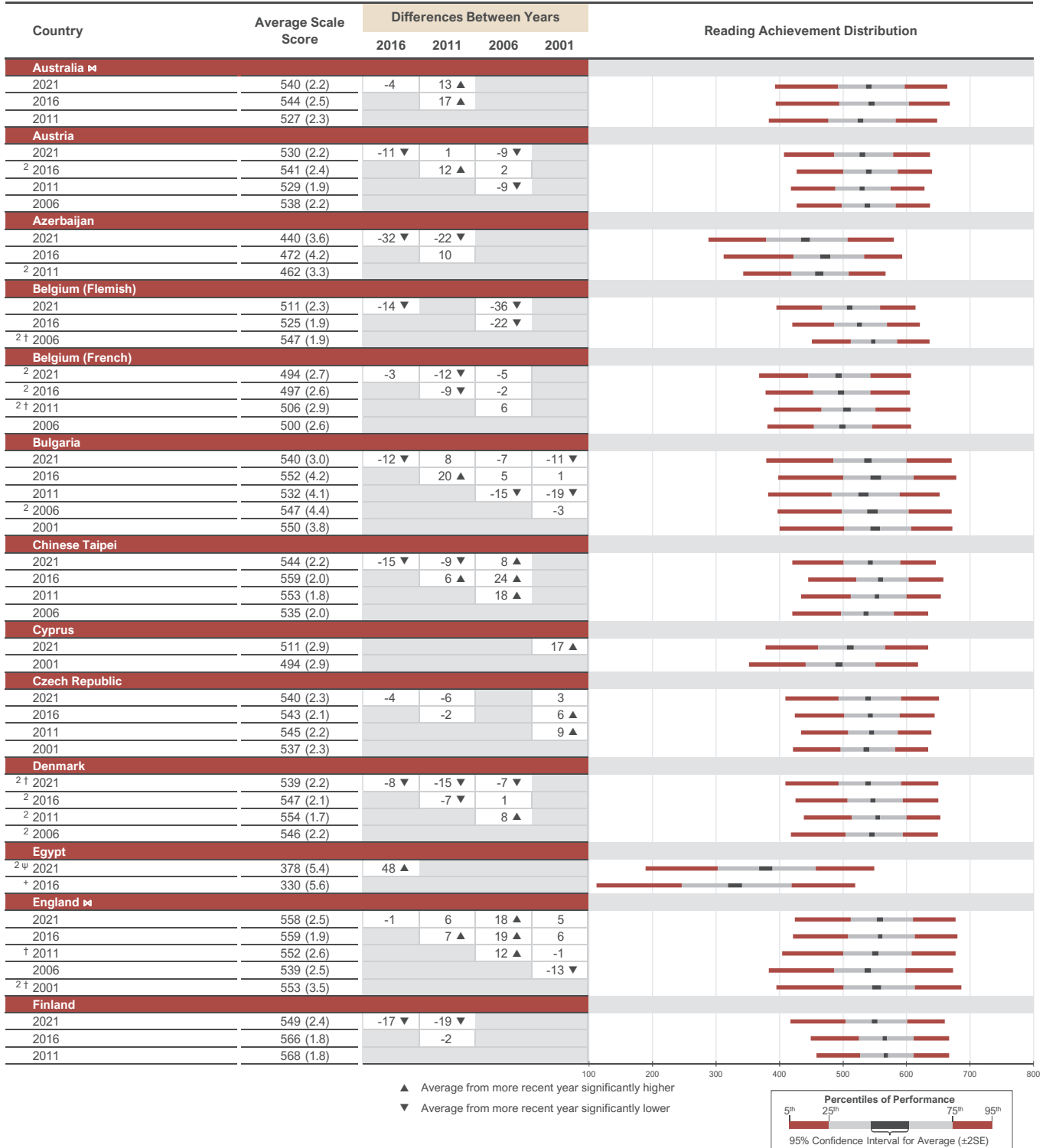


Exhibit 2.1.2: Differences in Average Reading Achievement Across Assessment Years

Assessed Fourth Grade Students at the End of the School Year

☒ Assessed one year later than originally scheduled – six year trend from PIRLS 2016

This exhibit reports differences in achievement across assessment years for the countries and benchmarking participants that assessed fourth grade students at the end of the school year and have comparable data from previous PIRLS assessments. Read across the row to determine if the difference in performance between years is statistically significant. Symbols indicate if the row year is significantly higher (▲) or significantly lower (▼) than the performance in the column year. See Appendix A for country participation in previous PIRLS assessments.



See Appendix A for country participation in previous PIRLS assessments.

() 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 Ξ.

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

‡ Reservations about reliability because the percentage of students with achievement too low for estimation exceeds 25%.

⁺ Participated in Literacy version of PIRLS 2016.

[±] Participated in both regular and Literacy versions of PIRLS 2016.

Exhibit 2.1.2: Differences in Average Reading Achievement Across Assessment Years

Assessed Fourth Grade Students at the End of the School Year

☒ Assessed one year later than originally scheduled – six year trend from PIRLS 2016

(Continued)

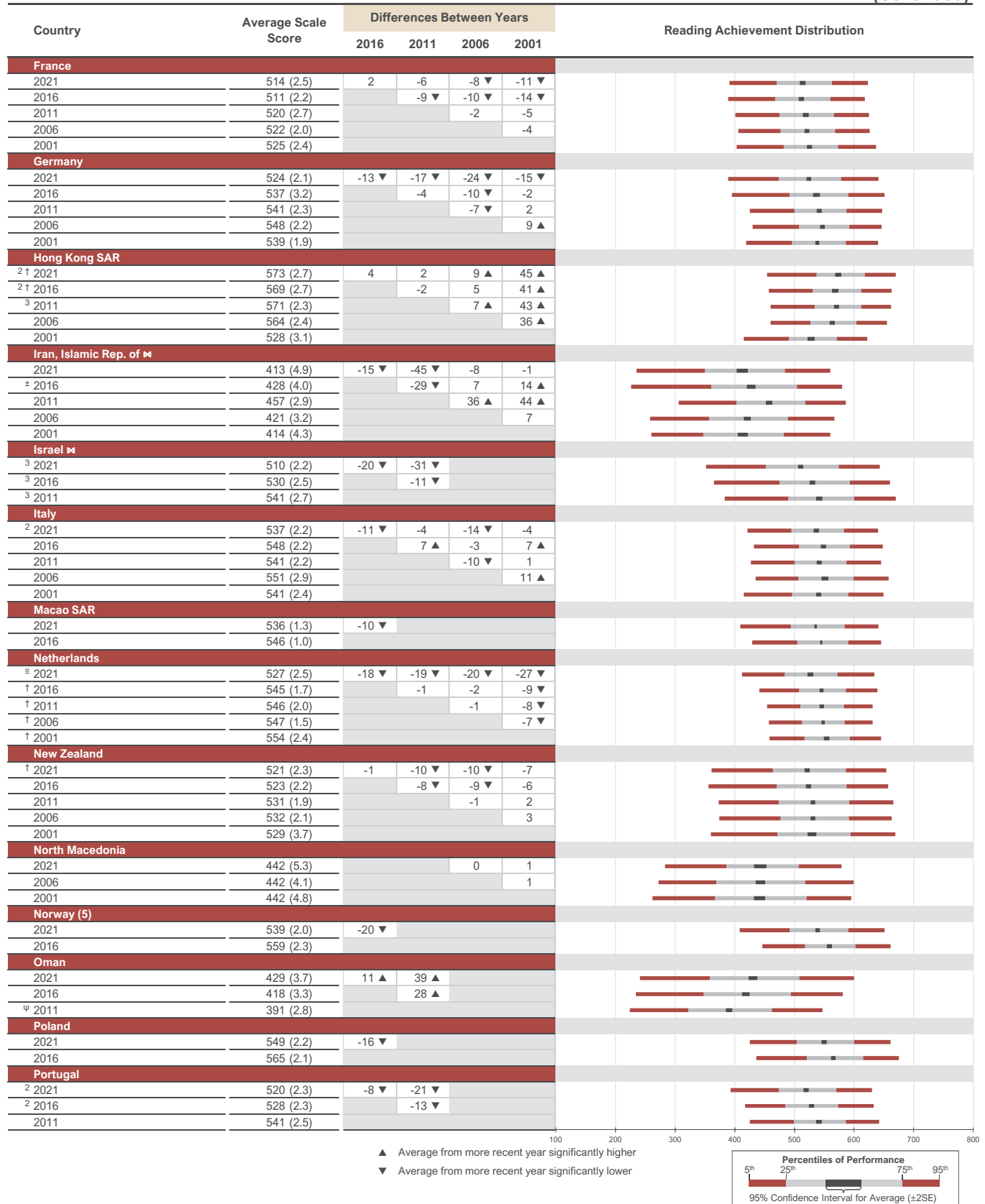


Exhibit 2.1.2: Differences in Average Reading Achievement Across Assessment Years

Assessed Fourth Grade Students at the End of the School Year

☒ Assessed one year later than originally scheduled – six year trend from PIRLS 2016

(Continued)

