

IEA Research for Education

A Series of In-depth Analyses Based on Data of the International
Association for the Evaluation of Educational Achievement



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Psychometric Framework for Modeling Parental Involvement and Reading Literacy



 Springer Open

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of Educational Achievement (IEA)

Volume 1

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The International Association for the Evaluation of Educational Achievement (IEA) is an independent nongovernmental nonprofit cooperative of national research institutions and governmental research agencies that originated in Hamburg, Germany, in 1958. For nearly 60 years, IEA has developed and conducted high-quality, large-scale comparative studies in education to support countries' efforts to engage in national strategies for educational monitoring and improvement.

IEA continues to promote capacity building and knowledge sharing to foster innovation and quality in education, proudly uniting more than 60 member institutions, with studies conducted in more than 100 countries worldwide.

IEA's comprehensive data provide an unparalleled longitudinal resource for researchers, and this series of in-depth thematic reports can be used to shed light on critical questions concerning educational policies and educational research. The goal is to encourage international dialogue focusing on policy matters and technical evaluation procedures. The resulting debate integrates powerful conceptual frameworks, comprehensive datasets and rigorous analysis, thus enhancing understanding of diverse education systems worldwide.

More information about this series at <http://www.springer.com/series/14293>

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ISSN 2366-1631

ISSN 2366-164X (electronic)

IEA Research for Education

ISBN 978-3-319-28710-2

ISBN 978-3-319-28064-6 (eBook)

DOI 10.1007/978-3-319-28064-6

Library of Congress Control Number: 2015960413

© International Association for the Evaluation of Educational Achievement (IEA) 2016 R. Annemiek Punter et al., Psychometric Framework for Modeling Parental Involvement and Reading Literacy 2016
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Printed on acid-free paper

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Foreword

The mission of the International Association for the Evaluation of Educational Achievement (IEA) is to enhance knowledge about education systems worldwide and to provide high-quality data that will support education reform and lead to better teaching and learning in schools. In pursuit of this aim, it conducts, and reports on, major studies of student achievement in literacy, mathematics, science, citizenship, and digital literacy. These studies, most notably the Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading and Literacy Study (PIRLS), and International Civic and Citizenship Education Study (ICCS), are well established, and have set the benchmark for international comparative studies in education.

The studies have generated vast datasets encompassing student achievement, disaggregated in a variety of ways, along with a wealth of contextual information which contains considerable explanatory power. The numerous reports that have emerged from them are a valuable contribution to the corpus of educational research.

Valuable though these detailed reports are, IEA's goal of supporting education reform needs something more: deep understanding of education systems and the many factors that bear on student learning requires in-depth analysis of the global datasets. IEA has long championed such analysis, and facilitates scholars and policy makers in conducting secondary analysis of our datasets. So we provide software such as the International Database Analyzer to encourage the analysis of our datasets, support numerous publications including a peer-reviewed journal—*Large-scale Assessment in Education*—dedicated to the science of large-scale assessments and publishing articles that draw on large-scale assessment databases, and organize a biennial international research conference to nurture exchanges between researchers working with IEA data.

This new series of thematic reports represents a further effort by IEA to capitalize on our unique datasets, so as to provide powerful information for policy makers and researchers. Each report will focus on a specific topic and will be produced by a dedicated team of leading scholars on the theme in question. Teams

are selected on the basis of an open call for tenders. The intention is to have two such calls a year. Tenders are subject to a thorough review process, as are the reports produced. (Full details are available on the IEA website.)

This first report is based on secondary analysis of the Progress in International Reading Literacy Study (PIRLS) data, and aims to deepen understanding of the influence of home support for learning on student achievement. Conducted by researchers at the University of Twente, *Psychometric Framework for Modeling Parental Involvement and Reading Literacy* is a valuable addition to the growing research on the impact of parental involvement in education, exploring the relationship between aspects of parental involvement and student reading literacy across countries, while taking cultural differences into account. This report should make a significant contribution to a field where cross-cultural comparisons from a triangulated perspective are sparse.

Upcoming thematic reports will focus on the role of teachers and teaching in relationship to student outcomes, and on perceptions of school safety and the school environment for learning and their impact on student learning.

Seamus Hegarty