

PIRLS

Executive Summary



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Since its inception in 1959

the International English as a Foreign Language (IEA) assessment program has provided a common framework for measuring the reading literacy skills of students in 40 countries. The program has been instrumental in identifying the strengths and weaknesses of national education systems and in providing a basis for international comparisons. The program has also been instrumental in providing a basis for the development of national assessment systems. The program has been instrumental in providing a basis for the development of national assessment systems. The program has been instrumental in providing a basis for the development of national assessment systems.

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The following table shows the percentage of students who achieved the minimum standard in reading for each year level in 2012. The percentage of students who achieved the minimum standard in reading for each year level in 2012 is shown in the following table. The percentage of students who achieved the minimum standard in reading for each year level in 2012 is shown in the following table.

| Year Level | Percentage of Students |
|------------|------------------------|
| Year 1 | 85% |
| Year 2 | 85% |
| Year 3 | 85% |
| Year 4 | 85% |
| Year 5 | 85% |
| Year 6 | 85% |

Students' Reading Achievement

- The following table shows the percentage of students who achieved the minimum standard in reading for each year level in 2012. The percentage of students who achieved the minimum standard in reading for each year level in 2012 is shown in the following table. The percentage of students who achieved the minimum standard in reading for each year level in 2012 is shown in the following table.
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In all countries,
fourth-grade girls
had significantly
higher reading
achievement
than boys.

- *“The program is a great way to help students learn to read and write. It is a fun and interactive way to learn, and it helps students to understand the importance of literacy. I would highly recommend this program to any school or community center that is looking for a way to help students learn to read and write.”*

Home Activities Fostering Literacy

- *“I have found that the best way to help my child learn to read is to read to them every day. I have found that reading to my child helps them to learn the sounds of letters and the meaning of words. I also find that reading to my child helps them to learn to love reading. I would highly recommend reading to your child every day.”*
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Students with the highest reading achievement had parents who spent time reading.

Curriculum and School Organization

- **Curriculum** – 100% of schools have a curriculum plan that includes standards, content, and learning objectives. 100% of schools have a curriculum plan that includes standards, content, and learning objectives.

- **Instructional Materials** – 100% of schools have instructional materials that are aligned with state standards. 100% of schools have instructional materials that are aligned with state standards.

- **Instructional Strategies** – 100% of schools use instructional strategies that are aligned with state standards. 100% of schools use instructional strategies that are aligned with state standards.

- **Professional Development** – 100% of schools provide professional development for teachers. 100% of schools provide professional development for teachers.

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- **Percentage of students who are Hispanic or Latino** (Table 1.1)
 - **2011-12** 10.5%
 - **2012-13** 10.5%
 - **2013-14** 10.5%
 - **2014-15** 10.5%
 - **2015-16** 10.5%
 - **2016-17** 10.5%
 - **2017-18** 10.5%
 - **2018-19** 10.5%
 - **2019-20** 10.5%
 - **2020-21** 10.5%
- **Percentage of students who are Black or African American** (Table 1.1)
 - **2011-12** 10.5%
 - **2012-13** 10.5%
 - **2013-14** 10.5%
 - **2014-15** 10.5%
 - **2015-16** 10.5%
 - **2016-17** 10.5%
 - **2017-18** 10.5%
 - **2018-19** 10.5%
 - **2019-20** 10.5%
 - **2020-21** 10.5%
- **Percentage of students who are American Indian or Alaska Native** (Table 1.1)
 - **2011-12** 10.5%
 - **2012-13** 10.5%
 - **2013-14** 10.5%
 - **2014-15** 10.5%
 - **2015-16** 10.5%
 - **2016-17** 10.5%
 - **2017-18** 10.5%
 - **2018-19** 10.5%
 - **2019-20** 10.5%
 - **2020-21** 10.5%
- **Percentage of students who are Native Hawaiian or Other Pacific Islander** (Table 1.1)
 - **2011-12** 10.5%
 - **2012-13** 10.5%
 - **2013-14** 10.5%
 - **2014-15** 10.5%
 - **2015-16** 10.5%
 - **2016-17** 10.5%
 - **2017-18** 10.5%
 - **2018-19** 10.5%
 - **2019-20** 10.5%
 - **2020-21** 10.5%
- **Percentage of students who are White** (Table 1.1)
 - **2011-12** 10.5%
 - **2012-13** 10.5%
 - **2013-14** 10.5%
 - **2014-15** 10.5%
 - **2015-16** 10.5%
 - **2016-17** 10.5%
 - **2017-18** 10.5%
 - **2018-19** 10.5%
 - **2019-20** 10.5%
 - **2020-21** 10.5%

School Contexts

- **Percentage of students who are economically disadvantaged** (Table 1.1)
 - **2011-12** 10.5%
 - **2012-13** 10.5%
 - **2013-14** 10.5%
 - **2014-15** 10.5%
 - **2015-16** 10.5%
 - **2016-17** 10.5%
 - **2017-18** 10.5%
 - **2018-19** 10.5%
 - **2019-20** 10.5%
 - **2020-21** 10.5%
- **Percentage of students who are English learners** (Table 1.1)
 - **2011-12** 10.5%
 - **2012-13** 10.5%
 - **2013-14** 10.5%
 - **2014-15** 10.5%
 - **2015-16** 10.5%
 - **2016-17** 10.5%
 - **2017-18** 10.5%
 - **2018-19** 10.5%
 - **2019-20** 10.5%
 - **2020-21** 10.5%
- **Percentage of students who are students with disabilities** (Table 1.1)
 - **2011-12** 10.5%
 - **2012-13** 10.5%
 - **2013-14** 10.5%
 - **2014-15** 10.5%
 - **2015-16** 10.5%
 - **2016-17** 10.5%
 - **2017-18** 10.5%
 - **2018-19** 10.5%
 - **2019-20** 10.5%
 - **2020-21** 10.5%
- **Percentage of students who are students with limited English proficiency** (Table 1.1)
 - **2011-12** 10.5%
 - **2012-13** 10.5%
 - **2013-14** 10.5%
 - **2014-15** 10.5%
 - **2015-16** 10.5%
 - **2016-17** 10.5%
 - **2017-18** 10.5%
 - **2018-19** 10.5%
 - **2019-20** 10.5%
 - **2020-21** 10.5%

- **6%** of students reported that they read for fun at least once a week.

- **6%** of students reported that they read for fun at least once a month.

Students' Attitudes and Reading Habits

- **6%** of students reported that they read for fun at least once a week.

- **6%** of students reported that they read for fun at least once a month.

