



References

Chapter 2

Brink, S. (2009), “How PISA has informed learning policy in Canada”, NCES research conference on the Programme for International Student Assessment, Washington DC, June.

Bussière, P., F. Cartwright, R. Crocker, M. Xin, J. Oderkirk and Y. Zhang (2001), *Measuring up: The performance of Canada’s youth in reading, mathematics and science*, Ottawa: Statistics Canada.

Motte, A., H.T. Qiu, Y. Zhang and P. Bussière (2008), “The Youth In Transition Survey: Following Canadian youth through time”, in R. Finnie, R.E. Mueller, A. Sweetman, & A. Usher (eds.), *Who goes? Who stays? What matters? Accessing and persisting in post-secondary education in Canada*, Kingston, ON: Queen’s University School of Policy Studies.

OECD (Organisation for Economic Co-operation and Development) (1999), *Measuring student knowledge and skills: A new framework for assessment*, OECD, Paris.

OECD (2000), *Measuring student knowledge and skills: The PISA 2000 assessment of reading, mathematical and scientific literacy*, OECD, Paris.

OECD (2001), *Knowledge and skills for life: First results from PISA 2000*, OECD, Paris.

OECD (2002), *PISA 2000 Technical Report*, OECD, Paris.

OECD (2008), *Education at a Glance: 2008 indicators*, OECD, Paris.

OECD (2009), *Take the test: Sample questions from OECD’s PISA assessments*, OECD, Paris.

Statistics Canada (2007), *Youth In Transition Survey (YITS) cohort A – 21-year-olds: Cycle 4 – User guide*, Ottawa: Statistics Canada.

Statistics Canada (2009), *Quarterly demographic estimates – April to June 2009*. Ottawa: Statistics Canada.

Tabuchi, T. (2008), *Examining attrition in the Youth in Transition Survey*, Ontario: Statistics Canada.

Chapter 3

Bussière, P., F. Cartwright, R. Crocker, M. Xin, J. Oderkirk and Y. Zhang (2001), *Measuring up: The performance of Canada’s youth in reading, mathematics and science*, Ottawa: Statistics Canada.

Cartwright, F. and **M.K. Allen** (2002), *Understanding the rural-urban reading gap*, Ottawa: Statistics Canada.

Frempong, G., X. Ma and E. Archampong (2006), *Improving reading skills: policy-sensitive non-school and family factors*, Ottawa: HRSDC.

Gluszynski, T. and **U. Dhawan-Biswal** (2008), Reading skills of young immigrants in Canada: the effects of duration of residency, home language exposure and school. Ottawa: HRSDC.

OECD (2001), *Knowledge and skills for life: First results from PISA 2000*, OECD, Paris.

Willms, J. (2004), *Reading achievement in Canada and the United States: Findings from the OECD Programme for International Student Assessment*, Ottawa: HRSDC.

Chapter 4

Bayard, J. and **T. Gluszynski** (2009), “Does reading proficiency at age 15 affect pathways through learning and work?”, *OECD Education Working Paper No. 31*.

OECD (2001), *Knowledge and skills for life: First results from PISA 2000*, OECD, Paris.

Quintini, G., J.P. Martin and S. Martin (2007), “The Changing Nature of the School-to-Work Transition Process in OECD Countries”, IZA DP No. 2582, IZA Germany.



Chapter 5

Hansen, J. (2009), "How does academic ability affect educational and labour market pathways in Canada?", *OECD Education Working Paper No. 30*.

Raffe, D. (2003), "Coming to terms with the longitudinal: Cross-national comparisons of education-work transitions," Paper presented at the 10^e Journées d'études Céreq, Caen, 21-23 May, 2003.

Chapter 6

Finnie, R., A. Usher and A. Sweetman (2008) Introduction: A framework for thinking about participation in post-secondary education. In R. Finnie, R.E. Mueller, A. Sweetman, & A. Usher (eds.), *Who goes? Who stays? What matters? Accessing and persisting in post-secondary education in Canada*. Kingston, ON: Queen's University School of Policy Studies.

Hayes, A.F. (2005), *Statistical methods for communication science*, London: Routledge.

Kamanzi, P.C., P. Doray, J. Murdoch, S. Moulin, É. Comoé, A. Groleau, C. Leroy and F. Dufresne (2009), "Les compétences bien sûr, mais pas seulement. L'influence des compétences cognitives en lecture sur la participation aux études postsecondaires chez les jeunes Canadiens", *OECD Education Working Paper No. 28*.

Raudenbush, S.W., A.S. Bryk, Y.F. Cheong and R. Congdon (2004), *HLM 6: Hierarchical Linear and Nonlinear Modeling*, Lincolnwood, IL: Scientific Software International.

Chapter 7

Charette, M.F. and R. Meng (1998), "The determinants of literacy and numeracy and the effect of literacy and numeracy on labour market outcomes", *Canadian Journal of Economics*, 31, 495-517.

Currie, J. and D. Thomas (2001), "Early test scores, school quality and SES: Long-run effects on wage and employment outcomes", *Worker Well-Being in a Changing Labor Market*, 20, 103-132.

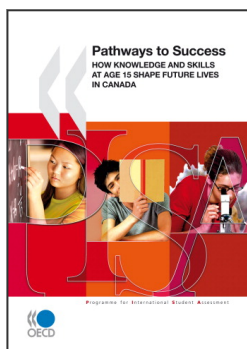
Drewes, T. (2009), "Impact of proficiency on early entrants to the labour market: evidence from YITS", *OECD Education Working Paper No. 29*.

Green, D.A. and W.C. Riddell (2003), "Literacy, numeracy and labour market outcomes in Canada", *Canadian International Labour Network Working Papers*, No. 47.

Murnane, R., J. Willett, Y. Duhaldeborde and J. Tyler (2000), "How important are the cognitive skills of teenagers in predicting subsequent earnings?", *Journal of Policy Analysis and Management*, 19, 547-568.

OECD (2008), *Education at a Glance: 2008 Indicators*, OECD, Paris.

Raudenbush, S.W., A.S. Bryk, Y.F. Cheong and R. Congdon (2004), *HLM 6: Hierarchical Linear and Nonlinear Modeling*, Lincolnwood, IL: Scientific Software International.



From:

Pathways to Success

How Knowledge and Skills at Age 15 Shape Future Lives in Canada

Access the complete publication at:

<https://doi.org/10.1787/9789264081925-en>

Please cite this chapter as:

OECD (2010), "References", in *Pathways to Success: How Knowledge and Skills at Age 15 Shape Future Lives in Canada*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/9789264081925-10-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.