

Exhibit 2.2: Low International Benchmark (400)

Exhibit 2.2 presents the description of ePIRLS students' achievement at the Low International Benchmark. Essentially, students could locate and reproduce information from webpages with a variety of dynamic and navigable features.

Exhibits 2.2.1 through 2.2.3 contain three example items. Each exhibit shows the webpage the item is based on together with the item. The exhibit shows the achievement results for the countries that participated in ePIRLS, with up and down arrows indicating a significantly higher or lower percentage of success than the international average. The reading 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 2.2.1 (multiple-choice) and 2.2.2 (constructed response) from the “Mars” task about space exploration show that students at the Low International Benchmark demonstrated that they could retrieve explicitly stated details from text and from a pop-up window. Students also were able to make an inference to select the correct search result to learn about Doctor Elizabeth Blackwell (Example Item 2.2.3).

Exhibit 2.2: ePIRLS 2016 Online Informational Reading at the Low International Benchmark (400)

○	Low International Benchmark
400	<p><i>When reading and viewing relatively complex Online Informational Texts, students can:</i></p> <ul style="list-style-type: none">• Locate and reproduce explicitly stated information from webpages that contain text and a variety of dynamic, navigable features (e.g., timelines, pop-up boxes)• Begin to make straightforward inferences about descriptions

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

Exhibit 2.2.1: Low International Benchmark for ePIRLS Online Informational Reading – Example Item 1

Process: Focus on and Retrieve Explicitly Stated Information

Description: Locate and recognize an explicitly stated reason

The screenshot shows the ePIRLS Online Reading 2016 interface. On the left, a webpage titled "The Solar System" with a sub-header "8 PLANETS" is displayed. The "Mars" tab is selected. The main heading is "INTRODUCTION TO MARS" and "The Red Planet". The text discusses Mars's appearance and distance from Earth. On the right, a student's response to question 4, "Why does Mars look red?", is shown. The student's answer is "Because it has reddish iron oxide on the surface". Below this, question 5, "Why is Mars colder than Earth?", is shown with radio button options: "It is farther from the Sun.", "It is smaller than Earth.", "It is very rocky.", and "It has canals." The student has selected "It is farther from the Sun.".

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

Note: Results based on students who participated in both PIRLS and ePIRLS.

Country	Percent Correct
Norway (5)	94 (0.6) ▲
Sweden	93 (0.8) ▲
³ Singapore	93 (0.7) ▲
Ireland	90 (1.1) ▲
[†] United States	89 (1.1) ▲
≡ Denmark	89 (1.1)
Slovenia	88 (0.9)
^{1 2} Canada	88 (1.2)
³ Israel	87 (0.9)
International Avg.	87 (0.3)
² Portugal	85 (1.0)
Chinese Taipei	85 (1.0) ▼
Italy	83 (1.0) ▼
¹ Georgia	80 (1.5) ▼
United Arab Emirates	76 (0.9) ▼

Benchmarking Participants

Dubai, UAE	86 (0.9)
Abu Dhabi, UAE	69 (1.6) ▼

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

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

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

Exhibit 2.2.2: Low International Benchmark for ePIRLS Online Informational Reading – Example Item 2

Process: Focus on and Retrieve Explicitly Stated Information

Description: Retrieve and reproduce the definition of a term from a pop-up text box

The screenshot shows a browser window with the URL <http://www.mars-exploration-program.org/gettingtomars>. The page title is "Mars Exploration Program" and the main heading is "What does it take to get to Mars?". The text explains that getting to Mars requires a powerful rocket and a long time to plan, and discusses the concept of orbits. A pop-up box defines "Orbit" as "A path around a star, planet, or moon." To the right, there is a "Be A Star!" challenge. On the far right, a "Class Project" window shows a student's response to question 8: "Why do scientists keep trying to explore Mars?" The student answered, "Because they want to know whether there was life." Below this, another question 9 asks, "According to the website, what is an orbit?" and the student answered, "A path around a star, planet, or moon."

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

Note: Results based on students who participated in both PIRLS and ePIRLS.

Country	Percent Full Credit
³ Singapore	74 (1.1) ▲
Norway (5)	70 (1.5) ▲
Italy	68 (1.5) ▲
^{1 2} Canada	68 (1.5) ▲
Ireland	64 (1.9) ▲
[†] United States	63 (1.5) ▲
≡ Denmark	62 (1.9) ▲
International Avg.	57 (0.4)
² Portugal	56 (1.7)
Chinese Taipei	55 (1.3)
Slovenia	53 (1.6) ▼
Sweden	49 (1.8) ▼
³ Israel	48 (1.3) ▼
United Arab Emirates	42 (0.9) ▼
¹ Georgia	28 (1.9) ▼

Benchmarking Participants

Dubai, UAE	56 (0.9)
Abu Dhabi, UAE	36 (1.7) ▼

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

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

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Exhibit 2.2.3: Low International Benchmark for ePIRLS Online Informational Reading – Example Item 3

Process: Make Straightforward Inferences

Description: Make a straightforward inference from a list of Internet search results to recognize the most relevant website

The screenshot shows a Google search for "Doctor Elizabeth Blackwell". The search results include several links: "Elizabeth J. Blackwell – Film Archive", "Doctor Elizabeth Blackwell - Her Story" (marked with an asterisk), "Elizabeth Blackwell Medal", and "Doctor Blackwell visits the jungle – Blossom Books". Below the search results, the text "Correct answer" is marked with an asterisk. To the right, the "ePIRLS Class Project" panel contains an instruction: "1. Look at the Google search results, at left. Student Click on the link that is most likely to have information about the life and achievements of Doctor Elizabeth Blackwell."

Note: Results based on students who participated in both PIRLS and ePIRLS.

Country	Percent Correct
Sweden	93 (0.9) ▲
≡ Denmark	93 (1.1) ▲
Norway (5)	88 (1.0) ▲
² Portugal	87 (0.9) ▲
Italy	87 (0.9) ▲
Ireland	83 (1.4)
Chinese Taipei	83 (1.1)
International Avg.	82 (0.3)
^{1 2} Canada	81 (1.4)
Slovenia	79 (1.3) ▼
¹ Georgia	78 (1.5) ▼
[†] United States	78 (1.1) ▼
³ Israel	76 (1.2) ▼
³ Singapore	73 (0.9) ▼
United Arab Emirates	65 (0.8) ▼

Benchmarking Participants

Dubai, UAE	73 (1.1) ▼
Abu Dhabi, UAE	62 (1.7) ▼

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

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

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