

Exhibit 2.2: Percentages of Students Reaching the International Benchmarks of Reading Achievement Across Assessment Years

Exhibit 2.2 shows the changes in percentages of students reaching the benchmarks for countries that have participated in previous assessments (2001, 2006, and 2011). Of the 40 countries participating in both 2011 and 2016, 19 increased and 2 decreased at the Advanced International Benchmark, 18 increased and 5 decreased at the High International Benchmark, 16 increased and 8 decreased at the Intermediate Benchmark, and 7 increased and 9 decreased at the Low Benchmark. Of the 20 countries participating in both 2001 and 2016, 11 increased and 2 decreased at the Advanced International Benchmark, 12 increased and 2 decreased at the High Benchmark, 10 increased and 2 decreased at the Intermediate Benchmark, and 8 increased and 2 decreased at the Low Benchmark.

Exhibit 2.2: Percentages of Students Reaching the International Benchmarks of Reading Achievement Across Assessment Years

Country	Advanced International Benchmark (625)				High International Benchmark (550)				Intermediate International Benchmark (475)				Low International Benchmark (400)			
	Percent of Students				Percent of Students				Percent of Students				Percent of Students			
	2016	2011	2006	2001	2016	2011	2006	2001	2016	2011	2006	2001	2016	2011	2006	2001
Singapore	29	24	19	12	66	62	58	45	89	87	86	76	97	97	97	90
Russian Federation	26	19	19	5	70	63	61	39	94	92	90	80	99	99	98	96
Northern Ireland	22	19			61	58			87	87			97	97		
Ireland	21	16			62	53			89	85			98	97		
England	20	18	15	20	57	54	48	54	86	83	78	82	97	95	93	94
Bulgaria	19	11	16	17	55	45	52	54	83	77	82	83	95	93	95	95
Hong Kong SAR	18	18	15	5	65	67	62	39	93	93	92	81	99	99	99	97
Finland	18	18			62	63			91	92			98	99		
Hungary	17	12	14	10	56	48	53	49	85	81	86	85	97	95	97	98
United States	16	17	12	15	53	56	47	50	83	86	82	80	96	98	96	94
Australia	16	10			51	42			81	76			94	93		
Chinese Taipei	14	13	7		59	55	43		90	87	84		98	98	97	
Sweden	14	9	11	15	57	47	53	59	88	85	88	90	98	98	98	98
Latvia	14		8	9	57		46	49	90		86	87	99		98	99
Lithuania	13	6	5	9	53	39	43	48	87	80	86	85	97	97	99	98
Israel	13	15			46	49			75	80			91	93		
Canada	13	13			50	51			83	86			96	98		
Slovenia	11	8	6	3	49	42	37	25	83	79	76	67	96	95	94	91
Denmark	11	12	11		52	55	52		86	88	85		97	99	97	
New Zealand	11	14	13	14	41	45	45	45	73	75	76	74	90	92	92	90
Germany	11	10	11	9	47	46	52	47	81	85	87	83	95	98	97	97
Italy	11	10	14	11	52	46	52	48	87	85	87	83	98	98	98	97
Slovak Republic	10	8	8	5	47	44	43	34	81	82	80	76	93	96	94	94
Czech Republic	10	8		7	49	50		45	85	87		83	97	98		97
Austria	8	5	8		47	39	45		84	80	84		98	97	98	
Netherlands	8	7	6	10	48	48	49	54	88	90	91	92	99	100	99	99
Portugal	7	9			38	47			79	84			97	98		
Spain	6	4	5		39	31	31		80	72	72		97	94	94	
Norway (4)	5	2	2	4	34	25	22	28	74	71	67	65	94	95	92	88
United Arab Emirates	5	3			20	14			43	38			68	64		
Trinidad and Tobago	4	3	2		24	19	13		55	50	38		80	78	64	
Belgium (Flemish)	4		7		35		49		80		90		97		99	
France	4	5	5	7	30	35	35	37	72	75	76	77	94	95	96	95
Qatar	3	2			17	12			42	34			66	60		
Belgium (French)	3	2	3		22	25	23		65	70	66		92	94	92	
Georgia	2	2	1		22	21	15		60	60	50		86	86	82	
Oman	2	0			10	5			32	21			59	47		
Azerbaijan	1	0			17	9			53	45			80	82		
Iran, Islamic Rep. of	1	1	1	0	11	13	8	7	37	45	30	28	65	76	60	56
Saudi Arabia	1	1			11	8			35	34			63	65		
Malta	1	1			13	14			45	45			73	74		
Morocco	0	0			3	1			14	7			36	21		
Benchmarking Participants																
Ontario, Canada	14	15	16	15	50	54	54	50	82	85	87	84	96	97	98	96
Quebec, Canada	11	7	6	8	50	43	41	43	87	85	83	84	98	98	97	98
Dubai, UAE	11	6			40	26			69	54			87	75		
Andalusia, Spain	5	4			37	31			78	73			97	95		
Abu Dhabi, UAE	2	2			11	10			31	32			55	60		
Eng/Afr/Zulu - RSA (5)	2		3		9		11		26		23		51		36	

▲ 2016 percent significantly higher
▼ 2016 percent significantly lower

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

Trend results for Azerbaijan do not include students taught in Russian. Trend results for Lithuania do not include students taught in Polish or in Russian.

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