

CONTENTS

Chapter 1: Introduction

1.1	Introduction to PISA	1
1.2	Conceptual framework of PISA	2
1.3	Conceptual framework of previous international assessments	4
1.4	Results of relevant international studies.....	9
1.5	Sampling in PISA.....	11
1.6	Assessment instruments	11
1.7	Sampling in HKPISA.....	12
1.7.1	Trial study	12
1.7.2	Main study	13
1.8	Assessment of students	14
1.8.1	Assessment in OECD/PISA	14
1.8.2	Assessment in HKPISA.....	14
1.9	Data management.....	16
1.10	PISA 2000 and PISA+ reports.....	17
1.11	Organization of this report.....	18

Chapter 2: Hong Kong PISA Results from an International Perspective

2.1	Overview of Hong Kong performance from an international perspective.....	20
2.2	Distribution of literacy performance of high and low achievers.....	21
2.2.1	Distribution of reading performance of high and low achievers	21
2.2.2	Distribution of mathematical and scientific literacy of high and low achievers.....	23
2.3	Distribution of reading proficiency levels.....	26
2.4	Distribution of literacy scores by gender	28
2.5	Distribution of literacy scores by immigration status	31
2.6	Distribution of literacy scores by family structure	33
2.7	Distribution of literacy scores by parents' occupation index.....	34
2.8	Distribution of literacy scores by parental education.....	36
2.9	Distribution of literacy scores by family economic, social and cultural status.....	38
2.10	Summary	41

Chapter 3: Reading Performance of Hong Kong's 15-Year-Old Students in PISA

3.1	Introduction.....	42
3.2	The construct of reading literacy in PISA	43
3.2.1	Definition of reading literacy	43
3.2.2	How reading literacy is measured in PISA	44
3.2.3	Formats of responses.....	48

3.3	Reporting performance in reading literacy	49
3.4	Sample reading tasks	53
3.5	Profile of the reading performance of Hong Kong students	61
3.5.1	Overall reading performance.....	61
3.5.2	Distribution across reading proficiency levels	63
3.5.3	Performance on the reading sub-scales	66
3.5.4	Performance across text formats and text types.....	68
3.5.5	Performance across contexts of use.....	69
3.6	Summary	70

Chapter 4: Mathematical Literacy of Hong Kong's 15-Year-Old Students in PISA

4.1	Introduction.....	72
4.1.1	Mathematical content	72
4.1.2	Mathematical processes.....	73
4.1.3	Mathematical situations and contexts	74
4.1.4	Types of items in mathematical literacy assessment	74
4.2	Proficiency in mathematical literacy	75
4.3	Sample mathematical items	76
4.4	Overall performance of Hong Kong students in mathematical literacy	81
4.5	Performance of Hong Kong students compared with other countries/regions.....	83
4.6	Gender differences in mathematical literacy of Hong Kong students	84
4.7	Summary	88

Chapter 5: Scientific Literacy of Hong Kong's 15-Year-Old Students in PISA

5.1	Introduction.....	89
5.1.1	Contents of assessment items	90
5.1.2	Types of responses	90
5.1.3	Student performance in scientific literacy.....	91
5.2	Sample science items.....	92
5.3	Performance on the released items	99
5.4	Overall performance of Hong Kong students in scientific literacy.....	100
5.5	Performance of Hong Kong students in different components of scientific literacy	102
5.6	Gender differences in scientific literacy of Hong Kong students	103
5.6.1	Gender differences in scientific literacy in Hong Kong and other countries/regions ..	103
5.6.2	Gender differences in performance across ability levels.....	105
5.6.3	Gender differences in performance of different components of scientific literacy.....	107
5.6.4	Gender differences in performance in items of different nature	108
5.7	Summary	109

Chapter 6: Reading Habits, Reading Attitude and Reading Performance

6.1	Introduction.....	113
6.2	Reading habits and reading attitudes from an international perspective	113
6.3	Interest in reading.....	114
6.4	Self-concept in reading.....	115
6.5	Reading engagement	116
6.6	Reading for enjoyment	118
6.7	Diversity of reading.....	120
6.8	Characteristics of high and low achievers	122
6.8.1	Reading performance.....	122
6.8.2	School characteristics	122
6.8.3	Student background	123
6.8.4	Reading habits and reading attitudes.....	125
6.8.5	Engagement in reading	126
6.9	Reading habits and reading performance	128
6.10	Summary	129

Chapter 7: Processes of Learning

7.1	Introduction.....	130
7.2	Self-regulated learning	131
7.3	Theoretical dimensions of self-regulated learning.....	132
7.4	Empirical findings and knowledge gap.....	133
7.5	Operationalization of self-regulated learning in PISA.....	133
7.6	Results and discussion.....	135
7.6.1	Characteristics of Hong Kong students.....	135
7.6.2	Correlations among self-regulated learning indexes.....	136
7.6.3	Correlation analysis of self-regulated learning and literacy performance	137
7.6.4	Multi-level analysis of self-regulated learning and literacy performance	138
7.7	Summary	141

Chapter 8: Effect of Student Background and Parental Involvement and Investment

8.1	Introduction.....	142
8.2	Conceptualization and operationalization of parental involvement and investment.....	142
8.3	Nature of parental investment and involvement.....	143
8.4	Methodology and analysis.....	147
8.5	Between- and within-school variance in achievement	148
8.6	Student background and school context	150
8.6.1	Effect of student background.....	150

8.6.2	Effect of school context	151
8.7	Effect of parental involvement and investment.....	151
8.8	Summary	153

Chapter 9: Conclusions and Implications

9.1	Quality and equality	154
9.2	Reading literacy.....	156
9.3	Mathematical and scientific literacy.....	156
9.4	Processes of learning.....	157
9.5	Parental involvement and parental investment	158
9.6	Academic strengths and weaknesses of Hong Kong's 15-year-old students	158
9.7	Profile of reading climate of high and low achieving schools.....	160
9.8	Implications and recommendations.....	161
9.8.1	Implications for policy makers	161
9.8.2	Implications for educators	162
9.8.3	Implications for students and parents.....	163
9.8.4	Limitations and recommendations.....	163

References

Appendix I: Construction of indexes and other derived measures from the student and school context questionnaires.....	170
Appendix II: Explanatory note on multi-level analysis in Chapter 8.....	171