# 2007 reporting guide


## Achievement Improvement Monitor

## Data

Year 3, Year 5 and Year 7

Victoria
The Place To Be

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

ACHIEVEMENT IMPROVEMENT MONITOR
ASSESSMENT PROGRAM

# AIM 2007 STATE-WIDE TESTS

## REPORTING GUIDE – DATA

### YEAR 3, YEAR 5 AND YEAR 7

## AIM Helpdesk

A toll free telephone service operates to assist schools with queries about the AIM Years 3, 5, 7 and 9 testing. This service operates from 8:30 am to 5:00 pm Monday to Friday.

| | |
|---|---|
| **Freecall** | **1800 648 637** |
| **Fax** | **(03) 9225 2333** |
| **Email** | **vcaa.aim.help@edumail.vic.gov.au** |
| **Website** | **www.vcaa.vic.edu.au** |

## Dates for 2008 National Literacy and Numeracy Tests

| | |
|---|---|
| **National Tests Years 3, 5, 7 and 9** | 13–15 May |

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# Contents

# Introduction

The Achievement Improvement Monitor (AIM) program conducted in July/August 2007 assessed Years 3, 5 and 7 students in English (Reading, Writing and Spelling) and Mathematics (Measurement, chance and data; Number; Space and Structure).

Results from the AIM 2007 program are available for schools to access on the Internet on the AIM Data Service (via the VCAA website). Student and school results from all State-wide Tests from 2003 to 2007 are accessible to schools on this website. Schools must use their own unique login and security password to access their results.

The AIM Data Service website also contains a demonstration school with data for each level. The demonstration school is Victoria College and presents test results for Years 3, 5, 7 and 9. This demonstration can be accessed by using the User ID login: **VICCOLLEGE**, and the password: **DEMO**.

**Please note: 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 AIM 2007 tests.**

As in previous years, principals and classroom teachers are invited to attend professional development sessions where the AIM Data Reports will be demonstrated and explained.

The 2007 Professional Development sessions for the AIM Data Service will be conducted during October and November 2007. Information about the dates and venues are available on the VCAA website at: www.vcaa.vic.edu.au/prep 10/aim/teachers/index.html

## Privacy Statement

The Victorian Curriculum and Assessment Authority (VCAA) is committed to the protection of student information generated by the 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:

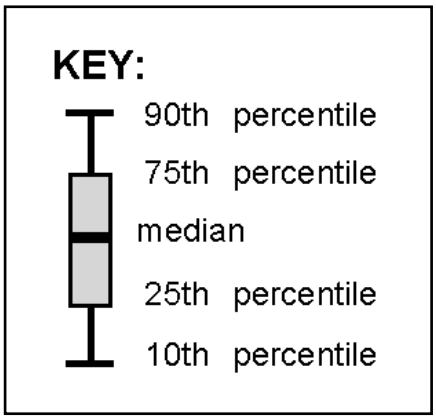
- covering letter to the principal containing the unique school login
- the *AIM 2007 State-wide Tests Reporting Guide – Data Year 3, Year 5 and Year 7*
- individual reports for parents of Years 3, 5 and 7 students (see Section 3, pages 33–34)
- parent pamphlets (*Parent Reports – Information for Parents*).

# 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.

### Median

The median or mid-score (50th percentile) is the value where half the scores are above it and half are 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 2007 '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 Early Childhood Development website at: 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

## Years 3 and 5

### Writing scores

There are three components scored to generate valid Writing scores:

- Teacher Assessed Writing Task
- Centrally Assessed Writing Test
- Language Conventions short-answer questions.

To be given a score for Writing, a student must complete at least the Centrally Assessed Writing Test or both the Teacher Assessed Writing Task and the Language Conventions short-answer questions.

### Spelling scores

There are three components scored to generate valid Spelling scores:

- Dictation in the Centrally Assessed English Test
- Editing in the Centrally Assessed English Test
- Spelling in the Centrally Assessed Writing Test.

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

### Mathematics scores

There are two components scored to generate valid Mathematics scores:

- Teacher Assessed Mathematics Task
- Centrally Assessed Mathematics Test.

To be given a score for Mathematics a student must complete at least the Centrally Assessed Mathematics Test.

*Note*: If a student has completed part of the assessment, but has not done enough to be given a score, the results for the component completed are still reported in the school results in Report 2.

## Year 7

### Writing scores

There are two components scored to generate valid Writing scores:

- Writing Test
- Language Conventions short-answer questions in the English Test.

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

### Spelling scores

There are two components scored to generate valid Spelling scores:

- Editing and short-answer questions in the English Test
- Spelling in the Writing Test.

To be given a score for Spelling a student must complete at least the editing and short-answer questions in the English Test.

### Mathematics scores

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. The national benchmark is represented by a vertical red line toward the left of each graph.

Further information regarding national benchmarks is contained in the *Parent Reports – Information for Parents* pamphlet.

# Section 1: AIM Data Service

## Access

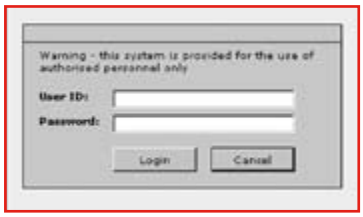
AIM student results and school data are available on the AIM Data Service website.

To access this website from an Internet browser go to the AIM Data Service website at: http://aimds.vcaa.vic.edu.au

This screen will appear:

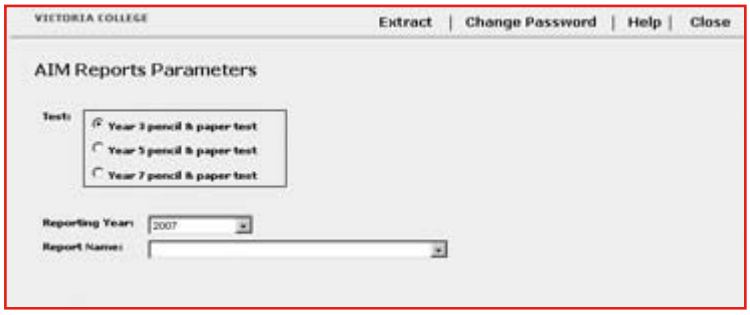

Click on 'AIM Data Service System Login'.

You will see the login screen:




Enter the school User ID and password.

The AIM Reports Parameters screen will appear:




***Note***: When a school logs on to the AIM Data Service, the 'AIM Reports Parameters' screen is customised according to that school.

The 'Tests' frame contains the tests undertaken by students at the logged in school (by year level and test type). For 2007, the 'Reporting Years' menu can include 2003, 2004, 2005, 2006 and 2007. The 'Report Name' menu contains the reports available to the logged in school. (See the 'Summary of reports availability' table (page 14) for an outline of which reports are available for each year level and test type.)

## Changing the password

The school 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*: Principals or their delegates should be the only personnel with authority to change the school password.

A password must consist of a minimum of six characters (no spaces) which includes one letter and one number. Passwords are case sensitive.

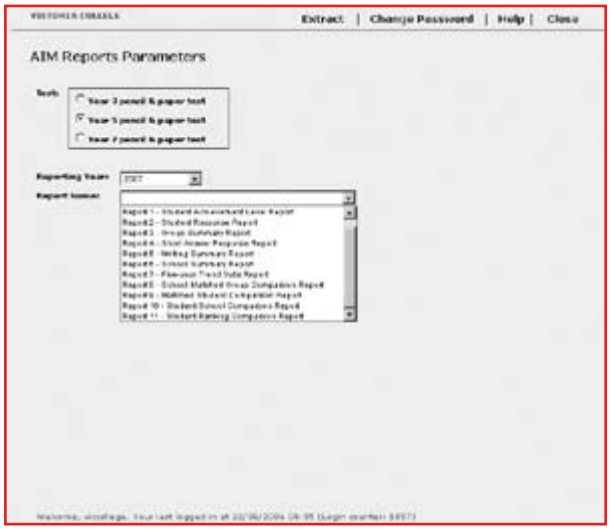
If a password is lost, the principal must contact the AIM Helpdesk on freecall 1800 648 637, or by email: vcaa.aim.help@edumail.vic.gov.au

## Accessing a report

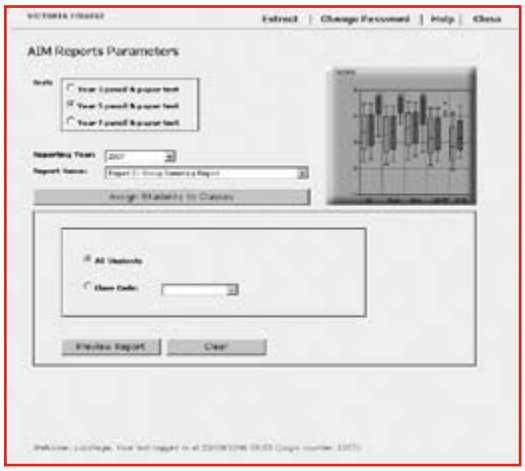
Start from the initial 'AIM Reports Parameters' screen (see page 7).

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

The selection criteria are additional options that can be accessed once the Report Name has been selected. The available selection criteria vary according to each specific report. Selection criteria include:

- **Group**

Reporting on specific students by gender, LBOTE and ATSI can be generated by selecting one or more of the optional radio buttons.

- **Class**

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 11 for details on how to assign students to classes.

- **Student**

Allows 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**

Allows the choice of all or one specific dimension/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**

The School Summary Report (Report 6) allows reporting on the current year and the four years previous to the Reporting Year initially selected. If 2007 is the selected Reporting Year then reports for 2003, 2004, 2005 or 2006 can be accessed by choosing from the 'Year' drop-down menu. Click on the down arrow and select the required year.

- **Filters**

The Matched 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 28 for further details).

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

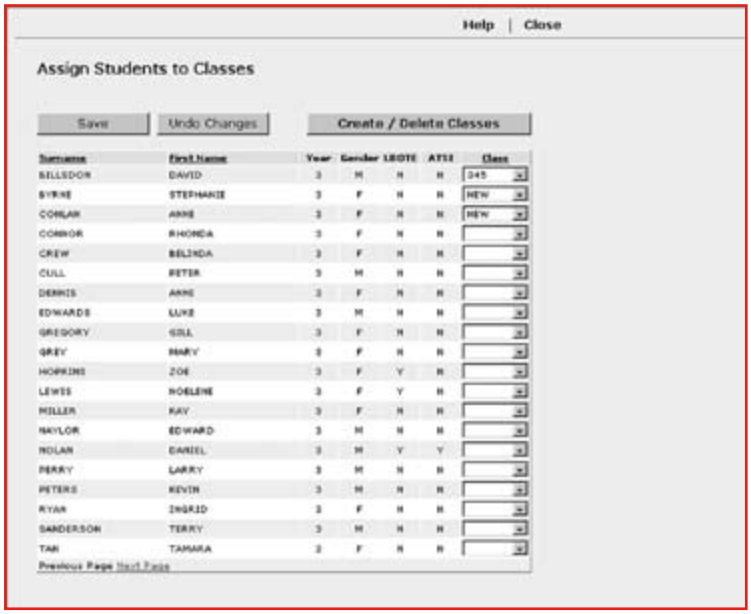
## Assign Students to Classes function

This function can be accessed from any of the first five 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.

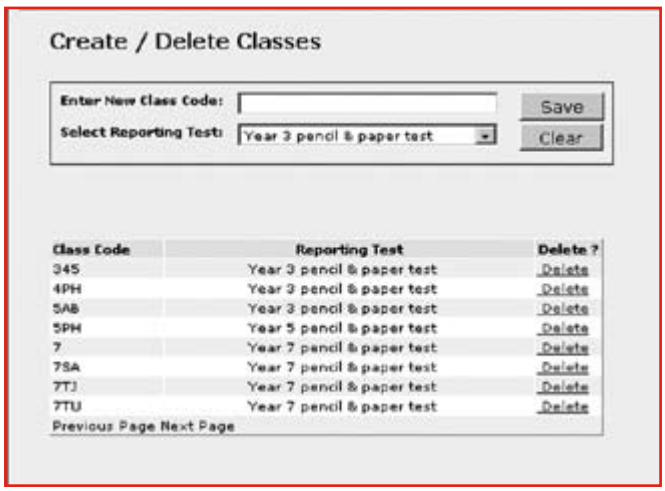
This screen will appear:




A list of 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.**

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 on the 'Delete' column next to the 'class code' column.



Click on 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. 3DK.

After the required class/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. 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.

The functions available from this screen are displayed on the top right of the screen:
**Preview All Pages I Print I Export I 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.

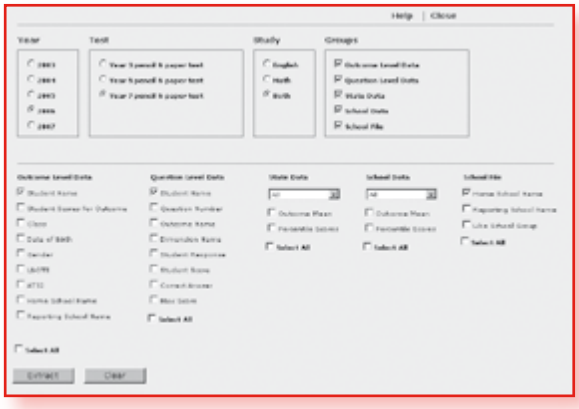
'Close' closes the 'Preview Reports' screen.

## Extract function

The AIM Data Service has an 'extract function' that enables schools to extract report data in a tabular format. The selected data is extracted into a comma separated values (CSV) file format that can either be saved as a MS Excel document or imported into MS Access for further analysis and charting.

Schools are able to extract data at both the school level and student level, and can also extract state means and percentiles for outcome scores.

The extract function can be accessed through the 'Extract' link located on the top right of the initial AIM Reports Parameter screen. The 'Extract' function screen is shown below. Instructions on how to run the extract function can be found in the online Help section within the AIM Data Service.



# 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 and Year 7 to Year 9 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 (labeled 1–11).

- **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 tabular formats (see pages 18–19).
- **Report 2**: ***Student Response Report*** – provides detailed information on results for either one student or for a group of students (see pages 20–21).
- **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 22).
- **Report 4**: ***Short Answer Response Report*** – summarises results for groups of students by dimension and shows where school results vary significantly from the state (see page 23).
- **Report 5**: ***Writing Summary Report*** – summarises group performances on the Writing Test for each Victorian Essential Learning Standards level (see page 24).
- **Report 6**: ***School Summary Report*** – displays results for student groups for each year from 2003 to 2007 across all available dimensions (see page 25).
- **Report 7**: ***Five-year Trend Data Report*** – displays trend data for student groups linking performance across the five years from 2003 to 2007 (or for 1999 to 2003 and 2000 to 2004) for each dimension tested (see page 26).
- **Report 8**: ***School Matched Group Comparison Report*** – compares the results for students in a school who undertook the Year 5 test in 2007 with their results if they also undertook the test in Year 3 2005 (see page 27).
- **Report 9**: ***Matched Student Comparison Report*** – presents, in tabular format, the Standards level achievement of students for 2005 compared to 2007 for students who undertook the Year 3 test in 2005 and the Year 5 test in 2007 (see page 28).
- **Report 10**: ***Student–School Comparison Report*** – shows, for an individual student, Year 3 results in 2005 compared to Year 5 results in 2007. This report also shows the student's performance in 2005 and 2007 relative to other students in the state and other students in the school (see page 29).
- **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 3 for 2005 compared to the student's ranking relative to all other students in the state in Year 5 for 2007 (see page 30).

## Summary of reports availability

| Report Number | Report Name | Year 3 | Year 5 | Year 7 | Year 9 |
|---|---|---|---|---|---|
| 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 | Matched Student Comparison Report | | ✔ | | ✔ |
| 10 | Student–School Comparison Report | | ✔ | | ✔ |
| 11 | Student Ranking Comparison Report | | ✔ | | ✔ |

*Note*: Reports for AIM online are also available for Reports 1–7 for the years in which it was conducted.

# AIM 2007 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).<br>This can be in:<br>• graphical format (box plots)<br>• for Years 3, 5 and 7, tabular format (lists numeric values). The tabular format identifies students above and below the national benchmarks in Reading, Writing and Mathematics. | Reports for:<br>• an individual student<br>• a year level<br>• individual classes<br>• other groups of students such as girls, boys, LBOTE or ATSI students.<br>Reports on Reading, Writing, Spelling, Mathematics and Number (Years 3 and 5). | • identify an individual student's general strengths and weaknesses at a glance<br>• investigate the performance of individual students in domains or dimensions<br>• summarise the information in the parent reports and provide to parents if a copy is required<br>• compare the achievement levels of all students in a defined group in a particular dimension |
| **2. Student Response Report** | Identifies correct and incorrect responses to individual items by each student in a group for each dimension. Summarises group performances on individual items.<br>For Years 3, 5 and 7, identifies students above and below the national benchmarks in Reading, Writing and Mathematics. | Reports for:<br>• an individual student<br>• a year level<br>• individual classes<br>• other groups of students such as girls, boys, LBOTE or ATSI students.<br>Reports on Reading, Writing, Spelling and Mathematics. | • identify for individual students, items answered correctly and incorrectly<br>• establish which students in the selected group are able to answer the question correctly<br>• identify class trends and areas of curriculum content which may need attention<br>• study the performance of groups item by item (i.e. to compare the performance of girls and boys)<br>• compare the percentage of students in the group with the percentage of students state-wide who correctly answered each item<br>• analyse responses of individual students to diagnose students' understanding of particular concepts<br>• help teachers explain the students' grasp of concepts to parents (parents may be given copies of the report for their own child) |
| **3. Group Summary Report** | Summarises results for groups of students in Reading, Writing, Spelling and Mathematics. | Reports for:<br>• a year level<br>• individual class.<br>Reports on Reading, Writing, Spelling, Mathematics and Number (Years 3 and 5). | • compare the results of students in the school, class or group with state results<br>• 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:<br>• a year level<br>• individual class<br>• other groups of students such as girls, boys, LBOTE or ATSI students.<br>Reports on Reading; Language conventions; Spelling; Measurement, chance and data; Space; Number; and Structure. | • compare the percentage of questions answered correctly by the selected group with the state or 'like' school where applicable<br>• 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 Teacher Assessed Writing Task (Years 3 and 5) and Centrally Assessed Writing Test for each Standards level.<br>Bar graphs show TCU, LSF and Spelling in Writing score distribution for the group. | Reports for:<br>• a year level<br>• individual class<br>• other groups of students such as girls, boys, LBOTE or ATSI students.<br>Reports on:<br>• Teacher Assessed Writing Task scores<br>• Centrally Assessed Writing Test scores. | • compare school scores and state-wide distributions for centrally assessed scores and teacher assessed scores (Years 3 and 5)<br>• provide data in analysing student writing skills in Texts and Contextual understanding, Linguistic structures and features and Strategies (Years 3 and 5)<br>• provide data on the level of Spelling skill demonstrated in student's writing<br>• 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.<br>This report allows current data and data from the previous four years to be accessed. | Reports for:<br>• a year level<br>• groups of students such as girls, boys, LBOTE or ATSI students<br>Reports on Reading, Writing, Spelling and Mathematics. | • compare the performance of either Year 3, Year 5 or Year 7 students in a specific year relative to students in the state and students in 'like' schools<br>• 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.<br>Selected Reporting Year allows current and previous four years for one dimension to be shown together. | Reports for:<br>• a year level<br>• groups of students such as girls, boys, LBOTE or ATSI students.<br>Reports on Reading, Writing, Spelling and Mathematics. | • compare the performance of different groups of students in any one dimension over a five-year period (i.e. how did the performance of Year 3 students in 2007 compare to Year 3 students in 2003, 2004, 2005, and 2006)<br>• 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**<br><br>Available for:<br>Year 5 | Displays growth data for students in the state and school using students who undertook the Year 3 tests in 2005 and the Year 5 test in 2007. | Reports for:<br>• a year level<br>• groups of students such as girls, boys, LBOTE or ATSI students.<br>Reports on Reading, Writing, Spelling and Mathematics. | • compare the change in performance of the same cohorts of students between 2005 and 2007 (i.e. how did the performance of Year 3 students in 2005 compare to their performance now that they are in Year 5 in 2007)<br>• investigate the rate of progress of a cohort of students over time relative to other students in the state |
| **9. Matched Student Group Comparison Report**<br><br>Available for:<br>Year 5 | Displays the Standards level of students for 2004 compared to 2006 for groups of students who undertook the Year 3 tests in 2004 and the Year 5 tests in 2007 for whom there are matched results from Year 3 2005. | Reports for:<br>• all matched students<br>• groups of students such as girls, boys, LBOTE or ATSI students<br>• specified ranking of students such as the top 10 per cent of students, bottom 15 per cent of students<br>• specified degrees of improvement (or lack of improvement) such as students who improved by no more than one standards level, students who have made no improvement or gone backwards.<br>Reports on Reading, Writing, Spelling and Mathematics. | • identify groups of students that have made little progress between 2005 and 2007 so that the school may develop intervention programs to assist these students<br>• identify groups of students that have made significant progress between 2005 and 2007 so that the school may develop appropriate extension programs for these students |
| **10. Student-School Comparison Report**<br><br>Available for:<br>Year 5 | Displays growth data for students in the state and for individual students who undertook both the Year 3 tests in 2005 and the tests in Year 5 in 2007. | Reports for individual students compared to:<br>• all students<br>• groups of students such as girls, boys, LBOTE or ATSI students.<br>Reports on Reading, Writing, Spelling and Mathematics. | • determine the change in individual students' performance between 2005 and 2007 (i.e. how did the students' Year 3 2005 results compare to their performance now they are in Year 5 2007)<br>• determine a student's rate of progress over time relative to other students in the state |
| **11. Students Ranking Comparison Report**<br><br>Available for:<br>Year 5 | Displays an individual's percentile rank in 2005 and 2007 (for those students who undertook the Year 3 tests in 2005 and the Year 5 in tests in 2007) relative to all other students in the state. | Reports for individual students compared to all students in the state.<br>Reports on Reading, Writing, Spelling and Mathematics. | • determine the ranking of individual students (in either 2005 or 2007 and within either Reading, Writing, Spelling and Mathematics) relative to all other students in the state<br>• establish individual student's ranking in 2005 and compare it to their ranking in 2007 |

## Report 1: Student Achievement Level Report

This report provides data for individual students who completed:

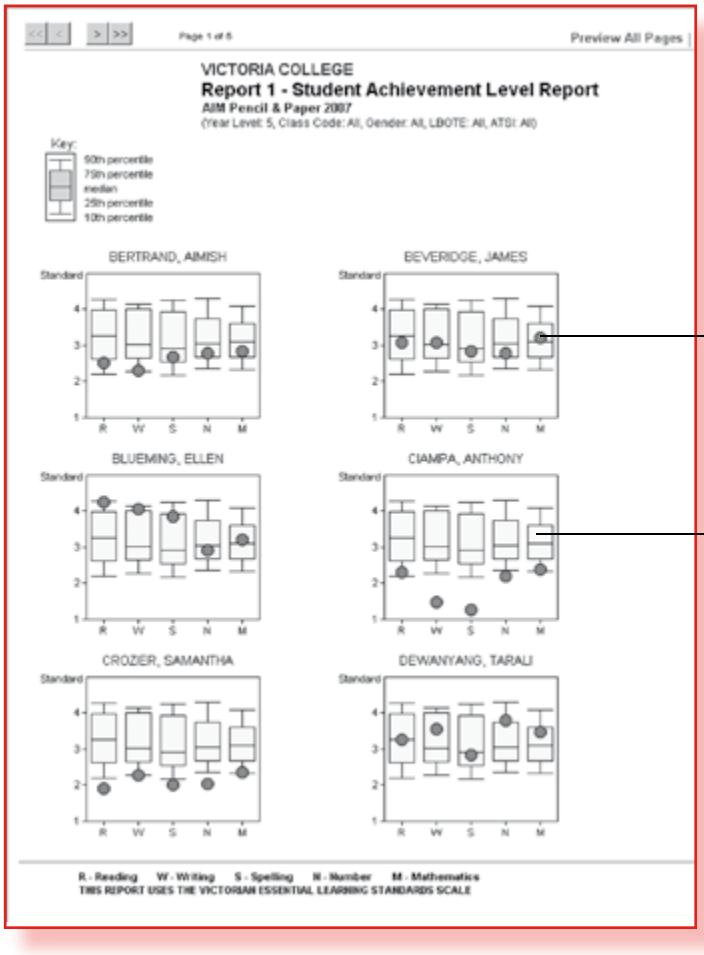
- **Year 3** Reading, Writing, Spelling and Mathematics
- **Year 5** Reading, Writing, Spelling and Mathematics
- **Year 7** Reading, Writing, Spelling and Mathematics

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.

The school can provide an individual student's report to parents if they require a copy.

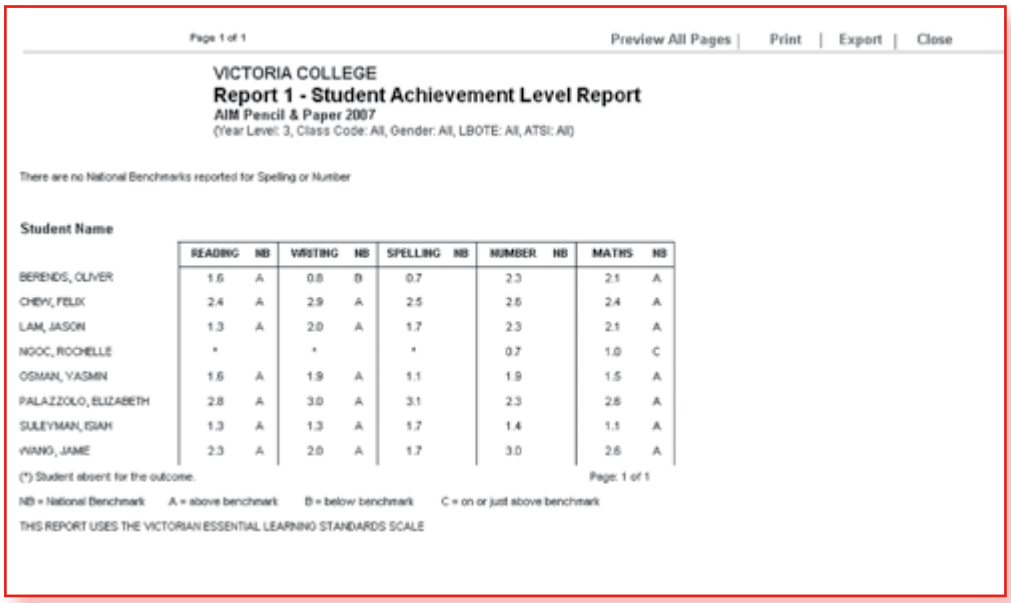
**Example of Year 5 Student Achievement Level Report in graphical format:**




The student's Standards achievement level is indicated by the dark circle.

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

**Example of Year 5 Student Achievement Level Report in tabular format:**



Page 1 of 1 Preview All Pages | Print | Export | Close

VICTORIA COLLEGE

**Report 1 - Student Achievement Level Report**

**AIM Pencil & Paper 2007**

(Year Level: 3, Class Code: All, Gender: All, LBOTE: All, ATSI: All)

There are no National Benchmarks reported for Spelling or Number

| Student Name | READING | NB | WRITING | NB | SPELLING | NB | NUMBER | NB | MATHS | NB |
|---|---|---|---|---|---|---|---|---|---|---|
| BERENDS, OLIVER | 1.6 | A | 0.8 | B | 0.7 | | 2.3 | | 2.1 | A |
| CHEW, FELIX | 2.4 | A | 2.9 | A | 2.5 | | 2.6 | | 2.4 | A |
| LAM, JASON | 1.3 | A | 2.0 | A | 1.7 | | 2.3 | | 2.1 | A |
| NGOC, ROCHELLE | * | | * | | * | | 0.7 | | 1.0 | C |
| OSMAN, YASMIN | 1.6 | A | 1.9 | A | 1.1 | | 1.9 | | 1.5 | A |
| PALAZZOLO, ELIZABETH | 2.8 | A | 3.0 | A | 3.1 | | 2.3 | | 2.6 | A |
| SULEYMAN, ISIAH | 1.3 | A | 1.3 | A | 1.7 | | 1.4 | | 1.1 | A |
| WANG, JAMIE | 2.3 | A | 2.0 | A | 1.7 | | 3.0 | | 2.6 | A |

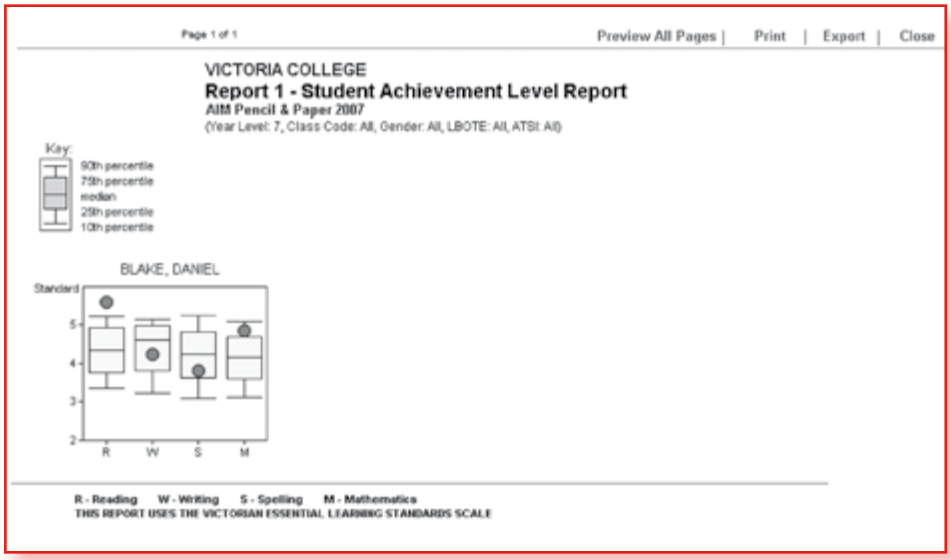
(*) Student absent for the outcome.

Page: 1 of 1

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

THIS REPORT USES THE VICTORIAN ESSENTIAL LEARNING STANDARDS SCALE

**Example of Year 7 Student Achievement Level Report in graphical format produced for one student:**



## Report 2: Student Response Report

This report provides data on individual students who completed:

- **Year 3** Reading, Writing, Spelling and Mathematics
- **Year 5** Reading, Writing, Spelling and Mathematics
- **Year 7** Reading, Writing, Spelling and Mathematics

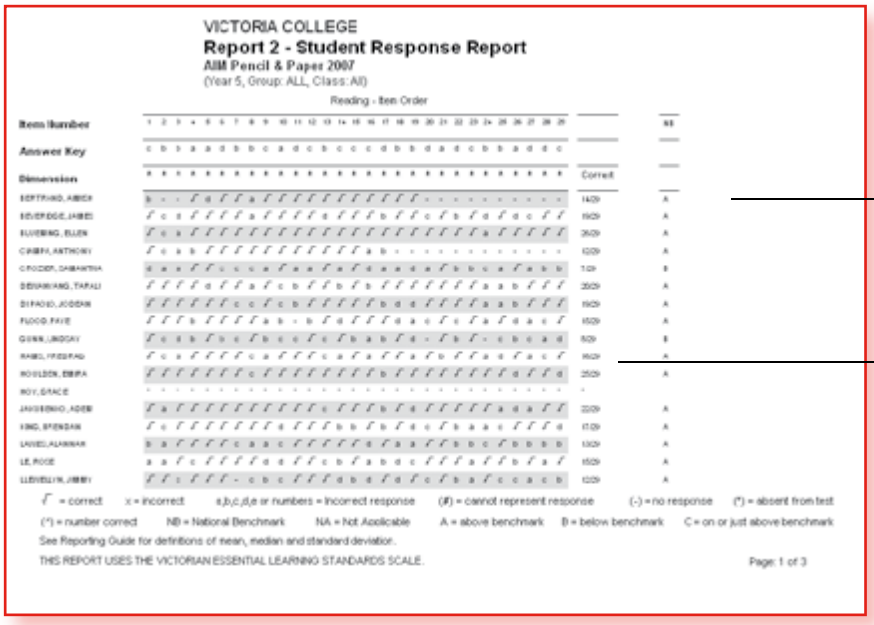
This report is a concise summary of each student's performance. It shows the items answered correctly and incorrectly and the total number of correct items in Reading, Writing, Spelling and Mathematics. This report can be printed for individuals or groups of students. An individual student's report can 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.

**For Years 3 and 5** the report for Writing includes responses to the short-answer language convention items in the Centrally Assessed English Test as well as the scores for the Teacher Assessed and Centrally Assessed Writing Test. The report for Spelling includes dictation, editing and the score given for Spelling in their Writing Test. The report for Mathematics also includes scores for the Teacher Assessed Mathematics Task.

**For Year 7** the report for Writing includes the responses to the short-answer language convention items in the English Test as well as scores for the Writing Test. The report for Spelling includes short-answer Spelling items, editing 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 Year 3 Student Response Report:


VICTORIA COLLEGE

Report 2 - Student Response Report

AIM Pencil & Paper 2007

(Year 5, Group: ALL, Class: All)

Reading - Item Order

Item Number

Answer Key

Dimension

Correct

NB

Benchmark comparison is shown in this column.

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

√ = 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: 1 of 3

*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 21 for label legends.)

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

○ A
○ B
○ C
○ D

**OR**

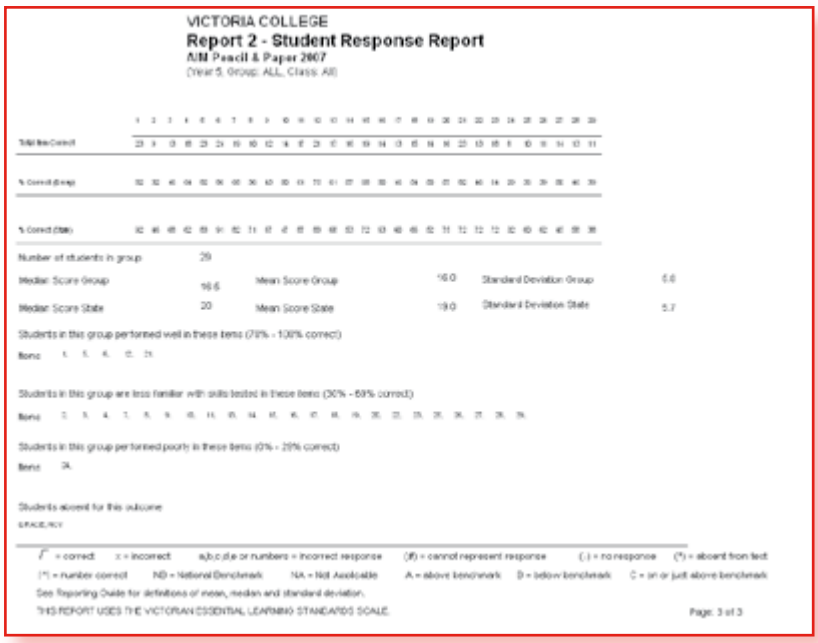
○ A ○ B
○ C ○ D

**OR**

○ A ○ B ○ C ○ D

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

**Example of Year 3 Student Response Report summary:**



VICTORIA COLLEGE
**Report 2 - Student Response Report**
**AIM Pencil & Paper 2007**
(Year 5, Group: ALL, Class: All)

Number of students in group 29
Median Score Group 16.5 Mean Score Group 16.0 Standard Deviation Group 6.0
Median Score State 20 Mean Score State 19.0 Standard Deviation State 5.7

Students in this group performed well in these items (70% - 100% correct)
Items 1, 5, 6, 12, 21

Students in this group are less familiar with skills tested in these items (30% - 69% correct)
Items 2, 3, 4, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 25, 26, 27, 28, 29

Students in this group performed poorly in these items (0% - 29% correct)
Items 24

Students absent for this outcome

✓ = 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 Available 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 3 of 3

## Legend

CT = Centrally Assessed Writing Texts and Contextual Understanding
CL = Centrally Assessed Writing 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 the Centrally Assessed Writing Test
T1 = Score 1 Mathematics Teacher Assessed Task
T2 = Score 2 Mathematics Teacher Assessed Task
T3 = Score 3 Mathematics Teacher Assessed Task
T4 = Score 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

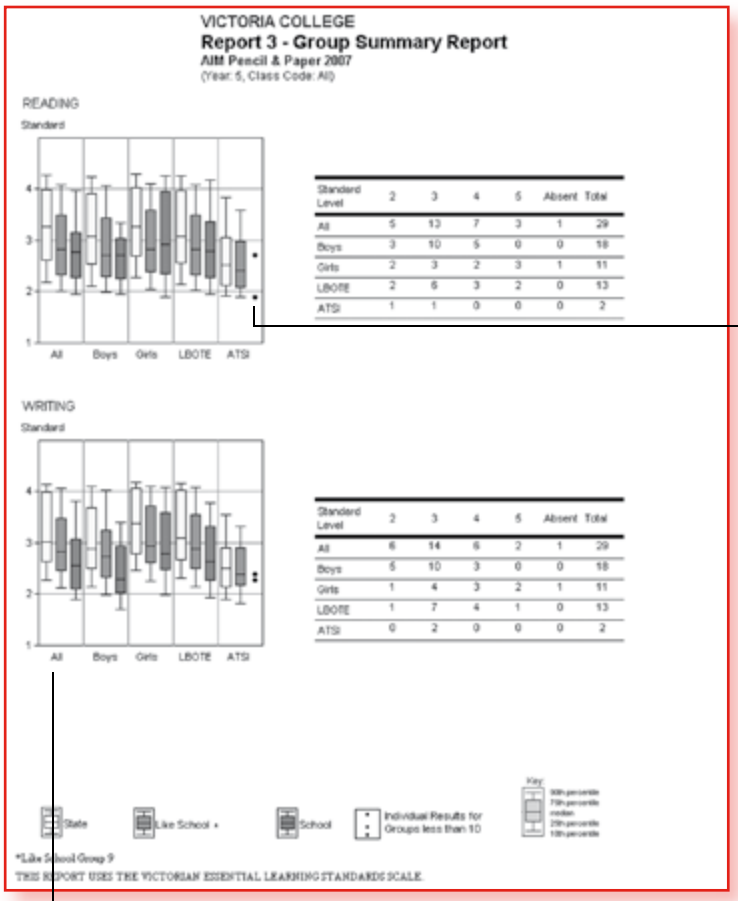
## Report 3: Group Summary Report

This report provides data on groups of students who completed:

- **Year 3** Reading, Writing, Spelling and Mathematics
- **Year 5** Reading, Writing, Spelling and Mathematics
- **Year 7** 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 Year 5 Group Summary Report:



VICTORIA COLLEGE

**Report 3 - Group Summary Report**

**AIM Pencil & Paper 2007**

(Year: 5, Class Code: All)

READING

Standard

| Standard Level | 2 | 3 | 4 | 5 | Absent | Total |
|---|---|---|---|---|---|---|
| All | 5 | 13 | 7 | 3 | 1 | 29 |
| Boys | 3 | 10 | 5 | 0 | 0 | 18 |
| Girls | 2 | 3 | 2 | 3 | 1 | 11 |
| LBOTE | 2 | 6 | 3 | 2 | 0 | 13 |
| ATSI | 1 | 1 | 0 | 0 | 0 | 2 |

All Boys Girls LBOTE ATSI

WRITING

Standard

| Standard Level | 2 | 3 | 4 | 5 | Absent | Total |
|---|---|---|---|---|---|---|
| All | 6 | 14 | 6 | 2 | 1 | 29 |
| Boys | 5 | 10 | 3 | 0 | 0 | 18 |
| Girls | 1 | 4 | 3 | 2 | 1 | 11 |
| LBOTE | 1 | 7 | 4 | 1 | 0 | 13 |
| ATSI | 0 | 2 | 0 | 0 | 0 | 2 |

All Boys Girls LBOTE ATSI

State Like School * School Individual Results for Groups less than 10

Key

*Like School Group 9

THIS REPORT USES THE VICTORIAN ESSENTIAL LEARNING STANDARDS SCALE.

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.

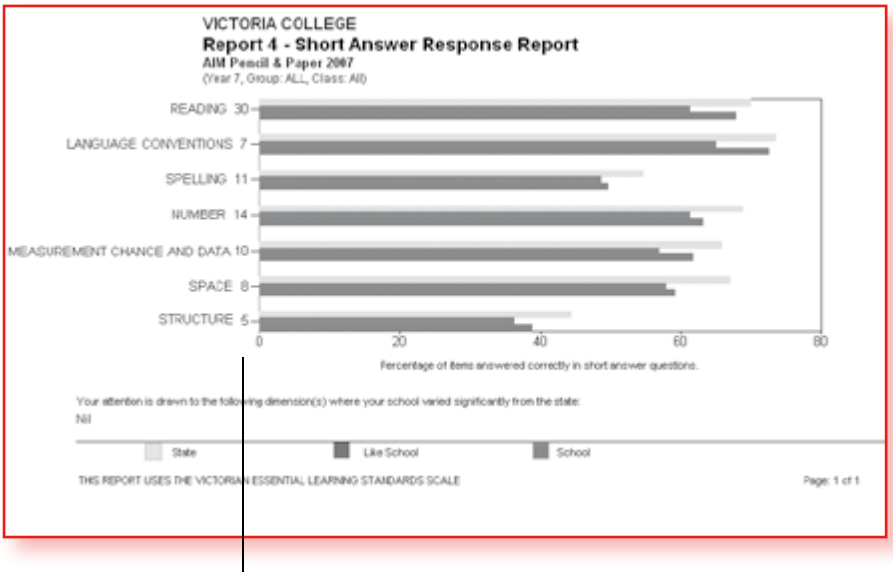
## Report 4: Short Answer Response Report

This report provides data on the percentage of items successfully completed for:

- **Year 3** Reading; Language Conventions; Spelling; Measurement, chance and data; Number; Space and Stucture
- **Year 5** Reading; Language Conventions; Spelling; Measurement, chance and data; Number; Space and Stucture
- **Year 7** Reading; Language Conventions; Spelling; Measurement, chance and data; Number; Space and Stucture

The Dimension Summary shows the average score (expressed as a percentage) for each dimension assessed and displays these results for the selected group, the state and the 'like' school group.

**Example of Year 7 Short Answer Response Report:**




This figure shows the number of items that contribute to this report.

## Report 5: Writing Summary Report

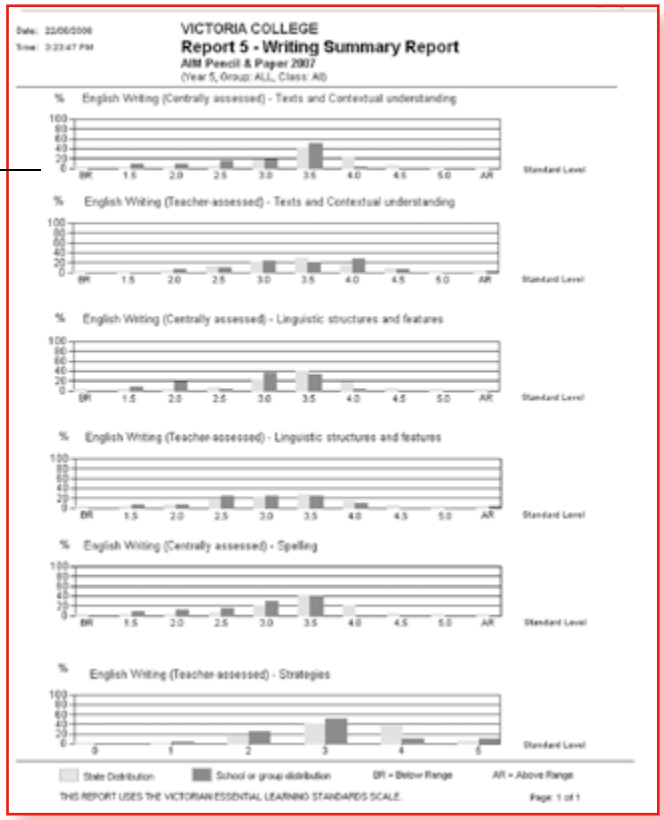
This report provides data on groups of students who completed:

- **Year 3** Writing (TCU and LSF) and Spelling in Writing
- **Year 5** Writing (TCU and LSF) and Spelling in Writing
- **Year 7** 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.

**For Years 3 and 5** this report includes results for the Teacher Assessed Writing Task as well as the Centrally Assessed Writing Test. This report enables a comparison between levels awarded by teachers at a specific school for the Teacher Assessed Writing Task with teachers across the state. It also compares student performance on the Teacher Assessed Writing Task with their performance on the Centrally Assessed Writing Test.

**Example of Year 5 Writing Summary Report:**




Shows the frequency of results for each Standards level.

**Legend**

| | | | |
|---|---|---|---|
| Year 3 | BR | 0.5 to 4 | AR |
| Year 5 | BR | 1.5 to 5 | AR |
| Year 7 | BR | 2.5 to 6 | AR |

| | |
|---|---|
| BR – Below Range | AR – Above Range |

## Report 6: School Summary Report

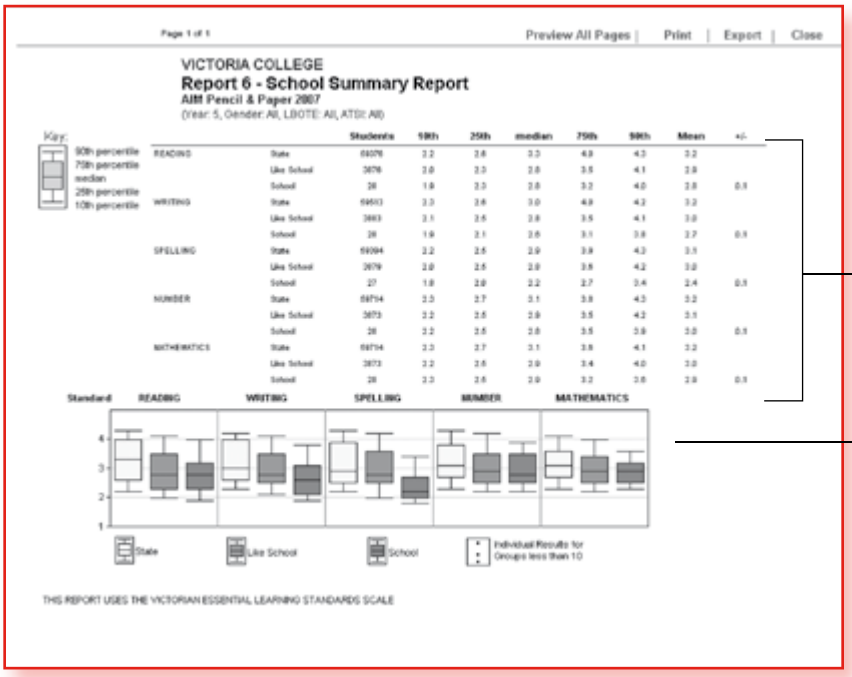
This report provides data on groups of students who completed:

- **Year 3** Reading, Writing, Spelling, Number and Mathematics
- **Year 5** Reading, Writing, Spelling, Number and Mathematics
- **Year 7** Reading, Writing, Spelling, Number and Mathematics

This report shows summary results for students in Year 3, Year 5 and Year 7 for the years 2003 to 2007. 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.

Data is available in Reading, Spelling, Writing and Mathematics (Years 3 and 5) for each of the years 2003 to 2007.

**Example of Year 5 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.

*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 received the same result.

## Report 7: Five-year Trend Data Report

This report provides data on groups of students who completed:

- **Year 3** Reading, Writing, Spelling, Number and Mathematics
- **Year 5** Reading, Writing, Spelling, Number and Mathematics
- **Year 7** Reading, Writing, Spelling, Number and Mathematics

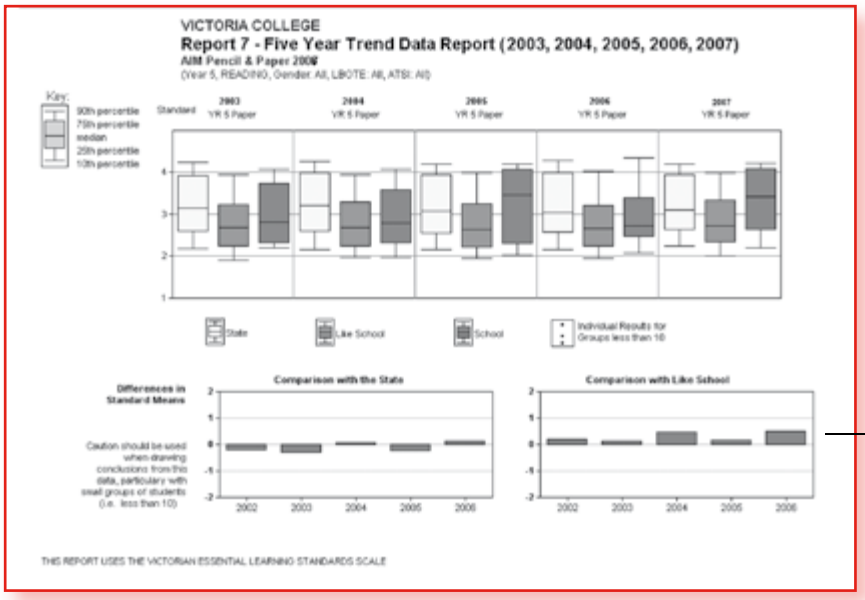
This report shows summary results for students in Year 3, Year 5 and Year 7 in the areas of Reading, Writing, Spelling, Mathematics and Number (Years 3 and 5). The report shows these data for the school, 'like' schools and the state. Data in this report also shows, for each year:

- the difference between a school's mean result and the state's mean result. For a definition of 'mean', see page 2
- the difference between a school's mean result and the mean of other schools in the school's 'like' school grouping, where applicable.

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

Data is available in Reading, Spelling, Writing, Mathematics and Number (Years 3 and 5) for each of the years 2003–2007.

### Example of Five-year Trend Data Report:




These graphs indicate the difference between the school average and the state and 'like' school averages.

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

## Report 8: School Matched Group Comparison Report

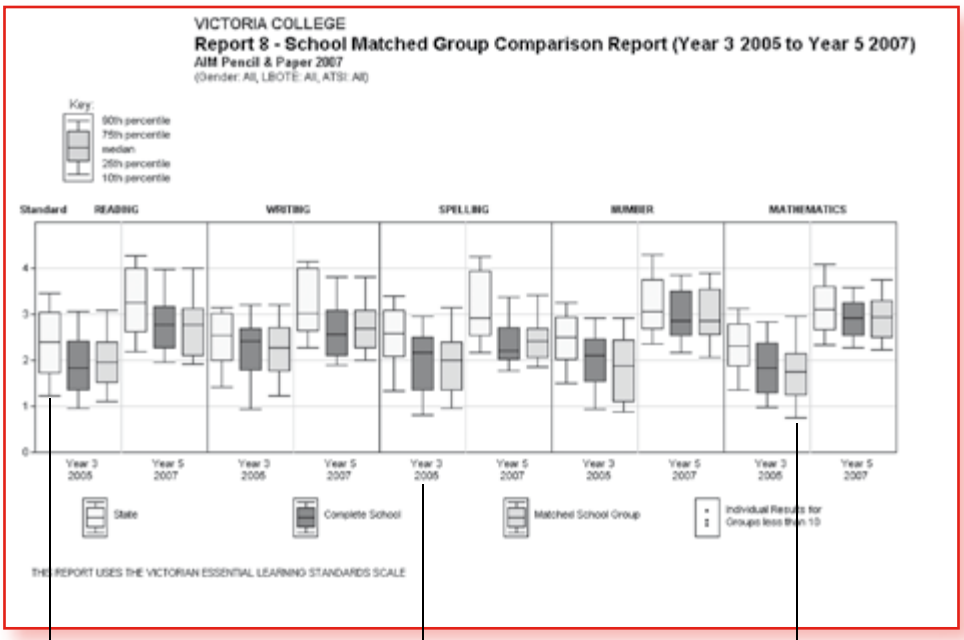
This report provides data on groups of students who completed:

- Year 5 tests and reports on Reading, Writing, Spelling, Number and Mathematics.

This report shows the growth between 2005 and 2007 of students who undertook the Year 3 tests in 2005 and the Year 5 tests in 2007. The report shows data for the state, for all students in the school at the time of testing (referred to as 'complete school' data), and for only those students who were present for both the Year 3 2005 and Year 5 2007 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 2005 and 2007 (i.e. how the performance of Year 3 students in 2005 compares to their performance now they are in Year 5 2007). 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.

**Example of School Matched Group Comparison 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 3 and Year 5.

## Report 9: Matched Student Comparison Report

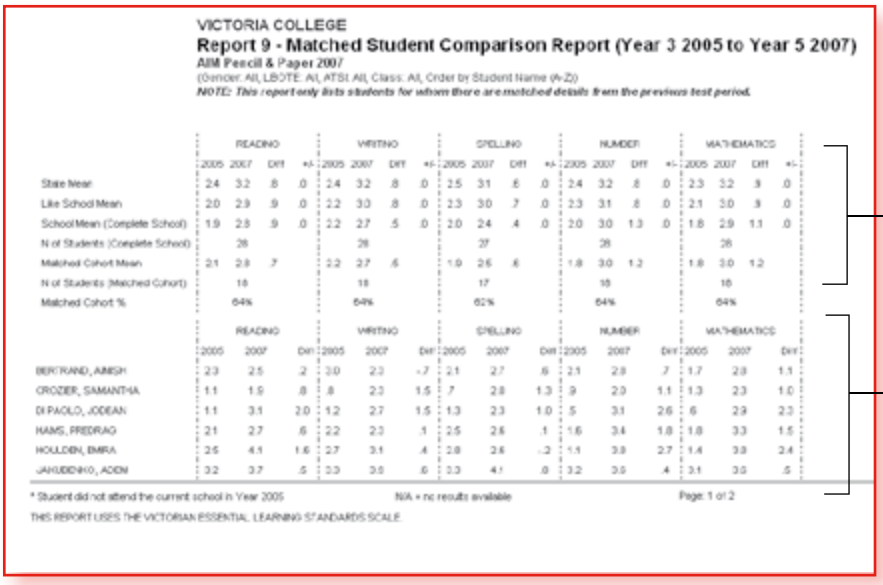
This report provides data on individual students and groups of students who completed Year 5 tests and reports on Reading, Writing, Spelling, Number and Mathematics.

This report tabulates the Standards level of individual students when they undertook the Year 3 tests in 2005 compared to their performance when they undertook the Year 5 tests in 2007. The report primarily lists the change between 2005 and 2007 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 2005 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 2005 and 2007. 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 students that the system has been able to match to Year 3 results in 2005.

**Example of Matched Student Comparison Report:**



VICTORIA COLLEGE

**Report 9 - Matched Student Comparison Report (Year 3 2005 to Year 5 2007)**

**AIM Pencil & Paper 2007**

(Gender: All, LBOTE: All, ATSI: All, Class: All, Order by Student Name (A-Z))

***NOTE: This report only lists students for whom there are matched details from the previous test period.***

| | READING | | | | WRITING | | | | SPELLING | | | | NUMBER | | | | MATHEMATICS | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2005 | 2007 | Diff | +/- | 2005 | 2007 | Diff | +/- | 2005 | 2007 | Diff | +/- | 2005 | 2007 | Diff | +/- | 2005 | 2007 | Diff | +/- |
| State Mean | 2.4 | 3.2 | .8 | .0 | 2.4 | 3.2 | .8 | .0 | 2.5 | 3.1 | .6 | .0 | 2.4 | 3.2 | .8 | .0 | 2.3 | 3.2 | .9 | .0 |
| Like School Mean | 2.0 | 2.9 | .9 | .0 | 2.2 | 3.0 | .8 | .0 | 2.3 | 3.0 | .7 | .0 | 2.3 | 3.1 | .8 | .0 | 2.1 | 3.0 | .9 | .0 |
| School Mean (Complete School) | 1.9 | 2.8 | .9 | .0 | 2.2 | 2.7 | .5 | .0 | 2.0 | 2.4 | .4 | .0 | 2.0 | 3.0 | 1.3 | .0 | 1.8 | 2.9 | 1.1 | .0 |
| N of Students (Complete School) | | 28 | | | | 28 | | | | 27 | | | | 28 | | | | 28 | | |
| Matched Cohort Mean | 2.1 | 2.8 | .7 | | 2.2 | 2.7 | .5 | | 1.9 | 2.5 | .6 | | 1.8 | 3.0 | 1.2 | | 1.8 | 3.0 | 1.2 | |
| N of Students (Matched Cohort) | | 18 | | | | 18 | | | | 17 | | | | 18 | | | | 18 | | |
| Matched Cohort % | | 64% | | | | 64% | | | | 63% | | | | 64% | | | | 64% | | |

| | READING | | | WRITING | | | SPELLING | | | NUMBER | | | MATHEMATICS | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2005 | 2007 | Diff | 2005 | 2007 | Diff | 2005 | 2007 | Diff | 2005 | 2007 | Diff | 2005 | 2007 | Diff |
| BERTRAND, AIMISH | 2.3 | 2.5 | .2 | 3.0 | 2.3 | -.7 | 2.1 | 2.7 | .6 | 2.1 | 2.8 | .7 | 1.7 | 2.8 | 1.1 |
| CROZIER, SAMANTHA | 1.1 | 1.9 | .8 | .8 | 2.3 | 1.5 | .7 | 2.0 | 1.3 | .9 | 2.0 | 1.1 | 1.3 | 2.3 | 1.0 |
| DI PAOLO, JODEAN | 1.1 | 3.1 | 2.0 | 1.2 | 2.7 | 1.5 | 1.3 | 2.3 | 1.0 | .5 | 3.1 | 2.6 | .6 | 2.9 | 2.3 |
| HAMS, FREDRAG | 2.1 | 2.7 | .6 | 2.2 | 2.3 | .1 | 2.5 | 2.6 | .1 | 1.6 | 3.4 | 1.8 | 1.8 | 3.3 | 1.5 |
| HOULDEN, EMIRA | 2.6 | 4.1 | 1.6 | 2.7 | 3.1 | .4 | 2.8 | 2.6 | -.2 | 1.1 | 3.8 | 2.7 | 1.4 | 3.8 | 2.4 |
| JAHUDDHIO, ADEN | 3.2 | 3.7 | .5 | 3.3 | 3.8 | .6 | 3.3 | 4.1 | .8 | 3.2 | 3.6 | .4 | 3.1 | 3.6 | .5 |

* Student did not attend the current school in Year 2005 N/A = no results available Page 1 of 2

THIS REPORT USES THE VICTORIAN ESSENTIAL LEARNING STANDARDS SCALE

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 3 and, two years later, in Year 5.

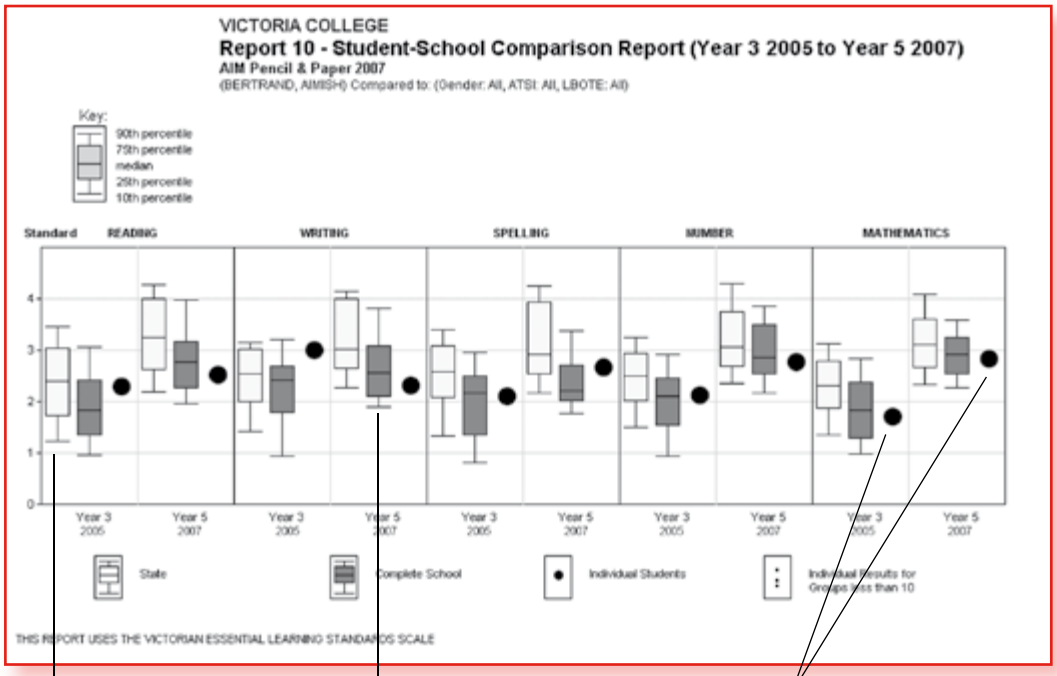
## Report 10: Student–School Comparison Report

This report provides data on individual students who completed Year 5 tests and reports on Reading, Writing, Spelling, Number and Mathematics.

This report shows the different achievement levels for individual students between 2005 and 2007. 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 2005 and 2007 (i.e. how the student's Year 3 performance in 2005 compares to their performance in Year 5 in 2007). These data are also useful for determining a student's rate of progress over time relative to other students in the state.

**Example of Year 5 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 3 and Year 5.

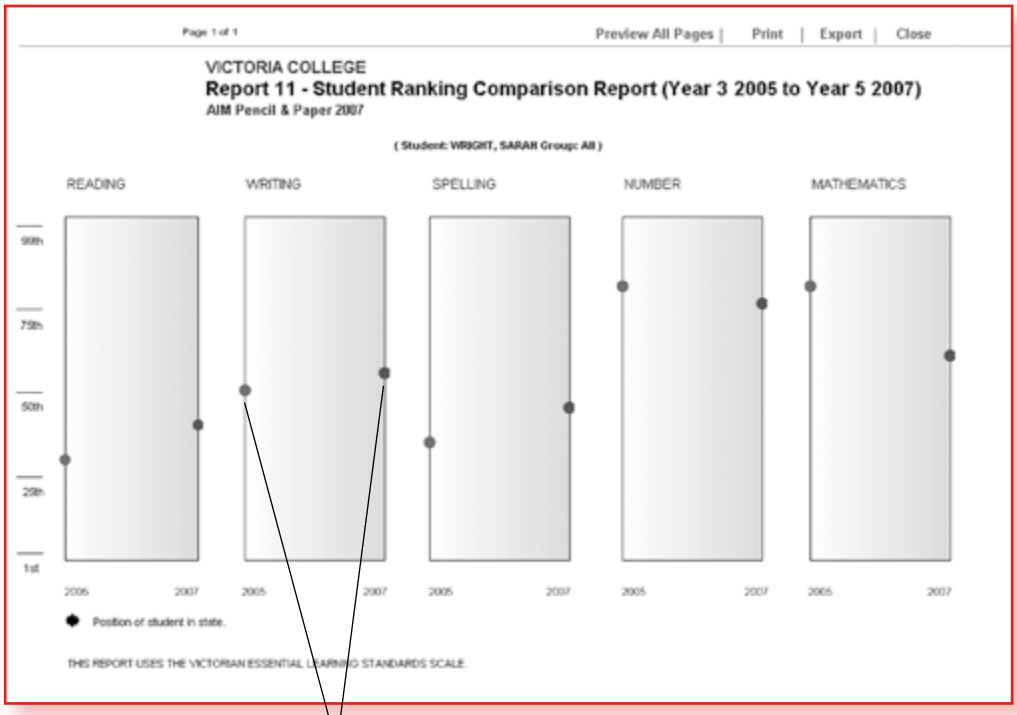
## Report 11: Student Ranking Comparison Report

This report provides data on individual students who completed Year 5 tests and reports on Reading, Writing, Spelling, Number and Mathematics.

This report shows an individual's percentile rank in 2005 and 2007 (for those students who undertook both the Year 3 tests in 2005 and the Year 5 tests in 2007) relative to all other students in the state.

These data are useful for determining the ranking of individual students (in either 2005 or 2007 within Reading, Writing, Spelling, Number or Mathematics), relative to all other students in the state. Alternatively, these data are useful for establishing an individual student's ranking in 2005 and comparing it to their ranking in 2007.

**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

All data on the AIM Data Service prior to 2006 have been converted to the Victorian Essential Learning Standards scale. This will assist schools to readily compare the current year's performance with performance in previous years.

The graphs and tables in the AIM Data Report have been constructed using data collected from over 180 000 Year 3, Year 5 and Year 7 students in over 2400 schools. Similarly, the graphs and tables for 'like' school 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 with '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 level over a two-year period. For example, an average student working at a Standards Level 2.4 at Year 3 would be expected to be at about Level 3.4 in Year 5. The rate of growth, however, will vary from student to student.

When looking at reports that compare groups of students within the state within one year level, it is important to remember that Standards Level 3 spans Year 3 and Year 4, 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 5 student may have been feeling ill on the day of the 2007 test and did not perform to his or her ability. This could produce a comparison report that indicated a Reading Level at Standards Level 2.2 in Year 3 and a Reading Level at Level 2.5 in Year 5. This shows an improvement of only 0.3 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.

# Section 3: Parent Reports

Parent Reports are provided for each student who undertook the following tests:

- **Year 3** Reading, Writing, Spelling and Mathematics
- **Year 5** Reading, Writing, Spelling and Mathematics
- **Year 7** 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.

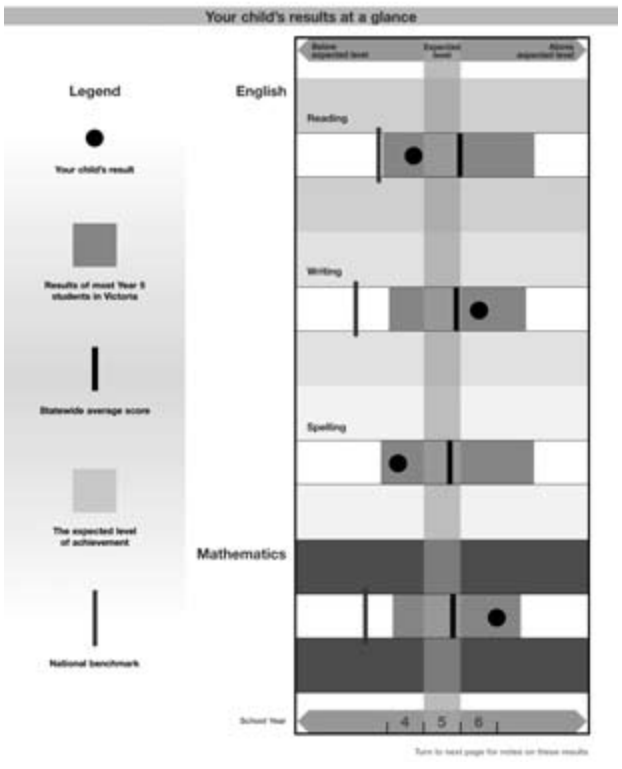
For copies of translations of parent reports, principals should access the AIM section of the VCAA website and follow links to the 'Parents' section.

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

## Sample page 3 of the Parent Report

Student achievement is reported against the years of schooling, the expected level of achievement, the national benchmarks, 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 2007 State-wide 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 2, 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 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 beginning of Term 4. 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 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 ii).

# Appendix 1: AIM 2007 Question Details

The following tables present for each question in the centrally assessed tasks 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 3 English

| Question number | Short description | Correct answer | Curriculum area | Skill assessed |
|---|---|---|---|---|
| 1 | Transport Day – Year 3 | B | Reading | make links between directly stated ideas in a text |
| 2 | Transport Day – Year 3 | D | Reading | make links between directly stated ideas in a text |
| 3 | Transport Day – Year 3 | A | Reading | locate key information in a text |
| 4 | Transport Day – Year 3 | D | Reading | locate directly stated information in a text |
| 5 | Transport Day – Year 3 | D | Reading | identify the main purpose of a text |
| 6 | Jessie's Find | D | Reading | make inferences about characters' actions |
| 7 | Jessie's Find | B | Reading | make links between directly stated ideas in a text |
| 8 | Jessie's Find | A | Reading | make inferences about characters' actions |
| 9 | Jessie's Find | B | Reading | make links between directly stated ideas in a text |
| 10 | Jessie's Find | 3124 | Reading | identify a sequence of events in a text |
| 11 | How to make a Cat Mask | B | Reading | locate directly stated information in an illustration |
| 12 | How to make a Cat Mask | B | Reading | draw on knowledge of text organisation to interpret a text |
| 13 | How to make a Cat Mask | A | Reading | interpret the main idea of a text |
| 14 | How to make a Cat Mask | 4213 | Reading | identify a sequence of events in a text |
| 15 | Shopping Day | C | Reading | make inferences about characters' motives |
| 16 | Shopping Day | A | Reading | make inferences about characters' actions |
| 17 | Shopping Day | D | Reading | make inferences about characters' qualities |
| 18 | Shopping Day | A | Reading | infer character's feelings |
| 19 | Shopping Day | D | Reading | identify how attitudes are presented in a text |
| 20 | Snow | A | Reading | make links between directly stated ideas in a text |
| 21 | Snow | D | Reading | locate directly stated information in a text |
| 22 | Snow | C | Reading | use contextual cues to interpret a text |
| 23 | Snow | A | Reading | use contextual cues to interpret a text |
| 24 | Snow | C | Reading | make links between directly stated ideas in a text |
| 25 | A dog for Tom | C | Reading | make inferences about characters' actions |
| 26 | A dog for Tom | B | Reading | make inferences about characters' motives |
| 27 | A dog for Tom | D | Reading | analyse characterisation in a text |

| Question number | Short description | Correct answer | Curriculum area | Skill assessed |
|---|---|---|---|---|
| 28 | A dog for Tom | C | Reading | analyse characterisation in a text |
| 29 | Grammar | D | Writing | use prepositions |
| 30 | Grammar | D | Writing | use pronouns |
| 31 | Grammar | B | Writing | use comparative adverbs |
| 32 | Grammar | B | Writing | use verb tenses |
| 33 | Punctuation | A | Writing | use commas |
| 34 | Punctuation | A | Writing | use apostrophes for contractions |
| 35 | Punctuation | B | Writing | use quotation marks |
| 36 | Writing style | C | Writing | identify language appropriate to purpose, audience & context |
| **Year 3 Dictation** | | | | |
| 37 | Dictation | weekend | Spelling | spell frequently used two-syllable words with regular spelling patterns |
| 38 | Dictation | believe | Spelling | spell frequently used two-syllable words with regular spelling patterns |
| 39 | Dictation | journey | Spelling | spell less frequently used two-syllable words with irregular spelling patterns |
| 40 | Dictation | eight | Spelling | spell frequently used one-syllable words with irregular spelling patterns |
| 41 | Dictation | staying | Spelling | spell simple two-syllable words |
| 42 | Dictation | near | Spelling | spell simple one-syllable words |
| 43 | Dictation | beaches | Spelling | spell less frequently used two-syllable words with regular spelling patterns |
| 44 | Dictation | yesterday | Spelling | spell frequently used multi-syllable words with regular spelling patterns |
| 45 | Dictation | arrival | Spelling | spell less frequently used multi-syllable words with regular spelling patterns |
| 46 | Dictation | excited | Spelling | spell frequently used multi-syllable words with irregular spelling patterns |
| 47 | Dictation | visit | Spelling | spell frequently used two-syllable words with regular spelling patterns |
| 48 | Dictation | forward | Spelling | spell  frequently used two-syllable words with regular spelling patterns |
| **Year 3 Editing** | | | | |
| 49 | cleer | clear | Spelling | spell simple one-syllable words |
| 50 | wite | white | Spelling | spell simple one-syllable words |
| 51 | befor | before | Spelling | spell frequently used two-syllable words with irregular spelling patterns |
| 52 | bigin | begin | Spelling | spell simple two-syllable words |
| 53 | hopefuly | hopefully | Spelling | spell less frequently used multi-syllable words with regular spelling patterns |
| 54 | cassel | castle | Spelling | spell less frequently used two-syllable words with irregular spelling patterns |
| 55 | honist | honest | Spelling | spell less frequently used two-syllable words with irregular spelling patterns |
| 56 | trubel | trouble | spelling | spell frequently used two-syllable words with irregular spelling patterns |

# Year 5 English

| Question number | Short description | Correct answer | Curriculum area | Skill assessed |
|---|---|---|---|---|
| 1 | Leigh Hobbs | B | Reading | locate directly stated information in a text |
| 2 | Leigh Hobbs | D | Reading | make links between directly stated ideas in a text |
| 3 | Leigh Hobbs | A | Reading | locate directly stated information in a text |
| 4 | Leigh Hobbs | C | Reading | make links between directly stated ideas in a text |
| 5 | Shopping Day | C | Reading | make inferences about characters' motives |
| 6 | Shopping Day | A | Reading | make inferences about characters' actions |
| 7 | Shopping Day | D | Reading | make inferences about characters' qualities |
| 8 | Shopping Day | D | Reading | identify how attitudes are presented in a text |
| 9 | Shopping Day | B | Reading | make inferences about plot |
| 10 | Shopping Day | A | Reading | use contextual cues to interpret a text |
| 11 | Going Ape! | C | Reading | read on to interpret a text |
| 12 | Going Ape! | A | Reading | read on to interpret a text |
| 13 | Going Ape! | C | Reading | use contextual cues to interpret a text |
| 14 | Going Ape! | B | Reading | support interpretations with evidence from the text |
| 15 | Going Ape! | B | Reading | use contextual cues to interpret a text |
| 16 | China's Clay Warriors | B | Reading | make inferences about characters' actions |
| 17 | China's Clay Warriors | C | Reading | make links between directly stated ideas in a text |
| 18 | China's Clay Warriors | B | Reading | make links between directly stated ideas in a text |
| 19 | China's Clay Warriors | B | Reading | interpret the main idea of a text |
| 20 | China's Clay Warriors | D | Reading | locate directly stated information in a text |
| 21 | The can opener | C | Reading | interpret the main idea of a text |
| 22 | The can opener | B | Reading | make links between directly stated ideas in a text |
| 23 | The can opener | D | Reading | read on to interpret a text |
| 24 | The can opener | B | Reading | make links between directly stated ideas in a text |
| 25 | The can opener | D | Reading | record key information in a  text |
| 26 | The Bush Track | D | Reading | make inferences about characters' actions |
| 27 | The Bush Track | C | Reading | work out the meaning of words in context |
| 28 | The Bush Track | A | Reading | infer messages in a text |
| 29 | The Bush Track | A | Reading | infer messages in a text |
| 30 | The Bush Track | C | Reading | read on to interpret a text |

| Question number | Short description | Correct answer | Curriculum area | Skill assessed |
|---|---|---|---|---|
| 31 | Grammar | B | Writing | use comparative adverbs |
| 32 | Punctuation | C | Writing | use apostrophes for possession |
| 33 | Writing style | B | Writing | distinguish personal opinion from factual information |
| 34 | Punctuation | C | Writing | use quotation marks |
| 35 | Punctuation | A | Writing | use apostrophes for contractions |
| 36 | Grammar | A | Writing | use verbs |
| 37 | Grammar | B | Writing | use verb tenses |
| 38 | Grammar | C | Writing | use paragraphs |
| Year 5 Dictation | | | | |
| 39 | Dictation | weekend | Spelling | spell frequently used two-syllable words with regular spelling patterns |
| 40 | Dictation | travel | Spelling | spell frequently used two-syllable words with regular spelling patterns |
| 41 | Dictation | flown | Spelling | spell less frequently used one-syllable words with regular spelling patterns |
| 42 | Dictation | aeroplane | Spelling | spell complex words with irregular spelling patterns |
| 43 | Dictation | excited | Spelling | spell frequently used multi-syllable words with irregular spelling patterns |
| 44 | Dictation | journey | Spelling | spell less frequently used two-syllable words with irregular spelling patterns |
| 45 | Dictation | telephoned | Spelling | spell complex words with regular spelling patterns |
| 46 | Dictation | certain | Spelling | spell less frequently used two-syllable words with irregular spelling patterns |
| 47 | Dictation | arrival | Spelling | spell less frequently used multi-syllable words with regular spelling patterns |
| 48 | Dictation | forward | Spelling | spell frequently used two-syllable words with regular spelling patterns |
| 49 | Dictation | believe | Spelling | spell frequently used two-syllable words with regular spelling patterns |
| 50 | Dictation | attractions | Spelling | spell less frequently used multi-syllable words with regular spelling patterns |
| Year 5 Editing | | | | |
| 51 | growen | grown | Spelling | spell less frequently used one-syllable words with regular spelling patterns |
| 52 | bigin | begin | Spelling | spell simple two-syllable words |
| 53 | litest | lightest | Spelling | spell less frequently used two-syllable words with regular spelling patterns |
| 54 | abilty | ability | Spelling | spell less frequently used multi-syllable words with regular spelling patterns |
| 55 | injurys | injuries | Spelling | spell less frequently used multi-syllable words with regular spelling patterns |
| 56 | neel | kneel | Spelling | spell complex words with irregular spelling patterns |
| 57 | polution | pollution | Spelling | spell frequently used multi-syllable words with irregular spelling patterns |
| 58 | screached | screeched | Spelling | spell less frequently used one-syllable words with regular spelling patterns |

# Year 7 English

| Question number | Short description | Correct answer | Curriculum area | Skill assessed |
|---|---|---|---|---|
| 1 | The Signal | A | Reading | locate key information in a text |
| 2 | The Signal | D | Reading | work out the meaning of phrases in context |
| 3 | The Signal | A | Reading | make inferences about characters' actions |
| 4 | The Signal | C | Reading | make inferences about characters' qualities |
| 5 | The Signal | B | Reading | make inferences about plot |
| 6 | The Bogong Moth | C | Reading | locate directly stated information in a text |
| 7 | The Bogong Moth | B | Reading | make links between directly stated ideas in a text |
| 8 | The Bogong Moth | B | Reading | read on to interpret a text |
| 9 | The Bogong Moth | D | Reading | locate key information in a text |
| 10 | The Bogong Moth | C | Reading | select key information in a text |
| 11 | China's Clay Warriors | B | Reading | make inferences about characters' actions |
| 12 | China's Clay Warriors | C | Reading | make links between directly stated ideas in a text |
| 13 | China's Clay Warriors | B | Reading | make links between directly stated ideas in a text |
| 14 | China's Clay Warriors | B | Reading | interpret the main idea of a text |
| 15 | China's Clay Warriors | D | Reading | infer messages in a text |
| 16 | The Collector | D | Reading | make inferences about characters' qualities |
| 17 | The Collector | A | Reading | make inferences about plot |
| 18 | The Collector | B | Reading | make inferences about setting |
| 19 | The Collector | C | Reading | make links between directly stated ideas in a text |
| 20 | The Collector | D | Reading | infer meanings in a text |
| 21 | The Collector | B | Reading | use contextual cues to interpret a text |
| 22 | The can opener | C | Reading | interpret the main idea of a text |
| 23 | The can opener | D | Reading | read on to interpret a text |
| 24 | The can opener | B | Reading | make links between directly stated ideas in a text |
| 25 | The can opener | A | Reading | infer messages in a text |
| 26 | The can opener | D | Reading | record key information in a text |

| Question number | Short description | Correct answer | Curriculum area | Skill assessed |
|---|---|---|---|---|
| 27 | Mind your manners | A | Reading | work out the meaning of words in context |
| 28 | Mind your manners | A | Reading | describe how texts are constructed for particular purposes |
| 29 | Mind your manners | C | Reading | analyse how attitudes are conveyed in a text |
| 30 | Mind your manners | A | Reading | analyse point of view in a text |
| 31 | Spelling error | B | Spelling | spell complex words with irregular spelling patterns |
| 32 | Spelling error | A | Spelling | spell frequently used multi-syllable words with irregular spelling patterns |
| 33 | Spelling error | B | Spelling | spell frequently used multi-syllable words with regular spelling patterns |
| 34 | Spelling error | A | Spelling | spell less frequently used multi-syllable words with regular spelling patterns |
| 35 | crashs | crashes | Spelling | spell less frequently used two-syllable words with regular spelling patterns |
| 36 | litest | lightest | Spelling | spell less frequently used two-syllable words with regular spelling patterns |
| 37 | aceptible | acceptable | Spelling | spell complex words with irregular spelling patterns |
| 38 | mermured | murmured | Spelling | spell less frequently used multi-syllable words with irregular spelling patterns |
| 39 | curiousity | curiosity | Spelling | spell less frequently used multi-syllable words with regular spelling patterns |
| 40 | excisted | existed | Spelling | spell less frequently used multi-syllable words with regular spelling patterns |
| 41 | resurch | research | Spelling | spell less frequently used two-syllable words with regular spelling patterns |
| 42 | Grammar | C | Writing | use verb tenses |
| 43 | Grammar | D | Writing | identify and use adjectives |
| 44 | Punctuation | A | Writing | use apostrophes for contractions |
| 45 | Writing style | B | Writing | identify language appropriate to purpose, audience and context |
| 46 | Grammar | B | Writing | use verb tenses |
| 47 | Writing style | D | Writing | recognise that content depends on purpose |
| 48 | Grammar | C | Writing | control subject verb agreement |
| 49 | Punctuation | C | Writing | use commas |
| 50 | Grammar | C | Writing | use paragraphs |

# Year 3 Mathematics

| Question number | Short description | Correct answer | Curriculum area | Skill assessed |
|---|---|---|---|---|
| 1 | Which one measures | A | MCD | select appropriate measuring instruments |
| 2 | 18 - 3 | 15 | N | subtraction of positive whole numbers |
| 3 | Which tree | D | MCD | compare lengths or heights |
| 4 | The graph shows | B | MCD | interpret univariate data in graphical form |
| 5 | 26 + 63 | 89 | N | addition of positive whole numbers |
| 6 | Which part of the pattern | A | Sp | recognise and produce tessalations |
| 7 | Liam made this model | A | Sp | identify 3-D objects |
| 8 | Next two numbers | D | N | skip count with whole numbers |
| 9 | Ben has 3 red pens | D | MCD | compare the likelihood of events |
| 10 | Total number of flowers | A | N | apply operations in a practical context |
| 11 | Amy turned these cards over | C | MCD | predict the outcomes of events in qualitative terms |
| 12 | Christina used cardboard | C | Sp | represent 3-D shapes by cross-sections |
| 13 | Jira had two apples | C | N | perform calculations involving multiplication |
| 14 | Charlie wants to find | D | MCD | apply an appropriate sampling methodology |
| 15 | Leah has these coins | C | N | identify money amounts |
| 16 | Tom drew this map | B | Sp | use compass points for directions |
| 17 | 8 × 20 | 160 | N | multiply by single digits |
| 18 | In January this year | B | St | specify sets according to specific criteria and conditions |
| 19 | How many small squares | D | MCD | estimate and measure area |
| 20 | The pictograph shows | D | MCD | interpret univariate data in graphical form |
| 21 | 345 - 160 | A | N | subtraction of positive whole numbers |
| 22 | The number 1097 | C | St | write numbers as words |
| 23 | Which clock shows | A | MCD | tell the time on an analog clock |

| Question number | Short description | Correct answer | Curriculum area | Skill assessed |
|---|---|---|---|---|
| 24 | Andy drew three crosses | D | Sp | use coordinates to describe location |
| 25 | 30 + 17 = ? + 27 | 20 | St | recognise equivalence relationships between mathematical expressions |
| 26 | Which one of these shapes | B | Sp | identify 2-D shapes |
| 27 | Which number is inside | 2 | St | use and interpret Venn Diagrams |
| 28 | 950 grams is | B | MCD | convert between metric units |
| 29 | Ms Watson has a bag | B | N | division involving remainders |
| 30 | Maria's water bottle | D | N | identify simple fractions using models |
| 31 | A car is 3 metres long | C | MCD | estimate and measure length |
| 32 | 84 ÷ 6 | 14 | N | divide positive whole numbers |
| 33 | Mark buys 4 apples | C | N | perform computations involving multiple operations |

**KEY**

MCD – Measurement, chance and data

N – Number

Sp – Space

St – Structure

# Year 5 Mathematics

| Question number | Short description | Correct answer | Curriculum area | Skill assessed |
|---|---|---|---|---|
| 1 | Ali made this model | D | Sp | identify and recognise properties of 3-D objects |
| 2 | Which player scored 11 goals | B | MCD | interpret univariate data in graphical form |
| 3 | How many more goals | D | MCD | interpret univariate data in graphical form |
| 4 | Jira had two apples | C | N | perform calculations involving multiplication |
| 5 | Which clock shows | D | MCD | tell and compare time on analog and digital clocks |
| 6 | Possible grid reference | D | Sp | use grid references for describing positions |
| 7 | Which place has same area | A | MCD | measure area |
| 8 | Which place is south-west | B | Sp | use compass points for directions |
| 9 | Helen is saving to buy | B | N | subtraction of positive whole numbers |
| 10 | What fraction is shaded | D | N | identify fractions using models |
| 11 | In January this year | B | St | specify sets according to specific criteria and conditions |
| 12 | Ben got on the bus | C | MCD | measure time intervals |
| 13 | Adele buys box of 6 pens | B | N | carry out money calculations |
| 14 | This shape is | B | Sp | identify 2-D shapes |
| 15 | Mark buys 4 apples | C | N | perform computations involving multiple operations |
| 16 | Lucas needs to buy 70 candles | 6 | St | calculate remainder after division |
| 17 | 7 × 8 | 56 | N | recall multiplication facts up to 10 × 10 |
| 18 | 345 - 160 | A | N | subtraction of positive whole numbers |
| 19 | Josh has 6 red marbles | A | MCD | predict the outcomes of chance events in quantitative terms |
| 20 | Andy drew three crosses | D | Sp | use coordinates to describe location |
| 21 | 14.63 + 3.20 | C | N | add decimal numbers |
| 22 | A bag of potatoes | C | MCD | convert between metric units |
| 23 | Perimeter of rectangle | 32 | MCD | calculate perimeter of a rectangle |
| 24 | Joel started with | C | Sp | identify change in features of 3D shapes |
| 25 | Nicola has 15 stickers | B | St | recognise that addition and subtraction are inverse operations |

| Question number | Short description | Correct answer | Curriculum area | Skill assessed |
|---|---|---|---|---|
| 26 | Maria's spinner | D | MCD | compare the likelihood of events |
| 27 | Four students in school hall | D | MCD | estimate and measure length |
| 28 | Given that 24 = 288 ÷ 12 | A | St | recognise that multiplication and division are inverse operations |
| 29 | On the number line | B | N | place positive and negative numbers on a number line |
| 30 | Lines of symmetry | A | Sp | identify symmetry in shapes |
| 31 | The Venn diagram shows | C | St | use and interpret Venn diagrams |
| 32 | 30.1 × 0.97 is closest to | C | N | use estimates for computations |
| 33 | 4.0 - 1.4 | C | N | subtract decimal numbers |
| 34 | Simone starts with a number | D | St | solve equations using inverse operations |
| 35 | Fiona and Dave | A | N | add and subtract common fractions using models |
| 36 | Table for handball challenge | C | MCD | interpret data in tabular form |
| 37 | 603 ÷ 9 | 67 | N | divide positive whole numbers |
| 38 | 25% of 140 | 35 | N | perform computations involving percentages |
| 39 | Average laps swum | 20 | MCD | calculate mean |
| 40 | Cathy has this card | B | MCD | calculate probabilities for chance outcomes |
| 41 | A car travels | A | MCD | calculate and use rates |

**KEY**

MCD – Measurement, chance and data

N – Number

Sp – Space

St – Structure

# Year 7 Mathematics – Test 1

| Question number | Short description | Correct answer | Curriculum area | Skill assessed |
|---|---|---|---|---|
| 1 | 59 × 3 | 177 | N | multiply whole numbers |
| 2 | Tim has to leave home | A | MCD | measure time intervals |
| 3 | Size of angle *x* | C | Sp | use the properties of parallel lines and transversals to calculate angles |
| 4 | Box of oranges shared | C | St | recognise equivalence relationships between mathematical expressions |
| 5 | What is the mode | D | MCD | identify mode |
| 6 | Most popular ice-cream flavour | D | MCD | apply an appropriate sampling methodology |
| 7 | The piece missing | A | Sp | recognise and produce tessalations |
| 8 | Which point is located at | B | Sp | use coordinates in four quadrants |
| 9 | 273 ÷ 13 | C | N | divide integers by 2-digit divisors |
| 10 | 40 marks for spelling test | 30 | N | perform computations involving percentages |
| 11 | Tina enlarged shape | D | Sp | recognise and apply enlargements to shapes |
| 12 | Cool Town temperatures | A | MCD | interpret displays showing associations between bivariate data |
| 13 | Solve for *x* | 12 | St | solve equations |
| 14 | Which rule can be used | D | St | represent a function by a table of values or a rule |
| 15 | Lines of symmetry | B | Sp | identify symmetry in shapes |
| 16 | Which set of shapes | B | Sp | identify properties of 3-D objects |
| 17 | Arrow on number line | D | MCD | calculate probabilities for chance events |
| 18 | Matthew rolls a die | B | MCD | calculate probabilities for chance events |
| 19 | Maria's spinner | D | MCD | compare the likelihood of events |
| 20 | Average laps swum | 20 | MCD | calculate mean |
| 21 | Simone starts with a number | D | St | solve equations using inverse operations |
| 22 | 12.5 km is equal to | C | MCD | convert between metric units |
| 23 | Fiona and Dave | A | N | add and subtract common fractions using models |
| 24 | In the Venn diagram | A | St | use and interpret Venn diagrams |
| 25 | $2^3 \times 2^2$ | C | N | evaluate numbers given base exponent form |

| Question number | Short description | Correct answer | Curriculum area | Skill assessed |
|---|---|---|---|---|
| 26 | The table shows sugar concentration | A | N | perform computations involving proportions |
| 27 | Letter has been rotated | C | Sp | recognise and apply rotation to shapes |
| 28 | Size of angle *A* | B | Sp | apply angle properties to polygons |
| 29 | The ratio of length | C | N | perform computations involving ratios |
| 30 | Vanessa scored 24 of the 36 goals | B | N | identify equivalent fractions |
| 31 | Kim spins the arrow | D | MCD | use tree diagrams for outcome spaces |
| 32 | The area of the triangle is | C | MCD | calculate area of a triangle |
| 33 | 13 × 7 - 3 × 7 = | A | St | recognise distributive property |
| 34 | 30.1 x 0.97 is closest to | C | N | use estimates for computations |
| 35 | Kerry recorded the times | B | MCD | interpret univariate data displayed in graphical form |
| 36 | Which rule describes grgaph | D | St | represent a function by a rule or a graph |
| 37 | The formula S = 4LW is rearranged | D | St | use algebraic properties to re-arrange formulas |
| 38 | Prime numbers | B | N | recognise prime numbers |
| 39 | Train at constant speed | C | MCD | perform calculations involving constant rates |
| 40 | The area of shaded shape is | B | MCD | calculate perimeter of composite shapes |
| 41 | Rectangles A, B and C | B | MCD | measure length and area |
| 42 | Sq root (144/64) | A | N | find square roots of rational numbers that are perfect squares |
| 43 | The table shows score | A | MCD | calculate probabilities for chance events |

**KEY**

MCD – Measurement, chance and data

N – Number

Sp – Space

St – Structure

# Year 7 Mathematics – Test 2

| Question number | Short description | Correct answer | Curriculum area | Skill assessed |
|---|---|---|---|---|
| 1 | Josh sends a package | 7.50 | MCD | interpret data displayed in tabular form |
| 2a | Madison sends 2 packages | 12.70 (or 9.50) | MCD | interpret data displayed in tabular form |
| 2b | Madison's change | 37.30 (or 40.50) | N | perform calculations involving money |
| 3 | Mail between cities | diagram | Sp | use network diagrams to specify relationships |
| 4a | Missing amounts in table | 16.25 | N | continue patterns based on simple criteria |
| 4b | Missing amounts in table | 9.00 | N | continue patterns based on simple criteria |
| 5 | Angela sends this package surface mail | 13.50 | MCD | interpret data displayed in tabular form |
| 6 | Max sends a package overseas | any mass >2 kg and <3 kg | MCD | interpret data displayed in tabular form |
| 7a | Arrives in Berlin - Day | Wednesday | MCD | measure time intervals |
| 7b | Arrives in Berlin - Time | 11 pm | MCD | measure time intervals |
| 8 | Hours to arrive in Berlin | 57 | MCD | measure time intervals |
| 9 | Robyn's number | 8 | MCD | calculate probabilities for chance outcomes |
| 10 | David's number - Clue 1 | 1 in 2 | MCD | calculate probabilities for chance outcomes |
| 11 | David's number - Clue 2 | 681 | N | recognise divisibility rules |
| 12 | Helena's number | 683 | St | solve equations by trial and error |
| 13 | Area of small triangles | 6 | MCD | calculate area of a triangle |
| 14 | Ratio of areas | 1:4 | N | perform calculations involving ratios |
| 15 | Area not covered | 78 | MCD | Calculate area |
| 16 | How many small triangles | 13 | Sp | Apply symmetry transformations on a grid |
| 17a | Jeff's grid - draw triangles | diagram | Sp | Apply symmetry transformations on a grid |
| 17b | Jeff's grid - number of triangles | 8 small, 4 large | N | Count sets |

**KEY**

MCD – Measurement, chance and data  N – Number  Sp – Space  St – Structure

# Appendix 2: Parent Report Descriptors by Standards Level

## English – Reading

### Descriptions of general skills by Standards level

| Standards 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 labelled 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 other media 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 other media 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 knowledge of the structures, features and conventions used by authors to construct meaning. They can critically analyse key ideas, characters and themes presented in a wide range of imaginative, informative and persuasive texts. They understand the relevance of the themes and issues presented in personal and social terms and can compare and contrast informative and persuasive texts to draw conclusions. |

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

# English – Writing

## Descriptions of general skills by Standards level

| Standards 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

| Standards 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 consistent control of the conventions of spelling and 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

| Standards 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, 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 various 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 fractions, 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, interpret data displays and 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. |

| Standards 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 this result 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.

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