MINISTRY OF EDUCATION
HIGHER EDUCATION AND SKILLS DEVELOPMENT

Maldives
National Assessment of Learning Outcomes
2025

English | Mathematics | Science | Islamic Studies | Dhivehi

KEY STAGE 3

Maldives

National Assessment of Learning Outcomes in

English | Mathematics | Science | Islamic Studies | Dhivehi

Key Stage 3

Quality Assurance Department
Ministry of Education, Higher Education and Skill Development
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EXECUTIVE SUMMARY

The National Assessment of Learning Outcomes (NALO) 2025 represents the most comprehensive national assessment undertaken in the Maldives to date, marking a significant expansion in scope, methodology, and analytical depth. Unlike previous cycles, which focused on Key Stage 1 and Key Stage 2 in three core subjects, NALO 2025 assessed students at the end of Key Stage 3 (Grade 9) across five subjects; English, Mathematics, Science, Dhivehi, and Islamic Studies, administered in two rounds. A total of 4,333 to 4,599 students participated in each subject, selected through a structured sampling strategy that ensured broad national representation across atolls and school types.

The assessment was conducted using paper-based multiple-choice instruments, supplemented by a writing task in Dhivehi. Test items were aligned with the national syllabuses and, incorporated selected items from international assessments such as PISA (English) and TIMSS (Mathematics and Science). This integration enables benchmarking of Maldivian student performance against global standards. Data were systematically coded, cleaned, and analysed using descriptive statistics, with results disaggregated by gender, atoll, school size, and cognitive domain.

Findings reveal substantial variation in student performance across subjects and competencies. In English, approximately 60% of items received more correct than incorrect responses, though several items, particularly those requiring higher-order comprehension,

showed high error rates. Mathematics and Science displayed similar patterns, with notable disparities across atolls and between genders. Dhivehi and Islamic Studies demonstrated comparatively stronger national performance, though writing proficiency in Dhivehi varied widely.

The report situates these findings within the broader context of Maldivian education reforms, including curriculum restructuring, expansion of higher secondary pathways, and sustained government investment in education. Despite commendable progress in access and enrolment, the results reaffirm persistent concerns regarding learning quality, echoing earlier analyses that highlight challenges in achieving equitable learning outcomes across a geographically dispersed system.

Overall, NALO 2025 provides critical evidence to inform policy decisions, resource allocation, and targeted interventions aimed at improving learning for all. The report concludes with recommendations to enhance instructional quality, strengthen assessment practices, and support schools in addressing identified learning gaps.

Part I

CHAPTER 1

INTRODUCTION AND BACKGROUND

Overview of the report

According to the NALO report of 2017 (Quality Assurance Department, 2018), in the first national assessment 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 Dhivehi, English, and Mathematics at the end of Key Stage 1 and Key Stage 2. Finally, NALO 2025 was conducted with an entirely different target group and subjects.

While NALO 2025 was targeted for students who completed key stage 3 (grade 9) of the national curriculum, it was administered in two rounds. In the first round, the tests were administered in three subjects English, Mathematics, and Science while in the second round, tests in Dhivehi and Islamic Studies were conducted.

This report presents results of student performance in both rounds. The report is organised into three parts. Part one is composed of two chapters and is an overview of the study that includes the introduction, background, and methodology of NALO 2025. Part two contains the results of student performance in the five subjects of NALO 2025. These results are presented separately for each subject. In addition to the overall student performance in each subject, gender-wise and atoll-wise breakdowns of results are also

presented. Unlike previous NALOs, this year's report contains analysis based on school size and performance. The final chapter under part two contains conclusions and recommendations. Part three is comprised of references and appendices. Apart from the above, NALO 2025 findings for each participating school were also produced as standalone documents containing detailed school-wise results.

Background to Maldivian education system

According to the Statistical Yearbook of Maldives 2023, the population of the country as of 13 September 2022 is 382,751, which is scattered into 187 inhabited islands (to update – NBS Stat Book). Moreover, according to educational statistics of 2023/2024, there are 99,031 students, which is about a quarter of the whole population (Ministry of Education, 2024). Additionally, referring to educational statistics of 2023/2024, while there are 354 schools, including private and community schools, 84.5% of these have a student enrolment of 500 or less. On the other hand, with a total of 11,499 teachers, the student to teacher ratio is as low as 8.6. The peculiar characteristics of Maldives with respect to its geography, composition of population, distribution of educational resources, and economy present significant challenges towards provision of 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 84.2% in 2017 (Ministry of Education, 2024). Furthermore, while the NER of primary and lower secondary are 95.9% and 90.5% respectively in 2018, the NER is 93.2% and 79.1% respectively in 2023/2024 (Ministry of Education, 2024).

While existing evidence demonstrates praiseworthy achievements and matters of concern of the country in providing access to education, the challenges facing 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 has been concerns with regard to low performance at O’ Level examinations. However, due to various efforts of the government and also owing to the change in policy (Educational Supervision and Quality Improvement Division - ESQID, 2010), pass rate in English, Dhivehi and Islamic Studies has remained consistently above 70%, while for Mathematics it is above 60% (Ministry of Education, 2024).

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 ratification of the Convention on the Rights of Children in 1991, enactment of the law on the same subject in 1991, ratification 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-12 is provided in all inhabited islands across the country for all students under the age of 18 years; school textbooks, stationery, and other learning materials are provided by under government subsidy; school end examination fees for both GCE O' level A' level students are paid by the government (Quality Assurance Department, 2018).

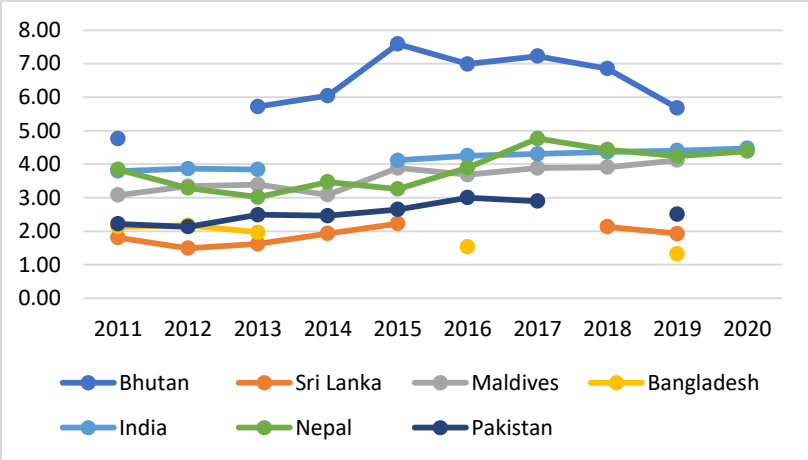


Figure 1. Government expenditure on education in SAARC countries
Source: https://data.worldbank.org/

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 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 several years, the CFS initiative was confined to lower primary grades until, in 2010, a more comprehensive policy document that encompasses 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 were ultimately incorporated into the School Improvement, Quality Assurance & Accountability Framework (SIQAAF) (Ministry of Education, 2017).

Building on these foundations, in 2025 the Ministry diversified its higher secondary enrollment strategy by introducing multiple learning pathways to increase student retention and enrollment at the higher secondary level, along with a significant revision to the eligibility policy to allow students who pass three subjects to enter higher secondary education (Results of secondary examinations 2022, undated). This modern phase of reform has reported a 77% increase in student enrollment from secondary to higher secondary and is expected to "drive the achievement of national development goals", according to the Minister of Education Dr. Ismail Shafeeu (Enrolment in A-level education up 77%, April 7, 2025). By integrating vocational tracks alongside traditional academic paths, the ministry has moved beyond primary-level pedagogy to address the diverse career aspirations of students, establishing 66 A-Level centers and a dedicated Vocational High School to ensure that

education remains inclusive and accessible as students transition toward adulthood (Ministry of Education, November 26, 2025).

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 into key learning areas and then to academic subjects (National Institute of Education - NIE, n.d.). Furthermore, stages of schooling are categorised into key stages from Foundation Stage (FS) to key stage 1(KS1) through KS5. The new NCF not only envisioned changes into its structure and content, but also to pedagogical and assessment strategies whereby a lot of emphasis is placed on assessment for learning (National Institute of Education, 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 (Ministry of Education, 2014).

In addition to the ongoing revisions to the NCF, Assessment Policy and other relevant policies, the Ministry of Education has also announced a prioritisation of the development of quality education content by revising subject syllabuses to meet current national needs. Key actions in this regard include collaborating with technical experts to update textbooks and creating new digital materials to improve student engagement across the Maldives (Ministry of Education, April 7, 2025). With these drastic changes to 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 2019-2023 Educational Sector Plan of Maldives is 'to improve learning for all through equitable access to quality education' (Ministry of Education & Ministry of higher education, 2019). Towards this end, the aim of NALO initially was 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). However, this latest edition of NALO expanded its scope administering NALO at the end of key stage 3 (grade 8) with additional subjects, that is, Islamic Studies and Science. NALO also aims to assess student performance against international benchmarks. Hence, NALO 2025 incorporated some questions from international assessments in English, Mathematics and Science. 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.

CHAPTER 2

METHODOLOGY

Introduction

As has been indicated in chapter 1, the purpose of this study is to determine student performance in English, Mathematics, Science, Islamic Studies and Dhivehi at the end of Key Stage (KS) 3. NALO 2025 engaged quantitative methods in which cognitive tests were administered to students on the selected subjects to evaluate as well as to report student learning outcomes. This chapter provides an overview of the methodological considerations in NALO 2025.

Instrumentation

NALO 2025 contained five distinct instruments; these are paper-based multiple choice question papers; one in each of the five subjects: English, Mathematics, Science, Islamic Studies and Dhivehi for grade 9. Apart from the MCQ items, the Dhivehi test contained a writing exercise which was assessed using a marking rubric. The test items correspond to indicators and consequently to learning outcomes stated in the respective syllabus. Due to limitations inherent in the assessment methodology adopted in NALO 2025, some of the outcomes, and in some cases, the entire domain of learning could not be tested. For instance, speaking, listening, and writing aspects of English language could not be tested. However, writing was tested for Dhivehi language. The tested outcomes and number of items for each are given in Appendix A. In addition to this, English language has some test items taken from Programme for International Student Assessment (PISA 2018) while Mathematics and Science have some items taken

from Trends in International Mathematics and Science Study (TIMSS). These items are collectively referred to as international assessment items in the current study and indicated in Appendix A.

Sampling

NALO 2025 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: 100 % of students in the respective grade were selected
- Between 50-100: 70 % of students in the respective grade were selected
- Equal to or more than 101: 50 % of students in the respective grade 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 in each of the assessments in NALO 2025 are given in Table 1.

Table 1. Number of students who sat in NALO 2025

Subject	Number of students
English	4538
Maths	4599
Science	4548
Islamic Studies	4341
Dhivehi	4333

Administering the tests

The tests were administered in paper-based mode where printed question papers were distributed to the students. Students were required to attend the designated examination hall in the respective schools where they attempted the question papers. Relevant staff of the participating schools were given orientation on the assessment procedures and specific guidelines were shared 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 which was subsequently validated by QAD before handing it to the analyst. These were stored as excel files and handed to the analyst. Data were then cleaned and coded so that the intended analyses could be performed. In this regard, all correct answers in the tests were coded as 1, the wrong answers were coded as 0, and the missing data were left blank. For the writing tasks, marks obtained by students as per the rubric were

entered as they were. Additionally, appropriate coding was applied for other variables such as gender, school, and atoll. Once data cleaning and coding were done, data were then transferred to IBM SPSS version 25.0 which was employed in conducting the analyses as required. Descriptive statistic of frequency, percentage, mean and standard deviation were used while graphical representation of the same were employed where appropriate.

Part II

CHAPTER 3

NALO 2025 FINDINGS

3.1 ENGLISH

3.1.1 Response Distribution

A total of 4538 students across the nation sat for the NALO 2025 English assessment. Figure 2 shows the gender-wise breakdown of the candidates while Figure 3 shows the atoll-wise breakdown of the same.

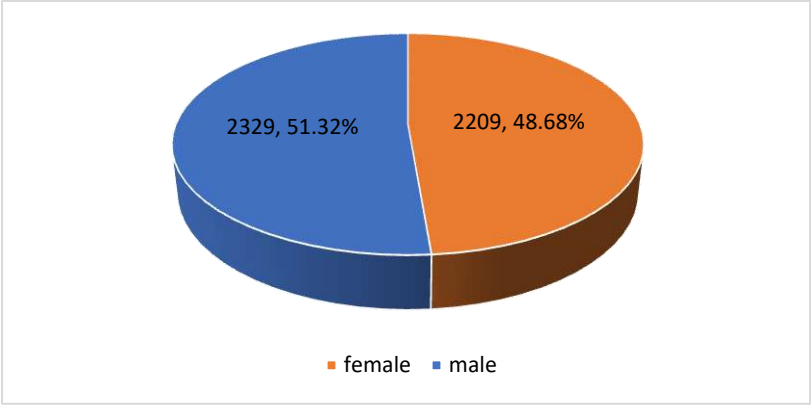
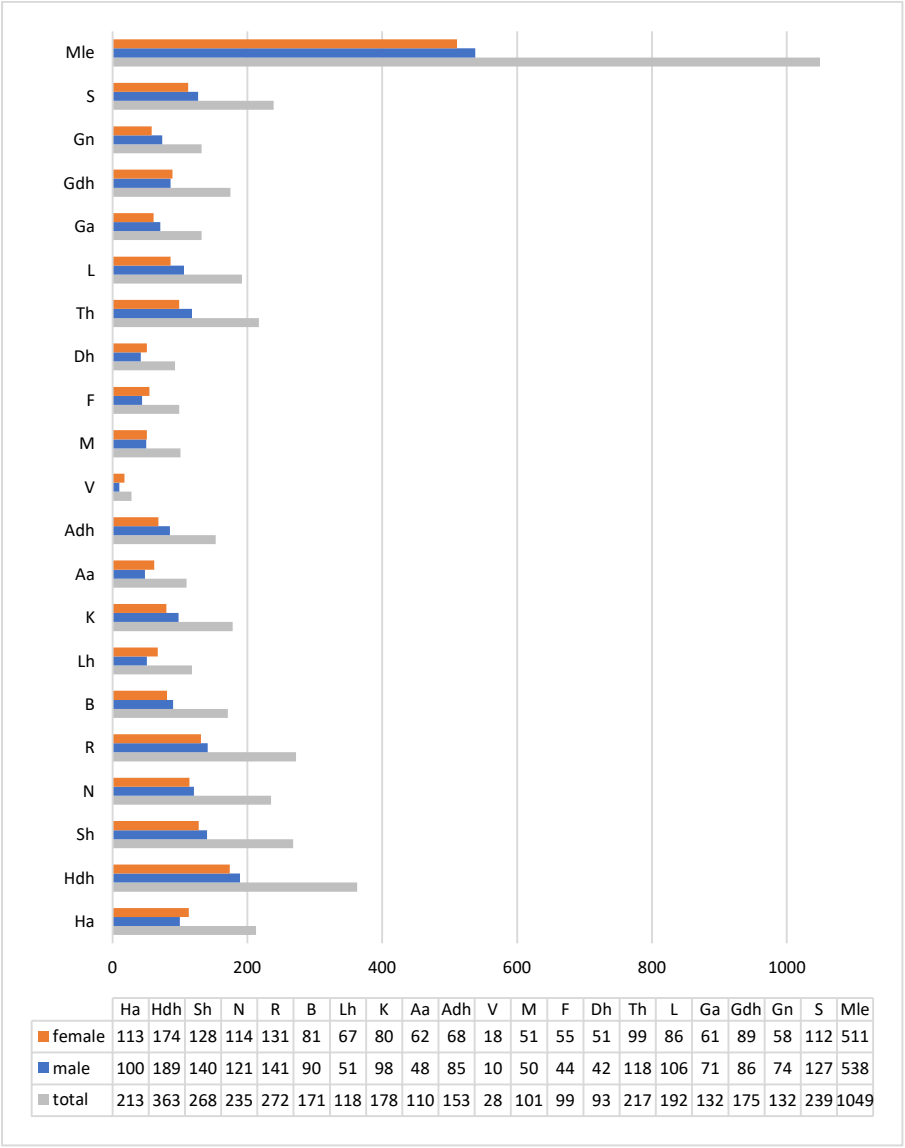


Figure 2. Gender-wise distribution of candidates (English)

According to Figure 2, 51.32% (2329) of the test takers are boys while 48.68% (2209) are girls. This is true for most of the atolls as shown in Figure 3.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
female	113	174	128	114	131	81	67	80	62	68	18	51	55	51	99	86	61	89	58	112	511
male	100	189	140	121	141	90	51	98	48	85	10	50	44	42	118	106	71	86	74	127	538
total	213	363	268	235	272	171	118	178	110	153	28	101	99	93	217	192	132	175	132	239	1049

Figure 3. Atoll-wise distribution of candidates (English)

Table 2 shows the response patterns for the 46 items in English assessment of the NALO 2025. Approximately 60% of the items received more correct responses than wrong responses. Items that received the most correct responses are 3, 2, 1, 23, and 48, in that order. Items that received the most wrong responses are 15, 38, 39, 5 and 8, in that order.

Table 2. Response patterns for English

Item	Correct		Wrong	
	N	%	N	%
s5_1	4005 ,	88.25%	533 ,	11.75%
s5_2	4015 ,	88.48%	523 ,	11.52%
s5_3	4100 ,	90.35%	438 ,	9.65%
s5_4	3601 ,	79.35%	937 ,	20.65%
s5_5	1070 ,	23.58%	3468 ,	76.42%
s5_6	3248 ,	71.57%	1290 ,	28.43%
s5_7	2310 ,	50.90%	2228 ,	49.10%
s5_8	1192 ,	26.27%	3346 ,	73.73%
s5_9	1949 ,	42.95%	2589 ,	57.05%
s5_10	2280 ,	50.24%	2258 ,	49.76%
s5_11	1656 ,	36.49%	2882 ,	63.51%
s5_12	2052 ,	45.22%	2486 ,	54.78%
s5_13	1349 ,	29.73%	3189 ,	70.27%
s5_14	1774 ,	39.09%	2764 ,	60.91%
s5_15	750 ,	16.53%	3788 ,	83.47%
s5_16	1245 ,	27.43%	3293 ,	72.57%
s2_17	2777 ,	61.19%	1761 ,	38.81%
s6_18	2335 ,	51.45%	2203 ,	48.55%
s7_19	2806 ,	61.83%	1732 ,	38.17%

s2_20	2875	,	63.35%	1663	,	36.65%
s2_21	2581	,	56.88%	1957	,	43.12%
s3_22	2950	,	65.01%	1588	,	34.99%
s2_23	3827	,	84.33%	711	,	15.67%
s4_24	3044	,	67.08%	1494	,	32.92%
s4_25	2772	,	61.08%	1766	,	38.92%
s1_26	2766	,	60.95%	1772	,	39.05%
s2_27	2056	,	45.31%	2482	,	54.69%
s7_28	3060	,	67.43%	1478	,	32.57%
s1_29	3148	,	69.37%	1390	,	30.63%
s1_30	2594	,	57.16%	1944	,	42.84%
s1_31	1497	,	32.99%	3041	,	67.01%
s1_32	2318	,	51.08%	2220	,	48.92%
s2_33	1761	,	38.81%	2777	,	61.19%
s1_34	2434	,	53.64%	2104	,	46.36%
s2_35	2427	,	53.48%	2111	,	46.52%
s1_36	2269	,	50.00%	2269	,	50.00%
s2_37	1658	,	36.54%	2880	,	63.46%
s2_38	855	,	18.84%	3683	,	81.16%
s2_39	929	,	20.47%	3609	,	79.53%
s1_40	1211	,	26.69%	3327	,	73.31%
IA_41	1955	,	43.08%	2583	,	56.92%
IA_42	1953	,	43.04%	2585	,	56.96%
IA_47	3493	,	76.97%	1045	,	23.03%
IA_48	3682	,	81.14%	856	,	18.86%
IA_49	3440	,	75.80%	1098	,	24.20%
IA_50	3225	,	71.07%	1313	,	28.93%

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

Of the 46 items shown in Table 2, 40 items are NALO items indicated by prefix 's' while 6 items are taken from international assessments indicated prefix 'IA'. The results presented in the following sections are based only on the NALO items. Results for the international assessment item are presented in part 4 of this report.

3.1.2 Overall Patterns of Achievement

Figure 4 shows the national performance of students in English in the NALO 2025.

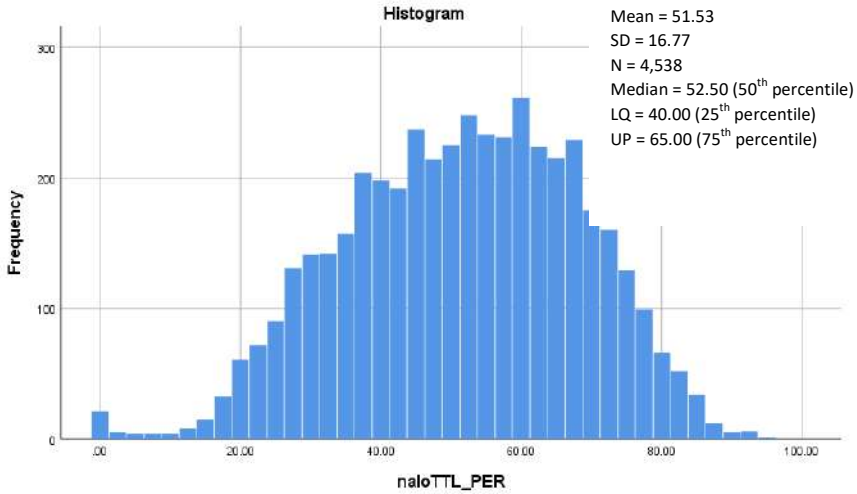
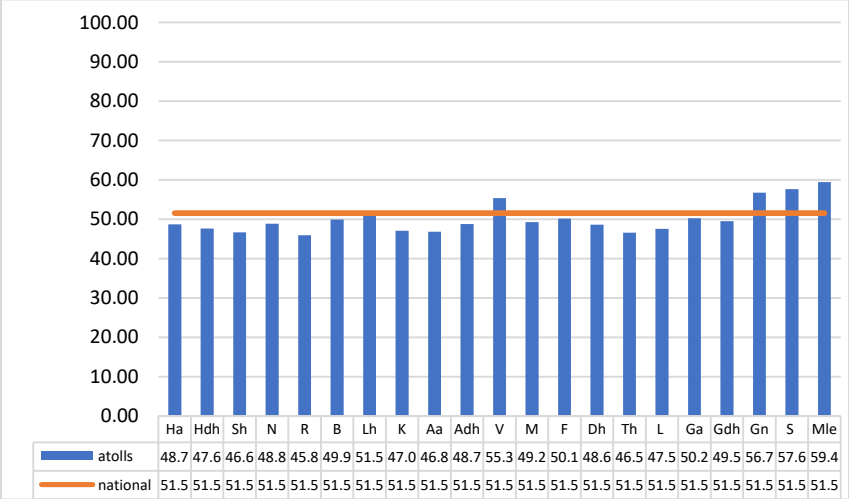


Figure 4. National performance in English

As inferred from Figure 4, the average performance of students in English in the NALO 2025 is 51.53 as indicated by the mean score.

This indicates that, on an average, about 51% of the expected learning outcomes have been achieved in English Language at the end of grade 9. Further, the threshold to qualify for the top 25% of students is 65.00, indicating that the top achievers achieved a minimum of 65% of learning outcomes.

Figure 5 shows the atoll-wise average performance of students in English in the NALO 2025. The national average (51.53) is shown by the line graph while the averages for the atolls and Male' are indicated by the bars.



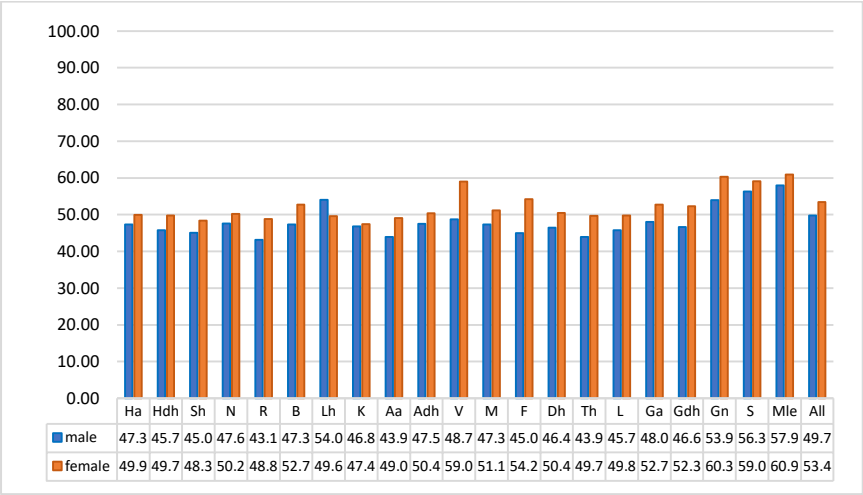
	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atolls	48.7	47.6	46.6	48.8	45.8	49.9	51.5	47.0	46.8	48.7	55.3	49.2	50.1	48.6	46.5	47.5	50.2	49.5	56.7	57.6	59.4
national	51.5	51.5	51.5	51.5	51.5	51.5	51.5	51.5	51.5	51.5	51.5	51.5	51.5	51.5	51.5	51.5	51.5	51.5	51.5	51.5	51.5

Figure 5. Atoll-wise performance in English

As seen from Figure 5, the majority of the atolls perform lower than the national average. It is observed that Male', S, Gn, and V, performed above the national average, while 16 atolls scored

lower. The lowest scoring atolls are R, Th, Sh, AA and K, in that order.

Figure 6 shows the atoll-wise performance of students in English, segregated by gender.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle	All
male	47.3	45.7	45.0	47.6	43.1	47.3	54.0	46.8	43.9	47.5	48.7	47.3	45.0	46.4	43.9	45.7	48.0	46.6	53.9	56.3	57.9	49.7
female	49.9	49.7	48.3	50.2	48.8	52.7	49.6	47.4	49.0	50.4	59.0	51.1	54.2	50.4	49.7	49.8	52.7	52.3	60.3	59.0	60.9	53.4

Figure 6. Gender-based, atoll-wise performance in English

As seen in Figure 6, girls outperformed boys in all atolls except Lh atoll based on percentage mean scores whereby the national average for girls and boys are 53.42 and 49.75, respectively. Atolls that show the greatest difference are V, F, Gn, Th, and GDh, in that order.

Figure 7 shows performance of students in English based on school size. In order to do the analysis, schools were categorised into three based on student enrollment: 1-100 (small), 101-500

(medium), and 501 and above (large). The number of schools in each category are 32, 132, and 37, respectively.

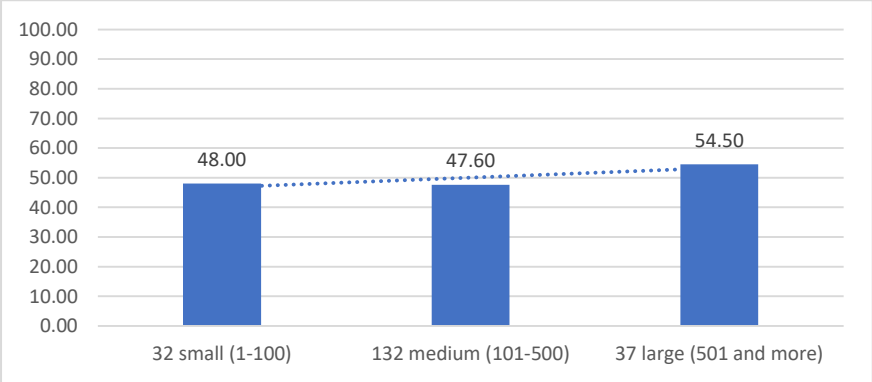


Figure 7. School size and student performance in English

As seen in Figure 7, the mean scores for the three categories are 48.00, 47.60, and 54.50, respectively. This indicates a significantly better performance by larger schools as compared to the medium and small schools.

3.1.3 Outcome-wise Performance

The 40 items in the English NALO 2025 tested a total of 6 learning outcomes. For brevity, only the outcome reference codes are reported in the text. The descriptions of the outcomes are given in Appendix A. Figure 8 shows the extent to which each of these outcomes was achieved at the national level based on mean scores obtained by test takers.

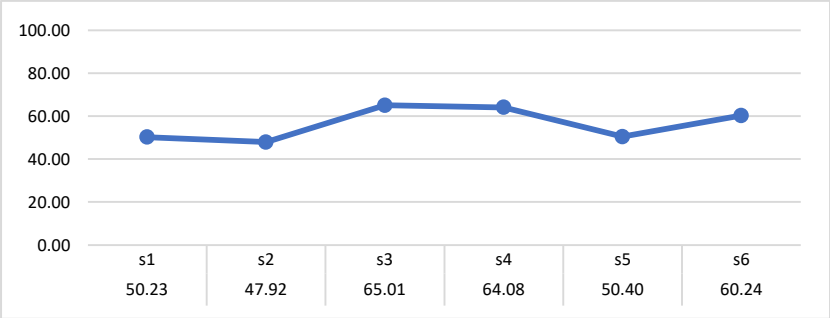


Figure 8. Outcome-wise performance in English

According to Figure 8, students performed the best in outcome s3 (M = 65.01), while they demonstrated the poorest performance in s2 (M = 47.92).

Next, results of each of the 6 outcomes that are tested in NALO 2025 English are disaggregated at the atolls level. These are presented subsequently. For ease of comparison, the national average for the specific outcome is displayed by a line graph.

Figure 9 shows the performance in s1 disaggregated by atolls.

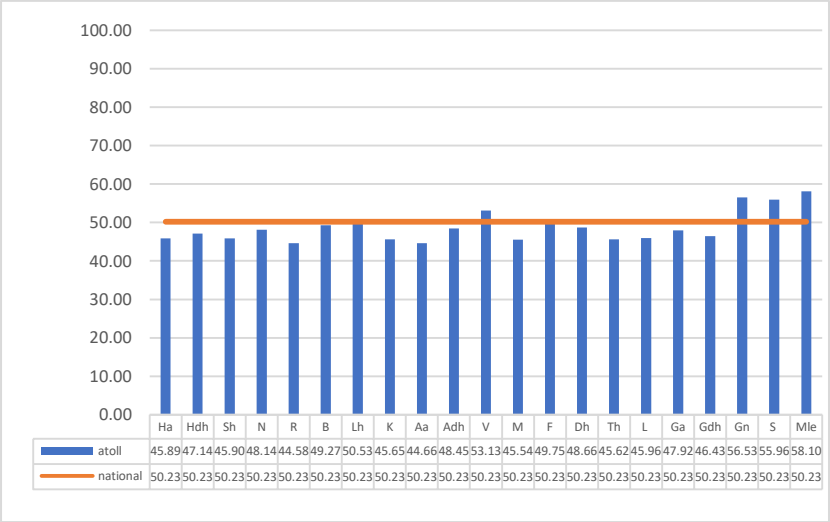


Figure 9. Atoll-wise performance in outcome s1

As depicted in Figure 9, 5 of the 21 regions scored equal to or higher than the national average while the remaining 16 scored lower. The highest scoring regions are Male' (M = 58.10), Gn (M = 56.53), and S (M = 55.96). The lowest scoring atoll is R (M = 44.58). The other atolls which scored among the lowest average are AA, M, Th, K, and HA atoll, in that order.

Figure 10 shows the performance in s2 disaggregated by atolls.

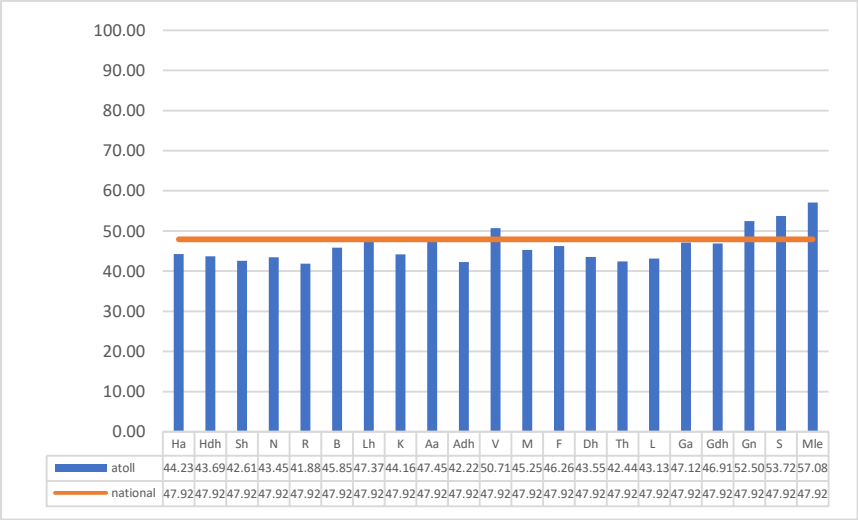


Figure 10. Atoll-wise performance in outcome s2

As depicted in Figure 10, 4 of the 21 regions scored equal to or higher than the national average while the remaining 17 scored lower. The highest scoring regions are Male' (M = 57.08), S (M = 53.72), and Gn (M = 52.50). The lowest scoring atoll is R (M = 41.88). The other atolls which scored among the lowest average are ADh, Th, Sh, L, and N atoll, in that order.

Figure 11 shows the performance in s3 disaggregated by atoll.

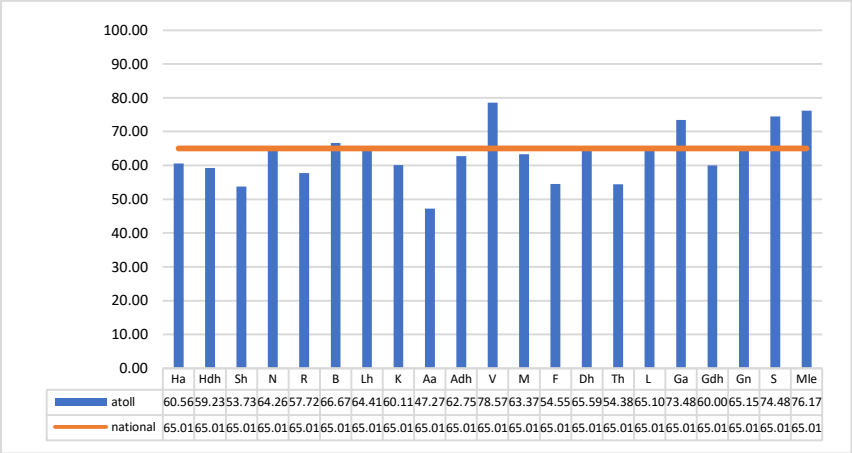


Figure 11. Atoll-wise performance in s3

As depicted in Figure 11, 8 of the 21 regions scored equal to or higher than the national average while the remaining 13 scored lower. The highest scoring regions are V (M = 78.57), Male' (M = 76.17), and S (M = 74.48). The lowest scoring atoll is AA (M = 47.27). The other atolls which scored among the lowest average are Sh, Th, F, R, and HDh, atoll in that order.

Figure 12 shows the performance in s4 disaggregated by atoll.

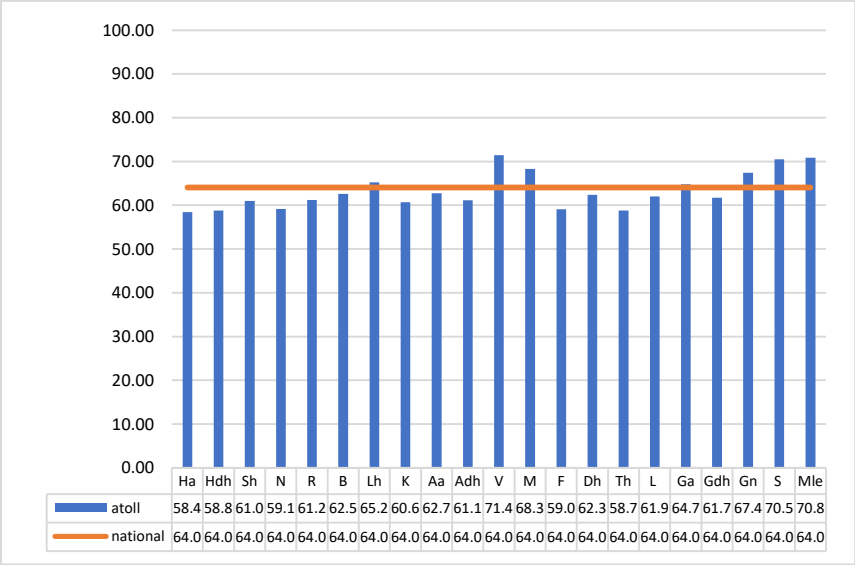
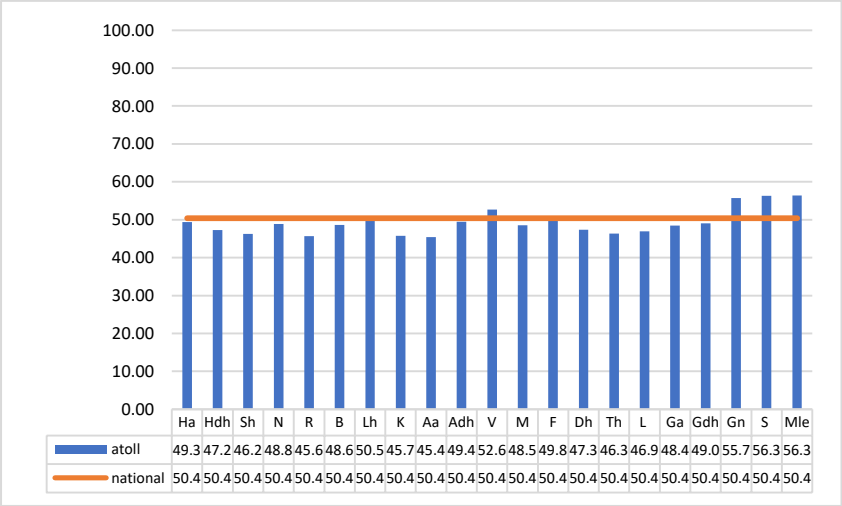


Figure 12. Atoll-wise performance in s4

As depicted in Figure 12, 7 of the 21 regions scored equal to or higher than the national average while the remaining 14 scored lower. The highest scoring regions are V (M = 71.43), Male' (M = 70.88), and S (M = 70.50). The lowest scoring atoll is HA (M = 58.45). The other atolls which scored among the lowest average are Th, HDh, F, N, and K, atoll in that order.

Figure 13 shows the performance in s5 disaggregated by atoll.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	49.3	47.2	46.2	48.8	45.6	48.6	50.5	45.7	45.4	49.4	52.6	48.5	49.8	47.3	46.3	46.9	48.4	49.0	55.7	56.3	56.3
national	50.4	50.4	50.4	50.4	50.4	50.4	50.4	50.4	50.4	50.4	50.4	50.4	50.4	50.4	50.4	50.4	50.4	50.4	50.4	50.4	50.4

Figure 13. Atoll-wise performance in s5

As depicted in Figure 13, 5 of the 21 regions scored equal to or higher than the national average while the remaining 16 scored lower. The highest scoring regions are Male' (M = 56.39), S (M = 56.30), and Gn (M = 55.73). The lowest scoring atoll is AA (M = 45.40). The other atolls which scored among the lowest average are R, K, Sh, Th and L atoll, in that order.

Figure 14 shows the performance in s6 disaggregated by atoll.

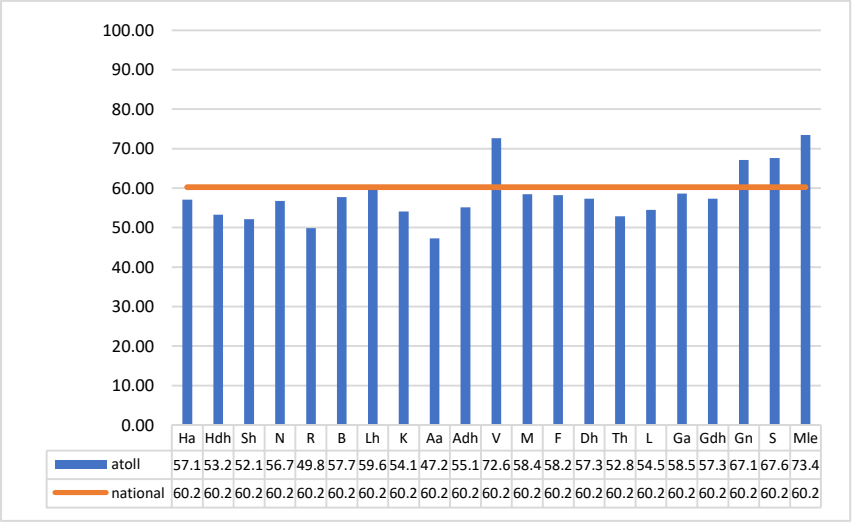


Figure 14. Atoll-wise performance in s6

As depicted in Figure 14, 4 of the 21 regions scored equal to or higher than the national average while the remaining 17 scored lower. The highest scoring regions are Male' (M = 73.47), V (M = 72.62), and S (M = 67.64). The lowest scoring atoll is AA (M = 47.27). The other atolls which scored among the lowest average are R, Sh, Th, HDh, and K atoll, in that order.

3.1.4 Competency-wise Performance

The 40 items in the English NALO 2025 were also categorised into three groups based on the difficulty level of the item. These are labelled as (i) basic, (ii) regular, and challenging, referred to as competencies in this report. The list of items under each category is given in Appendix B. For the purpose of comparison, mean score for each category is computed and then converted into percentage.

Figure 15 shows student performance in all three categories at national level.

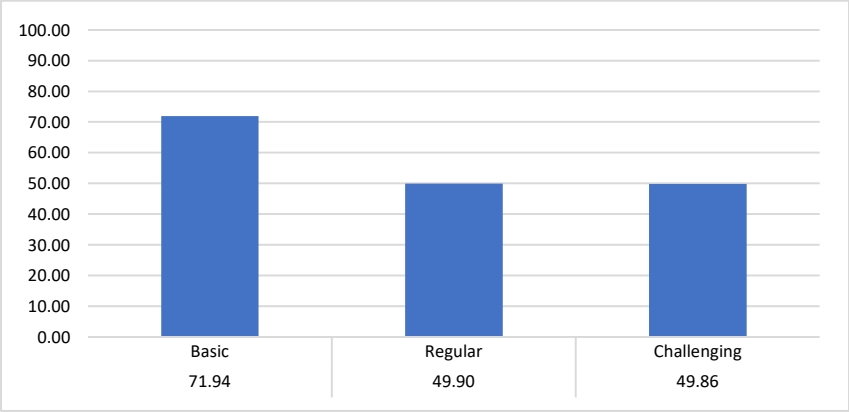


Figure 15. Competency-wise performance at national level

As shown in Figure 15, there is a clear downward trend in performance as the difficulty level of the items increased. While the difference in performance between the basic items (M = 71.94) and regular items (M = 49.90) is significant, the difference between the regular items and the challenging items (M = 49.86) is negligible.

Figure 16 shows student performance in basic items disaggregated by atolls.

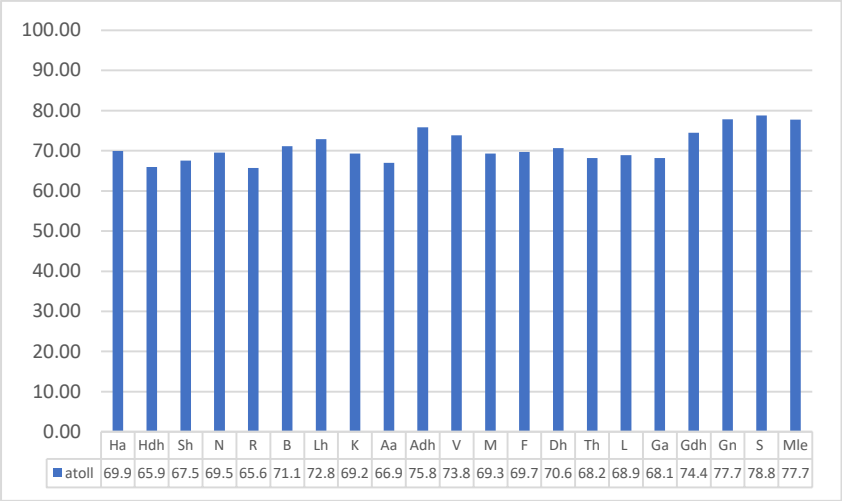


Figure 16. Competency-wise performance in items rated as basic

According to Figure 16, the highest performing regions are S (M = 78.80), Gn (M = 77.78), and Male' (M = 77.76). The lowest performing atolls are R (M = 65.69), HDh (M = 65.93), and AA (M = 66.97).

Figure 17 shows student performance in regular items disaggregated by atolls.

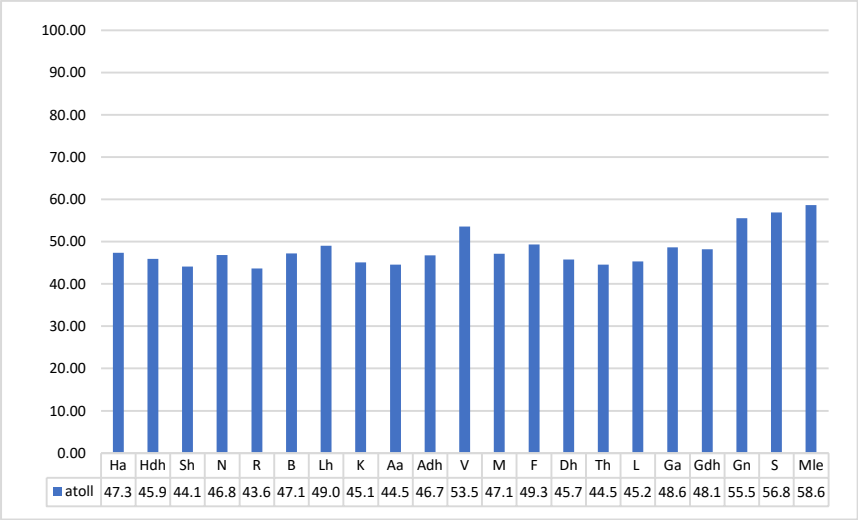


Figure 17. Competency-wise performance in items rated as regular

According to Figure 17, the highest performing regions are Male' (M = 58.61), S (M = 56.88), and Gn (M = 55.54). The lowest performing atolls are R (M = 43.65), Sh (M = 44.13), and Th (M = 44.58).

Figure 18 shows student performance in challenging items disaggregated by atolls.

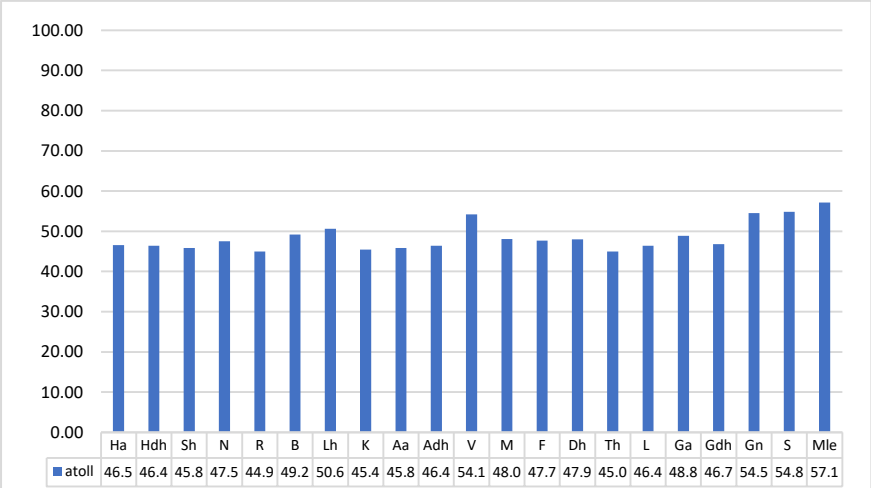


Figure 18. Competency-wise performance in items rated as challenging

According to Figure 18, the highest performing regions are Male' (M = 57.19), S (M = 54.83), and Gn (M = 54.55). The lowest performing atolls are R (M = 44.96), Th (M = 45.01), and K (M = 45.44).

3.2 MATHEMATICS

3.2.1 Response Distribution

A total of 4599 students across the nation sat for the NALO 2025 Mathematics assessment. Figure 19 shows the gender-wise breakdown of the candidates while Figure 20 shows the atoll-wise breakdown of the same.

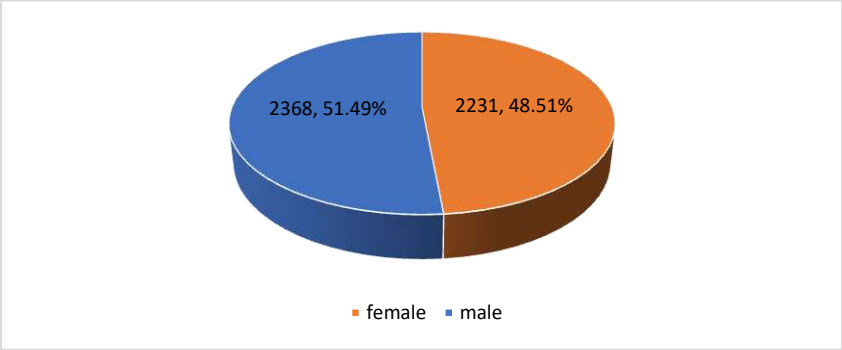
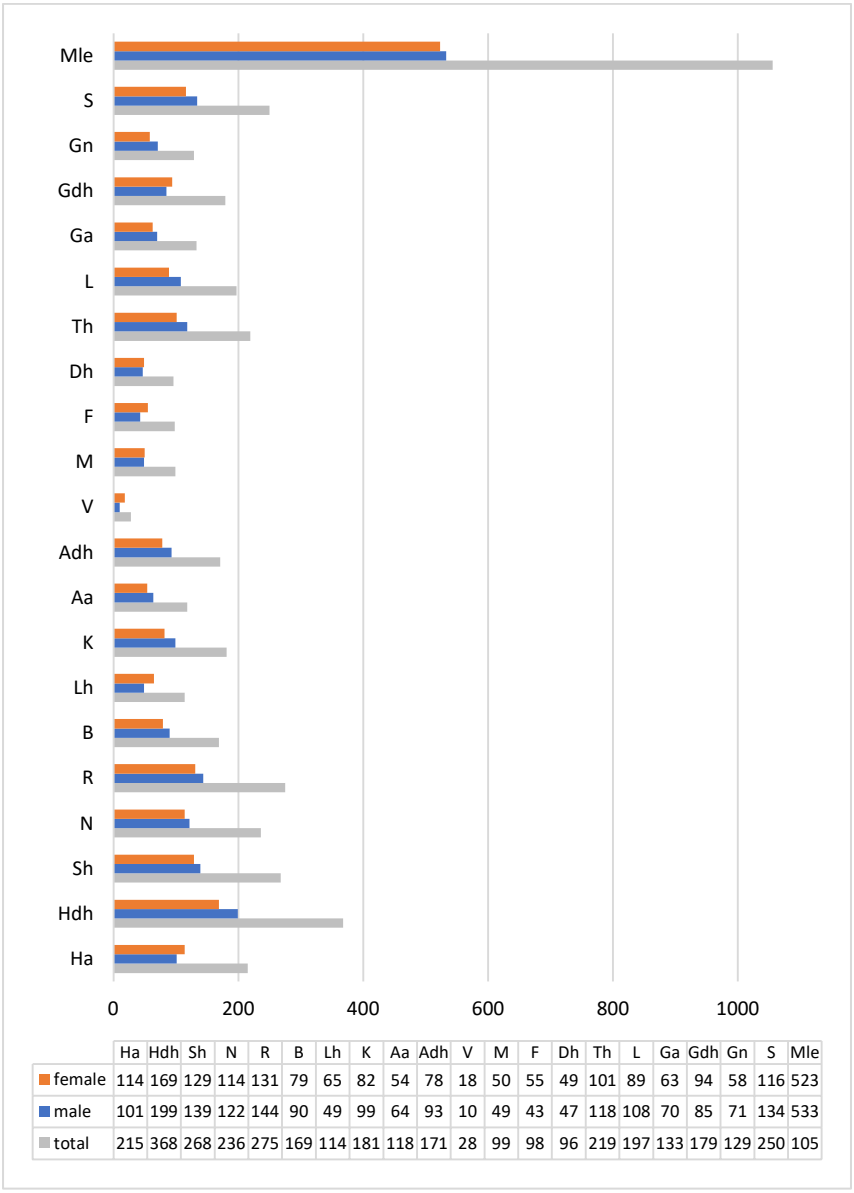


Figure 19. Gender-wise distribution of candidates (Maths)

According to Figure 19, 51.49% (2368) of the test takers are boys while 48.51% (2231) are girls. This is true for most of the atolls as shown in Figure 20.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
female	114	169	129	114	131	79	65	82	54	78	18	50	55	49	101	89	63	94	58	116	523
male	101	199	139	122	144	90	49	99	64	93	10	49	43	47	118	108	70	85	71	134	533
total	215	368	268	236	275	169	114	181	118	171	28	99	98	96	219	197	133	179	129	250	105

Figure 20. Atoll-wise distribution of candidates (Maths)

Table 3 shows the response patterns for the 50 items in Mathematics assessment of the NALO 2025. Only 40% of the items received more correct responses than wrong responses. Items that received the most correct responses are 22, 10, 6, 5, and 38, in that order. Items that got the most wrong responses are 45, 40, 44, 46 and 48, –all international test items-in that order.

Table 3. Response patterns for Mathematics

Item	Correct		Wrong	
	N	%	N	%
s11_1	2446 ,	53.19%	2153 ,	46.81%
s3_2	2477 ,	53.86%	2122 ,	46.14%
s7_3	2756 ,	59.93%	1843 ,	40.07%
s11_4	2832 ,	61.58%	1767 ,	38.42%
s12_5	3253 ,	70.73%	1346 ,	29.27%
s1_6	3281 ,	71.34%	1318 ,	28.66%
s2_7	1707 ,	37.12%	2892 ,	62.88%
s12_8	1923 ,	41.81%	2676 ,	58.19%
s1_9	2539 ,	55.21%	2060 ,	44.79%
s7_10	3307 ,	71.91%	1292 ,	28.09%
s6_11	1151 ,	25.03%	3448 ,	74.97%
s12_12	1892 ,	41.14%	2707 ,	58.86%
s5_13	2200 ,	47.84%	2399 ,	52.16%
s4_14	2288 ,	49.75%	2311 ,	50.25%
s9_15	1884 ,	40.97%	2715 ,	59.03%
s6_16	2543 ,	55.29%	2056 ,	44.71%
s12_17	2548 ,	55.40%	2051 ,	44.60%
s10_18	2642 ,	57.45%	1957 ,	42.55%

s7_19	1708	,	37.14%	2891	,	62.86%
s9_20	2010	,	43.71%	2589	,	56.29%
s6_21	1706	,	37.10%	2893	,	62.90%
s6_22	3415	,	74.26%	1184	,	25.74%
s8_23	3016	,	65.58%	1583	,	34.42%
s5_24	1935	,	42.07%	2664	,	57.93%
s9_25	2638	,	57.36%	1961	,	42.64%
s6_26	2444	,	53.14%	2155	,	46.86%
s6_27	2228	,	48.45%	2371	,	51.55%
s6_28	1502	,	32.66%	3097	,	67.34%
s8_29	2147	,	46.68%	2452	,	53.32%
s12_30	2970	,	64.58%	1629	,	35.42%
s9_31	1798	,	39.10%	2801	,	60.90%
s7_32	1445	,	31.42%	3154	,	68.58%
s6_33	1358	,	29.53%	3241	,	70.47%
s6_34	2636	,	57.32%	1963	,	42.68%
s10_35	2941	,	63.95%	1658	,	36.05%
IA_36	1175	,	25.55%	3424	,	74.45%
IA_37	1218	,	26.48%	3381	,	73.52%
IA_38	3118	,	67.80%	1481	,	32.20%
IA_39	2446	,	53.19%	2153	,	46.81%
IA_40	775	,	16.85%	3824	,	83.15%
IA_41	1579	,	34.33%	3020	,	65.67%
IA_42	1953	,	42.47%	2646	,	57.53%
IA_43	1366	,	29.70%	3233	,	70.30%
IA_44	875	,	19.03%	3724	,	80.97%
IA_45	588	,	12.79%	4011	,	87.21%
IA_46	961	,	20.90%	3638	,	79.10%
IA_47	1743	,	37.90%	2856	,	62.10%
IA_48	1057	,	22.98%	3542	,	77.02%

IA_49	1438	,	31.27%	3161	,	68.73%
IA_50	2058	,	44.75%	2541	,	55.25%

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

Of the 50 items shown in Table 3, 33 items are NALO items indicated by prefix ‘s’ while 15 items are taken from international assessments, indicated prefix ‘IA’. The results presented in the following sections are based only on the NALO items. Results for the international assessment item are presented in part 4 of this report.

3.2.2 Overall Patterns of Achievement

Figure 21 shows the national performance of students in Mathematics in the NALO 2025.

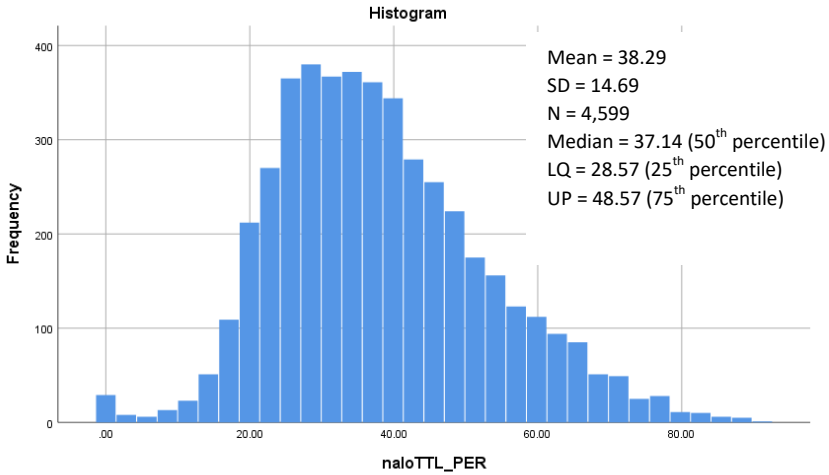


Figure 21. National performance in Mathematics

As inferred from Figure 21, the average performance of students in Mathematics in the NALO 2025 is 38.29, as indicated by the mean score. This indicates that, on average, about 38% of the expected learning outcomes have been achieved in Mathematics at the end of Key Stage 3. Further, the threshold to qualify for the top 25% of students is 48.57, indicating that the top achievers might have achieved as low as approximately 48% of learning outcomes.

Figure 22 shows the atoll-wise average performance of students in Mathematics in the NALO 2025. The national average (38.29) is shown by the line graph, while the averages for the atolls and Male' are indicated by the bars.

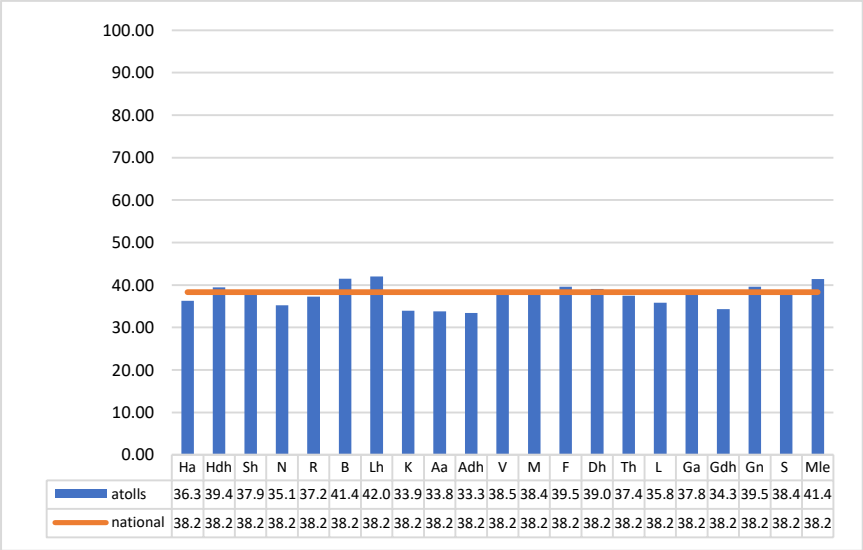
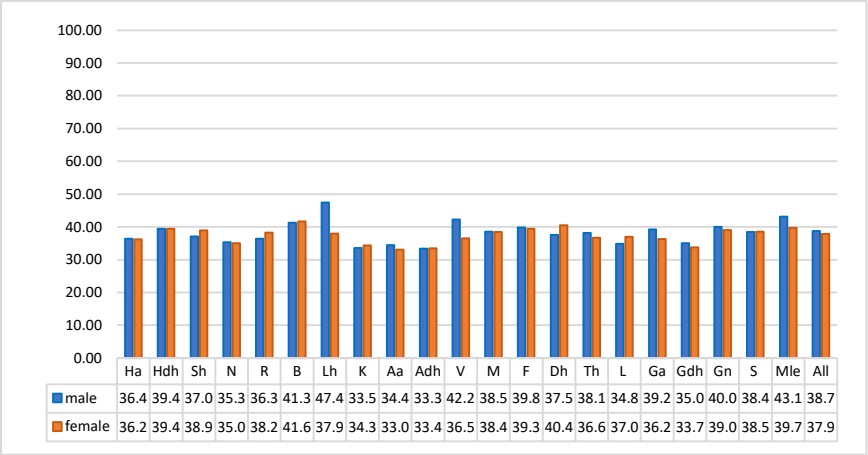


Figure 22. Atoll-wise performance in Maths

As seen from Figure 22, most of the atolls performed quite close to the national average. It is observed that Lh, B, and Male' city performed better than most other atolls. Other atolls that performed better than the national average include Gn and F atolls. The lowest scoring atolls are ADh, AA, K, GDh and N, in that order.

Figure 23 shows the atoll-wise performance of students in Maths, segregated by gender.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle	All
male	36.4	39.4	37.0	35.3	36.3	41.3	47.4	33.5	34.4	33.3	42.2	38.5	39.8	37.5	38.1	34.8	39.2	35.0	40.0	38.4	43.1	38.7
female	36.2	39.4	38.9	35.0	38.2	41.6	37.9	34.3	33.0	33.4	36.5	38.4	39.3	40.4	36.6	37.0	36.2	33.7	39.0	38.5	39.7	37.9

Figure 23. Gender-based, atoll-wise performance in Maths

As seen in Figure 23, boys outperformed girls in the majority of the atolls based on percentage mean scores, whereby the national average for boys and girls are 38.71 and 37.86, respectively. Regions that show the greatest difference are Lh, V, Male', GA and Th, in that order.

Figure 24 shows performance of students in Maths based on school size. In order to do the analysis, schools were categorised into three groups based on student enrollment: 1-100 (small), 101-500 (medium), and 501 and above (large). The number of schools in each category are 32, 132, and 37, respectively.

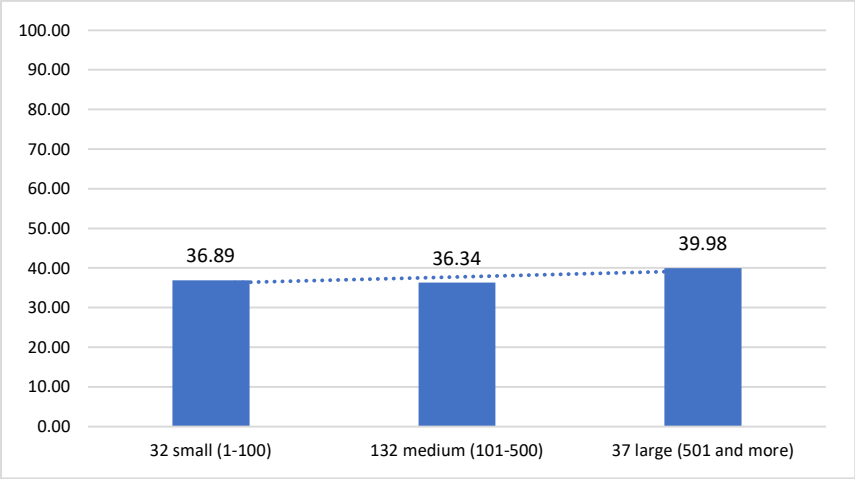


Figure 24. School size and student performance in Maths

As seen in Figure 24, the mean scores for the three categories are 36.89, 36.34, and 39.98, respectively. This depicts a significantly better performance by larger schools as compared to the medium and small schools.

3.2.3 Outcome-wise Performance

The 35 items in the Mathematics NALO 2025 tested a total of 12 learning outcomes. For brevity, only the outcome reference codes are reported in the text. The descriptions of the outcomes are given in appendix A. Figure 25 shows the extent to which each of these outcomes was achieved at the national level based on mean scores obtained by test takers.

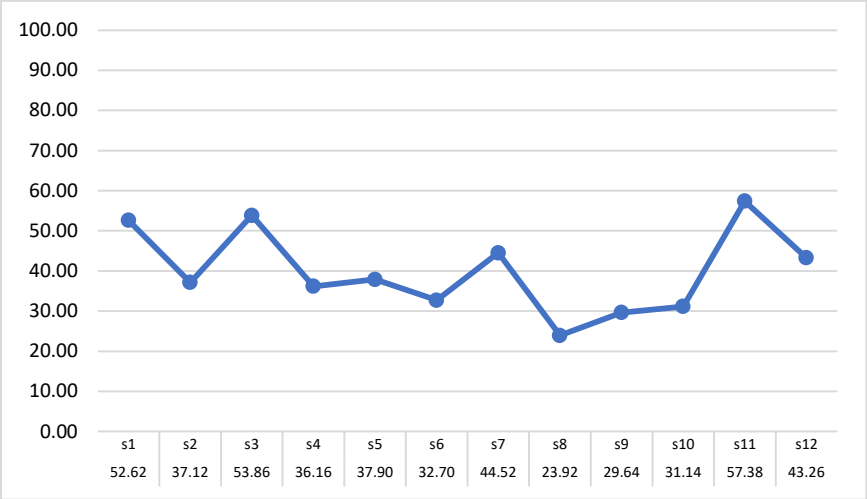


Figure 25. Outcome-wise performance in Maths

According to Figure 25, students performed the best in outcome s11 (M = 57.38), while they demonstrated the poorest performance in s8 (M = 23.92).

Next, results of each of the 12 outcomes that are tested in NALO 2025 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 26 shows the performance in s1 disaggregated by atolls.

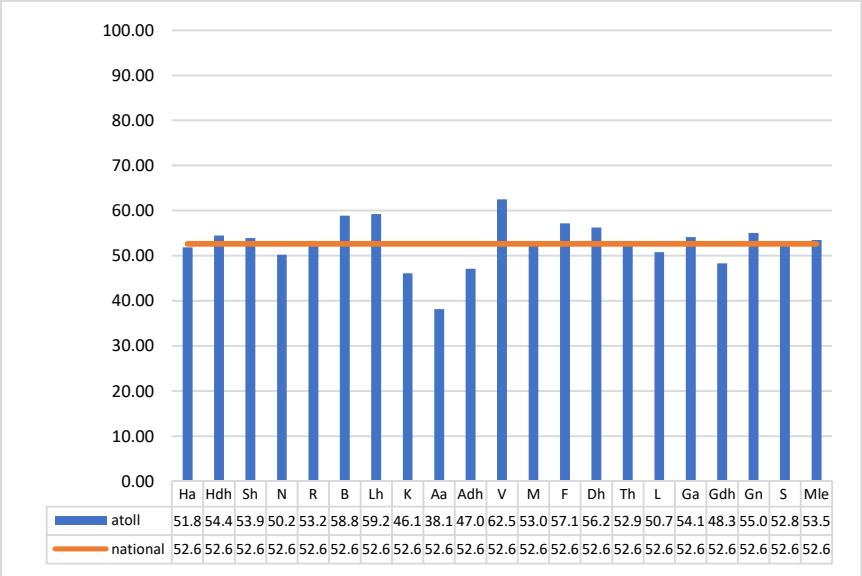


Figure 26. Atoll-wise performance in outcome s1

As depicted in Figure 26, 14 of the 21 regions scored equal to or higher than the national average while the remaining 7 scored lower. The highest scoring regions are V (M = 62.50), Lh (M = 59.21), and B (M = 58.88). The lowest scoring atoll is AA (M = 38.14). The other atolls which scored among the lowest average are K, ADh, GDh, N, and L atoll, in that order.

Figure 27 shows the performance in s2 disaggregated by atolls.

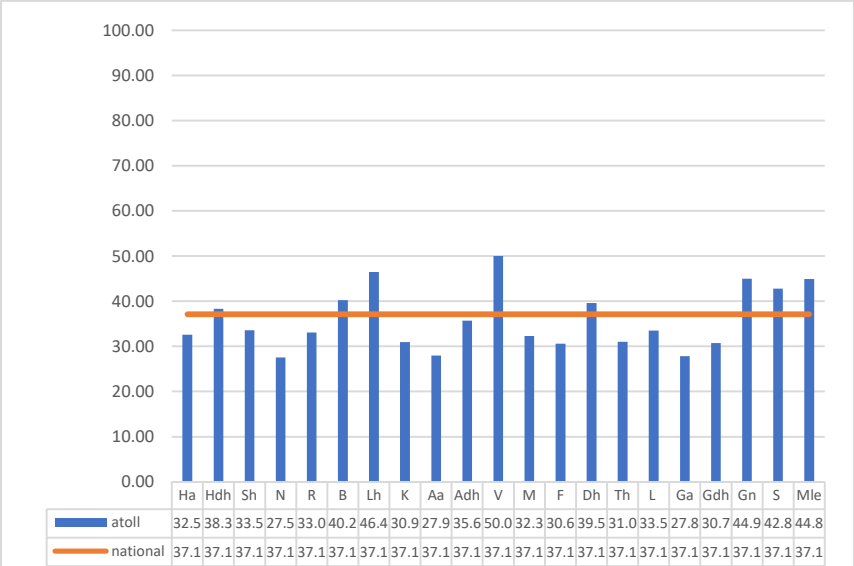
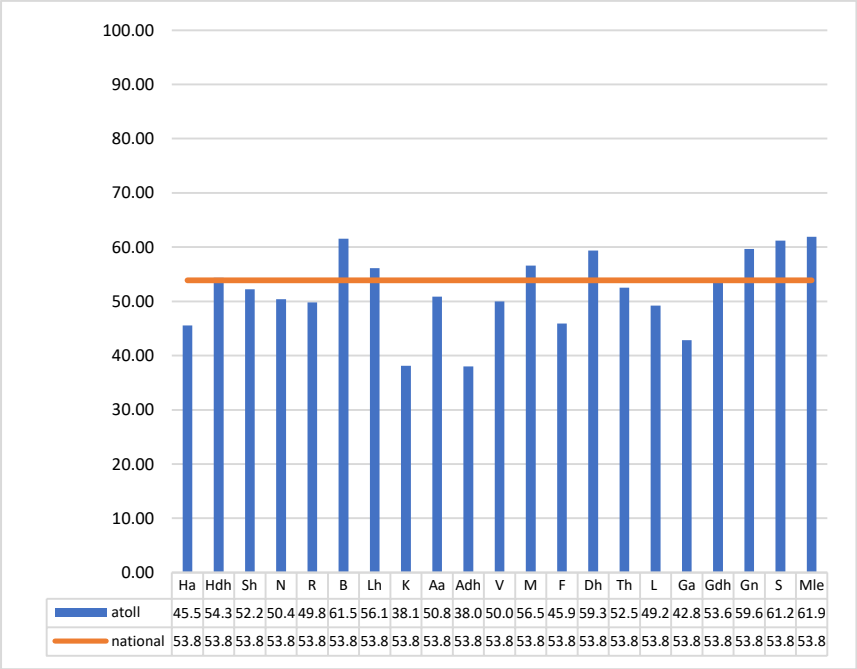


Figure 27. Atoll-wise performance in outcome s2

As depicted in Figure 27, 8 of the 21 regions scored equal to or higher than the national average while the remaining 13 scored lower. The highest scoring regions are V (M = 50.00), Lh (M = 46.49), and Gn (M = 44.96). The lowest scoring atoll is N (M = 27.54). The other atolls which scored among the lowest average are GA, AA, F, GDh, and K atoll, in that order.

Figure 28 shows the performance in s3 disaggregated by atoll.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	45.5	54.3	52.2	50.4	49.8	61.5	56.1	38.1	50.8	38.0	50.0	56.5	45.9	59.3	52.5	49.2	42.8	53.6	59.6	61.2	61.9
national	53.8	53.8	53.8	53.8	53.8	53.8	53.8	53.8	53.8	53.8	53.8	53.8	53.8	53.8	53.8	53.8	53.8	53.8	53.8	53.8	53.8

Figure 28. Atoll-wise performance in s3

As depicted in Figure 28, 8 of the 21 regions scored equal to or higher than the national average while the remaining 13 scored lower. The highest scoring regions are Male' (M = 61.93), B (M = 61.54), and S (M = 61.20). The lowest scoring atoll is ADh (M = 38.01). The other atolls which scored among the lowest average are K, GA, HA, F, and L atoll, in that order.

Figure 29 shows the performance in s4 disaggregated by atoll.

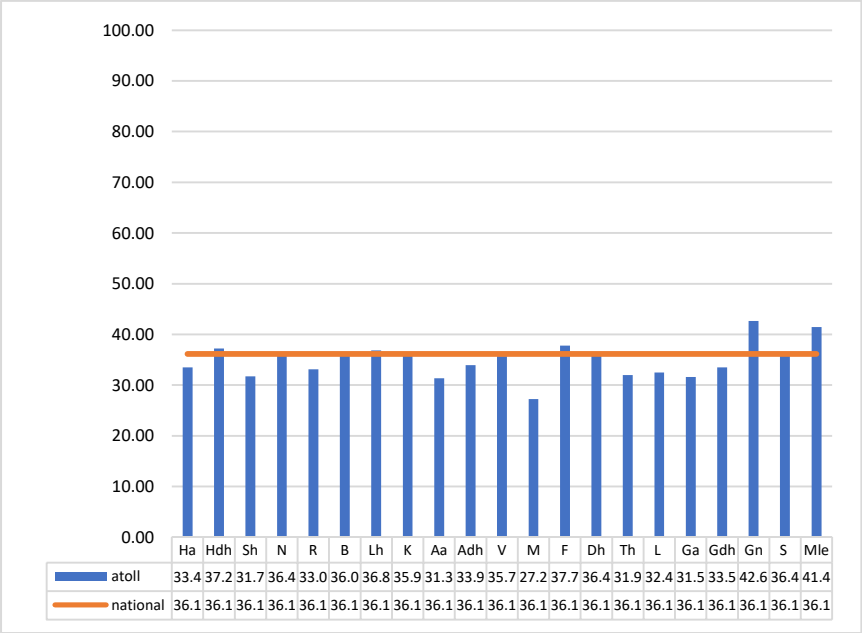


Figure 29. Atoll-wise performance in s4

As depicted in Figure 29, 8 of the 21 regions scored equal to or higher than the national average while the remaining 13 scored lower. The highest scoring regions are Gn (M = 42.64), Male' (M = 41.48), and F (M = 37.76). The lowest scoring atoll is M (M = 27.27). The other atolls which scored among the lowest average are AA, GA, Sh, Th, and L atoll, in that order.

Figure 30 shows the performance in s5 disaggregated by atoll.

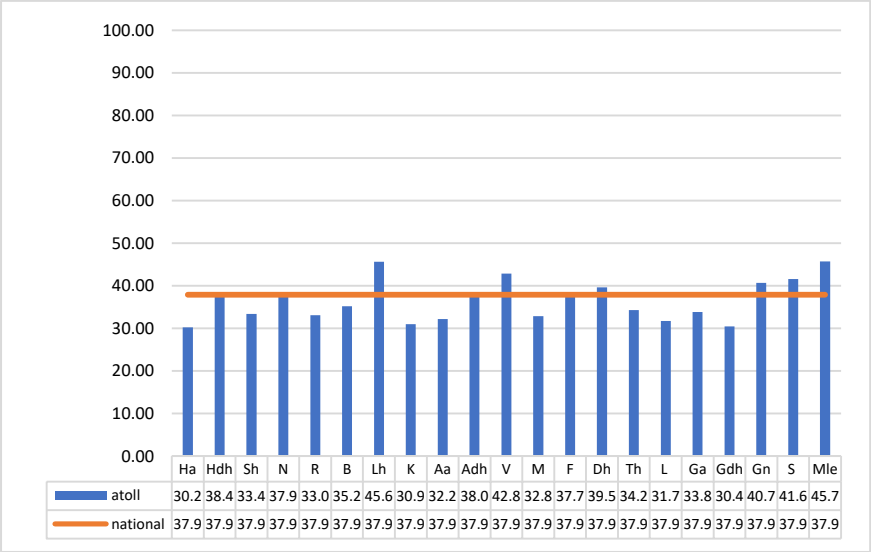
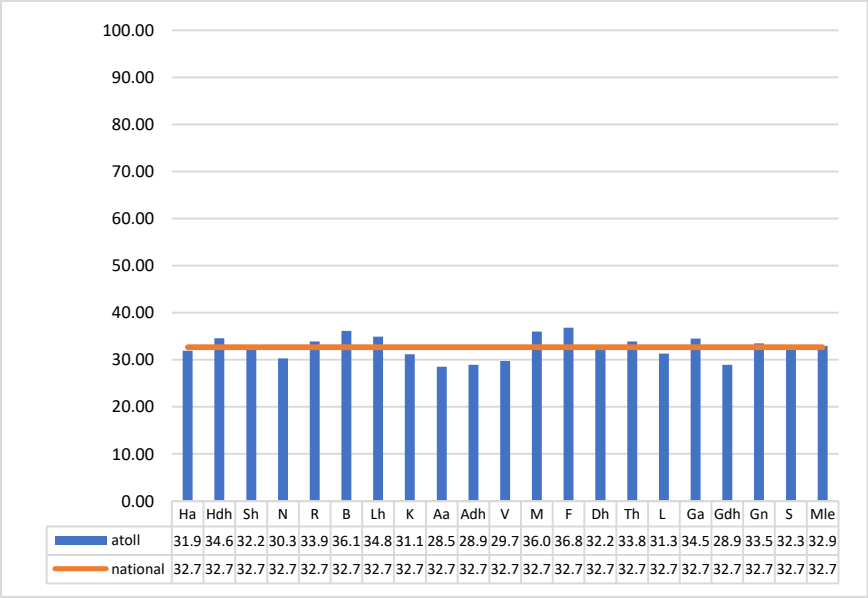


Figure 30. Atoll-wise performance in s5

As depicted in Figure 30, 9 of the 21 regions scored equal to or higher than the national average while the remaining 12 scored lower. The highest scoring regions are Male' (M = 45.74), Lh (M = 45.61), and V (M = 42.86). The lowest scoring atoll is HA (M = 30.23). The other atolls which scored among the lowest average are GDh, K, L, AA, and M atoll, in that order.

Figure 31 shows the performance in s6 disaggregated by atoll.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	31.9	34.6	32.2	30.3	33.9	36.1	34.8	31.1	28.5	28.9	29.7	36.0	36.8	32.2	33.8	31.3	34.5	28.9	33.5	32.3	32.9
national	32.7	32.7	32.7	32.7	32.7	32.7	32.7	32.7	32.7	32.7	32.7	32.7	32.7	32.7	32.7	32.7	32.7	32.7	32.7	32.7	32.7

Figure 31. Atoll-wise performance in s6

As depicted in Figure 31, 10 of the 21 regions scored equal to or higher than the national average while the remaining 11 scored lower. The highest scoring regions are F (M = 36.85), B (M = 36.16), and M (M = 36.03). The lowest scoring atoll is AA (M = 28.53). The other atolls which scored among the lowest average are ADh, GDh, V, N, and K atoll, in that order.

Figure 32 shows the performance in s7 disaggregated by atoll.

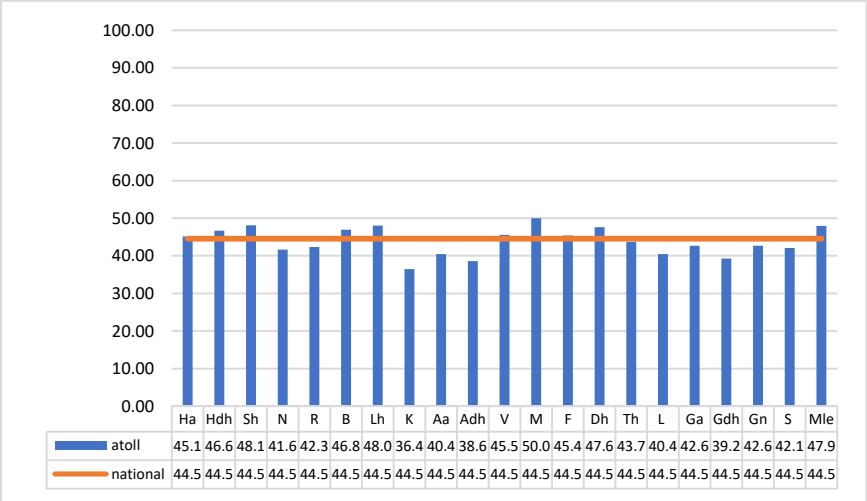
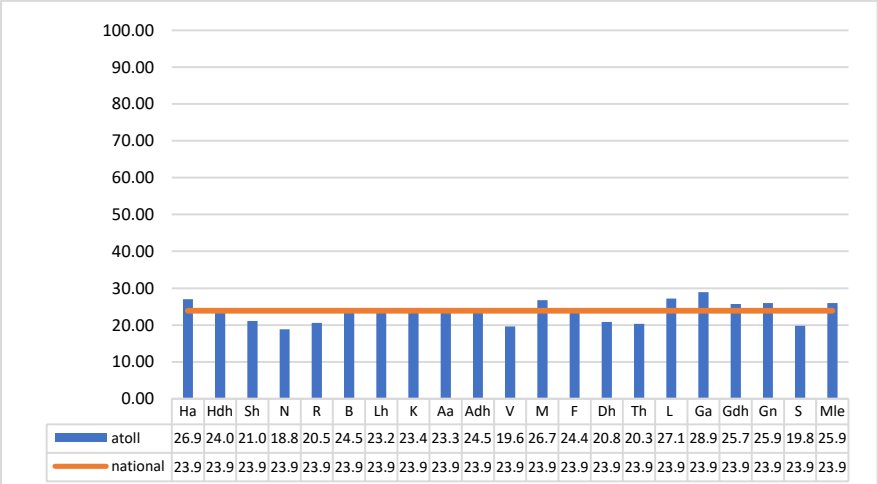


Figure 32. Atoll-wise performance in s7

As depicted in Figure 32, 10 of the 21 regions scored equal to or higher than the national average while the remaining 11 scored lower. The highest scoring regions are M (M = 50.00), Sh (M = 48.13), and Lh (M = 48.03). The lowest scoring atoll is K (M = 36.46). The other atolls which scored among the lowest average are ADh, GDh, AA, L, and N atoll, in that order.

Figure 33 shows the performance in s8 disaggregated by atoll.

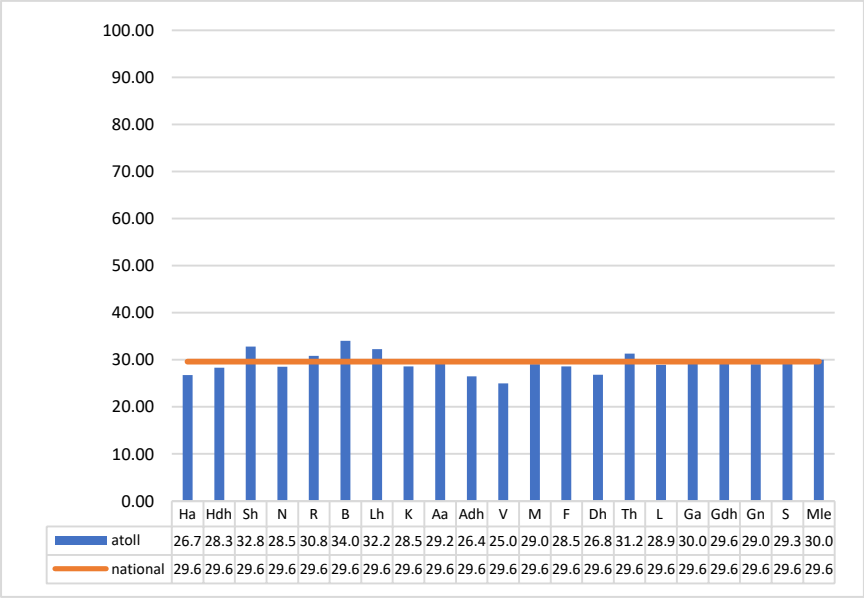


	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	26.9	24.0	21.0	18.8	20.5	24.5	23.2	23.4	23.3	24.5	19.6	26.7	24.4	20.8	20.3	27.1	28.9	25.7	25.9	19.8	25.9
national	23.9	23.9	23.9	23.9	23.9	23.9	23.9	23.9	23.9	23.9	23.9	23.9	23.9	23.9	23.9	23.9	23.9	23.9	23.9	23.9	23.9

Figure 33. Atoll-wise performance in s8

As depicted in Figure 33, 11 of the 21 regions scored equal to or higher than the national average while the remaining 10 scored lower. The highest scoring regions are GA (M = 28.95), L (M = 27.16), and HA (M = 26.98). The lowest scoring atoll is N (M = 18.86). The other atolls which scored among the lowest average are V, S, Th, R, and Dh atoll, in that order.

Figure 34 shows the performance in s9 disaggregated by atoll.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	26.7	28.3	32.8	28.5	30.8	34.0	32.2	28.5	29.2	26.4	25.0	29.0	28.5	26.8	31.2	28.9	30.0	29.6	29.0	29.3	30.0
national	29.6	29.6	29.6	29.6	29.6	29.6	29.6	29.6	29.6	29.6	29.6	29.6	29.6	29.6	29.6	29.6	29.6	29.6	29.6	29.6	29.6

Figure 34. Atoll-wise performance in s9

As depicted in Figure 34, 7 of the 21 regions scored equal to or higher than the national average while the remaining 14 scored lower. The highest scoring regions are B (M = 34.02), Sh (M = 32.84), and Lh (M = 32.24). The lowest scoring atoll is V (M = 25.00). The other atolls which scored among the lowest average are ADh, HA, Dh, HDh, and N atoll, in that order.

Figure 35 shows the performance in s10 disaggregated by atoll.

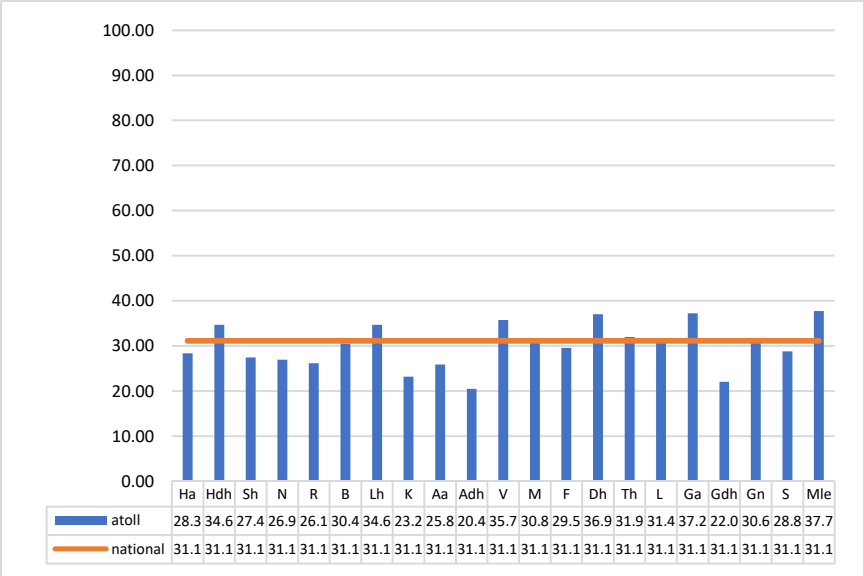


Figure 35. Atoll-wise performance in s10

As depicted in Figure 35, 8 of the 21 regions scored equal to or higher than the national average while the remaining 13 scored lower. The highest scoring regions are Male' (M = 37.74), GA (M = 37.22), and Dh (M = 36.98). The lowest scoring atoll is ADh (M = 20.47). The other atolls which scored among the lowest average are GDh, K AA, R, and N atoll, in that order.

Figure 36 shows the performance in s11 disaggregated by atoll.

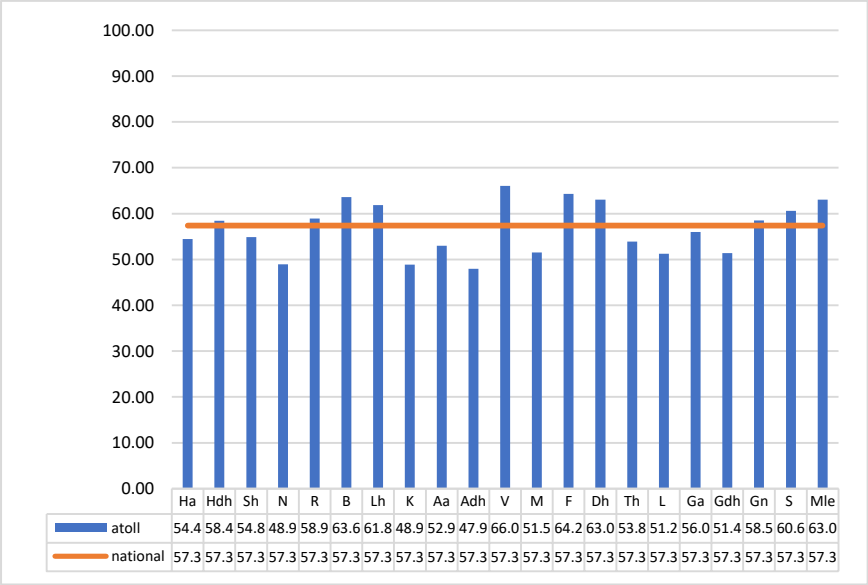
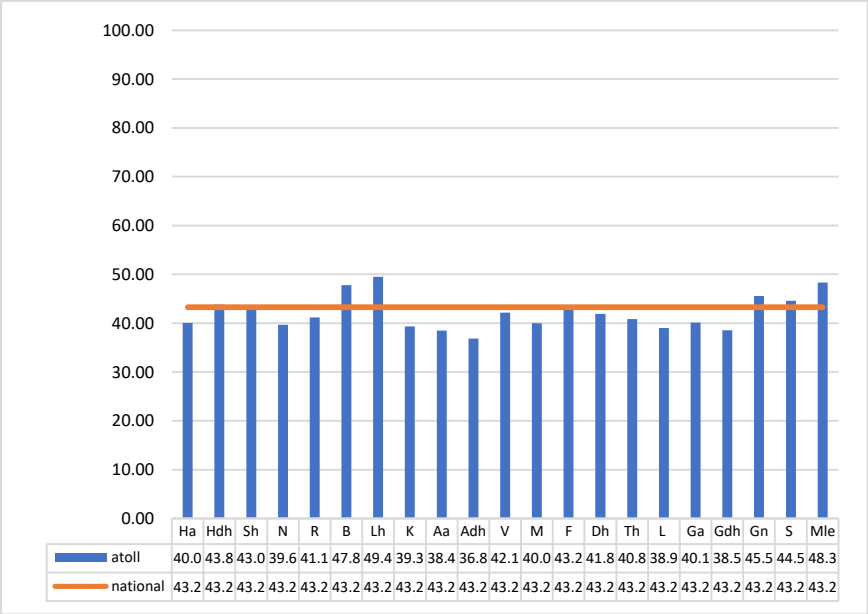


Figure 36. Atoll-wise performance in s11

As depicted in Figure 36, 10 of the 21 regions scored equal to or higher than the national average while the remaining 11 scored lower. The highest scoring regions are V (M = 66.07), F (M = 64.29), and B (M = 63.61). The lowest scoring atoll is ADh (M = 47.95). The other atolls which scored among the lowest average are K, N, L, GDh and M atoll, in that order.

Figure 37 shows the performance in s12 disaggregated by atoll.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	40.0	43.8	43.0	39.6	41.1	47.8	49.4	39.3	38.4	36.8	42.1	40.0	43.2	41.8	40.8	38.9	40.1	38.5	45.5	44.5	48.3
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 37. Atoll-wise performance in s12

As depicted in Figure 37, 7 of the 21 regions scored equal to or higher than the national average while the remaining 14 scored lower. The highest scoring regions are Lh (M = 49.47), Male' (M = 48.33), and B (M = 47.81). The lowest scoring atoll is ADh (M = 36.84). The other atolls which scored among the lowest average are AA, GDh, L, K, and N atoll, in that order.

3.2.4 Competency-wise Performance

The 35 items in the Maths NALO 2025 were also categorised into three groups based on the difficulty level of the item. These are labelled as (i) basic, (ii) regular, and challenging, and are referred

to as competencies in this report. The list of items under each category is given in Appendix B. For the purpose of comparison, mean score for each category is computed and then converted into percentage.

Figure 38 shows student performance in all three categories at national level.

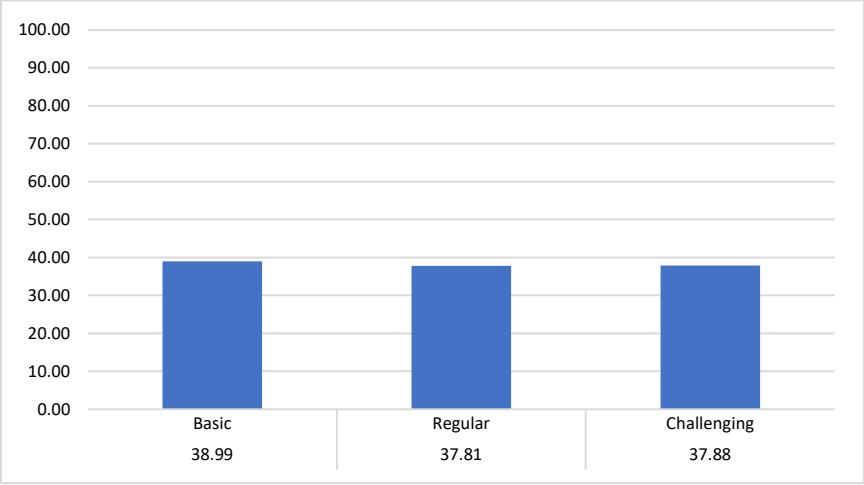


Figure 38. Competency-wise performance at national level

As shown in Figure 38, there is a slight downward trend in performance as the difficulty level of the items increased. The difference in performance between the basic items (M = 38.99), regular items (M = 37.81), and challenging items (M = 37.88) is quite narrow. This shows that although student performance in Mathematics is low compared to other NALO subjects, it does not vary much within the subject in relation to item difficulty.

Figure 39 shows student performance in basic items disaggregated by atolls.

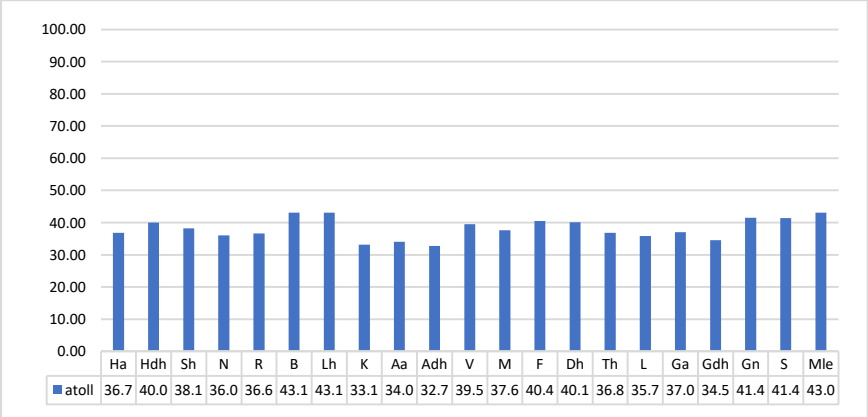


Figure 39. Competency-wise performance in items rated as basic

According to Figure 39, the highest performing regions are B (M = 43.11), LH (M = 43.11), Male' (M = 43.07), and Gn (M = 41.47). The lowest performing atolls are ADh (M = 32.71), K (M = 33.19), and AA (M = 34.02).

Figure 40 shows student performance in regular items disaggregated by atolls.

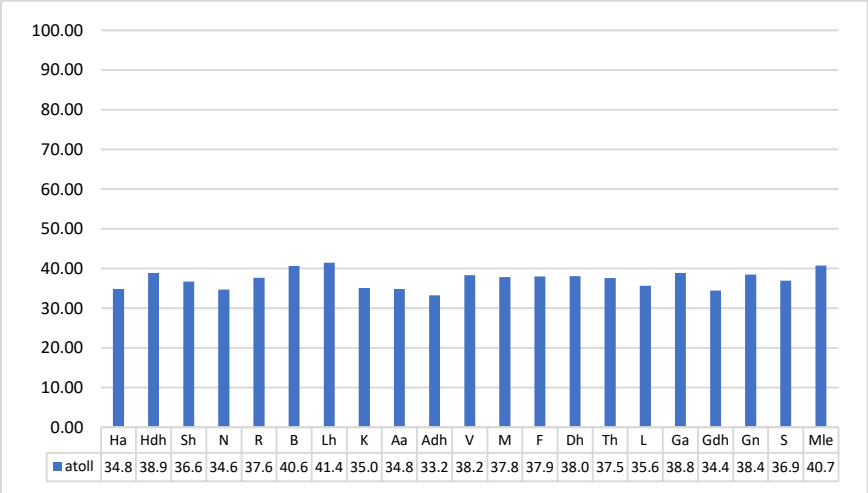


Figure 40. Competency-wise performance in items rated as regular

According to Figure 40, the highest performing regions are Lh (M = 41.48), Male' (M = 40.73), and B (M = 40.62). The lowest performing atolls are ADh (M = 33.25), GDh (M = 34.40), and N (M = 34.69).

Figure 41 shows student performance in regular items disaggregated by atolls.

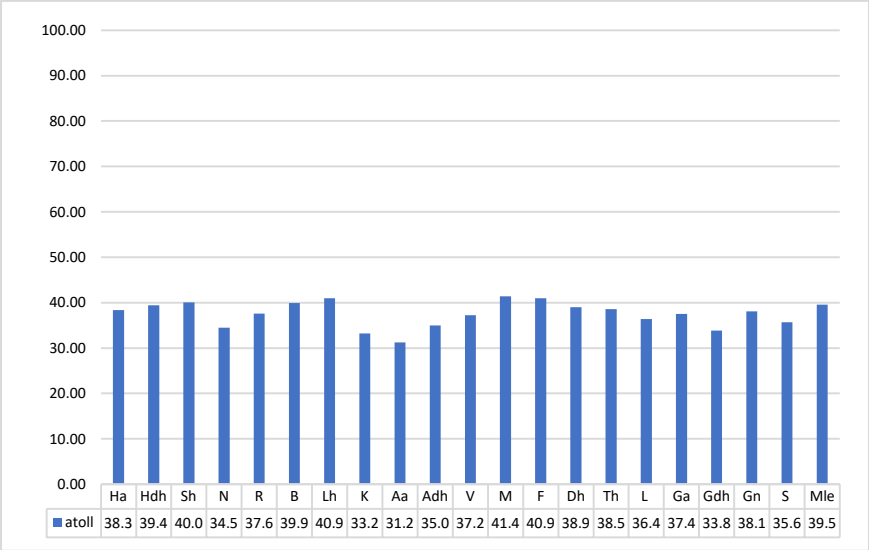


Figure 41. Competency-wise performance in items rated as challenging

According to Figure 41, the highest performing regions are M (M = 41.41), Lh (M = 40.98), and F (M = 40.96). The lowest performing atolls are AA (M = 31.24), K (M = 33.23), and GDh (M = 33.84).

3.3 SCIENCE

3.3.1 Response Distribution

A total of 4548 students across the nation sat for the NALO 2025 Science assessment. Figure 42 shows the gender-wise breakdown of the candidates while Figure 43 shows the atoll-wise breakdown of the same.

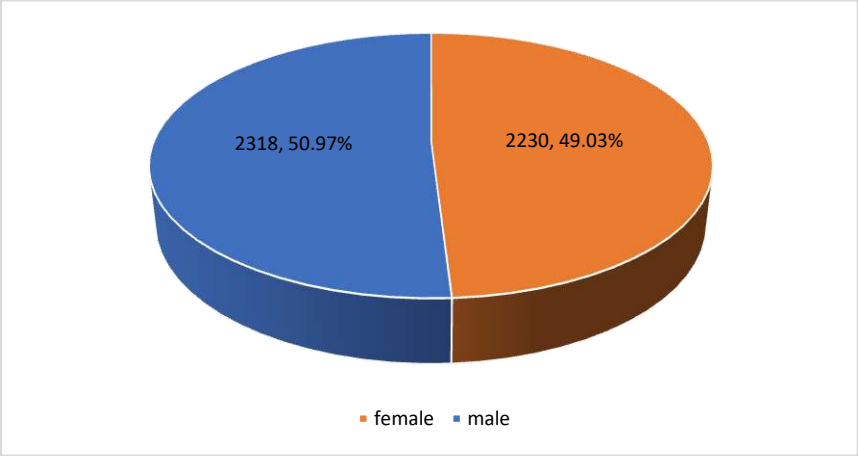
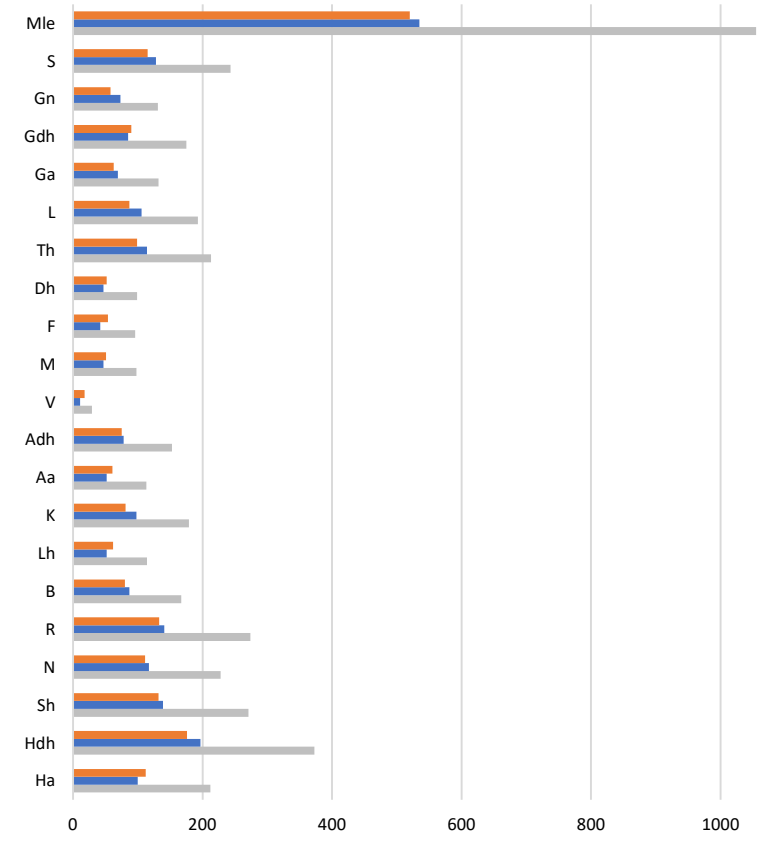


Figure 42. Gender-wise distribution of candidates (Science)

According to Figure 42, 49.03% (2230) of the test takers are girls while 50.97% (2318) are boys. This is true for most of the atolls as shown in Figure 43.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
female	112	176	132	111	133	80	62	81	61	75	18	51	54	52	99	87	63	90	58	115	520
male	100	197	139	117	141	87	52	98	52	78	11	47	42	47	114	106	69	85	73	128	535
total	212	373	271	228	274	167	114	179	113	153	29	98	96	99	213	193	132	175	131	243	1055

Figure 43. Atoll-wise distribution of candidates (Science)

Table 4 shows the response patterns for the 49 items in science assessment of the NALO 2025. Approximately 26% of the items got more correct responses than wrong responses. Items that received the most correct responses are 31, 4, 39, 7, and 38, in that order. Items that received the most wrong responses are 47, 11, 33, 43, and 19, in that order.

Table 4. Response patterns for science

Item	Correct		Wrong	
	N	%	N	%
s11_1	2973 ,	65.37%	1575 ,	34.63%
s11_2	2809 ,	61.76%	1739 ,	38.24%
s1_3	1542 ,	33.91%	3006 ,	66.09%
s15_4a	3582 ,	78.76%	966 ,	21.24%
s15_4b	1190 ,	26.17%	3358 ,	73.83%
s16_5	1357 ,	29.84%	3191 ,	70.16%
s1_6	3435 ,	75.53%	1113 ,	24.47%
s1_7	1317 ,	28.96%	3231 ,	71.04%
s14_8a	1923 ,	42.28%	2625 ,	57.72%
s13_8b	1719 ,	37.80%	2829 ,	62.20%
s13_8c	740 ,	16.27%	3808 ,	83.73%
IA_9	1151 ,	25.31%	3397 ,	74.69%
IA_10	2936 ,	64.56%	1612 ,	35.44%
IA_11	2142 ,	47.10%	2406 ,	52.90%
IA_12	2409 ,	52.97%	2139 ,	47.03%
IA_13	1723 ,	37.88%	2825 ,	62.12%
s3_14a	1940 ,	42.66%	2608 ,	57.34%
s15_14b	2027 ,	44.57%	2521 ,	55.43%

s6_15	1103	,	24.25%	3445	,	75.75%
s8_16	1805	,	39.69%	2743	,	60.31%
s6_17	1607	,	35.33%	2941	,	64.67%
s13_18	1726	,	37.95%	2822	,	62.05%
s10_19	2247	,	49.41%	2301	,	50.59%
s10_20	1564	,	34.39%	2984	,	65.61%
s10_21	1770	,	38.92%	2778	,	61.08%
s15_22a	2671	,	58.73%	1877	,	41.27%
s8_22b	2920	,	64.20%	1628	,	35.80%
IA_23	2031	,	44.66%	2517	,	55.34%
IA_24	1615	,	35.51%	2933	,	64.49%
IA_25	2770	,	60.91%	1778	,	39.09%
IA_26	3613	,	79.44%	935	,	20.56%
IA_27	2010	,	44.20%	2538	,	55.80%
s4_28	1041	,	22.89%	3507	,	77.11%
s5_29	1237	,	27.20%	3311	,	72.80%
s15_30	1506	,	33.11%	3042	,	66.89%
s4_31	1855	,	40.79%	2693	,	59.21%
s9_32	1163	,	25.57%	3385	,	74.43%
s12_33	3134	,	68.91%	1414	,	31.09%
s2_34a	3478	,	76.47%	1070	,	23.53%
s2_34b	1858	,	40.85%	2690	,	59.15%
s7_35	1946	,	42.79%	2602	,	57.21%
s9_36	2489	,	54.73%	2059	,	45.27%
s12_37	1061	,	23.33%	3487	,	76.67%
s4_38	2183	,	48.00%	2365	,	52.00%
s5_39	1744	,	38.35%	2804	,	61.65%
IA_40	1812	,	39.84%	2736	,	60.16%
IA_41	669	,	14.71%	3879	,	85.29%

IA_42	1906	,	41.91%	2642	,	58.09%
IA_43	1467	,	32.26%	3081	,	67.74%

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

Of the 49 items shown in Table 4, 35 items are NALO items indicated by prefix ‘s’ while 14 items are taken from international assessments, indicated prefix ‘IA’. The results presented in the following sections are based only on the NALO items. Results for the international assessment item are presented in part 4 of this report.

3.3.2 Overall Patterns of Achievement

Figure 44 shows the national performance of students in Science in the NALO 2025.

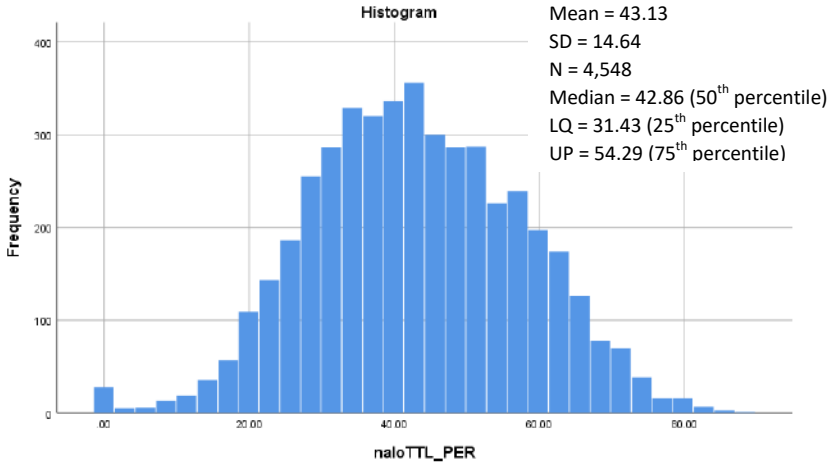


Figure 44. National performance in Science

As inferred from Figure 44, the average performance of students in Science in the NALO 2025 is 43.13 as indicated by the mean score. This indicates that, on average, about 43% of the expected learning outcomes have been achieved in science at the end of Key Stage 3. Further, the threshold to qualify for the top 25% of students is 54.29, indicating that the top achievers might have achieved as low as approximately 54% of learning outcomes.

Figure 45 shows the atoll-wise average performance of students in Science in the NALO 2025. The national average (43.13) is shown by the line graph while the averages for the atolls and Male' are indicated by the bars.

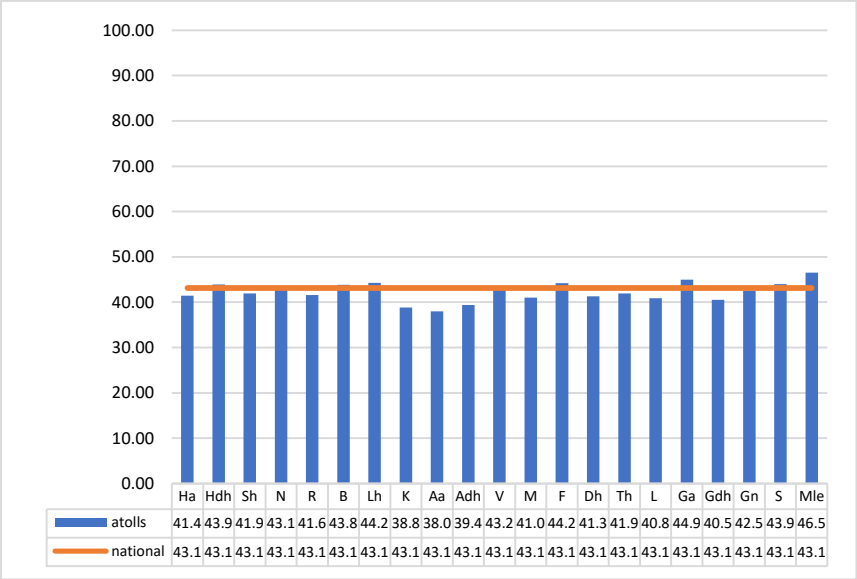
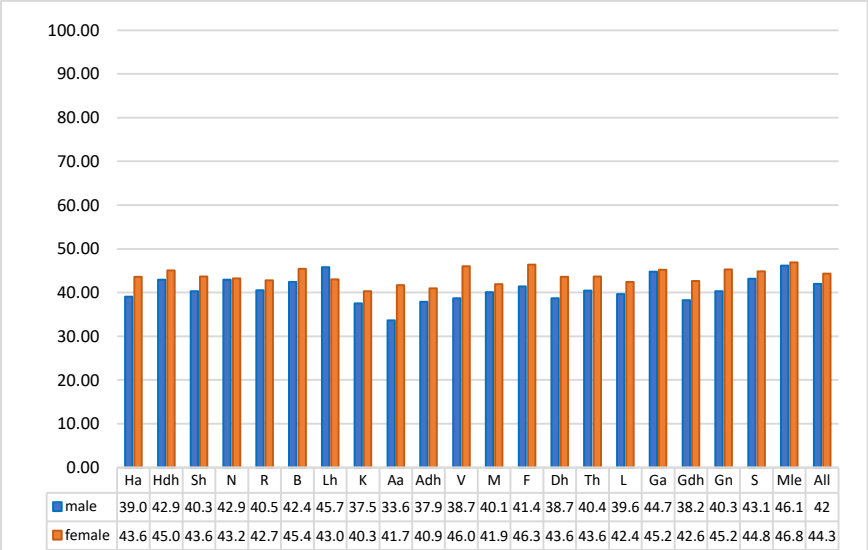


Figure 45. Atoll-wise performance in Science

As seen from Figure 45, most of the atolls performed quite close to the national average. It is observed that Male' city performed slightly better than most other atolls. Other top-5 atolls that performed better than the national average are GA, Lh, F and S atolls. The lowest scoring atolls are ADh, AA, K, GDh and L, in that order.

Figure 46 shows the atoll-wise performance of students in Science segregated by gender.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle	All
male	39.0	42.9	40.3	42.9	40.5	42.4	45.7	37.5	33.6	37.9	38.7	40.1	41.4	38.7	40.4	39.6	44.7	38.2	40.3	43.1	46.1	42
female	43.6	45.0	43.6	43.2	42.7	45.4	43.0	40.3	41.7	40.9	46.0	41.9	46.3	43.6	43.6	42.4	45.2	42.6	45.2	44.8	46.8	44.3

Figure 46. Gender-based, atoll-wise performance in Science

As seen in Figure 46, girls outperformed boys in the majority of the atolls based on percentage mean scores, whereby the national average for boys and girls are 41.99 and 44.32, respectively. Regions that show the greatest difference are AA, V, Gn, F and Dh, in that order.

Figure 47 shows the performance of students in science based on the stream they are currently enrolled in. It is important to note that the NALO assessment was based on the content that was taught before students were categorised into these streams. However, the test was conducted after a few months had passed since students began studying in the assigned streams. Further,

there were only six students in the Arts stream, hence, these students were excluded from the analysis.

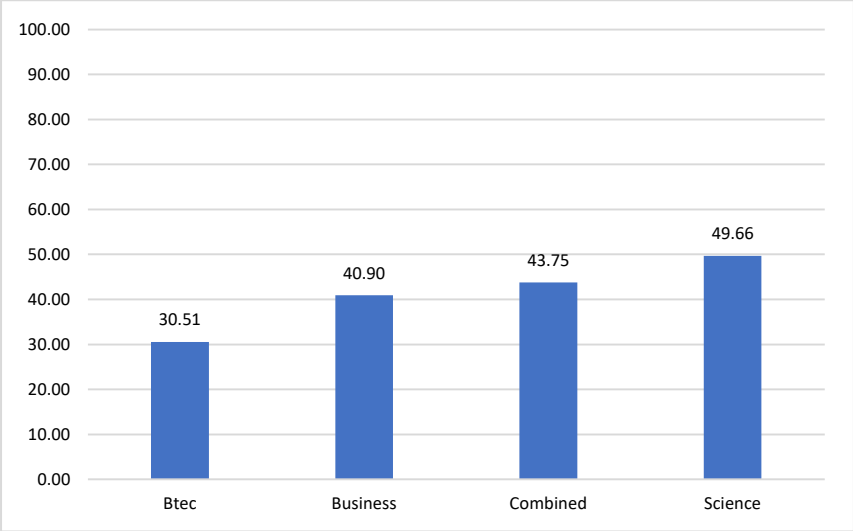


Figure 47. Stream-wise performance in Science

As seen in Figure 47, the lowest performance is shown by those in the BTEC stream (N = 645) while the best is shown by those in the Science stream (N = 1671).

Figure 48 shows performance of students in Science, based on school size. In order to do the analysis, schools were categorised into three groups based on student enrollment: 1-100 (small), 101-500 (medium), and 501 and above (large). The number of schools in each category are 32, 132, and 37 respectively.

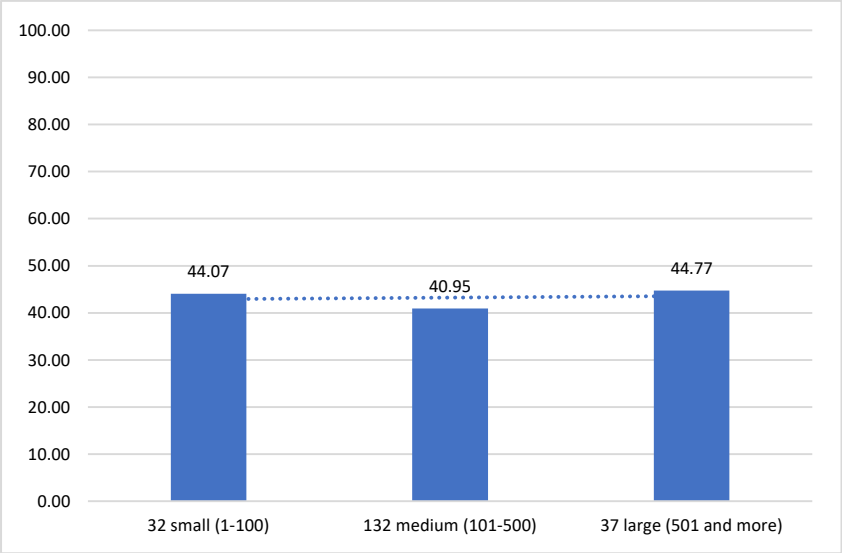


Figure 48. School size and student performance in Science

As seen in Figure 48, the mean scores for the three categories are 44.07, 40.95, and 44.77 respectively. This depicts a notably better performance by larger schools as compared to the medium and small schools.

3.3.3 Outcome-wise Performance

The 35 items in the Science NALO 2025 tested a total of 16 learning outcomes. For brevity, only the outcome reference codes are reported in text. The descriptions of the outcomes are given in appendix A. Figure 49 shows the extent to which each of these outcomes achieved at the national level based on mean scores obtained by test takers.

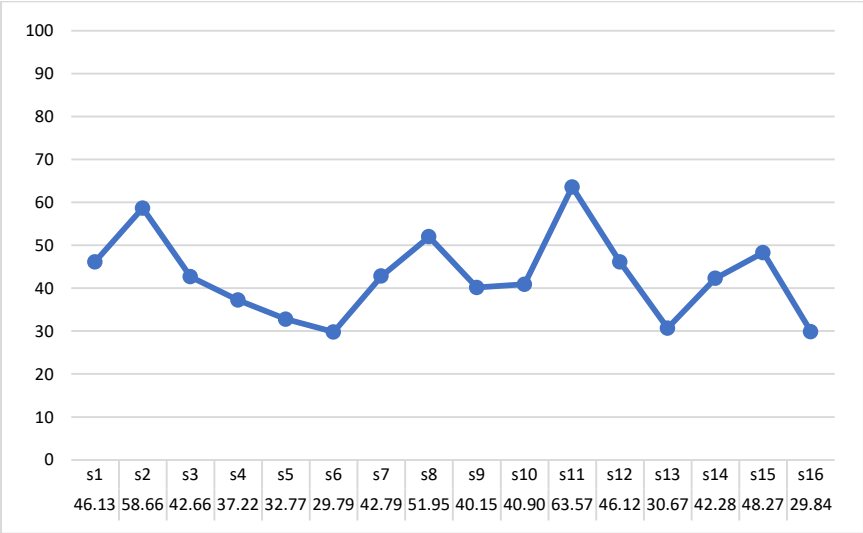
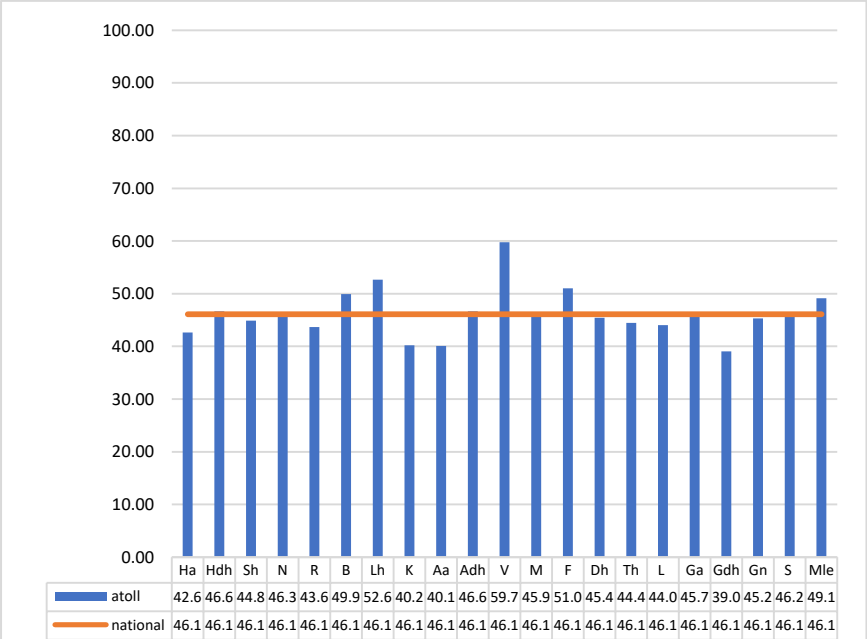


Figure 49. Outcome-wise performance in Science

According to Figure 49, students performed the best in outcome s11 (M = 63.57) while they demonstrated the poorest performance in s6 (M = 29.79).

Next, results of each of the 12 outcomes that are tested in NALO 2025 Science 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 50 shows the performance in s1 disaggregated by atolls.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	42.6	46.6	44.8	46.3	43.6	49.9	52.6	40.2	40.1	46.6	59.7	45.9	51.0	45.4	44.4	44.0	45.7	39.0	45.2	46.2	49.1
national	46.1	46.1	46.1	46.1	46.1	46.1	46.1	46.1	46.1	46.1	46.1	46.1	46.1	46.1	46.1	46.1	46.1	46.1	46.1	46.1	46.1

Figure 50. Atoll-wise performance in outcome s1

As depicted in Figure 50, 9 of the 21 regions scored equal to or higher than the national average while the remaining 12 scored lower. The highest scoring regions are V (M = 59.77), Lh (M = 52.63), and F (M = 51.04). The lowest scoring atoll is GDh (M = 39.05). The other atolls which scored among the lowest average are AA, K, HA, R, and L atoll, in that order.

Figure 51 shows the performance in s2 disaggregated by atolls.

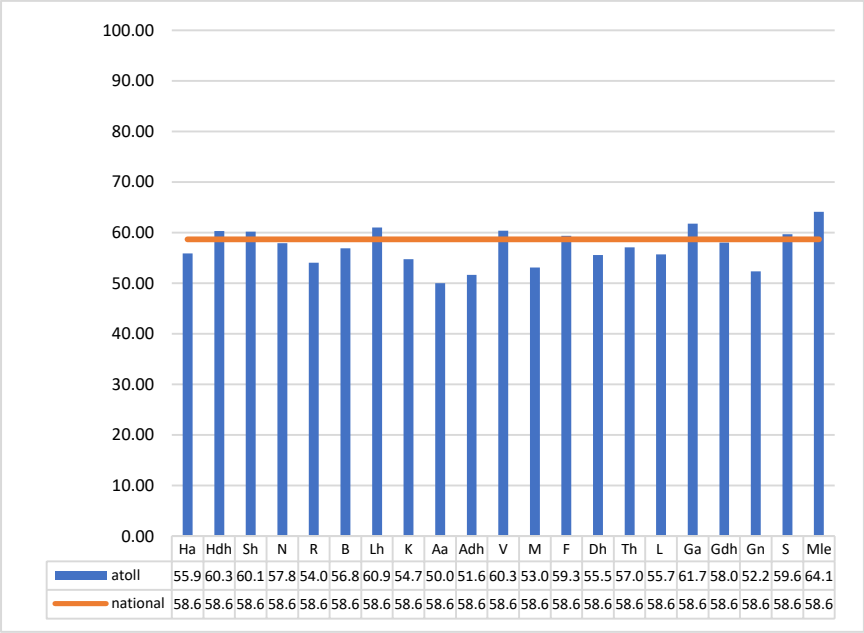
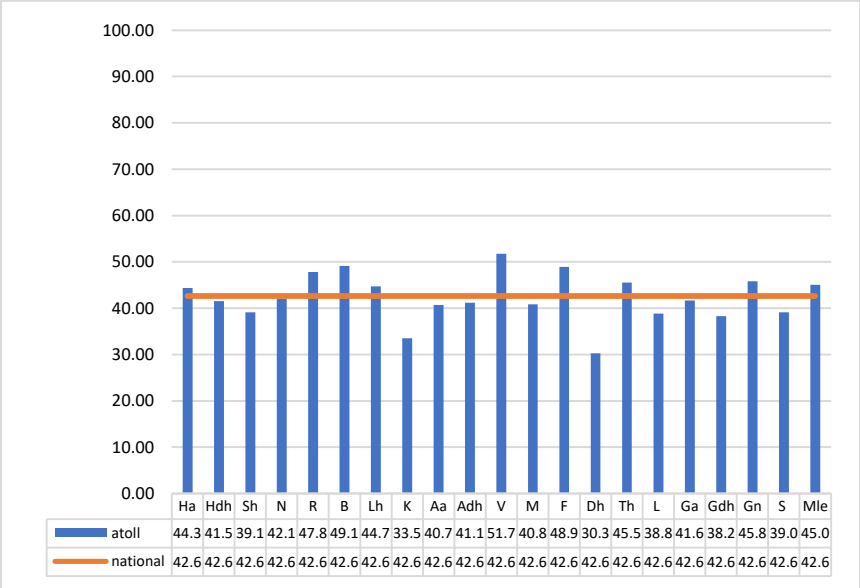


Figure 51. Atoll-wise performance in outcome s2

As depicted in Figure 51, 8 of the 21 regions scored equal to or higher than the national average while the remaining 13 scored lower. The highest scoring regions are Male' (M = 64.12), GA (M = 61.74), and Lh (M = 60.96). The lowest scoring atoll is AA (M = 50.00). The other atolls which scored among the lowest average are ADh, Gn, M, R and K atoll, in that order.

Figure 52 shows the performance in s3 disaggregated by atoll.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	44.3	41.5	39.1	42.1	47.8	49.1	44.7	33.5	40.7	41.1	51.7	40.8	48.9	30.3	45.5	38.8	41.6	38.2	45.8	39.0	45.0
national	42.6	42.6	42.6	42.6	42.6	42.6	42.6	42.6	42.6	42.6	42.6	42.6	42.6	42.6	42.6	42.6	42.6	42.6	42.6	42.6	42.6

Figure 52. Atoll-wise performance in s3

As depicted in Figure 52, 9 of the 21 regions scored equal to or higher than the national average while the remaining 12 scored lower. The highest scoring regions are V (M = 51.72), B (M = 49.10), and F (M = 48.96). The lowest scoring atoll is Dh (M = 30.30). The other atolls which scored among the lowest average are K, GDh, L, S, and Sh atoll, in that order.

Figure 53 shows the performance in s4 disaggregated by atoll.

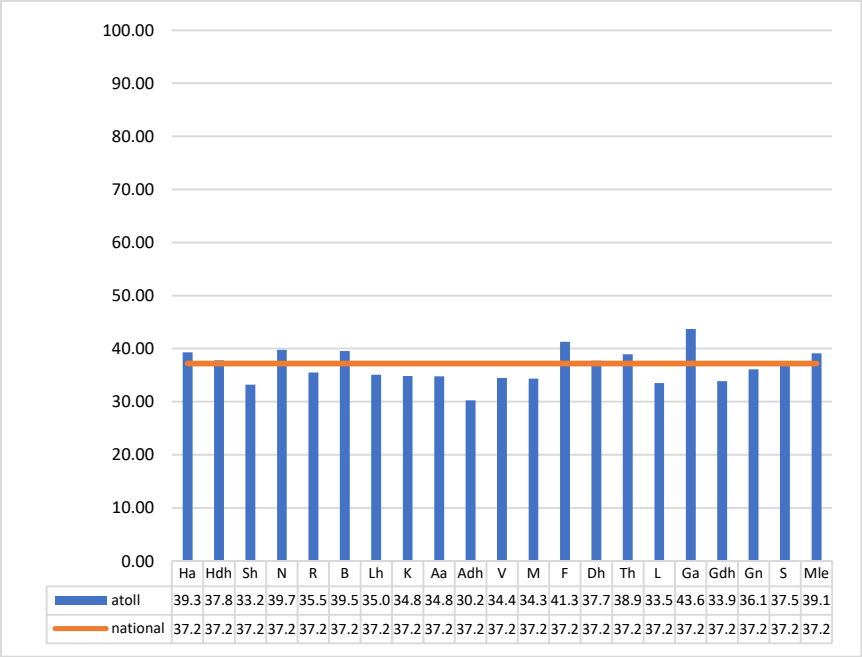


Figure 53. Atoll-wise performance in s4

As depicted in Figure 53, 6 of the 21 regions scored equal to or higher than the national average while the remaining 15 scored lower. The highest scoring regions are GA (M = 43.69), F (M = 41.32), and N (M = 39.77). The lowest scoring atoll is ADh (M = 30.28). The other atolls which scored among the lowest average are Sh, L, GDh, M, and V atoll, in that order.

Figure 54 shows the performance in s5 disaggregated by atoll.

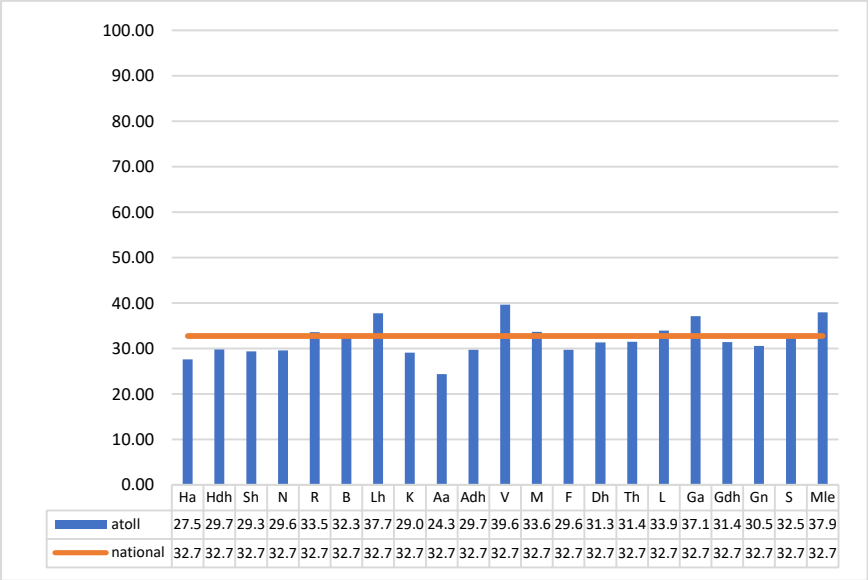
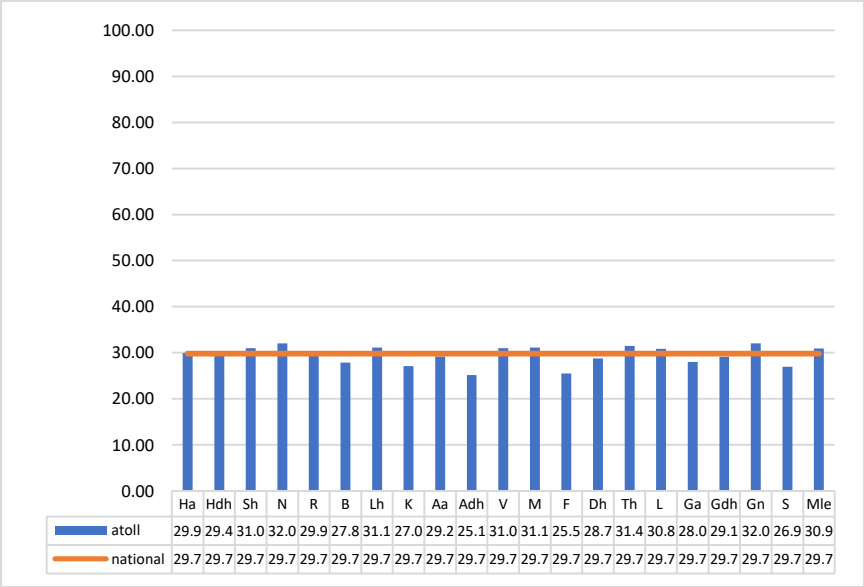


Figure 54. Atoll-wise performance in s5

As depicted in Figure 54, 7 of the 21 regions scored equal to or higher than the national average while the remaining 14 scored lower. The highest scoring regions are V (M = 39.66), Male' (M = 37.96), and Lh (M = 37.72). The lowest scoring atoll is AA (M = 34.34). The other atolls which scored among the lowest average are HA, K, Sh, N, and F atoll, in that order.

Figure 55 shows the performance in s6 disaggregated by atoll.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	29.9	29.4	31.0	32.0	29.9	27.8	31.1	27.0	29.2	25.1	31.0	31.1	25.5	28.7	31.4	30.8	28.0	29.1	32.0	26.9	30.9
national	29.7	29.7	29.7	29.7	29.7	29.7	29.7	29.7	29.7	29.7	29.7	29.7	29.7	29.7	29.7	29.7	29.7	29.7	29.7	29.7	29.7

Figure 55. Atoll-wise performance in s6

As depicted in Figure 55, 11 of the 21 regions scored equal to or higher than the national average while the remaining 10 scored lower. The highest scoring regions are Gn (M = 32.06), N (M = 32.02), and Th (M = 31.46). The lowest scoring atoll is ADh (M = 25.16). The other atolls which scored among the lowest average are F, S, K, B, and GA atoll, in that order.

Figure 56 shows the performance in s7 disaggregated by atoll.

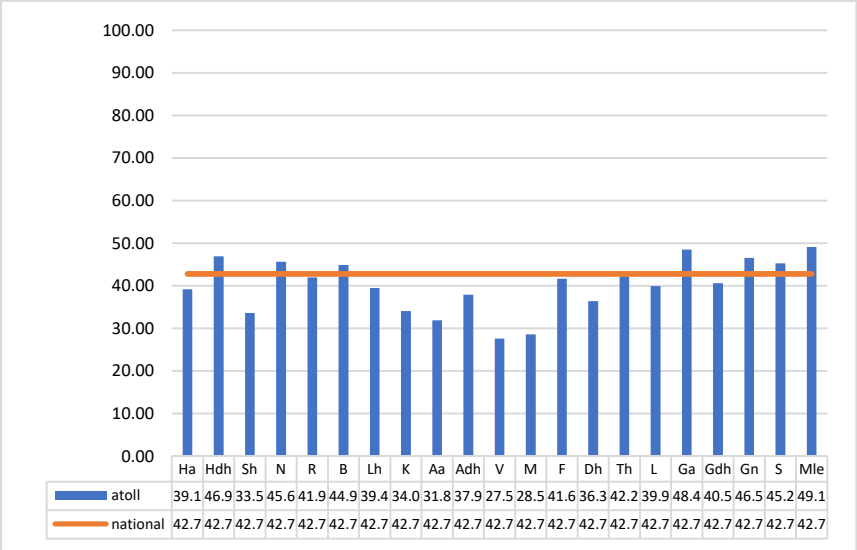


Figure 56. Atoll-wise performance in s7

As depicted in Figure 56, 7 of the 21 regions scored equal to or higher than the national average while the remaining 14 scored lower. The highest scoring regions are Male' (M = 49.10), GA (M = 48.48), and HDh (M = 46.92). The lowest scoring atoll is V (M = 27.59). The other atolls which scored among the lowest average are M, AA, Sh, K and Dh atoll, in that order.

Figure 57 shows the performance in s8 disaggregated by atoll.

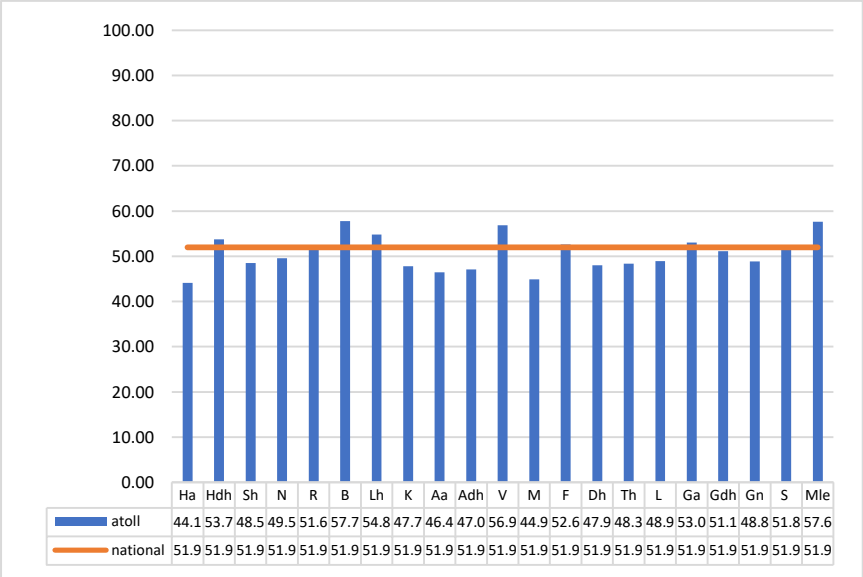


Figure 57. Atoll-wise performance in s8

As depicted in Figure 57, 7 of the 21 regions scored equal to or higher than the national average while the remaining 14 scored lower. The highest scoring regions are B (M = 57.78), Male' (M = 57.63), and V (M = 56.90). The lowest scoring atoll is HA (M = 44.10). The other atolls which scored among the lowest average are M, AA, ADh, K, and Dh atoll, in that order.

Figure 58 shows the performance in s9 disaggregated by atoll.

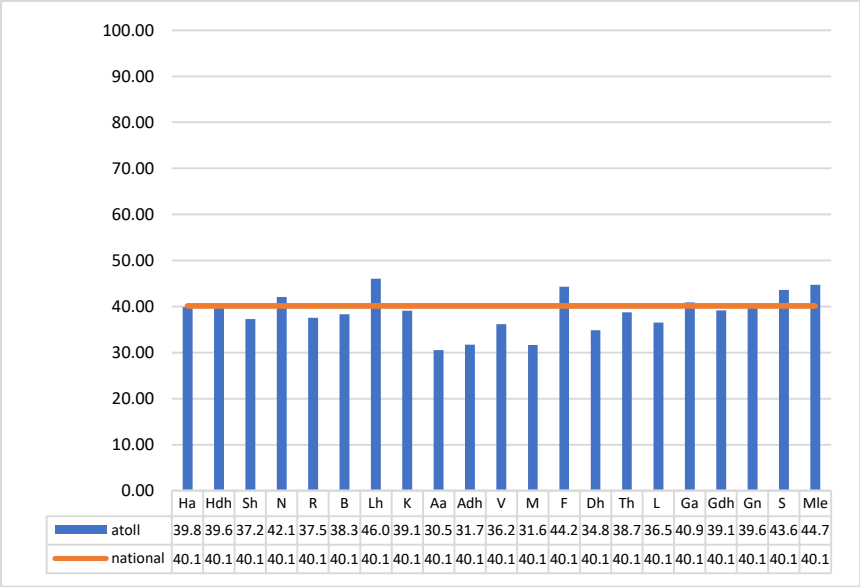
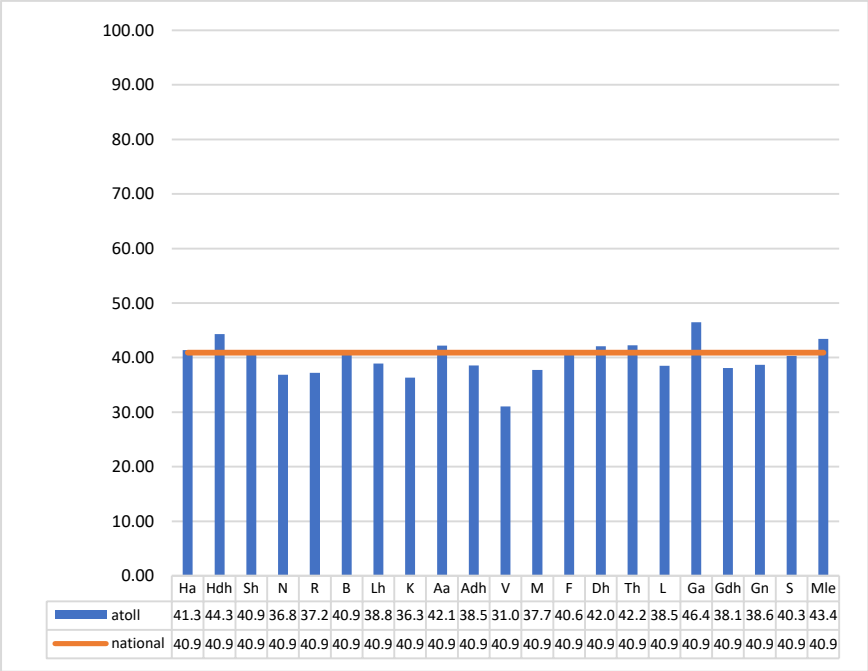


Figure 58. Atoll-wise performance in s9

As depicted in Figure 58, 6 of the 21 regions scored equal to or higher than the national average while the remaining 15 scored lower. The highest scoring regions are Lh (M = 46.05), Male' (M = 44.74), and F (M = 44.27). The lowest scoring atoll is AA (M = 30.53). The other atolls which scored among the lowest average are M, ADh, Dh, V, and L atoll, in that order.

Figure 59 shows the performance in s10 disaggregated by atoll.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	41.3	44.3	40.9	36.8	37.2	40.9	38.8	36.3	42.1	38.5	31.0	37.7	40.6	42.0	42.2	38.5	46.4	38.1	38.6	40.3	43.4
national	40.9	40.9	40.9	40.9	40.9	40.9	40.9	40.9	40.9	40.9	40.9	40.9	40.9	40.9	40.9	40.9	40.9	40.9	40.9	40.9	40.9

Figure 59. Atoll-wise performance in s10

As depicted in Figure 59, 9 of the 21 regions scored equal to or higher than the national average while the remaining 12 scored lower. The highest scoring regions are GA (M = 46.46), HDh (M = 44.33), and Male' (M = 43.44). The lowest scoring atoll is V (M = 31.03). The other atolls which scored among the lowest average are K, N, R, M, and GDh atoll, in that order.

Figure 60 shows the performance in s11 disaggregated by atoll.

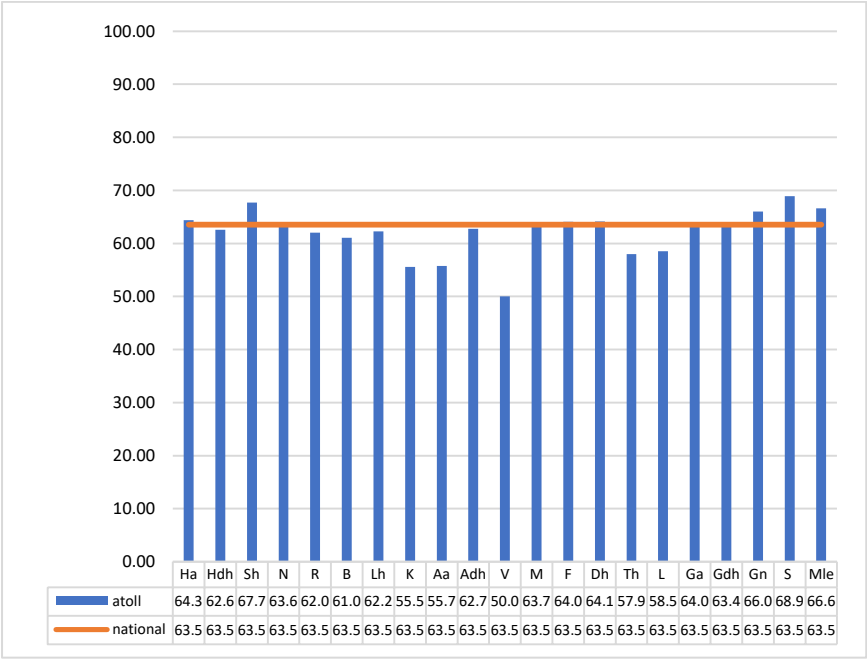


Figure 60. Atoll-wise performance in s11

As depicted in Figure 60, 10 of the 21 regions scored equal to or higher than the national average while the remaining 11 scored lower. The highest scoring regions are S (M = 68.93), Sh (M = 67.71), and Male' (M = 66.64). The lowest scoring atoll is V (M = 50.00). The other atolls which scored among the lowest average are K, AA, Th, L and B atoll in that order.

Figure 61 shows the performance in s12 disaggregated by atoll.

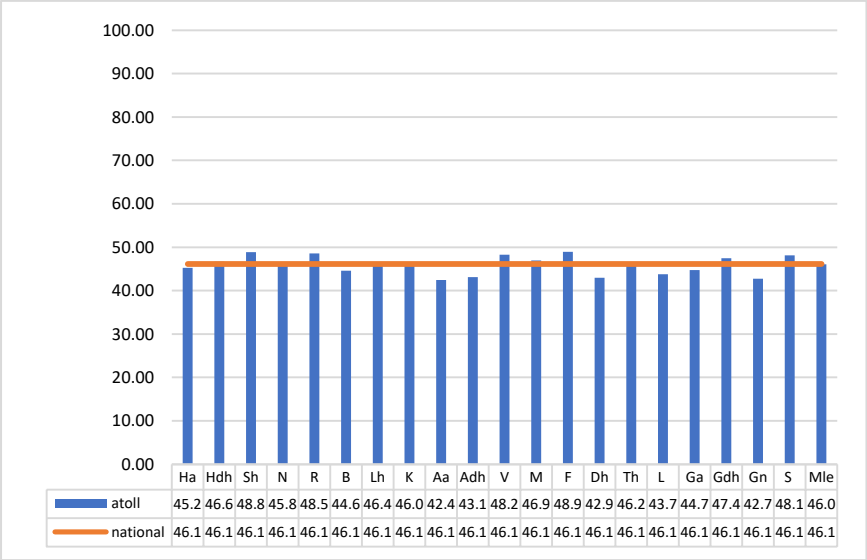


Figure 61. Atoll-wise performance in s12

As depicted in Figure 61, 7 of the regions scored equal to or higher than the national average while the remaining 14 scored lower. The highest scoring regions are F (M = 48.96), Sh (M = 48.89), and R (M = 48.54). The lowest scoring atoll is AA (M = 42.48). The other atolls which scored among the lowest average are Gn, Dh, ADh, L, and B atoll, in that order.

Figure 62 shows the performance in s13 disaggregated by atoll.

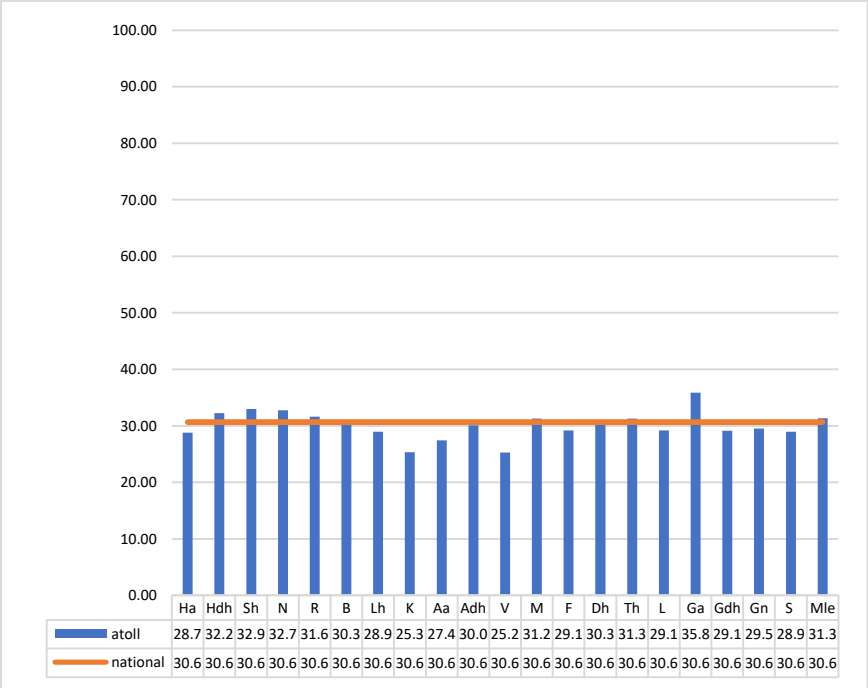


Figure 62. Atoll-wise performance in s13

As depicted in Figure 62, 8 of the 21 regions scored equal to or higher than the national average while the remaining 13 scored lower. The highest scoring regions are GA (M = 35.86), SH (M = 32.96), and N (M = 32.75). The lowest scoring atoll is V (M = 25.29). The other atolls which scored among the lowest average are K, AA, HA, S, and Lh atoll, in that order.

Figure 63 shows the performance in s14 disaggregated by atoll.

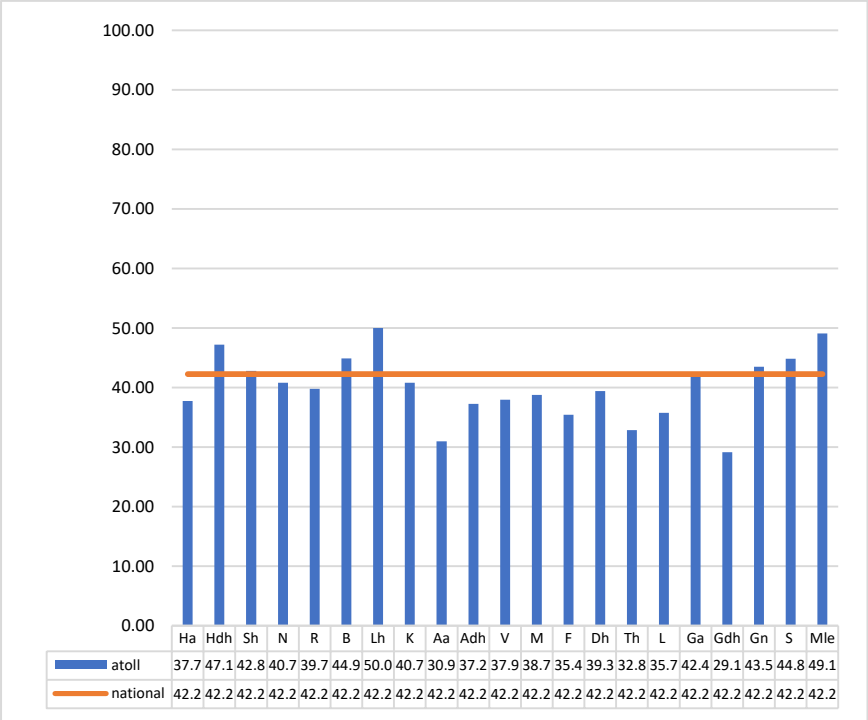
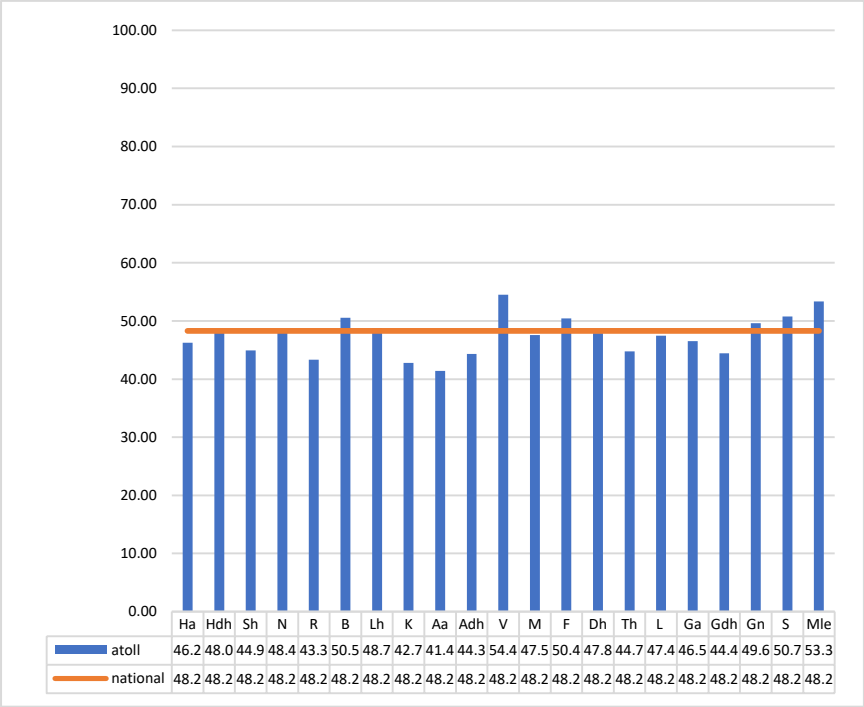


Figure 63. Atoll-wise performance in s14

As depicted in Figure 63, 8 of the 21 regions scored equal to or higher than the national average while the remaining 13 scored lower. The highest scoring regions are Lh (M = 50.00), Male' (M = 49.10), and HDh (M = 47.18). The lowest scoring atoll is GDh (M = 29.14). The other atolls which scored among the lowest average are AA, Th, F, L, and ADh atoll, in that order.

Figure 64 shows the performance in s15 disaggregated by atoll.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	46.2	48.0	44.9	48.4	43.3	50.5	48.7	42.7	41.4	44.3	54.4	47.5	50.4	47.8	44.7	47.4	46.5	44.4	49.6	50.7	53.3
national	48.2	48.2	48.2	48.2	48.2	48.2	48.2	48.2	48.2	48.2	48.2	48.2	48.2	48.2	48.2	48.2	48.2	48.2	48.2	48.2	48.2

Figure 64. Atoll-wise performance in s15

As depicted in Figure 64, 8 of the 21 regions scored equal to or higher than the national average while the remaining 13 scored lower. The highest scoring regions are V (M = 54.48), Male' (M = 53.36), and S (M = 50.78). The lowest scoring atoll is AA (M = 41.42). The other atolls which scored among the lowest average are K, R, ADh, GDh, and Th atoll, in that order.

Figure 65 shows the performance in s16 disaggregated by atoll.

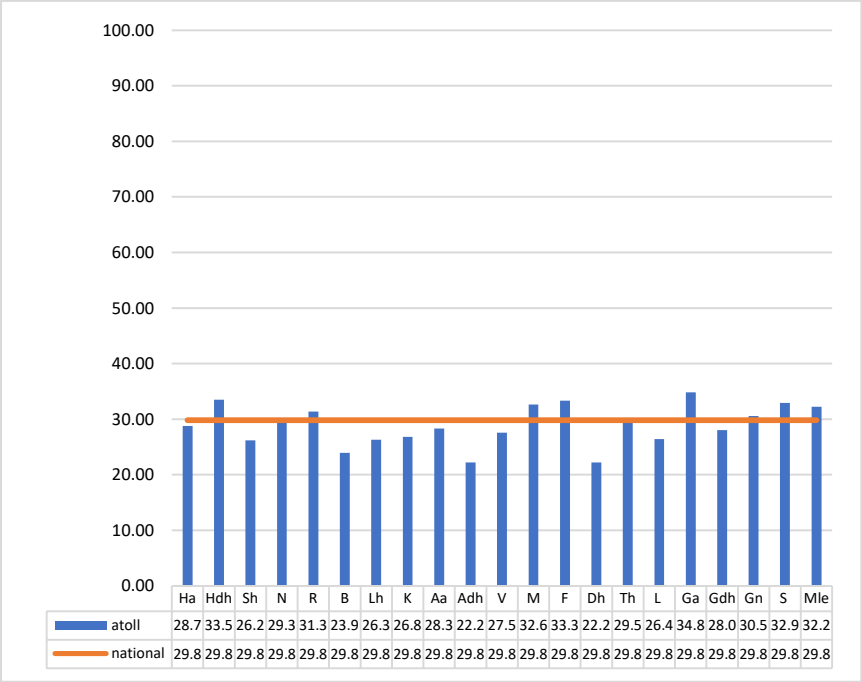


Figure 65. Atoll-wise performance in s16

As depicted in Figure 65, 8 of the 21 regions scored equal to or higher than the national average while the remaining 13 scored lower. The highest scoring regions are GA (M = 34.85), HDh (M = 33.51), and F (M = 33.33). The lowest scoring atoll is Dh (M = 22.22). The other atolls which scored among the lowest average are ADh, B, Sh, Lh, and L atoll in that order.

3.3.4 Competency-wise Performance

The 35 items in the Science NALO 2025 were also categorised into three groups based on the difficulty level of the item. These are labelled as (i) basic, (ii) regular, and challenging and are referred to as competencies in this report. The list of items under each category is given in Appendix B. For the purpose of comparison, mean score for each category is computed and then converted into percentage.

Figure 66 shows student performance in all three categories at national level.

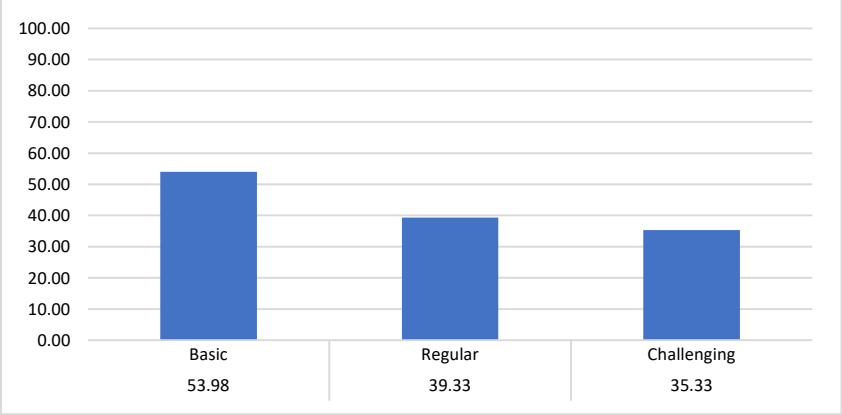


Figure 66. Competency-wise performance at national level

As shown in Figure 66, there is a significant downward trend in performance as the difficulty level of the items increased. The difference in performance between the basic items (M = 53.98) and

regular items (M = 39.33) is significantly more than the difference between the regular and challenging items (M = 35.33).

Figure 67 shows student performance in basic items disaggregated by atolls.

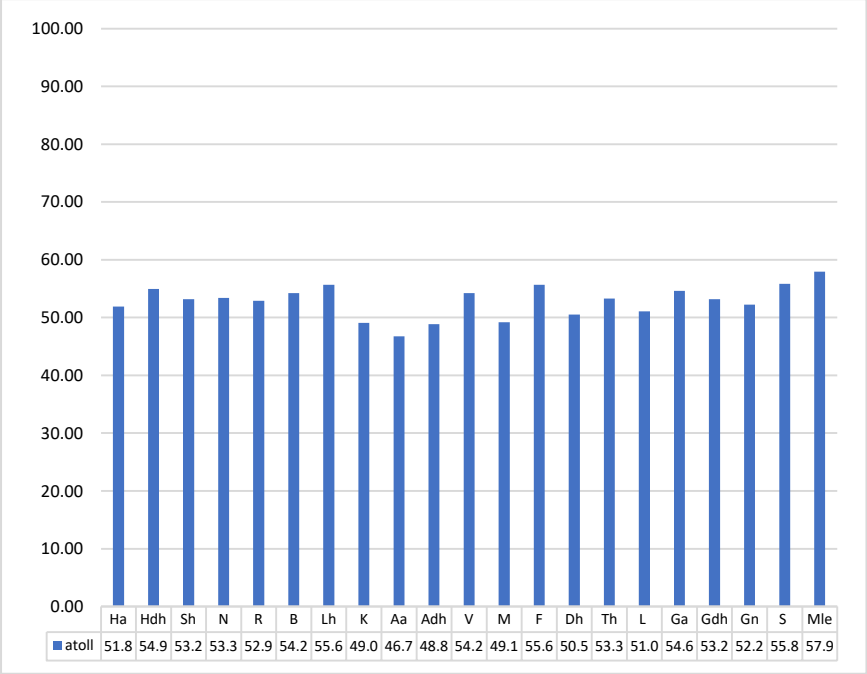


Figure 67. Competency-wise performance in items rated as basic

According to Figure 67, the highest performing regions are Male' (M = 57.92), S (M = 55.82), and F (M = 55.68). The lowest performing atolls are AA (M = 46.74), ADh (M = 48.84), and K (M = 49.06).

Figure 68 shows student performance in regular items disaggregated by atolls.

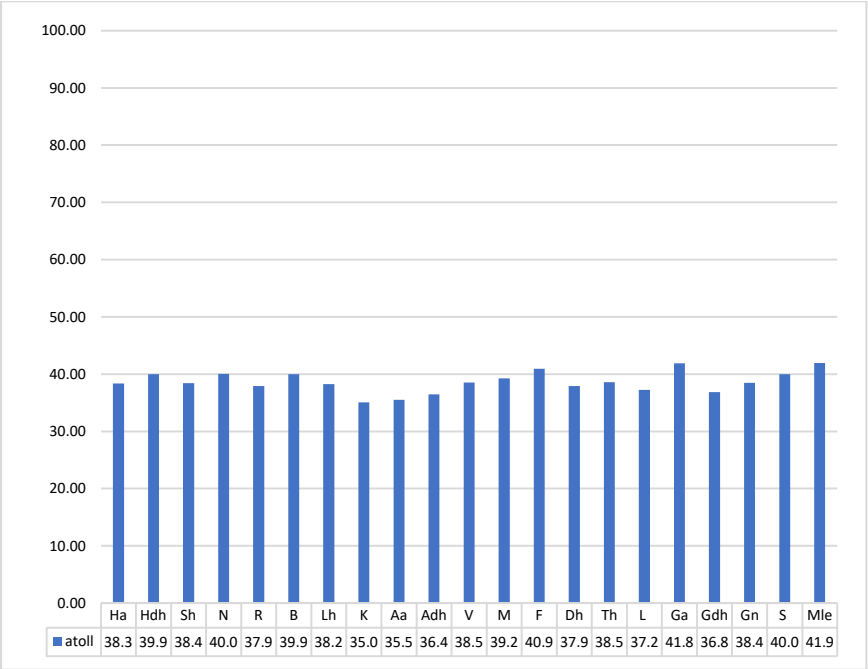


Figure 68. Competency-wise performance in items rated as regular

According to Figure 68, the highest performing regions are Male' (M = 41.92), GA (M = 41.89), and F (M = 40.93). The lowest performing atolls are K (M = 35.06), AA (M = 35.50), and ADh (M = 36.45).

Figure 69 shows student performance in challenging items disaggregated by atolls.

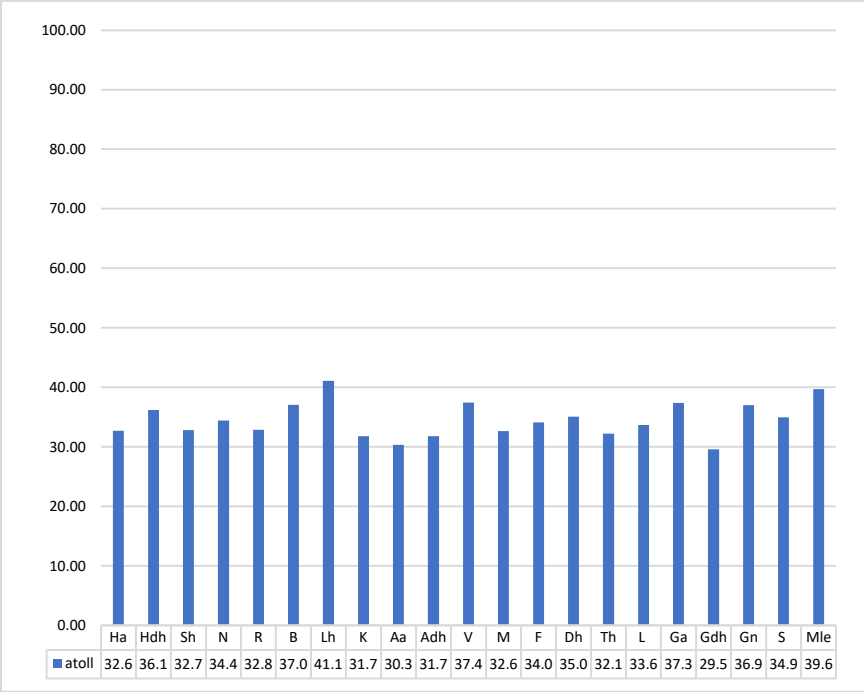


Figure 69. Competency-wise performance in items rated as challenging

According to Figure 69, the highest performing regions are Lh (M = 41.10), Male' (M = 39.69), and V (M = 37.44). The lowest performing atolls are GDh (M = 29.55), AA (M = 30.34), and ADh (M = 31.75).

3.4 ISLAMIC STUDIES

3.4.1 Response Distribution

A total of 4341 students across the nation sat for NALO 2025 Islamic Studies assessment. Figure 70 shows the gender-wise breakdown of the candidates, while Figure 71 shows the atoll-wise breakdown of the same.

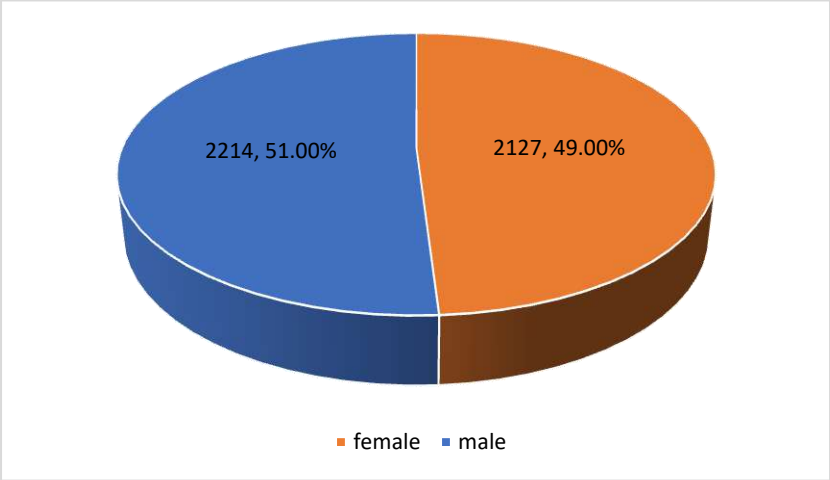
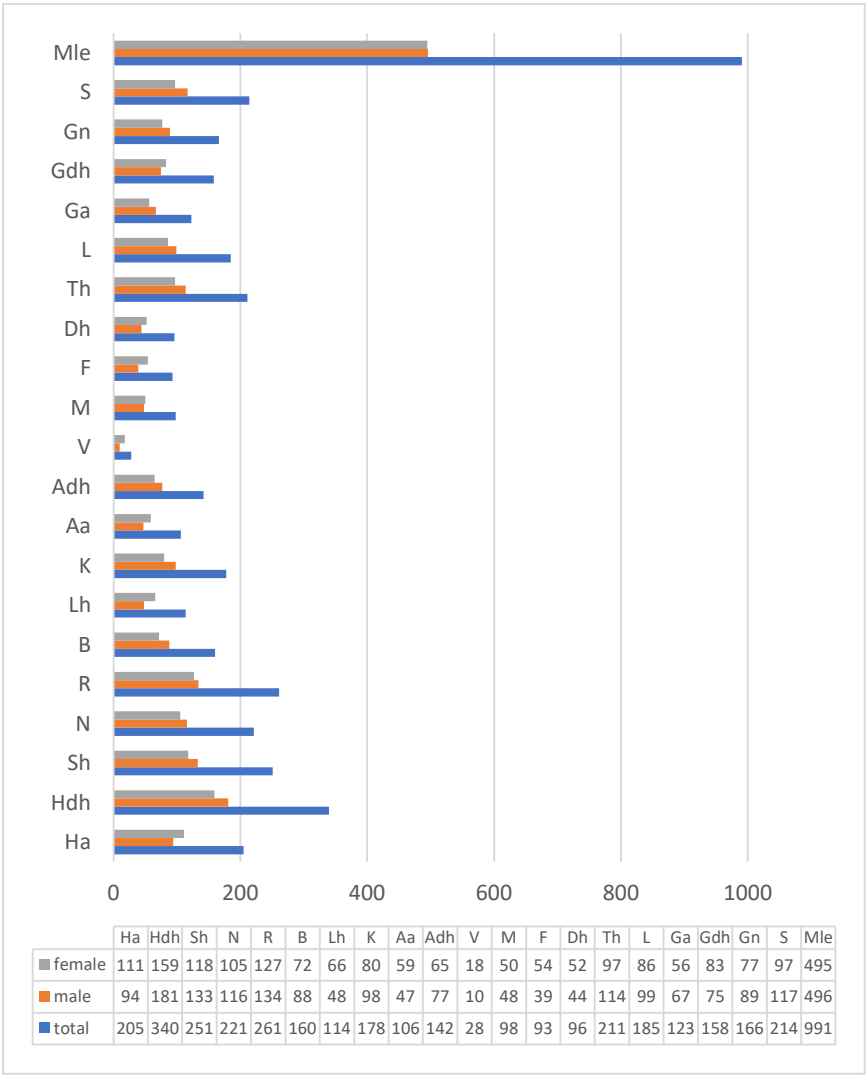


Figure 70. Gender-wise distribution of candidates (Islamic Studies)

According to Figure 70, 49.00% (2127) of the test takers are girls while 51.00% (2214) are boys. This is true for most of the atolls as shown in Figure 71.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
female	111	159	118	105	127	72	66	80	59	65	18	50	54	52	97	86	56	83	77	97	495
male	94	181	133	116	134	88	48	98	47	77	10	48	39	44	114	99	67	75	89	117	496
total	205	340	251	221	261	160	114	178	106	142	28	98	93	96	211	185	123	158	166	214	991

Figure 71. Atoll-wise distribution of candidates (Islamic Studies)

Table 5 shows the response patterns for the 50 items in Islamic Studies assessment of the NALO 2025. According to the results, 64% of the items received more correct responses than wrong responses. Items that received the most correct responses are 4, 23, 38, 43, and 31, in that order. Items that received the most wrong responses are 16, 12, 25, 48, and 17, in that order.

Table 5. Response patterns for Islamic Studies

Item	Correct		Wrong	
	N	%	N	%
s2_1	3211	73.97%	1130	26.03%
s2_2	2219	51.12%	2122	48.88%
s2_3	1623	37.39%	2718	62.61%
s2_4	3637	83.78%	704	16.22%
s2_5	1916	44.14%	2425	55.86%
s2_6	2990	68.88%	1351	31.12%
s3_7	2684	61.83%	1657	38.17%
s3_8	1897	43.70%	2444	56.30%
s3_9	2524	58.14%	1817	41.86%
s3_10	1761	40.57%	2580	59.43%
s3_11	3318	76.43%	1023	23.57%
s3_12	1220	28.10%	3121	71.90%
s3_13	2237	51.53%	2104	48.47%
s3_14	2899	66.78%	1442	33.22%
s12_15	2785	64.16%	1556	35.84%
s12_16	900	20.73%	3441	79.27%
s12_17	1458	33.59%	2883	66.41%
s12_18	3332	76.76%	1009	23.24%

s12_19	2226	,	51.28%	2115	,	48.72%
s12_20	1894	,	43.63%	2447	,	56.37%
s1_21	3009	,	69.32%	1332	,	30.68%
s1_22	1570	,	36.17%	2771	,	63.83%
s1_23	3457	,	79.64%	884	,	20.36%
s1_24	2439	,	56.19%	1902	,	43.81%
s1_25	1320	,	30.41%	3021	,	69.59%
s11_26	3118	,	71.83%	1223	,	28.17%
s11_27	1782	,	41.05%	2559	,	58.95%
s11_28	3231	,	74.43%	1110	,	25.57%
s11_29	1899	,	43.75%	2442	,	56.25%
s1D1_30	2788	,	64.22%	1553	,	35.78%
s5_31	3399	,	78.30%	942	,	21.70%
s5_32	1460	,	33.63%	2881	,	66.37%
s5_33	2229	,	51.35%	2112	,	48.65%
s5_34	3338	,	76.89%	1003	,	23.11%
s5_35	1900	,	43.77%	2441	,	56.23%
s7_36	3011	,	69.36%	1330	,	30.64%
s7_37	1571	,	36.19%	2770	,	63.81%
s7_38	3456	,	79.61%	885	,	20.39%
s7_39	2440	,	56.21%	1901	,	43.79%
s7_40	3021	,	69.59%	1320	,	30.41%
s1_41	3399	,	78.30%	942	,	21.70%
s2_42	2499	,	57.57%	1842	,	42.43%
s2_43	3447	,	79.41%	894	,	20.59%
s2_44	2338	,	53.86%	2003	,	46.14%
s2_45	3229	,	74.38%	1112	,	25.62%
s2_46	2010	,	46.30%	2331	,	53.70%
s2_47	2786	,	64.18%	1555	,	35.82%

s2_48	1457	,	33.56%	2884	,	66.44%
s2_49	3340	,	76.94%	1001	,	23.06%
s2_50	1901	,	43.79%	2440	,	56.21%

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

3.4.2 Overall Patterns of Achievement

Figure 72 shows the national performance of students in Islamic Studies in the NALO 2025.

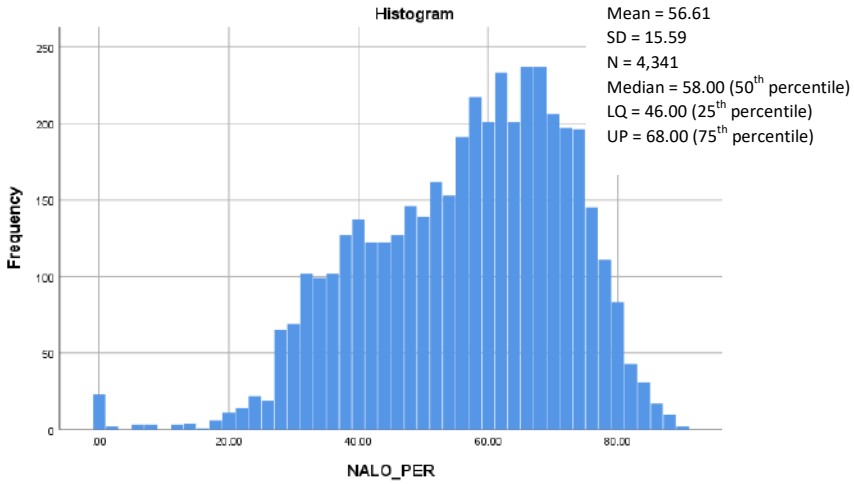
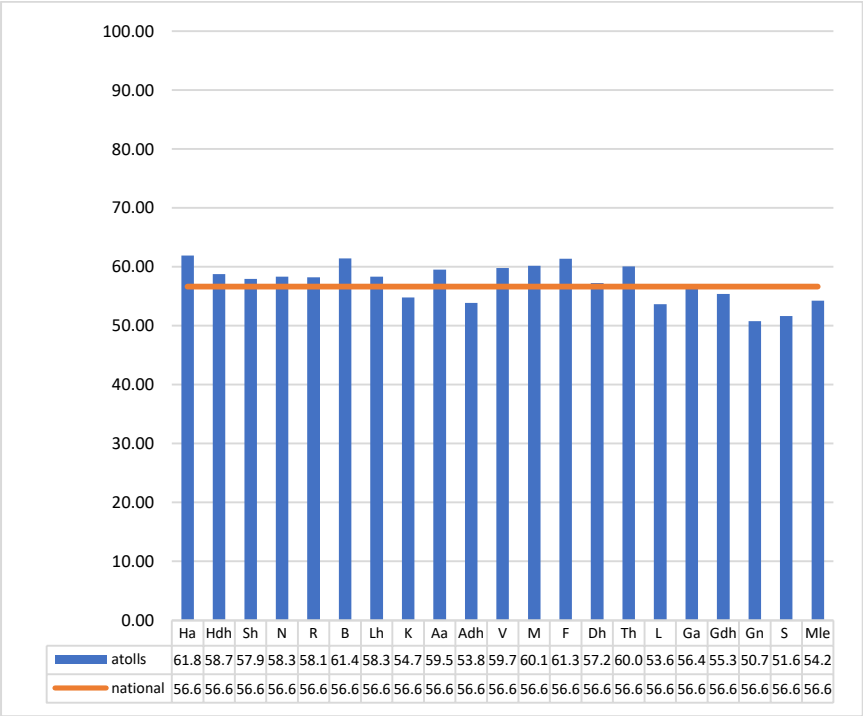


Figure 72. National performance in Islamic Studies

As inferred from Figure 72, the average performance of students in Islamic Studies in the NALO 2025 is 56.61, as indicated by the mean score. This indicates that, on average, about 57% of the expected learning outcomes have been achieved in Islamic Studies at the end of Key Stage 3. Further, the threshold to qualify for the top 25% of students is 68.00, indicating that the top achievers must have achieved at least 68% of learning outcomes.

Figure 73 shows the atoll-wise average performance of students in Islamic Studies in the NALO 2025. The national average (56.61) is

shown by the line graph, while the averages for the atolls and Male' are indicated by the bars.

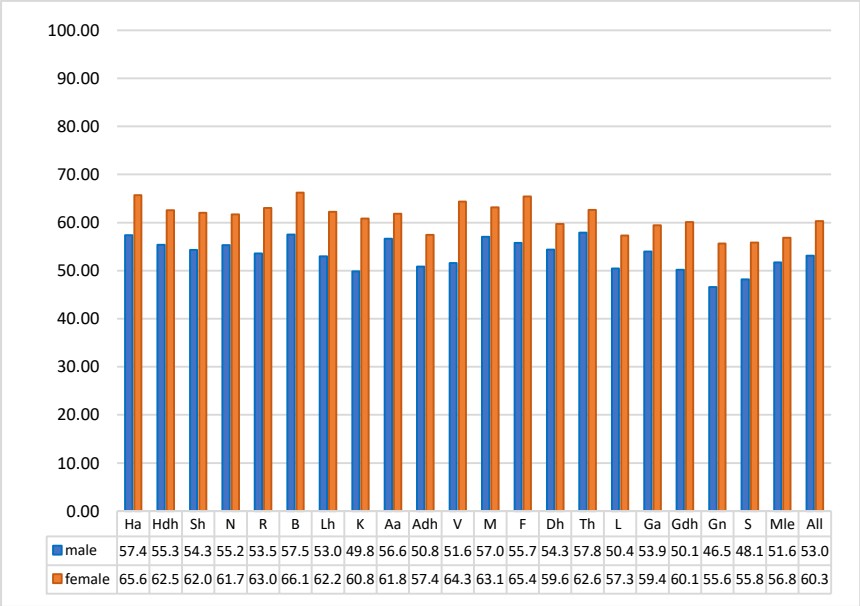


	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atolls	61.8	58.7	57.9	58.3	58.1	61.4	58.3	54.7	59.5	53.8	59.7	60.1	61.3	57.2	60.0	53.6	56.4	55.3	50.7	51.6	54.2
national	56.6	56.6	56.6	56.6	56.6	56.6	56.6	56.6	56.6	56.6	56.6	56.6	56.6	56.6	56.6	56.6	56.6	56.6	56.6	56.6	56.6

Figure 73. Atoll-wise performance in Islamic Studies

As seen from Figure 73, there is a significant difference in performance among the atolls. The highest performing atolls are HA, B, F, M, and Th atolls. The lowest scoring atolls are Gn, S, L, ADh and Male', in that order.

Figure 74 shows the atoll-wise performance of students in Islamic Studies segregated by gender.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle	All
male	57.4	55.3	54.3	55.2	53.5	57.5	53.0	49.8	56.6	50.8	51.6	57.0	55.7	54.3	57.8	50.4	53.9	50.1	46.5	48.1	51.6	53.0
female	65.6	62.5	62.0	61.7	63.0	66.1	62.2	60.8	61.8	57.4	64.3	63.1	65.4	59.6	62.6	57.3	59.4	60.1	55.6	55.8	56.8	60.3

Figure 74. Gender-based, atoll-wise performance in Islamic Studies

As seen in Figure 74, girls significantly outperformed boys in all the atolls based on percentage mean scores, whereby the national average for boys and girls are 53.08 and 60.30, respectively. Regions that show the greatest difference are V, K, GDh, F and R, in that order.

Figure 75 shows performance of students in Islamic Studies based on school size. In order to do the analysis, schools were categorised into three groups based on student enrollment: 1-100 (small), 101-500 (medium), and 501 and above (large). The number of schools in each category are 32, 132, and 37 respectively.

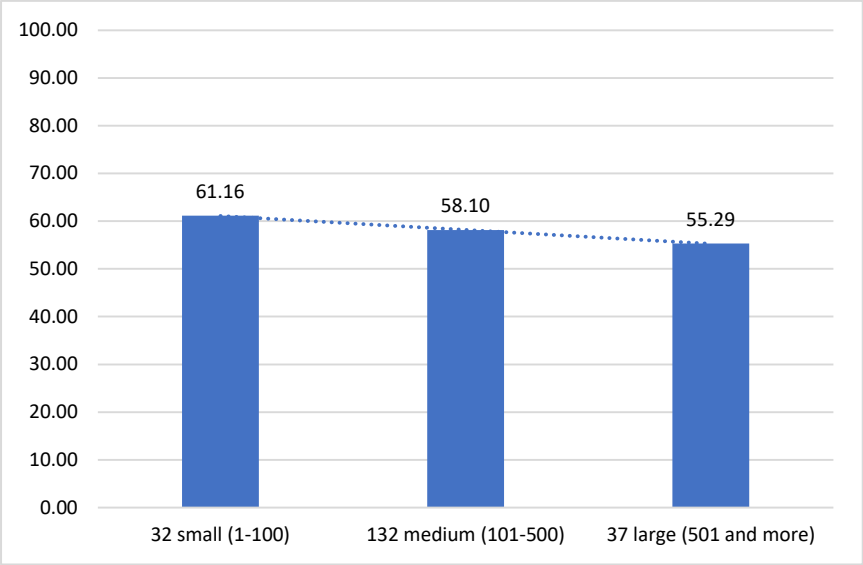


Figure 75. School size and student performance in Islamic Studies

As seen in Figure 75, the mean scores for the three categories are 61.16, 58.10, and 55.29, respectively. This depicts a pattern of lower performance as the school size gets bigger.

3.4.3 Outcome-wise Performance

The 50 items in the Islamic Studies NALO 2025 tested a total of five major learning outcomes. For brevity, only the outcome reference codes are reported in text. The descriptions of the outcomes are given in appendix A. Figure 76 shows the extent to which each of these outcomes are achieved at the national level based on mean scores obtained by test takers.

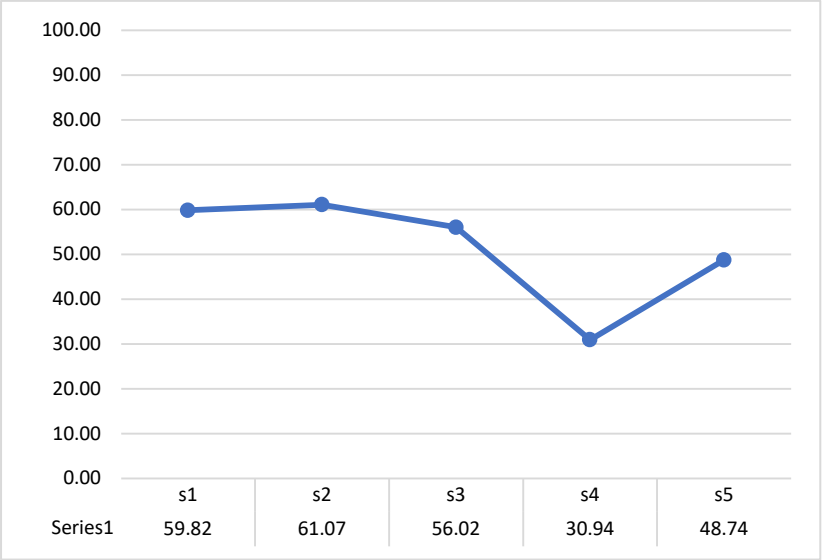
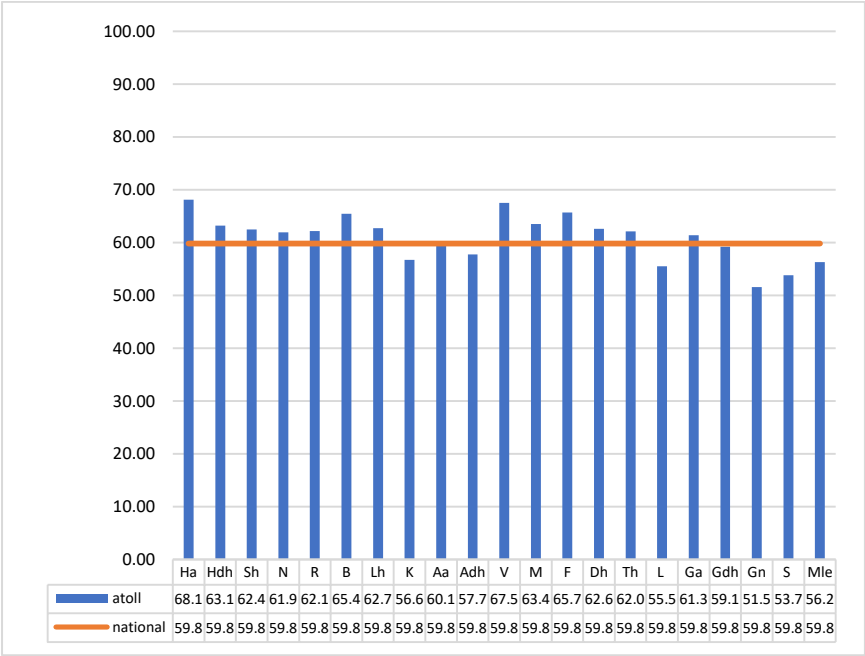


Figure 76. Outcome-wise performance in Islamic Studies

According to Figure 76, students performed the best in outcome s2 (M = 61.07) while they demonstrated the poorest performance in s4 (M = 30.94).

Next, results of each of the five outcomes that are tested in NALO 2025 Islamic Studies 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 77 shows the performance in s1 disaggregated by atolls.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	68.1	63.1	62.4	61.9	62.1	65.4	62.7	56.6	60.1	57.7	67.5	63.4	65.7	62.6	62.0	55.5	61.3	59.1	51.5	53.7	56.2
national	59.8	59.8	59.8	59.8	59.8	59.8	59.8	59.8	59.8	59.8	59.8	59.8	59.8	59.8	59.8	59.8	59.8	59.8	59.8	59.8	59.8

Figure 77. Atoll-wise performance in outcome s1

As depicted in Figure 77, 14 of the 21 regions scored equal to or higher than the national average while the remaining 7 scored lower. The highest scoring regions are HA (M = 68.10), V (M = 67.50), and F (M = 65.70). The lowest scoring atolls is Gn (M = 51.57). The other atolls which scored among the lowest average are S, L, Male', K, and ADh atoll, in that order.

Figure 78 shows the performance in s2 disaggregated by atolls.

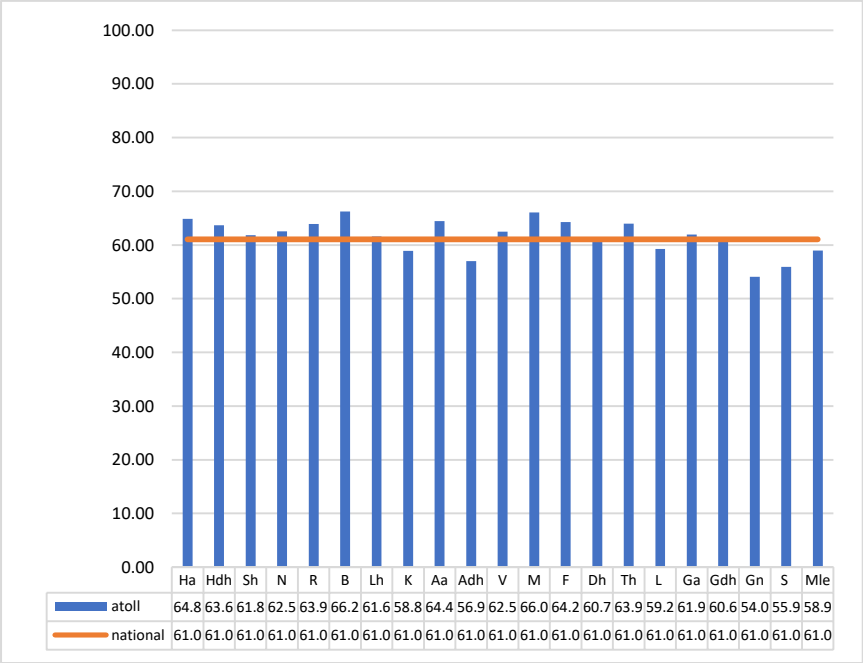


Figure 78. Atoll-wise performance in outcome s2

As depicted in Figure 78, 13 of the 21 regions scored equal to or higher than the national average while the remaining 8 scored lower. The highest scoring regions are B (M = 66.25), M (M = 66.07), and HA (M = 64.88). The lowest scoring atoll is Gn (M = 54.07). The other atolls which scored among the lowest average are S, ADh, K, Male', and L atoll, in that order.

Figure 79 shows the performance in s3 disaggregated by atoll.

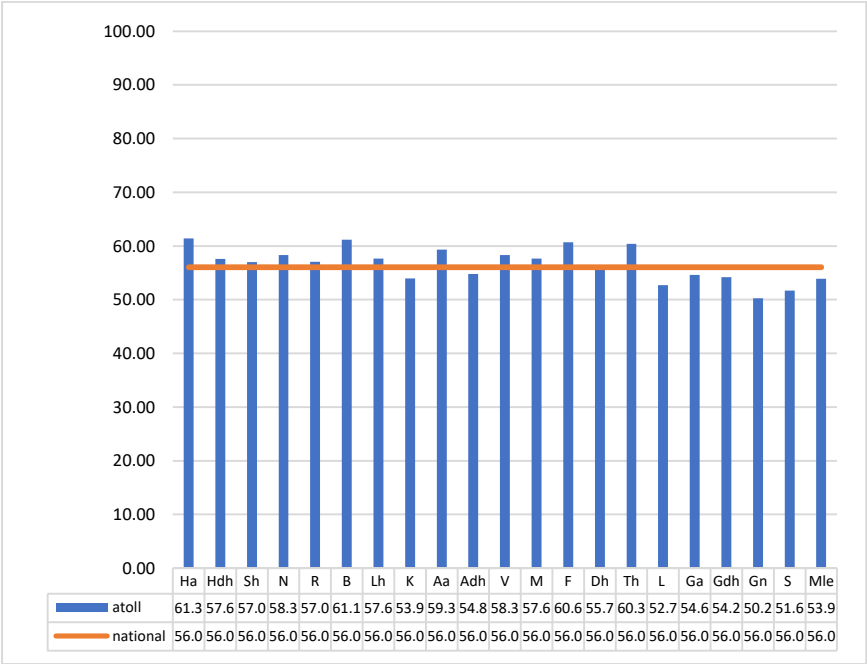
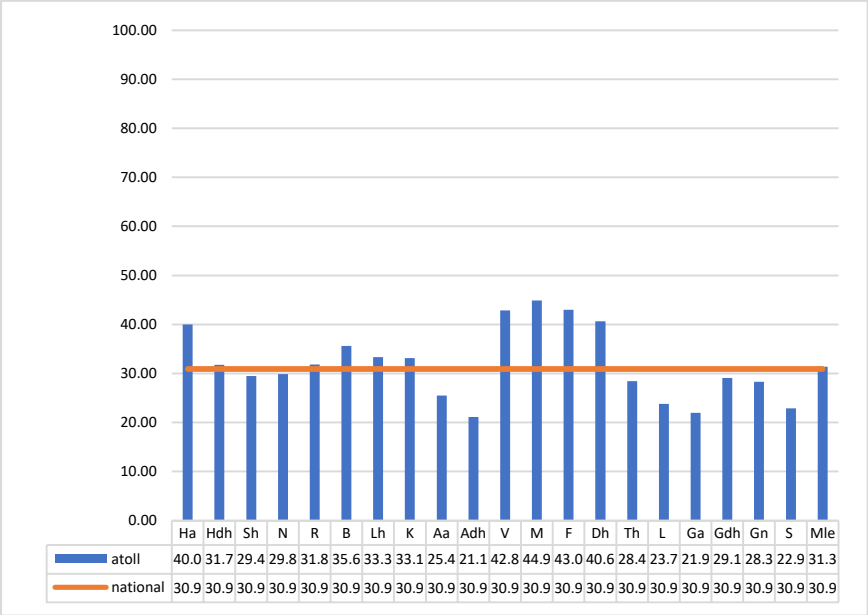


Figure 79. Atoll-wise performance in s3

As depicted in Figure 79, 12 of the 21 regions scored equal to or higher than the national average while the remaining 9 scored lower. The highest scoring regions are HA (M = 61.39), B (M = 61.16), and F (M = 60.68). The lowest scoring atoll is Gn (M = 50.26). The other atolls which scored among the lowest average are S, L, Male', K, and GDh atoll, in that order.

Figure 80 shows the performance in s4 disaggregated by atoll.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	40.0	31.7	29.4	29.8	31.8	35.6	33.3	33.1	25.4	21.1	42.8	44.9	43.0	40.6	28.4	23.7	21.9	29.1	28.3	22.9	31.3
national	30.9	30.9	30.9	30.9	30.9	30.9	30.9	30.9	30.9	30.9	30.9	30.9	30.9	30.9	30.9	30.9	30.9	30.9	30.9	30.9	30.9

Figure 80. Atoll-wise performance in s4

As depicted in Figure 80, 11 of the 21 regions scored equal to or higher than the national average while the remaining 9 scored lower. The highest scoring regions are M (M = 44.90), F (M = 43.01), and V (M = 42.86). The lowest scoring atoll is ADh (M = 21.13). The other atolls which scored among the lowest average are GA, S, L, AA, and Gn atoll, in that order.

Figure 81 shows the performance in s5 disaggregated by atoll.

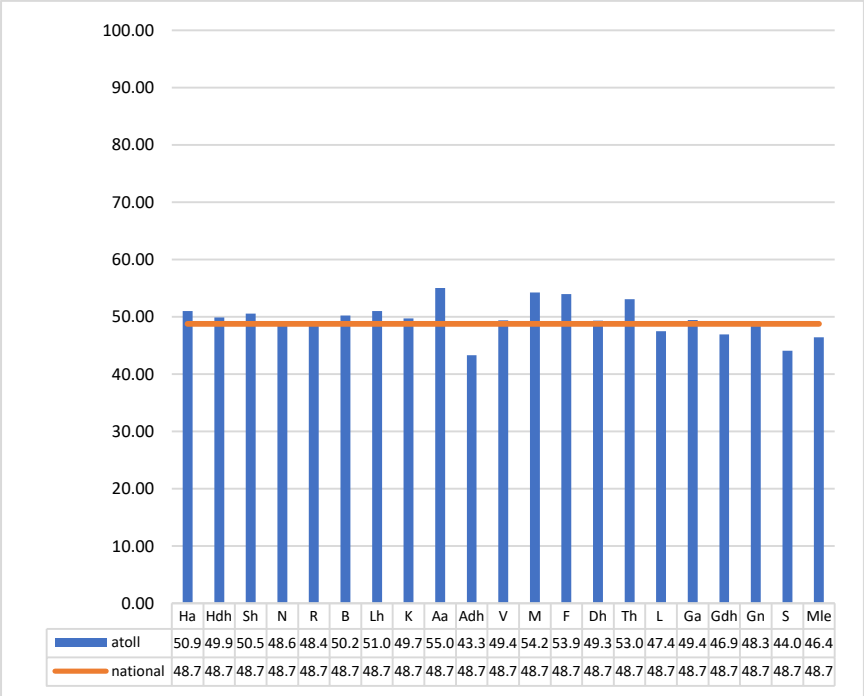


Figure 81. Atoll-wise performance in s5

As depicted in Figure 81, 13 of the 21 regions scored equal to or higher than the national average while the remaining 8 scored lower. The highest scoring regions are AA (M = 55.03), M (M = 54.25), and F (M = 53.94). The lowest scoring atoll is ADh (M = 43.31). The other atolls which scored among the lowest average are S, Male', GDh, L, and Gn atoll, in that order.

3.4.4 Competency-wise Performance

The 50 items in the Islamic Studies NALO 2025 were also categorised into four groups based on the Bloom's taxonomy levels. These are labelled as (i) remembering, (ii) understanding, (iii) applying, and (iv) evaluating, and are referred to as competencies in this report. The list of items under each category is given in Appendix B. For the purpose of comparison, mean score for each category is computed and then converted into percentage.

Figure 82 shows student performance in all four categories at the national level.

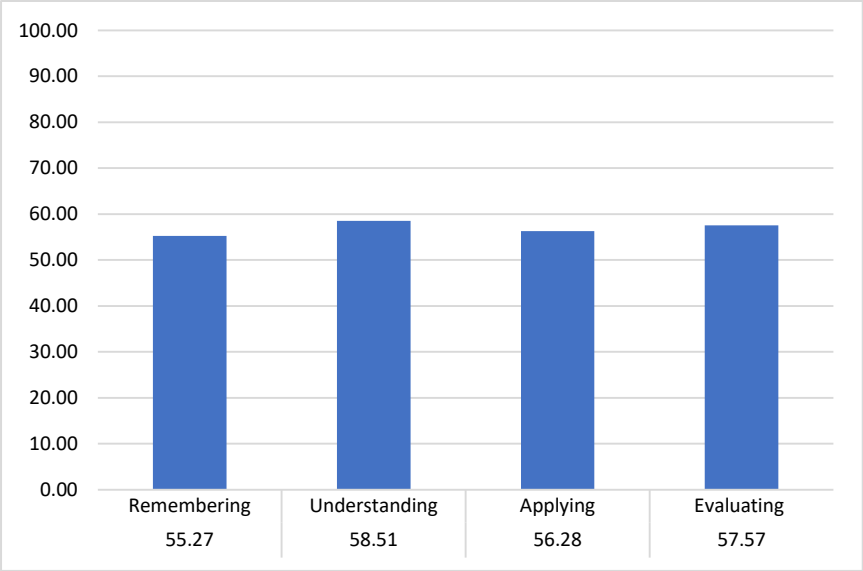
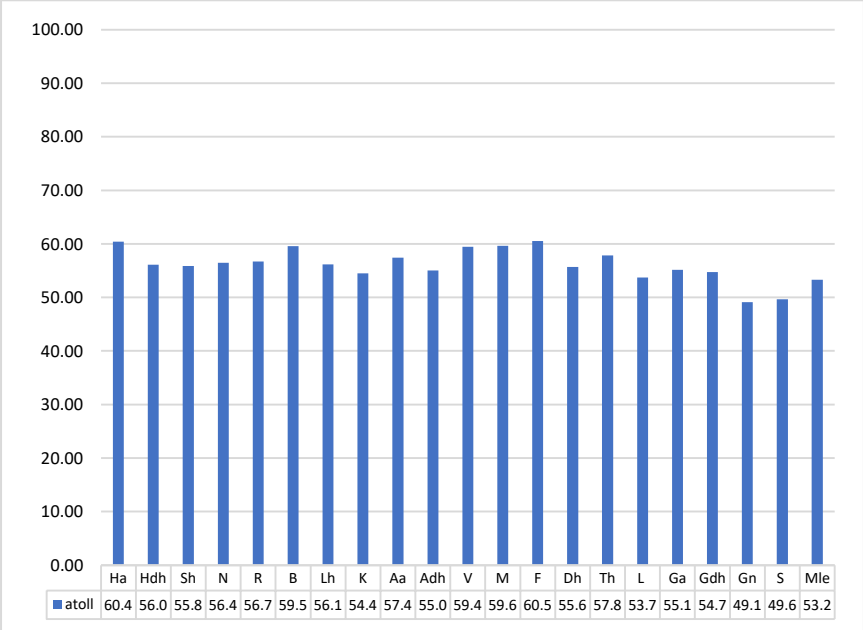


Figure 82. Competency-wise performance at national level

As shown in Figure 82, there is no significant difference in performance based on the difficulty level of the items. Although a specific upward or downward pattern cannot be determined with respect to performance and cognitive demand of the items, student performance is better in “evaluating” items (M = 57.57) than “remembering” items (M = 55.27). Moreover, it is observed that performance in all higher cognitive order items is better than the lowest level of items.

Figure 83 shows student performance in ‘remembering’ items disaggregated by atolls.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	60.4	56.0	55.8	56.4	56.7	59.5	56.1	54.4	57.4	55.0	59.4	59.6	60.5	55.6	57.8	53.7	55.1	54.7	49.1	49.6	53.2

Figure 83. Competency-wise performance in items categorised as remembering

According to Figure 83, the highest performing regions are F (M = 60.54), HA (M = 60.41), and M (M = 59.64). The lowest performing atolls are Gn (M = 49.13), S (M = 49.67), and Male' (M = 53.29).

Figure 84 shows student performance in 'understanding' items disaggregated by atolls.

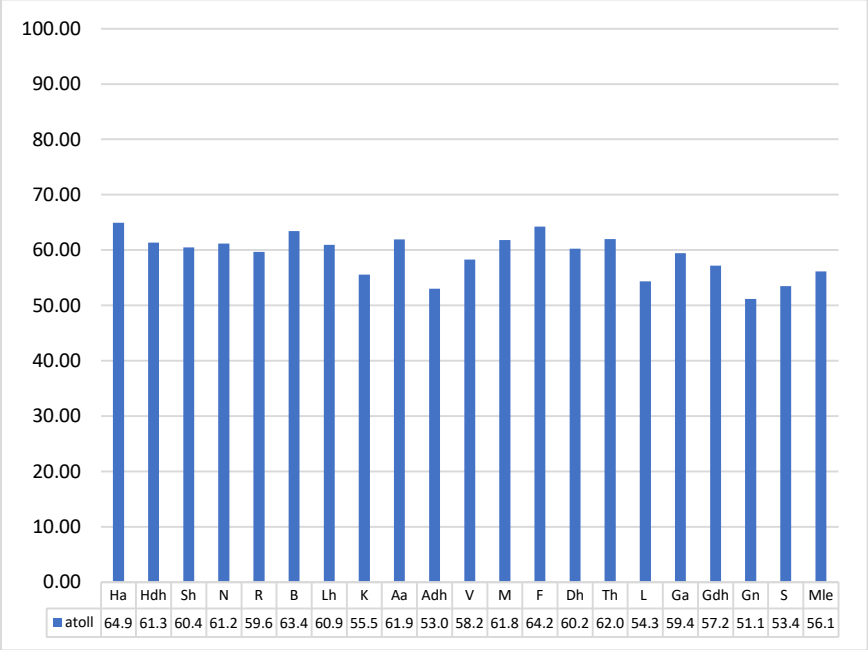


Figure 84. Competency-wise performance in items catogerised as understanding

According to Figure 84, the highest performing regions are HA (M = 64.91), F (M = 64.25), and B (M = 63.44). The lowest performing atolls are Gn (M = 51.17), ADh (M = 53.04), and S (M = 53.48).

Figure 85 shows student performance in 'applying' items disaggregated by atolls.

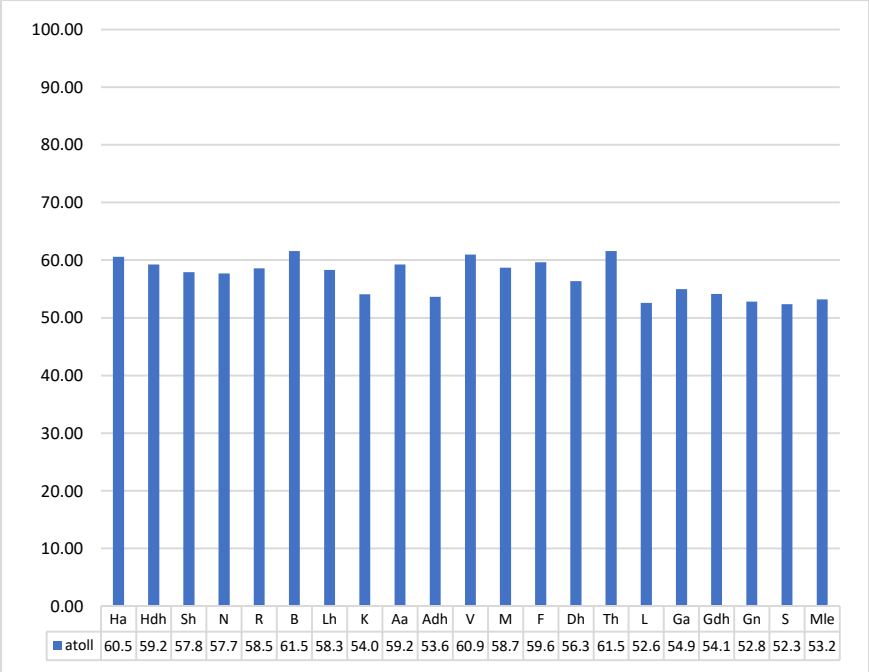
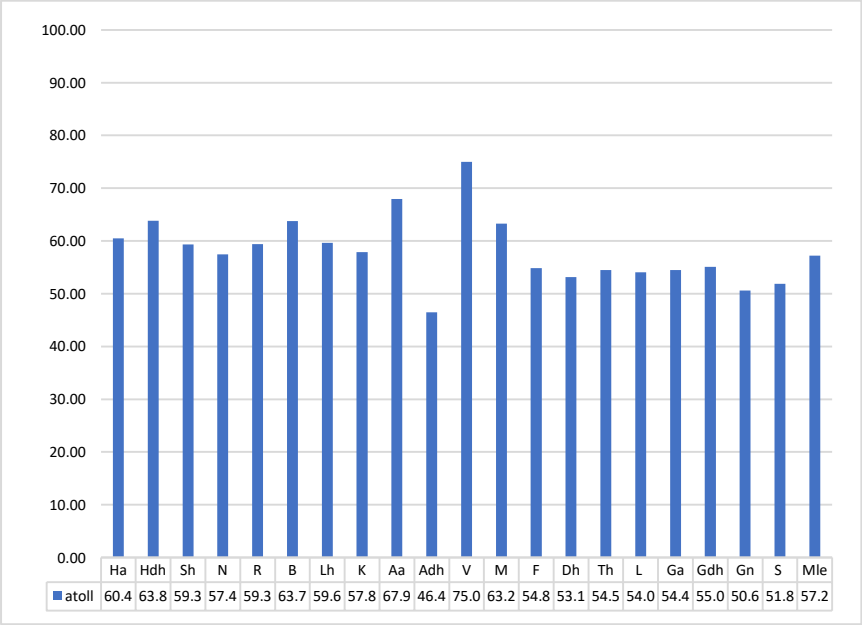


Figure 85. Competency-wise performance in items categorised as applying

According to Figure 89, the highest performing regions are B (M = 61.59), Th (M = 61.58), and V (M = 60.99). The lowest performing atolls are S (M = 52.37), L (M = 52.60), and Gn (M = 52.83).

Figure 90 shows student performance in 'evaluating' items disaggregated by atolls.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	60.4	63.8	59.3	57.4	59.3	63.7	59.6	57.8	67.9	46.4	75.0	63.2	54.8	53.1	54.5	54.0	54.4	55.0	50.6	51.8	57.2

Figure 86. Competency-wise performance in items categorised as evaluating

According to Figure 90, the highest performing regions are V (M = 75.00), AA (M = 67.92), and HDh (M = 63.82). The lowest performing atolls are ADh (M = 46.48), Gn (M = 50.60), and S (M = 51.87).

3.5 DHIVEHI

3.5.1 Response Distribution

A total of 4333 students across the nation sat the NALO 2025 Dhivehi assessment. Figure 87 shows the gender-wise breakdown of the candidates while Figure 88 shows the atoll-wise breakdown of the same.

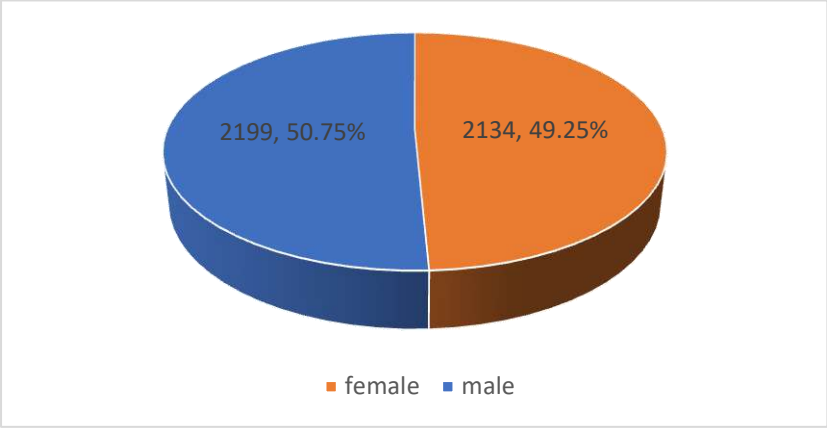
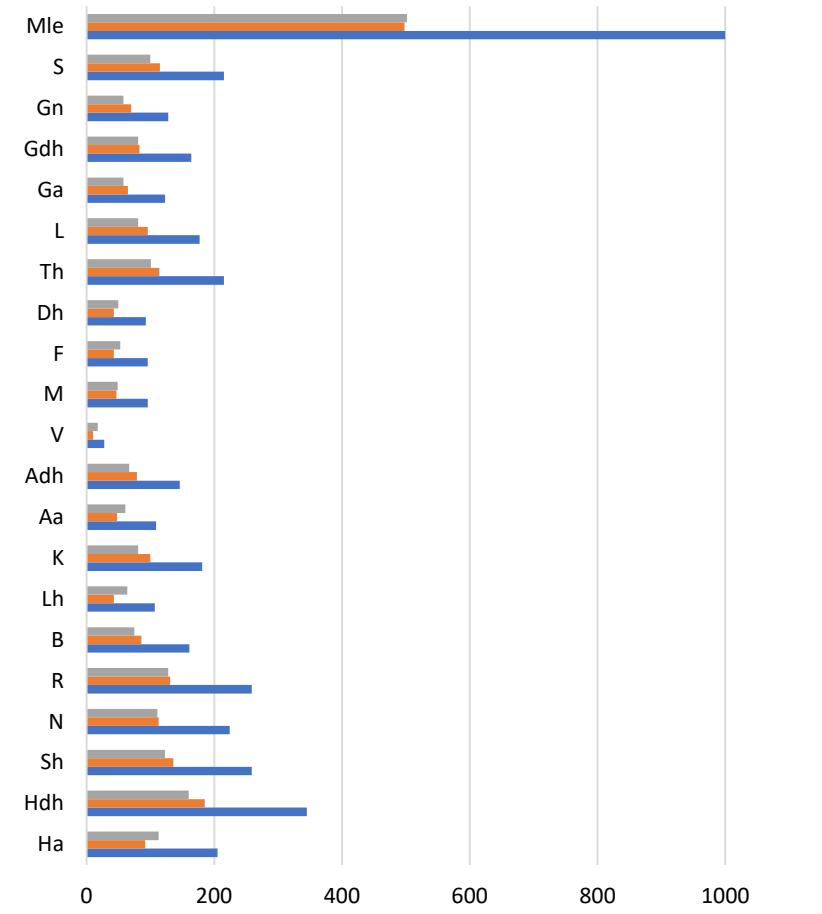


Figure 87. Gender-wise distribution of candidates (Dhivehi)

According to Figure 87, 49.25% (2134) of the test takers are girls while 50.75% (2199) are boys. This is true for most of the atolls as shown in Figure 88.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
female	113	160	123	111	128	75	64	81	61	67	18	49	53	50	101	81	58	81	58	100	502
male	92	185	136	113	131	86	43	100	48	79	10	47	43	43	114	96	65	83	70	115	498
total	205	345	259	224	259	161	107	181	109	146	28	96	96	93	215	177	123	164	128	215	1000

Figure 88. Atoll-wise distribution of candidates (Dhivehi)

NALO 2025 Dhivehi assessment is composed of 12 items testing reading comprehension and 2 items (of which one has to be answered) testing writing skills. Table 6 shows the response patterns for the 12 items (comprehension items) in Dhivehi assessment of the NALO 2025. As evident from the table, except for one, the rest of the items received more correct responses than wrong responses. The items that received the most correct responses are 8, 9, 2, 1, and 6, in that order. The item that received more wrong responses is 4.

Table 6. Response patterns for Dhivehi

Item	Correct		Wrong	
	N	%	N	%
c1_1	3,433	79.23%	900	20.77%
c2_2	3,503	80.84%	830	19.16%
c3_3	2,710	62.54%	1,623	37.46%
c2_4	1,314	30.33%	3,019	69.67%
c2_5	2,918	67.34%	1,415	32.66%
c4_6	3,400	78.47%	933	21.53%
c5_7	3,320	76.62%	1,013	23.38%
c1_8	3,668	84.65%	665	15.35%
c3_9	3,638	83.96%	695	16.04%
c3_10	2,754	63.56%	1,579	36.44%
c4_12	3,227	74.47%	1,106	25.53%
c5_13	2,732	63.05%	1,601	36.95%

Note: The first part of each item code refers to the competencies as indicated in the annexes and the second part corresponds to the question number in the respective NALO test paper.

The results presented in section 3.5.2 include these 12 items as well as the performance in composition (the item which tested writing skills).

3.5.2 Overall Patterns of Achievement

Figure 89 shows the national performance of students in Dhivehi in the NALO 2025.

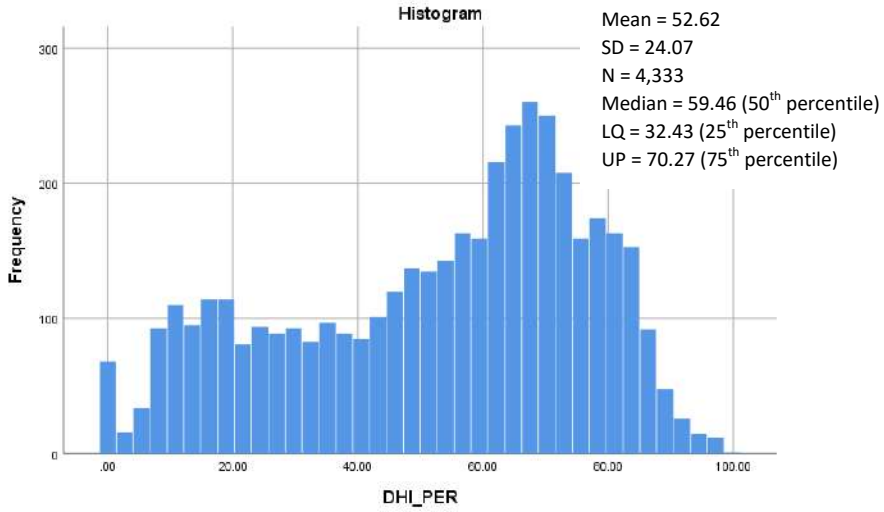
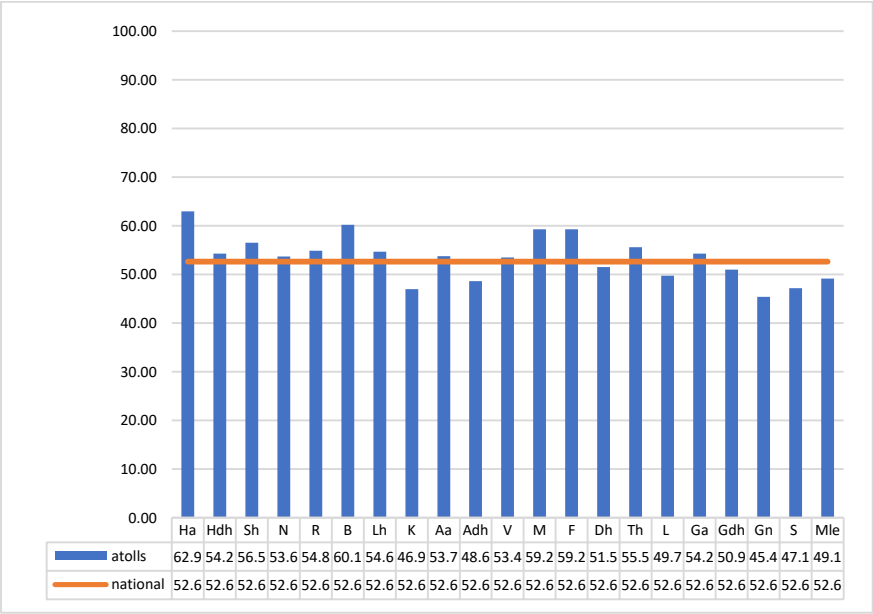


Figure 89. National performance in Dhivehi

As inferred from Figure 89, the average performance of students in Dhivehi in the NALO 2025 is 52.62, as indicated by the mean score. This indicates that, on average, about 52% of the expected learning outcomes have been achieved in Dhivehi at the end of Key Stage 3. Further, the threshold to qualify for the top 25% of students is 70.27, indicating that the top achievers must have achieved approximately 70% of learning outcomes.

Figure 90 shows the atoll-wise average performance of students in Dhivehi in the NALO 2025. The national average (52.62) is shown by

the line graph while the averages for the atolls and Male' are indicated by the bars.

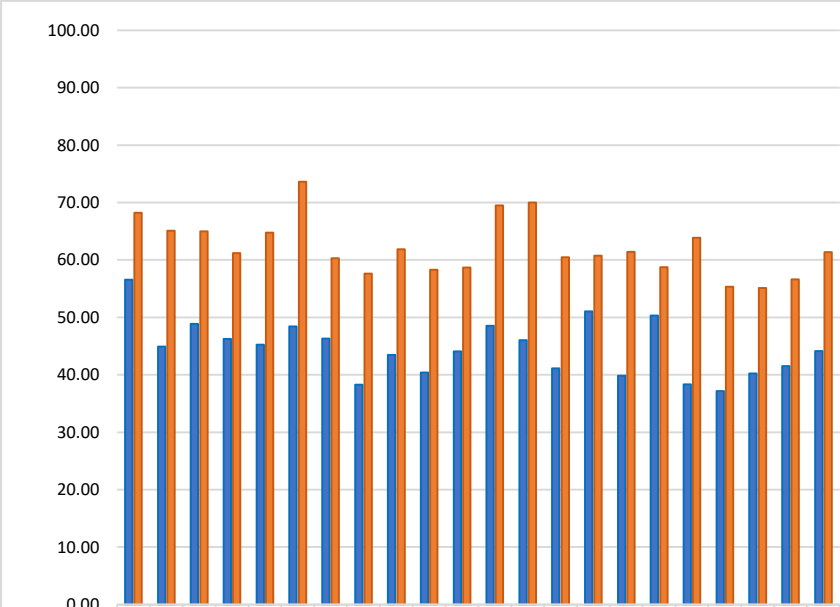


	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atolls	62.9	54.2	56.5	53.6	54.8	60.1	54.6	46.9	53.7	48.6	53.4	59.2	59.2	51.5	55.5	49.7	54.2	50.9	45.4	47.1	49.1
national	52.6	52.6	52.6	52.6	52.6	52.6	52.6	52.6	52.6	52.6	52.6	52.6	52.6	52.6	52.6	52.6	52.6	52.6	52.6	52.6	52.6

Figure 90. Atoll-wise performance in Dhivehi

As seen from Figure 90, the top-5 atolls that performed better than the national average are HA, B, F, M, and Sh atolls. The lowest scoring atolls are Gn, K, S, ADh, and Male', in that order.

Figure 91 shows the atoll-wise performance of students in Dhivehi segregated by gender.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle	All
male	56.5	44.8	48.8	46.2	45.2	48.4	46.3	38.3	43.4	40.4	44.0	48.5	46.0	41.1	51.0	39.8	50.3	38.3	37.1	40.2	41.5	44.1
female	68.1	65.0	64.9	61.1	64.7	73.6	60.3	57.6	61.8	58.2	58.7	69.5	70.0	60.4	60.7	61.3	58.7	63.8	55.3	55.1	56.6	61.3

Figure 91. Gender-based, atoll-wise performance in Dhivehi

As seen in Figure 91, girls significantly outperformed boys in all the atolls based on percentage mean scores whereby the national average for boys and girls are 44.15 and 61.36, respectively. Regions that show the greatest difference are GDh, B, F, L, and M, in that order.

Figure 92 shows performance of students in Dhivehi based on school size. In order to do the analysis, schools were categorised into three groups based on student enrollment: 1-100 (small), 101-500

(medium), and 501 and above (large). The number of schools in each category are 32, 132, and 37, respectively.

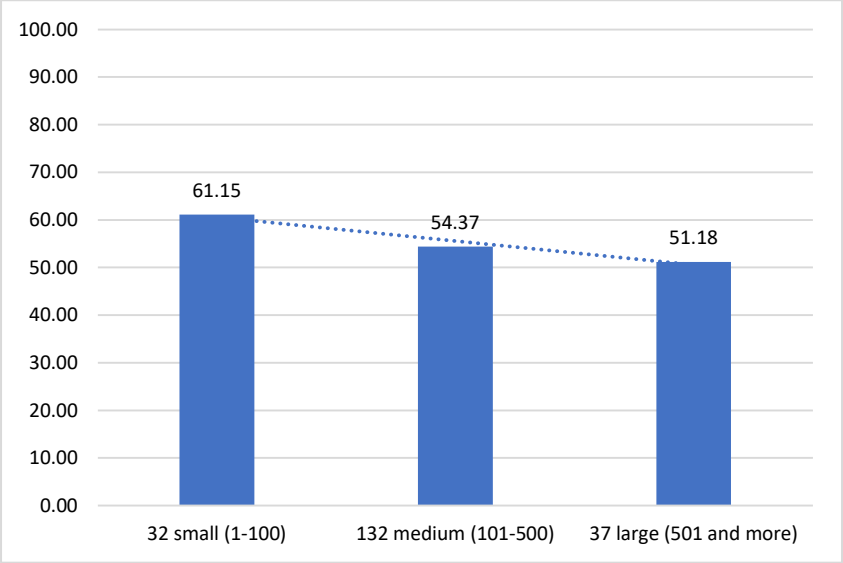


Figure 92. School size and student performance in Dhivehi

As seen in Figure 92, the mean scores for the three categories are 61.15, 54.37, and 51.18, respectively. This depicts a significantly negative association between school size and performance in Dhivehi – that is, smaller schools performed better than bigger schools in Dhivehi NALO 2025.

3.5.3 Outcome-wise Performance

The 14 items in the Dhivehi NALO 2025 (including the two items on writing) tested two major skills; comprehension and writing. Figure 93 shows the extent to which each of these outcomes was achieved at the national level, based on mean scores obtained by test takers. As shown in Figure 93, students performed better in comprehension (M = 70.42) while their performance in writing is significantly lower (M = 44.08).

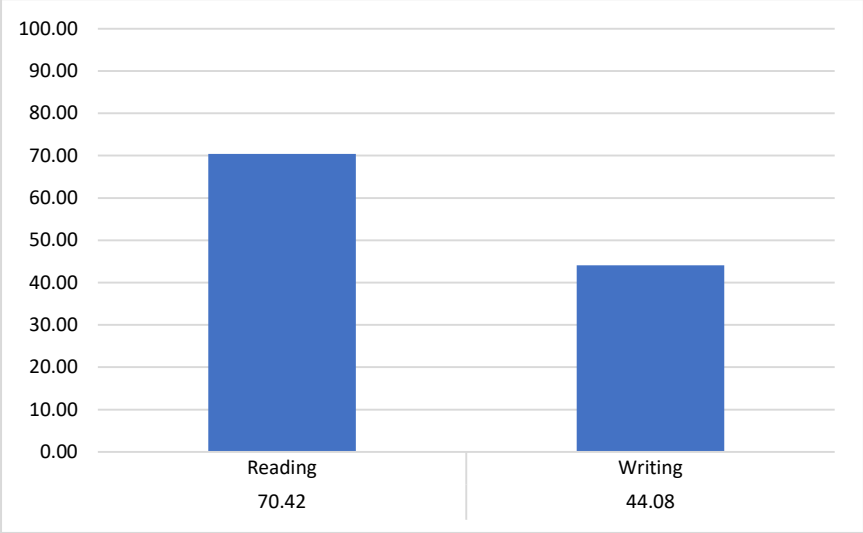


Figure 93. Outcome-wise performance in Dhivehi

In addition to the two main categories, student performance in the two writing tasks is also analysed and shown in Figure 93. It is worth noting that a significant number of students (N = 817, 18.90%) did not attempt any of the writing tasks, which resulted in them being assigned a score of zero when computing the score for the writing component. However, when conducting the item level

analysis, results of only those who attempted the specific writing task are considered. Hence, the average scores of individual tasks may appear to be higher than the average score for writing shown in Figure 94.

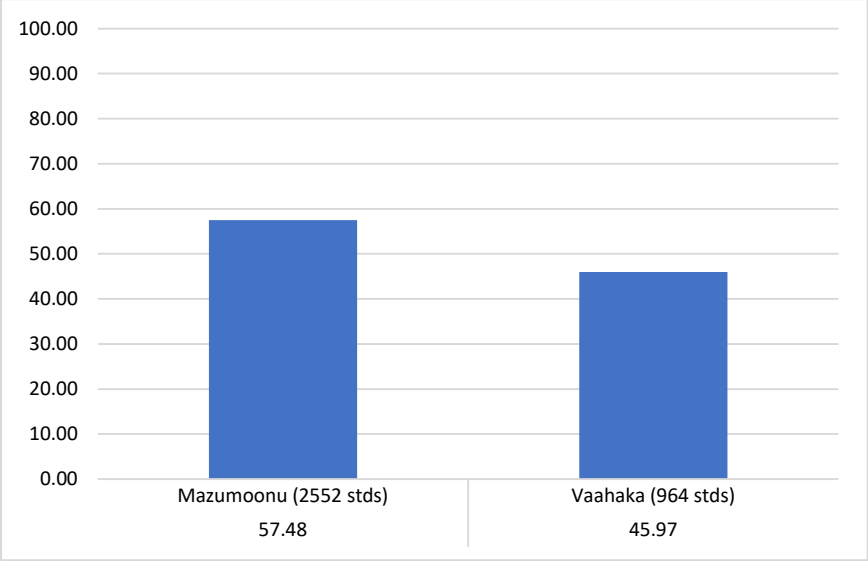


Figure 94. Writing performance in essay and story

According to the results in Figure 94, students performed better in essay (mazumoonu) writing (N = 5225, M = 57.48) than story (vaahaka) writing (N = 964, M = 45.97).

Further, the writing skills in each of the two writing tasks were assessed on five domains. The scores were converted into percentages for ease of comprehension. Figure 95 shows how students performed in the five domains of essay writing.

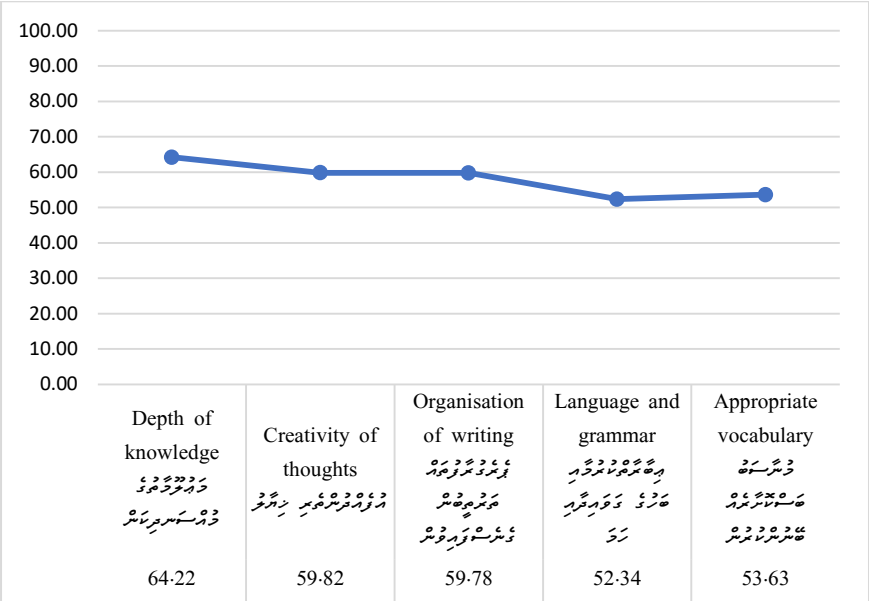


Figure 95. Performance aspects of writing - essay

According to Figure 95, students performed the best in the domain of 'depth of knowledge' (M = 64.22) while they performed the worst on the domain of 'language and grammar' (M = 52.34). While students performed equally well in both 'creativity of thoughts' (M = 59.82) and 'organisation of writing' (M = 59.78), their level of vocabulary is comparatively weaker (M = 53.63).

Figure 96 shows how students performed in the five domains of story writing.

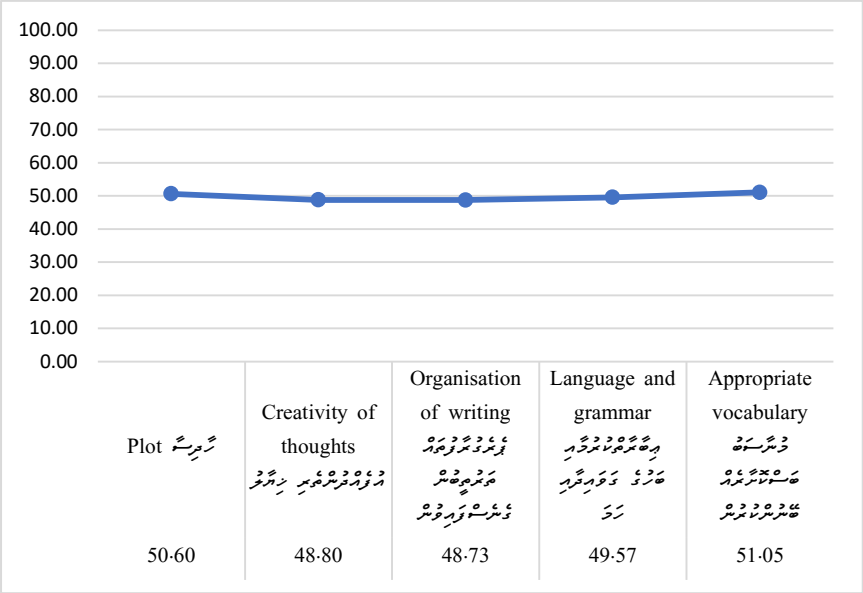
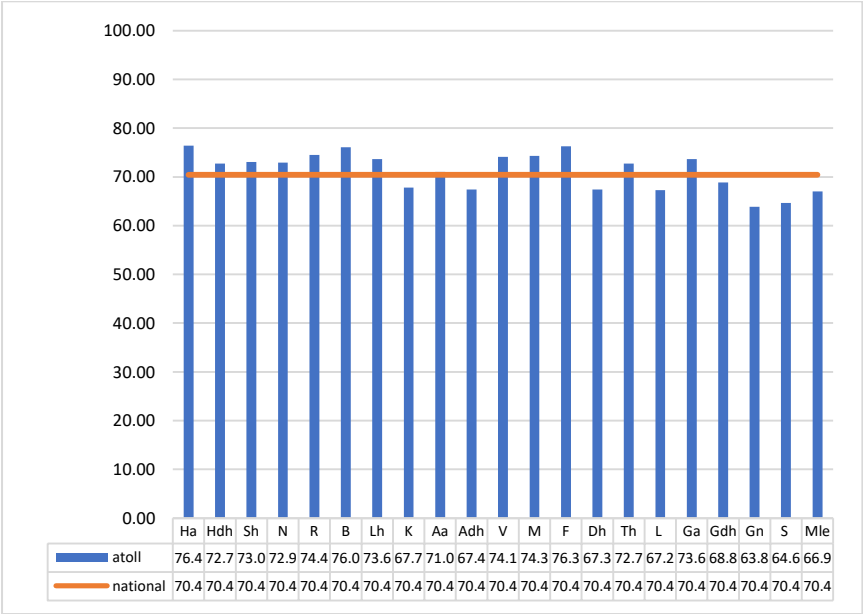


Figure 96. Performance aspects of writing - story

According to Figure 96, students performed the best in the domain of 'appropriate vocabulary' (M = 51.05). However, this is a lower score than that for essay writing. The second-best score is for the 'plot', as indicated by the mean score of 50.60. Students performed almost equally poorly in both 'organisation of writing' (M = 48.73) and 'creativity of thoughts' (M = 48.80). The mean score for language and grammar if comparatively higher (M = 49.57) compared to organisation and creativity, which is different from the case for essay writing.

Figure 97 shows the performance in comprehension disaggregated by atolls.

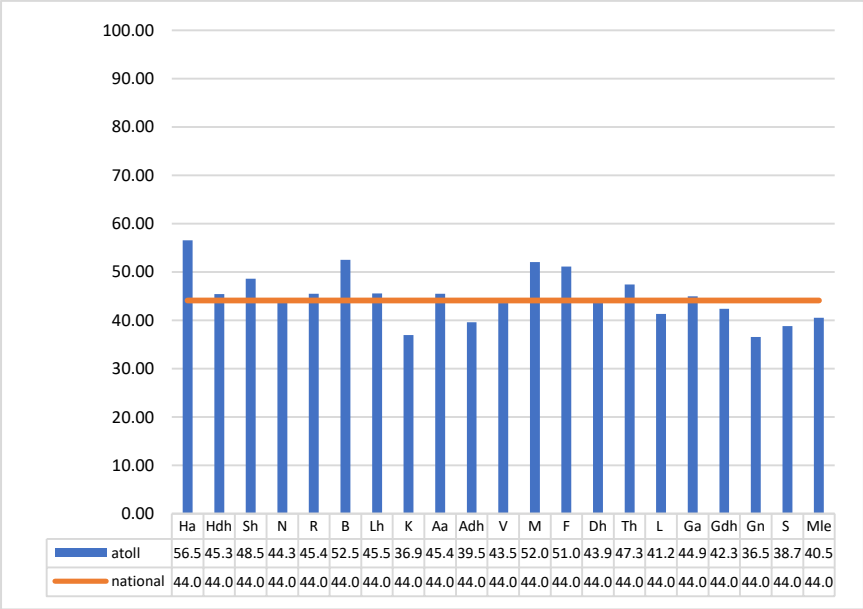


	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	76.4	72.7	73.0	72.9	74.4	76.0	73.6	67.7	71.0	67.4	74.1	74.3	76.3	67.3	72.7	67.2	73.6	68.8	63.8	64.6	66.9
national	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4	70.4

Figure 97. Atoll-wise performance in reading comprehension

As depicted in Figure 97, 13 of the 21 regions scored equal to or higher than the national average while the remaining 8 scored lower. The highest scoring regions are HA (M = 76.42), F (M = 76.30), and B (M = 76.09). The lowest scoring atoll is Gn (M = 63.87). The other atolls which scored among the lowest average are S, Male', L, Dh, and ADh atoll, in that order.

Figure 98 shows the performance in writing disaggregated by atolls.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	56.5	45.3	48.5	44.3	45.4	52.5	45.5	36.9	45.4	39.5	43.5	52.0	51.0	43.9	47.3	41.2	44.9	42.3	36.5	38.7	40.5
national	44.0	44.0	44.0	44.0	44.0	44.0	44.0	44.0	44.0	44.0	44.0	44.0	44.0	44.0	44.0	44.0	44.0	44.0	44.0	44.0	44.0

Figure 98. Atoll-wise performance in writing

As depicted in Figure 98, 12 of the 21 regions scored equal to or higher than the national average while the remaining 9 scored lower. The highest scoring regions are HA (M = 56.51), B (M = 52.52), and M (M = 52.00). The lowest scoring atoll is Gn (M = 36.53). The other atolls which scored among the lowest average are K, S, ADh, Male' and L atoll, in that order.

3.5.4 Competency-wise Performance

The 12 items (reading comprehension) in the Dhivehi NALO 2025 were categorised into five groups based on the difficulty level of the item according to the levels of Barrett's Taxonomy. These are

labelled as (i) literal comprehension, (ii) inferential comprehension, (iii) re-organisation, (iv) evaluation, and (v) appreciation and are referred to as competencies in this report. The list of items under each category is given in Appendix B. For the purpose of comparison, the mean score for each category was computed and then converted into percentage.

Figure 99 shows student performance in all five categories at national level.

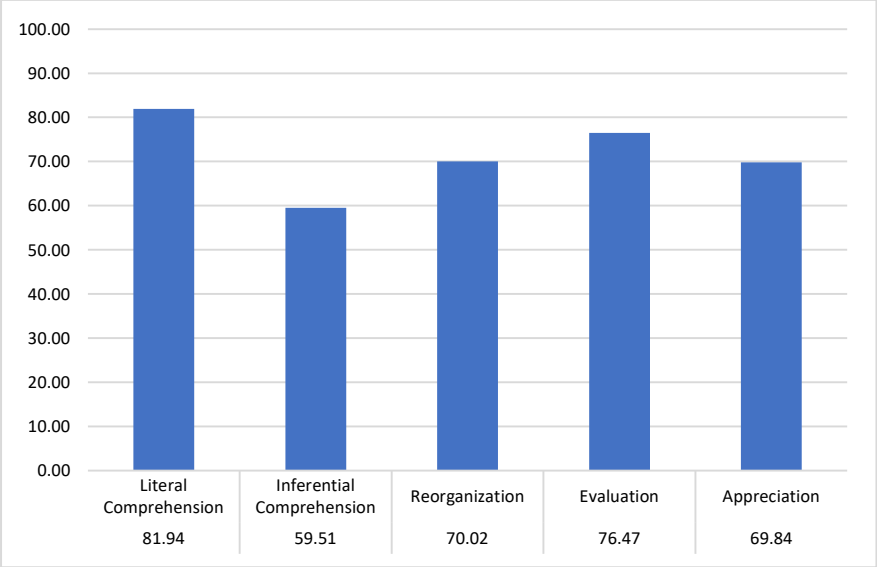


Figure 99. Competency-wise performance at national level

As shown in Figure 99, students performed the best in literal comprehension (M = 81.94) while they performed the worst in

inferential comprehension (M = 59.51). While students performed relatively well in evaluation (M = 76.47), they scored almost equal in re-organisation (M = 70.02) and appreciation (M = 69.84). The results suggest that inferential comprehension poses greater difficulty for students than evaluation or judgement-based tasks.

Figure 100 shows student performance in items categorised as literal comprehension disaggregated by atolls.

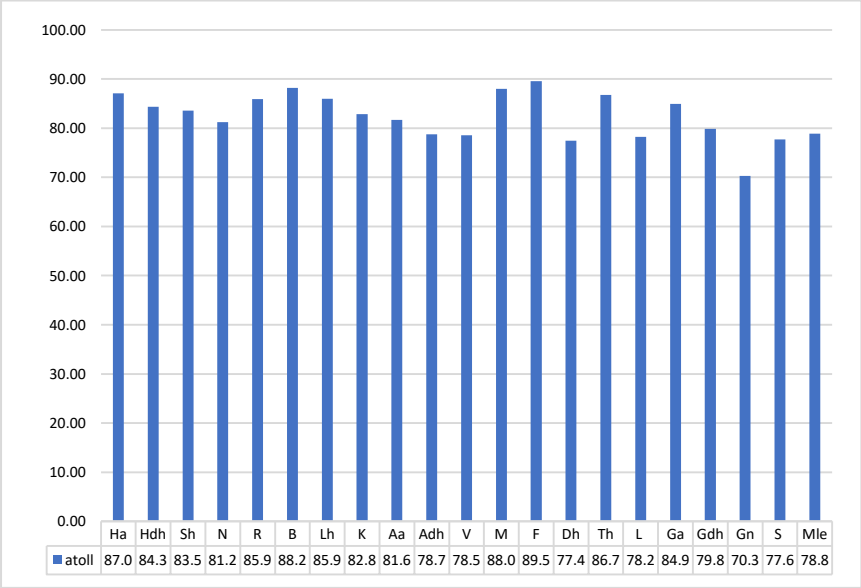
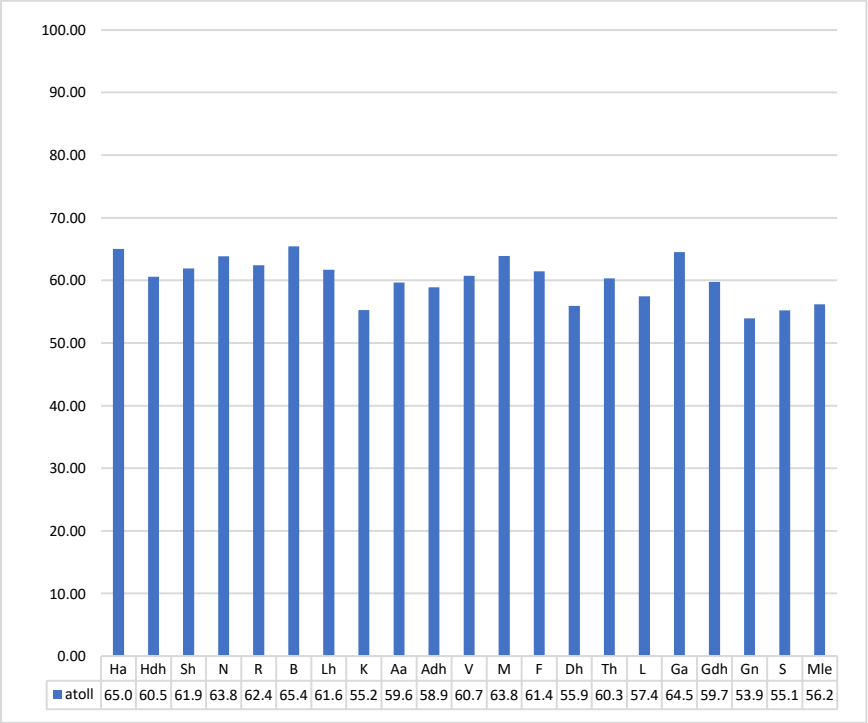


Figure 100. Competency-wise performance in items rated as literal comprehension

According to Figure 100, the highest performing regions are F (M = 89.58), B (M = 88.20), and M (M = 88.02). The lowest performing atolls are Gn (M = 70.31), Dh (M = 77.42), and S (M = 77.67).

Figure 101 shows student performance in items categorised as inferential comprehension disaggregated by atolls.



	Ha	Hdh	Sh	N	R	B	Lh	K	Aa	Adh	V	M	F	Dh	Th	L	Ga	Gdh	Gn	S	Mle
atoll	65.0	60.5	61.9	63.8	62.4	65.4	61.6	55.2	59.6	58.9	60.7	63.8	61.4	55.9	60.3	57.4	64.5	59.7	53.9	55.1	56.2

Figure 101. Competency-wise performance in items rated as inferential comprehension

According to Figure 101, the highest performing regions are B (M = 65.43), HA (M = 65.04), and GA (M = 64.50). The lowest performing atolls are Gn (M = 53.91), S (M = 55.19), and K (M = 55.25).

Figure 102 shows student performance in items categorised as re-organisation disaggregated by atolls.

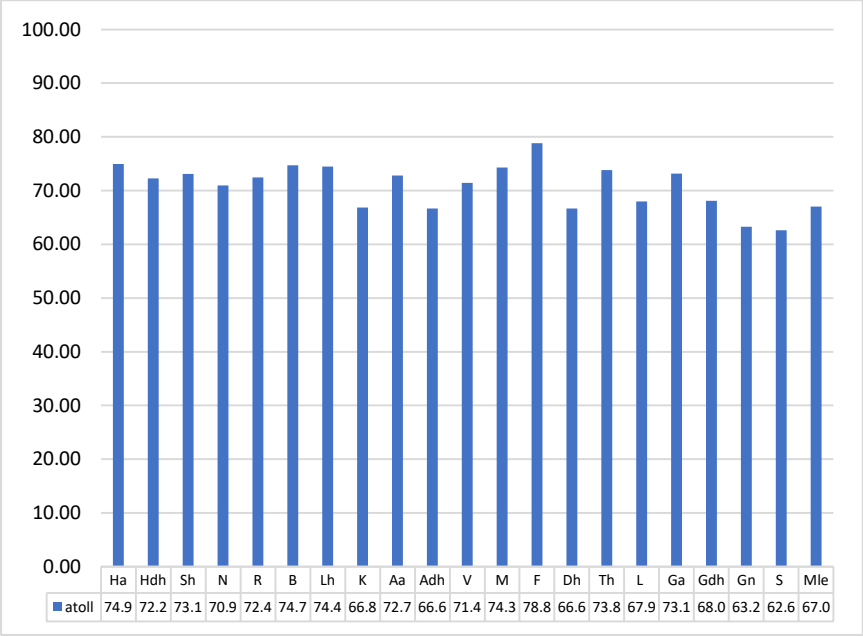


Figure 102. Competency-wise performance in items rated as re-organisation

According to Figure 102, the highest performing regions are F (M = 78.82), HA (M = 74.96), and B (M = 74.74). The lowest performing atolls are S (M = 62.64), Gn (M = 63.28), and ADh (M = 66.67).

Figure 103 shows student performance in items categorised as evaluation disaggregated by atolls.

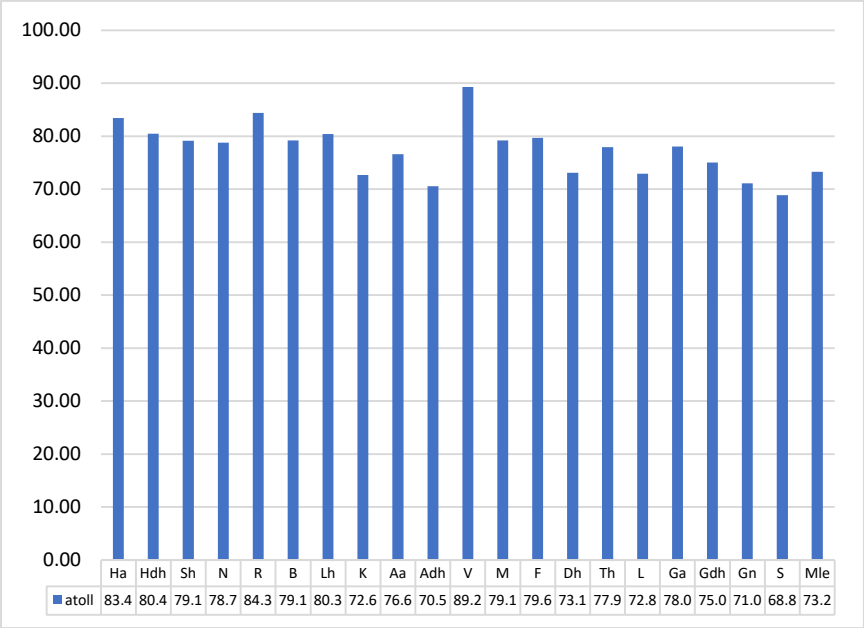


Figure 103. Competency-wise performance in items rated as evaluation

According to Figure 103, the highest performing regions are V (M = 89.29), R (M = 84.36), and HA (M = 83.41). The lowest performing atolls are S (M = 68.84), ADh (M = 70.55), and Gn (M = 71.09).

Figure 104 shows student performance in items categorised as appreciation disaggregated by atolls.

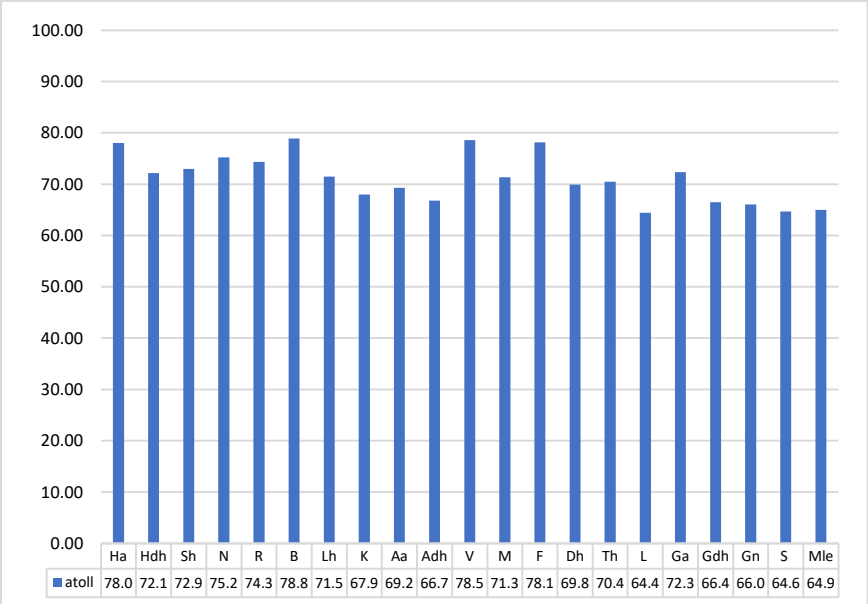


Figure 104. Competency-wise performance in items rated as appreciation

According to Figure 104, the highest performing regions are B (M = 78.88), V (M = 78.57), and F (M = 78.13). The lowest performing atolls are L (M = 64.41), S (M = 64.65), and Male' (M = 64.95).

CHAPTER 4

INTERNATIONAL ASSESSMENT 2025

4.1 ENGLISH

NALO 2025 English assessment contained six items taken from PISA 2018 (OECD, 2019). All these items tested students' ability to comprehend a given text. The items were categorised into three types of cognitive processes: (i) item 41 tests students' ability to "locate information", (ii) item 42 tests students' ability to "evaluate and reflect", and (iii) items 47 to 50 test students' ability to "understand".

As it was not possible to obtain international averages for the majority of the items, only NALO results are presented in Table 7.

Table 7. Student performance in items on "understanding"

Item	Correct (N , %)	Wrong (N , %)
IA_41	1955 , 43.08%	2583 , 56.92%
IA_42	1953 , 43.04%	2585 , 56.96%
IA_47	3493 , 76.97%	1045 , 23.03%
IA_48	3682 , 81.14%	856 , 18.86%
IA_49	3440 , 75.80%	1098 , 24.20%
IA_50	3225 , 71.07%	1313 , 28.93%

According to the results in Table 7, students performed comparably well in the items that tested their ability to understand what they read or view. The percentage of correct responses for these items ranges from 71.07% to 81.14%. On the other hand, student performance in the two items that tested their ability to locate information, evaluate, and reflect is significantly lower, as indicated by the percentage of correct responses which is 43.08% or

below. Comparing these results to international averages it is found that student performance is much better. For instance, the OECD average of correct responses for item 41 is 42.14% while that for item 42 is 37.36%.

4.2 MATHEMATICS

NALO 2025 Mathematics assessment contained 15 items taken from TIMSS. The items were from four content domains: (i) items 36, 37, and 38 from "number", (ii) items 39 to 45 from "algebra", (iii) items 46 and 47 from "geometry", and (iv) items 48 49, and 50 from "data science". The following findings are presented in the order of these four categories of questions.

Table 8 shows the results for the items on "number". For ease of comparison, the international averages for the items are also provided.

Table 8. Student performance in items on "number"

Item	Correct (N , %)	Wrong (N , %)	Int. avg.	Difference
IA_36	692 , 15.05%	3907 , 84.95%	23.00%	-7.95%
IA_37	2300 , 50.01%	2299 , 49.99%	51.00%	-0.99%
IA_38	2393 , 52.03%	2206 , 47.97%	70.00%	-17.97%

According to the results in Table 8, the percentage of correct responses for all three items is lower than the international average for the items. The difference in the percentage of correct responses ranges from 0.99% to 17.97%. These results indicate the

low performance of students in “number” compared to international benchmarks.

Table 9 shows the results for the items on “algebra”. For ease of comparison, the international averages for the items are also provided. According to the results in Table 9, the percentage of correct responses for all seven items is significantly lower than the international average for the items. The difference in the percentage of correct responses ranges from 3.21% to 21.82%. These results indicate the low performance of students in “algebra” compared to international benchmarks.

Table 9. Student performance in items on “algebra”

Item	Correct (N , %)	Wrong (N , %)	Int. avg.	Difference
IA_39	1550 , 33.70%	3049 , 66.30%	52.00%	-18.30%
IA_40	3010 , 65.45%	1589 , 34.55%	73.00%	-7.55%
IA_41	1467 , 31.90%	3132 , 68.10%	44.00%	-12.10%
IA_42	1112 , 24.18%	3487 , 75.82%	46.00%	-21.82%
IA_43	1604 , 34.88%	2995 , 65.12%	47.00%	-12.12%
IA_44	875 , 19.03%	3724 , 80.97%	26.00%	-6.97%
IA_45	588 , 12.79%	4011 , 87.21%	16.00%	-3.21%

Table 10 shows the results for the items on “geometry”. For ease of comparison, the international averages for the items are also given.

Table 10. Student performance in items on "geometry"

Item	Correct (N , %)	Wrong (N , %)	Int. avg.	Difference
IA_46	961 , 20.90%	3638 , 79.10%	39.00%	-18.10%
IA_47	1743 , 37.90%	2856 , 62.10%	56.00%	-18.10%

According to the results in Table 10, the percentage of correct responses for both items is significantly lower than the international average for the items. These results indicate the low performance of students in "geometry" compared to international benchmarks.

Table 11 shows the results for the items on "data science". For ease of comparison, the international averages for the items are also provided. According to the results in Table 11, the percentage of correct responses for all three items is lower than the international average for the items. The difference in the percentage of correct responses ranges from 8.02% to 9.25%. These results indicate the low performance of students in "data science" compared to international benchmarks.

Table 11. Student performance in items on "data science"

Item	Correct (N , %)	Wrong (N , %)	Int. avg.	Difference
IA_48	1057 , 22.98%	3542 , 77.02%	31.00%	-8.02%
IA_49	1438 , 31.27%	3161 , 68.73%	40.00%	-8.73%
IA_50	2058 , 44.75%	2541 , 55.25%	54.00%	-9.25%

For further insights, the same items were also analysed based on cognitive domains – knowing, applying, and reasoning. There is no evidence that students performed significantly differently in any of the three domains – the performance was poor across all domain, as indicated by the low performance on all the items.

4.3 SCIENCE

NALO 2025 Science assessment contained 14 items taken from TIMSS 2011 (IEA, 2013). The items were from three content domains: (i) biology, (ii) chemistry, and (iii) physics. The following findings are presented in the order of these three categories of questions.

Table 12 shows the results for the items in biology. For ease of comparison, the international averages for the items are also provided.

Table 12. Student performance in items in biology

Item	Correct (N , %)	Wrong (N , %)	Int. avg.	Difference
IA_9	1151 , 25.31%	3397 , 74.69%	43.00%	-17.69%
IA_10	2936 , 64.56%	1612 , 35.44%	61.00%	3.56%
IA_11	2142 , 47.10%	2406 , 52.90%	45.00%	2.10%
IA_12	2409 , 52.97%	2139 , 47.03%	49.00%	3.97%
IA_13	1723 , 37.88%	2825 , 62.12%	49.00%	-11.12%

According to the results in Table 12, the percentage of correct responses for three items is higher than the international average for the items while it is lower for two items. The positive difference in the percentage of correct responses ranges from 2.10% to 3.97% while the negative difference ranges from 11.12% to 17.69%. These results provide somewhat encouraging evidence that students are not performing too poorly in biology compared to international benchmarks while at the same time indicating areas that need attention. The two items that scored lower than

international averages are both in the topic “characteristics, classification, and life processes of organisms”.

Table 13 shows the results for the items in chemistry. For ease of comparison, the international averages for the items are also provided. According to the results in Table 13, the percentage of correct responses for two items is higher than the international average for the items while it is lower for three items. The positive difference in the percentage of correct responses ranges from 2.66% to 2.91% while the negative difference ranges from 0.80% to 8.56%. These results are more encouraging than those for biology, indicating that students are performing fairly close to international benchmarks, while still highlighting areas that require attention. The two items that showed the lowest scores as compared to international averages are both from the topic “classification and composition of matter”.

Table 13. Student performance in items in chemistry

Item	Correct (N , %)	Wrong (N , %)	Int. avg.	Difference
IA_23	2031 , 44.66%	2517 , 55.34%	42.00%	2.66%
IA_24	1615 , 35.51%	2933 , 64.49%	37.00%	-1.49%
IA_25	2770 , 60.91%	1778 , 39.09%	58.00%	2.91%
IA_26	3613 , 79.44%	935 , 20.56%	88.00%	-8.56%
IA_27	2010 , 44.20%	2538 , 55.80%	45.00%	-0.80%

Table 14 shows the results for the items in physics. For ease of comparison, the international averages for the items are also given.

Table 14. Student performance in items in physics

Item	Correct (N , %)	Wrong (N , %)	Int. avg.	Difference
IA_40	1812 , 39.84%	2736 , 60.16%	42.00%	-2.16%
IA_41	669 , 14.71%	3879 , 85.29%	33.00%	-18.29%
IA_42	1906 , 41.91%	2642 , 58.09%	52.00%	-10.09%
IA_43	1467 , 32.26%	3081 , 67.74%	43.00%	-10.74%

According to the results in Table 14, the percentage of correct responses for all the items are lower than the international average for the items. The difference in the percentage of correct responses ranges from 2.16% to 18.29%. These results indicate that students are performing below the international benchmarks in physics – and that it is the lowest-performing area compared to the other subjects in the science stream.

For further insights, the same items were also analysed based on cognitive domains – knowing, applying, and reasoning.

Table 15 shows the results for the items from the "knowing" category. For ease of comparison, the international averages for the items are also provided.

Table 15. Student performance in items in the "knowing" category.

Item	Correct (N , %)	Wrong (N , %)	Int. avg.	Difference
IA_10	2936 , 64.56%	1612 , 35.44%	61.00%	3.56%
IA_11	2142 , 47.10%	2406 , 52.90%	45.00%	2.10%
IA_12	2409 , 52.97%	2139 , 47.03%	49.00%	3.97%
IA_23	2031 , 44.66%	2517 , 55.34%	42.00%	2.66%
IA_25	2770 , 60.91%	1778 , 39.09%	58.00%	2.91%
IA_41	669 , 14.71%	3879 , 85.29%	33.00%	-18.29%

According to the results in Table 15, the percentage of correct responses for five items are higher than the international average for the items while it is lower for only one item. The results suggest that, overall, students are doing well in all the knowledge-level questions. The only question that shows a negative difference is in physics.

Table 16 shows the results for the items from the "applying" category. For ease of comparison, the international averages for the items are also provided.

Table 16. Student performance in items in the "applying" category.

Item	Correct (N , %)	Wrong (N , %)	Int. avg.	Difference
IA_9	1151 , 25.31%	3397 , 74.69%	43.00%	-17.69%
IA_13	1723 , 37.88%	2825 , 62.12%	49.00%	-11.12%
IA_24	1615 , 35.51%	2933 , 64.49%	37.00%	-1.49%
IA_26	3613 , 79.44%	935 , 20.56%	88.00%	-8.56%
IA_42	1906 , 41.91%	2642 , 58.09%	52.00%	-10.09%
IA_43	1467 , 32.26%	3081 , 67.74%	43.00%	-10.74%

According to the results in Table 16, the percentage of correct responses for all the items is lower than the international average for the items. The results suggest that students are not doing so well in application-level question across all three subjects.

Table 17 shows the results for the items from the "reasoning" category. For ease of comparison, the international averages for the items are also provided.

Table 17. Student performance in items in the "reasoning" category.

Item	Correct (N , %)	Wrong (N , %)	Int. avg.	Difference
IA_27	2010 , 44.20%	2538 , 55.80%	45.00%	-0.80%
IA_40	1812 , 39.84%	2736 , 60.16%	42.00%	-2.16%

According to the results in Table 17, the percentage of correct responses for both items is lower than the international average for the items. The results suggest that, despite the lower performance as compared to international averages, students are doing better in reasoning than in applying the learning in a different situation.

CHAPTER 5

CONCLUSIONS AND RECOMENDATIONS

CONCLUSIONS

The NALO 2025 report reveals critical insights into the performance of students who completed Key Stage (KS) 3 of the national curriculum:

- **Low to moderate achievement levels**: The national average for two of the subjects stands somewhat above 50% (56.61% at maximum) while that for the other three subjects is below 50% (38.29% at minimum) indicating that, overall, less than half of the expected learning outcomes for Key Stage 3 are being achieved.
- **Rural-urban disparities**: While the performance at national level in English oriented subjects (English, Maths, and Science) shows mixed results, the performance of three big cities is found to be significantly higher as compared to other atolls.
- **Persistent Gender Gap**: A consistent trend of girls outperforming boys persists in national averages and also across the majority of the atolls in all subjects except Mathematics.
- **School size correlation**: There is a positive correlation between school size and student performance in English oriented subjects; larger schools (501+ students) show higher performance compared to medium (101-500 students) and small schools (100 and less students). On the other hand, there is a negative correlation between school size and student performance in local subjects; larger

schools show lower performance compared to medium and small schools.

- **Inconsistency in student participation:** There is a significant reduction in the number of students who sat for Islamic Studies and Dhivehi tests. It is important to understand the reason behind these significant discrepancies between the number of students who attended the exams of English oriented subjects and local subjects.
- **Significant drop in writing task participation:** A notable concern is the sharp decline in the number of students who attempted the Dhivehi writing task, even among those who sat for the Dhivehi test. This pattern highlights a potential issue in students' willingness or preparedness to engage in extended writing tasks, signalling an area that requires further investigation and targeted support.
- **Persistent weaknesses in higher-order cognitive skills:** Student performance shows strong mastery of recall-based and literal comprehension tasks but markedly weaker outcomes on items requiring inference, reasoning, and multi-step analysis. This contrast indicates that while foundational skills are established, higher-order cognitive abilities are insufficiently developed, reflecting a gap between curriculum expectations and actual classroom practice.
- **International assessment items revealing deeper gaps:** The performance on PISA- and TIMSS-aligned items

indicates substantial gaps in students' ability to meet internationally benchmarked competencies. These results suggest that the current system is not yet aligned with global expectations for KS3 learners, particularly in areas requiring advanced reasoning, problem-solving, and application of knowledge in unfamiliar contexts.

RECOMMENDATIONS

These recommendations are aimed at bridging the identified achievement gaps and improving the quality of education at Key Stage 3.

1. For the Ministry of Education (MoE)

- **Resource Equalization**: Direct additional funding, specialized subject teachers, and learning materials to "small" and "medium" schools in underperforming atolls such as Raa (R), Thaa (Th), and Shaviyani (Sh) to address persistent equity gap.
- **Gender-Responsive Pedagogy**: Develop and implement teaching strategies specifically designed to enhance the engagement and achievement of male students, particularly in language and literacy, to narrow the gender performance gap.
- **Strengthen Quality Assurance**: Utilise the standalone school-wise NALO reports to design and implement targeted interventions for schools performing significantly below the national mean.

2. For Quality Assurance Department (QAD)

- **Validate test paper quality**: Performance in Mathematics exam is significantly low. There is a need to review the distribution of items based on item difficulty levels. Additionally, it is necessary to harmonise the number and

types of items across comparable examinations, such as English and Dhivehi to ensure greater consistency and fairness.

- **Enhance test administration**: Given that all tests rely heavily on MCQ items, integrating technology for marking and data entry would substantially reduce human error and strengthen the credibility of the results.
- **Establish a longitudinal learning tracking system:** Develop a system that links NALO data across KS1, KS2, and KS3 to track cohort progress, identify learning loss or growth, and apply relevant interventions to strengthen evidence-based policymaking.

3. For School Principals

- **Data-Driven Decision Making**: Utilize the detailed "standalone documents" provided for your specific school to identify which learning outcomes (e.g., Outcome s2 in English) students demonstrate the greatest difficulty and use this evidence to inform decisions on improving teaching and learning at school level. Schools should employ these data to design and implement targeted interventions that directly address identified gaps.
- **Peer-to-Peer Mentoring**: In smaller schools, establish partnerships with larger, higher-performing schools to facilitate the sharing of effective teaching practices and curriculum delivery approaches.

- **Diagnostic Testing:** Implement diagnostic assessments at the beginning of Grade 9 to identify students who have not yet mastered Key Stage 3 prerequisites, enabling timely and targeted remediation.

4. For Teachers

- **Focus on Low-Performing Outcomes**: In all five subjects, prioritise instruction on low performing outcomes, while sustaining the strengths demonstrated in higher performing outcomes.
- **Differentiated Instruction**: Tailor classroom activities to accommodate varying learning paces among the boys and girls, incorporating more interactive and project-based approaches to enhance engagement, particularly among male students.
- **Alignment with National Curriculum Framework**: Ensure that classroom-level quizzes and tests are aligned with the National Curriculum Framework, so that students and parents receive an accurate reflection of actual performance levels.

5. For National Institute of Education (NIE)

- **Strengthen teaching of higher-order skills through targeted professional development:** Provide focused training to enhance teachers' capacity to teach inferential reading, critical thinking, multi-step problem-solving, and constructed-response tasks, helping shift classroom

practice beyond recall-based instruction and support the development of higher-order cognitive skills.

- **Strengthen curriculum-assessment alignment:** Review KS3 syllabuses to ensure learning outcomes are assessable, cognitive demand aligns with assessment items, and teachers understand progression from KS1–KS3, particularly in light of ongoing NCF revisions.

Part III

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APPENDIX A

List of Learning Outcomes

English Language

Code	Item Nos.	Curriculum Ref.	Description
s1	26,29, 30, 31, 32, 34, 36, 40	RV.CP.1	Read fluently and demonstrate comprehension of a range of grade – appropriate literary texts with challenging vocabulary (e.g. story, poem).
s2	17, 20, 21, 23, 27, 33, 35, 37, 38, 39	RV.LSF.1	Understand and derive meaning from the structures and features of a range of texts.
s3	22	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.
s4	24, 25	RV.SS.3	Use a variety of strategies after reading and viewing to confirm meaning and evaluate texts.
s5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	WR.LSF.1	Use the features and conventions of a variety of texts to create meaning with accuracy, clarity and coherence.
s6	18, 19, 28	RV.CP.3	View and demonstrate comprehension of visual texts with complex ideas and specialised features (e.g. websites, reference books, magazines).

International test items: 41, 42, 47, 48, 49, 50

Mathematics

Code	Item Nos.	Curriculum Ref.	Description
s1	6, 9	M2.1	Analyse and understand the concept of area, perimeter and volume to solve problems
s2	7	N4.1	Estimate numbers, quantities and apply the knowledge of estimation in real life situations.
s3	2	M4.1	Measure and read temperature in degree Celsius and in Fahrenheit
s4	14	N6.1	Solve problems related to personal and household finance and apply the knowledge in necessary contexts.
s5	13, 24	N5.1	Understand and solve problems involving ratios and directly proportional relationships in various contexts.
s6	11, 16, 21, 22, 26, 27, 28, 33, 34	PA1.1	Understand and use the concept of algebra to solve problems
s7	3, 10, 19, 32	CH2.1	Understand and use the concept of data analysis and probability to make conclusions and predictions.
s8	23, 29	SS2.1	Understand the concept of Angles and Lines
s9	15, 20, 25, 31	CH1.1	Understand the concept of handling data and present data to solve problems
s10	18, 35	SS1.1	Understand the concept of trigonometry to solve problems
s11	1, 4	N2.1	Understand the indices
s12	5, 8, 12, 17, 30	N3.1	Understand the knowledge of fractions, decimals, percentages and apply it in real-life situations.

International test items: 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50

Science

Code	Item Nos.	Curriculum Ref.	Description
s1	3, 6, 7	7BI1.1	Classify living things using the standard classification systems.
s2	34a, 34b	WS1.3	Conduct investigations using appropriate methods to answer questions or solve problems.
s3	14a	7CH1.6	Describe characteristic properties of acids and bases.
s4	28, 31, 38	7PH1.9	Describe the common forms of energy and ways to reduce the amount of energy used.
s5	29, 39	8PH1.14	Describe the different types of energy and transformation of energy.
s6	15, 17	7CH1.7	Experiment to identify the gases present in air (oxygen, nitrogen and carbon dioxide) and study ways to reduce air pollution.
s7	35	7PH1.11	Explain how heat is transferred in solids.
s8	16, 22b	7CH1.2	Explain the changes of states in matter in terms of kinetic theory.
s9	32, 36	8PH1.22	Explore magnetism and distinguishes between temporary and permanent magnets.
s10	19, 20, 21	7CH1.5	Explore various techniques of separation and purification methods and recognise the importance of purification.
s11	1, 2	7BI1.4	Investigate the factors necessary for photosynthesis and relates the importance of photosynthesis to living things.
s12	33, 37	7PH1.2	Measure physical quantities such as lenth, mass, time, temperature and volume.
s13	8b, 8c, 18	WS1.2	Plan appropriate investigation methods to carry out investigations.
s14	8a	WS1.1	Pose questions to clarify a problem and

			make predictions on investigations.
s15	4a, 4b, 14b, 22a, 30	WS1.4	Process and analyse data and information using appropriate means and methods.
s16	5	8BI1.8	Study the formation of coral reefs and human impact on coral reefs.

International test items: 9, 10, 11, 12, 13, 23, 24, 25, 26, 27, 40, 41, 42, 43

Islamic Studies

Code	Item Nos.	Description
s1	18, 19, 20, 30, 31, 34, 35, 39, 40, 41	ތިންވަނި ތަންފަނު
s2	1, 2, 3, 4, 5, 6, 22, 23, 24, 42, 43, 44	ތަކުލީފު
s3	7, 8, 9, 10, 11, 12, 13, 14, 15, 25, 26, 27, 28, 32, 33, 45, 46, 47, 48, 49, 50	ފިލާސާ
s4	36	ކަނޑިވެ
s5	16, 17, 21, 29, 37, 38	ތިންވަނި ތަޢުރީފު

Dhivehi Language

Code	Item Nos.	Description
s1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13	Reading comprehension
s2	-	Writing

APPENDIX B

List of Competencies

English Language

Code	Competency	Items
cp1	Basic	1, 2, 14
cp2	Regular	3,4, 5, 6, 7, 8, 9, 13, 15, 17, 18, 19, 20, 27, 30,31, 34, 35, 37
cp3	Challenge	10, 11, 12, 16, 21, 22, 23, 24, 25, 26, 28, 29, 32, 33, 36, 38, 39, 40

Mathematics

Code	Competency	Items
cp1	Basic	1, 2,3, 7,8, 9, 10, 11, 13,16, 20, 21, 23, 29
cp2	Regular	4, 5, 12, 14,15, 17, 22, 24, 25, 26, 27, 28, 30, 35
cp3	Challenge	6, 18, 19, 31, 32, 33, 34

Science

Code	Competency	Items
cp1	Basic	1, 6, 14A, 21, 22B, 33, 34A, 34B, 35, 36, 37
cp2	Regular	2, 4A, 4B, 5, 7, 8B, 8C, 14B, 15, 17, 18, 19, 22A, 28, 29, 31, 38
cp3	Challenge	3, 8A, 16, 20, 30, 32, 39

Islamic Studies

Code	Competency	Items
cp1	Remembering	1, 2, 3, 4, 5, 6 , 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
cp2	Understanding	21, 22, 23, 24, 25, 26, 27, 28 , 29, 30, 31, 32, 33, 34, 35, 36
cp3	Applying	37, 38, 39, 40 41, 43, 44, 45 46, 47, 48, 49, 50
cp4	Evaluating	42

Dhivehi Language

Code	Competency	Items
cp1	Literal Comprehension	1, 8
cp2	Inferential Comprehension	2, 4, 5
cp3	Reorganization	3, 9, 10
cp4	Evaluation	6, 12
cp5	Appreciation	7, 13

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