

# ***AIM Testing 2001 Years 3 and 5 Reporting Guide***

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# Phone Helplines

**T**wo tollfree telephone services operate to assist schools with their queries about the AIM Years 3 and 5 Testing. Both services operate from 8.30 am to 5.00 pm Monday to Friday. After 5.00 pm and on weekends or public holidays, a message service operates.

## AIM Years 3 and 5 Testing Information Line

For assistance with:

- administrative procedures
  - general queries about the AIM Years 3 and 5 Testing
- contact the Victorian Curriculum and Assessment Authority on

**Freecall 1800 648 637**

## Educational Testing Centre (ETC) Hotline

For queries about:

- the delivery of results
  - the installation of results disks
  - password problems
  - reports to parents and schools
  - generating reports
  - interpreting results
- contact the Educational Testing Centre (ETC) hotline on

**Freecall 1800 151 490**

Principals and teachers should feel free to use either the AIM Years 3 and 5 Testing Information Line or the ETC Hotline (as appropriate) at any time.

## AIM Testing for Years 3 and 5 - Dates 2002-2003

### Centrally Assessed Tasks

**2002**    English and Mathematics    **Tuesday 6 and Wednesday 7 August**

**2003**    English and Mathematics    **Tuesday 5 and Wednesday 6 August**

Teacher Assessed Tasks will be conducted in the two weeks prior to these dates.

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### Victorian Curriculum and Assessment Authority Website

Information about the Aim Statewide Testing for Years 3 and 5 can be found on the Victorian Curriculum and Assessment Authority website: <http://www.vcaa.vic.edu.au>

# Introduction

The AIM 2001 Statewide Testing Program assessed students of Years 3 and 5 in English (Reading, Writing and Spelling) and Mathematics (Measurement, Number, Space and Chance and Data).

The AIM 2001 Years 3 and 5 reporting data is presented on one CD-ROM which contains

- the annual data for 2001 and
- the five-year trend data from 1997 to 2001.

Principals of schools and classroom teachers are invited to attend a professional development session where the contents and application of the AIM Data Report CD-ROM will be fully demonstrated and explained. Sessions will be available throughout the State in a variety of locations. Principals will be advised of the dates and venues of these sessions.

## The reporting material

The reporting material consists of:

- AIM 2001 Years 3 and 5 Reporting Guide
- AIM 2001 Years 3 and 5 Report CD-ROM
- individual reports for parents of Years 3 and 5 students (see Section 3, pages 37-38)
- printed school reports

### AIM 2001

- **Report 1: Student Profiles**, which present information similar to the parent reports (see page 21).
- **Report 3: Group Summary**, which compares the 2001 school results with State results and subgroups at the school with the same subgroups in the State and 'like' schools (see page 24).

### Trend Data

- **Report 6: Single-Year Group Summary for 2001** (see page 30).
- **Report 7: Five-Year Trend Data** for each strand (see page 31).

# Glossary

## Data presentation

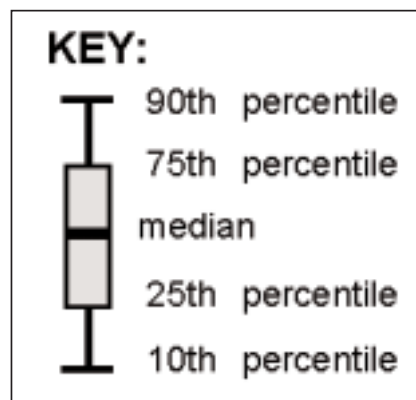
### Box-and-whisker format

Some AIM 2001 and Trend Data reports use a box-and-whisker format to represent the range of student achievement in the specified criterion.

The shaded box represents the middle 50% 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% 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% of the particular group to which the diagram refers.



### Median

The median or mid-score is the value where half the scores are above it and half below it. (e.g. the median of 8, 9, 11, 14, 15, 16, 18 is 14).

### Mean

The mean (or average) is the total of scores for all members of the group divided by the number of members in that group (e.g. the mean of 8, 9, 11, 14, 15, 16, 18 is 13).

### Standard deviation

Standard deviation (SD) is a measure of the spread of scores around the mean. A larger SD indicates a wider spread of scores. The range of + or – one SD either side of the mean contains about 68 per cent of scores, and + or – two SDs either side of the mean contains about 95 per cent of scores.

## 'Like' schools

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

- **Report 8: School Result Comparison: Year 3 1999–Year 5 2001** (see page 32).

### **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). Government schools will be reported against their 2001 'like' school group. This information is included in Report 3 on the CD and can also be accessed on the Department of Education, Employment and training website:

[www.sofweb.vic.edu.au/standards/docs/2001\\_LSG\\_Reports.xls](http://www.sofweb.vic.edu.au/standards/docs/2001_LSG_Reports.xls)

Select the "LSG Table" at the bottom of the page for a list of all schools and their like school groups.

### **Catholic schools**

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

### **Independent schools**

As yet there is no 'like' school grouping mechanism in place for Independent schools. At this stage Independent schools can only compare their performance relative to all other students in the State.

## **Other terms**

<b>AIM</b>	Achievement Improvement Monitor
<b>ATSI</b>	Aboriginal and Torres Strait Islander
<b>CD</b>	Compact Disc
<b>Cohort</b>	Group
<b>CSF</b>	Curriculum and Standards Framework
<b>ETC</b>	Educational Testing Centre
<b>KLA</b>	Key Learning Area
<b>LAN</b>	Local Area Network
<b>LBOTE</b>	Language Background Other Than English
<b>RAM</b>	Random Access Memory
<b>ROM</b>	Read Only Memory
<b>Confidence interval</b>	The range within which the true value lies.



# ***Section 1: AIM Years 3 and 5 Report CD-ROM***

The AIM Years 3 and 5 Data Report CD-ROM contains the program and the results information used to prepare and print AIM 2001 results and Trend Data reports for 1997 to 2001. The CD-ROM must be used to install the files on the hard disk of a personal computer before reports can be viewed or printed.

You must install the application and data on your hard disk as it will not work directly from the CD-ROM. Once installed you may run the system as many times as you like, and the CD-ROM is no longer required (keep the CD-ROM as a backup should you wish to re-install the system).

## **Prerequisites**

In order to install and operate the AIM Data Report CD-ROM, you will require the following:

- An IBM compatible personal computer, running Windows 95, Windows 98, Windows NT 3.51 or better.
- A CD-ROM drive, or compatible device.
- At least 25MB of disk space on your Hard Drive.
- Minimum 32MB of RAM recommended.
- The letter containing your password. This is unique to your school. If this password is lost, call the Educational Testing Centre on 1800 151 490 for assistance.

It is recommended that before installing the AIM 2001 Years 3 and 5 Data Report CD-ROM you close all other applications.

## **Installation**

### **Installation Steps**

1. Insert the AIM Data Report CD-ROM into the CD-ROM drive of your computer.
  - a. The CD-ROM may automatically start the installation program. This will take you directly to the AIM 2001 Reports Setup Screen.
  - b. If the CD-ROM does not automatically start the installation program, you may need to manually start it. From the Windows 95 (or NT) Start menu, select RUN, type 'd:\setup.exe' (or appropriate letter that corresponds to the CD-ROM drive) and run by clicking the OK button.
  - c. Due to technical requirements associated with running Access 97/2000 the system will attempt to detect Access 2000. It is recommended that the user proceed with the default options unless they have been advised otherwise.
2. Follow the instructions to install the program and the data files. In response to the dialogue box regarding closing all applications before installation, ensure all applications are closed, then click the CONTINUE button. When installing the program, the 'large button' referred to is the picture of the computer. The program will automatically create a directory called 'C:\AIM 2001', but you may create your own directory if you wish to. The installation program will then copy to your hard disk system files and student data for your school. In response to the dialogue box advising you of successful installation, click OK.
3. Go to the Start menu and from the 'Programs' menu select the file 'AIM 2001'. The Password Entry Screen will appear.
4. Enter your password. Click the OK button. The Main Screen will appear.
5. Included on the CD-ROM is a "read-me" file that gives full descriptions of installation procedures for each system together with trouble-shooting tips.

## Screen Navigation

The diagram below illustrates the navigation through the system.

The first time you enter the program go to the Password Entry Screen. Enter your password and click O.K.

The return button will always return the user to the previous screen.

### Password Entry Screen

VICTORIA PRIMARY SCHOOL

AIM 2001 Data Report

Password:

If you have forgotten your password, please contact the Educational Testing Centre on:

**1800 151 490**

### Main Screen

VICTORIA PRIMARY SCHOOL

AIM 2001 Data Report

for 2001 reports

for assigning students to classes

for Trend Analysis 1997 - 2001 reports

to change your School Password

EXIT to Windows

### Trend Data Report Menu

Trend Data Report Menu

Trend Data 1997 - 2001

**Single Year Group Summary**

Year Level  
☒ Year 3  
☐ Year 5

Gender  
☒ All  
☐ Girls  
☐ Boys

LBOTE  
☒ All  
☐ LBOTE  
☐ Not LBOTE

ATSI  
☒ All  
☐ ATSI  
☐ Not ATSI

Test Year  
 2001

### Change Password

Change Password

VICTORIA PRIMARY SCHOOL

AIM 2001 Data Report

Old Password:

New Password:

again:

### Assign Students to Classes

Assign Students to Classes

Quick Assigning Class:

Surname	First Name	Year	Boy/Girl	LBOTE	ATSI	Class
BAILEY	AMANDA	5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
BARBETTA	RACHEL	5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
BEASY	KATE	5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
BLOOMFIELD	JAMIE-LEE	3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
BROWN	SHAUN	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
BROWNSEA	AMANDA	5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Select year  
☒ All Years  
☐ Year 3  
☐ Year 5

Sort order

### AIM 2001 Report Menu

AIM 2001 Report Menu

☒ All ☐ Girls ☐ Boys

☒ All ☐ LBOTE ☐ Not LBOTE

☒ All ☐ ATSI ☐ Not ATSI

☒ All ☐ ATSI ☐ Not ATSI

☒ All ☐ ATSI ☐ Not ATSI

☒ All Students ☐ One Student

☒ Year 3 ☐ Year 5

...

## Password Entry Screen

This screen is required to provide security against unauthorised usage of the system.

Enter your password in the space provided, and then click the OK button. This will take you to the Main Screen.

If you do not want to enter the AIM Data Report at this time, click the EXIT button, and the program will close down securely.

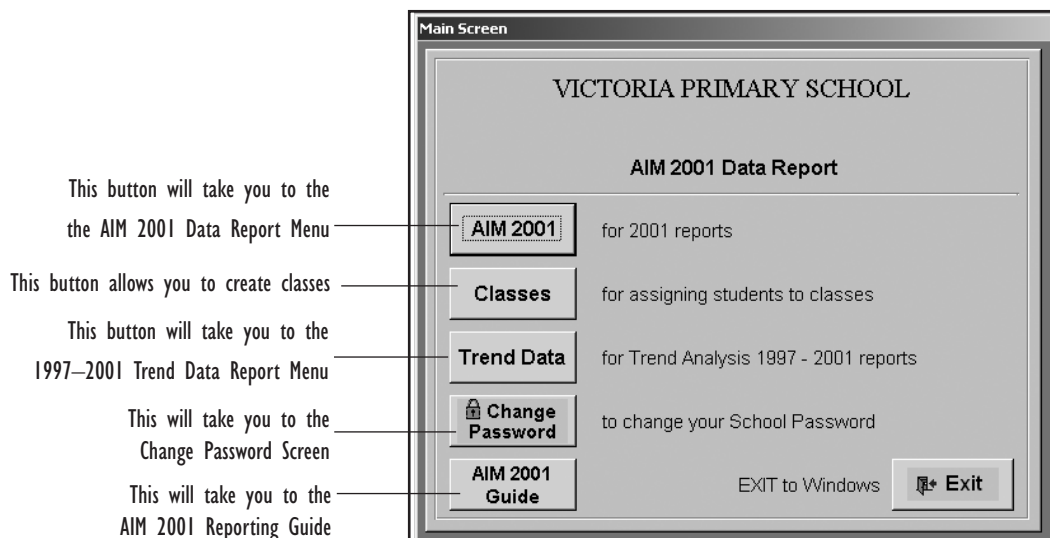
The screenshot shows a window titled "VICTORIA PRIMARY SCHOOL" with the subtitle "AIM 2001 Data Report". Below the title is a text input field labeled "CD Key:" containing the text "CD-KEY-HERE". Underneath the input field is a line of text: "If you have forgotten your password, please contact the Educational Testing Centre on:". At the bottom of the window are three buttons: "Exit" (with a small icon), "1800 151 490", and "OK".

**Note:** You may change your password to something easier to remember, yet difficult for anyone else to discover. Passwords do not appear on the screen. Instead, you will see a hash (#) for every letter you type.

## The Main Screen

From the Main Screen, you may:

- go to the AIM 2001 Report Menu
- go to the Assign Students to Classes Screen
- go to the Trend Data Report Menu
- go to the Change Password Screen
- go to the AIM 2001 Reporting Guide
- EXIT the AIM Data Report Program.



## Change Password Screen

In order to change your password, you must first enter the old password in the space provided.

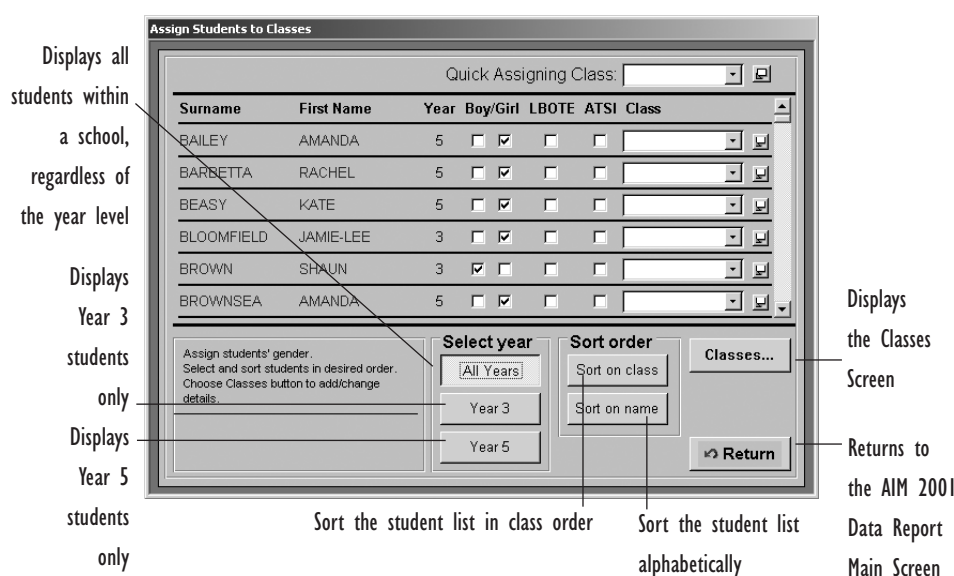


After entering the old password, type in a suitable new password. When you enter a new password, you will be required to re-enter it to verify your typing. Click the OK button and accept the new password.

## The Assign Students to Classes Screen

The Assign Students to Classes Screen allows you to create classes or groups and assign students to those classes or groups. The classes or groups first need to be created using the 'Classes' button on this screen.

Select 'Classes' at the Main Menu Screen. The Assign Students to Classes Screen is displayed as shown below.

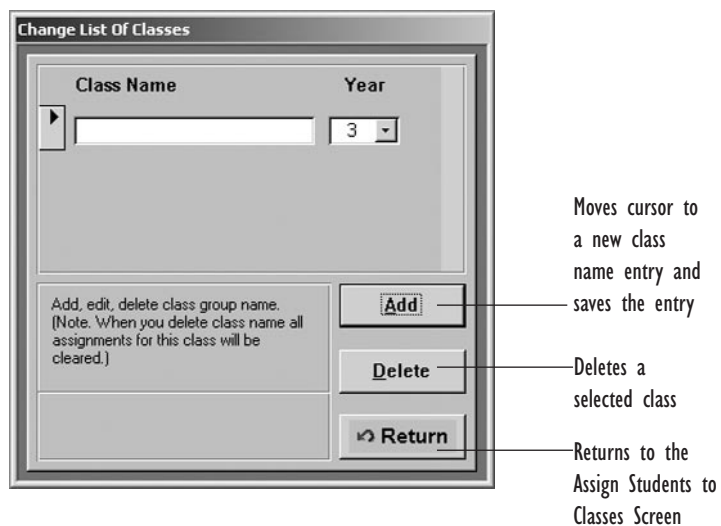


Surname	First Name	Year	Boy/Girl	LBOTE	ATSI	Class
BAILEY	AMANDA	5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
BARBETTA	RACHEL	5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
BEASY	KATE	5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
BLOOMFIELD	JAMIE-LEE	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
BROWN	SHAUN	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
BROWNSEA	AMANDA	5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Creating a list of classes

Allocating students to classes allows students in a year level to be further broken down into smaller groupings. If students are not assigned to a named class, the reports will include results for all students in the selected year. However, if the AIM Data CD-ROM has been installed on more than one computer, any classes created and students assigned to those classes will be available only on the computer where they were created.

1. Click on 'Classes' to display the Classes Screen as shown.



2. Click on a line under 'Class Name' or 'Year' and enter the new details. A class can be named after its teacher or you can name a sub group (for example, LBOTE first phase learners).
3. Select 'Add' or use the mouse to move the cursor to a new Class Name field. Enter the class name and year. Use the Tab key or mouse to move from one entry to another. These will be saved automatically.
4. To delete class details, click the appropriate class name and then click the DELETE button. A confirmation message is displayed.
5. Select 'Return' to return to the Assign Students to Classes Screen.

## 'Assign Individual Students' option

Once you have created classes, the 'Assign Individual Students' option is used to assign individual students to a specified class name. Use this option for all but the last class name in a particular year level. For the last class name you may use the 'Quick Assign Class' option (see page 15).

**Note:** You must create the class before assigning a student or students to that class.

The screenshot shows the 'Assign Students to Classes' window. At the top, there is a 'Quick Assigning Class:' dropdown menu with an 'Insert Data Key (A)' icon to its right. Below this is a table with columns: Surname, First Name, Year, Boy/Girl, LBOTE, ATSI, and Class. The table contains six rows of student data. To the right of the table, there are two annotations: 'Down Arrow (1)' pointing to the dropdown arrow in the 'Class' column of the first row, and 'Insert Data Key (B)' pointing to the 'Insert Data Key (B)' icon in the 'Class' column of the last row. Below the table, there is a 'Select year' section with buttons for 'All Years', 'Year 3', and 'Year 5'. To the right of this is a 'Sort order' section with buttons for 'Sort on class' and 'Sort on name'. Further right is a 'Classes...' button. At the bottom right is a 'Return' button. A 'Down Arrow (2)' annotation points to the dropdown arrow in the 'Class' column of the last row.

Surname	First Name	Year	Boy/Girl	LBOTE	ATSI	Class
BAILEY	AMANDA	5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
BARBETTA	RACHEL	5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
BEASY	KATE	5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
BLOOMFIELD	JAMIE-LEE	3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
BROWN	SHAUN	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
BROWNSEA	AMANDA	5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

### Method 1

1. Click the Down Arrow (1) to display a drop-down list of class names for year level/s selected.
2. Highlight a class name in order to assign students to that class.
3. Click the Insert Data Key (B) for each student to be assigned to that class. The class name highlighted in the drop-down box will be displayed alongside the student's name.

## Method 2

1. Click the Down Arrow (2) alongside a student to display the drop-down list of class names.
2. Select a class name from the list: move the cursor to the name of your choice, then click. The name of the class you have chosen is displayed alongside the chosen student.

**Note:** The student year and class year must be the same or the message 'The student and year level mismatch' is displayed. Click 'OK' and try again. If an error is made in assigning a student to a class, repeat the process selecting the correct class name from the drop-down list.

## Amending student details

You can amend students' details on this screen for gender, LBOTE or ATSI status by clicking the text box along side the student's name. Clicking on a check box already marked with a '✓' will uncheck the box.

### 'Quick Assign Class' option

The 'Quick Assign Class' option is used for the bulk assignment of multiple students. Select a class name for a specified year and then assign all currently unassigned students from the same year, to this class.

1. Click the Down Arrow (1) to display a drop-down list of class names for year level/s selected.
2. Highlight a class name in order to assign students to that class.
3. Click Insert Data Key (A). The following message is displayed: 'Do you really want to assign all unassigned students of the year 'n' to the class of 'x'?'  
Click
  - 'Yes' if you wish to assign all unassigned year 'n' students to the class/teacher you have chosen.
  - 'No' if you do not wish to make the assignment.

To produce a report from either Report Menu use the selection criteria.

## Selection Criteria

1. To select a report move the cursor to the relevant report button, then click.
2. Various selection criteria are available to further refine each report. To select information, move the cursor to the round button to the left of the option name, then click to make your selection (the centre of the button becomes filled with a black dot when selected).
  - **Group selection**  
This section allows you to report on specific students by gender, LBOTE and ATSI. To choose simply select one or more of the option buttons.
  - **Year level selection**  
Choose a year level to report on by selecting either the Year 3 or Year 5 option button. You may also report on a particular class by selecting a class from the class list box.
  - **Strand/KLA selection**  
This area allows you to choose all or one specific strand or key learning area for some report types. For the Student Responses Report this area allows you to choose a specific learning area and how it is to be sorted (by item order or difficulty order).
  - **Student selection**  
Some reports allow you to report on all students or one specific student by selecting the appropriate option button in this area. The student list box contains the selection you have made.
  - **Year selection**  
The Group Summary (Report 6) on the Trend Data Reports Menu provides a drop-down menu that allows you to report on 1997, 1998, 1999, 2000, or 2001. Click on the down arrow and select the required year.
  - **Filters**  
The Student Group Result Comparison: Year 3 1999–Year 5 2001 enables you to filter a student list (see page 33 for further details).
3. To close a preview report and return to the Reports Menu, click the CLOSE button or press escape on the keyboard.

The student achievement levels and distributions for the State and 'like' schools shown on the sample reports in this section are for illustrative purposes only and do not necessarily reflect actual performance in the AIM 2001 tests.

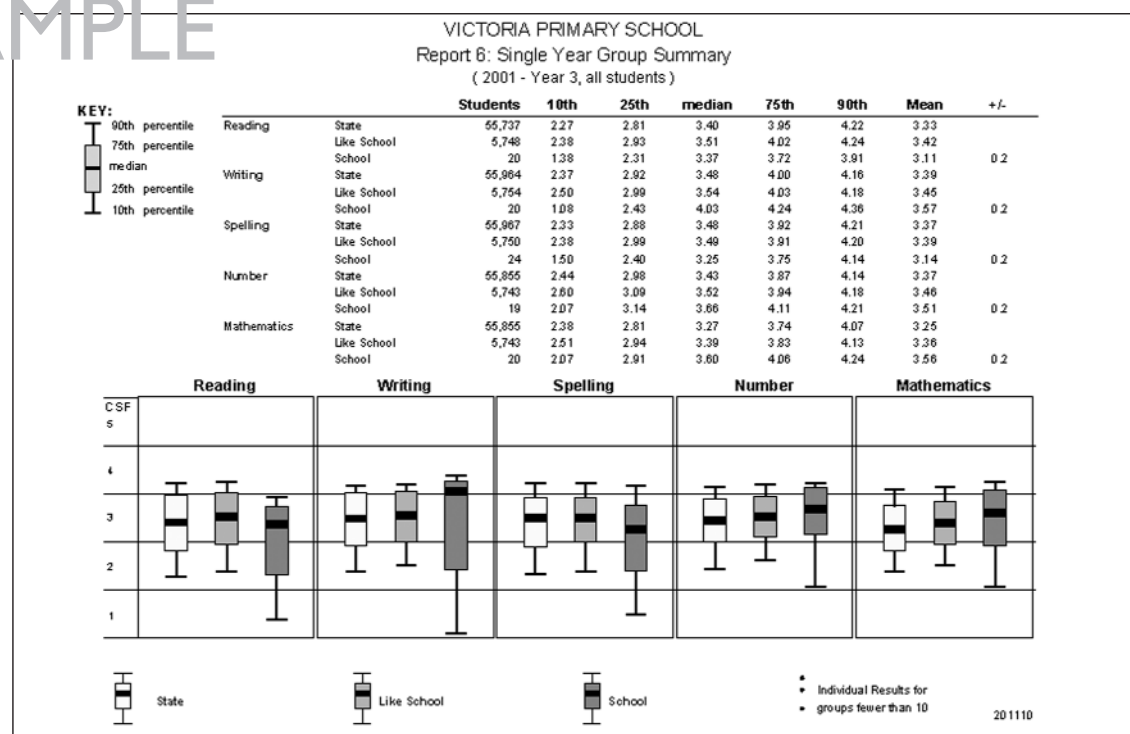


## Previewing and Printing Reports

Previewing a report allows you to see how the final printed report will appear by displaying it on the screen. If you click the PREVIEW button on the Report Screen, the selected report will appear on the Print Preview Screen. Note that you can always print from the Print Preview Screen by clicking the Printer icon.

1. Select 'Preview' on the Reports Menu.  
This will take a few minutes depending on the number of students selected and level of complexity of the report.
2. Click the magnifying glass to display a whole page of the screen (Print Preview) or click the arrows on the right and bottom of screen to scroll through the report.
3. To close the report and return to Reports Menu, click on CLOSE on the top left of the screen.
4. To print the report click on the 'Printer' icon on the top left of the screen.
5. If you click 'Print' on the Report Screen, your report will go straight to the printer, and not appear on the screen.

SAMPLE



Example of a Print Preview Screen

**Note:** If a report does not print completely, there may be a memory problem with your computer. Exit from Windows and restart the program.

## Leaving the AIM Data Reporting Program

To exit the program, return to the Main Screen, and then click the EXIT button. All screens, all reports, and then the Access program will be closed.

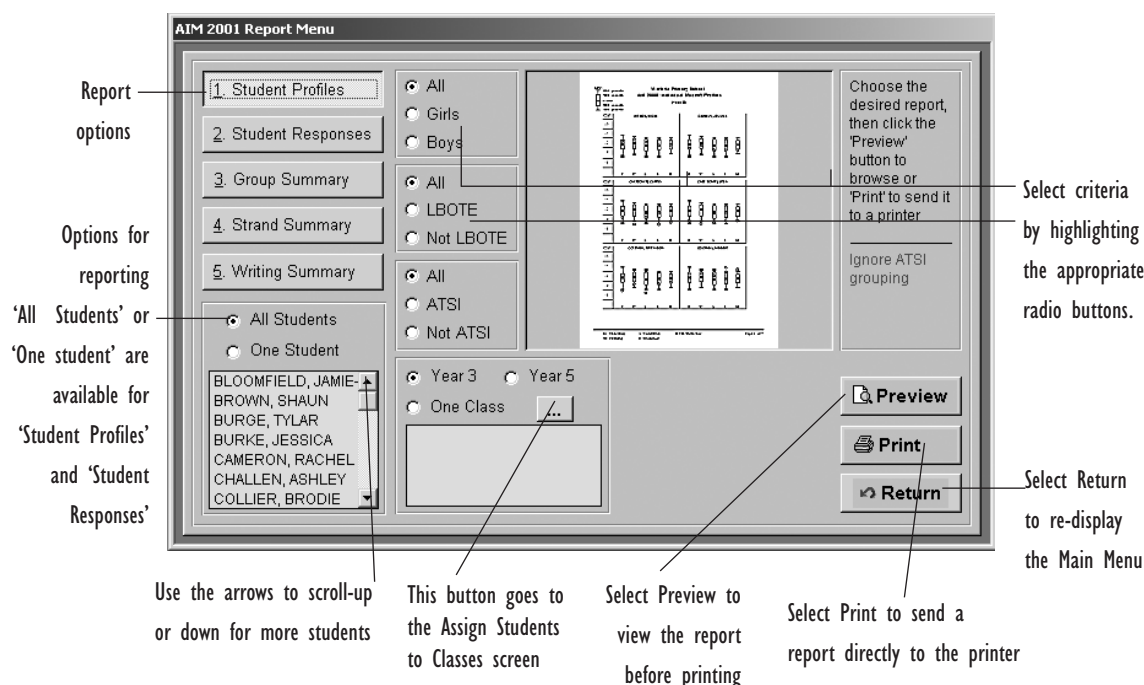
**Note:** If you are still printing reports, wait until printing has finished before exiting from the AIM Data Report.

# Section 2: AIM Data Reports

The AIM 2001 reports can be generated from the Reports Menu.

## AIM 2001 Report Menu

The AIM 2001 Years 3 and 5 Report Menu consists of 5 main buttons on the top left to select the report type, and options buttons to select options for each report.



## Types of Reports

The AIM 2001 Years 3 and 5 Report Menu has five report options: (labelled 1-5).

- **Report 1: Student Profiles** – this report provides summary information on results for either one student or for a group of students (see page 21).
- **Report 2: Student Responses** – this report provides detailed information on results for either one student or for a group of students (see pages 22-23).
- **Report 3: Group Summary** – this report compares all students and subgroups of students at the school with the same groups for the State and 'like' schools (see page 24).
- **Report 4: Strand Summary** – this report summarises results for groups of students by strand and shows where school results vary significantly from the State (see page 25).
- **Report 5: Writing Summary** – this report summarises group performances on the centrally assessed and teacher assessed Writing tasks for each CSF level (see page 26).

# AIM 2001 Data Reports Summary

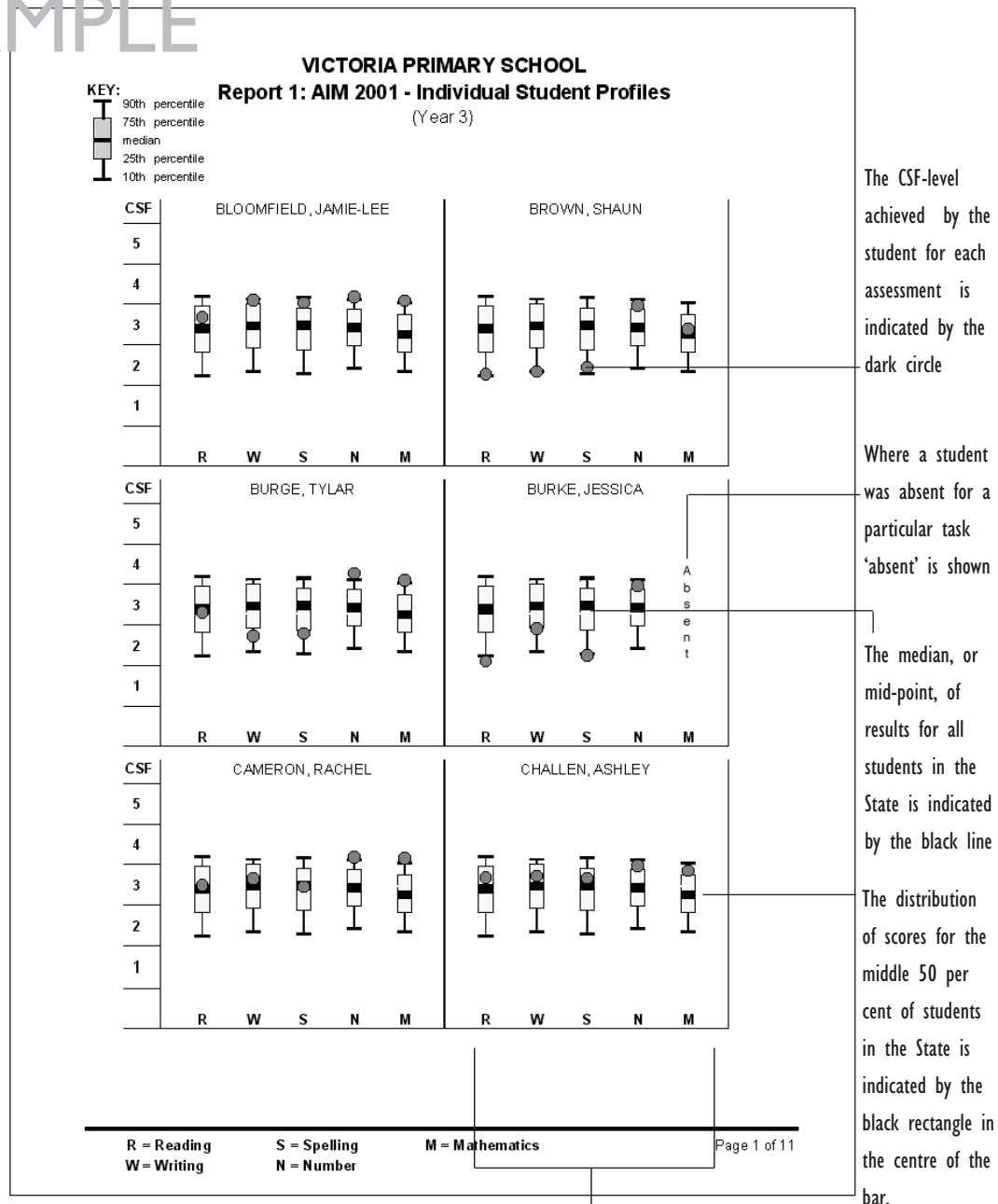
Report name	Report function	Reporting criteria	Possible uses for report
<b>1. Student Profiles (page 21)</b>	Summarises achievements for individual students by key learning area or strand (reflects information on the parent reports).	<ul style="list-style-type: none"> <li>an individual student</li> <li>individual classes</li> <li>other groups of students such as girls, boys, LBOTE or ATSI students</li> <li>a year level</li> <li>Reading, Writing, Spelling, Mathematics and Number</li> </ul>	<ul style="list-style-type: none"> <li>identify students' general strengths and weaknesses at a glance</li> <li>investigate the performances of individual students in key learning areas or strands</li> <li>summarise the information in the parent reports and provide to parents if a copy is required</li> <li>compare the achievement levels of all students in a defined group in a particular strand</li> </ul>
<b>2. Student Responses (pages 22-23)</b>	Identifies correct and incorrect responses to individual items by each student in a group for each strand. Summarises group performances on individual questions.	<ul style="list-style-type: none"> <li>an individual student</li> <li>a year level</li> <li>individual classes</li> <li>other groups of students such as girls, boys, LBOTE or ATSI students</li> <li>Reading, Writing, Spelling, Mathematics and Number</li> </ul>	<ul style="list-style-type: none"> <li>identify for individual students, items answered correctly and incorrectly</li> <li>establish which students in the selected group are able to answer the question correctly</li> <li>identify class trends and areas of curriculum content which may need attention</li> <li>study the performance of groups item by item (for instance, to compare the performance of girls with the performance of boys)</li> <li>compare the percentage of students in the group with the percentage of students Statewide who correctly answered each item</li> <li>analyse the responses of individual students to items in relation to difficulty levels</li> </ul>

Report Name	Report Function	Reporting Criteria	Possible Use
<b>Student Responses</b> (continued)			
<b>3. Group Summary</b> (page 24)	Summarises results for groups of students in Reading, Writing, Spelling, Mathematics and Number	<ul style="list-style-type: none"> <li>a year level</li> <li>individual class</li> <li>groups such as girls, boys, LBOTE or ATSI students</li> <li>Reading, Writing, Spelling, Mathematics and Number</li> </ul>	<ul style="list-style-type: none"> <li>help teachers diagnose students' understanding of particular concepts</li> <li>help teachers explain the students' grasp of concepts to parents (parents may be given copies of this report for their own child)</li> </ul>
		<ul style="list-style-type: none"> <li>compare the results of students in the school, class or group with State results</li> <li>analyse quickly the performance of the school or class and of groups according to gender, LBOTE and ATSI background in each area assessed</li> </ul>	
<b>4. Strand Summary</b> (page 25)	Summarises results for groups of students by strand	<ul style="list-style-type: none"> <li>a year level</li> <li>individual class</li> <li>groups such as girls, boys, LBOTE or ATSI students</li> <li>Reading, Writing, Spelling, Measurement, Chance and Data, Space and Number</li> </ul>	<ul style="list-style-type: none"> <li>compare the percentage of questions answered correctly by the selected group with the State</li> <li>analyse the performance of the school or class and of groups according to gender, LBOTE and ATSI background in each strand</li> </ul>
		<ul style="list-style-type: none"> <li>a year level</li> <li>individual class</li> <li>groups such as girls, boys, LBOTE or ATSI students</li> </ul>	<ul style="list-style-type: none"> <li>compare the progress of classes and identify the strategies that might lead to improvements</li> <li>compare school scores and Statewide distributions and teacher assessed and centrally assessed scores</li> <li>provide valuable data in analysing student writing skills in Texts and Contextual understanding; Linguistic structures and features; and Strategies</li> </ul>
<b>5. Writing Summary</b> (page 26)	Summarises group performances on the centrally assessed and teacher assessed Writing tasks for each CSF level	<ul style="list-style-type: none"> <li>a year level</li> <li>individual class</li> <li>groups such as girls, boys, LBOTE or ATSI students</li> </ul>	

## Report 1. Student Profiles

These profiles show the performance of individual students in the school in each area assessed. This report can be printed for all students in a group or for an individual student. The school can provide an individual student's report to parents if they require a copy. A hard copy version of this report for all Years 3 and 5 students is provided to the school.

SAMPLE



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

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

## Report 2. Student Responses

This report shows for each student in the selected group, the items answered correctly and incorrectly and the total number of correct items in Reading, Writing, Spelling and Mathematics. It is a concise summary of each student's performance. This report can be printed for all students in a group or for an individual student. The school can provide an individual student's report to parents if they require further information about their child's result.

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

The scores for the centrally assessed and teacher assessed tasks

[illegible]

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

The student's score for the total number of correct items. This total does not include scores for the centrally assessed or teacher assessed Writing tasks or the teacher assessed Mathematics task

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

## Student Responses (continued)

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

The items are in item number  
order for this report

VICTORIA PRIMARY SCHOOL																																						
Report 2: AIM 2001 - Student Responses In Mathematics (by item number)																																						
(Year 3)																																						
(continued)																																						
Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	T1	T2	T3			
Answer Key	a	d	c	d	68	b	d	c	c	d	c	d	c	b	400	141	a	135	b	a	30	d	b	a	4	a	c	a	396	#	c	c	127					
Strand	N	N	S	M	N	M	S	N	M	S	S	N	M	N	N	C	C	M	N	S	N	N	N	N	N	N	N	N	N	N	N	N	N					
	Correct																																		C	C	C	
WILSON, FLOYD	✓	.	✓	✓	✓	✓	✓	✓	✓	b	✓	✓	✓	✓	✓	✓	✓	c	70	✓	c	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
																																			21 / 32	0	3	0
WOODBURN, SARAH	✓	✓	✓	✓	✓	✓	✓	✓	✓	#	.	a	40	✓	✓	✓	✓	✓	35	.	c	.	d	.	.	.	.	.	.	.	.	.	.	.	.	.		
																																			13 / 32	4	3	0
Total Item Correct	57	56	59	57	55	55	51	55	52	53	52	31	54	29	27	52	33	50	41	18	46	19	15	40	25	16	15	2	2	7	14	2						
% Correct (Group)	92	90	95	92	89	89	82	89	84	85	84	50	87	47	44	84	53	81	66	29	74	31	24	77	40	26	24	3	3	11	23	3						
% Correct (State)	97	94	92	93	88	79	39	88	78	49	41	66	42	58	75	8	66	26	40	63	61	52	34	35	50	14	33	37	18	19	4							
Summary																																						
Number of students in group	65																																					
Number of students absent for the test	3																																					
Median score Group	19																																					
Median score State	17																																					
Mean score Group	18.3																																					
Mean score State	17.1																																					
Standard deviation Group	4.9																																					
Standard deviation State	5.1																																					
Students in this group have learnt the topics covered in these items well (70% - 100% correct) Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 16, 18, 21, 24																																						
Students in this group are less familiar with the topics covered in these items (30% - 69% correct) Items 12, 14, 15, 17, 19, 22, 25																																						
Students in this group have performed poorly with the topics covered in these items (0% - 29% correct) Items 20, 23, 26, 27, 28, 29, 30, 31, 32																																						
✓ = correct   x = incorrect   a,b,c,d,e or numbers = incorrect response   (#) = cannot represent response   (.) = no response   (*) = absent from test																																						
Page 4 of 4																																						

The number of  
students in the  
group with this  
item correct

The percentage  
of students in  
the group with  
the item correct

The percentage  
of students in  
the State with  
the item correct

The median and mean scores and the standard deviation  
for both the group and the State. Note: For groups of  
fewer than 10 students these statistics are not reported

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

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

☐ A    ☐ B    ☐ C    ☐ D    **OR**    ☐ A    ☐ B    ☐ C    **OR**    ☐ A    ☐ B    ☐ C    ☐ D

### Legend

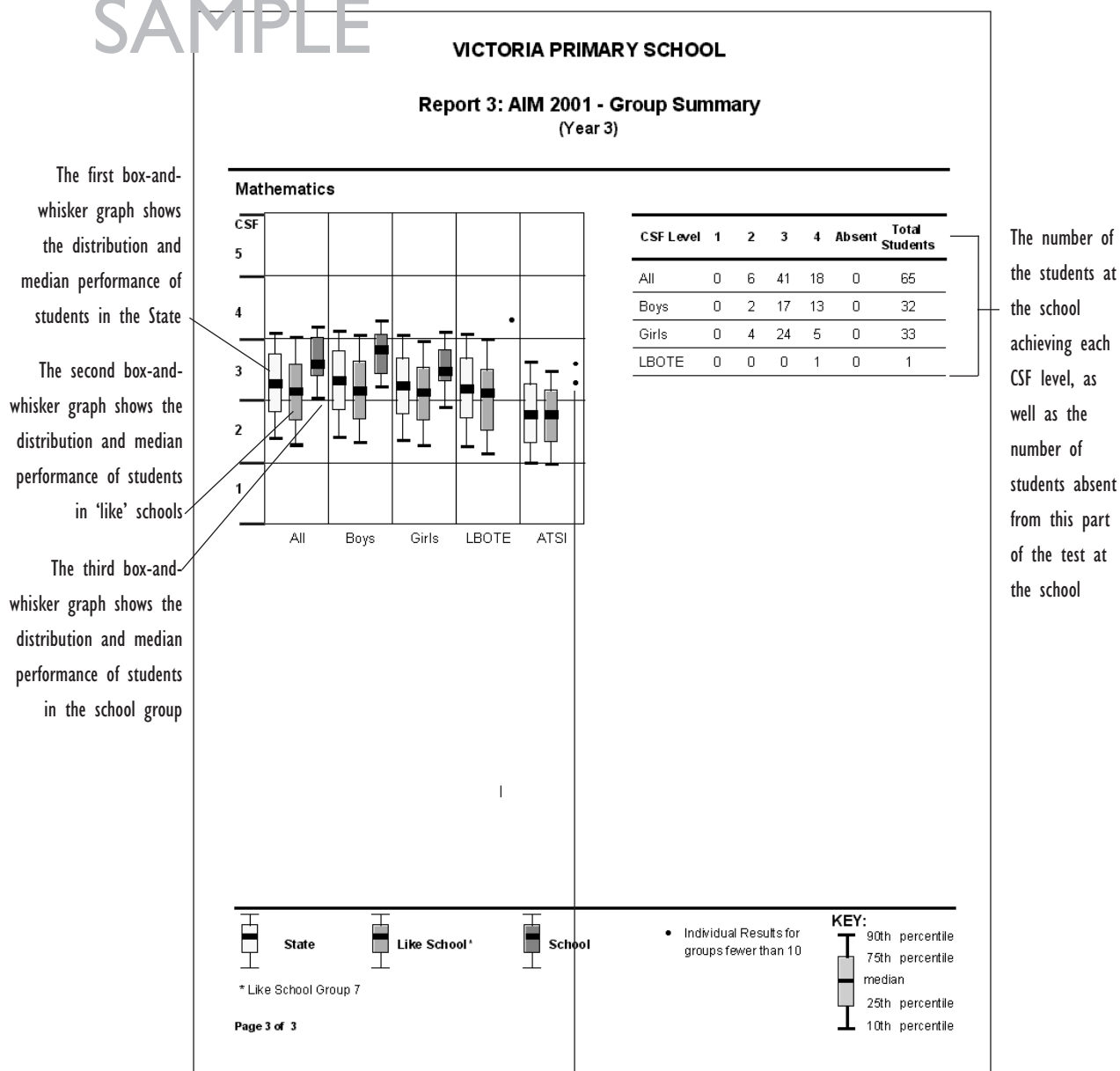
CT = Centrally assessed Texts and Contextual understanding  
 CL = Centrally assessed Linguistic structures and features  
 TT = Teacher assessed Texts and Contextual understanding  
 TL = Teacher assessed Linguistic structures and features  
 TS = Teacher assessed Strategies

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

## Report 3. Group Summary

This report compares all students and subgroups of boys, girls, LBOTE or ATSI students with these same subgroups Statewide and in 'like' schools. (see page 7 for a definition of 'like' schools). A hard copy version of this report for each of Years 3 and 5 is provided to the school.

SAMPLE

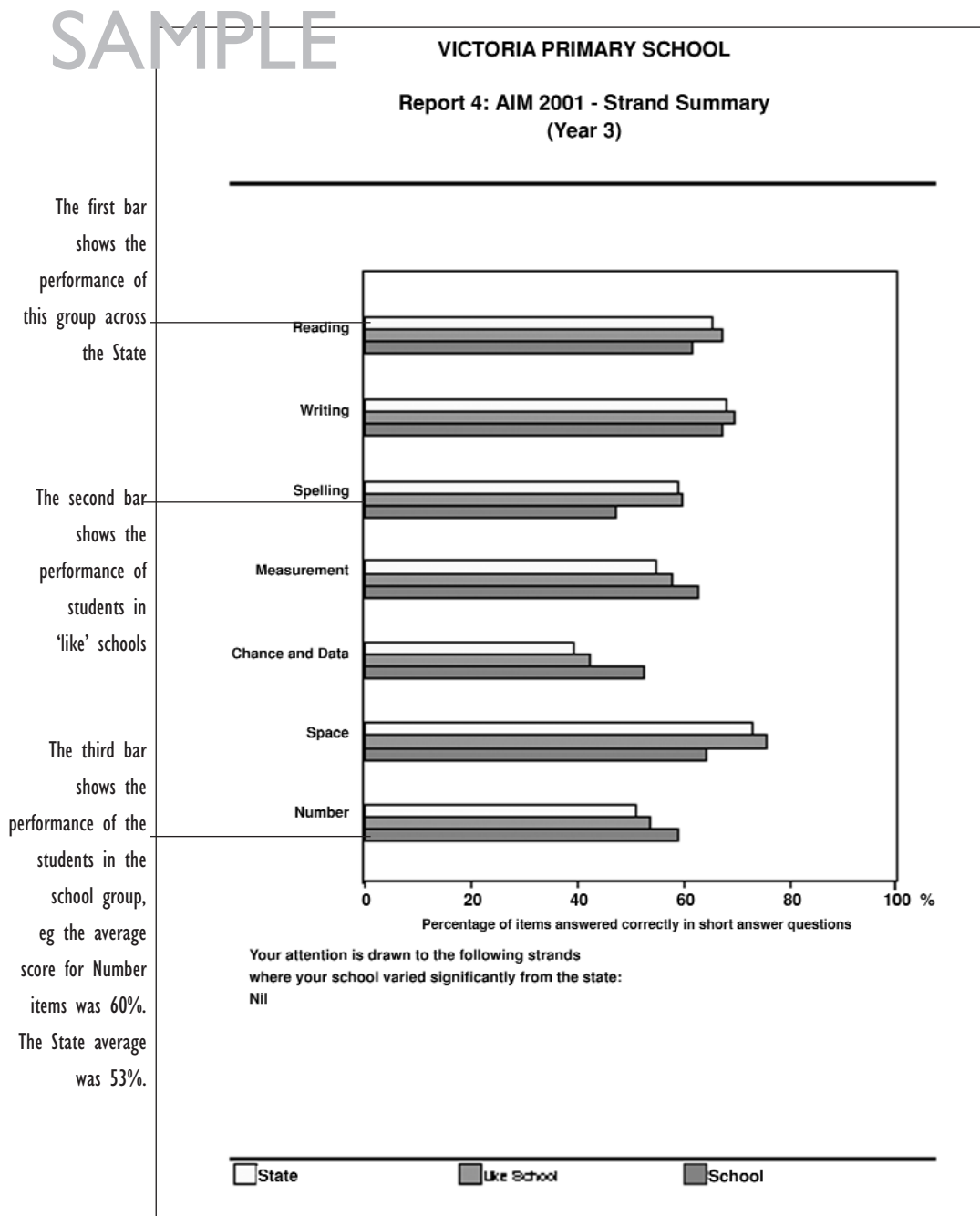


When the subgroup at the school has fewer than ten members, the results of each member of that group will be reported as a small black dot (If the school has no LBOTE or ATSI students, only the State distribution will be shown)



## Report 4. Strand Summary

The Strand Summary shows, for the selected group, the State and 'like' schools, the average score (expressed as a percentage) for each strand assessed. This report contains a written message, which details strands in which students at the school have achieved significantly different results from the State. This analysis is not done for groups with fewer than 10 students.

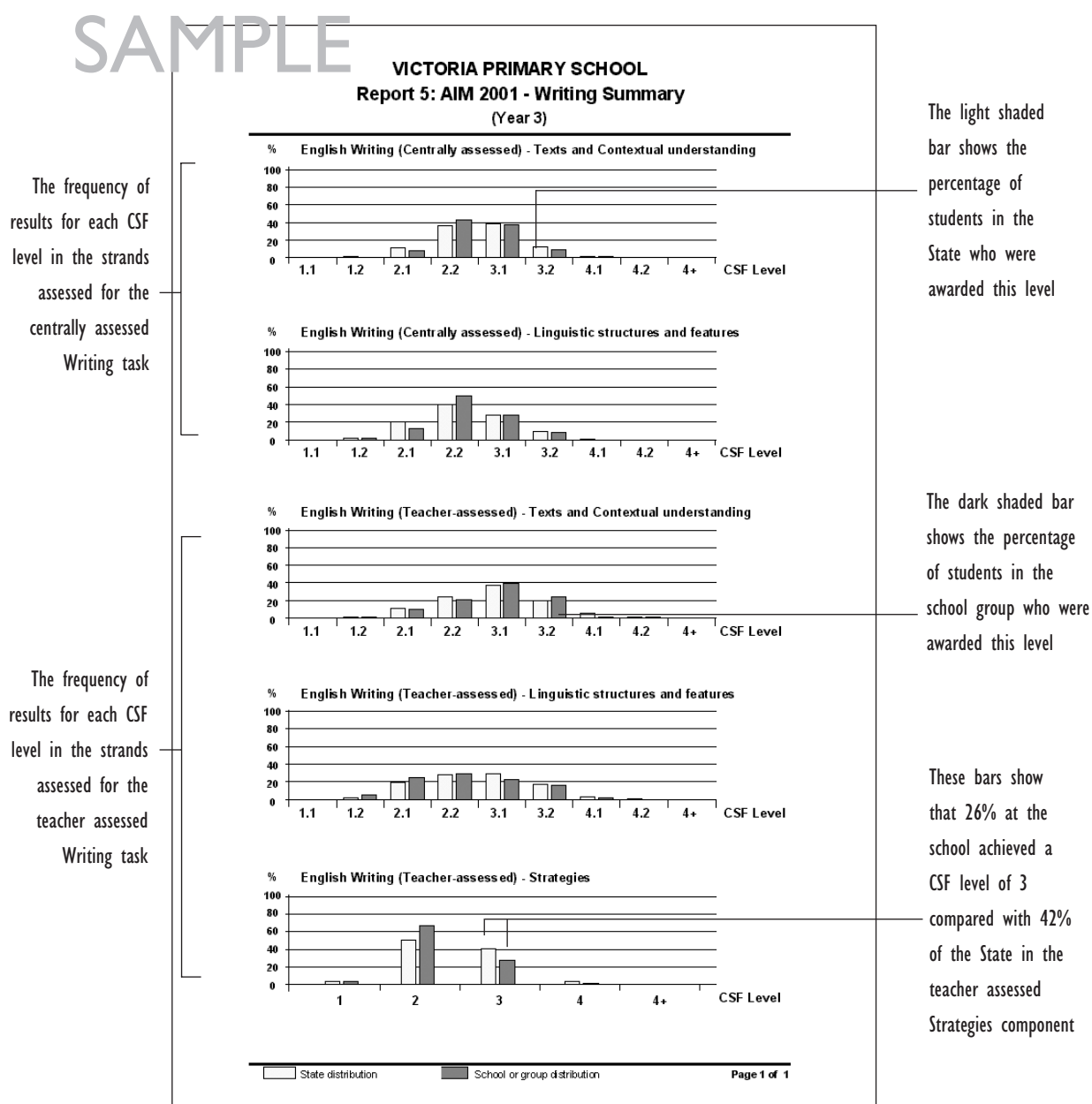


## Report 5. Writing Summary

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

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

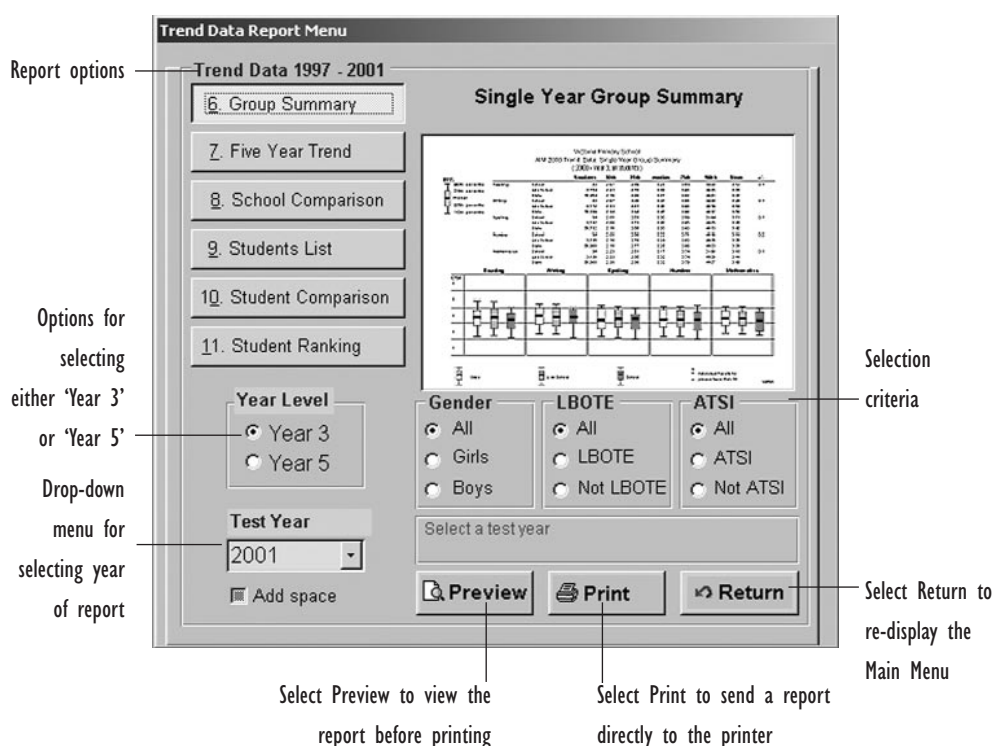
The report does not include results for the Writing items in the centrally assessed English task. For details on these items the Student Responses report should be consulted.



To generate reports for Trend Data 1997–2001, use the Trend Data Report Menu.

## Trend Data Report Menu

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



- **Report 6: Single-year Group Summary** – this report displays results for either Year 3 or Year 5 students in 1997, 1998, 1999, 2000 or 2001 across all available strands (see page 30).
- **Report 7: Five Year Trend Data: 1997, 1998, 1999, 2000, 2001** – this report displays trend data for either Year 3 or Year 5 students for 1997, 1998, 1999, 2000 and 2001 in Reading, Writing, Spelling, Mathematics and Number (see page 31).
- **Report 8: School Result Comparison: Year 3 1999–Year 5 2001**– this report compares the results for students in a school who undertook the Year 3 test in 1999 with their results if they again undertook the test in Year 5 2001 (see page 32).
- **Report 9: Student Group Result Comparison: Year 3 1999–Year 5 2001** – this report displays the CSF level of students for 1999 compared to 2001 for groups of students who undertook the Year 3 test in 1999 and the Year 5 test in 2001 (see page 33).
- **Report 10: Individual Student Result Comparison: Year 3 1999–Year 5 2001** – this report shows, for an individual student, Year 3 1999 results compared to Year 5 2001 results. This report also shows the student's performance in 1999 and 2001 relative to other students in the State and other students in the school (see page 34).
- **Report 11: Individual Student Ranking Comparison: Year 3 1999–Year 5 2001**– this report shows, for an individual student, the student's ranking relative to all other students in the State in Year 3 1999 compared to the student's ranking relative to all other students in the State in Year 5 2001 (see page 35).

# Trend Data Reports Summary

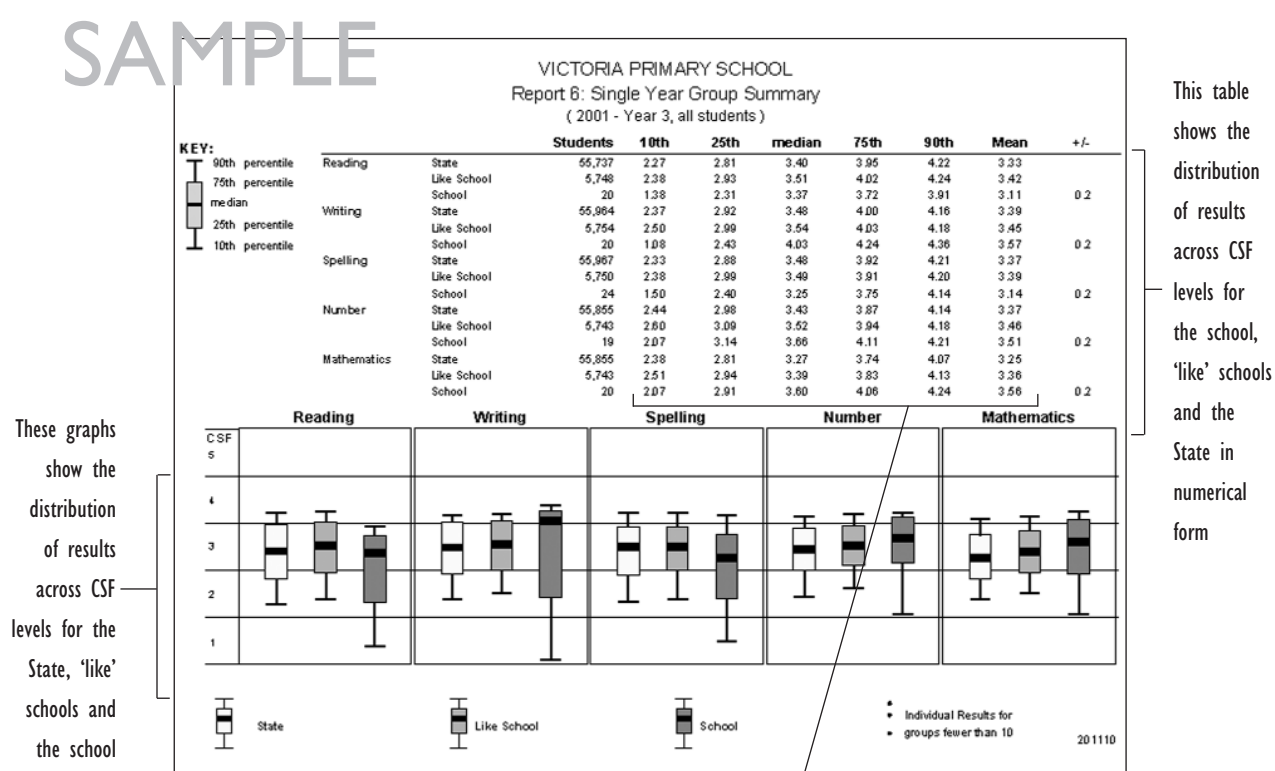
Report Name	Report Function	Reporting Criteria	Possible Use
<b>6. Single-Year Group Summary (page 30)</b>	Displays State, 'like' school, and school results for a specified calendar year and year level.	<ul style="list-style-type: none"> <li>Year 3 or Year 5 students</li> <li>1997, 1998, 1999, 2000, or 2001</li> <li>all students or</li> <li>groups of students such as boys, girls, LBOTE or ATSI students</li> <li>Reading, Writing, Mathematics and Number</li> </ul> <p>Spelling data is only available for 2000 and 2001</p>	<ul style="list-style-type: none"> <li>compare the performance of either Year 3 or Year 5 students in a specific year relative to students in the State and students in 'like' schools</li> <li>compare the performance of students in any one strand relative to their performance in other strands</li> </ul>
<b>7. Five-Year Trend Data: 1996, 1997, 1998, 1999, 2000, 2001 (page 31)</b>	Displays State, 'like' school, and school results across the years 1997, 1998, 1999, 2000 and 2001. Also displays the difference between the school's mean score and the mean for students in 'like' schools.	<ul style="list-style-type: none"> <li>Year 3 or Year 5 students</li> <li>all students or</li> <li>groups of students such as boys, girls, LBOTE or ATSI students</li> <li>Reading, Writing, Mathematics and Number</li> </ul>	<ul style="list-style-type: none"> <li>compare the performance of different cohorts of students in any one strand over a five-year period (i.e. how did the performance of Year 3 students in 2001 compare to Year 3 students in 1997, 1998, 1999, 2000 and 2001?)</li> <li>investigate how the school's performance, relative to 'like' schools, is changing over time</li> </ul>
<b>8. School Result Comparison: Year 3 1999–Year 5 2001 (page 32)</b>	Displays growth data for students in the State and school using students who undertook both the Year 3 tests in 1999 and the tests in Year 5 2001. Also displays data for 1996-1998 and 1997-1999.	<ul style="list-style-type: none"> <li>all students or</li> <li>groups of students such as boys, girls, LBOTE or ATSI students</li> <li>Reading, Writing, Mathematics, Number</li> </ul>	<ul style="list-style-type: none"> <li>compare the change in performance of the same cohorts of students between 1999 and 2001 (i.e. how did the performance of Year 3 students in 1999 compare to their performance now that they are in Year 5 in 2001?)</li> <li>investigate a cohort of student's rate of progress over time relative to other students in the State</li> </ul>

Report Name	Report Function	Reporting Criteria	Possible Use
<b>9. Student Group Result Comparison: Year 3 1999 – Year 5 2001 (page 33)</b>	Displays the CSF level of students for 1999 compared to 2001 for groups of students who undertook the Year 3 tests in 1999 and the Year 5 tests in 2001.	<ul style="list-style-type: none"> <li>all students or</li> <li>groups of students such as boys, girls, LBOTE or ATSI students</li> <li>specified rankings of students such as the top 10% of students, bottom 15% of students, etc</li> <li>specified degrees of improvement (or lack of improvement) such as students who have improved by more than one CSF level, students who have made no improvement or gone backwards, etc.</li> </ul>	<ul style="list-style-type: none"> <li>identify groups of students that have made little progress between 1999 and 2001 so that the school may develop intervention programs to assist these students</li> <li>identify groups of students that have made significant progress between 1999 and 2001 so that the school may develop appropriate extension programs for these students</li> </ul>
<b>10. Individual Student Result Comparison: Year 3 1999– Year 5 2001 (page 34)</b>	Displays growth data for students in the State and for individual students who undertook both the Year 3 tests in 1999 and the tests in Year 5 2001.	<ul style="list-style-type: none"> <li>all students or</li> <li>groups of students such as boys, girls, LBOTE or ATSI students</li> </ul>	<ul style="list-style-type: none"> <li>determine the change in individual students' performance between 1999 and 2001 (i.e. how did the students' Year 3 1999 results compare to their performance now they are in Year 5 2001?)</li> <li>determine a student's rate of progress over time relative to other students in the State</li> </ul>
<b>11. Individual Student Ranking Comparison: Year 3 1999– Year 5 2001 (page 35)</b>	Displays an individual's percentile rank in 1999 and 2001 (for those students who undertook both the Year 3 tests in 1999 and the tests in Year 5 2001) relative to all other students in the State.	<ul style="list-style-type: none"> <li>all students, or</li> <li>groups of students such as boys, girls, LBOTE or ATSI students</li> </ul>	<ul style="list-style-type: none"> <li>determine the ranking of individual student's (in either 1999 or 2001 and within either Reading, Writing, Mathematics and Number) relative to all other student's in the State</li> <li>establish individual students' ranking in 1999 and compare it to their ranking in 2001</li> </ul>

## Report 6. Single-Year Group Summary Data

This report shows summary results for students in either Year 3 or Year 5 for the years 1997, 1998, 1999, 2000 and 2001. The report shows these data for the school, 'like' schools and the State. This type of data reflects single point in time results and is useful for comparing the performance of a specific group of students in a school relative to all other similar students in the State and/or 'like' schools. Alternatively, this type of data is useful for comparing the performance of a specific group of students in any one strand relative to their performance in other strands.

Data is available in Reading, Writing, Mathematics and Number for each of the years 1997, 1998, 1999, 2000 and 2001. Spelling is only available for 2000 and 2001.



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

**Note:** Where there are fewer than ten students in the selected group, the 'box-and-whisker' presentation is replaced by a series of dots. Each dot represents a specific student, except when there are students who receive the same result.

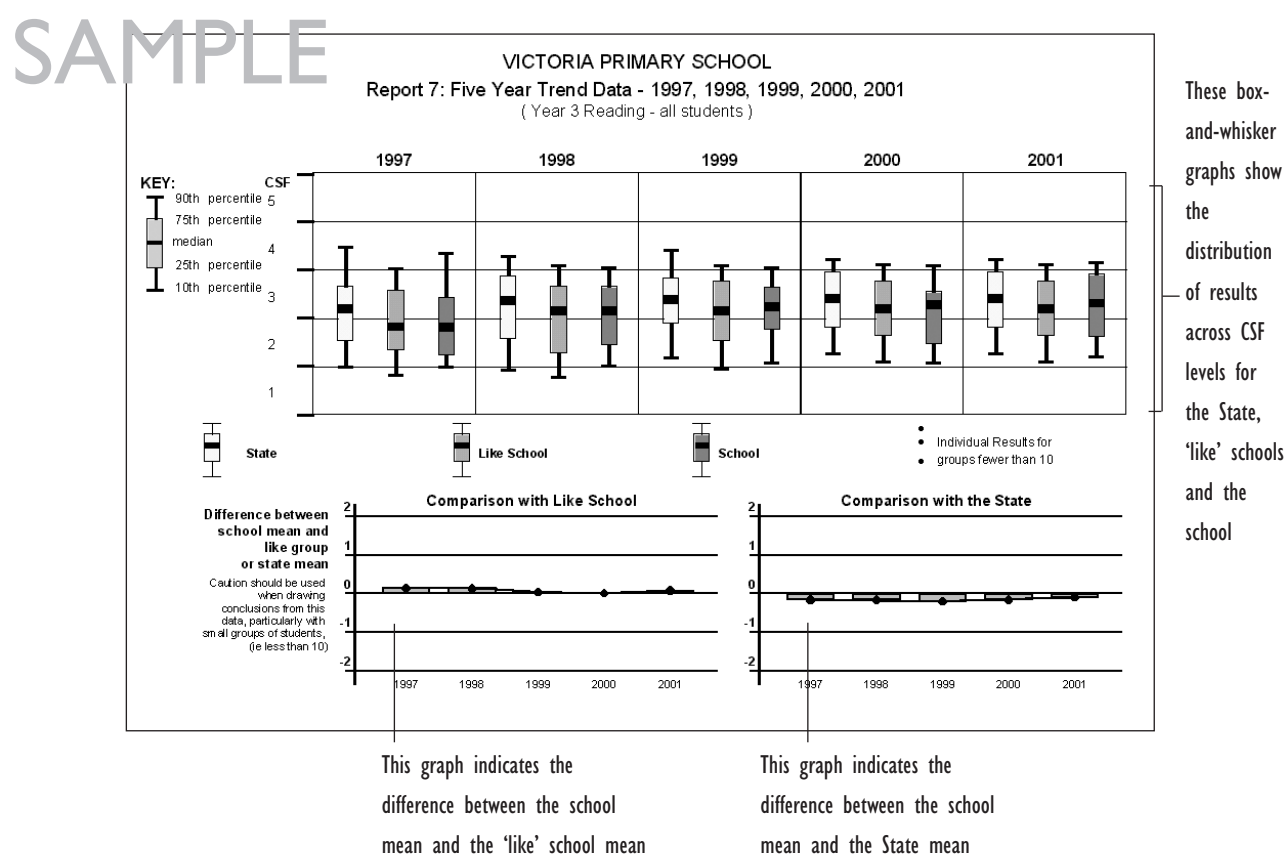
## Report 7. Five-year Trend Data: 1997, 1998, 1999, 2000, 2001

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

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

This type of data reflects trends in results over time and is useful for comparing the performance of different cohorts of students in any one strand over a five year period (i.e. how did the performance of Year 3 students in 2001 compare to Year 3 students of 1997, 1998, 1999, and 2000?) Alternatively, this type of data is useful for investigating how the school's performance, relative to 'like' schools, is changing over time.

Data is available in Reading, Writing, Mathematics and Number for each of the years 1997, 1998, 1999, 2000 and 2001 but is only available in Spelling for 2000 and 2001.



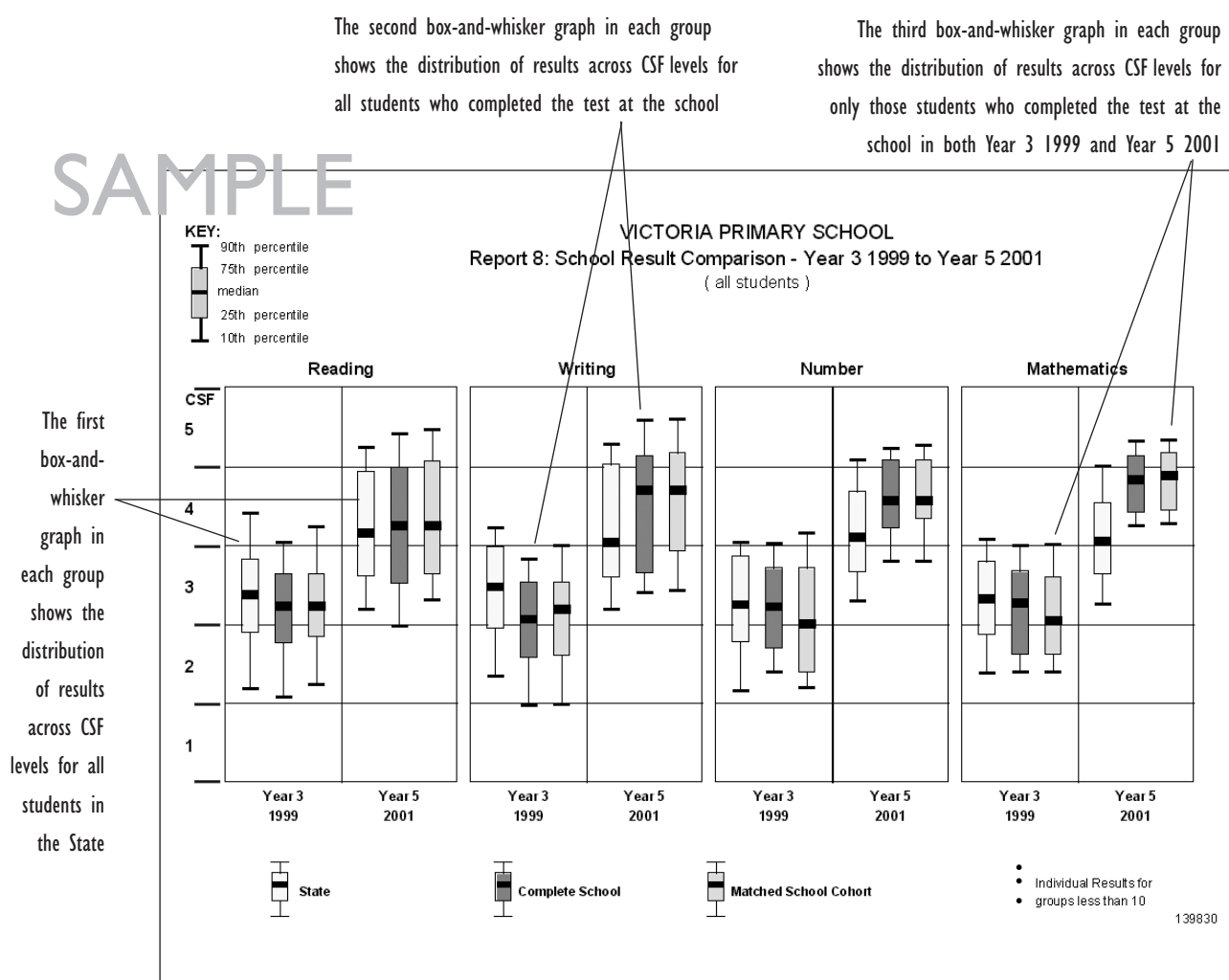
**Note:** Where there are fewer than ten students in the selected group, the box-and-whisker presentation is replaced by a series of dots. Each dot represents a specific student except where there are students who receive the same result.

## Report 8. School Result Comparison: Year 3 1999–Year 5 2001

This report shows the growth between 1999 and 2001 of students who undertook the Year 3 tests in 1999 and the Year 5 tests in 2001. 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 1999 and Year 5 2001 tests (referred to as ‘matched school cohort’) data.

This type of data is longitudinal in nature and is useful for comparing the change in performance of the same cohorts of students between 1999 and 2001 (i.e. how did the performance of Year 3 students in 1999 compare to their performance now they are in Year 5 2001?). Alternatively, this data is useful for investigating a group of students' rate of progress over time, relative to other students in the State.

The data to compare 1996-1998, 1997-1999, 1998-2000 and 1999-2001 is also available.



**Note:** Where there are fewer than ten students in the selected group, the ‘box-and-whisker’ presentation is replaced by a series of dots. Each dot represents a specific student, except when there are students who receive the same result.



## Report 9. Student Group Result Comparison: Year 3 1999–Year 5 2001

This report shows the CSF level of students when they undertook the Year 3 tests in 1999 compared to their performance when they undertook the Year 5 tests in 2001. The report primarily lists the change between 1999 and 2001 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 1999 are denoted by an \*.

This type of data is longitudinal in nature and is useful for identifying groups of students that have made either little or significant progress between 1999 and 2001. In so doing, the school may develop both intervention programs to assist those students who are making little progress and extension programs for those students who are making significant progress.

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

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

**SAMPLE**

This table shows the mean CSF level in 1999 and 2001 for the State, 'like' schools and the school

This table shows the CSF level in 1999 and 2001 for each student in the Year 5 group

'+/–' is the confidence interval around this difference

'Diff' is the difference between the 1999 and the 2001 result

VICTORIA PRIMARY SCHOOL Report 9: Student Group Result Comparison - Year 3 1999 to Year 5 2001 ( Top 100% of Year 3 Overall : all students )																
	Reading				Writing				Number				Mathematics			
	1999	2001	Diff	+/-	1999	2001	Diff	+/-	1999	2001	Diff	+/-	1999	2001	Diff	+/-
School Mean	3.4	4.2	+0.8	0	3.6	4.2	+0.6	0	3.4	4.2	+0.8	0	3.4	4.1	+0.6	0
Like School Mean	3.2	4.0	+0.9	0	3.4	4.0	+0.6	0	3.2	4.0	+0.8	0	3.3	3.9	+0.7	0
State Mean	3.2	4.3	+1.1	0.1	3.1	4.6	+1.5	0.1	3.1	4.6	+1.5	0.1	3.1	4.8	+1.6	0.1
	1999	2001	Diff		1999	2001	Diff		1999	2001	Diff		1999	2001	Diff	
BAILEY, AMANDA	3.1	5.4	+2.3		3.4	5.2	+1.8		2.4	4.8	+2.4		3.1	5.0	+1.9	
BARBETTA, RACHEL	na	4.3			na	4.7			2.7	4.1	+1.4		3.3	4.3	+0.9	
BEASY, KATE	4.2	5.0	+0.8		3.4	5.5	+2.1		3.4	5.2	+1.8		3.4	5.2	+1.8	
BROWNSEA, AMANDA	3.2	3.5	+0.3		2.2	3.6	+1.4		2.7	3.3	+0.6		2.4	4.3	+1.9	
BUCKLEY, KELLIE	3.2	4.8	+1.6		3.5	5.0	+1.5		4.0	5.3	+1.3		3.6	5.2	+1.6	
BUCKLEY, NICHOLAS	3.8	3.7	-0.1		3.2	3.6	+0.4		3.0	3.7	+0.7		3.5	4.8	+1.2	
CARSTAIRS, AMY	3.8	5.4	+1.6		3.2	4.7	+1.4		2.4	na			2.6	na		
CHALLIS, LEESA	5.0	6.0	+1.0		4.5	5.9	+1.4		4.7	6.0	+1.3		4.5	5.9	+1.4	
CHILCOTT, JENNA	3.3	4.3	+0.9		3.6	4.8	+1.3		2.4	3.7	+1.3		2.2	4.5	+2.2	
DEMIS, JAMIE	3.5	4.1	+0.6		3.6	4.4	+0.8		2.4	3.9	+1.5		2.6	3.7	+1.1	
DOUGLAS, ALEXANDER	3.1	4.8	+1.7		2.7	4.7	+2.0		4.3	4.6	+0.3		3.9	4.7	+0.8	
DOWN, BENJAMIN	3.1	4.3	+1.1		3.2	5.3	+2.1		3.4	4.3	+0.9		3.5	4.8	+1.3	
EDDIE, ROHAN	3.5	3.6	+0.1		3.3	4.4	+1.0		3.7	4.6	+0.8		3.0	5.0	+2.0	
EGAN, MIKAELA	3.8	5.3	+1.5		4.0	5.7	+1.7		3.7	5.3	+1.6		4.1	5.4	+1.3	
ETRICH, RITA*	na	3.0			na	3.6			na	3.9			na	4.5		
GILHOLLY, DANIEL	1.9	2.7	+0.8		2.0	3.4	+1.4		3.0	4.6	+1.6		2.7	4.6	+1.9	
GINN, ALEXANDRA	4.6	5.5	+1.0		3.8	5.7	+2.0		4.0	4.6	+0.5		3.8	5.0	+1.2	
GOULDING, JESSICA	2.9	3.7	+0.8		2.9	5.1	+2.1		4.3	na			4.0	na		
GURGUR, GIZEM	1.7	3.1	+1.4		1.8	3.7	+1.9		2.4	4.3	+1.9		2.6	4.3	+1.6	
HALSE, COURTNEY*	na	5.2			na	4.7			na	5.1			na	5.1		
HAMM, EUNICE*	na	3.0			na	2.9			na	3.7			na	3.7		
HARRISON, MARK	2.5	3.4	+0.9		2.5	3.3	+0.8		3.2	4.3	+1.1		2.6	4.0	+1.3	
HILDER, SHANNON	1.9	na			1.9	na			2.7	4.6	+1.9		2.8	4.3	+1.6	

\* student who did not attend the current school in Year 3

Page 1 of 3

na = no result available

139830

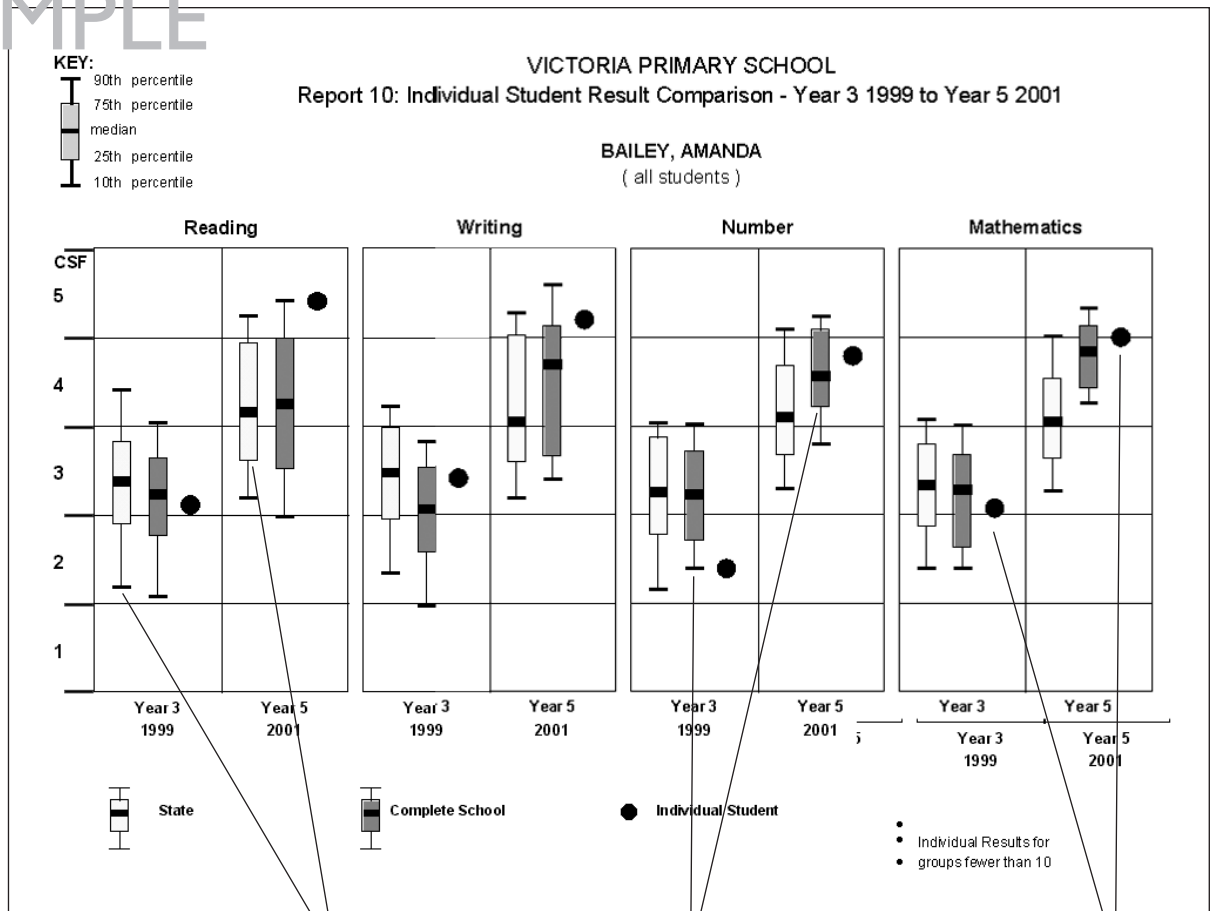
Trend Data

## Report 10. Individual Student Result Comparison: Year 3 1999–Year 5 2001

This report shows the different achievement levels for individual students between 1999 and 2001. 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).

This type of data is useful for determining the change in a student's performance between 1999 and 2001 (i.e. how did the student's Year 3 1999 performance compare to their performance now they are in Year 5 2001?). Alternatively, this type of data is useful for determining a student's rate of progress over time relative to other students in the State.

SAMPLE



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

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

These dots show the CSF level of the nominated student if that student was present for both the Year 3 1999 and Year 5 2001 tests

# Report 11. Individual Student Ranking Comparison: Year 3 1999–Year 5 2001

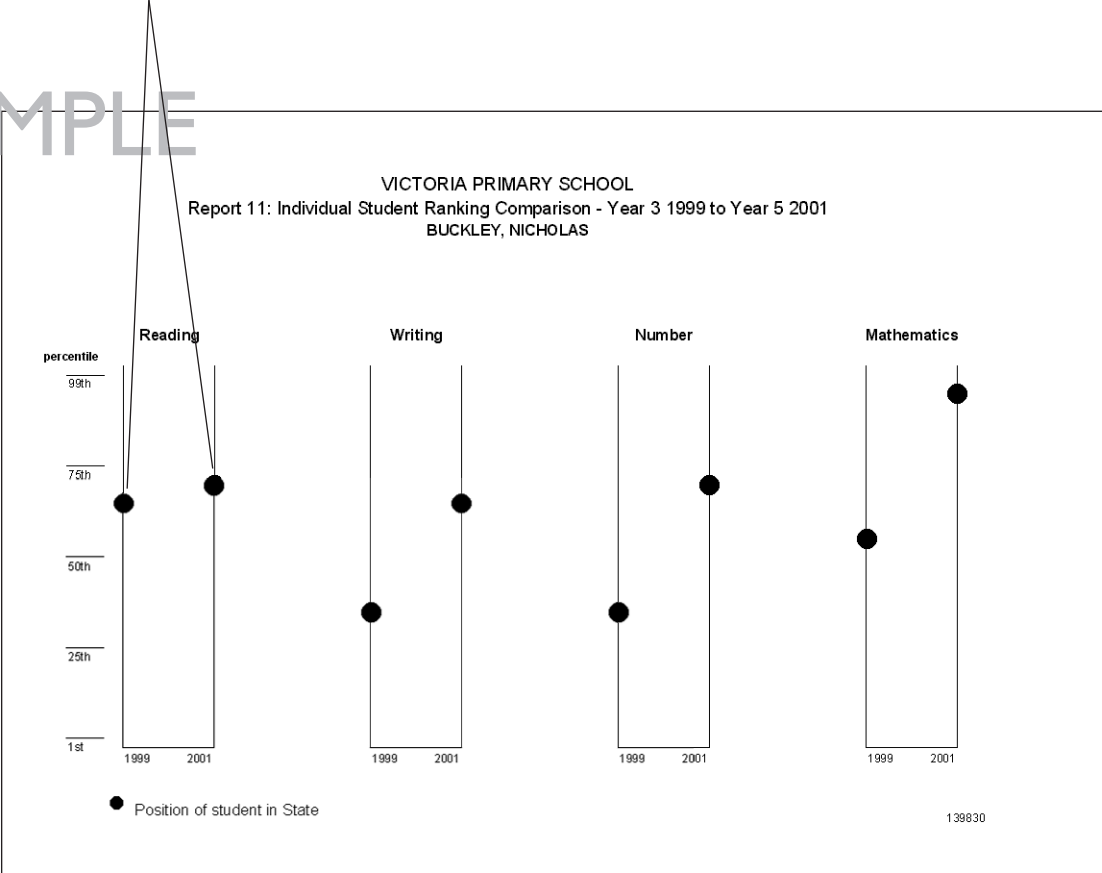
This report shows an individual's percentile rank in 1999 and 2001 (for those students who undertook both the Year 3 tests in 1999 and the Year 5 tests in 2001) relative to all other students in the State.

This data is useful for determining the ranking of individual students (in either 1999 or 2001 and within Reading, Writing, Mathematics or Number), relative to all other students in the State. Alternatively, this type of data is useful for establishing an individual student's ranking in 1999 and comparing it to their ranking in 2001.

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

These dots show the percentile ranking of the nominated student relative to all other students in the State (e.g. if a student was ranked at the 75th percentile for reading in 2001 we can say that student's performance was at or better than 75% of the students in the State).

SAMPLE



Trend Data

## Interpretation of results

The graphs and tables in the AIM Data Report have been made using data collected from over 116,000 Year 3 and Year 5 students in over 1800 schools. Similarly, the graphs and tables for 'like' schools comparisons have been made using data from large numbers of students and can potentially be used to make reliable comparisons with the results from a given school.

### Comparisons of group results

When schools are making comparisons between the performance of their students as a whole (or in subgroups, for example girls/boys), with the State or 'like' schools, then a number of factors should be taken into account. One is the size of the school's group. Fewer than ten students in the group means the school should be cautious about claiming any reliable differences from the State or 'like' school performance. Another factor is the size of any difference that may be observed. Large differences are more likely to provide reliable comparisons than small differences. A small difference may simply reflect the normal variation that occurs whenever we are measuring student performance. However, a series of small but consistent differences in the same direction over a number of years is likely to be a reliable indication of a change in student performance over that time.

### CSF levels and growth

The average student should improve their level of achievement by about one CSF level over a two year period. For example, an average student working at a CSF level of 3.4 at Year 3 would be expected to be at about level 4.4 in Year 5. The rate of growth however will vary from student to student.

When looking at reports that compare groups of students with the State within one year level it is important to remember that CSF Level 3 spans Year 3 and Year 4, so that 0.5 of a CSF level represents one year's growth in learning for the average student.

### Individual comparisons

When looking at the results for an individual student, there is valuable information that can be gained in the range of reports available. Particular strengths can be shown in the strand results and in looking at the actual questions successfully answered by the student. The achievement level of the student compared with the school or class group and with the general State achievement for that Year level group can be used to gain further insight into the performance of the student.

If the test results for a particular student indicate a level of achievement that varies considerably from the class teacher's expectation then the teacher should investigate the performance more closely. For example, a Year 5 student may have been feeling ill on the day of the 2001 test and have not performed to his or her ability. This could produce a comparison report that indicated a Reading Level at CSF level 3.2 in Year 3 and a Reading Level at CSF level 3.6 in Year 5. This shows an improvement of only 0.4 of a CSF level over two years. In a case such as this, the teacher will need to bring in local knowledge about the student's classroom level of performance to make an accurate decision about progress made by this student over the two years.

## Section 3: Parent Reports

### The parent report

The parent report is printed on a single A3 sheet. It includes four sections:

- A front page identifying the student and the school
- explanations of each part of the report
- a report which shows individual student achievement for English (Reading, Writing and Spelling) and Mathematics
- a written description for each assessment which identifies the skills that students working at the levels reported are generally able to accomplish

### Community language translations

To help parents from a Language background other than English, explanations of each part of the report and the written descriptions are available in fourteen community languages: Arabic, Bosnian, Cambodian, Chinese (Mandarin), Croatian, Greek, Macedonian, Russian, Serbian, Somali, Spanish, Tagalog, Turkish, and Vietnamese.

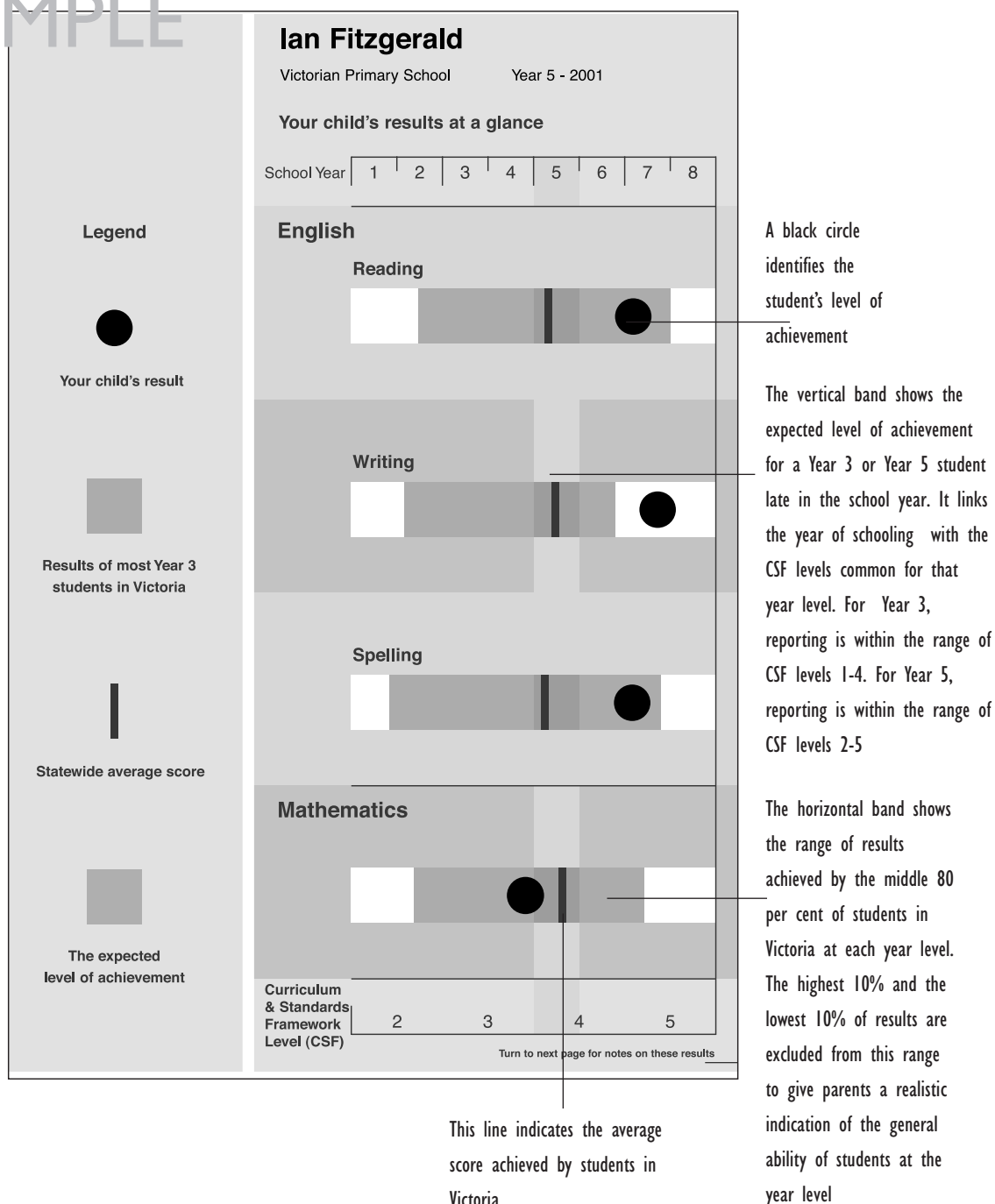
For copies of translations required for parents, principals should complete a copy of the form on page 35 of Achievement Improvement Monitor 2001, Guide for Principals and Teachers and fax it to the VCAA on (03) 9651 4612. One copy of each translation requested will be sent to the school for reproduction and distribution with the parent reports.

## Sample page 3 of the parent report

Student achievement is reported against the years of schooling, the CSF level and the range of results achieved by the middle 80 per cent of students in the State. In the sample report on this page, student levels and State distributions do not necessarily reflect performance in the 2001 Statewide Tests.

On the back of the report, there is a written description which provides parents with details of the skills and knowledge children generally demonstrate at the particular level of achievement. For instance, if the child's achievement in Reading is at CSF level 2, a brief description of what is involved in Reading at that level would be presented.

# SAMPLE



## AIM Years 3 and 5 Report CD-ROM

The AIM Data Report CD-ROM 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 parent's questions about particular aspects of their children's results.

## Confidentiality of results

When discussing Statewide Test reports with parents, teachers should point out that the information about each child is confidential to the child's parents, the teacher and the school.

## Distribution of parent reports

It is important that teachers be fully informed of the detailed results of each student and of the results for their class as a whole and that parents have the opportunity to discuss the results with the school. The results sent to the school provide detailed information about the achievement of each student. This information can be used to place the parent reports in a wider context that enables strategies and suggestions for learning improvement to be discussed with parents.

## Replacement parent reports

The VCAA provides only one set of parent reports to the school for distribution. Should a parent request a replacement copy of a report, the school will be able to provide a copy of results from the Student Profiles report. Schools may photocopy the printed report sent to the school or access a similar report through the AIM Report CD-ROM.

Parent reports which carry an incorrect name as a result of incorrect information provided by the school may be replaced on request. The fee for the necessary programming, printing and mailing of the replacement report is \$20.00. Principals should send a money order or cheque payable to AIM Statewide Testing, Victorian Curriculum and Assessment Authority with a request for a replacement report **no later than Friday 26 October 2001**.

## 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, the information line listed at the beginning of this guide (page 3) should be contacted.

# Appendix 1: AIM 2001 Question Details

These 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.

## English – Year 3

Question Number	Short Description	Correct Answer	Curriculum Area	Skill Assessed
1	Amazing Andy	B	Reading	Recognise title of book
2	Amazing Andy	C	Reading	Match information to a simple illustration
3	Names	3,4,1,2	Writing	Identify alphabetical order by first letter
4	Full Stops	park.slide	Writing	Punctuate sentences using full stops
5	Mighty Meg	D	Reading	Locate information in a simple narrative
6	Mighty Meg	D	Reading	Locate information in a simple narrative
7	Mighty Meg	C	Reading	Locate information in a simple narrative
8	Mighty Meg	A	Writing	Recognise convention of a capital letter for a proper noun
9	The Dog Next Door	C	Reading	Locate information in a simple narrative
10	The Dog Next Door	D	Reading	Draw conclusions from one or more details in a narrative
11	The Dog Next Door	B	Reading	Locate information in a simple narrative
12	The Dog Next Door	C	Reading	Identify narrator of a simple narrative
13	Shoes from Grandpa	A	Reading	Locate information in a simple narrative
14	Shoes from Grandpa	A	Writing	Recognise full form of a contraction
15	Shoes from Grandpa	D	Reading	Identify language form
16	Shoes from Grandpa	B	Reading	Locate information in a simple narrative
17	Shoes from Grandpa	C	Reading	Draw conclusions from one or more details in a narrative
18	Pronouns	where (c)	Writing	Select appropriate pronoun
19	Pronouns	He (b)	Writing	Select appropriate pronoun
20	Jelly	3,2,4,1	Writing	Sequence steps to complete a procedure
21	Punctuation	?" (b)	Writing	Select correct punctuation using direct speech
22	Punctuation	," (a)	Writing	Select correct punctuation using direct speech
23	Southern White Rhino	C	Reading	Identify form and source of text
24	Southern White Rhino	D	Reading	Locate information in a media text
25	Southern White Rhino	C	Reading	Identify meaning of an icon in a media text
26	Southern White Rhino	B	Reading	Locate information in a media text
27	Southern White Rhino	A	Reading	Locate information in a media text



## English – Year 3 (continued)

Question Number	Short Description	Correct Answer	Curriculum Area	Skill Assessed
28	Southern White Rhino	D	Reading	Locate information in a media text
29	Crazy Crystals	A	Reading	Recognise function of numbers in a procedural text
30	Crazy Crystals	D	Reading	Identify purpose of a text that instructs
31	Crazy Crystals	B	Reading	Select an appropriate synonym
32	Crazy Crystals	D	Reading	Locate information in a factual text
33	Horse in the Rain	C	Reading	Recognise verbs in context
34	Horse in the Rain	B	Reading	Identify a point of view
35	Horse in the Rain	A	Reading	Recognise a comparison
Task A Editing				
1	brid	bird	Spelling	Spell frequently used words of one syllable
2	fownd	found	Spelling	Spell frequently used words of one syllable
3	staves	stays	Spelling	Spell frequently used words of one syllable
4	form	from	Spelling	Spell high frequency used words of one syllable
5	spreads	spreads	Spelling	Spell frequently used words of more than one syllable
Task B Dictation				
1	dictation	animal	Spelling	Spell frequently used words of one syllable
2	dictation	inhabits	Spelling	Spell relatively complex words of more than one syllable
3	dictation	thrives	Spelling	Spell relatively complex words of more than one syllable
4	dictation	which	Spelling	Spell frequently used words of one syllable
5	dictation	sharp	Spelling	Spell frequently used words of one syllable
6	dictation	delicate	Spelling	Spell relatively complex words of more than one syllable
7	dictation	enemies	Spelling	Spell relatively complex words of more than one syllable
8	dictation	steal	Spelling	Spell frequently used words of one syllable
9	dictation	insects	Spelling	Spell frequently used words of more than one syllable
10	dictation	seasonal	Spelling	Spell frequently used words of more than one syllable
11	dictation	twilight	Spelling	Spell relatively complex words of more than one syllable
12	dictation	children	Spelling	Spell frequently used words of more than one syllable

## English – Year 5

Question Number	Short Description	Correct Answer	Curriculum Area	Skill Assessed
1	Southern White Rhino	C	Reading	Identify form and source of text
2	Southern White Rhino	D	Reading	Locate information in a media text
3	Southern White Rhino	C	Reading	Identify meaning of an icon in a media text
4	Southern White Rhino	B	Reading	Locate information in a media text
5	Southern White Rhino	A	Reading	Locate information in a media text
6	Southern White Rhino	D	Reading	Locate information in a media text
7	Pronouns	where (c)	Writing	Select appropriate pronoun
8	Pronouns	He (b)	Writing	Select appropriate pronoun
9	Pronouns	who (b)	Writing	Select appropriate pronoun
10	Pronouns	them (c)	Writing	Select appropriate pronoun
11	Secrets	C	Reading	Locate information in a poem
12	Secrets	D	Reading	Draw conclusions from one or more details in a poem
13	Secrets	D	Reading	Interpret figurative language in a poem
14	Secrets	C	Reading	Interpret figurative language in a poem
15	Chicken	4,2,3,1	Writing	Place information in correct sequence
16	Punctuation	?" (b)	Writing	Select appropriate punctuation using direct speech
17	Punctuation	, " (a)	Writing	Select appropriate punctuation using direct speech
18	Punctuation	. " (b)	Writing	Select appropriate punctuation using direct speech
19	Crazy Crystals	A	Reading	Recognise function of numbers in a procedural text
20	Crazy Crystals	1,3,4,2	Reading	Sequence steps to complete a procedure
21	Crazy Crystals	D	Reading	Identify purpose of a text that instructs
22	Crazy Crystals	B	Reading	Select an appropriate synonym
23	Crazy Crystals	D	Reading	Locate information in a factual text
24	Ancient Egypt	A	Reading	Locate information in a factual text
25	Ancient Egypt	C	Reading	Locate information in a factual text
26	Ancient Egypt	C	Reading	Locate information in a factual text
27	Ancient Egypt	B	Reading	Identify main idea of a section of a text
28	Ancient Egypt	C	Writing	Identify adjective usage
29	Wayward Island	B	Reading	Draw conclusions from one or more details in a narrative
30	Wayward Island	C	Reading	Recognise pronoun reference
31	Wayward Island	B	Reading	Interpret meanings in a narrative
32	Wayward Island	A	Reading	Draw conclusions from one or more details in a narrative
33	Commas	Billy/service	Writing	Punctuate sentences using commas to separate clauses
34	Cyclone	D	Reading	Draw conclusions from one or more details in a narrative
35	Cyclone	C	Reading	Interpret figurative language in a narrative

## English – Year 5 (continued)

Question Number	Short Description	Correct Answer	Curriculum Area	Skill Assessed
36	Cyclone	B	Reading	Interpret figurative language in a narrative
37	Cyclone	D	Reading	Draw conclusions from one or more details in a narrative
38	Cyclone	D	Reading	Draw conclusions from one or more details in a narrative
39	Morning	B	Reading	Identify style of text
40	Morning	A	Reading	Interpret figurative language in a narrative
41	Morning	C	Reading	Draw conclusions from one or more details in a narrative
42	Morning	B	Reading	Interpret descriptive language in a narrative
43	Morning	A	Reading	Recognise pronoun reference
44	Morning	B	Reading	Recognise a comparison
45	Morning	A	Reading	Interpret figurative language in a narrative
Task A Editing				
1	serve	survive	Spelling	Spell frequently used words of more than one syllable
2	shallow	shallow	Spelling	Spell frequently used words of more than one syllable
3	obtane	obtain	Spelling	Spell frequently used words of more than one syllable
4	sevr	several	Spelling	Spell relatively complex words of more than one syllable
5	fiercer	fiercer	Spelling	Spell relatively complex words of more than one syllable
6	posonous	poisonous	Spelling	Spell relatively complex words of more than one syllable
Task B Dictation				
1	dictation	animal	Spelling	Spell frequently used words of more than one syllable
2	dictation	country	Spelling	Spell frequently used words of more than one syllable
3	dictation	hundreds	Spelling	Spell frequently used words of more than one syllable
4	dictation	dying	Spelling	Spell complex words of more than one syllable
5	dictation	altogether	Spelling	Spell relatively complex words of more than one syllable
6	dictation	about	Spelling	Spell high frequency words of more than one syllable
7	dictation	action	Spelling	Spell relatively complex words of more than one syllable
8	dictation	slaughter	Spelling	Spell complex words of more than one syllable
9	dictation	mammals	Spelling	Spell relatively complex words of more than one syllable
10	dictation	increasing	Spelling	Spell complex words of more than one syllable
11	dictation	people	Spelling	Spell frequently used words of more than one syllable
12	dictation	chocolate	Spelling	Spell relatively complex words of more than one syllable

## Mathematics – Year 3

Question Number	Short Description	Correct Answer	Curriculum Area	Skill Assessed
1	Dogs	A	Number	Subtract single digit numbers
2	Dot cards	D	Number	Count the size of a collection
3	Cube	C	Space	Name a 3-D shape
4	Long & thin shapes	D	Measurement	Identify relative dimensions
5	687 written	687	Number	Write a number in digits
6	Days of the week	B	Measurement	Order days of the week
7	Snowman	D	Space	Identify 2-D shapes
8	Number cards	C	Number	Order 3 digit numbers smallest to largest
9	Ben's calendar	C	Measurement	Interpret a calendar to count number of days
10	Straight & curved sides	D	Space	Identify a straight and curved sided shape
11	Tina's house	D	Space	Identify relative left-right location
12	Number pattern	C	Number	Complete a number pattern
13	Rope and stick	B	Measurement	Identify different objects of the same length
14	Kim's school	\$400	Number	Multiply 2 digit number by 10
15	68 + 73	141	Number	Add two 2 digit numbers
16	Joe's shelves	A	Space	Locate objects using directions
17	Count money	\$1.35	Number	Calculate total amount of money
18	Water jug	B	Measurement	Use scale to measure quantity
19	69,304	A	Number	Identify a number in digits from words
20	Michelle's money	30	Number	Calculate amount of change
21	Olympic city	A or D	Chance & data	Find information directly from a table
22	Olympic medals	B	Chance & data	Extract information from a table
23	Largest area	A	Measurement	Compare area of straight edged 2-D shapes
24	Number sentence	4	Number	Correctly complete a number sentence
25	2-D pattern	A	Space	Complete a 2-D pattern
26	Emma's pens	C	Number	Division and remainder application
27	Calculators	A	Number	Identify smallest decimal number from a list
28	Subtraction	396	Number	Subtract a 3 digit number from a 3 digit number
29	Multiplication	1377	Number	Multiply a 3 digit number by a 1 digit number
30	John's answer	C	Number	Estimate answer of 2 digit by 1 digit problem
31	Birthdays	C	Measurement	Calculate elapsed time in days
32	Division	127	Number	Divide a 3 digit number by a 1 digit number

## Mathematics – Year 5

Question Number	Short Description	Correct Answer	Curriculum Area	Skill Assessed
1	Ben's calendar	C	Measurement	Interpret a calendar to count number of days
2	Straight & curved sides	D	Space	Identify a straight and curved sided shape
3	Fractions	C	Number	Calculate denominator of an equivalent fraction
4	Multiplication	D	Number	Multiply a 2 digit number by a 1 digit number
5	69,304	A	Number	Identify a number in digits from words
6	Water jug	B	Measurement	Use scale to measure quantity
7	Largest area	A	Measurement	Compare area of straight edged 2-D shapes
8	Count money	1.35	Number	Calculate total amount of money
9	Year 5 game	B	Chance & data	Identify a random process
10	Soccer ball	B	Space	Identify 2-D shapes
11	Stars	A	Number	Recognise model for multiplication
12	Sports class	6	Number	Calculate one third of 18
13	Anna's cake	5	Space	Demonstrate property of faces for 3-D shape
14	Subtraction	396	Number	Subtract a 3 digit number from a 3 digit number
15	Division	67	Number	Divide a 3 digit number by a 1 digit number
16	Mark's marbles	B	Chance & data	Identify an impossible event
17	Calculators	A	Number	Identify smallest decimal number from a list
18	Symmetry	A,D	Space	Recognise line of symmetry in 2-D shapes
19	Temperature	C	Number	Recognise difference in temperatures using integers
20	Perimeter	A	Measurement	Compare perimeters of rectangles
21	Volume	D	Measurement	Compare volume of rectangular prisms
22	John's answer	C	Number	Estimate answer of 2 digit by 1 digit problem
23	Direction	B	Space	Identify direction using degrees
24	Counting by 100s	B	Number	Count by 100s from given starting number
25	Venn diagram	C	Chance & data	Interpret Venn diagram
26	Time from school	C	Measurement	Calculate elapsed time in hours and minutes
27	Time for trip	1hr30min	Measurement	Calculate elapsed time in hours and minutes
28	459 X 3	1,377	Number	Multiply a 3 digit number by a 1 digit number
29	56 X 38	2,128	Number	Multiply a 2 digit number by a 2 digit number
30	Minutes at school	D	Measurement	Calculate elapsed time in minutes
31	Graph shape	D	Space	Plot points by coordinates & identify shape
32	Sequence	C	Number	Identify next number in sequence, non-constant difference
33	Hours to minutes	A	Measurement	Convert hours to minutes
34	Fraction to %	D	Number	Convert simple fraction to percentage
35	Estimate 7.7 X 3.3	C	Number	Estimate answer for decimal multiplication
36	Order decimals	D	Number	Order decimal fractions
37	Pair of numbers	B	Number	Identify pair of missing numbers from a sequence
38	Sasha's results	B	Number	Convert scores into percentages and compare
39	Angles	D	Space	Identify equal angles, line crossing parallel lines
40	Decimal subtraction	9.36	Number	Subtract decimal numbers with unequal number of decimal places
41	Decimal multiplication	B	Number	Multiply a decimal number by a decimal number

# Appendix 2: Using AIM 2001 Data Reports

Results	Where to find this information	Possible questions about the results	Moving into planning
<b>School results</b>	Group Summary (page 24) (Report 3)	<ul style="list-style-type: none"> <li>In which key learning areas is the school's Years 3 and 5 cohort performing well or poorly?</li> <li>How do the school's results compare with State performance?</li> <li>Are there differences in the performance of different groups in the strands, for example, girls compared with boys?</li> </ul>	<ul style="list-style-type: none"> <li>What implications are there for curriculum review and planning?</li> <li>Are there implications for the way the school is implementing the CSF?</li> <li>Do the results for specific groups within the school indicate a need for action?</li> <li>Is there a need for teachers at a particular year level to discuss specific teaching and learning issues?</li> </ul>
	Strand Summary (page 25) (Report 4)	<ul style="list-style-type: none"> <li>In which strands is the school's Years 3 and 5 cohort performing well or poorly?</li> <li>How do the school's results on each strand compare with State performance?</li> </ul>	
	Trend Data Reports (pages 30-35) (Reports 6-11)	<ul style="list-style-type: none"> <li>How do the results from AIM 2001 compare with those of previous years?</li> <li>What trends in student performance can be identified in Reading, Writing and Mathematics?</li> </ul>	<ul style="list-style-type: none"> <li>Do results over time indicate areas that require curriculum change?</li> <li>Have curriculum changes at the school been reflected in these results?</li> </ul>
<b>Class or group results</b>	Student Responses (pages 22-23) (Report 2)	<ul style="list-style-type: none"> <li>How has the group performed on individual questions compared with students across the State? How do the class results compare with most students in the State?</li> <li>Are there significant variations in results for individual students in particular questions?</li> <li>Are there significant variations in the results for particular questions across classes?</li> </ul>	<ul style="list-style-type: none"> <li>Are there skills or content which require further attention?</li> <li>What possible changes in approaches to teaching or time spent on activities in the classroom should be considered?</li> <li>What implications do variations in the results have for whole school planning?</li> </ul>

	<ul style="list-style-type: none"> <li>• How do students' responses on the Space questions in the teacher-assessed task compare with their responses to Space questions in the centrally assessed task?</li> <li>• Are the results different from expected or from the classroom-based assessments? In what way? Why?</li> </ul>	
Writing Summary (page 26) (Report 5)	<ul style="list-style-type: none"> <li>• How do the results for the class on the Writing tasks compare with those of the State?</li> <li>• How do students' scores for the centrally assessed Writing task compare with those for the teacher-assessed Writing task?</li> </ul>	<ul style="list-style-type: none"> <li>• Are there implications for professional development? Is there a need for more teacher discussion on the use of assessment criteria in marking writing?</li> <li>• What implications do the results have for classroom planning?</li> <li>• What programs are available or could be introduced to support or extend individual students or groups?</li> <li>• What can be done about students with unexpected results?</li> </ul>
<b>Individual students' results</b>	<ul style="list-style-type: none"> <li>• In which strands do individual students demonstrate strengths or weaknesses?</li> <li>• How do individual students' results compare with other students in the State and in the class?</li> <li>• Do any students have unexpected results? Why?</li> <li>• Which answers did a student get correct and incorrect for each area assessed?</li> <li>• Which answer was given if it was incorrect? (This can be cross referenced with the items in the task booklet.)</li> </ul>	<ul style="list-style-type: none"> <li>• What is the best advice parents can be given about learning support in particular areas when the results are discussed with them?</li> </ul>
	Student Profiles (page 21) (Report 1)	
	Student Responses (pages 22-23) (Report 2)	

# ***Appendix 3: Troubleshooting***

## **1. Internet Explorer 4 cannot access the Internet after AIM 2001 is installed.**

If you are running Internet Explorer 4 you may experience some problems after installing AIM 2001. This is due to an incompatibility in some of the Microsoft's installation files.

To resolve this problem we have included a copy of Internet Explorer 5 on your CD-ROM.

To install Internet Explorer 5, go to the IE5 Directory located on the AIM 2001 CD-ROM and run IE5Setup.exe. This will upgrade your browser and resolve the problem.

## **2. Extra Technical Documentation**

We have provided extra technical documentation in the form of a document on the CD-ROM. This document will have up-to-date information on the program at the time of production of the CD.

This file is called Readme.wri and is located at the root of the CD-ROM.

## **3. Helpline**

Should you be unable to resolve your problem with the aid of this technical documentation then please call the ETC hotline on **1800 151 490** for technical support.



## AIM Acknowledgements

### Year 3 – Going Places

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### Year 5 - Making Tracks

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