

- In the PISA 2009 mathematics assessment, the OECD countries Finland, Switzerland, Japan, Canada, the Netherlands, New Zealand, Belgium, Australia, Germany, Estonia, Iceland, Denmark, Slovenia as well as the partner countries and economies Chinese Taipei, Liechtenstein and Macao-China also perform significantly above the OECD average
 - in mathematics.

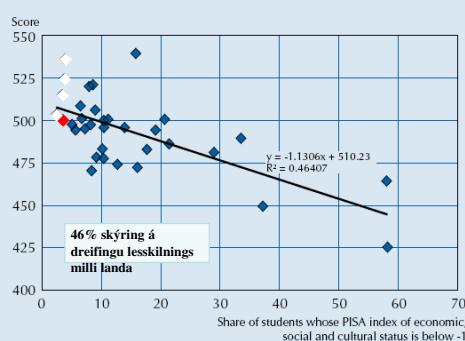
- In OECD countries, sample sizes ranged from 4 410 students in Iceland to 38 250 students in Mexico.
- Countries with large samples have often implemented PISA both at national and regional/state levels (e.g. Australia, Belgium, Canada, Italy, Mexico, Spain, Switzerland and the United Kingdom).
- The selection of samples was monitored internationally and adhered to rigorous standards for the participation rate, both among schools selected by the international contractor and among students within these schools, to ensure that the PISA results reflect the skills of the 15-year-old students in participating countries.
- Countries were also required to administer the test to students in identical ways to ensure that students receive the same information prior to and during the assessment (Box I.1.3).

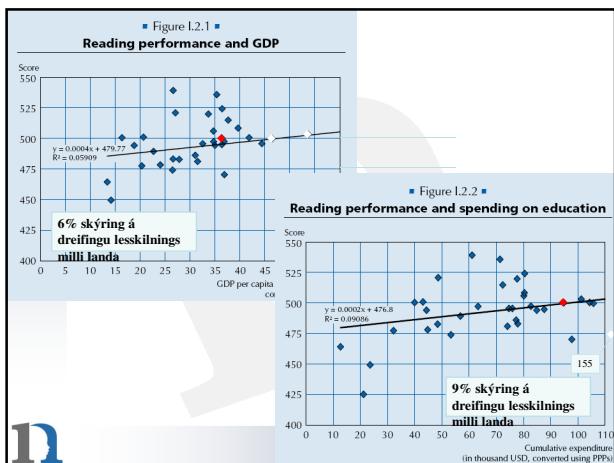
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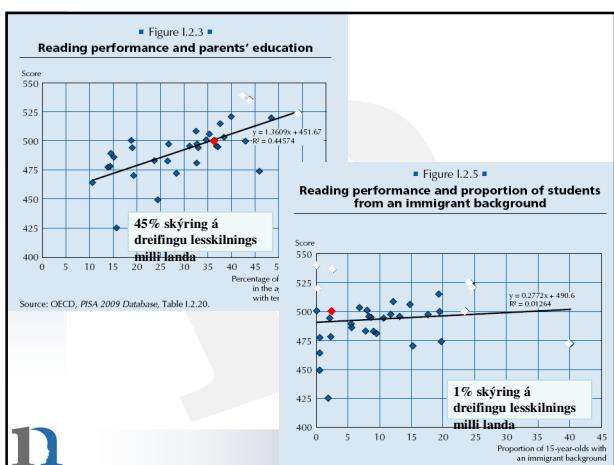
- Figure I.2.4 shows the proportion of students at the lower end of an international scale of the economic, social and cultural background of students and how this relates to reading performance.
- The relationship is strong and explains 46% of the performance variation among countries.
- Turkey and Mexico, where 58% of students belong to the internationally most disadvantaged group, and Chile, Portugal, Spain, Italy and Poland, where this proportion reaches more than 20%, thus face much greater challenges than, for example, Norway, Australia, Iceland, Canada and Finland, where the proportion of disadvantaged students is less than 5%.

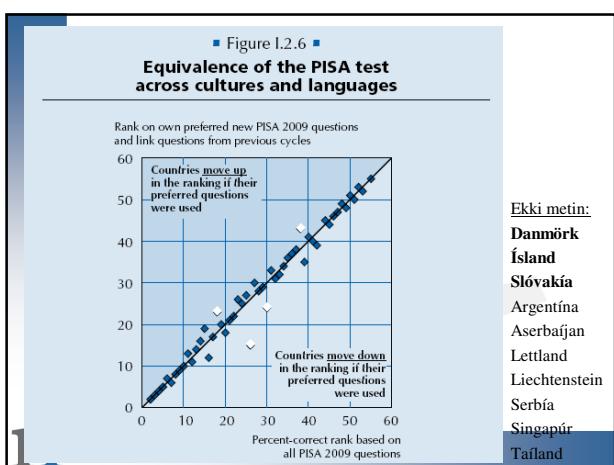
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■ Figure I.2.4 ■

Reading performance and share of socio-economically disadvantaged students
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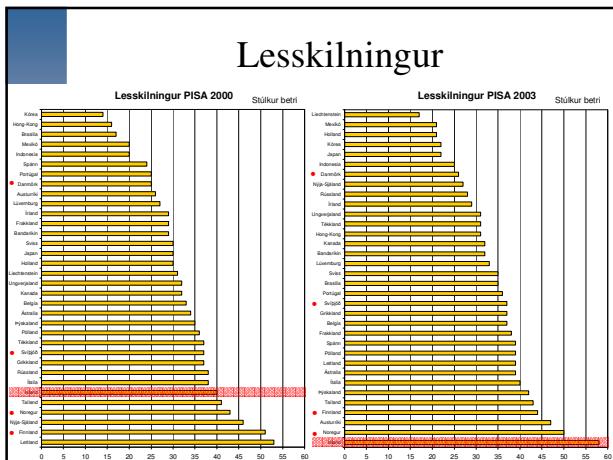


Hæfniþrep

- Lesskilningur er flokkaður í 7 hæfniþrep
- Undir þr.2 (16,8% ísl. nem.)
- Prep 1b (4,2% ísl. nem.)
 - Finna atriði í stuttum einföldum texta, studdum af táknum eða myndum
- Prep 6 (0,7% ísl. nem.)
 - Draga ályktanir, meta andstæður upplýsingar, samþetta úr mörgunum textabrotum með framandi efni

Svipuð dreifing og á Íslandi:

- Svíþjóð, Írland, Sviss, Ungverjaland
- Noregur, Danmörk, Bretland, Bandaríkin, Þýskaland, Þóland, Liechtenstein og Taípei



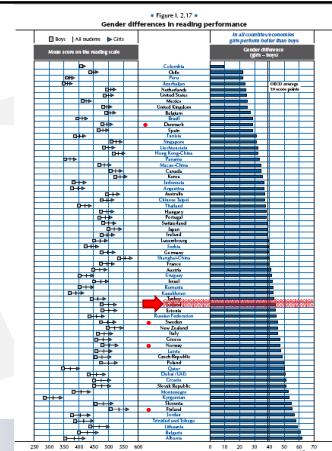
Lesskilningur

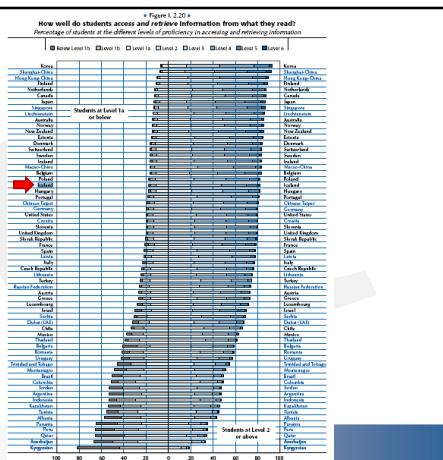
- Alls staðar í heiminum hafa stílkur mikla yfirburði í lesskilningi
- Hvergi þó eins mikla og
 - á Ísland
 - í Taíland
 - í Noregur
 - í Finnland
 - í Lettland

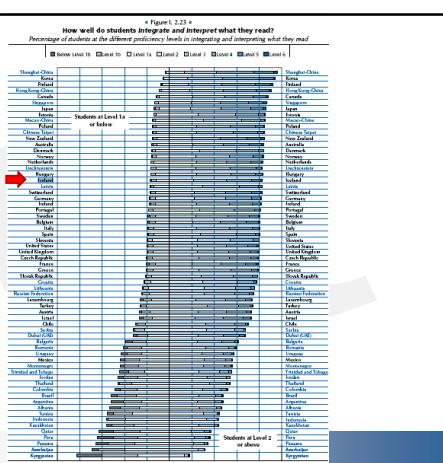
Lesskilningur PISA 2006

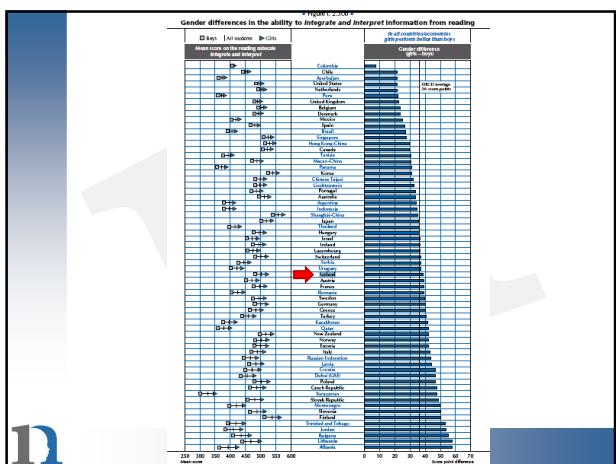
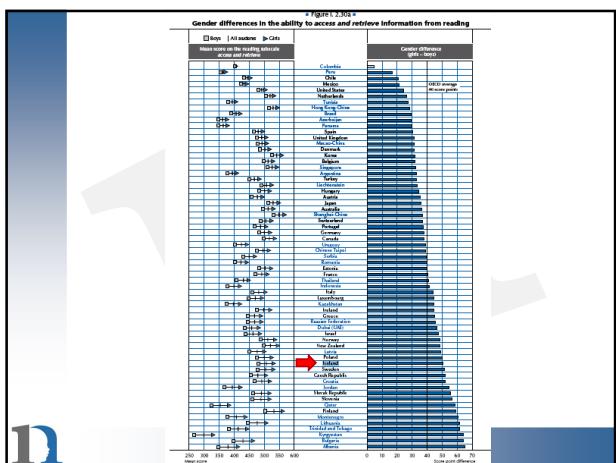
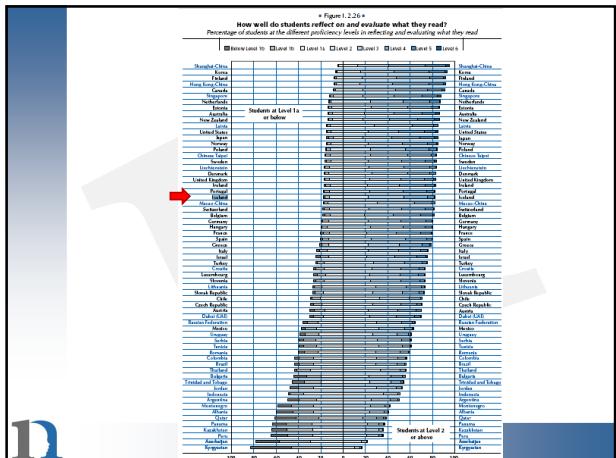
Country	Score (approx.)
Indonesia	18
Australia	22
Holanda	23
Denmark	24
Japan	25
South Korea	26
Hong Kong	27
Latvia	28
Brazil	29
Kanada	30
Portugal	31
Malta	32
Zimbabwe	33
Austria	34
Spain	35
America	36
Norway	37
Ungverjaland	38
Switzerland	39
Belgium	40
Finland	41
Montenegro	42
Taíland	43
Montenegro	44
Montenegro	45
Montenegro	46
Montenegro	47
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Montenegro	60

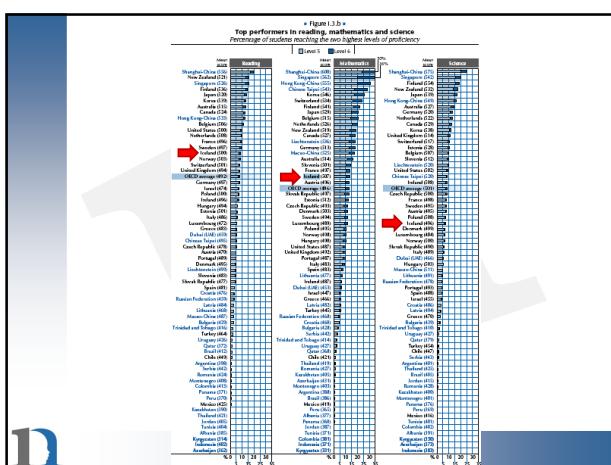
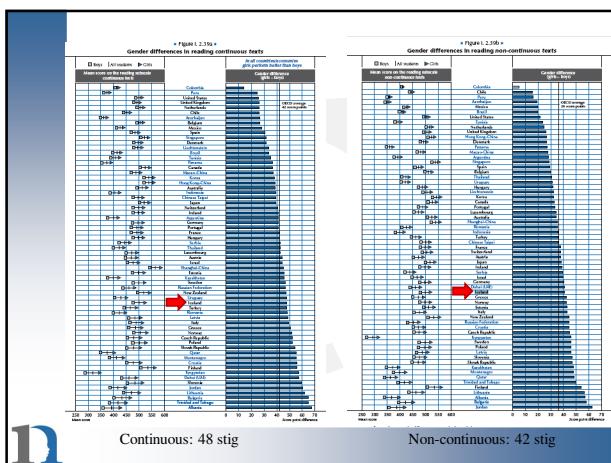
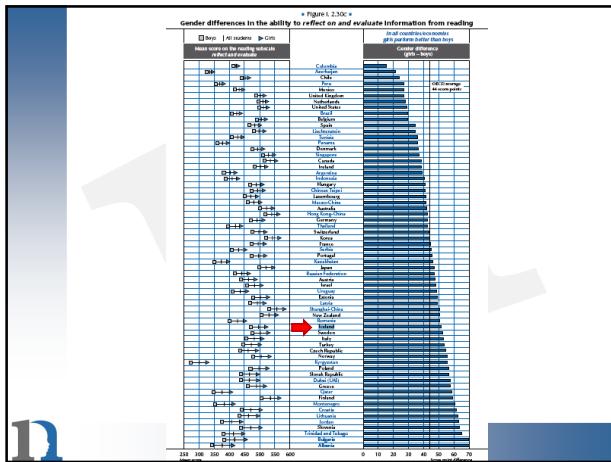
- Kynjamunr á Íslandi:
 - 2000: 40 stig
 - 2009: 44 stig

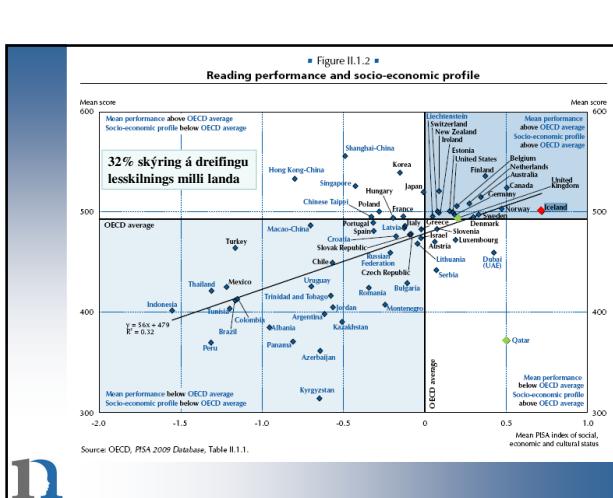
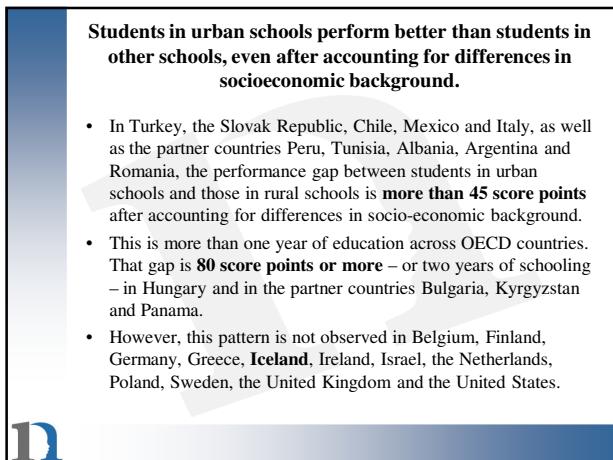
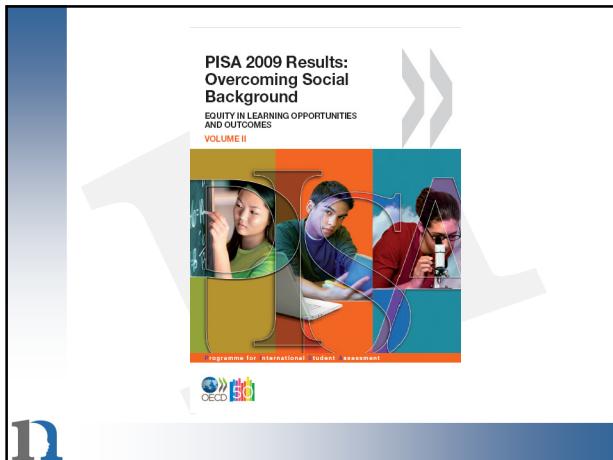










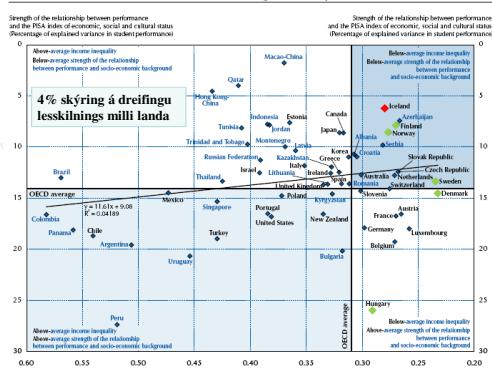


PISA index of economic, social and cultural status (socio-economic background)

- PISA mælikvarðinn sem tekur til efnislegrar, félagslegrar og menningarlegrar stóru foreldra (e. Economic, social and cultural status) var gerður til að ná í einni mælingu skýri og ítarlegri mynd af sem flestum bakgrunnsþáttum nemandans sem taka til heimils, stóru og efnislegrar gaða sem og þáttóku foreldra á vinnumarkaði.
- Þessi mælikvarði var búinn til úr eftirfarandi breyntum:
 - Æðsta starf sem foreldrar gagna (e. Highest international socioeconomic index of occupational status), ISCO-88
 - Mesta meintun sem foreldrar hafa freytt í fjölda ára við nán (e. Highest educational level of parents)
- Verdallegar eigin á heimili (e. Home possessions) sem fengið er með því að sprýja nemendur hváða hlutir eru til á heimilinu:
 - Skrifborð til að lara við
 - Þitt eigin herbergi
 - Rólegur staður til þess að lara á Fræðsluhúsnáður
 - Tenging við Internetð
 - Þími eigin vasareikir
 - Sigildar bókmenntir (t.d. Halldór Laxness eða Íslendingasögumar)
 - Ljóðabækir
 - Listaverk (t.d. málverk)
 - Bekur sem nýast við landóm
 - Orðabók
 - Upphovtævel
 - DVD spilari eða myndbandsteki
 - Öryggisgæsla eða örýggiskerfi
 - Gervihannattadískur
 - Flatsjónarap eða skjávarpi

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Figure II.1.3 ■
Income inequality in the population and strength of the relationship between socio-economic background and performance



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- The weak relationship shown in Figure II.1.3 suggests that countries with similar levels of income inequality (Gini-coefficient) distribute learning opportunities very differently.
- This finding is important as it shows that equity in educational opportunities can be achieved even where income is distributed highly inequitably.
- For example, in Iceland and Hungary, two OECD countries with a Gini coefficient of around 0.29, close to the OECD average of 0.31, the proportion of the variation in students' socio-economic background is 6% and 26%, respectively.
- A wide range of countries sits between these two extremes.

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