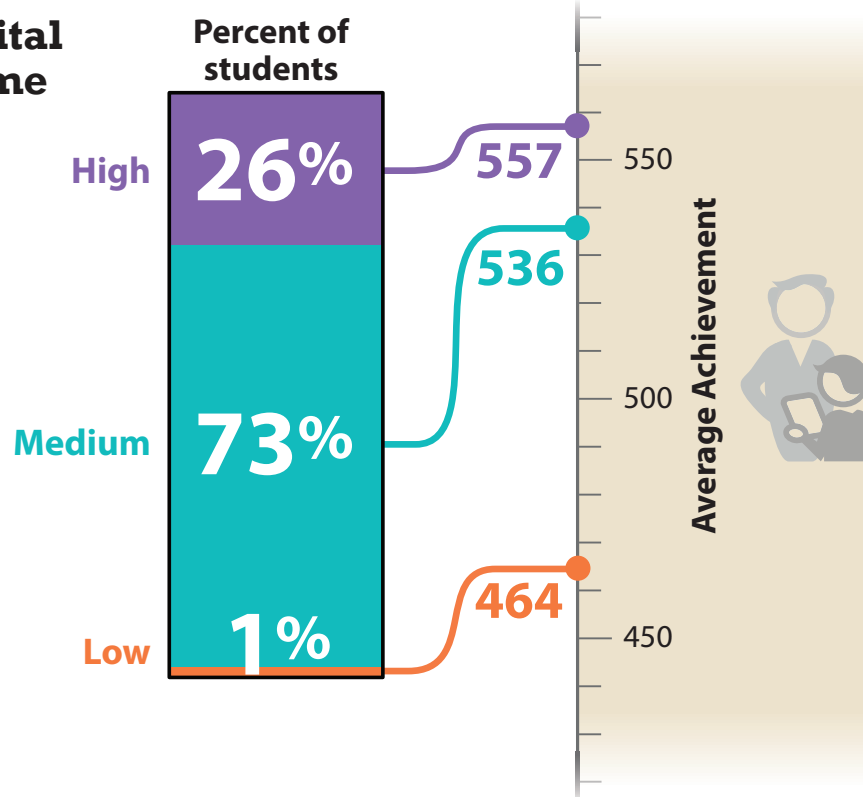


Students in ePIRLS Familiar with Computers and the Internet

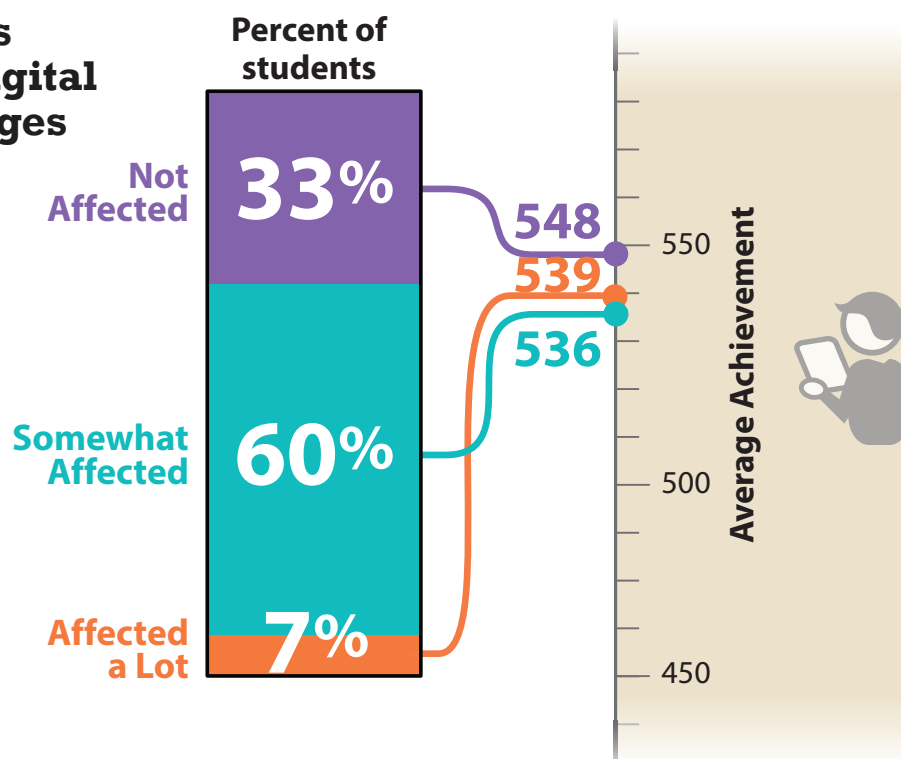
Had Access to Digital Devices in the Home

Students with access to digital devices at home had higher ePIRLS achievement.



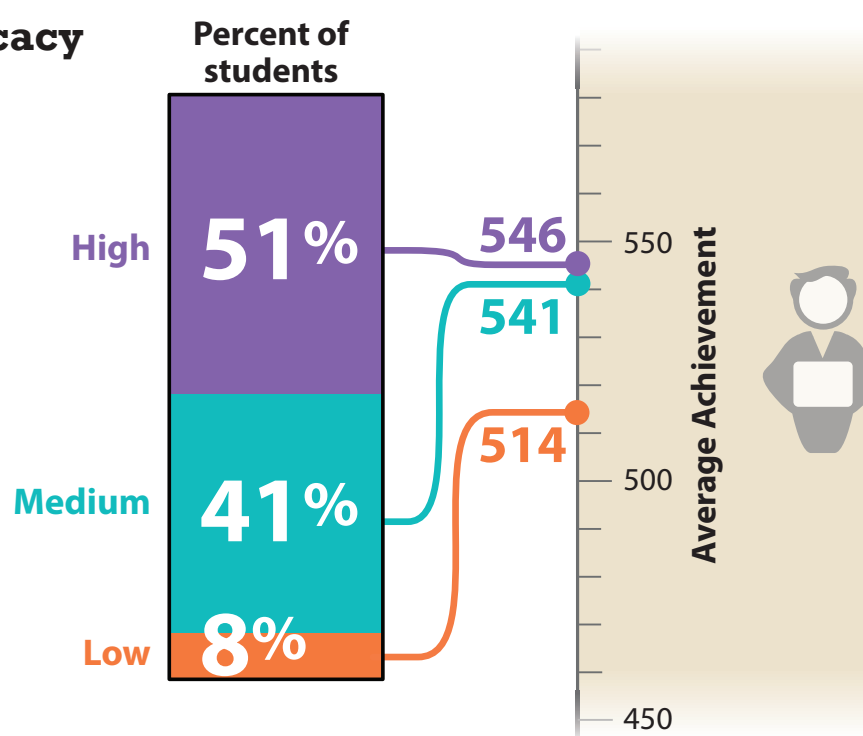
Attended Schools Unaffected by Digital Resource Shortages

Students in ePIRLS attended schools well-resourced with digital devices.



Reported Self-Efficacy in Computer Use

Students with self-efficacy had higher ePIRLS achievement.



Classroom Instruction Involving Computers to Prepare Reports

Using a Computer to Prepare Reports for Schoolwork

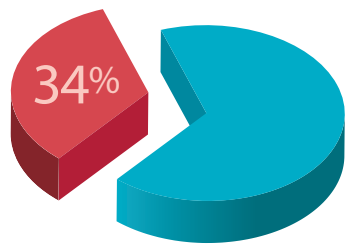
34%

OF STUDENTS SPEND MORE THAN

30 minutes
per day

FOR AN AVERAGE ACHIEVEMENT SCORE OF

549



STUDENTS WHO SPEND

30 minutes
or less per day

HAD AN AVERAGE ACHIEVEMENT SCORE OF

535

Using a Computer to Find and Read Information on the Internet

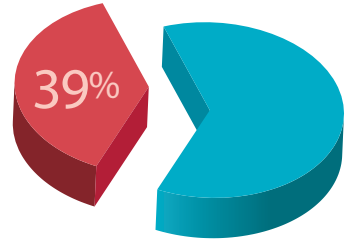
39%

OF STUDENTS SPEND MORE THAN

30 minutes
per day

FOR AN AVERAGE ACHIEVEMENT SCORE OF

536



STUDENTS WHO SPEND

30 minutes
or less per day

HAD AN AVERAGE ACHIEVEMENT SCORE OF

543

Using computers in school to prepare reports was associated with higher ePIRLS achievement, whereas finding and reading information on the Internet each day was not. It is not just the amount of time students use computers that makes a difference, but how they use them.