AIM

Achievement Improvement Monitor

2003 Reporting Guide

Year 7

AIM
Year 7
Assessment Program

Reporting Guide 2003

Helpline

A toll free 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 and public holidays, a message service operates.

AIM Year 7 Testing

For queries about:
- courier delivery of results
- password problems
- reports to parents
- generating reports

For assistance with:
- interpreting results
- general queries about the AIM Year 7 Assessment

Contact the Victorian Curriculum and Assessment Authority on Freecall 1800 648 637

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

Or teachers can contact AIM Help by email:
vcaa.aim.help@edumail.vic.gov.au

Information about the AIM Assessment Program can be accessed on the Vicorian Curriculum Assessment Authority website at:

www.vcaa.vic.edu.au

Dates for future AIM tests

2004 – 3 and 4 August

2005 – 2 and 3 August

Contents

SECTION 3: PARENT REPORTS — 35

APPENDIX 1: AIM 2003 QUESTION DETAILS — 38

APPENDIX 2: USING AIM 2003 DATA REPORTS — 43

Introduction

The AIM 2003 Statewide Testing Program assessed Year 7 students in English (Reading, Writing and Spelling) and Mathematics (Measurement, Number, Space, Chance and Data and Algebra).

The AIM 2003 Year 7 reporting data is presented on one CD-ROM which contains

- annual data for 2003 and
- trend data from 2001 to 2003.

As in previous years, Principals and classroom teachers are invited to attend a professional development session where the contents of the AIM Data Report CD-ROM will be demonstrated and explained.

Philip Holmes-Smith, the Principal Consultant with School Research Evaluation and Measurement Services, will deliver professional development sessions at a variety of locations throughout Victoria. Philip is an experienced educational psychometrician/statistician, researcher and program evaluator with extensive experience in the field of assessment.

These sessions were extremely popular in 2002, with 1011 primary and 463 secondary teachers attending across the state. Survey results showed that 98 per cent of participants thought that the quality of the professional development was either 'very high' or 'high', and many positive comments related to the presenters ability to explain challenging data in an informative and accessible way, were received.

We encourage all interested parties to read the full review of the AIM Professional Development seminars for 2002, which is available on the Victorian Curriculum and Assessment Authority (VCAA) website: **www.vcaa.vic.edu.au**

The 2003 Professional Development sessions for Year 7 will be conducted between 23 October and 5 December 2003. Details of the dates and venues are available on the VCAA website and in the P–10 Supplement to the *VCAA Bulletin*.

Privacy Statement

The VCAA has developed the AIM program for delivery in schools. The VCAA is committed to the protection of student information and 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 (LBOTE), and Aboriginal and Torres Strait Islander (ATSI) 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 student's 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 a student's AIM data should be directed, in the first instance, to the school Principal.

The reporting material consists of:

- AIM 2003 Year 7 Reporting Guide
- AIM 2003 Year 7 Report CD-ROM
- individual reports for parents of Year 7 students (see Section 3, pages 35–37).

Glossary

## Data Presentation

Box-and-whisker format

Some AIM 2003 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 per cent 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 per cent 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 per cent of the particular group to which the diagram refers.

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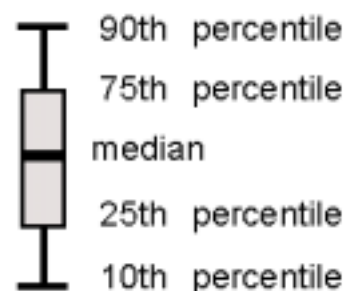
Median

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 <u>14</u>).

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 <u>13</u>).

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.

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). Government schools will be reported against their 2002 'like' school group. This information is included in Report 3 on the CD-ROM and can also be accessed on the Department of Education and Training website:

www.sofweb.vic.edu.au/standards/account/likesch.htm

Select the 'Like School Group' Details 2003 link at the bottom of the page for a list of all schools and their 'like school groups'. (You will need MS Excel to view this file.)

Catholic schools

The only 'like' school grouping for 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

There is no 'like' school grouping for Independent schools. Independent schools can compare their performance relative to all other students in the State.

Other Terms

AIM	Achievement Improvement Monitor
ATSI	Aboriginal and Torres Strait Islander
CD-ROM	Compact Disc – Read Only Memory
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

Year 7 Reports

Writing Scores

There are two components scored to generate valid Writing scores:
- the writing task
- short-answer questions.

To be given a score for Writing a student must complete at least the writing task.

Spelling Scores

There are two components scored to generate valid Spelling scores:
- editing and short-answer questions
- spelling in the writing task.

To be given a score for Spelling a student must complete at least the editing and short-answer questions.

Mathematics Scores

There are two components scored to generate valid Mathematics scores:
- short-answer test
- extended-answer test.

To be given a score for Mathematics a student must complete at least one of these tests.

Note: If a student has completed part of the assessment, but has not done enough to be given a score, the results for the component completed are still reported in the school CD report.