AIM
Year 3 and Year 5
Assessment Program

Reporting Guide 2003

Helpline

A toll free telephone service operates to assist schools with their queries about the AIM Year 3 and Year 5 Testing. This service operates from 8:30 am to 5:00 pm Monday to Friday. After 5:00 pm and on weekends and public holidays, a message service operates.

AIM Year 3 and Year 5 Testing Information Line

For queries about:
* courier delivery of results
* password problems
* reports to parents
* generating reports

For assistance with:
* interpreting results
* general queries about the AIM Year 3 and Year 5 Testing

Contact the Victorian Curriculum and Assessment Authority on Freecall 1800 648 637

Principals and teachers should feel free to use the
AIM Year 3 and Year 5 Testing Information Line at any time.

Or teachers can contact AIM Help by email:
vcaa.aim.help@edumail.vic.gov.au

**Information on AIM Testing can be accessed on the
Victorian Curriculum and Assessment Authority website at:**

www.vcaa.vic.edu.au

Dates for future AIM tests
2004 – 3 and 4 August
2005 – 2 and 3 August

Contents

SECTION 3: PARENT REPORTS   42

APPENDIX 1: AIM 2003 QUESTION DETAILS   45

Introduction

The AIM 2003 Statewide Testing Program assessed students of Years 3 and 5 in English (Reading, Writing and Spelling) and Mathematics (Measurement, Number, Space and Chance and Data).

The AIM 2003 Years 3 and 5 reporting data is presented on one CD-ROM which contains:

- the annual data for 2003 and
- the five-year trend data from 1999 to 2003.

As in previous years, Principals and classroom teachers are invited to attend a professional development session where the contents of the AIM Data Report CD-ROM will be demonstrated and explained.

Philip Holmes-Smith, the Principal Consultant with School Research Evaluation and Measurement Services, will deliver the professional development sessions at a variety of locations throughout Victoria. Philip is an experienced educational psychometrician/statistician, researcher and program evaluator with extensive experience in the field of assessment.

These sessions were extremely popular in 2002, with 1011 primary and 463 secondary teachers attending across the state. Survey results showed that 98 per cent of participants thought that the quality of the professional development was either 'very high' or 'high', and many positive comments related to the presenter's ability to explain challenging data in an informative and accessible way, were received.

We encourage all interested parties to read the full review of the AIM Professional Development seminars for 2002, which is available on the Victorian Curriculum and Assessment Authority (VCAA) website: **www.vcaa.vic.edu.au**

The 2003 Professional Development sessions for Years 3 and 5 will be conducted between 23 October and 5 December 2003. Details of the dates and venues are available on the VCAA website and in the P–10 Supplement to the *VCAA Bulletin* .

Privacy Statement

Thw VCAA has developed the AIM program for delivery in schools. The VCAA is committed to the protection of student information and all personal information collected during the AIM program is used in accordance with the *Information Privacy Act 2000.*

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

The VCAA also collects information on gender, Language Background Other Than English (LBOTE), and Aboriginal and Torres Strait Islander (ATSI) 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. These data are also provided to the school to assist principals to analyse the effectiveness of their school programs and to identify individual student's 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 a student's AIM data should be directed, in the first instance, to the school Principal.

The reporting material consists of:
- AIM 2003 Years 3 and 5 Reporting Guide
- AIM 2003 Years 3 and 5 Report CD-ROM
- individual reports for parents of Years 3 and 5 students (see Section 3, pages 42–44)
- pamphlet for parents.

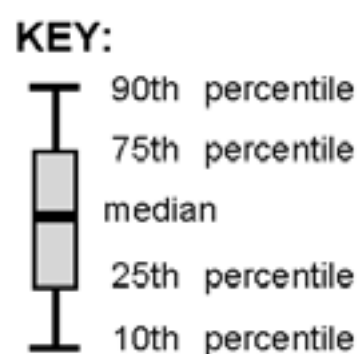# Glossary

Data Presentation

Box-and-whisker format

Some AIM 2003 and Trend Data 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 per cent 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 per cent 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 per cent of the particular group to which the diagram refers.

KEY:
90th percentile
75th percentile
median
25th percentile
10th percentile

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.

The concept of 'like' schools is used in some of the following reports so that schools can compare their own results with results from schools that have students with similar backgrounds to their own. The method of grouping used for your school depends on whether your school is a Government school, Catholic school or Independent school.

Government schools

The State has been divided into nine groups of schools based on the background characteristics of students. The groups are identified by the proportion of students for whom the main language spoken at home is not English, and the proportion of students who receive the Educational Maintenance Allowance (EMA). Govenment schools will be reported against their 2003 'like' school group. This information is included in Report 3 on the CD-ROM and can also be accessed on the Department of Education and Training website:

www.sofweb.vic.edu.au/standards/account/likesch.htm

Select the 'Like School Group' Details 2003 link at the bottom of the page for a list of all schools and their 'like' school groups. (You will need MS Excel to view this file.)

Catholic schools

The 'like' school grouping for Catholic Schools is for the aggregation of all students in Catholic schools. Catholic schools can therefore compare their results relative to all other students in the State or relative to all other students in Catholic schools.

Independent schools

There is no 'like' school grouping for Independent schools. Independent schools can compare their performance relative to all other students in the State.

Other Terms

AIM	Achievement Improvement Monitor
ATSI	Aboriginal and Torres Strait Islander
CD-ROM	Compact Disc – Read Only Memory
COHORT	Group
CSF	Curriculum and Standards Framework
KLA	Key Learning Area
LAN	Local Area Network
LBOTE	Language Background Other Than English
RAM	Random Access Memory
ROM	Read Only Memory

Writing Scores

There are three components scored to generate valid Writing scores:

- teacher assessed writing
- centrally assessed writing task
- short-answer questions.

To be given a score for Writing a student must complete at least two of these components.

Spelling Scores

There are three components scored to generate valid Spelling scores:

- dictation
- editing
- spelling in the centrally assessed writing task.

To be given a score for Spelling a student must complete at least two of these components.

Mathematics Scores

There are two components scored to generate valid Mathematics scores:

- teacher assessed student worksheet
- centrally assessed short-answer test.

To be given a score for Mathematics the student must complete the centrally assessed short-answer test.

Note: If a student has completed part of the assessment, but has not done enough to be given a score, the results for the component completed are still reported in the school CD report.

National Benchmarks

This year for the first time, AIM Parent Reports show national benchmarks in reading, writing and mathematics. National benchmarks are levels of achievement agreed upon by the States and Territories across Australia to be the minimum acceptable standard at particular year levels. The national benchmark is represented by a vertical red line toward the left of each graph (except for spelling, for which benchmark scores have yet to be determined).

For more information on national benchmarks, please refer to the parent pamphlet 'AIM Year 3 and 5 Parent Reports and National Benchmarks'. A copy of the pamhplet is also available on the VCAA website.