PIRLS and ePIRLS 2016
School Report

GEMS World Academy

PROGRESS IN INTERNATIONAL READING LITERACY STUDY

PIRLS

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What is PIRLS?

PIRLS is the Progress of International Reading and Literacy Study. PIRLS 2016 was the second cycle for Dubai. Worldwide, there were 60 participants in PIRLS 2016, including 50 countries and 11 benchmarking participants. In Dubai, more than 7,000 students from Grade 4 or Year 5 participated in PIRLS ,ePIRLS were given to same students that participated in the PIRLS assessment typically on the next day . On average, students in Dubai achieved above the international scale centre-point of 500 in both assessments. variation was found in student achievement across schools offering different curricula.

As its most innovative development, PIRLS 2016 saw the debut of ePIRLS a computer - based assessment of online reading. Designed to be responsive to current ways of gaining information,ePIRLS provides important data about how well students are developing 21st century online reading skills.The ePIRLS results are presented in conjunction with the PIRLS 2016 results .

This report summarises the performance of students in your school who took the PIRLS 2016. PIRLS assesses students' abilities to comprehend and construct meaning from different written language forms for different purposes. PIRLS results are expressed in two ways: 1. according to average scale scores and 2. 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.

2016 as UAE Reading Year

On the directives of President His Highness Sheikh Khalifa bin Zayed Al Nahyan, the UAE Cabinet approved the declaration of 2016 as the UAE Reading Year. The Cabinet issued directives to start preparing an integrated national literacy strategy and a framework to produce a reading generation and establish the UAE as the capital of cultureand knowledge content.

President His Highness Sheikh Khalifa bin Zayed Al Nahyan thanked all the individuals and entities for their active participation in the success of the 2015 year of innovation drive. His Highness affirmed that such efforts positioned the United Arab Emirates on the right path for innovation and that the country will soon reap the fruits of this work.

His Highness Sheikh Khalifa said: "We directed to declare 2016 as the Reading Year because reading is the basic skill for a new generation of scientists, intellectuals and innovators."

H.H Sheikh Khalifa added that to establish a knowledge-based economy, introduce a new path for development based on innovation and knowledge and achieving sustainability, we must stop relying on imported expertise. We must foster our own talents. We need to raise an educated generation that is aware of key global changes and capable of working and innovating in all fields.

His Highness concluded that education and knowledge will remain key for prosperity and reading is key for education and knowledge. The first verse in Quran is "Read".

In response, Vice President and Prime Minister and Ruler of Dubai His Highness Sheikh Mohammed bin Rashid Al Maktoum issued his orders to immediately implement the directives of President His Highness Sheikh Khalifa bin Zayed Al Nahyan and prepare an integrated national literacy strategy and a framework to produce a reading generation and establish the UAE as the capital of cultural and knowledge content.

His Highness said that the UAE offers book fairs, cultural festivals, awards that celebrate intellectuals and poets and many initiatives to promote and protect the Arabic language and reading. We are qualified to be the world's capital for culture, reading and knowledge content."

Sheikh Mohammed said that scientists and innovators are made and reading is the base foundation for any civilization. The present generation suffer a reading crisis and we have to work hard to change this.

The real asset of any advanced nation is its people, especially the educated ones, and the prosperity and success of the people are measured by the standard of their education. The doctrine of the founder of the UAE, Sheikh Zayed bin Sultan Al Nahyan, could form the cornerstone of the UAE's ongoing campaign to instill the habit of reading in the people, particularly children.

His Highness the Vice President issued directives to establish a higher committee to manage and supervise the reading year's efforts. The committee, chaired by Minister of Cabinet Affairs Mohammed Al Gergawi, will establish a comprehensive strategic plan and a national framework to encourage reading and trigger a behavioral change in all segments of UAE community. The committee will also align the efforts to further boost UAE position a global capital for innovation and knowledge and produce an cultured generation that will lead the UAE's march toward the knowledge-based economy.

Your PIRLS and ePIRLS Targets

In order to work towards achieving PIRLS and ePIRLS targets, and based upon the PIRLS and ePIRLS results for each school in 2016, KHDA set individual targets for all private schools in Dubai.

Using Pirls and ePIRLS 2016 results, every school now receives a target for moving to the next achievement level in Pirls and ePirls, in 2021. Two targets, for each of the pirls and ePirls, are described in the table below, according to the different achievement levels in Pirls and ePirls. Although, the individual targets are ambitious, the detailed information presented in this report should provide school leaders with a full understanding of their students' performances in Pirls and ePirls. Therefore, it is important that school leaders use all the data presented in the different sections of this report to strategically plan for the meeting of these targets.

Your School New 2021 targets		
	Pirls	ePIRLS
Your School Score	550	569
Your Pirls and ePirls 2021 Target Scores	565	584

KHDA continues to monitor each school's performance against their National Agenda targets through annual school inspections. In 2015, KHDA launched the National Agenda Parameter (N.A.P), which is a method of measuring and monitoring schools' progress towards achieving their individual National Agenda targets, through the use of external benchmark tests.

Inspectors evaluate:
- The quality of data analysis received from N.A.P and its use to impact on education.
- The extent to which schools have modified their curriculum to address shortfalls, and how teaching methods have been adapted to engage students in aspects of their learning that are in need of improvement.
- The validity of each school's assessment methods so that progress towards targets can be accurately and reliably measured.
- The progress students are making towards targets in reading - the differences in the progress of girls and boys and between Emirati and non Emirati students.

PIRLS and ePIRLS 2016 School Report

GEMS World Academy

Summary

School Profile:

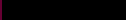| School Type	Private
School Curriculum	Private - IB
Location	Dubai
Number of Students Assessed in Pirls	40
Number of Students Assessed in ePIRLS	37

Selecting students at your school

The students' sample selection process occurred through two phases to assure the representation of the schools sample and the accuracy of the data. Students were sampled using an advanced statistical technique to ensure representative sampling in each of the relevant curricula. The sampling was overseen by the International Association for the Evaluation of Educational Achievement (IEA) to maintain strict adherence. The basic design for the PIRLS sample is referred to as a two-stage stratified cluster sample design. The first stage consisted of establishing a sample of schools.The second stage consisted of classes selected at random from the target grade levels (4 or year 5) in the sampled schools. The students in the selected classes were representative of the students in the population and weightings were used to adjust for any differences arising from intended features of the design (e.g. to over-sample minorities) or non-participation by students who were selected. In this way, measures of achievement could be provided for the population, based on the responses of a sample of students, along with the confidence interval to indicate the precision of those measures.

Overall Performance

Assessment	Score	Benchmark
PIRLS	550	High International Benchmark

Assessment	Score	Benchmark
ePIRLS	569	High International Benchmark

- Advanced International Benchmark
- High International Benchmark
- Intermediate International Benchmark
- Low International Benchmarking
- Below Low International Benchmarking
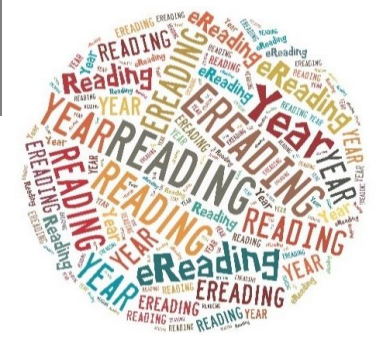
How well did your students achieve compared to their peers in Dubai?

Compared To		PIRLS	ePIRLS
All Private Schools Participating in Dubai	Average Score	**527**	**539**
		Significantly higher than PIRLS center-point	Significantly higher than ePIRLS center-point
Your School	Average Score	**550**	**569**
		Significantly Higher than PIRLS center-point	Significantly Higher than PIRLS center-point

* PIRLS and ePIRLS center point is 500

Performance of students in different curricula offered in Dubai

Curriculum	PIRLS	ePIRLS
Private - UK	555	566
Private - IB	554	567
Private - Indian	537	544
Private - US	466	483
Private - MoE	428	446

**NA : Not Applicable

How well did your students achieve against PIRLS and ePIRLS 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.

Percentage of your students against PIRLS and ePIRLS benchmarks

Category	Advanced	High	Intermediate	Low	Below Low
Pirls	16	34	37	9	3
ePirls	22	40	29	6	3

Legend:
- ■ Advanced International Benchmark
- ■ High International Benchmark
- ■ Intermediate International Benchmark
- ■ Low International Benchmark
- ■ Below Low International Benchmark
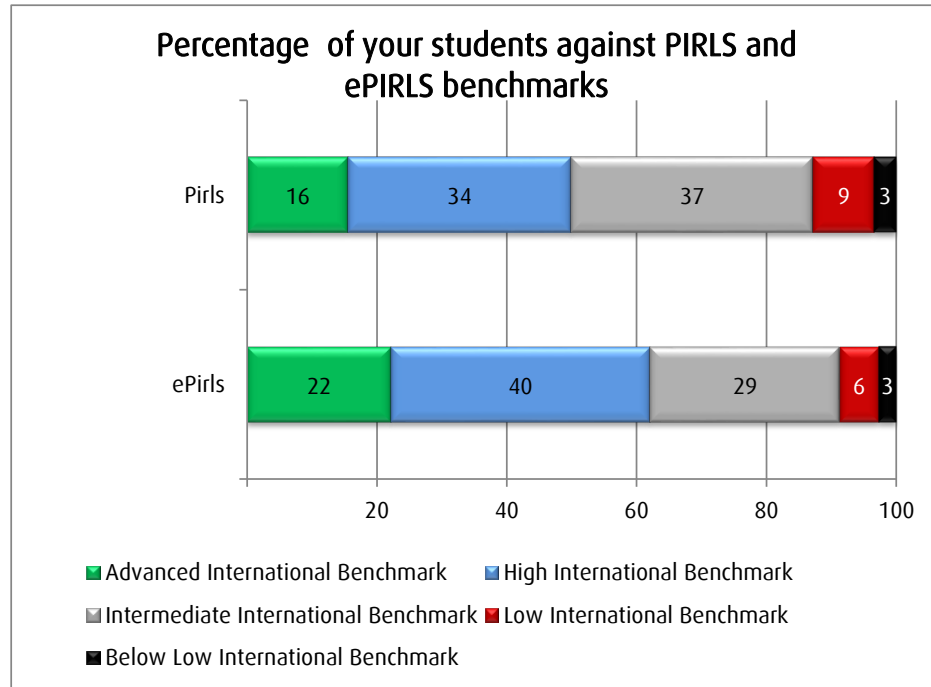
*The total values might not add up to 100% due to rounding

PIRLS and ePIRLS 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

Change Over Time Pirls

The chart below compares your students' scores in the last two cycles of PIRLS

PIRLS Scores 2011 compared to 2016
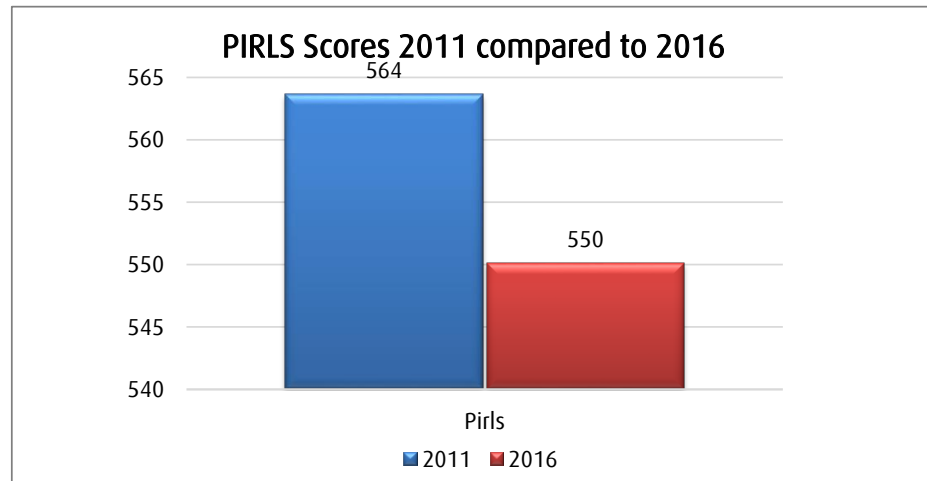
How does achievement at your school vary by gender?

This bar chart indicates the performance of female and male in your school

Gender	Female students	Male students
Number of students in PIRLS	20	20
Number of students in ePIRLS	18	19

Achievement by Gender
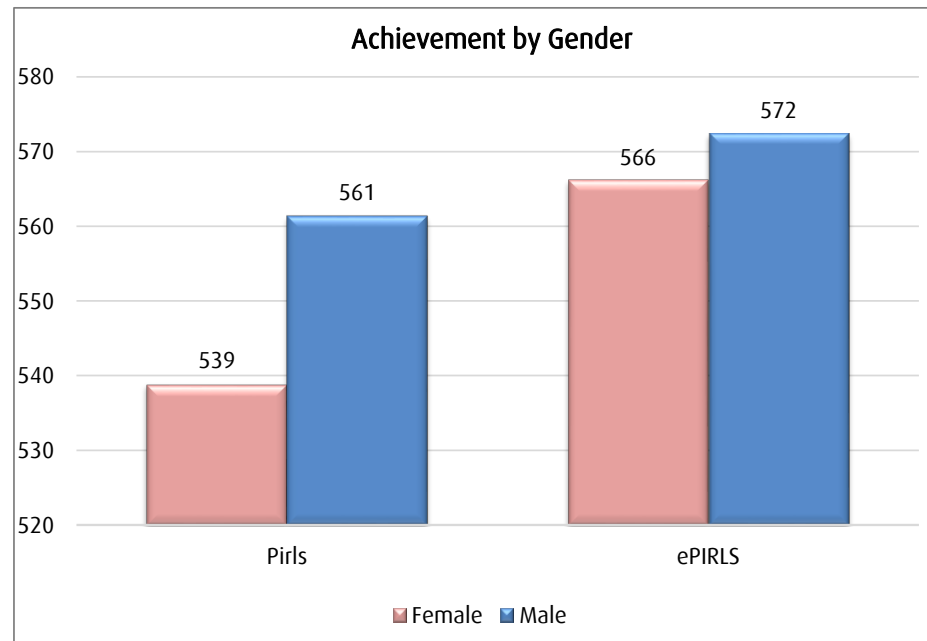
Not Applicable if students with one gender in sample and schools with single gender

Achievement in the Purposes of Reading and Comprehension Process in PIRLS

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 the PIRLS test is as follows:

Reading Purposes	
Literary purpose	50%
Acquire and use information 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%

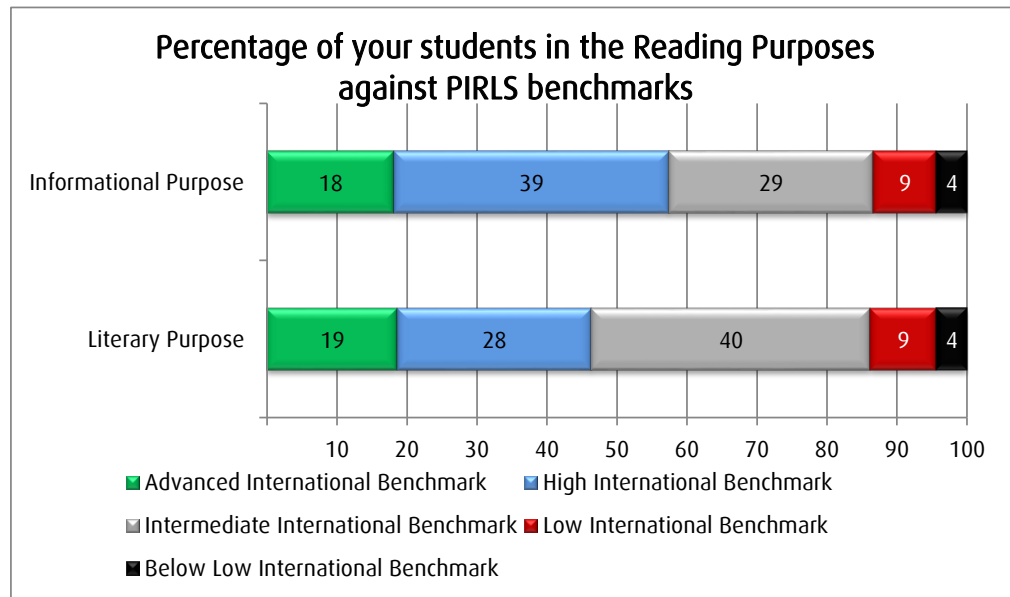## Achievement in the Comprehension Process - ePIRLS Online informational Reading

ePIRLS student achievement results can be broken down into two processes of reading comprehension. The distribution of the processes in ePIRLS test is as follows:

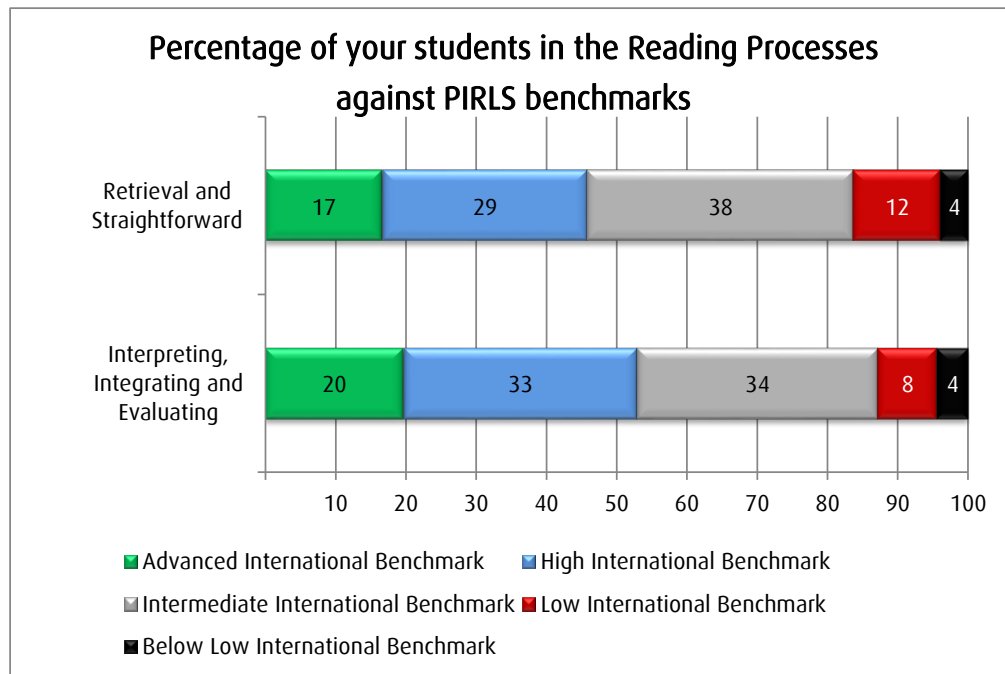| Comprehension Processes	
Retrieval and Straightforward Inferences Process	50%
Interpreting, Integrating and Evaluating Process	50%

How did your students perform in the Reading Purposes?

Purpose	Informational Purpose	Literary Purpose
Average score of your students	558	549
Overall average of Dubai private schools	535	520

Percentage of your students in the Reading Purposes against PIRLS benchmarks

Purpose	Advanced	High	Intermediate	Low	Below Low
Informational Purpose	18	39	29	9	4
Literary Purpose	19	28	40	9	4

Legend:
- ■ Advanced International Benchmark
- ■ High International Benchmark
- ■ Intermediate International Benchmark
- ■ Low International Benchmark
- ■ Below Low International Benchmark

*The total values might not equal to 100% due to rounding

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

	Retrieval and Straightforward Inferences	Interpreting, Integrating and Evaluating
Average score of your students	541	558
Overall average of Dubai private schools	524	530

Percentage of your students in the Reading Processes against PIRLS benchmarks

*The total values might not equal to 100% due to rounding

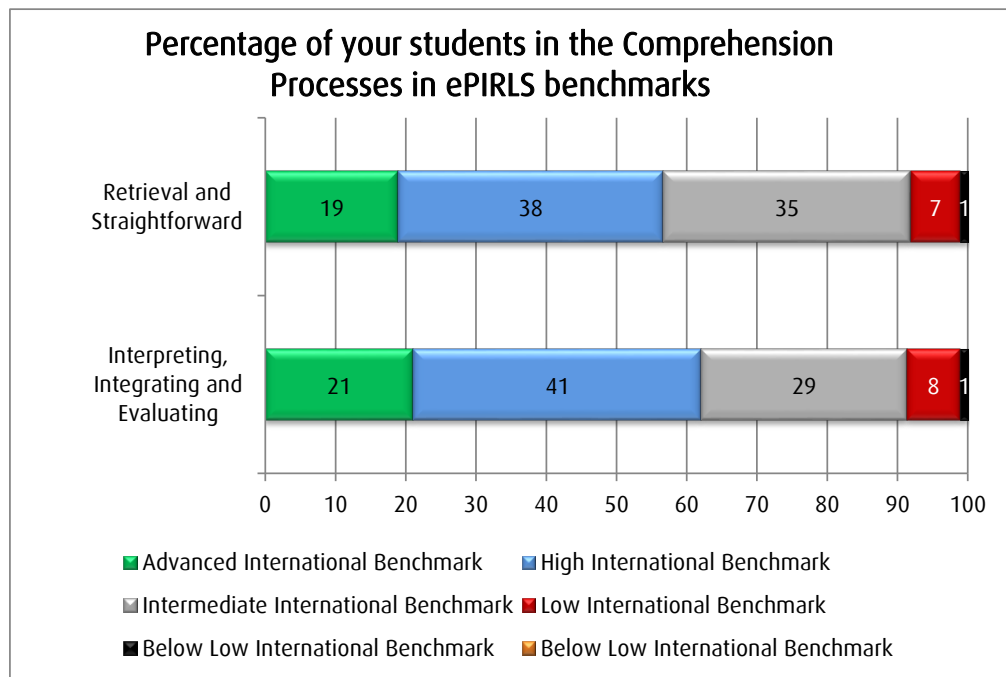## How well did your students perform in the Comprehension Processes in ePIRLS?

	Retrieval and Straightforward Inferences	Interpreting, Integrating and Evaluating
Average score of your students	566	570
Overall average of Dubai private schools	538	539

Percentage of your students in the Comprehension Processes in ePIRLS benchmarks

Retrieval and Straightforward	19 — 38 — 35 — 7 — 1	
Interpreting, Integrating and Evaluating	21 — 41 — 29 — 8 — 1	

Legend:
- Advanced International Benchmark
- High International Benchmark
- Intermediate International Benchmark
- Low International Benchmark
- Below Low International Benchmark
- Below Low International Benchmark

*The total values might not equal to 100% due to rounding

The performance of Emirati students in your school

The standards of achievement of Emirati students is a very high priority for KHDA and for the nation. The table below outlines the difference in achievement between Emiratis and non Emirati students in your school.

As KHDA continues to prioritise improving the knowledge acquisition and skills development of Emirati students, it is important for schools to work towards improving the overall academic performance of this cohort by identifying ways to improve their levels of achievement in all domains.

Through strategic evaluation and planning and subsequent adaptations to the curriculum and pedagogy, schools must make provision to ensure that Emirati and non Emirati students alike make the highest levels of progress in reading.

Nationality	Overall Score in PIRLS	Overall Score in ePIRLS
Emirati students in your school		
Non Emirati students in your school		
Emirati students in private Schools	449	467
Non Emirati students in private Schools	542	552
2019 PIRLS Dubai Target Scores for Emirati Students	489	507
2019 PIRLS Dubai Target Scores for Non Emirati Students	562	567

*** Note : there is no comparison of Emirati students against non Emirati student if less than 5 Emirati students for comparision in sample tested because of data restriction
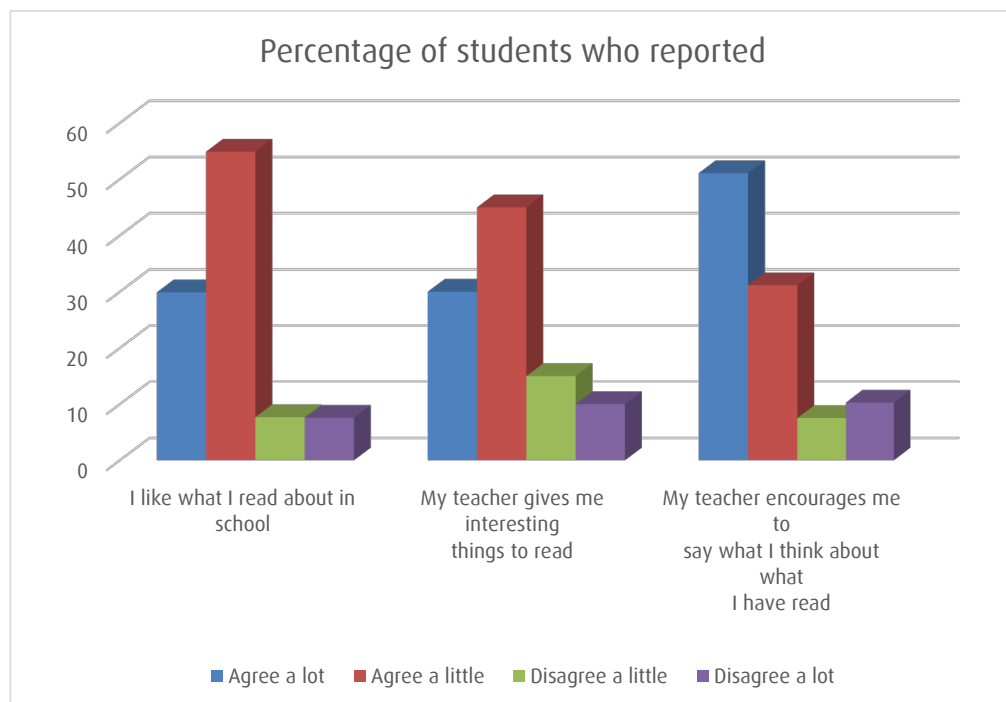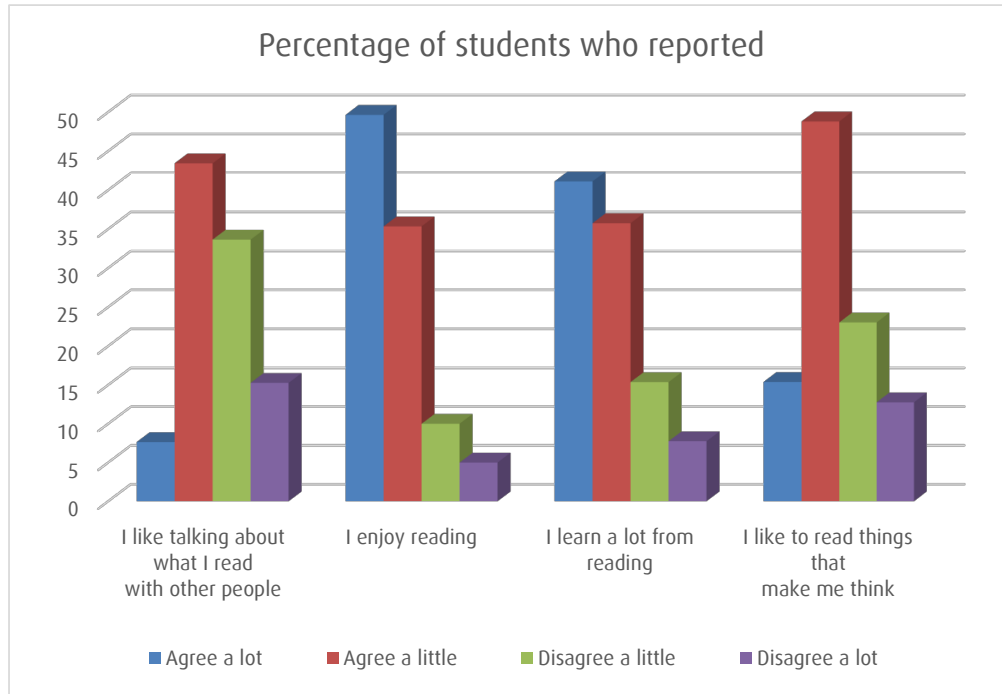
What did your students have to say?

Students who took PIRLS 2016, answered a background questionnaire in addition to the test. The questionnaire sought information about the students themselves, their homes and their school and learning experiences. The questionnaire was divided into six sections encompassing seventy questions. In its effort to improve standards and bring to the school's attention certain areas worth prioritising, KHDA has chosen some of these questions to share with you. Answers to these questions may be relevant to your students' performance. Teachers and school principals need to be able to identify that students barriers to learning . Understanding the problems that students face in their learning should help schools to find suitable solutions. Schools should reflect on what these responses are suggesting about provision and they should take action accordingly.

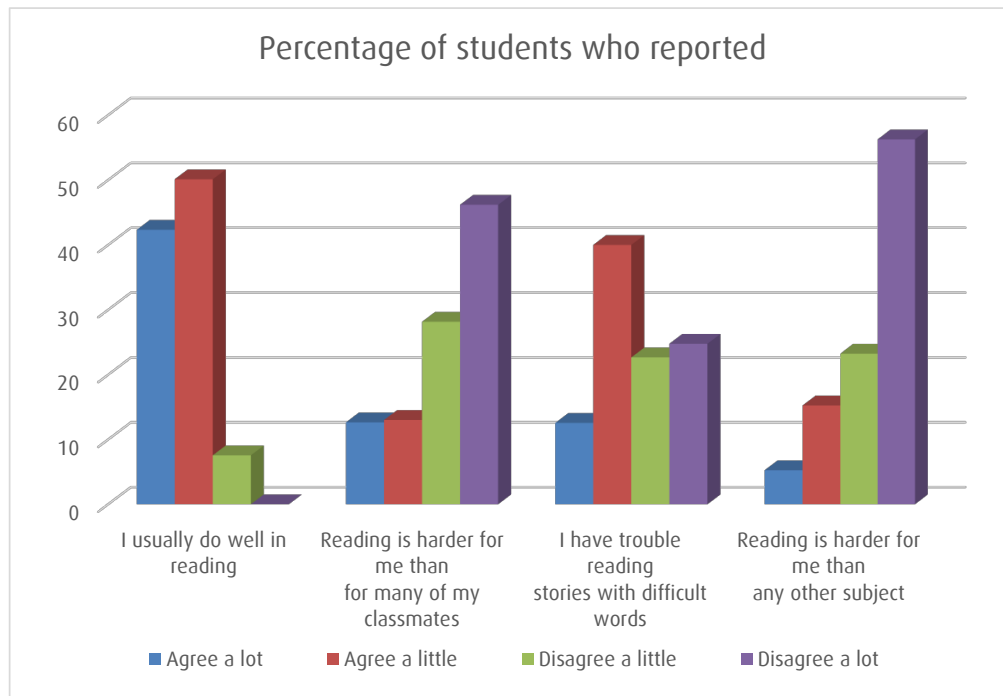**The charts below reflect the percentage of students in your school who answered the following questions:**

Think about the reading you do for school. How much do you agree with these statements about your reading lessons?

Percentage of students who reported

What do you think about reading? Tell how much you agree with each of these statements.

Percentage of students who reported

	I like talking about what I read with other people	I enjoy reading	I learn a lot from reading	I like to read things that make me think
Agree a lot				
Agree a little				
Disagree a little				
Disagree a lot				

How well do you read? Say how much you agree with each of these statements.

Percentage of students who reported

|	I usually do well in reading	Reading is harder for me than for many of my classmates	I have trouble reading stories with difficult words	Reading is harder for me than any other subject
Agree a lot				
Agree a little				
Disagree a little				
Disagree a lot				

What did your students Parents have to say?

Parents of students who took PIRLS 2016, answered a home questionnaire . The questionnaire sought information about the students , their homes and their school and their learning experiences. . In its effort to improve standards and bring to the school's attention areas worth prioritising, KHDA has chosen some of these questions to share with you. Answers to these questions may be relevant to your students' performance. Teachers and school principals need to be able to identify that students they should tbarriers to learning. Understanding the problems that students face in their learning should help schools to find suitable solutions. Schools should reflect on what these responses are suggesting about provision and take action accordingly.

The charts below reflect the percentage of Parents of students in your school who answered to the following questions from survey:
What do you think of your child's school?
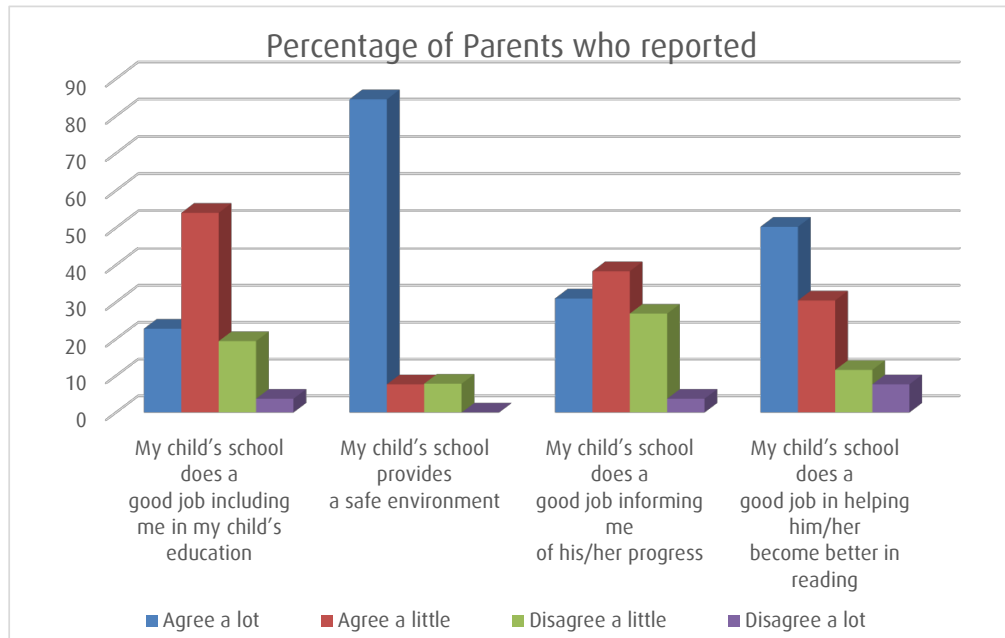
How often does your child speak Test Language at home?
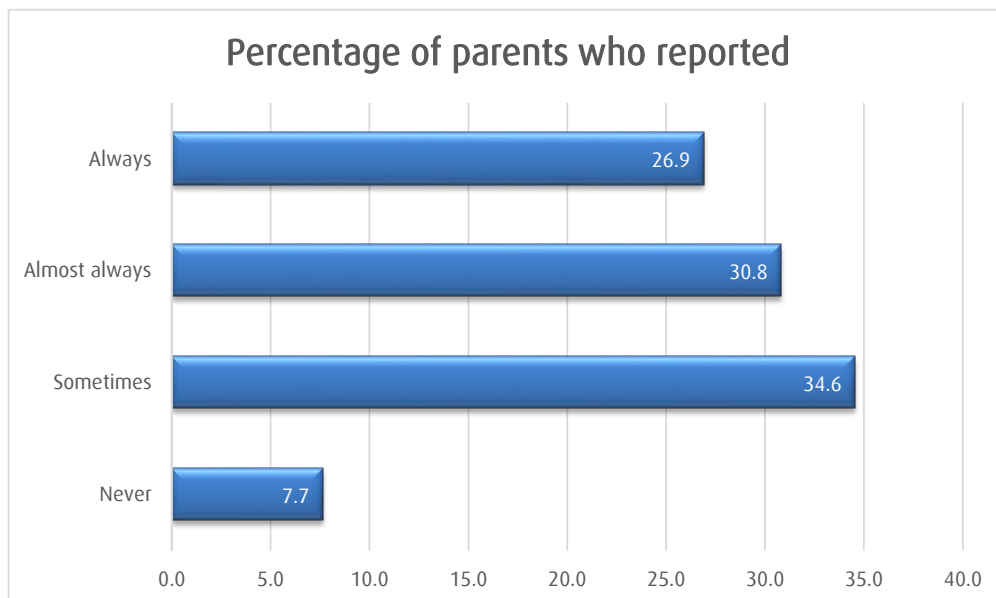
The following recommendations are based on a causal analysis of data related to questionnaires.
Principals will be able to improve students' scores by improving several variables at the same time.

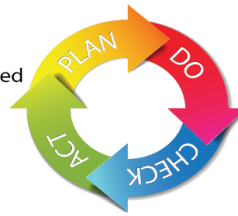# Students will improve their proficiency on PIRLS when lessons are more engaging.

Goal: Improve academic achievement by engaging students

PLAN
Use data to establish the objectives and processes necessary to deliver results in accordance with the expected goals.

DO
Implement the plan, execute the process, make the product. Collect data for charting and analysis in the following "CHECK" and "ACT" steps

ACT
If the CHECK shows that the PLAN that was implemented in DO is an improvement to the prior standard (baseline), then that becomes the new standard (baseline) for how the school should ACT going forward.
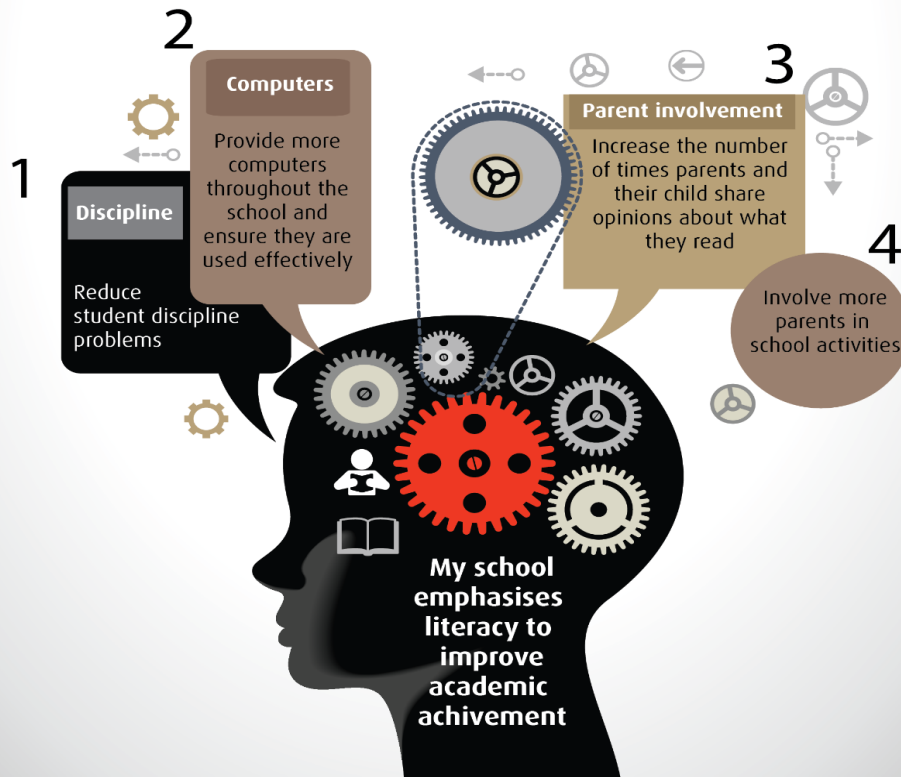
CHECK
Study the actual results (measured and collected in "DO") and compare against the expected goals from the "PLAN") to determine differences. Data will make this much easier to see trends.

Use data to make decisions

1

Discipline
Reduce student discipline problems

2

Computers
Provide more computers throughout the school and ensure they are used effectively

3

Parent involvement
Increase the number of times parents and their child share opinions about what they read

4
Involve more parents in school activities

My school emphasises literacy to improve academic achivement

Further information on PIRLS 2016 :

http://timss.bc.edu/pirls2016/framework.html.

Sample PIRLS passages, questions, and scoring guides are available at:

http://timssandpirls.bc.edu/pirls2016/downloads/P16_FW_Appendix_B.pdf.

Sample PIRLS literacy passages, questions, and scoring guides are available at:

http://timssandpirls.bc.edu/pirls2016/downloads/P16_FW_Appendix_C.pdf.

PIRLS

Advanced International Benchmark - 625

When reading relatively complex literary texts, students can:
• Interpret story events and character actions to provide reasons, motivations, feelings, and character traits with full text-based support
• Begin to evelute the effect on the reader of the author's language and style choices
When reading information texts, students can:
• Distinguish and interpret complex information from different parts of text, and provide full text-based support
• Integrate information across a text to explain relationships and sequence activities
• Begin to evaluate visual and textual elements to consider the author's point of view

High International Benchmark - 550

When reading relatively complex literary texts, students can:
• Locate and distinguish significant actions and details embedded across the text
• Make inferences to explain relationships between intentions, actions, events, and feelings, and give text-based support
• Interpret and integrate story events and character actions and traits from different parts of the text
• Evaluate the significance of events and actions across the entire story
• Recognize the use of some language features (e.g., metaphor, tone, imagery)
When reading relatively complex information texts, students can:
• Locate and distinguish relevant information within a dense text or a complex table
• Make inferences about logical connections to provide explanations and reasons
• Integrate textual and visual information to interpret the relationship between ideas
• Evaluate and make generalizations about content and textual elements

Intermediate International Benchmark - 475

When reading a mix of simpler and relatively complex literary texts, students can:
• Independently locate,recognize and reproduce explicitly stated actions, events, and feelings
• Make straightforward inferences about the attributes, feelings, and motivations of main characters
• Interpret obvious reasons and causes and give simple explanations
• Begin to recognize language features and style
When reading relatively complex information texts, students can:
• Locate and reproduce two or three pieces of information from within the text
• Make straightforward inferences to provide factual explanations
• Begin to interpret and integrate information to order events

Low International Benchmark - 400

When reading relatively complex literary texts, students can:
• Locate and retrieve an explicitly stated information,actions, or ideas
• Make straightforward inferences about events and reasons for actions
• Begin to interpret story events and central ideas
When reading relatively complex information texts, students can:
• Locate and reproduce explicitly stated information from text and other format(e.g., charts,diagrams)
• Begin to make straightforward inferences about explanations,actions,and descriptions

ePIRLS
Advanced International Benchmark- 625
When reading and viewing relatively complex *Online Informational Texts* **, students can:** • Make inferences from complex information to support an explanation • Interpret and integrate information from within and across a web page with interactive features to explain relationships, and show thorough understanding • Evaluatethe effects of textual, visual, and interactve elements and begin to considers the writer's point of view
High International Benchmark- 550
When reading and viewing relatively complex *Online Informational Texts* **, students can:** • Make inferences to distinguish relevant information and provide comparisons • Interpret and integrate information from within and across a web page with interactive features to provide examples and make contrasts • Evaluate how graphic elements and language choices support content
Intermediate International Benchmark- 475
When reading and viewing relatively complex *Online Informational Texts* **, students can:** • Locate and reproduce information presented in various forms including independent use of navigation features • Make straightforward inferences to recognize reasons and actions • Interpret and integrate information across a web page to recognize causes,comparisons, and explanations • Begin to evaluate the use of interactive feaures to convey information
Low International Benchmark-400
When reading and viewing relatively complex *Online Informational Texts* **, students can:** • Locate and reproduce explicitly stated information from webpages that contain text and a variety of dynamic, navigable feature (e.g., timelines , pop-up boxes) • Begin to make straightforward inferences about descriptions

For more information about Dubai's participation in Pirls and ePIRLS, please check :

https://www.khda.gov.ae/en/publications

How to contact us:

If you have a concern or wish to comment on any aspect of this report you should contact:
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