

GRADE Grade 5

NAME Sample Student

### TEST DETAILS

SUBJECT IBT At Home English

TEST FORM Level 5

DATE 05/07/2020

### YOUR RESULTS

RAW SCORE / MAX SCORE 31/40

SCALE SCORE 568.0

ACHIEVEMENT BAND 6

### COMPARE YOUR RESULTS

#### YOUR PERCENTILE RANK

- IN IBT INTERNATIONAL 83.3

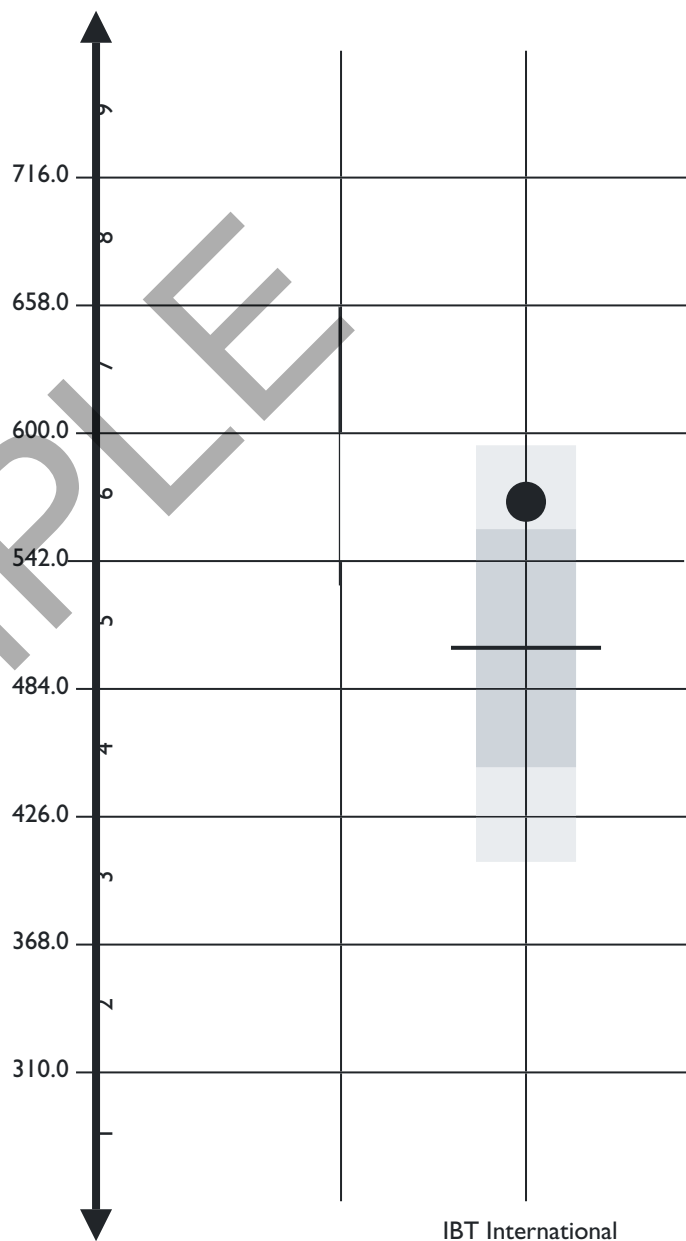
#### SCALE SCORE AVERAGE

- FOR IBT INTERNATIONAL 501.0

### YOUR RESULTS BY STRAND

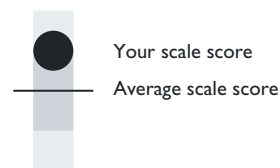
| STRAND      | NO. OF QUESTIONS | NO. CORRECT | PERCENT CORRECT |
|-------------|------------------|-------------|-----------------|
| Reading     | 20               | 17          | 85.0            |
| Grammar     | 5                | 4           | 80.0            |
| Punctuation | 5                | 4           | 80.0            |
| Spelling    | 5                | 5           | 100.0           |
| Vocabulary  | 5                | 1           | 20.0            |

### RESULT ON ACHIEVEMENT SCALE



### LEGEND

The shaded band shows the middle 80% of students with the middle 50% highlighted in a darker shade. The shaded band is not shown for groups of less than 15 students.



# Question performance by strand

Raw score: 31    Scale score: 568.0    Percentile in school: 77.5



Name: Sample Student

## Performance on each question

| No. | Question description  | Strand      | Result |
|-----|---|-------------|--------|
| 1   | Understands a key idea in an information text                                 | Reading     | ✓      |
| 2   | Locates directly stated information in the middle of an information text      | Reading     | ✓      |
| 3   | Locates embedded information in the middle of an information text             | Reading     | ✓      |
| 4   | Matches an image to a description in an information text                      | Reading     | ✓      |
| 5   | Interprets the conclusion of an information text                              | Reading     | ✓      |
| 6   | Reflects upon the content of an information text to identify the main idea    | Reading     | ✓      |
| 7   | Identifies the main idea of a given paragraph in an information text          | Reading     | ✓      |
| 8   | Identifies an image depicting a description of actors in an information text  | Reading     | ✓      |
| 9   | Locates a detail in an information text                                       | Reading     | ✓      |
| 10  | Identifies a summary of a concluding paragraph of an information text         | Reading     | ✗      |
| 11  | Identifies the correct use of a superlative in a simple sentence              | Grammar     | ✓      |
| 12  | Identifies the correct past verb form in a simple sentence                    | Grammar     | ✓      |
| 13  | Identifies the correct use of a determiner in a simple sentence               | Grammar     | ✗      |
| 14  | Identifies the correct use of a phrasal verb in a simple sentence             | Grammar     | ✓      |
| 15  | Identifies the correct use of 'to' and 'too' in a simple sentence             | Grammar     | ✓      |
| 16  | Identifies the correct use of quotation marks for an exclamation in speech    | Punctuation | ✓      |
| 17  | Identifies the correct position of a possessive apostrophe with a plural noun | Punctuation | ✓      |
| 18  | Identifies the correct use of a colon before a list                           | Punctuation | ✗      |
| 19  | Identifies the correct use of commas for emphasis in a sentence               | Punctuation | ✓      |
| 20  | Identifies the correct use of a comma and quotation marks in speech           | Punctuation | ✓      |
| 21  | Interprets information from a short narrative text                            | Reading     | ✓      |
| 22  | Identifies the nature of a character's behaviour in a short narrative text    | Reading     | ✓      |

| No. | Question description   | Strand     | Result |
|-----|--|------------|--------|
| 23  | Identifies the stated motive of a character from a short narrative text      | Reading    | ✓      |
| 24  | Predicts the behaviour of a character based on the flow of a short narrative | Reading    | ✓      |
| 25  | Interprets the nature of a relationship in a short narrative text            | Reading    | ✗      |
| 26  | Identifies the correct spelling of "spectacular"                             | Spelling   | ✓      |
| 27  | Identifies the correct spelling of "defeated"                                | Spelling   | ✓      |
| 28  | Identifies the correct spelling of "suspense"                                | Spelling   | ✓      |
| 29  | Identifies the correct spelling of "precisely"                               | Spelling   | ✓      |
| 30  | Identifies the correct spelling of "tournament"                              | Spelling   | ✓      |
| 31  | Identifies a synonym for the word "obviously" in context                     | Vocabulary | ✗      |
| 32  | Identifies a synonym for the word "consequently" in context                  | Vocabulary | ✗      |
| 33  | Identifies a synonym for the word "disperse" in context                      | Vocabulary | ✓      |
| 34  | Identifies a synonym for the word "forage" in context                        | Vocabulary | ✗      |
| 35  | Identifies a synonym for the word "ensure" in context                        | Vocabulary | ✗      |
| 36  | Identifies the persuasive purpose of a specific blog post                    | Reading    | ✓      |
| 37  | Identifies the function of an opening sentence in an argument                | Reading    | ✓      |
| 38  | Interprets an idiom within context in an argument text                       | Reading    | ✓      |
| 39  | Matches a statement with a writer's view in an argument text                 | Reading    | ✗      |
| 40  | Identifies an adjective that describes a writer's view in an argument text   | Reading    | ✓      |

## IBT@HOME ENGLISH - ACHIEVEMENT BANDS

| Band | Described Achievement  |
|------|--|
| 9    | Demonstrate understanding of subtle relationships between complex characters in dense, highly-nuanced narrative texts. Extract and explain contradictory ideas from texts that contain sophisticated vocabulary and deliberate ambiguity. Make inferences about unfamiliar situations that lie beyond the content of texts.  |
| 8    | Interpret interpersonal connections between characters in dense narrative texts. Demonstrate understanding of conflicting ideas and opinions within complex arguments. Infer authorial agenda and identify persuasive techniques used to influence audience. Identify synonyms for very unusual and/or technical words in very unfamiliar or specific contexts.  |
| 7    | Integrate several parts of text and diagrams to identify key information. Interpret complex language to identify points of view in dense arguments. Identify author's position in opinion-based texts. Demonstrate a sound grasp of the grammar needed in complex negative sentences that contain clauses. Identify correct spelling of less frequently-used multi-syllable words with double vowels and silent letters.   |
| 6    | Interpret narrator's point of view in sophisticated narrative texts. Identify the purpose of particular paragraphs in opinion-based texts. Identify key ideas in factual texts where information is not prominent. Correctly use adverbs in conditional and negative sentences. Correctly punctuate reported speech. Use commas to break complex sentences into clauses and subclauses. Identify correct spelling of less frequently-used words which are phonetically irregular. Identify synonyms for unusual words in unfamiliar contexts.              |
| 5    | Interpret information in straightforward factual texts using synonymous phrases. Infer characters' attitudes in narrative texts. Identify purpose of particular sentences within a text. Correctly use gerunds and the perfect forms of verbs. Correctly use prepositions at the beginning of sentences. Use colons and semi-colons to separate sentences into two parts. Use apostrophes correctly. Identify correct spelling of less frequently-used words with regular spelling patterns. Identify synonyms for less common words in familiar contexts. |
| 4    | Locate and combine information within or across short texts using low-level inferences. Link diagrams to text to retrieve specific information. Identify the purpose of simple texts. Demonstrate a good understanding of the basic tense forms of verbs. Use brackets to separate information in sentences. Identify where to place commas in a list. Identify spelling errors in frequently-used multi-syllable words with double letters. Identify synonyms for common words in unfamiliar contexts.  |
| 3    | Link paragraphs within short, simple texts to identify the main idea. Draw low-level inferences to identify characters' motivations in simple narrative texts. Identify the correct personal pronouns in simple sentences. Identify basic punctuation such as question marks. Identify spelling errors in frequently used three and four-syllable words. Identify synonyms for common words in familiar contexts.  |
| 2    | Locate directly-stated information in short narrative texts that contain high-frequency words and a familiar structure. Identify the correct adjectives in simple sentences. Understand where a sentence begins and ends. Identify spelling errors in frequently used two-syllable words. Identify synonyms for very common, basic words.  |
| 1    | Locate prominent, explicitly-stated information at the start of very short, simple texts. Use present tense form of verbs. Identify full stops and commas. Identify spelling errors in very common single-syllable words.  |

*A student at the top of a band is likely to have demonstrated most of the skills in that band and almost all of the skills in the bands below. A student in the middle of the band is likely to have demonstrated about half of the skills in that band and almost all of the skills in the bands below.*

## UNDERSTANDING THE STUDENT REPORT

**Raw score.** Number of correct responses for the test

**Scale score.** Raw scores are converted to scale scores and shown on the IBT@Home scale for the subject. Scale scores allow you to track your performance from one year to the next.

**Percentile Rank.** The percentile rank shows your standing relative to the other students who took the test. For example, a percentile rank of 65.3 means this score is equal to or better than the scores of 65.3% of students who took the test.

**Achievement Bands.** Skills and understandings demonstrated in each test are described in each achievement band for the subject. See described achievement table above. Students normally move up the band levels as they move through their years at school.

**Strand.** A skill area within the subject assessed by this test.

**School Group.** This shows your score or rank compared to all students in the group tested at your school. Note that percentile rank and average score are not reported when the group tested is less than 15 students.

**IBT International** This comparison is to all students who completed this test.

SAMPLE