ISA
International Schools' Assessment
2020

Australian Council for Educational Research (ACER)

What is the ISA?

- External measure to monitor student performance
- Based on the internationally endorsed frameworks of the OECD's Program for International Student Assessment (PISA)
- Provides data on what students know and can do

Key areas assessed:

- Mathematical Literacy
- Reading
- Writing A (Narrative)
- Writing B (Expository)

Who uses the ISA?

- International schools and schools with an international focus, whose language of instruction is English
- Available for students in Grade 3-10
- ZIS collects data for students in Grade 3, 5 ,7 and 10
- 90,000 students in 400 schools world -wide

PISA

- ISA results for Grade 10 can be compared against OECD's Program for International Student Assessment

- PISA assessments are conducted every 3 years

Designed for:

- Students from diverse cultural backgrounds
- Schools with a variety of curricula
- Assessing processes and skills

Why use ISA?

- Assessment of core skills in math, reading, writing
- Includes writing tasks and open -ended questions to illuminate students' thinking processes
- Provides diagnostic information at the class or individual level
- Enables performance to be related to international benchmarks using standardized scoring to monitor and improve educational programmes .

What are scale scores?

- ISA scale score is not the same as a raw score
- A scale is constructed so that the raw score results can be standardized based on OECD's PISA
- Scale scores compare all students' results within the same domain.
- Provides quantitative evidence of variations of cohorts of students and individuals over time

3 Results

	ZIS	Region	All
MATH	349	293	306
READING	320	290	304
WRITING A	372	357	364
WRITING B	461	416	415

5 Results

	ZIS	Region	All
MATH	460	425	434
READING	458	374	384
WRITING A	475	443	448
WRITING B	543	479	482

7 Results

	ZIS	Region	All
MATH	541	503	501
READING	527	482	480
WRITING A	544	511	507
WRITING B	574	532	530

10 Results

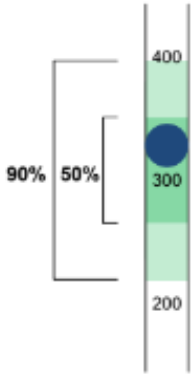
	ZIS	Region	All
MATH	632	608	616
READING	607	571	568
WRITING A	637	602	597
WRITING B	644	630	612

What is in the reports?

A summary of results about their performance across all four domain areas (Math, Reading, Writing A and B).

The report shows your child's performance on the ISA achievement scale

- The inner shaded band shows the middle 50% of students at this Grade level.
- The outer shaded band shows the the middle 90% of students at this Grade level.



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 inner shaded band shows the range of results for the middle 50% of students* at this Grade level.

The outer shaded band shows the range of results for the middle 90% of students* at this Grade level.

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 comparative group is the ISA Reference Norm of over 90,000 participating students from more than 400 international schools around the world.

How do I read the results?

Uncertainty and Data *Students at this level typically:*	Quantity *Students at this level typically:*	Space and Shape *Students at this level typically:*	Change and Relationships *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 9: Use advanced reasoning skills to devise strategies for solving problems involving multiple contexts. Use sequential calculation processes. Clearly explain and justify results.	Level 9: Solve complex problems involving multiple representations and sequential calculation processes. Use reasoning, insight and reflection to generalise results and findings.	Level 9: Use significant insights, abstract reasoning and technical knowledge to solve problems. Generalise mathematical solutions to complex real-world problems.
Level 8: Apply knowledge of probability and statistics to analyse given information and solve structured problems showing clear explanations of methods used.	Level 8: Work effectively with models of more complex situations to solve problems. Use and communicate well-developed reasoning skills.	Level 8: Solve problems that require appropriate assumptions to be made. Use spatial reasoning, argument and insight to interpret and link different representations.	Level 8: Solve problems by making advanced use of algebraic expressions and other models. Use complex and multi-step problem-solving skills.
Level 7: Use basic statistical and probabilistic concepts to solve multi-step problems.	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 7: Solve problems that involve visual and spatial reasoning in unfamiliar contexts. Carry out sequential processes. Apply well-developed skills in spatial interpretation.	Level 7: Understand and work with multiple representations, including mathematical models of real-world situations to solve practical problems.
Level 6: Interpret statistical information and data, and link different information sources. Use simple probability concepts, symbols and conventions.	Level 6: Use simple problem-solving strategies. Interpret tables to locate information. Carry out explicitly described calculations.	Level 6: Solve problems that involve elementary visual and spatial reasoning in familiar contexts. Link different representations of familiar objects.	Level 6: Solve problems that involve working with multiple related representations (a text, a graph, a table, a formula).
Level 5: Locate statistical information presented in a variety of forms. Understand basic statistical concepts. Solve probability problems in familiar contexts.	Level 5: Interpret simple tables to identify and extract relevant information. Carry out basic arithmetic calculations. Interpret and work with simple quantitative relationships.	Level 5: Solve problems involving a single mathematical representation where the mathematical content is direct and clearly presented.	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: Solve problems using data presented in simple graphs or tables. Understand and use basic ideas in probability in familiar experimental contexts.	Level 4: Solve problems where the information is explicitly presented, the context is straightforward and the computation required is simple.	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 4: Follow instructions to read information directly from a simple table or graph. Perform simple calculations involving patterns and relationships.
Level 3: Locate information presented in simple graphs or tables. Investigate and order chance events.	Level 3: Write, compare and order numbers, including parts of a whole, in simple contexts. Solve problems involving repeated addition or sharing.	Level 3: Recognise the connection between 2-D and 3-D representations of familiar geometric objects. Describe geometric objects and symmetrical designs.	Level 3: Identify, describe and analyse the repetitive features of a variety of patterns.
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 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 2: Sort two-dimensional shapes by their attributes. Use the everyday language of position and direction.	Level 2: Perform simple calculations using the repetitive features of patterns in familiar contexts.
Level 1: Sort and order information from the immediate environment to compare quantities and create simple graphs. Use the everyday language of chance.	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 1: Recognise and name two-dimensional shapes. Use the everyday language of position in the immediate environment.	Level 1: Find, describe and create simple patterns in the immediate environment.
Level 0: Locate information presented in a simple pictograph.	Level 0: Tell time to the half hour. Count and compare numbers less than twenty.	Level 0: Complete a pattern of repeating shapes.	Level 0: Identify a simple counting pattern.

ISA SCALE

Your child's achievement

Individual student information

A mailed summary of your child's results and a short information sheet.

Further information can be found on websites of PISA (www.pisa.oecd.org) and ACER (www.acer.edu.au).

Helpful information about your child's progress against credible, objective international standards.

If you have any questions about the ISA or results, please feel free to contact your child's teacher.