

**MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT**

**2011 GRADE 2 NATIONAL ASSESSMENT**

**KEY RESULTS**

## KEY RESULTS OF THE 2011 GRADE 2 NATIONAL ASSESSMENT

### Overview:

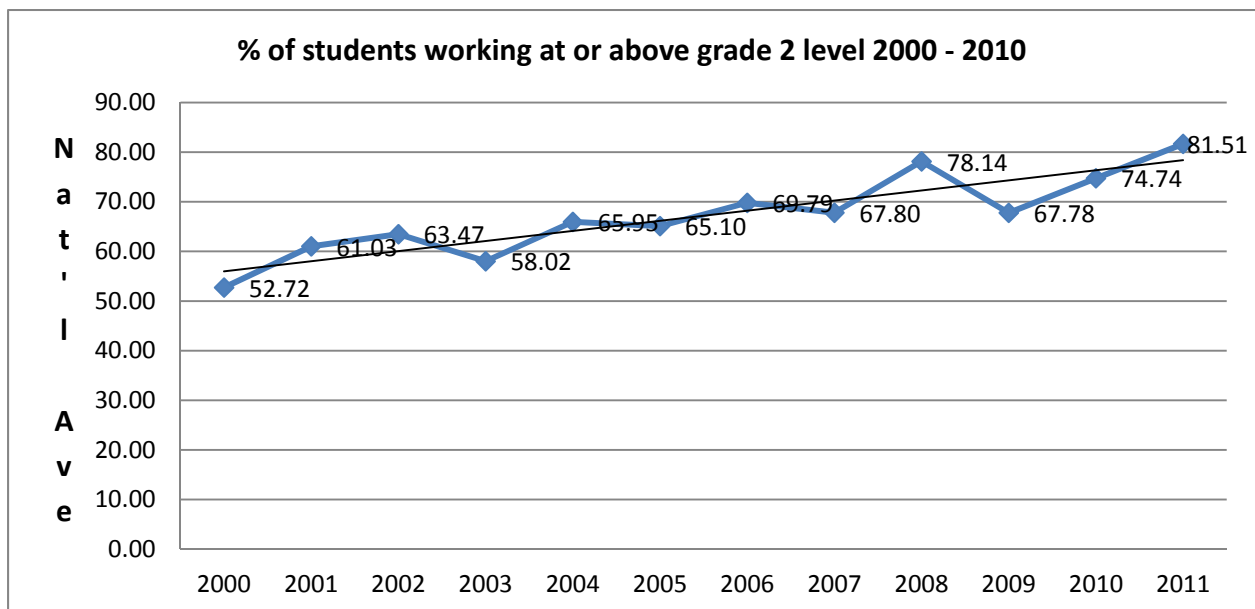
**The Grade 2 National Assessment (G2NA)** is an examination given annually in October to assess the competency of public and private school students and to monitor the health of the education system in Dominica. Students' are tested in **literacy** (oral reading, silent reading comprehension, and writing, listening and speaking) and **numeracy** (Number concepts and computation, measurement, geometry, statistics & data handling and problem solving). The tests were developed by the Ministry of Education and administered by classroom teachers under normal exam conditions. Scripts were marked at district marking sessions under the supervision of the Curriculum, Measurement and Evaluation Unit.

The results are intended to guide the Ministry of Education in its efforts towards the improvement of the quality of education in schools and for schools to provide appropriate intervention for the students.

In 2011, a total of 1053 grade 3 (544 females and 509 males) students wrote the exams. This can be compared to 1082 in 2010 and 1177 in 2009.

### Results (Literacy)

- **The results showed an increase in reading levels over the previous year.** Approximately 81.5% of the students were reading at or above the grade 2 level (as compared to 75% in 2010.) 12% of the students, however, are still reading at level K or below. The results continue to show an upward trend from 2000 – 2011.



- **Gender differences in reading remain high** as girls continue to outperform their male counterparts. 89.4% of the girls are reading at or above grade levels as compared to 72.7% of the boys. On the other end, 19.5% of the boys are reading at grade K level or below while only 6.5% of the girls are at that level (see fig 1.1).

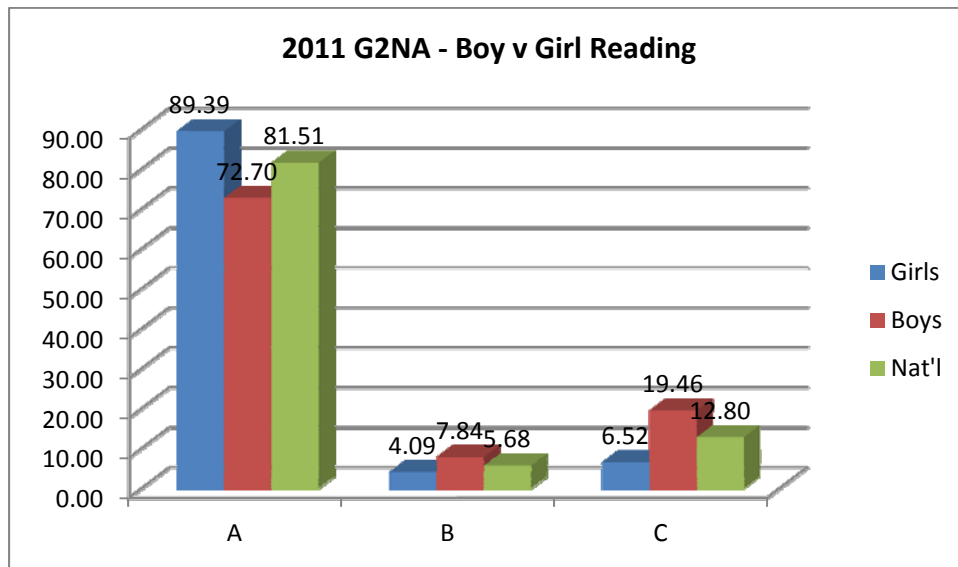


Fig.1 – Oral Reading levels of boys and girls at the 2011 G2NA

	READING			SRC			WRITING			NUMBER		
	A	B	C	A	B	C	A	B	C	A	B	C
Girls	89.39	4.09	6.52	42.78	39.98	17.24	26.56	34.72	38.73	46.35	38.84	14.81
Boys	72.70	7.84	19.46	32.93	40.41	26.66	11.88	34.59	53.53	33.52	46.35	20.13
Nat'l	81.51	5.68	12.80	37.72	40.89	21.39	19.58	32.89	47.52	41.18	42.21	16.61

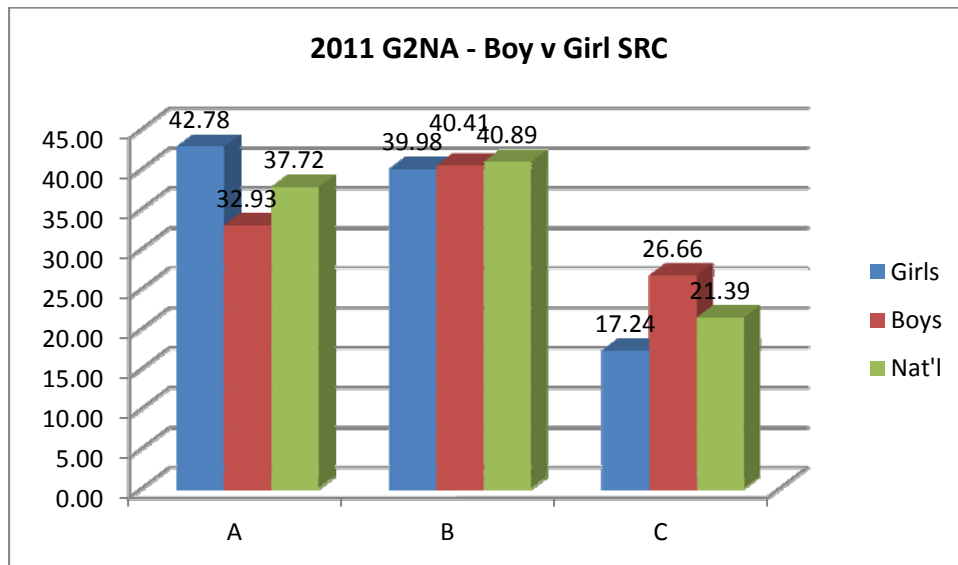
Table 1 – Performance of boys vs girls.

- As in the past, reading levels do not appear to be dependent on the size of the school. Some multi-grade schools performed well while other schools performed poorly and vice versa.

### Silent Reading Comprehension:

- While there was a significant improvement, students' performance on the Silent Reading Comprehension was far worse than their oral reading performance. This year, four passages, each with 5 questions were used to test students' comprehension level. 42.7% of the students were able to understand the passages and write a correct response to the questions asked. This represents a 10% increase over last year (32% in 2010).

- Again, girls outperformed boys in this test. 42.7% of the girls were able to successfully read and understand the passages as compared to 33.6% of the boys. 25.9% of the boys and 17.7% of the girls are working at level K or below.



*Fig. 2 – Reading Comprehension levels of boys and girls at the 2011 G2NA*

- The results showed a strong correlation (0.700) between the oral reading levels and silent reading comprehension levels. Students who attained high scores on the oral reading levels also attained high scores on the silent reading comprehension while those who attained low scores in one attained low scores in the other.

### **Writing:**

Students' performance on writing showed a slight increase over 2010. Only about 19.5% of the students were able to write a paragraph explaining one (1) thing they like about their school in a relevant and organized manner. While students continue to write longer paragraphs they tend to stray off topic and lack coherency.

Almost half of the students (47.1%) were rated as writing at the K level or below.

Again, the scores favoured the girls. There was a 15.2% difference between the writing levels of girls and boys at the grade 2 level.

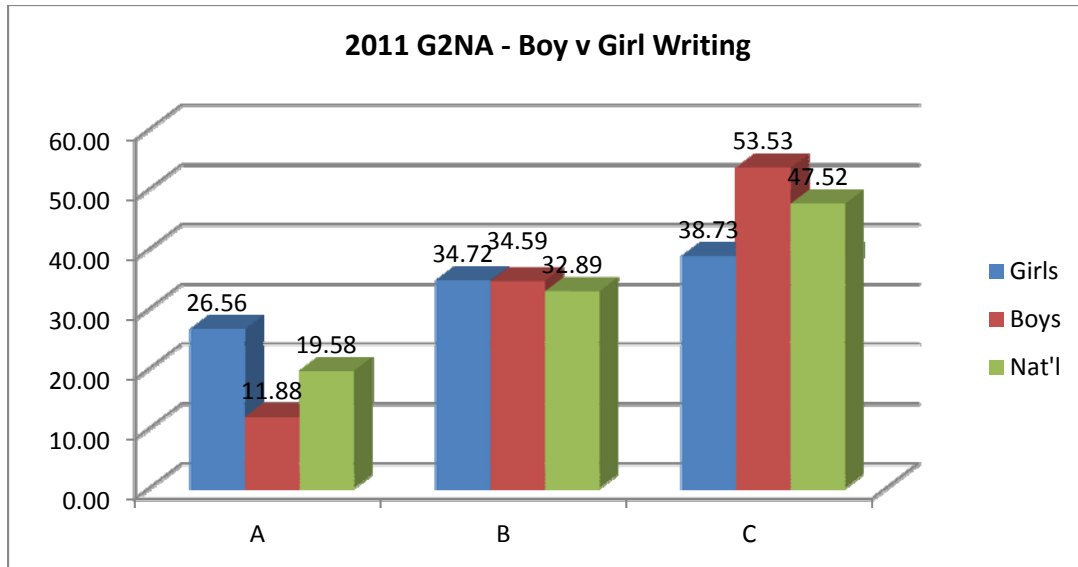


Fig. 3 – Writing levels of boys and girls at the 2011 G2NA

## Results (Numeracy)

### Number Concepts and Computation

- Numeracy levels remain at an alarming level at the grade 2 level. About 41.18% of grade 2 students were working at or above level in number concepts and computation.

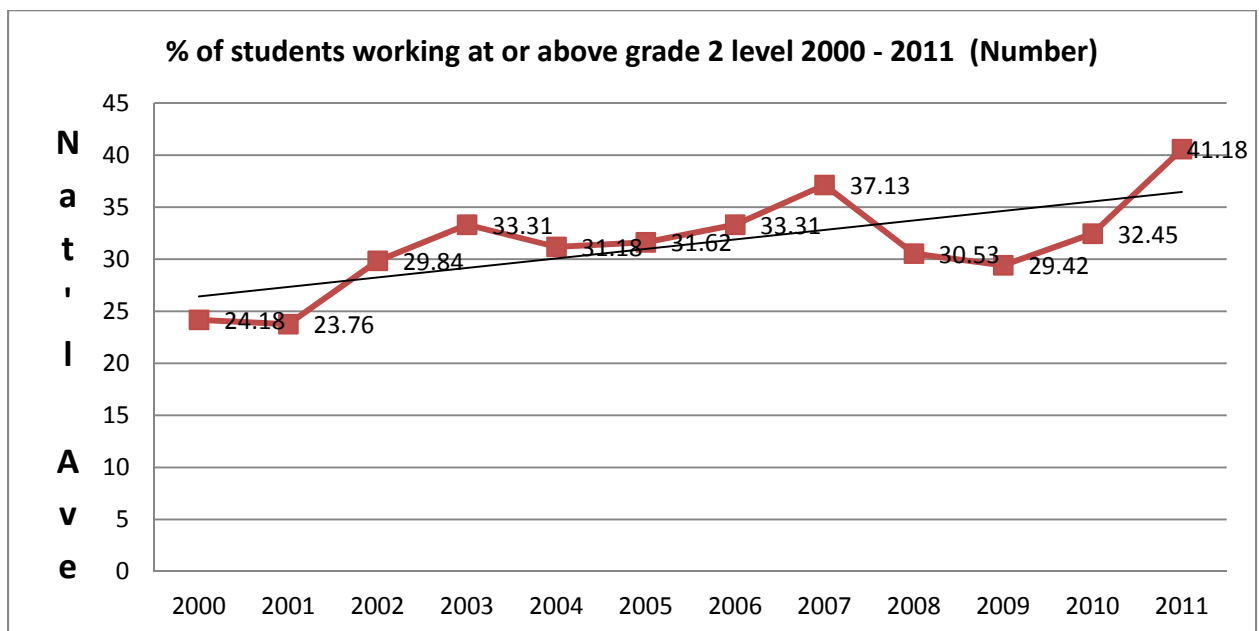


Fig 4 – G2NA Numeracy trends 2000 - 2011

- Gender differences were significantly higher than in 2010 with 40% of the girls 30% of the boys working at or above grade level (34% of the girls and 31% of the boys in 2010).
- 29% of the boys and 20% of the girls are working at the level of K or below.

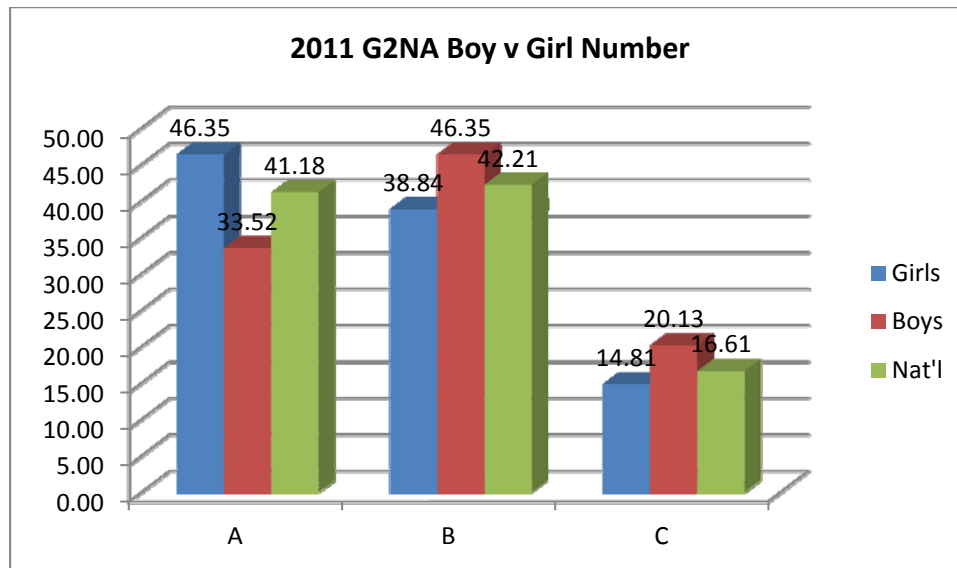


Fig 5 - Numeracy levels of boys and girls at the 2011 G2NA

### District Performances

- Overall performance in reading was higher in the western district than the other three districts. As in previous years higher scores were associated with some of the large Roseau schools. Over 89% of grade 3 girls, nationally, were reading at or above grade level. In the southern district about 93% of all girls were assessed as reading satisfactorily.
- Performance in number in the southern district far surpassed that of the other districts (43.62% in South; 33.33% in East; 31.23% in North and 27.60% in West).
- **The performance of boys in the districts remain a concern. In the eastern district some 35% of the 123 grade 3 boys from schools in that area were rated as reading at K or below levels. In the other districts between 14 - 21% were rated at that level.**
- **In each district between two to three times as many boys as girls had serious reading difficulties.** In the eastern district some 35% of the boys are reading well below expectations (as compared to 16% of the girls). **In the southern and western districts 25% of the boys as compared to about 7% of the girls had serious reading difficulties.**

## Schools

- Student performance differences continue to be observed between schools within districts.
- In each district some schools were beacons of excellence, while others had made commendable improvements.

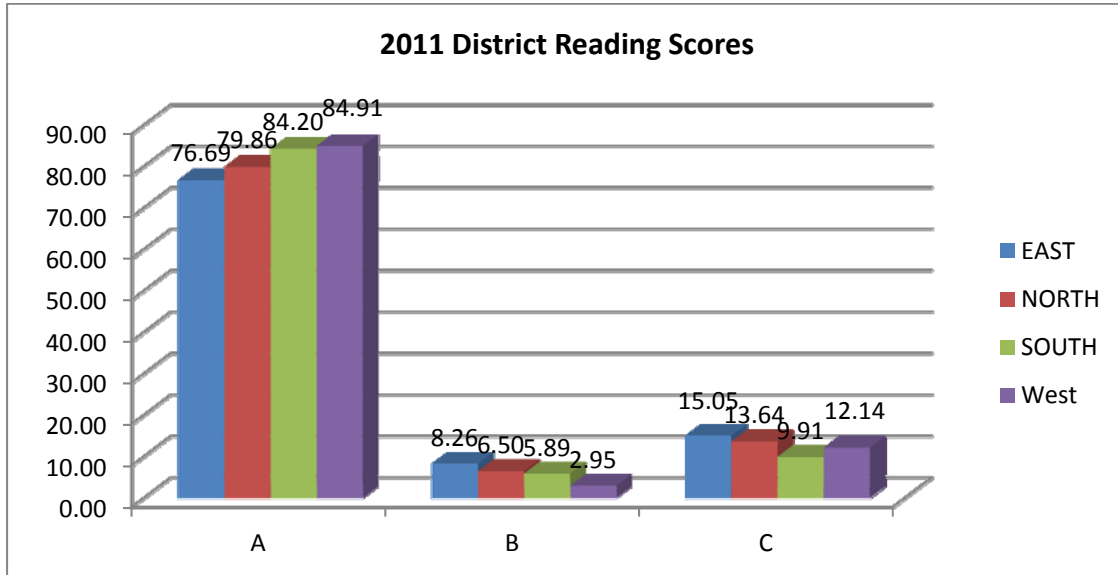


Fig 6 – District Performance in Reading

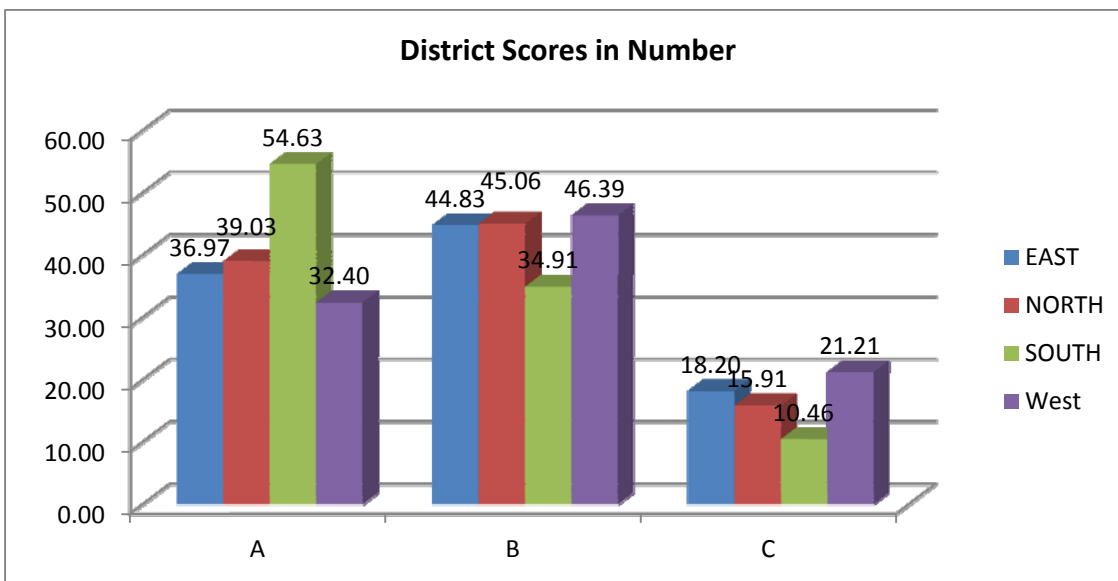


Fig 7 - Numeracy levels of boys and girls at the 2011 G2NA

## Conclusions

- Reading performance at the grade 3 level was at an all time high since the inception of the Grade 2 National Assessments in 2000.
- A review of reading level trends at schools over the last four years indicates that some schools have made progress while others have deteriorated. Of critical importance appears to be the presence of good leadership and committed trained teachers in the early grades.
- **Reading performance of students in about 18% of the nations' primary schools remains weak. In these schools over 25% of their grade 3 students are reading at K or below K reading levels. Thirteen schools (22%) still have an average of less than 60% of their students reading at or above grade 2 level.**
- **Between two and three times as many boys as girls can be classified as reading at two grades or more below their level.**
- **Writing standards are well below that of reading.** Satisfactory writing from the majority of students was observed in only a handful of schools.
- Performance differences among schools seem to be more a function of school effectiveness than size or location of school. These differences were also manifest in schools of similar locality and economic background.

## Recommendations

- **Efforts to address the reading, writing and numeracy problems in poorly performing schools should remain a key priority of the Ministry of Education and these schools.**
- **The Ministry of Education develop a plan to assist such schools.**
- **A national effort is still required to:**
  - (a) **sensitise parents and schools to the needs of boys**
  - (b) **look for and implement strategies that will address the needs of boys**
- **Strong and capable primary school leadership must continue to be shown.** This should manifest itself in:
  - (a) careful staff deployment, especially in K and the early grades



- (b) regular and early assessment and monitoring of student performance from K onwards
  - (c) use of early intervention strategies for students not making desired progress
  - (d) early involvement of parents in the intervention process
- **Efforts need to be made to ensure each school has a quota of committed, trained teachers.**
  - Based on results **districts and schools need to set targets** and to develop literacy plans to achieve these targets. **It is particularly important that reading and writing achievement from K to grade 2 is carefully monitored using the Early Identification Checklist and suitable intervention strategies are implemented.**