## Exhibit 4.5: Early Literacy Activities Before Beginning Primary School

PIRLS has included an Early Literacy Activities scale in each assessment, and the results consistently show a strong relationship with achievement. Exhibit 4.5 shows that 39 percent of the students had parents who Often engaged them in early literacy activities and an additional 58 percent had parents who Sometimes engaged them in early literacy activities, with the students in the Often category having higher average achievement ( 529 vs. 505 , respectively). In several countries, a small percentage of students ( $3 \%$ on average) had parents who Never or Almost Never engaged them in early literacy activities and these students typically had low average reading achievement (419).

As some good news, PIRLS shows a trend toward more parental involvement in their children's literacy development. In 16 countries, there was an increase between PIRLS 2011 and 2016 in the time spent on early literacy activities and only 1 country had a decrease.

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## Students Categorized by Parents' Reports

Students were scored according to their parents' frequency of doing the nine activities on the Early Literacy Activities scale. Students Often engaged in early literacy activities had a score on the scale of at least 10.7, which corresponds to their parents "often" doing five of the nine activities with them and "sometimes" doing the other four, on average. Students Never or Almost Never engaged in such activities had a score no higher than 6.2, which corresponds to parents "never or almost never" doing five of the nine activities with them and "sometimes" doing the other four, on average. All other students had parents who Sometimes engaged them in early literacy activities.

| Country |  | Often |  | Sometimes |  | Never or Almost Never |  | 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 |  |  |  |  |
| Russian Federation |  | 65 (1.0) | 587 (2.3) | 34 (1.0) | 569 (3.1) | 1 (0.1) | ~~ | 11.3 (0.04) |  | 0.2 (0.07) | 0 |
| Kazakhstan |  | 65 (1.3) | 539 (2.7) | 35 (1.3) | 531 (3.0) | 0 (0.1) | ~ ~ | 11.2 (0.06) |  | - - |  |
| Georgia |  | 56 (1.5) | 496 (3.0) | 42 (1.4) | 482 (3.5) | 2 (0.4) | $\sim$ | 10.8 (0.06) |  | 0.1 (0.09) |  |
| Ireland |  | 55 (0.8) | 586 (2.4) | 45 (0.8) | 554 (2.9) | 1 (0.2) | $\sim$ | 10.9 (0.04) |  | 0.1 (0.06) |  |
| Trinidad and Tobago |  | 53 (1.3) | 504 (3.5) | 46 (1.2) | 467 (4.0) | 1 (0.2) | $\sim \sim$ | 10.8 (0.05) |  | 0.2 (0.07) | 0 |
| Slovak Republic |  | 51 (0.9) | 548 (3.1) | 48 (0.8) | 529 (3.7) | 1 (0.5) | $\sim \sim$ | 10.6 (0.05) |  | 0.1 (0.07) |  |
| Poland |  | 51 (0.9) | 572 (2.5) | 49 (1.0) | 558 (2.5) | 0 (0.2) | $\sim \sim$ | 10.7 (0.03) |  | - - |  |
| Malta |  | 51 (0.9) | 473 (2.4) | 48 (0.9) | 445 (2.3) | 1 (0.1) | ~ | 10.7 (0.03) |  | 0.3 (0.05) | 0 |
| Israel |  | 50 (1.1) | 546 (2.9) | 49 (1.0) | 525 (3.2) | 1 (0.2) | $\sim \sim$ | 10.7 (0.05) | $r$ | 0.0 (0.06) |  |
| Spain |  | 50 (0.7) | 542 (2.0) | 49 (0.7) | 519 (2.0) | 1 (0.1) | $\sim$ | 10.6 (0.03) |  | 0.3 (0.05) | 0 |
| Canada | $r$ | 50 (0.8) | 561 (1.9) | 49 (0.8) | 539 (2.3) | 1 (0.2) | ~ ~ | 10.7 (0.04) | $r$ | 0.0 (0.05) |  |
| Latvia |  | 50 (0.9) | 566 (2.2) | 50 (0.9) | 552 (2.1) | 0 (0.1) | $\sim$ | 10.7 (0.03) |  | -- |  |
| Italy |  | 49 (1.0) | 558 (2.1) | 50 (1.0) | 544 (2.9) | 1 (0.2) | $\sim \sim$ | 10.6 (0.04) |  | 0.1 (0.05) |  |
| Slovenia |  | 48 (1.1) | 557 (2.3) | 51 (1.1) | 532 (2.6) | 1 (0.2) | $\sim \sim$ | 10.6 (0.04) |  | 0.0 (0.06) |  |
| Czech Republic |  | 46 (0.8) | 552 (2.4) | 54 (0.8) | 539 (2.3) | 1 (0.1) | ~ ~ | 10.5 (0.03) |  | 0.2 (0.04) | 0 |
| Chile |  | 45 (0.9) | 513 (3.0) | 54 (0.9) | 483 (2.9) | 1 (0.2) | ~ ~ | 10.4 (0.04) |  | -- |  |
| Bulgaria |  | 43 (1.3) | 580 (3.2) | 49 (1.3) | 545 (4.6) | 8 (1.3) | 453 (14.6) | 10.0 (0.10) |  | 0.3 (0.16) |  |
| Hungary |  | 42 (1.0) | 562 (3.7) | 57 (1.0) | 553 (2.8) | 2 (0.6) | $\sim$ | 10.3 (0.05) |  | 0.0 (0.07) |  |
| Netherlands | s | 41 (1.3) | 560 (2.7) | 58 (1.3) | 547 (2.6) | 1 (0.2) | ~ ~ | 10.3 (0.04) | $s$ | 50.1 (0.05) |  |
| Lithuania |  | 41 (1.0) | 560 (3.0) | 58 (1.0) | 544 (3.0) | 1 (0.3) | ~ ~ | 10.3 (0.04) |  | 0.2 (0.05) | 0 |
| Germany | $r$ | 39 (0.9) | 561 (2.8) | 60 (0.9) | 539 (4.0) | 1 (0.2) | $\sim$ | 10.2 (0.04) | $r$ | 0.0 (0.05) |  |
| Norway (5) |  | 38 (0.7) | 573 (2.5) | 61 (0.7) | 552 (2.6) | 1 (0.2) | ~ ~ | 10.1 (0.03) |  | - - |  |
| Austria |  | 38 (0.9) | 557 (2.9) | 61 (0.8) | 534 (2.4) | 1 (0.2) | $\sim \sim$ | 10.1 (0.03) |  | 0.1 (0.05) | 0 |
| France |  | 38 (1.0) | 523 (3.3) | 61 (1.0) | 510 (2.4) | 2 (0.2) | ~ ~ | 10.1 (0.04) |  | 0.1 (0.05) |  |
| Portugal |  | 38 (1.0) | 542 (2.8) | 61 (0.9) | 521 (2.5) | 1 (0.2) | ~ ~ | 10.1 (0.04) |  | 0.2 (0.06) | 0 |
| Denmark |  | 36 (1.0) | 564 (2.8) | 63 (1.0) | 542 (2.3) | 1 (0.2) | ~ ~ | 10.0 (0.04) |  | 0.1 (0.05) |  |
| Sweden |  | 35 (0.9) | 575 (2.9) | 63 (0.9) | 552 (2.7) | 2 (0.3) | $\sim \sim$ | 10.0 (0.03) |  | 0.0 (0.05) |  |
| South Africa | $s$ | 34 (1.6) | 341 (7.8) | 62 (1.4) | 327 (5.0) | 4 (0.7) | 269 (13.0) | 9.9 (0.08) | $s$ | 0.1 (0.10) |  |
| Finland |  | 32 (0.8) | 583 (2.5) | 67 (0.8) | 562 (1.9) | 1 (0.2) | ~ ~ | 9.9 (0.03) |  | 0.2 (0.04) | 0 |
| United Arab Emirates |  | 31 (0.7) | 488 (3.7) | 67 (0.6) | 442 (3.3) | 2 (0.2) | ~ ~ | 9.8 (0.03) |  | 0.2 (0.04) | 0 |
| Bahrain |  | 31 (0.6) | 476 (3.2) | 68 (0.6) | 436 (2.5) | 1 (0.2) | $\sim \sim$ | 9.9 (0.02) |  | -- |  |
| Singapore |  | 30 (0.7) | 601 (2.9) | 66 (0.7) | 569 (3.3) | 4 (0.2) | 542 (7.1) | 9.7 (0.03) |  | 0.2 (0.05) | 0 |
| Belgium (French) |  | 29 (0.8) | 515 (3.0) | 69 (0.8) | 493 (3.0) | 2 (0.3) | $\sim \sim$ | 9.7 (0.04) |  | 0.0 (0.05) |  |
| Qatar |  | 29 (0.6) | 483 (2.7) | 68 (0.6) | 439 (2.1) | 3 (0.2) | 410 (9.8) | 9.7 (0.02) |  | 0.1 (0.05) |  |
| Azerbaijan |  | 28 (1.2) | 490 (4.8) | 67 (1.3) | 468 (4.6) | 5 (0.9) | 447 (8.9) | 9.5 (0.07) |  | 0.0 (0.10) |  |
| Kuwait |  | 27 (0.9) | 424 (5.7) | 70 (0.8) | 391 (4.6) | 3 (0.3) | 357 (13.7) | 9.6 (0.03) |  | - - |  |
| Belgium (Flemish) |  | 25 (0.6) | 543 (2.8) | 72 (0.7) | 524 (1.9) | 3 (0.3) | 499 (7.3) | 9.5 (0.03) |  | -- |  |
| Saudi Arabia |  | 24 (0.8) | 454 (4.4) | 73 (0.8) | 426 (4.5) | 3 (0.5) | 396 (13.6) | 9.5 (0.04) |  | -0.1 (0.07) |  |
| Oman |  | 23 (0.7) | 453 (4.3) | 74 (0.7) | 413 (3.5) | 3 (0.2) | 341 (6.5) | 9.5 (0.03) |  | 0.3 (0.04) | 0 |
| Egypt |  | 21 (1.6) | 384 (6.2) | 63 (1.5) | 331 (5.3) | 16 (1.6) | 260 (11.2) | 8.7 (0.13) |  | -- |  |
| Iran, Islamic Rep. of |  | 20 (1.0) | 451 (5.7) | 73 (1.2) | 430 (3.5) | 7 (1.1) | 348 (13.8) | 9.1 (0.08) |  | 0.3 (0.10) | 0 |
| Chinese Taipei |  | 17 (0.7) | 586 (2.8) | 75 (0.7) | 556 (2.1) | 7 (0.6) | 536 (5.2) | 9.0 (0.04) |  | 0.3 (0.06) | 0 |
| Hong Kong SAR |  | 13 (0.6) | 580 (3.6) | 81 (0.7) | 568 (3.0) | 6 (0.4) | 568 (6.0) | 8.9 (0.04) |  | 0.2 (0.05) | 0 |
| Morocco |  | 12 (0.6) | 385 (7.0) | 60 (1.3) | 371 (3.9) | 29 (1.5) | 327 (6.3) | 7.7 (0.09) |  | -0.7 (0.16) | $\checkmark$ |
| Macao SAR |  | 10 (0.4) | 560 (3.7) | 82 (0.6) | 545 (1.2) | 9 (0.4) | 535 (3.3) | 8.5 (0.03) |  | - - |  |
| England |  | - - | - - | - - | -- | -- | -- | - - |  | -- |  |
| United States |  | -- | -- | -- | -- | -- | -- | -- |  | -- |  |
| Northern Ireland | x | 65 (1.5) | 597 (3.9) | 34 (1.4) | 571 (4.0) | 0 (0.2) | ~ ~ | 11.5 (0.06) | $x$ | 0.3 (0.08) | 0 |
| New Zealand | x | 57 (1.0) | 560 (3.1) | 42 (1.0) | 521 (3.3) | 1 (0.2) | $\sim$ | 11.1 (0.05) |  | 0.1 (0.07) |  |
| Australia | X | 57 (1.4) | 572 (3.9) | 43 (1.4) | 553 (3.3) | 1 (0.2) | $\sim \sim$ | 11.0 (0.07) | X | x 0.2 (0.09) |  |
| International Avg. |  | 39 (0.1) | 529 (0.5) | 58 (0.1) | 505 (0.5) | 3 (0.1) | 419 (2.6) |  |  |  |  |

[^0]Exhibit 4.5: Early Literacy Activities Before Beginning Primary School (Continued)




[^0]:    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. A tilde ( $\sim$ ) indicates insufficient data to report achievement.
    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 (

