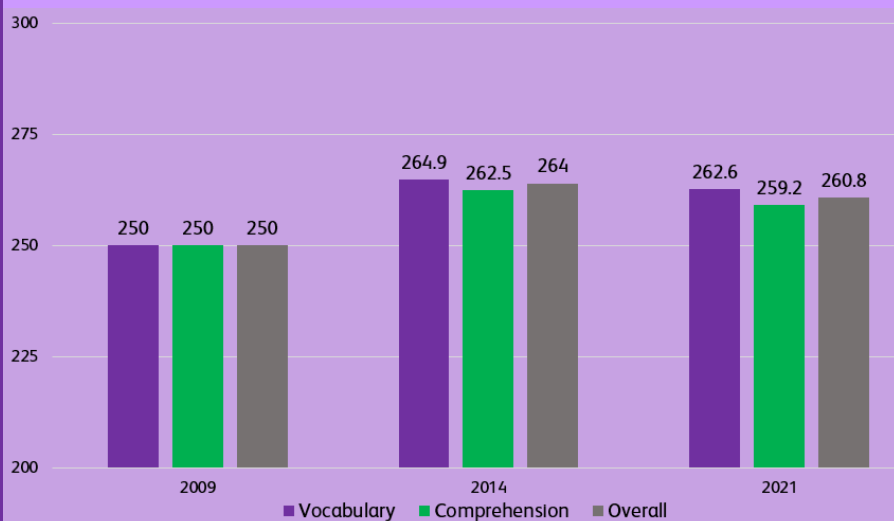




Second class English reading results at a glance

Trends in reading achievement

Second class pupils in NAMER 2021 performed at a similar level to pupils in 2014. For both subcomponents (Vocabulary and Comprehension), and the overall test, scores were slightly lower in 2021 than in 2014, but none of the differences are statistically significant. This means that performance on English reading in 2021 was broadly consistent with performance in 2014.

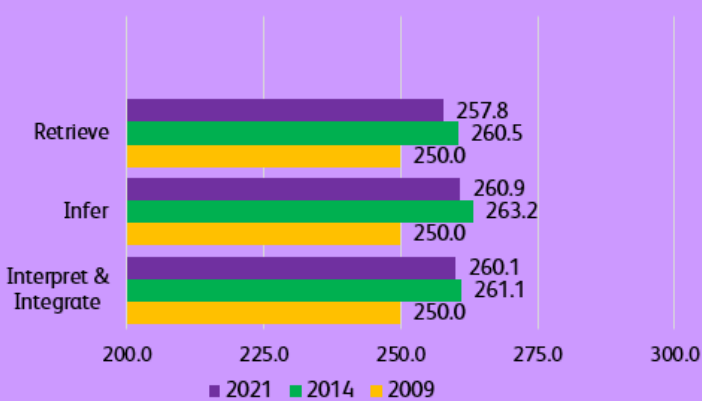


Performance on process skills

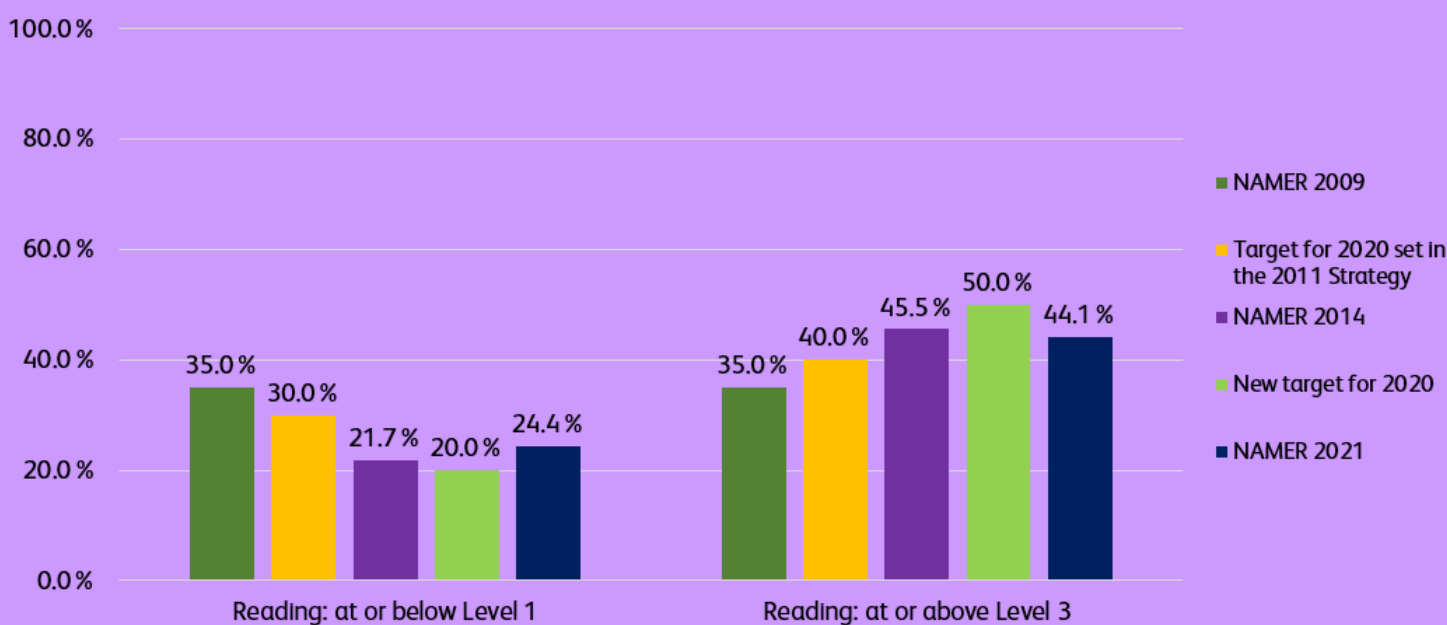
Items on the reading test are classified into subscales according to the skills they assess - i.e., retrieval of information; making inferences; interpreting and integrating information from a text.

Pupils in 2021 achieved slightly lower scores on these three subscales than their counterparts in 2014, but none of these performance decreases are statistically significant.

These results suggest stability in performance since NAMER 2014.



Trends in performance & targets



Performance can be examined in terms of four proficiency levels, which represent clusters of skills and types of tasks that pupils at each grade level are expected to successfully complete. Level 1 represents the most basic skills and Level 4 represents the most complex.

Performance targets based on the percentages of pupils achieving at the highest and lowest proficiency levels were set in the *National Strategy for Literacy & Numeracy in 2011*. These were surpassed in NAMER 2014 and new targets were set in the *Interim Review of the Strategy in 2017*.

The chart above shows the percentages of pupils performing at the lowest and highest proficiency levels, alongside the performance targets.

In NAMER 2021, the revised targets were not reached. However, the results of NAMER 2021 are very close to those observed in 2014 and far exceed the results of 2009.

Although the revised targets were not met, the results of NAMER 2021 remain within the bounds of the original targets set in 2011.

Performance by gender

In NAMER 2021, girls outperformed boys on the Second class reading test. Girls' mean scores were higher than boys', and these differences are statistically significant for the Comprehension subscale and the test overall. This means that it is likely that these differences represent a true performance gap in the population.

The pattern of girls outperforming boys in reading is consistent with previous cycles of NAMER.

