

# Reporting Proficiency in Reading Literacy

## LEVELS OF PROFICIENCY



# REPORTING PROFICIENCY IN READING

Primary goal of PISA, is to report general population-level results rather than the results for individual students.

PISA uses samples of students and test items to make estimates about populations. Results are analyzed using statistical models that estimate the likely proficiency of the population, based on this sampling.

A sample of 15-year-old school students is selected to represent all 15-year-olds in a country.

A sample of test items from a large pool is administered to each student.

# REPORTING PROFICIENCY IN READING

(1) PISA reports results in terms of proficiency scales that are interpretable for the purposes of educational policy reforms.

(2) From 2009 and up to 2018, PISA has used SEVEN LEVELS of PROFICIENCY based on the PISA 2009 combined print reading literacy scale.

(3) The reporting scales are called "PROFICIENCY SCALES" rather than "performance scales" because they describe what students typically know and can do at given levels of proficiency, rather than how individuals who were tested actually performed on a single test administration.

# REPORTING PROFICIENCY IN READING

- ▶ The Metric( a system of measurement) for the overall reading scale was set when reporting the results of the first PISA reading assessment. ( Year --2000).
- ▶ It is based on a mean for the 28 OECD countries that took part in the first PISA assessment equal to 500 score points, with a standard deviation of 100 points.
- ▶ Reading was the major domain assessed in 2000-- the first PISA assessment; in 2009- the fourth PISA assessment and in 2018 assessment also.
- ▶ To help interpret what students' scores mean in substantive terms, the scale is divided into levels of proficiency that indicate the kinds of tasks that students at those levels are capable of completing successfully.
- ▶ The descriptions of the proficiency levels are updated each time a domain returns as a major domain.

(source:<https://www.oecd.org/pisa/pisa-2015-results-in-focus.pdf>)

# WHAT DO THE LEVELS OF PROFICIENCY PROJECT?

- ❑ It allows countries to know more about the kinds of tasks students with very high and very low reading proficiency are capable of performing.
- ❑ Students whose ability estimate places them at a certain point on a PISA proficiency scale would be more likely to be able to successfully complete tasks at or below that point.
- ❑ Those students would be increasingly more likely to complete tasks located at progressively lower points on the scale, and increasingly less likely to complete tasks located at progressively higher points on the scale

# 07 LEVELS OF PROFICIENCY IN READING LITERACY IN PISA

Level 6

Level 5

Level 4

Level 3

Level 2

Level 1(a)

Level 1(b)



## 07 LEVELS OF PROFICIENCY

- ▶ **Level 6** is the highest described level of proficiency.
- ▶ **Level 5** was the highest level before PISA 2009 reading assessments.
- ▶ **Levels 2, 3, 4 and 5** remain the same as in PISA 2000.
- ▶ In the mainstream PISA, the lowest bottom level of measured proficiency is **Level 1b**, with **Level 1a** being the second lowest level.

## TASKS ASSIGNED AT LEVEL -'1B'

- ▶ Reader is expected to locate a single piece of explicitly stated information.
- ▶ Information is at a prominent position in a short , syntactical simple text.
- ▶ Context is familiar.
- ▶ Text type can be a narrative or a simple list.
- ▶ Text provides support to the reader (information / symbols/ pictures) can be repeated.
- ▶ There is minimal competing information-tasks requires students to make simple connections between adjacent pieces of information.



# TASKS ASSIGNED AT LEVEL -‘1A’

- ▶ Reader is expected to locate one or more independent pieces of explicitly stated information
- ▶ To recognise the main theme or author's purpose in a text.
- ▶ Topic is familiar.
- ▶ Connection between information in the text and common everyday knowledge.
- ▶ There is minimal competing information as the required information in the text is prominent.
- ▶ Reader is explicitly directed to consider the relevant factors in the tasks and the text.

## TASKS ASSIGNED AT LEVEL -‘2’

- ▶ Some tasks require a Reader to locate **one or more pieces of information** , which may need to be inferred.
- ▶ Some tasks require **recognising the main idea in a text/ understanding relationships** or **construing meaning within a limited part of the text** when the information is not familiar.
- ▶ Tasks at this level may also involve **comparisons or contrasts** based on a single feature in the text.
- ▶ Typically reflective tasks at this level require readers to make a comparison or several connections between the texts and outside knowledge, by drawing on **personal experience and attitudes**.

# TASKS ASSIGNED AT LEVEL -‘3’

- ▶ Locating, and in some cases recognizing the relationship between several pieces of information that must meet multiple conditions;
- ▶ Integrating several parts of a text in order to identify a main idea; understanding a relationship or construing the meaning of a word or phrase; taking into account many features in comparing, contrasting or categorizing
- ▶ Often the required information is not prominent or there is much competing information; or there are other text obstacles, such as ideas that are contrary to expectations or negatively worded;
- ▶ Making connections, comparisons and explanations, or evaluating a feature of the text to demonstrate a fine understanding of the text in relation to familiar, everyday knowledge.
- ▶ Other tasks do not require detailed text comprehension but require the reader to draw on less common knowledge.

# TASKS ASSIGNED AT LEVEL -'4'

- ▶ Locating and organizing several pieces of embedded information.
- ▶ Interpreting the meaning of nuances of language in a section of text by taking into account the text as a whole.
- ▶ Understanding and applying categories in an unfamiliar context.
- ▶ Using formal or public knowledge to hypothesize about or critically evaluate a text.
- ▶ Readers must demonstrate an accurate understanding of long or complex texts whose content or form may be unfamiliar.

# TASKS ASSIGNED AT LEVEL -‘5’

- ▶ Locating and organizing several pieces of deeply embedded information by retrieving information.
- ▶ Inferring which information in the text is relevant.
- ▶ Engaging in critical evaluation or hypothesis formulation, drawing on specialized knowledge.
- ▶ A full and detailed understanding of a text whose content or form is unfamiliar.
- ▶ For all aspects of reading, tasks at this level typically involve dealing with concepts that are contrary to expectations.



# TASKS ASSIGNED AT LEVEL -‘6’

- ▶ Making multiple inferences, comparisons and contrasts that are both detailed and precise.
- ▶ Demonstrating a full and detailed understanding of one or more texts that may involve integrating information from more than one text.
- ▶ Dealing with unfamiliar ideas in the presence of prominent competing information, and generating abstract categories for interpretations.
- ▶ Hypothesizing about or critically evaluating a complex text on an unfamiliar topic, taking into account multiple criteria or perspectives.
- ▶ Applying sophisticated understanding from beyond the text.
- ▶ Precision of analysis and fine attention to detail that is **inconspicuous** in the texts is needed.



# SCORE LIMITS FOR PROFICIENCY IN READING

- ▶ Proficiency below the baseline PISA distinguishes two levels of reading proficiency below **Level 2**.
- ▶ **Level 1a** corresponds to scores higher than 335 but lower than 407 points; and **Level 1b** corresponds to a range of scores below Level 1a, between 262 and 335 score points.
- ▶ Proficiency above the baseline Proficiency at **Level 2** (score higher than 407 but lower than 480 points)
- ▶ Proficiency at **Level 3** (score higher than 480 but lower than 553 points)
- ▶ Proficiency at **Level 4** (score higher than 553 but lower than 626 points)
- ▶ Proficiency at **Level 5** (score higher than 626 but lower than 698 points)
- ▶ Proficiency at **Level 6** (score higher than 698 points)

# Proficiency in Print Reading in PISA- 2012

## (Score Limit)

Level	Lower score Limit	% of students able to perform tasks at each level or above (OECD average)
6	698	0.8
5	626	7.6
4	553	28.3
3	480	57.2
2	407	81.2
1a	335	94.3
1b	262	98.9

# WHAT DOES THE OECD DATA TELL US !!!

- ▶ Singapore is the highest-performing country in reading closely followed by Canada.
- ▶ (All students should be expected to attain Level 2---the baseline proficiency level--- by the time they leave compulsory education.)
- ▶ About 20% of students in OECD countries, on an average, do not attain the baseline level of proficiency in reading (Level 2). **This proportion has remained stable since 2009.**
- ▶ On average across OECD countries, students' mean reading proficiency has not improved since 2000.
- ▶ On average across OECD countries, the gender gap in reading in favor of girls narrowed by 12 points between 2009 and 2015.
- ▶ Boys' performance improved, particularly among the highest-achieving boys, while girls' performance deteriorated, particularly among the lowest-achieving girls.