



## RELEASED READING LITERACY ITEMS

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

### Giant Tooth

		Level	Page
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

<b>Correct Response:</b>	<b>C</b>
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**Overall Percent Correct**

Education system	Percent correct
Netherlands	95
Italy	92
<i>Hong Kong-CHN</i>	92
Sweden	90
Spain	90
Finland	89
Slovenia	87
Israel	87
<i>Chinese Taipei-CHN</i>	86
Croatia	85
<b>United States</b>	<b>85 </b>
Germany	85
Hungary	83
<i>England-GBR</i>	83
<i>Northern Ireland-GBR</i>	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
<i>Belgium (French)-BEL</i>	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?
- 
- 
- 

## 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

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 believed 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.*

**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
THE GIANT TOOTH MYSTERY	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
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## 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?
- 

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.

### 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
<b>International average</b>	<b>25</b>
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

**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

## Overall Percent Correct

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.

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

Variable Name: R031G05M

Correct Response:	A
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## 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
THE GIANT TOOTH MYSTERY	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
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## 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?
- Reptiles had no teeth.
  - Reptiles were found under rocks.
  - Reptiles lived long ago.
  - Reptiles gulped their food.

Variable Name: R031G07M

Correct Response:	D
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## Overall Percent Correct

Education system	Percent correct
Croatia	74
Ireland	73
Czech Republic	72
Finland	72
<i>Northern Ireland-GBR</i>	71
Hungary	70
Russian Federation	70
<i>England-GBR</i>	69
<b>United States</b>	<b>69 </b>
Italy	69
Denmark	68
Singapore	68
Lithuania	67
Slovak Republic	65
Slovenia	65
Bulgaria	64
<i>Hong Kong-CHN</i>	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
<i>Belgium (French)-BEL</i>	56
Georgia	55
France	53
Norway	52
Trinidad and Tobago	51
<i>Chinese Taipei-CHN</i>	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
THE GIANT TOOTH MYSTERY	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 plant eater	The tooth was flat with ridges.
A giant creature	
A reptile	

(A)

(B)

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: 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- 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 ▲
<i>Northern Ireland-GBR</i>	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 ▼
<i>Belgium (French)-BEL</i>	9
Qatar	8 ▼
Norway	7 ▼
Malta	7 ▼
<i>Chinese Taipei-CHN</i>	7 ▼
Georgia	7 ▼
United Arab Emirates	5 ▼
Trinidad and Tobago	5 ▼
<i>Hong Kong-CHN</i>	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:**

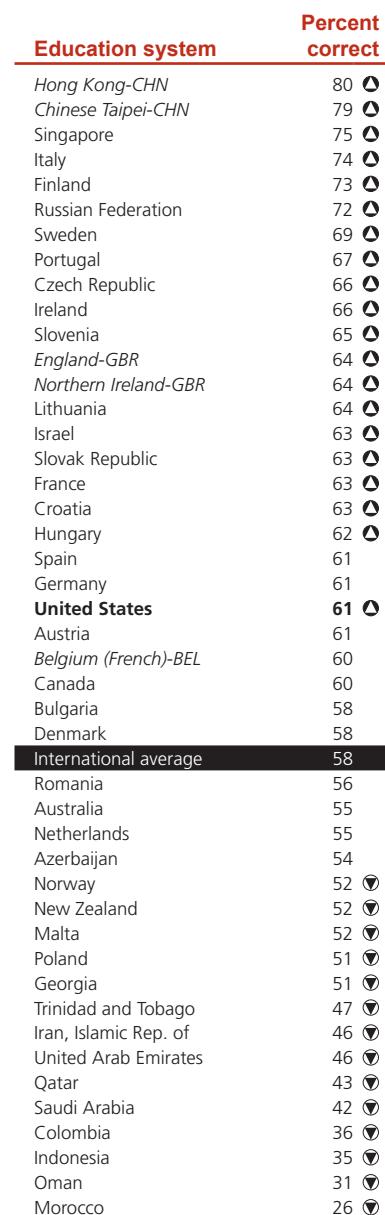
Type of animal	What made him think this
A plant eater	The tooth was flat with ridges.
A giant creature	Difrent spiky MM
A reptile	They gulped there food

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

## Overall Percent Correct

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



## 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

Variable Name: R031G09M

Correct Response:	C
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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?
- 
- 

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.***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 ▲
<i>England-GBR</i>	46 ▲
<i>Northern Ireland-GBR</i>	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
<i>Hong Kong-CHN</i>	30
France	30 ▼
Spain	30 ▼
Georgia	29
Malta	28 ▼
<i>Chinese Taipei-CHN</i>	28 ▼
Norway	27 ▼
<i>Belgium (French)-BEL</i>	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

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
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## 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
THE GIANT TOOTH MYSTERY	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?
- 
- 
- 

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.

**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

**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:

ther both like  
the same.

Passage	Reading Purpose	Comprehension Process of the Task
THE GIANT TOOTH MYSTERY	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.	

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 <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> (sometimes) walked/stood on two/hind legs
The <i>Iguanodon</i> had a horn -OR- The spike was on its head/face/nose	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 (9 metres) long

**0 - Unacceptable 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	Does not mention the way scientists today think the <i>Iguanodon</i> walked or stood.
Does not mention where Gideon Mantell thought the <i>Iguanodon</i> had a spike.	The <i>Iguanodon</i> had a spike on its thumb
The <i>Iguanodon</i> was 100 feet long	Does not mention of how long scientists today think the <i>Iguanodon</i> was.

**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>

Education system	Percent correct
Austria	31
France	31
Slovak Republic	30
<i>Belgium (French)-BEL</i>	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**

Benchmarking education system	Percent correct
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

## 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 very 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
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## 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
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## 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
ENEMY PIE	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
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## Overall Percent Correct

Education system	Percent correct
United States	88 ▲
Bulgaria	86 ▲
Canada	86 ▲
Croatia	85 ▲
Ireland	85 ▲
<i>Northern Ireland-GBR</i>	84 ▲
<i>England-GBR</i>	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 ▲
<i>Belgium (French)-BEL</i>	79 ▲
Finland	78 ▲
Israel	78 ▲
New Zealand	78 ▲
Hungary	77 ▲
Lithuania	74 ▲
Spain	74 ▲
Netherlands	74 ▲
Germany	74 ▲
Romania	73
International average	71
Azerbaijan	70
Austria	67 ▼
Malta	67 ▼
Sweden	65 ▼
<i>Chinese Taipei-CHN</i>	64 ▼
<i>Hong Kong-CHN</i>	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?
- 
- 

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>
Chinese Taipei-CHN	82
Northern Ireland-GBR	81
Hong Kong-CHN	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
England-GBR	73
France	72
Azerbaijan	71
Hungary	71
<b>International average</b>	<b>70</b>
Austria	69
Belgium (French)-BEL	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	60
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 Tom's best friend.

**Incorrect Response:**

Jeremy was not talking to Tom

Passage	Reading Purpose	Comprehension Process of the Task
ENEMY PIE	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.
- 

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*

### 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
<i>Northern Ireland-GBR</i>	79
Croatia	79
Finland	79
New Zealand	78
Australia	78
France	78
Czech Republic	77
Portugal	77
<i>Belgium (French)-BEL</i>	76
<i>Chinese Taipei-CHN</i>	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

**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

<b>Correct Response:</b>	<b>B</b>
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**Overall Percent Correct**

Education system	Percent correct
Singapore	60 
Netherlands	60 
<i>Northern Ireland-GBR</i>	60 
Ireland	59 
Russian Federation	57 
Finland	56 
<b>United States</b>	<b>55 </b>
Australia	54 
<i>England-GBR</i>	54 
Israel	54 
Hungary	53 
Canada	53 
Lithuania	52 
Slovenia	48 
Croatia	48 
Germany	47 
New Zealand	46 
<i>Hong Kong-CHN</i>	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 
<i>Belgium (French)-BEL</i>	35 
Slovak Republic	34 
<i>Chinese Taipei-CHN</i>	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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**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	—

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.

**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's good.  
There might be something  
bad, and thought you might get  
bad breath, or lose hair.

Passage	Reading Purpose	Comprehension Process of the Task
ENEMY PIE	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.
- 
- 

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
<i>Northern Ireland-GBR</i>	86
Hungary	85
Sweden	84
Croatia	84
<i>Hong Kong-CHN</i>	84
<b>United States</b>	<b>83 </b>
Slovak Republic	83
Italy	83
<i>England-GBR</i>	83
Finland	81
Germany	81
<i>Chinese Taipei-CHN</i>	81
Lithuania	81
Canada	80
Singapore	80
Portugal	80
Netherlands	79
Denmark	78
Poland	78
Austria	78
Spain	77
Israel	77
<i>Belgium (French)-BEL</i>	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
ENEMY PIE	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?
- 
- 

**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 ▲
<i>Northern Ireland-GBR</i>	52 ▲
Bulgaria	51 ▲
Israel	50 ▲
Poland	50 ▲
Sweden	50
Austria	49
Italy	49
<i>England-GBR</i>	48
Australia	47
<b>International average</b>	<b>46</b>
New Zealand	45
Denmark	45
France	43
<i>Belgium (French)-BEL</i>	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
ENEMY PIE	Literary Experience	Make Straightforward Inferences

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

## Overall Percent Correct

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.

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 ▼

Variable Name: R031P08M

Correct Response:	C
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## Benchmarking education system

Florida-USA	92 ▲
Alberta-CAN	80 ▲
Ontario-CAN	80 ▲
Quebec-CAN	75 ▲
Andalusia-ESP	65 ▼
Dubai-UAE	62 ▼
Maltese-MLT	60 ▼
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	Make Straightforward Inferences

**Item 9: What surprises Tom**

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

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.*

**Overall Percent Correct**

Education system	Percent correct
Netherlands	88
Finland	87
Russian Federation	86
<i>Northern Ireland-GBR</i>	86
Ireland	86
<b>United States</b>	<b>86 </b>
Canada	83
Germany	83
Denmark	83
<i>England-GBR</i>	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
<i>Belgium (French)-BEL</i>	73
Italy	72
Norway	71
France	71
Spain	70
Bulgaria	69
<i>Hong Kong-CHN</i>	69
Israel	68
<b>International average</b>	<b>66</b>
Sweden	64
Romania	64
Georgia	60
Malta	56
<i>Chinese Taipei-CHN</i>	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

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?
- Tom did not want to share dessert with Jeremy.
  - Tom did not think Enemy Pie would work.
  - Tom was beginning to like Jeremy.
  - Tom wanted to keep Enemy Pie a secret.

## 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 ▼

Variable Name: R031P10M

Correct Response:	C
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## 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
ENEMY PIE	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
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## 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>
<i>Northern Ireland-GBR</i>	79
Israel	78
Russian Federation	78
Canada	77
Ireland	76
<i>England-GBR</i>	76
Bulgaria	76
Australia	75
Azerbaijan	74
Hungary	73
Singapore	73
Italy	71
<i>Hong Kong-CHN</i>	71
Norway	71
New Zealand	69
<i>Belgium (French)-BEL</i>	68
Germany	68
Spain	68
Poland	68
Czech Republic	67
<i>Chinese Taipei-CHN</i>	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
ENEMY PIE	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.

## Overall Percent Correct

Education system	Percent correct
United States	79
Finland	77
Netherlands	77
Russian Federation	73
Czech Republic	73
<i>Hong Kong-CHN</i>	71
Slovenia	70
Germany	70
Canada	69
Poland	68
Slovak Republic	68
<i>Northern Ireland-GBR</i>	67
Italy	67
Denmark	66
<i>England-GBR</i>	65
Israel	65
Austria	65
Hungary	64
Singapore	64
Ireland	64
Bulgaria	64
Sweden	63
Australia	62
Spain	60
<i>Chinese Taipei-CHN</i>	59
Croatia	58
New Zealand	56
<b>International average</b>	<b>56</b>
Portugal	55
Norway	53
Romania	53
<i>Belgium (French)-BEL</i>	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

Variable Name: R031P12M

Correct Response:	A
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## 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
ENEMY PIE	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
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## 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.
- 
- 
- 

## 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
<i>Belgium (French)-BEL</i>	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

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.***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

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

Variable Name: R031P14C

**Student Responses**

**Correct Response:**

Toms 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
ENEMY PIE	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.
- 
- 
- 

**Overall Percent Correct**

Education system	Percent correct
Singapore	51 ▲
United States	50 ▲
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
International average	24
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 ▼

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.

**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 took his son to pretended to be  
his friend so they can actually be friends.

**Partially Correct Response:**

Toms dad is a smart guy.

**Incorrect Response:**

he made the enemy pie  
and gave his son evise

Passage	Reading Purpose	Comprehension Process of the Task
ENEMY PIE	Literary Experience	Examine and Evaluate Content, Language, and Textual Elements

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

## Overall Percent Correct

16. What lesson might you learn from this story?

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Education system	Percent correct
Germany	60
United States	49
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
International average	30
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

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.*

## 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

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

Variable Name: R031P16C

### Student Responses

#### Correct Response:

That you should never make a kid  
an 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!

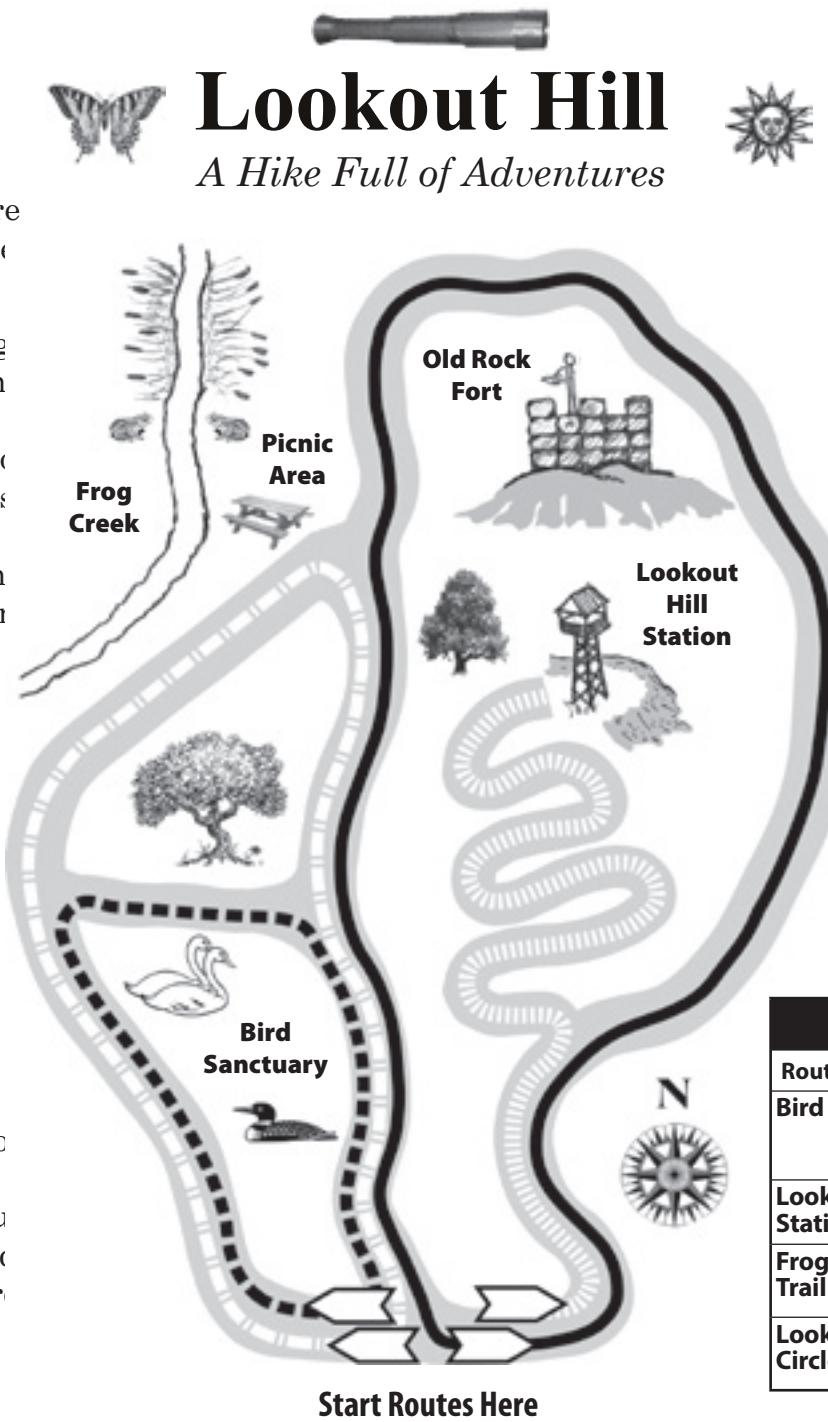
**You are in charge!** You can choose where you want to go, how long you want to be gone, and how fast you want to go. You can simply stroll along enjoying nature or challenge yourself with difficult and steep hiking trails. It is up to you!

**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
DAY HIKING	Acquire and Use Information	Make Straightforward Inferences

## Item 1: Main message of the leaflet

## Overall Percent Correct

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.

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

Variable Name: R021N01M

Correct Response:	C
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Passage	Reading Purpose	Comprehension Process of the Task
DAY HIKING	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
DAY HIKING	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. \_\_\_\_\_  
\_\_\_\_\_

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.

**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

## 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
DAY HIKING	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?
- Discover the Fun of Day Hiking
  - Planning Your Day Hike
  - Packing Checklist
  - Keeping Safe on Your Day Hike

Variable Name: R021N04M

Correct Response:	B
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## Overall Percent Correct

Education system	Percent correct
Hong Kong-CHN	85
Chinese Taipei-CHN	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
International average	55
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

Florida-USA	69
Ontario-CAN	67
Quebec-CAN	62
Alberta-CAN	59
Dubai-UAE	53
Maltese-MLT	51
Abu Dhabi-UAE	44
Andalusia-ESP	35

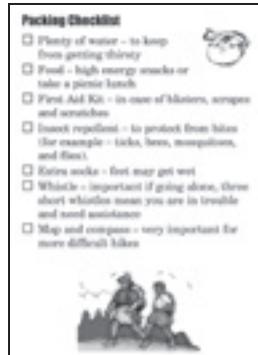
Percent higher than International average  
 Percent lower than International average

Passage	Reading Purpose	Comprehension Process of the Task
DAY HIKING	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?
- feet may get wet
  - weather may get cold
  - in case of blisters
  - for a friend



Variable Name: R021N05M

Correct Response:	A
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## 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

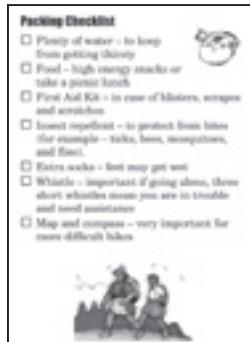
Ontario-CAN	95
Florida-USA	94
Alberta-CAN	93
Quebec-CAN	92
Andalusia-ESP	91
Maltese-MLT	79
Dubai-UAE	78
Abu Dhabi-UAE	63

Percent higher than International average  
 Percent lower than International average

Passage	Reading Purpose	Comprehension Process of the Task
DAY HIKING	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?
- have a high energy snack
  - blow your whistle three times
  - put on more insect repellent
  - yell for help as loud as you can

Variable Name: R021N06M

Correct Response:	B
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## 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
DAY HIKING	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?
- start early
  - stay on hiking trails
  - pace yourself
  - be careful where you walk

**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. Don't 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. Some animals are very territorial. They may look scary and dangerous, but they can be unpredictable and very protective of their territories.

**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.

Variable Name: R021N07M

<b>Correct Response:</b>	C
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**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?
- 
- 

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 ▼

### Benchmarking education system

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:**

In case you get in trouble, someone might  
rescue you.

**Incorrect Response:**

In case they leave  
you.

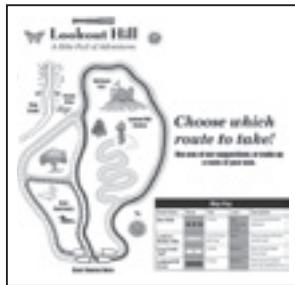
Passage	Reading Purpose	Comprehension Process of the Task
DAY HIKING	Acquire and Use Information	Make Straightforward Inferences

## Item 9: Which route for the shortest hike

## Overall Percent Correct

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?
- Bird Walk
  - Lookout Station Hike
  - Frog Creek Trail
  - Lookout Hill Circle



Variable Name: R021N09M

Correct Response:	A
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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	Percent correct
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 ▼

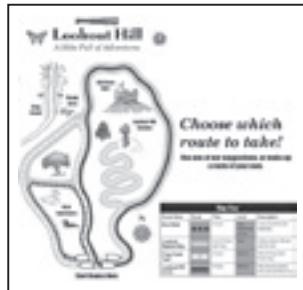
▲ Percent higher than International average  
▼ Percent lower than International average

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

## Item 10: Who could go to Lookout Station

## Overall Percent Correct

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?
- people who are in a hurry
  - people who have small children
  - people who like to watch birds
  - people who are fit and strong

Variable Name: R021N10M

Correct Response:

D

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
<i>Northern Ireland-GBR</i>	64
Lithuania	63
<i>Hong Kong-CHN</i>	62
<i>England-GBR</i>	62
Germany	62
<b>International average</b>	<b>60</b>
Italy	60
Colombia	59
<i>Chinese Taipei-CHN</i>	59
France	58
Norway	57
Bulgaria	57
Austria	55
Malta	55
Slovenia	49
Poland	48
Sweden	47
Trinidad and Tobago	47
<i>Belgium (French)-BEL</i>	46
United Arab Emirates	46
Qatar	44
Azerbaijan	43
<i>Iran, Islamic Rep. of</i>	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
DAY HIKING	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. \_\_\_\_\_  
 \_\_\_\_\_

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.

**Overall Percent Correct**

Education system	Percent correct
Denmark	86 ▲
<b>United States</b>	<b>83 ▲</b>
England-GBR	83 ▲
Northern Ireland-GBR	82 ▲
Netherlands	81 ▲
Portugal	79 ▲
Hong Kong-CHN	78 ▲
Canada	75 ▲
Chinese Taipei-CHN	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**

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

▲ Percent higher than International average

▼ Percent lower than International average

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 do do if you lost

Passage	Reading Purpose	Comprehension Process of the Task
DAY HIKING	Acquire and Use Information	Interpret and Integrate Ideas and Information

**Item 12: Reasons for choosing route****Overall Percent Correct**

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.

**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 easier

② 2. It is faster and you see  
beautiful 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 CircleGive **two** reasons from the leaflet why you chose this route.

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

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

Variable Name: R021N12C

**Student Responses****Incorrect Response:**

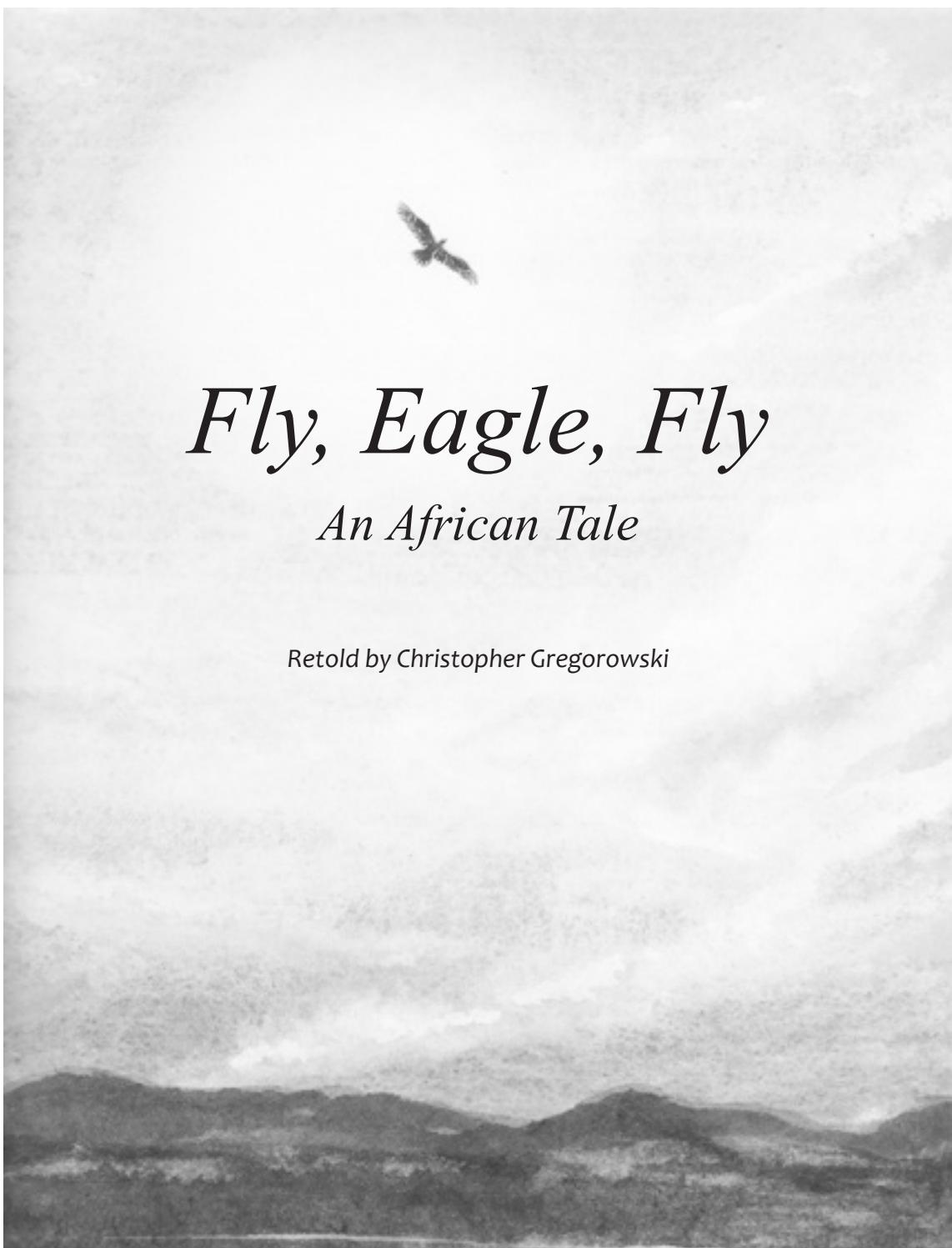
12. Use the map of Lookout Hill and the map key to plan a hike.  
Check which route you would choose.

- 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



# *Fly, Eagle, Fly*

## *An African Tale*

Retold by Christopher Gregorowski

## 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.



*Fly, Eagle, Fly* by Christopher Gregorowski and illustrated by Niki Daly. Published by Simon and Schuster, New York. Text copyright © 2000 by Christopher Gregorowski and illustrations copyright © 2000 by Niki Daly. An effort has been made to obtain copyright permission.

Passage	Reading Purpose	Comprehension Process of the Task
<b>FLY, EAGLE, FLY</b>	Literary Experience	Focus on and Retrieve Explicitly Stated Information and Ideas

**Item 1: What farmer set out to look for**

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

**Overall Percent Correct**

Variable Name: R021E01M

<b>Correct Response:</b>	<b>A</b>
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**Benchmarking education system**

Ontario-CAN	94
Quebec-CAN	92
Alberta-CAN	92
<i>Florida-USA</i>	91
<i>Andalusia-ESP</i>	87
<i>Maltese-MLT</i>	84
<i>Dubai-UAE</i>	81
<i>Abu Dhabi-UAE</i>	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
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## 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?
- He carried the eagle chick in both hands.
  - He brought the eagle chick to his family.
  - He put the eagle chick back in its nest.
  - He searched the riverbed for the eagle chick.

Variable Name: R021E03M

<b>Correct Response:</b>	A
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**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
<i>Belgium (French)-BEL</i>	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

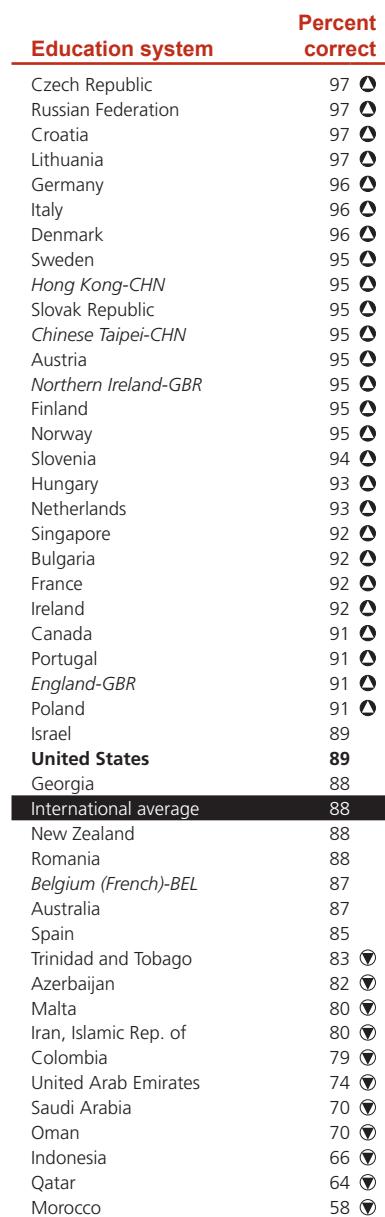
## Item 4: What farmer did with the chick

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
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## Overall Percent Correct



## 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
<b>Benchmarking education system</b>	
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

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.*

Percent higher than International average  
 Percent lower than International average

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

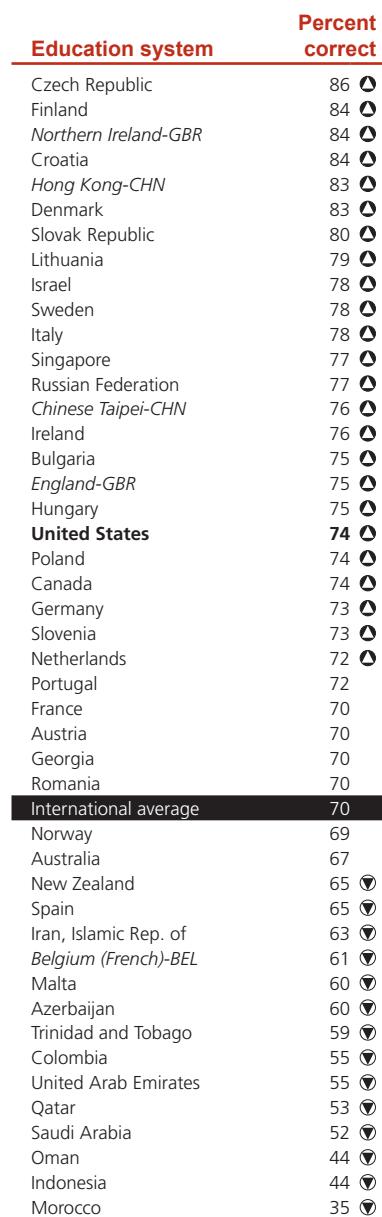
## Item 6: How friend tried making eagle fly

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

Variable Name: R021E06M

Correct Response:	A
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## Overall Percent Correct



## 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."
- 
- 
- 
- 

**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 ▲
<i>Northern Ireland-GBR</i>	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
<i>Belgium (French)-BEL</i>	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 ▼

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.

**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 suppose to fly but  
not stay at the ground.

**Partially Correct Response:**

The father friend meant that the eagles flies  
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
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## Overall Percent Correct



## 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
<b>FLY, EAGLE, FLY</b>	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
International average	17
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	—

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.*

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

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.
- 
- 

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*

**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

Item 10: Beautiful sky at dawn (continued)

Variable Name: R021E10C

**Student Responses**

**Correct Response:**

majestic

**Incorrect Response:**

it was bitiful when it went  
down.

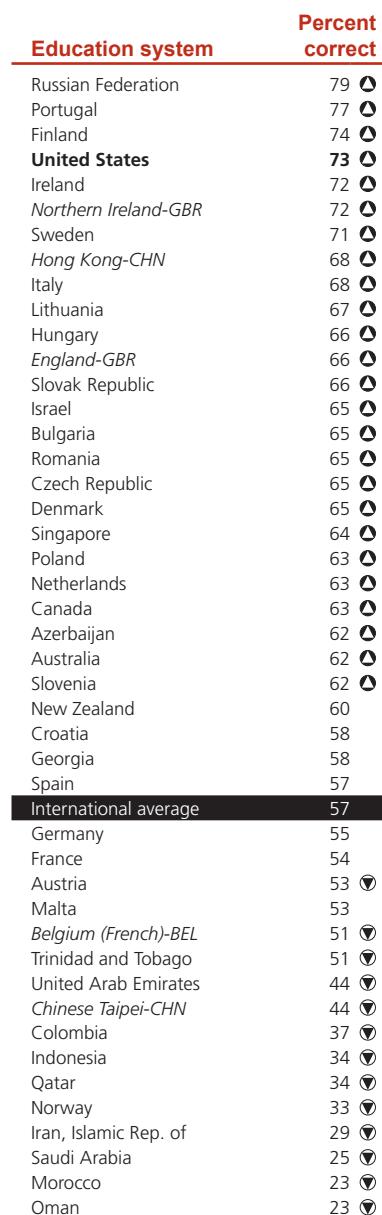
Passage	Reading Purpose	Comprehension Process of the Task
FLY, EAGLE, FLY	Literary Experience	Examine and Evaluate Content, Language, and Textual Elements

**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

<b>Correct Response:</b>	<b>A</b>
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**Overall Percent Correct****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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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.

**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
International average	29
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

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 the the fake chicken was really a 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:

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