



News You Can Use

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PISA/PIRLS Results on Reading Achievement

By Mike Dunn

PISA (The Programme for International Student Assessment) and PIRLS (Progress in International Reading Literacy Study) are two international literacy assessments conducted approximately every five years by countries across the globe, including the United States. The PIRLS focuses on the literary and informational reading achievement of 9 and 10 year old students. Achievement of 15 year old students in reading, mathematics, and science is the focus of the PISA.

In addition to achievement data, both the PISA and PIRLS collect information from students, teachers, and parents regarding the educational experiences and reading habits of participants. You might find the following results of interest.

- Overall, 84% of students read fiction weekly, while 56% of students read nonfiction weekly.
- Females viewed reading more positively, read more often, and read fiction for enjoyment.
- Males tended to prefer to read newspapers, comics, e-mail, and web pages for information.
- Time spent reading was strongly associated with the gap between good and poor readers.

While the findings may not be new information, they deserve attention and discussion as staff members develop district/school improvement plans for the coming school year.

Reflections: In planning for instruction on a weekly basis, what percentage of time do you devote to fiction versus nonfiction? What reading material do you provide for boys to engage them in making reading a life long practice? Do you provide additional time for those struggling with reading to read independently?

Additional Resources:

Topping, Keith. (2006). PISA/PIRLS data on reading achievement: Transfer into international policy and practice. *The Reading Teacher*, 59, pp. 588-590.

International Reading Association Reports

<http://www.reading.org/resources/issues/reports/>

Report of the International Reading Association PISA Task Force
www.reading.org/downloads/resources/pisa.pdf

Information on the PISA (The Programme for International Student Assessment)
<http://www.reading.org/resources/issues/reports/pisa.html#PISA>

Information on the PIRLS (Progress in International Reading Literacy Study)
<http://www.reading.org/resources/issues/reports/pisa.html#PIRLS>

Roadmap Literacy Professional Learning Survey Results

U-46 third, fourth, and fifth grade teachers and elementary principals completed a survey regarding their perceptions of the Roadmap Literacy professional development provided during the school year. Results indicate that participants across grade levels (including classroom teachers, ELL teachers, and special education teachers) agreed in their ratings and comments. U-46 elementary building principals held the same perceptions as their teachers.

The survey required participants and building principals to rate their perceptions of the professional learning experience along the following variables: Roadmap, Literacy Classroom, Read Aloud, Vocabulary, Comprehension, Writing, Assessment, and Touchbacks. The survey required participants to rate statements along a four point scale of “Strongly Agree” (four points), “Somewhat Agree” (three points), “Somewhat Disagree” (2 points), and “Strongly Disagree” (one point). The variables receiving the highest point value on the scale of 4 (highest) to 1 (lowest) are the following:

Grade Three	Grade Four	Grade Five	Principals
Read Aloud (3.61)	Read Aloud (3.69)	Assessment (3.63)	Touchbacks (3.67)
Literacy Classroom (3.57)	Literacy Classroom (3.66)	Literacy Classroom/Read Aloud (3.62)	Read Aloud (3.60)

The variables receiving the lowest point value are the following:

Grade Three	Grade Four	Grade Five	Principals
Touchback/Roadmap (3.33)	Literacy Roadmap (3.39)	Touchback (3.31)	Roadmap (3.24)
Writing (3.13)	Writing (3.13)	Writing (3.21)	Writing (2.84)

On open ended questions teachers stated that their instruction was more focused and organized as a result of the staff development activities. They appreciated the time to

work together in collaborative teams. Teachers expressed a desire to have time during the 2006-2007 school year to work in grade level teams to plan instruction.

Central office and building level administrators and the coaches will use these results to develop and plan staff learning opportunities for this summer and the next school year.