



What does HKPISA 2003 tell us about literacy performance of our students?



**HKPISA**



# Reading Literacy

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# Contents

## I. Design of Reading Assessment

- Construct of reading literacy
- Design of PISA assessment tasks

## II. Findings

- Overall performance of HK students on reading literacy
- Specific performance of HK students on reading literacy

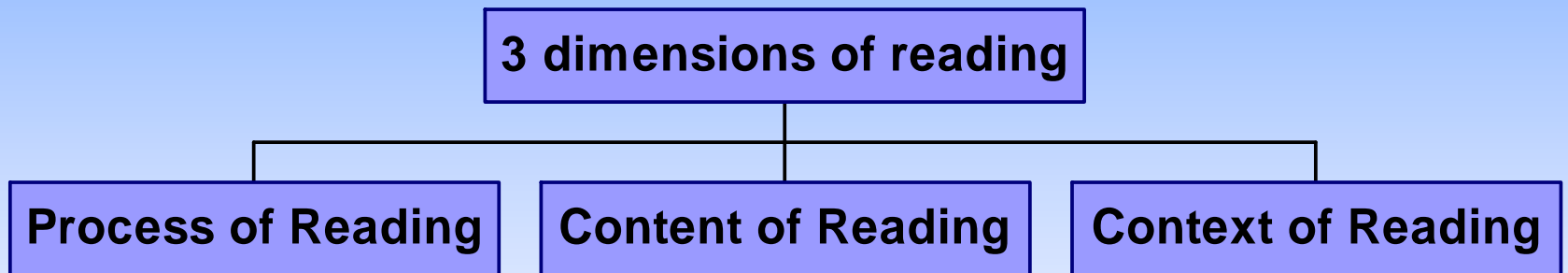
# **The Construct of Reading Literacy in PISA**

# The Construct of Reading Literacy in PISA

“the ability to understand, use and reflect on written texts in order to achieve one’s goals, to develop one’s knowledge and potential, and to participate effectively in society” (OECD, 1999)

理解、運用及反思文章內容，從而達至  
個人目標，增進知識及發展潛能，並參與  
社會。

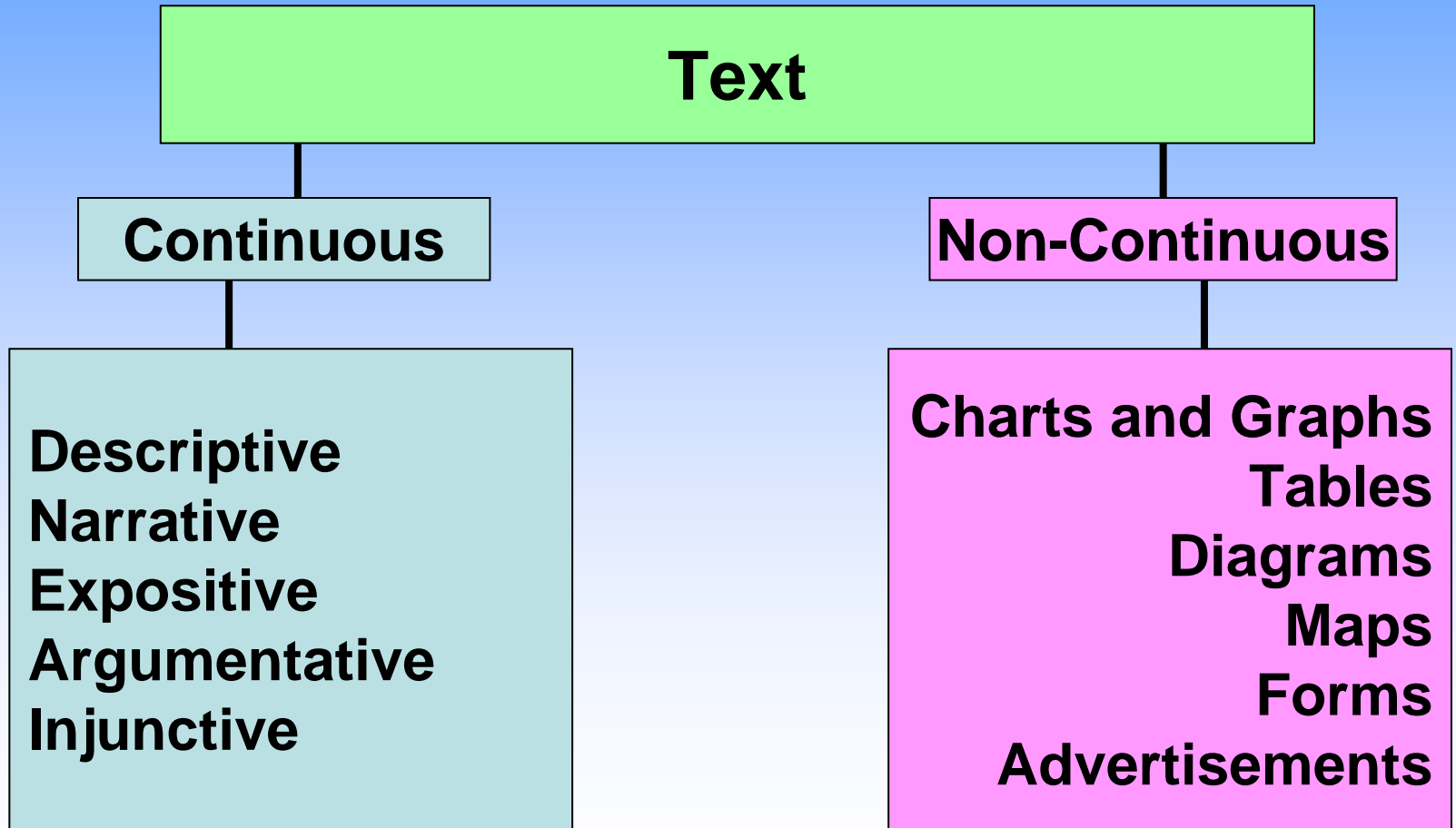
# Reading Literacy in PISA



# The Process of Reading - Five levels of understanding

- Retrieving information → Retrieving information
- Broad understanding →
- Developing an interpretation → Interpreting
- Reflecting on content →
- Reflecting on form → Reflecting and Evaluating content and form

# The Content of Reading - Text format and type

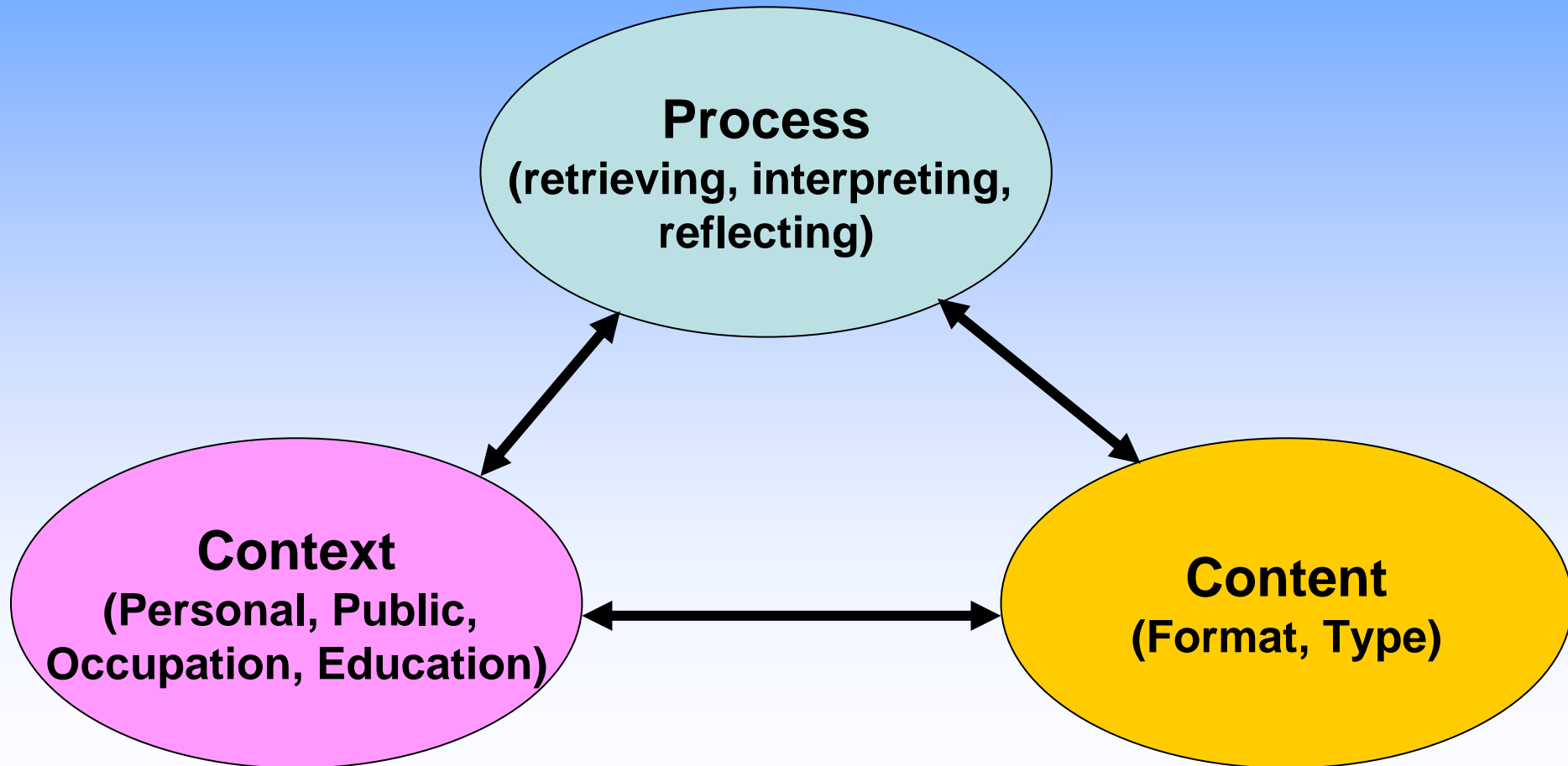


# **The Context of Reading - The purpose of reading**

- **Personal**
- **Public**
- **Occupational**
- **Educational**



# The Construct of Reading Literacy for PISA



# **The Design of Reading Literacy Assessment**

# The assessment materials

- 8 stimulus texts  
(2000+ 37 texts)
- 28 reading tasks  
(2000+ 141 reading tasks)

# Sample text and reading tasks

## 塗鴉

### 文章 (一)

爲了去掉牆上的塗鴉，這次已經是第四次清洗學校牆壁，這真的使我氣極了。創作本來是值得欣賞的，但創作的方式不應該爲社會帶來額外的開支。

爲甚麼要在禁止塗鴉的地方亂畫東西，損壞年青人的聲譽？專業的藝術家不會把自己的作品掛在大街上，對嗎？相反，他們會透過合法的展覽來賺取收入和名聲。

我認為樓房、籬笆和公園的長椅本身就是藝術品了，在它們上面塗鴉，只會破壞其風格，而且，這樣做更會破壞臭氧層。我真不明白這些可恥的藝術家為甚麼在其「藝術品」被一次又一次的清理後，還要不斷地亂塗亂畫。

嘉嘉

## 文章 (二)

品味是無法言喻的。社會上充滿了各種各樣的溝通方式和廣告宣傳，如公司的標誌、店名，還有矗立在大街兩旁的各種擾人的大型廣告牌。它們是否獲得大眾接受？沒錯，大多數是。而塗鴉是否獲得大眾接受？有些人會接受，但有些人則不接受。

誰負責塗鴉所引起的費用？誰最終負擔廣告的費用？對，就是消費者。

那些樹立起廣告牌的人事先有沒有向你請示？當然沒有。那麼，塗鴉者應該要事先請示嗎？你的名字、組織的名字，和街上的大型藝術品，這些不都只是溝通的方式嗎？

試想想數年前在商店裏出現的條紋和格子花服裝，還有滑雪服飾。這些服飾的圖案和顏色就是直接從多姿多采的牆上偷來的。可笑的是，這些圖案和顏色竟然被欣然接受，但是那些有同樣特色的塗鴉卻被認為是討人厭的。

現在要做藝術真的不容易。

小雅

# Graffiti

- **Text type:**  
**Argumentative/Persuasive**
- **Context of application:**  
**Public**



現在請參考信件，然後回答下列問題。

1. 這兩封信的寫作目的都是：

- A. 解釋甚麼是塗鴉
- B.\* 發表對塗鴉的意見
- C. 證實塗鴉的流程度
- D. 告訴讀者清除塗鴉的成本

*這題目需要學生比較兩篇短文的重點，從而找出兩篇文章的共同寫作目的。*

**Level of understanding - interpreting**

**PISA 2000+**

**HK 89%**

**OECD**

**77%**

2. 爲甚麼小雅會提及廣告宣傳一事？

*這題目需要學生推斷出文章中兩種現象之間的比喻關係。*

**Level of understanding - interpreting**

**PISA 2000+**

**HK 58%**

**OECD**

**53%**

3. 你同意哪一封信的論點？請參照兩封信件內容，並用自己的文字解釋作答。

*這題目需要學生比較兩篇短文的論斷，並提出自己的看法和態度。學生亦需要表現出對最少其中一封信有粗略理解。*

**Level of understanding - reflecting**

**PISA 2000+**

**HK 74%**

**OECD**

**68%**

4. 我們可以討論一封信件敘述的事情（它的內容）。

我們可以討論一封信件寫作的手法（它的風格）。

不論你同意哪個作者的論點，你認為哪一封信寫得比較好？請根據其中一封信或者兩封信的寫作手法來解釋作答。

*這題目需要學生比較兩封以塗鴉為主題的短信，從而評價作者的寫作水準。學生需要根據他們對「何謂好的寫作風格」的理解作答。*

# Level of understanding - reflecting

**PISA 2000+**

**HK 59%**

**OECD 45%**

# Distribution of reading tasks by level of understanding

Level of understanding	No. of reading task
Retrieving information	7
Interpreting text	14
Reflection and evaluation	7
<b>Total</b>	<b>28</b>

# Distribution of reading tasks by context

<b>Context of use</b>	<b>No. of reading task</b>
<b>Educational</b>	<b>8</b>
<b>Occupational</b>	<b>7</b>
<b>Personal</b>	<b>6</b>
<b>Public</b>	<b>7</b>
<b>Total</b>	<b>28</b>

# Distribution of reading tasks by text type

Text type		No of reading task
Continuous	Descriptive	3
	Expository	12
	Narrative	3
Non-continuous	Charts and graphs	2
	Forms	3
	Maps	1
	Tables	4
Total		28



# Formats of Response

- **Multiple choice questions**
- **Complex multiple-choice items**
- **Closed-constructed responses**
- **Short responses**
- **Open-ended responses**

# Reporting of Reading Literacy Performance

- **Four different proficiency scales**
  - Retrieving information sub-scale**
  - Interpreting text sub-scale**
  - Reflecting on and evaluating text sub-scale**
  - Combined scale**
- **These scores then mapped on to a five-level proficiency scale**

# Descriptors of skills demonstrated at each level of the three reading proficiency sub-scales

Proficiency Level	Retrieving Information	Interpreting	Reflecting
Level 5	Locate and possibly sequence or combine multiple pieces of deeply embedded information, some of which may be outside the main body of the text. Infer which information in the text is relevant to the task. Deal with highly plausible and/or extensive competing information.	Either construe the meaning of nuanced language or demonstrate a full and detailed understanding of a text.	Critically evaluate or hypothesise, drawing on specialised knowledge. Deal with concepts that are contrary to expectations and draw on a deep understanding of long or complex texts.
Level 3	Locate, and in some cases recognize the relationship between pieces of information, each of which may need to meet multiple criteria. Deal with prominent competing information.	Integrate several parts of a text in order to identify a main idea, understand a relationship or construe the meaning of a word or phrase. Compare, contrast or categorize taking many criteria into account. Deal with competing information.	Make connections or comparisons, give explanations, or evaluate a feature of text. Demonstrate a detailed understanding of the text in relation to familiar, everyday knowledge, or draw on less common knowledge.
Level 1	Locate one or more independent pieces of explicitly stated information, typically meeting a single criterion, with little or no competing information in the text.	Recognize the main theme or author's purpose in a text about a familiar topic, when the required information in the text is not prominent.	Make a simple connection between information in the text and common, everyday knowledge.

# Reading literacy score range of the reading proficiency levels

	Reading Literacy Scores
Proficiency Level 5	More than 625
Proficiency Level 4	553 - 625
Proficiency Level 3	481 - 552
Proficiency Level 2	408 - 480
Proficiency Level 1	335 - 407
Proficiency Level Below 1	Below 335

# **HK Students' Performance**

**Overall**

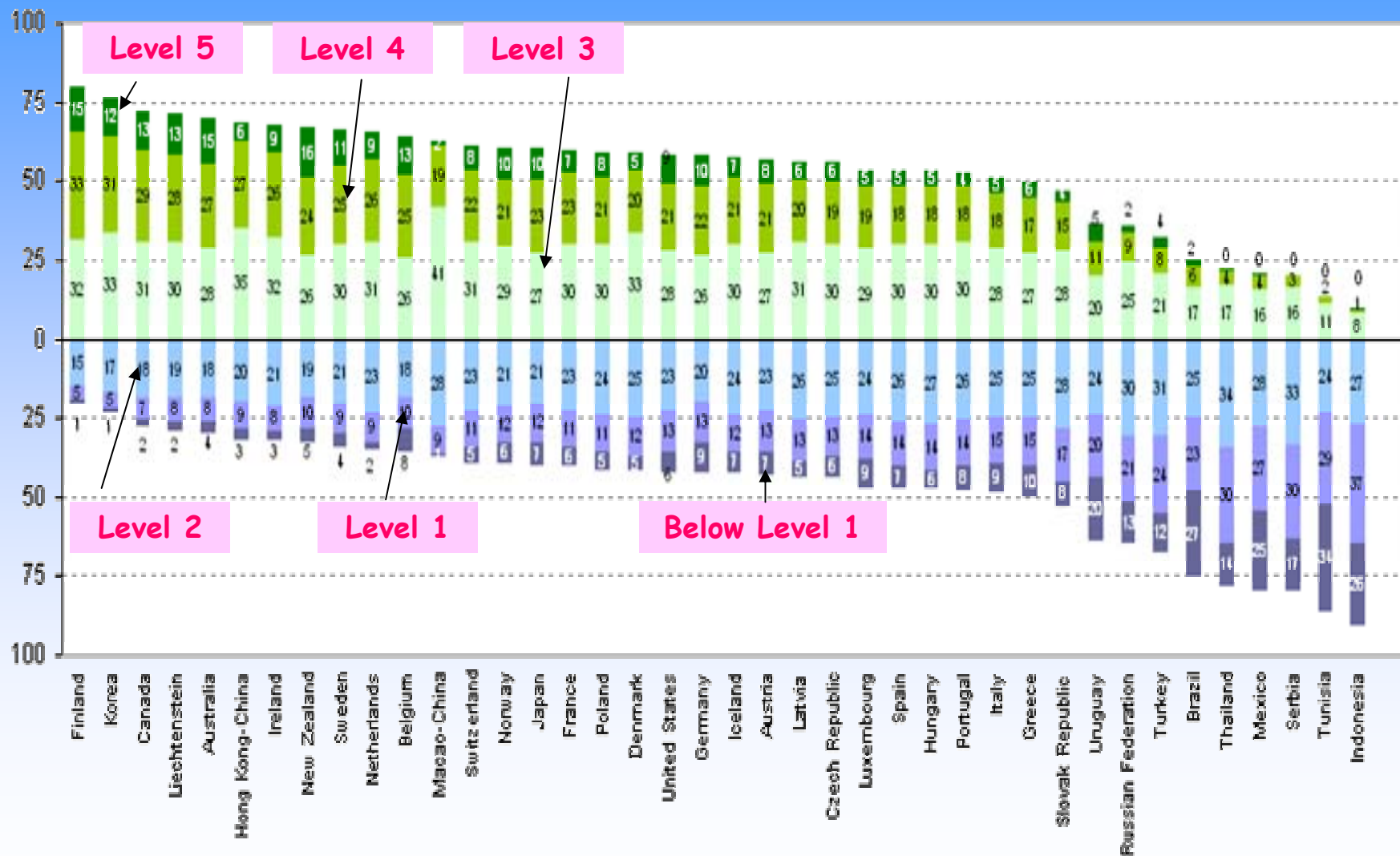
# The Hong Kong Sample for Reading - Distribution of Grade Levels

	HKPISA2003		HKPISA+	
Form 1	120	5.0%	135	3.1%
Form 2	228	9.5%	280	6.4%
Form 3	614	25.5%	524	11.9%
Form 4	1,444	59.9%	2,695	61.2%
Form 5	3	0.1%	767	17.4%
Form 6	--	--	4	0.1%
Total	2,409	100%	4,405	100%

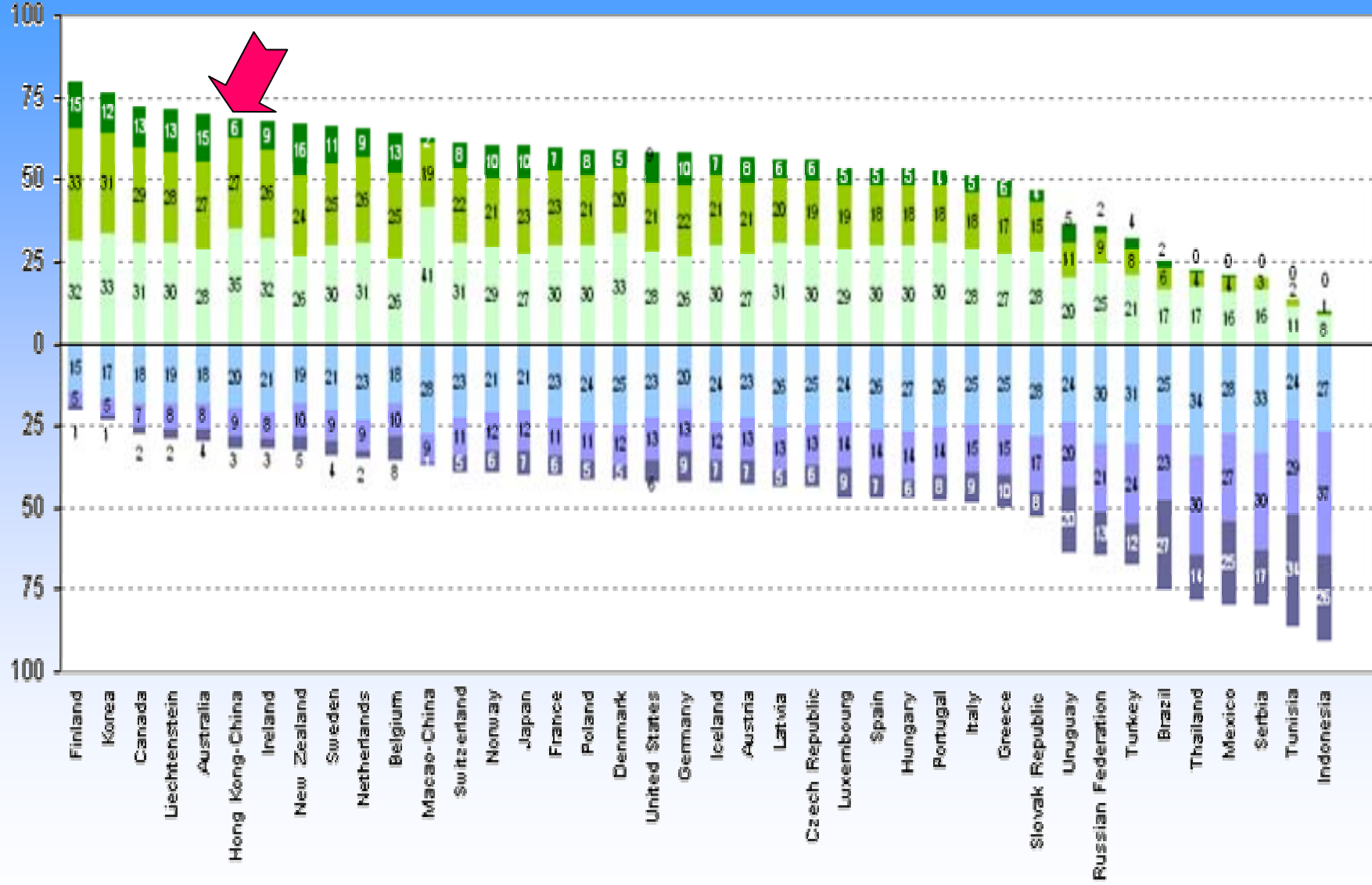
**Table 6: Combined Reading Literacy Mean scores in reading literacy of participating countries/regions**

	<b>Mean</b>	<b>S.E.</b>	<b>*significant difference</b> ○ <b>insignificant difference</b>
<b>Finland</b>	<b>543</b>	<b>(1.6)</b>	<b>*</b>
<b>Korea</b>	<b>534</b>	<b>(3.1)</b>	<b>*</b>
<b>Canada</b>	<b>528</b>	<b>(1.7)</b>	<b>*</b>
<b>Australia</b>	<b>525</b>	<b>(2.1)</b>	<b>*</b>
<b>Liechtenstein</b>	<b>525</b>	<b>(3.6)</b>	○
<b>New Zealand</b>	<b>522</b>	<b>(2.5)</b>	○
<b>Ireland</b>	<b>515</b>	<b>(2.6)</b>	○
<b>Sweden</b>	<b>514</b>	<b>(2.4)</b>	○
<b>Netherlands</b>	<b>513</b>	<b>(2.9)</b>	○
<b>Hong Kong, China</b>	<b>510</b>	<b>(3.7)</b>	<b>-</b>

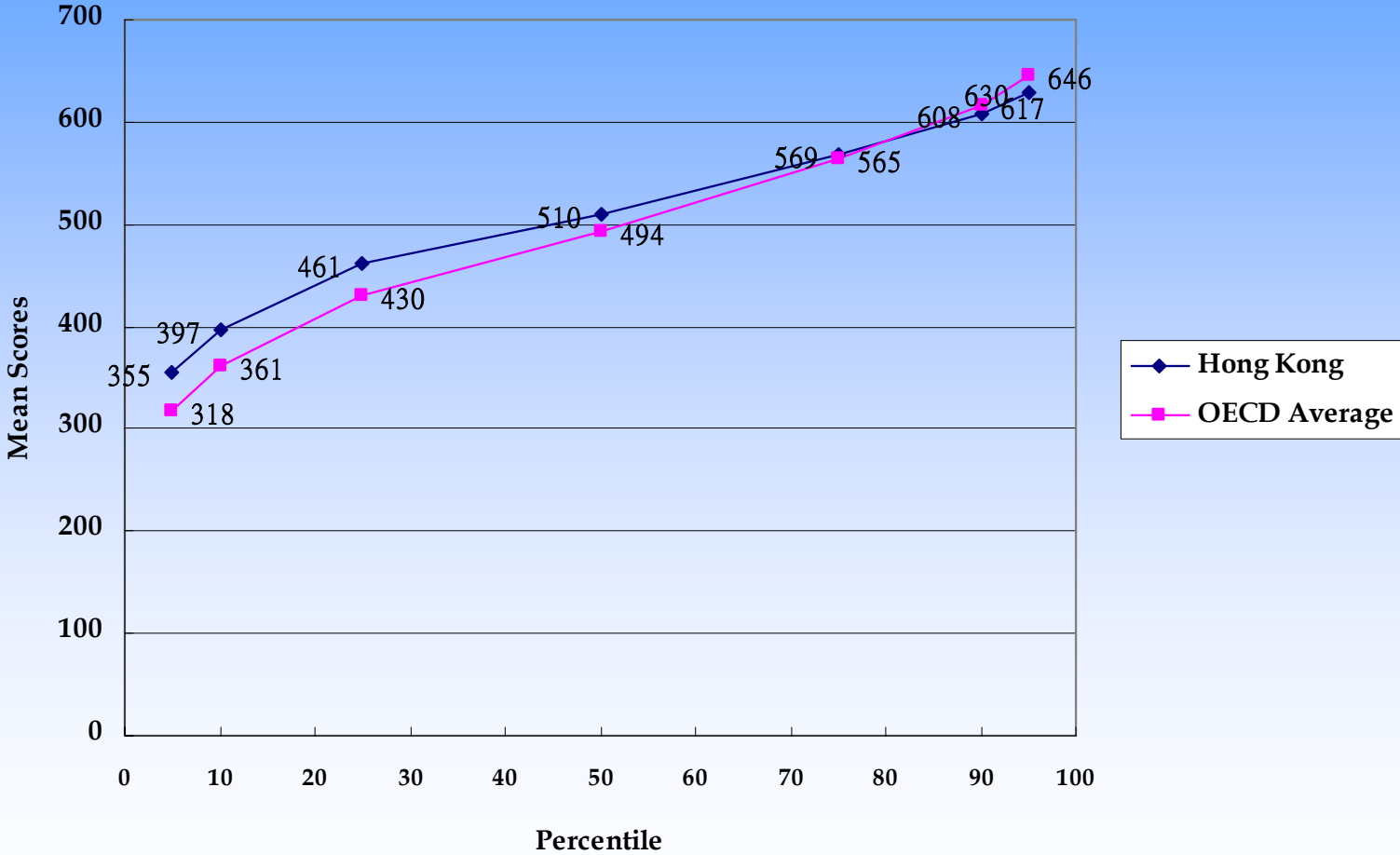
# Percentage of students performing at each of the proficiency levels on the combined reading literacy scale

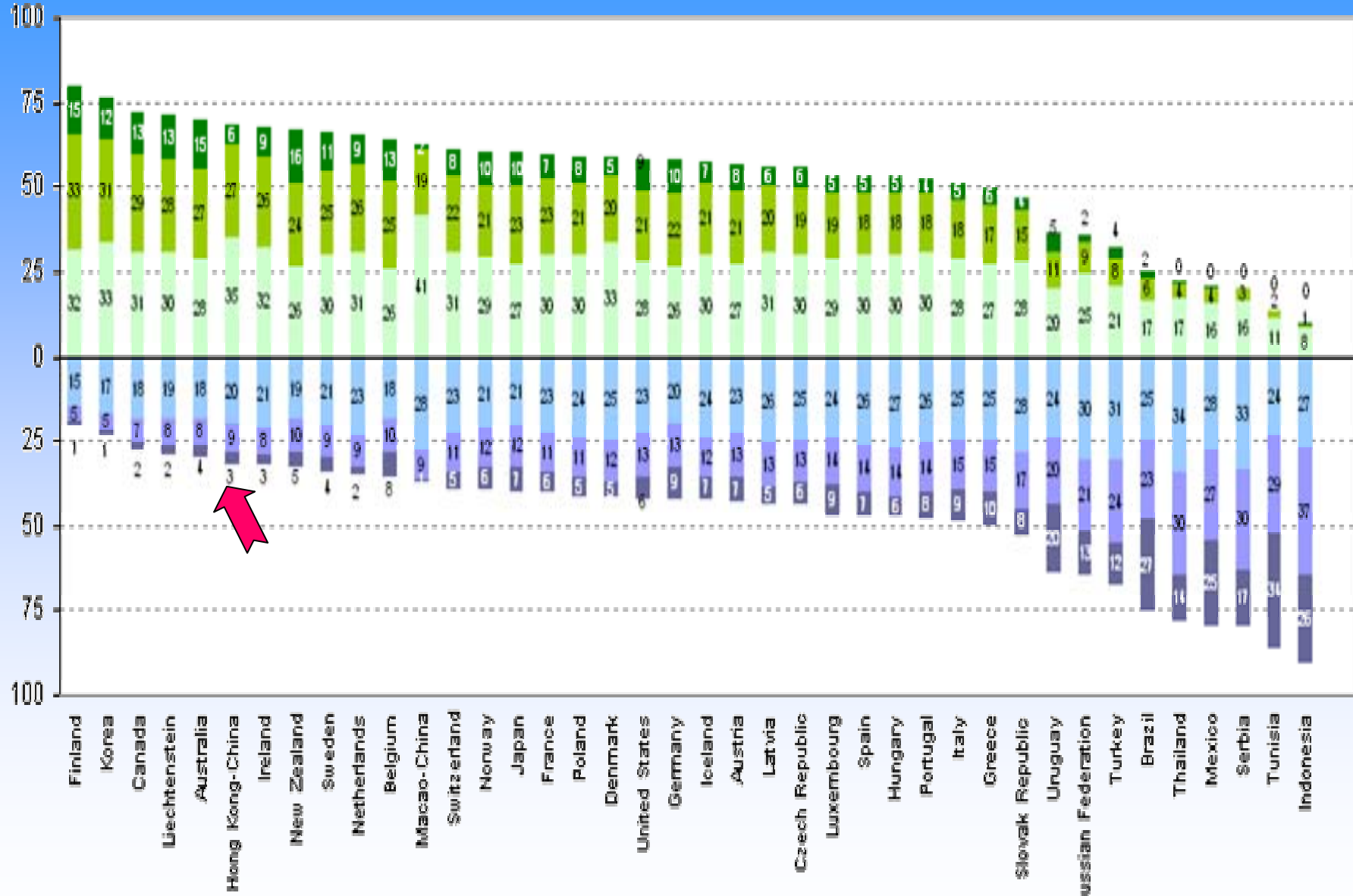






**Fig. 3 A comparison of students performance on the combined reading literacy scale**





# Poor Readers

- **Level 1:** “capable of completing only the least complex reading tasks, such as locating a single piece of information, identifying the main theme of a text or making a simple connection with everyday knowledge.” (9%)
- **Below Level 1 :** “not capable of the most basic type of reading that PISA seeks to measure.....Such students have serious difficulties in using reading literacy as an effective tool to advance and extend their skills in other areas.” (3%)

# Summary of overall performance Comparison

	2003	2000+
<b>Score</b>	510	525
<b>Overall ranking</b>	10th	6th

# Proportion of students at each proficiency level - comparison

	2003	2000+
<b>Level 5</b>	<b>6 %</b>	<b>10 %</b>
<b>Level 4</b>	<b>27 %</b>	<b>31 %</b>
<b>Level 3</b>	<b>35 %</b>	<b>33 %</b>
<b>Level 2</b>	<b>20 %</b>	<b>17 %</b>
<b>Level 1</b>	<b>9 %</b>	<b>7 %</b>
<b>Below Level 1</b>	<b>3 %</b>	<b>3 %</b>

# Comparing with high ranking countries (2003)

<b>Countries</b>	<b>Level 5</b>	<b>Level 1</b>	<b>Below Level 1</b>
<b>HK</b>	<b>6 %</b>	<b>9%</b>	<b>3 %</b>
<b>Finland</b>	<b>15%</b>	<b>5%</b>	<b>1%</b>
<b>Korea</b>	<b>12%</b>	<b>5%</b>	<b>1%</b>
<b>Macao</b>	<b>2%</b>	<b>9%</b>	<b>1%</b>

# **HK Students' Performance**

**Specific areas**



# Students' performance across different levels of understanding

	Mean Percentage Correct (%)	
	HK	OECD
Interpreting	69%	65%
Reflecting	58%	54%
Retrieving Information	71%	55%

# Students' performance across different text formats

	Mean Percentage Correct(%)	
	HK	OECD
Continuous texts	64	61
Non- Continuous texts	64	57

# Students' performance across different text types

TEXT TYPE	No. of tasks	Mean Percentage Correct (%)	
		Hong Kong	OECD
<i>Continuous text</i>			
Narrative	3	68	71
Expository	12	62	60
Descriptive	3	68	55
<i>Non-continuous text</i>			
Forms	3	80	68
Maps	1	42	43
Charts/Graphs	2	69	67
Tables	4	56	46

# Students' performance across different text types - comparison

Text type	HKPISA 2000+	HKPISA 2003
Expository	68% (2 <sup>nd</sup> )	62%
Narrative	64% (3 <sup>rd</sup> )	68%
Descriptive	63% (4 <sup>th</sup> )	68%
Argument	69% (1 <sup>st</sup> )	-----

# Students' performance across different context of use

		Mean Percentage Correct (%)	
<i>Context</i>	No. of items	HK	OECD
Educational	8	59	57
Occupational	7	74	63
Personal	6	63	62
Public	7	61	57

# Reading tasks

- Percentage correct range

89.2 to 27.6

(Reading tasks from the same text)

- Percentage correct range for MC

89.2 - 55.2

- Percentage correct range for expository texts

87.6 - 27.6

- Percentage correct range for reflecting

87.5 - 33.5

# **Grade Level and Performance**

# Mean Score Comparison between HKPISA2003 & HKPISA+

	HKPISA2003		HKPISA+	
	No. of Students	Mean Scores	No. of Students	Mean Scores
Form 1	120	439	135	441
Form 2	228	471	280	480
Form 3	614	499	524	481
Form 4	1,444	527	2,695	533
Form 5	3	574	767	559
Form 6	--	--	4	618



# Interpreting

	<b>HKPISA2003</b>		<b>HKPISA+</b>
	<b>Mean % Scores</b>		<b>Mean % Scores</b>
Form 1	58%		48%
Form 2	60%		57%
Form 3	65%		57%
Form 4	71%		67%
Form 5	68%		72%
Form 6	--		83%
<b>Mean</b>	<b>68%</b>		<b>66%</b>

# Reflecting

	<b>HKPISA2003</b>		<b>HKPISA+</b>
	<b>Mean % Scores</b>		<b>Mean % Scores</b>
Form 1	45%		39%
Form 2	55%		48%
Form 3	65%		45%
Form 4	71%		58%
Form 5	68%		63%
Form 6	--		78%
<b>Mean</b>	<b>60%</b>		<b>56%</b>

# Retrieving Information

	<b>HKPISA2003</b>		<b>HKPISA+</b>
	<b>Mean % Scores</b>		<b>Mean % Scores</b>
Form 1	64%		47%
Form 2	70%		57%
Form 3	77%		56%
Form 4	81%		67%
Form 5	91%		72%
Form 6	--		79%
<b>Mean</b>	<b>79%</b>		<b>65%</b>