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# RELEASED READING LITERACY ITEMS

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This book contains the released Progress in International Reading Literacy Study (PIRLS) 2011 grade 4 reading assessment items. This is not a complete set of all PIRLS 2011 assessment items because some items are kept confidential so that they may be used in subsequent cycles of PIRLS to measure trends.

## How Can This Set of Released Items Be Used?

**In Teacher-designed Assessments.** The items in this book present different ways of measuring students' understanding in various content and cognitive domains. A teacher may use these items to create an assessment according to the needs of the class after reviewing the items and selecting items of interest.

**For Feedback on Student Understanding.** Student responses can be scored according to the scoring information provided in the book. Items that coincide with concepts taught in class allow the teacher to gain feedback on the students' understanding of assessed concepts. For example, a teacher might decide to examine the incorrect or partially correct responses of the class. The teacher might use the items to identify particular difficulties or misconceptions experienced by individual students, which can serve as the basis for some remedial teaching or focused practice.

**To Benchmark Student Performance.** The teacher might also compare the percent of students in the class who responded correctly to an item with the percent of students who responded correctly to the same item in other education systems or in the United States.

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This book contains PIRLS 2011 released passages and items for grade 4. Following the passage, each item appears on a single page, on which is provided information about the item's classification and about international student performance on the item. The items appear in the passage order, as shown in the index on the next page.

## Information about item classification

Take a look at the first item on page 6. Across the top are three boxes which identify the passage, its **reading purpose** (the specific topic assessed within that subject matter), and its **comprehension process** (the cognitive or thinking process assessed). For this item, the passage is *The Giant Tooth Mystery*, the reading purpose is *acquire and use information*, and the comprehension process is *focus on and retrieve explicitly-stated information*.

Below the row of boxes and above a boxed-in area of the page is the **item label**. For this item, it is Item 1: *What is a fossil*. Below the boxed-in area is the **variable name**, which is more commonly used to identify each item than the item label.

**Correct answers** are shown beneath each item. The correct answer for multiple-choice items is simply a letter code. For example, in the item *R0321G01M* on page 6, the letter code C is the correct answer. The correct answers for write-in or open-ended items are explained in a scoring guide. For example, the item 2: *Why people believed in giants* (page 7) provides an example of a scoring guide, indicating the general nature of correct and incorrect responses. In some cases, partial credit may be awarded and these items will provide guidelines for fully correct, partially correct, and incorrect

responses. Sample student responses are provided for some of the constructed-response items for each scoring category.

## Information about international student performance

In the table along the right-hand side of the page are the **percent correct** statistics for the item. These consist of statistics on the percentage of students in each participating education system who could answer the question correctly. The lists of education systems are ordered in terms of this percentage. The international average is included as well.

To the right of some of the percent correct statistics are **special symbols** that indicate when an education system scored significantly higher or significantly lower than the international average. Thus, on the item *What is a fossil* as an example, an estimated 85 percent of U.S. students could correctly answer this item, a percentage that was measurably higher than the international average, after taking into account the standard of error associated with the percent correct statistic for the United States and for the international average.

**Passage****Level Page****Giant Tooth**

|          |                                    |                    |    |
|----------|------------------------------------|--------------------|----|
| R031G01M | What is a fossil                   | Intermediate (475) | 6  |
| R031G02C | Why people believed in giants      | High (550)         | 7  |
| R031G03M | Where Palissy found fossils        | High (550)         | 9  |
| R031G04C | What was Palissy's new idea        | Advanced (625)     | 10 |
| R031G05M | Why Palissy was imprisoned         | Advanced (625)     | 12 |
| R031G06M | Who found the fossil tooth         | High (550)         | 13 |
| R031G07M | What made the tooth puzzling       | High (550)         | 14 |
| R031G08C | Tooth from diff. types (DERIVED)   | Above Advanced     | 15 |
| R031G09M | Why Gideon took tooth to a museum  | High (550)         | 18 |
| R031G10C | Why seeing tooth was important     | Advanced (625)     | 19 |
| R031G11M | What Gideon used                   | High (550)         | 21 |
| R031G12C | Purpose of two Iguanodon pictures  | Above Advanced     | 22 |
| R031G13C | How Iguanodon looked (DERIVED)     | Advanced (625)     | 24 |
| R031G14M | What discovery proved Gideon wrong | Advanced (625)     | 27 |

**Enemy Pie**

|          |                                    |                    |    |
|----------|------------------------------------|--------------------|----|
| R031P01M | Who is telling the story           | High (550)         | 32 |
| R031P02C | Why Tom thought Jeremy was enemy   | Intermediate (475) | 33 |
| R031P03C | An ingredient in the pie           | Intermediate (475) | 35 |
| R031P04M | Why Tom thought be a good summer   | Advanced (625)     | 37 |
| R031P05C | How Tom felt after smelling pie    | Advanced (625)     | 38 |
| R031P06C | What Tom thought would happen      | Intermediate (475) | 40 |
| R031P07C | Things Tom's dad told for pie      | High (550)         | 42 |
| R031P08M | Why Tom went to Jeremy's house     | Intermediate (475) | 44 |
| R031P09C | What surprises Tom                 | Intermediate (475) | 45 |
| R031P10M | Why T. didn't want to go with plan | Intermediate (475) | 47 |
| R031P11M | How Tom felt when Jeremy took pie  | High (550)         | 48 |
| R031P12M | What was Dad's secret              | High (550)         | 49 |
| R031P13M | What sentence suggest about boys   | Intermediate (475) | 50 |
| R031P14C | Why Tom's dad made the pie         | High (550)         | 51 |
| R031P15C | What type of person is Tom's dad   | Advanced (625)     | 53 |
| R031P16C | What is the lesson of the story    | Advanced (625)     | 55 |

## Passage

## Level Page

### Day Hiking

|          |                                   |                    |    |
|----------|-----------------------------------|--------------------|----|
| R021N01M | Main message of the leaflet       | Intermediate (475) | 59 |
| R021N02C | What you see on a hike            | Intermediate (475) | 60 |
| R021N03C | Hiking in a group                 | Advanced (625)     | 62 |
| R021N04M | Section about right clothes       | High (550)         | 64 |
| R021N05M | Why take extra socks              | Intermediate (475) | 65 |
| R021N06M | What to do if you're in trouble   | Intermediate (475) | 66 |
| R021N07M | How to avoid tiring too soon      | High (550)         | 67 |
| R021N08C | Tell when you plan to return      | High (550)         | 68 |
| R021N09M | Which route for the shortest hike | High (550)         | 70 |
| R021N10M | Who could go to Lookout Station   | High (550)         | 71 |
| R021N11C | Studying the map key              | High (550)         | 72 |
| R021N12C | Reasons for choosing route        | High (550)         | 74 |

### Fly Eagle Fly

|          |                                    |                    |    |
|----------|------------------------------------|--------------------|----|
| R021E01M | What farmer set out to look for    | Low (400)          | 84 |
| R021E02M | Where farmer found eagle chick     | High (550)         | 85 |
| R021E03M | What shows farmer was careful      | Intermediate (475) | 86 |
| R021E04M | What farmer did with the chick     | Intermediate (475) | 87 |
| R021E05C | Eagle chick behaved like a chicken | High (550)         | 88 |
| R021E06M | How friend tried making eagle fly  | High (550)         | 90 |
| R021E07C | Explanation of friend's words      | High (550)         | 91 |
| R021E08M | Why farmer roared with laughter    | Advanced (625)     | 93 |
| R021E09C | Eagle taken to the high mountains  | Above Advanced     | 94 |
| R021E10C | Beautiful sky at dawn              | High (550)         | 96 |
| R021E11M | Why sun rising was important       | High (550)         | 98 |
| R021E12C | What farmer's friend was like      | Advanced (625)     | 99 |

## The Giant Tooth Mystery

# The GIANT Tooth Mystery

*A fossil is the remains of any creature or plant that lived on the Earth many, many years ago. People have been finding fossils for thousands of years in rocks and cliffs and beside lakes. We now know that some of these fossils were from dinosaurs.*



Long ago, people who found huge fossils did not know what they were. Some thought the big bones came from large animals that they had seen or read about, such as hippos or elephants. But some of the bones people found were too big to have come from even the biggest hippo or elephant. These enormous bones led some people to believe in giants.

## The Giant Tooth Mystery

Hundreds of years ago in France, a man named Bernard Palissy had another idea. He was a famous pottery maker. When he went to make his pots, he found many tiny fossils in the clay. He studied the fossils and wrote that they were the remains of living creatures. This was not a new idea. But Bernard Palissy also wrote that some of these creatures no longer lived on earth. They had completely disappeared. They were extinct.

Was Bernard Palissy rewarded for his discovery? No! He was put in prison for his ideas.

As time went by, some people became more open to new ideas about how the world might have been long ago.

Then, in the 1820s, a huge fossil tooth was found in England. It is thought that Mary Ann Mantell, the wife of fossil expert Gideon Mantell was out for a walk when she saw what looked like a huge stone tooth. Mary Ann Mantell knew the big tooth was a fossil, and took it home to her husband.

When Gideon Mantell first looked at the fossil tooth, he thought it had belonged to a plant eater because it was flat and had ridges. It was worn down from chewing food. It was almost as big as the tooth of an elephant. But it looked nothing like an elephant's tooth.



Fossil tooth sketched life-sized

## The Giant Tooth Mystery

Gideon Mantell could tell that the pieces of rock attached to the tooth were very old. He knew that it was the kind of rock where reptile fossils were found. Could the tooth have belonged to a giant, plant-eating reptile that chewed its food? A type of reptile that no longer lived on earth?

Gideon Mantell was really puzzled by the big tooth. No reptile that he knew about chewed its food. Reptiles gulped their food, and so their teeth didn't become worn down. It was a mystery.

Gideon Mantell took the tooth to a museum in London and showed it to other scientists. No one agreed with Gideon Mantell that it might be the tooth of a gigantic reptile.

Gideon Mantell tried to find a reptile that had a tooth that looked like the giant tooth. For a long time, he found nothing. Then one day he met a scientist who was studying iguanas. An iguana is a large plant-eating reptile found in Central and South America. It can grow to be more than five feet long. The scientist showed Gideon Mantell an iguana tooth. At last! Here was the tooth of a living reptile that looked like the mystery tooth. Only the fossil tooth was much, much bigger.

Iguana



A life-sized drawing of an iguana's tooth from Gideon Mantell's notebook



## The Giant Tooth Mystery

Now Gideon Mantell believed the fossil tooth had belonged to an animal that looked like an iguana. Only it wasn't five feet long. Gideon Mantell believed it was a hundred feet long! He named his creature *Iguanodon*. That means "iguana tooth".

Gideon Mantell did not have a whole *Iguanodon* skeleton. But from the bones he had collected over the years, he tried to figure out what one might have looked like. He thought the bones showed that the creature had walked on all four legs. He thought a pointed bone was a horn. He drew an *Iguanodon* with a horn on its nose.



What Gideon Mantell thought an Iguanodon looked like

## The Giant Tooth Mystery

Years later, several complete *Iguanodon* skeletons were found. They were only about thirty feet long. The bones showed that it walked on its hind legs some of the time. And what Gideon Mantell thought was a horn on its nose was really a spike on its “thumb”! Based on these discoveries, scientists changed their ideas about what the *Iguanodon* looked like.

Gideon Mantell made some mistakes. But he had made an important discovery, too. Since his first idea that the fossil tooth belonged to a plant-eating reptile, he spent many years gathering facts and evidence to prove his ideas were right. By making careful guesses along the way, Gideon Mantell was one of the first people to show that long ago, giant reptiles lived on earth. And then they became extinct.

Hundreds of years before, Bernard Palissy had been thrown in prison for saying nearly the same thing. But Gideon Mantell became famous. His discovery made people curious to find out more about these huge reptiles.

In 1842, a scientist named Richard Owen decided that these extinct reptiles needed a name of their own. He called them *Dinosauria*. This means “fearfully great lizard”. Today we call them dinosaurs.



What scientists today think the Iguanodon looked like

| Passage                 | Reading Purpose             | Comprehension Process of the Task                   |
|-------------------------|-----------------------------|-----------------------------------------------------|
| THE GIANT TOOTH MYSTERY | Acquire and Use Information | Focus on and Retrieve Explicitly Stated Information |

## Item 1: What is a fossil

1. What is a fossil?
- A. the surface of rocks and cliffs
  - B. the bones of a giant
  - C. the remains of very old living things
  - D. the teeth of elephants

Variable Name: R031G01M

Correct Response:

C

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Netherlands                  | 95 ▲            |
| Italy                        | 92 ▲            |
| Hong Kong-CHN                | 92 ▲            |
| Sweden                       | 90 ▲            |
| Spain                        | 90 ▲            |
| Finland                      | 89 ▲            |
| Slovenia                     | 87 ▲            |
| Israel                       | 87 ▲            |
| Chinese Taipei-CHN           | 86 ▲            |
| Croatia                      | 85 ▲            |
| <b>United States</b>         | <b>85 ▲</b>     |
| Germany                      | 85 ▲            |
| Hungary                      | 83 ▲            |
| England-GBR                  | 83 ▲            |
| Northern Ireland-GBR         | 82 ▲            |
| Georgia                      | 82 ▲            |
| Russian Federation           | 82 ▲            |
| Canada                       | 82 ▲            |
| Australia                    | 82 ▲            |
| Ireland                      | 82 ▲            |
| Austria                      | 81 ▲            |
| Lithuania                    | 81 ▲            |
| Portugal                     | 80 ▲            |
| Romania                      | 80 ▲            |
| Bulgaria                     | 80 ▲            |
| New Zealand                  | 76              |
| Norway                       | 76              |
| Denmark                      | 76              |
| Czech Republic               | 75              |
| <b>International average</b> | <b>75</b>       |
| Singapore                    | 75              |
| Slovak Republic              | 73              |
| Poland                       | 68 ▼            |
| Indonesia                    | 68 ▼            |
| Belgium (French)-BEL         | 67 ▼            |
| France                       | 64 ▼            |
| Malta                        | 64 ▼            |
| United Arab Emirates         | 63 ▼            |
| Qatar                        | 58 ▼            |
| Trinidad and Tobago          | 56 ▼            |
| Azerbaijan                   | 52 ▼            |
| Iran, Islamic Rep. of        | 52 ▼            |
| Colombia                     | 51 ▼            |
| Saudi Arabia                 | 49 ▼            |
| Oman                         | 45 ▼            |
| Morocco                      | 42 ▼            |

## Benchmarking education system

|               |      |
|---------------|------|
| Andalusia-ESP | 93 ▲ |
| Florida-USA   | 89 ▲ |
| Alberta-CAN   | 87 ▲ |
| Ontario-CAN   | 83 ▲ |
| Quebec-CAN    | 78   |
| Maltese-MLT   | 73   |
| Dubai-UAE     | 68 ▼ |
| Abu Dhabi-UAE | 58 ▼ |

▲ Percent higher than International average

▼ Percent lower than International average

| Passage                 | Reading Purpose             | Comprehension Process of the Task |
|-------------------------|-----------------------------|-----------------------------------|
| THE GIANT TOOTH MYSTERY | Acquire and Use Information | Make Straightforward Inferences   |

## Item 2: Why people believed in giants

2. According to the article, why did some people long ago believe in giants?

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Variable Name: R031G02C

## SCORING

### 1 - Acceptable Response

- The response demonstrates understanding that people long ago believed in giants because they found huge bones/skeletons/fossils.

Examples:

*They found bones too big to belong to something they knew.*

*They found giant bones that were too big to be from the biggest hippo.*

*They found really big bones.*

### 0 - Unacceptable Response

- The response does not demonstrate understanding that people long ago believe in giants because they found huge bones/skeletons/fossils.

Examples:

*Giants are really big.*

*They found dinosaur bones.*

*They found things that must belong to giants.*

## Overall Percent Correct

| Education system      | Percent correct |
|-----------------------|-----------------|
| Singapore             | 81 ▲            |
| Chinese Taipei-CHN    | 77 ▲            |
| Hong Kong-CHN         | 76 ▲            |
| Netherlands           | 75 ▲            |
| Sweden                | 67 ▲            |
| Germany               | 67 ▲            |
| Portugal              | 64 ▲            |
| Russian Federation    | 64 ▲            |
| England-GBR           | 63 ▲            |
| Northern Ireland-GBR  | 62 ▲            |
| Ireland               | 62 ▲            |
| Israel                | 61 ▲            |
| Slovenia              | 61 ▲            |
| Denmark               | 61 ▲            |
| Austria               | 61 ▲            |
| Bulgaria              | 60 ▲            |
| Slovak Republic       | 60 ▲            |
| Czech Republic        | 60 ▲            |
| Italy                 | 59 ▲            |
| New Zealand           | 59 ▲            |
| Croatia               | 58 ▲            |
| Australia             | 58 ▲            |
| Spain                 | 57 ▲            |
| Canada                | 57 ▲            |
| Hungary               | 56              |
| Malta                 | 55              |
| France                | 53              |
| International average | 53              |
| Norway                | 51              |
| Georgia               | 50              |
| Finland               | 48 ▼            |
| <b>United States</b>  | <b>45 ▼</b>     |
| Saudi Arabia          | 44 ▼            |
| Poland                | 43 ▼            |
| Trinidad and Tobago   | 43 ▼            |
| Qatar                 | 42 ▼            |
| Indonesia             | 41 ▼            |
| Romania               | 41 ▼            |
| Belgium (French)-BEL  | 38 ▼            |
| United Arab Emirates  | 36 ▼            |
| Iran, Islamic Rep. of | 35 ▼            |
| Azerbaijan            | 35 ▼            |
| Colombia              | 29 ▼            |
| Lithuania             | 29 ▼            |
| Oman                  | 28 ▼            |
| Morocco               | 26 ▼            |

## Benchmarking education system

|               |      |
|---------------|------|
| Ontario-CAN   | 61 ▲ |
| Alberta-CAN   | 58 ▲ |
| Maltese-MLT   | 52   |
| Andalusia-ESP | 52   |
| Florida-USA   | 51   |
| Dubai-UAE     | 49 ▼ |
| Quebec-CAN    | 45 ▼ |
| Abu Dhabi-UAE | 32 ▼ |

▲ Percent higher than International average

▼ Percent lower than International average

Item 2: Why people believed in giants (continued)

Variable Name: R031G02C

## Student Responses

### Correct Response:

They thought that the bone weren't  
from elephants and hippos but  
from giants.

### Incorrect Response:

They found a giant tooth

| Passage                        | Reading Purpose             | Comprehension Process of the Task                   |
|--------------------------------|-----------------------------|-----------------------------------------------------|
| <b>THE GIANT TOOTH MYSTERY</b> | Acquire and Use Information | Focus on and Retrieve Explicitly Stated Information |

## Item 3: Where Palissy found fossils

3. Where did Bernard Palissy find fossils?
- A. on the cliffs
  - B. in the clay
  - C. by a river
  - D. on a path

Variable Name: R031G03M

**Correct Response:****B****Overall Percent Correct**

| Education system             | Percent correct |
|------------------------------|-----------------|
| Croatia                      | 87 ▲            |
| Hong Kong-CHN                | 86 ▲            |
| Singapore                    | 83 ▲            |
| Ireland                      | 83 ▲            |
| Finland                      | 83 ▲            |
| Northern Ireland-GBR         | 82 ▲            |
| Portugal                     | 79 ▲            |
| <b>United States</b>         | <b>78 ▲</b>     |
| Denmark                      | 78 ▲            |
| Russian Federation           | 77 ▲            |
| Germany                      | 77 ▲            |
| Slovenia                     | 77 ▲            |
| England-GBR                  | 77 ▲            |
| Czech Republic               | 77 ▲            |
| Italy                        | 76 ▲            |
| Sweden                       | 76 ▲            |
| Chinese Taipei-CHN           | 76 ▲            |
| Canada                       | 75 ▲            |
| Austria                      | 75 ▲            |
| Hungary                      | 74 ▲            |
| Israel                       | 74              |
| Netherlands                  | 73              |
| Iran, Islamic Rep. of        | 73              |
| Romania                      | 72              |
| New Zealand                  | 72              |
| Bulgaria                     | 71              |
| Australia                    | 71              |
| Norway                       | 71              |
| <b>International average</b> | <b>71</b>       |
| Malta                        | 70              |
| Lithuania                    | 70              |
| Poland                       | 70              |
| Slovak Republic              | 69              |
| Azerbaijan                   | 68              |
| Spain                        | 65 ▼            |
| France                       | 65 ▼            |
| Georgia                      | 63 ▼            |
| United Arab Emirates         | 62 ▼            |
| Trinidad and Tobago          | 61 ▼            |
| Qatar                        | 60 ▼            |
| Saudi Arabia                 | 60 ▼            |
| Belgium (French)-BEL         | 60 ▼            |
| Oman                         | 54 ▼            |
| Colombia                     | 51 ▼            |
| Indonesia                    | 50 ▼            |
| Morocco                      | 27 ▼            |

**Benchmarking education system**

|               |      |
|---------------|------|
| Florida-USA   | 81 ▲ |
| Alberta-CAN   | 80 ▲ |
| Ontario-CAN   | 76 ▲ |
| Quebec-CAN    | 74   |
| Dubai-UAE     | 72   |
| Andalusia-ESP | 69   |
| Maltese-MLT   | 65 ▼ |
| Abu Dhabi-UAE | 58 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage                 | Reading Purpose             | Comprehension Process of the Task             |
|-------------------------|-----------------------------|-----------------------------------------------|
| THE GIANT TOOTH MYSTERY | Acquire and Use Information | Interpret and Integrate Ideas and Information |

## Item 4: What was Palissy's new idea

4. What was Bernard Palissy's new idea?
- 

## Overall Percent Correct

| Education system      | Percent correct |
|-----------------------|-----------------|
| Hong Kong-CHN         | 60 ▲            |
| Chinese Taipei-CHN    | 55 ▲            |
| Russian Federation    | 44 ▲            |
| Singapore             | 42 ▲            |
| Hungary               | 40 ▲            |
| Czech Republic        | 39 ▲            |
| Finland               | 38 ▲            |
| Slovak Republic       | 29 ▲            |
| Northern Ireland-GBR  | 29 ▲            |
| Azerbaijan            | 29              |
| England-GBR           | 28 ▲            |
| Italy                 | 28              |
| Germany               | 28              |
| Israel                | 28              |
| Croatia               | 28              |
| Bulgaria              | 27              |
| Ireland               | 26              |
| Slovenia              | 26              |
| Canada                | 25              |
| International average | 25              |
| Iran, Islamic Rep. of | 24              |
| Netherlands           | 24              |
| <b>United States</b>  | <b>24</b>       |
| Portugal              | 23              |
| Sweden                | 23              |
| Denmark               | 21 ▼            |
| Romania               | 21              |
| Australia             | 21 ▼            |
| Lithuania             | 21 ▼            |
| Qatar                 | 19 ▼            |
| Saudi Arabia          | 19 ▼            |
| Austria               | 18 ▼            |
| Georgia               | 18 ▼            |
| Malta                 | 17 ▼            |
| New Zealand           | 17 ▼            |
| Norway                | 17 ▼            |
| France                | 17 ▼            |
| United Arab Emirates  | 16 ▼            |
| Oman                  | 15 ▼            |
| Trinidad and Tobago   | 15 ▼            |
| Poland                | 14 ▼            |
| Spain                 | 12 ▼            |
| Morocco               | 12 ▼            |
| Belgium (French)-BEL  | 11 ▼            |
| Indonesia             | 11 ▼            |
| Colombia              | 9 ▼             |

## Benchmarking education system

|               |      |
|---------------|------|
| Ontario-CAN   | 27   |
| Florida-USA   | 25   |
| Alberta-CAN   | 23   |
| Quebec-CAN    | 23   |
| Dubai-UAE     | 21 ▼ |
| Abu Dhabi-UAE | 13 ▼ |
| Andalusia-ESP | 12 ▼ |
| Maltese-MLT   | 10 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

Variable Name: R031G04C

## SCORING

## 1 - Acceptable Response

- The response demonstrates understanding that Palissy's new idea was that some fossils belonged to animals that no longer lived on earth, had completely disappeared, or were extinct.

Examples:

*Fossils could be from extinct animals.*

*Some belonged to creatures no longer living on earth.*

*His idea was that some animals completely disappeared!*

## 0 - Unacceptable Response

- The response does not demonstrate understanding of Palissy's new idea. It might relate to Palissy's idea that fossils once belonged to living creatures, or may state a fact about Palissy's work.

Examples:

*Fossils were from the remains of living creatures.*

*Reptiles were extinct.*

*He found fossils in his clay.*

Item 4: What was Palissy's new idea (continued)

Variable Name: R031G04C

## Student Responses

**Correct Response:**

his new idea is that long ago animals were  
extinct

**Incorrect Response:**

studying fossils

| Passage                 | Reading Purpose             | Comprehension Process of the Task |
|-------------------------|-----------------------------|-----------------------------------|
| THE GIANT TOOTH MYSTERY | Acquire and Use Information | Make Straightforward Inferences   |

## Item 5: Why Palissy was imprisoned

5. Why was Bernard Palissy put into prison?
- A. People were not open to new ideas.
  - B. He copied his ideas from Gideon Mantell.
  - C. He left tiny fossils in his pottery.
  - D. Studying fossils was forbidden in France.

Variable Name: R031G05M

Correct Response:

A

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Chinese Taipei-CHN           | 70 ▲            |
| Denmark                      | 68 ▲            |
| Hong Kong-CHN                | 66              |
| Finland                      | 66 ▲            |
| Italy                        | 66 ▲            |
| Netherlands                  | 66 ▲            |
| Ireland                      | 65              |
| Czech Republic               | 63 ▲            |
| Portugal                     | 63 ▲            |
| Singapore                    | 61 ▲            |
| England-GBR                  | 61 ▲            |
| Hungary                      | 60 ▲            |
| <b>United States</b>         | <b>60 ▲</b>     |
| Northern Ireland-GBR         | 59 ▲            |
| Bulgaria                     | 59 ▲            |
| Sweden                       | 58 ▲            |
| Canada                       | 58 ▲            |
| Slovak Republic              | 58 ▲            |
| Israel                       | 57 ▲            |
| Austria                      | 57 ▲            |
| New Zealand                  | 57              |
| Russian Federation           | 56              |
| Australia                    | 55              |
| Croatia                      | 55              |
| Spain                        | 54              |
| <b>International average</b> | <b>54</b>       |
| Germany                      | 53              |
| Georgia                      | 52              |
| Romania                      | 52              |
| Poland                       | 51              |
| Norway                       | 49 ▼            |
| Iran, Islamic Rep. of        | 49 ▼            |
| Lithuania                    | 49 ▼            |
| France                       | 48 ▼            |
| United Arab Emirates         | 48 ▼            |
| Malta                        | 45 ▼            |
| Belgium (French)-BEL         | 45 ▼            |
| Saudi Arabia                 | 44 ▼            |
| Azerbaijan                   | 44 ▼            |
| Indonesia                    | 42 ▼            |
| Qatar                        | 42 ▼            |
| Oman                         | 40 ▼            |
| Slovenia                     | 39 ▼            |
| Trinidad and Tobago          | 38 ▼            |
| Morocco                      | 35 ▼            |
| Colombia                     | 32 ▼            |

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 66 ▲ |
| Quebec-CAN    | 59 ▲ |
| Ontario-CAN   | 59 ▲ |
| Andalusia-ESP | 56   |
| Alberta-CAN   | 56   |
| Dubai-UAE     | 51   |
| Maltese-MLT   | 48 ▼ |
| Abu Dhabi-UAE | 45 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage                        | Reading Purpose             | Comprehension Process of the Task                   |
|--------------------------------|-----------------------------|-----------------------------------------------------|
| <b>THE GIANT TOOTH MYSTERY</b> | Acquire and Use Information | Focus on and Retrieve Explicitly Stated Information |

## Item 6: Who found the fossil tooth

6. Who found the fossil tooth in England?

- A. Bernard Palissy
- B. Mary Ann Mantell
- C. Richard Owen
- D. Gideon Mantell

Variable Name: R031G06M

**Correct Response:**

**B**

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Russian Federation           | 87 ▲            |
| Ireland                      | 85 ▲            |
| Hong Kong-CHN                | 84 ▲            |
| Croatia                      | 83 ▲            |
| Singapore                    | 82 ▲            |
| Lithuania                    | 81 ▲            |
| Northern Ireland-GBR         | 81 ▲            |
| Czech Republic               | 81 ▲            |
| Slovak Republic              | 79 ▲            |
| Italy                        | 78 ▲            |
| Denmark                      | 78 ▲            |
| Bulgaria                     | 77 ▲            |
| Germany                      | 77 ▲            |
| Finland                      | 76 ▲            |
| Chinese Taipei-CHN           | 76 ▲            |
| England-GBR                  | 75 ▲            |
| Canada                       | 74 ▲            |
| Austria                      | 73 ▲            |
| France                       | 73 ▲            |
| <b>United States</b>         | <b>73 ▲</b>     |
| Malta                        | 73 ▲            |
| Sweden                       | 72 ▲            |
| New Zealand                  | 70              |
| Australia                    | 69              |
| Portugal                     | 68              |
| Poland                       | 68              |
| Hungary                      | 68              |
| Israel                       | 68              |
| <b>International average</b> | <b>68</b>       |
| Slovenia                     | 67              |
| Spain                        | 67              |
| Belgium (French)-BEL         | 66              |
| Norway                       | 66              |
| Netherlands                  | 65              |
| Trinidad and Tobago          | 65              |
| Romania                      | 64              |
| Georgia                      | 59 ▼            |
| Azerbaijan                   | 55 ▼            |
| United Arab Emirates         | 52 ▼            |
| Colombia                     | 51 ▼            |
| Qatar                        | 48 ▼            |
| Indonesia                    | 44 ▼            |
| Iran, Islamic Rep. of        | 42 ▼            |
| Saudi Arabia                 | 40 ▼            |
| Oman                         | 37 ▼            |
| Morocco                      | 29 ▼            |

### Benchmarking education system

|               |      |
|---------------|------|
| Quebec-CAN    | 77 ▲ |
| Florida-USA   | 76 ▲ |
| Ontario-CAN   | 72   |
| Maltese-MLT   | 71 ▲ |
| Alberta-CAN   | 71   |
| Andalusia-ESP | 68   |
| Dubai-UAE     | 64 ▼ |
| Abu Dhabi-UAE | 47 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage                 | Reading Purpose             | Comprehension Process of the Task |
|-------------------------|-----------------------------|-----------------------------------|
| THE GIANT TOOTH MYSTERY | Acquire and Use Information | Make Straightforward Inferences   |

## Item 7: What made the tooth puzzling

7. What did Gideon Mantell know about reptiles that made the fossil tooth puzzling?
- A. Reptiles had no teeth.
- B. Reptiles were found under rocks.
- C. Reptiles lived long ago.
- D. Reptiles gulped their food.

Variable Name: R031G07M

Correct Response:

D

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Croatia                      | 74 ▲            |
| Ireland                      | 73 ▲            |
| Czech Republic               | 72 ▲            |
| Finland                      | 72 ▲            |
| Northern Ireland-GBR         | 71 ▲            |
| Hungary                      | 70 ▲            |
| Russian Federation           | 70 ▲            |
| England-GBR                  | 69 ▲            |
| <b>United States</b>         | <b>69 ▲</b>     |
| Italy                        | 69 ▲            |
| Denmark                      | 68 ▲            |
| Singapore                    | 68 ▲            |
| Lithuania                    | 67 ▲            |
| Slovak Republic              | 65 ▲            |
| Slovenia                     | 65 ▲            |
| Bulgaria                     | 64 ▲            |
| Hong Kong-CHN                | 63 ▲            |
| Azerbaijan                   | 62 ▲            |
| Netherlands                  | 61 ▲            |
| Canada                       | 61 ▲            |
| Iran, Islamic Rep. of        | 60              |
| New Zealand                  | 59              |
| Germany                      | 59              |
| Spain                        | 58              |
| Sweden                       | 58              |
| Australia                    | 58              |
| Austria                      | 58              |
| <b>International average</b> | <b>57</b>       |
| Israel                       | 57              |
| Romania                      | 56              |
| Belgium (French)-BEL         | 56              |
| Georgia                      | 55              |
| France                       | 53 ▼            |
| Norway                       | 52 ▼            |
| Trinidad and Tobago          | 51 ▼            |
| Chinese Taipei-CHN           | 51 ▼            |
| Portugal                     | 51 ▼            |
| Malta                        | 46 ▼            |
| United Arab Emirates         | 42 ▼            |
| Qatar                        | 40 ▼            |
| Poland                       | 39 ▼            |
| Colombia                     | 38 ▼            |
| Saudi Arabia                 | 35 ▼            |
| Oman                         | 30 ▼            |
| Indonesia                    | 29 ▼            |
| Morocco                      | 24 ▼            |

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 73 ▲ |
| Alberta-CAN   | 67 ▲ |
| Ontario-CAN   | 64 ▲ |
| Andalusia-ESP | 62 ▲ |
| Dubai-UAE     | 54 ▼ |
| Quebec-CAN    | 46 ▼ |
| Maltese-MLT   | 42 ▼ |
| Abu Dhabi-UAE | 36 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage                        | Reading Purpose             | Comprehension Process of the Task             |
|--------------------------------|-----------------------------|-----------------------------------------------|
| <b>THE GIANT TOOTH MYSTERY</b> | Acquire and Use Information | Interpret and Integrate Ideas and Information |

## Item 8: Tooth from diff. types (DERIVED)

8. Gideon Mantell thought the tooth might have belonged to different types of animals. Complete the table to show what made him think this.

|   | Type of animal   | What made him think this        |
|---|------------------|---------------------------------|
| A | A plant eater    | The tooth was flat with ridges. |
|   | A giant creature |                                 |
| B | A reptile        |                                 |

Variable Name: R031G08C

**SCORING****1 - Acceptable Response**

- Each of the two parts of this item will be scored separately in its own 1-point coding block.

| Type of animal   | What made him think this                                                                                                                                                                                                                       |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A giant creature | The response identifies the large size of the fossil tooth (as big as an elephant's tooth).                                                                                                                                                    |
| A reptile        | The response indicates that:<br>1) the rock in which it was found was the kind of rock where reptile fossils were found/it was found where reptiles had lived. -OR-<br>2) the fossil tooth was similar to/looked like an iguana/reptile tooth. |

**0 - Unacceptable Response**

| Type of animal   | What made him think this                                                                                                                                                                                                                                                                 |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A giant creature | The response does not show understanding of the characteristics that indicate the fossil tooth could belong to a giant creature. The response may refer to the text at the beginning of the passage about fossils in general, rather than to Gideon's hypotheses about the fossil tooth. |
| A reptile        | The response does not show understanding of the characteristics that indicate the fossil tooth could belong to a reptile.                                                                                                                                                                |

**Overall Percent Correct**

| Education system             | Percent correct |
|------------------------------|-----------------|
| Singapore                    | 23 ▲            |
| Canada                       | 22 ▲            |
| Northern Ireland-GBR         | 20 ▲            |
| Russian Federation           | 19 ▲            |
| Portugal                     | 19 ▲            |
| England                      | 19 ▲            |
| <b>Israel</b>                | <b>18 ▲</b>     |
| United States                | 18 ▲            |
| New Zealand                  | 18 ▲            |
| Czech Republic               | 17 ▲            |
| Italy                        | 17 ▲            |
| Finland                      | 17 ▲            |
| Australia                    | 17 ▲            |
| Ireland                      | 16 ▲            |
| Denmark                      | 15 ▲            |
| Hungary                      | 14              |
| Romania                      | 13              |
| Bulgaria                     | 13              |
| Croatia                      | 13              |
| Poland                       | 13              |
| Germany                      | 13              |
| Lithuania                    | 12              |
| Slovak Republic              | 12              |
| Netherlands                  | 12              |
| Sweden                       | 12              |
| <b>International average</b> | <b>12</b>       |
| Spain                        | 11              |
| Slovenia                     | 11              |
| Austria                      | 10              |
| France                       | 9 ▼             |
| Belgium (French)-BEL         | 9               |
| Qatar                        | 8 ▼             |
| Norway                       | 7 ▼             |
| Malta                        | 7 ▼             |
| Chinese Taipei-CHN           | 7 ▼             |
| Georgia                      | 7 ▼             |
| United Arab Emirates         | 5 ▼             |
| Trinidad and Tobago          | 5 ▼             |
| Hong Kong-CHN                | 5 ▼             |
| Colombia                     | 4 ▼             |
| Iran, Islamic Rep. of        | 3 ▼             |
| Azerbaijan                   | 3 ▼             |
| Indonesia                    | 3 ▼             |
| Oman                         | 3 ▼             |
| Saudi Arabia                 | 2 ▼             |
| Morocco                      | # ▼             |

**Benchmarking education system**

|               |      |
|---------------|------|
| Ontario-CAN   | 22 ▲ |
| Florida-USA   | 21 ▲ |
| Alberta-CAN   | 20 ▲ |
| Quebec-CAN    | 19 ▲ |
| Dubai-UAE     | 10   |
| Andalusia-ESP | 10   |
| Maltese-MLT   | 5 ▼  |
| Abu Dhabi-UAE | 4 ▼  |

▲ Percent higher than International average

▼ Percent lower than International average

## Item 8: Tooth from diff. types (DERIVED)(continued)

Variable Name: R031G08C

## Student Responses

## Correct Response:

| Type of animal   | What made him think this        |
|------------------|---------------------------------|
| A plant eater    | The tooth was flat with ridges. |
| A giant creature | The tooth was big               |
| A reptile        | He met an iguana scientist      |

## Item 8: Tooth from diff. types (DERIVED) (continued)

Variable Name: R031G08C

## Student Responses

## Incorrect Response:

| Type of animal   | What made him think this                                                                             |
|------------------|------------------------------------------------------------------------------------------------------|
| A plant eater    | The tooth was flat with ridges.                                                                      |
| A giant creature | Different spiky<br> |
| A reptile        | They gulped<br>there food                                                                            |

| Passage                 | Reading Purpose             | Comprehension Process of the Task |
|-------------------------|-----------------------------|-----------------------------------|
| THE GIANT TOOTH MYSTERY | Acquire and Use Information | Make Straightforward Inferences   |

## Item 9: Why Gideon took tooth to a museum

9. Why did Gideon Mantell take the tooth to a museum?
- A. to ask if the fossil belonged to the museum
  - B. to prove that he was a fossil expert
  - C. to hear what scientists thought of his idea
  - D. to compare the tooth with others in the museum

Variable Name: R031G09M

Correct Response:

C

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Hong Kong-CHN                | 80 ▲            |
| Chinese Taipei-CHN           | 79 ▲            |
| Singapore                    | 75 ▲            |
| Italy                        | 74 ▲            |
| Finland                      | 73 ▲            |
| Russian Federation           | 72 ▲            |
| Sweden                       | 69 ▲            |
| Portugal                     | 67 ▲            |
| Czech Republic               | 66 ▲            |
| Ireland                      | 66 ▲            |
| Slovenia                     | 65 ▲            |
| England-GBR                  | 64 ▲            |
| Northern Ireland-GBR         | 64 ▲            |
| Lithuania                    | 64 ▲            |
| Israel                       | 63 ▲            |
| Slovak Republic              | 63 ▲            |
| France                       | 63 ▲            |
| Croatia                      | 63 ▲            |
| Hungary                      | 62 ▲            |
| Spain                        | 61              |
| Germany                      | 61              |
| <b>United States</b>         | <b>61 ▲</b>     |
| Austria                      | 61              |
| Belgium (French)-BEL         | 60              |
| Canada                       | 60              |
| Bulgaria                     | 58              |
| Denmark                      | 58              |
| <b>International average</b> | <b>58</b>       |
| Romania                      | 56              |
| Australia                    | 55              |
| Netherlands                  | 55              |
| Azerbaijan                   | 54              |
| Norway                       | 52 ▼            |
| New Zealand                  | 52 ▼            |
| Malta                        | 52 ▼            |
| Poland                       | 51 ▼            |
| Georgia                      | 51 ▼            |
| Trinidad and Tobago          | 47 ▼            |
| Iran, Islamic Rep. of        | 46 ▼            |
| United Arab Emirates         | 46 ▼            |
| Qatar                        | 43 ▼            |
| Saudi Arabia                 | 42 ▼            |
| Colombia                     | 36 ▼            |
| Indonesia                    | 35 ▼            |
| Oman                         | 31 ▼            |
| Morocco                      | 26 ▼            |

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 64 ▲ |
| Andalusia-ESP | 64 ▲ |
| Quebec-CAN    | 63 ▲ |
| Ontario-CAN   | 59   |
| Alberta-CAN   | 54   |
| Dubai-UAE     | 54 ▼ |
| Abu Dhabi-UAE | 43 ▼ |
| Maltese-MLT   | 41 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage                 | Reading Purpose             | Comprehension Process of the Task             |
|-------------------------|-----------------------------|-----------------------------------------------|
| THE GIANT TOOTH MYSTERY | Acquire and Use Information | Interpret and Integrate Ideas and Information |

## Item 10: Why seeing tooth was important

10. A scientist showed Gideon Mantell an iguana tooth. Why was this important to Gideon Mantell?

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## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Italy                        | 57 ▲            |
| Czech Republic               | 56 ▲            |
| Germany                      | 56 ▲            |
| Singapore                    | 52 ▲            |
| <b>United States</b>         | <b>51 ▲</b>     |
| Finland                      | 50 ▲            |
| Denmark                      | 47 ▲            |
| Bulgaria                     | 46 ▲            |
| Canada                       | 46 ▲            |
| Portugal                     | 46 ▲            |
| England-GBR                  | 46 ▲            |
| Northern Ireland-GBR         | 45 ▲            |
| Israel                       | 42 ▲            |
| Netherlands                  | 42 ▲            |
| Hungary                      | 42 ▲            |
| Russian Federation           | 40 ▲            |
| Slovak Republic              | 40 ▲            |
| New Zealand                  | 40 ▲            |
| Croatia                      | 39 ▲            |
| Ireland                      | 39 ▲            |
| Slovenia                     | 37              |
| Australia                    | 37              |
| Romania                      | 37              |
| <b>International average</b> | <b>34</b>       |
| Sweden                       | 33              |
| Austria                      | 32              |
| Hong Kong-CHN                | 30              |
| France                       | 30 ▼            |
| Spain                        | 30 ▼            |
| Georgia                      | 29              |
| Malta                        | 28 ▼            |
| Chinese Taipei-CHN           | 28 ▼            |
| Norway                       | 27 ▼            |
| Belgium (French)-BEL         | 26 ▼            |
| Iran, Islamic Rep. of        | 24 ▼            |
| Colombia                     | 23 ▼            |
| Qatar                        | 22 ▼            |
| Trinidad and Tobago          | 19 ▼            |
| Azerbaijan                   | 19 ▼            |
| Poland                       | 18 ▼            |
| Lithuania                    | 18 ▼            |
| Indonesia                    | 17 ▼            |
| United Arab Emirates         | 16 ▼            |
| Saudi Arabia                 | 12 ▼            |
| Oman                         | 11 ▼            |
| Morocco                      | 1 ▼             |

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 58 ▲ |
| Alberta-CAN   | 49 ▲ |
| Quebec-CAN    | 48 ▲ |
| Ontario-CAN   | 46 ▲ |
| Andalusia-ESP | 29 ▼ |
| Dubai-UAE     | 25 ▼ |
| Maltese-MLT   | 18 ▼ |
| Abu Dhabi-UAE | 14 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

Variable Name: R031G10C

## SCORING

## 1 - Acceptable Response

- The response demonstrates understanding that the iguana tooth provided evidence that supported Gideon Mantell's theory that the fossil tooth might have belonged to a giant reptile. -OR-
- The response demonstrates a more general understanding that the iguana tooth looked like the fossil tooth.

Examples:

*The iguana tooth showed his fossil could be from a reptile.**The tooth proved he was right.**He could see that they looked the same.*

## 0 - Unacceptable Response

- The response does not demonstrate understanding of the significance of the iguana tooth.

Examples:

*He wanted to be famous.**He thought it would be interesting to see an iguana's tooth.*

Item 10: Why seeing tooth was important (continued)

Variable Name: R031G10C

## Student Responses

### Correct Response:

It was because the iguana tooth looked the  
same as the big tooth.

### Incorrect Response:

because he likes to experize  
science

| Passage                 | Reading Purpose             | Comprehension Process of the Task                   |
|-------------------------|-----------------------------|-----------------------------------------------------|
| THE GIANT TOOTH MYSTERY | Acquire and Use Information | Focus on and Retrieve Explicitly Stated Information |

## Item 11: What Gideon used

11. What did Gideon Mantell use when trying to figure out what the *Iguanodon* looked like?
- A. bones he collected
  - B. ideas from other scientists
  - C. pictures in books
  - D. teeth from other reptiles

Variable Name: R031G11M

Correct Response:

A

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Hong Kong-CHN                | 83 ▲            |
| Russian Federation           | 82 ▲            |
| Chinese Taipei-CHN           | 80 ▲            |
| Singapore                    | 69 ▲            |
| Finland                      | 68 ▲            |
| Czech Republic               | 68 ▲            |
| Denmark                      | 66 ▲            |
| Netherlands                  | 66 ▲            |
| Austria                      | 64 ▲            |
| England-GBR                  | 64 ▲            |
| Northern Ireland-GBR         | 63 ▲            |
| Bulgaria                     | 63 ▲            |
| Germany                      | 63 ▲            |
| Hungary                      | 63 ▲            |
| Italy                        | 62 ▲            |
| Sweden                       | 62 ▲            |
| Romania                      | 62 ▲            |
| Slovak Republic              | 61 ▲            |
| Ireland                      | 61              |
| Israel                       | 60              |
| <b>United States</b>         | <b>59 ▲</b>     |
| Lithuania                    | 58              |
| Portugal                     | 57              |
| <b>International average</b> | <b>57</b>       |
| Canada                       | 57              |
| Croatia                      | 57              |
| Australia                    | 56              |
| New Zealand                  | 55              |
| Slovenia                     | 55              |
| Spain                        | 55              |
| Poland                       | 54              |
| France                       | 54              |
| Azerbaijan                   | 53              |
| Malta                        | 51 ▼            |
| Norway                       | 51 ▼            |
| Iran, Islamic Rep. of        | 51 ▼            |
| Indonesia                    | 49 ▼            |
| Qatar                        | 48 ▼            |
| Belgium (French)-BEL         | 48 ▼            |
| Georgia                      | 46 ▼            |
| Saudi Arabia                 | 44 ▼            |
| United Arab Emirates         | 41 ▼            |
| Trinidad and Tobago          | 41 ▼            |
| Oman                         | 38 ▼            |
| Morocco                      | 33 ▼            |
| Colombia                     | 29 ▼            |

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 62 ▲ |
| Quebec-CAN    | 59   |
| Alberta-CAN   | 55   |
| Ontario-CAN   | 54   |
| Andalusia-ESP | 53   |
| Dubai-UAE     | 47 ▼ |
| Maltese-MLT   | 47 ▼ |
| Abu Dhabi-UAE | 40 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage                        | Reading Purpose             | Comprehension Process of the Task                            |
|--------------------------------|-----------------------------|--------------------------------------------------------------|
| <b>THE GIANT TOOTH MYSTERY</b> | Acquire and Use Information | Examine and Evaluate Content, Language, and Textual Elements |

## Item 12: Purpose of two Iguanodon pictures

12. Look at the two pictures of the *Iguanodon*. What do they help you to understand?

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## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| England-GBR                  | 21 ▲            |
| Russian Federation           | 19 ▲            |
| <b>United States</b>         | <b>18 ▲</b>     |
| Denmark                      | 17 ▲            |
| Ireland                      | 16 ▲            |
| Italy                        | 16 ▲            |
| Northern Ireland-GBR         | 16 ▲            |
| Canada                       | 15 ▲            |
| Australia                    | 15 ▲            |
| Slovenia                     | 14 ▲            |
| Sweden                       | 14 ▲            |
| Hong Kong-CHN                | 14 ▲            |
| Israel                       | 13 ▲            |
| Poland                       | 13 ▲            |
| Germany                      | 12 ▲            |
| Portugal                     | 12              |
| Singapore                    | 12 ▲            |
| Croatia                      | 12              |
| Finland                      | 12              |
| New Zealand                  | 12 ▲            |
| France                       | 11              |
| Chinese Taipei-CHN           | 11              |
| Netherlands                  | 11              |
| <b>International average</b> | <b>10</b>       |
| Bulgaria                     | 10              |
| Austria                      | 9               |
| Slovak Republic              | 8               |
| Lithuania                    | 8               |
| Czech Republic               | 8               |
| Hungary                      | 8 ▼             |
| Belgium (French)-BEL         | 7 ▼             |
| Romania                      | 6 ▼             |
| Norway                       | 6 ▼             |
| Oman                         | 6 ▼             |
| Spain                        | 5 ▼             |
| United Arab Emirates         | 5 ▼             |
| Malta                        | 5 ▼             |
| Indonesia                    | 4 ▼             |
| Qatar                        | 4 ▼             |
| Trinidad and Tobago          | 4 ▼             |
| Georgia                      | 3 ▼             |
| Colombia                     | 2 ▼             |
| Iran, Islamic Rep. of        | 2 ▼             |
| Azerbaijan                   | 1 ▼             |
| Saudi Arabia                 | 1 ▼             |
| Morocco                      | 0 ▼             |

Variable Name: R031G12C

## SCORING

## 2 - Complete Comprehension

- The response demonstrates understanding that the pictures show the changes in scientific ideas, or that the pictures show different people's ideas about the Iguanodon. -OR-
- The response indicates that the pictures illustrate the mistakes that Gideon Mantell or other people might have made.

## 1 - Partial Comprehension

- The response demonstrates a more general understanding that the Iguanodons looked different in the two pictures. -OR-
- The response describes a difference between the two pictures without reference to changes in scientific ideas or what different people might have believed. -OR-
- The response provides an explicit reference to one of the pictures without reference to changes in scientific ideas or what different people might have believed.

## 0 - No Comprehension

- The response does not demonstrate understanding of the purpose of the illustrations. The response may describe a specific feature from one of the pictures, or give a description of what the illustrations have in common. -OR-
- The response may provide an inaccurate interpretation that the Iguanodon itself changed in appearance over time, rather than people's ideas.

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 22 ▲ |
| Ontario-CAN   | 15 ▲ |
| Alberta-CAN   | 15 ▲ |
| Quebec-CAN    | 14 ▲ |
| Dubai-UAE     | 8    |
| Andalusia-ESP | 4 ▼  |
| Abu Dhabi-UAE | 4 ▼  |
| Maltese-MLT   | 4 ▼  |

▲ Percent higher than International average

▼ Percent lower than International average

## Item 12: Purpose of two Iguanodon pictures (continued)

Variable Name: R031G12C

**Student Responses****Correct Response:**

That the Scientists learned and studied  
more to find more information about  
the Iguanodon.

**Partially Correct Response:**

That Gideon Mantell and  
other scientists have different  
opinions.

**Incorrect Response:**

That both like  
the same.

| Passage                        | Reading Purpose             | Comprehension Process of the Task             |
|--------------------------------|-----------------------------|-----------------------------------------------|
| <b>THE GIANT TOOTH MYSTERY</b> | Acquire and Use Information | Interpret and Integrate Ideas and Information |

## Item 13: How Iguanodon looked (DERIVED)

13. Later discoveries proved that Gideon Mantell was wrong about what the *Iguanodon* looked like. Fill in the blanks to complete the table.

|   | What Gideon Mantell thought the <i>Iguanodon</i> looked like | What scientists today think the <i>Iguanodon</i> looked like |
|---|--------------------------------------------------------------|--------------------------------------------------------------|
| A | The <i>Iguanodon</i> walked on four legs.                    |                                                              |
| B |                                                              | The <i>Iguanodon</i> had a spike on its thumb.               |
| C | The <i>Iguanodon</i> was 100 feet long.                      |                                                              |

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Hong Kong-CHN                | 62 ▲            |
| Singapore                    | 57 ▲            |
| Chinese Taipei-CHN           | 53 ▲            |
| Finland                      | 48 ▲            |
| Russian Federation           | 47 ▲            |
| England-GBR                  | 46 ▲            |
| Sweden                       | 44 ▲            |
| Northern Ireland-GBR         | 44 ▲            |
| Denmark                      | 44 ▲            |
| <b>United States</b>         | <b>44 ▲</b>     |
| Ireland                      | 44 ▲            |
| Croatia                      | 42 ▲            |
| Portugal                     | 42 ▲            |
| Canada                       | 42 ▲            |
| Netherlands                  | 42 ▲            |
| Hungary                      | 41 ▲            |
| New Zealand                  | 40 ▲            |
| Italy                        | 40 ▲            |
| Australia                    | 40 ▲            |
| Czech Republic               | 39 ▲            |
| Germany                      | 38 ▲            |
| Bulgaria                     | 37 ▲            |
| Israel                       | 36              |
| Slovenia                     | 33              |
| Lithuania                    | 32              |
| <b>International average</b> | <b>32</b>       |
| Austria                      | 31              |
| France                       | 31              |
| Slovak Republic              | 30              |
| Belgium (French)-BEL         | 29              |
| Romania                      | 27 ▼            |
| Poland                       | 26 ▼            |
| Spain                        | 26 ▼            |
| Norway                       | 23 ▼            |
| Malta                        | 22 ▼            |
| Georgia                      | 17 ▼            |
| Qatar                        | 15 ▼            |
| United Arab Emirates         | 14 ▼            |
| Trinidad and Tobago          | 13 ▼            |
| Saudi Arabia                 | 10 ▼            |
| Oman                         | 8 ▼             |
| Indonesia                    | 7 ▼             |
| Iran, Islamic Rep. of        | 7 ▼             |
| Azerbaijan                   | 6 ▼             |
| Colombia                     | 6 ▼             |
| Morocco                      | 2 ▼             |

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 47 ▲ |
| Quebec-CAN    | 42 ▲ |
| Ontario-CAN   | 42 ▲ |
| Alberta-CAN   | 40 ▲ |
| Andalusia-ESP | 25 ▼ |
| Dubai-UAE     | 22 ▼ |
| Maltese-MLT   | 14 ▼ |
| Abu Dhabi-UAE | 12 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

Variable Name: R031G13C

## SCORING

## 1 - Acceptable Response

- Each of the three parts of this item will be scored separately in its own 1-point coding block.

| What Gideon Mantell thought the Iguanodon looked like             | What scientists today think the Iguanodon looked like   |
|-------------------------------------------------------------------|---------------------------------------------------------|
| The Iguanodon walked on four legs                                 | The Iguanodon (sometimes) walked/stood on two/hind legs |
| The Iguanodon had a horn -OR- The spike was on its head/face/nose | The Iguanodon had a spike on its thumb                  |
| The Iguanodon was 100 feet long                                   | The Iguanodon was 30 feet (9 metres) long               |

## 0 - Unacceptable Response

| What Gideon Mantell thought the Iguanodon looked like                    | What scientists today think the Iguanodon looked like                          |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| The Iguanodon walked on four legs                                        | Does not mention the way scientists today think the Iguanodon walked or stood. |
| Does not mention where Gideon Mantell thought the Iguanodon had a spike. | The Iguanodon had a spike on its thumb                                         |
| The Iguanodon was 100 feet long                                          | Does not mention of how long scientists today think the Iguanodon was.         |

## Item 13: How Iguanodon looked (DERIVED) (continued)

Variable Name: R031G13C

## Student Responses

## Correct Response:

| What Gideon Mantell thought the <i>Iguanodon</i> looked like | What scientists today think the <i>Iguanodon</i> looked like |
|--------------------------------------------------------------|--------------------------------------------------------------|
| The <i>Iguanodon</i> walked on four legs.                    | The <i>Iguanodon</i> walked on its hind legs                 |
| The <i>Iguanodon</i> had a spike on its head                 | The <i>Iguanodon</i> had a spike on its thumb.               |
| The <i>Iguanodon</i> was 100 feet long.                      | The <i>Iguanodon</i> was 30 feet long                        |

## Item 13: How Iguanodon looked (DERIVED) (continued)

Variable Name: R031G13C

## Student Responses

## Incorrect Response:

| What Gideon Mantell thought the <i>Iguanodon</i> looked like | What scientists today think the <i>Iguanodon</i> looked like |
|--------------------------------------------------------------|--------------------------------------------------------------|
| The <i>Iguanodon</i> walked on four legs.                    | it would look pretty old                                     |
| they thought it looked like a dinozzer                       | The <i>Iguanodon</i> had a spike on its thumb.               |
| The <i>Iguanodon</i> was 100 feet long.                      | the teeth would be grown                                     |

| Passage                 | Reading Purpose             | Comprehension Process of the Task |
|-------------------------|-----------------------------|-----------------------------------|
| THE GIANT TOOTH MYSTERY | Acquire and Use Information | Make Straightforward Inferences   |

## Item 14: What discovery proved Gideon wrong

14. What were found that showed Gideon was wrong about what the *Iguanodon* looked like?
- A. more fossil teeth
  - B. scientific drawings
  - C. living *Iguanodons*
  - D. whole skeletons

Variable Name: R031G14M

Correct Response:

D

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Finland                      | 74 ▲            |
| Hong Kong-CHN                | 68 ▲            |
| Germany                      | 67 ▲            |
| Russian Federation           | 67 ▲            |
| Denmark                      | 67 ▲            |
| Netherlands                  | 66 ▲            |
| Slovenia                     | 64 ▲            |
| Hungary                      | 64 ▲            |
| Portugal                     | 63 ▲            |
| Italy                        | 62 ▲            |
| Austria                      | 62 ▲            |
| Bulgaria                     | 60 ▲            |
| Sweden                       | 60 ▲            |
| Czech Republic               | 59 ▲            |
| Northern Ireland-GBR         | 58 ▲            |
| <b>United States</b>         | <b>58 ▲</b>     |
| England-GBR                  | 58 ▲            |
| Chinese Taipei-CHN           | 57 ▲            |
| Spain                        | 57 ▲            |
| Ireland                      | 57 ▲            |
| Singapore                    | 56 ▲            |
| Australia                    | 56 ▲            |
| Canada                       | 55 ▲            |
| Romania                      | 53              |
| Israel                       | 53              |
| Poland                       | 53              |
| Norway                       | 53              |
| <b>International average</b> | <b>52</b>       |
| New Zealand                  | 52              |
| Slovak Republic              | 52              |
| Croatia                      | 49              |
| France                       | 48              |
| Belgium (French)-BEL         | 48              |
| Georgia                      | 44 ▼            |
| Lithuania                    | 43 ▼            |
| Malta                        | 41 ▼            |
| Azerbaijan                   | 40 ▼            |
| Iran, Islamic Rep. of        | 39 ▼            |
| Colombia                     | 37 ▼            |
| Qatar                        | 35 ▼            |
| United Arab Emirates         | 34 ▼            |
| Saudi Arabia                 | 32 ▼            |
| Oman                         | 31 ▼            |
| Trinidad and Tobago          | 29 ▼            |
| Morocco                      | 29 ▼            |
| Indonesia                    | 20 ▼            |

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 60 ▲ |
| Andalusia-ESP | 57 ▲ |
| Alberta-CAN   | 55   |
| Ontario-CAN   | 54   |
| Quebec-CAN    | 52   |
| Maltese-MLT   | 42 ▼ |
| Dubai-UAE     | 37 ▼ |
| Abu Dhabi-UAE | 35 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage                 | Reading Purpose             | Comprehension Process of the Task |
|-------------------------|-----------------------------|-----------------------------------|
| THE GIANT TOOTH MYSTERY | Acquire and Use Information | Make Straightforward Inferences   |

## Item 14: What discovery proved Gideon wrong

14. What were found that showed Gideon was wrong about what the *Iguanodon* looked like?
- A. more fossil teeth
  - B. scientific drawings
  - C. living *Iguanodons*
  - D. whole skeletons

Variable Name: R031G14M

Correct Response:

D

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Finland                      | 74 ▲            |
| Hong Kong-CHN                | 68 ▲            |
| Germany                      | 67 ▲            |
| Russian Federation           | 67 ▲            |
| Denmark                      | 67 ▲            |
| Netherlands                  | 66 ▲            |
| Slovenia                     | 64 ▲            |
| Hungary                      | 64 ▲            |
| Portugal                     | 63 ▲            |
| Italy                        | 62 ▲            |
| Austria                      | 62 ▲            |
| Bulgaria                     | 60 ▲            |
| Sweden                       | 60 ▲            |
| Czech Republic               | 59 ▲            |
| Northern Ireland-GBR         | 58 ▲            |
| <b>United States</b>         | <b>58 ▲</b>     |
| England-GBR                  | 58 ▲            |
| Chinese Taipei-CHN           | 57 ▲            |
| Spain                        | 57 ▲            |
| Ireland                      | 57 ▲            |
| Singapore                    | 56 ▲            |
| Australia                    | 56 ▲            |
| Canada                       | 55 ▲            |
| Romania                      | 53              |
| Israel                       | 53              |
| Poland                       | 53              |
| Norway                       | 53              |
| <b>International average</b> | <b>52</b>       |
| New Zealand                  | 52              |
| Slovak Republic              | 52              |
| Croatia                      | 49              |
| France                       | 48              |
| Belgium (French)-BEL         | 48              |
| Georgia                      | 44 ▼            |
| Lithuania                    | 43 ▼            |
| Malta                        | 41 ▼            |
| Azerbaijan                   | 40 ▼            |
| Iran, Islamic Rep. of        | 39 ▼            |
| Colombia                     | 37 ▼            |
| Qatar                        | 35 ▼            |
| United Arab Emirates         | 34 ▼            |
| Saudi Arabia                 | 32 ▼            |
| Oman                         | 31 ▼            |
| Trinidad and Tobago          | 29 ▼            |
| Morocco                      | 29 ▼            |
| Indonesia                    | 20 ▼            |

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 60 ▲ |
| Andalusia-ESP | 57 ▲ |
| Alberta-CAN   | 55   |
| Ontario-CAN   | 54   |
| Quebec-CAN    | 52   |
| Maltese-MLT   | 42 ▼ |
| Dubai-UAE     | 37 ▼ |
| Abu Dhabi-UAE | 35 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

## Enemy Pie

# Enemy Pie

by Derek Munson

illustrated by Tara Calahan King

It was a perfect summer until Jeremy Ross moved in right next door to my best friend Stanley. I did not like Jeremy. He had a party and I wasn't even invited. But my best friend Stanley was.

I never had an enemy until Jeremy moved into the neighborhood. Dad told me that when he was my age, he had enemies, too. But he knew of a way to get rid of them.

Dad pulled a worn-out scrap of paper from a recipe book.

"Enemy Pie," he said, satisfied.

You may be wondering what exactly is in Enemy Pie. Dad said the recipe was so secret, he couldn't even tell me. I begged him to tell me something—anything.

"I will tell you this, Tom," he said to me. "Enemy Pie is the fastest known way to get rid of enemies."

This got me thinking. What kinds of disgusting things would I put into Enemy Pie? I brought Dad earthworms and rocks, but he gave them right back.



## Enemy Pie

I went outside to play. All the while, I listened to the sounds of my dad in the kitchen. This could be a great summer after all.

I tried to imagine how horrible Enemy Pie must smell. But I smelled something really good. As far as I could tell, it was coming from our kitchen. I was confused.

I went inside to ask Dad what was wrong. Enemy Pie shouldn't smell this good. But Dad was smart. "If it smelled bad, your enemy would never eat it," he said. I could tell he'd made this pie before.

The oven buzzer rang. Dad put on oven mitts and pulled out the pie. It looked good enough to eat! I was beginning to understand.

But still, I wasn't sure how this Enemy Pie worked. What exactly did it do to enemies? Maybe it made their hair fall out, or their breath stinky. I asked Dad, but he was no help.

While the pie cooled, Dad filled me in on my job.

He whispered. "In order for it to work, you need to spend a day with your enemy. Even worse, you have to be nice to him. It's not easy. But that's the only way that Enemy Pie can work. Are you sure you want to do this?"

Of course I was.

All I had to do was spend one day with Jeremy, then he'd be out of my life. I rode my bike to his house and knocked on the door.

When Jeremy opened the door, he seemed surprised.



## Enemy Pie

“Can you come out and play?” I asked.

He looked confused. “I’ll go ask my mom,” he said. He came back with his shoes in his hand.

We rode bikes for awhile, then ate lunch. After lunch we went over to my house.

It was strange, but I was having fun with my enemy. I couldn’t tell Dad that, since he had worked so hard to make the pie.

We played games until my dad called us for dinner.

Dad had made my favorite food. It was Jeremy’s favorite, too! Maybe Jeremy wasn’t so bad after all. I was beginning to think that maybe we should forget about Enemy Pie.

“Dad”, I said, “It sure is nice having a new friend.” I was trying to tell him that Jeremy was no longer my enemy. But Dad only smiled and nodded. I think he thought I was just pretending.

But after dinner, Dad brought out the pie. He dished up three plates and passed one to me and one to Jeremy.

“Wow!” Jeremy said, looking at the pie.

I panicked. I didn’t want Jeremy to eat Enemy Pie! He was my friend!

“Don’t eat it!” I cried. “It’s bad!”

Jeremy’s fork stopped before reaching his mouth. He looked at me funny. I felt relieved. I had saved his life.



## Enemy Pie

“If it’s so bad,” Jeremy asked, “then why has your dad already eaten half of it?”

Sure enough, Dad was eating Enemy Pie.

“Good stuff,” Dad mumbled. I sat there watching them eat. Neither one of them was losing any hair! It seemed safe, so I took a tiny taste. It was delicious!

After dessert, Jeremy invited me to come over to his house the next morning.

As for Enemy Pie, I still don’t know how to make it. I still wonder if enemies really do hate it or if their hair falls out or their breath turns bad. But I don’t know if I’ll ever get an answer, because I just lost my best enemy.

| Passage          | Reading Purpose     | Comprehension Process of the Task                            |
|------------------|---------------------|--------------------------------------------------------------|
| <b>ENEMY PIE</b> | Literary Experience | Examine and Evaluate Content, Language, and Textual Elements |

## Item 1: Who is telling the story

1. Who is telling the story?

- A. Jeremy
- B. Dad
- C. Stanley
- D. Tom

Variable Name: R031P01M

**Correct Response:****D****Overall Percent Correct**

| Education system             | Percent correct |
|------------------------------|-----------------|
| <b>United States</b>         | <b>88 ▲</b>     |
| Bulgaria                     | 86 ▲            |
| Canada                       | 86 ▲            |
| Croatia                      | 85 ▲            |
| Ireland                      | 85 ▲            |
| Northern Ireland-GBR         | 84 ▲            |
| England-GBR                  | 84 ▲            |
| Italy                        | 83 ▲            |
| Slovak Republic              | 82 ▲            |
| Denmark                      | 82 ▲            |
| Singapore                    | 81 ▲            |
| Russian Federation           | 81 ▲            |
| Slovenia                     | 80 ▲            |
| Georgia                      | 80 ▲            |
| France                       | 80 ▲            |
| Poland                       | 80 ▲            |
| Australia                    | 80 ▲            |
| Czech Republic               | 79 ▲            |
| Portugal                     | 79 ▲            |
| Belgium (French)-BEL         | 79 ▲            |
| Finland                      | 78 ▲            |
| Israel                       | 78 ▲            |
| New Zealand                  | 78 ▲            |
| Hungary                      | 77 ▲            |
| Lithuania                    | 74 ▲            |
| Spain                        | 74 ▲            |
| Netherlands                  | 74 ▲            |
| Germany                      | 74 ▲            |
| Romania                      | 73              |
| <b>International average</b> | <b>71</b>       |
| Azerbaijan                   | 70              |
| Austria                      | 67 ▼            |
| Malta                        | 67 ▼            |
| Sweden                       | 65 ▼            |
| Chinese Taipei-CHN           | 64 ▼            |
| Hong Kong-CHN                | 62 ▼            |
| Trinidad and Tobago          | 56 ▼            |
| Colombia                     | 54 ▼            |
| Iran, Islamic Rep. of        | 53 ▼            |
| Norway                       | 51 ▼            |
| United Arab Emirates         | 48 ▼            |
| Qatar                        | 46 ▼            |
| Saudi Arabia                 | 45 ▼            |
| Oman                         | 36 ▼            |
| Morocco                      | 35 ▼            |
| Indonesia                    | 33 ▼            |

**Benchmarking education system**

|               |      |
|---------------|------|
| Florida-USA   | 93 ▲ |
| Ontario-CAN   | 86 ▲ |
| Quebec-CAN    | 86 ▲ |
| Alberta-CAN   | 81 ▲ |
| Andalusia-ESP | 73   |
| Maltese-MLT   | 68   |
| Dubai-UAE     | 60 ▼ |
| Abu Dhabi-UAE | 43 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage   | Reading Purpose     | Comprehension Process of the Task |
|-----------|---------------------|-----------------------------------|
| ENEMY PIE | Literary Experience | Make Straightforward Inferences   |

## Item 2: Why Tom thought Jeremy was enemy

2. At the beginning of the story, why did Tom think Jeremy was his enemy?

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Variable Name: R031P02C

## SCORING

### 1 - Acceptable Response

- The response shows understanding that Tom considered Jeremy his enemy either because Jeremy did not invite him to his party, or because Jeremy invited Tom's best friend Stanley and not him. -OR-
- The response shows understanding that Tom was afraid that Jeremy would take his place as Stanley's best friend.

Examples:

*Tom was not invited to Jeremy's party.*

*Jeremy invited his friend to the party, but did not invite Tom.*

*Tom was jealous of him moving in next to Stanley.*

### 0 - Unacceptable Response

- The response does not show understanding of why Tom considered Jeremy his enemy. The response may repeat words from the question, or may provide a vague response that acknowledges that Jeremy moved in next door to Stanley or invited him to his party without showing understanding of the consequence.

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Singapore                    | 87 ▲            |
| Ireland                      | 86 ▲            |
| Denmark                      | 84 ▲            |
| Sweden                       | 84 ▲            |
| Canada                       | 83 ▲            |
| <b>United States</b>         | <b>83 ▲</b>     |
| <i>Chinese Taipei-CHN</i>    | 82 ▲            |
| <i>Northern Ireland-GBR</i>  | 81 ▲            |
| <i>Hong Kong-CHN</i>         | 81 ▲            |
| Portugal                     | 80 ▲            |
| New Zealand                  | 79 ▲            |
| Georgia                      | 79 ▲            |
| Czech Republic               | 79 ▲            |
| Croatia                      | 78 ▲            |
| Netherlands                  | 78 ▲            |
| Australia                    | 77 ▲            |
| Russian Federation           | 77 ▲            |
| Poland                       | 76 ▲            |
| Israel                       | 76 ▲            |
| Germany                      | 75 ▲            |
| Finland                      | 75 ▲            |
| Italy                        | 74 ▲            |
| Slovak Republic              | 74 ▲            |
| Slovenia                     | 74              |
| <i>England-GBR</i>           | 73              |
| France                       | 72              |
| Azerbaijan                   | 71              |
| Hungary                      | 71              |
| <b>International average</b> | <b>70</b>       |
| Austria                      | 69              |
| <i>Belgium (French)-BEL</i>  | 68              |
| Spain                        | 68              |
| Lithuania                    | 65 ▼            |
| Bulgaria                     | 64 ▼            |
| Romania                      | 63 ▼            |
| Norway                       | 63 ▼            |
| Trinidad and Tobago          | 62 ▼            |
| Malta                        | 59 ▼            |
| Colombia                     | 59 ▼            |
| Saudi Arabia                 | 56 ▼            |
| Qatar                        | 52 ▼            |
| Iran, Islamic Rep. of        | 52 ▼            |
| United Arab Emirates         | 51 ▼            |
| Indonesia                    | 45 ▼            |
| Oman                         | 43 ▼            |
| Morocco                      | 42 ▼            |

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 87 ▲ |
| Ontario-CAN   | 83 ▲ |
| Alberta-CAN   | 82 ▲ |
| Quebec-CAN    | 81 ▲ |
| Andalusia-ESP | 70   |
| Dubai-UAE     | 70 ▼ |
| Abu Dhabi-UAE | 47 ▼ |
| Maltese-MLT   | 41 ▼ |

▲ Percent higher than International average

▼ Percent lower than International average

Item 2: Why Tom thought Jeremy was enemy (continued)

Variable Name: R031P02C

## Student Responses

### Correct Response:

Because Jeremy didn't invite him to his party and he was talking to Tom's best friend.

### Incorrect Response:

Jeremy was not talking to Tom

| Passage          | Reading Purpose     | Comprehension Process of the Task                   |
|------------------|---------------------|-----------------------------------------------------|
| <b>ENEMY PIE</b> | Literary Experience | Focus on and Retrieve Explicitly Stated Information |

## Item 3: An ingredient in the pie

3. Write **one** ingredient that Tom thought would be in Enemy Pie.

---

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Russian Federation           | 90 ▲            |
| Ireland                      | 83 ▲            |
| Singapore                    | 83 ▲            |
| Hong Kong-CHN                | 82 ▲            |
| Netherlands                  | 82 ▲            |
| Germany                      | 81 ▲            |
| England-GBR                  | 81 ▲            |
| <b>United States</b>         | <b>81 ▲</b>     |
| Canada                       | 81 ▲            |
| Sweden                       | 80 ▲            |
| Italy                        | 80 ▲            |
| Spain                        | 79 ▲            |
| Northern Ireland-GBR         | 79 ▲            |
| Croatia                      | 79 ▲            |
| Finland                      | 79 ▲            |
| New Zealand                  | 78 ▲            |
| Australia                    | 78 ▲            |
| France                       | 78 ▲            |
| Czech Republic               | 77 ▲            |
| Portugal                     | 77 ▲            |
| Belgium (French)-BEL         | 76 ▲            |
| Chinese Taipei-CHN           | 75 ▲            |
| Austria                      | 73 ▲            |
| Denmark                      | 72 ▲            |
| Poland                       | 72 ▲            |
| Slovak Republic              | 72 ▲            |
| Hungary                      | 70              |
| Israel                       | 69              |
| Slovenia                     | 69              |
| <b>International average</b> | <b>67</b>       |
| Bulgaria                     | 66              |
| Romania                      | 64              |
| Malta                        | 60 ▼            |
| Norway                       | 59 ▼            |
| Indonesia                    | 58 ▼            |
| Lithuania                    | 57 ▼            |
| Trinidad and Tobago          | 56 ▼            |
| Colombia                     | 52 ▼            |
| Azerbaijan                   | 51 ▼            |
| Saudi Arabia                 | 44 ▼            |
| Georgia                      | 40 ▼            |
| Qatar                        | 39 ▼            |
| United Arab Emirates         | 39 ▼            |
| Iran, Islamic Rep. of        | 36 ▼            |
| Oman                         | 33 ▼            |
| Morocco                      | 27 ▼            |

## Benchmarking education system

|               |      |
|---------------|------|
| Quebec-CAN    | 84 ▲ |
| Florida-USA   | 83 ▲ |
| Andalusia-ESP | 81 ▲ |
| Ontario-CAN   | 79 ▲ |
| Alberta-CAN   | 78 ▲ |
| Dubai-UAE     | 51 ▼ |
| Maltese-MLT   | 47 ▼ |
| Abu Dhabi-UAE | 34 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

Variable Name: R031P03C

## SCORING

## 1 - Acceptable Response

- The response identifies either (earth)worms or rocks as an ingredient.

## 0 - Unacceptable Response

- The response does not provide either of the ingredients listed above. The response may provide a vague description without mention of a specific ingredient, may name an incorrect ingredient alongside a correct response, or may describe what would happen to someone who ate the pie.

Examples:

rocks and dirt

worms and raspberries

disgusting things

Item 3: An ingredient in the pie (continued)

Variable Name: R031P03C

**Student Responses**

**Correct Response:**

Rocks earthworms

**Incorrect Response:**

to get rid of enemies

| Passage   | Reading Purpose     | Comprehension Process of the Task             |
|-----------|---------------------|-----------------------------------------------|
| ENEMY PIE | Literary Experience | Interpret and Integrate Ideas and Information |

## Item 4: Why Tom thought be a good summer

4. Find the part of the story next to the picture of a piece of pie: . Why did Tom think it could be a great summer after all?
- A. He liked playing outside.
- B. He was excited about Dad's plan.
- C. He made a new friend.
- D. He wanted to taste Enemy Pie.

Variable Name: R031P04M

Correct Response:

B

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Singapore                    | 60 ▲            |
| Netherlands                  | 60 ▲            |
| Northern Ireland-GBR         | 60 ▲            |
| Ireland                      | 59 ▲            |
| Russian Federation           | 57 ▲            |
| Finland                      | 56 ▲            |
| <b>United States</b>         | <b>55 ▲</b>     |
| Australia                    | 54 ▲            |
| England-GBR                  | 54 ▲            |
| Israel                       | 54 ▲            |
| Hungary                      | 53 ▲            |
| Canada                       | 53 ▲            |
| Lithuania                    | 52 ▲            |
| Slovenia                     | 48 ▲            |
| Croatia                      | 48 ▲            |
| Germany                      | 47 ▲            |
| New Zealand                  | 46 ▲            |
| Hong Kong-CHN                | 46              |
| Italy                        | 45              |
| France                       | 44              |
| Sweden                       | 44              |
| Poland                       | 44              |
| Portugal                     | 44              |
| Denmark                      | 43              |
| Romania                      | 42              |
| <b>International average</b> | <b>42</b>       |
| Norway                       | 40              |
| Spain                        | 39              |
| Bulgaria                     | 39              |
| Trinidad and Tobago          | 37 ▼            |
| Austria                      | 36 ▼            |
| Malta                        | 36 ▼            |
| Czech Republic               | 36 ▼            |
| Georgia                      | 35 ▼            |
| Belgium (French)-BEL         | 35 ▼            |
| Slovak Republic              | 34 ▼            |
| Chinese Taipei-CHN           | 33 ▼            |
| Iran, Islamic Rep. of        | 29 ▼            |
| Azerbaijan                   | 29 ▼            |
| Colombia                     | 29 ▼            |
| United Arab Emirates         | 26 ▼            |
| Indonesia                    | 25 ▼            |
| Morocco                      | 25 ▼            |
| Qatar                        | 24 ▼            |
| Saudi Arabia                 | 21 ▼            |
| Oman                         | 17 ▼            |

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 58 ▲ |
| Ontario-CAN   | 57 ▲ |
| Alberta-CAN   | 53 ▲ |
| Quebec-CAN    | 47 ▲ |
| Andalusia-ESP | 39   |
| Maltese-MLT   | 39   |
| Dubai-UAE     | 35 ▼ |
| Abu Dhabi-UAE | 24 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage   | Reading Purpose     | Comprehension Process of the Task |
|-----------|---------------------|-----------------------------------|
| ENEMY PIE | Literary Experience | Make Straightforward Inferences   |

## Item 5: How Tom felt after smelling the pie

5. How did Tom feel when he first smelled Enemy Pie? Explain why he felt this way.

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Variable Name: R031P05C

## SCORING

### 2 - Complete Comprehension

- The response shows understanding that Tom was confused because he thought Enemy Pie was supposed to smell bad, or that Tom was surprised because the pie his dad made (actually) smelled good.

Examples:

*confused because he thought it was made with disgusting things*  
*He didn't understand. It should taste horrible.*

### 1 - Partial Comprehension

- The response shows understanding that Tom was confused or surprised when he smelled Enemy Pie for the first time, but does not explain why. -OR-
- The response explains that Enemy Pie didn't smell the way he thought it would without providing the feeling.

### 0 - No Comprehension

- The response does not provide either the appropriate feeling or an explanation.

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Singapore                    | 54 ▲            |
| Northern Ireland-GBR         | 51 ▲            |
| Ireland                      | 49 ▲            |
| England-GBR                  | 49 ▲            |
| Croatia                      | 48 ▲            |
| <b>United States</b>         | <b>48 ▲</b>     |
| Italy                        | 46 ▲            |
| Canada                       | 44 ▲            |
| Hong Kong-CHN                | 40 ▲            |
| New Zealand                  | 38 ▲            |
| Sweden                       | 37 ▲            |
| Lithuania                    | 37 ▲            |
| Israel                       | 36 ▲            |
| Finland                      | 35 ▲            |
| Netherlands                  | 35 ▲            |
| Australia                    | 35 ▲            |
| Hungary                      | 34 ▲            |
| Russian Federation           | 33              |
| Portugal                     | 33              |
| Slovenia                     | 32              |
| Spain                        | 31              |
| Slovak Republic              | 30              |
| <b>International average</b> | <b>29</b>       |
| Malta                        | 29              |
| Bulgaria                     | 28              |
| Germany                      | 28              |
| Romania                      | 28              |
| Poland                       | 25 ▼            |
| Chinese Taipei-CHN           | 24 ▼            |
| Denmark                      | 24 ▼            |
| France                       | 23 ▼            |
| Trinidad and Tobago          | 21 ▼            |
| Georgia                      | 19 ▼            |
| Czech Republic               | 19 ▼            |
| Saudi Arabia                 | 18 ▼            |
| Azerbaijan                   | 18 ▼            |
| Austria                      | 18 ▼            |
| Iran, Islamic Rep. of        | 16 ▼            |
| Colombia                     | 15 ▼            |
| United Arab Emirates         | 13 ▼            |
| Qatar                        | 12 ▼            |
| Oman                         | 12 ▼            |
| Belgium (French)-BEL         | 10 ▼            |
| Norway                       | 8 ▼             |
| Indonesia                    | 7 ▼             |
| Morocco                      | —               |

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 51 ▲ |
| Ontario-CAN   | 49 ▲ |
| Alberta-CAN   | 45 ▲ |
| Quebec-CAN    | 35 ▲ |
| Andalusia-ESP | 26 ▼ |
| Maltese-MLT   | 23 ▼ |
| Dubai-UAE     | 20 ▼ |
| Abu Dhabi-UAE | 10 ▼ |

▲ Percent higher than International average

▼ Percent lower than International average

— Not applicable

## Item 5: How Tom felt after smelling the pie (continued)

Variable Name: R031P05C

## Student Responses

## Correct Response:

He felt confused. because he  
thought that enemy pie should  
smell bad.

## Partially Correct Response:

He was surprised he got  
to have so pie.

## Incorrect Response:

Tom felt excited, that  
there might be something  
bad, and thought you might get  
bad breath, or lose hair.

| Passage          | Reading Purpose     | Comprehension Process of the Task                   |
|------------------|---------------------|-----------------------------------------------------|
| <b>ENEMY PIE</b> | Literary Experience | Focus on and Retrieve Explicitly Stated Information |

## Item 6: What Tom thought would happen

6. What did Tom think could happen when his enemy ate Enemy Pie?  
Write **one** thing.

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Variable Name: R031P06C

**SCORING****1 - Acceptable Response**

- The response identifies one of the consequences of eating Enemy Pie from the list below.
  - His hair would fall out.
  - His breath would stink.
  - He would go away.
  - Something bad would happen./He would get sick (or die).

**0 - Unacceptable Response**

- The response does not provide any of the words or phrases in the list above. The response may repeat words from the question.

Examples:

*He might like it.*

*He would become his friend.*

*Nothing would happen.*

**Overall Percent Correct**

| Education system             | Percent correct |
|------------------------------|-----------------|
| Ireland                      | 88 ▲            |
| Czech Republic               | 88 ▲            |
| Russian Federation           | 86 ▲            |
| Northern Ireland-GBR         | 86 ▲            |
| Hungary                      | 85 ▲            |
| Sweden                       | 84 ▲            |
| Croatia                      | 84 ▲            |
| Hong Kong-CHN                | 84 ▲            |
| <b>United States</b>         | <b>83 ▲</b>     |
| Slovak Republic              | 83 ▲            |
| Italy                        | 83 ▲            |
| England-GBR                  | 83 ▲            |
| Finland                      | 81 ▲            |
| Germany                      | 81 ▲            |
| Chinese Taipei-CHN           | 81 ▲            |
| Lithuania                    | 81 ▲            |
| Canada                       | 80 ▲            |
| Singapore                    | 80 ▲            |
| Portugal                     | 80 ▲            |
| Netherlands                  | 79 ▲            |
| Denmark                      | 78 ▲            |
| Poland                       | 78 ▲            |
| Austria                      | 78 ▲            |
| Spain                        | 77 ▲            |
| Israel                       | 77 ▲            |
| Belgium (French)-BEL         | 77 ▲            |
| Slovenia                     | 77 ▲            |
| Australia                    | 74 ▲            |
| New Zealand                  | 74 ▲            |
| Norway                       | 72              |
| <b>International average</b> | <b>71</b>       |
| Bulgaria                     | 71              |
| Georgia                      | 70              |
| France                       | 69              |
| Romania                      | 66              |
| Colombia                     | 60 ▼            |
| Azerbaijan                   | 58 ▼            |
| Malta                        | 58 ▼            |
| Trinidad and Tobago          | 54 ▼            |
| Iran, Islamic Rep. of        | 49 ▼            |
| United Arab Emirates         | 45 ▼            |
| Saudi Arabia                 | 44 ▼            |
| Qatar                        | 43 ▼            |
| Indonesia                    | 43 ▼            |
| Oman                         | 21 ▼            |
| Morocco                      | 17 ▼            |

**Benchmarking education system**

|               |      |
|---------------|------|
| Florida-USA   | 88 ▲ |
| Quebec-CAN    | 83 ▲ |
| Alberta-CAN   | 82 ▲ |
| Ontario-CAN   | 81 ▲ |
| Andalusia-ESP | 78 ▲ |
| Maltese-MLT   | 57 ▼ |
| Dubai-UAE     | 54 ▼ |
| Abu Dhabi-UAE | 41 ▼ |

▲ Percent higher than International average

▼ Percent lower than International average

Item 6: What Tom thought would happen (continued)

Variable Name: R031P06C

## Student Responses

### Correct Response:

he thought that his hair  
would fall out

### Incorrect Response:

They will become friends.

| Passage          | Reading Purpose     | Comprehension Process of the Task                   |
|------------------|---------------------|-----------------------------------------------------|
| <b>ENEMY PIE</b> | Literary Experience | Focus on and Retrieve Explicitly Stated Information |

## Item 7: Things Tom's dad told for pie

7. What were the **two** things Tom's dad told Tom to do for Enemy Pie to work?

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## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Hong Kong-CHN                | 73 ▲            |
| Singapore                    | 71 ▲            |
| Chinese Taipei-CHN           | 71 ▲            |
| Croatia                      | 63 ▲            |
| Portugal                     | 62 ▲            |
| Czech Republic               | 62 ▲            |
| Lithuania                    | 62 ▲            |
| Hungary                      | 61 ▲            |
| Russian Federation           | 61 ▲            |
| Germany                      | 59 ▲            |
| Slovenia                     | 58 ▲            |
| Finland                      | 57 ▲            |
| <b>United States</b>         | <b>55 ▲</b>     |
| Canada                       | 53 ▲            |
| Slovak Republic              | 53 ▲            |
| Spain                        | 53 ▲            |
| Netherlands                  | 53 ▲            |
| Ireland                      | 52 ▲            |
| Northern Ireland-GBR         | 52 ▲            |
| Bulgaria                     | 51 ▲            |
| Israel                       | 50 ▲            |
| Poland                       | 50 ▲            |
| Sweden                       | 50              |
| Austria                      | 49              |
| Italy                        | 49              |
| England-GBR                  | 48              |
| Australia                    | 47              |
| <b>International average</b> | <b>46</b>       |
| New Zealand                  | 45              |
| Denmark                      | 45              |
| France                       | 43              |
| Belgium (French)-BEL         | 43              |
| Romania                      | 42 ▼            |
| Norway                       | 36 ▼            |
| Malta                        | 35 ▼            |
| Azerbaijan                   | 33 ▼            |
| Georgia                      | 32 ▼            |
| Trinidad and Tobago          | 31 ▼            |
| Indonesia                    | 30 ▼            |
| Saudi Arabia                 | 26 ▼            |
| Iran, Islamic Rep. of        | 25 ▼            |
| United Arab Emirates         | 25 ▼            |
| Qatar                        | 23 ▼            |
| Colombia                     | 20 ▼            |
| Oman                         | 15 ▼            |
| Morocco                      | 7 ▼             |

Variable Name: R031P07C

## SCORING

## 2 - Complete Comprehension

- The response identifies both actions that make Enemy Pie work: 1) spending the day with his enemy and 2) being nice to him.

Examples:

*be nice to his enemy for a whole day**be nice and play with him for a day**spend the whole day with Jeremy and be nice*

## 1 - Partial Comprehension

- The response provides one action that Tom was told to do by his Dad.

Examples:

*be nice**spend the day with him**play and be nice*

## 0 - No Comprehension

- The response does not provide an accurate action that Tom was told to do by his Dad.

Examples:

*play with him* (Please note that this is not one of the things Tom's dad told him to do and is too vague to be considered as a paraphrase of either spending the day or being nice.)*stop being enemies* (Please note that Tom's dad did not tell him to stop being enemies with Jeremy, nor did he tell him to be his friend.)

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 64 ▲ |
| Ontario-CAN   | 53 ▲ |
| Quebec-CAN    | 52 ▲ |
| Alberta-CAN   | 50   |
| Andalusia-ESP | 49   |
| Maltese-MLT   | 33 ▼ |
| Dubai-UAE     | 33 ▼ |
| Abu Dhabi-UAE | 21 ▼ |

▲ Percent higher than International average

▼ Percent lower than International average

## Item 7: Things Tom's dad told for the pie (continued)

Variable Name: R031P07C

**Student Responses****Correct Response:**

Tom had to spend a day with his  
enemy and has to be nice to him.

**Partially Correct Response:**

to go pertened to be his  
friened, and to make him eat the pie

**Incorrect Response:**

His dad said you need  
earthworms and rocks.

| Passage          | Reading Purpose     | Comprehension Process of the Task |
|------------------|---------------------|-----------------------------------|
| <b>ENEMY PIE</b> | Literary Experience | Make Straightforward Inferences   |

## Item 8: Why Tom went to Jeremy's house

8. Why did Tom go to Jeremy's house?
- A. To invite Jeremy to dinner.
  - B. To ask Jeremy to leave Stanley alone.
  - C. To invite Jeremy to play.
  - D. To ask Jeremy to be his friend.

Variable Name: R031P08M

**Correct Response:****C****Overall Percent Correct**

| Education system             | Percent correct |
|------------------------------|-----------------|
| Netherlands                  | 90 ▲            |
| Finland                      | 88 ▲            |
| Denmark                      | 88 ▲            |
| Lithuania                    | 87 ▲            |
| <b>United States</b>         | <b>86 ▲</b>     |
| Germany                      | 85 ▲            |
| Sweden                       | 83 ▲            |
| Russian Federation           | 83 ▲            |
| Ireland                      | 83 ▲            |
| <i>Northern Ireland-GBR</i>  | 82 ▲            |
| Croatia                      | 82 ▲            |
| Hungary                      | 82 ▲            |
| Israel                       | 81 ▲            |
| Singapore                    | 80 ▲            |
| Norway                       | 80 ▲            |
| Canada                       | 78 ▲            |
| Portugal                     | 78 ▲            |
| Czech Republic               | 78 ▲            |
| Bulgaria                     | 77 ▲            |
| Italy                        | 76 ▲            |
| <i>Hong Kong-CHN</i>         | 76 ▲            |
| Austria                      | 75 ▲            |
| New Zealand                  | 74 ▲            |
| Australia                    | 73              |
| <i>England-GBR</i>           | 72              |
| <i>Chinese Taipei-CHN</i>    | 71              |
| <b>International average</b> | <b>71</b>       |
| Romania                      | 71              |
| Slovak Republic              | 71              |
| Slovenia                     | 70              |
| Poland                       | 70              |
| France                       | 69              |
| <i>Belgium (French)-BEL</i>  | 68              |
| Azerbaijan                   | 66 ▼            |
| Malta                        | 64 ▼            |
| Spain                        | 62 ▼            |
| Trinidad and Tobago          | 60 ▼            |
| Colombia                     | 60 ▼            |
| United Arab Emirates         | 54 ▼            |
| Saudi Arabia                 | 52 ▼            |
| Qatar                        | 51 ▼            |
| Iran, Islamic Rep. of        | 49 ▼            |
| Georgia                      | 49 ▼            |
| Indonesia                    | 45 ▼            |
| Oman                         | 45 ▼            |
| Morocco                      | 29 ▼            |

**Benchmarking education system**

|                      |      |
|----------------------|------|
| <i>Florida-USA</i>   | 92 ▲ |
| <i>Alberta-CAN</i>   | 80 ▲ |
| <i>Ontario-CAN</i>   | 80 ▲ |
| <i>Quebec-CAN</i>    | 75 ▲ |
| <i>Andalusia-ESP</i> | 65 ▼ |
| <i>Dubai-UAE</i>     | 62 ▼ |
| <i>Maltese-MLT</i>   | 60 ▼ |
| <i>Abu Dhabi-UAE</i> | 52 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage   | Reading Purpose     | Comprehension Process of the Task |
|-----------|---------------------|-----------------------------------|
| ENEMY PIE | Literary Experience | Make Straightforward Inferences   |

## Item 9: What surprises Tom

9. What surprised Tom about the day he spent with Jeremy?

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## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Netherlands                  | 88 ▲            |
| Finland                      | 87 ▲            |
| Russian Federation           | 86 ▲            |
| Northern Ireland-GBR         | 86 ▲            |
| Ireland                      | 86 ▲            |
| <b>United States</b>         | <b>86 ▲</b>     |
| Canada                       | 83 ▲            |
| Germany                      | 83 ▲            |
| Denmark                      | 83 ▲            |
| England-GBR                  | 83 ▲            |
| Australia                    | 81 ▲            |
| Hungary                      | 81 ▲            |
| Slovak Republic              | 81 ▲            |
| Lithuania                    | 79 ▲            |
| Austria                      | 78 ▲            |
| Singapore                    | 77 ▲            |
| Czech Republic               | 77 ▲            |
| New Zealand                  | 77 ▲            |
| Portugal                     | 76 ▲            |
| Poland                       | 76 ▲            |
| Croatia                      | 73 ▲            |
| Belgium (French)-BEL         | 73 ▲            |
| Italy                        | 72 ▲            |
| Norway                       | 71 ▲            |
| France                       | 71 ▲            |
| Spain                        | 70 ▲            |
| Bulgaria                     | 69              |
| Hong Kong-CHN                | 69              |
| Israel                       | 68              |
| <b>International average</b> | <b>66</b>       |
| Sweden                       | 64              |
| Romania                      | 64              |
| Georgia                      | 60 ▼            |
| Malta                        | 56 ▼            |
| Chinese Taipei-CHN           | 54 ▼            |
| Trinidad and Tobago          | 49 ▼            |
| Colombia                     | 42 ▼            |
| Saudi Arabia                 | 42 ▼            |
| United Arab Emirates         | 35 ▼            |
| Qatar                        | 34 ▼            |
| Indonesia                    | 33 ▼            |
| Iran, Islamic Rep. of        | 31 ▼            |
| Azerbaijan                   | 24 ▼            |
| Oman                         | 21 ▼            |
| Morocco                      | 9 ▼             |
| Slovenia                     | —               |

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 88 ▲ |
| Ontario-CAN   | 84 ▲ |
| Alberta-CAN   | 83 ▲ |
| Quebec-CAN    | 78 ▲ |
| Andalusia-ESP | 69   |
| Dubai-UAE     | 51 ▼ |
| Maltese-MLT   | 46 ▼ |
| Abu Dhabi-UAE | 30 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average  
— Not applicable

Variable Name: R031P09C

## SCORING

## 1 - Acceptable Response

- The response shows understanding that Tom had a positive experience with Jeremy. The response may indicate that he enjoyed spending time with Jeremy, that Jeremy wasn't as bad as Tom expected, or that they had become friends.

Examples:

*He was actually having fun with Jeremy.*

*They were getting along.*

*Jeremy wasn't so bad after all.*

## 0 - Unacceptable Response

- The response does not accurately describe what surprised Tom.

Examples:

*Tom was surprised.*

*Jeremy was going to eat the Enemy Pie.*

Item 9: What surprises Tom (continued)

Variable Name: R031P09C

## Student Responses

### Correct Response:

that they were friends.

### Incorrect Response:

To not eat the enemy pie.

| Passage   | Reading Purpose     | Comprehension Process of the Task |
|-----------|---------------------|-----------------------------------|
| ENEMY PIE | Literary Experience | Make Straightforward Inferences   |

## Item 10: Why T. didn't want to go with plan

10. At dinner, why did Tom begin to think he and his dad should forget about Enemy Pie?
- A. Tom did not want to share dessert with Jeremy.
- B. Tom did not think Enemy Pie would work.
- C. Tom was beginning to like Jeremy.
- D. Tom wanted to keep Enemy Pie a secret.

Variable Name: R031P10M

Correct Response:

C

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Northern Ireland-GBR         | 94 ▲            |
| Netherlands                  | 93 ▲            |
| Finland                      | 92 ▲            |
| Ireland                      | 92 ▲            |
| Russian Federation           | 91 ▲            |
| England-GBR                  | 89 ▲            |
| <b>United States</b>         | <b>89 ▲</b>     |
| Canada                       | 89 ▲            |
| Czech Republic               | 89 ▲            |
| Denmark                      | 88 ▲            |
| Germany                      | 88 ▲            |
| Sweden                       | 87 ▲            |
| Lithuania                    | 86 ▲            |
| Italy                        | 86 ▲            |
| Hungary                      | 85 ▲            |
| Slovak Republic              | 85 ▲            |
| Singapore                    | 85 ▲            |
| Australia                    | 85 ▲            |
| Spain                        | 84 ▲            |
| Poland                       | 84 ▲            |
| New Zealand                  | 83 ▲            |
| Austria                      | 83 ▲            |
| Bulgaria                     | 83 ▲            |
| Norway                       | 83 ▲            |
| Portugal                     | 82 ▲            |
| France                       | 82 ▲            |
| Hong Kong-CHN                | 81 ▲            |
| Slovenia                     | 80 ▲            |
| Israel                       | 78              |
| Chinese Taipei-CHN           | 78              |
| <b>International average</b> | <b>76</b>       |
| Belgium (French)-BEL         | 76              |
| Croatia                      | 76              |
| Romania                      | 72              |
| Trinidad and Tobago          | 65 ▼            |
| Georgia                      | 65 ▼            |
| Malta                        | 63 ▼            |
| Azerbaijan                   | 63 ▼            |
| Colombia                     | 55 ▼            |
| Iran, Islamic Rep. of        | 53 ▼            |
| United Arab Emirates         | 51 ▼            |
| Saudi Arabia                 | 50 ▼            |
| Indonesia                    | 49 ▼            |
| Qatar                        | 49 ▼            |
| Morocco                      | 39 ▼            |
| Oman                         | 37 ▼            |

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 91 ▲ |
| Ontario-CAN   | 88 ▲ |
| Quebec-CAN    | 87 ▲ |
| Alberta-CAN   | 86 ▲ |
| Andalusia-ESP | 85 ▲ |
| Dubai-UAE     | 65 ▼ |
| Maltese-MLT   | 54 ▼ |
| Abu Dhabi-UAE | 45 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage          | Reading Purpose     | Comprehension Process of the Task |
|------------------|---------------------|-----------------------------------|
| <b>ENEMY PIE</b> | Literary Experience | Make Straightforward Inferences   |

## Item 11: How Tom felt when Jeremy took pie

11. How was Tom feeling when Dad passed the piece of Enemy Pie to Jeremy?
- A. alarmed
  - B. satisfied
  - C. surprised
  - D. confused

Variable Name: R031P11M

**Correct Response:****A****Overall Percent Correct**

| Education system             | Percent correct |
|------------------------------|-----------------|
| Finland                      | 91 ▲            |
| Croatia                      | 84 ▲            |
| Sweden                       | 84 ▲            |
| Denmark                      | 84 ▲            |
| France                       | 81 ▲            |
| Slovenia                     | 80 ▲            |
| <b>United States</b>         | <b>79 ▲</b>     |
| Northern Ireland-GBR         | 79 ▲            |
| Israel                       | 78 ▲            |
| Russian Federation           | 78 ▲            |
| Canada                       | 77 ▲            |
| Ireland                      | 76 ▲            |
| England-GBR                  | 76 ▲            |
| Bulgaria                     | 76 ▲            |
| Australia                    | 75 ▲            |
| Azerbaijan                   | 74 ▲            |
| Hungary                      | 73 ▲            |
| Singapore                    | 73 ▲            |
| Italy                        | 71 ▲            |
| Hong Kong-CHN                | 71 ▲            |
| Norway                       | 71 ▲            |
| New Zealand                  | 69 ▲            |
| Belgium (French)-BEL         | 68              |
| Germany                      | 68 ▲            |
| Spain                        | 68 ▲            |
| Poland                       | 68 ▲            |
| Czech Republic               | 67              |
| Chinese Taipei-CHN           | 66              |
| Slovak Republic              | 65              |
| Romania                      | 65              |
| Austria                      | 64              |
| Netherlands                  | 64              |
| <b>International average</b> | <b>64</b>       |
| Portugal                     | 60              |
| Iran, Islamic Rep. of        | 59 ▼            |
| Colombia                     | 57 ▼            |
| Lithuania                    | 52 ▼            |
| Georgia                      | 50 ▼            |
| Trinidad and Tobago          | 39 ▼            |
| Malta                        | 39 ▼            |
| Qatar                        | 34 ▼            |
| United Arab Emirates         | 31 ▼            |
| Saudi Arabia                 | 29 ▼            |
| Oman                         | 23 ▼            |
| Indonesia                    | 23 ▼            |
| Morocco                      | 21 ▼            |

**Benchmarking education system**

|               |      |
|---------------|------|
| Florida-USA   | 85 ▲ |
| Ontario-CAN   | 80 ▲ |
| Andalusia-ESP | 75 ▲ |
| Alberta-CAN   | 74 ▲ |
| Quebec-CAN    | 70 ▲ |
| Maltese-MLT   | 65   |
| Dubai-UAE     | 42 ▼ |
| Abu Dhabi-UAE | 27 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage          | Reading Purpose     | Comprehension Process of the Task             |
|------------------|---------------------|-----------------------------------------------|
| <b>ENEMY PIE</b> | Literary Experience | Interpret and Integrate Ideas and Information |

## Item 12: What was Dad's secret

12. What was it about Enemy Pie that Dad kept secret?

- A. It was a normal pie.
- B. It tasted disgusting.
- C. It was his favorite food.
- D. It was a poisonous pie.

Variable Name: R031P12M

**Correct Response:**

**A**

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| <b>United States</b>         | <b>79 ▲</b>     |
| Finland                      | 77 ▲            |
| Netherlands                  | 77 ▲            |
| Russian Federation           | 73 ▲            |
| Czech Republic               | 73 ▲            |
| Hong Kong-CHN                | 71 ▲            |
| Slovenia                     | 70 ▲            |
| Germany                      | 70 ▲            |
| Canada                       | 69 ▲            |
| Poland                       | 68 ▲            |
| Slovak Republic              | 68 ▲            |
| Northern Ireland-GBR         | 67 ▲            |
| Italy                        | 67 ▲            |
| Denmark                      | 66 ▲            |
| England-GBR                  | 65 ▲            |
| Israel                       | 65 ▲            |
| Austria                      | 65 ▲            |
| Hungary                      | 64 ▲            |
| Singapore                    | 64 ▲            |
| Ireland                      | 64 ▲            |
| Bulgaria                     | 64 ▲            |
| Sweden                       | 63 ▲            |
| Australia                    | 62 ▲            |
| Spain                        | 60 ▲            |
| Chinese Taipei-CHN           | 59 ▲            |
| Croatia                      | 58              |
| New Zealand                  | 56              |
| <b>International average</b> | <b>56</b>       |
| Portugal                     | 55              |
| Norway                       | 53              |
| Romania                      | 53              |
| Belgium (French)-BEL         | 52              |
| Georgia                      | 47 ▼            |
| France                       | 46 ▼            |
| Iran, Islamic Rep. of        | 45 ▼            |
| Azerbaijan                   | 45 ▼            |
| Malta                        | 39 ▼            |
| Lithuania                    | 37 ▼            |
| Colombia                     | 37 ▼            |
| Trinidad and Tobago          | 36 ▼            |
| United Arab Emirates         | 30 ▼            |
| Qatar                        | 29 ▼            |
| Saudi Arabia                 | 27 ▼            |
| Oman                         | 23 ▼            |
| Indonesia                    | 20 ▼            |
| Morocco                      | 20 ▼            |

### Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 81 ▲ |
| Alberta-CAN   | 72 ▲ |
| Ontario-CAN   | 71 ▲ |
| Andalusia-ESP | 60 ▲ |
| Quebec-CAN    | 59   |
| Maltese-MLT   | 43 ▼ |
| Dubai-UAE     | 38 ▼ |
| Abu Dhabi-UAE | 26 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage          | Reading Purpose     | Comprehension Process of the Task                            |
|------------------|---------------------|--------------------------------------------------------------|
| <b>ENEMY PIE</b> | Literary Experience | Examine and Evaluate Content, Language, and Textual Elements |

## Item 13: What sentence suggest about boys

13. Look at this sentence from the end of the story:

“After dessert, Jeremy invited me to come over to his house the next morning.”

What does this suggest about the boys?

- A. They are still enemies.
- B. They do not like to play at Tom's house.
- C. They wanted to eat some more Enemy Pie.
- D. They might be friends in the future.

Variable Name: R031P13M

**Correct Response:**

**D**

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Hong Kong-CHN                | 95 ▲            |
| Finland                      | 94 ▲            |
| Germany                      | 92 ▲            |
| Slovenia                     | 92 ▲            |
| Netherlands                  | 91 ▲            |
| Chinese Taipei-CHN           | 91 ▲            |
| Russian Federation           | 91 ▲            |
| Singapore                    | 91 ▲            |
| Ireland                      | 90 ▲            |
| Croatia                      | 90 ▲            |
| England-GBR                  | 90 ▲            |
| Czech Republic               | 89 ▲            |
| Northern Ireland-GBR         | 89 ▲            |
| Portugal                     | 89 ▲            |
| Denmark                      | 89 ▲            |
| <b>United States</b>         | <b>88 ▲</b>     |
| Canada                       | 87 ▲            |
| Hungary                      | 86 ▲            |
| Belgium (French)-BEL         | 86 ▲            |
| Sweden                       | 86 ▲            |
| Lithuania                    | 86 ▲            |
| Austria                      | 85 ▲            |
| Australia                    | 85 ▲            |
| France                       | 84 ▲            |
| Israel                       | 84 ▲            |
| Bulgaria                     | 83 ▲            |
| Italy                        | 83 ▲            |
| Romania                      | 82              |
| Poland                       | 82 ▲            |
| Slovak Republic              | 81              |
| New Zealand                  | 81              |
| <b>International average</b> | <b>79</b>       |
| Spain                        | 78              |
| Azerbaijan                   | 70 ▼            |
| Georgia                      | 70 ▼            |
| Malta                        | 67 ▼            |
| Colombia                     | 64 ▼            |
| Saudi Arabia                 | 64 ▼            |
| Trinidad and Tobago          | 64 ▼            |
| Indonesia                    | 59 ▼            |
| Iran, Islamic Rep. of        | 58 ▼            |
| United Arab Emirates         | 56 ▼            |
| Norway                       | 55 ▼            |
| Qatar                        | 50 ▼            |
| Oman                         | 37 ▼            |
| Morocco                      | 35 ▼            |

**Benchmarking  
education system**

|               |      |
|---------------|------|
| Quebec-CAN    | 90 ▲ |
| Florida-USA   | 89 ▲ |
| Ontario-CAN   | 85 ▲ |
| Alberta-CAN   | 83 ▲ |
| Andalusia-ESP | 81   |
| Dubai-UAE     | 67 ▼ |
| Maltese-MLT   | 65 ▼ |
| Abu Dhabi-UAE | 52 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage   | Reading Purpose     | Comprehension Process of the Task             |
|-----------|---------------------|-----------------------------------------------|
| ENEMY PIE | Literary Experience | Interpret and Integrate Ideas and Information |

## Item 14: Why Tom's dad made the pie

14. Use what you have read to explain why Tom's dad really made Enemy Pie.

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## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Russian Federation           | 75 ▲            |
| Hong Kong-CHN                | 73 ▲            |
| Finland                      | 71 ▲            |
| Chinese Taipei-CHN           | 69 ▲            |
| Germany                      | 64 ▲            |
| <b>United States</b>         | <b>63 ▲</b>     |
| Sweden                       | 63 ▲            |
| Italy                        | 62 ▲            |
| Northern Ireland-GBR         | 62 ▲            |
| Hungary                      | 62 ▲            |
| Poland                       | 62 ▲            |
| Croatia                      | 61 ▲            |
| Canada                       | 61 ▲            |
| Ireland                      | 61 ▲            |
| Denmark                      | 60 ▲            |
| Netherlands                  | 59 ▲            |
| England-GBR                  | 59 ▲            |
| Portugal                     | 58 ▲            |
| Israel                       | 58 ▲            |
| Bulgaria                     | 57 ▲            |
| Slovak Republic              | 57 ▲            |
| Singapore                    | 57 ▲            |
| Slovenia                     | 56 ▲            |
| New Zealand                  | 56 ▲            |
| Czech Republic               | 56 ▲            |
| Spain                        | 55 ▲            |
| Australia                    | 53              |
| Romania                      | 52              |
| Georgia                      | 50              |
| <b>International average</b> | <b>50</b>       |
| Austria                      | 49              |
| Lithuania                    | 47              |
| France                       | 46              |
| Belgium (French)-BEL         | 46              |
| Iran, Islamic Rep. of        | 45 ▼            |
| Norway                       | 43 ▼            |
| Azerbaijan                   | 36 ▼            |
| Trinidad and Tobago          | 31 ▼            |
| Malta                        | 29 ▼            |
| Qatar                        | 25 ▼            |
| Colombia                     | 25 ▼            |
| United Arab Emirates         | 22 ▼            |
| Saudi Arabia                 | 15 ▼            |
| Indonesia                    | 12 ▼            |
| Oman                         | 10 ▼            |
| Morocco                      | 4 ▼             |

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 67 ▲ |
| Alberta-CAN   | 66 ▲ |
| Ontario-CAN   | 62 ▲ |
| Andalusia-ESP | 52   |
| Quebec-CAN    | 51   |
| Dubai-UAE     | 33 ▼ |
| Maltese-MLT   | 28 ▼ |
| Abu Dhabi-UAE | 18 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

Variable Name: R031P14C

## SCORING

## 1 - Acceptable Response

- The response demonstrates understanding that Tom's dad's plan for Enemy Pie was for Tom and Jeremy to become friends

Examples:

*to make them be friends and not enemies**He wanted them to be friends.**to get them to play together and to make them friends*

## 0 - Unacceptable Response

- The response does not provide an appropriate explanation for why Tom's dad really made Enemy Pie. The response may indicate that Tom's dad wanted the boys to spend time together without specific reference to the intended outcome, or it may refer generally to Tom having no enemies without reference to Tom and Jeremy's relationship.

Examples:

*He made Tom play with Jeremy.**So they would get to know each other.*

## Item 14: Why Tom's dad made the pie (continued)

Variable Name: R031P14C

## Student Responses

## Correct Response:

Tom's dad really made the Enemy Pie because he knew Tom would get along with Jeremy so he made it for them.

## Incorrect Response:

The reason you knew if he made enemy pie is if he put rocks and earthworms

| Passage          | Reading Purpose     | Comprehension Process of the Task             |
|------------------|---------------------|-----------------------------------------------|
| <b>ENEMY PIE</b> | Literary Experience | Interpret and Integrate Ideas and Information |

## Item 15: What type of person is Tom's dad

15. What kind of person is Tom's dad? Give an example of what he did in the story that shows this.

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Variable Name: R031P15C

## SCORING

### 2 - Complete Comprehension

- The response describes one plausible character trait of Tom's dad that is central to his role in the story (e.g., helpful, caring, nice, good, smart, clever, tricky, secretive). In addition, the response provides one example of Tom's dad's actions that is evidence of the character trait.

Examples:

*He was caring because he wanted to help his son make friends.*

*He was smart in how he found a way for the boys to like each other.*

### 1 - Partial Comprehension

- The response provides one plausible character trait of Tom's dad that is central to his role in the story (e.g., helpful, caring, smart, clever, tricky, secretive). Traits may be expressed as a longer description, rather than as a single word.

### 0 - No Comprehension

- The response does not provide an appropriate description of Tom's dad's character. The response may provide a general character trait of Tom's dad that is not supported by the text, or a vague description that demonstrates limited comprehension of the story without further textual support. -OR-
- The response may provide an example of Tom's dad's actions without providing a character trait.

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Singapore                    | 51 ▲            |
| <b>United States</b>         | <b>50 ▲</b>     |
| Northern Ireland-GBR         | 48 ▲            |
| Hong Kong-CHN                | 45 ▲            |
| Russian Federation           | 43 ▲            |
| Canada                       | 43 ▲            |
| England-GBR                  | 41 ▲            |
| Ireland                      | 41 ▲            |
| Chinese Taipei-CHN           | 38 ▲            |
| Israel                       | 34 ▲            |
| Portugal                     | 34 ▲            |
| New Zealand                  | 33 ▲            |
| Bulgaria                     | 32 ▲            |
| Hungary                      | 31 ▲            |
| Croatia                      | 28 ▲            |
| Romania                      | 28              |
| Spain                        | 27              |
| Czech Republic               | 27              |
| Italy                        | 26              |
| <b>International average</b> | <b>24</b>       |
| Sweden                       | 24              |
| Slovak Republic              | 24              |
| Iran, Islamic Rep. of        | 24              |
| Lithuania                    | 22              |
| Denmark                      | 22              |
| Finland                      | 22              |
| Australia                    | 22              |
| Georgia                      | 21 ▼            |
| Azerbaijan                   | 20 ▼            |
| Germany                      | 19 ▼            |
| Malta                        | 17 ▼            |
| France                       | 17 ▼            |
| Norway                       | 17 ▼            |
| Netherlands                  | 15 ▼            |
| Trinidad and Tobago          | 14 ▼            |
| Austria                      | 13 ▼            |
| United Arab Emirates         | 12 ▼            |
| Qatar                        | 11 ▼            |
| Colombia                     | 11 ▼            |
| Poland                       | 10 ▼            |
| Belgium (French)-BEL         | 9 ▼             |
| Saudi Arabia                 | 9 ▼             |
| Slovenia                     | 9 ▼             |
| Oman                         | 6 ▼             |
| Indonesia                    | 5 ▼             |
| Morocco                      | 0 ▼             |

## Benchmarking education system

|               |      |
|---------------|------|
| Ontario-CAN   | 54 ▲ |
| Florida-USA   | 54 ▲ |
| Alberta-CAN   | 39 ▲ |
| Andalusia-ESP | 27   |
| Quebec-CAN    | 23   |
| Dubai-UAE     | 22   |
| Maltese-MLT   | 16 ▼ |
| Abu Dhabi-UAE | 8 ▼  |

▲ Percent higher than International average

▼ Percent lower than International average

Item 15: What type of person is Tom's dad (continued)

Variable Name: R031P15C

## Student Responses

### Correct Response:

Tom's dad is a nice person because  
he told his son to pretend to be  
his friend so they can actually be friends.

### Partially Correct Response:

Tom's dad is a smart guy.

### Incorrect Response:

he made the enemy pie  
and gave his son advice

| Passage          | Reading Purpose     | Comprehension Process of the Task                            |
|------------------|---------------------|--------------------------------------------------------------|
| <b>ENEMY PIE</b> | Literary Experience | Examine and Evaluate Content, Language, and Textual Elements |

## Item 16: What is the lesson of the story

16. What lesson might you learn from this story?

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## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Germany                      | 60 ▲            |
| <b>United States</b>         | <b>49 ▲</b>     |
| Sweden                       | 49 ▲            |
| Denmark                      | 46 ▲            |
| Ireland                      | 45 ▲            |
| Norway                       | 43 ▲            |
| Canada                       | 43 ▲            |
| England-GBR                  | 42 ▲            |
| Finland                      | 41 ▲            |
| Hong Kong-CHN                | 40 ▲            |
| Italy                        | 39 ▲            |
| Slovak Republic              | 39 ▲            |
| Northern Ireland-GBR         | 38 ▲            |
| Bulgaria                     | 38 ▲            |
| Israel                       | 38 ▲            |
| Hungary                      | 36 ▲            |
| Singapore                    | 36 ▲            |
| Netherlands                  | 35 ▲            |
| Austria                      | 35 ▲            |
| Czech Republic               | 35 ▲            |
| Croatia                      | 34 ▲            |
| Portugal                     | 34              |
| Romania                      | 32              |
| Slovenia                     | 32              |
| Australia                    | 32              |
| <b>International average</b> | <b>30</b>       |
| New Zealand                  | 30              |
| Poland                       | 29              |
| Russian Federation           | 28              |
| Trinidad and Tobago          | 27 ▼            |
| Georgia                      | 26 ▼            |
| Malta                        | 26 ▼            |
| Chinese Taipei-CHN           | 22 ▼            |
| Lithuania                    | 22 ▼            |
| France                       | 22 ▼            |
| Saudi Arabia                 | 20 ▼            |
| Belgium (French)-BEL         | 19 ▼            |
| Indonesia                    | 16 ▼            |
| Spain                        | 16 ▼            |
| Qatar                        | 15 ▼            |
| Colombia                     | 14 ▼            |
| United Arab Emirates         | 13 ▼            |
| Azerbaijan                   | 12 ▼            |
| Iran, Islamic Rep. of        | 9 ▼             |
| Oman                         | 8 ▼             |
| Morocco                      | 1 ▼             |

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 54 ▲ |
| Ontario-CAN   | 46 ▲ |
| Alberta-CAN   | 39 ▲ |
| Quebec-CAN    | 36 ▲ |
| Maltese-MLT   | 19 ▼ |
| Andalusia-ESP | 16 ▼ |
| Dubai-UAE     | 15 ▼ |
| Abu Dhabi-UAE | 11 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

Variable Name: R031P16C

## SCORING

## 1 - Acceptable Response

- The response provides an evaluation of the main message or theme of the story that acknowledges the importance of giving a relationship the chance to grow before deciding whether someone is your friend, or indicates that it is possible to change how you feel about someone.

Examples:

*Don't judge someone before you know them.*

*You can make friends if you give it a chance.*

*Your enemy can become your friend.*

## 0 - Unacceptable Response

- The response does not provide a plausible evaluation of the main message or theme of the story. The response may provide a main message that is too general, or may refer to a message that is not central to the story.

Examples:

*Be nice to everyone.*

*You shouldn't have enemies.* (Please note that this is an inaccurate generalization of the main message.)

*Don't eat Enemy Pie.*

Item 16: What is the lesson of the story (continued)

Variable Name: R031P16C

## Student Responses

**Correct Response:**

That you should never make a kid  
a enemy without knowing him.

**Incorrect Response:**

That if you try new things you might like  
it.

## Planning Your Day Hike

- ▶ Pick somewhere to go that will be fun and interesting. If in a group, consider everyone when choosing where to go.
- ▶ Find out the distance of the hike and how much time it is supposed to take.
- ▶ Check out the weather conditions and forecast. Plan and dress the right way for the weather.
- ▶ Pack light. Don't make the weight of what you will carry too heavy (see checklist).



## Packing Checklist

- Plenty of water – to keep from getting thirsty
- Food – high energy snacks or take a picnic lunch
- First Aid Kit – in case of blisters, scrapes and scratches
- Insect repellent – to protect from bites (for example – ticks, bees, mosquitoes, and flies)
- Extra socks – feet may get wet
- Whistle – important if going alone, three short whistles mean you are in trouble and need assistance
- Map and compass – very important for more difficult hike



## Keeping Safe on Your Day Hike

- ▶ **Start early.** This will give you plenty of time to enjoy your hike and still get back before dark.
- ▶ **Stay on hiking trails** unless you know the area.
- ▶ **Pace yourself.** Do not hike too quickly so that you can save your energy. When in a group, go only as fast as the slowest member.
- ▶ **Be careful where you are walking.** Watch out for things you might trip over like loose rocks, piles of leaves, and sticks. Take care through slippery areas. If you need to go into water, make sure you know how deep it is.
- ▶ **Look out for wildlife.** Be careful where you put your feet, when you pick up sticks or rocks, and before you sit down. Never approach animals in the wild. They may look cute and harmless, but they can be unpredictable and very protective of their territory.



**IMPORTANT:** Tell someone about where you are going hiking and when you expect to return. This could help in case something happens and you get into trouble. Let him or her know when you get back.



Most of all, don't forget to have fun on your hike. Enjoy being outdoors. Look at all the interesting things around you. Learn to identify new places, plants, and animals. Appreciate the beauty of the land and nature, and get good healthy exercise too!

# Discover the Fun of Day Hiking

**Looking for something fun and interesting to do at home or on holiday?**



One of the greatest ways to enjoy the outdoors is hiking, and day hiking is the most popular kind. It doesn't have to take much time or need any special equipment.

Day Hiking Is Fun and Good Exercise!

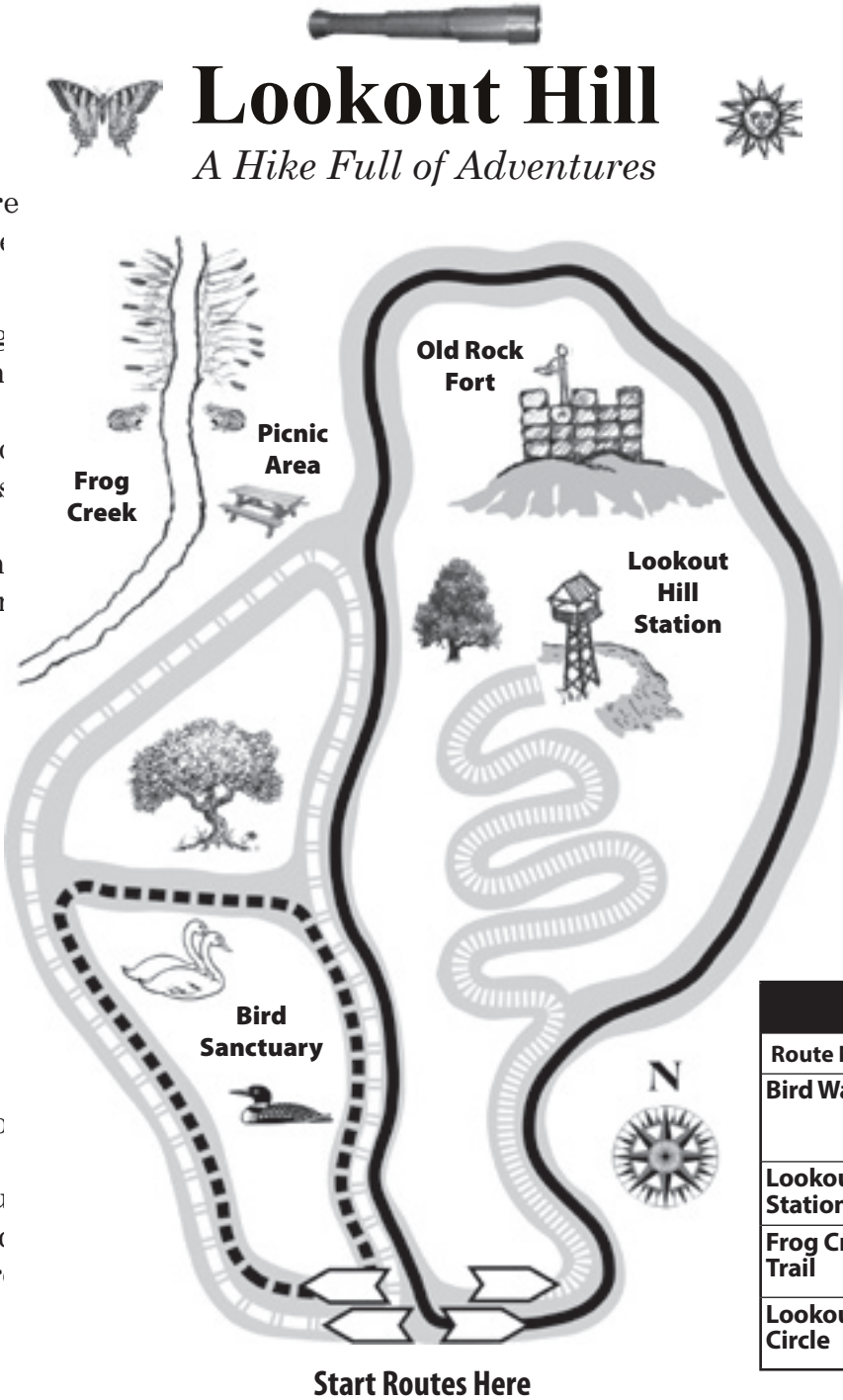
**You are in charge!** You can choose where you want to go, how long you want to be gone, and how fast you want to go. You can simply stroll along enjoying nature or challenge yourself with difficult and steep hiking trails. It is up to you!

**See interesting new things!** Hiking can take you places that cannot be seen another way. You can go to beautiful areas and see spectacular views. Or you can go to remote areas that may have hidden valleys, waterfalls, or caves. Hiking can give you a chance to see plants, birds, and animals that live in the wild. You might even see remains of buildings and things that belonged to people who lived long ago.

**Keep physically fit!** Walking is an excellent way to exercise, so hiking on a regular basis will help to keep you healthy. It provides time to think and can be relaxing. Hiking is a great way to spend time with your friends and family or to just spend a little time by yourself studying and enjoying nature.

Explore Lookout Hill

The map and map key for Lookout Hill show how you can choose the day hike that you would like best and the kinds of things you can see and do. It gives you an idea about hiking in case you want to find a hiking area near where you live.



*Choose which route to take!*

**Use one of our suggestions, or make up a route of your own.**

| Map Key              |       |                         |                         |                                               |
|----------------------|-------|-------------------------|-------------------------|-----------------------------------------------|
| Route Name           | Route | Time                    | Level                   | Description                                   |
| Bird Walk            |       | 2 hours                 | Easy, Wheelchair access | Loop around the bird sanctuary                |
| Lookout Station Hike |       | 2 to 2.5 hours each way | Hard                    | Climb Lookout Hill and see the view           |
| Frog Creek Trail     |       | 3 hours                 | Medium                  | Hike to Frog Creek Picnic Area                |
| Lookout Hill Circle  |       | 5 hours                 | Medium                  | Hike around Lookout Hill to the Old Rock Fort |

| Passage           | Reading Purpose             | Comprehension Process of the Task |
|-------------------|-----------------------------|-----------------------------------|
| <b>DAY HIKING</b> | Acquire and Use Information | Make Straightforward Inferences   |

## Item 1: Main message of the leaflet

1. What is the **main** message the leaflet gave you about hiking?
- A. It is expensive and dangerous.
- B. It is the best way to see animals.
- C. It is healthy and fun.
- D. It is only for experts.

Variable Name: R021N01M

**Correct Response:****C****Overall Percent Correct**

| Education system             | Percent correct |
|------------------------------|-----------------|
| Chinese Taipei-CHN           | 92 ▲            |
| Russian Federation           | 91 ▲            |
| Netherlands                  | 91 ▲            |
| Hong Kong-CHN                | 91 ▲            |
| Croatia                      | 90 ▲            |
| Denmark                      | 90 ▲            |
| Finland                      | 89 ▲            |
| <b>United States</b>         | <b>87 ▲</b>     |
| Germany                      | 87 ▲            |
| Singapore                    | 86 ▲            |
| Portugal                     | 85 ▲            |
| England-GBR                  | 84 ▲            |
| Northern Ireland-GBR         | 84 ▲            |
| Australia                    | 84 ▲            |
| Lithuania                    | 83 ▲            |
| Ireland                      | 83 ▲            |
| Sweden                       | 83 ▲            |
| Iran, Islamic Rep. of        | 83 ▲            |
| Canada                       | 82 ▲            |
| Bulgaria                     | 81 ▲            |
| Austria                      | 80 ▲            |
| New Zealand                  | 80 ▲            |
| Israel                       | 80 ▲            |
| <b>International average</b> | <b>76</b>       |
| Slovak Republic              | 76              |
| Poland                       | 76              |
| Spain                        | 75              |
| Italy                        | 75              |
| Belgium (French)-BEL         | 75              |
| France                       | 73              |
| Georgia                      | 73              |
| Azerbaijan                   | 72              |
| Malta                        | 71 ▼            |
| Czech Republic               | 71 ▼            |
| Norway                       | 71 ▼            |
| Romania                      | 69 ▼            |
| Slovenia                     | 69 ▼            |
| Hungary                      | 68 ▼            |
| Trinidad and Tobago          | 64 ▼            |
| Indonesia                    | 60 ▼            |
| United Arab Emirates         | 58 ▼            |
| Qatar                        | 58 ▼            |
| Colombia                     | 57 ▼            |
| Oman                         | 49 ▼            |
| Saudi Arabia                 | 48 ▼            |
| Morocco                      | 47 ▼            |

**Benchmarking education system**

|               |      |
|---------------|------|
| Florida-USA   | 89 ▲ |
| Alberta-CAN   | 83 ▲ |
| Ontario-CAN   | 82 ▲ |
| Quebec-CAN    | 79   |
| Maltese-MLT   | 78   |
| Andalusia-ESP | 75   |
| Dubai-UAE     | 67 ▼ |
| Abu Dhabi-UAE | 56 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage           | Reading Purpose             | Comprehension Process of the Task                             |
|-------------------|-----------------------------|---------------------------------------------------------------|
| <b>DAY HIKING</b> | Acquire and Use Information | Focus on and Retrieve Explicitly Stated Information and Ideas |

## Item 2: What you see on a hike

2. Give **two** interesting things the leaflet said you might see on a day hike.

1. \_\_\_\_\_

2. \_\_\_\_\_

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Hong Kong-CHN                | 92 ▲            |
| Singapore                    | 86 ▲            |
| Netherlands                  | 85 ▲            |
| Russian Federation           | 84 ▲            |
| Slovak Republic              | 81 ▲            |
| Finland                      | 78 ▲            |
| <b>United States</b>         | <b>78 ▲</b>     |
| Northern Ireland-GBR         | 77 ▲            |
| Poland                       | 77 ▲            |
| Germany                      | 76 ▲            |
| England-GBR                  | 75 ▲            |
| Australia                    | 75 ▲            |
| Ireland                      | 74 ▲            |
| Hungary                      | 73 ▲            |
| Croatia                      | 73 ▲            |
| Israel                       | 73 ▲            |
| Czech Republic               | 72 ▲            |
| Portugal                     | 72 ▲            |
| Bulgaria                     | 72 ▲            |
| New Zealand                  | 68 ▲            |
| Denmark                      | 66              |
| Austria                      | 66              |
| Malta                        | 64              |
| Slovenia                     | 64              |
| <b>International average</b> | <b>63</b>       |
| Chinese Taipei-CHN           | 63              |
| France                       | 63              |
| Italy                        | 63              |
| Trinidad and Tobago          | 62              |
| Belgium (French)-BEL         | 62              |
| Georgia                      | 62              |
| Canada                       | 60              |
| Lithuania                    | 59              |
| Sweden                       | 58 ▼            |
| Spain                        | 57 ▼            |
| Norway                       | 55 ▼            |
| Romania                      | 52 ▼            |
| Saudi Arabia                 | 48 ▼            |
| United Arab Emirates         | 43 ▼            |
| Indonesia                    | 40 ▼            |
| Oman                         | 35 ▼            |
| Azerbaijan                   | 35 ▼            |
| Colombia                     | 34 ▼            |
| Qatar                        | 34 ▼            |
| Iran, Islamic Rep. of        | 27 ▼            |
| Morocco                      | 22 ▼            |

Variable Name: R021N02C

## SCORING

## 1 - Acceptable Response

- The response lists two sights as mentioned in the text. See the list below for appropriate sights.

*Examples: Plants/Nature, Birds/ Animals/ Wildlife/ Nature, Caves, Waterfalls, Hidden valleys, Forts, Remains of buildings, Any of the locations on the map (e.g., lookout station, picnic area, frog creek), Beautiful places, New places, Spectacular views*

## 0 - Unacceptable Response

- The response lists fewer than two sights as mentioned in the text. The response may be vague or inappropriate.

*Examples:  
New and exciting things.  
First aid kit and new things.*

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 81 ▲ |
| Quebec-CAN    | 68   |
| Ontario-CAN   | 60   |
| Dubai-UAE     | 55 ▼ |
| Alberta-CAN   | 55 ▼ |
| Andalusia-ESP | 52 ▼ |
| Maltese-MLT   | 44 ▼ |
| Abu Dhabi-UAE | 37 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

## Item 2: What you see on a hike (continued)

Variable Name: R021N02C

**Student Responses****Correct Response:**

1. Nature like trees, flowers, and plants
2. Animals like insects, birds, and much more

**Incorrect Response:**

1. You can simply stroll and
2. Challenge yourself with difficult and steep hiking.

| Passage           | Reading Purpose             | Comprehension Process of the Task             |
|-------------------|-----------------------------|-----------------------------------------------|
| <b>DAY HIKING</b> | Acquire and Use Information | Interpret and Integrate Ideas and Information |

## Item 3: Hiking in a group

3. What are two things the leaflet told you to keep in mind when you are hiking in a **group**?

1.

---



---

2.

---



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## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Finland                      | 21 ▲            |
| England-GBR                  | 19 ▲            |
| Denmark                      | 19 ▲            |
| Russian Federation           | 18 ▲            |
| Hong Kong-CHN                | 18 ▲            |
| Singapore                    | 18 ▲            |
| Northern Ireland-GBR         | 18 ▲            |
| Ireland                      | 16 ▲            |
| Israel                       | 15 ▲            |
| Australia                    | 15 ▲            |
| <b>United States</b>         | <b>15 ▲</b>     |
| Canada                       | 13 ▲            |
| New Zealand                  | 13 ▲            |
| Portugal                     | 12              |
| Slovenia                     | 12              |
| Slovak Republic              | 11              |
| Romania                      | 11              |
| Malta                        | 11              |
| Germany                      | 11              |
| Poland                       | 11              |
| <b>International average</b> | <b>10</b>       |
| Hungary                      | 10              |
| Netherlands                  | 10              |
| Croatia                      | 10              |
| Bulgaria                     | 9               |
| Spain                        | 9               |
| Trinidad and Tobago          | 9               |
| Italy                        | 9               |
| United Arab Emirates         | 8 ▼             |
| Belgium (French)-BEL         | 8 ▼             |
| Czech Republic               | 7 ▼             |
| Sweden                       | 7 ▼             |
| Austria                      | 7 ▼             |
| Chinese Taipei-CHN           | 7 ▼             |
| Lithuania                    | 7 ▼             |
| France                       | 6 ▼             |
| Georgia                      | 5 ▼             |
| Iran, Islamic Rep. of        | 5 ▼             |
| Norway                       | 5 ▼             |
| Morocco                      | 5 ▼             |
| Oman                         | 5 ▼             |
| Azerbaijan                   | 5 ▼             |
| Indonesia                    | 4 ▼             |
| Qatar                        | 4 ▼             |
| Saudi Arabia                 | 4 ▼             |
| Colombia                     | 2 ▼             |

## Benchmarking education system

|               |      |
|---------------|------|
| Ontario-CAN   | 15 ▲ |
| Florida-USA   | 15 ▲ |
| Alberta-CAN   | 12   |
| Dubai-UAE     | 10   |
| Quebec-CAN    | 8    |
| Andalusia-ESP | 8 ▼  |
| Abu Dhabi-UAE | 7 ▼  |
| Maltese-MLT   | 6 ▼  |

▲ Percent higher than International average  
▼ Percent lower than International average

Variable Name: R021N03C

## SCORING

## 2 - Complete Comprehension

- The response states two suggestions for hiking in a group; one about the ability and the other about the interests of the group members.

*Examples of Ability:*

*Everyone should be able to do it.*

*Go only as fast as the slowest person in the group.*

*Examples of Interest:*

*Choose a hike that suits everybody. [interest]*

*It should be fun and interesting for everyone.*

## 1 - Partial Comprehension

- The response states only one suggestion for hiking in a group that takes into account either the ability or the interests of the group members.

## 0 - No Comprehension

- The response does not provide an accurate or acceptable suggestion for hiking in a group. It may provide a general suggestion for hiking not specific to being in a group, or a suggestion about being in a group that does not come from the leaflet.

## Item 3: Hiking in a group (continued)

Variable Name: R021N03C

## Student Responses

## Correct Response:

1. Be considerate to other people when choosing where to go.
2. Go only as fast as the slowest member

## Partially Correct Response:

1. Hiking is a great way to go spend time.
2. If in a group consider everyone when choosing where to go.

## Incorrect Response:

1. To take three little whistle
2. Map and compass if we get lost.

| Passage           | Reading Purpose             | Comprehension Process of the Task                             |
|-------------------|-----------------------------|---------------------------------------------------------------|
| <b>DAY HIKING</b> | Acquire and Use Information | Focus on and Retrieve Explicitly Stated Information and Ideas |

## Item 4: Section about right clothes

4. Which section of the leaflet told you to wear the right clothes for the weather?
- A. Discover the Fun of Day Hiking
- B. Planning Your Day Hike
- C. Packing Checklist
- D. Keeping Safe on Your Day Hike

Variable Name: R021N04M

**Correct Response:****B****Overall Percent Correct**

| Education system             | Percent correct |
|------------------------------|-----------------|
| <i>Hong Kong-CHN</i>         | 85 ▲            |
| <i>Chinese Taipei-CHN</i>    | 73 ▲            |
| Germany                      | 71 ▲            |
| Singapore                    | 71 ▲            |
| Russian Federation           | 69 ▲            |
| <b>United States</b>         | <b>69 ▲</b>     |
| Israel                       | 68 ▲            |
| Croatia                      | 67 ▲            |
| Finland                      | 66 ▲            |
| Denmark                      | 65 ▲            |
| Italy                        | 64 ▲            |
| Canada                       | 64 ▲            |
| Sweden                       | 63 ▲            |
| Hungary                      | 62 ▲            |
| Austria                      | 61 ▲            |
| Norway                       | 61 ▲            |
| Portugal                     | 60 ▲            |
| Slovenia                     | 60 ▲            |
| Czech Republic               | 60 ▲            |
| Netherlands                  | 59              |
| <i>England-GBR</i>           | 59              |
| Slovak Republic              | 58              |
| <i>Northern Ireland-GBR</i>  | 58              |
| Lithuania                    | 57              |
| <b>International average</b> | <b>55</b>       |
| Ireland                      | 55              |
| Azerbaijan                   | 54              |
| Australia                    | 54              |
| Malta                        | 53              |
| New Zealand                  | 52 ▼            |
| Saudi Arabia                 | 50 ▼            |
| France                       | 50 ▼            |
| Trinidad and Tobago          | 50 ▼            |
| <i>Belgium (French)-BEL</i>  | 50 ▼            |
| Bulgaria                     | 50 ▼            |
| Poland                       | 49 ▼            |
| United Arab Emirates         | 47 ▼            |
| Romania                      | 46 ▼            |
| Qatar                        | 44 ▼            |
| Iran, Islamic Rep. of        | 43 ▼            |
| Oman                         | 42 ▼            |
| Spain                        | 40 ▼            |
| Georgia                      | 38 ▼            |
| Indonesia                    | 27 ▼            |
| Colombia                     | 26 ▼            |
| Morocco                      | 23 ▼            |

**Benchmarking education system**

|                      |      |
|----------------------|------|
| <i>Florida-USA</i>   | 69 ▲ |
| <i>Ontario-CAN</i>   | 67 ▲ |
| <i>Quebec-CAN</i>    | 62 ▲ |
| <i>Alberta-CAN</i>   | 59   |
| <i>Dubai-UAE</i>     | 53   |
| <i>Maltese-MLT</i>   | 51 ▼ |
| <i>Abu Dhabi-UAE</i> | 44 ▼ |
| <i>Andalusia-ESP</i> | 35 ▼ |

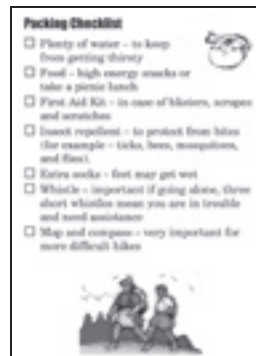
▲ Percent higher than International average  
▼ Percent lower than International average

| Passage           | Reading Purpose             | Comprehension Process of the Task                             |
|-------------------|-----------------------------|---------------------------------------------------------------|
| <b>DAY HIKING</b> | Acquire and Use Information | Focus on and Retrieve Explicitly Stated Information and Ideas |

## Item 5: Why take extra socks

Look at the section called *Packing Checklist*. Use it to answer Questions 5

5. Why should you take extra socks on your hike?
- A. feet may get wet
- B. weather may get cold
- C. in case of blisters
- D. for a friend



## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Hong Kong-CHN                | 98 ▲            |
| Finland                      | 96 ▲            |
| Netherlands                  | 95 ▲            |
| Chinese Taipei-CHN           | 95 ▲            |
| Singapore                    | 95 ▲            |
| <b>United States</b>         | <b>95 ▲</b>     |
| Croatia                      | 94 ▲            |
| Sweden                       | 94 ▲            |
| Russian Federation           | 94 ▲            |
| Northern Ireland-GBR         | 94 ▲            |
| Denmark                      | 93 ▲            |
| Canada                       | 93 ▲            |
| Ireland                      | 93 ▲            |
| England-GBR                  | 92 ▲            |
| Slovak Republic              | 91 ▲            |
| Czech Republic               | 91 ▲            |
| Italy                        | 91 ▲            |
| France                       | 91 ▲            |
| Portugal                     | 91 ▲            |
| Bulgaria                     | 90 ▲            |
| Lithuania                    | 90 ▲            |
| Belgium (French)-BEL         | 90 ▲            |
| Spain                        | 90 ▲            |
| Norway                       | 90 ▲            |
| Australia                    | 90 ▲            |
| Germany                      | 90 ▲            |
| Austria                      | 89 ▲            |
| Poland                       | 88 ▲            |
| New Zealand                  | 88 ▲            |
| Israel                       | 88 ▲            |
| Slovenia                     | 87 ▲            |
| <b>International average</b> | <b>84</b>       |
| Malta                        | 82 ▼            |
| Hungary                      | 80 ▼            |
| Romania                      | 79 ▼            |
| Trinidad and Tobago          | 76 ▼            |
| Georgia                      | 75 ▼            |
| Azerbaijan                   | 73 ▼            |
| Iran, Islamic Rep. of        | 72 ▼            |
| United Arab Emirates         | 68 ▼            |
| Indonesia                    | 66 ▼            |
| Saudi Arabia                 | 62 ▼            |
| Qatar                        | 60 ▼            |
| Colombia                     | 57 ▼            |
| Oman                         | 51 ▼            |
| Morocco                      | 34 ▼            |

## Benchmarking education system

|               |      |
|---------------|------|
| Ontario-CAN   | 95 ▲ |
| Florida-USA   | 94 ▲ |
| Alberta-CAN   | 93 ▲ |
| Quebec-CAN    | 92 ▲ |
| Andalusia-ESP | 91 ▲ |
| Maltese-MLT   | 79 ▼ |
| Dubai-UAE     | 78 ▼ |
| Abu Dhabi-UAE | 63 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

Variable Name: R021N05M

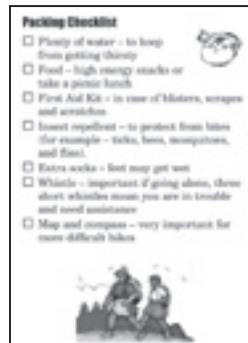
Correct Response:

A

| Passage           | Reading Purpose             | Comprehension Process of the Task                             |
|-------------------|-----------------------------|---------------------------------------------------------------|
| <b>DAY HIKING</b> | Acquire and Use Information | Focus on and Retrieve Explicitly Stated Information and Ideas |

## Item 6: What to do if you're in trouble

Look at the section called *Packing Checklist*. Use it to answer Questions 6.



6. What should you do if you get in trouble while on your hike?

- A. have a high energy snack
- B. blow your whistle three times
- C. put on more insect repellent
- D. yell for help as loud as you can

Variable Name: R021N06M

**Correct Response:**

**B**

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Hong Kong-CHN                | 90 ▲            |
| Chinese Taipei-CHN           | 89 ▲            |
| Finland                      | 89 ▲            |
| Northern Ireland-GBR         | 89 ▲            |
| Singapore                    | 89 ▲            |
| Netherlands                  | 88 ▲            |
| <b>United States</b>         | <b>87 ▲</b>     |
| England-GBR                  | 86 ▲            |
| Sweden                       | 86 ▲            |
| Ireland                      | 85 ▲            |
| Canada                       | 84 ▲            |
| Croatia                      | 83 ▲            |
| Italy                        | 83 ▲            |
| Australia                    | 82 ▲            |
| Russian Federation           | 82 ▲            |
| Denmark                      | 81 ▲            |
| Israel                       | 80 ▲            |
| France                       | 80 ▲            |
| New Zealand                  | 80 ▲            |
| Lithuania                    | 80 ▲            |
| Germany                      | 79 ▲            |
| Spain                        | 79 ▲            |
| Hungary                      | 78 ▲            |
| Czech Republic               | 77              |
| Slovak Republic              | 76              |
| Portugal                     | 76              |
| Austria                      | 76              |
| Bulgaria                     | 76              |
| <b>International average</b> | <b>74</b>       |
| Belgium (French)-BEL         | 73              |
| Norway                       | 73              |
| Slovenia                     | 72              |
| Poland                       | 69 ▼            |
| Malta                        | 69 ▼            |
| Trinidad and Tobago          | 68 ▼            |
| Romania                      | 67 ▼            |
| Georgia                      | 65 ▼            |
| Saudi Arabia                 | 61 ▼            |
| Iran, Islamic Rep. of        | 59 ▼            |
| United Arab Emirates         | 58 ▼            |
| Qatar                        | 50 ▼            |
| Azerbaijan                   | 50 ▼            |
| Indonesia                    | 49 ▼            |
| Colombia                     | 46 ▼            |
| Oman                         | 45 ▼            |
| Morocco                      | 24 ▼            |

**Benchmarking  
education system**

|               |      |
|---------------|------|
| Florida-USA   | 87 ▲ |
| Ontario-CAN   | 85 ▲ |
| Alberta-CAN   | 85 ▲ |
| Quebec-CAN    | 81 ▲ |
| Andalusia-ESP | 79 ▲ |
| Dubai-UAE     | 69 ▼ |
| Maltese-MLT   | 64 ▼ |
| Abu Dhabi-UAE | 51 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage           | Reading Purpose             | Comprehension Process of the Task |
|-------------------|-----------------------------|-----------------------------------|
| <b>DAY HIKING</b> | Acquire and Use Information | Make Straightforward Inferences   |

## Item 7: How to avoid tiring too soon

Look at the section called *Keeping Safe*. Use it to answer Questions 7 and 8.

7. What should you do to avoid getting tired too soon?

- A. start early
- B. stay on hiking trails
- C. pace yourself
- D. be careful where you walk



Variable Name: R021N07M

**Correct Response:**

**C**

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Netherlands                  | 86 ▲            |
| Chinese Taipei-CHN           | 84 ▲            |
| Croatia                      | 83 ▲            |
| Finland                      | 83 ▲            |
| Russian Federation           | 82 ▲            |
| Denmark                      | 82 ▲            |
| Czech Republic               | 80 ▲            |
| Poland                       | 78 ▲            |
| Bulgaria                     | 78 ▲            |
| Sweden                       | 77 ▲            |
| Portugal                     | 74 ▲            |
| Austria                      | 74 ▲            |
| Slovak Republic              | 74 ▲            |
| Israel                       | 72 ▲            |
| France                       | 72 ▲            |
| Singapore                    | 71 ▲            |
| Belgium (French)-BEL         | 71 ▲            |
| <b>United States</b>         | <b>70 ▲</b>     |
| Italy                        | 69 ▲            |
| Canada                       | 69 ▲            |
| Hungary                      | 68 ▲            |
| Spain                        | 67 ▲            |
| Hong Kong-CHN                | 66              |
| Lithuania                    | 65              |
| New Zealand                  | 64              |
| Romania                      | 62              |
| Northern Ireland-GBR         | 62              |
| <b>International average</b> | <b>62</b>       |
| Georgia                      | 62              |
| England-GBR                  | 62              |
| Slovenia                     | 60              |
| Australia                    | 59 ▼            |
| Ireland                      | 59              |
| Azerbaijan                   | 58 ▼            |
| Germany                      | 57 ▼            |
| Colombia                     | 49 ▼            |
| Iran, Islamic Rep. of        | 47 ▼            |
| United Arab Emirates         | 43 ▼            |
| Indonesia                    | 40 ▼            |
| Malta                        | 39 ▼            |
| Saudi Arabia                 | 37 ▼            |
| Qatar                        | 36 ▼            |
| Norway                       | 36 ▼            |
| Trinidad and Tobago          | 35 ▼            |
| Oman                         | 26 ▼            |
| Morocco                      | 18 ▼            |

### Benchmarking education system

|               |      |
|---------------|------|
| Quebec-CAN    | 78 ▲ |
| Florida-USA   | 70 ▲ |
| Ontario-CAN   | 68 ▲ |
| Alberta-CAN   | 65   |
| Andalusia-ESP | 62   |
| Maltese-MLT   | 59   |
| Dubai-UAE     | 50 ▼ |
| Abu Dhabi-UAE | 41 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage    | Reading Purpose             | Comprehension Process of the Task |
|------------|-----------------------------|-----------------------------------|
| DAY HIKING | Acquire and Use Information | Make Straightforward Inferences   |

## Item 8: Tell when you plan to return

Look at the section called *Keeping Safe*. Use it to answer Questions 8.



8. Why is it important to tell someone when you plan to return from your hike?

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Variable Name: R021N08C

## SCORING

### 1 - Acceptable Response

- The response demonstrates understanding that someone can help you in case something happens (e.g., you get into trouble or lost) and you don't return on time.

*Examples:*

*Because if you are not back in time someone will know there is something wrong and will find help.*

*In case you get lost.*

### 0 - Unacceptable Response

- The response may provide a reason that does not show an understanding of the potential danger if the hiker does not return on time (lost or in trouble), or it may provide an inaccurate or inappropriate reason.

*Examples:*

*So they will know when you will return.*

*So they know where you are.*

*So they will know you are not lost*

## Overall Percent Correct

| Education system                     | Percent correct |
|--------------------------------------|-----------------|
| Singapore                            | 74 ▲            |
| Finland                              | 72 ▲            |
| Austria                              | 72 ▲            |
| Netherlands                          | 72 ▲            |
| Chinese Taipei-CHN                   | 70 ▲            |
| Russian Federation                   | 70 ▲            |
| Northern Ireland-GBR                 | 70 ▲            |
| Croatia                              | 69 ▲            |
| Denmark                              | 69 ▲            |
| Bulgaria                             | 69 ▲            |
| Hong Kong-CHN                        | 69 ▲            |
| Israel                               | 68 ▲            |
| England-GBR                          | 68 ▲            |
| Portugal                             | 67 ▲            |
| <b>United States</b>                 | <b>67 ▲</b>     |
| Italy                                | 66 ▲            |
| France                               | 66 ▲            |
| Germany                              | 66 ▲            |
| Canada                               | 65 ▲            |
| Ireland                              | 64 ▲            |
| Australia                            | 61              |
| Slovak Republic                      | 61              |
| Hungary                              | 61              |
| New Zealand                          | 60              |
| Sweden                               | 60              |
| Czech Republic                       | 59              |
| Spain                                | 59              |
| <b>International average</b>         | <b>58</b>       |
| Slovenia                             | 58              |
| Lithuania                            | 57              |
| Malta                                | 56              |
| Belgium (French)-BEL                 | 56              |
| Georgia                              | 55              |
| Poland                               | 54 ▼            |
| Trinidad and Tobago                  | 53 ▼            |
| Romania                              | 51 ▼            |
| Iran, Islamic Rep. of                | 50 ▼            |
| Norway                               | 46 ▼            |
| United Arab Emirates                 | 44 ▼            |
| Saudi Arabia                         | 43 ▼            |
| Azerbaijan                           | 41 ▼            |
| Qatar                                | 40 ▼            |
| Colombia                             | 34 ▼            |
| Oman                                 | 33 ▼            |
| Indonesia                            | 31 ▼            |
| Morocco                              | 14 ▼            |
| <b>Benchmarking education system</b> |                 |
| Florida-USA                          | 71 ▲            |
| Alberta-CAN                          | 67 ▲            |
| Quebec-CAN                           | 66 ▲            |
| Ontario-CAN                          | 65 ▲            |
| Andalusia-ESP                        | 57              |
| Dubai-UAE                            | 55              |
| Maltese-MLT                          | 48 ▼            |
| Abu Dhabi-UAE                        | 36 ▼            |

▲ Percent higher than International average

▼ Percent lower than International average

## Item 8: Tell when you plan to return (continued)

Variable Name: R021N08C

**Student Responses****Correct Response:**

Incase you get in trouble, someone might  
rescue you.

**Incorrect Response:**

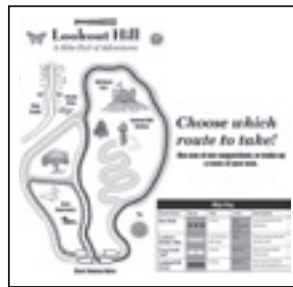
Incase they leave  
you

| Passage           | Reading Purpose             | Comprehension Process of the Task |
|-------------------|-----------------------------|-----------------------------------|
| <b>DAY HIKING</b> | Acquire and Use Information | Make Straightforward Inferences   |

## Item 9: Which route for the shortest hike

Use the information about the *Lookout Hill Hike* to answer Questions 9 through 12.

9. Which route would you choose if you wanted to take the shortest hike?
- A. Bird Walk
  - B. Lookout Station Hike
  - C. Frog Creek Trail
  - D. Lookout Hill Circle



Variable Name: R021N09M

**Correct Response:**

**A**

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Hong Kong-CHN                | 91 ▲            |
| Singapore                    | 89 ▲            |
| Chinese Taipei-CHN           | 88 ▲            |
| Finland                      | 88 ▲            |
| Denmark                      | 88 ▲            |
| England-GBR                  | 87 ▲            |
| Germany                      | 86 ▲            |
| Netherlands                  | 86 ▲            |
| <b>United States</b>         | <b>86 ▲</b>     |
| Austria                      | 85 ▲            |
| Norway                       | 84 ▲            |
| Northern Ireland-GBR         | 84 ▲            |
| Sweden                       | 82 ▲            |
| Portugal                     | 82 ▲            |
| Ireland                      | 82 ▲            |
| Australia                    | 82 ▲            |
| Czech Republic               | 82 ▲            |
| Russian Federation           | 81 ▲            |
| Canada                       | 81 ▲            |
| France                       | 80 ▲            |
| New Zealand                  | 79 ▲            |
| Slovenia                     | 75 ▲            |
| Belgium (French)-BEL         | 75              |
| Bulgaria                     | 74              |
| Croatia                      | 74              |
| Poland                       | 72              |
| <b>International average</b> | <b>72</b>       |
| Hungary                      | 72              |
| Spain                        | 71              |
| Israel                       | 71              |
| Lithuania                    | 71              |
| Slovak Republic              | 69              |
| Italy                        | 68              |
| Malta                        | 68 ▼            |
| United Arab Emirates         | 60 ▼            |
| Romania                      | 59 ▼            |
| Indonesia                    | 59 ▼            |
| Trinidad and Tobago          | 57 ▼            |
| Qatar                        | 54 ▼            |
| Georgia                      | 51 ▼            |
| Iran, Islamic Rep. of        | 50 ▼            |
| Colombia                     | 49 ▼            |
| Oman                         | 49 ▼            |
| Azerbaijan                   | 40 ▼            |
| Saudi Arabia                 | 38 ▼            |
| Morocco                      | 22 ▼            |

### Benchmarking education system

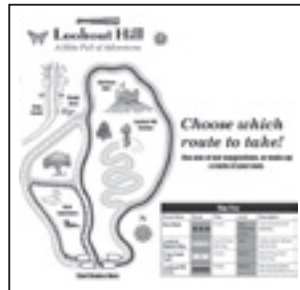
|               |      |
|---------------|------|
| Florida-USA   | 83 ▲ |
| Alberta-CAN   | 83 ▲ |
| Ontario-CAN   | 82 ▲ |
| Quebec-CAN    | 76 ▲ |
| Andalusia-ESP | 72   |
| Dubai-UAE     | 72   |
| Maltese-MLT   | 59 ▼ |
| Abu Dhabi-UAE | 57 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage           | Reading Purpose             | Comprehension Process of the Task |
|-------------------|-----------------------------|-----------------------------------|
| <b>DAY HIKING</b> | Acquire and Use Information | Make Straightforward Inferences   |

## Item 10: Who could go to Lookout Station

Use the information about the *Lookout Hill Hike* to answer Questions 9 through 12.



10. Which kind of people would be most able to go on the Lookout Station Hike?
- A. people who are in a hurry
  - B. people who have small children
  - C. people who like to watch birds
  - D. people who are fit and strong

Variable Name: R021N10M

**Correct Response:**

**D**

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Croatia                      | 90 ▲            |
| Czech Republic               | 84 ▲            |
| Slovak Republic              | 82 ▲            |
| Russian Federation           | 76 ▲            |
| New Zealand                  | 72 ▲            |
| Portugal                     | 72 ▲            |
| <b>United States</b>         | <b>70 ▲</b>     |
| Singapore                    | 70 ▲            |
| Netherlands                  | 70 ▲            |
| Georgia                      | 70 ▲            |
| Ireland                      | 69 ▲            |
| Hungary                      | 69 ▲            |
| Indonesia                    | 69 ▲            |
| Denmark                      | 69 ▲            |
| Finland                      | 68 ▲            |
| Australia                    | 67 ▲            |
| Romania                      | 66 ▲            |
| Israel                       | 66 ▲            |
| Canada                       | 65 ▲            |
| Spain                        | 65 ▲            |
| Northern Ireland-GBR         | 64              |
| Lithuania                    | 63              |
| Hong Kong-CHN                | 62              |
| England-GBR                  | 62              |
| Germany                      | 62              |
| <b>International average</b> | <b>60</b>       |
| Italy                        | 60              |
| Colombia                     | 59              |
| Chinese Taipei-CHN           | 59              |
| France                       | 58              |
| Norway                       | 57              |
| Bulgaria                     | 57              |
| Austria                      | 55 ▼            |
| Malta                        | 55 ▼            |
| Slovenia                     | 49 ▼            |
| Poland                       | 48 ▼            |
| Sweden                       | 47 ▼            |
| Trinidad and Tobago          | 47 ▼            |
| Belgium (French)-BEL         | 46 ▼            |
| United Arab Emirates         | 46 ▼            |
| Qatar                        | 44 ▼            |
| Azerbaijan                   | 43 ▼            |
| Iran, Islamic Rep. of        | 42 ▼            |
| Oman                         | 40 ▼            |
| Saudi Arabia                 | 37 ▼            |
| Morocco                      | 28 ▼            |

### Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 69 ▲ |
| Quebec-CAN    | 68 ▲ |
| Alberta-CAN   | 66 ▲ |
| Ontario-CAN   | 66 ▲ |
| Andalusia-ESP | 61   |
| Maltese-MLT   | 57 ▼ |
| Dubai-UAE     | 54 ▼ |
| Abu Dhabi-UAE | 43 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage           | Reading Purpose             | Comprehension Process of the Task                            |
|-------------------|-----------------------------|--------------------------------------------------------------|
| <b>DAY HIKING</b> | Acquire and Use Information | Examine and Evaluate Content, Language, and Textual Elements |

## Item 11: Studying the map key

11. What are **two** things you can learn by studying the map key?

1.

---

2.

---

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Denmark                      | 86 ▲            |
| <b>United States</b>         | <b>83 ▲</b>     |
| <i>England-GBR</i>           | 83 ▲            |
| <i>Northern Ireland-GBR</i>  | 82 ▲            |
| Netherlands                  | 81 ▲            |
| Portugal                     | 79 ▲            |
| <i>Hong Kong-CHN</i>         | 78 ▲            |
| Canada                       | 75 ▲            |
| <i>Chinese Taipei-CHN</i>    | 74 ▲            |
| Ireland                      | 73 ▲            |
| New Zealand                  | 73 ▲            |
| Norway                       | 72 ▲            |
| Russian Federation           | 71 ▲            |
| Czech Republic               | 71 ▲            |
| Singapore                    | 70 ▲            |
| Israel                       | 70 ▲            |
| Germany                      | 69 ▲            |
| Sweden                       | 68 ▲            |
| Finland                      | 66 ▲            |
| Slovak Republic              | 66 ▲            |
| Lithuania                    | 64 ▲            |
| Poland                       | 64 ▲            |
| Italy                        | 63 ▲            |
| Australia                    | 62              |
| Slovenia                     | 62              |
| Hungary                      | 62              |
| France                       | 61              |
| <b>International average</b> | <b>59</b>       |
| Spain                        | 59              |
| Malta                        | 58              |
| Austria                      | 54 ▼            |
| Bulgaria                     | 52 ▼            |
| <i>Belgium (French)-BEL</i>  | 51 ▼            |
| Trinidad and Tobago          | 49 ▼            |
| Croatia                      | 49 ▼            |
| Romania                      | 47 ▼            |
| Georgia                      | 43 ▼            |
| United Arab Emirates         | 43 ▼            |
| Saudi Arabia                 | 43 ▼            |
| Qatar                        | 41 ▼            |
| Indonesia                    | 33 ▼            |
| Oman                         | 32 ▼            |
| Azerbaijan                   | 30 ▼            |
| Colombia                     | 27 ▼            |
| Iran, Islamic Rep. of        | 17 ▼            |
| Morocco                      | 14 ▼            |

## Benchmarking education system

|                      |      |
|----------------------|------|
| <i>Florida-USA</i>   | 87 ▲ |
| <i>Ontario-CAN</i>   | 81 ▲ |
| <i>Alberta-CAN</i>   | 79 ▲ |
| <i>Andalusia-ESP</i> | 62   |
| <i>Quebec-CAN</i>    | 59   |
| <i>Dubai-UAE</i>     | 48 ▼ |
| <i>Abu Dhabi-UAE</i> | 42 ▼ |
| <i>Maltese-MLT</i>   | 23 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

Variable Name: R021N11C

## SCORING

## 2 - Complete Comprehension

- The response includes any two pieces of information that can be learned by studying the map key, either specific or general, as listed below.
  - time it takes for each hike
  - the difficulty level of each hike
  - symbols for each trail (route to take/which way to go/where it is)
  - a description of each hike
  - which hike is right for me/the best place to go
  - which is shortest, longest, or most challenging (or any specific facts about a particular hike from the table)

## 1 - Partial Comprehension

- The response includes only one thing that can be learned by studying the map key, either specific or general, as listed above.

## 0 - No Comprehension

- The response does not include any accurate or relevant information that can be learned by studying the map key, either specific or general.

## Item 11: Studying the map key (continued)

Variable Name: R021N11C

## Student Responses

## Correct Response:

1. The area of the place you are hiking
2. you can find the quickest route for hiking

## Partially Correct Response:

1. Bird walk only takes about 2 hours
2. rest of routes take much longer

## Incorrect Response:

1. What to carry
2. what to do if you r lost

| Passage           | Reading Purpose             | Comprehension Process of the Task             |
|-------------------|-----------------------------|-----------------------------------------------|
| <b>DAY HIKING</b> | Acquire and Use Information | Interpret and Integrate Ideas and Information |

## Item 12: Reasons for choosing route

12. Use the map of Lookout Hill and the map key to plan a hike. Check which route you would choose.

\_\_\_\_\_ Bird Walk

\_\_\_\_\_ Lookout Station Hike

\_\_\_\_\_ Frog Creek Trail

\_\_\_\_\_ Lookout Hill Circle

Give **two** reasons from the leaflet why you chose this route.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

Variable Name: R021N12C

**SCORING****2 - Complete Comprehension**

- The response indicates the selection of a route and provides two reasons related to the text for choosing the route. Note that the reasons must be appropriate for the chosen route or routes (e.g., "I like wildlife" would not be appropriate for the Lookout Station). Reasons may refer specifically to the text in the map key or may refer to features of the map.

*Example: Bird Walk. It is the easiest and shortest walk and you get to watch birds.*

**1 - Partial Comprehension**

- The response indicates the selection of a route and provides only one reason for choosing the route. -OR-
- It may provide two reasons that essentially refer to the same feature.

*Example: Bird Walk. It takes two hours. It is the shortest.*

**0 - No Comprehension**

- The response may or may not indicate the selection of a route. The reason for choosing the route is too general, vague, inaccurate, or not appropriate for the selection.

**Overall Percent Correct**

| Education system             | Percent correct |
|------------------------------|-----------------|
| Hong Kong-CHN                | 60 ▲            |
| Singapore                    | 54 ▲            |
| Finland                      | 53 ▲            |
| England-GBR                  | 48 ▲            |
| <b>United States</b>         | <b>48 ▲</b>     |
| Portugal                     | 48 ▲            |
| Chinese Taipei-CHN           | 46 ▲            |
| Israel                       | 45 ▲            |
| Northern Ireland-GBR         | 45 ▲            |
| Denmark                      | 44 ▲            |
| Slovenia                     | 43 ▲            |
| Czech Republic               | 43 ▲            |
| Canada                       | 43 ▲            |
| Italy                        | 42 ▲            |
| Russian Federation           | 42 ▲            |
| Croatia                      | 40 ▲            |
| Ireland                      | 40 ▲            |
| Poland                       | 38 ▲            |
| New Zealand                  | 38 ▲            |
| France                       | 38 ▲            |
| Slovak Republic              | 36              |
| Australia                    | 36              |
| Germany                      | 34              |
| Netherlands                  | 33              |
| <b>International average</b> | <b>33</b>       |
| Sweden                       | 32              |
| Hungary                      | 31              |
| Belgium (French)-BEL         | 30              |
| Austria                      | 29              |
| Lithuania                    | 29              |
| Romania                      | 28 ▼            |
| Bulgaria                     | 28 ▼            |
| Malta                        | 27 ▼            |
| Trinidad and Tobago          | 26 ▼            |
| Spain                        | 26 ▼            |
| Norway                       | 25 ▼            |
| United Arab Emirates         | 20 ▼            |
| Qatar                        | 18 ▼            |
| Georgia                      | 13 ▼            |
| Oman                         | 13 ▼            |
| Saudi Arabia                 | 13 ▼            |
| Indonesia                    | 12 ▼            |
| Colombia                     | 11 ▼            |
| Iran, Islamic Rep. of        | 10 ▼            |
| Azerbaijan                   | 8 ▼             |
| Morocco                      | 3 ▼             |

**Benchmarking education system**

|               |      |
|---------------|------|
| Florida-USA   | 47 ▲ |
| Ontario-CAN   | 43 ▲ |
| Alberta-CAN   | 42 ▲ |
| Quebec-CAN    | 42 ▲ |
| Andalusia-ESP | 31   |
| Dubai-UAE     | 28 ▼ |
| Maltese-MLT   | 25 ▼ |
| Abu Dhabi-UAE | 17 ▼ |

▲ Percent higher than International average

▼ Percent lower than International average

## Item 12: Reasons for choosing route (continued)

Variable Name: R021N12C

## Student Responses

## Correct Response:

12. Use the map of Lookout Hill and the map key to plan a hike.  
Check which route you would choose.

☒ Bird Walk  
☐ Lookout Station Hike  
☐ Frog Creek Trail  
☐ Lookout Hill Circle

Give **two** reasons from the leaflet why you chose this route.

① 1. It's shorter and easy en

② 2. It is faster and you see  
beutiful animals

## Item 12: Reasons for choosing route (continued)

Variable Name: R021N12C

## Student Responses

## Partially Correct Response:

12. Use the map of Lookout Hill and the map key to plan a hike.  
Check which route you would choose.

☐ Bird Walk  
☐ Lookout Station Hike  
☒ Frog Creek Trail  
☐ Lookout Hill Circle

Give **two** reasons from the leaflet why you chose this route.

- ① 1. Because I like  
frogs  
② 2. Because I like  
creeks.

## Item 12: Reasons for choosing route (continued)

Variable Name: R021N12C

## Student Responses

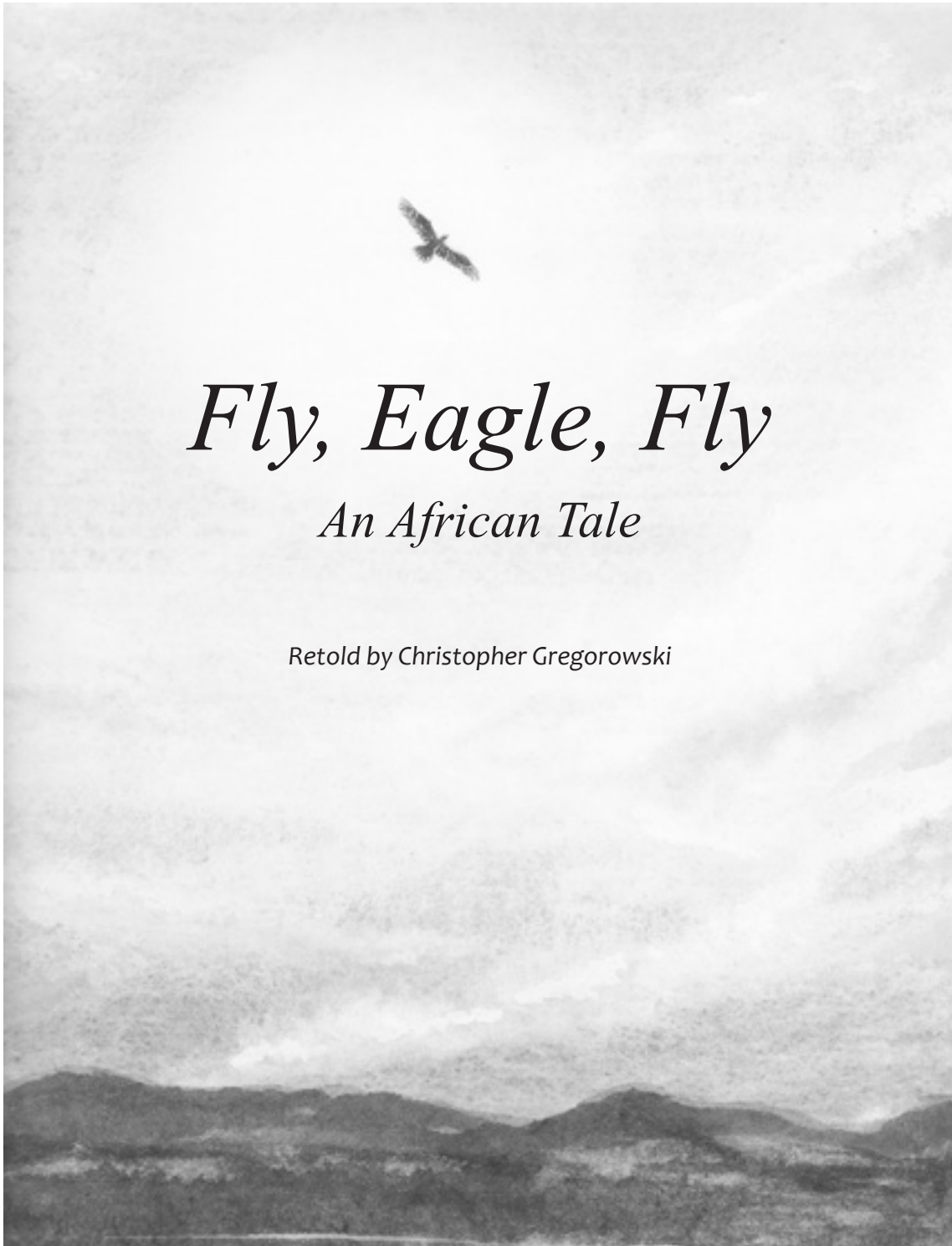
## Incorrect Response:

12. Use the map of Lookout Hill and the map key to plan a hike.  
Check which route you would choose.

☐ Bird Walk  
☒ Lookout Station Hike  
☐ Frog Creek Trail  
☐ Lookout Hill Circle

Give **two** reasons from the leaflet why you chose this route.

- ① 1. to go Hiking.  
② 2. going to Hikeing to The  
wildlife.



## Fly, Eagle, Fly

A farmer went out one day to search for a lost calf. The herders had returned without it the evening before. And that night there had been a terrible storm.

He went to the valley and searched by the riverbed, among the reeds, behind the rocks and in the rushing water.

He climbed the slopes of the high mountain with its rocky cliffs. He looked behind a large rock in case the calf had huddled there to escape the storm. And that was where he stopped. There, on a ledge of rock, was a most unusual sight. An eagle chick had hatched from its egg a day or two earlier, and had been blown from its nest by the terrible storm.

He reached out and cradled the chick in both hands. He would take it home and care for it.

He was almost home when the children ran out to meet him.

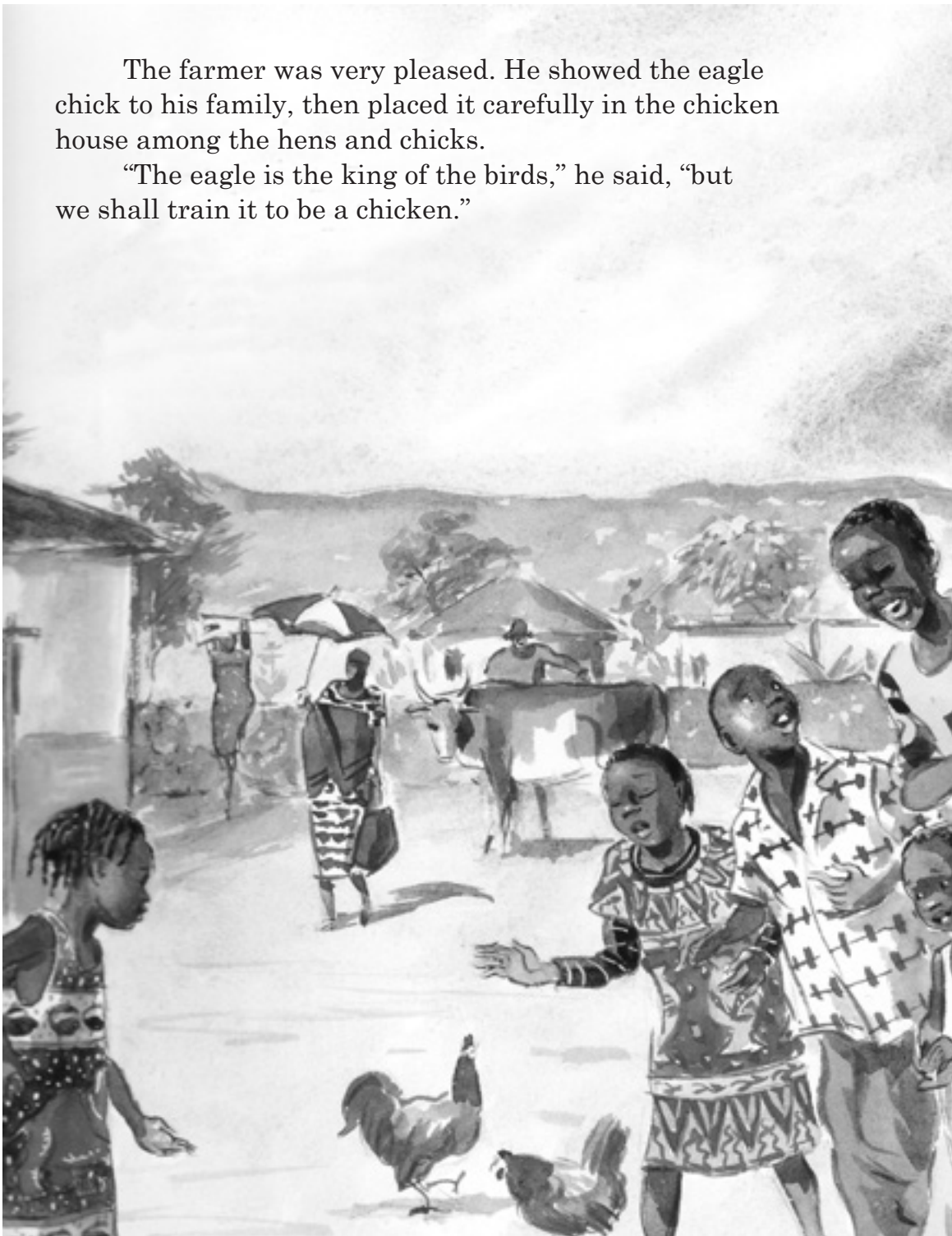
“The calf came back by itself!” they shouted.



## Fly, Eagle, Fly

The farmer was very pleased. He showed the eagle chick to his family, then placed it carefully in the chicken house among the hens and chicks.

“The eagle is the king of the birds,” he said, “but we shall train it to be a chicken.”



## Fly, Eagle, Fly

So, the eagle lived among the chickens, learning their ways. As it grew, it began to look quite different from any chicken they had ever seen.

One day a friend dropped in for a visit. The friend saw the bird among the chickens.

“Hey! That is not a chicken. It’s an eagle!”

The farmer smiled at him and said, “Of course it’s a chicken. Look—it walks like a chicken, it eats like a chicken. It thinks like a chicken. Of course it’s a chicken.”

But the friend was not convinced. “I will show you that it is an eagle,” he said.

The farmer’s children helped his friend catch the bird. It was fairly heavy, but the farmer’s friend lifted it above his head and said, “You are not a chicken but an eagle. You belong not to the earth but to the sky. Fly, Eagle, fly!”

The bird stretched out its wings, looked about, saw the chickens feeding, and jumped down to scratch with them for food.

“I told you it was a chicken,” the farmer said, and he roared with laughter.



## Fly, Eagle, Fly

Very early the next morning the farmer's dogs began to bark. A voice was calling outside in the darkness. The farmer ran to the door. It was his friend again. "Give me another chance with the bird," he begged.

"Do you know the time? It is long before dawn."

"Come with me. Fetch the bird."

Reluctantly, the farmer picked up the bird, which was fast asleep among the chickens. The two men set off, disappearing into the darkness.

"Where are we going?" asked the farmer sleepily.

"To the mountains where you found the bird."

"And why at this ridiculous time of the night?"

"So that our eagle may see the sun rise over the mountain and follow it into the sky where it belongs."

They went into the valley and crossed the river, the friend leading the way. "Hurry," he said, "for the dawn will arrive before we do."

The first light crept into the sky as they began to climb the mountain. The wispy clouds in the sky were pink at first, and then began to shimmer with a golden brilliance. Sometimes their path was dangerous as it clung to the side of the mountain, crossing narrow shelves of rock and taking them into dark crevices and out again. At last he said, "This will do." He looked down the cliff and saw the ground thousands of feet below. They were very near the top.

Carefully, the friend carried the bird onto a ledge. He set it down so that it looked toward the east, and began talking to it. The farmer chuckled. "It talks only chicken-talk."

But the friend talked on, telling the bird about the sun, how it gives life to the world, and how it reigns in the heavens, giving light to each new day. "Look at the sun, Eagle. And when it rises, rise with it. You belong to the sky, not to the earth." At that moment the sun's first rays shot out over the mountain, and suddenly the world was ablaze with light.

## Fly, Eagle, Fly

The sun rose majestically. The great bird stretched out its wings to greet the sun and feel the warmth on its feathers. The farmer was quiet. The friend said, "You belong not to the earth, but to the sky. Fly, Eagle, fly!" He scrambled back to the farmer. All was silent. The eagle's head stretched up, its wings stretched outwards, and its legs leaned forward as its claws clutched the rock.

Then, without really moving, feeling the updraft of a wind more powerful than any man or bird, the great eagle leaned forward and was swept upward higher and higher, lost to sight in the brightness of the rising sun, never again to live among the chickens.



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| Passage         | Reading Purpose     | Comprehension Process of the Task                             |
|-----------------|---------------------|---------------------------------------------------------------|
| FLY, EAGLE, FLY | Literary Experience | Focus on and Retrieve Explicitly Stated Information and Ideas |

Item 1: What farmer set out to look for

- What did the farmer set out to look for at the beginning of the story?
  - a calf
  - herders
  - rocky cliffs
  - an eagle chick

Variable Name: R021E01M

**Correct Response:**

**A**

### Overall Percent Correct

| Education system      | Percent correct |
|-----------------------|-----------------|
| Russian Federation    | 99 ▲            |
| Croatia               | 98 ▲            |
| Hong Kong-CHN         | 97 ▲            |
| Italy                 | 96 ▲            |
| Finland               | 96 ▲            |
| Austria               | 96 ▲            |
| Northern Ireland-GBR  | 96 ▲            |
| Chinese Taipei-CHN    | 95 ▲            |
| Czech Republic        | 95 ▲            |
| Israel                | 95 ▲            |
| Germany               | 95 ▲            |
| Denmark               | 94 ▲            |
| Netherlands           | 94 ▲            |
| Slovenia              | 94 ▲            |
| Bulgaria              | 94 ▲            |
| Sweden                | 94 ▲            |
| Canada                | 94 ▲            |
| Lithuania             | 93 ▲            |
| Portugal              | 93 ▲            |
| Ireland               | 93 ▲            |
| France                | 93 ▲            |
| Georgia               | 93 ▲            |
| Singapore             | 92 ▲            |
| Azerbaijan            | 92 ▲            |
| Hungary               | 91 ▲            |
| Australia             | 91 ▲            |
| England-GBR           | 91 ▲            |
| New Zealand           | 91              |
| Slovak Republic       | 90              |
| Norway                | 90              |
| Poland                | 90              |
| <b>United States</b>  | <b>90</b>       |
| International average | 89              |
| Romania               | 88              |
| Belgium (French)-BEL  | 87              |
| Spain                 | 86 ▼            |
| Iran, Islamic Rep. of | 85 ▼            |
| Malta                 | 84 ▼            |
| Indonesia             | 82 ▼            |
| Colombia              | 81 ▼            |
| Trinidad and Tobago   | 81 ▼            |
| United Arab Emirates  | 74 ▼            |
| Saudi Arabia          | 73 ▼            |
| Oman                  | 72 ▼            |
| Qatar                 | 71 ▼            |
| Morocco               | 52 ▼            |

### Benchmarking education system

|               |      |
|---------------|------|
| Ontario-CAN   | 94 ▲ |
| Quebec-CAN    | 92 ▲ |
| Alberta-CAN   | 92 ▲ |
| Florida-USA   | 91   |
| Andalusia-ESP | 87   |
| Maltese-MLT   | 84 ▼ |
| Dubai-UAE     | 81 ▼ |
| Abu Dhabi-UAE | 71 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage         | Reading Purpose     | Comprehension Process of the Task                             |
|-----------------|---------------------|---------------------------------------------------------------|
| FLY, EAGLE, FLY | Literary Experience | Focus on and Retrieve Explicitly Stated Information and Ideas |

## Item 2: Where farmer found eagle chick

2. Where did the farmer find the eagle chick?

- A. in its nest
- B. by the riverbed
- C. on a ledge of rock
- D. among the reeds

Variable Name: R021E02M

**Correct Response:**

**C**

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Russian Federation           | 90 ▲            |
| Chinese Taipei-CHN           | 87 ▲            |
| Northern Ireland-GBR         | 87 ▲            |
| Finland                      | 86 ▲            |
| Denmark                      | 86 ▲            |
| Hong Kong-CHN                | 86 ▲            |
| Netherlands                  | 86 ▲            |
| Sweden                       | 82 ▲            |
| Israel                       | 82 ▲            |
| Germany                      | 82 ▲            |
| Italy                        | 81 ▲            |
| Hungary                      | 81 ▲            |
| Bulgaria                     | 80 ▲            |
| Ireland                      | 79 ▲            |
| Croatia                      | 79 ▲            |
| Slovenia                     | 79 ▲            |
| Romania                      | 78 ▲            |
| Canada                       | 78 ▲            |
| Singapore                    | 78 ▲            |
| Lithuania                    | 78 ▲            |
| Austria                      | 78 ▲            |
| Azerbaijan                   | 78 ▲            |
| Georgia                      | 77 ▲            |
| England-GBR                  | 76              |
| <b>United States</b>         | <b>75 ▲</b>     |
| France                       | 74              |
| Portugal                     | 74              |
| Australia                    | 74              |
| Slovak Republic              | 74              |
| Poland                       | 74              |
| <b>International average</b> | <b>73</b>       |
| Czech Republic               | 72              |
| Norway                       | 72              |
| Spain                        | 71              |
| New Zealand                  | 70              |
| Colombia                     | 66 ▼            |
| Belgium (French)-BEL         | 64 ▼            |
| Trinidad and Tobago          | 63 ▼            |
| Malta                        | 62 ▼            |
| Iran, Islamic Rep. of        | 61 ▼            |
| United Arab Emirates         | 60 ▼            |
| Qatar                        | 53 ▼            |
| Saudi Arabia                 | 45 ▼            |
| Morocco                      | 44 ▼            |
| Indonesia                    | 43 ▼            |
| Oman                         | 42 ▼            |

**Benchmarking  
education system**

|               |      |
|---------------|------|
| Florida-USA   | 78 ▲ |
| Quebec-CAN    | 78 ▲ |
| Ontario-CAN   | 77 ▲ |
| Alberta-CAN   | 74   |
| Andalusia-ESP | 68 ▼ |
| Dubai-UAE     | 66 ▼ |
| Maltese-MLT   | 60 ▼ |
| Abu Dhabi-UAE | 57 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage         | Reading Purpose     | Comprehension Process of the Task |
|-----------------|---------------------|-----------------------------------|
| FLY, EAGLE, FLY | Literary Experience | Make Straightforward Inferences   |

## Item 3: What shows farmer was careful

3. What in the story shows that the farmer was careful with the eagle chick?
- A. He carried the eagle chick in both hands.
- B. He brought the eagle chick to his family.
- C. He put the eagle chick back in its nest.
- D. He searched the riverbed for the eagle chick.

Variable Name: R021E03M

Correct Response:

A

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Northern Ireland-GBR         | 86 ▲            |
| Chinese Taipei-CHN           | 86 ▲            |
| Singapore                    | 84 ▲            |
| Germany                      | 83 ▲            |
| Austria                      | 79 ▲            |
| <b>United States</b>         | <b>78 ▲</b>     |
| Czech Republic               | 75 ▲            |
| Portugal                     | 74 ▲            |
| Poland                       | 74 ▲            |
| England-GBR                  | 74 ▲            |
| Hungary                      | 73 ▲            |
| Lithuania                    | 73 ▲            |
| Slovak Republic              | 72 ▲            |
| Hong Kong-CHN                | 71 ▲            |
| Finland                      | 71 ▲            |
| Israel                       | 70 ▲            |
| Italy                        | 70 ▲            |
| Australia                    | 69 ▲            |
| Ireland                      | 69 ▲            |
| Slovenia                     | 68 ▲            |
| New Zealand                  | 68 ▲            |
| Russian Federation           | 66              |
| France                       | 66              |
| Trinidad and Tobago          | 66              |
| Canada                       | 65              |
| Colombia                     | 64              |
| Spain                        | 64              |
| <b>International average</b> | <b>64</b>       |
| Malta                        | 63              |
| Croatia                      | 63              |
| Netherlands                  | 60 ▼            |
| United Arab Emirates         | 57 ▼            |
| Azerbaijan                   | 57 ▼            |
| Bulgaria                     | 56 ▼            |
| Georgia                      | 55 ▼            |
| Denmark                      | 55 ▼            |
| Saudi Arabia                 | 54 ▼            |
| Belgium (French)-BEL         | 54 ▼            |
| Indonesia                    | 51 ▼            |
| Iran, Islamic Rep. of        | 50 ▼            |
| Qatar                        | 47 ▼            |
| Romania                      | 43 ▼            |
| Norway                       | 42 ▼            |
| Sweden                       | 38 ▼            |
| Oman                         | 34 ▼            |
| Morocco                      | 30 ▼            |

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 79 ▲ |
| Alberta-CAN   | 70 ▲ |
| Ontario-CAN   | 67   |
| Andalusia-ESP | 61   |
| Dubai-UAE     | 58 ▼ |
| Abu Dhabi-UAE | 56 ▼ |
| Quebec-CAN    | 50 ▼ |
| Maltese-MLT   | 40 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage         | Reading Purpose     | Comprehension Process of the Task                             |
|-----------------|---------------------|---------------------------------------------------------------|
| FLY, EAGLE, FLY | Literary Experience | Focus on and Retrieve Explicitly Stated Information and Ideas |

## Item 4: What farmer did with the chick

4. What did the farmer do with the eagle chick when he brought it home?
- A. He taught it to fly.
- B. He set it free.
- C. He trained it to be a chicken.
- D. He made a new nest for it.

Variable Name: R021E04M

Correct Response:

C

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Czech Republic               | 97 ▲            |
| Russian Federation           | 97 ▲            |
| Croatia                      | 97 ▲            |
| Lithuania                    | 97 ▲            |
| Germany                      | 96 ▲            |
| Italy                        | 96 ▲            |
| Denmark                      | 96 ▲            |
| Sweden                       | 95 ▲            |
| Hong Kong-CHN                | 95 ▲            |
| Slovak Republic              | 95 ▲            |
| Chinese Taipei-CHN           | 95 ▲            |
| Austria                      | 95 ▲            |
| Northern Ireland-GBR         | 95 ▲            |
| Finland                      | 95 ▲            |
| Norway                       | 95 ▲            |
| Slovenia                     | 94 ▲            |
| Hungary                      | 93 ▲            |
| Netherlands                  | 93 ▲            |
| Singapore                    | 92 ▲            |
| Bulgaria                     | 92 ▲            |
| France                       | 92 ▲            |
| Ireland                      | 92 ▲            |
| Canada                       | 91 ▲            |
| Portugal                     | 91 ▲            |
| England-GBR                  | 91 ▲            |
| Poland                       | 91 ▲            |
| Israel                       | 89              |
| <b>United States</b>         | <b>89</b>       |
| Georgia                      | 88              |
| <b>International average</b> | <b>88</b>       |
| New Zealand                  | 88              |
| Romania                      | 88              |
| Belgium (French)-BEL         | 87              |
| Australia                    | 87              |
| Spain                        | 85              |
| Trinidad and Tobago          | 83 ▼            |
| Azerbaijan                   | 82 ▼            |
| Malta                        | 80 ▼            |
| Iran, Islamic Rep. of        | 80 ▼            |
| Colombia                     | 79 ▼            |
| United Arab Emirates         | 74 ▼            |
| Saudi Arabia                 | 70 ▼            |
| Oman                         | 70 ▼            |
| Indonesia                    | 66 ▼            |
| Qatar                        | 64 ▼            |
| Morocco                      | 58 ▼            |

## Benchmarking education system

|               |      |
|---------------|------|
| Quebec-CAN    | 93 ▲ |
| Florida-USA   | 92 ▲ |
| Alberta-CAN   | 91   |
| Ontario-CAN   | 89   |
| Andalusia-ESP | 86   |
| Maltese-MLT   | 81 ▼ |
| Dubai-UAE     | 81 ▼ |
| Abu Dhabi-UAE | 70 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage         | Reading Purpose     | Comprehension Process of the Task                             |
|-----------------|---------------------|---------------------------------------------------------------|
| FLY, EAGLE, FLY | Literary Experience | Focus on and Retrieve Explicitly Stated Information and Ideas |

## Item 5: Eagle chick behaved like a chicken

5. During the friend's first visit, the eagle chick behaved like a chicken. Give **two** examples that show this.

1.

---

2.

---

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Hong Kong-CHN                | 78 ▲            |
| Belgium (French)-BEL         | 77 ▲            |
| Singapore                    | 74 ▲            |
| Israel                       | 74 ▲            |
| Croatia                      | 74 ▲            |
| Finland                      | 73 ▲            |
| Denmark                      | 72 ▲            |
| Hungary                      | 72 ▲            |
| Northern Ireland-GBR         | 71 ▲            |
| Canada                       | 70 ▲            |
| <b>United States</b>         | <b>69 ▲</b>     |
| Ireland                      | 68 ▲            |
| Netherlands                  | 68 ▲            |
| Sweden                       | 68 ▲            |
| Czech Republic               | 67 ▲            |
| Russian Federation           | 67 ▲            |
| Lithuania                    | 67 ▲            |
| England-GBR                  | 64 ▲            |
| Italy                        | 64 ▲            |
| Germany                      | 63 ▲            |
| Bulgaria                     | 63 ▲            |
| Spain                        | 62 ▲            |
| France                       | 62 ▲            |
| Chinese Taipei-CHN           | 62 ▲            |
| Malta                        | 58              |
| Austria                      | 57              |
| <b>International average</b> | <b>56</b>       |
| New Zealand                  | 56              |
| Slovak Republic              | 55              |
| Portugal                     | 55              |
| Poland                       | 55              |
| Australia                    | 54              |
| Norway                       | 50 ▼            |
| Slovenia                     | 49 ▼            |
| Romania                      | 49 ▼            |
| Trinidad and Tobago          | 46 ▼            |
| United Arab Emirates         | 39 ▼            |
| Iran, Islamic Rep. of        | 38 ▼            |
| Georgia                      | 37 ▼            |
| Qatar                        | 36 ▼            |
| Saudi Arabia                 | 34 ▼            |
| Colombia                     | 32 ▼            |
| Oman                         | 27 ▼            |
| Azerbaijan                   | 23 ▼            |
| Indonesia                    | 20 ▼            |
| Morocco                      | 11 ▼            |

## Benchmarking education system

|               |      |
|---------------|------|
| Quebec-CAN    | 80 ▲ |
| Florida-USA   | 73 ▲ |
| Andalusia-ESP | 69 ▲ |
| Alberta-CAN   | 66 ▲ |
| Ontario-CAN   | 66 ▲ |
| Maltese-MLT   | 55   |
| Dubai-UAE     | 46 ▼ |
| Abu Dhabi-UAE | 37 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

Variable Name: R021E05C

## SCORING

## 2 - Complete Comprehension

- The response identifies **two** ways that the eagle chick behaved like a chicken listed below.
  - It walks/moves like a chicken.
  - It eats/pecks on the ground for food like a chicken.
  - It thinks like a chicken.
  - It won't fly (returns to the chickens on the ground).
  - It scratches with the chickens.

## 1 - Partial Comprehension

- The response identifies **one** way that the eagle chick behaved like a chicken listed above.

## 0 - No Comprehension

- The response does not describe any of the ways listed above. It may include only a vague or circular description of how the eagle behaved.

Examples:

*It acted like a chicken.*

*It looked like one.*

*It learned chicken ways.*

## Item 5: Eagle chick behaved like a chicken (continued)

Variable Name: R021E05C

## Student Responses

## Correct Response:

1. It think like an eagle and walks like a chicken.
2. Also it eats like a chicken.

## Partially Correct Response:

1. He ate like a chicken.
2. He thought like a chicken.

## Incorrect Response:

1. look at him in the eye and did good.
2. He was Standing up very Straight.

| Passage         | Reading Purpose     | Comprehension Process of the Task |
|-----------------|---------------------|-----------------------------------|
| FLY, EAGLE, FLY | Literary Experience | Make Straightforward Inferences   |

## Item 6: How friend tried making eagle fly

6. When the farmer's friend first met the eagle, how did he try to make the eagle fly?
- A. He lifted it above his head.
- B. He set it on the ground.
- C. He threw it in the air.
- D. He brought it to the mountain.

Variable Name: R021E06M

Correct Response:

A

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Czech Republic               | 86 ▲            |
| Finland                      | 84 ▲            |
| Northern Ireland-GBR         | 84 ▲            |
| Croatia                      | 84 ▲            |
| Hong Kong-CHN                | 83 ▲            |
| Denmark                      | 83 ▲            |
| Slovak Republic              | 80 ▲            |
| Lithuania                    | 79 ▲            |
| Israel                       | 78 ▲            |
| Sweden                       | 78 ▲            |
| Italy                        | 78 ▲            |
| Singapore                    | 77 ▲            |
| Russian Federation           | 77 ▲            |
| Chinese Taipei-CHN           | 76 ▲            |
| Ireland                      | 76 ▲            |
| Bulgaria                     | 75 ▲            |
| England-GBR                  | 75 ▲            |
| Hungary                      | 75 ▲            |
| <b>United States</b>         | <b>74 ▲</b>     |
| Poland                       | 74 ▲            |
| Canada                       | 74 ▲            |
| Germany                      | 73 ▲            |
| Slovenia                     | 73 ▲            |
| Netherlands                  | 72 ▲            |
| Portugal                     | 72              |
| France                       | 70              |
| Austria                      | 70              |
| Georgia                      | 70              |
| Romania                      | 70              |
| <b>International average</b> | <b>70</b>       |
| Norway                       | 69              |
| Australia                    | 67              |
| New Zealand                  | 65 ▼            |
| Spain                        | 65 ▼            |
| Iran, Islamic Rep. of        | 63 ▼            |
| Belgium (French)-BEL         | 61 ▼            |
| Malta                        | 60 ▼            |
| Azerbaijan                   | 60 ▼            |
| Trinidad and Tobago          | 59 ▼            |
| Colombia                     | 55 ▼            |
| United Arab Emirates         | 55 ▼            |
| Qatar                        | 53 ▼            |
| Saudi Arabia                 | 52 ▼            |
| Oman                         | 44 ▼            |
| Indonesia                    | 44 ▼            |
| Morocco                      | 35 ▼            |

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 77 ▲ |
| Quebec-CAN    | 76 ▲ |
| Alberta-CAN   | 75 ▲ |
| Ontario-CAN   | 71   |
| Andalusia-ESP | 67   |
| Dubai-UAE     | 61 ▼ |
| Maltese-MLT   | 60 ▼ |
| Abu Dhabi-UAE | 51 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage         | Reading Purpose     | Comprehension Process of the Task             |
|-----------------|---------------------|-----------------------------------------------|
| FLY, EAGLE, FLY | Literary Experience | Interpret and Integrate Ideas and Information |

## Item 7: Explanation of friend's words

7. Explain what the farmer's friend meant when he told the eagle, "You belong not to the earth but to the sky."

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Variable Name: R021E07C

## SCORING

### 2 - Complete Comprehension

- The response interprets the meaning of both parts of the quote – "belong not to the earth" and "belong to the sky" in terms of the story.

Examples:

*It is supposed to be free in the sky and not stuck on the ground.*

*That it was not a chicken who walked on the earth. It was an eagle and meant to fly.*

### 1 - Partial Comprehension

- The response interprets only the first or the second part of the quote.

Example:

*That it was not a chicken. /It was an eagle. -OR-*

- The response describes the literal contrast only.

Example:

*It was not a chicken but an eagle.*

### 0 - No Comprehension

- The response may provide an explanation of the quote that is vague or inaccurate, or it may provide a simple rephrasing of the quote itself.

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Israel                       | 66 ▲            |
| Hong Kong-CHN                | 63 ▲            |
| <b>United States</b>         | <b>62 ▲</b>     |
| Sweden                       | 62 ▲            |
| Netherlands                  | 61 ▲            |
| Russian Federation           | 61 ▲            |
| England-GBR                  | 60 ▲            |
| Croatia                      | 60 ▲            |
| Hungary                      | 58 ▲            |
| Finland                      | 57 ▲            |
| Chinese Taipei-CHN           | 55 ▲            |
| Ireland                      | 54 ▲            |
| Northern Ireland-GBR         | 53 ▲            |
| Slovak Republic              | 53 ▲            |
| Lithuania                    | 52 ▲            |
| Canada                       | 51 ▲            |
| New Zealand                  | 51 ▲            |
| Italy                        | 50 ▲            |
| Bulgaria                     | 49 ▲            |
| Germany                      | 48 ▲            |
| Singapore                    | 48 ▲            |
| Poland                       | 46 ▲            |
| Slovenia                     | 44              |
| Denmark                      | 43              |
| Czech Republic               | 42              |
| <b>International average</b> | <b>42</b>       |
| Australia                    | 41              |
| Romania                      | 39              |
| France                       | 39              |
| Belgium (French)-BEL         | 38              |
| Norway                       | 38              |
| Portugal                     | 37 ▼            |
| Malta                        | 36 ▼            |
| Georgia                      | 35 ▼            |
| Austria                      | 30 ▼            |
| Spain                        | 30 ▼            |
| Trinidad and Tobago          | 25 ▼            |
| United Arab Emirates         | 24 ▼            |
| Iran, Islamic Rep. of        | 23 ▼            |
| Qatar                        | 21 ▼            |
| Saudi Arabia                 | 17 ▼            |
| Colombia                     | 14 ▼            |
| Azerbaijan                   | 13 ▼            |
| Oman                         | 13 ▼            |
| Indonesia                    | 9 ▼             |
| Morocco                      | 6 ▼             |

## Benchmarking education system

|               |      |
|---------------|------|
| Florida-USA   | 66 ▲ |
| Ontario-CAN   | 57 ▲ |
| Alberta-CAN   | 51 ▲ |
| Quebec-CAN    | 46 ▲ |
| Maltese-MLT   | 43   |
| Dubai-UAE     | 32 ▼ |
| Andalusia-ESP | 30 ▼ |
| Abu Dhabi-UAE | 23 ▼ |

▲ Percent higher than International average

▼ Percent lower than International average

## Item 7: Explanation of friend's words (continued)

Variable Name: R021E07C

**Student Responses****Correct Response:**

The eagle spose to fly but  
not stay at the ground.

**Partially Correct Response:**

The father friend meant that the eagles flys  
in the air.

**Incorrect Response:**

You should be in the sky not  
the ground.

| Passage         | Reading Purpose     | Comprehension Process of the Task             |
|-----------------|---------------------|-----------------------------------------------|
| FLY, EAGLE, FLY | Literary Experience | Interpret and Integrate Ideas and Information |

## Item 8: Why farmer roared with laughter

8. Why did the farmer roar with laughter during his friend's first visit?
- A. The eagle was too heavy to fly.
- B. The eagle was difficult to catch.
- C. The eagle looked different from the chickens.
- D. The eagle proved him right.

Variable Name: R021E08M

**Correct Response:****D****Overall Percent Correct**

| Education system             | Percent correct |
|------------------------------|-----------------|
| Hong Kong-CHN                | 72 ▲            |
| Russian Federation           | 68 ▲            |
| Northern Ireland-GBR         | 66 ▲            |
| Singapore                    | 63 ▲            |
| Germany                      | 62 ▲            |
| Croatia                      | 59 ▲            |
| <b>United States</b>         | <b>59 ▲</b>     |
| Finland                      | 59 ▲            |
| England-GBR                  | 59 ▲            |
| Austria                      | 59 ▲            |
| Czech Republic               | 58 ▲            |
| Ireland                      | 56 ▲            |
| Georgia                      | 55 ▲            |
| Portugal                     | 54 ▲            |
| Sweden                       | 53 ▲            |
| Slovenia                     | 53 ▲            |
| New Zealand                  | 52 ▲            |
| Israel                       | 52 ▲            |
| Canada                       | 51 ▲            |
| France                       | 51 ▲            |
| Poland                       | 50 ▲            |
| Azerbaijan                   | 50              |
| Italy                        | 50              |
| Australia                    | 50 ▲            |
| Spain                        | 49 ▲            |
| Lithuania                    | 48              |
| Slovak Republic              | 47              |
| <b>International average</b> | <b>46</b>       |
| Bulgaria                     | 45              |
| Iran, Islamic Rep. of        | 45              |
| Chinese Taipei-CHN           | 44              |
| Netherlands                  | 41 ▼            |
| Denmark                      | 39 ▼            |
| Trinidad and Tobago          | 36 ▼            |
| Romania                      | 34 ▼            |
| Malta                        | 33 ▼            |
| Colombia                     | 32 ▼            |
| Saudi Arabia                 | 29 ▼            |
| Oman                         | 28 ▼            |
| Qatar                        | 27 ▼            |
| United Arab Emirates         | 25 ▼            |
| Hungary                      | 25 ▼            |
| Norway                       | 20 ▼            |
| Belgium (French)-BEL         | 20 ▼            |
| Indonesia                    | 17 ▼            |
| Morocco                      | 12 ▼            |

**Benchmarking education system**

|               |      |
|---------------|------|
| Florida-USA   | 63 ▲ |
| Alberta-CAN   | 56 ▲ |
| Ontario-CAN   | 55 ▲ |
| Andalusia-ESP | 44   |
| Quebec-CAN    | 39 ▼ |
| Dubai-UAE     | 34 ▼ |
| Maltese-MLT   | 27 ▼ |
| Abu Dhabi-UAE | 22 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage         | Reading Purpose     | Comprehension Process of the Task             |
|-----------------|---------------------|-----------------------------------------------|
| FLY, EAGLE, FLY | Literary Experience | Interpret and Integrate Ideas and Information |

## Item 9: Eagle taken to the high mountains

9. Why did the farmer's friend take the eagle to the high mountains to make it fly? Give **two** reasons.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Singapore                    | 31 ▲            |
| Hungary                      | 30 ▲            |
| Israel                       | 25 ▲            |
| Northern Ireland-GBR         | 24 ▲            |
| Hong Kong-CHN                | 24 ▲            |
| Canada                       | 23 ▲            |
| Sweden                       | 23 ▲            |
| England-GBR                  | 22 ▲            |
| Denmark                      | 21 ▲            |
| New Zealand                  | 20 ▲            |
| <b>United States</b>         | <b>20 ▲</b>     |
| Russian Federation           | 20 ▲            |
| Croatia                      | 19              |
| Czech Republic               | 19              |
| Germany                      | 19              |
| Ireland                      | 19              |
| Finland                      | 19              |
| Netherlands                  | 19              |
| France                       | 18              |
| Austria                      | 18              |
| Slovenia                     | 17              |
| Italy                        | 17              |
| Chinese Taipei-CHN           | 17              |
| <b>International average</b> | <b>17</b>       |
| Lithuania                    | 16              |
| Australia                    | 16              |
| Georgia                      | 16              |
| Slovak Republic              | 16              |
| Qatar                        | 15              |
| Romania                      | 15              |
| Portugal                     | 14              |
| Poland                       | 14 ▼            |
| Saudi Arabia                 | 14              |
| Malta                        | 13 ▼            |
| Norway                       | 13 ▼            |
| Spain                        | 13 ▼            |
| Belgium (French)-BEL         | 12 ▼            |
| Bulgaria                     | 11 ▼            |
| Oman                         | 11 ▼            |
| United Arab Emirates         | 10 ▼            |
| Iran, Islamic Rep. of        | 9 ▼             |
| Indonesia                    | 9 ▼             |
| Azerbaijan                   | 8 ▼             |
| Colombia                     | 5 ▼             |
| Morocco                      | 3 ▼             |
| Trinidad and Tobago          | —               |

## Benchmarking education system

|               |      |
|---------------|------|
| Alberta-CAN   | 25 ▲ |
| Ontario-CAN   | 24 ▲ |
| Quebec-CAN    | 21 ▲ |
| Florida-USA   | 20   |
| Maltese-MLT   | 16   |
| Dubai-UAE     | 13 ▼ |
| Andalusia-ESP | 12 ▼ |
| Abu Dhabi-UAE | 10 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average  
— Not applicable

Variable Name: R021E09C

## SCORING

## 2 - Complete Comprehension

- The response provides **two** reasons related to the sun, the mountains as the eagle's natural habitat, or the mountain's height in the sky. See the list of appropriate reasons below.
  - To see the sun (rise)/to feel the warmth of the sun/to follow the sun.
  - To feel the updraft of the wind.
  - To be in its natural home/where it belongs/where it was found.
  - To get it closer to the sky/to get it higher.

## 1 - Partial Comprehension

- The response provides **one** reason related to the sun, the mountains as the eagle's natural habitat, or the mountain's height in the sky as listed above.

## 0 - No Comprehension

- The response may provide a reason for making the eagle fly, rather than a reason for taking it to the mountains.
- The response may provide a reason that is vague or inaccurate, or it may simply repeat part of the question.

Examples:

It made it easier to fly.

To make it fly.

## Item 9: Eagle taken to the high mountains (continued)

Variable Name: R021E09C

## Student Responses

## Correct Response:

1. He did it because the sun would make him fly.
2. He also did this because the eagle will try to fill the warmth.

## Incorrect Response:

1. He wanted to see if it was a real eagle.
2. He wanted the eagle to be happy.

| Passage         | Reading Purpose     | Comprehension Process of the Task                            |
|-----------------|---------------------|--------------------------------------------------------------|
| FLY, EAGLE, FLY | Literary Experience | Examine and Evaluate Content, Language, and Textual Elements |

## Item 10: Beautiful sky at dawn

10. Find and copy words that tell you how beautiful the sky was at dawn.

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## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Hong Kong-CHN                | 89 ▲            |
| Singapore                    | 80 ▲            |
| Portugal                     | 76 ▲            |
| Russian Federation           | 76 ▲            |
| Northern Ireland-GBR         | 75 ▲            |
| Croatia                      | 74 ▲            |
| England-GBR                  | 73 ▲            |
| Georgia                      | 71 ▲            |
| Ireland                      | 71 ▲            |
| Israel                       | 69 ▲            |
| Bulgaria                     | 69 ▲            |
| Lithuania                    | 68 ▲            |
| Canada                       | 68 ▲            |
| <b>United States</b>         | <b>67 ▲</b>     |
| New Zealand                  | 67 ▲            |
| Hungary                      | 67 ▲            |
| Australia                    | 64 ▲            |
| Romania                      | 64 ▲            |
| Finland                      | 64 ▲            |
| Chinese Taipei-CHN           | 63 ▲            |
| Slovak Republic              | 61 ▲            |
| Slovenia                     | 61 ▲            |
| Denmark                      | 61 ▲            |
| Italy                        | 59              |
| Germany                      | 57              |
| <b>International average</b> | <b>56</b>       |
| Austria                      | 56              |
| Poland                       | 55              |
| Malta                        | 53 ▼            |
| France                       | 52              |
| Spain                        | 51 ▼            |
| Sweden                       | 48 ▼            |
| Netherlands                  | 48 ▼            |
| Czech Republic               | 47 ▼            |
| Norway                       | 46 ▼            |
| Trinidad and Tobago          | 46 ▼            |
| Iran, Islamic Rep. of        | 43 ▼            |
| United Arab Emirates         | 41 ▼            |
| Belgium (French)-BEL         | 39 ▼            |
| Saudi Arabia                 | 35 ▼            |
| Colombia                     | 32 ▼            |
| Qatar                        | 31 ▼            |
| Indonesia                    | 30 ▼            |
| Oman                         | 30 ▼            |
| Azerbaijan                   | 28 ▼            |
| Morocco                      | 12 ▼            |

## Benchmarking education system

|               |      |
|---------------|------|
| Ontario-CAN   | 69 ▲ |
| Alberta-CAN   | 69 ▲ |
| Florida-USA   | 69 ▲ |
| Quebec-CAN    | 62 ▲ |
| Andalusia-ESP | 54   |
| Dubai-UAE     | 52 ▼ |
| Maltese-MLT   | 37 ▼ |
| Abu Dhabi-UAE | 37 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

Variable Name: R021E10C

## SCORING

## 1 - Acceptable Response

- The response provides any of the words or phrases in the list below.

Note any of the underlined words are sufficient and other parts of the quote also may be given. Ignore minor variations in phrasing from the text, as long as it is clear what is intended.

The wispy clouds in the sky were pink at first, then began to shimmer with golden brilliance.

The sun rose majestically.

The sun's first rays shot over the mountain, and suddenly the world was ablaze with light.

Examples: *Wispy pink clouds, Majestically, Golden brilliance, Ablaze with light*

## 0 - Unacceptable Response

- The response does not provide any of the words or phrases in the list above. The response may repeat words from the question.

Examples: *Sunrise, Dawn, Beautiful*

Item 10: Beautiful sky at dawn (continued)

Variable Name: R021E10C

## Student Responses

**Correct Response:**

majestic

**Incorrect Response:**

it was bitiful when it went  
down

| Passage         | Reading Purpose     | Comprehension Process of the Task                            |
|-----------------|---------------------|--------------------------------------------------------------|
| FLY, EAGLE, FLY | Literary Experience | Examine and Evaluate Content, Language, and Textual Elements |

## Item 11: Why sun rising was important

11. Why was the rising sun important to the story?

- A. It awakened the eagle's instinct to fly.
- B. It reigned in the heavens.
- C. It warmed the eagle's feathers.
- D. It provided light on the mountain paths.

Variable Name: R021E11M

**Correct Response:**

**A**

## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Russian Federation           | 79 ▲            |
| Portugal                     | 77 ▲            |
| Finland                      | 74 ▲            |
| <b>United States</b>         | <b>73 ▲</b>     |
| Ireland                      | 72 ▲            |
| Northern Ireland-GBR         | 72 ▲            |
| Sweden                       | 71 ▲            |
| Hong Kong-CHN                | 68 ▲            |
| Italy                        | 68 ▲            |
| Lithuania                    | 67 ▲            |
| Hungary                      | 66 ▲            |
| England-GBR                  | 66 ▲            |
| Slovak Republic              | 66 ▲            |
| Israel                       | 65 ▲            |
| Bulgaria                     | 65 ▲            |
| Romania                      | 65 ▲            |
| Czech Republic               | 65 ▲            |
| Denmark                      | 65 ▲            |
| Singapore                    | 64 ▲            |
| Poland                       | 63 ▲            |
| Netherlands                  | 63 ▲            |
| Canada                       | 63 ▲            |
| Azerbaijan                   | 62 ▲            |
| Australia                    | 62 ▲            |
| Slovenia                     | 62 ▲            |
| New Zealand                  | 60              |
| Croatia                      | 58              |
| Georgia                      | 58              |
| Spain                        | 57              |
| <b>International average</b> | <b>57</b>       |
| Germany                      | 55              |
| France                       | 54              |
| Austria                      | 53 ▼            |
| Malta                        | 53              |
| Belgium (French)-BEL         | 51 ▼            |
| Trinidad and Tobago          | 51 ▼            |
| United Arab Emirates         | 44 ▼            |
| Chinese Taipei-CHN           | 44 ▼            |
| Colombia                     | 37 ▼            |
| Indonesia                    | 34 ▼            |
| Qatar                        | 34 ▼            |
| Norway                       | 33 ▼            |
| Iran, Islamic Rep. of        | 29 ▼            |
| Saudi Arabia                 | 25 ▼            |
| Morocco                      | 23 ▼            |
| Oman                         | 23 ▼            |

**Benchmarking  
education system**

|               |      |
|---------------|------|
| Florida-USA   | 78 ▲ |
| Alberta-CAN   | 70 ▲ |
| Ontario-CAN   | 65 ▲ |
| Andalusia-ESP | 57   |
| Quebec-CAN    | 56   |
| Dubai-UAE     | 51 ▼ |
| Maltese-MLT   | 48 ▼ |
| Abu Dhabi-UAE | 43 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

| Passage         | Reading Purpose     | Comprehension Process of the Task             |
|-----------------|---------------------|-----------------------------------------------|
| FLY, EAGLE, FLY | Literary Experience | Interpret and Integrate Ideas and Information |

## Item 12: What farmer's friend was like

12. You learn what the farmer's friend was like from the things he did.

Describe what the friend was like and give an example of what he did that shows this.

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## Overall Percent Correct

| Education system             | Percent correct |
|------------------------------|-----------------|
| Hong Kong-CHN                | 59 ▲            |
| Chinese Taipei-CHN           | 55 ▲            |
| Israel                       | 50 ▲            |
| Russian Federation           | 50 ▲            |
| Singapore                    | 48 ▲            |
| Ireland                      | 46 ▲            |
| Croatia                      | 45 ▲            |
| Italy                        | 45 ▲            |
| England-GBR                  | 44 ▲            |
| Austria                      | 44 ▲            |
| Northern Ireland-GBR         | 43 ▲            |
| Czech Republic               | 42 ▲            |
| <b>United States</b>         | <b>42 ▲</b>     |
| Slovak Republic              | 41 ▲            |
| Sweden                       | 40 ▲            |
| Bulgaria                     | 39 ▲            |
| Portugal                     | 38 ▲            |
| Canada                       | 38 ▲            |
| Lithuania                    | 38 ▲            |
| Finland                      | 38 ▲            |
| Denmark                      | 37 ▲            |
| Hungary                      | 35 ▲            |
| <b>International average</b> | <b>29</b>       |
| Poland                       | 28 ▼            |
| Australia                    | 25 ▼            |
| Romania                      | 25 ▼            |
| Georgia                      | 24 ▼            |
| New Zealand                  | 23 ▼            |
| Spain                        | 21 ▼            |
| Netherlands                  | 20 ▼            |
| Colombia                     | 19 ▼            |
| Belgium (French)-BEL         | 19 ▼            |
| Malta                        | 18 ▼            |
| Iran, Islamic Rep. of        | 18 ▼            |
| Trinidad and Tobago          | 18 ▼            |
| France                       | 17 ▼            |
| Norway                       | 15 ▼            |
| Germany                      | 14 ▼            |
| United Arab Emirates         | 14 ▼            |
| Slovenia                     | 13 ▼            |
| Qatar                        | 12 ▼            |
| Oman                         | 7 ▼             |
| Azerbaijan                   | 7 ▼             |
| Saudi Arabia                 | 4 ▼             |
| Indonesia                    | 3 ▼             |
| Morocco                      | 1 ▼             |

## Benchmarking education system

|               |      |
|---------------|------|
| Ontario-CAN   | 47 ▲ |
| Florida-USA   | 42 ▲ |
| Alberta-CAN   | 34 ▲ |
| Quebec-CAN    | 31   |
| Andalusia-ESP | 30   |
| Dubai-UAE     | 20 ▼ |
| Maltese-MLT   | 17 ▼ |
| Abu Dhabi-UAE | 12 ▼ |

▲ Percent higher than International average  
▼ Percent lower than International average

Variable Name: R021E12C

## SCORING

## 2 - Complete Comprehension

- The response describes one plausible character trait (persistent, stubborn, nice, clever, friendly to animals, etc.). In addition, the response provides one example of the farmer's friend's actions that are evidence of the character trait.

Example:

*He was determined. He kept trying to teach the eagle to fly.*

## 1 - Partial Comprehension

- The response provides one plausible character trait. -OR-
- The response provides one example of the friend's actions that are evidence of the friend's character.

Example:

*He is kind to animals.*

## 0 - No Comprehension

- The response does not provide an appropriate or accurate description of the farmer's friend's character, or provides a vague and general description that demonstrates limited comprehension of the story without further textual support. -OR-
- The response may include some information from the story that has no connection to the description of the friend's character.

## Item 12: What farmer's friend was like (continued)

Variable Name: R021E12C

## Student Responses

## Correct Response:

The friend tried to convince the farmer that the eagle isn't a chicken. So the friend proved by letting the eagle fly with the sun rising.

## Partially Correct Response:

He really wanted to prove that the fake chicken was really an eagle. For example the friend took the farmer and the chicken to the top of a mountain, to prove that it was really an eagle.

## Incorrect Response:

Diffrent the farmer thought it was a chicken he thought it was a eagle.