**Frequently asked QUESTIONS**

**What is diagnostic assessment and why is it so important?**

Diagnostic assessment is a special type of assessment designed to measure a learner's understanding of critical concepts and cognitive skills. It is focused on improving an individual's learning into the future rather than of measuring the extent of their learning for reporting and decision-making. It should always provide personal feedback – the more focused the feedback, the more valuable the assessment. This is why comment-based feedback that is able to be acted on is better than percentages or marks.

**What are learning gaps?**

Learning conceptual subjects (such as Mathematics) requires learners to link more advanced concepts they are building to foundational concepts they have already understood. If these foundational concepts are shaky, they can start to fall further and further behind until they no longer believe they can "do" the work. These gaps (the difference between what learners are supposed to know in their grade and what they really know) are called learning gaps. This is not due an intellectual deficit (inability to learn), but rather due to a lack of quality learning experiences (opportunity to learn). This can happen if a learner is absent from school, unhappy or distracted, experiencing changes in teachers, classes or schools – so in other words, it can happen in any school!

**What do Reflective Learning diagnostics do?**

The diagnostics measure performance on conceptual threads, consisting of multiple conceptual landmarks which run through subjects. After completing an assessment, learners are placed on which grade level they are actually functioning. Through this, learning gaps can be identified. Reflective Learning reports provide a blueprint of a learner's current understanding, a clear learning trajectory to mastery, and rich comment-based feedback to define exactly what is to achieve at that level. The visual results are returned as concentric circles – the inner most circle is the lowest CAPS benchmarked level, with more outer levels being higher CAPS benchmarked levels.

**For which subjects do you offer diagnostics?**

We currently have three diagnostics available for Mathematics, with more subjects in the pipeline! There is no time limit, so learners should work at their natural pace.

Junior Primary: Suitable for Grades 3 and 4 24 concepts measured Approx. 30 - 45 min

Senior Primary: Suitable for Grades 5 to 7 51 concepts measured Approx. 45 - 60 min

High School: Suitable for Grades 8 to 11 81 concepts measured Approx. 2 - 3 hours

**What are Learning Behaviours and why are they measured?**

These are actions, decisions and perspectives that influence a learner's academic success. We measure Perseverance, Pace, Precision, Mindset, Motivation and Metacognition. Backed by research, these indicators have shown to have a significant impact on a learner's ability to excel in Maths.

**How should a learner's errors be approached?**

We want to develop independent, self-sustaining, lifelong learners - and to do this, learners need to grow in their metacognitive skills (thinking about their learning). Recent research has shown that students diagnosing their own errors significantly outperform their peers. As such, incorrect answers should be embraced as opportunities to learn and are more important than correct answers as they hold the key to growth, progress and success in learning! Mistakes are expected so they must be detected, respected, inspected and corrected!

**What should happen after completing the diagnostics?**

After receiving a Reflective Learning report, the learning gaps can be identified and how far back they go. This enables targeted intervention by teachers as the landmarks that are not mastered yet can be specifically focused on to catch up a learner's understanding.