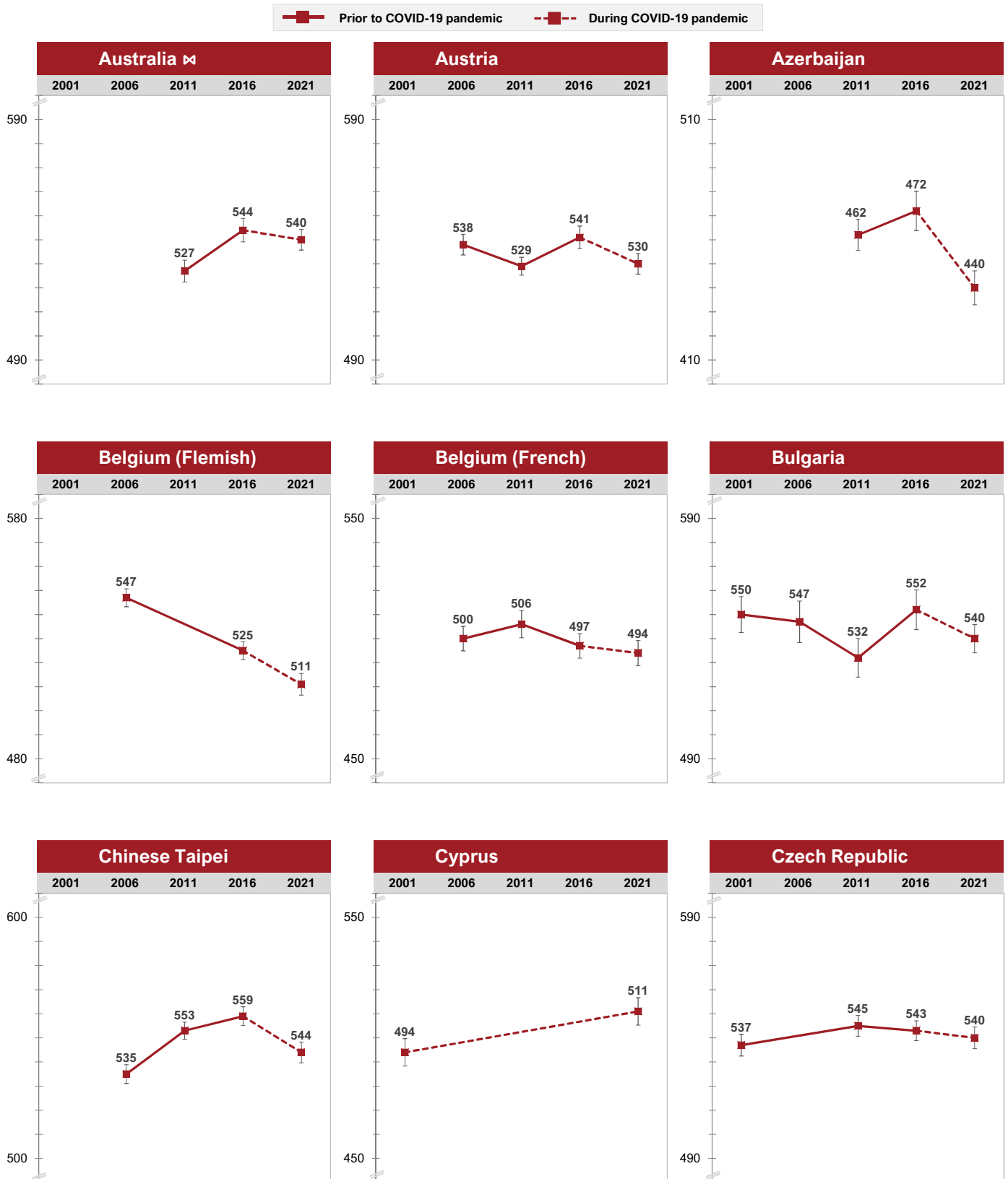


## Exhibit 2.1.1: Trend Plots of Average Reading Achievement

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 displays changes in achievement 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. Exhibit 2.1.2 provides details, including statistical significance. See Appendix A for country participation in previous assessments.



See Appendix A for country participation in previous PIRLS assessments.

The scale interval is 10 points for each country, but a different part of the scale is shown according to each country's average achievement.

I. The black bars represent the 95% confidence interval.

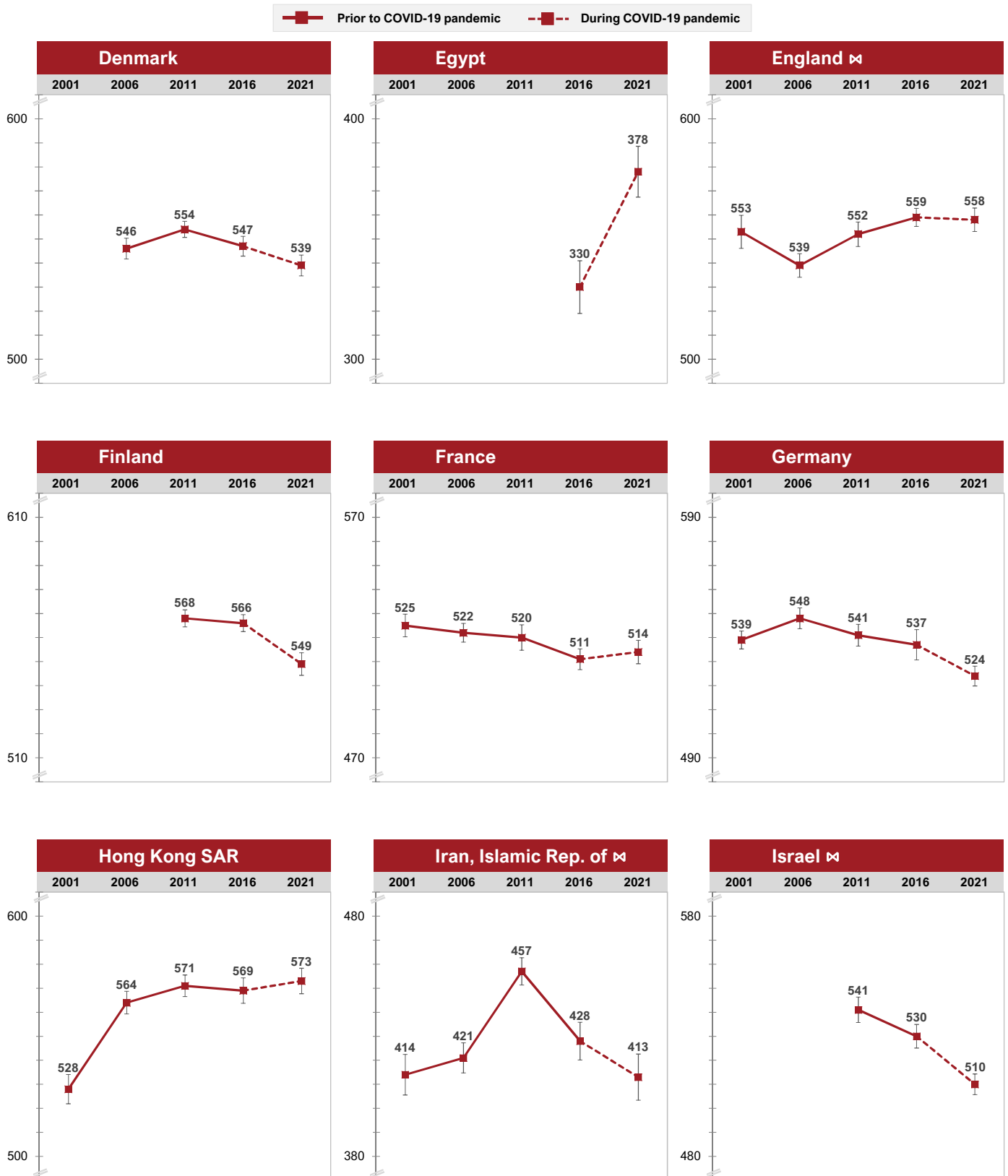
## Exhibit 2.1.1: Trend Plots of Average Reading Achievement

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)

This exhibit displays changes in achievement 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. Exhibit 2.1.2 provides details, including statistical significance. See Appendix A for country participation in previous assessments.



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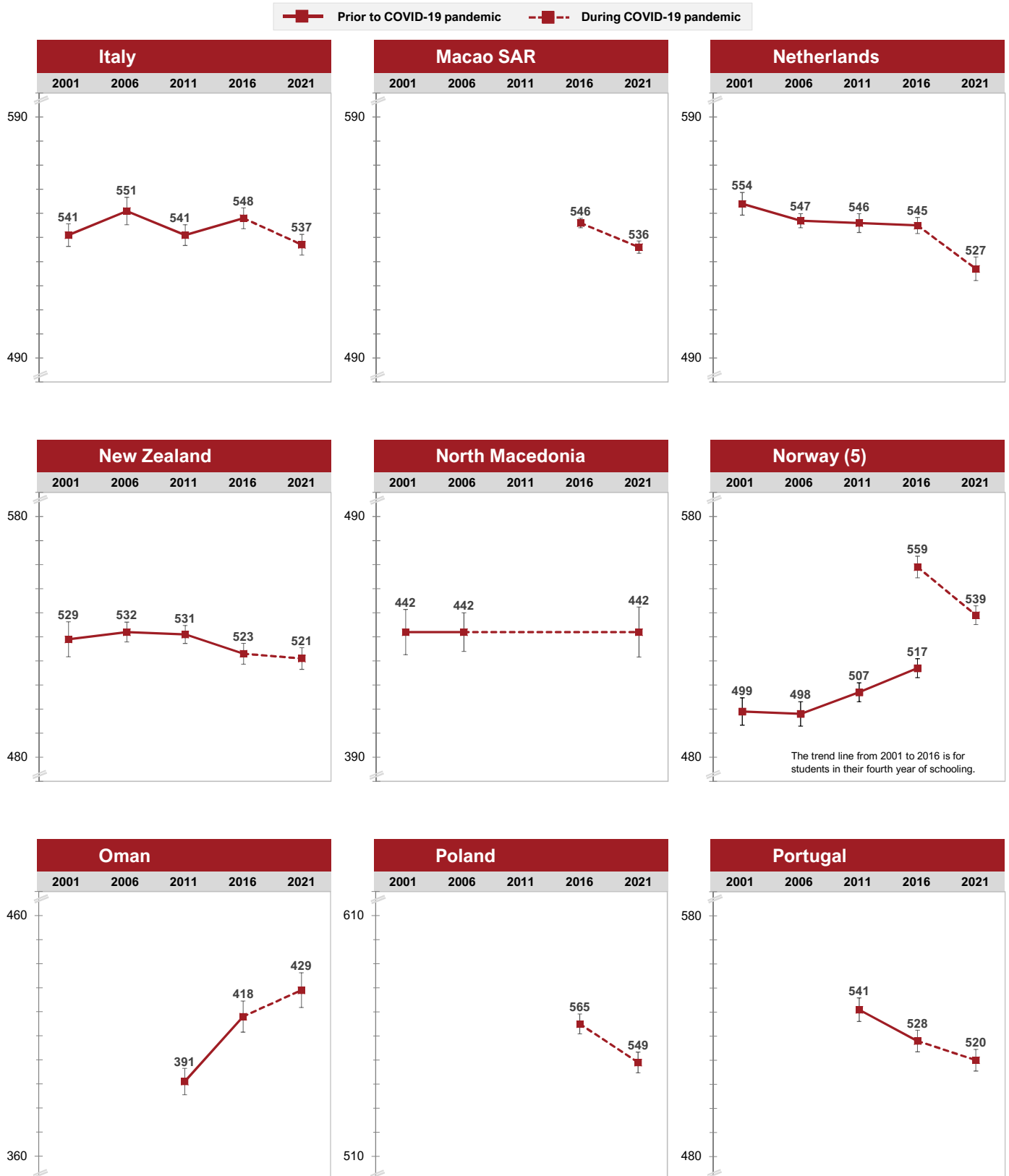
## Exhibit 2.1.1: Trend Plots of Average Reading Achievement

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)

This exhibit displays changes in achievement 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. Exhibit 2.1.2 provides details, including statistical significance. See Appendix A for country participation in previous assessments.



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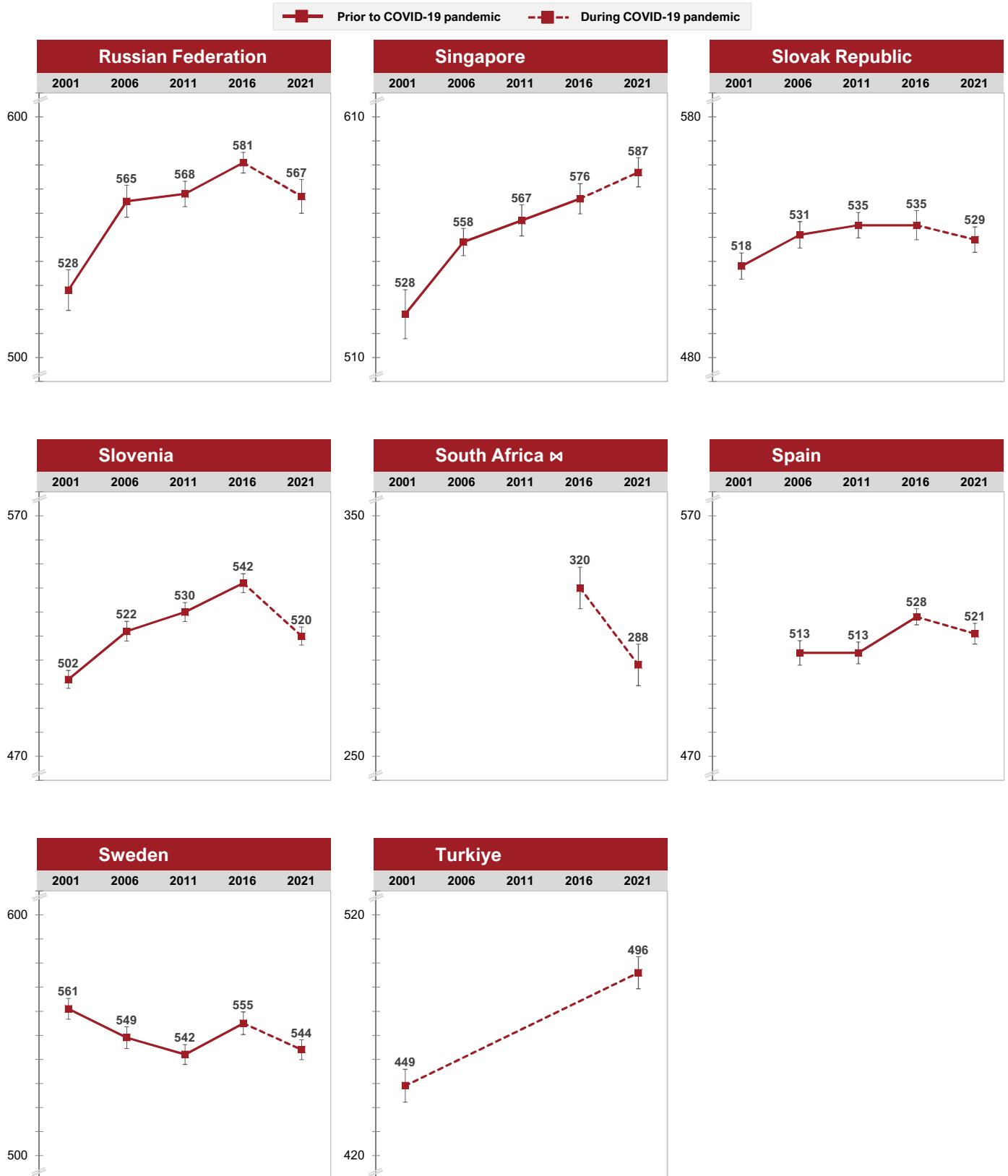
## Exhibit 2.1.1: Trend Plots of Average Reading Achievement

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)

This exhibit displays changes in achievement 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. Exhibit 2.1.2 provides details, including statistical significance. See Appendix A for country participation in previous assessments.



See Appendix A for country participation in previous PIRLS assessments.

The scale interval is 10 points for each country, but a different part of the scale is shown according to each country's average achievement.

I The black bars represent the 95% confidence interval.

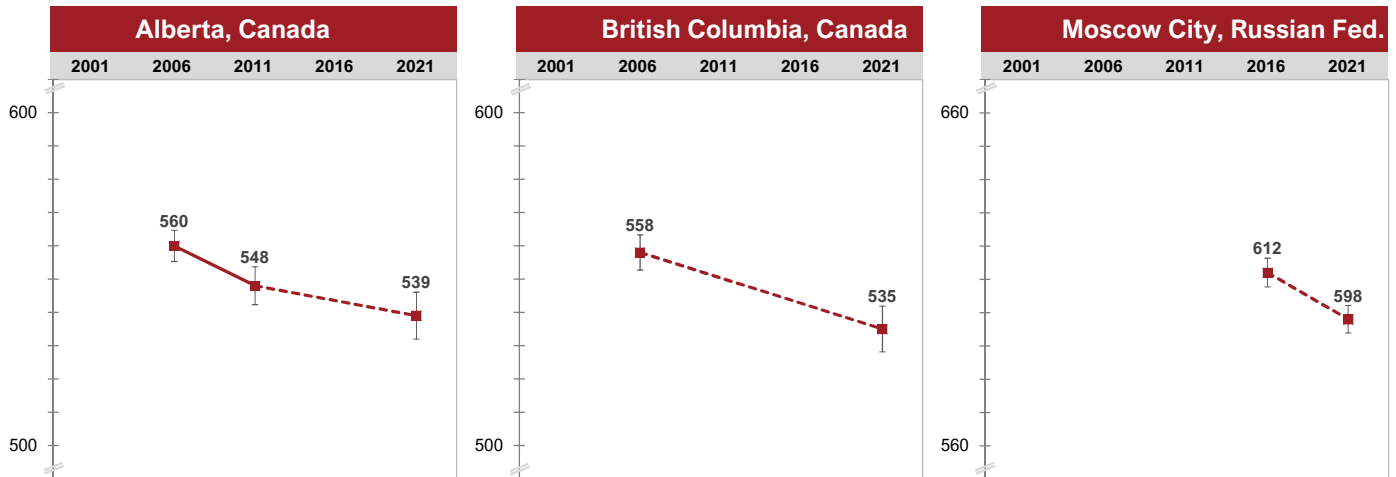
**Exhibit 2.1.1: Trend Plots of Average Reading Achievement****Assessed Fourth Grade Students at the End of the School Year**

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

**(Continued)**

This exhibit displays changes in achievement 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. Exhibit 2.1.2 provides details, including statistical significance. See Appendix A for country participation in previous assessments.

—■— Prior to COVID-19 pandemic    - - - ■ - - - During COVID-19 pandemic

**Benchmarking Participants**

See Appendix A for country participation in previous PIRLS assessments.

The scale interval is 10 points for each country, but a different part of the scale is shown according to each country's average achievement.

I. The black bars represent the 95% confidence interval.

## Exhibit 2.1.2: Differences in Average Reading Achievement Across Assessment Years

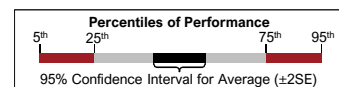
## Assessed Fourth Grade Students at the End of the School Year

⌘ 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.

Country	Average Scale Score	Differences Between Years				Reading Achievement Distribution
		2016	2011	2006	2001	
<b>Australia</b> ⌘						
2021	540 (2.2)	-4	13 ▲			
2016	544 (2.5)		17 ▲			
2011	527 (2.3)					
<b>Austria</b>						
2021	530 (2.2)	-11 ▼	1	-9 ▼		
<sup>2</sup> 2016	541 (2.4)		12 ▲	2		
2011	529 (1.9)			-9 ▼		
2006	538 (2.2)					
<b>Azerbaijan</b>						
2021	440 (3.6)	-32 ▼	-22 ▼			
2016	472 (4.2)		10			
<sup>2</sup> 2011	462 (3.3)					
<b>Belgium (Flemish)</b>						
2021	511 (2.3)	-14 ▼		-36 ▼		
2016	525 (1.9)			-22 ▼		
<sup>2</sup> † 2006	547 (1.9)					
<b>Belgium (French)</b>						
<sup>2</sup> 2021	494 (2.7)	-3	-12 ▼	-5		
<sup>2</sup> 2016	497 (2.6)		-9 ▼	-2		
<sup>2</sup> † 2011	506 (2.9)			6		
2006	500 (2.6)					
<b>Bulgaria</b>						
2021	540 (3.0)	-12 ▼	8	-7	-11 ▼	
2016	552 (4.2)		20 ▲	5	1	
2011	532 (4.1)			-15 ▼	-19 ▼	
<sup>2</sup> 2006	547 (4.4)				-3	
2001	550 (3.8)					
<b>Chinese Taipei</b>						
2021	544 (2.2)	-15 ▼	-9 ▼	8 ▲		
2016	559 (2.0)		6 ▲	24 ▲		
2011	553 (1.8)			18 ▲		
2006	535 (2.0)					
<b>Cyprus</b>						
2021	511 (2.9)				17 ▲	
2001	494 (2.9)					
<b>Czech Republic</b>						
2021	540 (2.3)	-4	-6		3	
2016	543 (2.1)		-2		6 ▲	
2011	545 (2.2)				9 ▲	
2001	537 (2.3)					
<b>Denmark</b>						
<sup>2</sup> † 2021	539 (2.2)	-8 ▼	-15 ▼	-7 ▼		
<sup>2</sup> 2016	547 (2.1)		-7 ▼	1		
<sup>2</sup> 2011	554 (1.7)			8 ▲		
<sup>2</sup> 2006	546 (2.2)					
<b>Egypt</b>						
<sup>2</sup> ψ 2021	378 (5.4)	48 ▲				
+ 2016	330 (5.6)					
<b>England</b> ⌘						
2021	558 (2.5)	-1	6	18 ▲	5	
2016	559 (1.9)		7 ▲	19 ▲	6	
† 2011	552 (2.6)			12 ▲	-1	
2006	539 (2.5)				-13 ▼	
<sup>2</sup> † 2001	553 (3.5)					
<b>Finland</b>						
2021	549 (2.4)	-17 ▼	-19 ▼			
2016	566 (1.8)		-2			
2011	568 (1.8)					

▲ Average from more recent year significantly higher  
▼ Average from more recent year significantly lower



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 ±.

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

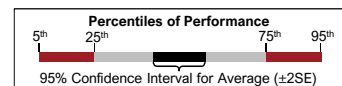
Assessed Fourth Grade Students at the End of the School Year

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

(Continued)

Country	Average Scale Score	Differences Between Years				Reading Achievement Distribution
		2016	2011	2006	2001	
<b>France</b>						
2021	514 (2.5)	2	-6	-8 ▼	-11 ▼	
2016	511 (2.2)		-9 ▼	-10 ▼	-14 ▼	
2011	520 (2.7)			-2	-5	
2006	522 (2.0)				-4	
2001	525 (2.4)					
<b>Germany</b>						
2021	524 (2.1)	-13 ▼	-17 ▼	-24 ▼	-15 ▼	
2016	537 (3.2)		-4	-10 ▼	-2	
2011	541 (2.3)			-7 ▼	2	
2006	548 (2.2)				9 ▲	
2001	539 (1.9)					
<b>Hong Kong SAR</b>						
<sup>2</sup> † 2021	573 (2.7)	4	2	9 ▲	45 ▲	
<sup>2</sup> † 2016	569 (2.7)		-2	5	41 ▲	
<sup>3</sup> 2011	571 (2.3)			7 ▲	43 ▲	
2006	564 (2.4)				36 ▲	
2001	528 (3.1)					
<b>Iran, Islamic Rep. of ⌘</b>						
2021	413 (4.9)	-15 ▼	-45 ▼	-8	-1	
<sup>±</sup> 2016	428 (4.0)		-29 ▼	7	14 ▲	
2011	457 (2.9)			36 ▲	44 ▲	
2006	421 (3.2)				7	
2001	414 (4.3)					
<b>Israel ⌘</b>						
<sup>3</sup> 2021	510 (2.2)	-20 ▼	-31 ▼			
<sup>3</sup> 2016	530 (2.5)		-11 ▼			
<sup>3</sup> 2011	541 (2.7)					
<b>Italy</b>						
<sup>2</sup> 2021	537 (2.2)	-11 ▼	-4	-14 ▼	-4	
2016	548 (2.2)		7 ▲	-3	7 ▲	
2011	541 (2.2)			-10 ▼	1	
2006	551 (2.9)				11 ▲	
2001	541 (2.4)					
<b>Macao SAR</b>						
2021	536 (1.3)	-10 ▼				
2016	546 (1.0)					
<b>Netherlands</b>						
<sup>≠</sup> 2021	527 (2.5)	-18 ▼	-19 ▼	-20 ▼	-27 ▼	
<sup>†</sup> 2016	545 (1.7)		-1	-2	-9 ▼	
<sup>†</sup> 2011	546 (2.0)			-1	-8 ▼	
<sup>†</sup> 2006	547 (1.5)				-7 ▼	
<sup>†</sup> 2001	554 (2.4)					
<b>New Zealand</b>						
<sup>†</sup> 2021	521 (2.3)	-1	-10 ▼	-10 ▼	-7	
2016	523 (2.2)		-8 ▼	-9 ▼	-6	
2011	531 (1.9)			-1	2	
2006	532 (2.1)				3	
2001	529 (3.7)					
<b>North Macedonia</b>						
2021	442 (5.3)			0	1	
2006	442 (4.1)				1	
2001	442 (4.8)					
<b>Norway (5)</b>						
2021	539 (2.0)	-20 ▼				
2016	559 (2.3)					
<b>Oman</b>						
2021	429 (3.7)	11 ▲	39 ▲			
2016	418 (3.3)		28 ▲			
<sup>ψ</sup> 2011	391 (2.8)					
<b>Poland</b>						
2021	549 (2.2)	-16 ▼				
2016	565 (2.1)					
<b>Portugal</b>						
<sup>2</sup> 2021	520 (2.3)	-8 ▼	-21 ▼			
<sup>2</sup> 2016	528 (2.3)		-13 ▼			
2011	541 (2.5)					

▲ Average from more recent year significantly higher  
▼ Average from more recent year significantly lower



## 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)

