



PIRLS (Progress in International Reading Literacy Study) is an assessment of reading comprehension that has been monitoring trends in student achievement at five-year intervals since 2001. PIRLS represents the worldwide standard for reading comprehension at Grade 4. As a new extension to PIRLS in 2016, ePIRLS—an innovative assessment of online reading—makes it possible for countries to understand how successful they are in preparing Grade 4 students to read, comprehend, and interpret online information.

Benefits of Participating in ePIRLS

Participating in ePIRLS provides teachers and students with an opportunity to be involved with exemplary tasks related to on-line reading teaching and assessment. The data from this assessment process can be used by participating jurisdictions to establish evidence-based achievement goals for educational improvement relative to online reading and to monitor progress toward these goals in a global context. Research using this rich body of information could be further used to identify initiatives to improve teaching and learning in reading.

For Further Information

Pierre Brochu — p.brochu@cmecc.ca
PIRLS National Research Coordinator

British Columbia: Nancy Walt — Nancy.Walt@gov.bc.ca
Director, Curriculum and Assessment

Ontario: Beth Brown — Beth.Brown@ontario.ca
Senior Policy Coordinator, Curriculum and Assessment Policy Branch
Richard Jones — richard.jones@eqao.com
Director, Assessment and Reporting
Education Quality and Accountability Office

Québec: Joanne Latourelle — Joanne.Latourelle@education.gouv.qc.ca
Coordonnatrice aux études pancanadiennes et internationales

Newfoundland and Labrador: Ron Smith — RonSmith@gov.nl.ca
Director, Evaluation and Research Division

PIRLS and ePIRLS are projects of IEA (International Association for the Evaluation of Educational Achievement). Headquartered in Amsterdam, IEA has been conducting international comparative studies of student educational achievement since 1959. PIRLS and ePIRLS are directed by the TIMSS & PIRLS International Study Center at Boston College.



International Association
for the Evaluation of
Educational Achievement



cmecc



BOSTON
COLLEGE



TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College



cmecc
Council of
Ministers of
Education,
Canada



ePIRLS Online Reading 2016

Progress in International
Reading Literacy
Study

ePIRLS: Reading Assessment
for an Online World

The Significance of Online Literacy

The Internet has become the primary source for obtaining information at work, at home, and for school. And around the world, reading curricula are acknowledging the importance of online reading. In order to measure how well students read online, IEA has created *ePIRLS*—an innovative, online reading assessment.

ePIRLS
Online
Reading
2016

An Innovative Measure of Online Informational Reading

ePIRLS uses an engaging, simulated Internet environment to measure Grade 4 students' achievement in reading for informational purposes.

The assessment presents students with authentic school-like assignments about science and social studies topics, which align with purposes for school reading. *ePIRLS* allows a more accurate assessment of reading and comprehension skills beyond those used in "traditional" print material.

What makes IEA's *ePIRLS* truly innovative is its simulated online interface and assessment design. After logging in to *ePIRLS*, students are introduced to their assignment. As *ePIRLS* begins, two windows appear: an Internet browser window, at left; and the *ePIRLS* assessment window, at right.

To successfully complete *ePIRLS*, students must not only be able to navigate and discriminate among informational texts in a non-linear online environment, students also must construct meaning from these Internet sources as well as retrieve data, make inferences, and integrate the online information. Importantly, at the end of the assessment, students must be able to synthesize information across multiple passages.

Each *ePIRLS* assessment task typically lasts about 40 minutes, and students will be asked to complete two tasks. Students may review their work at any time by scrolling back up through the assessment window.

Internet Browser Window Students search for, navigate through, and read content on multiple websites in a *simulated* Internet environment.

Assessment Window Guides students through the *ePIRLS* assignment and captures student data, such as navigation, responses, and timestamps.

The image displays two simulated windows from the *ePIRLS* assessment. The left window is a simulated internet browser showing a page titled "Polar Bear Facts and Pictures" with text, photos, and navigation options. The right window is the "ePIRLS My Classroom" assessment interface, showing a question about polar bears and multiple-choice options. Arrows point from the text boxes to the corresponding elements in the windows.

Online Reading Passages By visiting various text panels and pages, students read content that helps them complete their online assignment.

Non-linear Online Navigation Multiple tabs and hyperlinks provide an authentic online reading experience, supplemented by photos and graphics.

Teacher Avatar Sets the context for the assessment task, prompts students with questions, and keeps the student on track during the assessment.

Student Responses Students answer multiple-choice and constructed-response questions about the online texts.