


Exhibit 2.3: Intermediate International Benchmark (475)

Exhibit 2.3 presents the description of ePIRLS achievement at the Intermediate Benchmark. Because the scale anchoring descriptions are cumulative, with students' comprehension processes building on skills demonstrated at the lower levels, as anticipated students at the Intermediate Benchmark demonstrated greater facility in locating and reproducing explicitly stated information as well as skills in making inferences, interpreting and integrating information across webpages, and beginning to evaluate interactive features.

Exhibits 2.3.1 through 2.3.3 present three example items. Each exhibit shows achievement results, with up and down arrows indicating a significantly higher or lower percentage of success for the country compared to the international average on the item. The reading comprehension process and scale anchoring description are provided above the item. For multiple-choice items, the correct response is indicated. Constructed response questions were worth 1, 2, or 3 points. Each constructed response item is shown with an illustrative student response and the amount of credit awarded the response is shown across the bottom of the exhibit, usually full credit.

Example Item 2.3.1 shows that students were able to locate information about Elizabeth Blackwell by scrolling through a timeline and 2.3.2 shows they could provide a reason from the text—both were constructed response questions. Example 2.3.3 was one of the most difficult items in the ePIRLS assessment, based on drawing an inference from text and an animation showing the orbits of Earth and Mars around the Sun. Even students at the Advanced Benchmark did not provide a complete answer. However, it is interesting that readers at the Intermediate Benchmark understood some part of the difficulty in planning to get a rocket from Earth to Mars.

Exhibit 2.3: ePIRLS 2016 Online Informational Reading at the Intermediate International Benchmark (475)

	Intermediate International Benchmark
475	<p><i>When reading and viewing relatively complex Online Informational Texts, students can:</i></p> <ul style="list-style-type: none">• Locate and reproduce information presented in various forms including independent use of navigation features• Make straightforward inferences to recognize reasons and actions• Interpret and integrate information across a webpage to recognize causes, comparisons, and explanations• Begin to evaluate the use of interactive features to convey information

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

Exhibit 2.3.1: Intermediate International Benchmark for ePIRLS Online Informational Reading – Example Item 1

Process: Focus on and Retrieve Explicitly Stated Information

Description: Locate and reproduce explicitly stated information by scrolling through a timeline

The screenshot displays the ePIRLS Online Reading 2016 interface. On the left, a timeline titled "Timeline 1821-1910" lists key events in Elizabeth Blackwell's life. On the right, a "Class Project" section shows two questions. Question 3 asks for the founding year of Geneva Medical College, with a student response of 1834. Question 4 asks what Elizabeth did in 1874, with a student response: "She started a medical school." Both questions are marked as "SAVED".

The answer shown illustrates the type of student response that would receive full credit (1 point).

Note: Results based on students who participated in both PIRLS and ePIRLS.

Country	Percent Full Credit
² Portugal	79 (1.3) ▲
Chinese Taipei	76 (1.2) ▲
Sweden	75 (1.6) ▲
³ Singapore	75 (0.9) ▲
Italy	73 (1.5) ▲
Ireland	72 (1.6)
³ Israel	71 (1.2)
≡ Denmark	70 (1.8)
International Avg.	69 (0.4)
Norway (5)	66 (1.7)
Slovenia	65 (1.8) ▼
^{1 2} Canada	65 (1.5) ▼
[†] United States	63 (1.6) ▼
United Arab Emirates	60 (0.9) ▼
¹ Georgia	59 (1.9) ▼

Benchmarking Participants

Dubai, UAE	69 (1.0)
Abu Dhabi, UAE	53 (1.8) ▼

- ▲ Percent significantly higher than international average
- ▼ Percent significantly lower than international average

See Appendix B.1 for target population coverage notes 1, 2, and 3. See Appendix B.4 for sampling guidelines and sampling participation notes †, ‡, and ≡.

() Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

Exhibit 2.3.2: Intermediate International Benchmark for ePIRLS Online Informational Reading – Example Item 2

Process: Make Straightforward Inferences

Description: Make a straightforward inference to provide a reason

The screenshot shows the ePIRLS Online Reading 2016 interface. The main content area displays a reading passage titled "A LADY DOCTOR? You Must Be Joking! Doctor Elizabeth Blackwell". The passage discusses her challenges in becoming a surgeon in America and her eventual success in France. To the right, a student response interface is visible, showing a question: "9. Why did Elizabeth have to give up her dream of becoming a surgeon?" The student's response is: "She lost sight in one of her eyes." The interface includes a "SAVE" button and a "SAVED" confirmation.

The answer shown illustrates the type of student response that would receive full credit (1 point).

Note: Results based on students who participated in both PIRLS and ePIRLS.

Country	Percent Full Credit
³ Singapore	84 (1.1) ▲
Norway (5)	80 (1.4) ▲
≡ Denmark	79 (1.5) ▲
Sweden	77 (1.7) ▲
Ireland	76 (1.7) ▲
Chinese Taipei	73 (1.2) ▲
^{1 2} Canada	69 (1.3)
International Avg.	67 (0.4)
† United States	67 (1.7)
³ Israel	65 (1.4)
Slovenia	61 (1.3) ▼
¹ Georgia	60 (1.8) ▼
² Portugal	59 (1.5) ▼
Italy	47 (1.6) ▼
United Arab Emirates	46 (0.9) ▼

Benchmarking Participants

Dubai, UAE	64 (1.5) ▼
Abu Dhabi, UAE	35 (1.7) ▼

- ▲ Percent significantly higher than international average
- ▼ Percent significantly lower than international average

See Appendix B.1 for target population coverage notes 1, 2, and 3. See Appendix B.4 for sampling guidelines and sampling participation notes †, ‡, and ≡.

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Exhibit 2.3.3: Intermediate International Benchmark for ePIRLS Online Informational Reading – Example Item 3

Process: Interpret and Integrate Ideas and Information

Description: Interpret complex information in text and an animated graphic to provide a partial explanation

The screenshot shows the ePIRLS Online Reading 2016 interface. The main content area displays the 'Mars Exploration Program' page with a navigation menu (Home, Getting to Mars, Missions, Seeking Signs of Life, Rover Called Curiosity) and a section titled 'What does it take to get to Mars?'. The text explains that getting to Mars requires a powerful rocket and a long time ahead due to different orbits. An animated graphic shows Earth and Mars orbits around the Sun. A 'Be A Star!' sidebar encourages students to explain why it takes a long time to get to Mars. On the right, the 'ePIRLS Class Project' window shows a student's response to question 11: 'You have to plan a long time ahead to get to Mars. Explain why.' The student's answer is 'It takes a long time to get to Mars.' The response is marked as 'SAVED'.

The answer shown illustrates the type of student response that would receive partial credit (1 of 2 points).

Note: Results based on students who participated in both PIRLS and ePIRLS.

Country	Percent At Least 1 Point
³ Singapore	83 (0.8) ▲
Norway (5)	64 (1.4) ▲
Chinese Taipei	64 (1.5) ▲
^{1 2} Canada	62 (1.6) ▲
Ireland	60 (1.8)
³ Israel	60 (1.4)
Sweden	58 (1.5)
† United States	58 (1.5)
Italy	58 (1.4)
International Avg.	57 (0.4)
≡ Denmark	57 (1.9)
Slovenia	48 (1.6) ▼
United Arab Emirates	44 (0.8) ▼
¹ Georgia	44 (1.8) ▼
² Portugal	40 (1.3) ▼

Benchmarking Participants

Dubai, UAE	59 (1.1)
Abu Dhabi, UAE	35 (1.3) ▼

- ▲ Percent significantly higher than international average
- ▼ Percent significantly lower than international average

See Appendix B.1 for target population coverage notes 1, 2, and 3. See Appendix B.4 for sampling guidelines and sampling participation notes †, ‡, and ≡.

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