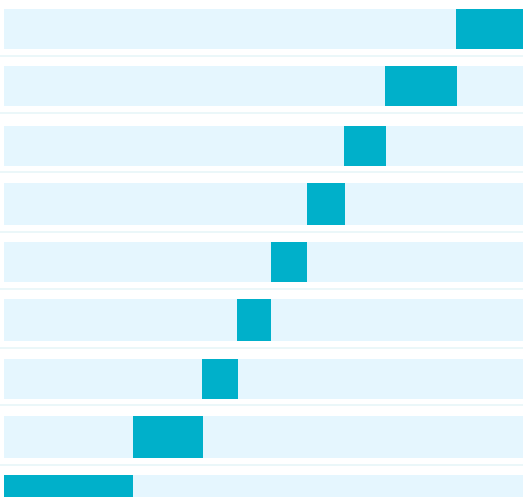
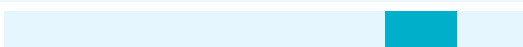
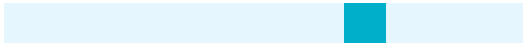
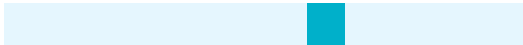



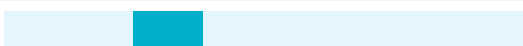
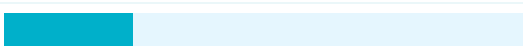


Benchmarking Year 4 reading performance: Are standards being met?

Table CRT4.1

Year 4 student proficiency in reading

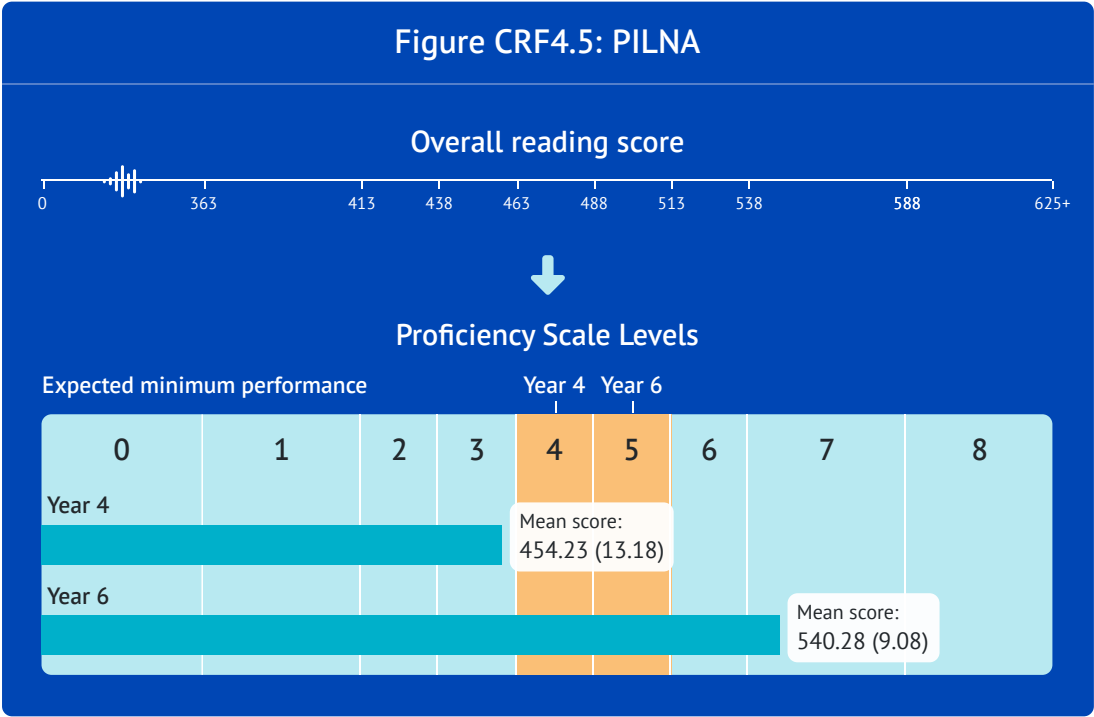
Level	Distribution
	 13.18 % (2.87)
	 13.85 % (2.10)
	 7.77 % (1.04)
	 7.08 % (0.91)
	 7.15 % (0.91)
	 6.31 % (1.12)
	 6.69 % (1.33)
	 13.38 % (1.60)
	 24.58 % (3.72)

Distribution of Year 4 students by proficiency levels, SIS, PILNA 2021.

() Standard errors appear in parentheses.

Table CRT4.1 shows the Small Island States distribution of year four reading scores against the PILNA reading proficiency scale. This scale converts a student's reading performance into a level ranking from zero to eight. The expected minimum reading performance for year four students is **proficiency level four**. Pacific stakeholders expect these students to reach or exceed this proficiency level.

The average performance of year four students in Small Island States in reading was 454.23 (SD = 113.75). This corresponds to proficiency level three on the PILNA reading proficiency scale (level three is assigned to scores 437.5–462.5). On average, year four students in Small Island States are not meeting the minimum expected standard in reading.



The average reading score does not tell us the whole story. The proportion of students who are meeting the minimum expected standard is also important, as this statistic shows how many students are performing at or above the minimum expected level. This is shown in Figure CNF4.1. Approximately 49% of year four students in Small Island States were performing at or above the minimum expected level in reading (levels 4–8). About half, 51%, were not meeting the minimum expected level (levels 0–3). This includes a significant proportion of year four students scoring at level one (13%) and level zero (25%), the lowest level on the reading scale.

Table CRT4.2

Year 4 student reading proficiency relative to the region

Level	REGION		SIS	
		undefined% (unc		undefined% (undefined)
		undefined% (unc		undefined% (undefined)
		undefined% (unc		undefined% (undefined)
		undefined% (unc		undefined% (undefined)
		undefined% (unc		undefined% (undefined)
		undefined% (unc		undefined% (undefined)
		undefined% (unc		undefined% (undefined)
		undefined% (unc		undefined% (undefined)
		undefined% (unc		undefined% (undefined)

Distribution of Year 4 students' performance in reading in SIS against the region, PILNA 2021.

() Standard errors appear in parentheses.

Year four students in Small Island States are performing slightly higher in reading than those across the region. The average reading score in Small Island States was 454 while the regional average was 444. Also, a slightly higher proportion of students in Small Island States are meeting the expected proficiency level in reading (49%) compared with the region (43%).

Table CRT4.3

Year 4 Reading distribution by proficiency scores and gender

Level	Girls	Boys
	17.17% (3.29)	10.34% (2.84)
	15.38% (2.51)	12.97% (2.45)
	8.98% (1.50)	7.14% (1.30)
	7.97% (1.68)	6.73% (1.29)
	8.29% (1.40)	6.59% (1.68)
	8.63% (1.50)	4.64% (1.54)
	7.00% (1.44)	6.63% (1.79)
	12.88% (1.83)	13.38% (1.65)
	13.71% (2.35)	31.58% (4.15)

Distribution of Year 4 students' proficiency in reading by gender, SIS, PILNA 2021

() Standard errors appear in parentheses.

When looking at the distribution of year four reading proficiency scores in 2021 by gender (Table CRT4.3), we can see differences in the scores. Approximately 58% of year four girls performed at or above the expected minimum proficiency level, but only about 44% of year four boys did so.