



# ACHIEVEMENT IMPROVEMENT MONITOR

## 2002 AIM Online Reporting Guide

### English and Mathematics Assessment Program Year 7

**AIM Online Year 7  
English and Mathematics  
Assessment Program 2002  
Reporting Guide**

Published by the Victorian Curriculum and Assessment Authority  
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## Phone Helpline

One toll-free telephone service operates to assist schools with their queries about the AIM Online Year 7 Assessment. The service operates from 8:30 am to 5:00 pm Monday to Friday. After 5:00 pm and on weekends or public holidays, a message service operates.

### AIM Online Year 7 English and Mathematics Assessment Program

For queries about:

- password problems
- reports to parents
- generating reports

For assistance with:

- interpreting results
- general queries about the AIM Online Year 7 Assessment

contact the Victorian Curriculum and Assessment Authority on

**Free-call 1800 623 681**

Principals and teachers should feel free to use the AIM Online Year 7 English and Mathematics Assessment Program Information Line at any time.

## AIM Online Website

Information about the AIM Online Year 7 English and Mathematics Assessment Program can be found on the AIM Online website: [www.aimonline.vic.edu.au](http://www.aimonline.vic.edu.au)

# Contents

## Introduction

Nature of the test .....	5
Privacy Statement .....	5
The reporting material .....	6

## Glossary

Data presentation .....	7
School reports .....	7
Other terms .....	8

## Section 1: Downloading AIM Online Results

Overview .....	9
About this section.....	9
Requirements .....	9
Glossary.....	9
AIM Online help desk .....	10
Non-AIM Online specific help .....	10
Before connecting to the AIM Online application .....	11
Downloading and installing results .....	12
Screen navigation .....	17
Password Entry Screen .....	18
Main Screen .....	18
Change Password Screen.....	19
Assign Students to Classes Screen .....	19
Selection criteria.....	23
Previewing and printing reports.....	24
Leaving the AIM Online Reporting Program .....	24

## Section 2: AIM Online Data Reports

AIM Online 2002 Report Menu.....	25
AIM Online 2002 Data Reports Summary .....	26
Report 1: Student Profiles.....	28
Report 2: Student Responses .....	29
Report 3: Group Summary .....	30
Report 4: Strand Summary .....	31
Report 6: Single-Year Group Summary Data .....	32
Interpretation of results .....	33
Comparisons of group results.....	33
CSF levels.....	33
Individual comparisons.....	33

## Section 3: Parent Reports

The parent report .....	34
Sample page 3 of the parent report .....	35
AIM Online Year 7 Reporting System.....	36
Confidentiality of results.....	36
Distribution of parent reports.....	36
Replacement parent reports.....	36
Queries about parent reports.....	36

# Introduction

The AIM Online 2002 English and Mathematics Assessment Program assessed Year 7 students in English (Reading and Writing Conventions) and Mathematics (Measurement, Number, Space, Chance and data and Algebra).

## Nature of the test

This was an adaptive test whereby the difficulty of sets of items presented to a student was determined by his/her score on the previous set. Each student was initially presented with a set of items at Curriculum and Standards Framework (CSF) level 4. Depending on the student's rate of success, he/she was then either presented with sets of items down to CSF level 3 or up to CSF level 6. As a result, the student's level of ability was extended to its limit before settling at a level at which he/she worked comfortably.

In adaptive testing, a raw score may not be a direct measure of student ability, as each student has completed different sets of items that may be of varying levels of difficulty. Two students with the same total score may have very different achievement levels because they have responded to items related to different CSF levels.

The individual student results, presented in Report 2, show the number of items that were successfully answered and the number of items that were attempted per strand. Students doing the Mathematics test did not encounter any Algebra items until they attempted a set of CSF level 5 items.

In the English and Mathematics tests, students were presented with 60 items. However, in the analysis of item behaviour and student ability it may be found that some items do not contribute valid data to the calculation of results, so these items are removed from the analysis. Consequently, at times, the scores on Report 2 will show a total of less than 60 for items completed.

## Privacy Statement

The Victorian Curriculum and Assessment Authority (VCAA) has developed the Achievement Improvement Monitor (AIM) program and delivers it in schools. The VCAA is committed to the protection of student information. All personal information collected during the AIM program is used in accordance with the *Information Privacy Act 2000*.

In order to conduct the AIM, the VCAA collects the names and performance data of all students who undertake either the Year 3, 5 or 7 AIM tests.

The VCAA also collects information on gender, language background other than English (IBOTE), and Aboriginal and Torres Strait Islander (ASTSI) origin of students doing the AIM in order to report to the Commonwealth and State Governments on student performance. No individual students are identified in such reports.

All student information is provided to the VCAA directly by the school.

The VCAA uses the student information provided by schools during the AIM program to report to parents on their own child's performance. This data is also provided to the school to assist principals to analyse the effectiveness of their school programs and to identify individual students' strengths and weaknesses.

The VCAA will not provide identifiable student data to any other person or organisation without the consent of the parent, unless required to do so by law or other regulation.

All personal information collected by the VCAA is retained by the VCAA and stored securely. Access is limited to authorised staff at the VCAA.

Correspondence concerning access to student's AIM Online data should be directed, in the first instance, to the school principal.

## The reporting material

The reporting material consists of:

- AIM Online 2002 Year 7 Reporting Guide
- individual reports for parents of Year 7 students
- individual school reports which can be downloaded from the AIM Online website: [www.aimonline.vic.edu.au](http://www.aimonline.vic.edu.au). See page 9 for downloading instructions.

# Glossary

## Data presentation

### Box-and-whisker format

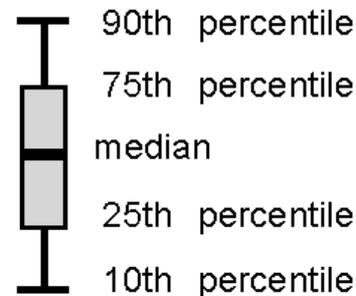
AIM Online 2002 Year 7 reports use a box-and-whisker format to represent the range of student achievement in the specified criterion.

The shaded box represents the middle 50% of the student scores for the particular group (State, 'like' school, etc). The middle score (median) for the group is shown by the black bar.

The box plus line segments (whiskers) show the range of scores achieved by the middle 80% of the group.

'Percentile' refers to ranking a group on a 0 to 100 (percentage) scale. Students in the 90th percentile will have a performance which is equal to or better than 90% of the particular group to which the diagram refers.

#### KEY:



### Median

The median or mid-score is the value where half the scores are above it and half below it (e.g. the median of 8, 9, 11, 14, 15, 16, 18 is 14).

### Mean

The mean (or average) is the total of scores for all members of the group divided by the number of members in that group (e.g. the mean of 8, 9, 11, 14, 15, 16, 18 is 13).

### Standard deviation

Standard deviation (SD) is a measure of the spread of scores around the mean. A larger SD indicates a wider spread of scores. The range of + or – one SD either side of the mean contains about 68 per cent of scores, and + or – two SDs either side of the mean contains about 95 per cent of scores.

## School reports

**State data:** The parameters for the reported State data were derived from the AIM 2002 Year 7 Pen and Paper Test results. These results were based on a large sample that was matched to State demographics for variables such as gender, sector and locality.

**'Like' school data:** 'Like' school data has not been reported for AIM Online testing. It has been replaced with the data for the whole online-testing cohort. Although this group was not demographically selected and therefore cannot be assumed to be representative of the State, the correlation for students doing both types of tests is very high.

**Writing conventions:** There was no extended writing task in the AIM Online test. The writing conventions component consisted of short-answer and multiple-choice items covering grammar, spelling and punctuation.

## Other terms

<b>AIM</b>	Achievement Improvement Monitor
<b>ATSI</b>	Aboriginal and Torres Strait Islander
<b>Cohort</b>	Group
<b>CSF</b>	Curriculum and Standards Framework
<b>KLA</b>	Key Learning Area
<b>LAN</b>	Local Area Network
<b>LBOTE</b>	Language Background Other Than English
<b>Confidence interval</b>	The range within which the true value lies.

# Section 1: Downloading AIM Online Results

## Overview

The AIM Online Assessment application provides the ability to access Statewide Results. The results are available as a separate application that is installed on your school PC. You can use the AIM Online Assessment website to download this application. The website automatically includes the data specific to your school.

## About this section

This section provides technical information for Principals and their delegates, in using the AIM Online application to download Year 7 online testing school results.

## Requirements

To obtain the Statewide Results application and the data for your school you will need the following:

- a PC with Internet Explorer 5.01, SP1 or later with internet connection
- a floppy disk for Disk Authentication purposes
- an AIM Online user ID and password
- a Statewide Results extraction password
- a Statewide Results Unique Key.

To run the Statewide Results application you will need Microsoft Access 2000 or above.

## Glossary

This table helps to define the terms used in this section.

<b><u>Term</u></b>	<b><u>Meaning of term ...</u></b>
Download Statewide Results	Download the Statewide Results application along with the data for your school. The files are downloaded to your PC and can be used from there.
PKSFX	The software used to automatically unzip the application and data (licenced by the VCAA) onto your PC.
Disk Authentication	A security mechanism employed by AIM Online. A floppy disk-based key is created unique to your user ID. Some AIM Online features, such as Statewide Results, are only accessible via the use of this disk. Each user has an authentication disk specifically for them. These disks contain a 'rolling password' for the user, so called because they change each time a user logs into the system.

<u>Term</u>	<u>Meaning of term ...</u>
AIM Online User ID and Password	The user ID and password supplied to you by the VCAA that is used to log in to the AIM Online central system at <a href="http://www.aimonline.vic.edu.au">www.aimonline.vic.edu.au</a> where you can access the Statewide Results.
Statewide Results Extraction Password	A password that enables the extraction (or unzipping) of the Statewide Results files onto your PC.
Statewide Results Unique Key	The password, unique to your school, that is used to login to the Statewide Results application once it has been installed on your PC.

### AIM Online help desk

The VCAA has established a help desk for schools to gather information, clarify procedures, seek advice or receive assistance with AIM Online specific issues. This help desk can be accessed using a free-call telephone service.

The help desk operates from 8:30 am to 5:00 pm each business day. The telephone number of the help desk is **1800 623 681**.

#### Before calling the telephone service

- It is essential that a user tries to isolate and diagnose any problem before calling the telephone service.
- Before calling the telephone service, please ensure all facts and details are gathered, including:
  - whether the problem is to do with downloading results, producing results reports, interpreting those reports, or with individual students' results
  - error messages
  - events preceding the problem
  - description of the problem
  - details of the environment in which the PC is running, e.g. type of computer, version of Microsoft Internet Explorer.

### Non-AIM Online specific help

Schools experiencing difficulties with their Internet connections should contact their Internet Service Provider (ISP).

Schools experiencing difficulties with hardware or non-AIM Online website software should pursue their normal help channels.

## Before connecting to AIM Online application

### Computer check

To successfully access the AIM Online application, a PC with Microsoft Internet Explorer version 5.01, SP1 or later is required.

Once downloaded, in order to view and print school results reports, the PC must be capable of running Microsoft Access 2000 or 2002. Prior to downloading school results, it is essential that the version of Microsoft Access the PC has installed is known.

### Browser check

To determine the version of Microsoft Internet Explorer version on the PC:

1. Double click on the Internet Explorer icon. The Microsoft Internet Explorer screen will appear such as the example in Figure 1.1.

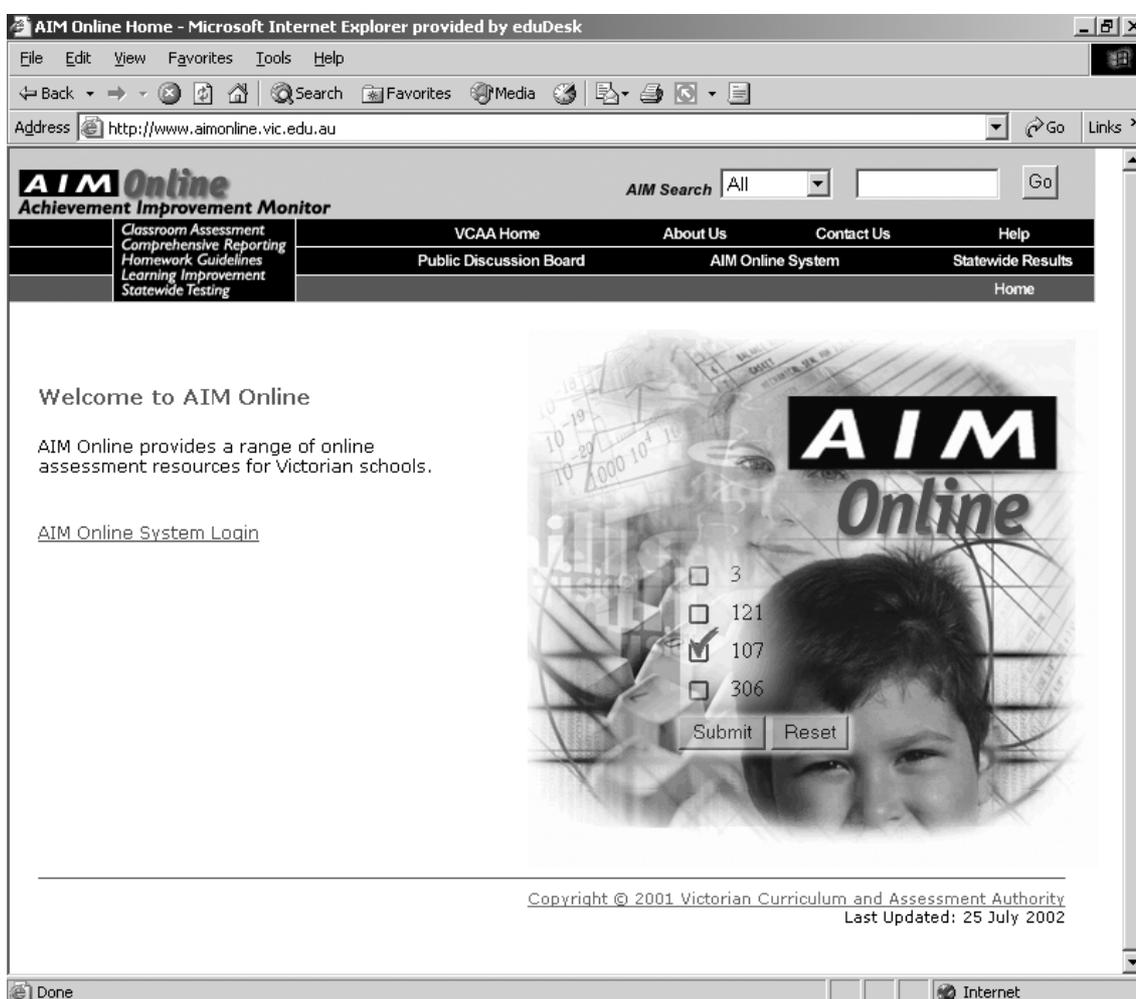
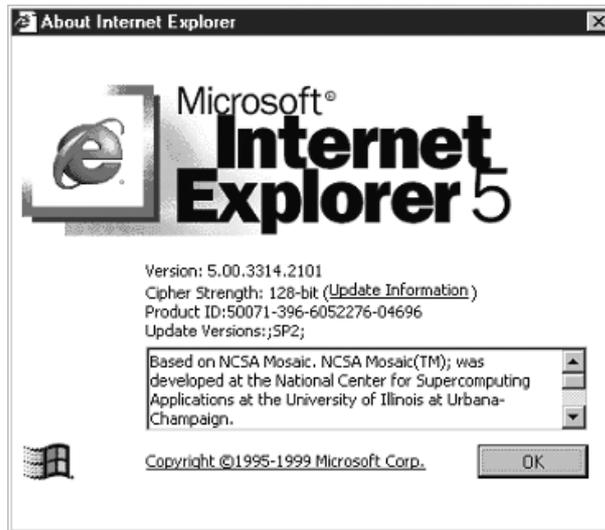


Figure 1.1 Microsoft Internet Explorer screen

2. Select **Help** in the top left side of the screen.
3. Select **About Internet Explorer**. The About Internet Explorer pop-up box will appear (see Figure 1.2).

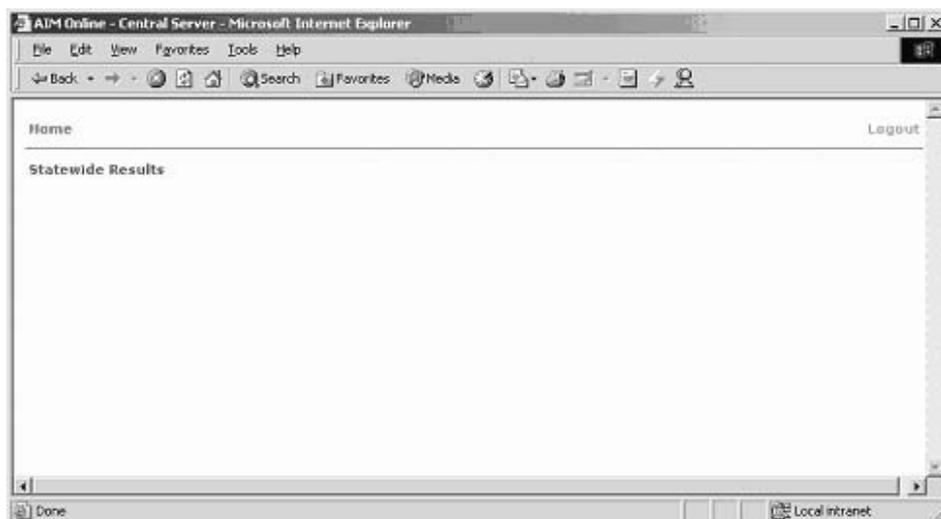


**Figure 1.2: About Internet Explorer pop-up box**

4. Check that the version number begins with '5.00.3314' or later. If the version number does not begin with this number or a later version, Microsoft Internet Explorer must be upgraded.

### Downloading and installing results

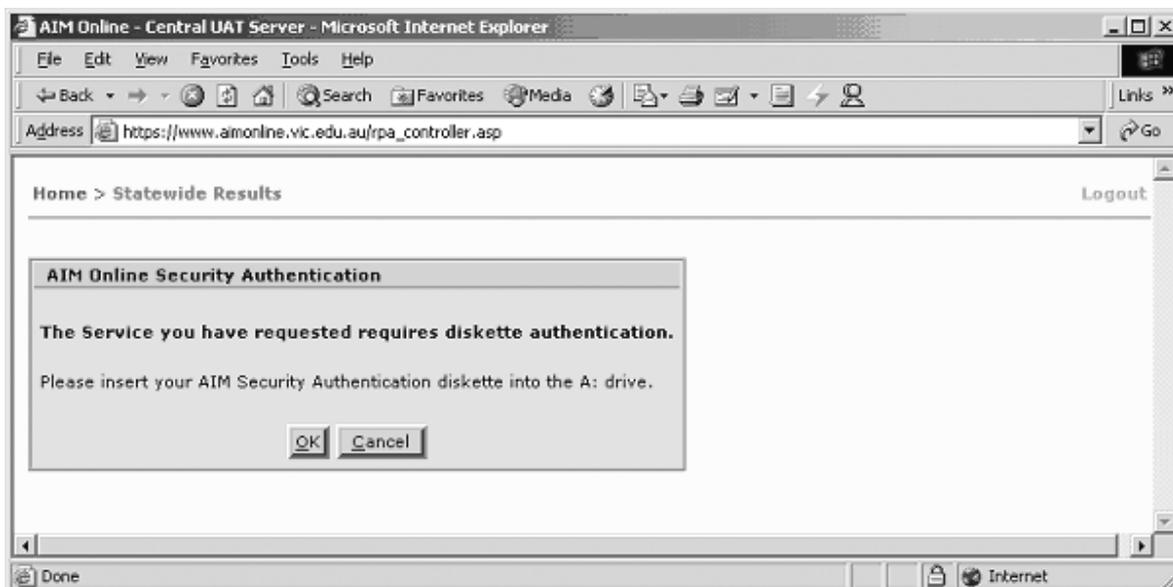
1. To download your school's results you first need to log in to the AIM Online Central Server. Use your browser to go to the AIM Online Central Server at [www.aimonline.vic.edu.au](http://www.aimonline.vic.edu.au).
2. Click on the **AIM Online System Login link**.
3. Enter the AIM Online login user ID and password that has been supplied to you.
4. Each school that participated in the 2002 Year 7 AIM Online program has been issued with a username and password for their school. If these are not known, please contact the AIM Online help desk for advice on free-call 1800 623 681.
5. You will now see the main menu that is pictured in Figure 2.1.



**Figure 2.1 Main Menu**

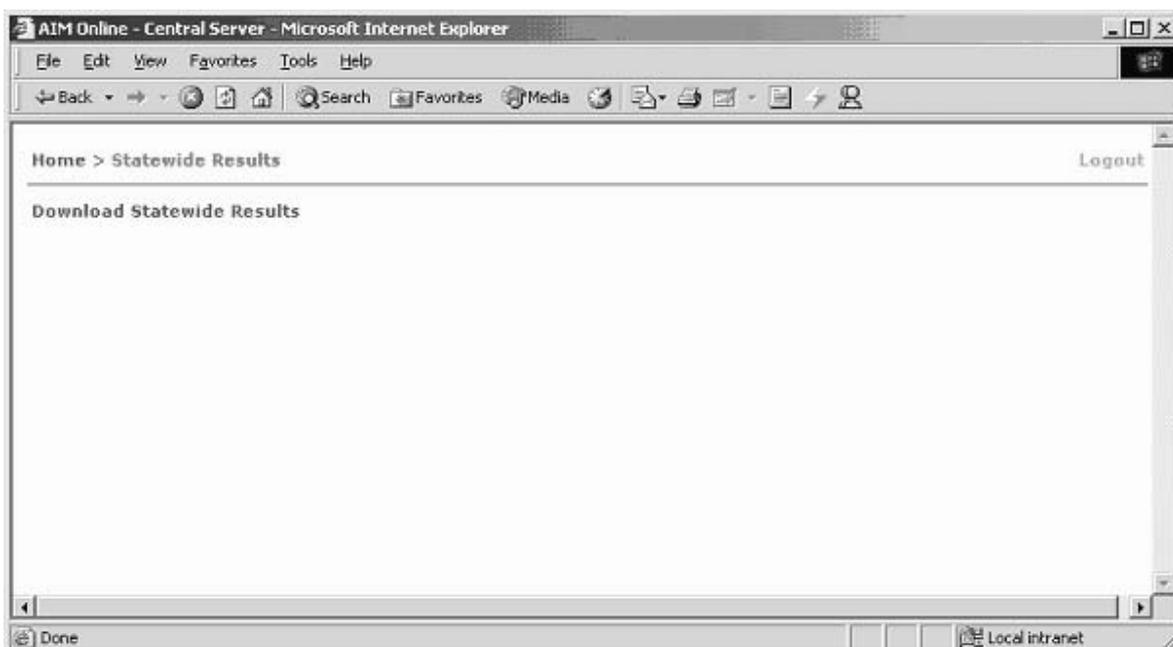
6. Select **Statewide Results**.

- The Statewide Results have been secured by the AIM Online standard Disk Authentication mechanism. This means you will see the Security Authentication window as shown at Figure 2.2. You will need to insert a floppy disk and use it to access the results download. (The first time a user logs into the system, their Authentication disk is created, i.e. they must have a blank formatted floppy disk ready for use. From then on, they must have their Authentication disk whenever they wish to log into secure areas of the website.)



**Figure 2.2 Security Authentication**

- Once you have been authenticated via Disk Authentication, store the floppy disk safely in case you need to download the results again.
- You will now see the Statewide Results menu (Figure 2.3).



**Figure 2.3 Statewide Results Menu**

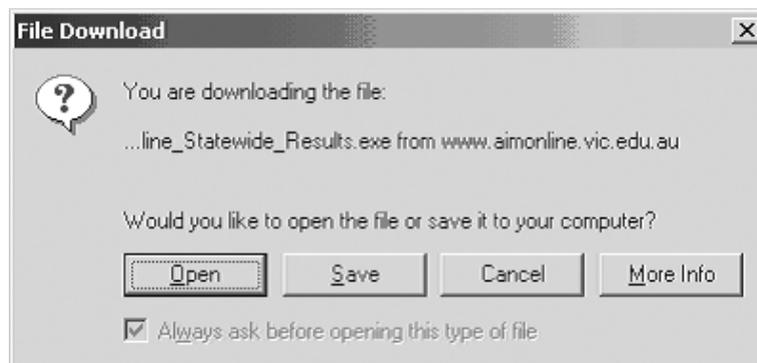
10. Select **Download Statewide Results** to commence the download.
11. If the Statewide Results files are not yet available, you will see the message displayed at Figure 2.4.



**Figure 2.4 Statewide Results Not Available**

12. If the Results files are available ...

You will be asked whether you wish to Open or Save the results file. Figure 2.5 shows what this message looks like with Internet Explorer Version 6.0 (it will look different in other versions).



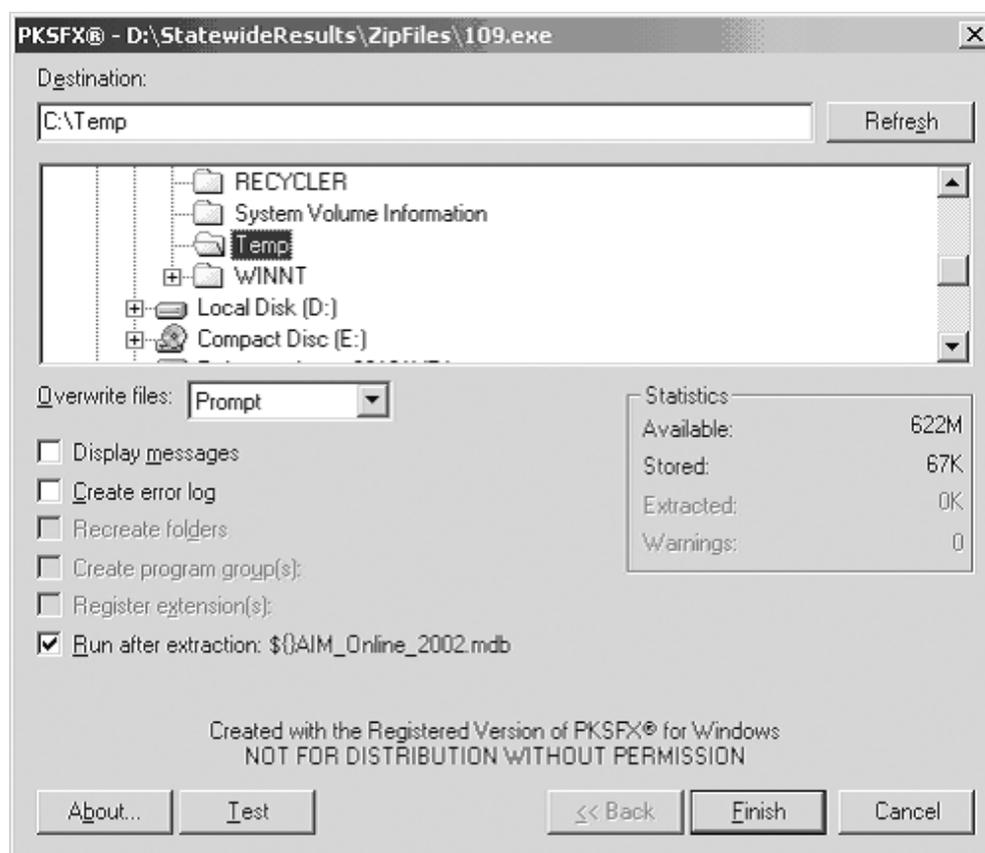
**Figure 2.5 Download Window (Internet Explorer 6)**

13. Select **Open** (if using IE6) or “Run this program from its current location” (if using IE5.x.).
14. Depending on your browser’s security settings, you may see one or two security warnings such as the one displayed in Figure 2.6. Confirm that you wish to install and run the Statewide Results file by clicking **Yes** to the warning/s.



**Figure 2.6 Security Warning**

15. The download of the results will now commence. This may take between three and twenty minutes depending on network speed. The file is around 3.5Mb in size.
16. Once the downloading has completed, you will see a window similar to Figure 2.7.



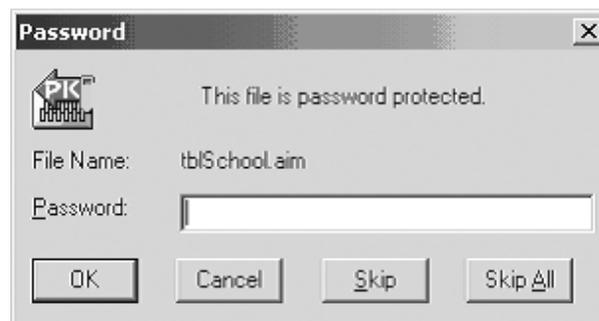
**Figure 2.7 PKSFX File Extraction Window**

This window lets you unzip the files to a location that you prefer. You may wish to store it on your local PC or on an available network drive. Alternatively you may only want to run the application once, in which case you can simply use the default location of your temporary files area. When making this choice, keep in mind security considerations – for instance, if the PC you are using does not have login security, then it is better to store the files in a network location that requires a user ID and password.

The information you need to enter into the extraction window is listed below.

<u>In this field ...</u>	<u>Enter this information ...</u>	<u>Mandatory?</u>
Destination	The location you wish to store the application and its data. For example: 'C:\AIMOnline'. You can also select an existing folder from the list.	Yes
Overwrite Files	Leave this as Prompt	
Display Messages	Leave this unchecked	
Create Error Log	Leave this unchecked	
Run after extraction	Leave this checked to automatically start the AIM Online Results application.	

17. Once you have specified the folder, click **Finish**.
18. The files are protected by an extraction password – you will have been supplied this password by the VCAA. Enter the Extraction Password (see page 10) in the window that appears (refer Figure 2.8) and click **OK**.



**Figure 2.8 Extraction Password**

19. You will then see Figure 2.9



**Figure 2.9 Extraction Complete**

20. Click **Yes** to run the Statewide Results application immediately. If you prefer to run it later, click **No** and refer to 'Running the Statewide Results Application again' section for information on how to access the application.

### **Running the Statewide Results application again**

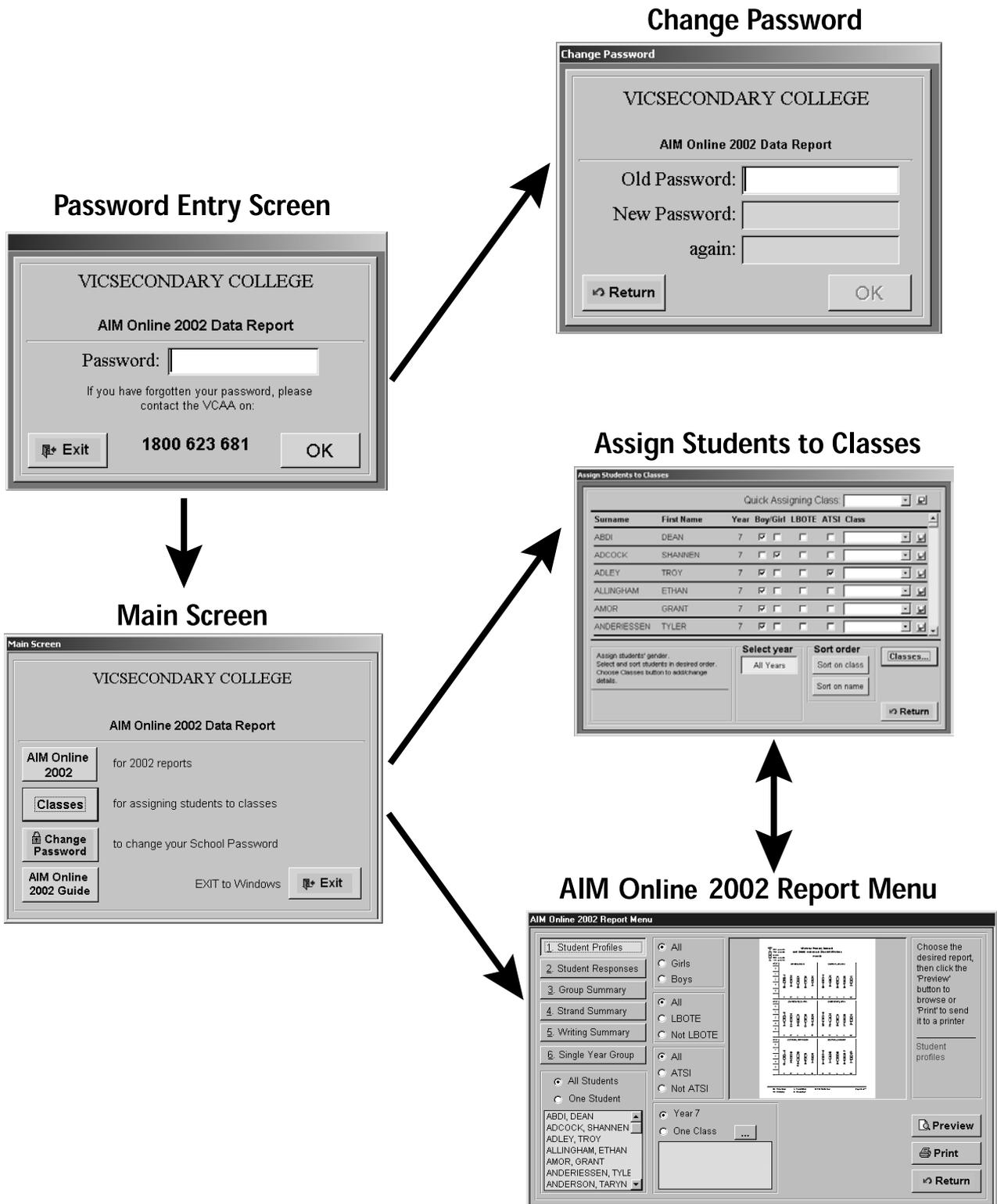
Once the Statewide Results application has been downloaded onto your PC or network you can run it from there. Simply navigate to the folder where you stored it and double-click the **AIM\_Online\_2002.mdb** file.

## Screen navigation

The diagram below illustrates the navigation through the system.

The first time you enter the program go to the Password Entry Screen. Enter your password and click the **OK** button.

The return button will always return the user to the previous screen.



## Password Entry Screen

This screen is required to provide security against unauthorised usage of the system.

Enter your password (Unique Key) in the space provided, and then click the **OK** button. This will take you to the Main Screen.

If you do not want to enter the AIM Online Data Report at this time, click the **EXIT** button, and the program will close down securely.

The screenshot shows a window titled "VICSECONDARY COLLEGE" with the subtitle "AIM Online 2002 Data Report". It features a "Password:" label followed by a text input field containing "Unique Key". Below the input field is the text: "If you have forgotten your password, please contact the VCAA on:". At the bottom, there are three buttons: "Exit" (with a mouse cursor icon), "1800 623 681", and "OK".

**Note:** You may change your password to something easier to remember, yet difficult for anyone else to discover. Passwords do not appear on the screen. Instead, you will see a hash (#) for every letter you type.

## Main Screen

From the Main Screen, you may:

- go to the AIM Online 2002 Report Menu
- go to the Assign Students to Classes Screen
- go to the Change Password Screen
- go to the AIM Online 2002 Reporting Guide
- EXIT the AIM Online Data Report Program.

The screenshot shows the "Main Screen" window for "VICSECONDARY COLLEGE" and "AIM Online 2002 Data Report". It contains four main buttons on the left: "AIM Online 2002", "Classes", "Change Password", and "AIM Online 2002 Guide". To the right of these buttons are descriptive text labels. At the bottom right, there is an "EXIT to Windows" label and an "Exit" button with a mouse cursor icon.

This button will take you to the AIM Online 2002 Data Report Menu

This button allows you to create classes

This will take you to the Change Password Screen

This will take you to the Reporting Guide

## Change Password Screen

In order to change your password, you must first enter the old password in the space provided.

After entering the old password, type in a suitable new password. When you enter a new password, you will be required to re-enter it to verify your typing. Click the **OK** button and accept the new password.

## Assign Students to Classes Screen

The Assign Students to Classes Screen allows you to create classes or groups and assign students to those classes or groups. The classes or groups first need to be created using the 'Classes' button on this screen.

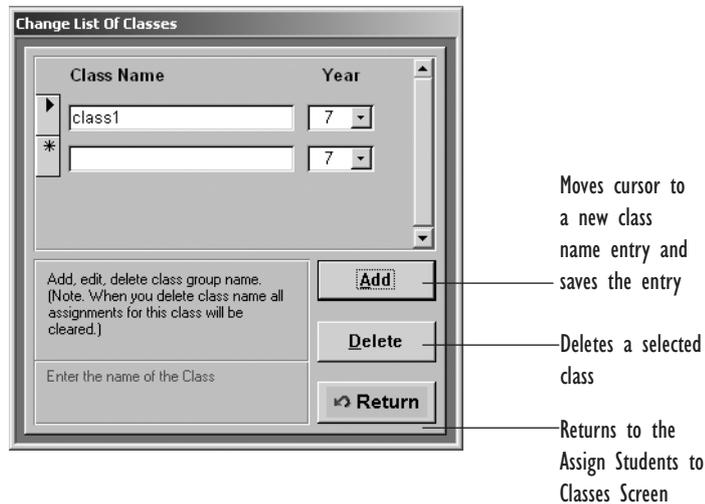
Select 'Classes' at the Main Menu Screen. The Assign Students to Classes Screen is displayed as shown below.

Surname	First Name	Year	Boy/Girl	LBOTE	ATSI	Class
ABDI	DEAN	7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADCOCK	SHANNEN	7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
ADLEY	TROY	7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
ALLINGHAM	ETHAN	7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
AMOR	GRANT	7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ANDERIESSSEN	TYLER	7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Creating a list of classes

Allocating students to classes allows students in the year level to be further broken down into smaller groupings. If students are not assigned to a named class, the reports will include results for all students in the year.

1. Click on 'Classes' to display the Classes Screen as shown.



2. Click on a line under 'Class Name' and enter the new details. A class can be named after its teacher or you can name a subgroup (for example, LBOTE first phase learners).
3. Select 'Add' or use the mouse to move the cursor to a new Class Name field.  
Enter the class name. Use the Tab key or mouse to move from one entry to another. These will be saved automatically.
4. To delete class details, click the appropriate class name and then click the 'Delete' button. A confirmation message is displayed.
5. Select 'Return' to return to the Assign Students to Classes Screen.

### 'Assign Individual Students' option

Once you have created classes, the 'Assign Individual Students' option is used to assign individual students to a specified class name. Use this option for all but the last class name. For the last class name you may use the 'Quick Assign Class' option (see page 22).

**Note:** You must create the class before assigning a student or students to that class.

Surname	First Name	Year	Boy/Girl	LBOTE	ATSI	Class
ABDI	DEAN	7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADCOCK	SHANNEN	7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
ADLEY	TROY	7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
ALLINGHAM	ETHAN	7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
AMOR	GRANT	7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ANDERIESSSEN	TYLER	7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Method 1

1. Click the Down Arrow (1) to display a drop-down list of class names for level/s selected.
2. Highlight a class name in order to assign students to that class.
3. Click the Insert Data Key (B) for each student to be assigned to that class. The class name highlighted in the drop-down box will be displayed alongside the student's name.

## Method 2

1. Click the Down Arrow (2) alongside a student to display the drop-down list of class names.
2. Select a class name from the list: move the cursor to the name of your choice, then click. The name of the class you have chosen is displayed alongside the chosen student.

## Amending student details

You can amend students' details on this screen for gender, LBOTE or ATSI status by clicking the text box along side the student's name. Clicking on a check box already marked with a '✓' will uncheck the box.

## 'Quick Assign Class' option

The 'Quick Assign Class' option is used for the bulk assignment of multiple students. Select a class name and then assign all currently unassigned students to this class.

1. Click the Down Arrow (1) to display a drop-down list of class names for year level/s selected.
2. Highlight a class name in order to assign students to that class.
3. Click Insert Data Key (A). The following message is displayed: 'Do you really want to assign all unassigned students to the class of 'x'?'

Click:

- 'Yes' if you wish to assign all unassigned students to the class/teacher you have chosen.
- 'No' if you do not wish to make the assignment.

To produce a report from either Report Menu use the selection criteria.

### Selection Criteria

1. To select a report move the cursor to the relevant report button, then click.
2. Various selection criteria are available to further refine each report. To select information, move the cursor to the round button to the left of the option name, then click to make your selection (the centre of the button becomes filled with a black dot when selected).
  - **Group selection**

This section allows you to report on specific students by gender, LBOTE and ATSI. To choose simply select one or more of the option buttons.
  - **Strand/KLA selection**

This area allows you to choose all or one specific strand or key learning area for some report types. For the Student Responses Report this area allows you to choose a specific learning area and how it is to be sorted (by item order or difficulty order).
  - **Student selection**

Some reports allow you to report on all students or one specific student by selecting the appropriate option button in this area. The student list box contains the selection you have made.
3. To close a preview report and return to the Reports Menu, click the CLOSE button or press escape on the keyboard.

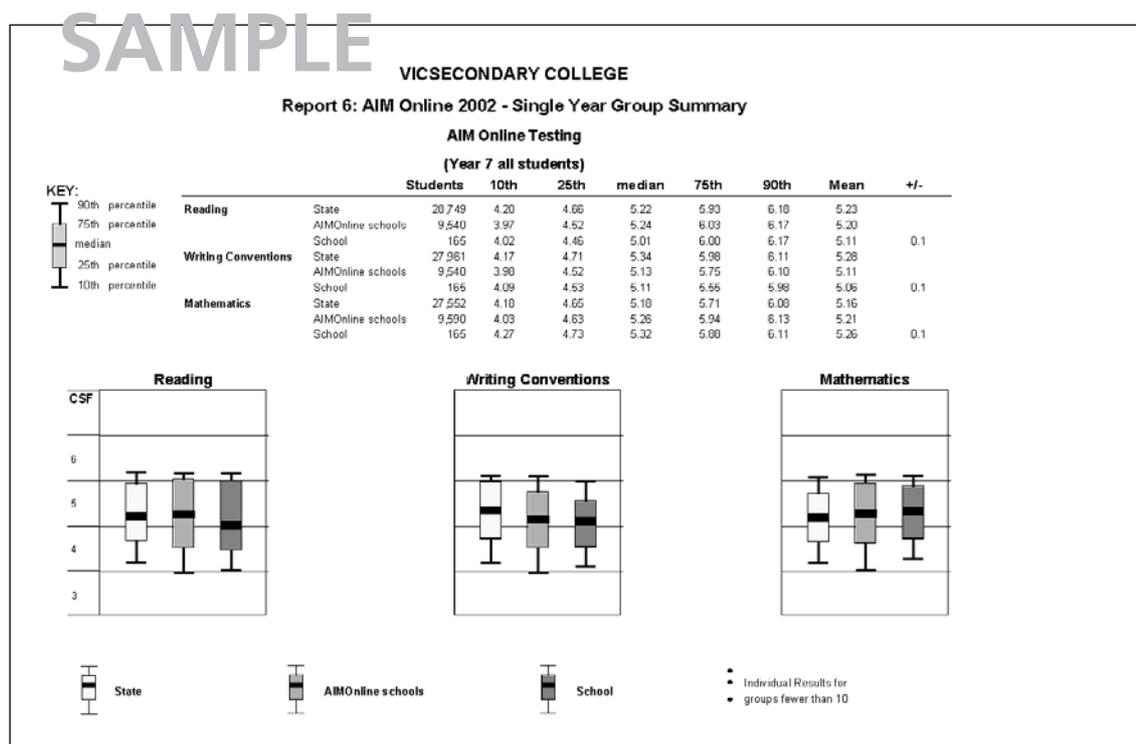
## Previewing and printing reports

Previewing a report allows you to see how the final printed report will appear by displaying it on the screen. If you click the PREVIEW button on the Report Screen, the selected report will appear on the Print Preview Screen. Note that you can always print from the Print Preview Screen by clicking the Printer icon.

1. Select 'Preview' on the Reports Menu.

This will take a few minutes depending on the number of students selected and level of complexity of the report.

2. Click the magnifying glass to display a whole page of the screen (Print Preview) or click the arrows on the right and bottom of screen to scroll through the report.
3. To close the report and return to Reports Menu, click on CLOSE on the top left of the screen.
4. To print the report click on the 'Printer' icon on the top left of the screen.
5. If you click 'Print' on the Report Screen, your report will go straight to the printer, and not appear on the screen.



Example of a Print Preview Screen

**Note:** If a report does not print completely, there may be a memory problem with your computer. Exit from Windows and restart the program.

## Leaving the AIM Online Data Reporting Program

To exit the program, return to the Main Screen, and then click the EXIT button. All screens, all reports, and the Access program will be closed.

**Note:** If you are still printing reports, wait until printing has finished before exiting from the AIM Online Data Report.

# Section 2: AIM Online Data Reports

The AIM Online 2002 reports can be generated from the Reports Menu.

## AIM Online 2002 Report Menu

The AIM Online 2002 Year 7 Report Menu consists of six main buttons on the top left to select the report type, and options buttons to select options for each report.

The screenshot shows the 'AIM Online 2002 Report Menu' window. On the left, there are six report options: 1. Student Profiles, 2. Student Responses, 3. Group Summary, 4. Strand Summary, 5. Writing Summary, and 6. Single Year Group. Below these are radio buttons for 'All Students' and 'One Student', and a scrollable list of student names. To the right, there are radio buttons for gender (All, Girls, Boys) and LBOTE (All, LBOTE, Not LBOTE), and radio buttons for ATSI (All, ATSI, Not ATSI). At the bottom, there are radio buttons for 'Year 7' and 'One Class', and a button labeled 'Assign Students to Classes'. On the far right, there are 'Preview', 'Print', and 'Return' buttons. A central area displays a preview of a report table. Callouts provide instructions: 'Report options' points to the numbered buttons; 'Options for reporting 'All Students' or 'One student' are available for 'Student Profiles' and 'Student Responses'' points to the radio buttons; 'Use the arrows to scroll-up or down for more students' points to the student list; 'This button goes to the Assign Students to Classes screen' points to the 'Assign Students to Classes' button; 'Select criteria by highlighting the appropriate radio buttons.' points to the gender and LBOTE radio buttons; 'Select Preview to view the report before printing' points to the 'Preview' button; 'Select Print to send a report directly to the printer' points to the 'Print' button; and 'Select Return to re-display the Main Menu' points to the 'Return' button.

## Types of Reports

The AIM Online 2002 Year 7 Report Menu has six report options: (labelled 1–6).

- **Report 1: Student Profiles** – this report provides summary information on results for either one student or for a group of students.
- **Report 2: Student Responses** – this report provides detailed information on results for either one student or for a group of students.
- **Report 3: Group Summary** – this report compares all students and subgroups of students at the school with the same groups for the State and AIM Online schools.
- **Report 4: Strand Summary** – this report summarises results for groups of students by strand and compares the results of AIM Online schools with the school results.
- **Report 5: Writing Summary (not operative for AIM Online Reports)** – this report does not provide results for AIM Online students, as they did not complete an extended Writing Task.
- **Report 6: Single-Year Group Summary Data** – this report displays State, AIM Online schools and school results for the specified calendar year.

# AIM Online 2002 Data Reports Summary

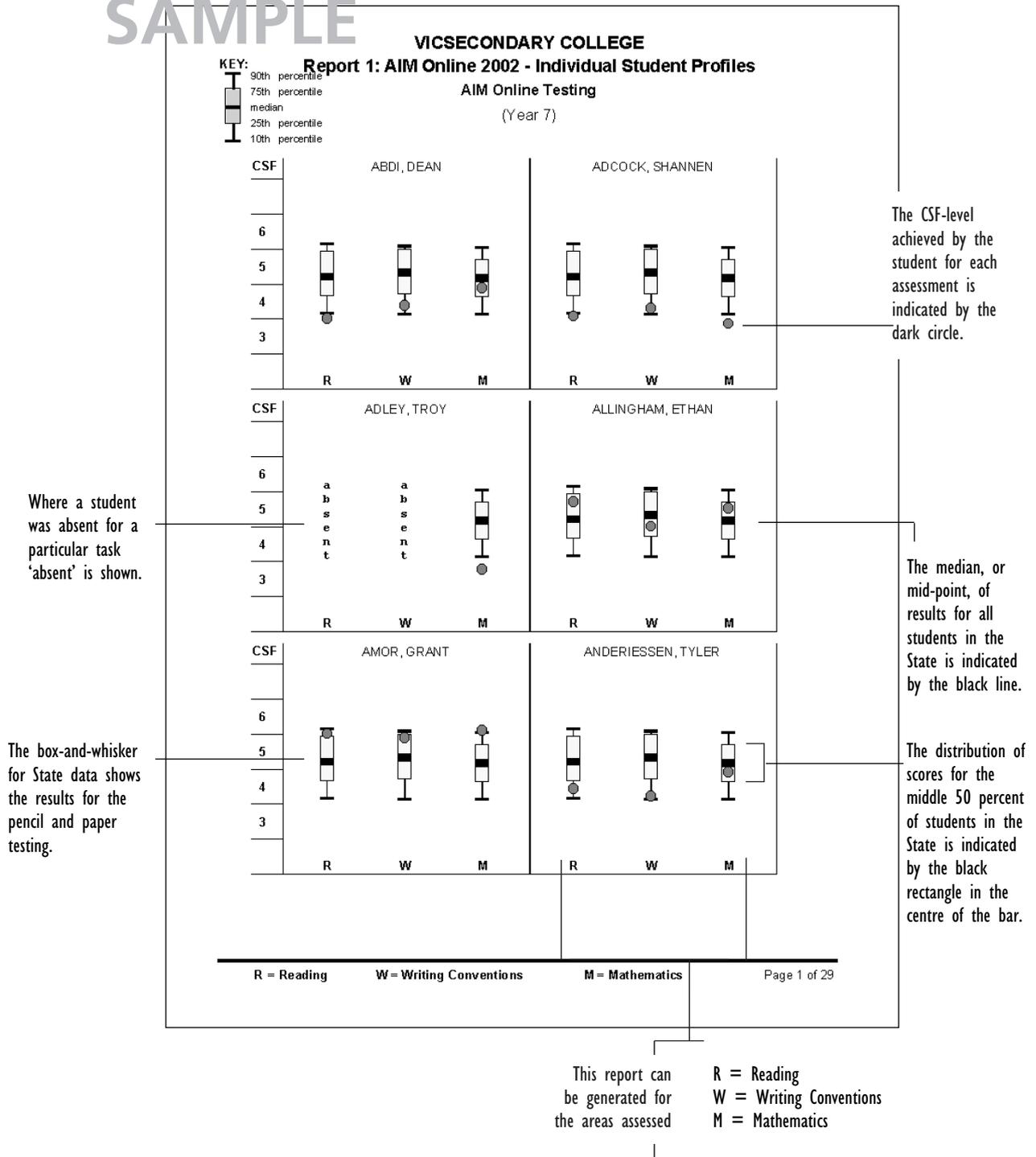
Report name	Report function	Reporting criteria	Possible uses for report
<b>1. Student Profiles (page 28)</b>	Summarises achievements for individual students by key learning area or strand (reflects information on the parent reports).	<ul style="list-style-type: none"> <li>• an individual student</li> <li>• individual classes</li> <li>• other groups of students such as girls, boys, LBOTE or ATSI students</li> <li>• Reading and Writing Conventions and Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• identify students' general strengths and weaknesses at a glance</li> <li>• investigate the performances of individual students in key learning areas or strands</li> <li>• summarise the information in the parent reports and provide to parents if a copy is required</li> <li>• compare the achievement levels of all students in a defined group in a particular strand</li> </ul>
<b>2. Student Responses (pages 29)</b>	Identifies number of items responded to for each KLA and each CSF level, and shows student success rate.	<ul style="list-style-type: none"> <li>• an individual student</li> <li>• individual classes</li> <li>• other groups of students such as girls, boys, LBOTE or ATSI students</li> <li>• Reading and Writing Conventions and Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• analyse the success rate of responses of individual students to items in relation to difficulty levels</li> <li>• analyse the success rate of responses of groups of students to items in relation to difficulty levels</li> </ul>

Report Name	Report Function	Reporting Criteria	Possible Use
<i>Student Responses (continued)</i>			<ul style="list-style-type: none"> <li>help teachers diagnose students' ability at CSF levels and strands</li> </ul>
<b>3. Group Summary (page 30)</b>	Summarises results for groups of students in Reading and Writing Conventions and Mathematics.	<ul style="list-style-type: none"> <li>individual class</li> <li>groups such as girls, boys, LBOTE or ATSI students</li> <li>Reading and Writing Conventions and Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>compare the results of students in the school, class or AIM Online group</li> <li>analyse quickly the performance of the school or class and of groups according to gender, LBOTE and ATSI background in each area assessed</li> </ul>
<b>4. Strand Summary (page 31)</b>	Summarises results for groups of students by strand.	<ul style="list-style-type: none"> <li>individual class</li> <li>groups such as girls, boys, LBOTE or ATSI students</li> <li>Reading and Writing Conventions, Measurement, Chance and data, Space, Number and Algebra</li> </ul>	<ul style="list-style-type: none"> <li>analyse the performance of the school or class and of groups according to gender, LBOTE and ATSI background in each strand</li> </ul>
<b>6. Single-Year Group Summary (page 32)</b>	Displays State, AIM Online schools, and school results for the specified calendar year.	<ul style="list-style-type: none"> <li>all students</li> <li>groups of students such as boys, girls, LBOTE or ATSI students</li> <li>Reading and Writing Conventions and Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>compare the performance of Year 7 students relative to students in the State and students in AIM Online schools</li> <li>compare the performance of groups of students in any one strand relative to their performance in other strands</li> </ul>

## Report 1. Student Profiles

These profiles show the performance of individual students in the school in each area assessed. This report can be printed for all students in a group or for an individual student. The school can provide an individual student's report to parents if they require a copy.

**SAMPLE**



## Report 2. Student Responses

This report shows for each student in the selected group, the number of items attempted and the number of items answered correctly in Reading, Writing Conventions and Mathematics. It is a concise summary of each student's performance. This report can be printed for all students in a group or for an individual student. The school can provide an individual student's report to parents if they require further information about their child's result.

Please note, the numbers of questions per strand does not show that the student may be responding to questions at different levels of the CSF.

# SAMPLE

<b>VICSECONDARY COLLEGE</b>			
<b>Report 2: AIM Online 2002 - Student Responses In English</b>			
<b>AIM Online Testing</b>			
<b>(Year 7)</b>			
Strand	Reading	Writing Conventions	Total
ABDI, DEAN	19 / 36	14 / 23	33 / 59
ADCOCK, SHANNEN	19 / 35	14 / 24	33 / 59
ADLEY, TROY	18 / 36	11 / 24	29 / 60
ALLINGHAM, ETHAN	26 / 35	14 / 23	40 / 58
AMOR, GRANT	26 / 36	16 / 22	42 / 58
ANDERIESSEN, TYLER	20 / 36	12 / 24	32 / 60
ANDERSON, TARYN	18 / 36	13 / 24	31 / 60
ANGEL, RACHAEL	25 / 33	19 / 23	44 / 56
APOSTOLOU, TRACY	23 / 36	17 / 23	40 / 59
ARMSTRONG, ASHLEE	18 / 35	17 / 23	35 / 58
AUGELLO, HOWARD	26 / 33	15 / 23	41 / 56
AVERY-SPROUL, BRETT	29 / 33	21 / 23	50 / 56
BANDARAHAYAKE, BENJAMIN	18 / 36	16 / 23	34 / 59
BARKER, ALYSSA	19 / 35	14 / 24	33 / 59
BARLOW, KALAN	19 / 36	13 / 24	32 / 60
BATES, PAUL	26 / 34	15 / 24	41 / 58
BATTISTA, REECE	24 / 36	17 / 23	41 / 59
BEALE, RYAN	24 / 36	14 / 23	38 / 59
BEILHARZ, KASUN	24 / 36	9 / 23	33 / 59
BEIS, RYAN	22 / 36	15 / 24	37 / 60
BENNETT, SHERYL	22 / 36	17 / 24	39 / 60

This indicates the number of items answered correctly.

This indicates the number of items in this strand attempted by this student.

## Report 3. Group Summary

This report compares all students and subgroups of boys, girls, LBOTE or ATSI students with these same subgroups Statewide and in AIM Online schools.

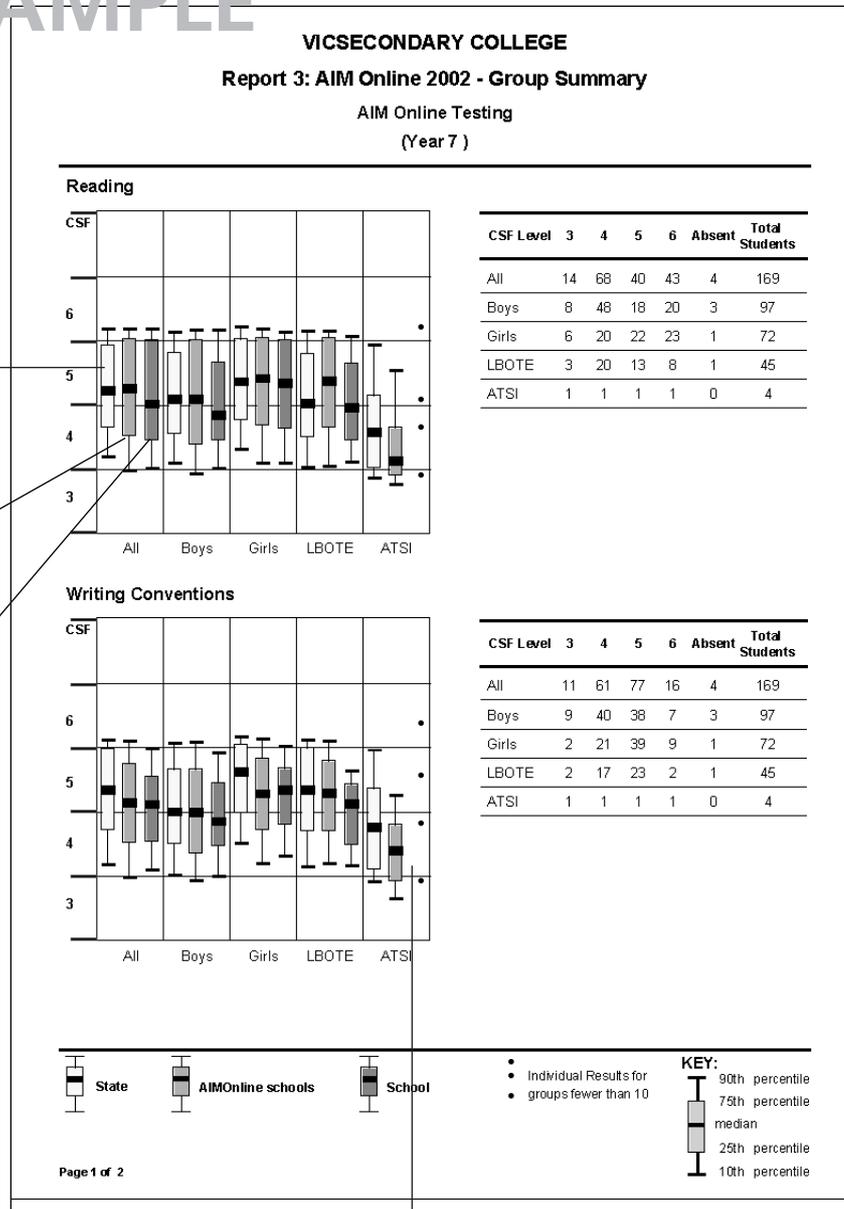
# SAMPLE

The first box-and-whisker graph shows the distribution and median performance of students in the State.

The second box-and-whisker graph shows the distribution and median performance of students in all 'AIM Online' schools.

The third box-and-whisker graph shows the distribution and median performance of students in the school group.

The number of the students at the school achieving each CSF level, as well as the number of students absent from this part of the test at the school.

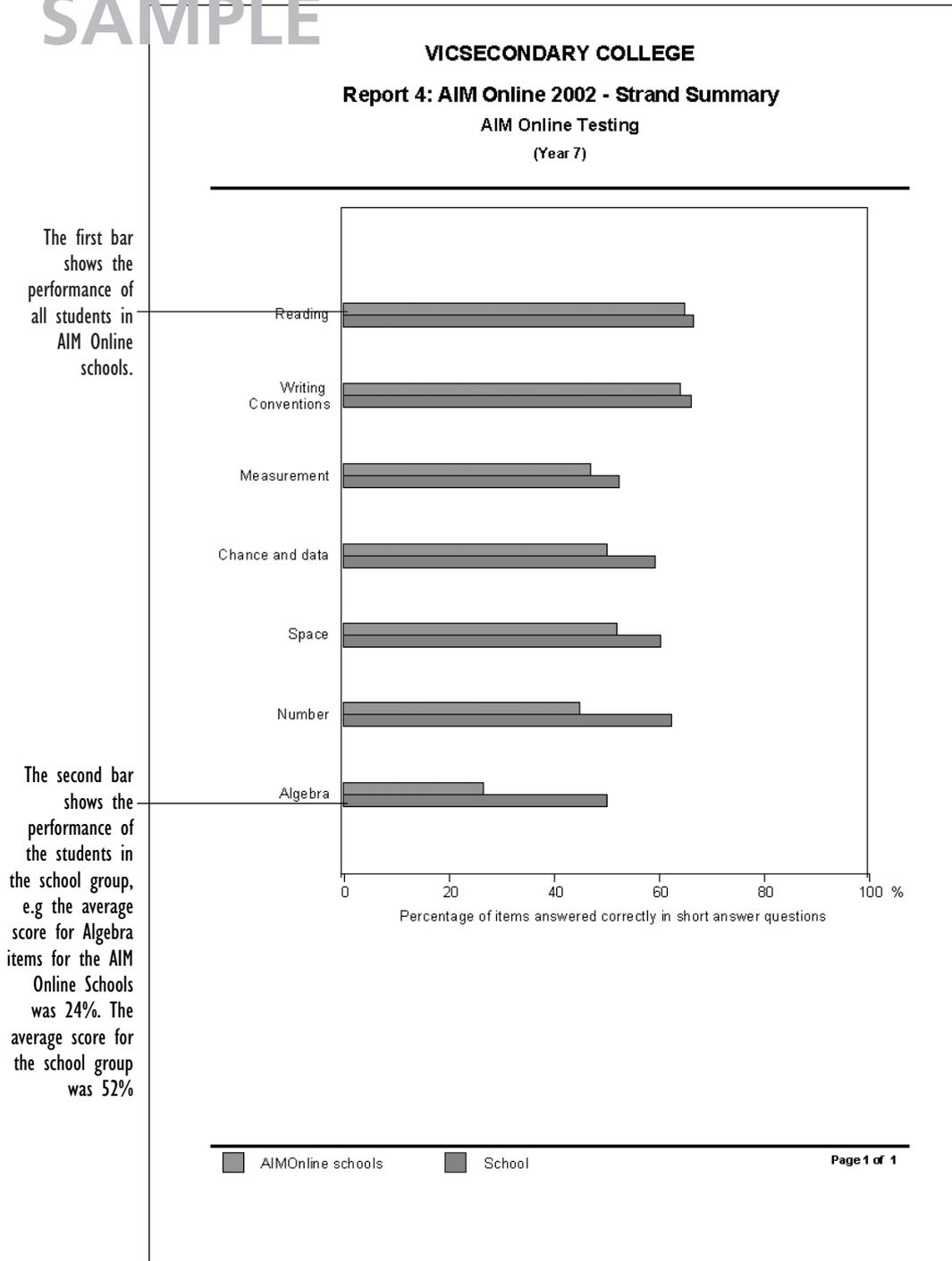


When the subgroup at the school has fewer than ten members, the results of each member of that group will be reported as a small black dot (If the school has no LBOTE or ATSI students, only the State distribution will be shown).

## Report 4. Strand Summary

The Strand Summary shows, for the selected group and AIM Online schools, the average score (expressed as a percentage) for each strand assessed.

SAMPLE



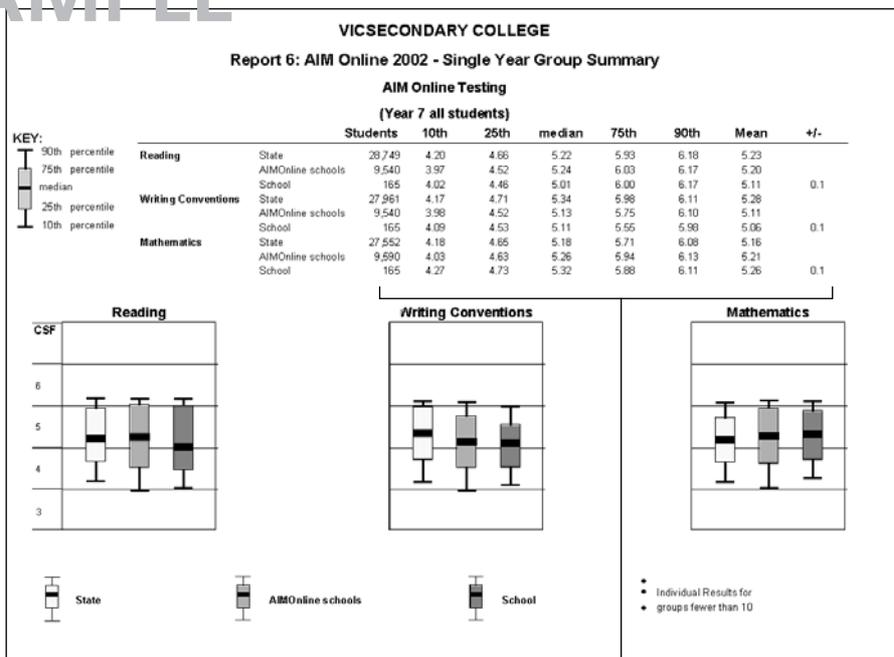
## Report 6. Single-Year Group Summary Data

This report shows summary results for students in 2002. The report shows these data for the school, AIM Online schools and the State. This type of data reflects single point in time results and is useful for comparing the performance of a specific group of students in a school relative to all other similar students in the State and/or AIM Online schools. Alternatively, this type of data is useful for comparing the performance of a specific group of students in any one strand relative to their performance in other strands.

Data is available in Reading and Writing Conventions and Mathematics.

# SAMPLE

These graphs show the distribution of results across CSF levels for the State, AIM Online schools and the school.



This table shows the distribution of results across CSF levels for the school, AIM Online schools and the State in numerical form.

**Note:** Where there are fewer than ten students in the selected group, the 'box-and-whisker' presentation is replaced by a series of dots. Each dot represents a specific student, except when there are students who receive the same result.

### Comparisons of group results

When schools are making comparisons between the performance of their students as a whole (or in subgroups, for example girls/boys), with the State or AIM Online schools, then a number of factors should be taken into account. One factor is the size of the school's group. Fewer than ten students in the group means the school should be cautious about claiming any reliable differences from the State or AIM Online schools performance. Another factor is the size of any difference that may be observed. Large differences are more likely to provide reliable comparisons than small differences. A small difference may simply reflect the normal variation that occurs whenever we are measuring student performance.

### CSF levels

When looking at reports that compare groups of students with the State within one year level it is important to remember that CSF levels span more than one year so that 0.5 of a CSF level represents one year's growth in learning for the average student.

The average student should improve their level of achievement by about one CSF level over a two year period. For example, an average student working at a CSF level of 4.4 at Year 5 would be expected to be at about level 5.4 in Year 7. The rate of growth however will vary from student to student.

### Individual comparisons

When looking at the results for an individual student, there is valuable information that can be gained in the range of reports available. The achievement level of the student compared with the school or class group and with the general State achievement for that Year level group can be used to gain further insight into the performance of the student.

If the test results for a particular student indicate a level of achievement that varies considerably from the class teacher's expectation then the teacher should investigate the performance more closely.

## Section 3: Parent Reports

### The parent report

The parent report is printed on a single A3 sheet. It includes four sections:

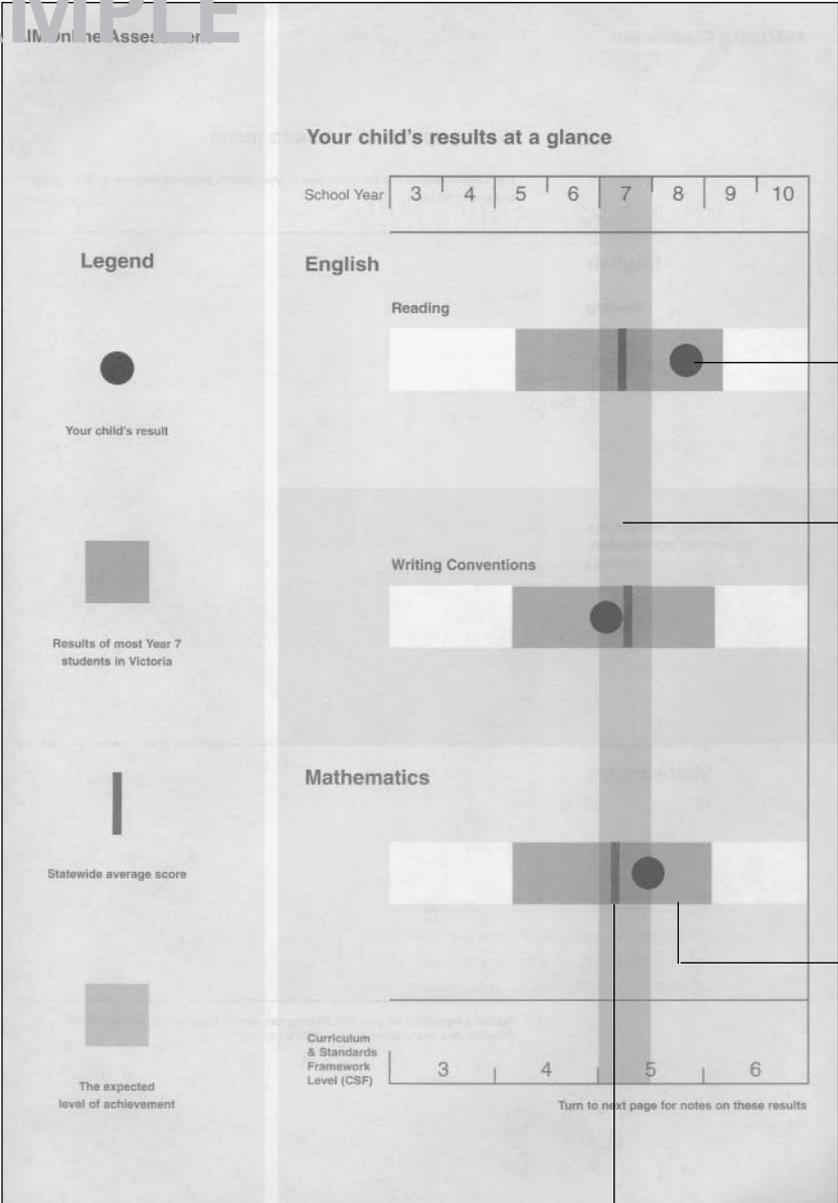
- a front page identifying the student and the school
- explanations of each part of the report
- a report which shows individual student achievement for English (Reading and Writing Conventions) and Mathematics
- a written description for each assessment which identifies the skills that students working at the levels reported are generally able to accomplish.

**Sample page 3 of the parent report**

Student achievement is reported against the years of schooling, the CSF level and the range of results achieved by the middle 80 per cent of students in the State. In the sample report on this page, student levels and State distributions do not necessarily reflect performance in the 2002 Statewide Tests.

On the back of the report, there is a written description which provides parents with details of the skills and knowledge children generally demonstrate at the particular level of achievement. For instance, if the child's achievement in Reading is at CSF level 5, a brief description of what is involved in Reading at that level would be presented.

**SAMPLE**



A black circle identifies the student's level of achievement.

The vertical band shows the expected level of achievement for a Year 7 student late in the school year. It links the year of schooling with the CSF levels common for that year level. For Year 7, reporting is within the range of CSF levels 3–6.

The horizontal band shows the range of results achieved by the middle 80 per cent of Year 7 students in Victoria. The highest 10% and the lowest 10% of results are excluded from this range to give parents a realistic indication of the general ability of students at the year level.

This line indicates the average score achieved by students in Victoria.

**Parent Reports**

## AIM Online Year 7 Reporting System

The AIM Online Data Reporting System can be used to supplement information in the parent reports. Teachers are advised to become familiar with the content of the reports so they can answer parents' questions about particular aspects of their children's results.

### Confidentiality of results

When discussing 2002 Assessment Program reports with parents, teachers should point out that the information about each child is confidential to the child's parents, the teacher and the school.

### Distribution of parent reports

It is important that teachers be fully informed of the detailed results of each student and of the results for their class as a whole and that parents have the opportunity to discuss the results with the school. The results sent to the school provide detailed information about the achievement of each student. This information can be used to place the parent reports in a wider context that enables strategies and suggestions for learning improvement to be discussed with parents.

### Replacement parent reports

The VCAA provides only one set of parent reports to the school for distribution. Should a parent request a replacement copy of a report, the school will be able to provide a copy of results from the Student Profiles report. Schools may photocopy the printed report sent to the school or access a similar report through the AIM Online Reporting System.

Parent reports which carry an incorrect name as a result of incorrect information provided by the school may be replaced on request. The fee for the necessary programming, printing and mailing of the replacement report is \$20.00. Principals should send a money order or cheque payable to AIM Online Statewide Testing, VCAA with a request for a replacement report.

### Queries about parent reports

Parents who contact the VCAA with queries about their child's report will, in most circumstances, be referred to the school. If the school has queries about results for particular students, the information line listed at the beginning of this guide (page 3) should be contacted.



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