



# International Schools' Assessment 2007–8, October Administration

## Grade 7

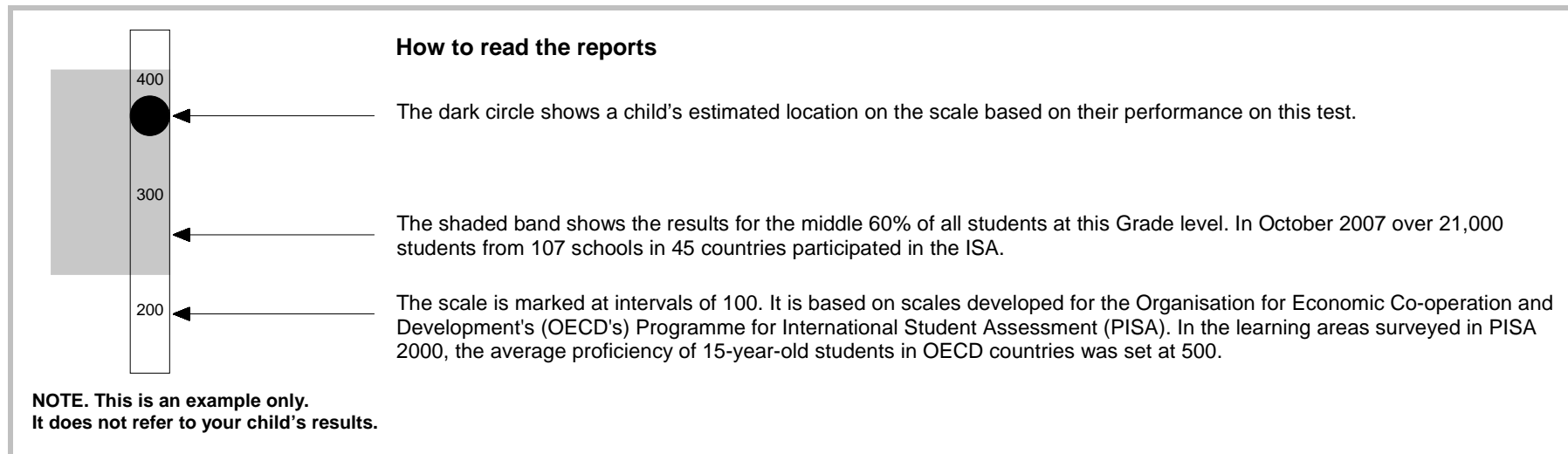
### Mount ISA International School

Andrew Foster

Dear Parent/Carer

January 2008

This set of reports shows your child's achievements in the International Schools' Assessment (ISA) that was administered in October 2007. 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.



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***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.

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700

600

500

400

300

200

100

**Retrieving Information***Students at this level typically:*

Level 8: Put together complex information from a text, even when the material is potentially confusing.

Level 7: Put together complex information from a challenging text.

Level 6: Work out what information is needed and find it, even when there is a lot of distracting material in the text.

Level 5: Find several pieces of information in a text even when there is some distracting material in the text.

Level 4: Combine some simple clues to find information in a text when there may be some distracting information.

Level 3: Find one or two pieces of information, using low level inference, in a short text.

Level 2: Put together some simple clues to find information in a short, simple text.

Level 1: Work out information to be found in a short, simple text.

Level 0: Find one or two pieces of stated information in a short, simple text.

**Interpreting***Students at this level typically:*

Level 8: Show full and detailed understanding of a complex and challenging text.

Level 7: Put together ideas and work out meanings in an unfamiliar text when there is an obstacle to interpretation, such as ambiguity.

Level 6: Put together ideas and work out meanings in a text that presents some challenge to the reader.

Level 5: Show understanding of main ideas and of prominent relationships between ideas in a text.

Level 4: Make some meanings from a text even when they are not obviously stated.

Level 3: Make broad-based meanings from a short text with clear ideas, even when they are not obviously stated.

Level 2: Make meanings from a short text with clear ideas.

Level 1: Put main meanings together in a text when the ideas are clearly stated in the text.

Level 0: Work out some important ideas in a short, simple text with pictures.

**Reflecting***Students at this level typically:*

Level 8: Critically evaluate or hypothesise about a challenging text drawing on specialised knowledge.

Level 7: Critically evaluate or hypothesise about a text based on external standards or formal knowledge.

Level 6: Evaluate a part of a text based on outside knowledge and experience.

Level 5: Make comparisons and connections between content or features of a text and personal knowledge.

Level 4: Make a simple connection between ideas in a text and personal experience or knowledge, showing reasoning.

Level 3: Make a simple connection between ideas in a short text and personal experience or knowledge.

Level 2: Show some knowledge of different text types. Make a personal response to a short text.

Level 1: Show beginning knowledge of different types of texts.

Level 0: Give a personal response to a short, simple text.

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0

**Task A: Narrative***Students at this level typically:*

Level 10: Write a complex or thought-provoking story with a skilfully developed plot, showing a strong narrative voice and considerable flair.

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Level 9: Write an engaging and effectively structured story with some depth and an individual narrative voice.

700

Level 8: Write an effective story with convincing characters and a consistent narrative voice, showing control of a range of sentence forms and precise use of vocabulary.

Level 7: Write a soundly structured story with individualised characters and an emerging narrative voice. Use an appropriate and correctly spelled vocabulary.

600

Level 6: Write a fluent story with developed detail in description, speech or action. Spell correctly most words from a typical student vocabulary.

Level 5: Write a story with some developed detail in content and using a variety of sentence forms. Spell correctly many words from a student-level vocabulary.

500

Level 4: Write a clearly sequenced story with characters and a setting, and showing a developing range of language structures and vocabulary.

400

Level 3: Write a story with a simple plot, showing understanding of basic sentence forms. Use a simple vocabulary with common words spelled correctly.

300

Level 2: Write a recognisable story using simple linking words, with some frequently used words spelled correctly.

200

Level 1: Write some story-like sentences using basic rules of written language.

100

**Task B: Exposition/Argument***Students at this level typically:*

Level 9: Write an authoritative and individual exposition demonstrating a mature and sophisticated command of language.

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Level 8: Write a sustained expository or argumentative piece showing a degree of critical distance in dealing with the issue.

700

Level 7: Write a coherent and effective expository or argumentative piece in fluent prose.

Level 6: Write a clearly constructed expository or argumentative piece showing some independent thinking.

Level 5: Write a relevant opinion piece that is consciously shaped and shows developing control of grammar and vocabulary.

500

Level 4: Write a personal opinion piece with a few supporting ideas using a developing range of sentence forms.

400

Level 3: Write a short personal opinion piece showing control of simple sentence and word forms.

300

Level 2: Write a short opinion piece that is readable but does not flow.

200

Level 1: Write a short and simple statement of opinion with emerging attempts to control language.

100