

NOTE: Edutest is the provider of RAW data and Normed Data comparative results to iSTARTOnline. The Edutest is the end-user test undertaken by overseas school-aged students wishing to enter into an Australian school. iSTARTOnline may deliver other suitable tests for students wishing to enter into other countries (i.e. NZ, UK, USA, Canada). The diagnostic data results are analysed by iSTARTOnline Assessors. iSTARTOnline conducts other relevant testing (i.e. speaking / listening) and reviews assessment results against Department of Education ESL Scale criteria. A final report and the recommendation of appropriate weeks for an ELICOS pre-entry course for the student is issued by iSTARTOnline. Enquiries to admin@istartonline.com

## Results Interpretation Guide (RAW and Normed Data)

<b>VIQ:</b>	Verbal Reasoning/Verbal IQ
<b>NIQ:</b>	Numerical Reasoning/Numerical IQ (Yr 3: Non-Verbal Reasoning)
<b>RC:</b>	Reading Comprehension
<b>MA:</b>	Mathematics

<b>Combined Aptitude:</b>	Academic Ability or Potential. <b>Combined Aptitude</b> refers to the combined Verbal IQ and Numerical IQ results
<b>Combined Achievement:</b>	Performance ie skills/knowledge. <b>Combined Achievement</b> refers to the combined results for Reading Comprehension and Maths
<b>Combined Scholastic Rating:</b>	Combination of Aptitude and Achievement results

**Comparing a student's Aptitude and Achievement provides a good measure of their performance and whether they are over/under achieving relative to their ability.**

<b>%:</b>	Percentile eg 70% means a student is better than 70% of the population
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<b>Stanine/Category:</b>	Stanines are reported as levels 1-9 and reflect the standard of a student's ability and achievement relative to the normed group
<i>Stanine 1 - BL</i>	<i>Well Below Average</i>
<i>Stanine 2/3 - BL</i>	<i>Below Average</i>
<i>Stanine 4 - LA</i>	<i>Low Average</i>
<i>Stanine 5 - A</i>	<i>Average</i>
<i>Stanine 6 - HA</i>	<i>High Average</i>
<i>Stanine 7 - AA</i>	<i>Above Average</i>
<i>Stanine 8 - S</i>	<i>Superior</i>
<i>Stanine 9 - VS</i>	<i>Very Superior</i>

**NGS** NORMALISED GRADE SCORE. Equivalent of IQ

**Diagnostic Analysis:** The results provide diagnostic feedback, with each test providing a break-down of content and level of achievement attained by the student

**- /Norm/ +** Diagnostic analysis is reported in terms of the student's level of attainment: **below the norm or average (-), within the average category (norm), or working above the norm (+)**

**Speed: Fast, Average or Slow** Speed of completion is relevant in terms of the student's capacity to manage time and work under exam conditions

**WE:** Written Expression: marked on a scale from 1-10  
**iSTARTOnline converts this assessment to a percentage of 100 and a scale as per Department of Education ESL Scales.**

## iSTARTOnline Final Report - Diagnostic Analysis

Current Year Level: 8

Date of Assessment: Saturday 11 August, 2018

### TESTING AREAS - OVERALL RESULTS

Current Year 8					EAL READING & GRAMMAR	ABSTRACT REASONING				MATHS			EAL Written Speaking & Listening		
Student Details					Raw Score (Percentage) EDUTEST/ iSTARTOnline Assessor Overall EAL	%	NGS	Stairline	Category	%	NGS	Stairline	Category	Written Expression	iSTARTOnline Listening/Speaking
Student Name	M/F	ID	DOB	Age (Y . M)											
[REDACTED]	M	[REDACTED]	[REDACTED]	14 . 4	61%	53	101	5	A	98	131	9	VS	48	66
Assessed for Entry suitability: Year 9, 2019					Possible Scores	100%	100			100				100	100
ENTRY Comments:					Entry Level Notes: [REDACTED] has achieved at Band Level 3 overall. He will benefit from 8 to 12 weeks of English preparation prior to Year 9 entry										

#### ANALYSING REPORT

**RAW SCORE** data is used for 'English as Another Language (EAL)' - also referred to as 'English as a Foreign Language (EFL)' as students are unable to be compared to 'normed' data of domestic (local) students (native English-speakers).

**PERCENTAGE RESULT:** example - a student has 100 questions to complete - they complete 50 - they achieve 50%.

**DIAGNOSTIC ANALYSIS:** This breakdown can prove valuable to an EAL/EFL teacher in understanding a student's weaknesses. For many Asian countries - rote learning of theory will be evident in results however practical experience (conversation) will be limited. The results will often indicate this clearly. See iSTARTOnline Assessor Report

## Edutest diagnostic RAW data. iSTARTOnline Assessment Overall

Current Year Level: 8

Date of Assessment: Saturday 11 August, 2018

### EAL Results

Current Year 8					EAL FINAL SCORE	Diagnostic Analysis									
Student Details					Vocabulary Grammar Reading Comprehension Writing Speaking Listening iSTART AVERAGE	Verbs	Other Parts of Speech	Word Families	Vocabulary in Context	Extended Text	Vowel Sounds	Written Expression	Speaking / Listening		
Student Name	M/F	ID	DOB	Age (Y . M)											
[REDACTED]	M	[REDACTED]	[REDACTED]	14 . 4	68%	67%	100%	60%	50%	71%	60%	48%	66%		

Measures the ability to identify verbs & phrasal verbs, homophones & adverbs, prepositions, vocabulary in context, extended text, odd word out, vowel sounds

The Written Expressino test This test assesses the ability to convey ideas clearly in written form. Punctuation, construction, grammar, spelling and relevance to the task are assessed.

### INTERPRETING THE DIAGNOSTIC REPORTS THAT FOLLOW (ABSTRACT REASONING AND MATHEMATICS)

**NORM REFERENCED.** This test is compared against results of thousands of students currently in Australian schools who also undertake this assessment test as part of Edutest's scholarship, cohort year level or selective entry testing each year.

**NORMED DATA** is collected twice per annum. + INDICATES ABOVE THE NORM; - INDICATES BELOW THE NORM;

**THE TEST SPEED IS INDICATED BY F = FAST, S = SLOW, A = AVERAGE.** SPEED is read in conjunction with results.

A FAST (F) speed and low results can indicate a number of situations. A student may have been guessing answers; perhaps they were careless and didn't care about the testing. It should be remembered that some students are not willing to study abroad but driven by family.

A SLOW (S) speed and low results could mean the student is a steady learner, or could have been nervous to perform well; could be too methodical (if skills were learned to increase testing speed the student may score higher results);

A FAST (F) or AVERAGE (A) speed, high results is a great outcome.

SCHOOL REPORT comments may clarify the above learning style or attitude/aptitude of the student.

#### ASSESSMENT SERVICE PROVIDER:

The end-tests undertaken by an overseas student are delivered by Edutest (for Australian school entry testing) and by iSTARTOnline (all countries). iSTARTOnline offers Overseas Student Assessment Services to schools in Australia, NZ, UK, USA and Canada. Edutest has been partnered by iSTARTOnline to use as the end-test for students wishing to enter into Australian schools. iSTARTOnline are the Assessors and prepare all reports and recommendations based on the raw and comparative normed data provided by the end-test used. For further information please contact: admin@istartonline.com or phone: +61 3 6281 2300 (Australia).

# SCHOOL REPORT

## Edutest diagnostic comparative data

Current Year Level: 8

Date of Assessment: Saturday 11 August, 2018

### Abstract Reasoning

Current Year 10				Overall Results			Diagnostic Analysis								
Student Details				Age	%	Stanine	Category	Speed (Fast, Average, Slow)	Missing Puzzle	Multi-Pattern	Missing Piece	Sequences			
Student Name	M/F	ID	DOB	Y	M										
[REDACTED]	M	[REDACTED]	[REDACTED]	14	4		53	5	Average	F	+	+	Norm	Norm	

This test measures the ability to think laterally and identify patterns, trends and rules and apply them to solve problems. It is norm-referenced against thousands of Australian students of the same age and year level who have also undertaken this test.

# SCHOOL REPORT

## Edutest diagnostic comparative data

Current Year Level: 8

Date of Assessment: Saturday 11 August, 2018

### Mathematics

Current Year 8				Overall Results			Diagnostic Analysis								
Student Details				Age	%	Stanine	Category	Speed (Fast, Average, Slow)	Addition/Subtraction	Multiplication/Division	Ratio	Measure/Space	Algebra	Trigonometry	
Student Name	M/F	ID	DOB	Y	M										
[REDACTED]	M	[REDACTED]	[REDACTED]	14	4		98	9	Very Superior	F	+	+	+	+	Norm

The Mathematics test reflects a student's performance normed against local students also tested in this area and results are indicative of this particular testing occasion only and are not necessarily prescriptive. This test measures year-level appropriate mathematical knowledge including items: tapping numbers, measurement, space & data. See iSTARTOnline Assessor Report

Please remember that more than half of the students who take these tests will get scores on any one test in the 'average' or 'normal' range.

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## iSTARTOnline Assessment Report

Current Year Level: 8

Date of Assessment: Saturday 11 August, 2018

### RECOMMENDED WEEKS OF HIGH SCHOOL PREPARATION ENGLISH

Year of Entry	PRIMARY YEARS and JUNIOR SECONDARY YEARS 7 - 9							Student
PRIMARY	16 - 20	8 - 16	4 - 8	0	0	0	0	Not applicable
*YEARS 7/8	20 - 30	16 - 20	12 - 16	8 - 12	4 - 8	0	0	Not applicable
YEAR 9	30 - 40	20 - 30	16 - 20	12 - 16	8 - 12	0 - 4	0	8-12 weeks
LEVEL	Beginner	Low Elementary	Elementary to Pre-Intermediate	Pre-Intermediate to Intermediate	Mid to Upper Intermediate	Upper Intermediate to Pre-advanced	Advanced To Superior	<h1>61%</h1>
EAL RANGE	0-25	26-35	36-45	46-60	61-70	71-80	81-	
LEVEL	Beginner	Low Elementary	Elementary to Pre-Intermediate	Intermediate	Mid to Upper Intermediate	Upper Intermediate to Pre-advanced	Advanced To Superior	
YEAR 10	Not recommende	Not recommende	20 - 30	16 - 20	12 - 16	4 - 12	0 - 4	Not applicable
YEAR 11	Not recommende	Not recommende	Not recommended	20 - 30	16 - 20	12 - 16	0 - 12	Not applicable
	<b>SENIOR SECONDARY YEARS 10 - 12 entry</b>							<b>See iSTARTOnline ASSESSOR REPORT</b>

#### **IMPORTANT NOTE - SUGGESTED WEEKS:**

Each school is different.

- A school may offer an intensive EAL/EFL support program or partial support program following a high school preparation course - another may not have EAL/EFL support within the school and must rely solely on an external language centre to provide the bridging EAL/EFL program.
- A school may wish the student to enter mainstream classes earlier along with coordinated school EAL/EFL support.
- Suggested weeks is therefore a guide only and a 'generalisation' against results above. Schools may adjust the weeks according to the level of support offered by the School. - Suggested weeks are determined by 'current' year level at date of testing.

**NOTE:** Weeks suggested for entry into a higher year level than that of 'current' year level usually require academic English standard of a higher level and reflected above. A comparison table to measure results against IELTS and TOEFL equivalents is provided by iSTARTOnline for information and reference to schools familiar with IELTS.

\* Primary Year students and Years 7/8 students, if offered EAL support by the school, should develop skills adequately through immersion if direct entry accepted. Should it prove difficult / problematic for an external provider course to be organised, the appointment of a tutor would be beneficial during this period, in conjunction with immersion into mainstream classes.

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