

Exhibit 2.4: Intermediate International Benchmark (475)

Exhibit 2.4 presents the description of student achievement at the Intermediate Benchmark, which is based on passages and items from both PIRLS and PIRLS Literacy. Because the scale anchoring descriptions are cumulative, with students' comprehension processes building on skills demonstrated at the lower levels, as anticipated students at the Intermediate Benchmark demonstrated greater facility in retrieving explicitly stated information and making inferences as well as in interpreting and integrating story events and information. When reading literary texts, they showed an emerging ability to recognize language choices.

Exhibits 2.4.1 through 2.4.12 present seven example items based on literary texts (“The Pearl,” “Flowers on the Roof,” and “Macy”) and five example items based on informational texts (“Rhinos” and “The Green Sea Turtle’s Journey”). All five texts and their accompanying items and scoring guides are presented in Appendix H. Each exhibit shows achievement results either for the countries that participated in PIRLS Literacy (items from “The Pearl” or “Rhinos”), all the countries participating in PIRLS Literacy and PIRLS (items from “Flowers on the Roof”), or the countries that participated in PIRLS (for “Macy” and “The Green Sea Turtle’s Journey”). Up and down arrows indicate a significantly higher or lower percentage of success for the country compared to the international average on the item. 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 2.4.1 and 2.4.2 show that fourth grade students at the Intermediate International Benchmark could provide two details in a constructed response format when asked about each of two different story events in “The Pearl.” Example Item 2.4.3 shows they could provide one example out of two from the longer “Flowers on the Roof.” They also could interpret and integrate information across “Flowers on the Roof” to identify the narrator of the story (Example 2.4.4). Based on the “Macy” story, they recognized the reason for a character’s action (Example Item 2.4.5), integrated evidence about a character’s action (Example Item 2.4.6), and recognized how the author demonstrated a character’s traits (Example 2.4.7).

In reading the “Rhinos” PIRLS Literacy text, students reproduced an explicitly stated action from toward the end of the text (Example Item 2.4.8), made an inference about an explanation (Example 2.4.9), and interpreted information to provide a full explanation of why ticks cause a problem for rhinos (Example 2.4.10). In reading the PIRLS text about sea turtles, students made inferences to answer a multiple-choice item about the content of the first section of the text (Example 2.4.11) and to answer a constructed response question about how people are making the sea more dangerous for turtles (Example Item 2.4.12).

Exhibit 2.4: Description of the PIRLS 2016 Intermediate International Benchmark (475) of Reading Achievement**Intermediate** International Benchmark

475

*When reading a mix of simpler and relatively complex **Literary Texts**, students can:*

- Independently locate, recognize, and reproduce explicitly stated actions, events, and feelings
- Make straightforward inferences about the attributes, feelings, and motivations of main characters
- Interpret obvious reasons and causes, recognize evidence, and give examples
- Begin to recognize language choices

*When reading a mix of simpler and relatively complex **Informational Texts**, students can:*

- Locate and reproduce two or three pieces of information from text
- Make straightforward inferences to provide factual explanations
- Begin to interpret and integrate information to order events

Exhibit 2.4.1: Intermediate International Benchmark – Literary Example Item 1*

Country	Percent Full Credit	
Iran, Islamic Rep. of	60 (2.3)	●
Kuwait	52 (2.4)	●
Morocco	51 (2.4)	●
International Avg.	46 (0.9)	
South Africa	38 (1.4)	▼
Egypt	30 (1.9)	▼
Benchmarking Participants		
² Denmark (3)	83 (1.7)	●

Purpose: Literary Experience
Process: Focus on and Retrieve Explicitly Stated Information
Description: Locate and reproduce 2 explicitly stated details

13. Reuben offers to give Josh two things. What are they?

① 1. New house

② 2. Big shiny boat

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

- 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 2.4.2: Intermediate International Benchmark – Literary Example Item 2*

Country	Percent Full Credit
Iran, Islamic Rep. of	55 (2.9) ●
Kuwait	44 (1.8) ●
International Avg.	37 (0.9)
Egypt	36 (1.8)
Morocco	28 (2.1) ▼
South Africa	23 (1.4) ▼
Benchmarking Participants	
² Denmark (3)	64 (2.1) ●

Purpose: Literary Experience
Process: Make Straightforward Inferences
Description: Make a straightforward inference and reproduce 2 of a character's actions

5. What does Reuben do differently after he gets the pearl?
 Write two things.

① 1. He doesn't play with his friends.

② 2. He reads about pearls.

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

- 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 2.4.3: Intermediate International Benchmark – Literary Example Item 3

Country	Percent At Least 1 Point
² Latvia	96 (0.9) ●
² Austria	96 (0.8) ●
Belgium (Flemish)	95 (0.7) ●
Norway (5)	95 (1.0) ●
Ireland	95 (1.0) ●
Poland	95 (0.9) ●
[†] Netherlands	94 (1.0) ●
Hungary	94 (1.3) ●
Czech Republic	94 (1.0) ●
Sweden	93 (1.2) ●
Northern Ireland	92 (1.2) ●
Lithuania	92 (1.7) ●
Finland	91 (1.1) ●
Russian Federation	91 (1.1) ●
² Denmark	91 (1.3) ●
Slovenia	90 (1.3) ●
Slovak Republic	90 (1.4) ●
² Portugal	90 (1.5) ●
^{1 2} Canada	90 (0.9) ●
Australia	89 (1.3) ●
^{2 †} Hong Kong SAR	88 (1.6) ●
France	88 (1.2) ●
[†] United States	88 (1.6) ●
Bulgaria	87 (1.5) ●
Spain	87 (1.1) ●
England	87 (1.4) ●
Chinese Taipei	87 (1.7) ●
Macao SAR	87 (1.2) ●
³ Singapore	86 (1.2) ●
Italy	85 (1.6) ●
³ Israel	84 (1.3) ●
New Zealand	84 (1.3) ●
² Belgium (French)	84 (1.6) ●
Kazakhstan	82 (1.6) ●
Germany	82 (1.7) ●
International Avg.	79 (0.2)
Chile	77 (2.0)
¹ Georgia	75 (2.0) ▼
Trinidad and Tobago	74 (2.1) ▼
Azerbaijan	68 (2.5) ▼
² Malta	66 (2.0) ▼
Bahrain	64 (1.5) ▼
Saudi Arabia	59 (2.5) ▼
United Arab Emirates	56 (1.6) ▼
Iran, Islamic Rep. of	52 (2.0) ▼
Qatar	49 (1.2) ▼
Oman	46 (1.7) ▼
Kuwait	44 (2.0) ▼
Morocco	36 (1.6) ▼
Egypt	29 (1.6) ▼
South Africa	22 (1.4) ▼

Purpose: Literary Experience
Process: Focus on and Retrieve Explicitly Stated Information
Description: Reproduce 1 (of 2) explicitly stated character action

9. Write **two** ways in which Granny Gunn made her new flat feel like home.

① 1. She brought her cat to town

① 2.

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.	97 (0.6) ●
² Madrid, Spain	92 (1.1) ●
Ontario, Canada	90 (1.5) ●
Norway (4)	89 (1.5) ●
≡ Quebec, Canada	85 (2.1) ●
Andalusia, Spain	84 (1.5) ●
² Denmark (3)	80 (2.1)
Dubai, UAE	76 (1.2) ▼
Buenos Aires, Argentina	71 (2.5) ▼
Abu Dhabi, UAE	47 (2.7) ▼
Eng/Afr/Zulu - RSA (5)	42 (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 2.4.4: Intermediate International Benchmark – Literary Example Item 4

Country	Percent Correct	Purpose: Literary Experience
		Process: Interpret and Integrate Ideas and Information
		Description: Identify the narrator (in a first person story) from a range of clues in the text and confirmed by the pictures
Ireland	94 (1.3) ▲	<p>1. Who is telling the story?</p> <p><input type="radio"/> A a granny</p> <p><input checked="" type="radio"/> B a child</p> <p><input type="radio"/> C a doctor</p> <p><input type="radio"/> D a farmer</p>
Russian Federation	93 (1.2) ▲	
Northern Ireland	93 (1.3) ▲	
Poland	91 (1.4) ▲	
England	90 (1.0) ▲	
² Denmark	90 (1.4) ▲	
Czech Republic	90 (1.2) ▲	
Bulgaria	90 (1.5) ▲	
Hungary	89 (1.7) ▲	
Slovenia	89 (1.6) ▲	
[†] Netherlands	89 (1.4) ▲	
[†] United States	88 (1.5) ▲	
² Austria	87 (1.4) ▲	
³ Singapore	87 (1.2) ▲	
² Latvia	87 (1.4) ▲	
Australia	87 (1.2) ▲	
Italy	86 (1.6) ▲	
Finland	86 (1.2) ▲	
Belgium (Flemish)	86 (1.4) ▲	
^{1 2} Canada	85 (1.1) ▲	
³ Israel	85 (1.2) ▲	
Norway (5)	85 (1.8) ▲	
Germany	85 (1.4) ▲	
Slovak Republic	84 (1.5) ▲	
² Portugal	83 (1.5) ▲	
Lithuania	83 (2.3) ▲	
Azerbaijan	82 (1.9) ▲	
Spain	82 (1.3) ▲	
New Zealand	81 (1.4) ▲	
Sweden	80 (2.0) ▲	
Kazakhstan	80 (1.8) ▲	
France	78 (1.9)	
¹ Georgia	77 (1.7)	
^{2 †} Hong Kong SAR	77 (1.9)	
Chile	77 (1.9)	
International Avg.	75 (0.2)	
Macao SAR	75 (1.6)	
² Malta	73 (1.8)	
² Belgium (French)	70 (2.0) ▼	
Chinese Taipei	67 (1.8) ▼	
Trinidad and Tobago	66 (2.6) ▼	
Iran, Islamic Rep. of	57 (2.0) ▼	
United Arab Emirates	54 (1.4) ▼	
Qatar	53 (1.2) ▼	
Bahrain	51 (1.9) ▼	
Oman	44 (1.8) ▼	
Morocco	39 (1.5) ▼	
Kuwait	38 (2.7) ▼	
Saudi Arabia	27 (1.9) ▼	
South Africa	25 (1.4) ▼	
Egypt	25 (1.8) ▼	

Country	Percent Correct
Benchmarking Participants	
Moscow City, Russian Fed.	96 (0.8) ▲
≡ Quebec, Canada	87 (1.7) ▲
Ontario, Canada	86 (1.8) ▲
² Madrid, Spain	85 (1.4) ▲
Andalusia, Spain	79 (1.8) ▲
Norway (4)	79 (1.7) ▲
² Denmark (3)	79 (1.8)
Dubai, UAE	75 (1.4)
Buenos Aires, Argentina	67 (2.2) ▼
Eng/Afr/Zulu - RSA (5)	44 (3.1) ▼
Abu Dhabi, UAE	43 (2.7) ▼

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

▲ 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 2.4.5: Intermediate International Benchmark – Literary Example Item 5

Country	Percent Correct
Russian Federation	92 (0.9) ⬆
Hungary	91 (1.2) ⬆
Ireland	91 (1.3) ⬆
Northern Ireland	90 (1.3) ⬆
Finland	90 (1.1) ⬆
† Netherlands	90 (1.4) ⬆
³ Singapore	90 (1.2) ⬆
Norway (5)	89 (1.3) ⬆
† United States	89 (1.6) ⬆
Czech Republic	89 (1.2) ⬆
England	88 (1.2) ⬆
Poland	87 (1.4) ⬆
² Austria	87 (1.3) ⬆
Australia	87 (1.3) ⬆
Slovak Republic	87 (1.7) ⬆
² Denmark	87 (1.4) ⬆
² † Hong Kong SAR	86 (1.7) ⬆
Sweden	86 (1.7) ⬆
Chinese Taipei	85 (1.3) ⬆
¹ ² Canada	85 (1.1) ⬆
Italy	85 (1.6) ⬆
Belgium (Flemish)	84 (1.7) ⬆
Slovenia	84 (1.7) ⬆
New Zealand	84 (1.5) ⬆
² Latvia	84 (1.8) ⬆
Bulgaria	84 (1.8) ⬆
Lithuania	83 (2.0) ⬆
Germany	83 (1.6) ⬆
Macao SAR	81 (1.8)
Spain	79 (1.6)
International Avg.	79 (0.2)
Kazakhstan	78 (1.7)
France	78 (1.8)
² Portugal	76 (1.7)
³ Israel	76 (1.8)
Azerbaijan	73 (2.1) ⬇
Chile	72 (2.0) ⬇
Trinidad and Tobago	71 (1.8) ⬇
² Belgium (French)	70 (2.1) ⬇
² Malta	64 (2.1) ⬇
¹ Georgia	63 (2.7) ⬇
Iran, Islamic Rep. of	62 (2.7) ⬇
Qatar	59 (1.5) ⬇
United Arab Emirates	58 (1.5) ⬇
Bahrain	58 (1.9) ⬇
Oman	51 (1.7) ⬇
Saudi Arabia	50 (2.1) ⬇
Morocco	44 (2.5) ⬇

Purpose: Literary Experience
Process: Make Straightforward Inferences
Description: Infer and recognize the reason for a character's action

11. Why does Macy make white wings on a pole?

A to look like hen's feathers

B to make a decision

C to look like an owl

D to impress Sam

Country	Percent Correct
Benchmarking Participants	
Moscow City, Russian Fed.	94 (0.9) ⬆
Ontario, Canada	84 (2.0) ⬆
≡ Quebec, Canada	84 (2.5)
² Madrid, Spain	82 (1.8)
Norway (4)	80 (1.5)
Andalusia, Spain	78 (1.8)
Dubai, UAE	78 (1.5)
Buenos Aires, Argentina	63 (2.2) ⬇
Eng/Afr/Zulu - RSA (5)	57 (2.7) ⬇
Abu Dhabi, UAE	49 (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 ≡.
() 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 2.4.6: Intermediate International Benchmark – Literary Example Item 6

Country	Percent Correct
Russian Federation	88 (1.3) ●
Chinese Taipei	87 (1.3) ●
^{2 †} Hong Kong SAR	87 (1.6) ●
Macao SAR	84 (1.7) ●
³ Singapore	83 (1.2) ●
² Latvia	82 (1.7) ●
Poland	82 (1.5) ●
Ireland	82 (1.7) ●
Finland	81 (1.5) ●
[†] United States	81 (2.0) ●
Sweden	81 (1.7) ●
England	80 (1.4) ●
Lithuania	79 (2.2) ●
Bulgaria	79 (1.9) ●
² Austria	79 (1.7) ●
Australia	78 (1.3) ●
Italy	77 (1.9) ●
Northern Ireland	76 (2.0) ●
Germany	75 (1.8) ●
Slovak Republic	75 (2.1) ●
^{1 2} Canada	75 (1.1) ●
Slovenia	74 (2.3) ●
New Zealand	74 (1.8) ●
Hungary	74 (1.9) ●
Czech Republic	72 (1.8) ●
Kazakhstan	72 (2.0) ●
² Denmark	71 (2.4) ●
Belgium (Flemish)	71 (1.7) ●
International Avg.	70 (0.3)
[†] Netherlands	70 (2.2) ●
Norway (5)	68 (2.2) ●
³ Israel	68 (1.5) ●
Chile	65 (1.9) ◐
Spain	64 (1.7) ◐
Trinidad and Tobago	63 (2.1) ◐
¹ Georgia	63 (2.3) ◐
France	61 (2.1) ◐
² Portugal	61 (2.0) ◐
Azerbaijan	59 (2.7) ◐
² Belgium (French)	57 (2.2) ◐
Qatar	57 (1.3) ◐
² Malta	56 (2.0) ◐
Bahrain	56 (1.9) ◐
United Arab Emirates	56 (1.4) ◐
Iran, Islamic Rep. of	52 (2.4) ◐
Saudi Arabia	51 (2.0) ◐
Oman	41 (1.8) ◐
Morocco	39 (2.8) ◐

Purpose: Literary Experience
Process: Interpret and Integrate Ideas and Information
Description: Integrate evidence to recognize the reason for a character's action

12. Macy “hit the wings with her hands and pushed the wings away.”

What does Macy want the hen to think?

that Macy is saving the hen

that Macy is angry with the hen

that Macy is terrified of the owl

that Macy is playing with the owl

Country	Percent Correct
Benchmarking Participants	
Moscow City, Russian Fed.	93 (1.1) ●
Ontario, Canada	74 (2.2) ●
≡ Quebec, Canada	72 (2.6) ●
² Madrid, Spain	71 (1.8) ●
Dubai, UAE	71 (1.6) ●
Norway (4)	64 (2.1) ◐
Andalusia, Spain	63 (2.4) ◐
Buenos Aires, Argentina	62 (2.2) ◐
Abu Dhabi, UAE	46 (2.5) ◐
Eng/Afr/Zulu - RSA (5)	44 (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 2.4.7: Intermediate International Benchmark – Literary Example Item 7

Country	Percent Correct
Russian Federation	96 (0.8) ▲
Hungary	94 (1.0) ▲
Ireland	90 (1.3) ▲
Norway (5)	89 (1.4) ▲
² Latvia	89 (1.2) ▲
Poland	89 (1.5) ▲
Finland	88 (1.7) ▲
Chinese Taipei	88 (1.2) ▲
Lithuania	88 (1.3) ▲
² † Hong Kong SAR	87 (1.8) ▲
Sweden	87 (1.6) ▲
Italy	87 (1.4) ▲
² Denmark	87 (1.6) ▲
Macao SAR	87 (1.6) ▲
² Austria	86 (1.5) ▲
† United States	86 (1.6) ▲
England	86 (1.2) ▲
Slovak Republic	86 (1.7) ▲
³ Israel	85 (1.4) ▲
³ Singapore	85 (1.1) ▲
Bulgaria	85 (1.8) ▲
Australia	84 (1.7) ▲
Northern Ireland	84 (1.4) ▲
† Netherlands	84 (1.7) ▲
^{1 2} Canada	84 (1.1) ▲
Germany	84 (1.6) ▲
New Zealand	83 (1.5) ▲
France	82 (1.7) ▲
Czech Republic	82 (1.7) ▲
Spain	82 (1.2) ▲
¹ Georgia	82 (1.9) ▲
Slovenia	80 (2.0) ▲
Kazakhstan	80 (1.6) ▲
International Avg.	79 (0.2)

Purpose: Literary Experience
Process: Evaluate and Critique Content and Textual Elements
Description: Recognize how an author demonstrates a character's traits

2. How does the author show you what the red hen is like?

(A) by describing what the red hen looks like

(B) by describing the red hen's favorite food

(C) by describing where the red hen lives

(D) by describing how the red hen behaves

² Portugal	75 (1.7) ▼
² Belgium (French)	72 (2.0) ▼
Azerbaijan	72 (2.2) ▼
Belgium (Flemish)	70 (2.0) ▼
Chile	69 (1.6) ▼
Trinidad and Tobago	66 (2.1) ▼
² Malta	63 (2.4) ▼
Saudi Arabia	63 (2.1) ▼
Bahrain	62 (1.7) ▼
Qatar	62 (1.5) ▼
United Arab Emirates	61 (1.3) ▼
Iran, Islamic Rep. of	59 (3.0) ▼
Oman	54 (1.6) ▼
Morocco	34 (2.2) ▼

Country	Percent Correct
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Benchmarking Participants

Moscow City, Russian Fed.	97 (0.7) ▲
² Madrid, Spain	85 (1.5) ▲
≡ Quebec, Canada	84 (2.5) ▲
Ontario, Canada	83 (2.3) ▲
Andalusia, Spain	81 (1.9) ▲
Norway (4)	77 (2.1) ▲
Dubai, UAE	76 (1.6) ▲
Abu Dhabi, UAE	54 (2.2) ▼
Buenos Aires, Argentina	52 (2.3) ▼
Eng/Afr/Zulu - RSA (5)	51 (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 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 2.4.8: Intermediate International Benchmark – Informational

Example Item 1*

Country	Percent Full Credit
Iran, Islamic Rep. of	62 (3.0) ●
Kuwait	52 (2.7) ●
Morocco	47 (2.1)
International Avg.	45 (1.0)
Egypt	40 (1.8) ▼
South Africa	24 (1.3) ▼
Benchmarking Participants	
² Denmark (3)	83 (1.5) ●

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

16. What does the oxpecker do to warn the rhino of danger?

① it makes loud noises and hisses

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 2.4.9: Intermediate International Benchmark – Informational
Example Item 2*

Country	Percent Correct	
Iran, Islamic Rep. of	62 (2.4)	▲
Kuwait	51 (2.3)	▲
International Avg.	47 (0.9)	
South Africa	43 (1.3)	▼
Egypt	39 (1.7)	▼
Morocco	38 (2.0)	▼
Benchmarking Participants		
² Denmark (3)	78 (2.0)	▲

Purpose: Acquire and Use Information
Process: Make Straightforward Inferences
Description: Make a straightforward inference to recognize an explanation

8. Why are trees and bushes a good place for ticks to hide?

- (A) because ticks eat grass and leaves
- (B) because rhinos come there to eat
- (C) because the birds want to eat the ticks
- (D) because the leaves protect their skin

- ▲ 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 2.4.10: Intermediate International Benchmark – Informational

Example Item 3*

Country	Percent Full Credit	
Iran, Islamic Rep. of	52 (2.2)	●
Kuwait	38 (2.3)	●
International Avg.	33 (0.9)	
Egypt	29 (2.0)	▼
Morocco	28 (1.8)	▼
South Africa	19 (1.2)	▼
Benchmarking Participants		
² Denmark (3)	39 (1.9)	●

Purpose: Acquire and Use Information
Process: Interpret and Integrate Ideas and Information
Description: Interpret information to provide a full explanation

9. Explain why ticks are a problem for rhinos.

 The ticks suck the rhinos' blood and make the rhinos feel itchy.

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

- 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 2.4.11: Intermediate International Benchmark – Informational
Example Item 4

Country	Percent Correct
Russian Federation	96 (0.9) ▲
² Denmark	94 (1.2) ▲
Sweden	94 (0.9) ▲
Czech Republic	94 (0.9) ▲
[†] Netherlands	93 (1.0) ▲
Germany	93 (1.1) ▲
Belgium (Flemish)	93 (1.1) ▲
Slovenia	93 (1.0) ▲
² Latvia	93 (1.2) ▲
² Austria	93 (1.1) ▲
Poland	92 (1.0) ▲
Ireland	92 (1.4) ▲
England	92 (1.0) ▲
Finland	92 (1.0) ▲
² [†] Hong Kong SAR	91 (1.2) ▲
Norway (5)	91 (1.4) ▲
Australia	91 (1.2) ▲
Chinese Taipei	90 (1.2) ▲
Slovak Republic	90 (1.6) ▲
Lithuania	90 (1.4) ▲
Bulgaria	90 (1.6) ▲
³ Singapore	89 (1.1) ▲
Macao SAR	89 (1.2) ▲
Hungary	88 (1.5) ▲
Kazakhstan	88 (1.4) ▲
New Zealand	87 (1.3) ▲
Northern Ireland	87 (1.8)
¹ ² Canada	87 (1.1) ▲
France	87 (1.5)
Spain	87 (1.3) ▲
² Portugal	86 (1.3)
[†] United States	86 (1.5)
³ Israel	85 (1.5)

Purpose: Acquire and Use Information
Process: Make Straightforward Inferences
Description: Recognize the main idea of a specified section of the text

1. What is the first section “Out From the Sand” about?

(A) what different sea turtles look like

(B) how sea turtles learn to swim

(C) what sea turtles like to eat

how sea turtles’ eggs hatch

International Avg.	84 (0.2)
Italy	84 (1.6)
Azerbaijan	81 (2.1)
Trinidad and Tobago	80 (1.9) ▼
Chile	78 (1.5) ▼
² Belgium (French)	75 (1.8) ▼
¹ Georgia	74 (2.5) ▼
United Arab Emirates	69 (1.0) ▼
Iran, Islamic Rep. of	68 (2.5) ▼
Qatar	68 (1.4) ▼
Bahrain	65 (1.6) ▼
Oman	64 (1.8) ▼
² Malta	64 (1.9) ▼
Morocco	56 (2.4) ▼
Saudi Arabia	56 (2.2) ▼

Country	Percent Correct
Benchmarking Participants	
Moscow City, Russian Fed.	94 (0.9) ▲
² Madrid, Spain	89 (1.4) ▲
Ontario, Canada	89 (1.5) ▲
Norway (4)	87 (1.8)
≡ Quebec, Canada	85 (2.3)
Andalusia, Spain	83 (1.8)
Dubai, UAE	82 (1.3)
Abu Dhabi, UAE	60 (2.3) ▼
Buenos Aires, Argentina	58 (1.9) ▼
Eng/Afr/Zulu - RSA (5)	56 (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

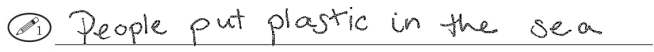
Exhibit 2.4.12: Intermediate International Benchmark – Informational

Example Item 5

Country	Percent Full Credit
Russian Federation	92 (1.2) ⬆
Chinese Taipei	91 (1.2) ⬆
² † Hong Kong SAR	90 (1.3) ⬆
Finland	90 (1.1) ⬆
³ Singapore	87 (1.2) ⬆
Norway (5)	86 (1.7) ⬆
Sweden	86 (1.7) ⬆
Ireland	85 (1.7) ⬆
Macao SAR	85 (1.7) ⬆
Germany	83 (1.6) ⬆
Australia	82 (1.5) ⬆
Bulgaria	81 (2.4) ⬆
Hungary	81 (1.8) ⬆
² Denmark	81 (2.1) ⬆
† Netherlands	81 (1.6) ⬆
² Austria	81 (1.7) ⬆
² Latvia	80 (2.0) ⬆
^{1 2} Canada	80 (1.2) ⬆
Slovenia	79 (2.0) ⬆
Spain	79 (1.7) ⬆
England	79 (1.3) ⬆
Czech Republic	79 (1.9) ⬆
Kazakhstan	79 (1.8) ⬆
New Zealand	78 (1.4) ⬆
Italy	78 (1.8) ⬆
² Portugal	78 (1.9) ⬆
† United States	78 (1.8) ⬆
Northern Ireland	77 (1.8) ⬆
³ Israel	77 (1.6) ⬆
Lithuania	77 (2.1) ⬆
France	77 (1.8) ⬆
Belgium (Flemish)	76 (1.6) ⬆
International Avg.	72 (0.3)
Slovak Republic	71 (2.1)
Poland	71 (1.8)
Trinidad and Tobago	64 (2.1) ⬇
² Malta	63 (2.0) ⬇
² Belgium (French)	59 (2.3) ⬇
Chile	57 (2.1) ⬇
¹ Georgia	54 (2.3) ⬇
Azerbaijan	52 (2.4) ⬇
United Arab Emirates	49 (1.4) ⬇
Qatar	47 (1.5) ⬇
Iran, Islamic Rep. of	44 (2.3) ⬇
Bahrain	38 (2.0) ⬇
Oman	37 (1.8) ⬇
Morocco	35 (2.2) ⬇
Saudi Arabia	31 (2.4) ⬇

Purpose: Acquire and Use Information
Process: Make Straightforward Inferences
Description: Make a straightforward inference about the cause of a situation

6. According to the article, what is one way people have made the sea more dangerous for turtles?



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.	94 (0.9) ⬆
² Madrid, Spain	83 (1.7) ⬆
≡ Quebec, Canada	80 (1.9) ⬆
Andalusia, Spain	80 (2.2) ⬆
Ontario, Canada	77 (2.4)
Norway (4)	75 (2.1)
Dubai, UAE	66 (1.4) ⬇
Buenos Aires, Argentina	45 (2.2) ⬇
Abu Dhabi, UAE	41 (2.6) ⬇
Eng/Afr/Zulu - RSA (5)	30 (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