

Exhibit 2.6: Advanced International Benchmark (625)

Exhibit 2.6 describes the reading comprehension skills and strategies demonstrated by fourth grade students at the Advanced International Benchmark. Students at the Advanced International Benchmark can take the entire text into account to provide full text-based support for their interpretations and explanations. They are able to evaluate the effect of the author's choices and visual elements.

Exhibits 2.6.1 through 2.6.8 contain examples of the types of items successfully answered by students achieving at the Advanced International Benchmark, two based on the literary text “Flowers on the Roof,” two based on the literary text “Macy,” and four based on the informational text “The Green Sea Turtle’s Journey” (see Appendix H). It can be seen that these items answered correctly by Advanced readers (50% or more of them) were very difficult for students internationally. Each exhibit shows achievement results for the countries that participated in PIRLS (and PIRLS Literacy 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.

Example Items 2.6.1 and 2.6.2 are based on students integrating information across “Flowers on the Roof” to fully answer constructed response questions, first to interpret and explain how a character’s actions reflected her feelings and second to explain how feelings changed across the story. Example Item 2.6.3 asked students to integrate ideas across the “Macy” story to describe what she was like and give two examples, which was a challenge for the Advanced readers such that the item actually was a little too difficult to anchor and illustrates their boundaries. Example Item 2.6.4 illustrates how students at the Advanced International Benchmark were able to evaluate text, in this case to explain why an alternative title would be better.

Example Items 2.6.5, 2.6.6, and 2.6.7 (which just missed anchoring) illustrate that fourth grade readers at the Advanced International Benchmark can distinguish and integrate information across a relatively complex scientific text. In particular, the second two examples require students to interpret and integrate information to provide a full explanation. Example Item 2.6.8 asks students to evaluate the text about “The Green Sea Turtle’s Journey” from the writer’s point of view. Indeed, the fourth grade students performing at the Advanced International Benchmark are accomplished readers.

Exhibit 2.6: Description of the PIRLS 2016 Advanced International Benchmark (625) of Reading Achievement● **Advanced** International Benchmark

625

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

- Interpret story events and character actions to describe reasons, motivations, feelings, and character development with full text-based support
- Begin to evaluate the effect on the reader of the author's language and style choices

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

- Distinguish and interpret complex information from different parts of text, and provide full text-based support
- Integrate information across a text to explain relationships and sequence activities
- Begin to evaluate visual and textual elements to consider the author's point of view

Exhibit 2.6.1: Advanced International Benchmark – Literary Example Item 1

Country	Percent Full Credit
Norway (5)	59 (1.6) ●
Ireland	52 (2.5) ●
Russian Federation	52 (2.0) ●
² Austria	51 (2.0) ●
Northern Ireland	50 (2.1) ●
Hungary	50 (2.2) ●
Germany	50 (2.1) ●
Italy	49 (2.0) ●
² Latvia	49 (2.3) ●
Australia	46 (2.0) ●
² Denmark	45 (2.0) ●
Slovak Republic	45 (2.1) ●
Poland	44 (2.1) ●
[†] Netherlands	43 (2.3) ●
[†] United States	42 (2.3) ●
New Zealand	42 (1.8) ●
England	42 (1.8) ●
² Portugal	41 (1.7) ●
^{1 2} Canada	41 (1.3) ●
Sweden	41 (2.0) ●
Spain	41 (1.4) ●
² Belgium (French)	40 (1.7) ●
France	40 (2.3) ●
Belgium (Flemish)	40 (1.7) ●
Czech Republic	38 (1.7) ●
Bulgaria	38 (2.0) ●
¹ Georgia	37 (2.4)
³ Israel	37 (1.9)
Lithuania	37 (2.0)
Finland	34 (1.9)
International Avg.	34 (0.3)
Macao SAR	31 (1.7) ▼
Chinese Taipei	30 (1.8) ▼
Slovenia	29 (1.9) ▼
³ Singapore	27 (1.6) ▼
Chile	27 (1.9) ▼
Azerbaijan	27 (1.6) ▼
^{2 †} Hong Kong SAR	26 (2.2) ▼
Kazakhstan	24 (1.8) ▼
² Malta	23 (1.7) ▼
Iran, Islamic Rep. of	22 (1.6) ▼
Trinidad and Tobago	20 (1.7) ▼
Saudi Arabia	14 (1.6) ▼
Qatar	14 (0.9) ▼
United Arab Emirates	13 (0.8) ▼
Bahrain	13 (1.2) ▼
Oman	12 (1.3) ▼
Kuwait	7 (1.2) ▼
Morocco	5 (0.7) ▼
South Africa	4 (0.7) ▼
Egypt	2 (0.5) ▼

Purpose: Literary Experience
Process: Interpret and Integrate Ideas and Information
Description: Integrate ideas across text to interpret the character's feelings about the setting

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?

*She could easily imagine that
the mountains were those that
were near her farm.*

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.	60 (2.2) ●
Norway (4)	48 (2.2) ●
² Madrid, Spain	46 (2.4) ●
Ontario, Canada	41 (2.8) ●
Andalusia, Spain	39 (1.9) ●
≡ Quebec, Canada	37 (2.2)
Buenos Aires, Argentina	27 (2.3) ▼
² Denmark (3)	27 (1.7) ▼
Dubai, UAE	22 (1.4) ▼
Eng/Afr/Zulu - RSA (5)	10 (1.5) ▼
Abu Dhabi, UAE	9 (1.3) ▼

● 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 2.6.2: Advanced International Benchmark – Literary Example Item 2

Country	Percent Full Credit
Slovenia	47 (2.1) ⬤
² Latvia	44 (2.3) ⬤
² † Hong Kong SAR	43 (2.8) ⬤
Ireland	41 (1.9) ⬤
Germany	40 (2.2) ⬤
Bulgaria	40 (2.4) ⬤
Sweden	40 (2.6) ⬤
Russian Federation	38 (2.0) ⬤
² Austria	38 (2.2) ⬤
Norway (5)	38 (2.5) ⬤
² Denmark	37 (2.3) ⬤
Poland	36 (1.9) ⬤
England	36 (1.7) ⬤
Macao SAR	35 (1.7) ⬤
Northern Ireland	34 (1.9) ⬤
³ Israel	33 (2.3) ⬤
² Portugal	33 (1.7) ⬤
³ Singapore	32 (1.7) ⬤
Slovak Republic	32 (2.0) ⬤
Hungary	32 (1.8) ⬤
¹ ² Canada	31 (1.3) ⬤
Spain	30 (1.6) ⬤
† United States	30 (2.1) ⬤
Australia	30 (1.7) ⬤
Chinese Taipei	28 (2.1)
Italy	27 (2.1)
Lithuania	27 (1.8)
International Avg.	26 (0.3)
Kazakhstan	25 (1.9)
New Zealand	24 (1.4)
† Netherlands	24 (1.8)
Finland	22 (1.8) ⬇
¹ Georgia	22 (1.7) ⬇
² Malta	19 (1.5) ⬇
France	18 (1.7) ⬇
Czech Republic	18 (1.6) ⬇
Belgium (Flemish)	17 (1.6) ⬇
United Arab Emirates	16 (0.9) ⬇
Bahrain	16 (1.4) ⬇
Saudi Arabia	16 (1.5) ⬇
² Belgium (French)	16 (1.5) ⬇
Qatar	15 (1.2) ⬇
Trinidad and Tobago	14 (1.6) ⬇
Chile	13 (1.6) ⬇
Oman	10 (1.1) ⬇
Kuwait	9 (1.1) ⬇
Egypt	8 (0.8) ⬇
Iran, Islamic Rep. of	8 (1.1) ⬇
Azerbaijan	6 (1.1) ⬇
Morocco	5 (0.7) ⬇
South Africa	4 (0.7) ⬇

Purpose: Literary Experience
Process: Interpret and Integrate Ideas and Information
Description: Interpret a change in the narrator’s feelings between the beginning and the end of the story

12. What were the little boy’s feelings about Granny Gunn when she first moved in and at the end of the story? Use what you have read to describe each feeling and explain why his feelings changed.

 The little boy was disappointed because he was hoping that kids would move in, but his opinion changed because he saw that she could do anything.

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

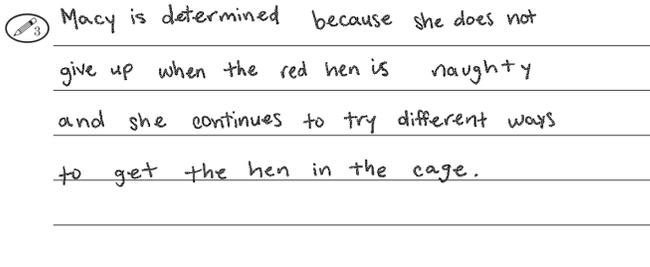
Country	Percent Full Credit
Benchmarking Participants	
Moscow City, Russian Fed.	57 (2.3) ⬤
² Madrid, Spain	41 (2.5) ⬤
Ontario, Canada	39 (2.8) ⬤
Dubai, UAE	29 (1.8)
Norway (4)	27 (1.9)
Andalusia, Spain	24 (1.9)
Buenos Aires, Argentina	20 (1.7) ⬇
² Denmark (3)	19 (1.4) ⬇
≡ Quebec, Canada	14 (1.7) ⬇
Abu Dhabi, UAE	12 (1.4) ⬇
Eng/Afr/Zulu - RSA (5)	9 (1.7) ⬇

⬤ Percent significantly higher than international average
 ⬇ Percent significantly lower than international average

This item was designed to have a maximum of three points but was reduced to two points following item review.
 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 2.6.3: Advanced International Benchmark – Literary Example Item 3

Country	Percent Full Credit	Purpose: Literary Experience
		Process: Interpret and Integrate Ideas and Information
		Description: Interpret ideas from across the text to identify a character trait and support it with 2 examples
Hungary	34 (2.3) ▲	<p>13. You learn what Macy is like from the things she does.</p> <p>Describe what Macy is like and give two examples from the story that show this.</p> <p></p>
Poland	32 (2.2) ▲	
³ Singapore	32 (1.7) ▲	
² † Hong Kong SAR	29 (2.4) ▲	
England	29 (1.6) ▲	
Australia	29 (2.0) ▲	
Ireland	28 (2.6) ▲	
Northern Ireland	25 (2.1) ▲	
† United States	25 (1.9) ▲	
² Latvia	25 (2.0) ▲	
Russian Federation	24 (1.7) ▲	
¹ ² Canada	23 (1.4) ▲	
Spain	21 (1.1) ▲	
³ Israel	20 (1.7) ▲	
Chinese Taipei	19 (1.6) ▲	
Norway (5)	19 (1.7) ▲	
Bulgaria	18 (1.9) ▲	
New Zealand	18 (1.4) ▲	
Finland	16 (1.8)	
Italy	16 (1.7)	
Lithuania	15 (1.7)	
International Avg.	15 (0.2)	
Sweden	13 (1.6)	
Germany	13 (1.5)	
Chile	13 (1.4)	
¹ Georgia	12 (1.5)	
Slovak Republic	12 (1.1) ▼	
† Netherlands	11 (1.4) ▼	
Kazakhstan	11 (1.4) ▼	
Czech Republic	11 (1.2) ▼	
² Portugal	10 (1.4) ▼	
Trinidad and Tobago	9 (1.1) ▼	
² Denmark	8 (1.1) ▼	
² Austria	7 (1.4) ▼	
United Arab Emirates	7 (0.6) ▼	
Slovenia	6 (0.9) ▼	
Macao SAR	6 (1.1) ▼	
Bahrain	6 (0.9) ▼	
² Belgium (French)	6 (1.0) ▼	
Qatar	6 (0.6) ▼	
² Malta	5 (0.9) ▼	
Oman	5 (0.7) ▼	
Belgium (Flemish)	4 (0.8) ▼	
France	4 (0.8) ▼	
Azerbaijan	2 (0.7) ▼	
Saudi Arabia	1 (0.6) ▼	
Iran, Islamic Rep. of	1 (0.3) ▼	
Morocco	0 (0.0) ▼	

The answer shown illustrates the type of student response that would receive full credit (3 points).

Country	Percent Full Credit
Benchmarking Participants	
Moscow City, Russian Fed.	38 (1.7) ▲
² Madrid, Spain	31 (2.2) ▲
Ontario, Canada	25 (2.7) ▲
≡ Quebec, Canada	21 (2.0) ▲
Andalusia, Spain	20 (1.9) ▲
Dubai, UAE	14 (1.1)
Norway (4)	11 (1.3) ▼
Abu Dhabi, UAE	5 (1.1) ▼
Buenos Aires, Argentina	3 (0.9) ▼
Eng/Afr/Zulu - RSA (5)	1 (0.5) ▼

- ▲ 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.

Exhibit 2.6.4: Advanced International Benchmark – Literary Example Item 4

Country	Percent Full Credit
Poland	70 (2.1) ⬆
³ Singapore	62 (1.6) ⬆
Ireland	55 (2.3) ⬆
[†] United States	55 (2.1) ⬆
Northern Ireland	53 (2.3) ⬆
England	53 (1.8) ⬆
Australia	52 (1.9) ⬆
Russian Federation	51 (2.3) ⬆
Lithuania	51 (2.6) ⬆
^{1 2} Canada	49 (1.6) ⬆
Bulgaria	48 (2.6) ⬆
Finland	45 (2.1) ⬆
² Latvia	45 (2.4) ⬆
Slovak Republic	44 (2.1) ⬆
Kazakhstan	43 (1.9) ⬆
Germany	43 (2.1) ⬆
Hungary	42 (2.5) ⬆
^{2 †} Hong Kong SAR	41 (2.4) ⬆
Slovenia	41 (2.6) ⬆
Norway (5)	41 (2.4) ⬆
Chinese Taipei	37 (2.2)
² Austria	37 (2.3)
³ Israel	36 (2.0)
International Avg.	34 (0.3)
Italy	34 (2.2)
[†] Netherlands	33 (2.1)
² Portugal	31 (2.1)
New Zealand	31 (1.7)
² Belgium (French)	30 (1.9) ⬇
Spain	25 (1.2) ⬇
Sweden	24 (2.0) ⬇
² Denmark	24 (2.0) ⬇
Trinidad and Tobago	24 (1.9) ⬇
Czech Republic	23 (1.8) ⬇
Bahrain	23 (1.4) ⬇
Belgium (Flemish)	23 (1.8) ⬇
Macao SAR	23 (1.6) ⬇
¹ Georgia	22 (2.1) ⬇
United Arab Emirates	21 (1.1) ⬇
Chile	20 (1.6) ⬇
Azerbaijan	19 (1.9) ⬇
Qatar	19 (1.0) ⬇
France	19 (1.9) ⬇
Oman	17 (1.5) ⬇
² Malta	16 (1.5) ⬇
Iran, Islamic Rep. of	15 (1.8) ⬇
Saudi Arabia	8 (1.5) ⬇
Morocco	3 (0.7) ⬇

Purpose: Literary Experience
Process: Evaluate and Critique Content and Textual Elements
Description: Evaluate story events and character actions to explain why an alternative, given title would be appropriate

16. Why would “Macy Finds a Way” be good as a different title for this story?

Give one reason.

① She did find a way to make the hen do what she wanted.

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

Country	Percent Full Credit
Benchmarking Participants	
Ontario, Canada	52 (3.0) ⬆
Moscow City, Russian Fed.	52 (2.1) ⬆
Dubai, UAE	40 (1.2) ⬆
≡ Quebec, Canada	37 (2.5)
Buenos Aires, Argentina	31 (2.2)
² Madrid, Spain	28 (1.7) ⬇
Norway (4)	26 (2.1) ⬇
Andalusia, Spain	25 (1.8) ⬇
Abu Dhabi, UAE	14 (1.6) ⬇
Eng/Afr/Zulu - RSA (5)	14 (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 2.6.5: Advanced International Benchmark – Informational Example Item 1

Country	Percent Correct
³ Singapore	67 (1.7) ▲
Russian Federation	61 (2.0) ▲
[†] Netherlands	60 (2.4) ▲
Sweden	59 (2.1) ▲
Bulgaria	59 (2.6) ▲
Finland	59 (2.1) ▲
Slovak Republic	58 (2.1) ▲
² Latvia	57 (1.9) ▲
Czech Republic	55 (2.0) ▲
Chinese Taipei	55 (2.1) ▲
Australia	55 (2.0) ▲
Hungary	55 (2.1) ▲
Lithuania	54 (2.2) ▲
Norway (5)	53 (2.2) ▲
Poland	53 (2.4) ▲
² Denmark	52 (2.8) ▲
Ireland	52 (2.1) ▲
Germany	50 (2.3) ▲
Belgium (Flemish)	50 (2.0) ▲
England	50 (1.9) ▲
Italy	50 (2.3) ▲
[†] United States	49 (2.2) ▲
Northern Ireland	49 (2.4)
Kazakhstan	49 (2.0) ▲
^{1 2} Canada	49 (1.6) ▲
² Portugal	47 (2.3)
² Austria	47 (2.1)
New Zealand	46 (2.0)
³ Israel	46 (1.9)
Slovenia	45 (2.3)
International Avg.	45 (0.3)
France	44 (2.1)
^{2 †} Hong Kong SAR	43 (2.1)
Chile	39 (1.9) ▼
¹ Georgia	38 (2.3) ▼
Spain	37 (1.6) ▼
Macao SAR	34 (2.0) ▼
United Arab Emirates	33 (1.3) ▼
² Belgium (French)	32 (1.9) ▼
Trinidad and Tobago	30 (2.1) ▼
Qatar	29 (1.3) ▼
² Malta	25 (1.7) ▼
Azerbaijan	25 (2.3) ▼
Bahrain	24 (1.9) ▼
Oman	22 (1.4) ▼
Saudi Arabia	19 (1.9) ▼
Iran, Islamic Rep. of	18 (2.0) ▼
Morocco	17 (1.6) ▼

Purpose: Acquire and Use Information
Process: Make Straightforward Inferences
Description: Distinguish relevant information and make an inference about a scientific question

13. Which activity in an adult female green sea turtle's life is not fully understood by scientists?

- (A) how she can swim over 600 miles
- (B) how she makes a nest for her eggs
- (C) how she avoids being eaten by predators
- how she finds the right beach to lay her eggs

Country	Percent Correct
Benchmarking Participants	
Moscow City, Russian Fed.	68 (1.8) ▲
Ontario, Canada	47 (2.5)
≡ Quebec, Canada	47 (2.6)
Dubai, UAE	47 (1.7)
² Madrid, Spain	45 (2.1)
Norway (4)	43 (2.2)
Andalusia, Spain	37 (2.2) ▼
Buenos Aires, Argentina	31 (2.3) ▼
Abu Dhabi, UAE	28 (2.2) ▼
Eng/Afr/Zulu - RSA (5)	22 (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 2.6.6: Advanced International Benchmark – Informational Example Item 2

Country	Percent Full Credit
Chinese Taipei	45 (2.3) ●
Ireland	44 (2.4) ●
Russian Federation	39 (2.0) ●
† United States	38 (2.7) ●
Northern Ireland	37 (2.0) ●
England	37 (1.7) ●
Sweden	36 (2.2) ●
^{1 2} Canada	36 (1.4) ●
New Zealand	33 (1.7) ●
Australia	32 (1.9) ●
Norway (5)	31 (1.8) ●
^{2 †} Hong Kong SAR	31 (2.0) ●
Bulgaria	29 (1.9) ●
Finland	29 (1.7) ●
Kazakhstan	29 (2.2) ●
Hungary	27 (1.9) ●
† Netherlands	27 (1.7) ●
Italy	25 (2.1) ●
Germany	24 (1.6) ●
² Latvia	24 (2.0) ●
² Austria	23 (1.9) ●
Macao SAR	23 (1.7) ●
Slovak Republic	23 (1.6) ●
International Avg.	22 (0.3)
Czech Republic	22 (1.6) ●
Poland	22 (1.8) ●
Lithuania	22 (2.2) ●
Spain	22 (1.5) ●
² Denmark	21 (1.9) ●
Slovenia	19 (1.9) ●
² Portugal	19 (1.5) ●
France	18 (1.7) ●
³ Israel	17 (1.5) ●
Belgium (Flemish)	17 (1.7) ●
Trinidad and Tobago	17 (1.5) ●
United Arab Emirates	15 (1.2) ●
Azerbaijan	14 (1.7) ●
Qatar	12 (1.0) ●
² Belgium (French)	12 (1.3) ●
¹ Georgia	9 (1.5) ●
Oman	9 (1.2) ●
² Malta	7 (1.0) ●
Saudi Arabia	6 (1.3) ●
Iran, Islamic Rep. of	5 (1.1) ●
Bahrain	1 (0.4) ●
Chile	0 (0.1) ●
Morocco	0 (0.0) ●
³ Singapore	- -

Purpose: Acquire and Use Information
Process: Interpret and Integrate Ideas and Information
Description: Distinguish and integrate information from across different sections to fully complete a table (5 of 5 entries)

11. What information does the article provide about the sea turtle's size and food at each stage of its life?

Complete the table below.

Three have been done for you.



Stage of life	Size	Food
egg	golf ball	The egg has its own food.
hatchling	walnut	shrimp
juvenile	dinner plate	algae
adult	3 feet	algae and sea grass

The answer shown illustrates the type of student response that would receive full credit (3 points).

Country	Percent Full Credit
Benchmarking Participants	
Moscow City, Russian Fed.	45 (1.8) ●
Ontario, Canada	36 (2.3) ●
≡ Quebec, Canada	32 (2.7) ●
² Madrid, Spain	32 (1.9) ●
Dubai, UAE	27 (1.5) ●
Andalusia, Spain	21 (1.9) ●
Norway (4)	17 (1.5) ●
Buenos Aires, Argentina	12 (1.6) ●
Abu Dhabi, UAE	9 (1.5) ●
Eng/Afr/Zulu - RSA (5)	4 (1.0) ●

● 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.
 A dash (-) indicates comparable data not available.

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

Exhibit 2.6.7: Advanced International Benchmark – Informational Example Item 3

Country	Percent Full Credit
Kazakhstan	48 (2.4) ●
³ Singapore	48 (1.7) ●
Russian Federation	44 (2.0) ●
Hungary	41 (2.6) ●
Finland	41 (2.2) ●
Poland	37 (2.6) ●
Lithuania	36 (2.4) ●
Czech Republic	35 (1.7) ●
^{2 †} Hong Kong SAR	35 (2.3) ●
Italy	35 (2.1) ●
Slovak Republic	34 (2.0) ●
England	34 (1.8) ●
Northern Ireland	33 (2.1) ●
Bulgaria	32 (2.1) ●
Germany	32 (2.3) ●
Chinese Taipei	31 (2.0) ●
Norway (5)	31 (2.0) ●
Slovenia	31 (2.1) ●
² Latvia	30 (2.0) ●
Sweden	29 (2.4) ●
³ Israel	29 (1.9) ●
² Denmark	28 (2.2) ●
^{1 2} Canada	27 (1.4) ●
Ireland	26 (1.8) ●
International Avg.	25 (0.3)
Australia	24 (1.8) ●
[†] United States	24 (2.0) ●
² Austria	23 (2.2) ●
Spain	22 (1.2) ▼
² Portugal	22 (1.8) ●
New Zealand	21 (1.6) ▼
Macao SAR	20 (1.6) ▼
Saudi Arabia	19 (2.0) ▼
Belgium (Flemish)	19 (1.6) ▼
France	16 (1.6) ▼
² Belgium (French)	15 (1.5) ▼
Azerbaijan	14 (1.7) ▼
Trinidad and Tobago	13 (1.7) ▼
Qatar	13 (1.2) ▼
Oman	12 (1.1) ▼
¹ Georgia	11 (1.7) ▼
United Arab Emirates	11 (0.7) ▼
[†] Netherlands	11 (1.4) ▼
Bahrain	9 (1.4) ▼
² Malta	7 (1.2) ▼
Iran, Islamic Rep. of	6 (1.2) ▼
Chile	6 (0.9) ▼
Morocco	1 (0.5) ▼

Purpose: Acquire and Use Information
Process: Interpret and Integrate Ideas and Information
Description: Integrate ideas to provide 2 explanations

7. The color of a hatchling's shell protects it from predators.

Give a way it is protected from birds.

The dark color of the top part blends in with the water when viewed above.

Give a way it is protected from sharks.

The bottom is white so sharks may not spot her in the sunlight

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.	54 (2.1) ●
Ontario, Canada	28 (2.5) ●
² Madrid, Spain	28 (2.2) ●
≡ Quebec, Canada	24 (2.2) ●
Andalusia, Spain	21 (1.6) ▼
Norway (4)	21 (1.9) ▼
Dubai, UAE	20 (1.5) ▼
Buenos Aires, Argentina	14 (1.7) ▼
Abu Dhabi, UAE	7 (1.1) ▼
Eng/Afr/Zulu - RSA (5)	4 (1.0) ▼

● 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 2.6.8: Advanced International Benchmark – Informational Example Item 4

Country	Percent Correct
² Latvia	67 (2.1)
[†] United States	64 (2.1)
³ Singapore	64 (1.7)
Poland	63 (2.0)
Russian Federation	62 (2.2)
Ireland	62 (2.2)
Bulgaria	61 (2.4)
England	60 (2.0)
Kazakhstan	60 (2.1)
Northern Ireland	60 (2.4)
[†] Netherlands	59 (2.3)
Finland	59 (2.0)
^{2 †} Hong Kong SAR	58 (2.6)
² Denmark	58 (2.7)
Australia	57 (1.6)
Norway (5)	56 (2.2)
Hungary	56 (2.3)
Belgium (Flemish)	54 (1.9)
Germany	53 (2.4)
Sweden	53 (2.3)
New Zealand	51 (2.2)
Lithuania	51 (2.5)
^{1 2} Canada	51 (1.7)
² Austria	50 (2.6)
Czech Republic	49 (2.2)
International Avg.	49 (0.3)
³ Israel	45 (2.0)
Macao SAR	45 (2.2)
Slovak Republic	45 (2.1)
² Belgium (French)	44 (2.1)
Italy	44 (2.3)
Chinese Taipei	43 (2.0)
¹ Georgia	42 (2.3)
United Arab Emirates	42 (1.3)
Chile	40 (2.1)
Saudi Arabia	40 (2.2)
Azerbaijan	39 (2.5)
Qatar	39 (1.5)
Spain	38 (1.4)
Bahrain	38 (1.6)
France	36 (2.2)
Oman	35 (1.6)
² Portugal	35 (1.8)
Slovenia	34 (2.2)
Trinidad and Tobago	31 (1.9)
Morocco	23 (2.2)
Iran, Islamic Rep. of	22 (2.4)
² Malta	- -

Purpose: Acquire and Use Information
Process: Evaluate and Critique Content and Textual Elements
Description: Evaluate textual elements and content to recognize how they exemplify the writer's point of view

15. How does the writer show you that the green sea turtle is special?

(A) by asking you to help to save it

(B) by telling you the amazing things it does

(C) by describing how beautiful it looks

(D) by warning you that few turtles are still alive today

Country	Percent Correct
Benchmarking Participants	
Moscow City, Russian Fed.	64 (2.2)
Dubai, UAE	55 (1.7)
≡ Quebec, Canada	51 (2.8)
Ontario, Canada	49 (3.2)
Norway (4)	43 (2.1)
² Madrid, Spain	40 (2.3)
Andalusia, Spain	36 (2.0)
Abu Dhabi, UAE	34 (2.0)
Buenos Aires, Argentina	33 (2.0)
Eng/Afr/Zulu - RSA (5)	28 (2.1)

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 participation notes †, ‡, and ≡.
 () Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.
 A dash (-) indicates comparable data not available.

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