## Assessed Fourth Grade Students at the End of the School Year

$\bowtie$ Assessed one year later than originally scheduled
$\square$ Delayed Assessment of Fourth Grade Cohort at the Beginning of Fifth Grade

| Country |  | HigherSocioeconomic Status |  | MiddleSocioeconomic Status |  | LowerSocioeconomic Status |  | Average Scale Score |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Percent of Students | Average Achievement | Percent of Students | Average Achievement | Percent of Students | Average Achievement |  |
| Norway (5) |  | 57 (1.5) | 561 (1.9) | 37 (1.2) | 522 (2.7) | 6 (0.5) | 492 (4.2) | 11.3 (0.06) |
| Sweden | s | 56 (1.2) | 580 (3.0) | 38 (1.2) | 535 (3.1) | 6 (0.8) | 490 (7.2) | 11.3 (0.06) |
| Denmark |  | 54 (1.2) | 562 (2.5) | 41 (1.0) | 520 (2.7) | 5 (0.5) | 485 (5.6) | 11.2 (0.05) |
| Finland |  | 50 (1.2) | 571 (2.4) | 45 (1.1) | 538 (2.2) | 5 (0.4) | 490 (6.9) | 11.1 (0.04) |
| Ireland |  | 49 (1.9) | 608 (2.2) | 42 (1.6) | 564 (2.4) | 9 (0.8) | 520 (5.5) | 11.0 (0.08) |
| Northern Ireland | s | 47 (1.4) | 604 (3.4) | 41 (1.1) | 560 (3.3) | 11 (0.8) | 521 (5.7) | 10.9 (0.06) |
| Israel $\pitchfork$ | s | 46 (1.7) | 549 (2.6) | 46 (1.4) | 493 (3.6) | 9 (0.8) | 444 (8.4) | 10.8 (0.06) |
| Germany | s | 45 (1.7) | 569 (2.9) | 45 (1.5) | 523 (3.2) | 10 (0.8) | 478 (5.6) | 10.9 (0.07) |
| Malta | r | 45 (1.6) | 549 (3.1) | 47 (1.2) | 509 (3.0) | 8 (0.8) | 464 (8.1) | 10.8 (0.06) |
| Singapore |  | 45 (0.9) | 624 (2.7) | 49 (0.9) | 572 (3.3) | 6 (0.4) | 515 (8.2) | 10.9 (0.03) |
| Cyprus |  | 44 (1.3) | 545 (3.1) | 48 (1.1) | 497 (2.8) | 8 (0.5) | 450 (4.9) | 10.8 (0.05) |
| Slovenia |  | 43 (1.0) | 548 (2.0) | 49 (0.8) | 510 (2.1) | 8 (0.5) | 470 (4.6) | 10.7 (0.04) |
| Poland |  | 43 (1.5) | 576 (2.5) | 49 (1.2) | 536 (2.5) | 9 (0.8) | 505 (5.3) | 10.8 (0.06) |
| Belgium (French) | r | 42 (1.4) | 531 (3.0) | 45 (1.2) | 482 (3.2) | 13 (0.8) | 451 (3.6) | 10.7 (0.07) |
| Hungary | r | 42 (1.6) | 582 (3.4) | 42 (1.2) | 537 (3.2) | 17 (1.3) | 462 (6.4) | 10.6 (0.08) |
| Czech Republic |  | 41 (1.3) | 574 (2.4) | 51 (1.2) | 531 (2.3) | 8 (0.8) | 485 (5.0) | 10.8 (0.05) |
| Austria |  | 41 (1.5) | 568 (2.6) | 48 (1.3) | 517 (2.0) | 11 (0.6) | 470 (4.2) | 10.8 (0.06) |
| Latvia |  | 39 (1.5) | 553 (4.1) | 51 (1.4) | 521 (3.5) | 11 (1.1) | 487 (5.9) | 10.6 (0.06) |
| Belgium (Flemish) |  | 38 (1.4) | 541 (2.7) | 48 (1.0) | 504 (2.5) | 13 (0.8) | 475 (3.8) | 10.5 (0.06) |
| Chinese Taipei |  | 38 (1.3) | 569 (1.9) | 48 (0.9) | 537 (2.4) | 14 (0.9) | 502 (4.4) | 10.5 (0.06) |
| Spain |  | 38 (1.4) | 550 (3.0) | 46 (1.1) | 514 (2.1) | 16 (0.8) | 488 (3.9) | 10.4 (0.06) |
| France |  | 37 (1.4) | 553 (2.6) | 51 (1.2) | 505 (2.5) | 12 (0.7) | 462 (4.9) | 10.5 (0.06) |
| Hong Kong SAR |  | 36 (1.8) | 592 (2.5) | 46 (1.2) | 572 (2.9) | 18 (1.2) | 545 (4.3) | 10.4 (0.08) |
| Bulgaria |  | 34 (1.3) | 589 (2.7) | 40 (1.3) | 545 (3.1) | 25 (1.2) | 469 (6.7) | 9.9 (0.07) |
| Georgia |  | 34 (1.2) | 521 (3.0) | 54 (1.1) | 489 (3.0) | 12 (0.9) | 451 (7.0) | 10.5 (0.05) |
| Slovak Republic |  | 32 (1.4) | 566 (2.4) | 48 (1.5) | 532 (2.7) | 20 (1.8) | 474 (9.0) | 10.1 (0.08) |
| Russian Federation |  | 31 (1.6) | 596 (2.7) | 58 (1.6) | 561 (4.0) | 11 (1.2) | 521 (6.8) | 10.4 (0.06) |
| Italy |  | 29 (1.4) | 568 (2.8) | 50 (1.1) | 537 (1.9) | 21 (1.2) | 504 (3.1) | 10.1 (0.06) |
| Portugal |  | 29 (1.1) | 555 (2.8) | 47 (0.8) | 518 (1.9) | 25 (0.9) | 488 (3.0) | 9.9 (0.05) |
| Serbia |  | 29 (1.4) | 553 (2.7) | 49 (1.2) | 512 (3.1) | 22 (1.6) | 469 (5.7) | 10.0 (0.07) |
| Macao SAR |  | 27 (0.6) | 557 (2.3) | 52 (0.8) | 532 (1.5) | 21 (0.6) | 518 (2.6) | 10.0 (0.02) |
| Croatia |  | 27 (1.3) | 590 (2.5) | 56 (1.0) | 555 (2.6) | 17 (1.0) | 515 (4.7) | 10.1 (0.06) |
| Montenegro |  | 23 (0.7) | 521 (2.6) | 56 (0.7) | 489 (2.0) | 21 (0.6) | 448 (2.9) | 9.9 (0.03) |
| United Arab Emirates | s | 23 (0.7) | 563 (2.9) | 64 (0.7) | 496 (2.4) | 13 (0.5) | 408 (4.5) | 10.1 (0.03) |
| Qatar | r | 20 (1.5) | 539 (5.4) | 65 (1.7) | 495 (4.6) | 15 (1.2) | 434 (6.6) | 10.0 (0.06) |
| Bahrain |  | 19 (1.0) | 524 (5.4) | 57 (1.0) | 464 (3.4) | 24 (0.8) | 408 (5.1) | 9.6 (0.04) |
| North Macedonia |  | 19 (1.5) | 491 (5.3) | 48 (1.5) | 456 (4.3) | 33 (2.2) | 399 (6.4) | 9.4 (0.10) |
| Kosovo |  | 16 (1.7) | 472 (5.6) | 48 (1.4) | 427 (3.2) | 36 (1.7) | 392 (3.5) | 9.2 (0.09) |
| Turkiye |  | 15 (1.0) | 564 (3.8) | 46 (1.3) | 516 (2.8) | 40 (1.8) | 454 (4.7) | 9.1 (0.09) |
| Kazakhstan |  | 11 (0.7) | 532 (4.6) | 71 (1.0) | 505 (2.8) | 18 (0.9) | 482 (3.9) | 9.7 (0.03) |
| Oman |  | 11 (0.6) | 480 (6.1) | 61 (1.1) | 441 (3.9) | 28 (1.1) | 387 (5.1) | 9.4 (0.04) |
| Albania |  | 10 (0.8) | 574 (4.5) | 35 (1.2) | 531 (3.4) | 56 (1.5) | 492 (3.6) | 8.4 (0.07) |
| Saudi Arabia | r | 8 (0.6) | 489 (6.6) | 62 (1.6) | 460 (3.3) | 30 (1.7) | 435 (6.2) | 9.2 (0.05) |
| Azerbaijan |  | 8 (0.7) | 486 (6.9) | 48 (1.1) | 452 (4.1) | 44 (1.3) | 419 (4.3) | 8.9 (0.05) |
| Iran, Islamic Rep. of $\bowtie$ |  | 7 (0.9) | 493 (6.2) | 37 (1.4) | 445 (3.8) | 55 (1.8) | 381 (5.8) | 8.4 (0.08) |
| Uzbekistan |  | 6 (0.6) | 474 (5.9) | 55 (1.2) | 445 (2.9) | 39 (1.5) | 421 (3.3) | 8.9 (0.05) |
| Brazil $\ltimes$ |  | 5 (0.6) | 546 (10.1) | 31 (1.2) | 474 (5.0) | 64 (1.4) | 390 (6.5) | 8.1 (0.07) |
| South Africa $\ltimes$ | r | 5 (0.6) | 445 (16.0) | 34 (1.0) | 334 (6.8) | 61 (1.1) | 265 (4.2) | 8.2 (0.05) |
| Jordan |  | 4 (0.6) | 457 (12.8) | 48 (1.4) | 403 (5.7) | 47 (1.5) | 352 (6.3) | 8.6 (0.05) |
| Egypt |  | 4 (0.4) | 415 (13.2) | 42 (1.4) | 398 (5.0) | 54 (1.5) | 365 (7.0) | 8.4 (0.05) |
| Morocco |  | 3 (0.3) | 426 (18.4) | 22 (1.0) | 401 (5.6) | 76 (1.0) | 364 (5.1) | 7.1 (0.06) |
| International Average |  | 29 (0.2) | 542 (0.8) | 48 (0.2) | 500 (0.5) | 23 (0.2) | 456 (0.8) |  |
| New Zealand | x | 55 (1.5) | 566 (3.2) | 38 (1.4) | 516 (4.5) | 7 (0.7) | 482 (7.5) | 11.3 (0.06) |
| Netherlands | x | 49 (1.5) | 559 (3.0) | 43 (1.4) | 530 (3.5) | 7 (0.8) | 497 (6.8) | 11.0 (0.06) |
| Lithuania | y | - - | -- | -- | -- | -- | -- | -- |
| Australia $\bowtie$ |  | -- | -- | -- | -- | -- | -- | -- |
| England $\bowtie$ |  | -- | -- | -- | -- | -- | -- | -- |
| United States |  | -- | -- | -- | -- | -- | -- | -- |
| Benchmarking Participants |  |  |  |  |  |  |  |  |
| Moscow City, Russian Federation |  | 63 (1.3) | 609 (2.1) | 35 (1.2) | 581 (2.4) | 2 ~ | $\sim \sim$ | 11.6 (0.05) |
| Newfoundland \& Labrador, Canada | s | 58 (2.1) | 548 (4.5) | 40 (2.1) | 514 (4.0) | 2 ~ | ~ | 11.4 (0.06) |
| British Columbia, Canada | s | 56 (2.5) | 569 (4.2) | 40 (2.0) | 540 (4.0) | 4 (1.0) | 507 (11.0) | 11.4 (0.10) |
| Alberta, Canada | s | 52 (2.0) | 575 (3.0) | 45 (1.8) | 543 (3.9) | 3 (0.5) | 500 (17.3) | 11.2 (0.08) |
| Quebec, Canada | r | 50 (1.9) | 574 (3.5) | 46 (1.6) | 548 (3.5) | 4 (0.5) | 526 (7.5) | 11.1 (0.06) |
| Abu Dhabi, UAE | s | 22 (0.9) | 542 (5.2) | 63 (0.9) | 467 (4.1) | 15 (0.7) | 357 (7.3) | 10.0 (0.03) |
| South Africa (6) $\propto$ |  | 5 (0.6) | 488 (17.3) | 37 (1.0) | 425 (5.9) | 58 (1.2) | 359 (4.8) | 8.3 (0.05) |
| Dubai, UAE | x | 38 (1.1) | 607 (2.7) | 55 (1.1) | 551 (3.0) | 7 (0.4) | 456 (5.8) | 10.7 (0.03) |

This PIRLS context questionnaire scale was established in 2021 based on the combined response distribution of PIRLS 2021 participating countries that assessed fourth grade students at the end of the school year in 2020 or 2021. 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.
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 at least $40 \%$ but less than $50 \%$ of the students-interpret with caution.
A " $y$ " indicates data are available for less than $40 \%$ of the students.
A tilde $(\sim)$ indicates insufficient data to report result. A dash ( - ) indicates comparable data not available.


#### Abstract

About the Scale Students were scored according to their parents' reports regarding the four indicators on the Home Socioeconomic Status scale. Cut scores divide the scale into three categories. Students with Higher socioeconomic status had a score at or above the cut score corresponding to their parents reporting they had more than 25 books and more than 25 children's books in their home, that at least one parent finished university, and that at least one parent had a professional occupation, on average. Students with Lower socioeconomic status had a score at or below the cut score corresponding to their parents reporting they had 25 or fewer books and 25 or fewer children's books in the home, that neither parent had gone beyond upper secondary education, and that neither parent was a small business owner or worked in a clerical or professional occupation, on average. All other students had Middle socioeconomic status.


Number of books in the home:

1) $0-10$
2) $11-25$
3) $26-100$
4) $101-200$
5) More than 200

Number of children's books in the home:

1) $0-10$
2) $11-25$
3) $26-50$
4) $51-100$
5) More than 100

Highest level of education of either parent:

1) Finished some primary or lower secondary or did not go to school
2) Finished lower secondary
3) Finished upper secondary
4) Finished post-secondary education
5) Finished university or higher

Highest level of occupation of either parent:

1) Has never worked outside home for pay, general laborer, or semi-professional (skilled agricultural or fishery worker, craft or trade worker, plant or machine operator)
2) Clerical (clerk or service or sales worker)
3) Small business owner
4) Professional (corporate manager or senior official, professional, or technician or associate professional)

