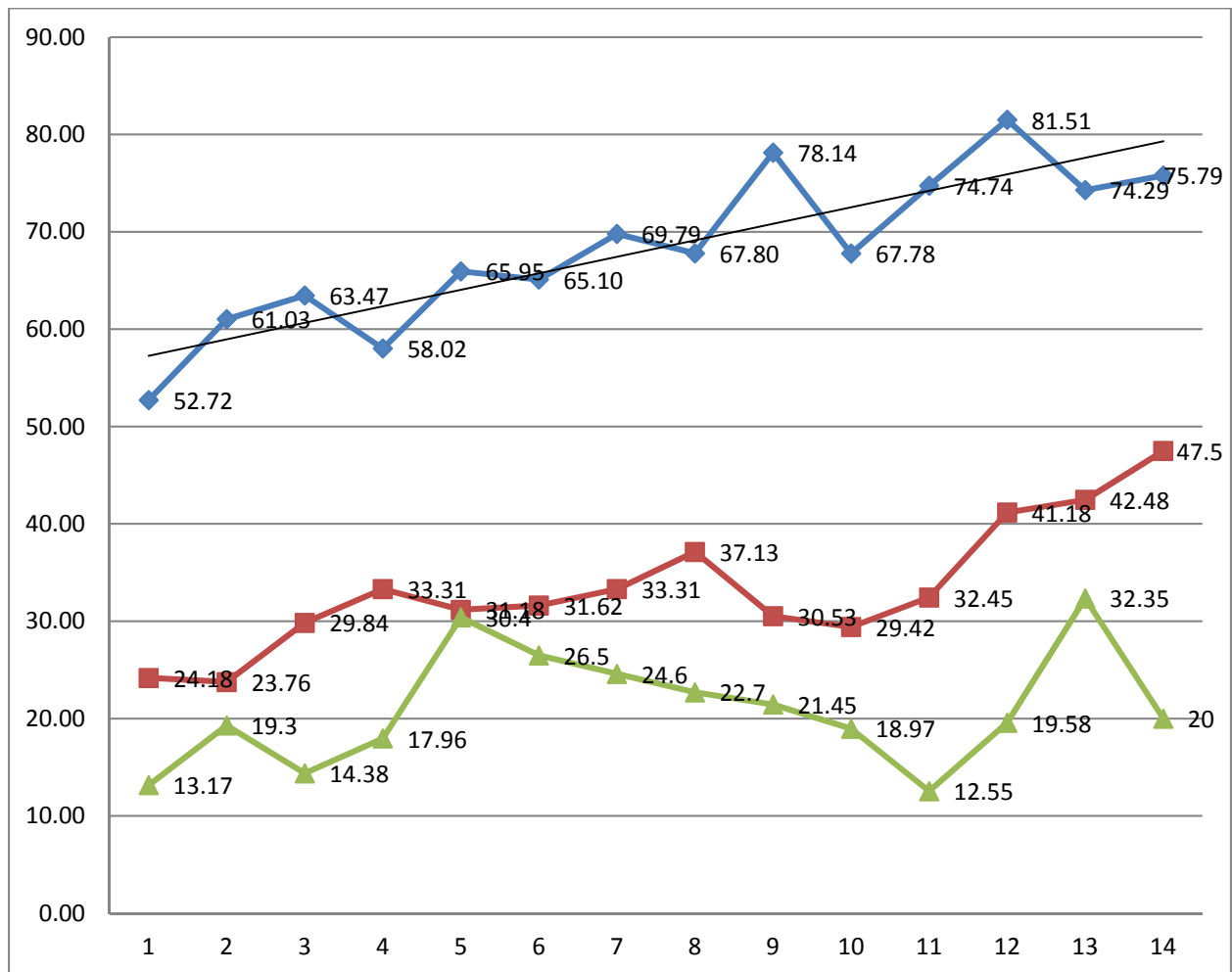


MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT

2014 GRADE 2 NATIONAL ASSESSMENT

KEY RESULTS



KEY RESULTS OF THE 2012 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 2013, a total of 1058 grade 3 students wrote the exams. This can be compared to 1021 in 2012.

Results (Literacy)

- **The 2013 results showed a very slight increase in reading levels as compared to 2012.** Just about 75.8% of the students were reading at or above the grade 2 level (as compared to 74.3% in 2012.). An alarming 20% of the students are still reading at level K or below (14.5% in 2012). The results continue to show a generally upward trend from 2000 – 2013 (*see fig. 2*).

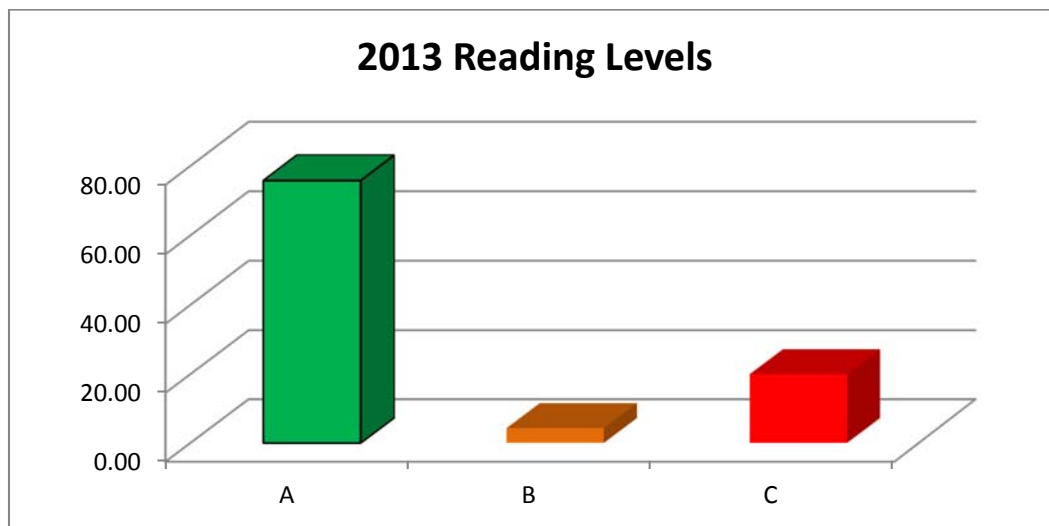


Fig 1. 2013 G2NA Reading levels

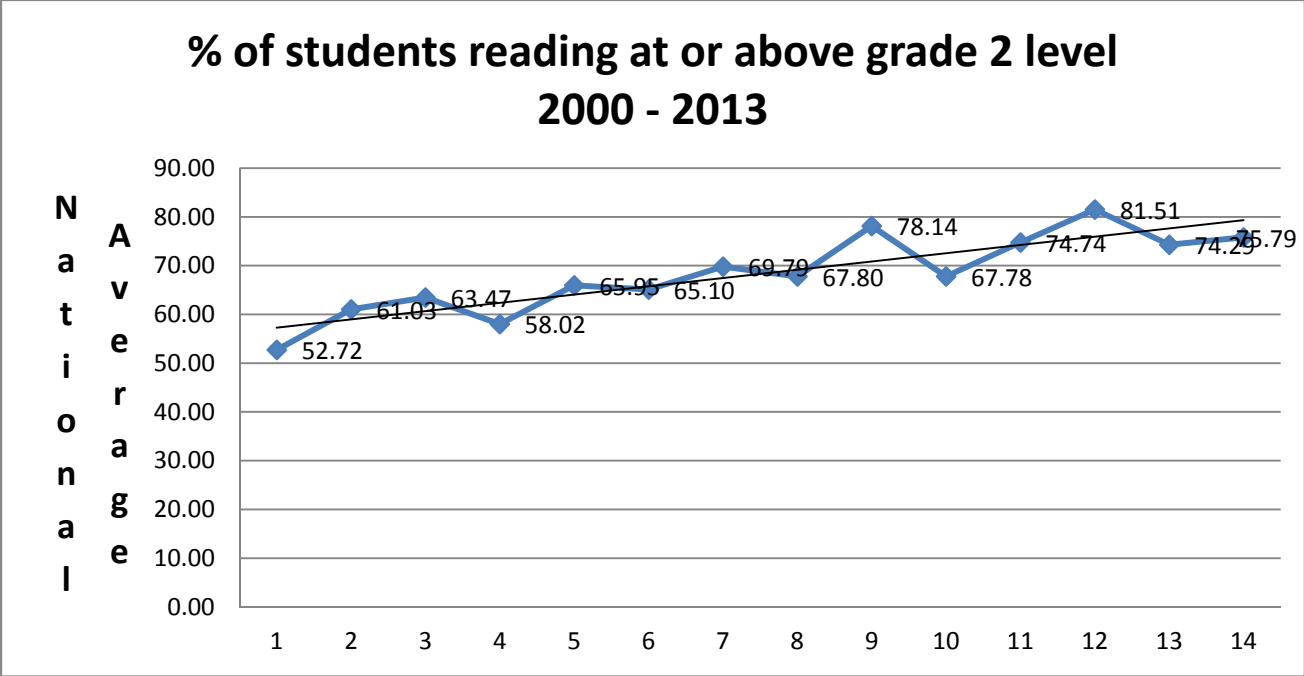


Fig 2. G2NA Reading Trends 2000 - 2013

- Gender differences in reading remain high** as girls continue to outperform their male counterparts. 85.4% of the girls (83.4 in 2012) are reading at or above grade levels as compared to 66.9% of the boys (65.9% in 2012). On the other end, 28% of the boys are reading at grade K level or below while only 11% of the girls are at that level (*see fig 3*).

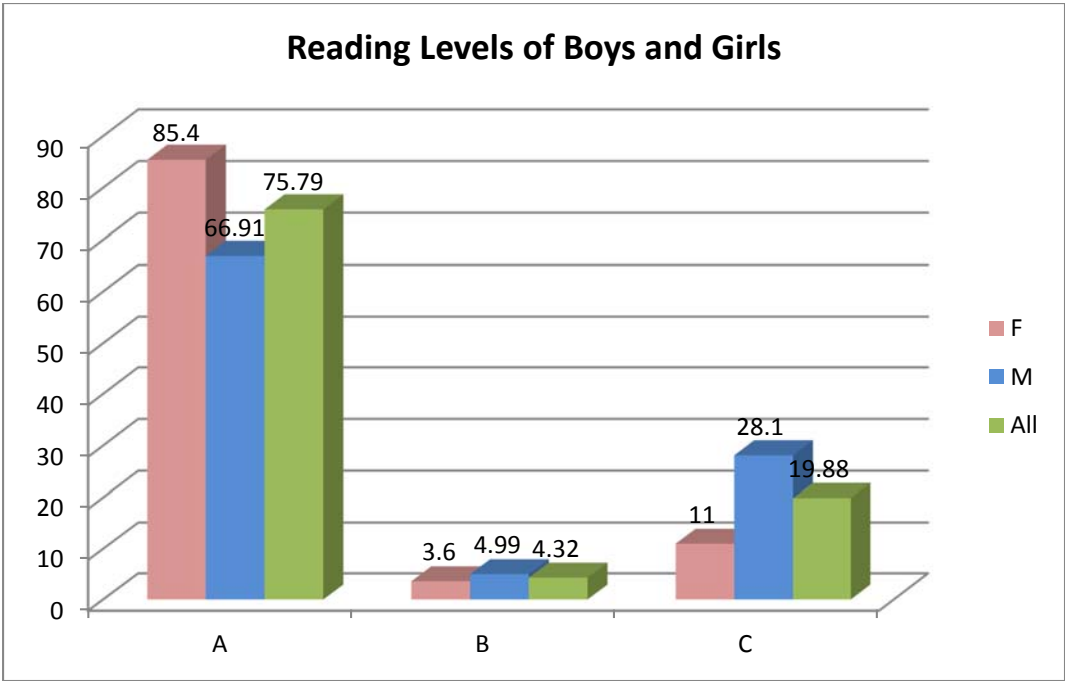


Fig.3–Oral Reading levels of boys and girls at the 2012 G2NA

Silent Reading Comprehension:

- Students’ performance on the Silent Reading Comprehension showed a significant increase over 2012. This year, four passages, each with 5 questions were used to test students’ comprehension level. 51.4% (39.6% in 2012) of the students were able to understand the passages and write a correct response to the questions asked (fig. 4).

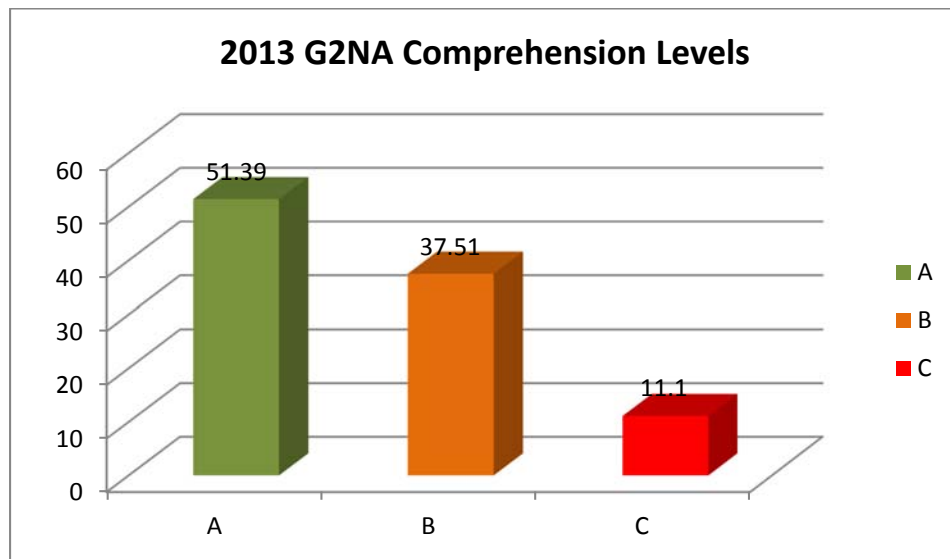


Fig. 4 – Silent Reading Comprehension levels of boys and girls at the 2013 G2NA

- Again, girls outperformed boys in this test. 58% of the girls were able to successfully read and understand the passages as compared to 45% of the boys. 15% of the boys (16.5% in 2012) and 6.9% of the girls (9.7% in 2012) are working at level K or below (Fig 5).

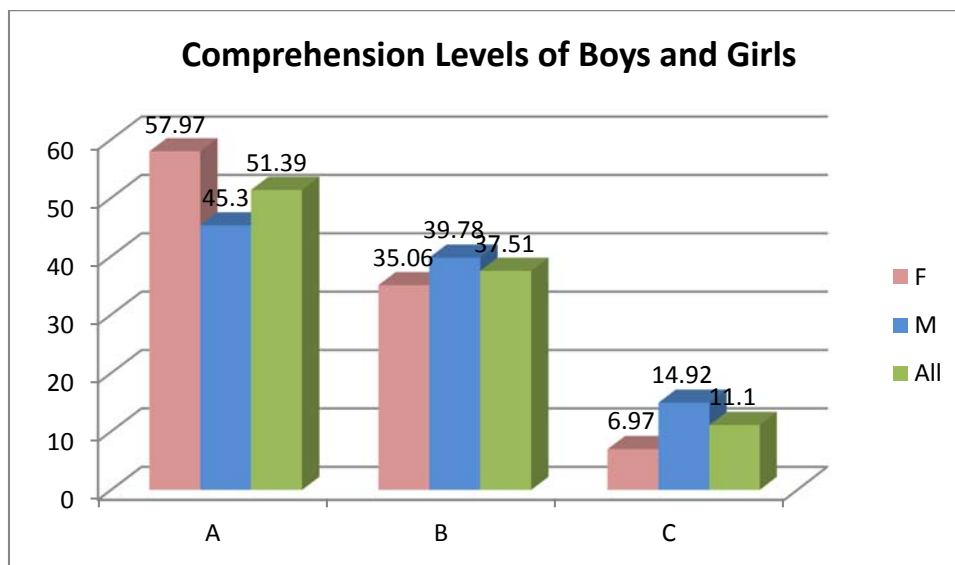


Fig. 5 – Silent Reading Comprehension levels of boys and girls at the 2013 G2NA

- The results showed a good correlation (0.7) 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 continue to fluctuate. Only about 20% of the students were able to write a paragraph about **'My Best Summer Ever'** in a relevant and organized manner (32.5% in 2012). While students continue to write longer paragraphs they tend to stray off topic and lack coherency.

34.3% of the students (26% in 2012) were rated as writing at the K level or below. Although the gap is closing, the scores continue to favour the girls. There was an 8% difference between the writing levels of girls and boys (18% in 2012) at the grade 2 level (*see fig. 6*).

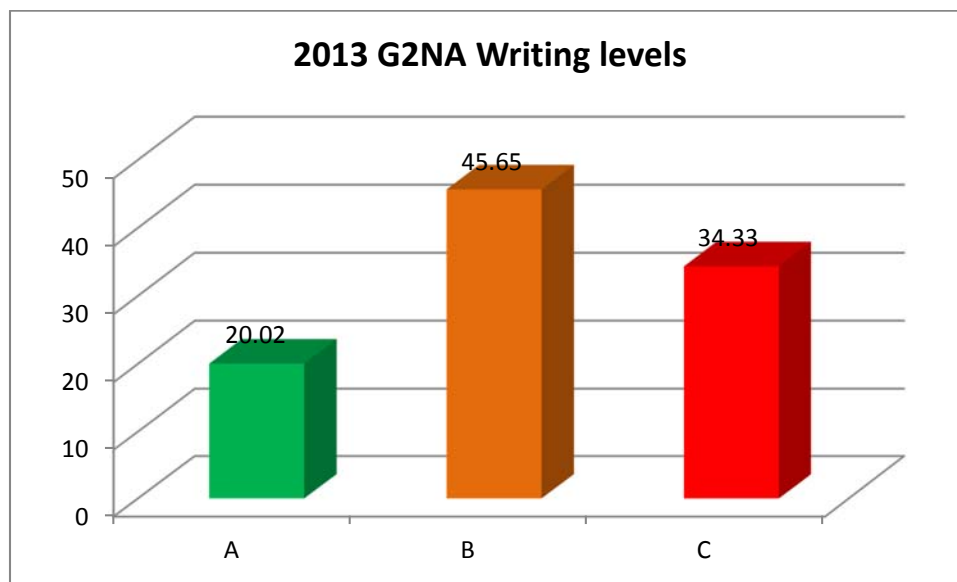


Fig. 6 – Writing levels at the 2013 G2NA

Results (Numeracy)

Number Concepts and Computation

Numeracy levels has shown steady growth since 2010 (see fig 7). This year 47.5% of grade 2 students were working at or above grade level in number concepts and computation (fig. 8).

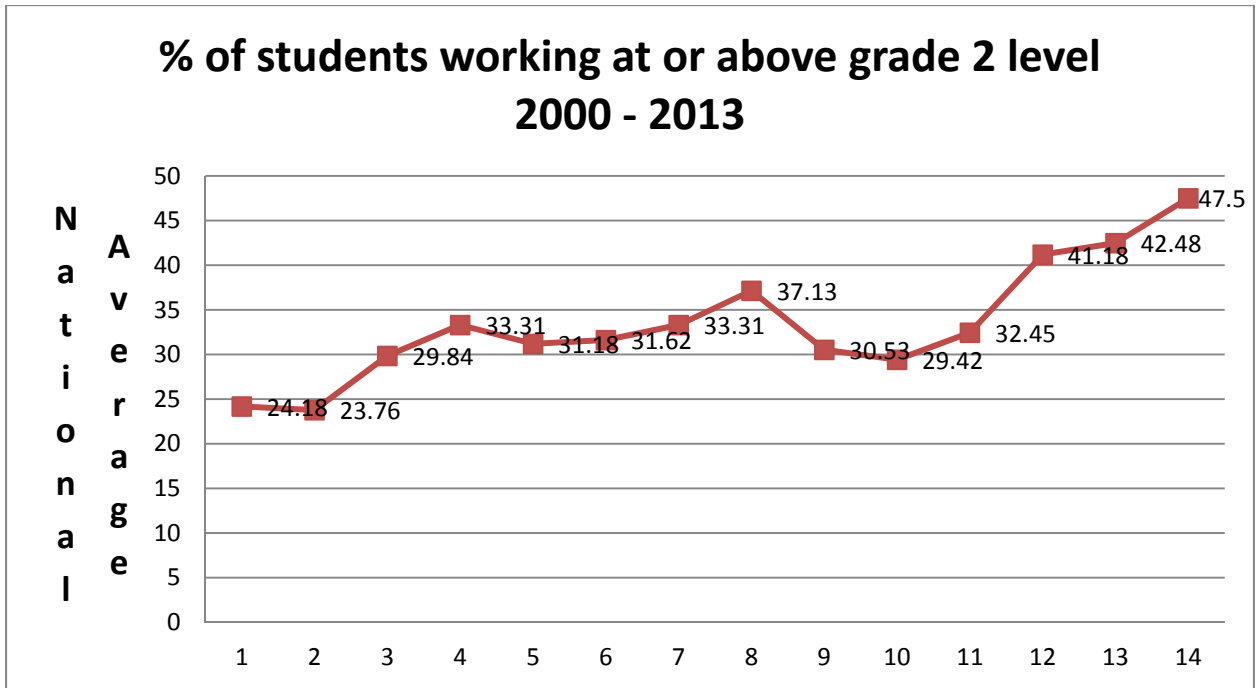


Fig 7 – G2NA Numeracy trends 2000 – 2013

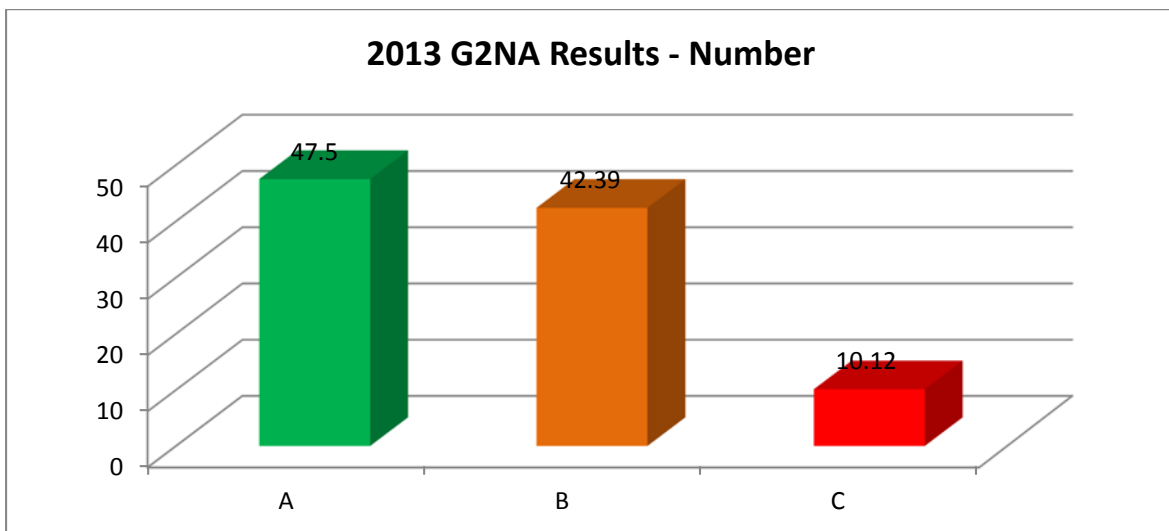


Fig. 8 – Number levels at the 2013 G2NA

- Gender differences were slightly lower than in 2012. 50% of the girls are working at or above their levels as compared to 45% of the boys. (46.7% of the girls and 38.9% of the boys in 2012) (*see fig 9*).
- 11.7% of the boys (13.3% in 2012) and 8.3% of the girls (8.1% in 2012) are working at the level of K or below.

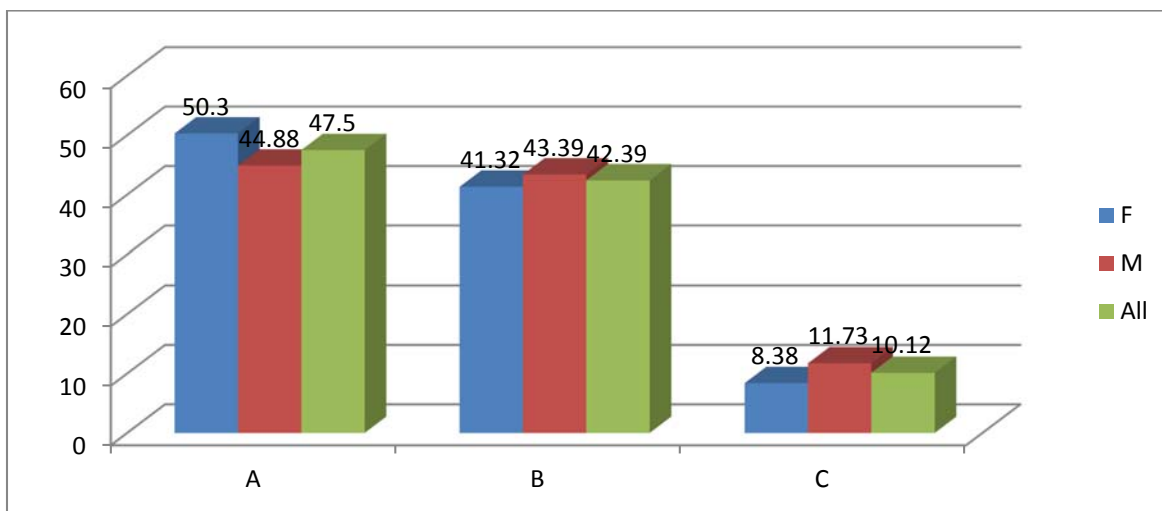


Fig 9 - Numeracy levels of boys and girls at the 2012 G2NA

District Performances

- Overall performance in reading was highest in the western district. As in previous years higher scores were associated with some of the large Roseau schools. Over 85% of grade 3 girls, nationally, were reading at or above grade level (82% in 2012). Over 88% of all girls in the western district, were assessed as reading satisfactorily.
- Performance in number in the eastern district surpassed that of the other districts (47.3% in South; 55.5% in East; 47.6% in North and 45.4% in West). The east continues to excel in numeracy.
- **The performance of boys in the districts remain a concern. However. The boys in the western district outperformed the girls in numeracy.**
- **In each district between two to three times as many boys as girls had serious reading difficulties.** In the eastern district some 41% of the boys are reading well below expectations (as compared to 19% of the girls). **In the western districts 22% of the boys as compared to only 9% of the girls had serious reading difficulties**, while in the south 34% of the boys and 10% of the girls have serious writing difficulty.

Schools

- **Student performance differences continue to be observed between schools within districts (see figs 10 and 11).**
- In each district some schools were beacons of excellence, while others had made commendable improvements.

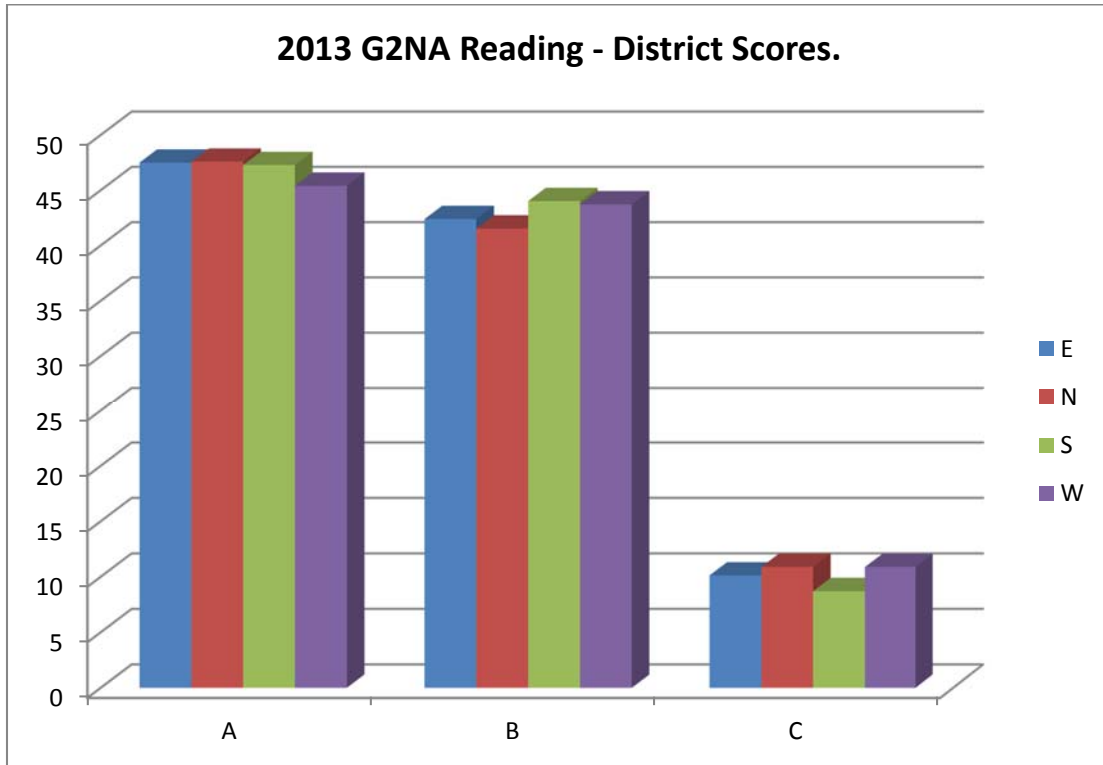


Fig 10 – District Performance in Reading

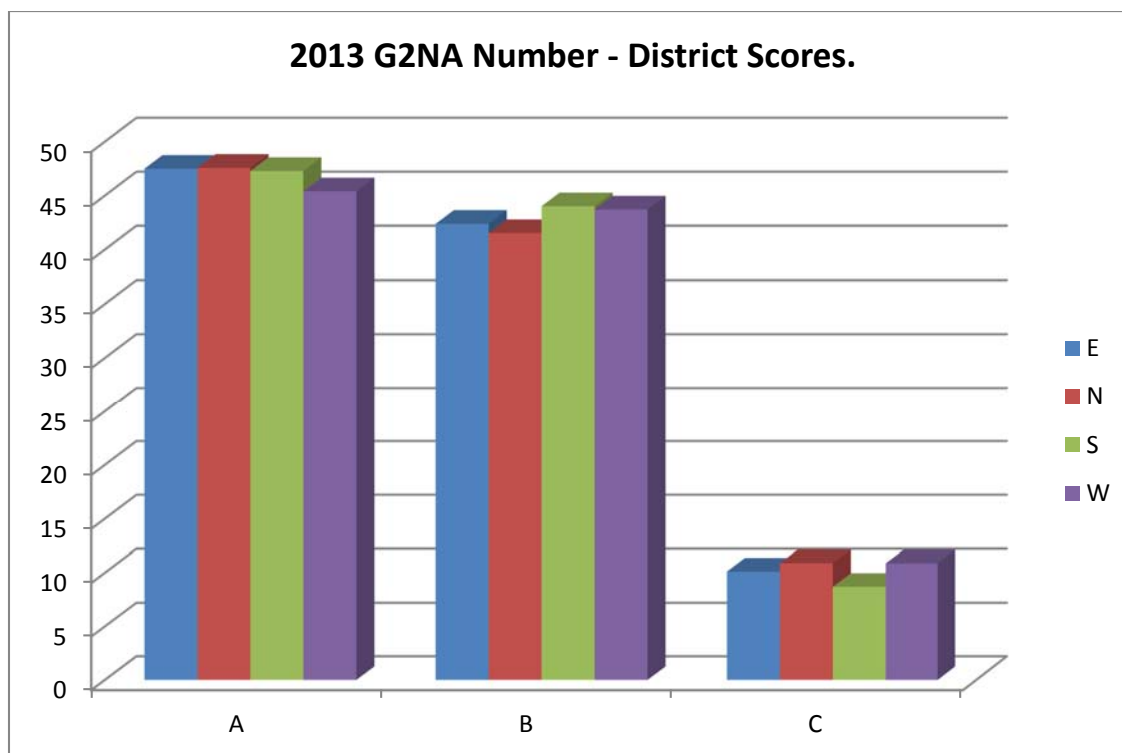


Fig 11 –District performance in number.

Conclusions

- 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 27% 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. Nine schools (16%) 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.** However there was an increase in the writing scores of students over the previous years.
- 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 and trained teachers.**
- **Based on results districts and schools need to set targets and to develop literacy and numeracy 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.**