

OECS PROGRAMME FOR EDUCATIONAL ADVANCEMENT AND RELEVANT LEARNING (OECS PEARL)

REGIONAL ASSESSMENT REPORT ON

OECS EARLY GRADE READING (OERA) AND MATHEMATICS ASSESSMENTS (OEMA)

OCTOBER 2025

Table of Contents

I. Executive Summary.....	2
Key Findings.....	2
II. Introduction and Background.....	3
III. Assessment Framework.....	5
OERA Design.....	5
OEMA Design.....	7
IV. Methodology.....	9
Materials and Preparation.....	9
Administration.....	9
Scoring and Moderation.....	10
Data Analysis.....	10
V. Regional Performance Results.....	11
Population Coverage.....	11
Overall Regional Performance.....	12
Overall Regional OERA Performance.....	13
Overall Regional OEMA Performance.....	14
Overall Regional Performance OERA vs. OEMA.....	15
VI. Disaggregated Results by Gender.....	16
VII. Domain-Level and Item-Level Analysis.....	18
OECS Early Reading Assessment Results.....	18
OCES Early Mathematics Assessment Results.....	19
VIII. Discussion and Interpretation.....	21
IX. Policy Implications and Recommendations.....	22
X. Next Steps and Sustainability.....	23

I. Executive Summary

This report presents the regional findings from the 2025 administration of the **OECS Early Reading Assessment (OERA)** and the **OECS Early Mathematics Assessment (OEMA)**, conducted among Grade 2 students across all eight OECS Member States. Implemented under the OECS Programme for Educational Advancement and Relevant Learning (PEARL), these large-scale diagnostic assessments provide robust, comparable data on foundational literacy and numeracy aligned with the OECS Harmonized Primary Curriculum (OHPC) and the Global Foundational Proficiency (GFP) Framework. The data directly support the region's capacity to monitor progress toward SDG Indicator 4.1.1a — measuring the proportion of children achieving minimum proficiency in reading and mathematics by the end of primary education.

Between May and June 2025, all OECS Member States participated in a harmonized administration of both assessments, targeting the full population of Grade 2 public-school students (**N = 6,472**). The process adhered to international quality standards established by the UNESCO Institute for Statistics (UIS), including standardized training, secure administration, and a two-tier scoring system combining national standardization and regional moderation. Data analysis and validation were coordinated by the OECS Commission to ensure comparability and integrity across countries.

Key Findings

- The average regional proficiency rate was **69% in Reading (OERA)** and **58% in Mathematics (OEMA)**. These results suggest that while most students demonstrate foundational literacy, numeracy skills lag behind, indicating a need for intensified early mathematics support.
 - ◆ In **Reading**, students performed strongest in *Non-fiction* and *visual text comprehension*, reflecting improved analytical and inferential reading strategies.
 - ◆ In **Mathematics**, the highest scores were in *Geometrical Thinking* and *Patterns and Relationships*, while *Operations with Numbers* and *Measurement* were comparatively weaker.
- Mean performance ranged from **58% to 79% in Reading** and **51% to 66% in Mathematics**, with the **British Virgin Islands, Saint Lucia, and Dominica** consistently outperforming the regional mean.
- Girls outperformed boys in both subjects — by **6 percentage points in Reading** and **1 percentage point in Mathematics** — a pattern consistent across nearly all Member States.

Interpretation

Overall, results indicate that OECS education systems are making meaningful progress in early literacy, reflecting strong curriculum alignment and teacher focus on comprehension skills. However, **numeracy outcomes reveal persistent conceptual gaps in operations and measurement**, suggesting the need for enhanced instructional scaffolding, professional learning support, and early intervention strategies.

II. Introduction and Background

High-quality learning data are fundamental to equitable education reform, enabling educators and policymakers to pinpoint which students are not mastering core competencies and where interventions are most needed (UIS, 2019; World Bank, 2019). In the Eastern Caribbean, the OECS Member States have collaboratively developed two diagnostic assessments—the OECS Early Grade Reading Assessment (OERA) and the Early Grade Mathematics Assessment (OEMA)—under the Programme for Educational Advancement and Relevant Learning (PEARL). These tools target Grade 2 literacy and numeracy, providing reliable, actionable evidence to refine the OECS Harmonized Primary Curriculum, shape targeted teacher professional development, and drive data-informed policy decisions (OECS Commission, 2022; UIS, 2019).

The OECS Early Reading Assessment (OERA) and OECS Early Mathematics Assessment (OEMA) are low-stakes, large-scale standardized assessments designed to evaluate the literacy and numeracy proficiency of Grade 2 students in eight English-speaking OECS Member States. Such regional assessments are crucial for monitoring system-level learning outcomes, identifying factors related to student achievement, and providing policymakers with insights for evidence-based decision-making (World Bank, 2024).

Stakeholders at all levels are intended beneficiaries of the assessment results:

- **Teachers** use assessment data to refine instructional strategies and offer targeted support to students who need it (ACER, 2019).
- **Schools and Districts** leverage results to pinpoint curriculum or resource gaps and design remedial programs (Tobin, Nugroho, & Lietz, 2016).
- **Policymakers** at the **Ministry or OECS Commission** level utilize findings to evaluate national education policies and allocate resources according to demonstrated needs (UNESCO Institute for Statistics [UIS], 2020).
- **Education Systems** gain comparative data on teaching methodologies and curricular effectiveness relative to OECS regional standards and global benchmarks (UIS, 2018).

Aligned with the OECS Harmonized Primary Curriculum (OHPC), the OERA and OEMA offer a snapshot of learning progress that underpins curriculum reform, informs resource allocation, and guides classroom practices and teacher training (OECS, 2021). By shifting the emphasis from high-stakes performance metrics to continuous improvement cycles, these assessments equip educators and leaders with meaningful, actionable data to foster a more supportive learning environment and enhance student outcomes over time (World Bank, 2024; ACER, 2019).

OECS Early Reading Assessment

The OECS Early Grade Reading Assessment (OERA) includes three passages spanning three genres, with questions structured to evaluate students' performance across three cognitive levels (literal, inferential, evaluative) and three levels of difficulty. These items were developed by the OERA Development Team and aligned with the OECS Harmonized Primary Curriculum (OHPC) to reflect the authentic cultural and social experiences of students in the region. To simulate a familiar classroom environment, the layout of the student test booklets resembled a typical Grade 2 reading comprehension lesson, supported by illustrations generated via AI tools.

Table 1: Outline of OERA

Item Format	Number of Items	Duration	Curriculum Outcomes	Text Type
Selected Response	21 (21 marks)	1 hour	<ul style="list-style-type: none"> • Use background knowledge • Interact meaningfully with a wide range of genres and text forms • Develop vocabulary • Recognise and use language structures 	Fiction Nonfiction Visual text

OECS Early Mathematics Assessment

Each item in the OEMA is aligned to the Grade 2 Mathematics learning outcomes from the OECS Harmonized Primary Curriculum (OHPC). Assessment tasks were designed to measure factual knowledge (basic facts and procedures), conceptual understanding (relationships between ideas), and procedural knowledge (application of methods to solve problems) as described in global mathematics assessment frameworks ([UIS, 2019](#); OECS Learning Standards, 2018).

The Constructed Response component is administered in a group setting. Students receive printed booklets with space for open responses while Invigilators read each question aloud, providing time for written answers. Similarly, the Selected Response Assessment is group-administered, using printed test booklets and bubble-style answer sheets. The dual-format approach is intended to capture a comprehensive view of student thinking, offering opportunities for students to show both reasoning and calculation processes.

Table 2: Outline of OEMA

Item Format	Number of Items	Duration	Curriculum Strands
Selected Response	20 (20 marks)	1.5 hours	<ul style="list-style-type: none"> • Number Sense • Operations with Numbers • Patterns and Relationships • Geometrical Thinking • Measurement • Data Handling and Probability
Constructed Response	12 (16 marks)		

III. Assessment Framework

OERA Design

The *OECS Harmonized Primary Curriculum (OHPC)* for Language Arts provides educators with opportunities not only to leverage existing best practices, but also to implement research-driven pedagogical shifts. These shifts aim to improve inclusivity and effectiveness in instruction, ensuring that every learner is supported in achieving literacy success (OECS Commission, 2022). While the Language Arts curriculum is composed of three interrelated sub-strands—Speaking and Listening, Reading and Viewing, and Writing and Representing—the OECS Early Grade Reading Assessment (OERA) specifically focuses on *Reading and Viewing*. Within this domain, students engage with a variety of written and visual texts and are expected to apply strategies related to comprehension, vocabulary, structure, and critical thinking. The Essential Learning Outcomes covered in the OERA are outlined in the table that follows.

Table 3: *OHPC Essential Learning Outcomes for Language Arts*

Outcome	Skill Description	Coverage
ELO1	Explore, use, and critically apply oral language for pleasure, personal growth, to form and foster relationships and to develop an appreciation and celebration of culture and of oral languages.	
ELO2	Demonstrate a variety of ways to select and engage critically with a range of culturally diverse paper based, visual and digital texts for a variety of purposes, including pleasure, and personal growth.	✓
ELO3	Demonstrate a variety of ways to use background knowledge and interests to select and engage critically with a range of culturally diverse paper based, visual, and digital texts for pleasure and personal growth.	✓
ELO4	Develop their understanding of how an author's choice of vocabulary, language, genre, text form, text features and style influence the meaning of text and define the author's craft.	✓
ELO5	Generate, gather, and organise thoughts to explore, clarify and reflect on ideas, feelings, and experiences as they create a written or representative draft, independently and collaboratively, for a range of audiences and purposes.	
ELO6	Revise the organisation, and language use (vocabulary and grammar) drafted writing or representation, collaboratively and independently, for a variety of purposes and audiences.	
ELO7	Use knowledge of spoken language, written language and writing conventions to refine the precision and enhance the meaning and clarity of their written work.	

The OERA is specifically designed to monitor student progress at a pivotal moment of literacy development—when expectations shift from the Early to the Transitional stage of reading. This stage is characterized by students engaging with increasingly complex text structures and transitioning from oral to silent reading as their primary means of text processing (Snow, Griffin, & Burns, 2005). The OERA's design supports the generation of actionable insights that can inform school-level planning, guide the

strategic use of classroom resources, and support differentiated instruction tailored to a diverse range of learners across the region (OECS Commission, 2022; [UIS, 2022](#)).

Recognizing that student progress varies considerably during this stage, the OERA provides a variety of reading experiences to reflect developmental differences and ensure fair opportunities for learners to demonstrate their skills. While the pilot administration in 2024 included an oral reading component, regional consensus ultimately determined that the burden imposed by oral administration outweighed the diagnostic value. Key concerns included logistical complexity, financial sustainability, and assessment fatigue among students and teachers ([UIS, 2020](#)). As a result, the revised instrument maintains alignment with the OHPC, while omitting oral reading to streamline administration without compromising the quality of data collected.

Table 4: Table of Specification for OERA by Cognitive Levels

Genre	Cognitive Levels			TOTAL MARKS
	Literal Understanding	Analytical Understanding	Analytical Usage	
Visual	2	5	1	8
Fiction	5	1	0	8
Nonfiction	2	2	1	5
TOTAL MARKS	9	8	2	21

Table 5: Table of Specification for OERA by Difficulty Levels

Genre	Difficulty Levels			TOTAL MARKS
	Easy	Medium	Difficult	
Visual	2	5	1	8
Fiction	5	3	0	8
Nonfiction	3	2	0	3
TOTAL MARKS	10	10	1	21

OEMA Design

The revised OECS Harmonized Primary Curriculum (OHPC) for Mathematics seeks to cultivate learners who are both creative and critical thinkers, capable of applying logic, problem-solving techniques, investigative methods, organizational skills, and sound reasoning. The curriculum redesign drew on international pedagogical research to streamline the scope and sequence across grade levels by eliminating unnecessary repetition and fostering deep, spiraled learning where key concepts are revisited and expanded over time ([CXC, 2021](#); OECS Commission, 2022). The Essential Learning Outcomes for Grade 2 Mathematics, which are assessed by the OEMA, are described in Table 4.

Table 6: OHPC Essential Learning Outcomes for Mathematics

Stand	Sub-Strand	#	Skill Description
Number Sense	Whole Numbers	N1.1	Saying Number Sequence, Meaningful Counting and Skip Counting
		N1.2	Representing and Partitioning Quantities
	Fractions, Decimals and Rational Numbers	N2.1	Representing Fractions
		N2.2	Comparing and Ordering Fractions
Operations with Numbers	Additive Thinking	O1.1	Understanding the Meaning of Addition and Subtraction and how they Related
		O1.2	Compute Fluently Using Operations (+,-)
	Multiplicative Thinking	O2.1	Understanding the Meaning of Multiplication and Division and How They Relate
Patterns and Relationships	Recognizing, Describing and Extending Patterns	P1.2	Increasing and Decreasing Pattern
	Variables and Relationships	P2.3	Writing Expressions and Equations
Geometrical Thinking	Explore and Analyze Geometric Shapes and Relationships	G1.2	Sorting, Patterning and Building with 2D & 3D Shapes
	Recognizing, Naming, and Describing Shapes	G2.1	Analysing and describing shapes
		G2.2	Naming 2D & 3D Shapes
		G2.3	Describing Relationships Between and Among Shapes
Measurement	Understanding What and How we Measure	M1.1	Developing an Understanding of Measurable Attributes
		M1.2	Comparing and Ordering Based on Measurable Attributes
		M1.4	Developing and Applying Standard Units of Measure
	Applying Techniques, Tools and Formulas for Measuring	M2.1	Developing Personal Referents for Measuring Attributes
		M2.2	Using Tools to Measure Attributes
		M2.3	Developing and Applying Formulae for Measuring

Data Handling	Collecting, Organizing, and Displaying Data	D1.2	Collecting, Organizing, Displaying and Communicating Data
	Using Statistical Methods to Analyse Data	D2.3	Predicting and describing the likelihood of events.

The design of the OECS Early Grade Mathematics Assessment (OEMA) ensures that students are provided with opportunities to demonstrate a comprehensive range of mathematical understanding. This includes factual knowledge (recall of basic mathematical facts and information), conceptual knowledge (understanding of mathematical principles and relationships), and procedural knowledge (application of methods and rules to solve problems). This structure aligns with internationally recognized models of mathematical cognition and assessment frameworks used in early grade diagnostics ([UNESCO UIS, 2025](#); OECS Commission, 2022).

The knowledge, skills, attitudes, and mathematical processes that Grade 2 students are expected to demonstrate are defined across six core content strands: Number Sense (N), Operations with Numbers (O), Patterns and Relationships (PR), Geometric Thinking (G), Measurement (M), and Data Handling and Probability (D). These content areas reflect the structure outlined in both the OECS Learning Standards for Mathematics and the Harmonized Primary Curriculum for Mathematics, ensuring curriculum alignment and regional comparability (OECS Commission, 2018; [CXC, 2021](#)). The table of specifications for the OEMA, designed to ensure balanced coverage across domains and cognitive levels, is presented below.

Table 7: *Table of Specifications for OEMA*

Content Strand	Factual (all SR)	Conceptual		Procedural		TOTAL MARKS
		SR	CR	SR	CR	
Number Sense	2	3	2			7
Operation With Numbers	1	5		1	5	12
Patterns & Relationships		2			3	5
Geometrical Thinking	2	1			2	5
Measurement	3	3	1		1	8
Data Handling & Probability	1	1	1		1	4
TOTAL MARKS	9	15	4	1	12	41

IV. Methodology

Between May and June 2025, the OECS Commission successfully administered the OERA and OEMA across eight Member States—Antigua and Barbuda, Dominica, Grenada, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Anguilla, and the British Virgin Islands. This harmonized approach to large-scale assessment supports the OECS Education Sector Strategy (OESS) by generating comparable data on student learning outcomes and monitoring the quality and equity of education in the region (OECS Commission, 2021). The assessments were conducted with strict adherence to international quality standards, particularly those outlined by the UIS, in order to ensure that resulting data can be used to report on SDG 4.1.1a (UIS, 2022; ACER, 2020).

Materials and Preparation

A regional preparatory meeting was held on May 7, 2025, bringing together national coordinators, assessment officers, curriculum specialists, and other key team members. At this meeting, all participating countries received a standardized suite of materials: a Regional Assessment Guide for education leaders, a Test Administration Manual for principals and invigilators, a Quality Control Officer manual, and related training resources. The protocols and guidelines outlined in these documents reference the requirements for administration and data handling as outlined by UIS Criterion 4. Evidence that is required by Member States in order to report on SDG 4.1.1a includes verification in the form of signed documentation including registration, chain of custody and any incident reporting forms.

To address national capacity constraints, the printing and distribution of student bubble sheets was coordinated regionally and included the shipment of materials to Member States. Each national assessment center was responsible for overseeing the secure printing, packaging, and distribution of administration manuals, text booklets, and invigilator scripts and shipped materials. Countries were required to ensure that the printing process for question papers was conducted under strict security measures to protect the integrity of the assessment materials.

Administration

Dates for invigilator training, assessment administration and scoring were determined by national assessment officers, while deadlines for the submission of materials as well as for standardization and moderation processes were selected by the OECS Commission in order to coordinate activities requiring the participation of persons from all eight Member States. National Assessment Teams were responsible for ensuring the secure and timely distribution of assessment materials to all participating schools as well as implementing tracking mechanisms to monitor the movement and receipt of materials. Invigilators were tasked with administering assessments in accordance with the standardized protocols outlined in the regional training modules. Their responsibilities encompassed maintaining detailed records of the administration process, including attendance, incidents, and any deviations from standard protocols. National Assessment Teams were also expected to deploy monitoring teams to observe assessment administration, provide immediate support, and address issues as they arise. Quality Control Officers



were trained nationally and were required to report serious breaches of protocol to the National Coordinator immediately.

Scoring and Moderation

After administration, all test materials including material reception forms, attendance logs and incident reports were sealed in tamper-evident envelopes and shipped back to the OECS Commission. While bubble sheets will be scanned and digitized for analysis in Saint Lucia, the OEMA constructed response papers were scored in-country following the regional standardization session. To achieve uniform scoring standards, the OECS PMT held a virtual Standardization Workshop on June 10th, 2025 where participants, including assessment officers and designated table leads, were trained in the use of the standardized rubric and scoring guidelines, ensuring fairness and uniformity across all centers.

Once initial scoring was complete, a regional in-person Moderation Exercise was conducted from July 7–11th, 2025. A representative sample of scored scripts, including answers from across the range of performance levels, was selected from each country and re-scored by a mixed team of regional evaluators. Specifically tailored to address the complexities of assessing open-ended responses, this process guaranteed that each response was evaluated fairly and accurately, adhering to standardized scoring criteria. This moderation ensured inter-rater reliability and consistency across countries and enabled subject-matter experts to give feedback on adjustments and clarifications for item writing, rubric construction and assessment implementation needed for future administration.

Data Analysis

Data were analyzed using a standardized regional protocol to ensure comparability and validity across all OECS Member States. The OECS Commission's Education Development Management Unit (EDMU) led the process in collaboration with National Assessment Coordinators.

Student response data were consolidated from all participating countries and subjected to quality checks for completeness, consistency, and accuracy. Invalid or incomplete records (e.g., missing country codes, excessive omissions) were excluded. All item-level data were anonymized prior to analysis. Double-entry verification and cross-country reconciliation ensured integrity of the merged dataset.

Each assessment item was coded dichotomously (1 = correct, 0 = incorrect). Domain scores were computed as the sum of correct responses for Reading and Mathematics separately. Constructed-response items were scored using standardized rubrics moderated regionally to ensure inter-rater reliability.

Item statistics, including difficulty (p-value), discrimination, and point biserial correlation, were computed to assess item quality and inform revisions or curriculum alignment (see Appendix C). Analyses were disaggregated by country, sex, and domain to examine patterns in performance and equity, with national means and proficiency rates aggregated into the regional summary.

V. Regional Performance Results

Population Coverage

The assessment targeted the entire population of Grade 2 students enrolled in public schools across OECS Member States. This group represents the reporting population for SDG 4.1.1a. Data on all enrolled students will be collected from the OECS Digest, regardless of attendance on the assessment day, ensuring complete documentation of the eligible cohort.

Table 8: Total Number of Registered Schools and Students by Member State

Member State	Expected				Received			
	Schools	Males	Females	TOTAL	Schools	Males	Females	TOTAL
Anguilla	6	71	87	629	6	65	81	146
Antigua and Barbuda	28	339	290	158	28	315	281	596
British Virgin Islands	13	107	128	235	13	92	119	211
Dominica	55	337	332	669	55	328	342	670
Grenada*	60	726	657	1383	60	628	523	1146
St. Kitts and Nevis	20	261	265	526	20	248	252	500
St. Lucia	66	967	885	1852	66	915	836	1751
St. Vincent and the Grenadines	67	801	727	1528	68	754	698	1452
TOTAL	314	3609	3371	6980	315	3340	3132	6472

Figure 1: Overall Population of Students by Gender and Member State

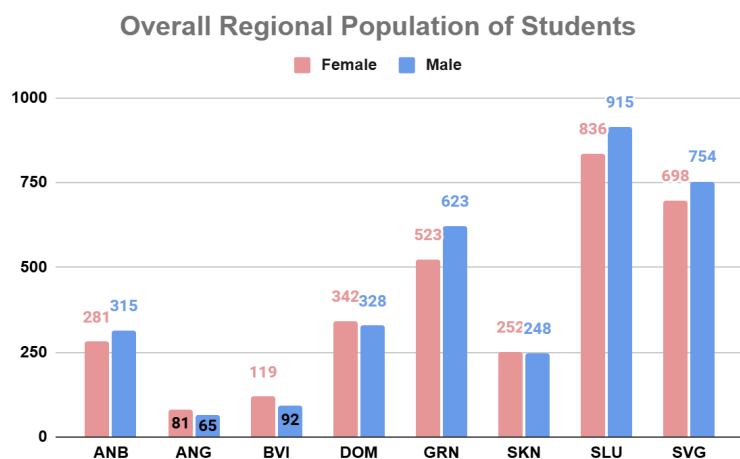
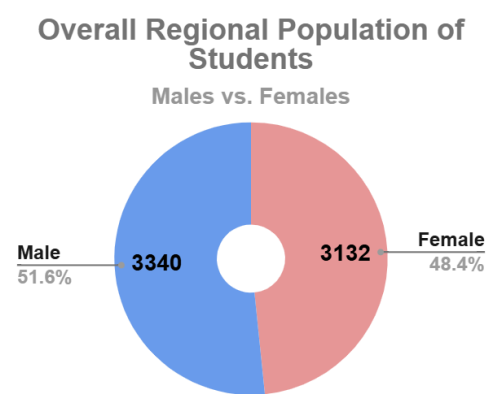


Figure 2: Overall Population of Students by Gender



Overall Regional Performance

Figure 3: Overall Regional Performance by Assessment

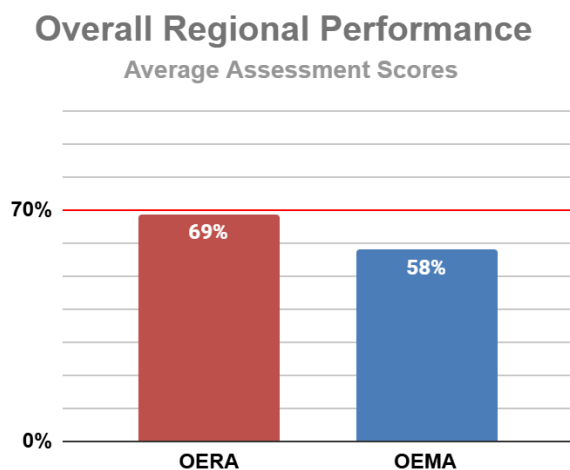
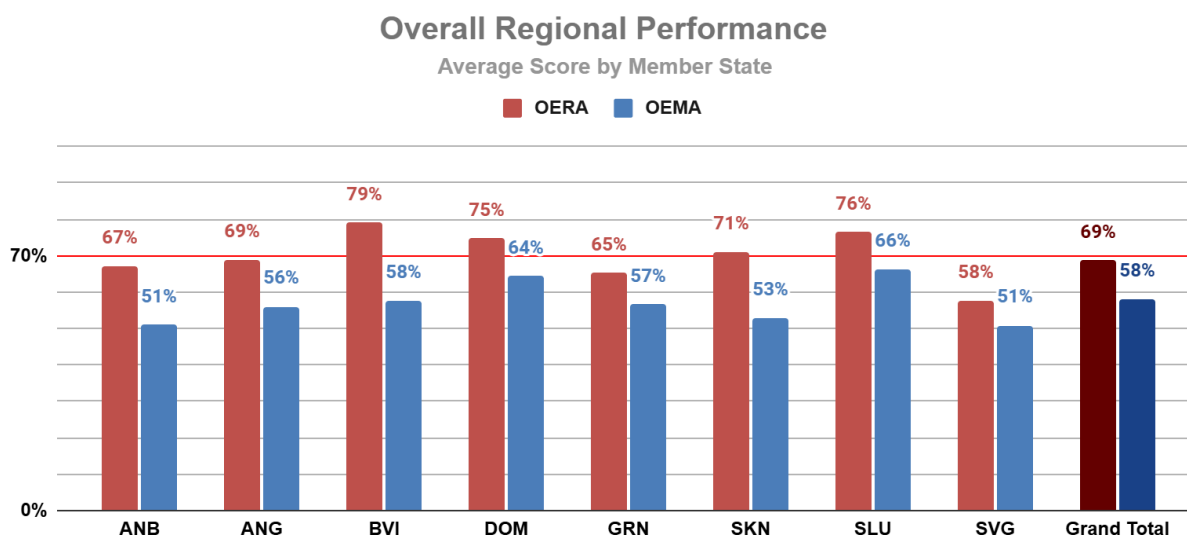


Table 9: Overall Regional Performance by Member State and Assessment

Member State	OERA		OEMA	
	Mean	SD	Mean	SD
ANB	67%	25%	51%	17%
ANG	69%	26%	56%	16%
BVI	79%	17%	58%	14%
DOM	75%	20%	64%	16%
GRN	65%	25%	57%	16%
SKN	71%	23%	53%	16%
SLU	76%	23%	66%	16%
SVG	58%	26%	51%	16%
TOTAL	69%	25%	58%	18%

Figure 4: Overall Regional Performance by Member State and Assessment



Overall Regional OERA Performance

Figure 5: Overall Regional OERA Performance by Member State

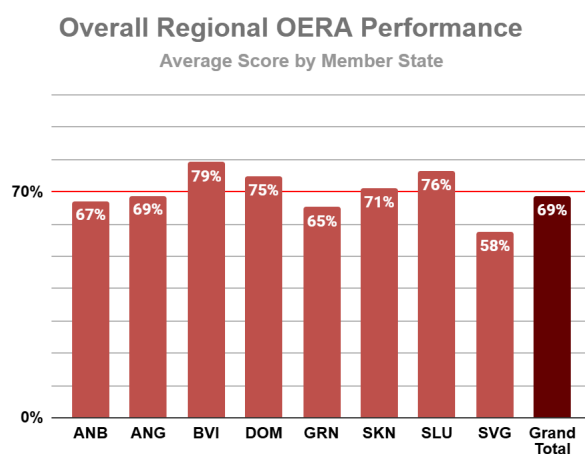


Figure 6: Overall Regional OERA Performance

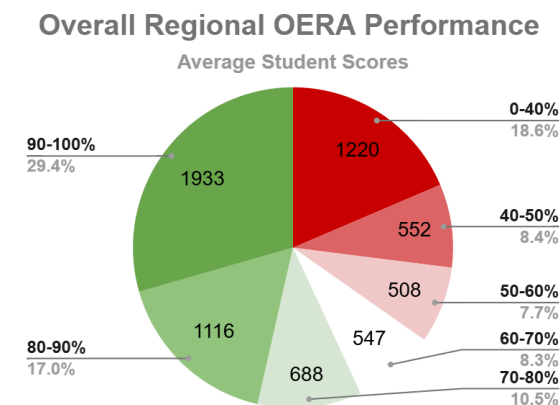
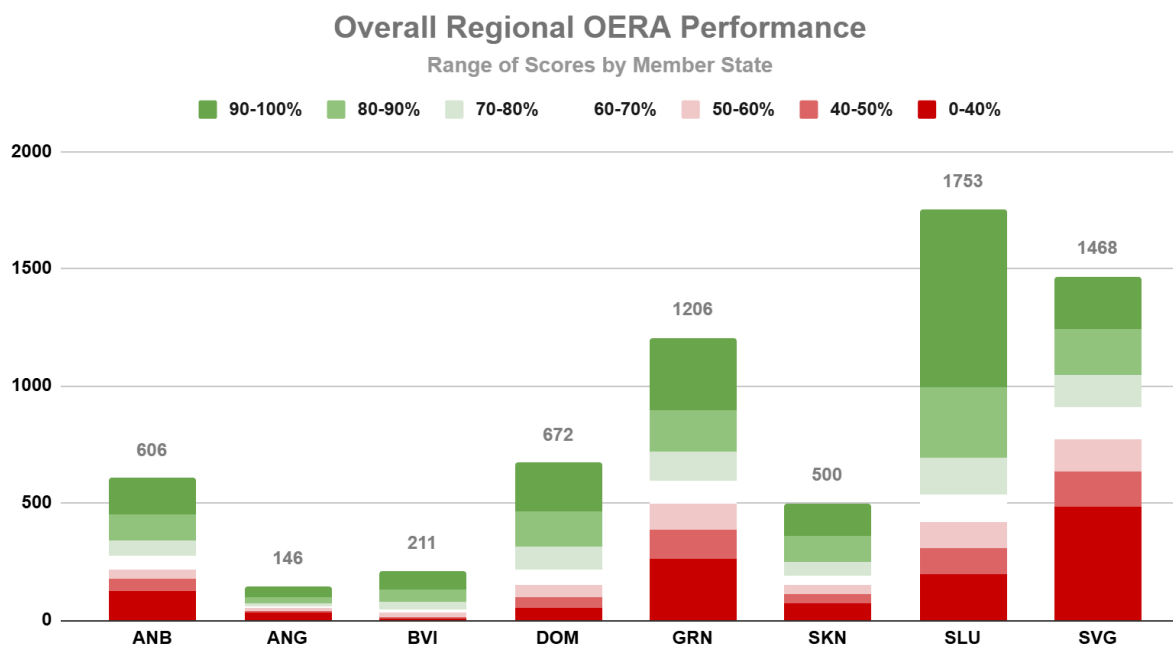


Figure 7: Overall Regional OERA Range of Scores by Member State



Overall Regional OEMA Performance

Figure 8: Overall Regional OEMA Performance by Member State

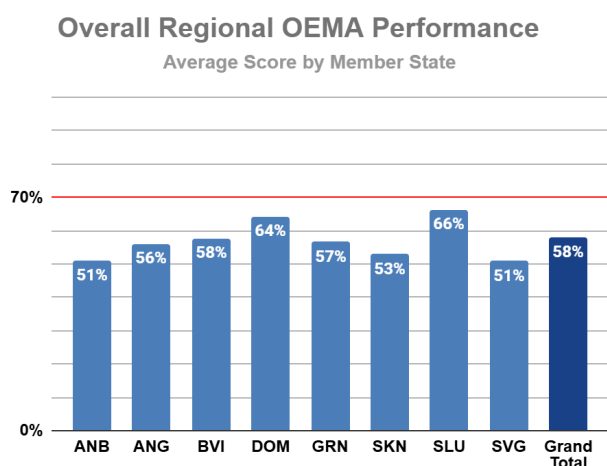


Figure 9: Overall Regional OERA Performance

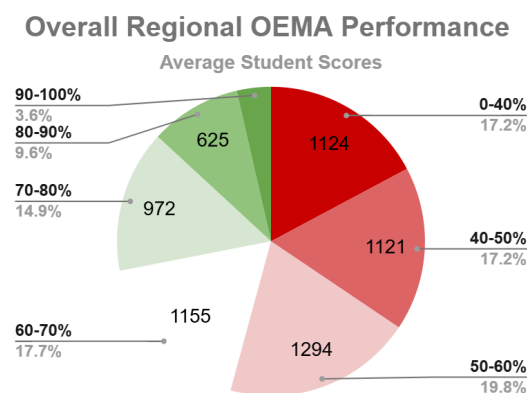
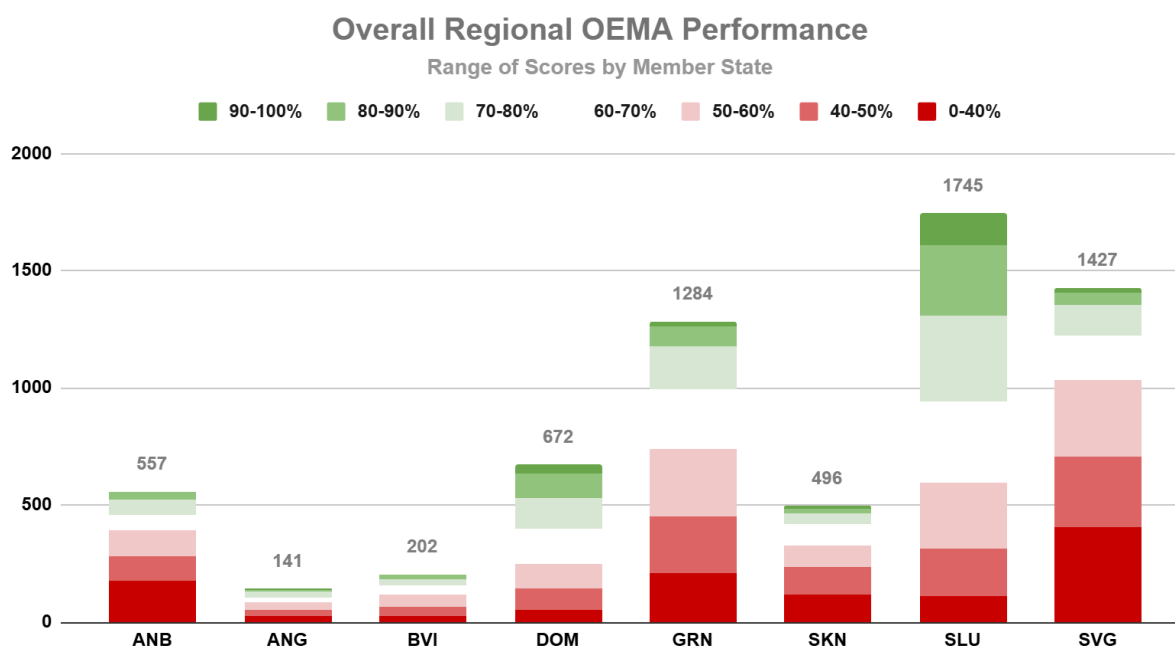


Figure 10: Overall Regional OEMA Range of Scores by Member State



Overall Regional Performance OERA vs. OEMA

Figure 11: Overall Regional Range of Scores OERA vs. OEMA

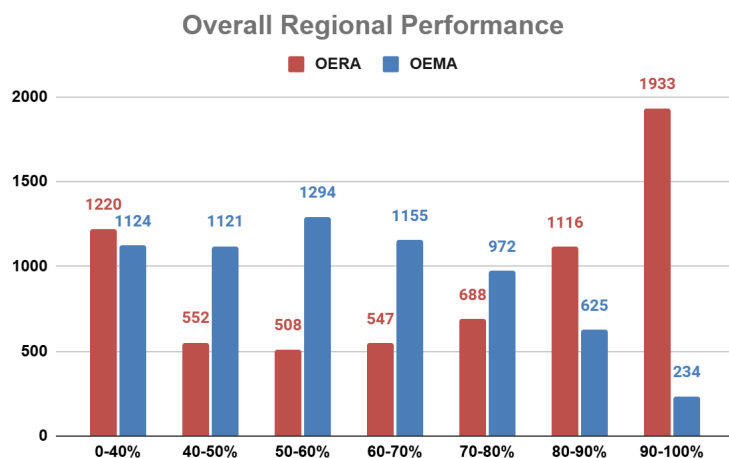


Figure 12: Overall Regional Range of Scores OERA vs. OEMA

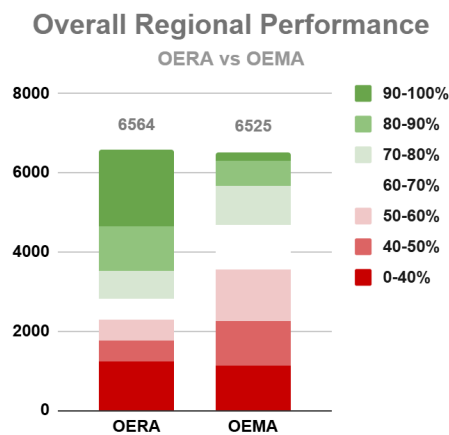
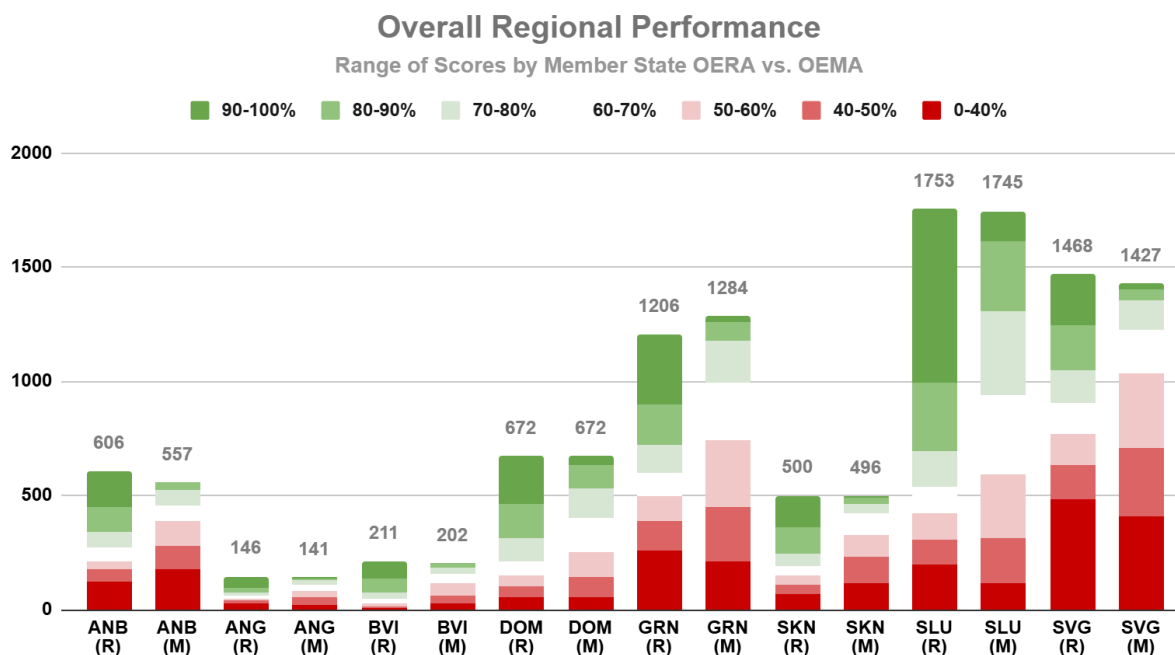


Figure 13: Overall Regional Range of Scores OERA vs. OEMA by Member State



VI. Disaggregated Results by Gender

Figure 14: Overall Regional Performance by Gender and Assessment

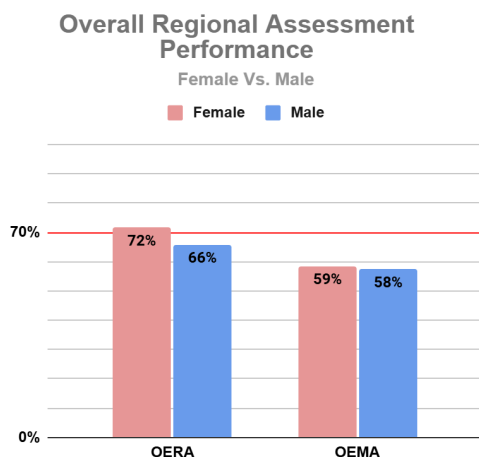


Table 10: Overall Student Performance by Member State, Gender and Assessment

Member State	OERA		OEMA	
	Female	Male	Female	Male
ANB	71%	63%	52%	50%
ANG	74%	63%	58%	53%
BVI	82%	76%	58%	57%
DOM	75%	75%	64%	64%
GRN	69%	62%	58%	56%
SKN	73%	69%	52%	54%
SLU	80%	74%	66%	66%
SVG	61%	55%	52%	50%
TOTAL	72%	66%	59%	58%

Figure 15: Overall Regional Performance of Female Students by Member State and Assessment

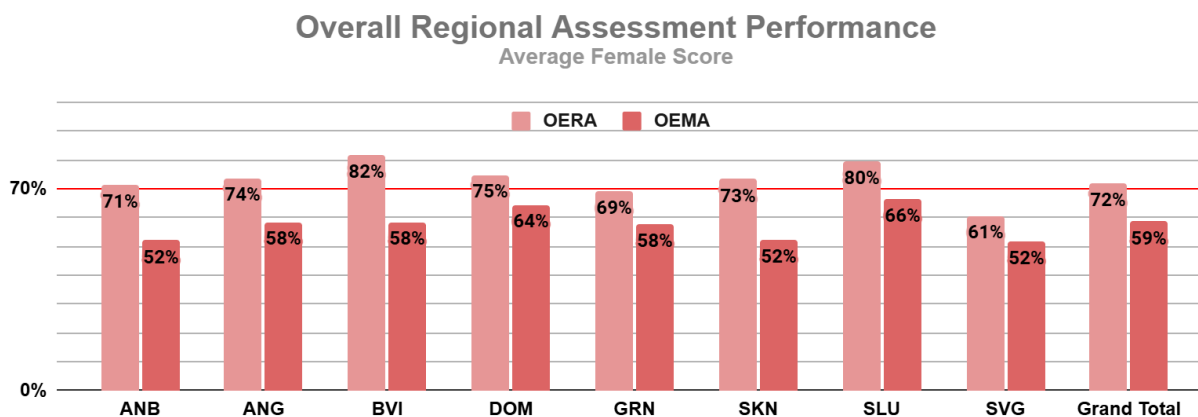


Figure 16: Overall Regional Performance of Male Students by Member State and Assessment

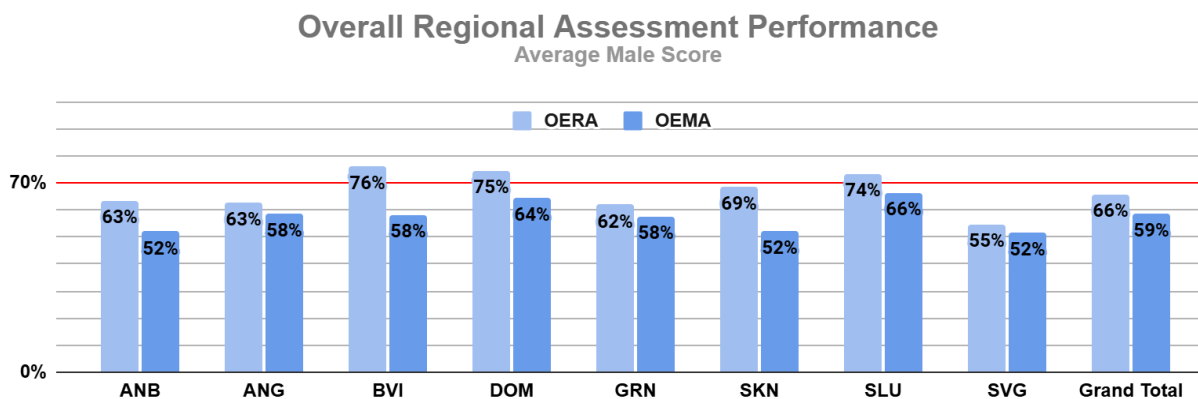


Figure 17: Overall Regional Performance Difference Between Females and Males

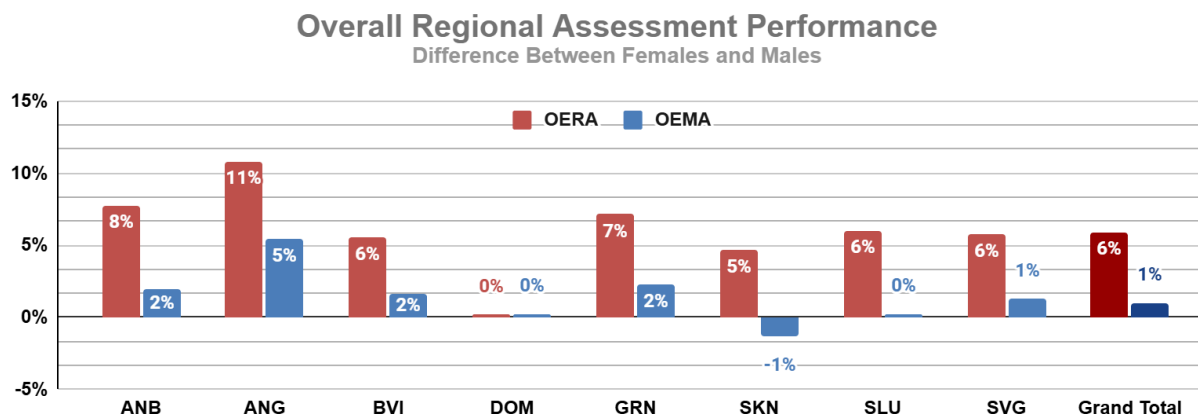


Figure 18: Overall Regional OERA Performance by Gender and Member State

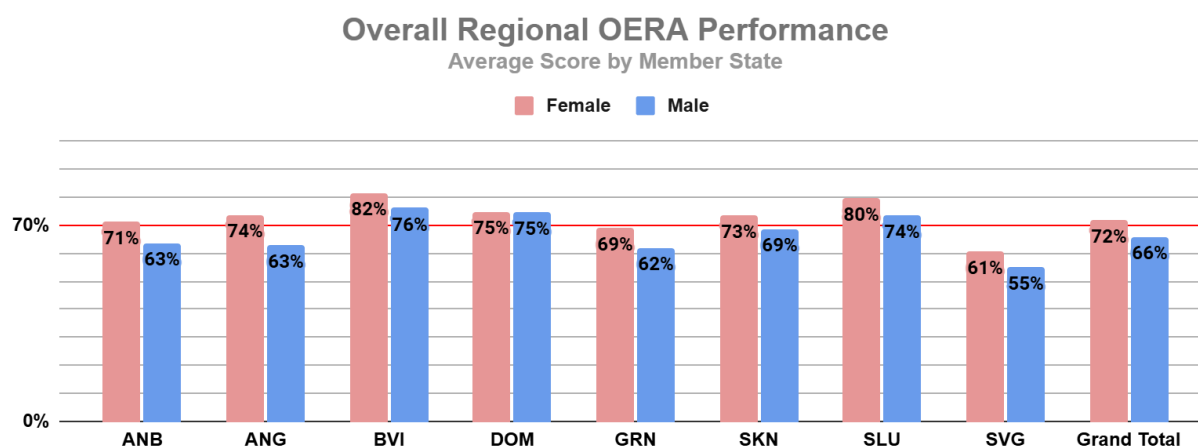
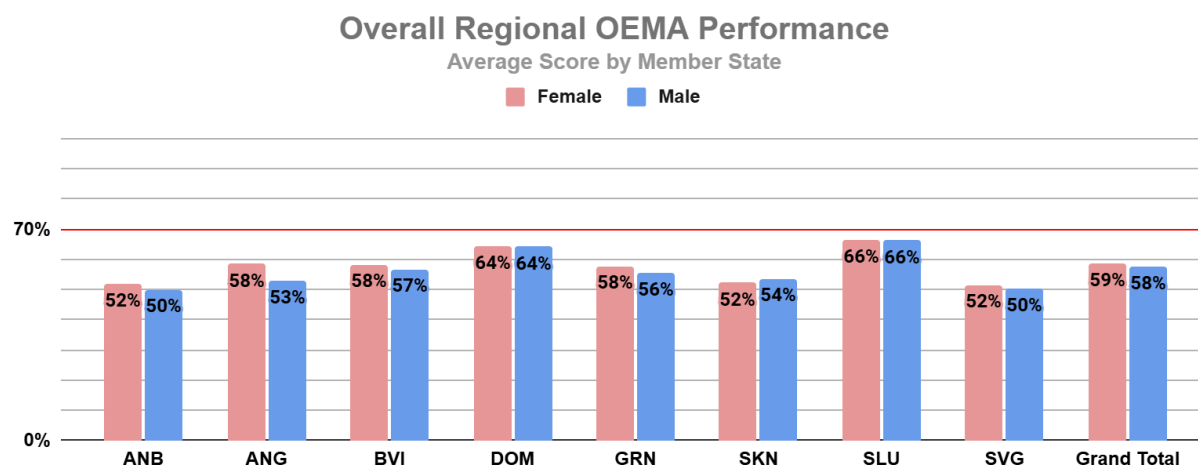


Figure 19: Overall Regional OEMA Performance by Gender and Member State



VII. Domain-Level and Item-Level Analysis

OECS Early Reading Assessment Results

Figure 20 & 21: Overall Regional OERA Performance by Genre

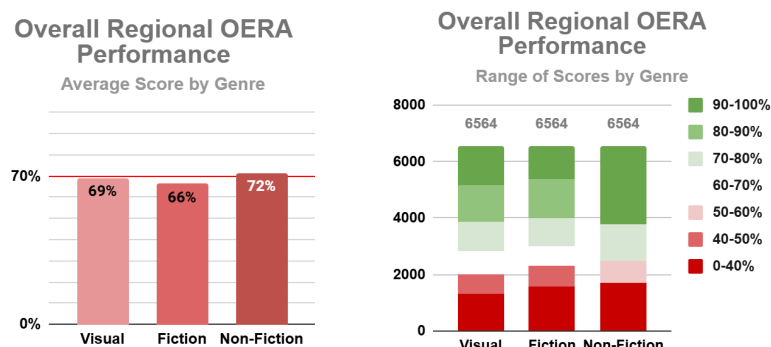


Table 11: Overall Regional OERA Performance by Member State and Genre

Member State	Genre		
	Visual	Fiction	Non-Fiction
ANB	67%	66%	69%
ANG	71%	64%	72%
BVI	78%	78%	83%
DOM	73%	73%	80%
GRN	66%	63%	67%
SKN	70%	68%	77%
SLU	78%	73%	79%
SVG	58%	56%	60%
TOTAL	69%	66%	72%

Figure 22: Overall Regional OERA Performance by Genre and Member State

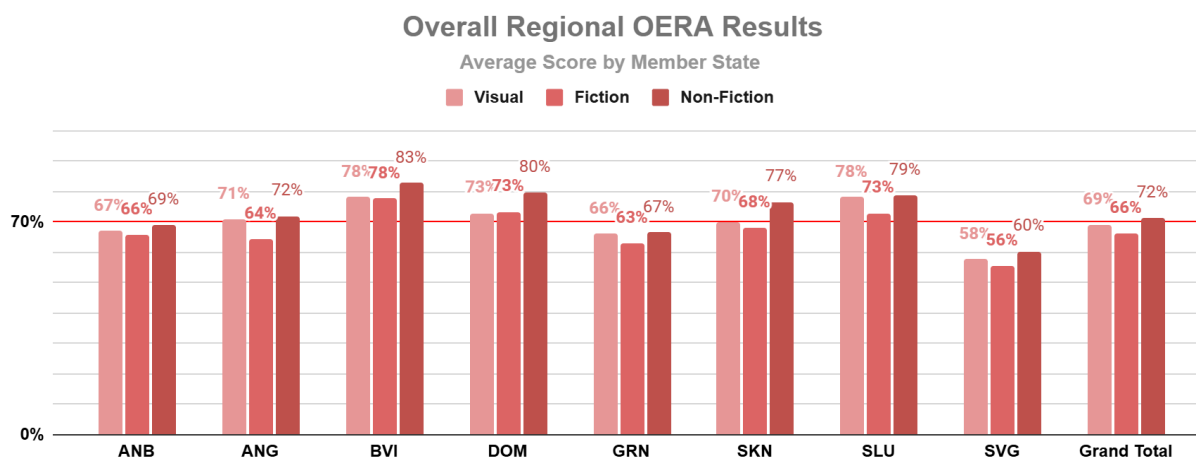
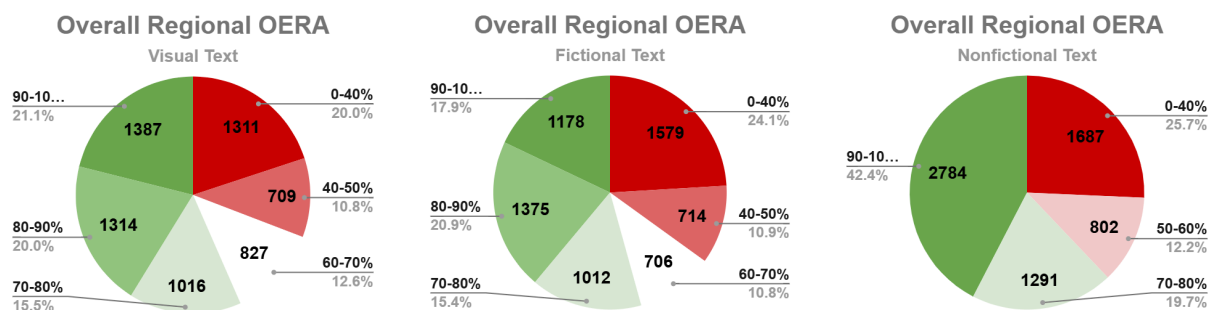


Figure 23 - 25: Overall Regional OERA Performance by Genre



OCES Early Mathematics Assessment Results

Figure 26: Overall Regional OEMA Performance by Strand

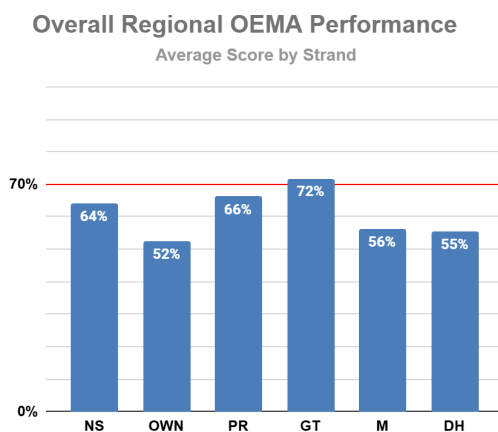


Table 12: Overall Regional OEMA Performance by Member State and Strand

Member State	NS	OWN	PR	GT	M	DH
ANB	58%	45%	64%	62%	47%	46%
ANG	63%	48%	66%	77%	50%	54%
BVI	64%	51%	67%	71%	58%	48%
DOM	70%	60%	71%	76%	64%	63%
GRN	63%	51%	64%	72%	54%	53%
SKN	62%	46%	61%	69%	49%	48%
SLU	72%	61%	74%	77%	68%	66%
SVG	56%	46%	58%	68%	47%	48%
TOTAL	64%	52%	66%	72%	56%	55%

Figure 27: Overall Regional OEMA Performance by Strand and Member State

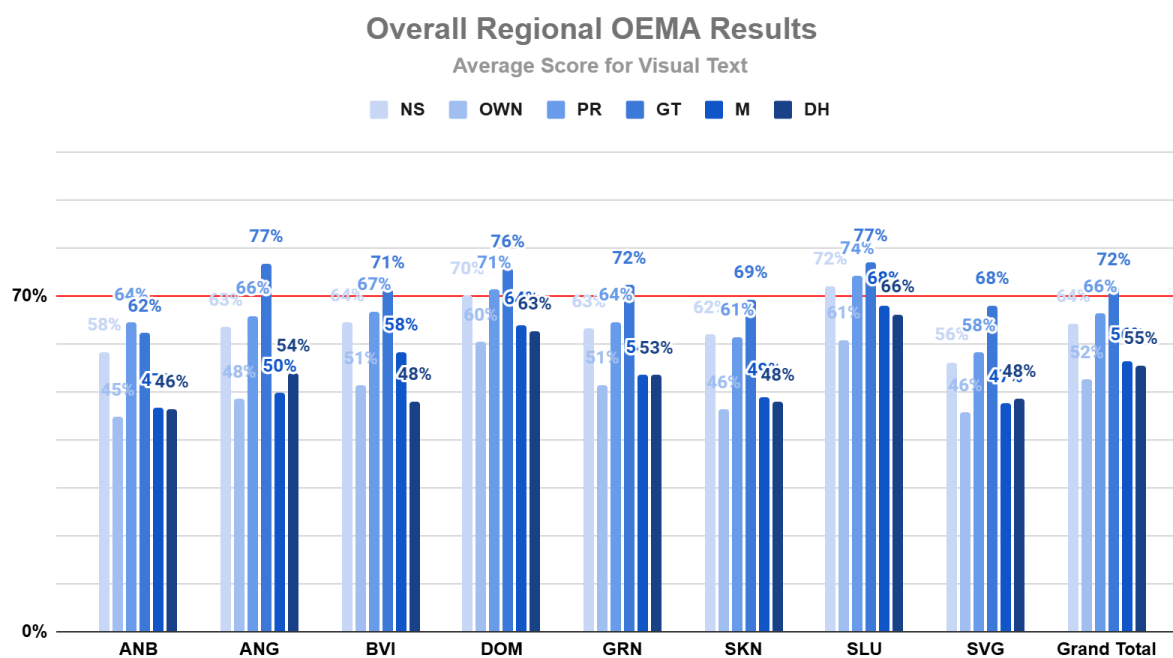


Figure 28: Overall Regional OEMA Performance Range of Scores by Strand

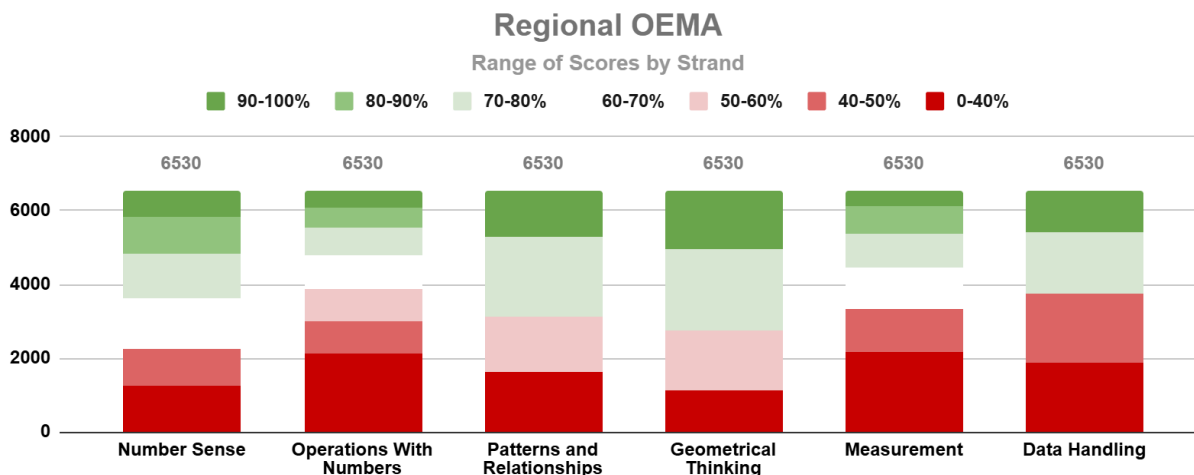
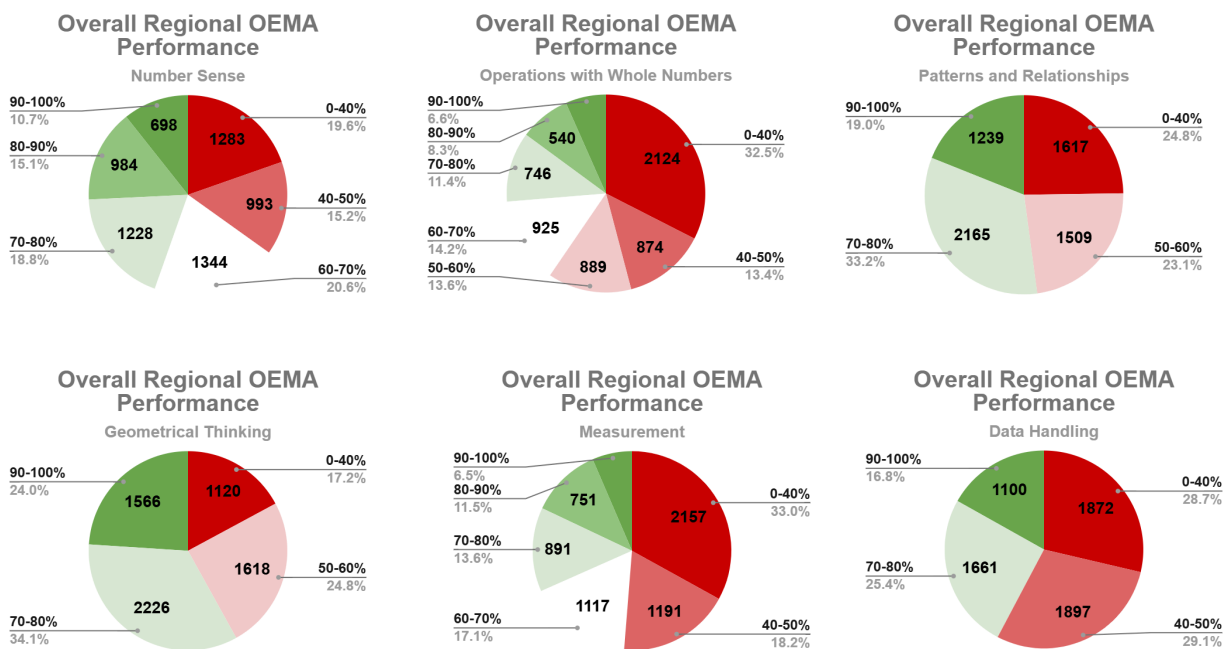


Figure 29 - 34: Overall Regional OEMA Performance Range of Scores by Strand



VIII. Discussion and Interpretation

The results of the 2025 OECS Early Reading (OERA) and Mathematics (OEMA) Assessments provide valuable insights into early learning outcomes across the region. Overall, the data suggest that while most students are developing foundational literacy and numeracy skills, there are **notable variations both across and within Member States that warrant focused attention.**

Reading Achievement

Performance in reading indicates that the **majority of Grade 2 students have acquired basic decoding and literal comprehension skills.** Strong results on items aligned with word recognition and short text interpretation reflect effective early reading instruction and increasing alignment with the OECS Harmonized Primary Curriculum (OHPC). However, **lower performance on items requiring inferential comprehension, vocabulary application, and interpretation of longer texts** suggests that higher-order reading skills are not yet fully developed. These patterns point to a need for continued emphasis on comprehension strategies and guided reading practices in the early grades.

Mathematics Achievement

Regional performance in mathematics was more variable, with lower average proficiency rates compared to reading. Students demonstrated competence in number recognition and simple calculations but struggled with multi-step problem-solving and measurement concepts. These domains typically require abstract reasoning and conceptual understanding, which may be underemphasized in early instruction. The data therefore highlight the importance of strengthening the teaching of mathematical reasoning, spatial thinking, and application of operations in real-world contexts.

Equity and Subgroup Patterns

Gender differences were consistent across countries, with girls outperforming boys in reading and showing comparable results in mathematics. Country-level variation suggests differences in instructional quality, resource availability, and teacher preparation. Equity gaps were more pronounced in mathematics, particularly in contexts with limited access to teaching materials or differentiated instruction.

Summary

Taken together, the findings indicate that the OECS region is progressing steadily toward foundational literacy goals but continues to face challenges in ensuring **universal numeracy proficiency.** Targeted instructional support, teacher professional development, and classroom-level use of formative assessment will be critical to closing the identified learning gaps. Strengthening these areas will help ensure that all students, regardless of context or background, achieve the minimum proficiency levels required under SDG 4.1.1a.

IX. Policy Implications and Recommendations

1. Strengthen Early Instructional Quality

The assessment results underscore the need to deepen instructional quality in early literacy and numeracy. While most students can decode and compute basic facts, the regional challenge lies in developing comprehension and reasoning. Member States should prioritize evidence-based teaching strategies that build conceptual understanding — such as guided reading, dialogic teaching, and problem-solving with manipulatives — within the early grades.

2. Reinforce Teacher Professional Development

Teacher professional development remains the strongest lever for improving student outcomes. Training programs should focus on pedagogical content knowledge for reading comprehension and mathematical reasoning, aligning closely with the OECS Harmonized Primary Curriculum (OHPC). Coaching and peer-learning models within schools can help sustain the application of new practices.

3. Use Assessment Data to Inform Practice

Data from the OERA and OEMA should be systematically integrated into national and school-level improvement planning. Regular review of results by National Assessment Committees (NACs) and school leadership teams can identify priority learning gaps and guide targeted interventions. Over time, national EMIS platforms should host and visualize assessment trends to support evidence-based decision-making.

4. Address Equity and Access Gaps

Persistent performance disparities between and within Member States suggest unequal access to instructional resources and differentiated learning support. Policies promoting early intervention, equitable resource allocation, and targeted remedial programs are essential to reduce these gaps and ensure that every learner achieves foundational proficiency.

5. Strengthen Alignment with Global Frameworks

The strong correspondence between OERA/OEMA domains and the Global Foundational Proficiency (GFP) framework confirms that the region is well positioned for international reporting. Further technical work — including standard setting and longitudinal analysis — will allow Member States to align national proficiency benchmarks with SDG Indicator 4.1.1a and demonstrate progress toward global learning targets.

6. Promote a Culture of Continuous Improvement

Beyond reporting, the real value of assessment lies in its capacity to drive instructional improvement. By embedding data reflection within school routines, promoting teacher-led analysis of results, and linking findings to curriculum support materials, Member States can create a sustained culture of learning improvement across the OECS.

Table 13: Recommendations for Improving Performance

Level	Recommendation	Purpose	Responsible Agency
Regional	Strengthen regional assessment capacity and establish consistent reporting mechanisms for SDG 4.1.1a.	Build capacity and consistency across OECS and ensure comparability and sustainability.	OECS Commission
National	Use results to design targeted remedial and enrichment programs, especially in early mathematics.	Support remedial action planning to address skill deficits and improve equity.	Ministries of Education
School	Promote systematic use of formative assessment data to inform instruction and differentiation.	Enhance classroom-level teaching and learning by reinforcing data use in instruction.	School leaders / teachers

X. Next Steps and Sustainability

Building on the 2025 administration, the OECS Commission will:

- Integrate OERA and OEMA data into national **Education Management Information Systems (EMIS)** for routine monitoring;
- Expand professional development for **National Assessment Teams** and teachers in data use;
- Continue assessment cycles to track progress, inform curriculum refinement, and sustain evidence-based reporting on SDG 4.1.1a.

References

- ACER. (2019). *Using Assessment Data to Improve Teaching and Learning: Guidelines for Educators*. Australian Council for Educational Research.
- ACER. (2020). *OECS Early Grade Assessment Technical Manual*. Australian Council for Educational Research.
- Caribbean Examinations Council (CXC). (2021). *Curriculum and Assessment Framework for Primary Mathematics*. Port of Spain: CXC.
- OECS Commission. (2018). *OECS Learning Standards for Mathematics*. Castries, Saint Lucia: OECS Commission.
- OECS Commission. (2021). *OECS Education Sector Strategy 2021–2025*. Castries, Saint Lucia: OECS Commission.
- OECS Commission. (2022). *OECS Harmonized Primary Curriculum (OHPC) Implementation Guide*. Castries, Saint Lucia: OECS Commission.
- Snow, C., Griffin, P., & Burns, M. (2005). *Knowledge to Support the Teaching of Reading: Preparing Teachers for a Changing World*. San Francisco, CA: Jossey-Bass.
- Tobin, K., Nugroho, E., & Lietz, P. (2016). *Assessing Student Learning in Early Grades: Data Use for Decision-Making*. International Journal of Educational Research, 76, 45–58.
- UNESCO Institute for Statistics (UIS). (2018). *Global Education Monitoring Report: Education for All 2018*. Montreal: UNESCO UIS.
- UNESCO Institute for Statistics (UIS). (2019). *International Guidelines on Learning Assessment for SDG 4.1.1a*. Montreal: UNESCO UIS.
- UNESCO Institute for Statistics (UIS). (2020). *Technical Guidance for Early Grade Assessments*. Montreal: UNESCO UIS.
- UNESCO Institute for Statistics (UIS). (2022). *UIS Data Quality and Reporting Standards for Early Grade Assessments*. Montreal: UNESCO UIS.
- World Bank. (2019). *Using Learning Assessments to Improve Education Outcomes*. Washington, DC: World Bank.
- World Bank. (2024). *OECS Education Performance Monitoring and Evaluation: Regional Report*. Washington, DC: World Bank.

Appendix A: Curriculum Mapping and Alignment

Table 14: OERA Mapping and Alignment to OHPC

Item	Marks	Genre	ELO	Specific Curriculum Outcomes	Cognitive Level	Difficulty
1	1	Visual	2	Use illustrations and details in a text to describe and interpret characters, setting, and events.	Literal	Easy
2	1	Visual			Analytical	Medium
3	1	Visual			Analytical	Medium
4	1	Visual			Analytical	Medium
5	1	Visual			Analytical	Easy
6	1	Visual	3	Continue to develop use of context (meaning, illustrations, text features, etc.)clues to solve unknown vocabulary.	Analytical (Usage)	Difficult
7	1	Visual	2	Use illustrations and details in a text to describe and interpret characters, setting, and events.	Analytical	Medium
8	1	Visual			Literal	Medium
9	1	Fiction	3	Apply a variety of comprehension strategies to create meaning: activating background knowledge, determining importance, visualisation, prediction, inferring, synthesising, analysing questions, make connections	Literal	Easy
10	1	Fiction			Literal	Easy
11	1	Fiction			Literal	Easy
12	1	Fiction			Literal	Easy
13	1	Fiction	3	Continue to develop use of context (meaning, illustrations, text features, etc.)clues to solve unknown vocabulary.	Analytical (Usage)	Medium
14	1	Fiction	3	Apply a variety of comprehension strategies to create meaning: activating background knowledge, determining importance, visualisation, prediction, inferring, synthesising, analysing questions, make connections	Analytical	Easy
15	1	Fiction			Analytical	Medium
16	1	Fiction			Literal	Medium
17	1	Non-Fiction	3	Apply a variety of comprehension strategies to create meaning: activating background knowledge, determining importance, visualisation, prediction, inferring, synthesising, analysing questions, make connections	Literal	Easy
18	1	Non-Fiction			Literal	Easy
19	1	Non-Fiction			Analytical	Easy
20	1	Non-Fiction	3	Continue to develop use of context (meaning, illustrations, text features, etc.)clues to solve unknown vocabulary.	Analytical (Usage)	Medium
21	1	Non-Fiction	3	Apply a variety of comprehension strategies to create meaning: activating background knowledge, determining importance, visualisation, prediction, inferring, synthesising, analysing questions, make connections	Analytical	Medium

Table 15: OEMA Selected Response Mapping Alignment to OHPC

Item	Marks	Strand	ELO	Specific Curriculum Outcomes	Cognitive Level	Knowledge Dimension
1	1	Number Sense	N1.1	Read, write, and represent whole numbers from 1- 100.	Understand	Factual
2	1	Number Sense	N2.1	Identify unit fractions correctly	Understand	Factual
3	1	Number Sense	N2.2	Compare two fractions with the same denominator (limited to halves and quarters) referring to the same whole.	Analyze	Conceptual
4	1	Number Sense	N1.1	Say number sequence by 1s, 2s, 5s, and 10s, forward and backward, starting from any point to 100.	Apply	Conceptual
5	1	Number Sense	N1.1	Skip count orally in 2s, 5s, and 10s up to 200.	Apply	Conceptual
6	1	Operations with Numbers	O2.1	Work out a multiplication fact by repeated addition	Apply	Factual
7	1	Operations with Numbers	O1.2	Demonstrate initial multiplication and division knowledge related to sharing, grouping, and array.	Apply	Conceptual
8	1	Operations with Numbers	O2.1	Solve a 1-step picture problem involving multiplication and division.	Apply	Conceptual
9	1	Operations with Numbers	O1.1	Subtract the two-digit number from a two-digit number using a variety of strategies without and with regrouping	Apply	Procedural
10	1	Operations with Numbers	O1.1	Identify that addition is the opposite of subtraction	Analyze	Conceptual
11	1	Operations with Numbers	O1.1	Use a variety of strategies and tools to add and subtract two-digit numbers with and without regrouping	Apply	Conceptual
12	1	Operations with Numbers	O1.1	Use problem-solving strategies for up to two-step problems involving addition and subtraction using single digits	Apply	Conceptual
13	1	Patterns & Relationships	PR1.2	Use pattern rules to extend patterns and make predictions	Analyze	Conceptual
14	1	Patterns & Relationships	PR2.3	Solve for missing quantities to make the equation equivalent.	Analyze	Conceptual
15	1	Geometrical Thinking	G2.1	Identify properties of 2D shapes	Understand	Factual
16		Geometrical Thinking	G2.2	Examine various 3D shapes to identify the number of vertices, edges, faces	Understand	Factual
17	1	Geometrical Thinking	G2.3	Describe the movements required to place an object in a particular position, relative to another object (left/right, up/down).	Apply	Conceptual
18	1	Measurement	M1.4	Represent and read time on the hour, half past the hour, and quarter past the hour	Apply	Factual
19	1	Measurement	M2.3	Identify the standard units of grams (g) for mass and milliliters (mL) for volume	Understand	Factual

20	1	Measurement	M2.2	Measure attributes like length, weight, and time accurately by using units such as inches, centimeters, pounds, kilograms, and minutes	Understand	Factual
21	1	Measurement	M2.1	Estimate lengths using centimeters and Meters	Apply	Conceptual
22	1	Measurement	M1.4	Add a mixed collection of coins whose sum is less than or equal to one dollar. eg. 25c, 10c and 5c pieces.	Apply	Conceptual
23	1	Measurement	M2.2	Use simple formulas related to measurement to calculate the perimeter of basic shapes or find the average length of objects.	Apply	Conceptual
24	1	Data Handling & Probability	DH1.2	Use collected data to answer questions.	Analyze	Conceptual
25	1	Data Handling & Probability	DH2.3	Describe the likelihood that events will happen, and use that information to make predictions	Understand	Factual

Table 16: OEMA Constructed Response Malling and Alignment to OHPC

Item	Marks	Strand	ELO	Specific Curriculum Outcomes	Cognitive Level	Knowledge Dimension
1(a)	1	Operations with Numbers	O1.1	Subtract two-digit number from two-digit number using a variety of strategies without and with regrouping.	Procedural	Apply
1(b)	2	Number Sense	N21.2	Distinguish between odd and even numbers for groups with up to 20 objects.	Conceptual	Understand
2(a)	2	Operations with Numbers	N2.1	Solve a 1-step picture problem involving multiplication and division	Procedural	Apply
2(b)	2	Operations with Numbers	N2.1	Solve a 1-step picture problem involving multiplication and division	Procedural	Apply
3(a)	1	Patterns & Relationships	P1.2	Complete patterns where elements are missing.	Procedural	Analyze
3(b)	2	Patterns & Relationships	P1.2	Determine the rule used to extend a growing and a shrinking pattern.	Procedural	Apply
4(a)	1	Geometrical Thinking	G1.2	Represent and construct 2D shapes and 3D objects	Procedural	Apply
4(b)	1	Geometrical Thinking	G1.2	Represent and construct 2D shapes and 3D objects	Procedural	Apply
5(a)	1	Measurement	M1.1	Compare and order measurements using non-standard units of measurement.	Conceptual	Apply
5(b)	1	Measurement	M1.2	Estimate and measure length, height, and distance, using standard units (i.e centimetre, metre	Procedural	Apply
6(a)	1	Data Handling & Probability	DH1.2	Create different types of data presentations, including pictographs, and bar graphs to represent data	Procedural	Apply
6(b)	1	Data Handling & Probability	DH1.2	Use collected data to answer questions.	Conceptual	Analyze

Appendix B: Technical Summary Tables

Table 17: OERA Performance by Item

MS	R1	R2	R2	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	R21
ANB	72%	63%	71%	67%	72%	57%	66%	73%	76%	77%	57%	73%	70%	43%	74%	63%	74%	75%	71%	64%	66%
ANG	78%	63%	79%	70%	73%	63%	64%	79%	77%	75%	55%	76%	66%	34%	77%	57%	74%	77%	76%	72%	64%
BVI	83%	60%	87%	83%	80%	75%	82%	82%	89%	90%	69%	92%	86%	39%	87%	73%	89%	89%	80%	82%	78%
DOM	79%	58%	77%	70%	80%	66%	75%	83%	84%	83%	62%	85%	79%	51%	81%	68%	83%	85%	81%	76%	78%
GRN	77%	53%	66%	62%	75%	54%	64%	79%	75%	74%	57%	70%	66%	41%	67%	57%	69%	70%	67%	64%	65%
SKN	75%	62%	73%	71%	77%	61%	65%	81%	81%	82%	61%	75%	72%	40%	77%	63%	82%	82%	79%	72%	71%
SLU	84%	73%	79%	73%	85%	64%	79%	89%	86%	86%	66%	79%	75%	46%	77%	70%	85%	83%	80%	76%	73%
SVG	64%	47%	61%	58%	65%	51%	57%	66%	67%	68%	50%	60%	58%	36%	60%	52%	63%	64%	62%	59%	60%
TOTAL	76%	60%	71%	67%	76%	59%	69%	79%	78%	78%	59%	73%	69%	42%	72%	62%	76%	76%	73%	69%	68%

Table 18: OEMA Selected Response Performance by Item

MS	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24	M25
ANB	79%	66%	59%	70%	44%	25%	65%	80%	50%	23%	52%	64%	68%	36%	74%	73%	56%	45%	26%	63%	38%	41%	46%	31%	39%
ANG	83%	70%	74%	80%	48%	19%	82%	88%	60%	29%	59%	71%	79%	35%	83%	81%	63%	48%	24%	75%	42%	49%	48%	41%	48%
BVI	91%	60%	76%	83%	46%	15%	68%	91%	71%	24%	61%	69%	75%	36%	86%	80%	65%	78%	23%	76%	35%	70%	55%	24%	45%
DOM	90%	75%	81%	83%	59%	27%	81%	90%	71%	33%	67%	77%	74%	39%	80%	85%	66%	55%	39%	83%	57%	59%	68%	44%	51%
GRN	86%	66%	75%	74%	50%	20%	76%	86%	60%	31%	62%	73%	66%	35%	75%	81%	60%	42%	30%	75%	47%	46%	50%	40%	45%
SKN	88%	67%	64%	78%	50%	21%	68%	84%	59%	26%	57%	67%	62%	33%	73%	76%	56%	29%	31%	71%	36%	50%	49%	26%	47%
SLU	92%	77%	76%	78%	55%	22%	83%	92%	63%	30%	73%	76%	79%	40%	81%	86%	66%	70%	59%	81%	54%	62%	65%	59%	50%
SVG	83%	62%	65%	66%	41%	23%	63%	80%	57%	31%	53%	64%	52%	34%	69%	72%	54%	45%	28%	60%	37%	41%	44%	30%	42%
TOTAL	87%	69%	72%	74%	50%	22%	74%	86%	61%	30%	62%	71%	67%	36%	76%	80%	61%	52%	37%	73%	46%	51%	54%	41%	46%

Table 19: OEMA Constructed Response Performance by Item

MS	M1a	M1b	M2a	M2b	M3a	M3b	M4a	M4b	M5a	M5b	M6b
ANB	21%	69%	45%	21%	61%	79%	27%	85%	43%	76%	72%
ANG	34%	65%	48%	15%	60%	78%	64%	93%	33%	79%	76%
BVI	20%	74%	60%	28%	66%	81%	43%	89%	48%	92%	82%
DOM	44%	66%	73%	36%	69%	87%	55%	92%	61%	91%	82%
GRN	32%	61%	57%	22%	65%	79%	52%	94%	56%	85%	74%
SKN	18%	68%	44%	20%	54%	80%	49%	93%	41%	85%	73%
SLU	49%	74%	75%	40%	79%	88%	57%	95%	60%	93%	87%
SVG	20%	56%	46%	20%	53%	76%	56%	89%	45%	81%	74%
TOTAL	33%	66%	59%	27%	65%	82%	52%	92%	52%	86%	78%

Table 20: 2025 OERA Item Analysis

TEST STATISTICS		ITEM STATISTICS				DISTRACTOR ANALYSIS										
Statistic	Value	Item ID	DIFF	DIS	RPBIS	Item ID	Key	Difficulty Index			Discrimination Index			Point Biserial Correlation		
								A	B	C	A	B	C	A	B	C
# of students	6493	Q1	0.70	0.26	0.52	Q1	C	0.19	0.10	<u>0.70</u>	-0.17	-0.09	<u>0.26</u>	-0.17	-0.06	<u>0.23</u>
# of questions	21	Q2	0.58	0.32	0.52	Q2	A	<u>0.58</u>	0.13	0.27	<u>0.32</u>	-0.12	-0.19	<u>0.12</u>	-0.11	0.00
min value	0	Q3	0.66	0.29	0.56	Q3	C	0.15	0.17	<u>0.66</u>	-0.15	-0.14	<u>0.29</u>	-0.10	-0.08	<u>0.18</u>
max value	21	Q4	0.64	0.30	0.56	Q4	A	<u>0.64</u>	0.15	0.19	<u>0.30</u>	-0.15	-0.16	<u>0.12</u>	-0.01	-0.10
mode	21	Q5	0.69	0.26	0.55	Q5	C	0.14	0.16	<u>0.69</u>	-0.13	-0.14	<u>0.26</u>	-0.20	-0.01	<u>0.19</u>
median	16	Q6	0.59	0.31	0.55	Q6	A	<u>0.59</u>	0.24	0.16	<u>0.31</u>	-0.21	-0.11	<u>0.07</u>	-0.03	-0.02
mean	14.23	Q7	0.62	0.24	0.48	Q7	B	0.21	<u>0.62</u>	0.15	-0.11	<u>0.24</u>	-0.14	-0.08	<u>0.15</u>	-0.08
std. dev.	5.49	Q8	0.71	0.20	0.49	Q8	C	0.13	0.13	<u>0.71</u>	-0.11	-0.12	<u>0.20</u>	-0.11	-0.11	<u>0.19</u>
variance	30.18	Q9	0.68	0.30	0.61	Q9	B	0.19	<u>0.68</u>	0.12	-0.19	<u>0.30</u>	-0.11	-0.17	<u>0.23</u>	-0.06
KR-20 (MCQ)	0.90	Q10	0.68	0.30	0.62	Q10	A	<u>0.68</u>	0.17	0.13	<u>0.30</u>	-0.17	-0.13	<u>0.19</u>	-0.11	-0.07
KR-21	0.89	Q11	0.61	0.31	0.53	Q11	C	0.21	0.16	<u>0.61</u>	-0.15	-0.16	<u>0.31</u>	-0.03	-0.05	<u>0.11</u>
α	0.90	Q12	0.63	0.34	0.66	Q12	C	0.13	0.22	<u>0.63</u>	-0.13	-0.21	<u>0.34</u>	-0.06	-0.08	<u>0.17</u>
		Q13	0.63	0.32	0.63	Q13	B	0.20	<u>0.63</u>	0.16	-0.18	<u>0.32</u>	-0.15	-0.06	<u>0.18</u>	-0.11
		Q14	0.49	0.23	0.41	Q14	C	0.30	0.19	<u>0.49</u>	-0.07	-0.17	<u>0.23</u>	0.05	-0.12	<u>0.09</u>
		Q15	0.64	0.31	0.61	Q15	B	0.15	<u>0.64</u>	0.18	-0.15	<u>0.31</u>	-0.18	-0.07	<u>0.13</u>	-0.05
		Q16	0.61	0.24	0.46	Q16	B	0.18	<u>0.61</u>	0.18	-0.12	<u>0.24</u>	-0.14	-0.09	<u>0.11</u>	-0.01
		Q17	0.64	0.32	0.64	Q17	C	0.19	0.15	<u>0.64</u>	-0.19	-0.14	<u>0.32</u>	-0.21	0.00	<u>0.23</u>
		Q18	0.64	0.32	0.66	Q18	C	0.13	0.21	<u>0.64</u>	-0.13	-0.21	<u>0.32</u>	-0.03	-0.15	<u>0.19</u>
		Q19	0.62	0.34	0.67	Q19	B	0.13	<u>0.62</u>	0.23	-0.13	<u>0.34</u>	-0.22	-0.04	<u>0.19</u>	-0.12
		Q20	0.60	0.32	0.62	Q20	C	0.21	0.17	<u>0.60</u>	-0.19	-0.15	<u>0.32</u>	-0.05	-0.08	<u>0.15</u>
Q21	0.64	0.26	0.52	Q21	B	0.16	<u>0.64</u>	0.17	-0.13	<u>0.26</u>	-0.15	-0.09	<u>0.16</u>	-0.06		

Table 21: 2025 OEMA Item Analysis

TEST STATISTICS		ITEM STATISTICS				DISTRACTOR ANALYSIS										
Statistic	Value	Item ID	DIFF	DIS	RPBIS	Item ID	KEY	Difficulty Index			Discrimination Index			Point Biserial Correlation		
								A	B	C	A	B	C	A	B	C
# of students	6340	Q1	0.82	0.15	0.38	Q1	B	0.09	<u>0.82</u>	0.08	-0.08	<u>0.15</u>	-0.07	-0.14	<u>0.18</u>	-0.08
# of questions	25	Q2	0.67	0.19	0.37	Q2	A	<u>0.67</u>	0.18	0.14	<u>0.19</u>	-0.12	-0.07	<u>0.15</u>	-0.11	-0.06
min value	0	Q3	0.70	0.17	0.35	Q3	C	0.10	0.18	<u>0.70</u>	-0.06	-0.11	<u>0.17</u>	-0.11	-0.04	<u>0.11</u>
max value	46	Q4	0.70	0.21	0.41	Q4	B	0.14	<u>0.70</u>	0.14	-0.10	<u>0.21</u>	-0.12	-0.07	<u>0.15</u>	-0.10
mode	21	Q5	0.52	0.27	0.44	Q5	C	0.25	0.22	<u>0.52</u>	-0.14	-0.13	<u>0.27</u>	-0.03	-0.01	<u>0.06</u>
median	25	Q6	0.26	0.03	0.11	Q6	C	0.31	0.42	<u>0.26</u>	-0.01	-0.02	<u>0.03</u>	-0.01	0.05	<u>-0.03</u>
mean	24.53	Q7	0.70	0.24	0.46	Q7	A	<u>0.70</u>	0.14	0.14	<u>0.24</u>	-0.12	-0.12	<u>0.15</u>	-0.05	-0.11
std. dev.	7.76	Q8	0.82	0.14	0.38	Q8	C	0.09	0.08	<u>0.82</u>	-0.07	-0.07	<u>0.14</u>	-0.14	-0.11	<u>0.20</u>
variance	60.22	Q9	0.57	0.21	0.39	Q9	A	<u>0.57</u>	0.21	0.21	<u>0.21</u>	-0.06	-0.16	<u>0.12</u>	-0.04	-0.07
KR-20 (MCQ)	0.79	Q10	0.33	0.07	0.19	Q10	B	0.46	<u>0.33</u>	0.20	-0.03	<u>0.07</u>	-0.04	0.02	<u>0.02</u>	-0.02
KR-21	0.89	Q11	0.61	0.25	0.45	Q11	C	0.15	0.22	<u>0.61</u>	-0.13	-0.13	<u>0.25</u>	-0.14	0.03	<u>0.10</u>
α	0.86	Q12	0.68	0.22	0.42	Q12	A	<u>0.68</u>	0.19	0.12	<u>0.22</u>	-0.15	-0.08	<u>0.12</u>	-0.10	-0.04
		Q13	0.65	0.25	0.45	Q13	B	0.14	<u>0.65</u>	0.20	-0.11	<u>0.25</u>	-0.14	-0.07	<u>0.11</u>	-0.05
		Q14	0.40	0.17	0.32	Q14	A	<u>0.40</u>	0.23	0.35	<u>0.17</u>	-0.03	-0.15	<u>0.01</u>	-0.07	0.05
		Q15	0.70	0.22	0.45	Q15	C	0.13	0.15	<u>0.70</u>	-0.11	-0.12	<u>0.22</u>	-0.14	-0.06	<u>0.17</u>
		Q16	0.77	0.18	0.38	Q16	A	<u>0.77</u>	0.12	0.10	<u>0.18</u>	-0.09	-0.09	<u>0.14</u>	-0.09	-0.06
		Q17	0.59	0.20	0.37	Q17	C	0.10	0.29	<u>0.59</u>	-0.09	-0.12	<u>0.20</u>	-0.09	-0.02	<u>0.09</u>
		Q18	0.55	0.21	0.38	Q18	B	0.21	<u>0.55</u>	0.22	-0.13	<u>0.21</u>	-0.08	-0.05	<u>0.07</u>	-0.02
		Q19	0.42	0.19	0.35	Q19	B	0.33	<u>0.42</u>	0.24	-0.09	<u>0.19</u>	-0.10	0.00	<u>0.02</u>	-0.02
		Q20	0.69	0.22	0.44	Q20	C	0.19	0.11	<u>0.69</u>	-0.14	-0.09	<u>0.22</u>	-0.09	-0.09	<u>0.16</u>
		Q21	0.48	0.29	0.50	Q21	B	0.23	<u>0.48</u>	0.28	-0.14	<u>0.29</u>	-0.16	-0.04	<u>0.08</u>	-0.02



Organisation of Eastern Caribbean States



Q22	0.52	0.25	0.44
Q23	0.55	0.23	0.42
Q24	0.47	0.32	0.52
Q25	0.46	0.13	0.30
Q1	0.40	0.35	0.57
Q2	0.67	0.17	0.42
Q3	0.57	0.37	0.63
Q4	0.32	0.26	0.56
Q5	0.62	0.30	0.51
Q6	0.77	0.17	0.46
Q7	0.54	0.14	0.26
Q8	0.90	0.07	0.23
Q9	0.52	0.25	0.42
Q10	0.83	0.14	0.36
Q11	0.55	0.29	0.52
Q12	0.74	0.20	0.44

Q22	C	0.22	0.24	<u>0.52</u>	-0.13	-0.14	<u>0.25</u>	-0.03	-0.02	<u>0.06</u>
Q23	C	0.20	0.23	<u>0.55</u>	-0.11	-0.13	<u>0.23</u>	-0.02	-0.03	<u>0.06</u>
Q24	A	<u>0.47</u>	0.22	0.29	<u>0.32</u>	-0.14	<u>-0.20</u>	<u>-0.01</u>	0.01	0.00
Q25	C	0.27	0.25	<u>0.46</u>	-0.06	-0.09	<u>0.13</u>	-0.05	0.01	<u>0.05</u>