



# International Schools Assessment 2015-16

Parent Information Presentation

May 2016



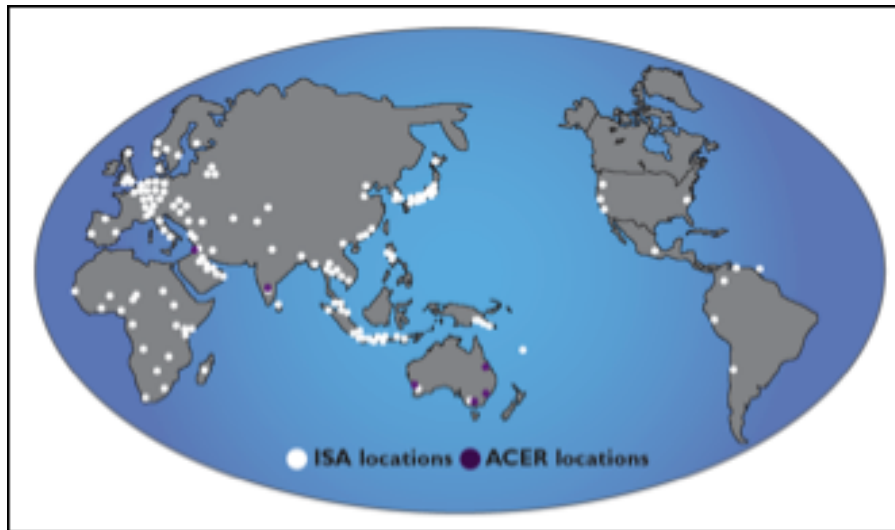
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## What is the ISA?

The ISA is a high-quality test that international schools use to monitor student performance in mathematical literacy, reading and writing over time and to confirm that their internal assessments are aligned with international expectations of performance.

The ISA is specifically designed for students from diverse cultural backgrounds, and for schools with a variety of curricula. The ISA can be administered to students, from grades 3 to 10, once a year in either October or February. It takes two mornings to administer. The ISA is administered in English and is appropriate for students whose language of instruction is English.



Students in international schools in around 80 countries participate in the ISA annually.



## Characteristics of the Tests:

- Chosen because it is [in line with BIS's mission, vision, and student aims](#)
- The ISA is [not based on any one curriculum](#) but tests core skills in mathematical literacy, reading, writing (narrative and expository.)
- An assessment with a [broad cultural base](#) (ie. no dollar or pounds)
- A combination of multiple-choice and open-ended questions and prompts. The open-ended questions require students to generate meaning, explain their reasoning, find evidence and justify their opinions.
- based on the internationally endorsed reading, mathematical literacy and scientific literacy frameworks of the [OECD's Programme for International Student Assessment \(PISA\)](#).



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## IB (PYP and MYP) and the ISAs

The International Baccalaureate (IB) and the Australian Council for Educational Research (ACER) have an informal agreement to communicate about research projects using the ISA that are of mutual interest.

In 2009 the IB commissioned ACER to report on how PYP and MYP students performed on the ISA. As a follow up to this study, IB again commissioned ACER to further document student performance on the ISA from 2009-11, as well as to investigate perceptions, attitudes and wellbeing of IB students through student questionnaires. The findings of these studies have been released and the research summaries and reports can be found [here](#).

[How does the ISA align with the IB curriculum?](#)



## Individual Results

**“In order to make best use of the results, it is important to interpret them in the context of other information about students’ achievement, provided by on-going classroom assessment and perhaps other external assessments.”**



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# Background Statistical Information

In February 2015 over 64,000 students from 312 international schools in 78 countries participated in the ISA.

The numbers by grade level were 7064 at Grade 3, 5469 at Grade 4, 6992 at Grade 5, 5348 at Grade 6, 5674 at Grade 7, 5433 at Grade 8, 4077 at Grade 9 and 2758 at Grade 10.

About 65% of the students were from non-English speaking backgrounds. This percentage is similar to proportion of non-English speaking background students as in the February 2014 administration when the proportion was 67%. In February 2015 more boys than girls took the assessments, with boys comprising between 50% and 53% of each grade level.



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- School size:
  - modal size 201-500 students
  - range from 10 schools with fewer than 50 students to 1 with over 3000
- More than half of schools offer Pre-school to Grade 12
- Curriculum style:
  - Two thirds use an IB component in their curriculum  
(108 schools use PYP and/or MYP)
  - Others predominantly use 'USA' or 'British', then other national curricula in their description e.g. Canadian, with or without 'international'.

Asia	97
Europe	71
Africa & Middle East	42
Americas	16



## How are the tests scored?

A scale is constructed so that raw score results across **different tests can be standardized** and then used for comparison (students from year to year, different grades from one year to the next, etc.)

The ISA scales are based on those developed for the **Programme for International Student Assessment (PISA)**.

The **average proficiency of 15 year-old students is set at 500** with a standard deviation of 100.





Each of the four ISA scales is divided into levels. Each level describes skills that students with scale scores at or above this level typically demonstrate. [The levels DO NOT correlate to grade levels.](#)

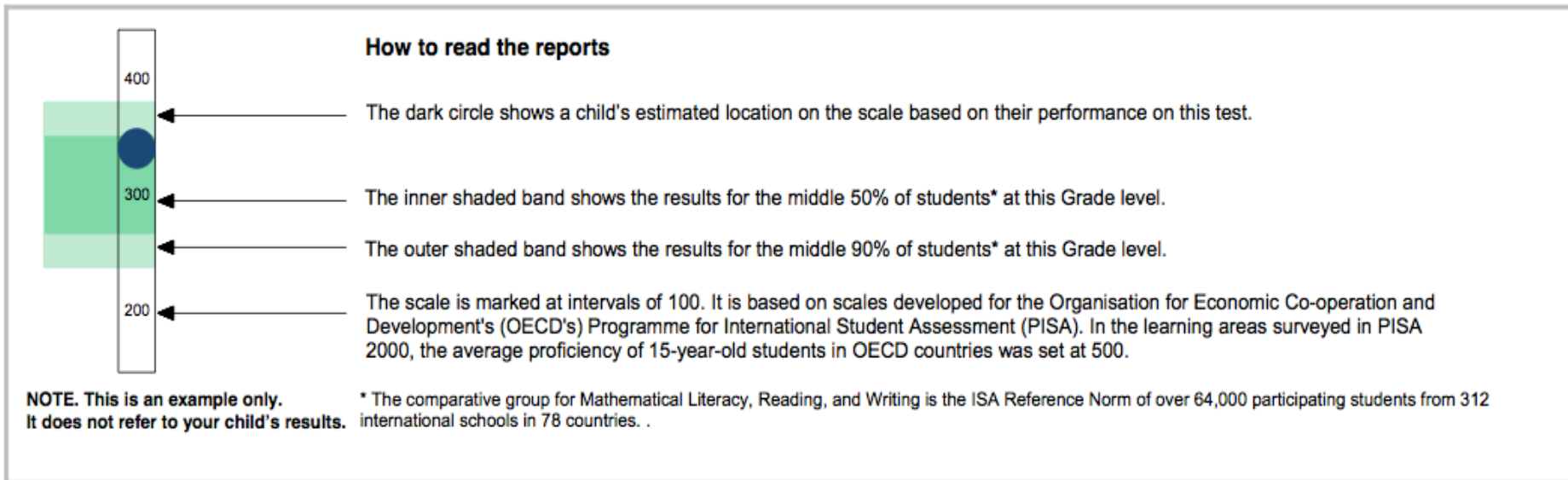
The ISA scales are also converted for the school into a PISA level in Math and reading. This is the comparison table for reading.

**ISA Reading Literacy Levels and PISA Reading Literacy Levels**

ISA level	Scale score	PISA level
Level 9	698 & above	Level 6
Level 8	626-697	Level 5
Level 7	553-625	Level 4
Level 6	480-552	Level 3
Level 5	407-479	Level 2
Level 4	335-406	Level 1a
Level 3	262-334	Level 1b
Level 2	190-261	
Level 1	117-189	
Below Level 1	Below 117	



## The Parent Report:



Children with a given test result typically demonstrate the knowledge, skills and understandings described in the levels alongside and below their location on the scale. They typically do not yet demonstrate the knowledge, skills and understanding described in the levels above their location on the scale.



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Level 10: Write a complex or thought-provoking piece with a skilfully developed plot, showing a strong narrative voice and considerable flair.

800

Level 9: Write an engaging and effectively structured piece with some depth and an individual narrative voice.

Level 8: Write an effective piece with convincing characters and a consistent narrative voice, showing control of a range of sentence forms and precise use of vocabulary.

700

Level 7: Write a soundly structured piece with individualised characters and an emerging narrative voice. Use an appropriate and correctly spelled vocabulary.

600

Level 6: Write a fluent piece with developed detail in description, speech or action. Spell correctly most words from a typical student vocabulary.

500

Level 5: Write a piece with some developed detail in content and using a variety of sentence forms. Spell correctly many words from a student-level vocabulary.

400

Level 4: Write a clearly sequenced piece with characters and a setting, and showing a developing range of language structures and vocabulary.

Level 3: Write a piece with a simple plot, showing understanding of basic sentence forms. Use a simple vocabulary with common words spelled correctly.

300

Level 2: Write a recognisable piece using simple linking words, with some frequently used words spelled correctly.

The rubric describing the levels is helpful to see what your child can do now and how s/he can improve.



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## What does the school do with the data?

Copies of the School, Grade Level and Class reports have been given to each teacher, programme coordinator and Principal.

Teachers will be meeting to look at the data. In particular, teachers are looking at the questions from the test and determining general areas of strength in our program as well as areas we would like to strengthen.

The individual results are being analyzed to see how this data fits with our internal assessment data.



## Table of BIS's results

Grade Level	Mathematical Literacy	Reading	Narrative Writing	Expository Writing	Scientific Literacy
Grade 3					NA
<b>BIS</b>	<b>335</b>	<b><u>343</u></b>	<b><u>391</u></b>	<b><u>432</u></b>	
All Schools	350	323	388	417	
Grade 5					NA
<b>BIS</b>	<b><u>465</u></b>	<b><u>482</u></b>	<b><u>469</u></b>	<b><u>537</u></b>	
All Schools	446	423	468	492	
Grade 7					
<b>BIS</b>	<b>486</b>	<b><u>506</u></b>	<b><u>572</u></b>	<b><u>573</u></b>	<b><u>569</u></b>
All Schools	504	481	532	545	535
Grade 9					
<b>BIS</b>	<b>523</b>	<b>490</b>	<b><u>589</u></b>	<b>599</b>	<b><u>576</u></b>
All Schools	577	525	576	600	545
Grade 10					
<b>BIS</b>	<b>538</b>	<b>546</b>	<b><u>619</u></b>	<b>594</b>	<b>571</b>
All Schools	620	563	606	629	599



Thank you!

