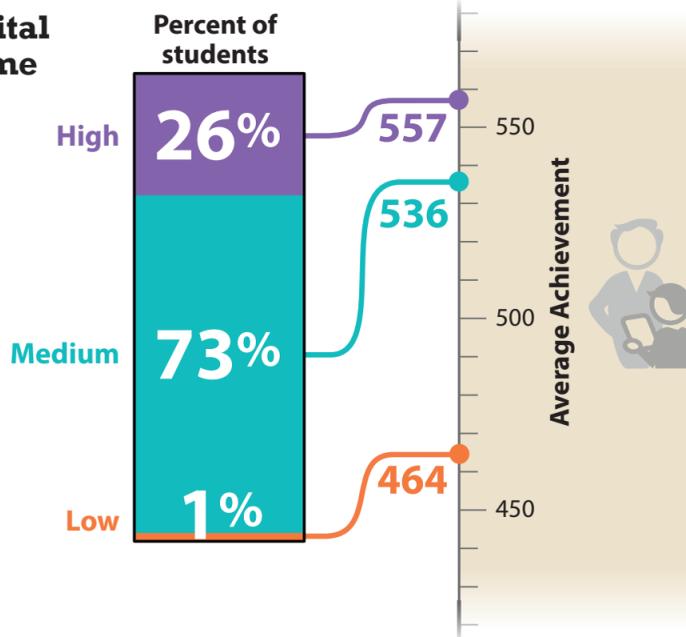ePIRLS
Online
Reading
2016

Students in ePIRLS Familiar with Computers and the Internet
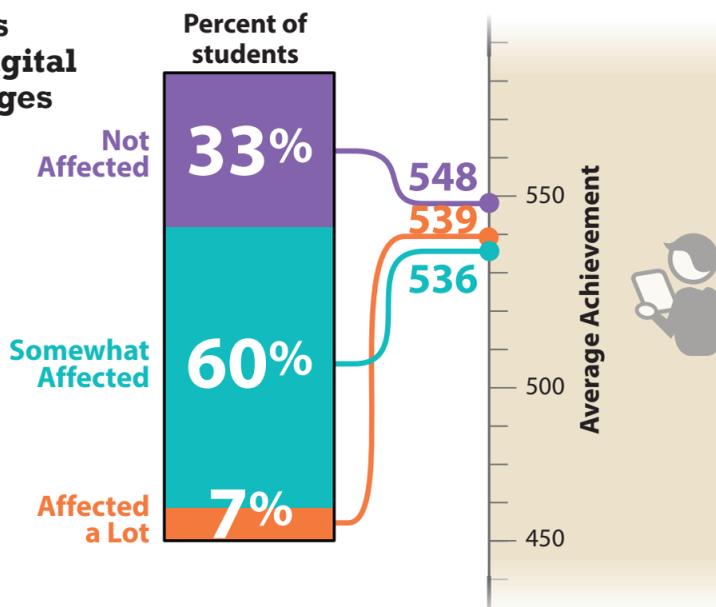
Had Access to Digital Devices in the Home

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

Percent of students

		Average Achievement
High	26%	557 — 550
Medium	73%	536 — 500
Low	1%	464 — 450

Attended Schools Unaffected by Digital Resource Shortages

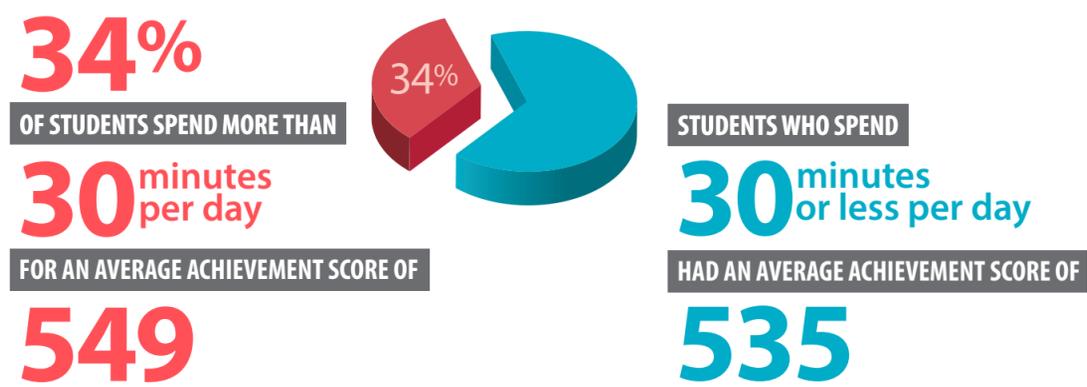Students in ePIRLS attended schools well-resourced with digital devices.

Percent of students

		Average Achievement
Not Affected	33%	548 — 550
Somewhat Affected	60%	539 / 536 — 500
Affected a Lot	7%	— 450

Reported Self-Efficacy in Computer Use

Students with self-efficacy had higher ePIRLS achievement.

Percent of students

		Average Achievement
High	51%	546 — 550
Medium	41%	541 — 500
Low	8%	514
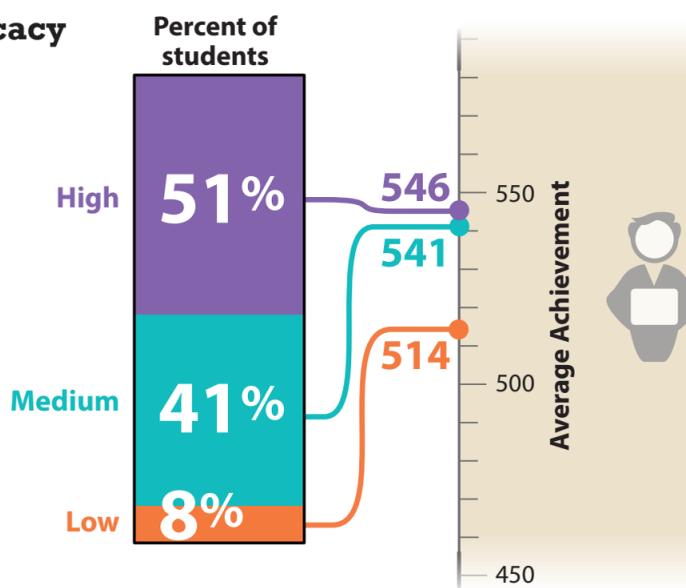
Classroom Instruction Involving Computers to Prepare Reports

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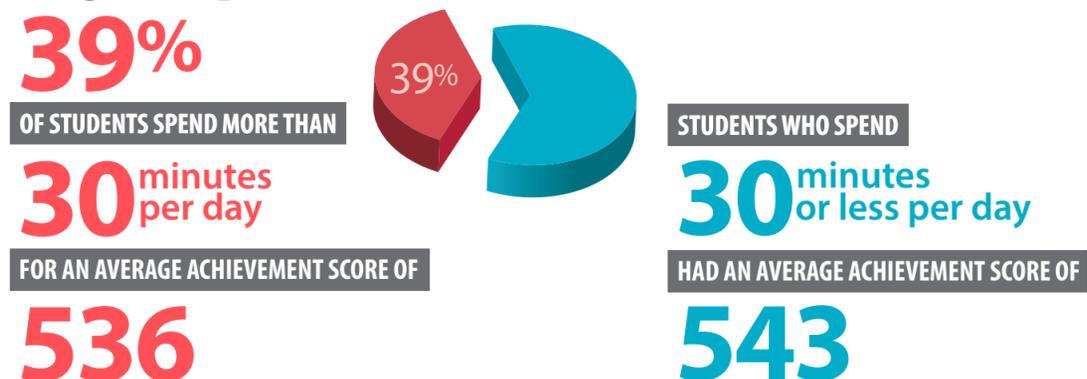
> Using computers in school to prepare reports was associated with higher ePIRLS achievement, whereas finding and reading information on the Internet each day was not. It is not just the amount of time students use computers that makes a difference, but how they use them.

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