



International Schools Assessment 2016-17

Parent Information Presentation

2 June 2017



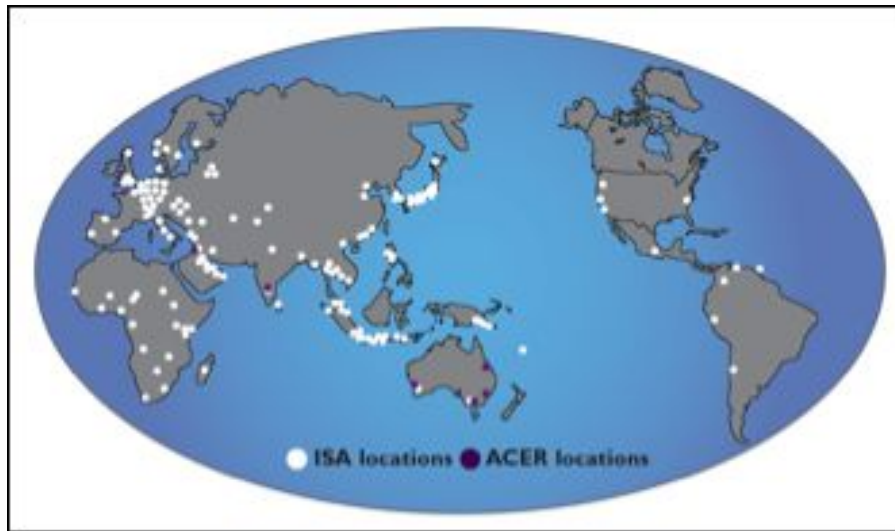
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What is the ISA?

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.

<https://www.acer.org/isa>



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 well being 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?



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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

The ISA Reference Norm is a large cohort of more than 64 000 ISA participants in 78 countries. Each school's aggregated results are compared on the school report with the results of all schools in the reference norm (and with sub-groups from the same large group).

The numbers by grade level were 10,750 at Grade 3, 11,011 at Grade 5, 8,971 at Grade 7, 5,947 at Grade 9 and 4,229 at Grade 10.

The majority of students were from non-English speaking backgrounds.

Schools who participated (data from 2015-16):

https://www.acer.org/files/ISA_Participating_Schools_2015-16.pdf



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.



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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

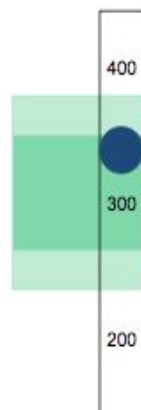
| ISA level | Scale score | PISA level |
|---------------|-------------|------------|
| Level 9 | 698 & above | Level 6 |
| Level 8 | 626-697 | Level 5 |
| Level 7 | 553-625 | Level 4 |
| Level 6 | 480-552 | Level 3 |
| Level 5 | 407-479 | Level 2 |
| Level 4 | 335-406 | Level 1a |
| Level 3 | 262-334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



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The Parent Report:



How to read the reports

The dark circle shows a child's estimated location on the scale based on their performance on this test.

The inner shaded band shows the results for the middle 50% of students* at this Grade level.

The outer shaded band shows the results for the middle 90% of students* at this Grade level.

The scale is marked at intervals of 100. It is based on scales developed for the Organisation for Economic Co-operation and Development's (OECD's) Programme for International Student Assessment (PISA). In the learning areas surveyed in PISA 2000, the average proficiency of 15-year-old students in OECD countries was set at 500.

**NOTE. This is an example only.
It does not refer to your child's results.**

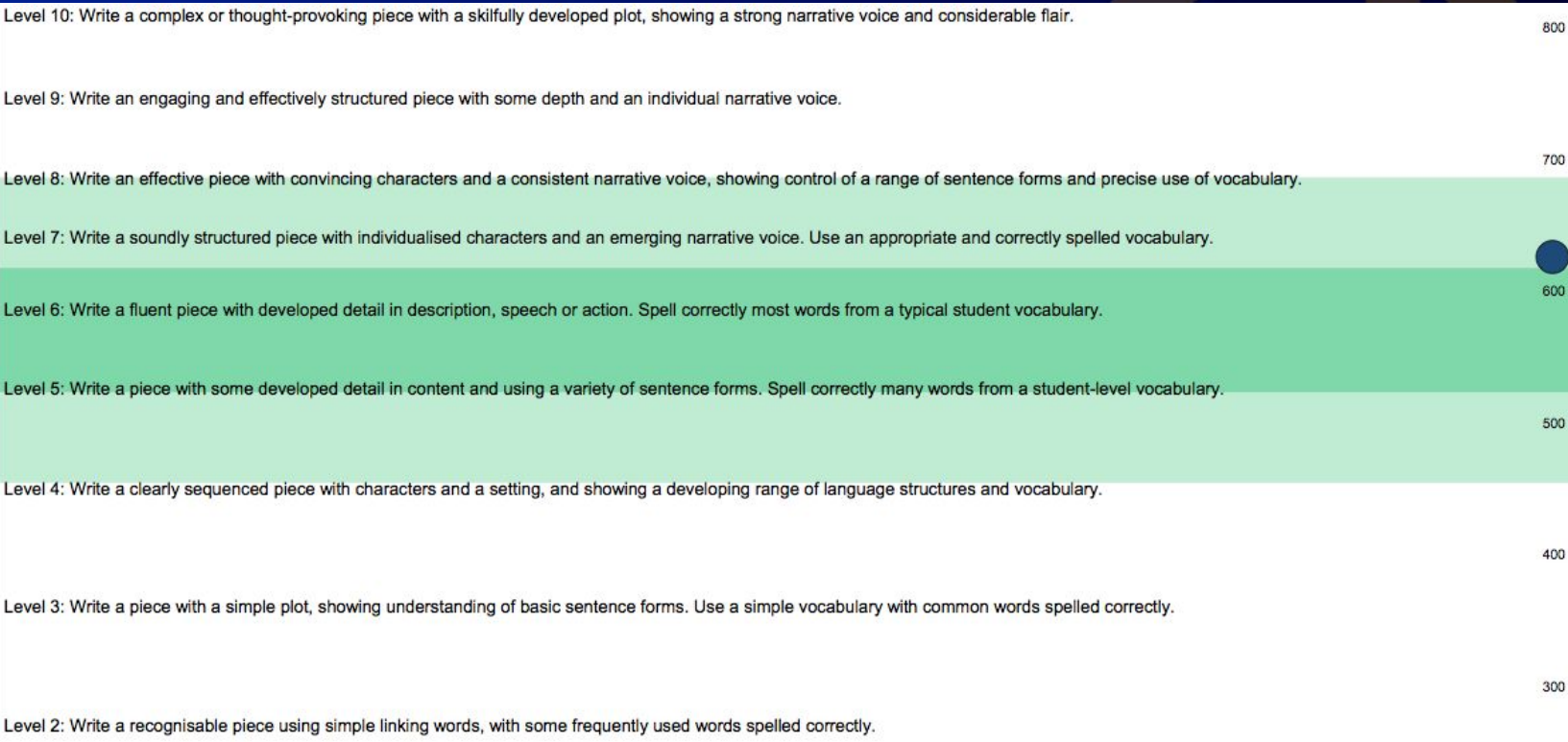
* The comparative group for Mathematical Literacy, Reading, and Writing is the ISA Reference Norm of over 64,000 participating students from 312 international schools in 78 countries.

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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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.



The data analysis improves learning by:

- measuring individual students' achievement in order to reflect on and address strengths and weaknesses;
- monitoring an individual's or group's progress over time;
- evaluating instructional programs against objective evidence of student performance, to diagnose gaps, and to measure growth in learning between grade levels and from year to year within one grade level;
- comparing subgroup performance (for example, girls and boys; students from different language backgrounds) to see where there may be unexpected results and try to understand them; and
- providing normative data in relation to selected populations to 'see how we are doing'.



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Table of BIS's results last year.....

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



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Table of BIS's results this year.....

| Grade Level | Math | Reading | Narrative Writing | Expository Writing | Science |
|-----------------|------|---------|-------------------|--------------------|---------|
| Grade 3 | | | | | |
| BIS | 356 | 362 | 403 | 438 | |
| All Schools | 338 | 312 | 386 | 414 | |
| Grade 5 | | | | | |
| BIS | 484 | 432 | 472 | 542 | |
| All Schools | 454 | 414 | 459 | 480 | |
| Grade 7 | | | | | |
| BIS | 503 | 476 | 534 | 544 | 513 |
| All Schools | 525 | 484 | 525 | 532 | 505 |
| Grade 9 | | | | | |
| BIS | 517 | 508 | 580 | 612 | 540 |
| All Schools | 568 | 520 | 574 | 585 | 549 |
| Grade 10 | | | | | |
| BIS | 586 | 526 | 602 | 625 | 586 |
| All Schools | 619 | 548 | 597 | 609 | 596 |



Thank you!

