

Benefits of PIRLS 2021

PIRLS enables countries to make evidence-based decisions to improve reading education. Countries use the achievement and questionnaire data to:

- Monitor system-level achievement trends in a global context
- Monitor the impact of new or revised educational policies
- Pinpoint any areas of weakness, and stimulate curricular reform
- Improve teaching and learning through research and analysis of PIRLS data
- Conduct related studies, such as monitoring equity or assessing students in additional grades
- Obtain rich questionnaire data about the home and school contexts for teaching and learning reading

The Flexibility of PIRLS 2021

In countries where most children still are developing basic reading skills, students can participate in the less difficult version of PIRLS. It has passages in common with PIRLS, as well as some shorter and simpler texts.

Also, PIRLS has a benchmarking component whereby entities such as regions (e.g., states or provinces), additional grades (e.g., third or fifth grade), or additional language groups can participate in the same ways as countries.

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PIRLS is a project of IEA. With offices in Amsterdam and Hamburg, IEA pioneered international comparative studies. It has been conducting international assessments of educational achievement since 1959.



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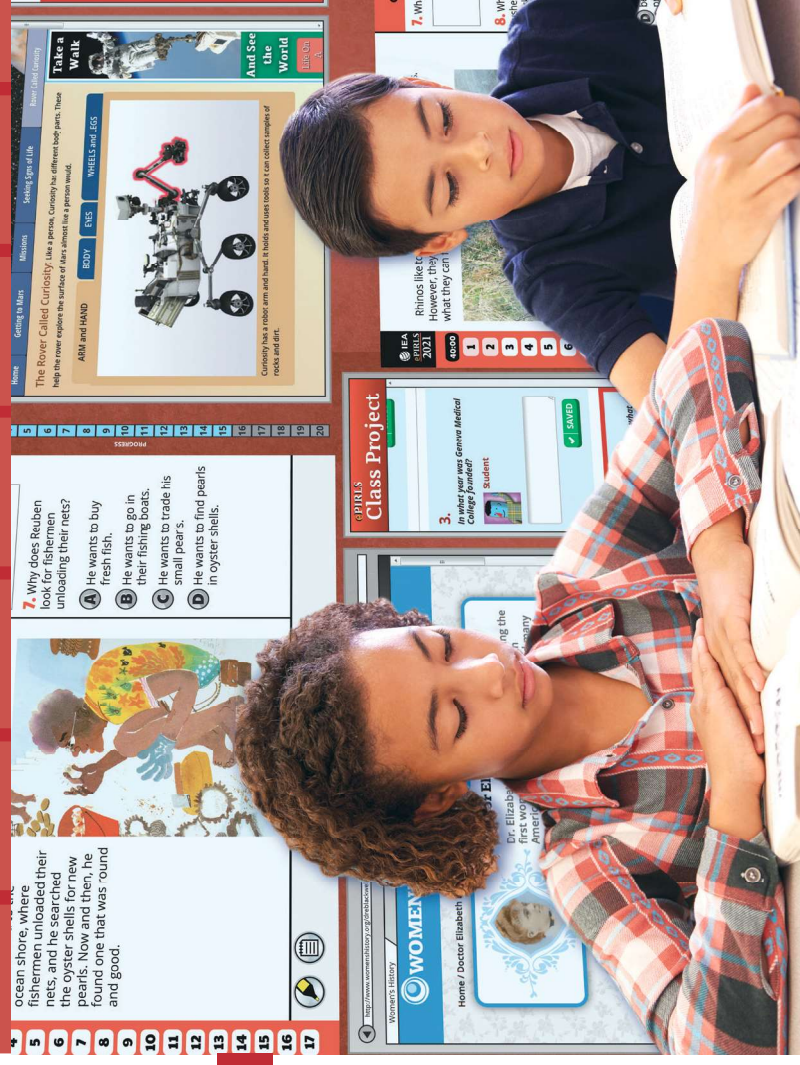
PIRLS is directed by the TIMSS & PIRLS International Study Center at Boston College. PIRLS, together with TIMSS, which assesses mathematics and science, comprise IEA's core cycle of studies designed to provide countries with regular information about achievement in three fundamental subjects—reading, mathematics, and science.

pirls.bc.edu

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

PIRLS 2021

20 Years of Trends
Now available in digital format



PIRLS

2021

TIMSS & PIRLS
International Study Center
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20 Years of Trends in Reading Achievement

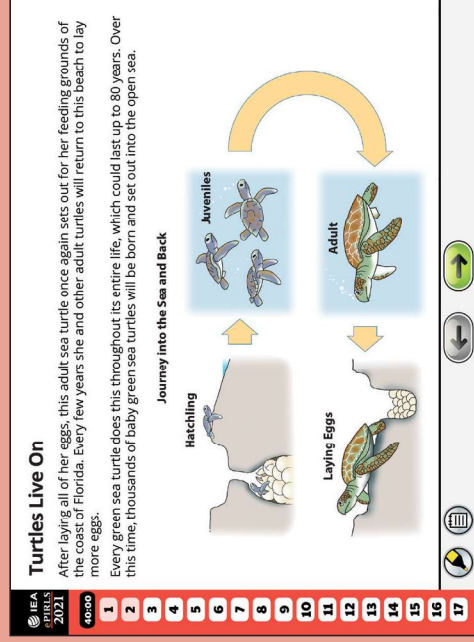
Conducted every five years, IEA's *PIRLS* (Progress in International Reading Literacy Study) offers a comparative international assessment in reading comprehension at fourth grade. Reading literacy is the foundation for student academic success and personal growth, and *PIRLS* is a valuable vehicle for studying whether new or revised policies impact achievement.

The *PIRLS* reading assessment is based on a comprehensive framework that covers major reading purposes – for literary experience, to acquire and use information, and to search for information on the internet. The framework specifies in some detail the types of texts and reading comprehension strategies to be assessed.

Marking 20 years of trend data since 2001, the fifth *PIRLS* assessment will be in 2021 and will include more than 50 countries.

Transitioning to e-Assessment

To keep up to date, *PIRLS* evolves with each assessment cycle. For 2021, *PIRLS* is focusing on converting to a digital format.



and data entry and scoring, while reducing printing and shipping costs.

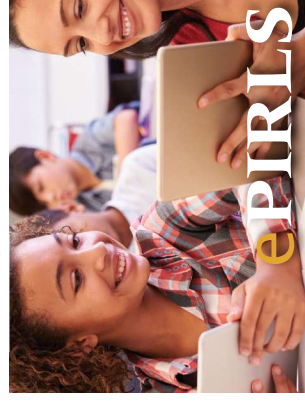
Having *PIRLS* in an “e” environment enables joining it with the computer-based *ePIRLS* assessment of online reading in a simulated internet environment initiated in 2016. With *PIRLS* all “e”, countries can administer the full *PIRLS* reading assessment—*PIRLS* Literary and Informational as well as the *ePIRLS* online informational—as one seamless digitally based endeavor. As such, the full *PIRLS* 2021 assessment administered digitally will be known as *ePIRLS*.

Countries may take advantage of the digital benefits of the new full *ePIRLS* assessment or administer *PIRLS* in paper format as they did in 2016.

Like previous cycles, *PIRLS* 2021 will continue to collect an extensive array of policy relevant information about students’ home and school experiences in learning to read:

- Home questionnaire
- Student, teacher, and school questionnaires
- *PIRLS* 2021 *Encyclopedia: Education Policy and Curriculum in Reading*

ePIRLS Online Reading: Monitor Internet Reading & Research Skills



ePIRLS Online Reading monitors how well students read, interpret, and critique online information in an environment that looks and feels like the internet.

Using a simulated internet browser window, students conduct searches, navigate using links and tabs, and read texts to complete school-like assignments on history or science topics.

With the guidance of a teacher avatar, students navigate within and across webpages to answer questions, explain relationships, and interpret and integrate information. The webpages contain visual data including photos, charts, and maps, as well as

navigational and dynamic features such as animations, hyperlinks, and pop-up boxes.

ePIRLS Online Reading was inaugurated in 2016, so countries that participated in that assessment can have trend data in 2021.

