

Exhibit 7.1: Students Like Reading

Students' 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	
Kosovo	85 (0.9)	426 (3.0)	13 (0.8)	407 (5.9)	2 ~	~ ~	12.4 (0.05)
Uzbekistan	83 (0.9)	446 (2.8)	15 (0.8)	403 (5.2)	2 ~	~ ~	12.5 (0.07)
Albania	81 (0.7)	517 (3.2)	17 (0.6)	503 (5.0)	2 ~	~ ~	12.1 (0.05)
North Macedonia	70 (1.3)	446 (6.4)	24 (1.0)	443 (5.2)	6 (0.6)	435 (10.2)	11.5 (0.07)
Iran, Islamic Rep. of ☒	66 (1.2)	424 (4.2)	29 (1.0)	400 (7.7)	5 (0.6)	356 (15.1)	11.2 (0.06)
Azerbaijan	63 (1.1)	446 (3.8)	32 (0.9)	439 (4.5)	5 (0.5)	421 (10.3)	11.2 (0.05)
Turkiye	62 (1.2)	503 (3.3)	32 (1.0)	486 (4.9)	6 (0.4)	487 (6.4)	11.2 (0.06)
Morocco	62 (1.7)	388 (4.4)	33 (1.6)	353 (6.8)	5 (0.9)	318 (10.6)	11.1 (0.08)
Saudi Arabia	61 (1.2)	462 (3.6)	32 (1.1)	432 (5.2)	7 (0.5)	438 (6.7)	11.1 (0.06)
Portugal	60 (1.0)	520 (2.6)	34 (0.8)	518 (3.0)	6 (0.4)	525 (4.9)	11.0 (0.04)
Montenegro	59 (0.8)	495 (2.1)	33 (0.7)	483 (2.3)	8 (0.6)	472 (4.4)	11.0 (0.04)
Georgia	59 (1.2)	498 (2.9)	34 (0.9)	493 (2.9)	7 (0.7)	504 (8.6)	10.9 (0.05)
Oman	58 (1.1)	447 (4.0)	36 (1.0)	415 (4.6)	6 (0.4)	387 (8.5)	10.9 (0.06)
Jordan	55 (1.5)	394 (5.7)	34 (1.1)	369 (6.7)	10 (1.1)	356 (13.3)	10.7 (0.07)
Spain	54 (1.0)	527 (2.6)	35 (0.8)	517 (2.7)	11 (0.5)	509 (3.8)	10.7 (0.05)
Kazakhstan	53 (1.0)	501 (2.6)	39 (0.8)	504 (3.4)	7 (0.4)	518 (5.8)	10.6 (0.04)
United Arab Emirates	53 (0.5)	501 (1.9)	37 (0.4)	469 (2.5)	10 (0.2)	464 (3.8)	10.6 (0.02)
Bahrain	51 (1.0)	474 (3.7)	39 (0.9)	452 (3.9)	10 (0.5)	437 (6.9)	10.6 (0.04)
Bulgaria	51 (1.4)	548 (3.4)	37 (1.3)	541 (4.2)	12 (0.7)	511 (5.5)	10.6 (0.06)
South Africa ☒	50 (1.6)	312 (4.6)	40 (1.3)	275 (5.5)	11 (0.6)	262 (10.5)	10.6 (0.09)
Qatar	49 (1.1)	500 (4.0)	40 (0.9)	477 (4.6)	11 (0.6)	467 (5.5)	10.5 (0.05)
Brazil ☒	47 (1.6)	425 (6.0)	39 (1.3)	426 (6.2)	14 (0.8)	436 (7.9)	10.4 (0.07)
Malta	46 (1.2)	516 (3.6)	39 (0.9)	517 (3.5)	15 (0.9)	510 (4.1)	10.3 (0.06)
Serbia	45 (1.5)	516 (4.3)	40 (1.5)	514 (3.4)	16 (1.1)	508 (4.6)	10.2 (0.06)
Egypt	44 (1.6)	406 (5.8)	45 (1.5)	370 (6.2)	12 (0.7)	346 (8.1)	10.3 (0.06)
Italy	41 (0.9)	541 (2.6)	42 (0.8)	536 (2.6)	17 (0.7)	533 (3.0)	10.0 (0.04)
Israel ☒	40 (1.0)	519 (2.6)	41 (0.8)	507 (2.9)	19 (0.8)	507 (3.1)	9.9 (0.05)
Chinese Taipei	39 (1.0)	560 (2.3)	43 (0.9)	537 (2.5)	19 (0.8)	526 (3.2)	9.9 (0.05)
New Zealand	38 (0.8)	532 (3.2)	44 (0.7)	521 (3.0)	18 (0.7)	511 (2.8)	9.9 (0.04)
Cyprus	37 (1.0)	517 (3.2)	41 (0.7)	511 (3.8)	21 (0.9)	501 (3.7)	9.8 (0.05)
France	36 (1.1)	526 (2.8)	47 (0.9)	514 (2.8)	17 (0.7)	490 (3.7)	9.9 (0.05)
Russian Federation	35 (1.4)	564 (5.6)	47 (1.0)	570 (3.5)	18 (0.9)	567 (3.4)	9.8 (0.06)
Germany	34 (0.9)	544 (3.2)	44 (0.9)	530 (2.5)	22 (0.7)	509 (3.1)	9.6 (0.04)
Singapore	33 (0.8)	607 (4.1)	47 (0.8)	586 (3.3)	20 (0.6)	560 (3.8)	9.6 (0.03)
Austria	32 (1.1)	539 (2.6)	46 (1.0)	530 (2.9)	22 (1.1)	517 (3.1)	9.6 (0.05)
Belgium (French)	31 (1.1)	498 (3.9)	45 (0.9)	498 (3.2)	24 (1.0)	484 (3.2)	9.6 (0.06)
Ireland	31 (1.0)	593 (3.6)	45 (0.9)	578 (2.9)	23 (0.9)	556 (3.1)	9.5 (0.04)
Macao SAR	31 (0.6)	553 (1.9)	48 (0.6)	535 (1.6)	21 (0.5)	512 (2.7)	9.6 (0.02)
Hong Kong SAR	30 (0.9)	590 (2.9)	47 (0.8)	573 (3.0)	23 (0.8)	550 (4.0)	9.6 (0.05)
Slovak Republic	29 (1.0)	530 (3.4)	45 (1.1)	534 (3.5)	26 (1.0)	523 (3.7)	9.4 (0.04)
Australia ☒	29 (0.9)	562 (3.8)	45 (1.0)	542 (2.8)	26 (0.9)	517 (3.2)	9.4 (0.05)
England ☒	29 (0.8)	570 (3.7)	48 (0.9)	562 (2.8)	24 (1.1)	536 (3.4)	9.4 (0.05)
Northern Ireland	28 (1.0)	585 (3.7)	47 (0.9)	570 (2.8)	25 (1.0)	542 (3.2)	9.4 (0.05)
Slovenia	28 (0.7)	530 (2.8)	50 (0.9)	521 (2.3)	23 (1.0)	507 (2.8)	9.4 (0.04)
Czech Republic	27 (1.0)	540 (4.1)	49 (1.1)	545 (2.3)	23 (0.8)	530 (3.0)	9.4 (0.04)
Belgium (Flemish)	27 (0.9)	516 (3.3)	43 (0.7)	512 (2.8)	29 (1.0)	505 (2.6)	9.3 (0.05)
Hungary	27 (1.0)	555 (4.7)	46 (0.9)	539 (4.0)	28 (0.9)	527 (3.7)	9.3 (0.04)
United States	25 (1.4)	559 (8.6)	50 (1.4)	557 (6.3)	24 (1.4)	530 (6.7)	9.4 (0.06)
Finland	23 (0.8)	563 (3.9)	46 (0.8)	555 (2.6)	30 (0.9)	533 (2.5)	9.1 (0.04)
Poland	23 (1.1)	555 (4.0)	49 (1.2)	556 (2.5)	28 (1.0)	536 (3.3)	9.2 (0.05)
Croatia	23 (0.9)	560 (4.5)	52 (1.1)	557 (2.7)	25 (1.1)	554 (3.5)	9.3 (0.05)
Lithuania	22 (0.8)	555 (3.6)	48 (0.9)	555 (2.8)	30 (1.0)	548 (2.5)	9.1 (0.04)
Sweden	18 (0.6)	544 (4.1)	47 (0.9)	550 (2.6)	35 (0.9)	539 (2.5)	8.8 (0.04)
Netherlands	17 (0.9)	543 (3.9)	46 (1.0)	535 (2.7)	37 (1.1)	511 (3.4)	8.8 (0.04)
Latvia	16 (0.8)	538 (5.3)	47 (1.2)	533 (2.7)	37 (1.0)	520 (2.8)	8.8 (0.03)
Denmark	14 (0.7)	566 (4.2)	50 (0.9)	545 (2.5)	36 (1.1)	524 (3.0)	8.7 (0.04)
Norway (5)	13 (0.6)	556 (4.2)	46 (0.8)	547 (2.4)	41 (1.1)	528 (2.4)	8.6 (0.04)
International Average	42 (0.1)	513 (0.5)	40 (0.1)	501 (0.5)	18 (0.1)	491 (0.8)	
Benchmarking Participants							
Dubai, UAE	50 (0.9)	555 (2.2)	39 (0.7)	552 (2.4)	11 (0.4)	552 (4.1)	10.5 (0.04)
South Africa (6) ☒	47 (1.2)	413 (3.7)	42 (0.9)	362 (5.6)	11 (0.8)	360 (11.3)	10.4 (0.05)
Abu Dhabi, UAE	46 (0.9)	474 (3.9)	41 (0.7)	416 (4.3)	13 (0.4)	414 (5.8)	10.3 (0.04)
Alberta, Canada	40 (1.4)	548 (4.2)	43 (1.3)	542 (4.1)	17 (0.8)	523 (4.7)	10.0 (0.06)
British Columbia, Canada	37 (1.1)	547 (3.7)	45 (1.1)	536 (4.4)	18 (1.0)	515 (4.7)	9.9 (0.05)
Newfoundland & Labrador, Canada	36 (1.4)	532 (4.4)	43 (1.1)	528 (3.4)	20 (1.0)	507 (5.3)	9.8 (0.08)
Quebec, Canada	36 (1.1)	559 (3.1)	45 (1.0)	552 (3.1)	19 (1.0)	536 (3.7)	9.8 (0.05)
Moscow City, Russian Federation	30 (1.0)	605 (2.5)	47 (0.7)	598 (2.6)	23 (0.9)	590 (2.6)	9.6 (0.05)

This PIRLS context questionnaire scale was established in 2016 based on the combined response distribution of 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.

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

A tilde (~) indicates insufficient data to report result.

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Students' Reports

About the Scale

Students were scored on the *Students Like Reading* scale according to their degree of agreement with eight statements and how often they did two reading activities outside of school. Students who **Very Much Like Reading** had a score at or above the cut score corresponding to “agreeing a lot” with four of the eight statements and “agreeing a little” with the other four, as well as doing one of the two reading activities outside of school “every day or almost every day,” on average. Students who **Do Not Like Reading** had a score at or below the cut score corresponding to “disagreeing a little” with four of the eight statements and “agreeing a little” with the other four, as well as doing one of two the reading activities only “once or twice a month,” on average. All other students **Somewhat Like Reading**.

What do you think about reading? Tell how much you agree with each of these statements.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
1) I like talking about what I read with other people -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) I would be happy if someone gave me a book as a present -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) I think reading is boring ^R -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) I would like to have more time for reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) I enjoy reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) I learn a lot from reading -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) I like to read things that make me think -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) I like it when a book helps me imagine other worlds -----	<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
8.3

How often do you do these things outside of school?

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
9) I read for fun -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) I read to find out about things I want to learn -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

← Very Much Like
Somewhat Like
→ Do Not Like

10.4
8.3

Scale Cut Scores