



Highlights from PIRLS 2011

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Overview

- ❖ What is PIRLS and which education systems participate?
- ❖ How are U.S. students performing compared to their international peers in:
 - ❖ 4th-grade reading?
- ❖ How are students performing in participating U.S. states?



What is PIRLS...?

- Progress in International Reading Literacy Study (PIRLS)
- 4th-grade reading assessment
- Developed by the TIMSS & PIRLS International Study Center at Boston College, under contract to the International Association for the Evaluation of Educational Achievement (IEA)



* In 1999, no grade 4 assessment.

PIRLS participating education systems



57 education systems

2011

U.S. PIRLS national and state sample sizes

National Sample

4th grade

Schools: 370

Students: 12,726

Florida Sample

4th grade

Schools: 77

Students: 2,598

PIRLS 2011 framework

	PIRLS
Definition	<p>The ability to understand and use those written language forms required by society and/or valued by the individual. Young readers can construct meaning from a variety of texts. They read to learn, to participate in communities of readers in school and everyday life, and for enjoyment.</p>
Content	<p>Literary and informational texts</p>
Cognitive dimensions	<p>Focus on and retrieve Make straightforward inferences Interpret and integrate Examine and evaluate</p>



What is on the PIRLS assessment?

A farmer went out one day to search for a lost calf. The herders had returned without it the evening before. And that night there had been a terrible storm.

He went to the valley and searched by the riverbed, among the

1. What did the farmer set out to look for at the beginning of the story?

- A a calf
- B herders
- C rocky cliffs
- D an eagle chick

Percentage of 4th-graders answering correctly:
U.S.: 90%
Int'l Avg.: 89%



The farmer was very pleased. He showed the eagle chick to his family, then placed it carefully in the chicken house among the hens and chicks.

"The eagle is the king of the birds," he said, "but we shall train it to be a chicken."

What is on the PIRLS assessment?

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.

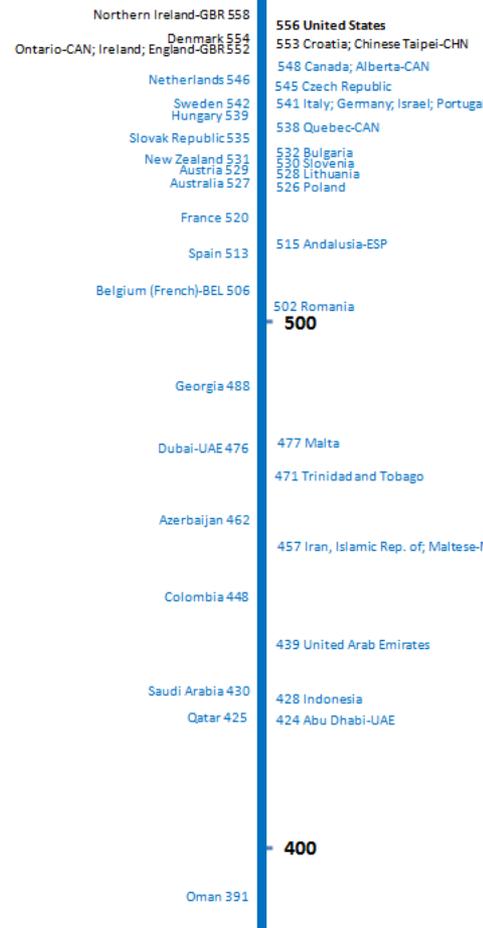
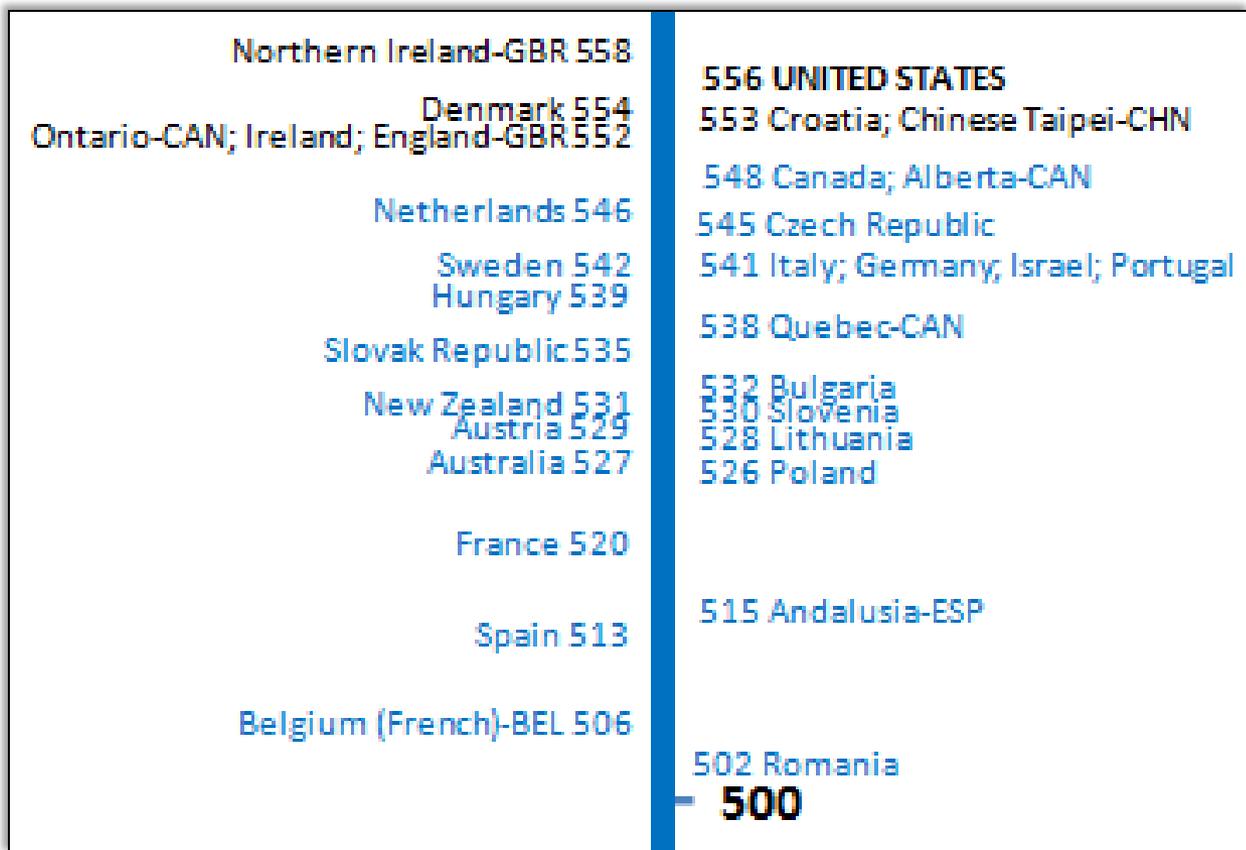
The friend tried to convince the farmer that the eagle isn't a chicken. So the friend proved by letting the eagle fly with the sun rising.

Percentage of 4th-graders answering correctly:
U.S.: 42%
Int'l Avg.: 29%

We shall train it to be a chicken.

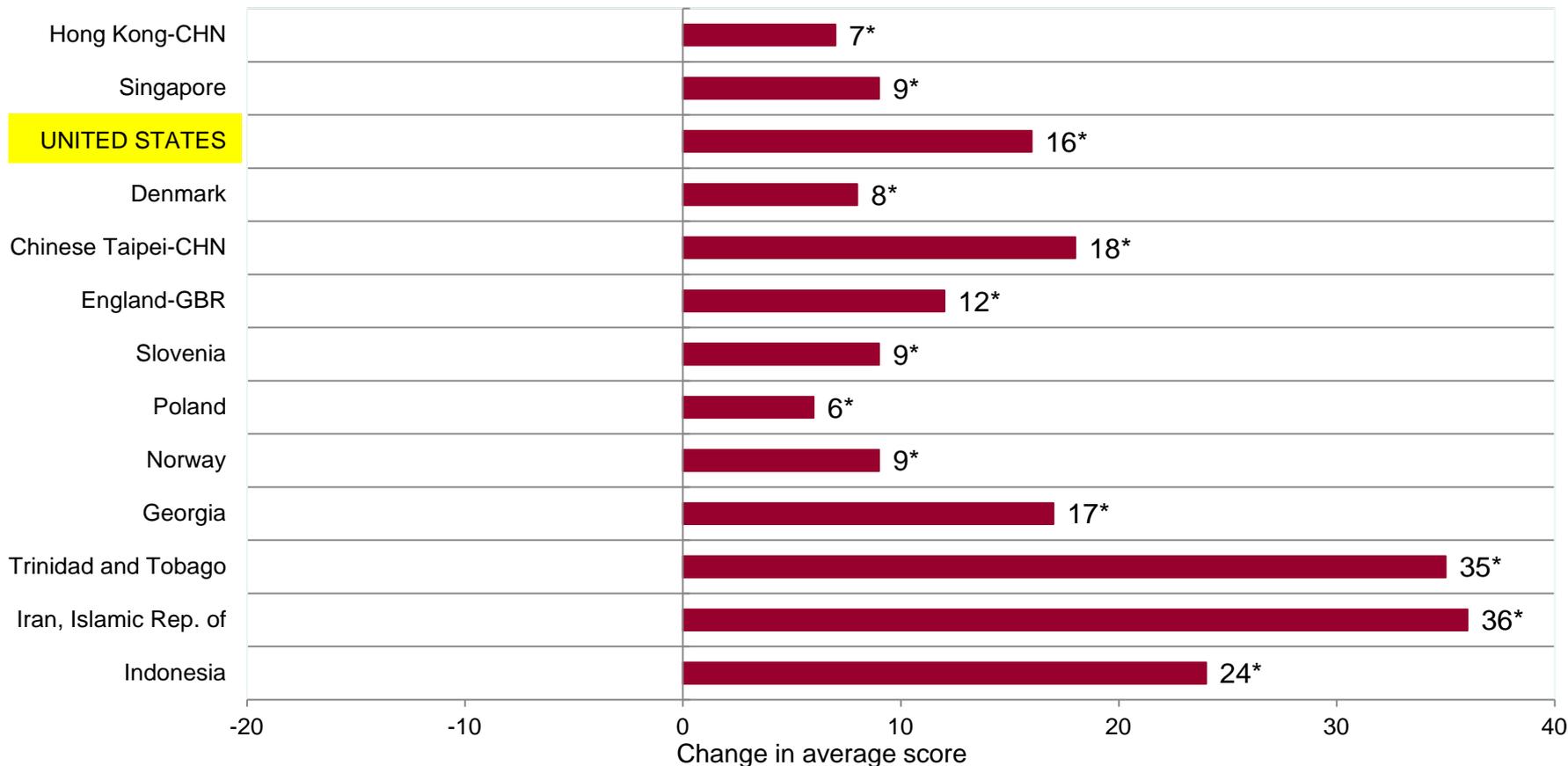
U.S. average score (556) higher than the PIRLS scale average (500)

Hong Kong-CHN 571
Russian Federation; Finland 568
569 Florida-USA
567 Singapore



- Higher than U.S.
- Not measurably different than U.S.
- Lower than U.S.

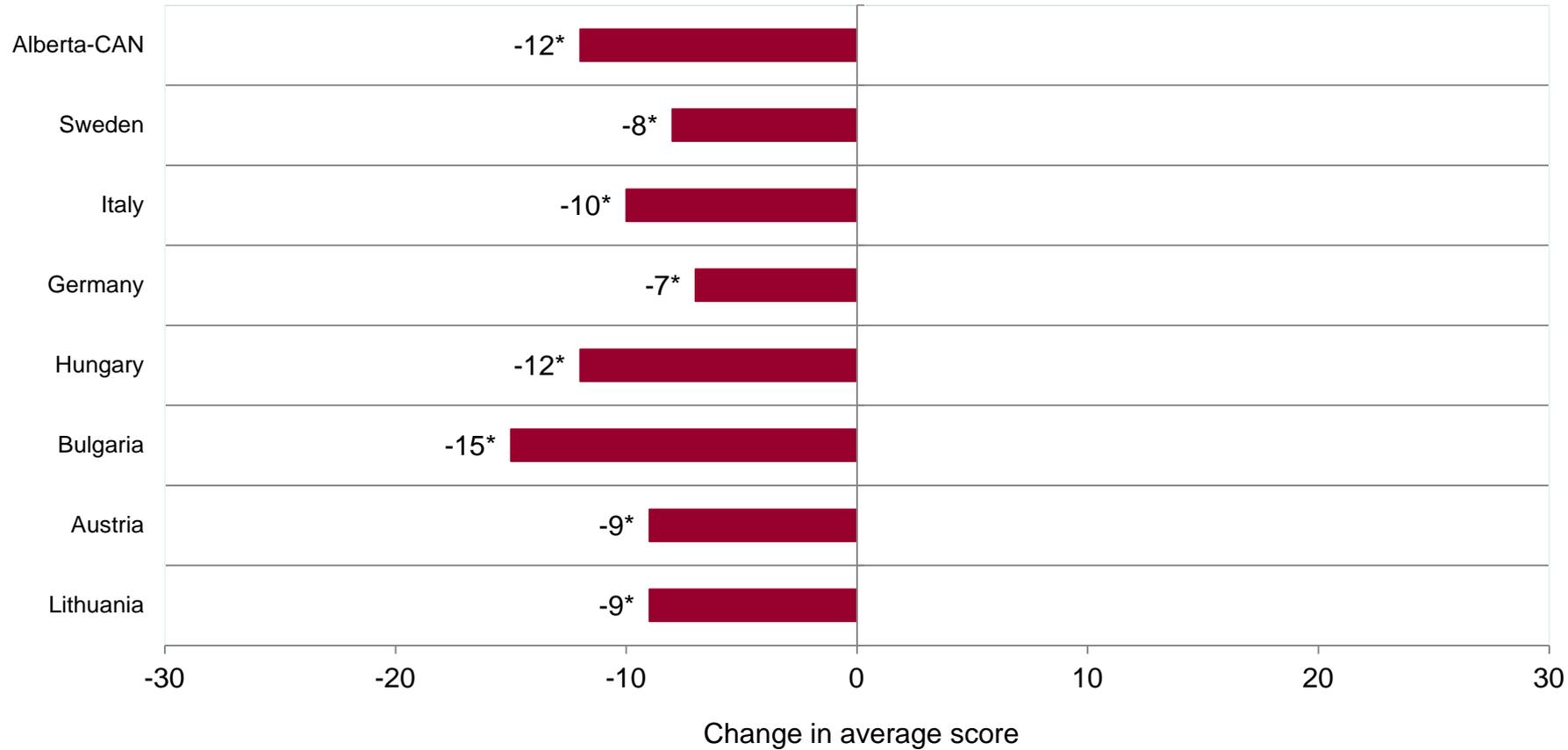
Average reading scores of 4th-grade students **increased** from 2006 to 2011 in 13 education systems, including the U.S.



* $p < .05$. Change in average scores is significant.

NOTE: Education systems ordered according to average reading score in 2011.

Average reading scores of 4th-grade students **decreased** from 2006 to 2011 in 8 education systems



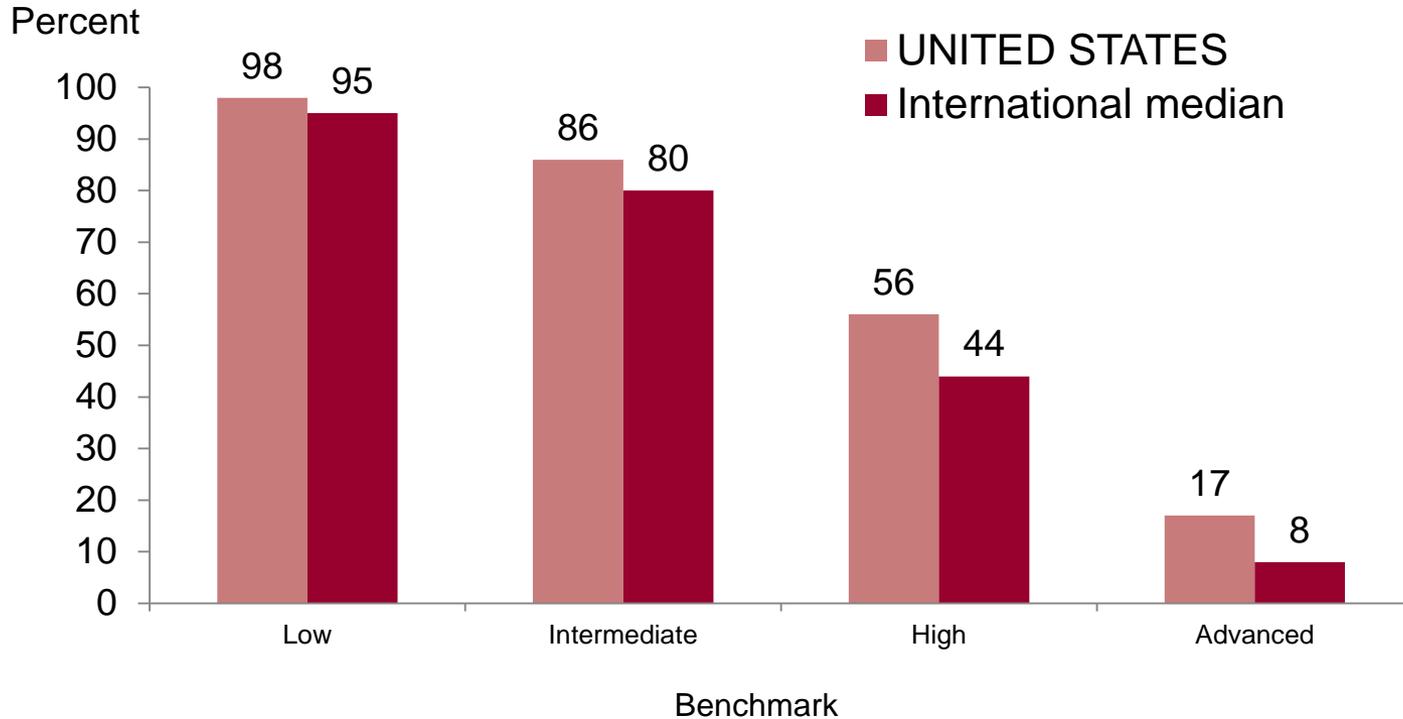
* $p < .05$. Change in average scores is significant.

NOTE: Education systems ordered according to average reading score in 2011.

PIRLS international reading benchmarks

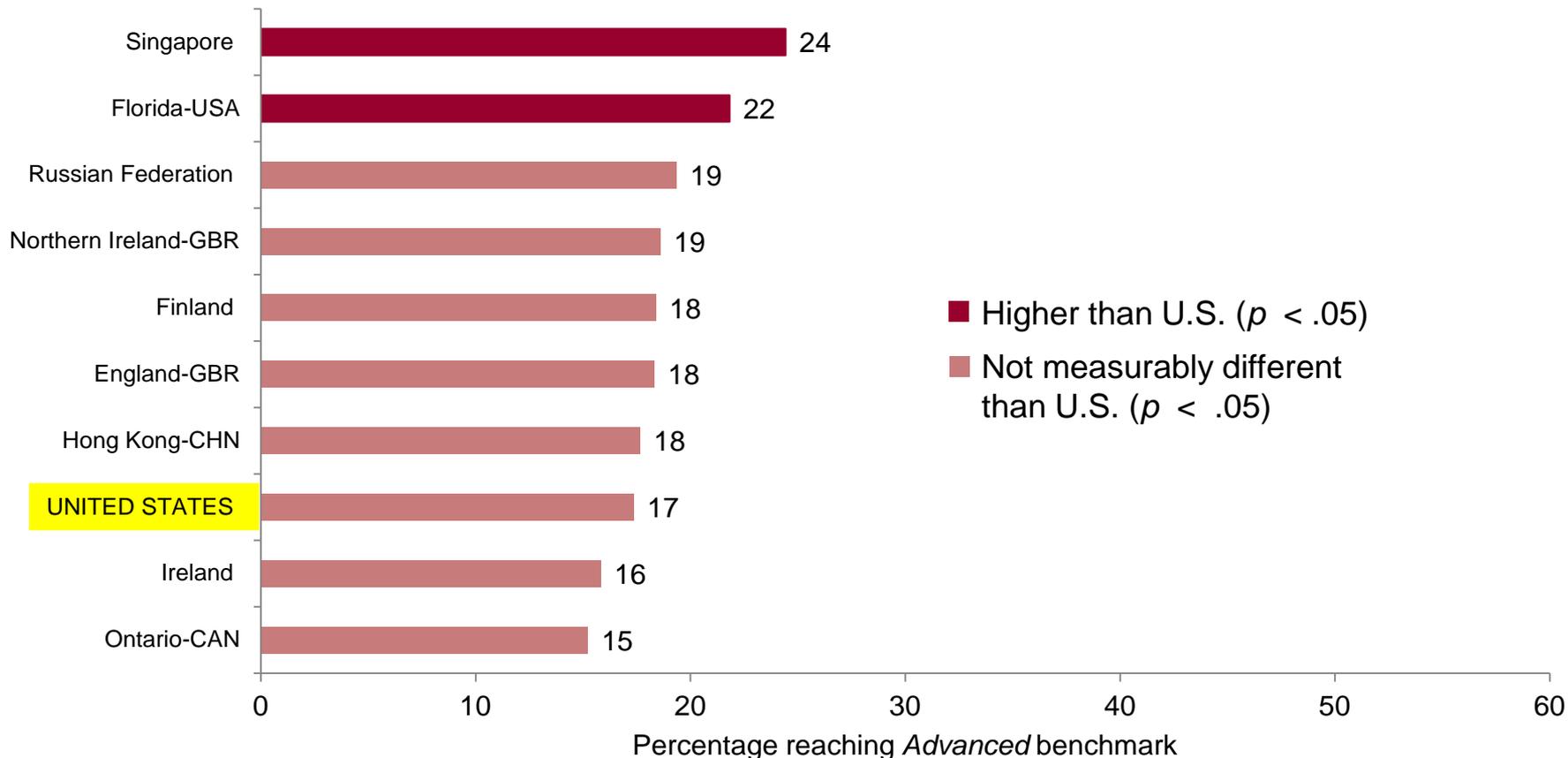
	Grade 4
Advanced (625)	Students can interpret figurative language, distinguish and interpret complex information from different parts of text, and integrate ideas across text to provide interpretations about characters' feelings and behaviors.
High (550)	Students can recognize some textual features, make inferences on the basis of abstract or embedded information, and integrate information to recognize main ideas and provide explanations.
Intermediate (475)	Students can identify central events, make straightforward inferences from the text, and begin to make connections across parts of the text.
Low (400)	Students can retrieve explicitly stated details from literary and informational texts.

Percentages of U.S. 4th-grade students reaching PIRLS reading benchmarks were higher than international medians in 2011



NOTE: All U.S. percentages are significantly higher than the corresponding PIRLS international median at the .05 level of statistical significance.

Two systems had higher percentages of 4th-grade students reaching *Advanced* than the U.S.



NOTE: Education systems with lower percentages of students reaching the *Advanced* benchmark than the percentage of U.S. students reaching the *Advanced* benchmark are not included in figure.

For more information

PIRLS

PIRLS at NCES:

<http://nces.ed.gov/surveys/pirls/>

International Data Explorer:

<http://nces.ed.gov/surveys/pirls/idepirls/>

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