



Annex B

TABLES OF RESULTS

Table 2.1 Item classification in the PISA reading framework, PISA-24 assessment questions and PISA-15 link items

Unit name	Unit item code	Item format (Question format)	Context (Situation)	Text type	Text format	Reading process (Aspect)	PISA reading level (Difficulty)
Drugged Spiders	R055Q01	Multiple Choice	Public	Expository	Continuous	Interpreting	2
	R055Q02	Open Constructed Response	Public	Expository	Continuous	Reflecting and evaluating	3
	R055Q03	Open Constructed Response	Public	Expository	Continuous	Interpreting	3
	R055Q05	Open Constructed Response	Public	Expository	Continuous	Interpreting	2
Aesop	R067Q01	Multiple Choice	Personal	Narrative	Continuous	Interpreting	1
	R067Q04	Open Constructed Response	Personal	Narrative	Continuous	Reflecting and evaluating	2 (code 1); 4 (code 2)
	R067Q05	Open Constructed Response	Personal	Narrative	Continuous	Reflecting and evaluating	2 (code 1); 3 (code 2)
Shirts	R102Q04A	Open Constructed Response	Personal	Expository	Continuous	Interpreting	4
	R102Q05	Closed Constructed Response	Personal	Table	Non-continuous	Interpreting	4
	R102Q07	Multiple Choice	Personal	Expository	Continuous	Interpreting	1
Telephone	R104Q01	Closed Constructed Response	Public	Table	Non-continuous	Retrieving information	1
	R104Q02	Closed Constructed Response	Public	Table	Non-continuous	Retrieving information	4
	R104Q05	Short Response	Public	Table	Non-continuous	Retrieving information	4 (code 1); 6 (code 2)
Exchange	R111Q01	Multiple Choice	Educational	Expository	Continuous	Interpreting	2
	R111Q02B	Open Constructed Response	Educational	Expository	Continuous	Reflecting and evaluating	3 (code 1); 5 (code 2)
	R111Q06B	Open Constructed Response	Educational	Expository	Continuous	Reflecting and evaluating	3 (code 1); 4 (code 2)
Employment	R219Q01T	Closed Constructed Response	Occupational	Form	Non-continuous	Retrieving information	3
	R219Q01E	Short Response	Occupational	Form	Non-continuous	Interpreting	2
	R219Q02	Open Constructed Response	Occupational	Form	Non-continuous	Reflecting and evaluating	1
South Pole	R220Q01	Short Response	Educational	Map	Non-continuous	Reflecting and evaluating	4
	R220Q02B	Multiple Choice	Educational	Chart/Graph	Non-continuous	Interpreting	3
	R220Q04	Multiple Choice	Educational	Expository	Continuous	Interpreting	3
	R220Q05	Multiple Choice	Educational	Expository	Continuous	Interpreting	1
	R220Q06	Multiple Choice	Educational	Expository	Continuous	Interpreting	2
Optician	R227Q01	Multiple Choice	Occupational	Descriptive	Continuous	Retrieving information	3
	R227Q02	Complex Multiple Choice	Occupational	Descriptive	Continuous	Retrieving information	2 (code 1); 4 (code 2)
	R227Q03	Open Constructed Response	Occupational	Descriptive	Continuous	Reflecting and evaluating	3
	R227Q06	Short Response	Occupational	Chart/Graph	Non-continuous	Retrieving information	2

Note: Code 1 refers to partial credit, while code 2 refers to full credit.
Source: YITS cycle 5.5: Reading Skills Reassessment.

Table 3.1 Distribution of reading skills, PISA-15 and PISA-24, Canadian participants age 15 in 2000

PISA reading scale	Reading skills in 2000, PISA-15		Reading skills in 2009, PISA-24	
	%	Cumulative	%	Cumulative
<225	0.0	0.0	0.0	0.0
225-249	0.0	0.0	0.1	0.1
250-274	0.1	0.1	0.1	0.2
275-299	0.5	0.7	0.1	0.3
300-324	1.1	1.7	0.2	0.4
325-349	1.1	2.9	0.2	0.7
350-374	1.5	4.4	0.5	1.2
375-399	2.7	7.1	0.8	2.0
400-424	3.7	10.8	1.2	3.2
425-449	4.6	15.5	1.5	4.7
450-474	6.0	21.4	2.1	6.8
475-499	7.3	28.7	3.5	10.3
500-524	8.7	37.4	5.0	15.2
525-549	9.3	46.7	6.2	21.5
550-574	9.1	55.8	8.6	30.0
575-599	9.5	65.3	11.7	41.8
600-624	9.9	75.2	13.4	55.2
625-649	8.6	83.8	12.3	67.5
650-674	6.3	90.1	10.2	77.7
675-699	4.5	94.6	8.4	86.1
700-724	2.9	97.5	6.1	92.2
725-749	1.4	98.9	3.6	95.9
750-774	0.6	99.5	1.9	97.8
775-799	0.3	99.8	1.1	98.9
800-824	0.1	99.9	0.6	99.5
825-849	0.0	100.0	0.2	99.7
>850	0.0	100.0	0.1	99.8

Notes: Estimates of percentage at each age group are smoothed averages. Differences in the highest cumulative totals from 100.0 are due to rounding error.
Source: YITS cycle 5.5: Reading Skills Reassessment.


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Table 3.2 Comparison of reading performance at age 15 and age 24 by various demographic groups, Canadian participants age 15 in 2000

	Reading skills in 2000, PISA-15		Reading skills in 2009, PISA-24	
	Mean score	Standard error	Mean score	Standard error
All participants	541	(5.2)	598	(4.3)
Language				
Minority language speakers	528	(15.8)	597	(12.4)
Majority language speakers	545	(5.8)	600	(4.9)
Francophones	530	(7.9)	588	(6.6)
Anglophones	546	(6.6)	602	(5.5)
Gender				
Male	526	(8.2)	590	(6.7)
Female	558	(7.1)	608	(6.2)
Family background				
Low socio-economic background, age 15	506	(11.8)	568	(9.3)
High socio-economic background, age 15	572	(8.2)	618	(7.5)
In rural school, at age 15	523	(10.5)	590	(7.4)
In urban school, at age 15	546	(6.0)	600	(5.1)
Not born in Canada	524	(13.4)	601	(15.8)
Born in Canada	545	(5.8)	599	(4.7)

Source: YITS cycle 5.5: Reading Skills Reassessment.



StatLink  <http://dx.doi.org/10.1787/888932577308>

Table 3.3 Distribution of reading skills by gender, PISA-15 and PISA-24, Canadian participants age 15 in 2000

PISA reading scale	Reading skills in 2000, PISA-15				Reading skills in 2009, PISA-24			
	Boys		Girls		Men		Women	
	%	Cumulative	%	Cumulative	%	Cumulative	%	Cumulative
<200	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
200-224	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
225-249	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
250-274	0.2	0.2	0.0	0.1	0.0	0.1	0.1	0.2
275-299	1.0	1.2	0.1	0.1	0.1	0.2	0.1	0.4
300-324	1.9	3.1	0.2	0.3	0.1	0.3	0.1	0.5
325-349	1.9	4.9	0.4	0.7	0.3	0.6	0.2	0.7
350-374	1.8	6.8	1.2	1.9	0.7	1.3	0.3	0.9
375-399	2.7	9.5	2.8	4.7	1.2	2.5	0.4	1.3
400-424	3.6	13.1	3.8	8.4	1.7	4.3	0.6	1.9
425-449	5.0	18.1	4.3	12.8	2.2	6.5	0.8	2.6
450-474	6.5	24.6	5.4	18.1	2.7	9.2	1.4	4.1
475-499	8.1	32.8	6.4	24.5	4.2	13.4	2.8	6.9
500-524	9.9	42.6	7.4	31.9	5.7	19.1	4.3	11.2
525-549	9.9	52.5	8.7	40.6	6.3	25.4	6.1	17.3
550-574	9.1	61.6	9.2	49.8	8.0	33.4	9.1	26.4
575-599	9.4	71.0	9.6	59.5	10.8	44.2	12.7	39.2
600-624	9.4	80.4	10.3	69.8	12.7	56.9	14.1	53.3
625-649	7.6	88.1	9.6	79.4	12.6	69.5	12.1	65.4
650-674	5.2	93.2	7.4	86.8	10.7	80.2	9.7	75.1
675-699	3.2	96.4	5.9	92.7	8.2	88.3	8.6	83.7
700-724	1.7	98.1	4.1	96.8	5.6	93.9	6.7	90.3
725-749	0.9	99.0	1.9	98.7	3.0	97.0	4.2	94.5
750-774	0.5	99.4	0.7	99.4	1.4	98.4	2.5	97.0
775-799	0.2	99.6	0.4	99.8	0.8	99.2	1.4	98.4
800-824	0.1	99.7	0.2	100.0	0.5	99.6	0.7	99.1
825-849	0.0	99.7	0.0	100.0	0.2	99.8	0.3	99.4
>850	0.0	99.7	0.0	100.0	0.0	99.8	0.0	99.4

Note: Estimates of percentage at each age group are smoothed averages. Differences in the highest cumulative totals from 100.0 are due to a rounding error.

Source: YITS cycle 5.5: Reading Skills Reassessment.

StatLink  <http://dx.doi.org/10.1787/888932577308>


Distribution of reading skills by assessment language, PISA-15 and PISA-24, Canadian participants age 15 in 2000

Table 3.4

PISA reading scale	Reading skills in 2000, PISA-15				Reading skills in 2009, PISA-24			
	English		French		English		French	
	%	Cumulative	%	Cumulative	%	Cumulative	%	Cumulative
<200	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1
200-224	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1
225-249	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.2
250-274	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.3
275-299	0.6	0.8	0.2	0.3	0.1	0.3	0.2	0.4
300-324	1.2	2.0	0.6	0.9	0.1	0.4	0.2	0.6
325-349	1.1	3.0	1.1	1.9	0.2	0.6	0.2	0.7
350-374	1.3	4.3	2.0	4.0	0.4	1.0	0.5	1.2
375-399	2.3	6.5	4.1	8.1	0.7	1.7	0.9	2.1
400-424	3.1	9.6	6.0	14.1	1.1	2.9	1.0	3.1
425-449	4.3	13.9	6.0	20.1	1.5	4.4	1.4	4.5
450-474	5.9	19.8	5.8	25.9	2.0	6.4	2.4	6.9
475-499	7.2	27.0	7.0	32.9	3.2	9.5	4.5	11.4
500-524	8.5	35.5	9.0	41.9	4.5	14.0	6.6	18.0
525-549	9.1	44.6	10.2	52.1	5.7	19.8	8.0	26.0
550-574	9.1	53.7	9.6	61.7	8.0	27.7	10.5	36.5
575-599	9.5	63.2	9.4	71.1	11.1	38.8	13.8	50.3
600-624	10.0	73.2	9.6	80.7	13.2	52.0	14.4	64.7
625-649	8.9	82.1	8.1	88.8	12.5	64.5	11.9	76.6
650-674	6.7	88.8	5.1	93.9	10.6	75.1	9.0	85.6
675-699	5.1	93.9	2.7	96.6	9.1	84.2	6.3	91.9
700-724	3.2	97.2	1.8	98.5	6.8	91.0	3.9	95.9
725-749	1.5	98.7	1.1	99.6	4.1	95.1	2.0	97.9
750-774	0.7	99.3	0.4	100.0	2.2	97.3	1.0	98.9
775-799	0.3	99.7	0.2	100.2	1.3	98.6	0.7	99.6
800-824	0.2	99.8	0.1	100.3	0.7	99.3	0.4	100.0
825-849	0.0	99.9	0.0	100.3	0.3	99.6	0.1	100.2
>850	0.0	99.9	0.0	100.3	0.1	99.7	0.0	100.2

Note: Estimates of percentage at each age group are smoothed averages. Differences in the highest cumulative totals from 100.0 are due to rounding error.

Source: YITS cycle 5.5: Reading Skills Reassessment.

StatLink  <http://dx.doi.org/10.1787/888932577308>

Comparison of reading performance at age 15 and age 24 by educational attainment, pathways and work experience at age 24, Canadian participants age 15 in 2000

Table 3.5

	Reading skills in 2000, PISA-15		Reading skills in 2009, PISA-24	
	Mean score	Standard error	Mean score	Standard error
All participants	541	(5.2)	598	(4.3)
Educational pathways				
Continuous studies until completion	539	(2.4)	597	(2.2)
Gap in studies prior to completion	559	(3.7)	605	(3.1)
Educational attainment				
High school or lower	499	(11.5)	564	(8.2)
Post-secondary, non-university completion	533	(7.4)	584	(5.9)
University completion	596	(6.8)	652	(5.8)
Work experience				
Three or more years of work experience	529	(5.9)	585	(6.3)
Less than 3 years of work experience	549	(8.2)	606	(6.2)

Source: YITS cycle 5.5: Reading Skills Reassessment.


StatLink  <http://dx.doi.org/10.1787/888932577308>



Table 4.1 School grade and reading proficiency, Canadian participants age 15 in 2000

	Reading proficiency	
	Mean score	Standard error
PISA-15 (2000)		
3 years below modal grade	368	(19.7)
2 years below modal grade	427	(5.9)
1 year below modal grade	464	(2.9)
At modal grade	540	(1.4)
1 year above modal grade	576	(14.8)
Longitudinal Participants		
PISA-15 (2000)		
Below modal grade	472	(12.8)
At modal grade	543	(6.6)
Above modal grade	570	(33.6)
PISA-24 (2009)		
Below modal grade	549	(11.9)
At modal grade	599	(5.5)
Above modal grade	599	(31.0)

Note: The relative grade level is calculated by comparing the participant grade level to the modal grade level of participants living in the same province and born in the same month. Reading proficiency is adjusted to control for differences in proficiency related to the month of birth.

Source: YITS cycle 5.5: Reading Skills Reassessment.

StatLink <http://dx.doi.org/10.1787/888932577308>

Table 4.2 Item difficulty and average differences in item-correct scores between PISA-15 and PISA-24 by item type in the PISA reading framework, and individual characteristics at age 24, Canadian participants age 15 in 2000

Unit name	Unit item code	Estimated question difficulty in PISA-15 ¹	Item-correct score difference ² among all participants		Item-correct score difference ² among self-perception of skill loss sample ³				Item classification in the PISA reading framework		
			Mean	Standard error	No perceived skill loss		Perceived skill loss		Context (Situation)	Text type	Reading process (Aspect)
					Mean	Standard error	Mean	Standard error			
Drugged Spiders	R055Q01	-1.38	0.05	(0.03)	0.05	(0.03)	0.06	(0.05)	Public	Continuous	Interpreting
	R055Q02	0.50	0.07	(0.04)	0.07	(0.05)	0.02	(0.20)	Public	Continuous	Reflecting
	R055Q03	0.07	0.06	(0.04)	0.06	(0.04)	0.02	(0.05)	Public	Continuous	Interpreting
	R055Q05	-0.88	0.05	(0.03)	0.06	(0.03)	-0.19	(0.12)	Public	Continuous	Interpreting
Aesop	R067Q01	-1.73	0.06	(0.02)	0.06	(0.02)	0.16	(0.11)	Personal	Continuous	Interpreting
	R067Q04	0.52	0.19	(0.04)	0.19	(0.04)	0.31	(0.11)	Personal	Continuous	Reflecting
	R067Q05	0.18	0.14	(0.03)	0.14	(0.03)	0.05	(0.13)	Personal	Continuous	Reflecting
Shirts	R102Q04A	1.21	0.22	(0.06)	0.23	(0.05)	0.10	(0.48)	Personal	Continuous	Interpreting
	R102Q05	0.91	0.22	(0.06)	0.20	(0.06)	0.60	(0.24)	Personal	Non-continuous	Interpreting
Telephone	R102Q07	-1.57	0.02	(0.01)	0.03	(0.01)	0.00	(0.00)	Personal	Continuous	Interpreting
	R104Q01	-1.24	0.04	(0.02)	0.05	(0.02)	-0.04	(0.05)	Public	Non-continuous	Retrieving information
	R104Q02	1.11	0.23	(0.05)	0.24	(0.06)	0.11	(0.10)	Public	Non-continuous	Retrieving information
Exchange	R104Q05	1.88	0.25	(0.05)	0.24	(0.05)	0.34	(0.21)	Public	Non-continuous	Retrieving information
	R111Q01	-0.05	0.14	(0.03)	0.13	(0.03)	0.29	(0.21)	Educational	Continuous	Interpreting
	R111Q02B	1.37	0.08	(0.04)	0.10	(0.04)	-0.16	(0.13)	Educational	Continuous	Reflecting
Employment	R111Q06B	0.81	0.12	(0.04)	0.14	(0.04)	-0.15	(0.27)	Educational	Continuous	Reflecting
	R219Q01E	-0.55	0.13	(0.04)	0.12	(0.04)	0.25	(0.24)	Occupational	Non-continuous	Retrieving information
	R219Q01T	0.28	-0.02	(0.04)	-0.03	(0.04)	0.26	(0.15)	Occupational	Non-continuous	Interpreting
South Pole	R219Q02	-0.92	0.09	(0.03)	0.09	(0.03)	0.09	(0.19)	Occupational	Non-continuous	Reflecting
	R220Q01	0.79	-0.03	(0.05)	-0.04	(0.05)	0.07	(0.20)	Educational	Non-continuous	Retrieving information
	R220Q02B	-0.14	0.14	(0.05)	0.14	(0.05)	0.07	(0.07)	Educational	Non-continuous	Interpreting
	R220Q04	0.16	0.18	(0.05)	0.19	(0.05)	0.00	(0.03)	Educational	Continuous	Interpreting
	R220Q05	-1.60	-0.03	(0.03)	-0.03	(0.03)	0.03	(0.05)	Educational	Continuous	Interpreting
Optician	R220Q06	-0.17	0.06	(0.04)	0.04	(0.04)	0.52	(0.27)	Educational	Continuous	Interpreting
	R227Q01	0.20	0.09	(0.06)	0.11	(0.06)	-0.20	(0.35)	Occupational	Continuous	Interpreting
	R227Q02T	0.05	0.18	(0.03)	0.19	(0.03)	0.03	(0.03)	Occupational	Continuous	Retrieving information
	R227Q03	0.30	0.13	(0.04)	0.14	(0.04)	-0.09	(0.16)	Occupational	Continuous	Reflecting
	R227Q06	-0.92	-0.03	(0.04)	-0.04	(0.04)	0.06	(0.09)	Occupational	Non-continuous	Retrieving information

Note: Values in bold are statistically significant at the 95% confidence level.

1. Estimated question difficulty is defined for PISA-15, see Cartwright (2012).

2. Item score-correct difference is defined as the proportion of students who answered a question correctly. More precisely, since it is possible to earn partial credit on some items, the item-correct score is the total credit received for a particular question by all participants, divided by the total credit available to all participants. The scores are weighted by the student weights from PISA-24, but all questions are given an equal weight towards the overall average.

3. Self-perception of skill loss sample is based on the answer to a question in YITS about their perceived skill levels.

Source: YITS cycle 5.5: Reading Skills Reassessment.

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**Growth in reading skills by alternate measures of initial status, PISA-15 and PISA-24,
Canadian participants age 15 in 2000**

Table 5.1

	Percentage of participants		Growth in reading skills	
	%	Standard error	Score difference	Standard error
Proficiency level PISA-15				
Below level 3 (less than 480.18 score points)	26.1	(2.4)	101	(8.4)
Level 3 (from 480.18 to less than 552.89 score points)	24.5	(1.9)	72	(7.0)
Above Level 3 (552.89 score points or above)	49.4	(2.2)	24	(5.2)
Qualitative grade in school language class				
Below the passing mark	9.3	(1.3)	82	(12.2)
At the passing mark	11.9	(1.7)	78	(15.4)
Above the passing mark	76.4	(2.2)	51	(4.0)
Percent grade in school language class				
Low: 0% to 69%	27.7	(2.1)	60	(8.8)
Medium: 70% to 79%	29.9	(2.2)	58	(7.9)
High: 80% to 100%	33.0	(2.2)	45	(6.6)

Note: Percent grades are based on student reports.

Source: YITS cycle 5.5: Reading Skills Reassessment.

StatLink  <http://dx.doi.org/10.1787/888932577308>

**Relationship between correlations with PISA questionnaire indices and reading performance
at ages 15 and 24, Canadian participants age 15 in 2000**

Table 5.2

	Low school marks in language: 0% to 69%				Medium school marks in language: 70% to 79%				High school marks in language: 80% to 100%			
	Phase 1: Reading skills in 2000, PISA-15		Phase 2: Growth in reading skills between 15 and 24 (PISA-24 minus PISA-15)		Phase 1: Reading skills in 2000, PISA-15		Phase 2: Growth in reading skills between 15 and 24 (PISA-24 minus PISA-15)		Phase 1: Reading skills in 2000, PISA-15		Phase 2: Growth in reading skills between 15 and 24 (PISA-24 minus PISA-15)	
	Correlation	Standard error	Correlation	Standard error	Correlation	Standard error	Correlation	Standard error	Correlation	Standard error	Correlation	Standard error
FAMILY CHARACTERISTICS AND INDIVIDUAL APPROACHES TO LEARNING												
Socio-economic status												
Highest parental education	0.12	(0.08)	-0.05	(0.08)	0.11	(0.06)	-0.02	(0.08)	0.20	(0.07)	-0.04	(0.07)
Highest parental occupational status	0.12	(0.12)	0.07	(0.12)	0.22	(0.11)	-0.10	(0.09)	0.24	(0.08)	-0.02	(0.07)
Family support of learning												
Family educational support	0.10	(0.10)	-0.05	(0.11)	-0.14	(0.09)	0.07	(0.08)	-0.09	(0.08)	0.04	(0.08)
Parental cultural communication	0.16	(0.08)	0.02	(0.08)	0.29	(0.11)	-0.11	(0.12)	0.18	(0.09)	-0.04	(0.10)
Individual approaches to learning												
Sense of mastery ¹	-0.03	(0.08)	0.06	(0.10)	-0.30	(0.20)	0.12	(0.16)	-0.03	(0.08)	0.04	(0.07)
Student perception of school environment												
Student-teacher relations	0.03	(0.08)	-0.04	(0.08)	0.14	(0.09)	-0.13	(0.10)	0.09	(0.08)	0.05	(0.08)
School achievement pressure	-0.16	(0.10)	0.11	(0.12)	-0.20	(0.15)	0.09	(0.12)	-0.13	(0.07)	0.11	(0.07)
SCHOOL LEARNING ENVIRONMENT												
School characteristics												
Average school socio-economic background	0.29	(0.06)	-0.10	(0.08)	0.32	(0.10)	-0.09	(0.11)	0.26	(0.08)	-0.03	(0.08)
School size	0.23	(0.09)	-0.13	(0.10)	0.10	(0.08)	-0.02	(0.11)	0.17	(0.08)	-0.13	(0.09)
School resources												
School education resources	-0.08	(0.08)	0.05	(0.10)	-0.02	(0.09)	0.03	(0.08)	-0.08	(0.08)	0.06	(0.07)
School material resources	-0.05	(0.09)	0.01	(0.10)	0.08	(0.10)	0.00	(0.10)	0.01	(0.08)	-0.02	(0.08)
Teacher characteristics and engagement												
Student-teacher ratio	0.02	(0.09)	0.07	(0.11)	0.25	(0.07)	-0.19	(0.08)	0.14	(0.07)	-0.05	(0.12)
Teacher shortage	-0.19	(0.08)	0.11	(0.11)	0.02	(0.10)	-0.02	(0.11)	-0.02	(0.08)	-0.02	(0.09)
Proportion of specialised reading teachers	0.26	(0.08)	-0.18	(0.08)	-0.05	(0.12)	0.10	(0.11)	0.14	(0.06)	-0.06	(0.07)
Teacher morale	0.07	(0.10)	0.08	(0.12)	-0.06	(0.09)	0.07	(0.10)	0.04	(0.06)	-0.04	(0.07)
Teacher participation in decision making	0.15	(0.11)	-0.13	(0.10)	-0.13	(0.08)	0.09	(0.10)	0.05	(0.08)	0.11	(0.08)
School use of resources												
Total instructional hours	0.04	(0.10)	-0.03	(0.10)	-0.06	(0.07)	0.01	(0.13)	0.05	(0.10)	0.12	(0.10)
School governance												
School autonomy	0.02	(0.10)	0.02	(0.10)	0.23	(0.07)	-0.10	(0.08)	0.05	(0.07)	0.08	(0.07)
School climate												
Supportive school environment	0.17	(0.09)	-0.10	(0.09)	0.14	(0.09)	-0.08	(0.08)	0.08	(0.06)	0.03	(0.07)
Student behaviours	-0.11	(0.08)	0.02	(0.09)	0.02	(0.09)	-0.11	(0.08)	-0.06	(0.07)	-0.02	(0.08)
Teacher behaviours	-0.07	(0.07)	0.01	(0.08)	0.06	(0.11)	-0.14	(0.09)	-0.03	(0.06)	0.02	(0.08)

Note: Values in bold are statistically significant at the 95% confidence level.

1. Sense of mastery is a variable collected only in Canada through the PISA-24 survey implemented along with PISA-15.

Source: YITS cycle 5.5: Reading Skills Reassessment.


StatLink  <http://dx.doi.org/10.1787/888932577308>



Table 5.3 Standardised multiple regression coefficients of factors associated with reading performance at ages 15 and 24, Canadian participants age 15 in 2000

Factors associated with reading performance	Phase 1: Reading skills in 2000, PISA-15				Phase 2: Growth in reading skills between 15 and 24 (PISA-24 minus PISA-15)			
	Regression coefficient	Standard error	Beta coefficient ¹	Standard error	Regression coefficient	Standard error	Beta coefficient ¹	Standard error
All participants								
Intercept	8.23	(115.54)			274.85	(90.07)		
School achievement pressure	-16.56	(4.47)	-0.16	(0.05)	10.76	(4.80)	0.13	(0.06)
Family educational support	-12.36	(5.27)	-0.12	(0.05)	5.36	(4.24)	0.06	(0.05)
Family socio-economic background	1.73	(0.31)	0.29	(0.04)	-0.32	(0.24)	-0.07	(0.05)
Supportive school environment	0.84	(0.21)	0.18	(0.04)	-0.38	(0.17)	-0.10	(0.04)
Sense of mastery	-7.18	(2.27)	-0.20	(0.07)	3.40	(1.70)	0.12	(0.06)
Low school language marks (0% to 69%)								
Intercept	87.68	(171.32)			335.69	(169.20)		
School achievement pressure	-14.23	(6.37)	-0.17	(0.08)	6.97	(9.28)	0.08	(0.11)
Family educational support	-0.59	(8.96)	-0.01	(0.09)	-3.52	(8.05)	-0.04	(0.08)
Family socio-economic background	0.60	(0.59)	0.12	(0.12)	0.32	(0.49)	0.06	(0.09)
Supportive school environment	0.73	(0.30)	0.18	(0.07)	-0.55	(0.31)	-0.13	(0.07)
Sense of mastery	-1.93	(3.65)	-0.04	(0.06)	3.37	(4.25)	0.06	(0.07)
Medium school language marks (70% to 79%)								
Intercept	149.68	(199.62)			314.19	(144.37)		
School achievement pressure	-7.68	(7.06)	-0.09	(0.08)	5.12	(6.78)	0.06	(0.08)
Family educational support	-11.74	(7.08)	-0.12	(0.07)	13.10	(5.71)	0.16	(0.07)
Family socio-economic background	1.79	(0.39)	0.30	(0.07)	-0.90	(0.41)	-0.17	(0.08)
Supportive school environment	0.58	(0.37)	0.13	(0.08)	-0.40	(0.26)	-0.10	(0.07)
Sense of mastery	-6.96	(6.83)	-0.21	(0.18)	2.79	(4.13)	0.10	(0.11)
High school language marks (80% to 100%)								
Intercept	334.74	(120.47)			32.28	(117.46)		
School achievement pressure	-14.73	(5.96)	-0.16	(0.06)	14.18	(5.63)	0.17	(0.06)
Family educational support	-17.10	(6.11)	-0.20	(0.08)	6.23	(4.98)	0.08	(0.06)
Family socio-economic background	1.40	(0.38)	0.27	(0.07)	-0.12	(0.24)	-0.03	(0.05)
Supportive school environment	0.33	(0.22)	0.08	(0.06)	0.03	(0.21)	0.01	(0.06)
Sense of mastery	-2.06	(5.06)	-0.04	(0.08)	4.52	(3.62)	0.08	(0.06)

Note: Values in bold are statistically significant at the 95% confidence level.

1. Beta coefficient refers to a regression where all factors have been standardised to have a zero mean and a standard deviation of one within the sample.

Source: YITS cycle 5.5: Reading Skills Reassessment.


StatLink  <http://dx.doi.org/10.1787/888932577308>

Table 5.4 Reading skills at ages 15 and 24 and skills growth, by individual factors at age 15, Canadian participants age 15 in 2000

	Reading skills in 2000 (PISA-15)		Reading skills in 2009 (PISA-24)		Growth in reading skills between 15 and 24 (PISA-24 minus PISA-15)	
	Mean score	Standard error	Mean score	Standard error	Score difference	Standard error
Sense of mastery						
Bottom third	530	(7.7)	586	(6.9)	55	(7.65)
Top third	537	(12.7)	596	(9.1)	60	(7.43)
School achievement pressure						
Bottom third	557	(6.9)	607	(6.9)	51	(6.63)
Top third	527	(8.4)	593	(9.8)	66	(8.29)
Family educational support						
Bottom third	551	(8.7)	606	(8.4)	55	(9.04)
Top third	529	(11.9)	591	(8.3)	62	(6.99)
Supportive school environment						
Bottom third	517	(13.1)	580	(9.3)	63	(8.36)
Top third	559	(5.5)	612	(6.0)	54	(5.24)
Parental cultural communication						
Bottom third	515	(10.7)	575	(8.9)	60	(9.06)
Top third	572	(6.9)	621	(6.2)	49	(6.30)
Family socio-economic background						
Bottom third	506	(11.8)	568	(9.3)	62	(7.83)
Top third	572	(8.2)	618	(7.5)	46	(6.57)
Highest parental education						
ISCED2	470	(14.1)	571	(34.5)	101	(34.51)
ISCED3	500	(14.7)	563	(10.7)	63	(10.65)
ISCED5	535	(9.1)	594	(9.9)	59	(9.93)
ISCED6	551	(7.5)	606	(5.1)	54	(5.09)

Source: YITS cycle 5.5: Reading Skills Reassessment.


StatLink  <http://dx.doi.org/10.1787/888932577308>

Table 6.1 Development of reading skills by educational attainment and education-to-work pathways at ages 15 and 24, Canadian participants age 15 in 2000

	Percentage of participants		Reading skills in 2000 (PISA-15)		Reading skills in 2009 (PISA-24)		Growth in reading skills between 2000 and 2009 (PISA-24 minus PISA-15)	
	%	Standard error	Mean score	Standard error	Mean score	Standard error	Score difference	Standard error
Attainment								
High school or lower	29.8	(2.2)	499	(11.5)	564	(8.2)	65	(7.2)
Post-secondary non-university	40.7	(2.5)	533	(7.4)	584	(5.9)	51	(6.4)
University	29.0	(2.0)	596	(6.8)	652	(5.8)	56	(8.0)
Pathway								
High school or lower (no gap ¹)	29.1	(2.2)	498	(11.8)	563	(8.4)	65	(7.4)
High school or lower (gap)	0.9	(0.3)	527	(22.9)	600	(18.2)	73	(20.9)
Post-secondary non-university (gap)	6.2	(1.3)	552	(17.4)	593	(11.2)	40	(16.0)
Post-secondary non-university (no gap)	34.7	(2.6)	529	(8.2)	582	(6.6)	53	(6.9)
University (no gap)	14.8	(1.8)	590	(9.6)	654	(10.2)	64	(14.0)
Early university completion (before age 20)	13.2	(1.4)	601	(9.9)	648	(8.7)	47	(9.5)
University (gap)	1.2	(0.5)	604	(23.6)	663	(21.5)	60	(25.9)
Work experience								
High school or lower (no work experience)	13.2	(1.9)	488	(22.3)	551	(15.2)	63	(12.9)
High school or lower (work experience)	16.7	(1.7)	508	(9.7)	574	(8.6)	66	(8.7)
Post-secondary non-university (no work experience)	22.4	(2.1)	530	(11.0)	586	(7.8)	57	(8.6)
Post-secondary non-university (work experience)	18.5	(2.0)	536	(8.7)	581	(9.5)	45	(10.5)
University (no work experience)	25.2	(1.9)	598	(7.8)	653	(6.4)	56	(9.1)
University (work experience)	4.0	(0.8)	583	(16.6)	643	(13.1)	60	(15.9)

1. A gap refers to students who experienced at least one year during which they were not enrolled as full-time students, after which they returned to full-time studies before completing their education.

Source: YITS cycle 5.5: Reading Skills Reassessment.


StatLink  <http://dx.doi.org/10.1787/888932577308>



Table 6.2 Development of reading skills by educational attainment and time spent in formal education, PISA-15 and PISA-24, Canadian participants age 15 in 2000

Total years spent in education until age 24	Growth in reading skills between 2000 and 2009	
	Score difference	Standard error
High school or lower		
1	41	(9.0)
2	63	(13.2)
3	68	(13.6)
4	73	(13.7)
5+	76	(24.2)
Post-secondary non-university		
1	33	(12.9)
2	38	(15.8)
3	51	(13.2)
4	54	(11.6)
5+	74	(12.6)
University		
1	32	(23.3)
2	55	(15.0)
3	45	(13.3)
4	60	(12.4)
5+	67	(21.6)

Source: YITS cycle 5.5: Reading Skills Reassessment.

StatLink <http://dx.doi.org/10.1787/888932577308>

Table 6.3 Skills growth regressions, joint model

Independent variables	Dependent variable = Growth in reading skills (difference in score PISA-24-PISA-15)											
	Model 1				Model 2				Model 3			
	Coefficient	Standard error	Standardised coefficient	Standard error	Coefficient	Standard error	Standardised coefficient	Standard error	Coefficient	Standard error	Standardised coefficient	Standard error
Years in post-secondary education by age 24	7.1	(3.2)	0.1	(0.05)	–	–	–	–	6.7	(3.2)	0.1	(0.05)
Post-secondary education completion by age 24	–	–	–	–	13.7	(7.4)	0.1	(0.04)	11.2	(7.2)	0.1	(0.04)
Performance PISA-15	1.1	(0.2)	1.3	(0.20)	1.0	(0.2)	1.1	(0.23)	1.1	(0.2)	1.2	(0.21)
Performance PISA-15 squared	0.0	(0.0)	-0.7	(0.18)	0.0	(0.0)	-0.6	(0.21)	0.0	(0.0)	-0.6	(0.19)
Family socio-economic background	2.7	(1.1)	0.5	(0.21)	2.7	(1.2)	0.5	(0.22)	2.6	(1.1)	0.5	(0.21)
Family socio-economic background squared	0.0	(0.0)	-0.4	(0.20)	0.0	(0.0)	-0.4	(0.21)	0.0	(0.0)	-0.4	(0.20)
Female	-1.0	(6.9)	0.0	(0.04)	-3.1	(7.3)	0.0	(0.04)	-3.1	(7.0)	0.0	(0.04)
Immigrant	10.1	(13.1)	0.0	(0.05)	12.0	(14.1)	0.0	(0.05)	8.6	(13.1)	0.0	(0.05)
Enjoyment of reading at age 15	1.9	(3.4)	0.0	(0.04)	2.5	(3.5)	0.0	(0.04)	2.0	(3.4)	0.0	(0.04)
(Constant)	66.3	(81.5)	–	–	110.5	(94.5)	–	–	79.2	(83.8)	–	–

Note: Post-secondary education here includes university and non-university. Family socio-economic background refers to the highest parental socio-economic status (HISEI). In bold, statistically significant values at 95% of confidence. “–” means the variable was not included in the model. Standardised coefficients refers to a model where all variables have been standardised to have a zero mean and standard deviation one in the sample.

Source: YITS cycle 5.5: Reading Skills Reassessment.

StatLink <http://dx.doi.org/10.1787/888932577308>

Table 6.4 Development of reading skills by rural/urban mobility status, PISA-15 and PISA-24, Canadian participants age 15 in 2000

	Percentage of participants		Reading skills in 2000 (PISA-15)		Reading skills in 2009 (PISA-24)		Growth in reading skills between 2000 and 2009 (PISA-24 minus PISA-15)	
	%	Standard error	Mean score	Standard error	Mean score	Standard error	Score difference	Standard error
Always urban	74.1	(2.8)	552	(3.6)	605	(4.0)	53	(3.1)
Always rural	14.2	(2.3)	518	(7.8)	586	(9.2)	68	(8.3)
Rural to urban	4.4	(1.6)	446	(57.6)	509	(24.0)	63	(33.0)
Urban to rural	7.3	(1.0)	534	(8.6)	598	(9.0)	64	(8.9)

Source: YITS cycle 5.5: Reading Skills Reassessment.

StatLink <http://dx.doi.org/10.1787/888932577308>



Table 6.5 Development of reading skills by initial language proficiency and later living arrangements, PISA-15 and PISA-24, Canadian participants age 15 in 2000

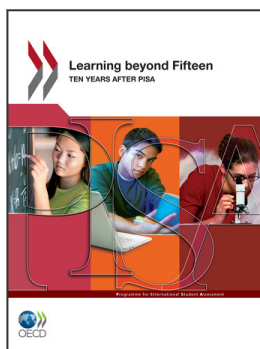
	Percentage of participants		Reading skills in 2000 (PISA-15)		Reading skills in 2009 (PISA-24)		Growth in reading skills between 15 and 24 (PISA-24 minus PISA-15)	
	%	Standard error	Mean score	Standard error	Mean score	Standard error	Score difference	Standard error
INDEPENDENCE								
Living with parents								
School language marks: 0% to 69%	33	(11.5)	506	(7.4)	563	(10.6)	57	(8.9)
School language marks: 70% to 79%	32	(11.0)	543	(10.2)	605	(10.6)	61	(11.1)
School language marks: 80% to 100%	35	(11.3)	587	(9.5)	635	(9.8)	48	(10.4)
Independent								
School language marks: 0% to 69%	29	(11.0)	501	(13.8)	564	(9.4)	63	(15.5)
School language marks: 70% to 79%	34	(11.9)	548	(15.1)	603	(9.9)	55	(10.4)
School language marks: 80% to 100%	38	(11.3)	599	(6.8)	641	(9.0)	43	(7.7)
RELATIONSHIP STATUS								
Single								
School language marks: 0% to 69%	30	(9.1)	501	(9.0)	560	(9.2)	59	(11.2)
School language marks: 70% to 79%	32	(9.1)	553	(8.0)	609	(8.1)	56	(9.0)
School language marks: 80% to 100%	38	(9.4)	591	(6.6)	640	(7.8)	49	(7.4)
Other relationship								
School language marks: 0% to 69%	32	(16.5)	509	(15.4)	572	(10.4)	63	(15.3)
School language marks: 70% to 79%	36	(16.1)	527	(22.9)	592	(12.8)	64	(15.2)
School language marks: 80% to 100%	32	(12.6)	599	(11.4)	633	(10.6)	35	(11.0)

Source: YITS cycle 5.5: Reading Skills Reassessment.
StatLink <http://dx.doi.org/10.1787/888932577308>

Table 6.6 Development of reading skills by living arrangements and educational attainment, PISA-15 and PISA-24, Canadian participants age 15 in 2000

	Percentage of participants		Reading skills in 2000 (PISA-15)		Reading skills in 2009 (PISA-24)		Growth in reading skills between 15 and 24 (PISA-24 minus PISA-15)	
	%	Standard error	Mean score	Standard error	Mean score	Standard error	Score difference	Standard error
INDEPENDENCE								
Living with parents								
High school or lower	33	(11.5)	482	(19.3)	545	(12.6)	63	(12.0)
Post-secondary non-university	32	(11.0)	528	(7.4)	580	(9.3)	53	(8.4)
University	35	(11.3)	587	(9.4)	650	(7.6)	63	(11.4)
Independent								
High school or lower	29	(11.0)	516	(10.9)	583	(8.3)	67	(8.7)
Post-secondary non-university	34	(11.9)	537	(11.2)	587	(8.4)	50	(9.9)
University	38	(11.3)	610	(9.1)	655	(9.1)	45	(9.6)
RELATIONSHIP STATUS								
Single								
High school or lower	29	(8.5)	496	(15.0)	558	(10.3)	61	(9.6)
Post-secondary non-university	37	(9.7)	533	(6.7)	585	(7.6)	51	(7.8)
University	34	(8.5)	592	(7.4)	651	(6.3)	59	(8.5)
Other relationship								
High school or lower	32	(12.7)	506	(14.5)	580	(9.9)	74	(10.7)
Post-secondary non-university	52	(14.6)	531	(15.8)	582	(9.3)	51	(11.8)
University	16	(8.6)	615	(15.7)	658	(12.5)	43	(16.2)

Source: YITS cycle 5.5: Reading Skills Reassessment.
StatLink <http://dx.doi.org/10.1787/888932577308>



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