Maldives

National Assessment of Learning Outcomes

Dhivehi | English | Mathematics

Grade 3 | Grade 6

June 2024

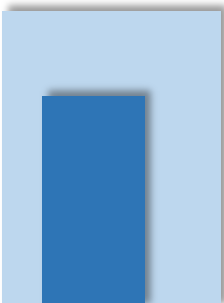Quality Assurance Department   Ministry of Education   LAMP

Maldives

National Assessment of Learning Outcomes in

Dhivehi | English | Mathematics

Grade 3 | Grade 6

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EXECUTIVE SUMMARY

This is the fifth publication of the National Assessment of Learning Outcomes (NALO) conducted for Dhivehi, English, and Mathematics at the level of Grades 3 and 6 in Maldivian government schools. NALO 2024 was conducted in a total of 207 schools nationwide (from 20 atolls and greater Male' region). Around 4500 students from Grade 4, and 4900 students from Grade 7 participated in the study while the actual number varied among the subjects.

In addition to the locally prepared assessment items, the 2024 NALO also contained items from international assessment (Progress in International Reading Literacy Study – PIRLS and Trends in International Mathematics and Science Study -TIMSS). There were included in grade 4 English and Mathematics respectively. However, these items are analysed and reported separately from the NALO results.

The sample for the assessment was selected by Quality Assurance Department (QAD). The tests were administered on paper. Relevant staff of the participating schools were given orientation on the procedure.

Student responses were coded into right or wrong answers, assigning 1 and 0 for each correct and wrong answer respectively. These scores were subsequently used to compute totals, averages, and percentages. While data coding and cleaning was primarily conducted using Microsoft Excel, data analysis was conducted using IBM SPSS version 25.0. Once the results were obtained, Microsoft Excel was used to visualise them in the form of tables and charts.

As for the findings comparing student performance in NALO over the years from 2015 to the current NALO year (2024), overall, the results indicated that there is a downward trend in student performance in Dhivehi as well all Mathematics at both grades 3 and 6. In contrary, there is a slight upward trend in student performance in English at both grade 3 and 6. These results indicate the need for attention to Mathematics and Dhivehi.

Comparison of achievement of girls and boys shows that girls did better than boys in Dhivehi as well as English at both grades 3 and 6. On the other hand, boys performed slightly better than girls in Mathematics at both grades 3 and 6.

NALO 2024 provides the education sector with valuable information on the performance of students at school, atoll, and national level, as well as international level (in certain assessments). These findings have important implications for various stakeholders in the education sector including Ministry of Education, schools, teachers, and parents.

CHAPTER 1

INTRODUCTION AND BACKGROUND

Overview of the report

According to the NALO report of 2017 (Quality Assurance Department - QAD, 2018), in the first NALO that was conducted in 2008, the average student performance of learning outcomes at the level of grades 3 and 6 in both English and Mathematics was lower than 40%. After a seven-year gap, NALO was conducted in 2015 for English and Mathematics, in 2016 for Dhivehi, and in 2017 for all three subjects. Subsequently NALO 2021 and NALO 2024 were conducted in which student performance was assessed in the Dhivehi, English, and Mathematics at the levels of grades 3 and 6.

In this report, the findings and analysis of NALO 2024 in Dhivehi, English and Mathematics conducted by the Quality Assurance Department (QAD) will be presented. The report is organised into three parts. Part one is comprised of two chapters and is an overview of the study that includes the introduction, background, and methodology of NALO 2024. Part two contains the results of student performance in the three subjects that were assessed. These results are presented separately for each subject and each grade. In addition to the overall student performance in each subject, gender-wise and atoll-wise breakdown of results are also included in this report. The final chapter under part two contains the conclusions and recommendations. Part three is comprised of references and appendices. Apart from the above, NALO 2024 findings for each participating school have also been also produced as standalone documents containing detailed school-wise results.

Background to Maldivian education system

According to the statistical yearbook of Maldives 2020, the population of the country as of 2019 is 372,739, which is scattered into 187 inhabited islands (Maldives Bureau of Statistics - MBS, 2020). Moreover, according to

educational statistics of 2019, there are 88,912 students, which is about a quarter of the whole population (Ministry of Education - MoE, 2019). Additionally, referring to educational statistics of 2019, while there are 348 schools, including private and community schools, 41% of these have a student enrolment of 100 or less. On the other hand, with a total of 10,242 teachers, the student to teacher ratio is as low as one to nine. This ratio is obtained including untrained (temporary) teachers that contribute to more than 11% of the teacher population (MoE, 2019). The peculiar characteristics of Maldives with respect to its geography, composition of population, distribution of educational resources, and economy presents dreadful challenges towards provision of quality education in the country.

Despite these challenges, the country has achieved significant milestones in terms of providing universal primary education for all way back in 2002 (UNDP, 2014). Additionally, the net enrolment rate (NER) of early childhood education has made a remarkable progress from 51.2% in 2001 to 99.6% in 2017 (MoE, 2016). Furthermore, while the NER of primary and lower secondary are 95.9% and 90.5% respectively in 2018, the NER reached 100% for both the levels in 2019 (MoE, 2019).

While existing evidence demonstrates praiseworthy achievements of the country terms of access to education, the challenges faced by the Maldivian education system at present has more to do with quality rather than quantity as stated in the following text: "a fundamental challenge in Maldives has been managing quantitative expansion in this highly dispersed country while also focusing on improving the quality of education." (Di Biase & Maniku, 2021, p. 554). Concerns have been documented with respect to low student achievement especially when compared with international averages reported by reputed agencies (UNICEF, 2014). There have also been

concerns with regard to low performance at O' Level examinations. However, due to numerous efforts of the government and the change in policy (Educational Supervision and Quality Improvement Division - ESQID, 2010), five-subject pass rate increased to 77% in 2017 (di Biase & Maniku, 2021).

Educational expenditure

The legal framework for education which includes various laws, conventions, and policies sets down a number of educational obligations on the government. Examples of these legislations include rectification of the Convention on the Rights of Children in 1991, enactment of the law on the same subject in 1991, rectification of the Convention on the Rights of Person with Disabilities in 2010, enactment of the Disability Act in 2010, enactment of the Preschool Act in 2012, and adoption of the Inclusive Education Policy in 2013 which was revised in 2020. Finally, the enactment of the Education Act in 2020 was added to the legal obligations of the government in educational provision.

All the above legal requirements along with the political atmosphere within the country make Maldives a highly subsidised nation with regard to expenditure on education. Subsequently, free school education from K-10 is provided in all inhabited islands across the country for all students under the age of 16 years; school textbooks, stationery, and other learning materials are provided by the government; school end examination fees for both GCE O' level A' level students are paid by the government (QAD, 2018).
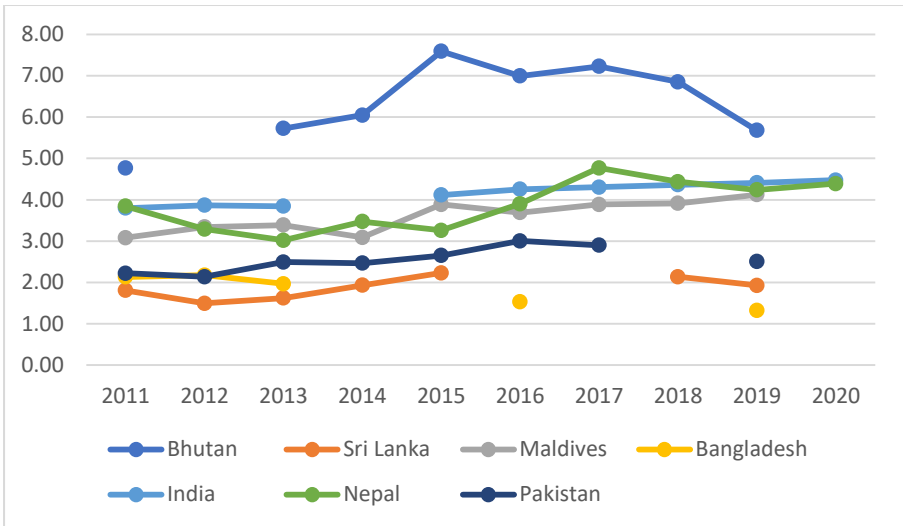
Figure 1 Government expenditure on education in SAARC countries

Source: https://data.worldbank.org/

Figure 1 shows government spending on education (by seven countries in the SAARC region) as a percentage of GDP over a period of 10 years from 2011. As seen from the figure, there is an upward trend in government expenditure on education reaching 4.12% of GDP in 2019. This seems to be a considerable amount as compared to education expenditure of other countries in the region.

Educational reform and new curriculum

With the introduction of child-friendly schools (CFS) in 2002, curriculum reform was initiated in the Maldives as a means to improve quality of education (Di Biase & Maniku, 2021). Essentially, CFS contributed to the reform process by ways of promoting a more child-centred approach to teaching as opposed to the traditional teacher-centred approach (Shareef, 2007). For

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several years, the CFS initiative was confined to lower primary grades until, in 2010, a more comprehensive policy document that encompassed several dimensions of schooling known as child-friendly baraabaru (literally meaning perfect) school (CFBS) indicators was introduced. The CFBS indicators soon became the framework for assessing quality of schools, which subsequently underwent several revisions, and was ultimately incorporated into the School Improvement, Quality Assurance & Accountability Framework (SIQAAF) (MoE, 2017).

The above-mentioned programmes advocated reforms that do not truly involve changing the 'content' of the curriculum. In contrast, a major milestone in the reform process was the introduction of a whole new school curriculum framework in 2015. The new national curriculum framework (NCF) was developed around eight key competencies which are further broken down into key learning areas and then to academic subjects (National Institute of Education - NIE, n.d.). Furthermore, stages of schooling are categorised into several key stages from foundation stage (FS) to key stage 1(KS1) through KS5. The new NCF not only brought changes into its structure and content, but also to pedagogical and assessment strategies whereby a lot of emphasis was placed on assessment for learning (NIE, 2014). Furthermore, the revised assessment policy states that student performance in KS1 and KS2 shall be reported in narrative form as opposed to marks or grades (MoE, 2014). With these drastic changes to the formal education system, it is essential to place additional emphasis on assessing student learning particularly to evaluate the impact of the reforms.

The purpose of the study

One of the four main goals stated in the Education Sector Plan 2019-2023 of Maldives is 'to improve learning for all through equitable access to quality education' (MoE & Ministry of higher education - MoHE, 2019). Towards this end, the aim of NALO is to determine the cognitive learning outcomes in Dhivehi, English and Mathematics of students at the end of KS 1 and 2 (that is, grades 3 and 6) as stipulated in the NCF. In addition, NALO 2024 incorporated a number of questions from international assessments in English and Maths for grade 3 for the purpose of evaluating student performance against international benchmarks. The study also aims to disaggregate student performance into gender, atoll, school as well as cognitive skills so that the information could be utilised for the development of educational policies and programmes. Furthermore, the findings of the current study will be compared with the previous NALO studies to see the trends in overall student performance.

CHAPTER 2

METHODOLOGY

Introduction

As indicated in chapter 1, the purpose of this study is to determine student performance in Dhivehi, English and Mathematics at the end of key stages (KS) 1 and 2 in the National Curriculum Framework (NCF), that is, in grades 3 and 6. According to the pedagogy and assessment guide that is accompanied with the NCF (NIE, 2014) and the assessment policy of the Ministry of Education (MoE, 2014), students in KS 1 and 2 are to be given a narrative report as an indication of the ranking of their learning outcomes. In contrast, NALO 2024 engaged quantitative methods to evaluate as well as to report student learning outcomes. This chapter provides an overview of the methodological consideration in NALO 2024.

Instrumentation

NALO 2024 contained 6 distinct instruments; these are paper-based multiple choice question papers; one in each of the three subjects of Dhivehi, English, and Mathematics for each grade tested. The test items correspond to indicators and consequently to learning outcomes stated in the respective syllabi. Due to limitations inherent in the assessment methodology adopted in NALO 2024, some of the outcomes, and in some cases entire domains of learning could not be tested. For instance, speaking, listening, and even some aspects of writing in language tests could not be appropriately assessed. The tested outcomes and number of items for each are given in Appendix A. In addition to these items, question numbers 31 through 37 in grade 3 English are taken from Progress in International Reading Literacy Study (PIRLS), and question numbers 31 through 50 in grade 3 Mathematics are taken from Trends in International Mathematics and Science Study (TIMSS). These items are collectively referred to as international assessment

in the current study and the analysis of these are done and presented separately from that for NALO.

Sampling

NALO 2024 engaged a total sampling technique in selecting schools for the assessment. However, from each school, students were selected as follows:
In schools where the student population is;

- Less than or equal to 50, 90-100 % of students were selected,
- Between 50-100, 70 % of students were selected, and
- Equal to or more than 101, 50 % of students were selected.

Based on the above specification, students were chosen by QAD, and schools were instructed to administer the test to the selected list of students. The number of students that sat each of the assessments in NALO 2024 is given in Table 1.

Table 1. Number of students who sat NALO 2024

Grade /Subject	Dhivehi	English	Maths
Grade 3	4,497	4,718	4,718
Grade 6	4,975	5,015	4,895

Administering the tests

The tests were administered via paper-based mode where printed question papers were distributed to the students. Students were required to attend

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the designated examination hall in the respective schools where they attempted the questions. Relevant staff of the participating schools was given orientation on the procedures and were shared specific guidelines with respect to invigilation and administering the test.

Data entry, cleaning, and analysis

Once tests were completed, schools entered students' responses in a format provided by QAD. These were stored as excel files and shared with the analyst. Data were then cleaned and coded so that the intended analyses could then be derived. In this regard, all correct answers in the tests were coded 1, the wrong answers were coded 0, and the missing data were left blank. Additionally, appropriate coding was applied for other variables such as gender, school, atoll, and responses to the survey questionnaires. Once data cleaning and coding were completed, it was then transferred to IBM SPSS version 25.0 which was employed in conducting the analyses as required. Descriptive statistics of frequency, percentage, mean and standard deviation was used while graphical representation of the same analyses were employed where appropriate.

CHAPTER 3

PATTERNS OF ACHIEVEMENT OVER THE YEARS

Since NALO has been conducted for over some years, it would be meaningful to analyse the trend in student performance over the years. In this regard, students' average performance in NALO 2015/2016, 2017, 2021, and 2024 (the current year) are considered for comparison. Readers are advised that Dhivehi was not included in NALO 2015 while English and Mathematics were not included in 2016 NALO. In contrast, all three subjects were included in NALO 2017, 2021 and 2024. Data for the previous years were retrieved from the NALO report of 2021.

Annual trend in performance – grade 3

Figure 2 shows students' average performance in grade 3 Dhivehi for the years in which NALO was conducted.
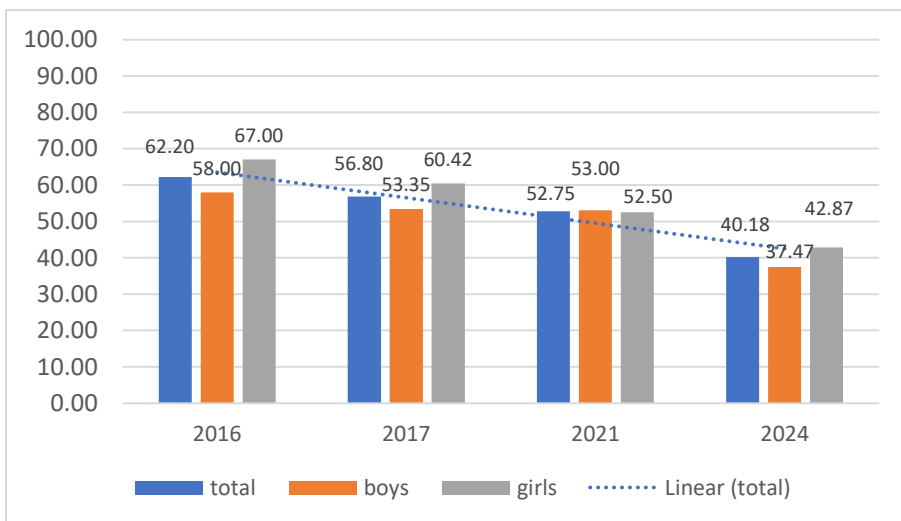
Figure 2. Student performance in NALO Dhivehi grade 3 over the years

According to the results in Figure 2, there is an overall downward trend in Dhivehi performance at grade 3. Furthermore, result of NALO 2024 is significantly lower when compared to NALO 2021. Additionally, the

achievement gap between girls and boys continues despite the slightly contrasting result in 2021.

Figure 3 shows students' average performance in grade 3 English for the years in which NALO was conducted. According to the results, there is an overall upward trend in English performance at grade 3. Furthermore, girls consistently scored higher than boys, and the difference between the genders is also observed to be more or less constant.
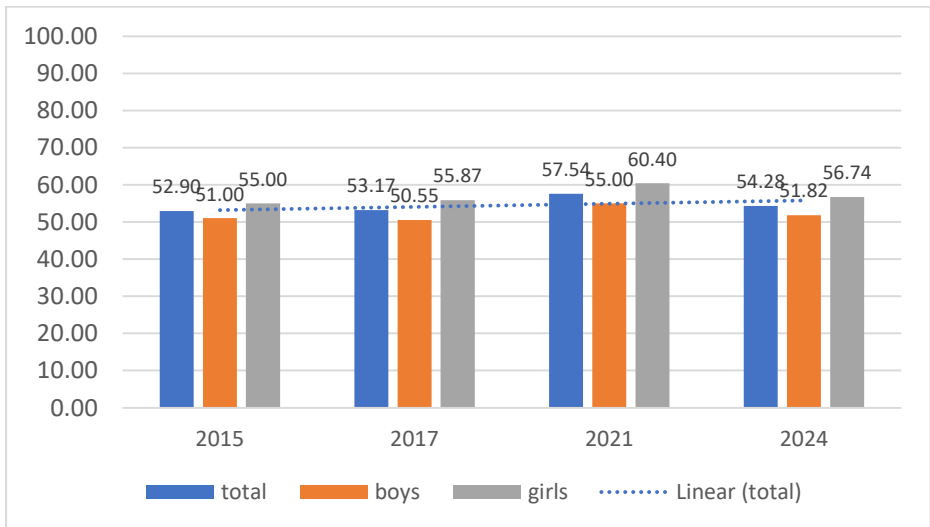
Figure 3. Student performance in NALO English grade 3 over the years

Figure 4 shows students' average performance in grade 3 Mathematics for the years in which NALO was conducted. According to the results, there is an overall downward trend in Mathematics performance at grade 3. Furthermore, boys outperformed girls in the last two NALOs although the difference is quite small.
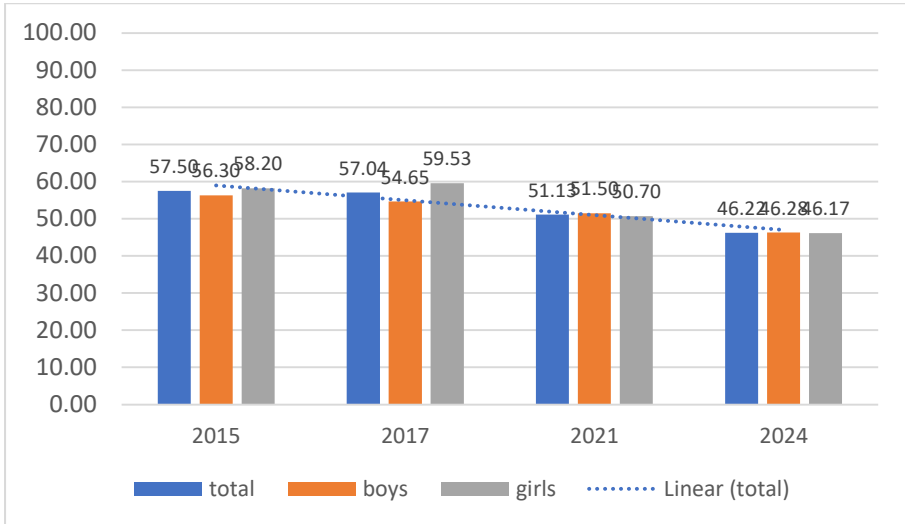
Figure 4. Student performance in NALO Mathematics grade 3 over the years

Annual trend in performance – grade 6

Figure 5 shows students' average performance in grade 6 Dhivehi for the years in which NALO was conducted.
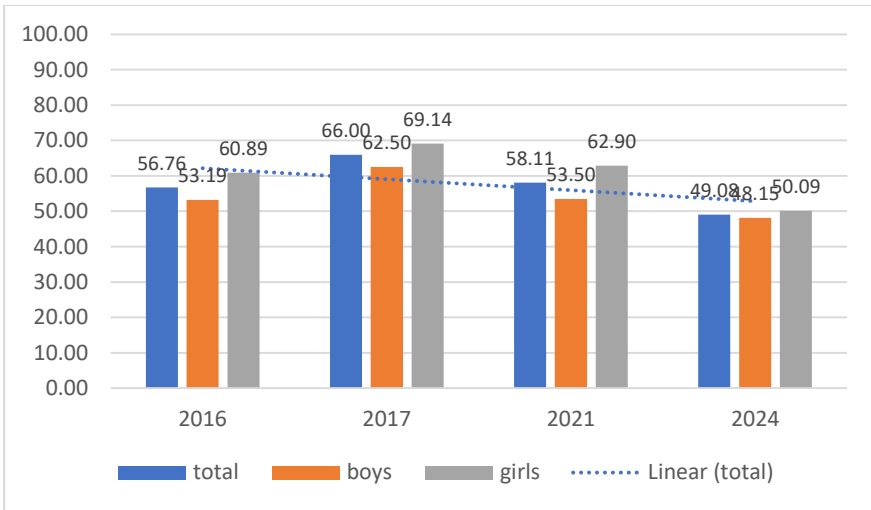
Figure 5. Student performance in NALO Dhivehi grade 6 over the years

According to the results in Figure 5, there is an overall downward trend in Dhivehi performance at grade 6 which is in contrast to the upward trend obtained in 2021. Moreover, NALO 2024 result is lower compared to that of 2021. In addition, although girls consistently scored better than boys in grade 6 Dhivehi, the gender gap in achievement has narrowed down compared to previous years.

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Figure 6 shows students' average performance in grade 6 English for the years in which NALO was conducted.
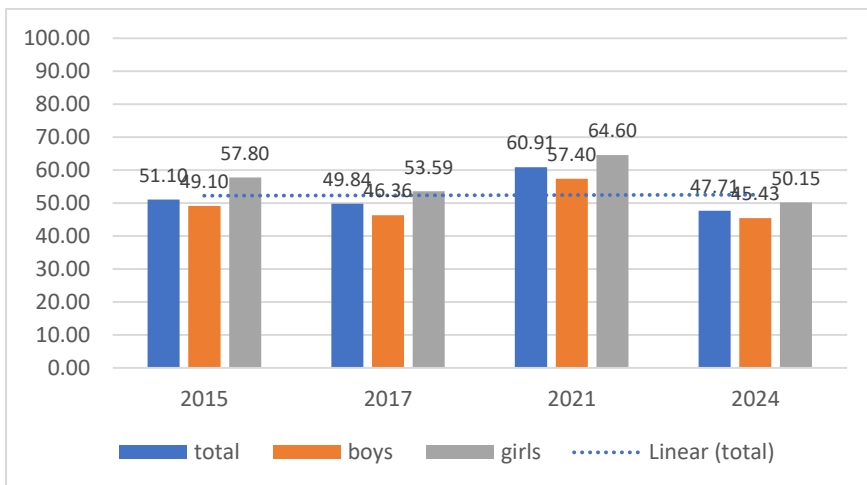
Figure 6. Student performance in NALO English grade 6 over the years

As illustrated in Figure 6, student performance in English at grade 6 remains almost constant as indicted by the trend line. Furthermore, girls consistently scored better than boys in grade 6 English, and the difference between the genders is observed to be slightly smaller compared to previous years.

Figure 7 shows students' average performance in grade 6 Mathematics for the years in which NALO was conducted. According to the results, there is an overall downward trend in Mathematics performance at grade 6. Furthermore, unlike previous NALOs boys performed better than girls in grade 6 Mathematics in NALO 2024.
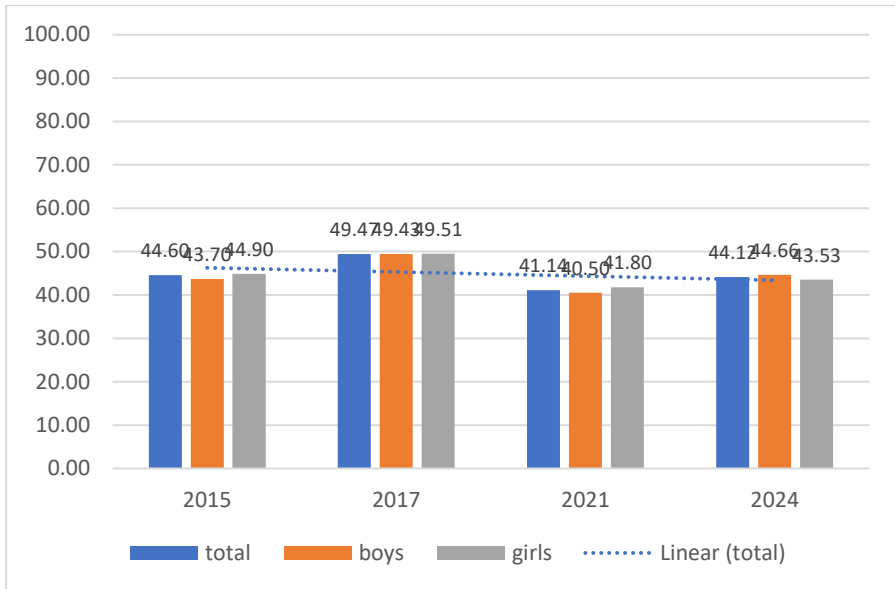
Figure 7. Student performance in NALO Mathematics grade 6 over the years

CHAPTER 4

NALO 2024 FINDINGS - GRADE THREE

GRADE 3 DHIVEHI

Response Distribution

A total of 4497 students across the nation sat in the NALO 2024 Gr 3 Dhivehi assessment. Figure 8 shows the gender-wise breakdown of the candidates while Figure 9 shows the atoll-wise breakdown of the same.

Gender-wise distirbution of candidates (Dhivehi_Gr3)

2241, 49.83% 2256, 50.17%

■ female ■ male
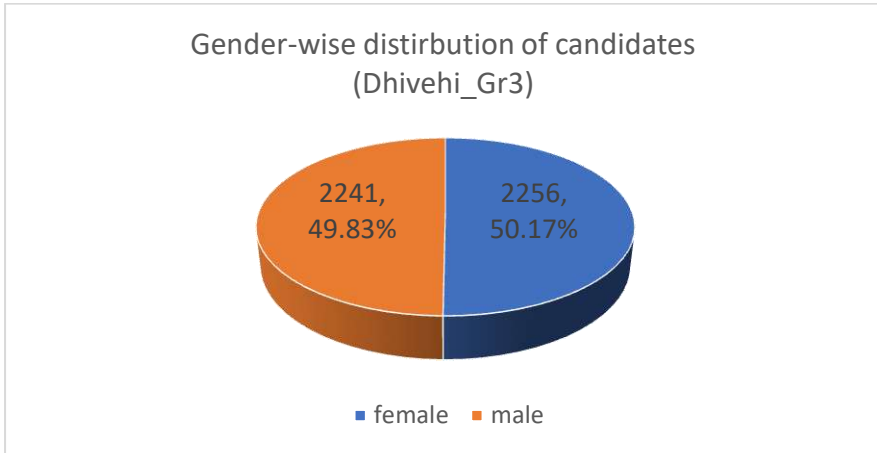
Figure 8. Gender-wise distribution of candidates (Dhivehi_Gr3)
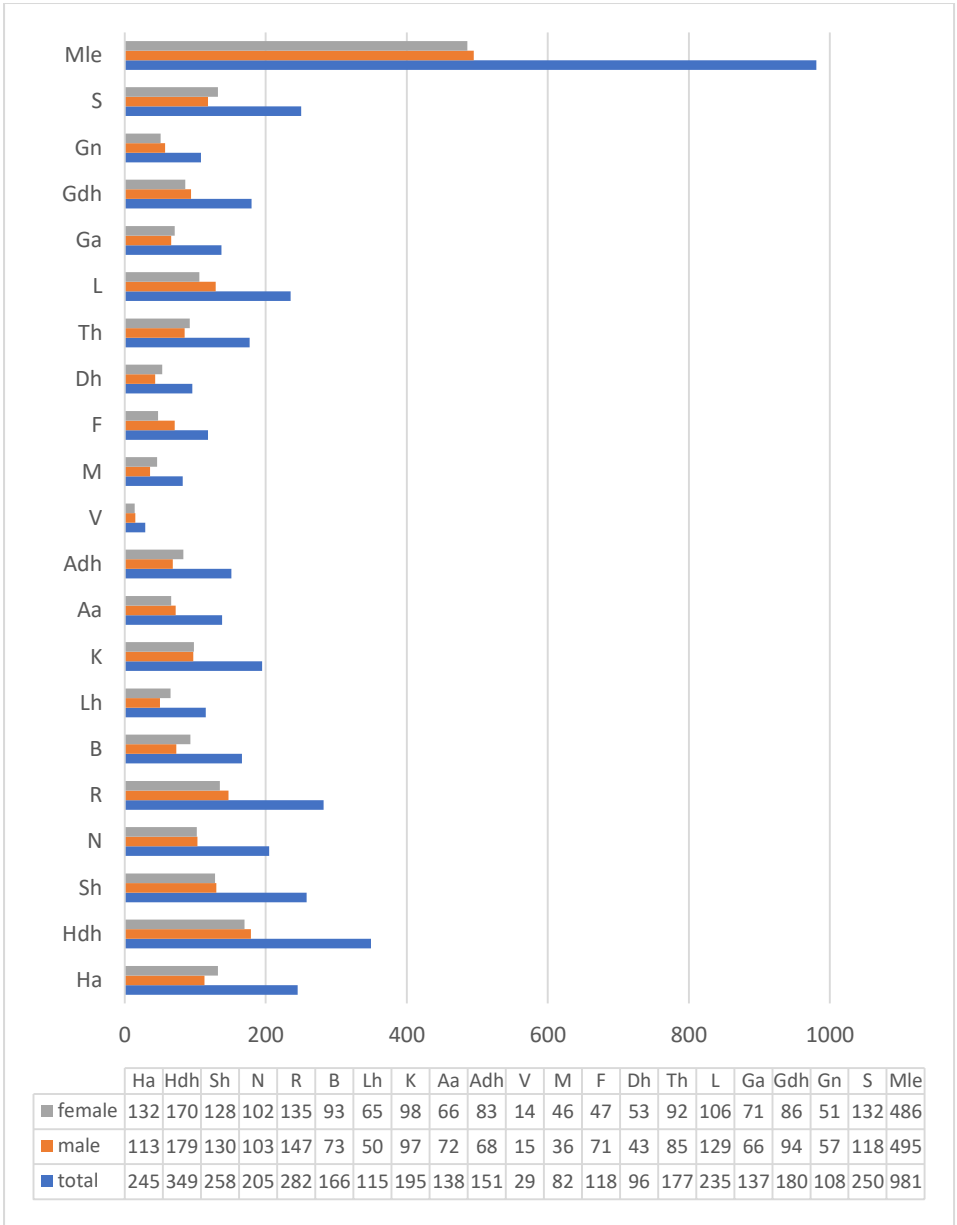
Figure 9. Atoll-wise distribution of candidates (Dhivehi_Gr3)

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
female	132	170	128	102	135	93	65	98	66	83	14	46	47	53	92	106	71	86	51	132	486
male	113	179	130	103	147	73	50	97	72	68	15	36	71	43	85	129	66	94	57	118	495
total	245	349	258	205	282	166	115	195	138	151	29	82	118	96	177	235	137	180	108	250	981

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Further, Table 2 shows the response patterns for the 50 items in Gr 3 Dhivehi assessment of the NALO 2024. As seen from Table 2, a significant number of students (close to 20%) did not answer question numbers 20 (43.94%), 35 (17.03%) and 47 (15.30%). Seventy percent of the items got more wrong responses than correct responses. Items that got the most correct responses are 1, 24, 3, 37, and 15 in the respective order. Items that got the most wrong responses are 19, 13, 10, 18, and 11 in that order.

Table 2. Response patterns for Dhievhi_Gr 3

Item Code	Correct (N , %)			Wrong (N , %)			Missing (N , %)		
L.3.8_1	3642	,	80.99%	788	,	17.52%	67	,	1.49%
L.3.8_2	3136	,	69.74%	1299	,	28.89%	62	,	1.38%
L.3.8_3	3389	,	75.36%	1037	,	23.06%	71	,	1.58%
L.3.8_4	1279	,	28.44%	3113	,	69.22%	105	,	2.33%
L.3.8_5	1602	,	35.62%	2821	,	62.73%	74	,	1.65%
L.3.8_6	1611	,	35.82%	2777	,	61.75%	109	,	2.42%
L.3.8_7	977	,	21.73%	3443	,	76.56%	77	,	1.71%
L.3.8_8	2100	,	46.70%	2309	,	51.35%	88	,	1.96%
L.3.8_9	1703	,	37.87%	2700	,	60.04%	94	,	2.09%
L.3.1_10	756	,	16.81%	3648	,	81.12%	93	,	2.07%
L.3.1_11	867	,	19.28%	3541	,	78.74%	89	,	1.98%
L.3.1_12	2559	,	56.90%	1838	,	40.87%	100	,	2.22%
L.3.2_13	734	,	16.32%	3677	,	81.77%	86	,	1.91%
KB.3.9_14	1115	,	24.79%	3301	,	73.40%	81	,	1.80%
KB.3.9_15	3224	,	71.69%	1204	,	26.77%	69	,	1.53%
KB.3.1_16	1513	,	33.64%	2885	,	64.15%	99	,	2.20%
L.3.8_17	2308	,	51.32%	2072	,	46.08%	117	,	2.60%
L.3.8_18	741	,	16.48%	3639	,	80.92%	117	,	2.60%
L.3.8_19	592	,	13.16%	3736	,	83.08%	169	,	3.76%
L.3.8_20	1518	,	33.76%	1003	,	22.30%	1976	,	43.94%
L.3.1_21	1566	,	34.82%	2760	,	61.37%	171	,	3.80%

Item Code							
KB.3.6_22	2933	,	65.22%	1450	,	32.24%	114	,	2.54%
KB.3.1_23	2557	,	56.86%	1849	,	41.12%	91	,	2.02%
KB.3.1_24	3495	,	77.72%	940	,	20.90%	62	,	1.38%
KB.3.6_25	1430	,	31.80%	2712	,	60.31%	355	,	7.89%
KB.3.2_26	2940	,	65.38%	1320	,	29.35%	237	,	5.27%
L.3.1_27	1563	,	34.76%	2753	,	61.22%	181	,	4.02%
L.3.2_28	1461	,	32.49%	2856	,	63.51%	180	,	4.00%
L.3.1_29	1138	,	25.31%	3216	,	71.51%	143	,	3.18%
KB.3.1_30	1803	,	40.09%	2490	,	55.37%	204	,	4.54%
KB.3.9_31	937	,	20.84%	3377	,	75.09%	183	,	4.07%
KB.3.9_32	1842	,	40.96%	2413	,	53.66%	242	,	5.38%
KB.3.3_33	2064	,	45.90%	2247	,	49.97%	186	,	4.14%
KB.3.3_34	829	,	18.43%	3472	,	77.21%	196	,	4.36%
KB.3.3_35	1910	,	42.47%	1821	,	40.49%	766	,	17.03%
KB.3.7_36	3075	,	68.38%	1231	,	27.37%	191	,	4.25%
KB.3.7_37	3254	,	72.36%	1010	,	22.46%	233	,	5.18%
L.3.8_38	1515	,	33.69%	2717	,	60.42%	265	,	5.89%
L.3.8_39	2570	,	57.15%	1676	,	37.27%	251	,	5.58%
L.3.8_40	1809	,	40.23%	2410	,	53.59%	278	,	6.18%
L.3.1_41	1846	,	41.05%	2338	,	51.99%	313	,	6.96%
L.3.4_42	1135	,	25.24%	2933	,	65.22%	429	,	9.54%
L.3.1_43	1152	,	25.62%	3029	,	67.36%	316	,	7.03%
KB.3.1_44	1396	,	31.04%	2715	,	60.37%	386	,	8.58%
KB.3.1_45	1685	,	37.47%	2459	,	54.68%	353	,	7.85%
KB.3.1_46	1177	,	26.17%	2937	,	65.31%	383	,	8.52%
KB.3.1_47	1430	,	31.80%	2379	,	52.90%	688	,	15.30%
KB.3.1_48	995	,	22.13%	3072	,	68.31%	430	,	9.56%
KB.3.1_49	1752	,	38.96%	2323	,	51.66%	422	,	9.38%
KB.3.1_50	1722	,	38.29%	2355	,	52.37%	420	,	9.34%

Note: The first part of each item code refers to the outcome in the respective syllabus and the second part corresponds to the question number in the respective NALO test paper.

Patterns in student performance

Figure 10 shows the national performance of students in Dhivehi Gr3 in the NALO 2024. As inferred from Figure 10, the average performance of students in Dhivehi Gr3 in the NALO 2024 is 40.18 as indicated by the mean score. This indicates that, around 40% of the expected learning outcomes have been achieved in Dhivehi Language at the end of key stage 1. Further, the top 25% of students merely achieved 50% of expected learning outcomes.

Mean = 40.18
SD = 13.76
N = 4,497
Median = 40 (50th percentile)
LQ = 30 (25th percentile)
UP = 50 (75th percentile)
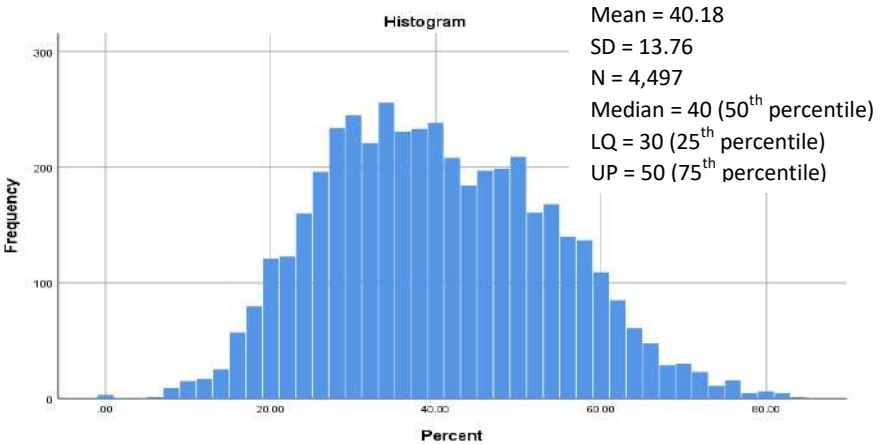
Figure 10. National performance in Dhivehi_Gr3

Figure 11 shows the atoll-wise average performance of students in Dhivehi Gr3 in the NALO 2024. The national average (40.18) is shown by the line graph while the averages for the atolls and Male' are indicated by the bars.

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atolls	42.5	39.5	40.3	42.2	40.6	44.1	43.5	38.9	40.4	38.2	36.4	39.8	41.3	40.7	40.4	35.6	40.8	38.8	36.6	39.8	40.2
national	40.1	40.1	40.1	40.1	40.1	40.1	40.1	40.1	40.1	40.1	40.1	40.1	40.1	40.1	40.1	40.1	40.1	40.1	40.1	40.1	40.1
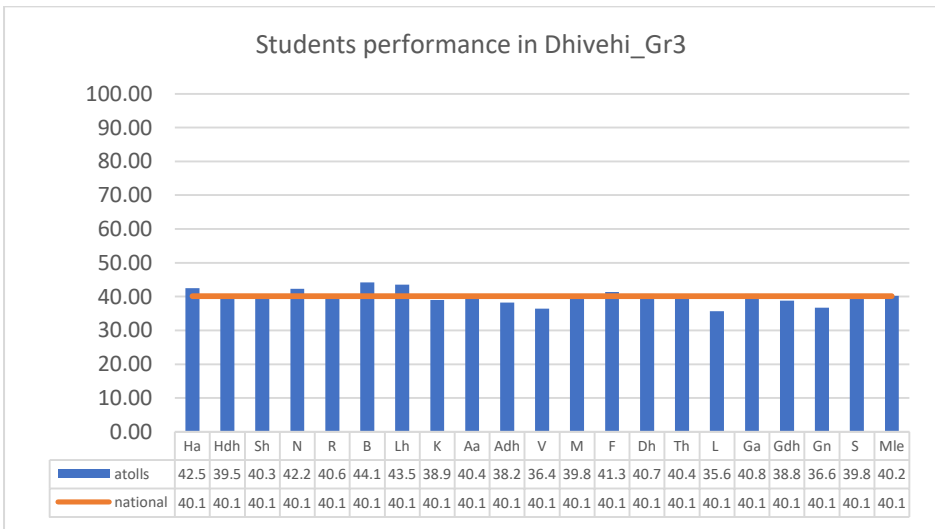
Figure 11. Atoll-wise performance in Dhivehi_Gr3

As seen from Figure 11, most of the atolls perform pretty close to the nation average. Among those that scored above the national average, B atoll (M = 44.18) is the best scoring atoll. On the other hand, L atoll scored the lowest (M = 35.65). Other atolls that scored lower than the national average are Hdh, K, Adh, V, M, GDh, Gn, and S.

Figure 12 shows the atoll-wise performance of students in Dhivehi Gr3 segregated based on gender. As seen in Figure 12, girls outperformed boys across the nation based on percentage mean scores whereby the national average for girls and boys are 42.9 and 37.5 respectively. Atolls that show the greatest difference are Ga, Lh, Gn, Aa, and Gdh in that order.

Gender segregated performance in Dhivehi Gr 3

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle	All
male	39.1	37.8	38.1	40.0	37.4	41.7	37.2	38.2	36.6	36.2	36.2	35.8	39.2	39.0	39.7	33.8	34.6	35.3	32.1	37.0	37.6	37.5
female	45.4	41.4	42.5	44.5	44.0	46.1	48.3	39.6	44.6	39.9	36.5	43.0	44.6	42.1	41.0	37.8	46.5	42.6	41.8	42.3	42.9	42.9
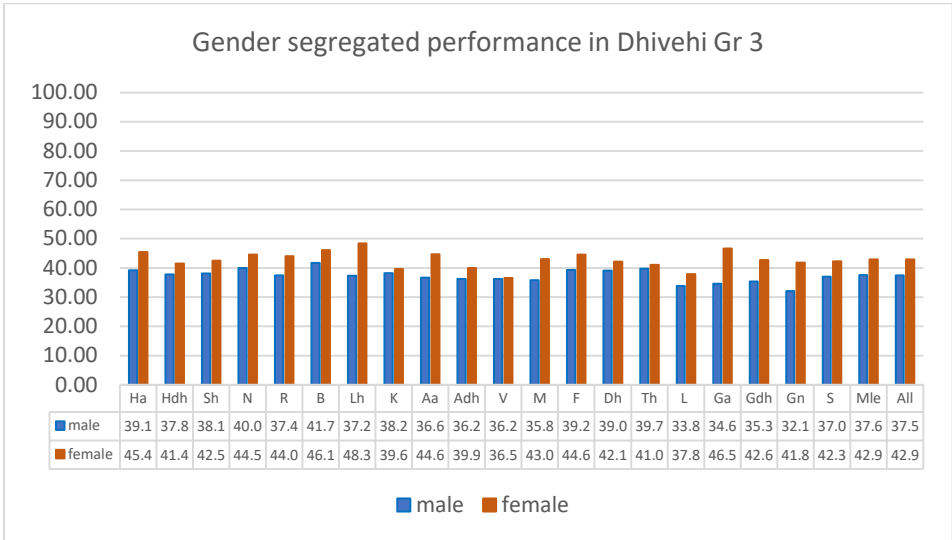
Figure 12. Gender-based, atoll-wise performance in Dhivehi_Gr3

Outcome-wise performance

The 50 items in the Dhivehi Gr3 NALO 2024 tested a total of 10 learning outcomes. For brevity, only the outcome reference codes are reported in text. The description of the outcomes are given in appendix A. Figure 13 shows how much of these outcomes are achieved at the national level based on mean scores obtained by test takers. According to Figure 13, students performed the best in outcome KB.3.7 (M = 70.37) while they demonstrated the poorest performance in L.3.2 (M = 24.41).

	L.3.1	L.3.2	L.3.4	L.3.8	KB.3.1	KB.3.2	KB.3.3	KB.3.6	KB.3.7	KB.3.9
	31.82	24.41	25.24	42.38	39.47	65.38	35.60	48.51	70.37	39.57
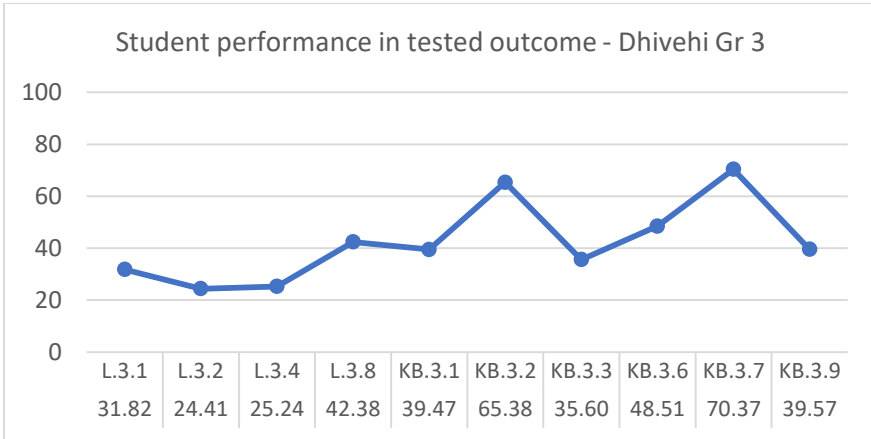
Figure 13. Outcome-wise performance in Dhivehi_Gr3

Next, results of each of the 10 outcomes that are tested in NALO 2024 Gr 3 Dhivehi are disaggregated at the level of atolls. These are presented subsequently. For ease of comparison, the national average for the specific outcome is displayed by a line graph.

Figure 14 shows the performance in L.3.1 disaggregated by atolls. As depicted in Figure 14, 10 of the atolls scored equal to or higher than the national average while the remaining 11 scored lower. The highest scoring atoll is Ha atoll (M = 36.1) while the lowest scoring atoll is L atoll (M = 25.8). The other atolls which scored less than the national average are Hdh, Sh, R, K, Aa, Adh, V, Th, L, Gdh, and Gn atolls.

Atoll-wise performance in outcome L.3.1

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
Series1	36.1	30.0	30.6	33.7	30.2	34.4	34.6	30.4	30.3	27.9	27.1	31.8	32.3	32.9	27.1	25.8	32.3	29.9	30.0	33.0	34.4
national	31.8	31.8	31.8	31.8	31.8	31.8	31.8	31.8	31.8	31.8	31.8	31.8	31.8	31.8	31.8	31.8	31.8	31.8	31.8	31.8	31.8
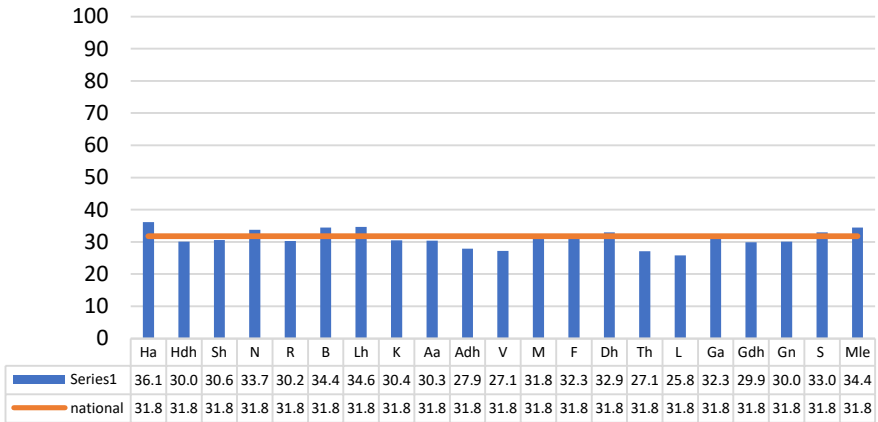
Figure 14. Atoll-wise performance in outcome L.3.1, Dhivehi_Gr3

Figure 15 shows the performance in L.3.2 disaggregated by atolls. As depicted from Figure 15, 10 of the atolls scored equal to or higher than the national average while the remaining 11 scored lower. The highest scoring atoll is V atoll (M = 23.9) while the lowest scoring atoll is M atoll (M = 17.6). The other atolls which scored less than the national average are Hdh, Sh, B, Lh, K, Aa, Adh, L, Gn, and S atolls.

Figure 15. Atoll-wise performance in outcome L.3.2, Dhivehi_Gr3

Figure 16 shows the performance in L.3.4 disaggregated by atolls.

Figure 16. Atoll-wise performance in outcome L.3.4, Dhivehi_Gr3

As depicted in Figure 16, 12 of the atolls scored equal to or higher than the national average while the remaining 9 scored lower. The highest scoring atoll is V atoll (M = 41.3) while the lowest scoring atoll is L atoll (M = 18.3). The other atolls which scored lower than the national average are Lh, K, Adh, F, Dh, L, Gdh, Gn, and S atolls.

Figure 17 shows the performance in L.3.8 disaggregated by atoll. As depicted in Figure 17, 10 of the atolls scored equal to or higher than the national average while the remaining 11 scored lower. The highest scoring atoll is B atoll (M = 46.5) while the lowest scoring atoll is V atoll (M = 35.1). The other atolls which scored lower than the national average are Hdh, K, Adh, Dh, L, Ga, Gdh, Gn, S atoll, and Male'.

Atoll-wise performance in outcome L.3.8

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	44.	40.	42.	44.	42.	46.	45.	40.	43.	41.	35.	43.	43.	41.	42.	39.	42.	41.	37.	41.	42.
national	42.	42.	42.	42.	42.	42.	42.	42.	42.	42.	42.	42.	42.	42.	42.	42.	42.	42.	42.	42.	42.
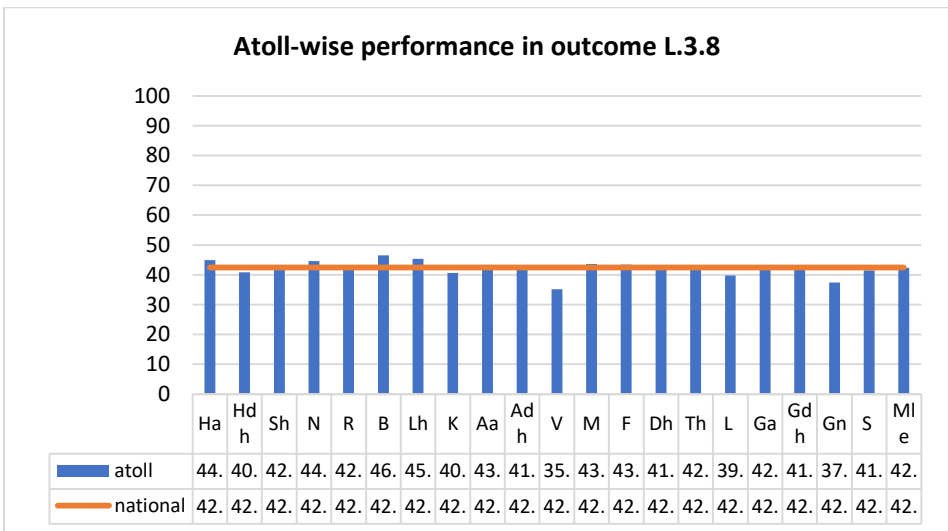
Figure 17. Atoll-wise performance in L.3.8, Dhivehi_Gr3

Figure 18 shows the performance in KB.3.1 disaggregated by atoll.

Atoll-wise performance in outcome KB.3.1

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	40.	39.	39.	39.	40.	44.	45.	38.	40.	36.	37.	37.	39.	40.	40.	34.	40.	37.	35.	38.	39.
national	39.	39.	39.	39.	39.	39.	39.	39.	39.	39.	39.	39.	39.	39.	39.	39.	39.	39.	39.	39.	39.
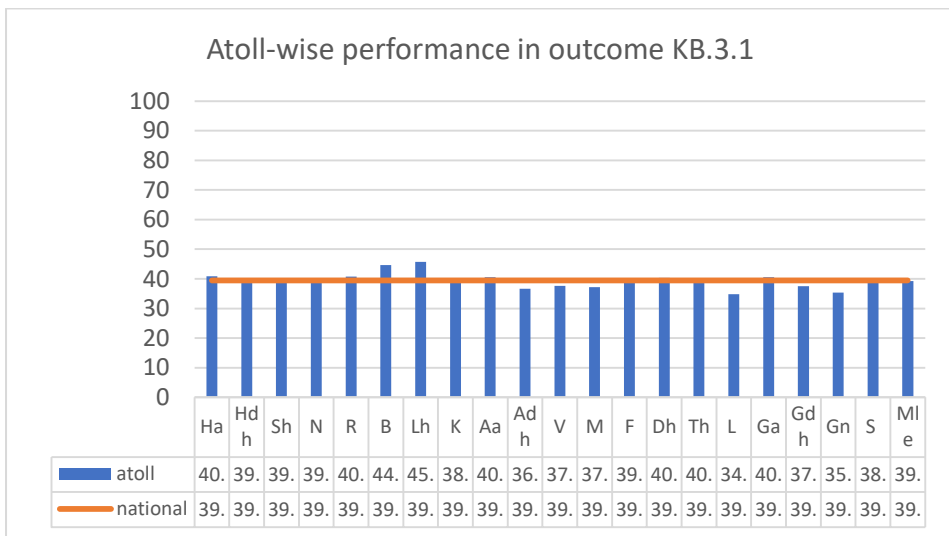
Figure 18. Atoll-wise performance in KB.3.1, Dhivehi_Gr3

As depicted in Figure 18, 12 of the atolls scored equal to or higher than the national average while the remaining 9 scored lower. The highest scoring atoll is Lh atoll (M = 45.6) while the lowest scoring atoll is L atoll (M = 34.8). The other atolls which scored lower than the national average are K, Adh, V, M, F, Gdh, Gn, S atoll, and Male'.

Figure 19 shows the performance in KB.3.2 disaggregated by atoll. As depicted in Figure 19, 15 of the atolls scored equal to or higher than the national average while the remaining 6 scored lower. The highest scoring atoll is F atoll (M = 73.7) while the lowest scoring atoll is K atoll (M = 57.9). The other atolls which scored lower than the national average are Hdh, L, Gn, and S atoll, and Male'.
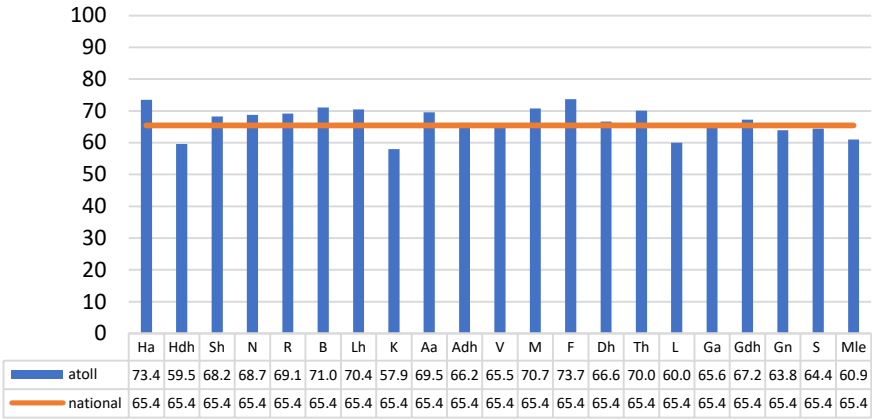
Figure 19. Atoll-wise performance in KB.3.2, Dhivehi_Gr3

Figure 20 shows the performance in KB.3.3 disaggregated by atoll. As depicted in Figure 20, 12 of the atolls scored equal to or higher than the national average while the remaining 9 scored lower. The highest scoring atoll is F atoll (M = 40.9) while the lowest scoring atoll is V atoll (M = 21.8). The other atolls which scored lower than the national average are Ha, K, M, Dh, L, Gdh, and Gn atoll, and Male'.
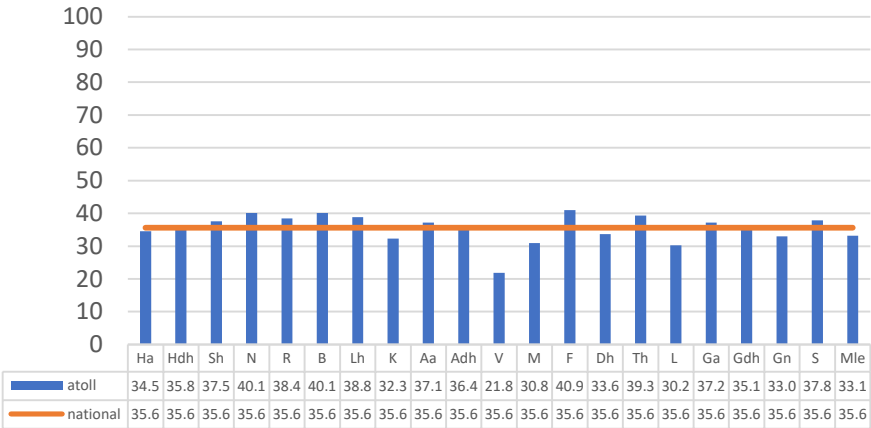
Figure 20. Atoll-wise performance in KB.3.3, Dhivehi_Gr3

Figure 21 shows the performance in KB.3.6 disaggregated by atoll.
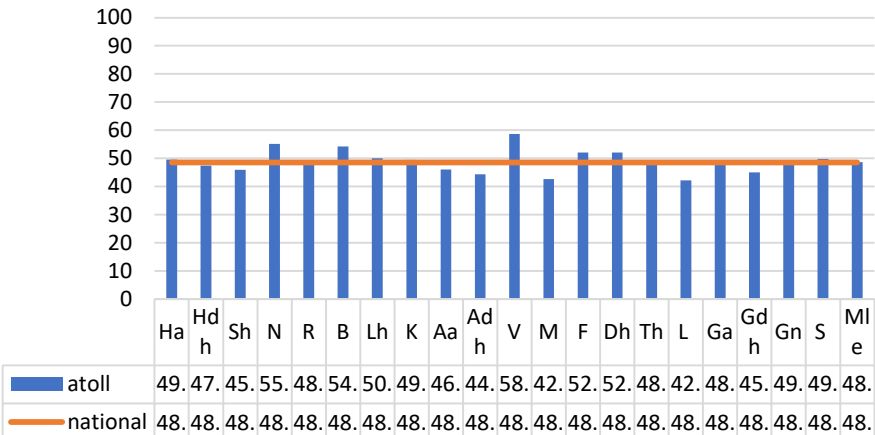
Figure 21. Atoll-wise performance in KB.3.6, Dhivehi_Gr3

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As depicted in Figure 21, 14 of the atolls scored equal to or higher than the national average while the remaining 7 scored lower. The highest scoring atoll is V atoll (M = 58.6) while the lowest scoring atoll is L atoll (M = 42.1). The other atolls which scored lower than the national average are Hdh, Sh, Aa, Adh, L, and Gdh atolls.

Figure 22 shows the performance in KB.3.7 disaggregated by atoll. As depicted in Figure 22, 14 of the atolls scored equal to or higher than the national average while the remaining 7 scored lower. The highest scoring atoll is B atoll (M = 78.6) while the lowest scoring atoll is L atoll (M = 58.2). The other atolls which scored lower than the national average are Adh, V, Ga, Gn, S atoll, and Male'.

Atoll-wise performance in outcome KB.3.7

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	73.2	71.4	73.2	73.9	71.9	78.6	72.1	70.7	72.1	67.5	65.5	73.1	73.3	71.8	76.2	58.2	68.9	72.5	65.2	67.0	68.2
national	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4

Figure 22. Atoll-wise performance in KB.3.7, Dhivehi_Gr3

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Figure 23 shows the performance in KB.3.9 disaggregated by atoll. As depicted in Figure 23, 10 of the atolls scored equal to or higher than the national average while the remaining 21 scored lower. The highest scoring atoll is Lh atoll (M = 43.4) while the lowest scoring atoll is L atoll (M = 35.8). The other atolls which scored lower than the national average are Sh, R, Aa, Adh, V, Th, Gdh, Gn, S atoll, and Male'.

Atoll-wise performance in outcome KB.3.9

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	42.6	41.9	39.0	40.9	39.0	42.7	43.4	40.1	38.5	37.7	37.0	42.9	40.4	40.3	38.7	35.8	41.4	35.6	37.0	38.6	38.8
national	39.6	39.6	39.6	39.6	39.6	39.6	39.6	39.6	39.6	39.6	39.6	39.6	39.6	39.6	39.6	39.6	39.6	39.6	39.6	39.6	39.6
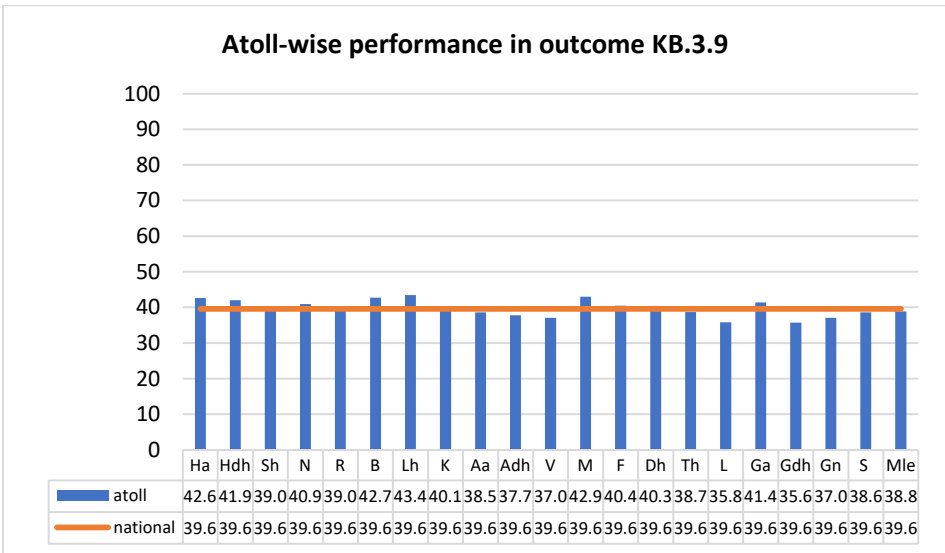
Figure 23. Atoll-wise performance in KB.3.9, Dhivehi_Gr3

GRADE 3 ENGLISH

Response Distribution

A total of 4718 students across the nation sat the NALO 2024 Gr 3 English assessment. Figure 24 shows the gender-wise breakdown of the candidates while Figure 25 shows the atoll-wise breakdown of the same.

Gender-wise distirbution of candidates (English_Gr 3)

2358, 49.98%   2360, 50.02%

■ female ■ male
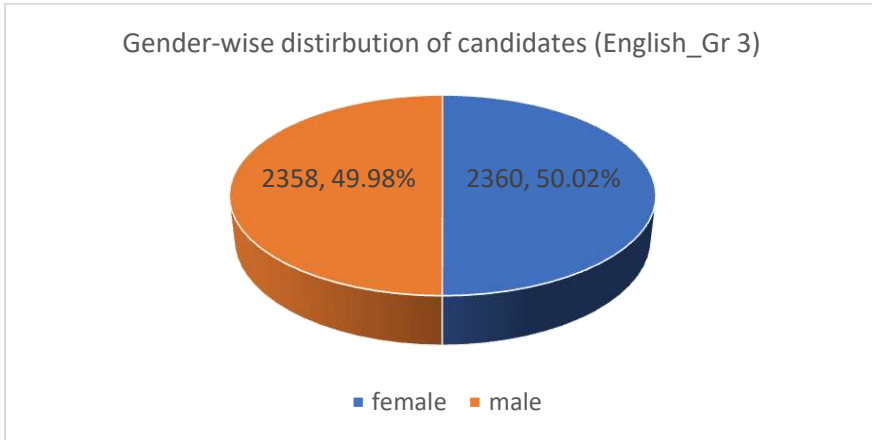
Figure 24. Gender-wise distribution of candidates (English_Gr 3)

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
■ female	135	171	133	103	139	99	68	102	68	84	13	46	49	56	93	109	73	92	53	140	534
■ male	117	188	131	110	158	76	50	104	75	75	17	42	70	44	89	139	66	89	58	134	526
■ total	252	359	264	213	297	175	118	206	143	159	30	88	119	100	182	248	139	181	111	274	106
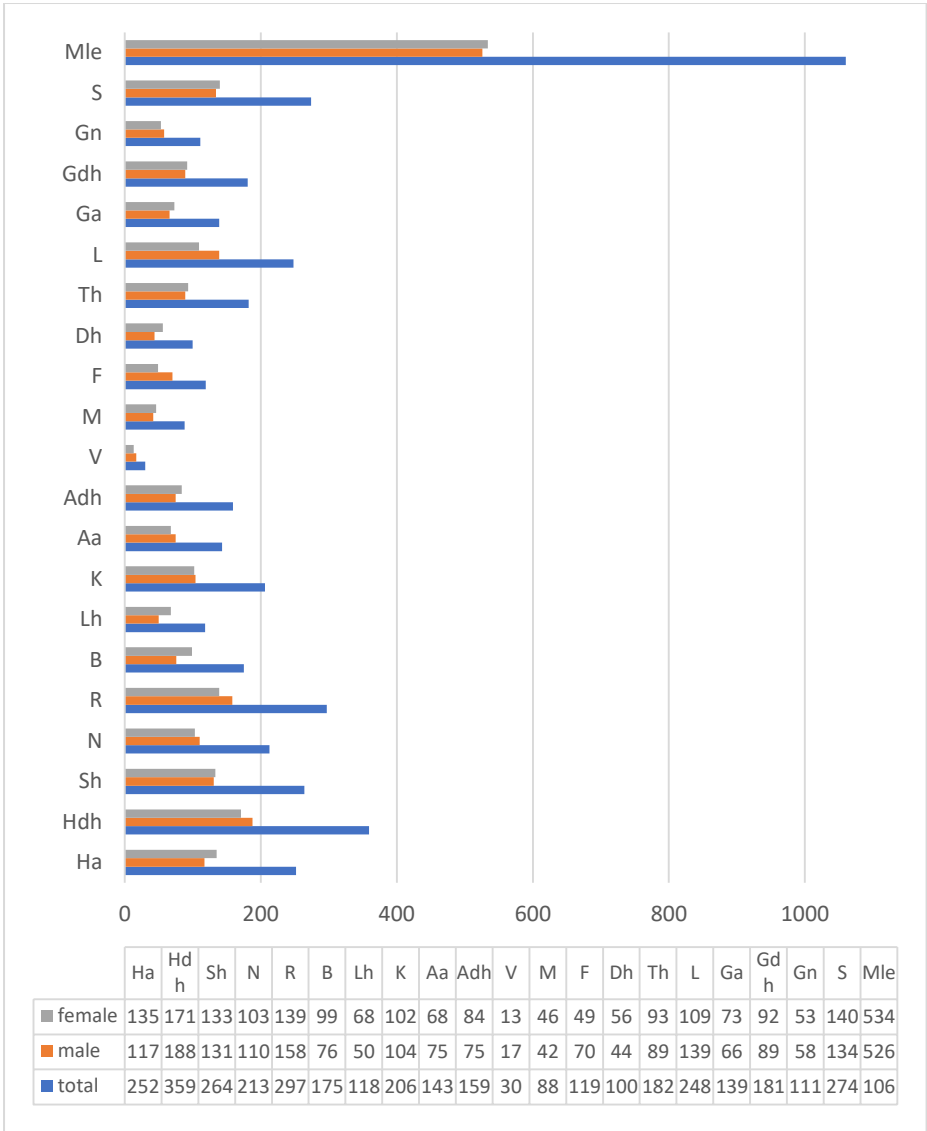
Figure 25. Atoll-wise distribution of candidates (English_Gr 3)

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Further, Table 3 shows the response patterns for the 50 items in Gr 3 English assessment of the NALO 2024. As seen from the Table 3, there are no significant missing items as the item with the most missing cases (WRL323_23) accounts to only 0.36%. About 56% of the items got more correct responses than wrong responses. Items that got the most correct responses are 48, 33, 7, 2, and 50 in that order. Items that got the most wrong responses are 3, 16, 23, 9, and 30 in that order.

Table 3. Response patterns for English_Gr 3

Item	Correct (N , %)		Wrong (N , %)		Missing (N , %)	
RVC311_1	3408 ,	74.18%	1175 ,	25.58%	11 ,	0.24%
RVC311_2	2279 ,	48.74%	2395 ,	51.22%	2 ,	0.04%
RVS314_3	4126 ,	88.26%	546 ,	11.68%	3 ,	0.06%
RVS314_4	2402 ,	51.45%	2262 ,	48.45%	5 ,	0.11%
RVS314_5	3031 ,	64.97%	1631 ,	34.96%	3 ,	0.06%
RVS314_6	2007 ,	43.42%	2612 ,	56.51%	3 ,	0.06%
RVS315_7	2673 ,	57.19%	1999 ,	42.77%	2 ,	0.04%
RVS315_8	2262 ,	48.59%	2390 ,	51.34%	3 ,	0.06%
RVS315_9	3604 ,	76.83%	1087 ,	23.17%	0 ,	0.00%
RVL317_10	3499 ,	75.43%	1137 ,	24.51%	3 ,	0.06%
RVL317_11	1715 ,	36.79%	2944 ,	63.15%	3 ,	0.06%
RVL318_12	2263 ,	48.57%	2392 ,	51.34%	4 ,	0.09%
RVL318_13	2821 ,	60.41%	1844 ,	39.49%	5 ,	0.11%
RVL318_14	3273 ,	71.35%	1307 ,	28.49%	7 ,	0.15%
RVL318_15	2751 ,	59.09%	1899 ,	40.79%	6 ,	0.13%
WRC320_16	3949 ,	84.82%	703 ,	15.10%	4 ,	0.09%
WRS321_17	2045 ,	44.72%	2518 ,	55.06%	10 ,	0.22%

WRS322_18	1746	,	37.90%	2851	,	61.88%	10	,	0.22%
WRS322_19	3182	,	69.25%	1403	,	30.53%	10	,	0.22%
WRS322_20	692	,	14.98%	3921	,	84.85%	8	,	0.17%
WRL323_21	2509	,	54.06%	2126	,	45.81%	6	,	0.13%
WRL323_22	1162	,	24.97%	3487	,	74.94%	4	,	0.09%
WRL323_23	3525	,	79.77%	878	,	19.87%	16	,	0.36%
WRL323_24	1822	,	40.29%	2691	,	59.51%	9	,	0.20%
WRL324_25	2853	,	61.91%	1750	,	37.98%	5	,	0.11%
WRL324_26	1635	,	36.19%	2875	,	63.63%	8	,	0.18%
WRL325_27	1825	,	39.48%	2792	,	60.39%	6	,	0.13%
WRL325_28	2890	,	62.91%	1693	,	36.85%	11	,	0.24%
WRL325_29	1399	,	31.05%	3092	,	68.62%	15	,	0.33%
RVL317_30	3483	,	77.49%	1000	,	22.25%	12	,	0.27%

Note: The first part of each item code refers to the outcome in the respective syllabus and the second part corresponds to the question number in the respective NALO test paper.

Patterns in student performance

Figure 26 shows the national performance of students in English_Gr3 in the NALO 2024.

Mean = 54.28
SD = 20.23
N = 4,718
Median = 56.67 (50th percentile)
LQ = 36.67 (25th percentile)
UP = 70 (75th percentile)
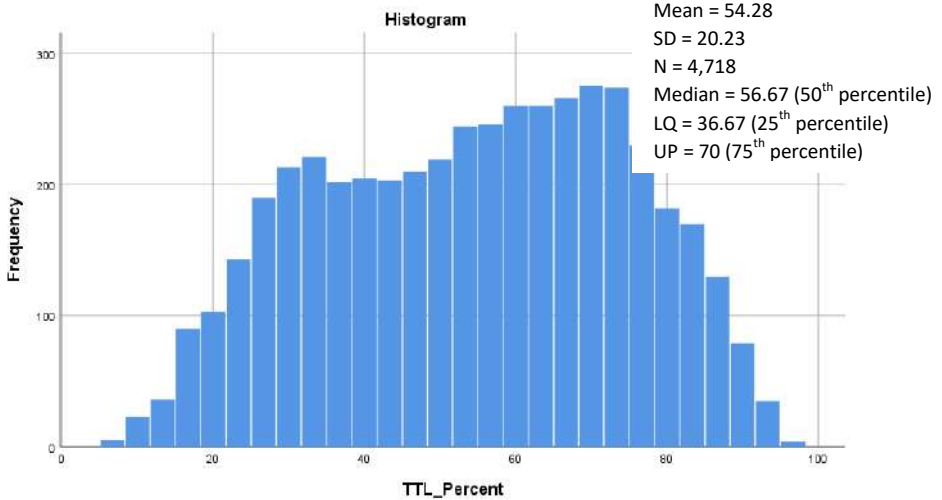
Figure 26. National performance in English_Gr3

As inferred from Figure 26, the average performance of students in Gr 3 English in the NALO 2024 is 54.28 as indicated by the mean score. This indicates that, on an average, about 54% of the expected learning outcomes have been achieved in English Language at the end of key stage 1. Further, the threshold to qualify for the top 25% of students is 70, indicating that the top achievers achieved a minimum of 70 percent of learning outcomes.

Figure 27 shows the atoll-wise average performance of students in Gr 3 English in the NALO 2024. The national average (54.28) is shown by the line graph while the averages for the atolls and Male' are indicated by the bars. As illustrated in Figure 27, many of the atolls perform lower than the nation average. It is observed that Male' and S performed significantly better than most other atolls. In addition to these two regions, only Lh, Gn and B atoll performed above the national average, while the rest scored lower. The lowest scoring atolls are V, M, L, Sh, and Aa in that order.

Students performance in English_Gr3

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atolls	50.5	50.2	47.3	49.4	49.8	54.9	57.0	54.2	48.8	49.8	44.5	46.2	50.7	51.4	52.8	46.6	51.9	51.5	56.8	61.0	63.8
national	54.2	54.2	54.2	54.2	54.2	54.2	54.2	54.2	54.2	54.2	54.2	54.2	54.2	54.2	54.2	54.2	54.2	54.2	54.2	54.2	54.2
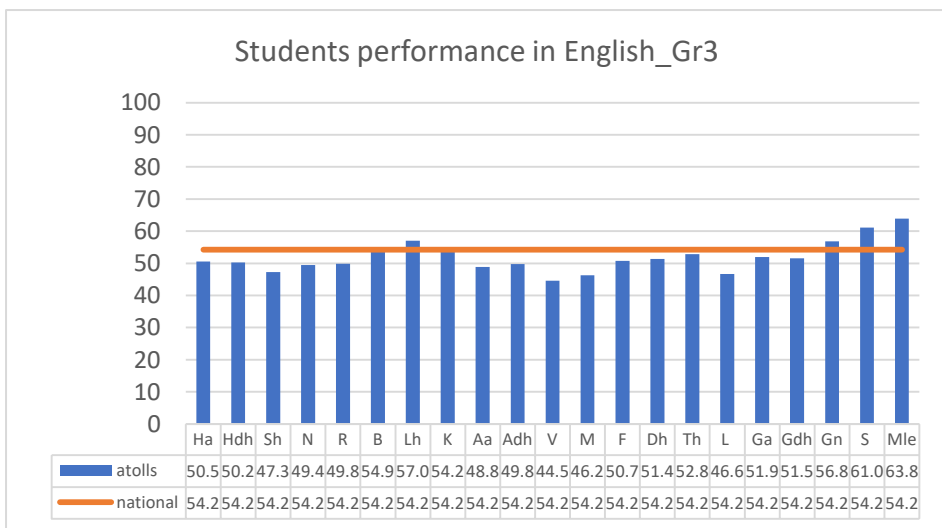
Figure 27. Atoll-wise performance in English_Gr3

Figure 28 shows the atoll-wise performance of students in Gr 3 English segregated based on gender. As seen in Figure 28, girls outperformed boys in all atolls based on percentage mean scores whereby the national average for girls and boys are 57.0 and 52.0 respectively. Atolls that show the greatest difference are Aa, Gn, V, S, and R in that order.

Gender segregated performance in English Gr 3

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle	All
male	49	48	45	49	47	53	54	53	44	49	41	44	48	50	50	45	49	49	53	57	62	52.
female	52	52	50	50	54	57	60	55	54	51	49	49	54	52	56	49	54	54	61	65	66	57.
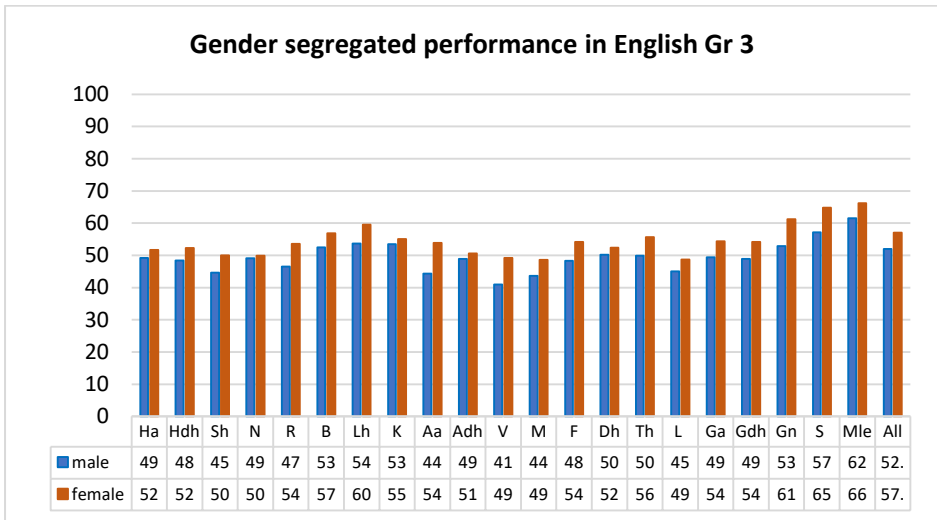
Figure 28. Gender-based, atoll-wise performance in English_Gr3

Outcome-wise performance

The 30 items in the Gr 3 English NALO 2024 tested a total of 11 learning outcomes. For brevity, only the outcome reference codes are reported in text. The description of the outcomes are given in appendix A. Figure 29 shows how much of each of these outcomes are achieved at the national level based on mean scores obtained by test takers. According to Figure 29, students performed the best in outcome WRC320 (M = 83.70) while they demonstrated the poorest performance in WRS322(M = 39.71).
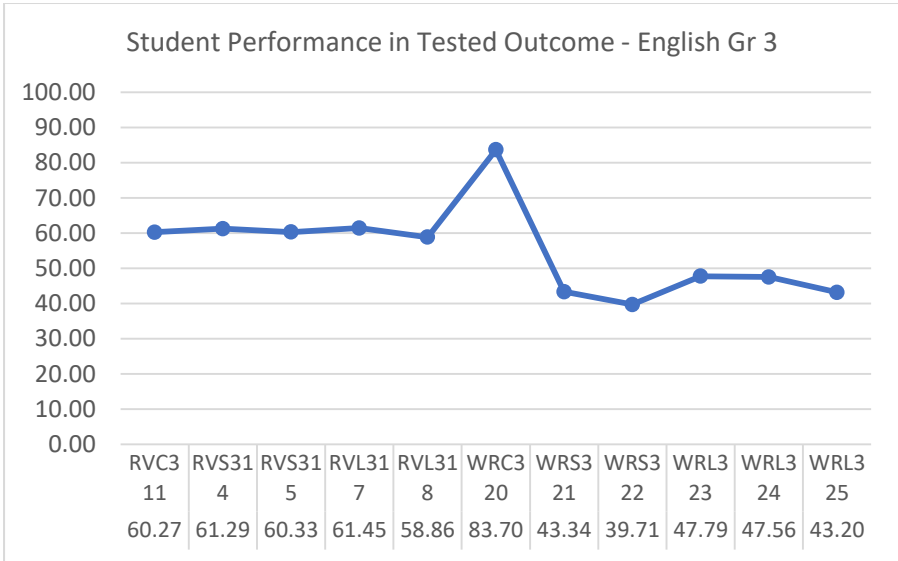
Figure 29. Outcome-wise performance in English_Gr3

Next, results of each of the 11 outcomes that are tested in NALO 2024 Gr 3 English are disaggregated at the level of atolls. These are presented subsequently. For ease of comparison, the national average for the specific outcome is displayed by a line graph.

Figure 30 shows the performance in RVC311 disaggregated by atolls. As depicted in Figure 30, 7 of the regions scored equal to or higher than the national average while the remaining 14 scored lower. The highest scoring regions are Male' (M = 68.9), s (M = 68.6), and Lh (M = 63.9). The lowest scoring atoll is V (M = 46.5). The other atolls which scored among the lowest average are L, Ha, Sh, Gdh, and Hdh atoll in that order.

Figure 30. Atoll-wise performance in outcome RVC311, English_Gr3

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	54.5	55.0	54.5	56.5	56.2	62.2	63.9	63.3	59.0	57.8	55.0	46.5	54.6	57.0	59.6	48.3	60.7	54.9	67.1	68.6	68.9
national	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3

Figure 31 shows the performance in RVS314 disaggregated by atolls.

Figure 31. Atoll-wise performance in outcome RVS314, English_Gr3

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	56.7	55.5	51.2	57.2	54.1	60.5	62.0	59.7	55.5	56.9	47.5	50.5	58.6	57.0	57.9	53.1	56.1	57.8	66.8	69.7	74.3
national	61.3	61.3	61.3	61.3	61.3	61.3	61.3	61.3	61.3	61.3	61.3	61.3	61.3	61.3	61.3	61.3	61.3	61.3	61.3	61.3	61.3

As depicted in Figure 31, 4 of the regions scored equal to or higher than the national average while the remaining 17 scored lower. The highest scoring regions are Male' (M = 74.3), S (M = 69.7), Gn (M = 66.8) and Lh (M = 62.0). The lowest scoring atoll is V (M = 47.5). The other atolls which scored among the lowest average are M, Sh, L, R, and Hdh atoll in that order.

Figure 32 shows the performance in RVS315 disaggregated by atoll. As depicted in Figure 32, 6 of the regions scored equal to or higher than the national average while the remaining 15 scored lower. The highest scoring regions are Male' (M = 71.9), S (M = 70.1), and B (M = 62.2). The lowest scoring atoll is V (M = 45.5). The other atolls which scored among the lowest average are L, Sh, M, Adh, and Aa atoll in that order.

Atoll-wise performance in outcome RVS315

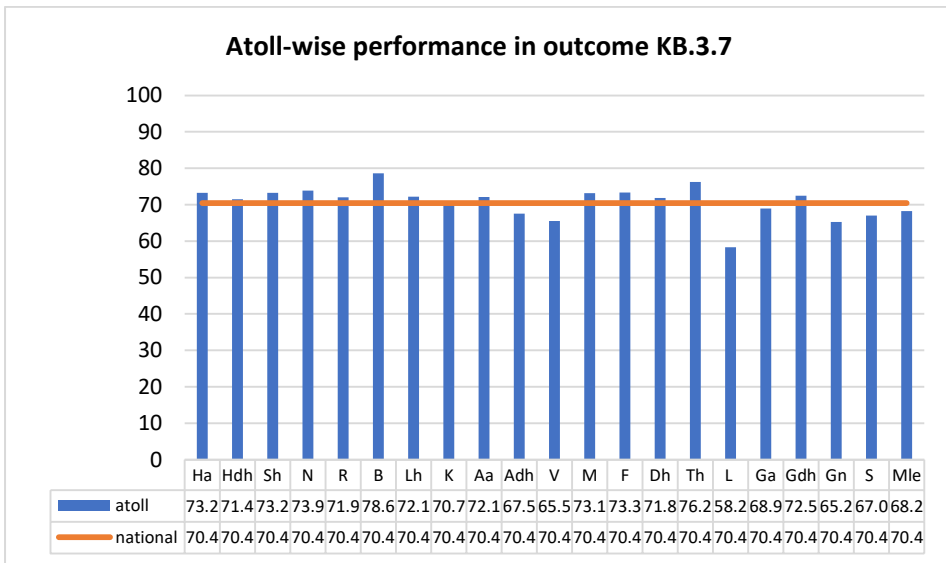|	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	55.1	56.7	49.6	56.3	55.6	62.2	61.5	61.0	54.5	50.5	45.5	50.0	59.6	58.6	58.4	49.1	56.3	58.2	60.9	70.1	71.9
national	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3
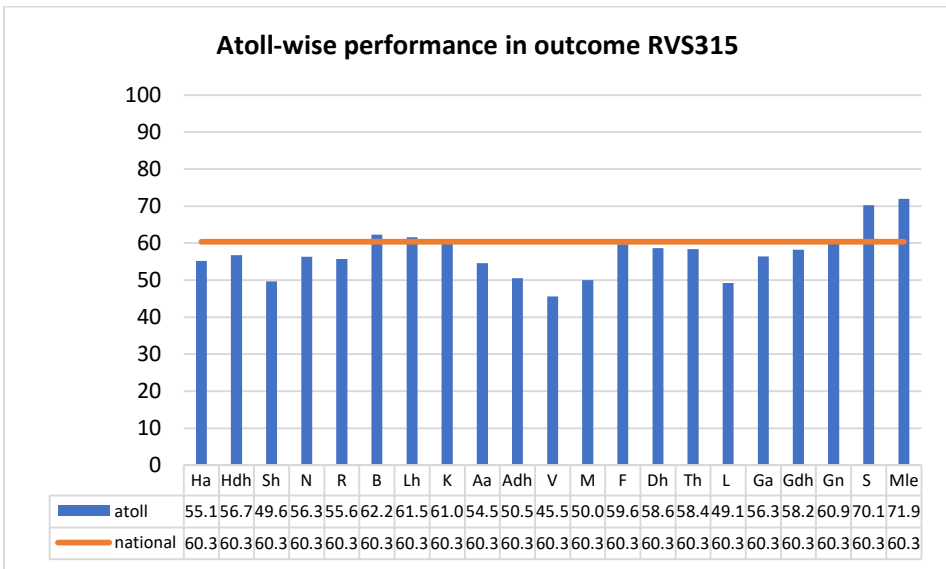
Figure 32. Atoll-wise performance in RVS315, English_Gr3

Figure 33 shows the performance in RVL317 disaggregated by atoll. As depicted in Figure 33, 6 of the regions scored equal to or higher than the national average while the remaining 15 scored lower. The highest scoring regions are Male' (M = 66.1), S (M = 65.3), and Lh (M = 62.2). The lowest scoring atoll is V (M = 54.4). The other atolls which scored among the lowest average are F, M, L, Dh, and Aa atoll in that order.

Atoll-wise performance in outcome RVL317

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	61.6	59.9	58.3	58.0	58.7	65.3	64.4	61.3	57.5	62.6	54.4	56.4	56.3	57.0	63.7	56.4	60.4	61.8	60.9	60.9	66.1
national	61.5	61.5	61.5	61.5	61.5	61.5	61.5	61.5	61.5	61.5	61.5	61.5	61.5	61.5	61.5	61.5	61.5	61.5	61.5	61.5	61.5
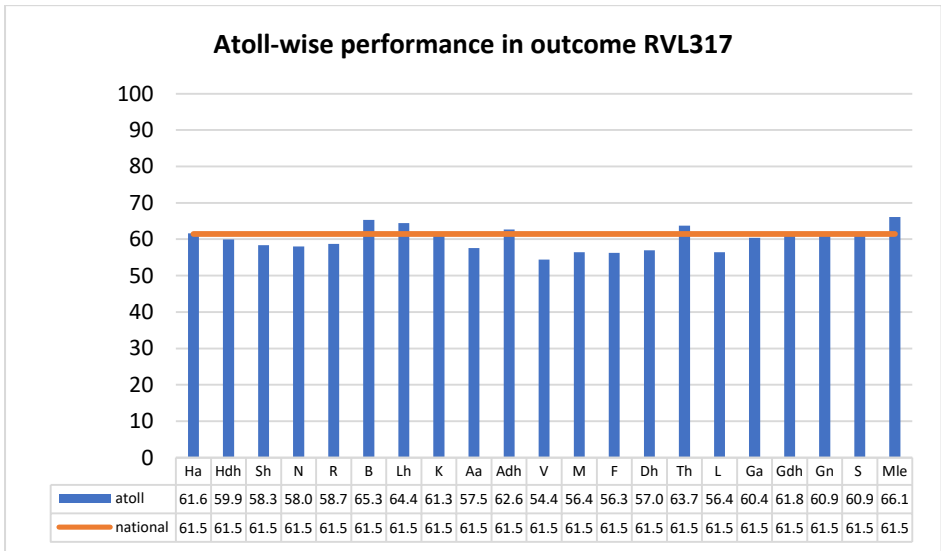
Figure 33. Atoll-wise performance in RVL317, English_Gr3

Figure 34 shows the performance in RVL318 disaggregated by atoll.

Atoll-wise performance in outcome RVL318

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	53.3	52.8	50.8	52.3	52.5	59.7	61.4	58.8	50.5	52.3	50.8	50.0	52.9	58.5	56.5	52.8	55.5	56.0	63.2	68.6	70.3
national	58.9	58.9	58.9	58.9	58.9	58.9	58.9	58.9	58.9	58.9	58.9	58.9	58.9	58.9	58.9	58.9	58.9	58.9	58.9	58.9	58.9
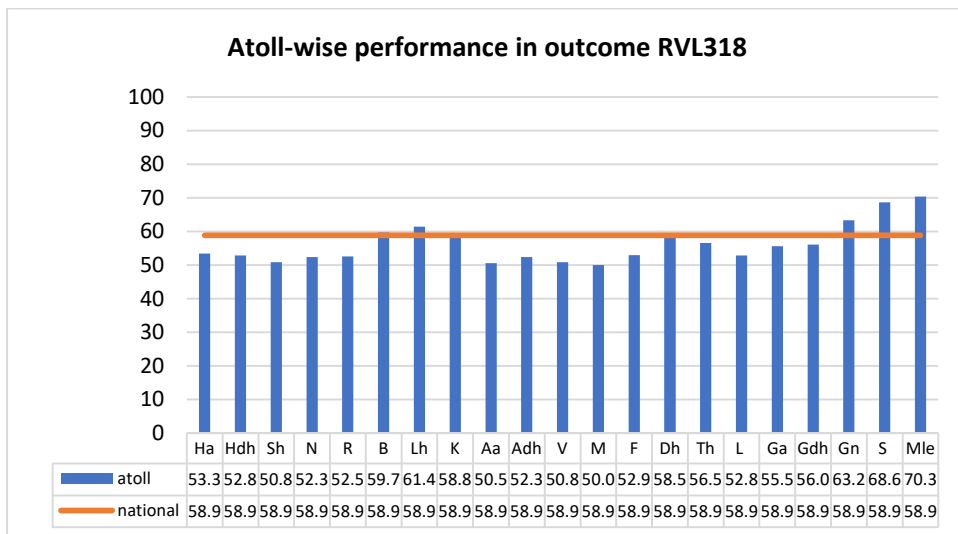
Figure 34. Atoll-wise performance in RVL318, Dhivehi_Gr3

As depicted in Figure 34, 5 of the regions scored equal to or higher than the national average while the remaining 16 scored lower. The highest scoring regions are Male' (M = 70.3), S (M = 68.6), and Gn (M = 63.2). The lowest scoring atoll is M (M = 50.0). The other atolls which scored among the lowest average are Aa, V, Sh, N, and Adh atoll in that order.

Figure 35 shows the performance in WRC32 disaggregated by atoll. As depicted in Figure 35, 9 of the regions scored equal to or higher than the national average while the remaining 12 scored lower. The highest scoring regions are Male' (M = 91.5), B (M = 88.0), and Gdh and S (M = 87.2). The lowest scoring atoll is V (M = 66.6). The other atolls which scored among the lowest average are L, Aa, N, Th, and Hdh atoll in that order.

Atoll-wise performance in outcome WRC32

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	84.1	78.2	78.4	77.9	82.1	88.0	84.7	83.5	76.2	85.5	66.6	78.4	84.8	79.0	78.0	72.5	82.7	87.2	85.5	87.2	91.5
national	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7
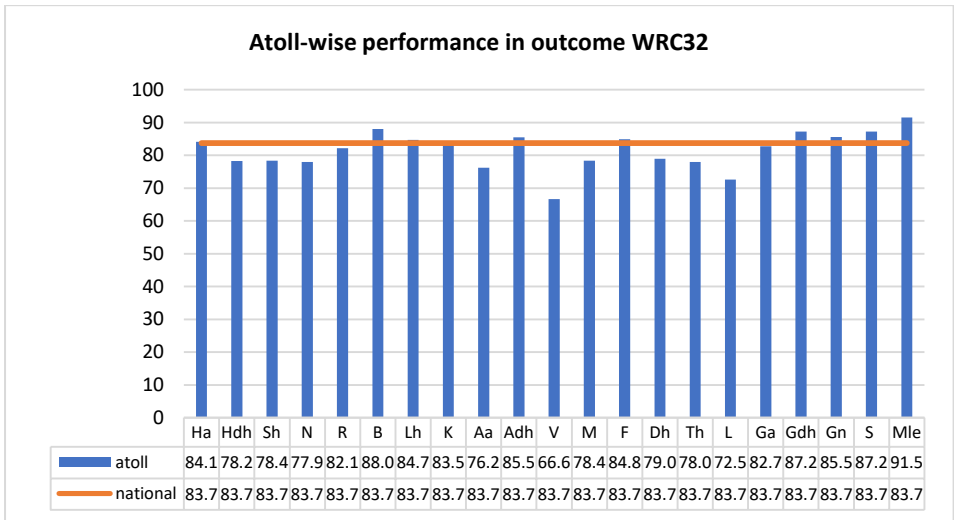
Figure 35. Atoll-wise performance in WRC32, English_Gr3

Figure 36 shows the performance in WRS321 disaggregated by atoll. As depicted in Figure 36, 5 of the regions scored equal to or higher than the national average while the remaining 16 scored lower. The highest scoring regions are Lh (M = 63.5), S (M = 58.0), and Male' (M = 55.3). The lowest scoring atoll is V (M = 30.0). The other atolls which scored among the lowest average are Adh, B, Sh, N, and Dh atoll in that order.

Atoll-wise performance in outcome WRS321

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	38.1	37.8	32.2	33.8	38.0	32.0	63.5	41.2	41.2	30.1	30.0	38.6	37.8	34.0	41.2	38.3	48.2	37.5	42.3	58.0	55.3
national	43.3	43.3	43.3	43.3	43.3	43.3	43.3	43.3	43.3	43.3	43.3	43.3	43.3	43.3	43.3	43.3	43.3	43.3	43.3	43.3	43.3
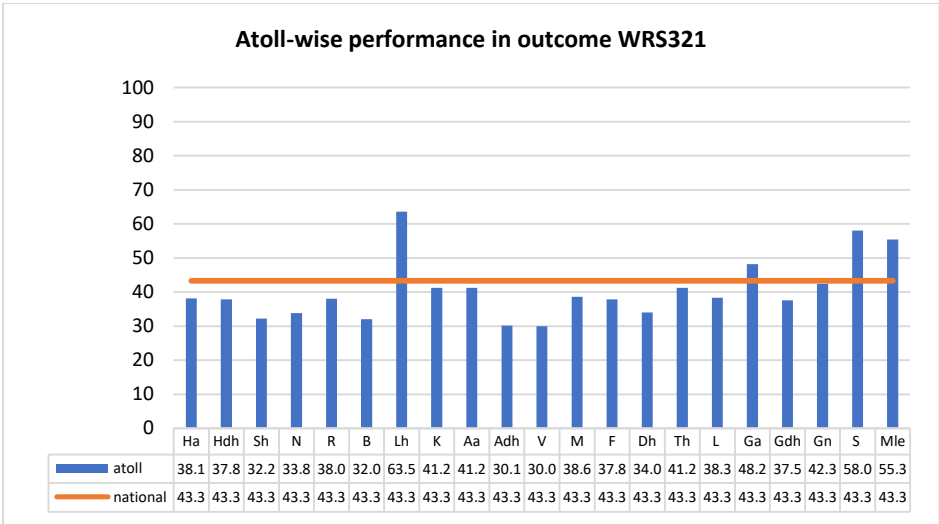
Figure 36. Atoll-wise performance in WRS321, English_Gr3

Figure 37 shows the performance in WRS322 disaggregated by atoll.

Atoll-wise performance in outcome WRS322

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	37.9	35.9	33.2	37.2	39.7	42.2	41.2	36.8	36.3	37.1	35.5	33.3	37.8	38.6	39.3	34.5	41.0	37.3	41.4	43.4	45.6
national	39.7	39.7	39.7	39.7	39.7	39.7	39.7	39.7	39.7	39.7	39.7	39.7	39.7	39.7	39.7	39.7	39.7	39.7	39.7	39.7	39.7
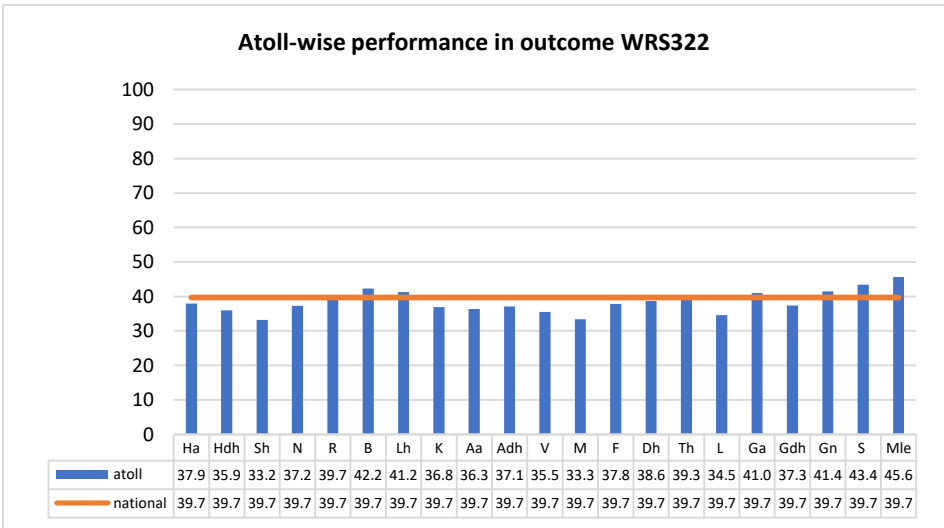
Figure 37. Atoll-wise performance in WRS322, English_Gr3

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As depicted in Figure 37, 7 of the regions scored equal to or higher than the national average while the remaining 14 scored lower. The highest scoring regions are Male (M = 45.6), S (M = 43.4), and Lh (M = 42.2). The lowest scoring atoll is Sh (M = 32.2). The other atolls which scored among the lowest average are M, L, V, Hdh, and Aa atoll in that order.

Figure 38 shows the performance in WRL323 disaggregated by atoll. As depicted in Figure 38, 4 of the regions scored equal to or higher than the national average while the remaining 17 scored lower. The highest scoring regions are Male' (M = 57.5), S (M = 54.2), and Lh (M = 50.2). The lowest scoring atoll is V (M = 39.1). The other atolls which scored among the lowest average are N, Aa, Ha, M, and R atoll in that order.

Atoll-wise performance in outcome WRL323

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	41.8	43.3	43.1	40.6	42.8	45.5	50.2	49.3	41.0	43.0	39.1	42.6	44.9	47.0	47.5	44.0	44.6	44.0	47.0	54.2	57.5
national	47.8	47.8	47.8	47.8	47.8	47.8	47.8	47.8	47.8	47.8	47.8	47.8	47.8	47.8	47.8	47.8	47.8	47.8	47.8	47.8	47.8
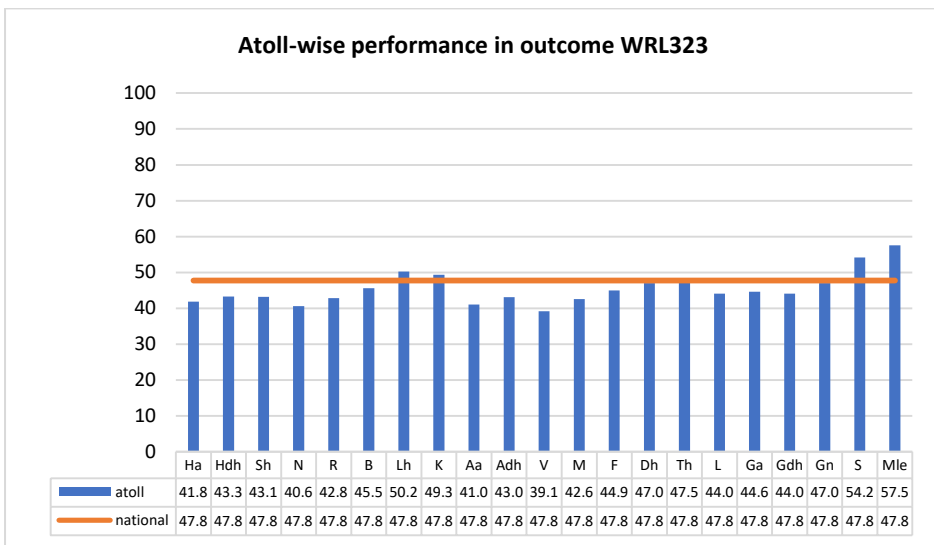
Figure 38. Atoll-wise performance in WRL323, English_Gr3

Figure 39 shows the performance in WRL324 disaggregated by atoll. As depicted in Figure 39, 5 of the regions scored equal to or higher than the national average while the remaining 16 scored lower. The highest scoring regions are Male' (M = 56.8), S (M = 52.9), and B (M = 50.2). The lowest scoring atoll is L (M = 35.4). The other atolls which scored among the lowest average are M, N, Sh, V, and Aa atoll in that order.

Atoll-wise performance in outcome WRL324

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	46.8	46.3	40.5	40.1	43.7	50.2	50.0	45.8	41.9	43.7	41.6	38.6	45.8	46.5	43.4	35.4	47.4	45.3	50.0	52.9	56.8
national	47.6	47.6	47.6	47.6	47.6	47.6	47.6	47.6	47.6	47.6	47.6	47.6	47.6	47.6	47.6	47.6	47.6	47.6	47.6	47.6	47.6

Figure 39. Atoll-wise performance in WRL324, English_Gr3

Figure 40 shows the performance in WRL325 disaggregated by atoll. As depicted in Figure 40, 5 of the regions scored equal to or higher than the national average while the remaining 16 scored lower. The highest scoring regions are Male' (M = 52.5), S (M = 50.1), and Gn (M = 48.3). The lowest scoring atoll is V (M = 30.0). The other atolls which scored among the lowest average are L, M, Dh, F, and Aa atoll in that order.

Atoll-wise performance in outcome WRL325

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	39.6	41.3	37.8	41.0	38.0	43.2	46.0	44.8	37.3	38.3	30.0	35.9	36.9	36.3	42.3	33.6	37.8	39.0	48.3	50.1	52.5
national	43.2	43.2	43.2	43.2	43.2	43.2	43.2	43.2	43.2	43.2	43.2	43.2	43.2	43.2	43.2	43.2	43.2	43.2	43.2	43.2	43.2

Figure 40. Atoll-wise performance in WRL325, English_Gr3

GRADE 3 MATHS

Response Distribution

A total of 4718 students across the nation sat the NALO 2024 Gr 3 Mathematics assessment. Figure 41 shows the gender-wise breakdown of the candidates while Figure 42 shows the atoll-wise breakdown of the same.

Gender-wise distirbution of candidates (Maths_Gr 3)

2358, 49.98%   2360, 50.02%

■ female   ■ male
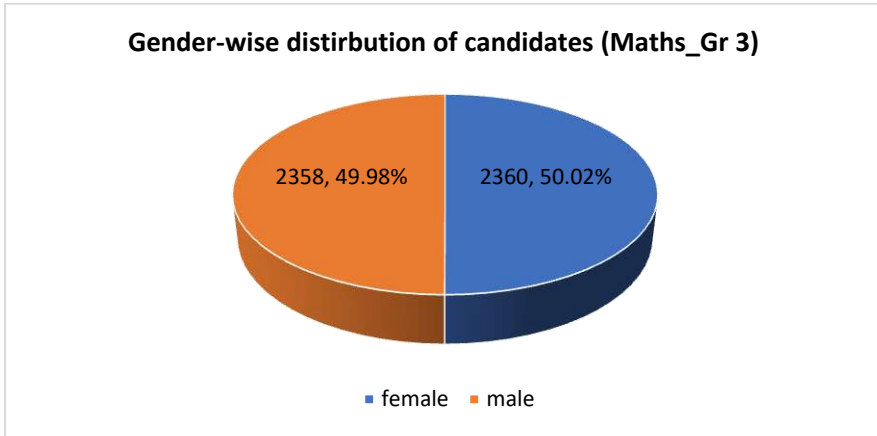
Figure 41. Gender-wise distribution of candidates (Maths_Gr3)
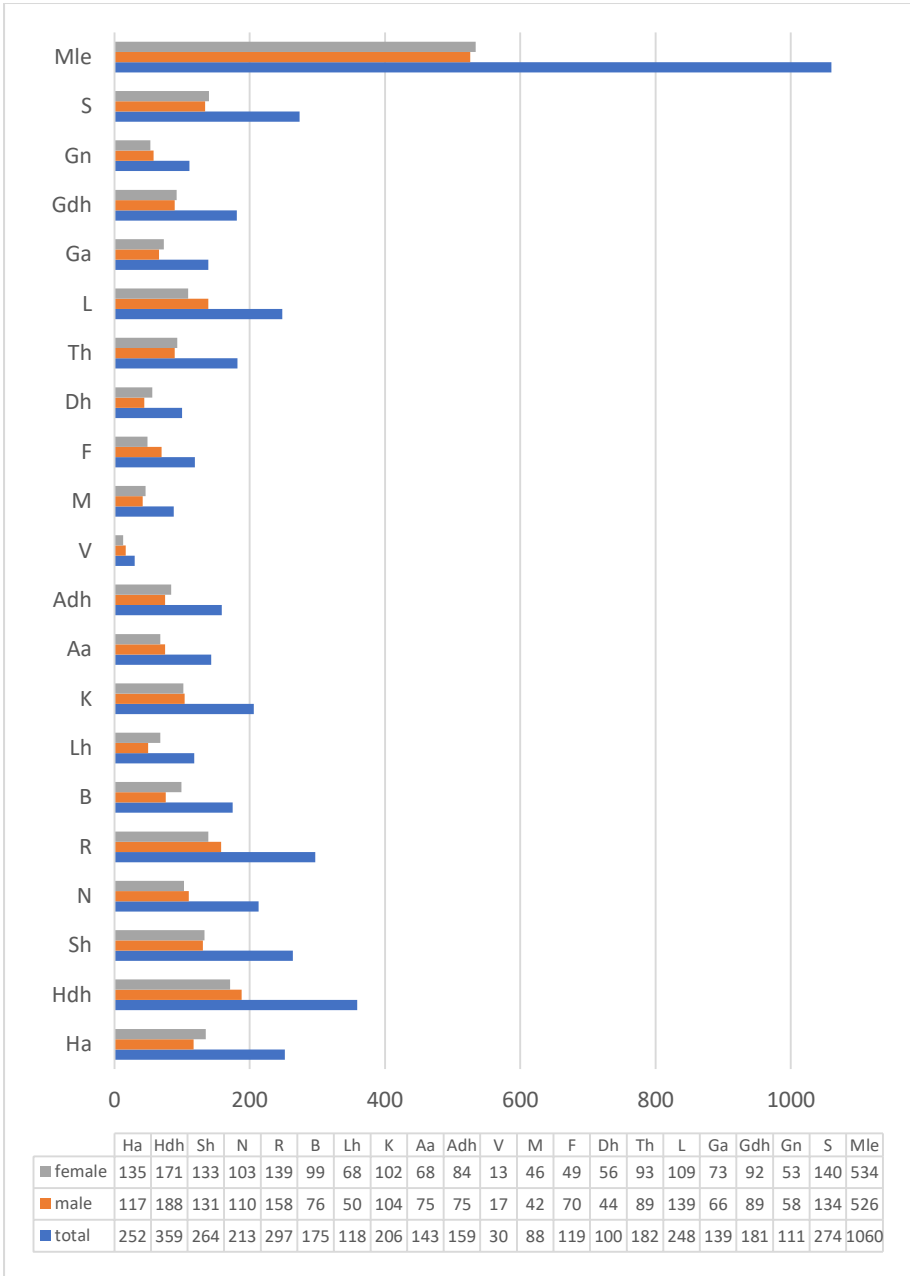
Figure 42. Atoll-wise distribution of candidates (Maths_Gr3)

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
female	135	171	133	103	139	99	68	102	68	84	13	46	49	56	93	109	73	92	53	140	534
male	117	188	131	110	158	76	50	104	75	75	17	42	70	44	89	139	66	89	58	134	526
total	252	359	264	213	297	175	118	206	143	159	30	88	119	100	182	248	139	181	111	274	1060

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Further, Table 4 shows the response patterns for the 50 items in Gr 3 Mathematics assessment of the NALO 2024. These 50 items include 20 items from international assessments (items # 31 through 50). As seen from the Table 4, around 10% of student did not answer question numbers 15 (11.48%), 41 (9.04%) and 9 (9.02%). About 53% of the items got more correct responses than wrong responses. Items that got the most correct responses are 2, 1, 16, 13, and 15 in that order. Items that got the most wrong responses are 21, 24, 12, 18, and 11in that order.

Table 4. Response patterns for Maths_Gr 3

Item	Correct (N , %)			Wrong (N , %)			Missing (N , %)		
NAN304_1	3490	,	75.15%	1109	,	23.88%	45	,	0.97%
NAN305_2	3485	,	75.04%	1089	,	23.45%	70	,	1.51%
NAN306_3	2082	,	44.83%	2513	,	54.11%	49	,	1.06%
NAN308_4	2701	,	58.16%	1644	,	35.40%	299	,	6.44%
NAN308_5	2687	,	57.86%	1831	,	39.43%	126	,	2.71%
NAN308_6	2406	,	51.81%	2048	,	44.10%	190	,	4.09%
NAN309_7	2509	,	54.03%	2060	,	44.36%	75	,	1.61%
NAA311_8	2300	,	49.53%	2251	,	48.47%	93	,	2.00%
NAA311_9	1683	,	36.24%	2542	,	54.74%	419	,	9.02%
NAA312_10	1556	,	33.51%	3014	,	64.90%	74	,	1.59%
NAA312_11	988	,	21.27%	3592	,	77.35%	64	,	1.38%
NAA312_12	773	,	16.65%	3724	,	80.19%	147	,	3.17%
NAA313_13	3085	,	66.43%	1491	,	32.11%	68	,	1.46%
NAM314_14	2669	,	57.47%	1825	,	39.30%	150	,	3.23%
NAM315_15	2612	,	56.24%	1499	,	32.28%	533	,	11.48%
NAF319_16	3300	,	71.06%	1172	,	25.24%	172	,	3.70%
NAF319_17	1991	,	42.87%	2619	,	56.40%	34	,	0.73%
MGL323_18	896	,	19.29%	3677	,	79.18%	71	,	1.53%

MGL324_19	2807	,	60.44%	1772	,	38.16%	65	,	1.40%
MGL325_20	2011	,	43.30%	2564	,	55.21%	69	,	1.49%
MGL327_21	753	,	16.21%	3806	,	81.96%	85	,	1.83%
MGT328_22	1749	,	37.66%	2716	,	58.48%	179	,	3.85%
MGS329_23	2524	,	54.35%	2055	,	44.25%	65	,	1.40%
MGS329_24	808	,	17.40%	3793	,	81.68%	43	,	0.93%
MGS329_25	2226	,	47.93%	2367	,	50.97%	51	,	1.10%
MGT330_26	2310	,	49.74%	2212	,	47.63%	122	,	2.63%
MGP331_27	2035	,	43.82%	2562	,	55.17%	47	,	1.01%
MGA332_28	2392	,	51.51%	2173	,	46.79%	79	,	1.70%
MGA333_29	1226	,	26.40%	3340	,	71.92%	78	,	1.68%
CDH335_30	2331	,	50.19%	2256	,	48.58%	57	,	1.23%

Note: The first part of each item code refers to the outcome in the respective syllabus and the second part corresponds to the question number in the respective NALO test paper.

Patterns in student performance

Figure 43 shows the national performance of students in Maths_Gr3 in the NALO 2024.

Mean = 46.22
SD = 16.98
N = 4,643
Median = 46.67 (50th percentile)
LQ = 33.33 (25th percentile)
UP = 60 (75th percentile)
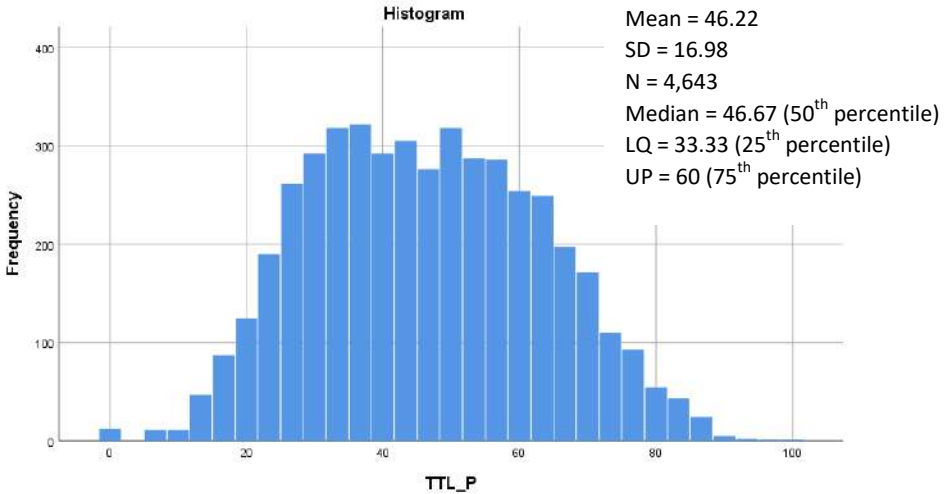
Figure 43. National performance in Maths_Gr3

As inferred from Figure 43, the average performance of students in Maths_Gr3 in the NALO 2024 is 46.62 as indicated by the mean score. This indicates that, around 46% of the expected learning outcomes have been achieved in Mathematics at the end of key stage 1. Further, the top 25% of students achieved a minimum of 60% of expected learning outcomes.

Figure 44 shows the atoll-wise average performance of students in Gr 3 Mathematics in the NALO 2024. The national average (46.22) is shown by the line graph while the averages for the atolls and Male' are indicated by the bars.
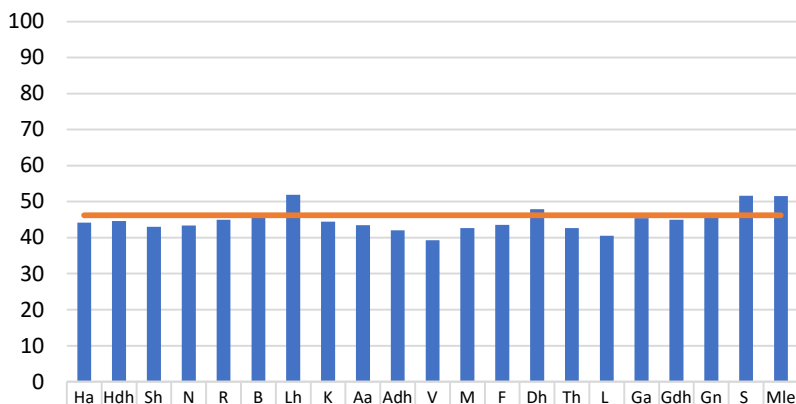
Figure 44. Atoll-wise performance in Maths_Gr3

As seen in Figure 44, the majority of the atolls performed lower than the nation average. Those that scored above the national average are Lh (M = 51.9), S (M = 51.6), Male' (M = 51.5) and Dh (M = 47.8). While the rest of the atolls scored lower than the national average, V (M = 39.2), L (M = 40.4) and Adh (M = 42.0) atolls scored the lowest.

Figure 45 shows the atoll-wise performance of students in Gr 3 Mathematics segregated based on gender. As seen in Figure 45, there is only a trivial difference in performance between girls and boys at the national level based on percentage mean scores whereby the national average for girls and boys are 46.2 and 46.3 respectively. Atolls that show the greatest difference are Ga, AA, M, F and S in that order.
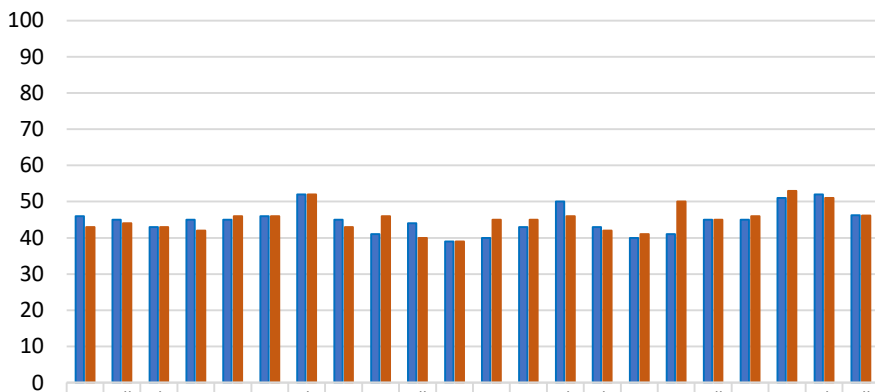
Figure 45. Gender-based, atoll-wise performance in Maths_Gr3

Outcome-wise performance

The 50 items in the Gr 3 Mathematics NALO 2024 tested a total of 10 major learning outcomes. For brevity, only the outcome reference codes are reported in text. The description of the outcomes are given in appendix A. Figure 46 shows how much each of these outcomes are achieved at a national level based on mean scores obtained by test takers. According to Figure 46, students performed the best in outcome NAF (M = 56.98) while they demonstrated the poorest performance in MGL (M = 34.82).
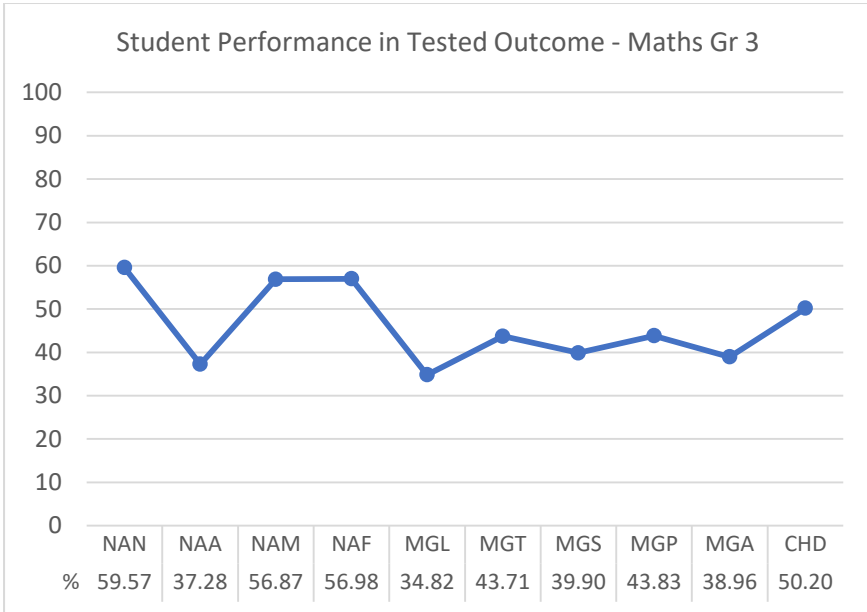
Figure 46. Outcome-wise performance in Maths_Gr3

Next, results of each of the 10 outcomes that are tested in NALO 2024 Gr 3 Mathematics are disaggregated at the level of atolls. These are presented subsequently. For ease of comparison, the national average for the specific outcome is displayed by a line graph.

Figure 47 shows the performance in NAN disaggregated by atolls. As depicted in Figure 47, 4 of the atolls scored equal to or higher than the national average while the remaining 17 scored lower. The highest scoring regions are S and Male (M = 68.8) while Lh atoll also scored pretty close (M = 67.9). The lowest scoring atoll is V atoll (M = 42.4). The other atolls which scored among the lowest average are L, Aa, Adh, Th and Sh atolls in that order.
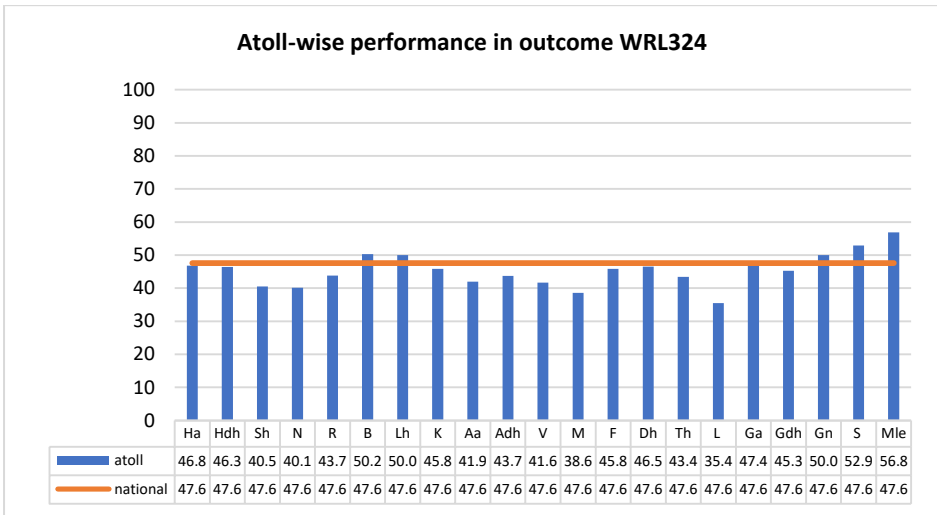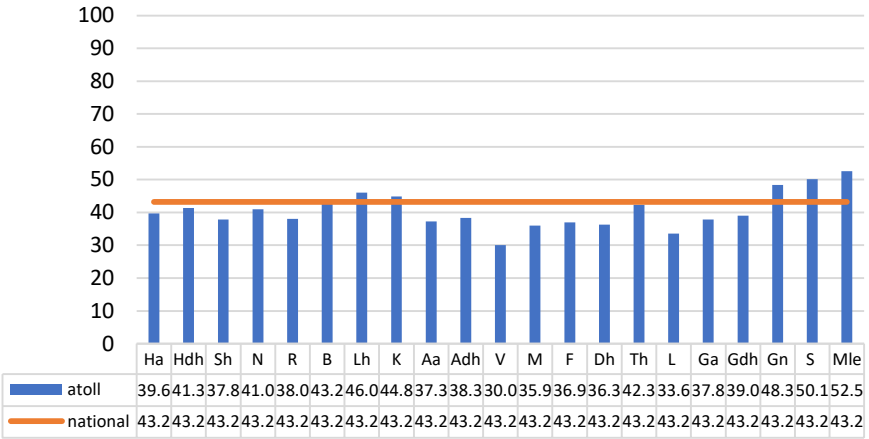
Atoll-wise performance in outcome NAN

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	56.5	56.7	54.9	56.0	55.5	59.9	67.9	57.2	53.0	53.6	42.4	58.1	54.7	57.5	54.1	49.4	57.7	57.1	59.2	68.8	68.8
national	59.6	59.6	59.6	59.6	59.6	59.6	59.6	59.6	59.6	59.6	59.6	59.6	59.6	59.6	59.6	59.6	59.6	59.6	59.6	59.6	59.6
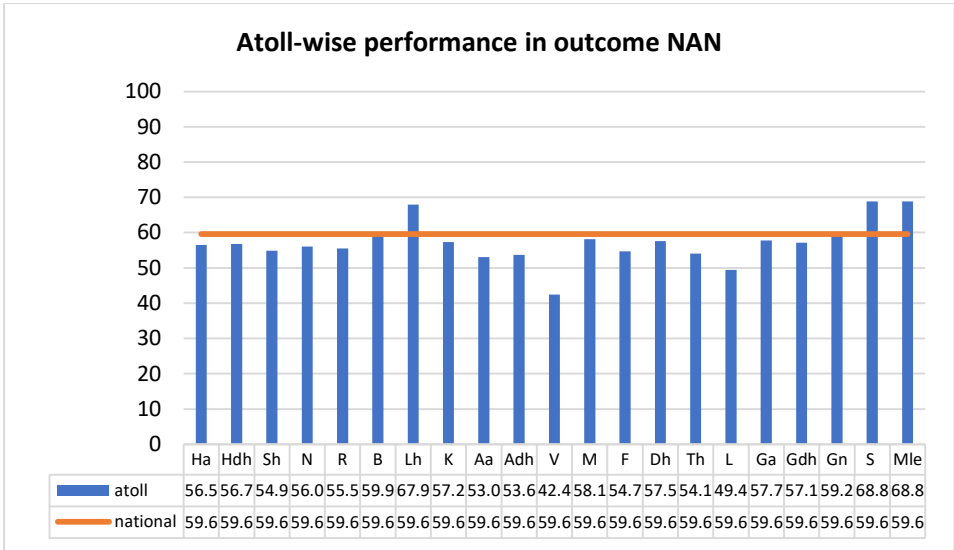
Figure 47. Atoll-wise performance in outcome NAN, Maths_Gr3

Figure 48 shows the performance in NAA disaggregated by atolls. As depicted in Figure 48, 6 of the atolls scored equal to or higher than the national average while the remaining 15 scored lower. The highest scoring regions are S (M = 45.0), Male' (M = 43.3), and Lh (M = 40.2). The lowest scoring atoll is V atoll (M = 42.4). The other atolls which scored among the lowest average are V, Th, L, Adh, M, and N atolls in that order.

Figure 48. Atoll-wise performance in outcome NAA, Maths_Gr3

Figure 49 shows the performance in NAM disaggregated by atoll. As depicted in Figure 49, 6 of the atolls scored equal to or higher than the national average while the remaining 15 scored lower. The highest scoring regions are Lh (M = 66.6), Dh (M = 65.0), and S (M = 62.3). The lowest scoring atolls are K and M each with a mean score of 51.1. The other atolls which scored among the lowest average are Sh, Adh, N, Aa, and Th in that order.

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Atoll-wise performance in outcome NAM

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	58.2	55.8	51.5	51.8	58.2	55.3	66.6	51.1	52.8	51.6	53.2	51.1	55.9	65.0	53.0	53.9	55.2	55.1	54.6	62.3	61.3
national	56.9	56.9	56.9	56.9	56.9	56.9	56.9	56.9	56.9	56.9	56.9	56.9	56.9	56.9	56.9	56.9	56.9	56.9	56.9	56.9	56.9
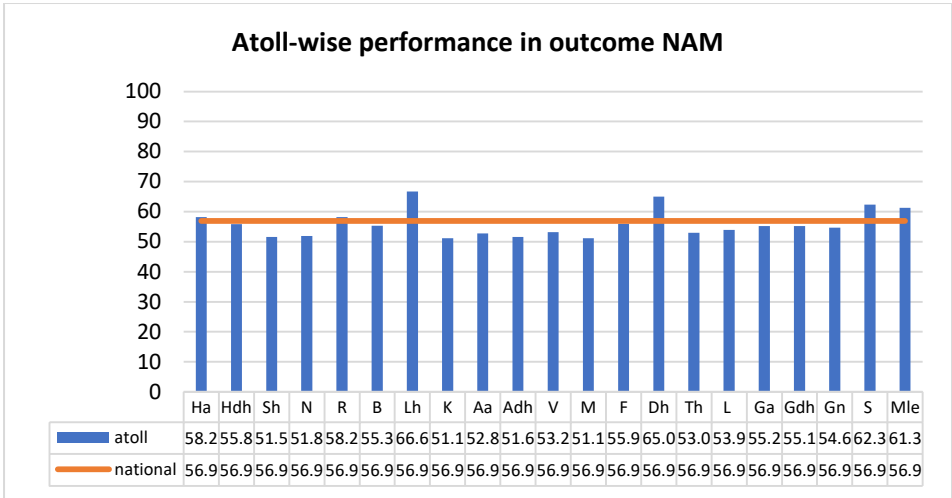
Figure 49. Atoll-wise performance in NAM, Maths_Gr3

Figure 50 shows the performance in NAF disaggregated by atoll. As depicted in Figure 50, 8 of the atolls scored equal to or higher than the national average while the remaining 13 scored lower. The highest scoring atolls are B (M = 64.2), Lh (M = 61.8), and S (M = 60.5). The lowest scoring atoll is V (M = 45.1). The other atolls which scored among the lowest average are M, Th, Dh, F, and L in that order.

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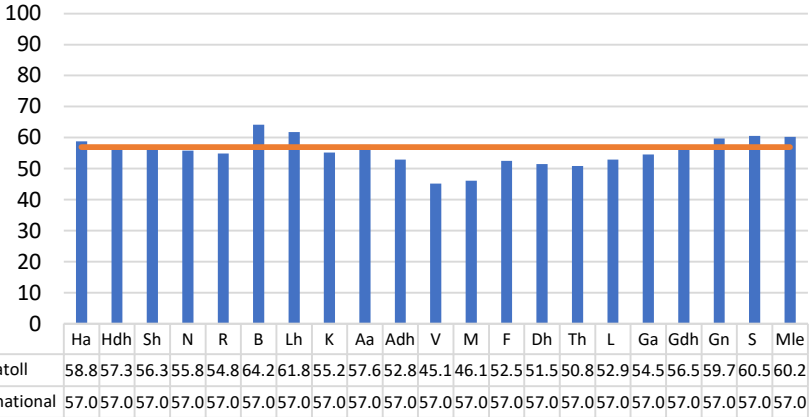
Figure 50. Atoll-wise performance in NAF, Maths_Gr3

Figure 51 shows the performance in MGL disaggregated by atoll.
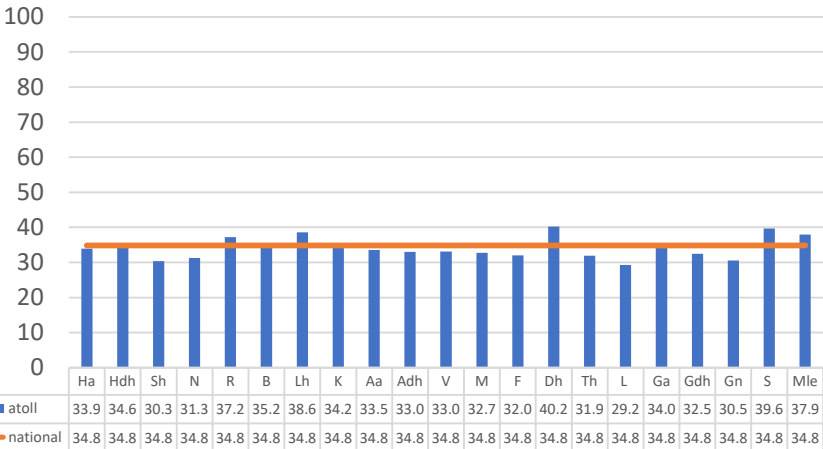
Figure 51. Atoll-wise performance in MGL, Maths_Gr3

As depicted in Figure 51, 6 of the atolls scored equal to or higher than the national average while the remaining 15 scored lower. The highest scoring atolls are Dh (M = 40.2), S (M = 39.6), and Lh (M = 38.6). The lowest scoring atoll is L (M = 29.2). The other atolls which scored among the lowest average are Sh, Gn, N, F, and Gdh atolls in that order.

Figure 52 shows the performance in MGT disaggregated by atoll. As depicted in Figure 52, 8 of the atolls scored equal to or higher than the national average while the remaining 13 scored lower. The highest scoring atolls are Gn (M = 50.9), V (M = 50.0), and Lh (M = 49.5). The lowest scoring atoll is L (M = 38.4). The other atolls which scored among the lowest average are M, Adh, R, Ga, and N atolls in that order.

Atoll-wise performance in outcome MGT

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	41.4	42.2	42.5	40.6	40.4	42.3	49.5	42.6	43.7	40.3	50.0	38.8	43.5	44.5	44.8	38.4	40.5	41.5	50.9	48.7	47.0
national	43.7	43.7	43.7	43.7	43.7	43.7	43.7	43.7	43.7	43.7	43.7	43.7	43.7	43.7	43.7	43.7	43.7	43.7	43.7	43.7	43.7
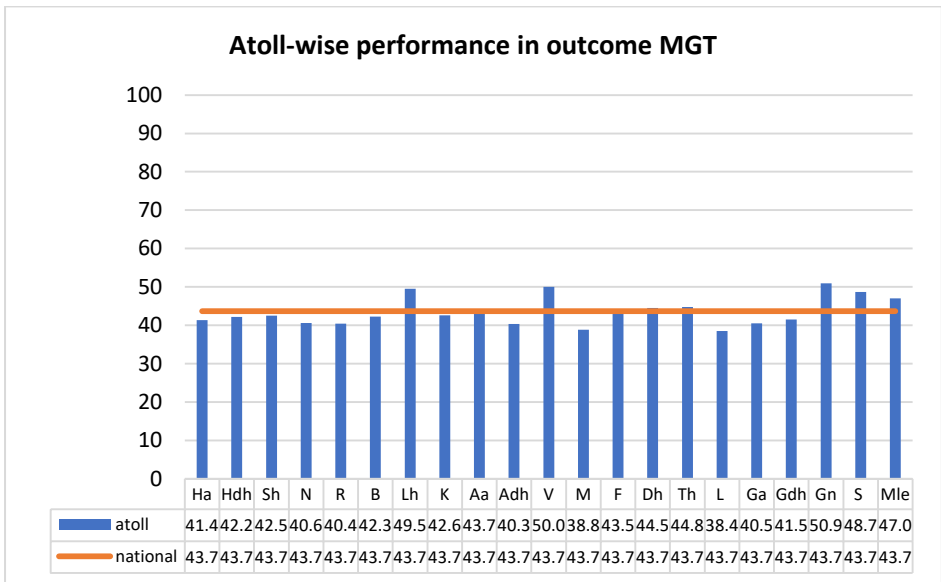
Figure 52. Atoll-wise performance in MGT, Maths_Gr3

Figure 53 shows the performance in MGS disaggregated by atoll. As depicted in Figure 53, 7 of the atolls scored equal to or higher than the national average while the remaining 14 scored lower. The highest scoring regions are Lh (M = 49.1), Dh (M = 48.0), and Ga (M = 47.0). The lowest scoring atoll is Gn (M = 30.8). The other atolls which scored among the lowest average are B, F, Aa, Adh, Sh, and L atolls in that order.

Atoll-wise performance in outcome MGS

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	39.0	41.7	37.5	38.9	39.6	35.1	49.1	38.8	36.1	36.1	40.8	39.6	35.3	48.0	38.0	37.5	47.0	42.9	30.8	38.9	41.7
national	39.9	39.9	39.9	39.9	39.9	39.9	39.9	39.9	39.9	39.9	39.9	39.9	39.9	39.9	39.9	39.9	39.9	39.9	39.9	39.9	39.9
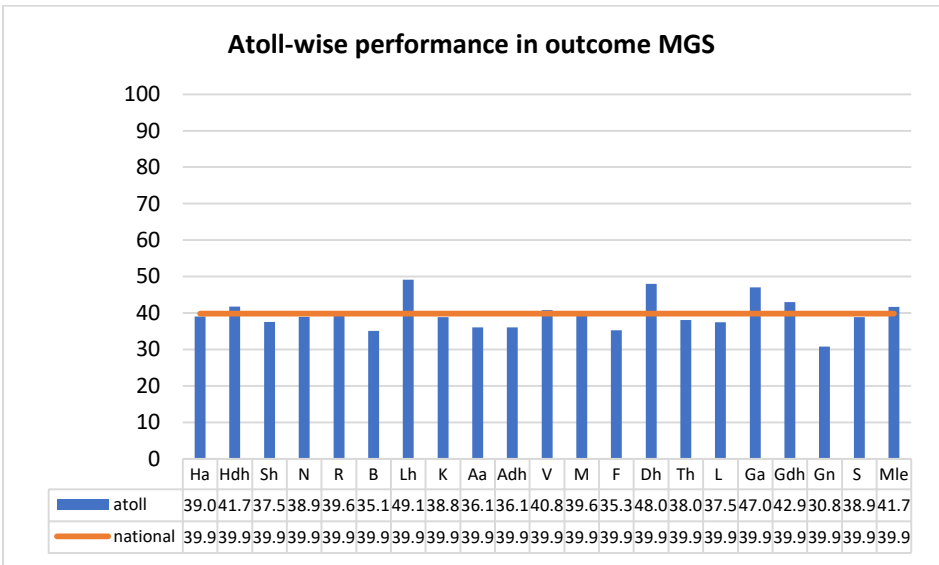
Figure 53. Atoll-wise performance in MGS, Maths_Gr3

Figure 54 shows the performance in MGP disaggregated by atoll.

Atoll-wise performance in outcome MGP

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	40.0	42.7	42.9	44.3	48.6	42.0	47.3	40.9	34.2	42.9	41.9	43.3	45.3	54.0	46.9	36.8	39.1	36.6	35.1	45.8	48.2
national	43.8	43.8	43.8	43.8	43.8	43.8	43.8	43.8	43.8	43.8	43.8	43.8	43.8	43.8	43.8	43.8	43.8	43.8	43.8	43.8	43.8
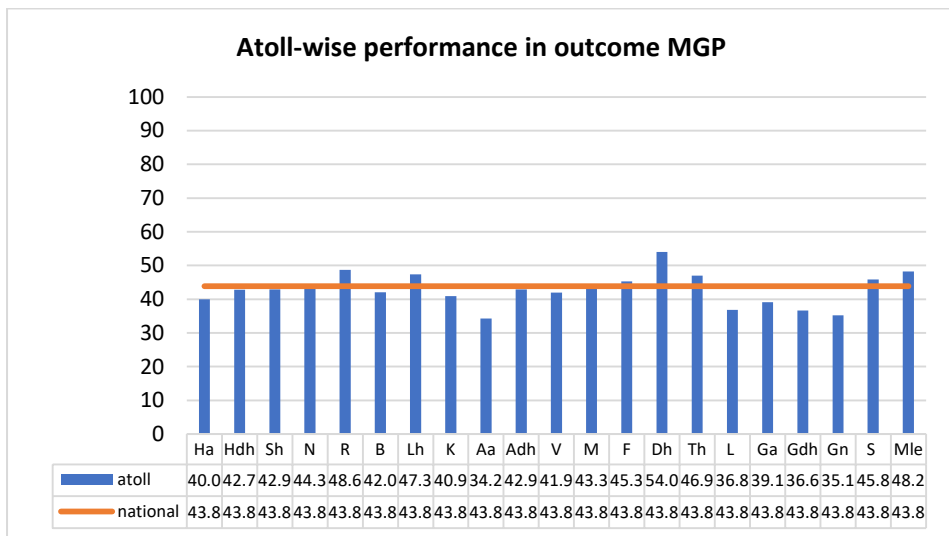
Figure 54. Atoll-wise performance in MGP, Maths_Gr3

As depicted in Figure 54, 7 of the atolls scored equal to or higher than the national average while the remaining 14 scored lower. The highest scoring regions are Dh (M = 54.0), R (M = 48.6), and Male' (M = 48.2). The lowest scoring atoll is Aa (M = 34.2). The other atolls which scored among the lowest average are Gn, Gdh, L, Ga, and Ha atolls in that order.

Figure 55 shows the performance in MGA disaggregated by atoll. As depicted in Figure 55, 8 of the atolls scored equal to or higher than the national average while the remaining 13 scored lower. The highest scoring regions are Dh (M = 48.0), Male' (M = 43.6), and B (M = 42.0). The lowest scoring atoll is Adh (M = 32.0). The other atolls which scored among the lowest average are Sh, M, L, Hdh, and Th atolls in that order.

Atoll-wise performance in outcome MGA

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	38.6	34.8	32.7	37.8	40.6	42.0	40.7	37.6	37.0	32.0	38.7	33.3	38.0	48.0	37.1	33.4	37.7	40.9	39.3	40.0	43.6
national	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0
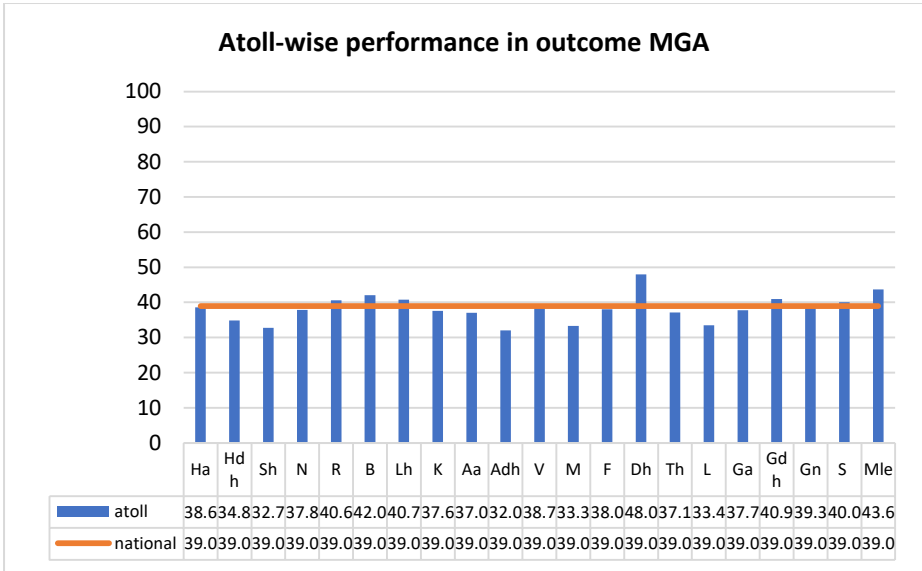
Figure 55. Atoll-wise performance in MGA, Maths_Gr3

Figure 46 shows the performance in CHD disaggregated by atoll. As depicted in Figure 46, 8 of the atolls scored equal to or higher than the national average while the remaining 13 scored lower. The highest scoring regions are F (M = 56.4), Male' (M = 54.6), and Gn (M = 53.7). The lowest scoring atoll is Ha (M = 39.4). The other atolls which scored among the lowest average are Dh, M, Ga, B, and K atolls in that order.

Atoll-wise performance in outcome CHD

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	39.6	49.7	52.1	50.0	51.3	46.1	53.5	48.1	48.2	52.5	48.3	41.1	56.4	41.0	49.7	49.7	41.9	48.6	53.7	52.3	54.6
national	50.2	50.2	50.2	50.2	50.2	50.2	50.2	50.2	50.2	50.2	50.2	50.2	50.2	50.2	50.2	50.2	50.2	50.2	50.2	50.2	50.2
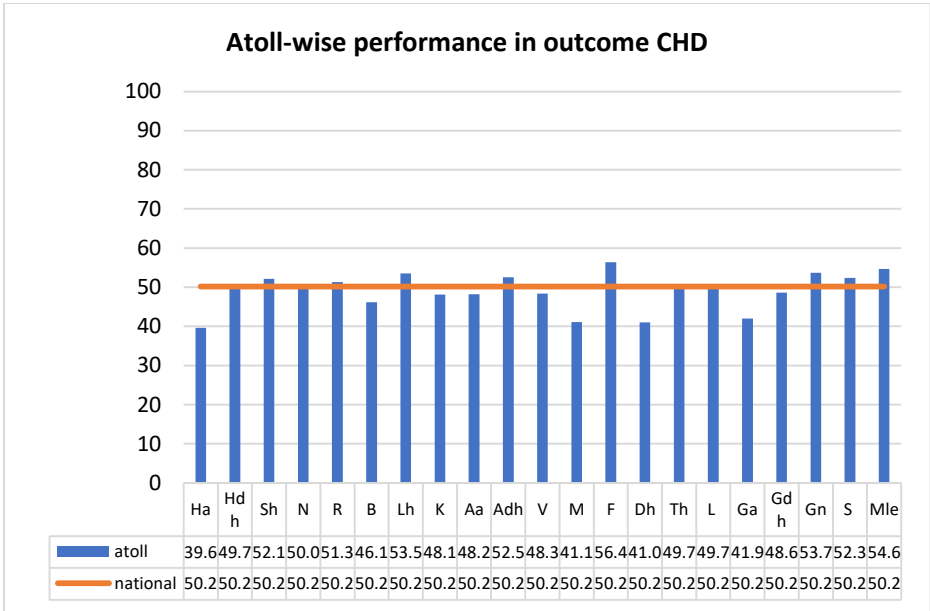
Figure 56. Atoll-wise performance in CHD, Maths_Gr3

GRADE 3 INTERNATIONAL ASSESSMENT

Grade 3 English

Grade 3 English assessment contained seven items taken from PIRLS 2011. All these items tested students' ability to comprehend a given text. The items were categorised into four levels of comprehension; (i) items 31, 32, and 34 test ability to retrieve explicitly stated information and ideas, (ii) items 33 and 35 tested students' ability to make straightforward inferences, (iii) item 36 involve interpretations and integrations of ideas and information, and (iv) item 37 tests ability to examine and evaluate the content, language and textual element. The proceeding findings are presented in order of these four levels of questions.

Table 5 shows the results for items on the ability to retrieve explicitly stated information and ideas. For ease of comparison, the international averages for the items are also given.

Table 5. Grade 3 students' performance in PIRLS items on the ability to retrieve explicitly stated information and ideas

Item	Correct (N , %)		Wrong (N , %)		Missing (N , %)		Int. avg.	Difference
#31	2999	, 63.57%	1649	, 34.95%	70	, 1.48%	89.00%	-25.43%
#32	2254	, 47.77%	2388	, 50.61%	76	, 1.61%	73.00%	-25.23%
#34	2207	, 46.78%	2446	, 51.84%	65	, 1.38%	88.00%	-41.22%

According to the results in Table 5, the percentage of correct responses for item 31 is 63.57% which is 28.52% lower than the international average for the item. Likewise, the percentages of correct responses for item 332 (47.77%) and item 34 (46.78%) are also lower than the respective international averages. These results depict the alarmingly low performance

of students in grade 3 in retrieving explicitly stated information and ideas in a passage as compared to international benchmarks. However, as this specific category was not tested in NALO 2021, a comparison cannot be made in that regard.

Table 6 shows the results for items on the ability to make straightforward inferences. According to the results in Table 6, the percentage of correct responses for item 33 is 47.33% which is 41.67% lower than the international average for the item. Similarly, the percentage of correct responses for item 35 (47.44%) is 25.56% lower than the international average. Overall, student performance in this category shows no improvement as compared NALO 2021.

Table 6. Grade 3 students' performance in PIRLS items on the ability to make straightforward inferences

Item	Correct (N , %)		Wrong (N , %)		Missing (N , %)		Int. avg.	Difference
#33	2233 ,	47.33%	2387 ,	50.59%	98 ,	2.08%	89.00%	-41.67%
#35	2238 ,	47.44%	2398 ,	50.83%	82 ,	1.74%	73.00%	-25.56%

Table 7 shows the results for item 36 which is on interpreting and integrating ideas and information. According to the results in Table 7, the percentage of correct responses is 22.59% which is 66.41% lower than the international average for the item. This is a significantly low achievement as compared to NALO 2021.

Table 7. Grade 3 students' performance in PIRLS item on interpreting and integrating ideas and information

Item	Correct (N , %)		Wrong (N , %)		Missing (N , %)		Int. avg.	Difference
#36	1066 ,	22.59%	3576 ,	75.79%	76 ,	1.61%	89.00%	-66.41%

Table 8 shows the results for item 37 which is on the ability to examine and evaluate the content, language and textual element.

Table 8. Grade 3 students' performance in PIRLS items on the ability to examine and evaluate the content, language and textual element

Item	Correct (N , %)		Wrong (N , %)		Missing (N , %)		Int. avg.	Difference
#37	1660 ,	35.18%	2972 ,	62.99%	86 ,	1.82%	89.00%	-53.82%

According to the results in Table 8, the percentage of correct responses is 35.18% which is 53.82% lower than the international average for the item. This is a significantly low achievement as compared to NALO 2021.

Grade 3 Maths

Grade 3 Mathematics assessment contained 20 items taken from TIMSS 1995 and 2011. These items were grouped into six categories based on cognitive levels. These are; (i) knowing (items 31, 32, 37, 38, and 39), (ii) applying (items 28, 29, 33, 34, 36, and 40), (iii) reasoning (items 30 and 35), (iv) solving problems (items 25 and 27), (v) performing routine procedures (items 22, 23, and 24), and (vi) using complex procedures (items 21 and 26). The proceeding findings are organised into these categories.

Table 9 shows the results for items in the 'knowing' category. According to the results in Table 9, the closest performance to international standards is achieved in item 48 whereby the percentage of correct responses is 60.23% which is 16.77% lower than the international average for the item. On the other hand, poorest performance in comparison to international average is achieved in item 42 whereby the percentage of correct responses is 20.28% which is 48.72% lower than the international average for the item. Overall, performance in the items in this category shows no significant change in

performance as indicated by slight ups and down in the percentage difference as compared to NALO 2021.

Table 9. Grade 3 students' performance in TIMSS items on knowledge

Item	Correct (N , %)			Wrong (N , %)			Missing (N , %)			Int. avg.	Difference
#41	876	,	18.86%	3348	,	72.09%	420	,	9.04%	43.00%	-24.14%
#42	942	,	20.28%	3577	,	77.02%	125	,	2.69%	69.00%	-48.72%
#47	1358	,	29.24%	3176	,	68.39%	110	,	2.37%	56.00%	-26.76%
#48	2797	,	60.23%	1709	,	36.80%	138	,	2.97%	77.00%	-16.77%
#49	664	,	14.30%	3823	,	82.32%	157	,	3.38%	39.00%	-24.70%

Table 10 shows the results for items in the 'application' category. According to the results in Table 10, item 38 scored better than international standards whereby the percentage of correct responses is 38.44% which is 9.44% higher than the international average for the item. On the other hand, poorest performance in comparison to international average is obtained in item 44 whereby the percentage of correct responses is 32.82% which is 30.18% lower than the international average for the item. Overall, performance in the items in this category shows no significant change in performance as some items showed increased performance while others showed decreased performance in the percentage difference as compared to NALO 2021.

Table 10. Grade 3 students' performance in TIMSS items on application

Item	Correct (N , %)		Wrong (N , %)		Missing (N , %)		Int. avg.	Difference
#38	1785 ,	38.44%	2786 ,	59.99%	73 ,	1.57%	29.00%	9.44%
#39	2488 ,	53.57%	2047 ,	44.08%	109 ,	2.35%	73.00%	-19.43%
#43	2065 ,	44.47%	2233 ,	48.08%	346 ,	7.45%	52.00%	-7.53%
#44	1524 ,	32.82%	3010 ,	64.81%	110 ,	2.37%	63.00%	-30.18%
#46	2106 ,	45.35%	2434 ,	52.41%	104 ,	2.24%	55.00%	-9.65%
#50	1628 ,	35.06%	2859 ,	61.56%	157 ,	3.38%	54.00%	-18.94%

Table 11 shows the results for items in the 'reasoning' category. According to the results in Table 11, item 40 scored lower than international standards whereby the percentage of correct responses is 19.47% which is 18.53% lower than the international average for the item.

Table 11. Grade 3 students' performance in TIMSS items on reasoning

Item	Correct (N , %)		Wrong (N , %)		Missing (N , %)		Int. avg.	Difference
#40	904 ,	19.47%	3648 ,	78.55%	92 ,	1.98%	38.00%	-18.53%
#45	899 ,	19.36%	3394 ,	73.08%	351 ,	7.56%	37.00%	-17.64%

Similarly, item 45 also scored lower than international standards whereby the percentage of correct responses is 19.36% which is 17.64% lower than the international average for the item. Overall, performance in the items in this category shows somewhat decreased performance as compared to NALO 2021.

Table 12 shows the results for items in the 'problem solving' category. According to the results in Table 12, item 35 scored higher than international standards whereby the percentage of correct responses is 44.08% which is 1.08% higher than the international average for the item. On the other hand, item 37 scored lower than international standards whereby

the percentage of correct responses is 46.49% which is 14.51% lower than the international average for the item. Overall, performance in the items in this category shows no change in performance as compared to NALO 2021.

Table 12. Grade 3 students' performance in TIMSS items on problem solving

Item	Correct (N , %)		Wrong (N , %)		Missing (N , %)		Int. avg.	Difference
#35	2047 ,	44.08%	2511 ,	54.07%	86 ,	1.85%	43.00%	1.08%
#37	2159 ,	46.49%	2384 ,	51.34%	101 ,	2.17%	61.00%	-14.51%

Table 13 shows the results for items in the 'performing routine procedures' category. According to the results in Table 13, item 34 scored better than international standards whereby the percentage of correct responses is 71.02% which is 8.02% higher than the international average for the item.

Table 13. Grade 3 students' performance in TIMSS items on performing routine procedures

Item	Correct (N , %)		Wrong (N , %)		Missing (N , %)		Int. avg.	Difference
#32	2641 ,	56.87%	1917 ,	41.28%	86 ,	1.85%	84.00%	-27.13%
#33	900 ,	19.38%	3633 ,	78.23%	111 ,	2.39%	71.00%	-51.62%
#34	3298 ,	71.02%	1271 ,	27.37%	75 ,	1.61%	63.00%	8.02%

On the other hand, the poorest performance in comparison to international average is obtained in item 33 whereby the percentage of correct responses is 19.38% which is 51.62% lower than the international average for the item. Overall, performance in the items in this category shows no change in performance as compared to NALO 2021.

Table 14 shows the results for items in the 'using complex procedures' category. According to the results in Table 14, item 31 scored lower than international standards whereby the percentage of correct responses is 26.23% which is 30.77% higher than the international average for the item.

Similarly, item 36 also scored lower than international standards whereby the percentage of correct responses is 40.01% which is 13.99% lower than the international average for the item. Overall, performance in the items in this category shows no change in performance as compared to NALO 2021.

Table 14. Grade 3 student performance in TIMSS items on using complex procedures

Item	Correct (N , %)		Wrong (N , %)		Missing (N , %)		Int. avg.	Difference
#31	1218	, 26.23%	3349	, 72.11%	77	, 1.66%	57.00%	-30.77%
#36	1858	, 40.01%	2656	, 57.19%	130	, 2.80%	54.00%	-13.99%

The results of the preceding analysis indicate that the student performance in English and Mathematics at grade 3 is substantially low in all aspects when compared to the international benchmarks.

CHAPTER 5

NALO 2024 FINDINGS - GRADE SIX

GRADE 6 DHIVEHI

Response Distribution

A total of 4975 students across the nation sat in the NALO 2024 Gr 6 Dhivehi assessment. Figure 57 shows the gender-wise breakdown of the candidates while Figure 58 shows the atoll-wise breakdown of the same.

Gender-wise distirbution of candidates (Dhivehi_Gr 6)

2581, 51.88%   2394, 48.12%

■ female   ■ male
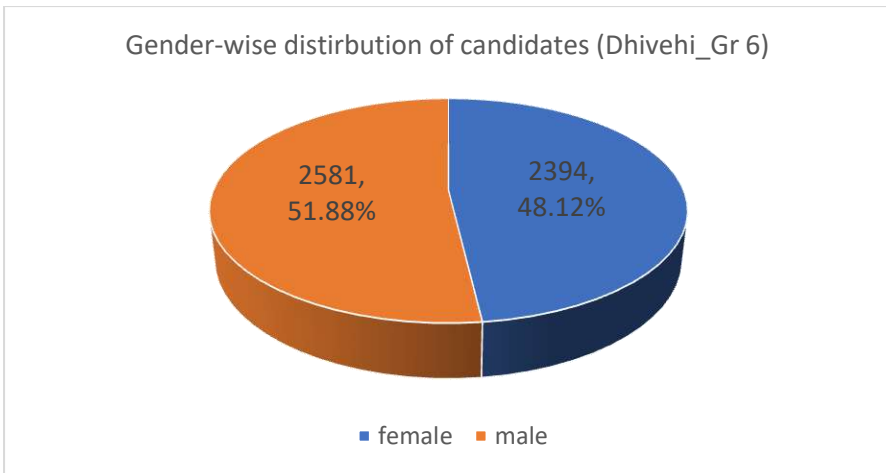
Figure 57. Gender-wise distribution of candidates (Dhivehi_Gr 6)

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
female	118	178	121	144	154	79	62	117	73	72	24	42	48	58	96	99	80	90	55	129	555
male	133	220	143	125	161	93	61	126	79	86	15	45	53	49	101	111	75	123	62	124	596
total	251	398	264	269	315	172	123	243	152	158	39	87	101	107	197	210	155	213	117	253	1151
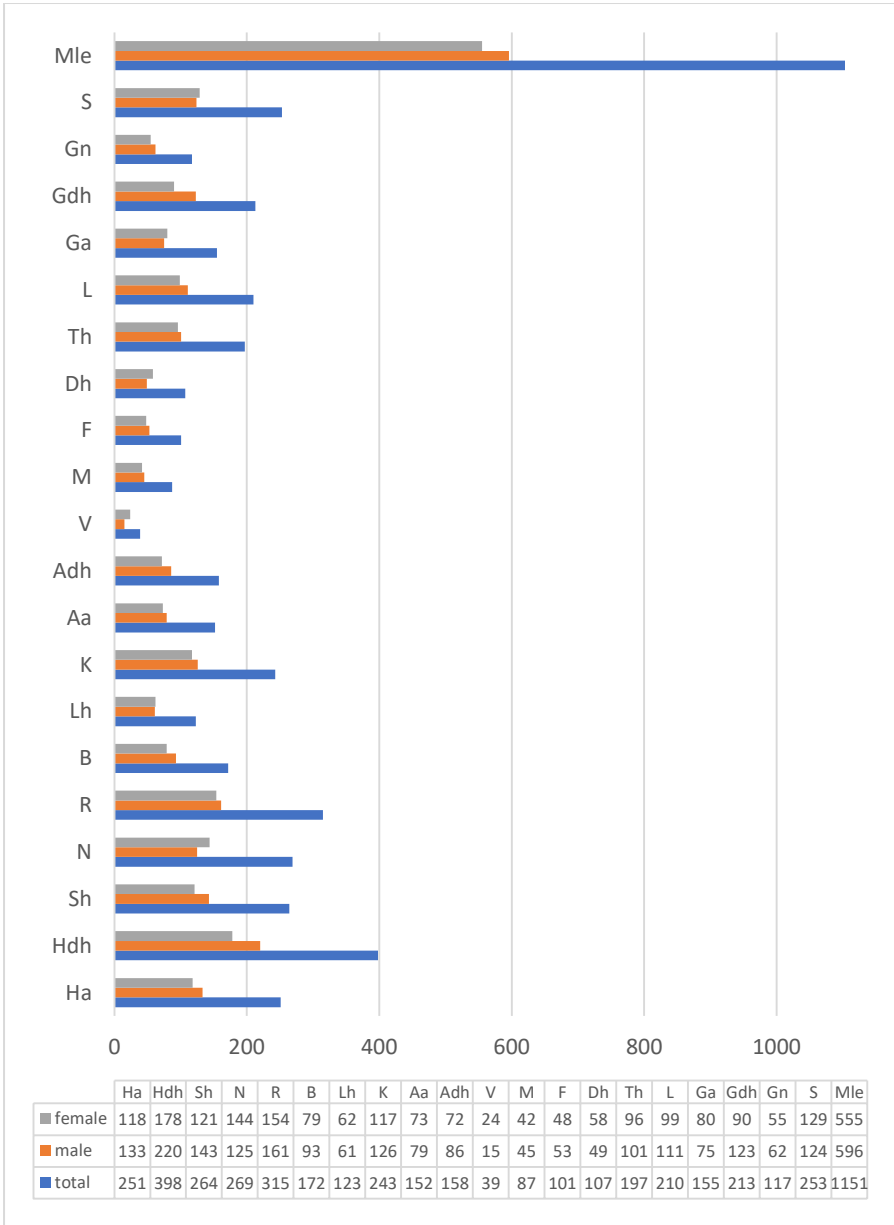
Figure 58. Atoll-wise distribution of candidates (Dhivehi_Gr 6)

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Further, Table 15 shows the response patterns for the 50 items in Dhivehi Gr 6 assessment of the NALO 2024. As seen from the Table 15, there are no significant missing cases as the item with the most missing cases (KB.6.1_47) accounts to only 3.5%. Moreover, 52% of the items got more wrong responses than correct responses. Items that got the most correct responses are 48, 33, 7, 2, and 50 in that order. Items that got the most wrong responses are 30, 9, 25, 38, and 44 in that order.

Table 15. Response patterns for Dhievhi_Gr 6

Item	Correct (N , %)		Wrong (N , %)		Missing (N , %)	
L.6.10_1	3367 ,	67.66%	1556 ,	31.27%	53 ,	1.07%
L.6.10_2	4024 ,	80.87%	929 ,	18.67%	23 ,	0.46%
L.6.10_3	2220 ,	44.61%	2729 ,	54.84%	27 ,	0.54%
L.6.10_4	3887 ,	78.11%	1060 ,	21.30%	29 ,	0.58%
L.6.10_5	3125 ,	62.80%	1830 ,	36.78%	21 ,	0.42%
L.6.10_6	1753 ,	35.23%	3139 ,	63.08%	84 ,	1.69%
L.6.10_7	4104 ,	82.48%	855 ,	17.18%	17 ,	0.34%
L.6.10_8	3336 ,	67.04%	1608 ,	32.32%	32 ,	0.64%
L.6.10_9	957 ,	19.23%	3982 ,	80.02%	37 ,	0.74%
L.6.10_10	2604 ,	52.33%	2332 ,	46.86%	40 ,	0.80%
L.6.1_11	2030 ,	40.80%	2914 ,	58.56%	32 ,	0.64%
L.6.1_12	1853 ,	37.24%	3063 ,	61.56%	60 ,	1.21%
KB.6.8_13	2069 ,	41.58%	2834 ,	56.95%	73 ,	1.47%
KB.6.8_14	1773 ,	35.63%	3157 ,	63.44%	46 ,	0.92%
L.6.1_15	2518 ,	50.60%	2394 ,	48.11%	64 ,	1.29%
L.6.4_16	1436 ,	28.86%	3511 ,	70.56%	29 ,	0.58%
KB.6.1_17	1893 ,	38.04%	3056 ,	61.41%	27 ,	0.54%
KB.6.1_18	3691 ,	74.18%	1251 ,	25.14%	34 ,	0.68%
KB.6.2_19	3742 ,	75.20%	1197 ,	24.06%	37 ,	0.74%
KB.6.2_20	2545 ,	51.15%	2400 ,	48.23%	31 ,	0.62%
KB.6.2_21	3265 ,	65.61%	1682 ,	33.80%	29 ,	0.58%

KB.6.8_22	2437	,	48.98%	2499	,	50.22%	40	,	0.80%
L.6.5._23	2007	,	40.33%	2872	,	57.72%	97	,	1.95%
L.6.9_24	1531	,	30.77%	3355	,	67.42%	90	,	1.81%
KB.6.9_25	1050	,	21.10%	3832	,	77.01%	94	,	1.89%
KB.6.9_26	3023	,	60.75%	1853	,	37.24%	100	,	2.01%
KB.6.3_27	1258	,	25.28%	3680	,	73.95%	38	,	0.76%
KB.6.1_28	2673	,	53.72%	2235	,	44.92%	68	,	1.37%
KB.6.1_29	2523	,	50.70%	2377	,	47.77%	76	,	1.53%
KB.6.6_30	904	,	18.17%	4032	,	81.03%	40	,	0.80%
KB.6.6_31	2544	,	51.13%	2375	,	47.73%	57	,	1.15%
L.6.10_32	2468	,	49.60%	2452	,	49.28%	56	,	1.13%
L.6.10_33	4147	,	83.34%	768	,	15.43%	61	,	1.23%
L.6.10_34	1288	,	25.88%	3582	,	71.99%	106	,	2.13%
L.6.10_35	2610	,	52.45%	2265	,	45.52%	101	,	2.03%
L.6.10_36	3035	,	60.99%	1853	,	37.24%	88	,	1.77%
L.6.10_37	3148	,	63.26%	1723	,	34.63%	105	,	2.11%
L.6.10_38	1129	,	22.69%	3727	,	74.90%	120	,	2.41%
KB.6.8_39	2161	,	43.43%	2730	,	54.86%	85	,	1.71%
L.6.1_40	2142	,	43.05%	2752	,	55.31%	82	,	1.65%
L.6.4_41	1944	,	39.07%	2926	,	58.80%	106	,	2.13%
L.6.4_42	1405	,	28.24%	3453	,	69.39%	118	,	2.37%
L.6.6_43	2136	,	42.93%	2724	,	54.74%	116	,	2.33%
KB.6.9_44	1178	,	23.67%	3661	,	73.57%	137	,	2.75%
KB.6.1_45	3075	,	61.80%	1791	,	35.99%	110	,	2.21%
KB.6.1_46	2002	,	40.23%	2828	,	56.83%	146	,	2.93%
KB.6.1_47	1713	,	34.43%	3089	,	62.08%	174	,	3.50%
KB.6.2_48	4174	,	83.88%	708	,	14.23%	94	,	1.89%
KB.6.1_49	2292	,	46.06%	2559	,	51.43%	125	,	2.51%
KB.6.2_50	3906	,	78.50%	953	,	19.15%	117	,	2.35%

Note: The first part of each item code refers to the outcome in the respective syllabus and the second part corresponds to the question number in the respective NALO test paper.

Patterns in student performance

Figure 59 shows the national performance of students in Gr 6 Dhivehi in the NALO 2024. As inferred from Figure 59, the average performance of students in Gr 6 Dhivehi in the NALO 2024 is 49.08 as indicated by the mean score. This indicates that, on an average, close to 50% of the expected learning outcomes have been achieved in Dhivehi Language at the end of key stage 2. Further, the threshold to qualify for the top 25% of students is 60, indicating that the top achievers achieved a minimum of 60 percent of learning outcomes.

Mean = 49.08
SD = 14.95
N = 4,975
Median = 50 (50th percentile)
LQ = 38 (25th percentile)
UP = 60 (75th percentile)
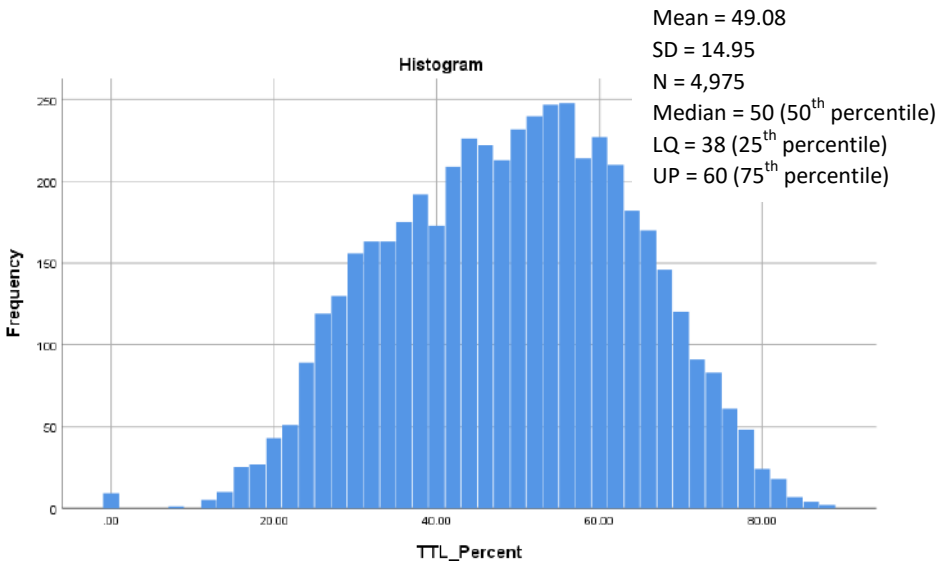
Figure 59. National performance in Dhivehi_Gr6

Figure 60 shows the atoll-wise average performance of students in Gr 6 Dhivehi in the NALO 2024. The national average (23.76) is shown by the line graph while the averages for the atolls and Male' are indicated by the bars.
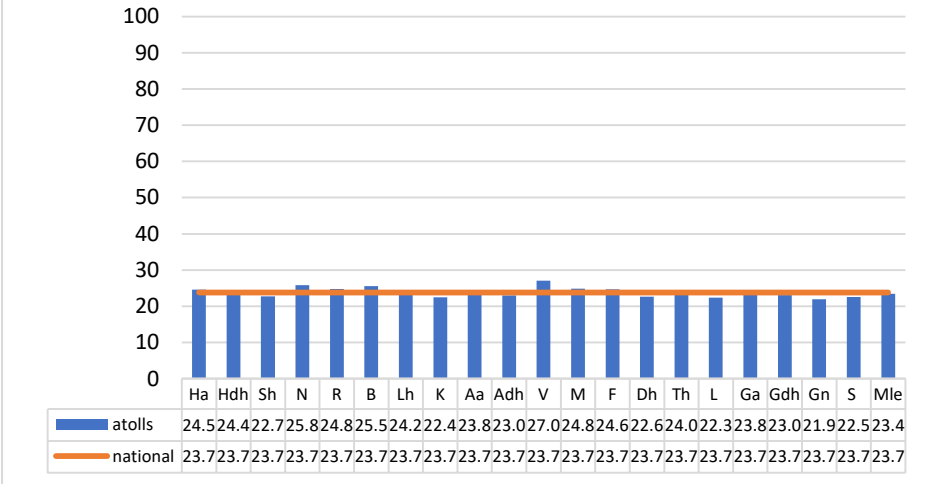
Figure 60. Atoll-wise performance in Dhivehi_Gr6

As seen from Figure 60, most of the atolls perform pretty close to the nation average. Among those that scored above the national average, V atoll (M = 27.05) is the best scoring atoll. On the other hand, Gn atoll scored the lowest (M = 21.90). Other atoll that scored lower than the national average are Sh, K, Adh, Dh, L, GDh, S, and Male'.

Figure 61 shows the atoll-wise performance of students in Gr 6 Dhivehi segregated based on gender. As seen in Figure 61, girls outperformed boys in almost all atolls based on percentage mean scores whereby the national average for girls and boys are 50.1 and 48.2 respectively. Atolls that show the greatest difference between the genders are Adh, F, N, Dh, and V in that order.

Gender segregated performance in Dhivehi Gr 6

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle	All
male	50.6	49.5	49.2	44.4	48.5	49.5	47.5	47.7	47.0	45.9	45.6	47.4	48.3	43.1	45.3	50.5	50.4	48.5	50.3	44.9	48.4	48.2
female	51.3	50.1	49.3	50.2	50.9	47.9	46.6	50.8	51.6	53.3	51.0	52.4	55.6	48.6	49.3	52.8	53.8	50.8	52.6	47.1	48.4	50.1
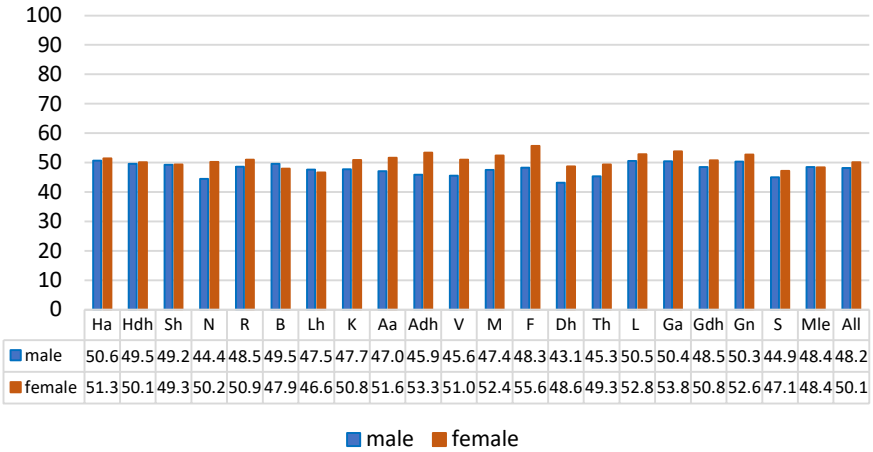
Figure 61. Gender-based, atoll-wise performance in Dhivehi_Gr6

Outcome-wise performance

The 50 items in the Gr 6 Dhivehi NALO 2024 tested a total of 12 learning outcomes. For brevity, only the outcome reference codes are reported in text. The description of the outcomes is given in appendix A.

Student Performance in Tested Outcomes - Dhivehi Gr 6

L.6.10	L.6.1	KB.6.8	L.6.4	KB.6.1	KB.6.2	L.6.5	L.6.9	L.6.6	KB.6.9	KB.6.3	KB.6.6
55.81	42.93	42.41	32.06	49.90	70.88	40.34	30.77	42.93	35.18	25.29	34.65

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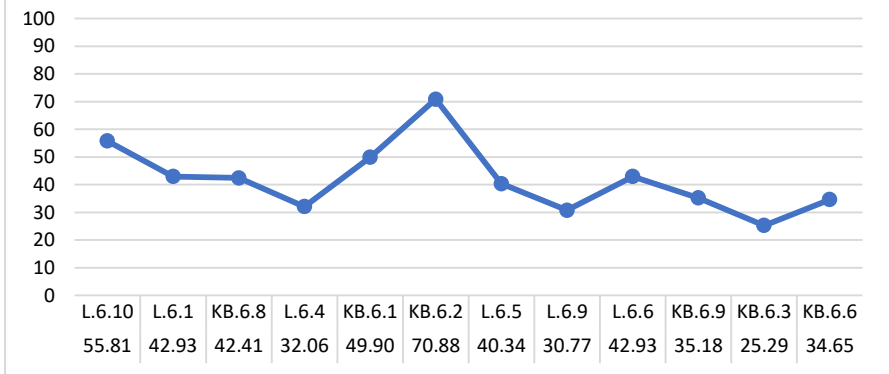
Figure 62. Outcome-wise performance in Dhivehi_Gr6

Figure 62 shows how much of each of these outcomes are achieved at the national level based on mean scores obtained by test takers. According to Figure 62, students performed the best in outcome KB.6.2 (M = 70.88) while they demonstrated the poorest performance in KB.6.3 (M = 25.29).

Next, results of each of the 12 outcomes that are tested in NALO 2024 Gr 6 Dhivehi are disaggregated at the level of atolls. These are presented subsequently. For ease of comparison, the national average for the specific outcome is displayed by the line graph.

Figure 63 shows the performance in L.6.10 disaggregated by atolls. As depicted in Figure 63, 8 of the atolls scored equal to or higher than the national average while the remaining 13 scored lower. The highest scoring atoll is N atoll (M = 61.4) while the lowest scoring atoll is L atoll (M = 52.1). The other atolls which scored among the lowest average are Gn, K, Sh, Adh and S atoll in that order.

Atoll-wise performance in outcome L.6.10

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	55.5	58.4	53.3	61.4	57.8	60.9	56.5	53.1	55.6	53.3	61.3	57.7	56.9	53.5	55.5	52.1	54.5	53.8	52.4	53.5	55.5
national	55.8	55.8	55.8	55.8	55.8	55.8	55.8	55.8	55.8	55.8	55.8	55.8	55.8	55.8	55.8	55.8	55.8	55.8	55.8	55.8	55.8

Figure 63. Atoll-wise performance in outcome L.6.10, Dhivehi_Gr6

Figure 64 shows the performance in L.6.1 disaggregated by atolls. As depicted in Figure 64, 11 of the atolls scored equal to or higher than the national average while the remaining 10 scored lower. The highest scoring atoll is V atoll (M = 57.0) while the lowest scoring atoll is Gn atoll (M = 37.3). The other atolls which scored among the lowest average are Aa, K, Sh, Dh, and Adh atoll in that order.

Atoll-wise performance in outcome L.6.1

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	46.7	42.9	40.2	44.5	46.5	43.8	45.1	40.2	39.8	40.6	57.0	41.6	42.8	40.6	43.0	43.8	48.2	41.4	37.3	44.2	41.7
national	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9

Figure 64. Atoll-wise performance in outcome L.6.1, Dhivehi_Gr6

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Figure 65 shows the performance in KB.6.8 disaggregated by atoll.

Atoll-wise performance in outcome KB.6.8

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	48.0	44.9	40.8	53.3	42.3	45.9	40.0	40.2	42.2	40.5	55.7	50.0	44.5	41.8	45.9	39.6	42.0	40.7	35.2	37.5	39.4
national	42.4	42.4	42.4	42.4	42.4	42.4	42.4	42.4	42.4	42.4	42.4	42.4	42.4	42.4	42.4	42.4	42.4	42.4	42.4	42.4	42.4
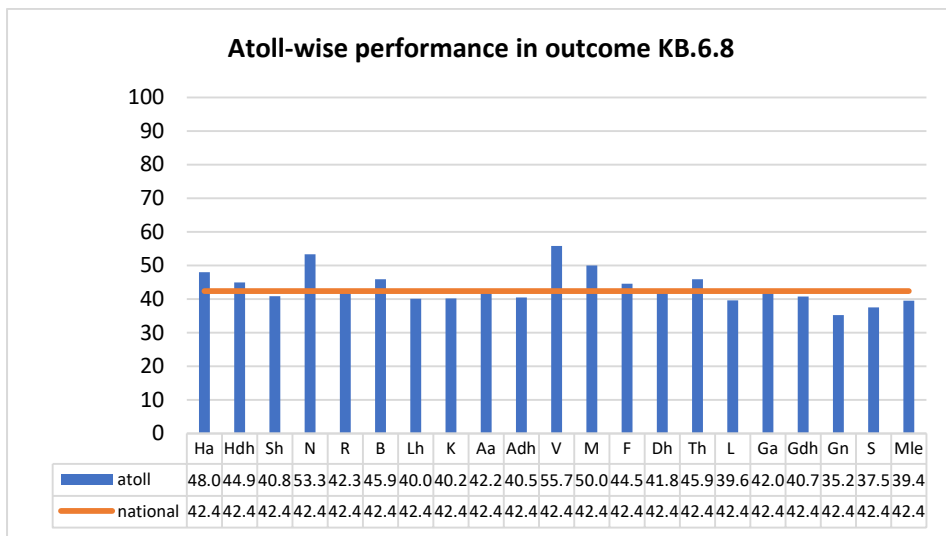
Figure 65. Atoll-wise performance in KB.6.8, Dhivehi_Gr6

As depicted in Figure 65, 8 of the atolls scored equal to or higher than the national average while the remaining 13 scored lower. The highest scoring atoll is V atoll (M = 55.7) while the lowest scoring atoll is Gn atoll (M = 35.2). The other regions which scored among the lowest average are S, Male', L, Lh, and K atoll in that order.

Figure 66 shows the performance in L.6.4 disaggregated by atoll. As depicted in Figure 66, 9 of the atolls scored equal to or higher than the national average while the remaining 12 scored lower. The highest scoring atoll is Lh atoll (M = 34.9) while the lowest scoring atoll is Dh atoll (M = 25.5). The other atolls which scored among the lowest average are Adh, Sh, S, F, and Gdh atoll in that order.

Figure 66. Atoll-wise performance in L.6.4, Dhivehi_Gr6

Figure 67 shows the performance in KB.6.1 disaggregated by atoll. As depicted in Figure 67, 13 of the atolls scored equal to or higher than the national average while the remaining 8 scored lower. The highest scoring atoll is V atoll (M = 55.7) while the lowest scoring atolls are Dh and L atoll (M = 45.5). The other atolls which scored among the lowest average are L, K, S, Gn, and Gdh atoll in that order.

Atoll-wise performance in outcome KB.6.1

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	52.1	51.0	49.9	54.1	52.8	52.9	52.7	45.6	51.8	49.6	55.7	55.4	53.7	45.5	51.9	45.5	50.4	48.0	47.9	45.9	48.3
national	49.9	49.9	49.9	49.9	49.9	49.9	49.9	49.9	49.9	49.9	49.9	49.9	49.9	49.9	49.9	49.9	49.9	49.9	49.9	49.9	49.9

Figure 67. Atoll-wise performance in KB.6.1, Dhivehi_Gr6

Figure 68 shows the performance in KB.6.2 disaggregated by atoll.

Atoll-wise performance in outcome KB.6.2

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	73.3	70.0	67.5	76.5	73.2	75.8	70.2	65.4	73.0	69.8	74.8	71.4	72.8	68.0	72.0	65.0	73.8	70.1	65.9	67.7	71.4
national	70.9	70.9	70.9	70.9	70.9	70.9	70.9	70.9	70.9	70.9	70.9	70.9	70.9	70.9	70.9	70.9	70.9	70.9	70.9	70.9	70.9
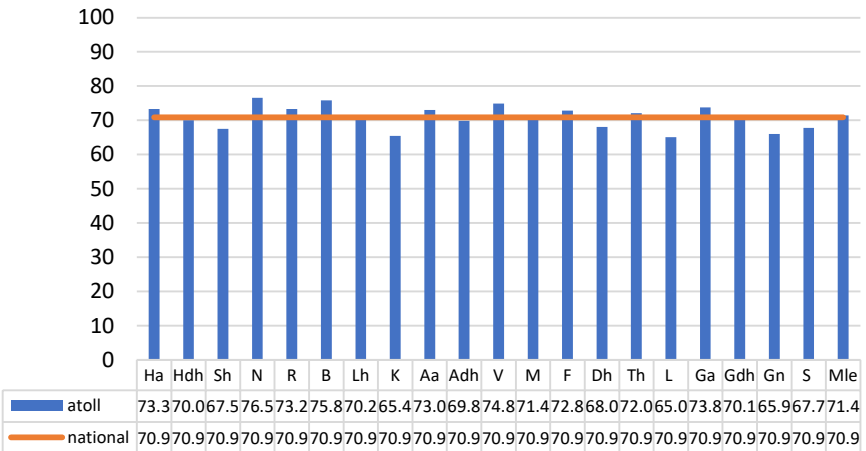
Figure 68. Atoll-wise performance in KB.6.2, Dhivehi_Gr6

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As depicted in Figure 68, 10 of the atolls scored equal to or higher than the national average while the remaining 11 scored lower. The highest scoring atoll is N atoll (M = 76.5) while the lowest scoring atolls is L atoll (M = 65.0). The other atolls which scored among the lowest average are K, Sh, Gn, S, and Dh atoll in that order.

Figure 69 shows the performance in L.6.5 disaggregated by atoll. As depicted in Figure 69, 11 of the atolls scored equal to or higher than the national average while the remaining 10 scored lower. The highest scoring atoll is N atoll (M = 47.2) while the lowest scoring atolls is Gn atoll (M = 28.2). The other atolls which scored among the lowest average are S, Aa, M, Th, and Adh atoll in that order.
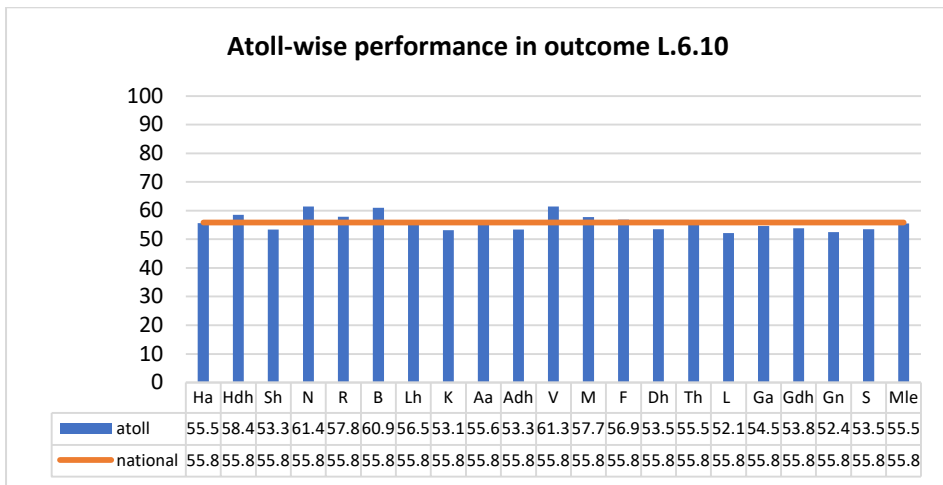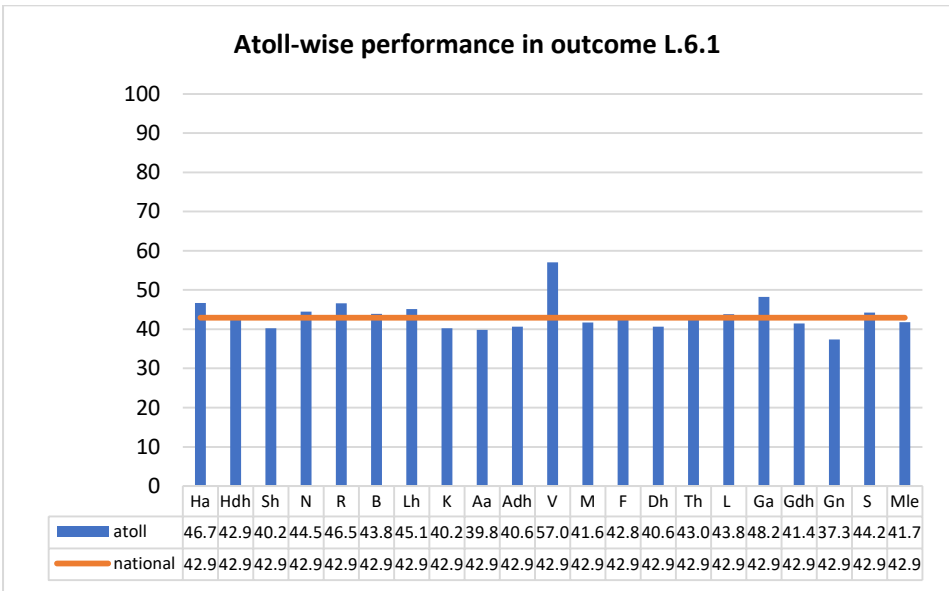
Atoll-wise performance in outcome L.6.5

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	42.6	42.7	39.3	47.2	46.3	41.8	39.8	40.7	34.8	37.9	46.1	35.6	45.5	42.0	37.0	38.5	42.5	43.6	28.2	29.2	39.9
national	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3

Figure 69. Atoll-wise performance in L.6.5, Dhivehi_Gr6

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Figure 70 shows the performance in L.6.9 disaggregated by atoll. As depicted in Figure 70, 9 of the atolls scored equal to or higher than the national average while the remaining 12 scored lower. The highest scoring atoll is B atoll (M = 42.4) while the lowest scoring region is Male' (M = 27.4). The other atolls which scored among the lowest average are K, Aa, Lh, Sh, and Gdh atoll in that order.

Atoll-wise performance in outcome L.6.9

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	33.0	35.9	28.0	30.1	35.2	42.4	27.6	27.5	27.6	31.6	41.0	28.7	37.6	36.4	30.4	29.5	32.9	28.1	28.2	28.8	27.4
national	30.8	30.8	30.8	30.8	30.8	30.8	30.8	30.8	30.8	30.8	30.8	30.8	30.8	30.8	30.8	30.8	30.8	30.8	30.8	30.8	30.8
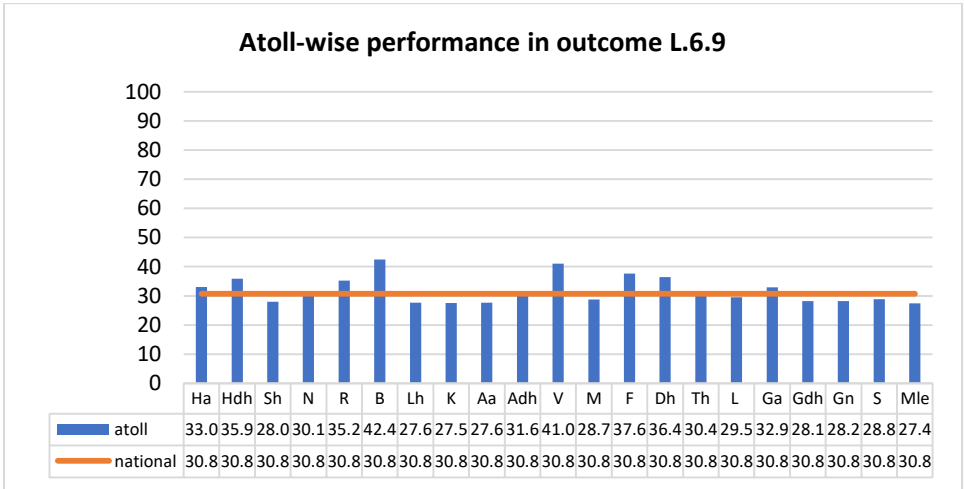
Figure 70. Atoll-wise performance in L.6.9, Dhivehi_Gr6

Figure 71 shows the performance in L.6.6 disaggregated by atoll.

Atoll-wise performance in outcome L.6.6

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	49.0	37.4	40.1	39.0	44.7	47.0	39.8	45.6	44.7	45.5	51.2	47.1	44.5	37.3	40.6	43.8	49.0	37.0	35.8	48.2	42.9
national	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9
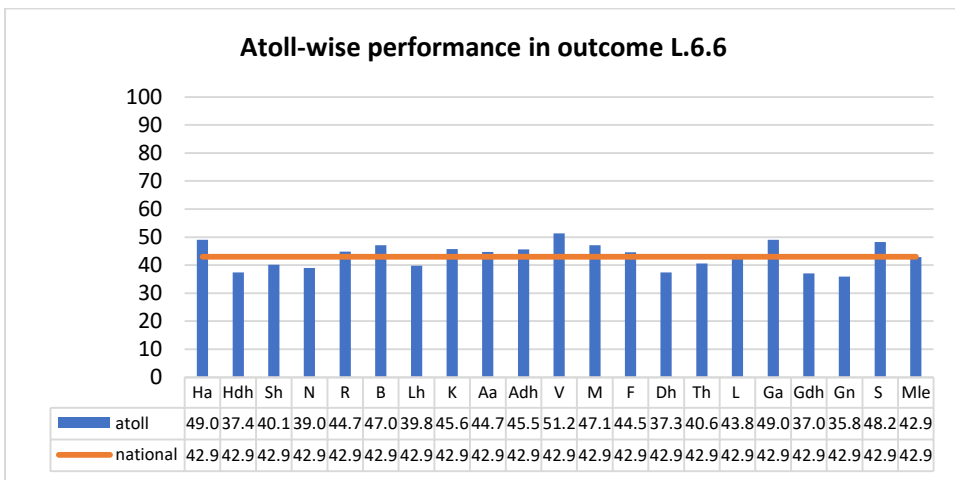
Figure 71. Atoll-wise performance in L.6.6, Dhivehi_Gr6

As depicted in Figure 71, 13 of the atolls scored equal to or higher than the national average while the remaining 8 scored lower. The highest scoring atoll is V atoll (M = 51.2) while the lowest scoring atoll is Gn atoll (M = 35.8). The other atolls which scored among the lowest average are Gdh, Dh, Hdh, N, and Lh atoll in that order.

Figure 72 shows the performance in KB.6.9 disaggregated by atoll. As depicted in Figure 72, 11 of the atolls scored equal to or higher than the national average while the remaining 10 scored lower. The highest scoring atoll is F atoll (M = 41.2) while the lowest scoring atoll is Gn atoll (M = 31.3). The other regions which scored among the lowest average are Ga, L, S, Male', and Dh atoll in that order.
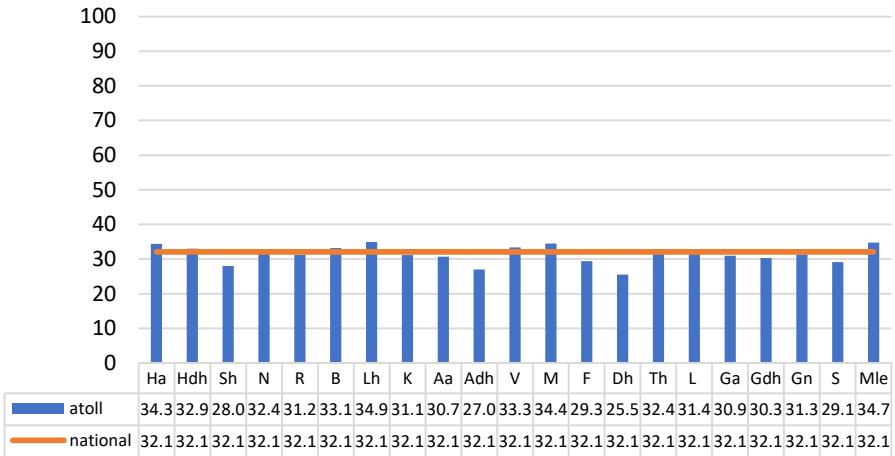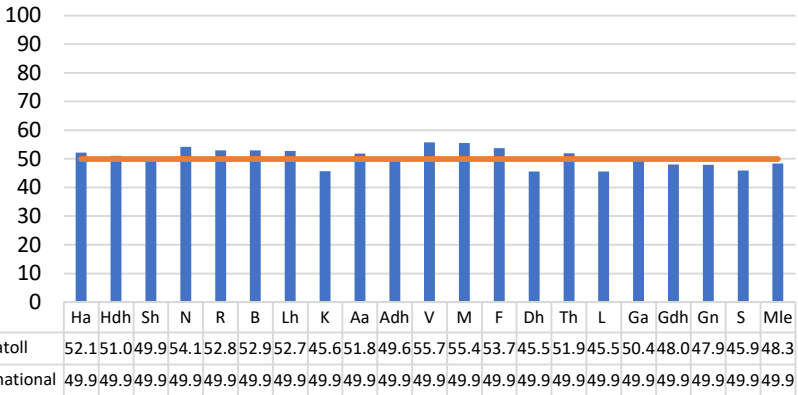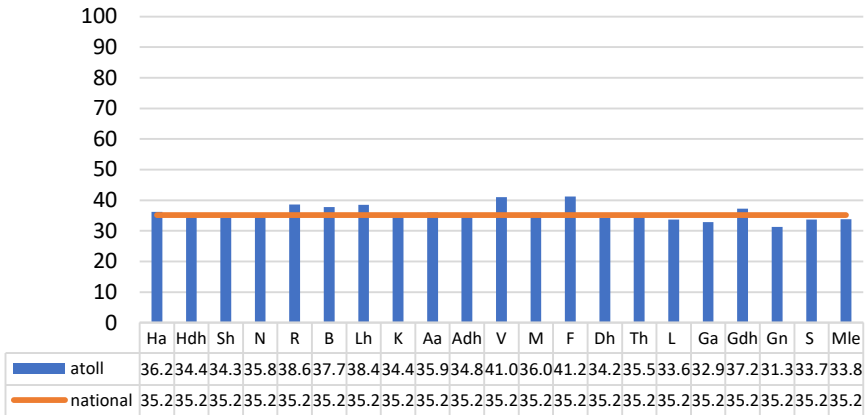
Figure 72. Atoll-wise performance in KB.6.9, Dhivehi_Gr6

Figure 73 shows the performance in KB.6.3 disaggregated by atoll. As depicted in Figure 73, 12 of the atolls scored equal to or higher than the national average while the remaining 9 scored lower. The highest scoring atoll is Lh atoll (M = 33.3) while the lowest scoring atoll is F atoll (M = 18.8). The other atolls which scored among the lowest average are Ha, Sh, N, Aa, and Gn atoll in that order.

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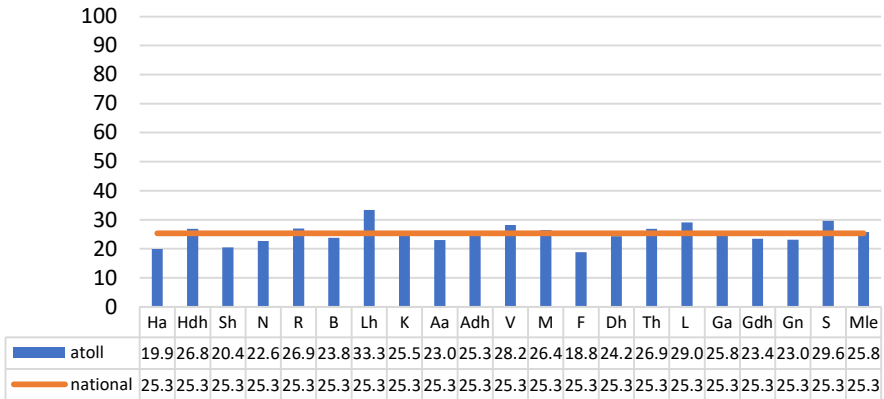
Figure 73. Atoll-wise performance in KB.6.3, Dhivehi_Gr6

Figure 74 shows the performance in KB.6.6 disaggregated by atoll. As depicted in Figure 74, 14 of the atolls scored equal to or higher than the national average while the remaining 7 scored lower. The highest scoring atoll is V atoll (M = 41.0) while the lowest scoring atoll is S atoll (M = 29.8). The other atolls which scored among the lowest average are L, Gn, K, Ga, and M atoll in that order.
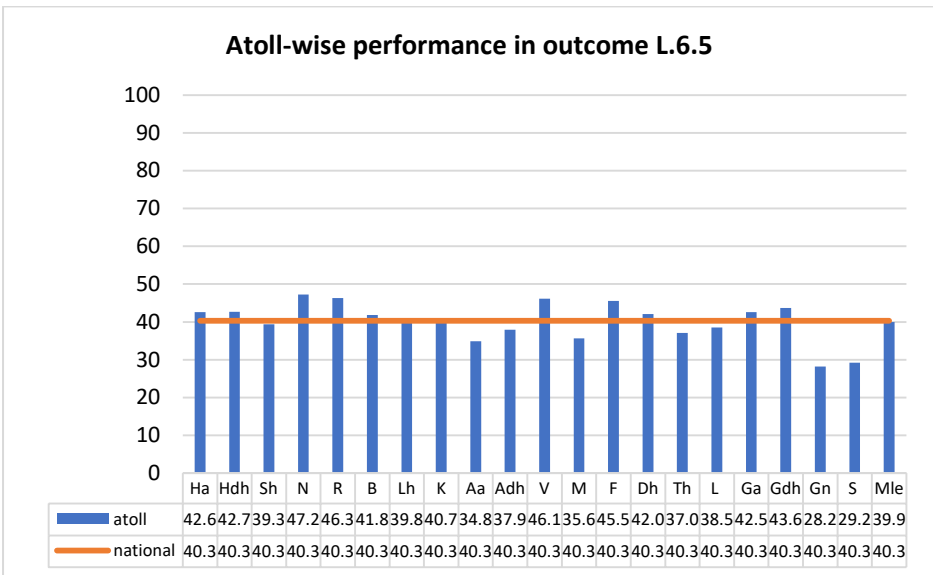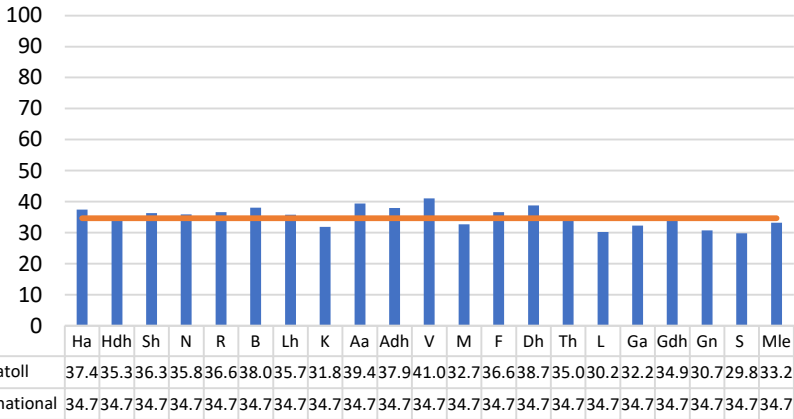
Figure 74. Atoll-wise performance in KB.6.6, Dhivehi_Gr6

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GRADE 6 ENGLISH

Response Distribution

A total of 5,015 students across the nation sat the NALO 2024 Gr 6 English assessment. Figure 75 shows the gender-wise breakdown of the candidates while Figure 76 shows the atoll-wise breakdown of the same.

Gender-wise distirbution of candidates (English_Gr 6)

2595, 51.74%   2420, 48.26%

■ female ■ male
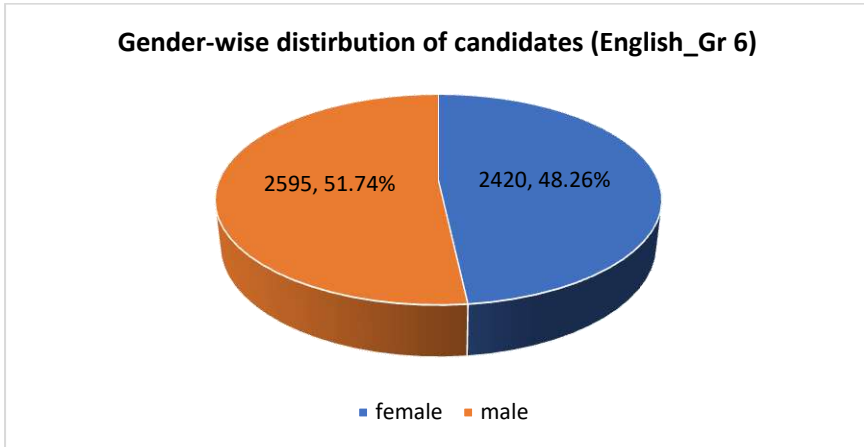
Figure 75. Gender-wise distribution of candidates (English_Gr 6)

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
female	121	185	121	144	157	82	65	115	72	71	24	42	48	58	99	103	78	89	56	129	561
male	130	224	144	122	163	97	59	127	80	87	15	45	53	49	99	114	76	121	64	134	592
total	251	409	265	266	320	179	124	242	152	158	39	87	101	107	198	217	154	210	120	263	1153
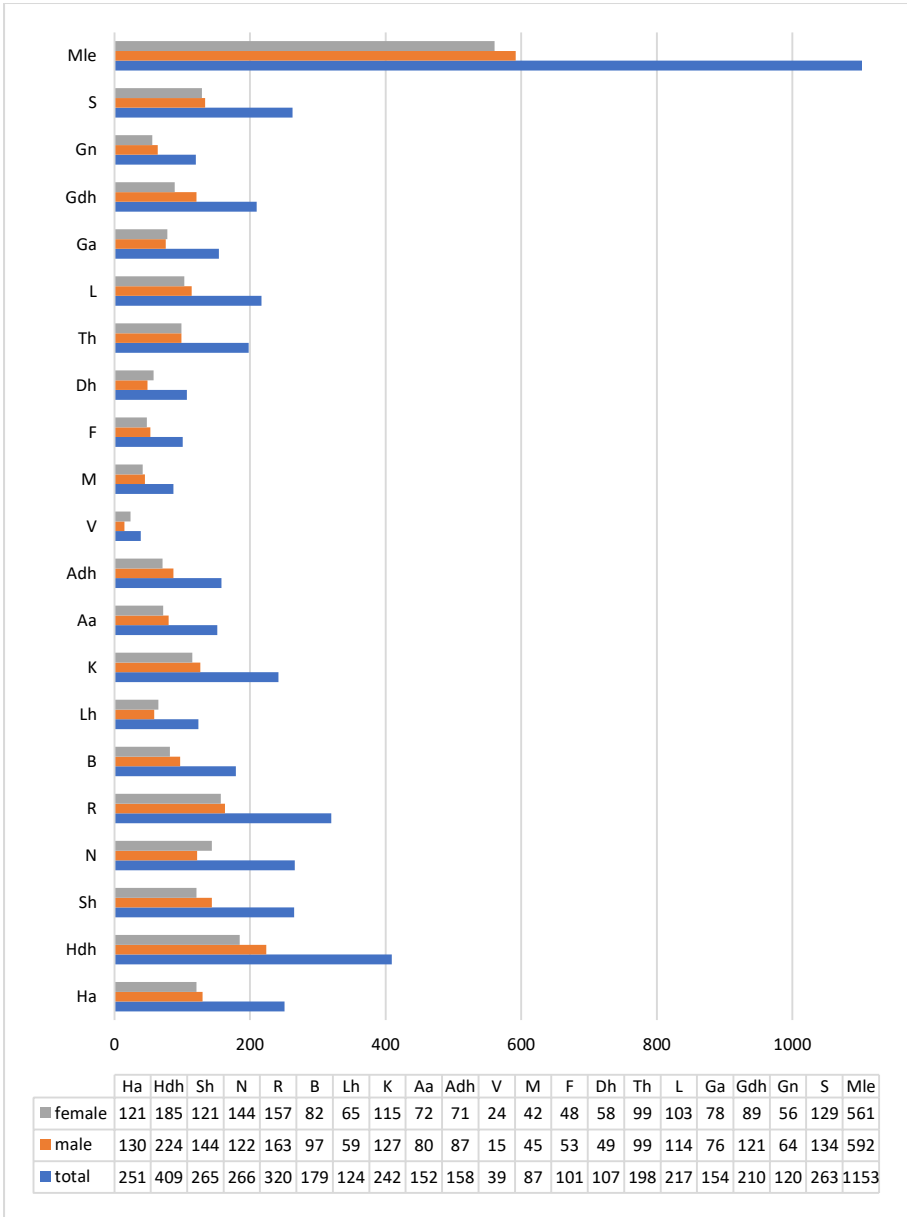
Figure 76. Atoll-wise distribution of candidates (English_Gr 6)

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Further, Table 16 shows the response patterns for the 47 items in Gr 6 English assessment of the NALO 2024. As seen from the Table 16, item WR.LSF.1_30 has a missing percentage of 14.43%. Other than that, the issue of missing case is very less as the item with the next most missing cases (item WR.LSF.1_42) has 1.65% missing responses. Moreover, 57.45 % of the items got more wrong responses than correct responses. Items that got the most correct responses are 2, 3, 10, 12, and 8 in that order. Items that got the most wrong responses are 16, 40, 33, 35, and 32 in that order.

Table 16. Response patterns for English_Gr 6

Item	Correct (N , %)		Wrong (N , %)		Missing (N , %)	
RV.CP.2_1	1526 ,	49.53%	1526 ,	49.53%	29 ,	0.94%
RV.CP.2_2	520 ,	49.71%	520 ,	49.71%	6 ,	0.57%
RV.SS.1_3	578 ,	49.28%	578 ,	49.28%	17 ,	1.45%
RV.CP.2_4	2512 ,	49.23%	2512 ,	49.23%	79 ,	1.55%
RV.SS.2_5	2966 ,	49.77%	2966 ,	49.77%	27 ,	0.45%
RV.SS.1_6	3068 ,	49.03%	3068 ,	49.03%	122 ,	1.95%
RV.CP.2_7	1802 ,	49.67%	1802 ,	49.67%	24 ,	0.66%
RV.CP.2_8	1176 ,	48.76%	1176 ,	48.76%	60 ,	2.49%
RV.CP.4_9	3432 ,	49.72%	3432 ,	49.72%	38 ,	0.55%
RV.SS.1_10	760 ,	49.16%	760 ,	49.16%	26 ,	1.68%
RV.SS.3_11	1576 ,	49.73%	1576 ,	49.73%	17 ,	0.54%
RV.SS.3_12	1127 ,	49.54%	1127 ,	49.54%	21 ,	0.92%
RV.SS.4_13	1872 ,	49.06%	1872 ,	49.06%	72 ,	1.89%
RV.LSF.1_14	1588 ,	49.39%	1588 ,	49.39%	39 ,	1.21%
RV.LSF.1_15	1284 ,	49.29%	1284 ,	49.29%	37 ,	1.42%
RV.LSF.1_16	4289 ,	49.87%	4289 ,	49.87%	22 ,	0.26%
RV.LSF.1_17	3085 ,	49.67%	3085 ,	49.67%	41 ,	0.66%
RV.LSF.1_18	3480 ,	49.79%	3480 ,	49.79%	29 ,	0.41%
RV.LSF.1_19	2477 ,	49.58%	2477 ,	49.58%	42 ,	0.84%

RV.LSF.1_20	2747	,	49.63%	2747	,	49.63%	41	,	0.74%
RV.LSF.2_21	1454	,	49.29%	1454	,	49.29%	42	,	1.42%
WR.SS.1_22	2730	,	49.42%	2730	,	49.42%	64	,	1.16%
WR.SS.1_23	2915	,	49.82%	2915	,	49.82%	21	,	0.36%
WR.SS.2_24	2299	,	49.61%	2299	,	49.61%	36	,	0.78%
WR.SS.2_25	3773	,	49.57%	3773	,	49.57%	66	,	0.87%
WR.SS.3_26	2768	,	49.66%	2768	,	49.66%	38	,	0.68%
WR.SS.3_27	1532	,	49.44%	1532	,	49.44%	35	,	1.13%
WR.SS.3_28	3250	,	49.40%	3250	,	49.40%	79	,	1.20%
WR.LSF.1_29	3775	,	49.66%	3775	,	49.66%	52	,	0.68%
WR.LSF.1_30	1400	,	42.79%	1400	,	42.79%	472	,	14.43%
WR.LSF.1_31	3657	,	49.54%	3657	,	49.54%	68	,	0.92%
WR.LSF.1_32	3867	,	49.70%	3867	,	49.70%	46	,	0.59%
WR.LSF.1_33	4003	,	49.71%	4003	,	49.71%	46	,	0.57%
WR.LSF.1_34	2289	,	49.62%	2289	,	49.62%	35	,	0.76%
WR.LSF.1_35	3933	,	49.67%	3933	,	49.67%	52	,	0.66%
WR.LSF.1_36	3795	,	49.55%	3795	,	49.55%	69	,	0.90%
WR.LSF.1_37	3415	,	49.39%	3415	,	49.39%	84	,	1.21%
WR.LSF.1_38	3468	,	49.56%	3468	,	49.56%	62	,	0.89%
WR.LSF.1_39	2083	,	49.62%	2083	,	49.62%	32	,	0.76%
WR.LSF.1_40	4088	,	49.68%	4088	,	49.68%	53	,	0.64%
WR.LSF.1_41	2837	,	49.51%	2837	,	49.51%	56	,	0.98%
WR.LSF.1_42	3721	,	49.17%	3721	,	49.17%	125	,	1.65%
WR.LSF.1_43	2520	,	49.66%	2520	,	49.66%	35	,	0.69%
WR.LSF.1_44	1305	,	48.60%	1305	,	48.60%	75	,	2.79%
WR.LSF.1_45	2907	,	49.25%	2907	,	49.25%	89	,	1.51%
WR.LSF.1_46	2982	,	49.49%	2982	,	49.49%	61	,	1.01%
WR.LSF.1_47	1894	,	49.37%	1894	,	49.37%	48	,	1.25%

Note: The first part of each item code refers to the outcome in the respective syllabus and the second part corresponds to the question number in the respective NALO test paper.

Patterns in student performance

Figure 77 shows the national performance of students in Gr 6 English in the NALO 2024. As inferred from Figure 77, the average performance of students in Gr 6 English in the NALO 2024 is 47.71 as indicated by the mean score. This indicates that, on an average, approximately 48% of the expected learning outcomes have been achieved in English Language at the end of key stage 2. Further, the threshold to qualify for the top 25% of students is 57.45, indicating that the top achievers achieved a minimum of about 57% of learning outcomes.
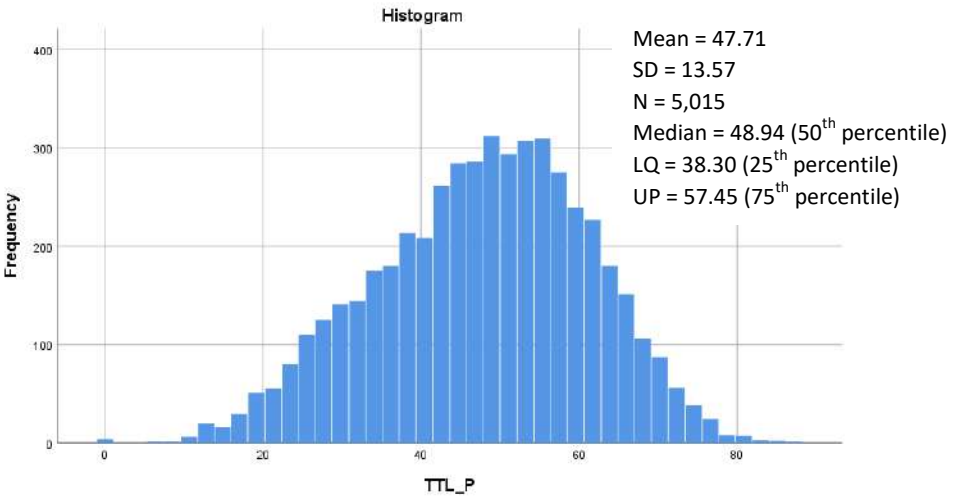
Figure 77. National performance in English_Gr 6

Figure 78 shows the atoll-wise average performance of students in Gr 6 English in the NALO 2024. The national average (47.71) is shown by the line graph while the averages for the atolls and Male' are indicated by the bars. As seen in Figure 78, majority of the atolls perform lower than the nation average. It is observed that Male' (M = 53.3) and S (M = 52.9) performed

significantly better the most other atolls. In addition to these two regions, only Gn, V, Lh, and Dh atolls performed above the national average, while the rest scored lower. The lowest scoring atolls are Sh, L, R, Adh, and F atoll in that order.

Students performance in English_Gr 6

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atolls	45.2	45.2	42.4	47.1	44.0	47.1	48.8	44.5	46.5	44.1	49.1	45.1	44.2	47.8	45.0	42.6	47.1	47.1	49.7	52.9	53.3
national	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7
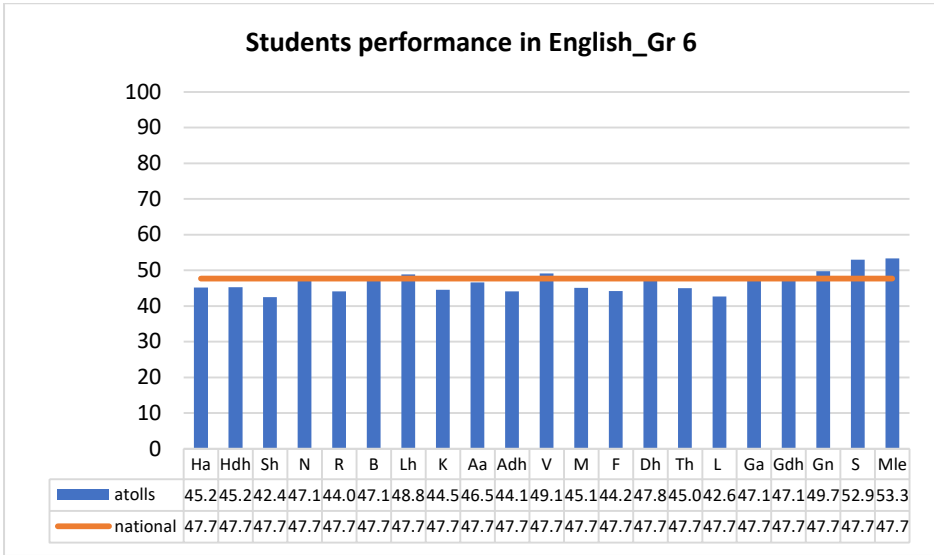
Figure 78. Atoll-wise performance in English_Gr 6

Figure 79 shows the atoll-wise performance of students in Gr 6 English segregated based on gender. As seen in Figure 79, girls outperformed boys in all atolls based on percentage mean scores whereby the national average for girls and boys are 50.1 and 45.4 respectively. Atolls that show the greatest difference are F, Adh, Sh, Th and Gdh in that order.

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Gender segregated performance in English Gr 6

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle	All
male	43.9	43.8	38.9	44.7	41.3	44.8	47.0	42.2	45.2	40.1	45.6	42.4	39.5	47.6	41.4	39.9	44.8	44.6	47.2	50.7	51.7	45.4
female	46.5	46.9	46.6	49.1	46.9	49.8	50.4	46.9	48.0	48.9	51.2	47.9	49.3	48.0	48.6	45.7	49.2	50.6	52.6	55.2	55.0	50.1
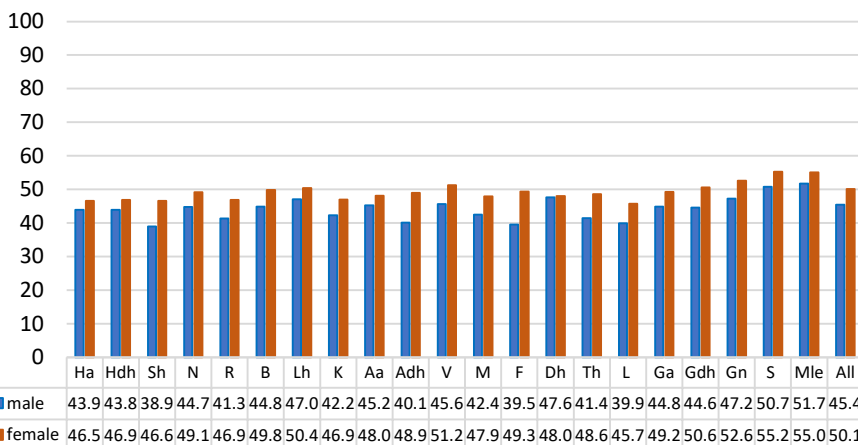
Figure 79. Gender-based, atoll-wise performance in English_Gr 6

Outcome-wise performance

The 47 items in the English_Gr 6 Gr 6 English NALO 2024 tested a total of 12 learning outcomes. For brevity, only the outcome reference codes are reported in text. The descriptions of the outcomes are given in appendix A. Figure 80 shows how much of each of these outcomes are achieved at the national level based on mean scores obtained by test takers. According to Figure 80, students performed the best in outcome RV.SS.3 (M = 72.67) while they demonstrated the poorest performance in RV.CP.4 (M = 30.81).

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Student Performance in Tested Outcomes - English Gr 6

	RV.CP.2	RV.SS.1	RV.SS.2	RV.CP.4	RV.SS.3	RV.SS.4	RV.LSF.1	RV.LSF.2	WR.SS.1	WR.SS.2	WR.SS.3	WR.LSF.1
%	69.16	69.62	40.32	30.81	72.67	61.24	45.30	70.17	42.87	38.44	48.81	37.56
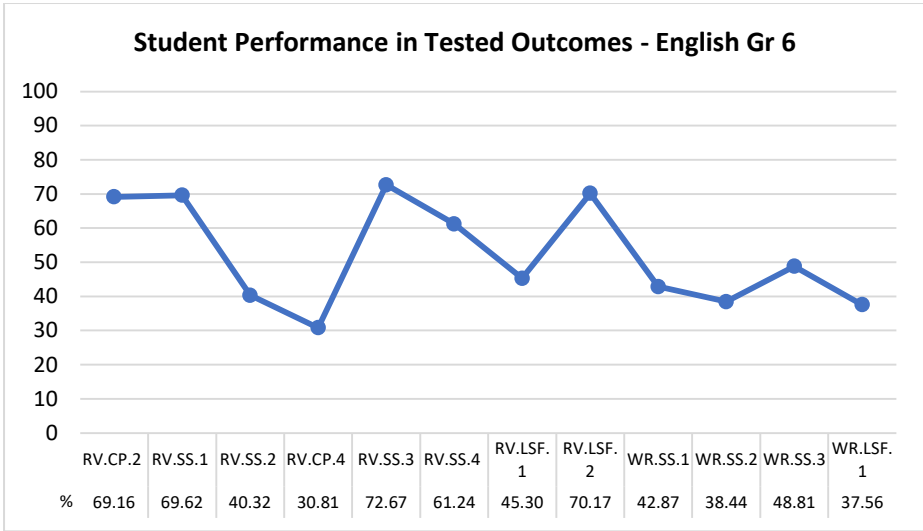
Figure 80. Outcome-wise performance in English_Gr6

Next, results of each of the 12 outcomes that are tested in NALO 2024 Gr 6 English are disaggregated at the level of atolls. These are presented subsequently. For ease of comparison, the national average for the specific outcome is displayed by the line graph.

Figure 81 shows the performance in RV.CP.2 disaggregated by atolls. As depicted in Figure 81, 7 of the atolls scored equal to or higher than the national average while the remaining 14 scored lower. The highest scoring region is Male' (M = 76.9) while the lowest scoring atoll is M atoll (M = 60.6). The other atolls which scored among the lowest average are Sh, K, L, R, and Ha atoll in that order.

Figure 81. Atoll-wise performance in outcome RV.CP.2, English_Gr6

Figure 82 shows the performance in RV.SS.1 disaggregated by atolls. As depicted in Figure 82, 10 of the atolls scored equal to or higher than the national average while the remaining 11 scored lower. The highest scoring atoll is S atoll (M = 76.0) while the lowest scoring atoll is L atoll (M = 62.3). The other atolls which scored among the lowest average are Sh, Hdh, Th, F, and R atoll in that order.

Atoll-wise performance in outcome RV.SS.1

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	66.0	64.4	63.0	68.6	65.2	68.9	73.1	66.5	70.8	66.8	73.5	67.8	64.6	72.5	64.6	62.3	72.9	70.4	73.3	76.0	75.7
national	69.6	69.6	69.6	69.6	69.6	69.6	69.6	69.6	69.6	69.6	69.6	69.6	69.6	69.6	69.6	69.6	69.6	69.6	69.6	69.6	69.6

Figure 82. Atoll-wise performance in outcome RV.SS.1, English_Gr6

Figure 83 shows the performance in RV.SS.2 disaggregated by atoll. As depicted in Figure 83, 9 of the atolls scored equal to or higher than the national average while the remaining 12 scored lower. The highest scoring atoll is V atoll (M = 48.7) while the lowest scoring atoll is Sh atoll (M = 31.7). The other atolls which scored among the lowest average are Ha, Lh, K, B, and Gdh atoll in that order.

Atoll-wise performance in outcome RV.SS.2

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	32.2	38.8	31.7	39.8	40.3	37.4	35.4	35.9	41.4	45.5	48.7	39.0	39.6	39.2	37.8	41.9	41.5	37.6	47.5	42.2	44.9
national	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3	40.3

Figure 83. Atoll-wise performance in RV.SS.2, English_Gr6

Figure 84 shows the performance in RV.CP.4 disaggregated by atoll. As depicted in Figure 84, 5 of the atolls scored equal to or higher than the national average while the remaining 16 scored lower. The highest scoring region is Male' (M = 36.3) while the lowest scoring atoll is M atoll (M = 24.1). The other atolls which scored among the lowest average are L, Gn, F, Hdh, and Ga atoll in that order.
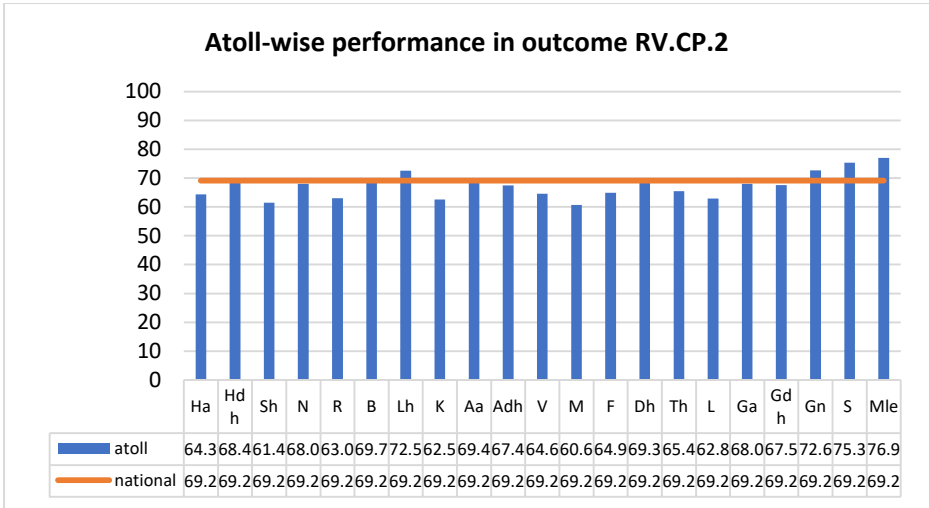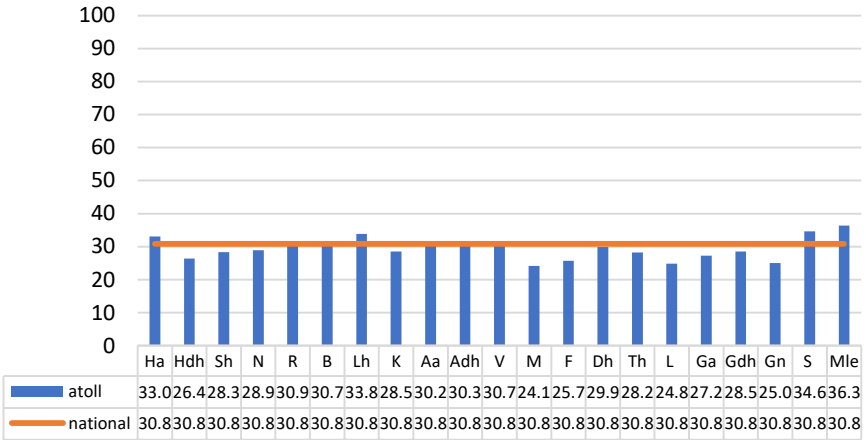
Figure 84. Atoll-wise performance in RV.CP.4, English_Gr6.

Figure 85 shows the performance in RV.SS.3 disaggregated by atoll.
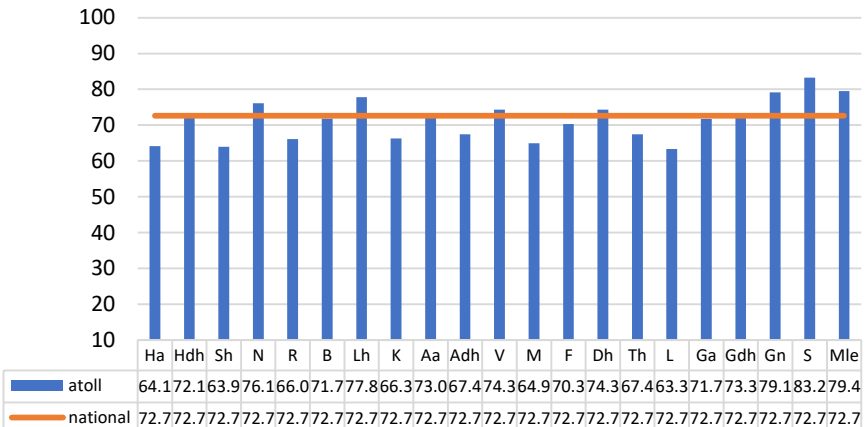
Figure 85. Atoll-wise performance in RV.SS.3, Dhivehi_Gr6

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As depicted in Figure 85, 9 of the atolls scored equal to or higher than the national average while the remaining 12 scored lower. The highest scoring atoll is S atoll (M = 83.2) while the lowest scoring atoll is L atoll (M = 63.3). The other atolls which scored among the lowest average are Sh, Ha, M, R, and K atoll in that order.
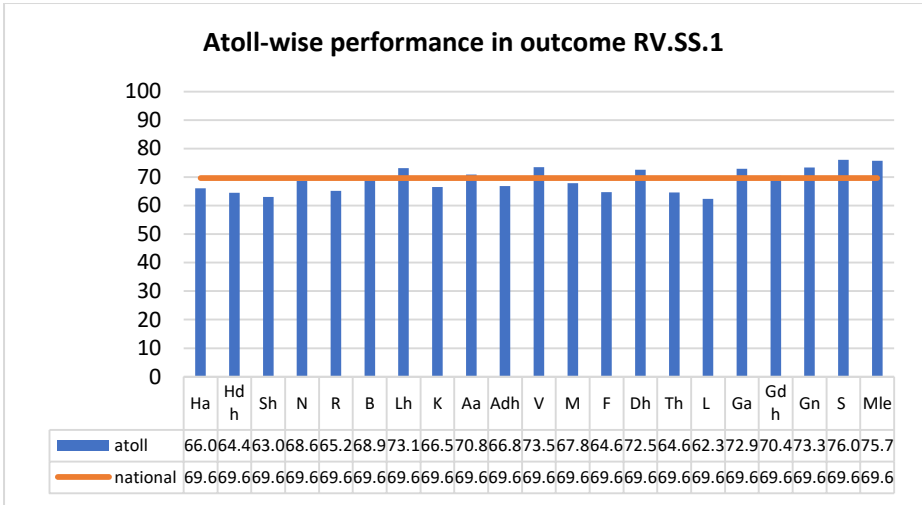
Figure 86 shows the performance in RV.SS.4 disaggregated by atoll. As depicted in Figure 86, 10 of the atolls scored equal to or higher than the national average while the remaining 11 scored lower. The highest scoring atoll is S atoll (M = 72.2) while the lowest scoring atoll is Adh atoll (M = 49.3). The other atolls which scored among the lowest average are R, Sh, K, L, and Hdh atoll in that order.

Atoll-wise performance in outcome RV.SS.4

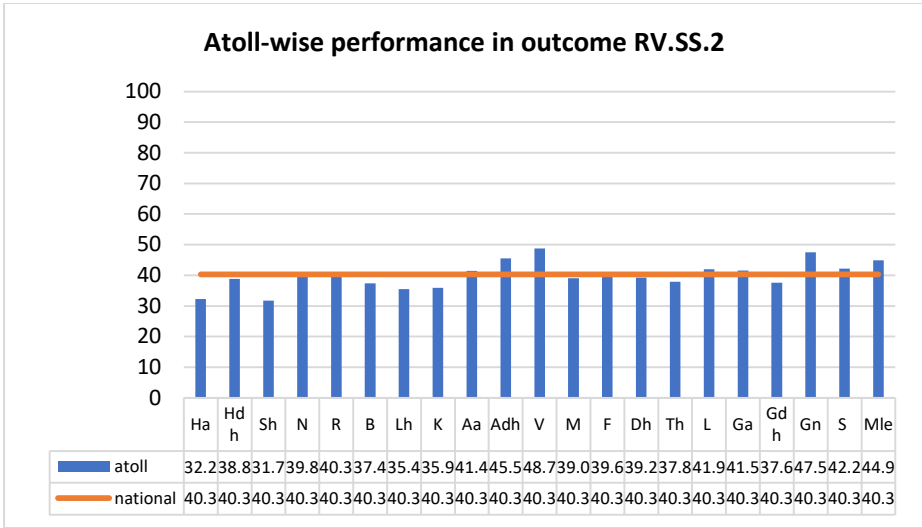|	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	58.9	55.2	50.1	55.2	49.6	61.4	66.9	54.1	57.8	49.3	71.7	63.2	61.3	65.4	58.5	54.8	56.4	63.3	66.6	72.2	71.8
national	61.2	61.2	61.2	61.2	61.2	61.2	61.2	61.2	61.2	61.2	61.2	61.2	61.2	61.2	61.2	61.2	61.2	61.2	61.2	61.2	61.2

Figure 86. Atoll-wise performance in RV.SS.4, English_Gr6

Figure 87 shows the performance in RV.LSF.1 disaggregated by atoll. As depicted in Figure 87, 5 of the atolls scored equal to or higher than the national average while the remaining 16 scored lower. The highest scoring region is Male' (M = 53.6) while the lowest scoring atoll is Sh atoll (M = 39.3).

The other atolls which scored among the lowest average are L, Aa, Hdh, Adh, and Th atoll in that order.

Atoll-wise performance in outcome RV.LSF.1

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	43.2	40.3	39.3	42.9	41.7	43.1	47.9	40.9	39.8	40.4	42.1	42.5	41.1	47.2	40.8	39.7	44.2	44.2	45.9	52.7	53.6
national	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3	45.3

Figure 87. Atoll-wise performance in RV.LSF.1, English_Gr6

Figure 88 shows the performance in RV.LSF.2 disaggregated by atoll. As depicted in Figure 88, 13 of the atolls scored equal to or higher than the national average while the remaining 8 scored lower. The highest scoring atoll is Dh atoll (M = 85.0) while the lowest scoring atoll is Lh atoll (M = 52.4). The other regions which scored among the lowest average are Gn, Male', Adh, Gdh, and R atoll in that order.

Atoll-wise performance in outcome RV.LSF.2

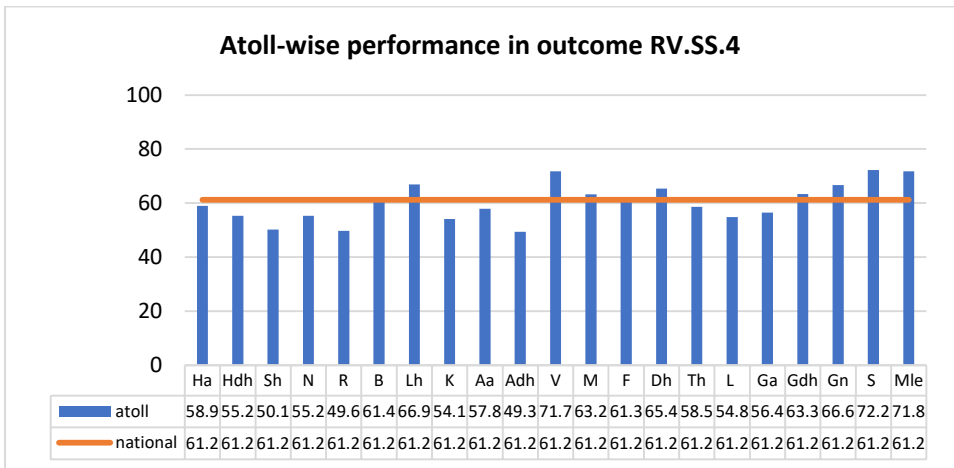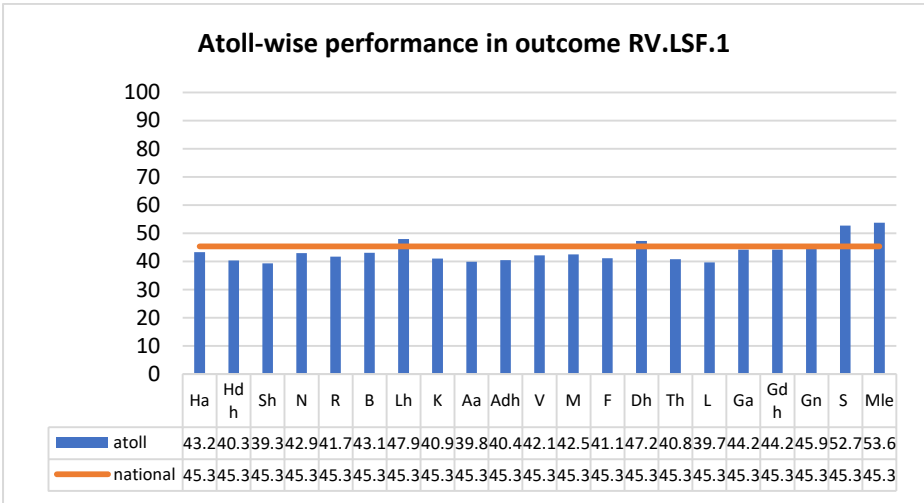|	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	77.2	68.4	75.4	77.0	66.2	77.0	52.4	73.9	80.2	65.8	76.9	78.1	71.2	85.0	79.8	72.8	72.0	66.1	64.1	66.9	64.1
national	70.2	70.2	70.2	70.2	70.2	70.2	70.2	70.2	70.2	70.2	70.2	70.2	70.2	70.2	70.2	70.2	70.2	70.2	70.2	70.2	70.2

Figure 88. Atoll-wise performance in RV.LSF.2, English_Gr6

Figure 89 shows the performance in WR.SS.1 disaggregated by atoll. As depicted in Figure 89, 5 of the atolls scored equal to or higher than the national average while the remaining 16 scored lower. The highest scoring region is Male' (M = 52.8) while the lowest scoring atoll is Sh atoll (M = 32.4). The other atolls which scored among the lowest average are F, N, R, V, and K atoll in that order.

Atoll-wise performance in outcome WR.SS.1

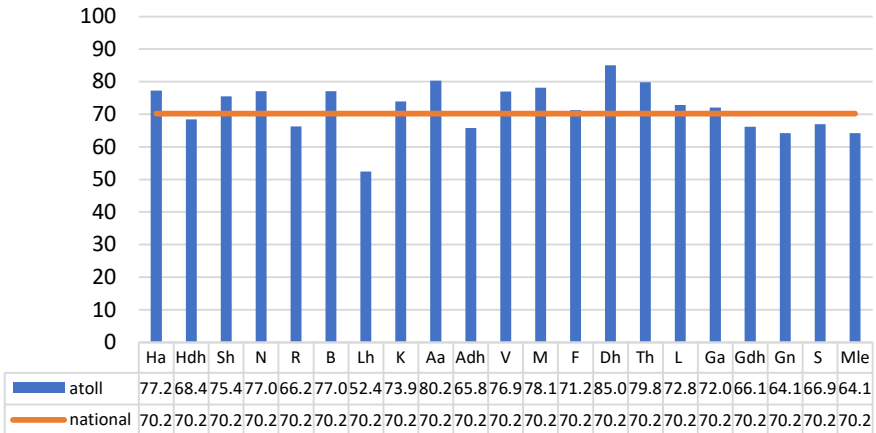|	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	40.4	37.9	32.4	36.8	37.0	41.9	44.7	37.6	44.4	39.8	37.1	38.5	32.6	39.2	40.9	41.9	40.9	41.1	49.1	47.9	52.8
national	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9	42.9

Figure 89. Atoll-wise performance in WR.SS.1, English_Gr6

Figure 90 shows the performance in WR.SS.2 disaggregated by atoll. As depicted in Figure 90, 6 of the atolls scored equal to or higher than the national average while the remaining 15 scored lower. The highest scoring region is Male' (M = 43.3) while the lowest scoring atoll is F atoll (M = 33.1). The other atolls which scored among the lowest average are Adh, R, L, Dh, and Sh atoll in that order.

Atoll-wise performance in outcome WR.SS.2

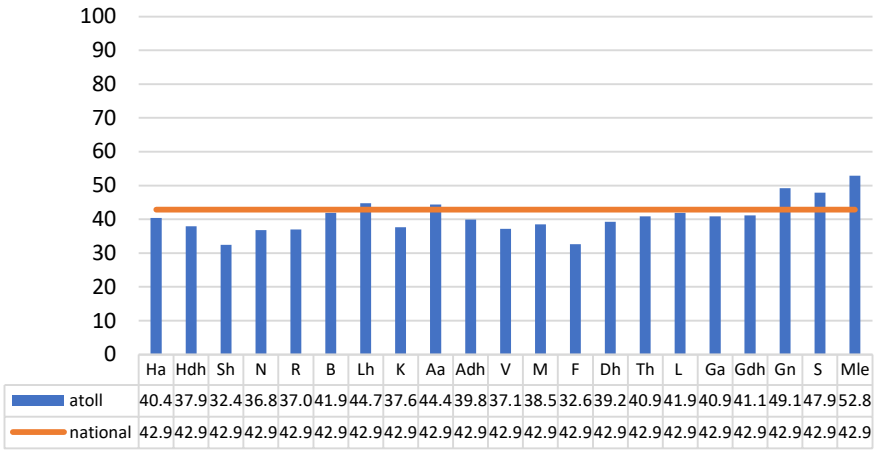|	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	35.8	36.9	35.6	36.4	34.3	38.5	36.2	40.2	38.1	33.8	42.3	39.0	33.1	34.5	36.6	34.5	36.6	37.8	37.9	42.9	43.3
national	38.4	38.4	38.4	38.4	38.4	38.4	38.4	38.4	38.4	38.4	38.4	38.4	38.4	38.4	38.4	38.4	38.4	38.4	38.4	38.4	38.4

Figure 90. Atoll-wise performance in WR.SS.2, English_Gr6

Figure 91 shows the performance in WR.SS.3 disaggregated by atoll. As depicted in Figure 91, 8 of the atolls scored equal to or higher than the national average while the remaining 13 scored lower. The highest scoring region is Male' (M = 56.2) while the lowest scoring atoll is L atoll (M = 40.8). The other regions which scored among the lowest average are Th, Sh, F, R, and Ha atoll in that order.

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Atoll-wise performance in outcome WR.SS.3

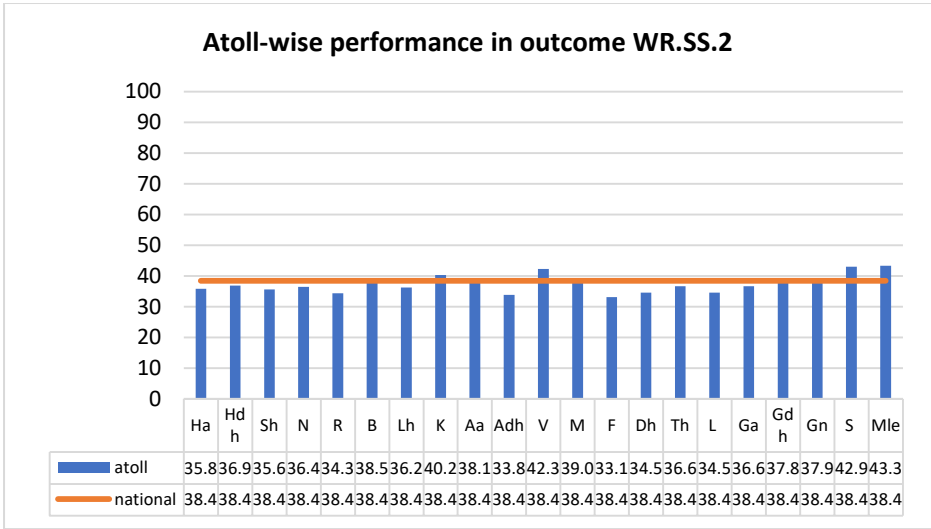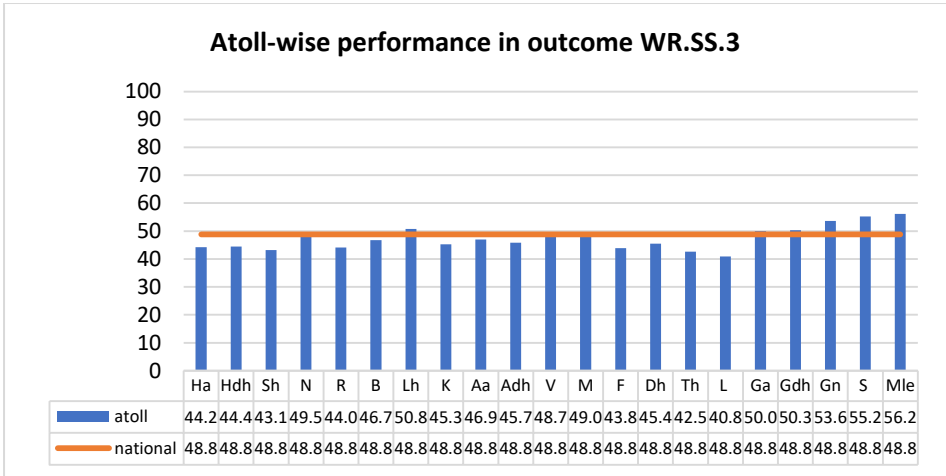|	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	44.2	44.4	43.1	49.5	44.0	46.7	50.8	45.3	46.9	45.7	48.7	49.0	43.8	45.4	42.5	40.8	50.0	50.3	53.6	55.2	56.2
national	48.8	48.8	48.8	48.8	48.8	48.8	48.8	48.8	48.8	48.8	48.8	48.8	48.8	48.8	48.8	48.8	48.8	48.8	48.8	48.8	48.8

Figure 91. Atoll-wise performance in WR.SS.3, English_Gr6

Figure 92 shows the performance in WR.LSF.1 disaggregated by atoll. As depicted in Figure 92, 6 of the atolls scored equal to or higher than the national average while the remaining 15 scored lower. The highest scoring atoll is V atoll (M = 41.4) while the lowest scoring atoll is L atoll (M = 33.1). The other regions which scored among the lowest average are Adh, Sh, F, R, and K atoll in that order.
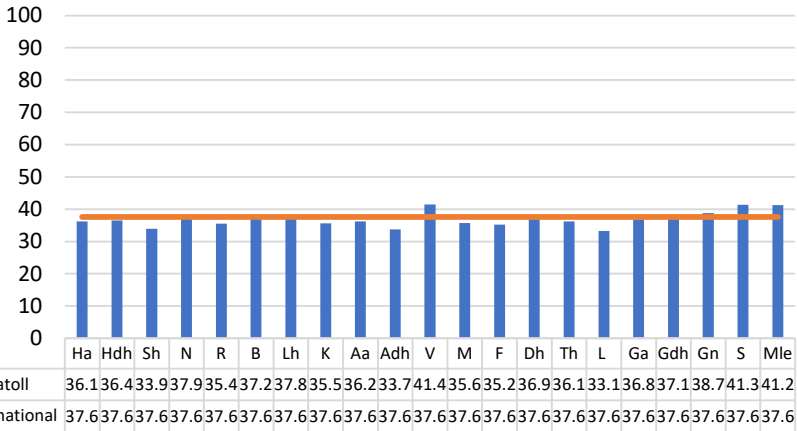
Figure 92. Atoll-wise performance in WR.LSF.1, English_Gr6

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GRADE 6 MATHS

Response Distribution

A total of 4,895 students across the nation sat the NALO 2024 Gr 6 Mathematics assessment. Figure 93 shows the gender-wise breakdown of the candidates while Figure 94 shows the atoll-wise breakdown of the same.
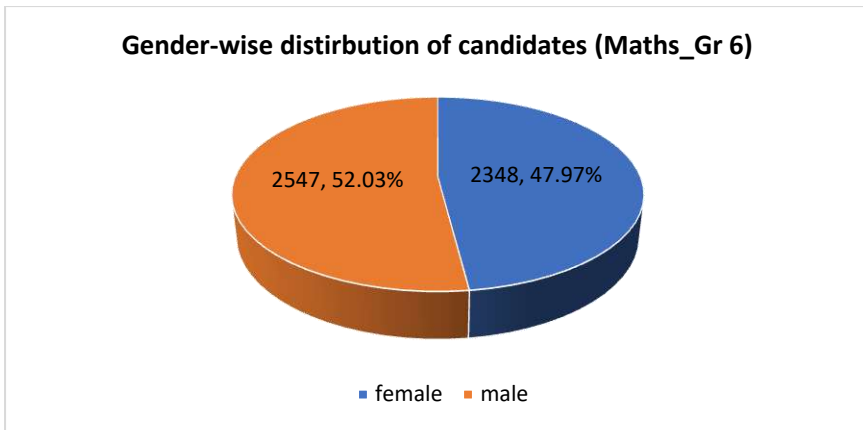
Gender-wise distirbution of candidates (Maths_Gr 6)

Figure 93. Gender-wise distribution of candidates (Maths_Gr 6)

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
female	116	187	121	145	154	83	62	119	72	68	24	41	47	58	97	89	79	87	52	128	519
male	134	223	141	122	164	99	60	128	80	85	15	45	52	49	104	89	76	122	62	134	563
total	250	410	262	267	318	182	122	247	152	153	39	86	99	107	201	178	155	209	114	262	1082
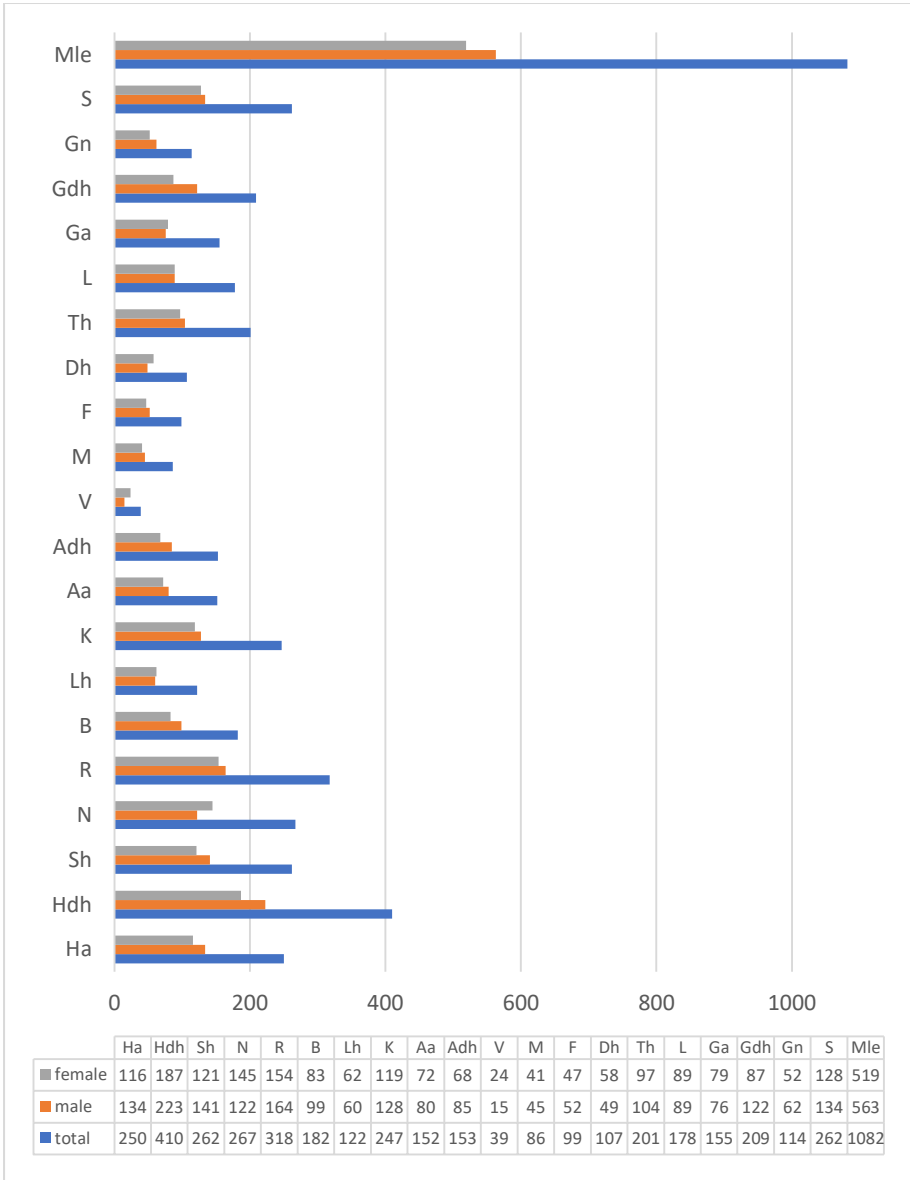
Figure 94. Atoll-wise distribution of candidates (Maths_Gr 6)

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Further, Table 17 shows the response patterns for the 50 items in Gr 6 Mathematics assessment of the NALO 2024. As seen from the Table 17, items N5.3_19 and N2.1_4 have missing percentages of 11.58% and 9.38% respectively. Other than that, the issue of missing cases is very less as the item with the next most missing cases (item N3.1_10) has 5.54% missing responses. Moreover, 64 % of the items got more wrong responses than correct responses. Items that got the most correct responses are 39, 13, 4, 25 and 32 in that order. Items that got the most wrong responses are 34, 30, 10, 11, and 35 in that order.

Table 17. Response patterns for Maths_Gr 6

Item	Correct (N , %)		Wrong (N , %)		Missing (N , %)	
N1.1 _1	3324 ,	67.91%	1561 ,	31.89%	10 ,	0.20%
N1.2 _2	2675 ,	54.65%	2200 ,	44.94%	20 ,	0.41%
N2.1 _3	1284 ,	26.23%	3413 ,	69.72%	198 ,	4.04%
N2.1 _4	3371 ,	68.87%	1065 ,	21.76%	459 ,	9.38%
N2.1 _5	2659 ,	54.32%	2188 ,	44.70%	48 ,	0.98%
N3.1 _6	2617 ,	53.46%	2095 ,	42.80%	183 ,	3.74%
N3.1 _7	2285 ,	46.68%	2534 ,	51.77%	76 ,	1.55%
N3.1 _8	3180 ,	64.96%	1669 ,	34.10%	46 ,	0.94%
N3.1 _9	3327 ,	67.97%	1523 ,	31.11%	45 ,	0.92%
N3.1 _10	1538 ,	31.42%	3086 ,	63.04%	271 ,	5.54%
N3.1 _11	1182 ,	24.15%	3665 ,	74.87%	48 ,	0.98%
N3.1 _12	2156 ,	44.04%	2695 ,	55.06%	44 ,	0.90%
N3.2 _13	3647 ,	74.50%	1229 ,	25.11%	19 ,	0.39%
N3.2 _14	3157 ,	64.49%	1682 ,	34.36%	56 ,	1.14%
N4.1 _15	1981 ,	40.47%	2861 ,	58.45%	53 ,	1.08%
N4.1 _16	1847 ,	37.73%	2985 ,	60.98%	63 ,	1.29%
N4.1 _17	2638 ,	53.89%	2197 ,	44.88%	60 ,	1.23%
N5.2_18	1986 ,	40.57%	2835 ,	57.92%	74 ,	1.51%

N5.3_19	1125	,	22.98%	3203	,	65.43%	567	,	11.58%
N5.3_20	1092	,	22.31%	3604	,	73.63%	199	,	4.07%
N5.4_21	2033	,	41.53%	2794	,	57.08%	68	,	1.39%
N5.5_22	1427	,	29.15%	3391	,	69.27%	77	,	1.57%
N6.1_23	1523	,	31.11%	3323	,	67.89%	49	,	1.00%
N6.1_24	1374	,	28.07%	3458	,	70.64%	63	,	1.29%
M1.1_25	3329	,	68.01%	1344	,	27.46%	222	,	4.54%
M1.1_26	1644	,	33.59%	3005	,	61.39%	246	,	5.03%
M2.1_27	2604	,	53.20%	2245	,	45.86%	46	,	0.94%
M3.1_28	1977	,	40.39%	2862	,	58.47%	56	,	1.14%
M3.1_29	1808	,	36.94%	3052	,	62.35%	35	,	0.72%
M4.2_30	853	,	17.43%	3992	,	81.55%	50	,	1.02%
M4.2_31	1836	,	37.51%	3008	,	61.45%	51	,	1.04%
M5.1_32	3364	,	68.72%	1478	,	30.19%	53	,	1.08%
M5.1_33	2410	,	49.23%	2424	,	49.52%	61	,	1.25%
SS2.1_34	539	,	11.01%	4291	,	87.66%	65	,	1.33%
SS2.1_35	1194	,	24.39%	3548	,	72.48%	153	,	3.13%
SS2.1_36	1531	,	31.28%	3274	,	66.88%	90	,	1.84%
SS2.1_37	1881	,	38.43%	2932	,	59.90%	82	,	1.68%
SS4.1_38	1834	,	37.47%	2949	,	60.25%	112	,	2.29%
H1.1_39	3951	,	80.72%	745	,	15.22%	199	,	4.07%
H1.1_40	1627	,	33.24%	3211	,	65.60%	57	,	1.16%
H1.1_41	1360	,	27.78%	3388	,	69.21%	147	,	3.00%
CH1.2_42	2396	,	48.95%	2437	,	49.79%	62	,	1.27%
PA1.1_43	2899	,	59.22%	1855	,	37.90%	141	,	2.88%
PA1.2_44	1454	,	29.70%	3346	,	68.36%	95	,	1.94%
PA1.2_45	1930	,	39.43%	2872	,	58.67%	93	,	1.90%
PA2.1_46	2610	,	53.32%	2141	,	43.74%	144	,	2.94%
PA2.1_47	1708	,	34.89%	3008	,	61.45%	179	,	3.66%
PA2.1_48	2517	,	51.42%	2290	,	46.78%	88	,	1.80%
PA3.1_49	2106	,	43.02%	2647	,	54.08%	142	,	2.90%
PA3.1_50	3182	,	65.01%	1602	,	32.73%	111	,	2.27%

Note: The first part of each item code refers to the outcome in the respective syllabus and the second part corresponds to the question number in the respective NALO test paper.

Patterns in student performance

Figure 95 shows the national performance of students in Maths_Gr6 in the NALO 2024. As inferred from Figure 95, the average performance of students in Maths_Gr6 in the NALO 2024 is 44.12 as indicated by the mean score. This indicates that, on an average, approximately 44% of the expected learning outcomes have been achieved in Mathematics at the end of key stage 2. Furthermore, the threshold to qualify for the top 25% of students is 54, indicating that the top achievers achieved a minimum of about 54% of learning outcomes.

Mean = 44.12
SD = 15.86
N = 4,895
Median = 42 (50th percentile)
LQ = 32 (25th percentile)
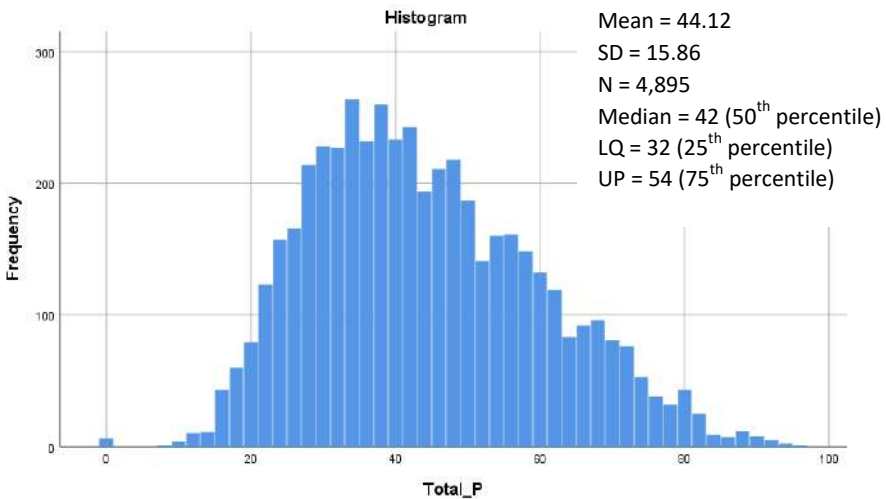UP = 54 (75th percentile)

Figure 95. National performance in Maths_Gr 6

Figure 96 shows the atoll-wise average performance of students in Gr 6 Mathematics in the NALO 2024. The national average (44.12) is shown by the line graph while the averages for the atolls and Male' are indicated by the bars. As seen in Figure 96, many of the atolls perform pretty close to the

nation average. It is observed that N, B, Lh, Gdh, Gn and S atoll and Male'
city performed better than the national average while the rest scores lower.
Male' scored the highest while K atoll scored the lowest. Other atolls that
scored significantly lower than the national average include Adh, L, R, Th,
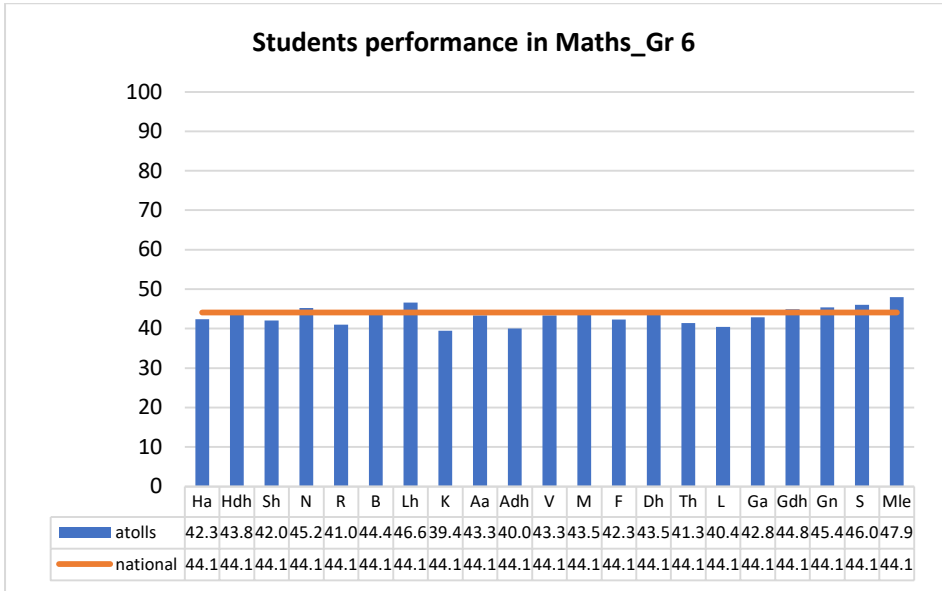and Sh in that order.

Students performance in Maths_Gr 6

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atolls	42.3	43.8	42.0	45.2	41.0	44.4	46.6	39.4	43.3	40.0	43.3	43.5	42.3	43.5	41.3	40.4	42.8	44.8	45.4	46.0	47.9
national	44.1	44.1	44.1	44.1	44.1	44.1	44.1	44.1	44.1	44.1	44.1	44.1	44.1	44.1	44.1	44.1	44.1	44.1	44.1	44.1	44.1

Figure 96. Atoll-wise performance in Maths_Gr 6.

Figure 97 shows the atoll-wise performance of students in Gr 6 Mathematics
segregated based on gender. As seen in Figure 97, boys outperformed girls in
most of the atolls based on percentage mean scores whereby the mean
scores for boys and girls are 44.6 and 43.5 respectively. Atolls that show the
greatest difference are Aa, Dh, Ha, Gn and Adh in that order. Among these,
in the first four cases, boys performed better than girls while in the last girls
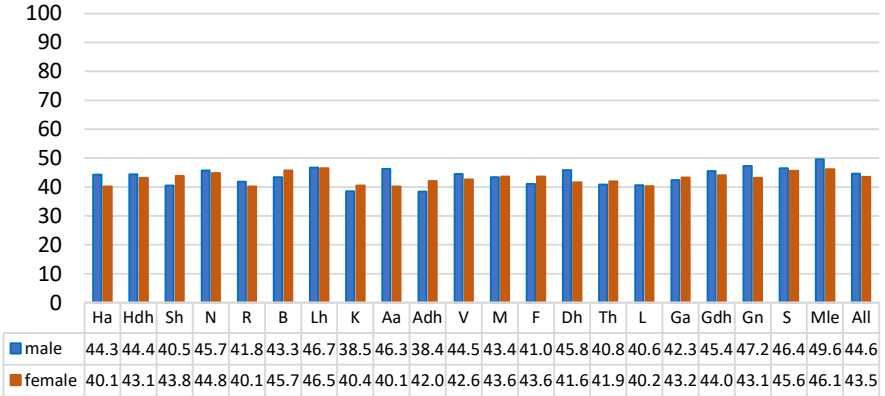did better than boys.

Figure 97. Gender-based, atoll-wise performance in Maths_Gr6

Outcome-wise performance

The 50 items in the Gr 6 Mathematics NALO 2024 tested many difference learning outcomes. Nonetheless, for the purpose of concise presentation they are grouped into 12. For brevity, only the outcome reference codes are reported in text. The descriptions of the outcomes are given in appendix A. Figure 98 shows how much of each of these outcomes are achieved at the national level based on mean scores obtained by test takers. According to Figure 98, students performed the best in outcome M5 (M = 58.98) while they demonstrated the poorest performance in SS2 (M = 26.28).
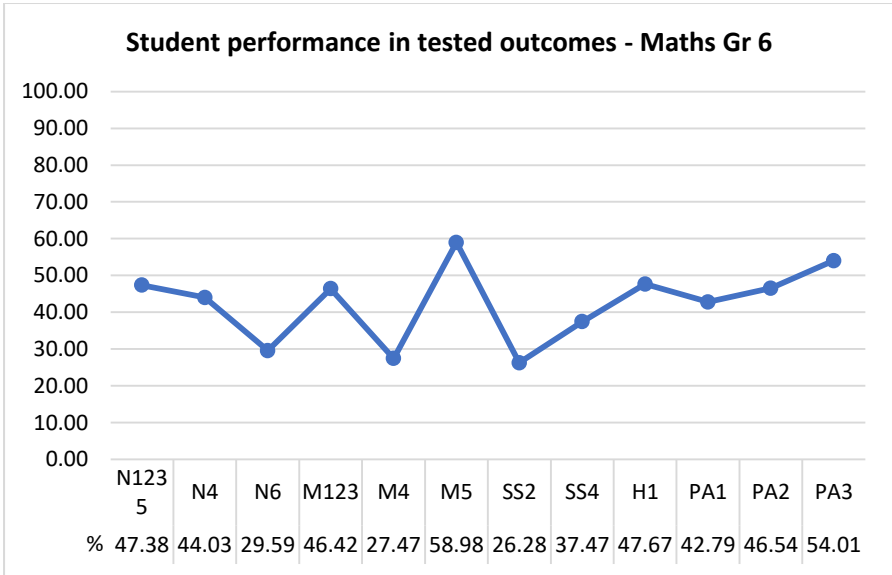
Student performance in tested outcomes - Maths Gr 6

	N1235	N4	N6	M123	M4	M5	SS2	SS4	H1	PA1	PA2	PA3
%	47.38	44.03	29.59	46.42	27.47	58.98	26.28	37.47	47.67	42.79	46.54	54.01

Figure 98. Outcome-wise performance in Maths_Gr 6

Next, results of each of the 12 outcomes that are tested in NALO 2024 Gr 6 Mathematics are disaggregated at the level of atolls. These are presented subsequently. For ease of comparison, the national average for the specific outcome is displayed by the line graph.

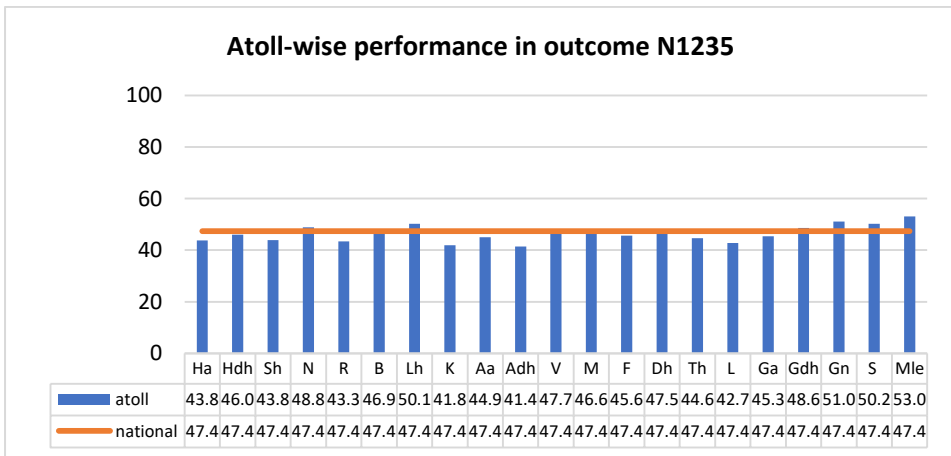Figure 99 shows the performance in N1235 disaggregated by atolls.

Atoll-wise performance in outcome N1235

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	43.8	46.0	43.8	48.8	43.3	46.9	50.1	41.8	44.9	41.4	47.7	46.6	45.6	47.5	44.6	42.7	45.3	48.6	51.0	50.2	53.0
national	47.4	47.4	47.4	47.4	47.4	47.4	47.4	47.4	47.4	47.4	47.4	47.4	47.4	47.4	47.4	47.4	47.4	47.4	47.4	47.4	47.4

Figure 99. Atoll-wise performance in outcome N1235, Maths_Gr 6

As depicted in Figure 99, 8 of the atolls scored equal to or higher than the national average while the remaining 13 scored lower. The highest scoring region is Male' (M = 53.0) while the lowest scoring atoll is Adh atoll (M = 41.4). The other atolls which scored among the lowest average are K, L, R, Ha, and Sh atoll in that order.

Figure 100 shows the performance in N4 disaggregated by atolls. As depicted in Figure 100, 11 of the atolls scored equal to or higher than the national average while the remaining 10 scored lower. The highest scoring atoll is M atoll (M = 50.3) while the lowest scoring atoll is F atoll (M = 37.7). The other atolls which scored among the lowest average are Ga, Th, K, R, and Gdh atoll in that order.
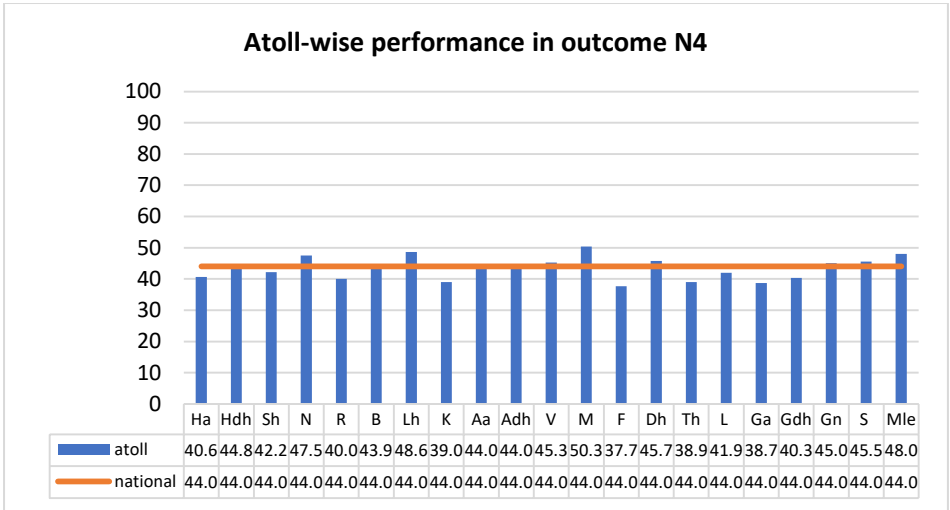
Figure 100. Atoll-wise performance in outcome N4, Maths_Gr 6

Figure 101 shows the performance in N6 disaggregated by atoll. As depicted in Figure 101, 9 of the atolls scored equal to or higher than the national average while the remaining 12 scored lower. The highest scoring atoll is Lh atoll (M = 36.8) while the lowest scoring atoll is L atoll (M = 22.1). The other atolls which scored among the lowest average are M, Gn, Ha, Ga, and Dh atoll in that order.
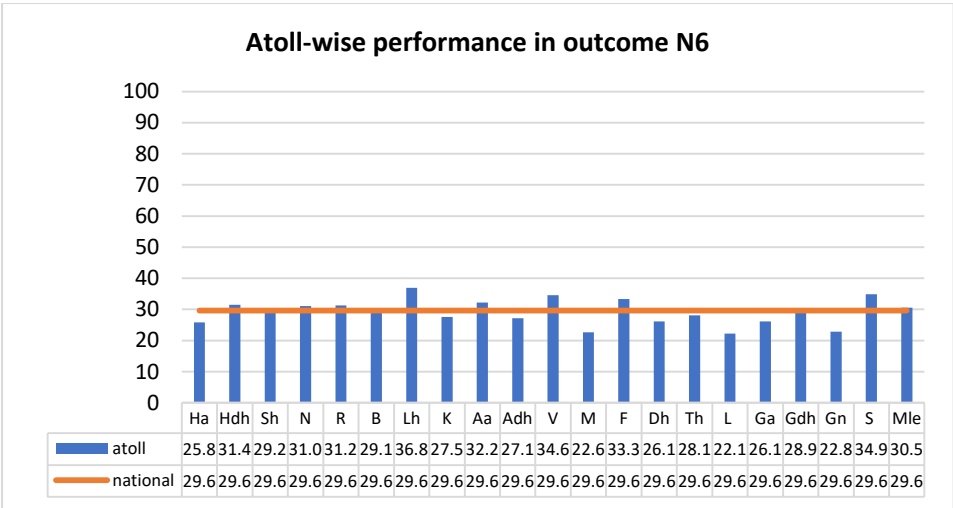
Figure 101. Atoll-wise performance in N6, Maths_Gr 6

Figure 102 shows the performance in M123 disaggregated by atoll. As depicted in Figure 102, 14 of the atolls scored equal to or higher than the national average while the remaining 7 scored lower. The highest scoring atoll is Lh atoll (M = 51.1) while the lowest scoring atoll is V atoll (M = 35.3). The other atolls which scored among the lowest average are K, R, F, Th, and Adh atoll in that order.
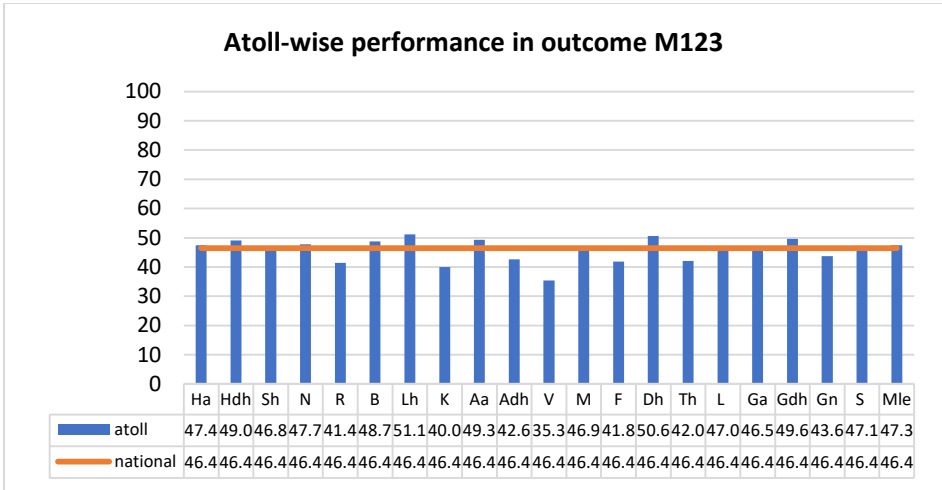
Figure 102. Atoll-wise performance in M123, Maths_Gr 6

Figure 103 shows the performance in M4 disaggregated by atoll. As depicted in Figure 103, 10 of the atolls scored equal to or higher than the national average while the remaining 11 scored lower. The highest scoring atoll is Ga atoll (M = 36.7) while the lowest scoring atoll is K atoll (M = 22.6). The other atolls which scored among the lowest average are SH, L, Th, R, and M atoll in that order.

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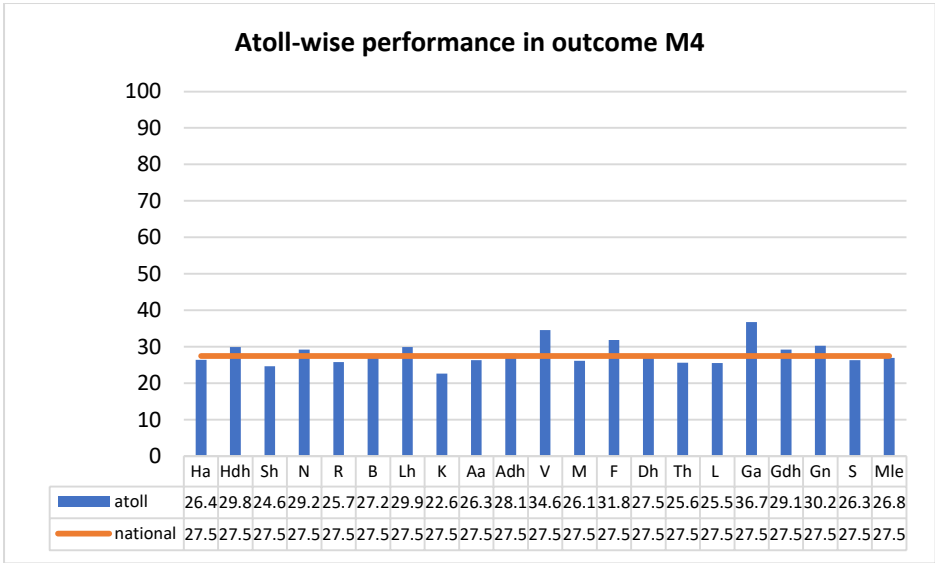Dhivehi, English & Mathematics | 2024

Figure 103. Atoll-wise performance in M4, Maths_Gr 6

Figure 104 shows the performance in M5 disaggregated by atoll. As depicted in Figure 104, 5 of the atolls scored equal to or higher than the national average while the remaining 16 scored lower. The highest scoring region is Male' (M = 65.0) while the lowest scoring atoll is M atoll (M = 52.9). The other atolls which scored among the lowest average are Sh, L, Lh, Adh, and K atoll in that order.
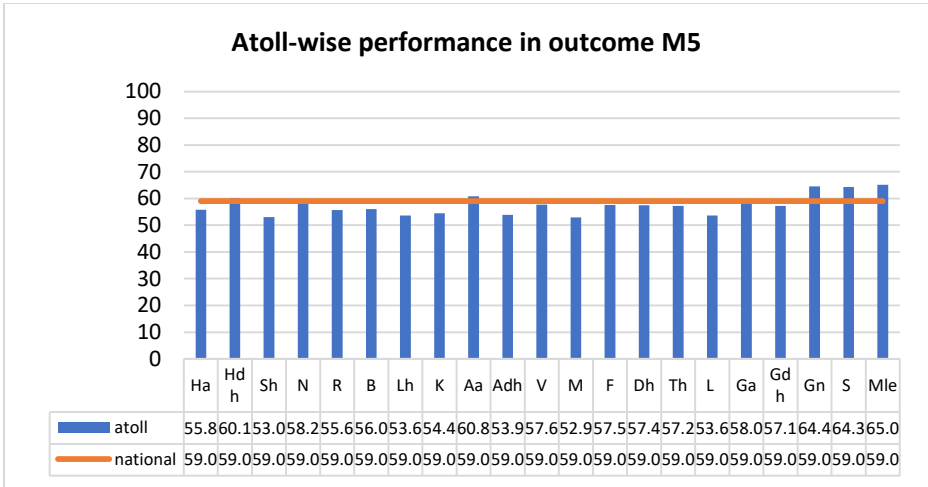
Atoll-wise performance in outcome M5

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	55.8	60.1	53.0	58.2	55.6	56.0	53.6	54.4	60.8	53.9	57.6	52.9	57.5	57.4	57.2	53.6	58.0	57.1	64.4	64.3	65.0
national	59.0	59.0	59.0	59.0	59.0	59.0	59.0	59.0	59.0	59.0	59.0	59.0	59.0	59.0	59.0	59.0	59.0	59.0	59.0	59.0	59.0

Figure 104. Atoll-wise performance in M5, Maths_Gr 6

Figure 105 shows the performance in SS2 disaggregated by atoll. As depicted in Figure 105, 9 of the atolls scored equal to or higher than the national average while the remaining 12 scored lower. The highest scoring atoll is M atoll (M = 30.5) while the lowest scoring atoll is Ga atoll (M = 22.7). The other atolls which scored among the lowest average are Lh, Gdh, S, N, and L atoll in that order.
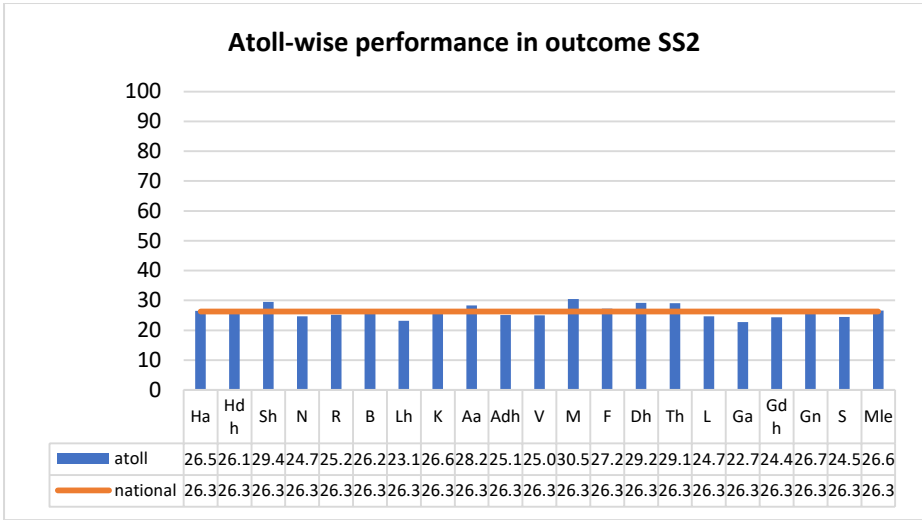
Figure 105. Atoll-wise performance in SS2, Maths_Gr 6

Figure 106 shows the performance in SS4 disaggregated by atoll. As depicted in Figure 106, 7 of the atolls scored equal to or higher than the national average while the remaining 14 scored lower. The highest scoring atoll is V atoll (M = 46.1) while the lowest scoring atoll is M atoll (M = 31.4). The other atolls which scored among the lowest average are F, Ga, K, R, and Gn atoll in that order.
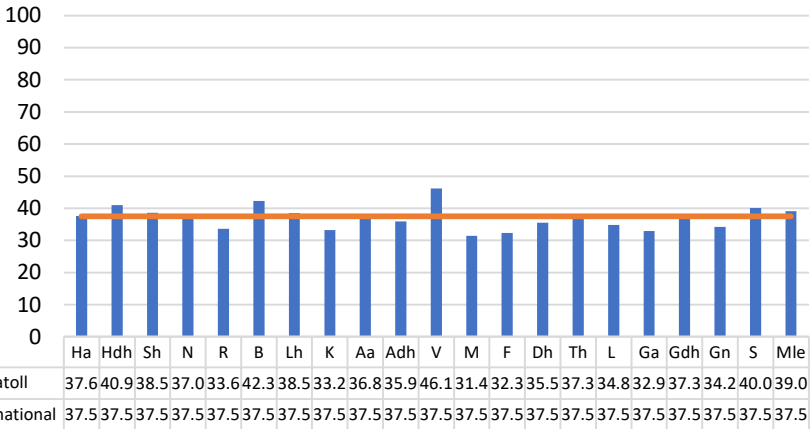
Figure 106. Atoll-wise performance in SS4, Maths_Gr 6

Figure 107 shows the performance in H1 disaggregated by atoll. As depicted in Figure 107, 7 of the atolls scored equal to or higher than the national average while the remaining 14 scored lower. The highest scoring region is Male' (M = 51.2) while the lowest scoring atoll is Adh atoll (M = 42.3). The other atolls which scored among the lowest average are K, Th, F, Dh, and L atoll in that order.
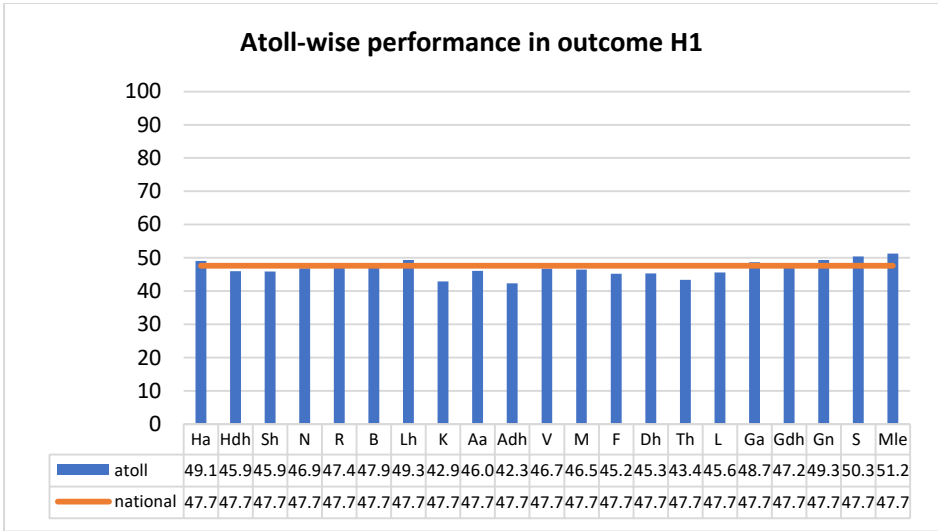
Atoll-wise performance in outcome H1

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	49.1	45.9	45.9	46.9	47.4	47.9	49.3	42.9	46.0	42.3	46.7	46.5	45.2	45.3	43.4	45.6	48.7	47.2	49.3	50.3	51.2
national	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7	47.7

Figure 107. Atoll-wise performance in H1, Maths_Gr 6

Figure 108 shows the performance in PA1 disaggregated by atoll. As depicted in Figure 108, 6 of the atolls scored equal to or higher than the national average while the remaining 15 scored lower. The highest scoring region is Male' (M = 48.1) while the lowest scoring atoll is V atoll (M = 35.0). The other atolls which scored among the lowest average are Dh, L, R, M, and Th atoll in that order.

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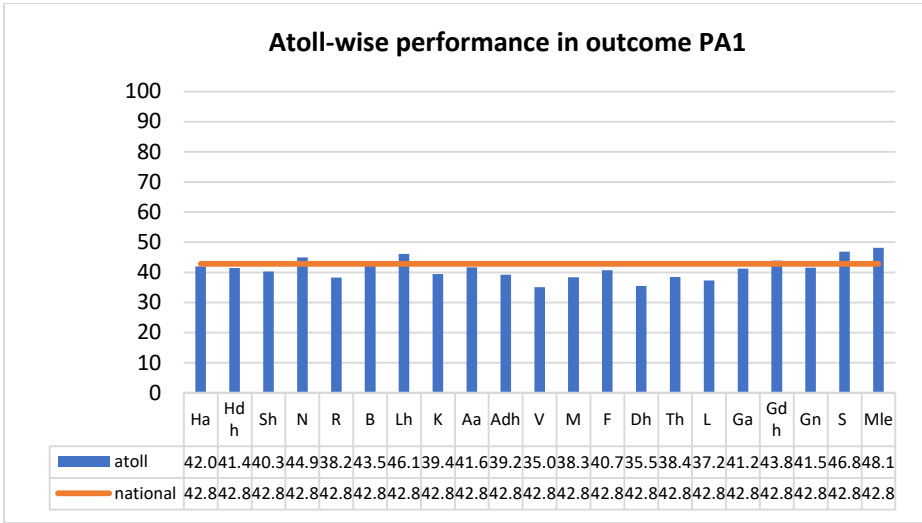Dhivehi, English & Mathematics | 2024

Figure 108. Atoll-wise performance in PA1, Maths_Gr 6

Figure 109 shows the performance in PA2 disaggregated by atoll. As depicted in Figure 109, 10 of the atolls scored equal to or higher than the national average while the remaining 11 scored lower. The highest scoring atoll is Lh atoll (M = 52.1) while the lowest scoring atoll is L atoll (M = 39.5). The other atolls which scored among the lowest average are K, Th, Adh, Dh, and M atoll in that order.

National Assessment of Learning Outcomes (NALO)
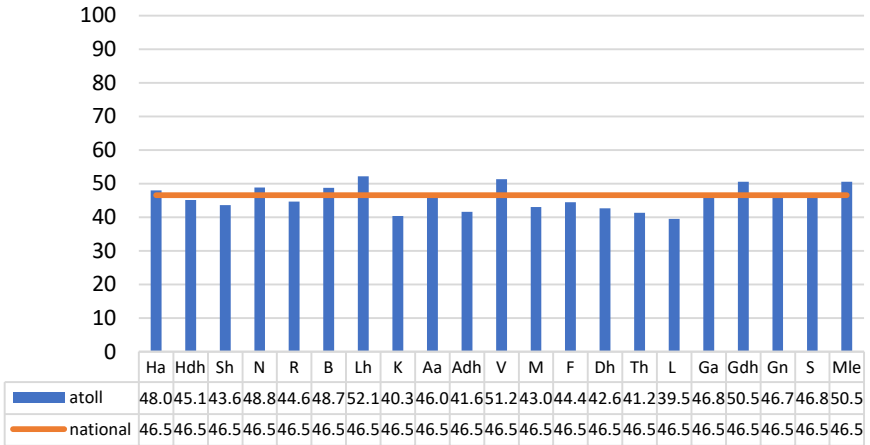Dhivehi, English & Mathematics | 2024

Figure 109. Atoll-wise performance in PA2, Maths_Gr 6

Figure 110 shows the performance in PA3 disaggregated by atoll. As depicted in Figure 110, 6 of the atolls scored equal to or higher than the national average while the remaining 15 scored lower. The highest scoring region is Male' (M = 59.0) while the lowest scoring atoll is Dh atoll (M = 45.7). The other atolls which scored among the lowest average are Aa, K, L, Ha, and R atoll in that order.
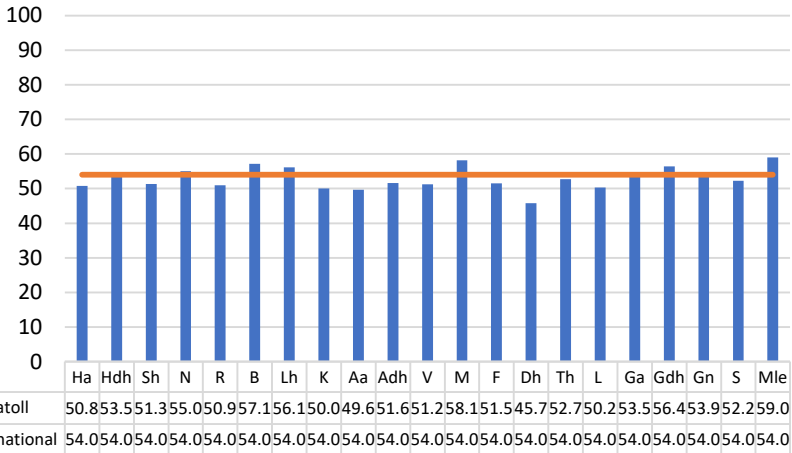
Atoll-wise performance in outcome PA3

	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	50.8	53.5	51.3	55.0	50.9	57.1	56.1	50.0	49.6	51.6	51.2	58.1	51.5	45.7	52.7	50.2	53.5	56.4	53.9	52.2	59.0
national	54.0	54.0	54.0	54.0	54.0	54.0	54.0	54.0	54.0	54.0	54.0	54.0	54.0	54.0	54.0	54.0	54.0	54.0	54.0	54.0	54.0

Figure 110.Atoll-wise performance in PA3, Maths_Gr 6

National Assessment of Learning Outcomes (NALO)
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CHAPTER 7

CONCLUSIONS AND RECOMENDATIONS

CONCLUSIONS

NALO 2024 is the fifth episode of national assessment since 2015. In this edition, students in grades 4 and 7 were tested (at the level of grade 3 and 6) in Dhivehi, English language, and Mathematics.

The results show that, on average, pupils passed all of the topics where a minimum pass percentage of 40 is required. The linear trend line's indication of Dhivehi and Mathematics achievement's negative slope highlights how urgently these areas have to be attended to. Furthermore, the outcomes demonstrate that the general gender gap in which girls score better than boys persist. Additionally, although it varied throughout subjects, there was a clear performance gap between urban and rural areas.

According to the results of the international assessment items, students' performance in Mathematics and English at the grade 3 level is significantly below the global benchmarks across all cognitive levels.

A number of recommendations are made in light of the findings of NALO 2024 and are detailed in the next section.

RECOMMENDATIONS

Based on the findings of NALO 2024, the following recommendations are made:

1. Attention to Dhivehi

Over the years student achievement in NALO Dhivehi has been low with a striking downward slope in grade 3. While there has been concerns with regard to the lack of Dhivehi material with which students can get engaged at a younger age, there could be several other factors contributing to the low performance in Dhivehi. Further investigations have to be carried out and swift action is needed to address this issue.

2. Attention to Mathematics

The comparably low performance in Mathematics, especially when associated with the downward slope in achievement patterns over the NALO episodes, is of particular concern. It is recommended that further investigations be carried out around teaching and learning of Mathematics to find out possible causes of low achievement in the subject across the nation.

3. Difference between atolls

It was observed that students in rural areas often outperformed those in urban areas when it came to Dhivehi language, whereas the results for English language were nearly the opposite. Therefore, it is advised to conduct additional research to find any features that might distinguish rural from urban schools and be linked to the variation in student performance. Then, interventions can be planned and implemented appropriately.

4. Narrowing the gender gap

According to the NALO findings, girls continue to perform better than boys, maintaining the gap between the sexes in academic achievement. While this phenomenon is not unusual given the global pattern of educational achievement for boys and girls (Delaney & Devereux, 2021), it is advised that in-depth research be done to determine the potential causes of these inconsistent results so that strategies for addressing the problem can be developed in the future. The body of knowledge on the subject must serve as a guide for these researches.

5. Focus on cognitive levels in teaching

According to the results of the international assessments, Maldivian pupils did worse overall and across all cognitive domains. This may indicate that rather than rote learning focused on the teacher, teaching and learning activities should be developed on Piaget's phases of cognitive growth. As Hattie (n.d.) points out, one of the most important things for student achievement is to adhere to Piagetian programs.

6. Focus on specific learning outcome in teaching

The findings show notable variations in the way students performed on the subject-specific outcomes given in NALO 2024. To remedy these gaps, it is advised that national policies and programs be created or revised where necessary, and schools can create personalised strategies based on their own NALO 2024 school reports to address these challenges.

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APPENDICES

National Assessment of Learning Outcomes (NALO)
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APPENDIX A

Tested Learning Outcomes in Grade 3

Dhivehi

Outcome Reference	Description
L.3.1	މިއާ ބަލައިގަނެވޭނީ ބީނުން
L.3.2	މިއާ ބަލައިގަނެވޭނީ ބީނުން
L.3.4	ހުނަރާއި އަސާސުތައް
L.3.8	ބަހުގެ ޤަވައިދާއި ހަށަ
KB.3.1	މިއާ ބަލައިގަނެވޭނީ ބީނުން
KB.3.2	މިއާ ބަލައިގަނެވޭނީ ބީނުން
KB.3.3	މިއާ ބަލައިގަނެވޭނީ ބީނުން
KB.3.6	ހުނަރާއި އަސާސުތައް
KB.3.7	ހުނަރާއި އަސާސުތައް
KB.3.9	ބަހުގެ ޤަވައިދާއި ހަށަ

English

Outcome Reference	Description
RVC311	Read and view non-fiction texts (information texts, recounts, instructions and procedures) to make meaning using the written words and inferences, and to organize literal information.
RVS314	Read with expressions to demonstrate understanding using sight words and by identifying unfamiliar ones quickly using graphophonic, semantic and syntax cues.
RVS315	Practise the skills and strategies of effective readers before, during and after reading (make/confirm predictions, set a purpose for reading, activate prior knowledge, identify textual features and organize information).
RVL317	Recognize word transformations and language devices of increasing sophistication used in texts to enhance meaning.
RVL318	Derive meaning from texts written using simple, compound and complex sentences for a variety of purposes by understanding word order and function of cohesive devices.
WRC320	Write and create representations of a wide range of information texts for a variety of purposes and audiences using words or sentences, text features and multimodal elements.
WRS321	Hold a pencil correctly to write words, phrases and sentences with increasing speed (using taught phonemes; correct letter form, direction and height; appropriate spacing of letters in and between words) and begins to join letters.
WRS322	Engages in the process skills of writing to create imaginative and informative texts for a specific audience.
WRL323	Spell words correctly and begin to use language devices (imagery, alliterations, similes and onomatopoeia) to enhance meaning.
WRL324	Write simple and compound sentences with ease and begins to write complex sentences to demonstrate awareness of word order and use of correct punctuation.
WRL325	Creates texts of about 6 – 10 sentences on familiar topics, using appropriate text structures (sequence, description, compare-contrast, cause-effect, and problem-solution) and features (headings/subheading, drawings, bullets/numbering, diagrams and time-lines).

Mathematics

Outcome Reference	Description
NAN	Number Concept
NAA	Addition and Subtraction
NAM	Multiplication & Division
NAF	Fractions, Decimals and Percentages
MGL	Length, Mass and Capacity
MGT	Perimeter, Area and Volume
MGS	Shapes
MGP	Positions and directions
MGA	Positions and directions
CDH	Handling data

Tested Learning Outcomes in Grade 6

Dhivehi

Outcome Reference	Description
L.6.10	މާނަ ސާފުކޮށްދިނުމަށް ލިޔުންތެރިކަމުގެ ބައެއް ސިފަތަކާއި ހަމަތަކާއި އުސޫލުތައް ބޭނުންކުރުން ތަފާތު ބޭނުންތަކުގައި ތަފާތު ފޯމެޓްތަކަށް ލިޔާގެ އަމިއްލަ ތަޖުރިބާ އާއި ޚިޔާލާއި ފެންނަ ގޮތުގެ ދައްކަން ބިނާކޮށް ތަފާތު ބޭނުންތަކަށް ތަފާތު ކިޔުންތެރިންނަށް އަމާޒުކޮށް ތަފާތު ވައްތަރުތަކުގެ
L.6.1	ސާފު ސީދާ [illegible] ލިޔުން އުފެއްދުން
KB.6.8	ޢުމުރާގައި [illegible] އެއް [illegible] މާނަ އުފައްދާ [illegible] މަޢުލޫމާތު ބޭނުންކޮށްގެން ކިޔައި ބަލައި މާނަދޭހަކުރުން
L.6.4	ލިޔުމެއްގެ ވައްތަރާއި ބާވަތް ގުޅުވައިގެން ލިޔުމުގައި ހިމަނަންޖެހޭ ބައިތައް ހިމަނައިގެން ލިޔުން.
KB.6.1	[illegible] ލިޔުމާއި [illegible]، [illegible] ތަފާތުތަކާއި، ލިޔުންތެރިކަމުގެ [illegible] އެނގޭކަން ހާމަކުރުން
KB.6.2	މި [illegible] ދަރިވަރުންގެ [illegible] މަޢުލޫމާތު ހިމެނޭ ލިޔުންތަކަށް [illegible]
L.6.5	ލިޔުމުގެ ކުރީގެ ހުނަރާއި އުސޫލުތައް ހޯދި އެ ހުނަރައި އުސޫލުތައް ބޭނުންކުރުން
L.6.9	އަކުރާއި ފިލި ލިޔަންވާ ބައްޓަމާއި ހަމަތަކާއި އުސޫލުތައް ބޭނުންކޮށްގެން އެ ލިޔުމެއްގެ ބައްޓަމަށް ލިޔުން
L.6.6	ލިޔުމުގެ ތެރޭގައި ހުނަރާއި އުސޫލުތައް [illegible] ޚިޔާލުތައް ރީތިކޮށް ގެނައުމަށް އެ ހުނަރާއި އުސޫލުތައް ބޭނުންކުރުން
KB.6.9	ބަހާ ތަކެއްޗާއި [illegible] އޮނިގަނޑާއި އެކި [illegible] ގުޅިގެން މާނަ [illegible] ގޮތް [illegible] އެ މަޢުލޫމާތުގެ އަލީގައި މާނަ ދޭހަކުރުން

English

Outcome
Reference	Description
RV.CP.2	Read fluently and demonstrate comprehension of grade-appropriate information texts (non-fiction).
RV.SS.1	Use a variety of strategies before reading and viewing to enhance comprehension of texts in different media and technologies.
RV.SS.2	Use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning of texts in different media and technologies.
RV.CP.4	View and demonstrate comprehension of visual texts with specialised features (e.g. films, posters, advertisements, photographs, illustrations, diagrams, maps).
RV.SS.3	Selects and uses strategies after reading and viewing to confirm and extend meaning.
RV.SS.4	Demonstrate awareness of how to reflect upon own reading and viewing strategies.
RV.LSF.1	Understand and apply the knowledge of language forms and features of texts to derive meaning.
RV.LSF.2	Use the knowledge of word patterns to decode texts.
WR.SS.1	Use a variety of strategies before writing and representing to generate ideas.
WR.SS.2	Use a variety of strategies during writing and representing to express and refine thoughts.
WR.SS.3	Use a variety of strategies after writing and representing to improve own work.
WR.LSF.1	Use the features and conventions of language to express meaning through writing and representing.

Mathematics

Outcome Reference	Description
N1,2,3,5	Number Concept, Addition and Subtraction, Multiplication & Division, Negative Numbers, Fractions, Decimals and Percentages
N4	Money
N6	Ratio and Proportion
M1,2,3	Length, Mass, Capacity
M4	Perimeter, Area and Volume
M5	Time
SS2	2D Shapes
SS4	Angles
H1	Handling data
PA1	Sequences and properties of numbers
PA2	Algebraic techniques
PA3	Investigations, Puzzles and Problems