

PISA 2018 E-Appendix

Supplementary Tables to the PISA 2018

National Report for Ireland:

Learning for the Future:

The performance of 15-year-olds in Ireland

on reading literacy, science,

and mathematics in PISA 2018

Chapter 3 Tables¹

Table A3.1 Percentages of students at each proficiency level on the overall reading literacy scale, in Ireland, in selected comparison countries, and in OECD and EU countries on average

	Below 1c		Level 1c		Level 1b		Level 1a		Level 2		Level 3		Level 4		Level 5		Level 6	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Estonia	0.0	c	0.3	(0.1)	2.1	(0.2)	8.7	(0.5)	21.2	(0.9)	29.9	(0.9)	24.0	(0.8)	11.1	(0.6)	2.8	(0.3)
Canada	0.0	(0.0)	0.7	(0.1)	3.1	(0.2)	10.0	(0.4)	20.1	(0.6)	27.2	(0.5)	24.0	(0.5)	12.2	(0.5)	2.8	(0.2)
Finland	0.0	(0.0)	0.8	(0.2)	3.3	(0.4)	9.4	(0.6)	19.2	(0.7)	27.6	(0.8)	25.4	(0.8)	11.9	(0.7)	2.4	(0.3)
Ireland	0.0	(0.0)	0.2	(0.1)	2.1	(0.3)	9.5	(0.6)	21.7	(0.8)	30.3	(0.9)	24.1	(0.8)	10.3	(0.6)	1.8	(0.3)
Korea	0.1	(0.1)	1.1	(0.2)	4.3	(0.4)	9.6	(0.7)	19.6	(0.7)	27.6	(0.8)	24.6	(0.8)	10.8	(0.6)	2.3	(0.4)
Poland	0.0	(0.0)	0.5	(0.1)	3.3	(0.3)	10.8	(0.6)	22.4	(0.8)	27.7	(0.8)	23.0	(0.8)	10.1	(0.7)	2.1	(0.3)
Sweden	0.2	(0.1)	1.5	(0.2)	5.1	(0.5)	11.6	(0.7)	20.6	(0.8)	25.5	(0.8)	22.3	(0.8)	10.9	(0.7)	2.4	(0.3)
New Zealand	0.1	(0.1)	1.0	(0.2)	5.2	(0.5)	12.7	(0.6)	20.8	(0.7)	24.6	(0.7)	22.5	(0.7)	10.7	(0.6)	2.4	(0.3)
United States	0.1	(0.1)	1.1	(0.2)	5.4	(0.5)	12.7	(0.8)	21.1	(0.8)	24.7	(0.8)	21.4	(0.8)	10.7	(0.7)	2.8	(0.4)
United Kingdom	0.0	(0.0)	0.8	(0.2)	4.2	(0.4)	12.3	(0.7)	23.0	(0.7)	27.2	(0.7)	21.0	(0.8)	9.5	(0.6)	2.0	(0.2)
OECD AVG-R	0.1	(0.0)	1.4	(0.0)	6.2	(0.1)	15.0	(0.1)	23.7	(0.1)	26.0	(0.1)	18.9	(0.1)	7.4	(0.1)	1.3	(0.0)
EU AVG	0.1	(0.0)	1.6	(0.1)	6.8	(0.1)	15.5	(0.1)	24.2	(0.2)	26.0	(0.2)	18.1	(0.1)	6.6	(0.1)	1.1	(0.0)
Singapore	0.0	(0.0)	0.5	(0.1)	3.0	(0.3)	7.7	(0.4)	14.2	(0.5)	22.3	(0.7)	26.4	(0.6)	18.5	(0.7)	7.3	(0.4)
N Ireland	0.0	(0.1)	0.7	(0.2)	4.5	(0.7)	12.6	(1.0)	22.1	(1.4)	28.6	(1.3)	21.9	(1.4)	8.1	(0.9)	1.3	(0.4)

Source: OECD 2019e Tables I.B1.1, I.B2.1

OECD AVG-R is used for Reading data: arithmetic mean for 36 of 37 OECD countries (excluding Spain)

EU AVG –excludes Spain

Table A3.2 Percentages of students below level 2 and at or above level 5 on the overall science literacy scale, Ireland and OECD

	Reading			
	Below Level 2		Level 5 or above	
	%	S.E.	%	S.E.
Ireland	11.8	(0.7)	12.1	(0.7)
OECD avg*	22.6	(0.2)	8.7	(0.1)
	Diff	SED	Diff	SED
OECD-IRL	10.8	(0.7)	-3.4	(0.7)

Significant differences in **bold**. *36 OECD countries

¹ Because of rounding, some figures in tables may not add up exactly to the totals. Totals, differences and averages are always calculated on the basis of exact numbers and are rounded only after calculation

Table A3.3 Mean score difference in reading between 2015 and 2018 for selected comparison countries/economies on PISA 2018 reading that participated in PISA 2015 and PISA 2018, the OECD average and the average difference in Northern Ireland

	PISA 2015		PISA 2018		(PISA 2018-PISA 2015)	
	Mean	S.E.	Mean	S.E.	Score dif.	S.E.
Singapore	535.1	(1.6)	549.5	(1.6)	14.4	(4.5)
United States	496.9	(3.4)	505.4	(3.6)	8.4	(6.3)
Poland	505.7	(2.5)	511.9	(2.7)	6.2	(5.4)
United Kingdom	498.0	(2.8)	503.9	(2.6)	6.0	(5.5)
Sweden	500.2	(3.5)	505.8	(3.0)	5.6	(6.1)
Estonia	519.1	(2.2)	523.0	(1.8)	3.9	(4.9)
Northern Ireland	497.0	(4.6)	500.7	(4.0)	3.8	(7.3)
Ireland	520.8	(2.5)	518.1	(2.2)	-2.7	(5.2)
OECD average-35a	490.2	(0.5)	487.2	(0.4)	-3.0	(4.0)
Korea	517.4	(3.5)	514.1	(2.9)	-3.4	(6.0)
New Zealand	509.3	(2.4)	505.7	(2.0)	-3.5	(5.0)
EU	485.6	(0.5)	481.7	(0.5)	-3.9	(0.7)
Finland	526.4	(2.6)	520.1	(2.3)	-6.3	(5.2)
Canada	526.7	(2.3)	520.1	(1.8)	-6.6	(4.9)

Source: OECD 2019e Tables I.B1.10

OECD AVG-R is used for Reading data: arithmetic mean for 36 of 37 OECD countries (excluding Spain)

EU AVG –excludes Spain

Northern Ireland figure: (Shiel et al., 2016)

Significant differences in **bold**.

Chapter 4 Tables

Table A4.1 Percentages of students at each proficiency level on the overall science literacy scale, in Ireland, in selected comparison countries, and in OECD and EU countries on average

	Below 1b		Level 1b		Level 1a		Level 2		Level 3		Level 4		Level 5		Level 6	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Estonia	0.1	(0.1)	1.1	(0.2)	7.5	(0.5)	21.5	(0.7)	32.1	(0.9)	25.4	(0.8)	10.2	(0.5)	2.0	(0.2)
Canada	0.4	(0.1)	2.6	(0.2)	10.5	(0.4)	22.4	(0.6)	29.3	(0.6)	23.5	(0.7)	9.5	(0.5)	1.8	(0.2)
Finland	0.4	(0.1)	2.8	(0.3)	9.7	(0.6)	21.1	(0.7)	28.9	(0.8)	24.9	(0.8)	10.5	(0.6)	1.8	(0.3)
Ireland	0.3	(0.1)	3.3	(0.3)	13.4	(0.7)	26.9	(0.9)	31.3	(0.9)	19.0	(0.7)	5.4	(0.5)	0.5	(0.2)
Korea	0.5	(0.1)	3.1	(0.3)	10.6	(0.7)	21.0	(0.8)	28.6	(0.9)	24.5	(0.9)	10.0	(0.6)	1.8	(0.3)
Poland	0.2	(0.1)	2.5	(0.3)	11.1	(0.7)	24.9	(0.8)	30.0	(1.0)	22.0	(0.8)	8.1	(0.7)	1.2	(0.2)
Sweden	0.6	(0.2)	4.6	(0.5)	13.8	(0.7)	24.0	(0.7)	28.0	(0.8)	20.7	(0.9)	7.3	(0.5)	1.0	(0.2)
New Zealand	0.6	(0.2)	4.3	(0.4)	13.1	(0.6)	22.0	(0.6)	26.8	(0.7)	21.8	(0.7)	9.5	(0.6)	1.8	(0.3)
United States	0.5	(0.2)	4.4	(0.5)	13.7	(0.8)	23.6	(0.9)	27.5	(0.9)	21.1	(0.9)	7.9	(0.7)	1.3	(0.2)
United Kingdom	0.6	(0.2)	3.9	(0.4)	12.9	(0.6)	24.0	(0.8)	28.1	(0.8)	20.8	(0.7)	8.2	(0.6)	1.5	(0.2)
OECD Avg.	0.7	(0.0)	5.2	(0.1)	16.0	(0.1)	25.8	(0.1)	27.4	(0.1)	18.1	(0.1)	5.9	(0.1)	0.8	(0.0)
EU Avg.	0.9	(0.0)	5.8	(0.1)	16.5	(0.1)	26.1	(0.2)	27.3	(0.2)	17.3	(0.1)	5.3	(0.1)	0.7	(0.0)
<i>Singapore</i>	0.2	(0.1)	1.8	(0.2)	7.1	(0.4)	15.1	(0.7)	25.4	(0.7)	29.7	(0.7)	17.0	(0.5)	3.8	(0.3)
N Ireland	0.6	(0.2)	4.2	(0.7)	14.6	(1.3)	26.4	(1.5)	29.4	(1.2)	19.3	(1.5)	5.1	(1.0)	0.4	(0.2)

Source: OECD 2019e Tables I.B1.3, I.B2.3,

Table A4.2 Percentages of students below level 2 and at or above level 5 on the overall science literacy scale, Ireland and OECD

	Science			
	Below Level 2		Level 5 or above	
	%	S.E.	%	S.E.
Ireland	17.0	(0.8)	5.8	(0.6)
OECD avg*	22.0	(0.2)	6.8	(0.1)
	Diff	SED	Diff	SED
OECD-IRL	5.0	(0.8)	1.0	(0.6)

Significant differences in **bold**. *37 OECD countries

Table A4.3. Mean score difference in science between 2015 and 2018 for selected comparison countries/regions on PISA 2018 science that participated in PISA 2015 and PISA 2018, the OECD, EU average difference and the average difference in Northern Ireland

	PISA 2015		PISA 2018		(PISA 2018 - PISA 2015)	
	Mean	S.E.	Mean	S.E.	DIFF	S.E.
Canada	527.7	(2.1)	518.0	(2.2)	-9.7	(3.4)
Estonia	534.2	(2.1)	530.1	(1.9)	-4.1	(3.2)
Finland	530.7	(2.4)	521.9	(2.5)	-8.8	(3.8)
Ireland	502.6	(2.4)	496.1	(2.2)	-6.5	(3.6)
Korea	515.8	(3.1)	519.0	(2.8)	3.2	(4.5)
Northern Ireland	500.1	(2.8)	491.3	(4.6)	-8.8	(5.6)
New Zealand	513.3	(2.4)	508.5	(2.1)	-4.8	(3.5)
Poland	501.4	(2.5)	511.0	(2.6)	9.6	(3.9)
Singapore	555.6	(1.2)	550.9	(1.5)	-4.6	(2.4)
Sweden	493.4	(3.6)	499.4	(3.1)	6.0	(5.0)
United Kingdom	509.2	(2.6)	504.7	(2.6)	-4.6	(3.9)
United States	496.2	(3.2)	502.4	(3.3)	6.1	(4.8)
OECD Average	490.6	(0.4)	488.7	(0.4)	-2.0	(1.6)
EU Average	487.8	(0.5)	484.0	(0.5)	-3.8	(0.7)

Source: OECD 2019e Tables I.B1.12

Northern Ireland figure: (Shiel et al., 2016)

Chapter 5 Tables

Table A5.1 Percentages of students at each proficiency level on the mathematics scale in Ireland, in selected comparison countries, and on average across OECD and EU countries on average.

	Below 1		Level 1		Level 2		Level 3		Level 4		Level 5		Level 6	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Estonia	2.1	(0.3)	8.1	(0.6)	20.8	(0.8)	29.0	(0.8)	24.6	(0.8)	11.8	(0.7)	3.7	(0.4)
Canada	5.0	(0.4)	11.3	(0.5)	20.8	(0.6)	25.9	(0.6)	21.7	(0.7)	11.3	(0.5)	4.0	(0.3)
Finland	3.8	(0.4)	11.1	(0.6)	22.3	(0.9)	28.9	(1.0)	22.7	(0.8)	9.3	(0.5)	1.8	(0.3)
Ireland	3.8	(0.5)	11.9	(0.7)	24.7	(0.8)	30.5	(0.8)	20.8	(0.8)	7.2	(0.6)	1.0	(0.2)
Korea	5.4	(0.5)	9.6	(0.6)	17.3	(0.8)	23.4	(0.7)	22.9	(0.8)	14.4	(0.7)	6.9	(0.8)
Poland	4.2	(0.5)	10.5	(0.6)	20.7	(0.8)	26.5	(0.8)	22.3	(0.7)	11.7	(0.7)	4.1	(0.5)
Sweden	6.0	(0.6)	12.8	(0.8)	21.9	(0.9)	25.7	(0.8)	21.0	(0.8)	10.0	(0.7)	2.6	(0.3)
New Zealand	7.6	(0.5)	14.2	(0.6)	22.8	(0.8)	25.0	(0.7)	18.9	(0.7)	8.8	(0.4)	2.7	(0.3)
United States	10.2	(0.8)	16.9	(0.9)	24.2	(1.0)	24.1	(1.0)	16.3	(0.9)	6.8	(0.7)	1.5	(0.3)
United Kingdom	6.4	(0.5)	12.8	(0.6)	22.0	(0.8)	25.5	(0.7)	20.4	(0.7)	9.8	(0.6)	3.1	(0.4)
OECD AVG	9.1	(0.1)	14.8	(0.1)	22.2	(0.1)	24.4	(0.1)	18.5	(0.1)	8.5	(0.1)	2.4	(0.1)
EU AVG	8.9	(0.1)	14.7	(0.1)	22.6	(0.2)	24.9	(0.2)	18.6	(0.1)	8.2	(0.1)	2.1	(0.1)
Singapore	1.8	(0.2)	5.3	(0.4)	11.1	(0.5)	19.1	(0.7)	25.8	(0.8)	23.2	(0.7)	13.8	(0.8)
N Ireland	6.9	(1.1)	13.4	(1.0)	23.7	(1.4)	27.8	(1.3)	19.9	(1.7)	7.0	(1.1)	1.3	(0.3)

OECD 2019e Tables I.B1.2, I.B2.2

Table A5.2 Percentages of students below level 2 and at or above level 5 on the overall mathematics literacy scale, Ireland and OECD

	Mathematics			
	Below Level 2		Level 5 or above	
	%	S.E.	%	S.E.
Ireland	15.7	(0.8)	8.2	(0.7)
OECD avg*	24.0	(0.2)	10.9	(0.1)
	Diff	SED	Diff	SED
OECD-IRL	8.3	(0.8)	2.7	(0.7)

Significant differences in bold. *37 OECD countries

Table A5.3 Mean score difference in mathematics between 2015 and 2018 for selected comparison countries/regions on PISA 2018 mathematics that participated in PISA 2015 and PISA 2018, the OECD, EU average difference and the average difference in Northern Ireland

	Mathematics performance				Change in mathematics performance between PISA 2018 and:	
	PISA 2015		PISA 2018		(PISA 2018 - PISA 2015)	
	Mean	S.E.	Mean	S.E.	Score difference	S.E.
Canada	515.6	(2.3)	512.0	(2.4)	-3.6	(4.0)
Estonia	519.5	(2.0)	523.4	(1.7)	3.9	(3.6)
Finland	511.1	(2.3)	507.3	(2.0)	-3.8	(3.8)
Ireland	503.7	(2.1)	499.6	(2.2)	-4.1	(3.8)
Korea	524.1	(3.7)	525.9	(3.1)	1.8	(5.4)
Northern Ireland	492.8	(4.6)	492.0	(4.2)	-0.7	(6.6)
New Zealand	495.2	(2.3)	494.5	(1.7)	-0.7	(3.7)
Poland	504.5	(2.4)	515.6	(2.6)	11.2	(4.2)
Singapore	564.2	(1.5)	569.0	(1.6)	4.8	(3.2)
Sweden	493.9	(3.2)	502.4	(2.7)	8.5	(4.7)
United Kingdom	492.5	(2.5)	501.8	(2.6)	9.3	(4.3)
United States	469.6	(3.2)	478.2	(3.2)	8.6	(5.1)
OECD Average	487.2	(0.4)	489.3	(0.4)	2.1	(2.4)
EU Average	487.1	(0.5)	488.6	(2.5)	1.6	(0.7)

OECD 2019e Tables I.B1.11

Northern Ireland figure: (Shiel et al., 2016)

Chapter 6 Tables

E-Appendix Tables

Table A6.1 Comparisons of percentages of students in Ireland indicating frequency of reading for enjoyment in PISA 2000, 2009 and 2018 (Ireland)

	2000 (print)		2009 (print)		2018		2009-2000		2018-2009	
	%	SE	%	SE	%	SE	Diff	SED	Diff	SED
I do not read for enjoyment	33.4	(0.9)	41.9	(0.9)	47.7	(0.9)	8.5	(1.3)	5.8	(1.3)
30 minutes or less a day	30.9	(0.7)	26.0	(0.7)	23.9	(0.7)	-4.9	(1.0)	-2.1	(1.1)
30-60 minutes a day	20.4	(0.7)	16.3	(0.7)	15.1	(0.6)	-4.1	(0.9)	-1.2	(0.9)
More than 1 hour a day	15.4	(0.7)	15.8	(0.7)	13.2	(0.5)	0.4	(0.9)	-2.6	(0.9)

Note: Differences that are significant across cycles in **bold**. (2000 and 2009 data: Perkins et al., 2012)

Table A6.2 Percentages of students in Ireland indicating various frequencies of reading for enjoyment, by mean reading score and gender in 2018

	Male (Ref)				Female			
	%	SE	Mean	SE	%	SE	Mean	SE
I do not read for enjoyment	56.1	(1.3)	478.7	(2.7)	39.4	(1.1)	491.8	(2.7)
30 minutes or less a day	21.7	(1.0)	531.9	(4.7)	26.2	(0.9)	545.4	(3.9)
30-60 minutes a day	12.6	(0.7)	549.7	(4.9)	17.6	(0.8)	554.5	(3.8)
More than 1 hour a day	9.6	(0.5)	566.1	(7.4)	16.8	(0.9)	573.8	(4.2)

Note: Differences that are significant in **bold**.

Table A6.3 Percentages of students indicating various frequencies of reading for enjoyment and Immigrant status and DEIS status 2018

	%	SE
All students	47.7	(1.0)
Male (Ref)	56.1	(1.3)
Female	39.4	(1.1)
Native (Ref)	49.5	(1.1)
Immigrant (Eng/Irish)	39.4	(2.5)
Immigrant (other)	36.9	(2.6)
Not in DEIS School (Ref)	44.3	(1.0)
In a DEIS School	58.5	(1.9)

Note: Differences that are significant in **bold**.

Table A6.4 Percentages of students who 'agree' or strongly agree' with various statements about their enjoyment of reading, gender (2009 and 2018)

Statement	2018				2009			
	Male (Ref)		Female		Male (Ref)		Female	
	%	SE	%	SE	%	SE	%	SE
I read only if I have to	59.0	(1.2)	44.1	(1.1)	45.4	(1.6)	32.8	(1.3)
Reading is one of my favourite hobbies	22.1	(0.1)	39.3	(0.9)	23.4	(1.2)	40.2	(1.3)
I like talking about books with other people	23.0	(0.8)	43.8	(1.1)	24.8	(1.3)	44.9	(1.4)
For me, reading is a waste of time	32.4	(1.1)	21.3	(1.0)	28.7	(1.3)	19.3	(1.0)
I read only to get information that I need	60.9	(1.2)	43.2	(1.2)	54.3	(1.5)	35.4	(1.3)

Note: Significant differences between males and females in **bold**. (2009 data: Perkins et al., 2012)

Table A6.5 Mean scores of students on a composite index of enjoyment in reading in Ireland and on average across the OECD countries.

	Ireland		OECD		Difference	
	Mean	SE	Mean	SE	IRL-OECD	SED
<i>Enjoyment of Reading</i>						
All Students	-0.07	(0.02)	-0.06	(0.00)	0.01	(0.02)
Females (Ref)	0.19	(0.02)	0.24	(0.00)	0.05	(0.02)
Males	-0.34	(0.02)	-0.35	(0.00)	-0.01	(0.02)

Note: Differences that are significant in **bold** (between male and female within Ireland and within the OECD; between Ireland the OECD in the two columns to the right)

Table A6.6 Mean scores of students on indices of various learning strategies of reading in Ireland, in a selection of comparison countries and on average across the OECD countries.

	Metacognition:					
	Understanding and remembering		Summarising		Assessing credibility	
	Mean	SE	Mean	SE	Score diff.	SE
United Kingdom	0.19	(0.00)	0.07	(0.02)	0.29	(0.02)
New Zealand	-0.09	(0.02)	-0.08	(0.02)	0.12	(0.02)
United States	-0.05	(0.02)	-0.03	(0.02)	0.01	(0.02)
Estonia	0.19	(0.02)	0.07	(0.02)	0.05	(0.02)
Ireland	0.05	(0.02)	0.10	(0.02)	0.21	(0.01)
Canada	-0.11	(0.01)	-0.05	(0.02)	0.02	(0.01)
Poland	0.01	(0.02)	0.04	(0.02)	-0.03	(0.02)
Sweden	0.00	(0.02)	-0.08	(0.02)	0.07	(0.02)
Finland	-0.10	(0.02)	0.02	(0.02)	0.19	(0.02)
Singapore	-0.05	(0.02)	0.04	(0.02)	0.16	(0.01)
Korea	-0.18	(0.02)	-0.20	(0.02)	-0.30	(0.02)
N. Ireland	-0.08	(0.03)	-0.14	(0.03)	0.11	(0.03)
OECD Average	-0.01	(0.00)	0.00	(0.00)	-0.01	(0.00)

Significantly different mean scores are in **bold** (in comparison to the reference group: OECD).

Table A6.7 Percentages of students indicating that they find various understanding and remembering strategies for reading and understanding a text ‘very useful’, all students, males and females, 2009 and 2018

	All Students		Males		Females	
	%	SE	%	SE	%	SE
2009						
I concentrate on the parts of the text that are easy to understand.	24.3	(0.8)	21.0	(1.0)	27.6	(1.2)
I quickly read through the text twice.	14.0	(0.6)	15.1	(1.0)	14.5	(0.8)
After reading the text, I discuss its content with other people.	25.7	(0.8)	23.6	(0.9)	27.9	(1.1)
I underline important parts of the text.	65.4	(1.0)	59.8	(1.4)	71.0	(1.1)
I summarise the text in my own words.	62.6	(0.7)	56.4	(1.2)	68.9	(0.8)
I read the text aloud to another person.	21.5	(0.8)	17.6	(1.0)	25.4	(1.1)
2018						
I concentrate on the parts of the text that are easy to understand.	24.4	(0.6)	22.4	(0.9)	26.3	(0.9)
I quickly read through the text twice.	22.9	(0.7)	23.2	(1.0)	22.5	(0.9)
After reading the text, I discuss its content with other people.	28.1	(0.6)	24.4	(1.0)	31.7	(0.8)
I underline important parts of the text.	53.0	(0.7)	43.6	(1.0)	62.2	(1.0)
I summarise the text in my own words.	49.3	(0.8)	44.1	(1.0)	54.4	(1.2)
I read the text aloud to another person.	20.0	(0.6)	15.0	(0.7)	25.0	(0.8)

(2009 data: Perkins et al., 2012)

Table A6.8 Percentages of students indicating that they find various strategies for summarising a text ‘very useful’, all students, males and females (Ireland), 2009 and 2018

	All Students		Males		Females	
	%	SE	%	SE	%	SE
2009						
I write a summary. Then I check that each paragraph is covered in the summary, because the content of each paragraph should be included.	37.6	(0.8)	36.3	(1.1)	38.8	(1.2)
I try to copy out accurately as many sentences as possible.	14.0	(0.6)	14.8	(0.9)	13.2	(0.8)
Before writing the summary, I read the text as many times as possible.	40.0	(0.9)	34.7	(1.3)	45.2	(1.3)
I carefully check whether the most important facts in the text are represented in the summary.	68.9	(1.0)	62.9	(1.3)	74.9	(1.2)
I read through the text, underlining the most important sentences. Then I write them in my own words as a summary.	72.5	(1.0)	65.1	(1.3)	80.0	(1.1)
2018						
I write a summary. Then I check that each paragraph is covered in the summary, because the content of each paragraph should be included.	26.2	(0.7)	25.1	(1.0)	27.2	(1.1)
I try to copy out accurately as many sentences as possible.	13.0	(0.5)	12.8	(0.6)	13.3	(0.7)
Before writing the summary, I read the text as many times as possible.	28.7	(0.7)	23.9	(0.8)	33.4	(1.1)
I carefully check whether the most important facts in the text are represented in the summary.	58.7	(0.8)	50.7	(1.1)	66.6	(1.0)
I read through the text, underlining the most important sentences. Then I write them in my own words as a summary.	57.3	(0.7)	47.4	(0.9)	66.9	(1.1)

(2009 data: Perkins et al., 2012)

Table A6.9 Percentage of time spent by students in Ireland using digital devices during classroom lessons in a typical school week and mean scores for reading, mathematics and science

	Students who take											
	Reading				Mathematics				Science			
	%	SE	Mean	SE	%	SE	Mean	SE	%	SE	Mean	SE
Ireland												
No time (Ref)	66.8	(1.3)	519.2	(2.1)	70.0	(1.4)	501.1	(2.4)	63.4	(1.5)	497.6	(2.0)
1-30 mins a week	19.7	(0.8)	516.6	(4.3)	15.7	(0.7)	497.3	(3.4)	21.0	(0.8)	500.9	(4.1)
More than 30 mins a week	13.5	(0.9)	533.1	(4.1)	14.3	(1.0)	511.0	(3.7)	15.6	(1.0)	509.4	(3.7)

Significant differences are in **bold**.

Table A6.10 Mean scores on ICT familiarity and use indices, in Ireland, and across OECD countries on average

	Ireland		OECD		Difference	
	Mean	SE	Mean	SE	IRL-OECD	SED
	Subject-related ICT use <u>during</u> lessons	-0.37	(0.03)	0.00	(0.00)	-0.37
Subject-related ICT use <u>outside</u> of lessons	-0.30	(0.02)	0.01	(0.00)	-0.31	(0.02)

Significant differences are in **bold**. SE = standard error of the mean; SED = standard error of the difference.

Table A6.11 Percentage of Irish students reporting digital devices being used for learning and teaching during class and means reading, mathematics and science scores, in Ireland and across OECD countries on average

	Students who take											
	Reading				Mathematics				Science			
	%	SE	Mean	SE	%	SE	Mean	SE	%	SE	Mean	SE
Ireland												
Yes, both the teacher and students used it	23.0	(1.3)	507.9	(4.0)	19.3	(1.4)	494.4	(3.4)	22.1	(1.4)	496.2	(3.7)
Yes, but only students used it	5.0	(0.4)	470.9	(7.2)	4.7	(0.3)	473.6	(5.9)	5.6	(0.4)	464.6	(6.4)
Yes, but only the teacher used it	52.5	(1.3)	539.2	(2.4)	48.4	(1.4)	512.8	(2.6)	48.3	(1.5)	515.4	(2.7)
Not used (Ref)	19.5	(0.7)	504.5	(3.3)	27.6	(1.0)	496.9	(3.5)	24.0	(0.9)	488.7	(3.0)

Significant differences are in **bold**.

Table A6.12 Time spent using digital devices on a normal school day by reading achievement (selected activities)

	Performance in Reading									
	None (Ref)		Less than 1 hour		1-3 hours		3-5 hours		More than 5 hours	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Playing computer games (on a digital device)	539.5	(3.1)	535.0	(3.8)	517.3	(3.0)	498.6	(4.9)	461.5	(5.4)
Chatting or interacting with friends on social networking sites	512.0	(7.3)	540.3	(3.6)	538.9	(3.1)	518.4	(3.0)	484.6	(3.6)
Watching TV (including online)	528.1	(4.8)	531.0	(3.1)	530.4	(2.6)	510.1	(4.5)	463.9	(5.9)
Using digital devices to complete homework	524.7	(2.9)	537.6	(2.7)	520.7	(4.3)	471.4	(7.1)	432.2	(8.4)

Significant differences are in **bold**.

Table A6.13 Relationship between student performance on reading, mathematics, and science and sources of pressure to do well in exams and tests

<i>Thinking about exams and test you do in school, how often do you have these thoughts or feelings. ...</i>		Reading		Mathematics		Science	
		Mean	(SE)	Mean	SE	Mean	SE
I put pressure on myself to do well in exams and tests	Never (Ref)	494.0	(5.1)	476.8	(4.9)	473.9	(5.0)
	Sometimes	504.0	(3.3)	487.9	(3.2)	483.7	(3.3)
	Often	531.0	(2.9)	510.9	(2.8)	509.2	(2.8)
	Always	548.5	(3.9)	519.2	(3.8)	519.7	(3.9)
I feel under pressure from my parents to do well in exams and tests	Never(Ref)	523.7	(3.7)	496.3	(3.7)	496.2	(3.8)
	Sometimes	516.1	(3.6)	496.7	(3.4)	492.6	(3.4)
	Often	523.6	(3.3)	507.4	(2.9)	504.7	(3.3)
	Always	538.2	(3.4)	513.6	(3.5)	514.1	(3.6)
I feel under pressure from my teachers to do well in exams and tests	Never (Ref)	499.2	(5.1)	485.5	(4.8)	479.6	(5.2)
	Sometimes	517.3	(3.3)	499.2	(3.2)	496.4	(3.2)
	Often	535.2	(2.9)	513.8	(2.7)	513.1	(2.9)
	Always	530.1	(3.7)	502.2	(3.7)	501.4	(3.8)

Significant differences are in **bold**.

Table A6.14 Relationship between student performance on reading, mathematics, and science and exam stress and test anxiety

<i>Thinking about exams and test you do in school, how often do you have these thoughts or feelings?...</i>		Reading		Mathematics		Science	
		Mean	SE	Mean	SE	Mean	SE
I worry about what would happen if I fail an exam or test	Never (Ref)	520.3	(3.6)	501.6	(3.8)	499.7	(3.8)
	Sometimes	516.8	(3.5)	499.5	(3.1)	495.0	(3.3)
	Often	523.4	(3.6)	504.5	(3.4)	502.3	(3.6)
	Always	540.3	(3.3)	510.1	(3.3)	512.0	(3.3)
I feel like I will never do as well as other students in exams and tests	Never (Ref)	549.5	(3.9)	527.9	(3.6)	528.8	(3.7)
	Sometimes	523.2	(3.6)	504.6	(3.4)	501.6	(3.8)
	Often	514.5	(3.2)	496.0	(3.3)	494.6	(2.9)
	Always	516.4	(3.3)	487.3	(3.4)	484.9	(3.5)
I feel physically unwell thinking about or doing exams and tests	Never (Ref)	546.9	(2.7)	522.4	(2.4)	524.4	(2.8)
	Sometimes	517.3	(3.3)	498.8	(3.1)	496.0	(3.3)
	Often	498.9	(4.7)	485.3	(4.4)	478.5	(4.6)
	Always	509.1	(4.3)	480.7	(4.5)	477.9	(4.2)
I feel nervous and stressed when thinking about or doing exams and tests	Never (Ref)	528.2	(3.8)	513.3	(3.2)	511.8	(3.7)
	Sometimes	527.2	(3.1)	506.5	(2.9)	505.2	(3.1)
	Often	519.7	(3.6)	501.3	(3.3)	497.5	(3.5)
	Always	526.2	(3.6)	494.1	(4.2)	494.9	(3.6)

Significant differences are in **bold**.

Table A6.15 Percentage of students who are satisfied with life in Ireland, by gender, Immigrant Status, DEIS Status, and on average across OECD countries/economies

	%	SE
All students Ireland	61.4	(0.9)
All students across OECD	66.9	(0.1)
Male (Ref)	67.3	(1.1)
Female	55.5	(1.2)
Native (Ref)	61.8	(1.0)
Immigrant (Eng/Irish)	58.9	(2.3)
Immigrant (other)	60.0	(2.3)
Not in DEIS School (Ref)	62.1	(1.0)
In a DEIS School	59.2	(2.0)

Note: Satisfied with Life (Score 7-10 on satisfaction scale). Significant differences relative to the reference group in **bold**.

Table A6.16 Students Life Satisfaction and overall performance on reading, mathematics and science.

	Reading		Mathematics		Science	
	Mean	SE	Mean	SE	Mean	SE
Not satisfied (ref)	522.8	(3.8)	493.8	(3.8)	497.4	(3.8)
Somewhat satisfied	523.4	(3.2)	500.2	(3.1)	498.3	(3.1)
Moderately satisfied	527.2	(2.8)	509.9	(2.6)	506.4	(2.8)
Very satisfied	505.2	(3.2)	494.1	(3.0)	486.3	(2.9)

Based on students' responses on the life-satisfaction scale (1-10): Not satisfied=0-4; Somewhat satisfied=5-6; Moderately satisfied=7-8 and Very satisfied= 9-10. Significant differences are in **bold**.

Table A6.17 Percentage of students reporting 'always' on how they normally feel, Ireland and OECD

	Positive affects									
	Happy		Lively		Proud		Joyful		Cheerful	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Ireland	45.3	(0.8)	35.8	(0.7)	15.2	(0.5)	27.3	(0.7)	32.0	(0.8)
OECD	41.0	(0.1)	33.3	(0.1)	19.0	(0.1)	41.0	(0.1)	40.9	(0.1)

	Negative Affects							
	Scared		Miserable		Afraid		Sad	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Ireland	2.4	(0.2)	2.9	(0.2)	2.9	(0.2)	5.0	(0.3)
OECD	4.0	(0.1)	5.5	(0.1)	10.3	(0.1)	6.5	(0.1)

Source: OECD, 2019f.

Table A6.18 Percentages of students reporting positive feelings ('sometimes' or 'always') and internet use outside of school

<i>Students who are:</i>	<i>reporting 'sometimes' or 'always':</i>	Ireland		OECD	
		%	SE	%	SE
Low Internet users		95.6	(0.9)	90.4	(0.3)
Heavy Internet users	Happy	93.0	(0.8)	87.0	(0.2)
	<i>Heavy - low Internet users</i>	-2.7	(1.2)	-3.4	(0.3)
Low Internet users		87.2	(1.8)	83.4	(0.3)
Heavy Internet users	Lively	86.3	(1.2)	76.8	(0.3)
	<i>Heavy - low Internet users</i>	-1.0	(2.5)	-6.6	(0.4)
Low Internet users		79.3	(2.1)	72.8	(0.4)
Heavy Internet users	Proud	69.2	(1.6)	67.4	(0.3)
	<i>Heavy - low Internet users</i>	-10.1	(2.5)	-5.4	(0.5)
Low Internet users		89.7	(1.6)	89.2	(0.3)
Heavy Internet users	Joyful	82.9	(1.2)	85.3	(0.2)
	<i>Heavy - low Internet users</i>	-6.8	(2.0)	-3.9	(0.4)
Low Internet users		90.3	(1.4)	88.3	(0.3)
Heavy Internet users	Cheerful	86.7	(1.1)	84.6	(0.2)
	<i>Heavy - low Internet users</i>	-3.6	(1.8)	-3.7	(0.3)

Source: OECD, 2019f.

Significant difference between heavy and low internet users in **bold**

Table A6.19 Internet use outside of school and the percentages of students reporting negative feelings ('sometimes' or 'always').

<i>Students who are:</i>	<i>reporting 'sometimes' or 'always':</i>	Ireland		OECD	
		%	S.E.	%	S.E.
Low Internet users		27.5	(2.5)	34.1	(0.4)
Heavy Internet users	Scared	37.7	(1.5)	35.1	(0.3)
<i>Heavy - low Internet users</i>		10.2	(2.9)	1.0	(0.5)
Low Internet users		29.2	(2.3)	34.6	(0.4)
Heavy Internet users	Miserable	41.1	(1.4)	44.2	(0.3)
<i>Heavy - low Internet users</i>		11.8	(2.7)	9.6	(0.6)
Low Internet users		25.5	(2.2)	45.9	(0.4)
Heavy Internet users	Afraid	36.4	(1.7)	48.0	(0.3)
<i>Heavy - low Internet users</i>		10.8	(2.6)	2.0	(0.5)
Low Internet users		48.7	(2.7)	45.3	(0.4)
Heavy Internet users	Sad	60.6	(1.6)	54.8	(0.3)
<i>Heavy - low Internet users</i>		11.9	(2.8)	9.5	(0.5)

Source: OECD, 2019f.

Significant difference between heavy and low internet users in **bold**.