



International Schools' Assessment 2014-15, February Administration

Grade 6

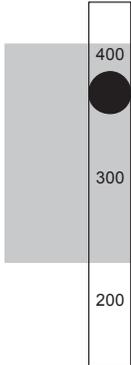
St. Mark's International School

Phaschapha TANGMANASAKUL

Dear Parent/Carer

April 2015

This set of reports shows your child's achievements in the International Schools' Assessment (ISA) that was administered in February 2015. There are three pages of reports, one each for mathematical literacy, reading and writing. For mathematical literacy and reading, your child's achievement is shown on a single scale. For writing, your child's achievement is shown on two separate scales, one for each of the ISA's two writing tasks.



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 shaded band shows the results for the middle 60% of all students at this Grade level. In February 2015 over 42,000 students from 226 schools in 63 countries participated in the ISA.

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 text on each page describes levels of students' knowledge, skills and understandings, with the lowest levels of knowledge, skill and understanding at the bottom of each page, and the highest at the top.

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.

Yours sincerely

Geoff Masters
Chief Executive Officer

Uncertainty and Data

Students at this level typically:

Level 9: Use high level thinking and reasoning skills, insight and reflection to solve problems in statistics or probability. Clearly explain and justify results.

Level 8: Apply knowledge of probability and statistics to analyse given information and solve structured problems showing clear explanations of methods used.

Level 7: Use basic statistical and probabilistic concepts to solve multi-step problems.

Level 6: Interpret statistical information and data, and link different information sources. Use simple probability concepts, symbols and conventions.

Level 5: Locate statistical information presented in a variety of forms. Understand basic statistical concepts. Solve probability problems in familiar contexts.

Level 4: Solve problems using data presented in simple graphs or tables. Understand and use basic ideas in probability in familiar experimental contexts.

Level 3: Locate information presented in simple graphs or tables. Investigate and order chance events.

Level 2: Sort and order data to create graphs in a variety of forms. Use the language of chance to order the possible outcomes of familiar events.

Level 1: Sort and order information from the immediate environment to compare quantities and create simple graphs. Use the everyday language of chance.

Level 0: Locate information presented in a simple pictograph.

Quantity

Students at this level typically:

Level 9: Use advanced reasoning skills to devise strategies for solving problems involving multiple contexts. Use sequential calculation processes. Clearly explain and justify results.

Level 8: Work effectively with models of more complex situations to solve problems. Use and communicate well-developed reasoning skills.

Level 7: Work effectively with simple models of complex situations. Interpret different representations of the same situation. Use a variety of calculation skills to solve problems.

Level 6: Use simple problem-solving strategies. Interpret tables to locate information. Carry out explicitly described calculations.

Level 5: Interpret simple tables to identify and extract relevant information. Carry out basic arithmetic calculations. Interpret and work with simple quantitative relationships.

Level 4: Solve problems where the information is explicitly presented, the context is straightforward and the computation required is simple.

Level 3: Write, compare and order numbers, including parts of a whole, in simple contexts. Solve problems involving repeated addition or sharing.

Level 2: Solve simple problems using basic arithmetic operations in familiar contexts such as money or time. Use mathematical language to describe parts of a whole.

Level 1: Write, compare and order numbers and solve simple problems using contexts in the immediate environment. Tell the time on a variety of clocks.

Level 0: Tell time to the half hour. Count and compare numbers less than twenty.

Space and Shape

Students at this level typically:

Level 9: Solve complex problems involving multiple representations and sequential calculation processes. Use reasoning, insight and reflection to generalise results and findings.

Level 8: Solve problems that require appropriate assumptions to be made. Use spatial reasoning, argument and insight to interpret and link different representations.

Level 7: Solve problems that involve visual and spatial reasoning in unfamiliar contexts. Carry out sequential processes. Apply well-developed skills in spatial interpretation.

Level 6: Solve problems that involve elementary visual and spatial reasoning in familiar contexts. Link different representations of familiar objects.

Level 5: Solve problems involving a single mathematical representation where the mathematical content is direct and clearly presented.

Level 4: Solve simple problems in a familiar context, using pictures or drawings of geometric objects or using position and direction on formal maps and grids.

Level 3: Recognise the connection between 2-D and 3-D representations of familiar geometric objects. Describe geometric objects and symmetrical designs.

Level 2: Sort two-dimensional shapes by their attributes. Use the everyday language of position and direction.

Level 1: Recognise and name two-dimensional shapes. Use the everyday language of position in the immediate environment.

Level 0: Complete a pattern of repeating shapes.

Change and Relationships

Students at this level typically:

Level 9: Use significant insights, abstract reasoning and technical knowledge to solve problems. Generalise mathematical solutions to complex real-world problems.

Level 8: Solve problems by making advanced use of algebraic expressions and other models. Use complex and multi-step problem-solving skills.

Level 7: Understand and work with multiple representations, including mathematical models of real-world situations to solve practical problems.

Level 6: Solve problems that involve working with multiple related representations (a text, a graph, a table, a formula).

Level 5: Work with simple algorithms, patterns and procedures to solve problems and link text with a single representation (a graph, a table, a simple formula).

Level 4: Follow instructions to read information directly from a simple table or graph. Perform simple calculations involving patterns and relationships.

Level 3: Identify, describe and analyse the repetitive features of a variety of patterns.

Level 2: Perform simple calculations using the repetitive features of patterns in familiar contexts.

Level 1: Find, describe and create simple patterns in the immediate environment.

Level 0: Identify a simple counting pattern.

800

700

600

500

400

300

200

100