

Exhibit 5.3: Parents Like Reading

Students' Results based on Parents' Reports

Assessed Fourth Grade Students at the End of the School Year

☒ Assessed one year later than originally scheduled

☐ Delayed Assessment of Fourth Grade Cohort at the Beginning of Fifth Grade

Country	Very Much Like Reading		Somewhat Like Reading		Do Not Like Reading		Average Scale Score
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	
Serbia	51 (1.2)	532 (3.0)	39 (1.1)	497 (3.6)	10 (1.0)	492 (6.5)	10.4 (0.05)
Montenegro	51 (0.8)	505 (2.1)	43 (0.7)	472 (2.3)	6 (0.4)	455 (5.4)	10.5 (0.03)
Azerbaijan	46 (1.1)	451 (4.2)	46 (1.1)	437 (4.5)	8 (0.6)	409 (7.6)	10.4 (0.04)
Georgia	44 (1.0)	511 (3.0)	50 (1.0)	486 (3.0)	6 (0.6)	471 (12.9)	10.2 (0.04)
Kosovo	42 (1.3)	441 (3.7)	53 (1.2)	410 (3.6)	5 (0.6)	385 (7.6)	10.3 (0.04)
Ireland	42 (1.2)	599 (2.7)	42 (1.1)	574 (2.8)	16 (0.7)	555 (3.8)	10.0 (0.05)
Italy	41 (1.0)	553 (2.6)	45 (0.8)	531 (2.4)	13 (0.6)	520 (3.2)	10.1 (0.04)
North Macedonia	41 (1.2)	467 (4.7)	49 (1.1)	432 (5.5)	10 (1.0)	406 (10.2)	10.1 (0.08)
Bulgaria	41 (1.3)	570 (3.2)	41 (1.2)	537 (4.0)	18 (1.4)	481 (7.0)	9.8 (0.07)
Spain	40 (0.9)	540 (2.7)	44 (0.8)	517 (2.4)	16 (0.6)	498 (3.3)	10.0 (0.03)
Uzbekistan	39 (1.4)	449 (3.1)	57 (1.3)	431 (3.2)	4 (0.3)	404 (8.8)	10.3 (0.04)
Northern Ireland ^s	39 (1.1)	595 (3.9)	42 (1.2)	569 (4.0)	19 (0.9)	556 (5.0)	9.8 (0.05)
Denmark	39 (1.0)	557 (2.6)	42 (0.9)	539 (2.6)	19 (0.7)	514 (3.4)	9.8 (0.04)
Finland	38 (0.8)	573 (2.6)	44 (0.8)	547 (2.6)	18 (0.8)	522 (3.2)	9.9 (0.04)
Malta ^r	37 (1.0)	539 (3.7)	47 (1.0)	515 (2.7)	15 (0.9)	514 (4.8)	9.8 (0.04)
Cyprus	37 (0.8)	535 (3.5)	49 (0.9)	505 (2.9)	14 (0.6)	491 (4.2)	9.9 (0.03)
Poland	36 (1.1)	566 (3.1)	47 (1.0)	546 (2.2)	17 (0.9)	529 (4.8)	9.8 (0.05)
Austria	36 (1.1)	559 (2.5)	44 (1.1)	524 (2.6)	20 (0.8)	504 (3.4)	9.7 (0.05)
Albania	35 (1.4)	535 (3.6)	56 (1.3)	504 (3.5)	9 (1.2)	493 (7.6)	10.0 (0.05)
Sweden ^s	34 (1.2)	575 (3.7)	50 (1.1)	551 (3.6)	16 (0.8)	541 (4.0)	9.7 (0.04)
Germany ^s	33 (1.0)	562 (3.4)	47 (1.0)	540 (3.4)	20 (0.9)	504 (4.6)	9.6 (0.04)
Czech Republic	33 (0.9)	564 (2.9)	45 (0.8)	543 (2.8)	22 (0.7)	522 (3.1)	9.6 (0.04)
Norway (5)	32 (1.0)	560 (2.4)	48 (0.9)	540 (2.5)	19 (0.8)	520 (2.7)	9.6 (0.04)
Slovak Republic	32 (1.0)	554 (3.1)	47 (1.3)	528 (3.1)	21 (1.6)	504 (6.6)	9.5 (0.09)
Israel [☒]	32 (1.0)	542 (3.6)	51 (1.1)	503 (3.4)	17 (0.8)	497 (4.9)	9.7 (0.04)
Turkiye	31 (1.2)	531 (3.2)	48 (1.4)	497 (3.4)	21 (1.8)	453 (6.4)	9.5 (0.09)
Hungary ^r	30 (0.9)	569 (3.6)	50 (1.0)	541 (4.3)	20 (1.0)	509 (6.0)	9.5 (0.04)
Portugal	30 (0.9)	543 (2.2)	52 (0.8)	516 (2.4)	18 (0.6)	501 (3.5)	9.6 (0.03)
Belgium (French) ^r	28 (0.9)	529 (3.6)	48 (1.1)	496 (3.2)	24 (1.0)	470 (3.4)	9.3 (0.04)
Belgium (Flemish)	27 (1.0)	535 (2.6)	46 (0.9)	513 (2.8)	27 (0.9)	498 (2.9)	9.2 (0.05)
Bahrain	27 (0.8)	488 (4.3)	60 (0.9)	458 (3.4)	14 (0.5)	427 (4.7)	9.6 (0.02)
Croatia	26 (1.3)	575 (3.3)	56 (1.0)	557 (2.8)	18 (1.2)	535 (4.0)	9.5 (0.05)
Slovenia	26 (0.8)	544 (2.8)	57 (0.7)	520 (1.9)	17 (0.7)	501 (3.2)	9.4 (0.03)
Latvia	24 (0.9)	553 (3.4)	54 (0.9)	529 (3.0)	22 (0.9)	507 (4.9)	9.3 (0.04)
South Africa [☒]	24 (0.8)	342 (6.8)	62 (0.8)	283 (4.8)	15 (0.5)	270 (9.4)	9.6 (0.03)
Iran, Islamic Rep. of [☒]	24 (1.0)	449 (4.4)	62 (0.9)	405 (5.5)	14 (0.8)	385 (7.0)	9.5 (0.04)
Saudi Arabia ^r	23 (0.8)	469 (4.6)	62 (1.0)	451 (3.8)	15 (0.8)	448 (5.7)	9.5 (0.04)
Qatar ^r	22 (0.9)	512 (5.6)	63 (1.2)	491 (4.7)	15 (0.9)	485 (6.2)	9.4 (0.03)
France	22 (0.8)	546 (3.1)	57 (0.9)	514 (2.8)	21 (0.7)	500 (3.4)	9.3 (0.03)
Oman	22 (0.9)	451 (6.0)	68 (1.0)	428 (3.8)	10 (0.6)	407 (8.7)	9.5 (0.03)
United Arab Emirates ^s	21 (0.5)	534 (4.0)	65 (0.6)	491 (2.5)	13 (0.4)	488 (3.7)	9.5 (0.01)
Russian Federation	21 (0.9)	587 (2.8)	58 (1.1)	566 (4.3)	21 (0.9)	550 (4.6)	9.2 (0.04)
Singapore	21 (0.6)	622 (3.4)	57 (0.7)	589 (3.2)	23 (0.6)	571 (3.8)	9.2 (0.03)
Morocco	20 (1.1)	410 (5.0)	53 (1.7)	377 (5.6)	27 (2.1)	338 (6.5)	9.1 (0.07)
Brazil [☒]	19 (0.9)	456 (7.5)	51 (0.8)	423 (5.8)	29 (1.1)	401 (8.2)	9.0 (0.04)
Macao SAR	17 (0.6)	551 (2.5)	61 (0.7)	535 (1.6)	22 (0.6)	526 (2.2)	9.1 (0.02)
Kazakhstan	17 (0.7)	527 (3.8)	70 (0.7)	501 (2.7)	13 (0.6)	493 (4.6)	9.4 (0.03)
Chinese Taipei	15 (0.6)	564 (3.3)	62 (0.8)	545 (2.2)	23 (0.8)	528 (3.3)	9.1 (0.03)
Jordan	15 (0.9)	416 (6.4)	62 (1.2)	382 (5.8)	23 (1.2)	358 (8.2)	9.1 (0.04)
Hong Kong SAR	14 (0.8)	592 (3.7)	63 (0.9)	573 (2.7)	24 (0.7)	567 (3.8)	9.0 (0.03)
Egypt	14 (0.7)	416 (7.4)	60 (1.4)	379 (5.7)	27 (1.5)	367 (7.7)	8.9 (0.04)
International Average	30 (0.1)	524 (0.5)	52 (0.1)	497 (0.5)	17 (0.1)	478 (0.8)	
New Zealand ^x	44 (1.4)	563 (3.4)	40 (1.2)	532 (4.5)	17 (0.8)	508 (5.7)	10.0 (0.06)
Netherlands ^x	39 (1.2)	557 (3.3)	41 (1.3)	541 (3.6)	21 (1.2)	516 (4.5)	9.6 (0.06)
Lithuania ^y	--	--	--	--	--	--	--
Australia [☒]	--	--	--	--	--	--	--
England [☒]	--	--	--	--	--	--	--
United States	--	--	--	--	--	--	--
Benchmarking Participants							
Alberta, Canada ^s	40 (2.0)	573 (4.1)	44 (1.7)	551 (3.8)	15 (1.1)	540 (7.3)	10.0 (0.08)
British Columbia, Canada ^s	38 (1.7)	572 (3.8)	46 (1.2)	549 (4.7)	16 (1.3)	534 (5.4)	9.9 (0.07)
Newfoundland & Labrador, Canada ^s	38 (1.4)	549 (3.7)	45 (1.4)	529 (4.7)	18 (1.0)	515 (6.5)	9.9 (0.06)
Moscow City, Russian Federation	32 (0.8)	612 (2.1)	54 (0.7)	595 (2.3)	14 (0.7)	579 (3.9)	9.8 (0.03)
Quebec, Canada ^r	30 (1.3)	576 (4.1)	48 (1.0)	558 (3.0)	22 (1.1)	543 (3.7)	9.4 (0.06)
South Africa (6) [☒]	22 (0.8)	436 (6.6)	62 (0.8)	380 (5.1)	16 (0.7)	366 (6.1)	9.5 (0.04)
Abu Dhabi, UAE ^s	20 (0.7)	513 (6.1)	66 (1.0)	457 (4.1)	14 (0.6)	450 (6.7)	9.4 (0.02)
Dubai, UAE ^x	26 (0.8)	594 (3.6)	60 (1.0)	555 (2.8)	14 (0.8)	555 (5.6)	9.6 (0.03)

This PIRLS context questionnaire scale was established in 2011 based on the combined response distribution of 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.

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 dash (-) indicates comparable data not available.

Exhibit 5.3: Parents Like Reading

Students' Results based on Parents' Reports

About the Scale

Students were scored on the *Parents Like Reading* scale according to their parents' responses to eight statements about reading as well as how often they read for enjoyment. Cut scores divide the scale into three categories. Students whose parents **Very Much Like Reading** had a score at or above the cut score corresponding to their parents "agreeing a lot" with four of the eight statements and "agreeing a little" with the other four, as well as reading for enjoyment "every day or almost every day," on average. Students whose parents **Do Not Like Reading** had a score at or below the cut score corresponding to their parents "disagreeing a little" with four of the eight statements and "agreeing a little" with the other four, as well as reading for enjoyment only "once or twice a month," on average. All other students had parents who **Somewhat Like Reading**.

Please indicate how much you agree with the following statements about reading.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
1) I read only if I have to ^R -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) I like talking about what I read with other people -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) I like to spend my spare time reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) I read only if I need information ^R -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Reading is an important activity in my home -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) I would like to have more time for reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) I enjoy reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Reading is one of my favorite hobbies -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

^R Reverse coded

	Very Much Like	Somewhat Like	Do Not Like
	10.4	8.1	

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
When you are at home, how often do you read for your own enjoyment? -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Much Like	Somewhat Like	Do Not Like
Scale Cut Scores	10.4	8.1	