

Looking at PISA, PIRLS, and ePIRLS

Ruben R. Puentedura, Ph.D.



PISA 2015 Results

EXCELLENCE AND EQUITY IN EDUCATION

VOLUME I

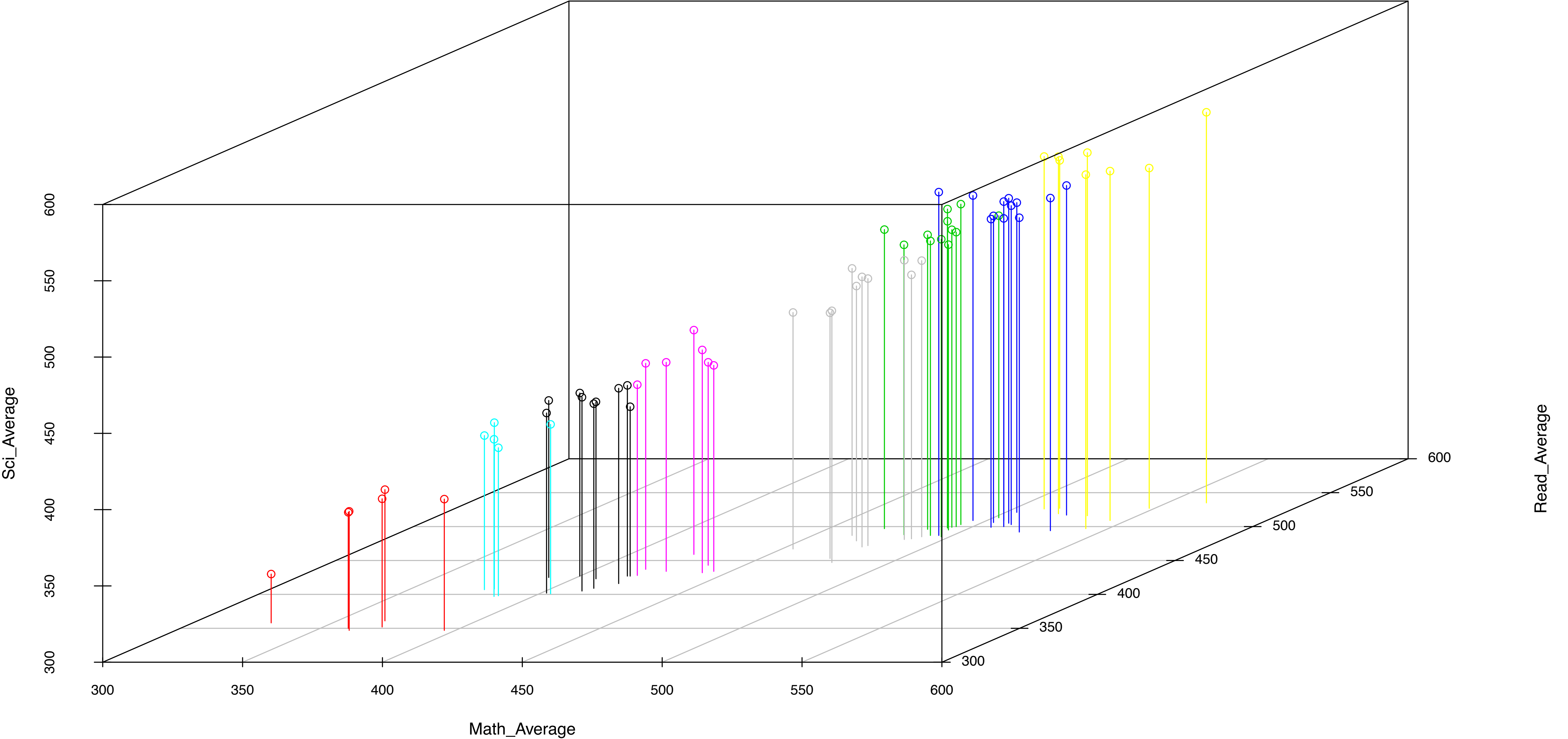


Country	Math	Read.	Sci.
Albania	413	405	427
Algeria	360	350	376
Australia	494	503	510
Austria	497	485	495
B-S-J-G - China	531	494	518
Belgium	507	499	502
Brazil	377	407	401
Bulgaria	441	432	446
Canada	516	527	528
Chile	423	459	447
Chinese Taipei	542	497	532
Colombia	390	425	416
Costa Rica	400	427	420
Croatia	464	487	475
Cyprus	437	443	433
Czech Republic	492	487	493
Denmark	511	500	502
Dominican Republic	328	358	332
Estonia	520	519	534
Finland	511	526	531
France	493	499	495
FYROM	371	352	384
Georgia	404	401	411

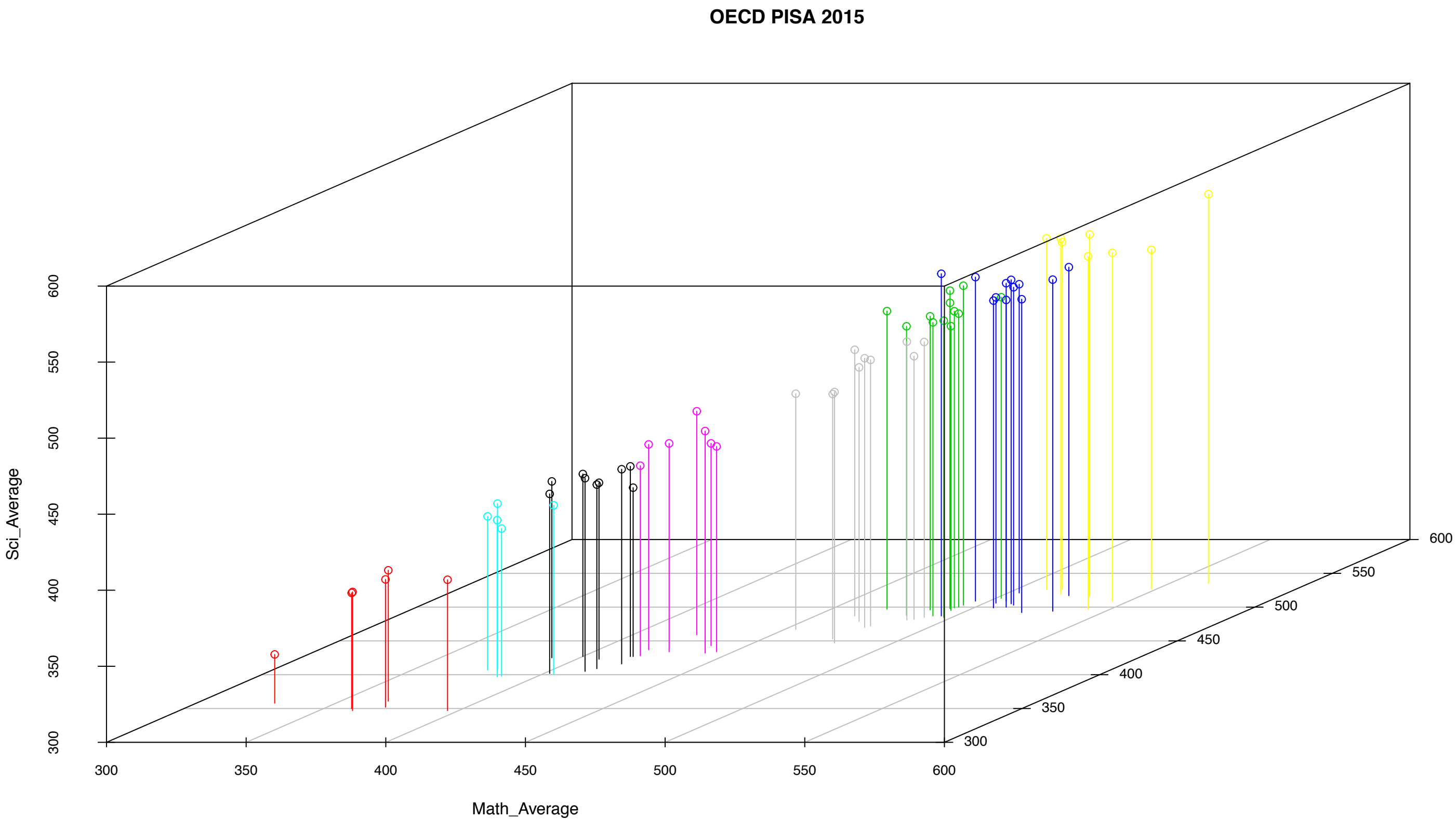
Country	Math	Read.	Sci.
Germany	506	509	509
Greece	454	467	455
Hong Kong - China	548	527	523
Hungary	477	470	477
Iceland	488	482	473
Indonesia	386	397	403
Ireland	504	521	503
Israel	470	479	467
Italy	490	485	481
Japan	532	516	538
Jordan	380	408	409
Korea	524	517	516
Kosovo	362	347	378
Latvia	482	488	490
Lebanon	396	347	386
Lithuania	478	472	475
Luxembourg	486	481	483
Macao - China	544	509	529
Malta	479	447	465
Mexico	408	423	416
Moldova	420	416	428
Montenegro	418	427	411
Netherlands	512	503	509

Country	Math	Read.	Sci.
New Zealand	495	509	513
Norway	502	513	498
Peru	387	398	397
Poland	504	506	501
Portugal	492	498	501
Qatar	402	402	418
Romania	444	434	435
Russia	494	495	487
Singapore	564	535	556
Slovak Republic	475	453	461
Slovenia	510	505	513
Spain	486	496	493
Sweden	494	500	493
Switzerland	521	492	506
Thailand	415	409	421
Trinidad and Tobago	417	427	425
Tunisia	367	361	386
Turkey	420	428	425
United Arab Emirates	427	434	437
United Kingdom	492	498	509
United States	470	497	496
Uruguay	418	437	435
Viet Nam	495	487	525

OECD PISA 2015

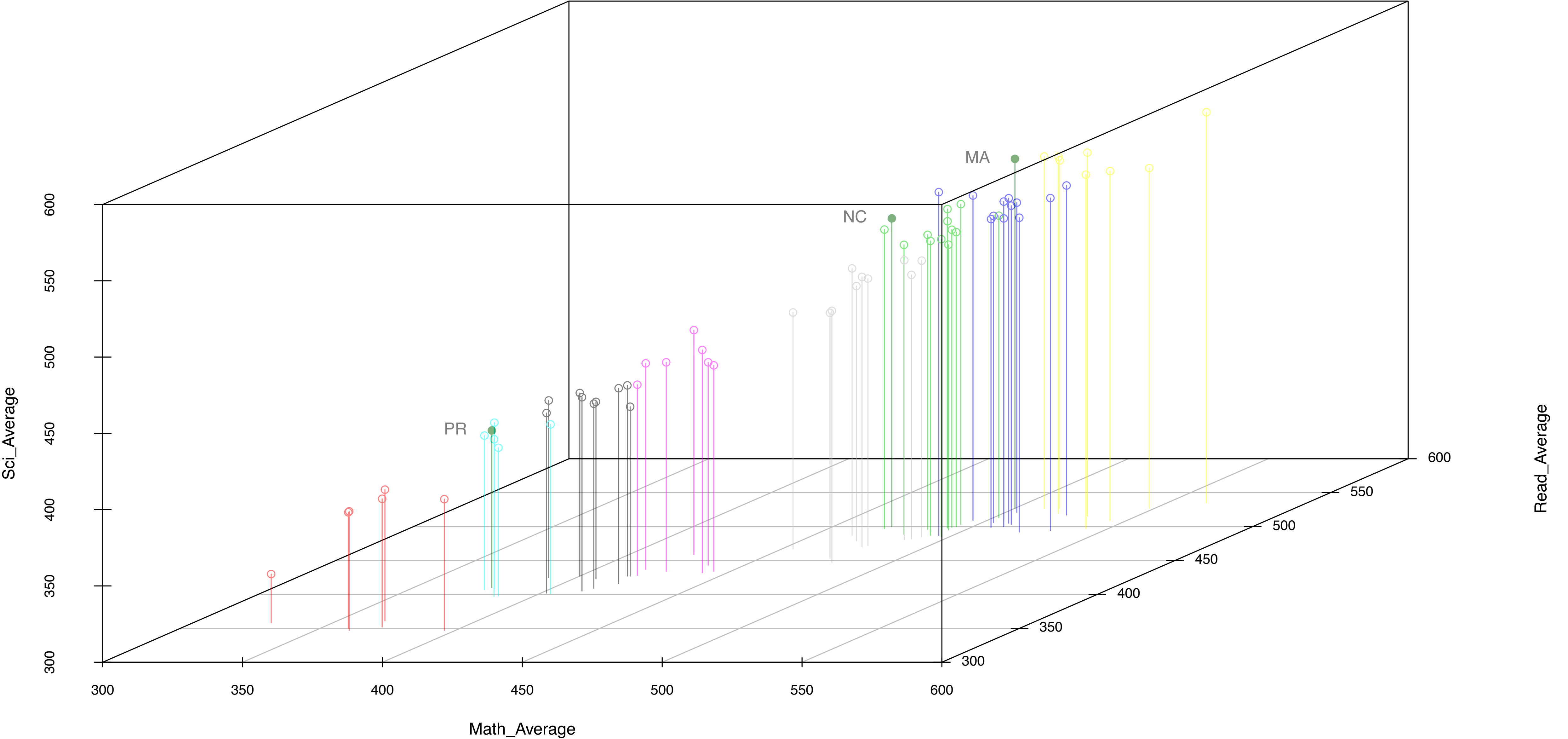


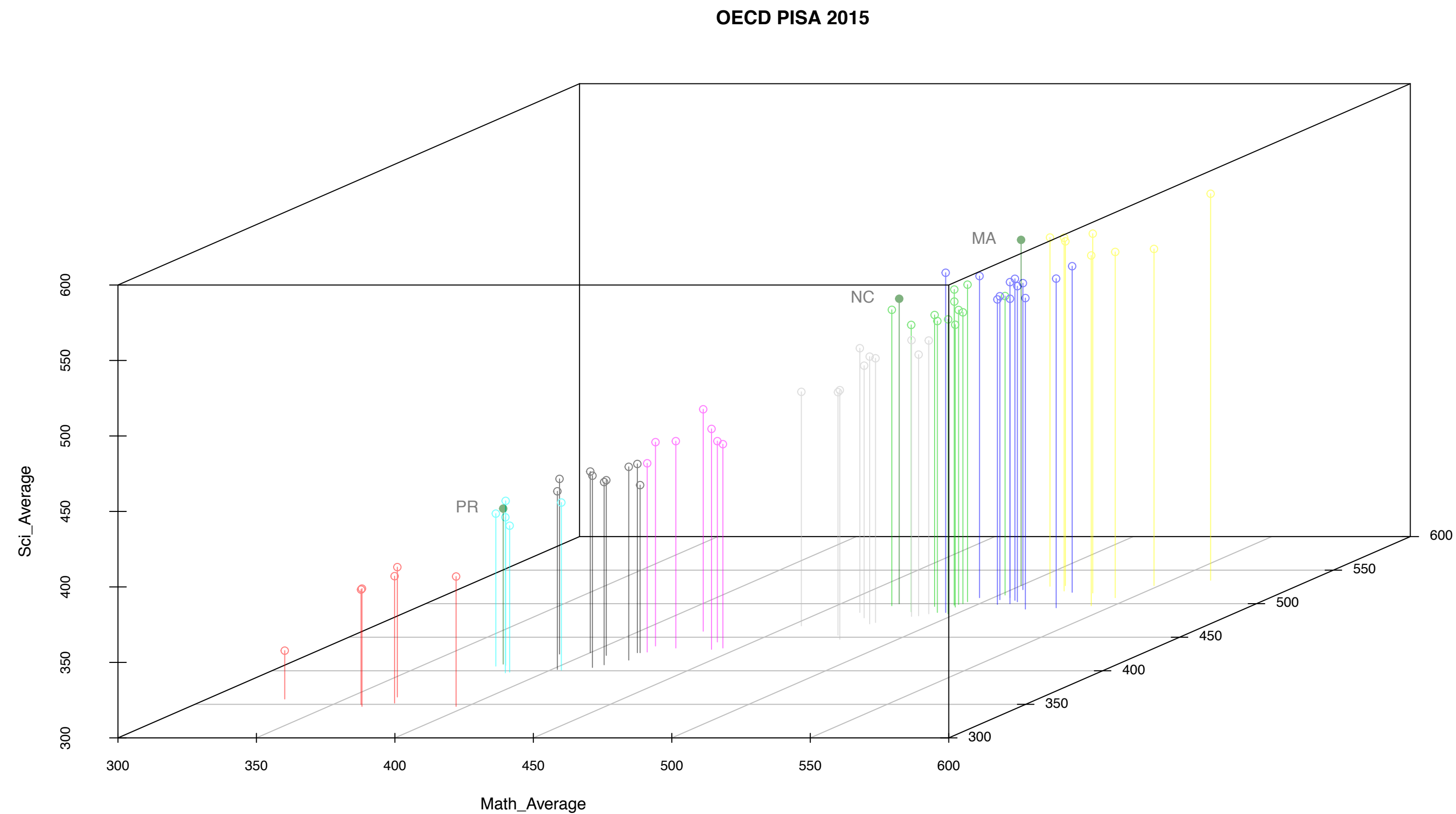
	Canada, Chinese Taipei, Estonia, Finland, Hong Kong (China), Japan, Macao (China), Singapore
	B-S-J-G (China), Belgium, Denmark, Germany, Ireland, Korea, Netherlands, New Zealand, Poland, Slovenia, Switzerland, Viet Nam
	Australia, Austria, Czech Republic, France, Latvia, Norway, Portugal, Russia, Spain, Sweden, United Kingdom, United States
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	Albania, Colombia, Costa Rica, Mexico, Moldova, Montenegro, Qatar, Thailand, Trinidad and Tobago
	Brazil, Georgia, Indonesia, Jordan, Peru
	Algeria, Dominican Republic, FYROM, Kosovo, Lebanon, Tunisia



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	Algeria, Dominican Republic, FYROM, Kosovo, Lebanon, Tunisia

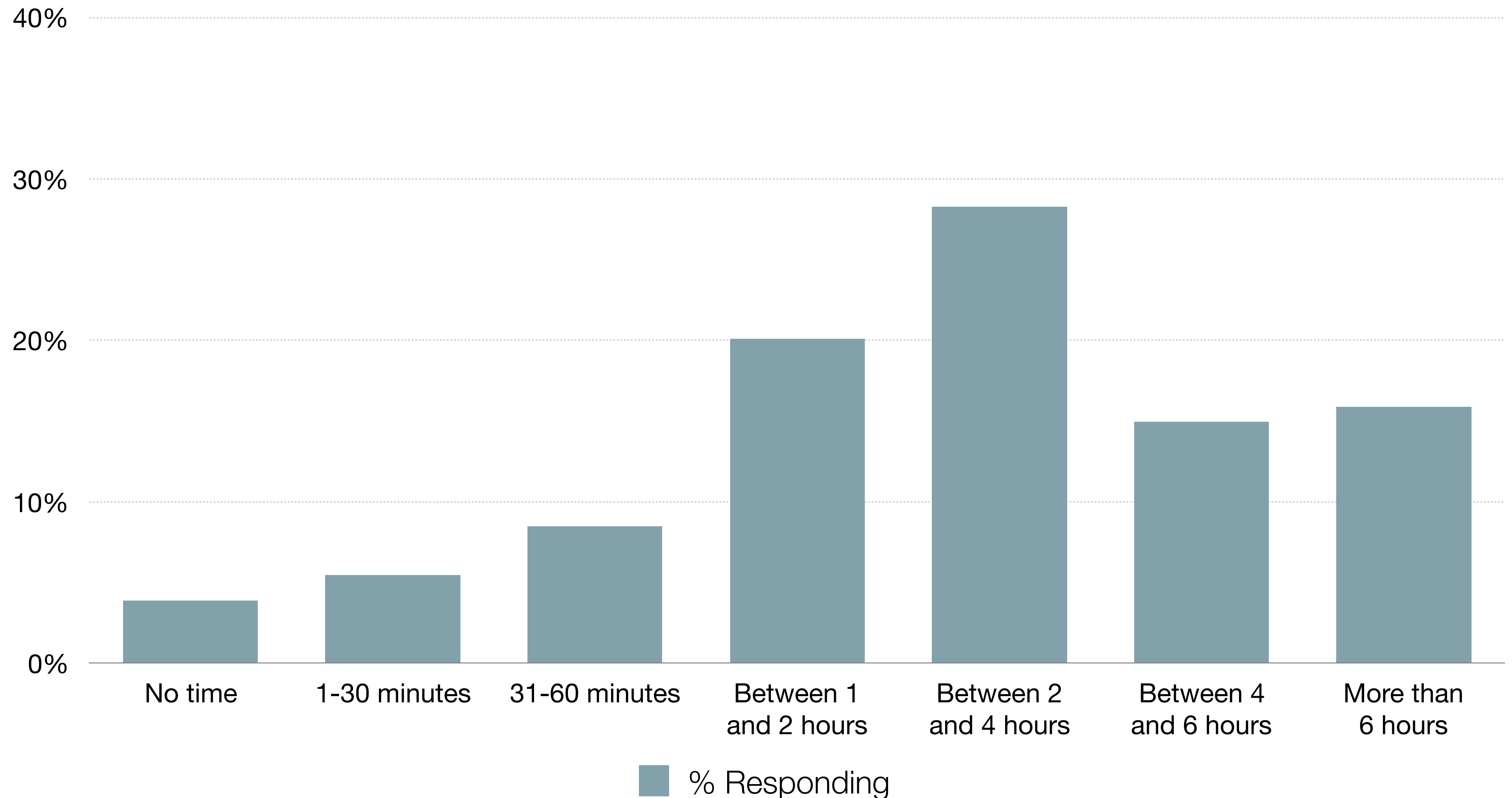
OECD PISA 2015



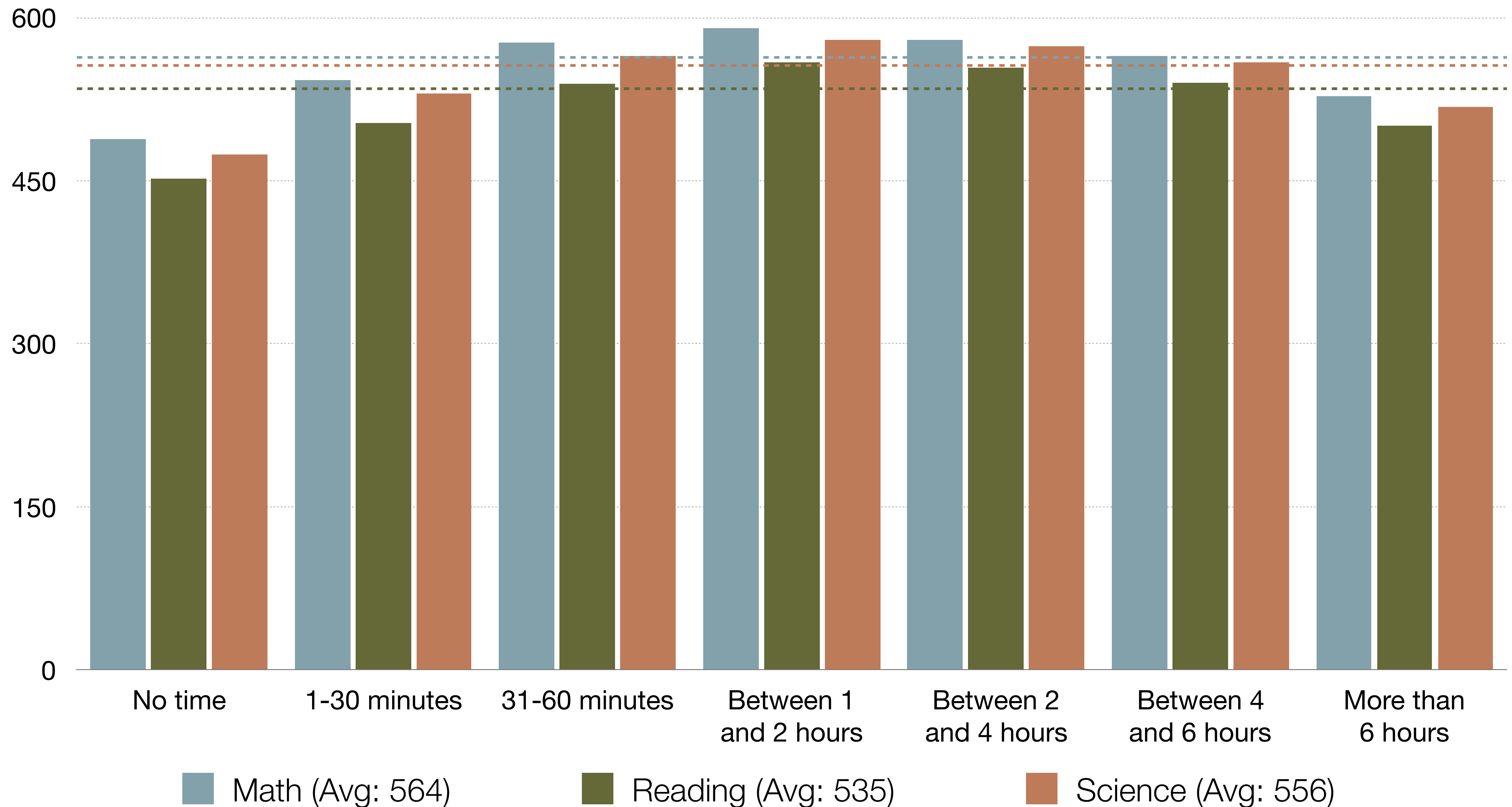


	Canada, Chinese Taipei, Estonia, Finland, Hong Kong (China), Japan, Macao (China), Singapore
	B-S-J-G (China), Belgium, Denmark, Germany, Ireland, Korea, Netherlands, New Zealand, Poland, Slovenia, Switzerland, Viet Nam; MA
	Australia, Austria, Czech Republic, France, Latvia, Norway, Portugal, Russia, Spain, Sweden, United Kingdom, United States; NC
	Croatia, Greece, Hungary, Iceland, Israel, Italy, Lithuania, Luxembourg, Malta, Slovak Republic
Read_Average	Bulgaria, Chile, Cyprus, Romania, Turkey, United Arab Emirates, Uruguay
	Albania, Colombia, Costa Rica, Mexico, Moldova, Montenegro, Qatar, Thailand, Trinidad and Tobago
	Brazil, Georgia, Indonesia, Jordan, Peru; PR
	Algeria, Dominican Republic, FYROM, Kosovo, Lebanon, Tunisia

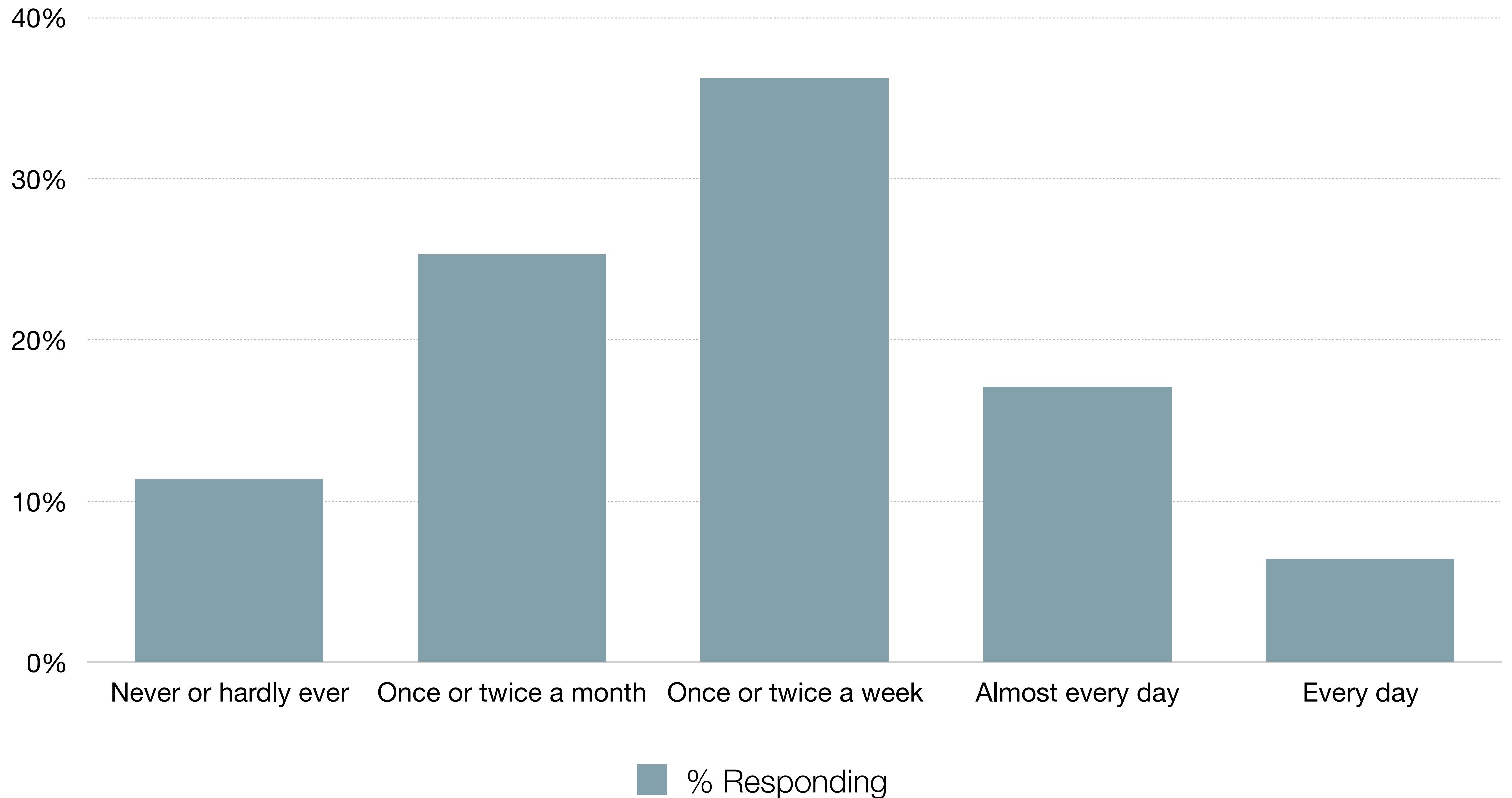
Singapore: During a typical weekday, for how long do you use the Internet outside of school?



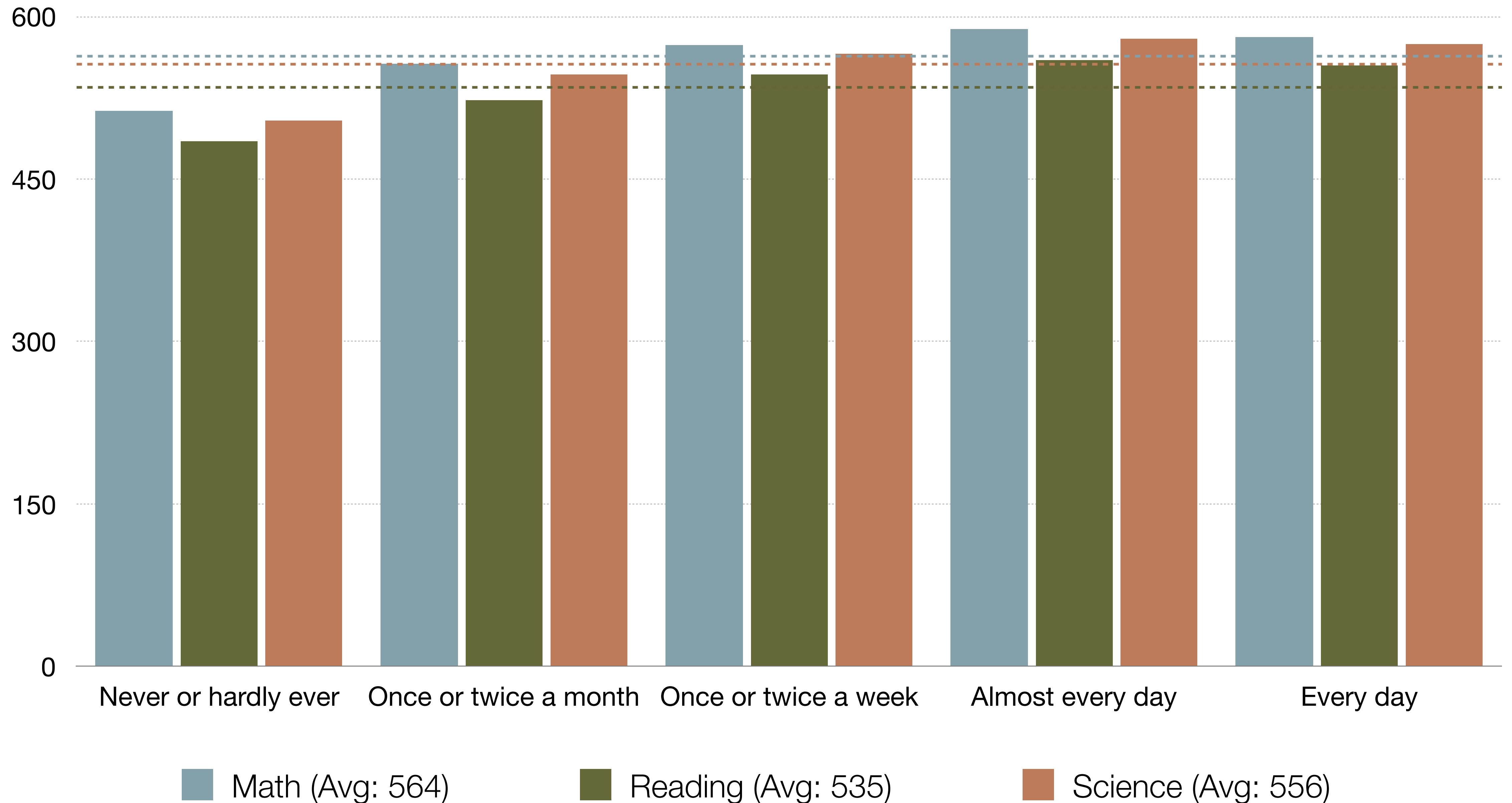
Singapore: During a typical weekday, for how long do you use the Internet outside of school?



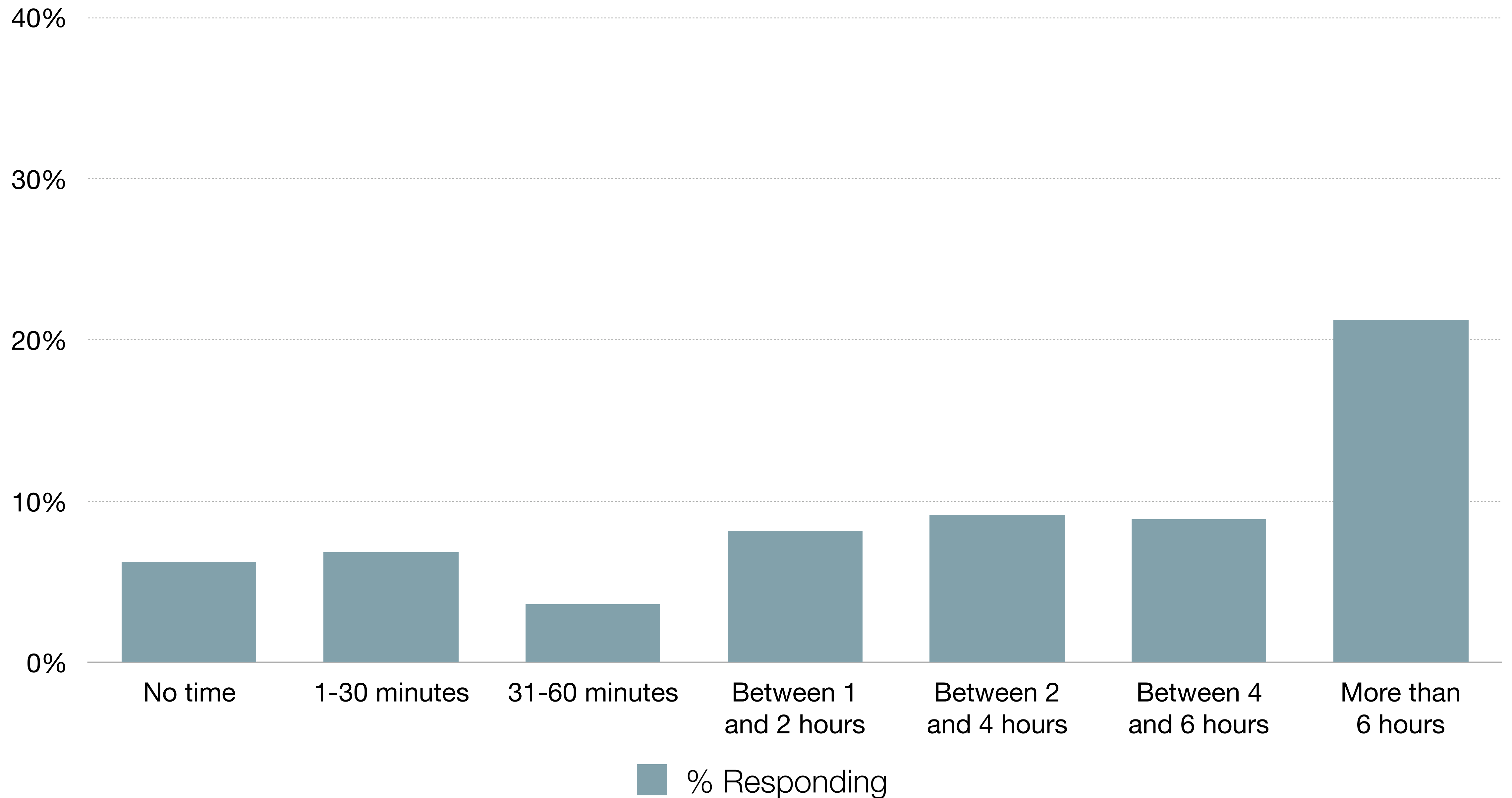
Singapore: How often do you use a computer for browsing the Internet for schoolwork outside of school?



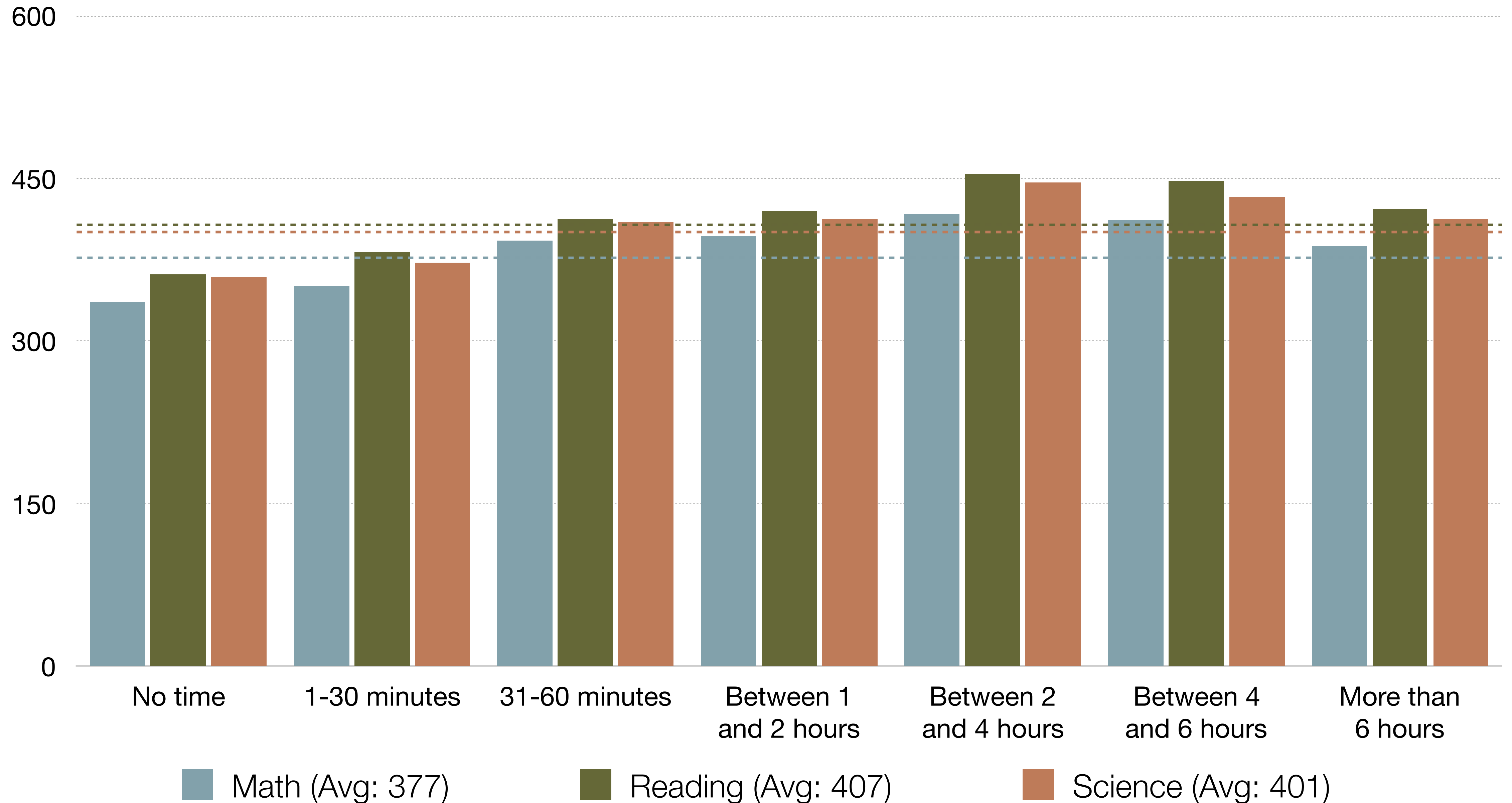
Singapore: How often do you use a computer for browsing the Internet for schoolwork outside of school?



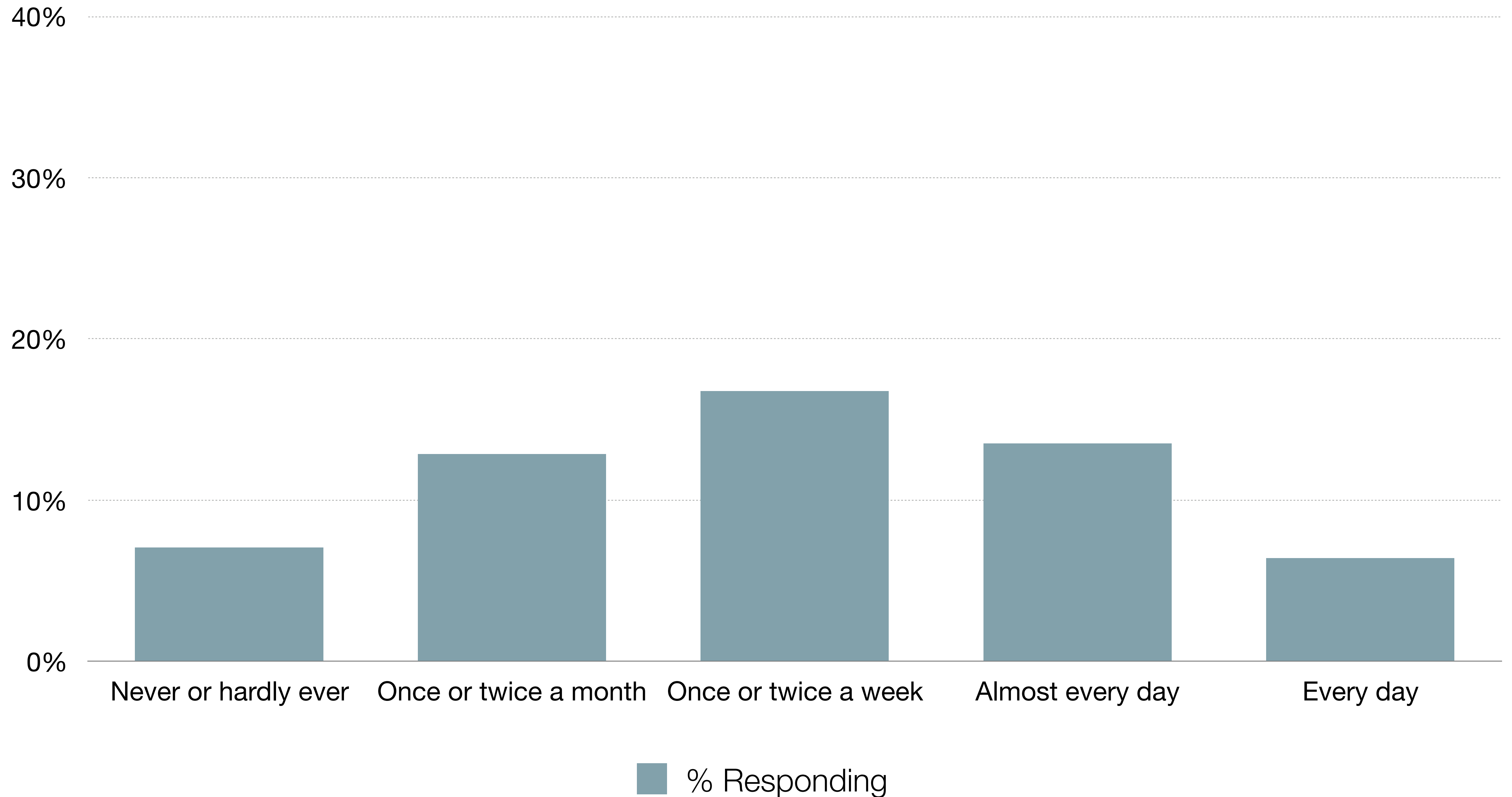
Brazil: During a typical weekday, for how long do you use the Internet outside of school?



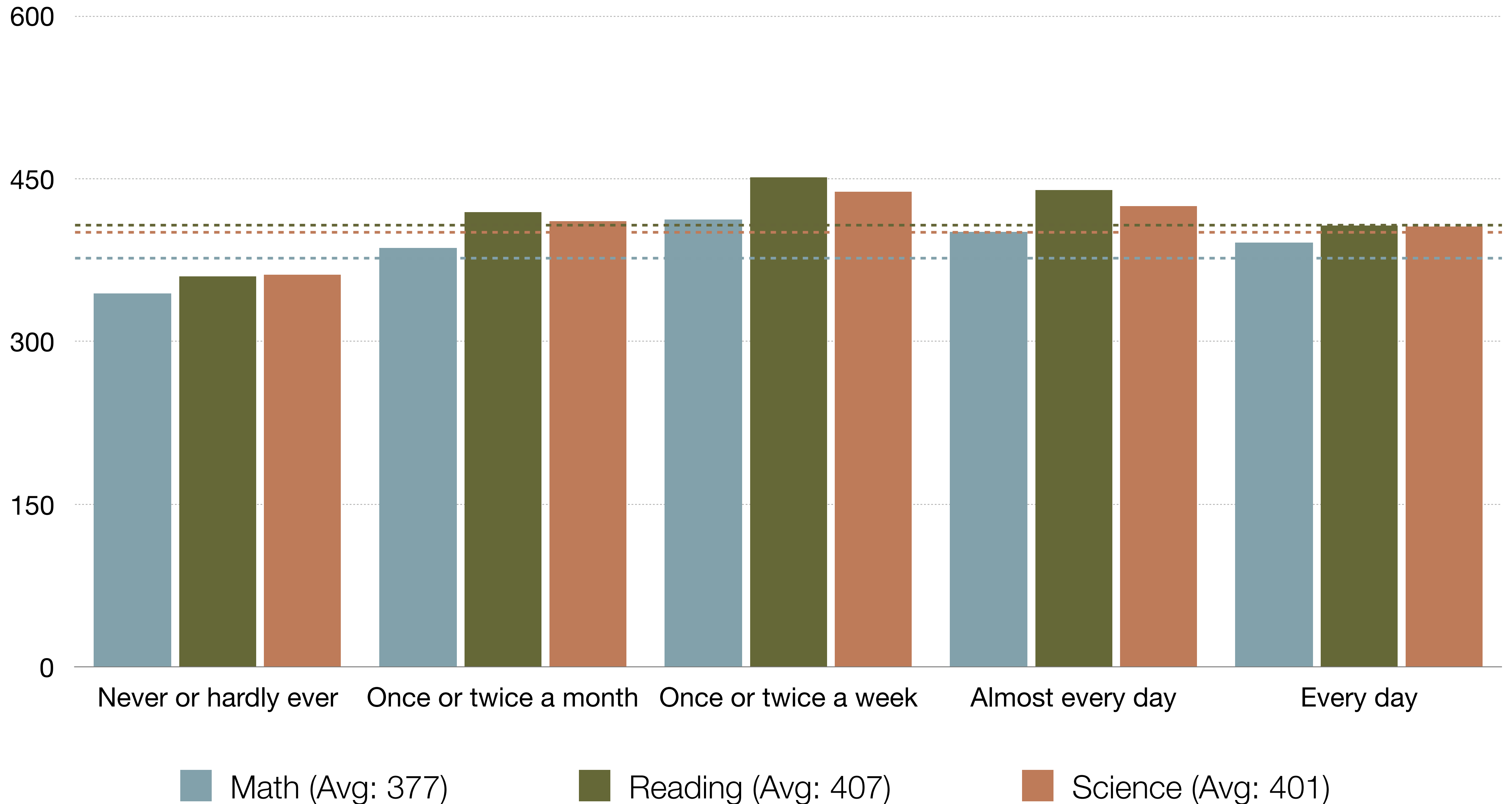
Brazil: During a typical weekday, for how long do you use the Internet outside of school?



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Brazil: How often do you use a computer for browsing the Internet for schoolwork outside of school?



PROGRESS IN INTERNATIONAL READING LITERACY STUDY

PIRLS

PIRLS 2016

International Results in Reading

Ina V.S. Mullis
Michael O. Martin
Pierre Foy
Martin Hooper



TIMSS & PIRLS
International Study Center
Lynch School of Education
BOSTON COLLEGE

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

PIRLS

ePIRLS 2016 International Results in Online Informational Reading

Ina V.S. Mullis
Michael O. Martin
Pierre Foy
Martin Hooper



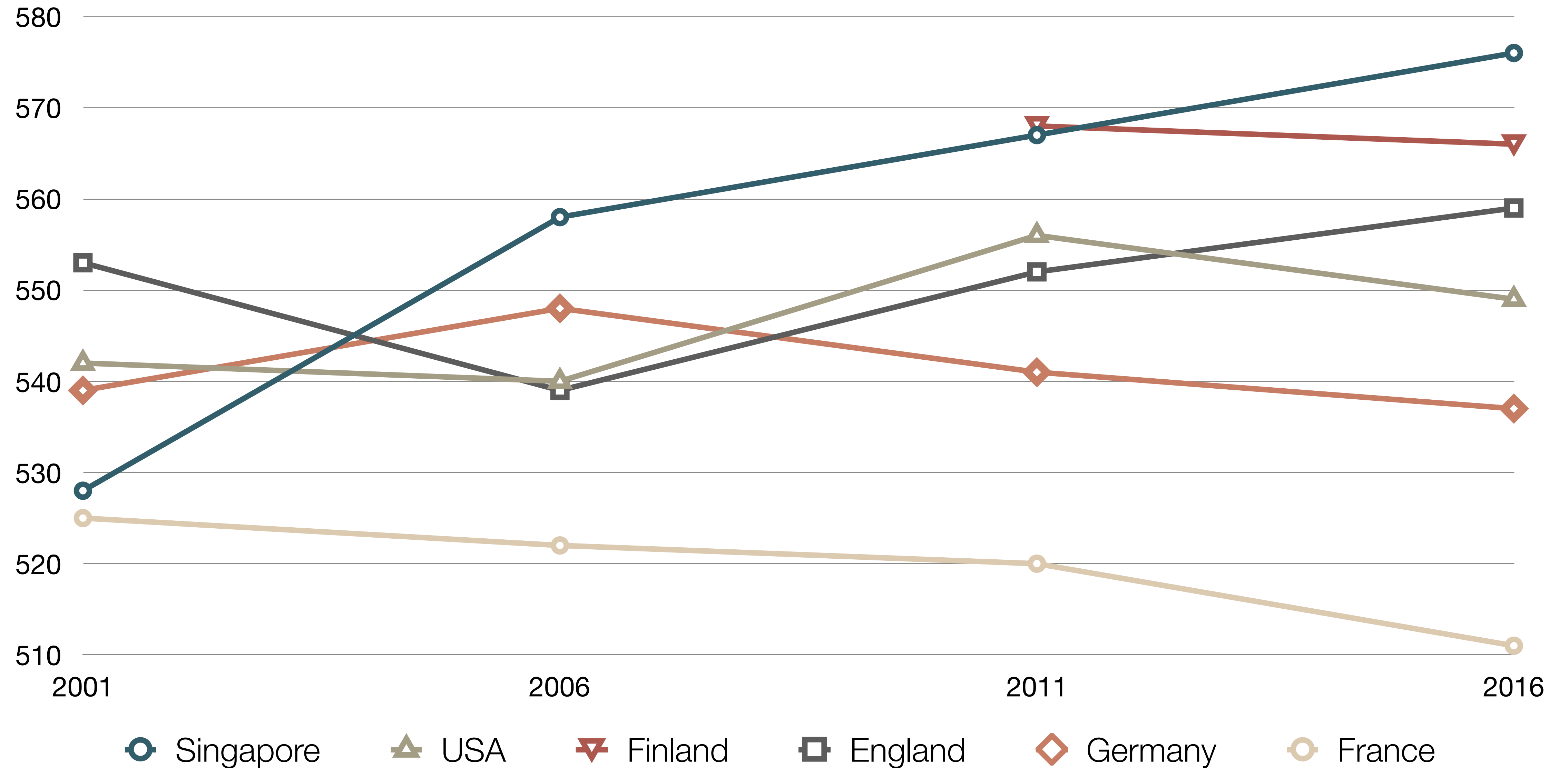
TIMSS & PIRLS
International Study Center
Lynch School of Education
BOSTON COLLEGE

Country	Avg. PIRLS
Russian Federation	581
Singapore	576
Hong Kong SAR	569
Ireland	567
Finland	566
Poland	565
Northern Ireland	565
Norway	559
Chinese Taipei	559
England	559
Latvia	558
Sweden	555
Hungary	554
Bulgaria	552
United States	549
Lithuania	548
Italy	548

Country	Avg. PIRLS
Denmark	547
Macao SAR	546
Netherlands	545
Australia	544
Czech Republic	543
Canada	543
Slovenia	542
Austria	541
Germany	537
Kazakhstan	536
Slovak Republic	535
Israel	530
Portugal	528
Spain	528
Belgium (Flemish)	525
New Zealand	523
France	511

Country	Avg. PIRLS
Belgium (French)	497
Chile	494
Georgia	488
Trinidad and Tobago	479
Azerbaijan	472
Malta	452
UAE	450
Bahrain	446
Qatar	442
Saudi Arabia	430
Iran, Islamic Rep. of	428
Oman	418
Kuwait	393
Morocco	358
Egypt	330
South Africa	320

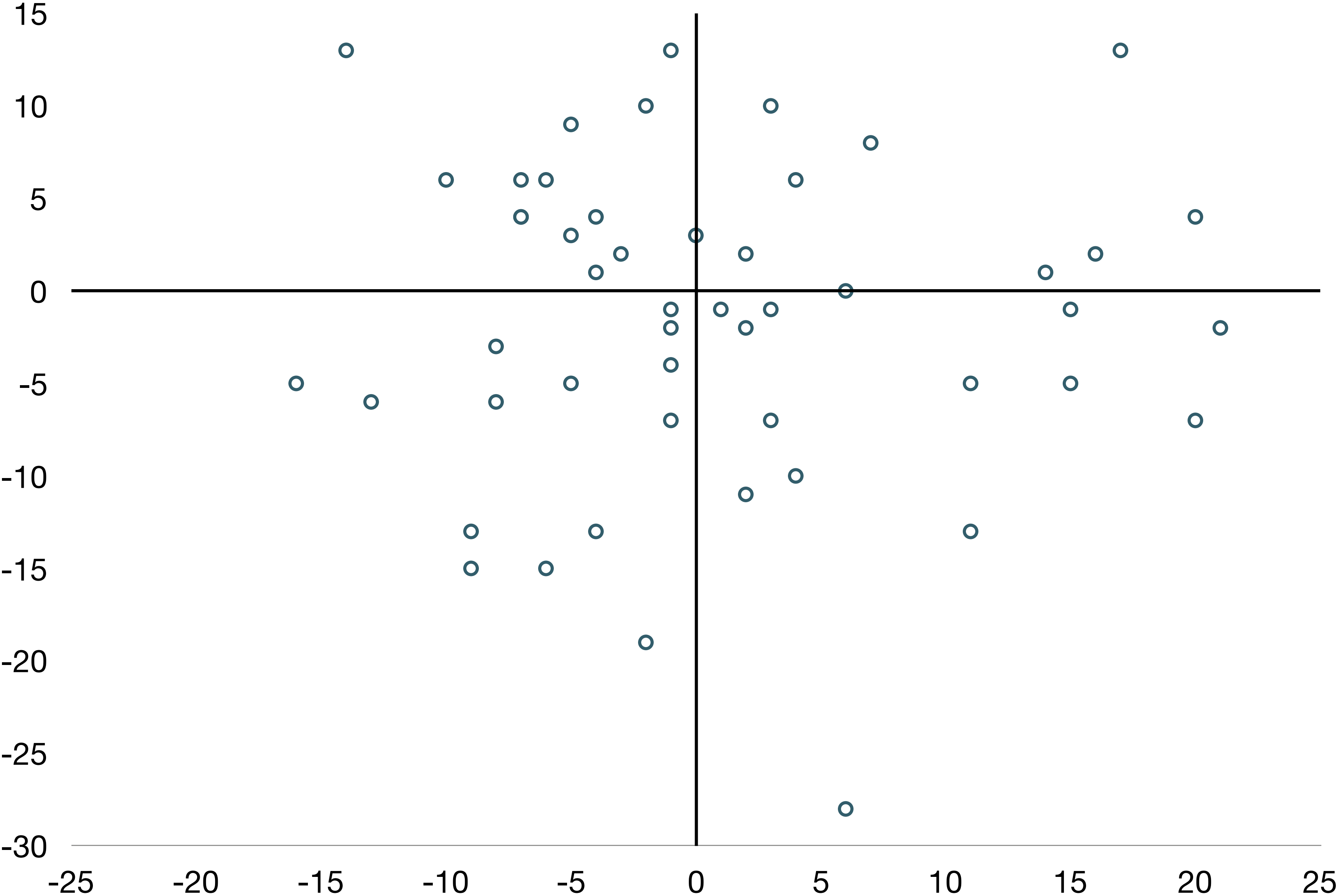
Average PIRLS Scores - Trends



Interpreting, Integrating, and Evaluating

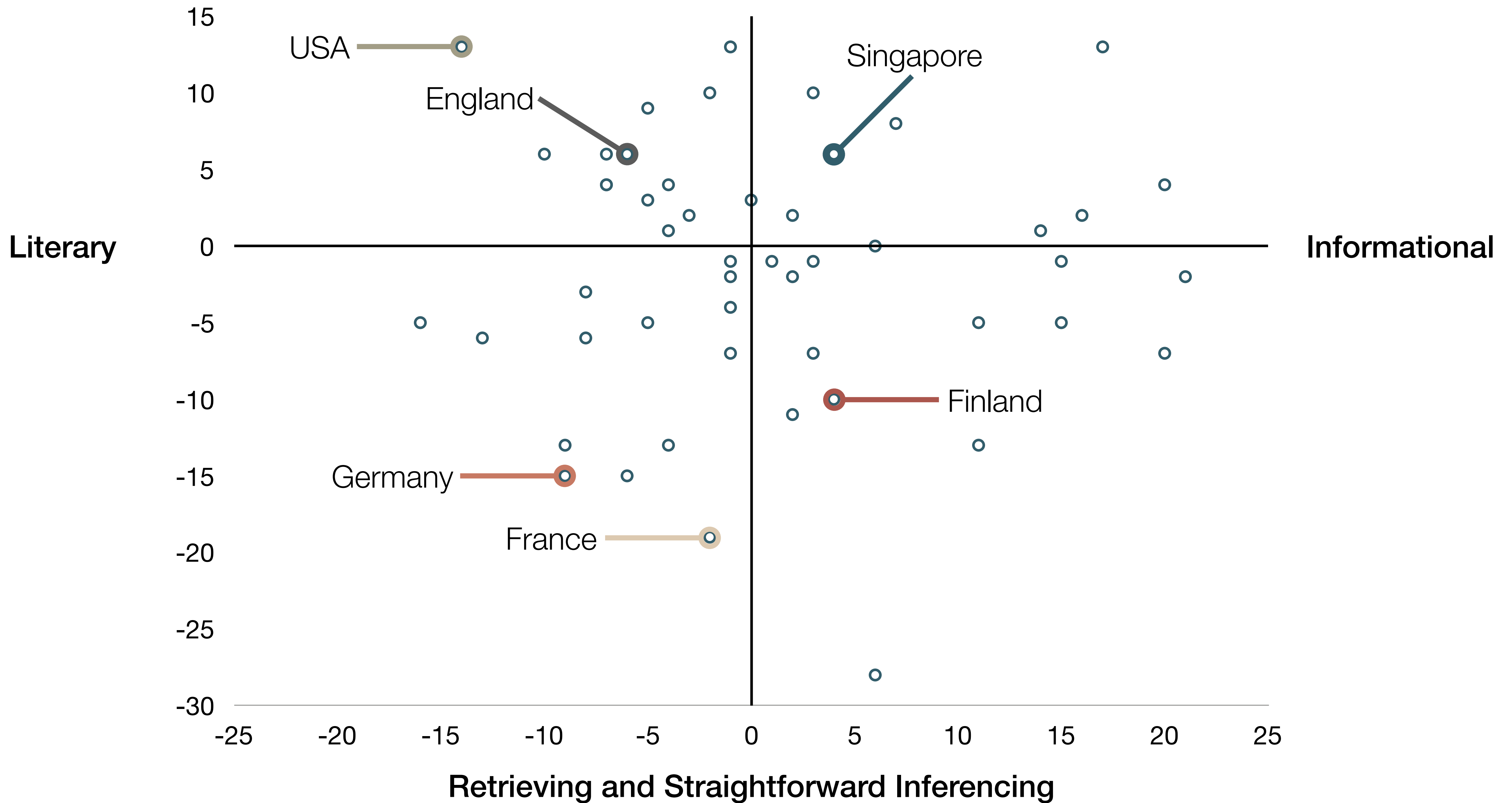
Literary

Informational



Retrieving and Straightforward Inferencing

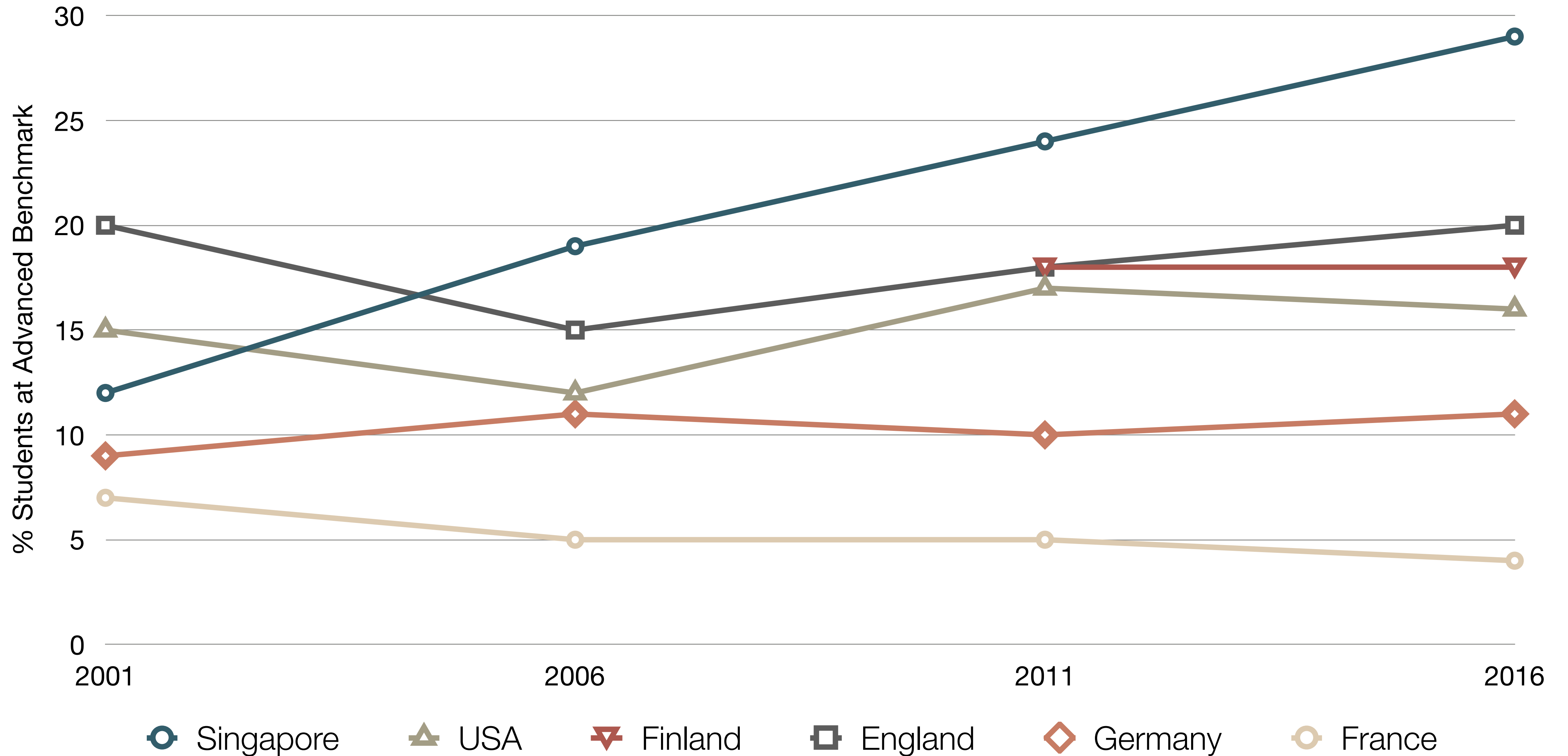
Interpreting, Integrating, and Evaluating



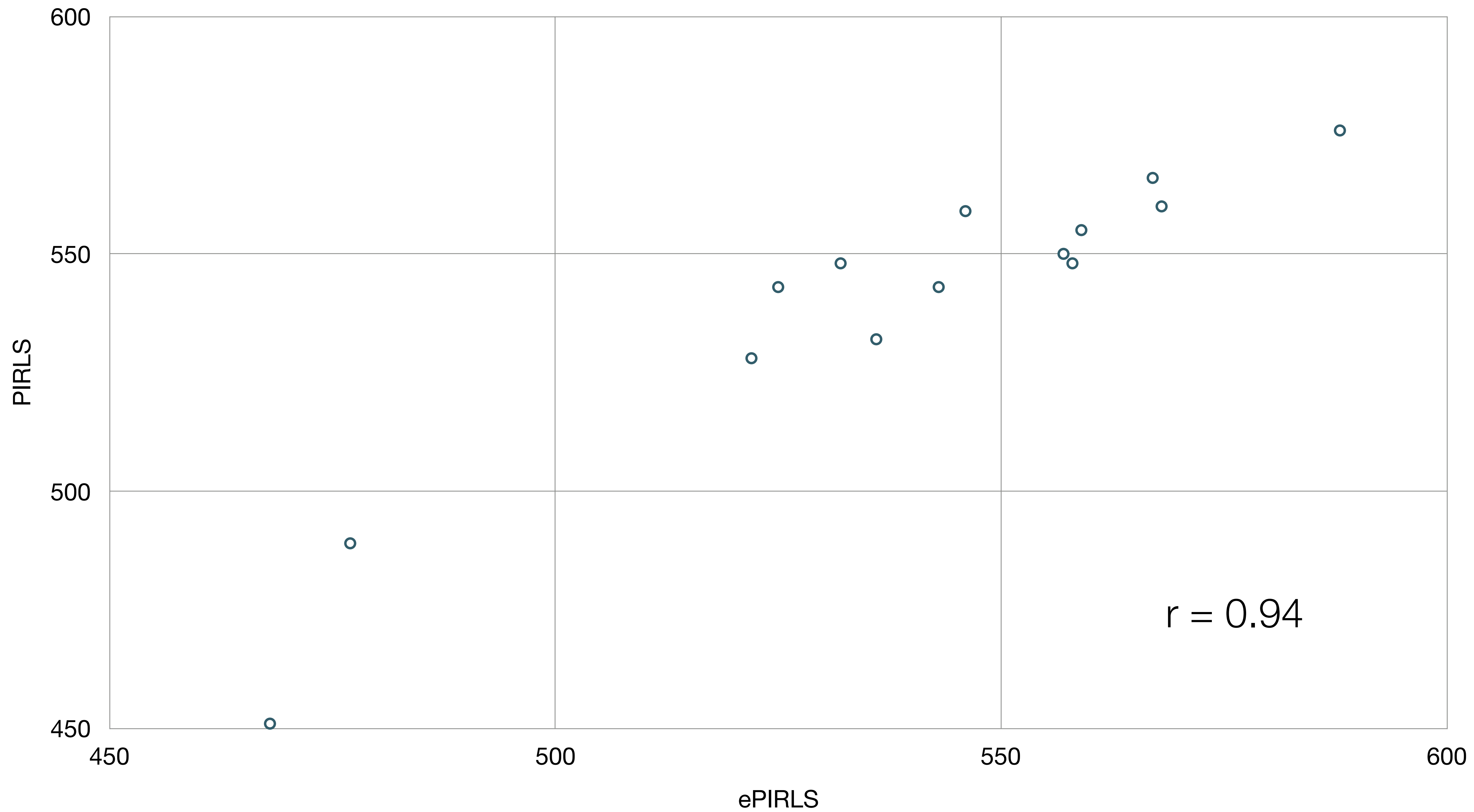
PIRLS – Advanced International Benchmark

- When reading relatively complex Literary Texts, students can:
 - Interpret story events and character actions to describe reasons, motivations, feelings, and character development with full text-based support
 - Begin to evaluate the effect on the reader of the author's language and style choices
- When reading relatively complex Informational Texts, students can:
 - Distinguish and interpret complex information from different parts of text, and provide full text-based support
 - Integrate information across a text to explain relationships and sequence activities
 - Begin to evaluate visual and textual elements to consider the author's point of view.

PIRLS Advanced International Benchmark - Trends



Country	ePIRLS	PIRLS
Singapore	588	576
Norway	568	560
Ireland	567	566
Sweden	559	555
Denmark	558	548
United States	557	550
Chinese Taipei	546	559
Canada	543	543
Israel	536	532
Italy	532	548
Slovenia	525	543
Portugal	522	528
Georgia	477	489
United Arab Emirates	468	451



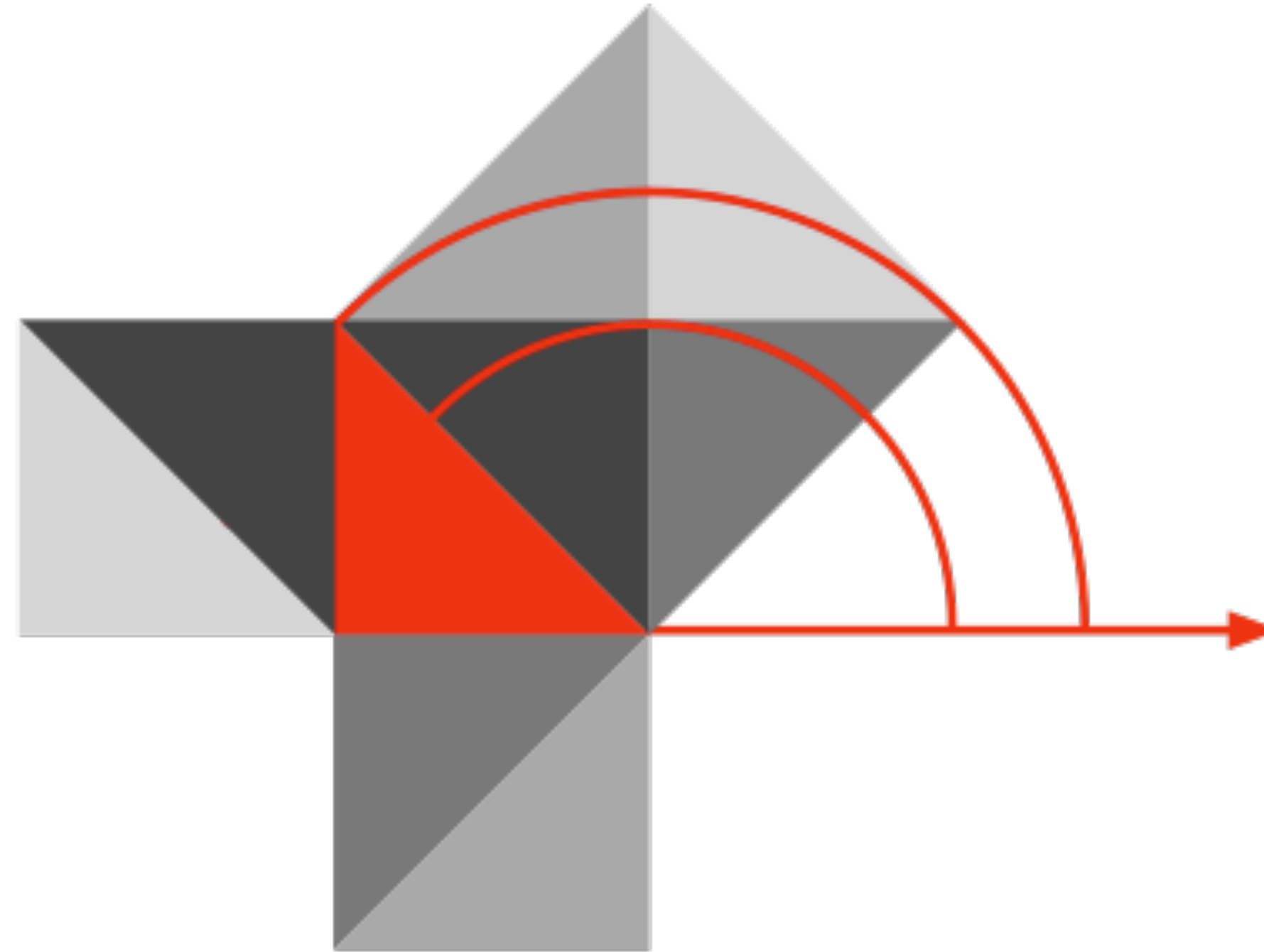
ePIRLS Scores	More than 30min. Reports/ Presentations	Less than 30min. Reports/ Presentations	More than 30min. Find/Read Info	Less than 30min. Find/Read Info
International Average	549	535	534	541
Singapore	606	576	584	590
USA	570	554	542	561

ePIRLS - International Benchmarks

- Students at the Low International Benchmark could locate and reproduce information from webpages with a variety of dynamic and navigable features.
- 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.
- Students at the High International Benchmark demonstrated that they could distinguish relevant information to provide comparisons; interpret and integrate information across webpages to make contrasts; and evaluate how graphic elements and language choices support content.
- Students at the Advanced International Benchmark could make inferences from complex information; interpret and integrate information within and across webpages to show thorough understanding; and evaluate the effects of features to begin to understand the writer's point of view.

% Students	Advanced (625)	High (550)	Interm. (475)	Low (400)
Singapore	34	38	20	6
Ireland	20	43	27	8
Norway	18	45	29	7
United States	18	38	30	11
Denmark	15	42	32	9
Sweden	14	45	30	9
Israel	13	34	31	15
Canada	12	37	33	14
Chinese Taipei	10	41	35	11
Italy	6	35	41	16
Slovenia	5	34	39	17
United Arab	5	17	28	25
Portugal	5	30	42	20
Georgia	1	15	38	31

Hippasus



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