



ICAS

FROM DATA TO DIRECTION

FOR SCHOOLS
**GUIDE TO THE ICAS
DIAGNOSTIC REPORTS**



UNLOCK THE POTENTIAL OF YOUR STUDENTS AND 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 read an ICAS report and help you get the most out of your ICAS data. Through your reports you will gain 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 and internationally
- 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.

USE THE ICAS SCHOOL PORTAL

You can access all your school's ICAS assessment data via the ICAS online portal. In the portal you can drill down further into your assessment data to gain a more detailed understanding of 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 assessment.

GUIDE TO THE ICAS DIAGNOSTIC REPORTS

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.

CONTENTS	PAGE
Summary of School Data	4
Section 1 – Results on a Common Scale	5
Section 2.1 – Year Level Summary	6
Section 2.2 – Analysis by Skill Area	6
Section 2.3 – Question Analysis	7
Section 2.4 – Student Response Analysis	8
Section 2.5 – Student Results in Class Order	9
Section 2.6 – Student Results in Achievement Order	10
Section 2.7 – Development of Students Over Time	11
Section 2.8 – Comparison of Students Over Time	11
Section 2.9 – Individual Student Development	12
Glossary of ICAS Terms	13
Who to Contact	15

SUMMARY OF SCHOOL DATA

Sample school report

This section provides a quick summary of how each year level performed in comparison to all participating schools in the region.

1

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

2

The **Average Score** achieved by students at this school and by students from the region. In this example, the average score achieved by Year 9 students at this school was higher than the average score within the region.

3

The same data in 2 is shown as a graph here. The shaded upper bar shows students from this school and the lower white bar shows students from the region. The length of the bar represents the range of scores achieved by 80% of the students. The top 10% and the bottom 10% of scores have been removed. The vertical line represents the average score.

The bottom 10% is removed because it may include the scores of students who have made no serious attempt or who may suffer from serious disadvantage. The upper 10% will include students who are well in advance of their peers. If the highest and lowest achievers are included, the resulting graph would stretch from 0% to 100% and would not provide any information about the bulk of students.

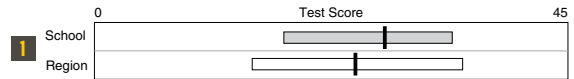
2014 Science ICAS ABC Public School

Dear Principal

Thank you for taking part in the 2014 International Competitions and Assessments for Schools - Science. This report provides your school's results. Details about each year level that participated can be found on subsequent pages.

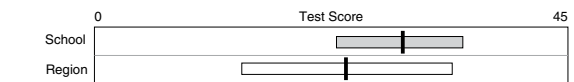
Year 7

	School	Region
Average Score	27.6	24.8
Standard Deviation	5.7	7.5



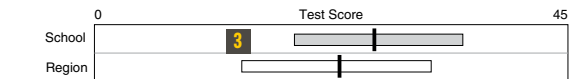
Year 8

	School	Region
Average Score	29.3	23.9
Standard Deviation	4.6	7.4



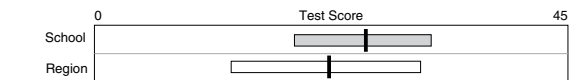
Year 9

	School	Region
Average Score	26.6	23.3
Standard Deviation	5.5	6.9



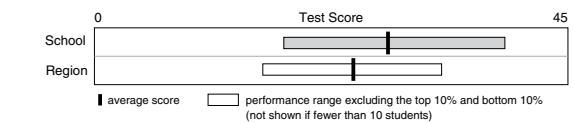
Year 10

	School	Region
Average Score	25.8	22.3
Standard Deviation	5.9	6.8



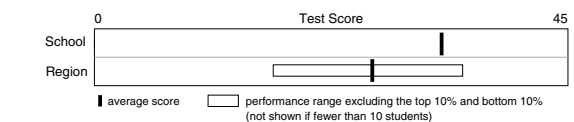
Year 11

	School	Region
Average Score	27.9	24.6
Standard Deviation	7.0	6.5



Year 12

	School	Region
Average Score	33.0	26.4
Standard Deviation	5.6	7.1



Students in your school received 4 High Distinction, 25 Distinction, 59 Credit, 12 Merit and 35 Participation certificates in the 2014 ICAS assessment.

2014 Science - ABC Public School (1234567)

Page 3 of 48

PLEASE NOTE

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

Schools which have:

- Five or fewer entries in a year level, do not receive any 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 any information on strengths and weaknesses.

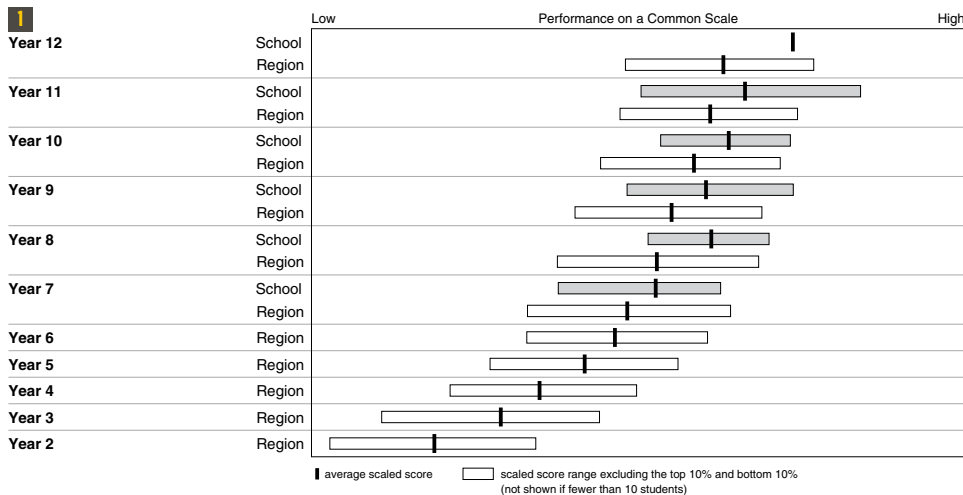
Some information provided in ICAS reports is only available to schools that have entered 85% or more of their students in any one year level. Their reports allow comparative data tracking between each cohort.

SECTION 1

Section 1 Year 2 to Year 12

2014 Science - Year 2 to Year 12 - Results on a Common Scale

The graph below shows all year levels in Australia on a common scale.



In the subsequent sections of the report, section 2.7 shows the development of students over time, section 2.8 compares students of a given year level over time and section 2.9 shows individual student development. These sections are only available to schools participating in the Total Assessment Partnership (TAP). For more details on TAP, please visit our website at www.eaa.unsw.edu.au/icas/about-tap

Sample school report

This section compares students in all year levels on a common scale.

1

This section compares the performance of each cohort of students from Year 2 to Year 12 within the school and within the region (if available). The length of the bar 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 of the cohort.

This graph shows that, as expected, the average score increases for each successive year group. Thus, the average score for Year 10 students in the region is higher than the average score for Year 9 students, and the average score for Year 11 students is higher than for Year 10 students.

UNDERSTANDING THE COMMON SCALE

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.

SECTION 2.1 & 2.2

Sample school report

This section provides a year level summary and compares the students' performance in each of the skill areas assessed with the performance of all students who participated from the region.

1

Standard deviation is a measure of the spread of students' scores. For a normal distribution, 68% of all scores lie within the range average plus or minus the standard deviation.

In this case, 68% of the school's scores fall within the range 21.9 ($27.6 - 5.7 = 21.9$) to 33.3 ($27.6 + 5.7 = 33.3$), while for the region 68% of all scores fall within the range 17.3 to 32.3.

2

This table compares the performance, in the **Investigating** skill area, of students from this school with the performance of students from the region. The average score for this school (3.9) was slightly higher than that for the region (3.4).

3

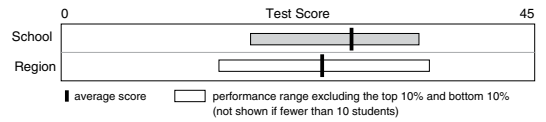
This graph compares the performance, in the **Investigating** skill area, of students from this school with the performance of students from the region. The average score for this school is slightly higher than for the region. However, looking at the spread of scores, the difference between the average scores is probably too small to be statistically significant.

Section 2.1 Year 7

2014 Science - Year 7 - Summary

The graph below shows the performance of your Year 7 students in comparison to Year 7 students in Australia, expressed in raw scores.

	School	Region
Number Of Questions	45	45
Average Score	27.6	24.8
Standard Deviation	5.7	7.5



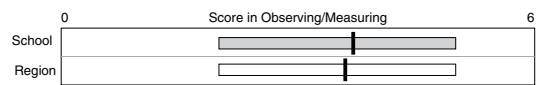
Section 2.2 Year 7

2014 Science - Year 7 - Analysis by Skill Area

The graphs below show the performance of your Year 7 students in each of the different areas assessed.

Observing/Measuring

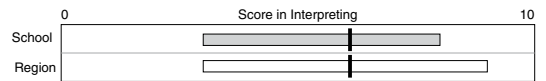
	School	Region
Number Of Questions	6	6
Average Score	3.7	3.6



Questions 1, 2, 5, 30, 36, 41

Interpreting

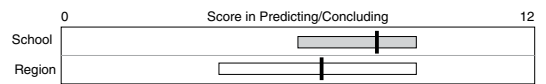
	School	Region
Number Of Questions	10	10
Average Score	6.1	6.1



Questions 6, 7, 8, 10, 11, 12, 14, 20, 32, 43

Predicting/Concluding

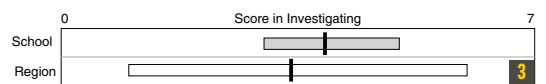
	School	Region
Number Of Questions	12	12
Average Score	8.0	6.6



Questions 4, 9, 13, 19, 21, 25, 28, 31, 33, 37, 40, 42

Investigating

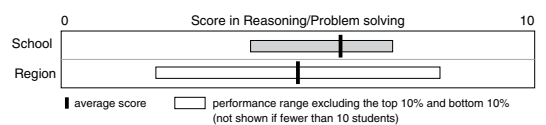
	School	Region
Number Of Questions	7	7
Average Score	3.9	3.4



Questions 3, 15, 16, 17, 22, 24, 34

Reasoning/Problem solving

	School	Region
Number Of Questions	10	10
Average Score	5.9	5.0



Questions 18, 23, 26, 27, 29, 35, 38, 39, 44, 45

DID YOU KNOW?

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

USE THE ICAS SCHOOL PORTAL

In the school portal you can create custom groups of students (e.g. boys, girls, English Second Language, Class A/ Class B etc) and compare their performance to the school and the region.

SECTION 2.3

Section 2.3 Year 7

2014 Science - Year 7 - Question Analysis

The table below lists all questions in order of difficulty.

Question content	Area assessed	3	4	5	6	
		Question number	Correct answer	School percentage correct	Region percentage correct	Strength / weakness
Calculate which see-saw will be balanced	Reasoning/Problem solving	41	A	25	17	
Compare the masses of different types of nuts	Predicting/Concluding	31	B	11	20	
Draw a conclusion using information from a diagram	Predicting/Concluding	30	C	39	25	S
Recognise features of a fair test	Investigating	17	C	28	27	
Calculate a rate of perspiration	Predicting/Concluding	8	C	28	28	
Recognise the limitations of experimental results	Reasoning/Problem solving	44	C	33	31	
Draw a conclusion about the relative age of rock strata	Reasoning/Problem solving	16	A	50	34	S
Recognise a statement supported by experimental results	Reasoning/Problem solving	39	A	42	36	
Use a formula to calculate the pressure from experimental data	Reasoning/Problem solving	45	B	64	37	S
Predict the angle at which a ray will be reflected	Predicting/Concluding	20	D	50	37	
Measure the length of an object relative to the length of a known object	Observing/Measuring	24	B	50	39	
Recognise that the density of an object is independent of its size	Predicting/Concluding	23	C	39	41	
Draw a conclusion based on information in a graph	Predicting/Concluding	38	C	56	42	S
Order the size of magnified beetles	Observing/Measuring	43	D	53	44	
Identify factors affecting the rates of chemical reactions	Investigating	19	D	50	44	
Calculate the duration of the transit of Venus	Interpreting	26	C	58	45	S
Determine the variable to be kept constant to ensure a fair test	Investigating	27	A	58	45	S
Interpret information in a graph	Interpreting	10	C	56	45	
Deduce the output of a logic circuit	Reasoning/Problem solving	37	C	64	50	S
Predict the reading on a stopwatch	Observing/Measuring	7	B	75	52	S
Determine the direction of forces to produce synclines and anticlines	Predicting/Concluding	15	D	58	54	
Recognise features useful in distinguishing organisms	Reasoning/Problem solving	29	C	64	55	
Predict a change in mass	Interpreting	21	C	53	56	
Calculate and compare insulation values	Reasoning/Problem solving	36	A	72	59	
Determine the location of an epicentre	Reasoning/Problem solving	40	D	72	60	
Determine the ratio of planet diameters in a diagram	Interpreting	42	A	78	60	S
Interpret information from a dichotomous key	Predicting/Concluding	28	D	86	61	S
Draw a conclusion about the gender of offspring	Predicting/Concluding	25	D	75	61	S
Infer the behaviour of gases	Predicting/Concluding	14	C	86	62	S
Use graphical data to determine the melting point of an alloy	Interpreting	32	C	81	63	S
Recognise ways to improve the accuracy of an experimental procedure	Investigating	35	D	64	63	
Determine which vegetable best resembles the structure of lungs	Reasoning/Problem solving	13	A	69	64	
Interpret information presented in a table	Interpreting	11	B	75	65	
Draw a conclusion based on tabulated data	Predicting/Concluding	12	D	72	67	
Interpret information from a food web	Predicting/Concluding	1	C	83	68	S
Match an object to its density	Predicting/Concluding	22	B	75	68	
Measure the length of a skull using a scale	Observing/Measuring	4	B	92	71	S
Use the key provided to identify the type of bacterium	Interpreting	9	B	75	72	
Describe the motion of an object moving under the influence of gravity	Interpreting	34	D	78	72	
Predict a flight time from tabulated data	Predicting/Concluding	33	D	86	73	S
Complete a flow chart	Interpreting	18	B	89	73	S
Use information provided to solve a problem	Reasoning/Problem solving	6	D	69	78	
Arrange a number of objects in order of size	Observing/Measuring	5	D	94	79	S
Interpret information provided in a graph	Interpreting	3	D	89	80	
Measure a geological feature using a scale provided	Observing/Measuring	2	A	89	80	

Difficult Questions

Easy Questions

6

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.

Page 6 of 48

2014 Science - ABC Public School (1234567)

Sample school report

This section lists the questions in order of difficulty. The difficulty level is determined by the number of students who answered the question correctly.

1

The **Question content** column describes the skill each question is assessing.

2

The **Area assessed** column lists the broader skill area which each question is assessing.

3

The **Question number** column lists each question with the most difficult at the top and the least difficult at the bottom according to the region's responses.

The most difficult question was Question 41 with 17% of students in the region and 25% of the students at the school giving the correct answer. The least difficult question was Question 2 with 80% of students from the region and 89% of students at this school giving the correct answer.

4

The **Correct answer** column lists the correct answers A, B, C or D for multiple-choice questions while the actual answers are given for free response questions.

5

The **School percentage correct** column gives the percentage of students in the school who answered the question correctly. The **Region percentage correct** column gives the percentage of students in the region who answered the question correctly.

USE THE ICAS SCHOOL PORTAL

In the portal you can sort the questions by question number, question content, area/skill assessed and the percentage correct.

SECTION 2.4

Sample school report

This section provides an analysis of student responses.

1

These columns list both correct (unshaded cells) and incorrect (shaded cells) responses to the multiple-choice questions. The non-attempt cell lists the percentage of students who did not select any option.

In this example, the correct answer to Question 20 is D. The correct answer was chosen by 50% of students in this school. Distractor A drew 6% of students, distractor B drew 33% of students and distractor C drew 11% of students. All students attempted the question.

Section 2.4 Year 7

2014 Science - Year 7 - Student Response Analysis

The table below provides a detailed description of the skill assessed by each question and the percentage of your students who chose each response option. The correct answer is the white, unshaded option.

Question content	Area assessed	School percentage				Non-attempt
		A	B	C	D	
1 Interpret information from a food web	Predicting/Concluding	3	8	83	6	0
2 Measure a geological feature using a scale provided	Observing/Measuring	89	6	3	3	0
3 Interpret information provided in a graph	Interpreting	0	0	11	89	0
4 Measure the length of a skull using a scale	Observing/Measuring	6	92	0	3	0
5 Arrange a number of objects in order of size	Observing/Measuring	0	3	3	94	0
6 Use information provided to solve a problem	Reasoning/Problem solving	14	6	11	69	0
7 Predict the reading on a stopwatch	Observing/Measuring	25	75	0	0	0
8 Calculate a rate of perspiration	Predicting/Concluding	44	25	28	3	0
9 Use the key provided to identify the type of bacterium	Interpreting	14	75	8	3	0
10 Interpret information in a graph	Interpreting	17	25	56	0	3
11 Interpret information presented in a table	Interpreting	17	75	6	3	0
12 Draw a conclusion based on tabulated data	Predicting/Concluding	11	11	6	72	0
13 Determine which vegetable best resembles the structure of lungs	Reasoning/Problem solving	69	19	6	6	0
14 Infer the behaviour of gases	Predicting/Concluding	6	0	86	8	0
15 Determine the direction of forces to produce synclines and anticlines	Predicting/Concluding	6	11	25	58	0
16 Draw a conclusion about the relative age of rock strata	Reasoning/Problem solving	50	47	0	3	0
17 Recognise features of a fair test	Investigating	11	22	28	39	0
18 Complete a flow chart	Interpreting	0	89	3	8	0
19 Identify factors affecting the rates of chemical reactions	Investigating	17	14	19	50	0
20 Predict the angle at which a ray will be reflected	Predicting/Concluding	6	33	11	50	0
21 Predict a change in mass	Interpreting	42	6	53	0	0
22 Match an object to its density	Predicting/Concluding	19	75	0	6	0
23 Recognise that the density of an object is independent of its size	Predicting/Concluding	3	0	39	58	0
24 Measure the length of an object relative to the length of a known object	Observing/Measuring	11	50	33	6	0
25 Draw a conclusion about the gender of offspring	Predicting/Concluding	6	6	14	75	0
26 Calculate the duration of the transit of Venus	Interpreting	17	17	58	8	0
27 Determine the variable to be kept constant to ensure a fair test	Investigating	58	33	6	3	0
28 Interpret information from a dichotomous key	Predicting/Concluding	6	3	6	86	0
29 Recognise features useful in distinguishing organisms	Reasoning/Problem solving	14	17	64	6	0
30 Draw a conclusion using information from a diagram	Predicting/Concluding	11	47	39	3	0
31 Compare the masses of different types of nuts	Predicting/Concluding	22	11	8	58	0
32 Use graphical data to determine the melting point of an alloy	Interpreting	6	14	81	0	0
33 Predict a flight time from tabulated data	Predicting/Concluding	3	6	6	86	0
34 Describe the motion of an object moving under the influence of gravity	Interpreting	6	14	3	78	0
35 Recognise ways to improve the accuracy of an experimental procedure	Investigating	19	0	17	64	0
36 Calculate and compare insulation values	Reasoning/Problem solving	72	22	3	3	0
37 Deduce the output of a logic circuit	Reasoning/Problem solving	6	28	64	3	0
38 Draw a conclusion based on information in a graph	Predicting/Concluding	0	8	56	36	0
39 Recognise a statement supported by experimental results	Reasoning/Problem solving	42	19	11	28	0
40 Determine the location of an epicentre	Reasoning/Problem solving	3	3	22	72	0
41 Calculate which see-saw will be balanced	Reasoning/Problem solving	25	25	44	6	0
42 Determine the ratio of planet diameters in a diagram	Interpreting	78	17	3	3	0
43 Order the size of magnified beetles	Observing/Measuring	19	14	14	53	0
44 Recognise the limitations of experimental results	Reasoning/Problem solving	28	31	33	8	0
45 Use a formula to calculate the pressure from experimental data	Reasoning/Problem solving	22	64	8	6	0

Understanding Student Response Analysis

For each multiple choice question there are four response options. The correct answer is the white, unshaded option. Incorrect options are called distractors and are shown in grey. Examining the distractors can give a useful insight into the type of assistance needed by students who have answered a question incorrectly. For example, if a number of students answered 'B' where the correct response was 'A', examining the distractor 'B' can help identify a lack of skill or understanding that led the students to the wrong response.

DISTRACTORS

Distractors are plausible but incorrect options that are 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 specific weaknesses in student understanding of the subject.

USE THE ICAS SCHOOL PORTAL

In the portal you can drill down to view the full questions and possible answers, just as they appeared in the actual assessment the students sat. You can use this functionality to discuss questions in detail with students.

SECTION 2.5

Section 2.5 Year 7

2014 Science - Year 7 - Student Results - Class Order

The table below lists all students ordered by class (if provided) and then by name.

Class/Student Name	3		2			1	
	Score	Award	School percentile	Region percentile	International percentile		
135 C KAREN, HARPOON	28	Credit	60	66	61	0123-4567-89	1234
134 E PETER, PRESNER	28	Credit	60	66	61	0123-4567-89	1234
133 H PRITAM, PARVIN	33	Credit	87	86	83	0123-4567-89	1234
132 H SHIWAKRISHNAN, BRIAN	29	Credit	67	71	68	0123-4567-89	1234
131 H STCLAIR, SEAN	26	Merit	40	57	54	0123-4567-89	1234
130 L DE SOUZA, DISHA	34	Distinction	93	89	86	0123-4567-89	1234
129 O CHANDRA, AVISHEK	26	Merit	40	57	54	0123-4567-89	1234
128 T CHEE, CHARMAINE	37	Distinction	99	96	93	0123-4567-89	1234
127 BALI, SHAMAR	22	Participation	20	39	35	0123-4567-89	1234
126 CASER, PAUL	18	Participation	13	23	20	0123-4567-89	1234
125 BHAVESH, RAM	17	Participation	7	19	11	0123-4567-89	1234
124 KRISHNA, ARESH	27	Merit	47	62	59	0123-4567-89	1234
123 HA, LUCIDNA	31	Credit	73	79	76	0123-4567-89	1234
122 PERERA, ROSHIN	33	Credit	87	86	83	0123-4567-89	1234
121 YEE, VALERIE	25	Participation	27	53	49	0123-4567-89	1234

Sample school report

This section lists the students' percentiles.

1

Shamar Bali is placed at the 20th percentile of the school and at the 39th percentile for the region. Because the average score for Shamar Bali's school is higher than the average score for the region, it is likely that students will be ranked higher in the region than in the school. Shamar Bali was awarded a Participation based on his percentile.

2

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

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.

Student Reports

Individual student reports and certificates can be found at the end of this school report. The running number shown on the left is also printed in the bottom right corner of each student report so you can easily find the corresponding student report (numbers are in descending order). Each student has an individual TAP-ID and PIN. They are listed here for your reference only and should be held securely. The TAP-ID and PIN are printed on the student letter and can be used by parents to logon to online reports for students.

USE THE ICAS SCHOOL PORTAL

In the portal you can sort the order that students are listed by class, name, score, award or any of the percentiles.

You can also view students results by Skill Area, Question Order and Question Difficulty or Student Development.

SECTION 2.6

Sample school report
 This section shows student results in order of performance — from the highest to the lowest score. The questions are listed from the easiest to the most difficult, with the easiest questions on the left and the most difficult questions on the right.

- 1**
Only 5 out of 15 students were able to answer Q33 correctly.
- 2**
All 15 students were able to answer Q18 correctly.

Section 2.6 Year 7 2014 Science - Year 7 - Student Results in Achievement Order

The table below shows student results in order of achievement. Students are ordered by highest to lowest score achieved. Questions are ordered by level of difficulty. Correct answers are shown in white. Incorrect answers and questions not attempted are shown in grey.

Student Name	Score	Easy Questions															Difficult Questions																																								
		4	14	5	18	12	7	1	11	13	34	10	37	36	9	19	88	41	21	17	20	15	25	26	26	28	23	43	8	28	27	39	22	42	24	44	16	45	3	31	6	35	30	2	32	40	33										
CHEE, CHARMINE	37	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
DE SOUZA, DISHA	34	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
PRITAM, PARVIN	33	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
PERERA, ROSHIN	33	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
HA, LUCIDINA	31	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
SHIWAKRISHNAN, BRIAN	29	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
KAREN, HARPOON	28	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
PETER, PRESNER	28	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
KRISHNA, ARESH	27	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
KTOCLAIR, SEAN	26	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
CHANDRA, AVISHEK	26	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
YEE, VALERIE	25	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
BALI, SHAMAR	22	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
CASER, PAUL	18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
BHAVESH, RAM	17	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Understanding the Achievement/Difficulty Pattern
 The table is expected to show a triangular pattern. The white space containing ticks that indicate correct responses will gradually reduce as you move down the list of students from higher to lower achieving students. Generally there will be more incorrect responses on the right as the questions are ordered from easiest to hardest. Shaded vertical areas for a question in predominantly white space may signal areas of weakness. Similarly vertical white space among shaded items may indicate areas of strength.

PLEASE NOTE
 Correct student responses for each question are indicated as a tick and left unshaded, incorrect responses are indicated in grey. Non-attempts are indicated with a X and in grey.

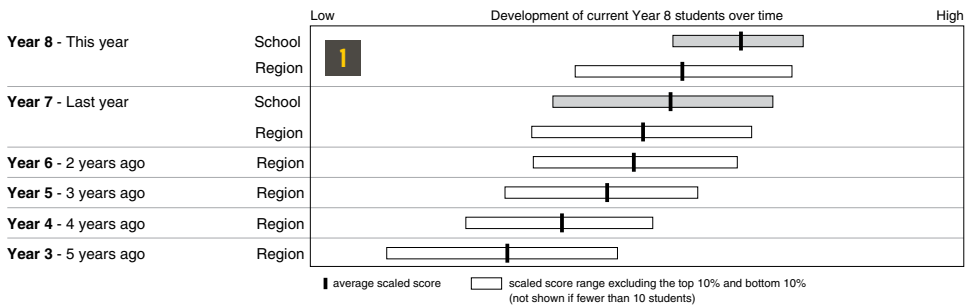
DID YOU KNOW
 Using the ICAS School Portal, you can access the questions asked in an assessment to quickly identify content and facilitate analysis.

SECTION 2.7

Section 2.7 Year 8

2014 Science - Year 8 - Development of Students Over Time

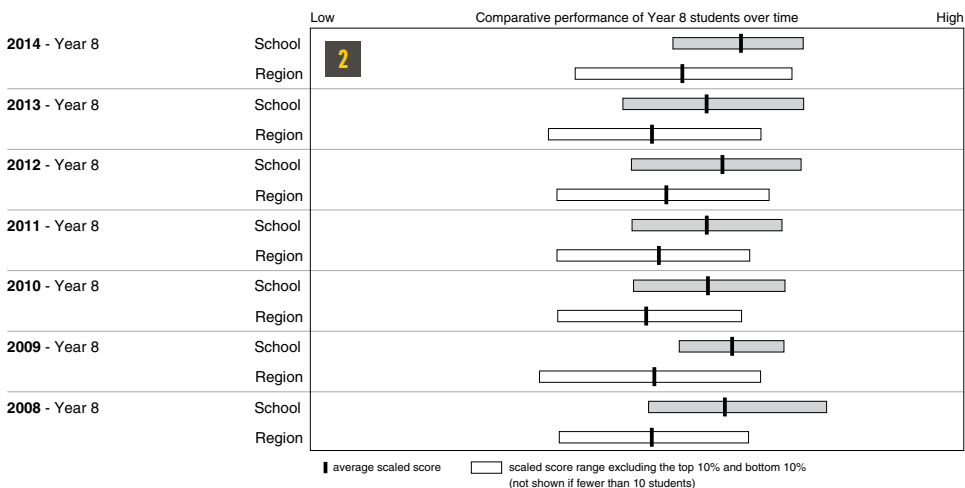
The graph below shows the development of current Year 8 students for the past seven years. Schools that have participated for eight or more years can access this additional information online.



Section 2.8 Year 8

2014 Science - Comparison of Year 8 Students Over Time

The graph below compares the performance of Year 8 for the past seven calendar years. Schools that have participated for eight or more years can access this additional information online.



Sample school report

This section shows the development over a number of calendar years for one year of students in the school with the corresponding students in the region.

1

This graph compares the performance of this Year 8 group of students in this school* over a number of years with corresponding students in the region. In this example the current Year 8 students in this school are compared with their region performance in the previous years (when they were in Year 7 to Year 3). The average performance of all students measured on the same scale has improved over time.

SECTION 2.8

Sample school report

This section compares the performance over a number of calendar years for one year level in the school with the corresponding students in the region.

2

This graph compares the performance over a number of years of different groups/ year levels in this school with corresponding students in the region. In this example the performance of Year 8 students in the school is compared to all Year 8 participants in the region in the previous seven calendar years (if available). This allows you to answer questions like 'Is this year's Year 8 doing as well as last year's Year 8?'

PLEASE NOTE

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.

SECTION 2.9

Sample school report

This section shows the performance of each individual student over a number of years.

1

This table lists all students from a single cohort within the school. The students are ordered from the highest raw score at the top of the table down to the lowest raw score.

2

The vertical lines show 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 7, 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

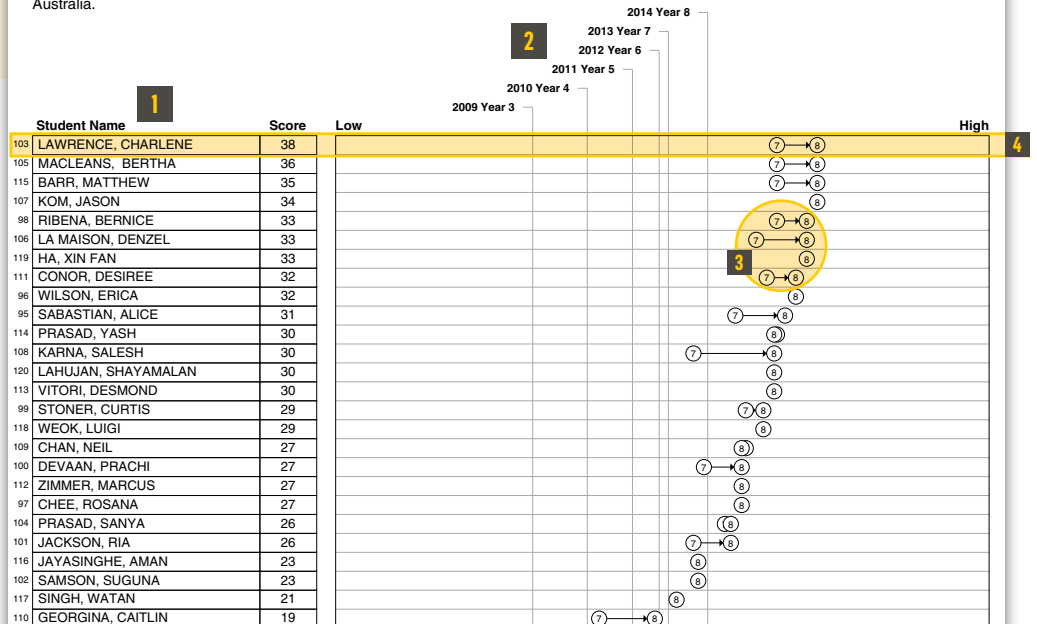
Charlene Lawrence's performance over the last two years is well above the regional average. This student's performance has also shown progression from one year to the next.

Section 2.9 Year 8

2014 Science - Year 8 - Individual Student Development

The table below lists all students ordered by raw score and shows the development of current Year 8 students.

The circles ○ show the individual student performance for each year they participated. Each vertical line shows the average performance in Australia.



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 upon 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
- Egypt
- The Middle East: United Arab Emirates, Qatar, Kuwait, Saudi, Bahrain, Oman, Turkey, Lebanon, Tunisia, Morocco, Libya, Algeria and Jordan.
- Indian Subcontinent: India, Sri Lanka, Nepal, Bhutan and Bangladesh.
- Indonesia
- Malaysia
- New Zealand and the Pacific: 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, the region and internationally. Students receive certificates based on their percentile in the region.

ASSESSMENT WORKSHOP

Schools are provided with "Data to direction" an assessment interpretation guide that helps them get the best out of the diagnostic reports. Macmillan conducts post assessment workshops and sessions for schools with high student enrollment after the assessment results each year. The workshops assist teachers to understand the key indicators and further analyze results to develop renewed teaching strategies.

WHO TO CONTACT

If you require any assistance, please contact UNSW Global's Customer Service Team or your local ICAS representative.

Your local ICAS Representative:

M +91 9560 416 111, **Dial 6** for ICAS

T +91 120 4000 100

E icasonline@macmillaneducation.in

W www.macmillaneducation.in.com/icas

UNSW Global

T: +61 2 8344 1010

E: info@eaa.unsw.edu.au

W: www.eaa.unsw.edu.au

ICAS DEMO AND AN APPOINTMENT

Book an ICAS demonstration and ask for an appointment at your school by logging on to our website www.macmillaneducation.in/icas or send your request via mail on icasonline@macmillan.co.in

We can also be contacted for any help on

+91 9560 416 111, Dial 6 for ICAS

FOR FURTHER INFORMATION, PLEASE CONTACT THE NEAREST MACMILLAN OFFICE

India

North (Noida)

D-90, Sector-2, Noida, Uttar Pradesh-201301

T: +91 120 4000 100

E: salesupportnorth@macmillan.co.in

East (Kolkata)

Unit No. 302, L&T Chambers (3rd Floor),
16 Camac Street, Kolkata-700017

T: +91 033 2283 4481 / 82 / 83

E: salesupporteast@macmillan.co.in

West (Mumbai)

404, "Antariksh", 4th Floor, Makwana Road,
off Marol Maroshi Road, Andheri (East),
Mumbai-400059

T: +91 022 4215 2803

E: salesupportwest@macmillan.co.in

South (Chennai)

21 Patullos Road, Chennai-600002

T: +91 044 3091 5100

E: salesupportsouth@macmillan.co.in

Neighbouring Countries

Nepal

Sanjeev Dhondiyal

M: +91 95192 15888

T: +91 522 2209 780 / 2208 810

E: sanjeev.dhondiyal@macmillan.co.in

Sri Lanka

T. Andrus

M: +91 98414 39397

T: +91 44 3091 5100

E: t.andrus@macmillan.co.in

Bhutan & Bangladesh

Abhijit Sen

M: +91 84201 90031

T: +91 33 2283 4481

E: abhijitsen@macmillan.co.in

UNSW Global

PO Box 8020

Alexandria NSW 1435

Australia

T: +61 2 8344 1010

E: info@eaa.unsw.edu.au

W: www.eaa.unsw.edu.au



UNSW Global
AUSTRALIA



© UNSW Global Pty Limited. Copyright in this booklet is owned by UNSW Global Pty Limited.