

Test Date: November 2018

School: IBT_SAMPLESCHOOL

This report shows student results on the IBT achievement scale with descriptions of the skills demonstrated. There is a report for each subject and grade on the following pages.

Understanding the Described Achievement Scale Report

IBT Scale Scores

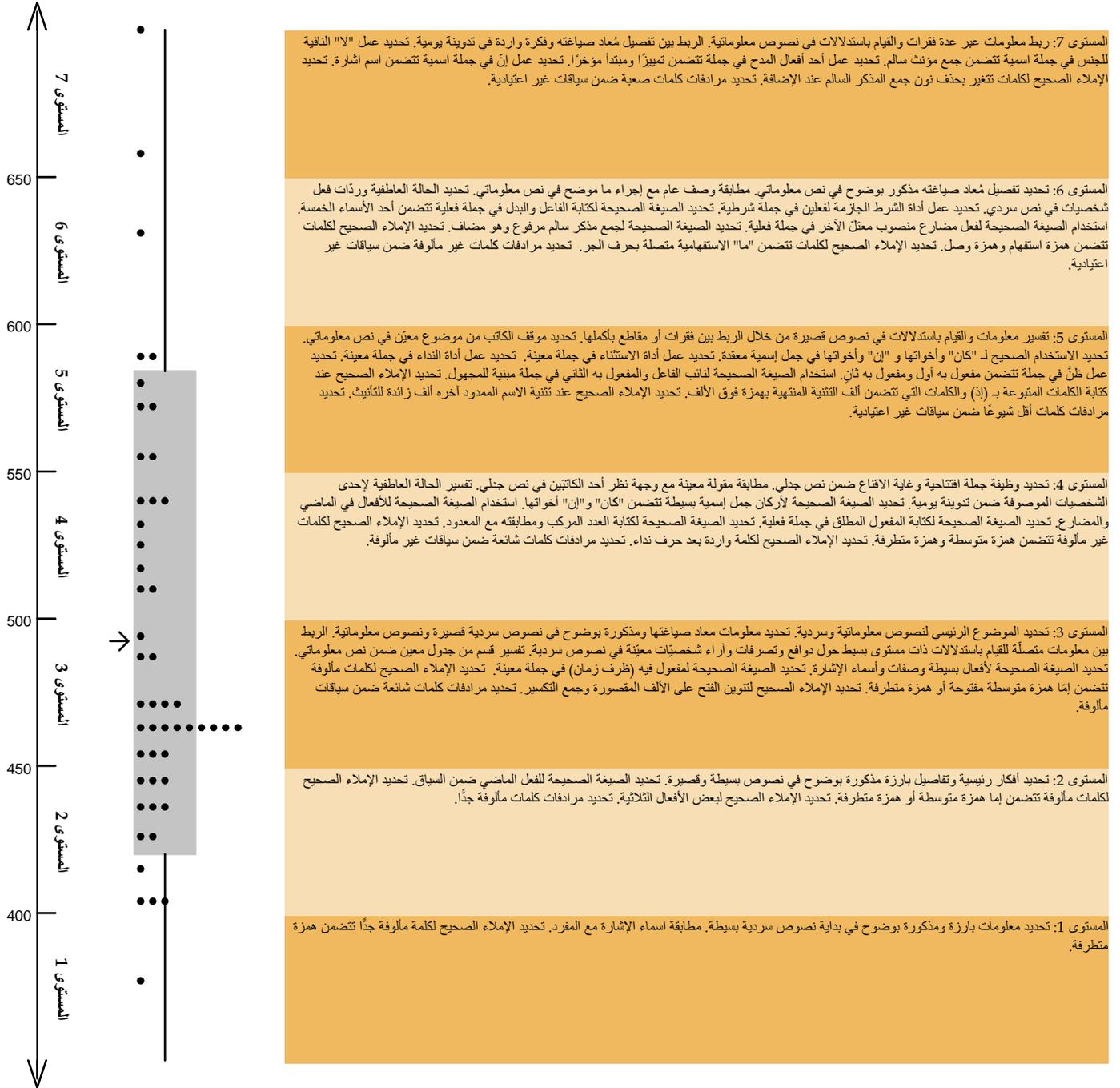
- There is an IBT Scale Score for each subject.
- The achievement of a student is based on the test score for a subject, which is converted to a location on the IBT Scale and expressed as a Scale Score.
- Within each subject, student achievement expressed as scale scores allows for direct comparisons of students within grades, between grades and also over time.

IBT Described Achievement Bands

- Achievement bands have been described along each IBT scale to span the range of skills and understandings demonstrated in each subject.
- The descriptions of achievement are divided into different sections called Achievement Bands where the bottom band describes the lowest set of skills and the top band described the highest set of skills.
 - Students at the top of a band have typically demonstrated all the skills in that band and at all of the bands below.
 - Students in the middle of a band have typically demonstrated half the skills in that band and most or all of the skills in the bands below. (e.g. a student with a scale score in the middle of Achievement Band 5 can typically do about half of the skills at band 5, most of the skills at band 4, and all of the skills at band 3, 2 and 1.)
 - It is not expected that a student moves into a higher achievement band every year, due to the width of the bands, but students typically move up the bands as they move through their years at school.
- The descriptions of achievement provide a practical interpretation of the scale scores in term of skill and understanding demonstrated by a student.
- Both descriptions of achievement and achievement bands can help teachers to more effectively target their teaching.
- This style of reporting is used in many national and international assessment programs such as:
 - Trends in International Mathematics and Science Study (TIMSS)
 - OECD's Programme for International Student Assessment (PISA)
 - Australia's National Assessment Program for Literacy and Numeracy (NAPLAN)

المادة: اختبار اللغة العربية (أ)
تاريخ الاختبار: نوفمبر 2018
المدرسة: IBT_SAMPLESCHOOL
الصف: 4

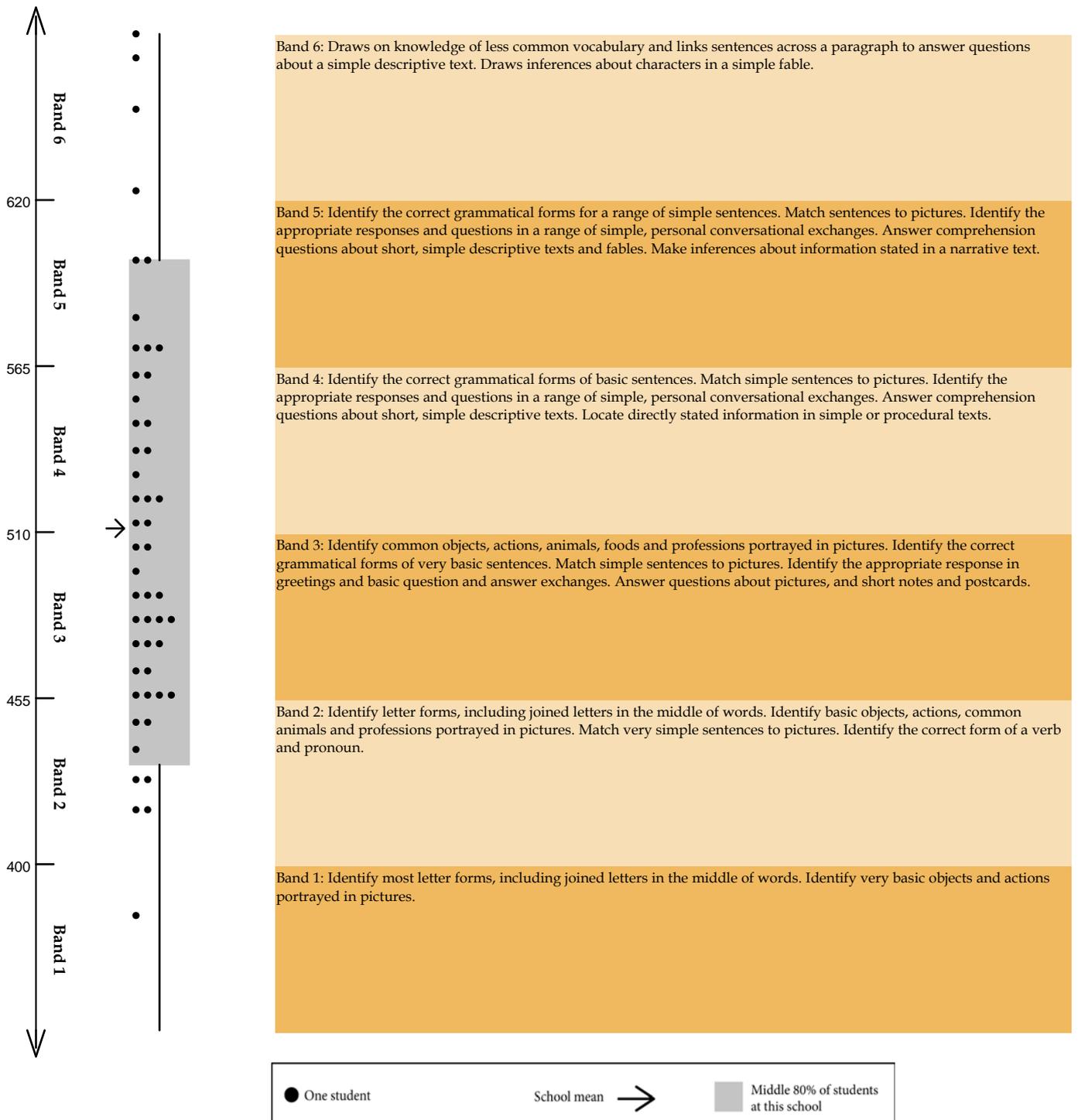
مقياس وصف أداء اختبار اللغة العربية (أ)



● طالب واحد → متوسط المدرسة ■ متوسط 80% من الطلبة في المدرسة

Subject: ArabicB
Test Date: November 2018
School: IBT_SAMPLESCHOOL
Grade: 3

ArabicB Described Achievement Scale



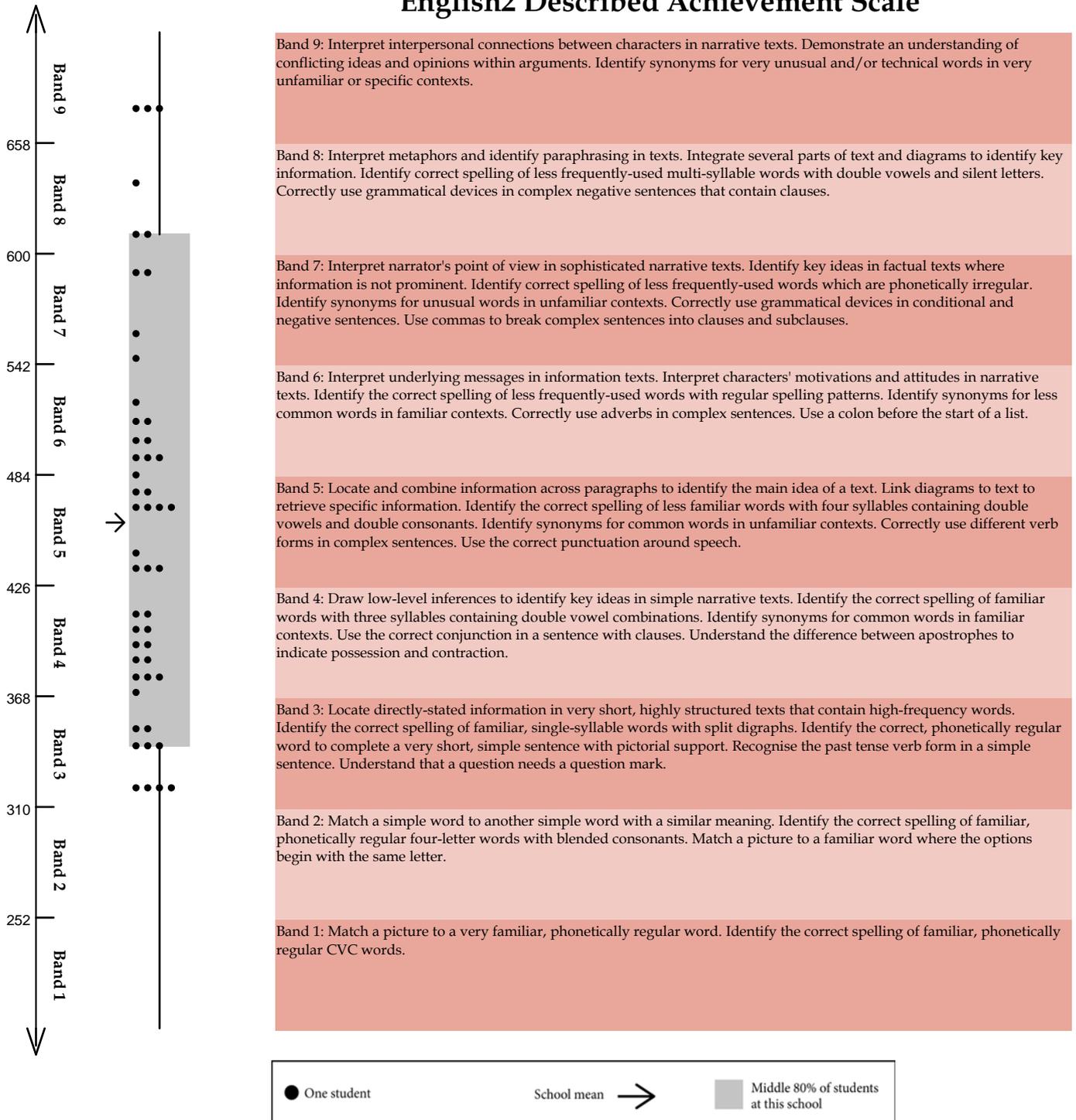
Subject: English
Test Date: November 2018
School: IBT_SAMPLE SCHOOL
Grade: 3

English Described Achievement Scale



Subject: English2
Test Date: November 2018
School: IBT_SAMPLESCHOOL
Grade: 3

English2 Described Achievement Scale



Band 9: Interpret interpersonal connections between characters in narrative texts. Demonstrate an understanding of conflicting ideas and opinions within arguments. Identify synonyms for very unusual and/or technical words in very unfamiliar or specific contexts.

Band 8: Interpret metaphors and identify paraphrasing in texts. Integrate several parts of text and diagrams to identify key information. Identify correct spelling of less frequently-used multi-syllable words with double vowels and silent letters. Correctly use grammatical devices in complex negative sentences that contain clauses.

Band 7: Interpret narrator's point of view in sophisticated narrative texts. Identify key ideas in factual texts where information is not prominent. Identify correct spelling of less frequently-used words which are phonetically irregular. Identify synonyms for unusual words in unfamiliar contexts. Correctly use grammatical devices in conditional and negative sentences. Use commas to break complex sentences into clauses and subclauses.

Band 6: Interpret underlying messages in information texts. Interpret characters' motivations and attitudes in narrative texts. Identify the correct spelling of less frequently-used words with regular spelling patterns. Identify synonyms for less common words in familiar contexts. Correctly use adverbs in complex sentences. Use a colon before the start of a list.

Band 5: Locate and combine information across paragraphs to identify the main idea of a text. Link diagrams to text to retrieve specific information. Identify the correct spelling of less familiar words with four syllables containing double vowels and double consonants. Identify synonyms for common words in unfamiliar contexts. Correctly use different verb forms in complex sentences. Use the correct punctuation around speech.

Band 4: Draw low-level inferences to identify key ideas in simple narrative texts. Identify the correct spelling of familiar words with three syllables containing double vowel combinations. Identify synonyms for common words in familiar contexts. Use the correct conjunction in a sentence with clauses. Understand the difference between apostrophes to indicate possession and contraction.

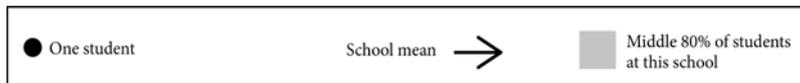
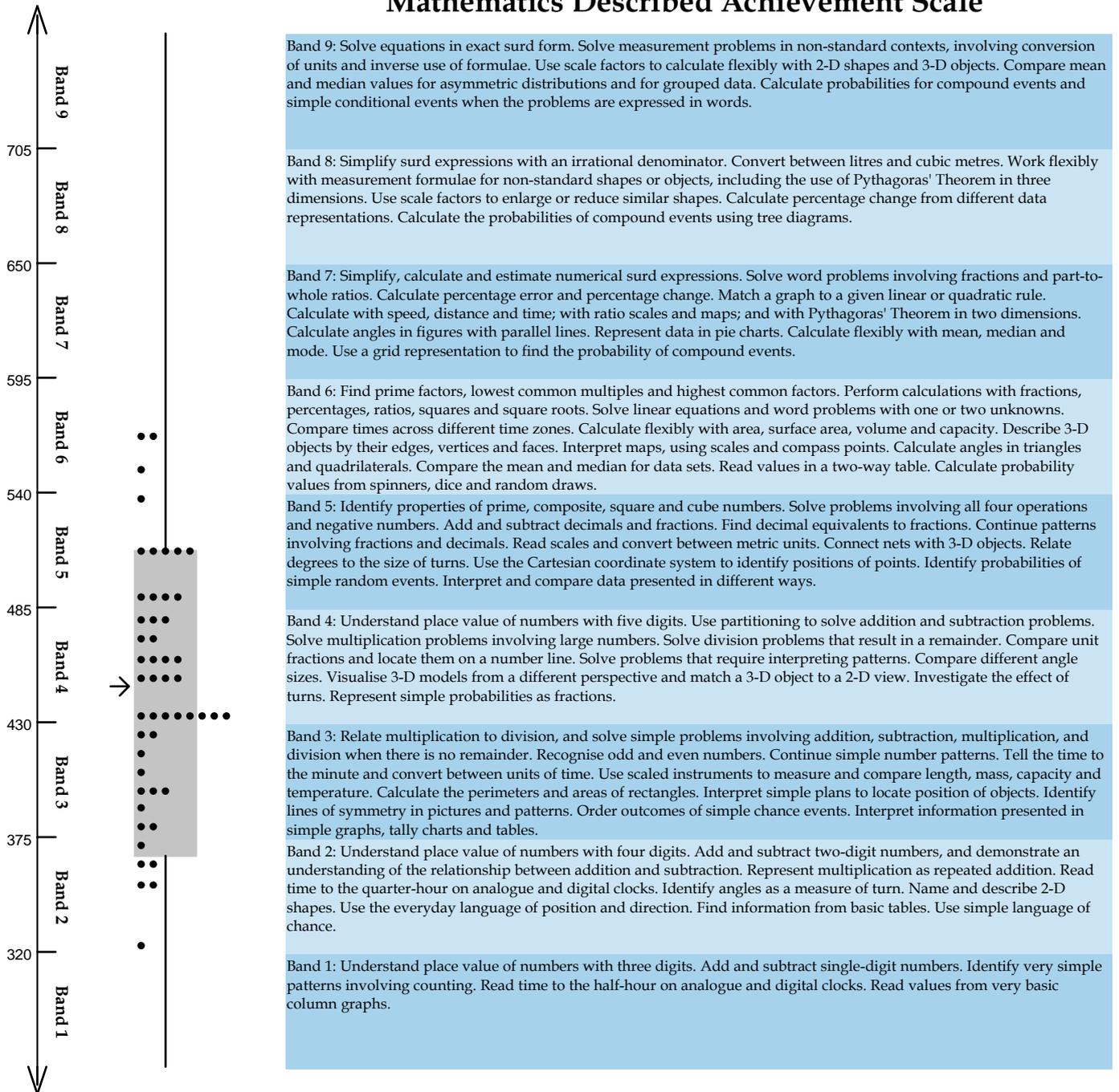
Band 3: Locate directly-stated information in very short, highly structured texts that contain high-frequency words. Identify the correct spelling of familiar, single-syllable words with split digraphs. Identify the correct, phonetically regular word to complete a very short, simple sentence with pictorial support. Recognise the past tense verb form in a simple sentence. Understand that a question needs a question mark.

Band 2: Match a simple word to another simple word with a similar meaning. Identify the correct spelling of familiar, phonetically regular four-letter words with blended consonants. Match a picture to a familiar word where the options begin with the same letter.

Band 1: Match a picture to a very familiar, phonetically regular word. Identify the correct spelling of familiar, phonetically regular CVC words.

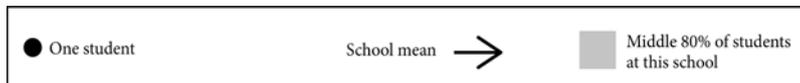
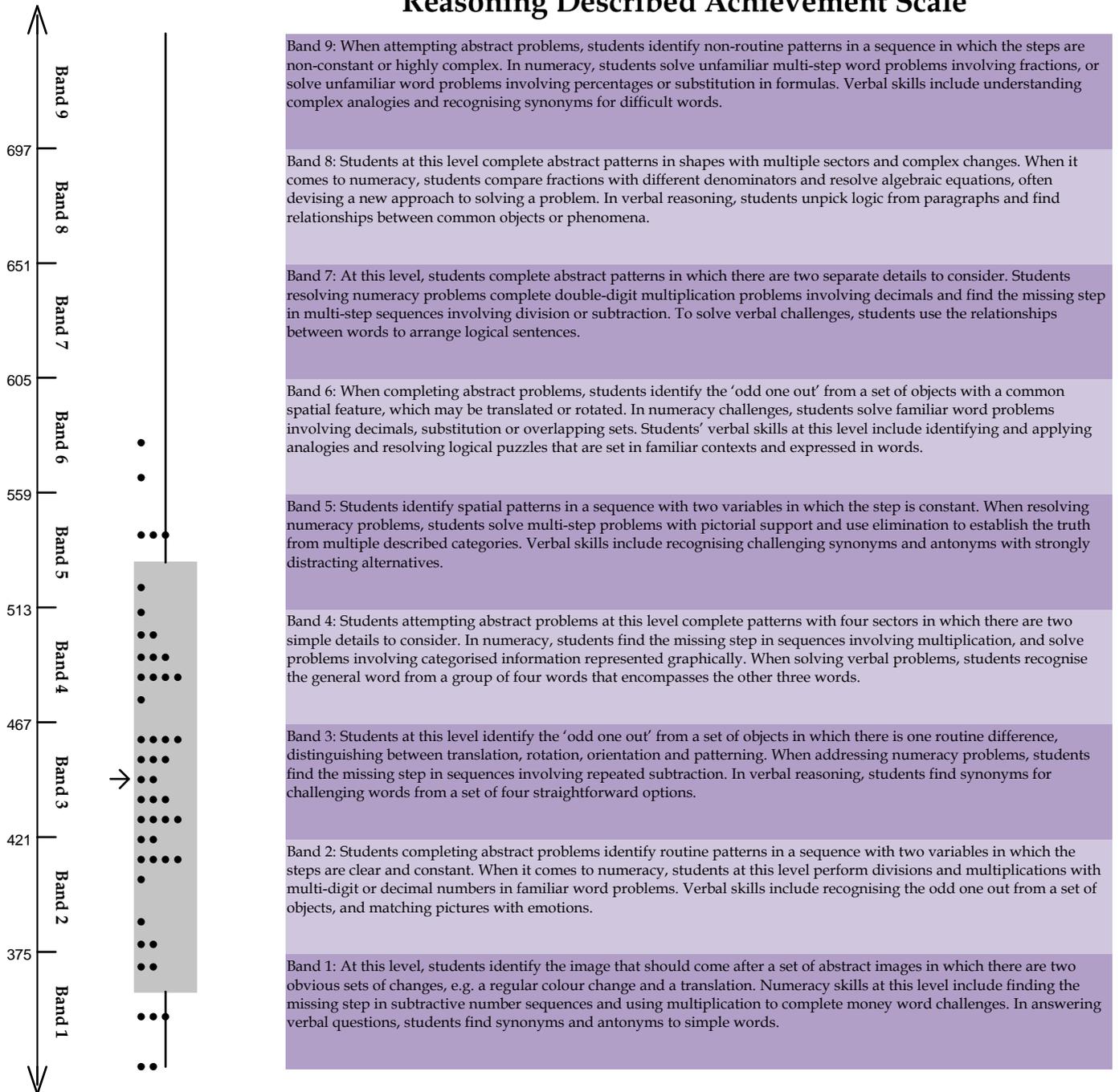
Subject: Mathematics
Test Date: November 2018
School: IBT_SAMPLESCHOOL
Grade: 3

Mathematics Described Achievement Scale



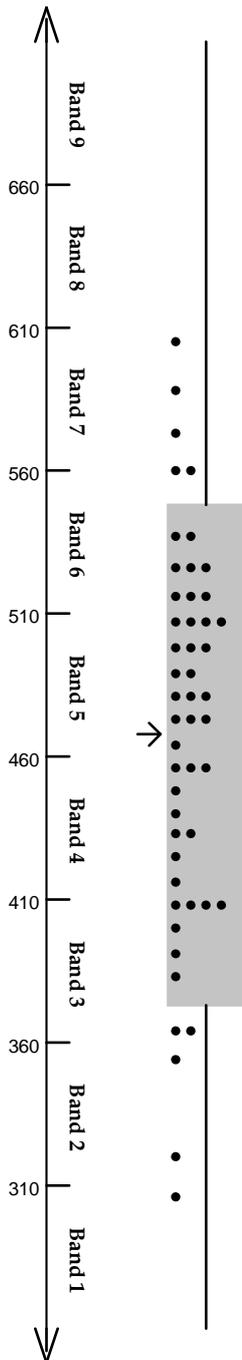
Subject: Reasoning
Test Date: November 2018
School: IBT_SAMPLESCHOOL
Grade: 3

Reasoning Described Achievement Scale



Subject: Science
Test Date: November 2018
School: IBT_SAMPLESCHOOL
Grade: 3

Science Described Achievement Scale



Band 9: Identify factors affecting experimental outcomes, and provide likely explanations for unexpected results in sophisticated experiments. Use complex diagrams, graphs and tables to interpret scientific data. Show an awareness of conservation of energy in increasingly complex interactions. Understand the role of natural selection in developing species diversity. Demonstrate an understanding of how electrical currents flow through circuits.

Band 8: Have a well-developed understanding of the enquiry strategies used in investigations. Understand relationship between independent and dependent variables. Use Punnet squares to demonstrate the transmission of heritable characteristics from one generation to the next. Have a developed understanding of plate tectonics and the formation of different rock types. Demonstrate an intuitive understanding of Newton's three laws. Identify factors driving environmental adaptations in plants. Demonstrate a knowledge of key features of the periodic table. Use scientific formulae to calculate expected results.

Band 7: Outline reasons for choosing a particular experimental method or enquiry strategy. Use evidence to identify adaptations that assist in species survival. Understand how 'greenhouse' heating of the Earth's atmosphere takes place, and understand the changing positions of the planets in the solar system. Have an understanding of the geology and forces within the Earth's crust. Have a sophisticated understanding of the laws of reflection and refraction.

Band 6: Identify conditions that must be invariable in a scientific experiment. Predict changes in plant and animal populations as habitats change. Understand the way nutrients cycle in ecosystems. Understand the difference between elements and compounds. Predict the effect of unbalanced forces on an object. Know the basic relationships of bodies in the solar system. Understand the cause of seasons and eclipses. Identify energy transformations in many common contexts. Recognise some of the factors inherent in reflection and refraction of light.

Band 5: Understand the need for replication and controls in investigations, and draw conclusions based on observational data. Understand the water and carbon cycles. Show an awareness of dependence between components in ecosystems and adaptations for survival. Recognise differences in plant and animal cells. Understand the concept of conservation of mass in simple reactions. Identify phases of the Moon and have a basic understanding of the force of gravity. Identify the properties of conductors and insulators. Understand the formation of fossils.

Band 4: Interpret simple tabular data to make inferences. Indicate the conditions for changes in physical states of matter. Explain the relationships involved in food webs, and recognise life cycle stages in insects. Understand the conditions for current flow in simple circuits. Show awareness of safety issues in the use of laboratory equipment.

Band 3: Search for specific data in column graphs. Understand that heat can be transferred by conduction. Follow a sequence in a food chain and understand the role of insects in plant reproduction. Show awareness of some of the elementary properties of light e.g. shadow formation, reflection from surfaces. Show a basic awareness of the relationships between Earth, Moon and Sun.

Band 2: Identify the characteristics of living things, and group objects on the basis of observable features. Predict outcomes for plant growth when given a very simple set of conditions. Distinguish between naturally occurring objects and artificial ones. Recognise changes of physical state and obvious sources of energy.

Band 1: Sometimes extract limited information from simple column graphs and read the scales of simple instruments. Visually identify the components of objects and of living things and make obvious comparisons. Apply basic and limited scientific knowledge in very familiar situations.

