

## SECTION 5

# Home Environment Support

All of the data about Home Environment Support were collected from students' parents via the Home Questionnaire, or "Early Learning Survey." The TIMSS & PIRLS International Study Center conducted a series of analyses to establish that there was little or no discernable impact on the responses to the Home Questionnaire due to COVID-19 or delayed testing. However, throughout PIRLS' history, some countries have struggled to attain high participation rates from parents, and some countries have been unable to administer the Home Questionnaire. To caution readers about low response rates, there are designations in the exhibits. If data were available for less than 40 percent of students in a country, the country is designated with a "y," and the data are not reported. If data were available for 40–50 percent of students, the country is designated with an "x," and the data are reported but do not contribute to the International Average.

Many of the PIRLS 2021 Context Questionnaire items were combined into scales measuring a single underlying latent construct related to reading achievement. This section provides results for four scales: *Home Socioeconomic Status*, *Home Early Literacy Activities Before Primary School*, *Parents Like Reading*, and *Could Do Early Literacy Tasks When Beginning Primary School*.

PIRLS used item response theory (IRT) scaling methods, specifically the Rasch partial credit model (PCM), to place items on a scale and produce scale scores (see Chapter 15 in [Methods and Procedures: PIRLS 2021 Technical Report](#)). Each context questionnaire scale enabled students to be classified into regions corresponding to high, middle, and low values on the construct. The "About the Scale" tab associated with each exhibit contains the questionnaire items and describes how the three regions reported in the exhibit were defined in terms of combinations of response categories.

## Home Socioeconomic Status

The PIRLS 2021 results contribute to the large body of existing research showing a strong positive relationship between students' socioeconomic environment and their educational achievement.

New for PIRLS 2021, the *Home Socioeconomic Status* scale, or “home SES” scale, was adapted from the *Home Resources for Learning* scale reported in previous PIRLS cycles, which combined data from both fourth grade students and their parents. The updated PIRLS 2021 SES scale is based solely on parents’ data collected using the PIRLS 2021 Home Questionnaire.

As shown in “About the Scale,” the PIRLS 2021 *Home Socioeconomic Status* scale is based on parents’ reports of resources within the home, as well as parental self-reports on education and occupation. Based on the scores for the SES scale, students were placed into three regions—“higher,” “medium,” and “lower” home SES according to their parents’ reports.

Exhibit 5.1 presents for each country the percentages of students classified as having a “higher,” “middle,” or “lower” home SES accompanied by the percentages and average reading achievement of the students in each category. Countries are ordered by the percentage of students with “higher” SES, from highest to lowest.

Internationally, on average, 29 percent of the students were classified as having “higher” home SES, 48 percent with “middle” home SES, and 23 percent with “lower” home SES. Internationally, the results show a large difference of 86 points in average reading achievement between students with “higher” SES and “lower” SES (542 vs. 456). The average reading achievement for students with “middle” SES was 500 scale score points.

**Exhibit 5.1: Home Socioeconomic Status**

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	Higher Socioeconomic Status		Middle Socioeconomic Status		Lower Socioeconomic 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 ☒	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 ☒	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 ☒	5 (0.6)	546 (10.1)	31 (1.2)	474 (5.0)	64 (1.4)	390 (6.5)	8.1 (0.07)
South Africa ☒ 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)
<b>International Average</b>	<b>29 (0.2)</b>	<b>542 (0.8)</b>	<b>48 (0.2)</b>	<b>500 (0.5)</b>	<b>23 (0.2)</b>	<b>456 (0.8)</b>	
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 ☒	--	--	--	--	--	--	--
England ☒	--	--	--	--	--	--	--
United States	--	--	--	--	--	--	--
<b>Benchmarking Participants</b>							
Moscow City, Russian Federation	63 (1.3)	609 (2.1)	35 (1.2)	581 (2.4)	2 ~	~ ~	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) ☒	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 (~) indicates insufficient data to report result. A dash (-) indicates comparable data not available.

**Exhibit 5.1: Home Socioeconomic Status**

Students' Results based on Parents' Reports

**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)



SOURCE: IEA's Progress in International Reading Literacy Study - PIRLS 2021  
Downloaded from <https://pirls2021.org/results>

## Home Early Literacy Activities Before Primary School

The *Home Early Literacy Activities Before Primary School* scale is based on parents' reports of how often they engaged their child in nine early literacy activities before primary school (see "About the Scale"). Based on the scale response categories and IRT scores, students in the "often" category had parents that frequently engaged them in such activities as reading books, telling stories, talking with them, playing word games, or writing. In comparison, students whose parents reported doing these activities never or only sometimes were placed in the "never or almost never" category. All of the other students "sometimes" were engaged in early literacy activities.

Exhibit 5.2 presents the percentages of students in each participating country whose parents reported they engaged their children in these activities "often," "sometimes," or "never or almost never" together with the students' average reading achievement for each of the three categories. Countries are ordered by the percentage of students whose parents engaged them in these activities "often."

Internationally on average, 42 percent of students had parents that engaged them in these early literacy activities "often" and another 55 percent were engaged in the activities "sometimes." Only a very small percentage of students (3% on average) were "never or almost never" engaged in these activities. Engaging more frequently in literacy activities with young children appears to have a considerable impact on their reading achievement at the fourth grade. Average reading achievement was highest (517) for students whose parents "often" engaged them in these activities and noticeably lower (494) for students whose parents only "sometimes" engaged them in these activities. The average achievement was much lower (418) for the small percentage of students whose parents "never or almost never" engaged them in early literacy activities.

## Exhibit 5.2: Home Early Literacy Activities Before Primary School

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	Often		Sometimes		Never or Almost Never		Average Scale Score
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	
Kazakhstan	66 (0.9)	510 (2.7)	34 (0.9)	496 (3.6)	0 ~	~ ~	11.3 (0.04)
Russian Federation	64 (1.3)	573 (3.1)	35 (1.2)	558 (4.9)	1 ~	~ ~	11.3 (0.07)
Northern Ireland s	64 (0.9)	584 (3.2)	35 (0.9)	565 (3.9)	1 ~	~ ~	11.5 (0.04)
Georgia	59 (1.1)	501 (2.8)	40 (1.1)	489 (3.1)	1 ~	~ ~	11.0 (0.05)
Croatia	58 (1.1)	569 (2.8)	42 (1.1)	543 (3.0)	0 ~	~ ~	11.0 (0.05)
Malta r	57 (1.2)	532 (3.5)	42 (1.2)	512 (2.9)	0 ~	~ ~	11.1 (0.05)
Albania	57 (1.5)	528 (3.5)	41 (1.4)	498 (4.0)	2 ~	~ ~	10.9 (0.08)
Uzbekistan	57 (1.7)	445 (3.1)	43 (1.7)	427 (3.4)	0 ~	~ ~	10.8 (0.06)
Ireland	56 (1.1)	592 (2.6)	43 (1.0)	569 (2.8)	1 ~	~ ~	11.0 (0.05)
Kosovo	55 (1.3)	434 (3.8)	44 (1.3)	410 (3.4)	1 ~	~ ~	10.8 (0.04)
Montenegro	55 (0.9)	499 (2.0)	45 (0.9)	474 (2.0)	0 ~	~ ~	10.9 (0.03)
North Macedonia	55 (1.2)	455 (5.1)	43 (1.2)	435 (6.0)	2 ~	~ ~	10.9 (0.09)
Serbia	54 (1.2)	525 (3.5)	46 (1.2)	503 (3.2)	0 ~	~ ~	10.8 (0.05)
Poland	53 (0.9)	559 (2.5)	47 (1.0)	541 (2.8)	0 ~	~ ~	10.8 (0.04)
Spain	52 (0.8)	535 (2.1)	47 (0.8)	510 (2.8)	1 ~	~ ~	10.7 (0.03)
Italy	52 (0.9)	547 (2.5)	47 (0.9)	531 (2.4)	1 ~	~ ~	10.7 (0.03)
Cyprus	51 (0.6)	527 (3.1)	48 (0.7)	501 (3.2)	1 ~	~ ~	10.7 (0.03)
Slovak Republic	49 (1.1)	541 (2.9)	49 (1.2)	527 (3.4)	2 ~	~ ~	10.5 (0.07)
Slovenia	49 (1.0)	531 (2.4)	51 (1.0)	516 (2.2)	1 ~	~ ~	10.6 (0.04)
Latvia	48 (1.1)	538 (3.2)	51 (1.1)	522 (3.4)	1 ~	~ ~	10.5 (0.04)
Israel ☒	47 (1.0)	527 (2.8)	52 (1.0)	504 (3.5)	1 ~	~ ~	10.6 (0.04)
Hungary r	47 (1.0)	551 (4.1)	52 (1.0)	538 (4.2)	1 ~	~ ~	10.5 (0.03)
Czech Republic	46 (0.8)	550 (2.7)	54 (0.8)	541 (2.3)	0 ~	~ ~	10.5 (0.03)
United Arab Emirates s	42 (0.7)	522 (2.8)	56 (0.7)	483 (2.4)	2 ~	~ ~	10.3 (0.03)
Bulgaria	41 (1.1)	569 (2.8)	50 (1.1)	531 (3.8)	9 (1.2)	457 (9.3)	9.9 (0.09)
France	41 (0.9)	531 (2.7)	57 (0.9)	510 (2.8)	2 ~	~ ~	10.2 (0.04)
Denmark	41 (0.9)	551 (2.6)	58 (0.9)	534 (2.5)	1 ~	~ ~	10.3 (0.04)
Germany s	40 (1.1)	548 (3.5)	59 (1.1)	535 (3.1)	1 ~	~ ~	10.3 (0.04)
Norway (5)	39 (0.7)	556 (2.5)	59 (0.7)	535 (2.1)	1 ~	~ ~	10.2 (0.03)
Saudi Arabia r	39 (1.0)	463 (4.5)	58 (1.1)	448 (3.8)	3 (0.4)	462 (12.1)	10.2 (0.05)
South Africa ☒	38 (0.9)	319 (5.8)	58 (0.8)	284 (5.3)	4 (0.5)	233 (11.1)	10.1 (0.05)
Bahrain	38 (0.7)	489 (3.6)	60 (0.7)	447 (3.3)	2 ~	~ ~	10.1 (0.03)
Sweden s	38 (1.1)	569 (3.3)	61 (1.1)	551 (3.0)	1 ~	~ ~	10.2 (0.04)
Austria	37 (0.9)	547 (2.7)	61 (0.9)	525 (2.4)	1 ~	~ ~	10.1 (0.04)
Portugal	37 (0.9)	536 (2.4)	62 (0.9)	514 (2.2)	1 ~	~ ~	10.1 (0.03)
Azerbaijan	36 (1.0)	459 (4.4)	62 (1.0)	431 (4.0)	2 ~	~ ~	10.1 (0.05)
Singapore	35 (0.8)	613 (2.8)	62 (0.8)	582 (3.5)	4 (0.3)	553 (7.3)	10.0 (0.04)
Oman	34 (1.0)	456 (4.7)	65 (1.0)	420 (3.8)	2 ~	~ ~	10.0 (0.04)
Qatar r	33 (1.0)	513 (5.3)	65 (1.0)	488 (4.4)	2 ~	~ ~	9.9 (0.04)
Finland	33 (0.7)	565 (2.4)	66 (0.7)	547 (2.5)	1 ~	~ ~	10.0 (0.02)
Turkiye	31 (1.1)	532 (3.7)	57 (1.2)	497 (3.1)	13 (1.6)	422 (6.7)	9.3 (0.12)
Belgium (French) r	30 (1.0)	514 (3.2)	67 (1.0)	494 (3.2)	2 ~	~ ~	9.8 (0.04)
Brazil ☒	30 (1.0)	456 (5.2)	63 (1.2)	417 (5.2)	7 (0.9)	361 (23.4)	9.6 (0.06)
Jordan	29 (1.0)	406 (5.5)	66 (0.9)	375 (6.3)	5 (0.6)	331 (11.4)	9.6 (0.06)
Belgium (Flemish)	27 (0.8)	525 (2.8)	71 (0.9)	511 (2.5)	2 ~	~ ~	9.6 (0.04)
Egypt	27 (1.3)	400 (7.0)	67 (1.3)	377 (5.3)	7 (0.7)	348 (13.0)	9.4 (0.07)
Iran, Islamic Rep. of ☒	24 (1.1)	434 (5.2)	71 (1.2)	412 (4.9)	5 (0.9)	338 (21.3)	9.4 (0.07)
Chinese Taipei	18 (0.5)	567 (3.0)	76 (0.6)	541 (2.2)	6 (0.4)	514 (5.8)	9.1 (0.03)
Hong Kong SAR	16 (0.8)	591 (3.4)	81 (0.8)	571 (2.8)	3 (0.3)	560 (7.3)	9.2 (0.04)
Morocco	13 (0.7)	410 (5.6)	67 (1.4)	377 (5.3)	19 (1.6)	333 (7.3)	8.2 (0.10)
Macao SAR	10 (0.4)	547 (3.1)	85 (0.4)	535 (1.4)	5 (0.3)	523 (6.1)	8.7 (0.02)
<b>International Average</b>	<b>42 (0.1)</b>	<b>517 (0.5)</b>	<b>55 (0.1)</b>	<b>494 (0.5)</b>	<b>3 (0.1)</b>	<b>418 (3.4)</b>	
New Zealand x	59 (1.1)	556 (3.7)	40 (1.1)	523 (4.2)	1 ~	~ ~	11.2 (0.05)
Netherlands x	39 (1.3)	549 (3.3)	60 (1.4)	539 (3.3)	1 ~	~ ~	10.2 (0.05)
Lithuania y	--	--	--	--	--	--	--
Australia ☒	--	--	--	--	--	--	--
England ☒	--	--	--	--	--	--	--
United States	--	--	--	--	--	--	--
<b>Benchmarking Participants</b>							
Moscow City, Russian Federation	71 (0.7)	602 (2.1)	28 (0.7)	591 (2.6)	0 ~	~ ~	11.6 (0.03)
Newfoundland & Labrador, Canada s	69 (1.3)	542 (3.8)	30 (1.3)	517 (5.5)	0 ~	~ ~	11.8 (0.07)
Alberta, Canada s	57 (1.7)	564 (3.6)	43 (1.6)	550 (4.3)	1 ~	~ ~	11.0 (0.07)
British Columbia, Canada s	55 (1.5)	563 (4.1)	44 (1.4)	545 (4.1)	1 ~	~ ~	11.0 (0.07)
Quebec, Canada r	47 (0.9)	566 (3.2)	53 (0.9)	554 (3.4)	1 ~	~ ~	10.5 (0.04)
Abu Dhabi, UAE s	38 (0.9)	494 (4.1)	60 (0.9)	452 (3.9)	3 (0.3)	371 (18.2)	10.1 (0.04)
South Africa (6) ☒	32 (1.3)	419 (6.5)	63 (1.3)	379 (5.3)	4 (0.5)	359 (17.5)	9.8 (0.07)
Dubai, UAE x	47 (1.0)	583 (2.6)	52 (1.0)	550 (2.7)	1 ~	~ ~	10.5 (0.04)

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.

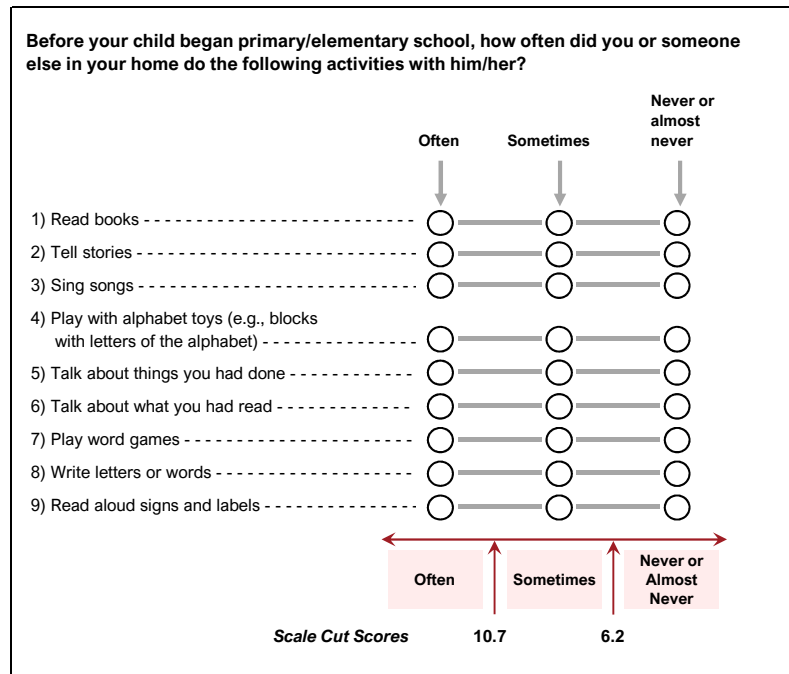
A tilde (~) indicates insufficient data to report result. A dash (-) indicates comparable data not available.

**Exhibit 5.2: Home Early Literacy Activities Before Primary School**

Students' Results based on Parents' Reports

**About the Scale**

Students were scored according to their parents' reports regarding the frequency they or someone in the home engaged their children in the nine activities on the *Early Literacy Activities* scale. Cut scores divide the scale into three categories. Students who **Often** engaged in early literacy activities before primary school had a score at or above the cut score corresponding to their parents reporting they "often" did five of the nine activities and "sometimes" did the other four, on average. Students who **Never or Almost Never** engaged in early literacy activities before primary school had a score at or below the cut score corresponding to their parents reporting they "never or almost never" did five of the nine activities and "sometimes" did the other four, on average. All other students **Sometimes** engaged in early literacy activities before primary school.



SOURCE: IEA's Progress in International Reading Literacy Study - PIRLS 2021  
Downloaded from <https://pirls2021.org/results>

## Parents Like Reading

Young students who see adults and older children reading or using texts in a variety of different ways can learn to model these behaviors. In PIRLS 2021, students whose parents reported liking to read had higher average reading achievement than students whose parents were more ambivalent about reading.

The *Parents Like Reading* scale is based on parents' degree of agreement with a series of eight statements about reading enjoyment (such as "I like to spend my spare time reading." and "I would like to have more time for reading."), as well as their reports of how often they read for enjoyment (for further information see "About the Scale"). Based on their parents' responses, students were placed in three regions of the scale: "very much like," "somewhat like," or "do not like."

Exhibit 5.3 presents the percentages and average reading achievement of students whose parents reported that they "very much like," "somewhat like," or "do not like" reading. Countries are ordered according to the percentage of students whose parents "very much like" reading, from highest to lowest.

The results indicate a positive association between parents' liking to read and their children having higher reading achievement at the fourth grade. Across the PIRLS 2021 countries, on average, 30 percent of students whose parents "very much like" reading had higher average achievement than the 52 percent of the students whose parents only "somewhat like" reading (524 vs. 497, respectively). In turn, 17 percent of students whose parents "do not like" reading had the lowest average reading achievement (478).



**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 ☒ s	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 ☒ r	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)
<b>International Average</b>	<b>30 (0.1)</b>	<b>524 (0.5)</b>	<b>52 (0.1)</b>	<b>497 (0.5)</b>	<b>17 (0.1)</b>	<b>478 (0.8)</b>	
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	--	--	--	--	--	--	--
<b>Benchmarking Participants</b>							
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) ☒ r	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 <sup>R</sup> -----	<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 <sup>R</sup> -----	<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"/>

<sup>R</sup> 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	

SOURCE: IEA's Progress in International Reading Literacy Study - PIRLS 2021  
Downloaded from <https://pirls2021.org/results>

## Could Do Early Literacy Tasks When Beginning Primary School

The *Could Do Early Literacy Tasks When Beginning Primary School* scale is based on parents' reports of how well their child could do six literacy tasks when their child began the first grade of primary school. For example, parents were asked how well their children could read sentences, read stories, or write words. Consistent with existing research, the PIRLS 2021 results show that students with an early start in literacy learning had higher average reading achievement at the fourth grade.

Exhibit 5.4 presents the percentages of students who could do early literacy tasks “very well,” “moderately well,” and “not well” when they began the first grade of primary school based on their parents' reports, together with the students' average reading achievement. Countries are listed in descending order by the percentage of students who could do the tasks “very well.”

Across countries, on average, similar percentages of students could do the early literacy tasks “very well” (32%), “moderately well” (35%), or “not well” (34%) before beginning primary school. Literacy readiness when beginning primary school was associated with higher reading achievement at the fourth grade. On average, students who could do the early literacy tasks “very well” when they began primary school had higher average reading achievement at fourth grade (524) than students who could do the early literacy tasks “moderately well” (498). The students in the “not well” category had the lowest average achievement (475).

## Exhibit 5.4: Could Do Early Literacy Tasks When Beginning Primary School

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 Well		Moderately Well		Not Well		Average Scale Score
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	
Ireland	60 (1.0)	602 (2.5)	30 (0.8)	561 (3.6)	10 (0.6)	521 (5.3)	11.9 (0.04)
United Arab Emirates	56 (0.7)	523 (2.3)	31 (0.5)	482 (3.1)	13 (0.4)	440 (4.5)	11.7 (0.03)
Bahrain	54 (0.8)	484 (3.0)	31 (0.7)	452 (3.7)	15 (0.5)	402 (7.1)	11.5 (0.03)
Oman	53 (1.0)	457 (3.7)	34 (0.8)	413 (5.1)	13 (0.7)	370 (6.4)	11.5 (0.04)
Singapore	52 (1.1)	619 (2.3)	37 (0.8)	575 (3.5)	11 (0.6)	514 (5.7)	11.7 (0.04)
Uzbekistan	51 (1.3)	451 (2.9)	35 (0.9)	427 (3.6)	14 (0.9)	415 (5.1)	11.4 (0.06)
Qatar	50 (1.3)	513 (5.1)	35 (1.0)	489 (4.8)	15 (0.8)	451 (7.4)	11.4 (0.05)
Kazakhstan	49 (1.0)	514 (3.2)	34 (0.7)	501 (3.1)	17 (0.7)	492 (4.6)	11.3 (0.04)
Saudi Arabia	48 (1.0)	464 (4.0)	34 (1.0)	449 (4.3)	18 (0.8)	439 (5.3)	11.3 (0.04)
Poland	47 (1.0)	570 (2.4)	35 (1.1)	541 (2.9)	17 (0.9)	518 (4.9)	11.3 (0.03)
Albania	47 (1.7)	532 (3.2)	33 (1.2)	503 (4.3)	20 (1.6)	491 (6.1)	11.1 (0.08)
Hong Kong SAR	46 (1.1)	596 (2.5)	43 (0.9)	565 (2.8)	11 (0.6)	525 (5.2)	11.4 (0.04)
Croatia	44 (1.2)	580 (2.6)	37 (1.2)	546 (3.0)	18 (1.0)	528 (3.6)	11.1 (0.04)
Spain	43 (0.9)	547 (2.4)	37 (0.8)	515 (2.6)	20 (0.9)	485 (2.9)	11.1 (0.04)
Jordan	42 (1.3)	417 (5.4)	36 (1.1)	370 (6.2)	23 (1.2)	337 (8.6)	11.0 (0.07)
Latvia	41 (1.1)	562 (2.7)	39 (1.1)	520 (3.7)	20 (0.9)	483 (5.6)	11.1 (0.04)
Kosovo	41 (1.2)	434 (3.3)	39 (1.1)	420 (4.1)	19 (0.9)	406 (4.8)	11.1 (0.05)
Egypt	38 (1.7)	402 (5.5)	40 (1.4)	374 (6.1)	22 (1.4)	359 (8.6)	10.8 (0.07)
Israel	35 (1.1)	521 (3.9)	34 (0.8)	513 (3.6)	30 (1.0)	510 (3.7)	10.6 (0.05)
Serbia	35 (1.1)	539 (3.6)	41 (1.0)	508 (3.2)	24 (1.1)	492 (4.3)	10.7 (0.05)
South Africa	33 (0.9)	329 (6.0)	40 (0.8)	304 (5.9)	27 (0.8)	248 (5.8)	10.7 (0.04)
Cyprus	32 (0.6)	537 (3.3)	35 (0.6)	511 (2.8)	33 (0.7)	496 (4.0)	10.5 (0.03)
Azerbaijan	32 (1.1)	466 (4.5)	36 (1.0)	444 (4.9)	32 (1.2)	418 (4.7)	10.4 (0.06)
Sweden	31 (1.0)	588 (3.7)	38 (0.9)	556 (3.5)	31 (1.2)	529 (3.5)	10.6 (0.05)
Chinese Taipei	31 (0.7)	570 (2.1)	50 (0.8)	543 (2.5)	19 (0.6)	508 (3.8)	10.9 (0.02)
Morocco	30 (1.3)	421 (6.1)	35 (1.3)	369 (4.6)	35 (1.8)	338 (6.7)	10.1 (0.12)
Denmark	28 (0.8)	572 (2.9)	41 (0.8)	541 (2.6)	31 (0.8)	514 (2.9)	10.5 (0.03)
Russian Federation	28 (1.3)	594 (3.4)	37 (1.1)	569 (4.7)	35 (1.8)	545 (4.9)	10.3 (0.09)
Finland	28 (0.6)	587 (2.5)	29 (0.7)	553 (2.9)	44 (0.8)	530 (2.6)	10.2 (0.03)
North Macedonia	28 (1.1)	453 (7.1)	38 (1.3)	452 (5.5)	34 (1.3)	434 (6.0)	10.3 (0.06)
Malta	27 (1.0)	548 (4.1)	39 (1.0)	526 (3.7)	34 (1.2)	502 (3.4)	10.3 (0.05)
Georgia	26 (1.1)	513 (3.5)	31 (0.8)	499 (3.0)	43 (1.3)	488 (3.4)	9.9 (0.06)
Bulgaria	25 (0.9)	574 (4.3)	33 (1.1)	557 (3.4)	42 (1.4)	509 (4.3)	9.9 (0.09)
Iran, Islamic Rep. of	25 (1.0)	435 (5.4)	35 (1.0)	411 (5.1)	40 (1.2)	403 (6.7)	10.0 (0.06)
Brazil	24 (1.0)	475 (7.1)	34 (1.0)	441 (5.9)	42 (1.0)	385 (7.6)	10.0 (0.05)
Montenegro	23 (0.7)	512 (2.7)	38 (0.7)	490 (2.5)	39 (0.8)	473 (2.3)	10.0 (0.03)
Macao SAR	23 (0.6)	565 (2.3)	53 (0.7)	538 (1.6)	24 (0.6)	503 (2.3)	10.5 (0.02)
Turkiye	22 (1.2)	521 (3.5)	24 (1.1)	501 (3.8)	54 (1.8)	488 (5.1)	9.2 (0.13)
France	22 (0.8)	539 (3.6)	43 (0.8)	520 (2.8)	35 (0.8)	504 (3.2)	10.2 (0.03)
Czech Republic	19 (0.8)	567 (3.1)	33 (0.8)	540 (2.9)	48 (0.9)	540 (2.8)	9.7 (0.04)
Portugal	14 (0.7)	546 (3.3)	35 (0.7)	524 (2.1)	51 (0.8)	513 (2.6)	9.6 (0.03)
Slovenia	14 (0.6)	561 (2.9)	26 (0.8)	531 (2.9)	61 (0.8)	512 (2.2)	9.1 (0.04)
Italy	13 (0.5)	559 (3.2)	35 (0.8)	540 (2.7)	52 (0.9)	534 (2.5)	9.5 (0.03)
Austria	13 (0.6)	541 (5.6)	26 (0.9)	529 (2.9)	62 (0.9)	533 (2.2)	9.2 (0.04)
Norway (5)	12 (0.5)	577 (4.3)	29 (0.8)	553 (2.6)	59 (0.8)	531 (2.2)	9.3 (0.03)
Belgium (French)	11 (0.6)	516 (4.4)	34 (1.0)	501 (3.2)	55 (1.2)	494 (3.6)	9.4 (0.04)
Slovak Republic	10 (0.8)	549 (11.4)	19 (0.8)	537 (4.0)	71 (1.0)	529 (2.8)	8.7 (0.06)
Belgium (Flemish)	10 (0.4)	519 (4.8)	29 (0.8)	512 (3.2)	61 (0.8)	516 (2.3)	9.1 (0.04)
Germany	9 (0.6)	556 (6.5)	24 (0.9)	539 (3.9)	67 (1.1)	538 (2.9)	9.0 (0.04)
Hungary	9 (0.5)	571 (7.2)	16 (0.7)	544 (5.7)	75 (0.8)	542 (3.4)	8.1 (0.04)
<b>International Average</b>	<b>32 (0.1)</b>	<b>524 (0.6)</b>	<b>35 (0.1)</b>	<b>498 (0.5)</b>	<b>34 (0.1)</b>	<b>475 (0.7)</b>	
New Zealand	23 (1.1)	561 (5.3)	34 (1.1)	546 (5.0)	43 (1.0)	529 (4.2)	10.0 (0.05)
Netherlands	12 (0.9)	569 (5.2)	33 (1.6)	547 (3.6)	54 (1.8)	533 (3.6)	9.5 (0.06)
Lithuania	--	--	--	--	--	--	--
Australia	--	--	--	--	--	--	--
England	--	--	--	--	--	--	--
Northern Ireland	--	--	--	--	--	--	--
United States	--	--	--	--	--	--	--
<b>Benchmarking Participants</b>							
Abu Dhabi, UAE	53 (1.1)	497 (3.7)	33 (0.9)	447 (6.1)	14 (0.6)	399 (7.2)	11.6 (0.04)
Newfoundland & Labrador, Canada	43 (1.8)	561 (4.0)	39 (1.7)	526 (4.4)	18 (0.9)	487 (7.9)	11.2 (0.05)
Moscow City, Russian Federation	39 (1.0)	621 (2.3)	41 (0.8)	594 (2.2)	21 (0.7)	566 (2.6)	11.0 (0.04)
South Africa (6)	37 (1.2)	414 (5.6)	41 (0.9)	392 (5.3)	22 (0.9)	356 (6.3)	10.9 (0.05)
British Columbia, Canada	36 (1.5)	582 (4.6)	40 (1.1)	553 (3.9)	24 (1.3)	520 (5.2)	10.9 (0.06)
Alberta, Canada	33 (1.5)	582 (4.0)	40 (1.6)	553 (4.1)	27 (1.3)	537 (5.3)	10.7 (0.05)
Quebec, Canada	21 (1.1)	580 (4.0)	40 (1.2)	561 (3.3)	39 (1.3)	548 (3.9)	10.1 (0.05)
Dubai, UAE	56 (0.9)	581 (2.8)	33 (1.0)	551 (3.0)	12 (0.7)	532 (5.6)	11.7 (0.04)

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.

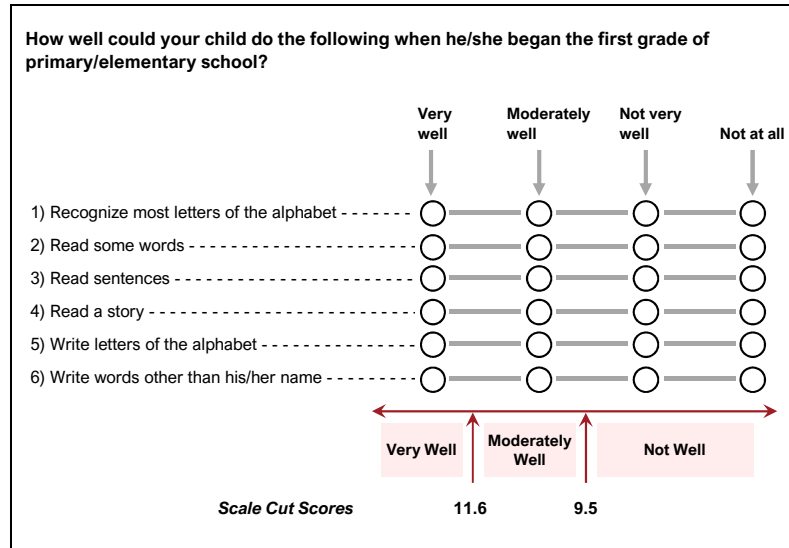
A dash (-) indicates comparable data not available.

**Exhibit 5.4: Could Do Early Literacy Tasks When Beginning Primary School**

Students' Results based on Parents' Reports

**About the Scale**

Students were scored according to their parents' reports regarding how well their children could do the six tasks on the *Early Literacy Tasks* scale when they began primary school. Cut scores divide the scale into three categories. Students who could do the tasks **Very Well** had a score at or above the cut score corresponding to their parents reporting the students could do three of the six tasks "very well" and the other three "moderately well," on average. Students who could do the tasks **Not Well** had a score at or below the cut score corresponding to their parents reporting the students could do three of the six tasks "not very well" and the other three "moderately well," on average. All other students could do the early literacy tasks **Moderately Well** when they began primary school.



SOURCE: IEA's Progress in International Reading Literacy Study - PIRLS 2021  
Downloaded from <https://pirls2021.org/results>