UNSW Global

FROM DATA TO DIRECTION

GUIDE TO ICAS SCHOOL RESULTS ONLINE

ICAS

GUIDE TO ICAS SCHOOL RESULTS ONLINE

NOTE: This guide uses sample data from a fictitious school for ICAS Science.
The analyses for other subjects are quite similar, as is the format of the reports, although the skill areas assessed are different. Not all reports are available in every region.
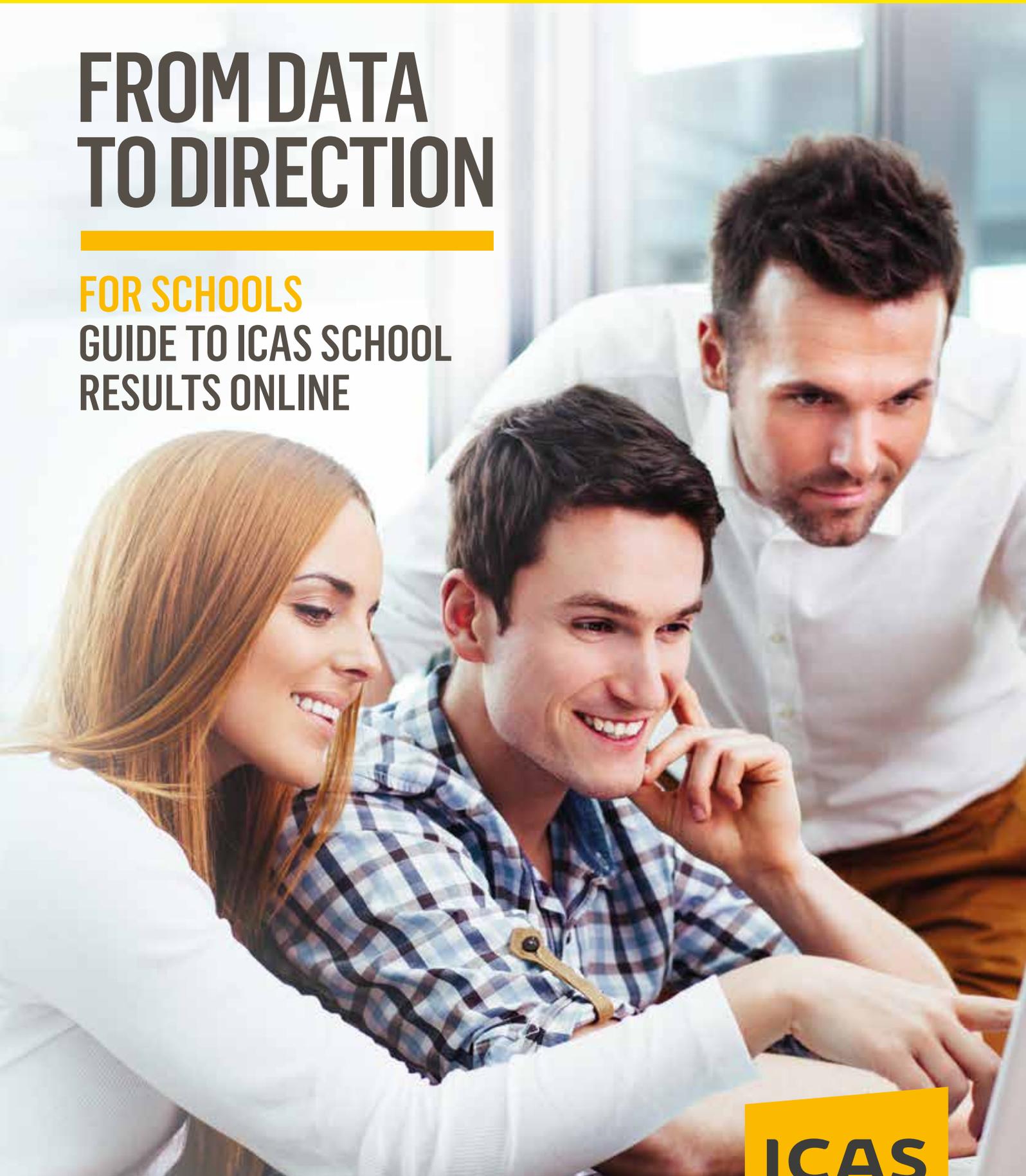
UNLOCK THE POTENTIAL OF YOUR STUDENTS & THE POWER OF YOUR TEACHING

ICAS's data analytics and reports are powerful diagnostic tools that help teachers and schools plan for the road ahead.

This guide will show you how to view and work with your ICAS data online. Your ICAS data will provide insights into:

- Performance across year levels, classes or identified subgroups of the student population
- Strengths and weaknesses at whole-school, grade and class levels, and for individual students
- Comparative data tracking over consecutive years
- Student performance in comparison to peers nationally
- Skill areas where individual students are succeeding and any skill areas where they may need more focused and purposeful development
- Individual student progress and development from year to year.

Making full use of ICAS data can help your school develop tailored teaching programs, enhance curriculum content, identify professional development opportunities and improve overall school performance.

DID YOU KNOW?

ICAS data can be triangulated with indicators from other assessments to obtain a full picture of student capability and development.

ICAS data also provides independent external validation of internal assessments.

SYSTEM REQUIREMENTS

To access the ICAS results online you will need a computer system that is:

- connected to the internet
- capable of running the latest version of the Adobe Flash player plug-in inside the browser.

All major operating systems such as Windows, Mac OS X and Linux and all major browsers such as Internet Explorer, Google Chrome, Safari, Firefox and Opera support Flash player plug-ins.

For detailed system specifications please refer to the Adobe Flash Player system requirements available at **www.adobe.com/au/products/flashplayer/tech-specs.html**

Please contact your IT Support Team if you cannot install Flash Player or have trouble viewing the Flash Player content.

If the School Result and/or Student Result Flash application runs slowly on your computer, this could be due to:

- slow internet connection
- limited system resources such as your computer memory or slower processor
- too many browser windows and/or applications open at the same time.

ACCESSING THE ICAS SCHOOL RESULTS ONLINE

ICAS School Results Login Page

1

School Portal link

2

School Results login

To access your school's ICAS data:

1. Go to: www.eaa.unsw.edu.au.

2. At the top right of the homepage, click on the **School Portal** link.

3. Click on **School Results** half way down the page.

4. On the right side of the School Results page is a **School Results Login** dialogue box. Enter your School Code followed by your Password and click Login.

TO RETRIEVE YOUR SCHOOL CODE AND PASSWORD

i. On the School Results page, click on the **online password retrieval** link and follow the prompts.

ii. Alternatively contact your local ICAS representative (details on the back of this guide).

5. Click on **Allow** to allow Adobe Flash.

Now that you have logged in, you have access to the detailed online reports that ICAS has to offer.

Please note:

A school has the option to set up a second password, called the school results password which limits access to only the ICAS school results section of the website. It does not give access to the online shop and therefore provides separation between purchasing and accessing the school results.

This password is set up, managed and dsitributed by the school.

A school can create this password via the My Organisation Details section of the online shop.

For data security purposes it is recommended that this password is changed to take into account staff departures.
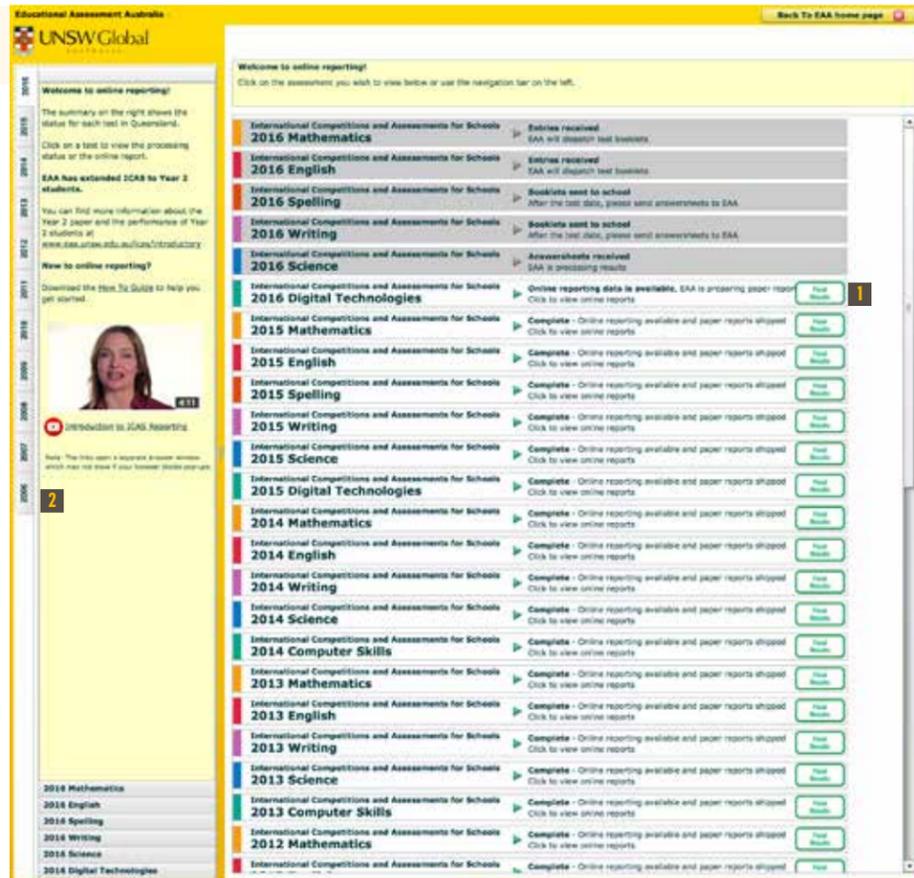
VIEWING A SUMMARY OF YOUR SCHOOL'S ICAS DATA

School Results Landing Page

1

Click on an assessment.

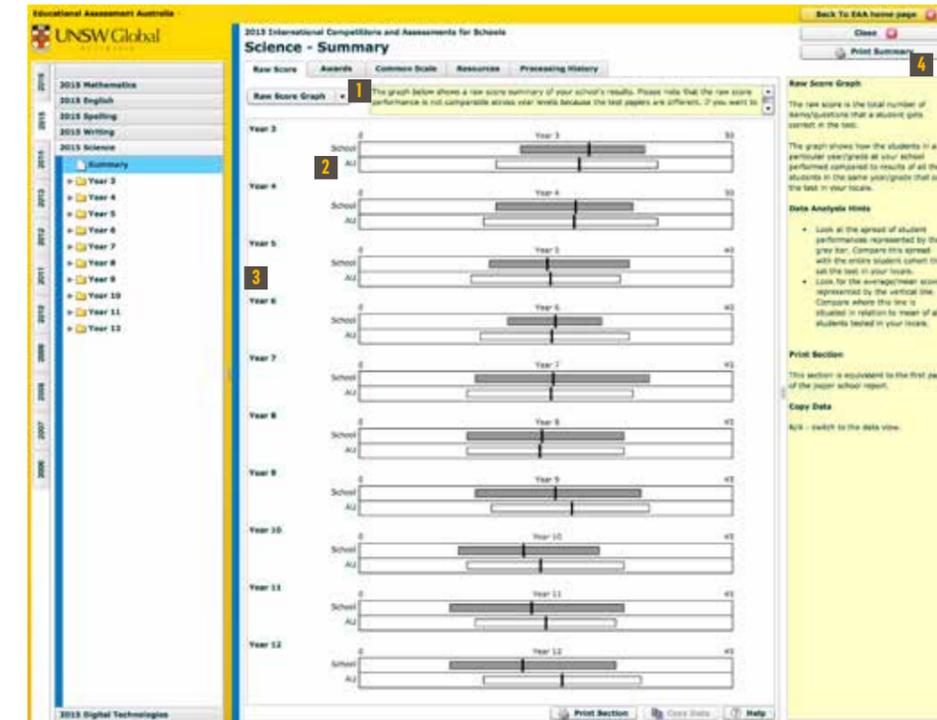**2**

Use the navigation bar.

Summary data for any assessment, any year level and any calendar year that your school has participated in, is available to you.

1. Click on a particular assessment.

OR

2. Use the navigation bar on the left.

VIEWING A SUMMARY OF YOUR SCHOOL'S ICAS DATA (CONTINUED)

Raw Score Overview for 2015 Science

1

Use the drop down menu to view raw data or a graph.

2

ICAS reporting region e.g. Australia, Singapore, Middle East or Southern Africa

3

Year level assessed e.g. Year 2, 3, 4 etc.

4

Tips on interpreting the data are shown in the right-hand column.

To view the summary data for your school for any test, any year level and any calendar year:

1. Click on the **Raw Score** tab to view a summary of your school's raw data for the particular year and subject selected.

2. To view all year levels on a common scale, click on the **Common Scale** tab.

Please note:

Comparative statistics can be unreliable if only a small number of students at your school participated in an assessment.

Schools which have:

- Five or fewer entries in a year level, do not receive detailed statistics
- Ten or fewer entries in a year level, do not receive 80% ranges (only the average is provided)
- Twenty or fewer entries in a year level, do not receive information on strengths and weaknesses.

Some information shown in this guide is only available to schools that have entered 85% or more of their students in any one year level. Their data allows comparative tracking between each cohort.

HELP FUNCTION

On the bottom right of the portal is the **HELP** button. Click on this to display tips and guidance on interpreting your ICAS data.

1

The **Common Scale** compares the performance of each year level of students within the school and within the region. The shaded upper bar shows students from the school and the lower white bar shows students from the region. The length of the bar represents the range of scaled scores achieved by 80% of students with the top 10% and the bottom 10% of scores removed. The vertical line represents the average scaled score of the cohort.
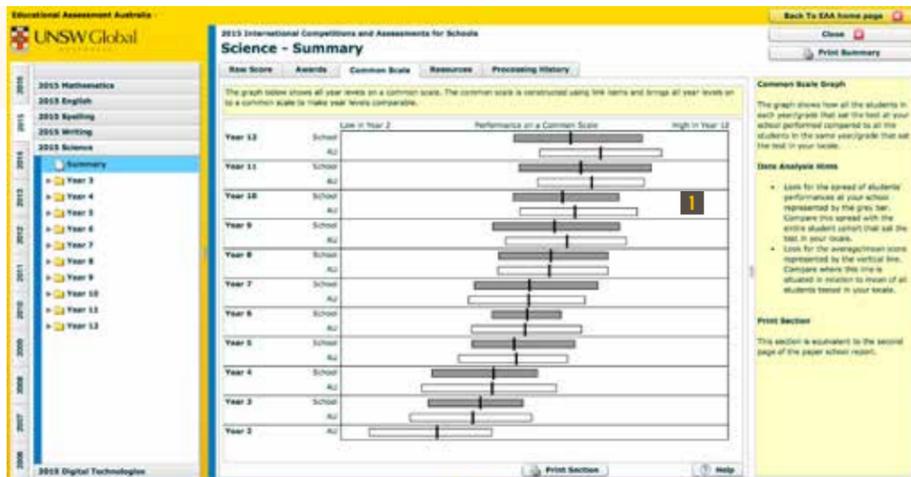
DID YOU KNOW?

The common scale contains scores which are not raw test scores (such as 34 out of 50 marks) but scaled scores. Scaled scores represent raw scores that have been converted to fit a single common scale across year levels and calendar years:

Scaled scores are helpful because:

- All students in all year levels can be compared on the same scale
- The scale is consistent from one year to the next so student performance can be compared over time.

CONSTRUCTING THE COMMON SCALE

The assessment papers for adjacent years have some questions in common. These questions are called link items. The link items provide information about the difficulty of the questions for different year groups in the same calendar year. This information is used to calculate the scaled scores for students across the different year levels.

VIEWING YEAR LEVEL RESULTS

1. Navigate to the subject and year level of your choice using the **navigation bar** on the left.

2. Click **All Students**. You will see a **summary** of data for the year level you selected.

1

Navigation bar

2

Select **All Students**.

You can drill down further for more information:

1. Click on the **Skill Areas** tab to view the performance in each skill area. You can also click **Skill Area Data** in the **drop-down menu** to change the view from a graph to data.

2. Use the **navigation bar** on the left to view summary data for different groups of students: year levels, boys or girls, classes and custom groups[1].

1
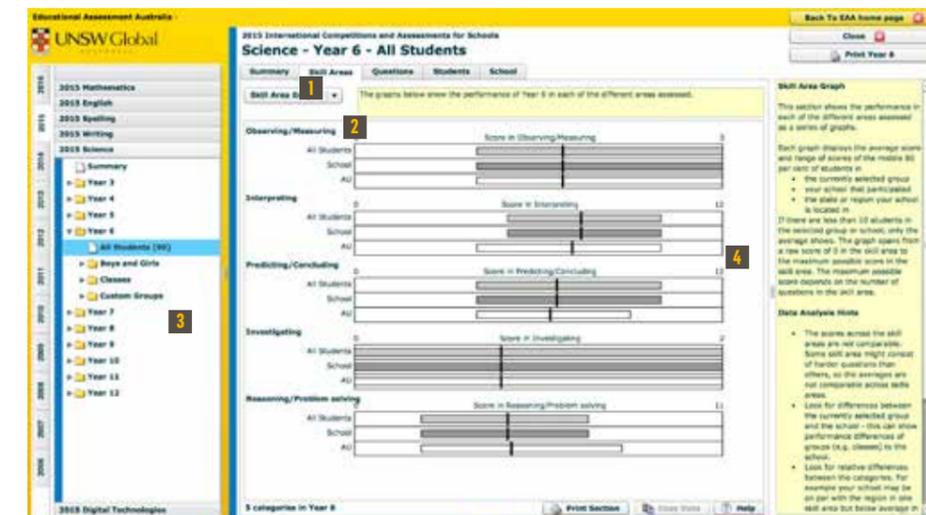
Click on the **Skill Areas** tab.

2

Use the **Skill Areas** drop-down menu to view raw data or a graph.

3

Select different groups to view.

4

These graphs compare the performance in each of the skill areas. The shaded upper bars show students from this school and the lower white bar shows students from the region.

The length of the bars represents the range of scores achieved by 80% of students. The top 10% and the bottom 10% of scores have been removed. The vertical line represents the average score.

DID YOU KNOW?

Skill area data can be very useful for schools to help identify strengths and areas for development for a class, year level and across the whole school.

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1 Details of how to create custom groups are on page 18. Schools also have an option when administering the assessments, to get students to fill in an assigned class 'letter' (from A–T) on their answer sheet so that results can also be viewed and analysed by class.

ANALYSING QUESTIONS

Drilling down to see which questions students answered correctly and incorrectly

1. Navigate to the subject and year level of your choice using the **navigation bar** on the left.

2. Click **All Students**.

3. Click on the **Questions** tab.

4. To sort the questions, click on one of the headings at the top of the table. You can sort by:

   a. **Question Number** (to match the question number in the assessment booklet)

   b. **Area Assessed** (to group questions by skill area)

   c. **Description** (question description)

   d. **Percentage Correct** in either the **Region**, **School** or for **All Students**

   e. **All Students** S/W (strengths or weakness).

1

Select **All Students.**

2

Select the **Questions** tab.

3

Sort by column heading.

4

S=Strength
W=Weakness

UNDERSTANDING QUESTION DIFFICULTY, STRENGTHS AND WEAKNESSES

Question difficulty is determined by the number of students in the region who answer the questions correctly. Strength in a question (indicated by 'S') means that students in your school performed significantly better on that question compared to the performance of students in the region. Weakness in a question (indicated by 'W') means that students in your school performed poorly in comparison. Strengths and weaknesses are not shown if fewer than 20 students from your school participated.

ANALYSING QUESTIONS (CONTINUED)

Drill down to view individual questions

1. To view a specific question, click on the **question row**.

The full question and possible answers will appear at the bottom of the page, just as they appeared in the actual assessment the students sat. This allows teachers to discuss the question in detail with their students.

1

Question row

2

Question

3

Possible answers

4

Correct answer

Question Distractor Analysis

1. From the **drop-down menu**, select **Question Distractor Analysis**.

2. Use the column headings to sort the data by **Question Number** or **Area Assessed**.

1

Choose a view from the drop-down menu.

2

Unshaded = correct answer

3

Shaded = incorrect answer

4

Non-attempts (NA)

UNDERSTANDING DISTRACTORS

Distractors are plausible but incorrect options designed to indicate specific areas of misunderstanding in answering a question.

An analysis of the reasons students had for choosing a distractor could point to a specific weakness in student understanding of the subject. Analysing the non-attempts (NA) can also be useful.

VIEWING & ANALYSING INDIVIDUAL STUDENT RESULTS

Viewing results for a whole year level

1. Navigate to the subject and year level of your choice using the **navigation bar** on the left.

2. Click on the **Students** tab on the right. You will see a **Student Results Summary** with a list of all the students who sat the assessment.
   - The list can be sorted according to requirements by simply clicking on the various headings
   - The list also provides the student ID and PIN.

3. Use the **drop down menu** options to access different data views including:
   a. Student Result By Skill Area
   b. Student Result In Question Order
   c. Student Result In Difficulty Order
   d. Student Development.

Students' Results Summary for Year 6 Science

1

Click on the **Students** tab.

2

Choose a view from the drop-down menu.

3

Certificates are granted to students who are placed in the following region percentile bands:

High Distinction: The top 1% of the students in each year level in the region (99% to 100%)

Distinction: The next 10% of the students in each year level in the region (89 to 98%)

Credit: The next 25% of the students in each year level in the region (64% to 88%)

Merit: The next 10% of the students in each year level in the region (54% to 63%)

Participation: All remaining students (0 to 53%)

Students placed at the 100th percentile are students who have achieved the highest scores. Students are ranked according to their scores so that those who are placed in the lowest percentile will have scores lower than the rest of their peers.

VIEWING & ANALYSING INDIVIDUAL STUDENT RESULTS (CONTINUED)

Viewing individual student results

1. Click on a student name. You will then see a summary of that student's results.

2. To change the comparison between the region and the school, use the **drop-down menu** to change the view.

Individual Student Summary for Year 6 Science

1

Click on the **Summary** tab.

2

Use the drop-down menu to change the comparison view.

Individual student's answers to questions

1. Within the student view (see above), click on the **Questions** tab. You will see:
   - A list of all the questions in the specific assessment and the skill area assessed
   - The answer that the student gave to each question, whether they got the question right and what the correct answer for each question was
   - The percentage of students in your region that got each of the questions correct.

2. To sort the questions, click on one of the headings at the top of the table. You can sort by:
   - **Question Number** (to match the question number in the assessment booklet)
   - **Area Assessed** (to group questions by skill area)
   - **Description** (skill description)
   - **Percentage Correct** in the **Region**, **School** or **All Students.**

Individual Student Answers to Questions for Year 6 Science

1

Click on the **Questions** tab.

2

Sort questions by column heading.

VIEWING & ANALYSING INDIVIDUAL STUDENT RESULTS (CONTINUED)

Individual student development over time

1. Within the **Student** view (see page12), click on the **Development** tab.

   The student's year-on-year development in the subject selected will display.

   Note: You can view your students' results for any year in which they sat this assessment.
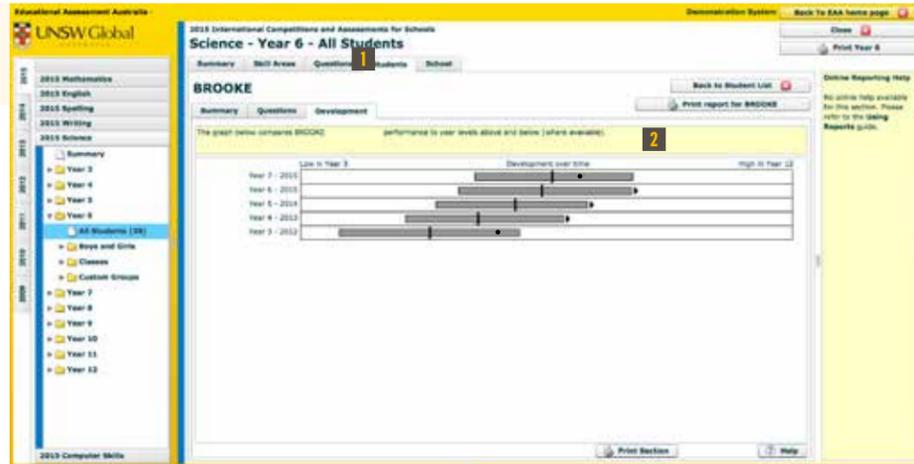
Individual Student Development Over Time

1

Click on the **Development** tab.

2

- The dark grey bar represents the scaled score range (excluding the top 10% and bottom 10%) for students in this year level in the region
- The vertical line shows the average score of students who participated in this assessment in the region
- The large dot indicates the percentage scored by the student
- An arrow to the left of the grey bar indicates the student was in the bottom 10% or did not attempt the assessment
- An arrow to the right of the grey bar indicates the student was in the top 10%.

DEVELOPMENT & COMPARISON OF STUDENTS OVER TIME

The comparative performance and development over time facility is a very useful tracking tool[2].

Development of students over time

1. Navigate to the subject and year level of your choice using the **navigation bar** on the left.

2. Click on **All Students**.

3. Click on the **School** tab on the top right.

4. Select **Development Over Time** from the drop-down menu.
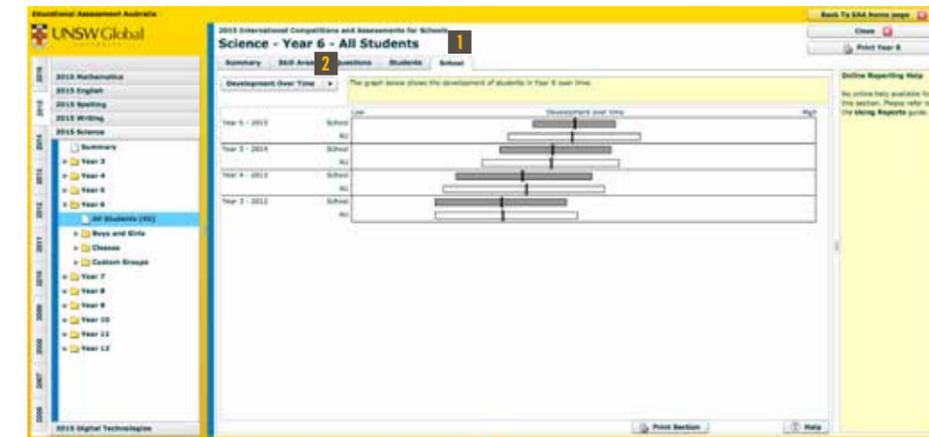
Year 6 Science Development Over Time

1

Click on the **School** tab.

2

Select **Development Over Time** from the drop-down menu.

UNDERSTANDING DEVELOPMENT OVER TIME

The graph above compares the development of the Year 6 group of students in this school* over a number of years with corresponding students in the region. In this example the current Year 6 students in the school are compared with the performance of the region in previous years.

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* The performance of any group from one year to another may not be strictly comparable because exactly the same students may not be present in successive years due to transfers and absences but broad comparisons can be made.

2 Please note development reports are not available for ICAS Digital Technologies.

DEVELOPMENT & COMPARISON OF STUDENTS OVER TIME (CONTINUED)
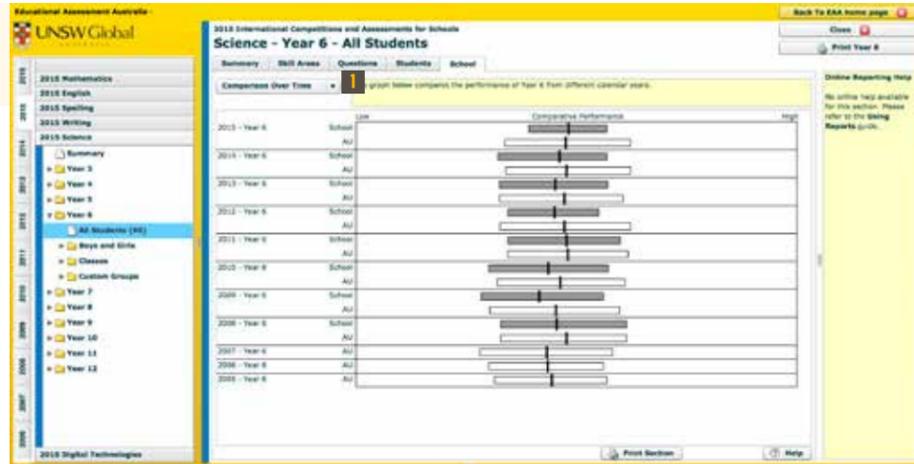
Comparison of students over time

1. Choose **Comparison Over Time** from the drop down menu.

You can compare the performance of the same year level of students from different calendar years. This process can be repeated for each assessment.

1

Choose **Comparison Over Time** from the drop down menu.

UNDERSTANDING COMPARATIVE PERFORMANCE OVER TIME

The graph above compares the performance over a number of calendar years of specific groups/year levels in a school with the corresponding students in the region. In this example, the performance of Year 6 students in the school is compared to all Year 6 participants in the region in the previous seven calendar years (if available). This allows you to answer questions like 'Is this year's Year 6 doing as well as last year's Year 6?'

INDIVIDUAL STUDENT DEVELOPMENT OVER TIME

1. Navigate to the subject and year level of your choice using the **navigation bar** on the left.
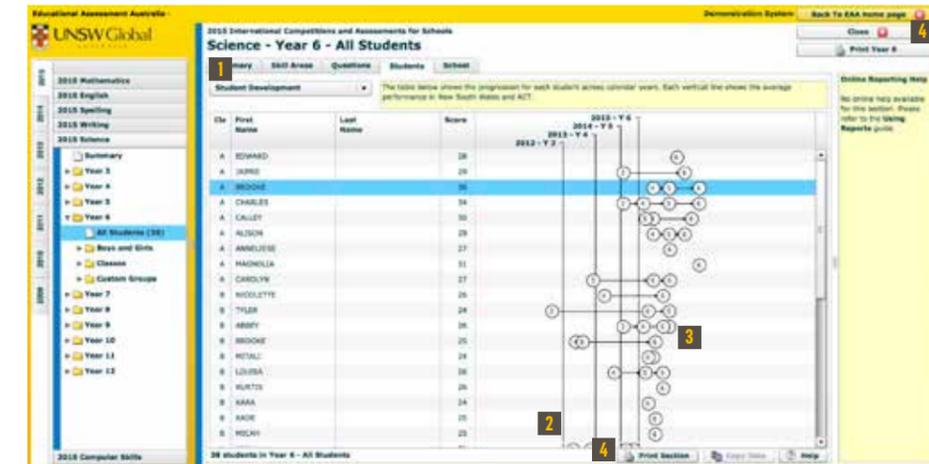
2. Click on **All Students**.

3. Click on the **Students** tab towards the top of the screen.

4. On the drop down menu on the left, select **Student Development**.

5. Click on the column heading to sort the data by Class, First Name, Last Name or Score.

6. This information can be displayed for any year level for ICAS English, Mathematics, Science and Writing assessments. Simply repeat the process above for the year level and assessment you are interested in.

UNDERSTANDING INDIVIDUAL STUDENT DEVELOPMENT OVER TIME

The graph above shows individual student performance relative to the average for the region over all the years the student has sat the assessment in this subject. It shows individual progress in a subject over time.

1

Select **Student Development** from the drop down menu.

2

The vertical line shows the average performance for the region for each year. In this case the lines show the averages for the previous years when students were in Year 6, 5, 4 and 3.

3

Individual student performance is indicated by a circle which should be compared to the regional average performance for that year.

Only students who have participated in ICAS in previous years will have their performance indicated for those years.

4

Print Section button option.

MAKING CUSTOM GROUPS

Custom Groups allow you to track the performance of a particular group of students and compare them to other groups.

To create a Custom Group:

1. Navigate to the subject and year level of your choice using the **navigation bar** on the left.

2. Click on **Custom Groups**.

3. Click on **New**. Your list of students appears on the right of the screen.

4. By using the **Add** and **Remove** buttons, you can customise a specific list of students.

   a. Select multiple students using Shift-Click or Ctrl-Click.

   b. Click on the column headings to sort by First Name, Last Name or Score.

5. When you have finished creating the list of students, give the group a name by clicking on the **Group Name box** at the top of the page and typing the name into the box.

6. Save the group by clicking on the **Save Group** button at the top right of the page.

You can delete or edit the group at any time.

1

Select **Custom Groups** from the navigation bar on the left.

2

Select **New Custom Group.**

3

Use the **Add/Remove** buttons.

4

Fill in the **Group Name** box.

5

Press the **Save Group** button.

MAKING CUSTOM GROUPS (CONTINUED)

Once a new group has been saved, you will see that there are now three groups being compared and that you can track the custom made group, the school and the region.

You can create any number of custom groups you require.

1

In the navigation bar on the left, click on the new **Custom Group** you have created.

2

This graph shows 3 groups being compared: the Test Group, the School and the Region.

To edit or delete a custom group:

1. Navigate to **Custom Groups** using the navigation bar on the left.

2. Click on the group you wish to edit or delete.

3. Click on the **Students** tab at the top right of the screen.

4. At the bottom of the screen click **Edit Group**.

5. You can now edit or delete the custom group.

1

Click on the **Students** tab.

2

Click on the **Edit Group** button.

DOWNLOADING YOUR ICAS DATA

A useful feature of ICAS online reporting is the ability to download your ICAS data into a spreadsheet or application

1. Navigate to the subject and year level of your choice using the **navigation bar** on the left.

2. Click on **All Students**.

3. Click on the **Copy Data** button at the bottom of the screen.

4. Click **OK** so that the data can be copied onto the clipboard.

5. Open an Excel spreadsheet file (or another application/database you wish to copy the data to).

6. Use the Paste command (Ctrl+V) to copy the data into the spreadsheet. The data will now appear in your spreadsheet.

You can download any reports where the **Copy Data** button at the bottom of the page is in bold.

Downloading ICAS data

1

Click on **All Students** in the navigation bar on the left.

2

Click on the **Copy Data** button.

Please note:

Schools have the **option** when administering the assessment to get students to fill in a school-nominated student ID on their answer sheets. This field is included in the ICAS data downloads to facilitate data matching with school records and other assessment data.

PRINTING YOUR ICAS DATA

To print sections of data or to print year level data:

1. Navigate to the subject and year level of your choice using the **navigation bar** on the left.

2. Click on **All Students**.
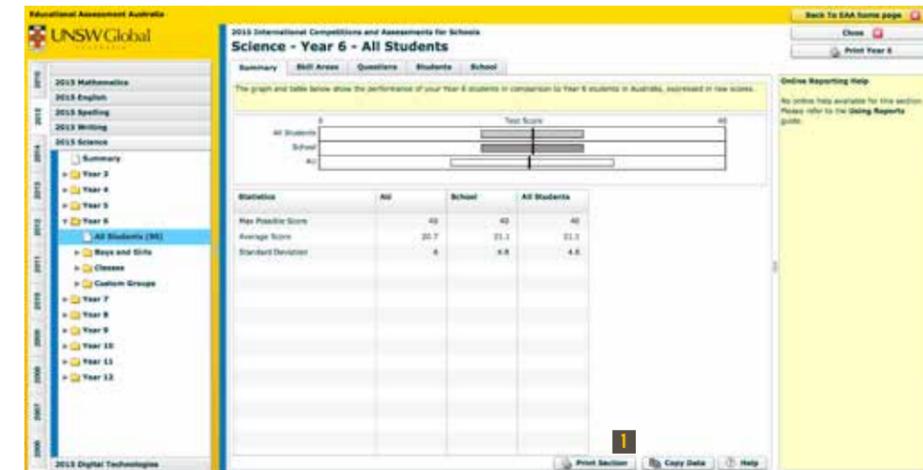
Printing Sections of ICAS Data — Step 1

1

Click on the **Print Section** button.

If you only want to print the section of the report that is on screen:

3. Click on the **Print Section** button at the bottom of the page.

4. On the resulting pop-up screen, click on the **Print** button. You can change the print view by zooming in and out using the buttons at the top of the pop-up screen.

5. Follow the prompts on your computer to print the document.
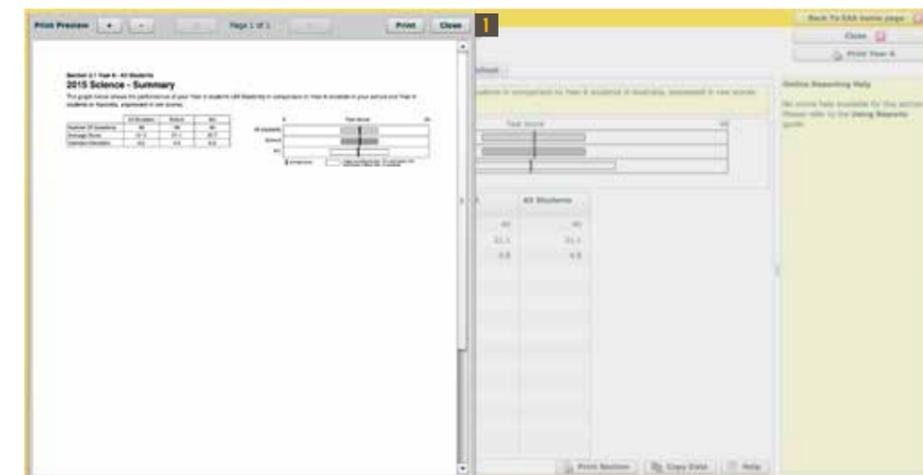
Printing Sections of ICAS Data — Step 2

1

Click on the **Print** button.

PRINTING YOUR ICAS DATA (CONTINUED)

To print all of the available ICAS diagnostic reports for a particular year level in a particular subject, for example, Year 6 Science:

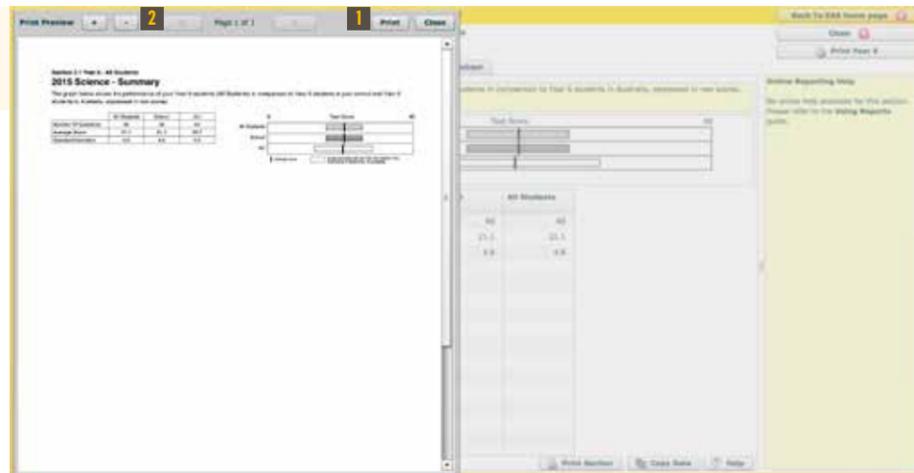1. Click on the **Print Year 6** button at the top right of the page.

2. On the resulting pop-up window click on the **Print** button.
   Change the print view by zooming in and out using the buttons at the top of the pop-up screen.

3. Follow the prompts on your computer to print the document.
   You can print any of the reports in any year level and any subject by repeating the process outlined above.

DOWNLOADING ICAS RESOURCES

ICAS resources available for download from within the online reporting application:

- an assessment framework for each subject
- a how-to guide for navigating the online application and understanding the results
- a media release template.

To download these resources:

1. Navigate to a subject e.g. Science 2015.

2. Click on **Summary** in the left-hand navigation bar.

3. Click on the **Resources** tab.

4. Click on the link corresponding to the resource you require. The resource will come up on your screen.

5. Save the resources to your computer or print them.

GLOSSARY OF ICAS TERMS

COHORT

A cohort is typically a group of students who are educated at the same time — a year, grade or class level of students would be the most common examples of student cohorts.

COMMON SCALE

The common scale uses scores which are not raw test scores (such as 34 out of 50 marks) but scaled scores. Scaled scores represent raw scores that have been converted to fit a single common scale across year levels and calendar years. Scaled scores are helpful because:

- all students in all year levels can be compared on the same scale
- the scale is consistent from one year to the next, so student performance can be compared over time.

CONSTRUCTING THE COMMON SCALE

The assessment papers for adjacent years have some questions in common. These questions are called link items. The link items provide information about the difficulty of the questions for different year groups in the same calendar year. This information is used to calculate the scaled scores for students across the different year levels.

DISTRACTORS

Distractors are response options that are not the correct answer. They are plausible but incorrect options that are developed based on students' common misconceptions or miscalculations. They are designed to indicate specific areas of misunderstanding in answering a question.

DISTRACTOR ANALYSIS

Analysing the incorrect answers that students have chosen in an assessment can reveal patterns in common misconceptions amongst a group of students. It can point to specific areas of misunderstanding in the subject.

RAW SCORES

Raw scores are simply the number of questions the student answered correctly.

REGION

The term 'Region' in ICAS data and reports refers to the reporting region to which a school has been assigned. A school's location determines its reporting region and is required so that the performance of a student can be appropriately compared to the results of all students in the same region.

Currently, ICAS reporting regions are:

- Australia
- Brunei
- Middle East: United Arab Emirates, Qatar, Kuwait, Saudi Arabia, Egypt, Bahrain, Oman, Turkey, Lebanon, Tunisia, Morocco, Libya, Algeria and Jordan.
- Hong Kong
- Indian Subcontinent: India, Sri Lanka, Nepal, Bhutan and Bangladesh.
- Indonesia
- Malaysia
- New Zealand and the Pacific: New Zealand, Vanuatu, Papua New Guinea and Fiji.
- Singapore
- Southern Africa: South Africa, Botswana, Lesotho, Swaziland, Zimbabwe and Namibia.

STANDARD DEVIATION

Standard deviation is a measure that is used to quantify spread or amount of variation of students' scores. A low standard deviation indicates that the data points tend to be close to the mean of the data set, while a high standard deviation indicates that the data points are spread out over a wider range of values.

For a normal distribution (or bell-shaped curve), 68% of all scores lie within the range average plus or minus the standard deviation.

YEAR

Year indicates the level or stage of education that students are at in their respective regions. In some countries the term used is class, grade or stage etc. ICAS data and terminology is tailored accordingly so you can expect to see the term you are familiar with in your ICAS reports.

PERCENTILE/PERCENTILE RANKING

Percentile indicates where each student is placed in relation to other students from their school and the region and internationally. Students receive certificates based on their percentile in the region.

NOTES

WHO TO CONTACT

If you require any assistance, please contact UniSadhuGuna Testing Centre.

UNSW Global

T: +61 2 8936 2210

E: assessments@unswglobal.unsw.edu.au

W: www.unswglobal.unsw.edu.au/educational-assessments/

For your local ICAS Representative:

ICAS INDONESIA:
UniSadhuGuna Testing Centre (UTC)
Jl. Terogong Raya No.32,
Cilandak Barat, Jakarta Selatan 12430
Indonesia

Phone : (+62-21) 227 698 24 / 25
Mobile : (+62) 838 9800 6413
Email : info@icasindonesia.co.id
Website : www.utc.co.id
Instagram : @utc_id
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W: www.unswglobal.unsw.edu.au/educational-assessments/

Your local ICAS Representative:

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Indonesia

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Mobile : (+62) 838 9800 6413
Email : info@icasindonesia.co.id
Website : www.utc.co.id
Instagram : @utc_id
Facebook : ICAS Indonesia
Twitter : ICAS Indonesia

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