C. . • . 1







Overview of IEA's PIRLS Assessment

 $A_{1},\dots,A_{n},\dots,A_{n},\dots,A_{n},\dots,A_{n},\dots,A_{n},\dots,A_{n},\dots,A_{n},\dots,A_{n}$, \mathbf{E}_{ℓ} , \mathbf{E}_{ℓ} .,, 🚳 , IEA ,,,, 🐧 ,, ... 🐧 ... ,, ... PIL, I, d. d. , PI L d . . . ,,, , ..., .., , , , , , , , , , **X** ., , . . . , , ,

PIRLS and TIMSS in 2011

, ↓, PI L ,, , ↓ IM ■,,
IEA, IM (, , , , , M, , ,
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B. (IEA, PI L , , IM ,, , , , , , , , , , , , , , , ,
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, ,,, X ., (,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
PI L , . IM ,
,, \$, , X , , , , -, , , , \$, .
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A Definition of Reading Literacy
2011, m . m IEA'
. PI L
, , , , , ,
, IEA, 1991 PI L PI L PI L
PI L

$K_{1}, K_{2}, K_{3}, K_{4}, K_{5}, K_{6}, K_{6}, K_{7}, K_{8}, $
$M_{\downarrow \ldots}$, $K_{\downarrow \ldots}$, $M_{\downarrow \ldots}$, $M_{\downarrow \ldots}$, $M_{\downarrow \ldots}$).
PI L,, , , , ,
IEA,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
PI L
I
PI L,, D, G.,, IEA'
$\cdots \cdots $
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x,
F. PI L, ,
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$\begin{array}{cccccccccccccccccccccccccccccccccccc$
A,, & P,, ; C. , , ; & Z,,,,,,,,

..., (A ..., & C.,, ...; C., , ; L., ..., ...). . , , , , , , , , , , , , , **X** **, , ,** , . . **(** . , , , , , , , , **)** ,, ,... (G., ,... & N. \downarrow ,, ...; O., ,, z .,, , ... E ,, ,, , $C_{1}, \ldots, C_{n}, \ldots, D_{n}, \ldots, C_{n}, \ldots, C_{n$ K_{2} , Z_{2} , C_{2} , X_{2} , X_{3} , X_{4} , X_{5} , X

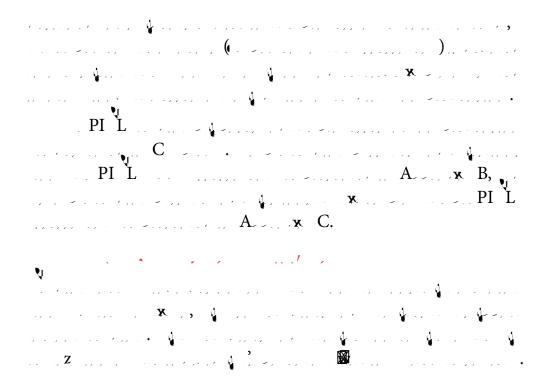
M \mathbf{y} , \mathbf{y}

 $D_{i,j} \quad \ \ \, \downarrow \quad \ \ \, , \quad \ \ \, \downarrow \quad \ \, , \quad \ \, \downarrow \quad \, , \quad \ \, \downarrow \quad \, , \quad \, \downarrow \quad \, \downarrow \quad \, , \quad \, \downarrow \quad \, \downarrow \quad \, , \quad \, \downarrow \quad \, \downarrow \quad \, , \quad \, \downarrow \quad \quad \downarrow \quad \, \downarrow$ \mathbf{x} \mathbf{w} , where \mathbf{x} is a property of \mathbf{x} and \mathbf{x} is a property of \mathbf{x} .

Overview of Aspects of Student's Reading Literacy
PIL ::::::::::::::::::::::::::::::::::::
‡ bchUNeWaXLA_ bchXXWe[a`
‡ d vs v(`YT vz osh[adeS`VSff[fgVvzoz
P L PI L PI L
‡ d \s V[`YXad'[f\d\$dk\y\b\d[W\UW
‡ d vS v(`Yfa SUcg[dvS`VgeVV(`Xad_Sf[a`ž
F. d
‡ XaUgea`S`VoMMdWMWMb/[Uff/kefSfW[`Xad_Sf[a`
‡ _ S] WefdS[YZfXadi SdV [`XXXXVUXX
‡ [`fWobdMVS`V[`fWwdSfW[VWSeS`V[`Xad_Sf[a`
<pre> ‡ VyNS_ [`VVS`VVINTS^gSFVVCia`fVVf1 'S`YgSYVINS`VfVyNfgS^ </pre>
F PI L PI L PI L PI L PI L . H M , PI L
B, PI L , , PI L , ,

Figure 1 Percentages of the PIRLS and prePIRLS Reading Assessments Devoted to Reading Purposes and Processes

PIRLS		prePIRLS		
Purposes for Reading		Purposes for Reading		
Literary Experience	50%	Literary Experience 50%		
Acquire and Use Information	50%	Acquire and Use Information 50%		
Processes of Comprehension		Processes of Comprehension		
 Focus on and Retrieve Explicitly Stated Information 	20%	 Focus on and Retrieve Explicitly Stated Information 50%		
Make Straightforward Inferences	30%	Make Straightforward Inferences 25%		
 Interpret and Integrate Ideas and Information 	30%	Interpret and Integrate Ideas and Information 25%		
Examine and Evaluate Content, Language, and Textual Elements	20%	 Examine and Evaluate Content, Language, and Textual Elements 		



 \mathbf{E}