2004
reporting guide

Achievement
Improvement
Monitor
Data

Year 3, Year 5 and Year 7
Pencil and Paper
AIM Online

Victoria
The Place To Be

Achievement Improvement Monitor

ASSESSMENT PROGRAM

AIM 2004

REPORTING GUIDE –
DATA

YEAR 3, YEAR 5 AND YEAR 7

PENCIL AND PAPER

AIM ONLINE

Helpline

A toll free telephone service operates to assist schools with their queries about the AIM Years 3, 5 and 7 Pencil and Paper Testing results and the AIM Online Testing results. 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. Help can also be accessed via email at: vcaa.aim.help@edumail.vic.gov.au

AIM Years 3, 5 and 7 AIM Testing and AIM Online Testing Information Line

For queries about:

- reports to parents
- access to results data
- passwords
- generating reports.

For assistance with:

- interpreting student results and school data
- general queries about the AIM Years 3, 5 and 7 Testing.

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

Principals and teachers should feel free to use the AIM Testing Information Line at any time or contact AIM Help by email: vcaa.aim.help@edumail.vic.gov.au

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**Information on AIM Testing can be accessed on the
Victorian Curriculum and Assessment Authority website at:
www.vcaa.vic.edu.au**

Dates for future AIM tests		
	Pencil and paper tests **Years 3, 5 and 7**	**AIM Online** **Year 7**
2005	Mathematics – 2 August English – 3 August	Mathematics and English – 1–19 August Writing – 1–5 August
2006	Mathematics – 1 August English – 2 August	Mathematics and English – 31 July – 18 August Writing – 31 July – 4 August
Teacher Assessed Tasks – Years 3 and 5 only		
2005	18 July – 29 July	
2006	17 July – 28 July	

Contents

Introduction

The AIM 2004 Statewide Testing Program assessed students of Years 3, 5 and 7 in English (Reading, Writing and Spelling) and Mathematics (Measurement, Number, Space, Chance and Data and, for Year 7, Algebra).

The AIM 2004 Data is available for schools to access on the Internet, via the VCAA Data Services and Results Services website. The student and school results from all Statewide Tests from 2003 to 2004 are accessible to schools on the website. Schools must follow the correct steps and use their own unique login and security password to access their results.

The AIM Statewide Tests Data for 2004 are:
- **Year 3 pencil and paper tests**
- **Year 5 pencil and paper tests**
- **Year 7 pencil and paper tests**
- **Year 7 Online tests.**

The AIM Data Service website also contains a demonstration school with data for each level and type of tests. This school is Victoria College and presents pencil and paper test results for Years 3, 5 and 7. This school can be accessed by using the User ID login: **VICCOLLEGE**, and the password: **VICCOLLEGE**.

> **The student achievement levels and distributions for the State and 'like' schools shown on the sample reports and in this publication are for illustrative purposes only and do not necessarily reflect actual performance in the AIM 2004 tests.**

As in previous years, Principals and classroom teachers are invited to attend a professional development session where the AIM Data Reports will be demonstrated and explained.

The 2004 Professional Development sessions for Years 3, 5 and 7 will be conducted during October and November 2004. Information about the dates and venues are available on the VCAA website <www.vcaa.vic.edu.au> and in the *P–10 Supplement* Issue 8 to the September 2004 *VCAA Bulletin.*

Privacy Statement

The Victorian Curriculum and Assessment Authority (VCAA) is committed to the protection of student information generated by the Achievement Improvement Monitor (AIM) assessment program. 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 names and achievement data of all students who undertake the Year 3, Year 5 or Year 7 tests. The VCAA also collects information on gender, language background, and Aboriginal and Torres Strait Islander status of students.

The VCAA uses the student information provided by schools to report to parents on their own child's performance. These data are 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 Principal should ensure that all student details and results are kept confidential.

Reporting Material

The reporting package delivered to schools contains:
- covering letter to the Principal containing the school individual login
- an AIM 2004 Reporting Guide – Data
- individual reports for parents of Years 3, 5 and 7 students (see Section 3, pages 35–36).

Glossary

## Data Presentation

Box-and-whisker (box plot) format

Some AIM 2004 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 data refers.

Note: Comparison of hard copy reports from CDs delivered prior to 2004 with reports printed from the AIM Data Service webpage may show differences in the placement of the median line (50th percentile) and the percentile limits (10%, 90%) in the box-and-whisker plots for school groups. This difference arises because of changes in the program used to calculate percentiles using the individual student CSF achievement levels. The AIM Data Service now applies consistent calculations to all data from 1999 to 2004 when producing reports, so current and trend reports can be analysed and compared with confidence. Individual student CSF achievement levels have not changed and are consistent on both the CDs and the AIM Data Service.
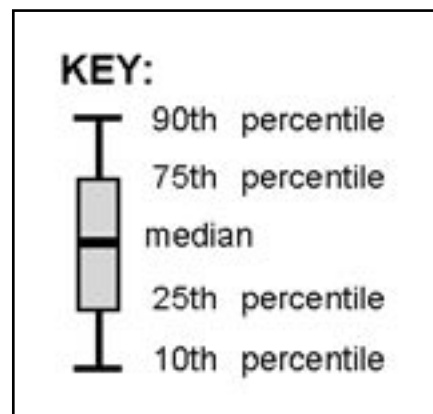
The change to the new calculation ensures a common statistical approach to all data handling in the VCAA. AIM Reporting is now consistent with the way percentiles will be calculated in VCE Reporting.

Median

The median or mid-score (50th percentile) 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 AIM reports so that schools can compare their own results with results from schools that have students with similar backgrounds to their own students. The method of grouping used for a school depends on whether the school is a Victorian Government school, Catholic school or Independent school.

Victorian 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). Victorian Government schools will be reported against their 2004 'like' school group. The school 'like' school group number is printed on Report 3 and information on all government schools can 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 2004 link at the bottom of the page for a list of all schools and their 'like' school groups. (You will need Microsoft Excel to view this file.)

Catholic schools

The 'like' school grouping for Catholic schools is 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

CSF   Curriculum and Standards Framework (II)

KLA   Key Learning Area

LBOTE   Language Background Other Than English

Scoring Results

Calculation of Scores for Writing, Spelling and Mathematics

Years 3 and 5 Reports

Writing Scores for Years 3 and 5

There are three components scored to generate valid Writing scores:
- teacher assessed writing task
- centrally assessed writing task
- short-answer questions.

To be given a score for Writing a student must complete at least two of these components.

Spelling Scores for Years 3 and 5

There are three components scored to generate valid Spelling scores:
- dictation
- editing
- spelling in the centrally assessed writing task.

To be given a score for Spelling a student must complete at least two of these components.

Mathematics Scores for Years 3 and 5

There are two components scored to generate valid Mathematics scores:
- teacher assessed student worksheet
- centrally assessed short-answer test.

To be given a score for Mathematics the student must complete the centrally assessed short-answer test.

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 results in Report 2.

Year 7 Reports

Writing Scores for Year 7 Pencil and Paper

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 for Year 7 Pencil and Paper

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 for Year 7 Pencil and Paper

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 results in Report 2.

AIM Online Reports

Writing Scores for Year 7 Online

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

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

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 results in Report 2.

National Benchmarks

AIM Parent Reports for Year 3 and Year 5 show national benchmarks in Reading, Writing and Mathematics. National benchmarks are levels of achievement agreed upon by the States and Territories across Australia to be the minimum acceptable standard at particular year levels. The national benchmark is represented by a vertical red line toward the left of each graph.

Section 1: VCAA Data Services and Results Services

Access to the AIM Data Services Webpage

The AIM Statewide Testing student results and school data are available on the AIM Data Service website.

To access this website from an Internet browser go to the VCAA website at: www.vcaa.vic.edu.au
This screen will appear:

On the left of the screen, click on **AIM**.

On the AIM screen, in the body of the text, click on **AIM Data Service.**
This screen will appear:

Click on **AIM Data Service System Login**
You will see the login screen.
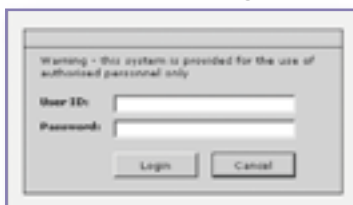
Enter the school identification login name (**User ID**) and **Password** received from the VCAA.

Note: The school login name (User ID) is contained in the covering letter in the Reporting Package. The unique password for each school has been sent under separate cover to protect the confidentiality of student data.

This screen will appear:

Note: When a school logs on to the AIM Data Service, the Test frame on AIM Reports Parameters screen will be customised to the level and type of tests completed by students at that school so the screen will vary depending on the tests attempted by students in that school in the period 1999 to 2004.
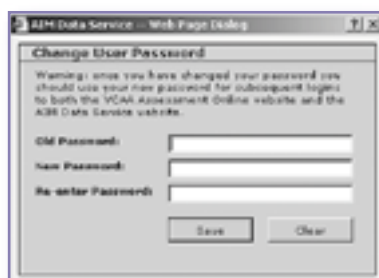
The drop down screens will also match the testing history of the logged in school.

For 2004, the **Reporting Years** menu will only offer 2003 and 2004. This range is expected to be expanded in the future. The **Report Name** menu will contain the reports relevant to the level and type of testing for the logged in school. Check the table Summary of Reports Availablility on page 14 to see which reports relate to which levels and types of tests.

Changing the Password

The school identification login (User ID) is a permanent name which has been programmed for the school and cannot be changed. The password may be changed by accessing the **Change Password** option on the top right of the initial AIM Reports Parameters screen.

This brings you to the **Change User Password** screen.

Note: This password also applies to both the VCAA Assessment Online website and the AIM Data Service website. Principals or their delegates should be the only personnel with authority to change the school password.

If a password is lost at the school level, the Principal must contact the VCAA Helpline on 1800 648 637, or by email **<vcaa.aim.help@edumail.vic.gov.au>**, and the school will be given a new password and the original password will be deleted from the system.

Accessing a Report

Start from the initial AIM Reports Parameters screen. See page 8.

To select a report:
1. Select the required year level and test type in the **Test** frame
2. Select the year for the reports from the **Reporting Year** drop down menu
3. Select the Report required from the **Report Name** drop down menu.

When a report is selected an example of the format is displayed, as shown for Report 3.

Selection Criteria

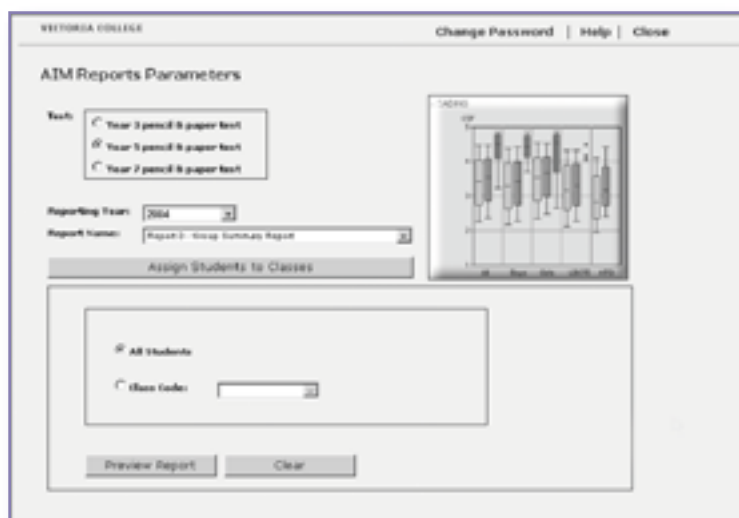When the screen updates, a number of radio buttons are shown next to selection criteria. The available selection criteria vary depending on the specific report. Selection criteria may include:

- **Group selection**

This section allows reporting on specific students by gender, LBOTE and ATSI. To choose, simply select one or more of the option radio buttons.

- **Class selection**

Reporting on a particular class, set up previously by the school, can be generated by selecting a class from the **Class Code** drop down menu. See page 11 for details on how to assign students to classes.

- **Student selection**

Some reports allow reporting on all students, or one specific student by selecting the required name from the Student Name drop down menu. Click on the down arrow and select the required student.

- **Strand/KLA selection**

This area allows the choice of all or one specific strand or key learning area for some report types. For the Student Response Report (Report 2) this area allows the choice of a specific learning area and how it is to be sorted (by item order or difficulty order) by choosing from the **Order By** drop down menu.

- **Year selection**

The School Summary Report (Report 6) provides a drop down menu that allows reporting on the current year and the four years previous to the **Reporting Year** initially selected. If 2004 is the selected **Reporting Year** then reports for 2000, 2001, 2002, 2003 or 2004 can be accessed by choosing from the **Year** drop down menu. Click on the down arrow and select the required year.

- **Filters**

The Student Comparison Report (Report 9) enables filtering of a student list to examine the results of students with a specific range of achievement levels (see page 30 for further details).

To close a report screen or a preview report and return to the initial AIM Reports Parameters screen, click on **Close** in the top right of the screen.

Assign Students to Classes Function

This function can be accessed from the initial page of any of the reports.

The **Assign Students to Classes** function allows the creation of classes or groups and the assigning of students to the classes.

Click on the **Assign Students to Classes** button. This takes you to the Assign Students to Classes screen.
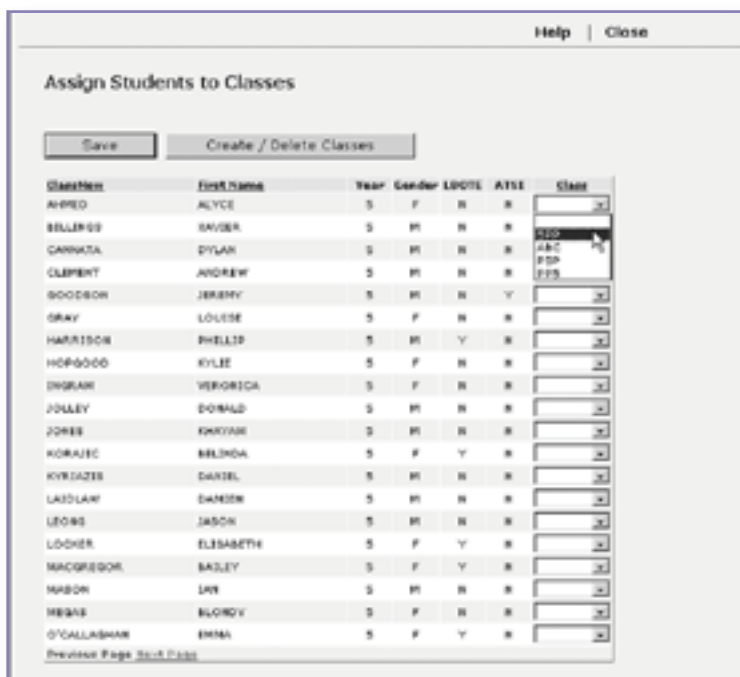
A list of the names of the selected group of students appears on the screen, and the **Class** drop down menu is available to the right of each student name.

The classes or groups first need to be created using the **Create/Delete Classes** button on this screen before the class names appear in the **Class** drop down menu. A class can be deleted at any time by clicking on the **Delete** column next to the class name.

Click on the **Create/Delete Classes** button and follow the directions to create classes. Please note that class names can only consist of three alphanumeric characters, i.e. 3DK.
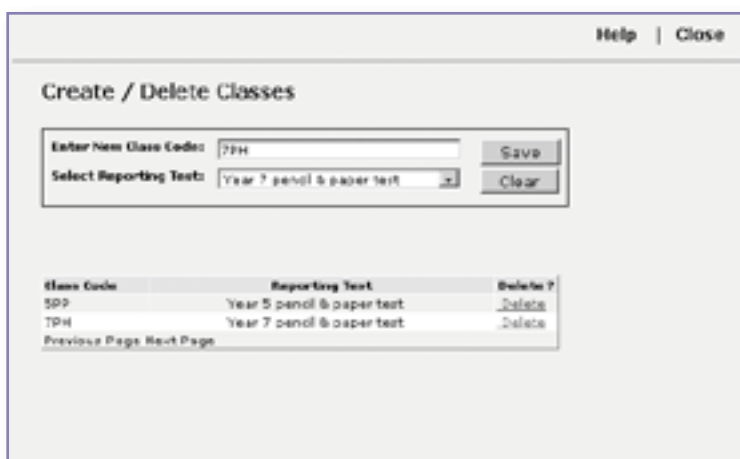
After the required class or classes are created, they will appear in the **Class** drop down menu next to the student name. To assign a student to a class, click the arrow in the **Class** drop down menu and highlight the class chosen.

Note: Students do not have to be assigned to a class unless a report is needed for that particular group of students.

Previewing and Printing Reports

When the required report has been chosen and the appropriate criteria selected for the report, click on the **Preview Report** button on the bottom left of the screen. This shows how the final printed report will appear by displaying it on the screen.

The functions available from this screen are displayed on the top right of the screen:
Preview All Pages | Print | Export | Close

Preview All Pages enables you to view all the pages of a longer report, and also allows for the size and page layout of the report to be changed on screen.

Print enables you to print out part or all of a report. Check your print page layout before printing the reports. Reports 1, 3 and 5 are best printed in portrait layout while all the other reports should be printed in landscape.

Export enables you to send the report to MS Word where you can store it, or place it in another Microsoft Word or Microsoft Excel document. The Export to Microsoft Word will only work with versions of Microsoft Word 2002 or later.

Close closes the Preview Reports screen.

Section 2: AIM Data Service Reports

The AIM Data Service provides up to eleven reports covering current year results, five-year trend data and comparison data on Year 3 to Year 5 students. When a school logs on to the AIM Data Service, the AIM Reports Parameters screen will be customised to the level and type of tests completed by students at that school.

List of Reports and Functions

The AIM Report Name Menu has up to eleven report options (labeled 1–11).

- **Report 1:** **Student CSF Achievement Levels Report** – provides summary information on results for either one student or for a group of students. This report can be printed out in graphical and tabulated formats (see pages 19–20).

- **Report 2:** **Student Response Report** – provides detailed information on results for either one student or for a group of students (see pages 21–23).

- **Report 3:** **Group Summary 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:** **Short Answer Response 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 Report** – summarises group performances on Writing tasks for each Curriculum Standards Framework (CSF) level (see page 26).

- **Report 6:** **School Summary Report** – displays results for student groups for each year from 1999 to 2004 across all available strands (see page 27).

- **Report 7:** **Five-year Trend Data Report** – displays trend data for student groups linking performance across the five years from 2000 to 2004 (or for 1999 to 2003) for each of the strands tested (see page 28).

- **Report 8:** **School Matched Group Comparison Report** – compares the results for students in a school who undertook the Year 3 test in 2002 with their results if they again undertook the test in Year 5 2004 (or across 2001 to 2003) (see page 29).

- **Report 9:** **Student Comparison Report** – presents, in tabular format, the CSF level achievement of students for 2002 compared to 2004 for students who undertook the Year 3 test in 2002 and the Year 5 test in 2004 (or across 2001 to 2003) (see page 30).

- **Report 10:** **Student–School Comparison Report** – shows, for an individual student, Year 3 results in 2002 compared to Year 5 results in 2004. This report also shows the student's performance in 2002 and 2004 relative to other students in the State and other students in the school (or across 2001 to 2003) (see page 31).

- **Report 11:** **Student Ranking Comparison Report** – shows, for an individual student, the student's ranking relative to all other students in the State in Year 3 for 2002 compared to the student's ranking relative to all other students in the State in Year 5 for 2004 (or across 2001 to 2003) (see page 32).

Summary of Reports Availability

Report Number	Report Name	Year 3 Pencil & Paper	Year 5 Pencil & Paper	Year 7 Pencil & Paper	AIM Online
1	Student CSF Achievement Levels Report	✔	✔	✔	✔
2	Student Response Report	✔	✔	✔	✔
3	Group Summary Report	✔	✔	✔	✔
4	Short Answer Response Report	✔	✔	✔	✔
5	Writing Summary Report	✔	✔	✔	✔
6	School Summary Report	✔	✔	✔	✔
7	Five–year Trend Data Report	✔	✔	✔	✔
8	School Matched Group Comparison Report		✔		
9	Student Comparison Report		✔		
10	Student-School Comparison Report		✔		
11	Student Ranking Comparison Report		✔		

AIM 2004 Reports Summary

Report name	Report function	Reporting criteria	Possible uses for report
1. Student CSF Achievement Levels Report Available for: Year 3 pencil and paper tests Year 5 pencil and paper tests Year 7 pencil and paper tests Year 7 Online tests	Summarises CSF achievement levels for individual students by KLA or strand (reflects information on the parent reports). This can be in: • graphical format (box plots) • tabular format (lists numeric values).	Reports for: • an individual student • a year level • individual classes • other groups of students such as girls, boys, LBOTE or ATSI students. Reports on: • Reading, Writing, Spelling (pencil and paper tests), Mathematics and Number (Years 3 and 5).	• identify individual student's general strengths and weaknesses at a glance • investigate the performances of individual students in KLAs 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 Response Report Available for: Year 3 pencil and paper tests Year 5 pencil and paper tests Year 7 pencil and paper tests Year 7 Online tests	For pencil and paper tests, identifies correct and incorrect responses to individual items by each student in a group for each strand. Summarises group performances on individual items. For Years 3 and 5 pencil and paper tests, identifies students above and below the national benchmarks in Reading, Writing and Mathematics. For Online tests, identifies the number of items responded to for each KLA and strand, and shows student success rate.	Reports for: • an individual student • a year level • individual classes • other groups of students such as girls, boys, LBOTE or ATSI students. Reports on: • Reading, Writing, Spelling (for pencil and paper tests) and Mathematics.	For pencil and paper tests: • 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 (i.e. to compare the performance of girls and boys) • compare the percentage of students in the group with the percentage of students Statewide who correctly answered each item • analyse responses of individual students to diagnose students' understanding of particular concepts • help teachers explain the students' grasp of concepts to parents (parents may be given copies of their report for their own child). For Online tests: • analyse the success rate of responses of individual students in relation to particular Strands • analyse the success rate of responses of groups of students to items in relation to particular strands.

Report name	Report function	Reporting criteria	Possible uses for report
3. Group Summary Report Available for: Year 3 pencil and paper tests Year 5 pencil and paper tests Year 7 pencil and paper tests Year 7 Online tests	Summarises results for groups of students in Reading, Writing, Spelling (pencil and paper tests) and Mathematics and Number. (Years 3 and 5).	Reports for: • a year level • individual class Reports on: • Reading, Writing, Spelling (pencil and paper tests), Mathematics and Number (Years 3 and 5).	• 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 status in each strand
4. Short Answer Response Report Available for: Year 3 pencil and paper tests Year 5 pencil and paper tests Year 7 pencil and paper tests Year 7 Online tests	Summarises results of short-answer items for groups of students by strand using percentage correct comparisons.	Reports for: • a year level • individual class • other groups of students such as girls, boys, LBOTE or ATSI students. Reports on: • Reading, Writing Conventions, Spelling (pencil and paper tests), Measurement, Chance and data, Space, Number and Algebra (Year 7).	• compare the percentage of questions answered correctly by the selected group with the State • analyse the performance of the school or class and of groups according to gender, LBOTE and ATSI status in each strand
5. Writing Summary Report Available for: Year 3 pencil and paper tests Year 5 pencil and paper tests Year 7 pencil and paper tests Year 7 Online tests	Summarises group performances on the teacher assessed (Years 3 and 5) and centrally assessed Writing tasks for each CSF level. Bar graphs show TCU, LSF and Spelling in Writing score distribution for the group.	Reports for: • a year level • individual class • other groups of students such as girls, boys, LBOTE or ATSI students. Reports on: • Writing task scores.	• compare school scores and State wide distributions for centrally assessed scores and teacher assessed scores (Years 3 and 5) • provide data in analysing student writing skills in Texts and Contextual understanding, Linguistic structures and features and Strategies (Years 3 and 5) • provide data on the level of Spelling skill demonstrated in student's writing • compare the progress of classes and identify strategies that might lead to improvements

Report name	Report function	Reporting criteria	Possible uses for report
6. School Summary Report Available for: Year 3 pencil and paper tests Year 5 pencil and paper tests Year 7 pencil and paper tests Year 7 Online tests	Displays State, 'like' school, and school results for a specified calendar year and year level. Selected Reporting Year allows current and previous four years to be accessed.	Reports for: • a year level • groups of students such as girls, boys, LBOTE or ATSI students. Reports on: • Reading, Writing, Mathematics and Number (Years 3 and 5). Spelling data is available for 2001–2004 (pencil and paper tests).	• compare the performance of either Year 3 or Year 5 or 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 Report Available for: Year 3 pencil and paper tests Year 5 pencil and paper tests Year 7 pencil and paper tests Year 7 Online tests	Displays State, 'like' school, and school results across the current and previous four years. Also displays the difference between the school's mean score and the mean for students in 'like' schools. Selected Reporting Year allows current and previous four years for one strand to be shown together.	Reports for: • a year level • groups of students such as girls, boys, LBOTE or ATSI students. Reports on: • Reading, Writing, Spelling (pencil and paper tests), Mathematics and Number (Years 3 and 5).	• compare the performance of different groups of students in any one strand over a five-year period (i.e. how did the performance of Year 3 students in 2004 compare to Year 3 students in 2000, 2001, 2002, and 2003) • investigate how the school's performance, relative to 'like' schools, is changing over time.
8. School Matched Group Comparison Report Available for: Year 5 pencil and paper tests	Displays growth data for students in the State and school using students who undertook the Year 3 tests in 2002 and the Year 5 test in 2004. Also displays data 2001–2003, 2000–2002. If the Reporting Year selection is 2003, 1999–2001 is available.	Reports for: • a year level • groups of students such as girls, boys, LBOTE or ATSI students. Reports on: • Reading, Writing, Mathematics, Spelling and Number.	• compare the change in performance of the same cohorts of students between 2002 and 2004 (i.e. how did the performance of Year 3 students in 2002 compare to their performance now that they are in Year 5 in 2004) • 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 uses for report
9. Student Group Comparison Report Available for: Year 5 pencil and paper tests	Displays the CSF level of students for 2002 compared to 2004 for groups of students who undertook the Year 3 tests in 2002 and the Year 5 tests in 2004. Also displays data for 2001–2003 if the Reporting Year selection is 2003.	Reports for: • all students or • groups of students such as girls, boys, LBOTE or ATSI students • specified rankings of students such as the top 10 per cent of students, bottom 15 per cent of students • specified degrees of improvement (or lack of improvement) such as students who have improved by no more than one CSF level, students who have made no improvement or have gone backwards. Reports on: • Reading, Writing, Spelling, Mathematics and Number.	• identify groups of students that have made little progress between 2002 and 2004 so that the school may develop intervention programs to assist these students • identify groups of students that have made significant progress between 2002 and 2004 so that the school may develop appropriate extension programs for these students
10. Student-School Comparison Report Available for: Year 5 pencil and paper tests	Displays growth data for students in the State and for individual students who undertook both the Year 3 tests in 2002 and the tests in Year 5 in 2004. Also displays data for 2001–2003 if the Reporting Year selection is 2003.	Reports for individual students compared to: • all students or • groups of students such as girls, boys, LBOTE or ATSI students. Reports on: • Reading, Writing, Spelling, Mathematics and Number.	• determine the change in individual students' performance between 2002 and 2004 (i.e. how did the students' Year 3 2002 results compare to their performance now they are in Year 5 2004) • determine a student's rate of progress over time relative to other students in the State
11. Students Ranking Comparison Report Available for: Year 5 pencil and paper tests	Displays an individual's percentile rank in 2002 and 2004 (for those students who undertook the Year 3 tests in 2002 and the Year 5 in tests in 2004) relative to all other students in the State. Also displays data for 2001–2003 if the Reporting Year selection is 2003.	Reports for individual students compared to: • all students in the State Reports on: • Reading, Writing, Spelling, Mathematics and Number.	• determine the ranking of individual students (in either 2002 or 2004 and within either Reading, Writing, Mathematics and Number) relative to all other students in the State • Establish individual student's ranking in 2002 and compare it to their ranking in 2004

Report 1: Student CSF Achievement Levels Report

This report provides data for individual students who completed:

- **Year 3 pencil and paper tests**: reports on Reading, Writing, Spelling, Number and Mathematics
- **Year 5 pencil and paper tests**: reports on Reading, Writing, Spelling, Number and Mathematics
- **Year 7 pencil and paper tests**: reports on Reading, Writing, Spelling and Mathematics
- **Year 7 Online tests**: reports on Reading, Writing and Mathematics.

These reports 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. If the **Graphical** radio button is selected, the report is printed as a graphic box-and-whisker representation, or if the **Tabular** radio button is selected, the report lists the numeric CSF levels achieved by each student in each strand tested.

The school can provide an individual student's report to parents if they require a copy.

Example of Year 5 Student CSF Achievement Levels Report in Graphical Format:

The student's CSF achievement level is indicated by the dark circle.

The box-and-whisker graph indicates the distribution of CSF achievements for all students in the State (see page 3).

Example of Year 5 Student CSF Achievement Levels Report in Tabular Format:

Example of Year 7 Student CSF Achievement Levels Report in Graphical Format produced for one student:
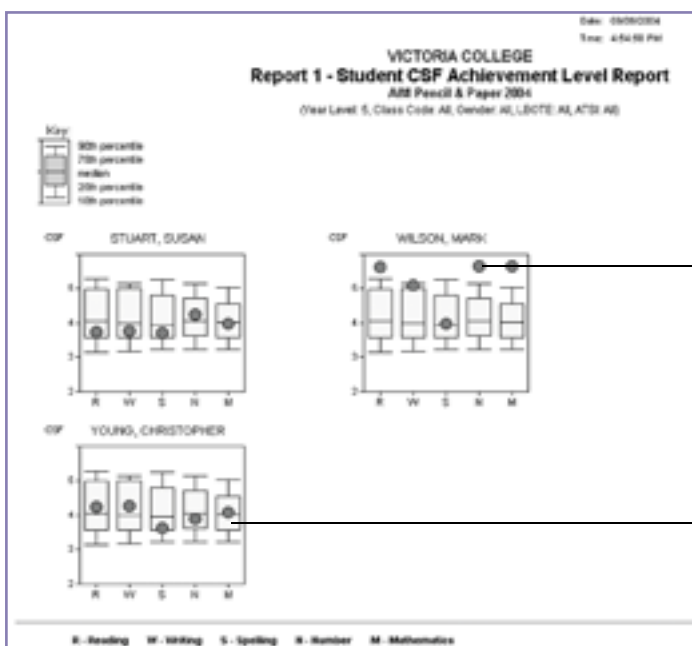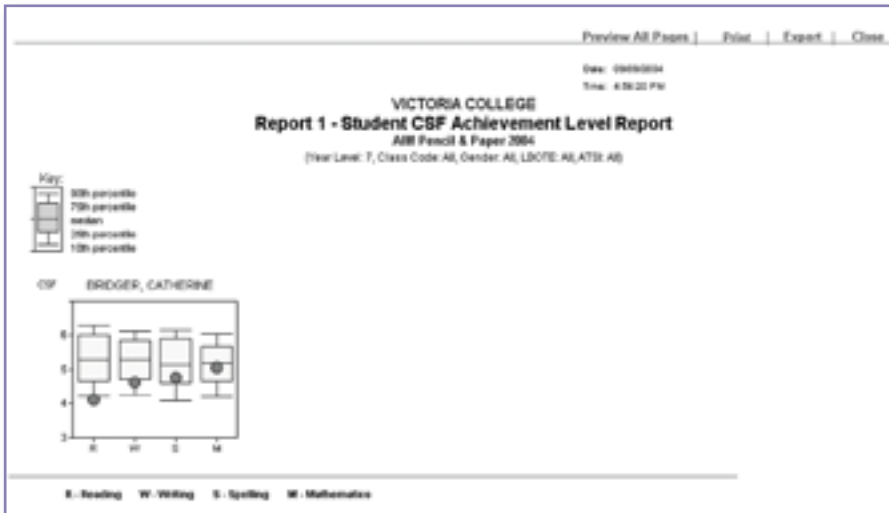
Report 2: Student Response Report

This report provides data on individual students who completed:

- **Year 3 pencil and paper tests**: reports on Reading, Writing, Spelling and Mathematics
- **Year 5 pencil and paper tests**: reports on Reading, Writing, Spelling and Mathematics
- **Year 7 pencil and paper tests**: reports on Reading, Writing, Spelling and Mathematics
- **Year 7 Online tests:** reports on Reading, Writing and Mathematics.

For the pencil and paper tests, this is a concise summary of each student's performance. It shows the items answered correctly and incorrectly and the total number of correct items in Reading, Writing, Spelling and Mathematics. This report can be printed for individuals or groups of students and an individual student's report can also be provided to parents if they require further information about their child's results.

For Years 3 and 5 pencil and paper tests, the report for Writing includes responses to the short-answer Writing Conventions items in the centrally assessed English task as well as the scores for the teacher assessed and centrally assessed Writing tasks. The report for Spelling includes Dictation, Editing and the score given for Spelling in Writing. The report for Mathematics also includes scores for the teacher assessed Mathematics task.

This report also indicates individual students above, below and close to the national benchmarks using the key: A = above national benchmark level, B = below national benchmark level, C = on or just above national benchmark level.

For Year 7 pencil and paper tests, the report for Writing includes the responses to the short-answer Writing Conventions items in the centrally assessed English task as well as scores for the centrally assessed Writing task. The report for Spelling includes short-answer Spelling items, Editing and the score given for Spelling in Writing. The Mathematics results are in two reports, one for the short-answer section of the Mathematics booklet and one for the Extended Task section of the Mathematics booklet.

For Year 7 Online tests, this report can be produced for English and Mathematics. The report shows, for each student, the number of items attempted and the number of items answered correctly in Reading, Writing conventions and Mathematics. The English report includes the scores for the centrally assessed Writing task and the score given for Spelling in Writing.

Example of Year 3 Student Response Report:

Benchmark comparison is shown in this column.

The student's score for the total number of correct items.

Note: Letters denoting an incorrect response (a, b, c, d) relate to the first, second, third and fourth options in multiple-choice questions. (See page 23 for label legends).

Multiple-choice responses in the pencil and paper tests are formatted in three ways. The answer key will read as follows:

A
B   **OR**   A   B   **OR**   A   B   C   D
C   C   D
D

For pencil and paper results a summary of student performance is provided on the last page.

Example of AIM Online Year 7 Student Response Report:

Note: Please note that the number of questions per strand does not show that the students may be responding to questions at different levels of the CSF.

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
SP = Spelling in Writing
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
NB = National Benchmark
A = above national benchmark level
B = below national benchmark level
C = on or just above the national benchmark level

Report 3: Group Summary Report

This report provides data on groups of students who completed:

- **Year 3 pencil and paper tests**: reports on Reading, Writing, Spelling, Number and Mathematics
- **Year 5 pencil and paper tests**: reports on Reading, Writing, Spelling, Number and Mathematics
- **Year 7 pencil and paper tests**: reports on Reading, Writing Spelling and Mathematics
- **Year 7 Online tests**: reports on Reading, Writing and Mathematics.

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 4 for a definition of 'like' schools).

Example of Year 5 Group Summary Report:
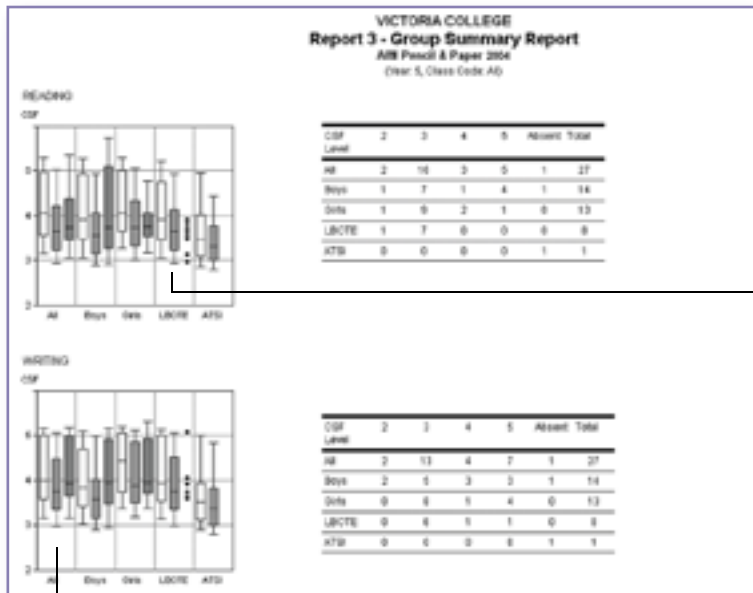
When the school group has fewer than ten members, the results are reported as a dot per student (may be superimposed if identical achievement).

- 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.

Report 4: Short Answer Response Report

This report provides data on the percentage of items successfully completed for:

- **Year 3 pencil and paper tests**: reports on Reading, Writing Conventions, Spelling, Number, Measurement, Chance and Data and Space
- **Year 5 pencil and paper tests**: reports on Reading, Writing Conventions, Spelling, Number, Measurement, Chance and Data and Space
- **Year 7 pencil and paper tests**: reports on Reading, Writing Conventions, Spelling, Number, Measurement, Chance and Data, Space and Algebra.
- **Year 7 Online tests**: reports on Reading, Writing Conventions, Number, Measurement, Chance and Data, Space and Algebra.

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 ten students.

Example of Year 7 Short Answer Response Report:
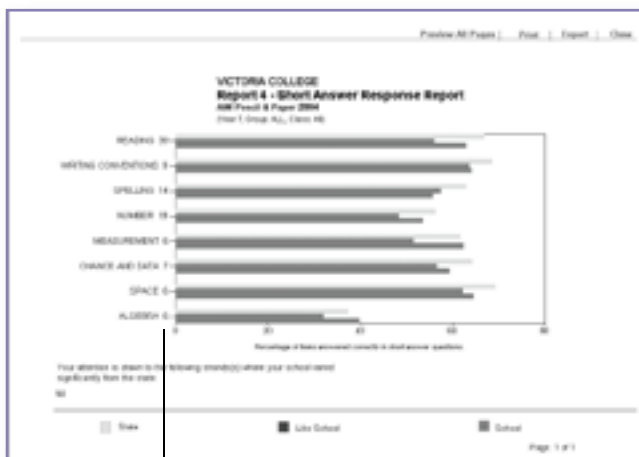
This figure shows the number of items that contribute to this report.

Report 5: Writing Summary Report

This report provides data on groups of students who completed:

- **Year 3 pencil and paper tests**: reports on Writing (TCU and LSF) and Spelling in Writing
- **Year 5 pencil and paper tests**: reports on Writing (TCU and LSF) and Spelling in Writing
- **Year 7 pencil and paper tests**: reports on Writing (TCU and LSF) and Spelling in Writing
- **Year 7 Online tests**: reports on Writing (TCU and LSF) and Spelling in Writing.

This report is presented using bar graphs for Texts and Contextual understanding (TCU), Linguistic structures and features (LSF) and Spelling in Writing (SP). The frequency with which CSF levels were assigned to students within schools and across the State is shown. The levels assigned are based directly on assessment criteria for the task which provide for the gradations within levels.

For Years 3 and 5 pencil and paper tests, this report includes results for the teacher assessed as well as centrally assessed Writing tasks. This report enables a comparison between levels awarded by teachers at a specific school for the teacher assessed task with teachers across the State including for strategies. It also compares student performance on the teacher assessed task with their performance on the centrally assessed task.

Example of Year 5 Pencil and Paper Writing Summary Report:

Shows the frequency of results for each CSF level.

| Legend	
1B = Below CSF level 1.1	4A = Above CSF level 4.2
2B = Below CSF level 2.1	5A = Above CSF level 5.2
3B = Below CSF level 3.1	6A = Above CSF level 6.2

Report 6: School Summary Report

This report provides data on groups of students who completed:
- **Year 3 pencil and paper tests**: reports on Reading, Writing, Spelling, Number and Mathematics
- **Year 5 pencil and paper tests**: reports on Reading, Writing, Spelling, Number and Mathematics
- **Year 7 pencil and paper tests**: reports on Reading, Writing, Spelling and Mathematics
- **Year 7 Online tests**: reports on Reading, Writing and Mathematics.

This report shows summary results for students in Year 3, Year 5 and Year 7 for the years 2000 to 2004. 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. This type of data is also useful for comparing the performance of a specific group of students in any one strand relative to their performance in other strands. If 2003 is selected as the Reporting Year, results for 1999 can be assessed

Data is available in Reading, Writing, Mathematics and Number (Years 3 and 5) for each of the years 1999 to 2004. Spelling is only available for 2000–2004.

Example of Year 5 School Summary Report:

This table shows the distribution of results across CSF levels in numeric form.

These graphs show the distribution of results across CSF levels.

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.
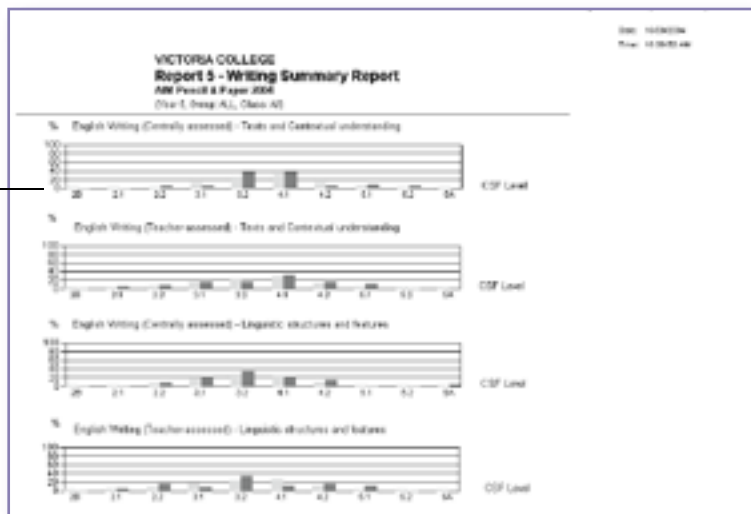
Report 7: Five-year Trend Data Report

This report provides data on groups of students who completed:

- **Year 3 pencil and paper tests**: reports on Reading, Writing, Spelling, Number and Mathematics
- **Year 5 pencil and paper tests**: reports on Reading, Writing, Spelling, Number and Mathematics
- **Year 7 pencil and paper tests**: reports on Reading, Writing Spelling and Mathematics
- **Year 7 Online tests**: reports on Reading, Writing and Mathematics.

This report shows summary results for students in Year 3, Year 5 and Year 7 in the areas of Reading, Writing, Mathematics and Number (Years 3 and 5). 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 average (mean) result and the mean of other schools in the school's 'like' school grouping
- the difference between a school's average (mean) result and the State's mean result.

This data reflects trends in results over time and is useful for comparing the performance of different groups of students in any one strand over a five year period. These data are useful for investigating how the school's performance, relative to 'like' schools, is changing over time. If 2004 is the selected **Reporting Year**, the five years 2000 to 2004 are shown, selecting 2003 gives the period 1999 to 2003.

Data is available in Reading, Writing, Mathematics and Number (Years 3 and 5) for each of the years 1999–2004 but is only available in Spelling for 2000–2004.
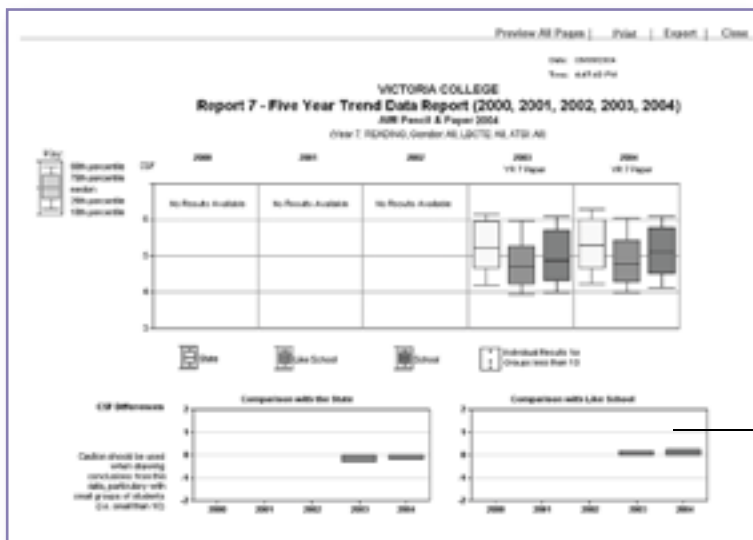
These graphs indicate the difference between the school average and the State and 'like' school averages.

Note: Trend data is only available for schools that have participated in the AIM Assessment Program for more than one year.

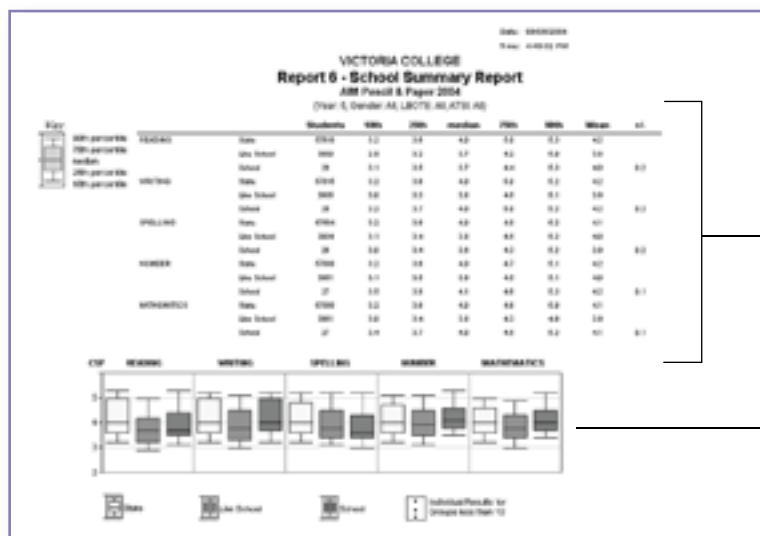## Report 8: School Matched Group Comparison Report

This report provides data on groups of students who completed:

- **Year 5 pencil and paper tests**: reports on Reading, Writing, Spelling, Number and Mathematics.

When 2004 is selected for the **Reporting Year** on the AIM Reporting Parameters screen, this report shows the growth between 2002 and 2004 of students who undertook the Year 3 tests in 2002 and the Year 5 tests in 2004. 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 2002 and Year 5 2004 tests (referred to as 'matched school group' data).

These data are longitudinal in nature and are useful for comparing the change in performance of the same groups of students between 2002 and 2004 (i.e. how the performance of Year 3 students in 2002 compares to their performance now they are in Year 5 2004). Alternatively, these data are useful for investigating the rate of progress of a group of students over time, relative to other students in the State.

This report can also be accessed for students who completed Year 5 AIM tests in 2003 if 2003 is selected as the **Reporting Year** on the initial AIM Reporting Parameters screen.

The first graph shows the distribution of results for all students in the State.

The second graph shows the distribution of results for all students who completed the test at the school.

The third graph shows the distribution of results for only those students who completed the test at the school in both Year 3 and Year 5.

Report 9: Student Comparison Report

This report provides data on individual students and groups of students who completed:

- **Year 5 pencil and paper tests**: reports on Reading, Writing, Spelling, Number and Mathematics.

When 2004 is selected for the **Reporting Year** on the AIM Reporting Parameters screen, this report tabulates the CSF level of individual students when they undertook the Year 3 tests in 2002 compared to their performance when they undertook the Year 5 tests in 2004. The report primarily lists the change between 2002 and 2004 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 2002 are denoted by an asterix (*).

These data are longitudinal in nature and are useful for identifying groups of students that have made either little, or significant, progress between 2002 and 2004. 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.

This report can also be accessed for students who completed Year 5 AIM tests in 2003 if 2003 is selected as the **Reporting Year** on the initial AIM Reporting Parameters screen.

Selection criteria filters

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 per cent of students in Reading
- students who, on average across all strands, are in the bottom 15 per cent
- students who have improved by more than one CSF level in Number
- students who have improved by less than one CSF level in Reading.

This table shows the average CSF level for the State and the 'like' school group.

This table shows the CSF level for students in Year 3 and, two years later, in Year 5.
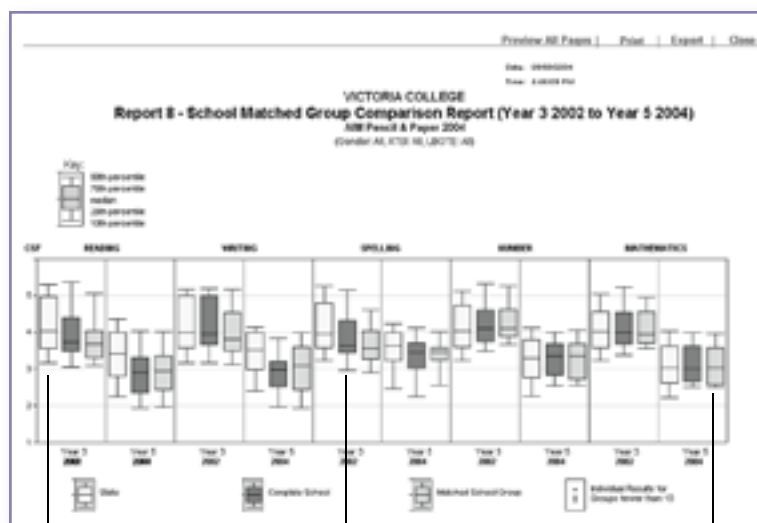
Report 10: Student-School Comparison Report

This report provides data on individual students who completed:

- **Year 5 pencil and paper tests**: reports on Reading, Writing, Spelling, Number and Mathematics.

When 2004 is selected for the **Reporting Year** on the AIM Reporting Parameters screen, this report shows the different achievement levels for individual students between 2002 and 2004. 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).

These data are useful for determining the change in a student's performance between 2002 and 2004 (i.e. how the student's Year 3 performance in 2002 compares to their performance in 2004 now they are in Year 5). These data are also useful for determining a student's rate of progress over time relative to other students in the State.

This report can also be accessed for students who completed Year 5 AIM tests in 2003 if 2003 is selected as the **Reporting Year** on the initial AIM Reporting Parameters screen.

Example of Year 5 Student-School Comparison Report:
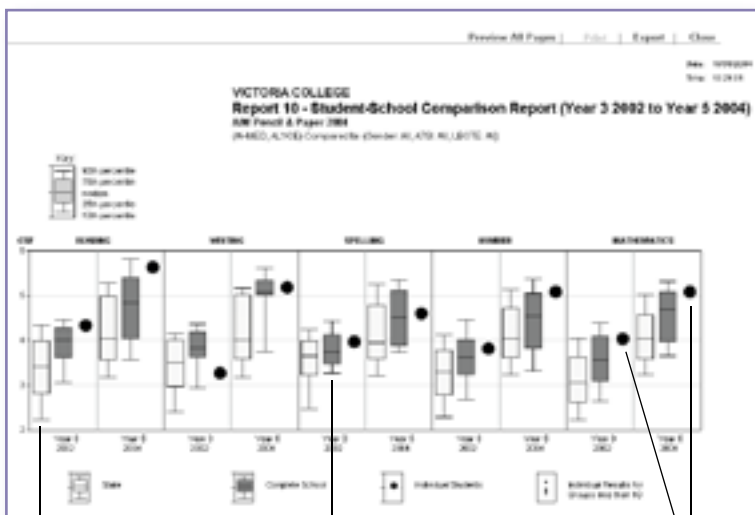
The first graph shows the distribution of results for all students in the State in a relevant year.

The second graph shows the distribution of results for all students who completed the test at the school in a relevant year.

The dots shows the CSF level of the nominated student for tests in Year 3 and Year 5.

Report 11: Student Ranking Comparison Report

This report provides data on individual students who completed:

- **Year 5 pencil and paper tests**: reports on Reading, Writing, Spelling, Number and Mathematics.

When 2004 is selected for the **Reporting Year** on the AIM Reporting Parameters screen, this report shows an individual's percentile rank in 2002 and 2004 (for those students who undertook both the Year 3 tests in 2002 and the Year 5 tests in 2004) relative to all other students in the State.

These data are useful for determining the ranking of individual students (in either 2002 or 2004 and within Reading, Writing, Mathematics or Number), relative to all other students in the State. Alternatively, these data are useful for establishing an individual student's ranking in 2002 and comparing it to their ranking in 2004.

An individual's result can only be ranked relative to all students in the State.

This report can also be accessed for students who completed Year 5 AIM tests in 2003 if 2003 is selected as the **Reporting Year** on the initial AIM Reporting Parameters screen.

These dots show the percentile ranking of the nominated student relative to all other students in the State for the relevant years.

Interpretation of Results

The graphs and tables in the AIM Data Report have been constructed using data collected from over 180 000 Year 3, Year 5 and Year 7 students in over 2400 schools. Similarly, the graphs and tables for 'like' schools comparisons have been constructed 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), or within the State or 'like' schools, then a number of factors should be taken into account. One is the size of the 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 student performance is measured. 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 within 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 2004 test and did not perform 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

Parent reports are provided for each student who undertook the following tests:

- **Year 3 pencil and paper tests**: reports on Reading, Writing, Spelling and Mathematics
- **Year 5 pencil and paper tests**: reports on Reading, Writing, Spelling and Mathematics
- **Year 7 pencil and paper tests**: reports on Reading, Writing, Spelling and Mathematics
- **Year 7 Online tests**: reports on Reading, Writing and Mathematics.

The parent report includes four sections:

- a front page identifying the student and the school
- explanations of each part of the report, 'How to Read Your Child's Results'
- a report which shows individual student achievement for English (Reading, Writing and, except for Online tests, Spelling) and Mathematics, 'Your Child's Results at a Glance'
- a written description for each assessment which identifies the skills that students working at the levels reported are generally able to accomplish, 'What Your Child's Results Mean'.

Information in Languages Other Than English

To help parents from a Language Background Other Than English (LBOTE), explanations of each part of the report and the written descriptions are available in 14 community languages: Arabic, Bosnian, Chinese (Mandarin), Farisi/Persian, Hindi, Khmer, Samoan, Serbian, Sinhalese, Somali, Spanish, Tagalog, Turkish, and Vietnamese.

For copies of translations of parent reports, Principals should access the AIM section of the VCAA website and follow links to the Parents section.

Or visit at: **www.vcaa.vic.edu.au/aim/parents**

Sample page 3 of the Parent Report

Student achievement is reported against the years of schooling, the CSF level, the national benchmarks (Years 3 and 5 only), the results achieved by the middle 80 per cent of students and the average score on the test. In the sample report on this page, student levels and State distributions do not necessarily reflect performance in the 2004 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. These descriptions are printed in Appendix 2 of this publication.
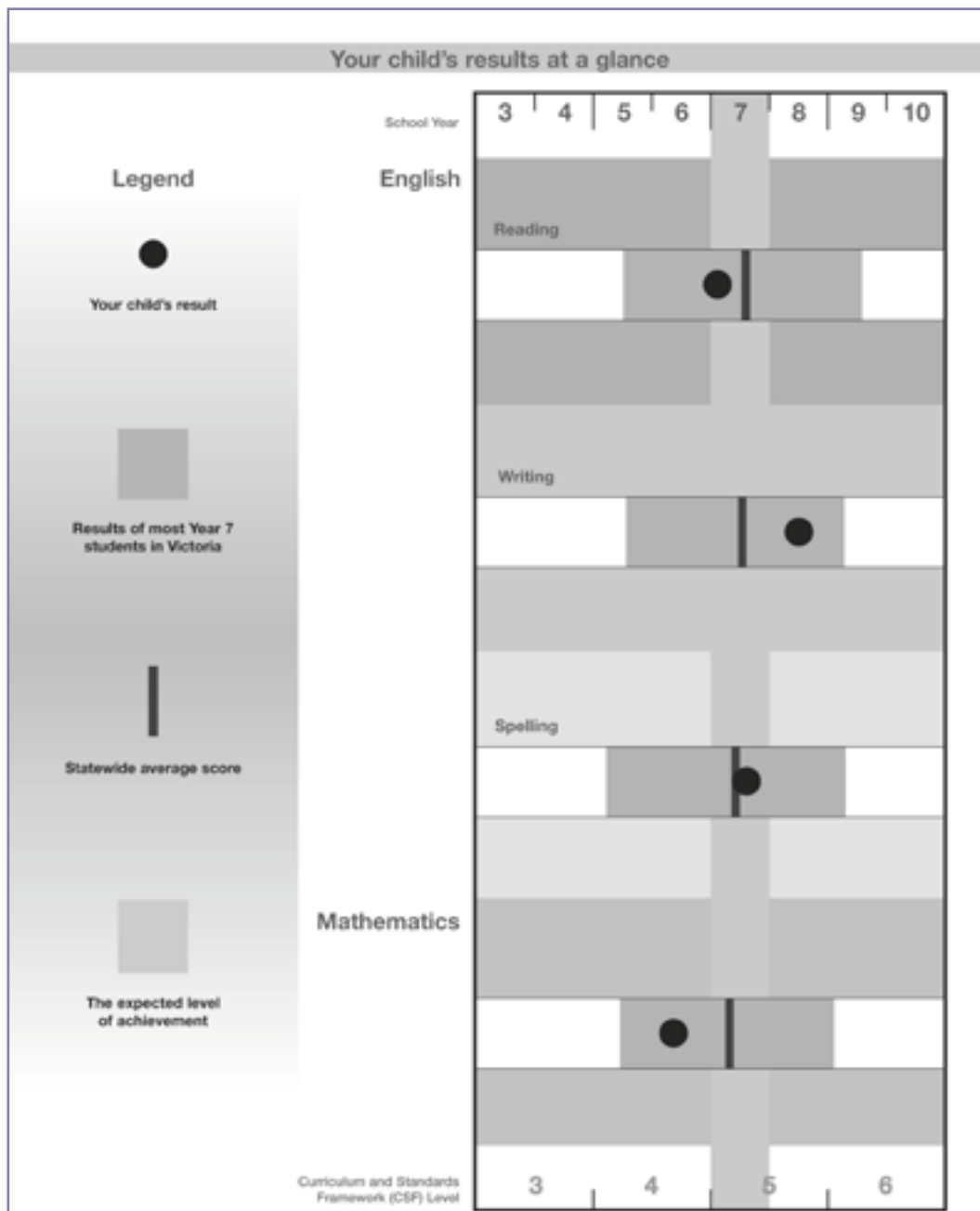
AIM Data Reports

The AIM Data Reports 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 parents' 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.

It is important that the Parent Reports are delivered to parents in a timely manner as many are awaiting the results at the beginning of Term 4. The Parent Reports are confidential documents containing, as they do, personal information about each student and how they compare to others within the school and the State. Given the need for confidentiality the VCAA would ask schools to consider a direct mail out of results to their parent body or issuing them directly to parents, for example, through information nights or for collection from the school by parents. Any of these methods will mean that students will see their information only if parent/s wish them to.

Replacement of 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.

Parent reports which carry an incorrect name as a result of incorrect information provided by the school may be replaced on request.

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, please refer to the contact details listed at the beginning of this guide (page iii).

Appendix 1: AIM 2004 Question Details

The following 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

Year 5

Year 7

Mathematics

Year 3

Year 5

Year 7

Year 3 English

Question Number	Short Description	Correct Answer	Curriculum Area	Skill Assessed
1	Tiger Toyshop	A	Reading	Scan an advertisement to find the correct product
2	Tiger Toyshop	C	Reading	Locate directly stated information in an advertisement
3	Homework Letters	C	Reading	Scan letters to locate information
4	Homework Letters	B	Reading	Locate directly stated information in a letter
5	Homework Letters	B	Reading	Connect information in a letter
6	Homework Letters	D	Reading	Scan and interpret information in letters
7	Homework Letters	C	Reading	Identify a task from given responses
8	Taki and the Rain Forest School	D	Reading	Connect information located near the start of a narrative
9	Taki and the Rain Forest School	D	Reading	Distinguish between speakers in a narrative
10	Taki and the Rain Forest School	A	Reading	Make connections between a question and answer sequence
11	Taki and the Rain Forest School	C	Reading	Interpret information in a narrative by linking picture and text
12	Taki and the Rain Forest School	C	Reading	Interpret information at the end of a narrative
13	Make a Model Helicopter	D	Reading	Identify the purpose of numbering in a procedural text
14	Make a Model Helicopter	A	Reading	Interpret information in a diagram
15	Make a Model Helicopter	C	Reading	Connect information from different sections of a procedural text
16	Make a Model Helicopter	BEF	Reading	Identify equipment listed in a procedural text
17	Make a Model Helicopter	A	Reading	Connect information between an instruction and a diagram
18	The Flea	B	Reading	Connect information in a sentence by referencing back
19	The Flea	D	Reading	Make connections between sentences to draw a conclusion
20	The Flea	B	Reading	Make connections between paragraphs to draw a conclusion
21	The Flea	C	Reading	Locate directly stated information at the end of a paragraph
22	The Flea	B	Reading	Locate directly stated information by referencing back
23	Italy	D	Reading	Interpret the key in a simple map
24	Italy	B	Reading	Locate directly stated information across two sentences
25	Italy	B	Reading	Connect information in a written text and a map
26	Italy	D	Reading	Connect information in a text by referencing back

27	Prepositions	B	Writing	Select the correct preposition to complete a sentence
28	Verb tense	C	Writing	Select the correct verb form to complete a sentence
29	Conjunctions	B	Writing	Select the correct conjunction to complete a sentence
30	Verb tense	A	Writing	Select the correct participle to complete a sentence
31	Punctuation	2	Writing	Correctly punctuate a sentence using a question mark
32	Punctuation	3	Writing	Correctly punctuate a sentence using a exclamation mark
33	Pronouns	B	Writing	Identify which sentence contains the correct pronoun
34	Punctuation	A & C	Writing	Correctly punctuate a sentence using speech marks
35	Punctuation	B & D	Writing	Correctly punctuate a sentence using speech marks
Year 3 Dictation				
d1	Dictation	Tuesday	Spelling	Spell relatively complex words of more than one syllable
d2	Dictation	early	Spelling	Spell relatively complex words of more than one syllable
d3	Dictation	animals	Spelling	Spell frequently used words of more than one syllable
d4	Dictation	their	Spelling	Spell frequently used words of one syllable
d5	Dictation	monkey	Spelling	Spell relatively complex words of more than one syllable
d6	Dictation	attention	Spelling	Spell complex words of more than one syllable
d7	Dictation	teacher	Spelling	Spell frequently used words of more than one syllable
d8	Dictation	picture	Spelling	Spell relatively complex words of more than one syllable
d9	Dictation	camera	Spelling	Spell relatively complex words of more than one syllable
d10	Dictation	caught	Spelling	Spell complex words of one syllable
Year 3 Editing				
e1	shoping	shopping	Spelling	Spell frequently used words of more than one syllable
e2	storys	stories	Spelling	Spell frequently used words of more than one syllable
e3	climed	climbed	Spelling	Spell relatively complex words of one syllable
e4	mist	missed	Spelling	Spell relatively complex words of one syllable
e5	patern	pattern	Spelling	Spell relatively complex words of more than one syllable
e6	horibel	horrible	Spelling	Spell complex words of more than one syllable

Year 5 English

Question Number	Short Description	Correct Answer	Curriculum Area	Skill Assessed
1	The Flea	B	Reading	Connect information in a sentence by referencing back
2	The Flea	B	Reading	Make connections between paragraphs to draw a conclusion
3	The Flea	B	Reading	Locate directly stated information by referencing back
4	The Flea	C	Reading	Locate directly stated information at the end of a paragraph
5	The Flea	A	Reading	Identify the main idea in a personal recount
6	Taki and the Rain Forest School	D	Reading	Distinguish between speakers in a narrative
7	Taki and the Rain Forest School	A	Reading	Make connections between a question and answer sequence
8	Taki and the Rain Forest School	C	Reading	Interpret information in a narrative by linking picture and text
9	Taki and the Rain Forest School	C	Reading	Interpret information at the end of a narrative
10	Taki and the Rain Forest School	B	Reading	Infer the next most likely character in a narrative
11	Key dates in Antarctic history	A	Reading	Interpret information in an informative text
12	Key dates in Antarctic history	C	Reading	Locate directly stated information in a timeline
13	Key dates in Antarctic history	D	Reading	Locate and connect directly stated information
14	Key dates in Antarctic history	B	Reading	Locate directly stated information in a timeline
15	Key dates in Antarctic history	C	Reading	Connect and interpret information in two sentences
16	Left with the Baby	A	Reading	Connect information in paragraphs
17	Left with the Baby	D	Reading	Locate directly stated information in a narrative
18	Left with the Baby	D	Reading	Interpret information in a narrative
19	Left with the Baby	B	Reading	Interpret attitudes from behaviour and speech in a narrative
20	Left with the Baby	C	Reading	Make connections between a character's reflections and their thoughts
21	Creatures of the Tarkine Rainforest	B	Reading	Connect information in a sentence by referencing back
22	Creatures of the Tarkine Rainforest	A	Reading	Connect information in a sentence by referencing back
23	Creatures of the Tarkine Rainforest	D	Reading	Use subheadings to locate and interpret information
24	Creatures of the Tarkine Rainforest	B	Reading	Connect information in a sentence by referencing back
25	Rain	B	Reading	Interpret the thoughts of a character in a poem
26	Rain	A	Reading	Interpret the meaning of imagery in a poem
27	Rain	D	Reading	Reach a conclusion based on a sequence of events
28	Rain	A	Reading	Interpret the meaning of imagery in a poem

29	Rain	C	Reading	Identify the form of a narrative poem
30	Rain	B	Reading	Identify an underlying theme in a poem
31	Prepostions	B	Writing	Select the correct preposition to complete a sentence
32	Adverb use	A	Writing	Select the correct adverbial form to complete a sentence
33	Pronouns	B	Writing	Identify which sentence contains the correct pronoun
34	Punctuation	B	Writing	Correctly punctuate a sentence using a question mark
35	Punctuation	C	Writing	Correctly punctuate a sentence using an exclamation mark
36	Punctuation	A & C	Writing	Correctly punctuate a sentence using speech marks
37	Punctuation	B & D	Writing	Correctly punctuate a sentence using speech marks
38	Starting sentence	B	Writing	Identify the appropriate starting sentence for a given text type
39	Paragraphs	C	Writing	Identify where a paragraph break should go in a passage
Year 5 Dictation				
d1	Dictation	caught	Spelling	Spell relatively complex words of one syllable
d2	Dictation	appointment	Spelling	Spell complex words of more than one syllable
d3	Dictation	their	Spelling	Spell frequently used words of one syllable
d4	Dictation	enclosure	Spelling	Spell complex words of more than one syllable
d5	Dictation	picture	Spelling	Spell relatively complex words of more than one syllable
d6	Dictation	attention	Spelling	Spell complex words of more than one syllable
d7	Dictation	keeper	Spelling	Spell relatively complex words of more than one syllable
d8	Dictation	assignment	Spelling	Spell complex words of more than one syllable
d9	Dictation	information	Spelling	Spell relatively complex words of more than one syllable
d10	Dictation	accurate	Spelling	Spell complex words of more than one syllable
d11	Dictation	tongue	Spelling	Spell complex words of one syllable
Year 5 Editing				
e1	storys	stories	Spelling	Spell frequently used words of more than one syllable
e2	thort	thought	Spelling	Spell frequently used words of one syllable
e3	climed	climbed	Spelling	Spell relatively complex words of one syllable
e4	patern	pattern	Spelling	Spell relatively complex words of more than one syllable
e5	horibel	horrible	Spelling	Spell complex words of more than one syllable
e6	tresure	treasure	Spelling	Spell complex words of more than one syllable
e7	whisel	whistle	Spelling	Spell complex words of more than one syllable

Year 7 English

Question Number	Short Description	Correct Answer	Curriculum Area	Skill Assessed
1	Left with the Baby	A	Reading	Connect information in paragraphs
2	Left with the Baby	D	Reading	Locate directly stated information in a narrative
3	Left with the Baby	D	Reading	Interpret information in a narrative
4	Left with the Baby	B	Reading	Interpret attitude from behaviours and speech in a narrative
5	Left with the Baby	C	Reading	Make connections between a character's reflections and their thoughts
6	Key dates in Antarctic history	A	Reading	Interpret information in an informative text
7	Key dates in Antarctic history	C	Reading	Locate directly stated information in a timeline
8	Key dates in Antarctic history	D	Reading	Locate and connect directly stated information
9	Key dates in Antarctic history	B	Reading	Locate directly stated information in a timeline
10	Key dates in Antarctic history	C	Reading	Connect and interpret information in two sentences
11	Natural Shelter	C	Reading	Make a generalisation about information in a text
12	Natural Shelter	C	Reading	Infer the main idea of an opening paragraph by referencing to the title
13	Natural Shelter	B	Reading	Connect and interpret information in two paragraphs
14	Natural Shelter	B	Reading	Interpret information given competing information
15	Natural Shelter	A	Reading	Identify how a statement is supported by evidence in a text
16	Brigitte Muir	C	Reading	Locate directly stated information in a text
17	Brigitte Muir	C	Reading	Interpret information in a text
18	Brigitte Muir	D	Reading	Identify subject through pronoun referencing
19	Brigitte Muir	D	Reading	Infer from information in a text
20	Letters to the Editor	C	Reading	Interpret the main purpose of two persuasive texts
21	Letters to the Editor	D	Reading	Locate and interpret information in a text
22	Letters to the Editor	A	Reading	Interpret the use of rhetorical question in a letter
23	Letters to the Editor	D	Reading	Infer the writer's intention from word choice
24	Letters to the Editor	D	Reading	Evaluate the tone of a text
25	Improving plastics	C	Reading	Interpret information at the start of an informative text
26	Improving plastics	D	Reading	Connect and interpret infromation in an informative text
27	Improving plastics	A	Reading	Connect and interpret information to reach a conclusion

28	Improving plastics	D	Reading	Recognise the main purpose of an informative text
29	Storm Bird	A	Reading	Identify the connection between character and outcome in a poem
30	Storm Bird	C	Reading	Infer how events will effect the feelings of a character in a poem
31	Conjunction	D	Writing	Select the correct conjunction to begin a sentence
32	Adverb use	A	Writing	Select the correct adverbial form to complete a sentence
33	Pronoun	D	Writing	Identify which sentence contains the correct pronoun
34	Sentence construction	C	Writing	Identify which sentence is written correctly
35	Starting sentence	B	Writing	Identify the appropriate starting sentence for a given text type
36	Starting sentence	C	Writing	Identify the appropriate starting sentence for a given text type
37	Paragraphs	C	Writing	Identify where a paragraph break should go in a passage
38	Spelling error	C	Spelling	Identify an incorrectly spelled word from a list
39	Spelling error	A	Spelling	Identify an incorrectly spelled word from a list
40	Spelling error	B	Spelling	Identify an incorrectly spelled word from a list
41	Spelling error	C	Spelling	Identify an incorrectly spelled word from a list
42	storys	stories	Spelling	Spell frequently used words of more than one syllable
43	horibel	horrible	Spelling	Spell complex words of more than one syllable
44	snached	snatched	Spelling	Spell relatively complex words of one syllable
45	whisel	whistle	Spelling	Spell complex words of more than one syllable
46	musition	musician	Spelling	Spell complex words of more than one syllable
47	dissapointed	disappointed	Spelling	Spell complex words of more than one syllable
48	exhorsted	exhausted	Spelling	Spell complex words of more than one syllable

Year 3 Mathematics

Question Number	Short Description	Correct Answer	Curriculum Area	Skill Assessed
1	Measurement tools	A	Measurement	Identify a tool for measuring weight
2	Shape box	C	Space	Match shapes
3	Money bags	B	Number	Identify least amount of money
4	Cylinder	D	Space	Identify a 3-D shape as a cylinder
5	Flip a coin	C	Chance and data	Recognise that an outcome might happen
6	16 - ? = 9	7	Number	Complete a subtraction calculation
7	Kim's bar graph	4	Chance and data	Interpret data displayed in a simple scaled graph
8	Eye colour table	1,4,2	Chance and data	Organise data given in a table
9	Number pattern (-3)	17	Number	Extend a whole number pattern
10	Largest number	95320	Number	Use place value to make the largest number
11	Plates of cakes	C	Number	Select the appropriate operation to solve a whole number problem
12	Odd numbers	B,D	Number	Identify odd numbers
13	Time on analog clock	D	Measurement	Tell the time using an analogue clock and convert to a digital display
14	Location of letter	A	Space	Locate using everyday terms
15	4 piles of lollies	C	Number	Select the appropriate operation to solve a whole number problem
16	Colour on spinner	B	Chance and data	Compare the likelihood of outcomes of simple chance events
17	Fifteen hundred	B	Number	Identify a number described in words
18	Cubes in prism	A	Space	Identify what is seen and not seen of a 3-D shape
19	Pentagon	B	Space	Identify a 2-D shape as a pentagon
20	Sam's shopping	D	Number	Add money amounts

21	Shoe size table	7	Chance and data	Identify most common measure from data in a table
22	Shaded area	B	Measurement	Calculate area by counting squares
23	Pencil weight	B	Measurement	Select appropriate units to estimate weight
24	Peter's books	B	Number	Select and use the appropriate operation to solve a whole number problem
25	Missing number	A	Number	Determine the number that satisfies a number sentence involving mixed operations
26	Missing numerator	A	Number	Determine the missing numerator of a fraction to form an equivalent fraction
27	Bicycle wheel	C	Number	Select the appropriate operation to solve a whole number problem
28	816 - 245 =	571	Number	Subtract a three-digit number from a three-digit number
29	149 X 3 =	147	Number	Multiply a two-digit number by a single-digit number
30	Tina's change	B	Number	Subtract money amounts
31	Length of line	D	Measurement	Select appropriate units to estimate length
32	Fraction of squares	B	Number	Recognise fractional parts of a group of objectives

Year 5 Mathematics

Question Number	Short Description	Correct Answer	Curriculum Area	Skill Assessed
1	Fifteen hundred	B	Number	Identify a number described in words
2	Time on analog clock	D	Measurement	Tell the time using an analogue clock and convert to a digital display
3	Order months	1,4,5,3,2	Measurement	Demonstrate knowledge of calendar organisation by ordering months
4	Sam's shopping	D	Number	Add money amounts
5	Colour on spinner	B	Chance and data	Compare the likelihood of outcomes of simple chance events
6	Tom's CD	C	Number	Select and use the appropriate operations to solve a whole number money problem
7	Pentagon	B	Space	Identify a 2-D shape as a pentagon
8	Shaded Area	B	Measurement	Calculate area by counting squares
9	John's direction	A	Space	Apply compass points to directions travelled
10	Bag of flour	B	Number	Select and use the appropriate operations to solve a problem with decimal values
11	816 - 245 =	571	Number	Subtract a three-digit number from a three-digit number
12	149 X 3 =	447	Number	Multiply a three-digit number by a single-digit number
13	Kim's score	3	Chance and data	Interpret data displayed in a simple scaled graph
14	Biggest angle	C	Measurement	Compare the size of angles in a polygon
15	Tina's Change	B	Number	Subtract money amounts
16	Coldest temperature	D	Number	Identify the lowest value in a set of temperature readings
17	Glenn's number	B	Number	Solve a number puzzle expressed in words
18	Tickets in bag	D	Chance and data	Use numeric statements to quantify chance
19	Fraction of squares	B	Number	Recognise fractional parts of a group of objects
20	Probability scale	C,A,D,B	Chance and data	Classify events as more or less likely using everyday language

21	Cubes in cube	B	Space	Describe what is seen and not seen of an object
22	Classrooms	B	Number	Select and use the appropriate operation to solve a whole number problem
23	Jenny's work time	C	Measurement	Calculate elapsed time
24	Net into cube	A	Space	Recognition of faces on a cube constructed from a net
25	Numbers on a die	B	Space	Interpret location terms to describe what is not seen of a 3-D object
26	Perimeter	B	Measurement	Determine the perimeter of a compound shape made from rectangular components
27	3/4 is equal to	C	Number	Recognise equivalent values between fractions and decimal numbers
28	Missing numerator	A	Number	Determine the missing numerator of a fraction to form an equivalent fraction
29	Arrow on paper	B	Space	Recognise the symmetry of a design produced by folding paper
30	Paint pictogram	D	Chance and data	Interpret data displayed in a pictograph
31	Meters to kilometers	B	Measurement	Convert metres to kilometres
32	Students no glasses	B	Number	Calculate remaining fraction of a whole number group
33	Order Values	C	Number	Use knowledge of equivalent values to order fractions, percentages and decimals
34	Sarah's pens	B	Chance and data	Express a chance outcome as a fraction
35	560 shared by 20	28	Number	Select and use the appropriate operation to solve a whole number problem
36	Add decimals	45.13	Number	Add decimal numbers with different number of decimal places
37	Fraction sequence	C	Number	Determine the next number in a sequence involving fraction subtraction
38	$27 shared by 5	C	Number	Solve money problems involving dollars and cents
39	Missing number	C	Number	Determine the number that satisfies a number sentence containing mixed operations
40	Number > 4 on die	B	Chance and data	Determine a chance outcome involving more than one possibility

Year 7 Mathematics – Short Answer Questions

Question Number	Short Description	Correct Answer	Curriculum Area	Skill Assessed
1	Which sign	A	Number	Select the operation to make a number sentence true
2	Computer/mobile	A	Chance and data	Interpret data presented in a Karnaugh map
3	Meeting time	11:30	Measurement	Calculate elapsed time involving hours and minutes
4	Cost of 6 juices	B	Number	Estimate money amounts to the nearest dollar
5	Coldest temperature	D	Number	Identify the lowest value in a set of temperature readings
6	Sally's race	C	Chance and data	Indicate chance on a probability line
7	Bag of flour	B	Number	Select and use the appropriate operation to solve a problem with decimal values
8	Glenn's number	B	Number	Solve a number puzzle expressed in words
9	Cubes in cube	B	Space	Describe what is seen and not seen of an object
10	Measuring tape	C	Measurement	Read a scale accurately from marked graduations
11	Same as 24 X 6	A	Number	Recognised the properties of doubling and halving in multiplication
12	Opposite angle	D	Space	Apply angle relationships to identify opposite angles
13	Coffee mug	B	Measurement	Estimate the volume of everyday containers
14	Coordinates	C	Space	Correctly read co-ordinates of points in the four quadrants of a cartesian plane
15	Classrooms	B	Number	Select and use the appropriate operation to solve a whole number problem
16	Plane to Perth	B	Measurement	Calculate elapsed time adjusting for time difference
17	Decimal sequence	A	Number	Recognise a counting sequence based on a decimal addition
18	Temp chart	C	Chance and data	Interpret data presented in a line graph
19	Close to right angle	A	Space	Classify angles with reference to a right angle
20	Book weight	C	Number	Select and use the appropriate operation to solve a problem with decimal values
21	Travel from A to B	C	Space	Demonstrate understanding of directional language and compass points
22	At point B, turn	D	Space	Describe a turn using degrees
23	Area of shape	B	Measurement	Estimate area by counting squares

24	8 X 0.14	B	Number	Multiply a single-digit number by a decimal with two places
25	Die throw = 3	B	Chance and data	Express probability in terms of certain, likely, unlikely or impossible
26	Volume of prism	D	Measurement	Calculate the volume of a regular 3-D shape
27	560 shared by 20	28	Number	Select and use the appropriate operation to solve a whole number problem
28	39 X 21	819	Number	Multiply a two-digit number by a two-digit number
29	Students no glasses	B	Number	Calculate remaining fraction of a whole number group
30	Missing number	C	Number	Determine the number that satisfies a number sentence containing mixed operations
31	Fraction sequence	C	Number	Determine the next number in a sequence involving fraction subtraction
32	Solve x + 4 = 7	A	Algebra	Solve simple algebraic equation function
33	Shape X	B	Space	Match spatial properties of complex shapes made from cubes
34	Solve 4x + 6 = 9	A	Algebra	Solve an algebraic linear equation
35	Arrow on paper	B	Space	Recognise the symmetry of a design produced by folding paper
36	0.84 litres	C	Measurement	Convert litres to millilitres
37	Mean & mode	B	Chance and data	Calculate the mean and mode of a data set
38	Solve 15 - 2x = 9	3	Algebra	Solve an algebraic linear equation with a negative pronumeral
39	Complete table	3,6	Algebra	Complete a table of values for a linear function
40	Green ball	B	Chance and data	Calculate and express a chance outcome as a fraction
41	Scores to %	A	Number	Convert scores to percentages and compare values
42	Train travel	D	Measurement	Calculate travel time for a given distance from rate of travel
43	Median value	B	Chance and data	Find the median value for a data set
44	Scientific notation	D,C,A,B	Number	Order numbers expressed using scientific notation

Year 7 Mathematics – Extended tasks

	Extended Task			
1	Highest score	14	Chance and data	Determine the highest value outcome from a chance experiment
2	Possible scores	6,8,10,12,14	Chance and data	Determine all possible outcomes from a chance experiment
3	Score of 10	3,7 5,5 7,3	Chance and data	Recognise ways to get specific outcomes from a chance experiment
4	Chance of 9	0 (impossible)	Chance and data	Express the probability of a specific outcome from a chance experiment
5	Chance of 6	1/9 (1 chance in 9)	Chance and data	Express the probability of a specific outcome from a chance experiment
6	Grid reference	J3 (3J)	Space	Specify a location using a grid reference
7	Direction from oval	West (W)	Space	Describe location by reference to a compass point
8	Direct distance	600 m to 900 m	Measurement	Estimate distance using the scale of a map
9	Distance by road	800 m to 1100 m	Measurement	Estimate distance using the scale of a map
10	Parallel street	City, Wattle or Main	Space	Identify parallel lines on a map
11	Perpendicular street	Apple, Opal, Bush or Gum	Space	Identify perpendicular lines on a map
12	Shortest path	Via Opal, Wattle, Rose and City Streets	Space	Find the shortest path between two points on a map
13*	Puzzle 1, solution 1	9,3	Number	Use number operation knowledge to complete a 2-digit subtraction
14*	Puzzle 1, solution 2	7,1	Number	Use number operation knowledge to complete a 2-digit subtraction
15#	Puzzle 2, solution 1	3,9,5,7,1	Reasoning and strategies	Apply number operations to complete a 3-digit addition
16#	Puzzle 2, solution 2	9,3,5,1,7	Reasoning and strategies	Apply number operations to complete a 3-digit addition

*# Solution 1 and 2 accepted in any order

Appendix 2: Description of skills by CSF level

English – Reading

Descriptions of general skills by CSF levels

CSF 1	Children with these Reading results are beginning to read. They recognise letters and simple words and use pictures and diagrams to help them read.
CSF 2	Children with these Reading results can generally read and understand short illustrated books with simple sentence structures and a few unfamiliar words. They are able to accurately sound out groups of letters, and can use this skill to work out unfamiliar words.
CSF 3	Children with these Reading results can generally read and understand a range of material such as junior novels and newspaper items, and can discuss the ideas and information in them. They use diagrams and charts to find information, read and follow directions, and make links between ideas they find when reading.
CSF 4	Children with these Reading results can generally make sense of materials with unfamiliar ideas and information. They understand that different materials are written for different purposes and audiences and can tell the difference between facts and opinions.
CSF 5	Children with these Reading results can generally read and interpret written material that presents challenging issues. They understand how techniques such as suspense, repetition and irony are used to influence the reader.
CSF 6	Children with these Reading results can generally read and interpret a range of materials and can talk about different people's opinions on the same topic. They can explain how texts are shaped by various events and places and are able to compare different text structures.

English – Writing

Descriptions of general skills by CSF levels

CSF 1	Children with these Writing results can generally write simple words, using conventional letters. When writing words they use their knowledge of the alphabet and how letters and groups of letters sound.
CSF 2	Children with these Writing results can generally write short pieces that can be understood by others. These will include a few connected ideas about familiar topics. They write about events in a logical order and use capital letters, full stops and exclamation marks correctly.
CSF 3	Children with these Writing results can generally write about a set of ideas in a way that is readily understood by the reader. They join sentences and maintain the same tense in their written work, usually with accurate use of full stops, question marks, exclamation marks, quotation marks and apostrophes.
CSF 4	Children with these Writing results can generally write about ideas and information clearly and effectively. They choose words for clear meaning, use punctuation correctly in sentences, and use paragraphs to organise and order their ideas. They revise and edit their work to make it clearer.
CSF 5	Children with these Writing results can generally use a variety of writing styles about challenging themes and issues. They control sentence structure, punctuation, spelling and paragraphing to organise and present some complex information. They adjust their writing to suit a particular purpose or reader.
CSF 6	Children with these Writing results can generally use a variety of styles to write at length about challenging topics. They control sentence structure, punctuation, spelling and paragraphing to organise and present some complex information. They understand the needs of a particular reader and adjust their writing accordingly.

English – Spelling

Descriptions of general skills by CSF levels

CSF 1	Children with these Spelling results can generally name the letters of the alphabet and have some knowledge of how sounds relate to letters to spell some high frequency words such as "I", "go" and "we".
CSF 2	Children with these Spelling results can generally spell many common words, such as "come", "like", "going" and words of one and two syllables with regular spelling, such as "star", "sharp" and "playing". They use their knowledge of sounds and letters when spelling new words.
CSF 3	Children with these Spelling results can generally spell most one and two syllable words with regular spelling, such as "growing" and "found". They also generally spell common words with irregular spelling such as "because" and "friend". They use known patterns of letters to make reasonable attempts at spelling new and difficult words.
CSF 4	Children with these Spelling results can generally spell most one and two syllable words with regular spelling such as "parcel" and "sadness". They also generally spell less simple words with commonly seen spelling patterns, such as "caught" and "although". They make informed attempts at unfamiliar and more difficult words and can recognise most incorrectly spelt words.
CSF 5	Children with these Spelling results can generally spell a range of less frequently used words such as "glimpsed" and "president". They are confident with common spelling patterns though spelling errors may occur in very challenging, less regular words such as "guarantee" and "mysterious".
CSF 6	Children with these Spelling results can generally spell a range of less frequently used words such as "alternator" and "vacuum". They use their understanding of sounds and word meaning when attempting complex words such as "accommodation" and "parliament". They generally proofread and correct spelling errors.

Mathematics

Descriptions of general skills by CSF level

CSF 1	Children with these Mathematics results generally count and estimate numbers up to ten, solve simple problems and exchange play money. They can describe and compare the size of familiar objects and begin to learn about clocks and calendars; recognise familiar events which are more or less likely to occur; collect and record information; and construct and compare triangles, circles and squares.
CSF 2	Children with these Mathematics results generally use tens and hundreds to solve problems. They add and subtract numbers up to twenty. They use units such as hand spans and cups to measure and compare the length, mass and volume of everyday objects. They use clocks and calendars. They describe familiar events as being more or less likely. They represent and interpret simple lists, graphs and charts. They construct and classify shapes, identify simple patterns and use grids.
CSF 3	Children with these Mathematics results generally solve addition, subtraction, multiplication and division problems using simple decimals and fractions. They use metric units to compare the size, volume, and mass of familiar objects. They tell the time and make simple timetables. They describe events in terms of how likely they are to occur. They collect data and represent information using charts and graphs. They use two and three dimensional shapes and find locations using maps and compass points.
CSF 4	Children with these Mathematics results generally multiply and divide whole numbers, add and subtract fractions and decimals. They estimate and compare length, area, volume, mass, temperature and time. They use calendars and timetables. They accurately describe how likely events are to occur. They interpret data in graphs, tables and diagrams. They use simple co-ordinates and compass directions to interpret maps and scale drawings.
CSF 5	Children with these Mathematics results generally solve problems involving fractions, percentages, decimals and positive and negative whole numbers. They use metric units to measure quantities, and use rules to calculate area and volume. They measure and calculate time and interpret complex timetables. They calculate the chance of simple events happening. They interpret tables and graphs to make simple predictions. They construct and interpret two and three dimensional shapes, and use graphs to solve problems.
CSF 6	Children with these Mathematics results generally interpret, represent and do calculations with numbers in a variety of forms. They use a range of algebraic techniques and construct and interpret graphs. They choose appropriate measurement units and formulas to calculate length, area and volume and use two and three dimensional shapes. They use a range of techniques and strategies to interpret, verify and modify the reasoning used to solve problems. They calculate probabilities and carry out simulations and construct surveys.