# Table of Contents

FOREWORD ..... 3

EXECUTIVE SUMMARY ..... 7

READER'S GUIDE ..... 13

CHAPTER 1

COUNTRIES' IMMIGRATION HISTORIES AND POPULATIONS ..... 15

Introduction ..... 16

Immigration and integration ..... 17

Immigration histories and general approaches to immigration and integration ..... 18

Immigrant populations ..... 21

Research questions addressed in the report ..... 24

Immigrant students in the PISA sample ..... 25

CHAPTER 2

PERFORMANCE OF IMMIGRANT STUDENTS IN PISA 2003 ..... 29

Introduction ..... 30

Immigrant student performance in the OECD and partner countries ..... 30

Performance of immigrant students and the language spoken at home ..... 46

Performance of immigrant students and gender ..... 49

Performance of immigrant students in the context of migration trends in the receiving country ..... 49

Conclusions ..... 54

CHAPTER 3

BACKGROUND CHARACTERISTICS, MATHEMATICS PERFORMANCE AND LEARNING ENVIRONMENTS OF IMMIGRANT STUDENTS ..... 57

Introduction ..... 58

Immigrant families' educational and socio-economic background ..... 60

Relationships between performance differences and differences in educational and socio-economic background among immigrant and non-immigrant student groups ..... 64

Disparities specifically related to students' immigrant status ..... 69

Differences between immigrant and native students within and between schools ..... 71

Summary and conclusions ..... 79

CHAPTER 4

IMMIGRANT STUDENTS' APPROACHES TO LEARNING ..... 83

Introduction[1] ..... 84

Students' interest and motivation in mathematics ..... 88

Students' self-related beliefs ..... 97

Emotional dispositions in mathematics ..... 103

Students' attitudes towards and perceptions of schools ..... 104

Summary of differences between immigrant and non-immigrant students in learning characteristics ..... 110

Conclusions ..... 114

CHAPTER 5

POLICIES AND PRACTICES TO HELP IMMIGRANT STUDENTS ATTAIN PROFICIENCY IN THE LANGUAGE OF INSTRUCTION ..... 117

Introduction ..... 118

PISA 2003 supplementary survey on national policies and practices to help immigrant students attain proficiency in the language of instruction ..... 118

Policies and practices designed to help newly arrived immigrant adults attain proficiency in the case countries' official language(s) ..... 121

Assessment of language proficiency in pre-primary (ISCED 0) and primary (ISCED 1) education ... 128

Language support for immigrant students in pre-primary education (ISCED 0) ..... 129

Language support for immigrant students in primary education (ISCED 1) and lower secondary education (ISCED 2) ..... 131

Country descriptions of language support measures in primary (ISCED 1) and lower secondary (ISCED 2) education ..... 134

Supplementary classes to improve proficiency in immigrant students' native languages ..... 145

Additional school resources ..... 153

Summary and conclusions ..... 153

REFERENCES ..... 157

**ANNEX A**

ANNEX A1: TECHNICAL BACKGROUND ..... 165

ANNEX A2: SUMMARY DESCRIPTIONS OF THE FIVE LEVELS OF READING PROFICIENCY ..... 173

**ANNEX B**

ANNEX B1: DATA TABLES FOR CHAPTERS 1, 2, 3 AND 4 ..... 175

**ANNEX C**

ANNEX C1: THE DEVELOPMENT AND IMPLEMENTATION OF PISA – A COLLABORATIVE EFFORT ..... 219