	13 (0.1)	40 (0.2)
Romania	3 (1.5)	58 (4.8)	6 (2.2)	50 (4.2)	2 (1.1)	13 (3.2)
Russian Federation	1 (0.8)	71 (2.8)	4 (1.3)	67 (2.6)	1 (0.9)	6 (1.8)
Scotland	r 2 (1.5)	r 50 (5.0)	r 13 (3.3)	r 74 (4.9)	r 6 (2.5)	r 71 (4.3)
Singapore	6 (0.0)	66 (0.0)	13 (0.0)	50 (0.0)	8 (0.0)	46 (0.0)
Slovak Republic	6 (2.2)	75 (3.5)	2 (1.0)	70 (3.5)	1 (1.0)	32 (3.9)
Slovenia	2 (1.2)	84 (3.1)	5 (1.8)	68 (4.3)	3 (1.6)	65 (4.2)
South Africa	8 (1.8)	47 (2.8)	21 (2.5)	39 (2.9)	5 (1.5)	13 (1.7)
Spain	5 (1.9)	45 (4.7)	22 (3.9)	53 (4.4)	4 (1.6)	49 (3.8)
Sweden	3 (0.8)	42 (4.5)	16 (3.2)	63 (4.4)	4 (1.9)	60 (4.4)
Trinidad and Tobago	0 (0.0)	36 (3.9)	7 (2.2)	54 (4.2)	8 (2.6)	29 (4.2)
United States	3 (1.2)	70 (2.6)	16 (3.0)	68 (3.8)	2 (1.0)	60 (4.5)
International Avg.	4 (0.3)	57 (0.6)	13 (0.4)	55 (0.7)	6 (0.3)	37 (0.6)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

Exhibit 6.6 Materials Used by Teachers for Reading Instruction

PIRLS 2006  
4th Grade

Countries	Percentage of Students Whose Teacher Used at Least Weekly						
	Reading Series	Textbooks	Workbooks or Worksheets	Variety of Children's Books	Children's Newspapers and/or Magazines	Materials from Other Subjects	Computer Software
Austria	30 (3.2)	87 (2.4)	89 (2.4)	52 (3.4)	61 (3.4)	58 (3.3)	26 (2.8)
Belgium (Flemish)	35 (4.6)	92 (1.6)	91 (2.1)	52 (3.8)	19 (3.2)	50 (3.9)	8 (2.1)
Belgium (French)	30 (3.4)	50 (3.7)	64 (4.2)	53 (3.9)	31 (2.9)	55 (3.5)	4 (1.6)
Bulgaria	95 (1.8)	100 (0.0)	99 (0.5)	60 (3.9)	18 (2.8)	57 (3.7)	4 (1.8)
Canada, Alberta	43 (3.7)	64 (4.0)	68 (3.6)	91 (1.9)	16 (2.9)	82 (3.2)	19 (2.9)
Canada, British Columbia	r 47 (4.8)	r 66 (3.6)	r 65 (4.4)	r 91 (2.7)	r 13 (3.0)	r 79 (3.9)	r 15 (3.2)
Canada, Nova Scotia	35 (3.5)	47 (4.0)	68 (3.8)	96 (1.4)	20 (3.2)	87 (2.4)	14 (2.4)
Canada, Ontario	55 (4.9)	68 (4.5)	77 (4.4)	91 (2.8)	20 (4.5)	83 (4.1)	17 (3.6)
Canada, Quebec	45 (4.8)	89 (2.1)	82 (3.3)	70 (4.3)	14 (2.9)	69 (4.0)	4 (1.4)
Chinese Taipei	37 (4.1)	95 (1.9)	61 (4.2)	49 (4.3)	31 (3.9)	23 (3.6)	24 (3.5)
Denmark	88 (2.4)	69 (4.1)	74 (3.4)	60 (3.7)	2 (1.1)	21 (3.5)	4 (1.3)
England	49 (4.1)	66 (4.2)	65 (4.0)	93 (1.7)	9 (2.6)	75 (4.1)	32 (4.0)
France	74 (3.3)	62 (3.2)	63 (3.3)	72 (3.0)	20 (3.3)	82 (2.5)	3 (1.2)
Georgia	63 (4.1)	99 (0.7)	68 (3.8)	67 (3.8)	40 (4.4)	52 (3.8)	0 (0.0)
Germany	r 20 (3.6)	83 (2.7)	92 (1.4)	42 (3.7)	8 (2.0)	68 (3.5)	15 (2.2)
Hong Kong SAR	36 (3.8)	97 (1.5)	71 (3.7)	25 (3.6)	10 (2.6)	12 (2.7)	36 (4.2)
Hungary	99 (0.8)	100 (0.0)	99 (0.8)	63 (3.7)	26 (3.5)	67 (3.6)	2 (0.7)
Iceland	80 (0.3)	96 (0.2)	86 (0.2)	83 (0.3)	5 (0.2)	82 (0.3)	12 (0.2)
Indonesia	57 (3.8)	96 (1.6)	73 (4.0)	24 (3.5)	9 (2.4)	29 (3.8)	3 (1.6)
Iran, Islamic Rep. of	51 (3.7)	98 (1.0)	64 (3.8)	44 (3.5)	25 (3.2)	27 (3.5)	4 (1.5)
Israel	67 (4.0)	96 (1.8)	93 (2.3)	51 (4.4)	22 (3.6)	45 (4.1)	6 (2.1)
Italy	47 (3.6)	99 (1.0)	92 (2.1)	54 (4.0)	16 (2.9)	52 (4.1)	5 (1.8)
Kuwait	69 (3.4)	99 (1.0)	89 (2.3)	41 (3.9)	37 (4.1)	27 (3.8)	7 (2.1)
Latvia	31 (3.1)	100 (0.0)	74 (2.7)	45 (3.7)	11 (2.1)	49 (4.1)	2 (1.2)
Lithuania	41 (3.6)	100 (0.0)	95 (1.8)	45 (3.5)	14 (2.3)	47 (3.7)	2 (0.9)
Luxembourg	8 (0.1)	95 (0.1)	85 (0.1)	34 (0.2)	15 (0.1)	33 (0.2)	3 (0.1)
Macedonia, Rep. of	36 (4.0)	100 (0.0)	80 (3.4)	29 (3.8)	37 (4.1)	46 (4.0)	6 (2.4)
Moldova, Rep. of	81 (3.3)	100 (0.3)	86 (2.7)	53 (4.2)	46 (4.3)	63 (3.9)	2 (0.4)
Morocco	74 (4.0)	86 (3.1)	91 (2.6)	10 (2.6)	5 (1.7)	35 (4.4)	2 (1.1)
Netherlands	r 51 (4.3)	94 (1.8)	76 (3.5)	79 (3.0)	9 (2.4)	64 (4.1)	26 (4.2)
New Zealand	94 (1.4)	20 (2.3)	65 (2.8)	78 (2.5)	18 (2.2)	61 (2.8)	18 (1.9)
Norway	76 (3.5)	98 (1.3)	90 (2.9)	84 (3.5)	7 (2.4)	82 (3.1)	20 (4.0)
Poland	95 (1.6)	100 (0.0)	97 (1.2)	36 (3.9)	6 (1.7)	43 (4.0)	3 (1.1)
Qatar	s 62 (0.2)	s 100 (0.0)	s 96 (0.1)	s 39 (0.3)	s 45 (0.3)	s 34 (0.3)	s 12 (0.1)
Romania	92 (1.9)	100 (0.1)	91 (2.4)	66 (4.1)	24 (3.5)	57 (3.8)	1 (0.7)
Russian Federation	56 (3.7)	100 (0.0)	53 (3.6)	68 (3.1)	18 (3.3)	61 (3.5)	1 (0.8)
Scotland	95 (1.8)	81 (4.0)	82 (3.6)	80 (4.2)	5 (2.2)	60 (4.4)	20 (3.6)
Singapore	34 (2.5)	97 (1.0)	97 (1.0)	41 (2.8)	43 (2.7)	41 (3.1)	33 (2.8)
Slovak Republic	16 (2.4)	100 (0.0)	77 (3.3)	50 (3.5)	50 (3.4)	54 (3.5)	4 (1.0)
Slovenia	95 (1.5)	94 (1.6)	97 (1.4)	33 (3.3)	14 (1.8)	51 (3.3)	5 (1.4)
South Africa	63 (3.2)	94 (1.4)	80 (2.3)	44 (3.1)	36 (2.9)	51 (2.6)	7 (1.7)
Spain	75 (3.9)	99 (0.9)	84 (3.2)	71 (3.9)	7 (2.0)	70 (3.7)	9 (2.4)
Sweden	52 (3.7)	82 (2.7)	71 (3.6)	89 (2.6)	16 (2.8)	77 (3.5)	10 (2.3)
Trinidad and Tobago	88 (2.6)	99 (0.5)	86 (2.8)	71 (3.4)	23 (3.4)	87 (2.8)	14 (2.6)
United States	69 (4.1)	82 (1.8)	85 (3.0)	78 (3.2)	36 (4.1)	74 (3.2)	32 (3.8)
International Avg.	60 (0.5)	90 (0.3)	82 (0.4)	55 (0.5)	22 (0.5)	53 (0.6)	11 (0.4)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

Background data provided by teachers.

( ) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

NOTE: The International Average does not include the results from the Canadian provinces.





Exhibits 6.7 through 6.9 present teachers' reports of how often they asked students to read literary and informational texts, as well as trends in the percentages of students whose teachers used literary and informational texts at least once a week. To gather information about the use of different types of texts for the two major reading purposes in primary schools, PIRLS asked teachers about the frequency with which they used different types of texts with the following response options: *every day or almost every day*, *once or twice a week*, *once or twice a month*, and *never or almost never*. For reporting purposes, the first two response categories were combined into the reporting category at least weekly, and the last two were combined into less than weekly.

Exhibit 6.7 shows the percentage of students whose teachers asked them to read the following types of literary texts at least once a week:

- ▶ Short stories
- ▶ Longer books with chapters
- ▶ Poems
- ▶ Plays

On average internationally, 70 percent of the students were asked to read short stories at least weekly. About one third (36%) were asked to read chapter books, and about one third (36%) to read poems. Just 8 percent of students, on average across countries, were asked to read plays at least once a week, although in Macedonia, Moldova, New Zealand, and South Africa, the percentage was greater than one fifth (21–36%). On average across countries, those students asked to read fiction at least weekly had somewhat higher achievement (difference of eight points) than those asked to read it less than weekly.

Exhibit 6.8 shows the percentage of students whose teachers asked them to read the following types of informational texts at least once a week:

- ▶ Descriptions and explanations about things, people, or events
- ▶ Instructions of manuals about how things work
- ▶ Charts, diagrams, or graphs

On average internationally, about half the students (49%) were asked to read descriptions and explanations at least weekly, while fewer were asked to read instructions or manuals (19%) or charts, diagrams, or graphs (26%). Most of the students (82 to 85%) in Austria, Germany, Hungary, and Italy were asked to read descriptions and explanations about things, people, or events at least weekly.

The percentage of students whose teachers asked them to read informational texts at least once a week was less than those asked to read literary texts (58% vs. 84%). Interestingly, the six countries and two provinces with the highest percentage of students (between 80 and 90%) who were asked to read nonfiction at least once a week were among those with the smallest relative differences between informational and literary achievement scores (less than 5 points, though nonsignificant only in Austria in Italy). The average achievement across countries of those students asked to read nonfiction at least weekly differed only slightly from the achievement of those asked to read nonfiction less than weekly.

Exhibit 6.9 shows changes from 2001 in the percentage of students whose teachers asked them to read literary and informational texts at least once a week. Although, on average internationally, there was no change over the 5-year period in the percentage of students asked to read fiction, there were changes for a number of participants. Increases occurred in France, the Netherlands, Singapore, Sweden, and the Canadian province of Quebec, while decreases occurred in Latvia, Morocco, New Zealand, and Romania. There were more increases across participants in weekly nonfiction reading assignments, including Bulgaria, Germany, Hungary, Israel, Italy, Moldova, the Russian Federation, Slovenia, Sweden, and the Canadian province of Quebec. Only in Iceland was there a significant decrease in the percentage of students asked to read nonfiction at least weekly. An increase in the percentage of students asked to read both fiction and nonfiction took place in Sweden and the Canadian province of Quebec.

Exhibit 6.7 Teachers' Use of Literary Texts for Reading Instruction

PIRLS 2006  
4th Grade

Countries	Percentage of Students Whose Teachers Asked Them to Read at Least Weekly				Percentage of Students Whose Teachers Asked Them to Read Literary Texts*			
	Short Stories	Longer Books with Chapters	Poems	Plays	At Least Weekly		Less than Weekly	
					Percent of Students	Average Literary Achievement	Percent of Students	Average Literary Achievement
Austria	83 (2.9)	27 (3.0)	22 (2.9)	1 (0.5)	90 (1.9)	537 (2.2)	10 (1.9)	535 (9.1)
Belgium (Flemish)	57 (4.3)	29 (3.7)	20 (3.1)	0 (0.0)	70 (3.8)	543 (2.0)	30 (3.8)	545 (3.8)
Belgium (French)	59 (3.3)	16 (2.8)	8 (2.1)	2 (1.1)	67 (3.2)	499 (2.9)	33 (3.2)	500 (5.0)
Bulgaria	91 (2.3)	14 (2.8)	75 (3.2)	4 (1.5)	94 (1.9)	543 (4.9)	6 (1.9)	513 (14.4)
Canada, Alberta	71 (3.9)	81 (3.0)	26 (3.5)	6 (1.6)	92 (2.4)	563 (2.6)	8 (2.4)	539 (12.6)
Canada, British Columbia	r 74 (3.7)	r 84 (3.4)	r 24 (3.8)	r 9 (2.7)	r 96 (1.5)	560 (3.2)	4 (1.5)	561 (11.3)
Canada, Nova Scotia	67 (3.9)	87 (2.2)	31 (3.5)	4 (1.5)	96 (1.3)	544 (2.7)	4 (1.3)	520 (12.3)
Canada, Ontario	66 (4.5)	75 (4.5)	13 (2.7)	10 (2.7)	87 (3.9)	557 (2.9)	13 (3.9)	540 (12.7)
Canada, Quebec	51 (4.5)	31 (3.8)	7 (2.0)	3 (1.3)	67 (3.9)	530 (3.3)	33 (3.9)	533 (4.9)
Chinese Taipei	61 (4.6)	15 (3.1)	15 (3.1)	1 (0.6)	67 (4.2)	530 (2.9)	33 (4.2)	532 (2.8)
Denmark	76 (3.3)	63 (3.6)	19 (3.3)	1 (0.6)	90 (2.4)	548 (2.8)	10 (2.4)	546 (6.6)
England	55 (4.0)	60 (4.3)	20 (3.4)	6 (2.1)	75 (3.8)	542 (3.5)	25 (3.8)	537 (6.6)
France	66 (3.6)	69 (3.2)	35 (3.6)	11 (2.4)	91 (2.2)	516 (2.6)	9 (2.2)	518 (4.7)
Georgia	92 (1.6)	13 (2.5)	72 (4.1)	11 (2.8)	97 (1.2)	478 (3.4)	3 (1.2)	454 (14.3)
Germany	60 (3.4)	18 (3.0)	13 (2.8)	1 (0.4)	69 (3.4)	549 (2.5)	31 (3.4)	550 (3.2)
Hong Kong SAR	42 (4.0)	5 (1.9)	15 (3.3)	2 (1.1)	50 (4.1)	561 (3.6)	50 (4.1)	555 (3.4)
Hungary	92 (1.8)	29 (3.6)	55 (4.1)	2 (1.1)	97 (1.0)	555 (3.1)	3 (1.0)	583 (8.7)
Iceland	63 (0.4)	75 (0.3)	34 (0.4)	2 (0.1)	91 (0.2)	515 (1.6)	9 (0.2)	500 (5.9)
Indonesia	65 (3.4)	17 (3.0)	44 (4.4)	13 (2.6)	74 (3.4)	394 (5.1)	26 (3.4)	405 (6.4)
Iran, Islamic Rep. of	60 (3.5)	23 (3.3)	44 (3.6)	17 (2.9)	74 (2.9)	432 (4.2)	26 (2.9)	414 (8.6)
Israel	78 (3.3)	34 (3.8)	31 (3.7)	6 (2.2)	85 (3.0)	519 (4.2)	15 (3.0)	501 (13.9)
Italy	95 (1.4)	32 (3.8)	39 (3.9)	6 (1.7)	98 (1.0)	551 (3.3)	2 (1.0)	~ ~
Kuwait	20 (3.6)	5 (1.9)	41 (4.3)	13 (2.7)	57 (4.7)	341 (5.7)	43 (4.7)	341 (7.4)
Latvia	83 (2.8)	26 (3.1)	29 (3.2)	3 (1.3)	88 (2.4)	542 (2.4)	12 (2.4)	526 (5.6)
Lithuania	83 (2.7)	33 (3.0)	57 (3.5)	13 (2.3)	92 (2.0)	542 (2.1)	8 (2.0)	545 (6.2)
Luxembourg	68 (0.2)	21 (0.2)	4 (0.1)	3 (0.0)	77 (0.2)	556 (1.3)	23 (0.2)	552 (1.8)
Macedonia, Rep. of	76 (3.5)	11 (3.0)	60 (4.1)	36 (4.0)	85 (3.1)	445 (4.4)	15 (3.1)	420 (17.9)
Moldova, Rep. of	92 (2.4)	16 (2.9)	88 (2.8)	21 (3.8)	97 (1.5)	492 (2.7)	3 (1.5)	479 (32.5)
Morocco	25 (3.8)	26 (4.0)	26 (3.9)	3 (1.3)	48 (4.7)	311 (12.5)	52 (4.7)	316 (8.0)
Netherlands	60 (4.4)	85 (2.6)	4 (1.5)	1 (0.8)	91 (2.1)	544 (2.0)	9 (2.1)	538 (5.5)
New Zealand	55 (3.0)	66 (3.0)	43 (3.0)	24 (3.0)	85 (2.1)	528 (2.5)	15 (2.1)	539 (5.5)
Norway	73 (3.5)	83 (3.4)	25 (3.9)	2 (1.3)	95 (1.6)	501 (2.7)	5 (1.6)	496 (8.8)
Poland	84 (3.5)	24 (3.3)	85 (2.8)	3 (1.1)	97 (1.7)	524 (2.6)	3 (1.7)	511 (19.7)
Qatar	s 39 (0.3)	s 4 (0.1)	s 26 (0.2)	s 10 (0.2)	s 50 (0.3)	359 (2.3)	50 (0.3)	354 (2.1)
Romania	88 (2.4)	21 (3.3)	68 (3.7)	9 (2.3)	93 (1.8)	493 (5.1)	7 (1.8)	504 (13.0)
Russian Federation	80 (2.1)	68 (3.7)	68 (3.8)	10 (2.1)	95 (1.7)	561 (3.4)	5 (1.7)	557 (10.8)
Scotland	63 (4.4)	77 (4.2)	14 (2.5)	2 (1.1)	89 (2.8)	526 (2.6)	11 (2.8)	524 (10.8)
Singapore	76 (2.4)	27 (2.4)	27 (2.2)	8 (1.4)	82 (1.8)	551 (3.3)	18 (1.8)	552 (6.9)
Slovak Republic	83 (2.7)	28 (2.7)	67 (3.3)	3 (1.2)	93 (1.5)	534 (2.9)	7 (1.5)	528 (12.7)
Slovenia	83 (2.5)	7 (1.7)	17 (2.7)	10 (2.2)	85 (2.4)	520 (2.2)	15 (2.4)	514 (4.5)
South Africa	72 (2.8)	32 (3.1)	32 (3.2)	26 (3.0)	84 (2.1)	297 (6.6)	16 (2.1)	323 (13.9)
Spain	86 (2.8)	51 (4.4)	26 (3.4)	6 (1.9)	96 (1.5)	516 (2.8)	4 (1.5)	526 (16.6)
Sweden	51 (4.3)	97 (1.1)	3 (1.1)	2 (1.0)	99 (0.3)	546 (2.2)	1 (0.3)	~ ~
Trinidad and Tobago	86 (2.9)	35 (3.8)	64 (3.7)	4 (1.6)	92 (2.3)	439 (5.0)	8 (2.3)	379 (18.6)
United States	70 (4.0)	74 (3.8)	20 (3.2)	3 (1.1)	92 (2.4)	540 (3.8)	8 (2.4)	534 (6.7)
International Avg.	70 (0.5)	36 (0.5)	36 (0.5)	8 (0.3)	84 (0.4)	501 (0.6)	16 (0.4)	493 (1.8)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

\* Based on teachers' responses to having students read the following types of text when having reading instruction and/or doing reading activities: short stories, longer books with chapters, poems, and plays.

Response options Every day or almost every day and Once or twice a week were combined as At least weekly. Response options Once or twice a month and Never or almost never were combined as Less than weekly.

( ) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

A tilde (~) indicates insufficient data to report achievement.

NOTE: The International Average does not include the results from the Canadian provinces.



Exhibit 6.8 Teachers' Use of Informational Texts for Reading Instruction

PIRLS 2006  
4th Grade

Countries	Percentage of Students Whose Teachers Asked Them to Read at Least Weekly			Percentage of Students Whose Teachers Asked Them to Read Informational Texts*			
	Descriptions and Explanations About Things, People, or Events	Instructions or Manuals About How Things Work	Charts, Diagrams, Graphs	At Least Weekly		Less than Weekly	
				Percent of Students	Average Informational Achievement	Percent of Students	Average Informational Achievement
Austria	83 (2.4)	14 (2.1)	7 (1.7)	83 (2.4)	537 (2.6)	17 (2.4)	536 (4.5)
Belgium (Flemish)	50 (4.2)	12 (2.5)	18 (3.0)	55 (4.0)	547 (2.9)	45 (4.0)	547 (2.6)
Belgium (French)	27 (3.6)	15 (2.5)	16 (2.5)	40 (3.9)	503 (4.5)	60 (3.9)	495 (3.9)
Bulgaria	47 (3.8)	13 (2.6)	17 (3.0)	52 (3.6)	550 (6.7)	48 (3.6)	549 (5.4)
Canada, Alberta	71 (3.3)	29 (3.4)	66 (3.8)	84 (2.7)	555 (2.8)	16 (2.7)	563 (6.1)
Canada, British Columbia	r 66 (4.4)	r 24 (3.9)	r 57 (4.0)	r 81 (3.2)	553 (3.3)	19 (3.2)	559 (7.5)
Canada, Nova Scotia	70 (3.2)	27 (3.4)	56 (3.1)	79 (2.9)	539 (2.7)	21 (2.9)	540 (5.5)
Canada, Ontario	62 (4.2)	20 (3.8)	56 (5.0)	77 (4.1)	552 (3.3)	23 (4.1)	555 (6.7)
Canada, Quebec	30 (4.1)	36 (4.7)	27 (3.9)	57 (4.5)	535 (3.2)	43 (4.5)	534 (4.1)
Chinese Taipei	24 (3.1)	11 (2.7)	8 (2.2)	30 (3.3)	538 (3.8)	70 (3.3)	539 (2.1)
Denmark	34 (3.6)	6 (1.4)	4 (1.3)	37 (3.6)	539 (3.6)	63 (3.6)	544 (3.0)
England	45 (4.4)	15 (3.0)	37 (4.4)	55 (4.4)	536 (4.3)	45 (4.4)	543 (5.1)
France	26 (3.3)	5 (1.5)	19 (3.2)	37 (3.9)	527 (3.7)	63 (3.9)	526 (2.7)
Georgia	10 (2.7)	26 (3.9)	36 (4.3)	46 (4.2)	471 (5.2)	54 (4.2)	463 (5.7)
Germany	82 (2.5)	19 (2.6)	31 (3.5)	84 (2.5)	546 (2.4)	16 (2.5)	543 (3.8)
Hong Kong SAR	21 (3.7)	9 (2.5)	1 (0.0)	22 (3.8)	572 (4.2)	78 (3.8)	568 (2.7)
Hungary	71 (3.7)	24 (3.4)	11 (3.0)	74 (3.6)	543 (3.8)	26 (3.6)	536 (5.3)
Iceland	20 (0.3)	8 (0.2)	15 (0.3)	28 (0.4)	511 (2.9)	72 (0.4)	502 (1.5)
Indonesia	38 (4.3)	45 (4.3)	17 (3.4)	60 (4.4)	421 (4.9)	40 (4.4)	412 (6.9)
Iran, Islamic Rep. of	35 (3.8)	22 (3.6)	28 (3.7)	51 (4.4)	426 (5.5)	49 (4.4)	416 (5.0)
Israel	55 (3.9)	21 (3.7)	24 (3.9)	63 (4.1)	523 (5.9)	37 (4.1)	480 (9.3)
Italy	85 (2.7)	15 (2.6)	39 (3.5)	88 (2.4)	548 (3.2)	12 (2.4)	555 (9.3)
Kuwait	46 (4.2)	20 (3.5)	8 (2.3)	51 (4.1)	327 (6.8)	49 (4.1)	328 (7.0)
Latvia	30 (3.1)	9 (2.2)	33 (3.8)	45 (3.6)	548 (3.8)	55 (3.6)	534 (3.6)
Lithuania	38 (3.6)	11 (2.5)	28 (2.8)	54 (3.4)	531 (2.1)	46 (3.4)	529 (2.3)
Luxembourg	46 (0.2)	7 (0.1)	15 (0.1)	49 (0.2)	556 (1.3)	51 (0.2)	558 (1.3)
Macedonia, Rep. of	46 (4.0)	22 (3.5)	23 (3.8)	54 (4.1)	453 (6.5)	46 (4.1)	456 (8.6)
Moldova, Rep. of	58 (4.4)	37 (4.4)	56 (4.3)	79 (3.2)	511 (3.2)	21 (3.2)	494 (6.4)
Morocco	41 (4.4)	8 (2.6)	8 (2.3)	44 (4.4)	331 (8.0)	56 (4.4)	336 (10.2)
Netherlands	47 (4.1)	19 (3.7)	36 (4.1)	59 (4.1)	544 (2.0)	41 (4.1)	552 (2.5)
New Zealand	65 (2.8)	23 (2.5)	26 (3.0)	68 (2.9)	534 (3.0)	32 (2.9)	538 (3.8)
Norway	56 (4.7)	5 (1.5)	10 (2.6)	59 (5.0)	495 (3.5)	41 (5.0)	492 (3.8)
Poland	50 (3.9)	10 (2.2)	27 (3.3)	62 (3.8)	516 (3.2)	38 (3.8)	514 (2.9)
Qatar	s 31 (0.2)	s 36 (0.3)	s 21 (0.2)	s 51 (0.3)	358 (2.4)	49 (0.3)	352 (2.2)
Romania	44 (4.0)	13 (2.9)	43 (3.5)	61 (3.7)	485 (5.5)	39 (3.7)	492 (8.5)
Russian Federation	64 (3.6)	33 (3.0)	39 (3.2)	77 (2.6)	568 (3.4)	23 (2.6)	550 (7.0)
Scotland	58 (4.8)	14 (3.1)	29 (3.9)	64 (4.5)	527 (3.2)	36 (4.5)	524 (4.8)
Singapore	60 (2.7)	34 (2.8)	37 (3.0)	66 (2.6)	562 (3.3)	34 (2.6)	566 (5.2)
Slovak Republic	36 (3.2)	10 (1.9)	5 (1.4)	41 (3.1)	537 (3.6)	59 (3.1)	520 (4.0)
Slovenia	57 (3.4)	28 (3.1)	33 (3.3)	69 (3.1)	523 (2.9)	31 (3.1)	523 (3.5)
South Africa	53 (2.9)	44 (2.8)	51 (3.1)	72 (2.5)	308 (6.6)	28 (2.5)	340 (11.5)
Spain	53 (3.5)	16 (3.3)	30 (3.8)	60 (3.8)	511 (3.4)	40 (3.8)	503 (5.7)
Sweden	75 (3.4)	36 (3.5)	17 (2.7)	78 (3.3)	549 (2.9)	22 (3.3)	546 (4.1)
Trinidad and Tobago	61 (3.8)	27 (3.4)	62 (4.1)	79 (3.1)	444 (4.9)	21 (3.1)	419 (9.6)
United States	72 (3.7)	16 (2.8)	76 (2.8)	85 (2.6)	537 (3.6)	15 (2.6)	530 (5.9)
International Avg.	49 (0.6)	19 (0.4)	26 (0.5)	58 (0.6)	502 (0.7)	42 (0.6)	499 (0.9)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

\* Based on teachers' responses to having students read the following when having reading instruction and/or doing reading activities: descriptions and explanations about things, people, or events; instructions or manuals about how things work; and charts, diagrams, graphs.

Response options Every day or almost every day and Once or twice a week were combined as At least weekly. Response options Once or twice a month and Never or almost never were combined as Less than weekly.

( ) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

NOTE: The International Average does not include the results from the Canadian provinces.



Exhibit 6.9 Trends in Teachers' Use of Literary and Informational Texts for Reading Instruction\*

PIRLS 2006  
4th Grade

Countries	Percentage of Students Whose Teachers Asked Them to Read							
	Literary Texts				Informational Texts			
	At Least Weekly		Less than Weekly		At Least Weekly		Less than Weekly	
	Percent in 2006	Difference in Percent From 2001	Percent in 2006	Difference in Percent From 2001	Percent of Students	Difference in Percent From 2001	Percent of Students	Difference in Percent From 2001
Bulgaria	94 (1.9)	3 (3.2)	6 (1.9)	-3 (3.2)	52 (3.6)	15 (5.4) ▲	48 (3.6)	-15 (5.4) ▼
Canada, Ontario	87 (4.0)	-2 (4.9)	13 (4.0)	2 (4.9)	77 (4.2)	1 (5.5)	23 (4.2)	-1 (5.5)
Canada, Quebec	67 (3.9)	16 (6.1) ▲	33 (3.9)	-16 (6.1) ▼	57 (4.5)	25 (6.3) ▲	43 (4.5)	-25 (6.3) ▼
England	75 (3.8)	-5 (5.4)	25 (3.8)	5 (5.4)	55 (4.4)	-1 (6.7)	45 (4.4)	1 (6.7)
France	91 (2.2)	13 (4.4) ▲	9 (2.2)	-13 (4.4) ▼	37 (3.9)	3 (5.6)	63 (3.9)	-3 (5.6)
Germany	69 (3.4)	1 (4.6)	31 (3.4)	-1 (4.6)	84 (2.5)	9 (3.7) ▲	16 (2.5)	-9 (3.7) ▼
Hong Kong SAR	50 (4.1)	6 (5.9)	50 (4.1)	-6 (5.9)	22 (3.8)	-5 (5.4)	78 (3.8)	5 (5.4)
Hungary	97 (1.0)	-1 (1.4)	3 (1.0)	1 (1.4)	74 (3.6)	15 (5.5) ▲	26 (3.6)	-15 (5.5) ▼
Iceland	91 (0.2)	-1 (0.3)	9 (0.2)	1 (0.3)	28 (0.4)	-2 (0.5) ▼	72 (0.4)	2 (0.5) ▲
Iran, Islamic Rep. of	74 (2.9)	5 (4.4)	26 (2.9)	-5 (4.4)	51 (4.4)	3 (5.8)	49 (4.4)	-3 (5.8)
Israel	85 (3.0)	-4 (4.3)	15 (3.0)	4 (4.3)	63 (4.1)	13 (5.6) ▲	37 (4.1)	-13 (5.6) ▼
Italy	98 (1.0)	1 (1.8)	2 (1.0)	-1 (1.8)	88 (2.4)	11 (3.9) ▲	12 (2.4)	-11 (3.9) ▼
Latvia	88 (2.4)	-8 (3.0) ▼	12 (2.4)	8 (3.0) ▲	45 (3.6)	9 (6.0)	55 (3.6)	-9 (6.0)
Lithuania	92 (2.0)	-4 (2.7)	8 (2.0)	4 (2.7)	54 (3.4)	2 (5.4)	46 (3.4)	-2 (5.4)
Macedonia, Rep. of	85 (3.1)	5 (4.5)	15 (3.1)	-5 (4.5)	54 (4.1)	-10 (6.2)	46 (4.1)	10 (6.2)
Moldova, Rep. of	97 (1.5)	-2 (1.7)	3 (1.5)	2 (1.7)	79 (3.2)	15 (5.1) ▲	21 (3.2)	-15 (5.1) ▼
Morocco	48 (4.7)	-18 (6.8) ▼	52 (4.7)	18 (6.8) ▲	44 (4.4)	4 (6.9)	56 (4.4)	-4 (6.9)
Netherlands	91 (2.1)	10 (4.2) ▲	9 (2.1)	-10 (4.2) ▼	59 (4.1)	7 (6.2)	41 (4.1)	-7 (6.2)
New Zealand	85 (2.1)	-8 (3.0) ▼	15 (2.1)	8 (3.0) ▲	68 (2.9)	6 (5.1)	32 (2.9)	-6 (5.1)
Norway	95 (1.6)	4 (2.7)	5 (1.6)	-4 (2.7)	59 (5.0)	-1 (6.7)	41 (5.0)	1 (6.7)
Romania	93 (1.8)	-4 (2.1) ▼	7 (1.8)	4 (2.1) ▲	61 (3.7)	3 (5.7)	39 (3.7)	-3 (5.7)
Russian Federation	95 (1.7)	-3 (1.9)	5 (1.7)	3 (1.9)	77 (2.6)	27 (4.1) ▲	23 (2.6)	-27 (4.1) ▼
Scotland	89 (2.8)	-1 (4.1)	11 (2.8)	1 (4.1)	64 (4.5)	-5 (6.2)	36 (4.5)	5 (6.2)
Singapore	82 (1.8)	10 (3.9) ▲	18 (1.8)	-10 (3.9) ▼	66 (2.6)	7 (4.8)	34 (2.6)	-7 (4.8)
Slovak Republic	93 (1.5)	4 (2.9)	7 (1.5)	-4 (2.9)	41 (3.1)	9 (4.9)	59 (3.1)	-9 (4.9)
Slovenia	85 (2.4)	-6 (3.4)	15 (2.4)	6 (3.4)	69 (3.1)	11 (5.1) ▲	31 (3.1)	-11 (5.1) ▼
Sweden	99 (0.3)	3 (1.4) ▲	1 (0.3)	-3 (1.4) ▼	78 (3.3)	11 (4.6) ▲	22 (3.3)	-11 (4.6) ▼
United States	92 (2.4)	-2 (3.8)	8 (2.4)	2 (3.8)	85 (2.6)	-3 (4.0)	15 (2.6)	3 (4.0)
International Avg.	86 (0.5)	0 (0.7)	14 (0.5)	0 (0.7)	60 (0.7)	6 (1.0) ▲	40 (0.7)	-6 (1.0) ▼

▲ Percent in 2006 significantly higher  
▼ Percent in 2006 significantly lower

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

Background data provided by teachers.

\* For description of types of literary and informational texts, see Exhibits 6.7 and 6.8. Please note that in 2001, "short stories" was not included as part of literary texts, but "fables and fairy tales" and "other stories" were.

( ) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

NOTE: The International Average does not include the results from the Canadian provinces.

Trend Note: The primary education systems of the Russian Federation and Slovenia underwent structural changes. Data for Canada, Ontario include only public schools.

### How Often Do Students Read Aloud and Independently in Class?

This section describes how often either teachers or students read aloud in the classroom to the entire class or a small group, or students read silently on their own, as part of reading instruction. Exhibits 6.10 and 6.11 present teachers' reports of their emphasis on teaching strategies for decoding, understanding new vocabulary, and using different skills and strategies to develop or improve reading comprehension during reading instruction. As shown in Exhibit 6.10, only one fourth of the fourth-grade students, on average internationally, were taught strategies for decoding sounds and words every day, although more than half the students in Kuwait, Morocco, Poland, and Trinidad and Tobago were taught these strategies on a daily basis. Across countries, 69 percent of the students were taught strategies daily to understand new vocabulary, with content vocabulary strategies receiving a daily emphasis for the fewest students (38 to 45%) in Chinese Taipei, Denmark, Iceland, Indonesia, Luxembourg, and Norway.

Exhibit 6.11 presents the percentage of students whose teachers asked them to use a number of skills and strategies at least once or twice a week. On average internationally, the most popular skills and strategies, used with 90 and 91 percent of the students, respectively, were asking students to identify main ideas or to explain or support their understanding of what they read with support from the text or personal experience. The next most common strategies were comparing reading with their own experiences and making generalizations and drawing inferences (72% and 71%, respectively). Fewer students, but still the majority, on average across countries, were asked to make predictions about outcomes (61%), to compare reading with other things they had read (58%), or to describe the style or structure of a text (53%).

Reading by teachers and students in the classroom can take a variety of forms. For example, teachers can read aloud to the class, ask students to read aloud to the whole class or in small groups or pairs, or ask them to read silently on their own. As shown in Exhibit 6.12, according to teachers, on average internationally, both listening to their teachers read aloud (58%) and



reading aloud themselves to the whole class (56%) were daily activities for the majority of students. Also, silent independent reading was assigned daily to the majority of the students (59%). Across countries, teachers reported asking students to read aloud in small groups or pairs less frequently, with nearly half the students (47%), on average, reading aloud in small groups less than weekly.

To report how often students were asked to read aloud in class (see Exhibit 6.13), students' responses to separate questions about reading aloud to the whole class or to a small group of students were combined and averaged. Students themselves reported reading aloud in class much less frequently than did their teachers. However, on average internationally, the majority (54%) reported reading aloud in class at least weekly. In general, the frequency of reading aloud was inversely related to achievement, probably because teachers do not need to monitor the more fluent readers as often. More than half the fourth-grade students reported never (or almost never) reading aloud in class in Austria, Chinese Taipei, Germany, Hong Kong SAR, Iceland, the Netherlands, New Zealand, Singapore, and the Canadian provinces of British Columbia and Nova Scotia.

Exhibit 6.14 shows students' reports about their independent reading as a combination of responses to how often they were asked to read silently on their own and how often they read books they chose themselves. Here students' reports agreed with their teachers' reports. On average internationally, 65 percent of students reported that independent reading was a daily activity, and another 27 percent reported reading independently in class at least weekly. Again, because by fourth grade students should be making the transition from learning to read to reading to learn, it would follow that independent reading would be more frequent than reading aloud.

Exhibit 6.10 **Emphasis on Decoding and Vocabulary**PIRLS 2006  
4th Grade

Countries	Percentage of Students Whose Teachers Reported Various Reading Activities					
	Teach Strategies for Decoding			Help Understand New Vocabulary in Texts		
	Daily	Weekly	Less than Weekly	Daily	Weekly	Less than Weekly
Austria	9 (1.7)	28 (3.1)	63 (3.4)	50 (3.2)	43 (3.1)	7 (1.9)
Belgium (Flemish)	6 (1.9)	14 (2.4)	81 (3.3)	56 (4.4)	37 (4.0)	7 (1.7)
Belgium (French)	5 (1.6)	16 (2.8)	79 (3.3)	65 (3.7)	30 (3.5)	5 (1.4)
Bulgaria	40 (3.8)	45 (4.0)	15 (3.0)	98 (1.2)	2 (1.2)	0 (0.0)
Canada, Alberta	23 (3.1)	45 (3.8)	32 (3.9)	56 (3.5)	38 (3.3)	6 (1.8)
Canada, British Columbia	r 19 (3.5)	48 (4.1)	33 (4.4)	r 50 (4.0)	44 (4.3)	6 (2.1)
Canada, Nova Scotia	26 (3.6)	45 (3.8)	28 (3.2)	56 (3.6)	37 (3.6)	7 (1.7)
Canada, Ontario	21 (4.1)	48 (5.3)	31 (4.6)	51 (4.9)	43 (4.8)	7 (2.6)
Canada, Quebec	5 (1.6)	27 (4.0)	68 (3.7)	53 (3.7)	43 (3.6)	4 (1.2)
Chinese Taipei	18 (3.2)	47 (3.7)	36 (3.8)	38 (3.6)	50 (3.5)	13 (2.8)
Denmark	6 (1.9)	29 (3.7)	65 (4.0)	45 (3.4)	46 (3.3)	9 (1.8)
England	15 (3.0)	59 (4.0)	27 (4.1)	53 (4.7)	42 (4.6)	5 (1.4)
France	5 (1.5)	16 (3.1)	79 (3.3)	77 (2.7)	20 (2.6)	3 (1.1)
Georgia	46 (4.6)	33 (4.2)	21 (3.3)	96 (1.6)	4 (1.6)	0 (0.0)
Germany	8 (1.7)	21 (2.9)	70 (3.3)	56 (3.7)	33 (3.7)	11 (2.2)
Hong Kong SAR	47 (4.3)	39 (4.4)	14 (3.3)	52 (4.5)	41 (4.2)	6 (1.9)
Hungary	31 (3.5)	32 (3.8)	37 (3.9)	94 (1.7)	6 (1.7)	0 (0.0)
Iceland	r 5 (0.1)	24 (0.3)	71 (0.3)	39 (0.4)	43 (0.4)	18 (0.3)
Indonesia	36 (4.1)	39 (4.0)	25 (3.7)	38 (3.9)	42 (4.0)	20 (3.2)
Iran, Islamic Rep. of	22 (3.2)	37 (3.8)	42 (3.5)	68 (3.7)	26 (3.6)	6 (1.8)
Israel	30 (4.1)	38 (4.1)	32 (4.1)	66 (4.4)	29 (4.0)	5 (1.9)
Italy	45 (3.8)	25 (3.3)	30 (3.1)	74 (3.3)	22 (3.2)	4 (1.4)
Kuwait	56 (4.0)	28 (3.7)	16 (3.0)	77 (3.2)	18 (2.9)	5 (1.8)
Latvia	16 (3.0)	29 (3.1)	55 (3.6)	84 (3.1)	16 (3.1)	1 (0.5)
Lithuania	22 (2.9)	28 (3.3)	49 (3.6)	95 (1.3)	5 (1.3)	0 (0.0)
Luxembourg	10 (0.1)	24 (0.2)	66 (0.2)	45 (0.2)	42 (0.2)	13 (0.1)
Macedonia, Rep. of	32 (4.0)	34 (3.6)	35 (3.8)	71 (3.6)	18 (3.0)	11 (2.5)
Moldova, Rep. of	27 (3.5)	42 (4.0)	31 (3.4)	89 (2.7)	7 (2.1)	3 (1.7)
Morocco	56 (4.4)	21 (3.5)	23 (4.0)	91 (2.3)	9 (2.4)	0 (0.0)
Netherlands	6 (1.8)	30 (4.4)	65 (4.7)	60 (4.1)	36 (3.9)	4 (1.5)
New Zealand	33 (2.8)	49 (2.8)	18 (2.3)	60 (3.1)	36 (2.9)	4 (1.2)
Norway	6 (2.0)	37 (4.1)	57 (4.4)	45 (5.0)	47 (4.8)	8 (2.2)
Poland	62 (3.5)	22 (2.8)	16 (2.7)	95 (1.8)	5 (1.8)	0 (0.0)
Qatar	s 24 (0.2)	30 (0.2)	47 (0.2)	s 73 (0.3)	23 (0.2)	4 (0.1)
Romania	37 (4.1)	32 (3.9)	31 (3.2)	96 (1.4)	4 (1.4)	0 (0.0)
Russian Federation	39 (3.1)	33 (3.0)	28 (2.6)	97 (1.2)	3 (1.2)	0 (0.0)
Scotland	21 (4.0)	54 (4.6)	25 (3.9)	55 (5.0)	43 (5.1)	2 (0.4)
Singapore	16 (2.1)	40 (3.1)	43 (2.9)	53 (2.8)	39 (2.9)	7 (1.3)
Slovak Republic	--	--	--	97 (1.0)	3 (1.0)	0 (0.0)
Slovenia	6 (1.6)	20 (2.6)	75 (2.9)	73 (2.9)	26 (2.8)	0 (0.3)
South Africa	22 (2.5)	35 (2.9)	43 (3.0)	59 (3.2)	30 (3.0)	10 (1.9)
Spain	17 (2.9)	21 (3.5)	61 (4.0)	79 (3.1)	18 (3.1)	3 (1.2)
Sweden	2 (0.9)	13 (2.4)	85 (2.5)	52 (3.4)	38 (3.7)	10 (2.1)
Trinidad and Tobago	52 (4.2)	42 (4.0)	6 (1.9)	68 (3.4)	29 (3.1)	3 (1.3)
United States	33 (4.1)	46 (4.5)	21 (2.8)	69 (3.1)	28 (3.1)	3 (1.2)
International Avg.	25 (0.5)	32 (0.6)	43 (0.5)	69 (0.5)	26 (0.5)	5 (0.2)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

Background data provided by teachers.

( ) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (–) indicates comparable data are not available.

NOTE: The International Average does not include the results from the Canadian provinces.



**Exhibit 6.11 Teachers Ask Students to Do Classroom Activities at Least Weekly to Develop Reading Comprehension Skills or Strategies**

**PIRLS 2006**  
4th Grade

Countries	Percentage of Students Whose Teachers Ask Them to Do the Activities						
	Identify Main Ideas	Explain or Support Their Understanding	Compare Reading with Own Experiences	Compare with Other Things Read	Make Predictions About What Will Happen Next	Make Generalizations and Draw Inferences	Describe Text Style or Structure
Austria	80 (2.6)	88 (2.3)	57 (3.8)	32 (3.2)	31 (2.9)	49 (3.3)	17 (2.6)
Belgium (Flemish)	77 (3.8)	81 (3.0)	60 (4.6)	36 (4.3)	50 (3.7)	51 (3.9)	34 (3.9)
Belgium (French)	77 (2.6)	83 (2.7)	34 (3.9)	27 (3.4)	31 (3.7)	27 (3.4)	30 (3.5)
Bulgaria	100 (0.0)	100 (0.0)	92 (2.3)	87 (2.6)	74 (3.3)	100 (0.0)	77 (3.6)
Canada, Alberta	90 (2.3)	93 (2.0)	83 (2.8)	67 (3.9)	89 (2.2)	86 (2.2)	45 (3.8)
Canada, British Columbia	r 90 (2.3)	r 92 (2.1)	r 84 (3.2)	r 68 (3.7)	r 90 (2.3)	r 82 (3.2)	r 44 (4.4)
Canada, Nova Scotia	89 (2.4)	94 (1.7)	86 (2.7)	79 (3.1)	90 (2.4)	86 (2.5)	48 (4.0)
Canada, Ontario	84 (4.0)	89 (3.6)	76 (4.9)	70 (4.9)	88 (3.5)	82 (4.2)	53 (5.2)
Canada, Quebec	74 (3.8)	82 (3.3)	54 (4.7)	41 (4.4)	58 (4.3)	55 (4.5)	39 (3.4)
Chinese Taipei	87 (2.6)	61 (4.2)	67 (3.7)	53 (4.1)	42 (4.3)	66 (4.0)	55 (4.5)
Denmark	79 (3.3)	80 (3.2)	68 (3.9)	51 (3.9)	43 (3.8)	52 (3.8)	39 (3.7)
England	92 (1.8)	97 (1.4)	71 (4.1)	63 (4.2)	87 (2.7)	89 (2.7)	74 (3.7)
France	87 (2.0)	91 (1.9)	35 (3.6)	38 (2.8)	53 (3.9)	35 (3.4)	34 (3.4)
Georgia	98 (0.9)	96 (1.9)	92 (2.4)	85 (3.1)	72 (3.9)	89 (2.6)	70 (3.9)
Germany	95 (1.7)	94 (1.7)	75 (3.2)	49 (3.7)	55 (3.8)	69 (3.2)	26 (3.0)
Hong Kong SAR	89 (2.5)	80 (3.3)	65 (4.0)	50 (4.2)	51 (4.5)	64 (4.6)	51 (4.4)
Hungary	97 (1.9)	100 (0.0)	94 (2.2)	92 (2.2)	75 (3.6)	96 (1.7)	88 (2.7)
Iceland	40 (0.3)	60 (0.4)	34 (0.4)	8 (0.3)	29 (0.3)	26 (0.3)	1 (0.0)
Indonesia	86 (3.1)	87 (2.9)	56 (4.1)	49 (4.6)	36 (3.7)	57 (4.1)	44 (4.2)
Iran, Islamic Rep. of	93 (1.8)	88 (2.2)	69 (3.8)	60 (4.0)	47 (3.7)	80 (3.3)	67 (3.3)
Israel	99 (0.7)	99 (1.0)	82 (3.5)	70 (3.7)	84 (3.3)	93 (2.4)	88 (2.8)
Italy	98 (1.0)	96 (1.4)	79 (3.1)	66 (3.4)	71 (3.5)	59 (3.7)	70 (3.5)
Kuwait	85 (3.0)	90 (2.6)	60 (4.1)	55 (3.6)	47 (4.0)	67 (4.0)	51 (4.5)
Latvia	97 (1.3)	98 (1.2)	92 (2.1)	65 (3.5)	70 (3.1)	89 (2.7)	35 (3.6)
Lithuania	100 (0.0)	100 (0.4)	85 (2.5)	77 (3.2)	75 (3.0)	97 (1.3)	73 (3.3)
Luxembourg	89 (0.1)	90 (0.1)	64 (0.2)	37 (0.2)	70 (0.2)	66 (0.2)	26 (0.1)
Macedonia, Rep. of	99 (0.5)	100 (0.0)	90 (2.4)	82 (3.2)	74 (3.9)	94 (2.1)	76 (3.6)
Moldova, Rep. of	100 (0.0)	100 (0.0)	95 (1.7)	87 (2.8)	83 (3.2)	99 (0.9)	89 (2.9)
Morocco	95 (1.8)	93 (2.3)	55 (5.0)	47 (5.0)	58 (4.4)	63 (4.4)	59 (4.4)
Netherlands	84 (3.4)	87 (2.9)	65 (4.7)	34 (4.1)	50 (4.5)	66 (3.6)	34 (4.0)
New Zealand	95 (1.3)	94 (1.4)	82 (2.4)	60 (2.8)	94 (1.2)	87 (2.0)	65 (2.9)
Norway	67 (4.4)	66 (4.6)	38 (4.3)	19 (3.8)	28 (3.7)	28 (4.4)	11 (2.3)
Poland	100 (0.2)	99 (0.6)	95 (1.9)	66 (3.7)	62 (4.1)	92 (2.1)	56 (4.2)
Qatar	s 100 (0.1)	s 97 (0.1)	s 86 (0.2)	s 74 (0.2)	s 69 (0.2)	s 67 (0.2)	s 72 (0.2)
Romania	99 (0.6)	98 (1.2)	84 (2.5)	81 (3.0)	73 (3.4)	88 (2.7)	80 (3.3)
Russian Federation	100 (0.5)	100 (0.3)	92 (2.0)	87 (2.0)	77 (3.2)	99 (0.9)	82 (2.7)
Scotland	93 (2.3)	95 (2.0)	71 (4.2)	55 (4.4)	85 (2.8)	79 (3.8)	68 (4.2)
Singapore	95 (1.1)	95 (1.2)	80 (2.4)	70 (2.8)	84 (2.0)	83 (2.0)	64 (2.7)
Slovak Republic	97 (0.9)	99 (0.6)	84 (2.5)	62 (3.3)	53 (3.8)	79 (2.8)	56 (3.6)
Slovenia	85 (2.0)	95 (1.4)	84 (2.3)	52 (3.3)	46 (3.3)	74 (2.5)	55 (2.9)
South Africa	79 (2.3)	79 (2.3)	66 (2.9)	65 (3.2)	64 (2.7)	54 (3.1)	46 (2.9)
Spain	95 (1.7)	97 (1.4)	65 (4.1)	47 (4.4)	48 (4.2)	46 (4.0)	39 (4.1)
Sweden	59 (4.0)	81 (2.9)	39 (3.8)	25 (3.5)	19 (3.4)	29 (3.8)	5 (1.6)
Trinidad and Tobago	96 (1.9)	97 (1.5)	85 (2.6)	73 (3.7)	86 (3.0)	86 (2.9)	38 (3.6)
United States	98 (1.0)	97 (1.0)	90 (2.1)	81 (3.2)	96 (1.4)	93 (1.6)	71 (3.2)
International Avg.	90 (0.3)	91 (0.3)	72 (0.5)	58 (0.5)	61 (0.5)	71 (0.5)	53 (0.5)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

Background data provided by teachers.

(1) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

NOTE: The International Average does not include the results from the Canadian provinces.

## Exhibit 6.12 Teachers' Reports About Reading Aloud or Silently in Class

PIRLS 2006  
4th Grade

Countries	Percentage of Students Whose Teachers Reported Various Reading Activities					
	Teacher Reads Aloud to Whole Class			Students Read Aloud to Whole Class		
	Daily	Weekly	Less than Weekly	Daily	Weekly	Less than Weekly
Austria	14 (2.5)	35 (3.4)	51 (3.8)	31 (3.5)	50 (3.6)	19 (2.8)
Belgium (Flemish)	42 (3.8)	39 (3.5)	20 (3.2)	61 (4.2)	25 (3.8)	14 (2.8)
Belgium (French)	53 (3.4)	29 (2.8)	18 (2.8)	62 (3.2)	28 (3.3)	10 (2.1)
Bulgaria	89 (2.6)	8 (2.3)	3 (1.4)	90 (1.9)	10 (1.9)	0 (0.0)
Canada, Alberta	75 (3.1)	24 (3.1)	1 (0.5)	32 (3.9)	50 (4.2)	18 (2.8)
Canada, British Columbia	r 72 (3.9)	24 (3.8)	4 (1.8)	r 32 (3.5)	49 (4.2)	19 (3.6)
Canada, Nova Scotia	81 (2.7)	18 (2.6)	1 (0.6)	29 (3.4)	43 (3.4)	27 (3.5)
Canada, Ontario	78 (3.9)	17 (3.5)	5 (2.2)	41 (4.5)	35 (4.5)	25 (4.2)
Canada, Quebec	50 (4.8)	40 (4.6)	9 (2.6)	40 (4.0)	45 (4.4)	16 (3.3)
Chinese Taipei	25 (3.4)	40 (3.7)	35 (3.8)	33 (4.4)	44 (4.2)	23 (3.5)
Denmark	22 (3.3)	53 (4.2)	25 (3.9)	18 (3.3)	48 (4.2)	35 (4.1)
England	70 (3.9)	29 (3.9)	1 (0.8)	49 (4.5)	38 (4.3)	13 (2.9)
France	54 (3.4)	37 (3.4)	9 (1.6)	76 (2.7)	22 (2.7)	2 (0.8)
Georgia	83 (3.4)	16 (3.3)	1 (0.6)	87 (2.8)	11 (2.6)	2 (1.2)
Germany	14 (2.1)	41 (3.8)	45 (3.9)	49 (3.9)	38 (3.7)	13 (2.4)
Hong Kong SAR	44 (4.4)	46 (4.5)	10 (2.8)	49 (4.7)	45 (4.6)	6 (2.1)
Hungary	32 (3.5)	56 (3.9)	13 (2.9)	62 (3.7)	33 (4.0)	5 (1.7)
Iceland	75 (0.3)	20 (0.3)	5 (0.2)	19 (0.3)	53 (0.4)	28 (0.4)
Indonesia	45 (3.8)	45 (4.1)	10 (2.1)	42 (3.7)	39 (4.4)	19 (3.3)
Iran, Islamic Rep. of	54 (3.9)	41 (3.9)	5 (1.5)	58 (3.8)	38 (3.8)	4 (1.3)
Israel	72 (4.0)	25 (3.7)	4 (1.5)	71 (3.7)	28 (3.8)	1 (0.0)
Italy	72 (3.3)	24 (3.0)	4 (1.6)	75 (2.8)	20 (2.6)	4 (1.7)
Kuwait	94 (2.0)	3 (1.3)	4 (1.5)	75 (3.5)	14 (3.0)	11 (2.7)
Latvia	25 (3.2)	50 (3.8)	25 (3.2)	76 (3.5)	22 (3.4)	2 (0.9)
Lithuania	36 (3.4)	43 (3.4)	21 (2.8)	82 (2.6)	17 (2.6)	1 (0.5)
Luxembourg	13 (0.1)	46 (0.2)	40 (0.2)	34 (0.2)	48 (0.2)	18 (0.1)
Macedonia, Rep. of	73 (3.7)	26 (3.6)	2 (1.1)	72 (3.6)	24 (3.4)	5 (1.9)
Moldova, Rep. of	76 (3.1)	18 (3.0)	6 (2.2)	82 (3.0)	13 (2.5)	4 (1.9)
Morocco	96 (1.7)	4 (1.7)	0 (0.0)	96 (1.6)	2 (1.2)	1 (1.0)
Netherlands	62 (3.9)	33 (3.9)	5 (1.7)	33 (3.6)	53 (3.9)	13 (2.6)
New Zealand	77 (2.4)	19 (2.2)	3 (1.0)	9 (1.5)	44 (2.5)	47 (2.7)
Norway	76 (4.0)	22 (3.9)	1 (0.8)	24 (3.7)	52 (4.0)	24 (3.8)
Poland	70 (3.5)	24 (3.0)	6 (2.0)	77 (3.5)	21 (3.4)	2 (0.8)
Qatar	s 82 (0.2)	17 (0.2)	0 (0.1)	s 54 (0.3)	36 (0.3)	11 (0.1)
Romania	72 (3.7)	24 (3.6)	4 (1.2)	93 (2.0)	4 (1.5)	3 (1.5)
Russian Federation	61 (3.7)	33 (3.5)	7 (2.0)	96 (1.5)	3 (1.2)	1 (0.7)
Scotland	49 (4.8)	48 (4.8)	3 (1.6)	21 (4.1)	46 (4.8)	33 (4.3)
Singapore	65 (2.7)	31 (2.8)	4 (1.1)	39 (2.5)	52 (2.6)	9 (1.8)
Slovak Republic	41 (3.6)	42 (3.3)	17 (2.7)	78 (2.9)	16 (2.2)	5 (2.0)
Slovenia	49 (3.2)	45 (3.3)	6 (1.4)	57 (3.2)	36 (3.2)	8 (1.6)
South Africa	54 (3.4)	40 (3.2)	7 (1.6)	41 (3.5)	48 (3.6)	12 (1.9)
Spain	76 (3.0)	22 (2.8)	2 (1.4)	82 (2.9)	16 (2.8)	2 (1.2)
Sweden	55 (3.5)	40 (3.2)	5 (1.6)	4 (1.6)	59 (3.7)	37 (3.8)
Trinidad and Tobago	84 (3.1)	15 (3.0)	1 (0.0)	68 (3.6)	31 (3.5)	1 (1.1)
United States	76 (2.9)	21 (3.0)	3 (1.2)	38 (4.1)	46 (3.9)	16 (2.7)
International Avg.	58 (0.5)	31 (0.5)	11 (0.3)	56 (0.5)	32 (0.5)	12 (0.3)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

Background data provided by teachers.

( ) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

NOTE: The International Average does not include the results from the Canadian provinces.



## Exhibit 6.12 Teachers' Reports About Reading Aloud or Silently in Class (Continued)

PIRLS 2006  
4th Grade

Countries	Percentage of Students Whose Teachers Reported Various Reading Activities					
	Students Read Aloud in Small Groups or Pairs			Students Read Silently on Their Own		
	Daily	Weekly	Less than Weekly	Daily	Weekly	Less than Weekly
Austria	5 (1.4)	38 (3.4)	58 (3.4)	58 (3.4)	38 (3.4)	4 (1.5)
Belgium (Flemish)	6 (1.8)	45 (3.8)	50 (3.7)	60 (4.0)	37 (4.0)	3 (0.9)
Belgium (French)	5 (1.4)	17 (2.8)	78 (3.0)	63 (3.0)	32 (2.9)	4 (1.3)
Bulgaria	17 (3.0)	45 (3.9)	38 (3.9)	79 (3.3)	16 (2.8)	5 (1.8)
Canada, Alberta	23 (3.4)	47 (3.9)	30 (3.6)	85 (3.2)	14 (3.1)	1 (0.7)
Canada, British Columbia	21 (3.2)	46 (3.7)	33 (3.6)	87 (2.5)	13 (2.5)	0 (0.0)
Canada, Nova Scotia	13 (2.5)	56 (3.8)	30 (3.5)	89 (2.1)	10 (2.1)	1 (0.5)
Canada, Ontario	14 (3.5)	56 (4.2)	29 (4.5)	76 (4.5)	24 (4.5)	0 (0.0)
Canada, Quebec	4 (1.8)	34 (4.4)	61 (4.7)	75 (4.1)	23 (3.9)	2 (1.2)
Chinese Taipei	12 (2.7)	26 (3.4)	63 (4.1)	23 (3.5)	52 (4.3)	25 (3.8)
Denmark	14 (3.0)	47 (4.3)	39 (4.1)	38 (4.2)	49 (4.2)	13 (2.5)
England	24 (3.7)	54 (4.0)	21 (3.6)	64 (4.2)	31 (4.2)	4 (1.8)
France	3 (1.2)	19 (2.7)	77 (2.8)	75 (2.4)	22 (2.5)	2 (1.0)
Georgia	32 (4.2)	35 (3.6)	33 (4.1)	44 (4.1)	37 (3.9)	20 (3.4)
Germany	8 (1.9)	43 (3.4)	49 (3.5)	61 (3.3)	34 (3.1)	5 (1.7)
Hong Kong SAR	10 (2.8)	48 (4.1)	42 (4.0)	44 (4.6)	44 (4.3)	12 (2.9)
Hungary	8 (2.1)	36 (3.4)	56 (3.7)	64 (4.2)	32 (4.1)	4 (1.7)
Iceland	4 (0.1)	16 (0.3)	80 (0.3)	63 (0.3)	28 (0.3)	8 (0.2)
Indonesia	7 (2.0)	45 (3.9)	49 (3.5)	47 (4.2)	40 (4.6)	13 (2.7)
Iran, Islamic Rep. of	12 (2.7)	37 (3.6)	51 (3.5)	30 (3.7)	50 (3.7)	20 (2.9)
Israel	18 (3.0)	44 (4.4)	38 (4.5)	56 (4.0)	40 (4.1)	4 (1.7)
Italy	5 (1.6)	20 (3.1)	74 (3.4)	50 (4.0)	39 (4.0)	11 (2.4)
Kuwait	18 (3.2)	32 (4.2)	50 (4.4)	24 (3.5)	34 (4.0)	42 (3.9)
Latvia	10 (2.6)	38 (3.6)	52 (3.7)	66 (3.4)	25 (3.2)	9 (2.2)
Lithuania	9 (1.9)	48 (3.7)	43 (3.8)	52 (3.4)	36 (3.0)	12 (2.5)
Luxembourg	2 (0.0)	14 (0.1)	84 (0.1)	41 (0.2)	48 (0.2)	11 (0.1)
Macedonia, Rep. of	13 (2.9)	42 (4.2)	46 (4.0)	41 (4.0)	37 (4.4)	23 (3.7)
Moldova, Rep. of	39 (4.3)	51 (3.9)	10 (2.4)	83 (3.3)	10 (2.5)	7 (2.2)
Morocco	5 (1.7)	12 (3.2)	83 (3.6)	75 (3.6)	21 (3.3)	4 (1.9)
Netherlands	10 (2.8)	43 (4.4)	46 (4.3)	64 (4.6)	35 (4.6)	1 (0.6)
New Zealand	21 (2.1)	55 (3.1)	24 (2.6)	89 (1.8)	10 (1.8)	0 (0.1)
Norway	15 (2.9)	45 (3.7)	40 (4.2)	67 (3.3)	29 (3.4)	3 (1.6)
Poland	3 (1.1)	44 (3.8)	54 (3.8)	68 (3.6)	30 (3.5)	2 (1.1)
Qatar	34 (0.3)	51 (0.3)	15 (0.2)	48 (0.3)	50 (0.3)	2 (0.0)
Romania	17 (3.2)	42 (4.2)	41 (4.3)	75 (3.2)	19 (2.8)	6 (1.8)
Russian Federation	31 (2.9)	46 (3.5)	23 (3.2)	84 (2.9)	13 (2.5)	4 (1.3)
Scotland	26 (4.0)	55 (4.6)	19 (3.7)	65 (3.6)	32 (3.8)	3 (1.7)
Singapore	11 (1.7)	53 (2.9)	36 (2.7)	59 (2.7)	34 (2.7)	7 (1.6)
Slovak Republic	1 (0.7)	27 (3.5)	72 (3.5)	42 (3.3)	42 (3.2)	16 (2.4)
Slovenia	9 (1.7)	40 (3.3)	51 (3.5)	66 (3.5)	30 (3.3)	4 (1.2)
South Africa	22 (2.6)	52 (3.4)	26 (2.8)	21 (2.5)	43 (3.2)	36 (2.8)
Spain	4 (1.3)	21 (3.6)	75 (3.7)	57 (4.1)	31 (3.7)	12 (2.7)
Sweden	3 (1.3)	46 (3.6)	50 (3.9)	83 (2.6)	16 (2.6)	2 (0.9)
Trinidad and Tobago	25 (3.5)	64 (3.8)	11 (2.4)	79 (3.0)	19 (3.0)	2 (0.9)
United States	22 (2.5)	56 (3.7)	22 (3.1)	79 (3.3)	18 (3.3)	3 (1.2)
International Avg.	14 (0.4)	40 (0.6)	47 (0.6)	59 (0.5)	32 (0.5)	9 (0.3)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006



Exhibit 6.13 Students' Reports About Students Reading Aloud in Class

PIRLS 2006  
4th Grade

Countries	Every Day or Almost Every Day		Once or Twice a Week		Once or Twice a Month		Never or Almost Never	
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Austria	4 (0.3)	507 (6.8)	21 (0.8)	534 (3.5)	21 (0.9)	547 (2.9)	55 (1.3)	540 (2.2)
Belgium (Flemish)	9 (0.9)	529 (4.9)	33 (1.6)	544 (2.9)	22 (1.0)	548 (2.7)	37 (1.7)	554 (2.1)
Belgium (French)	19 (1.1)	473 (4.0)	39 (1.2)	500 (3.0)	19 (0.8)	511 (3.4)	23 (1.2)	513 (3.3)
Bulgaria	37 (1.9)	541 (5.9)	42 (1.6)	552 (5.0)	15 (0.9)	560 (5.7)	6 (0.5)	541 (8.8)
Canada, Alberta	5 (0.6)	547 (7.8)	30 (1.2)	557 (3.2)	20 (0.8)	563 (3.4)	45 (1.5)	564 (2.7)
Canada, British Columbia	3 (0.5)	554 (8.9)	24 (1.2)	559 (3.6)	21 (1.0)	565 (3.3)	51 (1.7)	557 (3.2)
Canada, Nova Scotia	4 (0.4)	505 (7.3)	23 (1.2)	541 (3.2)	21 (0.8)	551 (3.1)	52 (1.7)	545 (2.5)
Canada, Ontario	5 (0.5)	522 (6.8)	28 (1.6)	557 (4.4)	23 (0.8)	559 (4.3)	43 (1.8)	558 (2.7)
Canada, Quebec	13 (0.9)	511 (5.2)	33 (1.4)	530 (3.2)	22 (0.9)	543 (3.3)	32 (1.6)	541 (4.0)
Chinese Taipei	3 (0.3)	511 (8.6)	11 (0.5)	526 (3.4)	15 (0.9)	543 (3.4)	71 (1.3)	537 (2.1)
Denmark	5 (0.7)	532 (6.6)	33 (1.3)	546 (2.8)	24 (0.8)	547 (3.8)	38 (1.7)	549 (2.9)
England	3 (0.4)	464 (12.6)	28 (1.5)	533 (3.9)	26 (1.1)	546 (4.0)	42 (2.0)	548 (3.6)
France	15 (0.8)	495 (3.9)	39 (0.9)	524 (2.6)	25 (0.9)	528 (3.0)	21 (1.0)	532 (2.8)
Georgia	37 (1.7)	464 (3.3)	38 (2.0)	475 (5.3)	12 (1.4)	489 (7.7)	12 (0.7)	477 (5.3)
Germany	5 (0.4)	517 (6.1)	23 (1.1)	540 (3.7)	20 (0.6)	556 (3.1)	52 (1.3)	556 (2.3)
Hong Kong SAR	4 (0.3)	552 (6.2)	18 (0.8)	565 (3.5)	17 (0.7)	570 (3.2)	62 (1.0)	563 (2.4)
Hungary	16 (1.1)	525 (6.2)	37 (1.3)	551 (3.4)	21 (0.8)	562 (3.5)	26 (1.3)	560 (3.3)
Iceland	5 (0.3)	485 (5.9)	19 (0.6)	506 (2.9)	24 (0.7)	517 (2.3)	52 (0.8)	513 (1.9)
Indonesia	37 (1.5)	400 (4.6)	41 (1.2)	408 (5.0)	10 (0.6)	415 (6.5)	11 (0.8)	418 (6.1)
Iran, Islamic Rep. of	30 (1.6)	418 (4.4)	47 (1.3)	428 (4.4)	13 (1.0)	420 (8.8)	10 (0.7)	417 (5.6)
Israel	24 (1.2)	479 (6.0)	37 (1.1)	518 (3.9)	18 (0.8)	539 (4.0)	21 (0.9)	543 (4.2)
Italy	30 (1.7)	543 (4.8)	42 (1.4)	558 (3.3)	16 (1.0)	558 (4.3)	11 (0.8)	545 (5.2)
Kuwait	33 (1.4)	332 (6.2)	43 (1.1)	341 (4.8)	11 (0.7)	343 (6.6)	12 (0.7)	355 (6.4)
Latvia	19 (1.2)	528 (4.9)	40 (1.2)	547 (3.2)	22 (1.2)	547 (3.1)	19 (0.9)	536 (3.0)
Lithuania	35 (1.7)	524 (2.3)	43 (1.3)	544 (1.8)	15 (0.8)	547 (3.3)	7 (0.6)	545 (4.9)
Luxembourg	3 (0.2)	521 (5.4)	24 (0.6)	554 (2.2)	28 (0.6)	563 (2.0)	45 (0.7)	559 (1.5)
Macedonia, Rep. of	53 (1.9)	423 (4.5)	35 (1.5)	467 (4.7)	7 (0.6)	503 (7.3)	4 (0.4)	475 (10.2)
Moldova, Rep. of	45 (1.8)	501 (3.8)	40 (1.4)	500 (3.6)	9 (0.8)	504 (4.3)	6 (0.4)	490 (7.6)
Morocco	42 (2.0)	318 (5.8)	43 (1.8)	331 (8.6)	9 (0.7)	341 (10.3)	6 (0.5)	309 (11.2)
Netherlands	3 (0.4)	518 (7.3)	12 (0.9)	542 (3.4)	16 (0.9)	552 (2.9)	69 (1.8)	549 (1.6)
New Zealand	5 (0.4)	460 (6.8)	22 (0.9)	519 (3.6)	23 (0.6)	540 (3.0)	51 (1.1)	543 (2.5)
Norway	8 (1.2)	474 (6.0)	34 (2.0)	500 (2.9)	21 (1.0)	503 (3.6)	38 (2.5)	501 (3.2)
Poland	20 (1.2)	498 (4.2)	41 (0.9)	522 (2.6)	21 (0.8)	535 (3.6)	19 (1.1)	527 (3.9)
Qatar	37 (0.6)	350 (2.0)	40 (0.6)	357 (1.6)	11 (0.4)	366 (3.5)	12 (0.4)	368 (3.8)
Romania	39 (2.2)	478 (6.7)	39 (1.7)	499 (5.0)	12 (0.9)	511 (6.3)	9 (0.7)	492 (10.1)
Russian Federation	30 (1.6)	552 (5.1)	41 (0.9)	568 (3.5)	21 (0.9)	576 (3.4)	8 (0.6)	570 (4.0)
Scotland	6 (0.8)	492 (8.7)	41 (1.8)	530 (3.1)	28 (1.4)	537 (4.1)	25 (1.7)	524 (4.3)
Singapore	6 (0.3)	514 (6.1)	24 (0.6)	551 (3.6)	20 (0.6)	562 (3.8)	51 (0.9)	567 (2.9)
Slovak Republic	32 (1.4)	509 (4.2)	43 (1.1)	537 (2.7)	16 (0.7)	547 (5.3)	9 (0.6)	558 (4.7)
Slovenia	15 (0.8)	506 (3.6)	41 (0.9)	522 (2.7)	24 (0.8)	529 (2.8)	20 (1.0)	525 (3.1)
South Africa	43 (1.1)	280 (4.0)	35 (0.6)	308 (6.9)	12 (0.6)	359 (13.0)	9 (0.6)	359 (13.8)
Spain	23 (1.1)	490 (4.1)	41 (1.2)	512 (2.9)	21 (1.1)	532 (3.3)	14 (0.8)	526 (5.0)
Sweden	2 (0.2)	~ ~	23 (1.8)	549 (4.3)	25 (1.3)	551 (3.1)	50 (2.3)	552 (2.6)
Trinidad and Tobago	24 (1.8)	410 (7.4)	37 (1.2)	437 (5.9)	19 (1.2)	457 (6.9)	21 (1.3)	451 (7.0)
United States	9 (0.8)	510 (5.6)	28 (1.1)	537 (4.2)	21 (0.8)	548 (4.3)	41 (1.4)	547 (3.7)
International Avg.	20 (0.2)	477 (0.9)	34 (0.2)	502 (0.7)	18 (0.1)	513 (0.8)	27 (0.2)	508 (0.9)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

Based on students' responses to how often they do the following: read aloud to the whole class; and read aloud to a small group of students in class. Average is computed based on a 4-point scale: Never or almost never = 1, Once or twice a month = 2, Once or twice a week = 3, and Every day or almost every day = 4. Never or almost never indicates an average of 1 to less than 1.75. Once or twice a month indicates an average of 1.75 through 2.5. Once or twice a week indicates an average of greater than 2.5 through 3.25. Every day or almost every day indicates an average of greater than 3.25 through 4.

(1) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

A tilde (~) indicates insufficient data to report achievement.

NOTE: The International Average does not include the results from the Canadian provinces.





Exhibit 6.14 Students' Reports About Independent Reading

PIRLS 2006  
4th Grade

Countries	Every Day or Almost Every Day		Once or Twice a Week		Once or Twice a Month		Never or Almost Never	
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Austria	63 (0.9)	538 (2.5)	28 (0.7)	541 (2.7)	5 (0.4)	542 (5.8)	4 (0.3)	528 (5.1)
Belgium (Flemish)	62 (1.4)	548 (2.4)	30 (1.0)	547 (2.5)	5 (0.5)	548 (4.4)	3 (0.4)	534 (5.3)
Belgium (French)	65 (1.2)	505 (2.9)	28 (1.2)	494 (3.1)	4 (0.3)	488 (5.5)	3 (0.3)	472 (7.1)
Bulgaria	66 (1.5)	553 (4.3)	28 (1.4)	542 (5.7)	4 (0.4)	529 (11.0)	2 (0.4)	~ ~
Canada, Alberta	88 (0.8)	565 (2.4)	10 (0.7)	537 (4.9)	1 (0.3)	~ ~	1 (0.2)	~ ~
Canada, British Columbia	90 (0.8)	563 (2.6)	9 (0.7)	533 (4.9)	1 (0.2)	~ ~	1 (0.1)	~ ~
Canada, Nova Scotia	87 (0.8)	549 (2.0)	11 (0.7)	512 (4.2)	1 (0.1)	~ ~	1 (0.2)	~ ~
Canada, Ontario	83 (1.0)	560 (2.8)	14 (0.9)	542 (3.9)	2 (0.3)	~ ~	1 (0.2)	~ ~
Canada, Quebec	85 (1.1)	537 (2.7)	13 (1.0)	519 (4.6)	2 (0.2)	~ ~	1 (0.2)	~ ~
Chinese Taipei	50 (1.2)	550 (2.2)	33 (0.8)	532 (2.4)	9 (0.6)	513 (4.4)	8 (0.5)	493 (4.2)
Denmark	67 (1.6)	546 (2.5)	28 (1.3)	550 (2.9)	4 (0.4)	546 (7.2)	2 (0.3)	~ ~
England	79 (1.4)	547 (2.8)	17 (1.2)	522 (5.0)	2 (0.4)	~ ~	2 (0.2)	~ ~
France	66 (1.1)	524 (2.3)	26 (0.9)	519 (2.8)	5 (0.4)	515 (6.4)	3 (0.2)	511 (6.6)
Georgia	65 (1.6)	476 (3.2)	27 (1.1)	470 (4.4)	5 (1.1)	473 (7.4)	3 (0.4)	449 (11.2)
Germany	60 (1.0)	548 (2.5)	29 (0.9)	554 (2.9)	7 (0.5)	551 (4.6)	4 (0.3)	548 (5.6)
Hong Kong SAR	55 (1.2)	573 (2.2)	32 (0.9)	560 (3.2)	7 (0.5)	546 (4.4)	6 (0.5)	522 (5.1)
Hungary	59 (1.1)	552 (3.5)	33 (1.0)	550 (3.3)	5 (0.4)	551 (6.2)	3 (0.3)	544 (9.2)
Iceland	74 (0.7)	514 (1.3)	21 (0.6)	505 (2.9)	3 (0.3)	507 (6.3)	3 (0.2)	487 (9.3)
Indonesia	62 (1.3)	418 (4.5)	30 (1.1)	394 (4.5)	5 (0.4)	374 (9.0)	3 (0.3)	352 (9.3)
Iran, Islamic Rep. of	52 (1.4)	434 (4.2)	38 (1.2)	415 (3.8)	7 (0.5)	395 (7.5)	3 (0.3)	386 (10.5)
Israel	67 (1.1)	531 (3.2)	25 (0.9)	500 (4.5)	4 (0.3)	475 (9.0)	4 (0.3)	465 (9.9)
Italy	58 (1.4)	554 (2.7)	32 (1.1)	551 (3.7)	5 (0.5)	559 (9.0)	4 (0.4)	523 (9.1)
Kuwait	47 (1.2)	361 (4.8)	39 (1.0)	329 (5.0)	8 (0.5)	318 (8.8)	6 (0.7)	281 (9.8)
Latvia	63 (1.4)	543 (2.6)	30 (1.1)	537 (2.7)	4 (0.5)	548 (9.3)	3 (0.3)	524 (8.3)
Lithuania	76 (0.9)	538 (1.8)	21 (0.7)	535 (2.8)	2 (0.2)	~ ~	1 (0.2)	~ ~
Luxembourg	39 (0.6)	554 (1.7)	41 (0.6)	560 (1.5)	12 (0.5)	561 (3.0)	8 (0.4)	552 (3.6)
Macedonia, Rep. of	72 (1.4)	448 (4.4)	24 (1.3)	448 (5.6)	2 (0.3)	~ ~	1 (0.2)	~ ~
Moldova, Rep. of	77 (1.3)	503 (3.1)	20 (1.2)	493 (4.5)	2 (0.3)	~ ~	1 (0.2)	~ ~
Morocco	34 (1.6)	338 (5.9)	47 (1.6)	318 (6.5)	12 (1.1)	336 (12.0)	7 (1.0)	294 (18.0)
Netherlands	73 (1.5)	549 (1.7)	23 (1.2)	545 (2.3)	3 (0.4)	536 (9.7)	2 (0.3)	~ ~
New Zealand	83 (0.8)	541 (1.9)	14 (0.7)	502 (4.6)	2 (0.2)	~ ~	1 (0.2)	~ ~
Norway	77 (1.5)	499 (2.4)	19 (1.3)	502 (4.8)	2 (0.4)	~ ~	1 (0.4)	~ ~
Poland	64 (1.0)	527 (2.3)	29 (0.9)	511 (3.5)	4 (0.3)	500 (8.9)	3 (0.3)	497 (6.8)
Qatar	57 (0.6)	372 (1.5)	32 (0.6)	347 (2.3)	6 (0.3)	319 (5.3)	6 (0.3)	306 (5.2)
Romania	71 (1.5)	496 (4.9)	24 (1.4)	489 (6.3)	3 (0.3)	459 (18.9)	2 (0.4)	~ ~
Russian Federation	67 (1.0)	565 (3.9)	26 (0.8)	563 (3.3)	4 (0.3)	568 (6.8)	3 (0.3)	580 (6.8)
Scotland	71 (1.8)	534 (3.0)	24 (1.4)	523 (4.4)	3 (0.5)	504 (10.2)	2 (0.4)	~ ~
Singapore	77 (0.8)	570 (2.8)	19 (0.6)	531 (3.6)	3 (0.2)	504 (6.8)	2 (0.2)	~ ~
Slovak Republic	58 (1.3)	535 (2.8)	34 (1.1)	525 (4.2)	5 (0.5)	538 (6.9)	2 (0.3)	~ ~
Slovenia	64 (1.1)	526 (2.1)	29 (0.9)	516 (3.1)	4 (0.3)	519 (5.1)	3 (0.3)	494 (10.1)
South Africa	58 (1.2)	335 (6.8)	30 (0.8)	275 (4.9)	7 (0.4)	257 (7.4)	5 (0.4)	247 (6.3)
Spain	68 (1.1)	516 (2.6)	25 (0.9)	511 (3.5)	4 (0.3)	494 (8.7)	3 (0.3)	492 (8.9)
Sweden	73 (1.7)	548 (2.6)	24 (1.5)	555 (3.8)	2 (0.3)	~ ~	1 (0.2)	~ ~
Trinidad and Tobago	76 (1.4)	448 (4.7)	19 (1.0)	408 (6.8)	3 (0.4)	393 (15.1)	2 (0.4)	~ ~
United States	85 (0.9)	547 (3.5)	12 (0.8)	514 (4.3)	2 (0.2)	~ ~	1 (0.2)	~ ~
International Avg.	65 (0.2)	508 (0.6)	27 (0.2)	495 (0.7)	5 (0.1)	483 (1.5)	3 (0.1)	462 (1.6)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

Based on students' responses to how often they do the following: read silently on their own; and read books of their own choosing. Average is computed based on a 4-point scale: Never or almost never = 1, Once or twice a month = 2, Once or twice a week = 3, and Every day or almost every day = 4. Never or almost never indicates an average of 1 to less than 1.75. Once or twice a month indicates an average of 1.75 through 2.5. Once or twice a week indicates an average of greater than 2.5 through 3.25. Every day or almost every day indicates an average of greater than 3.25 through 4.

( ) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

A tilde (~) indicates insufficient data to report achievement.

NOTE: The International Average does not include the results from the Canadian provinces.

## What Activities Do Students Do in Response to Class Reading?

As part of reading instruction, teachers usually provide students with a number of ways to demonstrate their understanding of what they have read. Exhibits 6.15 through 6.19 present teachers' and students' reports of how often students were asked to do various activities after reading, both informal and formal, with changes from 2001.

Exhibit 6.15 shows teachers' reports about the types of activities used at least weekly to monitor students' reading comprehension, including changes from 2001. Most students (89%), on average internationally, were asked to answer questions aloud or give an oral summary, or to write something (either in short answers or paragraphs or in a workbook or worksheet) at least once or twice a week. Approximately two thirds of the students internationally were asked to talk with other students, which included an increase from 2001 in 10 countries.

Exhibit 6.16 presents students' reports about how often they answer questions aloud about their reading. Students' reports support those of their teachers, with more than half the students (62%), on average internationally, reporting having answered questions aloud at least weekly. Internationally, average achievement for those students answering questions aloud every day or almost every day does not differ greatly from those answering questions less frequently (a difference of 11 points), but differences do occur within many countries, with those students answering aloud daily having lower achievement than students answering aloud less often. It appears that in these countries, teachers are monitoring the less proficient readers more frequently than they are the more proficient readers.

As shown in Exhibit 6.17, students' reports of how often they were asked to answer questions about class reading in workbooks or worksheets confirms teachers' reports of the use of workbooks or worksheets as a basis for instruction (see Exhibit 6.6). Three fourths of students, on average internationally, reported writing answers to questions in workbooks or worksheets at least weekly.

Exhibit 6.18 shows the percentage of students who reported writing responses to class reading (not in workbooks or worksheets) at least weekly. More than half the students (57%), internationally on average, wrote responses to what they read at least once or twice a week. Countries where the greatest percentages of students (41 to 46%) reported daily writing activities included Bulgaria, Indonesia, Macedonia, and South Africa. On average internationally, those students who reported doing writing activities once or twice a month had higher reading achievement than students who reported writing more or less often.

Exhibit 6.19 shows teachers' reports of how often they gave a written quiz or test after students read something in class. Internationally on average, about one fourth of students were given a weekly written quiz or test about what they read. Interestingly, more than half the students in Denmark (79%), England (55%), Iceland (71%), New Zealand (79%), Norway (59%), Scotland (54%), Sweden (54%), and the Canadian province of Nova Scotia (56%) were never given a written quiz or test.

**Exhibit 6.15 Teachers' Reports About Reading Comprehension Activities After Instruction with Trends PIRLS 2006 4th Grade**

Countries	Percentage of Students Who Teachers Asked Them to Do Various Activities at Least Weekly					
	Orally Answer Questions or Give Oral Summary		Talk with Each Other		Write Something in Response to Their Reading*	
	Percent in 2006	Difference in Percent From 2001	Percent in 2006	Difference in Percent From 2001	Percent in 2006	Difference in Percent From 2001
Austria	84 (2.6)	0 0	87 (2.3)	0 0	85 (2.4)	0 0
Belgium (Flemish)	85 (2.4)	0 0	52 (4.2)	0 0	85 (3.3)	0 0
Belgium (French)	67 (3.2)	0 0	38 (3.4)	0 0	76 (2.8)	0 0
Bulgaria	97 (1.4)	-2 (1.5)	80 (3.1)	0 (4.7)	90 (2.5)	11 (4.0) ▲
Canada, Alberta	91 (2.2)	0 0	75 (3.5)	0 0	91 (2.4)	0 0
Canada, British Columbia	r 83 (3.0)	0 0	r 73 (3.6)	0 0	r 97 (0.9)	0 0
Canada, Nova Scotia	84 (3.1)	0 0	76 (3.6)	0 0	95 (1.2)	0 0
Canada, Ontario	85 (3.5)	-2 (4.6)	76 (4.1)	20 (6.4) ▲	93 (2.9)	-1 (3.6)
Canada, Quebec	75 (3.7)	-3 (5.7)	43 (4.4)	-3 (6.9)	81 (3.7)	-1 (5.5)
Chinese Taipei	75 (3.8)	0 0	51 (4.7)	0 0	72 (3.6)	0 0
Denmark	86 (2.8)	0 0	66 (3.9)	0 0	73 (3.3)	0 0
England	95 (1.8)	2 (2.9)	81 (3.1)	14 (5.7) ▲	86 (3.1)	-4 (4.1)
France	85 (2.5)	7 (4.2)	50 (3.4)	18 (4.8) ▲	82 (2.9)	-2 (4.1)
Georgia	89 (2.5)	0 0	76 (3.6)	0 0	85 (2.7)	0 0
Germany	97 (1.2)	2 (1.8)	93 (2.0)	-2 (2.3)	80 (2.7)	15 (3.9) ▲
Hong Kong SAR	81 (3.6)	-4 (4.7)	52 (4.2)	15 (6.3) ▲	88 (3.0)	9 (5.3)
Hungary	100 (0.0)	1 (0.8)	68 (3.7)	22 (5.6) ▲	99 (0.8)	-1 (0.9)
Iceland	45 (0.3)	0 (0.5)	29 (0.3)	8 (0.4) ▲	76 (0.3)	-7 (0.5) ▼
Indonesia	85 (3.1)	0 0	69 (3.6)	0 0	98 (1.0)	0 0
Iran, Islamic Rep. of	92 (1.8)	6 (3.4)	84 (2.4)	24 (4.5) ▲	94 (1.7)	-5 (1.8) ▼
Israel	93 (2.1)	4 (3.4)	50 (4.0)	-19 (5.9) ▼	100 (0.0)	0 (0.0)
Italy	92 (2.2)	-1 (2.9)	75 (3.6)	3 (4.7)	94 (1.8)	5 (2.9)
Kuwait	77 (3.9)	0 0	58 (4.0)	0 0	94 (2.2)	0 0
Latvia	99 (0.8)	1 (1.5)	81 (3.2)	18 (5.5) ▲	85 (2.3)	5 (3.8)
Lithuania	99 (0.5)	2 (1.4)	84 (2.6)	1 (4.0)	92 (1.9)	1 (3.3)
Luxembourg	89 (0.1)	0 0	82 (0.1)	0 0	83 (0.2)	0 0
Macedonia, Rep. of	98 (1.1)	3 (2.3)	84 (3.0)	4 (4.2)	99 (0.5)	3 (1.6)
Moldova, Rep. of	98 (1.2)	-1 (1.5)	90 (2.6)	3 (4.0)	98 (1.2)	4 (2.6)
Morocco	82 (3.4)	-14 (3.9) ▼	65 (4.7)	-11 (6.7)	92 (2.6)	7 (4.7)
Netherlands	75 (3.9)	3 (5.9)	61 (4.5)	4 (6.4)	94 (1.2)	5 (3.1)
New Zealand	91 (1.5)	4 (3.3)	83 (2.3)	5 (4.5)	91 (1.7)	3 (3.2)
Norway	83 (3.5)	3 (4.9)	39 (4.1)	7 (5.4)	93 (2.2)	14 (4.6) ▲
Poland	99 (0.5)	0 0	68 (3.9)	0 0	99 (0.9)	0 0
Qatar	s 97 (0.1)	0 0	s 78 (0.2)	0 0	s 94 (0.1)	0 0
Romania	98 (1.0)	1 (1.8)	84 (3.0)	8 (5.0)	97 (1.3)	-2 (1.5)
Russian Federation	100 (0.0)	1 (0.7)	81 (2.6)	2 (4.1)	70 (3.4)	24 (5.1) ▲
Scotland	96 (1.5)	3 (2.5)	72 (4.3)	16 (6.5) ▲	89 (3.0)	3 (4.0)
Singapore	90 (1.9)	-2 (2.7)	67 (2.8)	10 (4.8) ▲	98 (0.8)	1 (1.5)
Slovak Republic	99 (0.9)	-1 (1.0)	55 (3.1)	-13 (4.9) ▼	77 (2.9)	-13 (3.8) ▼
Slovenia	95 (1.4)	3 (2.6)	71 (2.9)	0 (4.7)	96 (1.6)	3 (2.6)
South Africa	85 (1.8)	0 0	75 (2.6)	0 0	91 (1.6)	0 0
Spain	91 (2.1)	0 0	59 (4.2)	0 0	99 (0.7)	0 0
Sweden	65 (3.8)	-1 (5.1)	40 (4.5)	-4 (6.0)	78 (2.9)	0 (3.9)
Trinidad and Tobago	95 (2.0)	0 0	74 (3.7)	0 0	99 (1.1)	0 0
United States	93 (2.1)	-3 (2.8)	82 (2.8)	12 (4.9) ▲	98 (1.0)	0 (1.5)
International Avg.	89 (0.4)		68 (0.5)		89 (0.3)	

▲ Percent in 2006 significantly higher  
▼ Percent in 2006 significantly lower

Background data provided by teachers.

\* "Write something in response to their reading" is a combination of the teacher's responses to the following about activities after instruction: answer reading comprehension questions in a workbook or on a worksheet about what they have read; and write something about or in response to what they have read.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

A diamond (0) indicates the country did not participate in the 2001 assessment.

NOTE: The International Average does not include the results from the Canadian provinces.

Trend Note: The primary education systems of the Russian Federation and Slovenia underwent structural changes. Data for Canada, Ontario include only public schools.

Exhibit 6.16 Students Answer Questions Aloud About Class Reading

PIRLS 2006  
4th Grade

Countries	Every Day or Almost Every Day		Once or Twice a Week		Once or Twice a Month		Never or Almost Never	
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Austria	16 (0.7)	517 (3.1)	30 (0.9)	533 (2.6)	26 (0.8)	545 (3.1)	28 (1.0)	551 (2.4)
Belgium (Flemish)	18 (1.5)	537 (3.1)	27 (1.1)	547 (3.1)	17 (0.9)	551 (3.1)	38 (1.7)	551 (2.2)
Belgium (French)	21 (1.4)	480 (3.4)	28 (0.9)	499 (3.1)	20 (1.0)	507 (3.5)	31 (1.4)	510 (3.3)
Bulgaria	65 (1.6)	553 (4.6)	24 (1.2)	546 (5.1)	7 (0.6)	530 (7.3)	4 (0.4)	519 (9.8)
Canada, Alberta	11 (0.7)	541 (4.5)	23 (0.7)	554 (3.5)	23 (0.8)	564 (3.5)	43 (1.3)	568 (2.8)
Canada, British Columbia	10 (0.9)	534 (5.7)	25 (1.1)	554 (3.3)	26 (1.2)	564 (4.6)	39 (1.3)	566 (3.1)
Canada, Nova Scotia	12 (0.6)	507 (5.0)	25 (0.8)	536 (3.0)	23 (0.8)	552 (2.9)	41 (1.1)	554 (2.2)
Canada, Ontario	13 (0.9)	529 (6.0)	27 (1.1)	554 (4.0)	24 (0.9)	562 (3.5)	36 (1.3)	563 (2.7)
Canada, Quebec	12 (0.9)	506 (4.8)	25 (1.3)	530 (3.3)	23 (1.1)	538 (3.6)	40 (1.6)	543 (3.5)
Chinese Taipei	13 (0.7)	526 (3.3)	29 (1.2)	539 (2.6)	25 (0.8)	539 (3.1)	32 (1.1)	534 (2.5)
Denmark	15 (1.2)	539 (4.3)	35 (1.2)	539 (3.0)	28 (1.3)	556 (3.4)	22 (1.0)	554 (3.3)
England	11 (0.9)	501 (7.9)	28 (1.0)	533 (3.2)	25 (0.9)	549 (3.5)	35 (1.4)	553 (3.5)
France	20 (1.2)	507 (3.3)	32 (1.1)	524 (3.0)	20 (0.9)	526 (3.3)	28 (1.0)	529 (2.6)
Georgia	58 (1.7)	470 (3.7)	24 (1.1)	476 (4.6)	8 (0.6)	463 (5.6)	10 (0.7)	483 (6.4)
Germany	21 (0.8)	540 (3.4)	35 (0.9)	551 (2.9)	25 (0.6)	557 (3.2)	19 (0.8)	551 (3.1)
Hong Kong SAR	15 (0.8)	567 (3.6)	25 (0.7)	566 (3.1)	27 (0.9)	565 (3.1)	34 (1.0)	561 (2.5)
Hungary	36 (1.5)	543 (4.3)	39 (1.1)	555 (3.4)	16 (0.9)	555 (4.0)	8 (0.7)	560 (4.7)
Iceland	6 (0.4)	478 (5.6)	17 (0.7)	505 (3.3)	18 (0.6)	513 (2.9)	59 (0.8)	516 (1.6)
Indonesia	41 (1.4)	409 (4.7)	35 (1.3)	407 (4.6)	13 (0.7)	396 (5.9)	11 (0.7)	409 (6.5)
Iran, Islamic Rep. of	35 (1.6)	417 (5.2)	37 (1.4)	424 (3.9)	13 (0.7)	430 (5.3)	15 (1.1)	422 (5.8)
Israel	38 (1.3)	507 (4.4)	31 (0.9)	520 (3.9)	18 (0.7)	523 (5.4)	13 (0.7)	535 (5.5)
Italy	45 (1.8)	549 (4.1)	35 (1.4)	558 (3.3)	12 (0.8)	553 (4.7)	8 (0.7)	538 (4.8)
Kuwait	33 (1.4)	330 (6.4)	29 (1.2)	339 (5.1)	18 (0.8)	318 (6.3)	21 (1.1)	364 (6.0)
Latvia	31 (1.3)	541 (3.5)	41 (1.0)	545 (2.8)	19 (0.8)	539 (3.1)	10 (0.7)	529 (4.5)
Lithuania	42 (1.4)	534 (2.1)	36 (1.0)	539 (2.2)	13 (0.6)	545 (3.1)	9 (0.6)	534 (3.9)
Luxembourg	13 (0.4)	540 (2.7)	37 (0.7)	558 (1.8)	30 (0.7)	563 (1.8)	21 (0.5)	559 (1.7)
Macedonia, Rep. of	63 (1.4)	444 (4.3)	28 (1.1)	458 (4.8)	7 (0.6)	434 (9.0)	2 (0.3)	~ ~
Moldova, Rep. of	59 (1.5)	506 (3.6)	31 (1.3)	496 (3.0)	6 (0.5)	480 (7.3)	3 (0.4)	475 (10.4)
Morocco	57 (2.0)	338 (4.9)	28 (1.4)	310 (10.2)	10 (0.8)	295 (13.5)	6 (0.5)	314 (10.9)
Netherlands	7 (0.7)	527 (4.7)	16 (0.9)	546 (3.0)	13 (0.6)	547 (3.3)	64 (1.3)	550 (1.6)
New Zealand	15 (0.8)	482 (3.8)	29 (0.8)	530 (2.7)	24 (0.8)	548 (3.0)	32 (0.9)	547 (2.8)
Norway	15 (1.3)	486 (4.3)	31 (1.2)	498 (4.2)	22 (1.0)	505 (3.0)	33 (1.7)	501 (3.5)
Poland	40 (1.3)	523 (2.7)	40 (1.1)	521 (3.0)	13 (0.7)	510 (4.2)	6 (0.5)	517 (6.5)
Qatar	35 (0.5)	357 (2.0)	28 (0.6)	358 (2.9)	17 (0.5)	339 (3.5)	20 (0.6)	367 (3.0)
Romania	60 (1.9)	496 (4.8)	27 (1.5)	487 (6.4)	8 (0.6)	487 (8.9)	5 (0.4)	456 (17.0)
Russian Federation	57 (1.4)	569 (3.7)	31 (1.1)	559 (4.0)	8 (0.5)	562 (5.4)	5 (0.5)	556 (7.4)
Scotland	19 (1.6)	498 (4.8)	36 (1.6)	537 (3.8)	22 (1.2)	538 (3.7)	23 (1.5)	529 (4.6)
Singapore	11 (0.6)	534 (4.4)	23 (0.6)	556 (3.5)	24 (0.6)	559 (3.7)	41 (0.7)	567 (3.0)
Slovak Republic	28 (1.6)	513 (5.5)	39 (1.3)	535 (3.0)	23 (1.1)	546 (3.7)	10 (0.6)	536 (3.8)
Slovenia	19 (1.0)	507 (3.2)	42 (1.0)	526 (2.6)	25 (0.9)	528 (2.9)	14 (0.9)	520 (4.0)
South Africa	48 (1.1)	288 (4.3)	26 (0.6)	305 (6.4)	14 (0.6)	315 (11.6)	12 (0.7)	363 (12.7)
Spain	35 (1.3)	501 (3.4)	29 (1.0)	520 (3.0)	13 (0.7)	522 (4.2)	22 (0.9)	517 (4.3)
Sweden	20 (1.2)	537 (3.6)	34 (1.3)	545 (2.9)	27 (1.1)	553 (2.9)	19 (1.1)	569 (3.8)
Trinidad and Tobago	41 (1.7)	424 (6.0)	32 (1.0)	441 (4.9)	13 (0.7)	444 (9.1)	15 (1.1)	458 (7.7)
United States	19 (1.2)	513 (3.9)	25 (0.7)	545 (3.8)	17 (0.8)	547 (4.3)	38 (1.1)	549 (3.6)
International Avg.	31 (0.2)	491 (0.8)	31 (0.2)	502 (0.6)	18 (0.1)	502 (0.9)	21 (0.1)	506 (1.0)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

Background data provided by students.

( ) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

A tilde (~) indicates insufficient data to report achievement.

NOTE: The International Average does not include the results from the Canadian provinces.

Exhibit 6.17 Students Answer Questions in Workbooks or Worksheets About Class Reading

PIRLS 2006  
4th Grade

Countries	Every Day or Almost Every Day		Once or Twice a Week		Once or Twice a Month		Never or Almost Never	
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Austria	17 (0.9)	516 (2.9)	43 (1.1)	539 (2.7)	24 (0.9)	550 (2.9)	16 (0.8)	544 (3.2)
Belgium (Flemish)	34 (1.8)	543 (2.8)	41 (1.3)	550 (2.3)	14 (1.0)	557 (3.3)	10 (0.8)	538 (4.7)
Belgium (French)	35 (1.4)	488 (3.3)	41 (1.1)	504 (2.9)	14 (0.8)	515 (4.7)	10 (0.7)	503 (5.0)
Bulgaria	52 (1.8)	548 (5.3)	33 (1.7)	555 (4.0)	9 (0.9)	559 (8.4)	7 (0.9)	505 (9.3)
Canada, Alberta	26 (1.1)	547 (3.4)	37 (1.2)	564 (3.3)	21 (1.0)	573 (2.9)	16 (0.9)	559 (4.3)
Canada, British Columbia	26 (1.4)	545 (4.1)	41 (1.3)	563 (3.2)	19 (1.0)	570 (4.4)	14 (0.9)	559 (4.0)
Canada, Nova Scotia	29 (1.3)	524 (3.4)	36 (1.0)	549 (2.6)	21 (0.9)	557 (3.2)	15 (0.8)	546 (3.7)
Canada, Ontario	29 (1.7)	545 (4.9)	38 (1.4)	557 (3.0)	19 (1.0)	570 (4.6)	14 (1.1)	553 (4.9)
Canada, Quebec	26 (1.2)	514 (4.0)	41 (1.5)	541 (2.8)	21 (1.6)	547 (4.2)	12 (0.8)	529 (5.1)
Chinese Taipei	37 (1.0)	534 (2.3)	29 (1.0)	541 (2.8)	15 (0.6)	539 (3.7)	19 (0.8)	530 (3.0)
Denmark	18 (1.4)	545 (3.9)	42 (1.0)	546 (2.9)	25 (1.1)	550 (3.6)	16 (1.1)	543 (3.7)
England	17 (1.2)	510 (6.3)	41 (1.4)	535 (3.1)	26 (1.0)	559 (3.6)	16 (1.0)	553 (4.9)
France	31 (1.5)	512 (2.7)	45 (1.3)	528 (2.6)	15 (0.9)	532 (3.6)	9 (0.6)	510 (5.4)
Georgia	44 (1.7)	464 (3.2)	36 (1.7)	482 (4.5)	9 (0.6)	488 (6.5)	10 (0.7)	459 (7.0)
Germany	25 (0.8)	531 (3.3)	40 (1.0)	554 (2.8)	23 (0.7)	563 (2.9)	13 (0.7)	549 (3.4)
Hong Kong SAR	27 (1.1)	565 (2.7)	37 (0.8)	570 (2.6)	22 (0.9)	561 (2.9)	14 (0.7)	551 (4.0)
Hungary	62 (1.6)	554 (3.5)	29 (1.3)	551 (3.5)	5 (0.5)	537 (6.3)	4 (0.4)	534 (7.1)
Iceland	28 (0.7)	499 (2.6)	37 (0.8)	513 (1.7)	16 (0.6)	523 (3.2)	19 (0.7)	514 (2.8)
Indonesia	53 (1.3)	413 (4.4)	34 (1.2)	404 (4.5)	7 (0.5)	392 (6.3)	6 (0.5)	374 (6.8)
Iran, Islamic Rep. of	37 (1.5)	423 (4.8)	46 (1.3)	424 (3.3)	12 (0.9)	419 (6.6)	6 (0.8)	409 (10.5)
Israel	67 (1.1)	521 (3.3)	24 (0.9)	510 (4.6)	5 (0.4)	501 (13.2)	4 (0.3)	511 (10.8)
Italy	41 (1.9)	548 (4.3)	40 (1.8)	556 (3.3)	11 (1.0)	555 (4.2)	8 (0.7)	542 (6.4)
Kuwait	50 (1.5)	338 (5.3)	38 (1.2)	339 (4.6)	7 (0.5)	331 (9.9)	5 (0.6)	303 (15.9)
Latvia	32 (1.5)	539 (3.9)	45 (1.1)	539 (2.5)	17 (0.8)	555 (3.8)	7 (0.6)	531 (5.5)
Lithuania	36 (1.2)	526 (2.2)	37 (1.0)	540 (2.1)	14 (0.7)	551 (3.9)	14 (0.8)	543 (3.3)
Luxembourg	13 (0.4)	548 (3.4)	50 (0.6)	557 (1.5)	27 (0.6)	567 (2.0)	10 (0.4)	542 (3.1)
Macedonia, Rep. of	67 (1.7)	441 (4.1)	28 (1.4)	457 (5.4)	4 (0.6)	446 (16.5)	1 (0.2)	~ ~
Moldova, Rep. of	49 (1.9)	497 (4.0)	37 (1.6)	503 (3.3)	9 (1.2)	506 (5.1)	5 (0.5)	495 (8.9)
Morocco	51 (2.3)	329 (6.8)	39 (2.2)	324 (7.5)	8 (1.0)	300 (11.8)	3 (0.4)	305 (17.1)
Netherlands	18 (1.0)	537 (4.1)	31 (1.0)	550 (1.9)	19 (1.1)	552 (2.9)	33 (1.4)	547 (2.0)
New Zealand	32 (1.3)	520 (3.2)	42 (0.8)	541 (2.5)	16 (0.9)	540 (3.8)	10 (0.6)	524 (5.3)
Norway	27 (1.4)	486 (3.3)	43 (1.1)	504 (3.2)	16 (1.0)	505 (4.0)	13 (0.8)	502 (3.8)
Poland	42 (1.3)	528 (2.8)	41 (1.2)	516 (3.2)	12 (0.6)	516 (4.4)	6 (0.5)	500 (7.3)
Qatar	54 (0.6)	353 (1.8)	31 (0.6)	361 (2.0)	8 (0.4)	355 (5.0)	7 (0.3)	347 (5.3)
Romania	47 (2.2)	485 (5.3)	35 (1.7)	503 (5.0)	8 (0.8)	496 (8.9)	10 (0.7)	476 (12.0)
Russian Federation	23 (1.5)	548 (4.6)	44 (1.4)	564 (4.6)	17 (0.9)	584 (3.4)	16 (1.0)	572 (3.7)
Scotland	23 (1.5)	500 (4.2)	46 (1.7)	535 (3.4)	21 (1.5)	545 (4.4)	10 (0.9)	520 (6.3)
Singapore	39 (0.8)	555 (2.7)	37 (0.7)	563 (3.6)	12 (0.4)	564 (4.2)	11 (0.4)	551 (4.5)
Slovak Republic	22 (1.5)	522 (5.7)	44 (1.4)	531 (3.2)	23 (1.3)	539 (5.6)	11 (0.9)	534 (4.3)
Slovenia	38 (1.3)	517 (2.9)	47 (1.2)	527 (2.2)	13 (0.8)	521 (3.5)	3 (0.3)	499 (9.1)
South Africa	60 (1.0)	302 (5.3)	26 (0.6)	312 (7.1)	8 (0.4)	312 (11.8)	6 (0.4)	279 (9.9)
Spain	52 (1.5)	506 (3.1)	29 (1.2)	523 (3.2)	9 (0.6)	525 (6.0)	10 (0.9)	509 (6.3)
Sweden	17 (1.2)	532 (5.1)	42 (1.3)	549 (2.6)	23 (1.1)	558 (3.3)	19 (1.4)	558 (3.9)
Trinidad and Tobago	44 (1.6)	429 (6.7)	41 (1.2)	442 (4.9)	9 (0.8)	453 (10.4)	5 (0.6)	429 (11.4)
United States	38 (1.8)	522 (4.4)	35 (1.0)	552 (3.6)	13 (0.8)	556 (4.4)	13 (0.8)	546 (4.4)
International Avg.	37 (0.2)	494 (0.7)	38 (0.2)	505 (0.6)	14 (0.1)	507 (1.0)	10 (0.1)	495 (1.2)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

Background data provided by students.

( ) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

A tilde (~) indicates insufficient data to report achievement.

NOTE: The International Average does not include the results from the Canadian provinces.



## Exhibit 6.18 Students Write Something About Class Reading

PIRLS 2006  
4th Grade

Countries	Every Day or Almost Every Day		Once or Twice a Week		Once or Twice a Month		Never or Almost Never	
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Austria	9 (0.4)	509 (3.9)	30 (1.1)	530 (3.2)	29 (0.9)	547 (2.3)	32 (1.2)	549 (2.6)
Belgium (Flemish)	8 (0.9)	526 (5.2)	26 (1.1)	539 (2.7)	31 (1.1)	555 (2.2)	35 (1.2)	552 (2.5)
Belgium (French)	15 (0.7)	471 (4.1)	34 (1.3)	491 (3.0)	25 (0.9)	514 (3.1)	26 (1.0)	515 (3.1)
Bulgaria	41 (2.1)	547 (5.8)	43 (2.0)	555 (4.7)	9 (0.8)	544 (10.7)	6 (0.7)	522 (9.4)
Canada, Alberta	14 (0.8)	544 (3.6)	31 (1.0)	554 (3.4)	29 (0.9)	573 (3.0)	27 (1.2)	564 (3.1)
Canada, British Columbia	14 (1.2)	541 (5.1)	37 (1.4)	559 (3.3)	30 (1.3)	565 (3.5)	19 (1.1)	564 (3.2)
Canada, Nova Scotia	19 (1.1)	525 (3.6)	36 (1.2)	547 (2.8)	26 (1.0)	554 (3.3)	19 (0.9)	539 (3.5)
Canada, Ontario	16 (1.1)	541 (4.5)	38 (1.3)	553 (3.3)	27 (1.1)	569 (3.7)	18 (1.1)	554 (4.2)
Canada, Quebec	12 (0.8)	508 (4.1)	28 (1.2)	525 (3.3)	30 (1.3)	544 (3.0)	30 (1.4)	543 (4.2)
Chinese Taipei	13 (0.5)	518 (3.6)	41 (1.3)	542 (2.3)	26 (1.0)	542 (2.7)	21 (0.9)	526 (2.8)
Denmark	8 (0.7)	523 (5.1)	34 (1.4)	543 (3.2)	36 (1.2)	555 (3.0)	22 (1.0)	545 (2.8)
England	13 (0.9)	508 (5.1)	32 (1.1)	530 (3.4)	33 (1.1)	560 (4.0)	23 (1.2)	546 (3.7)
France	14 (0.9)	491 (4.0)	36 (1.1)	519 (2.4)	29 (1.1)	537 (2.8)	21 (0.9)	529 (3.1)
Georgia	27 (1.6)	464 (3.4)	41 (1.4)	481 (4.3)	16 (1.1)	476 (5.0)	16 (1.2)	465 (6.0)
Germany	11 (0.6)	522 (4.3)	27 (0.8)	544 (3.2)	30 (0.8)	560 (2.8)	32 (1.0)	556 (2.5)
Hong Kong SAR	11 (0.6)	556 (3.7)	30 (1.1)	564 (3.2)	31 (0.8)	565 (2.6)	28 (1.0)	565 (2.9)
Hungary	16 (1.0)	516 (4.5)	42 (1.2)	546 (3.8)	24 (0.9)	567 (3.3)	18 (1.0)	573 (4.9)
Iceland	10 (0.4)	475 (3.8)	28 (0.8)	507 (2.8)	26 (0.7)	520 (2.0)	36 (0.8)	517 (2.0)
Indonesia	42 (1.2)	409 (4.6)	38 (1.0)	409 (4.4)	12 (0.8)	395 (5.7)	8 (0.7)	398 (8.5)
Iran, Islamic Rep. of	15 (1.0)	419 (5.0)	46 (1.6)	429 (4.1)	26 (1.3)	426 (4.3)	13 (1.1)	397 (8.6)
Israel	25 (0.9)	505 (4.2)	40 (0.9)	511 (4.4)	20 (0.8)	531 (5.2)	15 (0.7)	539 (5.1)
Italy	27 (1.6)	543 (4.9)	44 (1.9)	559 (3.7)	16 (0.9)	553 (3.8)	12 (0.9)	544 (4.7)
Kuwait	24 (1.1)	339 (5.4)	41 (1.0)	337 (5.1)	23 (1.0)	335 (6.3)	12 (1.0)	339 (6.9)
Latvia	16 (0.9)	522 (4.6)	42 (1.3)	544 (2.7)	28 (1.0)	549 (3.7)	14 (0.8)	540 (4.5)
Lithuania	19 (1.1)	510 (3.0)	42 (1.1)	535 (2.1)	27 (1.0)	554 (2.1)	12 (0.7)	550 (3.4)
Luxembourg	4 (0.3)	520 (4.7)	22 (0.5)	540 (2.1)	40 (0.7)	567 (1.5)	33 (0.7)	562 (1.7)
Macedonia, Rep. of	46 (1.6)	445 (5.3)	39 (1.4)	447 (4.6)	12 (1.4)	437 (8.9)	3 (0.3)	483 (13.2)
Moldova, Rep. of	31 (1.9)	501 (4.9)	46 (1.8)	500 (3.5)	18 (1.7)	505 (4.2)	5 (0.5)	476 (9.2)
Morocco	27 (1.5)	330 (6.8)	42 (1.7)	331 (6.9)	19 (1.4)	320 (8.9)	13 (1.6)	302 (15.3)
Netherlands	8 (0.4)	525 (4.8)	23 (0.9)	539 (2.4)	26 (1.2)	555 (2.3)	43 (1.5)	551 (1.9)
New Zealand	17 (1.0)	496 (4.3)	38 (1.0)	535 (2.5)	26 (0.9)	550 (2.6)	19 (0.7)	537 (4.0)
Norway	13 (1.2)	475 (4.1)	36 (1.4)	496 (2.9)	27 (1.0)	512 (3.3)	24 (1.2)	502 (5.1)
Poland	20 (1.0)	506 (3.4)	41 (1.0)	526 (2.8)	25 (0.9)	523 (3.6)	13 (0.8)	517 (5.3)
Qatar	34 (0.6)	350 (2.5)	40 (0.5)	354 (1.8)	15 (0.5)	364 (3.2)	11 (0.4)	368 (3.6)
Romania	36 (2.0)	487 (5.3)	42 (1.5)	500 (5.4)	13 (1.0)	486 (8.6)	9 (0.7)	470 (9.9)
Russian Federation	15 (1.1)	538 (5.4)	41 (1.3)	561 (4.0)	29 (1.8)	581 (4.1)	15 (0.7)	573 (4.0)
Scotland	8 (0.7)	469 (6.2)	38 (2.0)	527 (3.4)	35 (1.7)	542 (3.3)	20 (1.3)	527 (4.6)
Singapore	11 (0.4)	526 (3.9)	26 (0.6)	546 (3.6)	27 (0.7)	572 (3.5)	36 (0.8)	567 (2.7)
Slovak Republic	16 (0.9)	509 (6.3)	39 (1.3)	532 (2.8)	31 (1.3)	542 (3.8)	15 (0.9)	532 (5.4)
Slovenia	12 (0.6)	496 (3.6)	47 (1.0)	522 (2.7)	33 (1.0)	533 (2.5)	8 (0.5)	518 (5.5)
South Africa	41 (1.0)	288 (4.6)	35 (0.7)	308 (6.0)	14 (0.5)	325 (10.0)	10 (0.5)	340 (13.1)
Spain	29 (1.3)	493 (3.5)	37 (1.1)	517 (3.2)	20 (0.9)	533 (3.5)	14 (0.9)	516 (4.6)
Sweden	7 (0.5)	523 (6.7)	30 (1.4)	542 (3.0)	39 (1.0)	556 (2.8)	24 (1.3)	557 (3.1)
Trinidad and Tobago	27 (1.2)	426 (7.5)	42 (1.4)	436 (5.0)	18 (1.0)	454 (7.4)	13 (0.9)	438 (8.5)
United States	23 (1.1)	513 (3.8)	30 (1.0)	542 (4.3)	25 (1.1)	558 (3.6)	22 (1.0)	549 (4.3)
International Avg.	20 (0.2)	482 (0.8)	37 (0.2)	500 (0.7)	25 (0.2)	510 (0.8)	19 (0.1)	504 (1.0)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

Background data provided by students.

( ) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

NOTE: The International Average does not include the results from the Canadian provinces.





Exhibit 6.19 Teachers' Reports on Giving a Written Quiz or Test After Students Read

PIRLS 2006  
4th Grade

Countries	At Least Weekly		Once or Twice a Month		Never or Almost Never	
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Austria	13 (2.7)	538 (5.1)	44 (3.4)	535 (3.2)	43 (3.4)	542 (3.2)
Belgium (Flemish)	44 (4.0)	549 (2.8)	52 (3.9)	545 (2.8)	4 (1.3)	547 (5.6)
Belgium (French)	26 (3.2)	496 (4.6)	61 (3.6)	500 (3.8)	14 (2.6)	501 (8.9)
Bulgaria	14 (2.8)	555 (14.1)	79 (3.4)	547 (4.8)	7 (2.0)	533 (10.5)
Canada, Alberta	15 (2.8)	555 (6.2)	60 (3.5)	558 (3.1)	25 (3.5)	568 (5.2)
Canada, British Columbia	13 (2.6)	564 (10.0)	61 (3.6)	557 (3.7)	27 (3.7)	561 (5.9)
Canada, Nova Scotia	5 (1.6)	515 (10.1)	39 (3.8)	542 (3.7)	56 (3.8)	544 (3.2)
Canada, Ontario	10 (3.0)	550 (7.8)	55 (4.9)	556 (4.0)	35 (4.8)	556 (4.0)
Canada, Quebec	35 (4.7)	536 (4.6)	52 (4.6)	533 (3.5)	14 (2.9)	534 (6.5)
Chinese Taipei	35 (4.0)	533 (3.6)	31 (3.9)	536 (3.3)	34 (3.9)	538 (3.2)
Denmark	1 (0.7)	~ ~	20 (3.0)	550 (5.2)	79 (3.1)	546 (2.7)
England	7 (2.2)	520 (13.8)	38 (4.6)	535 (6.0)	55 (4.5)	548 (4.0)
France	19 (2.3)	518 (5.4)	67 (3.4)	524 (2.3)	14 (2.5)	517 (4.7)
Georgia	57 (4.1)	475 (4.3)	33 (3.7)	466 (5.3)	10 (2.5)	467 (11.9)
Germany	3 (0.8)	523 (12.6)	70 (3.2)	552 (2.4)	28 (3.3)	540 (4.9)
Hong Kong SAR	6 (2.2)	578 (8.1)	58 (4.2)	564 (2.9)	36 (3.9)	563 (3.6)
Hungary	14 (2.6)	550 (8.0)	76 (3.5)	550 (3.8)	10 (2.5)	554 (10.1)
Iceland	3 (0.1)	500 (8.2)	26 (0.3)	510 (2.1)	71 (0.3)	511 (1.7)
Indonesia	40 (4.1)	413 (6.1)	46 (4.2)	397 (6.5)	14 (3.1)	408 (10.7)
Iran, Islamic Rep. of	39 (4.0)	414 (6.3)	55 (4.1)	428 (4.5)	6 (1.6)	406 (15.5)
Israel	21 (3.1)	490 (15.2)	74 (3.4)	520 (4.7)	5 (1.9)	527 (22.0)
Italy	54 (3.4)	548 (4.6)	39 (3.4)	559 (3.7)	7 (1.5)	541 (11.5)
Kuwait	58 (3.9)	338 (5.4)	28 (3.8)	322 (8.9)	14 (3.1)	318 (15.2)
Latvia	21 (3.0)	544 (4.9)	76 (3.2)	540 (3.0)	3 (1.1)	539 (7.9)
Lithuania	11 (2.2)	525 (4.8)	72 (3.2)	539 (1.9)	18 (2.6)	539 (4.1)
Luxembourg	17 (0.2)	556 (2.0)	77 (0.2)	557 (1.3)	6 (0.1)	557 (3.2)
Macedonia, Rep. of	18 (3.1)	407 (15.1)	70 (3.6)	455 (5.2)	12 (2.8)	447 (15.3)
Moldova, Rep. of	45 (4.5)	496 (4.3)	49 (4.3)	502 (4.8)	6 (2.1)	495 (15.1)
Morocco	30 (4.1)	313 (9.5)	50 (4.5)	322 (10.3)	20 (3.3)	331 (15.1)
Netherlands	24 (3.6)	549 (4.5)	66 (4.0)	547 (2.0)	10 (2.5)	539 (4.0)
New Zealand	3 (0.9)	489 (44.1)	19 (2.3)	532 (6.0)	79 (2.3)	536 (2.6)
Norway	8 (2.2)	481 (5.3)	34 (4.0)	498 (3.9)	59 (4.3)	500 (3.4)
Poland	46 (3.7)	521 (3.3)	48 (4.0)	519 (3.5)	5 (1.7)	515 (8.4)
Qatar	46 (0.3)	356 (2.3)	44 (0.3)	349 (1.9)	11 (0.2)	352 (4.8)
Romania	43 (3.9)	480 (8.9)	53 (4.0)	498 (5.7)	4 (1.5)	483 (19.3)
Russian Federation	16 (2.7)	554 (8.5)	73 (3.2)	567 (3.3)	11 (1.9)	566 (9.9)
Scotland	6 (2.2)	542 (9.4)	40 (4.8)	522 (4.2)	54 (4.6)	528 (4.4)
Singapore	18 (2.2)	548 (8.9)	49 (3.2)	559 (4.4)	33 (2.6)	562 (4.4)
Slovak Republic	14 (2.6)	539 (6.2)	60 (3.4)	532 (3.5)	26 (2.9)	523 (5.8)
Slovenia	26 (3.1)	523 (4.0)	61 (3.5)	521 (2.5)	13 (2.1)	520 (4.7)
South Africa	37 (3.5)	294 (10.4)	57 (3.4)	299 (9.6)	6 (1.1)	382 (27.4)
Spain	25 (3.2)	516 (6.1)	63 (4.0)	512 (3.5)	12 (2.7)	512 (7.7)
Sweden	8 (2.2)	551 (7.8)	38 (3.5)	550 (3.0)	54 (3.6)	548 (2.7)
Trinidad and Tobago	43 (4.0)	441 (9.1)	38 (4.2)	433 (8.4)	19 (3.2)	431 (14.2)
United States	67 (3.9)	534 (4.2)	24 (3.4)	551 (5.2)	9 (2.4)	541 (10.2)
International Avg.	26 (0.5)	495 (1.7)	51 (0.6)	501 (0.8)	23 (0.4)	501 (1.7)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

Background data provided by teachers.

( ) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

A tilde (~) indicates insufficient data to report achievement.

NOTE: The International Average does not include the results from the Canadian provinces.



## What Library Resources Are Available and How Are They Used?

Libraries, both within the school and in the local community, provide a range of reading materials and other resources from which students can choose books for their own learning and enjoyment. Because libraries expand students' opportunities to access a variety of materials and can promote positive reading habits and attitudes, PIRLS 2006 asked a series of questions about students' access to and use of libraries.

Exhibit 6.20 contains reports about school and classroom libraries. In a number of countries, principals reported that more than 95 percent of the schools attended by fourth-grade students had libraries. Principals reported 100 percent of students attending schools with libraries in Latvia, Moldova, the Russian Federation, Singapore, Slovenia, and the Canadian province of Alberta. On average internationally, school principals reported that most fourth-grade students (89%) attended a school with a library, and for many students (71%), their school library had more than 500 books. Teachers reported that approximately two thirds of the students (69%) had libraries in their classrooms (averaging 52 books and 3 magazines). About half the students (55%), internationally on average, could borrow books from their classroom library to take home.

Exhibit 6.21 shows the percentage of students whose teachers took or sent them to a library other than the classroom library according to four response categories: *every day or almost every day*, *once or twice a week*, *once or twice a month*, or *never or almost never*. Internationally on average, teachers reported that 50 percent of the students were given opportunities for library visits at least weekly (8% daily and 42% once or twice a week), and another 32 percent were given opportunities for visits at least monthly. Eighty percent or more of students in Denmark, Iceland, Moldova, New Zealand, the United States, and the five Canadian provinces visited a library other than the classroom library at least once a week. On average internationally, 40 percent of the fourth-grade students reported borrowing library books on a weekly basis, and another 28 percent reported borrowing library books once or twice a month.

## Exhibit 6.20 Access to School and Classroom Libraries

PIRLS 2006  
4th Grade

Countries	Percentage of Students				Size of Classroom Library		Percentage of Students Who Can Borrow Books from Their Classroom Library to Take Home
	With a School Library	With a School Library Having More than		With a Classroom Library	Average Number of Books	Average Number of Magazine Titles	
		500 Books	10 Magazine Titles				
Austria	53 (4.4)	41 (3.9)	2 (1.1)	73 (3.2)	62 (5.9)	2 (0.3)	67 (3.3)
Belgium (Flemish)	43 (4.4)	16 (3.3)	3 (1.6)	96 (1.8)	114 (6.9)	2 (0.2)	60 (4.2)
Belgium (French)	r 72 (4.1)	r 34 (4.8)	r 5 (2.1)	91 (1.6)	r 90 (6.5)	s 9 (0.6)	64 (3.3)
Bulgaria	88 (2.8)	70 (3.9)	12 (2.5)	43 (3.6)	11 (1.3)	r 3 (0.5)	33 (3.7)
Canada, Alberta	100 (0.4)	98 (1.0)	37 (4.5)	95 (1.7)	179 (10.7)	r 5 (0.6)	77 (3.1)
Canada, British Columbia	99 (0.6)	r 99 (0.7)	r 37 (4.5)	r 98 (0.9)	r 174 (10.8)	s 5 (0.7)	r 82 (3.9)
Canada, Nova Scotia	99 (0.5)	94 (1.9)	26 (3.0)	98 (0.9)	r 272 (11.4)	s 8 (0.6)	94 (1.7)
Canada, Ontario	97 (2.0)	96 (2.3)	27 (4.0)	98 (1.3)	164 (13.2)	r 6 (0.7)	84 (3.3)
Canada, Quebec	91 (2.8)	87 (3.5)	r 12 (2.8)	88 (3.0)	95 (7.4)	r 4 (0.6)	72 (4.3)
Chinese Taipei	99 (0.8)	99 (0.8)	52 (4.2)	98 (1.1)	124 (7.6)	r 4 (0.4)	75 (3.6)
Denmark	97 (1.5)	96 (1.8)	58 (4.0)	35 (3.8)	16 (2.3)	r 1 (0.3)	30 (3.6)
England	r 96 (1.7)	r 80 (3.6)	r 3 (1.3)	84 (3.5)	r 118 (9.6)	r 3 (0.5)	70 (4.2)
France	90 (2.4)	63 (3.9)	10 (2.5)	85 (2.4)	78 (7.0)	r 5 (0.4)	71 (3.2)
Georgia	93 (2.6)	76 (3.4)	13 (3.2)	55 (4.3)	22 (4.6)	r 3 (0.4)	51 (4.5)
Germany	79 (2.8)	34 (3.6)	3 (1.0)	84 (2.6)	52 (3.7)	r 3 (0.4)	74 (3.2)
Hong Kong SAR	98 (1.3)	98 (1.3)	25 (4.0)	92 (2.2)	r 133 (9.6)	r 2 (0.5)	68 (4.4)
Hungary	98 (1.1)	94 (2.0)	37 (4.1)	70 (3.7)	26 (1.9)	r 3 (0.3)	54 (4.0)
Iceland	99 (0.0)	98 (0.1)	52 (0.3)	51 (0.3)	r 17 (0.1)	r 1 (0.0)	37 (0.3)
Indonesia	77 (3.5)	21 (3.4)	15 (3.3)	48 (3.9)	51 (8.4)	r 2 (0.4)	42 (3.7)
Iran, Islamic Rep. of	89 (2.0)	39 (3.2)	12 (2.2)	46 (3.8)	30 (3.7)	r 1 (0.3)	44 (3.6)
Israel	89 (2.8)	63 (3.7)	9 (2.2)	66 (3.9)	30 (4.1)	r 2 (0.4)	49 (4.0)
Italy	94 (2.0)	52 (4.0)	7 (2.3)	69 (3.2)	28 (1.4)	s 2 (0.4)	67 (3.3)
Kuwait	99 (0.7)	64 (4.1)	73 (3.6)	20 (3.4)	r 4 (0.9)	r 2 (0.4)	16 (3.2)
Latvia	100 (0.3)	96 (1.5)	45 (4.2)	60 (3.5)	45 (4.7)	r 2 (0.3)	54 (3.7)
Lithuania	99 (1.1)	93 (2.0)	40 (4.0)	80 (3.1)	56 (4.3)	3 (0.2)	75 (3.0)
<sup>1</sup> Luxembourg	--	--	--	87 (0.1)	109 (0.4)	r 4 (0.0)	82 (0.1)
Macedonia, Rep. of	r 93 (2.5)	r 80 (3.2)	r 6 (2.3)	32 (4.1)	18 (5.8)	r 1 (0.3)	28 (4.2)
Moldova, Rep. of	100 (0.0)	91 (2.6)	40 (4.6)	93 (2.0)	36 (3.8)	6 (0.4)	r 87 (3.3)
Morocco	r 39 (4.3)	r 9 (2.9)	r 14 (3.9)	35 (3.8)	8 (1.3)	2 (0.4)	33 (3.9)
Netherlands	r 76 (4.5)	r 39 (4.6)	r 1 (1.0)	88 (3.1)	r 78 (7.0)	r 3 (0.5)	18 (3.3)
New Zealand	99 (0.5)	99 (0.7)	22 (3.1)	99 (0.6)	57 (2.5)	r 5 (0.4)	64 (2.8)
Norway	98 (1.0)	92 (2.9)	10 (3.1)	58 (4.9)	27 (3.6)	r 2 (0.4)	44 (4.9)
Poland	97 (1.3)	93 (2.3)	30 (3.8)	55 (3.5)	17 (1.7)	2 (0.3)	48 (3.9)
Qatar	99 (0.0)	r 85 (0.2)	r 57 (0.2)	s 68 (0.3)	s 16 (0.1)	s 6 (0.0)	s 64 (0.3)
Romania	98 (0.9)	94 (2.0)	19 (3.5)	62 (4.0)	25 (2.5)	4 (0.5)	61 (4.0)
Russian Federation	100 (0.2)	95 (1.2)	51 (3.6)	83 (2.5)	72 (4.2)	5 (0.4)	82 (2.3)
Scotland	r 93 (3.2)	r 69 (4.7)	r 5 (2.3)	93 (2.5)	r 104 (8.8)	r 3 (0.6)	65 (4.7)
Singapore	100 (0.0)	100 (0.0)	41 (0.0)	78 (2.4)	45 (2.5)	4 (0.3)	59 (2.8)
Slovak Republic	99 (0.9)	71 (4.2)	11 (2.5)	71 (3.8)	25 (4.1)	3 (0.4)	58 (3.8)
Slovenia	100 (0.0)	99 (0.1)	96 (1.5)	58 (3.1)	21 (2.0)	2 (0.2)	37 (3.1)
South Africa	40 (2.8)	21 (2.4)	7 (1.6)	40 (2.4)	22 (3.5)	r 2 (0.3)	25 (2.5)
Spain	98 (1.3)	85 (2.9)	8 (2.5)	85 (3.0)	61 (5.4)	s 5 (0.6)	78 (3.8)
Sweden	90 (2.4)	79 (3.6)	10 (3.0)	48 (3.9)	43 (6.8)	r 1 (0.2)	38 (3.5)
Trinidad and Tobago	97 (1.6)	41 (4.3)	29 (4.2)	65 (4.1)	29 (4.2)	r 3 (0.4)	35 (4.1)
United States	99 (0.6)	97 (0.8)	58 (3.9)	96 (1.3)	r 172 (10.2)	r 5 (0.5)	84 (2.4)
International Avg.	89 (0.4)	71 (0.5)	25 (0.5)	69 (0.5)	52 (0.8)	3 (0.1)	55 (0.6)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

Background data provided by teachers and schools.

- 1 Primary schools in Luxembourg do not have principals.
- () Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (–) indicates comparable data are not available.

NOTE: The International Average does not include the results from the Canadian provinces.



Exhibit 6.21 Students Visit and Borrow Books from School or Local Library

PIRLS 2006  
4th Grade

Countries	Percentage of Students Whose Teachers Reported Library Visits				Percentage of Students Who Reported Borrowing Books			
	Every Day or Almost Every Day	Once or Twice a Week	Once or Twice a Month	Never or Almost Never	At Least Once a Week	Once or Twice a Month	A Few Times a Year	Never or Almost Never
Austria	5 (1.7)	36 (3.2)	25 (3.0)	35 (3.1)	34 (1.4)	29 (1.0)	16 (0.8)	21 (1.1)
Belgium (Flemish)	1 (0.5)	4 (1.5)	60 (4.0)	35 (4.1)	32 (1.3)	50 (1.5)	8 (0.6)	10 (0.9)
Belgium (French)	3 (1.0)	24 (3.5)	44 (3.4)	30 (3.2)	39 (1.5)	28 (1.3)	11 (0.6)	21 (1.4)
Bulgaria	10 (2.4)	33 (3.4)	51 (3.7)	6 (1.5)	27 (1.5)	30 (1.2)	21 (0.9)	22 (1.3)
Canada, Alberta	4 (1.4)	89 (2.4)	2 (0.7)	5 (1.7)	77 (0.9)	12 (0.8)	6 (0.4)	5 (0.5)
Canada, British Columbia	r 4 (1.4)	85 (3.0)	3 (1.6)	8 (2.3)	75 (1.4)	14 (0.8)	7 (0.6)	4 (0.5)
Canada, Nova Scotia	3 (1.5)	84 (2.7)	9 (2.2)	4 (1.4)	66 (1.2)	16 (0.7)	9 (0.6)	10 (0.6)
Canada, Ontario	5 (1.9)	75 (4.6)	13 (3.6)	7 (2.5)	66 (1.9)	18 (1.2)	9 (0.6)	7 (0.8)
Canada, Quebec	1 (1.0)	81 (4.1)	14 (3.7)	3 (1.2)	65 (1.8)	19 (1.2)	9 (0.7)	7 (0.6)
Chinese Taipei	2 (1.1)	48 (3.9)	43 (3.8)	7 (2.3)	38 (1.6)	24 (0.7)	13 (0.6)	26 (1.1)
Denmark	5 (1.8)	81 (2.8)	11 (2.2)	3 (1.3)	65 (1.8)	26 (1.4)	5 (0.5)	4 (0.5)
England	12 (2.9)	50 (4.4)	17 (2.9)	22 (3.7)	39 (1.8)	27 (1.2)	18 (1.0)	16 (0.9)
France	0 (0.2)	42 (3.7)	33 (3.6)	25 (3.6)	50 (1.9)	24 (1.1)	12 (0.8)	14 (1.2)
Georgia	9 (2.5)	39 (4.3)	42 (4.3)	11 (2.3)	38 (1.8)	24 (1.4)	14 (0.9)	24 (1.9)
Germany	2 (1.0)	26 (3.1)	47 (3.8)	25 (3.1)	29 (1.5)	28 (1.0)	17 (0.8)	26 (1.0)
Hong Kong SAR	13 (3.5)	27 (3.6)	32 (3.9)	28 (3.4)	50 (1.2)	33 (0.9)	11 (0.6)	6 (0.5)
Hungary	12 (2.8)	53 (4.2)	32 (3.8)	2 (1.0)	26 (1.1)	34 (1.1)	21 (1.1)	19 (1.1)
Iceland	30 (0.4)	60 (0.3)	9 (0.1)	1 (0.1)	46 (0.8)	34 (0.7)	12 (0.6)	7 (0.4)
Indonesia	11 (2.7)	25 (3.6)	20 (3.7)	44 (4.5)	r 42 (1.6)	21 (1.0)	13 (0.8)	24 (1.7)
Iran, Islamic Rep. of	1 (0.7)	41 (3.4)	28 (3.6)	30 (3.4)	50 (1.8)	17 (1.3)	11 (1.0)	22 (1.8)
Israel	5 (1.8)	60 (4.0)	27 (4.3)	9 (2.3)	40 (1.5)	25 (0.9)	17 (0.8)	19 (1.1)
Italy	3 (1.4)	10 (2.1)	40 (4.0)	48 (4.3)	30 (1.9)	29 (1.7)	13 (1.2)	28 (2.0)
Kuwait	1 (0.0)	29 (3.5)	61 (3.9)	9 (2.2)	r 41 (1.3)	24 (0.9)	20 (1.0)	15 (1.3)
Latvia	11 (2.6)	40 (4.0)	42 (4.4)	6 (2.0)	33 (1.2)	32 (0.9)	20 (0.8)	15 (0.9)
Lithuania	18 (2.6)	52 (3.5)	27 (3.2)	3 (1.4)	39 (1.3)	35 (1.0)	13 (0.7)	12 (0.7)
Luxembourg	3 (0.0)	33 (0.2)	26 (0.2)	38 (0.2)	29 (0.6)	31 (0.7)	17 (0.5)	23 (0.5)
Macedonia, Rep. of	8 (2.3)	29 (3.7)	50 (4.1)	13 (2.3)	34 (1.5)	39 (1.6)	15 (1.1)	12 (1.0)
Moldova, Rep. of	22 (3.3)	68 (3.7)	9 (2.4)	1 (1.1)	57 (1.6)	22 (1.0)	8 (0.6)	13 (1.2)
Morocco	1 (0.0)	8 (2.0)	16 (3.0)	75 (3.5)	21 (1.9)	14 (1.3)	15 (1.4)	50 (3.1)
Netherlands	17 (3.1)	32 (3.8)	18 (3.2)	33 (3.7)	34 (1.5)	38 (1.2)	11 (0.7)	17 (1.1)
New Zealand	2 (1.0)	88 (1.9)	5 (1.2)	5 (1.0)	67 (1.3)	18 (0.8)	9 (0.5)	6 (0.4)
Norway	11 (2.6)	63 (4.2)	17 (3.1)	9 (2.2)	48 (2.4)	34 (1.6)	11 (1.0)	7 (0.7)
Poland	10 (2.3)	51 (3.4)	36 (3.7)	4 (1.7)	49 (1.5)	32 (1.2)	14 (0.7)	4 (0.5)
Qatar	s 2 (0.0)	27 (0.2)	58 (0.2)	14 (0.1)	41 (0.6)	21 (0.5)	18 (0.5)	20 (0.5)
Romania	18 (3.0)	52 (4.4)	28 (4.1)	2 (1.2)	38 (1.7)	28 (1.4)	13 (0.9)	20 (1.6)
Russian Federation	13 (2.5)	53 (3.4)	34 (2.8)	0 (0.5)	47 (1.5)	30 (1.0)	13 (0.5)	10 (0.8)
Scotland	2 (1.6)	50 (4.6)	28 (4.3)	20 (4.2)	42 (2.3)	26 (1.1)	16 (1.3)	16 (1.4)
Singapore	3 (1.0)	40 (2.7)	37 (3.1)	20 (2.4)	40 (0.7)	30 (0.7)	21 (0.6)	10 (0.4)
Slovak Republic	0 (0.3)	21 (3.1)	71 (3.7)	7 (2.1)	21 (1.3)	29 (1.2)	22 (1.1)	28 (1.4)
Slovenia	17 (2.4)	43 (3.2)	35 (2.9)	5 (1.1)	55 (1.1)	33 (1.0)	8 (0.5)	4 (0.4)
South Africa	4 (1.4)	19 (2.4)	25 (2.9)	52 (2.6)	r 34 (1.1)	22 (0.7)	20 (0.8)	24 (1.5)
Spain	r 2 (1.1)	26 (3.7)	34 (3.9)	37 (3.5)	36 (1.2)	21 (0.8)	13 (0.6)	29 (1.4)
Sweden	15 (2.4)	43 (4.4)	32 (3.8)	10 (2.4)	24 (1.8)	52 (1.4)	16 (1.1)	8 (0.9)
Trinidad and Tobago	3 (1.5)	68 (3.9)	14 (2.8)	15 (3.1)	38 (1.9)	17 (1.3)	16 (1.0)	29 (1.6)
United States	17 (3.1)	66 (3.9)	12 (3.2)	5 (1.5)	69 (1.5)	16 (1.0)	9 (0.6)	7 (0.5)
International Avg.	8 (0.3)	42 (0.5)	32 (0.5)	19 (0.4)	40 (0.2)	28 (0.2)	14 (0.1)	17 (0.2)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

Background data provided by teachers and students.

( ) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

NOTE: The International Average does not include the results from the Canadian provinces.



## How Are Computers Used for Reading Instruction?

Computers and other information technologies have expanded in format and function since the last PIRLS assessment in 2001, leading to the emergence of new modes of literacy in addition to new considerations of computer access and technological equity. Exhibit 6.22 presents teachers' reports of the percentages of students in schools with computers available for students' use, as well as the percentages in schools having access to the Internet, with trends from 2001. In PIRLS 2006, the percentage of fourth-grade students with computer access in schools differed greatly across participants, ranging between 5 percent in Iran to 100 percent in the Canadian province of Nova Scotia. Nearly all students (96 to 99%) had computer access in Belgium (Flemish), England, the Netherlands, New Zealand, Scotland, Sweden, the United States, and the Canadian provinces of Alberta and Ontario. In contrast, less than 20 percent of students had computer access at school in Georgia, Indonesia, Iran, Kuwait, Macedonia, Moldova, and Morocco, and from 23 to 29 percent had access in Israel, the Russian Federation, and South Africa.

More than half the students (57%) on average internationally attended schools with computers having Internet access. But, this also varied dramatically from country to country. The vast majority (at least 95%) of students in England, the Netherlands, New Zealand, Scotland, Sweden, and the United States had Internet access on computers in their schools, compared to less than 10 percent of students in Georgia, Indonesia, Iran, Kuwait, and Morocco.

There has been a substantial increase, primarily in the Eastern European countries, between PIRLS 2001 and PIRLS 2006 in the percentages of students having access to computers and the Internet. In particular, the percentage of students in the Slovak Republic with access to computers increased by 70 percentage points, and with access to the Internet by 80 points, and in Bulgaria, by 53 percentage points for computers and 45 points for the Internet. Lithuania had increases of 33 percentage points for computer access and 36 points for Internet access; Germany had a 24-point increase for

Exhibit 6.22 Computer Availability and Instructional Use with Trends

PIRLS 2006  
4th Grade

Countries	Percentage of Students in Schools with Computers for Students' Use		Percentage of Students in Schools with Computers Having Internet Access		Percentage of Students Whose Teachers Reported Instructional Uses at Least Monthly			
	2006	Difference in Percent From 2001	2006	Difference in Percent From 2001	Students Use Instructional Software to Develop Reading Skills and Strategies		Students Read Stories or Other Texts on the Computer	
					2006	Difference in Percent From 2001	2006	Difference in Percent From 2001
Austria	90 (2.3)	0 (0)	62 (3.1)	0 (0)	66 (3.9)	0 (0)	60 (3.5)	0 (0)
Belgium (Flemish)	99 (0.5)	0 (0)	91 (2.5)	0 (0)	38 (3.7)	0 (0)	38 (3.5)	0 (0)
Belgium (French)	58 (3.4)	0 (0)	46 (3.8)	0 (0)	17 (2.5)	0 (0)	14 (2.2)	0 (0)
Bulgaria	72 (3.6)	53 (4.7) ▲	52 (3.7)	45 (4.3) ▲	28 (3.5)	25 (3.8) ▲	56 (4.2)	50 (4.6) ▲
Canada, Alberta	99 (0.8)	0 (0)	99 (0.8)	0 (0)	44 (4.1)	0 (0)	72 (3.5)	0 (0)
Canada, British Columbia	r 94 (2.3)	0 (0)	r 93 (2.2)	0 (0)	r 35 (4.2)	0 (0)	r 51 (4.3)	0 (0)
Canada, Nova Scotia	100 (0.3)	0 (0)	99 (0.6)	0 (0)	42 (3.9)	0 (0)	67 (3.5)	0 (0)
Canada, Ontario	98 (1.0)	0 (1.5)	98 (1.0)	5 (2.2) ▲	46 (5.3)	-4 (6.8)	65 (4.0)	3 (5.9)
Canada, Quebec	92 (2.6)	-3 (3.4)	92 (2.6)	0 (3.7)	22 (3.6)	-5 (5.3)	58 (4.5)	2 (6.3)
Chinese Taipei	86 (3.0)	0 (0)	82 (3.3)	0 (0)	41 (4.3)	0 (0)	52 (4.4)	0 (0)
Denmark	91 (2.0)	0 (0)	91 (2.0)	0 (0)	29 (3.6)	0 (0)	63 (3.9)	0 (0)
England	98 (1.1)	-1 (1.6)	98 (1.1)	12 (3.5) ▲	53 (4.2)	-1 (6.3)	75 (4.0)	19 (6.2) ▲
France	93 (2.0)	10 (4.1) ▲	84 (3.0)	33 (5.7) ▲	28 (3.2)	-1 (4.9)	39 (3.8)	9 (5.4)
Georgia	10 (2.4)	0 (0)	3 (1.4)	0 (0)	1 (0.7)	0 (0)	4 (1.4)	0 (0)
Germany	85 (2.8)	24 (4.1) ▲	65 (3.7)	38 (4.7) ▲	48 (3.5)	16 (4.8) ▲	50 (3.1)	24 (4.3) ▲
Hong Kong SAR	93 (1.8)	13 (4.6) ▲	90 (2.1)	18 (5.0) ▲	68 (3.8)	40 (5.5) ▲	76 (3.3)	45 (5.3) ▲
Hungary	52 (4.0)	13 (6.2) ▲	49 (4.0)	23 (5.6) ▲	12 (2.7)	8 (3.1) ▲	22 (3.5)	19 (3.8) ▲
Iceland	93 (0.2)	1 (0.3)	93 (0.2)	6 (0.4) ▲	51 (0.4)	-2 (0.5) ▼	60 (0.4)	16 (0.5) ▲
Indonesia	14 (2.9)	0 (0)	2 (1.0)	0 (0)	6 (2.1)	0 (0)	5 (2.0)	0 (0)
Iran, Islamic Rep. of	5 (1.7)	4 (1.9) ▲	1 (0.8)	1 (0.8)	2 (0.9)	2 (0.9) ▲	2 (0.9)	2 (0.9)
Israel	26 (3.8)	-23 (5.1) ▼	23 (3.6)	-10 (5.2)	11 (2.6)	-14 (4.8) ▼	21 (3.4)	-11 (5.4)
Italy	80 (3.0)	17 (4.4) ▲	60 (3.4)	23 (5.1) ▲	28 (3.7)	8 (4.8)	44 (4.0)	25 (4.9) ▲
Kuwait	15 (2.5)	0 (0)	r 6 (1.9)	0 (0)	8 (2.2)	0 (0)	9 (2.5)	0 (0)
Latvia	54 (3.8)	16 (5.4) ▲	49 (3.8)	22 (5.2) ▲	14 (2.7)	8 (3.3) ▲	24 (3.1)	16 (3.9) ▲
Lithuania	57 (3.8)	33 (5.3) ▲	51 (4.0)	36 (5.2) ▲	21 (3.1)	17 (3.5) ▲	34 (3.8)	26 (4.5) ▲
Luxembourg	89 (0.1)	0 (0)	79 (0.1)	0 (0)	19 (0.1)	0 (0)	40 (0.2)	0 (0)
Macedonia, Rep. of	19 (3.2)	4 (4.5)	14 (3.0)	12 (3.2) ▲	5 (1.7)	0 (2.4)	7 (2.0)	3 (2.6)
Moldova, Rep. of	r 19 (2.7)	4 (3.9)	r 11 (2.4)	11 (2.4) ▲	r 4 (1.8)	4 (1.9) ▲	r 6 (2.0)	4 (2.4)
Morocco	11 (2.1)	-13 (5.1) ▼	4 (1.3)	3 (1.3) ▲	3 (1.4)	2 (1.7)	6 (1.8)	5 (2.0) ▲
Netherlands	97 (1.5)	0 (2.5)	95 (2.4)	48 (5.2) ▲	52 (4.5)	24 (6.1) ▲	64 (4.3)	39 (5.8) ▲
New Zealand	97 (1.0)	-2 (1.1) ▼	95 (1.4)	4 (3.1)	44 (2.9)	0 (5.3)	65 (2.7)	5 (5.3)
Norway	91 (2.8)	5 (4.3)	88 (3.1)	16 (5.3) ▲	61 (4.4)	14 (5.9) ▲	51 (4.8)	24 (6.1) ▲
Poland	68 (4.0)	0 (0)	63 (4.1)	0 (0)	19 (2.9)	0 (0)	36 (4.1)	0 (0)
Qatar	s 59 (0.3)	0 (0)	s 25 (0.2)	0 (0)	s 38 (0.3)	0 (0)	s 32 (0.2)	0 (0)
Romania	46 (3.3)	21 (5.2) ▲	30 (4.1)	25 (4.5) ▲	17 (3.4)	11 (3.9) ▲	26 (3.3)	16 (4.2) ▲
Russian Federation	29 (3.0)	20 (3.7) ▲	19 (2.6)	18 (2.6) ▲	14 (2.6)	12 (2.8) ▲	24 (2.6)	20 (2.9) ▲
Scotland	98 (1.3)	0 (1.9)	97 (1.5)	37 (4.2) ▲	47 (4.6)	-2 (6.7)	67 (4.2)	10 (6.5)
Singapore	93 (1.4)	2 (2.7)	93 (1.5)	15 (3.3) ▲	60 (3.2)	4 (5.2)	79 (2.2)	12 (4.0) ▲
Slovak Republic	86 (2.6)	70 (4.0) ▲	85 (2.8)	80 (3.3) ▲	30 (3.9)	29 (3.9) ▲	56 (4.2)	53 (4.4) ▲
Slovenia	90 (1.7)	23 (4.2) ▲	85 (2.1)	21 (4.5) ▲	38 (3.1)	10 (4.8) ▲	53 (3.6)	19 (5.2) ▲
South Africa	23 (2.4)	0 (0)	11 (1.7)	0 (0)	12 (1.7)	0 (0)	12 (1.8)	0 (0)
Spain	78 (3.0)	0 (0)	69 (3.2)	0 (0)	50 (4.2)	0 (0)	43 (3.7)	0 (0)
Sweden	96 (1.7)	-3 (1.8)	95 (1.9)	2 (2.5)	35 (3.7)	-13 (5.0) ▼	50 (4.0)	4 (4.8)
Trinidad and Tobago	55 (4.0)	0 (0)	24 (3.5)	0 (0)	29 (3.4)	0 (0)	29 (3.7)	0 (0)
United States	98 (0.8)	0 (1.4)	97 (1.1)	5 (2.1) ▲	56 (3.6)	-10 (5.5)	68 (3.7)	8 (5.6)
International Avg.	65 (0.4)		57 (0.4)		30 (0.5)		39 (0.5)	

▲ Percent in 2006 significantly higher

▼ Percent in 2006 significantly lower

Background data provided by teachers.

( ) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

A diamond (0) indicates the country did not participate in the 2001 assessment.

NOTE: The International Average does not include the results from the Canadian provinces.

Trend Note: The primary education systems of the Russian Federation and Slovenia underwent structural changes. Data for Canada, Ontario include only public schools.





computer access and 38-point increase for Internet access; Latvia, Romania, the Russian Federation, and Slovenia had increases of about 20 percentage points (ranging from 16 to 25 points) for both computer and Internet access; and Hungary had increases of 13 and 23 percentage points, respectively.

Teachers reported how often they used computers for reading instruction: *every day or almost every day*, *once or twice a week*, *once or twice a month*, and *never or almost never*. Changes in the percentages of students whose teachers reported using computers for reading instruction at least monthly are shown in the second half of Exhibit 6.22. In PIRLS 2006, teachers reported that 30 percent of the students, on average internationally, had used instructional software to develop their reading skills, and slightly more (39%) had read stories or other texts on the computer.

Use of computer technology in reading instruction increased between PIRLS 2001 and PIRLS 2006. Fourteen countries had increases from 2001 in the percentages of students using instructional software to develop reading skills and strategies, while only three (Iceland, Israel, and Sweden) showed a decrease. Similarly, 17 countries had increases in the percentages of students reading texts on the computer.

### **What Is the Role of Reading Homework?**

PIRLS 2001 established an Index of Reading for Homework by combining teachers' responses to individual questions about reading homework. Teachers were asked how often they assigned reading as part of homework (for any subject), and how much time they expected students to spend on the homework each time it was assigned. Students were placed in one of three categories of the index: high, medium, or low, according to their teachers' responses. Cutoff points were established such that the "high" level of the index corresponds to relatively high amounts of reading for homework. Students assigned to the high level were expected to spend more than 30 minutes on reading for homework at least once a week. Students assigned to the low level were expected to spend no more than 30 minutes less than once a week. The remaining students were assigned to the medium level.



Exhibit 6.23 shows the percentages of students in 2006 at each level of the index, together with the average reading achievement associated with doing that much homework, and differences in the percentages of students at each level compared to 2001. On average across countries, 24 percent of students were at the high level, 62 percent at the medium level, and 14 percent at the low level. Percentages of students at the high level ranged from 1 percent in Austria and Belgium (Flemish and French) to at least 75 percent in the Russian Federation, Romania, and Macedonia. Such a range is evidence of the diversity of policies and practices of assigning homework in the primary grades. There were only slight differences in achievement among the categories, but lower achievement was associated with high amounts of homework, presumably for remediation, and also with low amounts of homework.

Trends from 2001 reveal a pervasive decline across countries (20 countries and 1 province) in the percentages of students at the high level on the reading for homework index, with the greatest decreases in Hungary (60 percentage points), Sweden (42 points), and Italy (36 points). These decreases were accompanied by pervasive increases in the percentages of students in the medium level (15 countries) and, in some cases, the low level (4 countries).

### **How Do Teachers Assess Reading Progress?**

Teachers use a combination of informal and formal methods to monitor students' progress in reading. Typically, the choice of a particular method is guided by the manner in which the assessment information will be used. This section reports trends in the emphasis on various sources used by teachers to monitor students' progress in reading, how often different types of assessment are used in the classroom, and for what purpose teachers use results of classroom assessment.

PIRLS 2006 asked teachers whether they placed a major emphasis, some emphasis, or little or no emphasis on a variety of sources to monitor students' progress in reading. Exhibit 6.24 presents the percentage of

Exhibit 6.23 Index of Reading for Homework (RFH) with Trends

PIRLS 2006  
4th Grade

Countries	High RFH			Medium RFH			Low RFH		
	2006 Percent of Students	Average Achievement	Difference in Percent from 2001	2006 Percent of Students	Average Achievement	Difference in Percent from 2001	2006 Percent of Students	Average Achievement	Difference in Percent from 2001
Russian Federation	78 (2.7)	565 (4.1)	6 (4.5)	21 (2.7)	563 (5.6)	-5 (4.4)	1 (0.6)	~ ~	-1 (0.9)
Romania	76 (3.4)	491 (5.7)	4 (4.8)	19 (3.2)	488 (10.7)	-6 (4.7)	5 (1.9)	488 (12.5)	2 (2.4)
Macedonia, Rep. of	75 (3.3)	449 (5.5)	-8 (4.7)	21 (2.9)	434 (14.0)	4 (4.3)	5 (1.6)	406 (21.6)	3 (1.8)
Moldova, Rep. of	72 (3.6)	502 (4.1)	-18 (4.5) ▼	28 (3.6)	493 (5.5)	18 (4.6) ▲	0 (0.2)	~ ~	0 (0.2)
Georgia	55 (4.4)	467 (4.4)	◊ ◊	40 (4.2)	473 (6.1)	◊ ◊	5 (1.7)	492 (11.1)	◊ ◊
Bulgaria	51 (4.0)	553 (5.7)	-24 (5.5) ▼	46 (3.8)	541 (7.6)	24 (5.2) ▲	4 (1.8)	525 (13.9)	1 (2.4)
Indonesia	37 (4.2)	400 (6.5)	◊ ◊	60 (4.3)	405 (5.5)	◊ ◊	3 (1.3)	403 (18.6)	◊ ◊
Latvia	36 (3.5)	538 (3.4)	-13 (5.1) ▼	63 (3.5)	542 (3.5)	14 (5.3) ▲	1 (0.7)	~ ~	0 (1.1)
Trinidad and Tobago	36 (3.3)	444 (8.7)	◊ ◊	60 (3.4)	437 (6.2)	◊ ◊	4 (1.7)	399 (40.5)	◊ ◊
Morocco	r 35 (4.6)	308 (13.7)	-15 (6.9) ▼	53 (4.8)	328 (9.2)	13 (6.9)	12 (2.7)	341 (18.4)	3 (4.1)
Lithuania	32 (3.2)	534 (3.8)	-18 (5.1) ▼	65 (3.2)	538 (1.9)	18 (5.2) ▲	3 (1.4)	541 (5.3)	1 (2.0)
Hungary	30 (4.1)	548 (6.3)	-60 (4.9) ▼	69 (4.2)	552 (3.7)	60 (4.8) ▲	1 (0.6)	~ ~	0 (0.6)
Israel	29 (3.7)	521 (9.5)	-22 (5.9) ▼	64 (3.9)	513 (6.2)	23 (6.1) ▲	6 (2.2)	501 (29.1)	-1 (3.3)
Iran, Islamic Rep. of	29 (3.2)	422 (8.3)	-29 (5.3) ▼	57 (3.6)	422 (4.3)	24 (5.0) ▲	14 (2.2)	417 (8.0)	5 (3.5)
Spain	28 (3.9)	511 (5.1)	◊ ◊	67 (3.8)	514 (3.1)	◊ ◊	5 (1.8)	513 (13.0)	◊ ◊
South Africa	27 (2.7)	267 (8.9)	◊ ◊	56 (3.0)	315 (10.9)	◊ ◊	17 (1.9)	320 (13.3)	◊ ◊
Poland	26 (3.3)	517 (5.1)	◊ ◊	70 (3.1)	520 (2.8)	◊ ◊	5 (1.6)	518 (7.3)	◊ ◊
Chinese Taipei	23 (3.6)	542 (3.1)	◊ ◊	48 (4.4)	536 (3.3)	◊ ◊	29 (4.2)	530 (4.5)	◊ ◊
United States	22 (3.1)	532 (7.0)	-12 (4.8) ▼	73 (3.5)	541 (3.3)	20 (5.2) ▲	5 (1.4)	557 (9.3)	-9 (3.3) ▼
Slovak Republic	14 (2.9)	528 (6.7)	-17 (5.0) ▼	83 (3.1)	532 (3.2)	15 (5.2) ▲	3 (1.0)	502 (45.1)	2 (1.4)
Qatar	s 13 (0.1)	334 (4.9)	◊ ◊	71 (0.3)	353 (1.6)	◊ ◊	16 (0.2)	359 (3.7)	◊ ◊
Canada, British Columbia	r 12 (2.7)	565 (6.0)	◊ ◊	71 (4.1)	556 (3.6)	◊ ◊	16 (3.4)	569 (7.4)	◊ ◊
Canada, Nova Scotia	12 (2.3)	557 (5.9)	◊ ◊	83 (2.7)	541 (2.5)	◊ ◊	5 (1.5)	522 (9.7)	◊ ◊
Italy	11 (2.5)	550 (11.1)	-36 (4.6) ▼	87 (2.7)	552 (3.0)	39 (4.7) ▲	1 (0.9)	~ ~	-3 (1.7)
Denmark	11 (2.7)	537 (9.3)	◊ ◊	87 (3.0)	548 (2.3)	◊ ◊	2 (1.2)	~ ~	◊ ◊
Canada, Quebec	11 (2.9)	536 (11.5)	-3 (4.7)	76 (4.3)	535 (2.8)	6 (6.5)	14 (3.4)	532 (6.4)	-3 (5.2)
Canada, Alberta	10 (2.6)	550 (5.5)	◊ ◊	76 (3.5)	562 (3.0)	◊ ◊	14 (2.4)	558 (6.9)	◊ ◊
New Zealand	10 (1.6)	544 (7.2)	-5 (3.6)	77 (2.5)	534 (2.2)	8 (5.0)	13 (2.0)	521 (7.8)	-4 (4.1)
Sweden	10 (2.1)	548 (6.8)	-42 (3.6) ▼	71 (3.4)	551 (2.6)	34 (4.5) ▲	19 (3.1)	544 (4.9)	8 (3.8) ▲
England	9 (2.5)	533 (11.2)	-16 (4.5) ▼	65 (4.3)	543 (3.8)	4 (6.1)	25 (4.1)	541 (8.1)	12 (5.2) ▲
Singapore	8 (1.7)	552 (12.7)	-31 (4.1) ▼	44 (3.1)	554 (4.8)	14 (4.7) ▲	48 (3.2)	563 (4.3)	17 (4.6) ▲
Norway	8 (2.1)	483 (5.2)	-14 (4.0) ▼	91 (2.3)	499 (2.7)	13 (4.0) ▲	1 (0.9)	~ ~	0 (1.1)
Hong Kong SAR	8 (2.9)	580 (9.8)	-22 (5.4) ▼	56 (4.4)	568 (3.5)	12 (6.2)	36 (3.9)	553 (3.5)	10 (5.2)
Canada, Ontario	7 (2.3)	545 (6.7)	-15 (4.9) ▼	75 (4.8)	553 (3.3)	12 (6.9)	18 (4.2)	564 (4.8)	3 (5.2)
Scotland	6 (2.5)	514 (11.4)	-8 (4.2)	84 (3.3)	527 (3.2)	9 (5.3)	9 (2.5)	527 (9.0)	-1 (4.0)
Iceland	5 (0.1)	520 (6.2)	-24 (0.3) ▼	89 (0.2)	510 (1.4)	21 (0.4) ▲	6 (0.2)	504 (6.4)	3 (0.2) ▲
France	5 (1.4)	530 (14.6)	-8 (3.1) ▼	72 (3.4)	521 (2.8)	8 (5.3)	23 (3.3)	523 (4.2)	0 (4.7)
Luxembourg	4 (0.1)	571 (6.8)	◊ ◊	64 (0.2)	557 (1.2)	◊ ◊	33 (0.2)	556 (1.8)	◊ ◊
Slovenia	3 (1.3)	509 (6.9)	-29 (4.0) ▼	88 (2.4)	522 (2.3)	25 (4.6) ▲	9 (1.9)	522 (6.1)	3 (2.7)
Germany	2 (0.9)	~ ~	-4 (2.0) ▼	88 (2.1)	548 (2.5)	6 (3.3)	10 (2.2)	550 (3.4)	-2 (2.9)
Netherlands	r 2 (1.2)	~ ~	-3 (2.2)	30 (3.8)	546 (4.1)	7 (5.2)	67 (3.7)	547 (2.5)	-3 (5.1)
Belgium (French)	r 1 (0.8)	~ ~	◊ ◊	45 (4.3)	497 (4.6)	◊ ◊	53 (4.3)	503 (3.6)	◊ ◊
Belgium (Flemish)	1 (0.0)	~ ~	◊ ◊	45 (4.1)	546 (3.0)	◊ ◊	54 (4.1)	547 (2.8)	◊ ◊
Austria	1 (0.5)	~ ~	◊ ◊	93 (1.5)	538 (2.2)	◊ ◊	7 (1.4)	546 (8.5)	◊ ◊
Kuwait	x x	x x	◊ ◊	x x	x x	◊ ◊	x x	x x	◊ ◊
International Avg.	24 (0.5)	498 (1.4)		62 (0.5)	505 (0.8)		14 (0.4)	496 (2.7)	

▲ Percent in 2006 significantly higher      ▼ Percent in 2006 significantly lower

Based on teachers' responses to two questions: How often do you assign reading as part of homework (for any subject)? In general, how much time do you expect students to spend on homework involving reading (for any subject) each time you assign it? High level indicates students are expected to spend more than 30 minutes at least 1-2 times a week. Low level indicates students are never assigned homework or are expected to spend no more than 30 minutes less than once a week. Medium level indicates all other combinations of the frequencies.

(1) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70-84% of the students. An "s" indicates data are available for 50-69% of the students. An "x" indicates data are available for less than 50% of the students.

A tilde (~) indicates insufficient data to report achievement.

A diamond (◊) indicates the country did not participate in the 2001 assessment.

NOTE: The International Average does not include the results from the Canadian provinces.

Trend Note: The primary education systems of the Russian Federation and Slovenia underwent structural changes. Data for Canada, Ontario include only public schools.

students whose teachers reported placing major emphasis on their own professional judgment, classroom tests, national or regional achievement tests, and diagnostic tests (e.g., miscue analysis) with trends. In 2006, about two thirds of students (68%) had teachers who placed major emphasis on their own professional judgment in monitoring students' progress in reading. In comparison, fewer had teachers placing emphasis on testing. Slightly more than half (53%) had teachers who emphasized classroom tests, slightly less than half (46%) had teachers who emphasized diagnostic tests, and approximately one fourth (27%) had teachers who emphasized national or regional achievement tests.

The percentages of students whose teachers placed major emphasis on their own judgment increased in Hong Kong SAR, Iceland, Morocco, the Russian Federation, and Singapore, but decreased in Latvia and Lithuania. Reliance on classroom tests decreased in Bulgaria, Scotland and the Canadian province of Quebec and increased in Iceland, New Zealand, and Norway. For national or regional achievement tests, between 2001 and 2006 there were increases in six countries and decreases in three countries. There were a considerable number of increases (14 countries and 1 province) in the percentages of students whose teachers emphasized the use of diagnostic tests, including increases of 20 percentage points or more in Bulgaria, Italy, Moldova, Norway, Romania, and Slovenia.

Teachers reported how often they used different approaches to assess students' reading performance based on the response options: *at least once a week, once or twice a month, once or twice a year, and never or almost never*. The different approaches included:

- ▶ Listening to students read aloud
- ▶ Oral questioning of students
- ▶ Students give an oral summary or report of what they have read
- ▶ Multiple-choice questions on material read
- ▶ Short-answer written questions on material read
- ▶ Paragraph-length written responses about what students have read.

Exhibit 6.24 **Emphasis on Sources to Monitor Students' Progress in Reading with Trends**

**PIRLS 2006**  
4th Grade

Countries	Percentage of Students Whose Teachers Reported Placing Major Emphasis on Various Sources*							
	Teacher's Own Professional Judgment		Classroom Tests		National or Regional Achievement Tests		Diagnostic Tests	
	2006	Difference in Percent From 2001	2006	Difference in Percent From 2001	2006	Difference in Percent From 2001	2006	Difference in Percent From 2001
Austria	44 (3.2)	0 0	17 (2.7)	0 0	6 (1.4)	0 0	26 (2.9)	0 0
Belgium (Flemish)	74 (3.8)	0 0	57 (4.0)	0 0	43 (3.8)	0 0	55 (4.1)	0 0
Belgium (French)	74 (3.2)	0 0	58 (2.7)	0 0	45 (3.5)	0 0	60 (3.7)	0 0
Bulgaria	80 (3.0)	-4 (4.2)	58 (4.2)	-13 (5.7) ▼	17 (3.2)	-11 (5.0) ▼	58 (3.8)	21 (5.5) ▲
Canada, Alberta	70 (3.9)	0 0	33 (3.5)	0 0	8 (2.1)	0 0	29 (3.2)	0 0
Canada, British Columbia	r 83 (3.5)	0 0	r 33 (4.1)	0 0	r 4 (1.6)	0 0	r 16 (3.0)	0 0
Canada, Nova Scotia	73 (3.3)	0 0	17 (2.9)	0 0	1 (0.8)	0 0	43 (4.2)	0 0
Canada, Ontario	74 (3.9)	7 (5.9)	31 (4.9)	-10 (6.8)	5 (2.3)	3 (2.6)	31 (4.5)	19 (5.2) ▲
Canada, Quebec	86 (3.2)	-2 (4.5)	44 (4.0)	-32 (5.4) ▼	11 (3.2)	-14 (5.8) ▼	25 (3.3)	-19 (5.7) ▼
Chinese Taipei	40 (4.2)	0 0	49 (4.0)	0 0	23 (3.6)	0 0	27 (3.7)	0 0
Denmark	81 (2.8)	0 0	15 (3.0)	0 0	14 (2.6)	0 0	43 (4.0)	0 0
England	81 (3.7)	1 (5.3)	15 (3.3)	-10 (5.6)	33 (4.2)	-7 (6.7)	15 (2.8)	-16 (5.5) ▼
France	82 (2.4)	3 (4.0)	79 (2.7)	5 (4.4)	36 (3.6)	10 (5.0) ●	53 (3.9)	9 (5.7)
Georgia	75 (3.2)	0 0	67 (4.1)	0 0	42 (4.6)	0 0	65 (3.8)	0 0
Germany	51 (4.1)	2 (5.2)	38 (3.6)	5 (4.8) r	11 (2.3)	7 (2.7) ●	23 (2.9)	3 (3.9)
Hong Kong SAR	45 (4.3)	17 (5.7) ▲	53 (4.4)	12 (6.3)	16 (3.1)	5 (4.0)	33 (3.8)	6 (5.6)
Hungary	80 (3.5)	3 (5.2)	79 (3.1)	0 (4.5)	36 (4.2)	8 (5.7)	53 (3.8)	13 (5.7) ▲
Iceland	61 (0.4)	5 (0.5) ▲	18 (0.3)	4 (0.4) ●	9 (0.2)	-1 (0.3)	34 (0.4)	3 (0.5) ▲
Indonesia	32 (3.9)	0 0	47 (3.9)	0 0	31 (3.5)	0 0	33 (4.2)	0 0
Iran, Islamic Rep. of	57 (3.7)	-5 (5.5)	71 (3.5)	-5 (4.8)	22 (3.3)	0 (4.4)	64 (3.7)	3 (5.7)
Israel	72 (3.8)	0 (5.8)	60 (4.2)	-4 (5.9)	27 (3.7)	8 (5.2)	57 (3.9)	13 (6.1) ●
Italy	82 (3.2)	5 (4.7)	86 (2.3)	4 (3.8)	15 (2.9)	11 (3.4) ●	75 (3.3)	26 (5.1) ▲
Kuwait	68 (4.3)	0 0	78 (3.3)	0 0	21 (3.5)	0 0	50 (4.3)	0 0
Latvia	43 (3.3)	-20 (5.5) ▼	42 (3.5)	-2 (5.1)	21 (3.1)	-3 (4.3)	40 (3.9)	7 (5.6)
Lithuania	63 (3.4)	-17 (5.2) ▼	61 (3.4)	-5 (5.4)	22 (3.0)	--	29 (3.6)	6 (5.0)
Luxembourg	52 (0.2)	0 0	39 (0.2)	0 0	10 (0.1)	0 0	22 (0.2)	0 0
Macedonia, Rep. of	79 (3.2)	0 (5.0)	66 (4.0)	-5 (5.6)	24 (3.8)	-2 (5.5)	52 (4.3)	17 (6.1) ▲
Moldova, Rep. of	74 (3.7)	6 (5.8)	89 (2.6)	-3 (3.5)	64 (4.1)	-1 (6.1)	83 (2.9)	28 (5.3) ▲
Morocco	r 95 (1.8)	18 (4.8) ●	61 (3.7)	-11 (5.8) r	25 (4.3)	9 (5.8) r	84 (3.0)	15 (5.5) ▲
Netherlands	80 (3.3)	2 (4.9)	64 (3.9)	6 (5.9)	64 (4.3)	-8 (5.8)	72 (4.0)	-3 (5.7)
New Zealand	62 (3.1)	-6 (5.3)	35 (2.8)	16 (4.5) ●	--	--	47 (2.8)	-9 (5.5)
Norway	75 (4.0)	5 (5.6)	26 (3.5)	13 (4.6) ●	32 (3.9)	--	50 (4.0)	21 (5.5) ▲
Poland	59 (4.0)	0 0	45 (3.9)	0 0	22 (3.6)	0 0	35 (3.7)	0 0
Qatar	s 66 (0.3)	0 0	s 81 (0.2)	0 0	s 31 (0.3)	0 0	s 64 (0.3)	0 0
Romania	63 (4.0)	-9 (5.9)	89 (2.5)	4 (4.2)	26 (3.7)	6 (5.3)	64 (4.0)	24 (6.1) ▲
Russian Federation	84 (2.4)	13 (4.3) ●	71 (3.1)	1 (4.6)	49 (3.6)	22 (4.8) ●	66 (3.1)	2 (4.9)
Scotland	89 (3.0)	-4 (3.9)	15 (3.0)	-10 (5.0) ▼	24 (3.6)	-27 (6.4) ▼	10 (2.6)	-4 (3.6)
Singapore	59 (2.5)	13 (4.3) ●	40 (2.6)	-7 (4.6)	--	--	13 (1.7)	-1 (3.3)
Slovak Republic	55 (3.5)	8 (5.6)	28 (3.4)	-7 (5.1)	14 (2.7)	11 (3.1) ●	29 (3.0)	10 (4.3) ▲
Slovenia	62 (3.3)	-5 (5.2)	50 (3.4)	1 (5.3)	11 (2.1)	8 (2.6) ●	34 (2.9)	20 (4.2) ▲
South Africa	61 (3.4)	0 0	57 (3.1)	0 0	12 (2.1)	0 0	32 (3.4)	0 0
Spain	95 (1.7)	0 0	86 (2.8)	0 0	30 (3.6)	0 0	76 (3.5)	0 0
Sweden	84 (3.0)	-5 (3.5)	11 (2.2)	-1 (2.9)	44 (3.9)	3 (5.0)	36 (3.9)	13 (4.7) ▲
Trinidad and Tobago	63 (3.8)	0 0	61 (3.8)	0 0	28 (3.6)	0 0	26 (3.7)	0 0
United States	79 (3.2)	10 (5.5)	57 (3.1)	5 (4.5)	24 (3.5)	9 (4.6)	37 (3.7)	13 (5.6) ●
International Avg.	68 (0.5)		53 (0.5)		27 (0.5)		46 (0.5)	

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

● Percent in 2006 significantly higher      ▼ Percent in 2006 significantly lower

Background data provided by teachers.

\* In 2001, "professional judgment" was worded as "professional opinion" and "national or regional achievement tests" was worded as "national or regional examinations".

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (–) indicates comparable data are not available.

A diamond (0) indicates the country did not participate in the 2001 assessment.

NOTE: The International Average does not include the results from the Canadian provinces.

Trend Note: The primary education systems of the Russian Federation and Slovenia underwent structural changes. Data for Canada, Ontario include only public schools.

For oral questioning and oral summary, teachers' responses were averaged and combined as one reporting category. Similarly, teachers' responses for short-answer, and paragraph-length written responses were averaged to create a constructed-response category. Then, the response options of at least once a week and once or twice a month were combined.

Exhibit 6.25 presents the summary of teachers' responses regarding their approaches to assessing students' reading performance. More than three fourths of students (78%), on average internationally, had teachers who listened to them read aloud at least weekly. Eighty-five percent had teachers who used oral assessment techniques (oral questioning or summary reports) at least weekly, and 63 percent had teachers who used written assessment (short or paragraph length). On average, multiple-choice questions were used with less than half the students (42%), but this varied considerably across countries.

Two countries (Bulgaria and the Netherlands) had increases from 2001 in the percentage of students whose teachers listened to students read aloud, while only Iceland had a decrease (16 percentage points). The percentage of students whose teachers used oral questioning or summary reports to monitor students' progress increased from 2001 in several countries, including Hungary, Iceland, Macedonia, New Zealand, Norway, and the Slovak Republic. Only in Latvia did the percentage decrease. The percentages of students assessed with multiple-choice questions increased from 2001 in Bulgaria, Germany, Morocco and the United States, whereas decreases occurred in France, the Slovak Republic, and Slovenia. Since 2001 the percentage of students whose teachers asked them to write responses to what they read increased in Germany, Italy, and Latvia.

Exhibit 6.26 presents teachers' reports about how they use information from classroom assessment to make decisions about instruction. On average internationally, most students had teachers who used classroom assessment in reading to adapt instruction (91%), inform parents of students' progress (92%), and identify students in need of remediation (91%). On average internationally, teachers used assessments for 72 percent of students to

assign marks or grades, and for about two thirds (66%) they used reading assessment information to group students for reading instruction. A smaller percentage of students across countries (35%) had teachers who provided data from classroom assessments for national or local monitoring programs. Countries where more than half the students' teachers were required to provide such data included Hungary, Indonesia, Macedonia, Moldova, the Netherlands, Poland, Qatar, Scotland, and Trinidad and Tobago.

Exhibit 6.25 Approaches to Assessing Students' Performance in Reading with Trends

PIRLS 2006  
4th Grade

Countries	Percentage of Students Whose Teachers Reported Using Approach at Least Weekly							
	Listening to Students Read Aloud		Oral Questioning or Summary Reports*		Multiple-choice Questions		Constructed-response Questions**	
	2006	Difference in Percent From 2001	2006	Difference in Percent From 2001	2006	Difference in Percent From 2001	2006	Difference in Percent From 2001
Austria	76 (3.1)	0 (0)	68 (3.0)	0 (0)	34 (3.6)	0 (0)	39 (3.1)	0 (0)
Belgium (Flemish)	68 (3.5)	0 (0)	66 (3.7)	0 (0)	30 (3.3)	0 (0)	58 (3.8)	0 (0)
Belgium (French)	62 (3.6)	0 (0)	54 (3.7)	0 (0)	25 (2.7)	0 (0)	54 (3.6)	0 (0)
Bulgaria	99 (0.0)	3 (1.6) ▲	97 (1.1)	0 (1.7)	77 (3.8)	12 (5.1) ▲	61 (3.6)	7 (5.3)
Canada, Alberta	56 (4.0)	0 (0)	74 (3.4)	0 (0)	16 (2.6)	0 (0)	52 (4.0)	0 (0)
Canada, British Columbia	r 53 (4.1)	0 (0)	r 72 (3.3)	0 (0)	r 14 (2.4)	0 (0)	r 61 (4.0)	0 (0)
Canada, Nova Scotia	64 (4.1)	0 (0)	81 (3.4)	0 (0)	10 (2.2)	0 (0)	67 (3.7)	0 (0)
Canada, Ontario	58 (4.9)	2 (6.8)	73 (4.3)	-3 (5.8)	9 (3.2)	2 (4.0)	55 (5.5)	-4 (7.1)
Canada, Quebec	47 (4.4)	-5 (6.9)	57 (4.6)	-3 (6.6)	9 (2.7)	-1 (4.3)	48 (4.6)	-11 (6.8)
Chinese Taipei	78 (3.6)	0 (0)	85 (2.7)	0 (0)	51 (4.5)	0 (0)	60 (4.3)	0 (0)
Denmark	53 (3.5)	0 (0)	88 (2.6)	0 (0)	7 (2.3)	0 (0)	29 (3.6)	0 (0)
England	67 (3.8)	1 (5.8)	84 (3.0)	8 (5.2)	10 (2.6)	4 (3.5)	32 (3.9)	-8 (5.9)
France	74 (3.4)	9 (5.1)	80 (3.0)	3 (4.3)	20 (3.0)	-10 (4.7) ▼	64 (3.7)	5 (5.6)
Georgia	90 (2.6)	0 (0)	96 (1.5)	0 (0)	80 (3.5)	0 (0)	75 (4.2)	0 (0)
Germany	75 (3.3)	-5 (4.4)	69 (3.3)	-5 (4.2)	r 17 (2.9)	9 (3.4) ▲	33 (3.7)	19 (4.4) ▲
Hong Kong SAR	68 (3.5)	10 (5.5)	84 (2.8)	4 (5.0)	11 (2.7)	-2 (3.9)	36 (4.1)	1 (6.2)
Hungary	41 (3.9)	2 (5.6)	66 (3.5)	10 (4.9) ▲	74 (3.5)	4 (5.1)	90 (2.3)	3 (3.5)
Iceland	56 (0.4)	-17 (0.5) ▼ r	41 (0.4)	10 (0.5) ▲	15 (0.2)	-1 (0.3)	46 (0.4)	-1 (0.5)
Indonesia	74 (3.3)	0 (0)	87 (2.9)	0 (0)	58 (3.9)	0 (0)	84 (3.2)	0 (0)
Iran, Islamic Rep. of	89 (2.3)	-1 (3.4)	96 (1.3)	1 (2.0)	28 (3.5)	0 (4.7)	63 (3.8)	-1 (5.9)
Israel	79 (3.5)	10 (5.5)	92 (2.4)	-1 (3.5)	62 (4.1)	6 (6.4)	88 (3.0)	6 (4.7)
Italy	90 (2.5)	2 (3.4)	93 (1.9)	4 (3.1)	55 (3.2)	2 (4.7)	83 (2.6)	13 (4.4) ▲
Kuwait	96 (1.5)	0 (0)	94 (2.0)	0 (0)	57 (4.0)	0 (0)	89 (2.4)	0 (0)
Latvia	77 (3.4)	-9 (4.7)	86 (2.6)	-8 (3.3) ▼	33 (3.4)	3 (5.4)	80 (2.9)	24 (5.2) ▲
Lithuania	82 (2.8)	-3 (4.3)	96 (1.3)	0 (2.0)	50 (3.4)	4 (5.3)	38 (3.6)	1 (5.3)
Luxembourg	74 (0.2)	0 (0)	74 (0.2)	0 (0)	23 (0.2)	0 (0)	59 (0.2)	0 (0)
Macedonia, Rep. of	94 (1.9)	5 (3.2)	99 (1.0)	6 (2.6) ▲	65 (3.9)	6 (5.6)	86 (2.9)	5 (4.7)
Moldova, Rep. of	91 (2.3)	-1 (3.2)	98 (1.1)	1 (1.8)	68 (3.7)	8 (5.7)	69 (3.8)	-9 (5.4)
Morocco	96 (1.8)	2 (2.9)	93 (2.5)	-2 (3.3)	85 (2.8)	24 (5.6) ▲	75 (3.6)	-8 (5.7)
Netherlands	56 (4.4)	17 (6.5) ▲	70 (4.1)	-5 (5.6)	21 (3.2)	-1 (4.9)	r 57 (4.1)	-8 (6.0)
New Zealand	56 (2.7)	-3 (4.9)	81 (2.6)	13 (4.7) ▲	6 (1.1)	1 (2.0)	41 (3.1)	5 (5.4)
Norway	88 (2.7)	3 (4.4)	93 (1.8)	23 (4.3) ▲	24 (3.9)	1 (5.2)	55 (4.6)	13 (6.9)
Poland	97 (1.2)	0 (0)	99 (0.5)	0 (0)	36 (3.9)	0 (0)	70 (3.7)	0 (0)
Qatar	s 93 (0.1)	0 (0)	s 93 (0.2)	0 (0)	s 72 (0.2)	0 (0)	s 73 (0.3)	0 (0)
Romania	96 (1.5)	3 (2.8)	98 (1.0)	0 (1.5)	67 (3.6)	2 (5.4)	91 (2.0)	0 (3.2)
Russian Federation	95 (1.5)	-1 (1.9)	100 (0.3)	1 (0.6)	70 (2.8)	-6 (4.0)	80 (2.5)	-2 (3.9)
Scotland	86 (3.2)	-6 (4.4)	94 (2.0)	0 (2.9)	12 (2.8)	2 (4.1)	50 (4.6)	-9 (6.7)
Singapore	71 (2.6)	2 (4.7)	83 (2.0)	-1 (3.4)	53 (3.4)	-2 (5.2)	62 (2.9)	-5 (4.7)
Slovak Republic	97 (1.1)	5 (2.7)	98 (0.8)	6 (2.0) ▲	40 (3.8)	-14 (5.6) ▼	47 (4.0)	5 (5.9)
Slovenia	74 (3.0)	-5 (4.5)	82 (2.6)	2 (4.5)	25 (2.8)	-15 (4.9) ▼	59 (3.4)	0 (5.2)
South Africa	70 (2.9)	0 (0)	77 (2.3)	0 (0)	41 (2.8)	0 (0)	67 (2.7)	0 (0)
Spain	91 (2.1)	0 (0)	90 (2.3)	0 (0)	64 (4.0)	0 (0)	79 (3.3)	0 (0)
Sweden	44 (4.0)	-7 (5.1)	70 (3.3)	6 (4.7)	10 (2.5)	-2 (3.3)	28 (3.3)	2 (4.4)
Trinidad and Tobago	93 (1.9)	0 (0)	98 (1.2)	0 (0)	30 (3.8)	0 (0)	83 (2.7)	0 (0)
United States	76 (3.1)	0 (4.8)	90 (1.9)	5 (4.3)	66 (4.7)	16 (7.0) ▲	74 (3.9)	4 (6.5)
International Avg.	78 (0.4)		85 (0.4)		42 (0.5)		63 (0.5)	

▲ Percent in 2006 significantly higher

▼ Percent in 2006 significantly lower

Background data provided by teachers.

\* Includes oral questioning of students and students giving an oral summary/report.

\*\* Includes short-answer written questions on materials read and paragraph-length written responses about what students have read.

( ) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

A diamond (0) indicates the country did not participate in the 2001 assessment.

NOTE: The International Average does not include the results from the Canadian provinces.

Trend Note: The primary education systems of the Russian Federation and Slovenia underwent structural changes. Data for Canada, Ontario include only public schools.



Exhibit 6.26 Teachers' Reports on Uses to Which Classroom Assessment of Reading Is Put

PIRLS 2006  
4th Grade

Countries	Percentage of Students Whose Teachers Reported Using Assessment Information					
	To Assign Marks or Grades	To Adapt Instruction	To Inform Parents of Student Progress	To Identify Students in Need of Remedial Instruction	To Group Students for Instruction	To Provide Data for National or Local Monitoring
Austria	89 (2.2)	90 (1.9)	94 (1.8)	87 (2.2)	44 (3.5)	11 (2.0)
Belgium (Flemish)	76 (3.2)	86 (2.3)	88 (2.5)	90 (2.2)	68 (3.7)	14 (2.5)
Belgium (French)	79 (2.6)	95 (1.4)	85 (2.7)	92 (1.8)	40 (3.9)	8 (2.2)
Bulgaria	86 (2.7)	89 (2.2)	93 (2.3)	100 (0.3)	78 (2.9)	35 (3.7)
Canada, Alberta	95 (1.7)	97 (1.3)	99 (0.4)	98 (1.0)	78 (3.5)	27 (3.6)
Canada, British Columbia	r 96 (1.3)	r 100 (0.0)	r 100 (0.3)	r 99 (1.0)	r 74 (3.9)	r 28 (3.7)
Canada, Nova Scotia	86 (2.5)	100 (0.2)	100 (0.2)	98 (1.1)	87 (2.6)	22 (3.2)
Canada, Ontario	95 (2.4)	100 (0.0)	95 (2.3)	97 (1.6)	86 (3.6)	29 (4.6)
Canada, Quebec	92 (2.6)	99 (0.7)	99 (0.9)	97 (1.5)	61 (4.1)	14 (2.8)
Chinese Taipei	83 (3.1)	92 (2.5)	64 (3.8)	89 (2.6)	61 (4.2)	9 (2.3)
Denmark	4 (1.5)	97 (1.7)	99 (0.8)	97 (1.2)	73 (3.5)	21 (2.9)
England	54 (4.2)	97 (1.4)	96 (2.0)	96 (1.8)	92 (2.0)	46 (4.2)
France	62 (3.8)	98 (1.0)	88 (2.3)	97 (1.1)	58 (3.7)	11 (2.4)
Georgia	90 (2.6)	80 (3.4)	96 (1.5)	96 (1.7)	65 (3.9)	29 (3.6)
Germany	94 (1.3)	95 (1.5)	90 (2.3)	86 (2.4)	63 (4.1)	13 (2.4)
Hong Kong SAR	81 (3.3)	95 (1.7)	62 (4.1)	76 (3.3)	40 (4.5)	4 (1.7)
Hungary	81 (3.2)	99 (0.9)	98 (1.0)	91 (2.6)	76 (3.7)	58 (3.5)
Iceland	63 (0.4)	83 (0.2)	96 (0.1)	97 (0.1)	53 (0.4)	18 (0.3)
Indonesia	90 (2.6)	91 (2.5)	94 (2.0)	92 (2.3)	76 (3.3)	69 (3.7)
Iran, Islamic Rep. of	82 (3.0)	94 (1.5)	94 (2.1)	92 (1.8)	92 (1.8)	43 (3.7)
Israel	90 (2.6)	93 (2.3)	97 (1.4)	s 47 (5.1)	79 (3.6)	41 (4.6)
Italy	73 (3.4)	100 (0.0)	87 (2.6)	95 (1.8)	37 (4.1)	24 (3.1)
Kuwait	99 (1.0)	r 61 (4.4)	97 (1.2)	96 (1.4)	48 (4.3)	39 (4.1)
Latvia	80 (3.3)	85 (2.4)	96 (1.4)	58 (3.5)	32 (3.5)	15 (2.7)
Lithuania	31 (3.4)	98 (0.9)	100 (0.0)	98 (0.9)	66 (3.3)	25 (2.9)
Luxembourg	80 (0.1)	95 (0.1)	85 (0.1)	60 (0.2)	44 (0.2)	7 (0.1)
Macedonia, Rep. of	96 (1.7)	97 (1.4)	99 (0.9)	97 (1.4)	90 (2.4)	58 (4.4)
Moldova, Rep. of	88 (2.8)	85 (3.0)	95 (1.6)	86 (2.9)	86 (2.9)	55 (4.0)
Morocco	68 (4.3)	82 (3.0)	69 (4.2)	96 (1.6)	57 (4.8)	44 (3.9)
Netherlands	68 (4.2)	89 (3.4)	97 (1.8)	92 (2.6)	64 (4.2)	89 (2.7)
New Zealand	41 (3.2)	99 (0.4)	95 (1.2)	97 (0.9)	95 (1.2)	49 (3.0)
Norway	0 (0.0)	100 (0.5)	100 (0.0)	100 (0.5)	63 (4.4)	48 (4.1)
Poland	91 (1.7)	97 (1.0)	98 (0.8)	98 (0.9)	77 (3.2)	58 (4.2)
Qatar	s 89 (0.2)	s 86 (0.2)	s 93 (0.1)	s 89 (0.1)	s 75 (0.2)	s 53 (0.3)
Romania	84 (3.1)	91 (2.6)	97 (1.1)	98 (1.3)	82 (3.0)	44 (3.9)
Russian Federation	99 (0.7)	65 (3.3)	99 (0.9)	93 (1.4)	66 (3.6)	37 (3.6)
Scotland	34 (4.1)	98 (1.3)	97 (1.6)	100 (0.2)	95 (2.1)	56 (3.8)
Singapore	66 (2.5)	93 (1.5)	85 (2.4)	90 (1.7)	74 (3.0)	36 (2.8)
Slovak Republic	83 (2.7)	90 (2.1)	93 (1.8)	81 (3.1)	56 (3.8)	31 (3.4)
Slovenia	30 (3.3)	90 (2.0)	98 (0.8)	97 (1.0)	68 (3.2)	6 (1.4)
South Africa	94 (1.5)	85 (2.0)	97 (1.1)	96 (1.1)	85 (1.7)	50 (3.4)
Spain	84 (2.9)	96 (1.5)	97 (1.2)	98 (1.2)	33 (4.0)	29 (4.1)
Sweden	34 (3.8)	97 (1.3)	98 (0.9)	97 (1.4)	37 (4.1)	41 (4.2)
Trinidad and Tobago	78 (3.3)	95 (1.6)	94 (2.0)	97 (1.6)	86 (2.7)	56 (4.1)
United States	96 (0.8)	97 (1.3)	98 (1.1)	97 (1.0)	83 (3.1)	39 (4.0)
International Avg.	72 (0.4)	91 (0.3)	92 (0.3)	91 (0.3)	66 (0.5)	35 (0.5)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2006

Background data provided by teachers.

( ) Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70–84% of the students. An "s" indicates data are available for 50–69% of the students. An "x" indicates data are available for less than 50% of the students.

NOTE: The International Average does not include the results from the Canadian provinces.



