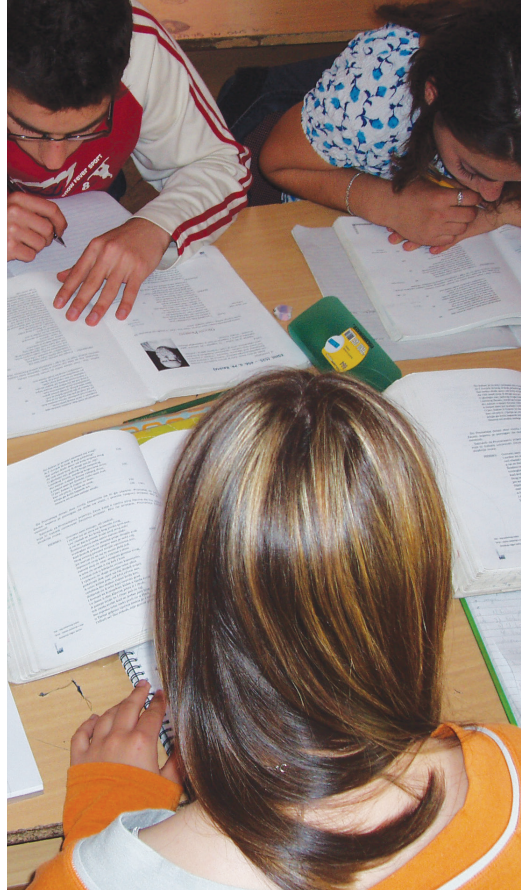




PIRLS (Progress in International Reading Literacy Study) is an assessment of reading comprehension that has been monitoring trends in student achievement at five-year intervals since 2001. PIRLS represents the worldwide standard for reading comprehension at the fourth grade.

New in 2016, PIRLS Literacy—a less difficult reading assessment—makes it possible for a broad range of countries to measure reading proficiency on the PIRLS metric at the end of primary school.



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PIRLS and PIRLS Literacy are projects of IEA (International Association for the Evaluation of Educational Achievement). Headquartered in Amsterdam, IEA has been conducting international

comparative studies of student educational achievement since 1959. IEA pioneered studies relating cross-national achievement to the different methods for teaching and learning used across the globe so that countries could learn about effective educational approaches from each other.



PIRLS and PIRLS Literacy are directed by the TIMSS & PIRLS International Study Center at Boston College. PIRLS together with TIMSS, which assesses mathematics and science, comprise IEA's core cycle of studies designed

to provide countries with regular information about achievement in three fundamental subjects—reading, mathematics, and science.



International Association
for the Evaluation of
Educational Achievement

pirls.bc.edu



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PIRLS *Literacy* 2016

Progress in International
Reading Literacy
Study

*Reading—A Gateway To
The Future*



TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College

PIRLS **2016**

A Global Metric for Reading Proficiency

Every five years, PIRLS provides internationally comparative data on reading comprehension at the fourth grade.

- More than 60 countries participating in PIRLS 2016.
- Monitoring progress over 16 years—2001, 2006, 2011, 2016.
- Results at four International Benchmarks—low, medium, high, and advanced.
- Extensive data for informing policy—literacy supports in the home, the reading curriculum, instruction, and school resources.

PIRLS is based on a comprehensive framework and a range of assessment materials developed collaboratively with participating countries. In PIRLS, students read and interpret relatively complex stories and articles, and then answer questions about what they have read. PIRLS is given to scientifically selected national samples of students, administered by each county according to standardized procedures, and monitored with a rigorous program of quality assurance. For each country, PIRLS reports overall reading achievement as well as diagnostic information about students' reading skills and strategies.

ePIRLS **Online Reading** **2016**

An Innovative Measure of Online Reading

As an addition to PIRLS in 2016, ePIRLS helps countries understand how successful they are in preparing

fourth grade students to read, comprehend, and interpret online information. ePIRLS uses an engaging simulated Internet environment to assess student's achievement in online informational reading. In ePIRLS, students complete school-like assignments on science and social studies topics by navigating through web pages.



PIRLS **Literacy** **2016**

Extending the PIRLS Reading Proficiency Metric

New for 2016, PIRLS Literacy greatly strengthens the assessment of reading learning for children still developing fundamental reading skills. In 2011, PIRLS introduced prePIRLS, a less difficult reading assessment, based on the PIRLS framework, but with shorter stories and articles, easier vocabulary, and simpler grammar and syntax. PIRLS Literacy advances prePIRLS by using the well-established PIRLS metric to measure reading proficiency across a broad range of countries.

- PIRLS Literacy 2016 allows countries to compare their students' reading proficiency with that of students in countries all around the world.*
- Equivalent in scope to PIRLS 2016, PIRLS Literacy 2016 includes the same amount of assessment time as well as a colorful magazine-like reader.

Participation in PIRLS Literacy 2016 provides key diagnostic data about students' abilities to recognize words and phrases, understand simple sentences and paragraphs, retrieve information, make straightforward inferences, and comprehend the overall message.

PIRLS Literacy provides the same background data as PIRLS, in addition to achievement data about students' reading proficiency. Together these data present policy makers with powerful evidence to inform decisions regarding improving student reading.

Benefits of Participating in PIRLS/PIRLS Literacy

Participating in PIRLS and PIRLS Literacy enables countries to establish achievement goals for educational improvement and to observe progress toward these goals in a global context. Evidence of weak learning outcomes can spur educational reform in curriculum and teacher education, with subsequent assessments being effective monitors of changes in the educational system.

A Broad Continuum of Assessment Participation Options

Although PIRLS 2016 and PIRLS Literacy 2016 are designed to compare reading achievement for students who have had four years of primary schooling, in some countries students are more likely to have developed the reading proficiency necessary for success on PIRLS or PIRLS Literacy by the fifth or sixth grade. Participating in PIRLS 2016 or PIRLS Literacy 2016 at the fourth, fifth, or sixth grade enables these countries to give an assessment that fits the reading learning levels of their children. Also, participation in two grades, such as PIRLS Literacy at fourth grade and PIRLS at sixth grade, can provide countries with comprehensive data about students reading proficiency at different points in the educational system.

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The Future*

* PIRLS Literacy includes embedded PIRLS questions; similarly, PIRLS includes embedded PIRLS Literacy questions, such that the assessments can be linked and the results reported together on one common metric—the PIRLS reading achievement scale.