



GRADES III AND VI
CBAT 2018
YEAR-END ASSESSMENT REPORT

GRADES III AND VI CBAT 2018 YEAR-END ASSESSMENT REPORT

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LIST OF ABBREVIATIONS

MoE	Ministry of Education
BCSEA	Bhutan Council for School Examinations and Assessment
AMD	Assessment and Monitoring Division
SED	School Examination Division
REC	Royal Education Council
DEO	Dzongkhag Education Officer
TEO	Thromdey Education Officer
CBAT	Competency Based Assessment Test
AS	Autonomous School
LSS	Lower Secondary School
MSS	Middle Secondary School
HSS	Higher Secondary School
CS	Central School
PS	Primary School
ECR	Extended Classroom
KMI	Khaling Muenseling Institute

FOREWORD

Assessment is the process of collecting evidence and making judgments on whether students have demonstrated the required learning skills that will allow them to move to the next competency level. It is an integral part of the learning process that will help measure student learning standard.

This study on the Competency Based Assessment Testing (CBAT) III and VI - 2018, provides feedbacks to schools and the relevant stakeholders on student performance in all subjects across the country. Further, it indicates about the existence of performance gap in subjects, genders, school levels, school types and Dzongkhags.

This report would also inform the nation on the current status of our student performance at the exit stages of primary education.

We extend our hearty gratitude to all the DEOs/TEOs/schools for their sustained supports in the smooth conduct of the CBAT year-end assessments.

BCSEA shall continue to produce similar and improved reports in future.

Assessment and Monitoring Division,
BCSEA

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CHAPTER I CONTEXT OF THE STUDY

1.1 EXECUTIVE SUMMARY

BCSEA initiated Competency Based Assessment Test (CBAT) since 2011 and has been employing different methodologies in analyzing year-end assessment data for the respective stakeholders. The focus for 2017 CBAT analysis was given to assessing and evaluating student learning competencies across the school curriculum in terms of mean scores by gender, subjects, type and level of schools.

The demographic information was gathered from the sample study of the student population covering a total of 12,499 (6009 male and 6490 female) grade VI students studying in 375 schools and 11,566 (5783 male and 5783 female) grade III students studying in 450 schools across the country.

1.2 MAIN PURPOSE OF THE STUDY

The main purposes of this study were to

1. compare the student achievements at the exit stages (grades III and VI) of primary education in terms of mean scores attained across different schools by gender, subjects, type and level of schools in their respective Dzongkhags.
2. provide concerned stakeholders with basic information that will help them review further and improve the performance of students in future.
3. show how students have been performing in each subject at both grades over the last few years.

1.3 SIGNIFICANCE OF THE STUDY

The following are the significance of the study:

1. The relevant data on student performance could be accessed by the schools which can help them to strategize various pedagogical practices to improve student-learning outcomes.
2. Enable the Ministry of Education (MoE) to adopt relevant policies on the current year-end assessment system.
3. Serve as a basis for the REC to help review the curriculum and school assessment



policies at the exit levels of primary education.

1.4 METHODOLOGY

The chapter describes the methodology in the conduct of sample study on CBAT year-end assessment for the grades III and VI across different subjects. It defines the procedures followed in sequence; instrument development, item moderation, data collection, entry, cleaning and data analysis and report writing processes involved.

1.4.1 TEST INSTRUMENT DEVELOPMENT

Relevant subject teachers were involved in the development of the test items based on BCSEA's assessment framework, model answers and marking schemes provided for different subjects. Education Monitoring Officers (EMO) of BCSEA carried out the final review, proof reading and compilation. The test instruments used were based on the learning outcomes and mode of assessment as outlined in the REC curriculum framework. The blueprints and test specifications were also developed for different subjects aligned to the Bloom's Taxonomy.

1.4.2 GRADES III AND VI DZONGKHA/ENGLISH LANGUAGES

The CBA Dzongkha and English for both grades III and VI were assessed on the following three strands:

i) Reading, ii) Writing and iii) Language. The assessment question papers were set on 50 marks for grade III with a writing time of 1 hour and 15 minutes and 100 marks for grade VI with a writing time of 2 hours and 15 minutes. The question papers consisted of 50% conventional items and 50% CBA items. However, speaking and listening strands were excluded both in Dzongkha and English papers.

1.4.3 GRADES III AND VI MATHEMATICS

The CBA Mathematics for grades III and VI were developed from the following 6 major strands: i) Numbers, ii) Operations, iii) Pattern and Relationships, iv) Measurement, v) Geometry and Data Management and vi) Probability. These categories of learning topics characterize the range of mathematical content central to its discipline and illustrate the broad areas that guide the development of the test items for grades III and VI year-end assessments. The duration of the test was 1 hour 15 minutes for grade III and 2 hours 15 minutes for grade VI. The question paper consisted of 50% conventional items and 50% competency based items. Unlike previous year the Mathematics items were contextualized to different situations and more emphasized were on processes and procedural skills than declarative knowledge.

1.4.4 GRADE VI SCIENCE

The CBA Grade VI Science assessed and evaluated the student understanding of 12

chapters. The assessment question paper was set on 100 marks with a test duration of 2 hours and 15 minutes. The question paper consisted of 50% conventional items and 50% CBA items that focused on coverage of knowledge, skills and values.

1.4.5 GRADE VI SOCIAL STUDIES

The CBA grade VI Social Studies assessed and evaluated students' understanding of three units which consisted of 11 chapters. The test paper was set on 100 marks with a test duration of 2 hours and 15 minutes. The question paper consisted of 50% conventional items and 50% competency based items

1.4.6 DATA FORMAT

The data analysis of grades III and VI CBAT was carried out based on the raw marks secured in 2017 year-end assessment papers. BCSEA has been collecting the raw marks from schools using a standard data punching format.

1.4.7 TEST ADMINISTRATION AND EVALUATION

The CBAT year-end assessment was administered across all schools in the country from 20th to 25th November 2017 as per BCSEA's timetable. The answer scripts were also evaluated in the respective schools based on the marking scheme and model answers provided by BCSEA.

1.4.8 DATA COLLECTION

As communicated to the respective DEOs/TEOs, majority of the schools across the country had sent their CBAT III and VI 2017 year-end assessment data in soft copies to BCSEA for data analysis and further study. The data cleaning and analysis was done using Excel and SPSS software.

1.5 DEMOGRAPHIC INFORMATION ON GRADE III

1. A total of 13,179 students were registered for CBAT III 2017 year-end assessment. However, 11,566 students (5783 male and 5783 female) from 450 schools across the country were sampled for the purpose of the study.
2. Amongst different school levels, Primary Schools (PS) had the largest student population (4917) followed by Lower Secondary School (LSS) with 2626 students, while Khaling Muensing Institute (KMI) had the least with just 5 students.
3. The sample consisted of 11,144 students from government schools (437) and 422 from the private schools (13).
4. Thimphu Thromdey had the maximum representation of students (2042) from 26 schools followed by Samtse Dzongkhag with 1301 students from 44 schools. Gasa Dzongkhag had the least number of students (63) from 5 schools.



1.6 MAJOR FINDINGS ON GRADE III (50 MARKS)

OVERALL PERFORMANCE

1. The overall mean score was 36.77 in Dzongkha, 30.99 in English, and 28.26 in Mathematics.
2. While no significant difference is found in the performance of English and Mathematics, female students outperformed male students in Dzongkha.
3. Students in private schools outperformed the government schools across all subjects.
4. Students of Tashiyangtse Dzongkhag outperformed the other Dzongkhags in Dzongkha with a mean of 40.98 and 6.79 standard deviation (SD). Thimphu Dzongkhag outperformed in English with 34.51 mean score closely followed Paro with a mean of 34.30, while students of Lhuentse Dzongkhag performed better in Mathematics with a mean of 33.07.
5. The least mean score in Dzongkha was secured by the students of Samtse with 31.99 mean score and 11.17 SD.
6. Students of Samdrup Jongkhar Thromdey scored the least in English with a mean of 27.13 followed by Dagana with the least mean of 24.45 in Mathematics.
7. KMI outperformed the 7 other school levels in Dzongkha and English with a mean of 41.80 and 33.20 respectively. Students of HSS outperformed in Mathematics with a mean of 31.40 and 6.17 SD.

1.7 DEMOGRAPHIC INFORMATION ON GRADE VI

1. A total of 14,460 (7064 male and 7396 female) students were registered for CBAT VI 2017 year-end assessment but the student demographic information for this sample study was gathered from a student population of 12,499 (6009 male and 6490 female) covering 380 schools across the country.
2. Amongst various school levels, Primary School (PS) had the largest student population (4937) followed by Lower Secondary School (LSS) with 3113 students while KMI had the least with just 10 students.
3. A total of 12,264 students were from the government schools (370) and 235 students were from private schools (13).
4. Thimphu Thromdey had the maximum representation of students (1758) from amongst 24 schools followed by Samtse Dzongkhag with 1423 students from 40 schools. On the other hand, Gasa Dzongkhag had the least number of students (77) from 4 schools.

1.8 MAJOR FINDINGS ON GRADE VI (100 MARKS)

OVERALL PERFORMANCE

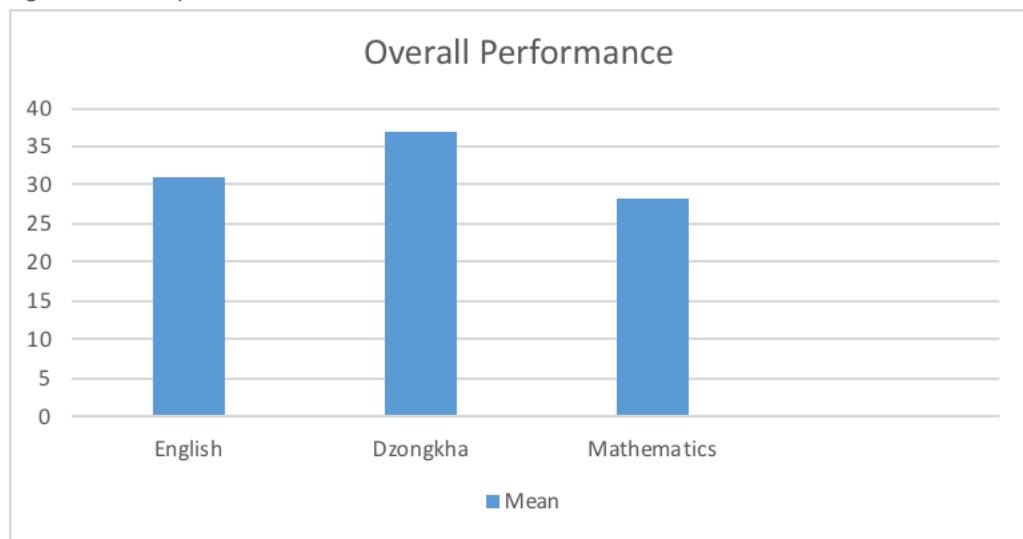
1. The overall mean score in five subjects were: Dzongkha (57.96), English (54.33), Mathematics (35.33), Science (52.31) and Social Studies (55.83).
2. Female students outperformed the male students in almost all subjects.
3. Students in private schools had outperformed the government schools across all subjects.
4. Lhuentse Dzongkhag students outperformed students of other Dzongkhags in Mathematics and Social Studies with the mean scores of 43.52 and 63.92 respectively. While students of Tashiyangtse outperformed in Dzongkha with a mean of 66.30, students of Thimphu and Samdrup Jongkhar Thromdey outperformed in English and Science with a mean scores of 59.73 and 60.60 respectively.
5. Gasa Dzongkhag students had the least score in English, Science and Social Studies with a mean of 47.12, 43.70 and 47.37 respectively.
6. Chukha and Samtse Dzongkhag students had the lowest mean scores in Mathematics (30.75) and Dzongkha (49.58).
7. Autonomous Schools (AS) outperformed the other six levels of schools in English and Science with a mean scores of 62.43 and 56.01 respectively. While the PS outperformed in Mathematics and Social Studies with the mean scores of 38.18 and 58.55 respectively, KMI outperformed in Dzongkha with a mean of 67.21.

CHAPTER II MAJOR FINDINGS

2.1 FINDINGS ON CLASS III (50 MARKS)

2.1.1 OVERALL PERFORMANCE

Figure 1 Overall performance

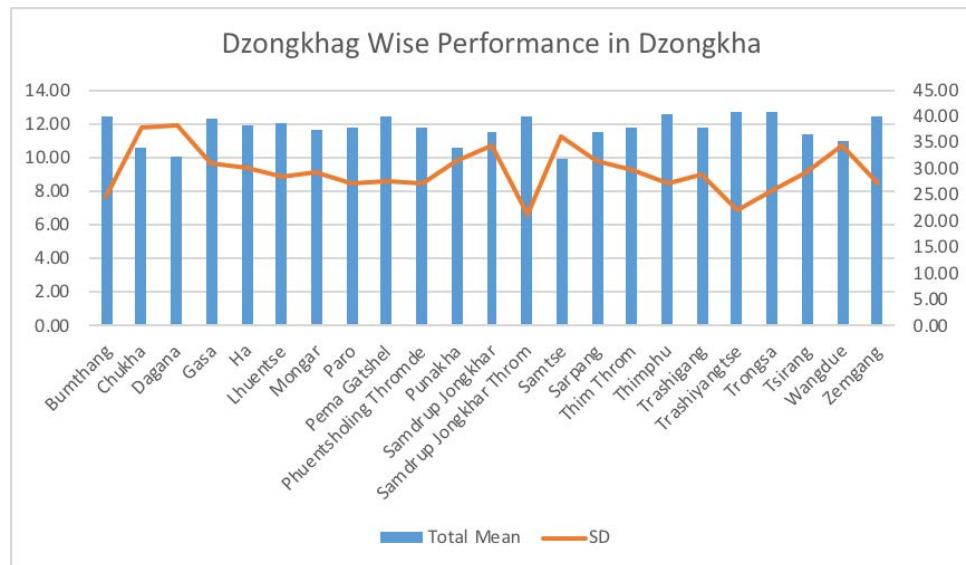


A total of 13,197 (6675 male and 6522 female) students registered for CBAT III 2017 year-end assessment. However, 11,566 students (5783 male and 5783 female) were sampled for the purpose of study. The sample also consisted of 11,144 students from the government schools and 422 from the private schools. A total of 450 schools across the country had participated in the study. All the question papers were set on 50 marks. Amongst the three subjects (English, Dzongkha, Mathematics), the overall performance was highest in Dzongkha with a mean of 36.77 followed by English with a mean of 30.99 and the lowest was in Mathematics with a mean of 28.25.

2.1.2 DZONGKHAG WISE PERFORMANCE IN SUBJECTS

2.1.2.1 DZONGKHA

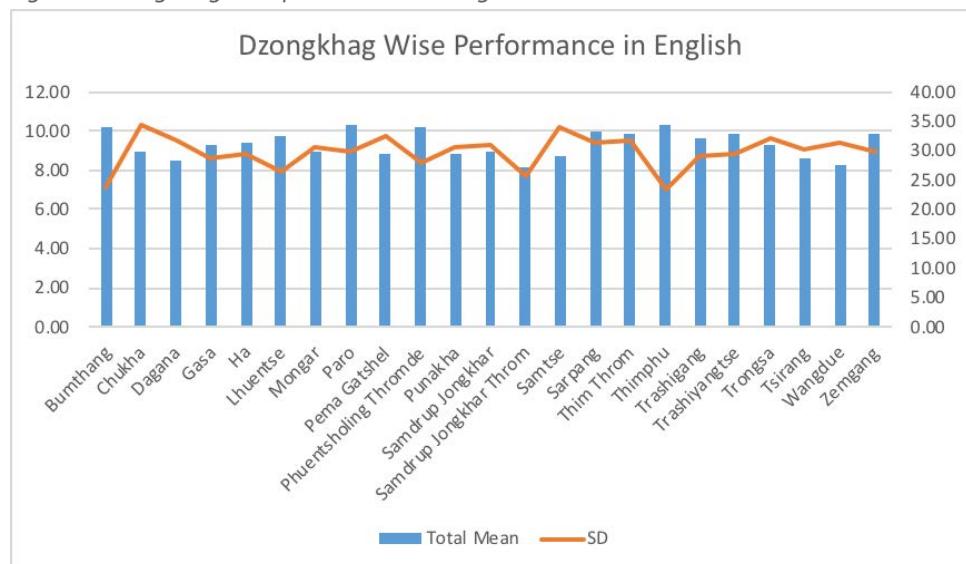
Figure 2 Dzongkhag-wise performance in Dzongkha



Students of Trashiyangtse outperformed the other Dzongkhags with a mean score of 40.98 and 6.79 SD followed by Trongsa with a mean score of 40.91. Samtse and Dagana had the lowest performance with no significant differences (31.99 and 32.34).

2.1.2.2 ENGLISH

Figure 3 Dzongkhag-wise performance in English

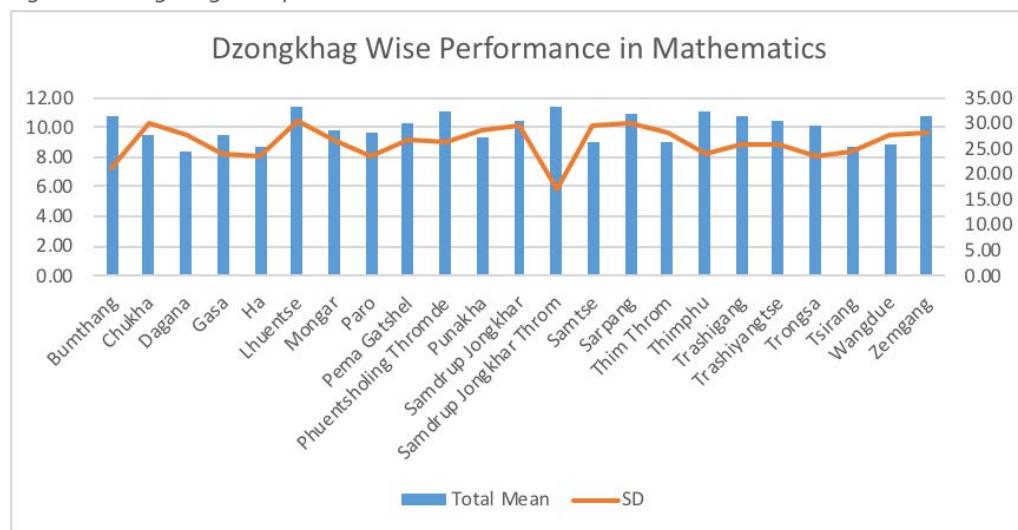




Thimphu Thromdey had the highest mean score of 34.51 with a 7 SD followed by Paro Dzongkhag with a mean of 34.30. Whereas, Samdrup Jongkhar Thromdey and Wangdue Phodrang Dzongkhag had the lowest performance with no significant differences (27.13 and 27.38).

2.1.2.3 MATHEMATICS

Figure 4 Dzongkhag-wise performance in Mathematics



Lhuentse Dzongkhag had the best performance with 33.07 mean score and 10.35 SD. Samdrup Jongkhar Thromdey had the second highest mean score of 32.98 with 5.77 SD. Whereas, Dagana had the lowest mean of 24.45 followed by Haa with a mean score of 25.18.

2.1.3 GENDER-WISE PERFORMANCE IN SUBJECTS

Table 1 Gender-wise performance by subjects

Subjects	Female			Male		
	Sample	Mean	SD	Sample	Mean	SD
Dzongkha	5751	38.15	9.56	5743	35.40	10.15
English	5771	31.82	9.37	5771	30.17	9.56
Mathematics	5770	28.36	9.71	5769	28.16	9.60

While female students outperformed the male students in Dzongkha, no significant differences were seen in English and Mathematics. However, for both the genders the lowest mean was in Mathematics, while the highest was in Dzongkha.

2.1.4 PERFORMANCE BY SCHOOL TYPE

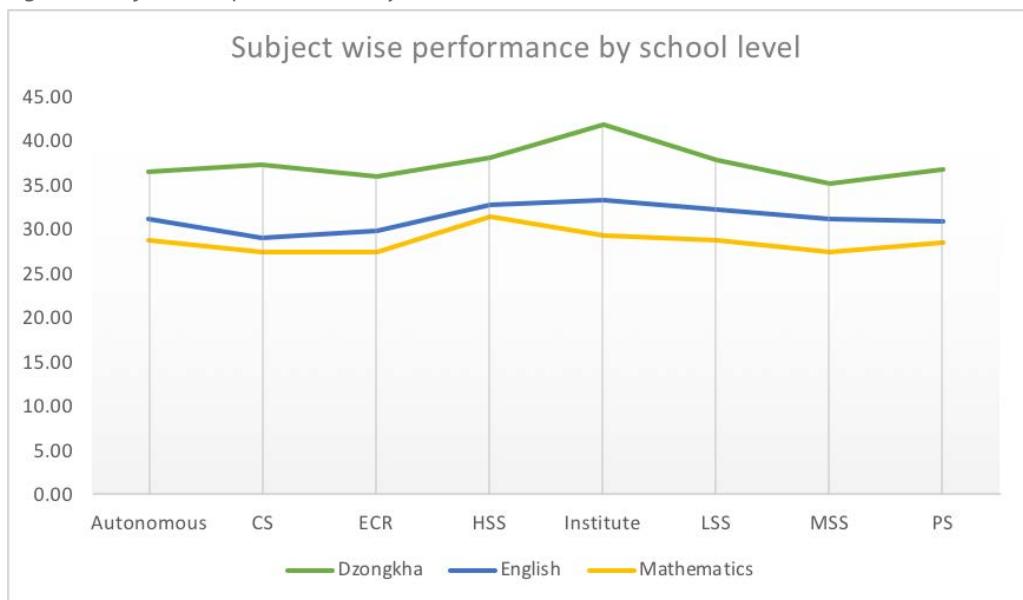
Table 2 Gender-wise performance by school type

Subjects	Government			Private		
	Sample	Mean	SD	Sample	Mean	SD
Dzongkha	11091	36.60	10.01	403	41.59	6.71
English	11138	30.74	9.48	404	38.02	7.19
Mathematics	11135	28.20	9.70	404	29.88	8.33

It is evident from the above table that private schools outperformed all three subjects compared to the government schools. However, the number of sampled students from private schools were extremely less than the government schools. Private school students constituted only about 3.6% of the total sample population across the subjects who had appeared grade III 2017 year-end assessment in Dzongkha, English and Mathematics, respectively.

2.1.5 PERFORMANCE BY SCHOOL LEVEL

Figure 5 Subject-wise performance by school level



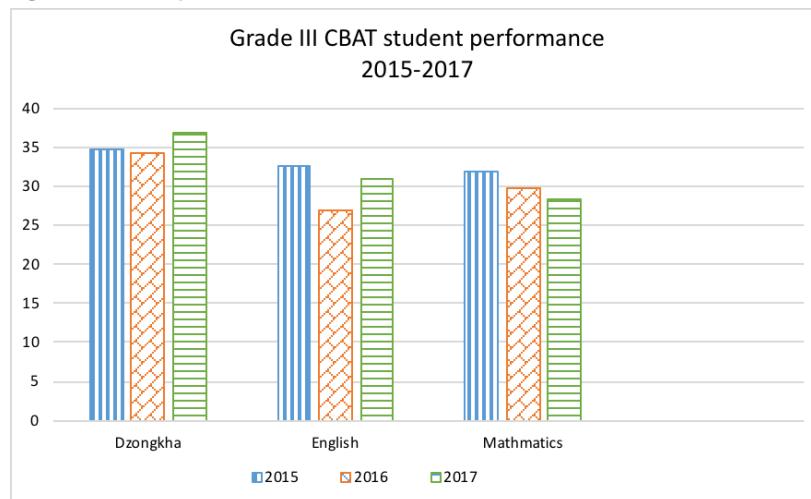
In the subject wise performance by school level, KMI had performed relatively better in Dzongkha and English with the mean scores of 41.80 and 33.20 respectively. This was followed by HSS with the mean scores of 38.20 in Dzongkha and 32.67 in English respectively. The HSS also outperformed the other level of schools in Mathematics with a mean of 31.40 and 6.17 SD. The least mean of 35.23 in Dzongkha was secured by MSS with the highest SD of 10.70, while the CS secured the least mean in English with



29.08. Further, ECR (Extended Classroom) had the lowest mean of 27.40 in Mathematics.

2.2 OVERALL STUDENT PERFORMANCE ACROSS SUBJECTS FROM 2015-2017 (GRADE III CBAT)

Figure 6 Overall performance from 2015 to 2017

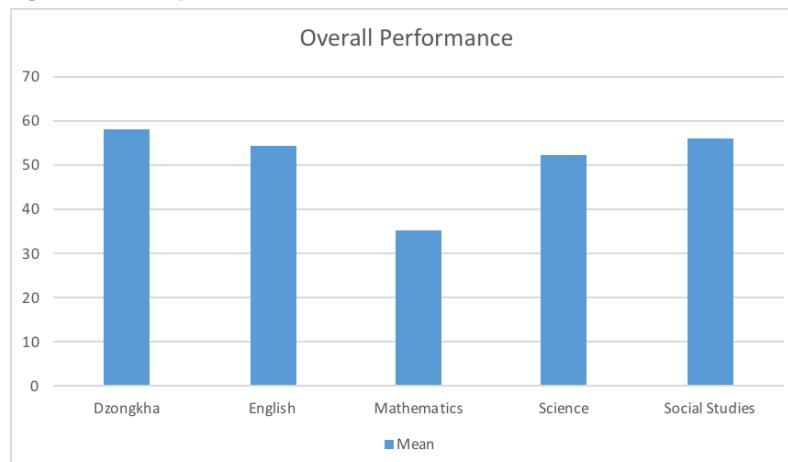


Over the last few years as shown in the figure above, students have performed progressively well in Dzongkha with the highest being in 2017. However, the performance in English was inconsistent over the years, while in Mathematics, student performance steadily dropped as compared to the other two subjects.

2.3 FINDINGS ON GRADE VI (100 MARKS)

2.3.1 OVERALL PERFORMANCE

Figure 7 Overall performance

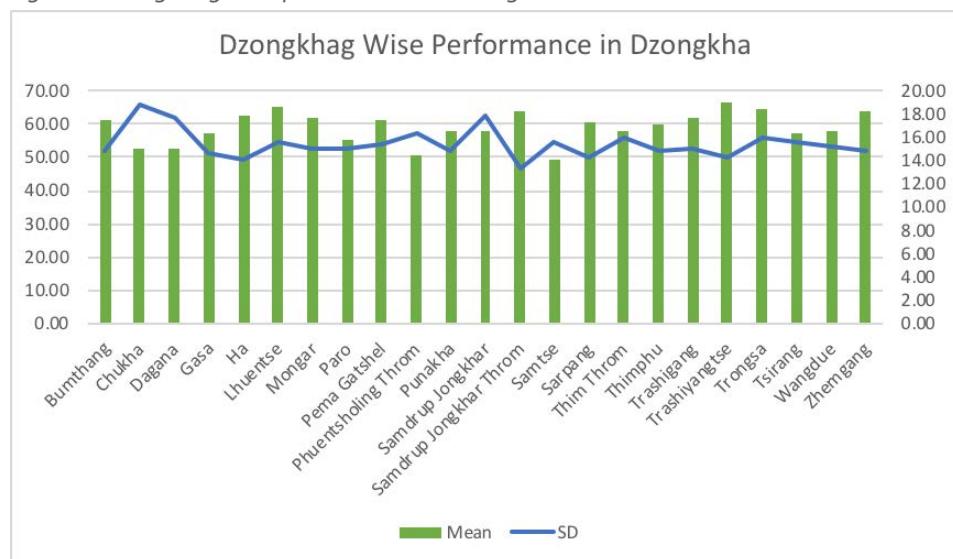


A total number of 14,460 students (7064 male and 7396 female) were registered for CBAT VI 2017 year-end assessment. However, the data analysis was done on a sample size of 12,499 students (6009 males and 6490 female). The sample also consisted of 12,264 students from the government schools and 235 from the private schools. A total of 380 schools across the country had participated in the study. All the question papers set were on 100 marks. Amongst the five subjects assessed, the overall performance was highest in Dzongkha with a mean of 57.96 (a slight decrease by 1.16 mean from last year) followed by Social Studies (55.83) and English (54.33) and the lowest was found in Mathematics with a mean of 35.33 (decreased by 5.94 mean from last year).

2.3.2 DZONGKHAG-WISE PERFORMANCE IN SUBJECTS

2.3.2.1 DZONGKHA

Figure 8 Dzongkhag-wise performance in Dzongkha

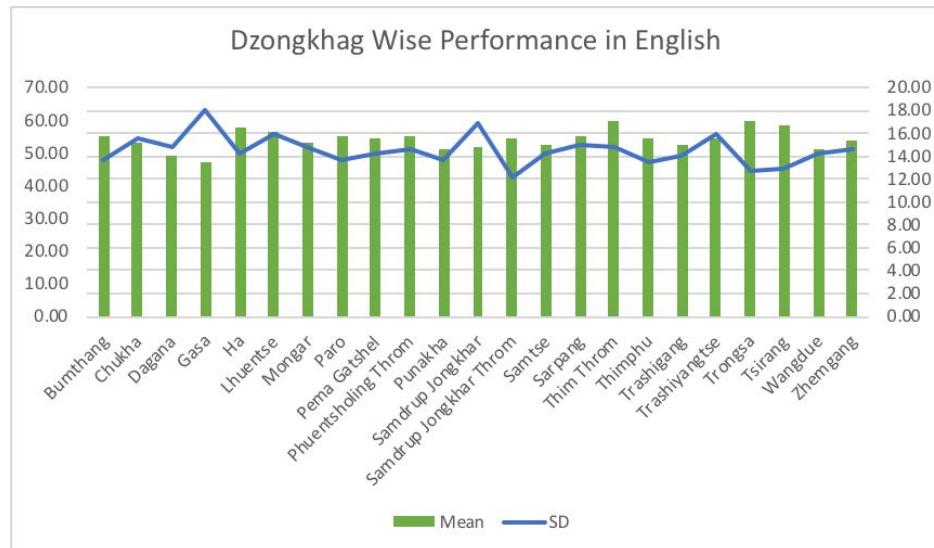


Students of Trashiyangtse secured the highest mean in Dzongkha (66.30) with 14.29 SD. The least mean of 49.58 was secured by the students of Samtse with 15.51 SD.



2.3.2.2 ENGLISH

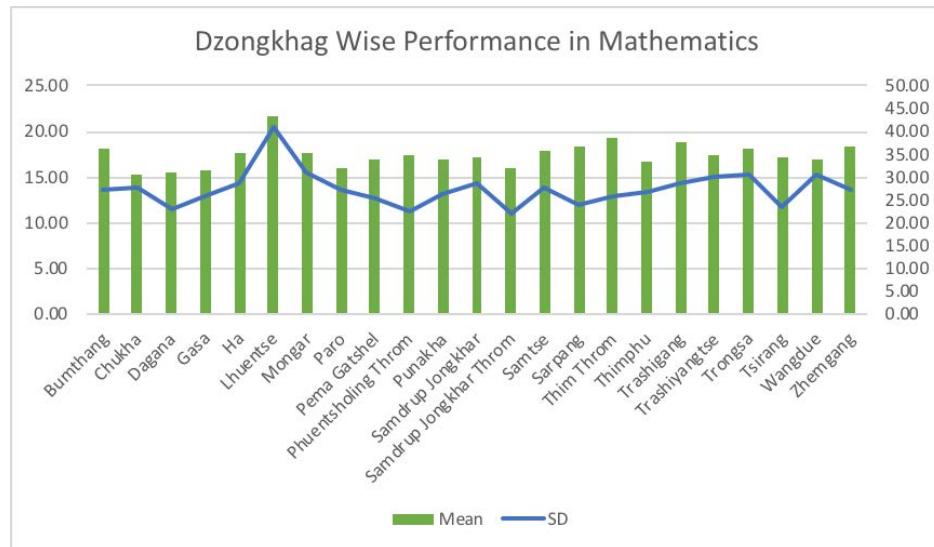
Figure 9 Dzongkhag-wise performance in English



Students of Thimphu Thromdey secured the highest mean in English (59.73) with 14.78 SD. The least mean of 47.12 was secured by the students of Gasa with 18.02 SD.

2.3.2.3 MATHEMATICS

Figure 10 Dzongkhag-wise performance in Mathematics

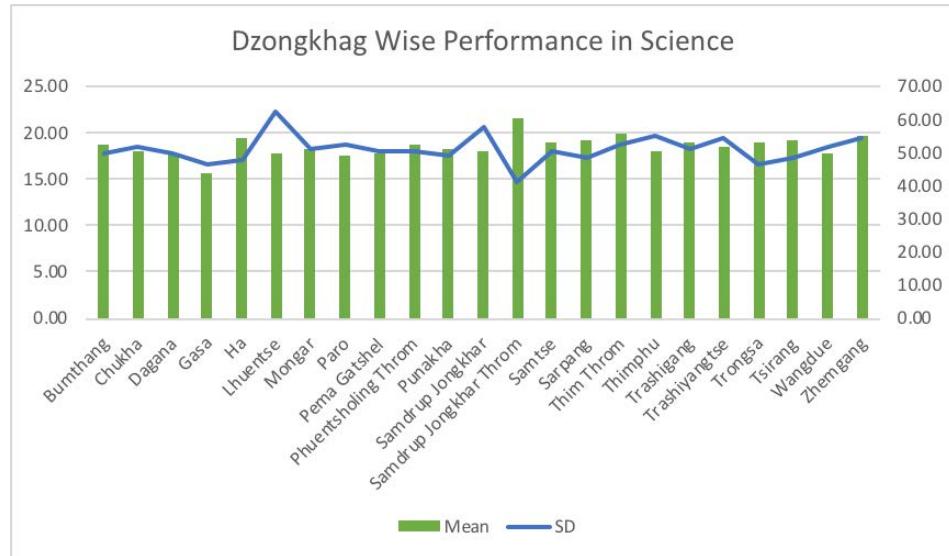


Students of Lhuentse secured the highest mean in Mathematics (43.52) with 20.52 SD. The least mean of 30.75 was secured by the students of Chukha with 13.91 SD. The least

mean of 30.75 was secured by the students of Chukha with 13.91 SD.

2.3.2.4 SCIENCE

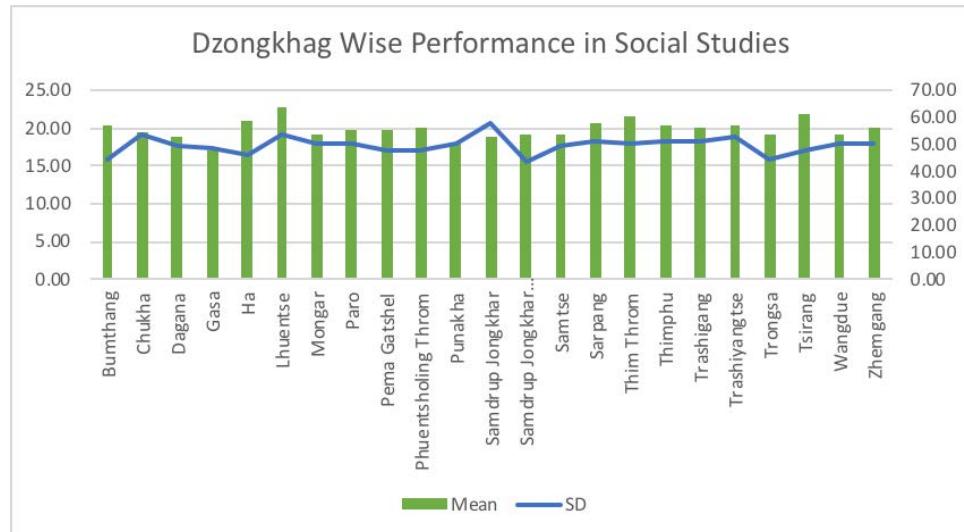
Figure 11 Dzongkhag-wise performance in Science



Students of Samdrup Jongkhar Thromdey scored the highest mean in Science (60.60) with 14.68 SD. The least mean of 43.70 was secured by the students of Gasa with 16.56 SD.

2.3.2.5 SOCIAL STUDIES

Figure 12 Dzongkhag-wise performance in Social Studies





Students of Lhuentse scored the highest mean in Social studies (63.92) with 19.20 SD. The least mean of 47.37 was secured by the students of Gasa with 17.41 SD.

2.3.4 GENDER-WISE PERFORMANCE IN SUBJECTS

Table 3 Gender-wise performance across subjects

Subjects	Female		Male	
	Mean	SD	Mean	SD
Dzongkha	60.93	15.75	54.76	16.37
English	56.29	14.81	52.21	14.66
Mathematics	35.59	13.95	35.05	14.02
Science	52.47	18.71	52.13	18.55
Social Studies	56.33	18.38	55.28	18.08

While female students have outperformed the male students in Dzongkha and English, no significant differences were seen in Mathematics, Science and Social Studies. However, for both the genders, the mean score in Mathematics was the lowest while the mean score in Dzongkha was the highest.

2.3.5 PERFORMANCE BASED ON SCHOOL TYPE

Table 4 Gender-wise performance by school type

Subjects	Government		Private	
	Mean	SD	Mean	SD
Dzongkha	57.82	16.35	65.46	14.13
English	54.08	14.78	67.65	13.61
Mathematics	35.14	13.91	45.13	14.52
Science	51.97	18.43	70.21	15.71
Social Studies	55.55	18.18	70.06	15.52

Private schools performed relatively better than the government schools across all the subjects. Private schools had the highest mean score in Science (74.21) whereas the government schools had the highest mean score in Dzongkha (57.82). However, both government and private schools had the lowest mean scores in Mathematics (35.14 and 45.13). Further, female students of private schools outperformed in all the five subjects.

2.3.6 PERFORMANCE BASED ON SCHOOL LEVEL

KMI secured the highest mean of 67.21 with 12.69 SD. This was followed by AS with a mean of 61.98 and PS with a mean of 60.21 respectively. The least mean was secured by the MSS (53.77).

The highest mean of 62.43 with 14.10 SD was secured by the Autonomous School (AS).

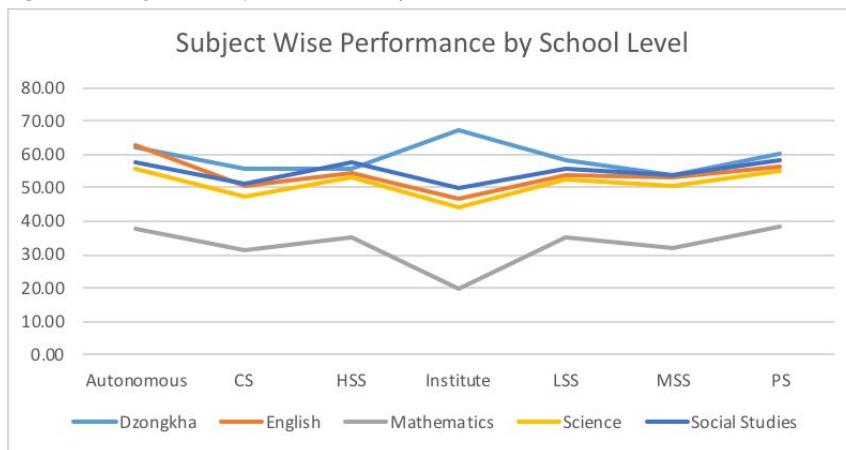
The least mean (46.98) was secured by KMI.

The highest mean of 38.18 with 14.79 SD was secured by the PS closely followed by the AS with a mean score of 37.78. The least mean (20.00) was secured by KMI.

AS secured the highest mean of 56.01 with 15.90 SD followed by the PS with 54.94 mean score. The least mean of 44.45 was secured by KMI.

PS secured the highest mean of 58.55 with 17.85 SD closely followed by the AS (57.77) and HSS (57.56). The least mean of 49.80 was secured by KMI. However, the female students across different school levels relatively performed better than male students in all subjects.

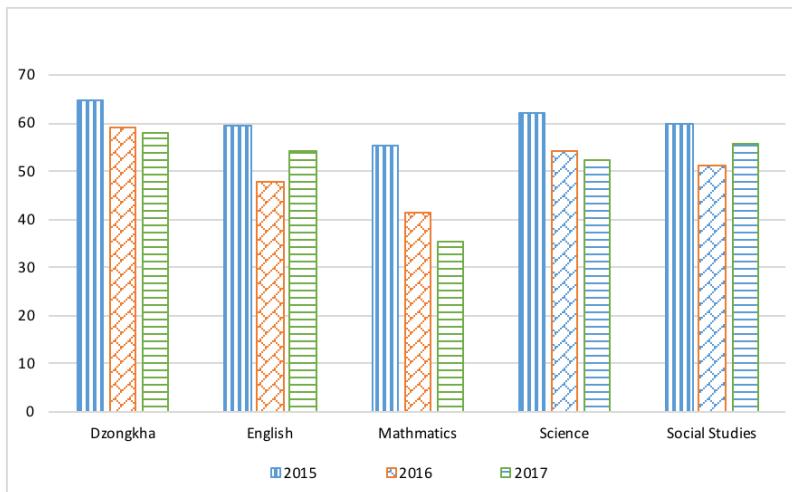
Figure 13 Subject-wise performance by school level





2.4 OVERALL STUDENT PERFORMANCE ACROSS SUBJECTS FROM 2015-2017 (GRADE VI CBAT)

Figure 14 Overall performance



Over the last few years, as shown in the figure above, student performance in Dzongkha, Mathematics and Science was alarming. Across these three subjects, the performance gradually dropped each year. However, in English and Social Studies, there was a slight improvement from 2016 though it was relatively low than 2015.

2.5 RECOMMENDATIONS

Based on the major findings from grades III and VI CBAT year-end assessment, the following recommendations were made:

1. While the overall grade III student performance in Dzongkha had relatively improved over the years, increased focus should be given to ensure effective teaching-learning in the two subjects (English and Mathematics) across schools.
2. Strengthen the teaching-learning resources in the ECRs in the respective Dzongkhags.
3. The overall grade VI student performance across subjects were relatively fair, thus, emphasis should be given to all subjects to ensure effective teaching-learning process across schools in the country
4. Provide continuous professional development on CBA to the teachers of primary schools.
5. Develop strong reading culture in all schools to enhance student learning across all subjects.

6. The CBAT year-end assessment should be strengthened by instituting Dzongkhag level evaluation system to ensure fair marking practices in assessing student performance.

2.6 LIMITATIONS

1. The analysis was solely based on the raw marks obtained in the year-end assessment and had no background questionnaires to make inferences on the student performance.
2. The analysis was completely based on the data provided by the schools (test administration and evaluation were carried out by the respective schools).
3. Collecting of year-end assessment data from schools across the country was a challenge. Despite repeated reminders to DEOs/TEOs about the timely submission of data to BCSEA office, few schools could not make it.

CHAPTER III CONCLUSION

A sample study on CBAT 2017 carried out by AMD, BCSEA was aimed to provide feedback on the standard of education at the exit stages of primary education. The CBAT is an improved system of measuring the actual student learning levels aligned to the Education Blueprint 2014-2024.

This study was focused on evaluating the overall student-learning competencies attained at the lower and upper primary exit levels across the school curriculum in terms of mean scores by gender, subjects, type and level of schools in different Dzongkhags.

From the major findings and recommendations drawn, it is clear that there are learning gap between genders, subjects, type and level of schools in different Dzongkhags. Most importantly, equitable and timely allocation of resources, teacher professional development and necessary supports should be provided to all schools irrespective of their types and levels, thereby to upscale the student learning outcomes.

ANNEXURE

GRADE III

Table 1 Dzongkhag Wise Performance in Dzongkha

DZONGKHAG	DZONGKHA								
	F			M			Total		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Bumthang	149	41.99	6.95	145	38.04	7.95	294	40.05	7.70
Chukha	293	36.45	10.59	298	31.13	12.26	591	33.77	11.76
Dagana	189	32.90	12.38	222	31.86	11.38	411	32.34	11.85
Gasa	31	40.71	10.03	31	38.24	9.12	62	39.47	9.59
Ha	109	39.78	8.27	105	36.22	10.11	214	38.03	9.37
Lhuentse	137	38.57	8.96	122	38.34	8.78	259	38.46	8.86
Mongar	427	37.62	9.45	397	36.77	8.63	824	37.21	9.07
Paro	271	39.10	7.66	291	36.52	9.02	562	37.76	8.48
Pema Gatshel	197	41.18	8.13	199	38.88	8.82	396	40.02	8.55
Phuentsholing Thromde	116	39.32	8.37	124	36.42	8.36	240	37.82	8.47
Punakha	237	35.07	9.55	231	33.03	10.02	468	34.06	9.83
Samdrup Jongkhar	210	37.80	10.46	225	35.76	10.80	435	36.74	10.67
Samdrup Jongkhar Throm	69	42.89	4.40	70	37.27	7.11	139	40.06	6.54
Samtse	594	33.37	11.22	583	30.59	10.96	1177	31.99	11.17
Sarpang	281	38.39	9.40	280	35.57	10.05	561	36.98	9.83
Thim Throm	941	39.89	8.27	933	35.88	9.75	1874	37.89	9.26
Thimphu	146	41.86	7.59	130	38.92	8.95	276	40.48	8.37
Trashigang	342	38.60	9.23	324	36.95	8.63	666	37.80	8.97
Trashiyangtse	197	41.92	6.34	177	39.94	7.13	374	40.98	6.79
Trongsa	54	42.17	6.26	61	39.79	9.34	115	40.91	8.09
Tsirang	205	37.36	9.04	237	35.80	8.99	442	36.52	9.04
Wangdue	391	36.91	9.91	389	33.81	11.21	780	35.37	10.68
Zemgang	165	40.79	7.58	169	38.75	9.15	334	39.76	8.46
OVERALL	5751	38.15	9.56	5743	35.40	10.15	11494	36.77	9.95

Table 2 Dzongkhag Wise Performance in English

DZONGKHAG	ENGLISH								
	F			M			Total		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Bumthang	149	34.57	7.21	145	33.49	7.02	294	34.04	7.13
Chukha	293	32.12	9.48	298	27.41	10.51	591	29.74	10.28
Dagana	189	28.40	9.82	222	27.99	9.33	411	28.18	9.55
Gasa	31	32.02	7.66	31	29.96	9.44	62	30.99	8.59
Ha	109	31.81	8.99	105	30.82	8.67	214	31.32	8.83
Lhuentse	138	32.59	7.65	122	32.23	8.34	260	32.42	7.97
Mongar	427	30.53	9.27	397	28.88	8.93	824	29.73	9.14
Paro	271	35.18	8.45	293	33.49	9.38	564	34.30	8.97
Pema Gatshel	197	30.25	9.77	199	28.90	9.76	396	29.57	9.77
Phuentsholing Thromde	131	34.38	8.52	141	33.79	8.15	272	34.07	8.32
Punakha	237	30.14	9.08	231	28.42	9.24	468	29.29	9.19
Samdrup Jongkhar	210	29.74	9.50	225	29.65	8.98	435	29.69	9.22
Samdrup Jongkhar Throm	69	29.51	7.00	70	24.79	7.65	139	27.13	7.68
Samtse	594	29.24	10.51	583	28.64	9.89	1177	28.94	10.21
Sarpang	281	34.16	8.83	282	32.24	9.85	563	33.20	9.40
Thim Throm	945	34.02	9.05	939	31.57	9.85	1884	32.80	9.54
Thimphu	146	35.44	6.10	130	33.45	7.78	276	34.51	7.00
Trashigang	342	32.34	8.96	324	31.59	8.44	666	31.98	8.72
Trashiyangtse	197	34.51	9.11	177	31.35	8.21	374	33.01	8.82
Trongsa	54	31.00	8.64	62	31.00	10.50	116	31.00	9.64
Tsirang	205	28.96	9.21	237	28.22	8.99	442	28.57	9.09
Wangdue	391	28.32	9.07	389	26.44	9.61	780	27.38	9.39
Zemgang	165	32.97	8.64	169	32.66	9.18	334	32.81	8.91
OVERALL	5771	31.82	9.37	5771	30.17	9.56	11542	30.99	9.50



Grades III and VI

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Table 3 Dzongkhag Wise Performance in Mathematics

DZONGKHAG	MATHEMATICS								
	F			M			Total		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Bumthang	149	30.97	7.22	145	31.38	7.21	294	31.17	7.21
Chukha	293	28.69	9.85	298	26.23	10.58	591	27.45	10.29
Dagana	189	23.26	9.48	222	25.46	9.43	411	24.45	9.50
Gasa	31	27.96	7.51	31	27.46	9.05	62	27.71	8.25
Ha	109	25.01	8.16	105	25.35	8.01	214	25.18	8.07
Lhuentse	138	32.84	10.56	122	33.32	10.14	260	33.07	10.35
Mongar	427	28.74	9.14	397	28.53	9.08	824	28.64	9.11
Paro	271	28.12	8.10	293	27.77	8.06	564	27.94	8.08
Pema Gatshel	197	30.00	9.45	199	30.19	8.93	396	30.10	9.18
Phuentsholing Thromde	131	32.62	9.42	141	32.14	8.65	272	32.37	9.01
Punakha	237	26.31	9.82	231	27.63	9.60	468	26.96	9.72
Samdrup Jongkhar	210	30.68	10.76	225	30.46	9.48	435	30.57	10.11
Samdrup Jongkhar Throm	69	34.32	5.37	70	31.66	5.89	139	32.98	5.77
Samtse	594	26.04	10.13	583	26.52	10.06	1177	26.28	10.10
Sarpang	281	31.85	10.38	282	31.47	10.20	563	31.66	10.28
Thim Throm	944	26.63	9.33	937	25.77	9.79	1881	26.20	9.57
Thimphu	146	33.29	7.58	130	30.95	8.59	276	32.19	8.14
Trashigang	342	30.92	8.93	324	31.49	8.80	666	31.20	8.87
Trashiyangtse	197	30.96	8.86	177	29.94	8.90	374	30.48	8.89
Trongsa	54	29.16	7.70	62	29.88	8.40	116	29.55	8.05
Tsirang	205	25.05	8.53	237	25.93	8.34	442	25.52	8.43
Wangdue	391	25.63	9.81	389	25.81	8.98	780	25.72	9.40
Zemgang	165	31.07	9.82	169	31.70	9.49	334	31.39	9.65
OVERALL	5770	28.36	9.71	5769	28.16	9.60	11539	28.26	9.66

Table 4 Performance by school type in Dzongkha

SCHOOL TYPE	DZONGKHA								
	F			M			Total		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Government	5533	37.97	9.62	5558	35.23	10.19	11091	36.60	10.01
Private	218	42.58	6.21	185	40.42	7.10	403	41.59	6.71
OVERALL	5751	38.15	9.56	5743	35.40	10.15	11494	36.77	9.95

Table 5 Performance by school type in English

SCHOOL TYPE	ENGLISH								
	F			M			Total		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Government	5553	31.57	9.37	5585	29.91	9.51	11138	30.74	9.48
Private	218	38.25	6.57	186	37.75	7.87	404	38.02	7.19
OVERALL	5771	31.82	9.37	5771	30.17	9.56	11542	30.99	9.50

Table 6 Performance by school type in Mathematics

SCHOOL TYPE	MATHEMATICS								
	F			M			Total		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Government	5552	28.33	9.78	5583	28.07	9.61	11135	28.20	9.70
Private	218	29.02	7.81	186	30.88	8.82	404	29.88	8.33
OVERALL	5770	28.36	9.71	5769	28.16	9.60	11539	28.26	9.66

Table 7 Performance by school level in Dzongkha

SCHOOL LEVEL	DZONGKHA								
	F			M			Total		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Autonomous	132	39.27	8.84	157	34.31	10.62	289	36.57	10.14
CS	741	38.36	9.79	743	36.17	10.00	1484	37.26	9.95
ECR	131	36.60	10.17	125	35.33	9.20	256	35.98	9.71
HSS	70	40.88	7.34	70	35.51	8.42	140	38.20	8.32
Institute	2	40.25	0.35	3	42.83	6.53	5	41.80	4.83
LSS	1291	39.02	9.42	1296	36.48	9.79	2587	37.75	9.68
MSS	904	37.47	9.93	939	33.08	10.98	1843	35.23	10.70
PS	2480	37.82	9.43	2410	35.54	9.97	4890	36.69	9.77
OVERALL	5751	38.15	9.56	5743	35.40	10.15	11494	36.77	9.95

Table 8 Performance by school level in English

SCHOOL LEVEL	ENGLISH								
	F			M			Total		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Autonomous	132	32.11	9.77	157	30.47	9.60	289	31.22	9.70
CS	741	29.77	9.13	743	28.40	9.37	1484	29.08	9.27
ECR	132	30.47	9.07	125	29.30	9.13	257	29.90	9.10
HSS	70	34.96	6.42	70	30.39	7.66	140	32.67	7.40
Institute	2	23.00	3.54	3	40.00	0.50	5	33.20	9.48
LSS	1306	33.00	9.60	1318	31.35	9.34	2624	32.17	9.51
MSS	904	32.34	9.27	940	30.26	9.80	1844	31.28	9.60
PS	2484	31.59	9.29	2415	30.03	9.63	4899	30.82	9.49
OVERALL	5771	31.82	9.37	5771	30.17	9.56	11542	30.99	9.50

Table 9 Performance by school level in Mathematics

SCHOOL LEVEL	MATHEMATICS								
	F			M			Total		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Autonomous	132	29.54	9.11	157	28.13	9.10	289	28.77	9.12
CS	741	27.36	9.43	743	27.71	9.46	1484	27.54	9.45
ECR	132	27.60	10.16	125	27.20	9.64	257	27.40	9.89
HSS	70	33.09	5.67	70	29.72	6.23	140	31.40	6.17
Institute	2	19.75	9.55	3	35.83	15.46	5	29.40	14.83
LSS	1305	29.02	9.95	1318	28.55	9.70	2623	28.79	9.83
MSS	904	27.70	9.48	940	27.43	9.61	1844	27.56	9.55
PS	2484	28.39	9.79	2413	28.37	9.66	4897	28.38	9.72
OVERALL	5770	28.36	9.71	5769	28.16	9.60	11539	28.26	9.66

**GRADE VI****Table 1 Dzongkhag Wise Performance in Dzongkha**

DZONGKHAG	DZONGKHA								
	F			M			TOTAL		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Bumthang	185	64.06	13.44	174	57.68	15.61	359	60.97	14.86
Chukha	381	57.10	18.76	382	48.33	17.86	763	52.71	18.82
Dagana	232	54.72	17.63	262	51.04	17.74	494	52.77	17.77
Gasa	34	56.44	12.27	43	58.49	16.49	77	57.59	14.72
Ha	100	65.78	11.89	97	59.72	15.37	197	62.79	14.01
Lhuentse	134	69.06	14.42	128	61.30	16.04	262	65.27	15.69
Mongar	421	63.67	15.11	354	59.69	14.87	775	61.85	15.12
Paro	282	58.24	14.50	260	52.38	14.99	542	55.43	15.01
Pema Gatshel	262	62.78	15.17	261	59.43	15.45	523	61.11	15.39
Phuentsholing Throm	105	55.33	15.14	127	47.25	16.63	232	50.91	16.44
Punakha	278	60.89	13.78	217	54.71	15.55	495	58.18	14.89
Samdrup Jongkhar	291	61.77	16.75	225	53.61	18.40	516	58.21	17.94
Samdrup Jongkhar	77	65.63	13.28	45	61.24	13.18	122	64.01	13.36
Throm	724	52.21	15.51	698	46.85	15.05	1422	49.58	15.51
Sarpang	381	62.11	13.77	348	59.00	14.58	729	60.63	14.24
Thim Throm	890	62.41	15.30	858	53.53	15.48	1748	58.05	16.01
Thimphu	140	62.31	14.48	151	57.69	14.94	291	59.91	14.88
Trashigang	452	64.15	14.31	394	59.45	15.59	846	61.96	15.09
Trashiyangtse	229	68.39	13.13	174	63.54	15.30	403	66.30	14.29
Trongsa	50	69.28	14.15	43	59.08	16.31	93	64.57	15.95
Tsrirang	248	60.40	15.55	246	54.60	15.20	494	57.51	15.63
Wangdue	376	60.73	15.43	312	54.06	14.33	688	57.70	15.30
Zhemgang	208	65.56	13.88	202	61.53	15.44	410	63.57	14.79
OVERALL	6480	60.93	15.75	6001	54.76	16.37	12481	57.96	16.34

Table 2 Dzongkhag Wise Performance in English

DZONGKHAG	ENGLISH								
	F			M			TOTAL		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Bumthang	185	56.57	13.33	174	53.20	13.87	359	54.94	13.68
Chukha	381	56.43	14.32	383	49.91	16.11	764	53.16	15.58
Dagana	232	49.81	14.73	262	48.91	14.95	494	49.34	14.84
Gasa	34	48.02	17.46	43	46.41	18.62	77	47.12	18.02
Ha	100	59.66	13.72	97	55.62	14.62	197	57.67	14.28
Lhuentse	134	59.97	16.13	128	52.99	14.96	262	56.56	15.92
Mongar	421	54.52	15.23	355	51.24	14.09	776	53.02	14.80
Paro	282	57.56	12.49	261	52.28	14.51	543	55.02	13.74
Pema Gatshel	262	53.62	14.49	261	54.86	14.05	523	54.24	14.27
Phuentsholing Throm	105	56.27	13.19	127	53.68	15.68	232	54.85	14.63
Punakha	278	52.46	13.44	217	49.16	13.80	495	51.01	13.68
Samdrup Jongkhar	291	53.73	16.16	225	49.56	17.33	516	51.91	16.79
Samdrup Jongkhar	77	55.04	11.84	45	53.04	12.50	122	54.31	12.07
Throm									
Samtse	725	54.75	14.54	698	49.72	13.53	1423	52.28	14.28
Sarpang	381	57.09	15.26	347	53.01	14.47	728	55.15	15.01
Thim Throm	898	62.55	14.79	860	56.79	14.19	1758	59.73	14.78
Thimphu	140	55.62	13.79	152	52.92	13.05	292	54.22	13.45
Trashigang	452	54.25	14.36	394	50.71	13.58	846	52.60	14.10
Trashiyangtse	229	55.94	15.71	174	53.09	16.20	403	54.71	15.97
Trongsa	50	61.44	11.83	43	57.59	13.32	93	59.66	12.62
Tsirang	248	61.28	12.51	246	55.68	12.54	494	58.49	12.82
Wangdue	376	53.24	14.27	312	48.73	13.60	688	51.20	14.14
Zhemgang	208	55.34	13.49	202	51.82	15.55	410	53.61	14.63
OVERALL	6489	56.29	14.81	6006	52.21	14.66	12495	54.33	14.88



Table 3 Dzongkhag Wise Performance in Mathematics

DZONGKHAG	MATHEMATICS								
	F			M			TOTAL		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Bumthang	185	36.53	12.64	174	35.46	14.54	359	36.01	13.59
Chukha	381	31.71	14.36	383	29.80	13.40	764	30.75	13.91
Dagana	232	30.49	10.43	262	31.19	12.48	494	30.86	11.55
Gasa	34	30.22	11.53	43	32.88	14.09	77	31.71	13.01
Ha	100	34.79	12.60	97	35.38	15.88	197	35.08	14.28
Lhuentse	134	43.65	22.17	128	43.40	18.73	262	43.52	20.52
Mongar	421	35.29	16.00	355	35.16	15.09	776	35.23	15.58
Paro	282	32.16	13.37	261	31.60	13.97	543	31.89	13.65
Pema Gatshel	262	32.50	11.99	261	34.85	13.28	523	33.67	12.70
Phuentsholing Throm	105	33.00	9.90	127	36.50	12.18	232	34.91	11.32
Punakha	278	34.03	13.20	217	33.92	13.26	495	33.98	13.21
Samdrup Jongkhar	291	35.34	14.36	225	33.00	14.08	516	34.32	14.27
Samdrup Jongkhar	77	30.66	10.89	45	34.56	10.68	122	32.10	10.93
Throm									
Samtse	725	36.42	13.67	698	35.41	13.90	1423	35.92	13.79
Sarpang	381	37.07	11.92	348	36.41	12.14	729	36.76	12.02
Thim Throm	898	39.65	13.13	860	37.89	12.54	1758	38.79	12.87
Thimphu	140	32.99	13.77	152	34.21	13.12	292	33.62	13.43
Trashigang	452	37.84	13.80	394	37.46	14.82	846	37.66	14.28
Trashiyangtse	229	34.29	14.42	174	35.53	16.02	403	34.83	15.13
Trongsa	50	36.47	15.37	43	35.93	15.50	93	36.22	15.35
Tsirang	248	34.23	11.10	246	34.15	12.20	494	34.19	11.64
Wangdue	376	34.38	15.39	312	32.90	15.10	688	33.71	15.26
Zhemgang	208	37.22	13.13	202	35.99	14.01	410	36.61	13.57
OVERALL	6489	35.59	13.95	6007	35.05	14.02	12496	35.33	13.99

Table 4 Dzongkhag Wise Performance in Science

DZONGKHAG	SCIENCE								
	F			M			TOTAL		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Bumthang	185	52.23	17.52	174	52.46	18.03	359	52.34	17.74
Chukha	381	52.20	18.61	383	48.99	18.46	764	50.59	18.59
Dagana	232	48.73	18.03	262	50.97	17.44	494	49.92	17.73
Gasa	34	42.19	17.61	43	44.89	15.78	77	43.70	16.56
Ha	100	54.51	17.04	97	54.33	17.23	197	54.42	17.09
Lhuentse	134	52.38	22.60	128	46.95	21.79	262	49.73	22.33
Mongar	421	50.83	18.73	355	51.71	17.60	776	51.23	18.21
Paro	282	50.10	18.59	261	48.71	18.96	543	49.43	18.76
Pema Gatshel	262	46.12	17.29	261	53.17	17.85	523	49.64	17.91
Phuentsholing Throm	105	50.43	17.25	127	53.89	18.49	232	52.32	17.99
Punakha	278	51.42	17.27	217	50.40	18.08	495	50.97	17.62
Samdrup Jongkhar	291	50.85	19.94	225	49.28	21.41	516	50.17	20.59
Samdrup Jongkhar	77	59.25	14.09	45	62.90	15.52	122	60.60	14.68
Throm									
Samtse	725	53.74	18.62	698	51.79	17.46	1423	52.78	18.08
Sarpang	381	53.69	17.49	348	53.34	16.94	729	53.52	17.22
Thim Throm	898	56.55	19.01	860	54.91	18.62	1758	55.75	18.83
Thimphu	140	48.82	19.82	152	51.97	19.27	292	50.46	19.57
Trashigang	452	53.47	18.46	394	53.01	17.82	846	53.25	18.15
Trashiyangtse	229	51.64	20.05	174	52.46	18.66	403	52.00	19.45
Trongsa	50	53.55	16.44	43	52.54	17.13	93	53.08	16.68
Tsirang	248	52.81	17.61	246	54.42	17.06	494	53.61	17.34
Wangdue	376	50.64	18.98	312	49.37	17.83	688	50.06	18.46
Zhemgang	208	54.52	18.72	202	55.20	20.00	410	54.86	19.34
OVERALL	6489	52.47	18.71	6007	52.13	18.37	12496	52.31	18.55



Table 5 Dzongkhag Wise Performance in Social Studies

DZONGKHAG	SOCIAL STUDIES								
	F			M			TOTAL		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Bumthang	126	59.15	14.54	127	54.82	16.95	253	56.98	15.91
Chukha	381	57.13	18.86	383	51.09	18.94	764	54.10	19.13
Dagana	232	51.37	18.10	262	54.18	17.14	494	52.86	17.64
Gasa	34	42.62	16.52	43	51.12	17.36	77	47.37	17.41
Ha	100	58.21	16.12	97	58.21	16.59	197	58.21	16.31
Lhuentse	134	64.53	20.36	128	63.27	17.95	262	63.92	19.20
Mongar	421	53.41	18.26	355	53.55	17.33	776	53.47	17.83
Paro	282	55.70	17.27	261	54.33	18.45	543	55.04	17.85
Pema Gatshel	262	52.68	17.42	261	57.31	16.60	523	54.99	17.15
Phuentsholing Throm	105	55.21	16.01	127	57.38	18.00	232	56.40	17.13
Punakha	278	50.43	18.35	217	50.06	17.56	495	50.27	17.99
Samdrup Jongkhar	280	53.31	20.27	217	52.16	21.09	497	52.81	20.62
Samdrup Jongkhar	77	52.19	15.53	45	56.11	15.06	122	53.63	15.41
Throm	725	54.34	17.96	698	52.50	17.15	1423	53.44	17.59
Sarpang	381	58.10	18.27	348	57.65	17.94	729	57.89	18.11
Thim Throm	898	61.91	18.15	860	58.72	17.51	1758	60.35	17.90
Thimphu	140	56.68	18.09	152	56.42	18.55	292	56.54	18.30
Trashigang	452	56.39	18.30	394	55.52	18.27	846	55.98	18.28
Trashiyangtse	229	56.97	19.12	174	56.80	18.78	403	56.89	18.95
Trongsa	50	54.09	16.23	43	52.79	15.42	93	53.49	15.79
Tsrang	248	61.56	16.85	246	60.37	17.41	494	60.97	17.12
Wangdue	376	54.46	17.97	312	52.11	17.91	688	53.39	17.97
Zhemgang	208	56.46	17.10	202	55.99	18.76	410	56.23	17.92
OVERALL	6419	56.33	18.38	5952	55.28	18.08	12371	55.83	18.24

Table 6 Performance by school type in Dzongkha

SCHOOL TYPE	DZONGKHA								
	F			M			TOTAL		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Government	6366	60.79	15.77	5883	54.61	16.36	12249	57.82	16.35
Private	114	68.74	12.66	118	62.29	14.78	232	65.46	14.13
OVERALL	6480	60.93	15.75	6001	54.76	16.37	12481	57.96	16.34

Table 7 Performance by school type in English

SCHOOL TYPE	ENGLISH								
	F			M			TOTAL		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Government	6372	56.03	14.72	5888	51.96	14.56	12260	54.08	14.78
Private	117	70.47	12.23	118	64.86	14.37	235	67.65	13.61
OVERALL	6489	56.29	14.81	6006	52.21	14.66	12495	54.33	14.88

Table 8 Performance by school type in Mathematics

SCHOOL TYPE	MATHEMATICS								
	F			M			TOTAL		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Government	6372	35.41	13.86	5889	34.86	13.96	12261	35.14	13.91
Private	117	45.62	15.21	118	44.64	13.84	235	45.13	14.52
OVERALL	6489	35.59	13.95	6007	35.05	14.02	12496	35.33	13.99

Table 9 Performance by school type in Science

SCHOOL TYPE	SCIENCE								
	F			M			TOTAL		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Government	6372	52.14	18.61	5889	51.78	18.24	12261	51.97	18.43
Private	117	70.75	15.14	118	69.68	16.30	235	70.21	15.71
OVERALL	6489	52.47	18.71	6007	52.13	18.37	12496	52.31	18.55

Table 10 Performance by school type in Social Studies

SCHOOL TYPE	SOCIAL STUDIES								
	F			M			TOTAL		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Government	6302	56.04	18.31	5834	55.02	18.02	12136	55.55	18.18
Private	117	72.21	14.43	118	67.93	16.30	235	70.06	15.52
OVERALL	6419	56.33	18.38	5952	55.28	18.08	12371	55.83	18.24

Table 11 Performance by school level in Dzongkha

SCHOOL LEVEL	DZONGKHA								
	F			M			TOTAL		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Autonomous	91	68.42	14.03	88	55.31	13.93	179	61.98	15.42
CS	1069	58.68	16.43	985	52.13	16.23	2054	55.54	16.66
HSS	200	59.52	16.05	162	51.40	16.67	362	55.88	16.80
Institute	7	69.90	12.59	3	60.93	12.83	10	67.21	12.69
LSS	1596	61.45	15.01	1511	55.26	15.69	3107	58.44	15.65
MSS	894	57.76	14.77	942	49.99	16.11	1836	53.77	15.95
PS	2623	62.42	15.97	2310	57.70	16.38	4933	60.21	16.33
OVERALL	6480	60.93	15.75	6001	54.76	16.37	12481	57.96	16.34

Table 12 Performance by school level in English

SCHOOL LEVEL	ENGLISH								
	F			M			TOTAL		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Autonomous	91	67.46	13.59	88	57.23	12.72	179	62.43	14.10
CS	1069	52.60	14.34	986	48.40	13.99	2055	50.58	14.32
HSS	201	56.71	13.39	163	51.41	13.33	364	54.34	13.61
Institute	7	53.40	10.13	3	32.00	3.50	10	46.98	13.34
LSS	1598	55.69	14.45	1513	51.44	13.84	3111	53.62	14.31
MSS	897	55.68	14.76	942	50.63	15.19	1839	53.09	15.19
PS	2626	57.96	14.95	2311	54.89	14.88	4937	56.52	14.99
OVERALL	6489	56.29	14.81	6006	52.21	14.66	12495	54.33	14.88

**Table 13 Performance by school level in mathematics**

SCHOOL LEVEL	MATHEMATICS								
	F			M			TOTAL		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Autonomous	91	40.76	13.15	88	34.70	11.80	179	37.78	12.83
CS	1069	31.68	13.02	986	31.52	13.61	2055	31.60	13.31
HSS	201	35.80	10.89	163	34.39	11.06	364	35.16	10.97
Institute	7	23.00	8.98	3	13.00	9.17	10	20.00	9.78
LSS	1598	35.14	13.03	1514	35.02	13.25	3112	35.08	13.14
MSS	897	32.90	12.95	942	31.48	12.59	1839	32.17	12.79
PS	2626	38.22	14.81	2311	38.12	14.77	4937	38.18	14.79
OVERALL	6489	35.59	13.95	6007	35.05	14.02	12496	35.33	13.99

Table 14 Performance by school level in Science

SCHOOL LEVEL	SCIENCE								
	F			M			TOTAL		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Autonomous	91	59.58	16.76	88	52.31	14.13	179	56.01	15.90
CS	1069	47.43	19.51	986	47.31	18.83	2055	47.38	19.18
HSS	201	54.12	19.78	163	52.39	19.06	364	53.35	19.46
Institute	7	47.21	16.55	3	38.00	7.26	10	44.45	14.64
LSS	1598	52.35	18.39	1514	52.25	17.79	3112	52.30	18.10
MSS	897	51.21	19.18	942	49.33	19.28	1839	50.25	19.25
PS	2626	54.68	17.93	2311	55.24	17.65	4937	54.94	17.80
OVERALL	6489	52.47	18.71	6007	52.13	18.37	12496	52.31	18.55

Table 15 Performance by school level in Social Studies

SCHOOL LEVEL	SOCIAL STUDIES								
	F			M			TOTAL		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Autonomous	91	61.30	16.22	88	54.12	14.48	179	57.77	15.76
CS	1069	51.64	18.60	986	50.27	17.93	2055	50.98	18.29
HSS	201	58.83	18.37	163	56.00	17.15	364	57.56	17.86
Institute	7	52.57	20.58	3	43.33	18.09	10	49.80	19.37
LSS	1539	56.11	17.87	1467	55.37	17.78	3006	55.75	17.82
MSS	897	54.63	19.07	942	52.59	18.41	1839	53.58	18.76
PS	2615	58.61	17.97	2303	58.48	17.73	4918	58.55	17.85
OVERALL	6419	56.33	18.38	5952	55.28	18.08	12371	55.83	18.24

