

AIM Year 7 English and Mathematics Assessment Program 2001 Guide for Principals and Teachers

This guide contains the following parts:

Part 1: Administrative Advice

Part 2: Assessment Tasks

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Phone Helplines

Two tollfree telephone services operate to assist schools with their queries about the AIM Year 7 English and Mathematics Assessment Program. 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 Year 7 English and Mathematics Assessment Program Information Line

For assistance with:

- administrative procedures
- implementation or assessment of the tasks
- general queries about the AIM Year 7 English and Mathematics Assessment Program

contact the Victorian Curriculum and Assessment Authority on

Freecall 1800 623 681

Educational Testing Centre Hotline

For queries about:

- the delivery and collection of test materials
- the delivery of results
- the installation of results package
- reports to parents and schools

contact the Educational Testing Centre (ETC) Hotline on

Freecall 1800 151 490

Principals and teachers should feel free to use either the AIM Year 7 English and Mathematics Assessment Program Information Line or the ETC Hotline (as appropriate) at any time.

A copy of this publication is on the Victorian Curriculum and Assessment Authority website at:

www.vcaa.vic.edu.au

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Introduction

The Achievement Improvement Monitor

The Achievement Improvement Monitor (AIM) is an integrated set of assessment and monitoring programs including:

- Classroom assessment
- Comprehensive reporting
- Homework guidelines
- Learning improvement
- Statewide testing.

The overall emphasis of these linked components is on assessment and monitoring that leads to action for students by helping teachers and parents make well-informed decisions. The AIM will support schools to use assessment data, including the outcomes of statewide testing and classroom assessment, to help all students learn.

This publication provides details of the Statewide testing component of the AIM and the administration of the testing component in Year 7 in 2001.

Part 1: Administration Advice

Section 1: Pre-test Information

Principal's checklist for administration of AIM Year 7 English and Mathematics Assessment Program 2001

Date		Page
Monday 23 July	<ul style="list-style-type: none"> Distribute the AIM Year 7 English and Mathematics Assessment Program 2001 Guide for Principals and Teachers to teachers Request extra materials if insufficient received. Store assessment tally sheet with return packaging material. . . 	15 15, 30 15
Friday 27 July	<ul style="list-style-type: none"> Request a variation to testing dates if exceptional circumstances warrant consideration Request large-print or braille materials for visually impaired students 	10, 27 13, 28
Monday 20 August	<ul style="list-style-type: none"> Distribute booklets for the assessment tasks to teachers 	15
Wednesday 22 August	<ul style="list-style-type: none"> Ensure that the student details pages of the task booklets have been completed accurately Ensure that assessment task booklets are prepared for collection 	22-23 20
Thursday 23 August	<ul style="list-style-type: none"> Ensure that assessment task booklets are ready for collection by 8:30 am in the general reception area 	20
Wednesday 29 August	<ul style="list-style-type: none"> Notify the ETC Hotline 1800 151 490 if the completed task booklets have not been collected by 3:45 pm 	20
Friday 31 August	<ul style="list-style-type: none"> Return assessment task booklets for students given catch-up assessments or for classes which had approval for a variation to testing dates 	20
Friday 28 September	<ul style="list-style-type: none"> Request translations for parent reports. 	26, 31
Friday 26 October	<ul style="list-style-type: none"> Notify the ETC Hotline if assessment results have not been received 	25

Timetable for AIM Year 7 English and Mathematics Assessment Program

Task	Date	Time allocation Short Answer Test Items	Time allocation Extended Tasks
English	Tuesday 21 August	45 minutes	40 minutes
Mathematics	Wednesday 22 August	45 minutes	40 minutes

Administration procedures for Principals

Responsibilities of the Principal

All materials are addressed to the Principal who should ensure that:

- any special arrangements needed (for example, changes in times due to school camps) have been registered with the Victorian Curriculum and Assessment Authority (VCAA) and approved by the appropriate sector authorities (see page 10)
- any special administrative arrangements are made which are necessary to conduct the tests
- there are sufficient testing materials for each student undertaking the tests (see page 15)
- testing materials are stored securely until the dates specified for the assessments and that a professional approach to the security of the testing material is adopted by all staff
- staff have adequate time to become familiar with the assessment tasks and the teachers' administrative instructions prior to the tests
- arrangements are made for students who require special materials or test conditions
- exemptions are granted according to the Victorian Curriculum and Assessment Authority guidelines and a record of students given exemptions is maintained at the school (see pages 11 and 29)
- the numbers of students exempted for reasons of disability or limited English skills at each level is recorded on the tally sheet
- test booklets are completed and ready for return on the specified dates (see page 20)
- completed material is ready for collection.

The Principal may appoint a delegate to act for the Principal in carrying out administrative tasks associated with the Testing.

Request to vary dates

In exceptional circumstances, if the school has planned special activities for **21 and 22 August** and these dates cannot be changed, the Principal may request that the Victorian Curriculum and Assessment Authority vary the dates for the assessment tasks for the school. The form 'Request to vary dates for AIM Year 7 English and Mathematics Assessment Program' (see page 27) should be used for this purpose.

Please note: Government and Catholic schools require approval from the appropriate sector authority before applying to the Victorian Curriculum and Assessment Authority.

Prior to sending the form to the Victorian Curriculum and Assessment Authority:

- **Government schools** should send it to their Department of Education, Employment and Training (DEET) Regional Manager for approval
- **Catholic schools** should send it to the Director of Catholic Education, James Goold House, 228 Victoria Parade, East Melbourne 3002 for approval.

Independent schools may send the form directly to the Victorian Curriculum and Assessment Authority.

This form should be returned to the VCAA no later than **Friday 27 July**. A copy should be retained for school records.

In the case that dates need to be varied, the school will make arrangements with the Victorian Curriculum and Assessment Authority for a whole class to undertake assessments the following week. There is no provision for classes to undertake the tests before the specified dates. The Victorian Curriculum and Assessment Authority will contact the school to notify the Principal of the result of this request.

If a variation to the Testing dates is approved, the school will be responsible for the secure return of completed Testing tasks for the affected class or classes to the Educational Testing Centre. Schools must return student work, at the school's expense, as soon as possible after the completion of the assessment tasks, but no later than **Friday 31 August**. The address for returning work is given on page 20.

In the case where one student or a small number of students have a planned absence for **21 and 22 August**, such as a camp or appointment, the student(s) may be treated as catch-up assessments and complete the tasks before **Friday 31 August** (see page 12).

AIM Year 7 Testing Guidelines

Who is assessed?

All students in Year 7 will undertake the Testing unless an exemption is granted (see exemptions below). Students are defined as Year 7 by the census data. In a small number of cases where students may not be assigned a year-level according to school census data, the Principal may determine the appropriate year-level placement of the student for Testing participation.

Exemptions

In certain circumstances students may be granted an exemption from the AIM Year 7 English and Mathematics Assessment Program. The Principal may grant an exemption to students with disabilities and impairments, to students who have been learning English in Australia for less than two years, and in other exceptional circumstances. Parents should correspond with Principals requesting such exemptions. These decisions are made at the school level.

The Principal should consult specialist staff and ensure that parents sign a document agreeing to the exemption. The form 'Register for exemptions from the AIM Year 7 English and Mathematics Assessment Program 2001' on page 29 should be used for this purpose. This form is to be retained by the school.

The number of students exempted from the test for:

- learning disability or impairment
- learning English in Australia for less than two years

is to be recorded on the School Tally Sheet for return to the Victorian Curriculum and Assessment Authority with the test booklets.

When filling in the School Tally Sheet:

- The number entered for males should be the total number of male students exempted. Please indicate in the following spaces if any of these students are from a language background other than English (LBOTE*) or are Aboriginal or Torres Strait Islander (ATSI) students.
- The number entered for females should be the total number of female students exempted. Please indicate in the following spaces if any of these students are from a language background other than English (LBOTE*) or are Aboriginal or Torres Strait Islander (ATSI) students.

* LBOTE refers to students for whom either the student, or at least one parent, is born in a non-English speaking country.

Occasionally, a school will host visiting students from other schools or students who normally undertake their studies at home. In these cases the Principal will decide whether the students may undertake the Testing at the school. If permission is granted, the Principal is responsible for sending the reports of these students to the home school or appropriate location.

Transferring students

- The results for each student are processed according to the school code which is recorded on the task booklet.
- If a student transfers to another school after completing the Testing, the student's results are sent to the school where the test was completed.
- The Principal is responsible for sending the parent report to the parents.
- The Principal may forward other information from the results package to the student's current school.

Absences

Occasionally, a student will not undertake a task due to an extended illness or other personal reasons. In these cases it will not be necessary for the student to catch up on an assessment held on a day he or she was absent. If the student does not complete one or more tasks, the class teacher should complete the details of the absence for the student on the student details page of the task booklet.

Catch-up assessments

If a student does not undertake one or more assessment tasks on **21 and 22 August** but the teacher, student or the student's parents request a catch-up assessment, the Principal may agree to this provided the assessment is completed before **Friday 31 August**. The Principal must ensure that the student work is sent to the Educational Testing Centre (ETC) by certified mail with details of materials returned. This must be done at the school's expense, no later than **Friday 31 August**. The address for returning work is given on page 20.

Conditions for students with special learning needs

The Principal has discretion in providing special conditions for students experiencing learning difficulties or students experiencing personal or social conditions which may affect performance. These would include:

- special test materials for visually impaired students
- reasonable extra time
- extra people or equipment to assist students to complete the task
- a different environment from that used by other students
- use of technology, such as word processors, to complete the task.

The Principal should make plans to cater for the needs of students requiring special conditions and ensure that specialist staff or other requirements are available on the days the Testing is conducted. All teachers of Year 7 students should be aware of this information on special conditions.

Large-print and braille materials

Large-print and braille versions of the assessment task booklets will be available for visually impaired students and schools may also provide support in the form of a scribe, technological assistance (such as word processors) or a person to assist the students.

Schools requiring large-print or braille versions of the assessments for students should complete the form 'Request for large-print and braille materials' (see page 28) and fax it to the Educational Testing Centre by **Friday 28 July**.

If these materials do not arrive by **Friday 10 August**, the Principal should immediately contact the ETC Hotline on Freecall 1800 151 490.

Hearing-impaired students

In cases where hearing-impaired students will undertake the AIM Year 7 English and Mathematics Assessment Program, the Principal should discuss special conditions for these students with the relevant staff. The Principal is responsible for deciding the appropriate conditions for each hearing-impaired student.

Special environments

Special environments may also be appropriate for some students. These could take the form of a separate room or a hospital room.

Special conditions must be authorised by the Principal. The Principal should keep a record of any special conditions arranged for students. Schools will be aware of any special conditions for individual students or classes and will be able to interpret their results in light of these circumstances.

Delivery of materials

Package contents

This package contains:

- an introductory letter
- the Principal's administrative instructions
- packing sheet (which details contents)
- tally sheet (for return purposes)
- AIM Year 7 English and Mathematics Assessment Program 2001 Guide for Principals and Teachers (this publication)*
- student task booklets, magazines and extended task stimulus sheets.[†]
- a 2B pencil for each student
- a unique barcoded return label.

*2001 Guide for Principals and Teachers

The Principal may distribute copies of this Guide to Year 7 teachers as soon as practicable.

This guide contains the following sections:

- **Administration advice.** This section contains advice on administration aspects of the testing, and the pro-formas needed to send requests to the VCAA or ETC.
- **Assessment tasks.** This section specifies how the assessment tasks are to be conducted.

[†]Student task booklets, magazines and stimulus sheets

The booklets, magazines and extended task stimulus sheets for assessment tasks are shrink-wrapped in clear plastic. There is one task booklet for English, one task booklet for Mathematics, one magazine, one English writing task stimulus sheet and one Mathematics extended task stimulus sheet for each student.

Checking materials

Schools are provided with the quantity of test materials according to the enrolment figures indicated by the school.

- **Student materials** – the number of task booklets, magazines and extended task stimulus sheets provided is based on indicated enrolment figures plus at least 10% extra.
- **Guide for Principals and Teachers** – the number of Guides provided is calculated as one for each 20 students or part thereof plus at least one extra.

These numbers are specified in the packing sheet accompanying this package.

- **The packing sheet** included with the test materials should be used to check that the correct quantity of materials has been provided.
- **The tally sheet** should be retained and used when collating and packing completed student work. If any booklets are returned later than the main package, please include a photocopy of the tally sheet to identify these booklets.

Task booklets, magazines and extended task stimulus sheets for English and Mathematics should be counted without opening the clear plastic covering. If there are insufficient quantities of any materials, the Principal may:

- contact the nearest Regional office of the Department of Education, Employment and Training (DEET) or the Catholic Education Office. These centres will be supplied with at least 50 copies of all AIM Year 7 English and Mathematics Assessment Program materials and will make these available to schools from all sectors if extra material is needed at the school. A list of these offices is supplied on the following pages.

or

- complete the form 'Request for extra AIM Year 7 English and Mathematics Assessment Program materials' on page 30 and immediately fax it to the Educational Testing Centre on Freecall 1800 151 896.

Security of materials

The Principal should be aware of issues relating to the security of test materials and brief staff about the need to keep materials secure prior to and during the conduct of the assessments.

The Principal should ensure that task booklets for the assessment tasks are kept in a locked container or room at all stages including after distribution to Year 7 teachers.

The Principal may distribute to Year 7 teachers the teacher guides and pencils as soon as they have been checked against the tally sheet.

Booklets for the assessment tasks should not be distributed to Year 7 teachers until **Monday 20 August**.

Using a 2B or similar grey lead pencil, the teacher should record the following information for each student on the student details page of each task booklet (see following pages for detailed instructions and annotated examples).

REGIONAL OFFICES:

Catholic Education Offices

REGION	CONTACT NAME	TITLE	ADDRESS	TEL/FAX
Melbourne – Central	Rev. Thomas Doyle	Director	James Goold House 228 Victoria Parade East Melbourne 3002	T (03) 9267 0228 F (03) 9415 9325
Ballarat – Main	Mr Larry Burn	Director	Catholic Diocesan Office 5 Lyons Street South Ballarat 3353	T (03) 5337 7135 F (03) 5331 5166
Ballarat – Central Zone	Mr Jim Delaney	Educational Consultant	4 Dawson Street South Ballarat 3353	T (03) 5331 4944 F (03) 5331 8603
Ballarat – Northern Zone	Mr Vincent Dillon	Educational Consultant	Level 1 361 Deakin Avenue Mildura 3502	T (03) 5023 5144 F (03) 5021 3503
Ballarat – Southern Zone	Miss Dianne Westbrook	Educational Consultant	92A Liebig Street Warrnambool 3280	T (03) 5561 1177 F (03) 5561 2061
Sandhurst – Bendigo	Mr Denis Higgins	Director	Catholic Education Office 181 McCrae Street Bendigo 3550	T (03) 5443 2377 F (03) 5441 5168
Sandhurst – Benalla	Mr Michael Avery	Educational Consultant	32 Arundel Street Benalla 3672	T (03) 5762 4177 F (03) 5762 5676
Sale – Warragul	Mr William McMahon	Deputy Director, Catholic Education Diocese Sale	6 Witton Street Warragul 3820	T (03) 5623 5644 F (03) 5623 4258
Melbourne – Southern Area	Miss Pauline Zuppulla	Area Deputy Chairperson	14 Spring Street Highett 3190	T (03) 9532 1922 F (03) 9553 5005
Melbourne – Eastern Area	Mrs Rhonda Geary	Area Deputy Chairperson	15 Forest Road Ferntree Gully 3156	T (03) 9758 4999 F (03) 9752 3192
Melbourne – Northern Area	Mrs Colleen Yeomans	Area Deputy Chairperson	Cnr Howard & Rosslyn Streets West Melbourne 3003	T (03) 9329 8800 F (03) 9326 7443
Melbourne – Western Area	Mrs Pauline Salter	Area Deputy Chairperson	255-267 Old Geelong Rd Hoppers Crossing 3029	T (03) 9748 0844 F (03) 9748 5289

REGIONAL OFFICES:

Department of Education, Employment and Training

REGION	CONTACT NAME	TITLE	ADDRESS	TEL/FAX
Barwon South – Western	Mr Trevor Fletcher	Regional Director	Vines Road, North Geelong 3215	T (03) 5272 8300 F (03) 5277 9926
Central Highlands Wimmera	Mr Malcolm Millar	Regional Director	Level 1 1220 Sturt Street Ballarat 3350	T (03) 5337 8444 F (03) 5333 2135
Eastern	Mr Ross Kimber	Acting Regional Director	Level 2 29 Lakeside Drive Burwood East 3151	T (03) 9881 0200 F (03) 9881 0241
Gippsland	Ms Sue Tait	Regional Director	Cnr Kirk & Haigh Streets Moe 3825	T (03) 5127 0400 F (03) 5126 1933
Goulburn North Eastern	Ms Adele Pottenger	Acting Regional Director	Arundel Street Benalla 3672	T (03) 5761 2100 F (03) 5762 5039
Loddon Campaspe Mallee	Mr Rob Blachford	Acting Regional Director	37-43 Havlin Street East Bendigo East 3550	T (03) 5440 3111 F (03) 5440 3139
Northern	Ms Victoria Triggs	Regional Director	1st Floor 582 Heidelberg Rd (cnr Chandler Hwy & Heidelberg Rd) Fairfield 3078	T (03) 9488 9488 F (03) 9488 9440
Southern	Ms Jan Lake	Regional Director	VACC Building 1st Floor 33 Princes Hwy Dandenong 3175	T (03) 9794 3555 F (03) 9794 3594
Western	Mr Greg Gibbs	Acting Regional Director	407 Royal Parade Parkville 3052	T (03) 9291 6500 F (03) 9291 6555

Section 2: Implementing the tasks

Students in Year 7 will complete assessment tasks in English and Mathematics to determine students' levels of achievement. All assessment tasks are conducted in the English language.

All tasks are derived from outcomes in the Curriculum and Standards Framework (CSF) II. All references in this guide to the CSF relate to this document.

Assessment Tasks

- All assessment tasks are scheduled for **Tuesday 21 and Wednesday 22 August** unless a variation to dates has been approved by the Victorian Curriculum and Assessment Authority (see pages 9 and 27).
- In the tasks for English (Reading and Writing conventions) and Mathematics students will be asked to respond to questions in a mark-sensitive booklet. There will be one task booklet for English and one for Mathematics. They might be asked to respond in different ways, for example, by shading a bubble or shape or writing a number, letter or word.
- Student answers will be scanned electronically. Where there is any doubt associated with a student response (e.g. where all bubbles for one item are shaded, or where the written number is not clear), it will be checked manually by trained markers.
- In English (Writing) students will complete two pieces of writing on a set topic. Teachers will engage students in some preliminary discussion about the topic. The work should not be drafted and students should be encouraged to make their work as clear and as interesting as possible. The work will be written in the task booklet.
- In Mathematics students will complete two extended tasks. Each task will contain more than one part. The work will be completed in the task booklet.
- Trained markers will assess all assessment tasks.

The questions in the task booklets cover a range of CSF-levels and are designed to determine the levels of achievement of students.

- At Year 7, questions are drawn from levels 3 to 6 of the CSF.
- Generally, the easiest questions are placed towards the beginning of each task and the hardest questions towards the end.
- This guide includes specific information about administering the assessment tasks in Part 2, page 33.

The teacher should have a blank copy of the task booklet for explanation and demonstration purposes and for reference when responding to students' questions.

Conducting the assessments

Generally, the class teacher will conduct and administer the assessments in the students' classroom. All students should complete the assessments unless an exemption has been granted (see page 11).

As far as possible the teacher should maintain an environment which enables students to perform at their best.

The timetable for the assessment tasks on page 8 specifies the order of the tasks. The school must keep to this order but may choose the most appropriate starting time for each session.

Information concerning standard conditions can be found on page 33. Information concerning time limits can be found on page 34.

Section 3: Post-test School Procedures

Return of completed task booklets commences at 8:30 am on **Thursday 23 August**.
Material for collection should be ready and available for collection from that time.

Packing materials

When packing please check that:

- Student details on task booklets have been completed accurately (see following pages)
- Unused task booklets are not included
- Magazines are not included
- All relevant details are recorded on the tally sheet before packing the booklets including the number of exempted students (see page 11)
- A photocopy of the tally sheet is kept for school records
- Completed task booklets together with the tally sheet are packed into the container in which the material arrived
- The barcoded return label is attached to each container and each container is taped securely
- Return material is readily available to couriers.

If materials have not been collected by 3:45 pm Wednesday 29 August, the Principal should contact the ETC Hotline, Freecall 1800 151 490.

Special arrangements for return of work

Where a school has made special arrangements with the Victorian Curriculum and Assessment Authority for some classes to conduct assessments at times later than those specified (see page 9 for 'Request to vary dates');

or

where catch-up assessments have been organised for individual students (see page 12), their completed tasks must be returned by certified mail or secured delivery at the school's expense to:

AIM Year 7 English and
Mathematics Assessment Program
100 Station Street
Nunawading VIC 3131

The Principal should ensure that

- appropriate documentation regarding evidence of postage or delivery is retained by the school. All catch-up assessments or work from classes authorised to vary dates of tasks must be posted by **Friday 31 August**.

Completion of student details

- student's first name and last name in block letters
- date of birth
- Language background other than English (LBOTE) status (to be obtained from school census data)
- main language spoken at home
- year level the student was first enrolled in Australia
- Aboriginal or Torres Strait Islander (ATSI) status
- gender of student
- school name (the words "College" or "School" need not be written)
- school system or sector
- the registered school number (school code)
- student's absence for any of the assessment tasks
- assessments for the teacher assessed tasks (to be transcribed from the class record sheets for each task) or student's absence.

Students with duplicate names

In the unlikely event that two or more students at the school have identical first and last names and the same date of birth, the Principal should use the tally sheet provided with the Principals administrative instructions, to identify each student in a unique way,

e.g.

Stacey J Clarke and Stacey L Clarke (if middle initials are different)

or

Stacey Jane Clarke and Stacey Joy Clarke (if middle initials are the same)

or

Stacey Jane Clarke (A) and Stacey Jane Clarke (B) (if all names are the same).

In these cases teachers should be aware that the full name and unique identifier should be entered in the boxes on the student details page of the assessment task booklet, and that this will be printed on parent and school reports to facilitate identification.

Teacher Instructions

Preparing Task Booklets for Collection

Checking the task booklets

1. **CHECK** that the student has written his or her name at the beginning of each task.
2. **CHECK** that the same student has completed each task in the booklet.

Note: If you find that more than one student has inadvertently completed tasks in the booklet please provide details on a piece of paper attached securely to the front of each affected booklet.

Completing the student details page

An example of an annotated student details page follows on page 24.

Please use a 2B pencil provided by the Victorian Curriculum and Assessment Authority to complete the details on this page. If a mistake is made, erase it carefully and shade the correct bubble or record the correct letter or number. Refer to page 24 for an example of a completed student details page.

1. **Print clearly (in block letters) the student's first name and last name.** This will be the name that is printed on the parent report so correct spelling is important. Leave a space between each part of a name. Check that this name is that of the student who completed each task in the booklet.

If a student has the identical first and last name as that of another student in the year level at the school, write the full name as it will be recorded on the assessment tally sheet (see page 21 of this guide).

Student's first name

M A T T H E W

Last name

L E B O N

2. **Print clearly the student's date of birth, in day, month, year order.**

3. **Shade either the 'No' or 'Yes' bubble to indicate whether the student is of a language background other than English and whether English is the main language spoken at home.** (This information is available from the school's census data.)

Does this student have a language background other than English? No ☒ Yes ☐

Is English the main language spoken at home? No ☒ Yes ☐

4. **Shade either the 'No' or 'Yes' bubble to indicate whether the student is Aboriginal or a Torres Strait Islander.**

Is this student Aboriginal or a Torres Strait Islander? No ☐ Yes ☒

5. **Shade the appropriate bubble to indicate the first year the student attended an Australian school.**

In which year level did this student first start in an Australian school?

Prep ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

6. Shade the appropriate bubble to indicate whether the student is male or female.

This student is Male ☒ Female ☐

7. Print clearly the school name. If the school name is longer than 23 spaces, complete as much as possible. It is not necessary to write the words “College” or “School”.

School name

V I C T O R I A N O R T H

8. Shade one bubble only to show the school system or sector.

Government ☒ Catholic ☐ Independent ☐

9. Print clearly the school code. (This is the registered school number which appears on all correspondence from the Victorian Curriculum and Assessment Authority.)

School code

1 2 3 4

English details page only

- 10a. If the student did not complete one or more of the English short answer questions or writing tasks, shade the appropriate bubble.

SHORT ANSWER QUESTIONS

Please shade the bubble(s) if this student did NOT do this section. ☐

WRITING TASKS

Please shade the bubble(s) if this student did NOT do this task.

Writing Task 1 ☐ Writing Task 2 ☐

- 11a. Check that all sections of the page have been completed.

Mathematics details page only

- 10b. If the student did not complete one or more of the Maths short answer questions or extended responses, shade the appropriate bubble.

SHORT ANSWER QUESTIONS

Please shade the bubble(s) if this student did NOT do this section. ☐

EXTENDED RESPONSES

Please shade the bubble(s) if this student did NOT do this task.

Extended Task 1 ☐ Extended Task 2 ☐

- 11b. Check that all sections of the page have been completed.


Annotated Student Details Page English

These names will appear on the report for the parents and should be written in full (see page 22 of this guide for advice about duplicate names). Each word in the first name or last name should be separated with a space.

If the school name is longer than 22 spaces, complete as much as possible. It is not necessary to write the words "College" or "School". However, each teacher at the school should use the same form of the school name. Each word should be separated with a space.

Year 7 **AIM 2001** VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY
Achievement Improvement Monitor
ENGLISH AND MATHEMATICS ASSESSMENT PROGRAM
ENGLISH

STUDENT DETAILS

Student and school names should be written (in block letters) as they will appear on the parent report. TEACHERS, PLEASE PRINT CLEARLY  2B PENCIL ONLY

STUDENT'S FIRST NAME
M A T T H E W

LAST NAME
L E B O N

DATE OF BIRTH
0 5 - 0 5 - 1 9 8 9

This student is
Is this student Aboriginal or a Torres Strait Islander? Male ☒ No ☐ Female ☐
Is this student of non-English speaking background? No ☐ Yes ☐
Is English the main language spoken at home? No ☐ Yes ☒
In which year level did this student first start in an Australian school?
Prep ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

SCHOOL NAME
V I C T O R I A S O U T H

SCHOOL SYSTEM Government ☐ Catholic ☒ Independent ☐ SCHOOL CODE 1 2 3 5

SHORT ANSWER QUESTIONS
Please shade the bubble if the student did NOT do this section. ☐

WRITING TASKS
Please shade the appropriate bubble if the student did NOT do this task.
WRITING TASK 1 ☐
WRITING TASK 2 ☐

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This is the school year in which the student was first enrolled in Australia

This is the registered school number.

Shade the bubble only if the student did not do any of the section or task.

Annotated Student Details Page Mathematics

These names will appear on the report for the parents and should be written in full (see page 22 of this guide for advice about duplicate names). Each word in the first name or last name should be separated with a space.

If the school name is longer than 22 spaces, complete as much as possible. It is not necessary to write the words "College" or "School". However, each teacher at the school should use the same form of the school name. Each word should be separated with a space.

Year 7 **AIM 2001** VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Achievement Improvement Monitor
ENGLISH AND MATHEMATICS ASSESSMENT PROGRAM

MATHEMATICS

STUDENT DETAILS

Student and school names should be written (in block letters) as they will appear on the parent report.

TEACHERS, PLEASE PRINT CLEARLY

STUDENT'S FIRST NAME
B R I G I D

LAST NAME
S C H W A R Z

DATE OF BIRTH
2 4 - 0 7 - 1 9 9 0

This student is
 Is this student Aboriginal or a Torres Strait Islander? Male ☐ No ☒ Yes ☐ Female ☐ No ☒ Yes ☐
 Is this student of non-English speaking background? No ☐ Yes ☒
 Is English the main language spoken at home? No ☐ Yes ☒
 In which year level did this student first start in an Australian school?
 Prep ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐

SCHOOL NAME
V I C T O R I A N O R T H

SCHOOL SYSTEM Government ☒ Catholic ☐ Independent ☐ **SCHOOL CODE** 1 2 3 6

SHORT ANSWER QUESTIONS

Please shade the bubble if the student did NOT do this section. ☐

EXTENDED RESPONSES

Please shade the appropriate bubble if the student did NOT do this task.

EXTENDED TASK 1 ☐

EXTENDED TASK 2 ☐

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This is the school year in which the student was first enrolled in Australia

This is the registered school number.

Shade the bubble only if the student did not do any of the section or task.

Section 4: Results

Testing results will be distributed to schools in the week beginning **Monday 26 October**.

The reporting kit will include:

- a letter from the Victorian Curriculum and Assessment Authority to the Principal
- reports to parents for Reading, Writing, Spelling and Mathematics
- a printed school summary report of individual students' results
- printed school reports comparing school results with State results and those of schools with similar characteristics ('like schools')
- the AIM Year 7 English and Mathematics Assessment Program Results Package which includes the school reports and additional information on student achievement
- 2001 Reporting Guide.

Reports to schools

The results package will be suitable for loading on stand alone and networked computers.

Reports to parents

The parent reports, which provide information on the student performances in Reading, Writing, Spelling and Mathematics, will be presented in a format similar to the AIM Years 3 and 5 2001 reports.

Parent reports will be sent to schools for distribution to parents. Each report will include the student's first and last name on its front cover. The name of the student will be taken from the student details page of the task booklet which is completed by the class teacher.

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 \$15.00. Principals should send a money order or cheque payable to AIM Year 7 English and Mathematics Assessment Program, Victorian Curriculum and Assessment Authority with a request for a replacement report no later than **Friday 2 November 2001**.

The reporting guide will include:

- simple step-by-step instructions for installing and using the results package
- detailed information about reports that can be generated
- illustrations of each report format
- AIM 2001 Year 7 question details.

The school should contact the ETC Hotline on Freecall 1800 151 490 if there are any queries relating to results.

Community language translations

To assist parents from a non-English speaking background, the letter from the Victorian Curriculum and Assessment Authority and the written descriptions on each report will be available in fourteen community languages.

The languages are: Arabic, Bosnian, Cambodian, Chinese (Mandarin), Croatian, Greek, Macedonian, Russian, Serbian, Somali, Spanish, Tagalog, Turkish and Vietnamese.

For copies of translations of parent reports, Principals should complete the form on page 31 and send or fax it to the Victorian Curriculum and Assessment Authority on (03) 9651 4612 by **Friday 28 September**.

A copy of each translation required will be sent to the school separately to the results package.

PRO-FORMA 1

**Fax to the Victorian Curriculum and Assessment Authority
(03) 9651 4612**

Request to vary dates for AIM Year 7 English and Mathematics Assessment Program 2001

Notes

1. If the school has exceptional circumstances which affect the implementation of the assessment tasks on **21 and 22 August 2001**, the Principal should use this form to request a variation to these dates for the school.
2. Government and Catholic Schools must gain written approval for this request from the appropriate sector authority before sending this form to the VCAA.
3. The Principal will be notified of the result of this request by telephone. If a variation to the Testing dates is approved, the Principal will organise the return of student work for the affected classes to the Educational Testing Centre. This will be no later than **Friday 31 August**.
4. A copy of this form should be retained for school records.
5. Fax to **VCAA** on **(03) 9651 4612**.
6. Please return the form no later than **Friday 27 July 2001**.

School Name _____

School Code _____

Principal/Headteacher _____

Telephone Number _____

Proposed date(s) for tasks _____

Assessment tasks must be held between Tuesday 21 August and Friday 31 August 2001.

Reason for variation of dates for assessment tasks _____

Endorsement by sector authority (Government and Catholic schools only)

Name _____

Position _____

Signature _____

Date _____

Signature of Principal/Headteacher (or delegate)

Date

VCAA Use

Date received _____

Approved by sector authority YES / NO

Date school contacted _____

Date notified _____

PRO-FORMA 2

Fax to the Educational Testing Centre
1800 151 896

***Request for large-print and braille materials for AIM Year 7
English and Mathematics Assessment Program 2001***

Notes

1. The Principal should complete this form to request large-print or braille versions of the assessment tasks for visually impaired students.
2. A copy of this form should be retained for school records.
3. Fax to the **Educational Testing Centre (ETC) on 1800 151 896.**
4. Please return the form no later than **Friday 27 July 2001.**
5. If these materials do not arrive by **Friday 17 August**, please contact the Educational Testing Centre Hotline, Freecall 1800 151 490.

School Name _____

School Code _____

Principal/Headteacher _____

Telephone Number _____

Postal address _____

Details of assessment tasks required**Quantity**

Large-print version.....

Braille version

Other comments (if necessary) _____

Signature of Principal/Headteacher (or delegate)_____
Date**ETC Use**

Date received _____

Date notified _____

PRO-FORMA 3

**This form should be retained
by the school**

Register for exemptions from AIM Year 7 English and Mathematics Assessment Program 2001

Exemptions policy

The Principal of a school is responsible for granting exemptions from the AIM Testing for students with disabilities and impairments and for students who have been learning English in Australia for less than two years. The Principal, after discussion with the classroom teacher, specialists and with the parents, may grant an exemption. The parent(s) must sign a document agreeing to the exemption on the understanding that the school will provide the parent(s) with a report on their child's progress.

Notes

1. The Principal should use this form to register an exemption from the Testing for a student with a disability or impairment or a student who has been learning English in Australia for less than two years.
2. A student who is granted exemption from the Testing will not participate in the tests and parents will not receive a report from the VCAA.

Student Name _____

of

School Name _____

is granted exemption from the AIM Year 7 English and Mathematics Assessment Program 2001

Reason for exemption (tick appropriate box)

1. He/she has a disability or impairment.

☐

2. He/she has been learning English in Australia for less than two years.

☐

3. Other (please specify) _____

Signature of Parent/Guardian

Date

Signature of Principal/Headteacher (or delegate)

Date

This form should be retained by the school

PRO-FORMA 4

Fax to the Educational Testing Centre
1800 151 896

***Request for extra materials for AIM Year 7
English and Mathematics Assessment Program 2001***

Notes

1. If insufficient quantities of any Testing materials are delivered to schools, the Principal should complete this form to request additional materials. **Alternatively, regional offices may be able to supply materials (see pages 16-17).**
2. Fax to the **Educational Testing Centre (ETC) on 1800 151 896.**
3. A copy of this form should be retained for school records.

School Name _____

School Code _____

Principal/Headteacher _____

Telephone Number _____

Site address for the delivery of materials _____

Reason for extra materials (tick appropriate box)

Increase in student numbers

☐

Increase in number of classes/teachers

☐

Quantity received less than indicated in documentation

☐

Other (please specify)

☐

Details of materials required**Quantity**

AIM Year 7 English and Mathematics Assessment Program 2001

Year 7 task booklets

Year 7 magazines

Year 7 English Writing Task Stimulus Material

Year 7 Mathematics Extended Task Stimulus Material

2001 Reporting Guide (to be delivered in Term 4)

Signature of Principal/Headteacher (or delegate)_____
Date**ETC Use**

Date received _____

Date notified _____

PRO FORMA 5

Fax to the Victorian Curriculum and Assessment Authority
(03) 9651 4612

Request for translations of parent reports for AIM Year 7 English and Mathematics Assessment Program

Notes

1. The written descriptions on the parent report are available in fourteen community languages. For a copy of each translation, the Principal should complete this form with details of the language(s) required.
2. Fax to **VCAA on (03) 9651 4612**.
3. Please return the form no later than **Friday 28 September 2001**.

School Name _____

School Code _____

Principal/Headteacher _____

Telephone Number _____

Community language(s) required (please tick box or boxes)

1. Arabic _____ ☐

8. Bosnian _____ ☐

2. Cambodian _____ ☐

9. Chinese (Mandarin) _____ ☐

3. Croatian _____ ☐

10. Greek _____ ☐

4. Macedonian _____ ☐

11. Russian _____ ☐

5. Serbian _____ ☐

12. Somali _____ ☐

6. Spanish _____ ☐

13. Tagalog _____ ☐

7. Turkish _____ ☐

14. Vietnamese _____ ☐

Signature of Principal/Headteacher (or delegate)

Date

VCAA Use

Date received _____

Date of Action _____