The National Student Assessment 2022 in Bangladesh:
Key Findings & Learnings

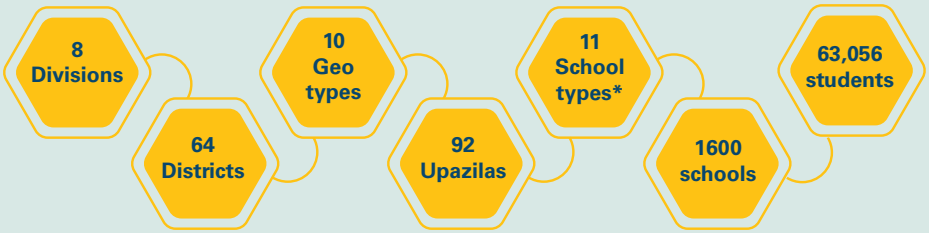
The NSA 2022 is a sample-based assessment in Bangladesh, covering 3,357,233 students in grade 3 and 3,604,586 students in grade 5.

Sampling method

School level - multistage stratified probability proportional to size method

Student level - equal probability systematic random sampling
NSA 2022 sampling frame was derived from Annual Primary School Census (APSC) 2021 database.

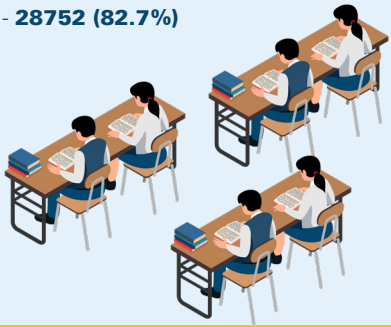
Summary of the sample drawn for NSA 2022

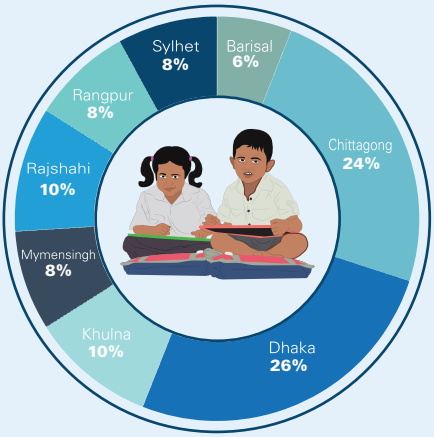


** For the purpose of reporting some school types were merged and reporting done for 7 school types.*

Division level participation of students

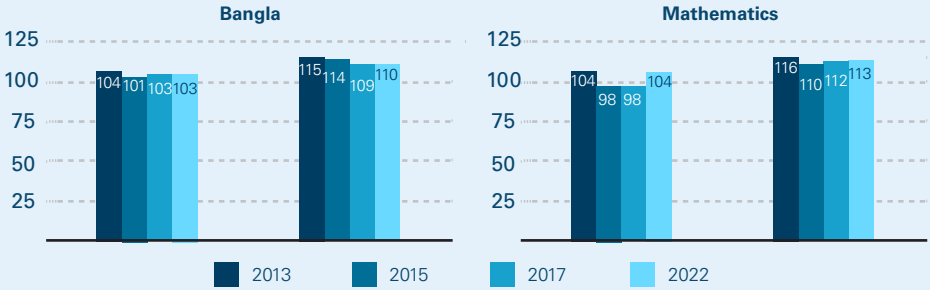
Overall respondents and participation rate were
Grade 5 - **25480 (90.1%)**
Grade 3 - **28752 (82.7%)**





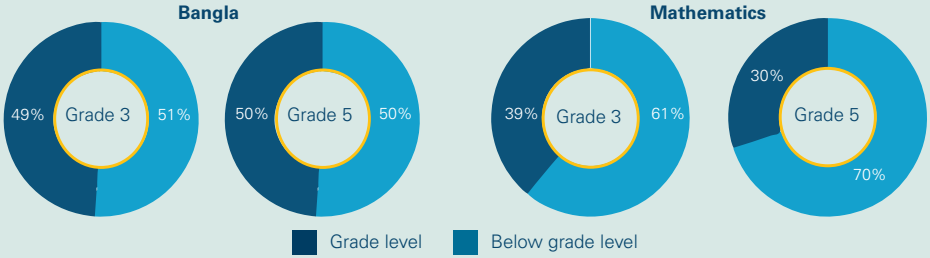
Findings

Performance in NSA 2022 is similar or slightly better as compared to NSA 2017, but lower when compared to NSA 2013.

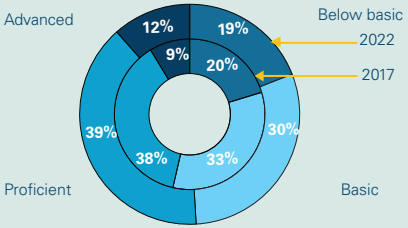


Still only half of the students in Bangla, and a third in Mathematics are at grade-level competencies.

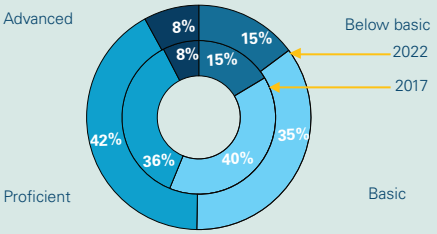
Percentage performance at grade level competencies



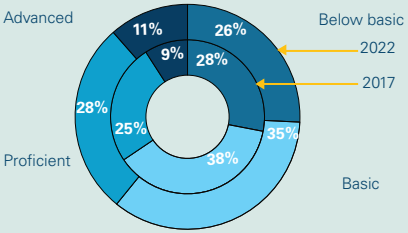
Comparison between students at each performance level in Mathematics and Bangla in 2017 and 2022.



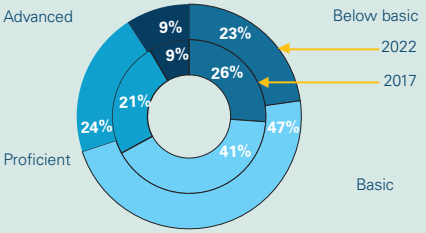
Bangla - Grade 3



Mathematics - Grade 3



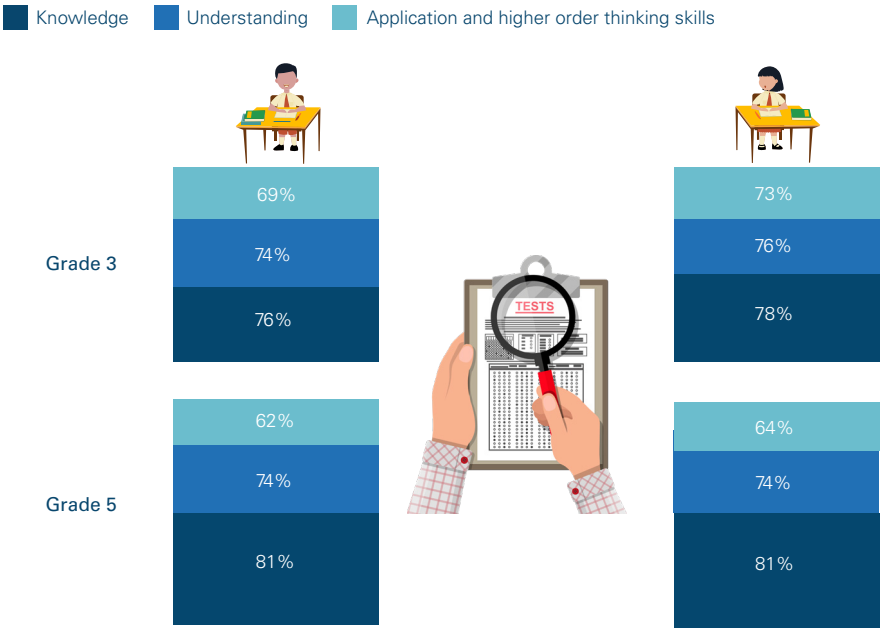
Bangla - Grade 5



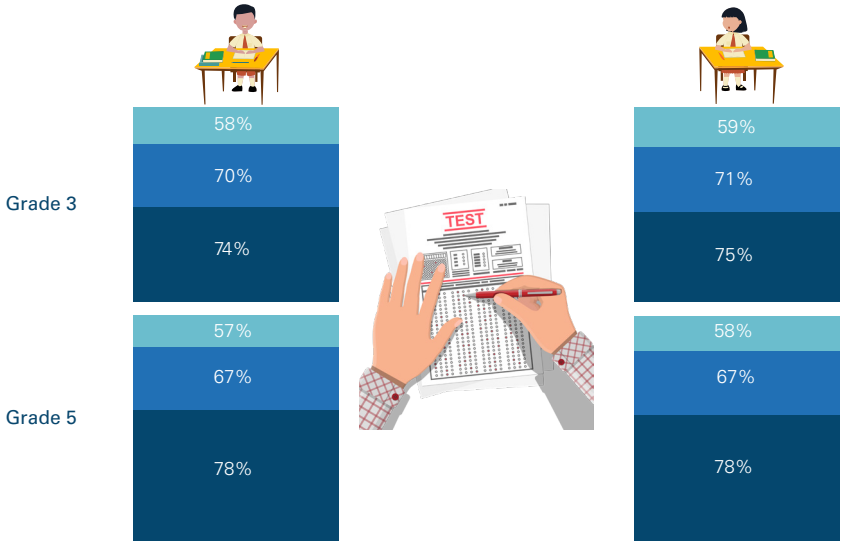
Mathematics - Grade 5

Students performed considerably lower on tasks assessing application and higher order skills.

Performance in Bangla by cognitive level in grades 3 and 5

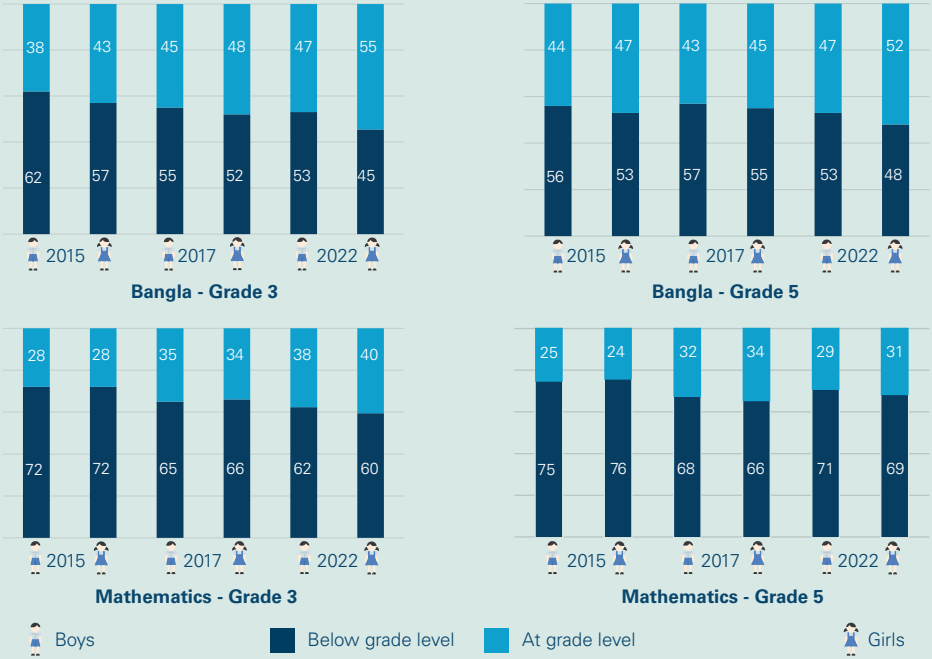


Performance in Mathematics by cognitive level in grades 3 and 5



Persistent learning gaps exist among regions, school types, and geographic locations. In terms of gender, the performance of boys and girls was almost similar.

NSA 2022 performance by Gender in achieving grade-level competencies



Significant variations are observed in terms of school types, with Government Primary school performed better than the national average, whereas Madrasah performed significantly below the National level.

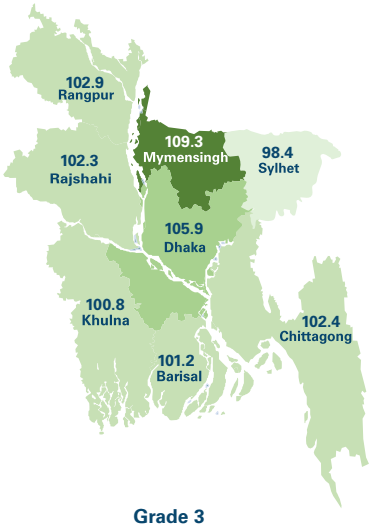
Mean scores by school type in NSA 2022 for grades 3 and 5

	Mathematics				Bangla			
	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev
GPS	105	13.9	115	12.4	104	13.6	111	11.7
NNPS	103	12.7	112	11.5	102	13	109	11.5
KG	103	12.9	113	11.1	104	11.3	112	11.3
HSAPS	103	12.2	113	11.2	105	12.2	113	11.9
Madrasah	**99**	14.4	**108**	11.6	**100**	13.2	**105**	12.1
NGO	**99**	15.4	**106**	11.7	**99**	14.4	**106**	14.1
SKPS	100	10	115	6.9	106	13.9	109	10
National Mean	**104**		**113**		**103**		**110**	

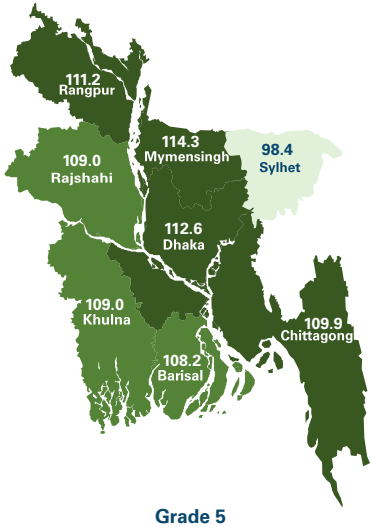
** Government Primary School (GPS); Kindergarten (KG); High School Attached Primary School (HSAPS); Sishu Kollyan Primary School (SKPS); Newly Nationalised Government Primary School (NNGPS)*

Dhaka and Mymensingh Divisions seem to have performed better than other Divisions while Sylhet is underperforming, as in the case of previous rounds of NSA.

Map of Bangla mean scale score by division in NSA 2022 for grades 3 and 5

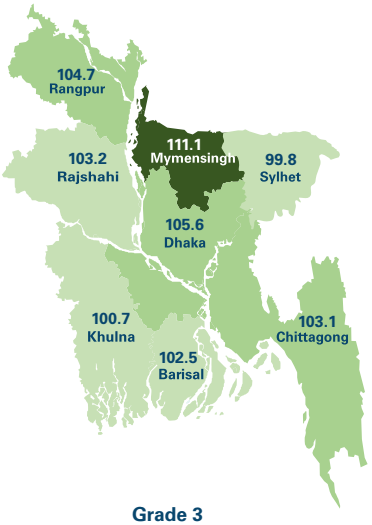


Grade 3

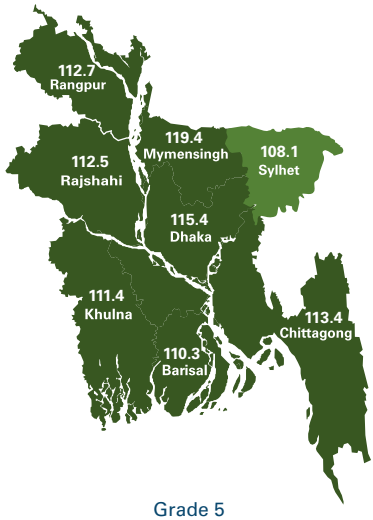


Grade 5

Map of Mathematics mean scale score by division in NSA 2022 for grades 3 and 5



Grade 3



Grade 5

< 98 | < 98 - 102 | < 102 - 105 | < 105 - 109 | > = 109

Students underperformed in remote areas like hill tracts, islands and wetlands.

Mean scale score by geographical location in NSA 2022 for grades 3 and 5

	Grade 3		Grade 5		Grade 3		Grade 5	
	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev
Haor (wetlands)	**99.8**	11.9	**105.6**	14.4	**100.7**	12.2	**108.9**	12
Hill Tracts	101.7	13	**105**	12.8	102.3	12.6	111.2	11.3
Coastal Area	104.6	13.3	110	10.8	104.4	12.7	112.3	11.2
Char (lowlands)	102.1	13.1	107.5	11.8	103.8	14.2	**108**	11.8
Urban slum area	100.2	11.8	111.6	10.6	102.2	13.1	110	9.9
Riverside/ erosion area	103	13.7	109.4	10.8	108	11.9	113.9	10
Plain land	103.4	13.2	110.5	11.8	104.1	13.7	113.7	12.2
Border area (upto 5 km from border	104.2	8.7	114.4	6.6	109.8	12.5	115.6	3.1
Island	**99.9**	11.4	**105.4**	9.3	101.1	12	**107.7**	9.7
Remote area	**99.2**	8.8	**103.1**	9.6	102.8	4.8	**106.8**	3
National Mean	**103**		**110**		**104**		**113**	
	Bangla				**Mathematics**			

Factors associated with learning

Enablers that showed positive association with students' performance in NSA 2022

Head teacher

- Supportive supervision to both teachers and students
- Constructive feedback provided to teachers
- Teacher professional development activities
- Regular monitoring of teacher & student performance

Assistant teacher

- Teacher's pedagogic knowledge and ability
- Teacher - student interaction
- Group work and activities
- Encouraging student to speak their mind
- Understanding of the purpose of assessment
- Motivation and job satisfaction

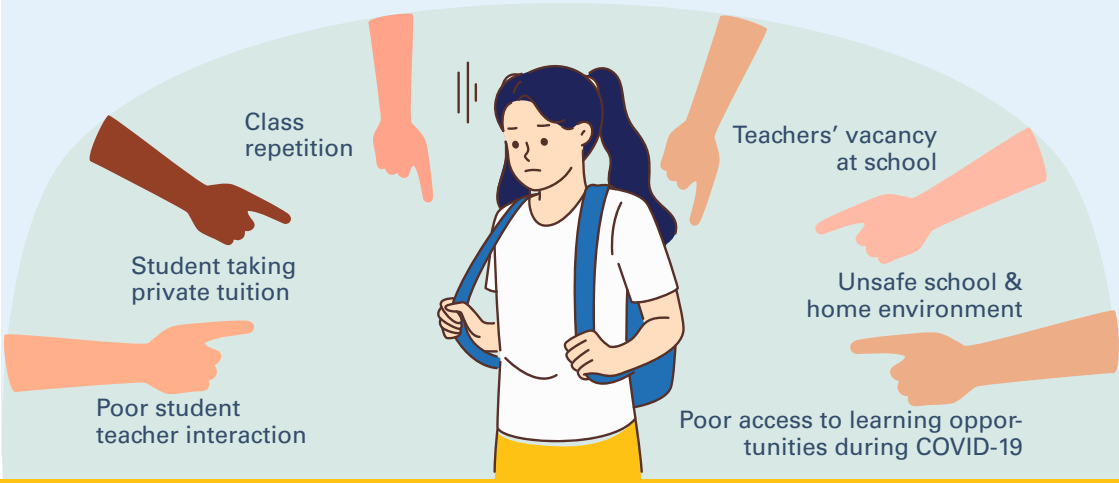
School

- Physical facilities like access to clean toilet and drinking water, library, and playground
- Availability of and access to TLM
- Safe school environment
- Positive perception of school

Home environment

- Parent's education and stability of job
- Parent's engagement in learning and participation in school activities
- Availability of resources at home (e.g., story books)
- Reading texts other than textbooks

Inhibitors that adversely affect the performances of students



Recommendations

Learning and equity

- A separate study may be conducted to assess the **impact of school dropouts** if any on National Mean Performance.
- **Reading-focused framework like PISA** may be developed for future cycles to enable sub-skills assessment.
- Appropriate **professional development programs** may be designed for teachers to link school learning with real-life experiences for students.
- A **systematic policy research** followed by an **evidence-based action plan** is recommended for narrowing achievement gaps.
- One size may not fit all, therefore targeted, and **differentiated policy measures and interventions** may be adopted to improve performance in Madrasah and low-performing geo locations and divisions like Sylhet.
- **Capacity building programmes** to targeting practices to improve student-teacher interaction, creating safe environment in school, enhance pedagogical knowledge and skills to promote learning among students to achieve grade level competencies.
- Leadership programmes may **prioritize academic supervision by head teachers** to create an **enabling environment promoting learning.**

Project management of NSA

- A system may be put in place for **storing and maintaining essential NSA documents** and data files.
- Next cycles may consider at least **8 months long design phase** to ensure review of curriculum, updating the assessment framework, quality of assessment items as well as piloting items.
- **Strengthening of officials' capacity** in different aspects of large-scale assessments shall ensure quality evidence informing policy.
- A strong **collaboration and coordination between different line division of Directorate of Primary Education (DPE)** may be helpful to get error-free sampling frames, representative samples and evidence driven policy and initiatives.

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