

Enemy Pie

Enemy Pie

by Derek Munson

illustrated by Tara Calahan King

It was a perfect summer until Jeremy Ross moved in right next door to my best friend Stanley. I did not like Jeremy. He had a party and I wasn't even invited. But my best friend Stanley was.

I never had an enemy until Jeremy moved into the neighborhood. Dad told me that when he was my age, he had enemies, too. But he knew of a way to get rid of them.

Dad pulled a worn-out scrap of paper from a recipe book.

"Enemy Pie," he said, satisfied.

You may be wondering what exactly is in Enemy Pie. Dad said the recipe was so secret, he couldn't even tell me. I begged him to tell me something—anything.

"I will tell you this, Tom," he said to me. "Enemy Pie is the fastest known way to get rid of enemies."

This got me thinking. What kinds of disgusting things would I put into Enemy Pie? I brought Dad earthworms and rocks, but he gave them right back.



Enemy Pie

I went outside to play. All the while, I listened to the sounds of my dad in the kitchen. This could be a great summer after all.

I tried to imagine how horrible Enemy Pie must smell. But I smelled something really good. As far as I could tell, it was coming from our kitchen. I was confused.

I went inside to ask Dad what was wrong. Enemy Pie shouldn't smell this good. But Dad was smart. "If it smelled bad, your enemy would never eat it," he said. I could tell he'd made this pie before.

The oven buzzer rang. Dad put on oven mitts and pulled out the pie. It looked good enough to eat! I was beginning to understand.

But still, I wasn't sure how this Enemy Pie worked. What exactly did it do to enemies? Maybe it made their hair fall out, or their breath stinky. I asked Dad, but he was no help.

While the pie cooled, Dad filled me in on my job.

He whispered. "In order for it to work, you need to spend a day with your enemy. Even worse, you have to be nice to him. It's not easy. But that's the only way that Enemy Pie can work. Are you sure you want to do this?"

Of course I was.

All I had to do was spend one day with Jeremy, then he'd be out of my life. I rode my bike to his house and knocked on the door.

When Jeremy opened the door, he seemed surprised.



Enemy Pie

“Can you come out and play?” I asked.

He looked confused. “I’ll go ask my mom,” he said. He came back with his shoes in his hand.

We rode bikes for awhile, then ate lunch. After lunch we went over to my house.

It was strange, but I was having fun with my enemy. I couldn’t tell Dad that, since he had worked so hard to make the pie.

We played games until my dad called us for dinner.

Dad had made my favorite food. It was Jeremy’s favorite, too! Maybe Jeremy wasn’t so bad after all. I was beginning to think that maybe we should forget about Enemy Pie.

“Dad”, I said, “It sure is nice having a new friend.” I was trying to tell him that Jeremy was no longer my enemy. But Dad only smiled and nodded. I think he thought I was just pretending.

But after dinner, Dad brought out the pie. He dished up three plates and passed one to me and one to Jeremy.

“Wow!” Jeremy said, looking at the pie.

I panicked. I didn’t want Jeremy to eat Enemy Pie! He was my friend!

“Don’t eat it!” I cried. “It’s bad!”

Jeremy’s fork stopped before reaching his mouth. He looked at me funny. I felt relieved. I had saved his life.



Enemy Pie

“If it’s so bad,” Jeremy asked, “then why has your dad already eaten half of it?”

Sure enough, Dad was eating Enemy Pie.

“Good stuff,” Dad mumbled. I sat there watching them eat. Neither one of them was losing any hair! It seemed safe, so I took a tiny taste. It was delicious!

After dessert, Jeremy invited me to come over to his house the next morning.

As for Enemy Pie, I still don’t know how to make it. I still wonder if enemies really do hate it or if their hair falls out or their breath turns bad. But I don’t know if I’ll ever get an answer, because I just lost my best enemy.

Passage	Reading Purpose	Comprehension Process of the Task
ENEMY PIE	Literary Experience	Examine and Evaluate Content, Language, and Textual Elements

Item 1: Who is telling the story

1. Who is telling the story?
- A. Jeremy
 - B. Dad
 - C. Stanley
 - D. Tom

Variable Name: R031P01M

Correct Response:**D****Overall Percent Correct**

Education system	Percent correct
United States	88 ▲
Bulgaria	86 ▲
Canada	86 ▲
Croatia	85 ▲
Ireland	85 ▲
<i>Northern Ireland-GBR</i>	84 ▲
<i>England-GBR</i>	84 ▲
Italy	83 ▲
Slovak Republic	82 ▲
Denmark	82 ▲
Singapore	81 ▲
Russian Federation	81 ▲
Slovenia	80 ▲
Georgia	80 ▲
France	80 ▲
Poland	80 ▲
Australia	80 ▲
Czech Republic	79 ▲
Portugal	79 ▲
<i>Belgium (French)-BEL</i>	79 ▲
Finland	78 ▲
Israel	78 ▲
New Zealand	78 ▲
Hungary	77 ▲
Lithuania	74 ▲
Spain	74 ▲
Netherlands	74 ▲
Germany	74 ▲
Romania	73
International average	71
Azerbaijan	70
Austria	67 ▼
Malta	67 ▼
Sweden	65 ▼
<i>Chinese Taipei-CHN</i>	64 ▼
<i>Hong Kong-CHN</i>	62 ▼
Trinidad and Tobago	56 ▼
Colombia	54 ▼
Iran, Islamic Rep. of	53 ▼
Norway	51 ▼
United Arab Emirates	48 ▼
Qatar	46 ▼
Saudi Arabia	45 ▼
Oman	36 ▼
Morocco	35 ▼
Indonesia	33 ▼

Benchmarking education system

<i>Florida-USA</i>	93 ▲
<i>Ontario-CAN</i>	86 ▲
<i>Quebec-CAN</i>	86 ▲
<i>Alberta-CAN</i>	81 ▲
<i>Andalusia-ESP</i>	73
<i>Maltese-MLT</i>	68
<i>Dubai-UAE</i>	60 ▼
<i>Abu Dhabi-UAE</i>	43 ▼

▲ Percent higher than International average
▼ Percent lower than International average

Passage	Reading Purpose	Comprehension Process of the Task
ENEMY PIE	Literary Experience	Make Straightforward Inferences

Item 2: Why Tom thought Jeremy was enemy

2. At the beginning of the story, why did Tom think Jeremy was his enemy?

Variable Name: R031P02C

SCORING

1 - Acceptable Response

- The response shows understanding that Tom considered Jeremy his enemy either because Jeremy did not invite him to his party, or because Jeremy invited Tom's best friend Stanley and not him. -OR-
- The response shows understanding that Tom was afraid that Jeremy would take his place as Stanley's best friend.

Examples:

Tom was not invited to Jeremy's party.

Jeremy invited his friend to the party, but did not invite Tom.

Tom was jealous of him moving in next to Stanley.

0 - Unacceptable Response

- The response does not show understanding of why Tom considered Jeremy his enemy. The response may repeat words from the question, or may provide a vague response that acknowledges that Jeremy moved in next door to Stanley or invited him to his party without showing understanding of the consequence.

Overall Percent Correct

Education system	Percent correct
Singapore	87 ▲
Ireland	86 ▲
Denmark	84 ▲
Sweden	84 ▲
Canada	83 ▲
United States	83 ▲
<i>Chinese Taipei-CHN</i>	82 ▲
<i>Northern Ireland-GBR</i>	81 ▲
<i>Hong Kong-CHN</i>	81 ▲
Portugal	80 ▲
New Zealand	79 ▲
Georgia	79 ▲
Czech Republic	79 ▲
Croatia	78 ▲
Netherlands	78 ▲
Australia	77 ▲
Russian Federation	77 ▲
Poland	76 ▲
Israel	76 ▲
Germany	75 ▲
Finland	75 ▲
Italy	74 ▲
Slovak Republic	74 ▲
Slovenia	74
<i>England-GBR</i>	73
France	72
Azerbaijan	71
Hungary	71
International average	70
Austria	69
<i>Belgium (French)-BEL</i>	68
Spain	68
Lithuania	65 ▼
Bulgaria	64 ▼
Romania	63 ▼
Norway	63 ▼
Trinidad and Tobago	62 ▼
Malta	59 ▼
Colombia	59 ▼
Saudi Arabia	56 ▼
Qatar	52 ▼
Iran, Islamic Rep. of	52 ▼
United Arab Emirates	51 ▼
Indonesia	45 ▼
Oman	43 ▼
Morocco	42 ▼
Benchmarking education system	
<i>Florida-USA</i>	87 ▲
<i>Ontario-CAN</i>	83 ▲
<i>Alberta-CAN</i>	82 ▲
<i>Quebec-CAN</i>	81 ▲
<i>Andalusia-ESP</i>	70
<i>Dubai-UAE</i>	60 ▼
<i>Abu Dhabi-UAE</i>	47 ▼
<i>Maltese-MLT</i>	41 ▼

▲ Percent higher than International average

▼ Percent lower than International average

Item 2: Why Tom thought Jeremy was enemy (continued)

Variable Name: R031P02C

Student Responses

Correct Response:

Because Jeremy didn't invite him to his party and he was talking to Tom's best friend.

Incorrect Response:

Jeremy was not talking to Tom

Passage	Reading Purpose	Comprehension Process of the Task
ENEMY PIE	Literary Experience	Focus on and Retrieve Explicitly Stated Information

Item 3: An ingredient in the pie

3. Write **one** ingredient that Tom thought would be in Enemy Pie.

Overall Percent Correct

Education system	Percent correct
Russian Federation	90 ▲
Ireland	83 ▲
Singapore	83 ▲
Hong Kong-CHN	82 ▲
Netherlands	82 ▲
Germany	81 ▲
England-GBR	81 ▲
United States	81 ▲
Canada	81 ▲
Sweden	80 ▲
Italy	80 ▲
Spain	79 ▲
Northern Ireland-GBR	79 ▲
Croatia	79 ▲
Finland	79 ▲
New Zealand	78 ▲
Australia	78 ▲
France	78 ▲
Czech Republic	77 ▲
Portugal	77 ▲
Belgium (French)-BEL	76 ▲
Chinese Taipei-CHN	75 ▲
Austria	73 ▲
Denmark	72 ▲
Poland	72 ▲
Slovak Republic	72 ▲
Hungary	70
Israel	69
Slovenia	69
International average	67
Bulgaria	66
Romania	64
Malta	60 ▼
Norway	59 ▼
Indonesia	58 ▼
Lithuania	57 ▼
Trinidad and Tobago	56 ▼
Colombia	52 ▼
Azerbaijan	51 ▼
Saudi Arabia	44 ▼
Georgia	40 ▼
Qatar	39 ▼
United Arab Emirates	39 ▼
Iran, Islamic Rep. of	36 ▼
Oman	33 ▼
Morocco	27 ▼

Benchmarking education system

Quebec-CAN	84 ▲
Florida-USA	83 ▲
Andalusia-ESP	81 ▲
Ontario-CAN	79 ▲
Alberta-CAN	78 ▲
Dubai-UAE	51 ▼
Maltese-MLT	47 ▼
Abu Dhabi-UAE	34 ▼

▲ Percent higher than International average
▼ Percent lower than International average

Variable Name: R031P03C

SCORING

1 - Acceptable Response

- The response identifies either (earth)worms or rocks as an ingredient.

0 - Unacceptable Response

- The response does not provide either of the ingredients listed above. The response may provide a vague description without mention of a specific ingredient, may name an incorrect ingredient alongside a correct response, or may describe what would happen to someone who ate the pie.

Examples:

rocks and dirt

worms and raspberries

disgusting things

Item 3: An ingredient in the pie (continued)

Variable Name: R031P03C

Student Responses

Correct Response:

ROCKS earthworms

Incorrect Response:

to get rid of enemies

Passage	Reading Purpose	Comprehension Process of the Task
ENEMY PIE	Literary Experience	Interpret and Integrate Ideas and Information

Item 4: Why Tom thought be a good summer

4. Find the part of the story next to the picture of a piece of pie: . Why did Tom think it could be a great summer after all?
- A. He liked playing outside.
- B. He was excited about Dad's plan.
- C. He made a new friend.
- D. He wanted to taste Enemy Pie.

Variable Name: R031P04M

Correct Response:

B

Overall Percent Correct

Education system	Percent correct
Singapore	60 ▲
Netherlands	60 ▲
Northern Ireland-GBR	60 ▲
Ireland	59 ▲
Russian Federation	57 ▲
Finland	56 ▲
United States	55 ▲
Australia	54 ▲
England-GBR	54 ▲
Israel	54 ▲
Hungary	53 ▲
Canada	53 ▲
Lithuania	52 ▲
Slovenia	48 ▲
Croatia	48 ▲
Germany	47 ▲
New Zealand	46 ▲
Hong Kong-CHN	46
Italy	45
France	44
Sweden	44
Poland	44
Portugal	44
Denmark	43
Romania	42
International average	42
Norway	40
Spain	39
Bulgaria	39
Trinidad and Tobago	37 ▼
Austria	36 ▼
Malta	36 ▼
Czech Republic	36 ▼
Georgia	35 ▼
Belgium (French)-BEL	35 ▼
Slovak Republic	34 ▼
Chinese Taipei-CHN	33 ▼
Iran, Islamic Rep. of	29 ▼
Azerbaijan	29 ▼
Colombia	29 ▼
United Arab Emirates	26 ▼
Indonesia	25 ▼
Morocco	25 ▼
Qatar	24 ▼
Saudi Arabia	21 ▼
Oman	17 ▼

Benchmarking education system

Florida-USA	58 ▲
Ontario-CAN	57 ▲
Alberta-CAN	53 ▲
Quebec-CAN	47 ▲
Andalusia-ESP	39
Maltese-MLT	39
Dubai-UAE	35 ▼
Abu Dhabi-UAE	24 ▼

▲ Percent higher than International average
▼ Percent lower than International average

Passage	Reading Purpose	Comprehension Process of the Task
ENEMY PIE	Literary Experience	Make Straightforward Inferences

Item 5: How Tom felt after smelling the pie

5. How did Tom feel when he first smelled Enemy Pie? Explain why he felt this way.

Variable Name: R031P05C

SCORING

2 - Complete Comprehension

- The response shows understanding that Tom was confused because he thought Enemy Pie was supposed to smell bad, or that Tom was surprised because the pie his dad made (actually) smelled good.

Examples:

*confused because he thought it was made with disgusting things
He didn't understand. It should taste horrible.*

1 - Partial Comprehension

- The response shows understanding that Tom was confused or surprised when he smelled Enemy Pie for the first time, but does not explain why. -OR-
- The response explains that Enemy Pie didn't smell the way he thought it would without providing the feeling.

0 - No Comprehension

- The response does not provide either the appropriate feeling or an explanation.

Overall Percent Correct

Education system	Percent correct
Singapore	54 ▲
Northern Ireland-GBR	51 ▲
Ireland	49 ▲
England-GBR	49 ▲
Croatia	48 ▲
United States	48 ▲
Italy	46 ▲
Canada	44 ▲
Hong Kong-CHN	40 ▲
New Zealand	38 ▲
Sweden	37 ▲
Lithuania	37 ▲
Israel	36 ▲
Finland	35 ▲
Netherlands	35 ▲
Australia	35 ▲
Hungary	34 ▲
Russian Federation	33
Portugal	33
Slovenia	32
Spain	31
Slovak Republic	30
International average	29
Malta	29
Bulgaria	28
Germany	28
Romania	28
Poland	25 ▼
Chinese Taipei-CHN	24 ▼
Denmark	24 ▼
France	23 ▼
Trinidad and Tobago	21 ▼
Georgia	19 ▼
Czech Republic	19 ▼
Saudi Arabia	18 ▼
Azerbaijan	18 ▼
Austria	18 ▼
Iran, Islamic Rep. of	16 ▼
Colombia	15 ▼
United Arab Emirates	13 ▼
Qatar	12 ▼
Oman	12 ▼
Belgium (French)-BEL	10 ▼
Norway	8 ▼
Indonesia	7 ▼
Morocco	—

Benchmarking education system

Florida-USA	51 ▲
Ontario-CAN	49 ▲
Alberta-CAN	45 ▲
Quebec-CAN	35 ▲
Andalusia-ESP	26 ▼
Maltese-MLT	23 ▼
Dubai-UAE	20 ▼
Abu Dhabi-UAE	10 ▼

▲ Percent higher than International average

▼ Percent lower than International average

— Not applicable

Item 5: How Tom felt after smelling the pie (continued)

Variable Name: R031P05C

Student Responses

Correct Response:

He felt confused. because he
thought that enemy pie should
smell bad.

Partially Correct Response:

He was surprised he got
to have so pie.

Incorrect Response:

Tom felt excited, that
there might be something
bad, and thought you might get
bad breath, or lose hair.

Passage	Reading Purpose	Comprehension Process of the Task
ENEMY PIE	Literary Experience	Focus on and Retrieve Explicitly Stated Information

Item 6: What Tom thought would happen

6. What did Tom think could happen when his enemy ate Enemy Pie?
Write **one** thing.

Variable Name: R031P06C

SCORING

1 - Acceptable Response

- The response identifies one of the consequences of eating Enemy Pie from the list below.
 - His hair would fall out.
 - His breath would stink.
 - He would go away.
 - Something bad would happen./He would get sick (or die).

0 - Unacceptable Response

- The response does not provide any of the words or phrases in the list above. The response may repeat words from the question.

Examples:

He might like it.

He would become his friend.

Nothing would happen.

Overall Percent Correct

Education system	Percent correct
Ireland	88 ▲
Czech Republic	88 ▲
Russian Federation	86 ▲
Northern Ireland-GBR	86 ▲
Hungary	85 ▲
Sweden	84 ▲
Croatia	84 ▲
Hong Kong-CHN	84 ▲
United States	83 ▲
Slovak Republic	83 ▲
Italy	83 ▲
England-GBR	83 ▲
Finland	81 ▲
Germany	81 ▲
Chinese Taipei-CHN	81 ▲
Lithuania	81 ▲
Canada	80 ▲
Singapore	80 ▲
Portugal	80 ▲
Netherlands	79 ▲
Denmark	78 ▲
Poland	78 ▲
Austria	78 ▲
Spain	77 ▲
Israel	77 ▲
Belgium (French)-BEL	77 ▲
Slovenia	77 ▲
Australia	74 ▲
New Zealand	74 ▲
Norway	72
International average	71
Bulgaria	71
Georgia	70
France	69
Romania	66
Colombia	60 ▼
Azerbaijan	58 ▼
Malta	58 ▼
Trinidad and Tobago	54 ▼
Iran, Islamic Rep. of	49 ▼
United Arab Emirates	45 ▼
Saudi Arabia	44 ▼
Qatar	43 ▼
Indonesia	43 ▼
Oman	21 ▼
Morocco	17 ▼

Benchmarking education system

Florida-USA	88 ▲
Quebec-CAN	83 ▲
Alberta-CAN	82 ▲
Ontario-CAN	81 ▲
Andalusia-ESP	78 ▲
Maltese-MLT	57 ▼
Dubai-UAE	54 ▼
Abu Dhabi-UAE	41 ▼

▲ Percent higher than International average

▼ Percent lower than International average

Item 6: What Tom thought would happen (continued)

Variable Name: R031P06C

Student Responses

Correct Response:

he thought that his hair
would fall out

Incorrect Response:

They will become friends.

Passage	Reading Purpose	Comprehension Process of the Task
ENEMY PIE	Literary Experience	Focus on and Retrieve Explicitly Stated Information

Item 7: Things Tom's dad told for pie

7. What were the **two** things Tom's dad told Tom to do for Enemy Pie to work?

Overall Percent Correct

Education system	Percent correct
Hong Kong-CHN	73 ▲
Singapore	71 ▲
Chinese Taipei-CHN	71 ▲
Croatia	63 ▲
Portugal	62 ▲
Czech Republic	62 ▲
Lithuania	62 ▲
Hungary	61 ▲
Russian Federation	61 ▲
Germany	59 ▲
Slovenia	58 ▲
Finland	57 ▲
United States	55 ▲
Canada	53 ▲
Slovak Republic	53 ▲
Spain	53 ▲
Netherlands	53 ▲
Ireland	52 ▲
Northern Ireland-GBR	52 ▲
Bulgaria	51 ▲
Israel	50 ▲
Poland	50 ▲
Sweden	50
Austria	49
Italy	49
England-GBR	48
Australia	47
International average	46
New Zealand	45
Denmark	45
France	43
Belgium (French)-BEL	43
Romania	42 ▼
Norway	36 ▼
Malta	35 ▼
Azerbaijan	33 ▼
Georgia	32 ▼
Trinidad and Tobago	31 ▼
Indonesia	30 ▼
Saudi Arabia	26 ▼
Iran, Islamic Rep. of	25 ▼
United Arab Emirates	25 ▼
Qatar	23 ▼
Colombia	20 ▼
Oman	15 ▼
Morocco	7 ▼

Variable Name: R031P07C

SCORING

2 - Complete Comprehension

- The response identifies both actions that make Enemy Pie work: 1) spending the day with his enemy and 2) being nice to him.

Examples:

be nice to his enemy for a whole day
be nice and play with him for a day
spend the whole day with Jeremy and be nice

1 - Partial Comprehension

- The response provides one action that Tom was told to do by his Dad.

Examples:

be nice
spend the day with him
play and be nice

0 - No Comprehension

- The response does not provide an accurate action that Tom was told to do by his Dad.

Examples:

play with him (Please note that this is not one of the things Tom's dad told him to do and is too vague to be considered as a paraphrase of either spending the day or being nice.)
stop being enemies (Please note that Tom's dad did not tell him to stop being enemies with Jeremy, nor did he tell him to be his friend.)

Benchmarking education system

Florida-USA	64 ▲
Ontario-CAN	53 ▲
Quebec-CAN	52 ▲
Alberta-CAN	50
Andalusia-ESP	49
Maltese-MLT	33 ▼
Dubai-UAE	33 ▼
Abu Dhabi-UAE	21 ▼

▲ Percent higher than International average
 ▼ Percent lower than International average

Item 7: Things Tom's dad told for the pie (continued)

Variable Name: R031P07C

Student Responses

Correct Response:

Tom had to spend a day with his
enemy and has to be nice to him.

Partially Correct Response:

to go pertened to be his
friened, and to make him eat the pie

Incorrect Response:

His dad said you need
earthworms and rocks.

Passage	Reading Purpose	Comprehension Process of the Task
ENEMY PIE	Literary Experience	Make Straightforward Inferences

Item 8: Why Tom went to Jeremy's house

8. Why did Tom go to Jeremy's house?
- A. To invite Jeremy to dinner.
- B. To ask Jeremy to leave Stanley alone.
- C. To invite Jeremy to play.
- D. To ask Jeremy to be his friend.

Overall Percent Correct

Education system	Percent correct
Netherlands	90 ▲
Finland	88 ▲
Denmark	88 ▲
Lithuania	87 ▲
United States	86 ▲
Germany	85 ▲
Sweden	83 ▲
Russian Federation	83 ▲
Ireland	83 ▲
<i>Northern Ireland-GBR</i>	82 ▲
Croatia	82 ▲
Hungary	82 ▲
Israel	81 ▲
Singapore	80 ▲
Norway	80 ▲
Canada	78 ▲
Portugal	78 ▲
Czech Republic	78 ▲
Bulgaria	77 ▲
Italy	76 ▲
<i>Hong Kong-CHN</i>	76 ▲
Austria	75 ▲
New Zealand	74 ▲
Australia	73
<i>England-GBR</i>	72
<i>Chinese Taipei-CHN</i>	71
International average	71
Romania	71
Slovak Republic	71
Slovenia	70
Poland	70
France	69
<i>Belgium (French)-BEL</i>	68
Azerbaijan	66 ▼
Malta	64 ▼
Spain	62 ▼
Trinidad and Tobago	60 ▼
Colombia	60 ▼
United Arab Emirates	54 ▼
Saudi Arabia	52 ▼
Qatar	51 ▼
Iran, Islamic Rep. of	49 ▼
Georgia	49 ▼
Indonesia	45 ▼
Oman	45 ▼
Morocco	29 ▼

Benchmarking education system

<i>Florida-USA</i>	92 ▲
<i>Alberta-CAN</i>	80 ▲
<i>Ontario-CAN</i>	80 ▲
<i>Quebec-CAN</i>	75 ▲
<i>Andalusia-ESP</i>	65 ▼
<i>Dubai-UAE</i>	62 ▼
<i>Maltese-MLT</i>	60 ▼
<i>Abu Dhabi-UAE</i>	52 ▼

- ▲ Percent higher than International average
▼ Percent lower than International average

Variable Name: R031P08M

Correct Response:

C

Passage	Reading Purpose	Comprehension Process of the Task
ENEMY PIE	Literary Experience	Make Straightforward Inferences

Item 9: What surprises Tom

9. What surprised Tom about the day he spent with Jeremy?

Overall Percent Correct

Education system	Percent correct
Netherlands	88 ▲
Finland	87 ▲
Russian Federation	86 ▲
Northern Ireland-GBR	86 ▲
Ireland	86 ▲
United States	86 ▲
Canada	83 ▲
Germany	83 ▲
Denmark	83 ▲
England-GBR	83 ▲
Australia	81 ▲
Hungary	81 ▲
Slovak Republic	81 ▲
Lithuania	79 ▲
Austria	78 ▲
Singapore	77 ▲
Czech Republic	77 ▲
New Zealand	77 ▲
Portugal	76 ▲
Poland	76 ▲
Croatia	73 ▲
Belgium (French)-BEL	73 ▲
Italy	72 ▲
Norway	71 ▲
France	71 ▲
Spain	70 ▲
Bulgaria	69
Hong Kong-CHN	69
Israel	68
International average	66
Sweden	64
Romania	64
Georgia	60 ▼
Malta	56 ▼
Chinese Taipei-CHN	54 ▼
Trinidad and Tobago	49 ▼
Colombia	42 ▼
Saudi Arabia	42 ▼
United Arab Emirates	35 ▼
Qatar	34 ▼
Indonesia	33 ▼
Iran, Islamic Rep. of	31 ▼
Azerbaijan	24 ▼
Oman	21 ▼
Morocco	9 ▼
Slovenia	—

Benchmarking education system

Florida-USA	88 ▲
Ontario-CAN	84 ▲
Alberta-CAN	83 ▲
Quebec-CAN	78 ▲
Andalusia-ESP	69
Dubai-UAE	51 ▼
Maltese-MLT	46 ▼
Abu Dhabi-UAE	30 ▼

▲ Percent higher than International average
▼ Percent lower than International average
— Not applicable

Variable Name: R031P09C

SCORING

1 - Acceptable Response

- The response shows understanding that Tom had a positive experience with Jeremy. The response may indicate that he enjoyed spending time with Jeremy, that Jeremy wasn't as bad as Tom expected, or that they had become friends.

Examples:

He was actually having fun with Jeremy.

They were getting along.

Jeremy wasn't so bad after all.

0 - Unacceptable Response

- The response does not accurately describe what surprised Tom.

Examples:

Tom was surprised.

Jeremy was going to eat the Enemy Pie.

Item 9: What surprises Tom (continued)

Variable Name: R031P09C

Student Responses

Correct Response:

that they were friends.

Incorrect Response:

To not eat the enemy pie.

Passage	Reading Purpose	Comprehension Process of the Task
ENEMY PIE	Literary Experience	Make Straightforward Inferences

Item 10: Why T. didn't want to go with plan

10. At dinner, why did Tom begin to think he and his dad should forget about Enemy Pie?
- A. Tom did not want to share dessert with Jeremy.
- B. Tom did not think Enemy Pie would work.
- C. Tom was beginning to like Jeremy.
- D. Tom wanted to keep Enemy Pie a secret.

Variable Name: R031P10M

Correct Response:**C****Overall Percent Correct**

Education system	Percent correct
Northern Ireland-GBR	94 ▲
Netherlands	93 ▲
Finland	92 ▲
Ireland	92 ▲
Russian Federation	91 ▲
England-GBR	89 ▲
United States	89 ▲
Canada	89 ▲
Czech Republic	89 ▲
Denmark	88 ▲
Germany	88 ▲
Sweden	87 ▲
Lithuania	86 ▲
Italy	86 ▲
Hungary	85 ▲
Slovak Republic	85 ▲
Singapore	85 ▲
Australia	85 ▲
Spain	84 ▲
Poland	84 ▲
New Zealand	83 ▲
Austria	83 ▲
Bulgaria	83 ▲
Norway	83 ▲
Portugal	82 ▲
France	82 ▲
Hong Kong-CHN	81 ▲
Slovenia	80 ▲
Israel	78
Chinese Taipei-CHN	78
International average	76
Belgium (French)-BEL	76
Croatia	76
Romania	72
Trinidad and Tobago	65 ▼
Georgia	65 ▼
Malta	63 ▼
Azerbaijan	63 ▼
Colombia	55 ▼
Iran, Islamic Rep. of	53 ▼
United Arab Emirates	51 ▼
Saudi Arabia	50 ▼
Indonesia	49 ▼
Qatar	49 ▼
Morocco	39 ▼
Oman	37 ▼

Benchmarking education system

Florida-USA	91 ▲
Ontario-CAN	88 ▲
Quebec-CAN	87 ▲
Alberta-CAN	86 ▲
Andalusia-ESP	85 ▲
Dubai-UAE	65 ▼
Maltese-MLT	54 ▼
Abu Dhabi-UAE	45 ▼

▲ Percent higher than International average
▼ Percent lower than International average

Passage	Reading Purpose	Comprehension Process of the Task
ENEMY PIE	Literary Experience	Make Straightforward Inferences

Item 11: How Tom felt when Jeremy took pie

11. How was Tom feeling when Dad passed the piece of Enemy Pie to Jeremy?
- A. alarmed
- B. satisfied
- C. surprised
- D. confused

Variable Name: R031P11M

Correct Response:**A****Overall Percent Correct**

Education system	Percent correct
Finland	91 ▲
Croatia	84 ▲
Sweden	84 ▲
Denmark	84 ▲
France	81 ▲
Slovenia	80 ▲
United States	79 ▲
<i>Northern Ireland-GBR</i>	79 ▲
Israel	78 ▲
Russian Federation	78 ▲
Canada	77 ▲
Ireland	76 ▲
<i>England-GBR</i>	76 ▲
Bulgaria	76 ▲
Australia	75 ▲
Azerbaijan	74 ▲
Hungary	73 ▲
Singapore	73 ▲
Italy	71 ▲
<i>Hong Kong-CHN</i>	71 ▲
Norway	71 ▲
New Zealand	69 ▲
<i>Belgium (French)-BEL</i>	68
Germany	68 ▲
Spain	68 ▲
Poland	68 ▲
Czech Republic	67
<i>Chinese Taipei-CHN</i>	66
Slovak Republic	65
Romania	65
Austria	64
Netherlands	64
International average	64
Portugal	60
Iran, Islamic Rep. of	59 ▼
Colombia	57 ▼
Lithuania	52 ▼
Georgia	50 ▼
Trinidad and Tobago	39 ▼
Malta	39 ▼
Qatar	34 ▼
United Arab Emirates	31 ▼
Saudi Arabia	29 ▼
Oman	23 ▼
Indonesia	23 ▼
Morocco	21 ▼

Benchmarking education system

<i>Florida-USA</i>	85 ▲
<i>Ontario-CAN</i>	80 ▲
<i>Andalusia-ESP</i>	75 ▲
<i>Alberta-CAN</i>	74 ▲
<i>Quebec-CAN</i>	70 ▲
<i>Maltese-MLT</i>	65
<i>Dubai-UAE</i>	42 ▼
<i>Abu Dhabi-UAE</i>	27 ▼

▲ Percent higher than International average
▼ Percent lower than International average

Passage	Reading Purpose	Comprehension Process of the Task
ENEMY PIE	Literary Experience	Interpret and Integrate Ideas and Information

Item 12: What was Dad's secret

12. What was it about Enemy Pie that Dad kept secret?
- A. It was a normal pie.
- B. It tasted disgusting.
- C. It was his favorite food.
- D. It was a poisonous pie.

Variable Name: R031P12M

Correct Response:**A****Overall Percent Correct**

Education system	Percent correct
United States	79 ▲
Finland	77 ▲
Netherlands	77 ▲
Russian Federation	73 ▲
Czech Republic	73 ▲
Hong Kong-CHN	71 ▲
Slovenia	70 ▲
Germany	70 ▲
Canada	69 ▲
Poland	68 ▲
Slovak Republic	68 ▲
Northern Ireland-GBR	67 ▲
Italy	67 ▲
Denmark	66 ▲
England-GBR	65 ▲
Israel	65 ▲
Austria	65 ▲
Hungary	64 ▲
Singapore	64 ▲
Ireland	64 ▲
Bulgaria	64 ▲
Sweden	63 ▲
Australia	62 ▲
Spain	60 ▲
Chinese Taipei-CHN	59 ▲
Croatia	58
New Zealand	56
International average	56
Portugal	55
Norway	53
Romania	53
Belgium (French)-BEL	52
Georgia	47 ▼
France	46 ▼
Iran, Islamic Rep. of	45 ▼
Azerbaijan	45 ▼
Malta	39 ▼
Lithuania	37 ▼
Colombia	37 ▼
Trinidad and Tobago	36 ▼
United Arab Emirates	30 ▼
Qatar	29 ▼
Saudi Arabia	27 ▼
Oman	23 ▼
Indonesia	20 ▼
Morocco	20 ▼

Benchmarking education system

Florida-USA	81 ▲
Alberta-CAN	72 ▲
Ontario-CAN	71 ▲
Andalusia-ESP	60 ▲
Quebec-CAN	59
Maltese-MLT	43 ▼
Dubai-UAE	38 ▼
Abu Dhabi-UAE	26 ▼

▲ Percent higher than International average
▼ Percent lower than International average

Passage	Reading Purpose	Comprehension Process of the Task
ENEMY PIE	Literary Experience	Examine and Evaluate Content, Language, and Textual Elements

Item 13: What sentence suggest about boys

13. Look at this sentence from the end of the story:

“After dessert, Jeremy invited me to come over to his house the next morning.”

What does this suggest about the boys?

- A. They are still enemies.
- B. They do not like to play at Tom’s house.
- C. They wanted to eat some more Enemy Pie.
- D. They might be friends in the future.

Variable Name: R031P13M

Correct Response:

D

Overall Percent Correct

Education system	Percent correct
Hong Kong-CHN	95 ▲
Finland	94 ▲
Germany	92 ▲
Slovenia	92 ▲
Netherlands	91 ▲
Chinese Taipei-CHN	91 ▲
Russian Federation	91 ▲
Singapore	91 ▲
Ireland	90 ▲
Croatia	90 ▲
England-GBR	90 ▲
Czech Republic	89 ▲
Northern Ireland-GBR	89 ▲
Portugal	89 ▲
Denmark	89 ▲
United States	88 ▲
Canada	87 ▲
Hungary	86 ▲
Belgium (French)-BEL	86 ▲
Sweden	86 ▲
Lithuania	86 ▲
Austria	85 ▲
Australia	85 ▲
France	84 ▲
Israel	84 ▲
Bulgaria	83 ▲
Italy	83 ▲
Romania	82
Poland	82 ▲
Slovak Republic	81
New Zealand	81
International average	79
Spain	78
Azerbaijan	70 ▼
Georgia	70 ▼
Malta	67 ▼
Colombia	64 ▼
Saudi Arabia	64 ▼
Trinidad and Tobago	64 ▼
Indonesia	59 ▼
Iran, Islamic Rep. of	58 ▼
United Arab Emirates	56 ▼
Norway	55 ▼
Qatar	50 ▼
Oman	37 ▼
Morocco	35 ▼

**Benchmarking
education system**

Quebec-CAN	90 ▲
Florida-USA	89 ▲
Ontario-CAN	85 ▲
Alberta-CAN	83 ▲
Andalusia-ESP	81
Dubai-UAE	67 ▼
Maltese-MLT	65 ▼
Abu Dhabi-UAE	52 ▼

▲ Percent higher than International average
▼ Percent lower than International average

Passage	Reading Purpose	Comprehension Process of the Task
ENEMY PIE	Literary Experience	Interpret and Integrate Ideas and Information

Item 14: Why Tom's dad made the pie

14. Use what you have read to explain why Tom's dad really made Enemy Pie.

Variable Name: R031P14C

SCORING

1 - Acceptable Response

- The response demonstrates understanding that Tom's dad's plan for Enemy Pie was for Tom and Jeremy to become friends

Examples:

to make them be friends and not enemies

He wanted them to be friends.

to get them to play together and to make them friends

0 - Unacceptable Response

- The response does not provide an appropriate explanation for why Tom's dad really made Enemy Pie. The response may indicate that Tom's dad wanted the boys to spend time together without specific reference to the intended outcome, or it may refer generally to Tom having no enemies without reference to Tom and Jeremy's relationship.

Examples:

He made Tom play with Jeremy.

So they would get to know each other.

Overall Percent Correct

Education system	Percent correct
Russian Federation	75 ▲
Hong Kong-CHN	73 ▲
Finland	71 ▲
Chinese Taipei-CHN	69 ▲
Germany	64 ▲
United States	63 ▲
Sweden	63 ▲
Italy	62 ▲
Northern Ireland-GBR	62 ▲
Hungary	62 ▲
Poland	62 ▲
Croatia	61 ▲
Canada	61 ▲
Ireland	61 ▲
Denmark	60 ▲
Netherlands	59 ▲
England-GBR	59 ▲
Portugal	58 ▲
Israel	58 ▲
Bulgaria	57 ▲
Slovak Republic	57 ▲
Singapore	57 ▲
Slovenia	56 ▲
New Zealand	56 ▲
Czech Republic	56 ▲
Spain	55 ▲
Australia	53
Romania	52
Georgia	50
International average	50
Austria	49
Lithuania	47
France	46
Belgium (French)-BEL	46
Iran, Islamic Rep. of	45 ▼
Norway	43 ▼
Azerbaijan	36 ▼
Trinidad and Tobago	31 ▼
Malta	29 ▼
Qatar	25 ▼
Colombia	25 ▼
United Arab Emirates	22 ▼
Saudi Arabia	15 ▼
Indonesia	12 ▼
Oman	10 ▼
Morocco	4 ▼

Benchmarking education system

Florida-USA	67 ▲
Alberta-CAN	66 ▲
Ontario-CAN	62 ▲
Andalusia-ESP	52
Quebec-CAN	51
Dubai-UAE	33 ▼
Maltese-MLT	28 ▼
Abu Dhabi-UAE	18 ▼

▲ Percent higher than International average

▼ Percent lower than International average

Item 14: Why Tom's dad made the pie (continued)

Variable Name: R031P14C

Student Responses

Correct Response:

Tom's dad really made the Enemy Pie because he knew Tom would get along with Jeremy so he made it for them.

Incorrect Response:

The reason you knew if he made enemy pie is if he put rocks and earthworms

Passage	Reading Purpose	Comprehension Process of the Task
ENEMY PIE	Literary Experience	Interpret and Integrate Ideas and Information

Item 15: What type of person is Tom's dad

15. What kind of person is Tom's dad? Give an example of what he did in the story that shows this.

Variable Name: R031P15C

SCORING

2 - Complete Comprehension

- The response describes one plausible character trait of Tom's dad that is central to his role in the story (e.g., helpful, caring, nice, good, smart, clever, tricky, secretive). In addition, the response provides one example of Tom's dad's actions that is evidence of the character trait.

Examples:

He was caring because he wanted to help his son make friends.

He was smart in how he found a way for the boys to like each other.

1 - Partial Comprehension

- The response provides one plausible character trait of Tom's dad that is central to his role in the story (e.g., helpful, caring, smart, clever, tricky, secretive). Traits may be expressed as a longer description, rather than as a single word.

0 - No Comprehension

- The response does not provide an appropriate description of Tom's dad's character. The response may provide a general character trait of Tom's dad that is not supported by the text, or a vague description that demonstrates limited comprehension of the story without further textual support. -OR-
- The response may provide an example of Tom's dad's actions without providing a character trait.

Overall Percent Correct

Education system	Percent correct
Singapore	51 ▲
United States	50 ▲
Northern Ireland-GBR	48 ▲
Hong Kong-CHN	45 ▲
Russian Federation	43 ▲
Canada	43 ▲
England-GBR	41 ▲
Ireland	41 ▲
Chinese Taipei-CHN	38 ▲
Israel	34 ▲
Portugal	34 ▲
New Zealand	33 ▲
Bulgaria	32 ▲
Hungary	31 ▲
Croatia	28 ▲
Romania	28
Spain	27
Czech Republic	27
Italy	26
International average	24
Sweden	24
Slovak Republic	24
Iran, Islamic Rep. of	24
Lithuania	22
Denmark	22
Finland	22
Australia	22
Georgia	21 ▼
Azerbaijan	20 ▼
Germany	19 ▼
Malta	17 ▼
France	17 ▼
Norway	17 ▼
Netherlands	15 ▼
Trinidad and Tobago	14 ▼
Austria	13 ▼
United Arab Emirates	12 ▼
Qatar	11 ▼
Colombia	11 ▼
Poland	10 ▼
Belgium (French)-BEL	9 ▼
Saudi Arabia	9 ▼
Slovenia	9 ▼
Oman	6 ▼
Indonesia	5 ▼
Morocco	0 ▼

Benchmarking education system

Ontario-CAN	54 ▲
Florida-USA	54 ▲
Alberta-CAN	39 ▲
Andalusia-ESP	27
Quebec-CAN	23
Dubai-UAE	22
Maltese-MLT	16 ▼
Abu Dhabi-UAE	8 ▼

▲ Percent higher than International average

▼ Percent lower than International average

Item 15: What type of person is Tom's dad (continued)

Variable Name: R031P15C

Student Responses

Correct Response:

Tom's dad is a nice person because
he told his son to pretend to be
his friend so they can actually be friends.

Partially Correct Response:

Tom's dad is a smart guy.

Incorrect Response:

he made the enemy pie
and gave his son advice

Passage	Reading Purpose	Comprehension Process of the Task
ENEMY PIE	Literary Experience	Examine and Evaluate Content, Language, and Textual Elements

Item 16: What is the lesson of the story

16. What lesson might you learn from this story?

Overall Percent Correct

Education system	Percent correct
Germany	60 ▲
United States	49 ▲
Sweden	49 ▲
Denmark	46 ▲
Ireland	45 ▲
Norway	43 ▲
Canada	43 ▲
England-GBR	42 ▲
Finland	41 ▲
Hong Kong-CHN	40 ▲
Italy	39 ▲
Slovak Republic	39 ▲
Northern Ireland-GBR	38 ▲
Bulgaria	38 ▲
Israel	38 ▲
Hungary	36 ▲
Singapore	36 ▲
Netherlands	35 ▲
Austria	35 ▲
Czech Republic	35 ▲
Croatia	34 ▲
Portugal	34
Romania	32
Slovenia	32
Australia	32
International average	30
New Zealand	30
Poland	29
Russian Federation	28
Trinidad and Tobago	27 ▼
Georgia	26 ▼
Malta	26 ▼
Chinese Taipei-CHN	22 ▼
Lithuania	22 ▼
France	22 ▼
Saudi Arabia	20 ▼
Belgium (French)-BEL	19 ▼
Indonesia	16 ▼
Spain	16 ▼
Qatar	15 ▼
Colombia	14 ▼
United Arab Emirates	13 ▼
Azerbaijan	12 ▼
Iran, Islamic Rep. of	9 ▼
Oman	8 ▼
Morocco	1 ▼

Benchmarking education system

Florida-USA	54 ▲
Ontario-CAN	46 ▲
Alberta-CAN	39 ▲
Quebec-CAN	36 ▲
Maltese-MLT	19 ▼
Andalusia-ESP	16 ▼
Dubai-UAE	15 ▼
Abu Dhabi-UAE	11 ▼

▲ Percent higher than International average
▼ Percent lower than International average

Variable Name: R031P16C

SCORING

1 - Acceptable Response

- The response provides an evaluation of the main message or theme of the story that acknowledges the importance of giving a relationship the chance to grow before deciding whether someone is your friend, or indicates that it is possible to change how you feel about someone.

Examples:

Don't judge someone before you know them.

You can make friends if you give it a chance.

Your enemy can become your friend.

0 - Unacceptable Response

- The response does not provide a plausible evaluation of the main message or theme of the story. The response may provide a main message that is too general, or may refer to a message that is not central to the story.

Examples:

Be nice to everyone.

You shouldn't have enemies. (Please note that this is an inaccurate generalization of the main message.)

Don't eat Enemy Pie.

Item 16: What is the lesson of the story (continued)

Variable Name: R031P16C

Student Responses

Correct Response:

That you should never make a kid
a enemy without knowing him.

Incorrect Response:

That if you try new things you might like
it.