# INDIAN SCHOOL MUSCAT

## *AN INSIGHT INTO*
## *ASSET REPORT 2019*

Monday, December 16, 2019

Skill-based

Diagnostic
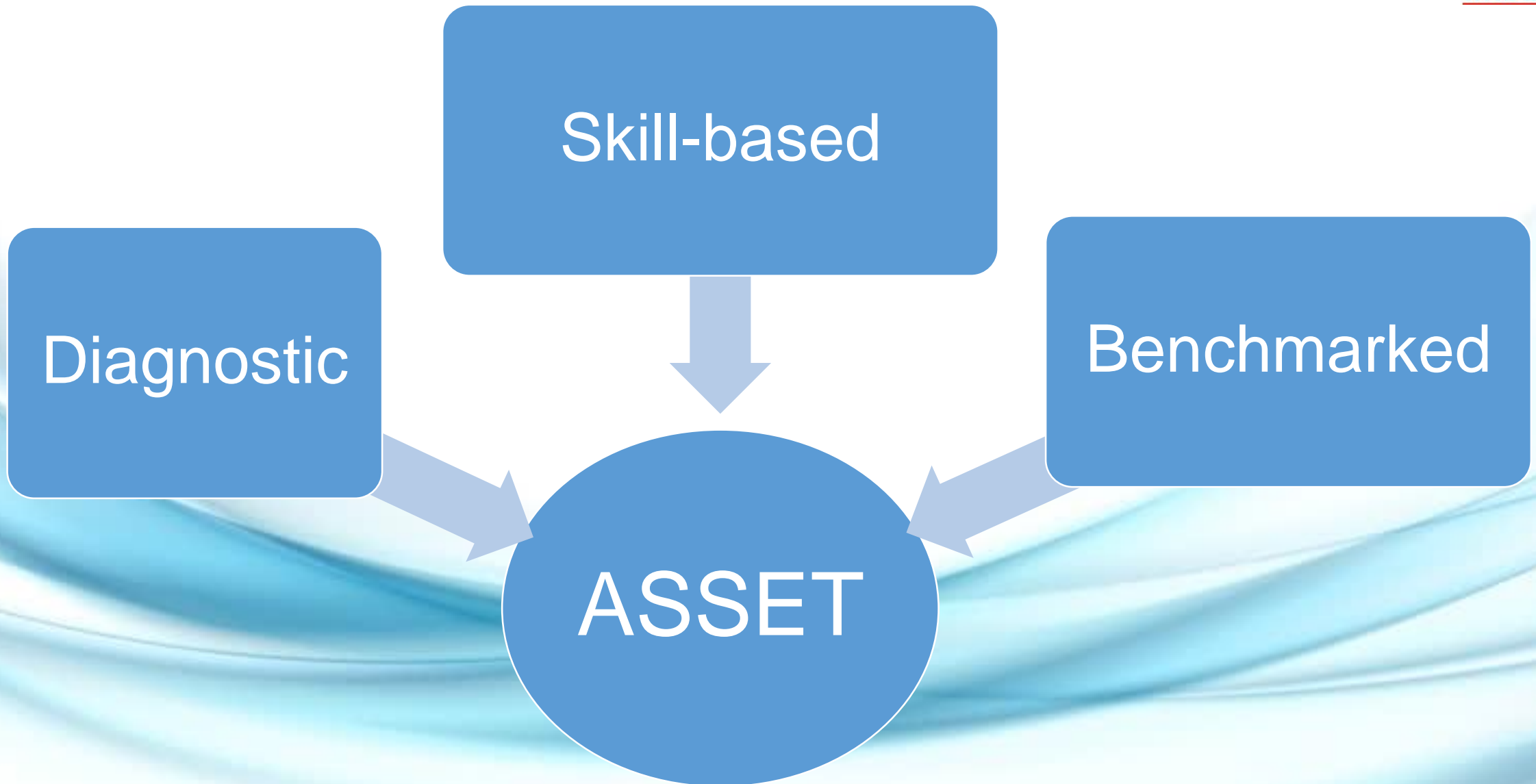
Benchmarked

ASSET

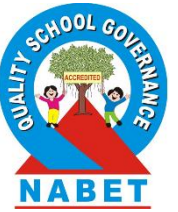# What does ASSET do?

## Benchmarking

- How do you compare to others?

## Misconception

- What are the critical learning gaps?

## Teacher effectiveness for improvement

- What are the critical learning gaps?

# BENCHMARKING

## *NATIONAL*

Benchmarked with all schools that have participated in ASSET.

## *REGIONAL*

Benchmarked with all schools in the same region

## *CLASS-SECTION PERFORMANCE*

Sections with noteworthy performance compared with their counterparts, and sections with relatively weaker performance compared to their counterparts.

# BENCHMARKING

## *BATCH PERFORMANCE - YEAR-ON-YEAR*

Comparing the performance of the same batch of students across two consecutive years

## *CLASS PERFORMANCE - CURRENT VS. PREVIOUS*

Comparing the performance of the same class of students across two consecutive years

## *CONSECUTIVE PERFORMANCE SUMMARY*

Summary of your school performance over the last 3 consecutive years

# Insights into the ASSET report STUDENT MYBOOK

Dear Parent,

This MyBook is a personalised and comprehensive tool that will not only help you understand your child's performance but will also help him/her improve on the weak areas. We urge you to go through this MyBook, along with your child. You can use this MyBook in the following ways:

- Identify the strengths and areas of improvement
- See the performance history table to keep a tab on progress over years
- Go through the questions answered incorrectly and understand the reasons behind the answer chosen
- Solve the Practice Questions and on completion verify the answers given

# PERSONALISED STUDENT FEEDBACK

| Subject | Highest-performing Skills | Lowest-performing Skills |
|---------|---------------------------|--------------------------|
| English | *Identifies synonyms, antonyms and other words* | *Knows correct spellings and phonics in words* |
| | *Deduces word meanings from contextual clues* | *Understands the usage of grammar concepts* |
| Maths | *Applications in daily life: word/visual problems* | *Arithmetic operations: multiplication* |
| | *Number sense, related concepts and basic number competency* | *Basic shapes and geometry* |
| Science | *Hypothesis formulation or prediction of outcome* | *Complex analysis, data interpretation, integrating different concepts* |
| | *Recollection or recognition of science facts and concepts* | *Classification/comparison of organisms/processes; giving examples* |

# CIRCULAR SKILL PROFILE

## English

E1) Vocabulary in Context
E2) Grammar Usage
E3) Literal Comprehension
E4) Extended Reasoning

## Science

S1) Knowledge of Basic Science Facts
S2) Conceptual Understanding and Comprehension
S3) Reasoning and Analysis Skills
S4) Original Thinking
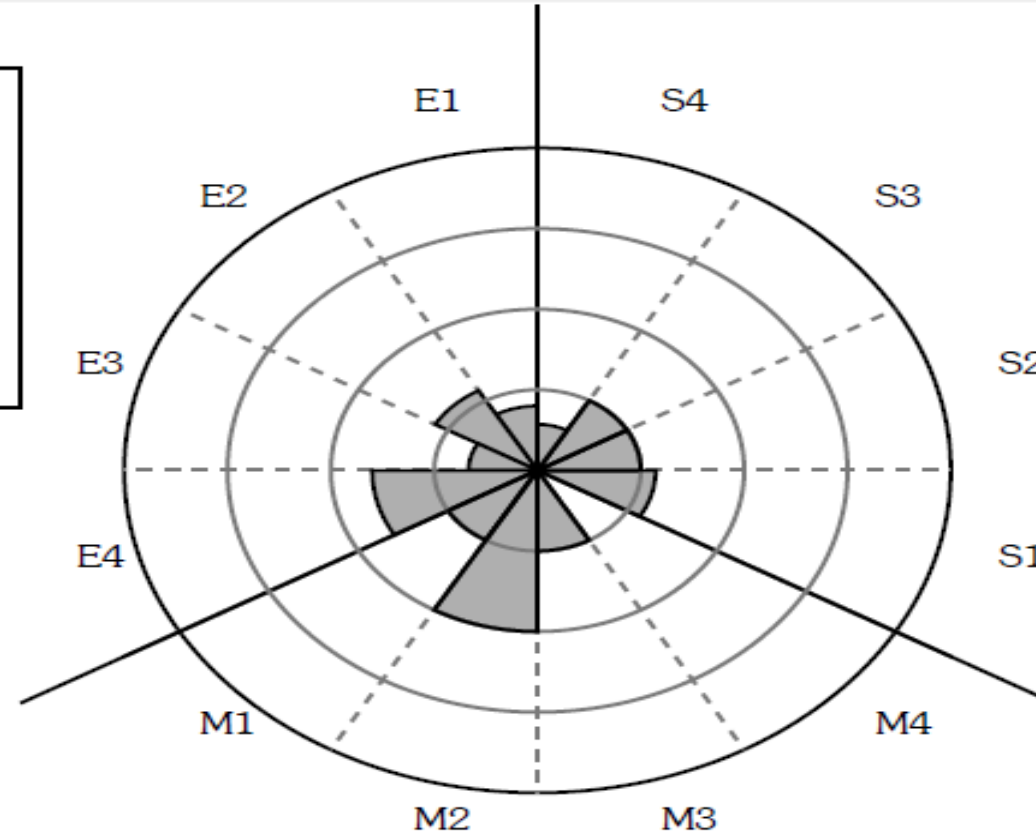
## Maths

M1) Number sense, Computations and Basic Arithmetic
M2) Intermediate Concepts, Geometry and Algebra
M3) Word and Application Problems
M4) Problem Solving, Advanced Problems

## CIRCULAR SKILL PROFILE

The Circular Skill Profile represents your performance on each core skill in each subject test of ASSET you have taken. The outer circle represents 100%. The section between two axes represents a core skill in a subject, and the shaded region plots your performance on the skill. The greater the height of the shaded section, the better the performance.

## Understanding Skills

The main difference between the ASSET(Assessment of Scholastic Skills through Educational Testing) tests and the regular school tests lies in the fact that ASSET tests are SKILL-BASED. Skills or competencies refer to specific abilities that a student develops. A skill-based test can be contrasted with a fact- or memory-based test. In the latter type of tests, the student is asked to recall or reproduce facts more often than to apply the concepts taught to them. However, most competitive exams, entrance tests as well as international admission tests (like the GRE) tend to be skill-based. This is because it is being widely appreciated that a student's understanding can be tested better with a skill-based test rather than a fact-based one. Facts and their recall are important; however, they should not be overemphasized and ASSET believes in this.
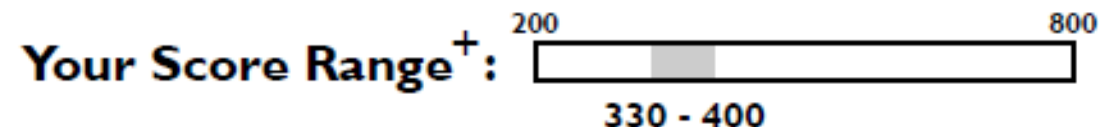
## ENGLISH PERFORMANCE

**Your Score\*: 9/35**

YS

0%          ASA          100%
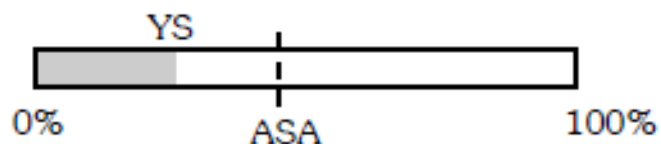
YS - Your Score (%)
ASA - All School's Average (%)

**Percentile#: <50**

**Your Scaled Score\*\*: 364/800**

**Your Score Range+:**

200          800

330 - 400

*\* **Your Score**: The raw score and is equal to the number of questions you answered correctly*

**\*\*Your Scaled Score**: Your score is converted to a scaled score through a process known as equating. This process accounts for minor variation in difficulty among different tests given to students. The minimum a student can get is 200 and the maximum is 800.

**Percentile**: This is the percentage of students that scored lower than you in the test. E.g. If your percentile score is 72, this means that 72% of all other participating students have scored less than you have. Alternately, this means that you are in the top 28% of all participating students for this subject.

## SKILL-BASED SUMMARY AND STRENGTH / WEAKNESS ANALYSIS

| No. | Core Skill | Sub Skill | Answered Right | Answered Wrong | Graph | S/W |
|-----|-----------|-----------|----------------|----------------|-------|-----|
| 1 | Vocabulary in Context | Identifies synonyms, antonyms and other words | 3 | 6,7,11,14,18 | | W |
| 2 | | Deduces word meanings from contextual clues | 13 | 4,12,21 | | |
| 3 | Grammar Usage | Knows punctuation and sentence formation | 24 | 22,28,34 | | |
| 4 | | Knows correct spellings and phonics in words | 23,27 | 25,29,32 | | |
| 5 | | Understands the usage of grammar concepts | 26 | 30,31,33,35 | | W |
| 6 | Literal Comprehension | Understands organisation and context of the passage | 16 | 5,10,17,19 | | W |
| 7 | | Identifies and recalls direct facts in the passage | | 9 | | |
| 8 | Extended Reasoning | Interprets the lines of a poem | 2 | 1 | | |
| 9 | | Analyses and infers hidden ideas | 15 | 8,20 | | |

The graphs represent the percentage of questions answered correctly. Skills where the performance is <25% are marked as W and >75% are marked as S.  Only skills having at least 5 questions are considered.

# ENGLISH SCORE CARD

1-Your Answer    2-Correct Answer    3-Result    4-All School Performance

| Q | Skill Tested | 1 | 2 | 3 | 4 | Error Indicated |
|---|---|---|---|---|---|---|
| 1 | Interprets the lines of a poem | C | A | ✗ | 61% | Poem interpreted incorrectly |
| 2 | Interprets the lines of a poem | D | D | ✓ | 48% | - |
| 3 | Identifies synonyms, antonyms and other words | C | C | ✓ | 53% | - |
| 4 | Deduces word meanings from contextual clues | B | C | ✗ | 50% | Contextual meaning not clear |
| 5 | Understands organisation and context of the passage | A | C | ✗ | 36% | Procedural sequence not clear |
| 6 | Identifies synonyms, antonyms and other words | D | A | ✗ | 50% | Antonyms identified incorrectly |
| 7 | Identifies synonyms, antonyms and other words | C | D | ✗ | 26% | Word meaning possibly confused |
| 8 | Analyses and infers hidden ideas | B | D | ✗ | 52% | Story not understood |
| 9 | Identifies and recalls direct facts in the passage | D | C | ✗ | 30% | Stated facts identified incorrectly |
| 10 | Understands organisation and context of the passage | A | D | ✗ | 54% | Situational context not understood |
| 11 | Identifies synonyms, antonyms and other words | C | A | ✗ | 48% | Synonyms identified incorrectly |
| 12 | Deduces word meanings from contextual clues | A | B | ✗ | 57% | Contextual meaning clear |
| 13 | Deduces word meanings from contextual clues | D | D | ✓ | 55% | - |
| 14 | Identifies synonyms, antonyms and other words | C | B | ✗ | 36% | Synonyms identified incorrectly |
| 15 | Analyses and infers hidden ideas | B | B | ✓ | 35% | - |

# MATHEMATICS PERFORMANCE

**Your Score\*: 15/40**

YS

0%   ASA   100%
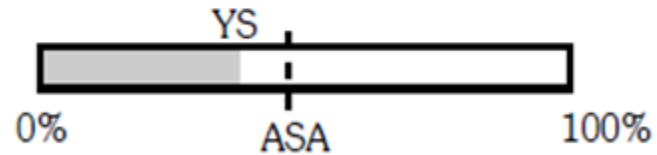
YS - Your Score (%)
ASA - All School's Average (%)

**Percentile#: <50**

**Your Scaled Score\*\*: 455/800**
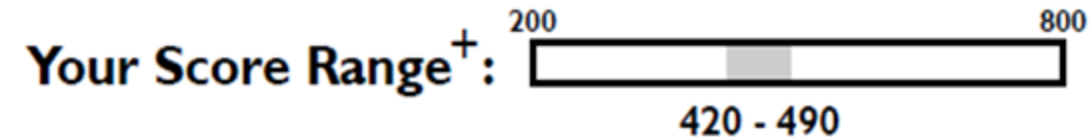
**Your Score Range+:** 200 ——— 800

420 - 490

*\* **Your Score**: The raw score and is equal to the number of questions you answered correctly

\*\***Your Scaled Score**: Your score is converted to a scaled score through a process known as equating. This process accounts for minor variation in difficulty among different tests given to students. The minimum a student can get is 200 and the maximum is 800.

**Percentile**: This is the percentage of students that scored lower than you in the test.
E.g. If your percentile score is 72, this means that 72% of all other participating students have scored less than you have. Alternately, this means that you are in the top 28% of all participating students for this subject.

# MATHEMATICS PERFORMANCE

## SKILL-BASED SUMMARY AND STRENGTH / WEAKNESS ANALYSIS

| No. | Core Skill | Sub Skill | Answered Right | Answered Wrong | Graph | S/W |
|-----|-----------|-----------|----------------|----------------|-------|-----|
| 1 | Number sense, Computations and Basic Arithmetic | Arithmetic operations: four basic operations, properties | 16 | 2,8,12,19 | | W |
| 2 | | Number sense, related concepts and basic number competency | 34,35 | 4,5,22,40 | | |
| 3 | Intermediate Concepts, Geometry and Algebra | Fractions: concepts and applications | 18,31 | 6,11,33 | | |
| 4 | | Basic shapes and geometry | 7,14,15,37,39 | | | S |
| 5 | Word and Application Problems | Applications in daily life: money, time, calendar, length etc. | 21 | 1,23,25,28,36 | | W |
| 6 | | Measurement and data interpretation | 30 | 3,29 | | |
| 7 | | Applications in daily life: word/ visual problems | 17,26 | 9,13,27,38 | | |
| 8 | Problem Solving, Advanced Problems | Problem solving: advanced or challenging problems | 20 | 10,24,32 | | |

The graphs represent the percentage of questions answered correctly. Skills where the performance is <25% are marked as W and >75% are marked as S.  Only skills having at least 5 questions are considered.

# MATHEMATICS PERFORMANCE

**1-Your Answer    2-Correct Answer    3-Result    4-All School Performance**

| Q | Skill Tested | 1 | 2 | 3 | 4 | Error Indicated |
|---|---|---|---|---|---|---|
| 1 | Applications in daily life: money, time, calendar, length etc. | D | C | ✗ | 60% | Error in computation involving time |
| 2 | Arithmetic operations: four basic operations, properties | A | B | ✗ | 57% | Problem not analysed fully/correctly |
| 3 | Measurement and data interpretation | C | D | ✗ | 56% | Inadequate understanding of weight |
| 4 | Number sense, related concepts and basic number competency | B | D | ✗ | 45% | Inadequate number sense |
| 5 | Number sense, related concepts and basic number competency | C | B | ✗ | 37% | Number concepts not clear |
| 6 | Fractions: concepts and applications | C | D | ✗ | 38% | Basic fraction concepts not clear |
| 7 | Basic shapes and geometry | C | C | ✓ | 35% | - |
| 8 | Arithmetic operations: four basic operations, properties | B | A | ✗ | 31% | Inadequate understanding of multiplication |
| 9 | Applications in daily life: word/visual problems | B | C | ✗ | 43% | Word problem not analysed correctly |
| 10 | Problem solving: advanced or challenging problems | C | D | ✗ | 33% | Problem not analysed correctly |
| 11 | Fractions: concepts and applications | D | A | ✗ | 50% | Basic fraction concepts not clear |
| 12 | Arithmetic operations: four basic operations, properties | A | C | ✗ | 35% | Error in subtraction with borrow |
| 13 | Applications in daily life: word/visual problems | D | C | ✗ | 41% | Word problem not analysed fully/correctly |
| 14 | Basic shapes and geometry | D | D | ✓ | 21% | - |
| 15 | Basic shapes and geometry | C | C | ✓ | 52% | - |

# SCIENCE PERFORMANCE

**Your Score\*: 18/35**

YS

0%　　ASA　　100%
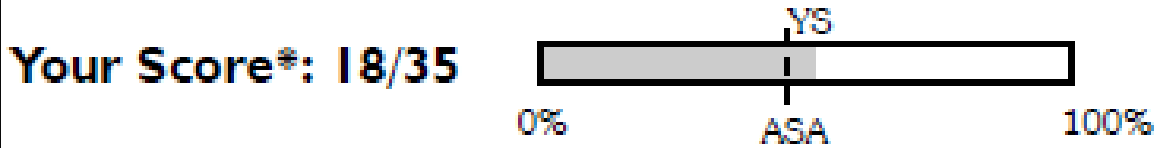
YS - Your Score (%)
ASA - All School's Average (%)

**Percentile#: 53**

**Your Scaled Score\*\*: 512/800**

**Your Score Range+ :**

200　　　　800

470 - 550

\***Your Score**: The raw score and is equal to the number of questions you answered correctly

\*\***Your Scaled Score**: Your score is converted to a scaled score through a process known as equating. This process accounts for minor variation in difficulty among different tests given to students. The minimum a student can get is 200 and the maximum is 800.

**Percentile**: This is the percentage of students that scored lower than you in the test. E.g. If your percentile score is 72, this means that 72% of all other participating students have scored less than you have. Alternately, this means that you are in the top 28% of all participating students for this subject.

**SKILL-BASED SUMMARY AND STRENGTH / WEAKNESS ANALYSIS**

| No. | Core Skill | Sub Skill | Answered Right | Answered Wrong | Graph | S/W |
|-----|-----------|-----------|----------------|----------------|-------|-----|
| 1 | Knowledge of Basic Science Facts | Recollection or recognition of science facts and concepts | 11 | 2,27 | | |
| 2 | | Definition or description of scientific terms, organisms or materials | 13,17,18,31 | | | |
| 3 | Conceptual Understanding and Comprehension | Knowledge of use of scientific instruments, tools and procedures | 25,34 | 1,12,20,26 | | |
| 4 | | Classification/comparison of organisms/processes; giving examples | | 23,28,30,32 | | |
| 5 | Reasoning and Analysis Skills | Extraction, translation and application of knowledge or information | 3,8,16 | | | |
| 6 | | Analysis of information to identify trends or properties | 5,9 | 15,19,21 | | |
| 7 | | Representing, relating or explaining scientific processes or observed phenomena | 7 | 22,24 | | |
| 8 | Original Thinking | Hypothesis formulation or prediction of outcome | 4,35 | 10,33 | | |
| 9 | | Integrating different concepts or information for decision making | 6,14,29 | | | |

The graphs represent the percentage of questions answered correctly. Skills where the performance is <25% are marked as W and >75% are marked as S. Only skills having at least 5 questions are considered.

# SCIENCE PERFORMANCE

| Q | Skill Tested | 1 | 2 | 3 | 4 | Error Indicated |
|---|---|---|---|---|---|---|
| 1 | Knowledge of use of scientific instruments, tools and procedures | C | B | ✗ | 44% | Inadequate knowledge of instruments |
| 2 | Recollection or recognition of science facts and concepts | D | B | ✗ | 37% | Relevant knowledge not recalled |
| 3 | Extraction, translation and application of knowledge or information | D | D | ✓ | 33% | - |
| 4 | Hypothesis formulation or prediction of outcome | A | A | ✓ | 35% | - |
| 5 | Analysis of information to identify trends or properties | B | B | ✓ | 51% | - |
| 6 | Integrating different concepts or information for decision making | B | B | ✓ | 52% | - |
| 7 | Representing, relating or explaining scientific processes or observed phenomena | A | A | ✓ | 37% | - |
| 8 | Extraction, translation and application of knowledge or information | D | D | ✓ | 52% | - |
| 9 | Analysis of information to identify trends or properties | D | D | ✓ | 57% | - |
| 10 | Hypothesis formulation or prediction of outcome | A | C | ✗ | 38% | Possible misconception |
| 11 | Recollection or recognition of science facts and concepts | B | B | ✓ | 57% | - |
| 12 | Knowledge of use of scientific instruments, tools and procedures | C | B | ✗ | 37% | Inadequate understanding of the scale |
| 13 | Definition or description of scientific terms, organisms or materials | D | D | ✓ | 55% | - |
| 14 | Integrating different concepts or information for decision making | B | B | ✓ | 59% | - |
| 15 | Analysis of information to identify trends or properties | B | C | ✗ | 68% | Error in interpreting tabular information |

# How can to improve on the low performed skills?


PRACTICE QUESTIONS
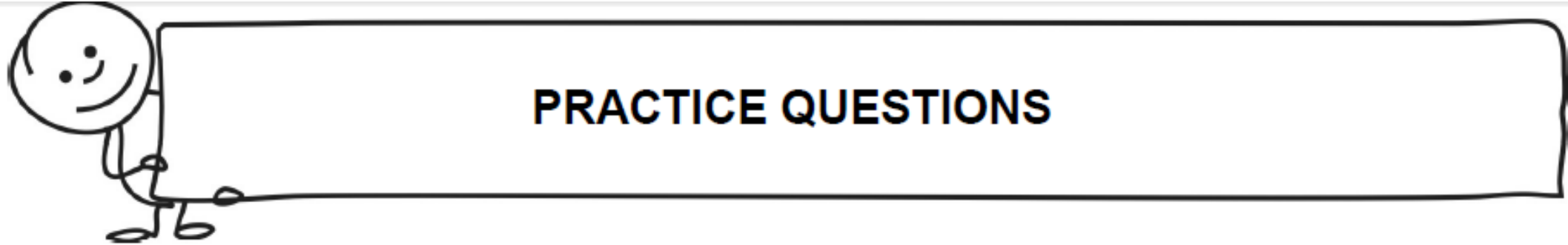
- For every subject, the ASSET team has picked your low-performing skills and provided practice questions with answers and explanations to help you do better next time.

- AQAD: ASSET Question A Day (uploaded on the school website)

# Thank you !