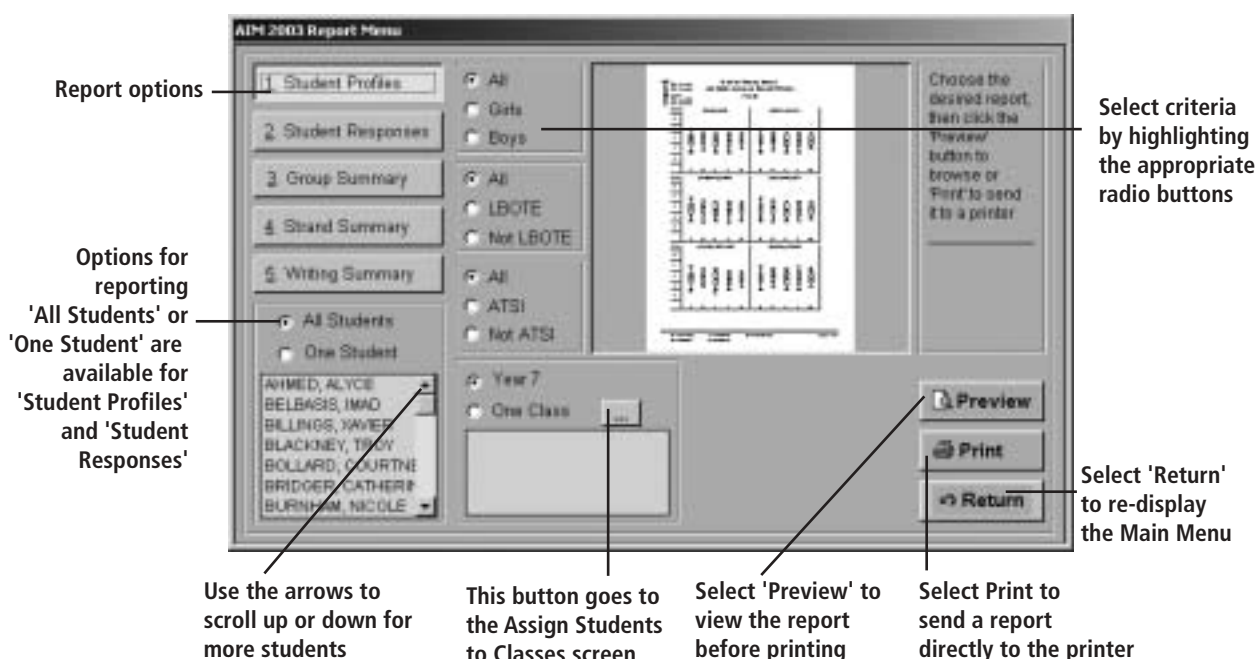# Section 2: AIM Data Reports

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 Year 7 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 (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 Data 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.	• 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 students 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).

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.	• individual class • other groups of students such as girls, boys, LBOTE or ATSI students • Reading, Writing, Spelling and Mathematics.	• 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.	• individual class • other groups of students such as girls, boys, LBOTE or ATSI students • Reading, Writing, Spelling, Measurement, Chance and Data, Space, Number and Algebra.	• 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 Writing task for each CSF level.	• individual class • groups such as girls, boys, LBOTE or ATSI students.	• compare the progress of classes and identify the strategies that might lead to improvements • provide data in analysing 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.

SAMPLE

Where a student was absent for a particular task 'absent' is shown
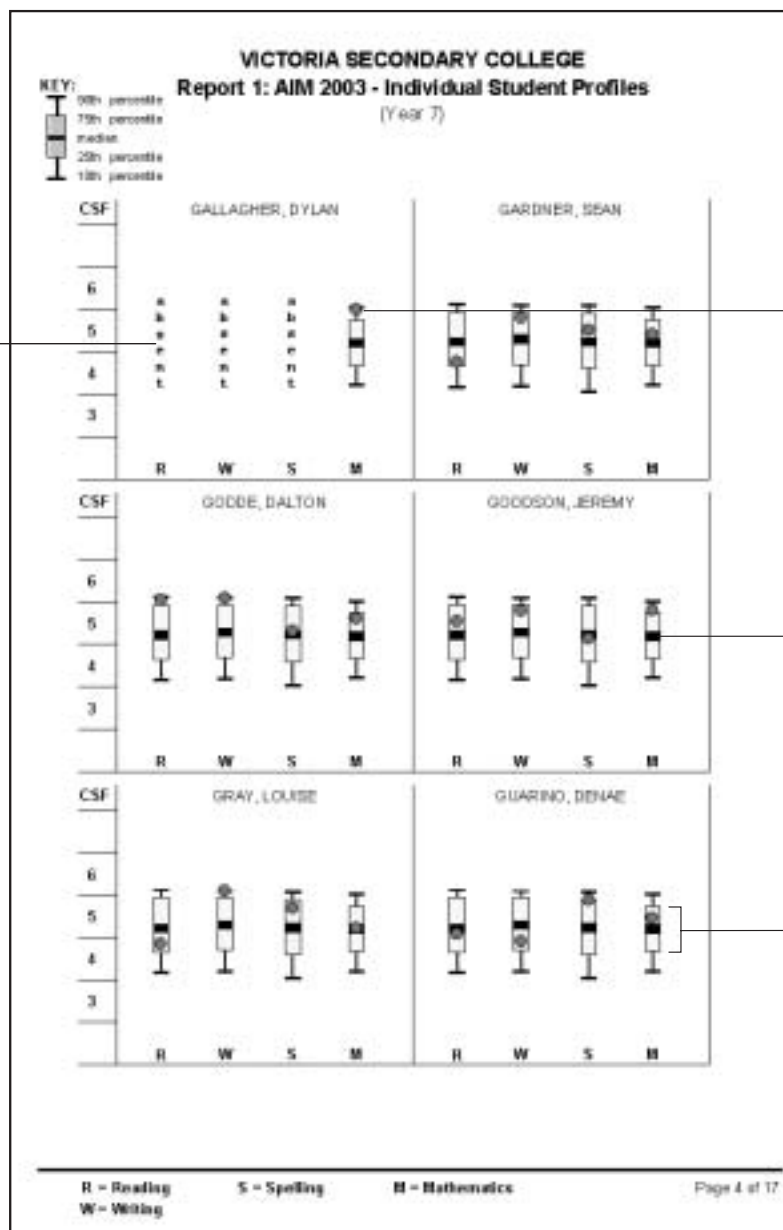
The CSF level acheived by the student for each assessment is indicated by the dark circle

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

VICTORIA SECONDARY COLLEGE
Report 1: AIM 2003 - Individual Student Profiles
(Year 7)

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

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

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

Report 2: Student Responses

This report shows for each student in the selected group, the items answered correctly and incorrectly and the total number of correct items in Reading, Writing, Spelling 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.

SAMPLE

The correct answer for each item

For the questions which cannot be represented by a letter, X is used to indicate an incorrect answer

A tick is shown for a correct answer

VICTORIA SECONDARY COLLEGE

Report 2: AIM 2003 - Student Responses in Reading (by item number)

(Year 7)

If a student has responded incorrectly to an item that included several alternatives, the student's choice is also indicated. In this report the 'b' tells you that the student answered the item in the Mathematics assessment incorrectly, that there was a choice of answers available, and that the student chose the incorrect second or 'b' response

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

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

The items are in item number order for this report

VICTORIA SECONDARY COLLEGE

Report 2: AIM 2003 - Student Responses In Reading (by item number)

(Year 7)

The median and mean scores and the standard deviation for both the group and the State. Note: For groups of fewer than ten students these statistics are not reported

Lists of items in which the group achieved high, medium or low results

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

⊙ A
⊙ B   **OR**   ⊙ A   ⊙ B   **OR**   ⊙ A   ⊙ B   ⊙ C   ⊙ D
⊙ C   ⊙ C   ⊙ D
⊙ D

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).

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 'like' schools

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

VICTORIA SECONDARY COLLEGE

Report 3: AIM 2003 - Group Summary
(Year 7)

Reading

CSF Level	3	4	5	6	Absent	Total Students
All	2	26	33	35	4	100
Boys	1	13	21	22	3	60
Girls	1	13	12	13	1	40
LBOTE	1	7	3	4	0	15
ATSI	0	2	2	0	0	4

Writing

CSF Level	3	4	5	6	Absent	Total Students
All	1	18	35	41	5	100
Boys	1	14	18	23	4	60
Girls	0	4	17	18	1	40
LBOTE	0	3	9	3	0	15
ATSI	0	2	1	1	0	4

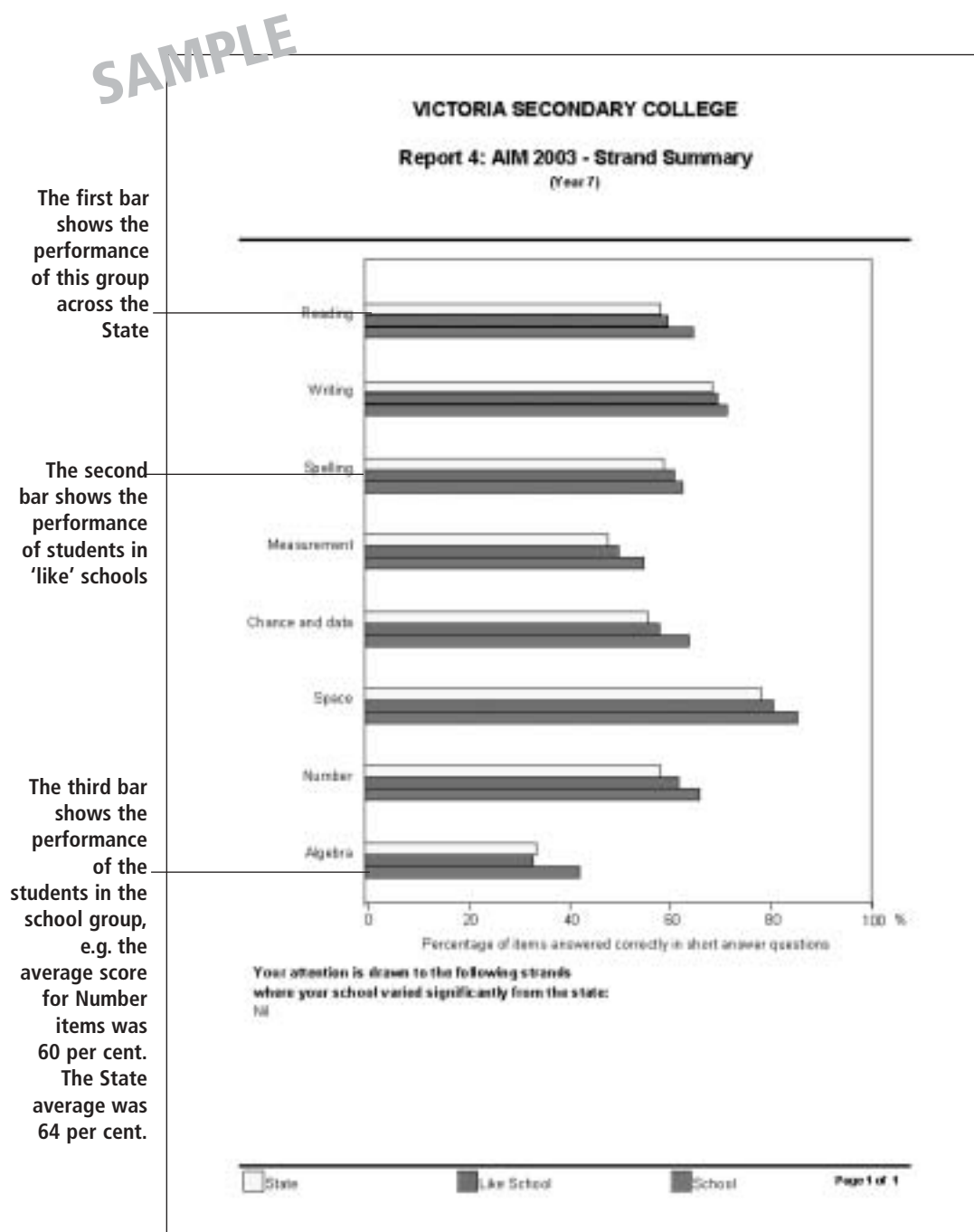**The number of the students at the school achieving each CSF level, as well as the number of students absent from this part of the test at the school**

KEY:
- Individual Results for groups fewer than 10
- 95th percentile
- 75th percentile
- median
- 25th percentile
- 10th percentile

State   Like School*   School

*Like School Group 2

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. The percentages are calculated using only the results of short-answer questions, not extended writing or mathematics tasks. This report contains a written message that 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.

SAMPLE

VICTORIA SECONDARY COLLEGE

Report 4: AIM 2003 - Strand Summary
(Year 7)

Reading

Writing

Spelling

Measurement

Chance and data

Space

Number

Algebra

0   20   40   60   80   100 %

Percentage of items answered correctly in short answer questions

Your attention is drawn to the following strands
where your school varied significantly from the state:
Nil

☐ State   ▨ Like School   ▨ School   Page 1 of 1

Report 5: Writing Summary

This report includes results for the centrally assessed Writing task and is presented using bar graphs for Texts and Contextual Understanding and Linguistic structures and features. 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 of frequency with which CSF levels were assigned to students within schools and across the State.

Shows the frequency of results for each CSF level in the strands assessed for the centrally assessed Writing task
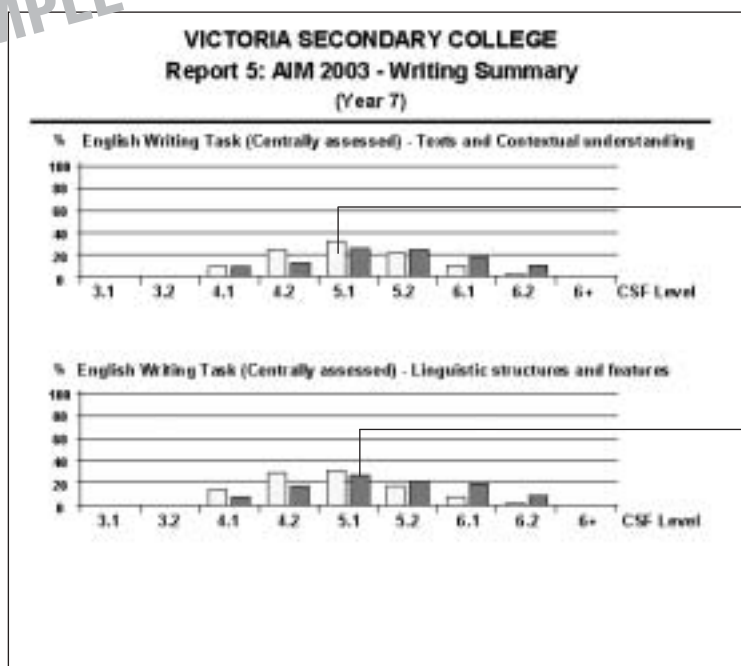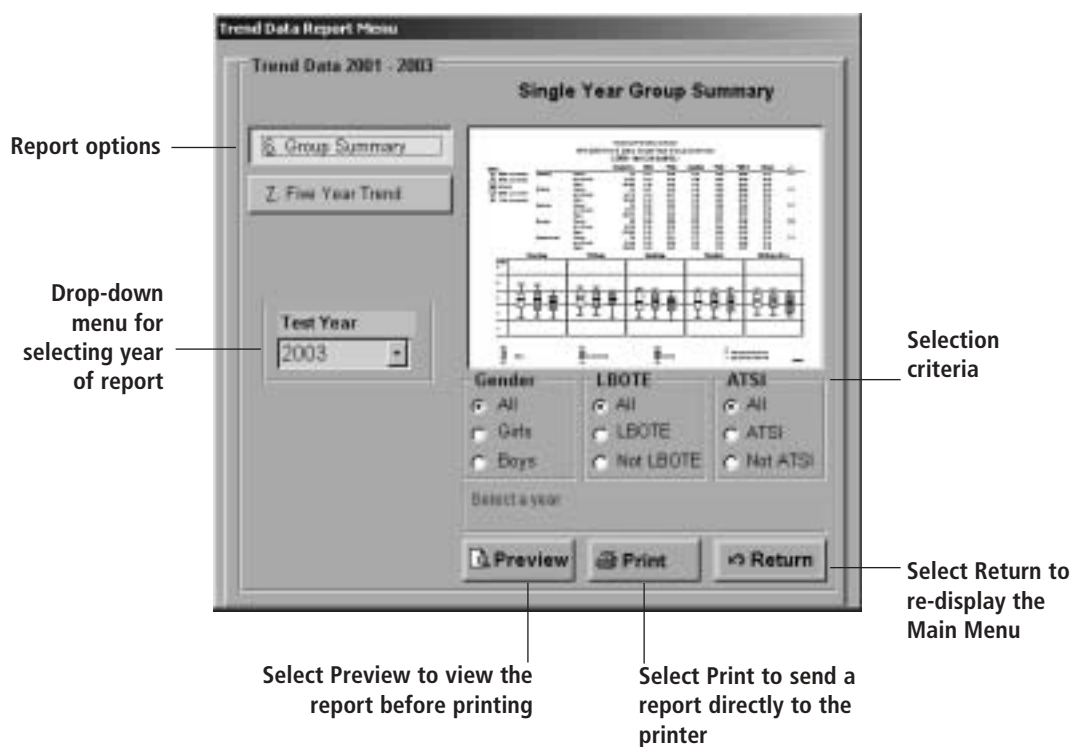
The light shaded bar shows the percentage of students in the State who were awarded this level

The dark shaded bar shows the percentage of students in the school group who were awarded this level

Trend Data Report Menu

To generate reports for Trend Data 2001–2003, use the Trend Data Report Menu.

The Trend Data Report Menu consists of two main buttons on the top left to select the report type (labelled 6–7), and options buttons to select options for each report.

Report options —

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 Year 7 students in 2001–2003 across all available strands (see page 32).

- **Report 7**: Trend Data: 2001–2003, this report displays Trend Data for Year 7 students for 2001–2003 in Reading, Writing, Spelling and Mathematics (see page 33).

Trend Data Reports Summary

| Report name	Report function	Report criteria	Possible use
6. *Single-Year Group Summary (p. 32)*	Displays State. 'like' school, and school results for a specified calendar year and year level.	• Year 7 students 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 and 2003.	• compare the performance of either Year 7 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. *Trend data. 2001, 2002, 2003 (p. 33)*	Displays State, 'like' school, and school results across the years 2001, 2002 and 2003. Also displays the difference between the school's mean score and the mean for students in 'like' schools.	• Year 7 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 7 students in 2003 compare to Year 7 students in 1999, 2000, 2001 and 2002) • investigate how the school's performance, relative to 'like' schools, is changing over time.

Report 6: Single-year Group Summary Data

This report shows summary results for students in 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. 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, Writing, Spelling, and Mathematics.

SAMPLE

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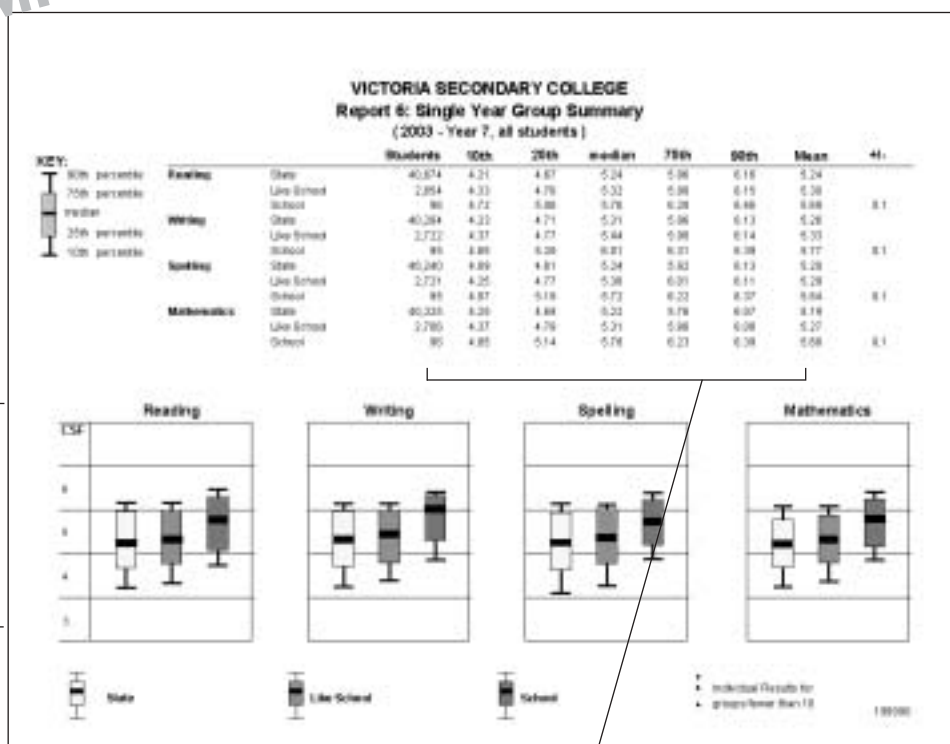
This table shows the distribution of results across CSF levels for the school, 'like' schools and the State in numerical form

The numbers used for median and percentile levels indicate the CSF level as shown on the graphs below.

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: Trend Data: 2001–2003

This report shows summary results for students in Year 7 in the areas of Reading, Writing, and Mathematics. 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 mean result and the mean of other schools in the school's 'like' school grouping
- the difference between a school's 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 three year period. This data is useful for investigating how the school's performance, relative to 'like' schools, is changing over time.

Data is available in Reading, Writing, Spelling and Mathematics for each of the years 2001, 2002 and 2003.
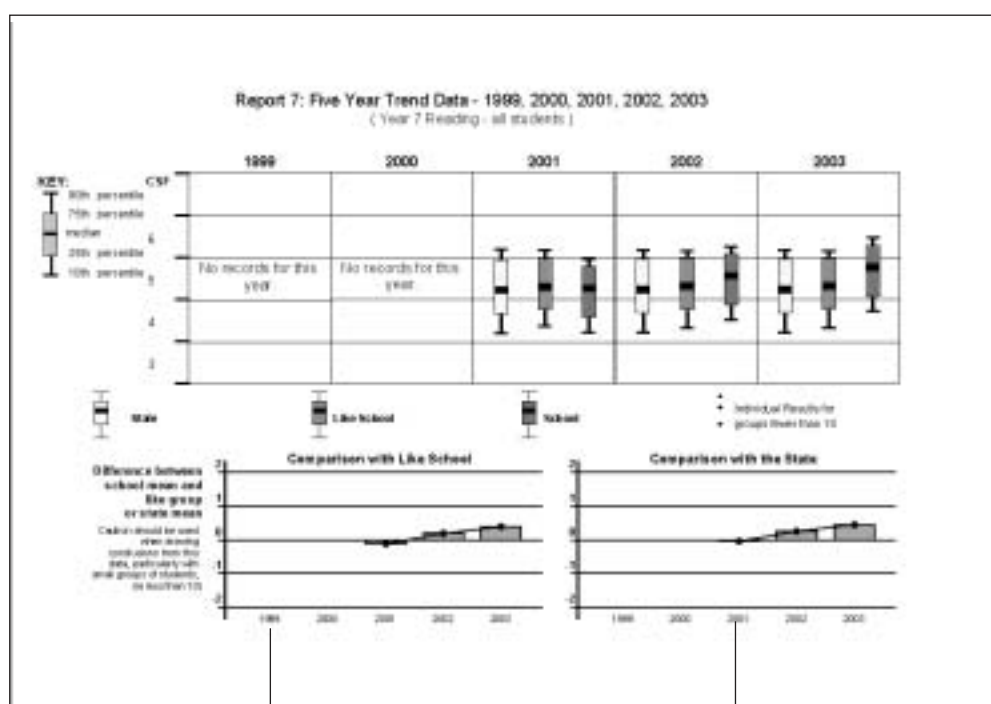
These box-and-whisker graphs show the distribution of results across CSF levels for the State, 'like' schools and the school

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: Trend Data is only available for schools that have participated in the Year 7 AIM Assessment Program for more than one year.

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.

The graphs and tables in the AIM Data Report have been made using data collected from nearly 60 000 Year 7 students in over 500 schools. Similarly, the graphs and tables for 'like' schools comparisons have been made 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 4 at Year 5 would be expected to be at about level 5 in Year 7. The rate of growth, however, will vary from student to student.

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.

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.