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9.2 Sampling Weights and Participation Rates

9.2.1 PIRLS 2001 Test Participation Rates

The PIRLS 2001 test participation rates for 9-10 grade students are shown in Table 9.1. The mean age of students tested is also shown in the table.

The mean age of students tested is 9.7 years for Cyprus, 10.2 years for England, and 11.2 years for Latvia.

The mean age of students tested is 9.7 years for Iceland, 10.2 years for Hong Kong, SAR, and 10.7 years for Hungary.

The mean age of students tested is 9.8 years for Italy, 9.9 years for Greece and Kuwait, and 10.0 years for Israel and Canada (O, Q).²

The mean age of students tested is 10.1 years for France, 10.4 years for Iran, Islamic Rep. of, and 10.5 years for Colombia and Germany.

The mean age of students tested is 10.5 years for the Czech Republic, 10.9 years for Lithuania, and 11.0 years for Latvia.

Country	Country's Name for Grade Tested	Years of Formal Schooling	Mean Age of Students Tested
Argentina	4	4	10.2
Belize	Standard II	4	9.8
Bulgaria	4	4	10.9
Canada (O, Q) ¹	4	4	10.0
Colombia	4	4	10.5
Cyprus	4	4	9.7
Czech Republic	4	4	10.5
England	Year 5	5	10.2
France	Cours Moyen 1	4	10.1
Germany	4	4	10.5
Greece	4	4	9.9
Hong Kong, SAR	Primary 4	4	10.2
Hungary	4	4	10.7
Iceland	4	4	9.7
Iran, Islamic Rep. of	4	4	10.4
Israel	4	4	10.0
Italy	4	4	9.8
Kuwait	4	4	9.9
Latvia	4	4	11.0
Lithuania	4	4	10.9
Macedonia, Rep. of	4	4	10.7

¹ The mean age of students tested is 10.0 years for Canada (O, Q).

² The mean age of students tested is 10.0 years for Canada (O, Q).

³ The mean age of students tested is 11.2 years for Latvia.

9.2.2 PARTICIPATION RATES

9.2.2 PARTICIPATION RATES
2001

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2001

E 9.2: Population Coverage and Exclusions

Country	International Desired Population		National Desired Population		
	Coverage	Notes on Coverage	School-Level Exclusions	Within-Sample Exclusions	Overall Exclusions
Argentina	100%		3.7%	0.4%	4.1%
Belize	100%		0.8%	0.0%	0.8%
Bulgaria	100%		2.7%	0.0%	2.7%
Canada (O, Q) ¹	60%	Provinces of Ontario and Quebec only	3.1%	2.2%	5.4%
Colombia	100%		3.2%	0.1%	3.3%
Cyprus	100%		0.0%	2.0%	2.0%
Czech Republic	100%		5.0%	0.0%	5.0%
England	100%		1.8%	3.9%	5.7%
France	100%		5.1%	0.3%	5.3%
Germany	100%		0.8%	1.0%	1.8%
Greece	100%		2.0%	5.3%	7.3%
Hong Kong, SAR	100%		2.8%	0.0%	2.8%
Hungary	100%		2.1%	0.0%	2.1%
Iceland	100%		1.8%	1.3%	3.1%
Iran, Islamic Rep. of	100%		0.5%	0.0%	0.5%
Israel	100%		16.5%	5.9%	22.4%
Italy	100%		0.0%	2.9%	2.9%
Kuwait	100%		0.0%	0.0%	0.0%
Latvia	100%		4.3%	0.3%	4.6%
Lithuania	90%	Lithuanian speaking students only	1.3%	2.5%	3.8%
Macedonia, Rep. of	100%		3.8%	0.4%	4.2%
Moldova	100%		0.5%	0.0%	0.5%
Morocco	100%		1.0%	0.0%	1.0%
Netherlands	100%		3.4%	0.3%	3.7%
New Zealand	100%		1.6%	1.7%	3.2%
Norway	100%		1.9%	0.8%	2.8%
Romania	100%		2.6%	1.9%	4.5%
Russian Federation	100%		2.8%	3.8%	6.6%
Scotland	100%		3.8%	0.8%	4.7%
Singapore	100%		1.3%	0.1%	1.4%
Slovak Republic	100%		1.4%	0.6%	2.0%
Slovenia	100%		0.0%	0.3%	0.3%
Sweden	100%		2.5%	2.5%	5.0%
Turkey	100%		3.9%	0.0%	3.9%
United States	100%		0.6%	4.7%	5.3%

¹ Canada is represented by the provinces of Ontario and Quebec only

4. 2001 年 10 月 1 日起，凡在境内销售货物或提供应税劳务的纳税人，其销售额中超过 65% 的部分，按照 100% 的税率征收增值税。

2001 年 10 月 1 日起，凡在境内销售货物或提供应税劳务的纳税人，其销售额中超过 10% 的部分，按照 5% 的税率征收增值税（7%）。

9.2.3 G A S D

2001 年 5 月 1 日起，凡在境内销售货物或提供应税劳务的纳税人，其销售额中超过 5% 的部分，按照 7% 的税率征收增值税。

2001 年 10 月 1 日起，凡在境内销售货物或提供应税劳务的纳税人，其销售额中超过 65% 的部分，按照 100% 的税率征收增值税。

9.3), and the 2001 PIRLS sampling weights are given by

9.3 CLASSIFICATION

The 2001 PIRLS sampling weights are given by

$$w_{i,j} = \frac{1}{n_j} \frac{N_j}{N} \frac{1}{p_{i,j}}$$

where n_j is the number of students in the sample from school j , N_j is the number of students in school j , and N is the total number of students in the sample. The 2001 PIRLS sampling weights are given by

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۱. در این بخش، به بررسی اهمیت نقش‌های مختلف در سازمان پرداخته می‌شود. هر فرد در سازمان دارای نقش‌های مختلفی است که بر عملکرد او تأثیر می‌گذارد. این نقش‌ها می‌توانند به صورت رسمی یا غیررسمی باشند.

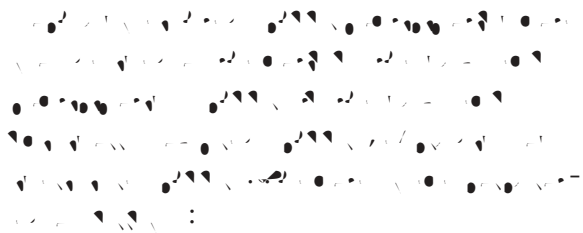
۲. در ادامه، به بررسی عوامل مؤثر بر موفقیت در سازمان پرداخته می‌شود. این عوامل شامل ویژگی‌های فردی، مهارت‌ها، دانش، تجربه و منابع سازمانی است.


9.3.6 O S

در این بخش، به بررسی اهمیت نقش‌های مختلف در سازمان پرداخته می‌شود. هر فرد در سازمان دارای نقش‌های مختلفی است که بر عملکرد او تأثیر می‌گذارد. این نقش‌ها می‌توانند به صورت رسمی یا غیررسمی باشند.

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9.4.2 JA 2|S. 2|A P A
 R


9.4.3 JA 2|O P A
 R



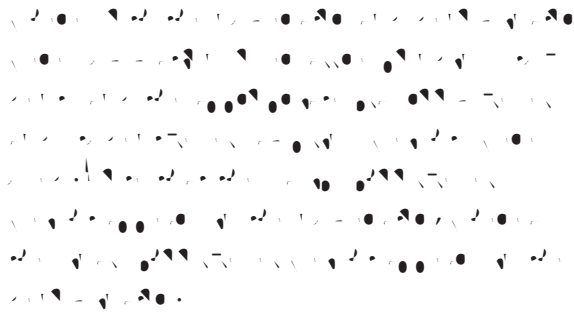





$$w^{-2} = \frac{\sum_{j=0}^{+1+2} w^{2j}}{\sum_{j=0}^{+1+2} w^{2j}}$$

$$w^{-1} = \frac{\sum_{j=0}^{+1} w^{2j}}{\sum_{j=0}^{+1+2} w^{2j}}$$

$$w^{-2} = \frac{\sum_{j=0}^{+1+2} w^{2j}}{\sum_{j=0}^{+1+2} w^{2j}}$$



9.4.5 2S 2 P A R



9.4.6 2O P A R



Handwritten musical notation on a staff, including notes, rests, and bar lines.

Handwritten musical notation on a staff, including notes, rests, and bar lines. The number 100 is written in the middle of the staff. The number 9.4 is written in parentheses at the end of a line. The number 1 is written at the end of a line. The number 2 is written at the end of a line.

E 9.4: Categories of Sampling Participation

Category 1	<p>Acceptable sampling participation rate without the use of replacement school. In order to be placed in this category, a country had to have:</p> <ul style="list-style-type: none"> • An unweighted school response rate without replacement of at least 85% (after rounding to the nearest whole percent) AND an unweighted student response rate (after rounding) of at least 85%. <p>OR</p> <ul style="list-style-type: none"> • A weighted school response rate without replacement of at least 85% (after rounding to the nearest whole percent) AND a weighted student response rate (after rounding) of at least 85%. <p>OR</p> <ul style="list-style-type: none"> • The product of the (unrounded) weighted school response rate without replacement and the (unrounded) weighted student response rate of at least 75% (after rounding to the nearest whole percent). <p>Countries in this category appeared in the tables and figures in international reports without annotation ordered by achievement as appropriate.</p>
Category 2	<p>Acceptable sampling participation rate only when replacement schools were included. A country was placed in category 2 if:</p> <ul style="list-style-type: none"> • It failed to meet the requirements for Category 1 but had either an unweighted or weighted school response rate without replacement of at least 50% (after rounding to the nearest percent). <p>AND HAD EITHER</p> <ul style="list-style-type: none"> • An unweighted school response rate with replacement of at least 85% (after rounding to the nearest whole percent) AND an unweighted student response rate (after rounding) of at least 85%. <p>OR</p> <ul style="list-style-type: none"> • A weighted school response rate with replacement of at least 85% (after rounding to nearest whole percent) AND a weighted student response rate (after rounding) of at least 85%. <p>OR</p> <ul style="list-style-type: none"> • The product of the (unrounded) weighted school response rate with replacement and the (unrounded) weighted student response rate of at least 75% (after rounding to the nearest whole percent). <p>Countries in this category were annotated in the tables and figures in international reports and ordered by achievement as appropriate.</p>
Category 3	<p>Unacceptable sampling response rate even when replacement schools are included. Countries that could provide documentation to show that they complied with PIRLS sampling procedures and requirements but did not meet the requirements for Category 1 or Category 2 were placed in Category 3.</p> <p>Countries in this category would appear in a separate section of the achievement tables, below the other countries, in international reports. These countries were presented in alphabetical order.</p>



9.5 Trends in IEA's Reading Literacy Study

9.5.1 Overview

The Trends in IEA's Reading Literacy Study (TIRLS) is a series of international assessments of reading literacy skills. The first TIRLS assessment was conducted in 1991, and the second in 2001. The 2001 TIRLS assessment was the first to include a measure of reading literacy skills for students in Year 5. The 1991 TIRLS assessment was the first to include a measure of reading literacy skills for students in Grade 4. The 2001 TIRLS assessment was the first to include a measure of reading literacy skills for students in Grade 4 and Year 5. The 1991 TIRLS assessment was the first to include a measure of reading literacy skills for students in Grade 4. The 2001 TIRLS assessment was the first to include a measure of reading literacy skills for students in Grade 4 and Year 5.

9.5.2 Trends in Participation

The participation rates in the TIRLS assessments have generally been high. In the 1991 TIRLS assessment, the participation rate was 99.1% for Grade 4 students and 99.1% for Year 5 students. In the 2001 TIRLS assessment, the participation rate was 99.1% for Grade 4 students and 99.1% for Year 5 students. The participation rate in the 2001 TIRLS assessment was 99.1% for Grade 4 students and 99.1% for Year 5 students. The participation rate in the 2001 TIRLS assessment was 99.1% for Grade 4 students and 99.1% for Year 5 students.

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9.5.3 Participation by Country

The participation rates in the TIRLS assessments have generally been high. In the 1991 TIRLS assessment, the participation rate was 99.1% for Grade 4 students and 99.1% for Year 5 students. In the 2001 TIRLS assessment, the participation rate was 99.1% for Grade 4 students and 99.1% for Year 5 students. The participation rate in the 2001 TIRLS assessment was 99.1% for Grade 4 students and 99.1% for Year 5 students. The participation rate in the 2001 TIRLS assessment was 99.1% for Grade 4 students and 99.1% for Year 5 students.

9.5.4 Gender and Student Age

The participation rates in the TIRLS assessments have generally been high. In the 1991 TIRLS assessment, the participation rate was 99.1% for Grade 4 students and 99.1% for Year 5 students. In the 2001 TIRLS assessment, the participation rate was 99.1% for Grade 4 students and 99.1% for Year 5 students. The participation rate in the 2001 TIRLS assessment was 99.1% for Grade 4 students and 99.1% for Year 5 students. The participation rate in the 2001 TIRLS assessment was 99.1% for Grade 4 students and 99.1% for Year 5 students.

E 9.9: Countries Participating in the Trends in IEA's Reading Literacy Study

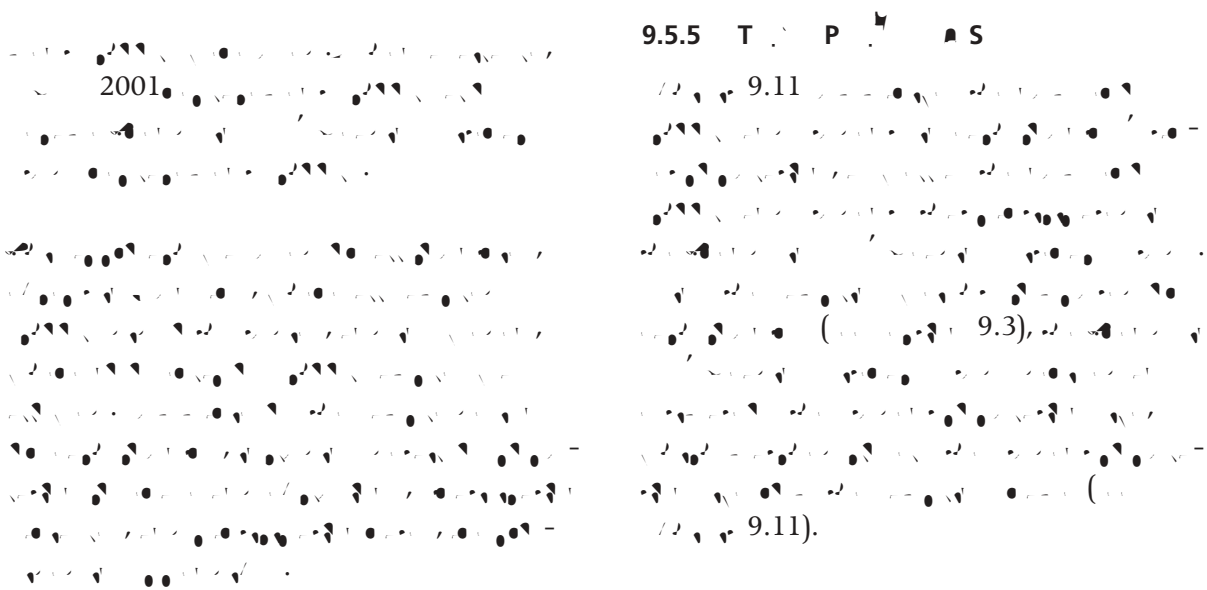
Country	Country's Name for Grade Tested	Years of Formal Schooling	Mean Age of Students Tested
Greece	4	4	9.9
Hungary	3	3	9.7
Iceland	4	4	9.8
Italy	4	4	9.9
New Zealand	Year 5 ¹	4	10.0
Singapore	Primary 3	3	9.1
Slovenia	3	3	9.8
Sweden	3	3	9.8
United States	4	4	10.2

¹ The official nomenclature used in New Zealand since 1996 refers to students' years of schooling rather than a class/grade level. Year 5 students were at a class level equivalent to Grade 4.

E 9.10: Population Coverage and Exclusions – Trends in IEA's Reading Literacy Study

Country	International Desired Population Coverage	National Desired Population		
		School-Level Exclusions	Within-Sample Exclusions	Overall Exclusions
Greece	100%	2.0%	4.0%	6.0%
Hungary	100%	1.8%	0.0%	1.8%
Iceland	100%	1.8%	2.0%	3.8%
Italy	100%	0.0%	3.4%	3.4%
New Zealand ¹	100%	1.6%	1.3%	2.9%
Singapore	100%	1.3%	0.0%	1.3%
Slovenia	100%	0.0%	0.9%	0.9%
Sweden	100%	2.5%	2.2%	4.7%
United States	100%	0.6%	3.9%	4.5%

¹ The Maori school stratum was not part of the study.


E 9.11: Population and Sample Sizes – Trends in IEA's Reading Literacy Study

Country	Population		Sample			Mean Age
	Schools	Students	Schools	Students	Estimated Student Population	
Greece	4 999	102 927	68	1 109	92 290	9.9
Hungary	2 700	113 594	216	4 707	116 164	9.7
Iceland	140	4 566	65	1 797	4 478	9.8
Italy	7 162	573 571	92	1 590	520 379	9.9
New Zealand ¹	1 925	59 097	73	1 188	58 236	10.0
Singapore	196	50 586	98	3 601	48 566	9.1
Slovenia	443	21 906	75	1 502	22 093	9.8
Sweden	4 040	124 986	148	5 361	114 977	9.8
United States	71 498	3 871 487	85	1 826	3 856 987	10.2

¹ The Maori school stratum was not part of the study.

9.5.6 School Participation Rates

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E 9.12: School Participation Rates and Sample Sizes – Trends in IEA’s Reading Literacy Study

Country	School Participation Before Replacement (Weighted Percentage)	School Participation After Replacement (Weighted Percentage)	Number of Schools in Original Sample	Number of Eligible Schools in Original Sample	Number of Schools in Original Sample That Participated	Total Number of Schools That Participated
Greece	73%	79%	85	85	63	68
Hungary	98%	98%	220	220	216	216
Iceland	93%	93%	70	70	65	65
Italy	89%	100%	92	92	81	92
New Zealand	90%	98%	75	75	67	73
Singapore	100%	100%	98	98	98	98
Slovenia	100%	100%	75	75	75	75
Sweden	96%	100%	150	150	142	148
United States	58%	85%	100	100	54	85

