

Vienna International School

Student Dashboard

Presented 17th October 2014, Rome

Peter Murphy, Stuart Marven, Alan Beckett

Introduction
Demonstration
How it was built
Next steps
Step One

Introduction

Demonstration

How it was built

Next steps

Step One

Teacher of Grade 7 Maths

What do you know about a student in your class?

Knowledge of Maths in Grade 7

Knowledge of Maths in Grade 6, 5, 4 etc.

Knowledge of Physics, Design etc. in Grade 7



Grade 7 Maths

University
Grade 12
Grade 11
Grade 10
Grade 9
Grade 8
Grade 7
Grade 6
Grade 5
Grade 4
Grade 3
Grade 2
Grade 1
Primary

University
Grade 12
Grade 11
Grade 10
Grade 9
Grade 8
Grade 7
Grade 6
Grade 5
Grade 4
Grade 3
Grade 2
Grade 1
Primary

English	French	German	Science	Mathematics	Design	Art	Music	Physical Education
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English	French	German	Science	Mathematics	Design	Art	Music	Physical Education
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	Mathem atics	
Grade 7		

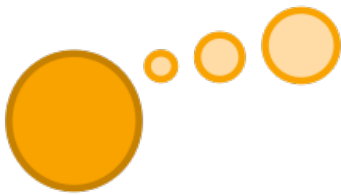


	Mathem atics	
Grade 7	Grade 7 Maths	



Grade 7 Maths

Grade 7 History



Grade 7 Maths





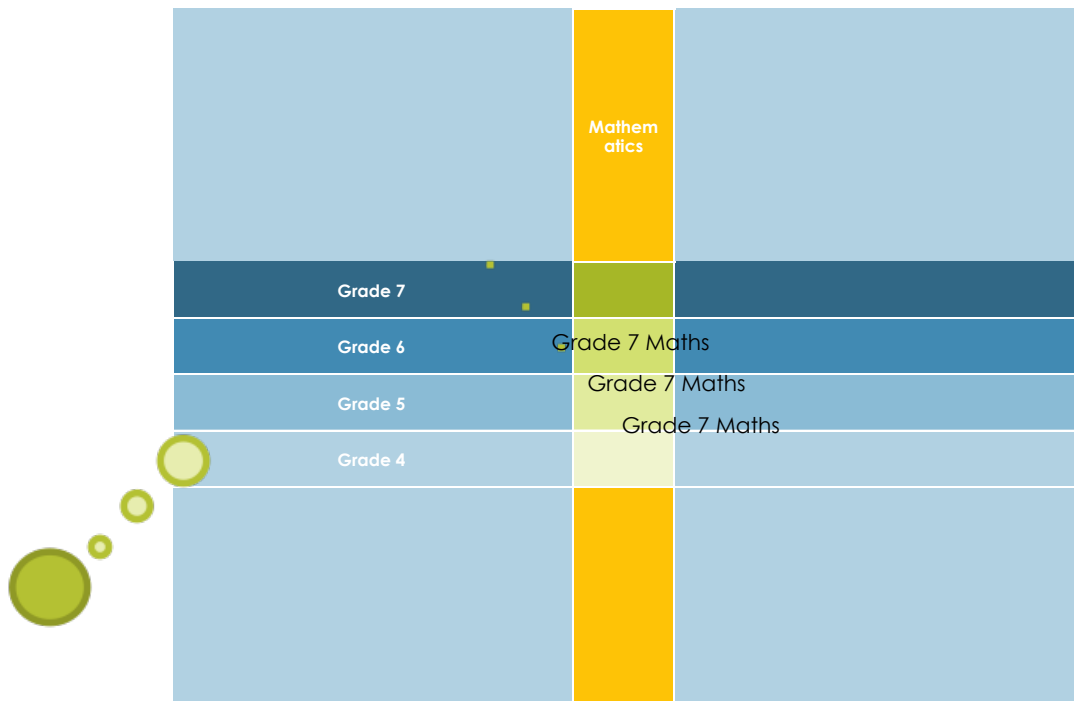
Teachers



Parents

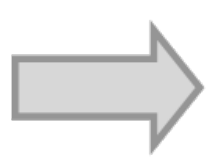
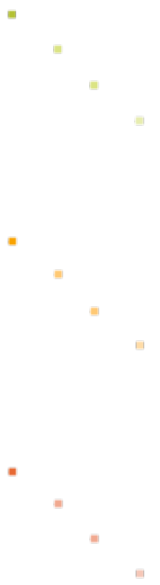


	Mathem atics	
Grade 7	Grade 7 Maths	

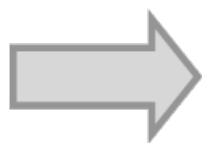




	German	Science	Mathematics	Design	Art	
Grade 7						
Grade 6						
Grade 5						
Grade 4						

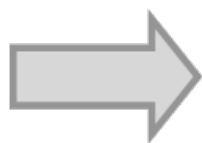


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Academic

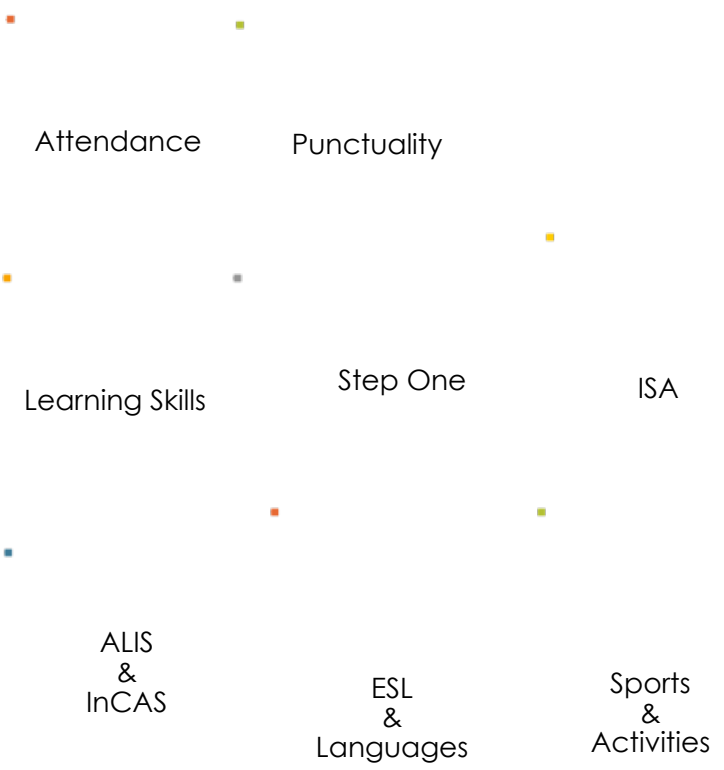


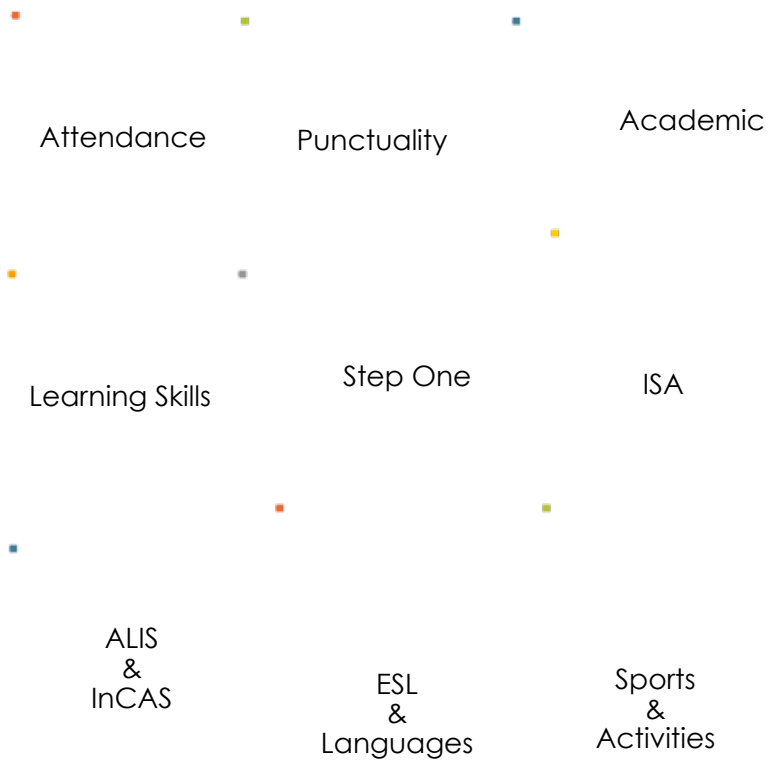


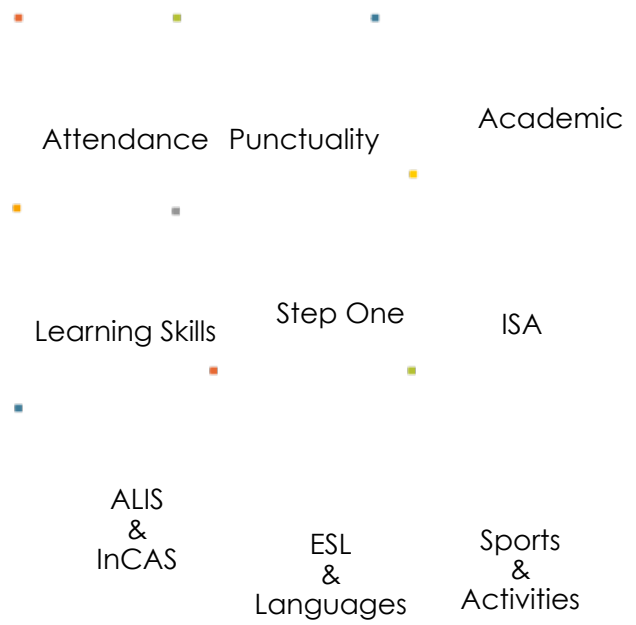
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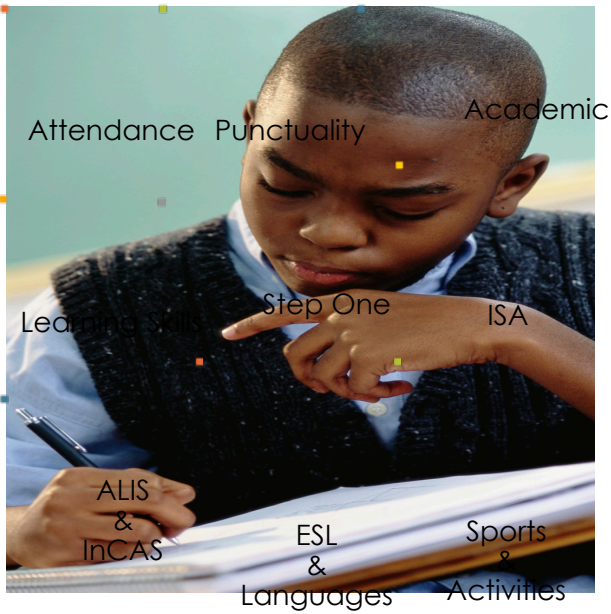


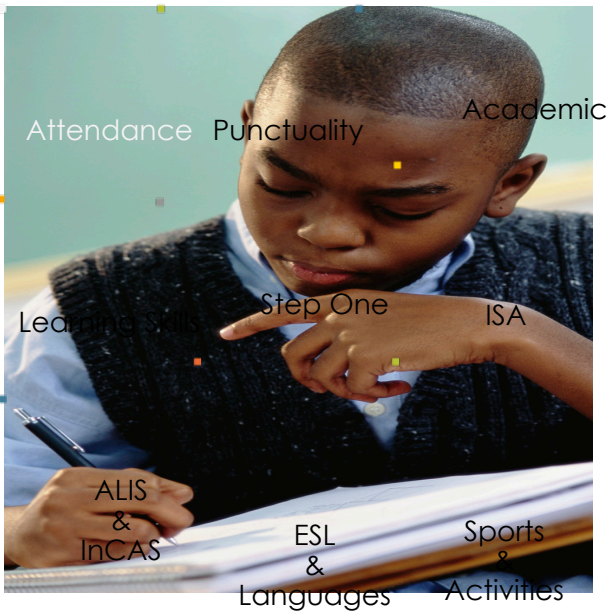
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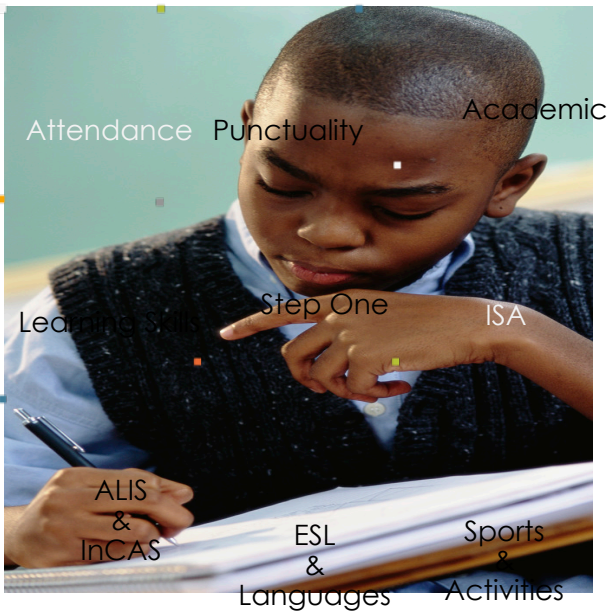


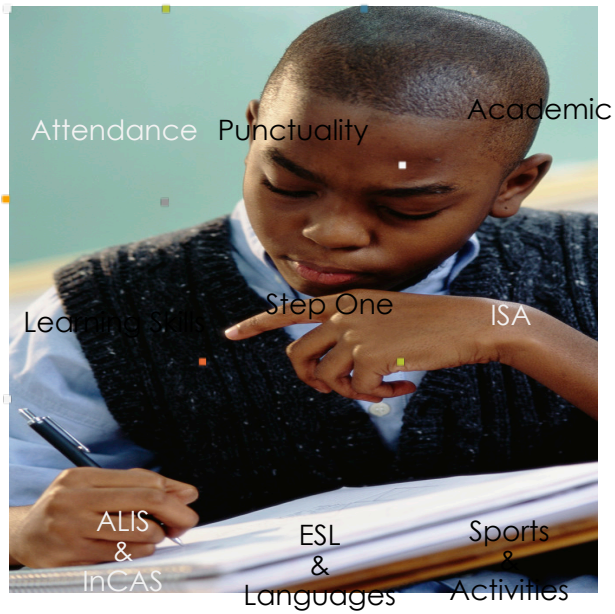


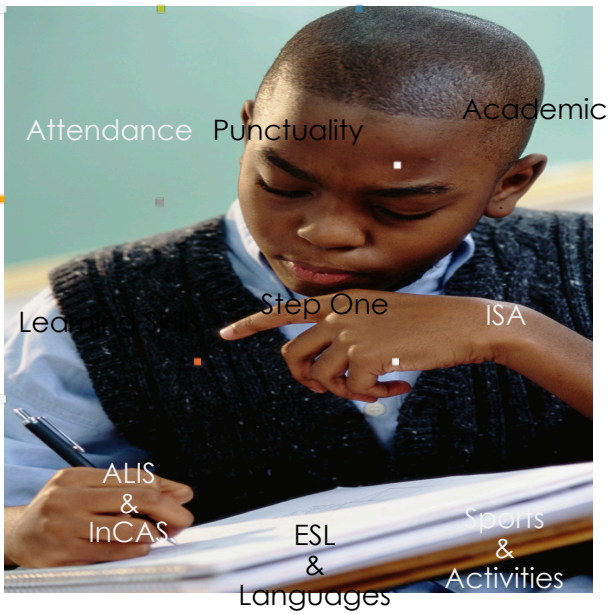


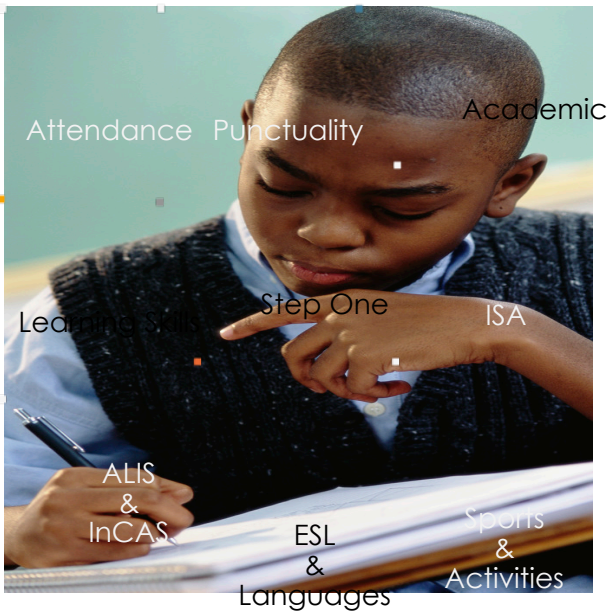


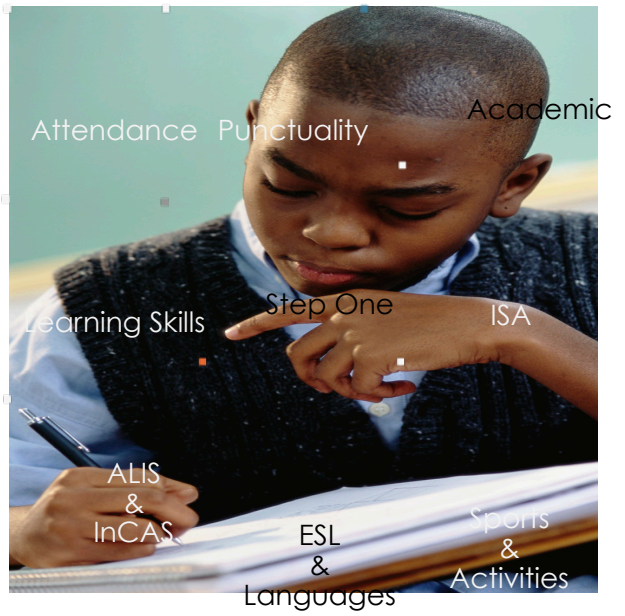


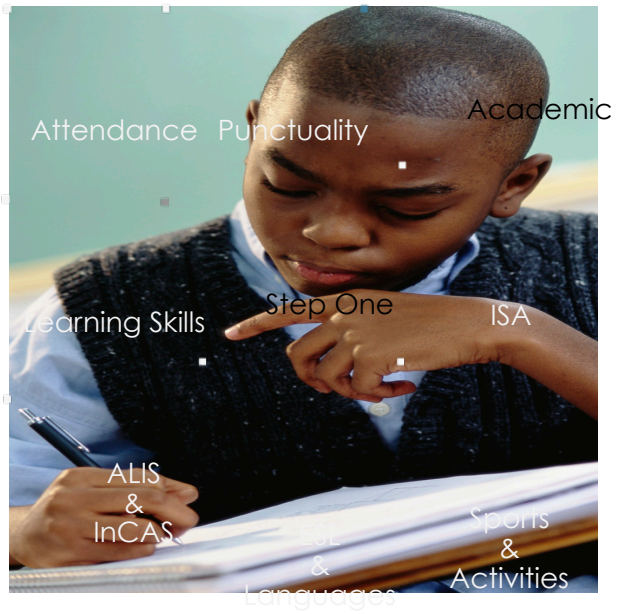


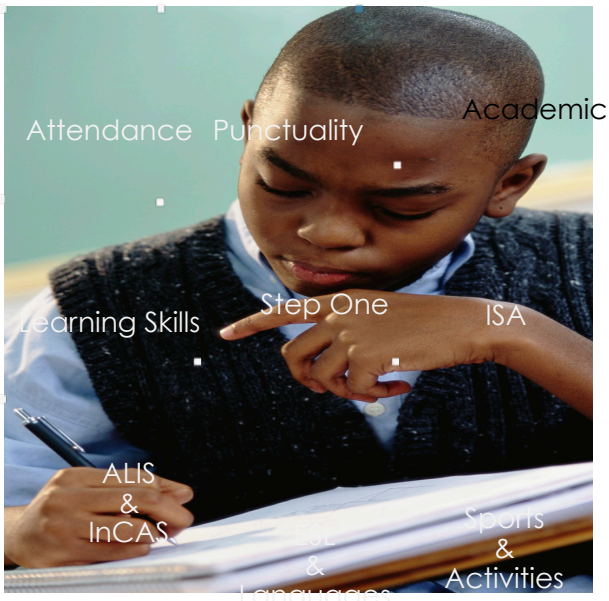


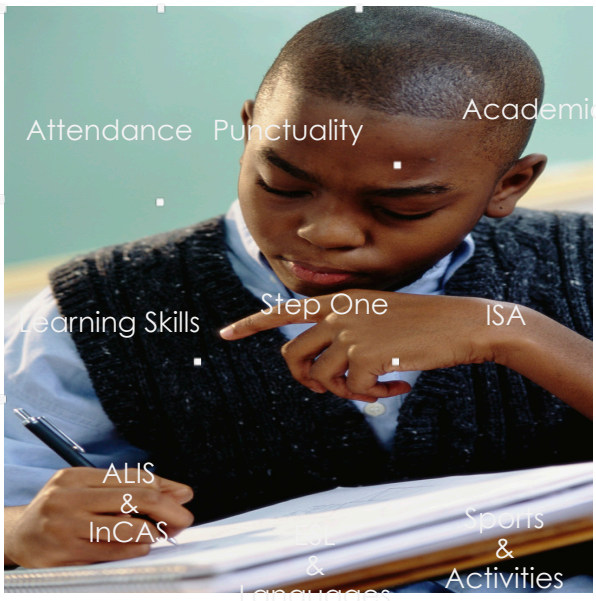
































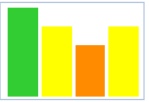






Teachers




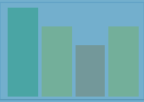


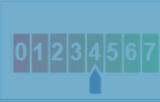
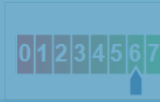
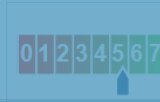

Parents

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Next steps
Step One

Alexander RANCE

Personal Details			Background on Entry to VIS		Flags	Emails and Links	
	Grade	10	Countries	Languages	Medical 	Email to:	Links
	Homeroom	10B	United Kingdom	English	English On Entry 	Student 	ePortal 
	Age	16	---	---	Mainstream 	Parents 	InterQuest 
	Start	2006-08-01	---	---	Learning Needs 	Teachers 	Prospero 
	Years at VIS	8		---	IEP/Focused 	All 	ManageBac 
Attendance			Current Academic Results			Learning Skills	
Att. Trend	Attendance	Punctuality	Mathematics	English	Others	Attends, Brings, Listens, Works, Completes	
							
Primary School Data			Secondary School Data			Whole School Data	
<input type="checkbox"/> Academic	Reading Levels	InCAS	<input type="checkbox"/> Academic	<input type="checkbox"/> StepOne CP	ALIS	<input type="checkbox"/> Attendance	Activities
<input type="checkbox"/> Other	Other	Other	<input type="checkbox"/> Languages	PP / EE	ManageBac	<input type="checkbox"/> ISA Results	Other

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	Years of VIS	8	---	---	IEP/Focused		
Email to:		Links					
Student		ePortal		In			
Parents		InterQuest		Pr			
Teachers		Prospero		Pr			
All		ManageBac		MB			
Attendance		Current Academic Results			Learning Skills		
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Find the data

Decide what is important and a priority

Decide what can be achieved
technically

Collect, process and warehouse data

Find a platform for delivery

Build a clear, intuitive interface

Find the data

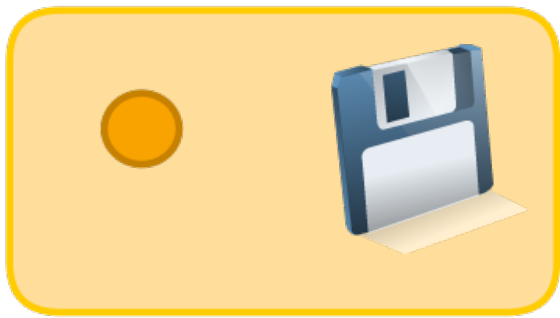
Decide what is important and a priority

Decide what can be achieved
technically

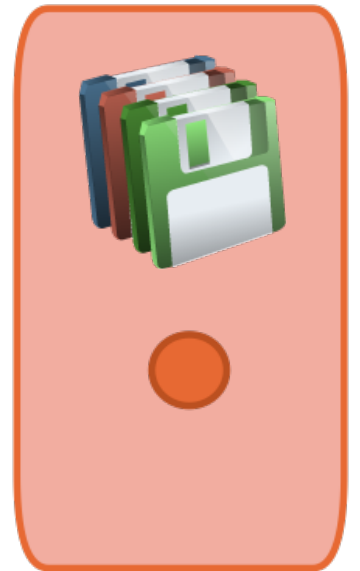
Collect, process and warehouse data

Find a platform for delivery

Build a clear, intuitive interface



Data Silos



Find the data

Decide what is important and a priority

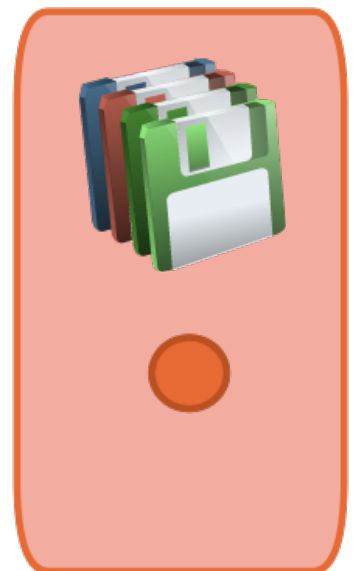
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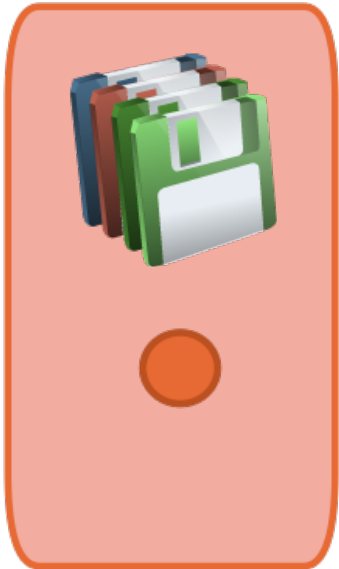
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1	Is the data in electronic format?	<input checked="" type="checkbox"/>



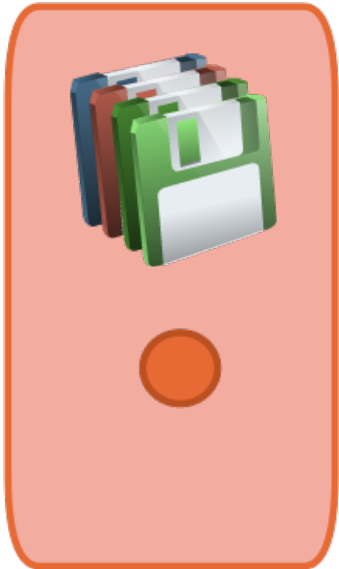
#	Checklist and Prioritising	
1	Is the data in electronic format?	<input checked="" type="checkbox"/>
2	How many years have we collected the data for?	<input checked="" type="checkbox"/>



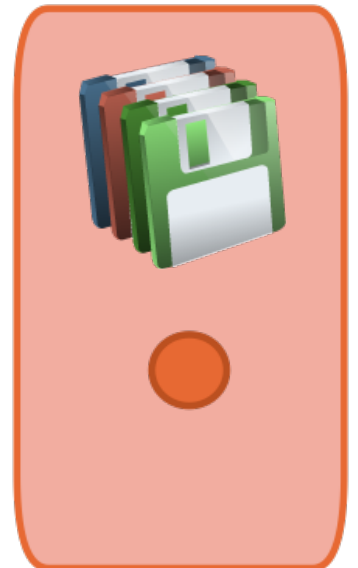
#	Checklist and Prioritising	
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3	Will we continue to collect it?	<input checked="" type="checkbox"/>



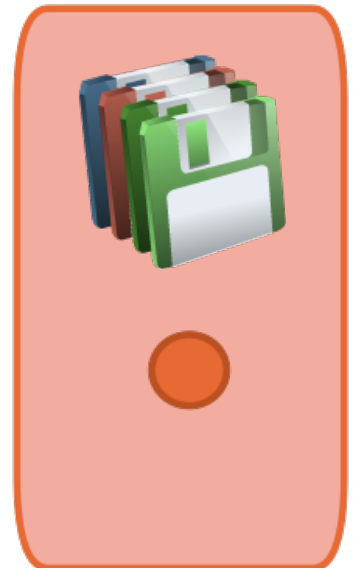
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4	How many Grade Levels/Years does it apply to?	<input checked="" type="checkbox"/>



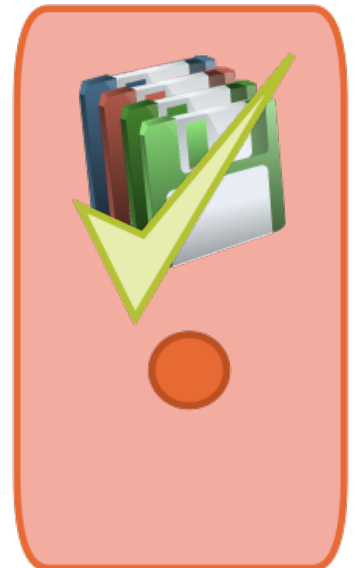
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5	Can we identify each student uniquely?	<input checked="" type="checkbox"/>



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6	How important is the data to the "bigger picture"?	<input checked="" type="checkbox"/>



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5	Can we identify each student uniquely?	<input checked="" type="checkbox"/>
6	How important is the data to the "bigger picture"?	<input checked="" type="checkbox"/>
7	What costs are involved in collecting the data?	<input checked="" type="checkbox"/>



Find the data

Decide what is important and a priority

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Data Silos



Data Mo



Data Warehouse

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Find the data

Decide what is important and a priority















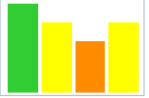






Decide what can be achieved
technically

Collect, process and warehouse data


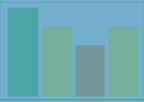


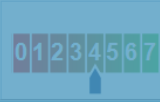
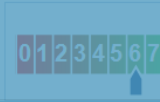
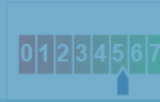

Find a platform for delivery

Build a clear, intuitive interface

Alexander RANCE

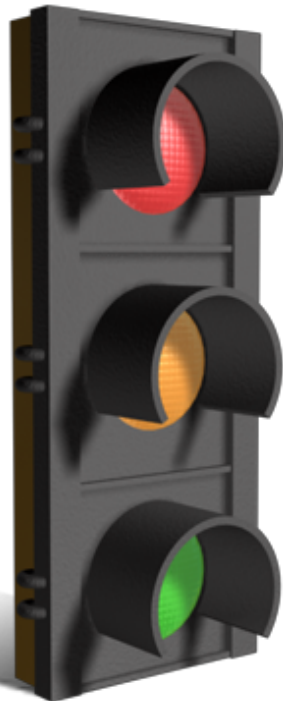
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Jane

95	40	28	76
31	79	51	74
65	87	64	93
87	49	16	36
75	62	90	36

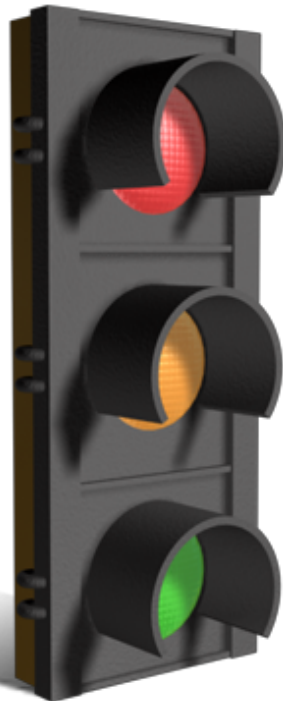


John

62	23	29	96
46	40	6	95
23	71	30	87
78	21	43	12
53	51	22	72

Jane

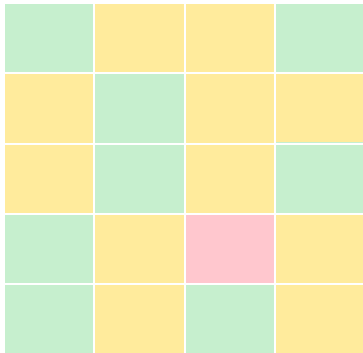
95	40	28	76
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87	49	16	36
75	62	90	36



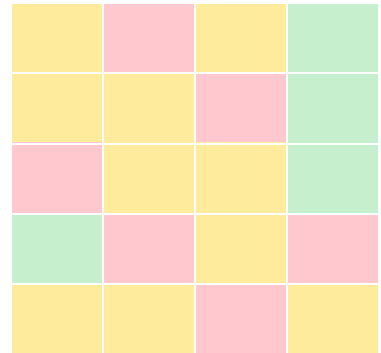
John

62	23	29	96
46	40	6	95
23	71	30	87
78	21	43	12
53	51	22	72

Jane



John

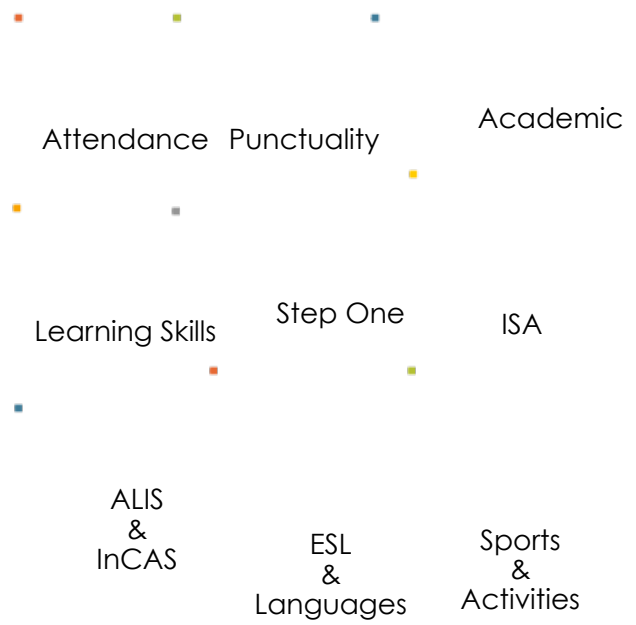


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Full roll-out to staff
Training and promotion
Processing and attaching remaining data
Review cycle
Roadmap for further additions or changes

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University
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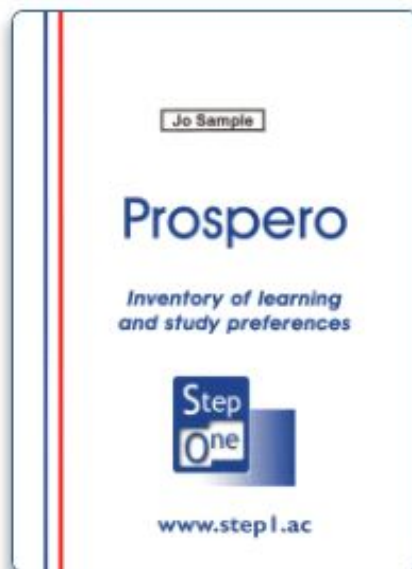
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InterQuest & Prospero



Abstract & Numerical

Abstract Reasoning - Question 1

1 min 43 sec

← Prev

Next →

1 2 3 4 5 6

Numerical Reasoning - Question 1

3 min 53 sec

← Prev

Next →

1 2 3 4 5 6

Verbal

Verbal Reasoning - Question 1

48 sec

uncle	nephew
?	niece

aunt
father
cousin
mother
brother
sister

◀ Prev

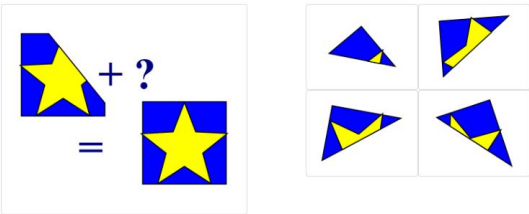
Next ▶

1 2 3 4 5 6

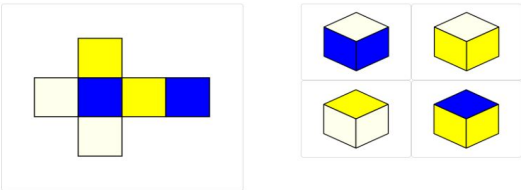
2D & 3D

Spatial Reasoning (2D) - Question 1

1 min 55 sec



1 min 53 sec



< Prev

Next >

1 2 3 4 5 6

Arithmetic & Accuracy

Arithmetic Calculation - Question 1

1 min 55 sec

11 - 4

4
7
6
5

< Prev

Next >

1 2 3 4 5 6 7 8

Working Quickly and Accurately - Question 1

38 sec

4962

4926
4629
4296
4962

< Prev

Next >

1 2 3 4 5 6

InterQuest report content

YOUR INTEREST PROFILE

SECTION
B

This profile provides an overview of your interests, overall match and of useful subjects which support these. 44 occupational or academic interest areas are listed in descending order of interest. The top seven or so of these (highlighted in blue) have been used in the selection of the career areas for close study in Section C.

CAREER AND POTENTIAL HIGHER EDUCATION COURSE AREAS	INTEREST LEVEL %	OVERALL MATCH %	USEFUL SUBJECTS FOR CAREERS/COURSES*
Art and Craft <i>i</i>	100 (Very High)	94 (Very High)	A/D.DT
Academic Art	100 (Very High)	90 (Very High)	E.H/H.A.A.Lang
History Related	100 (Very High)	89 (High)	H.E.Lang
Geography Related	100 (Very High)	88 (High)	Gg.M.Sci
Politics Related	100 (Very High)	84 (High)	E.H.M.Ec.Most
Graphic Design	100 (Very High)	80 (High)	A/D.DT
Managerial	100 (Very High)	67 (Moderate)	E.M.Ec/BS
Publishing	95 (Very High)	78 (High)	E.H.Ec.Most
Languages Based	85 (High)	94 (Very High) <i>m</i>	E.Lang.H
Journalism/PR	85 (High)	91 (Very High) <i>m</i>	E.H.Most
Teaching/Advisory <i>i</i>	85 (High)	86 (High)	E.M.Most
Commercial <i>i</i>	85 (High)	79 (High)	E.M.Ec/BS.Lang
Information Management	85 (High)	75 (High)	M.Most
Surveying (General)	85 (High)	67 (Moderate)	M.Gg.Fc/BS.TS.DT.A/D

InterQuest Report Content

4 **Overall Match** - These bar graphs show the Interest Level of this career area, plus relevant supporting interests for careers in this field. These percentages have been averaged to produce your very high Overall Match score of 90%.

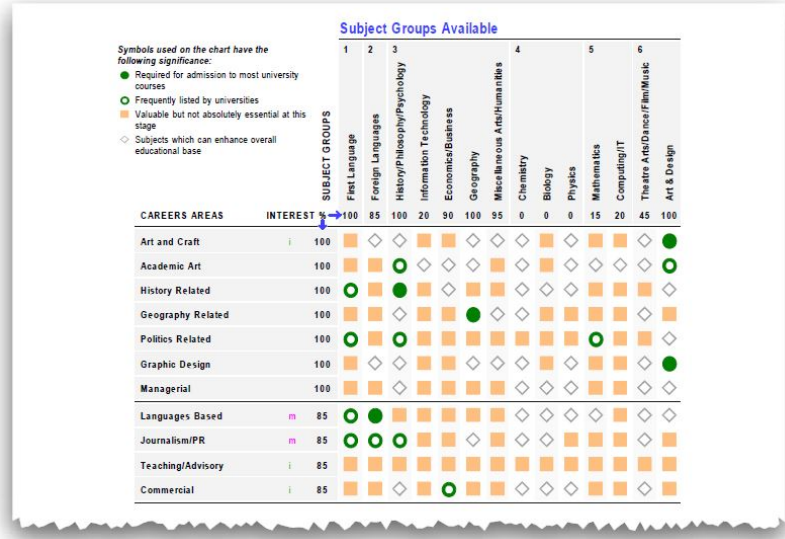
Interests	Interest Levels (%)	Comments
	0 20 40 60 80 100	
Academic Art		Your very high interest score for Academic Art has been added to the five supporting interests below.
Supporting	Literary	These careers are literary in nature and will call for excellent essay writing, reading and interpretation.
	Administrative	You should be good at organising, planning your work and handling paperwork efficiently.
	Verbal Communication	The ability to express your thoughts in words and to explain your ideas clearly would be important.
	Written Communication	To communicate efficiently in writing and to keep others informed would be essential.
	History	To understand art within its historical, social, cultural, political and literary contexts would be important.
Overall Match		The six interests above have been averaged to calculate your Very High Overall Match Score of 90.

5 **Cautionary Notes** - Your questionnaire answers revealed no negative points that need looking into when considering these careers.

6 **Relevant Cambridge Profile Aptitude Test Scores** -

Test	Percentile	Test	Percentile
	0 20 40 60 80 100		0 20 40 60 80 100
Abstract Reasoning		Verbal Reasoning (French)	
Verbal Reasoning		Spatial Reasoning	

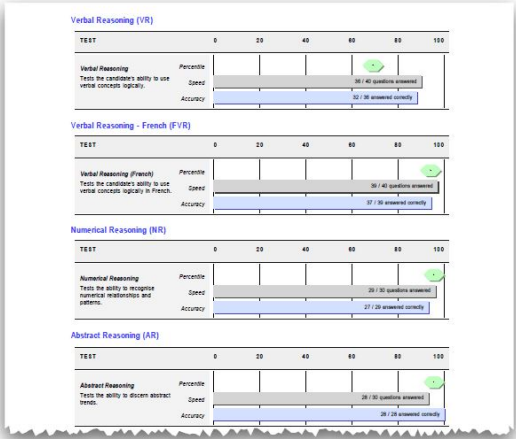
InterQuest Report Content



InterQuest Report Content

TEST	PERCENTILE SCORE					
	0	20	40	60	80	100
Verbal Reasoning				→		
Verbal Reasoning (French)						→
Numerical Reasoning						→
Abstract Reasoning						→
Spatial Reasoning					→	
Arithmetic Calculation		→				
Working Quickly and Accurately						→

InterQuest Report Content



School Report 1

CAMBRIDGE PROFILE SUMMARY OF RESULTS S

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The first General Score (GEN1) is assessed as the highest individual score from the scores for Verbal (VR), Numerical (NR) and Abstract Reasoning (AR), and gives one estimate of the academic ability of the pupil. The second General Score (GEN2) is an average of the two best scores from Verbal, Numerical and Abstract Reasoning, and gives a second approximate estimate of the pupil's academic ability.

Note: the school's own academic forecast (SAF) should always take precedence over the GEN1 and GEN2 Academic Level estimates.

NAME	VR	NR	AR	SR	AC	SP	WQA	GEN1	GEN2
Simone Lymbrick	69	99	98	80	23	-	90	99-I	98-I
Alex Harfieldsson	94	99	98	80	23	-	90	99-I	98-I
Isabella Sanchez	76	72	96	94	77	-	93	96-I	86-III
Michel Perez	94	99	98	80	23	-	90	99-I	98-I
Annabelle Cohen	54	99	90	68	67	-	85	99-I	94-I
Alexandre Dumas	87	72	90	61	38	-	42	90-I	88-III
Oliver Kaufman	3	90	96	96	15	-	58	96-I	93-I
Nathan Arnet	76	72	73	85	67	-	90	76-II	74-II
Peter Schmitz	18	90	55	74	1	-	80	90-I	72-II
Francesca van De Van	54	97	73	68	15	-	42	97-I	85-III
Esther Witte	54	90	90	68	23	-	93	90-I	90-I
Frederic Brown	87	90	73	96	88	-	42	90-I	88-III
Erika van Groenendaal	76	99	98	96	23	-	93	99-I	98-I
Joselyn De Silva	54	90	90	99	77	-	42	90-I	90-I
Kevin Hansen	62	90	80	61	23	-	34	90-I	85-III
Jennifer Matsui	76	72	96	94	77	-	93	96-I	86-III
Sacha Hermannsson	54	54	36	32	77	-	42	54-III	54-III
Molly Bennett	76	99	98	94	77	-	93	99-I	98-I
Perry McKinley	76	72	96	94	77	-	93	96-I	86-III
Lewis Watkins	54	79	94	80	44	-	93	94-I	86-III
AVERAGES	62	86	85	80	46	1	73	91	87

School Report 2

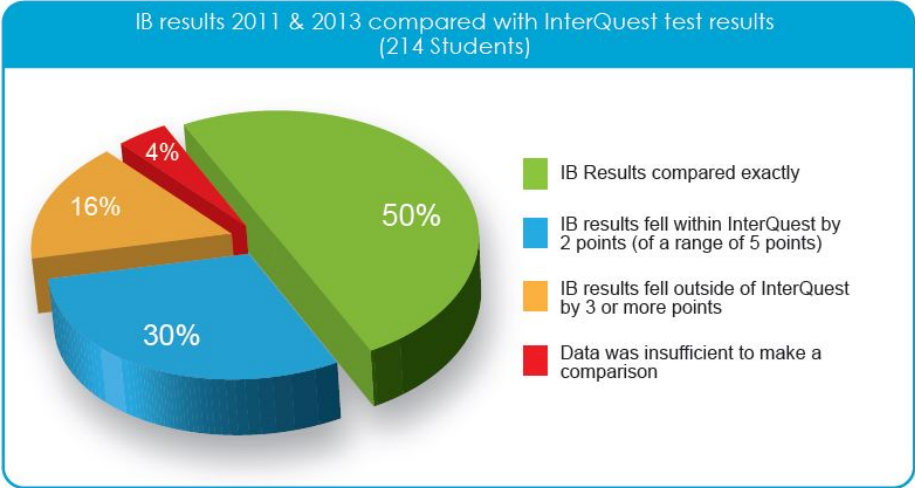
CAMBRIDGE PROFILE ANALYSIS OF RESULTS

SECTION
S

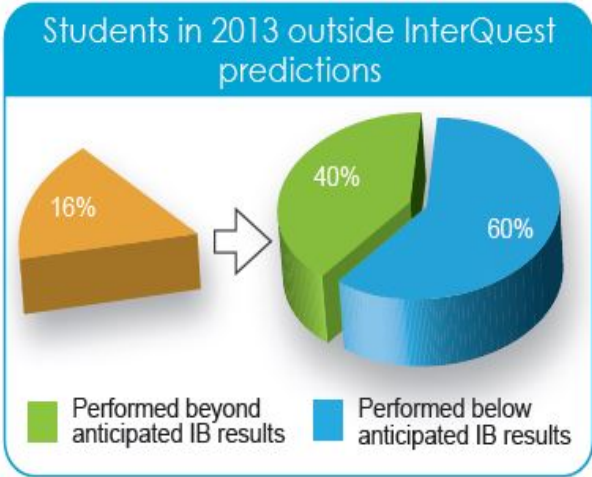
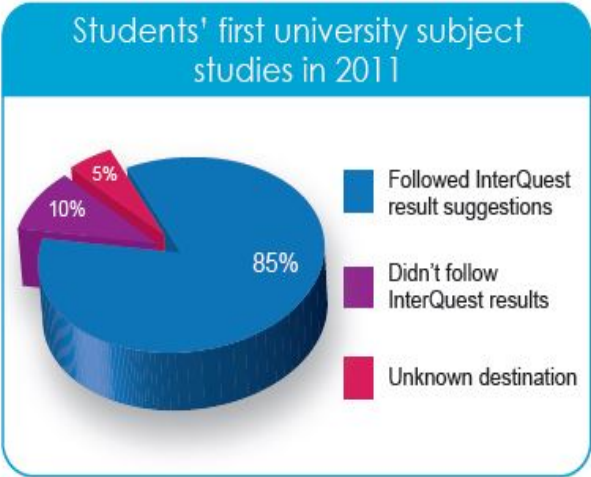
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	RAW	SPD	ACC	%ILE		RAW	SPD	ACC	%ILE
Simone Lymbrick					Alex Harfieldsson				
WQA1	90%	95%	94%	83	WQA1	90%	95%	94%	83
WQA2	92%	100%	92%	90	WQA2	92%	100%	92%	90
AR	93%	93%	100%	98	AR	93%	93%	100%	98
NR	90%	96%	93%	99	NR	90%	96%	93%	99
VR	80%	90%	88%	69	VR	80%	90%	88%	69
SR2	75%	100%	75%	85	FVR	92%	97%	94%	94
SR3	50%	60%	83%	65	SR2	75%	100%	75%	85
SR	62%	80%	78%	80	SR3	50%	60%	83%	65
AC	70%	100%	70%	23	SR	62%	80%	78%	80
GEN1	-	-	-	99 - I	AC	70%	100%	70%	23
GEN2	-	-	-	98 - I	GEN1	-	-	-	99 - I
					GEN2	-	-	-	98 - I
Isabella Sanchez					Michiel Perez				
WQA1	95%	100%	95%	92	WQA1	90%	95%	94%	83
WQA2	95%	100%	95%	93	WQA2	92%	100%	92%	90
AR	90%	100%	90%	96	AR	93%	93%	100%	98
NR	63%	73%	86%	72	NR	90%	96%	93%	99
VR	82%	90%	91%	76	VR	80%	90%	88%	69
SVR	82%	97%	84%	76	SVR	92%	97%	94%	94
SR2	70%	95%	73%	80	SR2	75%	100%	75%	85
SR3	75%	100%	75%	90	SR3	50%	60%	83%	65
SR	72%	97%	74%	94	SR	62%	80%	78%	80
AC	86%	95%	91%	77	AC	70%	100%	70%	23
GEN1	-	-	-	96 - I	GEN1	-	-	-	99 - I
GEN2	-	-	-	86 - VII	GEN2	-	-	-	98 - I
Annabelle Cohen					Alexandre Dumas				
WQA1	80%	90%	88%	50	WQA1	62%	75%	83%	5
WQA2	90%	100%	90%	85	WQA2	75%	100%	75%	42
AR	83%	100%	83%	90	AR	83%	100%	83%	90
NR	93%	100%	93%	99	NR	63%	73%	86%	72

VIS Case Study 1



VIS Case Study 2



Prospero 1

Your results overview

The table below gives your score in each of the categories analysed. This does not compare you to other students. Your scores are relative to one another. Read on for more in depth explanations of the terms used here.

Information Processing	Tactile-Kinaesthetic	80%				
	Visual	20%				
	Auditory	0%				
Study Style	Word-language Reasoning	Low	Fair	Average	High	Very High
	Interactive-Others	[Red bar]				
	Music	[Red bar]				
	Enhancing daily life	[Red bar]				
	Body Coordination	[Red bar]				
	Interactive-Nature	[Red bar]				
	Spatial	[Red bar]				
	Interactive-Self	[Red bar]				
	Math-logic Reasoning	[Red bar]				
	Mechanical Reasoning	[Red bar]				
Personal Style	Thinking/creating	Low	Fair	Average	High	Very High
	Performer	[Red bar]				
	Relating/inspiring	[Red bar]				
	Discoverer	[Red bar]				
	Producer	[Red bar]				
Learning Style	Tangible random	Low	Fair	Average	High	Very High
	Abstract random	[Red bar]				
	Abstract step by step	[Red bar]				
	Tangible step by step	[Red bar]				

Prospero 2

Book1 - Microsoft Excel

File Home Insert Page Layout Formulas Data Review View Add-Ins

Clipboard Font Alignment Number Styles

J20

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	
1	School: Vienna Int Schl																Date: 2014-09-30													
2				Info. Process.			Study Styles										Personal Preference				Learning Styles									
3				Auditory	Visual	Tactile	Music	Math	Mech.	Word	Nature	Spatial	Body	Int. Self	Int. Oth	Aesth.	Perf.	Prod.	Disc.	Relate	Think	Tangible stfct	Abstract stfct	Abstract randor	Tangible randor					
4	Names																													
5	1			60	40	0	H	H	A	A	H			VH	H				H			VH	H							
6	2			50	50	0																								
7	3			40	40	20	VH	H	VH	A									VH	A	A		H							
8	4			100	0	0													A	VH	H			H						
9	VH = very high																													
10	H = high																													
11	A = average																													

Vienna International School

Student Dashboard

Presented 17th October 2014, Rome

Peter Murphy, Stuart Marven, Alan Beckett

Credits and Links

Jigsaw templates: www.presentationmagazine.com

Student image: MS Clip Art

Vienna International School: www.vis.ac.at

Step One: www.step1ltd.com
