

PIRLS 2021 Infographic Presentation



PIRLS 2021 marks 20 years of the study: The **global standard for monitoring reading achievement** of fourth grade students.



PIRLS 2021 collected high-quality data from:

400,000
Students

380,000
Parents/Caregivers

20,000
Teachers

13,000
School Principals

57
Countries

8
Benchmarking
Participants

Trends in fourth grade reading achievement reveal **decreases around the world.**

Trends 2016–2021

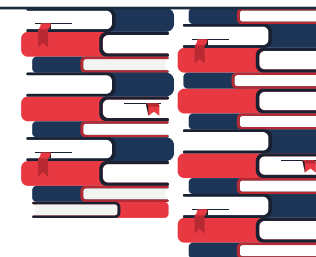
3 ↑
Countries
Higher Average Achievement



8 =
Countries
Same Average Achievement



21 ↓
Countries
Lower Average Achievement



Girls had higher reading achievement in most PIRLS 2021 countries.

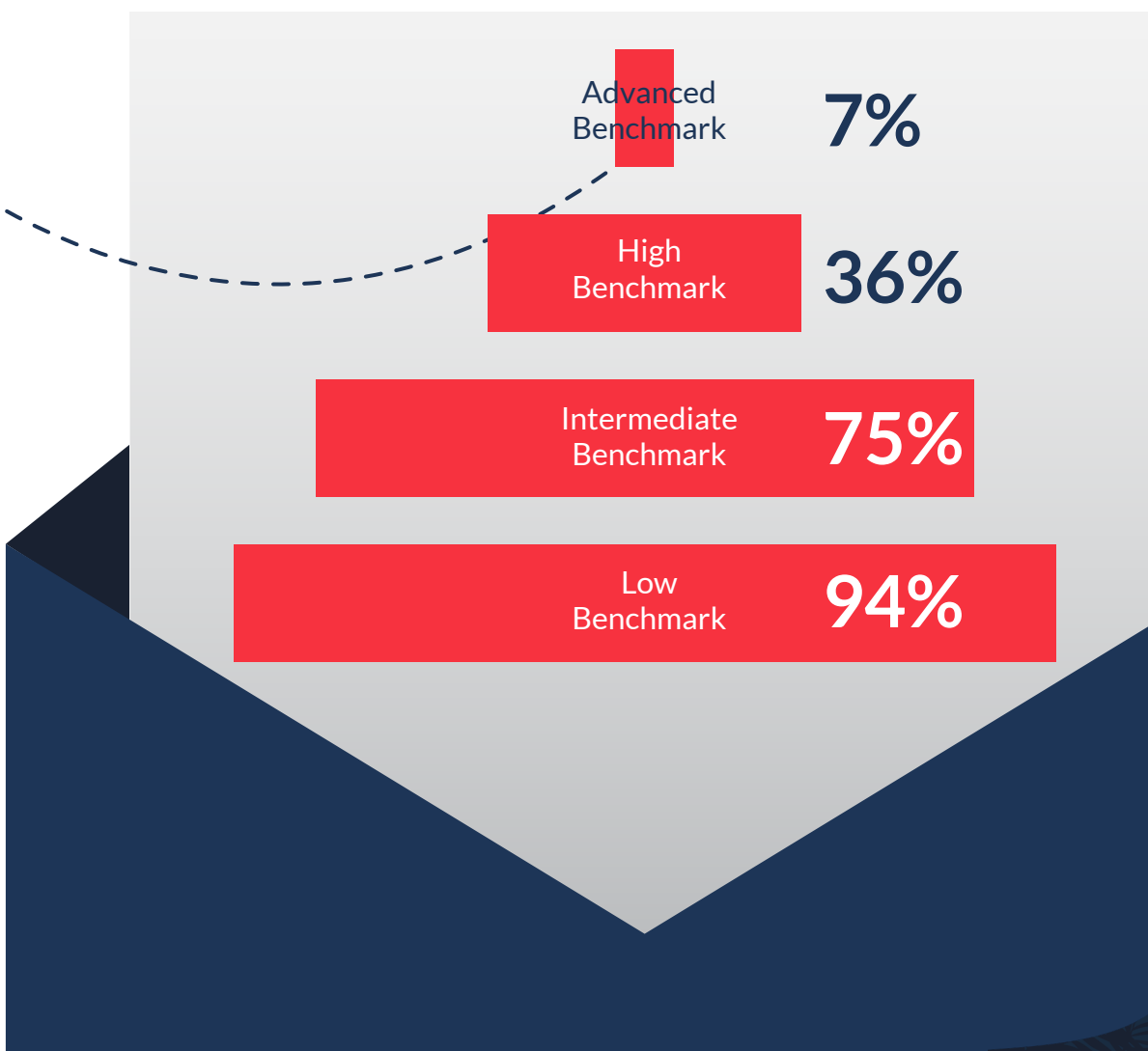
Of the **57** countries participating in PIRLS 2021:



Note: Data reflect the average across all countries participating in PIRLS 2021.

Most participating countries were able to educate nearly all their students to a **basic level of reading achievement**.

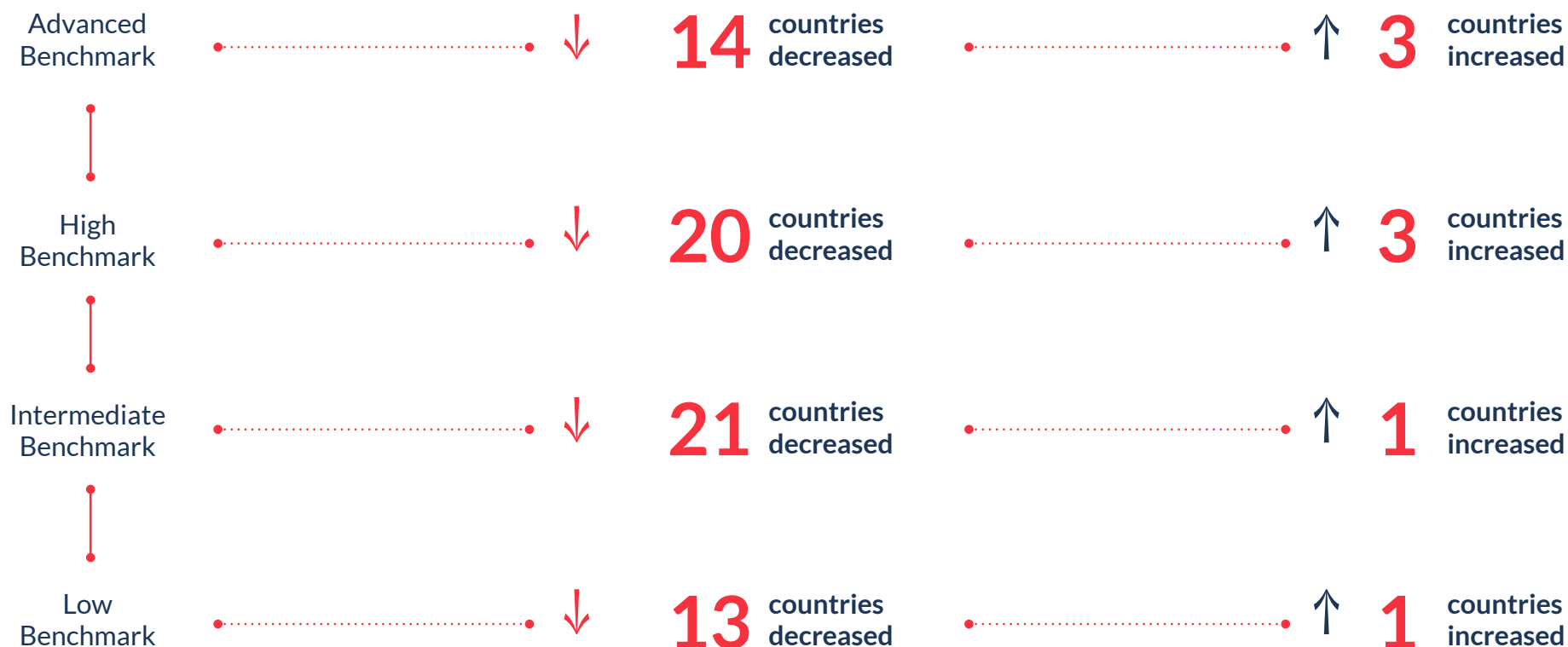
The median country had approximately 7% of students reaching the PIRLS International Advanced Benchmark.



Note:
Data from this infographic are based on the average across PIRLS 2021 countries that administered the assessment "According to Original Plan" and those that "Assessed One Year Later."



Out of 32 countries, between 2021 and 2016, there were more declines in the share of students reaching both the highest and lowest International Benchmarks than there were increases.



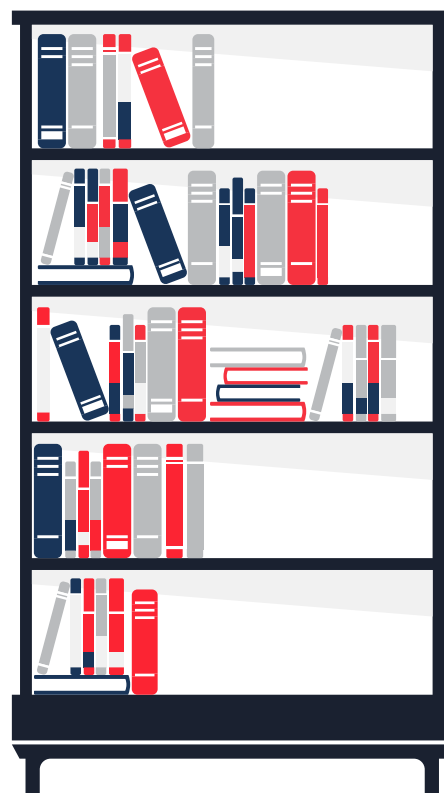
Note: Data from this infographic are based on the average across PIRLS 2021 countries that administered the assessment “According to Original Plan” and those that “Assessed One Year Later” in both 2016 and 2021 cycles.



Students with a **higher**
socioeconomic status had a
significantly higher achievement:

↑ **543**

Average Reading Achievement



Whereas students with
a **lower** socioeconomic status
performed lower:

↓ **457**

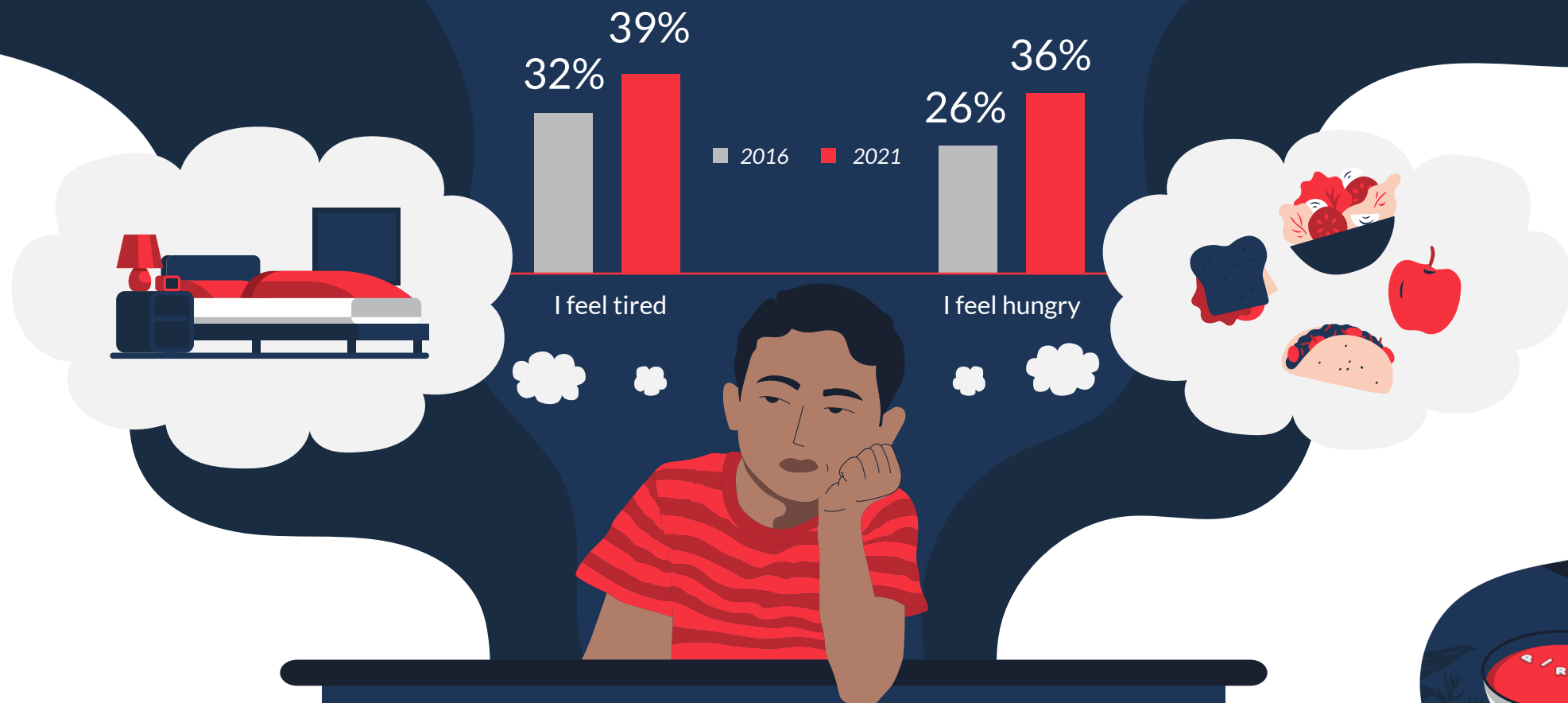
Average Reading Achievement



Note: Data reflect the average across all countries participating in PIRLS 2021.
The PIRLS 2021 Home Socioeconomic Status scale is based on parents' reports of resources
within the home, as well as parental self-reports on education and occupation.

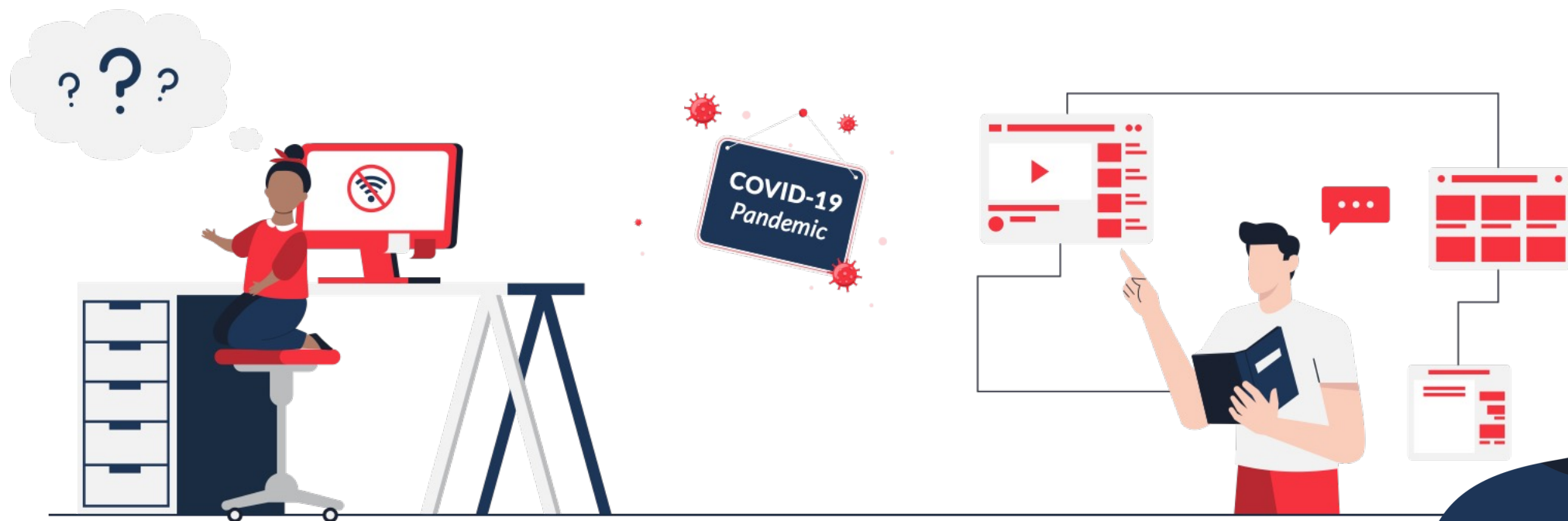


Internationally, there was a significant increase in the **percentage of students** reporting **feeling tired and feeling hungry** every day and almost every day when arriving at school.



Note: Data reflect the average across all countries participating in PIRLS 2016 and 2021.

According to their parents, **87% of students** stayed home from school because of the **COVID-19** pandemic. For **2 out of 3** of those students, **learning was adversely affected**, at least to some extent.



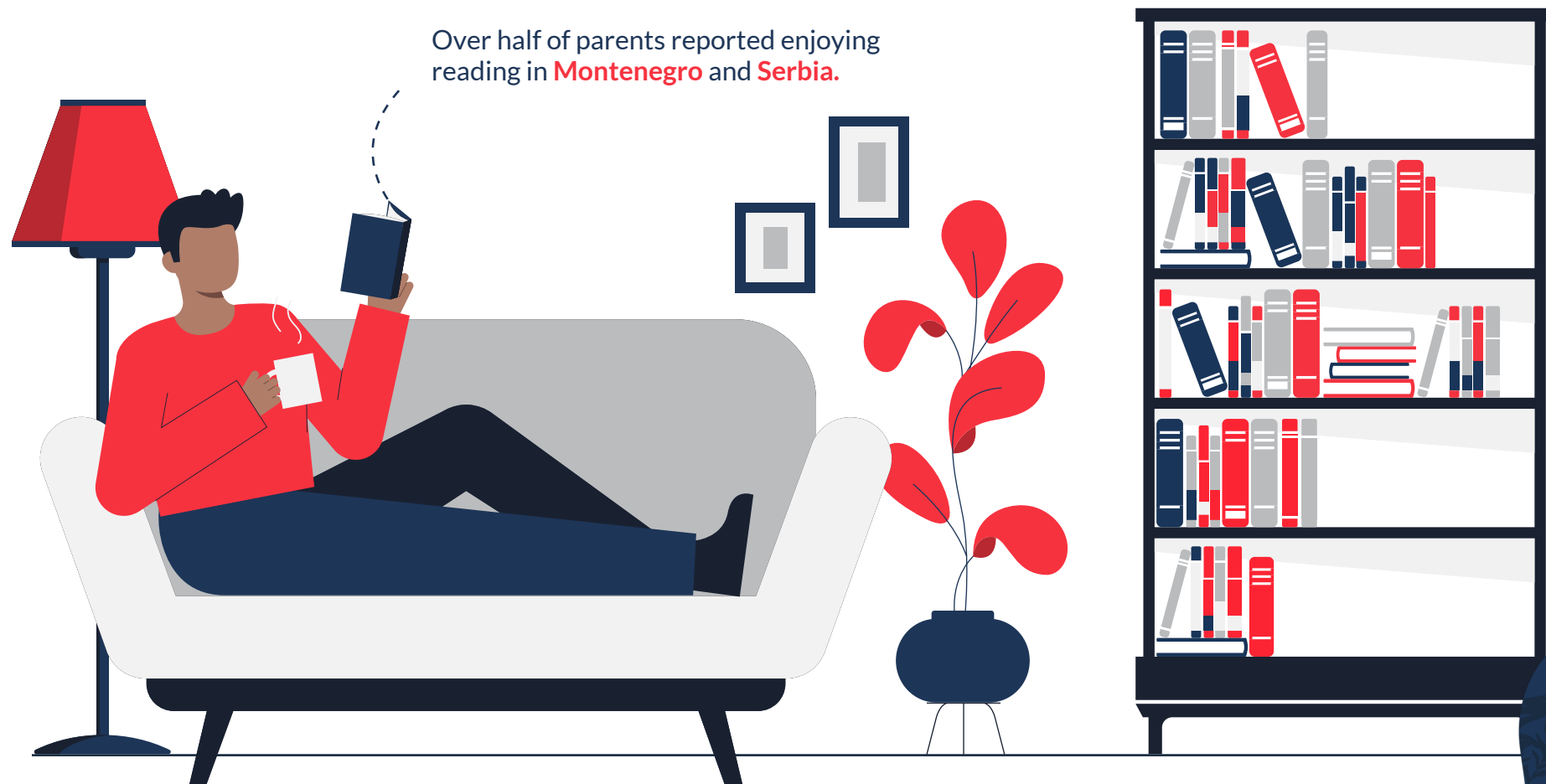
Note: Data reflect the average across all countries participating in PIRLS 2021.

Internationally, 85% of school principals responded that their school supported remote learning by **providing access to digital devices for teachers.** However, this ranged from 30% to 100% across countries.



Note: Data reflect the average across all countries participating in PIRLS 2021. The percentage is based on principals in schools that provided remote instruction or distance learning resources to primary grades during the COVID-19 pandemic.

Around one third of students had parents who reported very much **enjoying reading**, which has **a positive association with average reading achievement**.



Over half of parents reported enjoying reading in **Montenegro** and **Serbia**.

In the majority of countries (55 out of 57), a **higher percentage of girls** reported very much **liking reading** compared to boys.



42% of students very much like reading, which has a **positive association with average reading achievement.**

In the majority of countries (42 out of 57), a **higher percentage of girls** reported being very **confident in reading** compared to boys.



43% of students reported that they are very confident in reading, which has a **positive association with average reading achievement.**



Thank you!

