

Exhibit 3.3: Relative Average Achievement in Comprehension Processes

Assessed Fourth Grade Students at the End of the School Year

Assessed one year later than originally scheduled

Country	Overall PIRLS Average Scale Score	Retrieving and Straightforward Inferencing		Interpreting, Integrating, and Evaluating		Difference	
		Average Scale Score	Difference from Overall PIRLS Score	Average Scale Score	Difference from Overall PIRLS Score	Process Score Lower than Overall PIRLS Score	Process Score Higher than Overall PIRLS Score
Australia [⊗]	540 (2.2)	534 (2.4)	-6 (1.1) ▼	547 (2.3)	7 (1.0) ▲		
² Albania	513 (3.1)	508 (3.4)	-4 (2.2) ▼	518 (3.1)	5 (1.9) ▲		
Oman	429 (3.7)	426 (3.6)	-4 (0.9) ▼	433 (3.9)	4 (1.6) ▲		
³ Singapore	587 (3.1)	584 (3.0)	-3 (0.7) ▼	591 (3.2)	4 (0.5) ▲		
Poland	549 (2.2)	545 (2.2)	-4 (1.2) ▼	552 (2.0)	3 (1.1) ▲		
³ Montenegro	487 (1.6)	484 (1.9)	-3 (1.3) ▼	491 (2.4)	4 (1.8) ▲		
England [⊗]	558 (2.5)	554 (2.4)	-3 (0.9) ▼	561 (2.5)	4 (1.4) ▲		
³ Serbia	514 (2.8)	510 (3.0)	-3 (1.4) ▼	516 (2.7)	3 (1.4) ▲		
² [⊗] Egypt	378 (5.4)	376 (5.4)	-2 (0.9) ▼	380 (5.1)	2 (1.4)		
³ Israel [⊗]	510 (2.2)	508 (2.3)	-2 (0.9) ▼	512 (2.7)	2 (1.4)		
Cyprus	511 (2.9)	509 (2.5)	-2 (1.1) ▼	512 (3.3)	2 (1.1)		
[≡] Netherlands	527 (2.5)	527 (2.8)	-1 (1.6)	529 (2.6)	2 (1.0)		
² [†] Brazil [⊗]	419 (5.3)	418 (5.2)	-1 (2.2)	420 (5.3)	1 (2.1)		
[†] New Zealand	521 (2.3)	521 (2.3)	-1 (0.8)	522 (2.4)	1 (1.0)		
² Italy	537 (2.2)	537 (2.4)	0 (1.2)	538 (2.2)	1 (0.7)		
² [†] Denmark	539 (2.2)	539 (2.1)	0 (1.0)	540 (2.2)	1 (1.1)		
² Portugal	520 (2.3)	520 (2.3)	0 (0.8)	520 (2.1)	0 (0.8)		
Russian Federation	567 (3.6)	568 (3.8)	1 (1.4)	568 (3.8)	1 (1.3)		
Bulgaria	540 (3.0)	541 (3.1)	1 (1.5)	541 (3.1)	1 (1.6)		
Slovenia	520 (1.9)	520 (1.9)	0 (0.7)	519 (1.8)	0 (0.9)		
Belgium (Flemish)	511 (2.3)	511 (2.2)	0 (0.8)	510 (2.3)	0 (0.7)		
Finland	549 (2.4)	550 (2.6)	1 (0.8)	549 (2.4)	0 (0.8)		
[†] Slovak Republic	529 (2.7)	530 (2.6)	1 (1.3)	529 (2.6)	0 (1.1)		
Spain	521 (2.2)	522 (2.3)	1 (0.9)	520 (2.2)	-1 (0.8)		
Malta	515 (2.7)	515 (2.9)	1 (1.0)	513 (2.9)	-1 (1.2)		
Norway (5)	539 (2.0)	540 (2.0)	1 (0.7)	538 (2.4)	-1 (1.2)		
Germany	524 (2.1)	525 (2.1)	1 (0.7)	522 (2.0)	-2 (0.8) ▼		
Jordan	381 (5.4)	381 (5.3)	1 (1.9)	379 (5.5)	-2 (1.6)		
Iran, Islamic Rep. of [⊗]	413 (4.9)	414 (4.7)	1 (1.4)	411 (4.7)	-2 (1.1) ▼		
² Sweden	544 (2.1)	546 (2.3)	2 (1.2)	542 (2.2)	-1 (1.0)		
Austria	530 (2.2)	532 (2.4)	2 (0.9) ▲	528 (2.2)	-2 (0.8) ▼		
Chinese Taipei	544 (2.2)	546 (2.1)	2 (0.7) ▲	542 (2.2)	-2 (0.6) ▼		
² Belgium (French)	494 (2.7)	497 (2.4)	2 (1.6)	492 (2.4)	-2 (1.6)		
North Macedonia	442 (5.3)	443 (5.4)	1 (1.1)	439 (6.0)	-3 (1.3) ▼		
² [†] Hong Kong SAR	573 (2.7)	577 (2.9)	4 (1.4) ▲	572 (2.6)	0 (1.3)		
² Turkiye	496 (3.4)	499 (3.6)	3 (1.4) ▲	494 (3.4)	-2 (1.2) ▼		
Czech Republic	540 (2.3)	542 (2.5)	3 (0.9) ▲	537 (2.4)	-3 (0.7) ▼		
Macao SAR	536 (1.3)	541 (1.0)	5 (1.3) ▲	534 (1.1)	-2 (1.1)		
France	514 (2.5)	519 (2.8)	5 (1.4) ▲	510 (2.6)	-4 (1.1) ▼		
[⊗] South Africa [⊗]	288 (4.4)	290 (4.5)	2 (1.1)	279 (4.5)	-9 (1.0) ▼		
Uzbekistan	437 (2.9)	441 (2.9)	4 (1.3) ▲	430 (3.2)	-7 (1.5) ▼		
² Kosovo	421 (3.1)	424 (3.0)	4 (1.4) ▲	412 (3.1)	-9 (1.2) ▼		
Azerbaijan	440 (3.6)	446 (3.7)	6 (1.1) ▲	431 (3.7)	-10 (1.2) ▼		
Benchmarking Participants							
² British Columbia, Canada	535 (3.5)	532 (3.8)	-3 (1.2) ▼	540 (3.6)	4 (0.8) ▲		
³ [≡] Alberta, Canada	539 (3.6)	537 (3.6)	-2 (1.1)	543 (3.6)	5 (1.1) ▲		
² Newfoundland & Labrador, Canada	523 (3.2)	522 (3.3)	-1 (2.0)	526 (3.3)	2 (2.0)		
Moscow City, Russian Federation	598 (2.1)	602 (2.0)	4 (1.1) ▲	597 (1.9)	-1 (0.9)		
South Africa (6) [⊗]	384 (4.5)	386 (4.5)	1 (1.1)	381 (4.5)	-3 (1.5) ▼		

▲ Process score significantly higher than overall PIRLS score

▼ Process score significantly lower than overall PIRLS score

■ Retrieving and Straightforward Inferencing

■ Interpreting, Integrating, and Evaluating

() Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

See Appendix A.2 for population coverage notes 1, 2, and 3. See Appendix A.5 for sampling guidelines and sampling participation notes †, ‡, and ≡.

⊗ Reservations about reliability because the percentage of students with achievement too low for estimation exceeds 15% but does not exceed 25%.

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Issues identified in Albania's data quality led to reduced comparability and framework coverage.