ACHIEVEMENT IMPROVEMENT MONITOR

2002 Reporting Guide

English and Mathematics Testing Component Year 3 and Year 5

Achievement Improvement Monitor
Classroom Assessment
Comprehensive Reporting
Homework Guidelines
Learning Improvement
Statewide Testing

AIM

AIM Testing 2002
Years 3 and 5
Reporting Guide

Phone Helplines

One tollfree telephone service operates to assist schools with their queries about the AIM Years 3 and 5 Testing. The service operates 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 queries about:
- courier delivery of results
- password problems
- reports to parents
- generating reports

For assistance with:
- interpreting results
- general queries about the AIM Years 3 and 5 Testing

contact the Victorian Curriculum and Assessment Authority on

Freecall 1800 648 637

Principals and teachers should feel free to use the AIM Years 3 and 5 Testing Information Line at any time.

AIM Testing for Years 3 and 5 – Dates 2003–2004

Centrally Assessed Tasks

| 2003 | English and Mathematics | **Tuesday 5 and Wednesday 6 August** |
| 2004 | English and Mathematics | **Tuesday 3 and Wednesday 4 August** |

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

Contents

Victorian Curriculum and Assessment Authority Website

Information about the AIM Years 3 and 5 can be found on the Victorian Curriculum and Assessment Authority website: **www.vcaa.vic.edu.au**

Introduction

The AIM 2002 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 2002 Years 3 and 5 reporting data is presented on one CD-ROM which contains

- the annual data for 2002 and
- the five-year trend data from 1998 to 2002.

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 Victorian Curriculum and Assessment Authority (VCAA) has developed the AIM program and delivers it in schools. The VCAA is committed to the protection of student information. All personal information collected during the AIM program is used in accordance with the Information Privacy Act 2000.

Privacy Statement

In order to conduct the AIM, the VCAA collects the names and performance data of all students who undertake either the Year 3, 5 or 7 AIM tests.

The VCAA also collects information on gender, language background other than English, and Aboriginal and Torres Strait Islander origin of students doing the AIM, in order to report to the Commonwealth and State Governments on student performance. No individual students are identified in such reports.

All student information is provided to the VCAA directly by the school.

The VCAA uses the student information provided by schools during the AIM program to report to parents on their own child's performance. This data is also provided to the school to assist principals to analyse the effectiveness of their school programs and to identify individual students' strengths and weaknesses.

The VCAA will not provide identifiable student data to any other person or organisation without the consent of the parent, unless required to do so by law or other regulation.

All personal information collected by the VCAA is retained by the VCAA and stored securely. Access is limited to authorised staff at the VCAA.

Correspondence concerning access to student's AIM data should be directed, in the first instance, to the school principal.

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)

Glossary

Box-and-whisker format

Some AIM 2002 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.
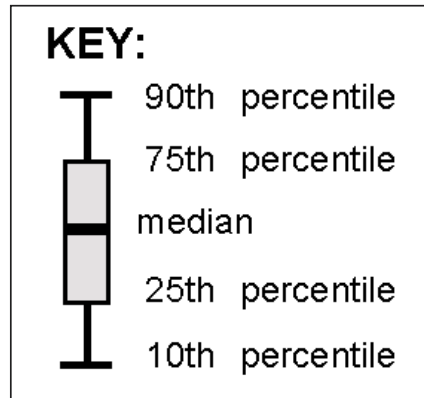
'Percentile' refers to ranking a group on a 0 to 100 (percentage) scale. Students in the 90th percentile will have a performance which is equal to or better than 90% of the particular group to which the diagram refers.

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.

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). Govenment schools will be reported against their 2002 '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/2002_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

AIM	Achievement Improvement Monitor
ATSI	Aboriginal and Torres Strait Islander
CD	Compact Disc
Cohort	Group
CSF	Curriculum and Standards Framework
KLA	Key Learning Area
LAN	Local Area Network
LBOTE	Language Background Other Than English
RAM	Random Access Memory
ROM	Read Only Memory
Confidence interval	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 2002 results and Trend Data reports for 1998 to 2002. 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 AIM Information Line on 1800 623 681 for assistance.

It is recommended that before installing the AIM 2002 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 2002 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 2002', 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 2002'. 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 OK.
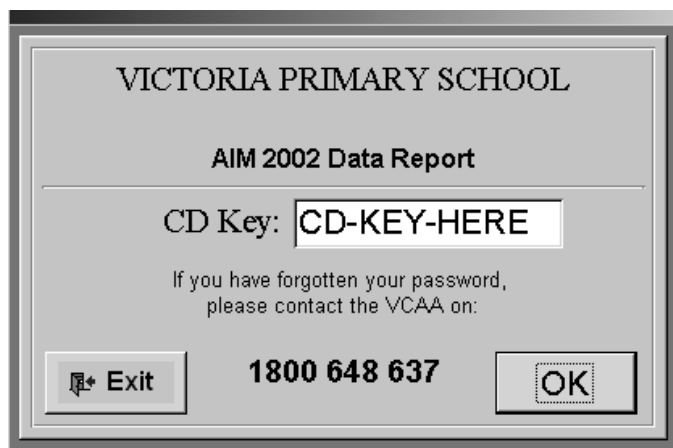
The return button will always return the user to the previous screen.

Change Password

Password Entry Screen

Main Screen

Assign Students to Classes

Trend Data Report Menu

AIM 2002 Report Menu
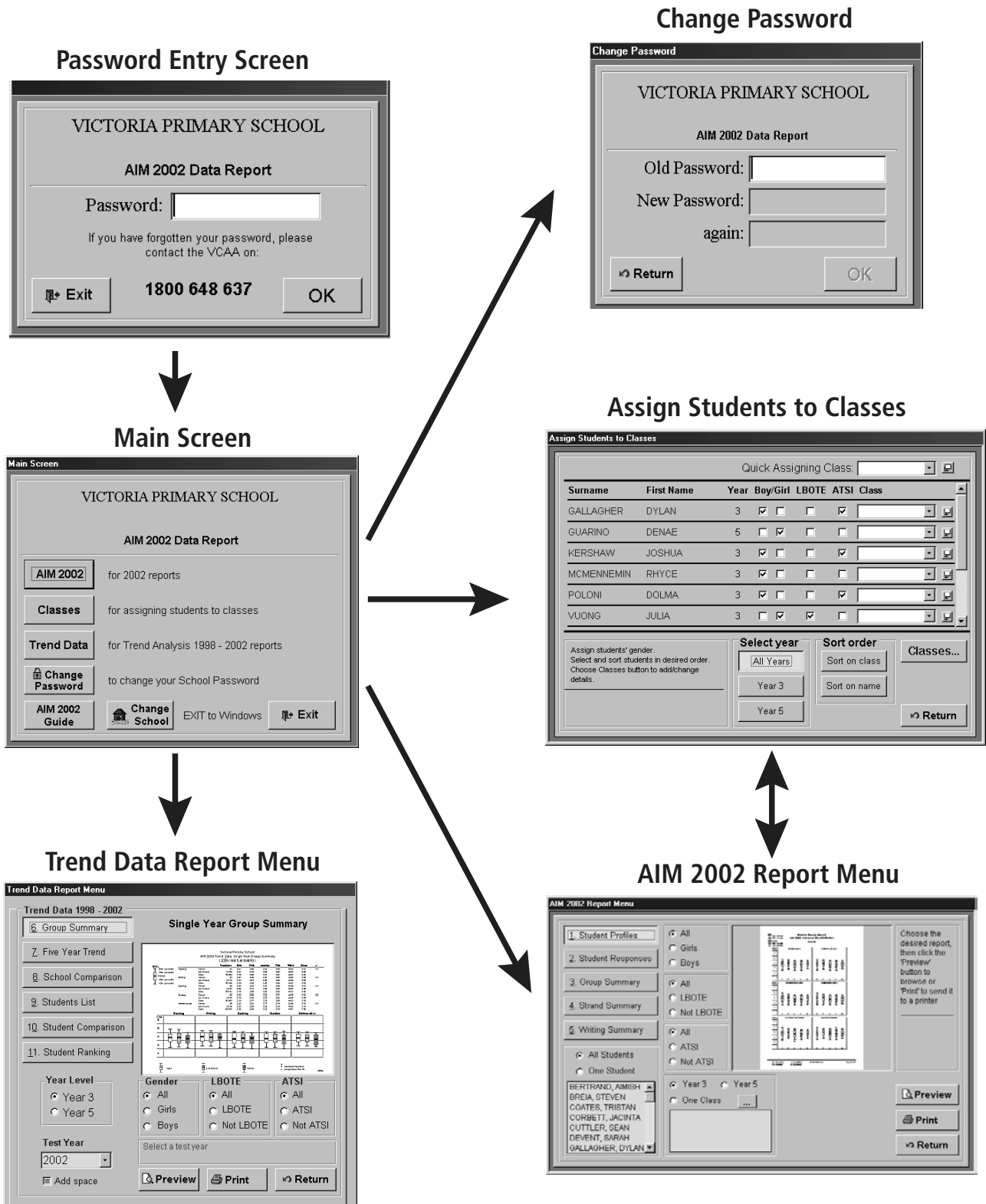
Password Entry Screen

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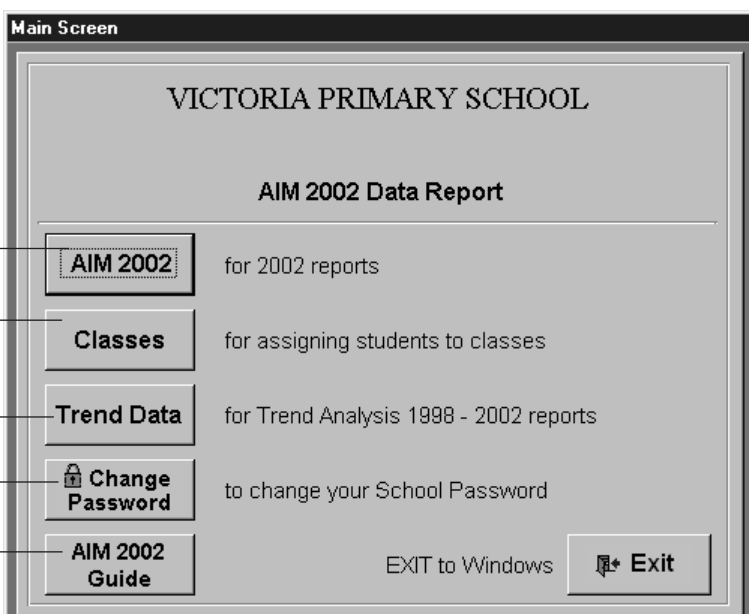
Note: You may change your password to something easier to remember, yet difficult for anyone else to discover. Passwords do not appear on the screen. Instead, you will see a hash (#) for every letter you type.

The Main Screen

From the Main Screen, you may:
- go to the AIM 2002 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 2002 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.

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.

Moves cursor to a new class name entry and saves the entry

Deletes a selected class

Returns to the Assign Students to Classes Screen
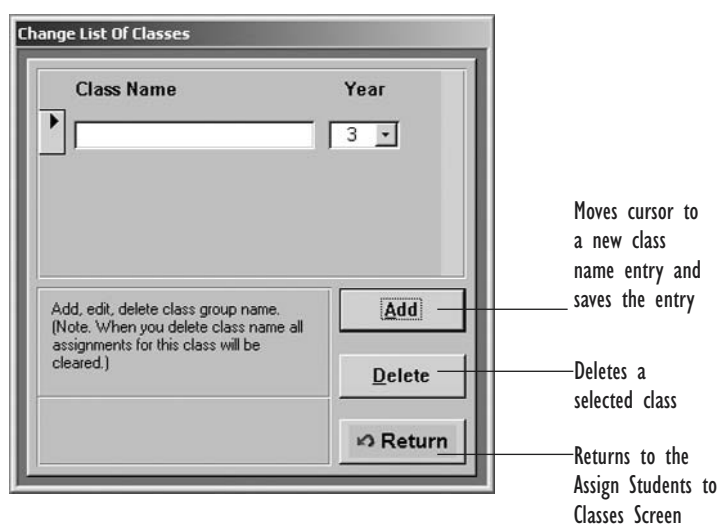
2. Click on a line under 'Class Name' or 'Year' and enter the new details. A class can be named after its teacher or you can name a sub group (for example, LBOTE first phase learners).

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.
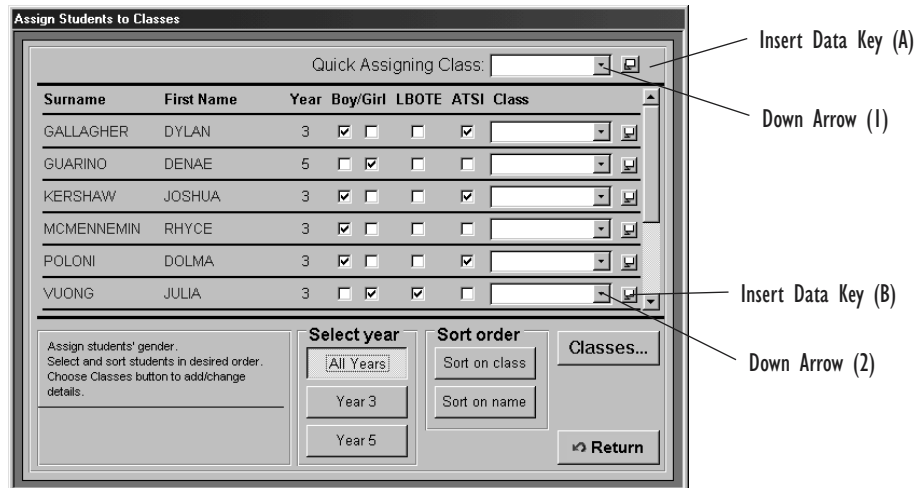
Method 1

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 '3' 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 1998, 1999, 2000, 2001 or 2002. Click on the down arrow and select the required year.

- **Filters**

  The Student Group Result Comparison: Year 3 2000 – Year 5 2002 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 publication are for illustrative purposes only and do not necessarily reflect actual performance in the AIM 2002 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.
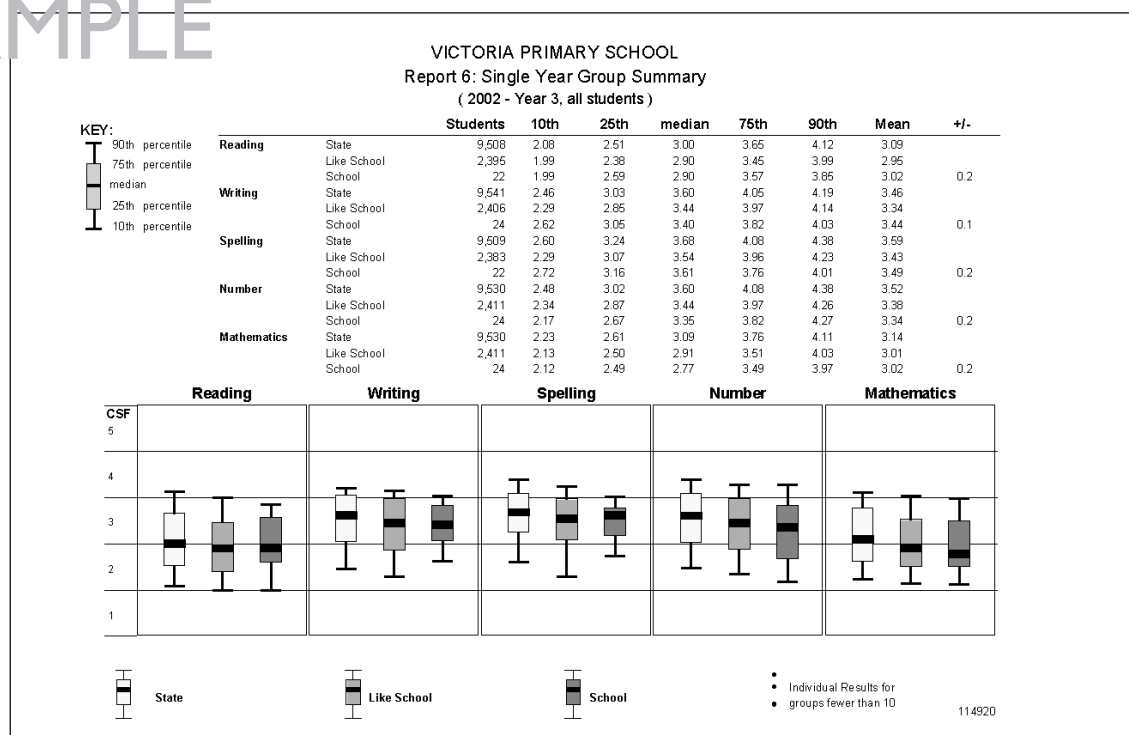
Example of a Print Preview Screen

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 2002 reports can be generated from the Reports Menu.

AIM 2002 Report Menu

The AIM 2002 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 2002 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 2002 Data Reports Summary

Report name	Report function	Reporting criteria	Possible uses for report
1. Student Profiles (*page 21*)	Summarises achievements for individual students by key learning area or strand (reflects information on the parent reports).	• an individual student • individual classes • other groups of students such as girls, boys, LBOTE or ATSI students • a year level • Reading, Writing, Spelling, Mathematics and Number	• identify students' general strengths and weaknesses at a glance • investigate the performances of individual students in key learning areas or strands • summarise the information in the parent reports and provide to parents if a copy is required • compare the achievement levels of all students in a defined group in a particular strand
2. Student Responses (*pages 22–23*)	Identifies correct and incorrect responses to individual items by each student in a group for each strand. Summarises group performances on individual questions.	• an individual student • a year level • individual classes • other groups of students such as girls, boys, LBOTE or ATSI students • Reading, Writing, Spelling, Mathematics and Number	• identify for individual students, items answered correctly and incorrectly • establish which students in the selected group are able to answer the question correctly • identify class trends and areas of curriculum content which may need attention • study the performance of groups item by item (for instance, to compare the performance of girls with the performance of boys) • compare the percentage of students in the group with the percentage of students Statewide who correctly answered each item • analyse the responses of individual students to items in relation to difficulty levels

AIM 2002 Data

Report name	Report function	Reporting criteria	Possible uses for report
Student Responses (*continued*)			• help teachers diagnose students' understanding of particular concepts • help teachers explain the students' grasp of concepts to parents (parents may be given copies of this report for their own child)
3. *Group Summary* (*page 24*)	Summarises results for groups of students in Reading, Writing, Spelling, Mathematics and Number.	• a year level • individual class • groups such as girls, boys, LBOTE or ATSI students • Reading, Writing, Spelling, Mathematics and Number	• compare the results of students in the school, class or group with State results • analyse quickly the performance of the school or class and of groups according to gender, LBOTE and ATSI background in each area assessed
4. *Strand Summary* (*page 25*)	Summarises results for groups of students by strand.	• a year level • individual class • groups such as girls, boys, LBOTE or ATSI students • Reading, Writing, Spelling, Measurement, Chance and Data, Space and Number	• compare the percentage of questions answered correctly by the selected group with the State or class • analyse the performance of the school or class and of groups according to gender, LBOTE and ATSI background in each strand
5. *Writing Summary* (*page 26*)	Summarises group performances on the centrally assessed and teacher assessed Writing tasks for each CSF level.	• a year level • individual class • groups such as girls, boys, LBOTE or ATSI students	• compare the progress of classes and identify the strategies that might lead to improvements • compare school scores and Statewide distributions and teacher assessed and centrally assessed scores • provide valuable data in analysing student writing skills in Texts and Contextual understanding; Linguistic structures and features; and Strategies

Report 1: Student Profiles

These profiles show the performance of individual students in the school in each area assessed. This report can be printed for all students in a group or for an individual student. The school can provide an individual student's report to parents if they require a copy.

SAMPLE

VICTORIA PRIMARY SCHOOL
Report 1: AIM 2002 - Individual Student Profiles
(Year 3)

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

CSF

5
4
3
2
1

BERTRAND, AIMISH

BREIA, STEVEN

R W S N M   R W S N M

The CSF-level achieved by the student for each assessment is indicated by the dark circle

CSF

5
4
3
2
1

COATES, TRISTAN

CORBETT, JACINTA

absent absent

R W S N M   R W S N M

Where a student was absent for a particular task 'absent' is shown

The median, or mid-point, of results for all students in the State is indicated by the black line

CSF

5
4
3
2
1

CUTTLER, SEAN

DEVENT, SARAH

R W S N M   R W S N M

The distribution of scores for the middle 50 per cent of students in the State is indicated by the black rectangle in the centre of the bar.

R = Reading   S = Spelling   M = Mathematics   Page 1 of 4
W = Writing   N = Number

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

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

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

The correct answer for each item

A tick is shown for a correct answer

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

VICTORIA PRIMARY SCHOOL

Report 2: AIM 2002 - Student Responses in Mathematics (by item number)

(Year 3)

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 2002 - Student Responses In Mathematics (by item number)

(Year 3)

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   **OR**
◯ C
◯ D

◯ A   ◯ B
◯ C   ◯ D   **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).

SAMPLE

VICTORIA PRIMARY SCHOOL

Report 3: AIM 2002 - Group Summary
(Year 5)
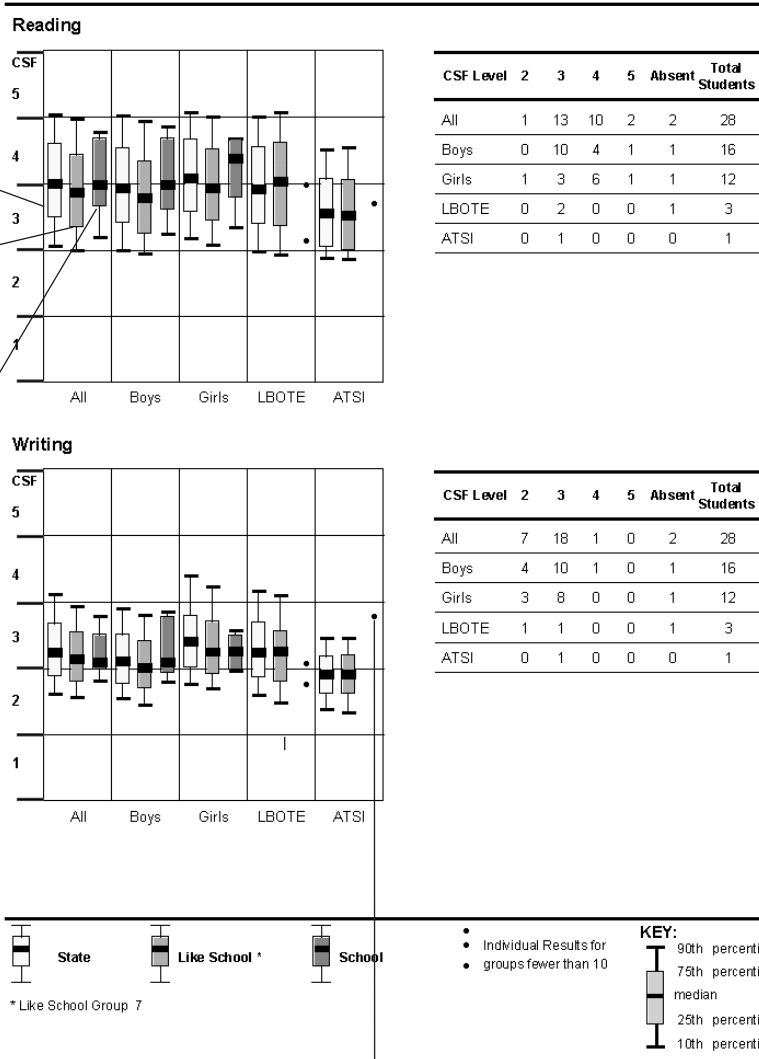
Reading

The first box-and-whisker graph shows the distribution and median performance of students in the State

The second box-and-whisker graph shows the distribution and median performance of students in 'like' schools

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

CSF Level	2	3	4	5	Absent	Total Students
All	1	13	10	2	2	28
Boys	0	10	4	1	1	16
Girls	1	3	6	1	1	12
LBOTE	0	2	0	0	1	3
ATSI	0	1	0	0	0	1

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

Writing

CSF Level	2	3	4	5	Absent	Total Students
All	7	18	1	0	2	28
Boys	4	10	1	0	1	16
Girls	3	8	0	0	1	12
LBOTE	1	1	0	0	1	3
ATSI	0	1	0	0	0	1

State   Like School *   School

* Like School Group 7

Individual Results for groups fewer than 10

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

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.

SAMPLE

VICTORIA PRIMARY SCHOOL

Report 4: AIM 2002 - Strand Summary
(Year 3)
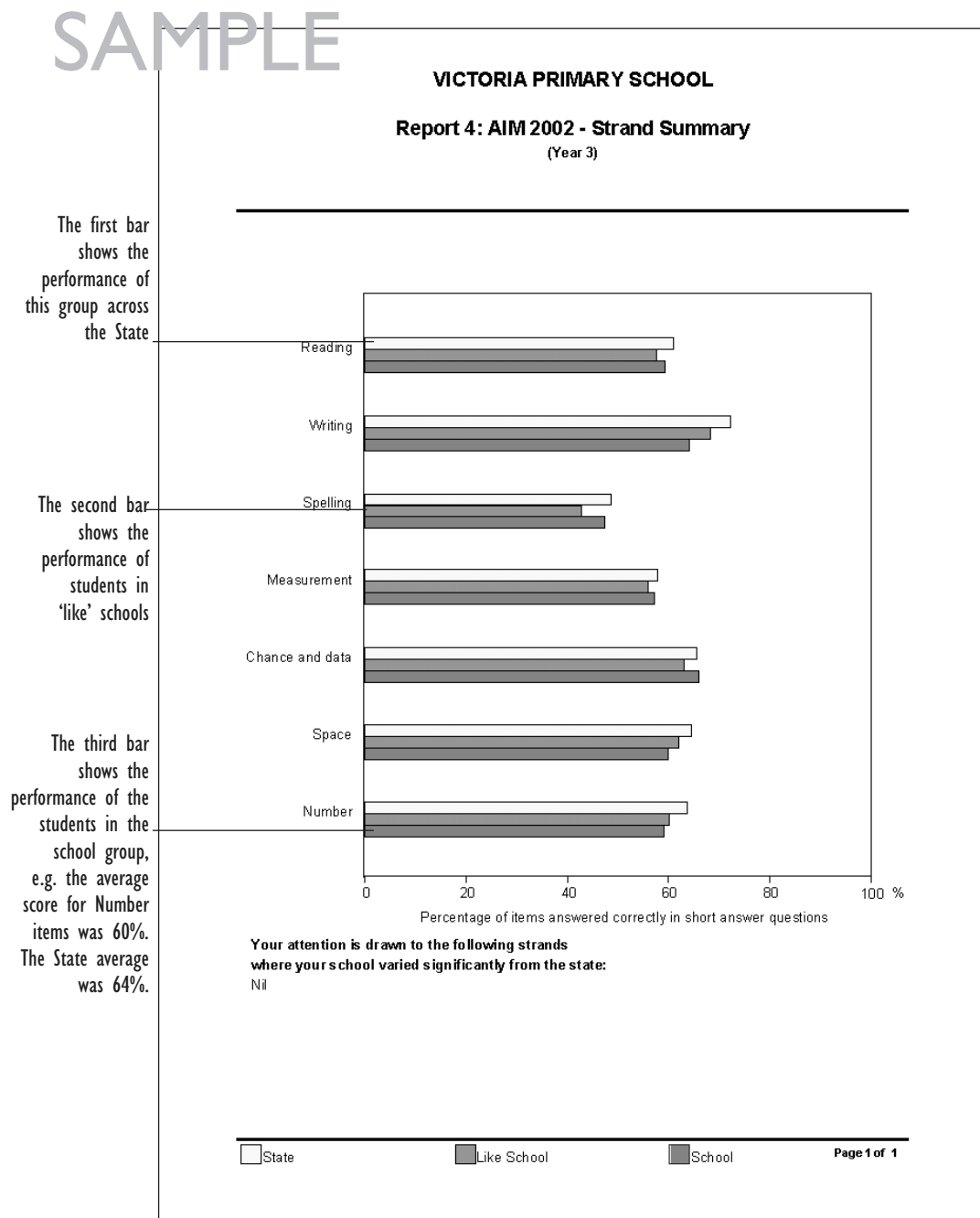
The first bar shows the performance of this group across the State

The second bar shows the performance of students in 'like' schools

The third bar shows the performance of the students in the school group, e.g. the average score for Number items was 60%. The State average was 64%.

Reading
Writing
Spelling
Measurement
Chance and data
Space
Number

0   20   40   60   80   100 %

Percentage of items answered correctly in short answer questions

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

☐ State   ▨ Like School   ▨ School   **Page 1 of 1**

Report 5: Writing Summary

This report includes results for the 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.

SAMPLE

VICTORIA PRIMARY SCHOOL
Report 5: AIM 2002 - Writing Summary
(Year 3)

The frequency of results for each CSF level in the strands assessed for the centrally assessed Writing task

English Writing (Centrally assessed) - Texts and Contextual understanding

English Writing (Centrally assessed) - Linguistic structures and features

English Writing (Teacher-assessed) - Texts and Contextual understanding

The frequency of results for each CSF level in the strands assessed for the teacher assessed Writing task

English Writing (Teacher-assessed) - Linguistic structures and features

English Writing (Teacher-assessed) - Strategies
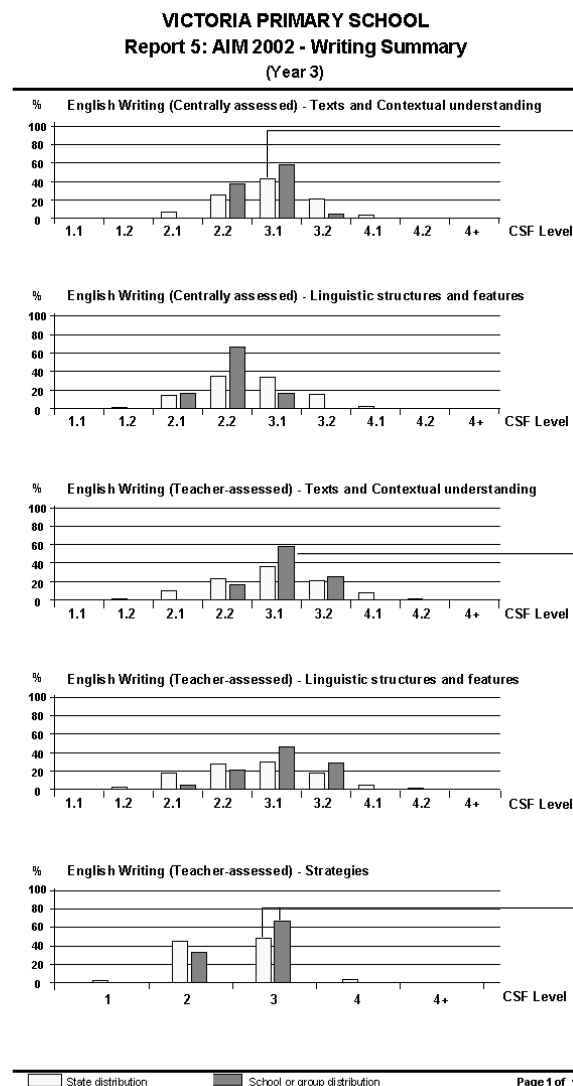
The light shaded bar shows the percentage of students in the State who were awarded this level

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

These bars show that 67% at the school achieved a CSF level of 3 compared with 48% of the State in the teacher assessed Strategies component

State distribution   School or group distribution   Page 1 of 1

To generate reports for Trend Data 1998–2002, use the 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 1998, 1999, 2000, 2001 or 2002 across all available strands (see page 30).

- **Report 7:** **Five-year Trend Data: 1998, 1999, 2000, 2001, 2002 –** this report displays trend data for either Year 3 or Year 5 students for 1998, 1999, 2000, 2001 and 2002 in Reading, Writing, Spelling, Mathematics and Number (see page 31).

- **Report 8:** **School Result Comparison: Year 3 2000 – Year 5 2002 –** this report compares the results for students in a school who undertook the Year 3 test in 2000 with their results if they again undertook the test in Year 5 2002 (see page 32).

- **Report 9:** **Student Group Result Comparison: Year 3 2000 – Year 5 2002 –** this report displays the CSF level of students for 2000 compared to 2002 for groups of students who undertook the Year 3 test in 2000 and the Year 5 test in 2002 (see page 33).

- **Report 10:** **Individual Student Result Comparison: Year 3 2000 – Year 5 2002 –** this report shows, for an individual student, Year 3 2000 results compared to Year 5 2002 results. This report also shows the student's performance in 2000 and 2002 relative to other students in the State and other students in the school (see page 34).

- **Report 11:** **Individual Student Ranking Comparison: Year 3 2000 – Year 5 2002 –** this report shows, for an individual student, the student's ranking relative to all other students in the State in Year 3 2000 compared to the student's ranking relative to all other students in the State in Year 5 2002 (see page 35).

Trend Data Reports Summary

Report Name	Report Function	Reporting Criteria	Possible Use
6. Single-Year Group Summary *(page 30)*	Displays State, 'like' school, and school results for a specified calendar year and year level.	• Year 3 or Year 5 students • 1998, 1999, 2000, 2001 or 2002 • all students or • groups of students such as boys, girls, LBOTE or ATSI students • Reading, Writing, Mathematics and Number Spelling data is only available for 2000 and 2002	• 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 • compare the performance of students in any one strand relative to their performance in other strands
7. Five-year Trend Data: 1998, 1999, 2000, 2001, 2002 *(page 31)*	Displays State, 'like' school, and school results across the years 1998, 1999, 2000, 2001 and 2002. Also displays the difference between the school's mean score and the mean for students in 'like' schools.	• Year 3 or Year 5 students • all students or • groups of students such as boys, girls, LBOTE or ATSI students • Reading, Writing, Mathematics and Number	• compare the performance of different cohorts of students in any one strand over a five-year period (i.e. how did the performance of Year 3 students in 2002 compare to Year 3 students in 1998, 1999, 2000, 2001 and 2002) • investigate how the school's performance, relative to 'like' schools, is changing over time
8. School Result Comparison: Year 3 2000 – Year 5 2002 *(page 32)*	Displays growth data for students in the State and school using students who undertook both the Year 3 tests in 2000 and the tests in Year 5 2002. Also displays data for 1997–1999 and 1998–2000.	• all students or • groups of students such as boys, girls, LBOTE or ATSI students • Reading, Writing, Mathematics, Number	• compare the change in performance of the same cohorts of students between 2000 and 2002 (i.e. how did the performance of Year 3 students in 2000 compare to their performance now that they are in Year 5 in 2002?) • investigate a cohort of student's rate of progress over time relative to other students in the State

Report Name	Report Function	Reporting Criteria	Possible Use
9. Student Group Result Comparison: Year 3 2000 – Year 5 2002 (page 33)	Displays the CSF level of students for 2000 compared to 2002 for groups of students who undertook the Year 3 tests in 2000 and the Year 5 tests in 2002.	• all students or • groups of students such as boys, girls, LBOTE or ATSI students • specified rankings of students such as the top 10% of students, bottom 15% of students, etc • 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.	• identify groups of students that have made little progress between 2000 and 2002 so that the school may develop intervention programs to assist these students • identify groups of students that have made significant progress between 2000 and 2002 so that the school may develop appropriate extension programs for these students
10. Individual Student Result Comparison: Year 3 2000 – Year 5 2002 (page 34)	Displays growth data for students in the State and for individual students who undertook both the Year 3 tests in 2000 and the tests in Year 5 2002.	• all students or • groups of students such as boys, girls, LBOTE or ATSI students	• determine the change in individual students' performance between 2000 and 2002 (i.e. how did the students' Year 3 2000 results compare to their performance now they are in Year 5 2002?) • determine a student's rate of progress over time relative to other students in the State
11. Individual Student Ranking Comparison: Year 3 2000 – Year 5 2002 (page 35)	Displays an individual's percentile rank in 2000 and 2002 (for those students who undertook both the Year 3 tests in 2000 and the tests in Year 5 2002) relative to all other students in the State.	• all students, or • groups of students such as boys, girls, LBOTE or ATSI students	• determine the ranking of individual student's (in either 2000 or 2002 and within either Reading, Writing, Mathematics and Number) relative to all other student's in the State • establish individual students' ranking in 2000 and compare it to their ranking in 2002

Trend Data

Report 6: Single-Year Group Summary Data

This report shows summary results for students in either Year 3 or Year 5 for the years 1998, 1999, 2000, 2001 and 2002. 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 1998, 1999, 2000, 2001 and 2002. Spelling is only available for 2000–2002.
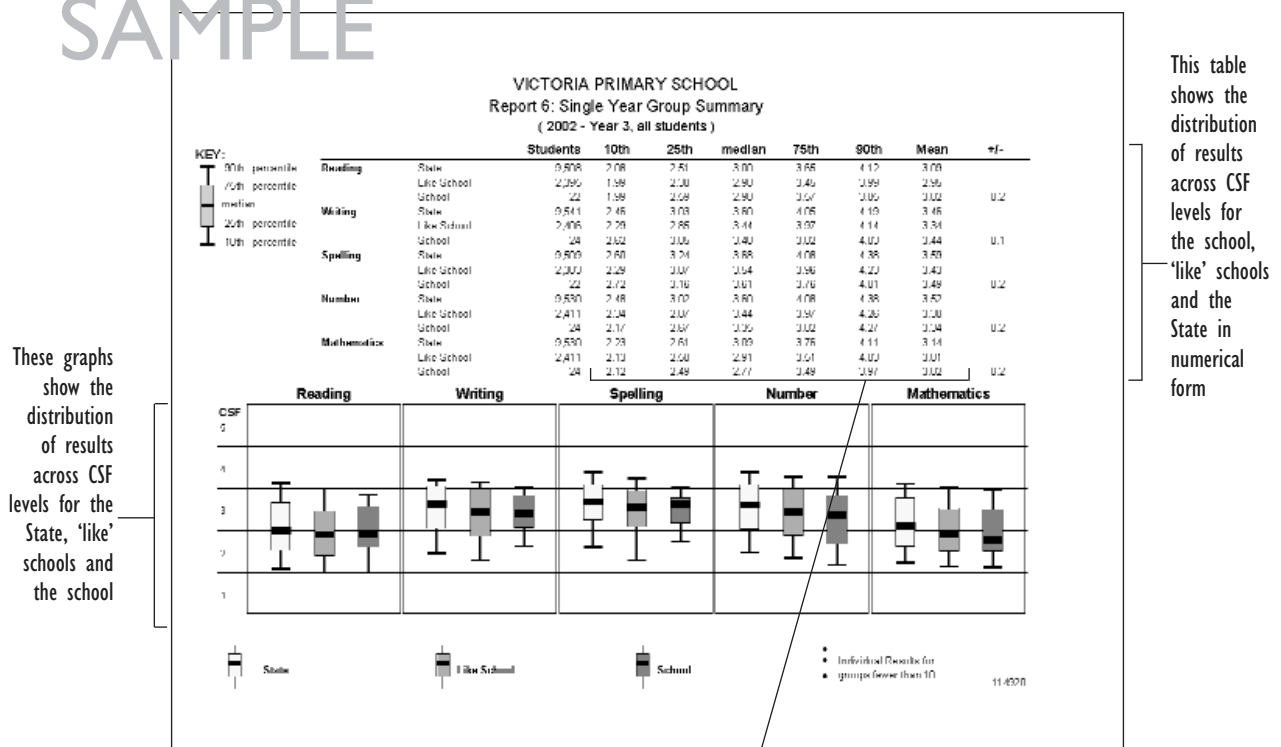
These graphs show the distribution of results across CSF levels for the State, 'like' schools and the school

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

The numbers used for median and percentile levels indicate the CSF level as shown on the graphs below. (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: 1998, 1999, 2000, 2001, 2002

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 1998, 1999, 2000, 2001 and 2002?) 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 1998, 1999, 2000, 2001 and 2002 but is only available in Spelling for 2000–2002.

SAMPLE
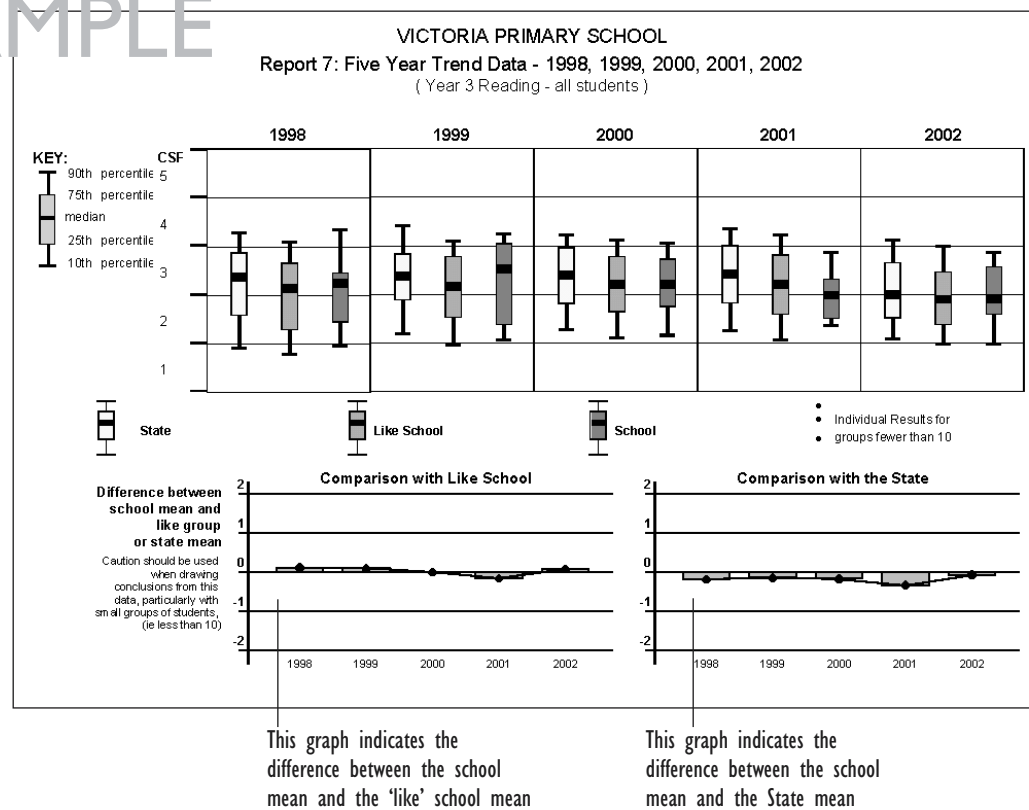
VICTORIA PRIMARY SCHOOL
Report 7: Five Year Trend Data - 1998, 1999, 2000, 2001, 2002
(Year 3 Reading - all students)

These box-and-whisker graphs show the distribution of results across CSF levels for the State, 'like' schools and the school

This graph indicates the difference between the school mean and the 'like' school mean

This graph indicates the difference between the school mean and the State mean

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 2000 – Year 5 2002

This report shows the growth between 2000 and 2002 of students who undertook the Year 3 tests in 2000 and the Year 5 tests in 2002. 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 2000 and Year 5 2002 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 2000 and 2002 (i.e. how did the performance of Year 3 students in 2000 compare to their performance now they are in Year 5 2002?). 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 1997–1999, 1998–2000, 1999–2001 and 2000–2002 is also available.

The second box-and-whisker graph in each group shows the distribution of results across CSF levels for all students who completed the test at the school

The third box-and-whisker graph in each group shows the distribution of results across CSF levels for only those students who completed the test at the school in both Year 3 2000 and Year 5 2002
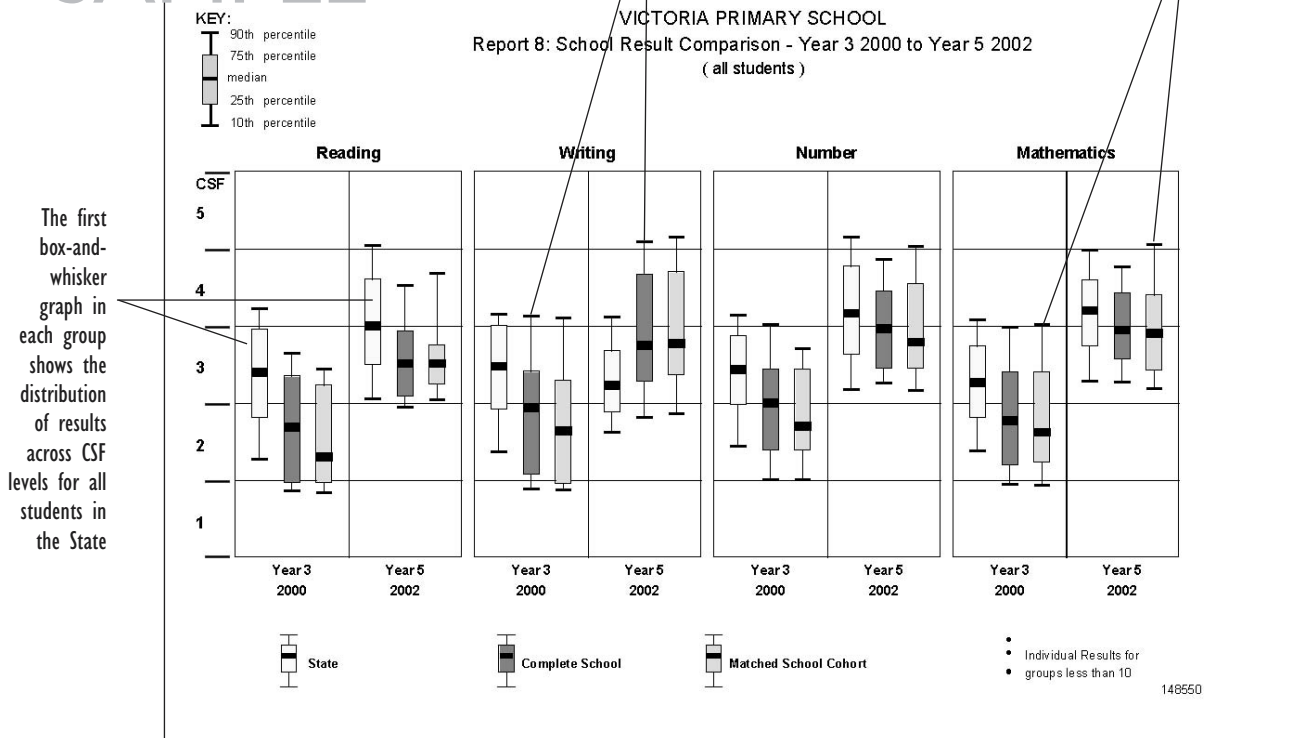
The first box-and-whisker graph in each group shows the distribution of results across CSF levels for all students in the State

SAMPLE

VICTORIA PRIMARY SCHOOL
Report 8: School Result Comparison - Year 3 2000 to Year 5 2002
(all students)

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

Reading   Writing   Number   Mathematics

State   Complete School   Matched School Cohort

Individual Results for groups less than 10

148550

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 2000 – Year 5 2002

This report shows the CSF level of students when they undertook the Year 3 tests in 2000 compared to their performance when they undertook the Year 5 tests in 2002. The report primarily lists the change between 2000 and 2002 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 2000 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 2000 and 2002. 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.

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

'Diff' is the difference between the 2000 and the 2002 result

SAMPLE

VICTORIA PRIMARY SCHOOL
Report 9: Student Group Result Comparison - Year 3 2000 to Year 5 2002
(Top 50% of Year 3 Overall : all students)

This table shows the mean CSF level in 2000 and 2002 for the State, 'like' schools and the school

	Reading				Writing				Number				Mathematics			
	2000	2002	Diff	+/-	2000	2002	Diff	+/-	2000	2002	Diff	+/-	2000	2002	Diff	+/-
State Mean	3.3	4.0	+0.7	0	3.4	3.3	-0.1	0	3.4	4.2	+0.8	0	3.2	4.2	+1.0	0
Like School Mean	3.2	3.9	+0.7	0	3.2	3.2	0	0	3.2	4.0	+0.8	0	3.1	4.0	+0.9	0
School Mean	3.2	4.1	+0.9	0.2	3.3	3.2	-0.1	0.1	3.5	4.1	+0.6	0.2	3.3	4.1	+0.8	0.2

This table shows the CSF level in 2000 and 2002 for each student in the Year 5 group

	2000	2002	Diff		2000	2002	Diff		2000	2002	Diff		2000	2002	Diff	
ADAMOWICZ, VICTORIA	4.1	4.0	-0.1		3.7	2.8	-0.9		3.9	5.1	+1.2		3.4	4.7	+1.3	
CUTTLER, SEAN	3.5	4.7	+1.2		3.1	2.9	-0.2		3.3	4.4	+1.1		3.1	4.5	+1.4	
GALLAGHER, DYLAN	2.8	3.7	+0.9		3.2	3.1	-0.1		3.7	5.0	+1.3		3.7	4.8	+1.1	
HICKEN, PHOEBE	4.3	4.7	+0.4		4.2	4.8	+0.6		4.5	na			4.5	na		
KERSHAW, JOSHUA	3.9	4.9	+1.0		4.3	3.8	-0.5		4.3	5.7	+1.4		4.3	5.2	+0.9	
MCMENNEMIN, RHYCE	3.5	3.9	+0.4		4.0	3.6	-0.4		3.7	4.4	+0.7		3.4	4.5	+1.1	
POLONI, DOLMA	4.1	4.7	+0.6		3.7	3.8	+0.1		3.5	5.3	+1.8		3.5	5.2	+1.7	
VUONG, JULIA	3.9	4.5	+0.6		4.0	3.1	-0.9		4.1	5.1	+1.0		3.8	4.5	+0.7	

* student who did not attend the current school in Year 3   na= no result available   114920

Trend Data

Report 10: Individual Student Result Comparison: Year 3 2000 – Year 5 2002

This report shows the different achievement levels for individual students between 2000 and 2002. 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 2000 and 2002 (i.e. how did the student's Year 3 2000 performance compare to their performance now they are in Year 5 2002?). Alternatively, this type of data is useful for determining a student's rate of progress over time relative to other students in the State.
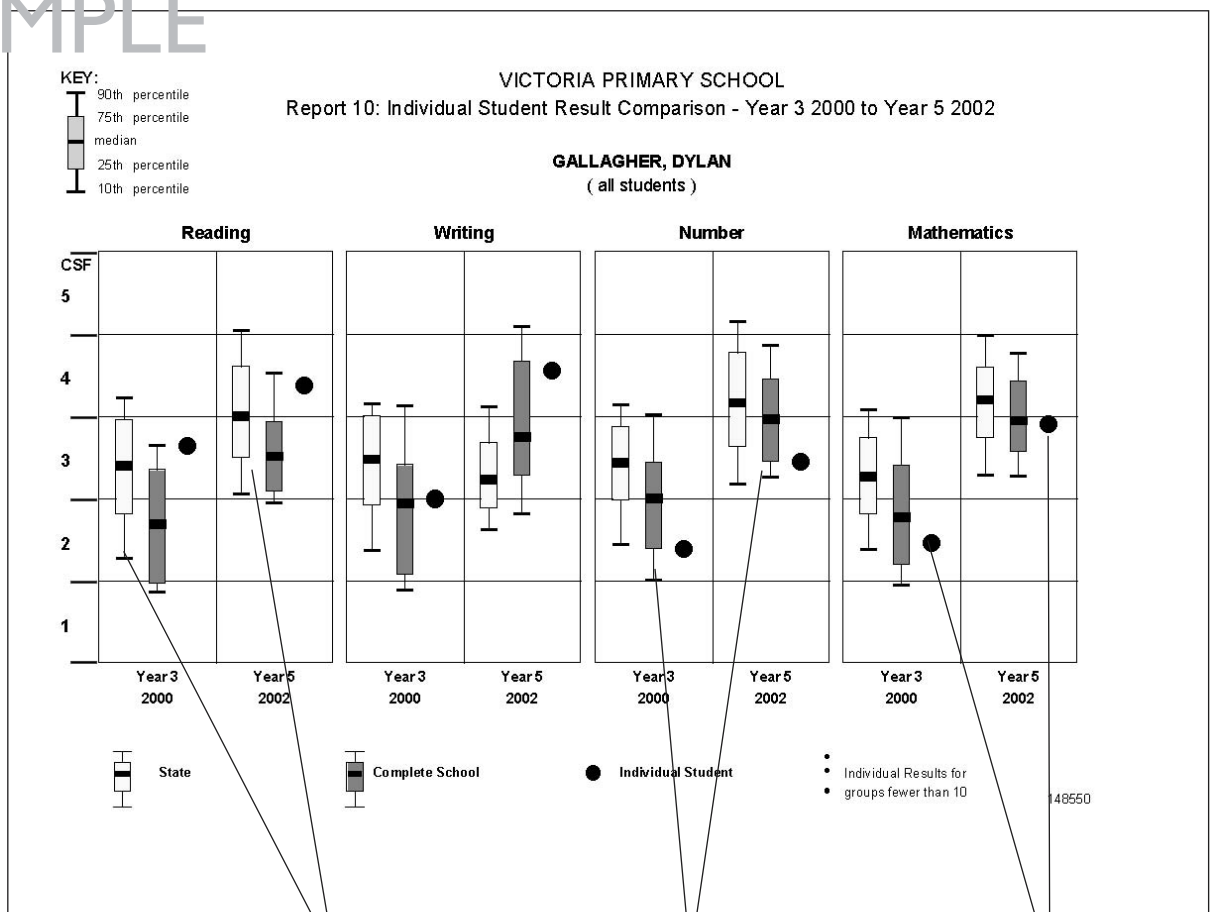
SAMPLE

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

VICTORIA PRIMARY SCHOOL
Report 10: Individual Student Result Comparison - Year 3 2000 to Year 5 2002

GALLAGHER, DYLAN
(all students)

Reading   Writing   Number   Mathematics

State   Complete School   Individual Student   Individual Results for groups fewer than 10

148550

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 2000 and Year 5 2002 tests

Report 11: Individual Student Ranking Comparison: Year 3 2000 – Year 5 2002

This report shows an individual's percentile rank in 2000 and 2002 (for those students who undertook both the Year 3 tests in 2000 and the Year 5 tests in 2002) relative to all other students in the State.

This data is useful for determining the ranking of individual students (in either 2000 or 2002 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 2000 and comparing it to their ranking in 2002.

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 2002 we can say that student's performance was at or better than 75% of the students in the State).

SAMPLE

VICTORIA PRIMARY SCHOOL
Report 11: Individual Student Ranking Comparison - Year 3 2000 to Year 5 2002
GALLAGHER, DYLAN

percentile	Reading	Writing	Number	Mathematics

99th

75th

50th

25th

1st

2000 2002   2000 2002   2000 2002   2000 2002

● Position of student in State

148660
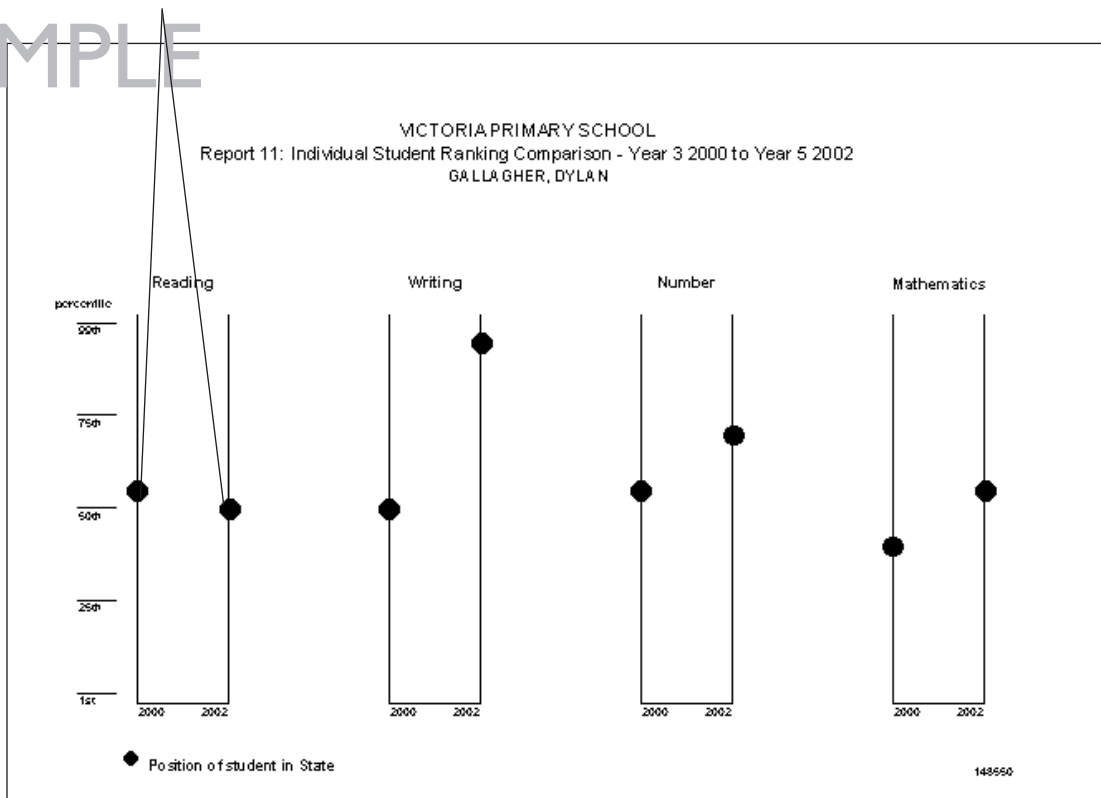
The graphs and tables in the AIM Data Report have been made using data collected from over 116,000 Year 3 and Year 5 students in over 1800 schools. Similarly, the graphs and tables for 'like' schools comparisons have been made using data from large numbers of students and can potentially be used to make 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 2002 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 of parent reports, Principals should access the VCAA website at: www.vcaa.vic.edu.au

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 2002 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

Year 3

Dylan
GALLAGHER

VICTORIA PRIMARY SCHOOL
Your child's results at a glance

| School Year | Prep | 1 | 2 | 3 | 4 | 5 | 6 |
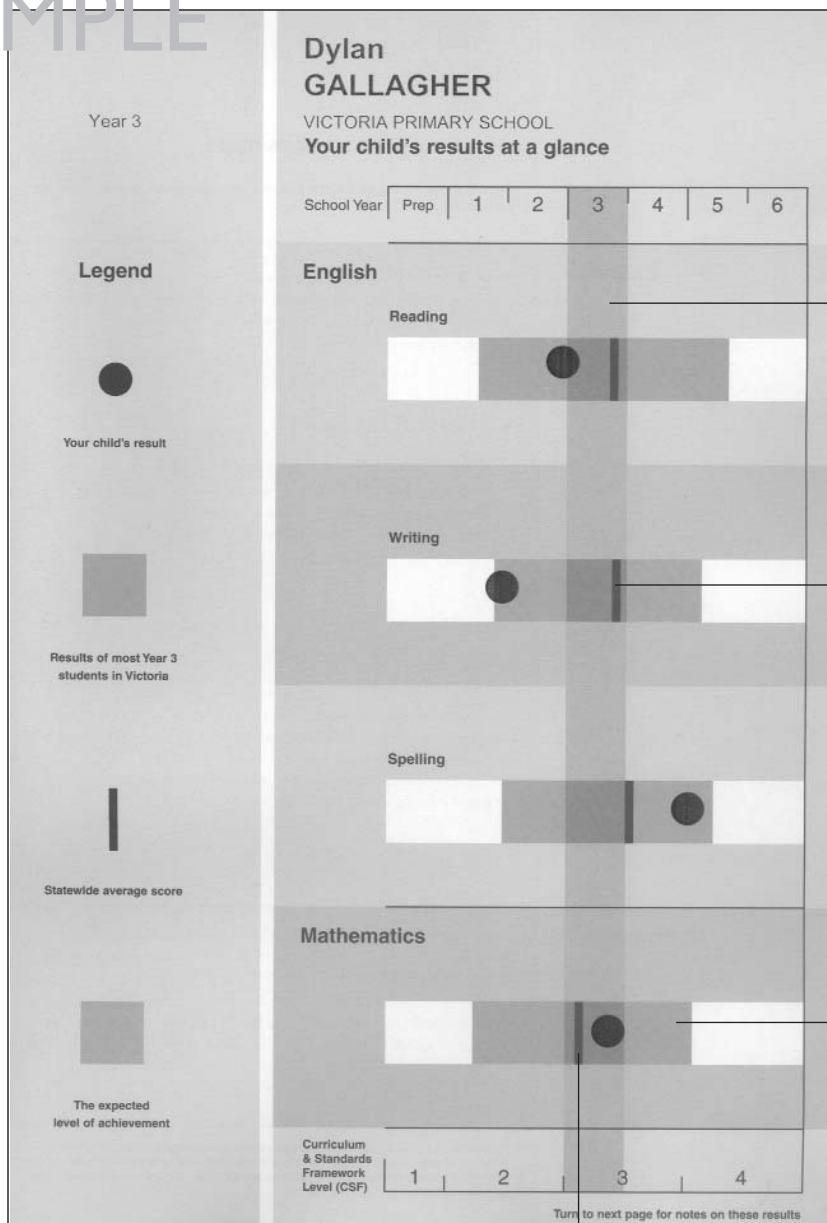
A black circle identifies the student's level of achievement

Legend

English

Reading

Your child's result

The vertical band shows the expected level of achievement for a Year 3 or Year 5 student late in the school year. It links the year of schooling with the CSF levels common for that year level. For Year 3, reporting is within the range of CSF levels 1–4. For Year 5, reporting is within the range of CSF levels 2–5

Writing

Results of most Year 3 students in Victoria

Spelling

Statewide average score

Mathematics

The horizontal band shows the range of results achieved by the middle 80 per cent of students in Victoria at each year level. The highest 10% and the lowest 10% of results are excluded from this range to give parents a realistic indication of the general ability of students at the year level

The expected level of achievement

| Curriculum & Standards Framework Level (CSF) | 1 | 2 | 3 | 4 |

Turn to next page for notes on these results

This line indicates the average score achieved by students in Victoria

AIM Years 3 and 4 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 15 November 2002**.

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.

Parent Reports

Appendix 1: AIM 2002 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	Wearing glasses but not hat	C	Reading	Identify picture from description
2	Party Invitation	A	Reading	Locate information on a birthday Invitation
3	Party Invitation	B	Reading	Locate information on a birthday Invitation
4	Party Invitation	A	Reading	Locate information on a birthday Invitation
5	Party Invitation	B	Reading	Locate information on a birthday Invitation
6	Jam Sandwich	2,4,3,1	Writing	Sequence steps to complete a procedure
7	Punctuation	!" (B)	Writing	Punctuate a sentence
8	Punctuation	, (C)	Writing	Punctuate a sentence
9	Honeybees	A	Reading	Locate information in a simple factual text
10	Honeybees	B	Reading	Locate information in a simple factual text
11	Honeybees	D	Reading	Identify content linked to a pronoun
12	Honeybees	B	Reading	Locate information in a simple factual text
13	Make a Cloud	B	Reading	Identify steps in a procedural text
14	Make a Cloud	B	Reading	Identify text genre
15	Make a Cloud	D	Reading	Identify purpose of photograph in a text
16	Make a Cloud	C	Reading	Select an alternative heading for specific information
17	Zoe's Skateboard	D	Reading	Locate and interpret information in a narrative text
18	Zoe's Skateboard	A	Reading	Locate information in a narrative text
19	Zoe's Skateboard	D	Reading	Locate and interpret information in a narrative text
20	Conjunctions	because (A)	Writing	Select correct conjunctions to complete a sentence
21	Conjunctions	so (B)	Writing	Select correct conjunctions to complete a sentence
22	Conjunctions	but (C)	Writing	Select correct conjunctions to complete a sentence
23	Barney	A	Reading	Locate directly-stated information in a narrative text
24	Barney	D	Reading	Locate and interpret information in a narrative text
25	Barney	C	Reading	Locate and interpret information in a narrative text
26	Barney	C	Reading	Locate directly-stated information in a narrative text
27	Barney	B	Reading	Locate and interpret information in a narrative text

English: Year 3 (continued)

Question Number	Short Description	Correct	Curriculum	Skill Assessed
28	Punctuation	She'll (A)	Writing	Add apostrophes to complete the punctuation of a sentence
29	Punctuation	David's (C)	Writing	Add apostrophes to complete the punctuation of a sentence
30	The Improbable Platypus	B	Reading	Locate directly-stated information in a narrative text
31	The Improbable Platypus	A	Reading	Locate directly-stated information in a narrative text
32	The Improbable Platypus	D	Reading	Locate and integrate information in a narrative text
33	The Improbable Platypus	D	Reading	Locate and integrate information in a narrative text
34	The Improbable Platypus	A	Reading	Locate and integrate information in a narrative text
35	The Improbable Platypus	D	Reading	Locate directly-stated information in a narrative text

Task A Editing

Question Number	Short Description	Correct	Curriculum	Skill Assessed
1	morening	morning	Spelling	Spell frequently used words of more than one syllable
2	jumt	jumped	Spelling	Spell frequently used words of one syllable
3	poold	pulled	Spelling	Spell frequently used words of one syllable
4	atempted	attempted	Spelling	Spell relatively complex words of more than one syllable
5	derty	dirty	Spelling	Spell frequently used words of more than one syllable
6	angrie	angry	Spelling	Spell frequently used words of more than one syllable

Task B Dictation

Question Number	Short Description	Correct	Curriculum	Skill Assessed
1	dictation	rang	Spelling	Spell frequently used words of one syllable
2	dictation	finally	Spelling	Spell relatively complex words of more than one syllable
3	dictation	train	Spelling	Spell frequently used words of one syllable
4	dictation	away	Spelling	Spell frequently used words of more than one syllable
5	dictation	station	Spelling	Spell frequently used words of more than one syllable
6	dictation	faster	Spelling	Spell frequently used words of more than one syllable
7	dictation	passengers	Spelling	Spell relatively complex words of more than one syllable
8	dictation	gently	Spelling	Spell relatively complex words of more than one syllable
9	dictation	movement	Spelling	Spell relatively complex words of more than one syllable
10	dictation	carefully	Spelling	Spell relatively complex words of more than one syllable
11	dictation	checking	Spelling	Spell relatively complex words of more than one syllable
12	dictation	tickets	Spelling	Spell frequently used words of more than one syllable

English: Year 5

Question Number	Short Description	Correct Answer	Curriculum Area	Skill Assessed
1	Verbs	went (B)	Writing	Select an appropriate verb
2	Pronouns	They (B)	Writing	Select an appropriate pronoun
3	Verbs	are (A)	Writing	Select an appropriate verb
4	Verbs	were (C)	Writing	Select an appropriate verb
5	The Nimbin	D	Reading	Identify mood of a character in a narrative text
6	The Nimbin	B	Reading	Locate information in a narrative text
7	The Nimbin	C	Reading	Identify text genre
8	The Nimbin	B	Reading	Interpret the meaning of a word in context
9	The Nimbin	C	Reading	Locate and interpret information in a narrative text
10	The Nimbin	D	Reading	Locate and interpret information in a narrative text
11	Owl Express	B	Reading	Locate information in a narrative text
12	Owl Express	C	Reading	Locate and interpret information in a narrative text
13	Owl Express	C	Reading	Locate and interpret information in a narrative text
14	Owl Express	B	Reading	Identify a synonym in context
15	Owl Express	C	Reading	Locate and interpret information in a narrative text
16	Owl Express	D	Writing	Identify the purpose of a writing convention in context - hyphen
17	Owl Express	C	Reading	Interpret the meaning of a phrase in context
18	Owl Express	C	Reading	Distinguish factual statement from opinions
19	The Improbable Platypus	B	Reading	Locate directly-stated information in a narrative text
20	The Improbable Platypus	A	Reading	Locate directly-stated information in a narrative text
21	The Improbable Platypus	D	Reading	Locate and integrate information in a narrative text
22	The Improbable Platypus	A	Reading	Locate and integrate information in a narrative text
23	The Improbable Platypus	D	Reading	Locate and integrate information in a narrative text
24	The Improbable Platypus	D	Reading	Locate directly-stated information in a narrative text
25	Adjectives	quickest (C)	Writing	Select appropriate comparing adjective
26	Adjectives	easier (B)	Writing	Select appropriate comparing adjective
27	Mail	3, 2, 4, 1	Writing	Sequence steps to complete a procedure
28	The Chase	C	Reading	Locate directly-stated information in a narrative text
29	The Chase	C	Reading	Identify the main purpose of an instructional text
30	The Chase	B	Reading	Locate and integrate information in a narrative text
31	The Chase	D	Reading	Interpret the meaning of a word in context
32	Punctuation	She'll (A)	Writing	Add apostrophes to complete the punctuation of a sentence
33	Punctuation	David's (C)	Writing	Add apostrophes to complete the punctuation of a sentence
34	The Nobel Prize	C	Reading	Locate and integrate information in a narrative text
35	The Nobel Prize	D	Reading	Identify the main purpose of an instructional text

English: Year 5 (continued)

Question Number	Short Description	Correct Answer	Curriculum Area	Skill Assessed
36	The Nobel Prize	D	Reading	Locate information in a narrative text
37	The Nobel Prize	D	Reading	Locate and interpret information in a narrative text
38	The Nobel Prize	B	Reading	Identify a synonym in context
39	The Nobel Prize	A	Reading	Locate and interpret information in a narrative text
40	The Forest	A	Reading	Locate and interpret information in a narrative text
41	The Forest	B	Reading	Identify phrase from text which matches a description
42	The Forest	A	Reading	Interpret figurative language in a narrative
43	The Forest	B	Reading	Identify the meaning of a phrase in context
44	The Forest	D	Reading	Interpret information to identify a character's emotions
Task A Editing				
45	oshins	oceans	Spelling	Spell frequently used words of more than one syllable
46	varity	variety	Spelling	Spell relatively complex words of more than one syllable
47	chrechers	creatures	Spelling	Spell relatively complex words of more than one syllable
48	paternd	patterned	Spelling	Spell relatively complex words of more than one syllable
49	begining	beginning	Spelling	Spell frequently used words of more than one syllable
50	unerstand	understand	Spelling	Spell frequently used words of more than one syllable
51	suvival	survival	Spelling	Spell relatively complex words of more than one syllable
Task B Dictation				
52	dictation	blew	Spelling	Spell frequently used words of one syllable
53	dictation	finally	Spelling	Spell frequently used words of more than one syllable
54	dictation	pulled	Spelling	Spell frequently used words of one syllable
55	dictation	station	Spelling	Spell frequently used words of more than one syllable
56	dictation	gathered	Spelling	Spell frequently used words of more than one syllable
57	dictation	carriages	Spelling	Spell relatively complex words of more than one syllable
58	dictation	passengers	Spelling	Spell relatively complex words of more than one syllable
59	dictation	swayed	Spelling	Spell frequently used words of one syllable
60	dictation	regular	Spelling	Spell relatively complex words of more than one syllable
61	dictation	conductor	Spelling	Spell relatively complex words of more than one syllable
62	dictation	carefully	Spelling	Spell relatively complex words of more than one syllable
63	dictation	aisle	Spelling	Spell relatively complex words of one syllable

Mathematics: Year 3

Question Number	Short Description	Correct Answer	Curriculum Area	Skill Assessed
1	Candles	A	Measurement	Compare objects and identify one which exhibits two attributes
2	Icy pole	B	C & D	Determine the most likely outcome to a familiar event
3	Next number	C	Number	Identify next term in a sequence which is formed by counting backwards by one
4	Largest number	C	Number	Determine the largest whole number by arranging five different digits, including zero
5	Missing number	D	Number	Determine the missing number in a sequence
6	Subtraction	B	Number	Subtract a two-digit number from a two-digit number in a practical context
7	Shapes	D	Space	Identify which three dimensional shape does not contain a square face
8	58 + 36	94	Number	Add two two-digit numbers
9	Calender	D	Measurement	Locate a date indicated by a day and sequence on calendar
10	Tally table	34	C & D	Total entries summarised in a tally table
11	Words to digits	D	Number	Identify a number including tens of thousands described in words
12	Pencils	B	C & D	Identify an impossible event from a simple chance experiment
13	Number chart	D	Number	Combine understanding of odd numbers and sequencing to determine numbers missing from a chart
14	Mats	C	Measurement	Identify which mat on the grid covers the largest area
15	Subtraction	B	Number	Use understanding of four function calculator representation to perform a subtraction operation
16	Buttons	C	C & D	Determine the most likely outcome from a simple chance experiment
17	Identify prism	A	Space	Identify a hexagonal prism
18	Books	A	Number	Using money amounts, perform a simple subtraction and then make comparisons and deductions
19	Time	D	Measurement	Determine digital time given an analogue display
20	Number of fish	C	Number	Determine which arithmetic operation represents information described in words
21	Estimate of 61 x 7	B	Number	Estimate the outcome of a multiplication between a two-digit number and a one-digit number
22	Days graph	B	C & D	Interpret information summarised in a bar graph
23	Equations	B	Number	Determine which equation containing one operation is true
24	363–83	280	Number	Subtraction of a two-digit number from a three-digit number
25	Shapes	C	Number	Determine which shape has had a given fraction of its area shaded
26	Symmetry	A	Space	Determine which shape has exactly one line of symmetry

Mathematics: Year 3 (continued)

Question Number	Short Description	Correct Answer	Curriculum Area	Skill Assessed
27	Speedometer	C	Measurement	Interpret a reading of speed in km/hr on a circular scale
28	Smallest number	C	Number	Use place value to determine which of several numbers has the least value
29	Net of cube	A	Space	Determine which net would not fold to make a cube
30	Coins	D	Number	Subtraction of monetary units and determine which set of coins would amount to the value in the change
31	Hidden circles	B	Number	Determine what fraction of a square array of circles has been hidden
32	Tennis Outfits	A	C & D	Determine total number of combinations possible from two sets of objects

Mathematics – Year 5

Question Number	Short Description	Correct Answer	Curriculum Area	Skill Assessed
1	Missing number	A	Number	Determine the missing number in a sequence
2	Two-dimensional shapes	B	Space	Identify a shape using simple conventional spatial language
3	Tally sheet	34	C & D	Total entries summarised in a tally table
4	Fruit survey	D	C & D	Determine the correct statement which refers to data summarised in a table
5	Missing number	A	Number	Determine the number that satisfies a number sentence involving mixed operations
6	Mats	C	Measurement	Identify which mat on the grid covers the largest area
7	372–146	226	Number	Subtract a three-digit number from a three-digit number
8	Indentify prism	A	Space	Identify a hexagonal prism
9	63 x 5	315	Number	Multiply a two-digit number by a single-digit number
10	84 divided by 6	14	Number	Divide a two-digit number by a single-digit number
11	Best estimate 61x 7	B	Number	Estimate the product of a two-digit number with a single-digit number
12	Books	A	Number	Using money amounts, perform a simple subtraction and then make comparisons and deductions
13	Height table	C	Measurement	Compare different units of measurement for height summarised in a table
14	Missing number	B	Number	Determine the missing numerator of a fraction, to form an equivalent fraction
15	Time estimate	B	Measurement	Determine time elapsed in digital time given start and end times
16	76 x 30	D	Number	Multiply a two-digit number by a multiple of ten
17	Sports table	written	C & D	Transfer information given in a table onto a Karnaugh Map
18	Spinner	A	C & D	Determine the most likely outcome of a spinner experiment

Mathematics: Year 5 (continued)

Question Number	Short Description	Correct Answer	Curriculum Area	Skill Assessed
19	Equivalent fractions	D	Number	Identify a set of equivalent fractions
20	Net of pyramid	D	Space	Identify which net could not be folded to make a square based pyramid
21	Area of shape	C	Measurement	Determine an estimate for the area of an irregular shape using the method of counting squares
22	Least value	C	Number	Using place value, identify the number which has the least value
23	Missing numbers	A	Number	Determine a pair of missing numbers from a sequence containing two-digit decimal numbers
24	Earnings	C	Number	Multiplication of monetary units and fractional time units
25	Median score	C	C & D	Determine the median from an unordered list of single-digit numbers
26	768 divided by 6	128	Number	Divide a three-digit number by a single-digit number
27	Value of 5 in 721.53	B	Number	Determine the fractional equivalent of a digit contained in a decimal number
28	Equal to 24	A	Number	Identify which product between a fraction and a whole number equals a given number
29	Hidden circles	B	Number	Determine what fraction of a square array of circles has been hidden
30	Cube	C	Space	Determine the difference, in unit cubes, used between two prisms
31	Temperature change	6	Number	Use integers to determine the difference in temperature
32	Venn diagram	D	C & D	Interpret information summarised in a Venn Diagram
33	Perimeter	C	Measurement	Determine the perimeter of a compound shape made from rectangular components
34	Tennis outfits	A	C & D	Determine total number of combinations possible from two sets of objects
35	Pie graph	C	C & D	Make an inference about proportion in a pie graph
36	Tide table	D	Measurement	Determine time elapsed
37	Coordinates	B	Space	Identify coordinate points plotted in different quadrants on a graph
38	Prime numbers	D	Number	Identify simple prime numbers
39	Order of values	D	Number	Identify equivalent percentage, fraction and decimal numbers arranged in ascending order
40	CD table	B	Number	Convert simple fractions to percentages and compare

Appendix 2: Using AIM 2002 Data Reports

Results	Where to find this information	Possible questions about the results	Moving into planning
School results	Group Summary (page 24) (Report 3)	• In which key learning areas is the school's Years 3 and 5 cohort performing well or poorly? • How do the school's results compare with State performance? • Are there differences in the performance of different groups in the strands, for example girls compared with boys?	• What implications are there for curriculum review and planning? • Are there implications for the way the school is implementing the CSF? • Do the results for specific groups within the school indicate a need for action?
	Strand Summary (page 25) (Report 4)	• In which strands is the school's Years 3 and 5 cohort performing well or poorly? • How do the school's results on each strand compare with State performance?	• Is there a need for teachers at a particular year level to discuss specific teaching and learning issues?
	Trend Data Reports (pages 30–35) (Reports 6–11)	• How do the results from AIM 2002 compare with those of previous years? • What trends in student performance can be identified in Reading, Writing and Mathematics?	• Do results over time indicate areas that require curriculum change? • Have curriculum changes at the school been reflected in these results?
Class or group results	Student Responses (pages 22–23) (Report 2)	• 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? • Are there significant variations in results for individual students in particular questions? • Are there significant variations in the results for particular questions across classes?	• Are there skills or content which require further attention? • What possible changes in approaches to teaching or time spent on activities in the classroom should be considered? • What implications do variations in the results have for whole school planning?

	• 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? • Are the results different from expected or from the classroom-based assessments? In what way? Why?	• Are there implications for professional development? Is there a need for more teacher discussion on the use of assessment criteria in marking writing? • What implications do the results have for classroom planning? • What programs are available or could be introduced to support or extend individual students or groups? • What can be done about students with unexpected results?

Writing Summary (page 26)
(Report 5)

• How do the results for the class on the Writing tasks compare with those of the State?
• How do students' scores for the centrally assessed Writing task compare with those for the teacher-assessed Writing task?

Individual students' results

Student Profiles (page 21)
(Report 1)

• In which strands do individual students demonstrate strengths or weaknesses?
• How do individual students' results compare with other students in the State and in the class?
• Do any students have unexpected results? Why?

Student Responses (pages 22–23)
(Report 2)

• Which answers did a student get correct and incorrect for each area assessed?
• Which answer was given if it was incorrect? (This can be cross referenced with the items in the task booklet.)

• What is the best advice parents can be given about learning support in particular areas when the results are discussed with them?