

Arithmetika diagnostic progress report (AAAA) for Baby Croc

The Student

Student Name: Baby Croc

Institution Name: Arithmetika Academy

Date: 12/07/2015 8:28:26 PM

School Year: 6

Overall Self Assessment Year: 4

Number Skills Self Assessment Year: 5

Functional Numeracy (NAPLAN) Self Assessment Year: 7

Number and Algebra Self Assessment Year: 6

Measurement and Geometry Self Assessment Year: 6

Statistics and Probability Self Assessment Year: 6

The effort

Tasks Completed: 10 tasks completed

Start Date: 30/06/2015

Progress summary

The 'Year' numbers below are the average 'year' of the Content Descriptions which the student currently appears to be comfortable with - one for each of the five strands.

Compare the figures below with the student's initial self-rating in the left column. More detail below.

Number Skills Academic Year: Infnit

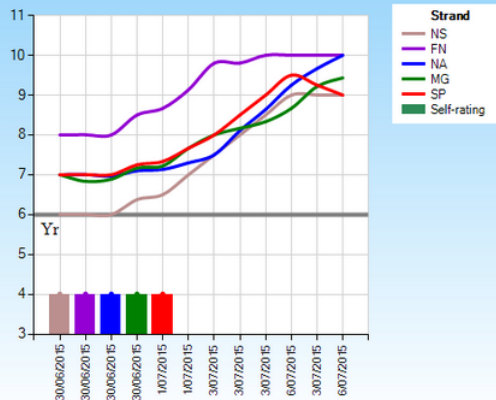
Functional Numeracy (NAPLAN) Academic Year: 9

Number and Algebra Academic Year: 9.13

Measurement and Geometry Academic Year: 9

Statistics and Probability Academic Year: 8.46

Changes over time in each strand

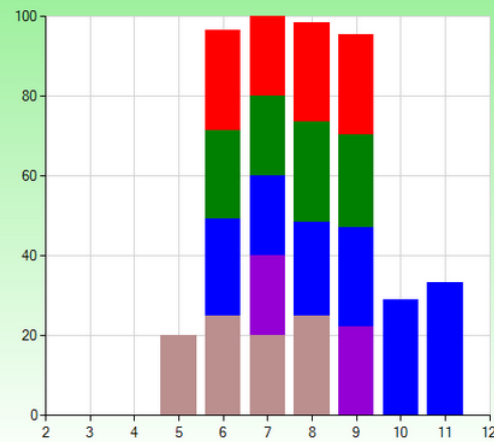


Choose one of these 3 point moving average

This chart shows the student's progress as each of the diagnostic tasks is completed - one line for each of the five mathematical strands. The columns reflect the initial responses given for each of the five main study areas as compared with the stated school age.

Show self-rating columns

My results by year and strand



This chart stacks results in the five strands at each Year level. A column is 100% when the student has 100% in each strand for the Year

Key:
 NS: Number Skills (max 8)
 FN: NAPLAN practice (max 9)
 NA: Number and Algebra
 MG: Measurement and Geometry
 SP: Statistics and Probability

Recommendation

The default settings in the charts and tables below indicate this student's performance, drilled down to the sub-strand level and by year. There are five colour-coded strands and each strand has a number of component sub-strands.

When the student is consistently answering correctly the questions associated with a particular sub-strand/year then the result will be close to 100%. Consistency is determined by use of moving averages, 3-point by default.

Every student is different but the obvious recommendation is to focus on visible areas of weakness.

Report detail

This report is the outcome of analysis of this student's responses to the questions in tasks generated by the Arithmetika Adaptive Assessment Algorithm (AAAA) up to the date above (note that the student can continue to attempt tasks at any time) Each task has a number of questions from each of the major study areas, chosen initially according to the student's responses and then from preceding or succeeding areas of the curriculum, depending on the student's responses. The student's instructions are to attempt only those questions where there is a reasonably confident expectation of success.

Level of detail

You can customise the level of detail in this report Select one or more of the following according to the level of detail you require.

- Year level:- tasks grouped by curriculum year (currently 5 - 10A only)
- Super strand:- Number skills, NAPLAN practice, Number and Algebra, Measurement and Geometry, Statistics and Probability
- Sub-strand:- each strand has a number of sub-divisions; N & A has seven, M & G has four and S & P has two
- Content Description:- Each sub-strand has a number of Content Descriptions. There are several hundred of these

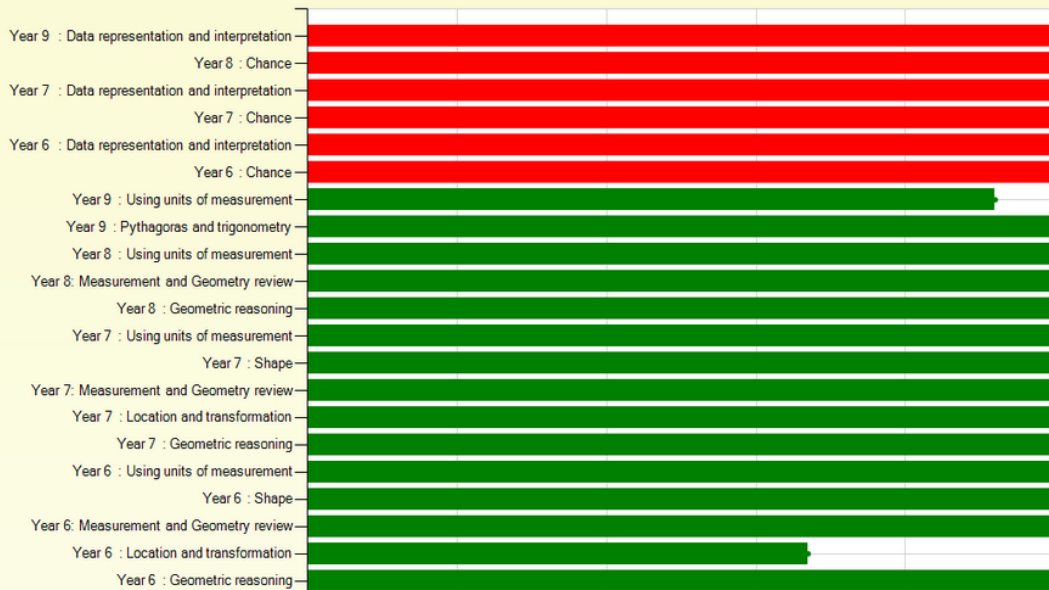
Year Super strand Sub-strand Content Description

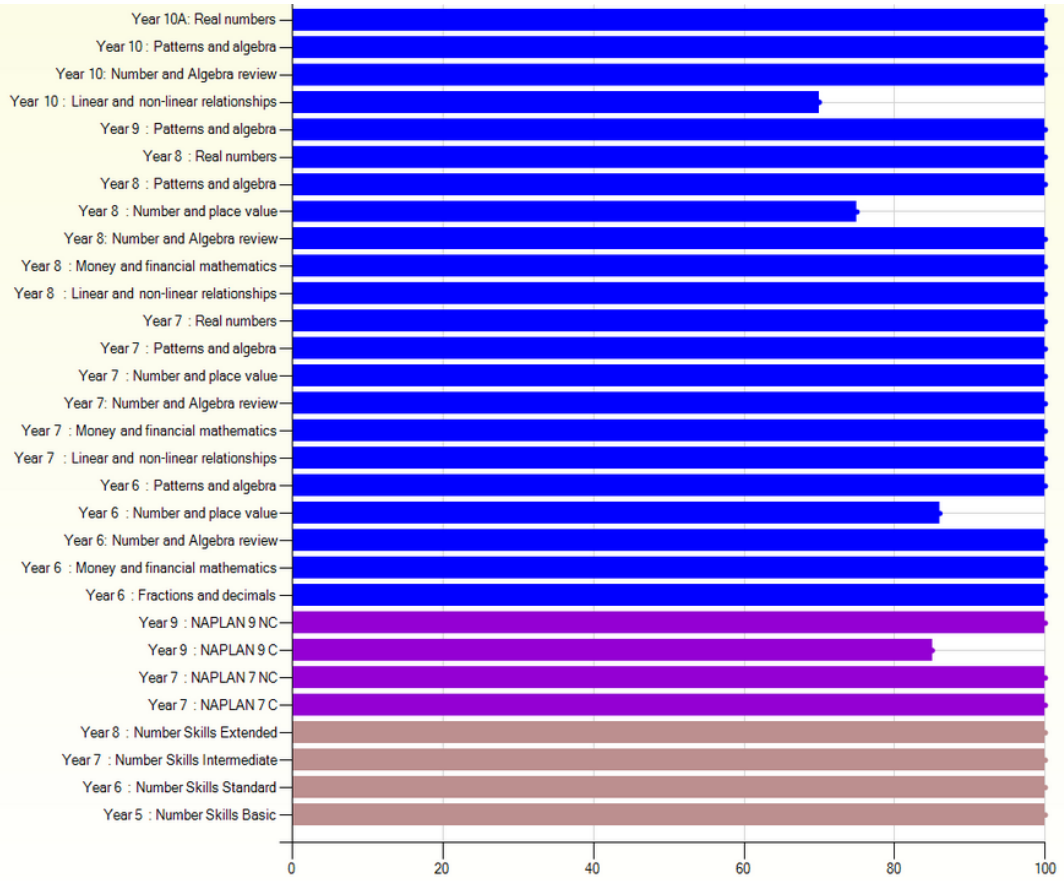
Ordering the data

You may choose to have the data sorted primarily by Year or by Superstrand

Sort by year, superstrand Sort by superstrand, year

Average in AAAA tasks, sorted by strand and substrand, and by school academic year





| Year | SuperStrand | Strand | Score | Total |
|------|--------------------|-------------------------------------|-------|-------|
| 5 | Number Skills | Number Skills Basic | 4 | 4 |
| 6 | Number Skills | Number Skills Standard | 6 | 6 |
| 7 | Number Skills | Number Skills Intermediate | 3 | 3 |
| 8 | Number Skills | Number Skills Extended | 3 | 3 |
| 7 | NAPLAN 7 | NAPLAN 7 C | 6 | 6 |
| 7 | NAPLAN 7 | NAPLAN 7 NC | 6 | 6 |
| 9 | NAPLAN 9 | NAPLAN 9 C | 17 | 20 |
| 9 | NAPLAN 9 | NAPLAN 9 NC | 6 | 6 |
| 6 | Number and Algebra | Fractions and decimals | 8 | 8 |
| 6 | Number and Algebra | Money and financial mathematics | 9 | 9 |
| 6 | Number and Algebra | Number and Algebra review | 7 | 7 |
| 6 | Number and Algebra | Number and place value | 6 | 7 |
| 6 | Number and Algebra | Patterns and algebra | 6 | 6 |
| 7 | Number and Algebra | Linear and non-linear relationships | 2 | 2 |
| 7 | Number and Algebra | Money and financial mathematics | 6 | 6 |
| 7 | Number and Algebra | Number and Algebra review | 7 | 7 |
| 7 | Number and Algebra | Number and place value | 8 | 8 |
| 7 | Number and Algebra | Patterns and algebra | 4 | 4 |
| 7 | Number and Algebra | Real numbers | 7 | 7 |
| 8 | Number and Algebra | Linear and non-linear relationships | 3 | 3 |
| 8 | Number and Algebra | Money and financial mathematics | 8 | 8 |
| 8 | Number and Algebra | Number and Algebra review | 5 | 5 |
| 8 | Number and Algebra | Number and place value | 9 | 12 |
| 8 | Number and Algebra | Patterns and algebra | 15 | 15 |
| 8 | Number and Algebra | Real numbers | 3 | 3 |
| 9 | Number and Algebra | Patterns and algebra | 5 | 5 |
| 10 | Number and Algebra | Linear and non-linear relationships | 7 | 10 |
| 10 | Number and Algebra | Number and Algebra review | 2 | 2 |
| 10 | Number and Algebra | Patterns and algebra | 11 | 11 |
| 10A | Number and Algebra | Real numbers | 1 | 1 |