

Exhibit 2.3: Low International Benchmark (400)

Exhibit 2.3 presents the description of fourth grade students' achievement at the Low International Benchmark primarily based on results from the PIRLS Literacy assessment but also some results from PIRLS passages. Essentially, when reading the less difficult PIRLS Literacy texts, students could retrieve explicitly stated information and make straightforward inferences.

Exhibits 2.3.1 through 2.3.9 contain nine examples of the types of items that anchored at the Low International Benchmark. There are six example items based on literary text, four from "The Pearl," which was only included in the PIRLS Literacy assessment, and two from "Flowers on the Roof," which was included in both the PIRLS and PIRLS Literacy assessments. There also are three example items based on the "Rhinos" informational text (see Appendix H).

Each exhibit shows achievement results for the countries that participated in PIRLS Literacy and the two items from "Flowers on the Roof" also contain the results for all the countries that participated in PIRLS. The country-by-country results are accompanied with up and down arrows indicating a significantly higher or lower percentage of success 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. Constructed response questions 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.

Example Item 2.3.1 (constructed response) illustrates that students at the Low International Benchmark could retrieve an explicitly stated detail from "The Pearl" and Example Item 2.3.2 that they were able to make an inference about a detail from the beginning of the story. Example Items 2.3.3 and 2.3.4 show students reaching this level also were beginning to interpret and integrate information presented across the text. In the latter case, they were asked about the "whole story" and responded with partial evidence (54% on average internationally). In Example Item 2.3.5 and Example Item 2.3.6 based on "Flowers on the Roof," students retrieved an explicitly stated detail and made an inference based on information at the end of the story.

As shown in two example items based on "Rhinos," Example Item 2.3.7 asking about a chart and Example Item 2.3.8 about a later section of the text, students could retrieve detailed information from different formats and sections of the text. Example Item 2.3.9 asked students to make an inference about why hunters want to kill rhinos.

Exhibit 2.3: Description of the PIRLS 2016 Low International Benchmark (400) of Reading Achievement **Low International Benchmark****400***When reading predominantly simpler **Literary Texts**, students can:*

- Locate and retrieve explicitly stated information, actions, or ideas
- Make straightforward inferences about events and reasons for actions
- Begin to interpret story events and central ideas

*When reading predominantly simpler **Informational Texts**, students can:*

- Locate and reproduce explicitly stated information from text and other formats (e.g., charts, diagrams)
- Begin to make straightforward inferences about explanations, actions, and descriptions

Exhibit 2.3.1: Low International Benchmark – Literary Example Item 1*

Country	Percent Full Credit	
Morocco	78 (1.9)	▲
Kuwait	73 (1.6)	▲
Egypt	69 (1.9)	▲
International Avg.	61 (0.8)	
Iran, Islamic Rep. of	42 (2.1)	▼
South Africa	41 (1.5)	▼
Benchmarking Participants		
² Denmark (3)	70 (1.8)	▲

Purpose: Literary Experience
Process: Focus on and Retrieve Explicitly Stated Information
Description: Locate and reproduce an explicitly stated reason for a character's words

3. Why does the girl say the pearl really belongs to Josh?

① He found it.

The answer shown illustrates the type of student response that would receive full credit (1 point).

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

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

* Item administered only in PIRLS Literacy.

See Appendix C.1 for target population coverage notes 1, 2, and 3.

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

Exhibit 2.3.2: Low International Benchmark – Literary Example Item 2*

Country	Percent Correct
Iran, Islamic Rep. of	70 (2.9) ●
Kuwait	63 (2.1)
Morocco	61 (2.1)
International Avg.	60 (1.0)
South Africa	55 (1.3) ▼
Egypt	49 (1.9) ▼
Benchmarking Participants	
² Denmark (3)	87 (1.3) ●

Purpose: Literary Experience
Process: Make Straightforward Inferences
Description: Make a straightforward inference about a detail from the beginning of the story

1. Where does the boy find the pearl?

- Ⓐ on the beach
- Ⓑ beside the sea
- Ⓒ where they played games
- in the deeper water

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

* Item administered only in PIRLS Literacy.

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

Exhibit 2.3.3: Low International Benchmark – Literary Example Item 3*

Country	Percent Full Credit	
Egypt	57 (2.0)	●
Morocco	52 (2.0)	●
Kuwait	50 (1.9)	●
Iran, Islamic Rep. of	48 (2.1)	
International Avg.	47 (0.9)	
South Africa	27 (1.7)	▼
Benchmarking Participants		
² Denmark (3)	45 (2.1)	

Purpose: Literary Experience
Process: Interpret and Integrate Ideas and Information
Description: Integrate ideas to show understanding of how a character develops

9. How does Reuben become a wealthy man?

 He gets lots of pearls from all over the world

The answer shown illustrates the type of student response that would receive full credit (1 point).

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

* Item administered only in PIRLS Literacy.

See Appendix C.1 for target population coverage notes 1, 2, and 3.

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

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

Exhibit 2.3.4: Low International Benchmark – Literary Example Item 4*

Country	Percent At Least 1 Point
Egypt	66 (2.1) ●
Morocco	57 (2.4)
Kuwait	57 (2.1)
International Avg.	54 (1.0)
Iran, Islamic Rep. of	49 (2.9) ▼
South Africa	43 (1.6) ▼
Benchmarking Participants	
² Denmark (3)	73 (1.7) ●

Purpose: Literary Experience
Process: Interpret and Integrate Ideas and Information
Description: Show understanding of a character's trait by providing 1 (of 2) example of the character's actions

► **Think about the whole story.**

15. In the story, Josh is a good person. Write two things that Josh does that show he is a good person.

① 1. He gives away the Pearl at the beginning.

② 2.

The answer shown illustrates the type of student response that would receive partial credit (1 of 2 points).

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

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

* Item administered only in PIRLS Literacy.

See Appendix C.1 for target population coverage notes 1, 2, and 3.

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Exhibit 2.3.5: Low International Benchmark – Literary Example Item 5

Country	Percent Correct
Sweden	95 (0.9) ●
Italy	93 (1.1) ●
Ireland	93 (1.0) ●
Czech Republic	93 (1.0) ●
² † Hong Kong SAR	93 (1.2) ●
² Austria	93 (1.0) ●
Russian Federation	92 (1.2) ●
Poland	91 (1.2) ●
² Denmark	91 (1.2) ●
Northern Ireland	91 (1.4) ●
Finland	91 (1.1) ●
² Latvia	91 (1.4) ●
Chinese Taipei	90 (1.2) ●
Slovenia	90 (1.4) ●
England	90 (1.1) ●
Macao SAR	90 (1.2) ●
Norway (5)	90 (1.4) ●
Germany	88 (1.3) ●
Lithuania	88 (2.1) ●
Australia	87 (1.5) ●
Hungary	87 (1.8) ●
³ Singapore	87 (1.0) ●
† Netherlands	87 (1.6) ●
France	87 (1.5) ●
Kazakhstan	87 (1.4) ●
Belgium (Flemish)	86 (1.3) ●
¹ ² Canada	86 (1.3) ●
Slovak Republic	86 (1.6) ●
Bulgaria	86 (2.1) ●
² Portugal	85 (1.5) ●
New Zealand	84 (1.2) ●
Spain	83 (1.3) ●
† United States	83 (1.8)
³ Israel	82 (1.4)
¹ Georgia	82 (2.0)
Azerbaijan	81 (1.9)
International Avg.	80 (0.2)
² Belgium (French)	80 (1.7)
Chile	77 (1.9) ◐
Trinidad and Tobago	75 (1.8) ◐
Iran, Islamic Rep. of	71 (1.9) ◐
² Malta	69 (1.8) ◐
Qatar	61 (1.5) ◐
United Arab Emirates	61 (1.4) ◐
Kuwait	60 (2.4) ◐
Bahrain	59 (1.4) ◐
Oman	55 (1.6) ◐
Saudi Arabia	50 (1.9) ◐
Morocco	47 (1.9) ◐
Egypt	43 (1.6) ◐
South Africa	39 (1.6) ◐

Purpose: Literary Experience
Process: Focus on and Retrieve Explicitly Stated Information
Description: Retrieve and recognize explicitly stated information

4. Who offered to look after Granny Gunn’s animals when she moved to town?

the people on the next farm

(B) the doctor

(C) Granny Gunn’s family

(D) Robert

Country	Percent Correct
Benchmarking Participants	
Moscow City, Russian Fed.	95 (1.0) ●
² Madrid, Spain	89 (1.4) ●
≡ Quebec, Canada	88 (2.0) ●
Ontario, Canada	87 (2.1) ●
Andalusia, Spain	85 (1.4) ●
Norway (4)	84 (1.7)
Buenos Aires, Argentina	81 (2.0)
Dubai, UAE	77 (1.4) ◐
² Denmark (3)	77 (1.9)
Eng/Afr/Zulu - RSA (5)	56 (3.2) ◐
Abu Dhabi, UAE	53 (2.3) ◐

● Percent significantly higher than international average
◐ Percent significantly lower than international average

See Appendix C.1 for target population coverage notes 1, 2, and 3. See Appendix C.4 for sampling guidelines and sampling participation notes †, ‡, and ≡.
(.) Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

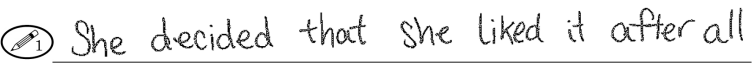
SOURCE: IEA's Progress in International Reading Literacy Study – PIRLS 2016

Exhibit 2.3.6: Low International Benchmark – Literary Example Item 6

Country	Percent Full Credit
² Austria	96 (0.8) ●
Ireland	95 (1.0) ●
Norway (5)	95 (1.0) ●
Finland	94 (0.9) ●
² Denmark	94 (1.0) ●
Poland	94 (1.1) ●
Northern Ireland	94 (1.2) ●
[†] Netherlands	94 (1.0) ●
England	93 (0.9) ●
Czech Republic	93 (1.0) ●
Germany	93 (1.0) ●
Spain	92 (0.8) ●
² Latvia	92 (1.4) ●
² [†] Hong Kong SAR	92 (1.3) ●
¹ ² Canada	92 (0.8) ●
Australia	92 (0.9) ●
[†] United States	92 (1.2) ●
Belgium (Flemish)	91 (1.1) ●
³ Singapore	90 (0.9) ●
Slovak Republic	90 (1.4) ●
Russian Federation	90 (1.4) ●
² Portugal	88 (1.3) ●
Hungary	88 (1.7) ●
New Zealand	88 (1.5) ●
Italy	87 (1.6) ●
Slovenia	87 (1.8) ●
Bulgaria	86 (1.5) ●
France	86 (1.5) ●
³ Israel	86 (1.4) ●
Chile	86 (1.5) ●
² Belgium (French)	84 (1.6) ●
Lithuania	83 (1.9)
Trinidad and Tobago	82 (1.9)
Chinese Taipei	81 (1.6)
International Avg.	80 (0.2)
Macao SAR	78 (1.5)
Sweden	77 (1.8)
² Malta	73 (1.8) ▼
¹ Georgia	71 (1.8) ▼
Kazakhstan	70 (2.0) ▼
United Arab Emirates	67 (1.4) ▼
Iran, Islamic Rep. of	67 (1.9) ▼
Bahrain	62 (1.5) ▼
Qatar	60 (1.3) ▼
Oman	58 (1.9) ▼
Saudi Arabia	57 (2.4) ▼
Azerbaijan	55 (2.3) ▼
Kuwait	45 (2.3) ▼
Morocco	36 (1.4) ▼
Egypt	32 (1.9) ▼
South Africa	32 (1.6) ▼

Purpose: Literary Experience
Process: Make Straightforward Inferences
Description: Recognize and reproduce a character's feeling that is clearly suggested at a specified point in the story

10. At the end of the story, how did Granny Gunn feel about her new home?



The answer shown illustrates the type of student response that would receive full credit (1 point).

Country	Percent Full Credit
Benchmarking Participants	
Moscow City, Russian Fed.	97 (0.7) ●
² Madrid, Spain	94 (1.0) ●
Ontario, Canada	93 (1.4) ●
Norway (4)	92 (0.9) ●
Andalusia, Spain	89 (1.2) ●
≡ Quebec, Canada	89 (1.7) ●
² Denmark (3)	88 (1.6) ●
Buenos Aires, Argentina	82 (2.2)
Dubai, UAE	79 (1.6)
Abu Dhabi, UAE	61 (2.6) ▼
Eng/Afr/Zulu - RSA (5)	51 (2.5) ▼

● Percent significantly higher than international average
 ▼ Percent significantly lower than international average

See Appendix C.1 for target population coverage notes 1, 2, and 3. See Appendix C.4 for sampling guidelines and sampling participation notes †, ‡, and ≡.

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


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

Exhibit 2.3.7: Low International Benchmark – Informational Example Item 1*

Country	Percent Full Credit	
Iran, Islamic Rep. of	86 (2.0)	●
Kuwait	71 (2.2)	●
Morocco	67 (2.4)	
International Avg.	64 (1.0)	
Egypt	57 (2.1)	●
South Africa	41 (1.9)	●
Benchmarking Participants		
² Denmark (3)	92 (1.0)	●

Purpose: Acquire and Use Information
Process: Focus on and Retrieve Explicitly Stated Information
Description: Retrieve and reproduce a detail from a chart

4. Look at the chart.
How much does an oxpecker weigh?

 2 Ounces

The answer shown illustrates the type of student response that would receive full credit (1 point).

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

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

* Item administered only in PIRLS Literacy.

See Appendix C.1 for target population coverage notes 1, 2, and 3.


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

Exhibit 2.3.8: Low International Benchmark – Informational Example Item 2*

Country	Percent Full Credit	
Kuwait	63 (2.6)	●
Iran, Islamic Rep. of	59 (2.5)	●
Morocco	57 (2.0)	●
International Avg.	51 (1.0)	
Egypt	39 (2.0)	●
South Africa	38 (1.9)	●
Benchmarking Participants		
² Denmark (3)	87 (1.4)	●

Purpose: Acquire and Use Information
Process: Focus on and Retrieve Explicitly Stated Information
Description: Retrieve and reproduce explicitly stated detail

11. What do rhinos do when they are trying to get rid of their ticks?

 They spend a lot of time scratching on trees.

The answer shown illustrates the type of student response that would receive full credit (1 point).

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

* Item administered only in PIRLS Literacy.

See Appendix C.1 for target population coverage notes 1, 2, and 3.

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

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

Exhibit 2.3.9: Low International Benchmark – Informational Example Item 3*

Country	Percent Correct	
Iran, Islamic Rep. of	71 (2.7)	●
Morocco	61 (2.1)	●
International Avg.	57 (1.0)	
South Africa	57 (1.7)	
Kuwait	51 (2.4)	▼
Egypt	44 (2.0)	▼
Benchmarking Participants		
² Denmark (3)	95 (1.1)	●

Purpose: Acquire and Use Information
Process: Make Straightforward Inferences
Description: Make a straightforward inference about an action

6. Why do hunters want to kill rhinos?

- (A) Rhinos are too dangerous.
- (B) Hunters want rhino meat.
- (C) Hunters want rhino horns.
- (D) There are too many rhinos.

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

* Item administered only in PIRLS Literacy.

See Appendix C.1 for target population coverage notes 1, 2, and 3.

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