



HOW PIRLS RESULTS ARE USED IN SPAIN

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DE EDUCACIÓN
Y FORMACIÓN PROFESIONAL

inee

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PURPOSE OF PIRLS ASSESSMENT



- To track trends and progress over a period of time



- Accountability



- To know, innovate and improve the education system

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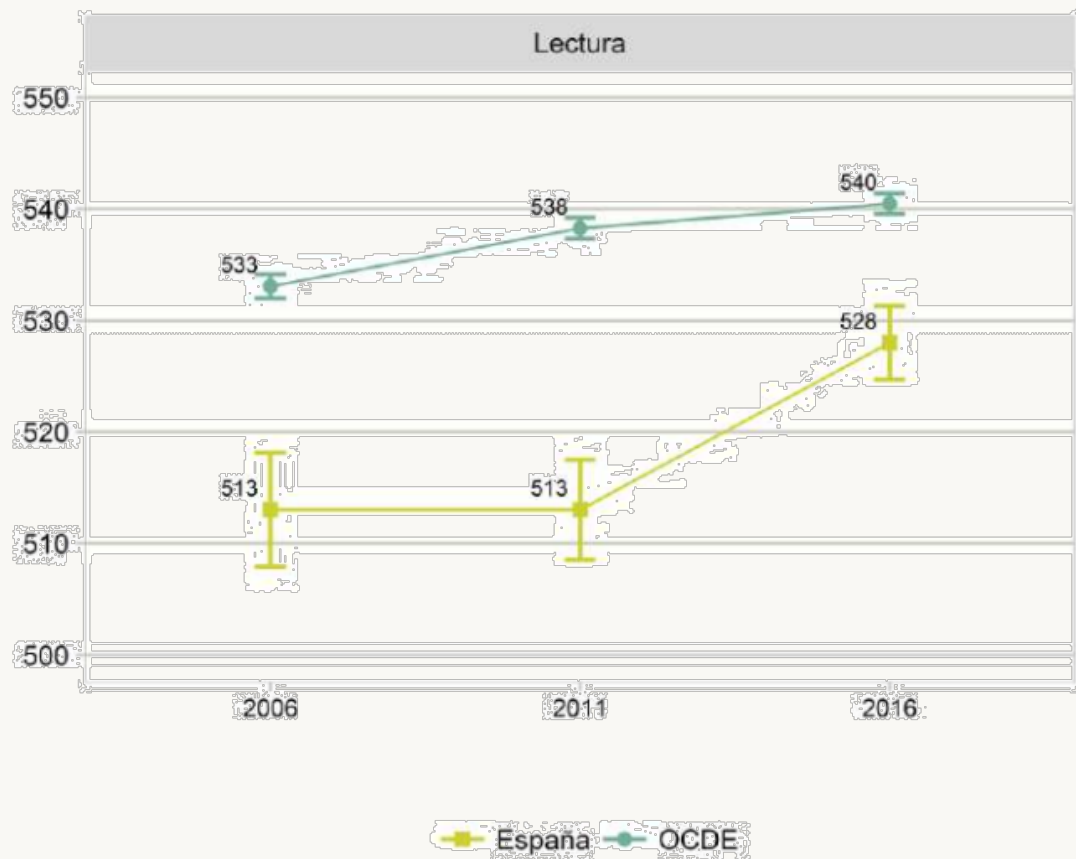


- Accountability



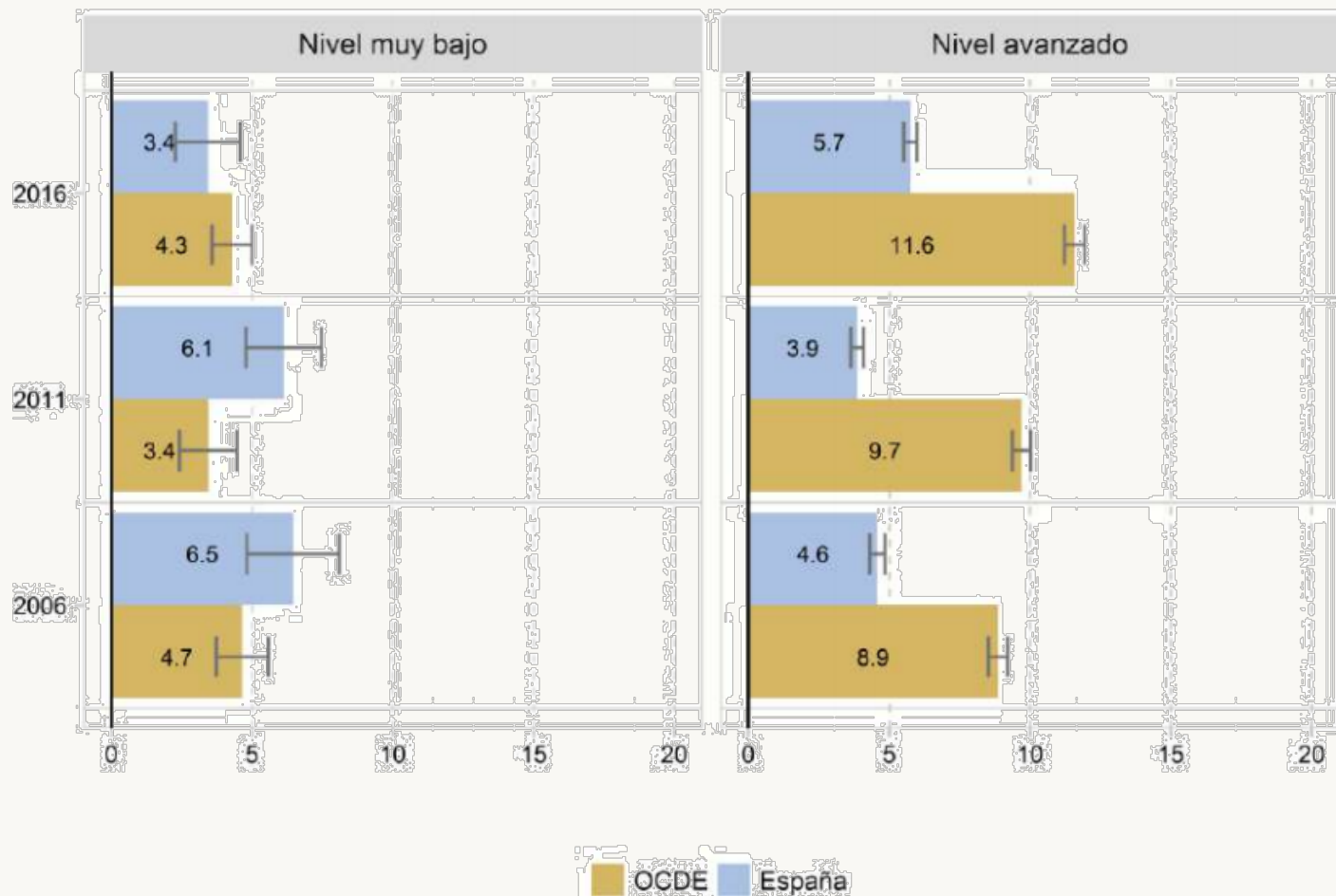
- To know, innovate and improve the education system

PIRLS achievement evolution in Spain

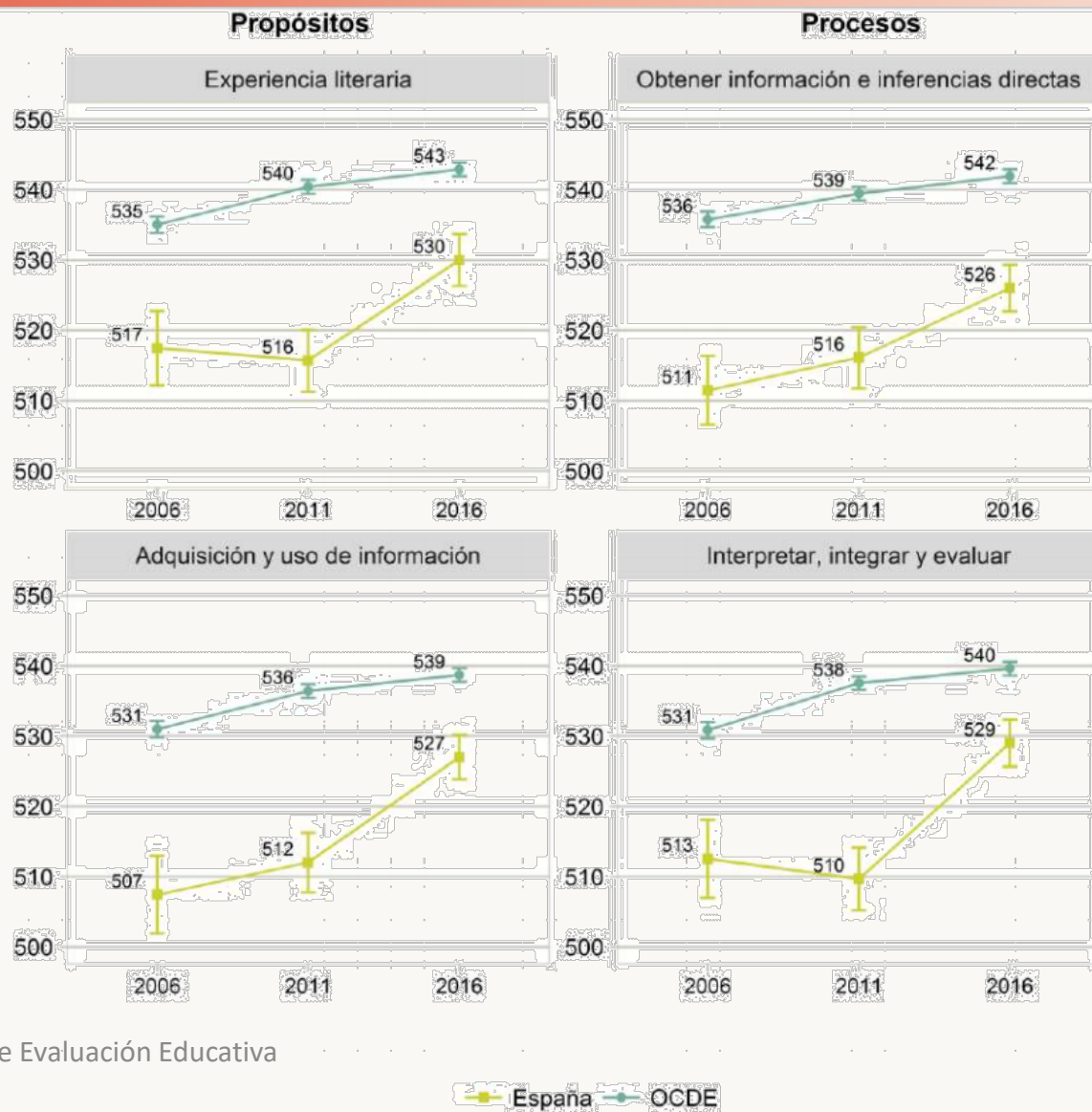


Between 2011 and 2016, Spain improved its results by 15 points in PIRLS, from 513 (2011) to 528 points (2016).

PIRLS achievement evolution in Spain



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Example: Madrid Bilingual Programme

Ever since **2004**, the Autonomous Region of **Madrid** has implemented a model of **Bilingual State Education** in which students study English as a foreign language and also receive curricular instruction for other subjects in English.

All Bilingual State Schools comply with the Official Curriculum set out by the Region of Madrid.

In Primary Education

- At least **3 subjects** are taught in **English** except for Maths and Spanish.
- These subjects are usually Science, Art, PE, Music or ICT.

In Secondary Education

- **Five hours a week** are devoted to English Language and Literature.
- In 7th and 8th grade: Social Science, Geography and History and Natural Science.
- In 9th and 10th grade: Social Science, Geography and History and Biology and Geology.

C1 level

- All teachers must have a **C1 level** in English to teach in the bilingual programme.
- Language and culture assistants.

RESULTS



Standard test

- The scores from the standard test are used to obtain Madrid's average score.
- This is the score used in the international report.



English test

- The scores from the English test are not reported. These data will be used to analyse the impact that the bilingual programme has on performance.
- Different analyses will be conducted by statisticians.



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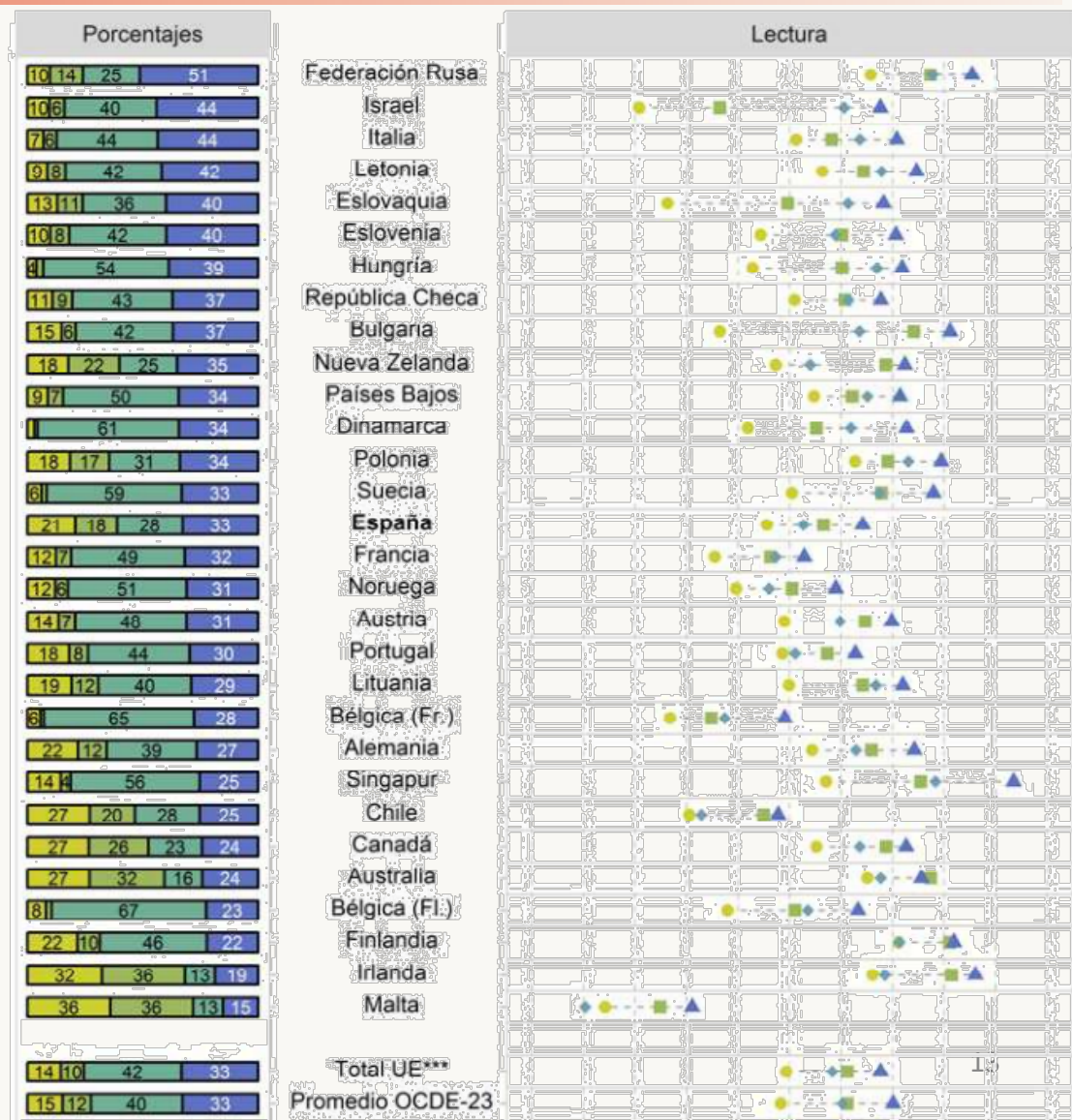
Importance of Early Childhood Education and Care (ECEC) and parent's involvement

Category 1: 2 years or less ECEC and parents sometimes or never engaged them in literacy activities.

Category 2: 2 years or less ECEC and parents often engaged them in literacy activities.

Category 3: 3 years or more ECEC and parents sometimes or never engaged them in literacy activities.

Category 4: 3 years or more ECEC and parents often engaged them in literacy activities.



How are we enhancing ECEC?

Through legislation

- Royal Decree 1630/2006, which establishes the content guidelines for Early Childhood Education

Through scholarships and financial support programmes

- Enrolment fees, need for specific educational supports, school cafeterias, school transportation, etc.
- Proposal to extend these programmes and scholarships to the most disadvantaged population 0-3 year-olds

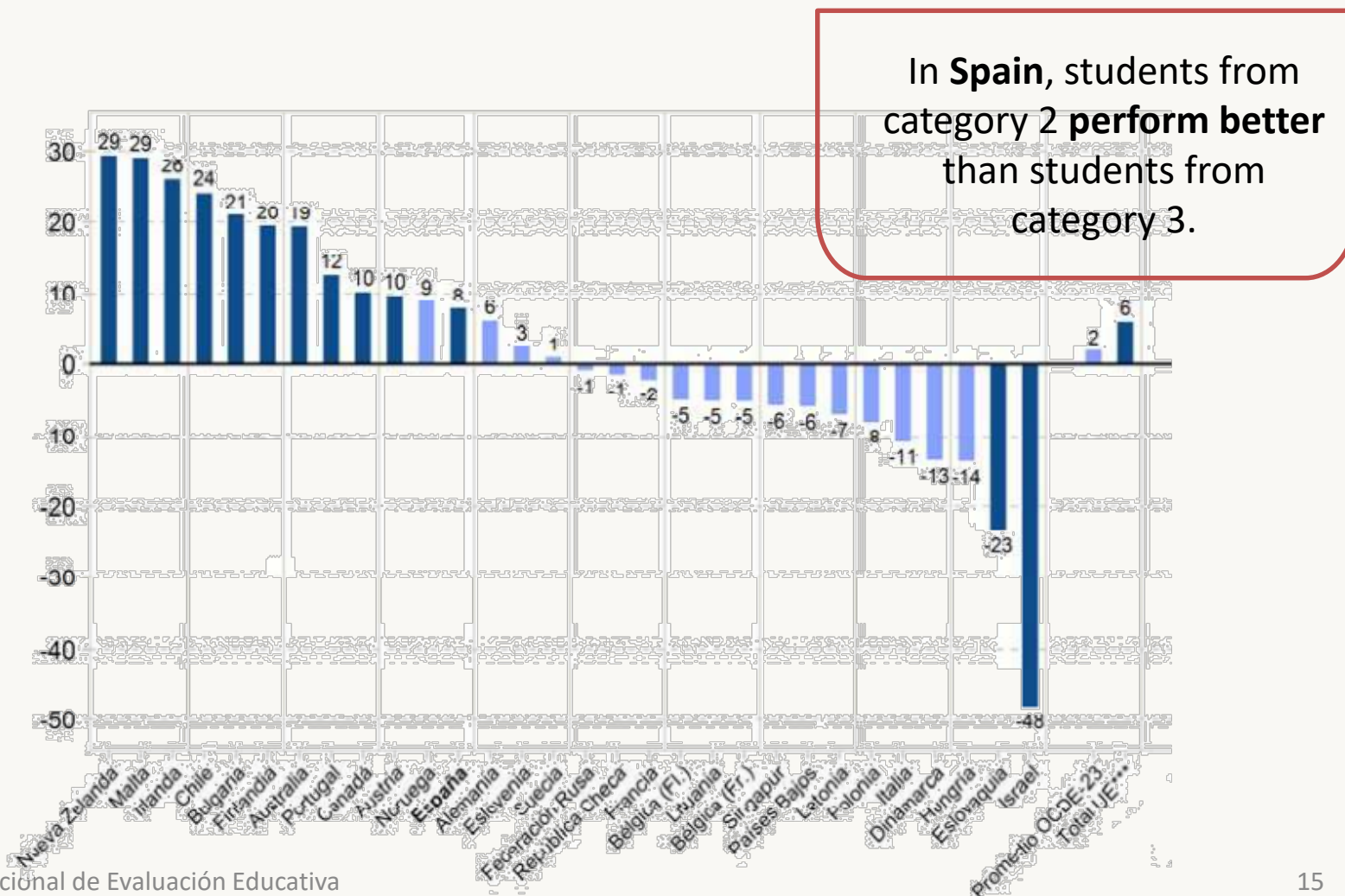
Through teachers' professional development

- Specialized initial training
 - University Degree in Early Childhood Education
 - Upper-secondary Expert Diploma in Early Childhood Education
- Continuous professional development

Through specific plans and programmes

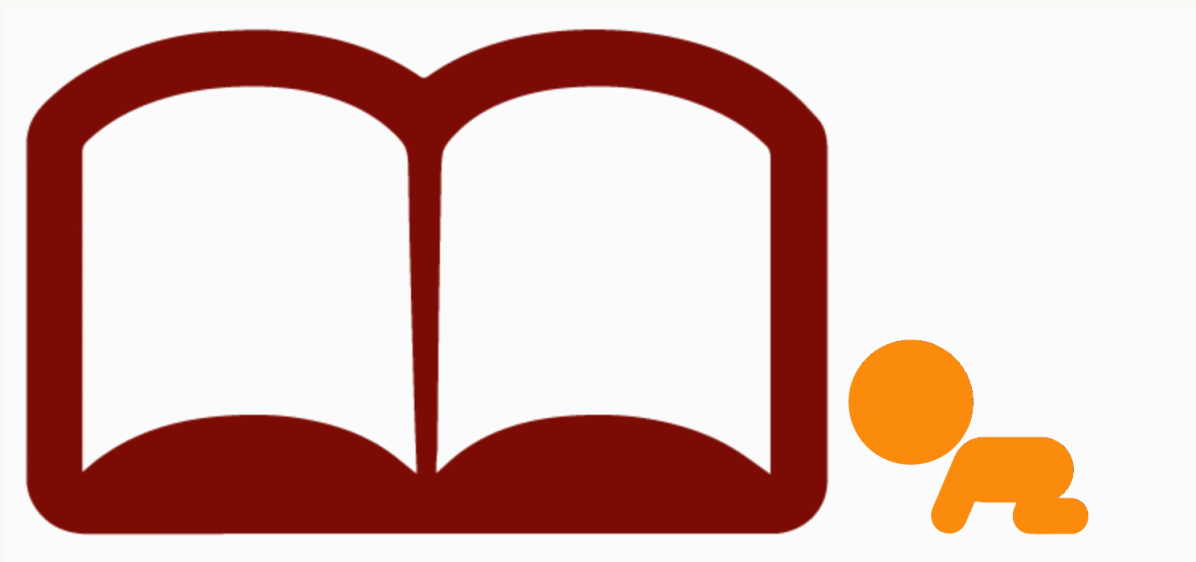
- Enhancing multiple literacies in Early Childhood Education
- Elaboration and dissemination of educational resources and materials

Parental involvement



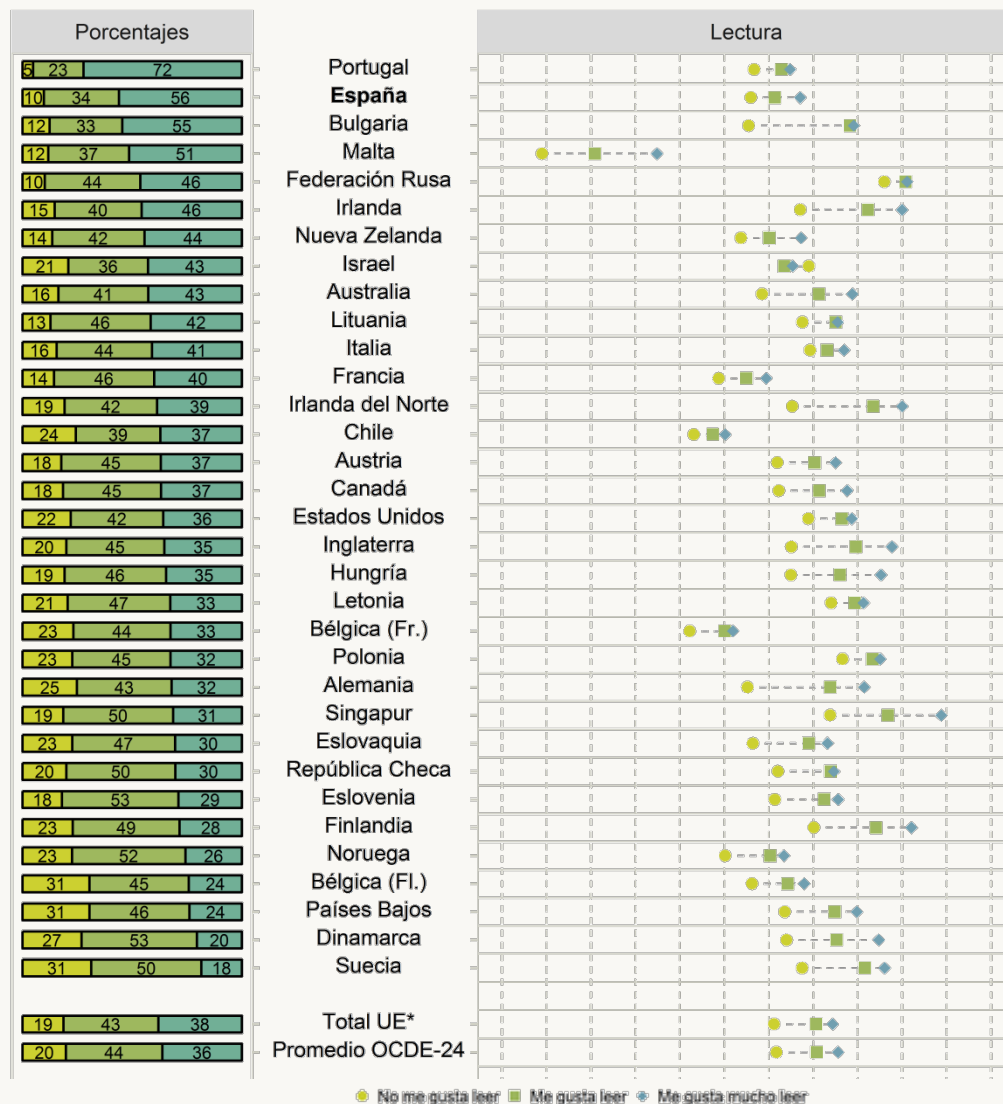
Improvement plan

CRECE LEYENDO
CONMIGO



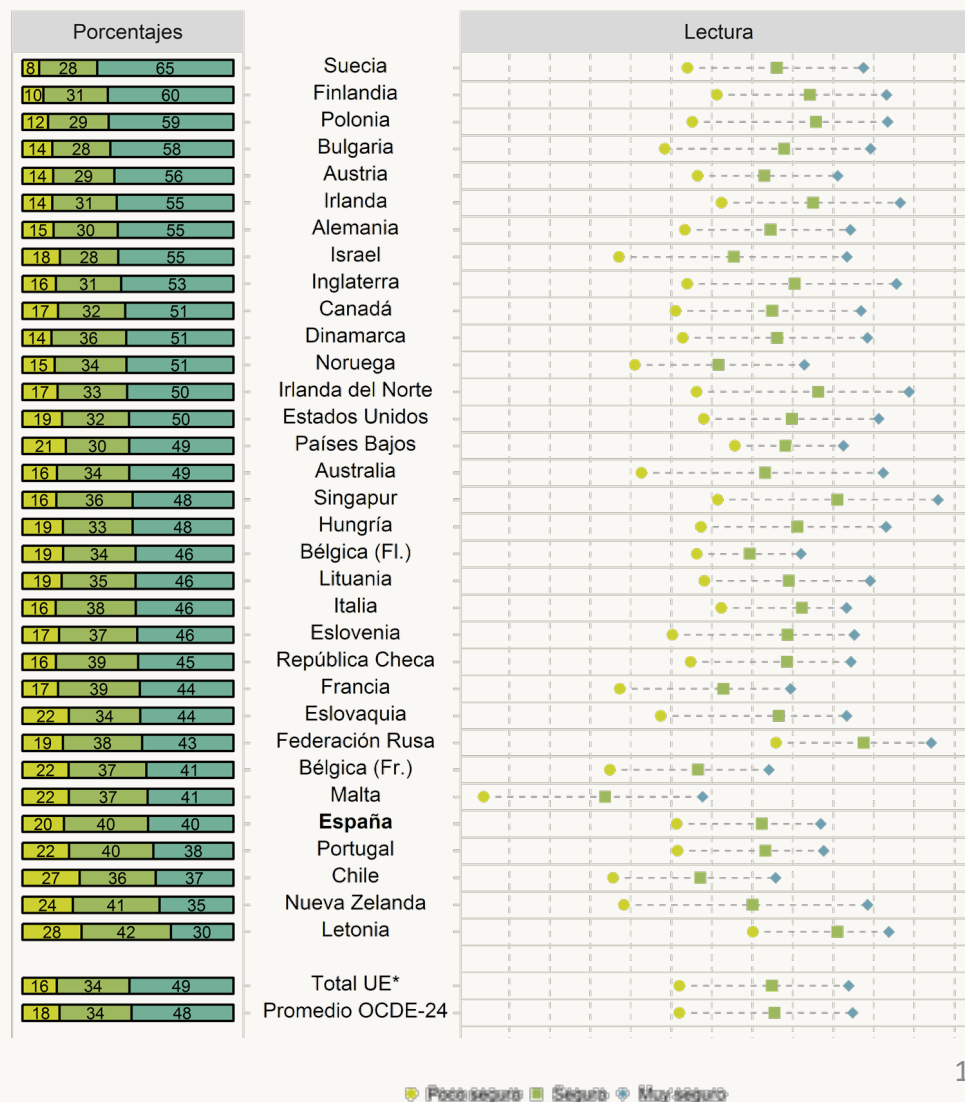
Positive attitudes towards reading and performance

Positive attitudes towards reading and high achievement are related, and in a bidirectional way.



Students confidence in reading and performance

There is a large difference in average reading achievement between the students that express a high degree of confidence and those who are not confident.



Improvement plans

Bibliotecas
escolares



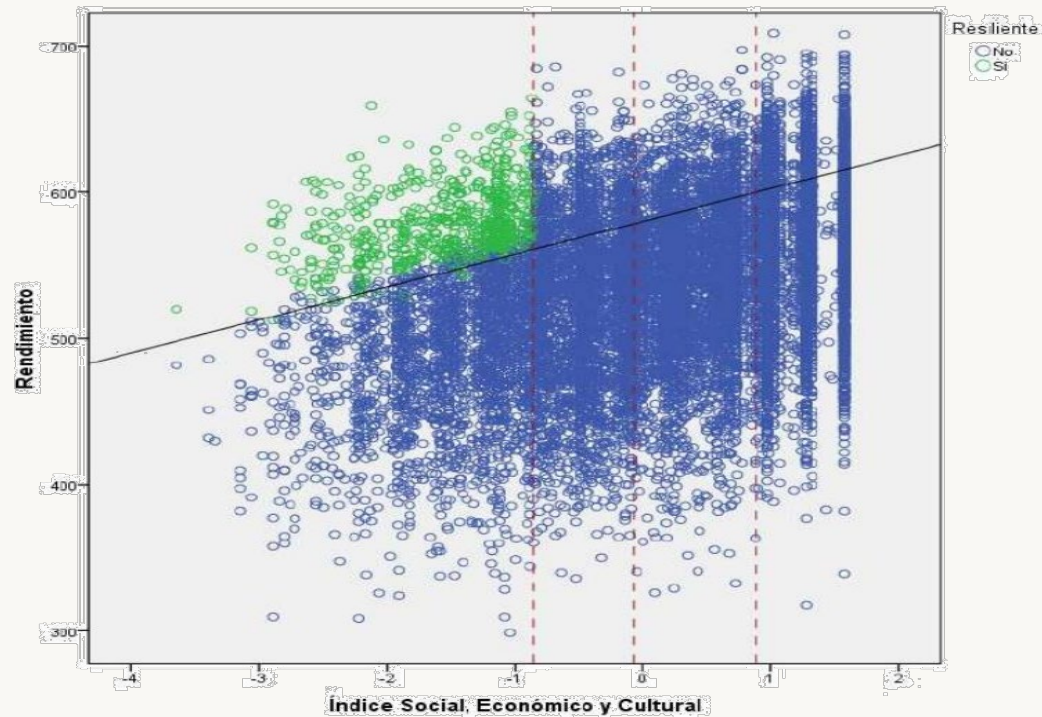
Mapa de
lectura



Recursos WEB



Results of improvement plans



Early literacy
activities (Home
& School)



Students
confident in
reading



+ Probability of
being resilient
in reading
comprehension

Thank you very much!

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“Without data, you are just another person with an opinion”

Andreas Schleicher