

Umræðufundur um PISA 2009

Námsmatsstofnun
25. október 2011

Almar Miðvík Halldórsson

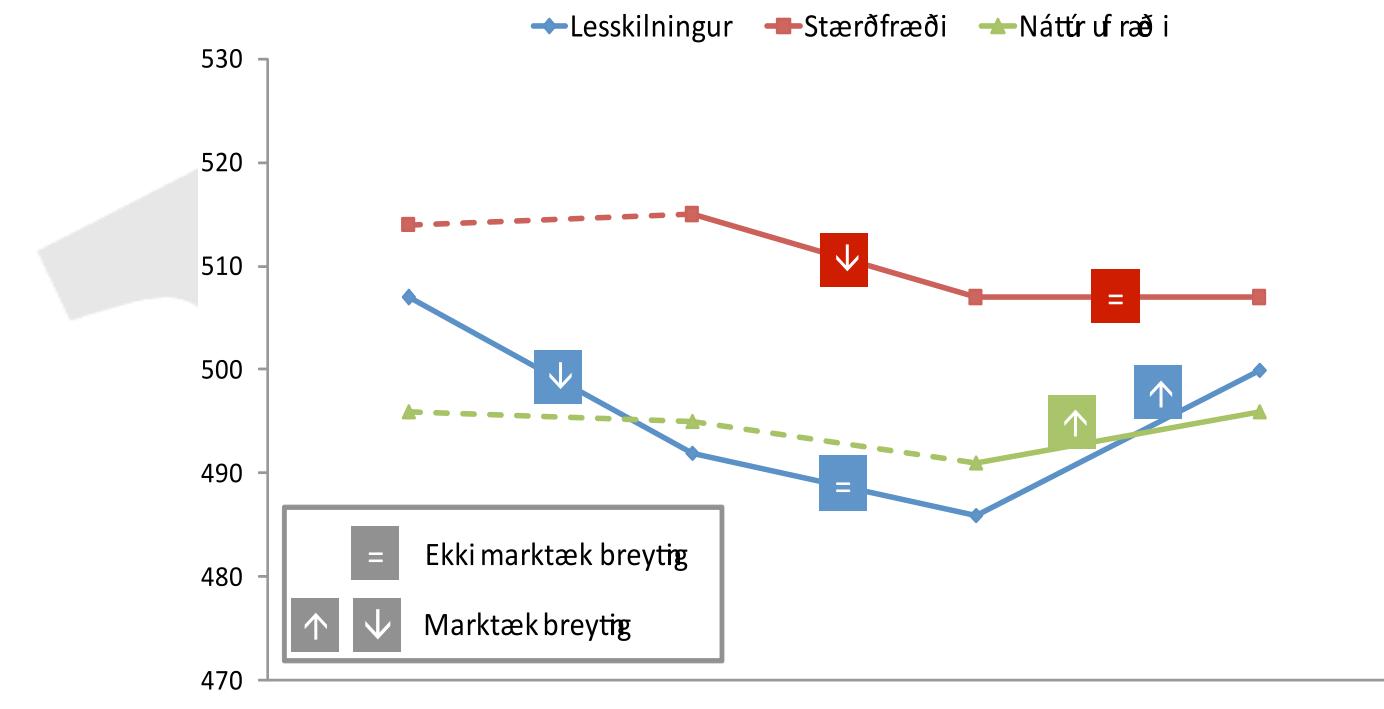


PISA 2009 Results: Learning Trends

CHANGES IN STUDENT
PERFORMANCE SINCE 2000
(VOLUME V)



Þróun lesskilnings og læsis á stærðfræði og náttúrufræði hjá íslenskum nemendum samkvæmt PISA frá 2000 til 2009



	Meðaltal				Staðalvilla			
	2000	2003	2006	2009	2000	2003	2006	2009
Lesskilningur	507	492	486	500	1,5	1,6	1,4	1,4
Stærðfræði	514	515	507	507	2,3	1,4	1,5	1,4
Náttúrufræði	496	495	491	498	2,2	1,5	1,5	1,4





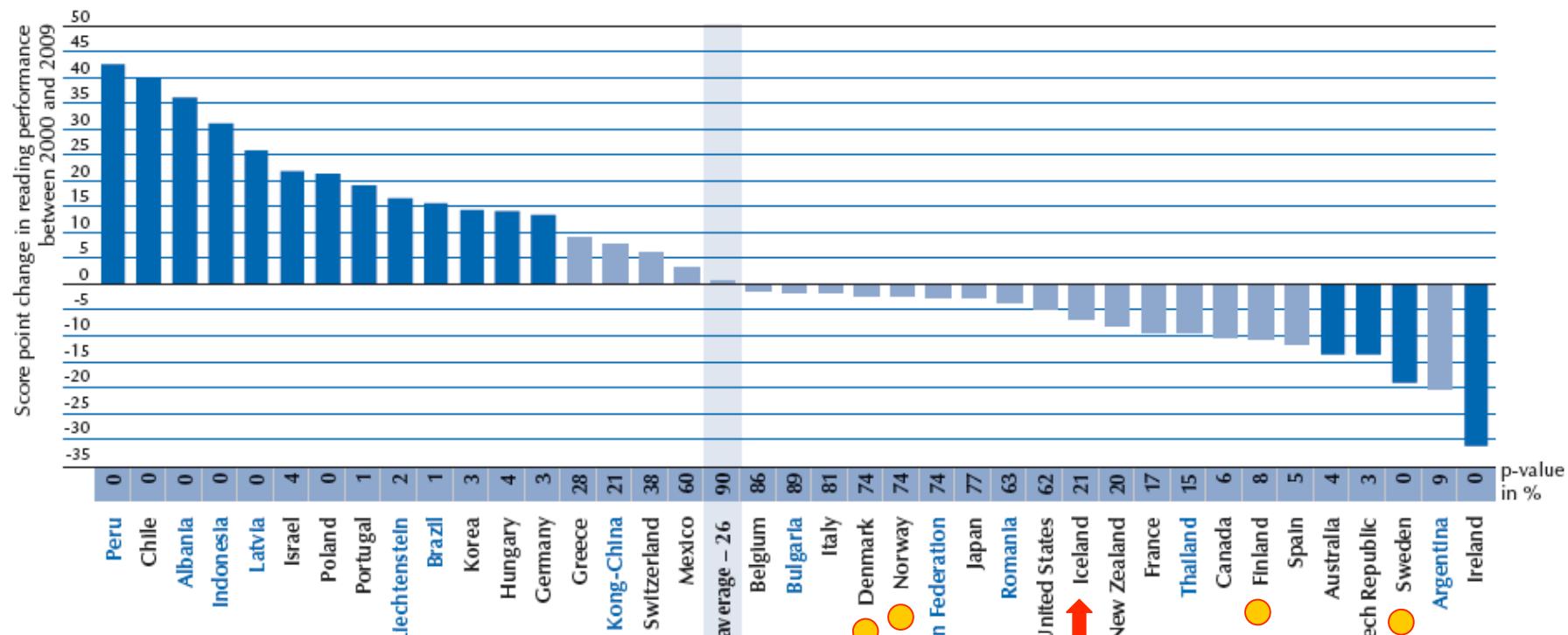
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Trends in Reading

This chapter highlights trends in reading performance between 2000 and 2009. It includes changes in performance among the lowest- and highest-achieving students, boys and girls, students with an immigrant background, socio-economically advantaged and disadvantaged students, and among countries.

■ Figure V.2.1 ■

Change in reading performance between 2000 and 2009



■ Figure V.1.1 ■
A summary of changes in reading performance

	Mean score in reading 2009 is statistically significantly above the OECD average. Changes in reading and in the share of students at proficiency Level 5 or above are statistically significantly positive. Changes in the share of students below proficiency Level 2 and in the association of socio-economic background with reading is statistically significantly negative.
	Mean score in reading 2009 is not statistically significantly different from the OECD average. Changes in reading, in the share of students at proficiency Level 5 or above, in the share of students below proficiency Level 2 and in the association of socio-economic background with reading are not statistically significantly different.
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	Mean score in reading 2009	Change in reading performance between 2000 to 2009					
		All students	Boys	Girls	Share of students below proficiency Level 2	Share of students at proficiency Level 5 or above	Association of socio-economic background with reading performance
Peru	370	43	35	50	-14.8	0.4	0.1
Chile	449	40	42	40	-17.6	0.8	-7.6
Albania	385	36	35	39	-13.7	0.1	-9.9
Indonesia	402	31	23	39	-15.2	0.0	-6.9
Latvia	484	26	28	23	-12.5	-1.2	-11.0
Israel	474	22	9	35	-6.7	3.3	-8.4
Poland	500	21	14	28	-8.2	1.3	-1.5
Portugal	489	19	12	26	-8.6	0.6	-4.7
Liechtenstein	499	17	16	17	-6.4	-0.4	-13.3
Brazil	412	16	9	21	-6.2	0.8	-0.6
Korea	539	15	4	25	0.0	7.2	8.5
Hungary	494	14	11	17	-5.1	1.0	-4.2
Germany	497	13	10	15	-4.2	-1.2	-7.7
Greece	483	9	3	13	-3.1	0.6	2.0
Hong Kong-China	533	8	0	17	-0.8	2.9	-8.6
Switzerland	501	6	1	10	-3.6	-1.1	-2.3
Mexico	425	3	1	6	-4.0	-0.5	-7.3



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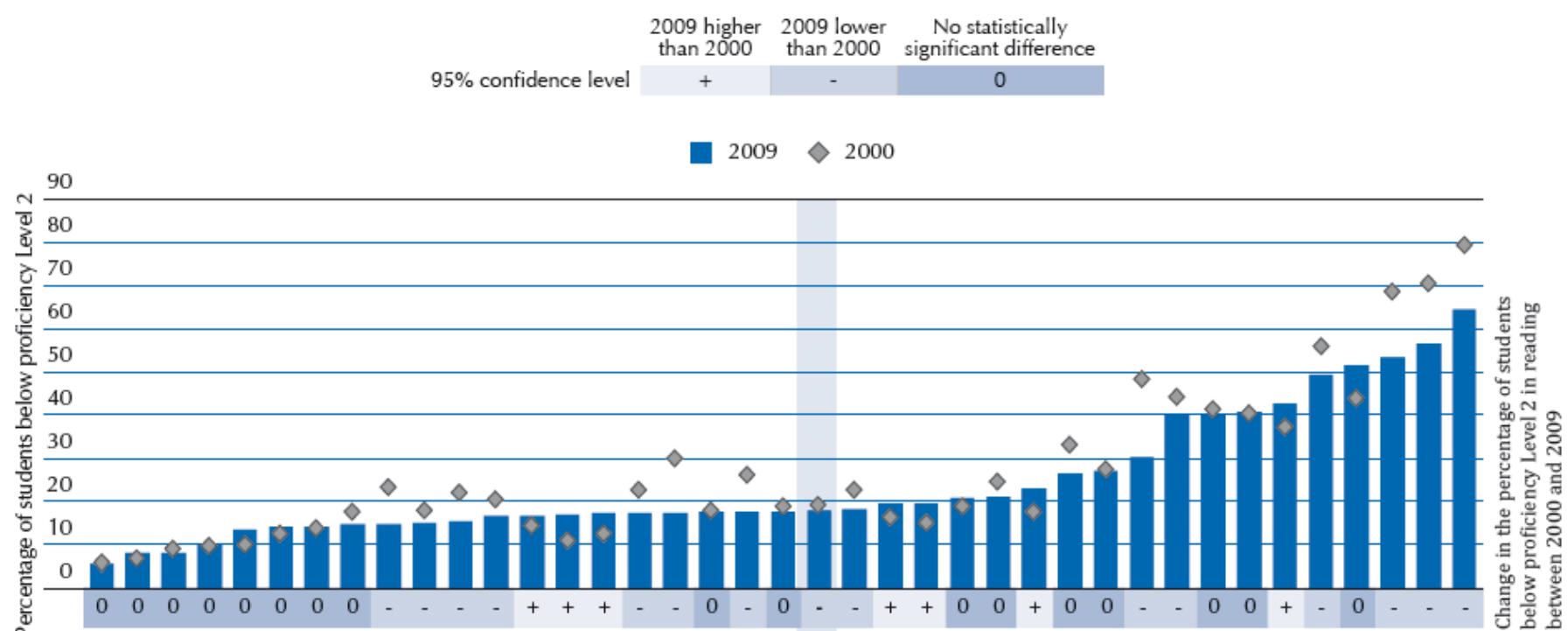
	Mean score in reading 2009	Change in reading performance between 2000 to 2009						Association of socio-economic background with reading performance
		All students	Boys	Girls	Share of students below proficiency Level 2	Share of students at proficiency Level 5 or above		
Belgium	506	-1	0	-5	-1.2	-0.8	0.7	
Bulgaria	429	-1	-8	6	0.7	0.6	-4.5	
Italy	486	-1	-5	2	2.1	0.5	3.2	
Denmark	495	-2	-5	-1	-2.7	-3.4	-3.2	
Norway	503	-2	-5	-1	-2.5	-2.8	0.4	
Russian Federation	459	-2	-6	1	-0.1	-0.0	1.4	
Japan	520	-2	-6	3	3.5	3.6	c	
Romania	424	-3	-18	11	-0.9	-1.5	10.7	
United States	500	-5	-2	-6	-0.3	-2.4	-9.2	
Iceland	500	-7	-10	-6	2.3	-0.5	5.4	
New Zealand	521	-8	-8	-8	0.6	-3.0	4.9	
France	496	-9	-15	-4	4.6	1.1	7.0	
Thailand	421	-9	-6	-10	5.8	-0.2	-0.7	
Canada	524	-10	-12	-10	0.7	-4.0	-6.4	
Finland	536	-11	-12	-8	1.2	-4.0	5.8	
Spain	481	-12	-14	-10	3.3	-0.9	1.5	
Australia	515	-13	-17	-13	1.8	-4.9	-1.4	
Czech Republic	478	-13	-17	-6	5.6	-1.9	-11.4	
Sweden	497	-19	-24	-15	4.9	-2.2	7.7	
Argentina	398	-20	-15	-22	7.7	-0.7	-1.7	
Ireland	496	-31	-37	-26	6.2	-7.3	5.8	

Countries are ranked in descending order of the change in reading performance between 2000 and 2009 for all students.



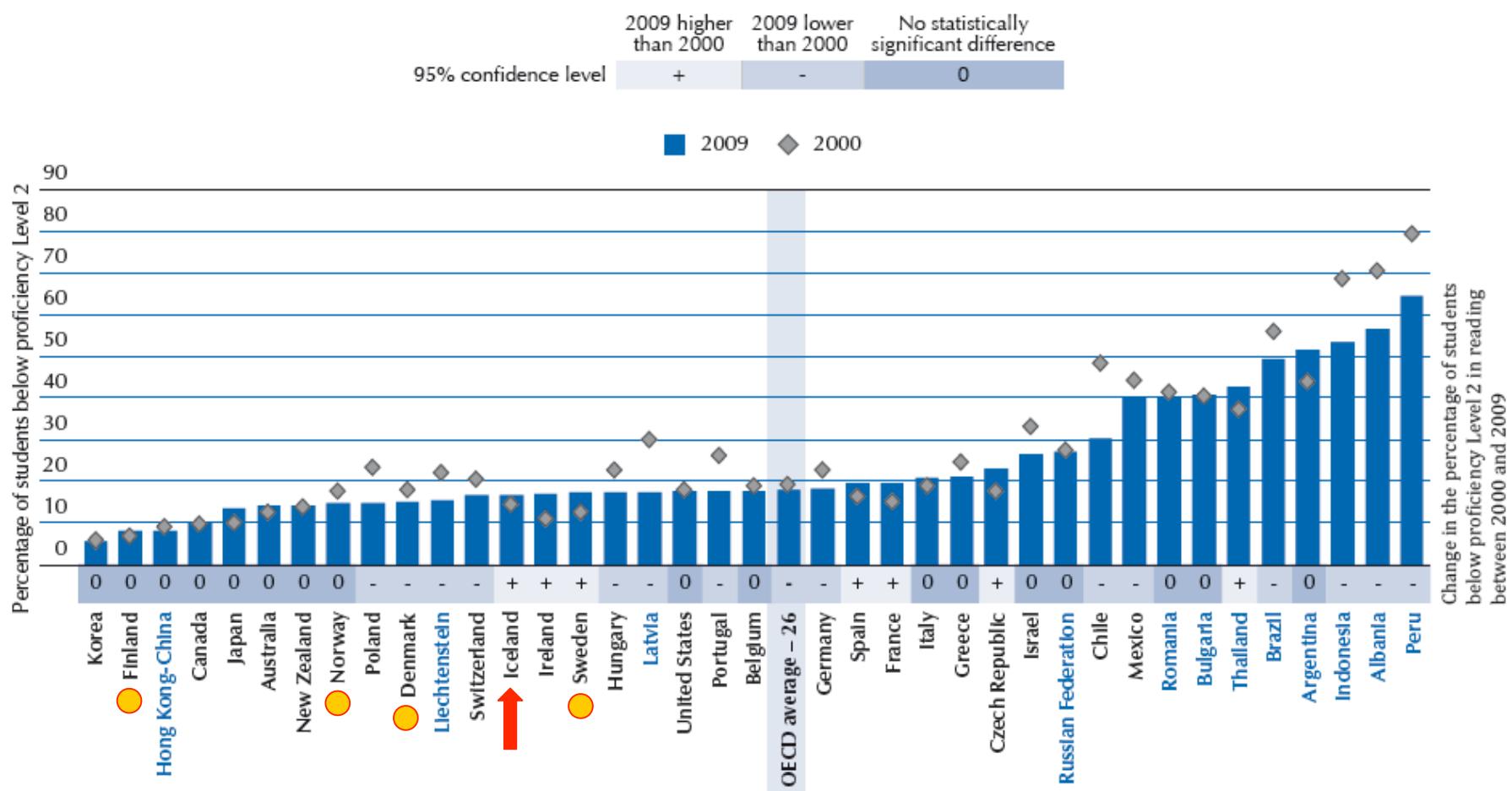
■ Figure V.2.4 ■

Percentage of students below proficiency Level 2 in reading in 2000 and 2009



■ Figure V.2.4 ■

Percentage of students below proficiency Level 2 in reading in 2000 and 2009



„Nemendur sem geta ekki lesið sér til gagns“

Tafla 2.4. Hæfnisþrep lesskilnings og hlutfall nemenda á hverju þrepí

Hæfnis-þrep	Neðri mörk þreps (þrep)*	Hlutfall nemenda sem geta leyst verkefni á við-komandi þrepí		LESSKILNINGUR: Lýsing á hæfni nemenda eftir þrepum
		Ísland	OECD	
2	407	83,2% íslenskra nemenda geta leyst verkefni á þrepí 2 og ofar (22,2% á þrepinu)	81,2% nemenda í ríkjum OECD geta leyst verkefni á þrepí 2 og ofar (24,0% á þrepinu)	Í verkefnum á þessu þrepí þarf lesandinn að finna upplýsingar í texta sem stundum þarf að túlka eða meta hvort uppfylli mögulega einhver skilyrði. Í sumum verkefnum þarf að skilja megininntak textans, tengsl efnis á ólíkum stöðum í textanum eða móta sér skoðun sem byggir á hluta textans þar sem upplýsingarnar eru minnst áberandi. Verkefnin geta falið í sér samanburð eða mat á andstæðum sem byggja þarf á einu tilteknu atriði í textanum. Dæmigert verkefni á þessu þrepí er að bera saman efnisatriði innan sama textanum eða milli textabrota og byggja samanburðinn á eigin reynslu og viðhorfum.



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		Ísland	OECD	
2	407	83,2% íslenskra nemenda geta leyst verkefni á þrepí 2 og ofar (22,2% á þrepinu)	81,2% nemenda í ríkjum OECD geta leyst verkefni á þrepí 2 og ofar (24,0% á þrepinu)	Í verkefnum á þessu þrepí þarf lesandinn að finna upplýsingar í texta sem stundum þarf að túlka eða meta hvort uppfylli mögulega einhver skilyrði. Í sumum verkefnum þarf að skilja megininntak textans, tengsl efnis á ólíkum stöðum í textanum eða móta sér skoðun sem byggir á hluta textans þar sem upplýsingarnar eru minnst áberandi. Verkefnin geta falið í sér samanburð eða mat á andstæðum sem byggja þarf á einu tilteknu atriði í textanum. Dæmigert verkefni á þessu þrepí er að bera saman efnisatriði innan sama textanum eða milli textabrota og byggja samanburðinn á eigin reynslu og viðhorfum.
1a	335	94,7% íslenskra nemenda geta leyst verkefni á þrepí 1a og ofar (11,5% á þrepinu)	94,3% nemenda í ríkjum OECD geta leyst verkefni á þrepí 1a og ofar (13,1% á þrepinu)	Verkefni á þessu þrepí krefjast þess af lesandanum að hann geti staðsett í textanum upplýsingar sem eru skýrt settar fram. Hann getur þurft að benda á meginefni frásagnar eða tilgang höfundar með texta um kunnuglegt efni eða setja fram einfalda tengingu á milli upplýsinga í textanum og almennra þekkingaratriða. Venjulega eru upplýsingarnar í textanum sem óskað er eftir áberandi og lítið ef nokkuð sem keppir um athygli lesandans. Lesandanum er sérstaklega bent á að meta þann hluta textans sem viðkoma lausn verkefnisins á við.
1b	262	98,9% íslenskra nemenda geta leyst verkefni á þrepí 1b og ofar (4,2% á þrepinu)	98,9% nemenda í ríkjum OECD geta leyst verkefni á þrepí 1b og ofar (4,6% á þrepinu)	Í verkefnum á þessu þrepí þarf lesandinn að finna ákveðið efnisatriði í skýrt framsettu upplýsingum í stuttum einföldum kunnuglegum texta svo sem í frásögn eða einföldum lista. Textinn sjálfur aðstoðar yfirleitt lesandann, t.d. með endurtekningu eða notkun á þekktum eða auðskiljanlegum táknum eða myndum. Það er lítið um upplýsingar sem keppa um athygli við þann texta sem lesinn er. Við túlkun þarf lesandinn að gera einfalda tengingu milli aðliggjandi textahluta.

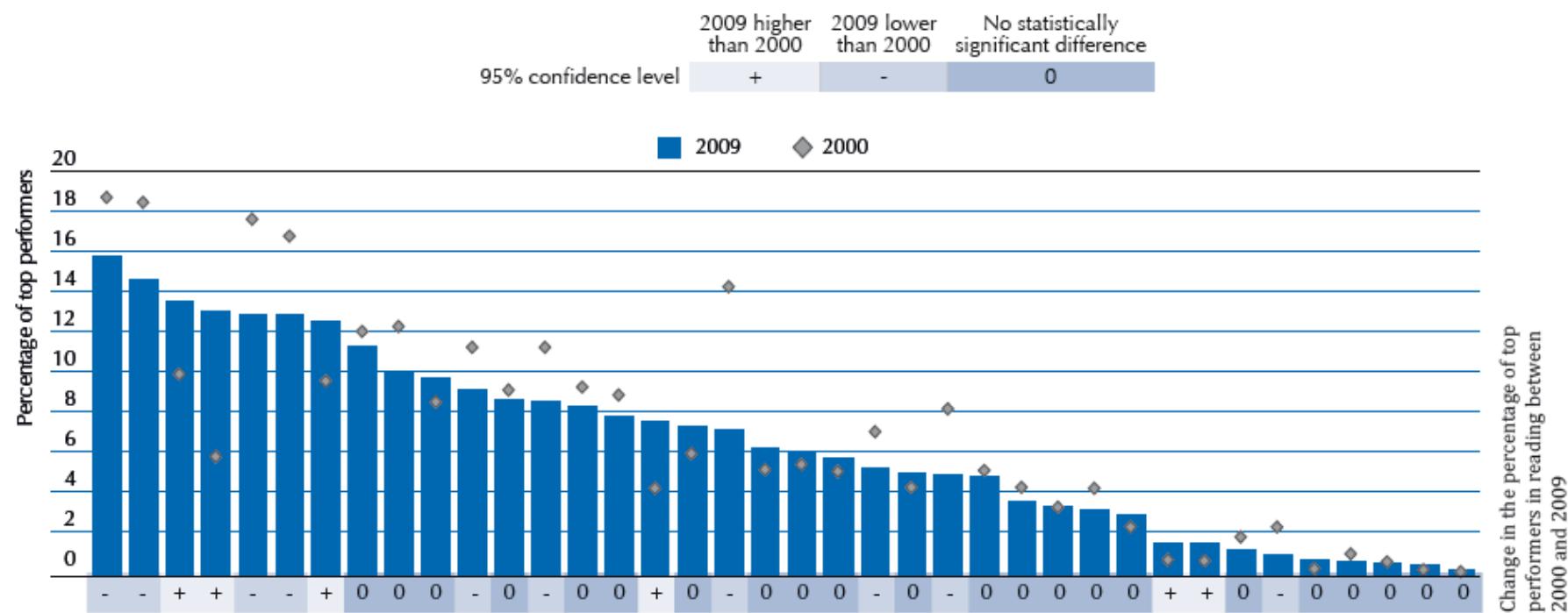
Hæfnisþrep lesskilnings PISA 2000

2	<p>Locate one or more pieces of information, each of which may be required to meet multiple criteria. Deal with competing information. Identify the main idea in a text, understand relationships, form or apply simple categories, or construe meaning within a limited part of the text when the information is not prominent and low-level inferences are required. Make a comparison or connections between the text and outside knowledge, or explain a feature of the text by drawing on personal experience and attitudes. In <i>continuous texts</i> students can follow logical and linguistic connections within a paragraph in order to locate or interpret information; or synthesise information across texts or parts of a text in order to infer the author's purpose. In <i>non-continuous texts</i> students demonstrate a grasp of the underlying structure of a visual display such as a simple tree diagram or table, or combine two pieces of information from a graph or table.</p>
1	<p>Locate one or more independent pieces of explicitly stated information, typically meeting a single criterion, with little or no competing information in the text. Recognise the main theme or author's purpose in a text about a familiar topic, when the required information in the text is prominent. Make a simple connection between information in the text and common, everyday knowledge. In <i>continuous texts</i> students can use redundancy, paragraph headings or common print conventions to form an impression of the main idea of the text, or to locate information stated explicitly within a short section of text. In <i>non-continuous texts</i> students can focus on discrete pieces of information, usually within a single display such as a simple map, a line graph or a bar graph that presents only a small amount of information in a straightforward way, and in which most of the verbal text is limited to a small number of words or phrases.</p>



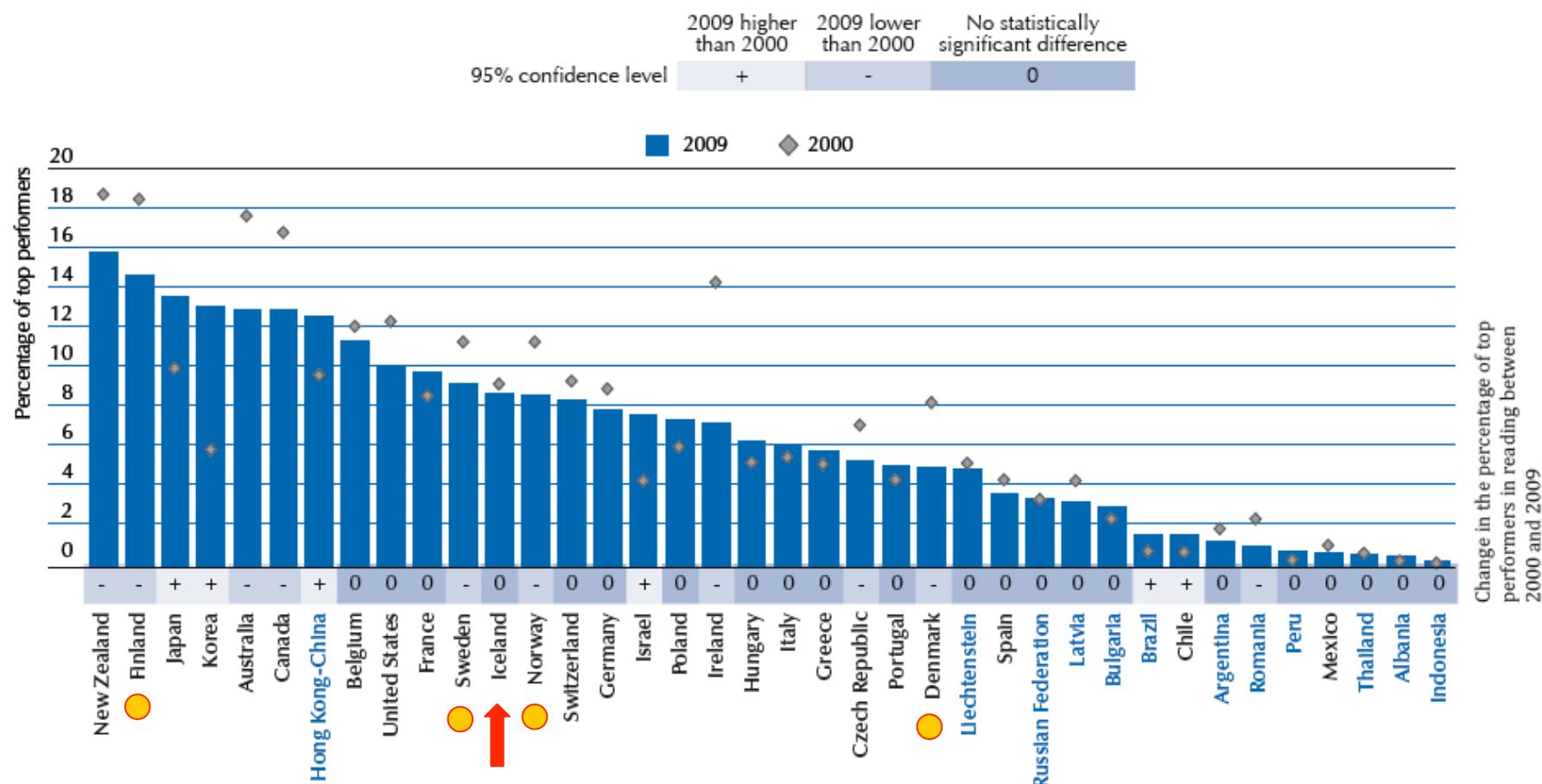
■ Figure V.2.5 ■

Percentage of top performers in reading in 2000 and 2009



■ Figure V.2.5 ■

Percentage of top performers in reading in 2000 and 2009



„Nemendur með mjög góðan skilning á rituðu máli”

Tafla 2.4. Hæfnisþrep lesskilnings og hlutfall nemenda á hverju þrepí

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		Ísland	OECD	
6	708	1,0% íslenskra nemenda geta leyst verkefni á þrepí 6 og ofar (1% á þrepinu)	0,8% nemenda í ríkjum OECD geta leyst verkefni á þrepí 6 og ofar (0,8% á þrepinu)	Í verkefnum á þessu þrepí þarf nemandinn að draga ályktanir, bera saman og meta andstæðar upplýsingar í texta sem eru bæði ítarlegar og nákvæmar. Til að leysa þau þurfa nemendur að hafa fullan skilning á einum eða fleiri textabrotum og geta sambætt upplýsingar úr þeim. Í verkefnunum þurfa nemendur að takast á við framandi hugmyndir, sérstaklega flóknar upplýsingar og óhlutbundinn texta. Nemendur þurfa að setja fram tilgátur um eða meta á gagnrýnnin hátt flókinn texta eða efni þeim framandi. Við mat á textanum þurfa þeira að taka tillit til fjölda viðmiða eða sjónarmiða og sýna fram á háþróaðan skilningi á textanum. Endurheimt upplýsinga úr texta verður að vera nákvæm og fylgja smáatriðum sem ekki eru augljós af mikilli nákvæmni.
5	626	8,5% íslenskra nemenda geta leyst verkefni á þrepí 5 og ofar (7,5% á þrepinu)	7,6% nemenda í ríkjum OECD geta leyst verkefni á þrepí 5 og ofar (6,8% á þrepinu)	Verkefni á þessu þrepí sem fela í sér endurheimt upplýsinga, krefjast þess af nemandanum að hann finni og raði saman upplýsingum sem koma fram í textanum og meti hverjar þeirra eiga við hverju sinni. Við lausn verkefna þar sem nemendur þurfa að meta texta þurfa þeir að beyta gagnrýnni hugsun og setja fram eigin tilgátur sem krefjast sérhæfðar þekkingar. Túlkun og mat á texta þarf að byggja á nákvænum skilningi á því sem lesið er þar sem innhald og gerð textans er ókunnugt. Í verkefnum á þessu þrepí eru hugtök oft sett í samhengi sem ekki er í samræmi við væntingar lesandans.

Hæfnisþrep lesskilnings PISA 2000

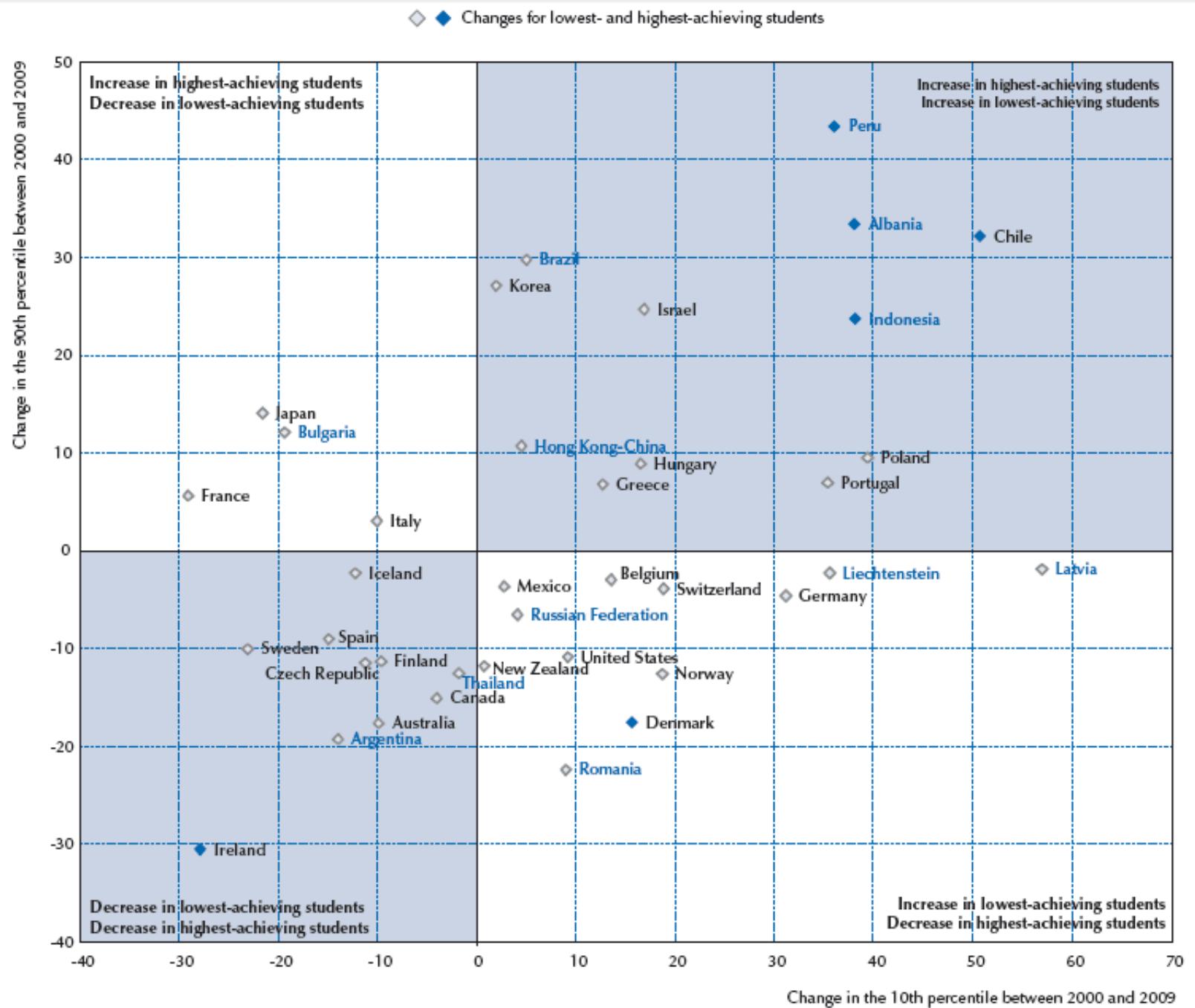
Figure 6.7 [Part 1/2]

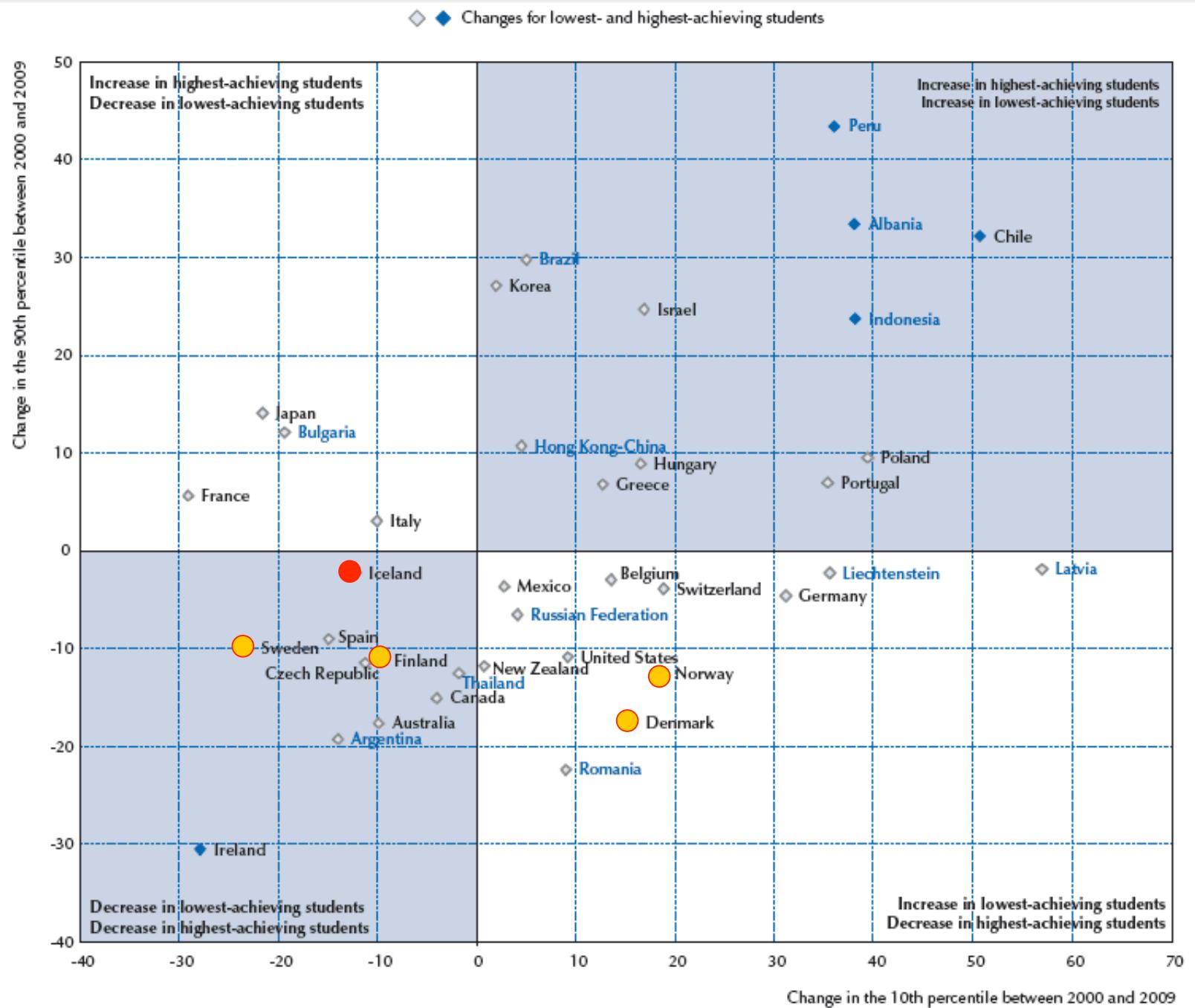
Summary descriptions for the five proficiency levels in reading

Level	Lower score limit	What students can typically do
5	625.6	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. In <i>continuous texts</i> students can analyse texts whose discourse structure is not obvious or clearly marked, in order to discern the relationship of specific parts of the text to its implicit theme or intention. In <i>non-continuous texts</i> , students can identify patterns among many pieces of information presented in a display which may be long and detailed, sometimes by referring to information external to the display. The reader may need to realise independently that a full understanding of the section of text requires reference to a separate part of the same document, such as a footnote.

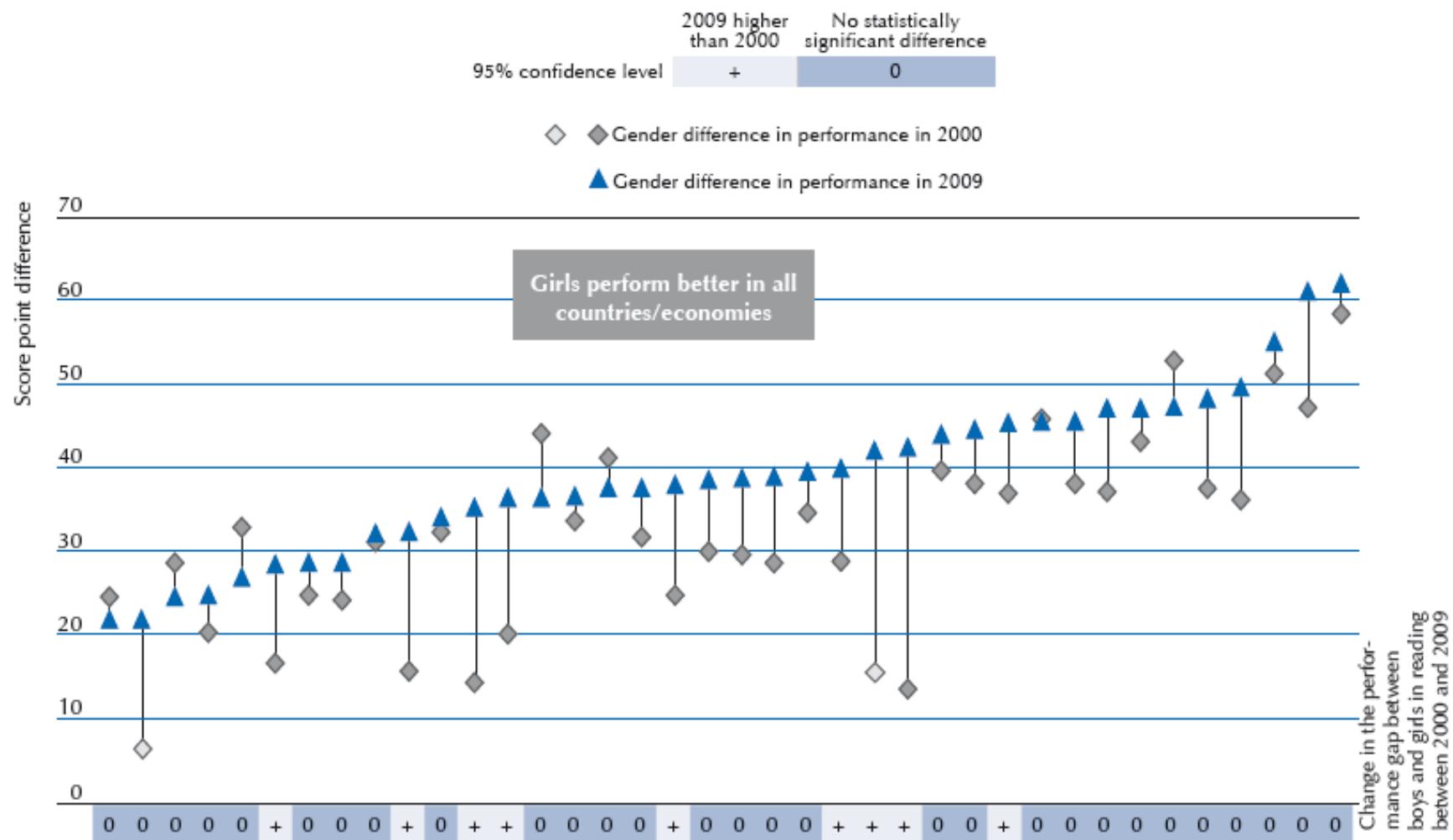


Úr skýrslu OECD um PISA 2006 Vol. 1, bls. 292-293



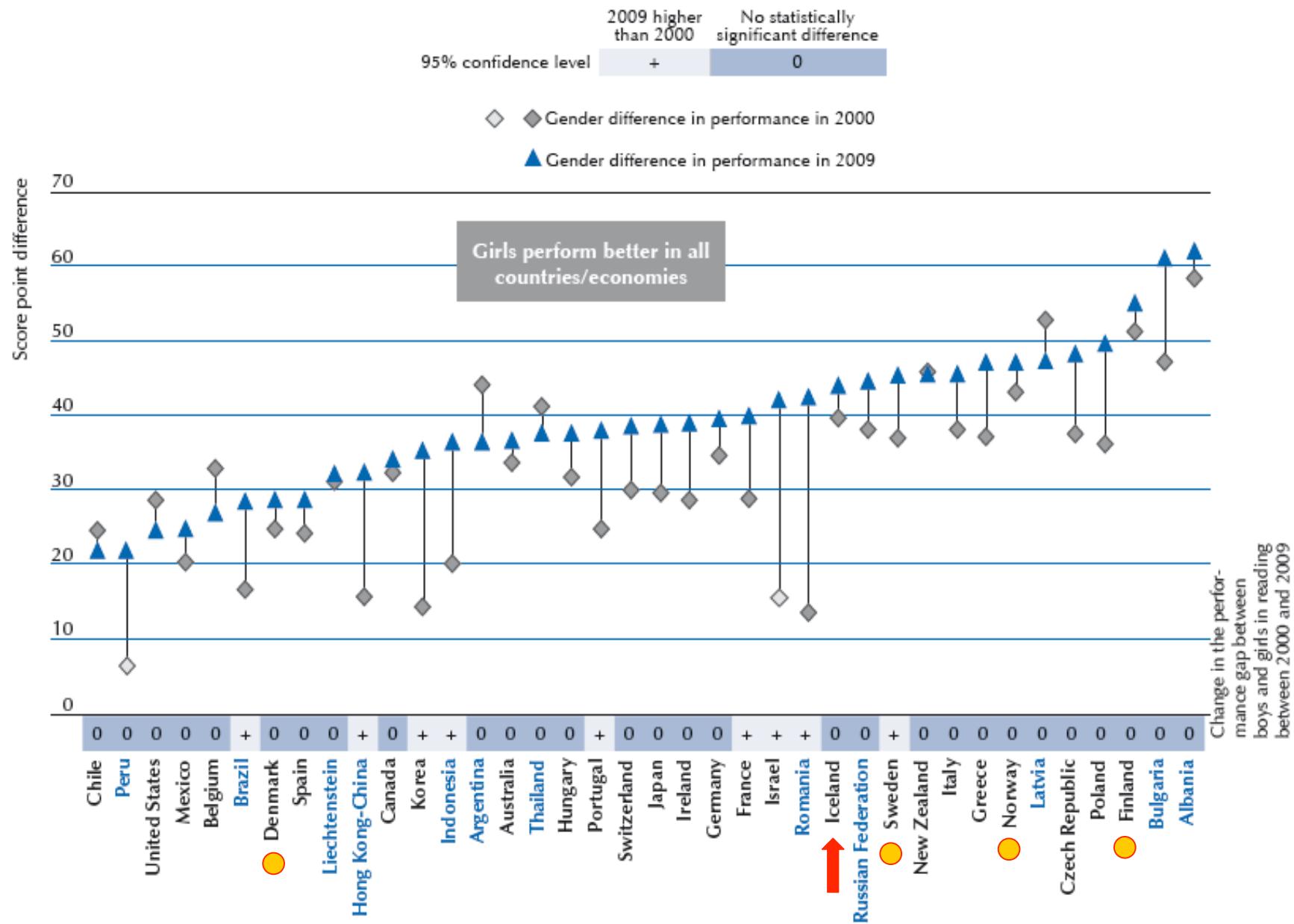


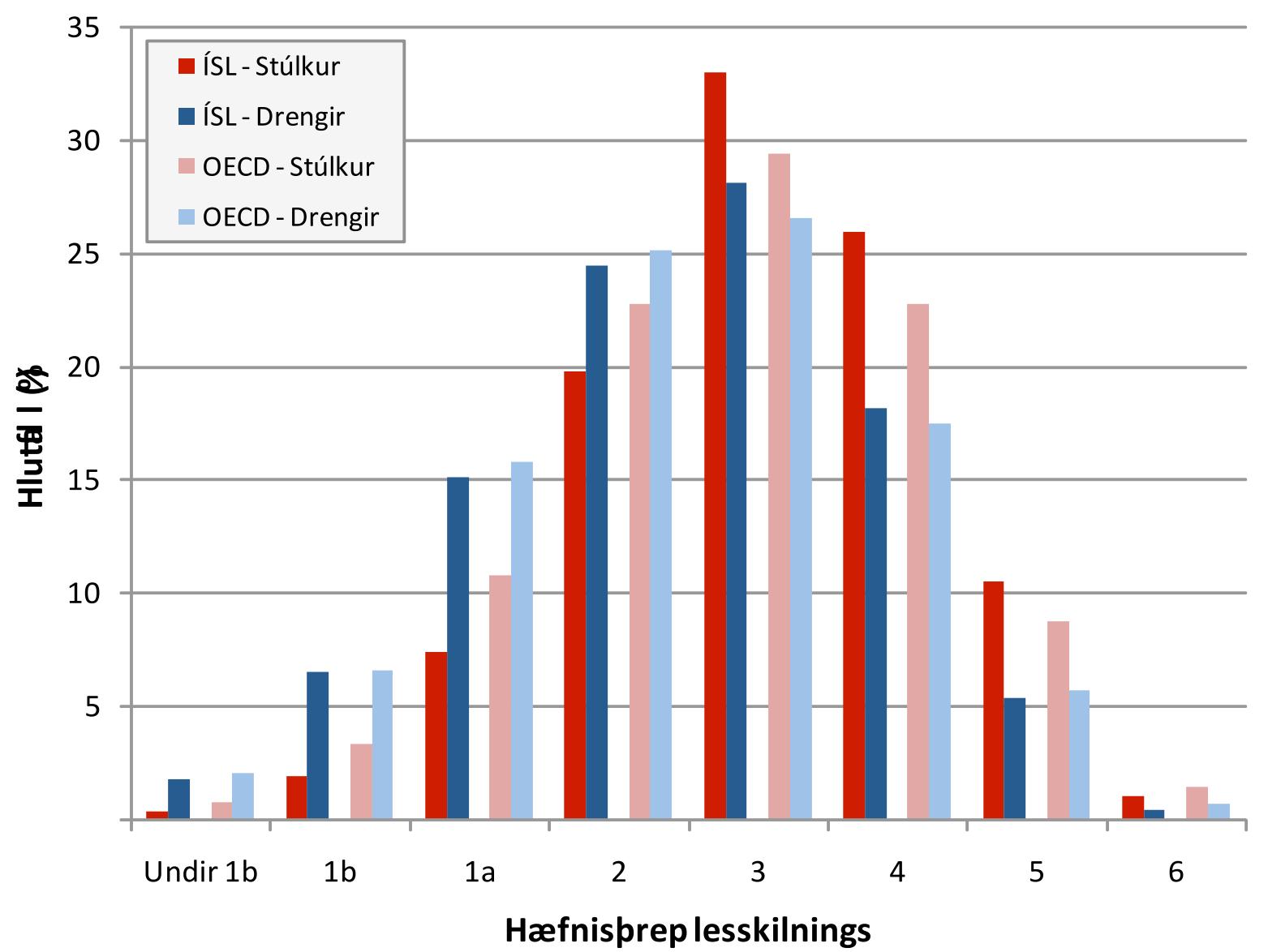
■ Figure V.2.7 ■
Comparison of gender differences in reading between 2000 and 2009

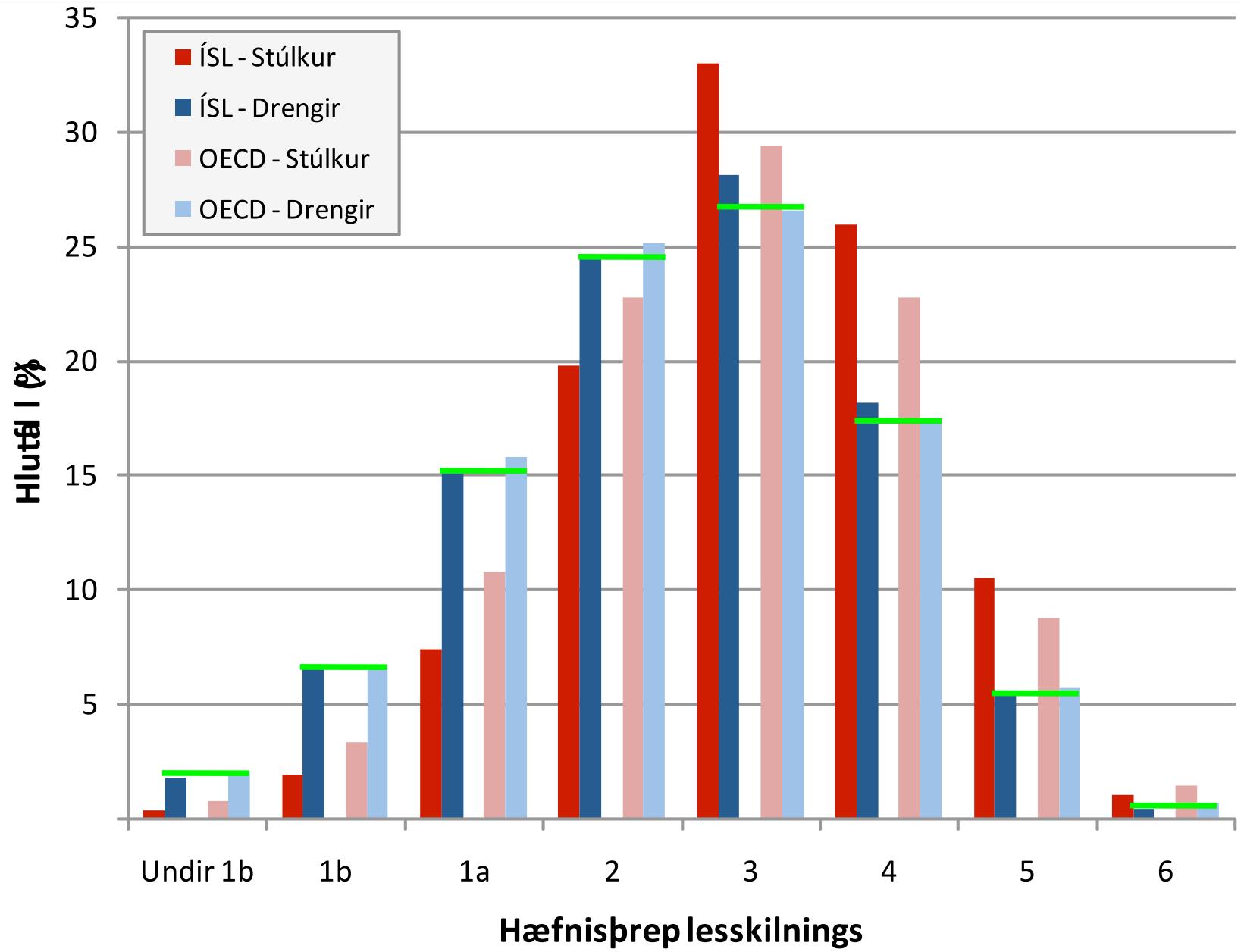


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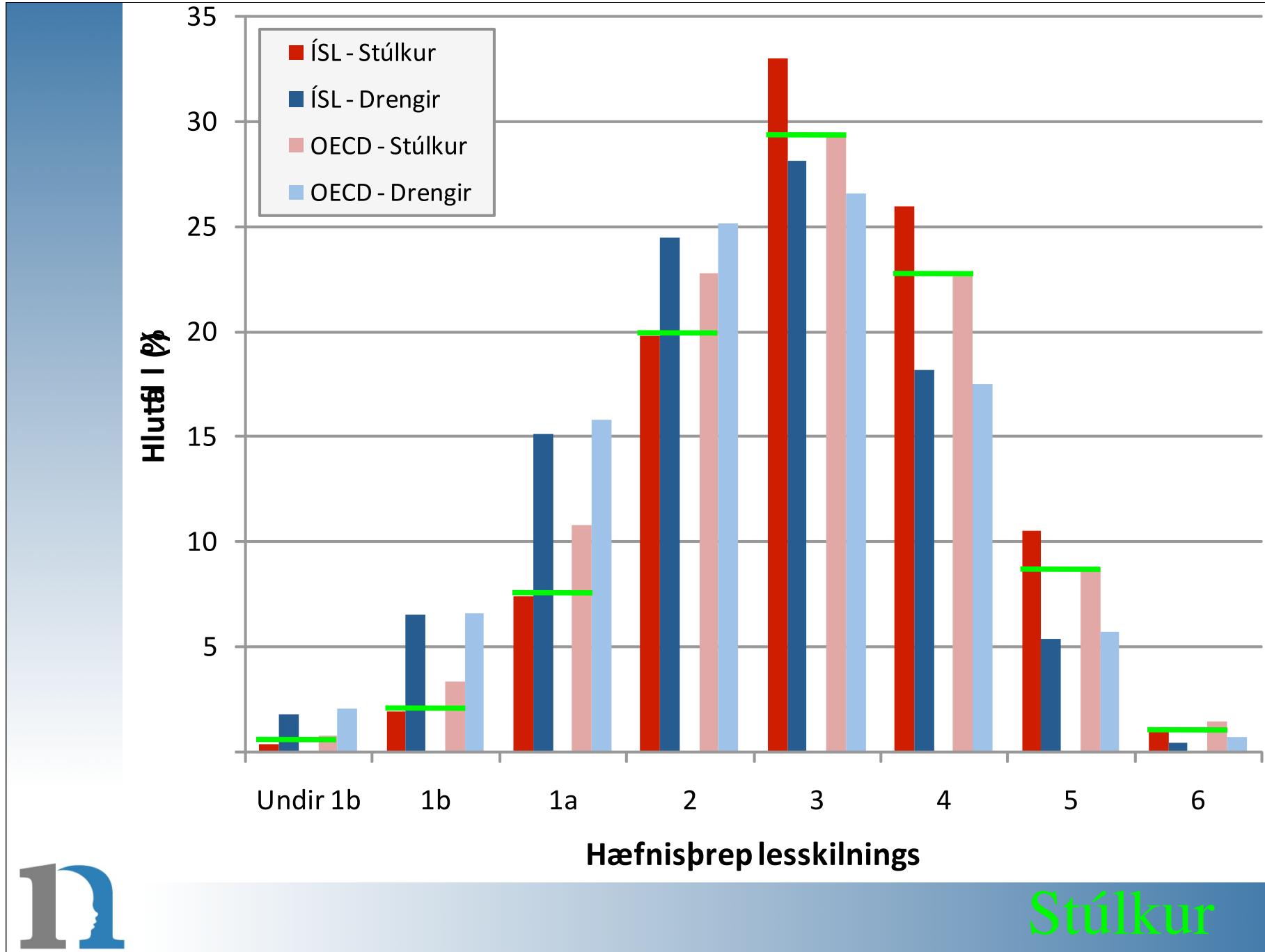
Comparison of gender differences in reading between 2000 and 2009







Drengir



Hæfnisþrep lesskilnings

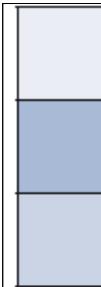
Stúlkur

■ Figure V.1.1 ■
A summary of changes in reading performance

	Mean score in reading 2009 is statistically significantly above the OECD average. Changes in reading and in the share of students at proficiency Level 5 or above are statistically significantly positive. Changes in the share of students below proficiency Level 2 and in the association of socio-economic background with reading is statistically significantly negative.
	Mean score in reading 2009 is not statistically significantly different from the OECD average. Changes in reading, in the share of students at proficiency Level 5 or above, in the share of students below proficiency Level 2 and in the association of socio-economic background with reading are not statistically significantly different.
	Mean score in reading 2009 is statistically significantly below the OECD average. Changes in reading and in the share of students at proficiency Level 5 or above are statistically significantly negative. Changes in the share of students below proficiency Level 2 and in the association of socio-economic background with reading is statistically significantly positive.

	Mean score in reading 2009	Change in reading performance between 2000 to 2009					
		All students	Boys	Girls	Share of students below proficiency Level 2	Share of students at proficiency Level 5 or above	Association of socio-economic background with reading performance
Peru	370	43	35	50	-14.8	0.4	0.1
Chile	449	40	42	40	-17.6	0.8	-7.6
Albania	385	36	35	39	-13.7	0.1	-9.9
Indonesia	402	31	23	39	-15.2	0.0	-6.9
Latvia	484	26	28	23	-12.5	-1.2	-11.0
Israel	474	22	9	35	-6.7	3.3	-8.4
Poland	500	21	14	28	-8.2	1.3	-1.5
Portugal	489	19	12	26	-8.6	0.6	-4.7
Liechtenstein	499	17	16	17	-6.4	-0.4	-13.3
Brazil	412	16	9	21	-6.2	0.8	-0.6
Korea	539	15	4	25	0.0	7.2	8.5
Hungary	494	14	11	17	-5.1	1.0	-4.2
Germany	497	13	10	15	-4.2	-1.2	-7.7
Greece	483	9	3	13	-3.1	0.6	2.0
Hong Kong-China	533	8	0	17	-0.8	2.9	-8.6
Switzerland	501	6	1	10	-3.6	-1.1	-2.3
Mexico	425	3	1	6	-4.0	-0.5	-7.3





Mean score in reading 2009 is statistically significantly above the OECD average. Changes in reading and in the share of students at proficiency Level 5 or above are statistically significantly positive. Changes in the share of students below proficiency Level 2 and in the association of socio-economic background with reading is statistically significantly negative.

Mean score in reading 2009 is not statistically significantly different from the OECD average. Changes in reading, in the share of students at proficiency Level 5 or above, in the share of students below proficiency Level 2 and in the association of socio-economic background with reading are not statistically significantly different.

Mean score in reading 2009 is statistically significantly below the OECD average. Changes in reading and in the share of students at proficiency Level 5 or above are statistically significantly negative. Changes in the share of students below proficiency Level 2 and in the association of socio-economic background with reading is statistically significantly positive.

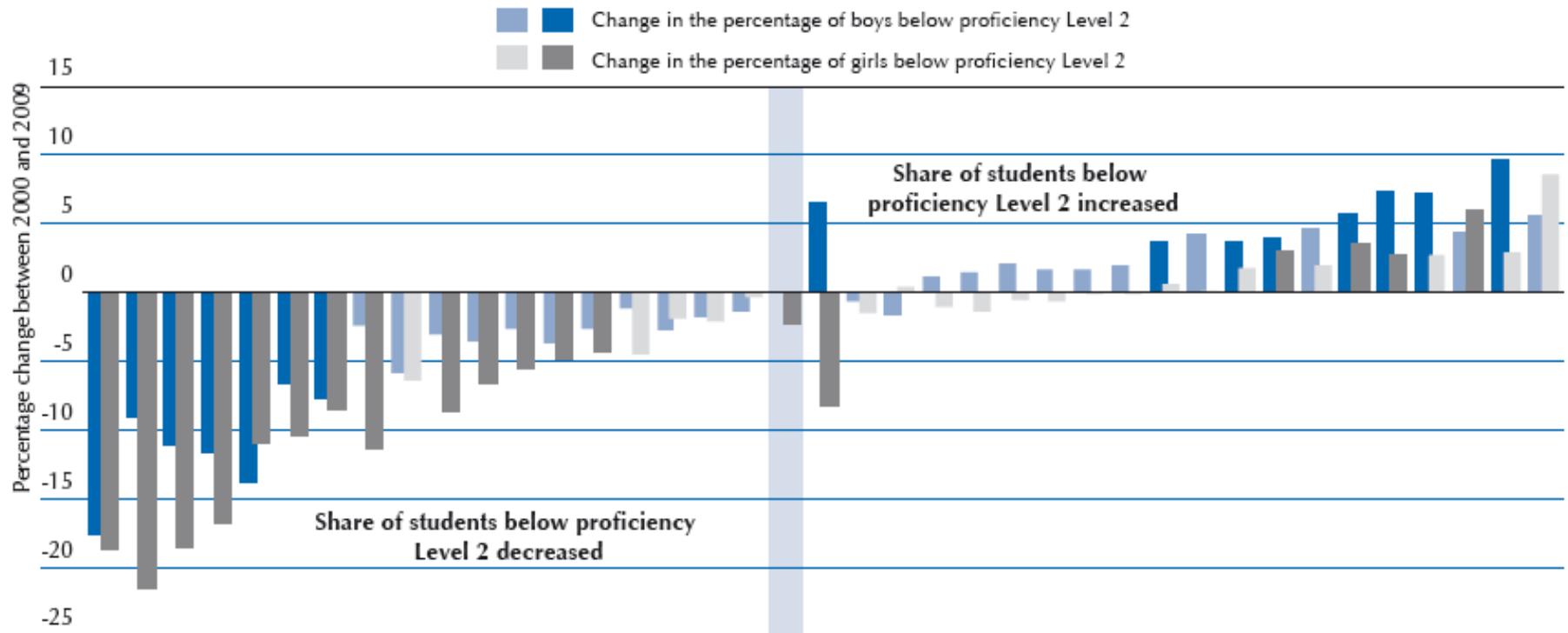
	Mean score in reading 2009	Change in reading performance between 2000 to 2009						Association of socio-economic background with reading performance
		All students	Boys	Girls	Share of students below proficiency Level 2	Share of students at proficiency Level 5 or above		
Belgium	506	-1	0	-5	-1.2	-0.8	0.7	
Bulgaria	429	-1	-8	6	0.7	0.6	-4.5	
Italy	486	-1	-5	2	2.1	0.5	3.2	
Denmark	495	-2	-5	-1	-2.7	-3.4	-3.2	
Norway	503	-2	-5	-1	-2.5	-2.8	0.4	
Russian Federation	459	-2	-6	1	-0.1	-0.0	1.4	
Japan	520	-2	-6	3	3.5	3.6	c	
Romania	424	-3	-18	11	-0.9	-1.5	10.7	
United States	500	-5	-2	-6	-0.3	-2.4	-9.2	
Iceland	500	-7	-10	-6	2.3	-0.5	5.4	
New Zealand	521	-8	-8	-8	0.6	-3.0	4.9	
France	496	-9	-15	-4	4.6	1.1	7.0	
Thailand	421	-9	-6	-10	5.8	-0.2	-0.7	
Canada	524	-10	-12	-10	0.7	-4.0	-6.4	
Finland	536	-11	-12	-8	1.2	-4.0	5.8	
Spain	481	-12	-14	-10	3.3	-0.9	1.5	
Australia	515	-13	-17	-13	1.8	-4.9	-1.4	
Czech Republic	478	-13	-17	-6	5.6	-1.9	-11.4	
Sweden	497	-19	-24	-15	4.9	-2.2	7.7	
Argentina	398	-20	-15	-22	7.7	-0.7	-1.7	
Ireland	496	-31	-37	-26	6.2	-7.3	5.8	

Countries are ranked in descending order of the change in reading performance between 2000 and 2009 for all students.



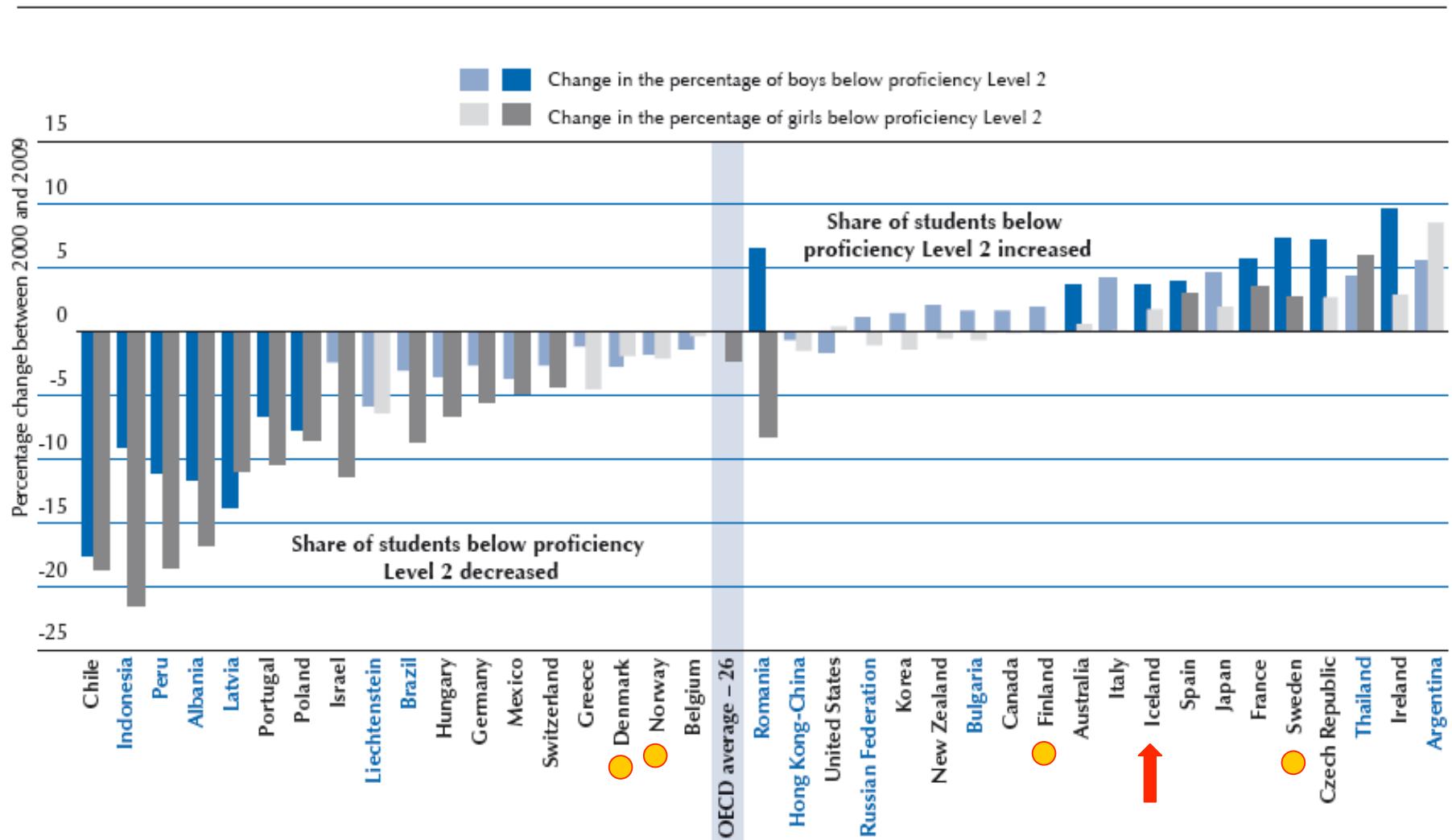
■ Figure V.2.8 ■

Change in the share of boys and girls who are low performers in reading between 2000 and 2009



■ Figure V.2.8 ■

Change in the share of boys and girls who are low performers in reading between 2000 and 2009



Summary

- Average reading scores rose significantly in 13 countries and fell in 4 countries with comparable data.
- In many countries, improvements in results were largely driven by improvements at the bottom end of the performance distribution, signalling progress in improving equity.
- Girls continue to outperform boys in reading in all countries, as they had in 2000, but in 2009, they do so by an even wider margin.
 - Since 2000, boys' reading performance has improved in only five countries, while performance among girls has improved in 13 countries.





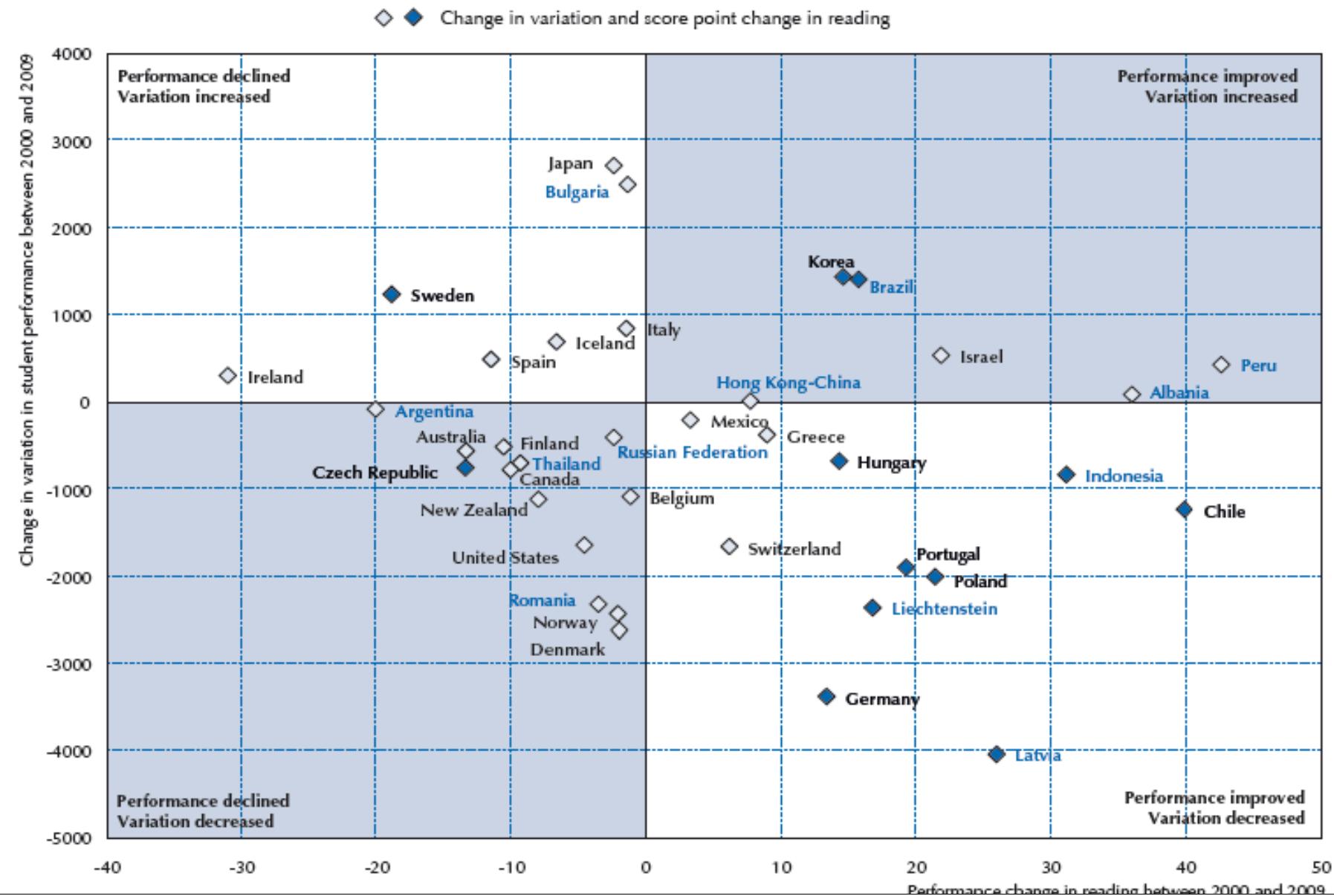
4

Trends in Equity

This chapter examines trends in equity in learning opportunities and outcomes. It focuses on how variations in reading performance have changed between 2000 and 2009, and the extent to which the impact of socio-economic background and immigrant status on performance has also changed during the same period.

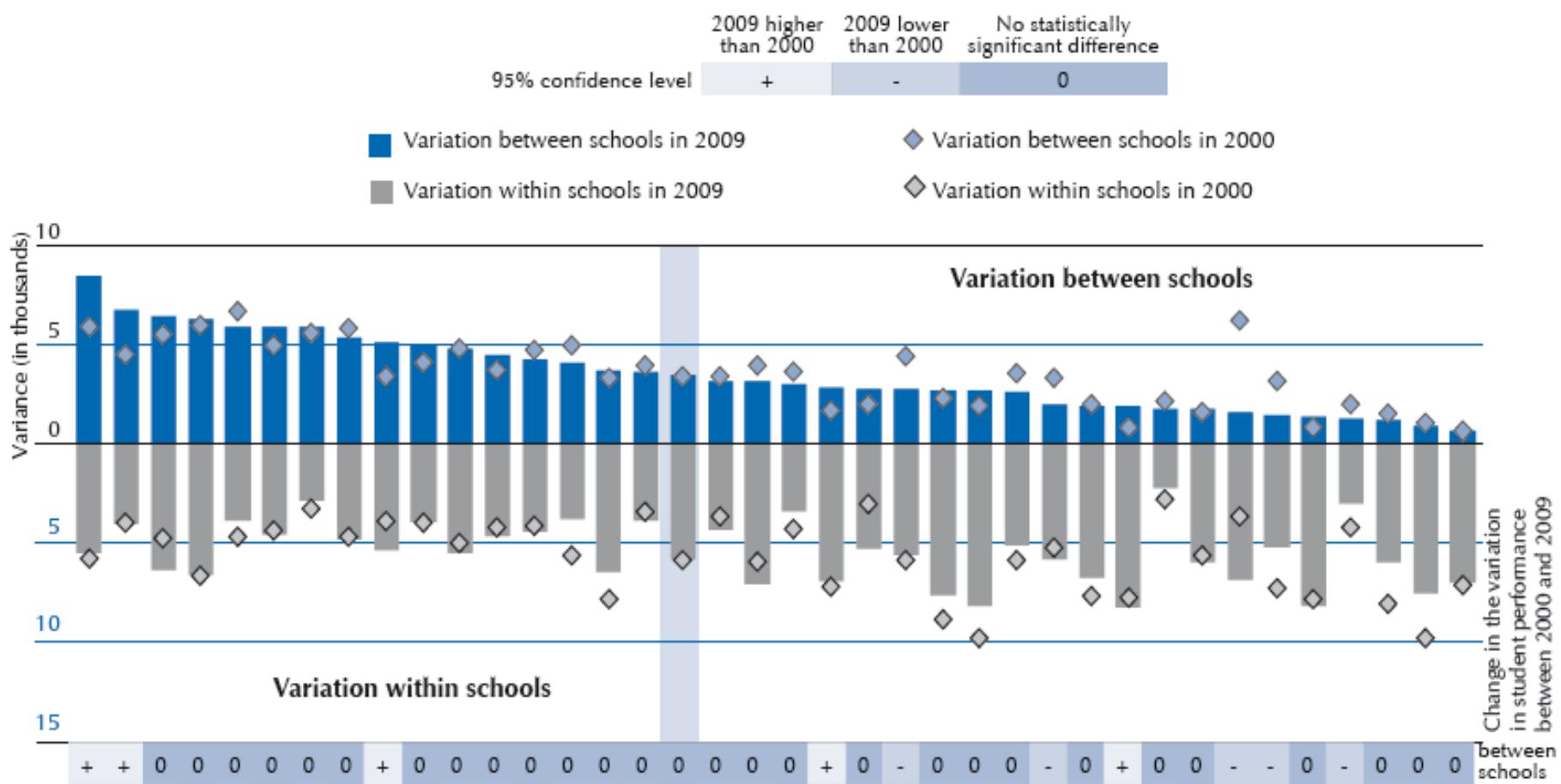
■ Figure V.4.2 ■

Change in variation and change in reading performance between 2000 and 2009



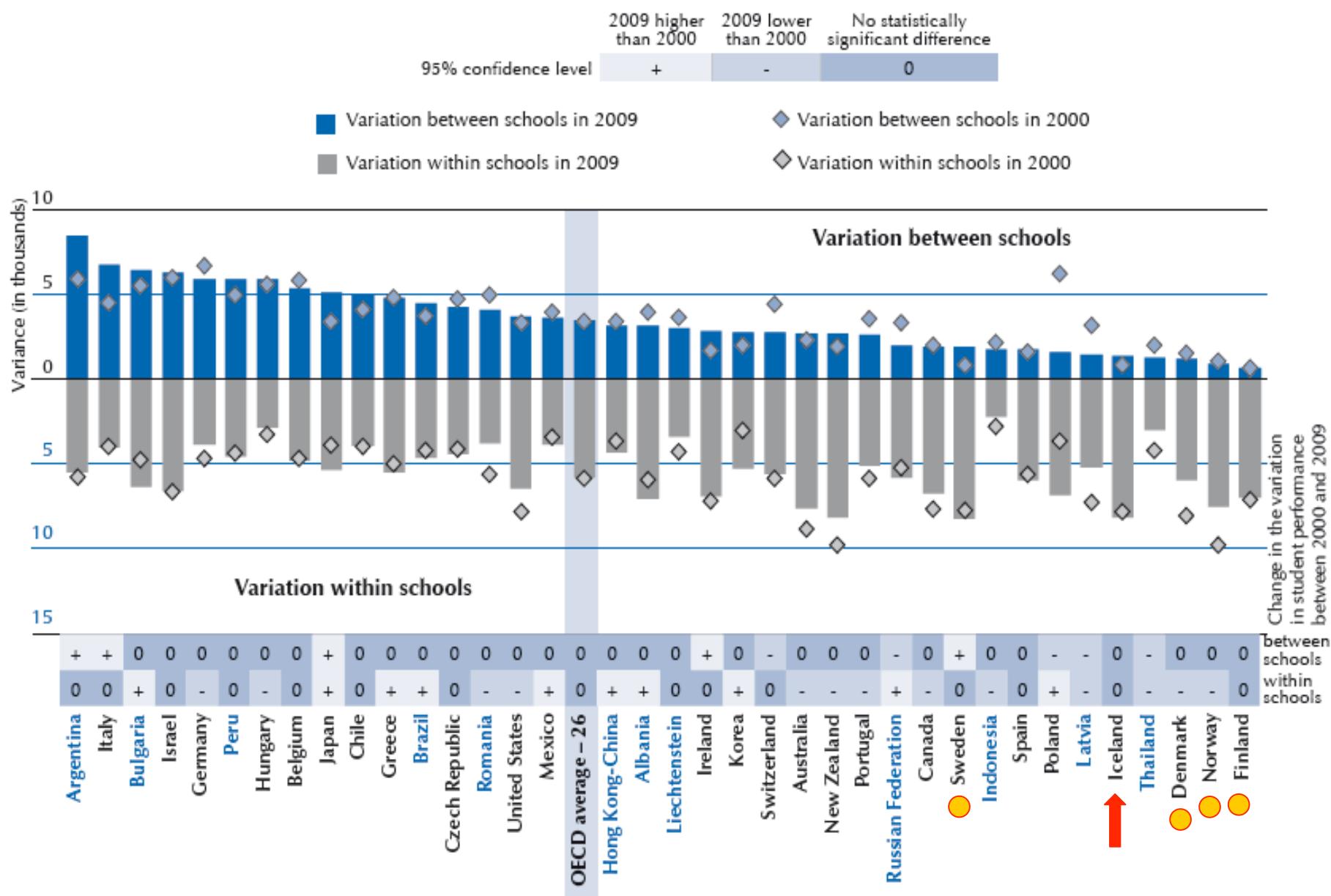
■ Figure V.4.3 ■

Variation in reading performance between and within schools in 2000 and 2009



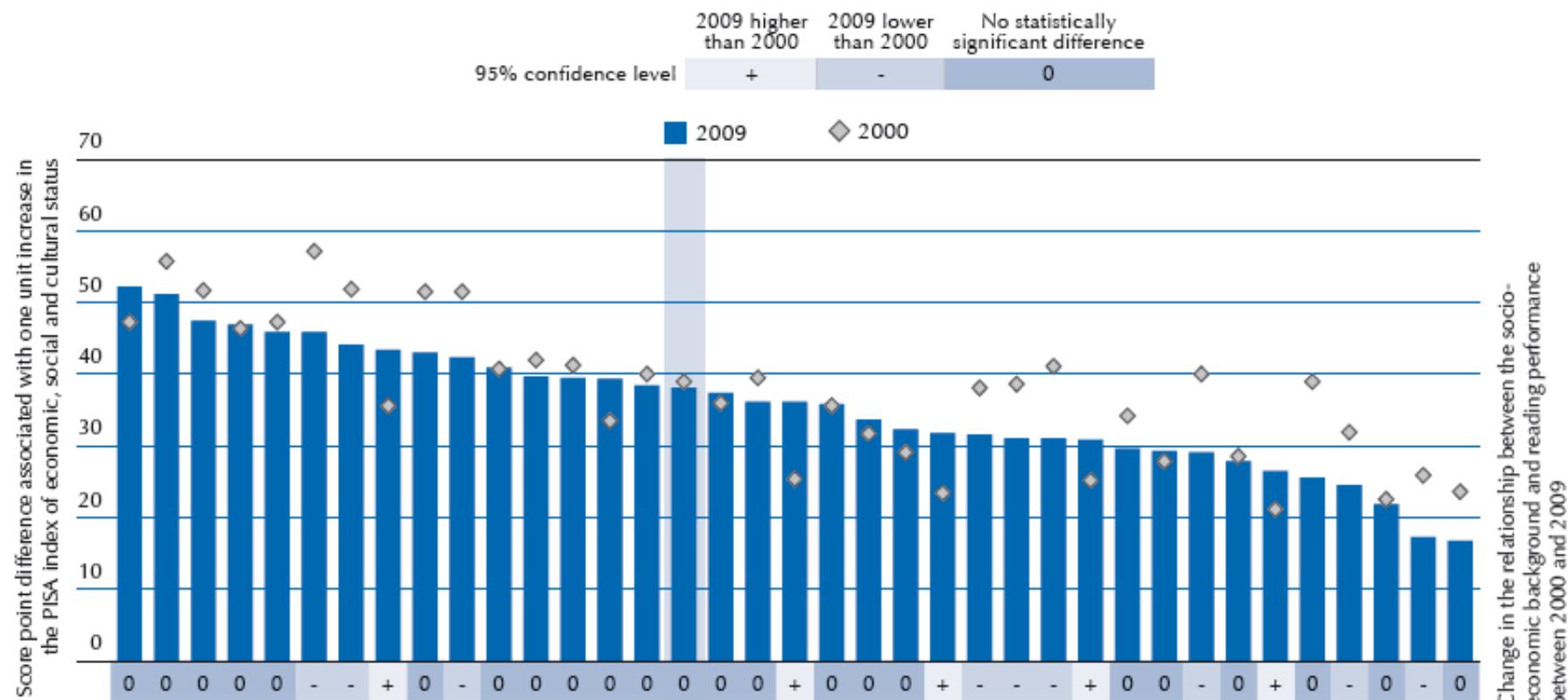
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Variation in reading performance between and within schools in 2000 and 2009



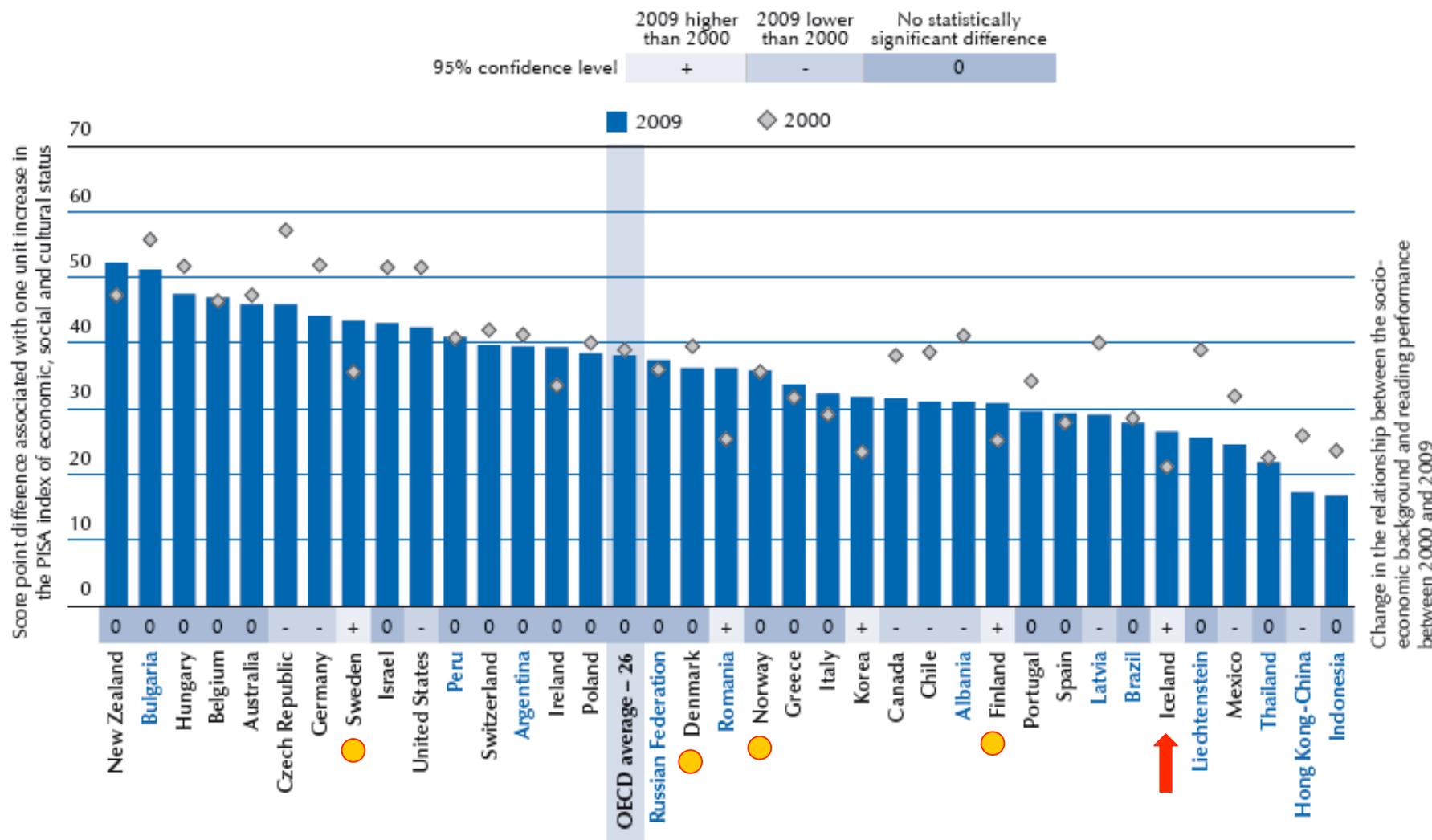
■ Figure V.4.4 ■

Relationship between students' socio-economic background and their reading performance in 2000 and 2009



■ Figure V.4.4 ■

Relationship between students' socio-economic background and their reading performance in 2000 and 2009



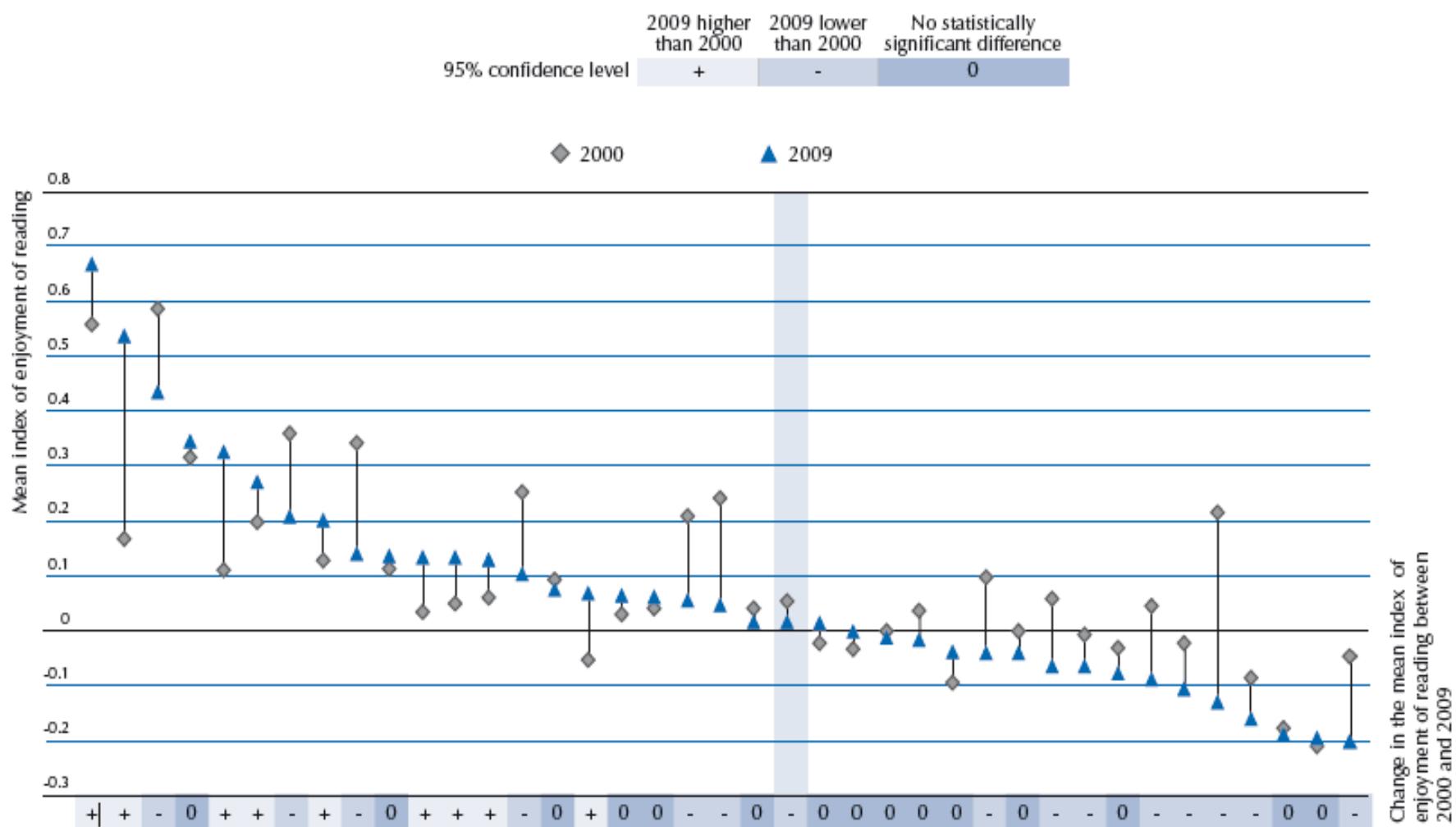


5

Trends in Attitudes and Student-School Relations

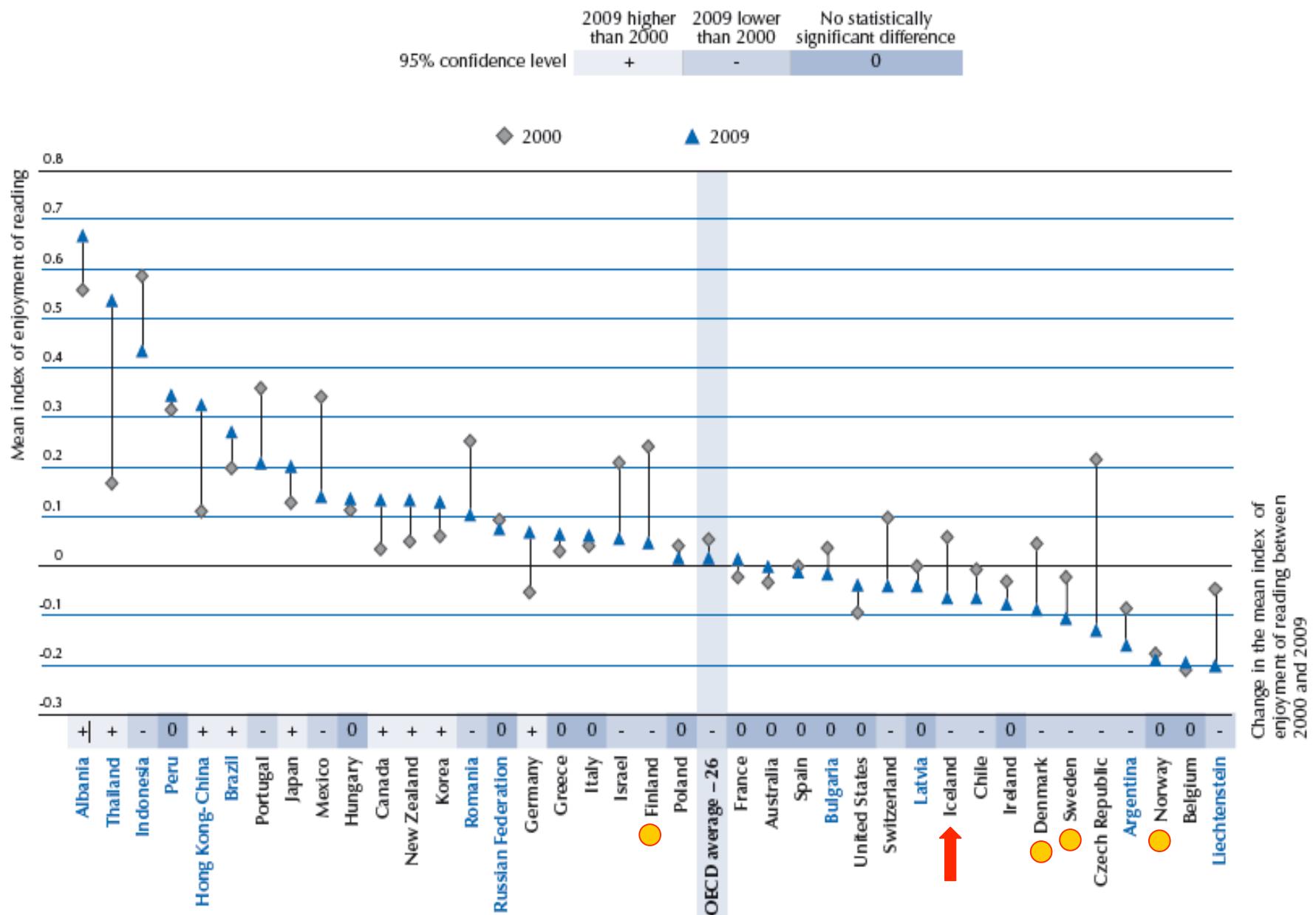
Have students' attitudes towards reading changed over the years? This chapter describes trends observed between 2000 and 2009 in whether and what students read for enjoyment, and how the gender gap in reading preferences and performance has evolved during that period. The chapter also discusses trends in teacher-student relations and disciplinary climate in the classroom.

■ Figure V.5.4 ■
Index of enjoyment of reading in 2000 and 2009



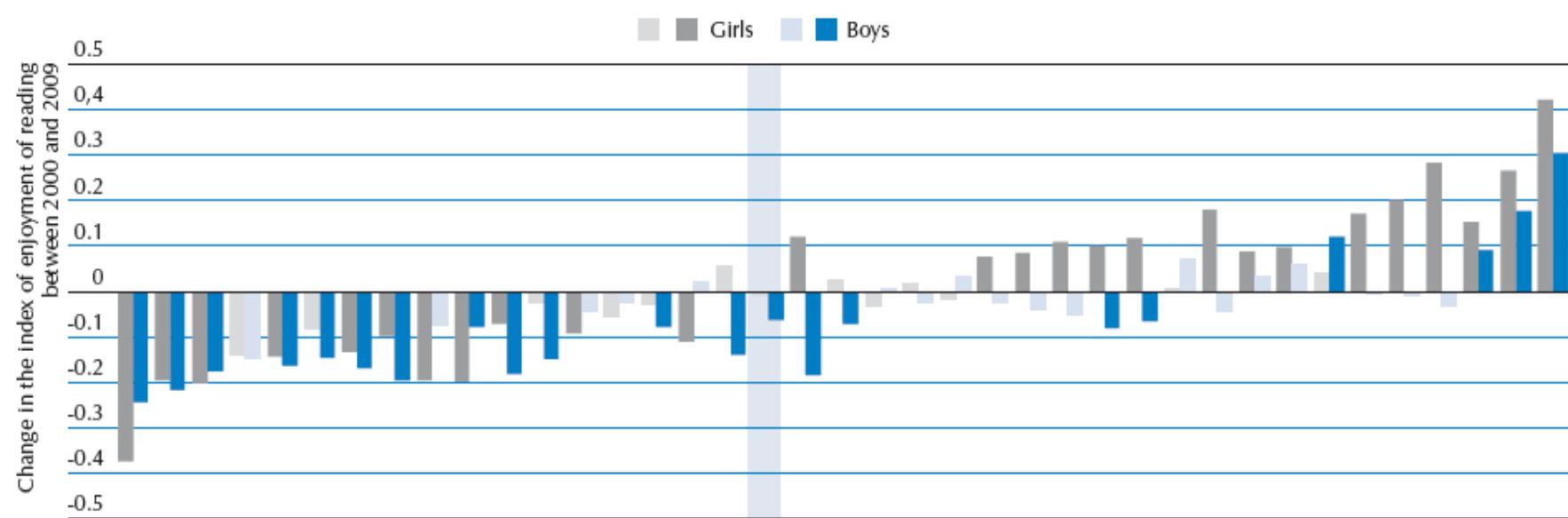
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Index of enjoyment of reading in 2000 and 2009



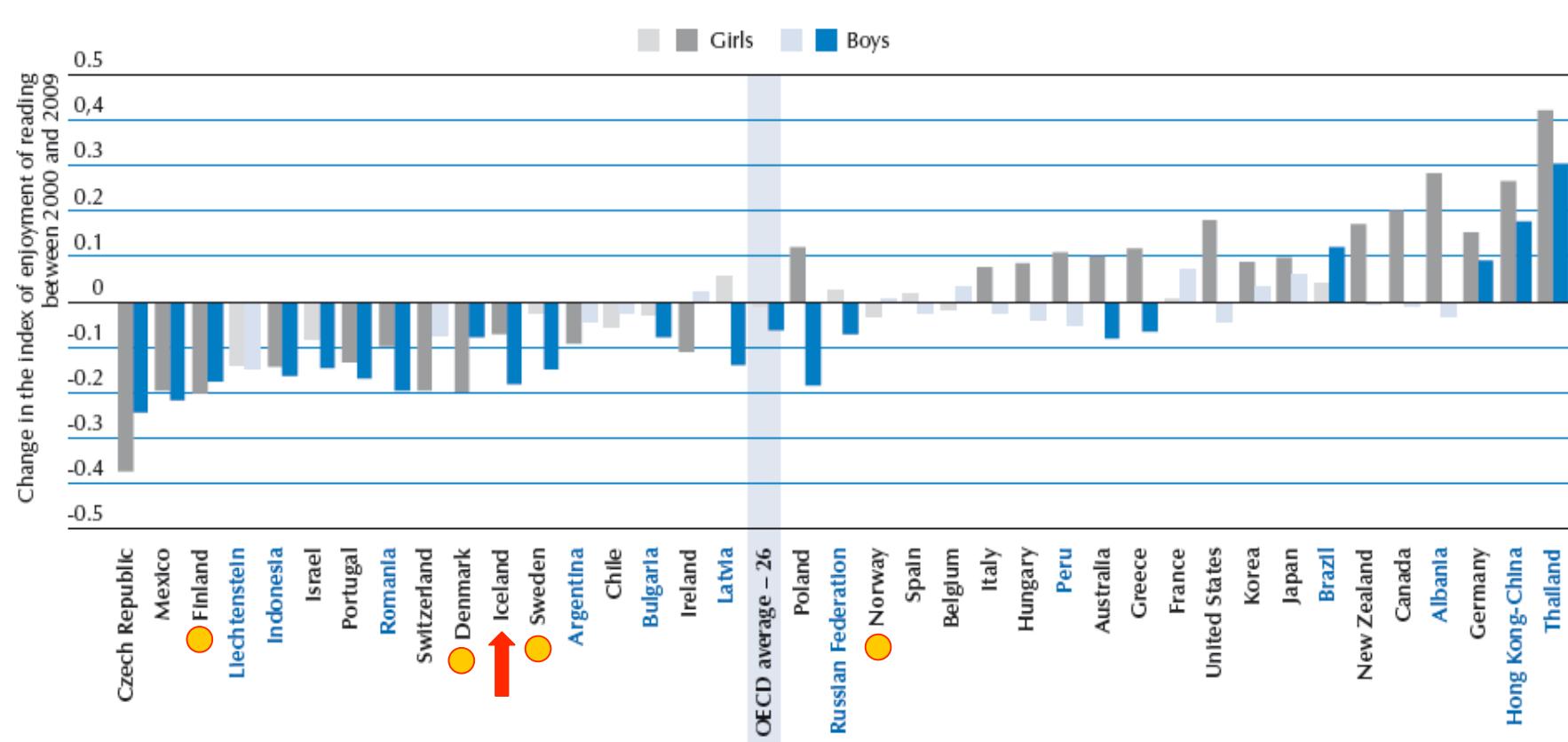
■ Figure V.5.5 ■

Change in the index of enjoyment of reading for boys and girls between 2000 and 2009



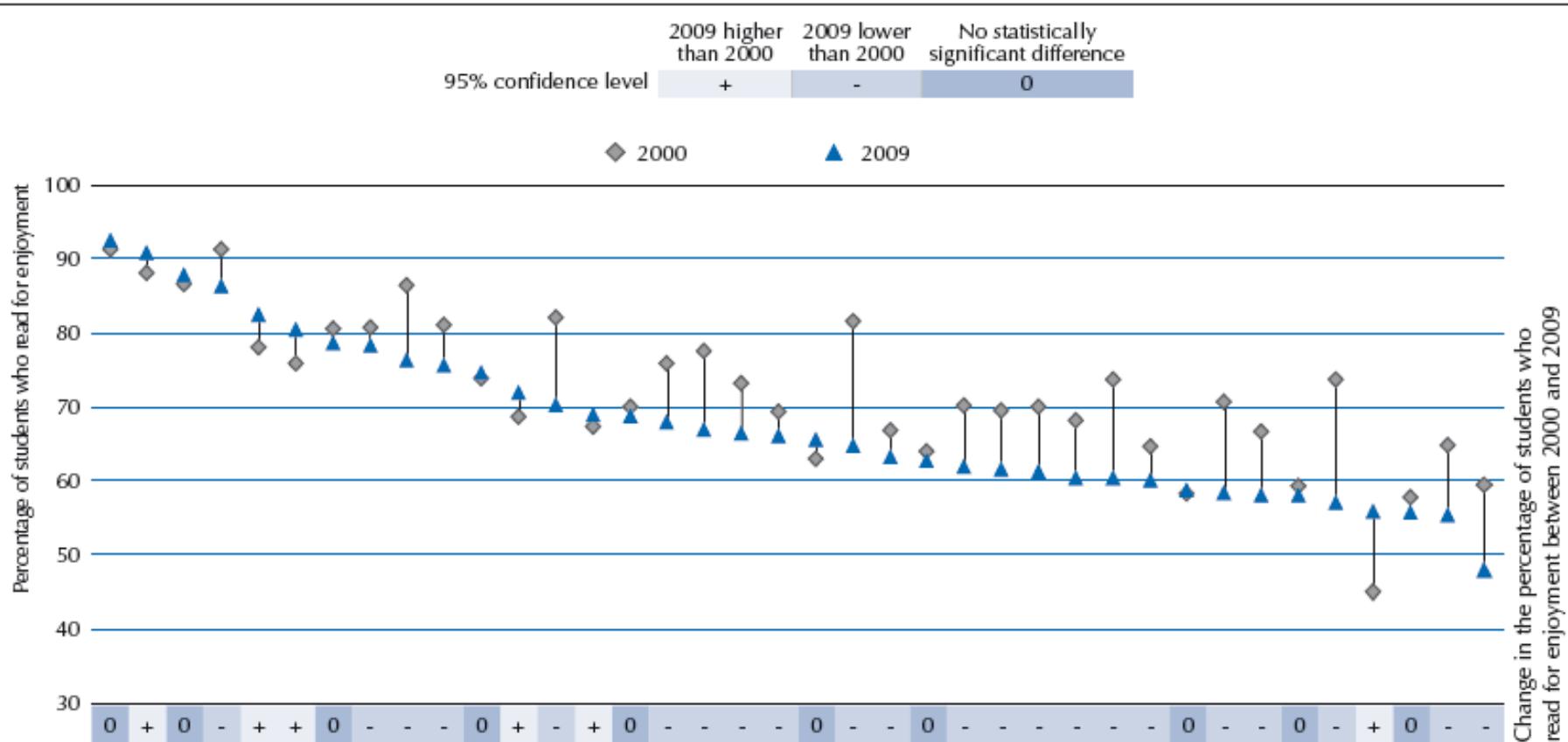
■ Figure V.5.5 ■

Change in the index of enjoyment of reading for boys and girls between 2000 and 2009



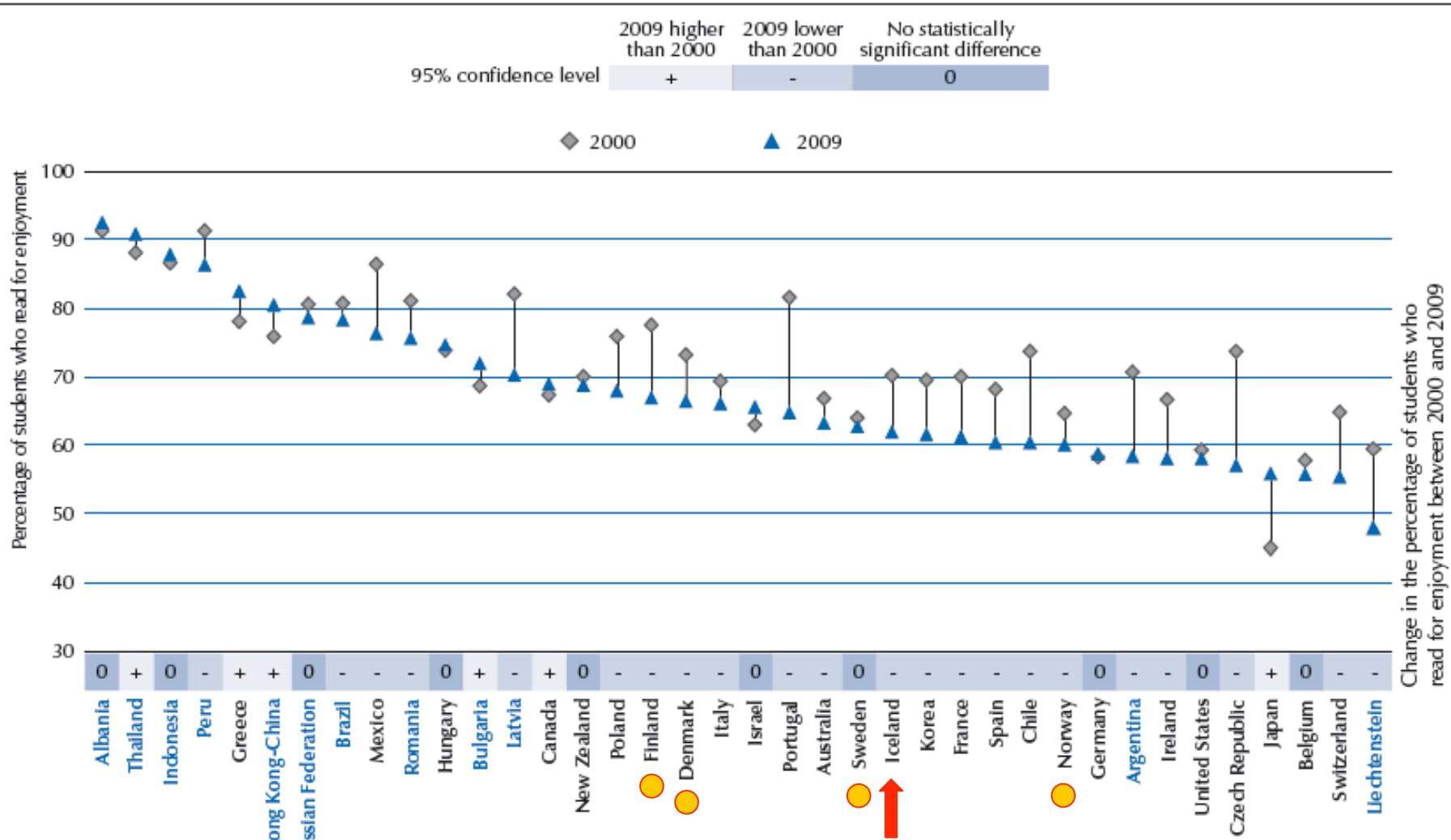
■ Figure V.5.1 ■

Percentage of students who read for enjoyment in 2000 and 2009



■ Figure V.5.1 ■

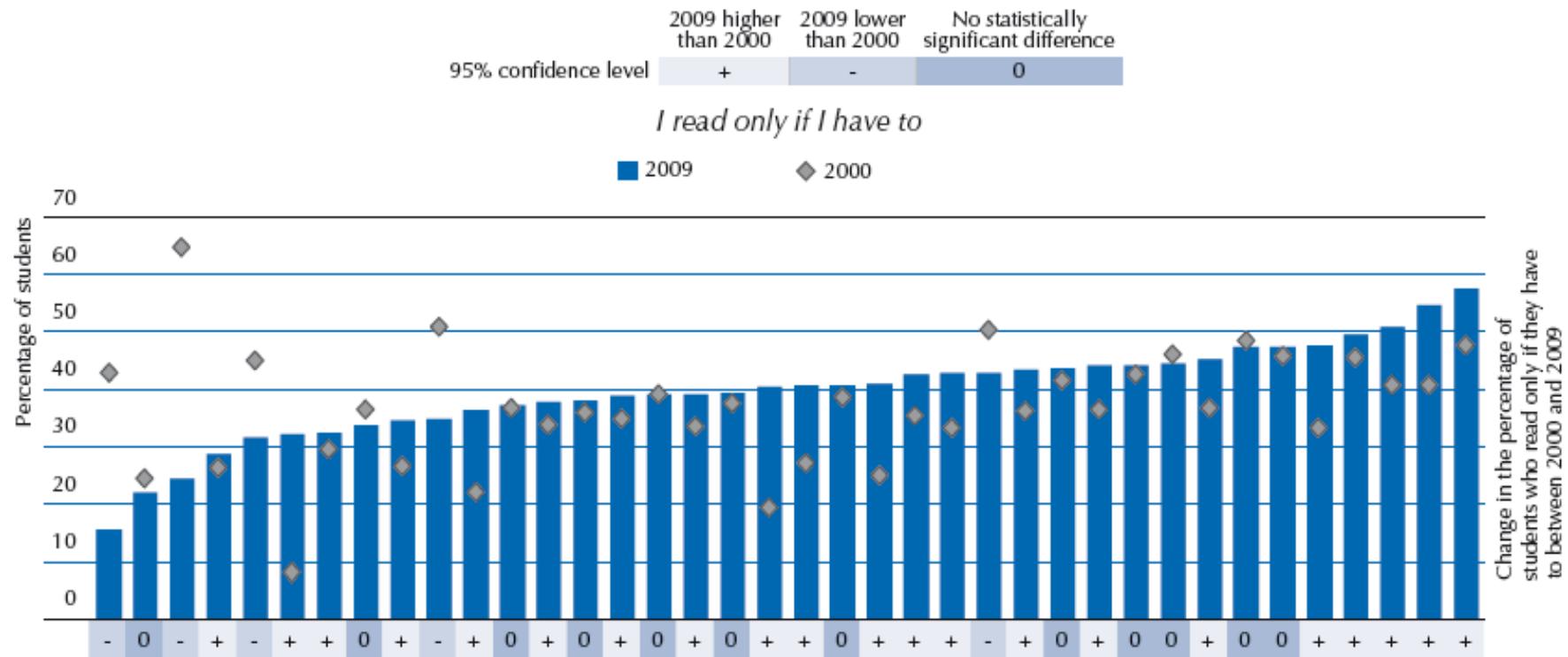
Percentage of students who read for enjoyment in 2000 and 2009



■ Figure V.5.3 ■

Percentage of students who read only if they have to and percentage of students who enjoy going to a bookstore or a library in 2000 and 2009

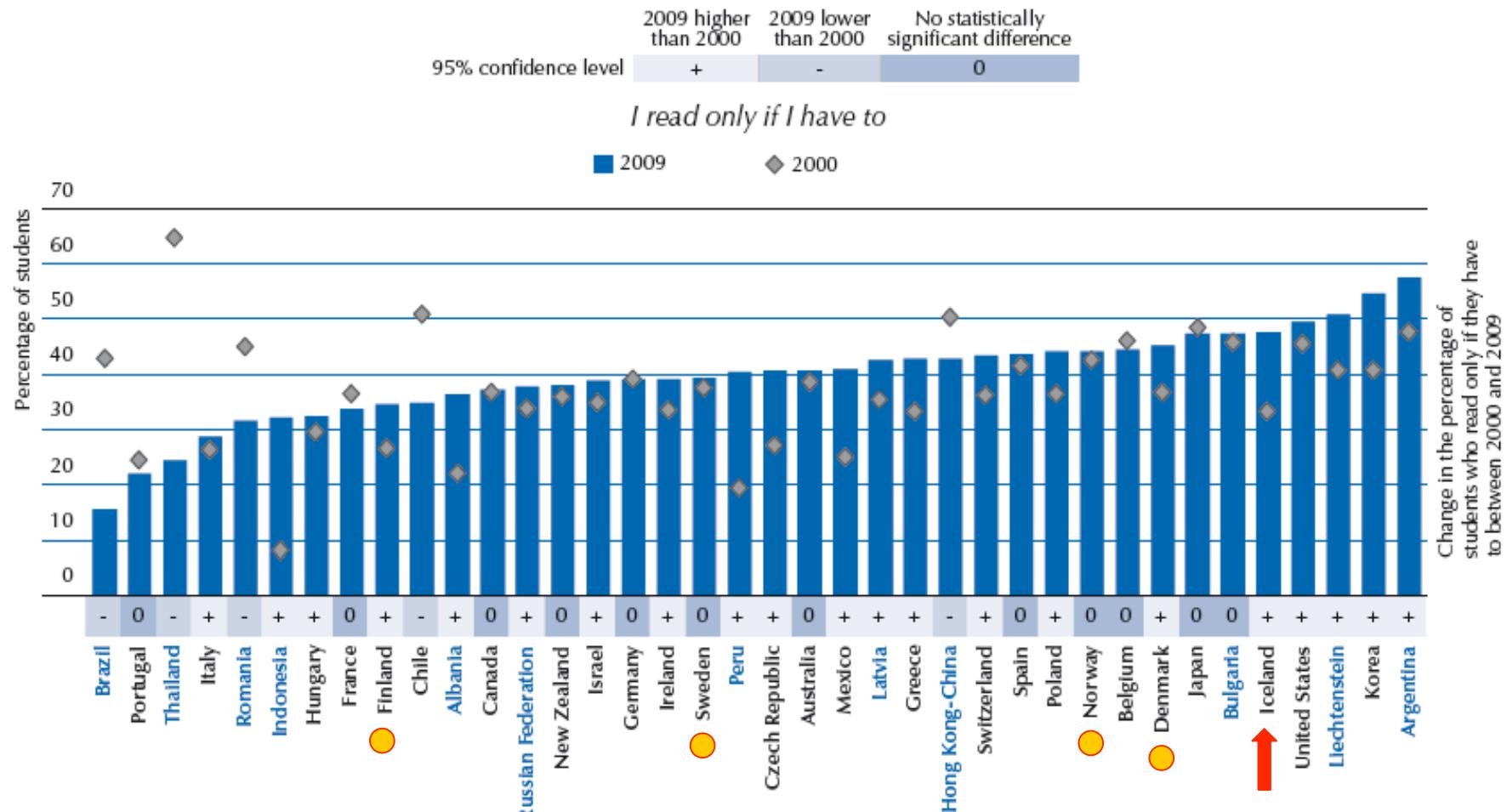
Percentage of students who report «agree» or «strongly agree» on the following reading activities



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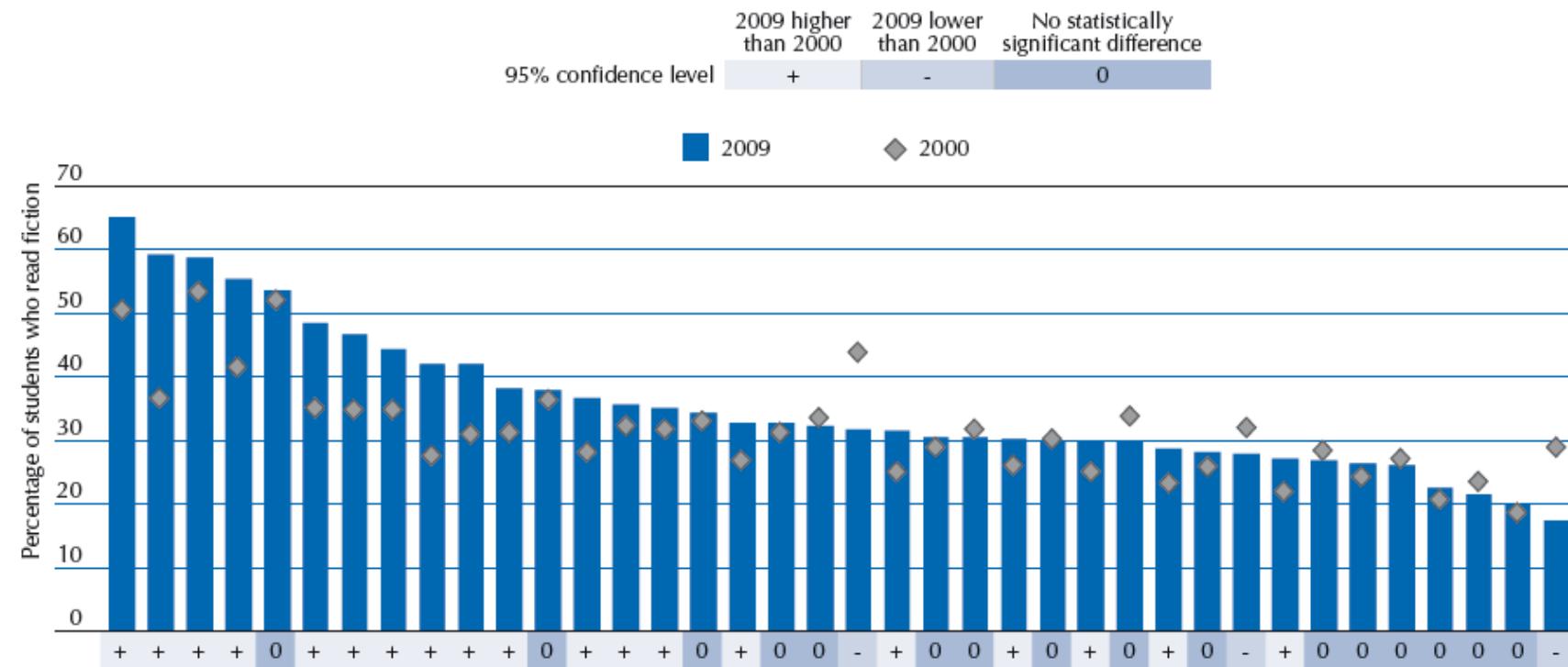
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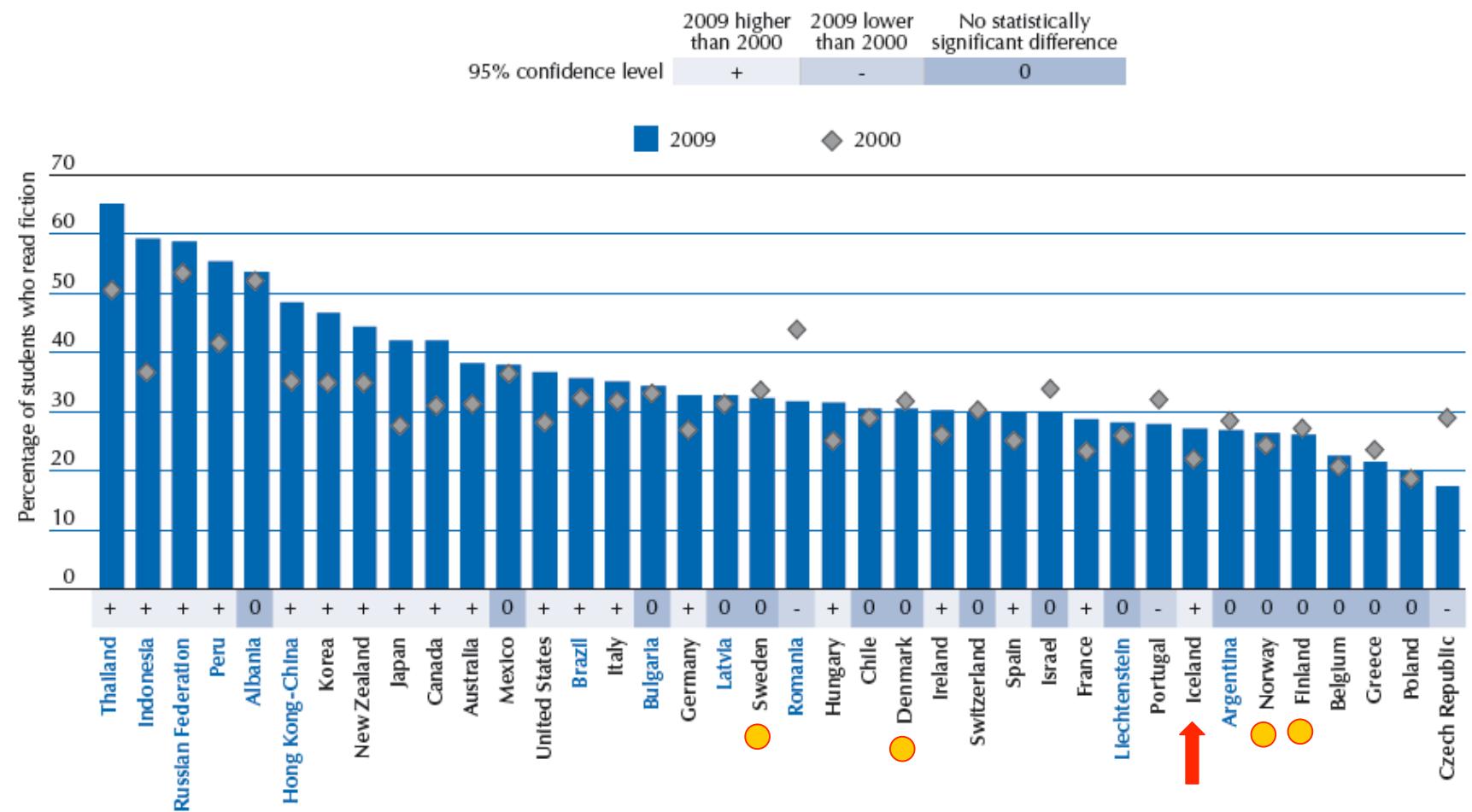
■ Figure V.5.7 ■

Percentage of students who read fiction in 2000 and 2009



■ Figure V.5.7 ■

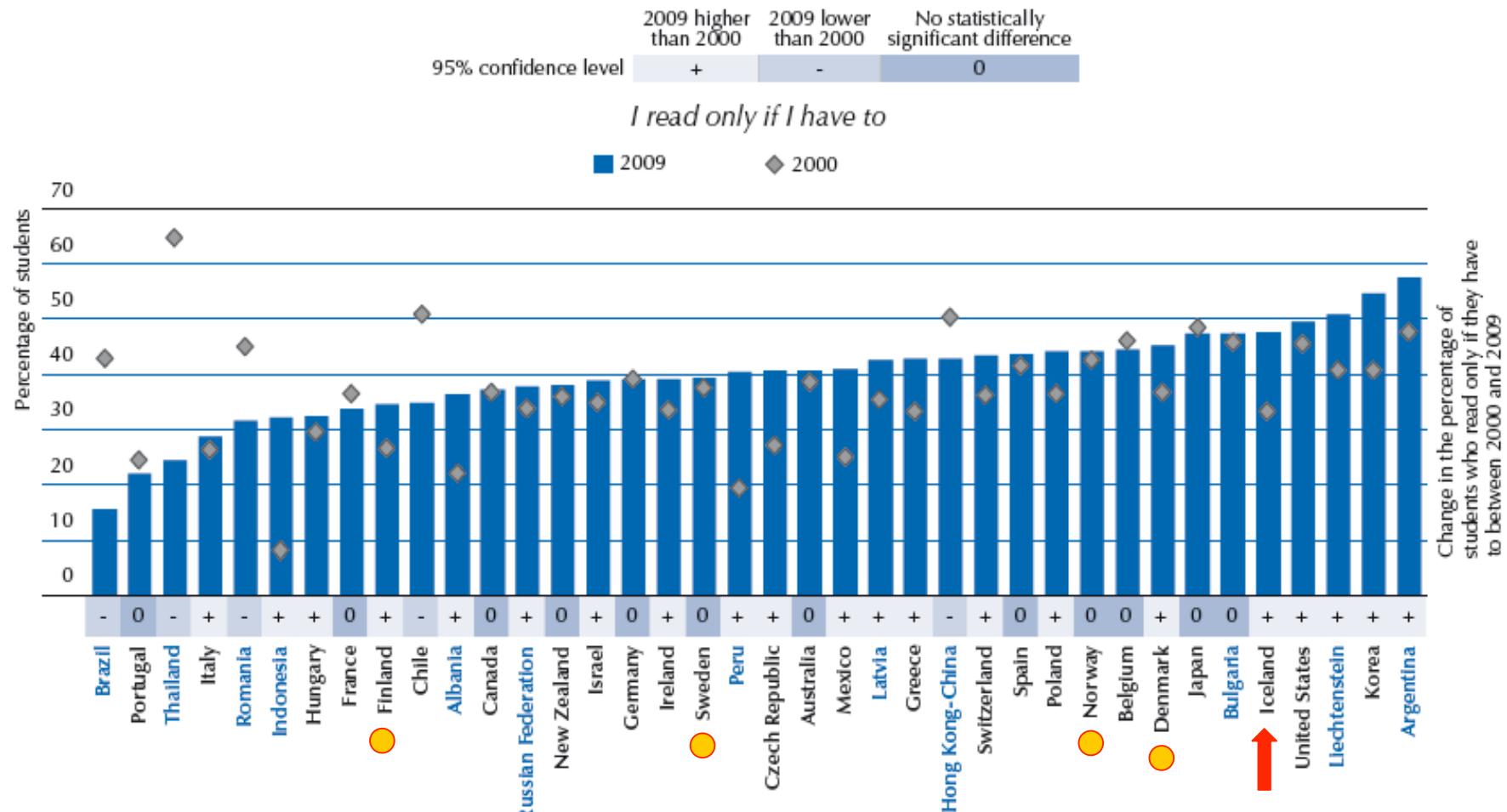
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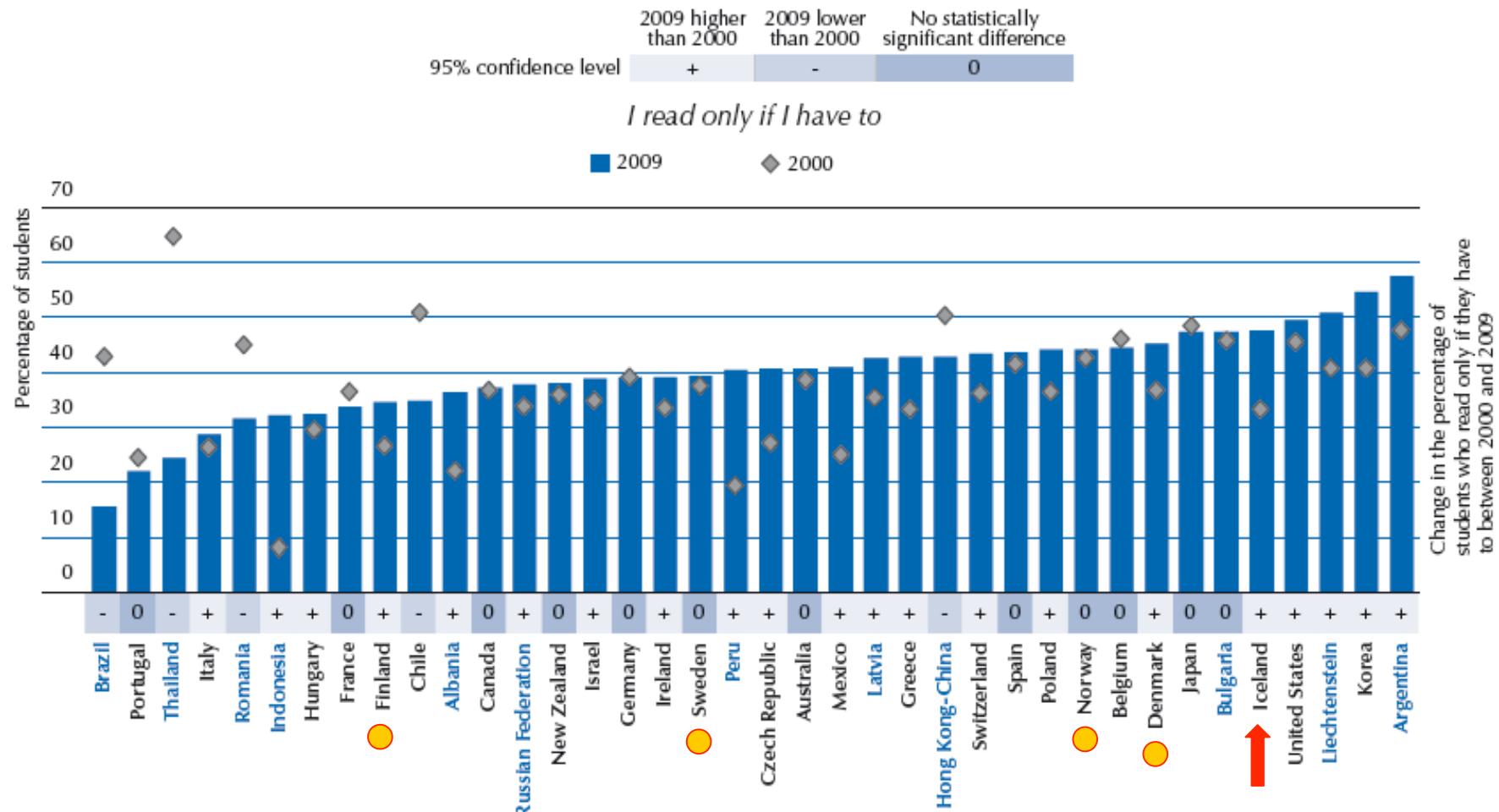
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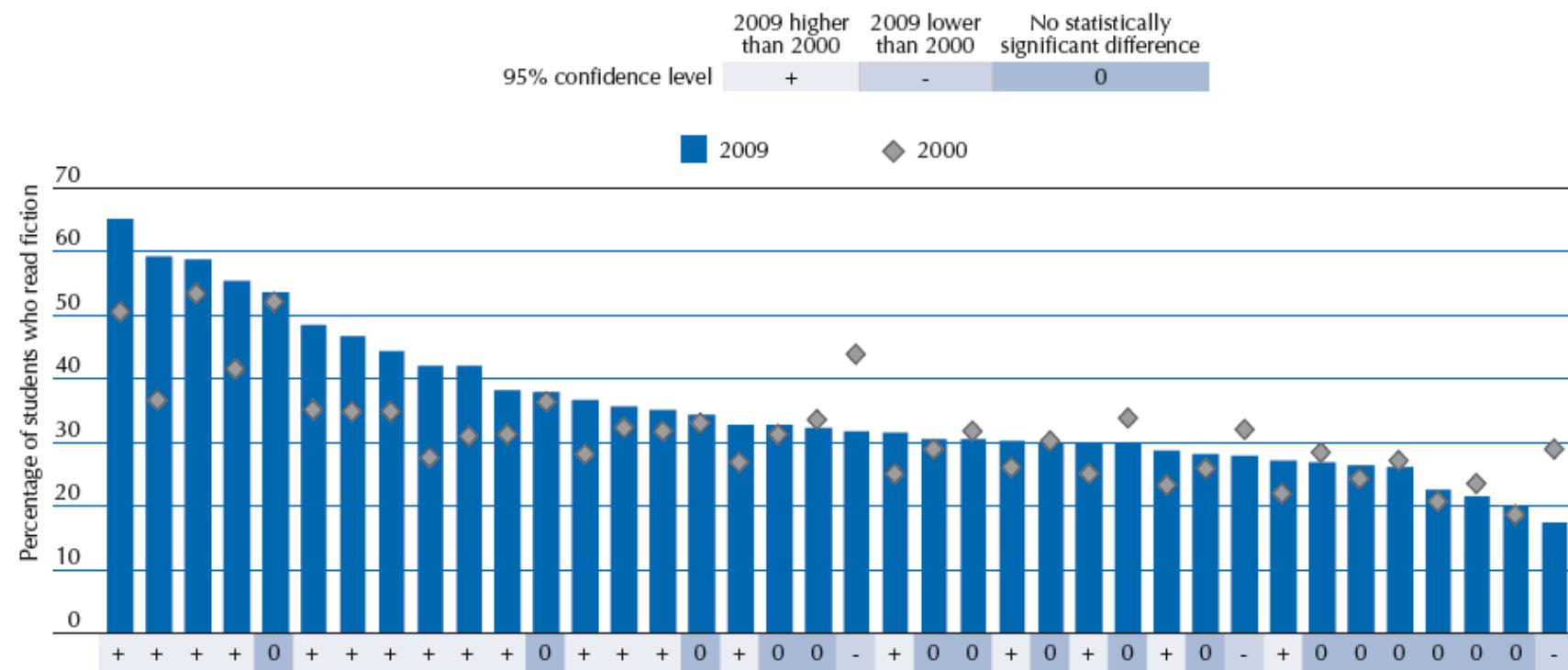
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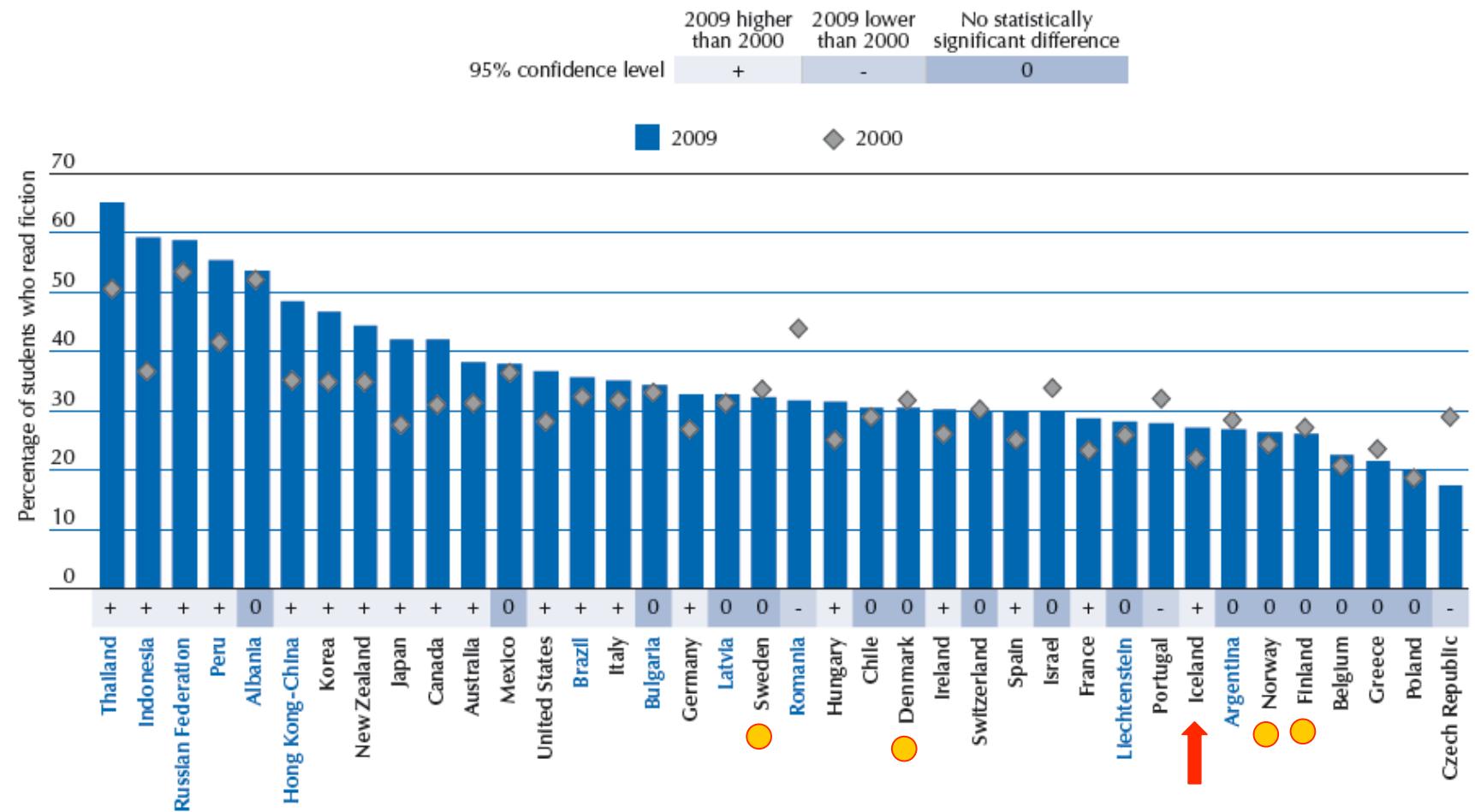
■ Figure V.5.7 ■

Percentage of students who read fiction in 2000 and 2009



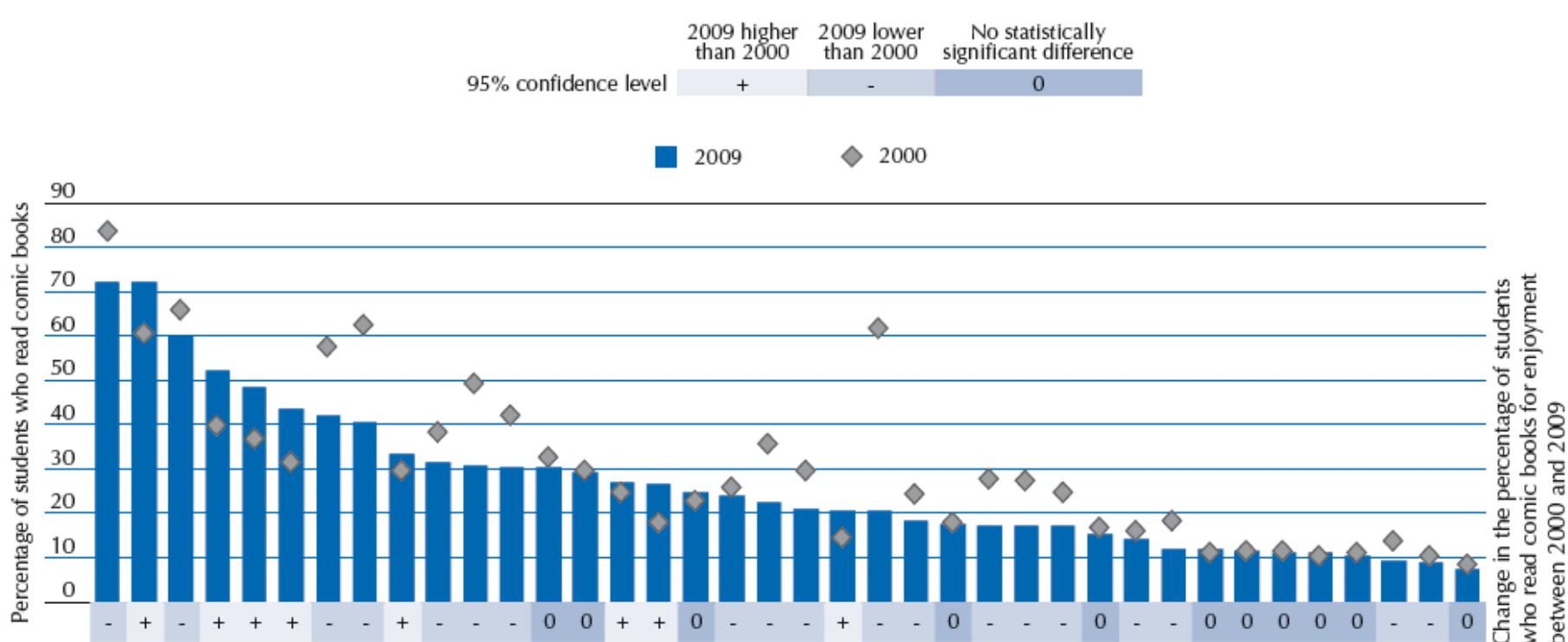
■ Figure V.5.7 ■

Percentage of students who read fiction in 2000 and 2009



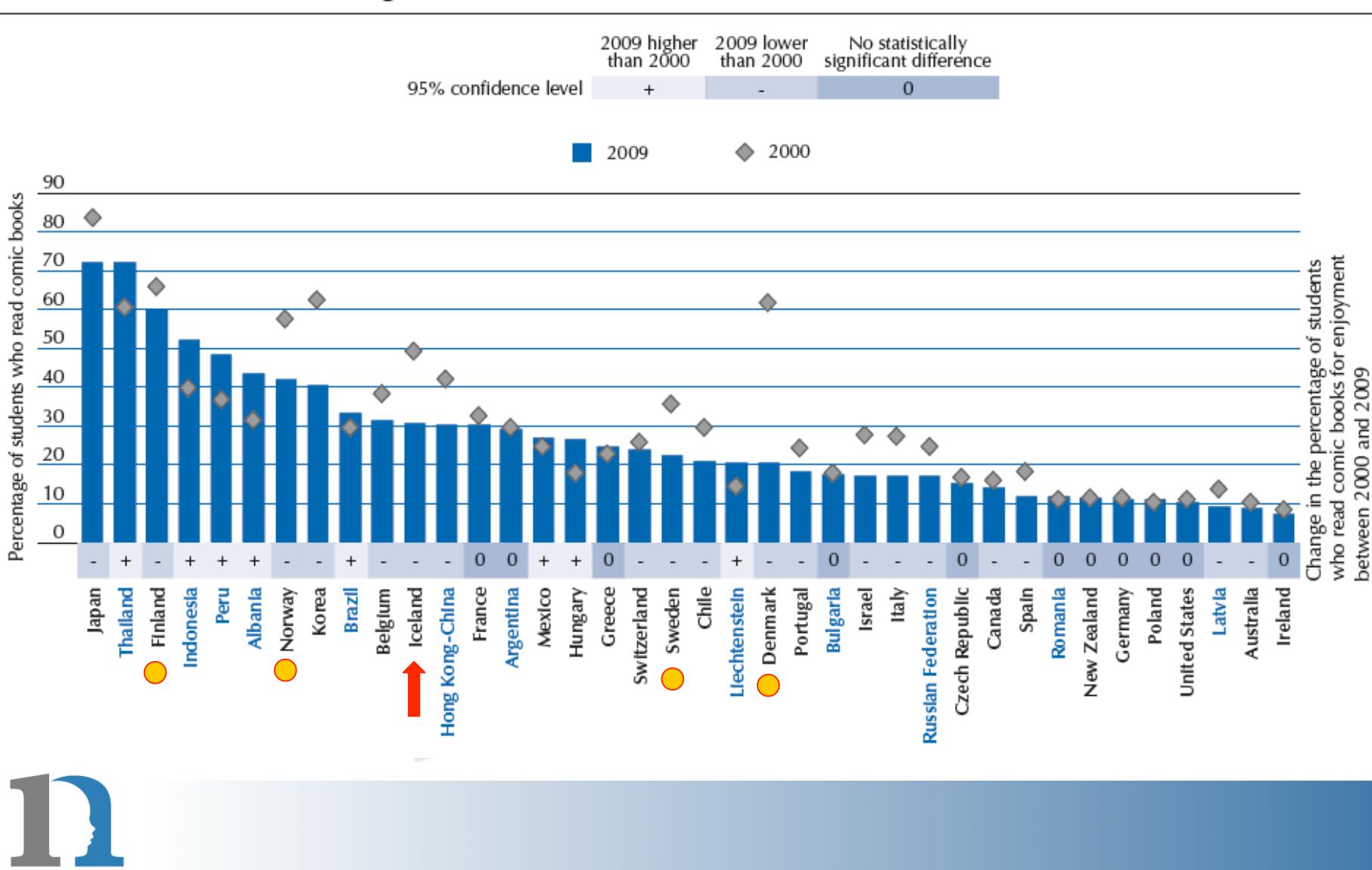
■ Figure V.5.8 ■

Percentage of students who read comic books in 2000 and 2009



■ Figure V.5.8 ■

Percentage of students who read comic books in 2000 and 2009

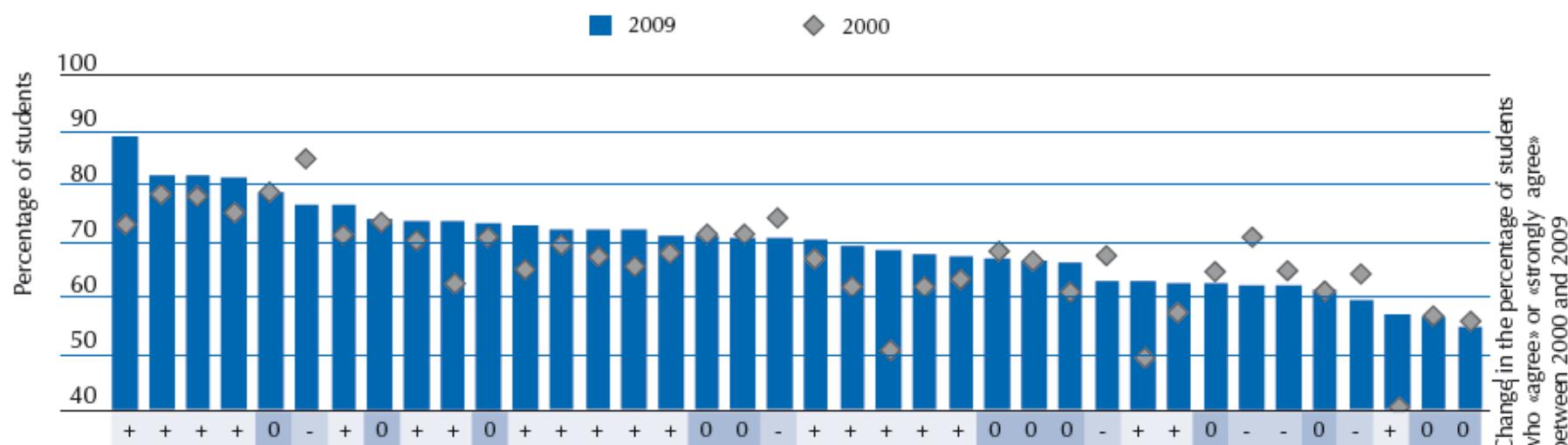


■ Figure V.5.11 ■
Teacher-student relations in PISA 2000 and 2009

Percentage of students reporting that the following things happen «never or hardly ever» or «in some lessons»

95% confidence level	2009 higher than 2000	2009 lower than 2000	No statistically significant difference
	+	-	0

Most of my teachers really listen to what I have to say

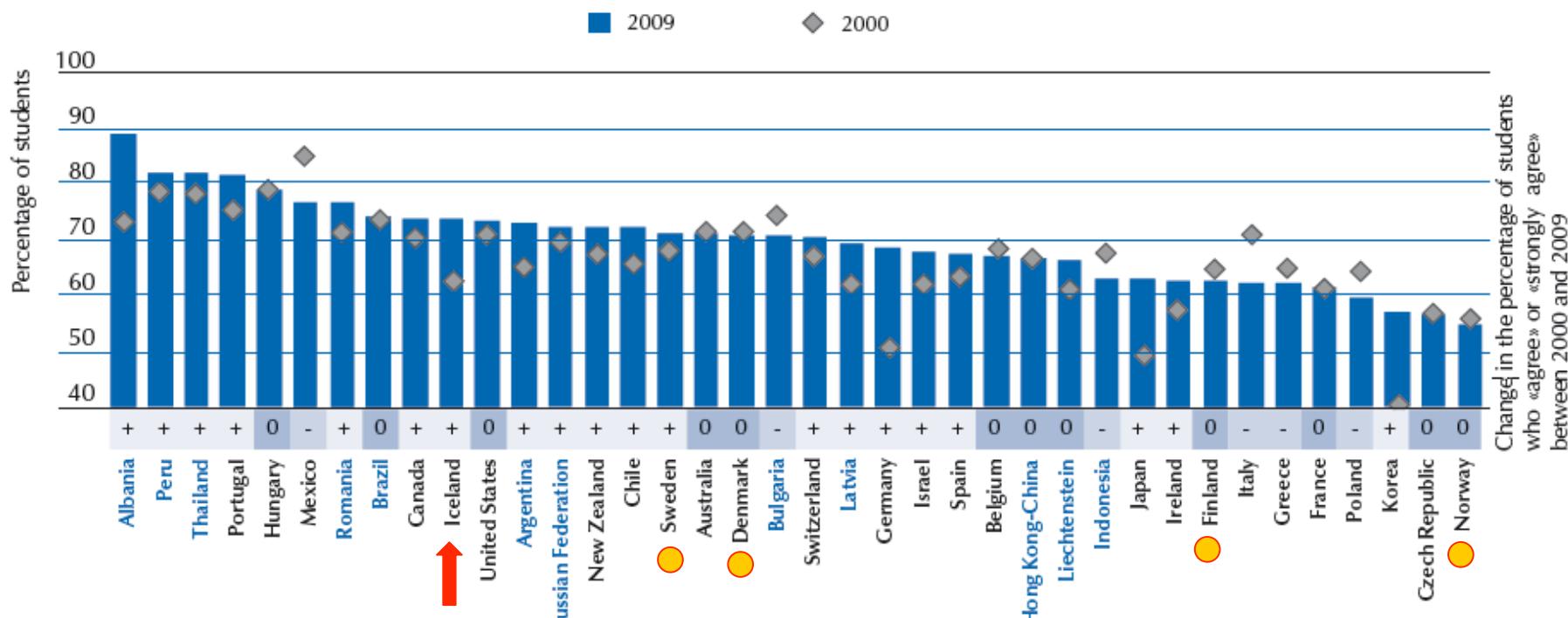


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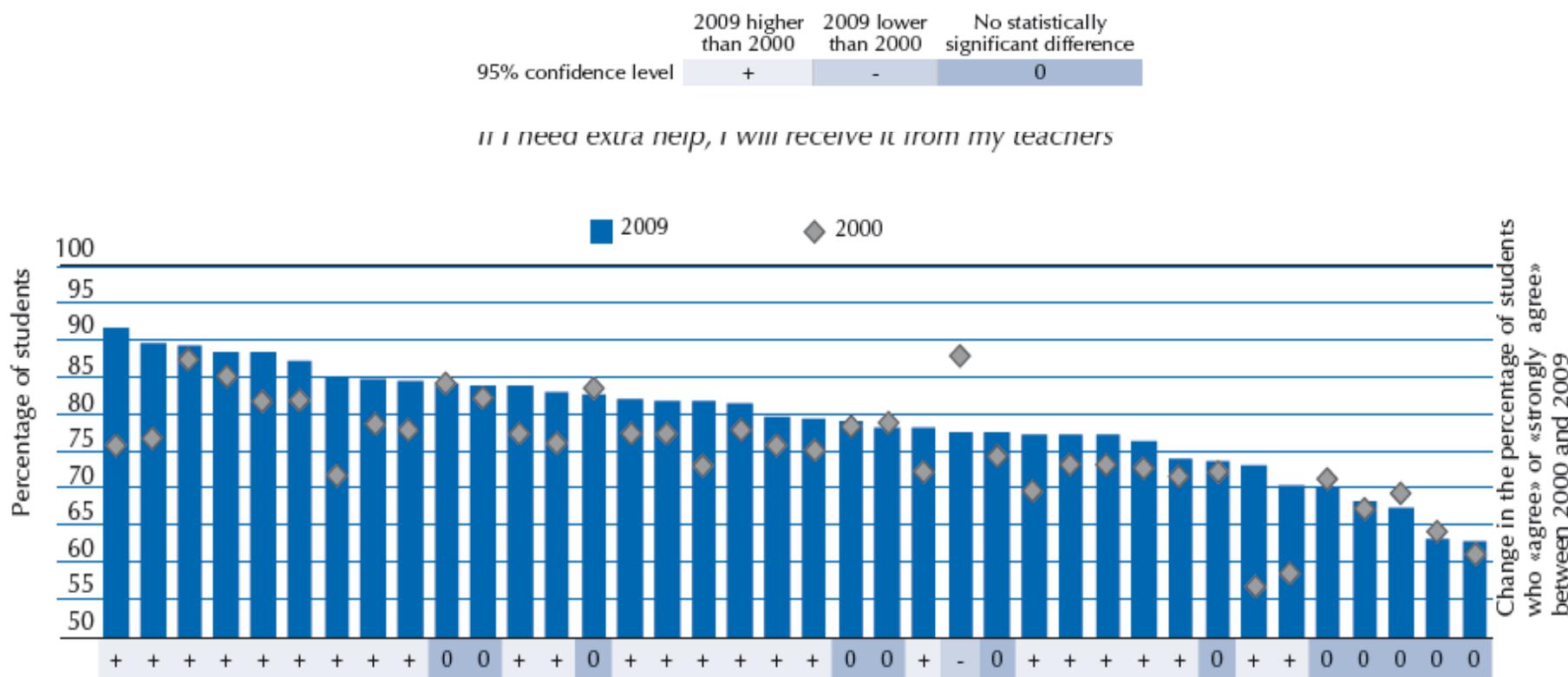


Change in the percentage of students
who «agree» or «strongly agree»
between 2000 and 2009



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Percentage of students reporting that the following things happen «never or hardly ever» or «in some lessons»



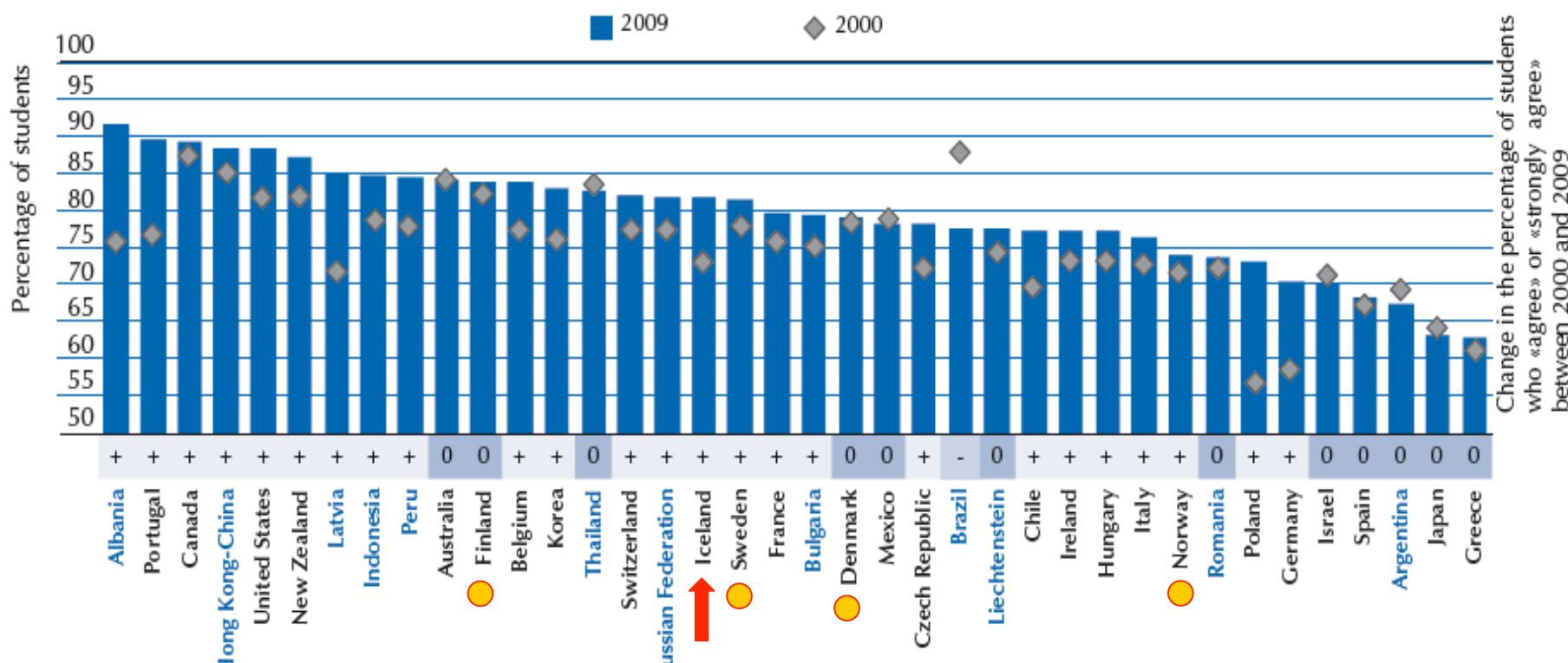
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II I need extra help, I will receive it from my teachers



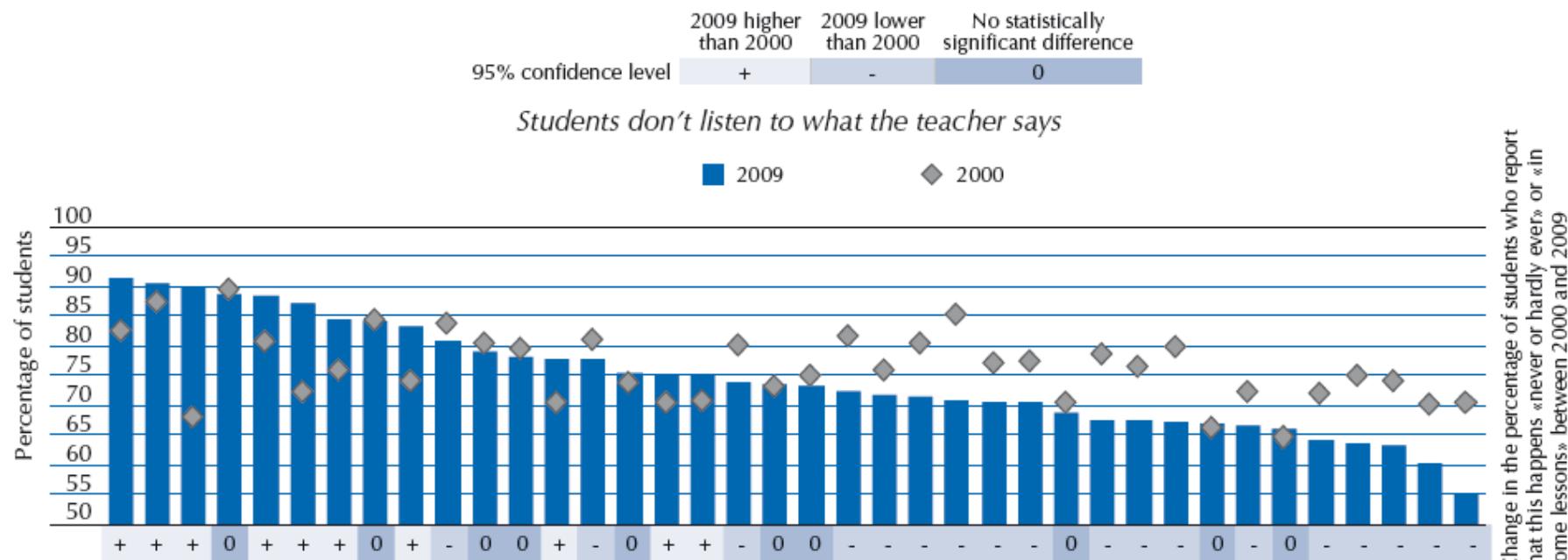
Change in the percentage of students who «agree» or «strongly agree» between 2000 and 2009



■ Figure V.5.12 ■

Disciplinary climate in PISA 2000 and 2009

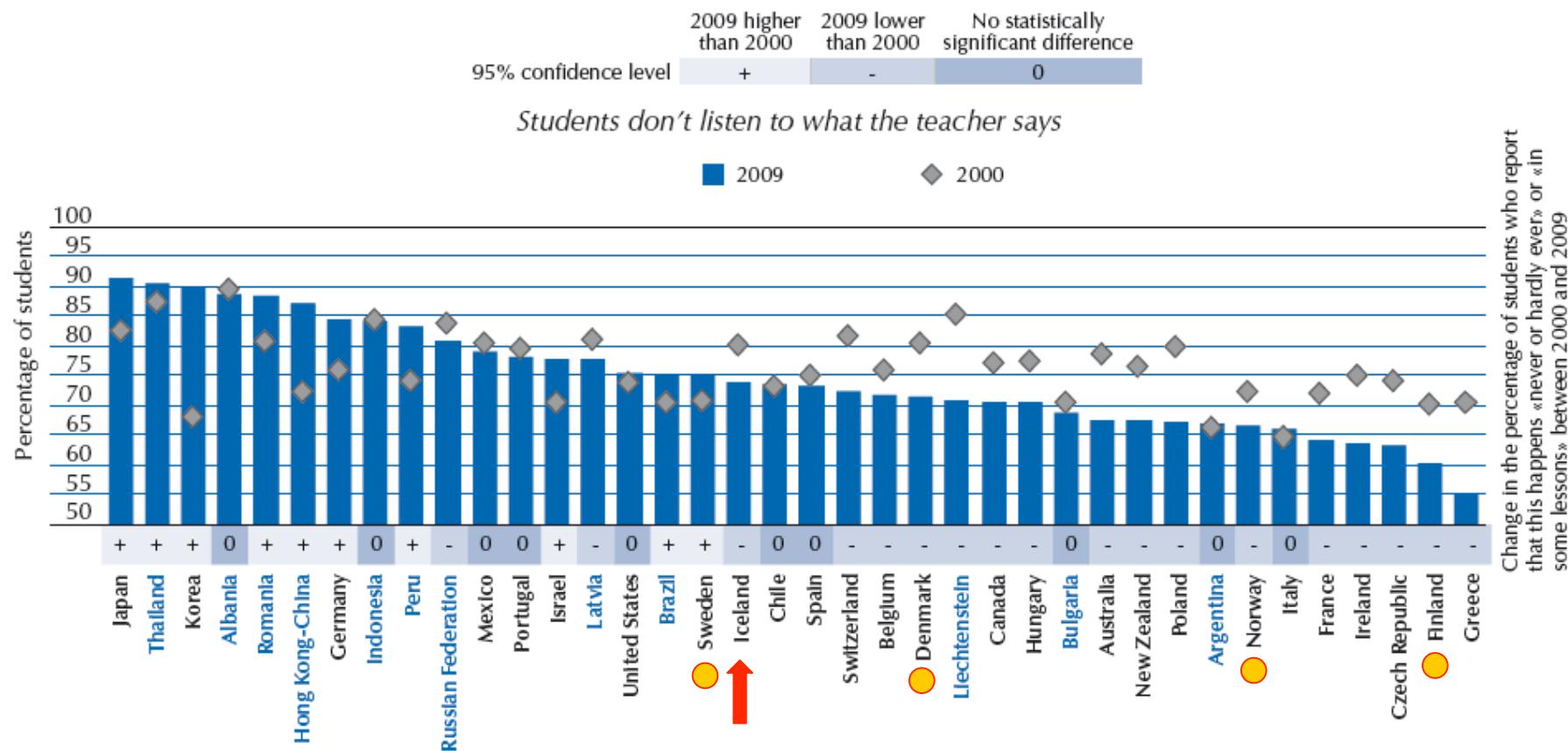
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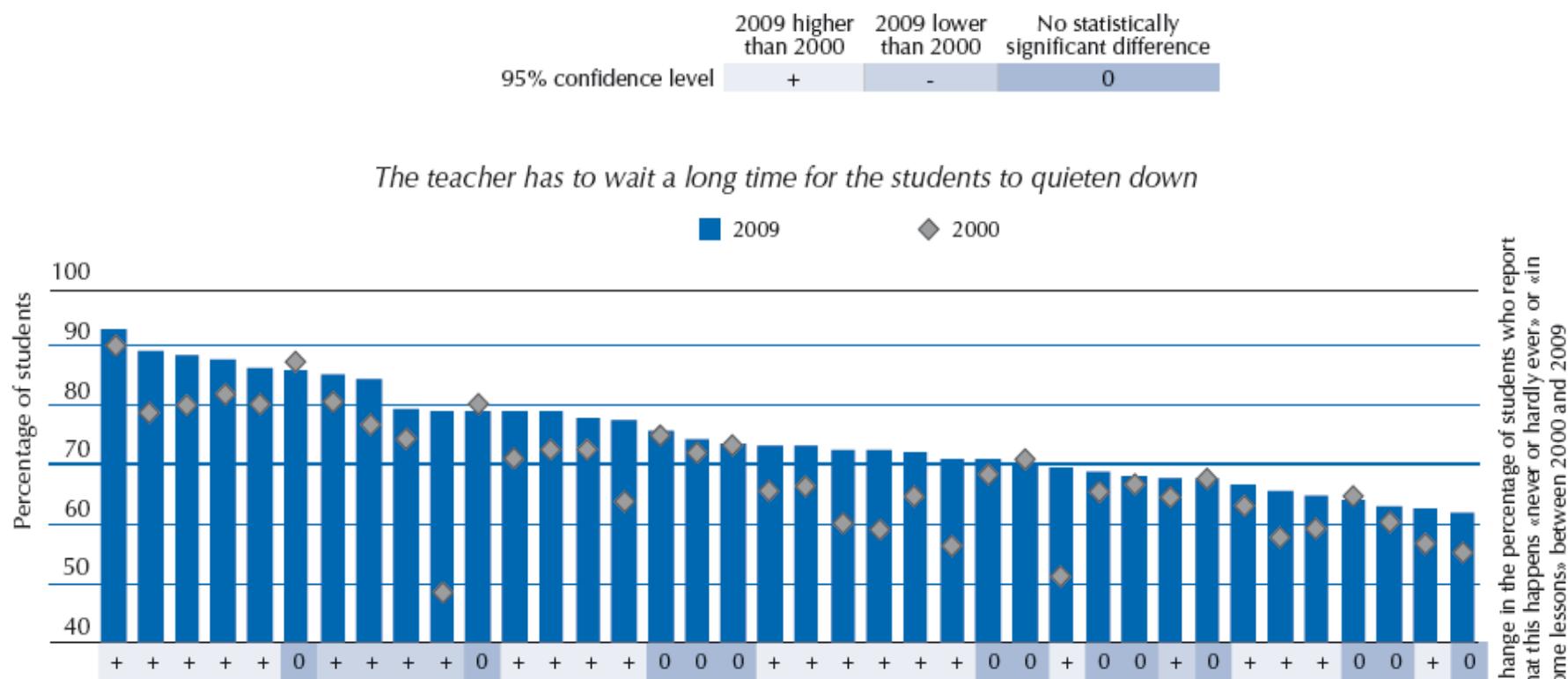
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Disciplinary climate in PISA 2000 and 2009

Percentage of students reporting that the following things happen «never or hardly ever» or «in some lessons»

	2009 higher than 2000	2009 lower than 2000	No statistically significant difference
95% confidence level	+	-	0

The teacher has to wait a long time for the students to quieten down

