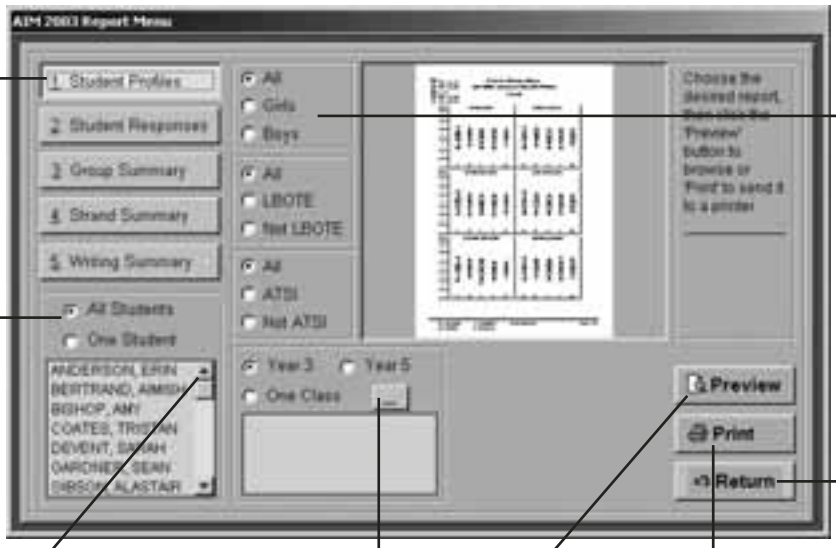
Section 2: AIM Data Reports

The AIM 2003 reports can be generated from the Report Menu.

AIM 2003 Report Menu

The five main buttons on the top left of the screen are used to select the report type.

The options button directly beneath them allows reports to be constructed for either one or all students.



Report options

Options for reporting 'All Students' or 'One Student' are available for 'Student Profiles' and 'Student Responses'

Select criteria by highlighting the appropriate radio buttons

Select 'Return' to re-display the Main Menu

Use the arrows to scroll up or down for more students

This button goes to the Assign Students to Classes screen

Select 'Preview' to view the report before printing

Select Print to send a report directly to the printer

Types of Reports

The AIM 2003 Years 3 and 5 Report Menu has five report options (labelled 1–5).

- **Report 1:** Student Profiles – this report provides summary information on results for either one student or for a group of students (see page 24).
- **Report 2:** Student Responses – this report provides detailed information on results for either one student or for a group of students and national benchmark information about each student. (see pages 25–26).
- **Report 3:** Group Summary – this report compares all students and subgroups of students at the school with the same groups for the State and 'like' schools (see page 27).
- **Report 4:** Strand Summary – this report summarises results for groups of students by strand and shows where school results vary significantly from the State (see page 28).
- **Report 5:** Writing Summary – this report summarises group performances on the centrally assessed and teacher assessed Writing tasks for each Curriculum Standards Framework (CSF) level (see page 29).

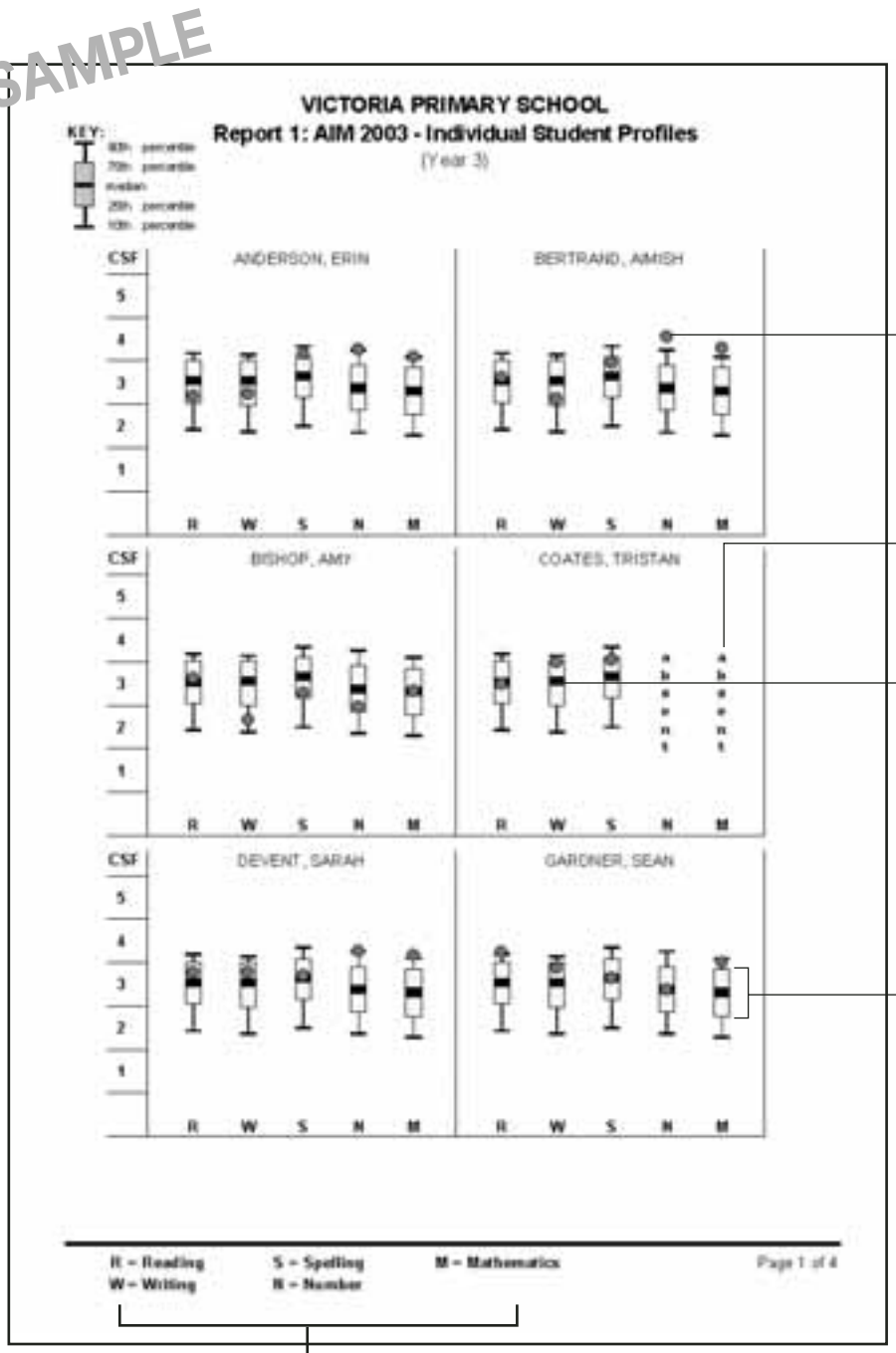
AIM 2003 Reports Summary

Report name	Report function	Reporting criteria	Possible uses for report
1. Student Profiles (p. 24)	Summarises achievements for individual students by key learning area or strand (reflects information on the parents reports).	• an individual student • individual classes • other groups of students such as girls, boys, LBOTE or ATSI students • Reading, Writing, Spelling and Mathematics	• identify students' general strengths and weaknesses at a glance • investigate the performances of individual students in key learning areas or strands. • summarise the information in the parent reports and provide to parents if a copy is required. • compare the achievement levels of all students in a defined group in a particular strand
2. Student Responses (p. 25)	Identifies correct and incorrect responses to individual items by each student in a group for each strand. Summarises group performances on individual questions. Identifies students above and below the national benchmarks.	• an individual student • a year level • individual classes • other groups of students such as girls, boys, LBOTE or ATSI students • Reading, Writing, Spelling and Mathematics	• identify for individual students, items answered correctly and incorrectly • establish which students in the selected group are able to answer the question correctly • identify class trends and areas of curriculum content which may need attention • study the performance of groups item by item (for instance, to compare the performance of girls with the performance of boys) • compare the percentage of student in the group with the percentage of students Statewide who correctly answered each item • analyse the responses of individual students • help teachers diagnose students' understanding of particular concepts • help teachers explain the students' grasp of concepts to parents (parents may be given copies of this report for their own child) • identify students who are below the national benchmarks

Report name	Report function	Reporting criteria	Possible uses for report
3. Group Summary (p. 27)	Summarises results for groups of students in Reading, Writing, Spelling and Mathematics and Number.	• a year level • individual class • other groups of students such as girls, boys, LBOTE or ATSI students • Reading, Writing, Spelling, Mathematics and Number	• compare the results of students in the school, class or group with State results • analyse quickly the performance of the school or class and of groups according to gender, LBOTE and ATSI background in each strand
4. Strand Summary (p. 28)	Summarises results for groups of students by strand.	• a year level • individual class • other groups of students such as girls, boys, LBOTE or ATSI students • Reading, Writing, Spelling, Mathematics and Number	• compare the percentage of questions answered correctly by the selected group with the State • analyse the performance of the school or class and of groups according to gender, LBOTE and ATSI background in each strand
5. Writing Summary (p. 29)	Summarises group performances on the centrally assessed and teacher assessed Writing tasks for each CSF level.	• a year level • individual class • other groups of students such as girls, boys, LBOTE or ATSI students	• compare the progress of classes and identify the strategies that might lead to improvements • compare school scores and State wide distributions and teacher assessed and centrally assessed scores • provide data in analysing student writing skills in Texts and Contextual Understanding, Linguistic Structures and Features and Strategies

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.



The CSF level acheived by the student for each assessment is indicated by the dark circle

Where a student was absent for a particular task 'absent' is shown

The median, or mid-point, of results for all students in the State is indicated by the black line

The distribution of scores for the middle 50 per cent of students in the State is indicated by the black rectangle in the centre of the bar

This report can be generated for all or one of the areas assessed

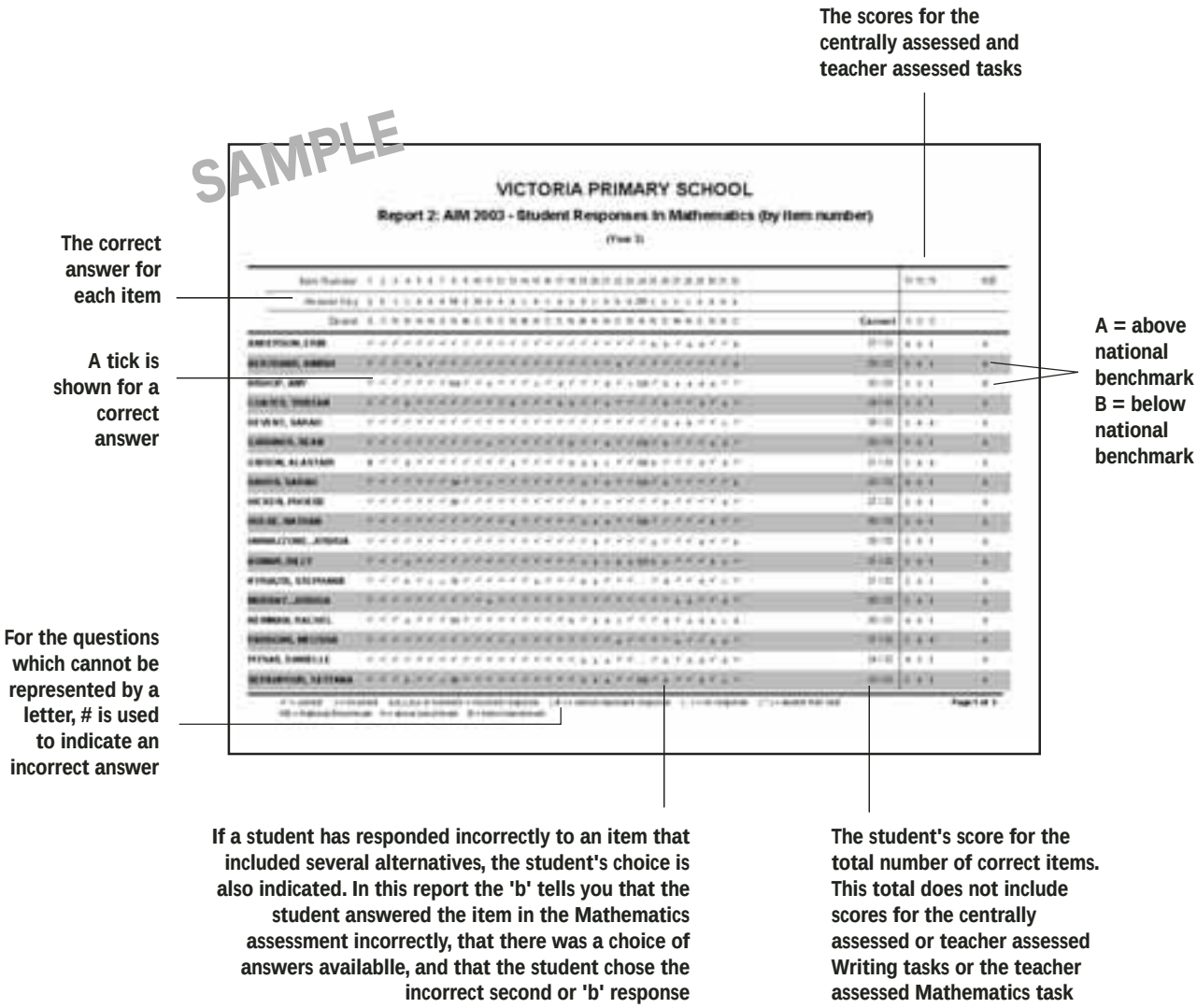
R = Reading
W = Writing
S = Spelling
N = Number
M = Mathematics

Report 2: Student Responses

This is a concise summary of each student in the chosen group's performance. It shows the items answered correctly and incorrectly and the total number of correct items in Reading, Writing, Spelling and Mathematics. This report can be printed for individuals or groups of students and can also be provided to parents if they require further information about their child's results.

The report for Writing includes responses to the Writing items in the centrally assessed English task as well as the scores for the teacher assessed and centrally assessed Writing tasks. The report for Mathematics also includes scores for the teacher assessed Mathematics task.

The report also indicates individual students above and below the National Benchmarks.

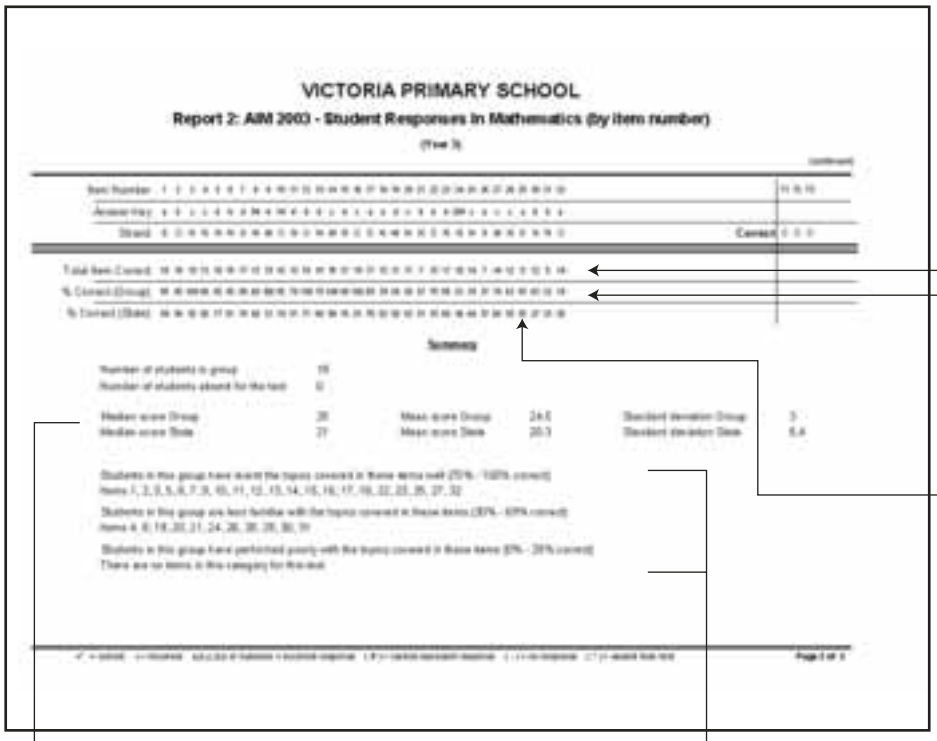


Note: Letters denoting an incorrect response (a, b, c, d) relate to the first, second, third and fourth options in multiple-choice questions.

For more information on national benchmarks, please see page 11 or refer to the parent pamphlet 'Parents Reports and National Benchmarks'. A copy of the pamhplet is also available on the VCAA website.

Student Responses (continued)

A summary of student performance is provided on the last page of each report.



Note: Multiple-choice responses in the texts are formatted in three ways. The answer key will read as follows:

○ A
○ B
○ C
○ D

OR

○ A ○ B
○ C ○ D

OR

○ A ○ B ○ C ○ D

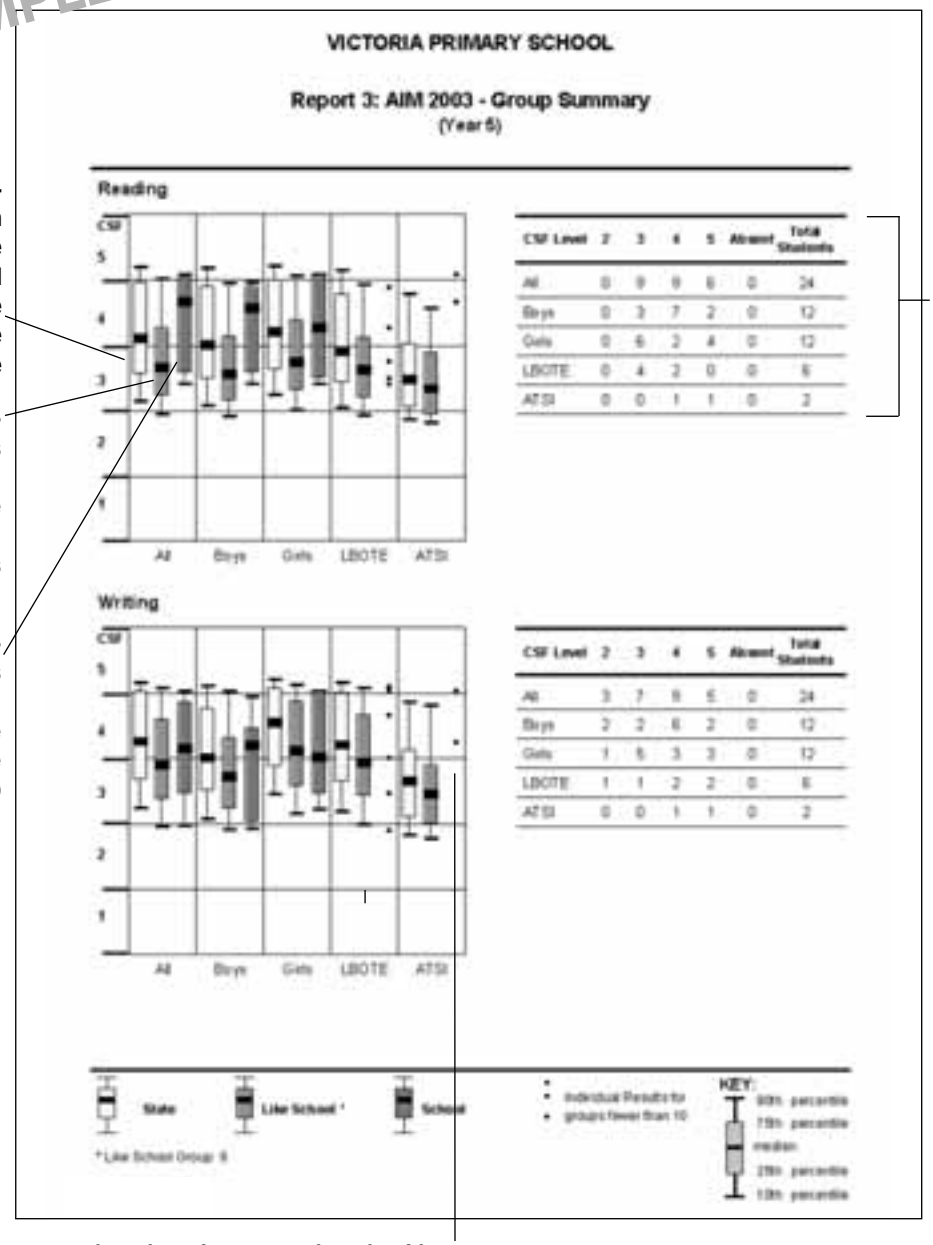
Legend

CT = Centrally assessed Texts and Contextual understanding
CL = Centrally assessed Linguistic structures and features
TT = Teacher assessed Texts and Contextual understanding
TL = Teacher assessed Linguistic structures and features
TS = Teacher assessed Strategies

T1 = Activity 1 Mathematics teacher assessed task
T2 = Activity 2 Mathematics teacher assessed task
T3 = Activity 3 Mathematics teacher assessed task
T4 = Activity 4 Year 5 Mathematics teacher assessed task

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 'like' schools (see page 10 for a definition of 'like' schools).



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 'like' schools

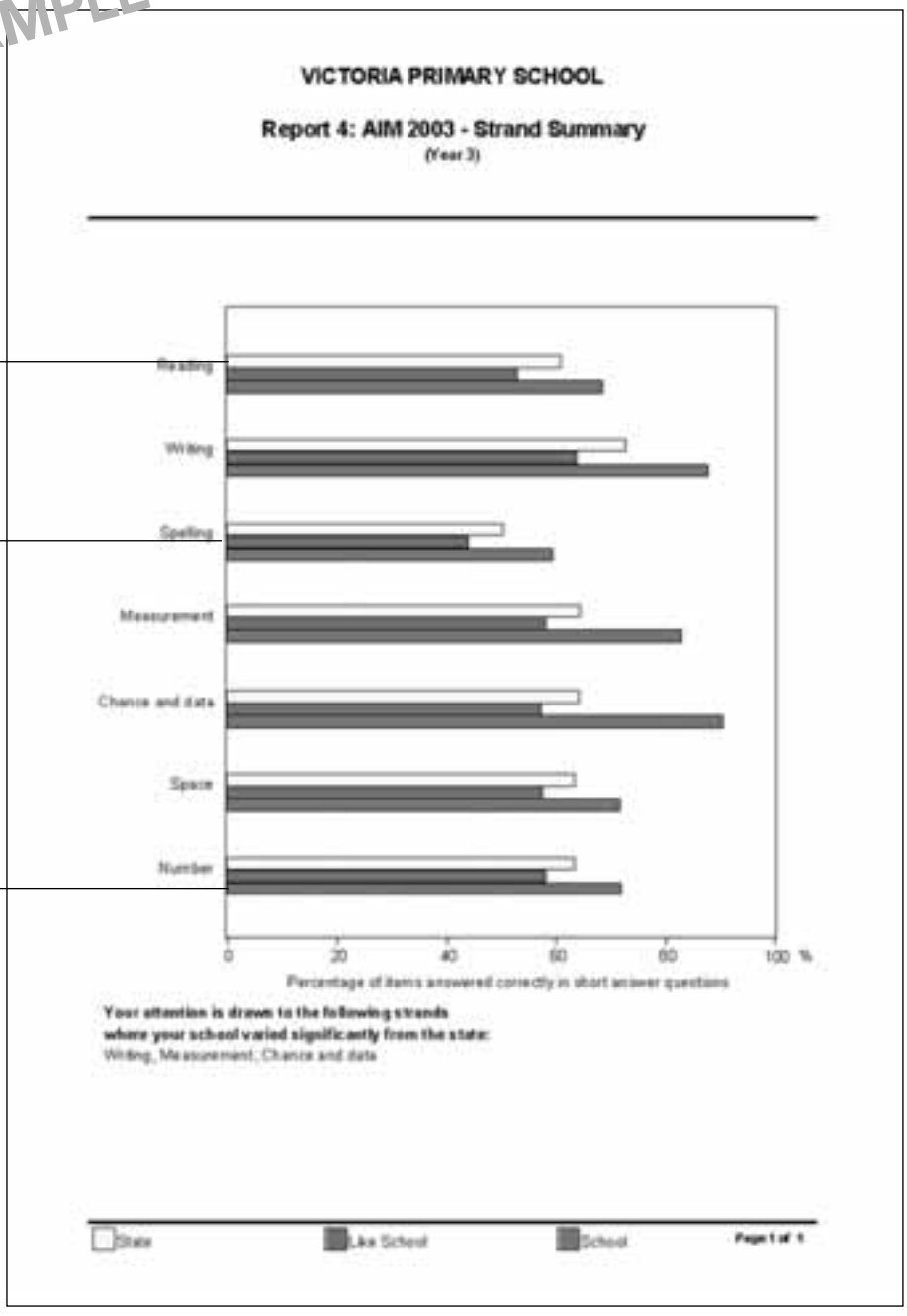
The third box-and-whisker graph shows the distribution and median performance of students in the school group

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, the State and 'like' schools, the average score (expressed as a percentage) for each strand assessed. This report contains a written message which details strands in which students at the school have achieved significantly different results from the State. This analysis is not done for groups with fewer than ten students.



The first bar shows the performance of this group across the State

The second bar shows the performance of students in 'like' schools

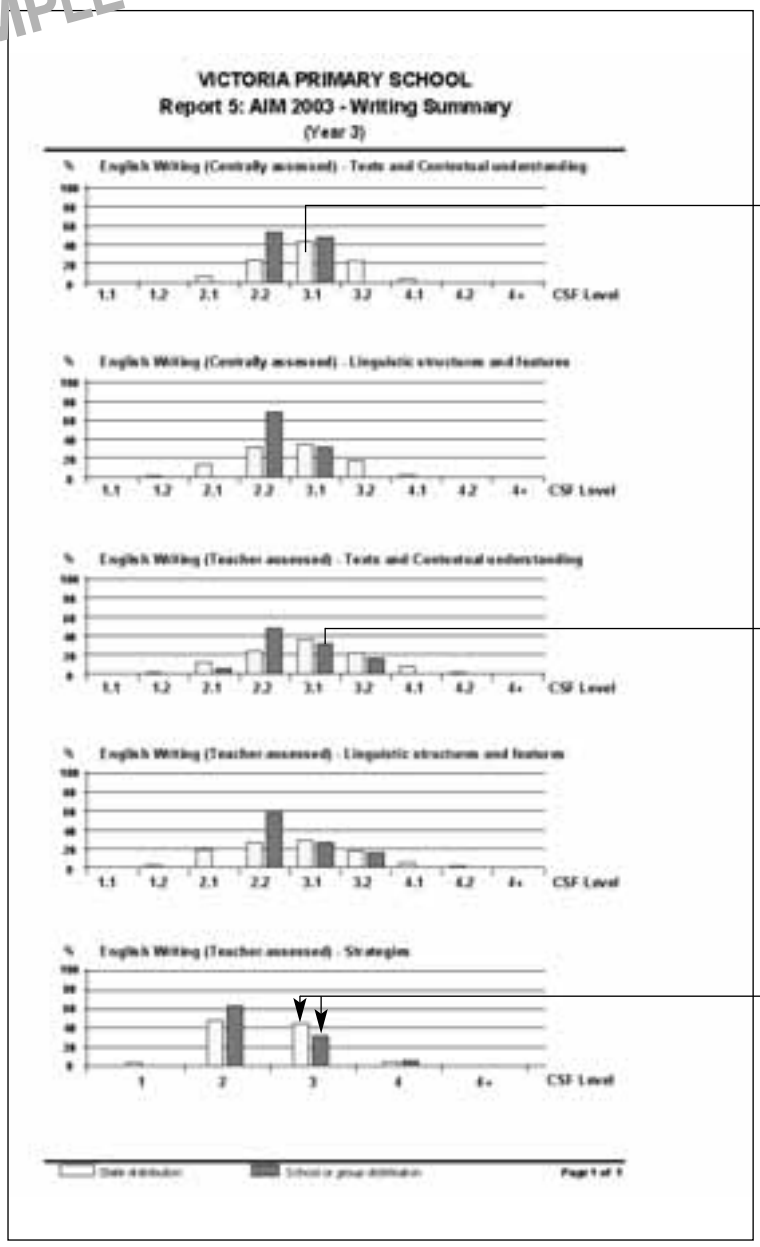
The third bar shows the performance of the students in the school group, e.g. the average score for Number items was 60 per cent. The State average was 64 per cent.

Report 5: Writing Summary

This report includes results for the teacher assessed and centrally assessed Writing tasks and is presented using bar graphs, for Texts and Contextual understanding, Linguistic structures and features, and Strategies. The levels assigned are based directly on assessment criteria for the task which provide for the gradations within levels.

The report enables a comparison between levels awarded by teachers at your school for the teacher assessed task with teachers across the State. It also compares student performance on the teacher assessed task with their performance on the centrally assessed task. The frequency with which CSF levels were assigned to students within schools and across the State are shown.

The report does not include results for the Writing items in the centrally assessed English test. For details on these items the Student Responses report should be consulted.



Questions About Your AIM 2003 Data Reports

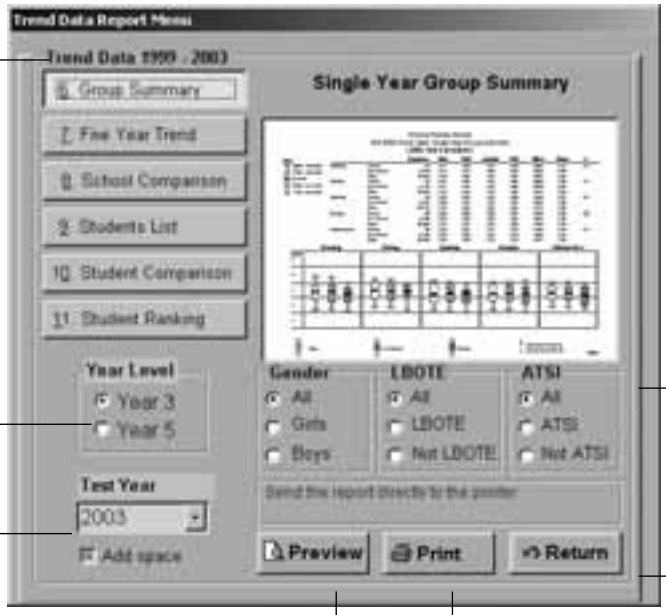
Results	Where to find this information	Possible questions about the results	Moving into planning
Individual Students' results	Student Profiles (p. 24) Report 1	• In which strands do individual students demonstrate strengths or weaknesses? • How do individual students' results compare with other students in the State and in the class? • Do any students have unexpected results? Why?	• What is the best advice parents can be given about learning support in particular areas when the results are discussed with them?
	Student Responses (p. 25) Report 2	• Which answers did a student get correct and incorrect for each area assessed? • Which answer was given if it was incorrect? (This can be cross referenced with the items in the task booklet)	
School Results	Group Summary (p. 27) Report 3	• In which key learning area is the school's Years 3 and 5 cohort performing well or poorly? • How do the schools results compare with State performance? • Are there differences in the performance of different groups in the strands, for example girls compared with boys?	• What implications are there for curriculum review and planning? • Are there implications for the way the school is implementing the CSF? • Do the results for specific groups within the school indicate a need for action.
	Strand summary (p. 28) Report 4	• In which strands is the school's Years 3 and 5 cohort performing well or poorly? • how do the school's results on each strand compare with State performance?	• Is there a need for teachers at a particular year level to discuss specific teaching and learning issues?
	Trend data reports (p. 32) Reports 6–11	• How do these results from AIM 2003 compare with those of previous years? • What trends in student performance can be identified in Reading, Writing and Mathematics?	• Do results over time indicate areas that require curriculum change? • Have curriculum changes at the school been reflected in these results?
Class or group results	Student Responses (p. 25) Report 2	• How has the group performed on individual questions compared with students across the State? • How do the class results compare with most students in the State? • Are there significant variations in results for individual students in particular questions?	• Are there skills or content issues which require further attention? • What possible changes in approaches to teaching or time spent on activities in the classroom should be considered?

Results	Where to find this information	Possible questions about the results	Moving into planning
Class or group results (continued)	Student Responses (p. 25) Report 2	• Are there significant variations in the results for particular questions across classes? • How do students' responses in the teacher assessed task compare with their responses to Measurement questions in the centrally assessed task? • Are the questions different from expected or from the classroom based assessments? In what way? Why?	• What implications do variations in the results have for whole school planning?
	National benchmark results (p. 25) Report 2	• Are students lists as below the national benchmarks the students you expected to be there?	• Are teachers familiar with the national benchmarks? • Will the school consult with parents of students who are below the national benchmarks?
	Writing Summary (p. 29) Report 5	• How do the results for the class on the Writing tasks compare with those of the State? • How do students' scores for the centrally assessed Writing task compare with those for the teacher assessed Writing task?	• Are there implications for professional development? Is there a need for more teacher discussion on the use of assessment criteria in marking writing? • What implications do the results have for classroom planning? • What programs are available or could be introduced to support or extend individual students or groups? • What can be done about students with unexpected results?

Trend Data Report Menu

To generate reports for Trend Data 1999–2003, use the Trend Data Report Menu.

The Trend Data Report Menu consists of six main buttons on the top left to select the report type (labelled 6–11), and options buttons to select options for each report.



Report options

Options for selecting either 'Year 3' or 'Year 5'

Drop-down menu for selecting year of report

Selection criteria

Select Return to re-display the Main Menu

Select Preview to view the report before printing

Select Print to send a report directly to the printer

- **Report 6:** Single-year Group Summary – this report displays results for either Year 3 or Year 5 students for 1999–2003 across all available strands (see page 35).
- **Report 7**: Five-year Trend Data: 1999–2003 – this report displays trend data for either Year 3 or Year 5 students for 1999–2003 in Reading, Writing, Spelling, Mathematics and Number (see page 36).
- **Report 8:** School Result Comparison: Year 3 2001 – Year 5 2003 – this report compares the results for students in a school who undertook the Year 3 test in 2001 with their results if they again undertook the test in Year 5 2003 (see page 37).
- **Report 9:** Student Group Result Comparison: Year 3 2001 – Year 5 2003 – this report displays the CSF level of students for 2001 compared to 2003 for groups of students who undertook the Year 3 test in 2001 and the Year 5 test in 2003 (see page 38).
- **Report 10:** Individual Student Result Comparison: Year 3 2001 – Year 5 2003 – this report shows, for an individual student, Year 3 2001 results compared to Year 5 2003 results. This report also shows the student's performance in 2001 and 2003 relative to other students in the State and other students in the school (see page 39).
- **Report 11:** Individual Student Ranking Comparison: Year 3 2001 – Year 5 2003 – this report shows, for an individual student, the student's ranking relative to all other students in the State in Year 3 2001 compared to the student's ranking relative to all other students in the State in Year 5 2003 (see page 40).

Trend Data Reports Summary

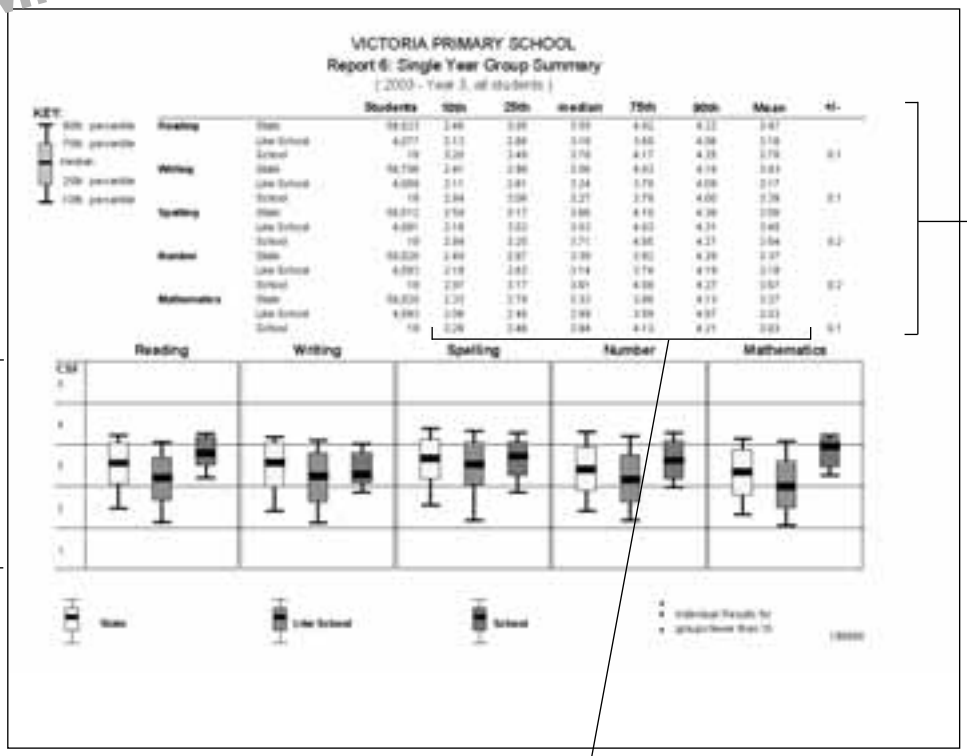
Report name	Report function	Report criteria	Possible use
6. ***Single-year Group Summary (p. 35)***	Displays State. 'like' school, and school results for a specified calendar year and year level.	• Year 3 or Year 5 students 1999, 2000, 2001, 2002 or 2003 • all students or • groups of students such as boys, girls, LBOTE or ATSI students. • Reading, Writing, Mathematics and Number. Spelling data is only available for 2001–2003.	• compare the performance of either Year 3 or Year 5 students in a specific year relative to students in the State and students in 'like' schools. • compare the performance of students in any one strand relative to their performance in other strands.
7. ***Five-year Trend data: 1999, 2000, 2001, 2002, 2003 (p. 36)***	Displays State, 'like' school, and school results across the years 1999, 2000, 2001, 2002 and 2003. Also displays the difference between the school's mean score and the mean for students in 'like' schools.	• Year 3 or Year 5 students • all students or • groups of students such as boys, girls, LBOTE or ATSI students. • Reading, Writing, Mathematics and Number.	• compare the performance of different cohorts of students in any one strand over a five-year period (i.e. how did the performance of Year 3 students in 2003 compare to Year 3 students in 1999, 2000, 2001, 2002 and 2003) • investigate how the school's performance, relative to 'like' schools, is changing over time.
8. ***School Result Comparison: Year 3 2001 – Year 5 2003 (p. 37)***	Displays growth data for students in the State and school using students who undertook the Year 3 tests in 2001 and the Year 5 tests in 2003. Also displays data 1999–2001, 2000–2002.	• all students or • groups of students such as boys, girls, LBOTE or ATSI students. • Reading, Writing, Mathematics and Number.	• compare the change in performance of the same cohorts of students between 2001 and 2003 (i.e. how did the performance of Year 3 students in 2001 compare to their performance now that they are in Year 5 in 2003.) • investigate a cohort of student's rate of progress over time relative to other students in the State.

Report name	Report function	Report criteria	Possible use
9. Student group result comparison: Year 3 2001 —Year 5 2003 (p. 38)	Displays the CSF level of students for 2001 compared to 2003 for groups of students who undertook the Year 3 tests in 2001 and the Year 5 tests in 2003.	• all students or • groups of students such as boys, girls, LBOTE or ATSI students. • specified rankings of students such as the top 10 per cent of students, bottom 15 per cent of students. • specified degrees of improvement (or lack of improvement) such as students who have improved by no more than one CSF level, students who have made no improvement or gone backwards.	• identify groups of students that have made little progress between 2001 and 2003 so that the school may develop intervention programs to assist these students. • identify groups of students that have made significant progress between 2001 and 2003 so that the school may develop appropriate extension programs for these students.
10. Individual Student Result Comparison: Year 3 2001 – Year 5 2003 (p. 39)	Displays growth data for students in the State and for individual students who undertook both the Year 3 tests in 2001 and the tests in Year 5 2003.	• all students or • groups of students such as boys, girls, LBOTE or ATSI students.	• determine the change in individual students' performance between 2001 and 2003 (i.e. how did the students' Year 3 2001 results compare to their performance now they are in Year 5 2003) • determine a student's rate of progress over time relative to other students in the state.
11. Individual Students Ranking Comparison: Year 3 2001 – Year 5 2003 (p. 40)	Displays an individual's percentile rank in 2001 and 2003 (for those students who undertook the Year 3 tests in 2001 and the Year 5 in tests in 2003) relative to all other students in the State.	• all students or • groups of students such as boys, girls, LBOTE or ATSI students.	• determine the ranking of individual students' (in either 2001 or 2003 and within either Reading, Writing, Mathematics and Number) relative to all other student's in the State. • establish individual students' ranking in 2001 and compare it to their ranking in 2003.

Report 6: Single-year Group Summary Data

This report shows summary results for students in either Year 3 or Year 5 for the years 1999 to 2003. The report shows these data for the school, 'like' 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 'like' schools. This type of data is also 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, Writing, Mathematics and Number for each of the years 1999 to 2003. Spelling is only available for 2001–2003.



This table shows the distribution of results across CSF levels for the school, 'like' schools and the State in numerical form

These graphs show the distribution of results across CSF levels for the State, 'like' schools and the school

The numbers used for median and percentile levels indicate the CSF level as shown on the graphs below. (e.g. a median of 3.5 means that the median is half of the way into level 3)

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.

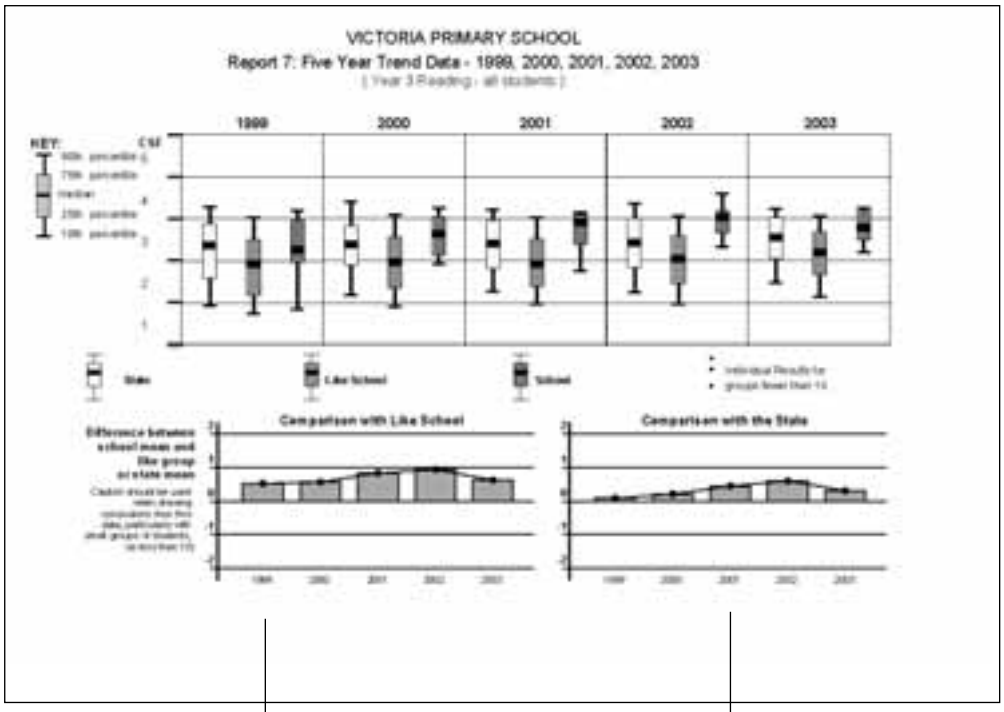
Report 7: Five-year Trend Data – 1999, 2000, 2001, 2002 and 2003

This report shows summary results for students in either Year 3 or Year 5 in the areas of Reading, Writing, Mathematics and Number. The report shows these data for the school, 'like' schools and the State. Data in this report also shows, for each year:

- the difference between a school's average (mean) result and the mean of other schools in the school's 'like' school grouping
- the difference between a school's average (mean) result and the State's mean result.

This data reflects trends in results over time and is useful for comparing the performance of different cohorts of students in any one strand over a five year period. These data are useful for investigating how the school's performance, relative to 'like' schools, is changing over time.

Data is available in Reading, Writing, Mathematics and Number for each of the years 1999–2003 but is only available in Spelling for 2000–2003.



These box-and-whisker graphs show the distribution of results across CSF levels for the State, 'like' schools and the school

This graph indicates the difference between the school average and the 'like' school average

This graph indicates the difference between the school average and the State average

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 where there are students who receive the same result.

Report 8: School Result Comparison: Year 3 2001 – Year 5 2003

This report shows the growth between 2001 and 2003 of students who undertook the Year 3 tests in 2001 and the Year 5 tests in 2003. The report shows data for the State, for all students in the school at the time of testing (referred to as 'complete school' data), and for only those students who were present for both the Year 3 2001 and Year 5 2003 tests (referred to as 'matched school cohort' data).

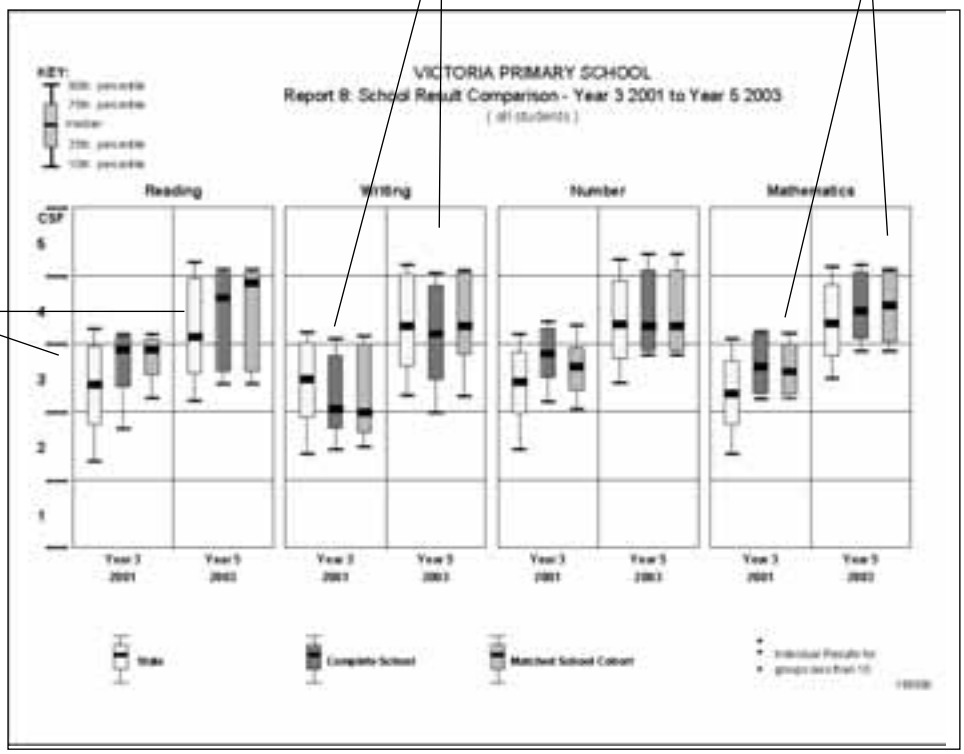
These data are longitudinal in nature and are useful for comparing the change in performance of the same cohorts of students between 2001 and 2003 (i.e. how did the performance of Year 3 students in 2001 compare to their performance now they are in Year 5 2003?). Alternatively, these data are useful for investigating a group of students' rate of progress over time, relative to other students in the State.

The data to compare 1998–2000, 1999–2001, 2000–2002 and 2001–2003 are also available

The second box-and-whisker graph in each group shows the distribution of results across CSF levels for all students who completed the test at the school

The third box-and-whisker graph in each group shows the distribution of results across CSF levels for only those students who completed the test at the school in both Year 3 2001 and Year 5 2003

The first box-and-whisker graph in each group shows the distribution of results across CSF levels for all students in the State



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.

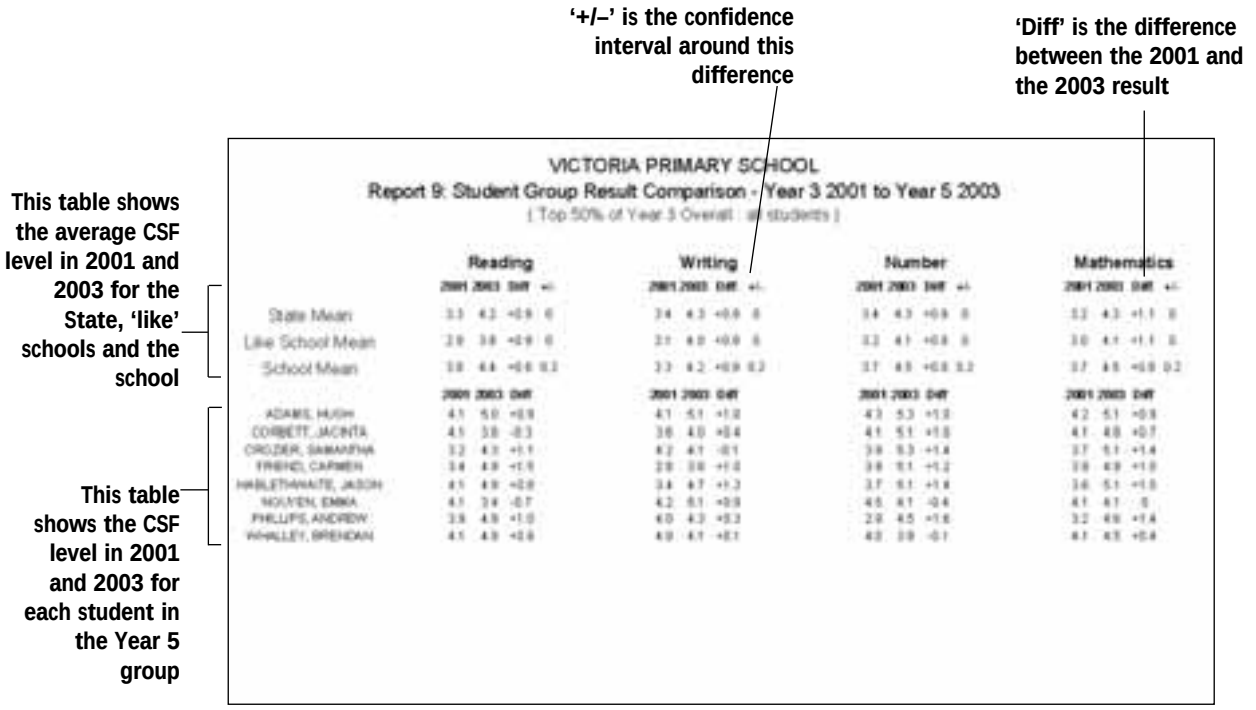
Report 9: Student Group Result Comparison: Year 3 2001 – Year 5 2003

This report shows the CSF level of students when they undertook the Year 3 tests in 2001 compared to their performance when they undertook the Year 5 tests in 2003. The report primarily lists the change between 2001 and 2003 for selected groups of students but also shows the average change for the State, for 'like' schools and for the school. Students who did not attend the current school in 2001 are denoted by an asterix (*).

These data are longitudinal in nature and are useful for identifying groups of students that have made either little, or significant, progress between 2001 and 2003. In so doing, the school may develop both intervention programs to assist those students who are making little progress and extension programs for those students who are making significant progress.

Results can be obtained for groups of students based on either their ranking within the school or the degree of change in their result. The ranking or the change criteria can be applied to a single strand (Reading, Writing, Mathematics or Number), or to an overall average result (all strands are added to determine this overall performance but are not shown on the report). Examples may include:

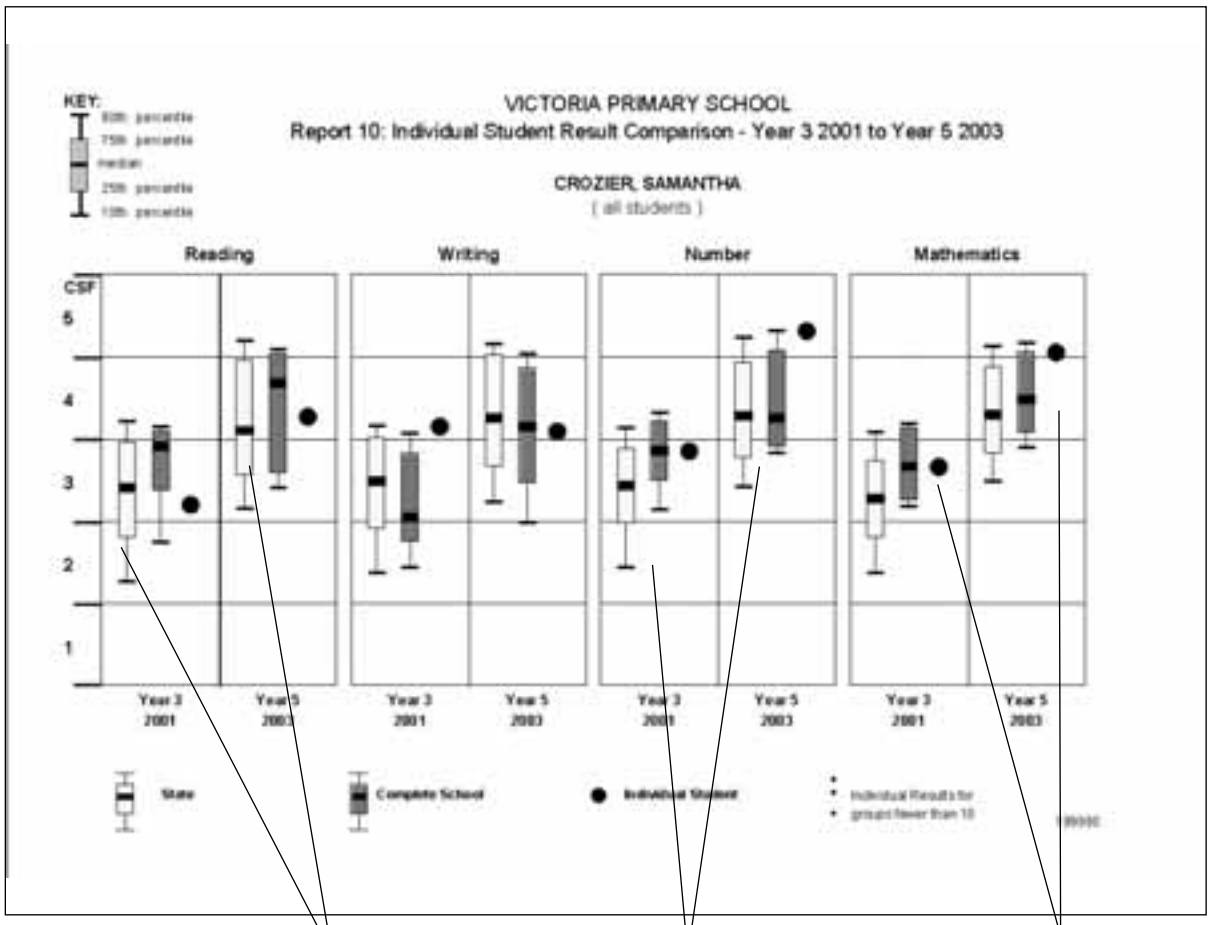
- Top 10 per cent of students in Reading
- Students who, on average across all strands, are in the bottom 15 per cent
- Students who have improved by more than one CSF level in Number
- Students who have improved by less than one CSF level in Reading.



Report 10: Individual Student Result Comparison: Year 3 2001 – Year 5 2003

This report shows the different achievement levels for individual students between 2001 and 2003. The report also shows these data for the State, and for all other students in the school at the time of testing (referred to as 'complete school' data).

These data are useful for determining the change in a student's performance between 2001 and 2003 (i.e. how did the student's Year 3 2001 performance compare to their performance now they are in Year 5 2003?). These data are also useful for determining a student's rate of progress over time relative to other students in the State.



This pair of box-and-whisker graphs shows the distribution of results across CSF levels for all students in the State at the time of testing

This pair of box-and-whisker graphs shows the distribution of results across CSF levels for all students in the school at the time of testing

These dots show the CSF level of the nominated student if that student was present for both the Year 3 2001 and Year 5 2003 tests

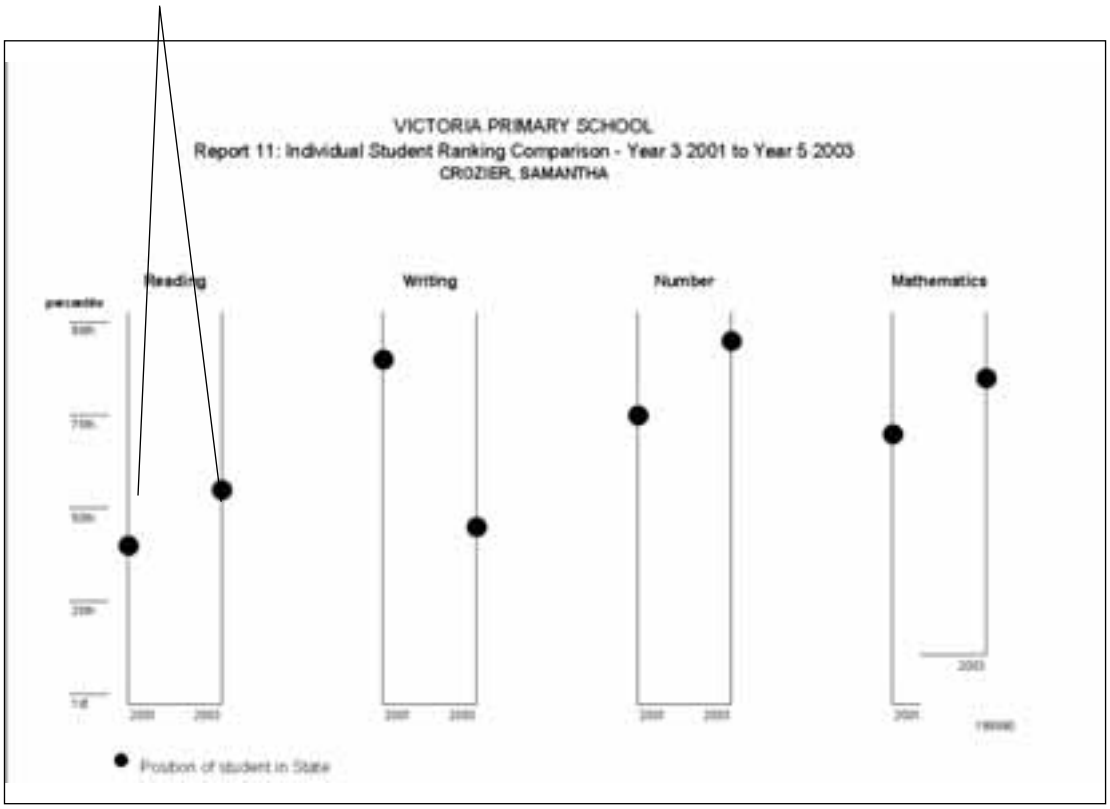
Report 11: Individual Student Ranking Comparison: Year 3 2001 – Year 5 2003

This report shows an individual's percentile rank in 2001 and 2003 (for those students who undertook both the Year 3 tests in 2001 and the Year 5 tests in 2003) relative to all other students in the State.

These data are useful for determining the ranking of individual students (in either 2001 or 2003 and within Reading, Writing, Mathematics or Number), relative to all other students in the State. Alternatively, these type of data are useful for establishing an individual student's ranking in 2001 and comparing it to their ranking in 2003.

An individual's result can only be ranked relative to all students in the State.

These dots show the percentile ranking of the nominated student relative to all other students in the State (e.g. if a student was ranked at the 75th percentile for reading in 2003 we can say that student's performance was at or better than 75 per cent of the students in the State).



The graphs and tables in the AIM Data Report have been constructed using data collected from over 120 000 Year 3 and Year 5 students in over 1800 schools. Similarly, the graphs and tables for 'like' schools comparisons have been constructed using data from large numbers of students and can potentially be used to make reliable comparisons with the results from a given school.

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), or within the State or 'like' schools, then a number of factors should be taken into account. One 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 'like' school 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 student performance is measured. However, a series of small but consistent differences in the same direction over a number of years is likely to be a reliable indication of a change in student performance over that time.

CSF levels and growth

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 3.4 at Year 3 would be expected to be at about level 4.4 in Year 5. The rate of growth, however, will vary from student to student.

When looking at reports that compare groups of students within the State within one year level, it is important to remember that CSF level 3 spans Year 3 and Year 4, so that 0.5 of a CSF level represents one year's growth in learning for the average 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. Particular strengths can be shown in the strand results and in looking at the actual questions successfully answered by the student. 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. For example, a Year 5 student may have been feeling ill on the day of the 2003 test and did not perform to his or her ability. This could produce a comparison report that indicated a Reading Level at CSF level 3.2 in Year 3 and a Reading Level at CSF level 3.6 in Year 5. This shows an improvement of only 0.4 of a CSF level over two years. In a case such as this, the teacher will need to bring in local knowledge about the student's classroom level of performance to make an accurate decision about progress made by this student over the two years.