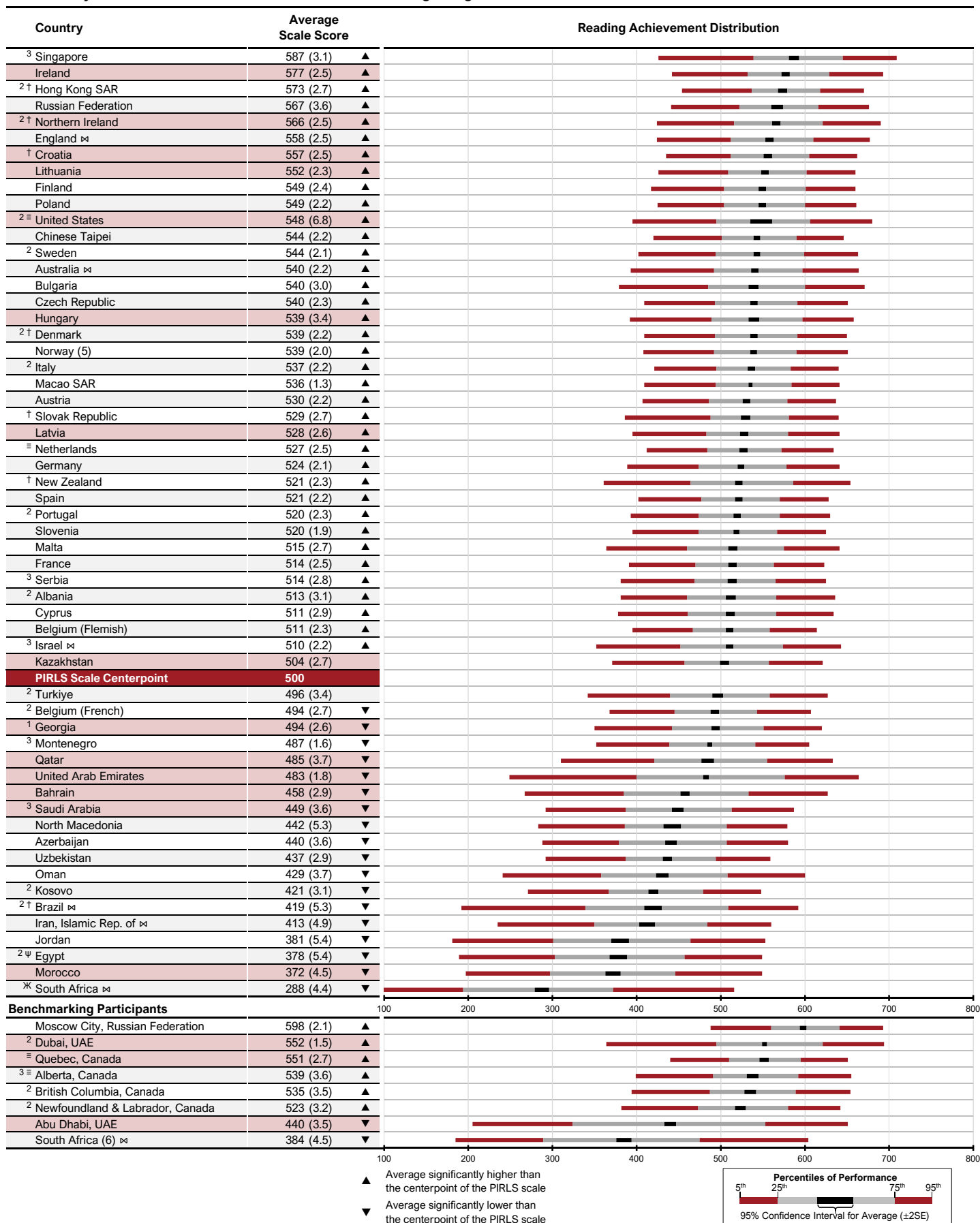


## Exhibit 1.3: Average Reading Achievement and Scale Score Distributions

## Assessed Fourth Grade Students at the End of the School Year

⌘ Assessed one year later than originally scheduled

■ Delayed Assessment of Fourth Grade Cohort at the Beginning of Fifth Grade



The PIRLS achievement scale was established in 2001 based on the combined achievement distribution of all countries that participated in PIRLS 2001. To provide a point of reference for country comparisons, the scale centerpoint of 500 was located at the mean of the combined achievement distribution. The units of the scale were chosen so that 100 scale score points corresponded to the standard deviation of the distribution.

( ) 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 ≡.

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%.

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

South Africa continued investigating its PIRLS 2021 results at the time of publication and will deal with the findings through its national report.

SOURCE: IEA's Progress in International Reading Literacy Study - PIRLS 2021

Downloaded from <https://pirls2021.org/results>

