Bridging IEA studies and policy making

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Canada
Canada in IEA Studies

- 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

Performance of BC Students in Mathematics and Science

Grades 7 and 8 Provincial, National, and International Assessments

June 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
Ontario 2000

- Description of TIMSS Assessment
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Québec 2002

Progress in International Reading Literacy Study (PIRLS) 2001

Results for 10-year-old students in 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!