

MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT

2012 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 2012, a total of 1021 grade 3 students wrote the exams. This can be compared to 1053 in 2011.

Results (Literacy)

- **The 2012 results showed a decrease in reading levels over 2011.** Approximately 74.3% of the students were reading at or above the grade 2 level (as compared to 81.5% in 2011.) 14.5% of the students, however, are still reading at level K or below. The results continue to show an upward trend from 2000 – 2011.

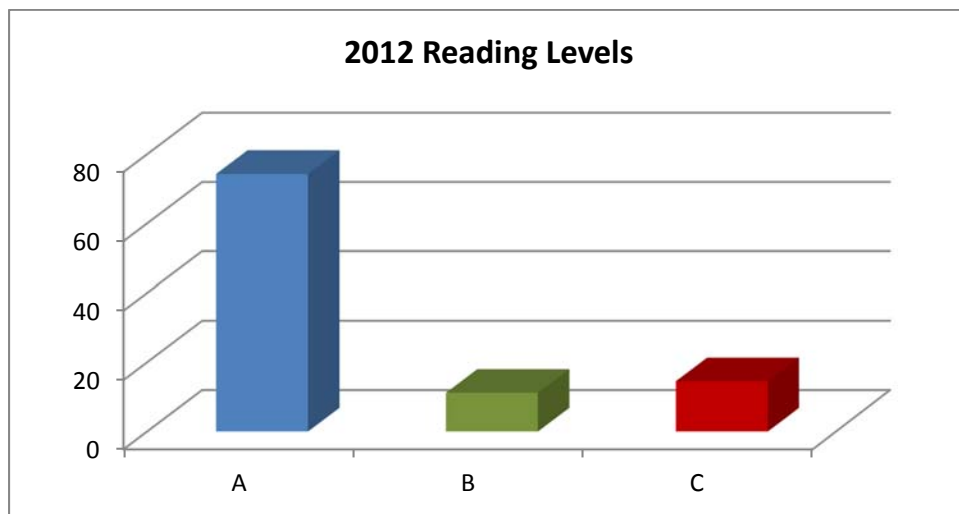


Fig 1. 2012 Reading levels

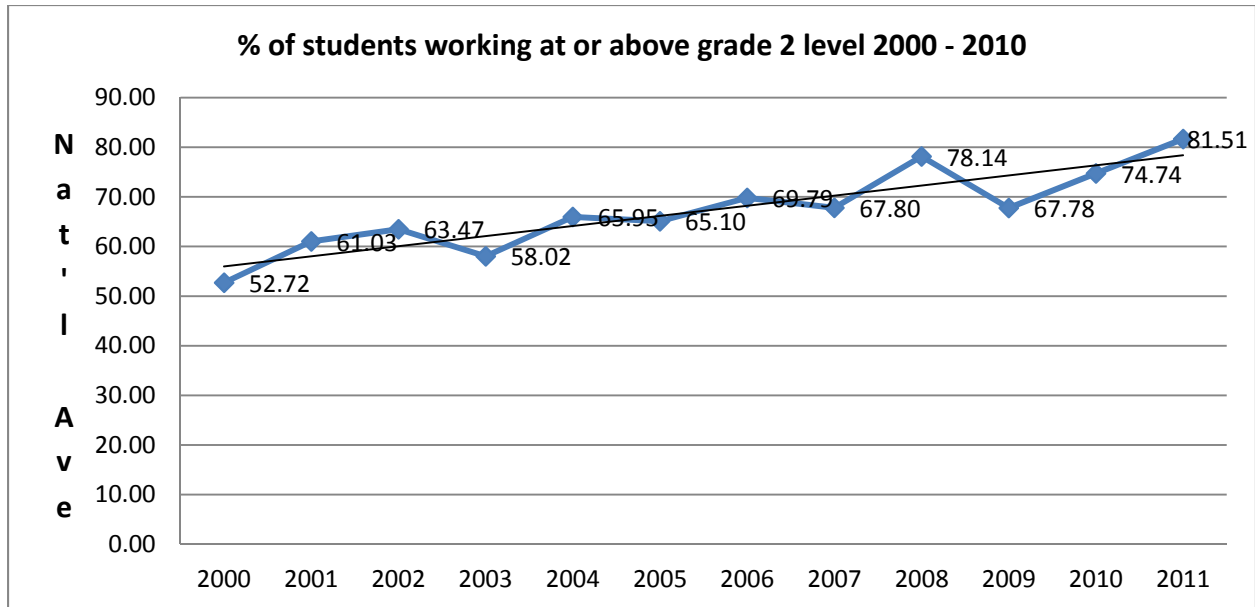


Fig 2. Reading Trends 2000 - 2012

- Gender differences in reading remain high** as girls continue to outperform their male counterparts. 83.4% of the girls (89.4 in 2011) are reading at or above grade levels as compared to 65.86% of the boys (72.7% in 2011). On the other end, 21% of the boys are reading at grade K level or below while only 7.5% of the girls are at that level (see fig 1.1).

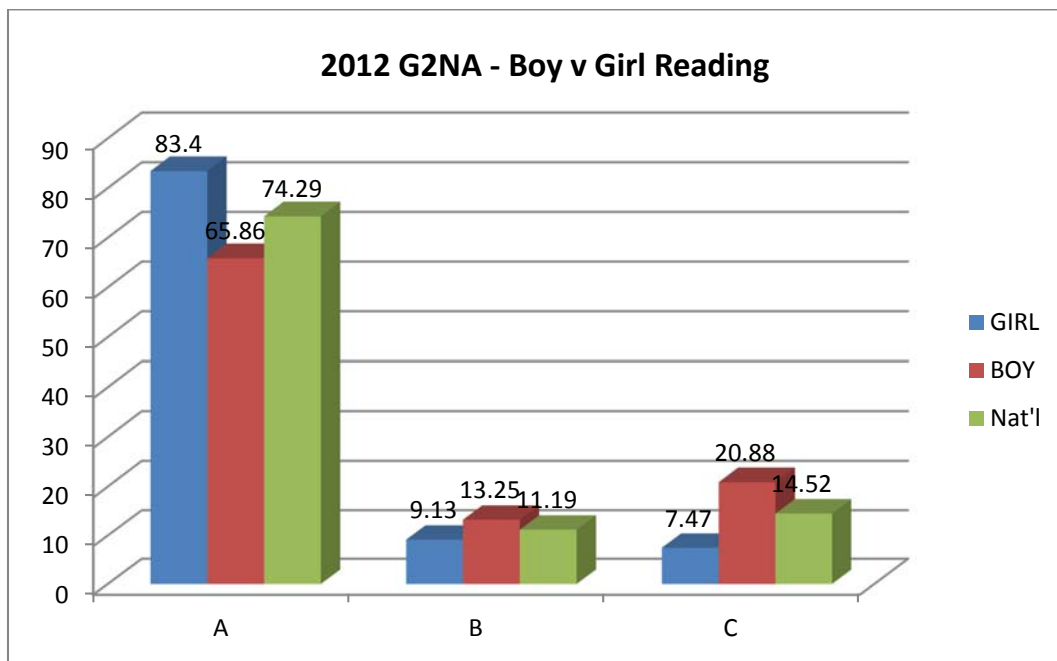


Fig.3 – Oral Reading levels of boys and girls at the 2012 G2NA

Silent Reading Comprehension:

- Students' performance on the Silent Reading Comprehension showed a decrease over 2011. This year, five passages, each with 5 questions were used to test students' comprehension level. 39.58% (42.7% in 2011) of the students were able to understand the passages and write a correct response to the questions asked.
- Again, girls outperformed boys in this test. 45.38% of the girls were able to successfully read and understand the passages as compared to 34.18% of the boys. 16.5% of the boys (25.9% in 2011) and 9.7 of the girls (17.7% in 2011) are working at level K or below.

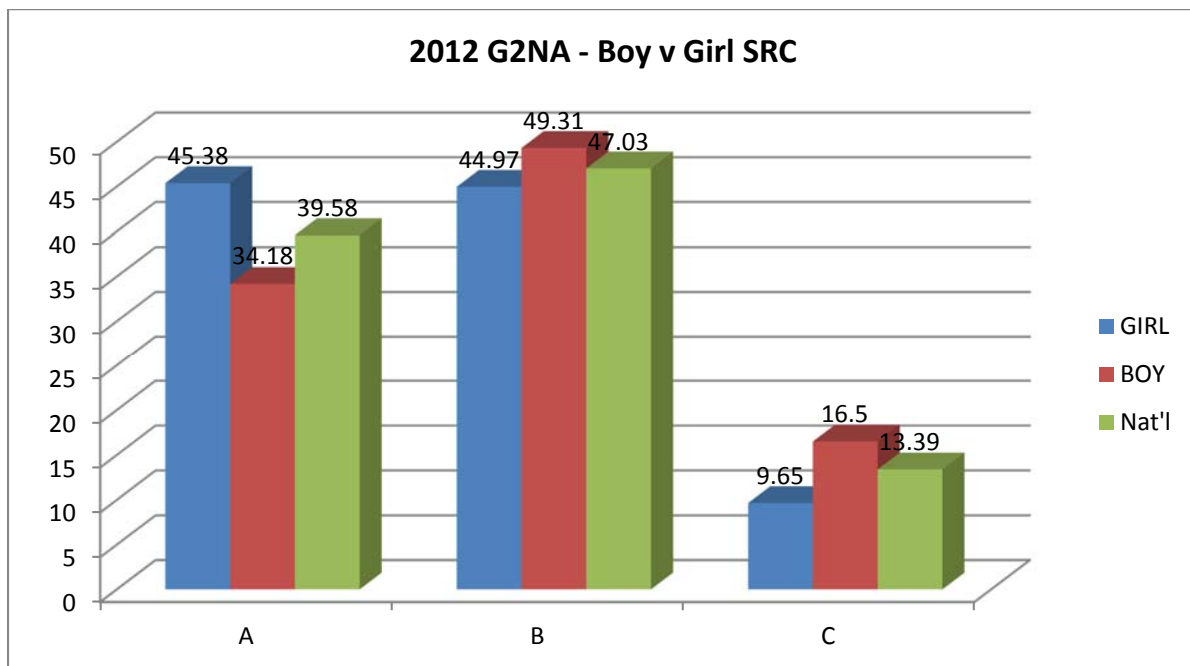


Fig. 2 – Reading Comprehension levels of boys and girls at the 2011 G2NA

- The results showed a good correlation (0.645) 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 significant increase (13.1%) over 2011. About 32.5% of the students were able to write a paragraph explaining one (1) thing they like about

their school (19.5% in 2011) in a relevant and organized manner. While students continue to write longer paragraphs they tend to stray off topic and lack coherency.

26% of the students (47.1% in 2011) were rated as writing at the K level or below. The scores continue to favour the girls. There was an 18% difference between the writing levels of girls and boys (15.2% in 2011) at the grade 2 level.

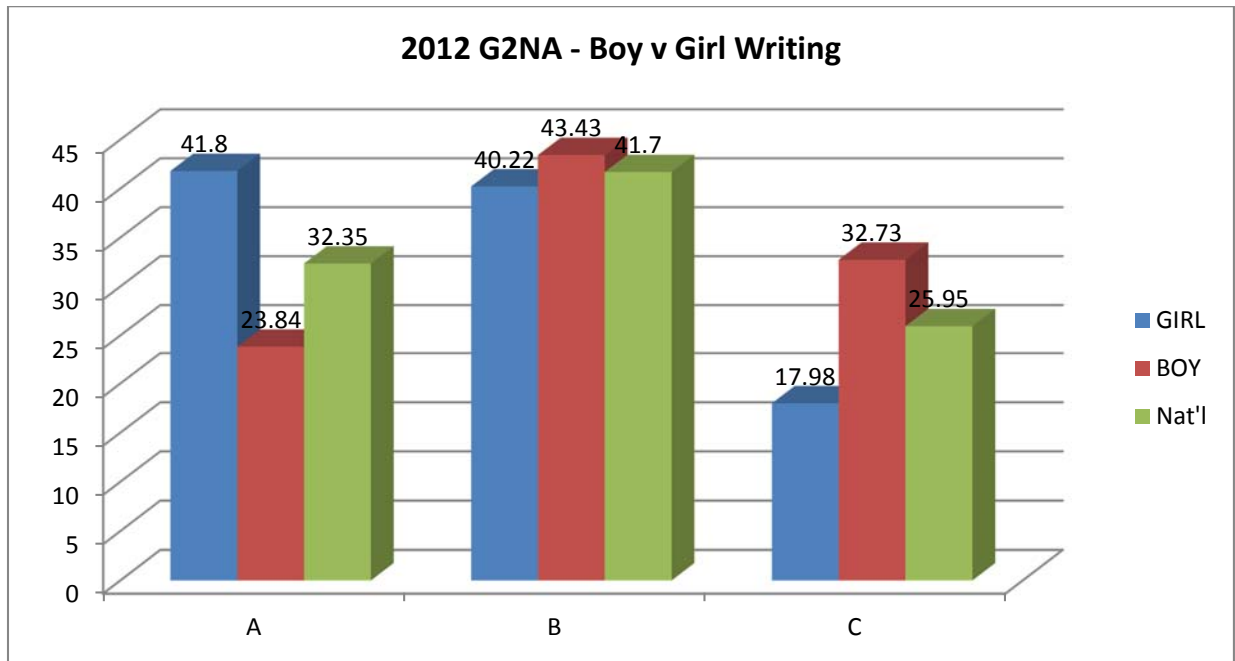


Fig. 3 – Writing levels of boys and girls at the 2012 G2NA

Results (Numeracy)

Number Concepts and Computation

- Numeracy levels continue to remain way below that of reading. This year 42.48% of grade 2 students were working at or above grade level in number concepts and computation. This represents a mere 1% increase over 2011.

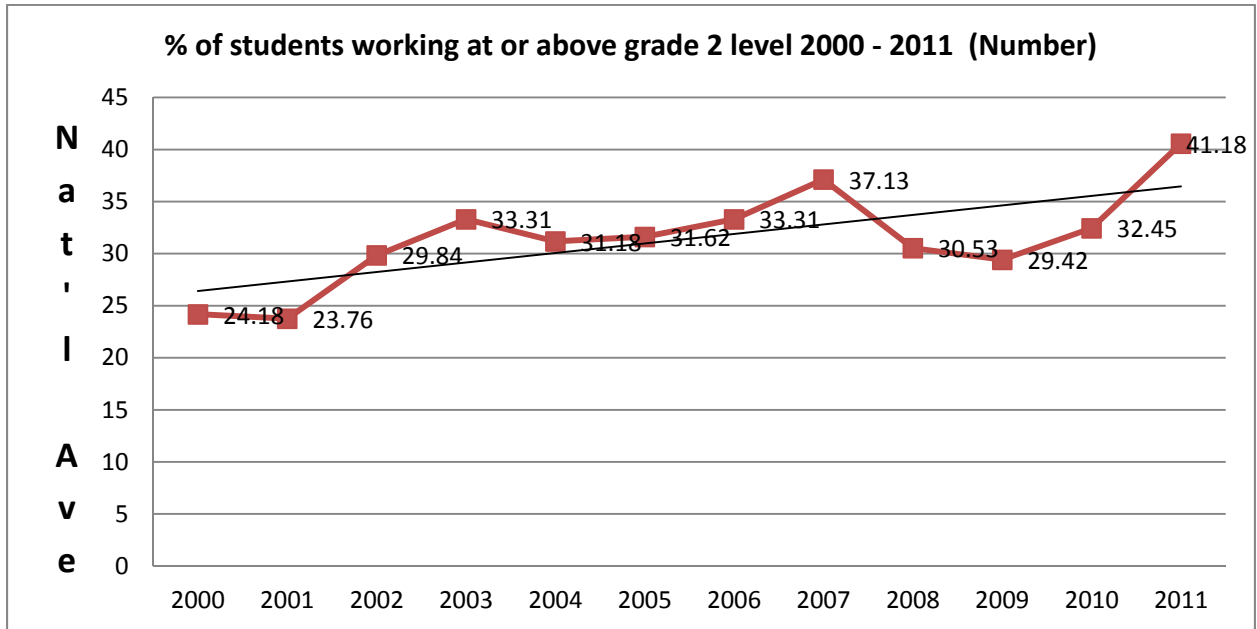


Fig 4 – G2NA Numeracy trends 2000 – 2012

- Gender differences were slightly lower than in 2011. 46.7% of the girls are working at or above their levels as compared to 38.9% of the boys. (40% of the girls and 30% of the boys in 2011).
- 13.3% of the boys (29% in 2011) and 8.1% of the girls (20% in 2011) are working at the level of K or below.

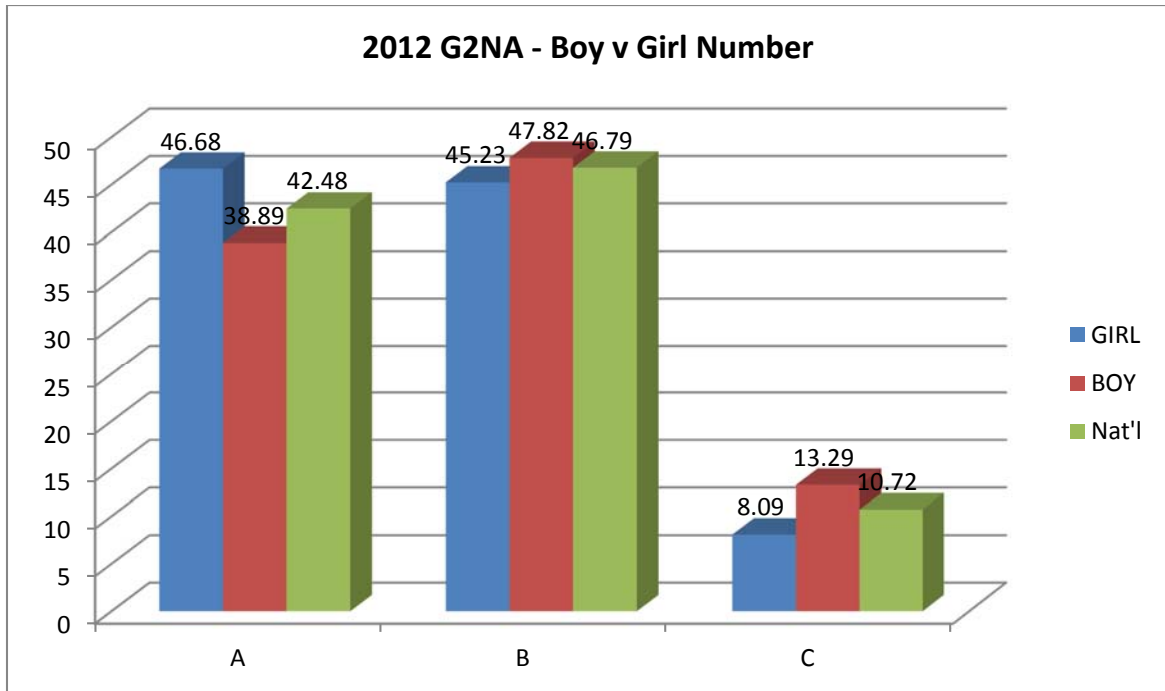


Fig 5 - Numeracy levels of boys and girls at the 2012 G2NA

District Performances

- Overall performance in reading was highest in the southern district. As in previous years higher scores were associated with some of the large Roseau schools. Over 82% of grade 3 girls, nationally, were reading at or above grade level (89% in 2011). In the northern district, about 86% of all girls were assessed as reading satisfactorily.
- Performance in number in the eastern and western district surpassed that of the other districts (40.7% in South; 50.9% in East; 46% in North and 50.6% in West).
- **The performance of boys in the districts remain a concern.**
- **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 14% of the girls). **In the western districts 18.5% of the boys as compared to only 4.7% 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.

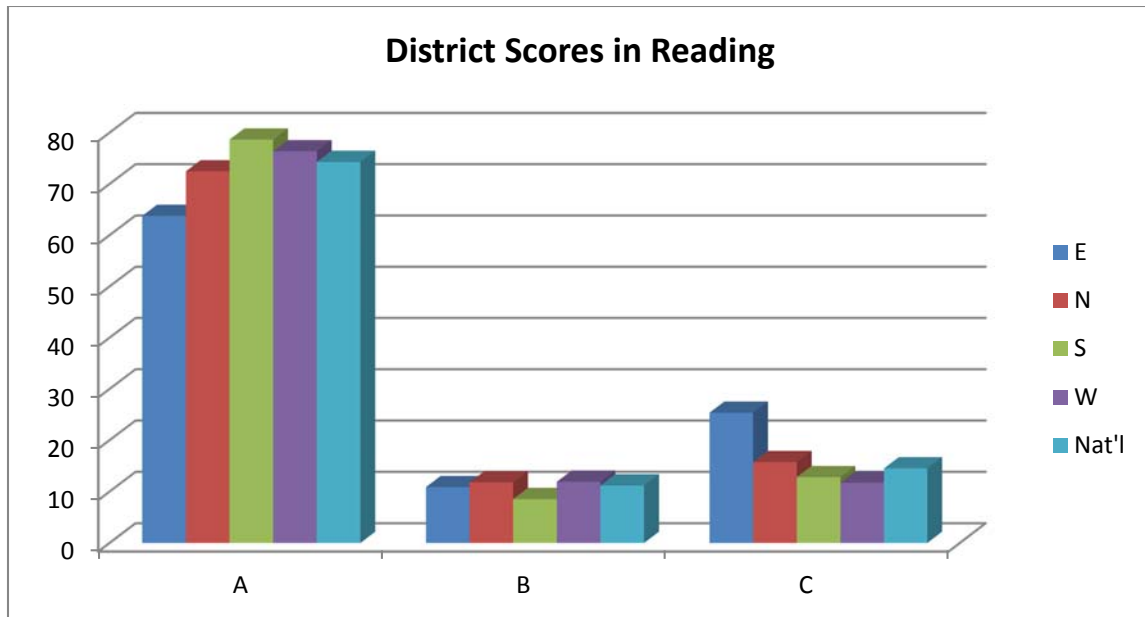


Fig 6 – District Performance in Reading



Fig 7 – District performance in number.

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. Ten 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.**