



South African Children's Reading Literacy Achievement

PIRLS and prePIRLS 2011 Summary of the key results

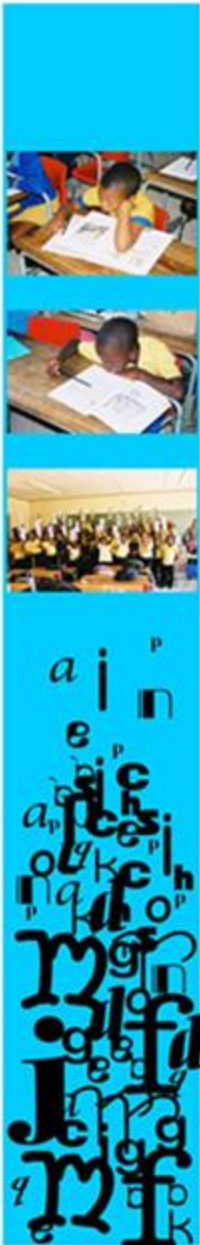
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National Research Coordinators*

Centre for Evaluation and Assessment, University of Pretoria

*Joint Media Briefing
11 December 2012*

PIRLS 2011

Progress in International Reading Literacy Study 2011



Overview



- Background to PIRLS 2011
- Achievement results
- Benchmark results
- Some significant factors
- Conclusions

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BACKGROUND TO PIRLS 2011

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What is PIRLS?

- An international comparative study in reading literacy
- Measures trends across years
- Monitors policy implementation over time
- Provides a global context for achievement



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What is PIRLS?



- Progress in International Reading Literacy Study (2001 to 2011)
- Assess reading literacy at Grade 4 level at three points in time: 2001, 2006 and 2011
- Move from “learning to read” to “reading to learn”

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Why the introduction of prePIRLS in 2011?



PIRLS 2006
revealed that

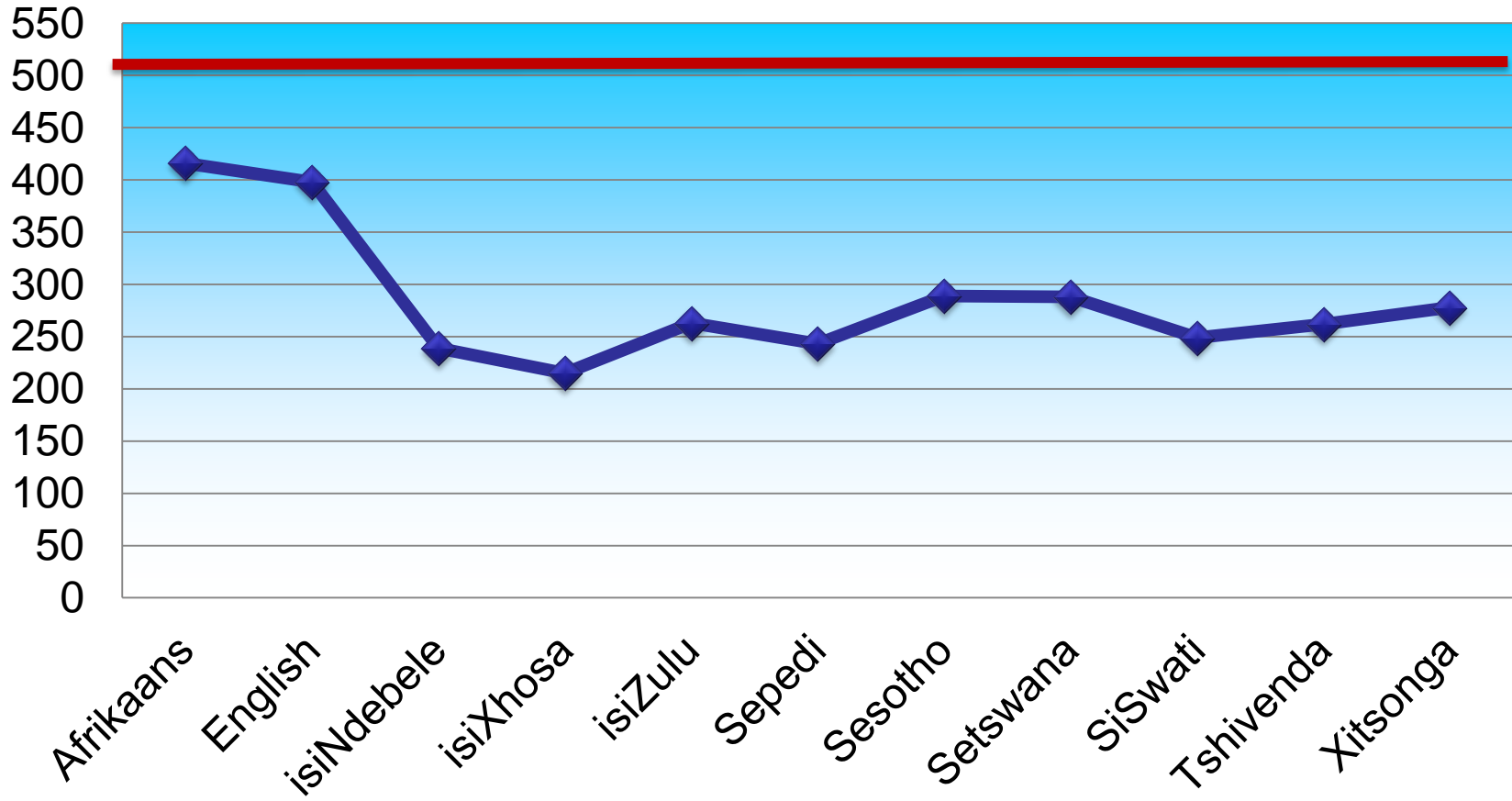
children at Grade 4 level, in many countries, are still developing fundamental reading skills.

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Why the introduction of prePIRLS in 2011?

PIRLS 2006 Grade 5 Results by Test Language



PIRLS 2011

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Why the introduction of prePIRLS in 2011?

The IEA has:

introduced prePIRLS to bridge PIRLS at Grade 4:

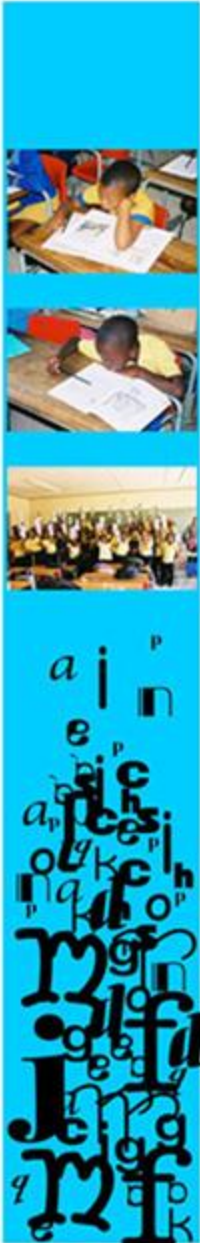
- *A less difficult assessment, intended to measure the reading comprehension skills of students who are still in the process of learning how to read*

extended PIRLS at Grades 5 & 6:

- *Participation is encouraged as it could provide valuable information about learners' strengths and weaknesses in reading*

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A comparison of the PIRLS and prePIRLS tests



| AIM | GOAL |
|--|---|
| use of a wide range of text types within each purpose for reading, with an equal proportion of material assessing each reading purpose | to create an authentic reading experience |

| PIRLS | prePIRLS |
|--------------------|---|
| 800 words per text | 400 words per text shorter, easier vocabulary and simpler syntax |

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**prePIRLS 2011
Grade 4**

Afrikaans

English

isiNdebele

isiXhosa

isiZulu

Sepedi

Sesotho

Setswana

siSwati

Tshivenda









Xitsonga

**PIRLS 2011
Grade 5**

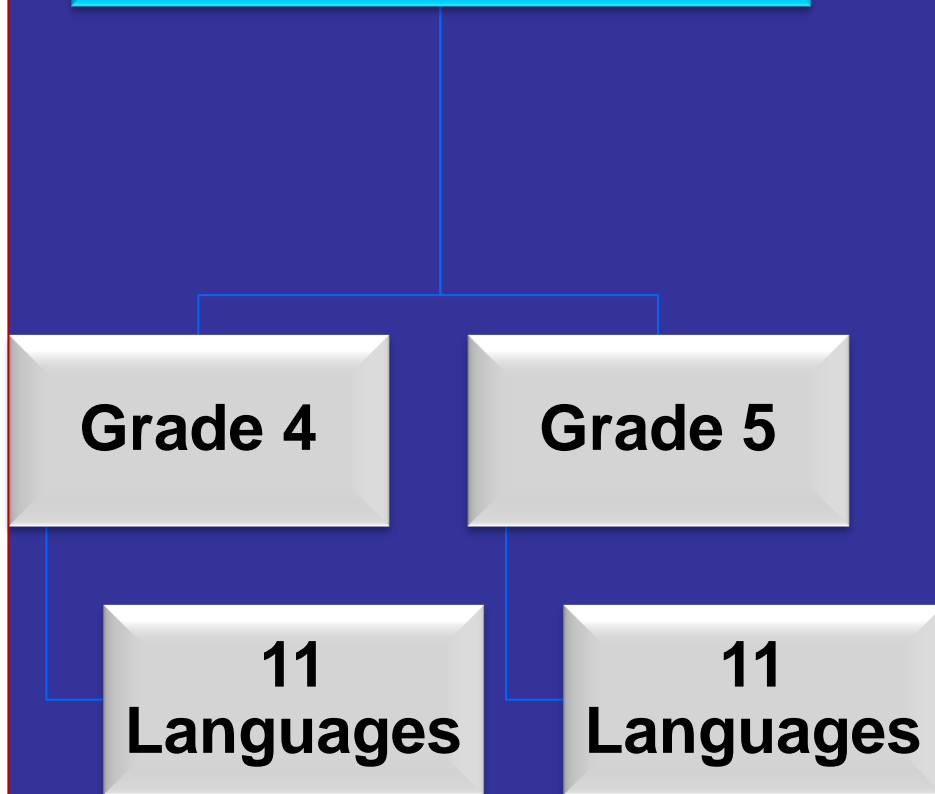
Afrikaans

English

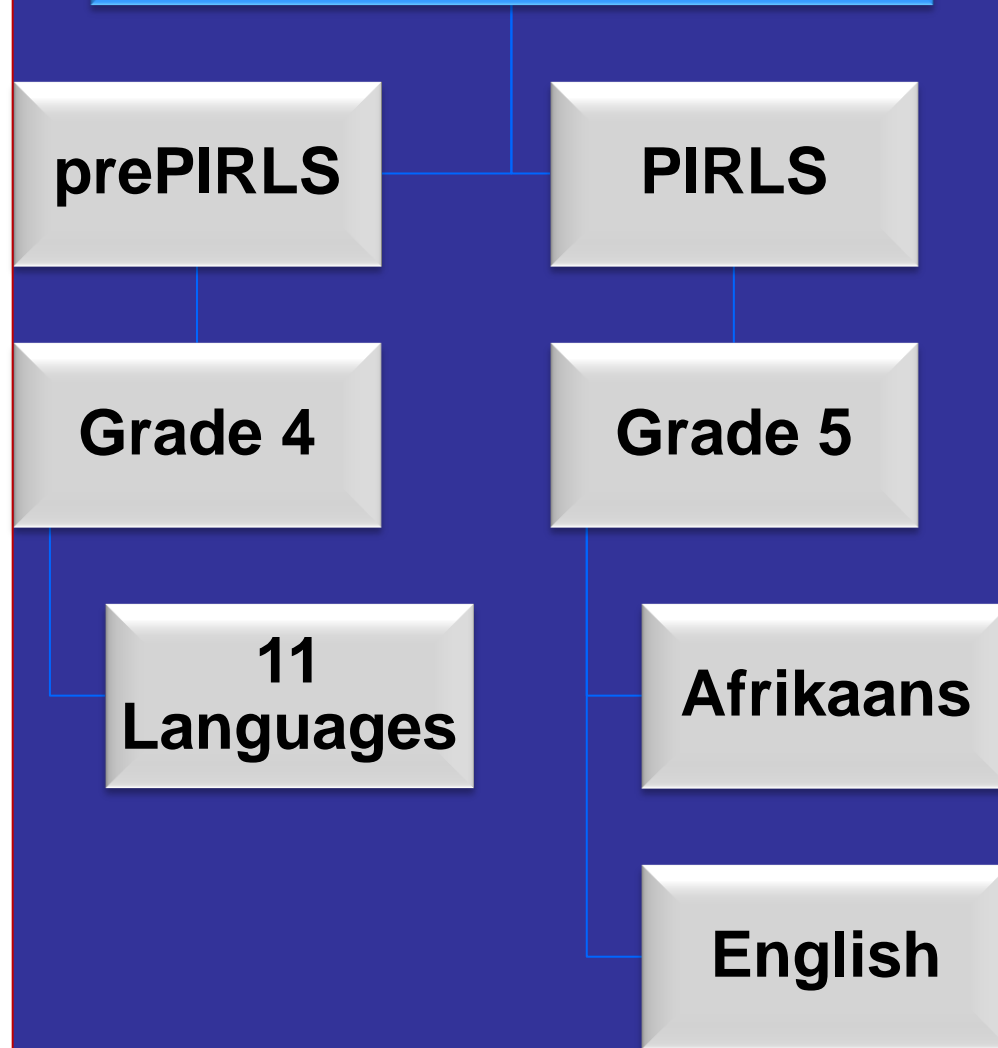
PIRLS 2011 Participating Countries

| Main study participants | | PIRLS benchmarking participants |
|--|---|---|
| Australia | Italy | Alberta, Canada |
| Austria | Kuwait  | Ontario, Canada |
| Azerbaijan | Lithuania | Quebec, Canada |
| Belgium (French) | Malta | Maltese-Malta |
| Botswana  | Morocco  | English/Afrikaans –South Africa  |
| Bulgaria | Netherlands | Andalusia, Spain |
| Canada | New Zealand | Abu Dhabi, UAE |
| Chinese Taipei | Northern Ireland | Dubai, UAE |
| Colombia | Norway | Florida, USA |
| Croatia | Oman | |
| Czech Republic | Poland | prePIRLS participants |
| Denmark | Portugal | Botswana |
| England | Qatar | Colombia  |
| Finland | Romania | South Africa  |
| France | Russian Federation | |
| Georgia | Saudi Arabia | Note: Bahrain, Egypt, Kuwait, Libya and Qatar were countries that withdrew from prePIRLS 2011 |
| Germany | Singapore | |
| Honduras  | Slovak Republic | <i>Grade 6 participants</i>  |
| Hong Kong SAR | Slovenia | |
| Hungary | Spain | |
| Indonesia | Sweden | |
| Iran, Islamic Rep of | Trinidad and Tobago | |
| Ireland | United Arab Emirates | |
| Israel | United States | |

PIRLS South Africa 2006



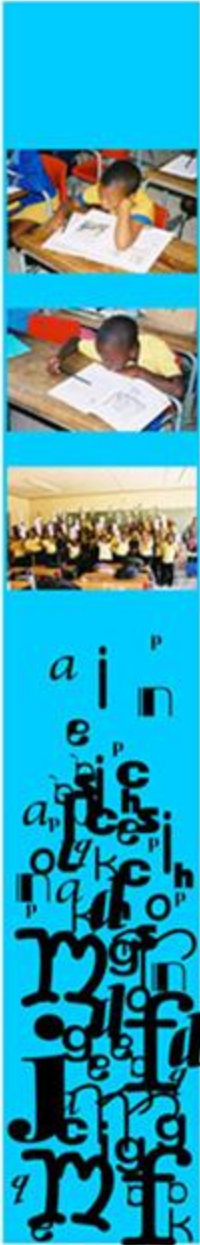
PIRLS South Africa 2011



PIRLS and prePIRLS 2011 Samples

- Implementation in 2011
- Reading Literacy Assessment
- Background Questionnaires

| Study | Grade | Attained sample | No of learners |
|----------|-------|-----------------|----------------|
| prePIRLS | 4 | 341 | 15 744 |
| PIRLS | 5 | 92 | 3 515 |
| Total | | 433 | 19 259 |



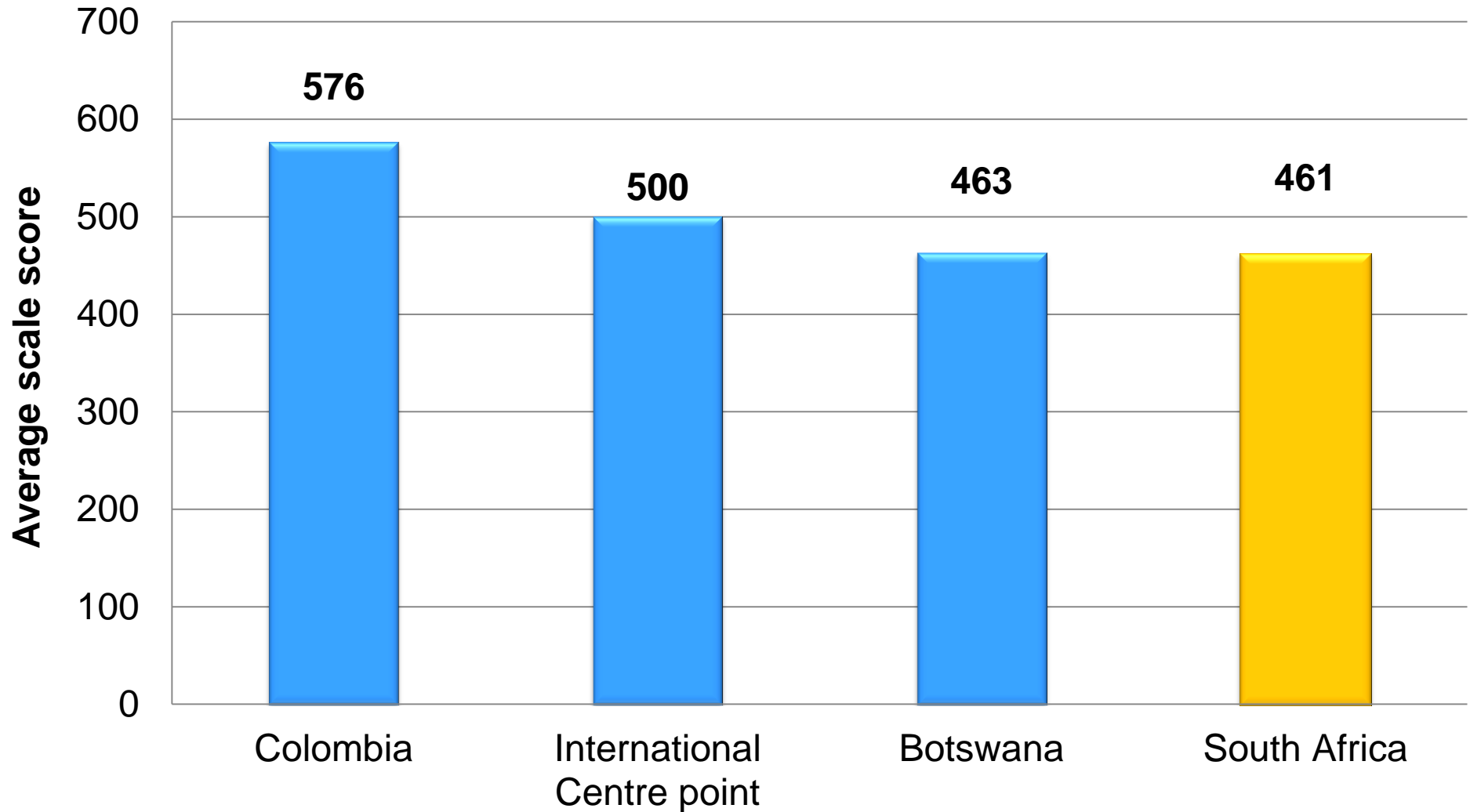
GRADE 4

PREPIRLS 2011 RESULTS

PIRLS 2011

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prePIRLS 2011 Overall Results



prePIRLS 2011 Performance by Gender

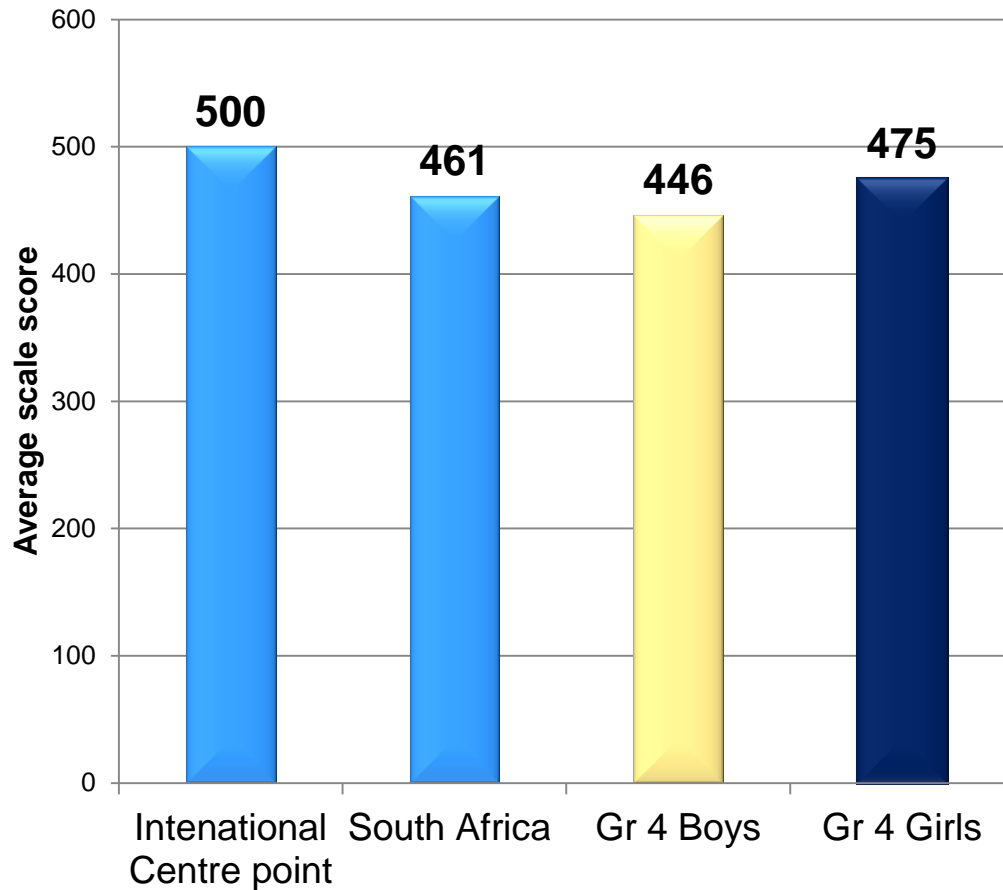
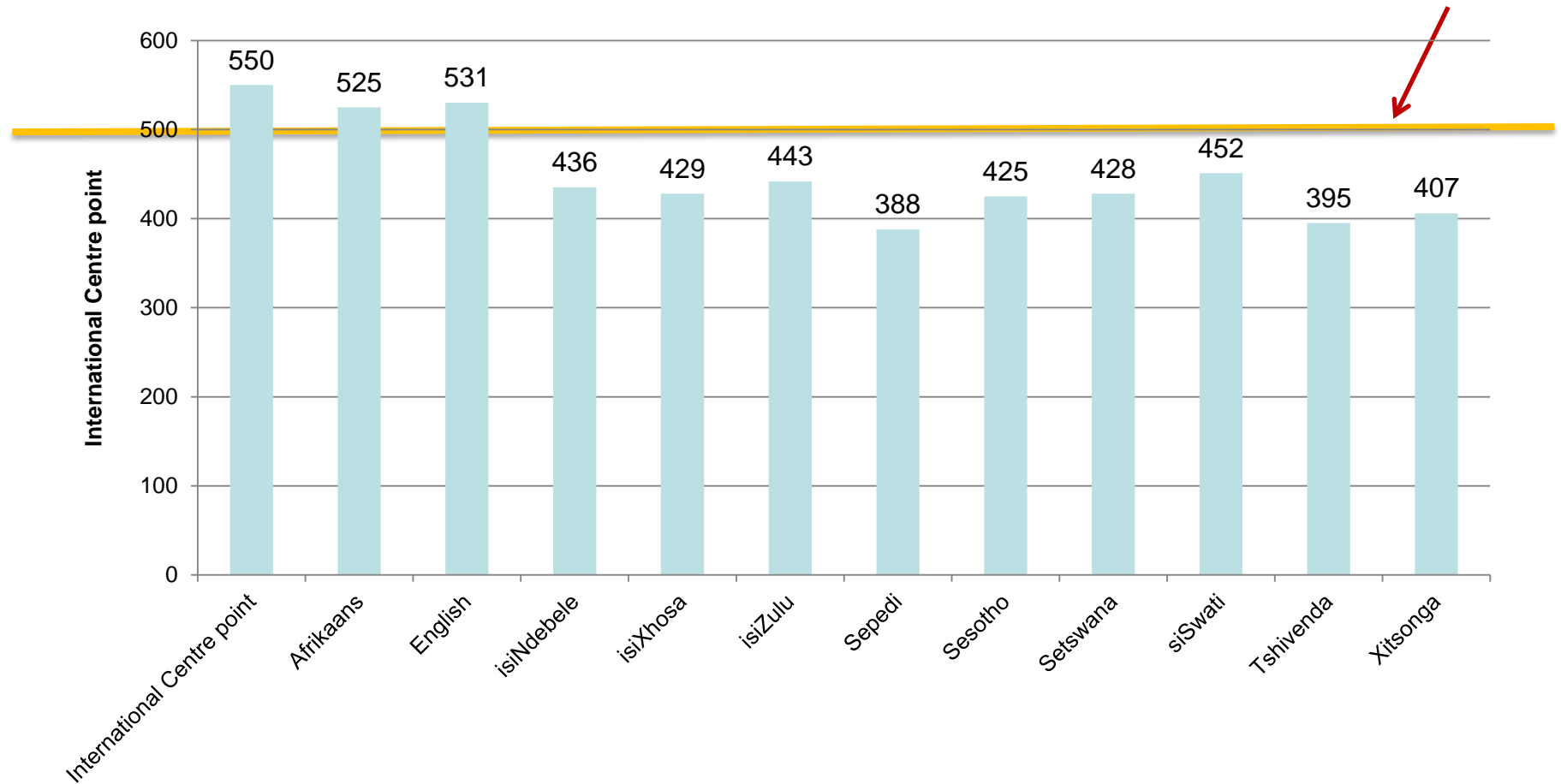


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Photo: © 2005 Harpo Productions, Inc. All Rights Reserved.

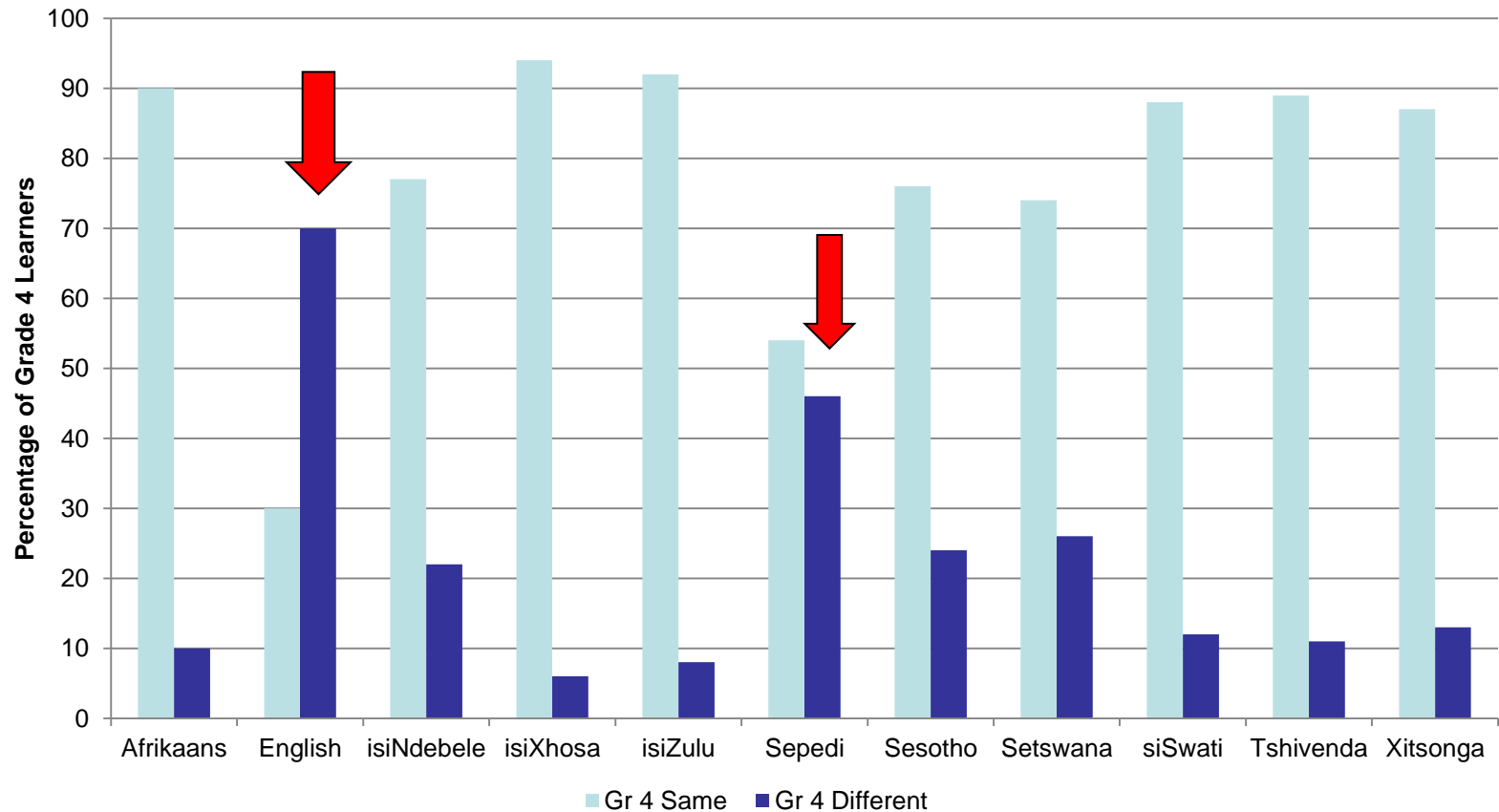
prePIRLS 2011 Performance by Test Language

International Centre point



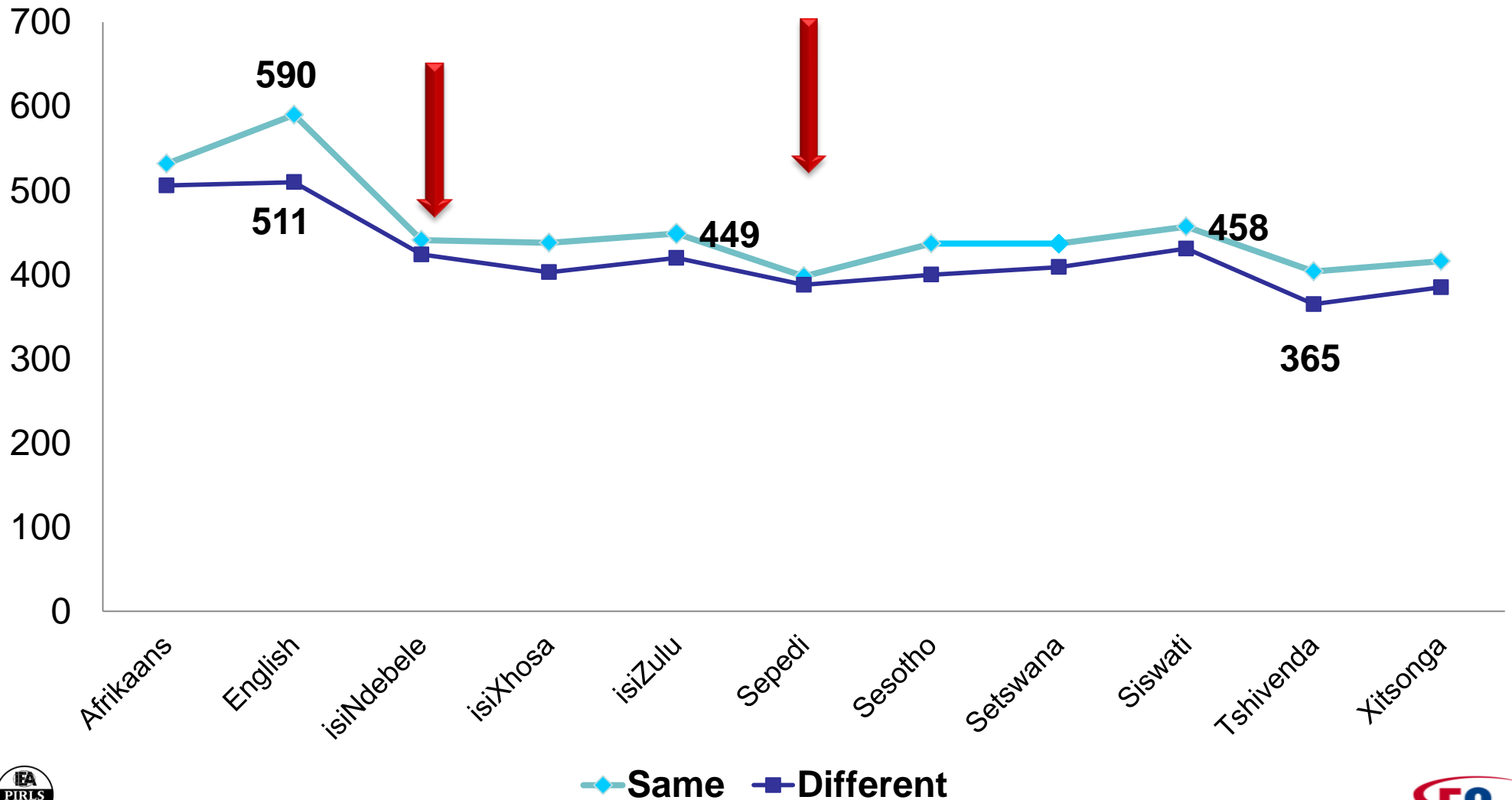
prePIRLS 2011:

% of Learners Writing Test in their Home Language by Test Language

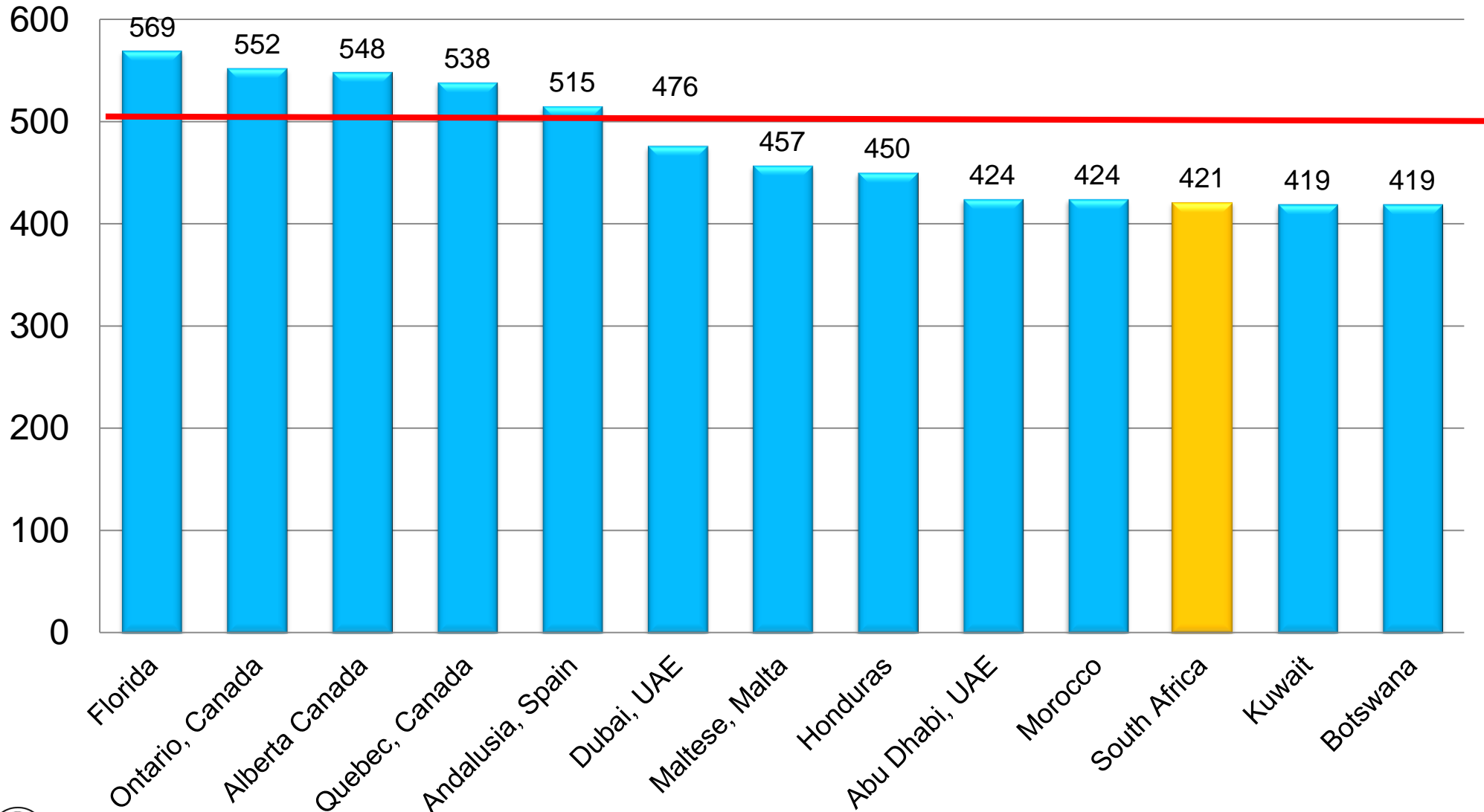


prePIRLS 2011:

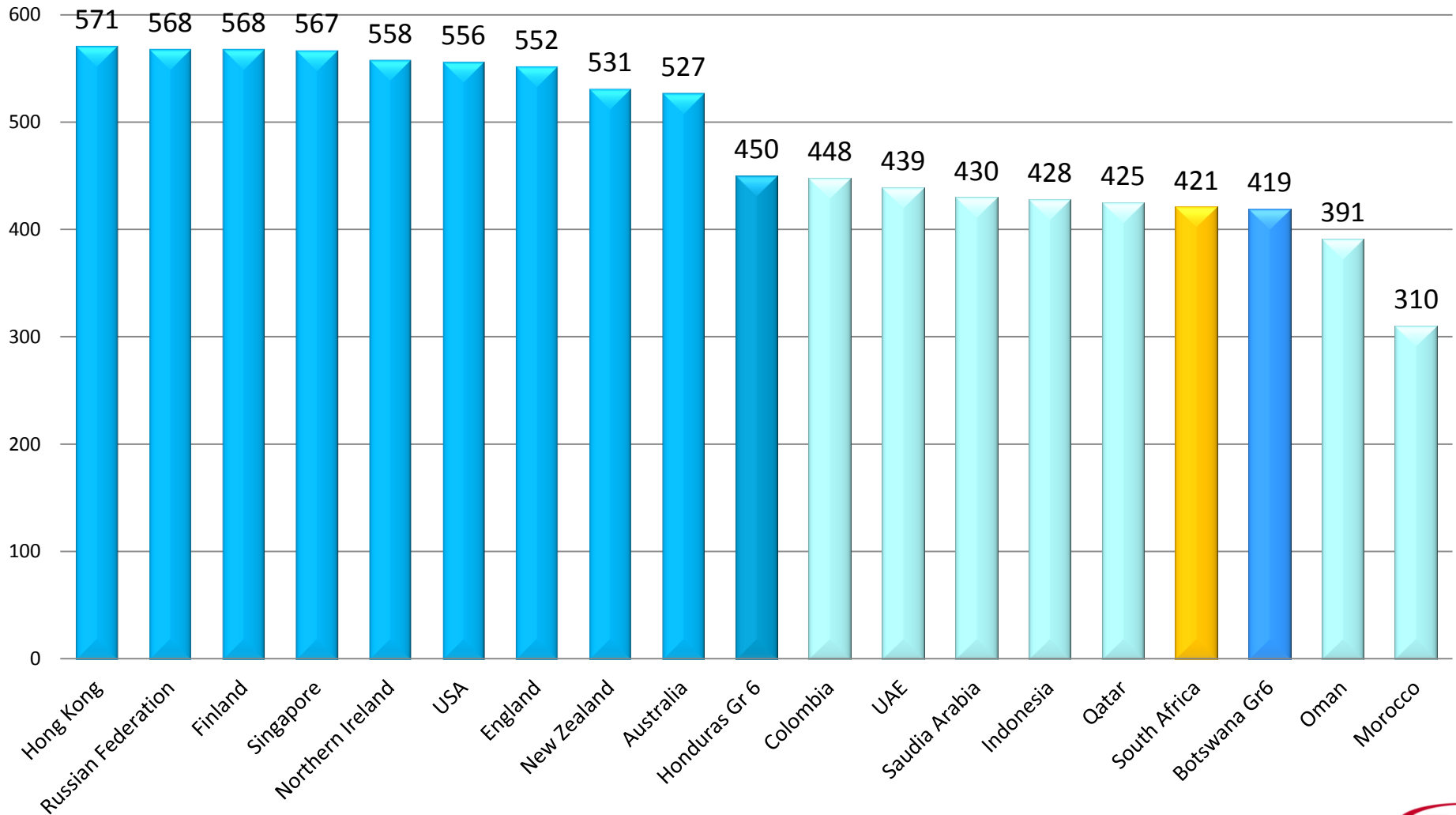
Performance for Learners Writing in the Same or Different Language to their Home Language



PIRLS 2011 Overall Results

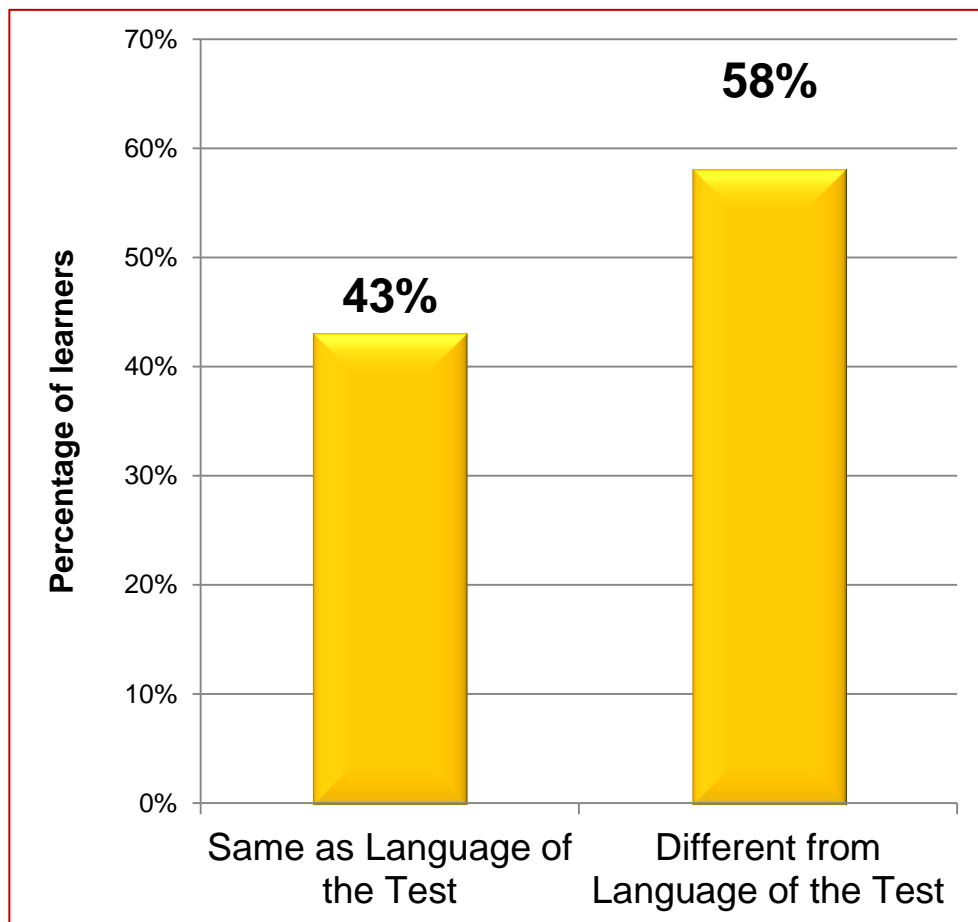


PIRLS 2011 Performance compared to Reference Countries

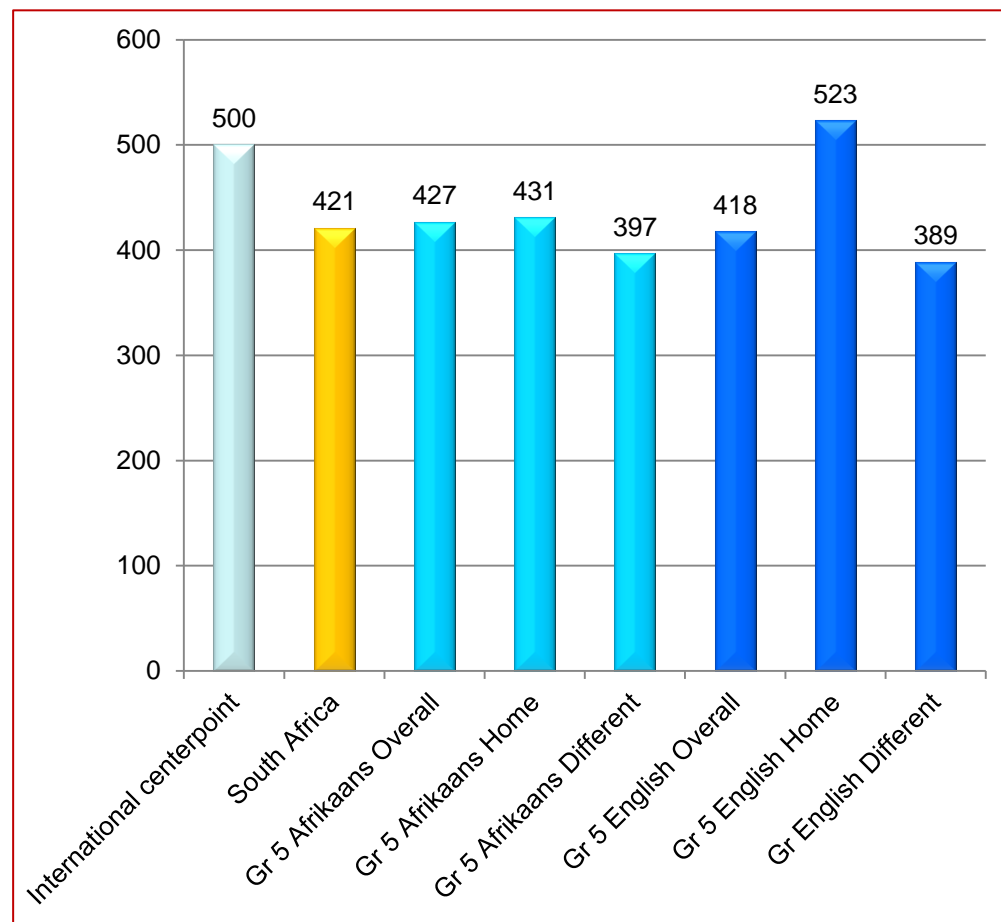


PIRLS 2011 Performance by Test Language

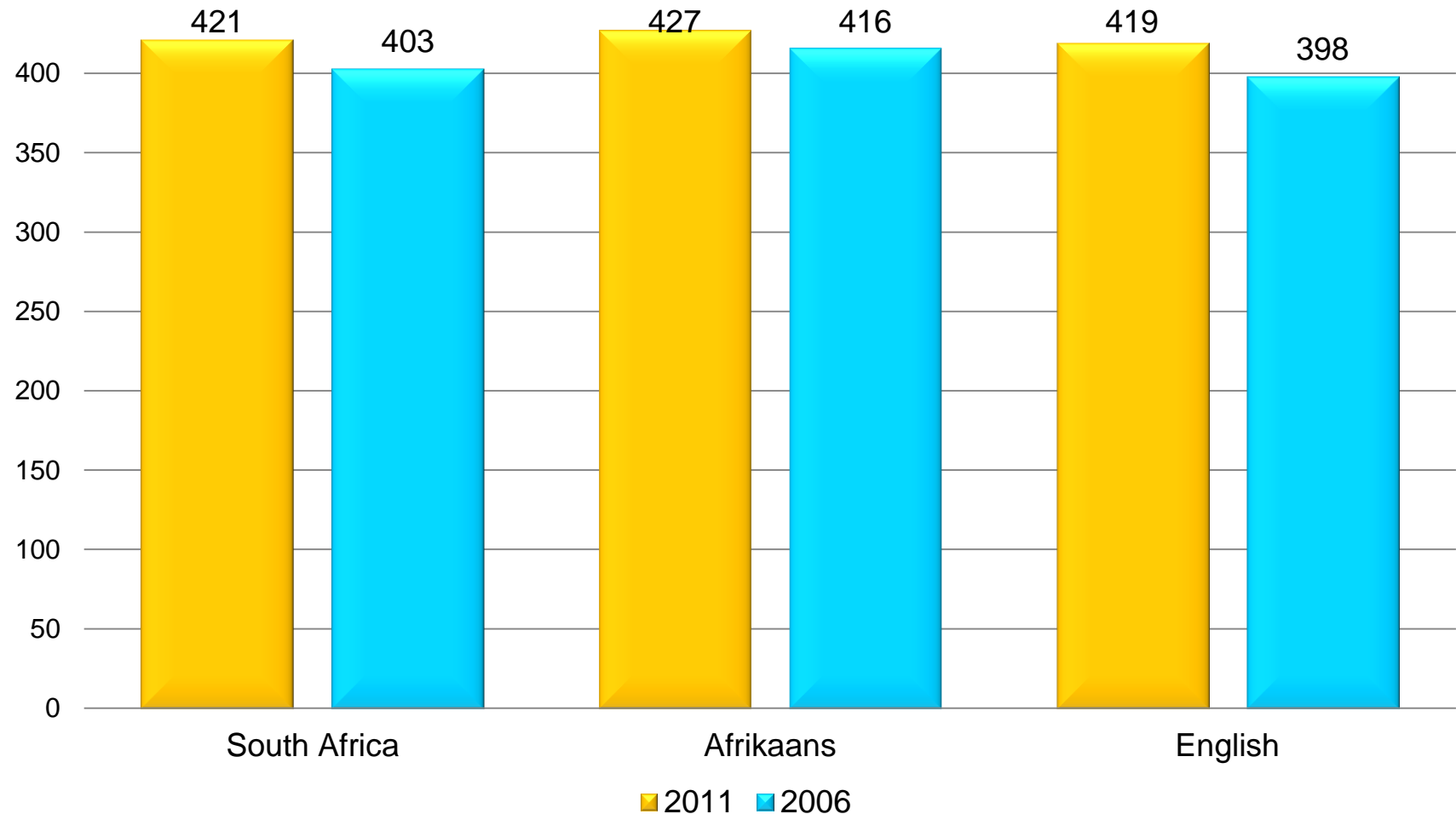
Test Language and Home Language



Performance by Test Language



PIRLS 2011 Performance compared to PIRLS 2006



BENCHMARK RESULTS

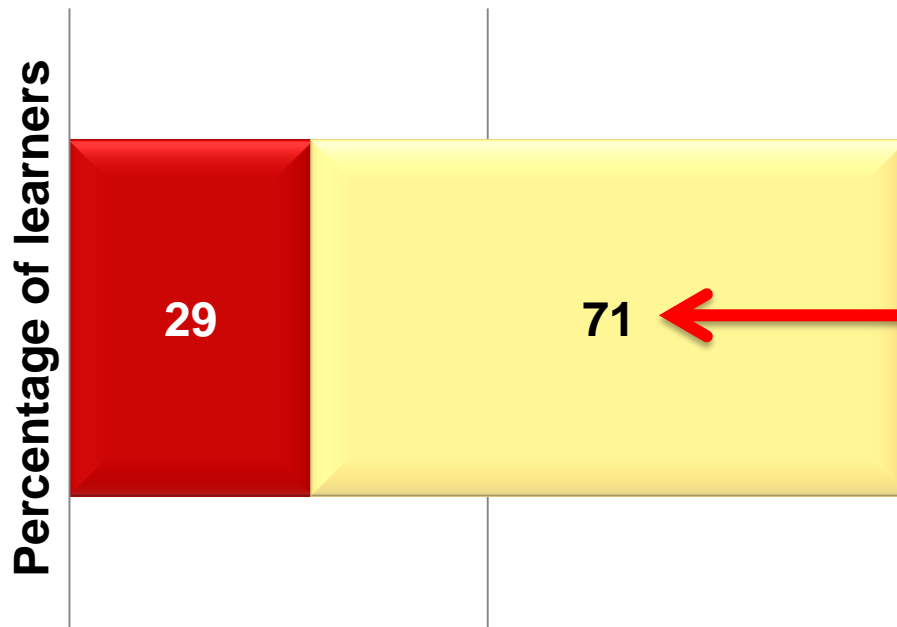


PIRLS 2011

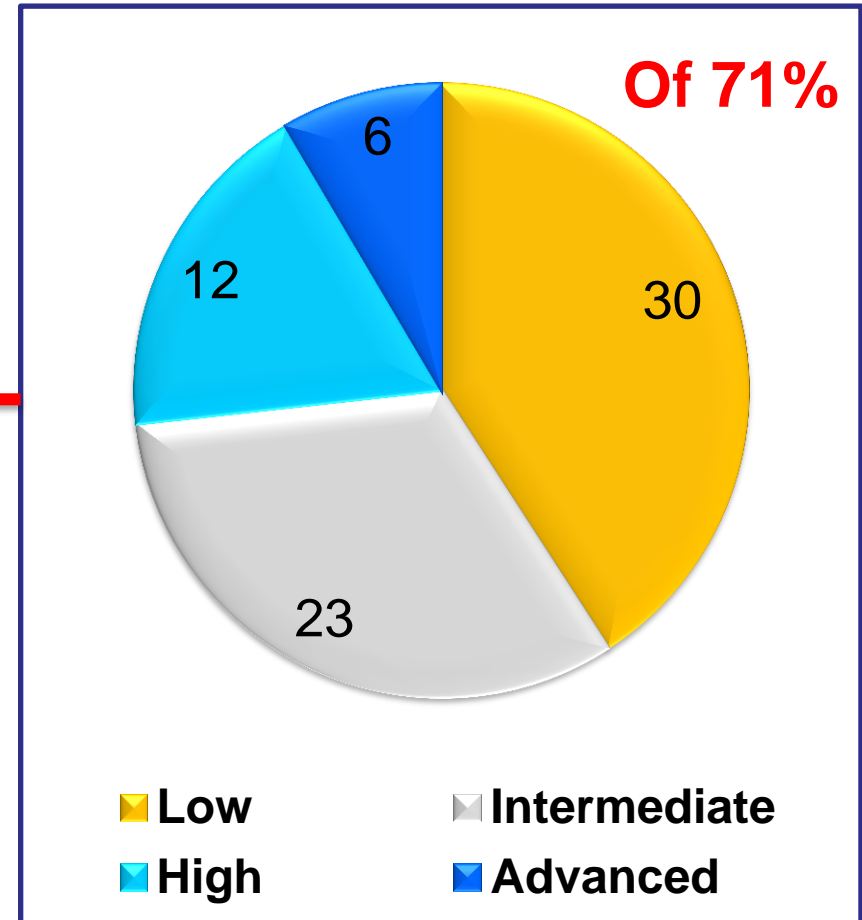
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prePIRLS 2011 Overall Benchmark Performance

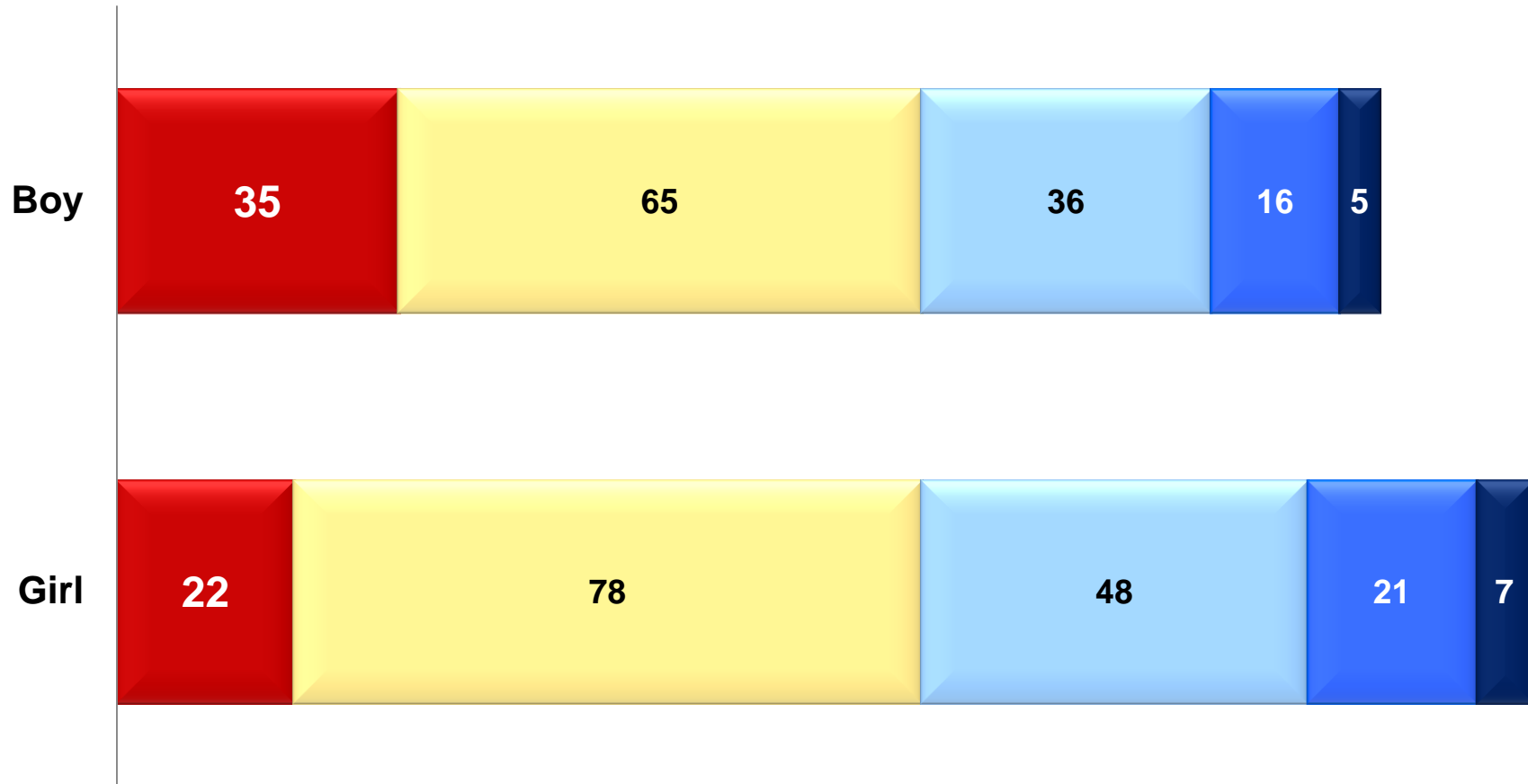
% Achieving Benchmarks



■ Not Attained ■ Low



prePIRLS 2011 Benchmark Performance by Gender



■ Not reached

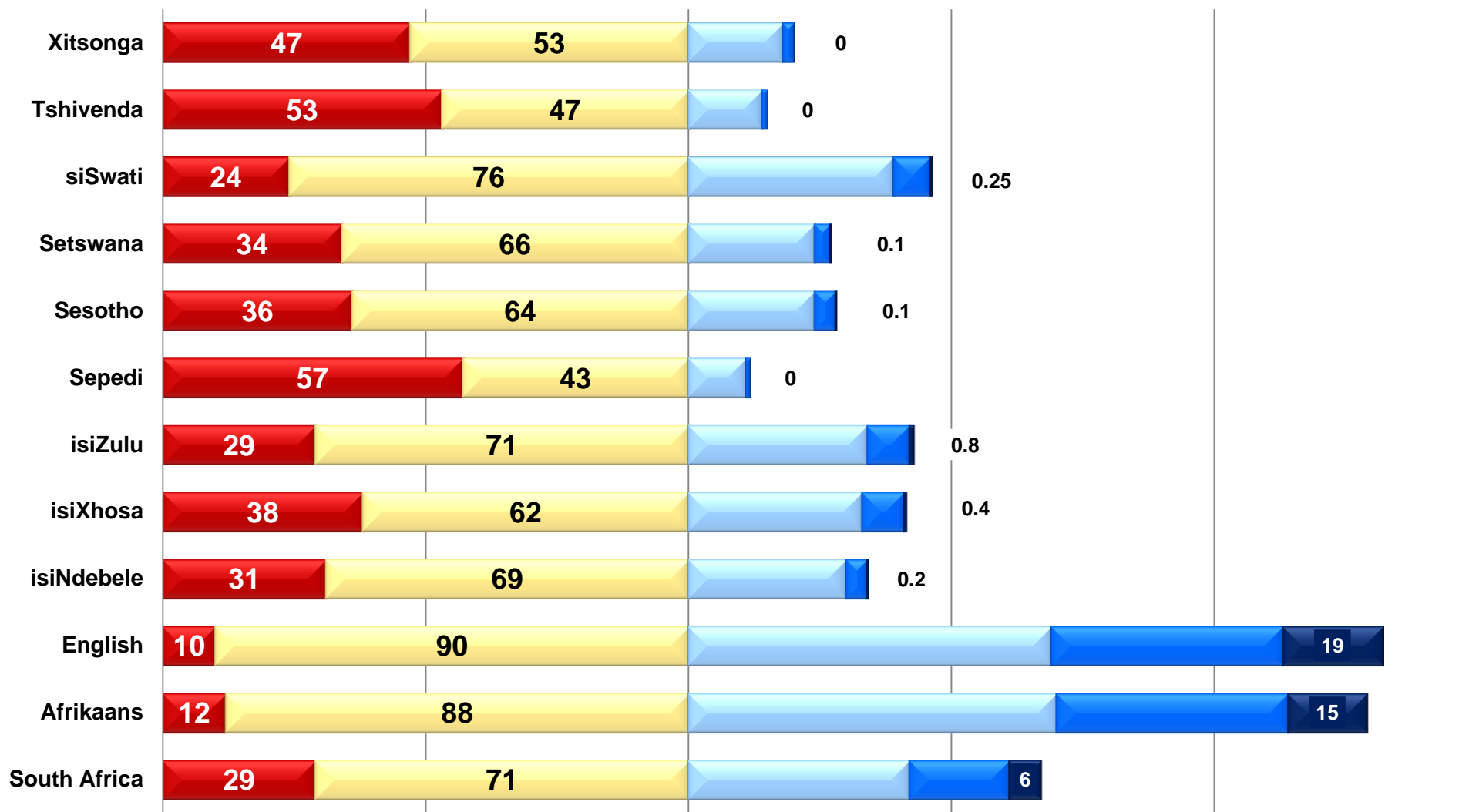
■ Intermediate International Benchmark

■ Advanced International Benchmark

■ Low International Benchmark

■ High International Benchmark

prePIRLS 2011 Benchmark Performance by Test Language



■ Did not reach

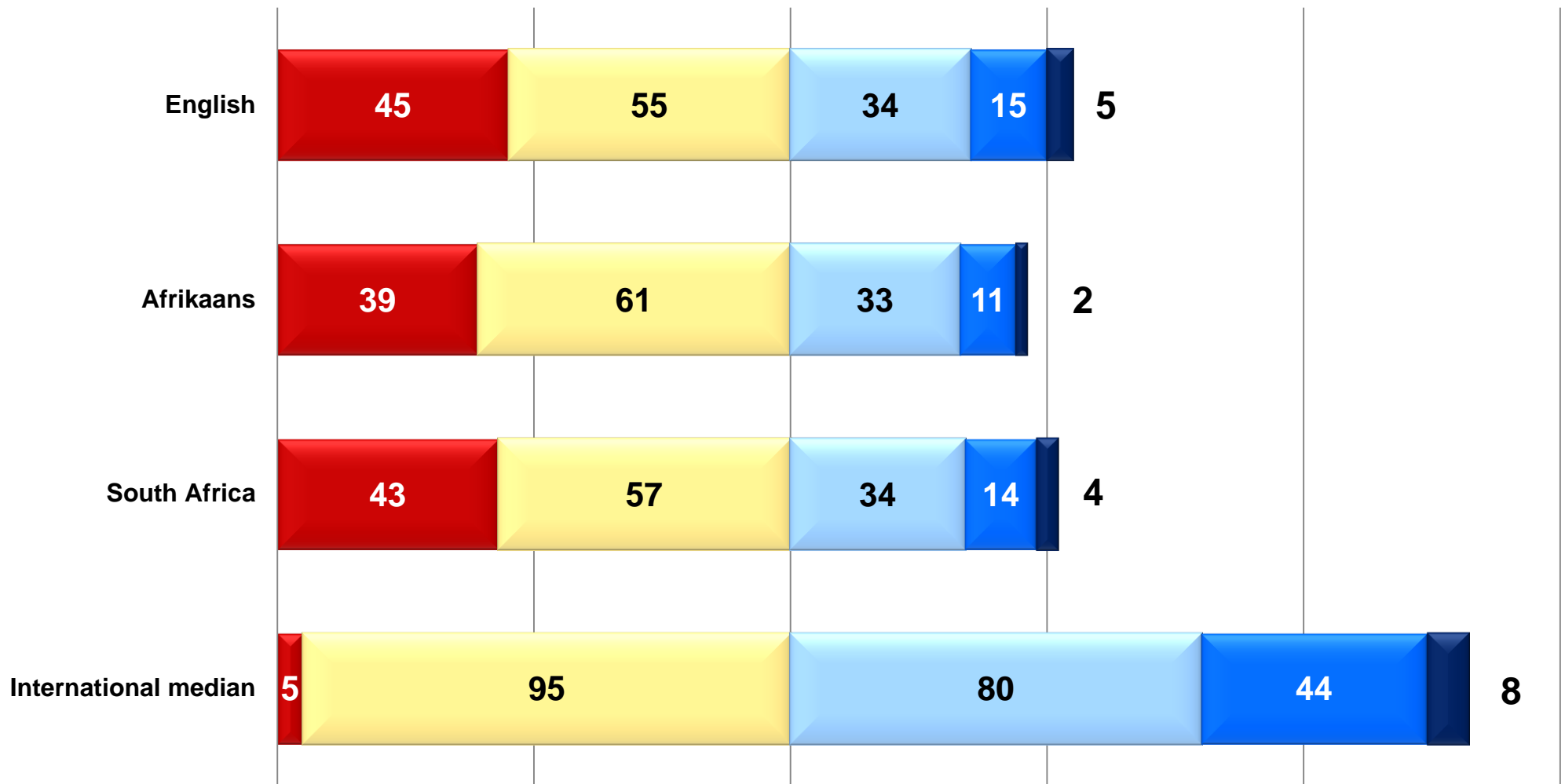
■ High International Benchmark

■ Low International benchmark

■ Advanced International benchmark

■ Intermediate International Benchmark

PIRLS 2011 Benchmark Performance



■ Did not reach

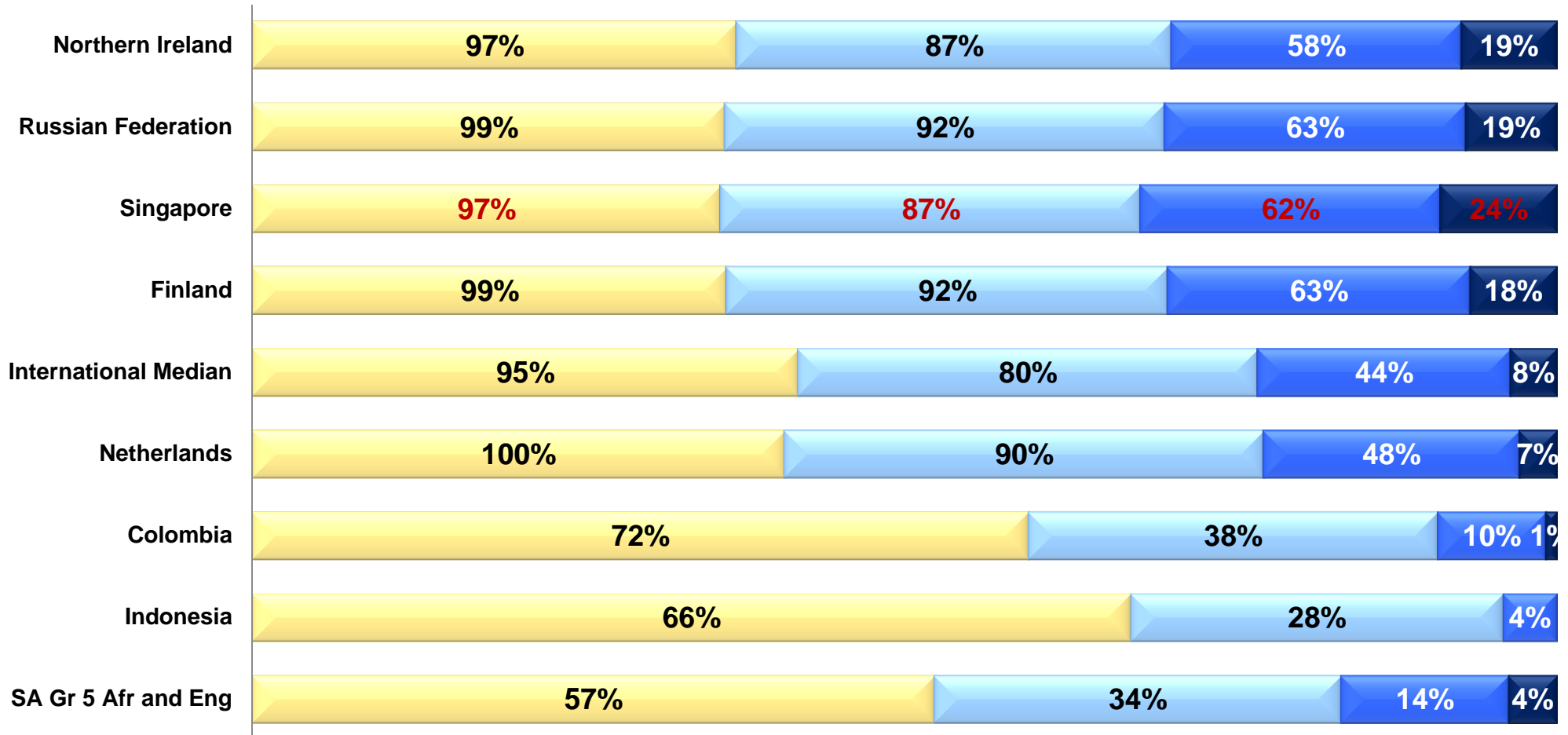
■ High International Benchmark

■ Low International Benchmark

■ Advanced International Benchmark

■ Intemediate International Benchmark

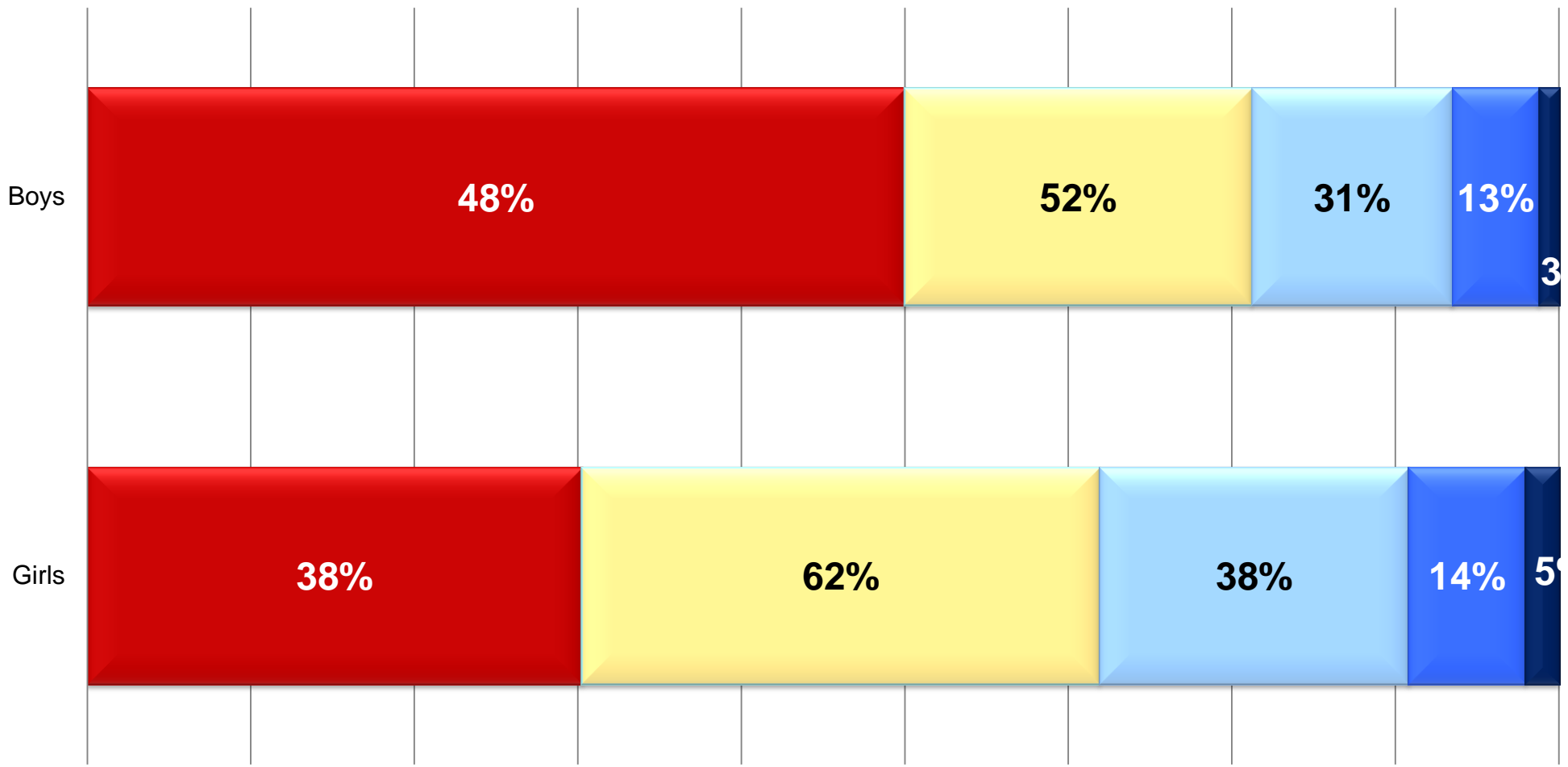
PIRLS 2011 Benchmark comparisons with Selected International Participants



■ Low International Benchmark
■ Intermediate International Benchmark

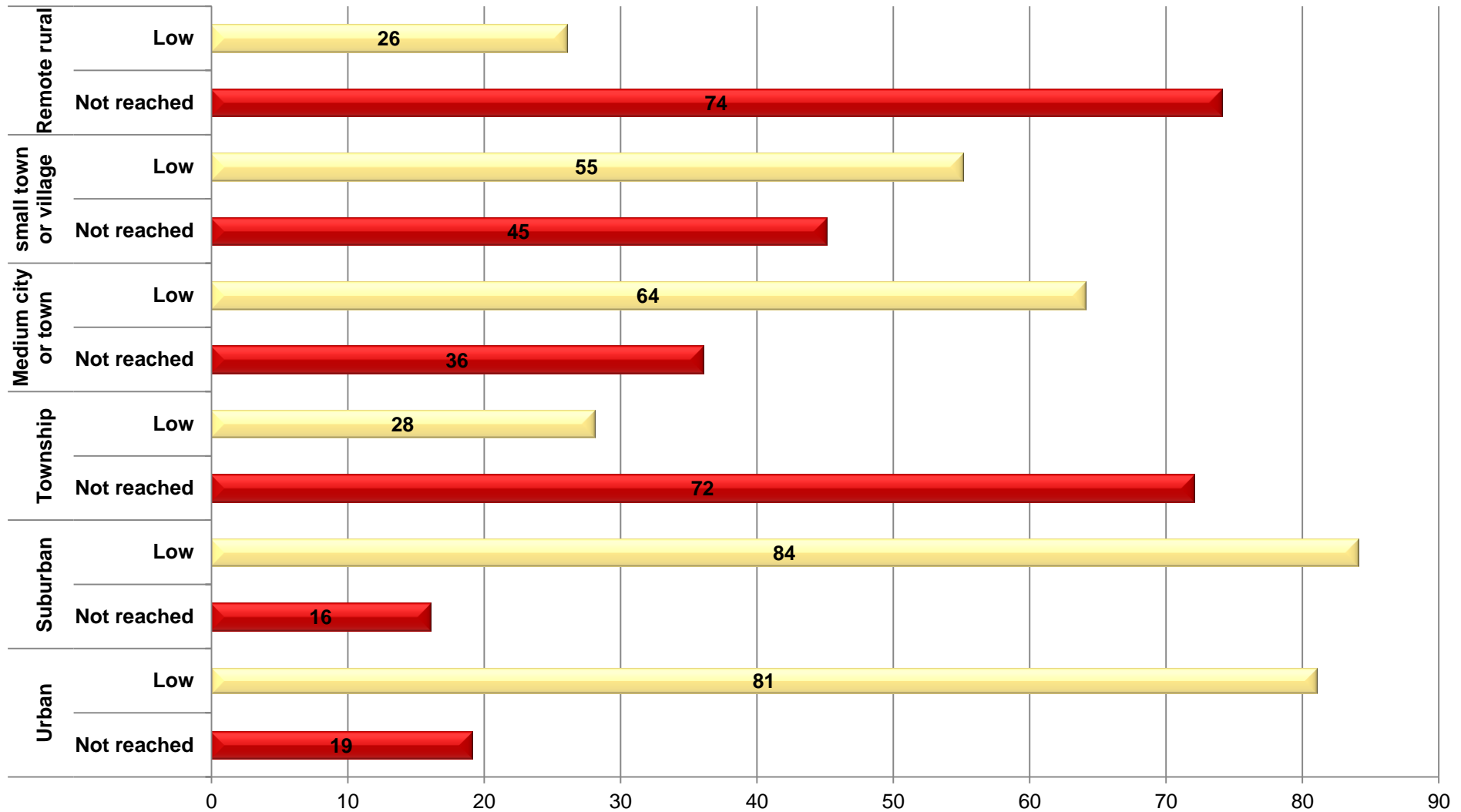
■ High International Benchmark
■ Advanced International Benchmark

PIRLS 2011 Performance by Gender

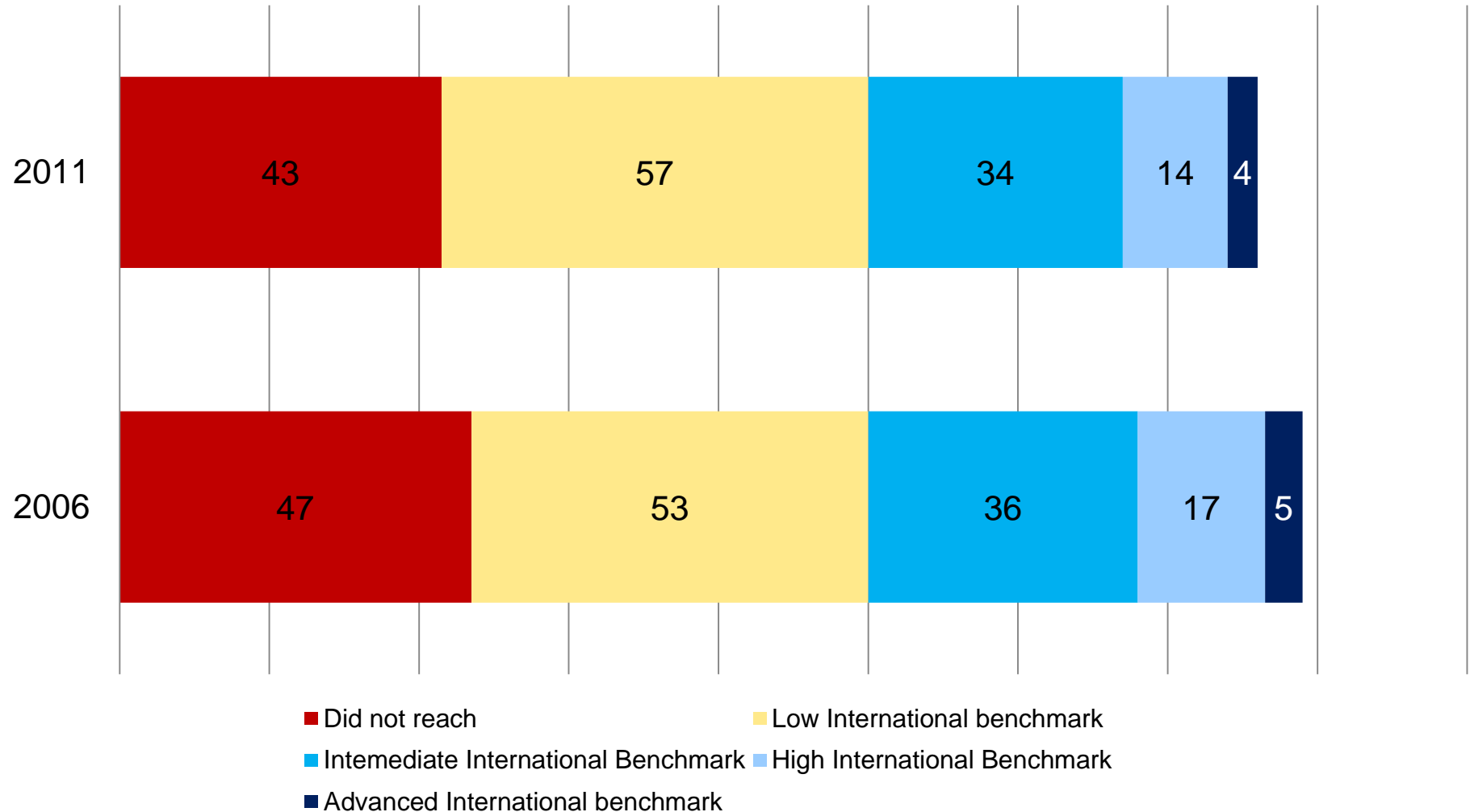


- Not attained
- Low International Benchmark
- Intermediate International Benchmark
- High International Benchmark
- Advanced International Benchmark

PIRLS Grade 5 Benchmarks by Location



Trends in Benchmarks reached: PIRLS 2006 to PIRLS 2011





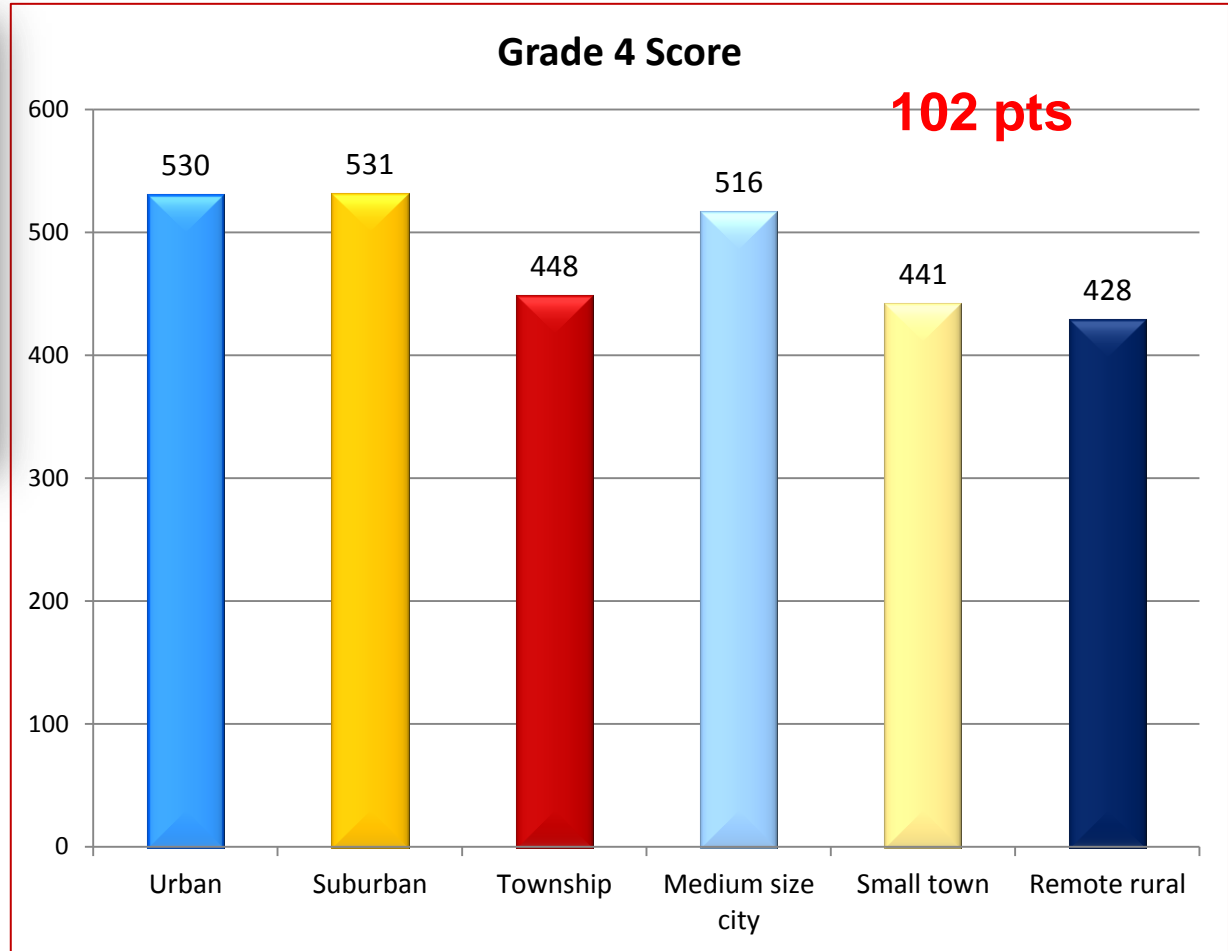
SOME SIGNIFICANT FACTORS



PIRLS 2011

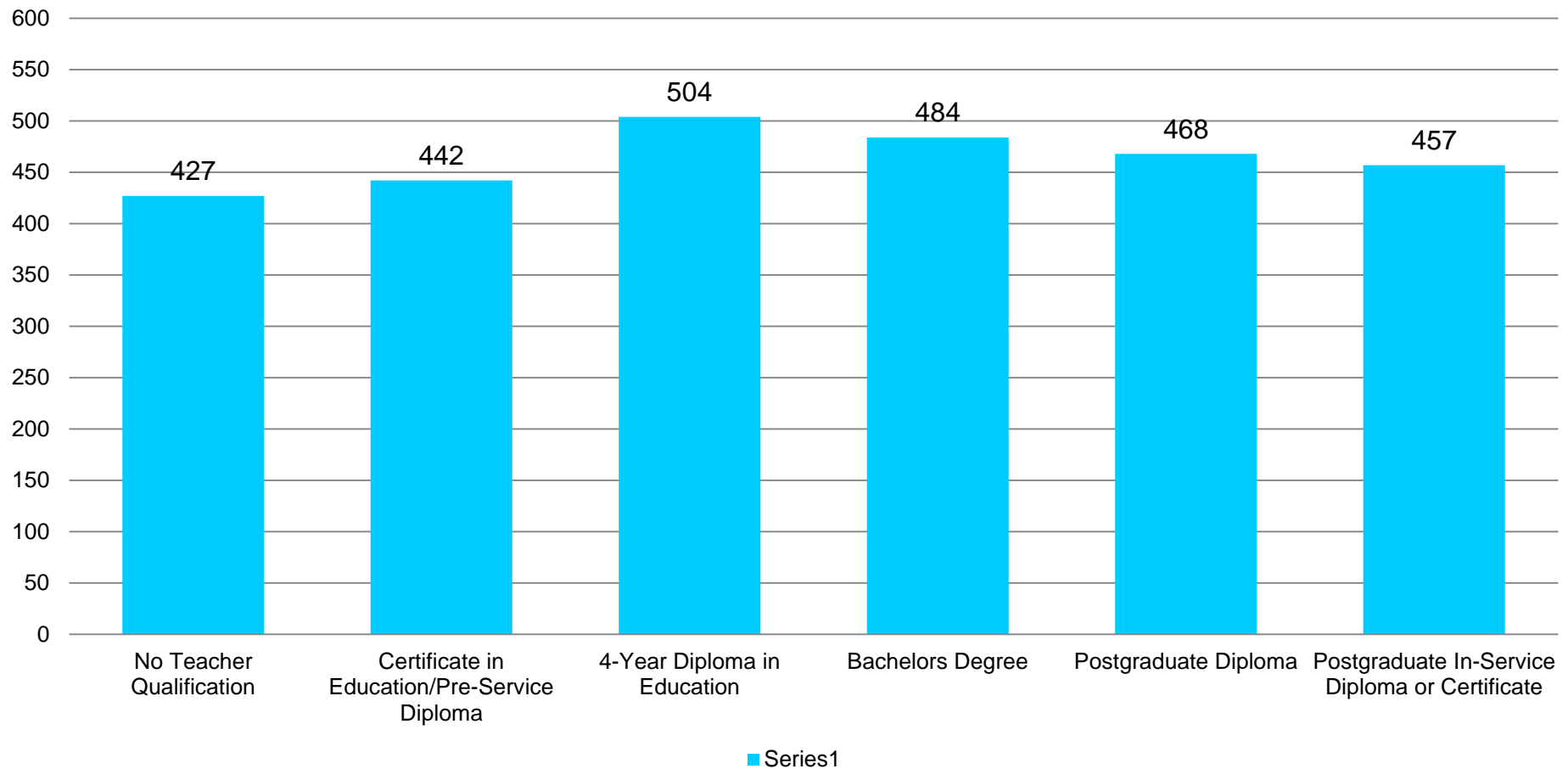
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Location of the School and Grade 4 Achievement



Teacher Qualifications and Grade 4 Achievement

prePIRLS 2011 Teacher Qualifications

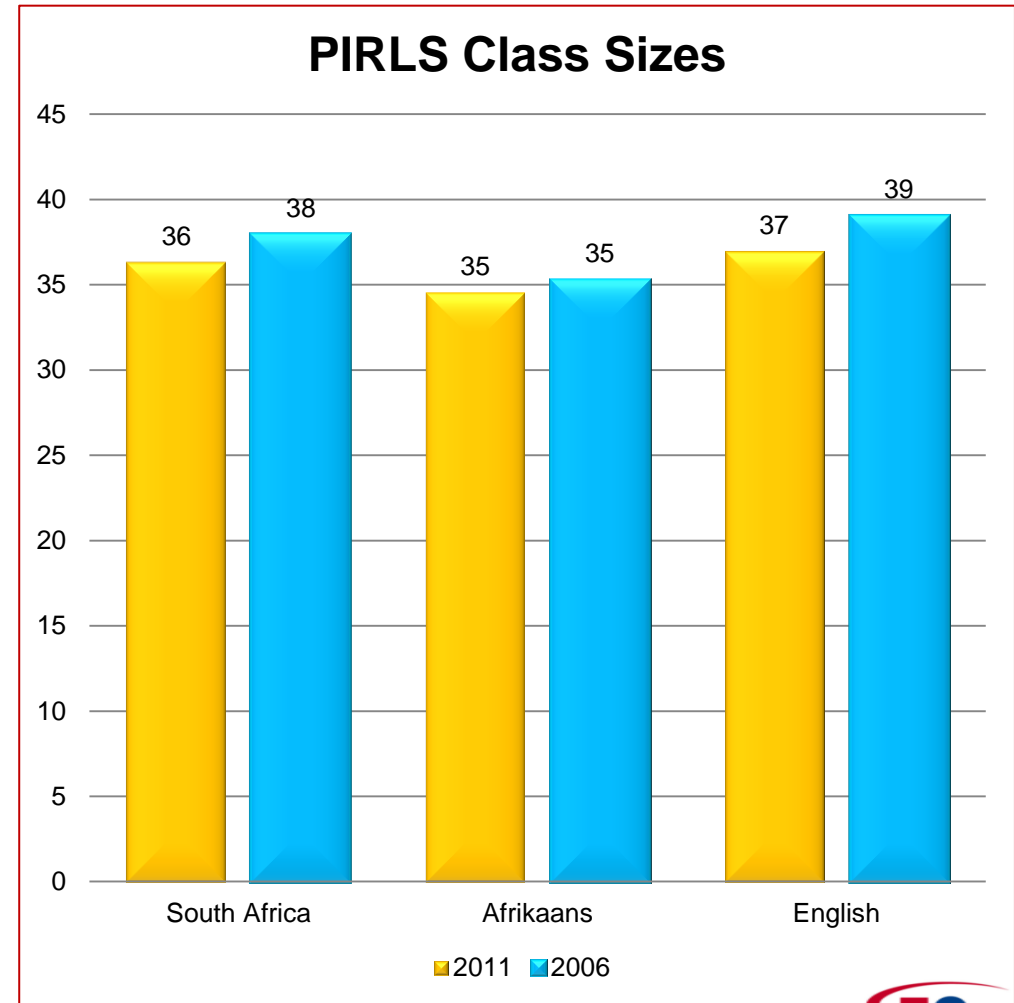


Grade 4 Class Size by Test Language

Grade 4 Class Size by Test Language

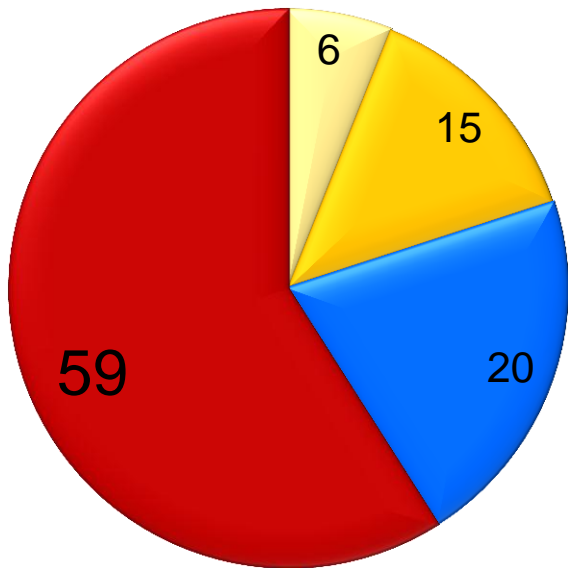
| National Average | 40 |
|------------------|----|
| Afrikaans | 34 |
| English | 36 |
| isiNdebele | 47 |
| isiXhosa | 45 |
| isiZulu | 41 |
| Sepedi | 43 |
| Sesotho | 45 |
| Setswana | 43 |
| siSwati | 53 |
| Tshivenda | 44 |
| Xitsonga | 46 |

Grade 5 Class Size 2006-2011



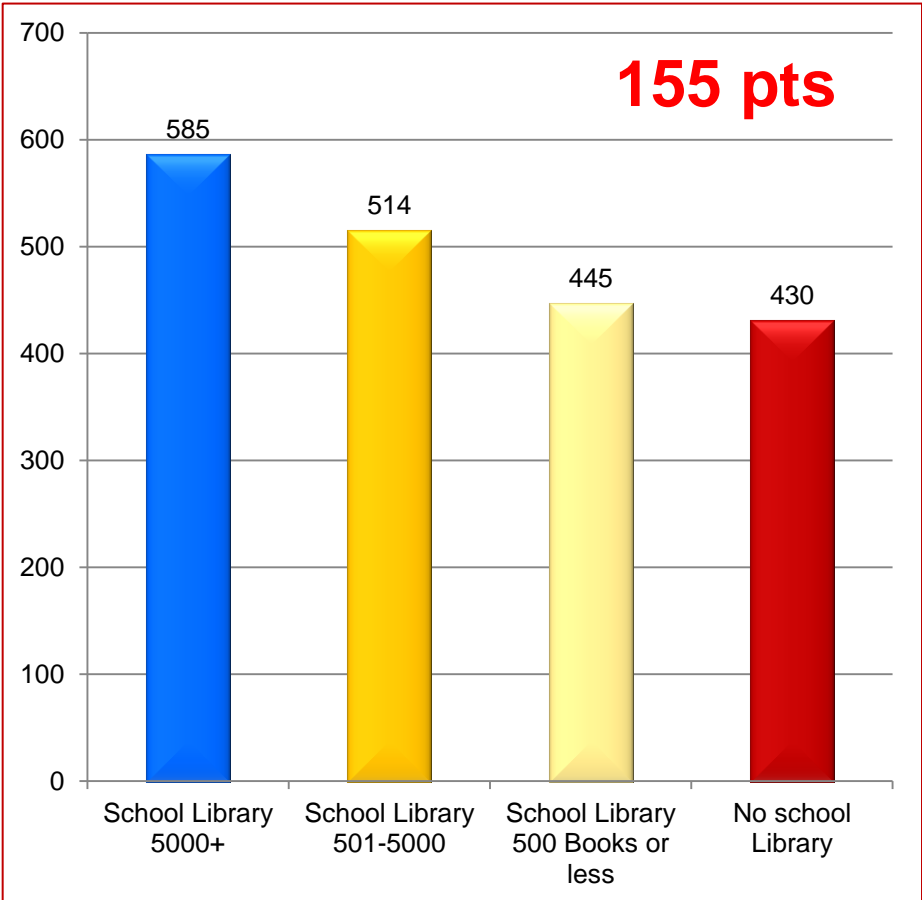
School Libraries and Achievement

Libraries at Schools

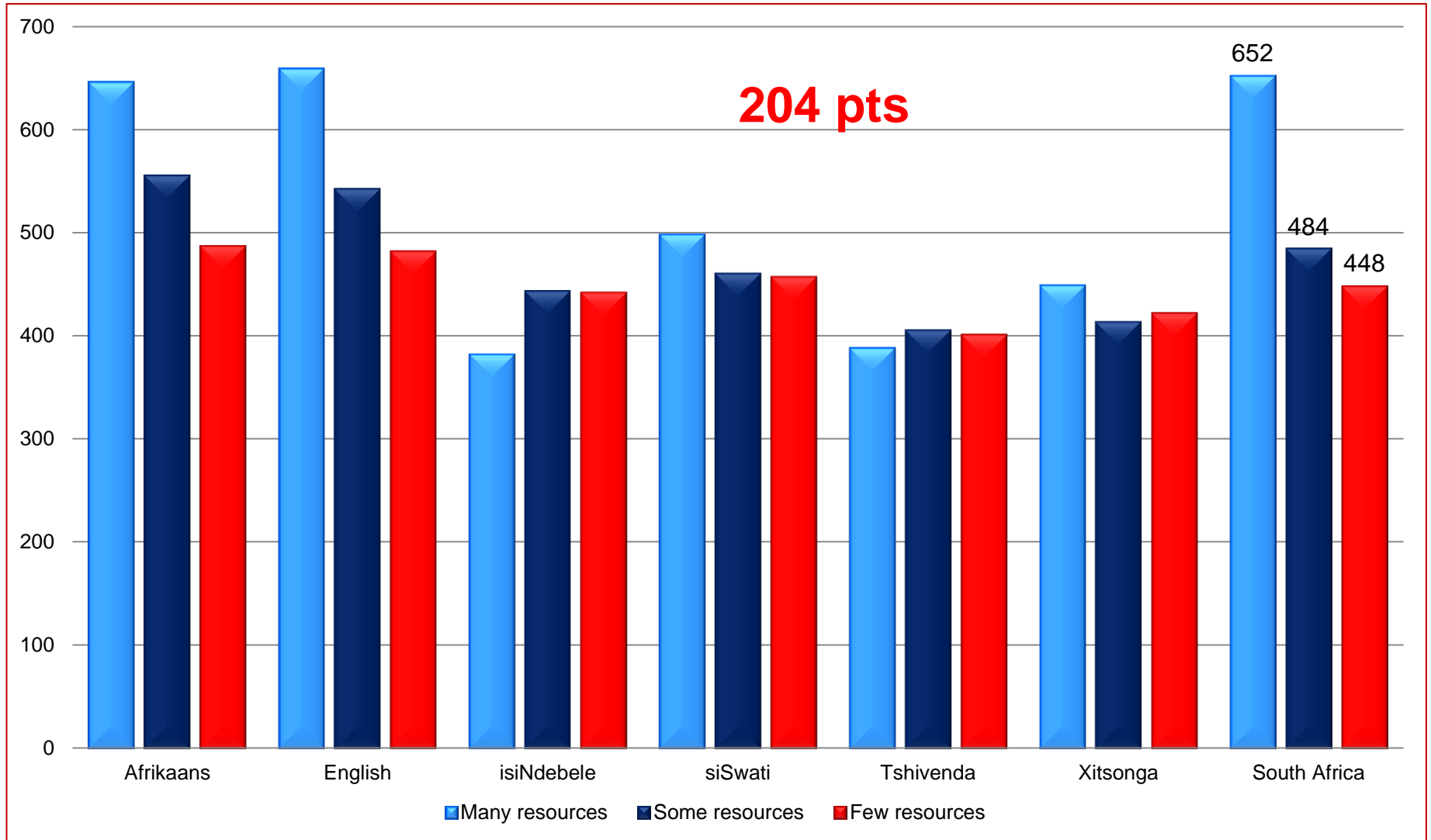


- School library with more than 5 000 books
- School library with 500-5 000 books
- School library with 500 books or less
- No school library

Grade 4 Achievement

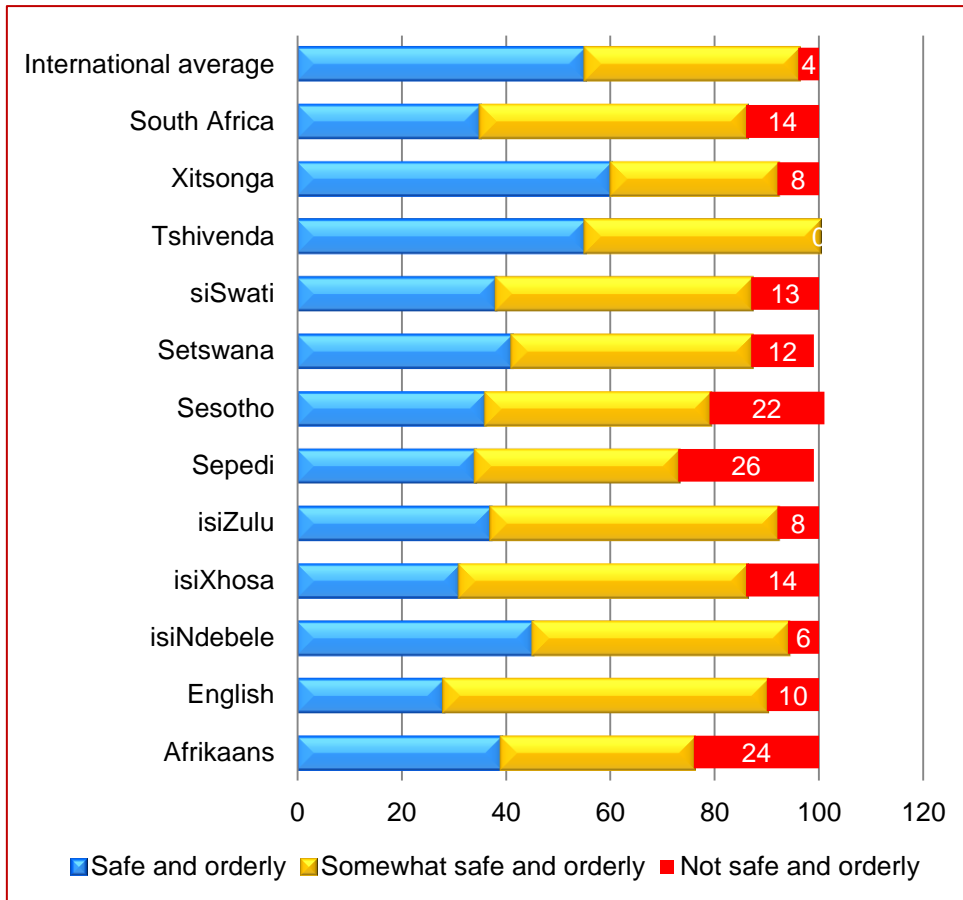


Resources at Home and Achievement

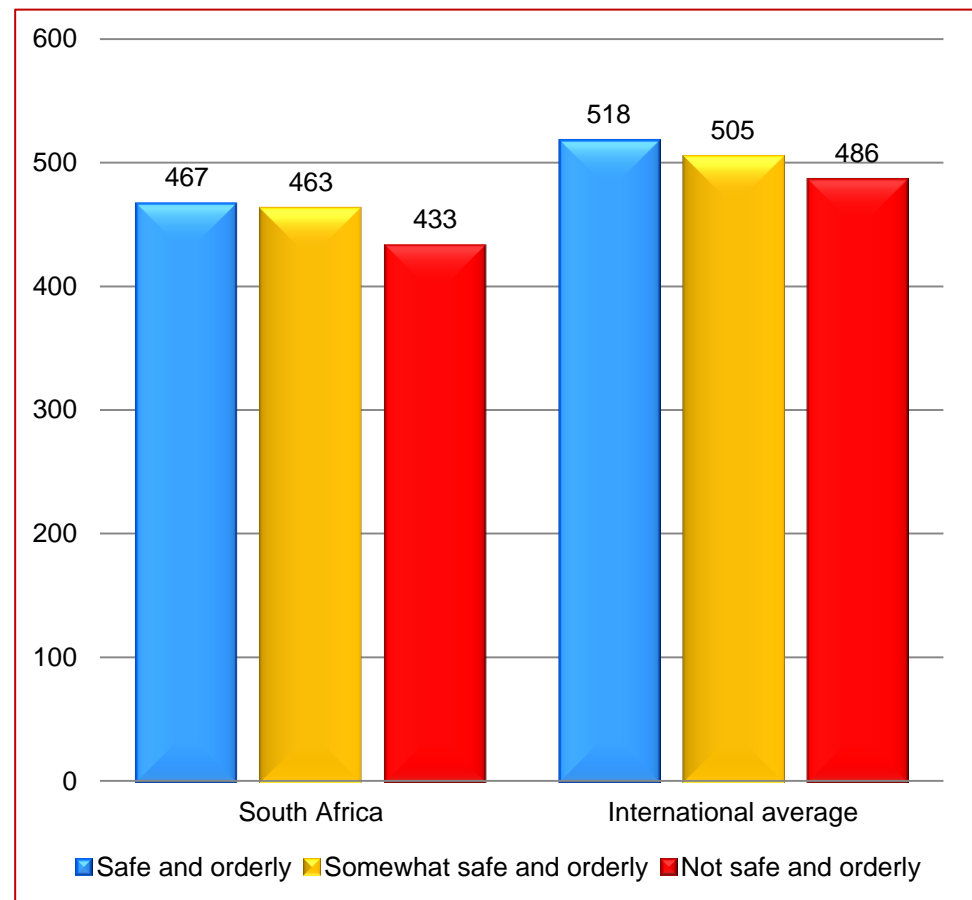


School Safety and Achievement

Safe and Orderly Schools

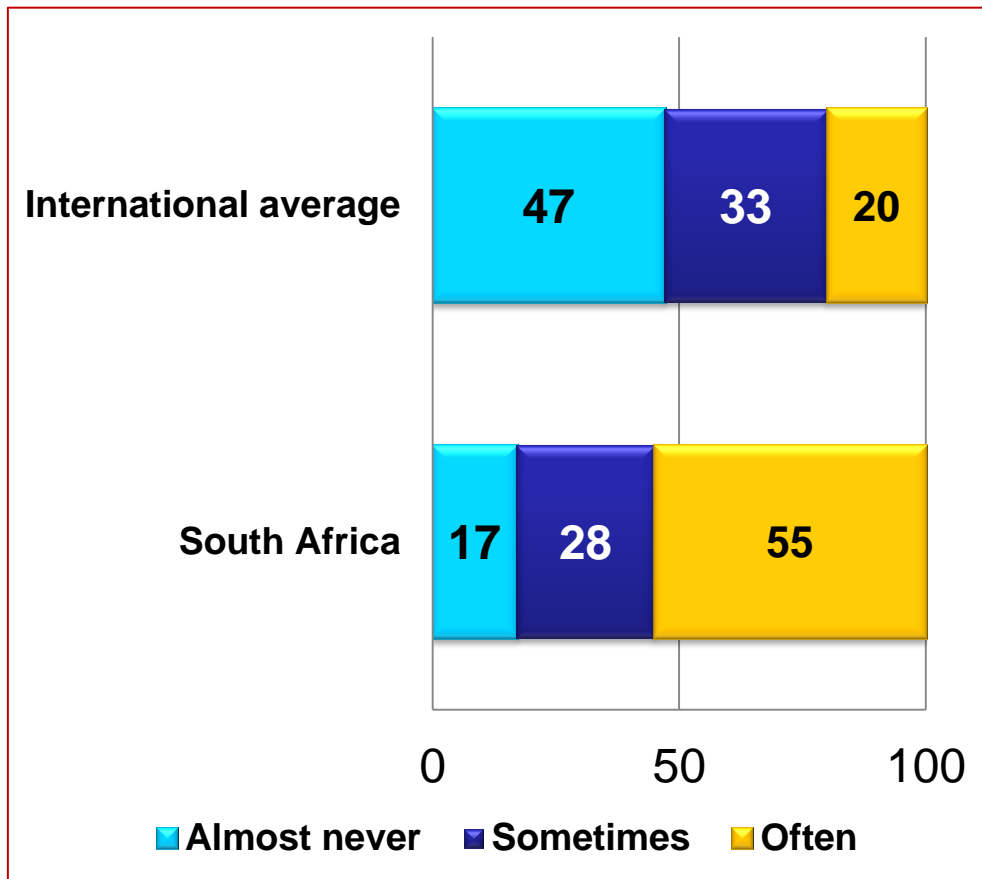


Grade 4 Achievement

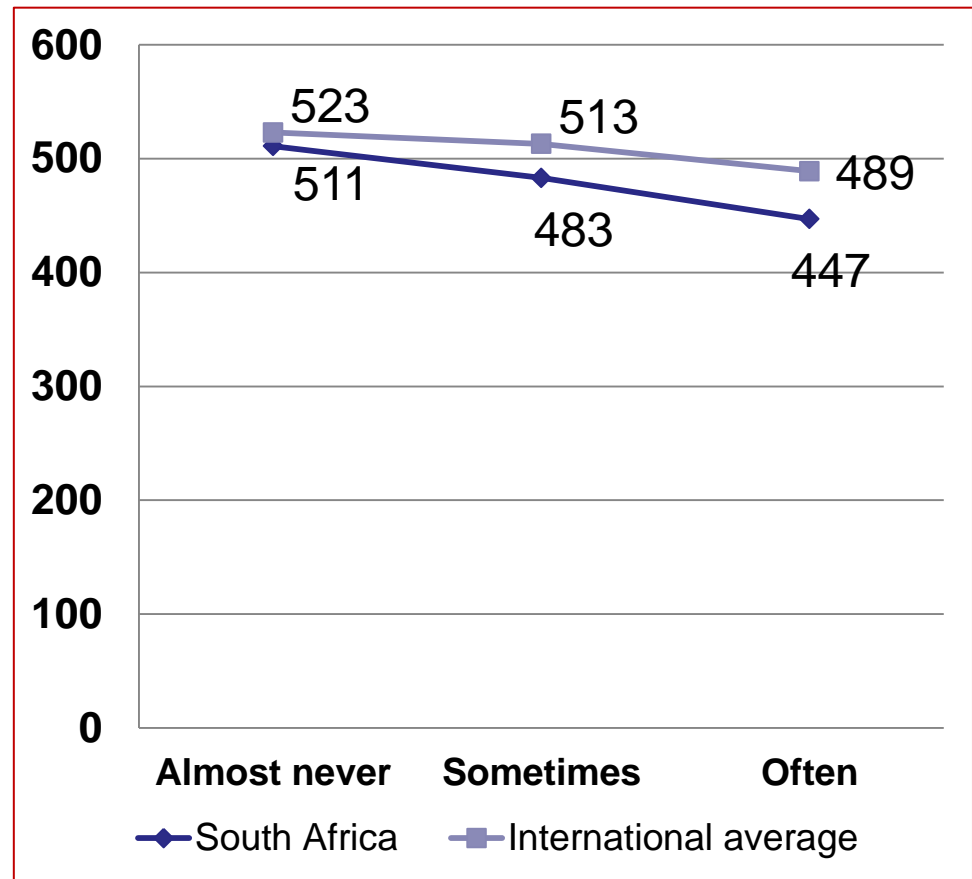


Bullying and Achievement

Frequency of Bullying



Grade 4 Achievement



Conclusions for Grade 4 Achievement

- Overall performance is low and comparable to Botswana
- 1/3 learners at risk educationally and cannot read at fundamental level needed, even in their home language
- Significant language differences (100 pts)
- Learners tested in English are the strongest readers
- Languages most at risk - Sepedi and Tshivenda
- African learners at English LOLT schools 50pts more
- Girls read significantly better than boys
- 1/3 of boys at risk

Conclusions for Grade 5

Achievement

- Overall Grade 5 performance in Afrikaans and English is still low internationally
- Performance is comparable to some emerging economies (e.g. Indonesia)
- Girls achieve higher scores than boys
- 50% of boys at risk educationally
- 74% of remote rural learners at risk
- No overall difference since 2006, however, more learners reaching international benchmarks
- Concern that top achievers have dropped
- Biggest improvement amongst Afrikaans group

Factors Making a Difference

- Top readers demonstrate ability to interpret, integrate and evaluate information – not just retrieve
- Supportive home environment develops early literacy
- Successful schools are adequately to well resourced, emphasise academic success and are safe and orderly
- Well educated and satisfied teachers make a difference
- Learners who are positive towards reading do better in terms of motivation, self-concept and enjoyment of reading

Emerging Negative Factors

- Location of school
- LoLT vs Home Language
- Overcrowding and class size
- Dilapidated infrastructure and shortage of resources
- Age, experience and qualification of teachers
- Too much teaching time lost
- Bullying and school climate

