

Introduction to Chapters 3 – 5

In chapters 3-5 data pertaining to achievement of learning outcomes in relation to mathematics, science and English language would be presented. In each chapter the main objective would be to identify patterns in achievement in relation to providing equal opportunities in Education.

The patterns in achievement will first be presented at all island level to get an overview of the students' achievement in the relevant subject. As discussed in Chapter 2, the explicit strata in the 2012 study is the province. The implicit stratum are the gender, school type and medium of instruction. Thus, Student achievement will next be presented in relation to province. This would be followed by achievement in relation to gender, school type and medium of instruction.

In order to discuss the distribution of achievement at National level, three indicators are used. They are:

- Measures of central tendency -mean and median
- Skewness values of the distribution
- Measures of relative position -cumulative percentages and percentile ranks,
- Graphs – frequency polygons and box plots

The nature of the distribution of scores provincial wise reveals certain patterns. These patterns are discussed using the following indicators,

- Measures of central tendency -mean and median
- Skewness values of the distribution
- Measures of relative position - cumulative percentages and percentile ranks,
- Measures of variability – range and standard deviation
- Graphs – frequency polygons, box plots and whisker chart

In the final section of each chapter student achievement would be presented in relation to the competency levels identified for the particular subject.

