



## STUDENT ASSESSMENT REPORT

**TESTING DATE:** 11 August, 2018

### DETAILS OF STUDENT:

Student Name: [REDACTED]  
Gender: M  
Date of birth: [REDACTED]  
Current year level: Year 8  
Current school: [REDACTED]  
Child's nationality: [REDACTED]  
Child's citizenship: [REDACTED]

### DETAILS OF PARENT:

Parent Name: [REDACTED]  
Address: [REDACTED]  
Phone number: [REDACTED]  
Mobile phone: [REDACTED]

### ENTRY DETAILS REGISTERED:

Entry Year: 2019  
Entry Level (Grade): Year 9  
Age at Date of Testing: 14 years 4 months  
Immigration Status: Student Visa 500

### STUDENT REGISTERED BY

Agency: [REDACTED]  
Contact : [REDACTED]  
Email: [REDACTED]  
Phone number : [REDACTED]

### OTHER INFORMATION GATHERED:

Current school delivers subjects in English

Favourite School Subjects

Least Favourite Subjects

Career Pathway Goals

Hobbies / Interests

Relatives or Friends of Family in Australia

Language spoken at home

Other languages

Art, Sport

Literature, Geography

Artist

Art, Sport, Video Games

Not mentioned

Vietnamese

No

**RECOMMENDED WEEKS OF ENGLISH:** 8-12 weeks minimum for Year 9, 2019 entry.

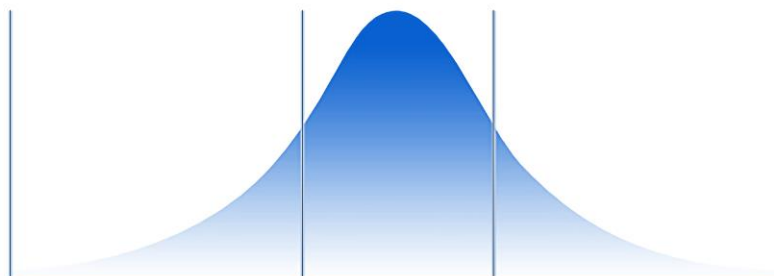
## SNAPSHOT OF RESULTS *(detailed diagnostic report attached separately)*

Date of Assessment: Saturday 11 August, 2018			DOB: [REDACTED] 4		[REDACTED]
Test Component	Possible Score	Achieved	Raw Score Result or Stanine Level	NGS (est. IQ equiv. in subject)	iSTARTOnline Assessed: ESL Scales (Dept.Ed) / Norms / English Weeks
<b>EAL OVERALL ASSESSMENT</b> (including oral/aural and writing)  (Below view individual test results)	<b>100%</b>	<b>61%</b>	<b>OVERALL EAL STANINE 5</b> (Average) - Intermediate / ESL Scales Band 3		Theory EAL: placed student in: Upper Intermediate / ESL Scales Band 4 ; oral/aural as: Upper Intermediate / ESL Scales Band 4 ; writing skills as: Pre-Intermediate / ESL Scales Band High 2 and Low 3 Level range It is recommended a minimum English course of: 8 weeks be undertaken.  [REDACTED] would require a minimum of 8 to 12 weeks English course prior to Year 9 entry.
VOCABULARY, GRAMMAR, READING & COMPREHENSION	100%	68%	EAL STANINE 6 Above Average		Based on averaging of RAW scores
Verbs	100%	67%	RAW score		
Other Parts of Speech	100%	100%	RAW score		
Word Families	100%	60%	RAW score		
Vocabulary in Context	100%	50%	RAW score		
Extended Text	100%	71%	RAW score		
Vowel Sounds	100%	60%	RAW score		
WRITTEN EXPRESSION	100%	48%	STANINE 4 Low Average		assessed as: Pre-Intermediate / ESL Scales Band High 2 and Low 3 Level range
SPEAKING and LISTENING	100%	66%	STANINE 6 Above Average		assessed as: Upper Intermediate / ESL Scales Band 4
ABSTRACT REASONING	100%	53%	Non-Verbal STANINE 5 Average	101	Edutest comparative normed data (students currently in Australian schools at this age/year level) - Average
MATHEMATICS	100%	98%	Mathematics STANINE 9 Very Superior	131	Edutest comparative normed data (students currently in Australian schools at this age/year level) - Very Superior
Addition/Subtraction	Edutest	+	Above Norm		Normed data measured by Edutest: As per testing by thousands of students currently in classes in Australia (same age/year level). This provides a measure of ability for performance once in class in Australia.
Multiplication/Division	Edutest	+	Above Norm		
Ratio	Edutest	+	Above Norm		
Measure/Space	Edutest	+	Above Norm		
Algebra	Edutest	Norm	At Norm Level		
Trigonometry	Edutest	+	Above Norm		

**EAL Overall Result – 61% - recommended 8-12 weeks English course for year 9, 2019 entry**

### RECOMMENDED WEEKS OF HIGH SCHOOL PREPARATION ENGLISH COURSE

RAW SCORES > LEVEL		WEEKS PRIMARY YEARS	WEEKS School Entry Years 7 - 8	WEEKS School Entry Year 9	WEEKS School Entry Year 10	WEEKS School Entry YRS 11/12
0-25	Beginner	16 – 20	20 - 30	30 - 40	Not recommended	Not recommended
26-35	Low Elementary	8 - 16	16 – 20	20 - 30	Not recommended	Not recommended
36-45	Elementary to Pre-Intermediate	4 - 8	12 - 16	16 - 20	20 - 30	Not recommended
46-60	Pre-Intermediate to Intermediate	0	8 - 12	12 - 16	16 - 20	20 – 30
61-70	Intermediate to Upper Intermediate	0	4 - 8	<b>8 - 12</b>	12 - 16	16 – 20
71-80	Upper Intermediate to Pre-Advanced	0	0	0 - 4	4 – 12	12 - 16
81-	Pre-Advanced to Advanced +	0	0	0	0 - 4	0 - 12



PERCENTILES

1%

25%

75%

99%

STANINE LEVEL

1

2

3

4

5

6

7

8

9

AVERAGE RANGE

BELOW AVERAGE >>>>> LOW >>>>> AVERAGE >>>>> ABOVE >>>>> HIGH AVERAGE

IELTS COMPARISON RESULT  
iSTARTOnline percentile  
Year 10 student estimates

	4.0	5.0	5.5	6.0
iSTARTOnline - percentile (%)	35-45	46-56	57-66	67+
English preparation course - iSTARTOnline suggested weeks	20-30	16-20	12-16	0-12

NOTE: The IELTS test is not considered a suitable test for students under 18 years - and does not assess mathematics or non-verbal reasoning ability levels.



## SNAPSHOT REPORT AND RECOMMENDATIONS

Overall ██████████'s assessment results place him in the Intermediate range, requiring 8-12 weeks High School English preparation course to commence year 9 in 2019 in an Australian School. His results show him to be a well-rounded student, with good results in English and Abstract Reasoning and exceptional results in Mathematics. ██████████, known as '██████████' at school, presented as a happy, easy-going student who is passionate about art, loves sport and loves to eat! He displayed good speaking and listening skills, with wide vocabulary, and although his grammar and pronunciation require work, he is a good communicator who demonstrated the ability to manipulate the language skills he has already mastered, to express himself. ██████████ attends an international school and therefore has a lot of practice speaking and listening to English. Based on his assessment testing, ██████████ would be a strong candidate to enter into an Australian school after completing the required number of weeks of a High School English preparation course.

## DETAILED ASSESSMENT REPORT

### English Proficiency Results – Reading, Comprehension and Grammar – 68% - Stanine 6 (Above Average) EAL/D (ESL Scales) Band Level 4 – Upper Intermediate

This test measures the ability to identify verbs & phrasal verbs, homophones & adverbs, prepositions, vocabulary in context, extended text, odd word out, vowel sounds. ██████████ received 68% in English theory testing, placing him in the 'Above Average' range. 'Other parts of speech' and 'Extended Text' were his strongest results, with 100% and 71% respectively. 'Vocabulary in Context' was his weakest area in testing, receiving 50%. Overall, his relatively consistent performance in the different aspects of English theory testing show he has a good grasp of many areas of the language and an excellent foundation from which to develop his communication skills. He should be able to progress quickly in an intensive English course.

### Speaking and Listening –

66% - Stanine 6 (Above Average) - EAL/D (ESL Scales) Band Level 4 – Upper Intermediate

#### Recording Link: ██████████

The ability to interact successfully in the new language involves comprehension as well as production. In Oral Interaction, the skills of listening and speaking have been integrated into a single strand. Strand pointers have been identified as 'receptive' and 'communicative', assisting identification of those pointers that teachers may prefer to identify as 'listening' or 'speaking'. No assumptions about student proficiency in the first language have been made in the Oral Interaction strand.

██████████'s speaking and listening assessment placed him in ESL Band Level 4, where a student can 'understand the gist of unfamiliar topics expressed in familiar language and communicate in predictable social and learning situations, expressing simple messages in connected speech'. ██████████ appeared quite at ease conversing in English, giving extended answers to the interviewer's questions with varying grammatical accuracy and his spoken English improved as he relaxed towards the end of the interview. His obvious appreciation of humour demonstrated his high level of comprehension. Although he sometimes had to pause to find the word he needed, ██████████ demonstrated good use of vocabulary, allowing him to successfully convey his intended messages. ██████████ does have quite a strong accent, with somewhat flat intonation and some pronunciation difficulties, especially with word end consonants, which makes him a little hard to understand at times. Overall, ██████████ is a good communicator, performing comfortably at Band Level 4, where students 'Combine and manipulate learned speech patterns to make correct and incorrect grammatical utterances'.

### Written Expression – 48% - Stanine 4 (Low Average) – EAL/D (ESL Scales) Band Level High 2 to Low 3 – Pre-Intermediate

This test assesses the ability to convey ideas clearly in written form. Punctuation, construction, grammar, spelling and relevance to the task are assessed. The Writing strand focuses on writing in English. It includes the development of the skills of encoding English into written form, and the skills of composing and presenting written texts. The strand signposts the development of a student's writing skills in English. The somewhat lower result achieved in the written expression task reflects the fact that ██████████ needs to focus on several areas of his written English to progress to the level required to fluently express complex ideas. At Band Level 2, students 'Write sentences that use subject-verb-object patterns' and 'write texts that show simple cohesion of ideas, joining them with 'and' and 'then'. Whist the

organisation of the piece, including consistent reference to the topic and development of ideas, is very good, [REDACTED] hasn't yet mastered correct syntax and in several places, 's' is missing when it would be appropriate in both noun and verb endings. His piece also contains a few spelling errors (e.g. 'bying' instead of 'buying', 'to' instead of 'too'). The well thought out structure of [REDACTED]'s piece, presenting a series of 'advantages' and 'disadvantages' of watching car racing, finishing with his personal opinion, shows he is performing in some areas, at Band Level 3, where a student can 'plan the format of a text according to its intended communicative purpose'. With focussed work on correct syntax in particular [REDACTED]'s writing skills should progress quickly.

#### **Abstract Reasoning – 53% - Stanine 5 (Average) NGS 101 (IQ equivalent for this area of testing)**

This test measures the ability to think laterally and identify patterns, trends and rules and apply them to solve problems. In abstract reasoning, [REDACTED] performed in the 'Average' range. In 'missing-puzzle' and 'multi-pattern' he achieved above average, and in the other two areas, 'missing piece' and 'sequences' he performed at 'average' level. It should be noted, [REDACTED] complete the abstract reasoning testing in 'Fast' time. Had he slowed down, he may well have answered more questions correctly, raising his overall score.

#### **Mathematics – 98% - Stanine 9 (Very Superior) – NGS 131 (IQ equivalent for this area of testing)**

This test measures year-level appropriate mathematical knowledge including items tapping numbers, measurement, space & data. Achieving 98% in the mathematics testing, [REDACTED] performed in the 'very superior' range, placing him in the top 11% of students his age in Australia. In Algebra he performed 'at norm', but in all other areas of mathematics testing he performed above average. He also completed the maths test in 'Fast' time. [REDACTED] is clearly a very capable mathematician.

### REPORT OF STUDENT ENDS

## EAL SCALES - ASSESSMENT BAND LEVEL EXPLANATION

iSTARTOnline in preparing this report, has assessed results achieved through the base test instrument (Edutest), further conducted an oral/aural (speaking/listening) interview (recorded) and cross-marked the written test.

Provided herein is a full assessment report prepared by iSTARTOnline and the recommended weeks of a high school preparation English course prior to school entry, which would be considered beneficial for the student to undertake. Also attached separately to this full report are the Edutest diagnostic results of testing. The iSTARTOnline Assessors have reviewed these raw results and also analysed proficiency levels against the EAL scales through language acquisition pointers and indicators outlined in the EAL scales. EAL teachers will be familiar with the EAL scales.

The EAL scales are specific to school students – the upper (higher) levels of the scales being more relevant for senior secondary students and post-secondary (i.e. TAFE level entry age). Level 1 is the lowest level (beginner level) and Level 8 the highest level (complex - advanced). The scales give a holistic description of student performance at each level, summarising the outcomes and giving a sense of a student's achievement at that level. Understandably, Level 1 in Oral interaction does not equate with Level 1 in the other two strands i.e. writing; reading/responding. While there is likely to be a correlation across strands for some EAL learners, others may have developed a degree of proficiency in some strands but not in others.

The full EAL scale descriptions can be viewed in the iSTARTOnline secure portal area of website: [www.istartonline.com](http://www.istartonline.com) This area is restricted to schools, language centres and approved education agents, which have subscribed to gain access. Subscription is free of charge but subscribers are reference checked prior to being issued a login/password to the secure portal. Approved subscribers are able to 'register a student for assessment or re-assessment testing'.

For schools, this is useful for walk-in clients or to assess the entire EAL class cohort.

**Special Note:** Where iSTARTOnline recommends a progress re-assessment following a number of weeks of a student's high school preparation course it is best to use the same testing instrument i.e. iSTARTOnline/Edutest to determine a comparative analysis and progress and it assist the school to understand if the student is 'on track' for entry.

Subscription to iSTARTOnline indicates a school's willingness to accept this test instrument in considering a student.