

# IBT

## International Benchmark Tests

The International Benchmark Tests have been developed by the Australian Council for Educational Research (ACER) to help compare student performance globally, between grades, and over time.



# INVITATION TO JOIN THE IBT PROGRAMME

from Professor Geoff Masters AO

Chief Executive Officer

Australian Council for Educational Research

Dear Fellow Educators,

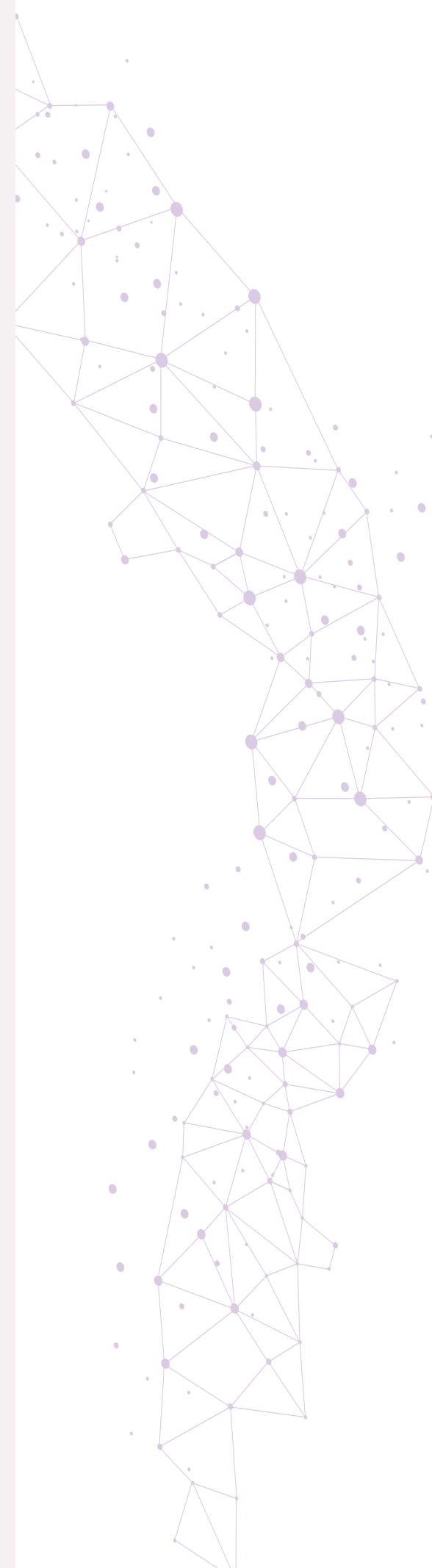
I am writing to offer your school the opportunity to participate in the IBT assessment and reporting programme developed by the Australian Council for Educational Research (ACER). ACER has created a global programme of school-level tests in English, Mathematics, Science, and Reasoning suitable for students across a range of countries. These high-quality tests enable teachers, parents and school leaders to monitor the educational development of students throughout their years of primary and secondary schooling.

The approaches we take to assessing learning and the way we report success or failure at school send powerful messages to students. Over recent years there has been a shift in the focus of educational measurement towards diagnostic assessment and towards a 'growth mindset'. With a comprehensive reporting programme and diagnostic feedback, the IBT can assist educators in establishing the points that individuals have reached in their learning, in setting personal targets for further learning and in monitoring the progress that individuals make over time.

Assessments of progress are a welcome alternative to judging success only in terms of year-level standards. Importantly, the adoption of a growth mindset does not represent a lowering of expectations. On the contrary, it sets high expectations of every learner, including more advanced students who sometimes are not challenged or stretched at school.

The IBT assessment programme draws on ACER's many years of experience in educational research. Requiring students to think about topics rather than just recall information, to apply their subject knowledge rather than just remember facts, the IBT is at the forefront of modern educational measurement. With more than 3,500,000 tests sat annually, and a growing number of schools worldwide participating, I can highly recommend the IBT programme for all schools that want to monitor students as they make their way along their personal learning journeys.

Yours sincerely



# A GLOBAL ASSESSMENT PROGRAMME

The International Benchmark Tests (IBT) are used to monitor the position of students on their individual learning pathways, compare student performance globally, between grades, and over time, and develop appropriate educational interventions.

IBT assessments are skill-based and do not follow any specific curriculum, enabling comparisons of student achievement internationally. The tests require students to think about topics and apply their subject knowledge and not just remember facts or recall information.

**Subjects: English, Mathematics, Science and Reasoning**

**Grades: 3 to 10**

**Duration: 60 minutes for each test**

**Format: 40 to 45 multiple-choice questions in each subject**

**Mode: Pen and paper or online**

## KEY FEATURES

IBT supports school leaders and teachers to:

-  Compare performance nationally and globally
-  Map progress between grades and over time
-  Gather diagnostic data on learning of individual students and groups
-  Test 21st century skills
-  Make improvements in pedagogies
-  Take evidence-based decisions

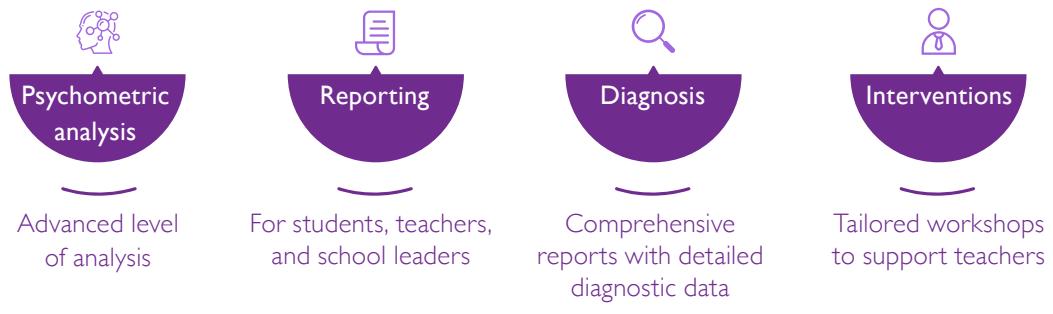
## IBT IS DIFFERENT

The IBT assessment programme is underpinned by ACER's experience in educational research spanning more than ninety years. Based on the principle of 'Growth Mindset', the assessment supports teachers' efforts to meet individual learning needs that ensure appropriate learning progress of every student. If IBT is taken every academic year, it helps to continuously monitor the learning of students over time. The assessment cycle of IBT is aligned with the Indian academic session enabling teachers to plan interventions and instructional choices at the beginning of the year. The digital and interactive reports, amongst other reports, provide an overview of learning data helpful for school management in developing school improvement plans.



# COMPLETE PICTURE OF STUDENT LEARNING

## ASSESSMENT



IBT

IBT PLUS

## IMPROVE INSTRUCTIONAL PRACTICES WITH IBT PLUS

The effectiveness of IBT in improving learning depends on how the evidence generated from IBT is utilised. Unlike other assessment providers in India, **IBT PLUS** includes **high-quality professional learning workshops** that support schools in effectively using assessment data to target teaching strategies to improve learning outcomes. For schools to derive maximum benefit from the assessment data, these professional learning workshops are a necessary and essential part of the assessment cycle.

## HOLISTIC END-TO-END ASSESSMENT SERVICE

IBT Plus programme is the only international assessment programme in India that offers the reliable suite of IBT assessments integrated with professional learning workshops. The bespoke professional learning workshops are designed to support IBT test-taking schools in several key assessment areas including:

- Interpretation and utilisation of IBT data and reports
- Development of action plans based on IBT data
- Identification of the professional development needs of teachers



# WORLD CLASS TEST CONTENT

In today's world, it is necessary for students to achieve both cognitive domain knowledge as well as general abilities, sometimes known as 21st century skills. In response to changing learning needs, new and stimulating content on **higher-order thinking** is developed for IBT by ACER each year.

Questions are clear, concise, and relevant.

Texts are original, engaging, and illustrated.

Question intent explains the purpose of the questions to students, teachers, and parents.

Understand if students can make inferences, form judgements, and reflect on the texts.

Questions are set out clearly to help students navigate through the test.

Multiple-choice options have been carefully designed to provide plausible distractors.

Understand if students can apply scientific principles to particular problems.

English

I What did Rohit think when he bit into the mango?

Rohit's Apple

Rohit loved apples, but he had a wobbly tooth. It was hard for him to eat an apple with a wobbly tooth.

'This doesn't look good,' said Rohit's mother, peering into his mouth. 'You should go to the dental surgery.'

Rohit decided to eat a mango instead of an apple. He had never eaten a mango before. He peeled the mango and bit into it. 'Ouch!' cried Rohit.

When Rohit looked down he saw a huge seed in the middle of the mango.

A small white tooth was sticking out of the seed. 'Hurray!' he said. 'Now I can eat that apple!'



- A. That was painful
- B. That was delicious
- C. That was disgusting
- D. That tasted just like apple

Question intent: Infer the emotion of a character from his behaviour in a simple narrative text.

Science

I What was Amit trying to find out?

Amit measured the mass of two objects: a cotton ball and a sponge. He soaked the objects in a bucket of water for one minute. Amit took the objects out of the water and measured their masses again.

	Mass when dry	Mass when wet
Cotton ball	22 grams	26 grams
Sponge	25 grams	35 grams

What was Amit trying to find out?

- A. Which object absorbed the most water.
- B. Which object looked the wettest.
- C. Which object had the greatest mass.
- D. Whether objects change colour when wet.

Question intent: This question for Grade 5 stimulates curiosity. It presents an inquiry-based approach to test students' ability to identify a scientific problem in a real-life context.

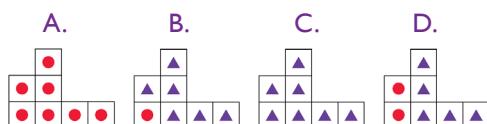
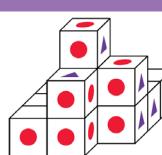
Reasoning

I Which picture shows the blocks viewed from the side?

Instructions are clear and concise.

Multiple-choice options have been carefully designed to provide plausible distractors.

Understand if students use higher-order thinking to solve non-routine problems.



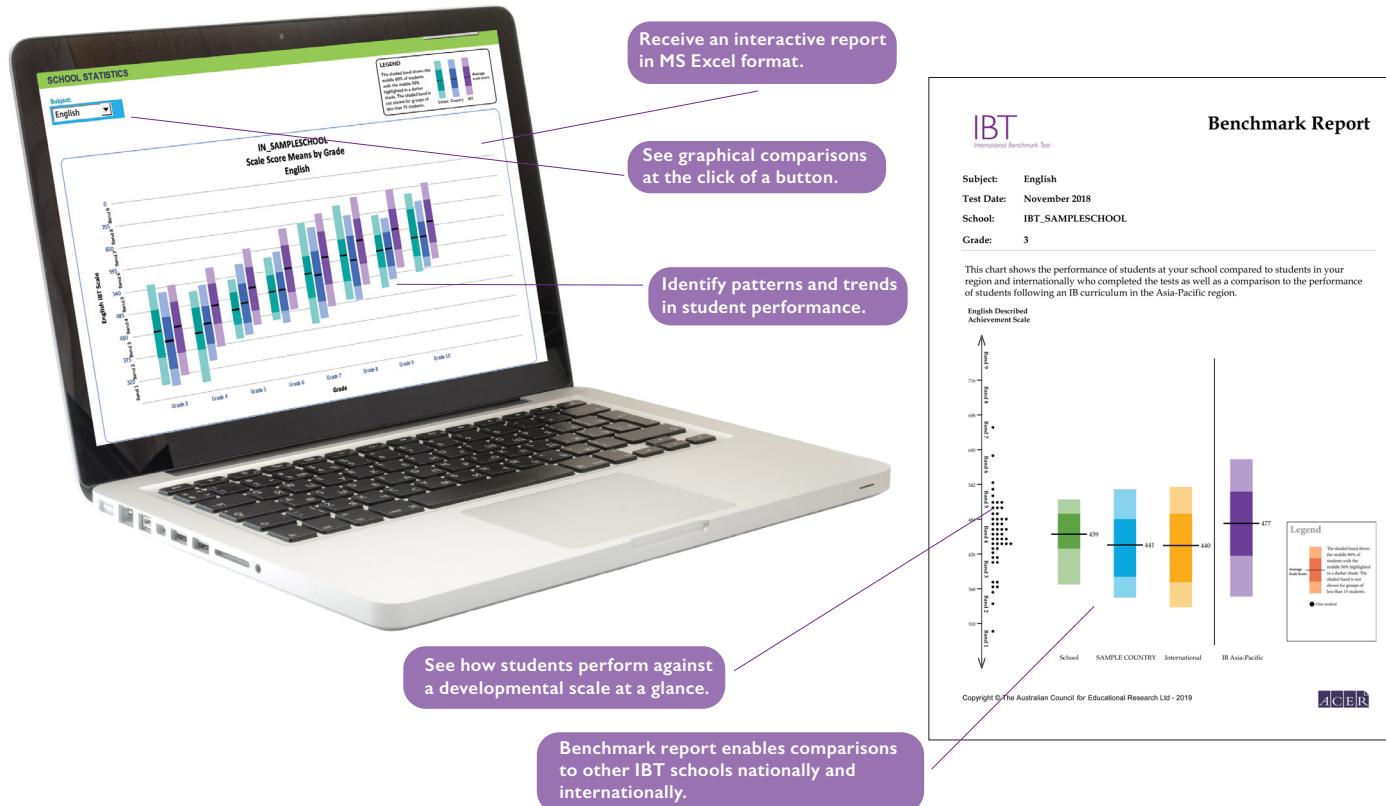
Question intent: Use spatial reasoning skills to find out how a 3D structure looks when converted to 2D.

# COMPLETE PICTURE OF STUDENT LEARNING

The achievement of a student is reported on a scale based on the test score for each subject. This allows for direct comparisons of students within a grade, between grades, and also over time. The IBT scale has been developed based on the data gathered over the years and uses sophisticated and advanced psychometric analysis. Achievement bands describe the range of skills demonstrated by students in each subject indicating what students know and can do. This style of reporting is used in many national and international assessment programmes including Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS).

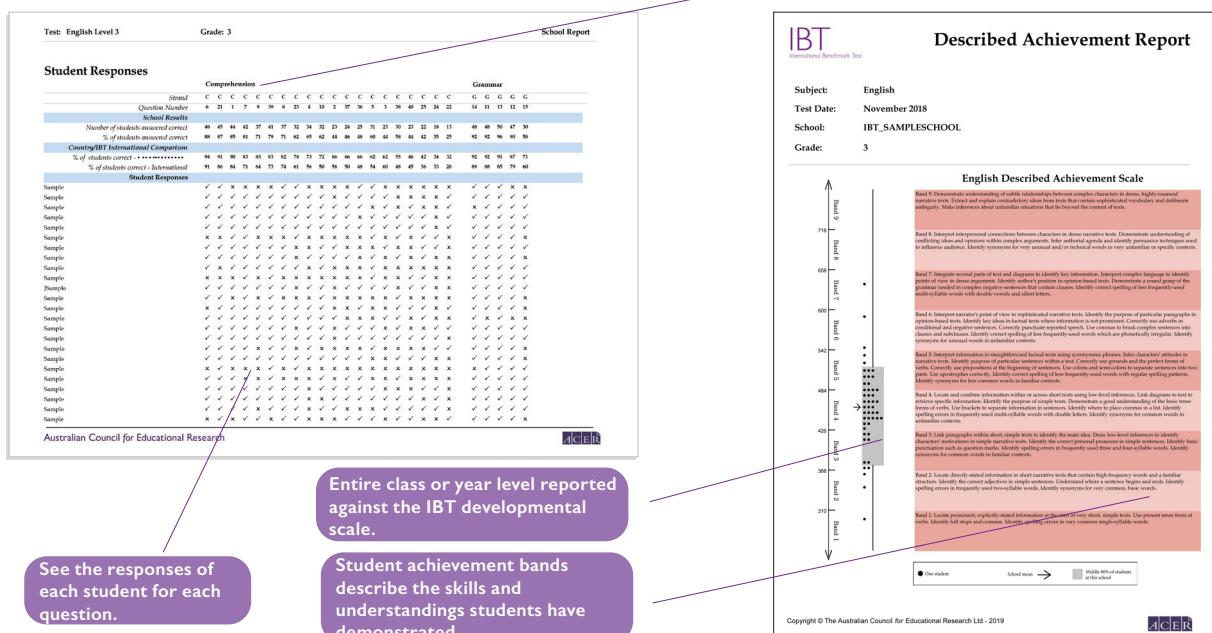
## FOR SCHOOL LEADERS

### INTERACTIVE REPORT AND BENCHMARK REPORT



## FOR CLASSROOM TEACHERS

### DESCRIBED ACHIEVEMENT REPORT



# FOR PARENTS AND STUDENTS

## STUDENT REPORT



## AWARDS

Every student who participates in IBT will be given a certificate.

Students who perform exceptionally well will be awarded with Medals and Plaques.



..... Certificates



..... Medals



..... Plaques



UNLOCK YOUR STUDENTS'  
POTENTIAL WITH IBT!

## ABOUT ACER

ACER is one of the world's leading educational research centres. Since it was established in 1930, it has built a strong reputation as a provider of reliable support and expertise to education policy makers and professional practitioners. ACER has been instrumental in the implementation, management and reporting of large-scale international surveys such TIMSS, PISA, Progress in International Reading Literacy Study (PIRLS) and International Computer and Information Literacy Study (ICILS). ACER's mission is to create and promote research-based knowledge, products and services that can be used to improve learning across the life span. Through the Centre for Global Education Monitoring (GEM), ACER supports the monitoring of educational outcomes across countries in collaboration with the UNESCO Institute for Statistics and the UNESCO office in Bangkok.

In India, ACER undertakes educational research, large-scale assessments, and capacity development programmes, working in partnership with national and state governments, international development agencies, schools, and non-profit organisations to achieve its mission of improving learning. ACER India offers a wide range of high-quality school assessment products that cater to the specific needs of schools and provide personalised learning to students, including International Benchmark Tests (IBT), eWrite, and Assessment of Languages Competence (ALC). ACER India also publishes Teacher magazine, a quarterly publication written for teachers by teachers, which helps promote quality teaching and leadership, assisting school improvement at a grassroots level using evidence-based approaches.

## WORKING TOGETHER TO IMPROVE LEARNING IN SOUTH ASIA



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Dear Principal,

I am pleased to invite your school to participate in the International Benchmark Tests, the global assessment programme of the Australian Council for Educational Research (ACER).

Since its launch in 2005, IBT has provided school leaders and teachers valuable student learning data for understanding progress in learning and designing targeted teaching strategies for improved learning outcomes.

Participating IBT schools find it easy to use IBT data year after year to continuously monitor student learning and set personal targets for pupils. The comprehensive and easy to use reports provide detailed information on the question-wise performance of each student compared to their national and international peers, thus enabling teachers to focus on areas that need attention.

IBT assesses if students are capable of applying subject knowledge to answering competency-based test questions. The assessment focuses on higher-order thinking, essential for solving complex problems through creativity.

The newly introduced IBT Plus programme unleashes the full potential of IBT data as it supports school leaders and teachers to design interventions based on the evidence and rethink the effectiveness of their own teaching approaches.

We welcome any questions you may have and look forward to your school's participation in IBT.

Sincerely,

Amit Kaushik

CEO, ACER India

For more detailed information about IBT,  
visit <http://ibt.acer.org>

For any further assistance, call  
+91 11 41097433 or email [sales.india@acer.org](mailto:sales.india@acer.org)

