

## Progress in International Reading Literacy Study (PIRLS) 2016

Client: U.S. Department of Education, National Center for Education Statistics

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### **Project Overview**

Under this 5-year contract, Insight is producing a series of reports based on the National Center for Education Statistics (NCES) 2016 Progress in International Reading Literacy Study (PIRLS). Conducted by NCES, PIRLS is an international comparative study of the reading literacy of students in the 4th grade. PIRLS was initiated in 2001 and is administered every 5 years, with more than 50 countries currently participating.

As a subcontractor to RTI International, Insight will develop a number of reports and technical documents for a wide variety of audiences as part of this contract.



These products include:

- Briefings for media outlets, congressional staff, and Federal agencies on the PIRLS assessments as well as cross-national analyses of literacy results
- Responses to the National Curriculum Questionnaire on behalf of the United States, synthesizing the curriculum standards in a number of representative States
- A chapter on the United States for the PIRLS Encyclopedia
- The U.S. National Report, detailing the performance of U.S. students compared to other students around the world
- School- and classroom-level reports, to inform teachers and school leaders about institutional effectiveness and areas for development
- A comparison of the National Assessment of Educational Progress (NAEP) assessments with PIRLS

Many of the products developed for this project are on a tight turnaround schedule. To meet these tight deadlines, Insight has quality-control measures in place to populate draft reports with preliminary data as it becomes available. These draft tables can be updated quickly and easily with revisions to the underlying data.

### **Core Activities**

Literature Reviews and Environmental Scans; Data Analysis and Simulation; Report Development and Presentation

### **Products**

- PIRLS encyclopedia chapter (to be submitted in winter 2017)
- School-level reports (to be submitted in spring 2018)
- U.S. comparative report (to be submitted in fall 2017)