

### Exhibit 9.9: Classroom Instruction Limited by Student Attributes

Exhibit 9.9 presents teachers' reports about the extent to which their fourth grade classroom instruction in reading was limited by students' preparedness and readiness to learn (i.e., lacking skills, sleep deprived, poor nutrition, absent, disruptive, uninterested, or with learning impairments). The results have been summarized on the *Classroom Instruction Limited by Student Attributes* scale. On average, across the PIRLS countries, about one third (34%) of the fourth grade students had classroom teachers who reported **Very Little** impact on their teaching due to students' lack of preparedness or readiness to learn. Most of the rest of the students (63%) had teachers who reported that these student attributes led to **Some** limitations in their teaching. Unfortunately, 4 percent of students were in classrooms where teachers reported instruction was limited **A Lot**. As would be anticipated, there was a direct relationship between the degree that teaching was limited and average reading achievement, with successively lower achievement for each category of increased impact on teaching (528, 504, and 473, respectively). On average, reading achievement was 55 points higher for students whose teachers reported that teaching was limited **Very Little** compared to students whose teachers reported their teaching was limited **A Lot**.

**Exhibit 9.9: Classroom Instruction Limited by Student Attributes***Students Categorized by Teachers' Reports*

Students were scored according to their teachers' responses about seven attributes of their students that could limit how they teach their class on the *Classroom Instruction Limited by Student Attributes* scale. Students with teachers who felt their teaching was limited **Very Little** had a score on the scale of at least 11.0, which corresponds to their teachers feeling "not at all" limited by four of the seven student attributes and to "some" extent by the other three, on average. Students with teachers who felt limited **A Lot** had a score no higher than 6.2, which corresponds to their teachers feeling limited "a lot" by four of the seven attributes and to "some" extent by the other three, on average. All other students had teachers who felt their teaching was limited to **Some** extent.

Country	Very Little		Some		A Lot		Average Scale Score
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	
Italy	63 (3.9)	550 (3.1)	37 (3.9)	546 (3.8)	0 (0.0)	~ ~	11.3 (0.12)
Netherlands	57 (4.2)	551 (2.2)	41 (4.2)	540 (2.8)	2 (0.7)	~ ~	11.0 (0.16)
Slovak Republic	57 (3.6)	548 (3.1)	42 (3.8)	521 (5.3)	1 (0.4)	~ ~	11.3 (0.13)
Czech Republic	56 (3.1)	549 (2.4)	44 (3.1)	536 (3.9)	0 (0.0)	~ ~	11.0 (0.09)
Kazakhstan	55 (3.0)	530 (3.7)	43 (3.2)	543 (4.6)	3 (1.1)	558 (9.1)	10.9 (0.15)
Belgium (Flemish)	53 (3.9)	535 (2.2)	47 (3.8)	514 (3.2)	1 (0.4)	~ ~	10.8 (0.13)
Finland	50 (3.6)	572 (2.3)	50 (3.6)	560 (2.5)	0 (0.1)	~ ~	10.9 (0.12)
Norway (5)	48 (4.4)	569 (2.7)	52 (4.4)	549 (2.8)	0 (0.0)	~ ~	10.6 (0.16)
Poland	47 (3.7)	573 (3.3)	52 (3.8)	557 (2.8)	1 (0.5)	~ ~	10.7 (0.13)
Ireland	47 (3.6)	579 (3.0)	52 (3.6)	557 (3.2)	1 (0.8)	~ ~	10.6 (0.14)
Northern Ireland	45 (4.5)	575 (4.1)	54 (4.6)	556 (3.3)	1 (1.0)	~ ~	10.7 (0.19)
Azerbaijan	44 (3.3)	475 (5.8)	55 (3.3)	471 (6.6)	0 (0.3)	~ ~	10.6 (0.10)
Spain	43 (3.1)	537 (2.0)	54 (3.0)	521 (2.6)	3 (0.8)	524 (5.9)	10.4 (0.11)
Macao SAR	43 (0.1)	554 (1.4)	55 (0.1)	540 (1.5)	2 (0.0)	~ ~	10.4 (0.00)
Germany	42 (3.3)	557 (3.0)	57 (3.4)	521 (5.3)	2 (1.0)	~ ~	10.2 (0.14)
Austria	41 (3.7)	551 (2.9)	57 (3.6)	535 (3.2)	2 (0.9)	~ ~	10.3 (0.16)
Sweden	40 (4.2)	562 (3.0)	59 (4.3)	551 (3.6)	1 (0.7)	~ ~	10.5 (0.15)
Singapore	38 (2.7)	610 (4.7)	59 (2.8)	555 (4.0)	3 (0.8)	563 (21.8)	10.2 (0.12)
Bulgaria	38 (4.0)	575 (5.7)	60 (4.0)	538 (5.2)	1 (0.9)	~ ~	10.4 (0.13)
England	38 (3.5)	572 (3.1)	61 (3.7)	550 (2.8)	1 (0.9)	~ ~	10.3 (0.12)
New Zealand	37 (2.8)	551 (3.1)	61 (2.7)	516 (3.4)	3 (0.9)	489 (23.3)	10.1 (0.09)
Hong Kong SAR	36 (4.6)	579 (5.3)	63 (4.7)	562 (3.2)	1 (0.8)	~ ~	10.2 (0.12)
Israel	35 (3.3)	556 (6.0)	50 (3.9)	525 (4.6)	14 (2.8)	486 (10.9)	9.5 (0.18)
Hungary	35 (4.1)	574 (4.9)	64 (4.2)	545 (4.0)	2 (1.1)	~ ~	10.1 (0.18)
Georgia	34 (3.6)	496 (5.0)	61 (3.7)	484 (3.7)	6 (1.7)	495 (12.3)	9.9 (0.15)
United Arab Emirates	34 (2.1)	498 (6.1)	63 (2.1)	435 (4.4)	3 (0.8)	382 (12.3)	9.9 (0.08)
Malta	33 (0.1)	469 (2.3)	57 (0.1)	444 (2.6)	10 (0.1)	450 (4.2)	9.6 (0.01)
Denmark	32 (3.4)	553 (3.4)	66 (3.6)	546 (2.7)	2 (1.0)	~ ~	10.1 (0.16)
Australia	31 (3.5)	571 (4.8)	65 (3.6)	533 (3.2)	4 (1.2)	531 (9.7)	9.9 (0.15)
Latvia	30 (3.5)	560 (3.2)	64 (3.6)	555 (2.4)	6 (1.6)	577 (4.9)	9.8 (0.14)
Portugal	28 (2.7)	538 (5.7)	68 (2.6)	524 (2.2)	4 (1.2)	528 (12.0)	9.8 (0.12)
France	27 (3.2)	529 (3.5)	66 (3.6)	505 (2.9)	6 (1.9)	506 (9.6)	9.4 (0.14)
Qatar	27 (2.1)	479 (5.9)	70 (2.3)	430 (2.9)	3 (0.7)	411 (17.8)	9.8 (0.07)
Bahrain	25 (3.8)	470 (7.2)	72 (4.1)	440 (3.7)	3 (1.4)	432 (21.9)	9.5 (0.10)
Belgium (French)	24 (3.5)	516 (4.6)	73 (3.5)	494 (3.3)	3 (0.8)	454 (9.2)	9.7 (0.11)
Saudi Arabia	24 (3.7)	465 (8.3)	76 (3.7)	420 (4.7)	0 (0.0)	~ ~	9.6 (0.13)
Chinese Taipei	24 (3.6)	558 (3.6)	76 (3.6)	559 (2.5)	1 (0.6)	~ ~	9.9 (0.10)
Lithuania	21 (3.1)	557 (4.8)	69 (3.8)	547 (3.5)	9 (2.2)	534 (12.2)	9.2 (0.13)
Oman	21 (2.4)	436 (7.0)	64 (3.1)	415 (4.4)	15 (2.4)	410 (7.9)	8.8 (0.13)
Trinidad and Tobago	20 (2.7)	524 (7.3)	76 (2.9)	469 (4.1)	3 (1.5)	475 (24.0)	9.6 (0.15)
Canada	20 (2.1)	561 (3.9)	76 (2.3)	540 (2.2)	4 (0.8)	515 (8.8)	9.3 (0.09)
Iran, Islamic Rep. of	19 (2.9)	441 (9.5)	75 (3.2)	423 (5.6)	6 (1.6)	442 (14.7)	9.1 (0.13)
Russian Federation	19 (2.5)	590 (6.2)	65 (3.0)	583 (2.8)	17 (2.5)	563 (5.9)	8.6 (0.15)
United States	19 (3.0)	581 (4.8)	76 (3.4)	545 (3.4)	5 (1.8)	506 (12.3)	9.3 (0.13)
Kuwait	17 (3.8)	414 (16.5)	80 (4.9)	388 (6.6)	3 (3.0)	440 (88.4)	9.4 (0.17)
Slovenia	15 (2.9)	543 (3.6)	73 (3.6)	542 (2.5)	12 (2.5)	545 (6.1)	8.8 (0.16)
Chile	13 (2.8)	537 (5.7)	79 (3.7)	494 (3.3)	8 (2.8)	461 (13.4)	8.7 (0.16)
South Africa	13 (2.4)	342 (17.4)	83 (2.9)	318 (5.8)	4 (1.4)	309 (16.5)	9.0 (0.10)
Morocco	12 (2.0)	419 (12.8)	82 (2.3)	350 (4.4)	6 (1.2)	332 (9.0)	8.8 (0.09)
Egypt	9 (2.1)	384 (16.0)	85 (2.4)	326 (6.3)	6 (1.6)	323 (26.8)	8.7 (0.12)
International Avg.	34 (0.5)	528 (0.9)	63 (0.5)	504 (0.5)	4 (0.2)	473 (4.1)	

This PIRLS questionnaire scale was established in 2016 based on the combined response distribution of all countries that participated in PIRLS 2016. 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 tilde (~) indicates insufficient data to report achievement.

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

**Exhibit 9.9: Classroom Instruction Limited by Student Attributes (Continued)**

Country	Very Little		Some		A Lot		Average Scale Score
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	
<b>Benchmarking Participants</b>							
Madrid, Spain	56 (4.6)	556 (2.6)	44 (4.6)	540 (2.6)	0 (0.0)	~ ~	10.8 (0.13)
Dubai, UAE	51 (1.9)	541 (3.1)	46 (1.9)	496 (3.6)	2 (0.7)	~ ~	10.8 (0.09)
Norway (4)	40 (4.1)	522 (2.7)	59 (4.1)	514 (2.9)	1 (0.5)	~ ~	10.4 (0.14)
Andalusía, Spain	39 (3.6)	540 (2.3)	59 (3.7)	515 (3.0)	2 (1.1)	~ ~	10.4 (0.13)
Denmark (3)	38 (3.9)	510 (4.4)	59 (4.1)	498 (3.7)	3 (1.3)	469 (14.4)	10.1 (0.14)
Abu Dhabi, UAE	27 (3.1)	460 (11.9)	71 (3.4)	407 (6.1)	2 (1.2)	~ ~	9.4 (0.13)
Buenos Aires, Argentina	23 (3.7)	506 (6.9)	57 (4.4)	473 (4.9)	20 (3.2)	467 (8.5)	8.7 (0.19)
Ontario, Canada	23 (4.1)	554 (7.2)	74 (4.4)	544 (3.4)	3 (1.4)	473 (16.3)	9.6 (0.17)
Quebec, Canada	19 (4.0)	573 (6.6)	73 (4.7)	541 (2.6)	8 (2.8)	535 (8.5)	9.2 (0.19)
Moscow City, Russian Fed.	18 (2.9)	619 (5.2)	73 (3.6)	612 (2.5)	9 (2.3)	596 (6.3)	8.8 (0.15)
Eng/Afr/Zulu - RSA (5)	10 (2.9)	431 (23.5)	86 (3.5)	413 (6.8)	4 (2.1)	424 (33.3)	9.2 (0.17)

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

