

PISA

Introduction for the PISA 2018 reading literacy assessment framework

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PISA 2018

- The definition of PISA2018 reading literacy
- The three dimensions of reading literacy
- PISA 2018 reading processes assessment framework
- What we can do to cultivate our students' reading competency?

The definition of PISA 2018 reading literacy

Reading literacy is understanding, using, **evaluating**, reflecting on and engaging with **texts** in order to achieve one's goals, to develop one's knowledge and potential and to participate in society;

- **Evaluating** -- Determining the veracity of a text, checking the claims made by the author, as well as inferring the author's perspective;
- **Texts** -- All language as used in its graphic form: handwritten, printed or screen-based. (*Single* as well as *Multiple*).

The definition of PISA 2018 reading literacy

- Changes in the nature of reading literacy
 - Moving from *print* to *computer screens* to *smart phone*
 - Deploying complex information-processing strategies
- The importance of digital reading literacy
 - Digital information comes from a diversity of sources
 - PISA reading framework is revised and expanded so as to assess encompass the skills that are essential for reading and interacting with digital texts

The definition of PISA 2018 reading literacy

- The key components of digital reading
 - have to be minimally **ICT** literate;
 - have to **search** and **access** the texts;
 - have to be discerning in their choice of information sources and assessment of information **quality** and **credibility**;

Navigation is a key component of digital reading.

The three dimensions of reading literacy

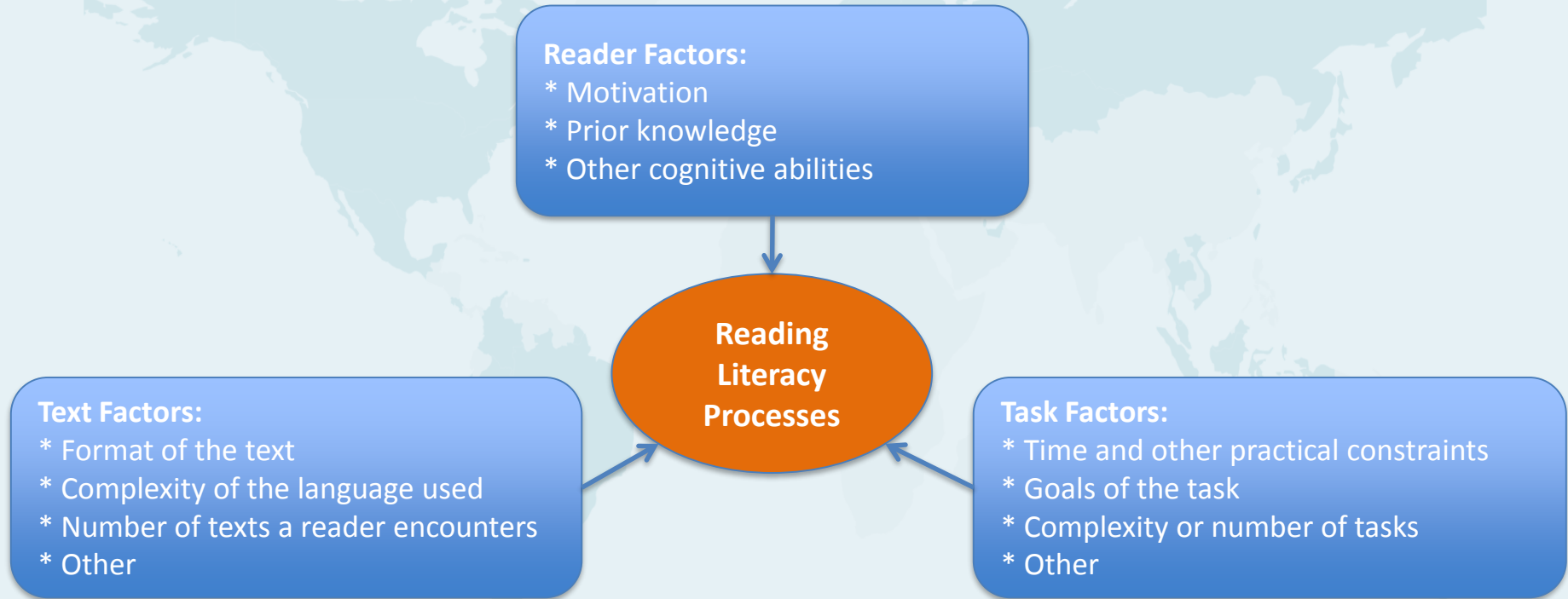
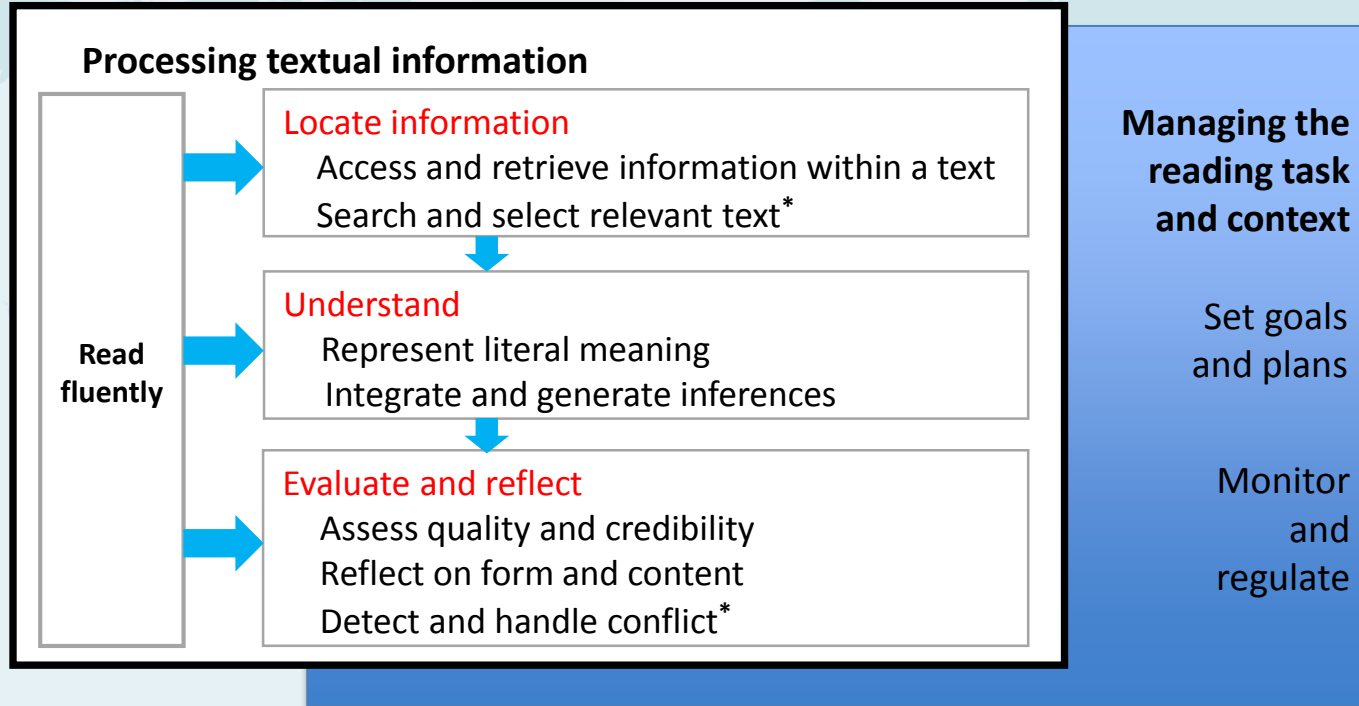


Figure 1: Conceptual model of reading literacy assessment

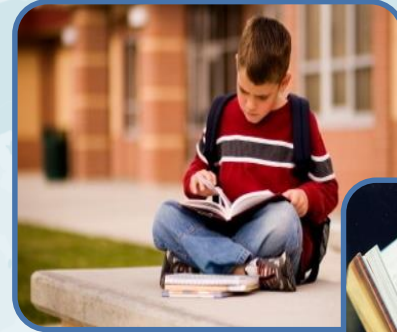
PISA 2018 reading processes assessment framework



Note: * These processes mainly apply to multiple text reading situations.

Figure 2: PISA 2018 reading processes assessment framework

What we can do to cultivate our students' reading competency?



Recommendation:

Examinees high in reading literacy generally can:

- *Make multiple inferences, contrasts and comparisons* that are both detailed and precise.
- Demonstrate *a detailed and full understanding* of one or more texts, and may *integrate information from more than one piece of text*.
- Deal with unfamiliar ideas, in the presence of prominent competing information, and to *generate abstract categories for purposes of interpretation*.
- *Hypothesize about or critically evaluate* a complex piece of text on an unfamiliar topic, taking into account multiple perspectives or criteria, and applying sophisticated understandings from beyond the text.
- *Precisely retrieve and analyze* the details that are inconspicuous in the texts.

Recommendation

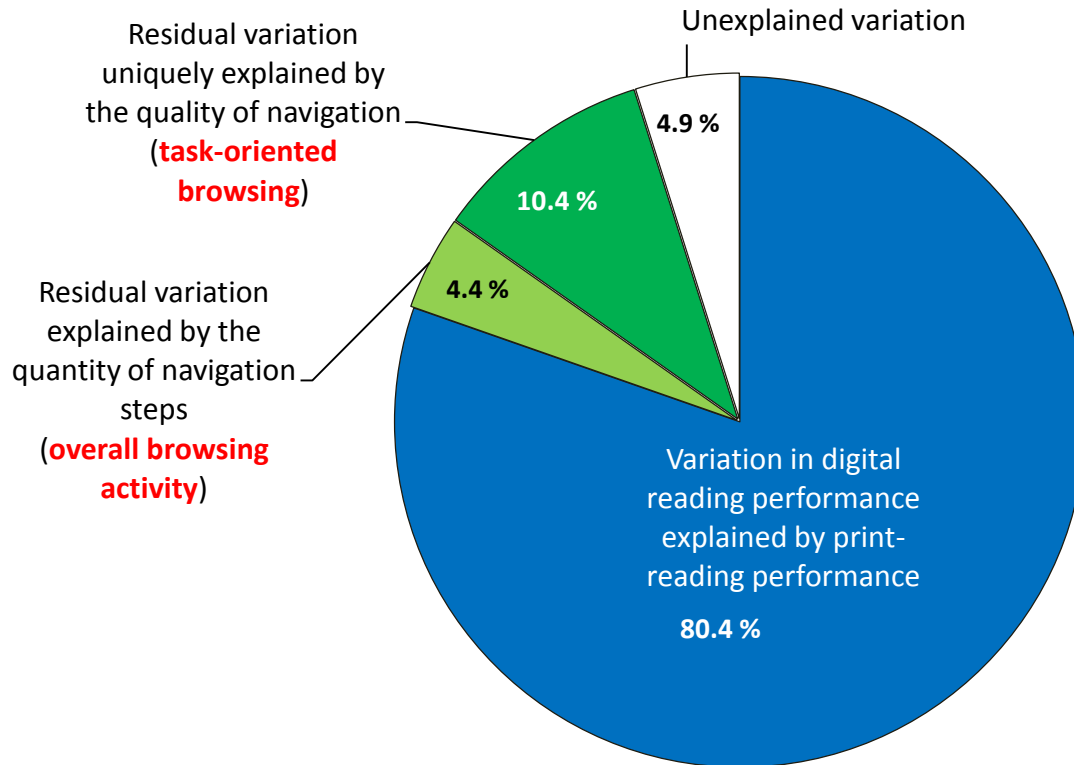
Macao's male students should be:

- (1) taught to **use effective meta-cognitive reading strategies**,
- (2) encouraged to **read more widely**, and
- (3) guided to **enjoy the reading materials** to the same extent as their female peers (Mak, Cheung, Soh, Sit, & Leong, 2016).

Cultivate our students' digital reading competency

- Top performers in print reading can handle unfamiliar ideas in the context of competing information, and generate abstract categories for interpretation.
- Top performers in digital reading can locate, analyse and critically evaluate information in an unfamiliar context and despite ambiguity. They can also navigate across multiple sites without explicit direction and handle texts in a variety of formats.

Explained variation in the digital reading performance of countries and economies



A “virtuous cycle” among boys:



Better proficiency in print reading



Greater enjoyment in print reading



Better digital reading proficiency



More frequent reading of digital texts



Boys' interest and abilities in digital reading are better

Should also take note of girls' weaker skills in digital navigation





Thank you!

