

## Introduction to Chapters 3 – 5

In chapters 3-5 data pertaining to achievement of learning outcomes in relation to mathematics, science and English would be presented. Each chapter is divided into two parts. The main objective of part I would be to identify patterns in achievement in relation to providing equal opportunities in Education. In part II patterns of achievement of 2016 would be compared with the patterns identified in 2014 to identify trends in achievement.

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 2016 study is the province. Thus, student achievement will next be presented in relation to province. The implicit stratum are the gender, school type, medium of instruction and location. Therefore, provincial analysis would be followed by achievement in relation to gender, school type, medium of instruction and location.

In order to discuss the distribution of achievement, four 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
- Measures of variability – range and standard deviation, graphs, frequency polygons, box plots and whisker chart

In the final section of part I of each chapter, student achievement would be presented in relation to the skills identified for the particular subject. In part II, patterns identified in 2016 would be compared with patterns identified in 2014 to identify the trends in achievement over the period 2014-2016.

