

Exhibit 2.5: High International Benchmark (550)

Exhibit 2.5 contains the description of comprehension skills and strategies demonstrated by fourth grade students at the High International Benchmark. At the High International Benchmark, students demonstrated that they could locate and distinguish information embedded in dense text; make inferences to explain relationships and reasons; interpret and integrate events and information across text; and evaluate language features and textual elements.

Exhibits 2.5.1 through 2.5.10 contain examples of the types of items successfully answered by students achieving at the High International Benchmark, including two based on the literary text “Flowers on the Roof,” four based on the literary text “Macy,” and four based on the informational text “The Green Sea Turtle’s Journey” (see Appendix H). Each exhibit shows achievement results for the countries that participated in PIRLS (and also the PIRLS Literacy countries for “Flowers on the Roof”), 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.

Based on two constructed response items from “Flowers on the Roof,” Example Item 2.5.1 shows that students reaching the High International Benchmark could infer the significance of a character’s action and Example Item 2.5.2 that they could give a partial interpretation of a character’s feelings. Example Item 2.5.3 illustrates the kinds of information students were able to retrieve from the “Macy” passage, and Example 2.5.4 shows they could recognize the reason for a character’s action. In Example Items 2.5.5 and 2.5.6, students demonstrated that they were able to integrate events across the story to predict a character’s behavior and to describe a central idea in the story.

Example Items 2.5.7 and 2.5.8 show that when reading “The Green Sea Turtle’s Journey,” students were able to reproduce explicitly stated details from dense informational text. They also were able to make an inference to provide two explanations (Example Item 2.5.9). Perhaps most interesting, in Example Item 2.5.10, students at the High International Benchmark were able to evaluate the content of the diagram to interpret its meaning.

Exhibit 2.5: Description of the PIRLS 2016 High International Benchmark (550) of Reading Achievement○ **High** International Benchmark

550

*When reading relatively complex **Literary Texts**, students can:*

- Locate and distinguish significant actions and details embedded across the text
- Make inferences to explain relationships between intentions, actions, events, and feelings, and give text-based support
- Interpret and integrate story events and character actions, traits, and feelings as they develop across the text
- Recognize the use of some language features (e.g., metaphor, tone, imagery)

*When reading relatively complex **Informational Texts**, students can:*

- Locate and distinguish relevant information within a dense text or a complex table
- Make inferences about logical connections to provide explanations and reasons
- Integrate textual and visual information to interpret the relationship between ideas
- Evaluate and make generalizations about content and textual elements

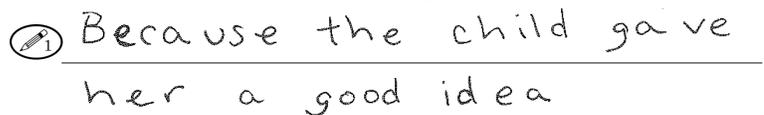
Exhibit 2.5.1: High International Benchmark – Literary Example Item 1

Country	Percent Full Credit
Ireland	84 (1.6) ●
Northern Ireland	81 (1.6) ●
Finland	80 (1.7) ●
² Portugal	80 (1.5) ●
Norway (5)	80 (1.8) ●
[†] Netherlands	79 (1.6) ●
Poland	78 (1.9) ●
Russian Federation	76 (1.7) ●
² Denmark	76 (1.8) ●
^{1 2} Canada	75 (1.3) ●
England	74 (1.6) ●
Belgium (Flemish)	74 (2.1) ●
³ Singapore	74 (1.5) ●
² Latvia	73 (2.2) ●
Italy	73 (2.1) ●
Germany	72 (1.6) ●
Sweden	72 (2.1) ●
Spain	72 (1.4) ●
Czech Republic	71 (1.6) ●
Hungary	70 (2.3) ●
Chinese Taipei	69 (2.0) ●
Australia	69 (2.2) ●
[†] United States	69 (1.8) ●
France	68 (1.9) ●
^{2 †} Hong Kong SAR	68 (2.3) ●
¹ Georgia	66 (2.2) ●
² Austria	66 (2.1) ●
Slovak Republic	66 (1.8) ●
Lithuania	66 (2.0) ●
New Zealand	66 (1.7) ●
Slovenia	65 (2.8)
³ Israel	64 (2.1)
International Avg.	61 (0.3)
Bulgaria	61 (2.1)
² Belgium (French)	60 (2.0)
Chile	59 (2.2) ▼
Macao SAR	57 (1.9) ▼
Kazakhstan	55 (2.0) ▼
Azerbaijan	51 (2.6) ▼
² Malta	51 (1.9) ▼
Trinidad and Tobago	50 (2.3) ▼
Iran, Islamic Rep. of	46 (2.3) ▼
Saudi Arabia	41 (2.4) ▼
Bahrain	36 (2.1) ▼
Qatar	35 (1.5) ▼
United Arab Emirates	35 (1.5) ▼
Oman	34 (1.7) ▼
Kuwait	25 (2.4) ▼
Morocco	24 (1.3) ▼
South Africa	9 (1.2) ▼
Egypt	8 (1.0) ▼

Purpose: Literary Experience
Process: Make Straightforward Inferences
Description: Infer the significance of a character's action from subsequent events

8. Find the part of the story by this picture of Granny Gunn: 

Why did Granny Gunn wink and grin at the little boy?



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.	85 (1.4) ●
≡ Quebec, Canada	80 (1.8) ●
² Madrid, Spain	79 (1.9) ●
Ontario, Canada	72 (2.2) ●
Andalusia, Spain	65 (2.1) ●
Norway (4)	65 (2.1)
² Denmark (3)	63 (2.1)
Buenos Aires, Argentina	56 (2.3) ▼
Dubai, UAE	54 (1.5) ▼
Abu Dhabi, UAE	28 (2.3) ▼
Eng/Afr/Zulu - RSA (5)	25 (2.4) ▼

● 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.

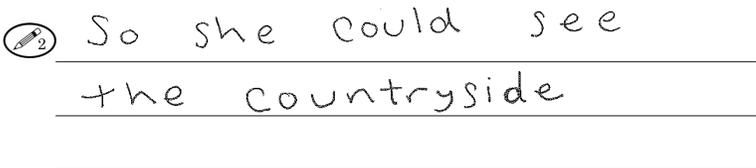
SOURCE: IEA's Progress in International Reading Literacy Study – PIRLS 2016

Exhibit 2.5.2: High International Benchmark – Literary Example Item 2

Country	Percent At Least 1 Point
Northern Ireland	74 (1.6) ●
² Latvia	74 (1.7) ●
Ireland	73 (2.4) ●
Norway (5)	70 (1.6) ●
² Denmark	67 (2.0) ●
Russian Federation	66 (1.9) ●
Poland	66 (2.2) ●
² Austria	65 (1.8) ●
Australia	64 (2.1) ●
England	63 (1.9) ●
^{1 2} Canada	62 (1.6) ●
[†] United States	61 (2.4) ●
Hungary	61 (2.3) ●
[†] Netherlands	61 (2.0) ●
Sweden	60 (2.0) ●
Italy	60 (2.1) ●
Slovak Republic	59 (1.8) ●
New Zealand	59 (1.8) ●
² Portugal	59 (1.9) ●
Spain	57 (1.2) ●
Belgium (Flemish)	57 (1.9) ●
Germany	57 (2.2) ●
Bulgaria	56 (2.3) ●
France	54 (2.2) ●
Finland	53 (2.2) ●
Lithuania	53 (1.9) ●
Czech Republic	52 (1.6) ●
³ Israel	51 (2.1) ●
² Belgium (French)	51 (1.9) ●
¹ Georgia	51 (2.5) ●
International Avg.	49 (0.3)
Slovenia	45 (2.1) ●
³ Singapore	44 (1.7) ▼
Macao SAR	43 (1.8) ▼
² Malta	42 (2.0) ▼
Kazakhstan	42 (2.2) ▼
Chile	40 (2.0) ▼
^{2 †} Hong Kong SAR	39 (2.2) ▼
Chinese Taipei	37 (2.0) ▼
Iran, Islamic Rep. of	37 (1.9) ▼
Trinidad and Tobago	36 (2.2) ▼
Saudi Arabia	34 (2.3) ▼
Azerbaijan	33 (1.8) ▼
Qatar	25 (1.4) ▼
United Arab Emirates	24 (0.9) ▼
Kuwait	23 (1.7) ▼
Oman	20 (1.1) ▼
Bahrain	20 (1.3) ▼
Egypt	14 (1.2) ▼
South Africa	11 (1.0) ▼
Morocco	10 (1.0) ▼

Purpose: Literary Experience
Process: Interpret and Integrate Ideas and Information
Description: Give a simple interpretation of a character's feelings about the settings

7. When Granny Gunn was on the balcony, she crouched down so that she could not see any of the rooftops—only the mountains and the sky. Why did she do this?



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

Country	Percent At Least 1 Point
Benchmarking Participants	
Moscow City, Russian Fed.	80 (1.7) ●
² Madrid, Spain	62 (2.0) ●
≡ Quebec, Canada	60 (2.8) ●
Ontario, Canada	59 (3.1) ●
Norway (4)	58 (2.6) ●
Andalusia, Spain	58 (2.0) ●
² Denmark (3)	49 (2.3) ●
Dubai, UAE	40 (1.9) ▼
Buenos Aires, Argentina	37 (2.4) ▼
Eng/Afr/Zulu - RSA (5)	21 (2.4) ▼
Abu Dhabi, UAE	19 (1.8) ▼

● 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 2.5.3: High International Benchmark – Literary Example Item 3

Country	Percent Full Credit
Chinese Taipei	76 (1.9) ●
³ Singapore	74 (1.6) ●
² † Hong Kong SAR	74 (2.0) ●
Russian Federation	67 (2.1) ●
Northern Ireland	65 (2.3) ●
Hungary	63 (2.2) ●
† Netherlands	63 (2.4) ●
Ireland	63 (2.1) ●
Norway (5)	62 (2.4) ●
England	62 (1.9) ●
Italy	61 (2.3) ●
Bulgaria	60 (2.5) ●
² Denmark	58 (2.1) ●
² Portugal	58 (1.9) ●
Macao SAR	57 (2.1) ●
¹ ² Canada	57 (1.2) ●
Sweden	57 (2.3) ●
Lithuania	56 (2.5) ●
† United States	55 (2.3) ●
Slovak Republic	55 (2.1) ●
² Austria	54 (2.3) ●
Germany	53 (2.2) ●
Czech Republic	53 (2.2) ●
Belgium (Flemish)	52 (1.8) ●
New Zealand	52 (1.9)
Slovenia	52 (2.3)
³ Israel	49 (2.3)
International Avg.	49 (0.3)
France	48 (2.3)
Finland	48 (2.1)
Australia	47 (2.1)
² Latvia	47 (2.4)
Spain	47 (1.8)
Trinidad and Tobago	46 (1.9)
Poland	42 (2.2) ◐
² Belgium (French)	40 (2.0) ◐
Kazakhstan	38 (2.1) ◐
Chile	37 (2.4) ◐
² Malta	32 (2.4) ◐
Bahrain	28 (2.1) ◐
United Arab Emirates	28 (1.1) ◐
Saudi Arabia	28 (2.2) ◐
Oman	27 (1.5) ◐
¹ Georgia	26 (2.0) ◐
Iran, Islamic Rep. of	25 (2.4) ◐
Qatar	25 (1.2) ◐
Azerbaijan	17 (1.5) ◐
Morocco	1 (0.4) ◐

Purpose: Literary Experience
Process: Focus on and Retrieve Explicitly Stated Information
Description: Locate and reproduce 2 actions that lead to a specified result

6. Macy wants the red hen to go into the cage.

What are two things Macy does that **do not** work?

① 1. She tries to pick up the hen

② 2. She puts food in the hen's cage

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

Country	Percent Full Credit
Benchmarking Participants	
Moscow City, Russian Fed.	82 (1.5) ●
Ontario, Canada	57 (2.4) ●
≡ Quebec, Canada	56 (2.7) ●
Norway (4)	53 (2.1) ●
² Madrid, Spain	53 (2.1)
Andalusia, Spain	45 (1.9)
Buenos Aires, Argentina	42 (1.8) ◐
Dubai, UAE	42 (1.4) ◐
Eng/Afr/Zulu - RSA (5)	20 (2.1) ◐
Abu Dhabi, UAE	20 (1.9) ◐

● 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 2.5.4: High International Benchmark – Literary Example Item 4

Country	Percent Correct
Russian Federation	85 (1.5)
Hungary	72 (2.1)
Spain	72 (1.6)
Chinese Taipei	70 (1.8)
Lithuania	68 (2.1)
Poland	67 (2.1)
Bulgaria	67 (2.4)
² † Hong Kong SAR	66 (2.5)
Italy	65 (2.1)
Slovak Republic	65 (2.0)
Macao SAR	63 (1.7)
² Latvia	63 (2.3)
Norway (5)	63 (2.2)
Azerbaijan	63 (2.2)
France	62 (2.3)
² Portugal	61 (2.0)
Kazakhstan	60 (2.2)
Czech Republic	60 (1.8)
Ireland	57 (2.3)
† Netherlands	57 (1.8)
Sweden	56 (2.1)
Slovenia	56 (2.2)
² Denmark	56 (2.1)
² Malta	55 (2.2)
Belgium (Flemish)	55 (2.2)
² Austria	55 (2.3)
² Belgium (French)	55 (2.3)
¹ Georgia	55 (2.3)
International Avg.	55 (0.3)
³ Israel	54 (2.0)
Northern Ireland	53 (2.1)
Germany	53 (2.2)
England	53 (1.5)
^{1 2} Canada	52 (1.7)
Finland	51 (2.1)
† United States	51 (2.2)
³ Singapore	48 (1.7)
Australia	47 (2.1)
Iran, Islamic Rep. of	47 (2.7)
New Zealand	47 (2.0)
Chile	39 (2.3)
United Arab Emirates	37 (1.2)
Qatar	37 (1.2)
Saudi Arabia	37 (2.0)
Bahrain	34 (1.9)
Trinidad and Tobago	30 (1.9)
Oman	24 (1.5)
Morocco	21 (1.8)

Purpose: Literary Experience
Process: Make Straightforward Inferences
Description: Make a straightforward inference about the reason for a character's words

9. Why does Mum say, "I would like your job"?

(A) Mum feels sorry for Macy.

(B) Macy should do more jobs around the house.

(C) Mum really likes looking after hens.

(D) Macy should understand Mum has harder jobs.

Country	Percent Correct
Benchmarking Participants	
Moscow City, Russian Fed.	85 (1.4)
² Madrid, Spain	80 (2.1)
Andalusia, Spain	73 (2.0)
≡ Quebec, Canada	57 (2.4)
Ontario, Canada	53 (2.4)
Buenos Aires, Argentina	51 (2.6)
Norway (4)	46 (2.0)
Dubai, UAE	45 (1.6)
Abu Dhabi, UAE	31 (1.9)
Eng/Afr/Zulu - RSA (5)	22 (1.5)

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 ≡.

() 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 2.5.5: High International Benchmark – Literary Example Item 5

Country	Percent Full Credit
Finland	84 (1.6) ●
Russian Federation	84 (1.6) ●
Lithuania	83 (1.9) ●
² Latvia	80 (1.7) ●
Ireland	80 (1.9) ●
Sweden	79 (1.9) ●
³ Singapore	79 (1.4) ●
Norway (5)	78 (1.8) ●
Poland	77 (2.1) ●
England	77 (1.5) ●
Australia	75 (1.9) ●
Hungary	75 (2.3) ●
² † Hong Kong SAR	74 (1.9) ●
Northern Ireland	74 (2.0) ●
Italy	74 (1.8) ●
Czech Republic	73 (1.8) ●
† United States	71 (1.9) ●
† Netherlands	70 (2.2) ●
Chinese Taipei	70 (2.1) ●
Germany	70 (2.3) ●
Spain	70 (1.5) ●
Kazakhstan	69 (1.9) ●
Slovenia	69 (2.2) ●
¹ ² Canada	69 (1.4) ●
² Denmark	68 (2.1) ●
Bulgaria	68 (2.4) ●
Slovak Republic	68 (2.0) ●
² Austria	68 (2.1) ●
Belgium (Flemish)	64 (2.1)
New Zealand	64 (1.7)
Macao SAR	63 (2.3)
France	63 (2.3)
International Avg.	62 (0.3)
³ Israel	61 (2.1)
² Portugal	61 (1.8)
² Belgium (French)	58 (2.1) ▼
Trinidad and Tobago	47 (2.6) ▼
Chile	46 (2.2) ▼
² Malta	45 (2.0) ▼
Azerbaijan	43 (2.1) ▼
¹ Georgia	41 (2.4) ▼
Iran, Islamic Rep. of	39 (2.6) ▼
United Arab Emirates	37 (2.0) ▼
Bahrain	36 (1.6) ▼
Qatar	29 (1.7) ▼
Oman	25 (1.7) ▼
Saudi Arabia	18 (1.5) ▼
Morocco	12 (1.3) ▼

Purpose: Literary Experience
Process: Interpret and Integrate Ideas and Information
Description: Integrate events across the text to predict a character's future behavior

15. What do you think the red hen will do next time Macy puts the hens in their cage?

 She will just sit down until Macy comes and picks her up.

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.	91 (1.1) ●
≡ Quebec, Canada	76 (2.1) ●
² Madrid, Spain	76 (2.1) ●
Andalusia, Spain	69 (2.3) ●
Ontario, Canada	63 (3.0)
Norway (4)	61 (2.1)
Dubai, UAE	57 (2.6) ▼
Buenos Aires, Argentina	49 (2.4) ▼
Eng/Afr/Zulu - RSA (5)	30 (2.3) ▼
Abu Dhabi, UAE	28 (2.6) ▼

● 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 2.5.6: High International Benchmark – Literary Example Item 6

Country	Percent Full Credit	Purpose: Literary Experience	
		Process: Interpret and Integrate Ideas and Information	
		Description: Integrate evidence from across the text to describe a central idea	
Russian Federation	67 (1.8) ●	<p>14. Why is Macy at the top of the pecking order at the end of the story?</p> <p>Use the information from the story to explain your answer.</p> <p>① She tricked the hen so the hen thought Macy was better</p> <p>The answer shown illustrates the type of student response that would receive full credit (1 point).</p>	
Australia	60 (1.9) ●		
Germany	60 (1.9) ●		
Poland	60 (2.5) ●		
England	59 (2.1) ●		
Lithuania	59 (2.6) ●		
Ireland	58 (2.2) ●		
Hungary	58 (2.5) ●		
² Austria	57 (2.3) ●		
Finland	56 (2.0) ●		
[†] United States	56 (2.2) ●		
Belgium (Flemish)	56 (2.1) ●		
Norway (5)	55 (2.3) ●		
Northern Ireland	54 (2.2) ●		
² [†] Hong Kong SAR	54 (2.4) ●		
New Zealand	54 (1.9) ●		
[†] Netherlands	54 (2.2) ●		
Chinese Taipei	53 (2.1) ●		
¹ ² Canada	53 (1.4) ●		
Bulgaria	52 (2.4) ●		
Czech Republic	51 (1.9) ●		
³ Singapore	51 (1.8) ●		
Sweden	50 (2.7) ●		
Slovenia	50 (2.4) ●		
Italy	49 (2.2) ●		
² Latvia	48 (2.3) ●		
² Denmark	48 (2.3) ●		
Macao SAR	46 (1.9) ●		
International Avg.	43 (0.3)		
Spain	43 (1.8) ●		
Slovak Republic	41 (2.0) ●		
³ Israel	39 (1.8) ●		
² Portugal	37 (2.1) ◐		
Trinidad and Tobago	36 (2.2) ◐		
Kazakhstan	34 (1.7) ◐		
² Belgium (French)	33 (1.9) ◐		
France	31 (2.4) ◐		
Chile	30 (2.1) ◐		
Iran, Islamic Rep. of	24 (2.3) ◐		
United Arab Emirates	23 (1.3) ◐		
Bahrain	19 (1.5) ◐		
Qatar	17 (0.9) ◐		
¹ Georgia	16 (1.5) ◐		
Azerbaijan	16 (1.4) ◐		
² Malta	15 (1.6) ◐		
Oman	10 (1.0) ◐		
Saudi Arabia	10 (1.3) ◐		
Morocco	7 (1.2) ◐		

Country	Percent Full Credit
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Benchmarking Participants

Moscow City, Russian Fed.	74 (1.5) ●
² Madrid, Spain	54 (2.1) ●
Ontario, Canada	51 (2.4) ●
≡ Quebec, Canada	48 (2.9) ●
Norway (4)	45 (2.2) ●
Andalusia, Spain	41 (2.5) ●
Dubai, UAE	38 (1.5) ◐
Buenos Aires, Argentina	26 (2.0) ◐
Abu Dhabi, UAE	16 (1.8) ◐
Eng/Afr/Zulu - RSA (5)	11 (1.6) ◐

● 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.

Exhibit 2.5.7: High International Benchmark – Informational Example Item 1

Country	Percent Full Credit
Chinese Taipei	74 (2.0) ⬆
Finland	69 (2.0) ⬆
Russian Federation	68 (1.9) ⬆
Ireland	66 (2.1) ⬆
Hungary	65 (2.0) ⬆
England	63 (1.8) ⬆
Norway (5)	63 (2.2) ⬆
Sweden	61 (2.4) ⬆
² † Hong Kong SAR	61 (2.4) ⬆
Lithuania	60 (2.6) ⬆
Belgium (Flemish)	60 (1.9) ⬆
Macao SAR	60 (1.8) ⬆
Germany	59 (2.2) ⬆
† Netherlands	59 (2.2) ⬆
² Portugal	59 (1.8) ⬆
Australia	58 (2.1) ⬆
^{1 2} Canada	58 (1.7) ⬆
Northern Ireland	58 (2.4) ⬆
² Austria	58 (2.5) ⬆
Slovenia	57 (2.6) ⬆
Slovak Republic	57 (1.8) ⬆
Czech Republic	57 (2.1) ⬆
† United States	56 (1.8) ⬆
Bulgaria	55 (2.5) ⬆
³ Israel	55 (2.1) ⬆
Spain	55 (1.5) ⬆
³ Singapore	54 (1.7) ⬆
France	53 (2.4) ⬆
New Zealand	52 (2.0) ⬆
² Latvia	52 (2.1) ⬆
² Denmark	52 (2.3) ⬆
Italy	51 (2.2) ⬆
International Avg.	51 (0.3)
Poland	47 (2.6) ⬇
² Belgium (French)	47 (1.9) ⬇
Kazakhstan	46 (1.7) ⬇
Bahrain	43 (2.0) ⬇
Trinidad and Tobago	40 (2.1) ⬇
¹ Georgia	40 (2.7) ⬇
Oman	38 (1.7) ⬇
Azerbaijan	34 (2.3) ⬇
Iran, Islamic Rep. of	33 (2.7) ⬇
² Malta	33 (2.1) ⬇
United Arab Emirates	32 (1.1) ⬇
Qatar	31 (1.2) ⬇
Chile	28 (2.0) ⬇
Morocco	10 (1.6) ⬇
Saudi Arabia	9 (1.4) ⬇

Purpose: Acquire and Use Information
Process: Focus on and Retrieve Explicitly Stated Information
Description: Locate and reproduce 2 actions that are part of a sequence of events

2. "One of the baby sea turtles begins to stir and hatch from her egg."
 Write the first two things the hatchling does next.

1. She opens the egg.

2. She breaks out of the shell.

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

Country	Percent Full Credit
Benchmarking Participants	
Moscow City, Russian Fed.	75 (1.8) ⬆
≡ Quebec, Canada	63 (2.1) ⬆
² Madrid, Spain	56 (1.7) ⬆
Ontario, Canada	55 (4.1)
Norway (4)	51 (2.1)
Andalusia, Spain	49 (2.6)
Dubai, UAE	47 (1.9) ⬇
Buenos Aires, Argentina	40 (2.4) ⬇
Abu Dhabi, UAE	24 (2.0) ⬇
Eng/Afr/Zulu - RSA (5)	17 (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 2.5.8: High International Benchmark – Informational Example Item 2

Country	Percent Full Credit
Chinese Taipei	80 (1.9) ⬆
Finland	76 (1.7) ⬆
Russian Federation	74 (1.6) ⬆
² † Hong Kong SAR	73 (2.5) ⬆
Kazakhstan	72 (1.9) ⬆
³ Singapore	70 (1.5) ⬆
Macao SAR	68 (2.1) ⬆
Norway (5)	68 (2.0) ⬆
² Latvia	68 (2.6) ⬆
Ireland	67 (2.1) ⬆
Sweden	66 (2.6) ⬆
Lithuania	64 (2.6) ⬆
Bulgaria	63 (2.6) ⬆
² Denmark	63 (2.5) ⬆
Slovak Republic	62 (2.0) ⬆
Belgium (Flemish)	62 (2.1) ⬆
England	62 (1.9) ⬆
† Netherlands	61 (2.2) ⬆
Czech Republic	61 (2.1) ⬆
Northern Ireland	60 (2.3) ⬆
Hungary	59 (2.4) ⬆
Germany	59 (2.2) ⬆
Italy	58 (2.4) ⬆
Poland	57 (2.1) ⬆
³ Israel	55 (2.1) ⬆
Australia	55 (2.0) ⬆
^{1 2} Canada	55 (1.1) ⬆
Slovenia	55 (2.0) ⬆
² Austria	54 (2.4) ⬆
International Avg.	53 (0.3)
† United States	52 (2.2) ⬆
France	49 (2.5) ⬆
New Zealand	49 (2.2) ⬇
Azerbaijan	45 (2.9) ⬇
² Portugal	44 (2.4) ⬇
¹ Georgia	43 (2.5) ⬇
² Belgium (French)	37 (2.1) ⬇
Trinidad and Tobago	37 (2.0) ⬇
Spain	36 (1.8) ⬇
United Arab Emirates	35 (1.3) ⬇
Bahrain	35 (1.9) ⬇
Chile	35 (2.0) ⬇
² Malta	33 (2.2) ⬇
Iran, Islamic Rep. of	30 (1.9) ⬇
Qatar	28 (1.1) ⬇
Saudi Arabia	27 (2.5) ⬇
Oman	24 (1.7) ⬇
Morocco	10 (1.6) ⬇

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

8. When does a sea turtle hold its breath for up to 5 hours?

Ⓜ When it sleeps.

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.	80 (1.7) ⬆
≡ Quebec, Canada	60 (2.4) ⬆
Norway (4)	54 (2.4) ⬆
Dubai, UAE	50 (2.2) ⬆
Ontario, Canada	50 (2.0) ⬆
² Madrid, Spain	40 (2.1) ⬇
Buenos Aires, Argentina	34 (2.0) ⬇
Andalusia, Spain	32 (2.0) ⬇
Abu Dhabi, UAE	27 (2.3) ⬇
Eng/Afr/Zulu - RSA (5)	17 (1.7) ⬇

⬆ 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 2.5.9: High International Benchmark – Informational Example Item 3

Country	Percent Full Credit	
² † Hong Kong SAR	68 (2.4)	▲
Russian Federation	65 (1.9)	▲
Kazakhstan	64 (2.0)	▲
³ Singapore	58 (1.8)	▲
Finland	57 (1.9)	▲
Macao SAR	57 (2.0)	▲
Poland	56 (2.2)	▲
Chinese Taipei	54 (2.1)	▲
Czech Republic	53 (2.0)	▲
Sweden	52 (2.4)	▲
Australia	51 (1.9)	▲
Northern Ireland	51 (2.5)	▲
Slovak Republic	51 (2.0)	▲
² Austria	50 (2.1)	▲
Norway (5)	50 (2.3)	▲
Ireland	49 (2.1)	▲
Germany	49 (2.4)	▲
Bulgaria	49 (2.7)	▲
Hungary	48 (2.3)	▲
England	48 (1.9)	▲
New Zealand	48 (2.1)	▲
Lithuania	48 (2.5)	▲
Slovenia	45 (2.0)	▲
¹ ² Canada	45 (1.7)	▲
† Netherlands	44 (2.5)	
³ Israel	44 (2.1)	
Italy	43 (2.1)	
² Denmark	43 (2.3)	
France	42 (1.9)	
Spain	42 (1.6)	
† United States	42 (1.9)	
International Avg.	41 (0.3)	
² Latvia	36 (2.1)	▼
Chile	33 (1.8)	▼
Trinidad and Tobago	30 (2.0)	▼
² Portugal	29 (1.9)	▼
² Belgium (French)	28 (2.2)	▼
Belgium (Flemish)	26 (1.7)	▼
Azerbaijan	26 (2.2)	▼
Qatar	22 (1.6)	▼
¹ Georgia	20 (2.0)	▼
² Malta	19 (1.6)	▼
Bahrain	19 (1.4)	▼
United Arab Emirates	18 (1.0)	▼
Iran, Islamic Rep. of	14 (1.4)	▼
Oman	13 (1.0)	▼
Saudi Arabia	11 (1.5)	▼
Morocco	7 (1.0)	▼

Purpose: Acquire and Use Information
Process: Make Straightforward Inferences
Description: Make a straightforward inference to provide 2 explanations

3. When the hatchling reaches the surface of the sand, what helps her go the right way?

the moonlight

What can confuse the hatchlings?

street lights

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

Country	Percent Full Credit
Benchmarking Participants	
Moscow City, Russian Fed.	74 (1.8) ▲
² Madrid, Spain	48 (2.3) ▲
≡ Quebec, Canada	45 (3.0)
Andalusia, Spain	42 (2.6)
Ontario, Canada	42 (3.1)
Norway (4)	34 (2.2) ▼
Dubai, UAE	34 (1.2) ▼
Buenos Aires, Argentina	34 (2.2) ▼
Abu Dhabi, UAE	12 (1.7) ▼
Eng/Afr/Zulu - RSA (5)	11 (1.6) ▼

▲ 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 2.5.10: High International Benchmark – Informational Example Item 4

Country	Percent Full Credit
³ Singapore	74 (1.6) ●
Poland	68 (1.9) ●
England	68 (1.7) ●
Australia	67 (1.7) ●
Chinese Taipei	64 (1.7) ●
^{1 2} Canada	63 (1.8) ●
² Latvia	61 (2.0) ●
[†] United States	61 (2.4) ●
Kazakhstan	59 (2.4) ●
Northern Ireland	59 (2.1) ●
Slovenia	57 (2.5) ●
Bulgaria	57 (2.3) ●
New Zealand	54 (2.0) ●
Ireland	54 (2.4) ●
^{2 †} Hong Kong SAR	54 (2.9) ●
Russian Federation	52 (1.7) ●
Norway (5)	51 (2.2) ●
Hungary	51 (2.4) ●
² Denmark	51 (2.3)
Lithuania	51 (2.5)
Slovak Republic	49 (2.1)
[†] Netherlands	49 (1.7)
Macao SAR	49 (2.3)
Finland	47 (2.0)
International Avg.	47 (0.3)
Trinidad and Tobago	46 (2.2)
Czech Republic	45 (2.1)
Italy	45 (2.4)
² Belgium (French)	44 (1.9)
¹ Georgia	44 (2.6) ▼
Germany	42 (2.5) ▼
Belgium (Flemish)	42 (2.4) ▼
Bahrain	41 (1.8) ▼
United Arab Emirates	41 (1.3) ▼
² Portugal	41 (2.0) ▼
³ Israel	39 (2.0) ▼
Azerbaijan	39 (2.5) ▼
² Austria	39 (2.3) ▼
Qatar	38 (1.2) ▼
France	35 (2.0) ▼
Chile	34 (2.2) ▼
Spain	34 (2.1) ▼
Oman	33 (1.8) ▼
² Malta	31 (1.8) ▼
Sweden	30 (2.2) ▼
Saudi Arabia	28 (2.2) ▼
Morocco	13 (1.7) ▼
Iran, Islamic Rep. of	11 (1.4) ▼

Purpose: Acquire and Use Information
Process: Evaluate and Critique Content and Textual Elements
Description: Evaluate the content of a diagram and interpret its meaning

14. A diagram from the article is shown below.

What does this diagram help you to understand?

① what all the parts of the life cycle are

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.	72 (1.7) ●
Ontario, Canada	64 (2.9) ●
Dubai, UAE	59 (1.4) ●
≡ Quebec, Canada	55 (3.3) ●
² Madrid, Spain	41 (2.2) ▼
Norway (4)	35 (2.3) ▼
Andalusia, Spain	34 (2.0) ▼
Abu Dhabi, UAE	29 (1.9) ▼
Buenos Aires, Argentina	23 (1.8) ▼
Eng/Afr/Zulu - RSA (5)	18 (1.7) ▼

● 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