Reading Literacy

Two thirds of 44 monitored secondary schools included the development of reading competences in their strategic documents. All SSs were informed on reading skills and the conditions for their development and almost 93% of them had incorporated such skills in their framework education programme. Two fifths of SSs analysed the situation in the development of students' reading skills and 78% of schools adopted measures affecting this area of education. More than 27% of SSs implemented projects concerning the development of reading literacy and almost 14% of schools participated in international projects. All head teachers of secondary schools possessed the necessary information on reading literacy and in more than 90% of secondary schools head teachers organised activities leading to the development of reading competences.

Staffing was, in this area, above-the average in 45% of SSs. Almost 70% of SSs supported the professional development of teachers in the field of reading competences. 19% of SSs used outstanding methods to work with self-evaluation in the area of reading skills. All schools, with the exception of three schools, had appropriate conditions for the development of reading skills and 93% of schools used very good facilities outside school. 82% of SSs had a school library, access to the internet was available in 96% of schools and other materials (journals and so on) to be used for the development of reading skills were available in 93% of SSs. 89% of SSs, on an ongoing basis, renewed the resources for the development of reading competences.

Table 38: Evaluation of students' reading skills in secondary schools

Monitored indicators of reading skills	Frequency of rating degrees		
	3 (+)	2 (+/-)	1 (-)
General understanding of a text	59 %	39 %	2 %
Obtaining information	45 %	49 %	6 %
Interpreting texts	41 %	41 %	18 %
Assessing the content of a text	51 %	37 %	12 %
Assessing the structures and genres of texts	39 %	53 %	8 %
Text selection (text type/sources/differences)	45 %	51 %	4 %
Utilising resources and technical equipment	38 %	47 %	15 %
Development of specific competences - teacher	53 %	42 %	5 %
Development of specific competences -student	-	46 %	54 %

Conclusions on the used evaluation framework of reading literacy

The used evaluation framework enables CSI to evaluate conditions available at school for support of the development of the reading competences of students and to assess the level of reading skills achieved by pupils and students of basic and secondary schools. As regards future evaluations CSI is considering the inclusion of more questions relating to evaluation of the level of implementation of certain motivating activities for the development of reading skills and opportunities for applying the reading skills of students within the instruction and outside it. When developing school education programmes and /or updating teaching documents, schools make use of findings arising from the international research known as PISA[4] as supporting data.

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[4] In 2000, 2003 and 2006 the PISA project focused on identifying the level of competences of 15 year-old students in OECD countries in three important areas of education: reading, mathematics and natural sciences while in 2000 PISA surveys aimed at reading literacy and further findings concerning reading literacy were