

Exhibit 9.3: Organizing Students for Reading Instruction

Exhibit 9.3 provides information about how often teachers use different types of grouping for reading instruction. According to teachers' reports, about one-third of the fourth grade students (32%) "always or almost always" are taught reading as a whole-class activity and most of the rest (65%) are "often or sometimes" taught as a whole class. Other grouping approaches—ability grouping, mixed-ability grouping, and assigning independent work—are used "often or sometimes" with substantial percentages of students (74, 79, and 81%, respectively) but "always or almost always" with fewer students (11, 13, and 14%).

Exhibit 9.3: Organizing Students for Reading Instruction

Students Categorized by Teachers' Reports

Country	Percent of Students Whose Teachers Organize Students in the Following Ways											
	Teach Reading as a Whole-Class Activity			Create Same-Ability Groups			Create Mixed-Ability Groups			Have Students Work Independently on an Assigned Plan or Goal		
	Always or Almost Always	Often or Sometimes	Never	Always or Almost Always	Often or Sometimes	Never	Always or Almost Always	Often or Sometimes	Never	Always or Almost Always	Often or Sometimes	Never
Australia	14 (2.5)	83 (2.9)	3 (1.2)	34 (3.3)	62 (3.2)	3 (1.5)	7 (1.9)	87 (2.5)	6 (1.5)	13 (2.4)	84 (2.6)	2 (0.9)
Austria	20 (2.7)	75 (2.9)	5 (1.4)	4 (1.3)	80 (3.1)	15 (2.8)	4 (1.5)	85 (2.5)	11 (2.1)	23 (2.9)	73 (3.1)	4 (1.2)
Azerbaijan	31 (3.1)	69 (3.1)	0 (0.3)	10 (2.3)	82 (2.8)	8 (1.8)	9 (1.8)	90 (2.0)	1 (0.8)	22 (2.8)	78 (2.9)	0 (0.3)
Bahrain	33 (2.6)	66 (2.5)	1 (0.7)	13 (2.0)	63 (3.9)	25 (3.9)	50 (3.4)	49 (3.4)	0 (0.4)	30 (3.4)	69 (3.5)	1 (0.7)
Belgium (Flemish)	3 (1.6)	92 (2.1)	5 (1.4)	5 (1.9)	83 (2.8)	12 (2.4)	4 (1.6)	88 (2.6)	7 (2.0)	4 (1.4)	95 (1.4)	1 (0.4)
Belgium (French)	35 (3.7)	64 (3.8)	1 (0.7)	1 (0.5)	68 (4.1)	32 (4.0)	5 (1.9)	73 (3.8)	22 (3.7)	7 (2.1)	84 (3.0)	9 (2.4)
Bulgaria	60 (3.6)	40 (3.6)	0 (0.0)	6 (2.1)	92 (2.4)	2 (1.2)	4 (1.2)	91 (2.1)	5 (1.8)	25 (3.6)	75 (3.6)	0 (0.0)
Canada	21 (1.7)	78 (1.8)	1 (0.5)	11 (1.6)	84 (1.8)	5 (1.0)	4 (0.9)	91 (1.6)	6 (1.3)	5 (1.0)	92 (1.2)	3 (0.7)
Chile	66 (3.9)	33 (3.8)	1 (0.9)	12 (3.2)	74 (3.8)	14 (3.3)	16 (3.1)	72 (3.5)	13 (3.2)	23 (4.1)	73 (4.2)	4 (1.8)
Chinese Taipei	45 (3.4)	55 (3.4)	0 (0.0)	1 (0.7)	51 (4.5)	48 (4.5)	20 (3.0)	67 (3.5)	13 (2.2)	10 (2.2)	85 (2.5)	5 (1.2)
Czech Republic	19 (2.6)	79 (2.8)	2 (1.0)	1 (0.6)	83 (2.4)	17 (2.4)	2 (0.9)	90 (2.2)	8 (2.0)	1 (0.7)	93 (1.8)	6 (1.6)
Denmark	15 (2.7)	85 (2.7)	0 (0.2)	5 (1.5)	91 (2.3)	5 (1.7)	3 (1.1)	92 (2.1)	5 (1.8)	13 (2.8)	78 (3.7)	9 (2.2)
Egypt	52 (4.2)	47 (4.2)	1 (0.5)	18 (3.2)	63 (3.9)	19 (3.1)	24 (3.7)	65 (3.8)	11 (2.4)	15 (2.8)	75 (3.2)	11 (2.4)
England	12 (2.7)	85 (2.7)	3 (1.3)	26 (3.3)	72 (3.3)	3 (1.2)	7 (1.9)	90 (2.3)	3 (1.2)	9 (1.9)	87 (2.4)	4 (1.5)
Finland	26 (2.8)	70 (2.8)	3 (1.1)	1 (0.7)	83 (2.4)	15 (2.4)	4 (1.7)	86 (2.3)	10 (2.0)	6 (1.4)	90 (1.9)	5 (1.4)
France	32 (3.4)	65 (3.5)	3 (1.4)	6 (1.8)	78 (3.2)	16 (2.7)	3 (1.5)	67 (3.8)	29 (3.7)	5 (1.7)	68 (3.7)	28 (3.3)
Georgia	32 (3.5)	62 (3.6)	6 (1.7)	6 (1.7)	80 (3.0)	14 (2.6)	11 (2.4)	86 (2.6)	3 (1.1)	17 (2.8)	82 (2.7)	1 (0.5)
Germany	26 (2.9)	72 (3.0)	2 (1.0)	2 (1.0)	86 (2.5)	12 (2.4)	3 (0.9)	85 (2.8)	12 (2.6)	9 (1.9)	86 (2.4)	5 (1.7)
Hong Kong SAR	28 (4.4)	72 (4.3)	1 (0.7)	0 (0.0)	60 (4.6)	40 (4.6)	20 (3.3)	72 (3.7)	8 (2.4)	3 (1.6)	89 (2.9)	7 (2.5)
Hungary	7 (1.9)	93 (1.9)	0 (0.0)	2 (0.9)	93 (2.0)	5 (1.8)	7 (1.9)	91 (2.2)	2 (1.1)	3 (1.3)	97 (1.3)	0 (0.0)
Iran, Islamic Rep. of	64 (3.3)	36 (3.3)	0 (0.0)	7 (1.8)	50 (4.0)	43 (3.7)	44 (3.5)	49 (3.5)	7 (1.6)	20 (2.7)	77 (2.7)	4 (1.2)
Ireland	25 (3.3)	74 (3.3)	1 (0.4)	9 (2.0)	79 (3.0)	13 (2.5)	5 (1.6)	86 (2.6)	10 (2.1)	5 (1.7)	88 (2.5)	7 (1.8)
Israel	40 (4.0)	57 (4.2)	3 (1.5)	13 (2.7)	81 (3.2)	6 (2.0)	12 (2.5)	83 (3.1)	5 (1.8)	22 (3.5)	77 (3.6)	2 (1.0)
Italy	56 (4.0)	44 (4.0)	0 (0.0)	2 (1.2)	70 (3.5)	29 (3.6)	10 (2.7)	79 (3.6)	11 (2.4)	23 (3.4)	73 (3.4)	4 (1.4)
Kazakhstan	76 (3.4)	24 (3.4)	0 (0.0)	18 (2.6)	78 (2.9)	4 (1.5)	14 (2.4)	85 (2.4)	1 (0.6)	44 (3.5)	56 (3.4)	1 (0.7)
Kuwait	40 (4.2)	53 (4.4)	8 (1.8)	30 (4.8)	63 (5.0)	7 (2.2)	24 (3.7)	69 (4.1)	7 (2.2)	24 (5.1)	73 (5.1)	4 (1.4)
Latvia	51 (4.1)	48 (4.0)	1 (0.6)	3 (1.3)	89 (2.0)	7 (1.8)	4 (1.4)	90 (2.6)	6 (2.1)	8 (2.0)	91 (2.1)	1 (0.8)
Lithuania	20 (2.6)	75 (2.9)	5 (1.7)	3 (0.9)	89 (2.4)	8 (2.3)	6 (1.8)	93 (1.9)	1 (0.6)	9 (2.2)	90 (2.3)	1 (0.8)
Macao SAR	28 (0.1)	72 (0.1)	0 (0.0)	2 (0.0)	52 (0.1)	47 (0.1)	19 (0.1)	73 (0.1)	8 (0.1)	9 (0.1)	85 (0.1)	6 (0.0)
Malta	30 (0.1)	68 (0.1)	2 (0.0)	7 (0.1)	74 (0.1)	20 (0.1)	6 (0.1)	77 (0.1)	16 (0.1)	7 (0.1)	80 (0.1)	13 (0.1)
Morocco	38 (3.4)	52 (3.5)	10 (1.8)	10 (1.7)	71 (2.9)	20 (2.5)	12 (2.3)	68 (3.0)	20 (2.6)	25 (2.8)	61 (3.4)	14 (2.3)
Netherlands	7 (2.2)	84 (2.8)	9 (2.0)	17 (3.1)	71 (3.5)	11 (2.6)	7 (2.1)	80 (3.3)	14 (2.9)	11 (2.7)	82 (3.2)	7 (2.1)
New Zealand	r 2 (1.0)	84 (2.5)	14 (2.3)	r 43 (3.3)	55 (3.2)	2 (0.9)	r 6 (1.3)	83 (2.6)	11 (2.3)	r 14 (1.9)	82 (2.0)	3 (1.1)
Northern Ireland	r 6 (2.3)	85 (3.7)	9 (3.0)	55 (4.4)	44 (4.3)	1 (0.8)	r 1 (0.8)	87 (3.1)	12 (2.9)	r 10 (2.5)	84 (3.0)	6 (1.9)
Norway (5)	24 (3.0)	76 (3.0)	0 (0.2)	3 (1.4)	78 (3.1)	19 (2.9)	4 (1.6)	87 (2.5)	9 (2.2)	6 (1.9)	86 (2.6)	8 (2.2)
Oman	32 (2.9)	62 (2.9)	6 (1.6)	13 (2.0)	64 (3.0)	23 (2.9)	45 (3.2)	52 (3.1)	2 (0.8)	34 (2.7)	66 (2.8)	1 (0.4)
Poland	24 (3.5)	68 (3.4)	9 (2.0)	1 (0.6)	76 (3.7)	23 (3.8)	14 (2.7)	81 (3.6)	5 (2.4)	10 (2.4)	90 (2.4)	0 (0.0)
Portugal	41 (3.7)	59 (3.7)	0 (0.3)	1 (0.4)	78 (2.8)	21 (2.8)	8 (2.1)	83 (2.8)	9 (2.0)	13 (2.7)	85 (2.8)	2 (1.0)
Qatar	28 (3.0)	67 (3.1)	5 (0.8)	19 (1.8)	66 (3.1)	15 (2.7)	34 (1.8)	61 (2.1)	4 (1.2)	23 (2.0)	74 (2.0)	3 (0.8)
Russian Federation	51 (3.7)	49 (3.7)	0 (0.0)	3 (1.1)	96 (1.4)	2 (0.9)	4 (1.2)	95 (1.5)	2 (1.0)	4 (1.5)	95 (1.6)	1 (0.6)
Saudi Arabia	42 (4.0)	56 (4.0)	2 (1.2)	36 (3.6)	56 (3.5)	8 (1.9)	50 (3.8)	46 (3.6)	4 (1.3)	30 (3.5)	65 (3.8)	5 (1.7)
Singapore	33 (2.8)	67 (2.9)	0 (0.2)	3 (1.0)	77 (2.0)	20 (2.1)	13 (1.9)	79 (2.3)	8 (1.4)	10 (1.4)	83 (2.0)	6 (1.3)
Slovak Republic	41 (3.3)	57 (3.4)	1 (0.7)	1 (0.6)	85 (2.3)	14 (2.4)	6 (1.7)	86 (2.1)	8 (1.6)	12 (2.0)	88 (2.0)	0 (0.2)
Slovenia	15 (3.3)	82 (3.4)	3 (1.1)	2 (0.8)	86 (2.5)	12 (2.4)	9 (2.2)	84 (2.8)	7 (1.8)	2 (1.0)	97 (1.3)	1 (0.8)
South Africa	r 47 (3.4)	52 (3.4)	0 (0.3)	r 20 (3.2)	70 (3.9)	10 (2.6)	r 28 (3.4)	69 (3.4)	3 (1.3)	r 33 (3.3)	66 (3.3)	0 (0.2)
Spain	55 (3.1)	45 (3.0)	0 (0.2)	2 (0.7)	70 (2.1)	29 (2.0)	8 (1.4)	71 (2.5)	22 (2.7)	8 (1.9)	77 (2.4)	15 (2.3)
Sweden	23 (3.5)	73 (3.6)	4 (1.7)	2 (1.1)	82 (2.9)	16 (2.8)	6 (2.0)	80 (3.0)	13 (2.7)	6 (2.1)	85 (3.3)	8 (2.7)
Trinidad and Tobago	26 (3.6)	74 (3.6)	0 (0.0)	7 (2.2)	83 (2.9)	10 (2.5)	10 (2.4)	87 (2.7)	4 (1.5)	13 (2.6)	84 (3.0)	4 (1.5)
United Arab Emirates	47 (2.3)	51 (2.3)	2 (0.7)	35 (2.2)	60 (2.2)	5 (1.0)	35 (2.1)	63 (2.4)	3 (0.9)	30 (2.2)	68 (2.1)	2 (0.7)
United States	28 (4.0)	72 (4.0)	0 (0.0)	20 (3.0)	77 (3.3)	3 (1.3)	9 (2.4)	88 (2.5)	2 (0.9)	15 (2.7)	81 (3.1)	4 (1.7)
International Avg.	32 (0.4)	65 (0.5)	3 (0.2)	11 (0.3)	74 (0.4)	15 (0.4)	13 (0.3)	79 (0.4)	8 (0.3)	14 (0.4)	81 (0.4)	5 (0.2)

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

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

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.

Exhibit 9.3: Organizing Students for Reading Instruction (Continued)

Country	Percent of Students Whose Teachers Organize Students in the Following Ways											
	Teach Reading as a Whole-Class Activity			Create Same-Ability Groups			Create Mixed-Ability Groups			Have Students Work Independently on an Assigned Plan or Goal		
	Always or Almost Always	Often or Sometimes	Never	Always or Almost Always	Often or Sometimes	Never	Always or Almost Always	Often or Sometimes	Never	Always or Almost Always	Often or Sometimes	Never
Benchmarking Participants												
Buenos Aires, Argentina	63 (3.9)	37 (3.9)	0 (0.3)	10 (2.2)	61 (3.9)	28 (3.6)	27 (3.7)	64 (3.7)	10 (2.3)	29 (3.5)	65 (3.6)	6 (2.0)
Ontario, Canada	19 (3.3)	80 (3.4)	1 (1.2)	15 (3.4)	82 (3.6)	3 (1.5)	1 (0.7)	93 (2.4)	6 (2.2)	5 (1.7)	93 (1.9)	1 (0.8)
Quebec, Canada	35 (4.5)	65 (4.6)	1 (0.6)	5 (2.4)	85 (3.3)	11 (2.8)	8 (3.1)	85 (3.5)	7 (2.4)	4 (1.7)	91 (3.0)	6 (2.4)
Denmark (3)	14 (2.7)	86 (2.8)	1 (0.8)	7 (2.2)	90 (2.2)	4 (1.2)	1 (0.8)	95 (1.6)	4 (1.6)	8 (2.0)	84 (2.9)	8 (2.2)
Norway (4)	20 (3.4)	79 (3.4)	1 (0.4)	8 (1.9)	84 (2.8)	8 (2.3)	3 (1.2)	88 (2.5)	8 (2.3)	5 (1.5)	88 (2.5)	7 (2.2)
Moscow City, Russian Fed.	55 (4.0)	45 (4.0)	0 (0.0)	2 (1.2)	95 (1.4)	2 (1.3)	6 (1.9)	94 (1.9)	0 (0.0)	3 (1.2)	96 (1.4)	1 (0.7)
Eng/Afr/Zulu - RSA (5)	38 (5.1)	62 (5.1)	0 (0.0)	9 (2.2)	80 (4.1)	11 (3.7)	19 (4.3)	75 (4.7)	6 (2.5)	19 (4.5)	77 (4.9)	3 (2.2)
Andalusia, Spain	60 (3.8)	40 (3.8)	1 (0.5)	2 (1.1)	64 (4.0)	35 (3.9)	11 (2.6)	68 (3.6)	21 (3.2)	12 (2.4)	75 (3.6)	13 (2.7)
Madrid, Spain	57 (4.1)	43 (4.1)	0 (0.0)	3 (1.3)	58 (3.8)	40 (3.6)	7 (2.1)	64 (3.8)	29 (3.7)	9 (2.1)	76 (3.4)	15 (3.0)
Abu Dhabi, UAE	44 (3.8)	56 (3.8)	0 (0.2)	40 (3.7)	54 (4.0)	6 (1.9)	40 (4.2)	58 (4.4)	2 (1.1)	26 (3.5)	72 (3.6)	1 (0.9)
Dubai, UAE	36 (1.8)	62 (1.9)	2 (0.7)	28 (2.6)	67 (2.7)	5 (0.9)	29 (2.6)	69 (2.6)	2 (0.9)	34 (2.5)	66 (2.6)	1 (0.5)

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