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

**Note:** Based on 32 countries assessing fourth grade students at the end of the school year in both 2016 and 2021 cycles.
Girls had higher reading achievement in most PIRLS 2021 countries.

Of the 57 countries participating in PIRLS 2021:

- Girls had higher achievement in 51 countries
- No difference between boys and girls in 6 countries
- Boys had higher achievement in 0 countries

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.

- **Advanced Benchmark**: 14 countries decreased, 3 countries increased
- **High Benchmark**: 20 countries decreased, 3 countries increased
- **Intermediate Benchmark**: 21 countries decreased, 1 country increased
- **Low Benchmark**: 13 countries decreased, 1 country increased

**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.

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

Note: Data reflect the average across all countries participating in PIRLS 2021.
In the majority of countries (42 out of 57), a higher percentage of girls reported being very confident in reading compared to boys.

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