

Bridging IEA studies and policy making

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Canada in IEA Studies

- TIMSS 1995-1999-2003-2007: Canada overall or selected provinces
- PIRLS 2001-2006: Selected provinces
- SITES 2006: Selected provinces
- TEDS-M: Selected provinces
- ICCS: Selected provinces

TIMSS

- 1995: National sample with oversampling in BC, AB, ON, QC, NB(E), NL
- 1999: National sample with oversampling in BC, AB, ON, QC, NL
- 2003: ON, QC
- 2007: BC, AB, ON, QC

PIRLS

- 2001: ON, QC
- 2006: BC, AB, ON, QC, NS

Triple interest in IEA studies

- Overtime Comparisons (e.g., ON and QC in TIMSS)
- Comparisons among provinces (e.g., PIRLS)
- Comparisons with other educational systems
 - Learning from the best

Curriculum mapping

- Compare content assessed in IEA projects with what is taught in classrooms
 - Gap analysis
 - An opportunity for curriculum review

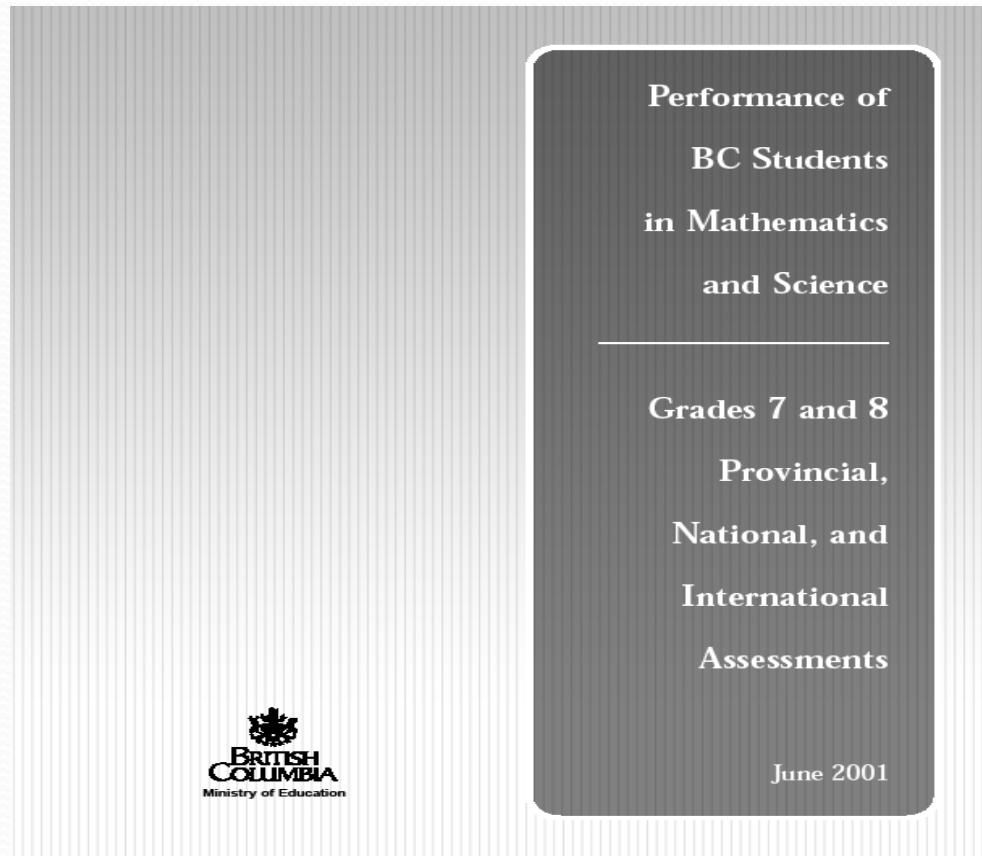
Early Examples of Reports

- <E:\IEA GA\TIMSS-Canada Reports.mht>

Some examples

- BC
- ON
- QC
- NS

British Columbia 2001



British Columbia 2001

- Compare and contrast results from various sources:
 - Province-wide testing in Numeracy with Grade 7 students (FSA)
 - National testing in Mathematics with 13- and 16-year-old students (SAIP)
 - International testing in Mathematics and Science with Grade 8 students (TIMSS)

British Columbia 2001

- Report on:
 - Overall results
 - Sample questions
 - Implications for instruction

Ontario 2000



**THIRD INTERNATIONAL
MATHEMATICS AND
SCIENCE STUDY
REPEAT PROJECT
(TIMSS-R)**

**ONTARIO REPORT:
GRADE 8 STUDENTS**

December 2000

Ontario 2000

- Description of TIMSS Assessment
- Comparative Results by Content Areas
- Key findings from Questionnaires
- Sample items
- Comparative analysis of implemented curriculum

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Québec 2002

**Progress in International Reading Literacy Study
(PIRLS) 2001**

Results for 10-year-old students in Québec

Québec ■■

Québec 2002

- Presentation of the Assessment
- Comparative results by content area, process, text type
- Results from questionnaires:
 - Attitudes
 - Reading Habits
 - Teachers' Attitudes and Practices
 - School Environment
 - Recommendations for policy directions

Québec 2002

The performance of Québec students can be attributed to the time they spend reading, the emphasis placed on reading in the school system, and the importance attached to reading comprehension. The French program of 1994 specifically targeted the reading of literary and informational texts, and the students who participated in PIRLS 2001 followed the prescriptions of that program. They likely experienced motivating reading situations thanks to their contact with enriched texts accompanied by often complex tasks, and this undoubtedly gave them a clear advantage over students from other participating countries. For this reason, the slight weaknesses observed in terms of instructional practices will eventually be offset by the orientations already set out in the current program.

Nova Scotia 2007

- Two-stage release:
 - Overall results at time of international release
 - Detailed results within 6 months of release

Nova Scotia 2007

- Breakdown of results
 - By purposes
 - By process
 - By gender
- For the province
- By School Board
 - Learning from the best!