

### Exhibit 4.8: Could Do Literacy Tasks When Beginning Primary School

To provide information about the extent to which students enter primary school equipped with some basic skills as a foundation for formal reading instruction, the PIRLS assessments have included a set of questions (see the second page of Exhibit 4.8) asking parents how well their child could do various literacy activities when he or she first entered primary school. Parents' reports indicate that early preparation appears to have an effect through the fourth grade. Exhibit 4.8 shows, on average across countries, that 29 percent of the students entered school able to perform early literacy tasks **Very Well** according to their parents and another 35 percent **Moderately Well**. Parent assessment of their children's early literacy skills corresponded well with reading achievement at the fourth grade, with the children able to perform **Very Well** having higher achievement than those performing **Moderately Well** (537 vs. 510). The 36 percent of the students in the **Not Well** category had the lowest achievement (485).

In 16 countries, students entered primary school with higher average scores in PIRLS 2016 than in PIRLS 2011 on the scale named *Early Literacy Tasks*. This agrees with the results in Exhibit 4.5 where parents reported more time spent with their children on early literacy development.

**Exhibit 4.8: Could Do Literacy Tasks When Beginning Primary School***Students Categorized by Parents' Reports*

Students were scored according to their parents' responses to how well their children could do the six tasks on the *Early Literacy Tasks* scale. Students who could do literacy tasks **Very Well** had a score on the scale of at least 11.6, which corresponds to their parents reporting that the students could do three literacy tasks "very well" and the other three "moderately well," on average. Students doing the tasks **Not Well** had a score no higher than 9.5, which corresponds to parents reporting that students could do three tasks "not very well" and the other three "moderately well," on average. All other students could do the literacy tasks **Moderately Well** when they began primary school.

Country	Very Well		Moderately Well		Not Well		Average Scale Score	Difference in Average Scale Score from 2011	
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement			
Ireland	61 (1.1)	590 (2.2)	29 (0.9)	548 (3.2)	10 (0.6)	519 (5.7)	12.0 (0.04)	--	
Bahrain	53 (0.8)	477 (2.1)	31 (0.6)	432 (3.5)	16 (0.6)	383 (5.1)	11.5 (0.03)	--	
Trinidad and Tobago	52 (1.1)	513 (3.3)	38 (1.0)	465 (3.7)	10 (0.7)	432 (7.3)	11.6 (0.04)	0.3 (0.05)	▲
Singapore	50 (1.2)	608 (2.8)	38 (0.8)	561 (3.0)	12 (0.7)	503 (5.1)	11.6 (0.05)	0.5 (0.06)	▲
Spain	48 (1.0)	551 (1.5)	35 (0.9)	519 (2.5)	17 (0.7)	496 (3.6)	11.3 (0.04)	0.4 (0.06)	▲
Qatar	45 (0.7)	478 (2.3)	36 (0.7)	444 (2.7)	19 (0.5)	402 (4.4)	11.2 (0.02)	0.2 (0.04)	▲
United Arab Emirates	44 (0.7)	492 (3.5)	36 (0.5)	451 (3.4)	20 (0.6)	388 (3.5)	11.1 (0.03)	0.5 (0.04)	▲
Kuwait	r 43 (1.3)	432 (3.7)	34 (0.9)	393 (4.7)	23 (1.1)	352 (7.2)	10.9 (0.05)	--	
Israel	42 (1.0)	539 (3.2)	31 (0.8)	531 (3.1)	26 (0.9)	535 (3.9)	10.9 (0.05)	r 0.0 (0.07)	
Oman	42 (0.7)	459 (3.7)	39 (0.5)	409 (3.4)	20 (0.6)	358 (4.3)	11.0 (0.03)	0.2 (0.05)	▲
Poland	41 (1.1)	587 (2.5)	35 (1.0)	558 (2.7)	24 (0.8)	540 (3.0)	10.9 (0.04)	--	
Latvia	41 (1.1)	581 (1.9)	41 (0.9)	553 (1.9)	18 (0.8)	522 (3.5)	11.1 (0.04)	--	
Saudi Arabia	37 (1.2)	453 (4.2)	36 (0.9)	426 (4.9)	27 (1.3)	414 (7.8)	10.7 (0.06)	0.0 (0.11)	
South Africa	s 35 (1.0)	349 (6.5)	39 (0.8)	335 (6.1)	25 (1.3)	297 (7.0)	10.8 (0.06)	s 0.5 (0.07)	▲
Canada	r 34 (0.7)	576 (2.0)	38 (0.7)	546 (2.1)	28 (0.7)	522 (3.0)	10.7 (0.03)	--	
Macao SAR	33 (0.6)	570 (1.9)	52 (0.7)	539 (1.6)	15 (0.6)	513 (2.8)	11.0 (0.02)	--	
Egypt	33 (1.8)	392 (5.0)	35 (1.3)	332 (5.3)	32 (2.0)	267 (9.4)	10.4 (0.10)	--	
Chinese Taipei	33 (0.7)	586 (2.3)	52 (0.8)	555 (2.1)	16 (0.7)	520 (4.0)	11.0 (0.03)	0.4 (0.04)	▲
Finland	31 (0.8)	602 (2.4)	25 (0.9)	569 (3.0)	44 (0.9)	546 (2.2)	10.3 (0.03)	0.1 (0.06)	
Kazakhstan	31 (1.2)	553 (3.2)	47 (1.1)	532 (2.7)	22 (1.0)	523 (3.3)	10.8 (0.05)	--	
Sweden	29 (0.9)	591 (2.8)	37 (1.1)	561 (2.8)	34 (1.2)	532 (2.9)	10.4 (0.04)	0.1 (0.06)	
Chile	28 (0.8)	529 (3.6)	35 (0.8)	497 (3.3)	37 (0.9)	472 (2.7)	10.3 (0.04)	--	
Morocco	28 (1.1)	417 (3.9)	32 (1.0)	362 (4.4)	40 (1.6)	321 (4.9)	9.8 (0.11)	-0.4 (0.15)	
Denmark	27 (0.9)	579 (3.1)	42 (1.1)	550 (2.6)	31 (1.1)	524 (3.0)	10.5 (0.04)	0.2 (0.05)	▲
Hong Kong SAR	27 (1.2)	591 (3.1)	57 (1.0)	572 (2.4)	16 (0.9)	524 (4.8)	10.9 (0.05)	-0.1 (0.06)	
Lithuania	26 (0.7)	591 (2.9)	44 (1.0)	551 (3.4)	30 (0.9)	512 (3.2)	10.5 (0.03)	0.4 (0.05)	▲
Bulgaria	25 (1.0)	591 (3.8)	34 (1.3)	567 (4.1)	40 (1.8)	518 (6.1)	9.9 (0.10)	0.1 (0.15)	
Malta	24 (0.8)	490 (2.6)	37 (0.9)	466 (2.8)	39 (1.0)	433 (2.3)	10.1 (0.04)	0.1 (0.05)	
Iran, Islamic Rep. of	24 (1.2)	453 (5.2)	31 (1.1)	433 (4.6)	46 (1.9)	415 (4.9)	9.7 (0.11)	0.0 (0.12)	
Azerbaijan	23 (0.9)	495 (4.0)	33 (0.7)	479 (5.3)	44 (1.2)	460 (5.0)	9.8 (0.07)	0.3 (0.11)	
Georgia	23 (1.1)	506 (3.7)	31 (0.9)	497 (3.4)	46 (1.4)	479 (3.4)	9.7 (0.08)	0.1 (0.09)	
Russian Federation	23 (0.8)	613 (2.6)	39 (0.9)	587 (2.3)	39 (1.1)	556 (3.1)	10.1 (0.05)	0.3 (0.08)	▲
Czech Republic	22 (0.7)	567 (3.5)	34 (0.9)	542 (2.8)	44 (0.9)	537 (2.4)	9.9 (0.04)	0.2 (0.05)	▲
France	20 (0.7)	532 (2.9)	42 (1.0)	517 (2.8)	38 (1.1)	501 (3.1)	10.1 (0.04)	-0.1 (0.05)	
Slovenia	14 (0.7)	585 (3.1)	25 (0.8)	556 (3.0)	61 (1.0)	530 (2.9)	9.1 (0.05)	-0.2 (0.06)	▼
Netherlands	s 13 (0.8)	576 (4.4)	36 (1.2)	556 (3.1)	51 (1.4)	544 (2.4)	9.5 (0.05)	s 0.3 (0.07)	▲
Italy	13 (0.7)	565 (3.6)	32 (0.9)	554 (3.3)	55 (0.8)	546 (2.5)	9.4 (0.04)	0.1 (0.05)	
Portugal	13 (0.6)	548 (3.0)	36 (0.9)	531 (2.7)	51 (0.9)	522 (2.9)	9.6 (0.04)	0.2 (0.06)	▲
Austria	13 (0.7)	549 (4.2)	26 (0.7)	535 (3.6)	62 (0.9)	545 (2.0)	9.2 (0.04)	0.1 (0.05)	
Norway (5)	12 (0.6)	594 (3.8)	24 (0.8)	569 (3.1)	64 (0.8)	550 (2.3)	9.1 (0.03)	--	
Hungary	11 (0.5)	578 (6.1)	19 (0.7)	561 (4.5)	70 (1.0)	551 (2.8)	8.6 (0.06)	-0.2 (0.07)	▼
Belgium (Flemish)	10 (0.6)	527 (4.7)	29 (0.9)	522 (2.6)	61 (1.2)	531 (1.7)	9.0 (0.05)	--	
Belgium (French)	10 (0.6)	513 (4.2)	30 (0.8)	501 (3.5)	60 (1.0)	496 (2.8)	9.3 (0.04)	-0.1 (0.05)	
Germany	r 8 (0.6)	571 (5.6)	25 (0.9)	549 (4.1)	67 (1.0)	545 (3.5)	9.0 (0.04)	r -0.2 (0.05)	▼
Slovak Republic	8 (0.6)	542 (9.0)	19 (0.6)	551 (3.4)	73 (0.7)	532 (3.8)	8.6 (0.04)	0.1 (0.06)	
England	--	--	--	--	--	--	--	--	
Northern Ireland	--	--	--	--	--	--	--	--	
United States	--	--	--	--	--	--	--	--	
New Zealand	x 24 (1.1)	562 (5.2)	45 (1.2)	542 (4.0)	31 (1.1)	531 (3.7)	10.4 (0.05)	x 0.6 (0.07)	▲
Australia	x 19 (1.0)	594 (5.5)	36 (1.2)	565 (4.0)	45 (1.1)	551 (3.6)	9.9 (0.04)	x 0.2 (0.06)	▲
International Avg.	29 (0.1)	537 (0.6)	35 (0.1)	510 (0.5)	36 (0.2)	485 (0.6)			

SOURCE: IEA's Progress in International Reading Literacy Study—PIRLS 2016

This PIRLS questionnaire scale was established in 2011 based on the combined response distribution of all countries that participated in PIRLS 2011. To provide a point of reference for country comparisons, the scale centerpoint of 10 was located at the mean of the combined distribution. The units of the scale were chosen so that 2 scale score points corresponded to the standard deviation of the distribution.

( ) Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

A dash (-) indicates comparable data not available.

An "r" indicates data are available for at least 70% but less than 85% of the students. An "s" indicates data are available for at least 50% but less than 70% of the students.

An "x" indicates data are available for less than 50% of the students—interpret with caution.

Significantly higher than 2011 ▲  
Significantly lower than 2011 ▼

**Exhibit 4.8: Could Do Literacy Tasks When Beginning Primary School (Continued)**

Country	Very Well		Moderately Well		Not Well		Average Scale Score	Difference in Average Scale Score from 2011
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement		
<b>Benchmarking Participants</b>								
Madrid, Spain	55 (1.1)	567 (2.0)	32 (1.0)	539 (2.4)	13 (0.7)	519 (3.7)	11.6 (0.04)	--
Andalusia, Spain	49 (1.0)	546 (1.9)	32 (1.0)	521 (2.7)	19 (0.8)	496 (3.4)	11.3 (0.05)	0.5 (0.06) ▲
Dubai, UAE	47 (0.9)	544 (2.3)	37 (0.7)	511 (2.3)	16 (0.6)	467 (3.7)	11.3 (0.03)	0.7 (0.04) ▲
Ontario, Canada r	41 (1.4)	577 (3.0)	37 (1.3)	543 (3.7)	22 (1.1)	514 (4.9)	11.1 (0.06)	--
Abu Dhabi, UAE r	41 (1.1)	467 (4.8)	36 (1.0)	416 (5.3)	23 (1.0)	355 (5.6)	10.9 (0.05)	r 0.4 (0.07) ▲
Eng/Afr/Zulu - RSA (5) s	35 (1.2)	445 (7.3)	41 (1.2)	416 (7.5)	23 (1.1)	385 (8.2)	10.8 (0.05)	--
Moscow City, Russian Fed.	32 (1.0)	639 (2.7)	41 (0.9)	613 (2.2)	27 (1.1)	579 (2.6)	10.7 (0.04)	--
Buenos Aires, Argentina s	30 (0.9)	515 (4.6)	38 (1.0)	485 (3.7)	32 (1.0)	469 (4.3)	10.5 (0.04)	--
Denmark (3)	27 (1.0)	541 (3.0)	41 (1.0)	504 (4.3)	32 (0.9)	469 (3.1)	10.5 (0.03)	--
Quebec, Canada	23 (1.0)	571 (4.3)	39 (1.2)	550 (2.9)	38 (1.3)	539 (3.9)	10.2 (0.05)	--
Norway (4)	12 (0.6)	559 (3.7)	24 (0.7)	532 (2.8)	64 (0.9)	506 (2.2)	9.1 (0.04)	0.0 (0.06)

Significantly higher than 2011 ▲  
Significantly lower than 2011 ▼

SOURCE: IEA's Progress in International Reading Literacy Study – PIRLS 2016

