

## Appendix 2: Using AIM 2003 Data Reports

Results	Where to find this information	Possible questions about the results	Moving into planning
<i>Class or group results</i>	Student Responses (p. 25–26) (Report 2)	<ul style="list-style-type: none"> <li>• How has the group performed on individual questions compared with students across the State?</li> <li>• How do the class results compare with most students in the State?</li> <li>• Are there significant variations in results for individual students in particular questions?</li> <li>• Are there significant variations in the results for particular questions across classes?</li> </ul>	<ul style="list-style-type: none"> <li>• Are there skills or content issues which require further attention?</li> <li>• What possible changes in approaches to teaching or time spent on activities in the classroom should be considered?</li> <li>• What implications do variations in the results have for whole school planning?</li> </ul>
	Writing Summary (p. 29) (Report 5)	<ul style="list-style-type: none"> <li>• How do the results for the class on the Writing tasks compare with those of the State?</li> </ul>	<ul style="list-style-type: none"> <li>• Are there implications for professional development? Is there a need for more teacher discussion on the use of assessment criteria in marking writing?</li> <li>• What implications do the results have for classroom planning?</li> <li>• What programs are available or could be introduced to support or extend individual students or groups?</li> </ul>
<i>School Results</i>	Group Summary (p. 27) (Report 3)	<ul style="list-style-type: none"> <li>• In which key learning area is the school's Year 7 cohort performing well or poorly?</li> <li>• How do the schools results compare with State performance?</li> <li>• Are there differences in the performance of different groups in the strands, for example girls compared with boys?</li> </ul>	<ul style="list-style-type: none"> <li>• What implications are there for curriculum review and planning?</li> <li>• Are there implications for the way the school is implementing the CSF?</li> <li>• Do the results for specific groups within the school indicate a need for action.</li> </ul>

Results	Where to find this information	Possible questions about the results	Moving into planning
<i>School Results (continued)</i>	Strand summary (p. 28) (Report 4)	<ul style="list-style-type: none"> <li>• In which strands is the school's Year 7 cohort performing well or poorly?</li> <li>• how do the school's results on each strand compare with State performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Is there a need for teachers at a particular year level to discuss specific teaching and learning issues?</li> </ul>
<i>Individual Students' results</i>	Student Profiles (p. 24) (Report 1)	<ul style="list-style-type: none"> <li>• In which strands do individual students demonstrate strengths or weaknesses?</li> <li>• How do individual students' results compare with other students in the State and in the class?</li> <li>• Do any students have unexpected results? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the best advice parents can be given about learning support in particular areas when the results are discussed with them?</li> </ul>
	Student Responses (p. 25–26) (Report 2)	<ul style="list-style-type: none"> <li>• Which answers did a student get correct and incorrect for each area assessed?</li> <li>• Which answer was given if it was incorrect? (This can be cross referenced with the items in the task booklet.)</li> </ul>	