Influence of IEA studies in the Spanish curriculum

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www.institutodeevaluación.educacion.es
IEA Studies

- PIRLS 2006, 2011
- ICCS 2009
What do we know about reading literacy?

The results from reading assessments

- PIRLS 2006
- Other studies
# Environment, activities, learning

<table>
<thead>
<tr>
<th>Age</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
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</thead>
<tbody>
<tr>
<td>Language development</td>
<td>Develop reading skills</td>
<td>Learn to read</td>
<td>Read to learn</td>
<td>Commitment and enjoyment</td>
<td></td>
<td></td>
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</tbody>
</table>

- Direct and systematic teaching of reading skills
- Daily contact with different kind of texts
- Instruction in vocabulary and comprehension
- Integration of reading and writing

**Reading skills development**
### Assessment of reading processes

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Aproximation and identification Organization</td>
<td></td>
<td>Access</td>
</tr>
<tr>
<td>45%</td>
<td>Localize and get information</td>
<td>Obtaining information 25% / 33%</td>
</tr>
<tr>
<td></td>
<td>Execution of direct inferences 50%</td>
<td></td>
</tr>
<tr>
<td>Integration Synthesis</td>
<td>Interpretation of ideas and informations Integration</td>
<td>General comprehension Interpretation and integration 50% / 33%</td>
</tr>
<tr>
<td>30%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Reflection Valuation Transference and application</td>
<td>Analysis</td>
<td>Reflection Evaluation</td>
</tr>
<tr>
<td>25%</td>
<td>20%</td>
<td>25% / 33%</td>
</tr>
</tbody>
</table>
Science results according to processes and contents

OECD (2007), PISA 2006 - Science Competencies for Tomorrow's World, Figure 2.13
Spanish students

Understand...

- Explicit information and texts general idea, mainly when they provide information.
- Literal aspects when previous complex knowledge is not necessary.

Are able to...

- Make inferences and simple assessments from instructive or informative texts.
Spanish students find difficult to...

• Understand further away from literalness, to integrate, organize and reproduce a text.

• Make inferences and assess literary texts.

• Link the text information with their previous knowledge.
Performance Levels: PIRLS 2006

<table>
<thead>
<tr>
<th>Country</th>
<th>level &lt; 1</th>
<th>level 1</th>
<th>level 2</th>
<th>level 3</th>
<th>level 4</th>
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</thead>
<tbody>
<tr>
<td>The Nederlands</td>
<td>1</td>
<td>8</td>
<td>42</td>
<td>43</td>
<td>6</td>
</tr>
<tr>
<td>Belgium (Flemish)</td>
<td>1</td>
<td>9</td>
<td>41</td>
<td>42</td>
<td>7</td>
</tr>
<tr>
<td>Russia</td>
<td>2</td>
<td>8</td>
<td>29</td>
<td>42</td>
<td>19</td>
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<tr>
<td>Sweden</td>
<td>2</td>
<td>10</td>
<td>35</td>
<td>42</td>
<td>11</td>
</tr>
<tr>
<td>Germany</td>
<td>3</td>
<td>10</td>
<td>35</td>
<td>41</td>
<td>11</td>
</tr>
<tr>
<td>Italy</td>
<td>2</td>
<td>11</td>
<td>35</td>
<td>38</td>
<td>14</td>
</tr>
<tr>
<td>Denmark</td>
<td>3</td>
<td>12</td>
<td>33</td>
<td>41</td>
<td>11</td>
</tr>
<tr>
<td>United States</td>
<td>4</td>
<td>14</td>
<td>35</td>
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<td>12</td>
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<tr>
<td>England</td>
<td>7</td>
<td>15</td>
<td>30</td>
<td>33</td>
<td>15</td>
</tr>
<tr>
<td>Scotland</td>
<td>7</td>
<td>16</td>
<td>37</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>France</td>
<td>4</td>
<td>20</td>
<td>41</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>PIRLS average</td>
<td>6</td>
<td>18</td>
<td>35</td>
<td>34</td>
<td>7</td>
</tr>
<tr>
<td>Poland</td>
<td>7</td>
<td>20</td>
<td>37</td>
<td>29</td>
<td>7</td>
</tr>
<tr>
<td>Spain</td>
<td>6</td>
<td>22</td>
<td>41</td>
<td>26</td>
<td>5</td>
</tr>
<tr>
<td>Iceland</td>
<td>7</td>
<td>21</td>
<td>43</td>
<td>26</td>
<td>3</td>
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<tr>
<td>Norway</td>
<td>8</td>
<td>25</td>
<td>45</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Belgium (French)</td>
<td>8</td>
<td>26</td>
<td>43</td>
<td>20</td>
<td>3</td>
</tr>
</tbody>
</table>
Description of performance levels

**Exhibit 2.4 Description of the PIRLS 2006 Low International Benchmark of Reading Achievement**

**Low International Benchmark**

**Literary**

When reading literary texts, students can:

- Recognize an explicitly stated detail
- Locate a specified part of the story and make an inference clearly suggested by the text

**Informational**

When reading information texts, students can:

- Locate and reproduce explicitly stated information that is readily accessible, for example, at the beginning of the text or in a clearly defined section
- Begin to provide a straightforward inference clearly suggested by the text
Socioeconomic status

Spain

Reading Performance

Socioeconomic Status

Level 5
Level 4
Level 3
Level 2
Level 1
Below Level 1

-3
-2
-1
0
1
2
3
What do we know about other areas?

The results from other assessments

- TIMSS
- ICCS
LOE aims

- The Public Authorities will give special priority to all the factors which favour quality education and, in particular, the qualification and training of teachers, team working, the provision of educational resources, research, experimentation, innovation, the promotion of reading and the use of libraries, autonomy regarding pedagogy, organisation and management, the role of the school head, educational and professional guidance, inspection and evaluation.

- “...In order to encourage reading habits, some time will be dedicated to this in the teaching of all subjects…”

- “...Reinforce reading habits and study and discipline habits as necessary conditions for efficient learning and as a means of personal development…”
Citizenship in LOE

Social and citizen basic competence.

Area and subjects about citizenship education and human rights.

Education plan.

Opening of schools to the environment and implication of the whole society.
Citizenship education: area and subjects

Aims:

- To educate free citizens, skilled workers and active citizens.
- To reflect on the human rights and the constitutional values.

Learning adjustment:

- In the first stages attention is paid to the personal autonomy development, behaviors and social habits.
- Progressively: analysis and theoretical reflection on constitutions, democratic State and human rights.
# Subject

<table>
<thead>
<tr>
<th>4th grade Primary Education</th>
<th>2nd/3rd grade Compulsory Secondary Education</th>
<th>1st grade Post Secondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “Education for Citizenship and Human Rights”</td>
<td>• “Education for Citizenship and Human Rights”</td>
<td>“Philosophy and Citizenship”</td>
</tr>
<tr>
<td>• 2 hours a week</td>
<td>• 2 hours a week</td>
<td>2 hours a week</td>
</tr>
<tr>
<td>• Tutor teacher</td>
<td>• Social Science or Philosophy teacher</td>
<td>Philosophy teacher</td>
</tr>
</tbody>
</table>
Project Leer.es

Its objective is to promote reading among children and young students. This project also offers activities and sources for teachers of all subjects and education stages; it offers advice and sources to families so that they can accompany their children in their learnings.

Leer.es has not got as an only objective to promote reading in the traditional sources, but it bets as well for spreading reading to other digital formats as computers, Internet or social networks and Escuela 2.0.
School Libraries

School Libraries has got a priority role within the Reading Promotion Plan, since schools are the places where the reading habit is acquired and developed. The School Library is conceived as a documentary resource center with three prime objectives:

- Facilitate access to information to all the members of the school community
- Promote the teaching work carried out by teachers
- Have a main role in the school reading promotion

An application for School Libraries (ABIES) has been created to help the management of School Libraries
SCHOOL LIBRARIES

- Schools will have a school library.
- The Education Administrations will gradually complete the provision of school libraries. To this end, they will draw up a plan to reach the said objective, within the implementation period of this Law.
- School libraries will help to foster reading habits and provide students with access to information and other learning resources related to their subject areas and help develop critical awareness of how to use them. Furthermore, libraries will contribute to putting into effect the stipulations of Articles 19.3 and 26.2 of the present Law.
- The organisation of school libraries must allow them to function as an open space for the educational community in the respective schools.
- Schools may reach agreements with their respective municipalities to use municipal libraries for the purposes stipulated in this Article.