

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

# PIRLS

**GEMS World Academy**

**PIRLS 2011 School Report**



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# PIRLS

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## What is PIRLS 2011?

In 2011, more than 12,000 students from both Grade 4 and 8 in Dubai participated in a joint cycle of two major international assessments: TIMSS (Trends in International Mathematics and Science Study) and PIRLS (Progress of International Reading and Literacy Study). On average, students in Dubai led the Arab world but achieved below the international scale centre-point in both assessments. At the same time, variation was found in student achievement across schools offering different curricula.

This report summarises the performance of students in your school who sat for the PIRLS 2011. PIRLS assesses students' abilities to comprehend and construct meaning from different written language forms for different purposes. PIRLS results are expressed in two ways: according to average scale scores and by stating the percentage of students at four international benchmarks. PIRLS was administered in the language of instruction of your school.

The overall results from PIRLS provide very useful information to school leaders. The achievement of students in key areas of learning is central to the annual inspection process in Dubai. Leaders can use the school level reports to study strengths and weaknesses in the achievement of their students in literacy. They will be able to compare the achievement of students in their own school with international benchmarks. Leaders will also be able to compare the achievement of their own students with that of students in other schools in Dubai and other schools in Dubai following a similar curriculum.

This detailed assessment will help school leaders and teachers match the content of lessons and the broader curriculum to the identified needs of students in the school. Inspectors will have the school level information prior to each inspection and will evaluate the success of school leaders in using the data provided to match the curriculum and class activities to the learning needs of students in the school. The inspectors' judgements about students' attainment and progress, assessment, leadership and self-evaluation will be informed by each school's effective use of PIRLS data.

## Selecting students at your school

Students at your school were randomly selected as part of the overall student sample for Dubai. An advanced statistical technique was used in the process of sampling to ensure representative sampling of students in each curriculum type in Dubai and your school.

|  |    |
|--|----|
| Number of students assessed in PIRLS 2011 in your school | 44 |
|--|----|

## How well did your students achieve compared to their peers in Dubai?

| Compared To                          | PIRLS   |               |
|--------------------------------------|---|---------------|
|                                      |   | Average Score |
| All Participating Schools in Dubai   | Average score significantly <b>lower</b> than PIRLS centre-point (500)  |               |
|                                      | Average Score   | 548           |
| Other Schools Teaching IB Curriculum | Average score significantly <b>higher</b> than PIRLS centre-point (500) |               |
|                                      | Average Score   | 564           |
| Your School                          | Average score significantly <b>higher</b> than PIRLS centre-point (500) |               |
|                                      | Average Score   | 564           |

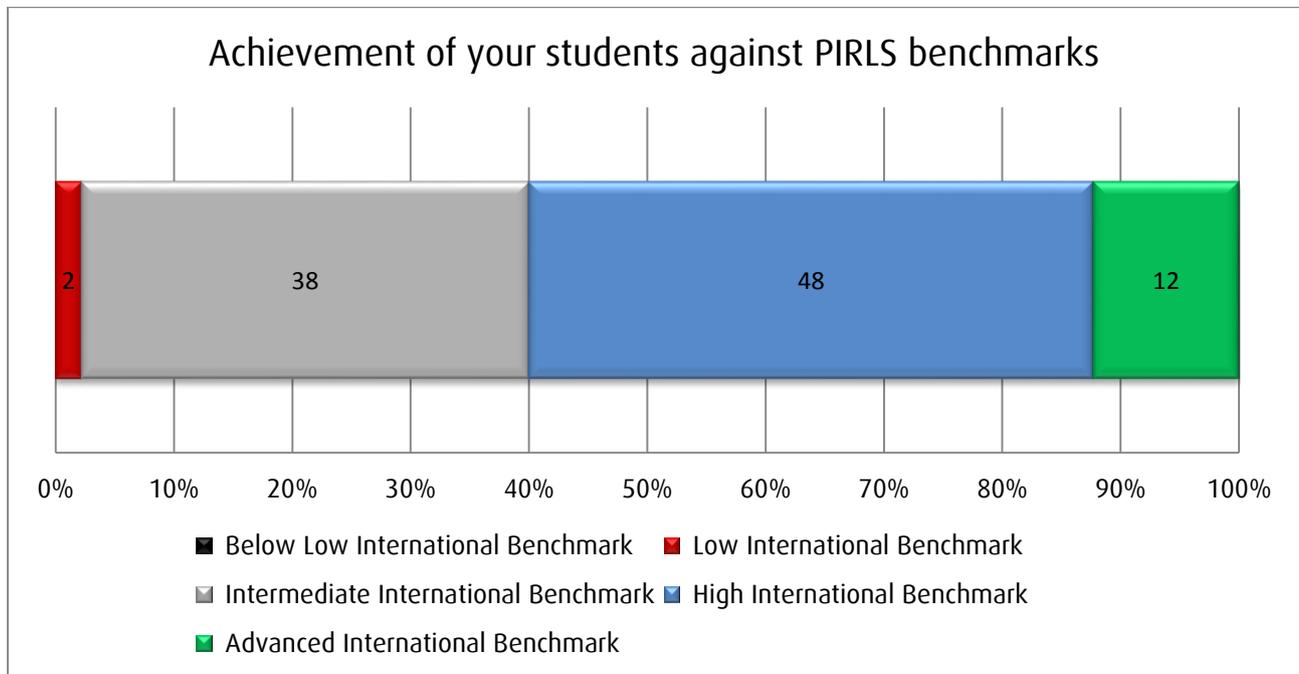
## PIRLS International Benchmarks

| Benchmark Level                      | Benchmark threshold |
|--------------------------------------|---------------------|
| Advanced International Benchmark     | 625                 |
| High International Benchmark         | 550                 |
| Centre-point (average scale)         | 500                 |
| Intermediate International Benchmark | 475                 |
| Low International Benchmark          | 400                 |

Please refer to the Appendix for full descriptions of the international benchmarks

## How well did your students achieve against PIRLS International Benchmarks?

This chart shows the distribution of your students across each of the International Benchmark Levels. The chart indicates the percentage of students who have reached achievement levels at every benchmark.



## How does achievement at your school vary by gender?

| Gender          | Number of students | Achievement in PIRLS |
|-----------------|--------------------|----------------------|
| Female students | 14                 | 580                  |
| Male students   | 30                 | 557                  |

## Achievement in the Purposes of Reading and Comprehension Process

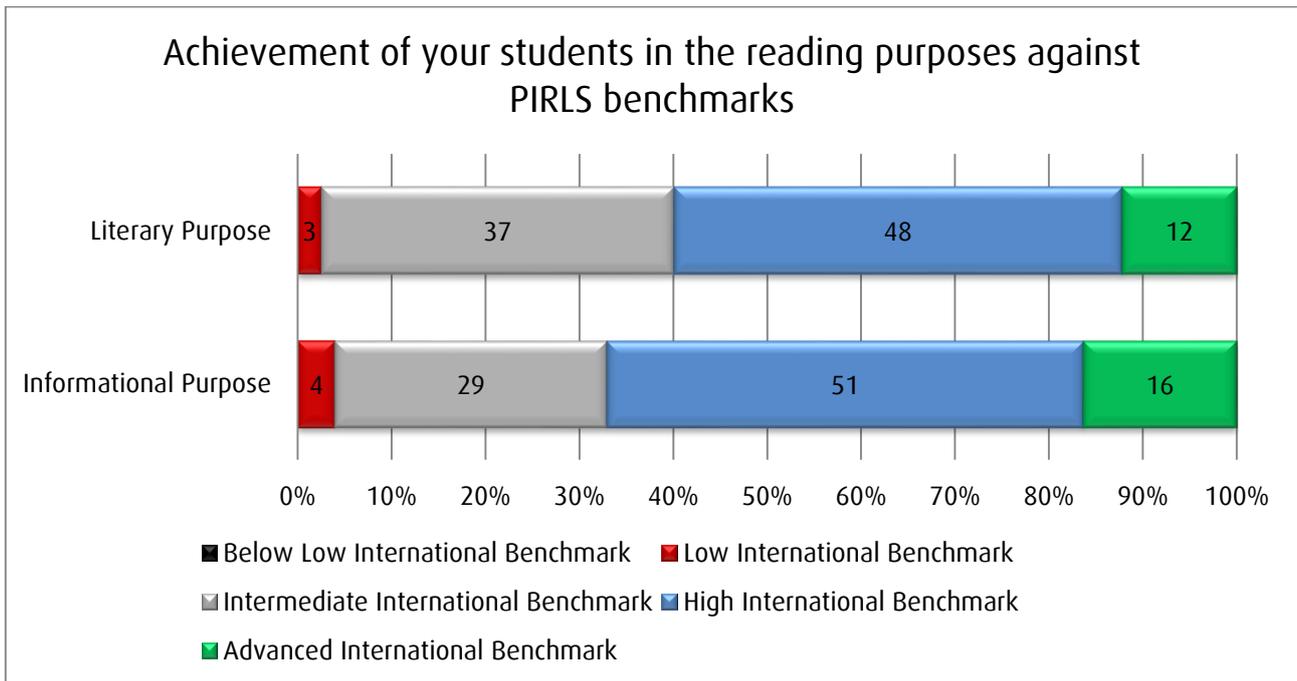
PIRLS student achievement results can be broken down into reading skills for two purposes: reading for obtaining information and reading for enjoying a story (defined as the 'literary purpose'). Achievement data can also be analysed by two processes of reading comprehension. The distribution of the purposes and the processes in PIRLS test is as follows:

| Reading Purposes                    |     |
|-------------------------------------|-----|
| Acquire and use information purpose | 50% |
| Literary purpose                    | 50% |

| Comprehension Processes                          | Topic areas  | Target % |
|--|--|----------|
| Retrieval and Straightforward Inferences Process | Focus on and Retrieve Explicitly Stated Information          | 20%      |
|  | Make Straightforward Inferences                              | 30%      |
| Interpreting, Integrating and Evaluating Process | Interpret and Integrate Ideas and Information                | 30%      |
|  | Examine and Evaluate Content, Language, and Textual elements | 20%      |

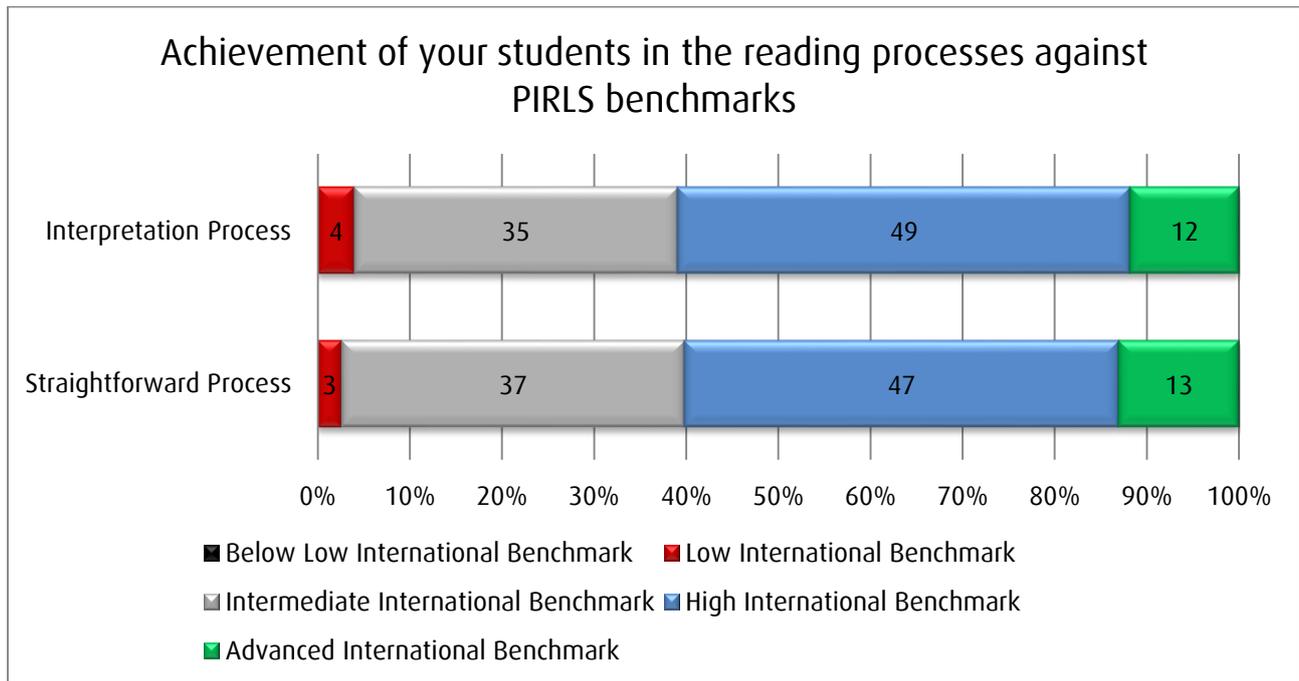
## How did your students perform in the Reading Purposes?

| Purpose                        | Literary Purpose | Informational Purpose |
|--------------------------------|------------------|-----------------------|
| Average score of your students | 565              | 572                   |
| Overall average of Dubai       | 466              | 488                   |



## How well did your students perform in the Comprehension Processes?

| Process                        | Retrieval and Straightforward | Interpreting, Integrating and Evaluating |
|--------------------------------|-------------------------------|--|
| Average score of your students | 565                           | 564                                      |
| Overall average of Dubai       | 478                           | 474                                      |



## Appendix

### Descriptions of the International Benchmarks

| PIRLS   |
|---|
| <p><b>Advanced International Benchmark- 625</b></p> <p><u>When reading <b>literary</b> texts, students can:</u></p> <ul style="list-style-type: none"> <li>Integrate ideas and evidence across a text to appreciate overall themes</li> <li>Interpret story events and character actions to provide reasons, motivations, feelings, and character traits with full text-based support</li> </ul> <p><u>When reading <b>information</b> texts, students can:</u></p> <ul style="list-style-type: none"> <li>Distinguish and interpret complex information from different parts of text, and provide full text-based support</li> <li>Integrate information across a text to provide explanations, interpret significance, and sequence activities</li> <li>Evaluate visual and textual features to explain their function</li> </ul>   |
| <p><b>High International Benchmark- 550</b></p> <p><u>When reading <b>literary</b> texts, students can:</u></p> <ul style="list-style-type: none"> <li>Locate and distinguish significant actions and details embedded across the text</li> <li>Make inferences to explain relationships between intentions, actions, events, and feelings, and give text-based support</li> <li>Interpret and integrate story events and character actions and traits from different parts of the text</li> <li>Evaluate the significance of events and actions across the entire story</li> <li>Recognize the use of some language features (e.g., metaphor, tone, imagery)</li> </ul> <p><u>When reading <b>information</b> texts, students can:</u></p> <ul style="list-style-type: none"> <li>Locate and distinguish relevant information within a dense text or a complex table</li> <li>Make inferences about logical connections to provide explanations and reasons</li> <li>Integrate textual and visual information to interpret the relationship between ideas</li> <li>Evaluate content and textual elements to make a generalization</li> </ul> |
| <p><b>Intermediate International Benchmark- 475</b></p> <p><u>When reading <b>literary</b> texts, students can:</u></p> <ul style="list-style-type: none"> <li>Retrieve and reproduce explicitly stated actions, events, and feelings</li> <li>Make straightforward inferences about the attributes, feelings, and motivations of main characters</li> <li>Interpret obvious reasons and causes and give simple explanations</li> <li>Begin to recognize language features and style</li> </ul> <p><u>When reading <b>information</b> texts, students can:</u></p> <ul style="list-style-type: none"> <li>Locate and reproduce two or three pieces of information from within the text</li> <li>Use subheadings, text boxes, and illustrations to locate parts of the text</li> </ul>   |
| <p><b>Low International Benchmark-400</b></p> <p><u>When reading <b>literary</b> texts, students can:</u></p> <ul style="list-style-type: none"> <li>Locate and retrieve an explicitly stated detail</li> </ul> <p><u>When reading <b>information</b> texts, students can:</u></p> <ul style="list-style-type: none"> <li>Locate and reproduce explicitly stated information that is at the beginning of the text</li> </ul>  |

For more information about Dubai's participation in TIMSS and PIRLS 2011, please check Dubai's TIMSS and PIRLS report:

[http://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/TIMSS\\_2011\\_Report\\_EN.pdf](http://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/TIMSS_2011_Report_EN.pdf)



#### How to contact us:

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