TI

Exhibit 2: Item Parameters for Students Con dent in Reading Scale

Item	delta	tau_1	tau_2	tau_3
œ•^ž	•ž,žž	^ ^ž•	^†^,^	^ †•žž
œ•^žœ	•,•	^ •	^ • žž	^ ,••
œ•^žŸ•	^ † ^•‰†	^ , •	^ , †	^ ^^•%o
œ•^ž¡	,	^ •••†	^ • %^^,†	^ ^,• ^
œ•^ž¢•	^ ••,•	^ ,•^+•	^ •†‰^,	^ ^%
œ•^ž	^ Ž,	^ ‰‰%^	^ •,%o•%o	^ †,‰ ‰
œ•^ž£•	^ ž ‰†	^ † ‰	^ ,†žž	^ • , †

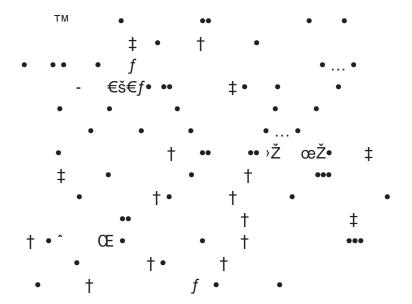
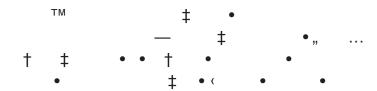


Exhibit 3: Scale Transformation Constants



```
†
                           #
†
     ‡
      • ‡
                          †
               †
                           †
                         †
                 ž
                     †
           ‡ • • • ‰
†
           • ‡
                        ‡
† ‡
               ‡
†
                       ŒŸ
  •• ‡ f
 † š £\alphaCE ce CE\alpha f• ‰ ••
† š • Ÿ" • ¡ †
         † OE^{n} ce £^{n} f
         • Ÿ¢
           £•
                       • • ‰
†
                      † ,•€
                              † š
     †
  ‡
```

Exhibit 4: Equivalence table of the raw score and the transformed scale score

Raw Score	Transformed Scale Score	Cutpoint			
^	%;†%^ž				
	• ž†• •				
	• †,,,				
•	, •^ •				
•	, ž•†••				
,	, •‰•^				
	,‰‰^				
	‰ †,ž				
ž	† ••,•				
%	† , ,•				
^	† ž^‰•^	†‰			

Raw Score	Transformed Scale Score	Cutpoint
	ž ^‰ •,	
	ž •†•‰•	
•	ž†^,	
•	ž ‰ž ž‰	
,	‰ • ^••	
	‰%† [^]	
†	^ ,^^	
ž	^• •†	^
%	‰…žž	
^	,ž†	
	• •,‰ •	

Exhibit 5: Cronbach Alpha Reliability Coe cient and Principal Component Analysis of the Items in the PIRLS 2011 Students Concept in Reading Scale

œ ^† Ÿ ^†	na Va pility Exp	cent of riance blained •^ ••	^ †• ^ †ž	ASBRO8B ^ †ž ^ ž	ASBRO8C*	ASBR08D	ASBR08E*	ASBR08F	ASBR08G*
↑ † ↑,2 œ • ' ↑,2 œ ↑ † ↑,2 ÿ ↑ †		•• %o	^ †ž	-		^ •	^	^ ••	^ %0
\(\tau \) \(\tau \) <td< td=""><td></td><td>%</td><td></td><td>^ ž</td><td></td><td></td><td></td><td></td><td>/00</td></td<>		%		^ ž					/00
œ • '			Λ 0/		^Ž	^ •%o	^ ,	^•	^ †
œ ^† Ÿ ^†		•	^ • ‰	^ ,•	^%	^ ž	^	^ •%o	^ž
Ϋ ^†	ž	•,	^ †	^ †	^•	^ •	^ ,,	^ •†	^
<u> </u>		•	^ ††	^ <u>ž</u> •	^ † ^	^ •ž	^,	^ž	^†
		•^	^ †	^ ††	^ †•	^ ••	^^	^ • ‰	^ †•
Ÿ "Š ^†		•%0	^ †‰	^ ž	^ ,	^^	^ †	^	^ ,†
Ÿ • ^•	<u> </u>		^ ,,	^ ,†	^	^ •	^ •,	^•	^
Ϋ ^†	,	••	^ †‰	^ †ž	^†	^ ••	^ ••	^ †•	^%
Ÿ› •Š ^†	†	••	^ †•	^ ž	^†	^ •ž	^ ,	^•	^†
i • ^†	•	•	^ †	^ †‰	^ †,	^ •ž	^%	^•	^ ,‰
¢ ^†	•	•	^ †•	^ ž^	^ †,	^ •ž	^	^	^ †•
^	.‰	•^	^ †	^ † ,	^ †	^ •	^ ,ž	^ •	^ †,
^	.‰	•ž	^ †•	^ †	^ †	^ ‰	^ ,,	^ ,•	^
£ ^.	.•	•,	^%	^ † ^	^•	^ ^	^ ,	^•	^
£ • ^†		••	^ †ž	^ ž^	^ 2 (61-2)).e=			
· § • ^.	.‰	•	^ ††	^ † ,	^ ,	^^	^•	^6 @ 242(D	60445, 6 †)2433
22206 ^ †	†	•	^ †	^ ž	I^ †•	^•	^ ,	^ \$ /. 06	1862880 548
^3•	62283.198.4	4 2 06							



†~ ‡ ‡ † • • ‡ • •

Exhibit 6: Relationship Between Students Con dent in Reading Scale and PIRLS 2011 Reading Achievement (Continued)

Country	Pearson's Correlation with	Variance in Reading Achievement Accounted for by Difference	
	(r)	(r²)	Between Regions of the Scale (²)
¢ ¬• ', •	^ ••	^ ^	^ †
- Š	^ ••	^	^
; - « ¢	^•,	^ ^	^ ž
; - «¢	^ •%o	^	^ ,
- «	^ ••	^ ‰	^

Exhibit 6: Relationship Between Students Con dent in Reading Scale and prePIRLS 2011 Reading Achievement

Country	Pearson's Correlation wi	th Reading Achievement	Variance in Reading Achievement Accounted for by Difference	
	(r)	(r ²)	Between Regions of the Scale (²)	
Ϋ •	^ ••	^ ‰	^ †	
•	^ •	^ •	^ ^%o	
œ	^ ••	^ ‰	^	
International Median	0.43	0.19	0.16	