

## Exhibit 1.4: Average Reading Achievement by Gender

Assessed Fourth Grade Students at the End of the School Year

⌘ Assessed one year later than originally scheduled

Country	Girls		Boys		Difference	Gender Difference	
	Percent of Students	Average Scale Score	Percent of Students	Average Scale Score		Girls Scored Higher	Boys Scored Higher
Spain	47 (0.9)	522 (2.6)	53 (0.9)	520 (2.5)	2 (2.6)		
Czech Republic	49 (0.9)	541 (2.8)	51 (0.9)	538 (2.7)	4 (3.0)		
<sup>3</sup> Israel ⌘	50 (1.1)	512 (2.8)	50 (1.1)	508 (2.6)	4 (3.0)		
<sup>2</sup> Portugal	48 (0.7)	523 (2.3)	52 (0.7)	517 (2.7)	6 (2.0)		
Malta	46 (3.4)	518 (3.6)	54 (3.4)	512 (3.2)	6 (4.1)		
<sup>2</sup> Italy	49 (0.6)	541 (2.4)	51 (0.6)	534 (2.4)	7 (2.0)		
Belgium (Flemish)	49 (0.8)	515 (2.6)	51 (0.8)	507 (2.8)	8 (2.8)		
<sup>2†</sup> Hong Kong SAR	51 (1.0)	577 (2.8)	49 (1.0)	569 (3.3)	8 (2.8)		
<sup>†</sup> Slovak Republic	52 (0.9)	533 (2.9)	48 (0.9)	525 (3.2)	8 (2.8)		
Cyprus	51 (0.7)	515 (3.2)	49 (0.7)	506 (3.1)	9 (2.7)		
<sup>3</sup> Serbia	49 (0.8)	518 (3.4)	51 (0.8)	509 (3.2)	9 (3.5)		
Macao SAR	50 (0.7)	540 (1.5)	50 (0.7)	531 (1.9)	10 (2.2)		
England ⌘	51 (0.9)	562 (3.1)	49 (0.9)	553 (3.1)	10 (3.7)		
<sup>2</sup> Belgium (French)	49 (0.8)	499 (3.2)	51 (0.8)	489 (2.9)	10 (3.2)		
<sup>2†</sup> Denmark	52 (0.6)	545 (2.5)	48 (0.6)	533 (2.8)	12 (3.0)		
<sup>≡</sup> Netherlands	50 (0.8)	534 (2.9)	50 (0.8)	521 (2.8)	13 (2.6)		
Chinese Taipei	48 (0.5)	551 (2.5)	52 (0.5)	537 (2.4)	13 (2.3)		
Russian Federation	49 (0.7)	574 (3.4)	51 (0.7)	561 (4.5)	13 (3.7)		
France	50 (0.7)	521 (3.0)	50 (0.7)	507 (2.7)	14 (2.6)		
Austria	49 (0.9)	537 (2.6)	51 (0.9)	523 (2.6)	14 (2.7)		
<sup>2</sup> Sweden	50 (0.9)	551 (2.5)	50 (0.9)	536 (2.3)	15 (2.3)		
Bulgaria	48 (0.9)	548 (3.0)	52 (0.9)	533 (4.0)	15 (3.9)		
Germany	49 (0.8)	532 (2.5)	51 (0.8)	516 (2.5)	15 (2.6)		
<sup>2ψ</sup> Egypt	49 (1.5)	386 (5.7)	51 (1.5)	370 (6.4)	16 (5.6)		
Norway (5)	49 (0.7)	547 (2.3)	51 (0.7)	531 (2.4)	16 (2.4)		
Iran, Islamic Rep. of ⌘	46 (2.3)	422 (7.5)	54 (2.3)	405 (5.9)	17 (9.1)		
<sup>2</sup> Türkiye	49 (0.6)	505 (3.8)	51 (0.6)	488 (3.6)	17 (2.8)		
Australia ⌘	50 (0.7)	549 (2.5)	50 (0.7)	532 (2.8)	17 (3.0)		
Finland	50 (0.8)	558 (2.7)	50 (0.8)	541 (2.7)	18 (2.7)		
<sup>3</sup> Singapore	49 (0.6)	596 (3.0)	51 (0.6)	578 (3.7)	18 (2.7)		
Azerbaijan	47 (0.8)	450 (4.1)	53 (0.8)	432 (4.0)	18 (3.7)		
Slovenia	49 (0.7)	529 (2.1)	51 (0.7)	511 (2.3)	18 (2.3)		
<sup>†</sup> New Zealand	49 (0.7)	531 (2.9)	51 (0.7)	512 (2.7)	19 (3.2)		
<sup>3</sup> Montenegro	48 (0.6)	497 (2.0)	52 (0.6)	478 (2.2)	20 (2.6)		
Poland	47 (1.0)	560 (2.5)	53 (1.0)	540 (2.7)	20 (2.9)		
<sup>2</sup> Albania	49 (1.0)	523 (3.5)	51 (1.0)	503 (3.4)	20 (3.2)		
<sup>2</sup> Kosovo	51 (0.9)	431 (3.1)	49 (0.9)	410 (3.8)	21 (3.1)		
<sup>2†</sup> Brazil ⌘	49 (1.1)	431 (6.0)	51 (1.1)	408 (6.1)	23 (6.0)		
Uzbekistan	48 (0.9)	449 (3.1)	52 (0.9)	425 (3.5)	24 (3.4)		
North Macedonia	51 (1.0)	454 (5.8)	49 (1.0)	429 (6.0)	25 (5.2)		
Oman	50 (0.6)	447 (4.2)	50 (0.6)	412 (4.1)	36 (3.8)		
Jordan	51 (2.6)	398 (6.8)	49 (2.6)	362 (7.9)	36 (10.3)		
<sup>⋈</sup> South Africa ⌘	49 (0.6)	317 (4.4)	51 (0.6)	260 (5.0)	57 (3.6)		
<b>International Average</b>	<b>49 (0.2)</b>	<b>509 (0.5)</b>	<b>51 (0.2)</b>	<b>493 (0.6)</b>			
<b>Benchmarking Participants</b>							
Moscow City, Russian Federation	49 (0.7)	604 (2.2)	51 (0.7)	593 (2.5)	11 (2.1)		
<sup>2</sup> British Columbia, Canada	49 (1.0)	542 (3.5)	51 (1.0)	529 (4.3)	13 (3.3)		
<sup>2</sup> Newfoundland & Labrador, Canada	50 (1.2)	530 (3.1)	50 (1.2)	516 (4.3)	14 (4.0)		
<sup>3≡</sup> Alberta, Canada	49 (1.5)	546 (4.1)	51 (1.5)	531 (4.2)	15 (4.3)		
South Africa (6) ⌘	52 (0.7)	408 (4.5)	48 (0.7)	359 (5.2)	50 (3.9)		

( ) Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

See Appendix A.2 for population coverage notes 1, 2, and 3. See Appendix A.5 for sampling guidelines and sampling participation notes †, ‡, and ≡.

ψ Reservations about reliability because the percentage of students with achievement too low for estimation exceeds 15% but does not exceed 25%.

⋈ Reservations about reliability because the percentage of students with achievement too low for estimation exceeds 25%.

Issues identified in Albania's data quality led to reduced comparability and framework coverage.

■ Difference statistically significant  
 □ Difference not statistically significant