

**Appendix C.3: Student Sample Sizes**

Country	Within-school Student Participation (Weighted Percentage)	Number of Sampled Students in Participating Schools	Number of Students Withdrawn from Class/School	Number of Students Excluded	Number of Eligible Students	Number of Students Absent	Number of Students Assessed
Australia	95%	7,064	168	155	6,741	400	6,341
Austria	98%	4,709	20	222	4,467	107	4,360
Azerbaijan	96%	6,361	113	0	6,248	254	5,994
Bahrain	98%	5,771	56	148	5,567	87	5,480
Belgium (Flemish)	98%	5,378	39	28	5,311	113	5,198
Belgium (French)	97%	4,841	8	64	4,769	146	4,623
Bulgaria	95%	4,677	75	108	4,494	213	4,281
Canada	96%	20,072	265	736	19,071	826	18,245
Chile	96%	4,648	73	85	4,490	196	4,294
Chinese Taipei	98%	4,471	39	38	4,394	68	4,326
Czech Republic	95%	5,939	78	35	5,826	289	5,537
Denmark	94%	4,091	68	278	3,745	237	3,508
Egypt	97%	7,321	150	0	7,171	214	6,957
England	96%	5,568	149	113	5,306	211	5,095
Finland	96%	5,178	52	42	5,084	188	4,896
France	96%	5,050	56	33	4,961	194	4,767
Georgia	97%	6,123	59	131	5,933	192	5,741
Germany	96%	4,279	58	102	4,119	160	3,959
Hong Kong SAR	87%	4,024	21	96	3,907	558	3,349
Hungary	97%	4,852	21	57	4,774	151	4,623
Iran, Islamic Rep. of (Combined)	99%	8,999	106	10	8,883	117	8,766
Literacy	99%	4,498	53	4	4,441	60	4,381
PIRLS	99%	4,501	53	6	4,442	57	4,385
Ireland	96%	4,881	30	44	4,807	200	4,607
Israel	95%	4,368	13	107	4,248	207	4,041
Italy	96%	4,309	22	166	4,121	181	3,940
Kazakhstan	99%	5,035	51	0	4,984	59	4,925
Kuwait	93%	5,082	66	14	5,002	393	4,609
Latvia	94%	4,636	21	134	4,481	324	4,157
Lithuania	95%	4,670	35	79	4,556	239	4,317
Macao SAR	98%	4,254	10	93	4,151	92	4,059
Malta	96%	4,022	6	223	3,793	146	3,647
Morocco (Combined)	99%	11,370	194	0	11,176	234	10,942
Literacy	99%	5,680	94	0	5,586	133	5,453
PIRLS	99%	5,690	100	0	5,590	101	5,489
Netherlands	96%	4,446	42	15	4,389	183	4,206
New Zealand	96%	6,128	77	119	5,932	286	5,646
Northern Ireland	96%	3,920	27	20	3,873	180	3,693
Norway (5)	96%	4,595	49	142	4,404	172	4,232
Oman	99%	9,619	146	67	9,406	172	9,234
Poland	91%	5,069	43	125	4,901	488	4,413
Portugal	94%	5,305	58	293	4,954	312	4,642
Qatar	97%	9,730	182	205	9,343	266	9,077
Russian Federation	98%	4,740	4	63	4,673	96	4,577
Saudi Arabia	96%	5,044	37	23	4,984	243	4,741
Singapore	97%	6,719	29	0	6,690	202	6,488
Slovak Republic	97%	5,869	207	41	5,621	170	5,451
Slovenia	96%	4,721	10	35	4,676	177	4,499
South Africa	96%	13,669	348	26	13,295	485	12,810
Spain	97%	15,634	55	520	15,059	464	14,595
Sweden	95%	4,988	38	189	4,761	236	4,525
Trinidad and Tobago	96%	4,506	108	50	4,348	171	4,177
United Arab Emirates	96%	17,381	89	232	17,060	589	16,471
United States	94%	5,056	159	175	4,722	297	4,425

SOURCE: IEA's Progress in International Reading Literacy Study – PIRLS 2016

Students attending a sampled class at the time the sample was chosen but leaving the class before the assessment was administered were classified as “withdrawn.” Students with a disability or language barrier that prevented them from participating in the assessment were classified as “excluded.” Students not present when the assessment was administered, and not subsequently assessed in a make-up session, were classified as “absent.”

**Appendix C.3: Student Sample Sizes (Continued)**

Country	Within-school Student Participation (Weighted Percentage)	Number of Sampled Students in Participating Schools	Number of Students Withdrawn from Class/School	Number of Students Excluded	Number of Eligible Students	Number of Students Absent	Number of Students Assessed
<b>Benchmarking Participants</b>							
Buenos Aires, Argentina	92%	4,843	46	43	4,754	372	4,382
Ontario, Canada	96%	4,572	50	71	4,451	181	4,270
Quebec, Canada	96%	3,396	17	59	3,320	141	3,179
Denmark (3)	95%	4,120	60	261	3,799	199	3,600
Norway (4)	96%	4,725	46	138	4,541	187	4,354
Moscow City, Russian Fed.	97%	4,494	14	49	4,431	142	4,289
Eng/Afr/Zulu - RSA (5)	96%	5,692	197	16	5,479	197	5,282
Andalusia, Spain	96%	4,470	22	132	4,316	147	4,169
Madrid, Spain	97%	4,050	16	127	3,907	113	3,794
Abu Dhabi, UAE	96%	4,408	20	27	4,361	173	4,188
Dubai, UAE	96%	8,356	50	148	8,158	299	7,859

SOURCE: IEA's Progress in International Reading Literacy Study – PIRLS 2016