

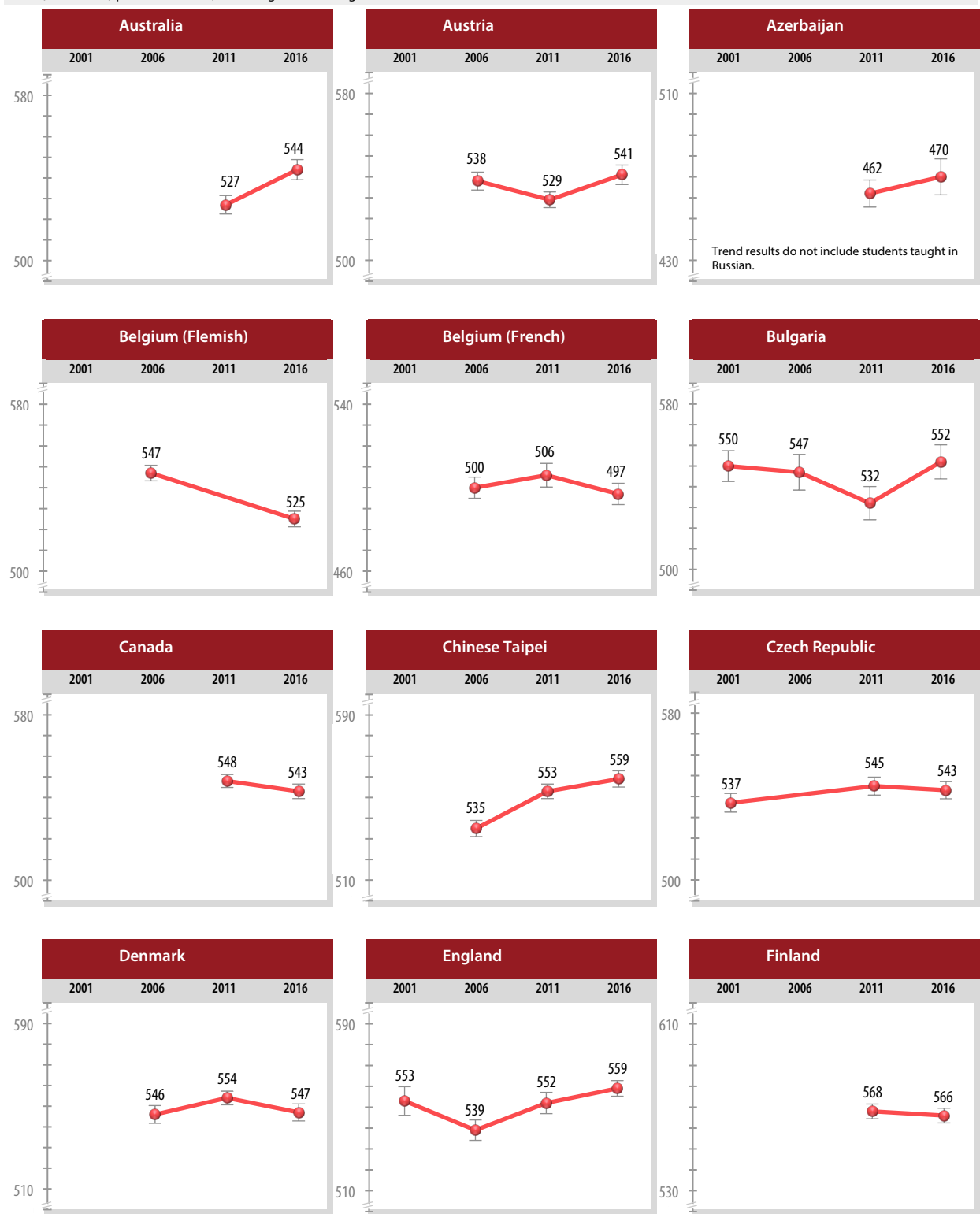
Exhibit 1.3 and 1.4: Trends in Reading Achievement

PIRLS 2016 is the fourth assessment of PIRLS. Differences in average reading achievement are presented for the countries that have comparable data from the previous assessments in 2001, 2006, and 2011. Exhibit 1.3 depicts the results graphically for the countries in alphabetical order, while Exhibit 1.4 provides the detailed results from assessment to assessment. The trends in reading achievement signal more improvements than downturns internationally in reading achievement at the fourth grade. Twenty countries have data for the 15 year period between 2001 and 2016, with 11 showing increases—including 4 with gains of more than 40 points (Hong Kong SAR, the Russian Federation, Singapore, and Slovenia). Average achievement in 7 of the 20 countries remained similar between 2001 and 2016, and it decreased in only 2 countries (France and the Netherlands).

Forty of the countries participated in both PIRLS 2011 and 2016, with 18 showing improvements, 12 having similar achievement, and 10 showing declines.

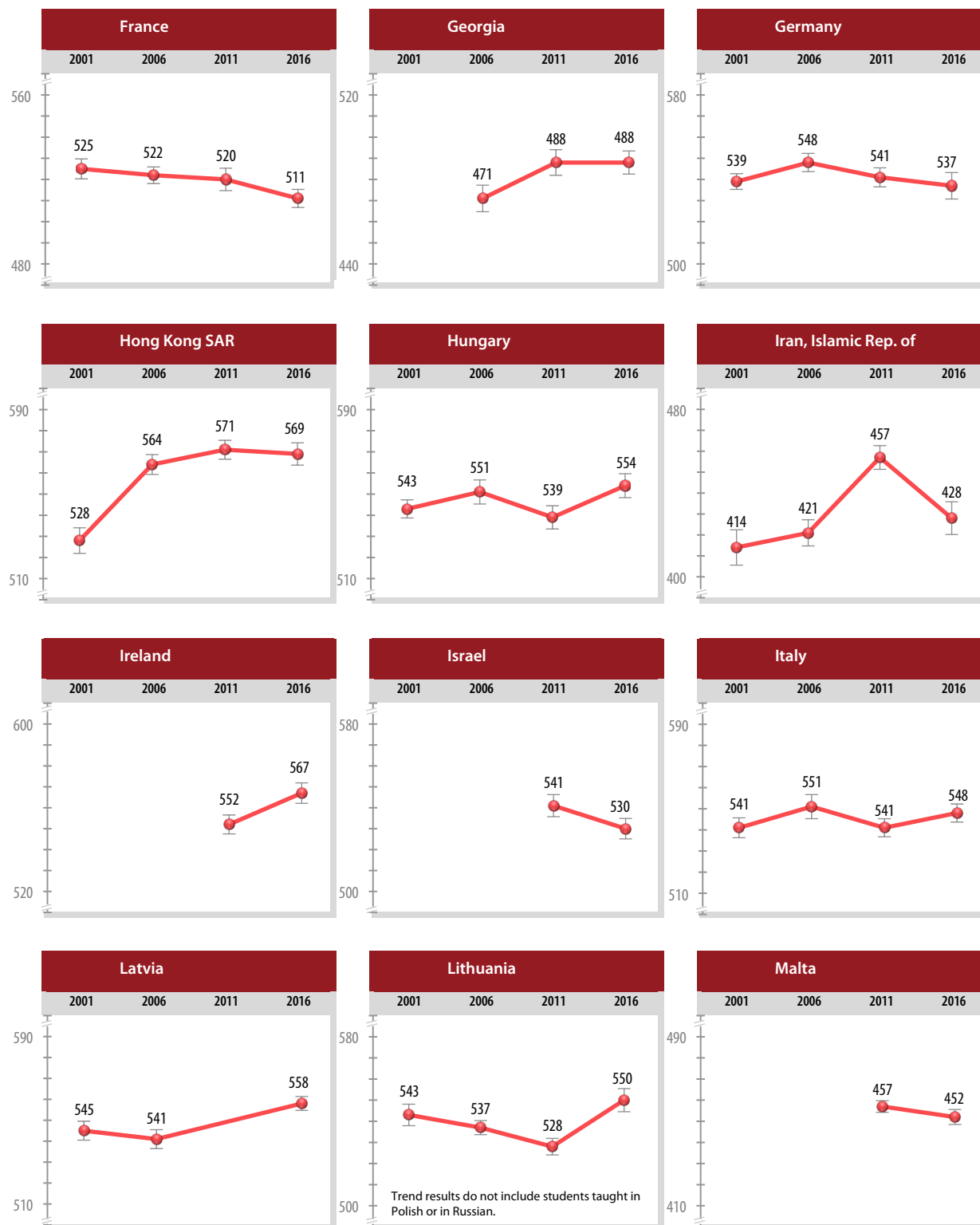
Exhibit 1.3: Trends in Reading Achievement

Displays changes in achievement for the countries and benchmarking participants that have comparable data from previous PIRLS assessments. The same scale is used for each country (10-point intervals), but the part of the scale shown differs according to each country's average achievement. The accompanying table (Exhibit 1.4) provides details, including statistical significance.



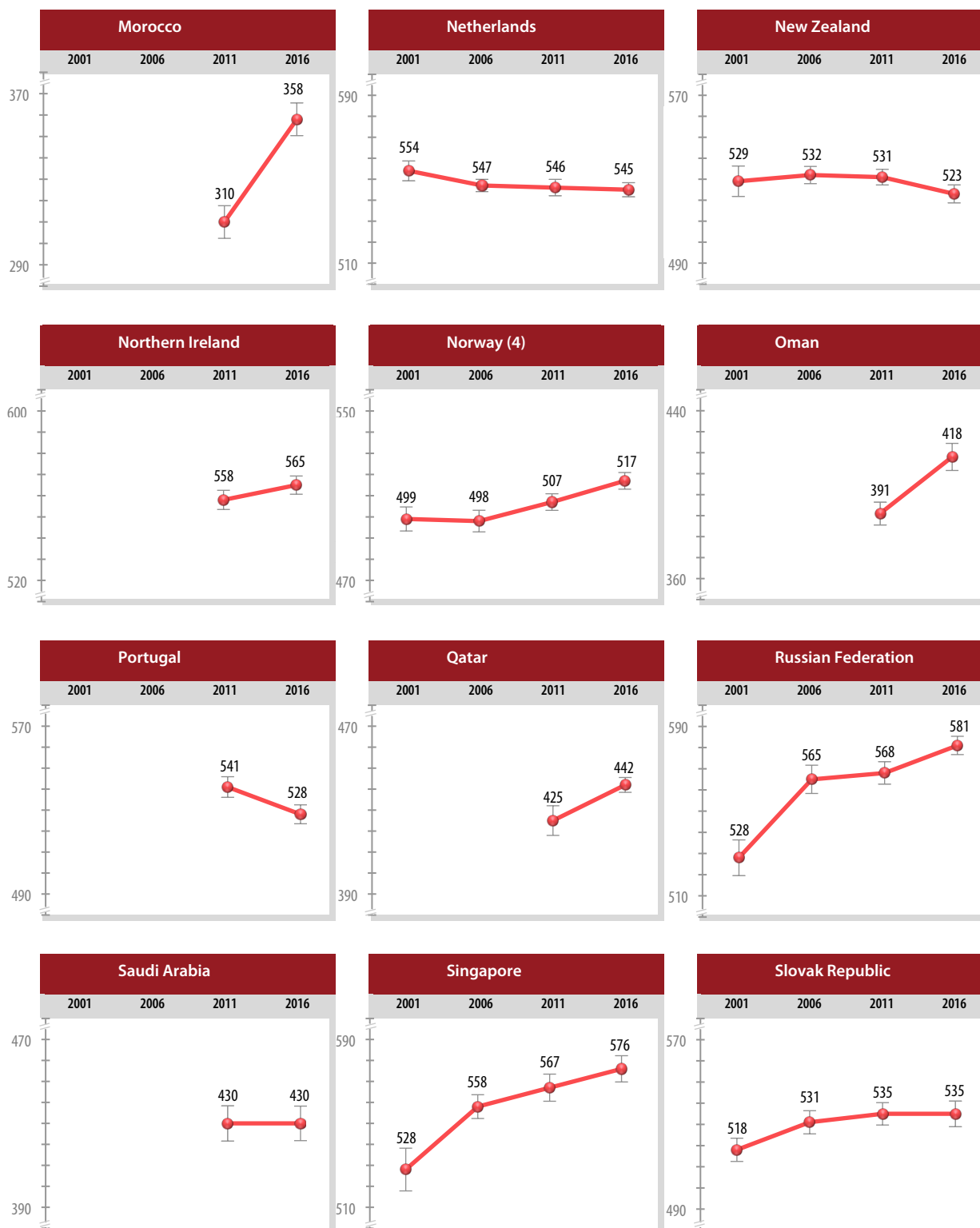
SOURCE: IEA's Progress in International Reading Literacy Study – PIRLS 2016

Exhibit 1.3: Trends in Reading Achievement (Continued)



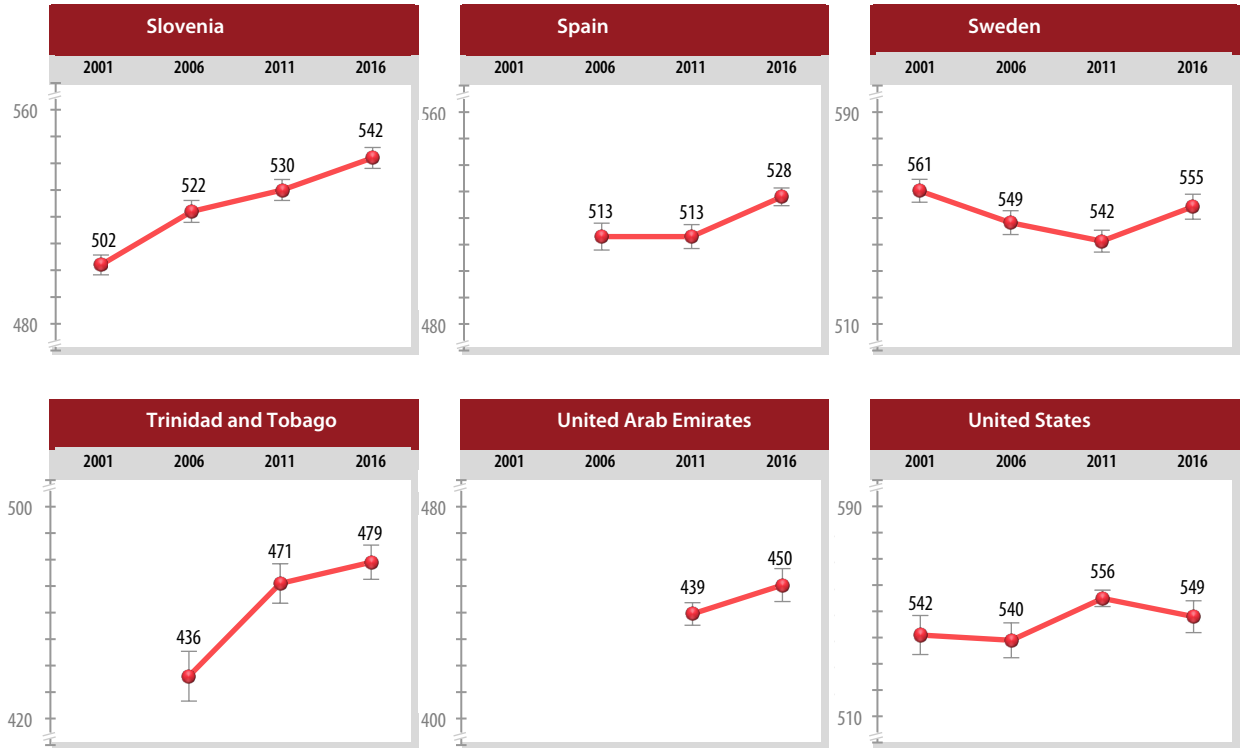
SOURCE: IEA's Progress in International Reading Literacy Study - PIRLS 2016

Exhibit 1.3: Trends in Reading Achievement (Continued)



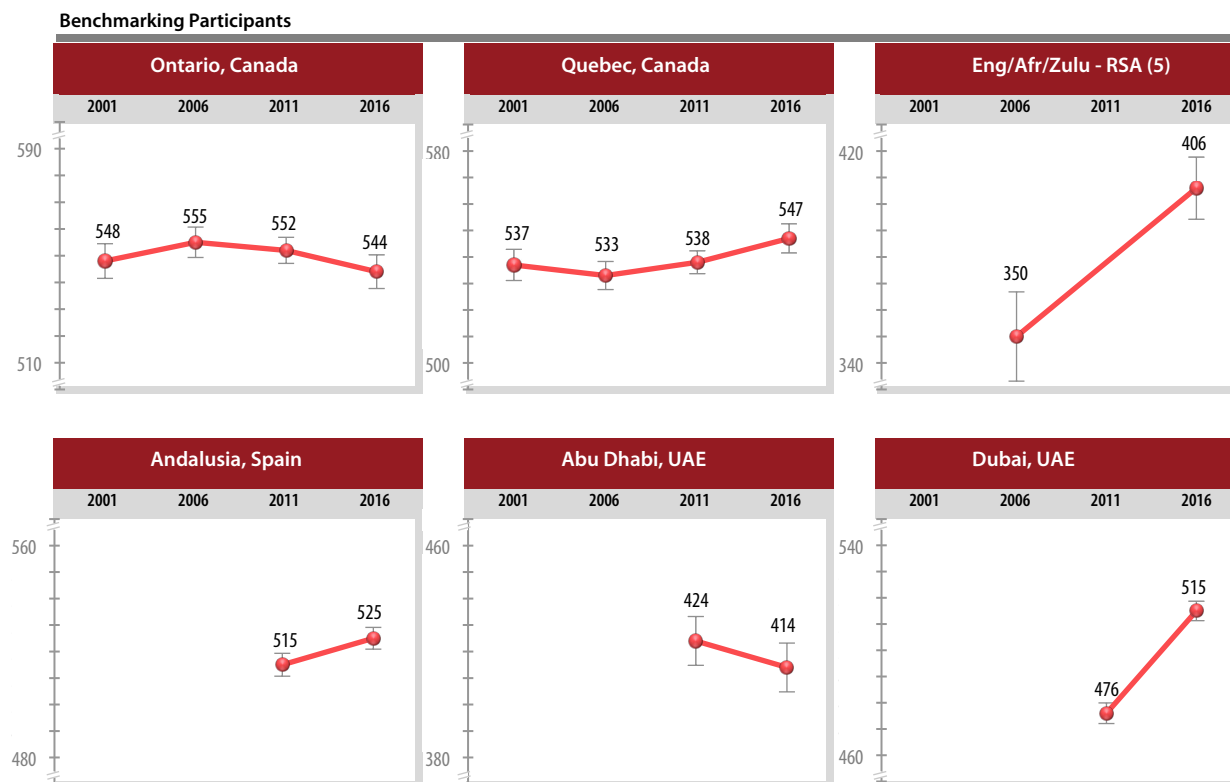
SOURCE: IEA's Progress in International Reading Literacy Study – PIRLS 2016

Exhibit 1.3: Trends in Reading Achievement (Continued)



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

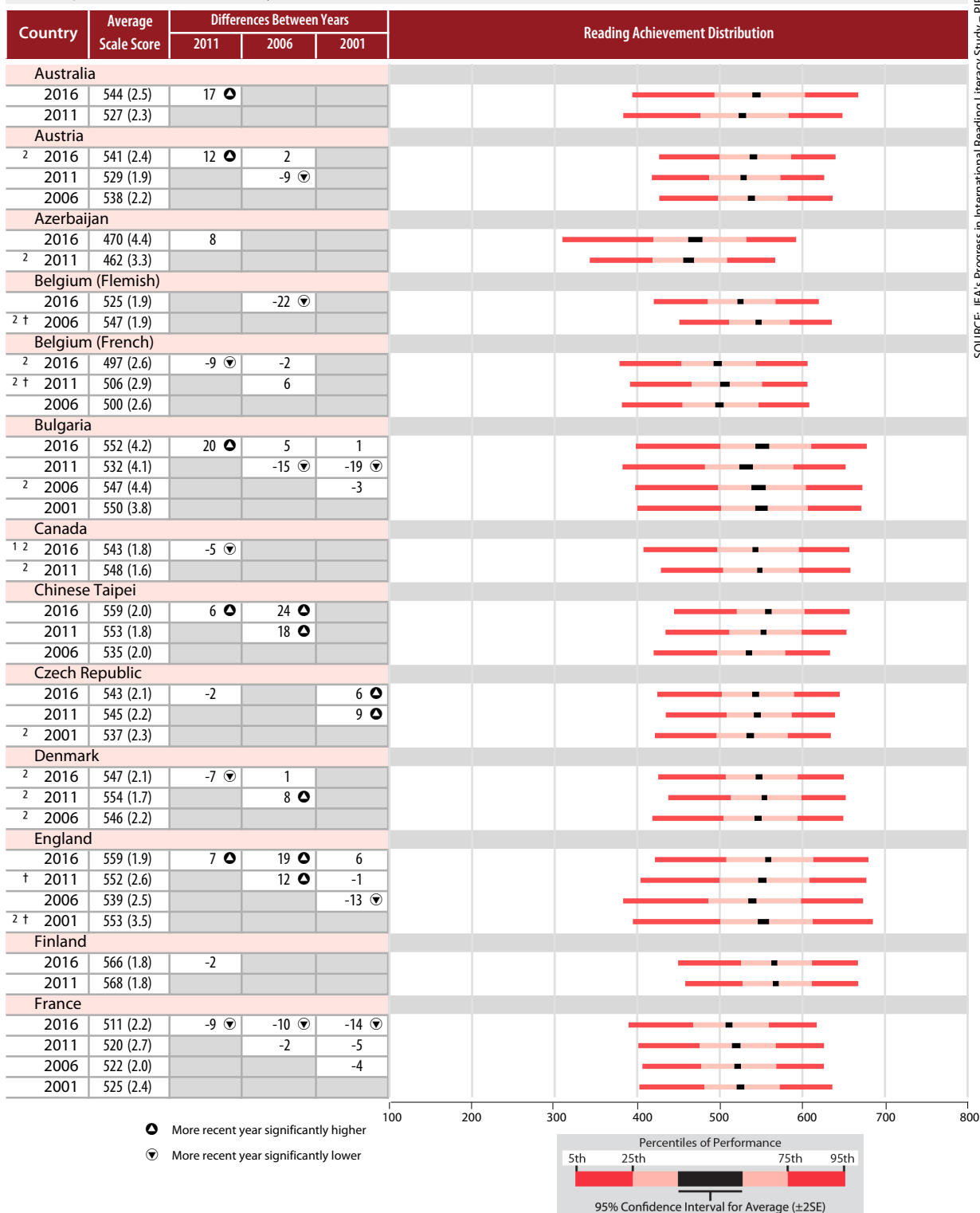
Exhibit 1.3: Trends in Reading Achievement (Continued)



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

Exhibit 1.4: Differences in Reading Achievement Across Assessment Years

Instructions: Read across the row to determine if the performance in the row year is significantly higher (▲) or significantly lower (▼) than the performance in the column year.

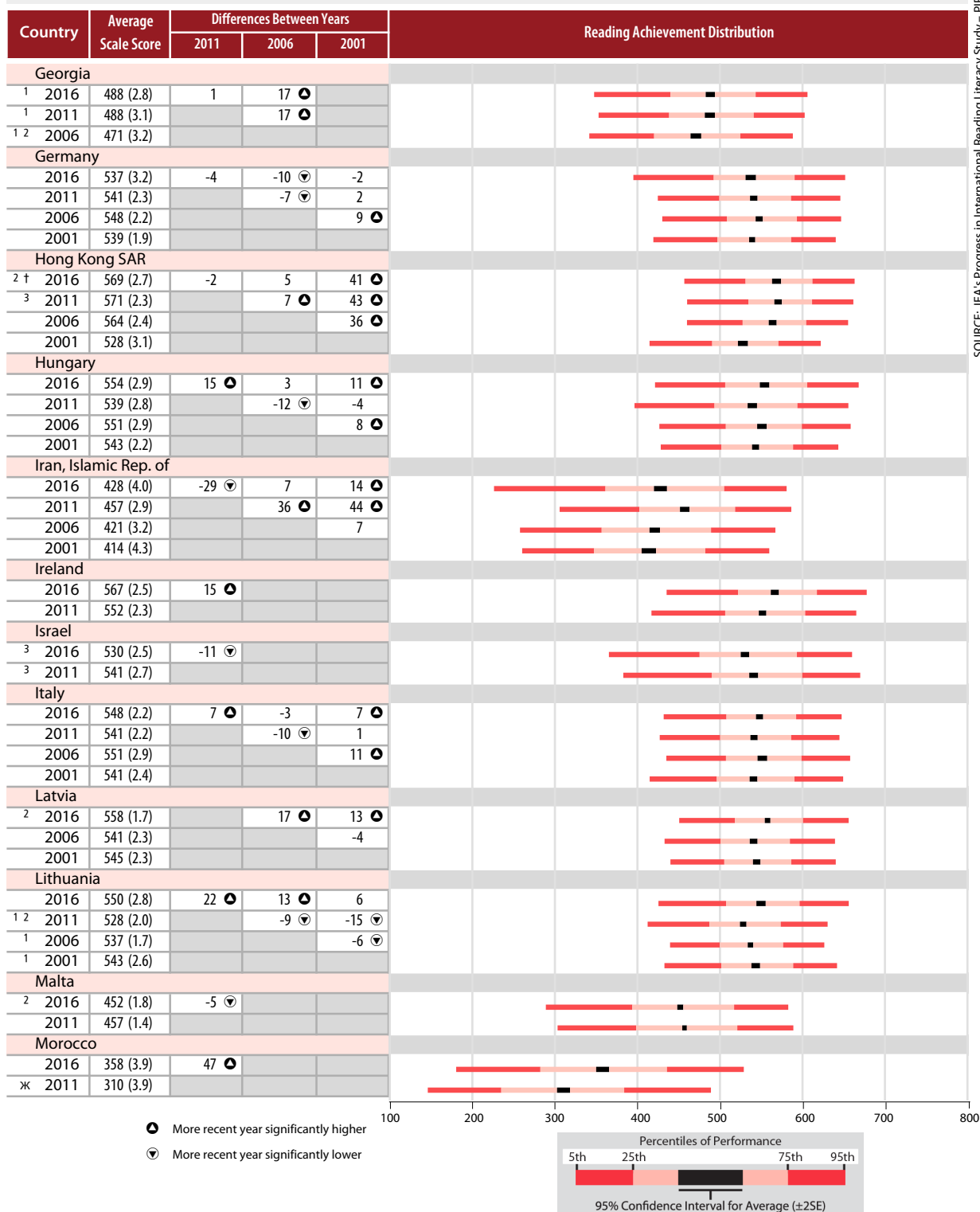


SOURCE: IEA's Progress in International Reading Literacy Study - PIRLS 2016

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. 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 1.4: Differences in Reading Achievement Across Assessment Years (Continued)

Instructions: Read across the row to determine if the performance in the row year is significantly higher (▲) or significantly lower (▼) than the performance in the column year.

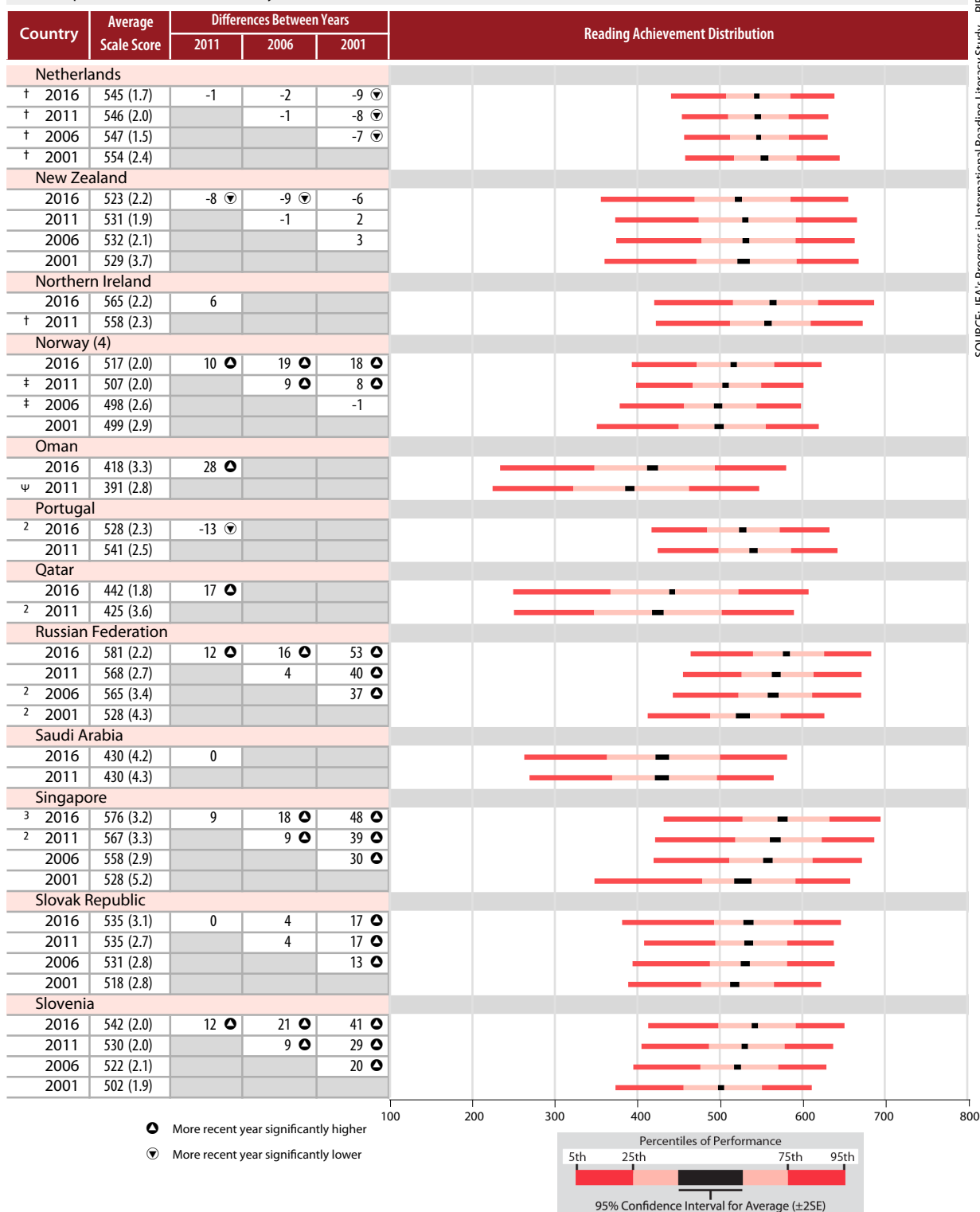


SOURCE: IEA's Progress in International Reading Literacy Study – PIRLS 2016

⌘ Reservations about reliability of average achievement because the percentage of students with achievement too low for estimation exceeds 25%.

Exhibit 1.4: Differences in Reading Achievement Across Assessment Years (Continued)

Instructions: Read across the row to determine if the performance in the row year is significantly higher (▲) or significantly lower (▼) than the performance in the column year.



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

ψ Reservations about reliability of average achievement because the percentage of students with achievement too low for estimation does not exceed 25% but exceeds 15%.

Exhibit 1.4: Differences in Reading Achievement Across Assessment Years (Continued)

Instructions: Read across the row to determine if the performance in the row year is significantly higher (▲) or significantly lower (▼) than the performance in the column year.

Country	Average Scale Score	Differences Between Years			Reading Achievement Distribution
		2011	2006	2001	
Spain					
2016	528 (1.7)	15 ▲	15 ▲		
2011	513 (2.3)		1		
2006	513 (2.6)				
Sweden					
2016	555 (2.4)	13 ▲	6	-6	
2011	542 (2.1)		-8 ▼	-19 ▼	
2006	549 (2.3)			-12 ▼	
2001	561 (2.2)				
Trinidad and Tobago					
2016	479 (3.3)	9	44 ▲		
2011	471 (3.8)		35 ▲		
2006	436 (4.8)				
United Arab Emirates					
2016	450 (3.2)	12 ▲			
2011	439 (2.2)				
United States					
† 2016	549 (3.1)	-7 ▼	10 ▲	7	
² 2011	556 (1.6)		16 ▲	14 ▲	
² † 2006	540 (3.4)			-2	
† 2001	542 (3.8)				

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

Benchmarking Participants

Ontario, Canada					
2016	544 (3.2)	-8 ▼	-12 ▼	-4	
² 2011	552 (2.5)		-3	4	
² 2006	555 (2.9)			7	
2001	548 (3.3)				
Quebec, Canada					
≡ 2016	547 (2.8)	10 ▲	15 ▲	10 ▲	
2011	538 (2.2)		5	0	
2006	533 (2.7)			-4	
2001	537 (3.0)				
Eng/Afr/Zulu - RSA					
2016	406 (6.0)		56 ▲		
2006	350 (8.6)				
Andalusia, Spain					
2016	525 (2.1)	10 ▲			
2011	515 (2.2)				
Abu Dhabi, UAE					
2016	414 (4.7)	-10			
2011	424 (4.7)				
Dubai, UAE					
2016	515 (1.9)	39 ▲			
2011	476 (2.0)				

- ▲ More recent year significantly higher
- ▼ More recent year significantly lower

