Establishing Context for Discussion of Individual, Home, and Community Factors

Home Literacy Environment
1. Do parents foster early literacy activities? How do we know?
2. Do parents model good reading attitudes and habits?
3. Do parents maintain homes with extensive literacy resources, including children’s books?
4. Do parents involve themselves in children’s learning with support and communication? What is the relationship between parents and schools?
5. What percentage of students are minority language? What languages and/or dialects do students speak at home?
6. Are special provisions made for children to learn the language of assessment?
7. Do parents support and foster majority language competence?
8. Do adults participate in continuing education?

Socioeconomic Status and Occupation
1. Is SES stratification a significant factor for educational opportunities?
2. How much difference in achievement can be attributed to SES at the level of the individual student? At the level of the individual school?
3. Does SES interact with immigrant or language minority students?
4. What school factors seem to mitigate SES?
5. To what extent do schools try to reduce the impact of social disadvantage on student performance?
6. How big is the performance gap between high and low SES students?
7. How does this compare to international averages?
8. Why might the gap be as it is?

Gender, Reading Engagement, Motivation
1. Do female students demonstrate superior reading achievement? Why or why not?
2. How large is the differential in achievement between male and female students?
3. Is reading engagement generally high, medium or low compared to other countries?
4. How much of the reading achievement difference is attributable to reading engagement rather than SES?
5. What literacy practices are successful in increasing boys’ reading engagement?
6. How much time do students spend on reading outside school?
7. What do we know about our students' attitudes to reading in and out of school? High/medium/low?
8. What do we know about our students' self-concept or identity as a reader?
9. What do we know about students' resilience or perseverance in response to reading challenge?
10. What do we know about attitude differences between different groups?
11. Is the balance right between achievement and enjoyment?