

Benchmarking year 4 reading performance: Are standards being met?

Table CRT4.1

Year 4 student proficiency in reading

Level	Distribution
8	0.80% (0.71)
7	2.81% (1.50)
6	4.47% (1.68)
5	7.30% (2.01)
4	9.06% (2.92)
3	10.05% (2.96)
2	12.82% (2.63)
1	22.00% (2.77)
0	30.70% (3.58)

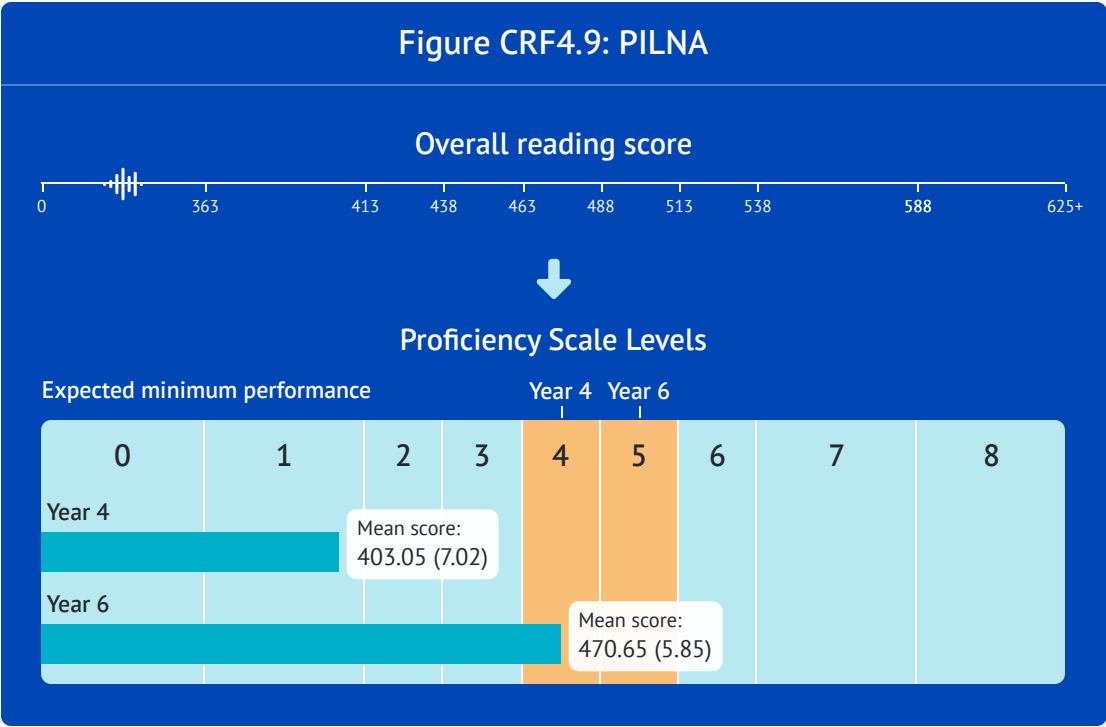
Distribution of Year 4 students by proficiency levels, Tuvalu, PILNA 2021

() Standard errors appear in parentheses.

Expected minimum proficiency score.

Table CRT4.1 shows the Tuvalu 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 Tuvalu in reading was 403.05 (SD = 81.50). This corresponds to proficiency level one on the PILNA reading proficiency scale (level one is assigned to scores 362.5-412.5). On average, year four students in Tuvalu 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 Table CRT4.2. Approximately 24% of year four students in Tuvalu were performing at or above the minimum expected level in reading (levels 4–8). The majority of year four students in Tuvalu, 76%, were not meeting the minimum expected level (levels 0–3). This includes a significant proportion of year four students scoring at level zero (31%), the lowest level on the reading scale.

Table CRT4.2

Year 4 student reading proficiency relative to the region

Level	Region	SIS	Tuvalu
8	3.54% (0.39)	13.18% (2.87)	0.80% (0.71)
7	8.54% (0.50)	13.85% (2.10)	2.81% (1.50)
6	7.92% (0.33)	7.77% (1.04)	4.47% (1.68)
5	10.74% (0.33)	7.08% (0.91)	7.30% (2.01)
4	12.49% (0.38)	7.15% (0.91)	9.06% (2.92)
3	12.23% (0.31)	6.31% (1.12)	10.05% (2.96)
2	11.00% (0.38)	6.69% (1.33)	12.82% (2.63)
1	17.01% (0.55)	13.38% (1.60)	22.00% (2.77)
0	16.54% (0.78)	24.58% (3.72)	30.70% (3.58)

Distribution of Year 4 student reading proficiency relative to the region and SIS, Tuvalu, PILNA 2021

() Standard errors appear in parentheses.

On average, year four students in Tuvalu (403) are scoring lower in reading than year four students in the region (444). Also, fewer students in Tuvalu (24%) are meeting the minimum expected proficiency level than the regional average (43%) and the average for Small Island States (49%) (Table CRT4.2).

Table CRT4.3

Year 4 Reading distribution by proficiency scores and gender

Levels	Boys	Girls
8	0.18 % (0.48)	1.46 % (1.51)
7	0.71 % (0.88)	5.05 % (2.75)
6	2.20 % (2.19)	6.81 % (2.55)
5	5.05 % (2.29)	9.72 % (3.33)
4	6.57 % (2.26)	11.73 % (4.10)
3	7.80 % (2.99)	12.46 % (4.26)
2	12.53 % (4.29)	13.14 % (3.01)
1	21.61 % (3.43)	22.42 % (4.02)
0	43.26 % (5.15)	17.20 % (3.70)

Distribution of Year 4 students' proficiency in reading by gender, Tuvalu, 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 35% of year four girls performed at or above the expected minimum proficiency level, but only about 15% of year four boys did so.