

A note from our team

Hi there. We understand that Asma Anjum is a wonderful student, and the pandemic situation likely caused many hurdles in the learning journey over the past year.

We believe that the right intervention and the right modes of learning, practice and testing would enable every child to become a better version of themselves.

With that awareness, and the knowledge and tools to identify learning patterns and skills, we have designed this diagnostic test to help identify where and what the learning gaps are.

To enable students to make up for such losses, we have designed bridge courses that deal with pre-requisites and topics that are critical for science and mathematics in current and future grades.

This diagnostic test is designed with 20 questions that probe different skill areas and critical concepts from the previous grade across various levels of difficulty.

This report is an attempt to make you aware of gaps, if any, and to reassure you that we are here to help.

Team Byjus

Asma Anjum's Learning-Gaps Report



Overall and subject-wise gap analysis

Highlights of test performance and overall gaps identified



Unit-wise Gap-Analysis

Learning gaps and strengths across units in Science and Mathematics



Skill Gap and Difficulty based Analysis

Accuracy-based feedback on conceptual understanding and application skills, as well as across difficulty levels



Question-wise deep-dive

Concept connections and learning deficiencies identified on the basis of each wrong answer made by the student



Remedial options

The Bridge Course for the student - built around the two-teacher model as guided learning sessions targeting the gap-areas

Overall Analysis

Date of Test

12th Jun

Overall Assessment

**SIGNIFICANT GAP
IDENTIFIED**

Overall Percentage

16%

Questions Correct

5/30

Questions attempted

30/30

Total time taken

7min 20sec



Tarun has shown good confidence by attempting most questions in the stipulated time.

Subject-wise Analysis:



Mathematics

41%



Science

53%

SIGNIFICANT GAP

IDENTIFIED



Tarun has shown good competence with a few concepts in Physics and Geometry. Not all questions in the test were attempted - this raises concerns about Tarun's overall learning.

MODERATE GAP

IDENTIFIED

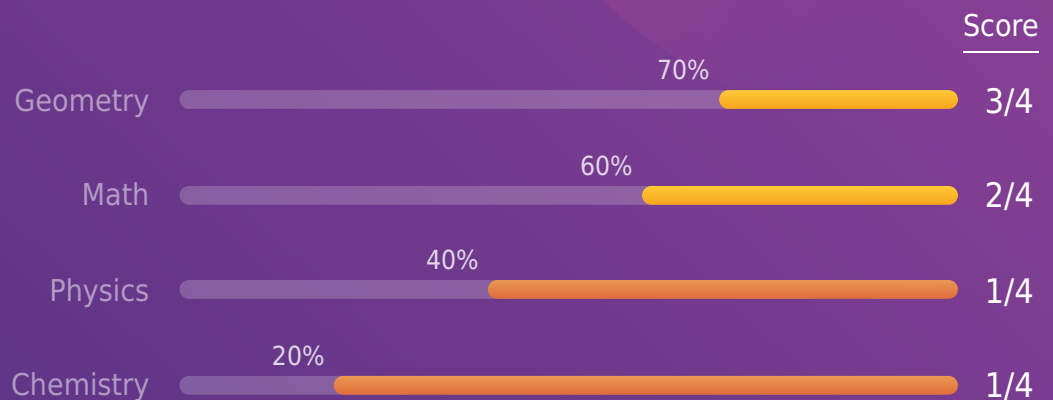
What next?

Let's see what critical concepts were assessed in this test, and how it might impact Asma Anjum's learning this year

Unit-wise Gap Analysis



Mathematics



Tarun seems to have aced mathematics concepts like Number sense, Measurements. Good going! That'll be useful this year in mastering Mathematics!





Science

Chemistry



Biology



Tarun seems to have aced science concepts like Force and Forms of matter. That makes us confident that Tarun is closer to mastering science!

As you can see, there are many topics where we have identified gaps. Tarun has a significant gap in Food from plants, Animals, and Human body and a moderate gap in Fractions and Forms of matter. These gaps might interfere with learning science and mathematics in the current grade.

Difficulty and Skill Analysis

Score

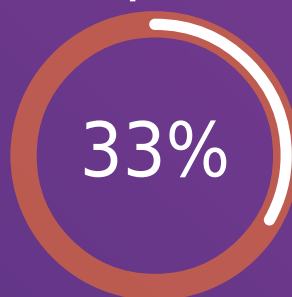
1/5



Easy

Score

3/10



Medium

Score

0.5/5

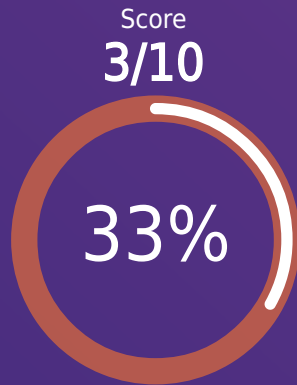


Hard

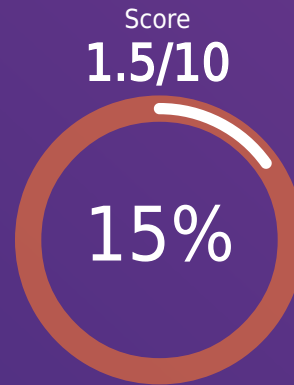


Tarun has done well with medium / hard concepts in Forms of matter and Measurements. We do notice gaps in Biology and Algebra. Tarun needs to start with easy concepts and work his way upwards to hard ones.

Skill-wise accuracy



Application



Conceptual Understanding



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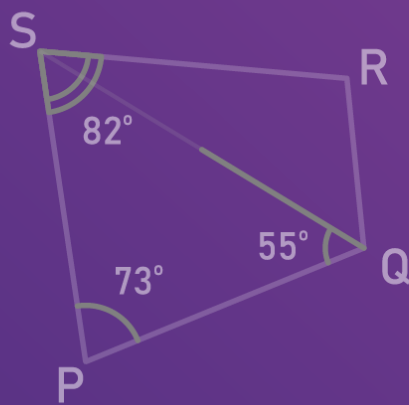
We understand that inconsistent learning habits during the pandemic seem to have taken a toll on Asma Anjum's comprehensive conceptual understanding and ability to apply those to challenging situations

Deep Dive Into Test

How we do gap analysis at each question...

Question

The below figure is a cyclic quadrilateral. Given the angle measures, find the measure of $\angle PRQ$.



- ☐ A 107°
☐ B 55°
☒ C 52°
☐ D None of the above

Concept-map across grades:

This question is from
Grade 9 topic:

Cyclic
Quadrilaterals

It connects to
Grade 10 topic:

Circles



Ability to address the challenges posed in this question could impact topics in higher grades like 2D shapes, angle-subtended in a circle, etc.

How to solve?

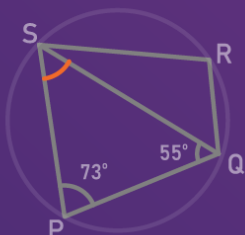
Step 1

s



A cyclic quadrilateral is one whose points lie on a circle and opposite angles are supplementary.

Step 2



With the given information, we see that by angle sum property of a triangle

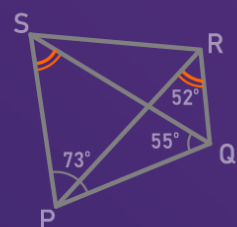
$$\begin{aligned}\angle PSQ &= 180^\circ - (\angle SPQ + \angle PQS) \\ &= 180^\circ - (73^\circ + 55^\circ) \\ &= 180^\circ - 128^\circ = 52^\circ\end{aligned}$$

Step 3



Note that $\angle PSQ$ and $\angle PRQ$ are subtended by the circle's segment PQ in the same arc PSRQ.
i.e. $\angle PSQ = \angle PRQ$

Step 4



That easily gets us to the answer of 52°

Learning gaps identified from this question

Each incorrect option in the question refers to specific gaps in learning:

A

Unable to identify which property of cyclic quadrilateral is to be adopted. The student has simply adopted the property that opposite angles are supplementary. They get the measure of $\angle SRQ$ instead of the required $\angle PRQ$. This mistake is likely because of lack of practice and attention to details.

C

Unable to interpret the given figure to identify the correct segment and arc to identify. The student has likely looked at the $\angle SQP$ subtended in the arc SRQP and assumed that the angle $\angle PRQ$ which is also subtended in the arc SRQP will have the same measure, but they are from different segments! This indicates a lack of conceptual understanding as well.

D

unable to apply concepts across different topics. This is a critical skill for a student to master mathematics, especially geometry.

Remedial Option - BYJU'S Bridge-Course

We have customized our BYJU'S Classes with Two-Teacher Advantage learning model with feedback from multiple parents and students to build the BYJU'S Bridge-Classes.

We understand that the pandemic might have led to forgetting the basics, not strengthening the foundations, not having practiced enough and skilled up to apply concepts learnt. The purpose of this diagnostic test was to identify gaps in learning across concepts and skills.

How can this help Asma Anjum ?

The Bridge Course is a set of classes that Asma Anjum can take to address these gaps. The two-teacher session-format - one for guidance, doubt-solving and practice - and another for delivering conceptual clarity through well-crafted videos - along with strong support from Asma Anjum mentors would help Asma Anjum cope up before exploring topics in the current grade.



