PIRLS

Chapter 2

Chapter 2
Achievement in Reading for Literary Experience and Reading To Acquire and Use Information

For PIRLS, reading literacy is defined as:

> the ability to understand and use those written language forms required by society and/or valued by the individual. Young readers can construct meaning from a variety of texts. They read to learn, to participate in communities of readers, and for enjoyment.

Based on this definition, purposes for reading and processes of comprehension formed the foundation for the PIRLS written assessment and students' attitudes and reading habits were addressed through questionnaires.

Chapter 2 presents results by the two overarching purposes for reading assessed by PIRLS:

- reading for literary experience, and

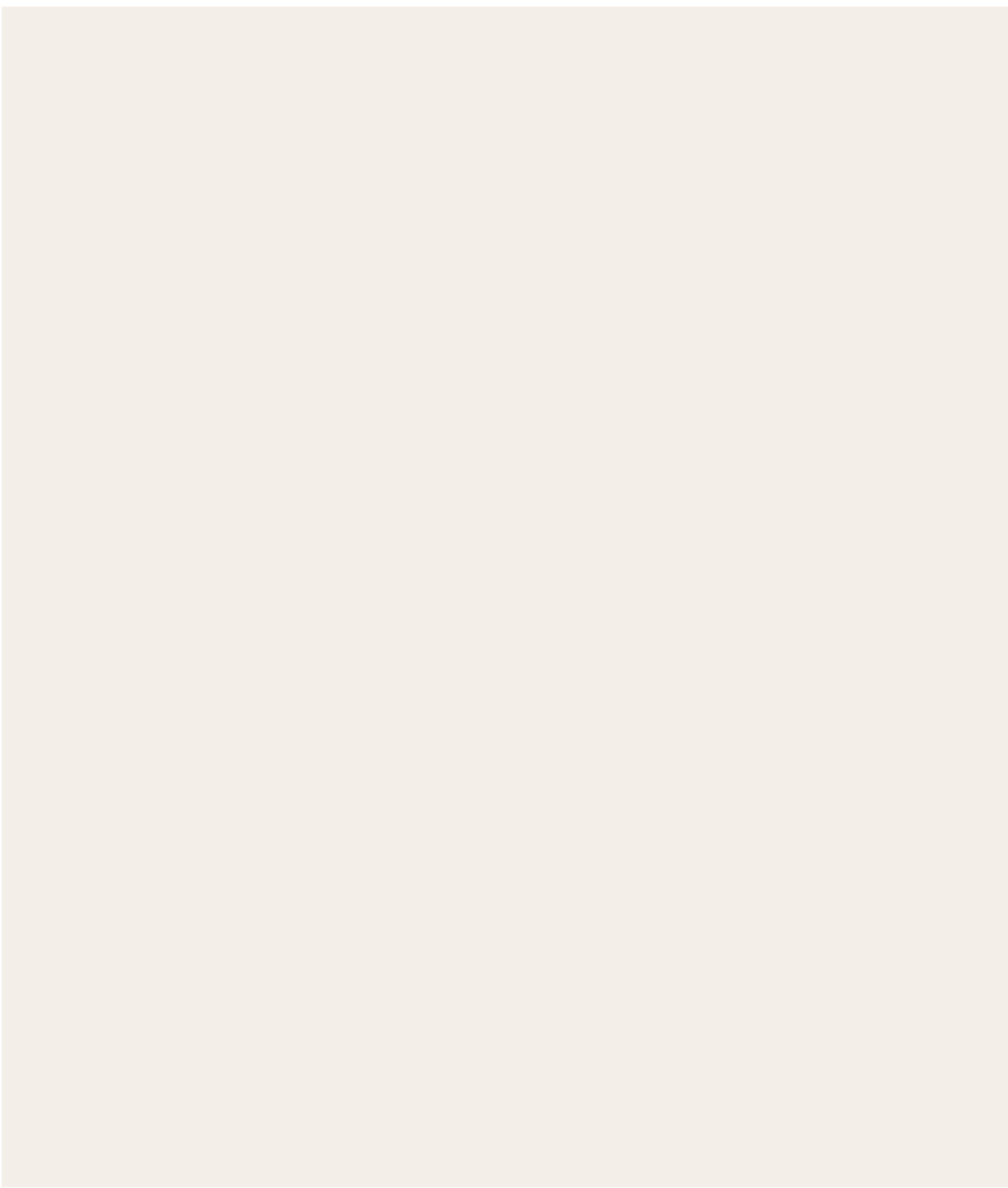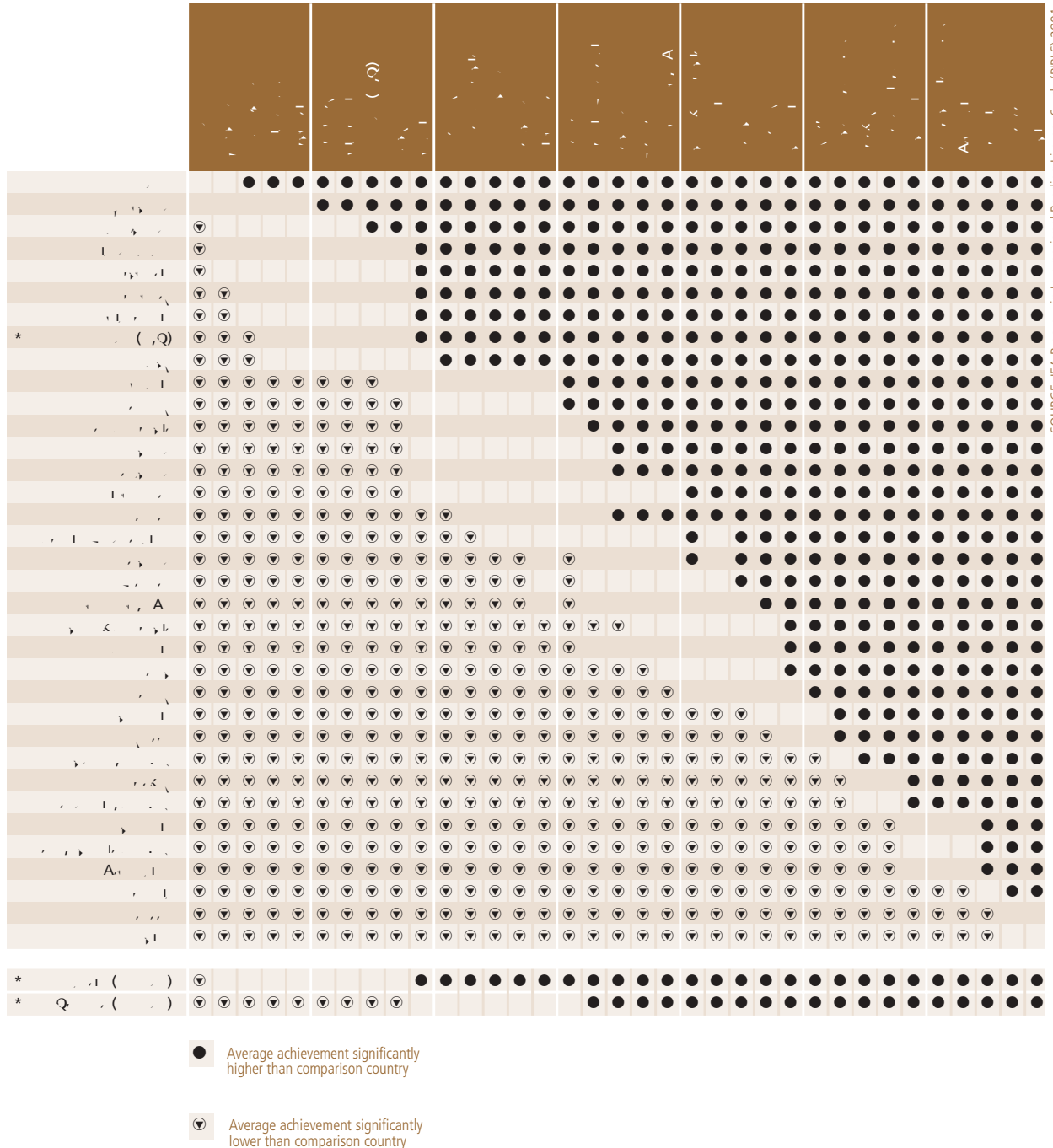- reading to acquire and use information.

Exhibit 2.1:   Distribution of Reading Achievement for Literary Purposes

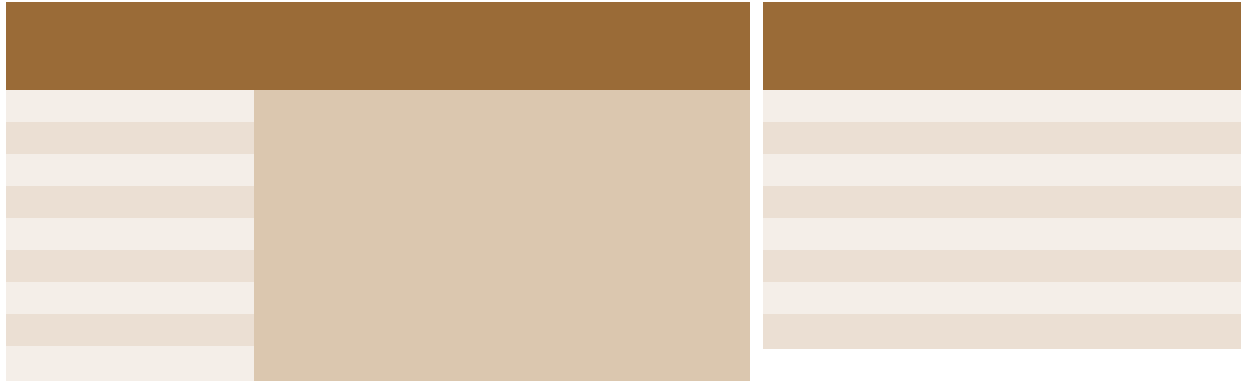**Exhibit 2.2:** **Multiple Comparisons of Average Reading Achievement for Literary Purposes**

Instructions: Read ac● he ● f● a c● n ●com▲a e▼▲e f●mance i h he co n ie li ed al●ng he ▲▲ ●f he cha . The ▲mb●l indica e he he he a e age achie emen ●f he co n in he ● i igni can l l● e han ha ●f he com▲a i ●n c● n , igni can l highe han ha ●f he com▲a i ●n c● n , ● if he e i n● a i icall igni can diffe ence be een he a e age achie e-men ●f he ● c● n ie .

SOURCE: IEA P ●g e in In e na i●nal Reading Li e ac S d (PIRLS) 2001.

● Average achievement significantly higher than comparison country

▼ Average achievement significantly lower than comparison country

* Canada i ●e e en ed b he ▲● ince ●f On a i● and Q ebec ●nl . The in e na i●nal a e age d●e n● incl de he e l f●m he ▲● ince ▲▲a a el .

Exhibit 2.3:   Distribution of Reading Achievement for Informational Purposes

performed above the international average, 2 similar to it, and 10 below it. However, while the ordering is similar for the two purposes and overall achievement, there are some interesting differences between literary and informational reading in the relative performance of the PIRLS countries.[2]

The exhibits comparing average achievement among pairs of individual countries for literary (Exhibit 2.2) and informational (Exhibit 2.4) purposes use the same format as for overall reading achievement (Exhibit 1.2) and are read the same way, by selecting a country and looking across the table. A triangle pointing up indicates significantly higher performance than

Exhibit 2.5:   Relative Difference in Performance Between Literary and Informational Purposes

				Literary Higher	Informational Higher
	550 (3.8)	533 (3.7)	17 (1.2)		
	520 (1.3)	504 (1.5)	16 (1.3)		
	506 (2.7)	492 (2.8)	14 (1.3)		
	559 (3.9)	546 (3.6)	14 (1.8)		
	421 (4.5)	408 (4.6)	12 (1.9)		
	548 (2.0)	537 (2.2)	11 (1.1)		
	498 (2.5)	490 (3.0)	8 (1.2)		
	543 (2.7)	536 (2.4)	7 (1.2)		
	528 (3.3)	521 (3.7)	7 (1.7)		
	531 (3.9)	525 (3.8)	7 (2.2)		
	546 (3.1)	540 (2.7)	6 (2.3)		
	510 (2.6)	507 (2.9)	3 (0.9)		

Exhibit 2.6:　Reading for Literary and Informational Purposes by Gender

429 (6.2)	408 (6.2)	21 (4.6)	429 (6.0)	415 (5.9)	15 (4.9)
340 (5.3)	320 (5.6)	20 (5.1)	349 (5.1)	316 (5.9)	32 (5.0)
563 (4.2)	535 (5.1)	28 (5.4)	561 (3.4)	541 (4.2)	20 (3.1)
554 (3.0)	535 (2.7)	19 (2.2)	549 (3.0)	534 (2.6)	16 (2.7)
431 (4.9)	419 (4.8)	12 (4.6)	430 (5.2)	417 (4.9)	12 (5.4)
512 (2.9)	485 (3.3)	26 (3.7)	500 (3.1)	480 (3.5)	20 (2.8)
543 (2.7)	528 (2.7)	14 (2.8)	541 (3.3)	532 (3.1)	9 (3.5)
574 (4.9)	544 (4.0)	30 (4.3)	554 (4.0)	537 (4.0)	17 (3.5)
524 (2.9)	513 (3.2)	11 (3.2)	540 (2.9)	527 (3.1)	12 (3.3)
544 (2.1)	529 (2.4)	14 (2.5)	543 (2.5)	533 (2.1)	10 (2.6)
539 (3.8)	516 (3.7)	23 (3.5)	529 (3.9)	513 (4.4)	15 (3.8)
528 (3.4)	507 (3.4)	21 (3.4)	546 (2.8)	529 (3.6)	17 (3.1)
558 (2.1)	538 (2.6)	20 (2.5)	542 (2.5)	532 (2.8)	10 (3.0)
531 (1.9)	509 (1.7)	21 (2.4)	512 (1.9)	496 (2.0)	16 (2.6)
433 (5.7)	406 (6.4)	28 (8.7)	419 (6.4)	395 (6.1)	24 (8.8)
521 (3.3)	498 (3.2)	23 (3.9)	518 (3.5)	495 (3.6)	23 (4.2)
549 (2.7)	538 (3.3)	11 (2.8)	539 (2.7)	533 (2.6)	6 (2.6)
416 (5.2)	373 (5.4)	43 (7.4)	430 (6.1)	378 (6.7)	52 (9.1)
548 (2.8)	527 (2.2)	21 (2.4)	558 (2.8)	537 (2.6)	22 (2.8)
554 (3.4)	536 (3.7)	18 (3.8)	548 (2.9)	532 (2.9)	16 (2.8)
453 (4.6)	430 (4.9)	22 (3.3)	454 (5.6)	437 (5.8)	17 (4.8)
492 (4.3)	468 (3.6)	23 (3.4)	516 (5.5)	494 (4.7)	23 (4.5)
358 (8.5)	340 (9.1)	19 (5.1)	370 (10.8)	349 (11.9)	20 (6.3)
561 (2.8)	544 (3.2)	17 (3.3)	559 (2.9)	547 (2.9)	11 (2.4)
546 (4.7)	517 (4.6)	30 (5.1)	536 (4.5)	514 (4.4)	21 (4.6)
519 (3.4)	494 (3.1)	24 (3.6)	499 (3.7)	486 (3.1)	14 (3.9)
518 (4.2)	505 (6.1)	13 (4.4)	519 (4.6)	506 (5.6)	13 (4.3)
531 (3.9)	517 (4.3)	14 (2.9)	536 (4.5)	527 (4.6)	9 (2.8)
538 (4.0)	519 (4.1)	19 (3.9)	534 (4.3)	520 (4.1)	14 (4.4)
541 (5.7)	516 (6.0)	25 (4.2)	538 (4.9)	517 (5.3)	21 (3.8)
519 (2.9)	505 (2.9)	14 (2.8)	530 (2.8)	514 (3.4)	16 (3.3)
509 (2.4)	490 (2.4)	19 (3.1)	514 (2.6)	492 (2.5)	21 (3.4)
572 (2.9)	547 (2.6)	25 (2.8)	568 (2.8)	550 (2.6)	18 (3.2)
460 (3.8)	437 (3.6)	22 (2.9)	460 (4.6)	444 (4.2)	16 (4.5)
558 (4.2)	542 (4.6)	16 (4.3)	541 (4.1)	525 (4.3)	16 (4.0)
511 (0.7)	490 (0.7)	21 (0.7)	509 (0.7)	491 (0.8)	18 (0.8)
563 (4.0)	540 (3.3)	24 (3.2)	550 (3.9)	533 (3.4)	17 (3.5)