

AIM Testing 2002 Year 7 Guide for Principals and Teachers

This guide contains the following parts:

Part 1: Administrative Advice

Part 2: Assessment Tasks

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Phone Helpline

A tollfree telephone service operates to assist schools with their queries about the AIM Year 7 Testing. This 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 Year 7 Testing 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

For queries about:

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

contact the Victorian Curriculum and Assessment Authority on

Freecall 1800 623 681

Principals and teachers should feel free to use the AIM Year 7 Testing Information Line at any time.

Information on AIM Testing can be accessed on the Victorian Curriculum and Assessment Authority website at:

www.vcaa.vic.edu.au

| | |
|-------------------|---|
| INTRODUCTION..... | 8 |
|-------------------|---|

Part 1: Administrative Advice

| | |
|--|----|
| SECTION 1: PRE-TEST INFORMATION..... | 9 |
| Principals' checklist for administration of AIM Year 7 Testing 2002..... | 9 |
| Timetable for AIM Year 7 Testing..... | 10 |
| Administrative Procedures for Principals..... | 11 |
| Responsibilities of the Principal..... | 11 |
| Request to Vary Dates..... | 12 |
| Privacy Statement..... | 13 |
| AIM Year 7 Testing Guidelines..... | 14 |
| Who is Assessed?..... | 14 |
| Exemptions..... | 14 |
| Home Students and Visiting Students..... | 14 |
| Transferring Students..... | 15 |
| Absences..... | 15 |
| Catch-up Assessments..... | 15 |
| Conditions for Students with Special Learning Needs..... | 15 |
| Large-print and Braille Materials..... | 16 |
| Hearing-impaired Students..... | 16 |
| Special Environments..... | 16 |
| Checking of Student Information..... | 16 |
| Delivery of Materials..... | 17 |
| Package Contents..... | 17 |
| 2002 Guide for Principals and Teachers..... | 17 |
| Student Task Booklets, Magazines and Stimulus Sheets..... | 17 |
| Checking Materials..... | 18 |
| Security of Materials..... | 18 |
| Distribution of Materials to Year 7 Teachers..... | 18 |
| Regional Offices: Catholic Education Offices..... | 19 |
| Regional Offices: Department of Education Training..... | 20 |

| | |
|---|----|
| SECTION 2: IMPLEMENTING THE TASKS..... | 21 |
| Assessment Tasks..... | 21 |
| Conducting the Assessments..... | 22 |
| SECTION 3: POST-TEST SCHOOL PROCEDURES..... | 23 |
| Packing Materials..... | 23 |
| Special Arrangements for Return of Work | 23 |
| Completion of Student Details | 24 |
| Students with Duplicate Names..... | 24 |
| Teacher Instructions..... | 25 |
| Preparing Task Booklets for Collection | 25 |
| Checking the Task Booklets..... | 25 |
| Completing the Student Details Page | 25 |
| English details page only..... | 26 |
| Mathematics details page only..... | 26 |
| Annotated Student Details Page – English | 27 |
| Annotated Student Details Page – Mathematics | 28 |
| SECTION 4: RESULTS | 29 |
| Reports to Schools..... | 29 |
| Reports to Parents | 29 |
| Reporting Guide..... | 29 |
| Community Language Translations | 30 |
| SECTION 5: FORMS | 31 |
| Form 1: Request to vary dates for AIM Year 7 Testing 2002..... | 31 |
| Form 2: Request for large-print and braille materials for AIM Year 7 Testing 2002..... | 32 |
| Form 3: Register for exemptions from Aim Year 7 Testing 2002..... | 33 |
| Form 4: Request for extra materials for AIM Year 7 Testing 2002..... | 34 |

Part 2: Assessment Tasks

| | |
|--|----|
| SECTION 1: GENERAL INFORMATION..... | 35 |
| Student Information..... | 35 |
| Testing Environment | 35 |
| Student Materials..... | 35 |
| Demonstration Questions | 36 |
| Standard Conditions..... | 36 |
| Teacher Assistance | 37 |
| Advice About Reading Questions to Students | 38 |
| Time Limits | 38 |
| Extensions of Time..... | 38 |
| | |
| SECTION 2: MATHEMATICS..... | 39 |
| Short Answers..... | 39 |
| Preparation..... | 39 |
| Timing | 39 |
| Spoken Instructions..... | 39 |
| Assistance..... | 39 |
| Administration | 40 |
| Extended Tasks | 42 |
| Preparation..... | 42 |
| Timing | 42 |
| Spoken Instructions..... | 42 |
| Assistance..... | 42 |
| Administration | 43 |
| Conclusion | 43 |
| | |
| SECTION 3: ENGLISH..... | 44 |
| Reading and Writing Conventions | 44 |
| Preparation..... | 44 |
| Timing | 44 |
| Spoken Instructions..... | 44 |
| Assistance..... | 44 |
| Administration | 45 |

| | |
|--|----|
| Writing..... | 48 |
| Preparation..... | 48 |
| Timing | 48 |
| Spoken Instructions..... | 48 |
| Assistance..... | 49 |
| Administration | 49 |
| Conclusion | 50 |
| | |
| SECTION 4: DEMONSTRATION QUESTIONS..... | 51 |
| General Information | 51 |
| Contents of Demonstration Questions | 51 |
| English stimulus material..... | 52 |
| Demonstration Questions – English..... | 53 |
| Demonstration Questions – Mathematics..... | 55 |

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 2002.

Part 1: Administrative Advice

Section 1: Pre-test Information

Principals' checklist for administration of AIM Year 7 Testing 2002

| Date | Page |
|---------------------|---|
| Friday 28 June | <ul style="list-style-type: none"> Request a variation to testing dates if exceptional circumstances warrant consideration. 12, 31 |
| Friday 26 July | <ul style="list-style-type: none"> Request large-print or braille materials for visually impaired students 16, 32 Distribute the AIM Testing 2002 Guide for Principals and Teachers to teachers 17 Request extra materials if insufficient received. 18, 34 Store assessment tally sheets with return packaging material 18 |
| Friday 2 August | <ul style="list-style-type: none"> Distribute booklets for the assessment tasks to teachers 18 |
| Wednesday 7 August | <ul style="list-style-type: none"> Ensure that the student details pages of the task booklets have been completed accurately 24-28 Ensure that assessment task booklets are prepared for collection 23 |
| Thursday 8 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 23 |
| Wednesday 14 August | <ul style="list-style-type: none"> Notify the VCAA Information Line 1800 623 681 if the completed task booklets have not been collected by 3:45 pm 23 |
| Friday 16 August | <ul style="list-style-type: none"> Final date to return assessment task booklets for students given catch-up assessments or for classes which had approval for a variation to testing dates 23 |
| Friday 8 November | <ul style="list-style-type: none"> Notify the VCAA Information Line if assessment results have not been received 29 |

Timetable for AIM Year 7 Testing

Assessment tasks

Assessment tasks are to be conducted on the days, and in the order specified below:

| Task | Date | Time allocation |
|---|--------------------|-----------------|
| Mathematics – Short-answer Questions | Tuesday 6 August | 45 minutes |
| Mathematics – Extended-answer Questions | Tuesday 6 August | 40 minutes |
| English – Short-answer Questions | Wednesday 7 August | 45 minutes |
| English – Writing Tasks | Wednesday 7 August | 40 minutes |

Presentation for 2002 will include:

- the time for each task printed in the booklet
- the stimulus for the Writing tasks printed on a separate, colour stimulus A4 sheet.

The tasks are to be administered under standard test conditions which include:

- private individual work
- no access to resources outside those approved by the VCAA
- no calculators to complete the Mathematics task
- teacher assistance only within the guidelines provided in this publication.

Administrative 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 12)
- 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 18)
- 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 VCAA guidelines and a record of students given exemptions is maintained at the school (see pages 14 and 33)
- the numbers of students exempted for reasons of disability, limited English skills or other reasons at each level is recorded on the tally sheets
- a list of student names is attached to the tally sheets
- test booklets are completed and ready for return on the specified dates (see page 23)
- 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 **6 and 7 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 Testing 2002' (see page 31) 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 the form to their Department of Education and Training (DE&T) Regional Director for approval
- **Catholic schools** should send the form 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 28 June**. 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 VCAA. 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 16 August**. The address for returning work is given on page 23.

In the case where one student or a small number of students have a planned absence for **6 and 7 August**, such as a camp or appointment, the student(s) may be treated as catch-up assessments and complete the tasks before **Friday 16 August** (see page 15).

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.

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.

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 Testing 2002. 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 AIM Year 7 Testing 2002' on page 33 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
- other reasons

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

When filling in the School Tally Sheets:

- The number entered for males for each category 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 for each category 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 **6 and 7 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 16 August**. The Principal must ensure that the student work is sent to the VCAA by certified mail with details of materials returned. This must be done at the school's expense, no later than **Friday 16 August**. The address for returning work is given on page 23.

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 for AIM Year 7 Testing 2002' (see page 32) and fax it to the VCAA by **Friday 28 June 2002**.

If these materials do not arrive by **Friday 26 July 2002**, the Principal should immediately contact the VCAA Information Line on Freecall 1800 623 681.

Hearing-impaired Students

In cases where hearing-impaired students will undertake the AIM Year 7 Testing 2002, 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.

Checking of Student Information

Schools are required to include a list of student names with the returned booklets. This list should be attached to the tally sheets.

- For Government Schools: the list of student names can be generated using CASES report: the AIM Student Details Report.
- For Non-Government Schools: a list in any format that provides student names and date of birth is acceptable.

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 Testing 2002 Guide for Principals and Teachers (this publication)**
- student task booklets, magazines and extended task stimulus sheets.[†]
- a 2B pencil for each student
- a return label.

* *2002 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 forms needed to send requests to the VCAA.
- **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.
- **Tally sheets** 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 sheets 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 and Training (DE&T) or the Catholic Education Office. These centres will be supplied with at least 50 copies of all AIM Year 7 Testing 2002 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 materials for AIM Year 7 Testing 2002' on page 34 and immediately fax it to the VCAA on (03) 9651 4612

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 sheets.

Booklets for the assessment tasks should not be distributed to Year 7 teachers until **Friday 2 August**.

Using a 2B or similar grey lead pencil, the teacher should organise to have the required information recorded for each student on the student details page of each task booklet (see pages 25, 26, 27 and 28 for detailed instructions and annotated examples). This may be done earlier by teachers, or if by students, prior to the commencement of the tests on **Tuesday 6 August** for Mathematics and **Wednesday 7 August** for English (see page 35).

REGIONAL OFFICES: Catholic Education Offices

| Region | Contact Name | Title | Address | Postal Address | Tel/Fax |
|---------------------------|----------------------------|--|---|---|--------------------------------------|
| Melbourne – Central | Rev. Thomas Doyle | Director | James Goold House 228 Victoria Parade East Melbourne 3002 | PO Box 3 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 | PO Box 576 Ballarat 3353 | T (03) 5337 7135 F (03) 5331 5166 |
| Ballarat – Central Zone | Mr Jim Delaney | Educational Consultant | 4 Dawson Street South Ballarat 3353 | PO Box 562 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 | PO Box 1983 Mildura 3502 | T (03) 5023 5144 F (03) 5021 3503 |
| Ballarat – Southern Zone | Miss Dianne Westbrook | Educational Consultant | 92A Liebig Street Warrnambool 3280 | PO Box 1019 Warrnambool 3280 | T (03) 5561 1177 F (03) 5561 2061 |
| Sandhurst – Bendigo | Mr Denis Higgins | Director | Catholic Education Office 181 McCrae Street Bendigo 3550 | 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 | PO Box 391 Benalla 3672 | T (03) 5762 4177 F (03) 5762 5676 |
| Sale – Warragul | Dr Therese D’Orsa | Director, Education Diocese Sale | 6 Witton Street Warragul 3820 | PO Box 322 Warragul 3820 | T (03) 5622 6600 F (03) 5623 4258 |
| Melbourne – Southern Area | Miss Pauline Zuppulla | Area Deputy Chairperson | 14 Spring Street Highett 3190 | 14 Spring Street Highett 3190 | T (03) 9532 1922 F (03) 9553 5005 |
| Melbourne – Eastern Area | Ms Evelyn Morgan - Brooker | Area Deputy Chairperson | 15 Forest Road Ferntree Gully 3156 | PO Box 174 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 | 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 | PO Box 4026 Hoppers Crossing 3029 | T (03) 9748 0844 F (03) 9748 5289 |

REGIONAL OFFICES:

Department of Education & Training

| Region | Contact Name | Title | Address | Postal Address | Tel/Fax |
|---------------------------|--------------------|--------------------------|--|---|--------------------------------------|
| Barwon South – Western | Mr Trevor Fletcher | Regional Director | Vines Road, North Geelong 3215 | PO Box 240 North Geelong 3215 | T (03) 5272 8300 F (03) 5277 9926 |
| Central Highlands Wimmera | Mr Peter Henry | Acting Regional Director | Level 1 1220 Sturt Street Ballarat 3350 | Level 1 1220 Sturt Street Ballarat 3350 | T (03) 5337 8444 F (03) 5333 2135 |
| Eastern | Mr Ross Kimber | Regional Director | Level 2 29 Lakeside Drive Burwood East 3151 | Level 2 29 Lakeside Drive Burwood East 3151 | T (03) 9881 0200 F (03) 9881 0241 |
| Gippsland | Mr Peter Greenwell | Regional Director | Cnr Kirk & Haigh Streets Moe 3825 | PO Box 381 Moe 3825 | T (03) 5127 0400 F (03) 5126 1933 |
| Goulburn North Eastern | Ms Adele Pottenger | Regional Director | Arundel Street Benalla 3672 | PO Box 403 Benalla 3672 | T (03) 5761 2100 F (03) 5762 5039 |
| Loddon Campaspe Mallee | Mr Rob Blachford | Regional Director | 37-43 Havlin Street East Bendigo East 3550 | PO Box 442 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 | Locked Bag 88 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 | PO Box 5 Dandenong 3175 | T (03) 9794 3555 F (03) 9794 3594 |
| Western | Mr Steve Marshall | Regional Director | 407 Royal Parade Parkville 3052 | PO Box 57 Carlton South 3053 | 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 6 and Wednesday 7 August** unless a variation to dates has been approved by the Victorian Curriculum and Assessment Authority (see pages 12 and 31).
- 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 set topics. Teachers will engage students in some preliminary discussion about the topics. 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 35.

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 14).

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 10 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 36. Information concerning time limits can be found on page 38.

Section 3: Post-test School Procedures

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

Packing Materials

When packing please check that:

- A printed class list is attached to the tally sheets (see page 18)
- 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 sheets before packing the booklets including the number of exempted students (see page 14)
- Photocopies of the tally sheets are kept for school records
- Completed task booklets together with the tally sheets 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 14 August, the Principal should contact the VCAA on Freecall 1800 623 681.

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 12 for 'Request to Vary Dates');

or

where catch-up assessments have been organised for individual students (see page 15), their completed tasks must be returned by certified mail or secured delivery at the school's expense to:

AIM Year 7 Testing 2002
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 16 August**.

Completion of Student Details

Using a 2B or similar grey lead pencil, the following information for each student should be recorded on the front page of each task booklet (see pages 25 to 28 for details):

- student's first name and last name in block letters
- date of birth
- gender of student
- Aboriginal or Torres Strait Islander (ATSI) status
- language background other than English (LBOTE) status (to be obtained from school census data)
- main language spoken at home
- month and year the student was first enrolled in an Australian school
- school name (the words "College" or "School" need not be written)
- school system or sector
- the registered school number (school code)

Students with Duplicate Names

- student's absence for any of the assessment tasks.

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

Examples of annotated student details pages for English and Mathematics follow on pages 27-28.

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 pages 27-28 for examples of completed student details pages for English and Mathematics.

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 sheets (see page 24).

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

This student is Male Female

4. **Shade either the "No" or "Yes" bubble to indicate whether the student, is Aboriginal or a Torres Strait Islander (ATSI) or of a language background other than English (LBOTE).** (This information is available from the school's census data.)

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

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

5. **Shade the appropriate bubble to indicate whether English is the main language spoken at home.**

Is English the main language spoken at home? No Yes

6. Fill in the month and year when this student first started in an Australian school.

When did this student first start in an Australian school?

| | | | | | |
|---|---|---|---|---|---|
| M | M | Y | Y | Y | Y |
|---|---|---|---|---|---|

7. Print clearly the school name. 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”.

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 |
|---|---|---|---|

10. English details page only

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

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

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

11. Mathematics details page only

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

SHORT ANSWER QUESTIONS

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

EXTENDED TASKS

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

Extended Task 1 Extended Task 2

- 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 24 for advice about duplicate names). Each word in the first name or last name should be separated with a space.

Year 7 AIM 2002
 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 Yes Female Yes No Yes No Yes

Does this student have a language background other than English?
 Is English the main language spoken at home? No Yes No Yes

When did this student first start in an Australian school? MM YYY Y

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

This is the month and year in which the student was first enrolled in an Australian school.

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.

This is the registered school number.

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

Please make sure that student information matches information on Mathematics task booklet for each student.

Annotated Student Details Page – Mathematics

These names will appear on the report for the parents and should be written in full (see page 24 for advice about duplicate names). Each word in the first name or last name should be separated with a space.

Year 7 AIM 2002
 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: Male Female

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

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

Is English the main language spoken at home? No Yes

When did this student first start in an Australian school? [] [] [] [] [] []

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

EXTENDED TASK 1:

EXTENDED TASK 2:

This is the month and year in which the student was first enrolled in an Australian school.

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.

This is the registered school number.

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

Please make sure that student information matches information on English task booklet for each student.

Section 4: Results

Testing results will be distributed to schools in the week beginning **Monday 4 November**.

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
- the AIM Year 7 English and Mathematics Assessment Program Results CD-ROM which includes the school reports and additional information on student achievement
- 2002 Reporting Guide.

Reports to Schools

The format of reports to schools will be similar to the 2001 reports. The CD-ROM 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 Year 7 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 checked 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 29 November 2002**.

Reporting Guide

The reporting guide will include:

- simple step-by-step instructions for installing and using the results CD-ROM
- detailed information about reports that can be generated
- illustrations of each report format
- AIM 2002 Year 7 question details.

The school should contact the VCAA on Freecall 1800 623 681 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 access the VCAA website at: www.vcaa.vic.edu.au



FORM 1
Request to vary dates for
AIM Year 7 Testing 2002

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

Notes

1. If the school has exceptional circumstances which affect the implementation of the assessment tasks on **6 and 7 August**, 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 VCAA will notify the principal 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 to the VCAA. This will be no later than **Friday 16 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 28 June**.

School Name _____ School Code _____
 Principal/Headteacher _____ Telephone _____

Proposed date/s for tasks _____
Assessment tasks must be held between Tuesday 6 August and Friday 16 August 2002.

Reason for variation of dates for assessment tasks _____

Endorsement by sector authority (Government and Catholic schools only – see page 12 for details)

Name _____ Position _____
 Signature _____ Date _____

 Signature of Principal/Headteacher (or delegate) Date

VCAA USE ONLY

Date received _____ Approved by sector authority YES NO
 Date school contacted _____ Date notified _____



FORM 2
Request for large-print and braille materials
for AIM Year 7 Testing 2002

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

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 VCAA on (03) 9651 4612.
4. Please return the form no later than Friday 28 June.
5. If these materials do not arrive by Friday 26 July, please contact the VCAA on Freecall 1800 623 681.

School Name _____ School Code _____

Principal/Headteacher _____ Telephone _____

Postal address _____

| Details of assessment tasks required | Quantity |
|--------------------------------------|----------|
| Large-print version _____ | _____ |
| Braille version _____ | _____ |

Other comments (if necessary) _____

 Signature of Principal/Headteacher (or delegate) _____
 Date

VCAA USE ONLY

Date received _____ Date notified _____



FORM 3
Register for exemptions from
AIM Year 7 Testing 2002

This form should be retained by the school

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 Testing 2002

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



FORM 4

Request for extra materials for AIM Year 7 Testing 2002

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

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 19–20).
2. Fax to VCAA on (03) 9651 4612.
3. A copy of this form should be retained for school records.

School Name _____ School Code _____

Principal/Headteacher _____ Telephone _____

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 Testing 2002 Guide for Principals and Teachers | _____ |
| Year 7 Mathematics task booklets | _____ |
| Year 7 English task booklets | _____ |
| Year 7 magazines | _____ |
| Year 7 writing task stimulus sheet | _____ |
| Year 7 Mathematics extended task stimulus sheet | _____ |
| 2B pencils | _____ |
| 2002 Reporting Guide (to be delivered in Term 4) | _____ |

Signature of Principal/Headteacher (or delegate) _____
Date

VCAA USE ONLY

Date received _____ Date notified _____