# Chapter 2



# Performance at the PIRLS 2011 International Benchmarks

Singapore had the largest percentage of students (24%) reach the PIRLS 2011 Advanced International Benchmark, followed by the Russian Federation, Northern Ireland, Finland, England, and Hong Kong SAR (18–19%).

Impressively, the majority of the PIRLS 2011 countries were able to educate 95 percent of their fourth grade students to a basic reading level (Low Benchmark).

Six countries raised the achievement of their entire distribution of students from low to high performers and showed improvement across all four international benchmark over the past decade.

#### **PIRLS Benchmarks:**

Advanced International Benchmark 625

High International Benchmark **550** 

Intermediate International Benchmark 475

Low International Benchmark 400

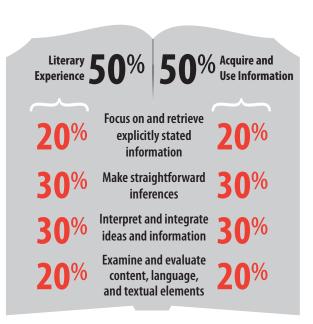
The PIRLS achievement scale summarizes fourth-grade students' performance in reading a range of literary and informational texts. For each of these texts, students responded to questions measuring a variety of comprehension processes, including retrieval, inferencing, integrating, and evaluating what they have read. PIRLS reports achievement at four points along the scale as international benchmarks: Advanced International Benchmark (625), High International Benchmark (550), Intermediate International Benchmark (475), and Low International Benchmark (400).

This chapter presents the results at the PIRLS 2011 International Benchmarks. To interpret achievement at the benchmarks, the TIMSS & PIRLS International Study Center worked with the PIRLS 2011 Reading Development Committee (RDG) to conduct a detailed scale anchoring analysis to describe reading achievement at the benchmarks. The chapter also contains a number of example items together with results, to illustrate performance at the benchmarks.

#### PIRLS 2011 Assessment Framework

The texts and items used in PIRLS 2011 were selected and developed based on the *PIRLS 2011 Assessment Framework*. The Framework describes the PIRLS view of reading literacy as an interactive process between the text and the reader, and describes the ways that PIRLS measures students' reading. It specifies two purposes that account for most of the reading done by young students in and out of school: for literary experience (50%), and to acquire and use information (50%).

The assessment is divided evenly between these two purposes, with half



of the PIRLS texts being literary, and the other half informational. The adjacent graphic describes the features of the texts used in PIRLS 2011, and shows the diversity of the assessment material within and across reading purposes. Within each of the two reading purposes, the PIRLS items measure four processes of comprehension: focus on and retrieve explicitly stated information (20%), make straightforward inferences (30%), interpret and integrate ideas and information (30%), and examine and evaluate content, language, and textual elements (20%).



## **LITERARY**

The literary texts were complete short stories or episodes accompanied by supportive illustrations. The five passages included contemporary and traditional stories of approximately 800 words in length with a variety of settings. Each had essentially two main characters and a plot with one or two central events. The passages included a range of styles and language features, such as first person narration, humor, dialogue, and some figurative language.

## INFORMATIONAL

The five informational passages included a variety of continuous and non-continuous texts from 600 to 900 words in length. They had presentational features such as diagrams, maps, illustrations, photographs, or tables. The range of material covered scientific, ethnographic, biographical, historical, and practical information and ideas. Texts were structured in a number of ways, including by logic, argument, chronology, and topic. Several included organizational features such as subheadings, text boxes, or lists.

#### PIRLS 2011 International Benchmarks of Reading Achievement

Exhibit 2.1 describes the skills demonstrated by students at each of the four International Benchmarks, which largely reflect the purposes and processes described in the *PIRLS 2011 Assessment Framework*. Benchmark descriptions are shown separately for literary and informational reading to reflect the varying demands that different types of texts present. Within each reading purpose, the progression of reading processes is evident across the International Benchmarks.

Students at the Advanced International Benchmark take the entire text into account to provide text-based support for their interpretations and explanations. Students at the High International Benchmark were able to distinguish significant actions and information, make inferences and interpretations with text-based support, evaluate content and textual elements, and recognize some language features. At the Intermediate International Benchmark, students could retrieve information, make straightforward inferences, use some presentational features, and begin to recognize language features. Lastly, students at the Low International Benchmark demonstrated the ability to retrieve information from a text when it is explicitly stated or easy to locate.

Progress in International Reading Literacy Study - PIRLS 2011



#### **Advanced** International Benchmark

#### When reading Literary Texts, students can:

- Integrate ideas and evidence across a text to appreciate overall themes
- Interpret story events and character actions to provide reasons, motivations, feelings, and character traits with full text-based support

#### When reading **Informational** Texts, students can:

- Distinguish and interpret complex information from different parts of text, and provide full text-based support
- Integrate information across a text to provide explanations, interpret significance, and sequence activities
- Evaluate visual and textual features to explain their function

### High International Benchmark

#### When reading Literary Texts, students can:

- Locate and distinguish significant actions and details embedded across the text
- Make inferences to explain relationships between intentions, actions, events, and feelings, and give text-based support
- Interpret and integrate story events and character actions and traits from different parts of the text
- Evaluate the significance of events and actions across the entire story
- Recognize the use of some language features (e.g., metaphor, tone, imagery)

#### When reading **Informational** Texts, students can:

- Locate and distinguish relevant information within a dense text or a complex table
- Make inferences about logical connections to provide explanations and reasons
- Integrate textual and visual information to interpret the relationship between ideas
- Evaluate content and textual elements to make a generalization



### Intermediate International Benchmark

#### When reading Literary Texts, students can:

- Retrieve and reproduce explicitly stated actions, events, and feelings
- · Make straightforward inferences about the attributes, feelings, and motivations of main characters
- Interpret obvious reasons and causes and give simple explanations
- Begin to recognize language features and style

#### When reading **Informational** Texts, students can:

- Locate and reproduce two or three pieces of information from within the text
- Use subheadings, text boxes, and illustrations to locate parts of the text



#### Low International Benchmark

#### When reading Literary Texts, students can:

· Locate and retrieve an explicitly stated detail

#### When reading Informational Texts, students can:

 Locate and reproduce explicitly stated information that is at the beginning of the text



# Achievement at the PIRLS 2011 International Benchmarks of Reading Achievement

Exhibit 2.2 presents the percentage of students reaching each International Benchmark. The results are presented in descending order according to the percentage of students reaching the Advanced International Benchmark, first for countries that tested fourth grade students, followed by those who tested sixth grade students and benchmarking participants on the following page. The percentage of students reaching the Advanced Benchmark is indicated in the bar graph with a black dot. Because students who reached the Advanced Benchmark also reached the other benchmarks, the percentages illustrated in the graphic and shown in the columns to the right are cumulative.

Singapore had nearly a quarter (24%) of their students reach the Advanced International Benchmark, followed by the Russian Federation, Northern Ireland, Finland, England, Hong Kong SAR, the United States, Ireland, and Israel with 15 to 19 percent of students reaching the Advanced International Benchmark. The state of Florida in the United States also had more than one-fifth (22%) of students reach the Advanced International Benchmark.

Exhibit 2.2 provides useful information about the distribution of achievement in each country. For example, France, Austria, Spain, Belgium (French), and Norway all had comparatively high percentages (70% or greater) of students reaching the Intermediate International Benchmark, although five percent or fewer reached the Advanced level.

As a point of reference, Exhibit 2.2 provides the median at the fourth grade for each of the benchmarks at the bottom of each of the four right-hand columns. By definition, half of the countries will have a percentage in the column above the median and half will be below the median. The median percentages of students reaching the International Benchmarks were as follows: Advanced–8 percent, High–44 percent, and Intermediate–80 percent. Impressively, many countries are able to educate almost all of their fourth-grade students to a basic reading level; the median percentage for the Low International Benchmark was 95 percent, meaning that half the PIRLS countries (20 after rounding) had more than 95 percent of their students reaching the Low International Benchmark. In five countries (the Russian Federation, Finland, Hong Kong SAR, Denmark, and Croatia), 99 percent of students reached this level, while 100 percent of students did so in the Netherlands.

## Trends in Performance at the PIRLS 2011 International Benchmarks of Reading Achievement

Exhibit 2.3 shows the changes in percentages of students reaching the benchmarks for countries and benchmarking participants that also participated in PIRLS 2001 and/or 2006. An up arrow indicates that the percentage of students reaching a benchmark is higher in 2011 than the past cycle, and a down arrow indicates that the percentage is lower in 2011. The patterns in this exhibit generally mirror the trends in average achievement discussed in Chapter 1, and can provide further information about countries' improvement or decline over time.



Exhibit 2.2: Performance at the International Benchmarks of **Reading Achievement** 





Country	Percentages of Students Reaching International Benchmarks	<ul><li>Advanced</li><li>High</li><li>Intermediate</li></ul>	Advanced International Benchmark	High International Benchmark	Intermediate International Benchmark	Low International Benchmark
		O Low	(625)	(550)	(475)	(400)
<sup>2</sup> Singapore	•	•	24 (1.6)	62 (1.8)	87 (1.1)	97 (0.4)
Russian Federation —	•	• 0	19 (1.2)	63 (1.7)	92 (1.1)	99 (0.2)
† Northern Ireland	•	•	19 (1.2)	58 (1.4)	87 (0.9)	97 (0.6)
Finland	•		18 (0.9)	63 (1.3)	92 (0.7)	99 (0.2)
† England	•	•	18 (1.1)	54 (1.3)	83 (1.1)	95 (0.5)
<sup>3</sup> Hong Kong SAR	•		18 (1.2)	67 (1.5)	93 (0.8)	99 (0.2)
<sup>2</sup> United States	•	•	17 (0.7)	56 (0.8)	86 (0.6)	98 (0.3)
Ireland	•	•	16 (0.9)	53 (1.4)	85 (0.8)	97 (0.5)
3 Israel	•	•	15 (0.9)	49 (1.3)	80 (1.3)	93 (0.8)
New Zealand	•		14 (0.7)	45 (1.1)	75 (0.9)	92 (0.5)
<sup>2</sup> Canada			13 (0.7)	51 (1.1)	86 (0.6)	98 (0.2)
Chinese Taipei	•		13 (0.9)	55 (1.3)	87 (0.7)	98 (0.3)
<sup>2</sup> Denmark	•		12 (0.8)	55 (1.2)	88 (0.8)	99 (0.2)
Hungary		0	12 (0.9)	48 (1.5)	81 (1.2)	95 (0.7)
Bulgaria	•		11 (0.8)	45 (2.0)	77 (1.9)	93 (1.0)
<sup>2</sup> Croatia	•	• •	11 (0.7)	54 (1.3)	90 (0.7)	99 (0.2)
Australia	•	•	10 (0.7)	42 (1.1)	76 (1.0)	93 (0.7)
Italy	• 0	•	10 (0.7)	46 (1.4)	85 (1.1)	98 (0.4)
Germany	• 0	•	10 (0.8)	46 (1.4)	85 (1.0)	98 (0.3)
Portugal	• 0	•	9 (1.1)	47 (1.8)	84 (1.2)	98 (0.5)
Sweden	• 0	•	9 (0.8)	47 (1.6)	85 (1.0)	98 (0.3)
Czech Republic	•	•	8 (0.9)	50 (1.4)	87 (0.9)	98 (0.5)
Slovak Republic —	• 0	•	8 (0.6)	44 (1.5)	82 (1.3)	96 (0.8)
Slovenia	•	•	8 (0.7)	42 (1.2)	79 (0.9)	95 (0.6)
Poland	• 0	•	7 (0.6)	39 (1.2)	77 (0.9)	95 (0.5)
Romania	• 0	•	7 (0.7)	32 (1.6)	65 (2.1)	86 (1.5)
† Netherlands —	• 0	• •	7 (0.5)	48 (1.5)	90 (0.8)	100 (0.2)
<sup>2</sup> Lithuania	• 0	•	6 (0.5)	39 (1.4)	80 (1.2)	97 (0.4)
France	• 0	•	5 (0.5)	35 (1.6)	75 (1.5)	95 (0.8)
Austria	•	•	5 (0.5)	39 (1.5)	80 (0.9)	97 (0.3)
Malta —	• •		4 (0.4)	24 (0.7)	55 (0.8)	78 (0.6)
Spain	• 0	•	4 (0.5)	31 (1.3)	72 (1.2)	94 (0.7)
Trinidad and Tobago	•	•	3 (0.5)	19 (1.4)	50 (1.9)	78 (1.5)
United Arab Emirates	• • •		3 (0.3)	14 (0.6)	38 (1.0)	64 (0.9)
<sup>1</sup> Georgia	•	<u> </u>	2 (0.3)	21 (1.2)	60 (1.6)	86 (1.4)
† Belgium (French)	<b>O</b>	•	2 (0.5)	25 (1.4)	70 (1.7)	94 (1.1)
<sup>2</sup> Qatar	• •		2 (0.5)	12 (1.2)	34 (1.4)	60 (1.5)
‡ Norway	<b>O</b>	•	2 (0.4)	25 (1.5)	71 (1.3)	95 (0.7)
Iran, Islamic Rep. of	0	<del></del> 0	1 (0.2)	13 (0.9)	45 (1.6)	76 (1.1)
Colombia	•	-0	1 (0.3)	10 (1.3)	38 (2.1)	72 (1.9)
Saudi Arabia	0 •		1 (0.2)	8 (1.0)	34 (2.0)	65 (1.9)
- · · · <b>)</b> ·	0	•	0 (0.3)	9 (0.9)	45 (2.1)	82 (1.6)
Ψ Oman •-	0		0 (0.1)	5 (0.4)	21 (0.9)	47 (1.2)
	0 •		0 (0.1)	4 (0.6)	28 (1.9)	66 (2.2)
	•		0 (0.0)	1 (0.2)	7 (0.7)	21 (1.3)
International Median	•		8	44	80	95

X Average achievement not reliably measured because the percentage of students with achievement too low for estimation exceeds 25%.

Ψ Reservations about reliability of average achievement because the percentage of students with achievement too low for estimation does not exceed 25% but exceeds 15%. See Appendix C.2 for target population coverage notes 1, 2, and 3. See Appendix C.5 for sampling guidelines and sampling participation notes †, ‡, and ‡.

<sup>()</sup> Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

# Exhibit 2.2: Performance at the International Benchmarks of Reading Achievement (Continued)



Country	Percentages of Students Reaching International Benchmarks	<ul><li>Advanced</li><li>High</li><li>Intermediate</li><li>Low</li></ul>	Advanced International Benchmark (625)	High International Benchmark (550)	Intermediate International Benchmark (475)	Low International Benchmark (400)
Sixth Grade Participants						
<sup>1 ‡</sup> Kuwait	• • •		2 (0.4)	11 (1.0)	34 (1.6)	58 (2.2)
Botswana	• • • •		1 (0.4)	9 (1.3)	27 (1.8)	56 (1.8)
Honduras	• •		1 (0.4)	10 (1.4)	38 (2.2)	74 (2.3)
Morocco			1 (0.1)	7 (0.6)	30 (1.6)	61 (1.9)
	^			•		
Benchmarking Participants	,0		22 (1.7)	61 (1.7)	91 (1.1)	98 (0.4)
Benchmarking Participants			22 (1.7) 15 (1.3)	61 (1.7) 54 (1.7)	91 (1.1) 85 (1.1)	98 (0.4) 97 (0.4)
Benchmarking Participants			` ,			
Benchmarking Participants  1 3 Florida, US  2 Ontario, Canada			15 (1.3)	54 (1.7)	85 (1.1)	97 (0.4)
Benchmarking Participants  1 3 Florida, US  2 Ontario, Canada  2 Alberta, Canada			15 (1.3) 13 (1.0)	54 (1.7) 51 (1.6)	85 (1.1) 85 (1.2)	97 (0.4) 97 (0.5)
Benchmarking Participants  1 3 Florida, US  2 Ontario, Canada  2 Alberta, Canada  Quebec, Canada			15 (1.3) 13 (1.0) 7 (0.7)	54 (1.7) 51 (1.6) 43 (1.9)	85 (1.1) 85 (1.2) 85 (1.0)	97 (0.4) 97 (0.5) 98 (0.3)
Benchmarking Participants  1 3 Florida, US  2 Ontario, Canada  2 Alberta, Canada  Quebec, Canada  Dubai, UAE			15 (1.3) 13 (1.0) 7 (0.7) 6 (0.4)	54 (1.7) 51 (1.6) 43 (1.9) 26 (0.9)	85 (1.1) 85 (1.2) 85 (1.0) 54 (1.0)	97 (0.4) 97 (0.5) 98 (0.3) 75 (0.8)
Benchmarking Participants  1 3 Florida, US  2 Ontario, Canada  2 Alberta, Canada  Quebec, Canada  Dubai, UAE  Andalusia, Spain			15 (1.3) 13 (1.0) 7 (0.7) 6 (0.4) 4 (0.4)	54 (1.7) 51 (1.6) 43 (1.9) 26 (0.9) 31 (1.5)	85 (1.1) 85 (1.2) 85 (1.0) 54 (1.0) 73 (1.3)	97 (0.4) 97 (0.5) 98 (0.3) 75 (0.8) 95 (0.7)

 $<sup>^{\</sup>Diamond}$  Republic of South Africa (RSA) tested 5th grade students receiving instruction in English (ENG) or Afrikaans (AFR).

## **Exhibit 2.3:** Trends in Percentages of Students Reaching the International Benchmarks of Reading Achievement



	Intern	Advanced ational Bench	hmark	Intern	High ational Benc (550)	hmark		Intermediate ational Benc (475)	_	Intern	Low ational Bend (400)	hmark
Country	(625) Percent of Students		( · · · · /					<b>(</b> )				
				Percent of Students		Percent of Students			Percent of Students			
	2011	2006	2001	2011	2006	2001	2011	2006	2001	2011	2006	2001
Singapore	24	19 🔷	12 🛇	62	58	45 🔷	87	86	76 🛇	97	97	90 🗅
Russian Federation	19	19	5 🗅	63	61	39 🔿	92	90	80 🖎	99	98	96 🗅
England	18	15 🔷	20	54	48 🖎	54	83	78 🗅	82	95	93 🔿	94
Hong Kong SAR	18	15 🔿	5 🔿	67	62 🛇	39 🔿	93	92	81 🔾	99	99	97 🔿
United States	17	12 🔿	15 🔷	56	47 🔿	50 🔿	86	82 🛇	80 🖎	98	96 🗅	94 🔿
New Zealand	14	13	14	45	45	45	75	76	74	92	92	90
Chinese Taipei	13	7 0		55	43 🔷		87	84 🛇		98	97	
Denmark	12	11	10.0	55	52	40	88	85 🔾	05. 0	99	97 🔾	00. ○
Hungary	12	14	10 🔷	48	53 ▼	49	81	86 ▼	85 ▼	95	97 ▼	98 ▼
Bulgaria	11	16 🐨	17 🐨	45	52 <b>▼</b>	54 €	77	82	83 🐨	93	95	95
Italy	10	14 🐨	11	46	52 <b>▼</b>	48	85	87	83	98	98	97
Germany	10	11	9	46	52 ▼	47	85	87	83	98	97	97
Sweden	9	11	15 ▼	47	53 ▼	59 €	85	88	90 ▼	98	98	98 €
Czech Republic	8		7	50	42	45 🔾	87	20	83 0	98	0.4	97
Slovak Republic	8	8	5 🔾	44	43	34 🛇	82	80	76 🛇	96	94	94
Slovenia	8	6 🖸	3 🛇	42	37 🔾	25 🔷	79	76 🔾	67 🛇	95	94	91 🗅
Poland	7	7	0	39	36	25	77	73 🖸		95	93	00
Romania	7	4 0	9	32	27 🔾	35	65	61	69	86	84	88
Netherlands	7	6	10 🐨	48	49	54 ▼	90	91	92	100	99	99
Lithuania	6	5	9 🐨	39	43 €	48 €	80	86 ♥	85 €	97	99 🐨	98 €
France	5	5	7 ▼	35	35	37	75	76	77	95	96	95
Austria	5	8 🐨		39	45 €		80	84 ▼		97	98	
Spain	4	5		31	31		72	72		94	94	
Trinidad and Tobago	3	2		19	13 🔾		50	38 🔾		78	64 🛇	
Georgia	2	1 0		21	15 🔷		60	50 🔿		86	82 🔿	
Belgium (French)	2	3	4.0	25	23	20	70	66 🔾	<b>45.0</b>	94	92	20.
Norway	2	2	4 ▼	25	22	28	71	67 🔷	65 🖸	95	92 🔾	88 🔾
Iran, Islamic Rep. of	1	1	0 0	13	8 🛇	7 0	45	30 🖎	28 🔾	76	60 🖎	56 🔾
Colombia	1		0	10		5 🔿	38		27 🔿	72		61 🖸
Indonesia	0	0		4	2 🔾		28	19 🔷		66	54 🔷	
enchmarking Participants	5◊											
Ontario, Canada	15	16	15	54	54	50	85	87	84	97	98	96
Alberta, Canada	13	17 🐨		51	57 ▼		85	89 🐨		97	99 🐨	
Quebec, Canada	7	6	8	43	41	43	85	83	84	98	97	98
Eng/Afr (5) - RSA	4	5		14	17		34	36		57	53	

 $<sup>^{\</sup>Diamond}$  Republic of South Africa (RSA) tested 5th grade students receiving instruction in English (ENG) or Afrikaans (AFR).

An empty cell indicates a country did not participate in that year's assessment.



<sup>2011</sup> percent significantly higher

 <sup>▼ 2011</sup> percent significantly lower

Ψ Reservations about reliability of average achievement because the percentage of students with achievement too low for estimation does not exceed 25% but exceeds 15%. Such annotations in exhibits with trend data began in 2011, so data from assessments prior to 2011 are not annotated for reservations.

In general, there were more improvements across the International Benchmarks in 2011 than there were declines. Six countries showed improvement at all four benchmarks over the last decade, including Singapore, the Russian Federation, Hong Kong SAR, the United States, Slovenia, and Iran. In other countries, improvement has happened primarily at the lower or the higher end of the distribution. Denmark and Norway, for example, increased the percentage of students reaching the Low and Intermediate International Benchmarks, but there has been no change in the High or Advanced levels for Denmark, and the percentage of students at the Advanced International Benchmark has decreased slightly in Norway. Romania, on the other hand, has made progress at the Advanced and High International Benchmarks, but there were no changes at lower levels. There were also three participants with decreases at each of the benchmarks, including Sweden, Lithuania, and the Canadian province of Alberta.



# What Can Students Do at the PIRLS International Benchmarks?

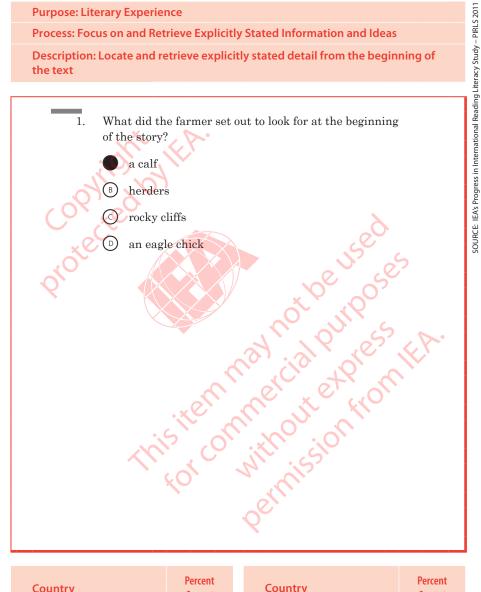
The items presented in this report were selected from the PIRLS 2011 released assessment blocks. The passages and detailed constructed response scoring guides that accompany these items are provided in Appendix C and the back pocket of this report. Reflecting the performance distribution on the assessment, there are more example items at the High Benchmark than the other benchmarks.

#### PIRLS 2011 Low International Benchmark—Example Item

Exhibit 2.4 shows an example of a literary item that anchored at the Low International Benchmark. The exhibit shows the achievement results for each PIRLS 2011 participant, with up and down arrows indicating a significantly higher or lower percent of students than the international average. The reading purpose, comprehension process, and scale anchoring description are provided above the item. For multiple-choice items, the correct response is indicated. In this "Fly Eagle Fly" item, students demonstrated that they could retrieve an explicitly stated detail from the beginning of a text. A high proportion (89%) of students internationally accomplished this task.

Country	Percent Correct	
Russian Federation	99 (0.4)	٥
<sup>2</sup> Croatia	98 (0.7)	٥
<sup>3</sup> Hong Kong SAR	97 (0.8)	٥
Italy	96 (0.7)	٥
Finland	96 (0.7)	٥
Austria	96 (0.7)	٥
† Northern Ireland	96 (1.0)	٥
Chinese Taipei	95 (0.8)	٥
Czech Republic	95 (1.2)	٥
<sup>3</sup> Israel	95 (0.8)	٥
Germany	95 (0.9)	٥
<sup>2</sup> Denmark	94 (0.7)	٥
† Netherlands	94 (0.8)	٥
Slovenia	94 (1.0)	٥
Bulgaria	94 (0.9)	٥
Sweden	94 (1.3)	0
<sup>2</sup> Canada	94 (0.6)	٥
<sup>1 2</sup> Lithuania	93 (1.1)	٥
Portugal	93 (1.1)	٥
Ireland	93 (0.9)	٥
France	93 (0.8)	٥
<sup>1</sup> Georgia	93 (1.1)	٥
<sup>2</sup> Singapore	92 (0.9)	٥
<sup>2</sup> Azerbaijan	92 (1.1)	٥
Hungary	91 (1.0)	٥
Australia	91 (1.0)	٥
† England	91 (1.1)	٥
New Zealand	91 (1.0)	
Slovak Republic	90 (1.2)	
‡ Norway	90 (1.5)	
Poland <sup>2</sup> United States	90 (1.1)	
	90 (0.8)	
International Avg. Romania	89 (0.2) 88 (1.5)	
<sup>2</sup> † Belgium (French)	87 (1.5)	
Spain (French)	86 (1.1)	•
Iran, Islamic Rep. of	85 (1.4)	<b>▼</b>
Malta	84 (1.3)	•
Indonesia	82 (1.6)	•
Colombia	81 (2.0)	•
Trinidad and Tobago	81 (1.7)	•
United Arab Emirates	74 (0.9)	•
Saudi Arabia	73 (1.7)	•
Oman	72 (1.3)	•
<sup>2</sup> Qatar	71 (1.7)	•
Morocco	52 (1.8)	•
	()	_

**Purpose: Literary Experience** Process: Focus on and Retrieve Explicitly Stated Information and Ideas Description: Locate and retrieve explicitly stated detail from the beginning of the text



Country	Percent Correct
Sixth Grade Participants	
Honduras	81 (2.2) 🐨
Morocco	75 (2.5) 🐨
<sup>1</sup> ‡ Kuwait	64 (1.9) 🐨
Botswana	57 (2.2) 🐨

Country  Benchmarking Participants <sup>o</sup>	Percent Correct	
<sup>2</sup> Ontario, Canada	94 (1.1)	0
Quebec, Canada	92 (1.0)	0
<sup>2</sup> Alberta, Canada	92 (1.4)	0
<sup>1 3</sup> Florida, US	91 (1.4)	
Andalusia, Spain	87 (1.6)	
Maltese - Malta	84 (1.3)	♥
Dubai, UAE	81 (1.0)	♥
Abu Dhabi, UAE	71 (2.0)	•
Eng/Afr (5) - RSA	65 (3.0)	◉

 $<sup>^\</sup>lozenge$  Republic of South Africa (RSA) tested 5th grade students receiving instruction in English (ENG) or Afrikaans (AFR).

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

Percent significantly higher than international average

lacktriangledownPercent significantly lower than international average

<sup>()</sup> Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

#### PIRLS 2011 Intermediate International Benchmark—Example Items

As shown in Exhibit 2.5, students responding correctly to "Enemy Pie" Item 2 were able to make an inference about a character's reaction from the beginning of the story. In PIRLS 2011, constructed response items were worth 1, 2, or 3 points. Each constructed response item is shown with an illustrative student response and the amount of credit awarded the response is shown across the bottom of the exhibit, usually full credit. Singapore had the best achievement with 87 percent correct; across the PIRLS fourth-grade countries, 70 percent of students responded correctly, on average.

The "Day Hiking" item in Exhibit 2.6 asked students to identify the main message of the leaflet. This item was relatively easy for students, with 76 percent providing the correct answer, on average, internationally. More than 90 percent of the students in Chinese Taipei, the Russian Federation, the Netherlands, and Hong Kong SAR recognized the main message of the leaflet.

Country	Percent Full Credit
<sup>2</sup> Singapore	87 (1.1)
Ireland	86 (1.4)
<sup>2</sup> Denmark	84 (1.2)
Sweden	84 (1.4)
<sup>2</sup> Canada	83 (1.0)
<sup>2</sup> United States	83 (0.9)
Chinese Taipei	82 (1.5)
† Northern Ireland	81 (1.8)
<sup>3</sup> Hong Kong SAR	81 (1.4)
Portugal	80 (1.9)
New Zealand	79 (1.4)
<sup>1</sup> Georgia	79 (1.6)
Czech Republic <sup>2</sup> Croatia	79 (2.2) <b>3</b> 78 (1.5) <b>4</b>
† Netherlands	, ,
Australia	78 (1.5) <b>3</b> 77 (1.9) <b>3</b>
Russian Federation	77 (1.3)
Poland	76 (1.6)
<sup>3</sup> Israel	76 (1.5)
Germany	75 (1.6) <b>O</b>
Finland	75 (1.9)
Italy	74 (1.7)
Slovak Republic	74 (1.6)
Slovenia	74 (1.9)
† England	73 (1.8)
France	72 (1.6)
<sup>2</sup> Azerbaijan	71 (2.0)
Hungary	71 (1.9)
International Avg.	70 (0.3)
Austria	69 (1.7)
<sup>2</sup> † Belgium (French)	68 (1.9)
Spain	68 (1.6)
<sup>1 2</sup> Lithuania	65 (2.0) 🐨
Bulgaria	64 (2.3)
Romania	63 (2.2) 🐨
‡ Norway	63 (2.4) 🐨
Trinidad and Tobago	62 (2.4) 👽
Malta	59 (1.8) 👽
Colombia	59 (2.4) 🐨
Saudi Arabia	56 (2.2) 👽
<sup>2</sup> Qatar	52 (1.9) 🐨
Iran, Islamic Rep. of	52 (1.9) 🐨
United Arab Emirates	51 (1.3) 👽
Indonesia	45 (2.0) 👽
Oman	43 (1.5) 🐨

Purpose	e: Literary Experience
Process	: Make Straightforward Inferences
Descrip a situati	tion: Make a straightforward inference about a character's reaction to

At the beginning of the story, why did Tom think Jeremy was his

is itemmercial purposes learning of the commercial purposes learning of the state o

The answer shown illustrates the type of student response that was given 1 of 1 points.

Country Percen			
Sixth Grade Participants			
Morocco	74 (1.8)		
Honduras	52 (3.0) 🐨		
<sup>1</sup> ‡ Kuwait	51 (2.3) 🐨		
Botswana	29 (2.1) 🐨		

Country  Benchmarking Participants	Percent Full Cred	
<sup>1 3</sup> Florida, US	87 (1.5)	٥
<sup>2</sup> Ontario, Canada	83 (1.7)	٥
<sup>2</sup> Alberta, Canada	82 (1.7)	٥
Quebec, Canada	81 (1.9)	٥
Andalusia, Spain	70 (2.0)	
Dubai, UAE	60 (1.5)	♥
Abu Dhabi, UAE	47 (2.4)	lacktriangledown
Eng/Afr (5) - RSA	43 (2.7)	♥
Maltese - Malta	41 (1.7)	♥

Republic of South Africa (RSA) tested 5th grade students receiving instruction in English (ENG) or Afrikaans (AFR).

- Percent significantly higher than international average
- Percent significantly lower than international average

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

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

42 (1.5)





	Percent	
Country	Correct	
Chinese Taipei	92 (1.1)	٥
Russian Federation	91 (0.9)	٥
† Netherlands	91 (1.0)	٥
<sup>3</sup> Hong Kong SAR	91 (1.0)	٥
<sup>2</sup> Croatia	90 (1.2)	٥
<sup>2</sup> Denmark	90 (1.2)	٥
Finland	89 (1.2)	٥
<sup>2</sup> United States	87 (0.7)	٥
Germany	87 (1.4)	٥
<sup>2</sup> Singapore	86 (1.1)	٥
Portugal	85 (1.6)	٥
† England	84 (1.7)	٥
† Northern Ireland	84 (1.7)	٥
Australia	84 (1.6)	٥
<sup>1 2</sup> Lithuania	83 (1.4)	٥
Ireland	83 (1.5)	٥
Sweden	83 (1.9)	٥
Iran, Islamic Rep. of	83 (1.4)	٥
<sup>2</sup> Canada	82 (0.8)	٥
Bulgaria	81 (1.6)	٥
Austria	80 (1.4)	٥
New Zealand	80 (1.6)	٥
<sup>3</sup> Israel	80 (1.6) 80 (1.5)	
<sup>3</sup> Israel International Avg.	80 (1.6) 80 (1.5) 76 (0.3)	٥
<sup>3</sup> Israel International Avg. Slovak Republic	80 (1.6) 80 (1.5) 76 (0.3) 76 (1.9)	٥
<sup>3</sup> Israel International Avg. Slovak Republic Poland	80 (1.6) 80 (1.5) 76 (0.3) 76 (1.9) 76 (1.5)	٥
<sup>3</sup> Israel International Avg. Slovak Republic Poland Spain	80 (1.6) 80 (1.5) 76 (0.3) 76 (1.9) 76 (1.5) 75 (1.8)	٥
3 Israel International Avg. Slovak Republic Poland Spain Italy	80 (1.6) 80 (1.5) 76 (0.3) 76 (1.9) 76 (1.5) 75 (1.8)	٥
3 Israel International Avg. Slovak Republic Poland Spain Italy 2 † Belgium (French)	80 (1.6) 80 (1.5) 76 (0.3) 76 (1.9) 76 (1.5) 75 (1.8) 75 (1.8) 75 (2.1)	٥
3 Israel International Avg. Slovak Republic Poland Spain Italy 2 † Belgium (French) France	80 (1.6) 80 (1.5) 76 (0.3) 76 (1.9) 76 (1.5) 75 (1.8) 75 (2.1) 73 (1.9)	٥
3 Israel International Avg. Slovak Republic Poland Spain Italy 2 † Belgium (French) France 1 Georgia	80 (1.6) 80 (1.5) 76 (0.3) 76 (1.9) 76 (1.5) 75 (1.8) 75 (2.1) 73 (1.9) 73 (2.3)	٥
3 Israel International Avg. Slovak Republic Poland Spain Italy 2 † Belgium (French) France 1 Georgia 2 Azerbaijan	80 (1.6) 80 (1.5) 76 (0.3) 76 (1.9) 76 (1.5) 75 (1.8) 75 (2.1) 73 (1.9) 73 (2.3) 72 (2.5)	0
3 Israel International Avg. Slovak Republic Poland Spain Italy 2 † Belgium (French) France 1 Georgia 2 Azerbaijan Malta	80 (1.6) 80 (1.5) 76 (0.3) 76 (1.9) 76 (1.5) 75 (1.8) 75 (2.1) 73 (1.9) 73 (2.3) 72 (2.5) 71 (1.8)	•
3 Israel International Avg. Slovak Republic Poland Spain Italy 2 † Belgium (French) France 1 Georgia 2 Azerbaijan Malta Czech Republic	80 (1.6) 80 (1.5) 76 (0.3) 76 (1.9) 76 (1.5) 75 (1.8) 75 (2.1) 73 (1.9) 73 (2.3) 72 (2.5) 71 (1.8) 71 (2.2)	<ul><li>○</li><li>○</li><li>○</li><li>○</li><li>○</li></ul>
3 Israel International Avg. Slovak Republic Poland Spain Italy 2 † Belgium (French) France 1 Georgia 2 Azerbaijan Malta Czech Republic ‡ Norway	80 (1.6) 80 (1.5) 76 (0.3) 76 (1.9) 76 (1.5) 75 (1.8) 75 (2.1) 73 (1.9) 73 (2.3) 72 (2.5) 71 (1.8) 71 (2.2) 71 (2.3)	•
3 Israel International Avg. Slovak Republic Poland Spain Italy 2 † Belgium (French) France 1 Georgia 2 Azerbaijan Malta Czech Republic ‡ Norway Romania	80 (1.6) 80 (1.5) 76 (0.3) 76 (1.9) 76 (1.5) 75 (1.8) 75 (2.1) 73 (1.9) 73 (2.3) 72 (2.5) 71 (1.8) 71 (2.2) 71 (2.3) 69 (2.0)	<ul><li>○</li><li>○</li><li>○</li><li>○</li><li>○</li><li>○</li><li>○</li><li>○</li></ul>
3 Israel International Avg. Slovak Republic Poland Spain Italy 2 † Belgium (French) France 1 Georgia 2 Azerbaijan Malta Czech Republic ‡ Norway Romania Slovenia	80 (1.6) 80 (1.5) 76 (0.3) 76 (1.9) 76 (1.5) 75 (1.8) 75 (2.1) 73 (1.9) 73 (2.3) 72 (2.5) 71 (1.8) 71 (2.2) 71 (2.3) 69 (2.0) 69 (2.2)	
3 Israel International Avg. Slovak Republic Poland Spain Italy 2 † Belgium (French) France 1 Georgia 2 Azerbaijan Malta Czech Republic ‡ Norway Romania Slovenia Hungary	80 (1.6) 80 (1.5) 76 (0.3) 76 (1.9) 76 (1.5) 75 (1.8) 75 (1.8) 75 (2.1) 73 (2.3) 72 (2.5) 71 (1.8) 71 (2.2) 71 (2.3) 69 (2.0) 69 (2.2) 68 (1.9)	
3 Israel International Avg. Slovak Republic Poland Spain Italy 2 † Belgium (French) France 1 Georgia 2 Azerbaijan Malta Czech Republic ‡ Norway Romania Slovenia Hungary Trinidad and Tobago	80 (1.6) 80 (1.5) 76 (0.3) 76 (1.9) 76 (1.5) 75 (1.8) 75 (1.8) 75 (2.1) 73 (2.3) 72 (2.5) 71 (1.8) 71 (2.2) 71 (2.3) 69 (2.0) 69 (2.2) 68 (1.9) 64 (2.1)	
3 Israel International Avg. Slovak Republic Poland Spain Italy 2 † Belgium (French) France 1 Georgia 2 Azerbaijan Malta Czech Republic ‡ Norway Romania Slovenia Hungary Trinidad and Tobago Indonesia	80 (1.6) 80 (1.5) 76 (0.3) 76 (1.9) 76 (1.5) 75 (1.8) 75 (1.8) 75 (2.1) 73 (2.3) 72 (2.5) 71 (1.8) 71 (2.2) 71 (2.3) 69 (2.0) 69 (2.2) 68 (1.9) 64 (2.1)	
3 Israel International Avg. Slovak Republic Poland Spain Italy 2 † Belgium (French) France 1 Georgia 2 Azerbaijan Malta Czech Republic ‡ Norway Romania Slovenia Hungary Trinidad and Tobago Indonesia United Arab Emirates	80 (1.6) 80 (1.5) 76 (0.3) 76 (1.9) 76 (1.5) 75 (1.8) 75 (1.8) 75 (2.1) 73 (2.3) 72 (2.5) 71 (1.8) 71 (2.2) 71 (2.3) 69 (2.0) 69 (2.2) 68 (1.9) 64 (2.1) 58 (1.3)	
3 Israel International Avg. Slovak Republic Poland Spain Italy 2 † Belgium (French) France 1 Georgia 2 Azerbaijan Malta Czech Republic ‡ Norway Romania Slovenia Hungary Trinidad and Tobago Indonesia United Arab Emirates 2 Qatar	80 (1.6) 80 (1.5) 76 (0.3) 76 (1.9) 76 (1.5) 75 (1.8) 75 (1.8) 75 (2.1) 73 (1.9) 73 (2.3) 72 (2.5) 71 (1.8) 71 (2.2) 71 (2.3) 69 (2.0) 69 (2.2) 68 (1.9) 64 (2.1) 60 (2.1) 58 (1.3) 58 (3.2)	
3 Israel International Avg. Slovak Republic Poland Spain Italy 2 † Belgium (French) France 1 Georgia 2 Azerbaijan Malta Czech Republic ‡ Norway Romania Slovenia Hungary Trinidad and Tobago Indonesia United Arab Emirates 2 Qatar Colombia	80 (1.6) 80 (1.5) 76 (0.3) 76 (1.9) 76 (1.5) 75 (1.8) 75 (1.8) 75 (2.1) 73 (2.3) 72 (2.5) 71 (1.8) 71 (2.2) 71 (2.3) 69 (2.0) 69 (2.2) 68 (1.9) 64 (2.1) 60 (2.1) 58 (1.3) 58 (3.2) 57 (2.0)	
3 Israel International Avg. Slovak Republic Poland Spain Italy 2 † Belgium (French) France 1 Georgia 2 Azerbaijan Malta Czech Republic ‡ Norway Romania Slovenia Hungary Trinidad and Tobago Indonesia United Arab Emirates 2 Qatar	80 (1.6) 80 (1.5) 76 (0.3) 76 (1.9) 76 (1.5) 75 (1.8) 75 (1.8) 75 (2.1) 73 (1.9) 73 (2.3) 72 (2.5) 71 (1.8) 71 (2.2) 71 (2.3) 69 (2.0) 69 (2.2) 68 (1.9) 64 (2.1) 60 (2.1) 58 (1.3) 58 (3.2)	

Purpose: Acquire and Use Information
Process: Make Straightforward Inferences
Description: Recognize the main message of a brochure

What is the <b>main</b> message the leaflet gave you about hiking?
(A) It is expensive and dangerous.
B It is the best way to see animals.
It is healthy and fun.
D It is only for experts.
protee William nation protess IFA This item may not be uses of the protess of the

Country	Percent Correct	
Sixth Grade Participants		
Morocco	63 (1.5) 🐨	
<sup>1 ‡</sup> Kuwait	59 (2.7) 🐨	
Honduras	55 (2.8) 🐨	
Botswana	52 (2.0) 🐨	
Botswana	52 (2.0) 🐨	

Country	Percent Correct	
Benchmarking Participants <sup>◊</sup>		
<sup>1 3</sup> Florida, US	89 (1.4)	٥
<sup>2</sup> Alberta, Canada	83 (1.9)	٥
<sup>2</sup> Ontario, Canada	82 (1.4)	٥
Quebec, Canada	79 (1.8)	
Maltese - Malta	78 (1.4)	
Andalusia, Spain	75 (1.5)	
Dubai, UAE	67 (1.6)	♥
Abu Dhabi, UAE	56 (2.3)	♥
Eng/Afr (5) - RSA	54 (3.2)	♥

Republic of South Africa (RSA) tested 5th grade students receiving instruction in English (ENG) or Afrikaans (AFR).

 $See Appendix \ C.2 \ for \ target \ population \ coverage \ notes \ 1, \ 2, \ and \ 3. \ See \ Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 1 \ d. \ 2 \ d.$ 

47 (1.9) 🐨

Percent significantly higher than international average

<sup>•</sup> Percent significantly lower than international average

<sup>()</sup> Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

#### PIRLS 2011 High International Benchmark—Example Items

Exhibit 2.7 shows an item from the literary passage "Enemy Pie." This item illustrates that students at the High Benchmark were able to integrate evidence from across a contemporary text to show understanding of a character's intention. In three countries (the Russian Federation, Hong Kong SAR, and Finland), more than 70 percent of students were able to accomplish this task, and on average, 50 percent of students answered successfully.

Exhibit 2.8 also presents an item from a literary text ("Fly Eagle Fly"), which asked students to evaluate the significance of the rising sun to the story as a whole. Fifty-seven percent of students, on average internationally, selected the correct response to this multiple-choice item. More than three-quarters of students in the Russian Federation, Portugal, and the state of Florida answered correctly.

Exhibit 2.9 presents the first informational example item for the High International Benchmark. This item asked students for two things that could be learned from the map key in the "Day Hiking" brochure (provided in the back pocket of this report). At this level, students earned one point on the item by providing only one way that the information in the map key could be used. Fifty-nine percent of students received at least partial credit for this item, on average, internationally.

Exhibit 2.10 shows a multiple-choice item from "The Giant Tooth Mystery" that required fourth grade students to make a straightforward inference. In contrast to the inference required in the item anchoring at the Intermediate International Benchmark shown in Exhibit 2.6, students answering this item correctly demonstrated the ability to make an inference from a series of statements in a continuous text containing complex ideas. Fifty-eight percent of students answered correctly, on average across countries, and more than 75 percent in Hong Kong SAR and Chinese Taipei.



Country	Percent Full Cred	
Russian Federation	75 (1.8)	٥
<sup>3</sup> Hong Kong SAR	73 (1.6)	٥
Finland	71 (1.9)	٥
Chinese Taipei	69 (1.7)	٥
Germany	64 (1.8)	٥
<sup>2</sup> United States	63 (1.2)	
Sweden	63 (1.9)	٥
Italy	62 (2.0)	٥
† Northern Ireland	62 (2.4)	٥
Hungary	62 (1.8)	0
Poland	62 (1.9)	0
<sup>2</sup> Croatia	61 (1.7)	٥
<sup>2</sup> Canada	61 (1.4)	0
Ireland	61 (2.1)	0
<sup>2</sup> Denmark † Netherlands	60 (1.8) 59 (1.6)	0
	59 (1.8)	0
† England Portugal	58 (2.1)	٥
<sup>3</sup> Israel	58 (1.9)	
Bulgaria	57 (2.3)	0
Slovak Republic	57 (2.3)	٥
<sup>2</sup> Singapore	57 (2.6)	0
Slovenia	56 (2.0)	0
New Zealand	56 (1.8)	0
Czech Republic	56 (2.5)	0
Spain	55 (2.0)	٥
Australia	53 (2.1)	-
Romania	52 (2.5)	
<sup>1</sup> Georgia	50 (2.0)	
International Avg.	50 (0.3)	
Austria	49 (2.0)	
<sup>1 2</sup> Lithuania	47 (2.2)	
France	46 (2.4)	
<sup>2</sup> † Belgium (French)	46 (2.1)	
Iran, Islamic Rep. of	45 (1.6)	♥
‡ Norway	43 (2.0)	♥
<sup>2</sup> Azerbaijan	36 (2.4)	♥
Trinidad and Tobago	31 (2.1)	♥
Malta	29 (1.6)	♥
<sup>2</sup> Qatar	25 (1.7)	♥
Colombia	25 (2.2)	•
United Arab Emirates	22 (1.0)	•
Saudi Arabia	15 (2.2)	•
Indonesia	12 (1.3)	•
Oman	10 (0.8)	•
Morocco		

**Purpose: Literary Experience** Process: Interpret and Integrate Ideas and Information Description: Integrate evidence to show understanding of a character's intention

14. Use what you have read to explain why Tom's dad really made Enemy Pie.

The answer shown illustrates the type of student response that was given 1 of 1 points.

Percent Full Credit	
27 (2.3) 🐨	
20 (1.7) 🐨	
19 (1.4) 🐨	
16 (1.7) 🐨	

15			EA's
this ite	may not be use not be use not be use not be use not be use not be use on may not be used on the use of the use of the use of the use of the use of the use of the use of the use of the use of the	Ses of KA	SOURCE: IEA's
es the type of stu	dent response that was given 1 of 1	points.	
Percent Full Credit	Country	Percent Full Credit	
	Benchmarking Participants <sup>◊</sup>		
27 (2.3) 🐨	<sup>1 3</sup> Florida, US	67 (2.3)	
20 (1.7) 🐨	<sup>2</sup> Alberta, Canada	66 (2.1)	
19 (1.4) 🐨	<sup>2</sup> Ontario, Canada	62 (2.4)	
16 (1.7) 🐨	Andalusia, Spain	52 (2.0)	
	Quebec, Canada	51 (2.0)	
	Dubai, UAE	33 (2.1) 🐨	
	Maltese - Malta	28 (1.7) 🐨	
	Eng/Afr (5) - RSA	28 (2.6) 🐨	
	Abu Dhabi, UAE	18 (1.9) 🐨	

Republic of South Africa (RSA) tested 5th grade students receiving instruction in English (ENG) or Afrikaans (AFR).

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

4 (0.6)

Percent significantly higher than international average

Percent significantly lower than international average

 $<sup>() \</sup>quad \text{Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.}$ 

	Percent	
Country	Correct	
Russian Federation	79 (2.3)	٥
Portugal	77 (2.0)	0
Finland	74 (1.8)	٥
<sup>2</sup> United States	73 (1.1)	0
Ireland	72 (2.1)	٥
† Northern Ireland	72 (1.8)	0
Sweden	71 (2.1)	٥
<sup>3</sup> Hong Kong SAR	68 (2.0)	0
Italy	68 (1.8)	٥
<sup>1 2</sup> Lithuania	67 (2.1)	٥
Hungary	66 (2.0)	٥
† England	66 (2.2)	0
Slovak Republic	66 (1.8)	٥
<sup>3</sup> Israel	65 (2.0)	٥
Bulgaria	65 (2.4)	٥
Romania	65 (2.2)	0
Czech Republic	65 (2.1)	٥
<sup>2</sup> Denmark	65 (1.7)	0
<sup>2</sup> Singapore	64 (1.7)	٥
Poland	63 (1.8)	٥
† Netherlands	63 (1.8)	٥
<sup>2</sup> Canada	63 (1.2)	٥
<sup>2</sup> Azerbaijan	62 (2.2)	٥
Australia	62 (1.7)	٥
Slovenia	62 (2.1)	٥
New Zealand	60 (1.8)	
<sup>2</sup> Croatia <sup>1</sup> Georgia	58 (1.8)	
-	58 (2.3)	
Spain International Avg.	57 (1.7) 57 (0.3)	
Germany	55 (1.8)	
France	54 (1.7)	
Austria	53 (1.9)	•
Malta	53 (2.2)	
<sup>2</sup> † Belgium (French)	51 (2.7)	•
Trinidad and Tobago	51 (2.1)	
United Arab Emirates	44 (1.4)	•
Chinese Taipei	44 (1.9)	•
Colombia	37 (2.4)	♥
Indonesia	34 (2.6)	•
<sup>2</sup> Qatar	34 (2.0)	◉
‡ Norway	33 (3.0)	•
Iran, Islamic Rep. of	29 (1.5)	◉
Saudi Arabia	25 (1.7)	•
Morocco	23 (1.5)	◉
0	22 (4.4)	

Purpose: Literary Experience
Process: Examine and Evaluate Content, Language, and Textual Elements
Description: Evaluate the significance of an event

11. Why was the rising sun important to the story?
It awakened the eagle's instinct to fly.
It reigned in the heavens.
C It warmed the eagle's feathers.
It provided light on the mountain paths.
Protect William Not be usees IFA.  This item may not be usees IFA.  This item mercial expression from the permission perm

Country	Percent Correct	
Sixth Grade Participants		
Honduras	43 (2.4) 🐨	
<sup>1</sup> ‡ Kuwait	37 (1.6) 🐨	
Botswana	37 (1.8) 🐨	
Morocco	29 (2.1) 🐨	

Country	Percent Correct	
Benchmarking Participants <sup>◊</sup>		
<sup>1 3</sup> Florida, US	78 (2.2)	
<sup>2</sup> Alberta, Canada	70 (1.9)	
<sup>2</sup> Ontario, Canada	65 (2.4)	
Andalusia, Spain	57 (2.1)	
Quebec, Canada	56 (1.9)	
Dubai, UAE	51 (1.6) 🐨	
Maltese - Malta	48 (1.9) 🗨	
Abu Dhabi, UAE	43 (2.5) 🐨	
Eng/Afr (5) - RSA	41 (2.4) 🐨	
À		

Republic of South Africa (RSA) tested 5th grade students receiving instruction in English (ENG) or Afrikaans (AFR).

 $See Appendix \ C.2 \ for \ target \ population \ coverage \ notes \ 1, \ 2, \ and \ 3. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 1 \ and \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 1 \ and \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 1 \ and \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ notes \ 2. \\ See Appendix \ C.5 \ for \ notes \$ 

23 (1.1) 🐨

Oman

Percent significantly higher than international average

<sup>•</sup> Percent significantly lower than international average

<sup>()</sup> Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

<b>PIRLS 2</b> 011	4 <sup>th</sup> Grade
--------------------	--------------------------

	Percent
Country	At Least
· ·	1 Point
<sup>2</sup> Denmark	86 (1.1)
<sup>2</sup> United States	83 (0.9)
† England	83 (1.6)
† Northern Ireland	82 (1.6)
† Netherlands	81 (1.7)
Portugal	79 (1.8)
<sup>3</sup> Hong Kong SAR	78 (2.0)
<sup>2</sup> Canada	75 (1.4)
Chinese Taipei	74 (1.5)
Ireland	73 (2.0)
New Zealand	73 (1.4)
‡ Norway	72 (2.2)
Russian Federation	71 (1.9)
Czech Republic	71 (2.0)
<sup>2</sup> Singapore	70 (1.7)
<sup>3</sup> Israel	70 (1.9)
Germany	69 (1.7)
Sweden	68 (2.1)
Finland	66 (1.9)
Slovak Republic	66 (1.7)
<sup>1 2</sup> Lithuania	64 (2.2)
Poland	64 (2.1)
Italy	63 (2.0)
Australia	62 (2.0)
Slovenia	62 (2.2)
Hungary	62 (1.6)
France	61 (1.9)
International Avg.	59 (0.3)
Spain	59 (1.6)
Malta	58 (2.1)
Austria	54 (1.8)
Bulgaria	52 (2.5) <b>•</b>
<sup>2</sup> † Belgium (French)	51 (2.4)
Trinidad and Tobago	49 (2.4) 🐨
<sup>2</sup> Croatia	49 (1.6) 👽
Romania	47 (2.6) 🐨
1 Georgia	43 (2.2) 🐨
United Arab Emirates	43 (1.3) 🐨
Saudi Arabia	43 (2.6) •
<sup>2</sup> Qatar	41 (1.8) 🐨
Indonesia Oman	33 (2.1) 🐨
<sup>2</sup> Azerbaijan	32 (1.6) 🐨
Colombia	30 (2.3) <b>•</b> 27 (2.2) <b>•</b>
Iran, Islamic Rep. of	
Morocco	17 (1.3) <b>•</b> 14 (1.2) <b>•</b>
MOTOCCO	14 (1.2)

**Purpose: Acquire and Use Information** Process: Examine and Evaluate Content, Language, and Textual Elements

Description: Examine a specified table of information and show understanding of 1 (of 2) use of the information

11. What are two things you can learn by studying the map key?

nisitem may not be ut.

The answer shown illustrates the type of student response that was given 1 of 2 points. Percent **Country** At Least 1 Point

**Sixth Grade Participants** Botswana 49 (1.9) ♥ 1 ‡ Kuwait 43 (2.7)  $\bigcirc$ Honduras 39 (2.5) Morocco 34 (2.0)

Country	At Least 1 Point
Benchmarking Participants <sup>◊</sup>	1101110
<sup>1 3</sup> Florida, US	87 (1.6)
<sup>2</sup> Ontario, Canada	81 (1.7)
<sup>2</sup> Alberta, Canada	79 (2.0)
Andalusia, Spain	62 (1.9)
Quebec, Canada	59 (2.5)
Dubai, UAE	48 (2.1) 🐨
Abu Dhabi, UAE	42 (2.1) 🐨
Maltese - Malta	23 (1.5) 🐨
Eng/Afr (5) - RSA	

Republic of South Africa (RSA) tested 5th grade students receiving instruction in English (ENG) or Afrikaans (AFR).

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

A dash (-) indicates comparable data not available.

Percent significantly higher than international average

Percent significantly lower than international average

<sup>()</sup> Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

11
3 20
S
쮼
PIR
1
ਰੇ
Ē
Š
$\sim$
<u>r</u>
<u>te</u>
$\equiv$
ρſ
-
ğ
8
<del>-</del>
2

Country	Percent	
Country	Correct	
<sup>3</sup> Hong Kong SAR	80 (1.7)	٥
Chinese Taipei	79 (1.6)	0
<sup>2</sup> Singapore	75 (1.5)	٥
Italy	74 (1.4)	0
Finland	73 (1.8)	٥
Russian Federation	72 (1.4)	0
Sweden	69 (1.9)	٥
Portugal	67 (2.0)	٥
Czech Republic	66 (2.2)	٥
Ireland	66 (2.3)	0
Slovenia	65 (2.1)	٥
† England	64 (2.1)	٥
† Northern Ireland	64 (2.3)	٥
<sup>1 2</sup> Lithuania	64 (1.9)	٥
<sup>3</sup> Israel	63 (1.9)	٥
Slovak Republic	63 (1.8)	٥
France	63 (1.6)	٥
<sup>2</sup> Croatia	63 (1.7)	٥
Hungary	62 (1.5)	٥
Spain	61 (2.0)	
Germany	61 (1.9)	
<sup>2</sup> United States	61 (1.2)	٥
Austria	61 (2.0)	
<sup>2</sup> † Belgium (French)	60 (2.1)	
<sup>2</sup> Canada	60 (1.4)	
Bulgaria	58 (1.9)	
<sup>2</sup> Denmark	58 (2.0)	
International Avg.	58 (0.3)	
Romania	56 (2.3)	
Australia	55 (1.9)	
† Netherlands	55 (2.0)	
<sup>2</sup> Azerbaijan	54 (2.7)	
‡ Norway	52 (2.5)	•
New Zealand	52 (1.6)	•
Malta	52 (1.8)	◉
Poland	51 (1.8)	•
<sup>1</sup> Georgia	51 (2.1)	◉
Trinidad and Tobago	47 (1.8)	•
Iran, Islamic Rep. of	46 (1.8)	♥
United Arab Emirates	46 (1.2)	♥
<sup>2</sup> Qatar	43 (2.4)	◉
Saudi Arabia	42 (2.4)	•
Colombia	36 (2.4)	◉
Indonesia	35 (2.1)	♥

Purpose: Acquire a	and Use Information
Process: Make Stra	nightforward Inferences
Description: Infer	a scientist's purpose from a series of statements

Description: filler a scientist's purpose from a series of statements
9. Why did Gideon Mantell take the tooth to a museum?
(A) to ask if the fossil belonged to the museum
(B) to prove that he was a fossil expert
to hear what scientists thought of his idea
to compare the tooth with others in the museum
protect Inot be usees
item may cial the from len
This contithe sion

Country	Percent Correct
Sixth Grade Participants	
Botswana	51 (1.8) 🐨
<sup>1</sup> ‡ Kuwait	43 (2.5) 🐨
Honduras	43 (2.6) 🐨
Morocco	38 (1.6) 👽

Country	Percent Correct	
Benchmarking Participants <sup>◊</sup>		
<sup>1 3</sup> Florida, US	64 (2.5)	0
Andalusia, Spain	64 (2.0)	0
Quebec, Canada	63 (2.1)	٥
<sup>2</sup> Ontario, Canada	59 (2.4)	
<sup>2</sup> Alberta, Canada	54 (2.1)	
Dubai, UAE	54 (2.0)	♥
Abu Dhabi, UAE	43 (2.0)	♥
Eng/Afr (5) - RSA	41 (2.3)	♥
Maltese - Malta	41 (1.9)	♥
A		

 $<sup>^\</sup>lozenge$  Republic of South Africa (RSA) tested 5th grade students receiving instruction in English (ENG) or Afrikaans (AFR).

- Percent significantly higher than international average
- Percent significantly lower than international average

 $See Appendix \ C.2 \ for \ target \ population \ coverage \ notes \ 1, \ 2, \ and \ 3. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 1 \ and \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 1 \ and \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 1 \ and \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ guidelines \ and \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ sampling \ participation \ notes \ 2. \\ See Appendix \ C.5 \ for \ notes \ 2. \\ See Appendix \ C.5 \ for \ notes \$ 

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

31 (1.6) 🐨

26 (1.5) 🐨

Oman

#### PIRLS 2011 Advanced International Benchmark—Example Items

Exhibits 2.11 and 2.12 present example items answered correctly by students reaching the Advanced International Benchmark.

Exhibit 2.11 shows an item from the literary text "Fly Eagle Fly." Students were asked to interpret a character's actions to provide a trait and give an example from the text to support this interpretation. Providing both pieces of this response was quite difficult for students internationally, with 29 percent, on average, across the fourth grade countries receiving full credit. More than half of the students in Hong Kong SAR (59%) and Chinese Taipei (55%) provided a complete response.

Exhibit 2.12 shows an item from the informational text "The Giant Tooth Mystery." This item required students to complete a table contrasting three scientific beliefs from the past with those of scientists today. This item also was quite challenging for students, with 32 percent of students receiving full credit across the fourth grade countries. More than half of the students in the East Asian countries of Hong Kong SAR (62%), Singapore (57%), and Chinese Taipei (53%) earned all three points.

_
50
IRLS
<u>-</u>
φ
Stu
acy
iter
gL
adin
Rea
nal
atio
ern
İ
is in
gres
Pro
A's
쁘
RCE
2
S

Country	Percent Full Credit
<sup>3</sup> Hong Kong SAR	59 (2.2)
Chinese Taipei	55 (2.2)
<sup>3</sup> Israel	50 (2.2)
Russian Federation	50 (2.7)
<sup>2</sup> Singapore	48 (1.9)
Ireland	46 (2.1)
<sup>2</sup> Croatia	45 (1.8)
Italy	45 (2.4)
† England	44 (1.9)
Austria	44 (2.1)
† Northern Ireland	43 (2.3)
Czech Republic	42 (2.2)
<sup>2</sup> United States Slovak Republic	42 (1.2) <b>4</b> 1 (1.9) <b>4</b>
Sweden	, ,
Bulgaria	40 (2.1) <b>3</b> 9 (2.2) <b>3</b>
Portugal	39 (2.2) <b>3</b> 8 (2.1) <b>3</b>
<sup>2</sup> Canada	38 (1.4)
<sup>1 2</sup> Lithuania	38 (1.4)
Finland	38 (2.0)
<sup>2</sup> Denmark	37 (1.6)
Hungary	35 (1.9)
International Avg.	29 (0.3)
Poland	28 (1.8)
Australia	25 (1.8) 🐨
Romania	25 (2.0) 🐨
<sup>1</sup> Georgia	24 (1.7) 🐨
New Zealand	23 (1.6) 🐨
Spain	21 (1.5) 🐨
† Netherlands	20 (1.5) 🐨
Colombia	19 (1.7) 🐨
<sup>2</sup> † Belgium (French)	19 (1.6) 🐨
Malta	18 (1.1) 🐨
Iran, Islamic Rep. of	18 (1.2) 🐨
Trinidad and Tobago	18 (1.4) 👽
France	17 (1.0) 🐨
‡ Norway	15 (1.5) 🐨
Germany	14 (1.2) 🐨
United Arab Emirates	14 (0.8) 🐨
Slovenia	13 (1.5) 🐨
<sup>2</sup> Qatar	12 (1.5) 🐨
Oman	7 (0.9)
<sup>2</sup> Azerbaijan	7 (1.5) 🐨
Saudi Arabia	4 (0.8) 🐨
Indonesia	3 (0.6) 🐨

**Purpose: Literary Experience** 

**Process: Interpret and Integrate Ideas and Information** 

Description: Interpret a character's actions to provide a description of a character trait with a supporting example

12. You learn what the farmer's friend was like from the things he did.

Describe what the friend was like and give an example of what he did that shows this.

stubborn because he came back and tested the eagle again

The answer shown illustrates the type of student response that was given 2 of 2 points.

Country	Percent Full Credit	
Sixth Grade Participants		
Honduras	13 (1.7) 🐨	
<sup>1 ‡</sup> Kuwait	11 (1.4) 🐨	
Morocco	8 (1.0) 🐨	
Botswana	7 (1.2) 🐨	

Country  Benchmarking Participants	Percent Full Credit	
<sup>2</sup> Ontario, Canada	47 (2.3)	٥
<sup>1 3</sup> Florida, US	42 (1.7)	٥
<sup>2</sup> Alberta, Canada	34 (2.1)	٥
Quebec, Canada	31 (1.8)	
Andalusia, Spain	30 (2.1)	
Dubai, UAE	20 (1.4)	♥
Maltese - Malta	17 (1.2)	◉
Abu Dhabi, UAE	12 (1.5)	♥
Eng/Afr (5) - RSA	11 (1.5)	♥

♦ Republic of South Africa (RSA) tested 5th grade students receiving instruction in English (ENG) or Afrikaans (AFR).

- Percent significantly higher than international average
- Percent significantly lower than international average

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

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

1 (0.3)

- ·	Percent	
Country	Full Credit	
<sup>3</sup> Hong Kong SAR	62 (2.3)	٥
<sup>2</sup> Singapore		٥
Chinese Taipei	, ,	٥
Finland		٥
Russian Federation		٥
† England	46 (2.2)	٥
Sweden	44 (2.4)	٥
† Northern Ireland	44 (2.6)	٥
<sup>2</sup> Denmark	44 (1.8)	٥
<sup>2</sup> United States	44 (1.3)	٥
Ireland	` '	٥
<sup>2</sup> Croatia	, ,	٥
Portugal		٥
<sup>2</sup> Canada	, ,	٥
† Netherlands	` ,	٥
Hungary		٥
New Zealand		٥
Italy	, ,	٥
Australia		٥
Czech Republic	, ,	٥
Germany Bulgaria	` ` _	٥
<sup>3</sup> Israel	36 (2.1)	9
Slovenia	33 (1.8)	
<sup>1 2</sup> Lithuania	32 (1.8)	
International Avg.	32 (0.3)	
Austria	31 (2.0)	
France	31 (1.8)	
Slovak Republic	30 (1.7)	
<sup>2</sup> † Belgium (French)	29 (2.8)	
Romania	27 (2.1)	€
Poland	26 (1.8)	♥
Spain	, ,	♥
‡ Norway	. (,	€
Malta		€
<sup>1</sup> Georgia		€
<sup>2</sup> Qatar		<b>▼</b>
United Arab Emirates		<b>▼</b>
Trinidad and Tobago		<b>▼</b>
Saudi Arabia		<b>▼</b>
Oman	8 (0.9)	<b>▼</b>

Purpose: Acquire and Use Information
Process: Interpret and Integrate Ideas and Information
Description: Interpret and integrate textual and visual information to make 3 contrasts

13. Later discoveries proved that Gideon Mantell was wrong about what the *Iguanodon* looked like. Fill in the blanks to complete the table.

What Gideon Mantell thought	What scientists today think
the <i>Iguanodon</i> looked like	the <i>Iguanodon</i> looked like
Coixes	<b>\</b>
The <i>Iguanodon</i> walked on four legs.	The Iguangdon
,00	The Iguangdon walks on 2 legs
9	X OF TOO
The Iguanodon had	The <i>Iguanodon</i> had a spike on its thumb.
a spike on his nose	us, cial tolo,
<u>~</u>	6 6 6
The <i>Iguanodon</i> was 100 feet long.	The Iguanadon was 30 feet long
:5	was 30 feet land
Luis Co	Nittlessions

The answer shown illustrates the type of student response that was given 3 of 3 points.

Country	Percent Full Credit
Sixth Grade Participants	
Botswana	11 (1.4) 🐨
Morocco	7 (0.8) 🐨
<sup>1</sup> ‡ Kuwait	7 (0.9) 👽
Honduras	6 (1.5) 🐨

<b>Country</b> Benchmarking Participants <sup>†</sup>	Percent Full Cred	
<sup>1 3</sup> Florida, US	47 (2.2)	٥
Quebec, Canada	42 (1.9)	٥
<sup>2</sup> Ontario, Canada	42 (2.3)	٥
<sup>2</sup> Alberta, Canada	40 (1.9)	٥
Andalusia, Spain	25 (1.8)	♥
Dubai, UAE	22 (1.4)	•
Maltese - Malta	14 (1.2)	$\overline{\mathbf{v}}$
Abu Dhabi, UAE	12 (1.4)	♥
Eng/Afr (5) - RSA	10 (1.3)	◉

 $<sup>^\</sup>lozenge$  Republic of South Africa (RSA) tested 5th grade students receiving instruction in English (ENG) or Afrikaans (AFR).

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

7 (1.1)

7 (0.8)

6 (1.4)

6 (1.0) 👽

2 (0.5) 🐨

Indonesia

<sup>2</sup> Azerbaijan

Colombia

Morocco

Iran, Islamic Rep. of

Percent significantly higher than international average

lacktriangledown Percent significantly lower than international average

 $<sup>() \</sup>quad \text{Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.}$