

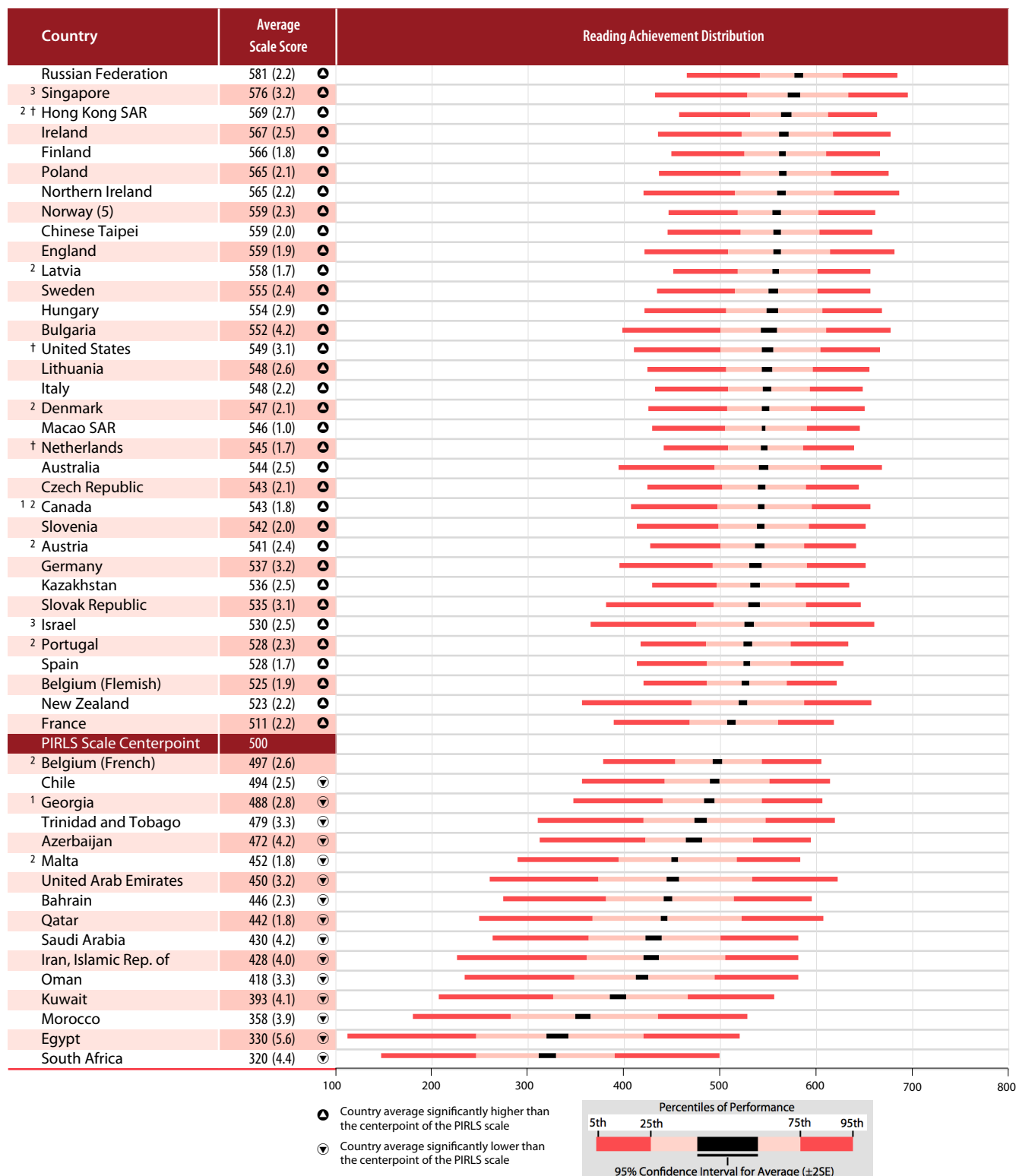
Exhibit 1.1: Distribution of Reading Achievement

Exhibit 1.1 shows distributions of student achievement for the participants in PIRLS 2016, including the average scale score with its 95 percent confidence interval and the ranges in performance for the middle half of the students (25th to 75th percentiles) as well as the extremes (5th and 95th percentiles). The PIRLS achievement scale summarizes fourth grade students' performance answering questions designed to measure their reading comprehension across two overarching purposes for reading—literary and informational purposes, as well as a range of comprehension processes. The results for countries participating in PIRLS as well as its less difficult version, PIRLS Literacy, are reported on the PIRLS reading achievement scale. Both the PIRLS and the PIRLS Literacy assessments included 12 passages (6 literary and 6 informational) with four passages in common. PIRLS included 175 items and PIRLS Literacy included 183.

The PIRLS reading achievement scale was established in PIRLS 2001, based on the achievement across all participating countries, treating each country equally. The scale has a typical range of achievement between 300 and 700. A centerpoint of 500 was set to correspond to the mean of overall achievement in 2001, with 100 points set to correspond to the standard deviation. Achievement data from each subsequent PIRLS assessment have been reported on this scale, so that increases or decreases in achievement may be monitored across assessments. PIRLS uses the scale centerpoint as a point of reference that remains constant from assessment to assessment.

The results show that a number of countries performed quite well in PIRLS 2016, with 34 countries having higher achievement than the centerpoint of 500. The results also reveal that although the differences from country to country were small, there was a substantial range in performance from the top-performing to the lower-performing countries.

Exhibit 1.1: Distribution of Reading Achievement



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

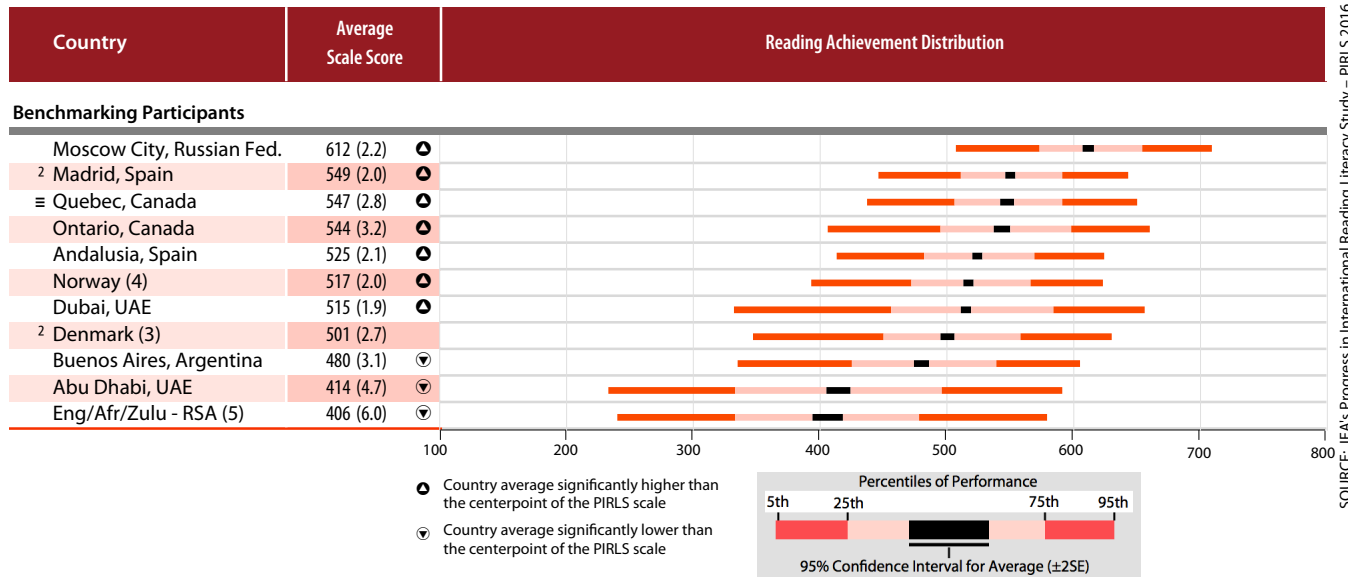
Note: Five countries and one benchmarking entity participated in the PIRLS Literacy assessment: Egypt, Iran, Kuwait, Morocco, and South Africa as well as Denmark (3). Iran and Morocco also took part in the fourth grade assessment and their results are based on an average of both assessments.

The PIRLS achievement scale was established in 2001 based on the combined achievement distribution of all countries that participated in PIRLS 2001. To provide a point of reference for country comparisons, the scale centerpoint of 500 was located at the mean of the combined achievement distribution. The units of the scale were chosen so that 100 scale score points corresponded to the standard deviation of the distribution.

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 1.1: Distribution of Reading Achievement (Continued)



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