

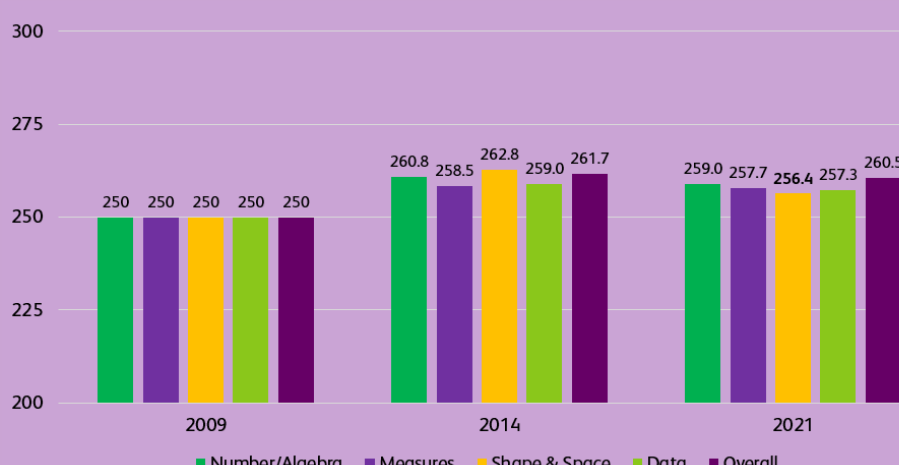


## Sixth class Mathematics results at a glance

### Performance trends in content areas

Sixth class pupils' overall performance in 2021 (260.5) was broadly similar to 2014 (261.7).

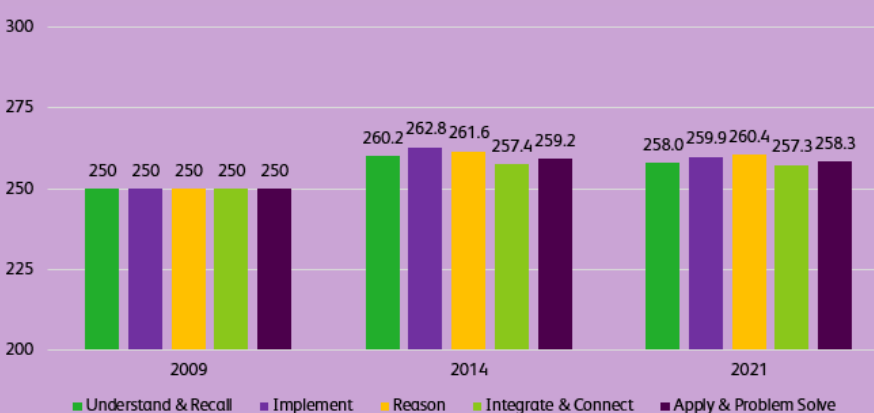
Pupils' scores on all content area subscales were lower in 2021 than 2014, but the differences are small and only one subscale (Shape & Space) showed a statistically significant reduction in performance.



### Performance trends in process skills

Scores on the process skill subscales were lower in 2021 than in 2014, but none of the differences are statistically significant.

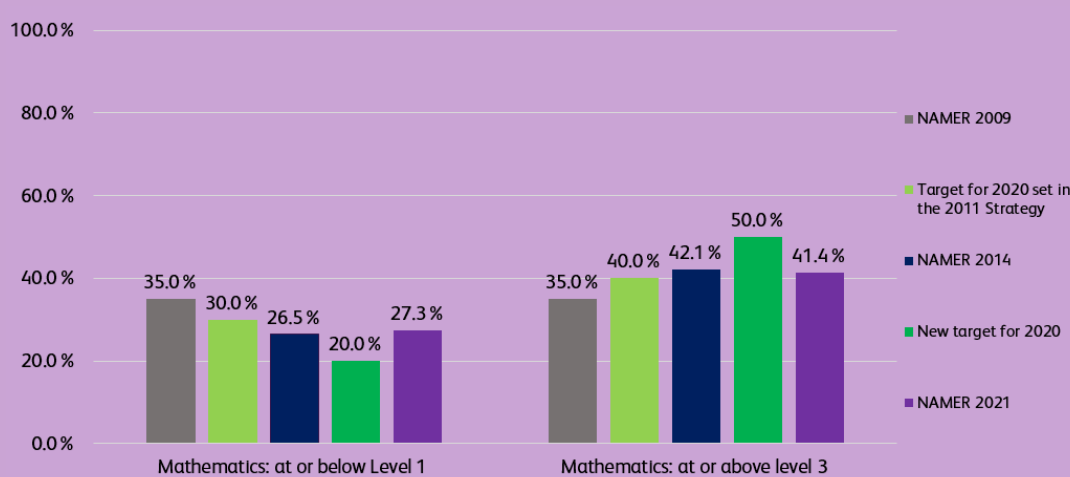
This indicates that pupils' performance has remained relatively stable since the last round of the assessments in 2014.



### Trends in performance & targets

The performance targets for 6th Class Mathematics set out in the *Interim Review of the National Strategy to Improve Literacy and Numeracy*, based on the proportions of pupils performing at the highest and lowest proficiency levels, were not reached in NAMER 2021.

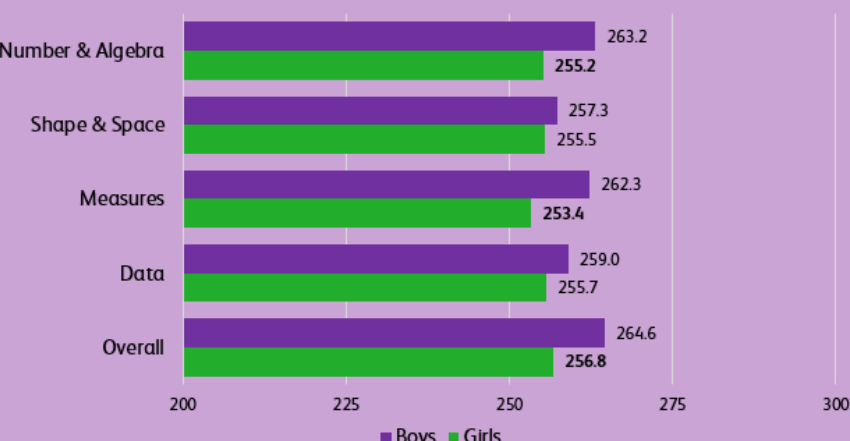
However, no statistically significant changes in performance are observed between 2014 and 2021 at each proficiency level overall, suggesting that pupils in 2021 performed similarly to their counterparts in 2014. Moreover, the 2021 results are within the bounds of the original performance targets set in 2011.



### Gender and content areas

In NAMER 2021, boys in 6th class performed at a higher level than girls on the mathematics assessment overall and on all subscales.

The differences are statistically significant on the overall mathematics scale and on the Measures and Number & Algebra subscales. This means that it is likely these differences represent a real performance gap in the population.



### Gender and process skills

Boys' scores were higher than girls' on all process skills. The gender difference in favour of boys is statistically significant on three process skill subscales (Understand & Recall, Reason and Apply & Problem Solve).

The gender difference is not statistically significant on the Shape & Space, Data, Implement and Integrate & Connect subscales. This suggests that boys and girls performed similarly to each other on these subscales.

