

ཚོང་ཁའི་ཤེས་ཚད་བརྟག་ཞིབ་ཚོས་རྒྱལ་ལ།
(ཚོང་རྒྱལ་ལ།)

DZONGKHA STANDARD TESTING SYSTEM
(DSTS)



“ཚོང་ཁ་འདི་འབྲུག་གི་རྒྱལ་ཡོངས་སྐད་ཡིག་ཡིན།”
འབྲུག་གི་རྩ་བྱིམ་ས་ཆེན་མོ། རྩ་ཚན་ ༡ པ། དོན་ཚན་ ༥ པ།

ཇོང་ཁའི་ཤེས་ཚད་བཏག་ཞིབ་ཚུགས་རྒྱུགས།
(ཇོང་རྒྱུགས།)

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“ཇོང་ཁའི་ཤེས་ཚད་བཏག་ཞིབ་ཚུགས་རྒྱུགས་ཡོངས་སྐད་ཡིག་ཡིན།”
ཤེས་ཚད་བཏག་ཞིབ་ཚུགས་རྒྱུགས་ཚུགས་ཚུགས་ཚུགས་ ༡ ལ། དོན་ཚན་ ༤ ལ།

ཀླུ་ལྷ་འཕེལ་ལམ་སྟོན་པ།

ཚིང་བཟང་ལྟོས་ལྟ།
རྩུ་ཚེན། ཚིང་གོང་།

ཞི་བའ་འཚོ་ལཱ་གྲོ་སའ་སྟོན་པ།

མཁའ་དབང་ཀུམ་ལྷ་ལྷོ་ཚེན་ལ།
གཤོ་འཛིན། ལྷ་ལྷ་ལྷ་ལྷོ་ཚེན་ལ།

ལས་འགྲུལ་འཛིན་སྟོན་པ།

ཀུམ་ཀླུ་ལམ་ཚེན།
ཞི་བའ་ལྷ་སའ་ལས་འཕེལ་ལྟོས་ལྟ། ཚིང་གོང་།

ལྷ་ལྷ་འཕེལ་ལམ་

ཚིང་བཟང་ལྟོས་ལྟ། རྩུ་ཚེན། ཚིང་གོང་།
ལྷ་ལྷ་ལྷོ་ཚེན་ལ། ཚིང་གོང་།
ཀུམ་ཀླུ་ལམ་ཚེན། ལས་འགྲུལ་འཛིན་སྟོན་པ། ཚིང་གོང་།

ལམ་ལུགས་འབྲེལ་ལམ་

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ཕན་སྐྱེད་འབྲེལ་ལམ་ ཚིང་ལྷ་ལྷོ་ཚེན་ལ།
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པོ་སྤྲོད།

ཇོ་མཚོ་གསལ་ཚུ་བརྟམ་ཞི་བའི་ཇོ་མཚོ་གསལ་(ཇོ་མཚོ་གསལ།)འདི་ འབྲུག་རྒྱལ་ཁབ་ཀྱི་རྒྱལ་ཡོངས་སྐད་ཡིག་
ཇོ་མཚོ་གསལ་ ཉམ་ཉམ་ལྟ་བུ་དཔེ་འདྲི་སྤྲོད་ཀྱི་ཞི་བའི་ཚུ་བརྟམ་ལྟ་བུ་འབྲུག་གི་དོན་ལུ་ ཇོ་མཚོ་གསལ་འཕེལ་འགྲུབ་ལྟ་
ཚོགས་ཀྱིས་ སྤྱི་ལོ་ ༢༠༢༠ ལུ་ བཟོ་ཡོད་པའི་སྐད་ཡིག་ཇོ་མཚོ་གསལ་གྱི་ལམ་ལུགས་ཅིག་ཨིན།

དུགས་མཐོག།

ཇོ་མཚོ་གསལ་ལམ་ལུགས་བཟོ་དུགས་པའི་དོན་ལུ་འཕེལ་ཚུ་ཡང་།

སྤྱི་ཚུ་བརྟམ་ སྐད་ཡིག་འདི་འགྲོ་བའི་འཕྲུག་ཚུ་དང་ ཡོན་ཏུན་འབྲུག་དུ་འཕམ་པ་ཅིག་ཨིན་པའི་
ཁབ་ རྒྱལ་ཁབ་དང་མི་དུགས་ག་པ་གི་ལམ་སྲོལ་དང་དུགས་ལུ་ལྟ་བུ་གི་སྲོག་གི་ཕུང་ཨིན། ཉམ་ཉམ་ལྟ་
པ་བསམ་འདི་རྒྱལ་ཁབ་བཟུམ་ཅིག་འབྲུག་ཅིན། འཕྲུག་བཟོ་དུགས་པའི་འཛུམ་གྱི་འདི་ཉམ་ དཔེ་ལུ་
འགྲོ་བའི་ཕུང་འཕེལ་དང་། དུགས་ལྟ་བུ་གི་སྤོ་བས་ལུགས། མི་འབྲོ་བའི་གྲུ་ལུ་ལམ་སྲོག་གི་ཕུང་ཁབ་
རྒྱལ་ཁབ་གཞན་དང་འགྲན་ཟླ་འབྲུག་ཚུ་གས་ཏུ་ སུ་གི་ཕུན་ཚོང་མ་ཡིན་པའི་ དུགས་ལུ་དང་
ལམ་སྲོལ་འདི་ལུ་བརྟམ་ཏེ་ རྒྱལ་ཁབ་ཀྱི་བདེ་སྤྱི་དང་དཔེ་བུ་ཚུ་བརྟམ་བཟོ་ཚུ་གས་པ་ལས་
ལམ་སྲོལ་གྱི་སྲོག་གི་ཕུང་དང་ སུ་དཔེ་བུ་གི་ཚུ་བ་ རྒྱལ་ཡོངས་གཞུང་སྐད་ཇོ་མཚོ་གསལ་འདི་ མོད་འཕེལ་
གཏུང་དུགས་པ་གི་ལས་གཞུང་མེ

རྒྱལ་ཡོངས་སྐད་ཡིག་འདི་ དུ་འབྲུག་དཔེ་འདྲི་ཚུ་གཏུང་དུགས་པ་ཅིན། དུ་འབྲུག་ཚུ་གསལ་དུགས་པ་
ཁབ་མེས་ལས་ འདི་ཞི་བའི་ཚུ་བརྟམ་ལུ་ག་པ་གིས་ ཡིད་ཆེས་བརྟམ་ཚུ་གས་པ་དང་ མ་འགྲུག་ཚུ་གས་
པའི་ ཕུན་ཚོང་གི་ཞི་བའི་ཚུ་བརྟམ་ལུ་ལམ་ལུགས་ཅིག་དུགས་པ་ཨིན།

INTRODUCTION

Dzongkha Standard Testing System (DSTS) is a language assessment tool to assess four skills of listening, reading, writing and speaking Dzongkha, the national language of Bhutan. This testing system was developed by Dzongkha Development Commission (DDC) in 2020.

THE NEED

Language is an outstanding characteristic of the human race and the life force of the cultures and traditions of every nation and people. In the case of Bhutan, we have neither economic wealth nor military strength or demographic size to survive or succeed in a rapidly changing world. We need to secure our peace, prosperity and sovereignty through our unique culture. As language is the bedrock of our cultures and the foundation of our independence and unity, it is of utmost importance to promote our national language.

In order to promote our national language, it is crucial to know its current status. This can be assessed only through a common standard testing mechanism which is consistent and reliable. However, to this day, there is no standard system of evaluation for Dzongkha. Individual institutions such as Ministry of Education, Royal University of Bhutan, Jigme Singye

Wangchuck School of Law, Royal Civil Service Commission and Election Commission of Bhutan use their own modes of examination leading to inconsistent Dzongkha standards and considerable duplication of work and expenses. Moreover, the current assessment systems in general often reflect much higher Dzongkha standard than what the candidates actually possess.

Given the serious need for a proper mechanism to assess Dzongkha language and also for additional materials such as learning aid and language resources, Dzongkha Development Commission has developed the Dzongkha Standard Testing System as an expedient way to enhance the use of Dzongkha.

OBJECTIVES

- 1 Establish an efficient and authoritative Dzongkha language standard testing system which is credible on both national and international levels.
- 2 Promote a credible Dzongkha language standard testing system among institutions and organizations which need to carry out Dzongkha language tests.
- 3 Further the use and promotion of Dzongkha.
- 4 Preserve and promote Bhutan's cultures and traditions.
- 5 Help to fulfill the noble wishes of successive monarchs, effectuate the purport of the Constitution of Bhutan and realize the goal of Gross National Happiness.

ප්‍රවණතාව

සේවකුණේ ආයතනිකව පවත්වාගෙන යාමේදී ප්‍රධාන වශයෙන් සේවකුණේ ප්‍රවණතාවයන් හා ආකාරයන් පිළිබඳව දැනුවත් වීමට අත්‍යවශ්‍ය වේ. ප්‍රධාන වශයෙන් සේවකුණේ ප්‍රවණතාවයන් පිළිබඳව දැනුවත් වීමට අත්‍යවශ්‍ය වේ. ප්‍රධාන වශයෙන් සේවකුණේ ප්‍රවණතාවයන් පිළිබඳව දැනුවත් වීමට අත්‍යවශ්‍ය වේ.

ප්‍රධාන අරමුණ

සේවකුණේ ප්‍රධාන අරමුණ වන්නේ ප්‍රවණතාවයන් හා ආකාරයන් පිළිබඳව දැනුවත් වීමට අත්‍යවශ්‍ය වීමයි. ප්‍රධාන වශයෙන් සේවකුණේ ප්‍රවණතාවයන් පිළිබඳව දැනුවත් වීමට අත්‍යවශ්‍ය වේ.

සේවකුණේ ප්‍රධාන අරමුණ පිළිබඳව දැනුවත් වීමට අත්‍යවශ්‍ය වීමයි

- 1. ප්‍රධාන අරමුණ පිළිබඳව දැනුවත් වීමට අත්‍යවශ්‍ය වීමයි
- 2. ප්‍රධාන අරමුණ පිළිබඳව දැනුවත් වීමට අත්‍යවශ්‍ය වීමයි
- 3. ප්‍රධාන අරමුණ පිළිබඳව දැනුවත් වීමට අත්‍යවශ්‍ය වීමයි
- 4. ප්‍රධාන අරමුණ පිළිබඳව දැනුවත් වීමට අත්‍යවශ්‍ය වීමයි
- 5. ප්‍රධාන අරමුණ පිළිබඳව දැනුවත් වීමට අත්‍යවශ්‍ය වීමයි

METHODOLOGY

Besides incorporating the best practices from the existing Dzongkha Language Testing Systems, DSTS draws on the richness and strengths of international language testing mechanisms in order to assess the competency and proficiency in speaking and writing to express oneself, and in listening and reading in order to follow the others. The assessment of speaking and writing skills is conducted through evaluation of the test taker's performance based on the frameworks for speaking and writing tests. Similarly, the assessment of listening and reading skills of the test taker is conducted through evaluation of the answers given to the questions.

POINTS OF REFERENCE

The DSTS and its framework for competency and proficiency bands, methods, techniques, types of questions and answers, rules and regulations, instructions and manuals are based on the good practices of International English Language Testing System (IELTS) and language evaluation practices in Bhutan.

Systems and institutions consulted include:

- 1 International English Language Testing System (IELTS)
- 2 Common European Framework of Reference for Languages (CEFR)
- 3 Ministry of Education
- 4 Royal Education Council (Dzongkha Curriculum)
- 5 Royal Civil Service Examination (Question papers)

- 6 Royal University of Bhutan
- 7 Election Commission of Bhutan
- 8 Royal Institute of Management
- 9 Royal Thimphu College
- 10 Bhutan Council of School Examination and Assessment (Silken Knot)

FOUR MODULES OF DSTS

DSTS is a mechanism to assess writing, reading, listening and speaking Dzongkha language. Listening and reading skills help one to understand the ideas and feelings of others while writing and speaking skills help communicate one's own ideas and feelings to others. Although the order of the four skills in general is based on their development in a person, in this test, the four skills are presented in order of their assessment during the examination.

LISTENING

The listening test evaluates how well a person can listen carefully and understand the speech or conversation in a recording. A recording is played and the person's listening skill is assessed through the answers given to the test questions.

ལྟག་ནི།

ཚེས་རྒྱུག་ས་ཡུལ་མི་གིས་། ཚེས་འཁོར་ལོ་ལྟ་བུ་ལོ་ལྟ་ལོ་ལྟ་བུ་ལྟ་བུ་དུས་རྒྱུས་ཚེས་རྒྱུག་ལོ་ལྟ་བུ་ལྟ་བུ་
བཟོ་བུ་ལྟ་བུ་དུས་རྒྱུས་ཚེས་རྒྱུག་ལོ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་
ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་

སྒྲིག་ནི།

ཚེས་རྒྱུག་ས་ཡུལ་མི་གིས་། མི་ཚོ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་
སྒྲིག་བཟོ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་
གཉེས་། ག་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་

སྐབ་ནི།

ཚེས་རྒྱུག་ས་ཡུལ་མི་གིས་། ཚེས་རྒྱུག་ས་ཡུལ་མི་གིས་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་
གོ་ས་བསྐྱེད་ཚེས་རྒྱུག་ས་ཡུལ་མི་གིས་། ཚེས་རྒྱུག་ས་ཡུལ་མི་གིས་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་ལྟ་བུ་

READING

The reading test evaluates how well a person can understand the content and follow the language of two passages including a general composition and an analytical writing. Two passages are provided and the person's reading skill is assessed through the answers given to the test questions.

WRITING

The writing test evaluates the coherence, cohesion, lexical range, grammatical knowledge, structure and relevance in the two pieces the candidate shall write. The first piece is a general piece of correspondence and the second, a piece of exegetical or analytical writing.

SPEAKING

The speaking test evaluates the fluency, coherence, lexical range, grammatical construction and pronunciation in the speech of the candidate. The candidate is made to talk about general matters in a introductory conversation, give a monologue on a common topic and participate in a discussion with the examiner.

ཤེས་ཚན་གྱི་ག་བསྟུན།

ཚེས་ཚུགས།		གནས་ཚན་བརྟན།	CEFR	IELTS	BCSEA	REC	ECB	RCSC
མཚོགས་ཀྱིས།	༡༠	མཚོགས་ཀྱིས།	C2					
ཆེ་མི།	༩	རབ་ཀྱི་རབ།	C2	༩	Exceptional			
	༨	རབ་ཀྱི་འབྲིང་།	C2	༨	༩			
	༧	རབ་ཀྱི་མཐའ།	C1	༧	༨	༡༣		
འབྲིང་མི།	༦	འབྲིང་གི་རབ།	B2	༦	༧	༡༡		
	༥	འབྲིང་གི་འབྲིང་།	B2	༥	༦	༩-༡༠		
	༤	འབྲིང་གི་མཐའ།	B2	༤	༥-༦	༧-༨		
གཞི་མི།	༣	མཐའ་གི་རབ།	A2	༣	༣-༣	༥-༦		
	༢	མཐའ་གྱི་འབྲིང་།	A2	༢	༡	༣-༤		
	༡	མཐའ་གི་མཐའ།	A2	༡		༡-༣		

ག་བསྟུན་གྱི་ཐོག་ལྷོད་འདི་གིས་ ཚེས་ཚུགས་ཀྱི་ཤེས་ཚན་གནས་མིམ་ ༤ ཡོད་པའི་རྟེན་གསལ་གནས་ཚན་ ༡༠ ལྟ་བུ་ལྟེ་ རྒྱལ་སྤྱི་པའི་ འབྲུག་གི་སྐད་ཡིག་ཤེས་ཚན་གནས་མིམ་དུག་པ་ཅིག་དཔེ་གཅིག་ལས་ ག་བསྟུན་འབད་དེ་སྟོན་མ་ཡིན། དེ་ཡང་ མཚན་ལུ་(Row) དཔེ་འདི་རྟེན་ ལམ་ལུགས་མ་འབྲེལ་ཚུ་བཀོད་ཡོད། མཚན་ལུ་(Column) ༡ པའི་རྟེན་ ཚེས་ཚུགས་ཀྱི་གནས་མིམ་ ༤ དཔེ་འདི་མཚན་ལུ་ ༢ པའི་རྟེན་གནས་ཚན་ ༡-༡༠ ཚུན་དཔེ་ མཚན་ལུ་ ༣ པའི་རྟེན་ ཚེས་ཚུགས་ཀྱི་གནས་ཚན་དཔེ་འདི་ལས་བུ་པ་ཚུ་གྱི་མིང་གནས་ཚུ་ ཚེས་ལའ་དཔེ་འདི་སྐད་རྟེན་མིམ་པ་བཞིན་དུ་བཀོད་དེ་ཡོད། མཚན་ལུ་ ༤ པའི་རྟེན་ ཡུ་རོ་བ་བྱུ་མོང་སྐད་ཡིག་ཤེས་ཚན་གཞི་བཀོད་ Common European Framework of Reference for Languages (CEFR) ཀྱི་གནས་ཚན་དཔེ་ མཚན་ལུ་ ༥ པའི་རྟེན་ རྒྱལ་སྤྱི་པའི་སྐད་བརྟན་གཞི་བཀོད་ལམ་ལུགས་ International English Language Testing System (IELTS) ཀྱི་གནས་ཚན་ ༩ བཀོད་ཡོད་པའི་གྲས་མཚན་ལུ་ ༦ པའི་རྟེན་ འབྲུག་གི་སྐད་སྐོར་སྐད་ཀྱི་གནས་ཚན་བརྟན་གཞི་བཀོད་ཀྱི་ Bhutan

COMPARISON OF STANDARDS

DSTS		Standard	CEFR	IELTS	BCSEA	REC	ECB	RCSC
Excellent	10	Perfect	C2					
Advanced	9	Exceptional	C2	9	Exceptional			
	8	Excellent	C2	8	9			
	7	Very Good	C1	7	8	12		
Intermediate	6	Good	B2	6	7	11		
	5	Competent	B1	5	6	9-10		
	4	Satisfactory	B1	4	4-5	7-8		
Basic	3	Fair	A2	3	2-3	5-6		
	2	Poor	A1	2	1	3-4		
	1	Elementary	A1	1		1-2		

This table shows the 4 levels and 10 standards of DSTS in comparison to several other Bhutanese and international language standard frameworks. Below the list of the different frameworks provided in the first row, column 1 and 2 show the 4 levels and 10 standards of DSTS. Columns 3 give the specific terms for the 10 standards in Dzongkha and English respectively. Column 4 contains the levels of Common European Framework of Reference for Languages and column 5 the 9 bands of International English

Language Testing System. The competency and proficiency of English which Bhutanese students should obtain according to the *Silken Knot* published by Bhutan Council of School Examination and Assessment is provided in column 6, and the standard of Dzongkha language Bhutanese students ideally should have obtained in Classes 1-12 as proposed by Royal Education Council is given in column 7. Column 9 and 10 provides a rough comparison of the level of Dzongkha knowledge and proficiency between DSTS and the tests conducted by Election Commission of Bhutan and Royal Civil Service Commission.

To illustrate the comparison further based on thorough research by European language experts, bands 8 and 9 in IELTS are equivalent to C2 in CEFR, bands 7 is equivalent to C1, band 6 to B2, band 5 to B1, etc. Based on this, we have also compared the levels of DSTS to CEFR and IELTS, and also added specific terms for the ten standards.

The comparison with BCSEA English standards and REC Dzongkha standards is made after studying the language ability and proficiency parameters they provided for the standards. As for comparison with ECB and RCSE, as there is no specific framework for their assessment of Dzongkha standards, we have relied on the standards in their test questions and answer to gauge the standard.

OUTPUT

- 1 Developed Dzongkha Standard Testing System: Its framework and rules and instructions
- 2 Developed test samples for all four modules of DSTS
- 3 Developed DSTS Question and Answer sheet, certificate and seal
- 4 Conducted DSTS Mock Test
- 5 Procured DSTS equipment

OUTCOME

- 1 A common credible system for Dzongkha language evaluation among institutions and organizations which conduct Dzongkha tests
- 2 Integration and combination of efforts, technical expertise and resources for Dzongkha evaluation

- 3 Reduction of duplication of work, time and funds among institutions and organizations which conduct Dzongkha tests
- 4 Concomitant production of Dzongkha learning materials, text books, references, literature, audio-visual learning aid, instructions and teaching
- 5 Availability of easy and credible Dzongkha evaluation for learners of and people interested in Dzongkha

IMPACT

- 1 Enhanced propagation of the national language
- 2 Greater communication and relations among Bhutanese societies
- 3 Preservation and promotion of Bhutan's cultures and traditions
- 4 Strengthening of sovereignty, unity, national identity and peace
- 5 Ability to obtain gainful employment

RELEVANT IMPLEMENTATION INSTITUTIONS

The DSTS professional work group, in the process of developing the Dzongkha Standard Testing System, carried out rigorous discussions with the experts from relevant institutions and in-depth study of existing practices of Dzongkha assessment. This has led to the understanding that

the DSTS will be highly appropriate for implementation in the following institutions.

1. ROYAL CIVIL SERVICE COMMISSION

The DSTS can be more credible and cost-effective substitute for assessment of Dzongkha in the preliminary and main examinations conducted by the Royal Civil Service Commission. While the current Royal Civil Examination only assess the writing and reading skills of the candidate, DSTS can evaluate all four skills of listening, reading and writing. Where the RCSC has the need to assess the Dzongkha proficiency amongst the civil servants, DSTS can be also used as an effective tool.

2. MINISTRY OF EDUCATION

DSTS can be deployed in the Bhutan Professional Standards for Teachers being developed by Ministry of Education to evaluate the professional Standard of Teachers with Dzongkha proficiency as one of the criteria

3 MINISTRY OF HOME AND CULTURAL AFFAIRS (MOHCA)

As per the Constitution of Bhutan, article 6, clause 3 (c), a candidate applying for Bhutanese citizenship through naturalization must be able to speak and write Dzongkha, the national language of Bhutan. The MoHCA can use DSTS to assess the ability of the candidate, and,

the Department of Culture can also use DSTS to evaluate Dzongkha language skills required for cultural programs

4 LEGISLATIVE AND JUDICARY BODIES

When there are differences in meaning between the Dzongkha and English versions of acts, bills, rules, and regulations, the Dzongkha version is considered to be the authoritative text. Similarly, as per the Constitution of Kingdom of Bhutan, Article 35, clause 4, if there are differences in meaning, both Dzongkha and English have equal authority. Therefore, it is of paramount importance for the Members of Parliament and legal personnel in the judiciary to have proficiency in Dzongkha language. The DSTS will be useful in evaluating the Dzongkha proficiency amongst the parliamentarians and legal professionals.

5 ELECTION COMMISSION OF BHUTAN

The ECB conducts Functional Literacy and Possession of Skills Test (FLT) in the electoral process of local government functionaries during every local government election. Using DSTS can ensure more inclusive and credible assessment of literacy and functional skills besides cutting down the cost and time for the assessment.

6 TERTIARY EDUCATION INSTITUTIONS

Tertiary education such as Royal University of Bhutan, Jigme Singye Wangchuck School of Law, Khesar Gyalpo University of Medical Sciences of Bhutan, Tango Dorden Tashithang Buddhist University

ཞིབ་འབད་ནི་དེ་ལམ་ལུགས་གཞི་མཚན་མེད་པ་ལས་ ཇོ་མཚན་གྱི་ལམ་ལུགས་འདི་ ལག་
ལེན་འབད་པ་ཅིན་ཡན་ཐོགས་སྡོམ་འོང་།

༢ བད་བརྒྱུད།

བད་བརྒྱུད་ལས་སྟེ་དཔལ་སྤེལ་ཚུ་ལུ་ ཇོ་མཚན་གྱི་ལམ་ལུགས་འདི་ འོགས་གྲུབ་དེ་ཞིབ་འབད་ནི་
དཔལ་སྤེལ་ཚུ་ལུ་ ཇོ་མཚན་གྱི་ལམ་ལུགས་འདི་ ལག་ལེན་ཚུ་གྲུབ་པ་ཅིན་འོང་ལུ་ ཇོ་
མཚན་གྱི་ལམ་ལུགས་འདི་ལག་ལེན་འབད་པ་ཅིན་ ཡན་ཐོགས་སྡོམ་འབྱུང་ནི་ཨིན།

༣ འབྲེལ་ཡོད་གཞུང་།

ཇོ་མཚན་གྱི་ལམ་ལུགས་འདི་ མོ་ལུ་མཚན་པའི་ ཇོ་མཚན་གྱི་ལམ་ལུགས་འདི་ ལམ་ལུགས་
པའི་འབྲེལ་ཡོད་གཞུང་སྟེ་དཔལ་སྤེལ་ཚུ་ལུ་ ཇོ་མཚན་གྱི་ལམ་ལུགས་འདི་ཞིབ་འབད་ནི་དེ་
ཞིབ་འབད་ནི་དཔལ་སྤེལ་ཚུ་ལུ་ ལག་ལེན་མོ་ལུ་འབྲེལ་ཡོད་པ་ཅིན་ལུ་ ཡན་ཐོགས་སྡོམ་
འབྱུང་ཚུ་གསལ་པའི་ལུ་ལོ་ལོ་ལོ་ལོ་།

ཇོ་མཚན་གྱི་ལམ་ལུགས་འདི་ལག་ལེན་པའི་ལམ་ལུགས་འདི་

༡ ཇོ་མཚན་གྱི་ལམ་ལུགས་འདི་ལག་ལེན་པའི་ལམ་ལུགས་འདི་

༡.༡ ཇོ་མཚན་གྱི་ལམ་ལུགས་འདི་ ཇོ་མཚན་གྱི་ལམ་ལུགས་འདི་ ལྷན་སྐྱེས་ ལམ་ལུགས་
གྲུབ་པའི་ ལག་ལེན་ ལག་ལུང་ དེ་ལས་ ཇོ་མཚན་གྱི་ལམ་ལུགས་འདི་ལག་ལེན་པའི་ལམ་ལུགས་འདི་
གི་ མཐའ་ཐུག་གི་དཔལ་སྤེལ་ཨིན།

༡.༢ ཇོ་མཚན་གྱི་ལམ་ལུགས་འདི་ ཇོ་མཚན་གྱི་ལམ་ལུགས་འདི་ ཇོ་མཚན་གྱི་ལམ་ལུགས་འདི་
དེ་ལས་ཚན་འགྲེལ་འདི་ ༡ དཔལ་སྤེལ་ ༢ ལས་མ་ལུ་པའི་ ཇོ་མཚན་གྱི་ལམ་ལུགས་འདི་
གི་ལམ་ལུགས་འདི་།

and monastic shedras do not have uniform assessment system for Dzongkha. DSTS can be used to fill this gap.

7 MEDIA

Media organizations and individuals can hugely benefit from the use of DSTS in order to assess their Dzongkha language skills and enhance the usage of the national language in the country.

8 OTHER STAKEHOLDERS

The DSTS has a huge potential to benefit the Dzongkha training institutes and such other public and private entities in assessing the competency and proficiency of Dzongkha language and thereby promote Dzongkha standard and usage.

DSTS RULES AND REGULATIONS

1 DSTS AUTHORITY

- 1.1 Dzongkha Development Commission shall be the ultimate authority for objectives, policies, practices, rules, implementation, certification and all other matters pertaining to DSTS
- 1.2 Dzongkha Development Commission, upon approval from RCSC shall establish the DSTS section with one head and a minimum of two staff

2 DSTS SECTION

The DSTS Section shall have the responsibilities to:

- 2.1 Create policies, plans and activities of DSTS
- 2.2 Certify qualified experts for DSTS
- 2.3 Facilitate drafting and evaluation of test questions
- 2.4 Maintain the DSTS question bank with confidentiality
- 2.5 Maintain a question bank of at least 30 question sets at all times
- 2.6 Facilitate examination and evaluation
- 2.7 Issue and receive DSTS question and answer sheets
- 2.8 Oversee, register and certify the DSTS personnel
- 2.9 Interpret, implicate and nullify the certificate in breach of ToR
- 2.10 Process the entitlement of DSTS personnel based on financial rules and regulations of the Ministry of Finance
- 2.11 Provide support and advisory services to examiners and test takers as and when required
- 2.12 Coordinate events for DSTS results and certificates
- 2.13 Hold the copyright of all DSTS documents including old and new question and answer papers
- 2.14 Create resources for DSTS such as sample test questions and books
- 2.15 Promote and propagate DSTS through announcements, events, etc.

- 2.16 Plan to create and procure facilities for people with special needs to participate in DSTS in the future
- 2.17 Bear the responsibility of making and maintaining the DSTS seal
- 2.18 Endeavour to research, adopt test taker's feedback and use other appropriate assessment mechanisms for quality enhancement of the DSTS
- 2.19 Preserve all records of the test results for at least five years
- 2.20 Share information related to DSTS to stakeholders as and when required
- 2.21 Inspect question paper for accuracy and appropriateness
- 2.22 Select the question set from the question bank through a random process
- 2.23 Check if the DSTS questions are made according to the question structure
- 2.24. Return the questions to the question setters if there are problems, having examined the question paper carefully
- 2.25 Deliver and take receipt of written test papers to and from the written test examiners
- 2.26 Shall properly compile the scores from the answer sheets for listening and reading tests
- 2.27 Shall investigate thoroughly and resolve any complaints and disputes regarding DSTS tests

3 සේවකුලයාලයාග්‍රහණය

3.1 ස්වදේශිකතාවය

සේවකුලයාලයාග්‍රහණය යනු ව්‍යවස්ථාපිතව පවතින සේවකුලයාලයාග්‍රහණයකි.

3.1.1 සේවකුලයාලයාග්‍රහණය

සේවකුලයාලයාග්‍රහණය යනු ව්‍යවස්ථාපිතව පවතින සේවකුලයාලයාග්‍රහණයකි.

3.1.2 සේවකුලයාලයාග්‍රහණය

ස්වදේශිකතාවය යනු ව්‍යවස්ථාපිතව පවතින සේවකුලයාලයාග්‍රහණයකි.

3.1.3 සේවකුලයාලයාග්‍රහණය

සේවකුලයාලයාග්‍රහණය යනු ව්‍යවස්ථාපිතව පවතින සේවකුලයාලයාග්‍රහණයකි.

3.2 සේවකුලයාලයාග්‍රහණයේ ව්‍යවස්ථාපිතව පවතින සේවකුලයාලයාග්‍රහණය

3.2.1 සේවකුලයාලයාග්‍රහණයේ ව්‍යවස්ථාපිතව පවතින සේවකුලයාලයාග්‍රහණය යනු ව්‍යවස්ථාපිතව පවතින සේවකුලයාලයාග්‍රහණයකි.

3.2.2 සේවකුලයාලයාග්‍රහණයේ ව්‍යවස්ථාපිතව පවතින සේවකුලයාලයාග්‍රහණය යනු ව්‍යවස්ථාපිතව පවතින සේවකුලයාලයාග්‍රහණයකි.

3.2.3 සේවකුලයාලයාග්‍රහණයේ ව්‍යවස්ථාපිතව පවතින සේවකුලයාලයාග්‍රහණය යනු ව්‍යවස්ථාපිතව පවතින සේවකුලයාලයාග්‍රහණයකි.

3 DSTS PERSONNEL

3.1 Core Principles

The DSTS personnel must possess the following important qualities:

3.1.1 Competence:

Able to carry out duties with professionalism

3.1.2 Integrity:

Committed to offer fair, transparent and accountable services

3.1.3 Character:

Willing to serve with good intention and honourable actions

3.2 Responsibilities of DSTS personnel

3.2.1 The DSTS personnel shall undertake training in cooperation with DSTS section as and when required, in order to update DSTS

3.2.2 The DSTS personnel shall make themselves available for meetings if required by DSTS Section

3.2.3 The DSTS personnel shall maintain secrecy of confidential matters

- 3.2.4 The DSTS personnel shall be paid honorarium as approved by the Ministry of Finance
- 3.2.5 The DSTS personnel shall reapply for certification after every five years
- 3.2.6 DSTS personnel shall be chosen by DDC based on criteria in DSTS rules and regulations
- 3.2.7 DSTS personnel and DSTS section shall sign an agreement containing the roles and responsibilities, terms of confidentiality, conduct and entitlement
- 3.2.8 DSTS personnel shall treat and supervise all test takers equally

3.3 Question Setter

- 3.3.1 The DSTS question setter shall have the following qualification:
 - 3.3.1.1 Professional knowledge of Dzongkha
 - 3.3.1.2 Minimum of three years' experience in setting examination questions
 - 3.3.1.3 Completed training in DSTS
 - 3.3.1.4 Holder of valid certificate of DSTS question setter
 - 3.3.1.5 Good state of mind without the influence of alcohol or drugs

- ၃.၃.၁ စိုက်ပျိုးရေးနှင့်မြေဩဇာရေးရာဇဝန် ၃.၃.၁ ပါဠိစာပေနှင့်ပတ်သက်သည့်စာအုပ်များ ရေးသားခြင်း
- ၃.၃.၂ စိုက်ပျိုးရေးနှင့်မြေဩဇာရေးရာဇဝန် စီမံကိန်းအရရှိသည့်စာအုပ်များ ရေးသားခြင်း
- ၃.၃.၃ စိုက်ပျိုးရေးနှင့်မြေဩဇာရေးရာဇဝန် စီမံကိန်းအရရှိသည့်စာအုပ်များ ရေးသားခြင်း
- ၃.၃.၄ စိုက်ပျိုးရေးနှင့်မြေဩဇာရေးရာဇဝန် စီမံကိန်းအရရှိသည့်စာအုပ်များ ရေးသားခြင်း

၃.၄ စီမံကိန်းအခြေခံ

- ၃.၄.၁ စီမံကိန်းအခြေခံအရရှိသည့်စာအုပ်များ ရေးသားခြင်း
- ၃.၄.၁.၁ စီမံကိန်းအခြေခံအရရှိသည့်စာအုပ်များ ရေးသားခြင်း
- ၃.၄.၁.၂ စီမံကိန်းအခြေခံအရရှိသည့်စာအုပ်များ ရေးသားခြင်း
- ၃.၄.၁.၃ စီမံကိန်းအခြေခံအရရှိသည့်စာအုပ်များ ရေးသားခြင်း
- ၃.၄.၁.၄ စီမံကိန်းအခြေခံအရရှိသည့်စာအုပ်များ ရေးသားခြင်း
- ၃.၄.၁.၅ စီမံကိန်းအခြေခံအရရှိသည့်စာအုပ်များ ရေးသားခြင်း
- ၃.၄.၁.၆ စီမံကိန်းအခြေခံအရရှိသည့်စာအုပ်များ ရေးသားခြင်း
- ၃.၄.၂ စီမံကိန်းအခြေခံအရရှိသည့်စာအုပ်များ ရေးသားခြင်း

- 3.3.2 Be chosen by DSTS section based on the qualification in Article 3.3.1 given above
- 3.3.3 Set questions in accordance with the instructions of DSTS section without violating the DSTS rules and regulations
- 3.3.4 Sign a ToR including agreement of confidentiality with DSTS section
- 3.3.5 Be responsible for issuance, renewal or cancellation of the certificate of the question setter according to the circumstances

3.4 Chief of Examination

- 3.4.1 The Chief of Examination shall have the following qualification:
 - 3.4.1.1 Professional knowledge of Dzongkha
 - 3.4.1.2 Minimum of five years of experience in conducting examination
 - 3.4.1.3 Completed training in DSTS
 - 3.4.1.4 Holder of valid certificate of DSTS examiner
 - 3.4.1.5 Possesses good manner and leadership skills
 - 3.4.1.6 Good state of mind without the influence of alcohol or drugs
- 3.4.2 Notify the identified invigilators when to report

- 3.4.3 Conduct a meeting 45 minutes before the examination in order to brief the invigilators and distribute the tasks
- 3.4.4 The Chief of Examination shall constitute an Arbitration Committee comprising three invigilators led by the Chief of Examination
- 3.4.5 Shall ensure that the test starts on scheduled time
- 3.4.6 Shall formally receive the question papers from the DSTS section between 30 and 20 minutes before the examination
- 3.4.7 Shall open the sealed envelope containing question papers in front of the invigilators and test takers
- 3.4.8 Shall instruct the invigilators to place the question paper on the desk of test taker
- 3.4.9 Shall remind the test taker of the time after every 30 minutes
- 3.4.10 Shall settle disputes among test takers, if any, by convening the Arbitration Committee
- 3.4.11 Shall convene a meeting to compile question and answer sheets one hour after the completion of the examination
- 3.4.12 Shall enclose answer sheets in an envelope with his or her signature and DSTS seal, and submit them to DSTS section within one hour after completion of the examination
- 3.4.13 Shall verify the documents and entitlements for the invigilators

- 3.4.14 Shall submit examination report and deliberations of the meetings to DSTS section within one week after the examination

3.5 Examination Invigilator

- 3.5.1 The invigilator shall have the following qualification:
 - 3.5.1.1 Shall be competent in Dzongkha language
 - 3.5.1.2 Completed training in DSTS
 - 3.5.1.3 Holder of valid certificate of DSTS invigilator
 - 3.5.1.4 Good state of mind without the influence of alcohol or drugs
- 3.5.2 The invigilator shall be able to supervise the test taker through vigilant observation
- 3.5.3 The invigilator shall be able to carry out the registration and verification of test taker's identification
- 3.5.4 The invigilator shall report to test venue on time
- 3.5.5 The invigilator shall follow the instructions of the Chief of Examination
- 3.5.6 The invigilator shall carry out tasks such as ushering test takers, identity checks, distribution of papers, etc. in accordance with the instructions of the Chief of Examination
- 3.5.7 The invigilator shall vigilantly monitor during examination to make sure there is no violation of test conditions
- 3.5.8 The invigilator shall strictly refrain from helping test takers during the examination

- 3.5.9 The invigilator shall ensure all material/stationery is accounted for and handed over to the Chief of Examination within one hour after the examination is completed
- 3.5.10 The invigilator shall report any emergencies to the Chief of Examination
- 3.5.11 In case if the Chief of Examination is not present, one of the invigilators shall remind test takers of the time after every 30 minutes
- 3.5.12 The invigilator shall not bring any edible items to the examination hall
- 3.5.13 The invigilator shall not bring mobile phone and other electronic devices to the examination hall
- 3.5.14 The invigilator shall always show courteous and good manners to the test takers

3.6 Speaking Test Examiner

- 3.6.1 Speaking Test Examiner shall have the following qualification:
 - 3.6.1.1 Professional knowledge of Dzongkha
 - 3.6.1.2 Minimum of three years of experience in assessment and examination
 - 3.6.1.3 Completed training in DSTS
 - 3.6.1.4 Holder of valid certificate of DSTS examiner
 - 3.6.1.5 Good state of mind without the influence of alcohol or drugs

- 3.6.2 Examiner shall report to the test venue half an hour before the examination
- 3.6.3 Examiner shall greet the test taker before the actual test begins
- 3.6.4 Examiner shall make the test taker choose topics for monologue from the topic cards
- 3.6.5 Examiner shall wear formal dress
- 3.6.6 Examiner shall not carry any stationery, electronic gadgets and watches to the examination hall
- 3.6.7 Examiner shall deposit the belongings at the bag drop
- 3.6.8 Examiner shall record the speaking test
- 3.6.9 Examiner shall give clear instructions but avoid unnecessary talks
- 3.6.10 Examiner shall award marks as per the speaking band descriptors
- 3.6.11 Examiner shall end the exam on time
- 3.6.12 Examiner shall sign and submit the mark sheet and audio recording to the Chief of Examination upon completion of the examination
- 3.6.13 Examiner shall obey general rules and regulations of DSTS
- 3.6.14 Examiner shall submit the score sheet for speaking test to the Chief of Examination within one hour of the completion of speaking test

၃.၈ ၎င်းစွဲ

- ၃.၈.၁ ၎င်းစွဲ

 - ၃.၈.၁.၁ စဉ်းစွဲ
 - ၃.၈.၁.၂ ၎င်းစွဲ
 - ၃.၈.၁.၃ ၎င်းစွဲ
 - ၃.၈.၁.၄ ၎င်းစွဲ
 - ၃.၈.၁.၅ ၎င်းစွဲ

- ၃.၈.၂ ၎င်းစွဲ

 - ၃.၈.၂.၁ ၎င်းစွဲ
 - ၃.၈.၂.၂ ၎င်းစွဲ
 - ၃.၈.၂.၃ ၎င်းစွဲ
 - ၃.၈.၂.၄ ၎င်းစွဲ
 - ၃.၈.၂.၅ ၎င်းစွဲ

3.7 Written Test Examiner

- 3.7.1 The Written Test Examiner shall have the following qualification:
 - 3.7.1.1 Professional knowledge of Dzongkha
 - 3.7.1.3 Minimum of three years of experience in assessment and examination
 - 3.7.1.3 Completed training in DSTS
 - 3.7.1.4 Holder of valid certificate of DSTS examiner
 - 3.7.1.5 Good state of mind without the influence of alcohol or drugs

- 3.7.2 The Written Test Examiner shall return the answer papers within two weeks of receiving it after having finished evaluation

- 3.7.3 The Written Test Examiner shall give scores based on the written test rubric

- 3.7.4 The Written Test Examiner, when returning written papers, shall submit the notes showing the reasons and evidences for how and why the score was given

- 3.7.5 The Written Test Examiners shall take receipt of written papers in a sealed envelope with DSTS seal and the signature of the Chief of Examination

- 3.7.6 The Written Test Examiners shall return all written papers along with mark sheets in an envelope signed by the Written Test examiner and DSTS section

༤ ཇོ་མོ་གླང་མ་ཡུལ་མི།

- ༤.༡ ཇོ་མོ་གླང་མ་ཡུལ་མི་ལྟ་ཚད་དགོ་པའི་ལྟ་ཚུལ།
 - ༤.༡.༡ ཇོ་མོ་གླང་མ་གྱི་སྒྲིག་ལུ་གནས་ཚུགས་པའི་ གཞུགས་དང་སེམས་གྱི་རྣམས་པ་ཡོད་མི།
 - ༤.༡.༢ སྤྱི་འགྲུལ་ ཉམ་ཉམ་གྱི་དཔལ་འཕེལ་འབྱུང་གི་དབང་པོའི་རྣམས་པ་ཡོད་མི།
 - ༤.༡.༣ ཇོ་མོ་གླང་མ་གྱི་དོན་ལུ་བློ་བཟོ་བཀོད་ལུ་འབྲེལ་བའི་མི།
 - ༤.༡.༤ ཇོ་མོ་གླང་མ་གྱི་སྤྱི་འགྲུལ་གྱི་སྤྱི་འགྲུལ་ལུ་འབྲེལ་བའི་དཔལ་འཕེལ་འབྱུང་གི་དབང་པོའི་རྣམས་པ་ཡོད་མི།
- ༤.༢ ཇོ་མོ་གླང་མ་ཡུལ་མི་གིས་ ཇོ་མོ་གླང་མ་འགོ་མ་བཅའ་གསལ་པའི་ཚུལ་དུ་ གཉེན་མཁུལ་ ཇོ་མོ་གླང་མ་ཡུལ་སའི་ས་ཁོངས་ལྟ་ཚུལ་དུ་འདྲེན་དགོ།
- ༤.༣ ཇོ་མོ་གླང་མ་ཡུལ་མི་གིས་ རང་སོའི་དོ་སྤྲོད་ཡིག་ཆ་ཚུ་འབག་འདྲེན་དགོ།
- ༤.༤ ཇོ་མོ་གླང་མ་ཡུལ་མི་གིས་སྤྱོད་ཆས་དུ་ ཚུལ་འཕེལ་ལུ་ རྟེན་ལས་ རང་གི་ཅེས་གཞན་ཚུ་ཅེས་བཞག་སའི་སྤྲོད་བཞག་དགོ།
- ༤.༥ ཇོ་མོ་གླང་མ་ཡུལ་མི་གིས་ རྒྱུ་ཆས་ཚུ་ལུ་མཐུན་མེ་འཕྲུལ་འདྲེན་དགོ།
- ༤.༦ ཇོ་མོ་གླང་མ་ཡུལ་མི་གིས་ ཇོ་མོ་གླང་མ་ས་ཁོངས་ལྟ་ཚུ་ལུ་སེམས་སེམས་ལུ་སྤྲོད་དགོ།
- ༤.༧ ཇོ་མོ་གླང་མ་ཡུལ་མི་གིས་ རྣམ་ཚུལ་གྱི་སྤྱོད་བཟོ་བཀོད་ལུ་འབྲེལ་དགོ།
- ༤.༨ ཇོ་མོ་གླང་མ་གྱི་འབྲུས་སྤྲོད་དགོ་མི་ལེན་པ་ལེན་ ཇོ་མོ་གླང་མ་ཡུལ་མི་གིས་ཇོ་མོ་གླང་མ་གྱི་འབྲུས་སྤྲོད་ཚུ་དགོ།
- ༤.༩ སྤྱི་འགྲུལ་ཇོ་མོ་གླང་མ་ཡུལ་མི་གིས་ ཇོ་མོ་གླང་མ་འབྲེལ་ རང་གི་དོས་འདུན་ཡིག་ཆ་རྒྱུ་མེ་གཞི་འབག་དགོ།
- ༤.༡༠ སྤྱི་འགྲུལ་ཡུལ་མི་གིས་ སྤྱི་འགྲུལ་ལུ་མི་འགོད་ལུ་དཔལ་འཕེལ་ལུ་ དོས་འདུན་ཡིག་ཆ་སྤྲོད་དགོ།

4 DSTS TEST TAKER

- 4.1 The Test Taker shall have the following qualification:
 - 4.1.1 Having general physical and mental abilities to sit an examination
 - 4.1.2 Having general faculties to read, write, listen and speak
 - 4.1.3 Possessing a Registration Number for the test
 - 4.1.4 Good state of mind without the influence of alcohol or drugs
- 4.2 Test taker shall report to the test venue an hour before the scheduled examination time
- 4.3 Test taker shall carry his/her identification documents
- 4.4 Test taker shall deposit any electronic gadgets, watches and other belongings at the bag drop
- 4.5 Test taker shall come in formal dress
- 4.6 Test taker shall observe silence in the examination venue
- 4.7 Test taker shall register on time
- 4.8 Test taker shall pay the fee, if s/he has to pay the examination fee
- 4.9 The test taker for the speaking test shall carry only his/her identification documents
- 4.10 The test taker for the speaking test shall show the identification to the examiner on demand

- 4.11 Test taker shall not consume food and drinks including doma and tobacco

5 EXAM ORGANIZATION

5.1 Exam Preparation

- 5.1.1 DSTS section shall give clear information to the test takers regarding the venue and time of the examination at least two weeks before the exam
- 5.1.2 DSTS section shall clearly inform the test takers to bring their valid identification document
- 5.1.3 DSTS section shall arrange an examination hall of suitable size to accommodate the enrolled number of test takers
- 5.1.4 DSTS section shall arrange the appropriate number of speaking test rooms and ensure that all rooms are suitable in size for face to face speaking test
- 5.1.5 The seating shall be arranged with test takers seated far apart so that they cannot copy each other
- 5.1.6 DSTS section shall ensure that there is access to test takers with special needs to the examination hall and speaking test room if necessary
- 5.1.7 The examination room shall be reasonably ventilated, and free from external noise and interruption

- 5.1.8 DSTS section shall provide equal seating, stationery and other facilities to all test takers irrespective of their background
- 5.1.9 DSTS section shall clearly display the test taker's name and registration number on the desk
- 5.1.10 There shall be a working clock in the examination hall positioned so that it is clearly visible to all the test takers
- 5.1.11 The notice to test takers about dos and don'ts shall be displayed outside the examination hall
- 5.1.12 Notification such as "Silence Please" and "Examination in Progress" should be displayed in the examination area
- 5.1.13 A registration counter shall be set up in the examination venue

5.2 Examination Day

- 5.2.1 The Chief of Examination and invigilators shall arrive at the examination venue one hour before the examination
- 5.2.2 The Chief of Examination shall ensure that attendance list is placed at the registration counter
- 5.2.3 The Chief of Examination shall complete distribution of the task and responsibilities among the invigilators 45 minutes before the examination
- 5.2.4 Test taker shall check the spelling of his/her name, identification number and registration number, and put signature on the attendance list

༥.༢.༥ ཚེས་རྒྱུགས་ཡུལ་མི་གིས་ཚེས་རྒྱུགས་འགོ་མ་བཅུགས་པ་འདྲིས་མ་ ༡༠ གྱི་རྟེ་མ་
རང་གི་སྲོད་འབྲི་གྲུ་སྲོད་ཚུ་འདྲོ།

༥.༢.༦ འགྲུལ་འཕྲིན་དཔལ་ལྷན་འཛུགས་ཀྱི་དྲེ་མིག། ཚུ་ཚོ་དུ་འཛུགས་ལོ། གཤམ་ལེན་ལེན་ རྒྱུགས་
འཕྲུལ་གྱི་རིགས་ཚུ་ ཚེས་རྒྱུགས་འབྲུག་པ་འབྲུག་མ་ཚོ་ལུ་ལས་ ཅེས་བཞག་གསུང་
བཞག་དགོ།

༥.༢.༧ ཚེས་རྒྱུགས་ཡུལ་མི་གིས་ ཚེས་རྒྱུགས་འབྲུག་པ་ལུ་ འགྲུལ་འཕྲིན་འབྲུག་འཛུགས་ལུ་
འདྲི་འཕྲོ་ལས་མི་འཛུགས་ཚེས་རྒྱུགས་མ་མེད་བརྟེན་ཏེ་ ཚེས་རྒྱུགས་འབྲུག་པ་ལས་
ཕྱི་མེད་ལྟ་བུ་འདྲོ།

༥.༢.༨ ཚེས་རྒྱུགས་ཡུལ་མི་གིས་ཚེས་རྒྱུགས་འབྲུག་པ་ལུ་འདྲི་འཕྲོ་ལས་ འགྲུལ་འཕྲིན་གྱི་
ལས་ འདྲི་འཕྲོ་ལས་ཚུ་འབྲུག་ཚོ་ དེ་ཚུ་ རང་སོའི་འབྲི་འབྲི་གྲུ་བཞག་ཏེ་
བཞག་དགོ། ལོ་རུ་ ལྷན་རྒྱུགས་ཀྱི་སྐབས་ཚེས་རྒྱུགས་ཡུལ་མི་གིས་ རང་གི་འོ་
སྲོད་ཡིག་ཆ་ལྷན་འབྲུག་ཚོ་

༥.༢.༩ ཚེས་རྒྱུགས་ཡུལ་མི་གིས་ ཚེས་རྒྱུགས་ཡུལ་འཛུགས་འབྲུག་པ་ལུ་བཟུང་འབྲུག་གི་
རིགས་ཚུ་ གཤམ་ལེན་འབྲུག་མི་ཚོ་

༥.༢.༡༠ ཚེས་རྒྱུགས་ཡུལ་མི་གིས་ རང་སོའི་འོ་སྲོད་ཡིག་ཆ་འཛུགས་འབྲུག་ཏེ་གི་འབྲུག་ཚོ་འབྲུག་འཛུགས་
དགོ།

༥.༢.༡༡ ཚེས་རྒྱུགས་ཡུལ་མི་གིས་ རང་སོའི་འོ་སྲོད་ཡིག་ཆ་འཛུགས་འབྲུག་ཏེ་གི་འབྲུག་ཚོ་

༥.༢.༡༢ ལྷན་རྒྱུགས་ཡུལ་མི་གིས་ ལྷན་རྒྱུགས་ལེན་མི་ལུ་འོ་སྲོད་ཡིག་ཆ་འབྲུག་དགོ།

༥.༢.༡༣ རྒྱ་བཀོད་འབྲུག་འཛུགས་ལུ་འདྲི་འཕྲོ་ལས་ གཤམ་ལེན་གིས་ ཚེས་རྒྱུགས་ཡུལ་བ་
ཅིན་ མི་འཛུགས་འབྲུག་ཚེས་རྒྱུགས་མ་མེད་བརྟེན་ཏེ་གི་ལས་ རྒྱུལ་འབྲུག་གི་འཛུགས་འབྲུག་
འབྲུག་ཏེ་གི་འབྲུག་ཚོ་

༥.༢.༡༤ ཚེས་རྒྱུགས་ཀྱི་སྐབས་ འབྲི་ཚུ་ཀྱི་རིགས་ཚུ་ལས་བཟུང་འབྲུག་མི་ཚོ་

༥.༢.༡༥ དྲི་འབྲུག་འབྲུག་ཚོ་གི་འབྲུག་ཚོ་ལས་འབྲུག་ཚོ་ལུ་ རང་གི་འབྲུག་ཚོ་འབྲུག་ཚོ་

- 5.2.5 Test taker shall be seated on their seat 10 minutes before the examination begins
- 5.2.6 As mobile phones, pagers, wrist watch, car key, and other electronic devices are not allowed into the examination hall, they shall be deposited at the bag-drop
- 5.2.7 A test taker who brings mobile phone to the examination hall shall be immediately disqualified and asked to leave the examination venue
- 5.2.8 The test taker shall be allowed to bring pencil, pen, eraser and sharpener. They shall be clearly displayed on the desk. However, the test taker for speaking test shall be allowed to carry only identification documents
- 5.2.9 Test taker shall not bring food or drinks into the examination venue
- 5.2.10 Test taker shall bring his/her original identification document and a copy of the same
- 5.2.11 Test taker shall place his/her original identification document on the desk
- 5.2.12 Test taker must show his/her identification documents to the examiner
- 5.2.13 In case if a person other than the registered test taker takes the exam, the test of such person shall be nullified and dealt as per the law of the land
- 5.2.14 Sharing of any stationery shall not be permitted during examination
- 5.2.15 Test taker shall write his/her registration number in the registration number box on the question and answer sheets

- 5.2.16 The candidate for speaking test shall be accompanied by an invigilator from the registration point to the speaking test room
- 5.2.17 The Chief of Examination can make necessary announcements before the commencement of the examination
- 5.2.18 Test taker shall not be allowed to leave the examination venue after they have completed entry procedures to the examination hall. In case of urgency, the test taker shall be accompanied by an invigilator
- 5.2.19 If the test taker needs to use washroom during the test, the test taker shall raise his/her hand to seek attention of the invigilator
- 5.2.20 Test taker needs to raise his/her hand if the test taker wants to ask questions about the examination
- 5.2.21 Test taker shall not talk to other test takers and maintain silence in the examination venue
- 5.2.22 If the test taker is found cheating or copying or disrupting the examination, then the test taker shall be immediately sent out from the venue and his/her examination shall be nullified
- 5.2.23 The test taker needs to check the headphone before the listening test to see whether the audio is audible or not. If the test taker has a problem with the audio, then s/he should inform the invigilator immediately
- 5.2.24 Test taker shall inform the invigilator immediately if there is anything wrong with the question paper
- 5.2.25 Test taker shall stop writing immediately when the invigilator announces "Time is up, stop writing." If the test taker fails to

- ၂.၃.၂၆ ဧည့်သည်များ၏ နေရာချထားမှုနှင့် အစားအသောက်များ ပြင်ဆင်ပေးရန်
- ၂.၃.၂၇ ဧည့်သည်များ၏ နေရာချထားမှုနှင့် အစားအသောက်များ ပြင်ဆင်ပေးရန်
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- ၂.၃.၂၉ ဧည့်သည်များ၏ နေရာချထားမှုနှင့် အစားအသောက်များ ပြင်ဆင်ပေးရန်

၂.၃ ဒုတိယအကြိမ်အစည်းအဝေး

- ၂.၃.၁ ဒုတိယအကြိမ်အစည်းအဝေးအတွက် ဧည့်သည်များ၏ နေရာချထားမှုနှင့် အစားအသောက်များ ပြင်ဆင်ပေးရန်
- ၂.၃.၂ ဒုတိယအကြိမ်အစည်းအဝေးအတွက် ဧည့်သည်များ၏ နေရာချထားမှုနှင့် အစားအသောက်များ ပြင်ဆင်ပေးရန်
- ၂.၃.၃ ဒုတိယအကြိမ်အစည်းအဝေးအတွက် ဧည့်သည်များ၏ နေရာချထားမှုနှင့် အစားအသောက်များ ပြင်ဆင်ပေးရန်
- ၂.၃.၄ ဒုတိယအကြိမ်အစည်းအဝေးအတွက် ဧည့်သည်များ၏ နေရာချထားမှုနှင့် အစားအသောက်များ ပြင်ဆင်ပေးရန်
- ၂.၃.၅ ဒုတိယအကြိမ်အစည်းအဝေးအတွက် ဧည့်သည်များ၏ နေရာချထားမှုနှင့် အစားအသောက်များ ပြင်ဆင်ပေးရန်

do so, his/her examination shall be nullified

5.2.26 Test taker shall return all exam questions and answer sheets to the invigilator at the end of the exam

5.2.27 Test taker shall leave the examination venue immediately after the examination has ended and s/he has collected his/her belongings

5.2.28 The examiners shall be made to choose the speaking test rooms by lucky dip 10 minutes before the exam

5.3 Evaluation and Score

5.3.1 Of the four modules, the assessment of writing and speaking tests shall be carried out only by trained and certified examiners

5.3.2 Compilation of the scores shall be coordinated by the DSTS section

5.3.3 Test taker shall pay a fee of Nu.500 per examination module if they want to have their scores reviewed

5.3.4 Revised results shall be declared within two weeks from the date of appeal

၆ ဒါနပေးပေးခြင်း

- ၆.၁ ဧည့်သည်များပေးပေးခြင်း၊ ဧည့်သည်များ၏အကျိုးအမြတ်အတွက် ဒါနပေးပေးခြင်း၊
အကျိုးအမြတ်အတွက်
- ၆.၂ ဒါနပေးပေးခြင်းအကျိုးအမြတ်အတွက်
- ၆.၃ ဒါနပေးပေးခြင်း၊ ဧည့်သည်များ၏အကျိုးအမြတ်အတွက် ၃၀ နှစ်အတွက်အကျိုးအမြတ်အတွက်
- ၆.၄ ဒါနပေးပေးခြင်း၊ ဧည့်သည်များ၏အကျိုးအမြတ်အတွက်
- ၆.၅ ဒါနပေးပေးခြင်း၊ ဧည့်သည်များ၏အကျိုးအမြတ်အတွက်
- ၆.၆ ဒါနပေးပေးခြင်း၊ ဧည့်သည်များ၏အကျိုးအမြတ်အတွက်
- ၆.၇ ဧည့်သည်များပေးပေးခြင်း၊ ဧည့်သည်များ၏အကျိုးအမြတ်အတွက်
- ၆.၈ ဧည့်သည်များပေးပေးခြင်း၊ ဧည့်သည်များ၏အကျိုးအမြတ်အတွက်
- ၆.၉ ဧည့်သည်များပေးပေးခြင်း၊ ဧည့်သည်များ၏အကျိုးအမြတ်အတွက်
- ၆.၁၀ ဧည့်သည်များပေးပေးခြင်း၊ ဧည့်သည်များ၏အကျိုးအမြတ်အတွက်
- ၆.၁၁ ဒါနပေးပေးခြင်း၊ ဧည့်သည်များ၏အကျိုးအမြတ်အတွက်
- ၆.၁၂ ဧည့်သည်များပေးပေးခြင်း၊ ဧည့်သည်များ၏အကျိုးအမြတ်အတွက်

6 QUESTION & ANSWER PAPERS

- 6.1 DSTS section shall maintain question papers in a secure and reliable question
- 6.2 Question papers shall be maintained with confidentiality
- 6.3 A minimum of 30 question sets shall be maintained in the question bank at all times
- 6.4 Question papers shall strictly follow the DSTS question format
- 6.5 Instructions and guidelines for answering shall be clearly included on the question papers
- 6.6 Those who set the questions shall place question papers in a sealed envelope with
- 6.7 DSTS section shall handover the question papers to the Chief of Examination between 30 and 20 minutes before the examination
- 6.8 The invigilator shall place (upside down) the question papers on the desk of the test taker according to the instructions given by the Chief of Examination
- 6.9 DSTS section shall maintain enough quantity of answer sheets
- 6.10 Answer sheets shall be well structured and easy to use in accordance with question structure
- 6.11 Question and answer sheets shall have clear space for registration number of the test taker
- 6.12 DSTS section shall, from time to time, distribute sample question and answer papers for promotion and practice

- ༤.༡༣ ཇོ་མ་གུ་གསལ་ལས་ཚན་གྱི་ འགོ་འདྲེན་ཐོག་ལུ་མ་གཏོགས་ ཇོ་མ་གུ་གསལ་གྱི་དྲི་ཞོག་དང་ལུ་ཞོག་ ཚུ་ གཞན་གཞི་སྒྲིལ་ཡང་བཟོ་མི་ཚོགས།
- ༤.༡༤ ཇོ་མ་གུ་གསལ་སྤྱི་ཁྱབ་དང་ཉེ་ཉམས་ལུ་གསལ་ ལུ་ཞོག་དང་དྲི་ཞོག་ཚུ་ག་ཚེ་མ་སྐོ་ བསྐྱུ་ལུ་ འབད་དེ་ གྲུ་ལས་ཁ་ཀྱབ་ཞིན་མ་ལས་ རྩོ་བཀོད་ལུ་མ་གཏོགས་དང་འགྲིལ་ཏེ་གཞི་བཞག་དུ་གོ།
- ༤.༡༥ ཇོ་མ་གུ་གསལ་སྐབས་ལུ་ ལག་ལུ་ལུ་འབྲེལ་ཚུ་བའི་དྲི་བའ་ཚུ་ ལྷན་མཐུན་ལུ་ ༥ གི་དུ་ལུ་ ལོག་ སྟེ་ཇོ་མ་གུ་གསལ་གྱི་དྲི་བའ་སྐོ་ ལག་ལུ་ལུ་འབྲེལ་མི་ཚོགས།
- ༤.༡༦ ཇོ་མ་གུ་གསལ་ཡུལ་བའི་སྐབས་ ཇོ་མ་གུ་གསལ་ཡུལ་མི་ཚུ་གིས་དྲི་ཞོག་དང་ལུ་ཞོག་ཚུ་ རྒྱལ་བཀོད་ཀྱི་ འབྲེལ་མཐུན་གྱི་དུ་མ་དུ་ཡི་གྲུ་བྱི་གི་ རྟེ་ལས་ ཚུ་མེ་སྐོ་མེ་གི་ཚུ་འབད་མི་ཚོགས།

༥ གྲུ་བའ་འབྲེལ་གསལ་ལུ་སྟོན་དུ་ལག་ཁྱེད།

- ༥.༡ ཇོ་མ་གུ་གསལ་གྱི་གྲུ་བའ་འབྲེལ་འདྲི་ ཇོ་མ་གུ་གསལ་ཡུལ་ཚུ་ཏེ་ཟུར་གཏོགས་གྱི་ལུ་འབྲེལ་ ཇོ་མ་ ཇོ་མ་གུ་གསལ་ལས་ཚན་གྱིས་གསལ་ལུ་སྟོན་འབད་དུ་གོ།
- ༥.༢ ཇོ་མ་གུ་གསལ་ལས་ཚན་གྱིས་ ཇོ་མ་གུ་གསལ་གྱི་གྲུ་བའ་འབྲེལ་ ཉམས་ལུ་ག་འབྲེལ་ལུ་མ་གཏོགས་དང་ དུ་ལྷན་མཐུན་གྱི་སྐབས་ ཇོ་མ་གུ་གསལ་ཡུལ་མི་གི་ཐོག་ལུ་འབྲེལ་སྐབས་ཏེ་ ཡོད་མ་འབྲེལ་ལུ་ བྱེད་ www.dzongkha.gov.bt ལུ་ ལག་ལུ་སྟོན་འབད་དུ་གོ།
- ༥.༣ ཇོ་མ་གུ་གསལ་གྱི་གྲུ་བའ་འབྲེལ་ལག་ཁྱེད་འོ་མ་འདྲི་ ཇོ་མ་གུ་གསལ་ཡུལ་མི་འོ་མི་དུ་འོ་མ་འོ་མ་ལག་ཁྱེད་ ལུ་ རྟེ་ལས་ རྩོ་བཀོད་ལུ་འབྲེལ་པར། སྤྱི་ཚུ་གི་སོ་མི་སྐབས་ཚུ་ཚེ་མ་སྐོ་ བཀོད་ཡོད་པའི་ ལག་ཁྱེད་བཟོ་སྟེ་ ཇོ་མ་གུ་གསལ་ལས་ཚན་གྱིས་གྱིན་དུ་གོ།
- ༥.༤ ཇོ་མ་གུ་གསལ་ལུ་འབྲེལ་ལུ་སྟོན་ལུ་སྐབས་ཏེ་ ཇོ་མ་གུ་གསལ་གྱི་ཐོག་ལུ་འབྲེལ་པའི་ ལུ་ལས་ཁུངས་ཀྱི་ལག་ཁྱེད་ལུ་ ཇོ་མ་གུ་གསལ་གྱི་གྲུ་བའ་འབྲེལ་ལག་ཁྱེད་སོ་མ་འོ་མ་ འབད་དུ་གོ།

- 6.13 Except through coordination by DSTS section, no individual or organization is allowed to make DSTS question and answer papers
- 6.14 The Chief of Examination and the invigilators shall ensure that all question and answer sheets are collected, counted, and arranged by registration number
- 6.15 Question papers which have been once used in a DSTS examination shall not be used again for at least five years
- 6.16 Test taker shall not tear up, write irrelevant pictures and letters on and play with question and answer papers

7 RESULT DECLARATION AND CERTIFICATE

- 7.1 The DSTS result shall be declared by the DSTS section within two months after the examination
- 7.2 DSTS section shall declare the individual scores of Listening, Reading, Writing and Speaking tests and the overall average score alongside the registration number of the test taker @ www.dzongkha.gov.bt
- 7.3 The DSTS section shall issue the actual certificate clearly showing test taker's name, identification number, registration number, photo and scores of the examination modules
- 7.4 The certificate endorsed with the signature of the Secretary of Dzongkha Development Commission and DSTS seal shall be the only recognized official certificate

- ༢.༥ ཇོ་པ་རྒྱལ་ལ་གྲི་གྲུབ་འབྲས་ལུག་ཁྲུང་ལྟེ་ ཇོ་པ་རྒྱལ་ལ་སྤྱི་ཚོམ་བཞི་གི་སྐྱེས་ལོ་སོ་དཔ་དུ་
སྤྱི་ཚོམ་གྲི་སྐྱེས་ཚུ་ དུས་གསལ་ལ་སོ་སྟོན་དགོ།
- ༢.༦ ཇོ་པ་རྒྱལ་ལ་གྲི་གྲུབ་འབྲས་ལུག་ཁྲུང་ལྟེ་ ཇོ་པ་རྒྱལ་ལ་གྲི་ས་གནས་དཔ་ཕུས་ཚོ་དུ། དེ་ལས་ ལུག་
ཁྲུང་མཐེད་འཁྲོ་བའི་བཟོ་ཚུ་ཚུ་དགོ།
- ༢.༧ ཇོ་པ་རྒྱལ་ལ་གྲུབ་འབྲས་ལུག་ཁྲུང་ལྟེ་ ལུག་ཁྲུང་གྲུང་མཚན་རྟགས་བཀོད་དེ་སྤྱི་དུ་པའི་ཉི་མུ་
ལས་བཅོམ་ཏེ་ལོ་འོ་ ༩ གྲི་བྱུ་ལས་ མཐེད་ལོ་གི།
- ༢.༨ ཇོ་པ་རྒྱལ་ལ་གྲུབ་འབྲས་ལུག་ཁྲུང་ལྟེ་ ཇོ་པ་རྒྱལ་ལས་ཚན་གྲི་ཁ་བྲུག་ལས་འི་ལྟེ་འབྲས་མེད་
པས་སྤྱི་དུ་དགོ། ལོ་ལྟེ་དུ་ རྒྱ་མཚན་གཞན་ལུ་བརྟེན་ཏེ་ དུ་ཕུ་དགོ་པ་འི་ལྟེ་དུ་ལུ་ཀུམ་
༡༠༠༠/- འོ་སྤྱི་དུ་ལོ་གི་དགོ།
- ༢.༩ ཇོ་པ་རྒྱལ་ལ་གྲུབ་འབྲས་ལུག་ཁྲུང་ལྟེ་ ཇོ་པ་རྒྱལ་ལ་ཡུལ་མི་འི་མི་འོ་ལྟེ་དུ་ འདི་གིས་དཔེ་
ཚན་སྤྱི་དུ་ཡོད་པའི་མི་འོ་ལྟེ་ལུ་འབད་དུ་འི་གུ་ལུ་མ་གཏོགས་ གཞན་ལུ་སྤྱི་དུ་མི་ཚོ་གི།
- ༢.༡༠ ཇོ་པ་རྒྱལ་ལས་ཚན་གྲི་ས་ གྲུབ་འབྲས་ལུག་ཁྲུང་སྤྱི་དུ་པའི་སྐབས་ དེ་གི་འབྲུང་རྟགས་ཚུ་ལ་
མཐུན་སོ་ལོ་གི་དགོ།

- 7.5 DSTS result certificate shall clearly reflect the scores of four examination modules and the average score
- 7.6 The DSTS certificate shall contain the date and place of examination and the expiry date of the certificate
- 7.7 DSTS certificate shall expire 3 years from the date of issuance of the certificate
- 7.8 The DSTS section shall provide the DSTS certificate without any charge. However, if the test taker wants an extra copy due to other reasons DSTS section shall charge nu. 1000/- per copy
- 7.9 DSTS certificate shall be given only to the test taker or to a person authorized by the test taker
- 7.10 DSTS section shall obtain a proper receipt when issuing the certificate

LISTENING TEST

Introduction	The test to assess the test taker's listening skills amongst the four modules of DSTS
Objectives	To test the ability and standard in listening Dzongkha by assessing comprehension of the content, summary, sentence and vocabulary in the audio recording
Format	Answer 50 questions by listening to two audio recordings which comprise four sections
Timing	50 Minutes
Marks	50

A FORMAT

A.1 Audio Recording

- 1 Each listening test shall have 2 separate audio recordings on different topics
- 2 Each audio recording shall be approximately 10 minutes
- 3 Each audio recording shall be divided into 2 sections
- 4 Each section shall be approximately 5 minutes
- 5 The audio recordings shall contain sound of high quality and clarity
- 6 The speaker in the audio recording shall be able to speak good Dzongkha with correct pronunciation

- 7 The first audio recording shall be conversation, introduction, description, guidance, instruction, etc. on general topics such as food, pilgrimage and politics conducted in person or via internet/phone calls
- 8 The second audio recording shall be analytical discourse on specialized topics such as GNH, Parliament, Local Government, Ministry, Department, Agency, Foreign Relations, Economic Progress, Development Changes, Environment, Climate Change, etc.
- 9 The audio recording shall be a monologue or interview, dialogue or discussion between two or more people
- 10 The audio recording shall be played only once

A.2 Question Format

- 1 There shall be a total of 50 questions in the listening test
- 2 There shall be 8 types of questions including multiple choice, short answer, sentence completion, fill in the blanks, yes or no/true or false, matching, diagrams and charts, and summary questions
- 3 Listening test questions can be set in indefinite sequence based on the contents of the two audio recordings

- 4 Instructions shall be given clearly for answering different types of questions
- 5 The first audio recording shall have a total of 20 questions comprising 10 questions for each section
- 6 The second audio recording shall have a total of 30 questions comprising 15 questions for each section
- 7 In the second audio recording, the number of questions under the different question types in Section 3 and 4 can be based on content of the recording
- 8 The listening test papers shall be distributed to the test takers within 5 minutes before the examination
- 9 The listening test papers shall be returned to the invigilators upon completion of the test

B TIME

- 1 A total of 50 minutes shall be allocated for the listening test
- 2 Each section shall be allocated 8 minutes with the total of 16 minutes for each recording
- 3 2 minutes shall be allocated for reading questions in each section before the audio recording is played
- 4 5 minutes shall be allocated for listening to the audio recording in each section
- 5 1 minute shall be allocated for cross-checking the answers after listening to each section of the audio recording
- 6 15 minutes shall be allocated for transferring the answers to the answer sheet after listening to all the audio recordings

C MARK

- 1 Listening test shall have a total of 50 marks with one mark for each question
- 2 Section 1 and 2 shall have 10 marks each with a total of 20 marks for 20 questions in the first audio recording
- 3 Section 3 and 4 shall have 15 marks each with a total of 30 marks for 30 questions in the second audio recording
- 4 Marks shall not be awarded for wrong spellings, incomplete and unclear answers
- 5 Answers shall be submitted only on the provided answer sheet and shall not be accepted if submitted in different paper

D ANSWER FORMAT

- 1 The answer sheet shall be kept ready for the test
- 2 Answer sheets shall be distributed 5 minutes before the test
- 3 Test taker shall start writing answers while listening to the audio recording
- 4 Answers shall be written using black pencil
- 5 The test taker shall not be allowed to write anything on the answer sheet, except the alphabet corresponding to the answer, true or false, short answers, etc. according to the answering guideline
- 6 Grammatical errors and incorrect spellings shall be considered as wrong answer and thus marks shall not be awarded

- ༤ དྲི་བ་འདི་གསལ་ལུ་ ལུ་གཞི་གསལ་ལས་ལུ་ཉུ་གསལ་སྟེ་ བྲིས་བའི་ལྷན་གསལ་མི་འཛོེས།
- ༥ ཡི་རྒྱུ་གསལ་ལུ་ཉུ་གསལ་དང་ དུ་ཉུ་གསལ་མི་འཛོེས་བའི་ལྷན་གསལ་མི་འཛོེས།

6 དབྱེ་ཞིབ།

- ༡ ལུ་གཞི་གསལ་ལུ་སྤྲུག་གསལ་སེ་བྱིན་དུ་གོ།
- ༢ ལུ་གཞི་གསལ་མའོ་གསལ་འདྲི་ དྲི་བའི་ལུ་རྒྱུ་ལས་བཀོད་དུ་བཞུགས་མི་ལུ་ བཟུ་སྟེ་བྲག་གཞུང་དུ་གོ།
- ༣ གཞུ་གསལ་ དྲི་བའི་ལུ་རྒྱུ་ལས་བཀོད་དུ་བཞུགས་མི་ལུ་བཟུ་སྟེ་ བྲག་གཞུང་མའུ་ལྷན་གསལ་མི་འཛོེས་ རྫོང་རྒྱུ་གསལ་ལས་ཚན་གྱིས་གསལ་ལུ་འབྲུ་འབྲུ་ཡོད་པའི་ ཉུ་གསལ་ལུ་ལོ་འདྲི་ལྷན་འདྲི་གསལ་ལུ་ལྷན་ འཚུ་མི་གསལ་གྱིས་ མའོ་མའོ་བྲག་ལུ་བྲག་གཞུང་དུ་གོ།

ཉུ་གསལ་གྱི་སྤྲུག་གསལ་དང་ལེ་མཚན་གསལ་འདྲི་མའི་			
སྤྲུག་གསལ་དུ་ལུ་	སྤྲུག་གསལ་ལུ་ལུ་	སྤྲུག་གསལ་	ལེ་མཚན་གསལ་འདྲི་མའི་
༢༥	༢༥	༥༠	༡༠
༢༤-༢༥.༥	༢༤-༢༥.༥	༥༤-༥༩	༩
༢༣.༥-༢༣.༥	༢༣.༥-༢༣.༥	༥༥-༥༨	༦
༢༠.༥-༢༠	༢༠.༥-༢༠	༥༡-༥༥	༤
༡༨-༢༠	༡༨-༢༠	༣༥-༥༠	༤
༡༣.༥-༡༤.༥	༡༣.༥-༡༤.༥	༣༨-༣༩	༥
༡༠-༡༣	༡༠-༡༣	༣༠-༣༤	༤
༤.༥-༩.༥	༤.༥-༩.༥	༡༣-༡༩	༣
༣-༤	༣-༤	༤-༡༣	༣
༡-༣.༥	༡-༣.༥	༡-༥	༡

-
- 7 Marks shall not be awarded if more than one answer is written
 - 8 Marks shall not be awarded for the unclear answers

E EVALUATION

- 1 Each correct answer shall be awarded one mark
- 2 Answers shall be verified by cross-checking with the answers provided separately
- 3 If the evaluator cannot decide the answer by cross-checking with the answer provided separately, the answer shall be decided by majority of three certified examiners selected by DSTS section

Listening Scores and Standard			
Recording One	Recording Two	Scores	Standard
25	25	50	10
24-24.5	24-24.5	48-49	9
22.5-23.5	22.5-23.5	45-47	8
20.5-22	20.5-22	41-44	7
17-20	17-20	34-40	6
13.5-16.5	13.5-16.5	27-33	5
10-13	10-13	20-26	4
6.5-9.5	6.5-9.5	13-19	3
3-6	3-6	6-12	2
1-2.5	1-2.5	1-5	1

Γκ்ச'αβγδ'εζ'ηθ'ι'κ'λ'μ'ν'ξ'ο' π' ρ' σ' τ' υ' φ' χ' ψ' ω' 9

(3) ρ' σ' τ' υ' φ' χ' ψ' ω' π' ρ' σ' τ' υ' φ' χ' ψ' ω' 30 π' ρ' σ' τ' υ' φ' χ' ψ' ω' 35
Γκ'σ'τ'υ'φ'χ'ψ'ω'π'ρ'σ'τ'υ'φ'χ'ψ'ω' 9
ρ' σ' τ' υ' φ' χ' ψ' ω' π' ρ' σ' τ' υ' φ' χ' ψ' ω' 30 π' ρ' σ' τ' υ' φ' χ' ψ' ω' 35
κ'ρ'σ'τ'υ'φ'χ'ψ'ω' π' ρ' σ' τ' υ' φ' χ' ψ' ω' 9

Γρ'σ'τ'υ'φ'χ'ψ'ω'π'ρ'σ'τ'υ'φ'χ'ψ'ω' 40 π' ρ' σ' τ' υ' φ' χ' ψ' ω' 45
ρ' σ' τ' υ' φ' χ' ψ' ω' π' ρ' σ' τ' υ' φ' χ' ψ' ω' 30 π' ρ' σ' τ' υ' φ' χ' ψ' ω' 35
Γκ'σ'τ'υ'φ'χ'ψ'ω'π'ρ'σ'τ'υ'φ'χ'ψ'ω' 9

(4) ρ' σ' τ' υ' φ' χ' ψ' ω' π' ρ' σ' τ' υ' φ' χ' ψ' ω' 30 π' ρ' σ' τ' υ' φ' χ' ψ' ω' 35
Γκ'σ'τ'υ'φ'χ'ψ'ω'π'ρ'σ'τ'υ'φ'χ'ψ'ω' 9
ρ' σ' τ' υ' φ' χ' ψ' ω' π' ρ' σ' τ' υ' φ' χ' ψ' ω' 30 π' ρ' σ' τ' υ' φ' χ' ψ' ω' 35
κ'ρ'σ'τ'υ'φ'χ'ψ'ω' π' ρ' σ' τ' υ' φ' χ' ψ' ω' 9

Γρ'σ'τ'υ'φ'χ'ψ'ω'π'ρ'σ'τ'υ'φ'χ'ψ'ω' 40 π' ρ' σ' τ' υ' φ' χ' ψ' ω' 45
ρ' σ' τ' υ' φ' χ' ψ' ω' π' ρ' σ' τ' υ' φ' χ' ψ' ω' 30 π' ρ' σ' τ' υ' φ' χ' ψ' ω' 35
Γκ'σ'τ'υ'φ'χ'ψ'ω'π'ρ'σ'τ'υ'φ'χ'ψ'ω' 9
ρ' σ' τ' υ' φ' χ' ψ' ω' π' ρ' σ' τ' υ' φ' χ' ψ' ω' 30 π' ρ' σ' τ' υ' φ' χ' ψ' ω' 35
κ'ρ'σ'τ'υ'φ'χ'ψ'ω' π' ρ' σ' τ' υ' φ' χ' ψ' ω' 9

- α'β'γ'δ'ε'ζ'η'θ'ι'κ'λ'μ'ν'ξ'ο' π' ρ' σ' τ' υ' φ' χ' ψ' ω' 3 4
- α'β'γ'δ'ε'ζ'η'θ'ι'κ'λ'μ'ν'ξ'ο' π' ρ' σ' τ' υ' φ' χ' ψ' ω' 3 4
- α'β'γ'δ'ε'ζ'η'θ'ι'κ'λ'μ'ν'ξ'ο' π' ρ' σ' τ' υ' φ' χ' ψ' ω' 4 5
- α'β'γ'δ'ε'ζ'η'θ'ι'κ'λ'μ'ν'ξ'ο' π' ρ' σ' τ' υ' φ' χ' ψ' ω' 4 5

READING TEST

Introduction	The test to assess the test taker's reading skills amongst the four modules of DSTS
Objective	To test the ability and standard in reading Dzongkha by assessing the skills in close reading and skimming in order to grasp the gist, main ideas, details, author's opinions and arguments in the passage
Format	There shall be two passages in the reading test including one analytical writing and one of another genre. The first passage shall be narrative, introductory, descriptive, etc. and the second an analytical writing
Time	50 Minutes
Marks	50

A FORMAT

A.1 Passage

- 1 Each reading test shall have two passages comprising one passage of analytical writing and one of other genres
- 2 Each passage shall have 700 - 1200 words
- 3 Each passage shall have a minimum of 5 paragraphs
- 4 Each paragraph shall have a minimum of 3 sentences

5. If there are generally uncommon terminologies and technical concepts in the passage, they shall be explained
- 6 The passage shall be on the advance level of DSTS

A.2 Question Framework

- 1 The reading test shall have a total of 50 questions
- 2 Each passage shall have 25 questions
- 3 The first passage shall have 5 types of questions: multiple choice, short answer, sentence completion, selection and true or false questions
- 4 The second passage shall have 5 types of questions: matching content with paragraph, matching words and terms, identifying paragraph, sentence completion and summary
- 5 The sequence of questions can be shuffled according to the content of the passage
- 6 Multiple choice question shall have four multiple answers with only one correct answer
- 7 Paragraphs in the passages shall be marked with alphabets

B TIME

- 1 After distributing the question papers for the reading test, instructions on the questions shall be given for not more than 10 minutes

- 2 A total of 50 minutes shall be given for the actual reading test
- 3 The test taker shall allocate the time for the two passages as required from the total of 50 minutes for the reading test

C MARKS

- 1 The reading test shall have a total of 50 marks comprising one mark for each question
- 2 Marks shall not be awarded for wrong spellings, incomplete and unclear answers
- 3 If the answers are not written on the provided answer sheet one should not accept the answer paper

D ANSWER FORMAT

- 1 The answer sheet shall be properly prepared for the test
- 2 Answer sheets shall be distributed 5 minutes before the test
- 3 Test taker shall start writing answers after reading the passage
- 4 Answers shall be written using black pencil
- 5 The test taker shall not be allowed to write anything on the answer sheet , except the alphabet corresponding to the answer, true or false, short answers,etc. according to the answering guideline
- 6 Grammatical errors and incorrect spellings shall be considered as wrong answer, and thus marks shall not be awarded

-
- 7 Marks shall not be awarded if more than one answers is written
- 8 Each paragraph shall have one central idea

E EVALUATION

- 1 Each correct answer shall be awarded one mark
- 2 Answers shall be verified by cross-checking with the answers provided separately
- 3 If the evaluator cannot decide the answer by cross-checking with the answer provided separately, the answer shall be decided by majority of three certified examiners selected by DSTS section

F READING SCORES AND STANDARD

Reading Scores and Standard			
Passage One	Passage Two	Scores	Standard
25	25	50	10
24-24.5	24-24.5	48-49	9
22.5-23.5	22.5-23.5	45-47	8
20.5-22	20.5-22	41-44	7
17-20	17-20	34-40	6
13.5-16.5	13.5-16.5	27-33	5
10-13	10-13	20-26	4
6.5-9.5	6.5-9.5	13-19	3
3-6	3-6	6-12	2
1-2.5	1-2.5	1-5	1

၄ နှစ်ပတ်လည်အစီရင်ခံစာ

<p>(၁) လုပ်ငန်းစဉ်</p>
<p>အစီရင်ခံစာအတွက် အချက်အလက်များကို စုံစမ်းစစ်ဆေးရန်အတွက်</p>
<p>လုပ်ငန်းစဉ်အစီရင်ခံစာအတွက် အချက်အလက်များကို စုံစမ်းစစ်ဆေးရန်အတွက် အချက်အလက်များကို စုံစမ်းစစ်ဆေးရန်အတွက်</p>
<p>၂၀၂၀ ခုနှစ် ဇူလိုင်လ ၂ ရက်နေ့</p>
<p>(၂) လုပ်ငန်းစဉ်</p>
<p>အစီရင်ခံစာအတွက် အချက်အလက်များကို စုံစမ်းစစ်ဆေးရန်အတွက်</p>
<p>လုပ်ငန်းစဉ်အစီရင်ခံစာအတွက် အချက်အလက်များကို စုံစမ်းစစ်ဆေးရန်အတွက် အချက်အလက်များကို စုံစမ်းစစ်ဆေးရန်အတွက်</p>
<p>(၃) နိုင်ငံခြားရေး</p>
<p>နိုင်ငံခြားရေးအတွက် အချက်အလက်များကို စုံစမ်းစစ်ဆေးရန်အတွက်</p>
<p>နိုင်ငံခြားရေးအတွက် အချက်အလက်များကို စုံစမ်းစစ်ဆေးရန်အတွက် အချက်အလက်များကို စုံစမ်းစစ်ဆေးရန်အတွက်</p>
<p>(၄) အခြားအချက်အလက်</p>
<p>အခြားအချက်အလက်အတွက် အချက်အလက်များကို စုံစမ်းစစ်ဆေးရန်အတွက်</p>
<p>နိုင်ငံခြားရေးအတွက် အချက်အလက်များကို စုံစမ်းစစ်ဆေးရန်အတွက် အချက်အလက်များကို စုံစမ်းစစ်ဆေးရန်အတွက်</p>
<p>(၅) အခြားအချက်အလက်</p>
<p>နိုင်ငံခြားရေးအတွက် အချက်အလက်များကို စုံစမ်းစစ်ဆေးရန်အတွက်</p>

WRITTEN TEST

Introduction	The test to assess the test taker's writing skills amongst the four modules of the DSTS
Objective	To test the ability and standard in writing Dzongkha by assessing coherence and cohesion, lexical usage, grammatical construction, relevance and structure
Format	Writing test comprises categories of written communication and analytical and exegetical writings
Time	60 minutes
Marks	50

A FORMAT

A.1 Written Communication

- 1.1 Written communication shall consists of writing application, order, report, letter writing, note sheet
- 1.2 Written communication shall have between 300 - 400 words
- 1.3 The writing shall include features of written communication
- 1.4 All points stated in the question shall be comprehensively included
- 1.5 Test taker shall be instructed to write the written communication without including his/her name

෧.෩ අනුභවයුග්‍රහණය

- ෧.෧ අනුභවයුග්‍රහණයේදී ක්‍රියාත්මක කළ යුතු වන්නේ කුමක්ද?
- ෧.෨ අනුභවයුග්‍රහණයේදී ක්‍රියාත්මක කළ යුතු වන්නේ කුමක්ද?
- ෧.෩ අනුභවයුග්‍රහණයේදී ක්‍රියාත්මක කළ යුතු වන්නේ කුමක්ද?
- ෧.෪ අනුභවයුග්‍රහණයේදී ක්‍රියාත්මක කළ යුතු වන්නේ කුමක්ද?

෧.෪ ප්‍රතිචාර

- ෧.෧ අනුභවයුග්‍රහණයේදී ක්‍රියාත්මක කළ යුතු වන්නේ කුමක්ද?
- ෧.෨ අනුභවයුග්‍රහණයේදී ක්‍රියාත්මක කළ යුතු වන්නේ කුමක්ද?

෧.෫ සුභසාධක

- ෧.෧ අනුභවයුග්‍රහණයේදී ක්‍රියාත්මක කළ යුතු වන්නේ කුමක්ද?
- ෧.෨ අනුභවයුග්‍රහණයේදී ක්‍රියාත්මක කළ යුතු වන්නේ කුමක්ද?
- ෧.෩ අනුභවයුග්‍රහණයේදී ක්‍රියාත්මක කළ යුතු වන්නේ කුමක්ද?
- ෧.෪ අනුභවයුග්‍රහණයේදී ක්‍රියාත්මක කළ යුතු වන්නේ කුමක්ද?

A.2. Exegetical and analytical writing

- 2.1 The exegetical and analytical writing shall be based on the given topic, graph, chart, etc.
- 2.2 The exegetical and analytical writings shall have between 500 - 600 words
- 2.3 The written test shall include features of exegetical and analytical writing
- 2.4 Sentences shall be constructed according to the syntax

B TIME

- 1.1 The written communication shall be allocated 20 minutes
- 1.2 The exegetical and analytical writing shall be allocated 40 minutes

C MARKS

- 3.1 There shall be 20 marks for written communication
- 3.2 Written communication shall be allotted with 20 marks in total with 5 marks each for coherence and cohesion, lexical usage, grammatical construction, and relevance and structure
- 3.3 For written communication, there are ten levels of written standard. Those who obtain 1-2 scores are on level 1, 3-4 scores on level 2 and so forth until level 10
- 3.4 As for marks with decimal points, 0.5 and above shall be rounded to the upper figure and 0.4 and below shall be rounded to the lower figure

- ၃.၄ အခြားပစ္စည်းများနှင့်အခြားပစ္စည်းများ နှစ်စဉ် ၃၀ ဖြစ်သည်။
- ၃.၆ အခြားပစ္စည်းများနှင့်အခြားပစ္စည်းများ နှစ်စဉ် ၂.၄ ဖြစ်သည်။
 အခြားပစ္စည်းများနှင့်အခြားပစ္စည်းများ နှစ်စဉ် ၂.၄ ဖြစ်သည်။
 အခြားပစ္စည်းများနှင့်အခြားပစ္စည်းများ နှစ်စဉ် ၃၀ ဖြစ်သည်။
- ၃.၈ အခြားပစ္စည်းများနှင့်အခြားပစ္စည်းများ နှစ်စဉ် ၂.၄ ဖြစ်သည်။
 အခြားပစ္စည်းများနှင့်အခြားပစ္စည်းများ နှစ်စဉ် ၂.၄ ဖြစ်သည်။
 အခြားပစ္စည်းများနှင့်အခြားပစ္စည်းများ နှစ်စဉ် ၃၀ ဖြစ်သည်။

၄ ပညာရေး

- ၄.၁ ပညာရေးနှင့်အခြားပစ္စည်းများ နှစ်စဉ် ၂.၄ ဖြစ်သည်။
- ၄.၂ ပညာရေးနှင့်အခြားပစ္စည်းများ နှစ်စဉ် ၂.၄ ဖြစ်သည်။
- ၄.၃ ပညာရေးနှင့်အခြားပစ္စည်းများ နှစ်စဉ် ၂.၄ ဖြစ်သည်။
- ၄.၄ ပညာရေးနှင့်အခြားပစ္စည်းများ နှစ်စဉ် ၂.၄ ဖြစ်သည်။

၆ အခြား

- ၆.၁ အခြားပစ္စည်းများနှင့်အခြားပစ္စည်းများ နှစ်စဉ် ၂.၄ ဖြစ်သည်။

- 3.5 There shall be 30 marks for exegetical and analytical writing in the written test
- 3.6 A total of 30 marks shall be allotted for exegetical and analytical writing in the written test comprising 7.5 marks each for coherence and cohesion, lexical usage, grammatical construction, and relevance and structure
- 3.7 For exegetical and analytical writing, there are ten levels of written standard. Those who obtain 1-3 scores are on level 1, 4-6 scores on level 2, and so forth until level 10

D ANSWER FORMAT

- 4.1 The answer sheet shall be kept ready for the examination
- 4.2 Answer sheets shall be distributed 5 minutes before the examination
- 4.3 Black pencils must be used to write the answer
- 4.4 Answers shall be clearly legible

E EVALUATION

- 5.1 The written communication shall be evaluated based on the written rubric

වැඩි ක්‍රීඩා ක්‍රීඩකයන්



අංකය	වැඩි ක්‍රීඩකයන් වෛරණය	වැඩි ක්‍රීඩකයන්ගේ නම	වෛරණය	වැඩි ක්‍රීඩකයන්ගේ විස්තර
10	<p>වැඩි ක්‍රීඩකයන්ගේ නම සහ වෛරණය සඳහා වෛරණයේ නම සඳහා වෛරණයේ නම සඳහා වෛරණයේ නම</p>	<p>වැඩි ක්‍රීඩකයන්ගේ නම සහ වෛරණය සඳහා වෛරණයේ නම සඳහා වෛරණයේ නම</p>	<p>වැඩි ක්‍රීඩකයන්ගේ නම සහ වෛරණය සඳහා වෛරණයේ නම සඳහා වෛරණයේ නම</p>	<p>වැඩි ක්‍රීඩකයන්ගේ නම සහ වෛරණය සඳහා වෛරණයේ නම සඳහා වෛරණයේ නම</p>
11	<p>වැඩි ක්‍රීඩකයන් වෛරණය සඳහා වෛරණයේ නම සඳහා වෛරණයේ නම</p>	<p>වැඩි ක්‍රීඩකයන්ගේ නම සහ වෛරණය සඳහා වෛරණයේ නම සඳහා වෛරණයේ නම</p>	<p>වැඩි ක්‍රීඩකයන්ගේ නම සහ වෛරණය සඳහා වෛරණයේ නම සඳහා වෛරණයේ නම</p>	<p>වැඩි ක්‍රීඩකයන්ගේ නම සහ වෛරණය සඳහා වෛරණයේ නම සඳහා වෛරණයේ නම</p>

WRITING RUBRIC

Standard	Coherence & Cohesion	Lexical Usage	Grammar	Relevance and Structure
	<p>Able to develop and formulate ideas and information without any flaws in language, having mastered the use of connective words, cohesive devices, and sentence breaks, gained full proficiency in the Dzongkha language</p>	<p>Able to write without any flaw making perfect use of words and terms, citations and proverbs, idioms and arguments, synonyms and collocations, having full proficiency of the Dzongkha language</p>	<p>Able to construct all types of sentences without any flaw in the use of cases, particles, tenses, active and passive voices, collocations, sentence breaks and punctuations, through full proficiency of the Dzongkha language</p>	<p>Able to write on the topic flawlessly with effective analysis, prioritization, structure, order, and presentation of ideas, opinions, evidences and explanations, having obtained full proficiency of the Dzongkha knowledge</p>
	<p>Able to effectively formulate ideas and information and have rare cases of flaws in the use of connective words, articulation of points and sentence breaks</p>	<p>Able to naturally write with a flow having mastered Dzongkha lexicography but may make rare mistakes</p> <p>Able to write properly using citations, proverbs, idioms, arguments, synonyms and collocations</p> <p>Able to write using even uncommon terms appropriately</p>	<p>Able to construct all types of sentences easily, having mastered the use of cases, particles, tenses, collocations, sentence breaks and punctuations but still</p>	<p>Able to write on the topic with effective analysis, include all necessary structural features such as introduction, main body and conclusion, present ideas, opinions, evidences and explanations eloquently but contain rare flaws and errors</p>

Standard	Coherence & Cohesion	Lexical Usage	Grammar	Relevance and Structure
	<p>Able to articulate ideas and information in proper structure, although there are some cases of appropriate use of connective words, cohesive devices and inclusion of sentence breaks</p>	<p>Able to make use of a wide range of lexicon but make occasional orthographic mistakes of difficult words</p> <p>Able to write using citations, proverbs, idioms, arguments, synonyms and collocations but make some inappropriate uses</p> <p>Have good knowledge of using different words including ordinary and honorific terms</p>	<p>Able to construct all types of sentences easily but commit a few errors in the use of cases, particles, tenses, collocations, sentence breaks and punctuations</p>	<p>Able to write on the topic with proper analysis and include structural features such as introduction, main body and conclusion and present points in proper order</p> <p>Able to provide arguments and explanation in support of main points in proper sequence and clarity</p>
	<p>Able to structure the topic properly and clearly articulate ideas and information</p> <p>Able to use connective and cohesive devices properly but have flaws of excessive or inadequate use</p> <p>Able to create paragraphs according to the priorities of major and minor points</p>	<p>Able to write at length on a given topic, having adequate lexical knowledge, but make a few orthographic mistakes and not be able to use terms appropriately</p> <p>Able to use some uncommon terms appropriately</p> <p>Have fair knowledge of using different words including ordinary and honorific terms</p>	<p>Able to construct different types of sentences easily but commit frequent grammatical errors in the use of cases, particles, tenses, collocations and punctuations</p>	<p>Able to write fairly well on the topic employing an analytical approach and include structural features such as introduction, main body, and conclusion and progressive order</p> <p>Able to provide arguments in support of main points but may not be apt</p>

අයදුම්කරුගේ විස්තර	වැරදි කරුණ	විධිමත් කිරීමේ පනත	වැරදි කරුණේ විස්තර	වැරදි කරුණේ ප්‍රතිඵලය
<p>අයදුම්කරුගේ විස්තර</p>	<p>වැරදි කරුණ</p>	<p>විධිමත් කිරීමේ පනත</p>	<p>වැරදි කරුණේ විස්තර</p>	<p>වැරදි කරුණේ ප්‍රතිඵලය</p>
<p>16</p>	<p>වැරදි කරුණ</p>	<p>විධිමත් කිරීමේ පනත</p>	<p>වැරදි කරුණේ විස්තර</p>	<p>වැරදි කරුණේ ප්‍රතිඵලය</p>
<p>17</p>	<p>වැරදි කරුණ</p>	<p>විධිමත් කිරීමේ පනත</p>	<p>වැරදි කරුණේ විස්තර</p>	<p>වැරදි කරුණේ ප්‍රතිඵලය</p>
<p>18</p>	<p>වැරදි කරුණ</p>	<p>විධිමත් කිරීමේ පනත</p>	<p>වැරදි කරුණේ විස්තර</p>	<p>වැරදි කරුණේ ප්‍රතිඵලය</p>
<p>19</p>	<p>වැරදි කරුණ</p>	<p>විධිමත් කිරීමේ පනත</p>	<p>වැරදි කරුණේ විස්තර</p>	<p>වැරදි කරුණේ ප්‍රතිඵලය</p>

Standard	Coherence & Cohesion	Lexical Usage	Grammar	Relevance and Structure
	<p>Able to progressively develop and fairly articulate ideas and information</p> <p>Able to create connection and cohesion but often use the connective words ineptly</p> <p>Able to create paragraph structures but often do so inefficiently</p>	<p>Able to write words in general use and possess adequate lexical knowledge on the given topic, but make some orthographic mistakes</p> <p>Have limited ability to deploy different words such as ordinary and honorific terms according to the context</p>	<p>Able to generally construct complex sentences but commit many grammatical errors in the use of cases, particles, tenses and punctuations, and thus not able to communicate fully</p>	<p>Able to write fairly comprehensively on the topic and demonstrate important points, but not able to develop to a conclusion</p> <p>Able to write creatively and clearly but contain irrelevance and repetition</p>
	<p>Able to form sentences using words of general use, and use multiple connective devices but frequently make inappropriate use of them</p> <p>Able to make basic paragraph structures.</p>	<p>Able to use common vocabulary with occasional orthographic mistakes</p> <p>Able to write well but not fluently on the given topic due to lack of limited lexical knowledge</p>	<p>Able to make medium sentences without errors but commit many errors in constructing complex sentences with more than six subordinate clauses, and thus cannot communicate the message clearly</p>	<p>Able to write well on the topic but show many flaws in sequential formulation and structure, and not able to communicate clearly</p> <p>No clear presentation of arguments and sources, and critical analysis and explanation are not to the point</p>
	<p>Able to make sentences using words of general use but make use of a few connective words repeatedly</p> <p>Not able to develop paragraph structures</p>	<p>Able to use common vocabulary but make frequent orthographic mistakes</p> <p>Able to use limited vocabulary on a given topic but only able to write poorly</p>	<p>Able to make simple sentences with mistakes, and also attempt to make medium sentences with more than three subordinate clauses but makes a lot of errors in cases and particles, and thus cannot communicate the message clearly</p>	<p>Able to produce writing which is relevant to the topic but not able to structure the points in good order, and contain many flaws in structure</p> <p>Able to write innovatively but not able to elucidate</p>

අංකය	වඩාදායම් සහ වැඩිදියුණු කිරීමේ ක්‍රියා	භීෂණය	වැඩිදියුණු කිරීමේ ක්‍රියා	අවසාන ප්‍රතිඵල
<p>1</p>	<p>භීෂණයට ලක්වූ ප්‍රදේශවල සුදුසු වැඩිදියුණු කිරීමේ ක්‍රියා</p>	<p>භීෂණයට ලක්වූ ප්‍රදේශවල සුදුසු වැඩිදියුණු කිරීමේ ක්‍රියා</p>	<p>භීෂණයට ලක්වූ ප්‍රදේශවල සුදුසු වැඩිදියුණු කිරීමේ ක්‍රියා</p>	<p>භීෂණයට ලක්වූ ප්‍රදේශවල සුදුසු වැඩිදියුණු කිරීමේ ක්‍රියා</p>
<p>2</p>	<p>භීෂණයට ලක්වූ ප්‍රදේශවල සුදුසු වැඩිදියුණු කිරීමේ ක්‍රියා</p>	<p>භීෂණයට ලක්වූ ප්‍රදේශවල සුදුසු වැඩිදියුණු කිරීමේ ක්‍රියා</p>	<p>භීෂණයට ලක්වූ ප්‍රදේශවල සුදුසු වැඩිදියුණු කිරීමේ ක්‍රියා</p>	<p>භීෂණයට ලක්වූ ප්‍රදේශවල සුදුසු වැඩිදියුණු කිරීමේ ක්‍රියා</p>
<p>3</p>	<p>භීෂණයට ලක්වූ ප්‍රදේශවල සුදුසු වැඩිදියුණු කිරීමේ ක්‍රියා</p>	<p>භීෂණයට ලක්වූ ප්‍රදේශවල සුදුසු වැඩිදියුණු කිරීමේ ක්‍රියා</p>	<p>භීෂණයට ලක්වූ ප්‍රදේශවල සුදුසු වැඩිදියුණු කිරීමේ ක්‍රියා</p>	<p>භීෂණයට ලක්වූ ප්‍රදේශවල සුදුසු වැඩිදියුණු කිරීමේ ක්‍රියා</p>

Standard	Coherence & Cohesion	Lexical Usage	Grammar	Relevance and Structure
	Able to arrange basic nouns and verbs into a sentence and use few cases of cohesive devices and connective words	Able to write many basic words but make some orthographic mistakes	Able to make simple sentences and communicate the message but with many mistakes in the use of cases and particles	Able to carry out limited writing on the topic but not able to communicate clearly
	Able to construct simple sentences using basic words but not able to use any connective words and cohesive devices	Able to write a fair number of basic words but make profuse orthographic mistakes	Able to write memorized sentences or some simple sentences but unable to communicate properly due to grammatical errors including wrong use of verbs and particles	Able to carry out meager writing on the topic
	Not able to write any intelligible sentence	Able to write a few isolated words	Not able to make even short simple sentences	Not able to write anything on the topic

ස්ව-ක්‍රමය

රජයේ සේවයේ ස්ව-ක්‍රමයේ ස්ථාන			
සේවයේ වසර	සේවයේ වසර	ස්ව-ක්‍රමයේ ස්ථාන	ස්ව-ක්‍රමයේ ස්ථාන
01-20	25-30	40	70
21-24	25-28	45-48	80
25-28	25-28	45-48	80
29-32	29-32	49-52	80
33-36	33-36	53-56	80
37-40	37-40	57-60	80
41-44	41-44	61-64	80
45-48	45-48	65-68	80
49-52	49-52	69-72	80
53-56	53-56	73-76	80
57-60	57-60	77-80	80
61-64	61-64	81-84	80
65-68	65-68	85-88	80
69-72	69-72	89-92	80
73-76	73-76	93-96	80
77-80	77-80	97-100	80

සුව-ක්‍රමය

විස්තරය	සේවයේ ස්ව-ක්‍රමයේ ස්ථාන ස්ව-ක්‍රමයේ ස්ථාන ස්ව-ක්‍රමයේ ස්ථාන ස්ව-ක්‍රමයේ ස්ථාන
දුරකථන අංකය	ස්ව-ක්‍රමයේ ස්ථාන ස්ව-ක්‍රමයේ ස්ථාන ස්ව-ක්‍රමයේ ස්ථාන ස්ව-ක්‍රමයේ ස්ථාන
කොටස් ගණන	ස්ව-ක්‍රමයේ ස්ථාන ස්ව-ක්‍රමයේ ස්ථාන ස්ව-ක්‍රමයේ ස්ථාන ස්ව-ක්‍රමයේ ස්ථාන
විස්තරය	ස්ව-ක්‍රමයේ ස්ථාන ස්ව-ක්‍රමයේ ස්ථාන ස්ව-ක්‍රමයේ ස්ථාන ස්ව-ක්‍රමයේ ස්ථාන
ස්ව-ක්‍රමය	40

Writing Scores and Standard			
Written Communication	Analytical Writing	Total	Standard
19-20	28-30	50	10
17-18	25-27	48-49	9
15-16	22-24	45-47	8
13-14	19-21	41-44	7
11-12	16-18	34-40	6
9-10	13-15	27-33	5
7-8	10-12	20-26	4
5-6	7-9	13-19	3
3-4	4-6	6-12	2
1-2	1-3	1-5	1

SPEAKING TEST

Introduction	The test to assess the test taker's speaking skills amongst the four modules of DSTS
Objective	To test the ability and standard in speaking Dzongkha by assessing fluency and coherence, lexical resources, grammar and correct pronunciation
Format	Speaking test comprises three categories of introduction, monologue and discussion
Time	15 minutes
Marks	50

A FORMAT

A.1 Introduction

- 1.1 Speaking examiner shall greet, introduce and check the identification documents of the test taker
- 1.2 Speaking examiner must ask questions on general topics such as name village, hobbies, travel, interests, family, and qualification and so on

A.2. Monologue

- 2.1 Speaking examiner shall let the test taker to pick one cue card from the set of cue cards with questions
- 2.2 Speaking examiner shall properly hand over pencils and papers to the test taker for note taking
- 2.3 Test taker shall get one minute to take notes on the topic
- 2.4 The test taker shall be made to deliver the monologue on the chosen topic without interruption from the speaking examiner
- 2.5 If the test taker stops the monologue before the stipulated time, the speaking examiner shall ask whether the test taker is done or not and move to discussion if he/she is done

A.3. Discussion

- 3.1 The speaking examiner shall carry out discussion on the chosen topic with the test taker
- 3.2 The speaking examiner shall evaluate the test taker's ability in expressing opinions, critical analysis, and elaboration on the chosen topic

B TIME

- 1.1 Speaking test shall have 15 minutes
- 1.2 Greeting and introduction shall be allocated 5 minutes
- 1.3 The monologue shall be allocated a total of 5 minutes of which 1 minute is for preparation and 4 minutes for delivery
- 1.4 Discussion shall be allocated 5 minutes

C MARKS

1. There shall be 10 marks for greeting and introduction in the speaking test
2. Marks for greeting and introduction shall be 2.5 each for fluency and coherence, lexical usage, grammar, and pronunciation and accent
3. There shall be 20 marks for the monologue
4. Marks for monologue shall be 5 each for fluency and coherence, lexical usage, grammar, and pronunciation and accent

5. There shall be 20 marks for the discussion
6. Marks for discussion shall be 5 each for fluency and coherence, lexical usage, grammar, and pronunciation and accent
7. Speaking test result shall have 1-10 levels as shown in the table below
8. As for marks with decimal points, 0.5 and above shall be rounded to the upper figure and 0.4 and below shall be rounded to the lower figure

D SPEAKING SCORES AND STANDARD

Introduction	Monologue	Discussion	Total	Standard
10	20	20	50	10
9	18-19	18-19	48-49	9
8	16-17	16-17	45-47	8
7	14-15	14-15	41-44	7
6	12-13	12-13	34-40	6
5	10-12	10-12	27-33	5
4	7-9	7-9	20-26	4
3	5-6	5-6	13-19	3
2	3-4	3-4	6-12	2
1	1-2	1-2	1-5	1

සුවසුභසම්ප්‍රදාය



අංකය	වරදක්වන ප්‍රවේශන	වරදක්වන ප්‍රවේශන	වරදක්වන ප්‍රවේශන	වරදක්වන ප්‍රවේශන
<p>10</p>	<p>සුවසුභසම්ප්‍රදායේ සාමාජිකයන්ගේ අනුමැතියෙන් පමණක් සුවසුභසම්ප්‍රදායේ සාමාජිකයන්ගේ නම සටහන් කළ යුතුය.</p>	<p>සුවසුභසම්ප්‍රදායේ සාමාජිකයන්ගේ නම සටහන් කළ යුතුය.</p>	<p>සුවසුභසම්ප්‍රදායේ සාමාජිකයන්ගේ නම සටහන් කළ යුතුය.</p>	<p>සුවසුභසම්ප්‍රදායේ සාමාජිකයන්ගේ නම සටහන් කළ යුතුය.</p>
<p>11</p>	<p>සුවසුභසම්ප්‍රදායේ සාමාජිකයන්ගේ නම සටහන් කළ යුතුය.</p>	<p>සුවසුභසම්ප්‍රදායේ සාමාජිකයන්ගේ නම සටහන් කළ යුතුය.</p>	<p>සුවසුභසම්ප්‍රදායේ සාමාජිකයන්ගේ නම සටහන් කළ යුතුය.</p>	<p>සුවසුභසම්ප්‍රදායේ සාමාජිකයන්ගේ නම සටහන් කළ යුතුය.</p>

SPEAKING RUBRIC

Standard	Fluency & Coherence	Lexical Usage	Grammatical Range and Accuracy	Pronunciation
	<p>Able to speak fluently without any flaw in speaking pace, cohesion, word breaks having obtained full proficiency in the Dzongkha language</p> <p>Able to speak fluently without problems with rare self-correction and repetition</p> <p>Rare hesitation and pauses are due to knowledge of topic rather than language deficiency</p> <p>Able to speak effectively and eloquently on the topic using right speed, word breaks, and connective particles</p>	<p>Able to speak without a flaw and make proficient use of vocabulary, idioms, metaphors, proverbs, citations, synonyms and collocations, having obtained full mastery of the Dzongkha language</p> <p>Able to comfortably use words and terms on any topic</p> <p>Make effective and eloquent use of idioms, metaphors, proverbs, citations and collocations in speech</p>	<p>Able to speak eloquently without any flaw in grammar having obtained full proficiency in the Dzongkha language</p> <p>Able to speak clearly and eloquently using grammatically correct and appropriate sentences except for involuntary verbal errors</p>	<p>Able to speak with proficiency with knowledge and correct use of vocal sources, accentuation and pronunciation having fully mastered the Dzongkha language</p> <p>Able to speak Dzongkha eloquently in accordance with vocal sources, accentuation and pronunciation, although verbal mistakes may occur occasionally</p> <p>Able to fully control pitches and tones according to the context</p>

<p>ආකර්ෂණය</p>	<p>වර්තමානයේ පවතින ප්‍රධාන ගැටලු</p>	<p>විසඳුම් සොයා ගැනීම</p>	<p>ප්‍රතිඵල</p>	<p>දැනුම</p>
<p>කිසිදු උදා</p>	<p>කිසිදු විවේචනාත්මක සාකච්ඡාවක් නොවන බැවින් සියලු දෙනාම එකම දේ සිතා ගනිති. විවේචනාත්මක සාකච්ඡාවක් නොවන බැවින් සියලු දෙනාම එකම දේ සිතා ගනිති. විවේචනාත්මක සාකච්ඡාවක් නොවන බැවින් සියලු දෙනාම එකම දේ සිතා ගනිති.</p>	<p>විවේචනාත්මක සාකච්ඡාවක් සිදු කිරීමට සියලු දෙනාම එකඟ වීමට සලස්වා ගැනීමට සියලු දෙනාම එකඟ වීමට සලස්වා ගැනීමට සියලු දෙනාම එකඟ වීමට සලස්වා ගැනීමට සියලු දෙනාම එකඟ වීමට සලස්වා ගැනීමට</p>	<p>විවේචනාත්මක සාකච්ඡාවක් සිදු කිරීමට සියලු දෙනාම එකඟ වීමට සලස්වා ගැනීමට සියලු දෙනාම එකඟ වීමට සලස්වා ගැනීමට සියලු දෙනාම එකඟ වීමට සලස්වා ගැනීමට සියලු දෙනාම එකඟ වීමට සලස්වා ගැනීමට</p>	<p>විවේචනාත්මක සාකච්ඡාවක් සිදු කිරීමට සියලු දෙනාම එකඟ වීමට සලස්වා ගැනීමට සියලු දෙනාම එකඟ වීමට සලස්වා ගැනීමට සියලු දෙනාම එකඟ වීමට සලස්වා ගැනීමට සියලු දෙනාම එකඟ වීමට සලස්වා ගැනීමට</p>

Standard	Fluency & Coherence	Lexical Usage	Grammatical Range and Accuracy	Pronunciation
	<p>Able to speak fluently but make self-correction and repetition</p> <p>Show hesitation and pauses due to limited knowledge of topic rather than language deficiency</p> <p>Able to speak clearly on the topic using right speed, word breaks, and connective particles</p>	<p>Able to use wide vocabulary on various topics and explain</p> <p>Able to make good use of idioms, metaphors, proverbs and collocations</p> <p>Able to paraphrase impressively when needed</p>	<p>Able to generally speak fluently using different sentences but occasionally make incorrect or inappropriate sentences</p>	<p>Able to speak Dzongkha fluently in accordance with vocal sources and tones but have slight problems of pronunciation</p> <p>Able to adequately control pitches and tone according to the context</p>

Standard	Fluency & Coherence	Lexical Usage	Grammatical Range and Accuracy	Pronunciation
	<p>Able to carry out sustained communication with fluency and without much effort, but occasionally manifest hesitation about words and grammatical structures, and have problems of repetition and corrections</p> <p>Able to speak fairly fluently with right speed, word breaks, and connective particles and cohesive devices</p>	<p>Able to speak fluently using words and terms on various topics</p> <p>Able to make sparse use of idioms, metaphors, proverbs and collocations</p> <p>Able to paraphrase and comment effectively</p> <p>Able to distinguish and deploy ordinary and honorific terms properly</p>	<p>Able to speak using different sentences but make some grammatical mistakes</p>	<p>Able to speak Dzongkha properly in accordance with Dzongkha vocal sources and pitches, but having many flaws in pronunciation</p> <p>Able to slightly manage pitches and tones according to the context</p>

<p>අන්තර්ගතය</p>	<p>වරදක් නොවන ප්‍රතිචාරය</p>	<p>වරදක් නොවන ප්‍රතිචාරය</p>	<p>වරදක් නොවන ප්‍රතිචාරය</p>	<p>වරදක් නොවන ප්‍රතිචාරය</p>
<p>අනුකූලව පවතින ප්‍රතිචාරයක් නොමැතිව පවතින විට</p>	<p>වරදක් නොවන ප්‍රතිචාරයක් නොමැතිව පවතින විට</p>	<p>වරදක් නොවන ප්‍රතිචාරයක් නොමැතිව පවතින විට</p>	<p>වරදක් නොවන ප්‍රතිචාරයක් නොමැතිව පවතින විට</p>	<p>වරදක් නොවන ප්‍රතිචාරයක් නොමැතිව පවතින විට</p>

Standard	Fluency & Coherence	Lexical Usage	Grammatical Range and Accuracy	Pronunciation
	<p>Able to carry out sustained talk on the topic but not able to speak with coherence and cohesion due to repetitions, corrections and nervousness</p> <p>Use multiple connective words and cohesive devices but use some inappropriately</p> <p>Have frequent problems of word breaks and speech speed</p>	<p>Able to carry out sustained talk with clarity and sufficient vocabulary but frequently use inappropriate words</p> <p>Able to paraphrase general terms</p> <p>Distinguish connotations and nuances of common words</p>	<p>Able to create different sentences but make some grammatical mistakes in complex sentences and cannot speak fluently and communicate properly</p>	<p>Able to speak</p> <p>Dz onghka well in accordance with Dzongkha vocal sources and pitches, but commit frequent mistakes in pronunciations and stresses</p>

Standard	Fluency & Coherence	Lexical Usage	Grammatical Range and Accuracy	Pronunciation
	<p>Able to generally speak well but not able to talk on the given topic in a sustained manner, and also speak slowly with corrections, repetitions and wrong word breaks</p> <p>Use excessive connective particles and devices</p> <p>Able to speak easily about simple topics but have difficulty speaking about more difficult topics</p>	<p>Able to speak on familiar and unfamiliar topics but not proficient in use of words and terms</p> <p>Able to paraphrase but frequently make mistakes</p> <p>Have fair grasp of ordinary and honorific terms</p>	<p>Able to make average sentences correctly but make grammatical mistakes in complex sentences and fail to communicate clearly</p>	<p>Able to speak sentences containing common Dzongkha words and phrases but have some flaws in pronunciation, stresses, pitches and tones</p>

Standard	Fluency & Coherence	Lexical Usage	Grammatical Range and Accuracy	Pronunciation
	<p>Able to speak without much involuntary pauses, but speak slowly with frequent corrections, wrong word breaks, and excessive repetitions</p> <p>Able to connect simple sentences but uses the same connective particle repeatedly</p> <p>Minor problems in speaking with cohesion</p>	<p>Able to communicate well on familiar topics and fairly on unfamiliar topics but use words inappropriately</p> <p>Competent to use words of common use</p> <p>Occasionally able to paraphrase</p> <p>Know limited use of ordinary and honorific terms</p>	<p>Able to make medium sentences containing three subordinate clauses but make many grammatical errors and fail to communicate clearly</p>	<p>Able to speak sentences containing common Dzongkha words and phrases well but have numerous flaws in pronunciation, tones and stresses</p>
	<p>Speak with repeated involuntary pauses but not very long pauses</p> <p>Not able to connect sentences properly</p> <p>Respond in simple sentences and frequently unable to communicate even simple information</p>	<p>Able to speak on familiar topics using adequate words</p> <p>Know words of common use</p> <p>Speak few words on unfamiliar topics</p>	<p>Able to make simple sentences with minor mistakes</p>	<p>Able to speak popular Dzongkha words, phrases and sentences but make mistakes in pronunciation, pitches and stresses</p>

<p>අනුකූල</p>	<p>වරදක්වන ප්‍රතිපත්ති</p>	<p>බැරවුම් ප්‍රතිපත්ති</p>	<p>වරදක්වන</p>	<p>වරදක්වන</p>
<p>අනුකූල [2]</p>	<p>සම මග ප්‍රතිපත්ති සම මග ප්‍රතිපත්ති සම මග ප්‍රතිපත්ති</p>	<p>බැරවුම් ප්‍රතිපත්ති සම මග ප්‍රතිපත්ති සම මග ප්‍රතිපත්ති</p>	<p>වරදක්වන ප්‍රතිපත්ති වරදක්වන ප්‍රතිපත්ති වරදක්වන ප්‍රතිපත්ති</p>	<p>වරදක්වන ප්‍රතිපත්ති වරදක්වන ප්‍රතිපත්ති වරදක්වන ප්‍රතිපත්ති</p>
<p>අනුකූල [2]</p>	<p>වරදක්වන ප්‍රතිපත්ති වරදක්වන ප්‍රතිපත්ති</p>	<p>බැරවුම් ප්‍රතිපත්ති වරදක්වන ප්‍රතිපත්ති</p>	<p>වරදක්වන ප්‍රතිපත්ති වරදක්වන ප්‍රතිපත්ති</p>	<p>වරදක්වන ප්‍රතිපත්ති වරදක්වන ප්‍රතිපත්ති</p>

Standard	Fluency & Coherence	Lexical Usage	Grammatical Range and Accuracy	Pronunciation
	Able to carry out very limited communication but has long and repeated involuntary pauses	Able to speak in about oneself using simple words Not enough words to speak on unfamiliar topic	Not able to communicate properly due to profuse mistakes although able to make simple sentences	Only able to speak basic Dzongkha words and phrases but have many flaws in pronunciation
	Not able to speak any intelligible sentence	Not able to speak beyond a few words	Not able to make even a simple sentence	Unable to speak even basic words and phrases properly

ཚོང་ཁ་གོང་འཕེལ་ལྟན་ཚོགས་ཀྱི་

འགྲེམས་ཡང་། ༡༩༩

བརྒྱུད་འཕྲིན་ཡང་། ༩༩༩༩༩

ཡོངས་འབྲེལ་འཆར་སློ། www.dzongkha.gov.bt

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