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Reading literacy in Spain: lessons learnt from PISA

The Program for International Student Assessment (PISA) is a high profile study that provides a stable instrument for monitoring key competencies needed for further learning and for adult life since 2000. A decade later, the results show that on average across the OECD countries (a) the reading literacy of 15-year-old students has not improved, (b) 37% of examinees report that they do not read for enjoyment at all, and (c) 24% of students think that reading is a waste of time. So there is a room for improvement. Interestingly, PISA also shows that the economic factors run short when it comes to explaining the differences in students' reading proficiency: GDP per capita only explains 6% of the variability of these estimates. In this talk I will summarize the main PISA results for reading literacy in Spain and in the OECD area, and the links between those outcomes and the educational processes and variables that can give clues which can inform educational policy, and help improve classroom instruction and learning. This will allow us to reflect on what kind of evidence these group-score assessments provide, and so, what inferences or interpretations of the test scores are valid- that is, are adequately supported by that evidence.