

Conclusions for reading performance

Minimum proficiency levels

In year four, 24% of students performed at or above minimum proficiency levels. This is lower than the regional achievement of 43% and the Small Island States achievement of 49%.

In year six, 44% of students performed at or above the minimum proficiency levels. This is lower than both the regional achievement of 53% and the Small Island States achievement of 73%.

Gender

More girls than boys performed at or above the expected minimum proficiency levels in both year levels. In year four 35% of girls met or achieved above the minimum proficiency levels, compared to 15% for boys and in year six, 53% of girls were at or above the minimum proficiency levels compared to 36% of boys.

Girls also achieved higher average reading scores than boys in both year four and year six. At the year four level, the difference in average reading scores between girls and boys was 58 points. At the year six level, the difference in average reading scores between girls and boys was 37 points.

School authority

Eighty-five per cent of the participating schools in Tuvalu were administrated by the government and 15% by non-government organisations.

Years four and six students in non-government schools performed better than students in government schools. The difference in average scores is more in year six (30 points) than in year four (16 points).

School locality

Sixty per cent of the participating schools in Tuvalu are located in urban areas and 40% in non-urban areas.

Year four students in non-urban schools performed better than students in urban schools. The average reading scores were 412 points for students in non-urban schools and 397 points for those in urban schools.

Year six students in urban schools scored 474 points and students in non-urban schools scored 467 points.

Coding

The coding of student responses in reading shows that students in Tuvalu struggled when asked to identify information when there is competing text in the way. Students at both year four and year six struggled when asked to interpret what they had read, make inferences, and think critically about what they had read in order to form an opinion or give a reason for a response.

Trends

In year four, the average reading score decreased from 2015 to 2021. The score attained in 2015 was 430 points, in 2018 it was 425 points, and in 2021 it was 403 points.

In year six, the average reading score increased from 2015 (466 points) to 2018 (483 points) and then decreased to 2021 (471 points).