2006 reporting guide

Achievement
Improvement
Monitor
Data

Year 9

ACHIEVEMENT IMPROVEMENT MONITOR
ASSESSMENT PROGRAM

AIM 2006 STATE-WIDE TESTS

REPORTING GUIDE – DATA

YEAR 9

Helpline

A toll free telephone service operates to assist schools with their queries about the AIM Years 3, 5, 7 and 9 Testing results. 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. Help can also be accessed via email at: vcaa.aim.help@edumail.vic.gov.au

AIM Year 9 AIM Testing Information Line

For queries about:

- reports to parents
- access to results data
- passwords
- generating reports.

For assistance with:

- interpreting student results and school data
- general queries about the AIM Year 9 Testing.

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

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

Information on AIM Testing can be accessed on the Victorian Curriculum and Assessment Authority website at: www.vcaa.vic.edu.au

---

Dates for 2007 AIM tests		
Year 9 (to be confirmed)	Mathematics	1 May
	English	2 May
Years 3, 5 and 7	Mathematics	31 July
	English	1 August

Contents

Introduction

The AIM State-wide Testing Program in April 2006 assessed students of Years 9 in English (Reading, Writing and Spelling) and Mathematics (Measurement, chance and data, Number, Space, and Structure).

The Year 9 AIM 2006 Data is available for schools to access on the Internet, via the VCAA website. The student and school results from all State-wide Tests from 2003 to 2006 are accessible to schools on the website. Schools must use their own unique login and security password to access their results.

> **The student achievement levels and distributions for the state and 'like' schools shown on the sample reports and in this publication are for illustrative purposes only and do not necessarily reflect actual performance in the Year 9 AIM 2006 tests.**

Privacy Statement

The Victorian Curriculum and Assessment Authority (VCAA) is committed to the protection of student information generated by the Achievement Improvement Monitor (AIM) assessment program. 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 names and achievement data of all students who undertake the Year 3, Year 5, Year 7 or Year 9 tests. The VCAA also collects information on gender, language background, and Aboriginal and Torres Strait Islander status of students.

The VCAA uses the student information provided by schools to report to parents on their own child's performance. These data are also provided to the school to assist principals and teachers to analyse the effectiveness of their school programs and to identify an individual student's strengths and weaknesses.

The principal should ensure that all student details and results are kept confidential.

Reporting material

The reporting package delivered to schools contains:

- covering letter to the principal containing the school individual login
- a Year 9 *AIM 2006 Reporting Guide – Data*
- individual reports for parents of Years 9 students (see Section 3, pages 33–35).

The VCAA uses the student information provided by schools to report to parents on their own child's performance. These data are also provided to the school to assist principals and teachers to analyse the effectiveness of their school programs and to identify an individual student's strengths and weaknesses.

The principal should ensure that all student details and results are kept confidential.

The reporting package delivered to schools contains:

- covering letter to the principal containing the school individual login
- an *AIM 2006 Reporting Guide – Data*
- individual reports for parents of Year 9 students (see Section 3, pages 33–35).
- parent pamphlets – *Parent Reports – Information for Parents*

Glossary

## Data presentation

Box-and-whisker (box plot) format

Some AIM 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 data refers.

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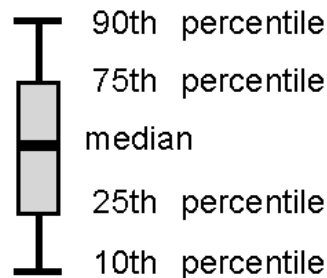
Median

The median or mid-score (50th percentile) 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.

'Like' schools

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

Victorian 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). Victorian Government schools will be reported against their 2006 'like' school group. The school's 'like' school group number is printed on Report 3 and information on all government schools can be accessed on the Department of Education and Training website:

www.sofweb.vic.edu.au/standards/improve/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 Microsoft Excel to view this file).

Catholic schools

The 'like' school grouping for Catholic schools is 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

LBOTE   Language Background Other Than English

Standards   Victorian Essential Learning Standards

Domain   Areas of knowledge, skills and behaviours considered essential in the education and development of students.

Dimension   Within each domain, the different concepts of essential knowledge, skills and behaviours are organised into dimensions.

Scoring Results

Calculation of scores for Writing, Spelling and Mathematics

Year 9 reports

Writing scores for Year 9

There are two components scored to generate valid Writing scores:
- the Writing Test
- short-answer questions.

To be given a score for Writing a student must complete at least the Writing Test.

Spelling scores for Year 9

There are two components scored to generate valid Spelling scores:
- Spelling (questions 35 to 48 of the English Test)
- Spelling in the Writing Test.

To be given a score for Spelling a student must complete at least the Spelling questions in the English Test.

Mathematics scores for Year 9

There are two components scored to generate valid Mathematics scores:
- Mathematics Test 1
- Mathematics Test 2

To be given a score for Mathematics a student must complete at least one of these tests.

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 results in Report 2.

National benchmarks

AIM Parent Reports for Year 3, Year 5 and Year 7 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. At this time, national benchmarks for Year 9 have not been established.

Section 1: VCAA Data Service and Results Service

Access to the AIM Data Service

The AIM State-wide Testing student results and school data are available on the AIM Data Service webpage.

To access this website from an Internet browser go to the VCAA website at: www.vcaa.vic.edu.au

This screen will appear:
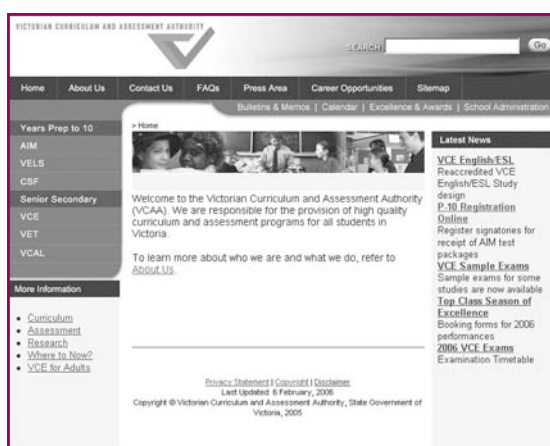
On the left of the screen, click on 'AIM'.

On the AIM screen, in the body of the text, click on 'AIM Data Service'.

This screen will appear:
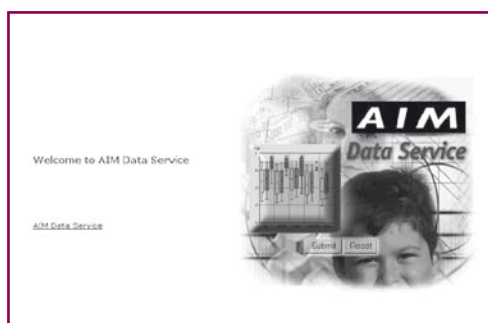
Click on 'AIM Data Service' system login
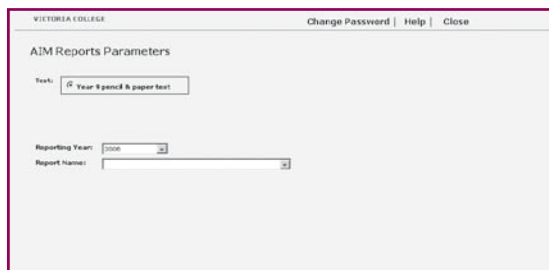
You will see the login screen.
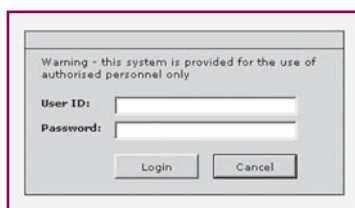
Enter the school identification login name (User ID) and password received from the VCAA.

Note: The school login name (User ID) is contained in the covering letter in the Reporting Package. The unique password for each school has been sent under separate cover to protect the confidentiality of student data. Passwords are case sensitive.

This screen will appear:

Note: When a school logs on to the AIM Data Service, the test frame on 'AIM Reports Parameters 'screen will be customised to the level and type of tests completed by students at that school so the screen will vary depending on the tests attempted by students in that school in the period 1999 to 2006.

The drop down screens will also match the testing history of the logged in school.

For 2006, the 'Reporting Years' menu will offer 2003, 2004, 2005 and 2006. The 'Report Name' menu will contain the reports relevant to the level and type of testing for the logged in school. Check the table 'Summary of reports availablility' on page 12 to see which reports relate to which levels and types of tests.

Changing the password

The school identification login (User ID) is a permanent name which has been programmed for the school and cannot be changed. The password may be changed by accessing the 'Change Password' option on the top right of the initial 'AIM Reports Parameters' screen.

This brings you to the 'Change User Password' screen.

Note: This password also applies to both the VCAA Assessment Online website and the AIM Data Service website. Principals or their delegates should be the only personnel with authority to change the school password.

If a password is lost at the school level, the principal must contact the AIM Helpline on Freecall 1800 648 637, or by email <vcaa.aim.help@edumail.vic.gov.au>.

Accessing a report

Start from the initial 'AIM Reports Parameters' screen (see page 6).

To select a report:

1. Select the required year level and test type in the test frame

2. Select the year for the reports from the 'Reporting Year' drop down menu

3. Select the report required from the 'Report Name' drop down menu.

When a report is selected, additional parameters will be displayed, as shown below for Report 3.

Selection Criteria

When the screen updates, a number of radio buttons are shown next to selection criteria. The available selection criteria vary depending on the specific report. Selection criteria may include:

- **Group selection**

This section allows reporting on specific students by gender, LBOTE and ATSI. To choose, simply select one or more of the optional radio buttons.

- **Class selection**

Reporting on a particular class, set up previously by the school, can be generated by selecting a class from the 'Class Code' drop down menu. See page 9 for details on how to assign students to classes.

- **Student selection**

Some reports allow reporting on all students, or one specific student by selecting the required name from the 'Student Name' drop down menu. Click on the down arrow and select the required student.

- **Domain/Dimension selection**

This area allows the choice of all or one specific dimension or domain for some report types. For the Student Response Report (Report 2) this area allows the choice of a specific learning area and how it is to be sorted (by item order or difficulty order) by choosing from the 'Order By' drop down menu.

- **Year selection**

The School Summary Report (Report 6) provides a drop down menu that allows reporting on the current year and the four years previous to the Test and Reporting Year initially selected. If 2005 is the selected Reporting Year then reports for 2001, 2002, 2003, 2004 or 2005 can be accessed by choosing from the Year drop down menu. Click on the down arrow and select the required year. For Year 9 tests, since 2006 is the first year that Year 9 AIM State-wide Testing was conducted, there is no data to report on for years prior to 2006.

- **Filters**

The Student Comparison Report (Report 9) enables filtering of a student list to examine the results of students with a specific range of achievement levels (see page 27 for further details).

To close a report screen or a preview report and return to the initial 'AIM Reports Parameters' screen, click 'Close' in the top right of the screen.

Assign Students to Classes function

This function can be accessed from the initial page of any of the reports.

The 'Assign Students to Classes' function allows the creation of classes or groups and the assigning of students to the classes.

Click on the 'Assign Students to Classes' button. This takes you to the 'Assign Students to Classes' screen.

A list of the names of the selected group of students appears on the screen, and the 'Class' drop down menu is available to the right of each student name.

> **If schools have provided class information through the Pre-enrolment program, this information will be included in the AIM Data Service next to student names.**

The classes or groups can be created using the 'Create/Delete Classes' button on this screen before the class names appear in the 'Class' drop down menu. A class can be deleted at any time by clicking the 'Delete' column next to the class name.

Click the 'Create/Delete Classes' button and follow the directions to create classes. Please note that class names can only consist of three alphanumeric characters, e.g. 9DK.

After the required class or classes are created, they will appear in the 'Class' drop down menu next to the student name. To assign a student to a class, click the arrow in the 'Class' drop down menu and highlight the class chosen then save your changes by clicking the 'Save' button.

Note: Students do not have to be assigned to a class unless a report is needed for that particular group of students.

Previewing and printing reports

When the required report has been chosen and the appropriate criteria selected for the report, click on the 'Preview Report' button on the bottom left of the screen. This shows how the final printed report will appear by displaying it on the screen.

The functions available from this screen are displayed on the top right of the screen:
Preview All Pages l Print l Export l Close

'Preview All Pages' enables you to view all the pages of a longer report on a single screen.

'Print' enables you to print out part or all of a report. Check your print page layout before printing the reports. Reports 1, 3 and 5 are best printed in portrait layout while all the other reports should be printed in landscape.

'Export' enables you to send the report to MS Word where you can store it, or place it in another Microsoft Word or Microsoft Excel document. 'Export to Microsoft Word' will only work with versions of Microsoft Word 2002 or later.

'Close' closes the 'Preview Reports' screen.

Section 2: AIM Data Service Reports

The AIM Data Service provides up to eleven reports covering current year results, five-year trend data and comparison data on Year 3 to Year 5 students. When a school logs on to the AIM Data Service, the 'AIM Reports Parameters' screen will be customised to the level and type of tests completed by students at that school.

List of Reports and Functions

The AIM Report Name Menu has up to eleven report options.

- **Report 1**: **Student Achievement Levels Report** – provides summary information on results for either one student or for a group of students. This report can be printed out in graphical and tabulated formats (see pages 17–18).

- **Report 2**: **Student Response Report** – provides detailed information on results for either one student or for a group of students (see pages 19–20).

- **Report 3**: **Group Summary Report** – compares all students and subgroups of students at the school with the same groups for the state and 'like' schools (see page 21).

- **Report 4**: **Short Answer Response Report** – summarises results for groups of students by strand and shows where school results vary significantly from the state (see page 22).

- **Report 5**: **Writing Summary Report** – summarises group performances on Writing tasks for each Victorian Essential Learning Standards level (see page 23).

- **Report 6**: **School Summary Report** – displays results for student groups for each year from 2000 to 2006 across all available dimensions. Since 2006 is the first year that the VCAA has conducted AIM testing for Year 9, no data is available for Year 9 prior to 2006. (see page 24).

- **Report 7**: **Five-year Trend Data Report** – displays trend data for student groups linking performance across the five years for each dimension tested (see page 25). Since 2006 is the first year that the VCAA has conducted AIM testing for Year 9, no trend data is available for Year 9 prior to 2006.

- **Report 8**: **School Matched Group Comparison Report** – compares the results for students in a school who undertook the Year 9 test in 2006 with their results if they also undertook the test in Year 7 in 2004 (see page 26).

- **Report 9**: **Student Comparison Report** – presents, in tabular format, the Standards level achievement of students for 2004 compared to 2006, for students who undertook the Year 7 test in 2004 and the Year 9 test in 2006 (see page 27).

- **Report 10**: **Student–School Comparison Report** – shows, for an individual student, Year 7 results in 2004 compared to Year 9 results in 2006. This report also shows the student's performance in 2004 and 2006 relative to other students in the state and other students in the school (see page 28).

- **Report 11**: **Student Ranking Comparison Report** – shows, for an individual student, the student's ranking relative to all other students in the state in Year 7 for 2004 compared to the student's ranking relative to all other students in the state in Year 9 for 2006 (see page 29).

Summary of reports availability

Report Number	Report Name	Year 3 Pencil & Paper	Year 5 Pencil & Paper	Year 7 Pencil & Paper	AIM Online	Year 9 Pencil & Paper
1	Student Achievement Levels Report	✔	✔	✔	✔	✔
2	Student Response Report	✔	✔	✔	✔	✔
3	Group Summary Report	✔	✔	✔	✔	✔
4	Short Answer Response Report	✔	✔	✔	✔	✔
5	Writing Summary Report	✔	✔	✔	✔	✔
6	School Summary Report	✔	✔	✔	✔	✔
7	Five–year Trend Data Report	✔	✔	✔	✔	✔
8	School Matched Group Comparison Report		✔			✔
9	Student Comparison Report		✔			✔
10	Student–School Comparison Report		✔			✔
11	Student Ranking Comparison Report		✔			✔

AIM 2006 Reports summary

Report name	Report function	Reporting criteria	Possible uses for report
1. Student Achievement Levels Report	Summarises Standards achievement levels for individual students by domain or dimension (reflects information on the parent reports). This can be in: • graphical format (box plots) • tabular format (lists numeric values). • the tabular format identifies students above and below the national benchmarks in Reading, Writing and Mathematics. However, no national benchmarks are available for Year 9 in 2006.	Reports for: • an individual student • a year level • individual classes • other groups of students such as girls, boys, LBOTE or ATSI students. Reports on: • Reading, Writing, Spelling and Mathematics.	• identify an individual student's general strengths and weaknesses at a glance • investigate the performances of individual students in domains or dimensions • summarise the information in the parent reports and can be provided to parents if a copy is required • compare the achievement levels of all students in a defined group in a particular dimension
2. Student Response Report	For pencil and paper tests, identifies correct and incorrect responses to individual items by each student in a group for each dimension. Summarises group performances on individual items.	Reports for: • an individual student • a year level • individual classes • other groups of students such as girls, boys, LBOTE or ATSI students. Reports on: • 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 (i.e. to compare the performance of girls and boys) • compare the percentage of students in the group with the percentage of students state-wide who correctly answered each item • analyse responses of individual students to diagnose students' understanding of particular concepts • help teachers explain the students' grasp of concepts to parents (parents may be given copies of their report for their own child)
3. Group Summary Report	Summarises results for groups of students in Reading, Writing, Spelling and Mathematics.	Reports for: • a year level • individual class. Reports on: • 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 status in each dimension

Report name	Report function	Reporting criteria	Possible uses for report
4. Short Answer Response Report	Summarises results of short-answer items for groups of students by dimension using percentage correct comparisons.	Reports for: • a year level • individual class • other groups of students such as girls, boys, LBOTE or ATSI students. Reports on: • Reading, Writing Conventions, Spelling, Measurement, chance and data, Space, Number and Structure.	• 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 status in each dimension.
5. Writing Summary Report	Summarises group performances on the centrally assessed Writing Test for each Standards level. Bar graphs show TCU, LSF and Spelling in Writing score distribution for the group.	Reports for: • a year level • individual class • other groups of students such as girls, boys, LBOTE or ATSI students. Reports on: • Writing Test scores.	• compare school scores and state-wide distributions for centrally assessed scores. • provide data in analysing student writing skills in Texts and Contextual understanding and Linguistic structures and features. • provide data on the level of Spelling skill demonstrated in student's writing • compare the progress of classes and identify strategies that might lead to improvements
6. School Summary Report	Displays state, 'like' school, and school results for a specified calendar year and year level. This report allows current data and data from the previous four years to be accessed; however, no data is available for Year 9 prior to 2006.	Reports for: • a year level • groups of students such as girls, boys, LBOTE or ATSI students. Reports on: • Reading, Writing, Spelling and Mathematics.	• compare the performance of Year 9 students relative to students in the state and students in 'like' schools • compare the performance of students in any one dimension relative to their performance in another dimension.
7. Five-year Trend data Report	Displays state, 'like' school, and school results across the current and previous four years. Also displays the difference between the school's mean score and the mean for students in 'like' schools. Selected Reporting Year allows current and previous four years for one dimension to be shown together. For Year 9, no data is available prior to 2006.	Reports for: • a year level • groups of students such as girls, boys, LBOTE or ATSI students. Reports on: • Reading, Writing, Spelling and Mathematics.	• compare the performance of different groups of students in any one dimension over a five-year period; however, no data is available for Year 9 prior to 2006 • investigate how the school's performance, relative to 'like' schools, is changing over time.

Report name	Report function	Reporting criteria	Possible uses for report
8. School Matched Group Comparison Report	Displays growth data for students in the state and school using students who undertook the Year 7 tests in 2004 and the Year 9 tests in 2006.	Reports for: • a year level • groups of students such as girls, boys, LBOTE or ATSI students. Reports on: • Reading, Writing, Spelling and Mathematics.	• compare the change in performance of the same cohorts of students between 2004 and 2006 (i.e. how did the performance of Year 7 students in 2004 compare to their performance now that they are in Year 9 in 2006) • investigate the rate of progress of a cohort of students over time relative to other students in the state
9. Student Group Comparison Report	Displays the Standards level of students for 2004 compared to 2006 for groups of students who undertook the Year 7 tests in 2004 and the Year 9 tests in 2006.	Reports for: • all students or • groups of students such as girls, boys, 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 Standards level, students who have made no improvement or have gone backwards. Reports on: • Reading, Writing, Spelling and Mathematics.	• identify groups of students that have made little progress between 2004 and 2006 so that the school may develop intervention programs to assist these students • identify groups of students that have made significant progress between 2004 and 2006 so that the school may develop appropriate extension programs for these students
10. Student-School Comparison Report	Displays growth data for students in the state and for individual students who undertook both the Year 7 tests in 2004 and the tests in Year 9 in 2006.	Reports for individual students compared to: • all students or • groups of students such as girls, boys, LBOTE or ATSI students. Reports on: • Reading, Writing, Spelling and Mathematics.	• determine the change in individual students' performance between 2004 and 2006 (i.e. how did the students' Year 7 2004 results compare to their performance now they are in Year 9 2006) • determine a student's rate of progress over time relative to other students in the state
11. Students Ranking Comparison Report	Displays an individual's percentile rank in 2004 and 2006 (for those students who undertook the Year 7 tests in 2004 and the Year 9 tests in 2006) relative to all other students in the state.	Reports for individual students compared to: • all students in the state. Reports on: • Reading, Writing, Spelling and Mathematics.	• determine the ranking of individual students (in either 2004 or 2006 and within either Reading, Writing, Spelling and Mathematics) relative to all other students in the state • establish individual student's ranking in 2004 and compare it to their ranking in 2006

Report 1: Student Achievement Level Report

This report provides data for individual students who completed Year 9 tests and reports on Reading, Writing, Spelling and Mathematics.

These reports 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. If the graphical radio button is selected, the report is printed as a graphic box-and-whisker representation, or if the Tabular radio button is selected, the report lists the numeric Standards levels achieved by each student in each dimension tested.

The Tabular report also indicates individual students above, below and close to the national benchmarks using the key: A = above national benchmark level, B = below national benchmark level, C = on or just above national benchmark level.

Please note that there are no national benchmarks available for Year 9 in 2006.

Example of Year 9 Student Achievement Level Report in graphical format:
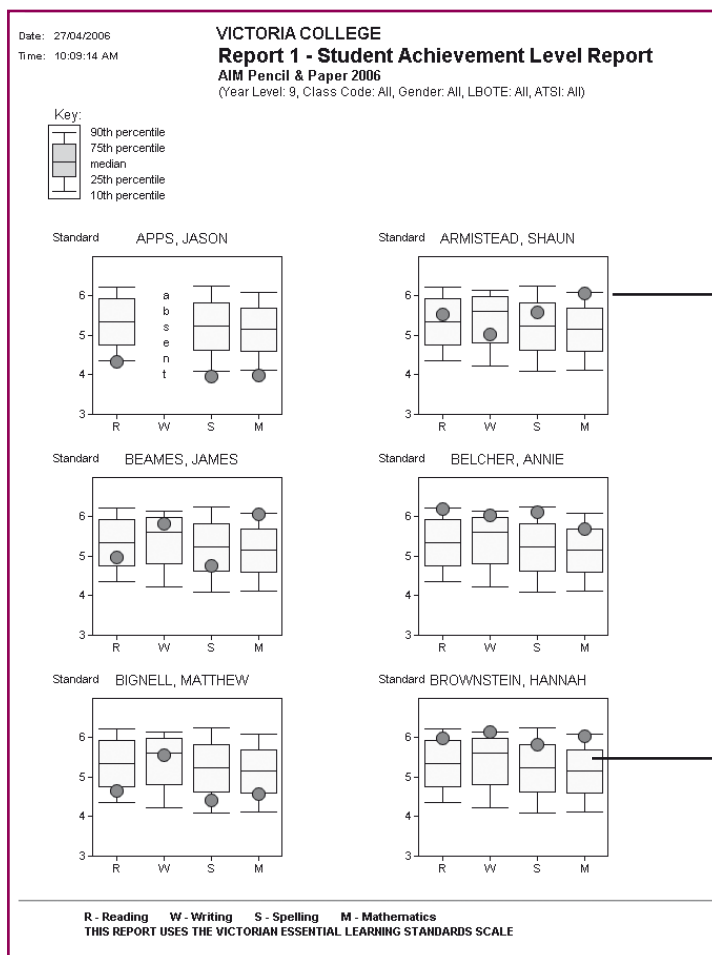
The student's Standards achievement level is indicated by the dark circle.

The box-and-whisker graph indicates the distribution of Standards achievements for all students in the state (see page 2).

Example of Year 9 Student Achievement Level Report in tabular format:

Date: 10/03/2006
Time: 5:44:14 PM

VICTORIA COLLEGE
Report 1 - Student Achievement Level Report
AIM Pencil & Paper 2006
(Year Level: 9, Class Code: All, Gender: All, LBOTE: All, ATSI: All)

There are no National Benchmarks available for Year 9

Student Name

	READING	NB	WRITING	NB	SPELLING	NB	MATHS	NB
APPS, JASON	4.3		*		4.0		4.0	
ARMISTEAD, SHAUN	5.5		5.0		5.6		6.1	
BEAMES, JAMES	5.0		5.8		4.8		6.1	
BELCHER, ANNIE	6		6.0		6.1		5.7	
BIGNELL, MATTHEW	4		5.6		4.4		4.6	
BROWNSTEIN, HANNAH	6		6.1		5.8		6.0	
CHISHOLM, JACQUELINE	5.5		5.3		4.9		5.5	
CREES, JESSICA	7.0		6.4		6.0		5.8	
CURRELL, SAM	4.9		4.4		4.8		6.0	
DOEVEN, LUKE	4.9		4.6		4.4		4.7	
DUYNHOVEN, BRENDAN	5.7		5.8		6.1		5.4	
FIMMEL, ERIN	4.3		4.2		4.8		4.4	
GUNN, LETITIA	5.2		5.8		5.1		6.1	
HANEGRAAF, VIVIEN	4.5		5.3		4.8		5.3	
HASSETT, NICHOLAS	*		*		*		*	
HINTUM, LEANNE	6.4		6.5		6.5		5.6	

(*) Student absent for the outcome.   Page: 1 of 2

NB = National Benchmark   A = above benchmark   B= below benchmark   C = on or just above benchmark

Example of Year 9 Student Achievement Level Report in graphical format:

Date: 10/03/2006
Time: 5:42:30 PM

VICTORIA COLLEGE
Report 1 - Student Achievement Level Report
AIM Pencil & Paper 2006
(Year Level: 9, Class Code: All, Gender: All, LBOTE: All, ATSI: All)

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

Standard   APPS, JASON

R - Reading   W - Writing   S - Spelling   M - Mathematics
THIS REPORT USES THE VICTORIAN ESSENTIAL LEARNING STANDARDS SCALE

Report 2: Student Response Report

This report provides data on individual students who completed Year 9 tests and reports on Reading, Writing, Spelling and Mathematics.

The report is a concise summary of each student'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 an individual student's report can also be provided to parents if they require further information about their child's results.

This report also indicates individual students above, below and close to the national benchmarks using the key: A = above national benchmark level, B = below national benchmark level, C = on or just above national benchmark level. Please note that there are no national benchmarks available for Year 9 in 2006.

The report for Writing includes the responses to the short-answer Writing Conventions items in the English Test (questions 49-57) as well as scores for the Writing Test. The report for Spelling includes Spelling (questions 35–48) and the score given for Spelling in the Writing Test. The Mathematics results are in two reports, one for Mathematics Test 1 and one for Mathematics Test 2.

Example of Student Response Report:

Benchmark comparison is shown in this column; however, there are no national benchmarks established for Year 9.

The student's score for the total number of correct items.

Note: Letters denoting an incorrect response (a, b, c, d) relate to the first, second, third and fourth options in multiple-choice questions. (See page 20 for label legends).

Multiple-choice responses in the tests 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

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

Date: 10/03/2006
Time: 5:45:59 PM

VICTORIA COLLEGE
Report 2 - Student Response Report
AIM Pencil & Paper 2006
(Year 9, Group: ALL, Class: All)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
Total Item Correct	41	42	43	34	39	39	24	35	40	37	25	31	36	29	14	30	29	17	33	21	19	16	11	2	21	33	21	11	18	22	6	22	20	22	14	29	19	27	12	15	9	21	10	
% Correct (Group)	95	98	100	79	91	91	56	81	93	86	58	72	84	67	33	70	67	40	77	49	44	37	26	5	49	77	49	26	42	51	14	51	47	51	33	67	44	63	28	35	21	49	23	
% Correct (State)	91	83	89	97	89	77	70	85	91	59	68	75	67	65	59	75	84	84	66	88	65	67	76	70	57	41	65	80	58	58	48	50	33	46	40	30	56	52	52	56	36	38	51	92

Number of students in group 43
Number of students absent for the test NA

Median Score Group	24.8	Mean Score Group	24.4	Standard Deviation Group	7.0
Median Score State	28	Mean Score State	27.9	Standard Deviation State	7.4

Students in this group have learnt the topics covered in these items well (70% - 100% correct)
Items   1,   2,   3,   4,   5,   6,   8,   9,   10,   12,   13,   16,   19,   27,

Students in this group are less familiar with the topics covered in these items (30% - 69% correct)
Items   7,   11,   14,   15,   17,   18,   20,   21,   22,   25,   26,   28,   30,   31,   33,   34,   35,   36,   37,   38,   39,   41,   43,

Students in this group have performed poorly with the topics covered in these items (0% - 29% correct)
Items   23,   24,   29,   32,   40,   42,   44,

√ = correct   x = incorrect   a,b,c,d,e or numbers = Incorrect response   (#) = cannot represent response   (-) = no response   (*) = absent from test
(^) = number correct   NB = National Benchmark   NA = Not Applicable   A = above benchmark   B = below benchmark   C = on or just above benchmark
See Reporting Guide for definitions of mean, median and standard deviation.
THIS REPORT USES THE VICTORIAN ESSENTIAL LEARNING STANDARDS SCALE.   Page: 4 of 4

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

SP = Spelling in Writing

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

NB = National Benchmark

A = above national benchmark level

B = below national benchmark level

C = on or just above the national benchmark level

Report 3: Group Summary Report

This report provides data on groups of students who completed Year 9 tests and reports on Reading, Writing, Spelling and Mathematics.

This report compares all students and subgroups of boys, girls, LBOTE or ATSI students with these same subgroups state-wide and in 'like' schools (see page 2 for a definition of 'like' schools).

Example of Group Summary Report:
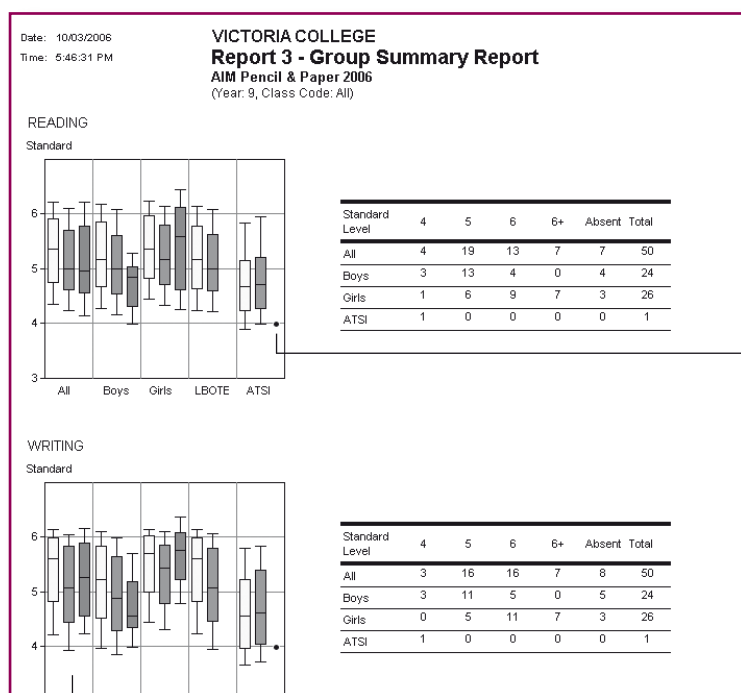
When the school group has fewer than ten members, the results are reported as a dot per student (may be superimposed if identical achievement).

- 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.

Report 4: Short Answer Response Report

This report provides data on the percentage of items successfully completed for Year 9 tests and reports on Reading, Writing Conventions, Spelling, Number, Measurement, chance and data, Space and Structure.

The Dimension Summary shows, for the selected group, the state and 'like' schools, the average score (expressed as a percentage) for each dimension assessed. This report contains a written message which details the dimension in which students at the school have achieved significantly different results from the state. A note will appear as a warning where the analysis has been done for groups with fewer than ten students.

Example of Short Answer Response Report:
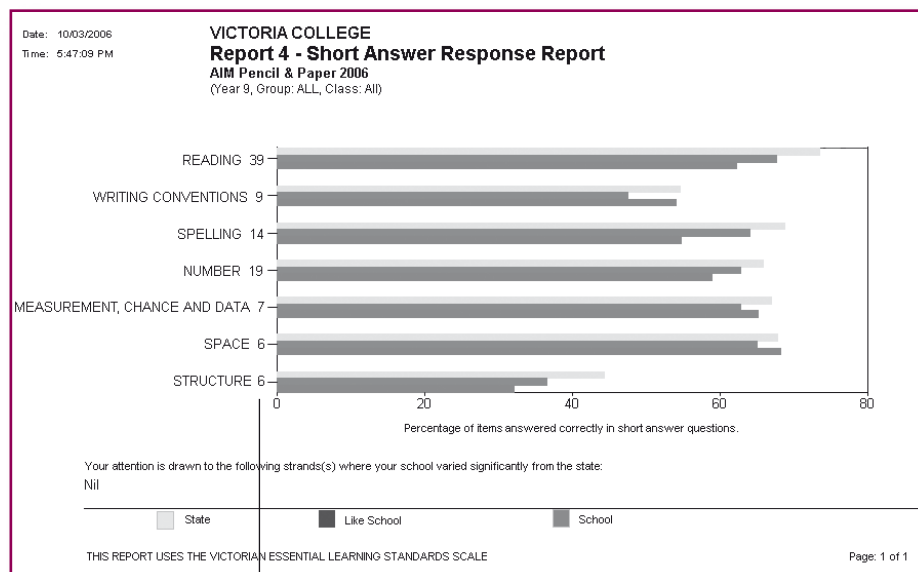
This figure shows the number of items that contribute to this report.

Report 5: Writing Summary Report

This report provides data on groups of students who completed Year 9 tests and reports on Writing (TCU and LSF) and Spelling in Writing.

This report is presented using bar graphs for Texts and Contextual understanding (TCU), Linguistic structures and features (LSF) and Spelling in Writing (SP). The frequency with which Standards levels were assigned to students within schools and across the state is shown.

The levels assigned are based directly on assessment criteria for the task which provide for the gradations within levels.

Example of Writing Summary Report:

Shows the frequency of results for each Standard level.

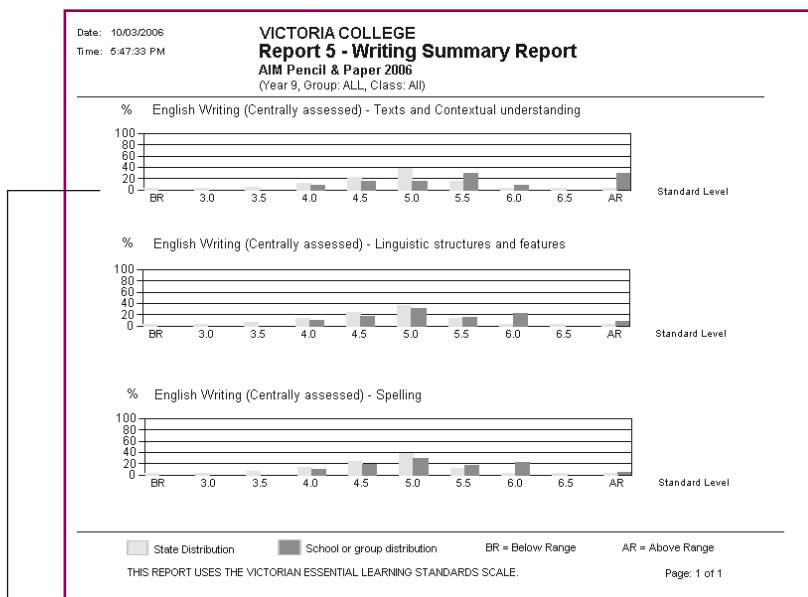| Legend	
AR	Above Standard level 6.5
BR	Below Standard level 3.0

Report 6: School Summary Report

This report provides data on groups of students who completed Year 9 tests and reports on Reading, Writing, Spelling and Mathematics.

This report shows summary results for students in Year 9 for the years 2006. 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 dimension relative to their performance in other dimensions. For Year 9, only results for 2006 are available.

Data is available in Reading, Writing, Spelling and Mathematics.

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.

Example of School Summary Report:

This table shows the distribution of results across the Standards levels in numeric form.

These graphs show the distribution of results across the Standards levels.
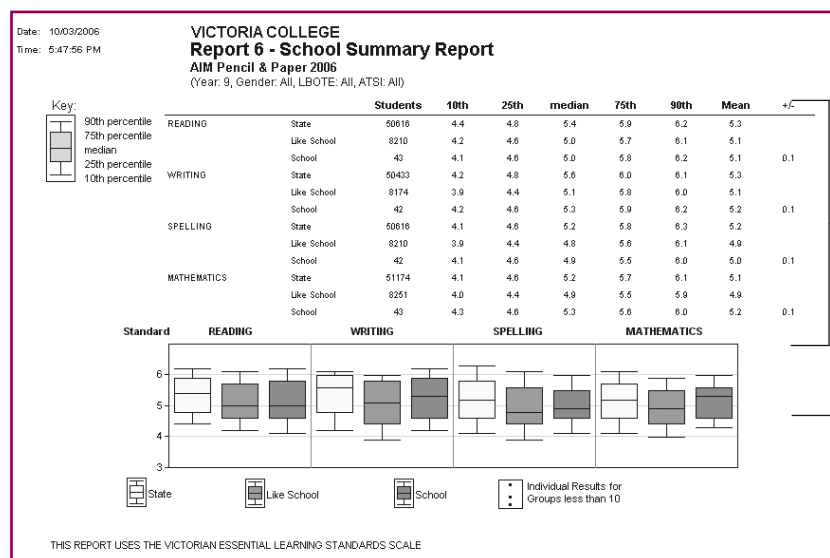
Report 7: Five-year Trend Data Report

This report provides data on groups of students who completed Year 9 tests and reports on Reading, Writing, Spelling and Mathematics.

This report shows summary results for students in Year 9 in the areas of Reading, Writing, Spelling and Mathematics. The report shows this data for the school, 'like' schools and the state. Data in this report also shows:

- 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 report is designed to reflect trends in results over time. For Year 9, no data is available prior to 2006.

Data is available in Reading, Writing, Spelling and Mathematics for Year 9 in 2006.

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

Example of Five-year Trend Data Report:
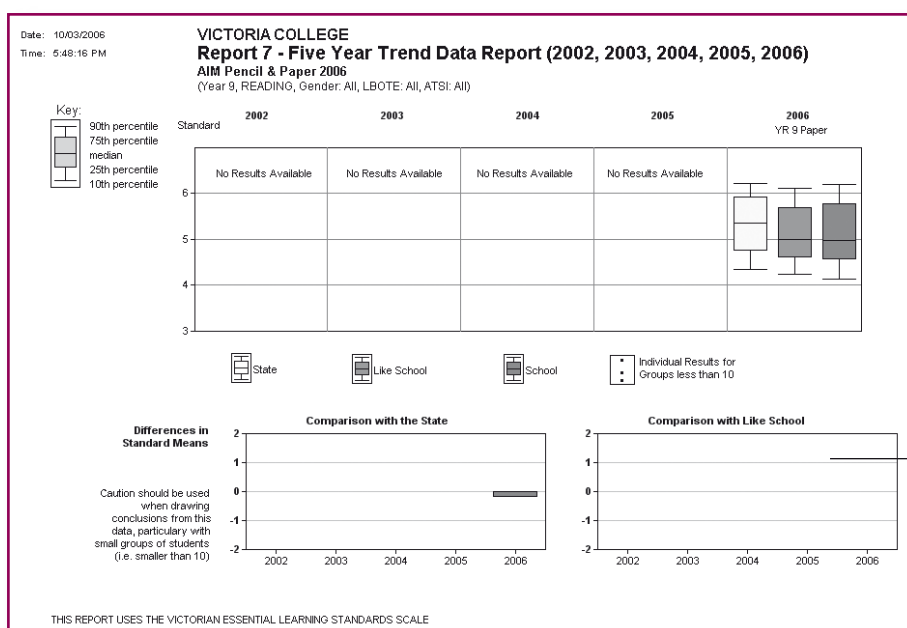
These graphs indicate the difference between the school average and the state and 'like' school averages.

Report 8: School Matched Group Comparison Report

This report provides data on groups of students who completed Year 9 tests and reports on Reading, Writing, Spelling and Mathematics.

This report shows the growth between 2004 and 2006 of students who undertook the Year 7 tests in 2004 and the Year 9 tests in 2006. 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 7 2004 and Year 9 2006 tests (referred to as 'matched school group' data).

These data are longitudinal in nature and are useful for comparing the change in performance of the same groups of students between 2004 and 2006 (i.e. how the performance of Year 7 students in 2004 compares to their performance now they are in Year 9 2006). Alternatively, these data are useful for investigating the rate of progress of a group of students over time, relative to other students in the state.

In the case where the school completed AIM Online Year 7 tests in 2004, this will be indicated in the report header. If a school completed both online and pencil and paper tests for Year 7 in 2004, the pencil and paper results will be used for comparison in this report.

Example of School Matched Group Comparision Report:

The first graph shows the distribution of results for all students in the state.

The second graph shows the distribution of results for all students who completed the test at the school.

The third graph shows the distribution of results for only those students who completed the test at the school in both Year 7 and Year 9.

Report 9: Student Comparison Report

This report provides data on individual students and groups of students who completed Year 9 tests and reports on Reading, Writing, Spelling and Mathematics.

This report tabulates the Standards level of individual students when they undertook the Year 7 tests in 2004 compared to their performance when they undertook the Year 9 tests in 2006. The report primarily lists the change between 2004 and 2006 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 2004 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 2004 and 2006. 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. Please note: Some students may not appear listed in this report. This report will only list the student that the system has been able to match to Year 7 results in 2004.

In the case where the school completed AIM Online Year 7 tests in 2004, this will be indicated in the report header. If a school completed both online and pencil and paper tests for Year 7 in 2004, the pencil and paper results will be used for comparison in this report.

Example of Student Comparison Report:

This table shows the average Standards level for the state and the 'like' school group.

This table shows the Standards level for students in Year 7 and, two years later, in Year 9.

Selection criteria filters

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 dimension (Reading, Writing, Spelling or Mathematics), or to an overall average result (all dimensions are added to determine this overall performance). Examples may include:

• top 10 per cent of students in Reading
• students who, on average across all dimensions, are in the bottom 15 per cent
• students who have improved by more than one Standards level in Number
• students who have improved by less than one Standards level in Reading.

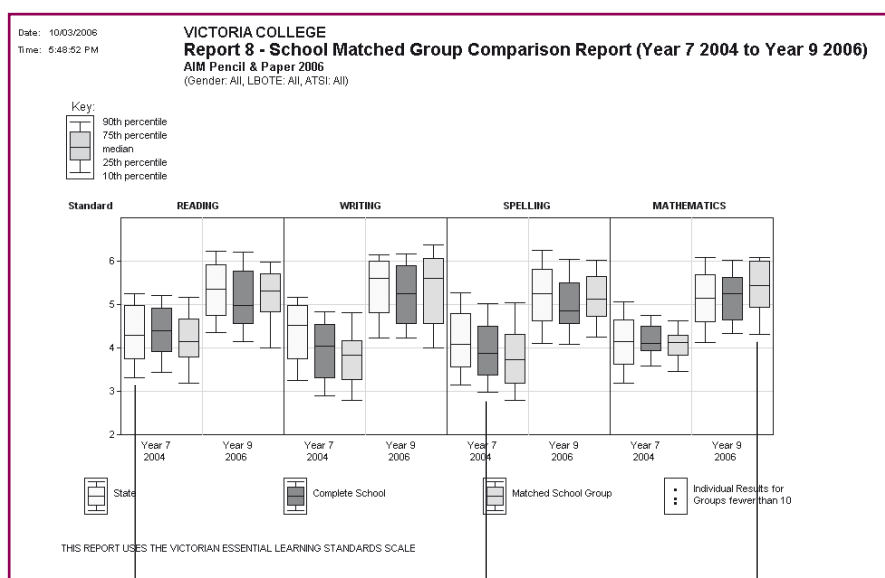# Report 10: Student–School Comparison Report

This report provides data on individual students who completed Year 9 tests and reports on Reading, Writing, Spelling and Mathematics.

This report shows the different achievement levels for individual students between 2004 and 2006. 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 2004 and 2006 (i.e. how the student's Year 7 performance in 2004 compares to their performance in 2006 now they are in Year 9). These data are also useful for determining a student's rate of progress over time relative to other students in the state.

In the case where the school completed AIM Online Year 7 tests in 2004, this will be indicated in the report header. If a school completed both online and pencil and paper tests for Year 7 in 2004, the pencil and paper results will be used for comparison in this report.

Example of Student–School Comparison Report:
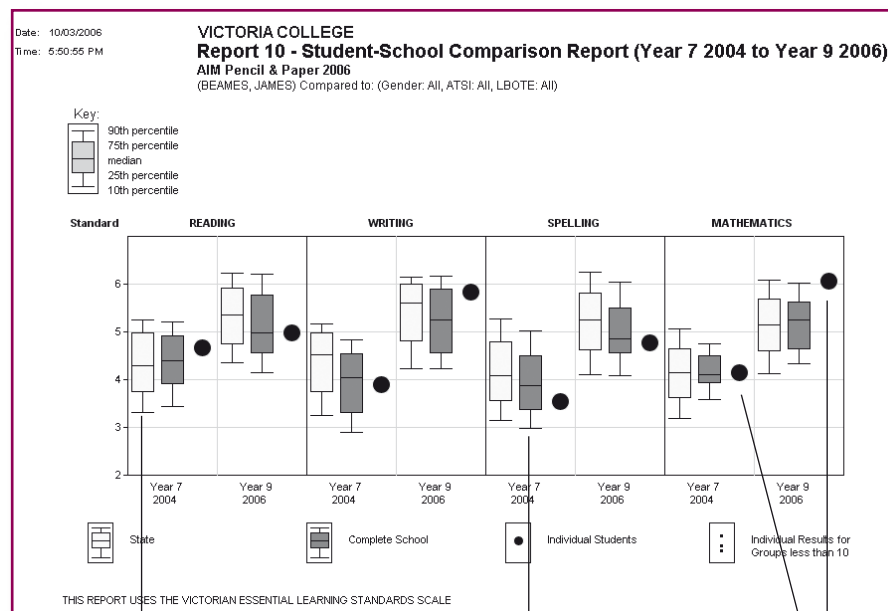
The first graph shows the distribution of results for all students in the state in a relevant year.

The second graph shows the distribution of results for all students who completed the test at the school in a relevant year.

The dots show the Standards level of the nominated student for tests in Year 7 and Year 9.

Report 11: Student Ranking Comparison Report

This report provides data on individual students who completed Year 9 tests and reports on Reading, Writing, Spelling and Mathematics.

This report shows an individual's percentile rank in 2004 and 2006 (for those students who undertook both the Year 7 tests in 2004 and the Year 9 tests in 2006) relative to all other students in the state.

These data are useful for determining the ranking of individual students (in either 2004 or 2006 and within Reading, Writing, Spelling or Mathematics), relative to all other students in the state. Alternatively, these data are useful for establishing an individual student's ranking in 2004 and comparing it to their ranking in 2006.

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

In the case where the school completed AIM Online Year 7 tests in 2004, this will be indicated in the report header. If a school completed both online and pencil and paper tests for Year 7 in 2004, the pencil and paper results will be used for comparison in this report.

Example of Student Ranking Comparison Report:
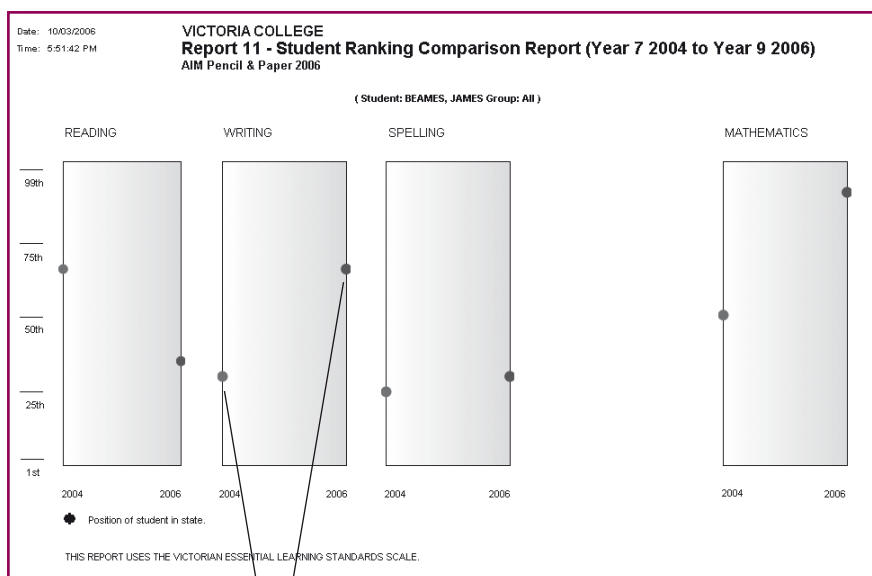
These dots show the percentile ranking of the nominated student relative to all other students in the state for the relevant years.

Interpretation of Results

The graphs and tables in the AIM Data Report have been constructed using data collected from over 50 000 Year 9 students in over 470 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 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.

Standards levels and growth

The average student should improve their level of achievement by about one Standards level over a two-year period. For example, a student working at a Standards level of 4.5 in August in Year 7 would be expected to be at about level 5.5 in August in Year 9. The rate of growth, however, will vary from student to student.

Schools should note that due to the different times of AIM testing, i.e. Year 7 in August 2004 and Year 9 in April 2006, it would not be expected that students have progressed a full Standards level since the Year 7 AIM test.

When looking at reports that compare groups of students within the state within one year level, it is important to remember that Standards Level 5 spans Year 7 and Year 8, so that 0.5 of a Standards 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 dimension 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 9 student may have been feeling ill on the day of the 2006 test and did not perform to his or her ability. This could produce a comparison report that indicated a Reading Level at Standards level 4.5 in Year 7 and a Reading Level at Standards level 4.9 in Year 9. This shows an improvement of only 0.4 of a Standards 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.

AIM Data Service – conversion to Victorian Essential Learning Standards

From Year 9 AIM 2006 reports, the AIM Data Service will report on the AIM State-wide Tests using the scale drawn from the Victorian Essential Learning Standards. Using this scale, students are expected to have achieved a Standards Level at the end of a period of learning, for example students are expected to achieve the Level 5 standard at the end of Year 8 and the Level 6 standard at the end of Year 10.

Using this example, any student's result between 5.1 and 5.9 indicates the student has achieved the Level 5 standard and is progressing towards the Level 6 standard.

In previous years, the AIM Data Service reports used a CSF scale that would have reported the same students as operating in CSF Level 6. A student receiving a 6.1 on the CSF scale would now be reported as 5.1 on the Standards scale.

This change is illustrated below in the table.

Standard levels	CSF Level Scores in AIM Reports using CSF	New Standard Level Scores in AIM Reports using the Standards
Level 1	1.0 to 1.9	0.1 to 1.0
Level 2	2.0 to 2.9	1.1 to 2.0
Level 3	3.0 to 3.9	2.1 to 3.0
Level 4	4.0 to 4.9	3.1 to 4.0
Level 5	5.0 to 5.9	4.1 to 5.0
Level 6	6.0 to 6.9	5.1 to 6.0
Above Level 6		6.1 to 6.9

This change has been applied to all historic data on the AIM Data Service so that results prior to 2006 previously expressed on the CSF scale have now been converted to the Standards scale. This will assist schools to readily compare the current year's performance with performance in previous years.

Section 3: Parent Reports

Parent reports are provided for each student who undertook the Year 9 tests and reports on Reading, Writing, Spelling and Mathematics.

The parent report includes four sections:

- a front page identifying the student and the school
- explanations of each part of the report, 'How to Read Your Child's Results'
- a report which shows individual student achievement for English (Reading, Writing and Spelling) and Mathematics, 'Your Child's Results at a Glance'
- a written description for each assessment which identifies the skills that students working at the levels reported are generally able to accomplish, 'What Your Child's Results Mean'.

Information in Languages Other Than English

To help parents from a Language Background Other Than English (LBOTE), explanations of each part of the report and the written descriptions are available in 14 community languages: Arabic, Bosnian, Chinese (Mandarin), Farsi/Persian, Hindi, Khmer, Samoan, Serbian, Sinhalese, Somali, Spanish, Tagalog, Turkish, and Vietnamese.

For copies of translations of parent reports, principals should access the AIM section of the VCAA website and follow links to the 'Parents' section.

Or visit at: www.vcaa.vic.edu.au/prep10/aim/parents

Parent Reports

Sample page 3 of the Parent Report

Student achievement is reported against the years of schooling, the expected level of achievement, the results achieved by the middle 80 per cent of students and the average score on the test. In the sample report on this page, student levels and State distributions do not necessarily reflect performance in the 2006 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 Standards level 5, a brief description of what is involved in Reading at that level would be presented.

These descriptions are printed in Appendix 2 of this publication.
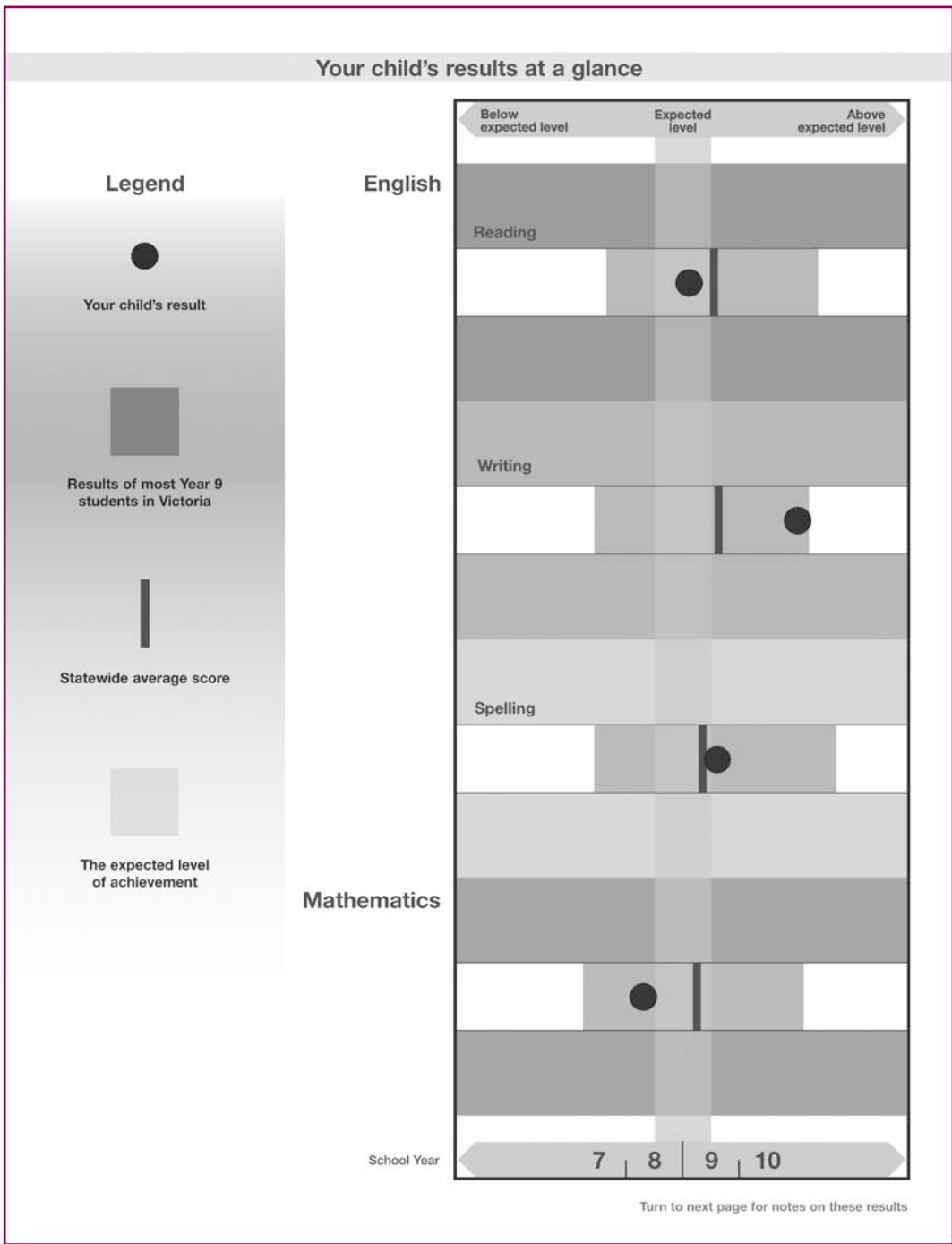
AIM Data Reports

The AIM Data Reports 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 State-wide Test 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.

It is important that the Parent Reports are delivered to parents in a timely manner as many are awaiting the results at the end of Term 2. The Parent Reports are confidential documents containing personal information about each student and how they compare to others within the school and across the State. Given the need for confidentiality the VCAA would ask schools to consider a direct mail out of results to their parent body or issuing them directly to parents, for example, through information nights or for collection from the school by parents. Any of these methods will mean that students will see their information only if parent/s wish them to.

Replacement of 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 Data Service Report.

Parent reports which carry an incorrect name as a result of incorrect information provided by the school may be replaced on request.

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, please refer to the contact details listed at the beginning of this guide (page iii).

Appendix 1: AIM 2006 Question Details

The following tables present for each question in the centrally assessed tests, a short description of the question, the correct answer and the curriculum area assessed as well as a description of the skill assessed. Letters denoting a correct response (A, B, C, D, E) relate to the first, second, third, fourth and fifth options in multiple-choice questions.

Year 9 English

Question number	Short Description	Correct answer	Curriculum area	Skill assessed
1	Unearth facts to build a story that will last	C	Reading	identify how attitudes are presented in a text
2	Unearth facts to build a story that will last	A	Reading	infer meanings in a text
3	Unearth facts to build a story that will last	B	Reading	make links between directly stated ideas in a text
4	Unearth facts to build a story that will last	C	Reading	infer meanings in a text
5	Unearth facts to build a story that will last	B	Reading	support interpretations with evidence from the text
6	Jaz and Gi-Gi	A	Reading	make links between directly stated ideas in a text
7	Jaz and Gi-Gi	A	Reading	make inferences about characters' motives
8	Jaz and Gi-Gi	B	Reading	locate directly stated information in a text
9	Jaz and Gi-Gi	D	Reading	make inferences about characters' qualities
10	Jaz and Gi-Gi	A	Reading	work out the meaning of phrases in context
11	Jaz and Gi-Gi	D	Reading	support interpretations with evidence from the text
12	Bacteria Talk	B	Reading	locate directly stated information in a text
13	Bacteria Talk	A	Reading	draw on knowledge of text organisation to interpret a text
14	Bacteria Talk	C	Reading	use contextual cues to interpret a text
15	Bacteria Talk	D	Reading	draw on knowledge of text organisation to interpret a text
16	Bacteria Talk	D	Reading	identify themes in a text
17	Volunteering	C	Reading	interpret the main purpose of a text
18	Volunteering	C	Reading	make links between directly stated ideas in a text
19	Volunteering	B	Reading	support interpretations with evidence from the text
20	Volunteering	D	Reading	analyse point of view in a text
21	Volunteering	D	Reading	interpret the main purpose of a text
22	Online Forum: Road Safety	C	Reading	support interpretations with evidence from the text
23	Online Forum: Road Safety	D	Reading	work out the meaning of words in context
24	Online Forum: Road Safety	A	Reading	synthesise information from different texts to draw conclusions
25	Online Forum: Road Safety	D	Reading	analyse point of view in a text

Year 9 English

Question number	Short Description	Correct answer	Curriculum area	Skill assessed
26	Online Forum: Road Safety	B	Reading	synthesise information from different texts to draw conclusions
27	Reading	C	Reading	identify how beliefs are presented in a text
28	Reading	D	Reading	work out the meaning of phrases in context
29	Reading	C	Reading	identify themes in a text
30	Reading	C	Reading	infer messages in a text
31	The Murray	B	Reading	work out the meaning of phrases in context
32	The Murray	C	Reading	infer meanings in a text
33	The Murray	C	Reading	infer character's feelings
34	The Murray	A	Reading	identify how language is used to represent places in different ways
35	unoticed	unnoticed	Spelling	spell relatively complex words of more than one syllable
36	genrally	generally	Spelling	spell relatively complex words of more than one syllable
37	impatiant	impatient	Spelling	spell relatively complex words of more than one syllable
38	fullfilled	fulfilled	Spelling	spell complex words of more than one syllable
39	appreceated	appreciated	Spelling	spell complex words of more than one syllable
40	fabulose	fabulous	Spelling	spell relatively complex words of more than one syllable
41	achievment	achievement	Spelling	spell complex words of more than one syllable
42	complemented	complimented	Spelling	spell complex words of more than one syllable
43	inadvertantly	inadvertently	Spelling	spell complex words of more than one syllable
44	Spelling error	B	Spelling	identify a spelling error in a list of complex words
45	Spelling error	D	Spelling	identify a spelling error in a list of complex words
46	Spelling error	C	Spelling	identify a spelling error in sentence
47	Spelling error	A	Spelling	identify a spelling error in sentence
48	Spelling error	C	Spelling	identify a spelling error in sentence
49	Grammar	B	Writing	use verb tenses
50	Punctuation	C	Writing	identify and use quotation marks
51	Grammar	B	Writing	use verb tenses
52	Writing style	A	Writing	identify language appropriate to purpose, audience and context
53	Grammar	C	Writing	identify and use verb tenses
54	Grammar	B	Writing	identify and use adverbs
55	Writing style	D	Writing	identify language appropriate to purpose, audience and context
56	Punctuation	B	Writing	use commas
57	Grammar	B	Writing	use paragraphs

Year 9 Mathematics – test 1

Question Number	Short Description	Correct Answer	Dimension	Skill Assessed
1	Missing number	A	Number	Create and complete number sentences
2	Smallest value	A	Number	Use place value and order decimals
3	Edges on a cube	D	Space	Identify edges, vertices and faces
4	Intersection of sets	18	Structure	Form and specify sets of numbers, objects, and shapes to specific criteria and conditions
5	Decimal subtraction	B	Number	Subtract decimal numbers
6	Scale factor	C	Space	Apply transformations to shapes
7	Daily car hire rate	A	Measurement, chance & data	Interpret displays showing association between bi-variate data
8	Car rates	C	Measurement, chance & data	Interpret displays showing association between bi-variate data
9	Fraction division	D	Number	Perform computations involving rational numbers
10	Congruent shapes	A	Space	Identify congruence in shapes and objects
11	Spinner and table	D	Measurement, chance & data	Identify probability as long-run relative frequency
12	Bearing	D	Space	Use contours, isobars, scales and bearings to specify location and direction
13	Shortest circuit	C	Space	Use network diagrams to specify relationships
14	Data on stemplot	145	Measurement, chance & data	Display uni-variate data in appropriate graphical form
15	Linear equation	8	Structure	Solve equations using tables, graphs and inverse operations
16	Reciprocal rule	C	Structure	Represent a function by a table of values, a graph or a rule
17	Logic diagram	C	Space	Use network diagrams to specify relationships
18	Probability table	C	Measurement, chance & data	Calculate probabilities for chance outcomes
19	Percentage calculation	B	Number	Perform computations involving proportions, percentages and ratios
20	Exponential equation	5	Structure	Solve equations by trial and error
21	Angles in isosceles triangle	D	Space	Apply angle properties of polygons
22	Scatterplot interpretation	B	Measurement, chance & data	Interpret displays showing association between bi-variate data
23	Parallel line angle sum	A	Space	Determine supplementary angles

Year 9 Mathematics – test 1

Question Number	Short Description	Correct Answer	Dimension	Skill Assessed
24	Composite areas	B	Measurement, chance & data	Use formulas to calculate the area of a composite shape
25	Median from bar graph	B	Measurement, chance & data	Calculate and interpret mean, median, mode and range
26	Compound decimal calculation	1.1	Number	Perform computations using multiple operations
27	Percentage estimation	C	Number	Perform computations involving proportions, percentages and ratios
28	Fraction calculation	B	Number	Represent rational numbers in fractional and decimal forms
29	Rational subtraction	31.7	Number	Perform computations involving rational numbers
30	Probability from spinner	D	Measurement, chance & data	Calculate probabilities for chance outcomes
31	Probability from two-way table	C	Measurement, chance & data	Calculate theoretical probabilities
32	Rational calculation	A	Number	Perform computations involving rational numbers
33	Decimal division estimation	B	Number	Use estimates for computations and determine status of estimation
34	Triangular prism calculation	A	Measurement, chance & data	Calculate the volume of a prism
35	Areas on grid	D	Measurement, chance & data	Estimate and measure area
36	Volume of a rectangular prism	B	Measurement, chance & data	Calculate the volume of a prism
37	Equivalent ratios	5, 11	Number	Recognise ratio as set:set and subset:set comparisons
38	Pythagoras calculation	12	Measurement, chance & data	Use Pythagoras' theorem to obtain side lengths of right triangles
39	Quadratic equation	4 or -4	Structure	Solve equations using tables, graphs and inverse operations
40	Surd simplification	A	Number	Perform computations involving irrational numbers

Year 9 Mathematics – test 2

Question Number	Short Description	Correct Answer	Dimension	Skill Assessed
1	Number of officials	1500	Number	Subtraction of positive whole numbers
2	Percentage of athletes	75	Number	Perform computations involving proportions, percentages and ratios
3	Tickets	6	Structure	Solve equations using tables, graphs and inverse operations
4	Circle point	circle (1960, 135)	Measurement, chance & data	Interpret uni-variate data displayed in graphical form
5	Draw point	draw (1980, 146)	Measurement, chance & data	Display uni-variate data in appropriate graphical form
6	Time conversion	125, 135	Measurement, chance & data	Convert between units of time
7	Incorrect number	40	Measurement, chance & data	Organise data using frequency tables or karnaugh maps
8	Ratio	A	Number	Perform computations involving proportions, percentages and ratios
9	Area of set square	96	Measurement, chance & data	Use formulas to calculate area of a polygon
10	Missing angle	53	Space	Apply angle properties of polygons
11	Shaded area	90	Measurement, chance & data	Use formulas to calculate the area of a composite shape
12	Scale factor	4	Space	Apply transformations to shapes
13	Angle a	135	Space	Determine allied (co-interior) angles
14	Side length	3	Space	Apply angle properties of polygons
15	Trapezium area	30	Measurement, chance & data	Use formulas to calculate area of a polygon
16	Triangle side	12	Measurement, chance & data	Use Pythagoras' theorem to obtain side lengths of right triangles
17	Square area	49	Measurement, chance & data	Use formulas to calculate the area of a composite shape

Appendix 2: Parent report descriptors by Standards level

English – Reading

Descriptions of general skills by Standards level

Standard level	Report descriptor
Level 1	Children with this result can generally use context and information about words, letters, combinations of letters and their sounds to make meaning and can use illustrations to extend meaning.
Level 2	Children with this result can generally read short stories and information with familiar content and a small amount of unfamiliar vocabulary. They can locate information, retell ideas in sequence, infer characters' feelings and interpret labeled diagrams.
Level 3	Children with this result can generally read and understand material such as simple novels and newspaper items. They can interpret the main idea and purpose of texts and are aware of how language is used to present information, characters and events in different ways. They can locate, select and record information from texts that contain some unfamiliar ideas.
Level 4	Children with this result can generally read and understand a wide range of printed and multimodal texts which may contain unfamiliar ideas and information. They can describe the purpose, organisation and point of view of informative texts and analyse the characterisation, setting and plot of stories.
Level 5	Children with this result can generally read and interpret printed and multimodal texts that present challenging themes and issues. They can support their interpretations with evidence from the texts and analyse how meanings and messages are conveyed. They can compare the presentation and ideas of different texts and identify cause and effect in informative texts.
Level 6	Children with this result can generally read and analyse contemporary and classical imaginative texts that explore personal and social issues. They understand that texts are shaped by the time, place and setting in which they are created. They can analyse and discuss informative and persuasive texts, synthesise information and compare and contrast features of different texts to draw conclusions.
Level 6+*	Children with this result generally demonstrate high-level competency when reading, analysing and interpreting a wide range of contemporary and classical texts. They understand the relevance of the themes and issues presented in personal and social terms, can compare and contrast informative and persuasive texts and draw conclusions based on a wide range of texts.

* 6+ represents a score that is above Level 6.

English – Writing

Descriptions of general skills by Standards level

Standard level	Report descriptor
Level 1	Children with this result can generally form letters correctly, use capital letters and full stops and write simple texts about their lives or other familiar topics.
Level 2	Children with this result can generally write short texts that have some related ideas about familiar topics. They put ideas and events in order and can link ideas in a variety of ways. They accurately use capital letters, full stops and question marks and can convey information to known audiences.
Level 3	Children with this result can generally write several ordered paragraphs using a variety of sentence types, correct verb tenses and punctuation to support meaning. They use supporting details when expressing points of view and write stories which include characters, setting and plot. They include information appropriate to their audience.
Level 4	Children with this result can generally write a variety of texts for different audiences and purposes. They use a variety of sentence structures, a range of vocabulary and use punctuation accurately. They begin to use effective description and simple comparisons in their writing and can identify parts of speech such as nouns and adjectives.
Level 5	Children with this result can generally write texts for different purposes such as speculating, persuading and reflecting. They write extended narratives with well developed storylines and characterisation, arguments to support a point of view and reports on challenging issues. They use a wide range of punctuation accurately and can control grammatical features of their writing such as verb tenses.
Level 6	Children with this result can generally write extended narratives and persuasive texts that deal with complex issues. They control the language features of their writing to present different perspectives, and can use a range of techniques to convince readers to accept particular views of people, events and ideas. Their writing is accurately punctuated and grammatically sound.
Level 6+*	Children with this result generally demonstrate high-level competency when writing texts that are intended to entertain, inform, challenge or persuade their audience. They shape their writing carefully to suit their purpose and can produce texts that explore complex themes. Their writing is accurately punctuated and grammatically sound.

* 6+ represents a score that is above Level 6.

English – Spelling

Descriptions of general skills by Standards level

Standard level	Report descriptor
Level 1	Children with this result can generally spell frequently used words such as 'the' and 'do' and a limited range of simple one- and two-syllable words such as 'will' and 'going'.
Level 2	Children with this result can generally spell frequently used words such as 'take' and 'under' accurately. They make use of known spelling patterns and make plausible attempts at unfamiliar words.
Level 3	Children with this result can generally spell most one- and two- syllable words with regular spelling patterns such as 'found' and 'growing', frequently used words with less regular spelling patterns such as 'friend' and 'because'. They use sound and visual patterns when attempting to spell unfamiliar words.
Level 4	Children with this result can generally spell most one- and two-syllable words with commonly seen spelling patterns such as 'sadness', 'caught' and 'although'. They use a range of approaches to spelling and can apply knowledge of visual and sound patterns when attempting more complex and unfamiliar words.
Level 5	Children with this result can generally spell common words and a range of less frequently used words such as 'glimpsed' and 'knowledge'. They use their understanding of sounds and word meaning when attempting complex words such as 'guarantee' and 'ancient' and can generally proofread and correct spelling errors.
Level 6	Children with this result can generally spell most words in their vocabulary including technical terms and less frequently used words such as 'equipment', 'vacuum' and 'socially'. They use their knowledge of sound and word meaning when attempting more difficult words such as 'exhaustion' and 'aeronautical' and can generally proofread and correct spelling errors.
Level 6+*	Children with this result generally demonstrate high-level competency when spelling a significant range of sophisticated words and technical terms such as 'chronology' and 'parallelogram'. Their work is generally free from spelling errors.

* 6+ represents a score that is above Level 6.

Mathematics

Descriptions of general skills by Standards level

Standard level	Report descriptor
Level 1	Children with this result can generally count to 20 and add and subtract by counting backwards and forwards. They identify some simple two and three dimensional shapes. They compare size, capacity and mass of objects and measure using informal units such as paces. They know the days of the week and collect and display information in simple formats.
Level 2	Children with this result can generally order numbers up to 1000, add and subtract two digit numbers and describe simple fractions. They recognise the features of most two- and three-dimensional shapes and describe position on simple maps and grids. They begin to use formal units for measuring and understand the calendar and tell time. They collect and display data and predict results of chance events.
Level 3	Children with this result can generally order whole numbers and decimals. They solve addition, subtraction, multiplication and division problems using whole numbers, simple decimals and fractions. They identify the features of lines and two- and three-dimensional shapes and locate positions on maps using grid references and compass directions. They use measuring instruments and appropriate units to measure objects, interpret timetables and read time displays. They carry out chance experiments, compare likelihood of everyday events and can display data in a variety of formats. They use number properties and devise simple number patterns.
Level 4	Children with this result can generally order positive and negative numbers on a number line, multiply and divide whole numbers and add and subtract decimals and fractions. They identify square, prime and composite numbers and understand factors. They use equivalent representations of common fraction (decimals, ratios and percentages. They classify shapes by features, and apply transformations such as enlargement. They use coordinates, scale and direction for location on maps and grids. They measure objects, time and angles accurately using metric units. They calculate probabilities for chance events, and interpret data displays. They identify relationships between variables.
Level 5	Children with this result can generally understand and calculate with equivalent fractions, factors, squares, square roots, ratio and indices. They construct and interpret two- and three-dimensional shapes, lines and angles, and use graphs to solve problems. They use rules to calculate area and volume. They calculate probabilities for simple and multiple event outcomes and use a variety of data displays and data measures. They investigate properties of linear and other simple functions and solve related equations using tables, graphs and algebra.

Standard level	Report descriptor
Level 6	Children with this result can generally interpret, represent and do calculations with rational numbers and some irrational numbers in a variety of forms. They use a range of functions and algebraic techniques, construct and interpret graphs, and solve related equations. They choose appropriate measurement units and formulas to calculate length, area and volume and operate with two- and three-dimensional shapes including circles and spheres. They calculate probabilities, carry out simulations and construct surveys. They use a range of techniques and strategies to interpret, verify and modify the reasoning used to solve problems.
Level 6+*	Children with these Mathematics results can generally demonstrate a high ability to work with numbers in a variety of forms. They use formulas to calculate length, area and volume and operate with two- and three-dimensional shapes including circles and spheres. They calculate probabilities and carry out simulations and construct surveys. They use a range of techniques and strategies to interpret, verify and modify the reasoning used to solve problems. They identify a variety of functions and their graphing features.

* 6+ represents a score that is above Level 6.

The VCAA provides curriculum and assessment for Prep to Year 12. It is a statutory body directly responsible to the Minister for Education and Training and serves government and non-government schools.