National Student-learning Assessment Framework

Assessment, Evaluation, and Reporting

2023

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Foreword

One of the important mandates of the Ministry of Education and Skills Development is to explore, research and develop innovative school curricula that inspire youths to grow 'as nationally rooted and globally competent' citizens. The world aspires youths who are socially responsible, productive and sensitive to embrace and mitigate the emerging trends opportunities and challenges. Consequently, the conventional tradition of education has lost its relevance as we venture with the transformative reorientation in teaching various subjects and the effective implementation of educational programmes. This is vital in supporting the delivery of education that provides life enriching learning experiences. All these initiatives are geared towards improving the quality of education through a transformation to competency-based education and assessment policies and practices in schools.

The versatility and rigour of assessment within and outside the classroom influence the cognitive development of learners. For instance, content based or traditional question items in assessment promote rote learning, conversely inhibiting learning through understanding. The competency-based assessment is cognitively challenging, and hence promotes metacognition in learners. In other words, the quality of education and the versatility of assessment are two sides of a coin, one affecting the other. However, discrepancies in reliability and validity in assessment, including the procedures and assessment utility in enhancing teaching and learning have been one of the concerns in the education system.

Underscoring the existing and emerging issues and concerns in assessment, the National Student-learning Assessment Framework document is to consolidate the bigger ideas of assessment and the diverse efforts of stakeholders. A systemic and standardised assessment guarantees that the marks learners secure commensurate with the learners' mastery of various competencies, including the "portable skills."

The Ministry is therefore hopeful and optimistic that the National Student-learning Assessment Framework guides schools to imbibe and practice an assessment system that upholds the objective measure of learners' learning towards enhancing the education quality.

I wish schools every success.

Karma Galay
Director General

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1

Preamble

Introduction

Purpose of assessment framework

1 Preamble

1.1 Introduction

The Royal Government of Bhutan accords high priority to education for building a dynamic and happy nation. In the purview of the mandates in the constitution of Bhutan and guided by the philosophy of Gross National Happiness, the country endures strengthening quality education at all level of institutions – primary schools through tertiary institutions, including Early Child Care Development, Non-Formal Education and Vocational Education Centres.

The education goal of preparing "nationally rooted and globally competent" citizens has driven the paradigm shift in curriculum design and pedagogies. The current school curricula are developed based on the competency development orientation, which is different from earlier content-based subject mastery orientation. The school curricula are designed for facilitating learners in acquiring intellectual, emotional, social, and performance competencies vital for success of Bhutanese citizens in the 21st century. Academic competencies are cognitive or intellectual abilities and subject-matter mastery in various subjects, and the performance competencies are applied academic skills, life skills, transversal skills, ICT skills, and vocational skills. The social competencies include values, attitudes, behaviour and citizenry qualities in nurturing socially responsible and productive citizens for social harmony and national wellbeing.

In order to realize the intended purposes of the education, the New Normal Curriculum, grounded on the principles of Competency-based Education, has been designed emphasizing the learning of fundamental concepts, principles and laws in respective subjects through open sources and experiential learning approaches. Learning is experiential to probe deep learning synonymous to "less is more" in all learning areas. Through active engagement, learners develop metacognition of their learning and generate new knowledge to create new ideas of doing things according to the demands of the situation. The change is perceived as a paradigm shift from the academic based "factory model" of education to a "humanism model", which emphasises on discovering individual's inner values, drawing out the innate potentials, and mastering them.

Such thesis entails the transformation of curriculum to learning of "why" and "how" with emphasis on the open source learning as opposed to textbook-based teaching. Assessment is aligned with competency-based learning that emphasises the valuation of learner's intellectual, social, physical and behavioural competencies through the deployment of rigorous authentic and alternative assessment practices validated with the use of appropriate assessment techniques and tools. Assessing learners' competency in a specialized area requires a given set of skills. It calls upon a systematic, reliable, valid and evidence-based assessment procedures and practices deployed vertically and horizontally. Results are analysed and interpreted towards enhancing learning and to improve the school curricula and education system at a wider context.

This framework provides systemic alignment and consolidation of current assessment practices at the school and national levels. This framework consolidates the core ideas and intentions, and clarifies the assessment principles and practices among education stakeholders on assessment and examinations. It is the mechanism utilised by relevant agencies, such as curriculum, assessment and examination, monitoring, and schools to assess the performance of learners. Therefore, it outlines the meaning and purposes of assessment, and it's protocols that include assessment types, tools and techniques, and translation of analysis of assessment information to gauge the learning performance and the quality of the education. It explains systemic practices of assessing, evaluating, grading and reporting learner learning in schools and at the national level.

The following sections explain the structural, technical, managerial, and functional elements of the systemic assessments practices in schools, Dzongkhags and Thromdes, and at the national level.

1.2 Purpose of assessment framework

The framework provides the basis and the parameters on which Assessment Policies are framed at the national, Dzongkhag or Thromde, and school levels. It suggests appropriate assessment strategies and protocols that are consistent with the prescribed learning competencies outlined in the curriculum. It is also to guide the curriculum developers, subject specialists in the design of assessment and examinations in various subjects, and teachers in planning and designing their own assessments practices.

Therefore, this framework:

1. 2.1 ensures that assessment is grounded and guided by Bhutanese education philosophy, ideologies, and assessment principles;
1. 2.2. streamlines the assessment practices harmonized horizontally and vertically in terms of subjects and classes to facilitate progressive learning;
1. 2.3. helps establish a systematic system of using assessment data to improve instructional and schools' effectiveness;
1. 2.4. strengthens validity, reliability and inclusiveness of assessment across all subjects and classes;
1. 2.5. broadens the scope of assessment by outlining the suggested assessment techniques and tools;
1. 2.6. elucidates the types and purposes of assessment and examinations at various levels;
1. 2.7. informs relevant stakeholders, including parents and learners of assessment protocols by which learner's learning is improved progressively;
1. 2.8. assists in bridging the information gap between the intended purposes of assessment with the learners' competency and performance;
1. 2.9. strengthens the data interpretation to inform the policy makers and school management in improving the educational materials, assessment practices and identifying learner's needs and support that are essential for positive learning among learners;
1. 2.10. promotes multi-dimensional approach to assessment to ensure the holistic development of learners by supporting them acquire the knowledge and competencies and attitudes needed to succeed in the world of today and tomorrow;
1. 2.11. broadens the purposes of assessment towards improving learning by upholding assessment for learning, assessment of learning, and assessment as learning in the form of formative and summative assessments, including written examinations, throughout the key stages of the education system.

This framework guides, but not supersede, the assessment rules and regulations and other protocols used by agencies mandated for school assessment.

2

Principles of Assessment

Reliability of assessment
Authenticity and relevancy
Fairness and flexibility
Transparency in assessment
Inclusiveness of assessment

2 Principles of Assessment

Competency-based learning emphasizes the application of knowledge, skills, and values to perform, conduct, produce, act and behave in a specific context. The principles of assessment guide the development and practices of assessments for,of , and as learning in education. It helps to transcend specific assessment practices across all the disciplines and ensure quality in the assessment of the expected competencies. Therefore, assessment practices in school education are guided by the following principles.

i. Validity of assessment
ii. Reliability of assessment
iii. Authenticity and relevance
iv. Fairness and flexibility
v. Transparency in assessment
vi. Inclusiveness of assessment

2.1 Validity of assessment

Validity of an assessment is the ability to measure and test what it is intended for. The progress and attainment of learning outcome competencies of learners are systematically and accurately measured, reported and evaluated.

The following mechanisms help ensure the validity of assessments:

2.1.1 Establish assessment protocol: Schools develop assessment, test blueprints, and maintain assessment item banks. The teacher develops valid assessment materials that can measure knowledge, skills and values of wide range of competencies. As informed by the national standards for assessment protocols and practices established by the curriculum and assessment agencies, schools use multiple tools and techniques for higher validity in assessing diverse learners.

2.1.2 Validate assessment items and practices: The subject experts review the assessment items at the school subject departments, Dzongkhags or Thromdes and national level. Teachers, in subject departments, share the assessment materials for review and validation of content and construct validity. The lead teachers, subject teachers, and test development experts collaborate to ensure the validity of assessments in school education.

2.1.3 Institute quality assessment mechanism: The teachers, specialist teachers, and principals facilitate the validation of the test items and the effectiveness of assessment tools. The assessment materials, tools, and techniques used for the assessments are authentic for assessing different competencies. A system to support and monitor assessments practices are instituted at the school level.

2.2 Reliability of assessment

Reliability of an assessment is the trustworthiness of its use and its results for replication to similar measures and situations. Schools use standard formative assessment guidelines to assess the learners' learning progress and achievement of expected competencies in different learning areas or subjects. The standardised guidelines are developed by the curriculum agency in collaboration with central assessment agencies. Similarly, the summative assessment principles and protocols developed by the central agencies are used for assessing different cohorts of learners at the same grade levels with high reliability.

The following are some of the strategies used for ensuring the reliability of standardised assessments at the school and national levels:

2.2.1 Test-retest or assessment reliability is a measure of reliability obtained by administering the same test to the same groups of learners. The scores from the first assessment and the second assessment are correlated to evaluate the test for stability over time.

2.2.2 The reliability is checked by administering different versions of an assessment tool to the same group of individuals. The scores from the two versions are correlated to evaluate the consistency of results across alternate versions.

2.2.3 The reliability is ensured using inter-assessor reliability, where assessment scores of different assessors are similar on the same assessment or a test.

2.2.4 The teacher may also measure the reliability through internal consistency reliability where the assessor evaluates the degree to which different test items that probe the same construct produce similar results.

2.2.5 The assessments established at the school and national level are practicable and manageable in measuring and evaluating learner's competencies. While the established assessments practices should measure all the required learner competencies, the teacher and learners may be overburdened, resulting in low functional efficiency of the assessments.

2.3 Authenticity and relevancy

Authenticity of an assessment is the ability to measure learners' competencies in a realistic situation and in terms of applied learnings. Authentic assessment happens when learners are provided with real-world tasks. They demonstrate learner's ability to apply essential knowledge and skills in the given context or contexts relevant to one's life. The assessment is designed and conducted in the context of learners' real-world experiences and utility, including issues, problems and opportunities.

The following technical guide helps to conduct authentic assessments:

2.3.1 Learners perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. An authentic assessment task is selected relevant to the competency being tested.

2.3.2 Develop criteria for the task that includes a procedural performance checklist and output performance rubrics. Criteria are required to identify and look for characteristics to determine learner's performance on the authentic task. They are required to assess learner's performance to determine how well the learners have performed.

2.3.4 Relate various skills and knowledge gained through the study of the subject to daily life to ascertain the relevancy of the subject and its values.

2.3.5 Embed the learning goals in the daily teaching and learning of curricular objectives.

2.3.6 Focus on the relevancy of the readings to help both teacher and learner to explore for information and understanding in relation to the subject matter, and know what should be gleaned from the readings.

2.4 Fairness and flexibility

Fairness of an assessment is the ability to assess learners with equity depending on individual needs and differences with flexibility in the choice of assessment modes. The learners are assessed using assessment tools and techniques that are appropriate for testing competencies and learners as a whole. The schools and central agencies use relevant assessment tools, techniques, test items, and length and time of test considering age group, gender, cognitive and physical differences. Considerations for the relevance are important to assess individual learner's competencies and potentials accurately.

For the fair and flexible assessment, the following measures are considered:

2.4.1. deploy alternative modes of assessment,

2.4.2. use multiple assessment tools and techniques,

2.4.3. diversify test items with different forms and levels,

2.4.4. vary length of test paper and the duration of assessments process, and

2.4.5. vary the frequency of formative and summative assessment.

2.5 Transparency in assessment

Transparency means making assessment purpose, processes, and results clear and accessible to individuals. This principle is crucial in making assessment practices clear and explicit to learners, parents, and stakeholders for transparency and accountability. The learners are informed on what, how, and when they will be assessed. The assessment results and the evaluations of learner's performance are made transparent and accessible to learners, parents, and stakeholders. However, individual privacy and safety are considered with great importance and legality.

The following mechanisms are considered for making assessment transparent:

2.5.1 Institute digitised assessment practices for recording and accessing assessment processes, and results by individual learners.

2.5.2. Provide consistent feedback to learners with clear guidance on how to improve their learning. Timely feedback is important in the assessment of competencies. It facilitates and promotes teaching and learning.

a. Feedback is most effective when it is given at the time of the learning so that learners can make improvements as they learn.

b. Schools institute a system of providing and receiving feedback. The teachers and learners are informed about the when, where and how of the assessments.

c. Feedback provided is clear, honest, realistic and accessible. With constructive advice, learners are given sufficient time and support to work independently on the feedback to improve their learning.

d. Online feedback systems are used to save time and maintain transparency of assessments.

2.6 Inclusiveness of assessment

The inclusive assessment aims to provide equal learning opportunities for all learners. Learners in a school are diverse in their cultural, language and socio-economic composition. In nutshell, inclusive assessment incorporates diversity and flexibility in the overall assessment profile, supported by special provisions. It safeguards standards and at the same time, maximizes the possibility of success in learning for all learners.

The following strategies are important for enhancing inclusive assessments:

2.6.1. Different types of assessments are used for assessing learners with different learning needs and abilities.

2.6.2. Alternative assessments are used for assessing different types of learner's competencies expected to be achieved in the curricula.

2.6.3. Aided assessment practices are encouraged depending on the contextual needs of learners.

3

Assessment Focus

3 Assessment Focus

Assessment is one of the fundamental aspects of quality education that encapsulates evaluation, measurement, and documentation of learning progress, competency acquisition, academic readiness, and learner's educational needs. The assessment practices involve systematic collection, recording, analyses, and use of data and evidence on learner participation and progress in learning.

The Figure 1 shows the critical placement and relationship of assessments in the delivery of quality learning of the six curricular learning areas.

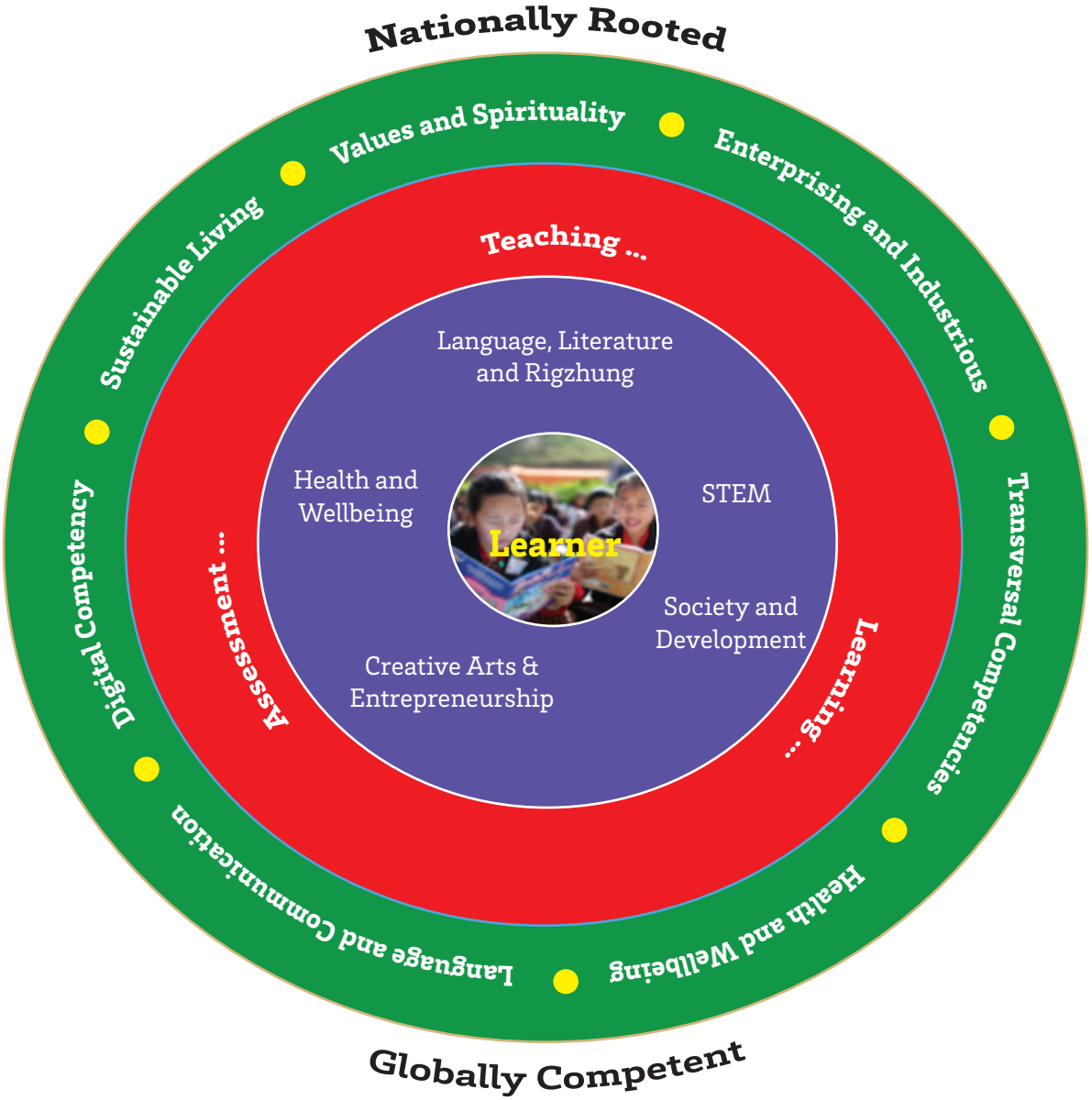

Figure 1 *Relationship of assessment, learning areas and competencies*

The assessment practices in school education focuses on six essential learning areas identified for preparing learners to become 'nationally rooted and globally competent' citizens. The competencies assessed are the learner's ability to perform, behave, and act in the diverse areas and situations through the application of knowledge, skills, and values learned in education.

The type of competencies assessed are academic, performance, and behavioural constituting seven core competencies. Academic competencies are the cognitive or intellectual abilities and subject-matter mastery; performance competencies are the applied academic skills, life skills, transversal skills, ICT skills and vocational skills. The social competencies assessed include values, attitudes, behaviour and citizenry qualities for social harmony and national wellbeing.

The seven core competencies are assessed in terms of nineteen learner's competency attributes, which are fundamental for nurturing 'nationally rooted and globally competent' individuals. The learner's competency attributes in the draft National School Curriculum Framework (2021) are as given in the Table 1.

Table 1 *Learner's competency attributes*

Core competencies	Learner's competency attributes
1. Values and Spirituality	• Mindful • Caring • Strong sense of family, community and nation • Spiritually sound and with strong character
2. Transversal Competencies	• Reflective • Active and informed • Knowledgeable • Intellectually competent
3. Language and Communication	• Communicative
4. Digital Competency	• ICT Literate
5. Enterprising and Industrious	• Creative • Industrious • Skillful and productive • Individually confident • Disciplined
6. Sustainable Living	• Show leadership competency • World-readiness • Self-directed and life-long learner
7. Health and Wellbeing	• Physically, mentally, and emotionally fit

The assessment concept map provided in Figure 2 encapsulates the critical assessment types and processes, based on which assessments are practised in school education.

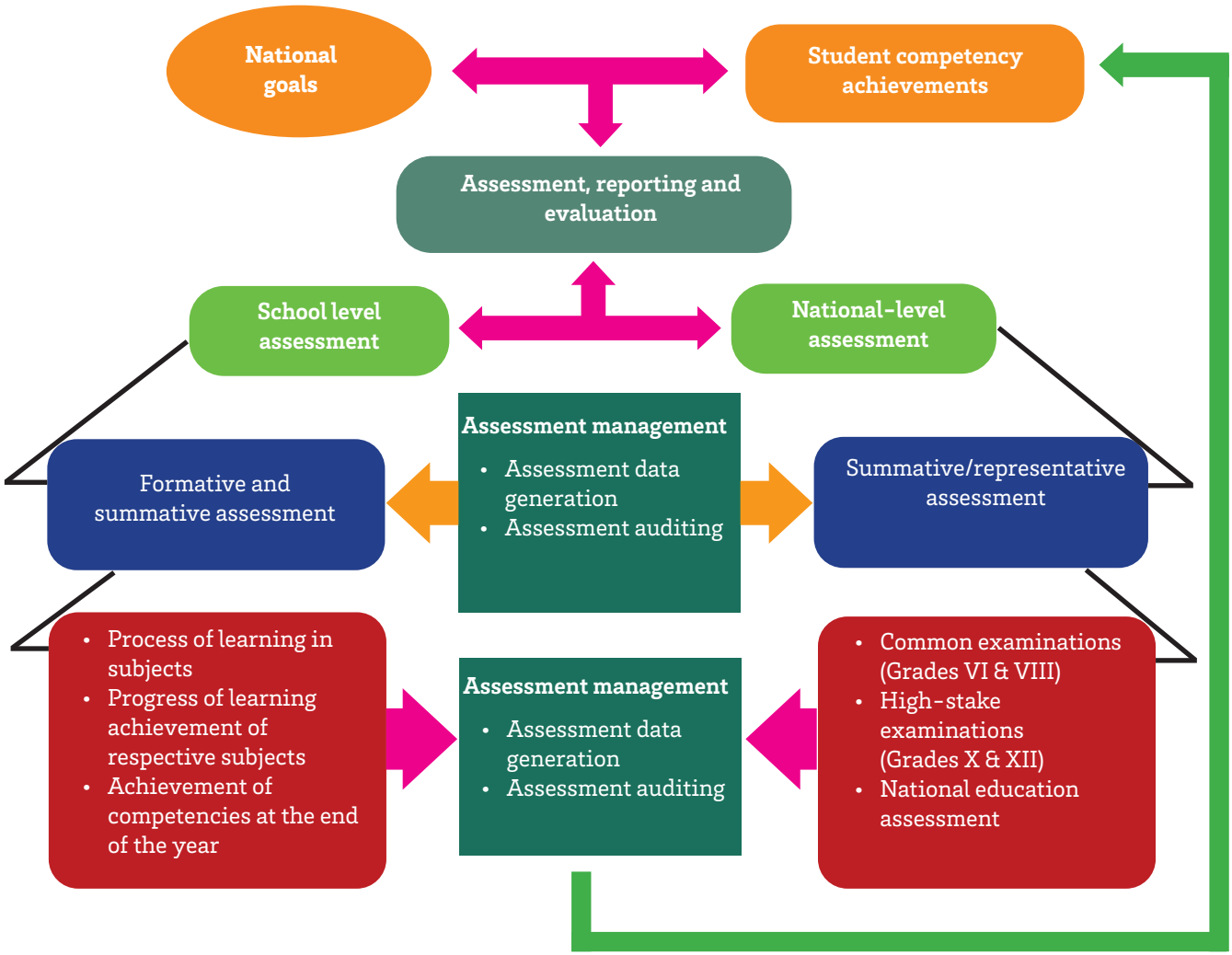

Figure 2 *The conceptual framework of assessment practices*

Assessments are conducted at the school and the central agency levels for formative and summative purposes. Learners are assessed in terms of their progress in learning and the achievement of competencies using formative, summative, and combinations of the two depending on the purposes of assessments.

The school-level assessments involve mostly formative and continuous summative assessments, and are conducted to evaluate learners' learning progress and the achievement of various competencies. The formative assessments are conducted continuously before, during, and after the teaching-learning process; the continuous summative assessments are conducted at the end of the unit, chapter, semester, or at the end of the year. The assessment results are used for identifying learner's learning strengths and weaknesses, planning interventions and support, and to provide a consolidated end-of-year report on various competency achievements in respective to different subjects.

The national-level assessments are mostly standardised summative assessments and surveys conducted yearly or periodically for different purposes. It includes Common Examinations (Grades VI and VIII), High-stake Examinations (X & XII), and the National Education Assessments (NEA) at various key stages to gauge the health of education. The assessment results are reported in the learner report cards and the national assessment reports.

4

Process of Assessment Practices

4 Process of Assessment Practices

Assessment in school education follows a cyclic process of four phases to ensure authenticity and effectiveness of assessment for enhancing learning and achievement of curricular competencies. The cyclic process of assessment shown in figure 3 is applicable for school-level and high-stake national assessments.

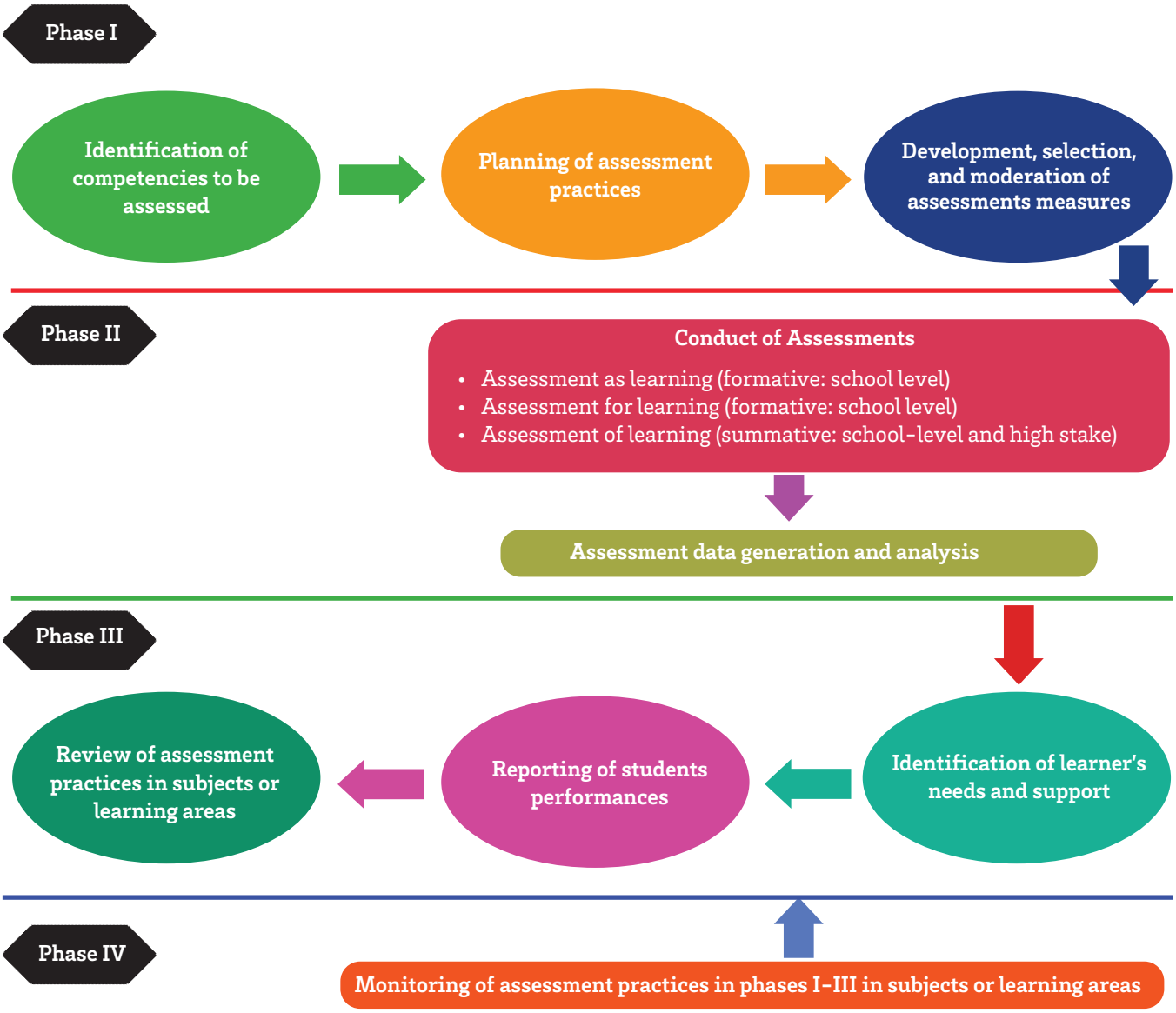

Figure 3. *Process of assessment practices*

4.1 Phase I

4.1.1 Identification of competencies to be assessed

a. Identify the expected learning outcome competencies to be achieved by the learners in the learning areas or subjects for grade levels through subject or cross-curricular discussions and agreements.

4.1.2 Planning of assessment practices

a. Identify the forms of assessments to be used for assessing different competencies identified in phase I. Competencies to be assessed using formative and summative tools and techniques are segregated.
b. Develop doable assessment plans to be conducted by individual teachers or as a subject team at different time periods of the year.

4.1.3 Development, selection, and moderation of assessments measures

a. Individual teachers or the subject team develop or select appropriate and relevant assessment tools for assessing specific competencies.
b. Identify assessment techniques carefully for using different appropriate assessment tools.
c. Subject groups and school leaders moderate the assessments construct, tools and techniques.

4.2 Phase II

4.2.1 Conduct formative and summative assessments in subjects or learning areas as per the agreed plans of individual teachers, schools, Dzongkhags or Thromdes and the central assessment agencies.

4.2.2 The basis of assessment protocols are stated under the section, 'Conduct of Assessments'.

4.2.3 Assessment results are recorded in a data management system.

4.2.4 The assessments results of learners are analysed and reviewed to identify areas of weakness and support needed.

4.3 Phase III

4.3.1 Identification of learner's needs and support

4.3.2 The assessment results of learners are reported in the Learner Report Card approved by the central agencies and the Ministry of Education and Skills Development.

4.3.3 Review of assessment practices in subjects or learning areas.

4.4 Phase IV

4.4.1 Monitoring of assessment practices in subjects or learning areas are carried out by the subject department heads, school leaders, Dzongkhags, Thromdes, and central agencies.

5

Conduct of Assessment

School level
National level examinations
Representative assessments
Grading learning progress and achievement

5 Conduct of Assessment

Assessment practices are conducted at school and national levels.

5.1 School-level

The school education system is the foundation on which elements of learner's personal development in both academic and psycho-social dimensions play in a seamless holistic manner to mold future citizens. In the larger education basket, the school curricula, encompassing all the learning areas and needs of the current situation, occupies a bigger space in achieving the national goals. The selection of learning areas and teaching learning materials are paramount in driving the vehicle forward.

The need to learn everything would overwhelm the purpose of education. It is crucial to narrow the focus and needs for the current generation and determine how they are translated in school education system and implemented as intended. The outcome of the school education requires a considerable number of years to realize it. Hence, careful planning, designing and implementing the curricula and other related programmes should focus on the overall national vision.

5.1.1 Assessment guidelines and protocols

i. Assessment shall be competency based.

ii. The assessment shall be based on the competencies stated in the respective subject framework.

iii. Assessment in key stage I (PP-III) shall be solely continuous formative assessment (CFA).

iv. Assessment in key stages II to V shall follow a blend of continuous assessment (CA), which is a mix of CFA and CSA (continuous summative assessment) and the summative assessment (SA) consisting of term and year-end examinations.

v. For CA, the assessment areas depending on the subject include such as project works, assignments, practical, portfolios, classwork, homework.

vi. Since marks for different assessment areas are allotted specifically to achieve the required competencies, it is crucial to assess students' performance in the specified areas and award appropriate marks. As a result, the scores of written exams, monthly and weekly tests should not be computed and added to the CA, or vice versa.

vii. All CAs, including practical and project works, shall be school-based, conducted and assessed by schools on a continuous basis as per the requirements of the respective subject. This condition also applies to common examination (Classes VI and VIII) and high-stake examination (Classes X and XII). However, the year-end practical examination for TVET shall be assessed externally.

viii. The details of assessment areas and weightings for CA and written examinations are specified in the respective subject frameworks and Instructional Guides.

ix. The written exam question items for home, common and high-stake examination shall be based on the competencies stated in the respective subject frameworks. The question patterns shall be dictated by the nature of respective subject.

x. The written exam question papers for the home, common, and high-stake examinations must be set out of the total marks specified in the respective subjects and converted to add the CA marks for computation.

xi. For high-stakes exam (class X & XII), the scores of midterm and trial written examinations will not contribute to the final result. Similarly, classes VI and VIII midterm examinations scores will also not contribute to common exam result. However, the CA marks will be added for final result computation.

xii. The written examination duration in each key stage shall be based on the requirements of respective subject.

xiii. Term and year-end examinations for all, EXCEPT Classes VI, VIII, X and XII, shall be named as "home examinations" and will be conducted and evaluated by respective schools.

xiv. Classes X and XII will have midterm, trial exam, and high-stakes examinations. Classes VI and VIII, on the other hand, will only have midterm and common examinations.

xv. BCSEA shall administer and conduct the high-stake and common examinations.

xvi. In key stage V, a student can choose between five or six subject combinations as shown in tables below. However, in order to ensure a smooth transition, the new subject combinations will be implemented in class XI this year, followed by class XII in 2024.

A. General Subject Combinations:

Science	Commerce	Arts (Without Maths)	Arts (With Maths)
English	English	English	English
Dzongkha	Dzongkha	Dzongkha	Dzongkha
Physics	Accountancy	Geography	Business Mathematics/ Mathematics
Chemistry	Business and Entrepreneurship	History	Economics
Optional: Mathematics and Biology	Business Mathematics	Economics	Geography
	Optional: Economics		History
Student will study ICT, however, there will be no written examination.			

Science stream:

i. 5 subjects I: English, Dzongkha, Physics, Chemistry and Biology

ii. 5 subjects II: English, Dzongkha, Physics, Chemistry and Mathematics

iii. 6 subjects: English, Dzongkha, Physics, Chemistry, Biology, and Mathematics

Commerce stream:

i. 5 subjects: Dzongkha, English, Business Mathematics, Accountancy, Business and Entrepreneurship

ii. 6 subjects: Dzongkha, English, Business Mathematics, Accountancy, Business and Entrepreneurship and Economics

Arts stream:

i. 5 subjects (without Maths): English, Dzongkha, Geography, History and Economics

ii. 6 subjects (with Maths): English, Dzongkha, Geography, History, Business Mathematics / Maths and Economics

B. TVET Subject Combinations:

Science	Commerce	Arts (Without Maths)	Arts (With Maths)
English	English	English	English
Dzongkha	Dzongkha	Dzongkha	Dzongkha
Physics	Accountancy	Geography	Business Mathematics/ Mathematics
Chemistry	Business and Entrepreneurship	Economics	Economics
TVET	Business Mathematics	TVET	TVET
Optional: Mathematics/ Biology	TVET	**Optional:** History	**Optional:** Geography/History
Student will study ICT, however, there will be no written examination.			

Science stream:

i. **5 subjects:** English, Dzongkha, Physics, Chemistry and TVET

ii. **6 subjects:** English, Dzongkha, Physics, Chemistry, TVET and Biology/Mathematics

Commerce stream:

6 subjects: English, Dzongkha, Accountancy, Business and Entrepreneurship, Business Mathematics and TVET

Arts stream:

i. **5 subjects (without Maths):** English, Dzongkha, Geography, Economics and TVET

ii. **6 subjects (without Maths):** English, Dzongkha, Geography, Economics, History and TVET

iii. **5 subjects (with Maths):** English, Dzongkha, Business Mathematics /Maths, Economics and TVET

iv. **6 subjects (with Maths):** English, Dzongkha, Business Mathematics /Maths, Economics, TVET and Geography/History

C. Rigzhung Subject Combinations:

Arts (Without Maths)	Arts (With Maths)
English	English
Dzongkha	Dzongkha
Geography	Business Mathematics/Mathematics
History	History
Rigzhung	Rigzhung
Optional: Economics	**Optional:** Geography/Economics
Student will study ICT, however, there will be no written examination.	

Arts stream:

i. **5 subjects (without Maths):** English, Dzongkha, Rigzhung, History and Geography/Economics

ii. **6 subjects (without Maths):** English, Dzongkha, Rigzhung, History, Geography and Economics

iii. **5 subjects (with Maths):** English, Dzongkha, Rigzhung, Business Mathematics/Mathematics and History

iv. **6 subjects (with Maths):** English, Dzongkha, Rigzhung, Business Mathematics/Mathematics, History and Geography/Economics

Note:

- Rigzhung is optiona; for Arts stream only.
- TVET is optional subject for school offering TVET.

xvii. The assessment in each subject and key stage shall follow the structure provided in Annexure 12.1.

xviii. The areas of assessments and the detailed breakdown of the CA and Term Examination marks are given in respective subject frameworks and Instructional Guides (Refer Annexure 12.2)

xix. The minimum pass mark for each subject for key stage II-V (Class IV-XII) is 40%. However, a student should pass in both CA and written examinations with a minimum of 40% each respectively.

Note:

- The CA distribution across subjects and across key stages is different because of the nature of the subjects.
- For the final result at the end of the academic year, a student should obtain 40% of the marks allotted to CA and written examinations by combining the scores of both the terms. Similarly, a student should obtain 40% of the marks allotted to written examinations by combining the scores of both the terms.
- For high-stakes and common examinations, the total CA scores obtained will contribute to final results.
- Refer respective subject curriculum frameworks in regard to segregation of paper into Paper 1 and 2.
- Refer Sl. No 21 below pass mark for grouped subjects (Science and Social Sciences) in key stage IV.

xx. For a student to be considered pass, he/she should pass in the subjects as given below:

Key Stage	Should pass in ...
I (PP-III)	Dzongkha, English, Maths and ICT
II (IV-VI)	Dzongkha, English and Mathematics plus any ONE subjects among Science, Social Studies and ICT
III (VII-VIII)	Dzongkha, English and Mathematics plus any TWO subjects among Science, History, Geography and ICT
IV (IX-X)	Dzongkha, English and Mathematics plus any TWO among Science, HCG, Economics, ICT and TVET* *Applies to school offering TVET. A student can opt TVET in place of Economics
V (XI-XII)	**Science:** Dzongkha and English plus any TWO among Physics, Chemistry, Mathematics, Biology and TVET* **Commerce:** Dzongkha and English plus any TWO subjects among Business Mathematics, Accountancy, Business and Entrepreneurship, Economics and TVET* **Arts:** Dzongkha and English plus any TWO subjects among Business Mathematics, Geography, Economics, History, Rigzhung and TVET* *Applies to school offering TVET
Language and Culture Studies (Rigzhung Stream)	
IV (IX-X)	**Class IX**: Dzongkha and English plus any THREE subjects among རིགས་ལམ། སུམ་རྟགས་དག་གསུམ། འབྱུང་རབས། སྤྱི་སྙོམམས་ལམ་སྲོལ། & ICT Electives གདམ་ཁ་ཆོས་ཚན། གསོ་རྩིས། རི་མོ། གླུ་དབྱངས།
V (XI-XII)	**Class XI:** Dzongkha and English plus any TWO subjects among སྤྱོད་འཇུག། སྙན་ངག། སུམ་རྟགས་དག་གསུམ། & ICT Electives གདམ་ཁ་ཆོས་ཚན། རིགས་ལམ། གསོ་རྩིས། འབྱུང་རབས། རི་མོ། གླུ་དབྱངས།

xxi. In key stage IV (IX and X), for both CA and written examination, a minimum average score of 40% obtained by combining Physics, Chemistry and Biology is considered pass mark in Science. Similarly, a minimum average score of 40% obtained by combining History, Civics and Geography is considered pass in Social Sciences.

xxii. In key stage I (PP-III), for promotion, students need to secure minimum of "Meeting" level in all strands/subjects and fulfil other specified conditions. However, for greater flexibility and professional judgment, the subject teacher shall decide the progress of the students based on the performance records and evidences.

xxiii. Subject teachers shall use the assessment data to infer problems and challenges of the learners, and accordingly adjust instructions to facilitate improvement in learning.

xxiv. School shall institute an assessment committee to audit and analyze assessment records and results on a regular basis to track progress of the student learning in different subjects and to ensure that assessment is carried out as intended.

xxv. Regular mentoring and support services for assessment, including assessment auditing, shall be provided by curriculum developers and other relevant professionals.

xxvi. The recording of the assessment shall be as per the requirement given in the respective curriculum framework and Instructional Guides.

xxvii. All the schools shall use centrally managed digital platform (currently EMIS) for recording and reporting students' performance and results.

xxviii. The progress report for all classes shall be revised from time to time based on the changes in requirements of the different subject curriculum frameworks.

xxix. Based on emerging trends and needs, the Department of School Education shall periodically review the existing criteria for admission into different streams in class XI.

xxx. The following are the criteria for computing the percentage and position/rank.

Key Stage	Should pass in ...	Percentage & Position/Rank
I (PP-III)	all subjects	Minimum of "Meeting" level
II (IV-VI)	Dzongkha, English, Maths plus any other ONE subject	Dzongkha, English, Maths plus best ONE
III (VII-VIII)	Dzongkha, English, Maths plus any other TWO subjects	Dzongkha, English, Maths plus best TWO
IV (IX-X)	Dzongkha, English, Maths plus any other TWO subjects	English plus best FOUR
V (XI-XII)	Dzongkha, English, plus any other TWO subjects	English plus best THREE
Language and Culture Studies (Rigzhung Stream)		
IV (IX-X)	Dzongkha, English, plus any other THREE subjects	Dzongkha plus best FOUR
V (XI-XII)	Dzongkha, English, plus any other TWO subjects	Dzongkha plus best THREE

5.2 National level examinations

The common and high-stake examinations are conducted and administered by the central agency at the national level for grades VI, VIII, X and XII. The Rules and Regulations for the conduct of Public Examinations in Bhutan guide the conduct of Common examination (VI & VIII), BCSE (X), BHSEC (XII) and LCSC (X & XII).

5.2.1 Assessment guidelines and protocols

The conduct of the high stake examinations are informed by the following:

i. All CAs, including practical and project works, are school-based, conducted and assessed by schools on a continuous basis as per the requirements of the respective subject. However, the year-end practical examination for high stakes examination shall be assessed externally.

ii. Common and high-stake examinations (written) for classes VI, VIII, X and XII shall be termed as "Common Examination", "Bhutan Certificate for Secondary Education (BCSE)", "Bhutan Higher Secondary Education Certificate (BHSEC)", and "Language and Culture Studies Certificate (LCSC)" respectively and shall be conducted and evaluated externally.

iii. The question items for common and high-stake examination are based on the competencies stated in the respective subject frameworks. Question patterns are dictated by the nature of respective subjects.

iv. The minimum pass mark for each subject for common and high-stake examinations for key stage II-V (Class IV-XII) is 40%. However, a learner should pass in both CA and written examinations with a minimum of 40% each respectively.

v. In key stage IV (IX and X), for both CA and written examination, a minimum average score of 40% obtained by combining Physics, Chemistry and Biology is considered pass mark in Science. Similarly, a minimum average score of 40% obtained by combining History, Civics and Geography is considered a pass mark in Social Sciences.

vi. All CAs for common and high-stake examinations are school-based and central agency (BCSEA) shall add these marks to written examinations for result processing.

5.3 Certification of learner learning

i. Schools provide students with progress reports for both home and common examinations to certify successful completion of the course for each grade level.

ii. Certifications for high stake examinations (X & XII) are issued by central agency (BCSEA).

5.4 Representative assessments

Representative assessment is conducted periodically to monitor the health of the education system. It provides scope for making informed data-driven policy decisions to support improving the learning outcomes of learners. The National Education Assessment (NEA) is one of the representative assessments administered centrally by the designated agency guided by the National Education Assessment Framework at par with international standards. Similarly, other national and international representative assessment may be initiated and conducted by the central agency.

The following are the purposes of the representative assessment.

5.4.1 Purposes

i. Gather reliable data that can be used to identify trends and growths in educational achievement over a period of time.

ii. Monitor the health and quality of school education and provide timely feedback to guide educational policy development and intervention design.

iii. Provide an independent review of learner's achievement in relation to national and international curriculum standards.

5.4.2 Assessment design and reporting of representative assessment

The representative assessment is designed to assess learner's competency in literacy, numeracy, scientific literacy and humanistic literacy. Competencies are then correlated with contextual factors to provide insights into those factors influencing the development of capabilities and attitudes related to the cognitive domains as well as the nine learner attributes.

The representative assessment is conducted periodically for an identified key stage. The results of the representative assessment are used to identify and design systemic interventions in improving the quality of the education and the system.

6

Grading and Reporting of Learner Learning

Purpose

Grading learning progress and achievement

Reporting of learner learning

School level

National-level grading system for high-stake examinations

6 Grading and Reporting of Learner Learning

Grading is a tool on how teachers assess and grade learners to make judgments on learners' learning attainments through analysis and evaluation of assessment results. Reporting is a process of organizing assignment scores in grade books, either online or in paper, and determining the final grades for cards and transcripts to communicate the judgments on the learning achievements to learners, parents, and stakeholders.

6.1 Purpose

The purposes of grading and reporting learners' learning are to:

6.1.1 Improve learners' learning by:

i. clarifying instructional objectives for them,
ii. showing learners' strengths & weaknesses,
iii. providing information on personal-social development,
iv. enhancing learners' motivation.

6.1.2 Improve teaching by:

i. reporting on the areas of strength and weaknesses in educational practices, which influence the learner's performance in assessment,
ii. indicating where teaching might be modified to best achieve lesson objectives by conducting day-to-day tests and providing timely feedback.

6.1.3 Report to parents/guardians on:

i. objectives and overarching goals of teaching and learning by which their wards are helped in improving learning,
ii. how well objectives are attended by learners, so that parents can help to improve learning.

6.1.4 Inform administrative and policy matters on:

i. identifying appropriate educational plans and activities towards accelerating the performance of learners,
ii. decision-making for promotion, graduation, and recognize related talents,
iii. achievement of learners to other stakeholders or to employers,
iv. input for realistic educational, vocational, and personal counselling as interventions.

6.2 Grading learning progress and achievement

A systematic grading of learner learning attainments are established in schools and at the central assessment agencies. The school-level grading systems are aligned with the system at the central agency level that is compatible with international practices. The grading of learner competency attainments on the seven competencies are criterion-referenced, and are reported using a grading system.

Grades signifies the actual score or mark that a learner receives based on the quantity of measurement and decision-making of assessment. McMillan (2008) describes grades as a means of communication based on learner performance. Based on Brookhart (2009), the three types of grading include;

Criterion referenced grading: This type of grading is determined by comparing learner's work to standards. A well-defined target is set for learner based on which learner's progress is measured. Criteria and targets provide "stable and clear points of reference." (Wiggins, 1994).

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Self-referenced grading: This type of grading is based on comparing learners work to their previous work to gauge their learning progress.'

Norm-referenced grading: This type of grading compares the performance of a learner with the work of others. Schools use the three types of grading according to the purposes of formative and summative assessments.

Letter grades, percentage, and description grading systems are the main practices of reporting the achievement of competencies by learners. However, the central assessment agencies use an additional score point grading system to establish equivalency with international practices so that learners, especially in grade XII, can transition to international institutions and the job market.

The recording of learner progress in learning are reported in the form of self-referenced and criterion referenced grading for formative purposes. The grading system requires schools to continuously record learners' formative assessment results. A sequence of results of learners are evaluated and reported in the form of descriptions or narratives, indicating the areas of strength, weakness and remedial measures.

It is essential for all the schools to plan, implement and practice effective grading systems. Effective grading system in schools includes:

i. Describing grading procedures to learners at the beginning of instruction.
ii. Clarifying that course grade is based on achievement only.
iii. Explaining how other factors (effort, work habits, etc.) are reported.
iv. Relating grading procedures to intended learning outcomes.
v. Obtaining valid evidence (tests, etc.) for assigning grades.
vi. Returning and reviewing all test results as soon as possible.
vii. Weighing the various types of achievements included in the grade.

6.2.1 Benchmarking learning achievements

Learning achievements are measured through benchmarks based on measurable standards against the subject learning competencies or outcomes and goals. Benchmark assessment is a technique used worldwide to evaluate learners' competency and performance in a specified area of study. Using this method, teachers identify individual learner behaviours and learning styles and implement the best guidance, learning techniques, and teaching styles to accommodate the learners' needs. It allows educators to identify learners' strengths and weaknesses, which can then inform future instruction. The benchmarking informs teachers on how best to interact with and help in their assigned groups.

Performance levels of learners are graded by using an "Absolute grading" grade based on the predetermined cut-off levels. Each point value is assigned a letter grade. It is based around a fixed percentage scale that may be constraining for learners who all receive a high grade or a low grade. For instance, an absolute grading system assigns an "A" for marks 90-100, a "B" for marks 80-89, and so on.

In the current Continuous Formative Assessment (CFA) for classes PP - 3, competencies of learners are benchmarked in Five Levels, namely Beginning, Approaching, Meeting, Advancing and Exceeding as means of grading learners. These levels correspond to five groups of scores from 0-19, 20-39, 40-59, 60-79 and 80-100. These groups of scores are assigned with letter grades of A to E and numerical score points of 0-4. For aligning to the international benchmarking and equivalency, the learner pass mark and grading system, and the number of instructional hours along with other factors are used to calculate the Grade Point Average (GPA).

The learner pass mark and grading system is provided in Table 2.

Table 2 *Benchmarking Learner Competencies*

Competency Level	Percentage Score (Range)	Grade	Score Points (GPA)	Description of the competency achievement level
Exceeding	**80 -100**	**A**	**4**	The learner has an extensive knowledge and understanding of the content and can readily apply this knowledge at any given time. In addition, the learner has achieved a very high level of competency in the processes and skills and can apply in new situations. The learner has achieved high level of critical thinking, creativity, and is able to communicate and collaborate effectively in all situations. Further, the learner is culturally and spiritually sensitive and responsive through one's behavior and conduct in the society.
Advancing	**60 - 79**	**B**	**3**	The learner has a thorough knowledge and understanding of the content and a relatively high level of competency in the processes and skills. In addition, the learner is able to apply this knowledge and these skills in most situations. The learner displays critical thinking, creativity, and communicates and collaborates appropriately in almost all situations. Further, the learner is socially sensitive to one's behavior and conduct in the society.
Meeting	**40 - 59**	**C**	**2**	The learner possesses foundational and functional knowledge and understanding of the main areas of academic content with an adequate level of competency in the processes and skills. The learner possesses certain degree of critically thinking, creativity, and able to communicate and collaborate in most of the situations. Further, the learner is sensitive in one's behavior and conduct in the society.
Approaching	**20 - 39**	**D**	**1**	The learner possesses basic knowledge and understanding of the academic content, and has achieved limited level of competency in the processes and skills. The learner is able to collaborate with close friends and has limited communication skills. Further, the learner has limited awareness of one's behavior and conduct in the classroom.
Beginning	**0 - 19**	**E**	**0**	The learner possesses limited basic knowledge and understanding in few areas of the content; has achieved very limited competency in most of the processes and skills. The learner possesses limited communication and collaboration skills. Further, the learner is aware of oneself with limited sensitivity for others.

6.2.2 Pass mark

Pass mark is the minimum percentage score within the "Meeting" competency band that a learner needs to acquire in a grade level. The pass mark indicates the minimum level of competency attainment and preparedness for the next level of learning.

In the Bhutanese education system, 40% is set as the minimum percentage score of competencies for a learner to fulfill the completion requirements in a course and at a grade level. In other words, in classes PP to XII, 40% is the minimum requirement of achievement for award of pass certificate. However, in classes X and XII, promotion to the next level of learning is determined by the qualifying criteria set for each stream and courses, policies and the prevailing practices.

The 40% is the minimum percentage of competencies achieved to attain the "Meeting" band, which corresponds to 40 – 59%. In this band, the learner possesses foundational and functional level of competencies in the subject area. At this level, the learner is able to think creatively, and communicate and collaborate with others. Further, the learner is sensitive of one's behaviour and conduct appropriately in the society.

Learners with scores below 40% are not awarded pass certificates. This indicates that these learners are considered not ready to cope with the competencies required to continue in the next grade level. However, learners in the "Approaching" band and below are provided with required support based on their individual learning needs to fulfil the competencies for possible progression to the next higher level of learning as per the suggested academic probation and intervention strategies.

6.2.3 Academic probation and interventions

Academic probation and intervention are the processes of providing systemic support for low performing learners to enable them to achieve the required level of competencies and percentage score.

The learners who are below "Meeting" band are allowed to progress to next higher grade upon going through interventions to achieve the required competencies (40%). The interventions may include the following:

i. Enough support and interventions should be provided during the course of study and before the final assessment so that learners attain the learning outcomes set for the grade.

ii. Provide a second opportunity to redo the course and reappear the examinations in the following year. This is applicable to high-stake examination classes (X and XII) and learners in other classes who score 29% and below.

iii. Schools should strategize interventions to support learners who are in the performance range of 30-39% to move to next higher classes. This is not applicable to high-stake examination classes (X and XII).

iv. If all these options do not appear to help learners in improving their academic performance, engage them in counselling programme and special needs support services.

6.3 Reporting of learner learning

Reporting learner learning focuses on strategies and practices that teachers use to establish effective communication with learners and their parents. One aspect of communication among teachers, parents, and learners is the information teachers provide on report cards as informed by the following:

i. Personalized, clear, precise, and meaningful report card comments are essential for informing learners and their parents about what learners have learned and can do, of their strengths as learners, and the next steps for improvement.
ii. Communication with parents and learners about learner achievement is continuous throughout the year by means such as conferences, portfolios of learner work, phone calls, checklists, and informal reports.
iii. All reports should be clear, meaningful, informative and understandable to both learners and parents.

6.4 School-level

For reporting cumulative assessment results (formative and summative) at the end of a term and grade level, all schools use a five-level grading system based on criterion referenced grading.

The learner grading is carried out by comparing learner's achievements against the competencies and indicators provided in curriculum for respective grade levels. The schools report learner assessments results referring to the grading template, seen in Table 3.

Table 3 *Grading system template*

Literary grading	Percentage score (formative and summative results)	Description of the competency achievement level
Exceeding		
Advancing		
Meeting		
Approaching		
Beginning		

At the end of each term, the results are reported based on the Learner's Progress Report pro-forma.

6.5. National-level grading system for high-stake examinations

The high-stake examination results of learners are reported using the criterion-referenced grading system and the appropriate performance level, as may be instituted and approved by the central assessment agency.

7

Assessment Data Management

Purpose
Guidelines and protocols
Data management processes

7 Assessment Data Management

Assessment Data Management is the system of collecting, recording, sharing and analysing data on the progress of learner learning to make evidence-based decisions to enhance quality of learner learning. It consists of collecting data on a regular basis, recording, evaluating and recommending policy interventions for undertaking evidence-based educational activities, inform policies linked to curriculum, teacher professional development, and teaching practices and support systems.

7.1 Purposes

The following are the purposes of data management system:

7.1.1 Assessment data is used to evaluate:

i. the health of the education sector, design appropriate strategies, trace hidden exclusions, foster stronger political engagement, evaluate system progress and that of specific programmes, and reduce system inefficiencies (World Bank, 2018; UIS, 2017).

ii. whether assessments are designed, conducted, evaluated, and reported against a set of competencies, and used for supporting learners' progress in learning.

iii. whether the desired competencies are appropriately and adequately assessed using a variety of modalities of assessments for each subject.

iv. safety of assessment transcripts and results for confidentiality and accessibility for users or clients.

v. learning gaps due to gender, socio-economic, ethnic, or other characteristics, including disabilities and recommend appropriate interventions.

7.2 Guidelines and protocols

7.2.1 A centralised data management system is in place to rule out inaccuracy of data and their interpretation and to make data available to carry out analysis to make evidence-based decisions, wherever and whenever required.

7.2.2 At the classroom level, teachers maintain the assessment data and use them to track learner performance, plan and implement interventions at whole-class level or at a differentiated level.

7.2.3 At the school level, assessment data is used for an ongoing cycle of instructional improvement to identify existing learning gaps and address these gaps objectively.

7.3 Data management processes

In making the data management practices user friendly and useful, the following strategies are followed:

7.3.1 Learner assessment data are obtained and recorded from diverse sources. They include formative assessment, continuous summative assessment, term examinations, high stake examinations, National Education Assessments, and participation in regional and international learning assessments practices.

7.3.2 At the classroom level, teachers maintain the assessment data and use them to track learner performance, plan and implement interventions at whole-class level or at a differentiated level.

7.3.3 Agencies, learners and parents access information in hard copies through formal processes at no cost.

7.3.4 Information on learner's performance for high-stake examination are accessed in accordance to protocols stated in the Examination Rules and Regulation of BCSEA.

7.3.5 Schools also update the information about learners' performance digitally in Education Information Management System (EIMS) online platform. The academic transcripts and learners' information are accessible at all times.

7.3.6 The Examination Committee at the school ensures that the accessibility and safety of any examination results are maintained in secure places for future reference and access.

7.3.7 The assessment data management system is as shown in Table 4.

Table 4 *Data management process*

Process ↓ / Flow →

Data management process	School level	Dzongkhag/ Thromdey level	Central agency level
Student assessment data generation	Formative, summative	School performance assessment data	School assessment and high stake examination data
Assessment data entry	Excel report forms, student portfolios, EIMS	EIMS	EIMS
Assessment data security	School (e.g. examination committee)	Dzongkhag/ Thromdey (Education office)	Central agencies (Examination body, MoE)
Assessment data accessibility	Teachers, school leaders, individual learners, parents	School leaders, education officers	Education officers, central agencies

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8

Monitoring and Supporting Assessment Practices in School

Objectives of monitoring
Monitoring guidelines and protocol
Assessment auditing

8 Monitoring and Supporting Assessment Practices in Schools

Monitoring is the systematic observation and recording of current and changing conditions in assessment. It attempts to ascertain the purpose, strategies and interventions provided through the use of data, generation of interventions and evaluation of assessment practices in schools. Monitoring of standards in learner's learning outcomes is one of the basis for providing support to the system to enhance quality of education.

8.1 Objectives of monitoring

The following are the objectives of monitoring in assessment.

8.1.1 Assess planning, selecting and designing of assessments that are appropriate and of high quality assessment practices in schools.

8.1.2 Monitor how teachers use a range of assessments to gather multiple sources of evidence of learner's learning.

8.1.3 Evaluate the quality of professional judgments of assessor about learners' levels of performance.

8.1.4 Assess how formative and summative results are used for improving learner's learning and performance.

8.1.5 Identify professional needs and resource requirements in facilitating the diverse use of assessment strategies, interpretation of data gathered and to recommend interventions.

8.1.6 Document and report on the status of assessment practices, recommend policy changes, resources needs and allocation, and teacher's professional development needs.

8.2 Monitoring guidelines and protocol

To facilitate the recording of school level assessment, a learner-learning monitoring system is instituted in schools. Learner monitoring system is established at all levels of schools so that the learner's assessment data are recorded and evaluated systematically. Schools are followed up on the use of diversity of assessment practices and processes, including the interventions implemented.

The monitoring of the assessment in school is conducted in line with the requirements of assessment practices in curricula and the Bhutan Professional Standard for Teachers (BPST). The monitoring of assessment practices are carried out in the six areas of teacher proficiency assessment.

i. Design and utilization of classroom assessment strategies
ii. Monitoring and evaluation of learner progress and achievement.
iii. Feedback to improve teaching and learning.
iv. Change informed by the assessment results in terms of design and utilization of a variety of teaching strategies.
v. The types and degrees of interventions provided to the learners.
vi. Communication of learner's needs, progress and achievement.

8.2.1 School-level assessment

i. The School Examination Committee at school level reviews and supports teachers in implementing the assessment requirements.
ii. The committee ensures that the assessment practices are carried out as required by the curriculum
iii. The committee analyses the assessment results of each class to develop clarity of education health at the school level.
iv. Recommend strategies in addressing assessment challenges and issues to improve the assessment practices and the learners' performance.
v. The School Examination Committee generate an Academic Performance Report for the academic year.

8.2.2 Dzongkhag and Thromde-level assessment

i. Ensure that the assessment practices are affirmative of the requirements of the respective subject curriculum intentions and learning outcomes.
ii. Standardise the assessment practices among the schools within the Dzongkhag / Thromde, by which the overall health of education in Dzongkhag is gauged.
iii. The performance and achievement levels of learners are reported to various stakeholders for information and transparency purposes.
iv. Analyze results of learner's performance at the respective Dzongkhags / Thromdes schools to recommend appropriate interventions and mechanisms to improve learner's performance in respective Dzongkhag / Thromde.

8.2.3 National-level assessment

i. Monitor the compliance of assessment guidelines and strategies towards strengthening assessment practices and support in schools.
ii. Administer National Education Assessment (NEA), High Stake Examination and Regional and International Educational Surveys with the specific intended purposes.
iii. The central agencies during their visits, besides monitoring the overall performance of the school and policy compliance, evaluates the assessment practices, adequacy of facilities and provide interventions at all levels.
iv. The central agencies highlight strengths and weaknesses and recommend suggestions to improve the frequency and quality of assessment practices in schools through a common communique.
v. Monitor the accessibility and equity for education for all through the adoption of inclusive assessment practices.
vi. Monitor the implementation of educational programmes through checks on compliance to education policy and directives in relation to assessment and inclusiveness.

8. 3 Assessment Auditing

Auditing refers to a systematic and documented process for obtaining evidence to determine whether assessment tasks and related learners' outcomes comply with desired standards. This provides opportunities for a continuous improvement, and the identification of areas for support, professional development and training. When conducting audits, considerations emphasise on assessment protocols, resources, time and the personnel involved, and the varieties of interventions provided to learners.

8.3.1 Purposes of assessment auditing

The systematic assessment auditing is to:

i. make assessment purposeful and methodical by examining assessment practices and tools in order to reflect upon and review the alignment of assessments to the core purposes of learning;
ii. enhance practices at the school and classroom levels through evidential approach of providing the much needed support by the staff and learners for dissemination of best practices to improve teaching and learning;
iii. facilitate examination of the use of assessment data for improving learner's learning and improve classroom instruction.
iv. eliminate any unnecessary assessments that consume time and resources.

8.3.2 Areas and levels of assessment auditing

The emphasis of the competency based learning and the competency-based assessment is empowering learners with intellectual, emotional, physical and social competencies. It is envisaged that the assessment commensurate the measure of those competencies through formative assessment in tandem with the summative assessment.

The Assessment Auditing, therefore, is conducted at three levels: National level by responsible agencies, Dzongkhag / Thromde level by respective officials and the school level executed by the School Management system. The auditing focuses on the following areas:

i. Alignment of purposes of assessment with the learning outcomes in different subject areas.
ii. The frequency and diversity of assessment strategies deployed appropriately for respective subject areas.
iii. The basis of how the reliability, validity, currency and inclusiveness of assessment are maintained.
iv. Strength and weakness of individual learners identified and recorded, followed up with appropriate interventions.
v. Extent and diversity of interventions provided to each learner based on individual needs.
vi. Identify the areas of strength, and the areas for improvement of assessment practices in school as a whole.
vii. Based on the review conducted through the Assessment Auditing process, a comprehensive report is generated and shared among the responsible agencies. The evidence gathered informs policy decisions on assessment practices and intervention.

9

Special Considerations in Assessment Practices

Conditions

School-based assessment (SBA)

National level examinations and large scale assessment (NEA)

9 Special Considerations in Assessment Practices

Adjustments and variations for learners with disabilities are enshrined in the National Education Policy (2017). It states that 'appropriate arrangements shall be made available for learners with disabilities, illness, impairment or other circumstances in assessment and examinations to ensure that all learners are able to demonstrate their learning,' (NEP 2017, p. 11). In this context, special consideration and provisions refer to set of policies or procedures which ensure that the most appropriate, fair, viable and reasonable options are available for learners to demonstrate their capabilities at a levelled play field despite the different forms of inconveniences due to illness, disability, impairment or other circumstances and situations. Special provisions also mean making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all learners to display their capabilities.

The decisions whether to approve the special provisions for classroom learning and assessment are evidential. The system – school and the national agencies, makes appropriate adjustments as deemed appropriate for the following conditions.

9.1 Conditions

Special Consideration is for unexpected circumstances that have a significant impact on a learner.

9.1.1 Learners with physiological disabilities, such as those of a sensory, motor or neurological nature. They include a diversity of individual needs such as Autism Spectrum Disorder, Hearing Impairment, Intellectual Impairment, Physical Impairment, Speech Language Impairment, Vision Impairment, and Social Emotional Disorder.

9.1.2 Learners affected by unprecedented situations such as: summons to appear in court; minor vehicle accidents that occurred on the day of the examination or deadline for submission of the final assessment; training, sporting, performing commitments at the national level, regional and or international levels that are beyond the learner's control.

9.1.3 Learners affected by circumstantial situations of natural calamities, illness, and bereavement.

Cognizant of the conditions and circumstances affecting learners' ability to demonstrate their capabilities, the special consideration provisions are envisaged based on the assessment practice types: School based Assessment (SBA) and National level Examinations and large-scale assessment (NEA).

9.2 School-based assessment (SBA)

Any form of assessment at the school level is defined as School based Assessment (SBA). This includes continuous assessment, and the home examinations, which includes term examinations and the year-end examinations.

Towards this,

9.2.1 Schools shall constitute Assessment and Examination Committee for management and administration of assessment, authentication of assessment practices through assessment auditing, create levelled play field for all learners to demonstrate their intellectual, social, physical and digital competencies.

9.2.2 Learners with the identified impairment or under the circumstantial situation described in clauses 9.1.1 and 9.1.2, are applied for approval of special considerations based on the physiological disabilities. However, except for the identified physical impairment, applications for circumstantial impairment must be supported by evidence such as medical certificates, court summon order, confirmation by local government officials, certificate of detention or accidents from the police, and other relevant affidavits as evidential proof of seeking special consideration.

9.2.3 Learners seeking the special consideration make clear the assessment and examinations types to which the application is applied for and, if appropriate, with a requested outcome (e.g. an extension for an assignment). Application should be made in a timely fashion (the meaning of which may vary based on the assessment activity in question and the nature of the learner's impairment).

9.2.4 The Assessment and Examination Committee shall identify the barriers that prevent learners from demonstrating their learning achievements - knowledge and skills, and verify the evidence to decide whether to approve or not to approve the request for special considerations.

9.2.5 Upon approval of the special consideration, the Assessment and Examination Committee makes reasonable measures to assess learners with specific educational needs so that they can participate on the same basis as other learners. It considers the following:

i. an extension of submission of assessment tasks;
ii. setting of an alternative and equivalent test or assessment activity or examinations for the learner (s);
iii. supplementary assessment or examination;
iv. deferred assessment or examination;
v. calculated score based on the learner's marks from other assessments in the paper / subject can be considered for promotion, which may include future assessments and the final examination weighted based on the class performance.

9.2.6 The number of assessment tasks counting towards a final course grade must comply with the schools' assessment guidelines and the attendance requirements so long as the academic integrity of the paper or the subjects is complied with.

9.2.7 Special provisions should not be a one-size-fits-all approach. School should reflect and promote differentiation but should not compensate for what a learner does not know or cannot do.

9.2.8 The supplementary examination is designed to give a second-chance for learners at achieving a passing grade for a course, after failing to achieve the required marks or failing in the examinations at the school level.

9.2.9 Assessment Extension is a process involving the formal permission for a learner to delay the completion or submission of an assessment task after the original date/time. The schools may enforce the provision when the whole school is affected by the unprecedented circumstances, such as natural disaster, epidemic outbreak, Royal Decree, electoral processes. Learners may also request an extension of time to complete an assessment task on the basis of unexpected or exceptional circumstances.

9.2.10 For inclusive assessment, aided assessment practices are encouraged depending on the contextual needs of learners.

9.2.11 Notwithstanding the above, the Assessment and Examination Committee considers where a learner has the history of seeking special consideration for similar circumstances, which may result in declining the request.

9.3 National level examinations and large scale assessment (NEA)

This provision shall be vested with the central agency like BCSEA, wherein decision is made on a case by case basis for learners identified through data collected during the enrolment process or on circumstantial situation. It is recorded in the learner's record system, for instance learners with physiological disabilities, or experiencing difficulty travelling to examination venues due to significant financial hardship and responsibilities.

An application for a variation on this basis must be accompanied by supporting documents, for example, a recommendation from a reliable medical personnel and learner's counsellor, or police department, local government officials (if relevant) shall be submitted to the BCSEA.

Towards this,

9.3.1 The Rules and Regulations for the Conduct of Public Examinations in Bhutan of the BCSEA (2017)shall dictate other necessary fulfillment.

9.3.2 The BCSEA shall recommend schools for differentiated examination instruments, such as braille, or bilingual print dictionaries that are used to assist the needs of special needs learners.

9.3.3 The Department of School Education shall review the existing criteria for special consideration and admission into different streams in class XI, from time to time, based on emerging trends and needs.

9.3.4 Upon approval of the special consideration, the BCSEA makes reasonable measures to assess learners with specific educational needs so that they can participate on the same basis as other learners. It considers the following:

i. setting of an alternative and equivalent test or assessment activity or examinations for the learner(s);

ii. supplementary assessment or examination, whichever is appropriate;

iii. deferred assessment or examination;

iv. plan the adjustment for the provision as per the needs of the learners, which may include providing extra time for reading or writing, or arranging or permitting the use of differentiated examinations instruments, such as braille, or bilingual print dictionary, and other instruments based on the type of special needs;

v. approval for an Assessment Extension will only be given in circumstances where specified criteria are met. Upon the approval of Assessment Extension, an appropriate new date/ time is specified.

9.3.5 If a learner has a history of seeking special consideration for similar circumstances, the BCSEA may decline the request.

9.3.6 For inclusive assessment, aided assessment practices are encouraged depending on the contextual needs of learners.

10

Roles of Stakeholders in Assessment

Curriculum developers and managers
Teachers as curriculum developer and implementers
National assessment and examination body

10 Roles of Stakeholders in Assessment

This section describes a component of assessment protocol encompassing the roles of stakeholders, assessment plan, learners' appeal committee, and records of achievement of learners. This aspect of assessment has particular importance in making assessment as a shared responsibility of the school fraternity in planning and recording learners' achievement.

Stakeholders are those organizations or individuals who have interest in the school curriculum. These stakeholders can get involved in many ways in implementation of assessment strategies because curriculum affects them directly or indirectly in supporting and monitoring schools.

10.1 Curriculum developers and managers

The curriculum developers at the Ministry, Principals as instructional leaders, teachers as innovative implementers of curriculum and assessor of learners learning in classrooms, have critical roles in envisioning innovative assessment ideas and policies to embrace the emerging technological advancement and conceptual paradigm.

They provide insights in deploying effective assessment strategies and tools.

Towards this, they shall:

10.1.1 incorporate the highest standards of assessment and feedback practices in the curricula to ensure that the learning outcomes in respective subjects are assessed objectively to infer the learning performance of learners, and teaching and learning practices in schools;

10.1.2 ensure that assessment practices are inclusive in reference to the Section: Special Considerations for Assessment, so that all learners have equal opportunities to demonstrate their learning;

10.1.3 embed coherent, reliable and valid assessment tasks as new programmes of studies are developed to avoid the burden of assessment task so that learners are facilitated to demonstrate excellence;

10.1.4 ensure that subject teachers and relevant stakeholders are provided professional development opportunities to facilitate the practices of assessment deemed necessary for the subjects, supported and fostered through regular forums for discussion and exchange of practices;

10.1.5 suggest assessment strategies that support more than the 'measurement' of knowledge and promote the growth of personal and professional skills; and

10.1.6 review the assessment policies and regulations on a regular basis to ensure that assessment remains dynamic, effective, reliable and valid for measuring learners' performances objectively and fairly with the highest degree of transparency and accountability.

10.2 Teachers as curriculum developer and implementers

In teaching, teachers are the facilitator, researcher, guide, and evaluator. Thus, teachers are responsible for designing teaching strategies to enrich and modify the curriculum to suit the learners' characteristics. In order to assess the diverse competencies of 21st century education, teachers are responsible to use different assessment techniques and tools, and to report based on the findings to improve their teaching.

Therefore, teachers shall:

10.2.1 design holistic assessment and feedback process using appropriate and inclusive forms of formative and summative methods that promote and measure learning;

10.2.2 conduct regular review of assessment strategies to ensure that learners have manageable assessment tasks, and learners have time to act on assessment feedback;

10.2.3 ensure that learners receive feedback that enables them to monitor and reflect on their performance and understand what they need to do in order to improve their learning;

10.2.4 provide opportunities to develop learners' assessment literacy, including activities that enhance the appreciation of assessment processes and criteria – for example, either through involvement in module and course assessment design, self- and peer-assessment, teaching them about the assessment schemes across the subjects;

10.2.5 ensure learners have complete information for each assessment task, including intended learning outcomes and marking criteria, techniques and tools;

10.2.6 inform parents or guardians of learners about their wards' performance, either through progress report, or teacher and parents or guardians face to face interaction, detailing how each of the assessment elements, formative and summative, are linked together to meet the course learning outcomes;

10.2.7 seek suggestions and comments from parents or guardians on assessment practices either through parent-teachers meet;

10.2.8 institute a system of collecting feedback mechanisms on assessment and teaching and learning processes in schools.

10.3 Community as curriculum resources

The community is a source of resources, which is vital in the effective implementation of curriculum.

11.3.1 Participates in school curriculum development and assessment to facilitate schools to orient the assessment protocol to need-based assessment.

11.3.2 Conducts assessment of their children at home to motivate and provide feedback for their learning.

11.3.3 Attends Teacher- Parents meeting to reflect and provide necessary information about their children's learning, behaviour and their potentials.

10.4 Roles of learners

Learners are given the opportunity to participate in the assessment process through means such as:

11.4.1 participate actively in all forms of assessment relating to their course, including the planning and organisation of their workload to complete and submit their assessment tasks on time;

11.4.2 make effective use of the feedback and feed-forward they receive on their assessment tasks, so that they can enhance their learning and future performance;

11.4.3 engage in activities involving the review and refinement of assessment practice; recognise the importance of assessment literacy and take ownership of their personal development to support their own success with assessment;

11.4.4 make informed and responsible choices from diverse methods of assessment;

11.4.5 reflect on, clarify, and justify the quality and nature of their own learning - metacognition.

10.5 National assessment and examination body

10.5.1 Provide reliable examination and certification and equivalency accreditation services.

10.5.2 Provide stakeholders with clear prospective on assessment and monitor the standard of education in the country.

10.5.3 Develop research literature in the assessment of student learning and teaching competencies.

10.5.3 Build reliable and easily accessible information system to support assessment and examinations functions.

10.5.4 Explore alternative innovative ways of mobilising, building and managing resources for assessment and examinations.

10.6 Roles of school education system

10.6.1 Disseminate policy directives on assessment and examination in all stages of learning towards making assessment dynamic and versatile in the school system.

10.6.2 Generate report on the health of the education as informed by intentions of the curriculum and results of learners' performance across the subjects and competencies from all relevant agencies.

10.6.3 Monitor assessment and examination system at all levels and recommend amendments.

10.6.4 Strategize professional development programs on assessment strategies and innovations for teachers.

11 Glossary

11. Glossary

Assessment	Assessment is a process that involves making expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analysing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance.
Assessment protocol	It encapsulates approaches to assessment practices. It includes a set of principles, procedures, and responsibilities for different stakeholders, who have a shared commitment to the implementation of the protocol.
Auditing	Auditing refers to a systematic and documented process for obtaining evidence to determine whether assessment tasks and related learners' outcomes comply with curriculum standards and education goals.
Benchmark	A benchmark is a point of reference or criteria against which something can be measured and evaluated. In the context of assessment, benchmarks are specific points of reference related to performance or outcomes against which learners' competencies are monitored and measured.
Competency	Ability to perform, behave, and act in diverse areas and situations through the application of knowledge, skills, and values.
Construct	A construct is a human attribute such as attitude, emotion or intelligence. It cannot be observed directly, and assessment tries to gather data and make inferences and decisions about such constructs.
Criterion reference	Criterion reference refers to the process of evaluating (and grading) student learning against a set of pre-specified qualities or criteria
Evaluation	It is an assessment of the worth of a programme or a project. It is about whether a programme or project has met the objectives for which it was designed.
Grade	A letter grade is assigned to bands of marks to reflect how well assessment criteria have been met or indicate the level of achievement across a programme or study.
Mark scheme	A detailed framework for assigning marks to an assessment task.
Metacognition	Being aware of one's own thoughts and understanding. Example of metacognitive tasks include when learners take control of their own learning. It involves planning how to approach a learning task, monitoring comprehension and evaluating progress towards the successful completion of the task assigned.
Norm Referenced	Norm reference refers to when a learner's performance is compared to other learners. The learners can be peers or a reference group.
Outcomes	Outcomes are the end products of a learning process. The outcomes are stated at the beginning of a learning activity or course of study and should clearly indicate what learners should be able to demonstrate at the end of the process.
Tracking	Tracking refers to the process of collecting and using assessment data to monitor learners' learning and growth over time, at different key points and against educational standards.
Moderation	Arrangements put in place to ensure consistency of marking, including the proper application of the assessment criteria. Moderation often takes place when there are multiple examiners or marking assistants to ensure consistency.

Rubric	It is an assessment tool which expresses expectations of quality around an assessment task and often delineates consistent criteria for grading allowing academic staff and learners alike to evaluate criteria, which can be complex and subjective.
Validity and reliability	Individual assessment tasks should validly and reliably determine to what degree learners have met the requirements for knowledge, skills, and competencies outlined in the course learning outcomes.
Formative assessment	Formative assessment is an integral part of teaching and learning. It does not contribute to the final mark given for the module; instead it contributes to learning through providing feedback.
Summative assessment	Summative assessment demonstrates the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme, and which contributes to the final mark given for the module.
Authentic' or work-integrated assessment	'Authentic' or work-integrated assessment is an assessment where the tasks and conditions are more integrated assessment closely aligned to what you would experience within employment.
Diagnostic assessment	Diagnostic assessment is intended to improve the learner's experience and their level of achievement. However, diagnostic assessment looks backwards rather than forwards. It assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning.
Dynamic assessment	Dynamic assessment measures what the learner achieves when given some teaching in an unfamiliar topic or field. It can be useful to assess potential for specific learning in the absence of relevant prior attainment, or to assess general learning potential for learners who have a particularly disadvantaged background.
Curriculum	It is the overarching layout for a path of study referring to the philosophies and intention, delivery methods and outcomes of a course; more specifically the learning goals, teaching and assessment methods, course content and learning activities.
Course	An integrated set of discrete learning units within a curriculum comprised of core, compulsory, optional and electives core, compulsory, optional and elective subjects.
Subjects	Specific units of study within a course usually designated by year level and specialisation. Subjects maybe determined as core, compulsory, optional and electives.
Assessment *for* **learning**	This is more commonly known as formative or diagnostic assessment. It is ongoing and assessment tasks or activities for this purpose are used to determine learners' progress as teachers plan and adjust instruction based on their needs.
Assessment *as* **learning**	Assessment *as* learning provides opportunities for learners to monitor and critically reflect on their learning by actively re-adjusting the cognitive process that happens when new ideas emerge.
Assessment *of* **learning**	Assessment *of* learning is summative and occurs at the end of a programme of study, a course or a key stage.

Internal assessment	Internal assessment includes all the school-level assessment that has been initiated, directed and coordinated by school.
External assessment	External assessment, refers to all learner testing developed and used by sources outside of the learner's school.
Standards	Broad descriptors of where learner achievement needs to be at specific stages of schooling in order to fully access and meet the demands of the National Curriculum.
Certification	The formal recognition of a qualification or part qualifications awarded to a successful learner.
Evidence of learner performance	It means the collection of the learner's work that is used to compile his or her internal assessment mark.
Examination	The conduct of an end-of-term and/or once-off end-of-year assessment.
External assessment	Any assessment activity, instrument or programme where the design, development and implementation has been initiated, directed and, coordinated by competent testing bodies.
Promotion	It earns the movement of a learner from one grade to the next when that learner meets the minimum required level of achievement per subject in a particular grade.
Electronic (e)-assessment	Assessment, which is delivered by an electronic device e.g. a PC through an approved system and compatibility.
Standardised competency test	All learners being assessed or tested take same questions in the same way for comparison of relative performance.

12 Annexures

12 Annexures

12.1 Assessment structure

Subjects	Key Stage	Assessment Breakup (in percentage)						Exam Question Paper Weighting (in percentage)		
		Term I			Term II			Term I	Term II	Writing Time
		CA	Exam	Total	CA	Exam	Total			
English	I	100% CFA						100% CFA		NA
	II	25	25	50	25	25	50	60	60	1 hr 30 mins
	III	20	30	50	20	30	50	80	80	2 hrs
	IV	15	35	50	15	35	50	100	100	3 hrs
	V	10	40	50	10	40	50	100	100	3 hrs
Dzongkha	I	100% CFA						100% CFA		NA
	II	25	25	50	25	25	50	60	60	1 hr 30 mins
	III	20	30	50	20	30	50	80	80	2 hrs
	IV	15	35	50	15	35	50	100	100	3 hrs
	V	10	40	50	10	40	50	100	100	3 hrs
Mathematics		100% CFA						100% CFA		NA
	II	25	25	50	25	25	50	60	60	1 hr 30 mins
	III	20	30	50	20	30	50	80	80	2 hrs
	IV	15	35	50	15	35	50	100	100	3 hrs
	V	10	40	50	10	40	50	100	100	3 hrs
ICT		100% CFA						100% CFA		NA
	II	25	25	50	25	25	50	60	60	1 hr 30 mins
	III	20	30	50	20	30	50	80	80	2 hrs
	IV	15	35	50	15	35	50	100	100	2 hrs
	V	No written examinations								
Science	II	25	25	50	25	25	50	50	50	1 hr 30 mins
	III	20	30	50	20	30	50	80	80	2 hrs
	IV	15	35	50	15	35	50	100	100	2hrs
	V	10	40	50	10	40	50	100	100	3 hrs
Social Studies	II	25	25	50	25	25	50	50	50	1 hr 30 mins
Geography	III	20	30	50	20	30	50	80	80	2 hrs
	IV	15	35	50	15	35	50	100	100	2 hrs
	V	10	40	50	10	40	50	100	100	3 hrs

Subjects	Key Stage	Assessment Breakup (in percentage)						Exam Question Paper Weighting (in percentage)		
		Term I			Term II			Term I	Term II	Writing Time
		CA	Exam	Total	CA	Exam	Total			
History	III	20	30	50	20	30	50	80	80	2 hrs
	IV	15	35	50	15	35	50	100	100	2 hrs
	V	10	40	50	10	40	50	100	100	3 hrs
Economics	IV	15	35	50	15	35	50	100	100	2hrs
	V	10	40	50	10	40	50	100	100	3 hrs
Business and Entrepreneurship	V	10	40	50	10	40	50	100	100	3 hrs
Accountancy	V	10	40	50	10	40	50	100	100	3 hrs
Rigzhung	V	10	40	50	10	40	50	100	100	3 hrs
TVET	IV	10	40	50	10	40	50	50 100	50 100	Theory: 1 hr Practical: 3 hrs
	V	10	40	50	10	40	50	50 100	50 100	Theory: 1 hr Practical: 3 hrs
TVET for Deaf	III	10	40	50	10	40	50	-	-	NA
	IV	10	40	50	10	40	50	50 100	50 100	Theory: 1 hr Practical: 3 hrs
	V	10	40	50	10	40	50	50 100	50 100	Theory: 1 hr Practical: 3 hrs
SEN	Follow the 'Guidelines on Assessment, Examination, Promotion and Transition of Students with Disabilities, 2018'									
HPE	100% CFA									
Arts Education	100% CFA									
Values Education	100% CFA									

Language and Culture Studies (Rigzhung Stream)

Subjects	Key Stage	Assessment Breakup (in percentage) དབྱེ་ཞིབ་དབྱེ་ཁ།						Exam Question Paper Weighting སྦྱང་རྒྱུགས་དྲི་བཀོད་ལྗིད་ཚད།		
		Term I			Term II			Term I	Term II	Writing Time
		CA	Exam	Total	CA	Exam	Total			
Dzongkha	IV (IX & X)	15	35	50	15	35	50	100	100	3 hrs
English		15	35	50	15	35	50	100	100	3 hrs
རིགས་ལམ། (Riglam)		15	35	50	15	35	50	100	100	3 hrs
སུམ་རྟགས་དག་གསུམ། (Sumtag Dagsum)		15	35	50	15	35	50	100	100	3 hrs
འབྱུང་རབས། (Zjungrab)		15	35	50	15	35	50	100	100	3 hrs
ICT		15	35	50	15	35	50	100	100	3 hrs
སྤྱི་སྙོམས་ལམ་སྲོལ། (Chenyom Lamsel)		No written examination								
Electives གདམ་ཁ་ཆོས་ཚན།										
གསོ་རྩིས་རིག་པ། (Shotsi Rigpa)		15	35	50	15	35	50	100	100	3 hrs
རི་མོ། (Rigmo)		25	25	50	25	25	50	100	100	3 hrs
གླུ་དབྱངས། (Luyang)		25	25	50	25	25	50	100	100	3 hrs
Dzongkha	V (XI-XII)	10	40	50	10	40	50	100	100	3 hrs
English		10	40	50	10	40	50	100	100	3 hrs
སྤྱོད་འཇུག། (Chenju)		10	40	50	10	40	50	100	100	3 hrs
སྙན་ངག། (Neynga)		10	40	50	10	40	50	100	100	3 hrs
སུམ་རྟགས་དག་གསུམ། (Sumtag Dagsum)		10	40	50	10	40	50	100	100	3 hrs
ICT		No written examination								
སྤྱི་སྙོམས་ལམ་སྲོལ། (Chenyom Lamsel)		No written examination								
Electives གདམ་ཁ་ཆོས་ཚན།										
རིགས་ལམ། (Riglam)		10	40	50	10	40	50	100	100	3 hrs
གསོ་རྩིས། (Shotsi Rigpa)		10	40	50	10	40	50	100	100	3 hrs
འབྱུང་རབས། (Zjungrab)		10	40	50	10	40	50	100	100	3 hrs
རི་མོ། (Rigmo)		25	25	50	25	25	50	100	100	3 hrs
གླུ་དབྱངས། (Luyang)		25	25	50	25	25	50	100	100	3 hrs
For classes XI and XII, students will study ICT, however, there will be no written examination.										

12.2 Details of continuous assessment by terms

Subjects	Key Stage	Assessment Breakup (in percentage)						Continuous Assessment (CA) Weighting and Breakup for each Term (in percentage)
		Term I			Term II			
		CA	Mid Term Exam	Total	CA	Annual Exam	Total	
English	I	CFA			CFA			
	II	25	25	50	25	25	50	**Term I:** Reading Portfolio (5), Writing Portfolio (10) & Listening and Speaking (15) **Term II:** Reading Portfolio (5), Writing Portfolio (10) & Listening and Speaking (15)
	III	20	30	50	20	30	50	**Term I:** Reading Portfolio (5), Writing Portfolio (5) & Listening and Speaking (10) **Term II:** Reading Portfolio (5), Writing Portfolio (5) & Listening and Speaking (10)
	IV	15	35	50	15	35	50	**Term I:** Paper I (Writing and Language): Listening and Speaking (15) Paper II (Reading & Literature): Reading Portfolio (7.5), Writing Portfolio (7.5) **Term II**: Paper I (Writing and Language): Listening and Speaking (15) Paper II (Reading & Literature): Reading Portfolio (7.5), Writing Portfolio (7.5)
	V	10	40	50	10	40	50	**Term I:** Paper I (Writing and Language): Listening and Speaking (10) Paper II (Reading & Literature): Reading Portfolio (5), Writing Portfolio (5) **Term II:** Paper I (Writing and Language): Listening and Speaking (10) Paper II (Reading & Literature): Reading Portfolio (5), Writing Portfolio (5)

Subjects	Key Stage	Assessment Breakup (in percentage)						Continuous Assessment (CA) Weighting and Breakup for each Term (in percentage)
		Term I			Term II			
		CA	Mid Term Exam	Total	CA	Annual Exam	Total	
Dzongkha	I	CFA			CFA			
	II	25	25	50	25	25	50	**Term I:** Reading Portfolio (7), Writing Portfolio (7) & Listening and Speaking (7), Over all Behaviour (4) **Term II:** Reading Portfolio (7), Writing Portfolio (7) & Listening and Speaking (7), Over all Behaviour (4)
	III	20	30	50	20	30	50	**Term I:** Paper I (Writing and Language): Listening and Speaking (4), Over all Behaviour (4) Paper II (Reading & Literature): Reading Portfolio (6), Writing Portfolio (6) **Term II**: Paper I (Writing and Language): Listening and Speaking (4), Over all Behaviour (4) Paper II: (Reading & Literature): Reading Portfolio (6), Writing Portfolio (6)
	IV	15	35	50	15	35	50	**Term I:** Paper I (Writing and Language): Listening and Speaking (8), Over all Behaviour (7) Paper II (Reading & Literature): Reading Portfolio (7.5), Writing Portfolio (7.5) **Term II:** Paper I (Writing and Language): Listening and Speaking (8), Over all Behaviour (7) Paper II (Reading & Literature): Reading Portfolio (7.5), Writing Portfolio (7.5)
	V	10	40	50	10	40	50	**Term I:** Paper I (Writing and Language): Listening and Speaking (6), Over all Behaviour (4) Paper II (Reading & Literature): Reading Portfolio (5%), Writing Portfolio (5%) **Term II:** Paper I (Writing and Language): Listening and Speaking (6), Over all Behaviour(4) Paper II (Reading & Literature): Reading Portfolio (5), Writing Portfolio (5)
Mathematics	I	CFA			CFA			
	II	25	25	50	25	25	50	**Term I:** Assignment (10), Class Activity (10), Project (5) **Term II:** Assignment (10), Class Activity (10), Project (5)
	III	20	30	50	20	30	50	**Term I:** Assignment (8), Class Activity (8), Project (4) **Term II**: Assignment (8), Class Activity (8), Project (4)
	IV	15	35	50	15	35	50	**Term I:** Assignment (6), Class Activity (6), Project (3) **Term II:** Assignment (6), Class Activity (6), Project (3)
	V	10	40	50	10	40	50	**Term I:** Assignment (4), Class Activity (4), Project (2) **Term II:** Assignment (4), Class Activity (4), Project (2)

Subjects	Key Stage	Assessment Breakup (in percentage)						Continuous Assessment (CA) Weighting and Breakup for each Term (in percentage)
		Term I			Term II			
		CA	Mid Term Exam	Total	CA	Annual Exam	Total	
ICT	I	CFA			CFA			
	II	25	25	50	25	25	50	**Term I:** Digital Artefacts (11), Practical test/exam (6), Class Activities (4), Home Activities (4) **Term II:** Digital Artefacts (11), Practical test/exam (6), Class Activities (4), Home Activities (4)
	III	20	30	50	20	30	50	**Term I:** Digital Artefacts (9), Practical test/exam (5), Class Activities (3), Home Activities (3) **Term II:** Digital Artefacts (9), Practical test/exam (5), Class Activities (3), Home Activities (3)
	IV	15	35	50	15	35	50	**Term I:** Digital Artefacts (7), Practical test/exam (4), Class Activities (2), Home Activities (2) **Term II:** Digital Artefacts (7), Practical test/exam (4), Class Activities (2), Home Activities (2)
	V	10	40	50	10	40	50	**Term I:** Digital Artefacts (4), Practical test/exam (3), Class Activities (1.5), Home Activities (1.5) **Term II:** Digital Artefacts (4), Practical test/exam (3), Class Activities (1.5), Home Activities (1.5)
Science	II	25	25	50	25	25	50	**Term I:** Assignment (7), Class Activity (11), Project (4), Scrap (3) **Term II:** Assignment (7), Class Activity (11), Project (4), Scrap (3)
	III	20	30	50	20	30	50	**Term I:** Assignment (6), Class Activity (9), Project (3), Journal (2) **Term II:** Assignment (6), Class Activity (9), Project (3), Journal (2)
	IV	15	35	50	15	35	50	**Term I:** Assignment (4), Class Activity (5), Project (6) **Term II:** Assignment (4), Class Activity (5), Project (6)
	V	10	40	50	10	40	50	**Term I:** Assignment (2), Class Activity (2), Project (3), Practical (3) **Term II:** Assignment (2), Class Activity (2), Project (3), Practical (3)
Social Studies	II	25	25	50	25	25	50	**Term I:** My World- Class Activity (2.5), Project (10), History, Civics & Culture - Class Activity (2.5), Project Work (10) **Term II:** Human Wellbeing & the Environment - Class Activity (2.5), Project (10), Economy & Living - Class Activity (2.5), Project (10)

Subjects	Key Stage	Assessment Breakup (in percentage)						Continuous Assessment (CA) Weighting and Breakup for each Term (in percentage)
		Term I			Term II			
		CA	Mid Term Exam	Total	CA	Annual Exam	Total	
History	III	25	15	40	35	25	60	**Term I:** Research Project (7.5), Historical Memoir (7.5), Class Activity (2.5), Home Activity (2.5) **Term II**: Research Project (7.5), History Museum (7.5), Class Activity (2.5), Home Activity (2.5)
	IV	20	25	45	20	35	55	**Term I:** Research Project (5), Historical Memoir (5), Class Activity (2.5), Home Activity (2.5) **Term II:** Research Project (5), History Museum (5), Class Activity (2.5), Home Activity (2.5)
	V	15	30	45	15	40	55	**Term I:** Research Project (3), Historical Memoir (3), Class Activity (2), Home Activity (2) **Term II:** Research Project (3), History Museum (3), Class Activity (2), Home Activity (2)
Geography	III	30	20	50	30	20	50	**Term I:** Project work (7), Assignment (3), Presentation (3) Model Making (7) **Term II:**Project work (7), Assignment (3), Presentation (3), Model Making (7)
	IV	20	30	50	20	30	50	**Term I:** Project Work (5), Assignment (2.5), Presentation (2.5), Model Making (5) **Term I:** Project Work (5), Assignment (2.5), Presentation (2.5), Model Making (5)
	V	15	35	50	15	35	50	**Term I:** Presentation (2), Assignment (2), Project work (3), Practical (3) **Term II:**Presentation (2), Assignment (2), Project work (3), Practical (3)
Economics	IV	15	35	50	15	35	50	**Term I:** Class Activity (5), Project work (10) **Term II:** Class Activity (5), Project work (10)
	V	10	40	50	10	40	50	**Term I:** Class Activity (5), Project work (5) **Term II:** Class Activity (5), Project work (5)
Business and Entrepreneurship	V	10	40	50	10	40	50	**Term I**: Class Activity (2.5), Assignment (5), Presentation (2.5) **Term II:** Class Activity (2.5), Project Work (5), Presentation (2.5)
Accountancy	V	10	40	50	10	40	50	**Term I:** Class Activity (2.5), Assignment (5), Presentation (2.5) **Term II:** Class Activity (2.5), Project Work (5), Presentation (2.5)
Rigzhung	V	10	40	50	10	40	50	**Term I:** Class Activity (4), Project work (6) **Term II:** Class Activity (4), Project work (6)

Subjects	Key Stage	Assessment Breakup (in percentage)						Continuous Assessment (CA) Weighting and Breakup for each Term (in percentage)
		Term I			Term II			
		CA	Mid Term Exam	Total	CA	Annual Exam	Total	
TVET	IV	10	40	50	10	40	50	Class Work (3), Home Work (3) and Project Work (4) (**Note:** Class Work and Home Work can be mostly theoritical while project work can be practical) **Term I:** Written Exam 5 and Practical Exam 25: Total 30 **Term II:** Written Exam 5 and practical exam 45: Total 50 For classes X and XII, BCSEA will conduct Practical Examinations out of 65, Theory out of 15 and schools will contribute CA out of 20
	V	10	40	50	10	40	50	
TVET for Deaf	III	10	40	50	10	40	50	Class Work (3), Home Work (3) and Project Work (4) (Note: Class Work and Home Work can be mostly theoritical while project work can be practical) **Term I:** written exam 5 and practical exam 25: Total 30 **Term II:** written exam 5 and practical exam 45: Total 50
	IV	10	40	50	10	40	50	
	V	10	40	50	10	40	50	
SEN		Follow the 'Guidelines on Assessment, Examination, Promotion and Transition of Students with Disabilities, 2018'						
HPE		CFA						
Arts Education		CFA. Must be graded in alphabetical orders (A, B, C, D, E)						
Values Education		CFA						

Language and Culture Studies (Rigzhung Stream)

Subjects	Key Stage	Assessment Breakup (in percentage)						Continuous Assessment (CA) Weighting and Breakup for each Term (in percentage)
		Term I			Term II			
		CA	Mid Term Exam	Total	CA	Annual Exam	Total	
English	IV (IX & X)	15	35	50	15	35	50	**Term I:** Paper I (Writing and Language): Listening and Speaking (15) Paper II (Reading & Literature): Reading Portfolio (7.5), Writing Portfolio (7.5) **Term II**: Paper I (Writing and Language): Listening and Speaking (15) Paper II (Reading & Literature): Reading Portfolio (7.5), Writing Portfolio (7.5)
Dzongkha		10	40	50	10	40	50	**Term I:** Paper I (Writing and Language): Listening and Speaking (6), Over all Behaviour (4) Paper II (Reading & Literature): Reading Portfolio (5%), Writing Portfolio (5%) **Term II:** Paper I (Writing and Language): Listening and Speaking (6), Over all Behaviour(4) Paper II (Reading & Literature): Reading Portfolio (5), Writing Portfolio (5)
རིགས་ལམ།		15	35	50	15	35	50	སློབ་དུས་དང་པ། རྩོད་གླེང་། (༧) ཁྱིམ་ལྷ།(༢)སློབ་ཁང་གི་ལྷ།(༣) བློར་འཛིན། (༣) སློབ་དུས་གཉིས་པ། རྩོད་གླེང་། (༧) ཁྱིམ་ལྷ།(༢)སློབ་ཁང་གི་ལྷ།(༣)བློར་འཛིན། (༣)
སུམ་རྟགས།		15	35	50	15	35	50	སློབ་དུས་དང་པ། དཔེ་སྣོད། (༣) ཁྱིམ་ལྷ།(༢) སློབ་ཁང་གི་ལྷ། (༣) ལས་འགུལ། (༣) བློར་འཛིན། (༣) སློབ་དུས་གཉིས་པ། དཔེ་སྣོད། (༣) ཁྱིམ་ལྷ། (༣) སློབ་ཁང་གི་ལྷ། (༣) ལས་འགུལ། (༣) བློར་འཛིན། (༣)
འབྱུང་རབས།		15	35	50	15	35	50	སློབ་དུས་དང་པ། ཞིབ་འཚོལ་ལས་འགུལ། (༦) སློབ་ཁང་གི་ལྷ།(༣), ཁྱིམ་ལྷ། (༣) ལོ་རྒྱུས་དྲན་ཤེས། (༣) སློབ་དུས་གཉིས་པ། ཞིབ་འཚོལ་ལས་འགུལ། (༦) སློབ་ཁང་གི་ལྷ། (༣), ཁྱིམ་ལྷ། (༣) ལོ་རྒྱུས་དྲན་ཤེས། (༣)
ICT		15	35	50	15	35	50	**Term I:** Digital Artefacts (7), Practical test/exam (4), Class Activities (2), Home Activities (2) **Term II:** Digital Artefacts (7), Practical test/exam (4), Class Activities (2), Home Activities (2)
སྤྱི་སྙོམས་ལམ་སྲོལ།		No written examination						སློབ་དུས་དང་པ། ཕྱི་ལུས་ངག་གི་རྣམ་གཞག། ནང་སྦྱོང་། ལུས་སྦྱོང་། ནང་སེམས་ཀྱི་རྣམ་གཞག ནང་སྦྱོང་། ལུས་སྦྱོང་། བར་ལམ་ལུགས་སྲོལ་གྱི་རྣམ་གཞག ནང་སྦྱོང་། ལུས་སྦྱོང་། སློབ་དུས་གཉིས་པ། ཕྱི་ལུས་ངག་གི་རྣམ་གཞག། ནང་སྦྱོང་། ལུས་སྦྱོང་། ནང་སེམས་ཀྱི་རྣམ་གཞག ནང་སྦྱོང་། ལུས་སྦྱོང་། བར་ལམ་ལུགས་སྲོལ་གྱི་རྣམ་གཞག ནང་སྦྱོང་། ལུས་སྦྱོང་།

Subjects	Key Stage	Assessment Breakup (in percentage)						Continuous Assessment (CA) Weighting and Breakup for each Term (in percentage)
		Term I			Term II			
		CA	Mid Term Exam	Total	CA	Annual Exam	Total	
Electives གདམ་ཁ་ཆོས་ཚན།								
གསོ་རྩིས།	IV (IX & X)	15	35	50	15	35	50	སློབ་དུས་དང་པ། ཞིབ་འཚོལ་ལས་འགུལ། (༦) སློབ་ཁང་གི་ལྷ།(༣), ཁྱིམ་ལྷ། (༣) བློར་འཛིན (༣) སློབ་དུས་གཉིས་པ། ཞིབ་འཚོལ་ལས་འགུལ། (༦) སློབ་ཁང་གི་ལྷ། (༣), ཁྱིམ་ལྷ། (༣)
གླུ་དབྱངས།		25	25	50	15	25	50	སློབ་དུས་དང་པ། གླུ་གཞས། ནང་སྦྱོང་། (༢.༥) ལུས་སྦྱོང་། (༡༠) སྙན་ཆ། ནང་སྦྱོང་། (༢.༥) ལུས་སྦྱོང་། (༡༠) སློབ་དུས་གཉིས་པ། གླུ་གཞས། ནང་སྦྱོང་། (༢.༥) ལུས་སྦྱོང་། (༡༠) སྙན་ཆ། ནང་སྦྱོང་། (༢.༥) ལུས་སྦྱོང །(༡༠)
རི་མོ།		25	25	50	25	25	50	སློབ་དུས་དང་པ། ནང་སྦྱོང་། (༥) སྒྱུ་རྩལ་ལག་སྦྱོང་། (༡༠) སློབ་དུས་གཉིས་པ། ནང་སྦྱོང་། (༥) སྒྱུ་རྩལ་ལག་སྦྱོང་། (༡༠)

Subjects	Key Stage	Assessment Breakup (in percentage)						Continuous Assessment (CA) Weighting and Breakup for each Term (in percentage)
		Term I			Term II			
		CA	Mid Term Exam	Total	CA	Annual Exam	Total	
English	**V (XI & XII)**	10	40	50	10	40	50	**Term I:** Paper I (Writing and Language): Listening and Speaking (10) Paper II (Reading & Literature): Reading Portfolio (5), Writing Portfolio (5) **Term II:** Paper I (Writing and Language): Listening and Speaking (10) Paper II (Reading & Literature): Reading Portfolio (5), Writing Portfolio (5)
Dzongkha		10	40	50	10	40	50	**Term I:** Paper I (Writing and Language): Listening and Speaking (6), Over all Behaviour (4) Paper II (Reading & Literature): Reading Portfolio (5%), Writing Portfolio (5%) **Term II:** Paper I (Writing and Language): Listening and Speaking (6), Over all Behaviour(4) Paper II (Reading & Literature): Reading Portfolio (5), Writing Portfolio (5)
སྐྱོང་འཇུག།		10	40	50	10	40	50	སློབ་དུས་དངས། ཞིབ་ལྟ།(༣) སློབ་ཁང་གི་ལྟ། (༣) ལས་འགུལ । (༢) ཀུན་སྤྱོད། (༢) སློབ་དུས་གཉིས་པ། ཞིབ་ལྟ། (༣) སློབ་ཁང་གི་ལྟ། (༣) ལས་འགུལ། (༢) ཀུན་སྤྱོད། (༢)
སྐྲན་དག།		10	40	50	10	40	50	སློབ་དུས་དངས། ཞིབ་ལྟ། (༤) སློབ་ཁང་གི་ལྟ། (༤)ལས་འགུལ། (༢) སློབ་དུས་གཉིས་པ། ཞིབ་ལྟ། (༤) སློབ་ཁང་གི་ལྟ། (༤) ལས་འགུལ། (༢)
སུམ་རྩགས་དག་གསུམ།		10	40	50	10	40	50	སློབ་དུས་དངས། དཔེ་སྟོན། (༢) ཞིབ་ལྟ། (༢) སློབ་ཁང་གི་ལྟ། (༢) ལས་འགུལ། (༢) བློ་འཛིན། (༢) སློབ་དུས་གཉིས་པ། དཔེ་སྟོན། (༢) ཞིབ་ལྟ། (༢) སློབ་ཁང་གི་ལྟ། (༢) ལས་འགུལ། (༢) བློ་འཛིན། (༢)
ICT		For classes XI and XII, students will study ICT, however, there will be no written examination.						
ལྷུ་སྟོམས་ལས་སྦྱོལ།		No written examination						སློབ་དུས་དངས། ཕྱི་ལུས་དག་གི་རྣམ་གཞག། རང་སྐྱོང་། ལུས་སྐྱོང་། རང་སེམས་ཀྱི་རྣམ་གཞག རང་སྐྱོང་། ལུས་སྐྱོང་། བར་ལམ་ལུགས་སྦྱོལ་ཀྱི་རྣམ་གཞག རང་སྐྱོང་། ལུས་སྐྱོང་། སློབ་དུས་གཉིས་པ། ཕྱི་ལུས་དག་གི་རྣམ་གཞག། རང་སྐྱོང་། ལུས་སྐྱོང་།

Subjects	Key Stage	Assessment Breakup (in percentage)						Continuous Assessment (CA) Weighting and Breakup for each Term (in percentage)
		Term I			Term II			
		CA	Mid Term Exam	Total	CA	Annual Exam	Total	
Electives གདམ་ཁ་ཆོས་ཚན།								
རིགས་ལམ།	V (XI & XII)	10	40	50	10	40	50	སློབ་དུས་དང་པ། རྩོད་གླེང་། (༥) ཁྱིམ་ལྷ།(༢) སློབ་ཁང་གི་ལྷ། (༢) བློར་འཛིན། (༡) སློབ་དུས་གཉིས་པ། རྩོད་གླེང་། (༥) ཁྱིམ་ལྷ། (༢) སློབ་ཁང་གི་ལྷ། (༢) བློར་འཛིན། (༡)
གླུགསོ་རྩིས།		10	40	50	10	40	50	སློབ་དུས་དང་པ། ལས་འགུལ། (༣) སློབ་ཁང་གི་ལྷ །(༢) ཁྱིམ་ལྷ། (༢) བློར་འཛིན (༣) སློབ་དུས་གཉིས་པ། ལས་འགུལ། (༣) སློབ་ཁང་གི་ལྷ། (༢) ཁྱིམ་ལྷ། (༢) བློར་འཛིན (༣)
འབྱུང་རབས།		10	40	50	10	40	50	སློབ་དུས་དང་པ། ཞིབ་འཚོལ་ལས་འགུལ། (༣) སློབ་ཁང་གི་ལྷ།(༢), ཁྱིམ་ལྷ། (༢) ལོ་རྒྱུས་དྲན་ཤེས། (༣) སློབ་དུས་གཉིས་པ། ཞིབ་འཚོལ་ལས་འགུལ། (༣) སློབ་ཁང་གི་ལྷ། (༢), ཁྱིམ་ལྷ། (༢) ལོ་རྒྱུས་དྲན་ཤེས། (༣)
གླུ་དབྱངས།		10	40	50	10	40	50	སློབ་དུས་དང་པ། གླུ་གཞས། ནང་སྦྱོང་། (༢) ལུས་སྦྱོང་། (༣) སྙན་ཆ། ནང་སྦྱོང་། (༢) ལུས་སྦྱོང་། (༣) སློབ་དུས་གཉིས་པ། གླུ་གཞས། ནང་སྦྱོང་། (༢) ལུས་སྦྱོང་། (༣) སྙན་ཆ། ནང་སྦྱོང་། (༢) ལུས་སྦྱོང །(༣)
རི་མོ།		10	40	50	10	40	50	སློབ་དུས་དང་པ། ནང་སྦྱོང་། (༢) སྒྱུ་རྩལ་ལག་སྦྱོང་། (༤) སློབ་དུས་གཉིས་པ། ནང་སྦྱོང་། (༢) རི་མོ་ལག་སྦྱོང་། (༤)

12.4 Acronym

BCSEA	Bhutan Council for School Examinations and Assessment
CA	Continuous Assessment
CBA	Competency Based Assessment
CDC	Curriculum Development Centre
CFA	Continuous Formative Assessment
CSA	Continuous Summative Assessment
DCPD	Department of School Curriculum and Professional Development
DSE	Department of School Education
GPA	Grade Point Average
MOE	Ministry of Education
MoESD	Ministry of Education and Skills Development
NEP	National Education Policy
PDC	Professional Development Centre
REC	Royal Education Council
RGOB	Royal Government of Bhutan
RUB	Royal University of Bhutan
SA	Sumative Assessment
SBA	School Based Assessment

13 Bibliography

13 Bibliography

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