

**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

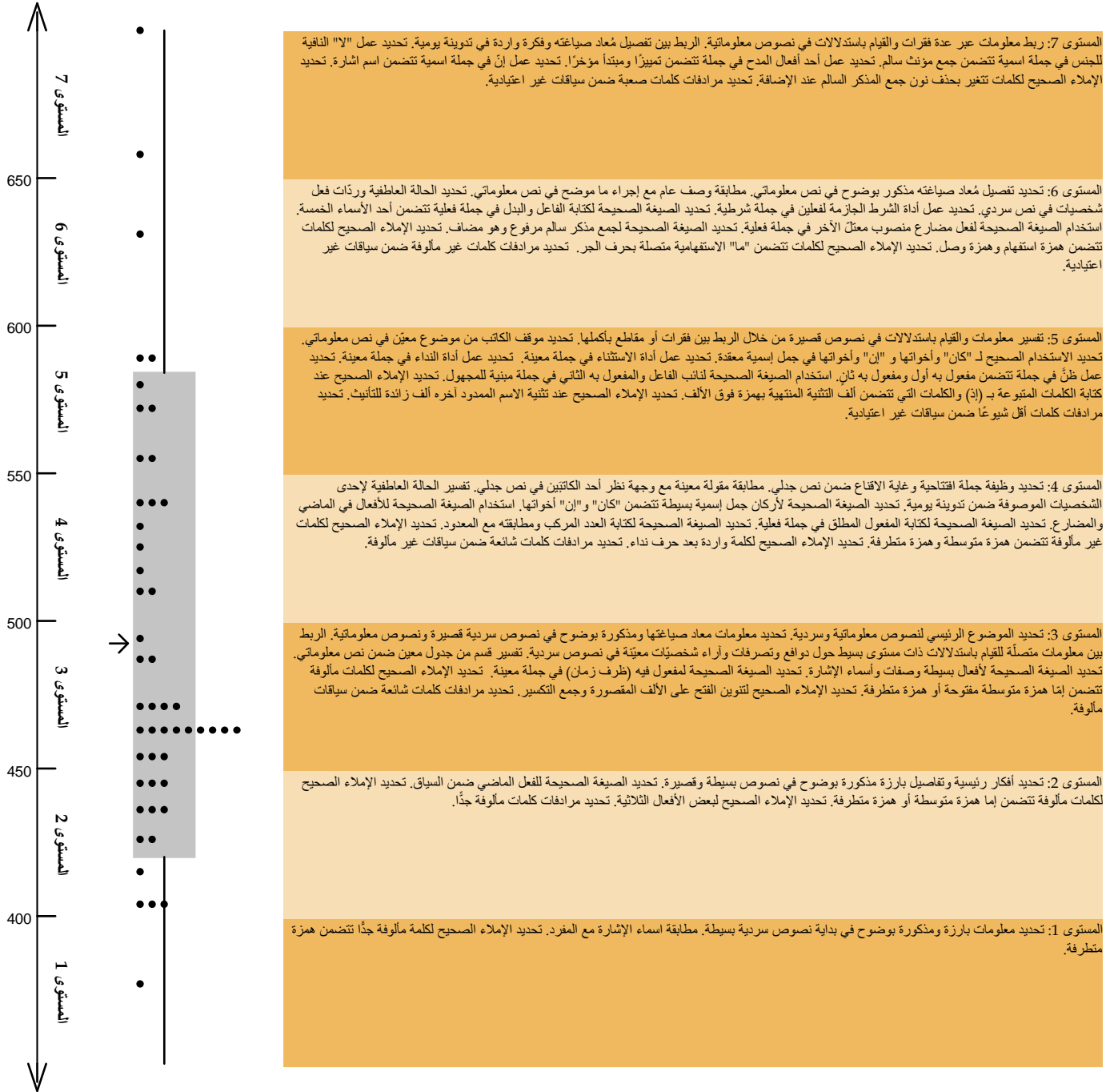
- There is an IBT Scale Score for each subject.
- The achievement of a student is based on the test score for a subject, which is converted to a location on the IBT Scale and expressed as a Scale Score.
- Within each subject, student achievement expressed as scale scores allows for direct comparisons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

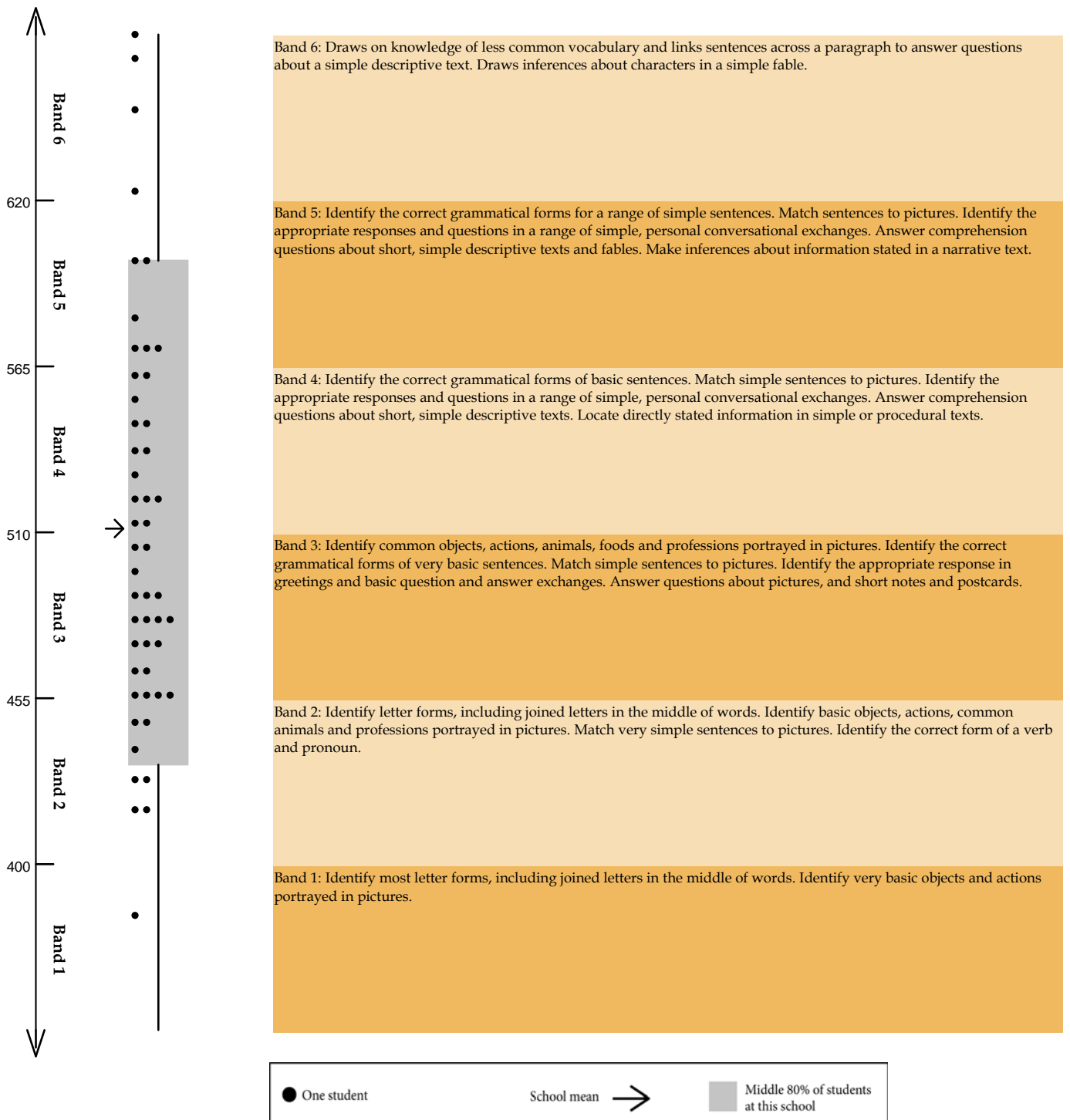
## مقياس وصف أداء اختبار اللغة العربية (أ)



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

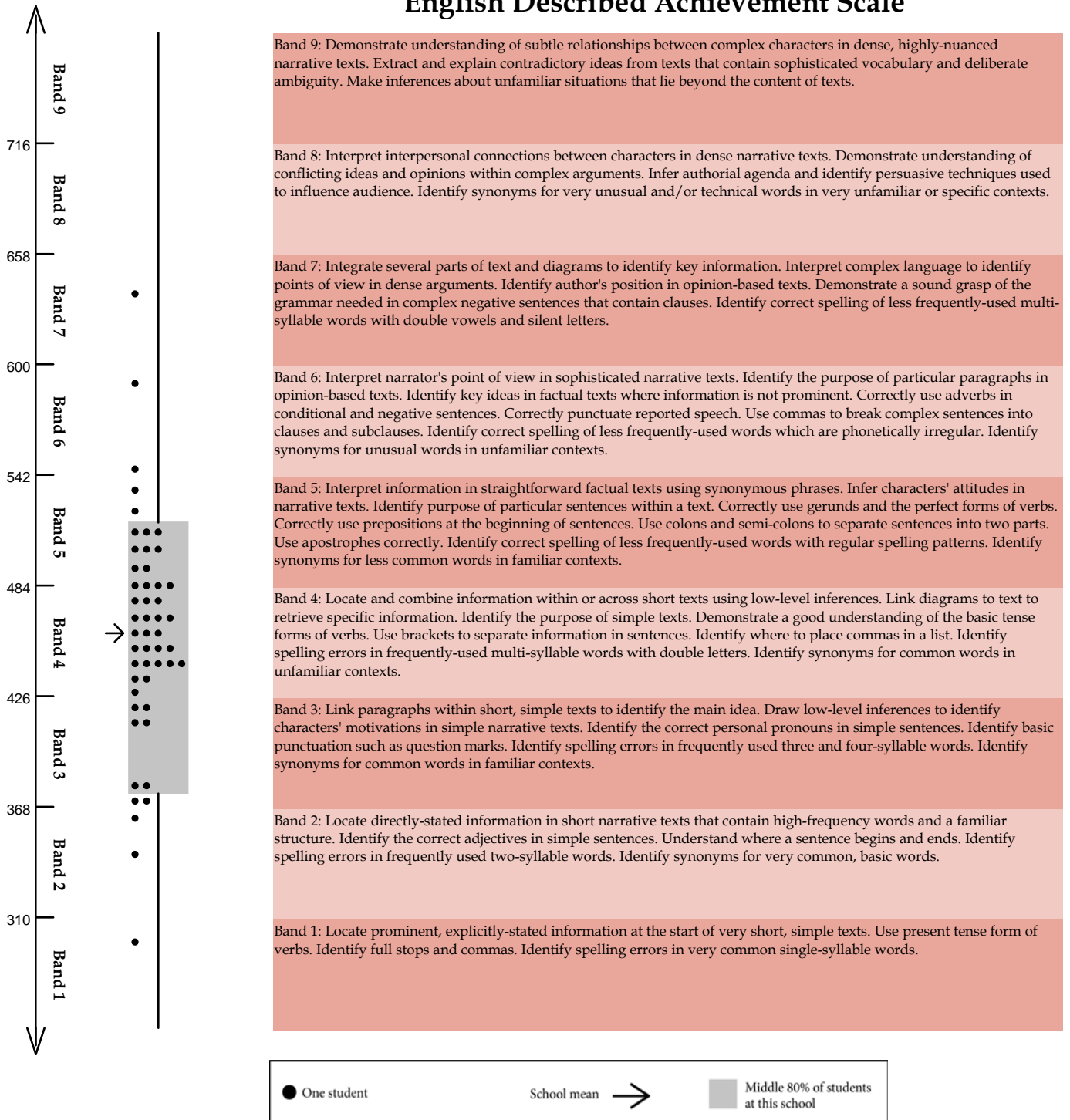
**Subject:** ArabicB  
**Test Date:** November 2018  
**School:** IBT\_SAMPLESCHOOL  
**Grade:** 3

## ArabicB Described Achievement Scale



**Subject:** English  
**Test Date:** November 2018  
**School:** IBT\_SAMPLESCHOOL  
**Grade:** 3

## English Described Achievement Scale



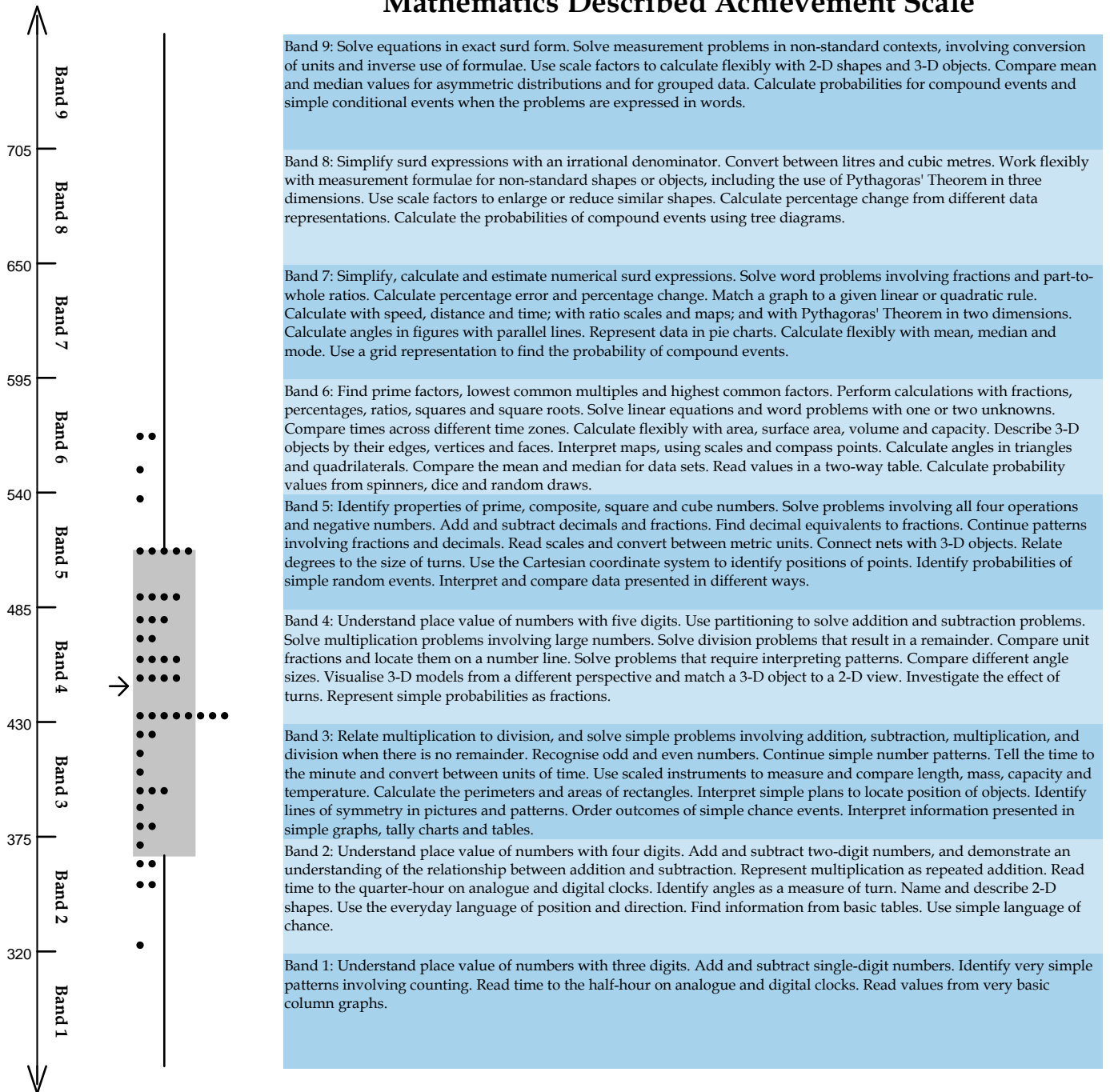
**Subject:** English2  
**Test Date:** November 2018  
**School:** IBT\_SAMPLESCHOOL  
**Grade:** 3

## English2 Described Achievement Scale



**Subject:** Mathematics  
**Test Date:** November 2018  
**School:** IBT\_SAMPLESCHOOL  
**Grade:** 3

## Mathematics Described Achievement Scale



**Band 9:** Solve equations in exact surd form. Solve measurement problems in non-standard contexts, involving conversion of units and inverse use of formulae. Use scale factors to calculate flexibly with 2-D shapes and 3-D objects. Compare mean and median values for asymmetric distributions and for grouped data. Calculate probabilities for compound events and simple conditional events when the problems are expressed in words.

**Band 8:** Simplify surd expressions with an irrational denominator. Convert between litres and cubic metres. Work flexibly with measurement formulae for non-standard shapes or objects, including the use of Pythagoras' Theorem in three dimensions. Use scale factors to enlarge or reduce similar shapes. Calculate percentage change from different data representations. Calculate the probabilities of compound events using tree diagrams.

**Band 7:** Simplify, calculate and estimate numerical surd expressions. Solve word problems involving fractions and part-to-whole ratios. Calculate percentage error and percentage change. Match a graph to a given linear or quadratic rule. Calculate with speed, distance and time; with ratio scales and maps; and with Pythagoras' Theorem in two dimensions. Calculate angles in figures with parallel lines. Represent data in pie charts. Calculate flexibly with mean, median and mode. Use a grid representation to find the probability of compound events.

**Band 6:** Find prime factors, lowest common multiples and highest common factors. Perform calculations with fractions, percentages, ratios, squares and square roots. Solve linear equations and word problems with one or two unknowns. Compare times across different time zones. Calculate flexibly with area, surface area, volume and capacity. Describe 3-D objects by their edges, vertices and faces. Interpret maps, using scales and compass points. Calculate angles in triangles and quadrilaterals. Compare the mean and median for data sets. Read values in a two-way table. Calculate probability values from spinners, dice and random draws.

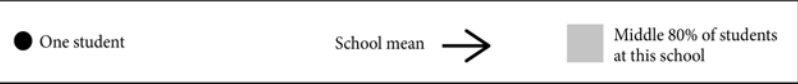
**Band 5:** Identify properties of prime, composite, square and cube numbers. Solve problems involving all four operations and negative numbers. Add and subtract decimals and fractions. Find decimal equivalents to fractions. Continue patterns involving fractions and decimals. Read scales and convert between metric units. Connect nets with 3-D objects. Relate degrees to the size of turns. Use the Cartesian coordinate system to identify positions of points. Identify probabilities of simple random events. Interpret and compare data presented in different ways.

**Band 4:** Understand place value of numbers with five digits. Use partitioning to solve addition and subtraction problems. Solve multiplication problems involving large numbers. Solve division problems that result in a remainder. Compare unit fractions and locate them on a number line. Solve problems that require interpreting patterns. Compare different angle sizes. Visualise 3-D models from a different perspective and match a 3-D object to a 2-D view. Investigate the effect of turns. Represent simple probabilities as fractions.

**Band 3:** Relate multiplication to division, and solve simple problems involving addition, subtraction, multiplication, and division when there is no remainder. Recognise odd and even numbers. Continue simple number patterns. Tell the time to the minute and convert between units of time. Use scaled instruments to measure and compare length, mass, capacity and temperature. Calculate the perimeters and areas of rectangles. Interpret simple plans to locate position of objects. Identify lines of symmetry in pictures and patterns. Order outcomes of simple chance events. Interpret information presented in simple graphs, tally charts and tables.

**Band 2:** Understand place value of numbers with four digits. Add and subtract two-digit numbers, and demonstrate an understanding of the relationship between addition and subtraction. Represent multiplication as repeated addition. Read time to the quarter-hour on analogue and digital clocks. Identify angles as a measure of turn. Name and describe 2-D shapes. Use the everyday language of position and direction. Find information from basic tables. Use simple language of chance.

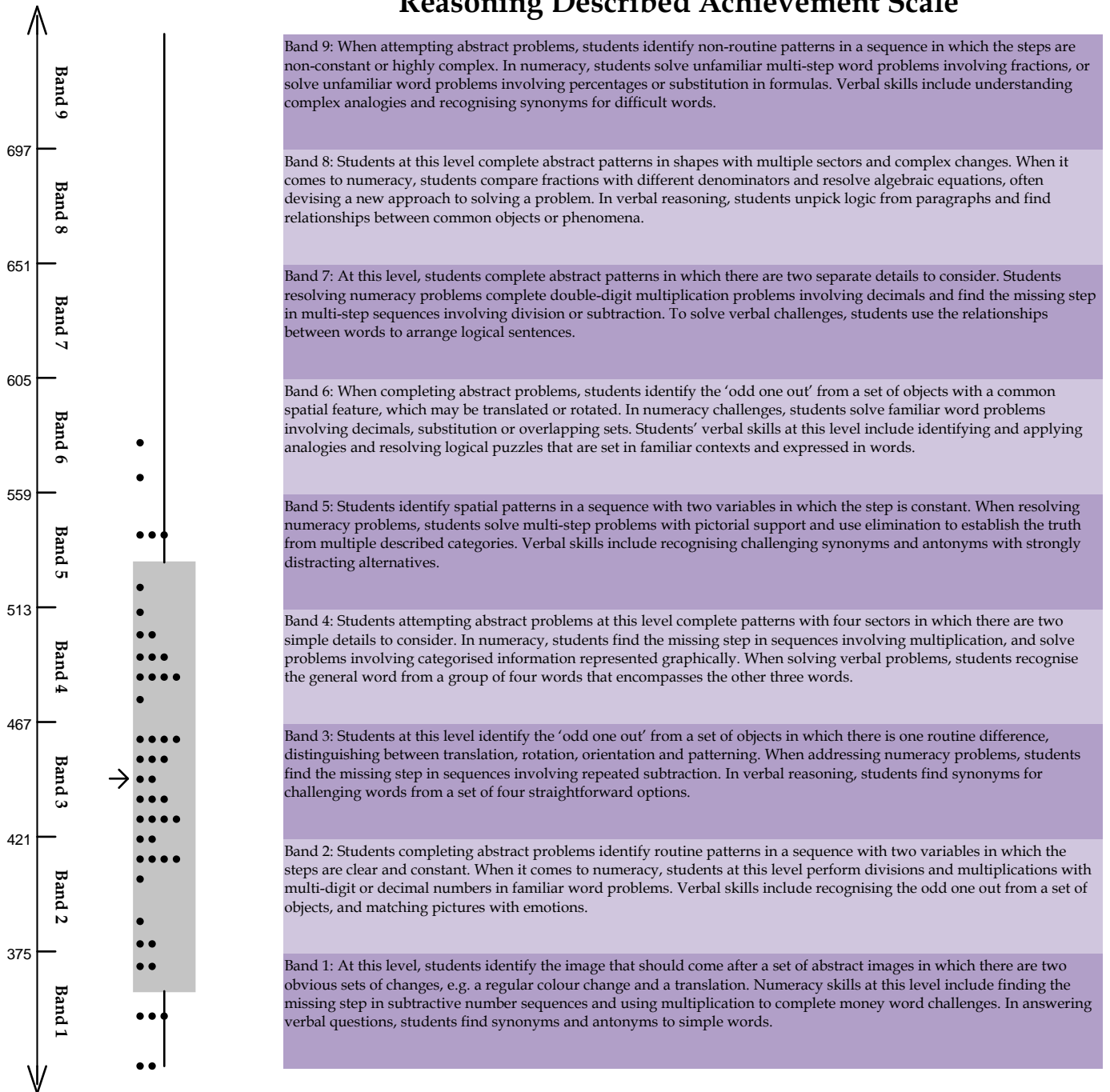
**Band 1:** Understand place value of numbers with three digits. Add and subtract single-digit numbers. Identify very simple patterns involving counting. Read time to the half-hour on analogue and digital clocks. Read values from very basic column graphs.





**Subject:** Reasoning  
**Test Date:** November 2018  
**School:** IBT\_SAMPLESCHOOL  
**Grade:** 3

## Reasoning Described Achievement Scale



**Band 9:** When attempting abstract problems, students identify non-routine patterns in a sequence in which the steps are non-constant or highly complex. In numeracy, students solve unfamiliar multi-step word problems involving fractions, or solve unfamiliar word problems involving percentages or substitution in formulas. Verbal skills include understanding complex analogies and recognising synonyms for difficult words.

**Band 8:** Students at this level complete abstract patterns in shapes with multiple sectors and complex changes. When it comes to numeracy, students compare fractions with different denominators and resolve algebraic equations, often devising a new approach to solving a problem. In verbal reasoning, students unpick logic from paragraphs and find relationships between common objects or phenomena.

**Band 7:** At this level, students complete abstract patterns in which there are two separate details to consider. Students resolving numeracy problems complete double-digit multiplication problems involving decimals and find the missing step in multi-step sequences involving division or subtraction. To solve verbal challenges, students use the relationships between words to arrange logical sentences.

**Band 6:** When completing abstract problems, students identify the 'odd one out' from a set of objects with a common spatial feature, which may be translated or rotated. In numeracy challenges, students solve familiar word problems involving decimals, substitution or overlapping sets. Students' verbal skills at this level include identifying and applying analogies and resolving logical puzzles that are set in familiar contexts and expressed in words.

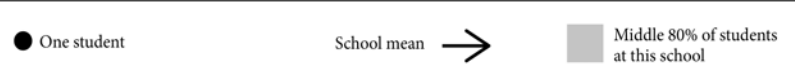
**Band 5:** Students identify spatial patterns in a sequence with two variables in which the step is constant. When resolving numeracy problems, students solve multi-step problems with pictorial support and use elimination to establish the truth from multiple described categories. Verbal skills include recognising challenging synonyms and antonyms with strongly distracting alternatives.

**Band 4:** Students attempting abstract problems at this level complete patterns with four sectors in which there are two simple details to consider. In numeracy, students find the missing step in sequences involving multiplication, and solve problems involving categorised information represented graphically. When solving verbal problems, students recognise the general word from a group of four words that encompasses the other three words.

**Band 3:** Students at this level identify the 'odd one out' from a set of objects in which there is one routine difference, distinguishing between translation, rotation, orientation and patterning. When addressing numeracy problems, students find the missing step in sequences involving repeated subtraction. In verbal reasoning, students find synonyms for challenging words from a set of four straightforward options.

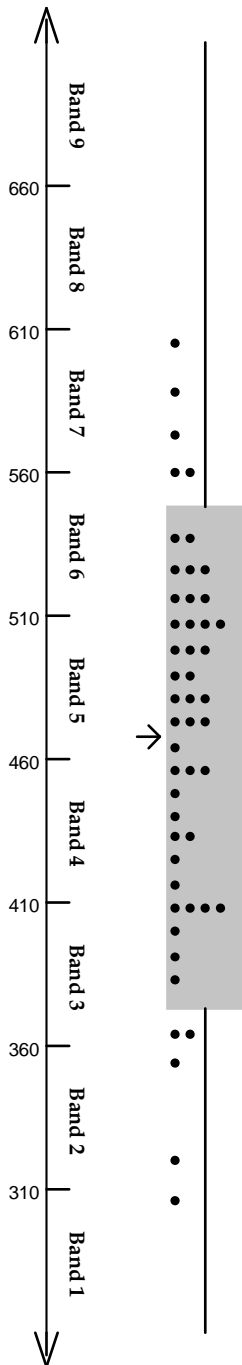
**Band 2:** Students completing abstract problems identify routine patterns in a sequence with two variables in which the steps are clear and constant. When it comes to numeracy, students at this level perform divisions and multiplications with multi-digit or decimal numbers in familiar word problems. Verbal skills include recognising the odd one out from a set of objects, and matching pictures with emotions.

**Band 1:** At this level, students identify the image that should come after a set of abstract images in which there are two obvious sets of changes, e.g. a regular colour change and a translation. Numeracy skills at this level include finding the missing step in subtractive number sequences and using multiplication to complete money word challenges. In answering verbal questions, students find synonyms and antonyms to simple words.



**Subject:** Science  
**Test Date:** November 2018  
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**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.

