

Appendix F

Iceland and Norway—Fifth Grade Reading Achievement

Exhibit F.1 Iceland—Selected Reading Achievement Results for the Fifth Grade

PIRLS 2006
4th Grade

Distribution of Reading Achievement – Fifth Grade

Reading Achievement	Mean	Years of Formal Schooling	Average Age	5th Percentile (Scale Score)	25th Percentile (Scale Score)	50th Percentile (Scale Score)	75th Percentile (Scale Score)	95th Percentile (Scale Score)
Overall	550 (3.8)	5	10.8	435 (15.3)	513 (3.5)	554 (3.0)	592 (3.9)	647 (5.9)
Literary	551 (3.0)	5	10.8	434 (9.8)	508 (4.5)	555 (4.0)	594 (4.6)	656 (6.4)
Informational	548 (3.5)	5	10.8	423 (10.9)	505 (4.2)	550 (4.5)	593 (5.7)	654 (4.5)
RSI*	552 (3.8)	5	10.8	429 (3.7)	506 (4.4)	556 (4.6)	600 (5.0)	667 (3.5)
IIE**	545 (2.9)	5	10.8	434 (6.1)	507 (5.1)	550 (4.2)	588 (2.8)	644 (6.2)

Gender Differences in Reading Achievement – Fifth Grade

Reading Achievement	Girls Mean	Boys Mean	Difference
Overall	560 (3.9)	539 (4.9)	21 (4.4)
Literary	563 (3.5)	539 (4.0)	24 (4.4)
Informational	556 (3.0)	537 (5.2)	18 (4.6)
RSI*	561 (3.2)	543 (5.6)	18 (4.9)
IIE**	556 (3.3)	534 (4.4)	22 (5.1)

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

Percentages of Students Reaching International Benchmarks in Reading

Benchmark	Advanced	High	Intermediate	Low
Percent of Students	10 (2.1)	53 (2.4)	87 (1.6)	98 (0.7)

Population Coverage and Sample Participation

School Population	136
Student Population	4174
National Desired Population	100%
Excluded Population (Schools)	1.3%
Excluded Population (Students)	4.5%
Excluded Population (Total)	5.8%
School Sample	35
Student Sample	1379
School Sample Participation (Before Replacement)	100%
School Sample Participation (After Replacement)	100%
Class Participation	100%
Student Participation	88.3%
Overall Participation (Before Replacement)	88.3%
Overall Participation (After Replacement)	88.3%

* Retrieval and Straightforward Inferencing

** Interpreting, Integrating, and Evaluating

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



Exhibit F.2 Norway—Selected Reading Achievement Results for the Fifth Grade

PIRLS 2006
4th Grade

Distribution of Reading Achievement – Fifth Grade								
Reading Achievement ¹	Mean	Years of Formal Schooling	Average Age	5th Percentile (Scale Score)	25th Percentile (Scale Score)	50th Percentile (Scale Score)	75th Percentile (Scale Score)	95th Percentile (Scale Score)
Overall	541 (3.1)	5	10.8	424 (3.0)	502 (3.2)	543 (4.8)	584 (4.1)	637 (7.2)
Literary	540 (3.3)	5	10.8	418 (5.9)	497 (4.1)	543 (3.8)	583 (2.4)	648 (6.4)
Informational	541 (2.9)	5	10.8	433 (14.7)	502 (6.6)	543 (4.8)	584 (5.7)	641 (14.1)
RSI*	541 (3.2)	5	10.8	417 (9.5)	497 (5.4)	543 (4.4)	587 (4.5)	653 (10.1)
IIE**	541 (3.0)	5	10.8	428 (9.6)	501 (4.2)	543 (4.2)	583 (4.2)	644 (9.7)

Gender Differences in Reading Achievement – Fifth Grade

Reading Achievement ¹	Girls Mean	Boys Mean	Difference
Overall	548 (4.6)	533 (3.3)	15 (5.1)
Literary	550 (4.3)	530 (3.3)	20 (4.3)
Informational	547 (3.8)	536 (3.1)	11 (3.9)
RSI*	546 (3.9)	535 (4.6)	11 (5.6)
IIE**	550 (3.8)	532 (3.6)	18 (4.4)

Percentages of Students Reaching International Benchmarks in Reading

Benchmark	Advanced	High	Intermediate	Low
Percent of Students	8 (1.9)	46 (2.1)	85 (1.3)	98 (0.8)

Population Coverage and Sample Participation

School Population	2413
Student Population	61167
National Desired Population	100%
Excluded Population (Schools)	1.0%
Excluded Population (Students)	2.7%
Excluded Population (Total)	3.7%
School Sample	66
Student Sample	1808
School Sample Participation (Before Replacement)	51%
School Sample Participation (After Replacement)	68%
Class Participation	99%
Student Participation	84.3%
Overall Participation (Before Replacement)	42.4%
Overall Participation (After Replacement)	56.9%

* Retrieval and Straightforward Inferencing

** Interpreting, Integrating, and Evaluating

1 Even though Norway worked very hard to meet the PIRLS sampling requirements, it did not meet the school participation rates as specified in the guidelines.

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

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

