



YITS

EJET



Academic Achievement among Canadian Youth:

Results from the Programme for
International Student Assessment and the
Youth in Transition Survey (PISA-YITS)

Conference on Access to Post-
secondary Education:
Facts and Gaps

Ottawa
April 5-6, 2002



Canada

Programme for International Student Assessment (PI SA)

- PI SA is an OECD initiated international survey designed to assess the knowledge and skills of 15 year-old youth in reading, mathematics and science
- First implemented in 2000. Next assessment in 2003.
- Federal/ provincial partnership (HRDC, CMEC, Provincial Ministries/Departments of Education, Statistics Canada)
- Same 15 year-old youth participating in PI SA also completed the Canadian Longitudinal Youth in Transition Survey (YI TS)

To analyse, compare, contrast,
and evaluate

To think imaginatively

Literacy in PISA

About the capacity of young adults to
use written information effectively

To apply knowledge in real-life situations

To communicate thoughts and ideas effectively

Programme for International Student Assessment (PI SA)

Reading Literacy

Using,
interpreting
and reflecting on
written material



Mathematical literacy

Recognising, formulating and solving mathematical problems in everyday life. Analysing and reasoning and communicating

Reading Literacy

Using,
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written material



Mathematical literacy

Recognising, formulating and solving mathematical problems in everyday life. Analysing, reasoning and communicating in mathematical terms

Reading Literacy

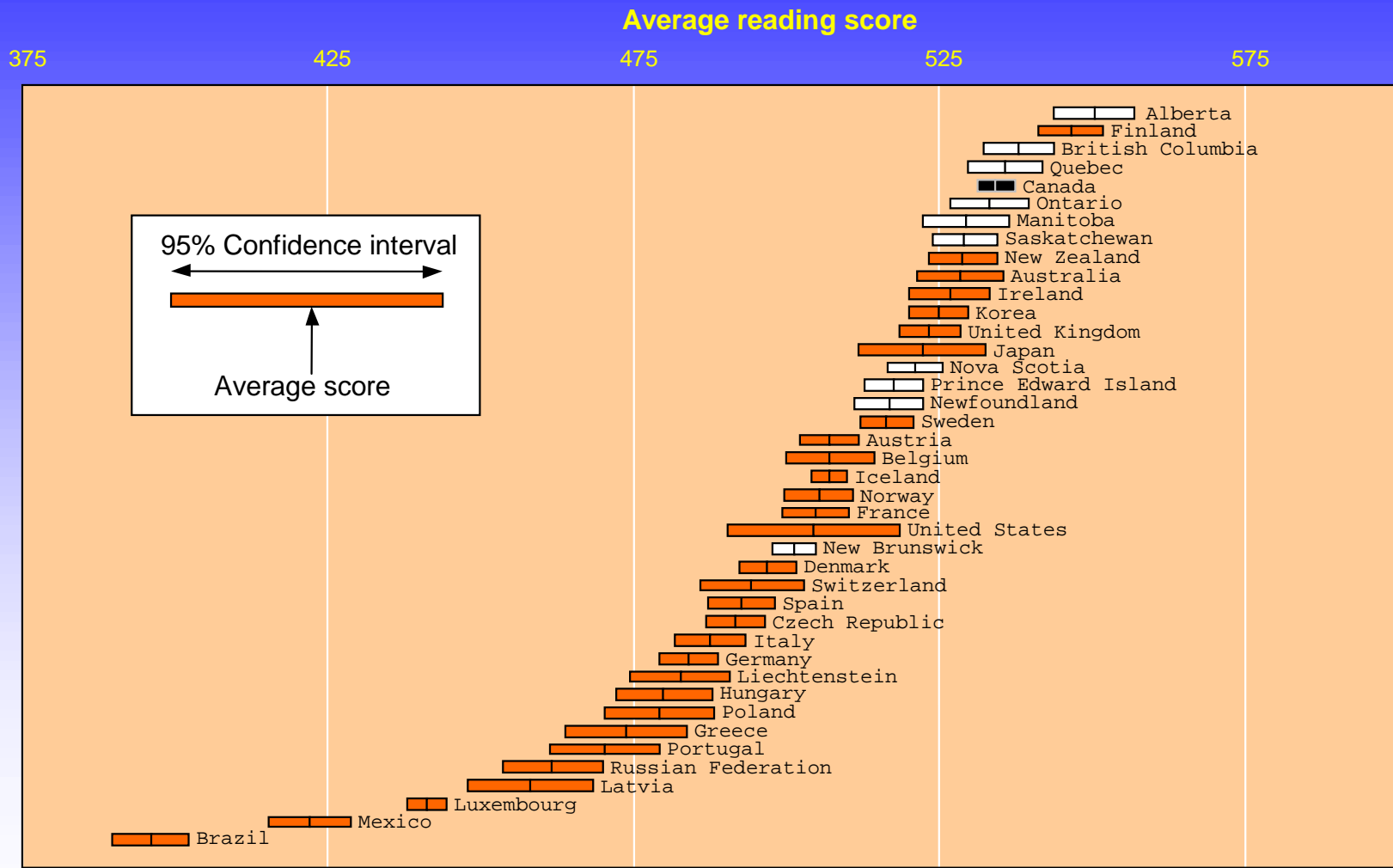
Using, interpreting and reflecting on written material



Scientific Literacy

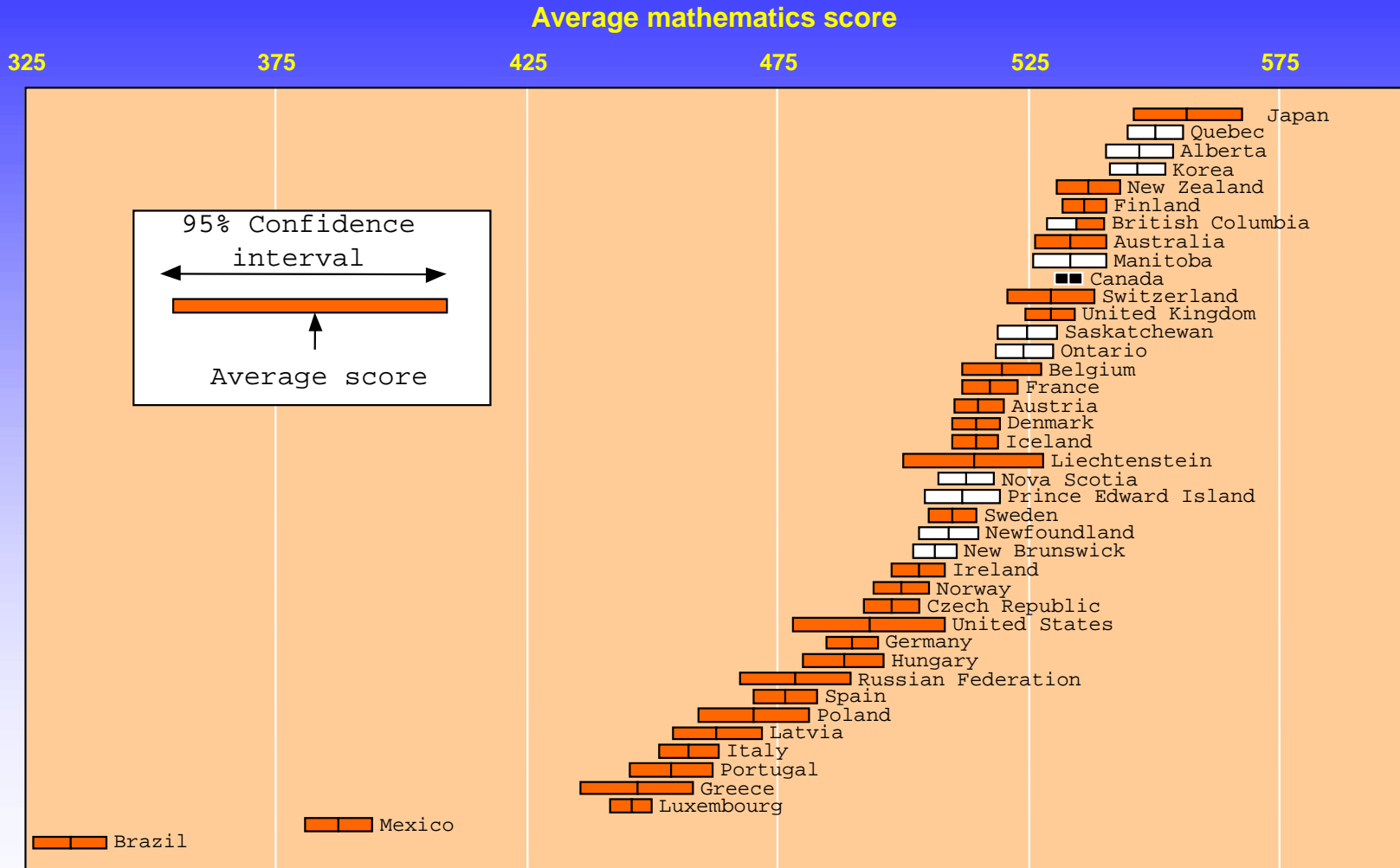
Using scientific knowledge, identifying scientific questions, and drawing evidence-based conclusions to understand and make decisions about the natural world

Canada rates near the top of the world in READING literacy



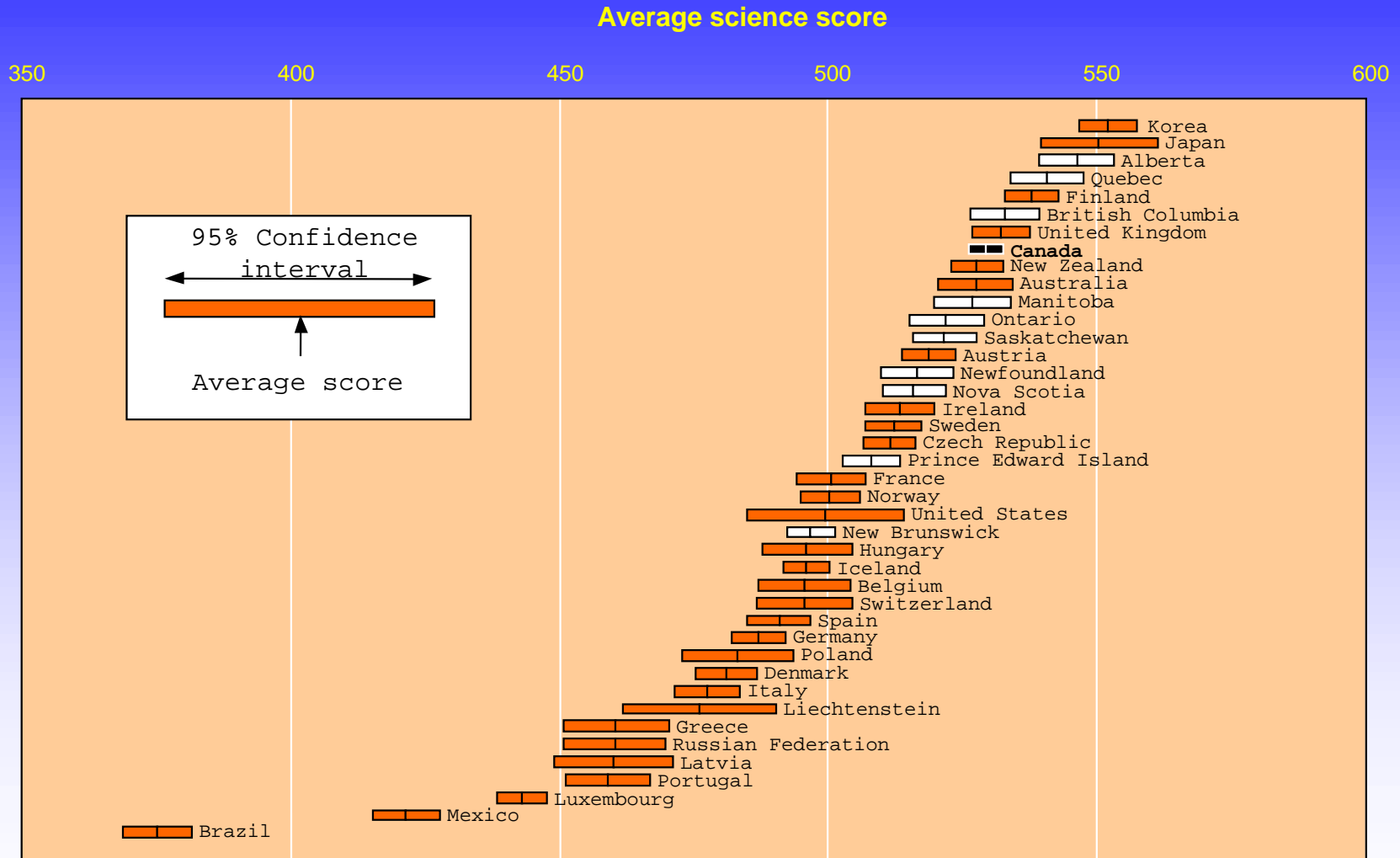
Source: Programme for International Student Assessment, 2000.

Canada rates high in MATHEMATICS



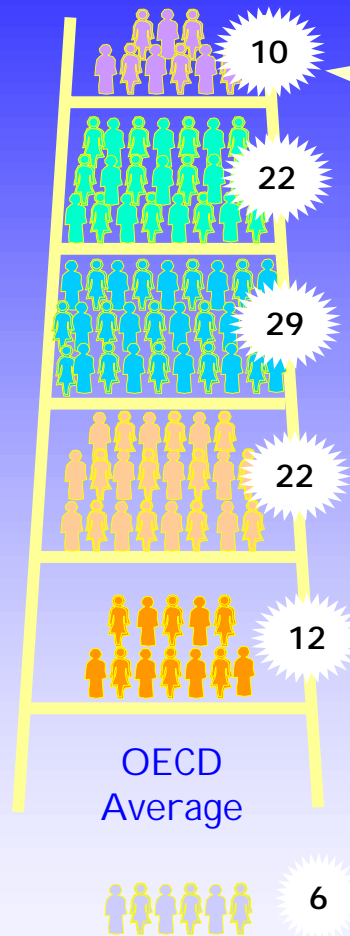
Source: Programme for International Student Assessment, 2000.

Canada rates high in SCIENCE



Source: Programme for International Student Assessment, 2000.

Reading proficiency scales

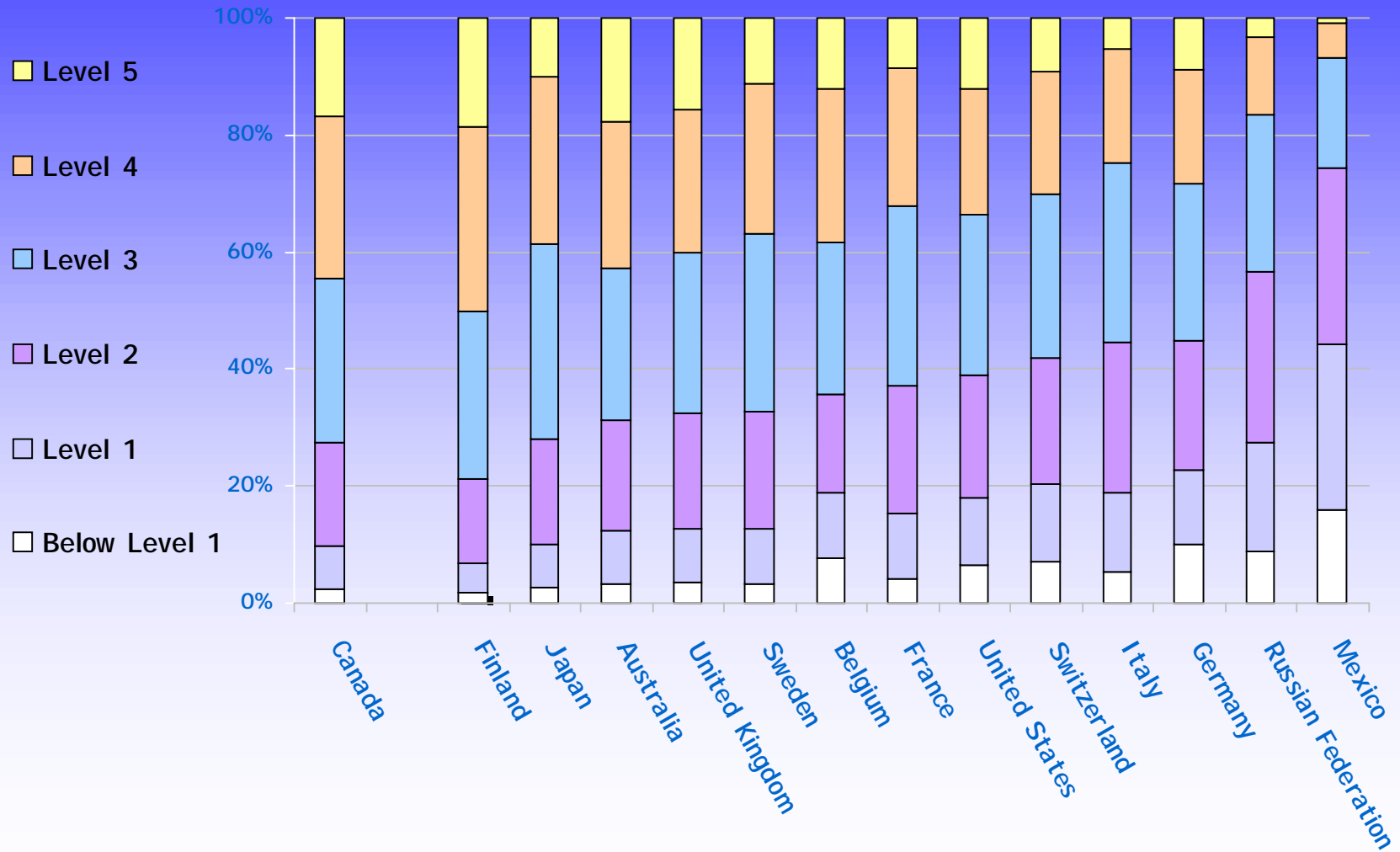


Reading Literacy Level 5
Evaluating information and building hypotheses, drawing on specialised knowledge, accommodating concepts contrary to expectations

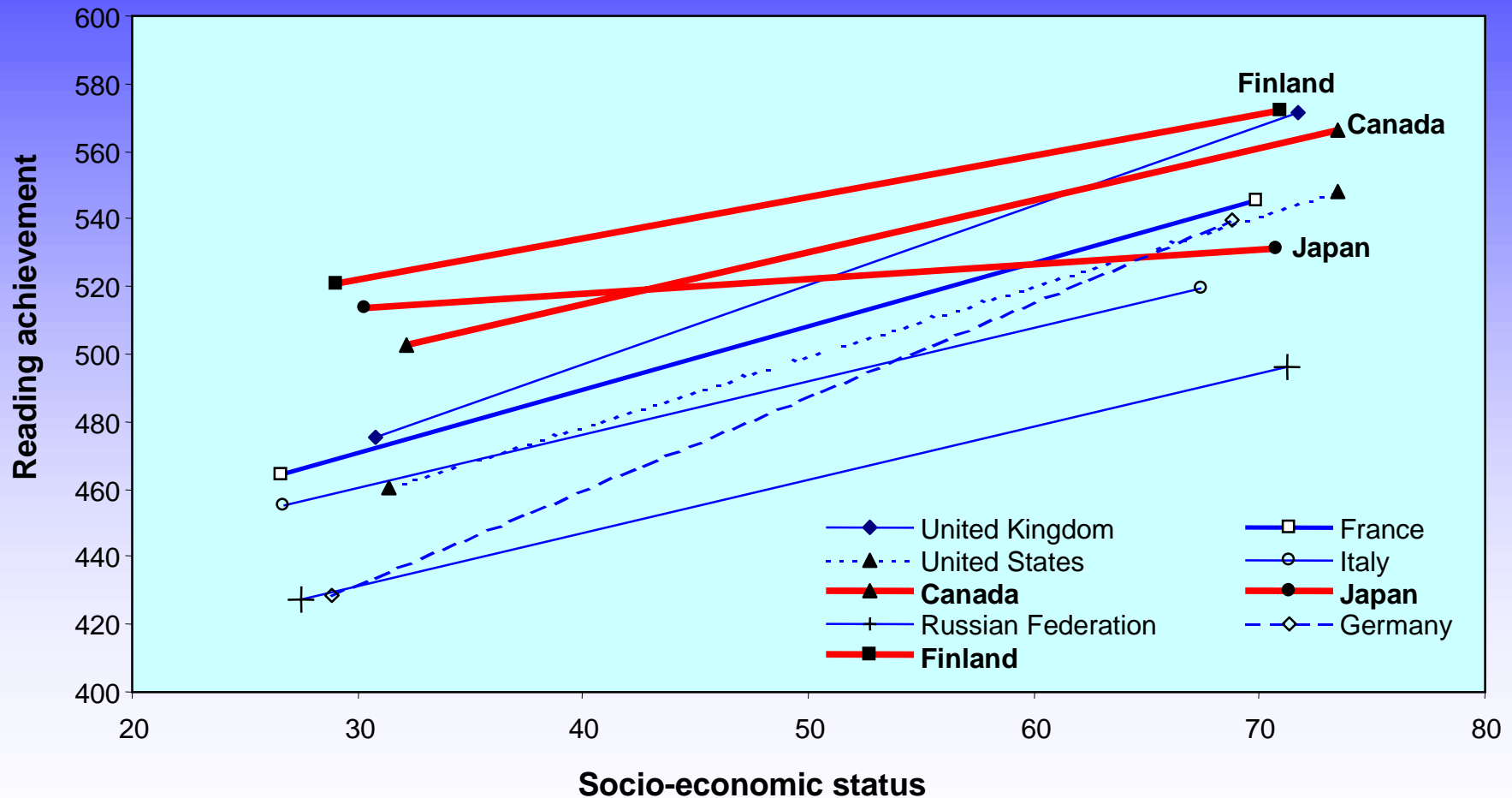
Reading Literacy Level 1
Recognise main theme on a familiar topic, makes simple connections

Below Level 1
These students may be able to read, but have not acquired the skills to use reading for learning

Percentage of students at each reading proficiency level

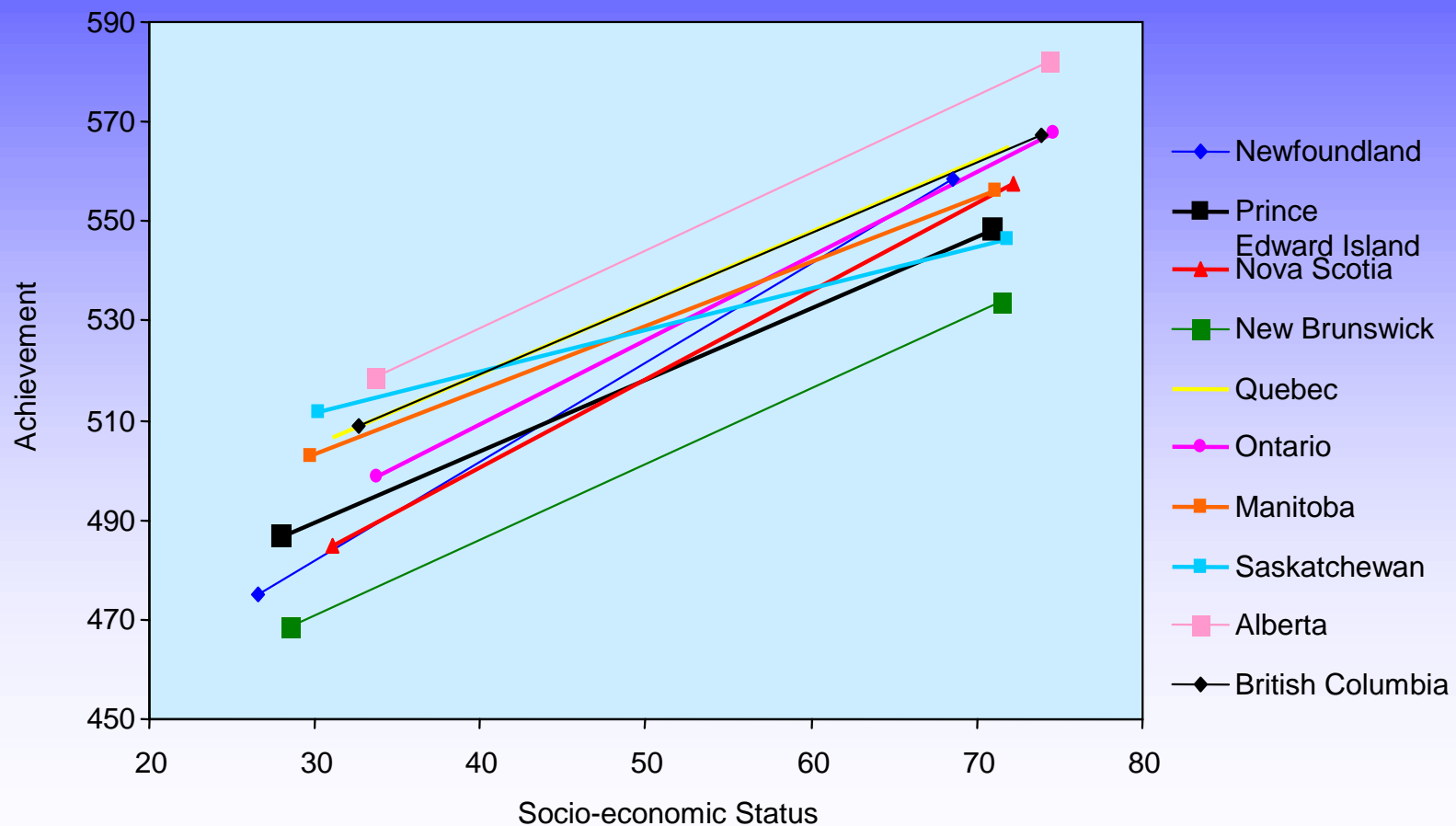


Less variation in PISA performance between high and low SES groups in Canada, Finland and Japan

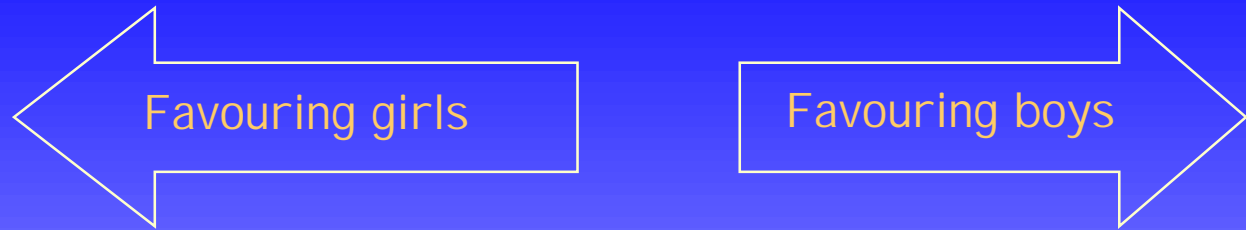


Source: Programme for International Student Assessment, 2000.

Alberta has highest reading literacy performance across SES groups

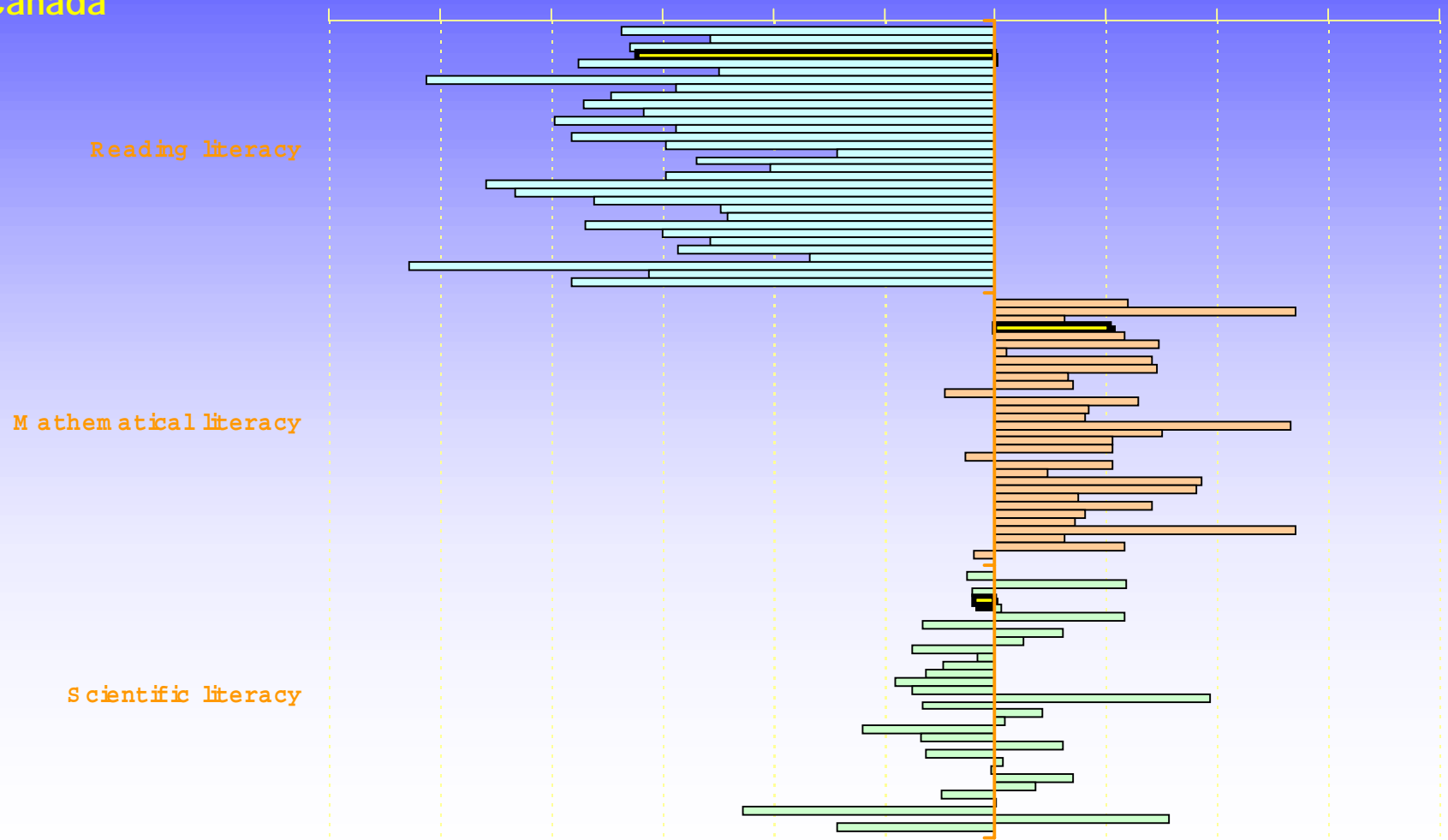


Gender differences in student performance

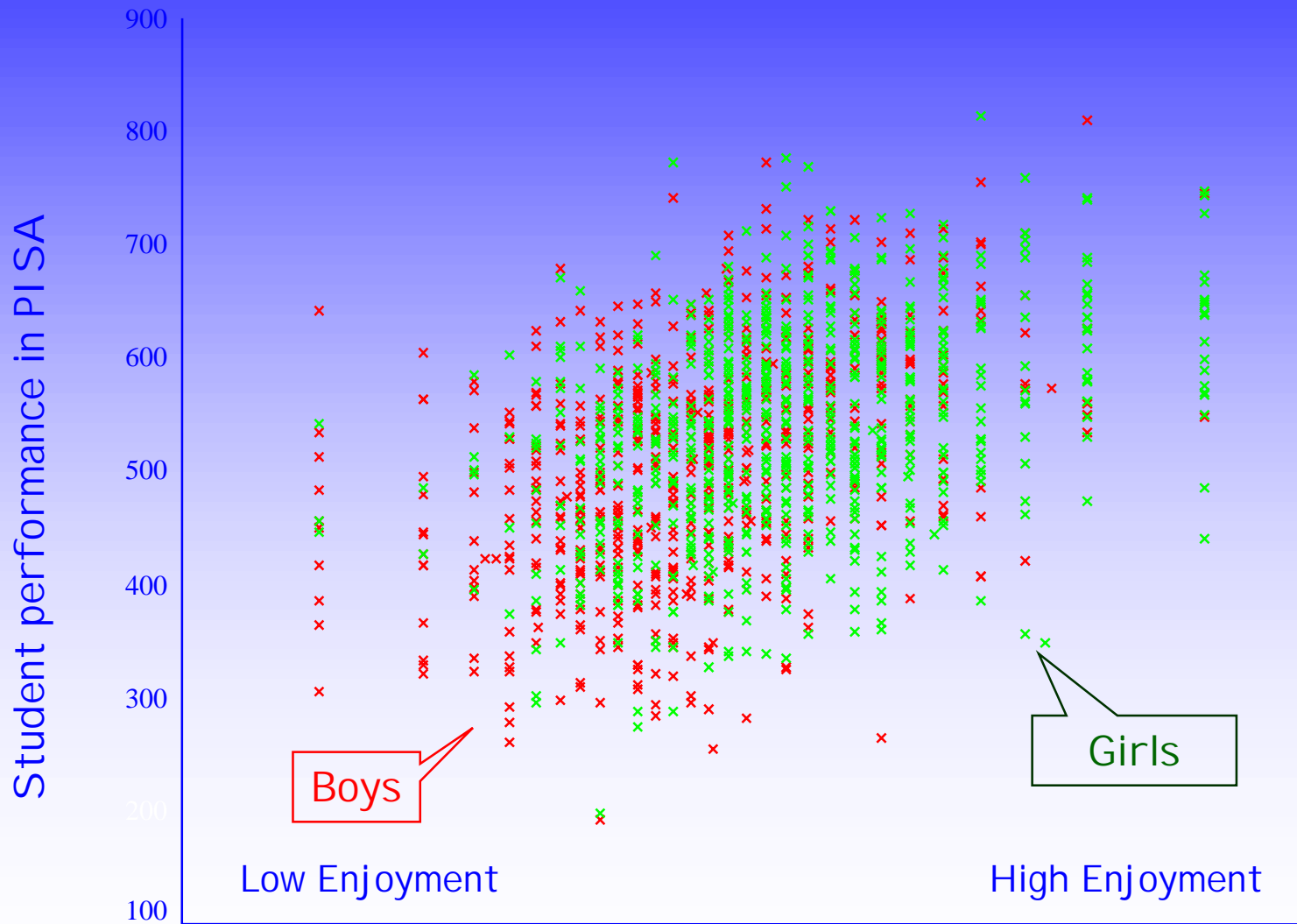


-60 -50 -40 -30 -20 -10 0 10 20 30 40

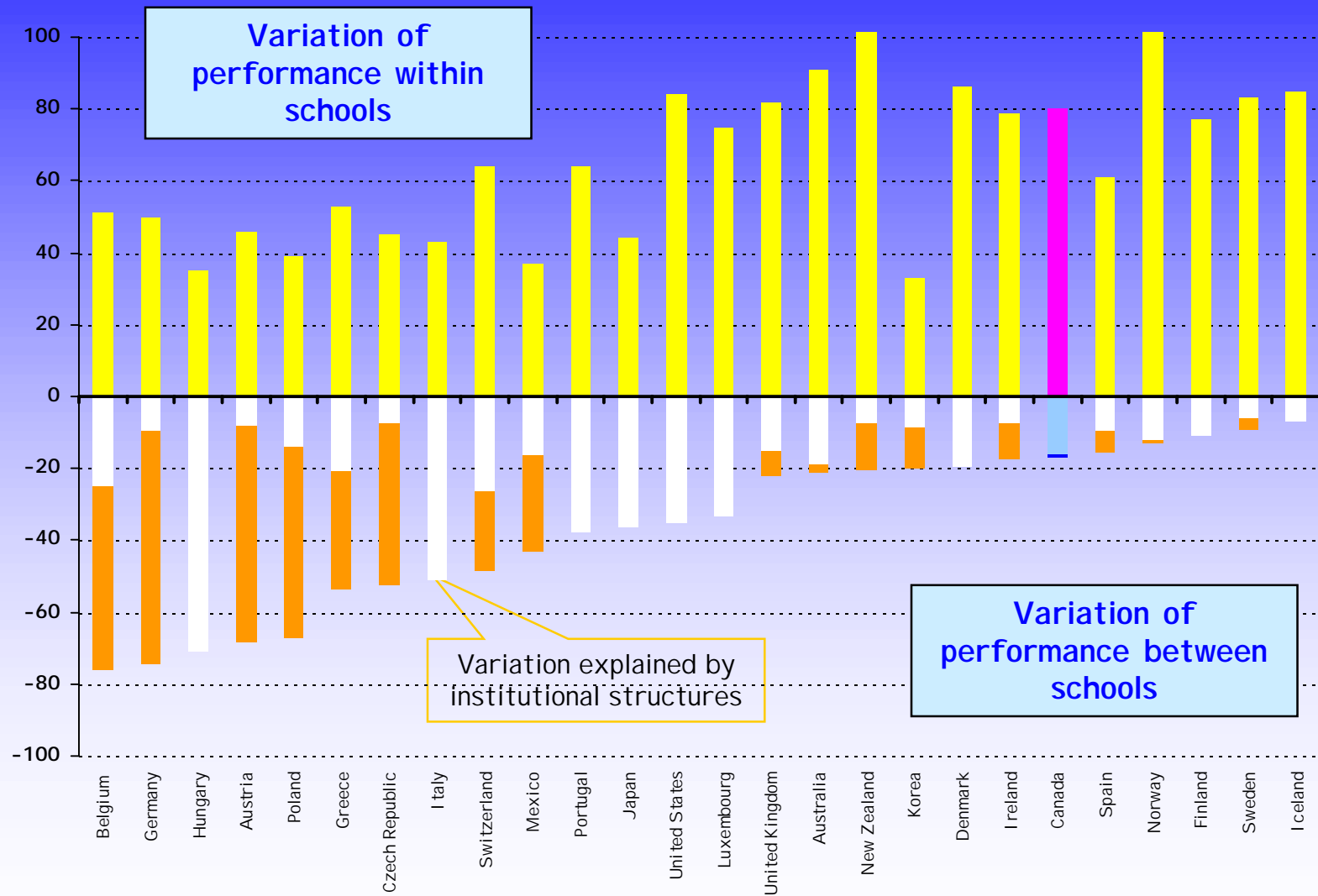
■ Canada



Gender differences linked to reading enjoyment

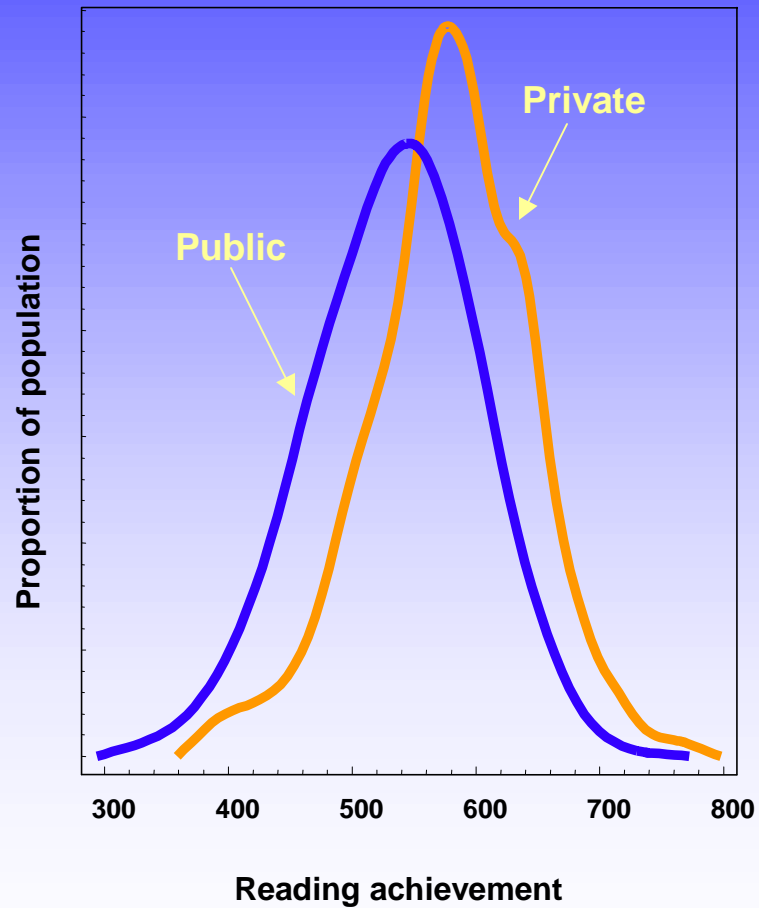


Variation in student reading performance

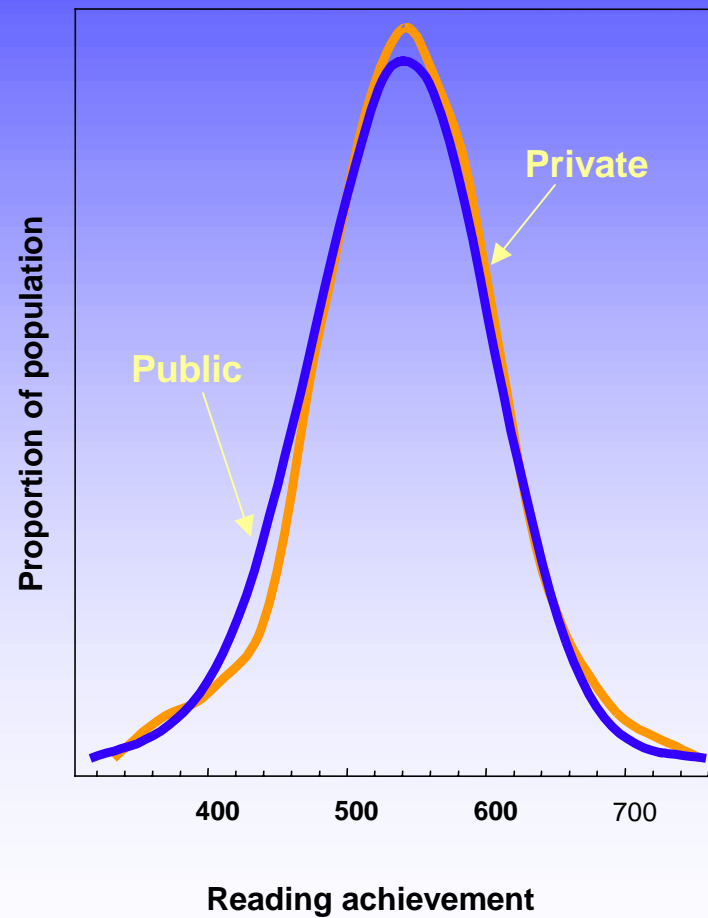


Source: Programme for International Student Assessment, 2000.

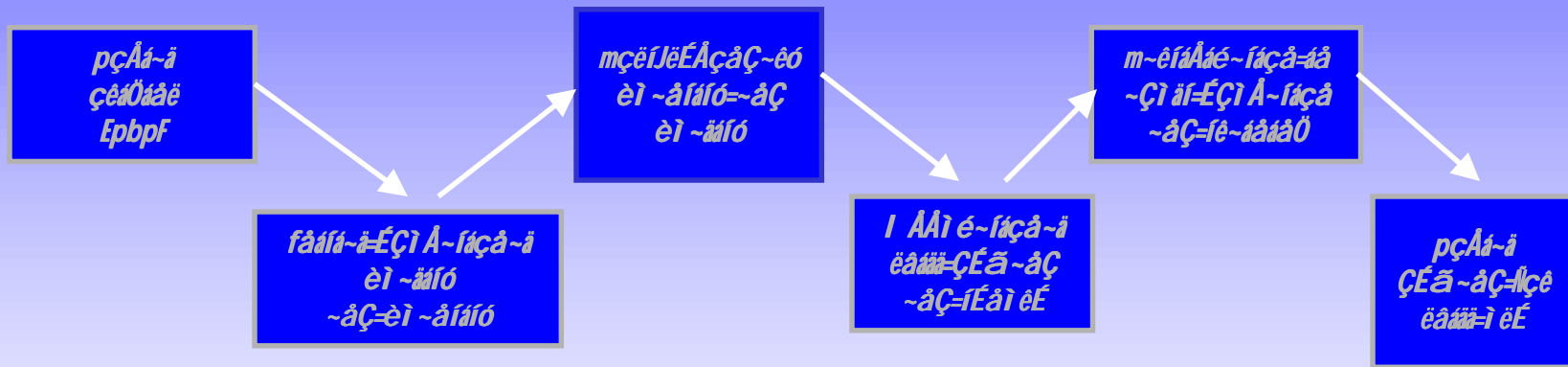
The apparent private school advantage



After controlling for parental SES-private school advantage disappears



Skill acquisition and loss: Structural features of the Canadian system



What we have yet to learn...

- Linking PISA to YITS will allow us to explore the extent to which ability influences
 - PSE access
 - PSE pathways
 - Career paths
 - Life paths

while also taking personal, family, school and community factors into account

What we have yet to learn (2)

- Current plans to update the skill profile of the YITS panel through a follow-up assessment.
- Will allow us to study factors influencing the evolution of skill processes, particularly skill loss and skill gain
 - including influence of PSE participation, PSE program and specialisation, and employer training

A Presentation to the
Conference on Access to Post-secondary
Education: Facts and Gaps

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