Exhibit 2.5: Advanced International Benchmark (625)

Exhibit 2.5 describes the reading comprehension skills and strategies demonstrated by fourth grade students at the Advanced International Benchmark. Students at the Advanced International Benchmark could make inferences from complex information; interpret and integrate information within and across webpages to show thorough understanding; and evaluate the effects of features to begin to understand the writer's point of view.

Exhibits 2.5.1 through 2.5.6 contain six examples to demonstrate the range in the types of items successfully answered by students achieving at the Advanced International Benchmark. Each exhibit shows 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.

Exhibits 2.5.1 and 2.5.2 show examples of students making inferences from relatively complex text to answer constructed response questions. Example Items 2.5.3 and 2.5.4 illustrate how students at the Advanced International Benchmark were able to interpret and integrate information across websites, Example 2.5.5 shows they could evaluate text to explain a writer's point of view, and Example 2.5.6 shows that they could evaluate the use of a timeline.

Exhibit 2.5: ePIRLS 2016 Online Informational Reading at the
Advanced International Benchmark (625)

● **Advanced** International Benchmark

625 *When reading and viewing relatively complex Online Informational Texts, students can:*
- Make inferences from complex information to support an explanation
- Interpret and integrate information from within and across webpages with interactive features to explain relationships, and show thorough understanding
- Evaluate the effects of textual, visual, and interactive elements and begin to consider the writer's point of view

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

CHAPTER 2: PERFORMANCE AT INTERNATIONAL BENCHMARKS
ePIRLS 2016 INTERNATIONAL RESULTS IN ONLINE INFORMATIONAL READING

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Exhibit 2.5.1: Advanced International Benchmark for ePIRLS Online Informational Reading – Example Item 1

Process: Make Straightforward Inferences
Description: Make an inference to provide an explanation

ePIRLS Online Reading 2016

http://www.timesjournal.com/gift-of-curiosity

The Solar System / Mars Exploration Program / The Gift of Curiosity

TIMES–JOURNAL

The Gift of Curiosity

By Maria Green

For decades, scientists have wondered whether the surface of Mars ever had water. Now, Curiosity's cameras show signs that Mars once had rivers. There are photographs of what looks like a dried riverbed. Other photographs show huge canyons and valleys that could have been made by rivers.

Scientists are now "convinced that Mars did have an ocean a few billion years ago," says Charles Elachi, who directed the Curiosity mission.

But if Mars had an ancient sea, this raises another question, says Elachi: "Could life have evolved on Mars?" And if it could: "Did life evolve? And where is it now?"

Mars rocks from a dry riverbed.   Earth rocks from a dry riverbed.

Solar Power

HEAT AND LIGHT YOUR HOME WITH THE SUN!

ePIRLS
Class Project

Its hands can use and hold tools

It can keep balance

✓ SAVED

Mr. Webster
Now, we are going to read about what Curiosity has done on Mars. Click on this link—The Gift of Curiosity

18.
The surface of Mars may have looked different in ancient times than it does today. Describe one way.

Student

Mars had rivers.

💾 SAVE

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	
Norway (5)	65 (1.7)	⬥
≡ Denmark	58 (1.6)	⬥
Sweden	57 (1.9)	⬥
³ Singapore	54 (1.3)	⬥
¹ ² Canada	49 (1.5)	⬥
International Avg.	42 (0.4)	
† United States	42 (1.5)	
Italy	42 (1.7)	
Slovenia	41 (1.6)	
³ Israel	37 (1.2)	⬇
Chinese Taipei	34 (1.6)	⬇
Ireland	32 (1.9)	⬇
² Portugal	31 (1.1)	⬇
¹ Georgia	26 (1.6)	⬇
United Arab Emirates	24 (0.7)	⬇

Benchmarking Participants

Dubai, UAE	36 (1.1)	⬇
Abu Dhabi, UAE	21 (1.1)	⬇

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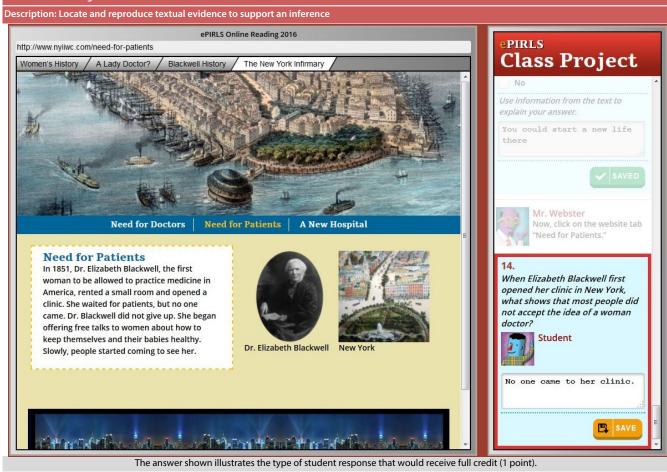
( ) Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

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Exhibit 2.5.2: Advanced International Benchmark for ePIRLS Online Informational Reading – Example Item 2

Process: Make Straightforward Inferences

Description: Locate and reproduce textual evidence to support an inference

ePIRLS Online Reading 2016

http://www.nyiiwc.com/need-for-patients

Women's History / A Lady Doctor? / Blackwell History / The New York Infirmary

Need for Doctors | **Need for Patients** | A New Hospital

Need for Patients

In 1851, Dr. Elizabeth Blackwell, the first woman to be allowed to practice medicine in America, rented a small room and opened a clinic. She waited for patients, but no one came. Dr. Blackwell did not give up. She began offering free talks to women about how to keep themselves and their babies healthy. Slowly, people started coming to see her.

Dr. Elizabeth Blackwell   New York

ePIRLS Class Project

○ No

Use information from the text to explain your answer.

You could start a new life there

✓ SAVED

Mr. Webster
Now, click on the website tab "Need for Patients."

14.
When Elizabeth Blackwell first opened her clinic in New York, what shows that most people did not accept the idea of a woman doctor?

Student

No one came to her clinic.

💾 SAVE

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	63 (1.3)	⬆
Ireland	48 (1.7)	⬆
Chinese Taipei	47 (1.6)	⬆
³ Israel	42 (1.3)	⬆
† United States	40 (1.6)	⬆
Norway (5)	39 (1.5)	
Italy	38 (1.4)	
International Avg.	37 (0.4)	
¹ ² Canada	35 (1.7)	
≡ Denmark	32 (1.6)	⬇
Sweden	32 (1.5)	⬇
United Arab Emirates	25 (0.9)	⬇
¹ Georgia	24 (1.7)	⬇
² Portugal	24 (1.1)	⬇
Slovenia	23 (1.4)	⬇

Benchmarking Participants

Dubai, UAE	37 (1.4)	
Abu Dhabi, UAE	17 (1.0)	⬇

⬆ 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.

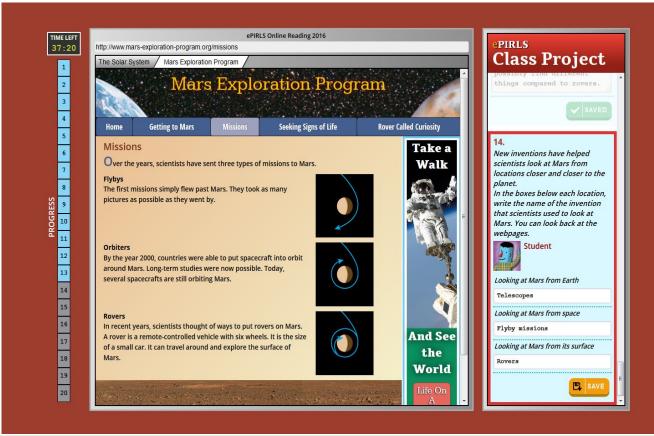**TIMSS & PIRLS International Study Center**
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Exhibit 2.5.3: Advanced International Benchmark for ePIRLS Online Informational Reading – Example Item 3

Process: Interpret and Integrate Ideas and Information
Description: Integrate information from across multiple webpages to provide 3 objects matched to their functions

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

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

Country	Percent Full Credit	
Ireland	37 (2.1)	⬣
Sweden	33 (1.9)	⬣
³ Singapore	31 (1.4)	⬣
Norway (5)	30 (1.2)	⬣
† United States	26 (1.4)	⬣
¹ ² Canada	26 (1.4)	⬣
Slovenia	25 (1.5)	
≡ Denmark	24 (1.8)	
² Portugal	23 (1.3)	
International Avg.	23 (0.4)	
Italy	16 (1.2)	⬦
³ Israel	15 (1.2)	⬦
Chinese Taipei	14 (1.0)	⬦
United Arab Emirates	12 (0.6)	⬦
¹ Georgia	8 (1.2)	⬦

Benchmarking Participants

Dubai, UAE	23 (0.7)	
Abu Dhabi, UAE	7 (0.9)	⬦

⬣ 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 2.5.4: Advanced International Benchmark for ePIRLS Online Informational Reading – Example Item 4

Process: Interpret and Integrate Ideas and Information
Description: Integrate information from a webpage to provide an explanation

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	
Norway (5)	42 (1.7)	⏶
³ Singapore	38 (1.3)	⏶
† United States	35 (1.7)	⏶
Sweden	33 (1.6)	⏶
Slovenia	33 (1.3)	⏶
³ Israel	30 (1.4)	⏶
Ireland	27 (1.6)	
International Avg.	27 (0.4)	
¹ ² Canada	26 (1.6)	
Italy	22 (1.2)	⏷
≡ Denmark	19 (1.5)	⏷
United Arab Emirates	19 (0.9)	⏷
¹ Georgia	18 (1.7)	⏷
² Portugal	16 (0.9)	⏷
Chinese Taipei	13 (0.9)	⏷

Benchmarking Participants

Dubai, UAE	28 (1.3)	
Abu Dhabi, UAE	14 (1.4)	⏷

⏶ 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 ≡.

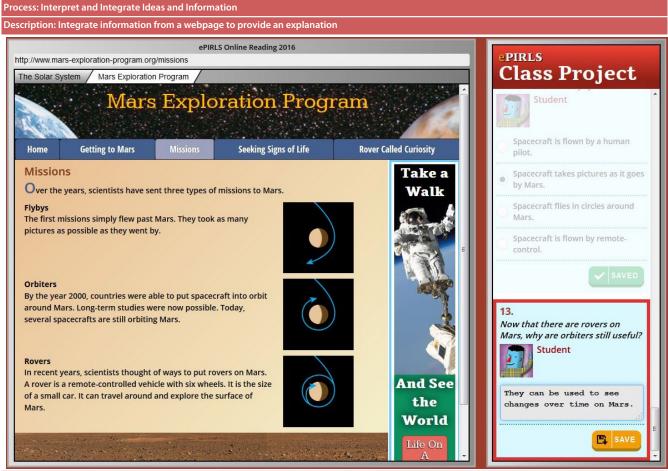( ) Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

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Exhibit 2.5.5: Advanced International Benchmark for ePIRLS Online Informational Reading – Example Item 5

Process: Evaluate and Critique Content and Textual Elements
Description: Evaluate textual elements and content to show how they exemplify the writer's point of view

ePIRLS Online Reading 2016
http://www.timesjournal.com/gift-of-curiosity

The Solar System / Mars Exploration Program / The Gift of Curiosity

TIMES–JOURNAL

The Gift of Curiosity

By Maria Green

For decades, scientists have wondered whether the surface of Mars ever had water. Now, Curiosity's cameras show signs that Mars once had rivers. There are photographs of what looks like a dried riverbed. Other photographs show huge canyons and valleys that could have been made by rivers.

Scientists are now "convinced that Mars did have an ocean a few billion years ago," says Charles Elachi, who directed the Curiosity mission.

But if Mars had an ancient sea, this raises another question, says Elachi: "Could life have evolved on Mars?" And if it could: "Did life evolve? And where is it now?"

Mars rocks from a dry riverbed. Earth rocks from a dry riverbed.

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Student

○ Curiosity gave scientists the first photographs of Mars.

○ Curiosity gave scientists the idea of exploring.

● Curiosity gave scientists evidence of water.

○ Curiosity gave scientists many new rocks.

✓ SAVED

20.
The writer of "The Gift of Curiosity" is in favor of exploring Mars. Explain how the writer shows this.

Student

She calls it "the gift."

SAVE

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	
Ireland	48 (1.8)	⬤
Norway (5)	47 (1.4)	⬤
† United States	45 (1.8)	⬤
1 2 Canada	42 (1.6)	⬤
Slovenia	27 (1.4)	⬤
International Avg.	25 (0.3)	
3 Israel	21 (1.3)	⬇
Sweden	21 (1.3)	⬇
3 Singapore	19 (0.9)	⬇
≡ Denmark	19 (1.5)	⬇
2 Portugal	18 (1.3)	⬇
United Arab Emirates	13 (0.6)	⬇
Italy	10 (0.9)	⬇
1 Georgia	8 (0.7)	⬇
Chinese Taipei	7 (0.8)	⬇

Benchmarking Participants

Dubai, UAE	25 (1.0)	
Abu Dhabi, UAE	9 (1.1)	⬇

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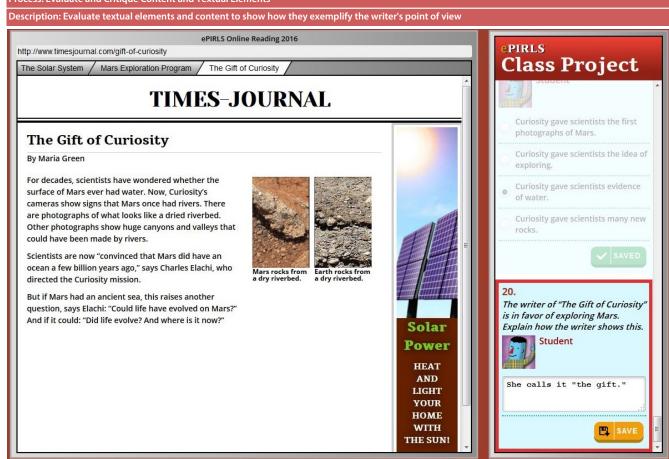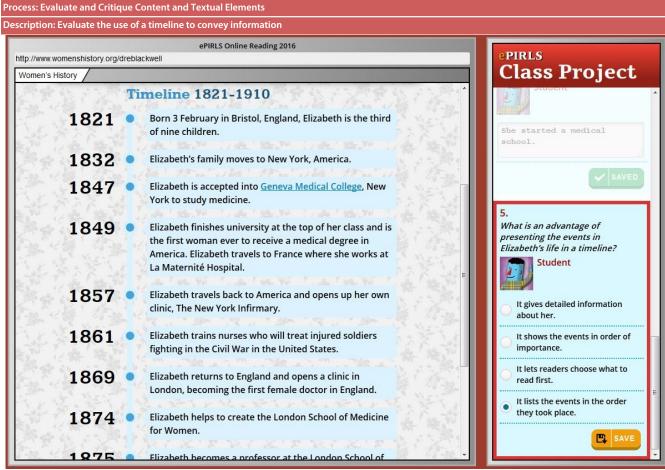
( ) Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

Exhibit 2.5.6: Advanced International Benchmark for ePIRLS Online Informational Reading – Example Item 6

| Process: Evaluate and Critique Content and Textual Elements |
| Description: Evaluate the use of a timeline to convey information |

ePIRLS Online Reading 2016

http://www.womenshistory.org/dreblackwell

Women's History

Timeline 1821–1910

1821 ● Born 3 February in Bristol, England, Elizabeth is the third of nine children.

1832 ● Elizabeth's family moves to New York, America.

1847 ● Elizabeth is accepted into Geneva Medical College, New York to study medicine.

1849 ● Elizabeth finishes university at the top of her class and is the first woman ever to receive a medical degree in America. Elizabeth travels to France where she works at La Maternité Hospital.

1857 ● Elizabeth travels back to America and opens up her own clinic, The New York Infirmary.

1861 ● Elizabeth trains nurses who will treat injured soldiers fighting in the Civil War in the United States.

1869 ● Elizabeth returns to England and opens a clinic in London, becoming the first female doctor in England.

1874 ● Elizabeth helps to create the London School of Medicine for Women.

1875 ● Elizabeth becomes a professor at the London School of

ePIRLS Class Project

Student

She started a medical school.

✔ SAVED

5.
What is an advantage of presenting the events in Elizabeth's life in a timeline?

Student

○ It gives detailed information about her.

○ It shows the events in order of importance.

○ It lets readers choose what to read first.

● It lists the events in the order they took place.

💾 SAVE

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

Country	Percent Correct	
Sweden	63 (1.8)	⌃
Slovenia	62 (1.5)	⌃
Italy	58 (1.5)	⌃
³ Israel	54 (1.4)	⌃
≡ Denmark	52 (1.7)	⌃
Ireland	52 (1.8)	⌃
³ Singapore	49 (1.4)	
International Avg.	47 (0.4)	
Chinese Taipei	47 (1.4)	
¹ ² Canada	47 (1.9)	
† United States	46 (1.7)	
Norway (5)	43 (1.7)	⌄
² Portugal	43 (1.6)	⌄
United Arab Emirates	29 (0.8)	⌄
¹ Georgia	17 (1.2)	⌄

Benchmarking Participants

Dubai, UAE	37 (1.3)	⌄
Abu Dhabi, UAE	23 (1.2)	⌄

⌃ 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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