Other information collected by PIRLS

PIRLS is more than an assesment of student knowledge and skills in reading. PIRLS also considers the context in which learning occurs. Students, teachers, and schools are asked about a variety of aspects of the environments in which content is taught, learned, practiced, and applied. In this way, PIRLS provides each country with a rich source of information on the factors influencing reading achievement.

Countries that participated in PIRLS 2011

Argentina
Australia
Austria
Azerbaijan
Bahrain
Belgium
Belize
Botswana
Bulgaria
Canada
Chinese Taipei
Colombia
Croatia
Cyprus
Czech Republic
Denmark
Finland
France
Georgia
Germany
Hong Kong-China
Hungary
Iceland
Indonesia
Iran
Ireland
Israel
Italy
Kuwait
Latvia
Lithuania
Luxembourg
Macedonia
Malta
Moldova
Morocco
The Netherlands
New Zealand
Norway
Poland
Portugal
Qatar
Russian Federation
Saudi Arabia
Singapore
Slovak Republic
Slovenia
South Africa
Spain
Sweden
Trinidad & Tobago
Turkey
United Arab Emirates
United States

Results

Results from PIRLS 2016 will be available in December 2017, and examples of released PIRLS items are available at http://nces.ed.gov/surveys/pirls/released.asp.

Findings from PIRLS 2011

- The overall reading average scale score for U.S. students (556) was higher than the international PIRLS scale average, which is set to 500.
- The United States average was higher than 40 education systems and not measurably different from 7 others. Five education systems had higher averages.
- The average score for girls was higher than the average score for boys in the United States (562 vs. 551).

NCES is authorized to conduct PIRLS under the Education Sciences Reform Act of 2002 (ESRA 2002), 20 U.S. Code, § 9543. Information collected will help the U.S. Department of Education's ongoing efforts to benchmark student achievement in the United States. Participation is voluntary. By law, data collected may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S. Code, § 9573). The U.S. Office of Management and Budget has approved the data collection under OMB # 1850-0645. Individual responses will be combined with those from other participants to produce summary statistics and reports.

For questions about PIRLS 2016, contact the PIRLS Information Hotline at 1-866-800-9176 or email PIRLS@rti.org.
https://surveys.nces.ed.gov/pirls

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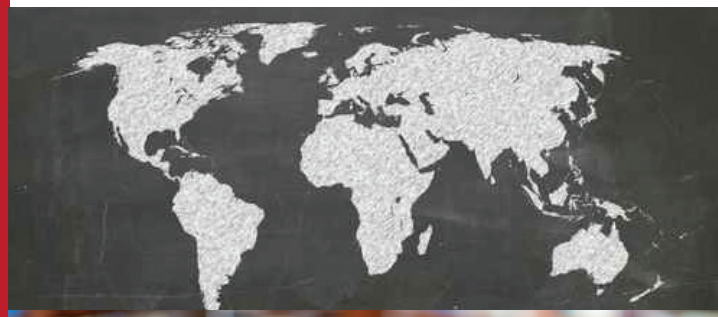
Institute of Education Sciences

PIRLS USA

PIRLS
USA



Progress in International Reading Literacy Study (PIRLS) 2016

What is PIRLS?

The Progress in International Reading Literacy Study (PIRLS) is an international assessment and research project designed to measure reading achievement at the fourth grade, as well as school and teacher practices related to reading instruction. PIRLS was assessed in 2001, 2006, and 2011, with the United States participating in all past assessments. In 2016, PIRLS will involve students from more than 40 countries, including the United States. For the first time PIRLS will also include an innovative assessment of online reading called ePIRLS.

PIRLS is sponsored by the International Association for the Evaluation of Educational Achievement (IEA) and conducted in the United States by the National Center for Education Statistics (NCES), part of the U.S. Department of Education.

Why is PIRLS important?

PIRLS provides a unique opportunity to compare the reading, knowledge, and skills of U.S. fourth-grade students with that of their peers in countries around the world. PIRLS complements what we learn from national assessments by identifying the strengths and weaknesses of student performance relative to students around the world. The results inform national discussions about education as well as international competitiveness.

PIRLS provides valuable benchmark information on how U.S. students compare to students around the world, allows educators and policymakers to examine other education systems for practices that could have application to the United States, and contributes to ongoing discussions of ways to improve the quality of education for all students.

Moreover, by participating in PIRLS 2016, the United States will obtain data about changes in children's reading achievement over the past 15 years, including valuable information about changes in reading instruction, how those changes relate to students' performance in reading, and about home, school, and classroom influences on reading achievement.

What type of assessment is PIRLS?

PIRLS is developed through an international consensus-building process involving input from U.S. and international experts in reading and measurement. The assessment is carefully constructed to assess a range of reading comprehension strategies for two major reading purposes using informational text and literary text. The assessment includes reading passages followed by open-ended and multiple-choice format questions about the text. The student questionnaire gathers information about the contexts in which children learn to read and children's attitudes toward reading. Examples of released PIRLS items are available at http://nces.ed.gov/surveys/pirls/released.asp.

As a new extension to PIRLS in 2016, ePIRLS — an assessment of online reading — makes it possible for education systems to understand how successful they are in preparing fourth grade students to read, comprehend, and interpret online information.