

# PIRLS 2021

**PIRLS now available in digital format - digitalPIRLS!**

**20**  
Years of  
Trends

**PIRLS 2021**

**Journey into the Sea and Back**

**THE NEXT GENERATION**  
Out of the water, she struggles to move on land. She crawls to a place where high tides will not wash away her eggs. Using her front flippers, she digs a wide pit. This will become her nest. With her rear flippers, she scoops out a smaller hole inside the pit.  
After two hours of hard work, she is ready to lay more than 100 leathery white eggs inside the smaller, deeper hole. She packs sand over them. Then she tosses sand over the whole nest. During the following two months, she will dig and lay eggs in three more nests. After two months, the new hatchlings break out of their shells and will begin their own journeys.

**TURTLES LIVE ON**  
After laying all of her eggs, this adult sea turtle once again sets out for her feeding grounds off the coast of Florida. Every few years she and other adult turtles will return to this beach to lay more eggs. Every green sea turtle does this throughout its entire life, which could last up to 80 years. Over this time, thousands of baby green sea turtles will be born and set out into the open sea.

**Questions**

**Diagram:** Journey into the Sea and Back. A circular diagram showing the life cycle: Laying Eggs → Hatchlings → Juveniles → Adult → Laying Eggs.



**PIRLS Online Reading 2016**

**Mars Exploration Program**

**What does it take to get to Mars?**

First, you need a very powerful rocket.  
Second, you need to plan a long time ahead.  
Earth and Mars both move around the Sun, but they have different orbits. As a result, sometimes the two planets are close to Mars, you need to calculate Mars orbits. Then you must aim for rocket about eight months to get to Mars.

**YOU CAN BE A STAR!**  
HAYS A STAR NAMED AFTER YOU OR FRIENDS!  
Be a Star!

**PIRLS Class Project**

11. You have to plan a long time ahead to get to Mars. Explain why.

Mr. Webster

# 20 Years of Trends in International Reading Achievement

Conducted every five years since 2001, IEA's PIRLS (Progress in International Reading Literacy Study) provides trends in reading achievement at the fourth grade for about 60 countries around the world. PIRLS is a valuable vehicle for monitoring the impact of new or revised policies on students' educational achievement.

## Transitioning to Digitally Based Assessment

*After reading a digital PIRLS passage about sea turtles, students click on a tab to access and answer questions.*

The screenshot shows the PIRLS 2021 digital interface. At the top left, it displays '37:16' and 'PIRLS 2021'. The IEA logo is at the top right. The main content area is titled 'Back to the Sand' and contains three paragraphs of text about a sea turtle's journey. To the right of the text is a map of the Caribbean region, showing Florida, USA, and Costa Rica. A red line on the map indicates the sea turtle's path from Florida to Costa Rica. A legend below the map shows a green square labeled 'Green turtle beach'. At the bottom of the interface, there is a red button with a question icon and the word 'Questions'.

This screenshot shows the same digital interface as the previous one, but with a question displayed. The question is: '12. How old is a female green sea turtle when she first sets out to lay her eggs?'. Below the question are four multiple-choice options: (A) about 3 years, (B) about 10 years, (C) about 26 years, and (D) about 80 years. The interface also shows a 'Questions' button with a dropdown arrow, a navigation bar at the bottom with a left arrow, '12/17', and a right arrow, and a compass icon in the bottom right corner.

To keep up to date, PIRLS evolves with each assessment cycle. For the first time, PIRLS 2021 will be presented via a digital web-based delivery system.

The digital PIRLS reading assessment will include a variety of reading texts presented in an engaging and visually attractive format that will motivate students to read and interact with the texts and answer comprehension questions. The texts address the two overarching purposes for reading that account for most of the reading done by young students both in and out of school: for literary experience, and to acquire and use information. In addition, PIRLS assesses four broad-based comprehension processes within each of the two purposes for reading: focus on and retrieve explicitly stated information, make straightforward inferences, interpret and integrate ideas and information, and evaluate and critique content and textual elements. digital PIRLS will include the ePIRLS assessment of online reading initiated in 2016.

ePIRLS monitors how well students read, interpret, and critique online information in an environment that looks and feels like the internet. With the guidance of a teacher avatar, students navigate within and across webpages to answer questions, explain relationships, and interpret and integrate information.

The screenshot displays the ePIRLS Online Reading 2016 interface. The main content area shows a webpage titled "Mars Exploration Program" with a navigation menu (Home, Getting to Mars, Missions, Seeking Signs of Life, Rover Called Curiosity). The main text reads: "The Rover Called Curiosity: Like a person, Curiosity has different body parts. These help the rover explore the surface of Mars almost like a person would." Below this is a section titled "ARM and HAND" with sub-sections "BODY", "EYES", and "WHEELS and LEGS". A central image shows the Curiosity rover with a red circle highlighting its robotic arm. To the right, there is a "Take a Walk" section with an astronaut image and a "Late On A" button. A sidebar on the right titled "ePIRLS Class Project" contains a question: "16. Match each part of Curiosity with something that the part does. Click on the drop-down menus." Below the question are four multiple-choice options: A. Arm and Hand, B. Body and Instruments, C. Eyes, and D. Wheels and Legs. Each option has a dropdown menu and a text input field. A teacher avatar is visible in the top left corner of the sidebar.

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. Taken together as one seamless digitally based endeavor, digitalPIRLS provides a state-of-the-art assessment of 21st century reading skills.

Countries that administer digitalPIRLS can take advantage of the benefits of a computer-based assessment, including greater operational efficiency in translation and translation verification, data entry, and scoring, without the need for printing or shipping. digitalPIRLS will be offered as a web-based system via school-based or IEA web servers, or via a USB drive connected locally to a PC with the Windows Operating System.

As an alternative to digitalPIRLS, countries may administer PIRLS 2021 in paper format. ePIRLS is available only in conjunction with digitalPIRLS.

## ***Informs Evidence-Based Decision-Making***

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

- *The Home Questionnaire gathers data related to students' "head start" before entering primary school, with an emphasis on learning early literacy skills and the level of preprimary education students received*
- *The Student, Teacher, and School Questionnaires focus on issues such as school safety, emphasis on academic success, school and classroom resources for learning, use of technology, and effective instruction*
- *Authored by the participating countries, the PIRLS 2021 Encyclopedia provides a comprehensive picture of reading education around the world*

## Benefits of PIRLS 2021

*PIRLS 2021 offers countries the opportunity to participate in a world-class assessment of reading comprehension. The high-quality internationally comparative data enable countries 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 curriculum reform
- Improve teaching and learning through research and analysis of *PIRLS* data
- Obtain rich questionnaire data about the home and school contexts for teaching and learning reading
- Conduct related studies, such as monitoring equity or assessing students in additional grades



## 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. The results are reported on the *PIRLS* achievement scale, just as in *PIRLS*.

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.



*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.