

**ACHIEVEMENT IMPROVEMENT MONITOR
ASSESSMENT PROGRAM**

AIM 2006 STATE-WIDE TESTS

**REPORTING GUIDE –
DATA**

YEAR 3, YEAR 5 AND YEAR 7

AIM Helpline

A toll free telephone service operates to assist schools with queries about the AIM Years 3, 5, 7 and 9 testing. This service operates from 8:30 am to 5:00 pm Monday to Friday. After 5:00 pm and on weekends or public holidays, a message service operates.

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Fax **(03) 9651 4612**

Email **vcaa.aim.help@edumail.vic.gov.au**

Website **www.vcaa.vic.edu.au**

Dates for 2007 AIM tests

Years 3, 5 and 7	Mathematics	31 July
	English	1 August
Year 9	Mathematics	8 May
	English	9 May

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Introduction

The AIM 2006 State-wide Testing Program assessed students of Years 3, 5 and 7 in English (reading, writing and spelling) and Mathematics (measurement, chance and data; number; space and structure).

The AIM 2006 Data is available for schools to access on the Internet, via the VCAA website. The student and school results from all State-wide Tests from 2003 to 2006 are accessible to schools on the website. Schools must use their own unique login and security password to access their results.

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

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 2006 tests.

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

The 2006 Professional Development sessions for Years 3, 5 and 7 will be conducted during October and November 2006. Information about the dates and venues are available on the VCAA website <www.vcaa.vic.edu.au/prep10/aim/teachers/index.html>.

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, Year 7 or Year 9 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 and teachers to analyse the effectiveness of their school programs and to identify an 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
- *AIM 2006 State-wide Tests Reporting Guide – Data Year 3, Year 5 and Year 7*
- individual reports for parents of Years 3, 5 and 7 students (see Section 3, pages 33–34)
- parent pamphlets – *Parent Reports – Information for Parents*.

Glossary

Data presentation

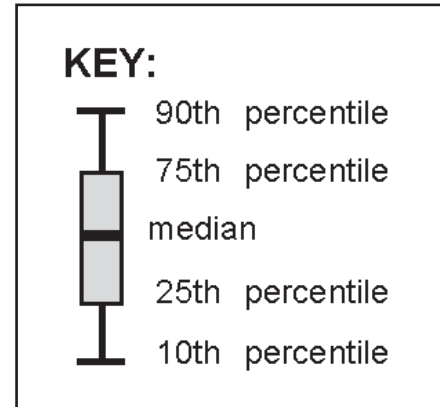
Box-and-whisker (box plot) format

Some AIM 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.



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 2006 'like' school group. The school's '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/improve/likesch.htm>](http://www.sofweb.vic.edu.au/standards/improve/likesch.htm)

Select the 'Like School Group' Details 2003 link at the bottom of the page for a list of all schools and their 'like' school groups. (You will need 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
LBOTE	Language Background Other Than English
Standards	Victorian Essential Learning Standards
Domain	Areas of knowledge, skills and behaviours considered essential in the education and development of students.
Dimensions	Within each domain, the different concepts of essential knowledge, skills and behaviours are organised into dimensions.

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 test
- writing convention questions.

To be given a score for writing, a student must complete at least the centrally assessed writing test or both the teacher assessed writing task and the writing convention questions.

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 test.

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 mathematics task
- centrally assessed mathematics test.

To be given a score for mathematics the student must complete the centrally assessed mathematics 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

There are two components scored to generate valid writing scores:

- the writing test
- writing convention questions.

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

Spelling scores for Year 7

There are two components scored to generate valid spelling scores:

- editing and short-answer questions
- spelling in the writing test.

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

Mathematics scores for Year 7

There are two components scored to generate valid mathematics scores:

- Mathematics Test 1
- Mathematics Test 2.

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

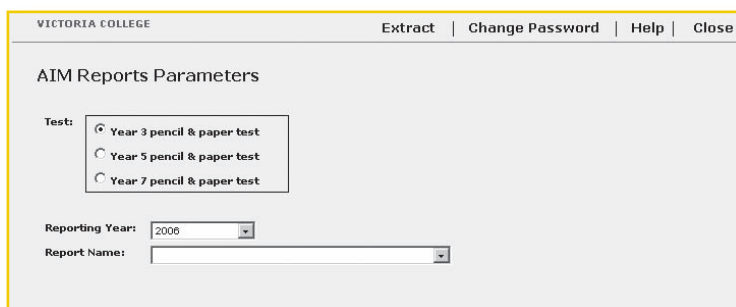
Note: If a student has completed part of the assessment, but has not done enough to be given a score, the results for the component completed are still reported in the school results in Report 2.

National benchmarks

AIM Parent Reports for Year 3, Year 5 and Year 7 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.

Further information regarding the national benchmarks is contained in the parent pamphlet *Parent Reports – Information for Parents*.

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 2006.

The drop down screens will also match the testing history of the logged in school.

For 2006, the 'Reporting Years' menu will offer 2003, 2004, 2005 and 2006. 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 availability' 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: Principals or their delegates should be the only personnel with authority to change the school password.

A password must consist of a minimum of six characters which includes one letter and one number.

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 additional parameters will be 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 optional radio buttons.

- **Class selection**

Reporting on a particular class 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.

- **Domain/Dimension selection**

This area allows the choice of all or one specific dimension or domain 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 five years previous to the Reporting Year initially selected. If 2006 is the selected Test Reporting Year then reports for 2001, 2002, 2003, 2004 or 2005 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 28 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 any of the first five 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.

Help | Close

Assign Students to Classes

Save Undo Changes Create / Delete Classes

Surname	First Name	Year	Gender	LBOTE	ATSI	Class
BILLSDON	DAVID	3	M	N	N	345
BYRNE	STEPHANIE	3	F	N	N	NEW
CONLAN	ANNE	3	F	N	N	NEW
CONNOR	RHONDA	3	F	N	N	
CREW	BELINDA	3	F	N	N	
CULL	PETER	3	M	N	N	
DENNIS	ANNE	3	F	N	N	
EDWARDS	LUKE	3	M	N	N	
GREGORY	GILL	3	F	N	N	
GREY	MARY	3	F	N	N	
HOPKINS	ZOE	3	F	Y	N	
LEWIS	NOELENE	3	F	Y	N	
MILLER	KAY	3	F	N	N	
NAYLOR	EDWARD	3	M	N	N	
NOLAN	DANIEL	3	M	Y	Y	
PERRY	LARRY	3	M	N	N	
PETERS	KEVIN	3	M	N	N	
RYAN	INGRID	3	F	N	N	
SANDERSON	TERRY	3	M	N	N	
TAN	TAMARA	3	F	N	N	

Previous Page Next Page

A list of 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.

If schools have provided class information through the pre-enrolment program this information will be included in the AIM Data Service next to student names.

Classes or groups can 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.

Create / Delete Classes

Enter New Class Code: Save

Select Reporting Test: Year 3 pencil & paper test Clear

Class Code	Reporting Test	Delete ?
345	Year 3 pencil & paper test	Delete
4PH	Year 3 pencil & paper test	Delete
5AB	Year 3 pencil & paper test	Delete
5PH	Year 5 pencil & paper test	Delete
7	Year 7 pencil & paper test	Delete
7SA	Year 7 pencil & paper test	Delete
7TJ	Year 7 pencil & paper test	Delete
7TU	Year 7 pencil & paper test	Delete

Previous Page Next Page

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. Save your changes by clicking the 'Save' button.

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.

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 and Year 7 to Year 9 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 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 18–19).
- **Report 2: Student Response Report** – provides detailed information on results for either one student or for a group of students (see pages 20–21).
- **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 22).
- **Report 4: Short Answer Response Report** – summarises results for groups of students by dimension and shows where school results vary significantly from the State (see page 23).
- **Report 5: Writing Summary Report** – summarises group performances on writing tasks for each Victorian Essential Learning Standards level (see page 24).
- **Report 6: School Summary Report** – displays results for student groups for each year from 2000 to 2006 across all available dimensions (see page 25).
- **Report 7: Five-year Trend Data Report** – displays trend data for student groups linking performance across the five years from 2002 to 2006 (or for 1999 to 2003 and 2000 to 2004) for each dimension tested (see page 26).
- **Report 8: School Matched Group Comparison Report** – compares the results for students in a school who undertook the Year 3 test in 2004 with their results if they again undertook the test in Year 5 2006 (or across 2001 to 2003 and 2002 to 2004 and 2004 to 2006) (see page 27).
- **Report 9: Matched Student Comparison Report** – presents, in tabular format, the Standards level achievement of students for 2004 compared to 2006 for students who undertook the Year 3 test in 2004 and the Year 5 test in 2006 (or across 2002 to 2004, 2003 to 2005, and 2004 to 2006) (see page 28).
- **Report 10: Student-School Comparison Report** – shows, for an individual student, Year 3 results in 2004 compared to Year 5 results in 2006. This report also shows the student's performance in 2004 and 2006 relative to other students in the state and other students in the school (or across 2001 to 2003 and 2003 to 2005 and 2002 to 2004) (see page 29).
- **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 2004 compared to the student's ranking relative to all other students in the state in Year 5 for 2006 (or across 2001 to 2003 and 2002 to 2004 and 2003 to 2005) (see page 30).

Summary of reports availability

Report Number	Report Name	Year 3	Year 5	Year 7
1	Student 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	Matched Student Comparison Report		✓	
10	Student-School Comparison Report		✓	
11	Student Ranking Comparison Report		✓	

AIM 2006 Reports summary

Report name	Report function	Reporting criteria	Possible uses for report
1. Student Achievement Levels Report	<p>Summarises Standards achievement levels for individual students by domain or dimension (reflects information on the parent reports)</p> <p>This can be in:</p> <ul style="list-style-type: none"> graphical format (box plots) tabular format (lists numeric values). <p>The tabular format identifies students above and below the national benchmarks in reading, writing and mathematics</p>	<p>Reports for:</p> <ul style="list-style-type: none"> an individual student a year level individual classes other groups of students such as girls, boys, LBOTE or ATSI students <p>Reports on:</p> <ul style="list-style-type: none"> reading, writing, spelling, mathematics and number (Years 3 and 5) 	<ul style="list-style-type: none"> identify an individual student's general strengths and weaknesses at a glance investigate the performance of individual students in domains or dimensions 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 dimension
2. Student Response Report	<p>Identifies correct and incorrect responses to individual items by each student in a group for each dimension. Summarises group performances on individual items</p> <p>For Years 3, 5 and 7 tests, identifies students above and below the national benchmarks in reading, writing and mathematics</p>	<p>Reports for:</p> <ul style="list-style-type: none"> an individual student a year level individual classes other groups of students such as girls, boys, LBOTE or ATSI students <p>Reports on:</p> <ul style="list-style-type: none"> reading, writing, spelling and mathematics 	<ul style="list-style-type: none"> 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 state-wide 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 the report for their own child)
3. Group Summary Report	<p>Summarises results for groups of students in reading, writing, spelling and mathematics</p>	<p>Reports for:</p> <ul style="list-style-type: none"> a year level individual class <p>Reports on:</p> <ul style="list-style-type: none"> reading, writing, spelling, mathematics and number (Years 3 and 5) 	<ul style="list-style-type: none"> 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 dimension

Report name	Report function	Reporting criteria	Possible uses for report
4. Short Answer Response Report	Summarises results of short-answer items for groups of students by dimension using percentage correct comparisons	<p>Reports for:</p> <ul style="list-style-type: none"> a year level individual class other groups of students such as girls, boys, LBOTE or ATSI students <p>Reports on:</p> <ul style="list-style-type: none"> reading; writing conventions; spelling; measurement, chance and data; number; space and structure 	<ul style="list-style-type: none"> 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 dimension
5. Writing Summary Report	<p>Summarises group performances on the teacher assessed (Years 3 and 5) and centrally assessed writing tasks for each Standards level</p> <p>Bar graphs show TCU, LSF and spelling in writing score distribution for the group</p>	<p>Reports for:</p> <ul style="list-style-type: none"> a year level individual class other groups of students such as girls, boys, LBOTE or ATSI students <p>Reports on:</p> <ul style="list-style-type: none"> writing task scores 	<ul style="list-style-type: none"> 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
6. School Summary Report	<p>Displays state, 'like' school, and school results for a specified calendar year and year level</p> <p>This report allows current data and data from the previous four years to be accessed</p>	<p>Reports for:</p> <ul style="list-style-type: none"> a year level groups of students such as girls, boys, LBOTE or ATSI students <p>Reports on:</p> <ul style="list-style-type: none"> reading, writing, spelling and mathematics 	<ul style="list-style-type: none"> compare the performance of either Year 3, Year 5 or Year 7 students in a specific year relative to students in the state and students in 'like' schools compare the performance of students in any one dimension relative to their performance in other dimensions
7. Five-year Trend data Report	<p>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</p> <p>Selected Reporting Year allows current and previous four years for one dimension to be shown together</p>	<p>Reports for:</p> <ul style="list-style-type: none"> a year level groups of students such as girls, boys, LBOTE or ATSI students <p>Reports on:</p> <ul style="list-style-type: none"> reading, writing, spelling and mathematics 	<ul style="list-style-type: none"> compare the performance of different groups of students in any one dimension over a five-year period (i.e. how did the performance of Year 3 students in 2005 compare to Year 3 students in 2001, 2002, 2003, and 2004) investigate how the school's performance, relative to 'like' schools, is changing over time

Report name	Report function	Reporting criteria	Possible uses for report
8. School Matched Group Comparison Report Available for: Year 5	Displays growth data for students in the state and school using students who undertook the Year 3 tests in 2004 and the Year 5 test in 2006. Also data for 2003–2005, 2002–2004, 2001–2003, 2000–2002, 1999–2001 is available via earlier Reporting Year selections	Reports for: <ul style="list-style-type: none"> a year level groups of students such as girls, boys, LBOTE or ATSI students Reports on: <ul style="list-style-type: none"> reading, writing, spelling and mathematics 	<ul style="list-style-type: none"> compare the change in performance of the same cohorts of students between 2004 and 2006 (i.e. how did the performance of Year 3 students in 2004 compare to their performance now that they are in Year 5 in 2006) investigate the rate of progress of a cohort of students over time relative to other students in the state
9. Matched Student Group Comparison Report Available for: Year 5	Displays the Standards level of students for 2004 compared to 2006 for groups of students who undertook the Year 3 tests in 2004 and the Year 5 tests in 2006 Also displays data for 2001–2003 if the Reporting Year selection is 2003, or data for 2003–2005 if the reporting year selected is 2005	Reports for: <ul style="list-style-type: none"> all students groups of students such as girls, boys, LBOTE or ATSI students specified listing of students sorted by student name, Standards level (current year), Standards level (two years previous) or the difference in Standards level Reports on: <ul style="list-style-type: none"> reading, writing, spelling and mathematics 	<ul style="list-style-type: none"> identify groups of students that have made little progress between 2003 and 2005 so that the school may develop intervention programs to assist these students identify groups of students that have made significant progress between 2003 and 2005 so that the school may develop appropriate extension programs for these students
10. Student-School Comparison Report Available for: Year 5	Displays growth data for students in the State and for individual students who undertook both the Year 3 tests in 2004 and the tests in Year 5 in 2006 Also displays data for 2001–2003 if the Reporting Year selection is 2003, or data for 2003–2005 if the reporting year selected is 2005	Reports for individual students compared to: <ul style="list-style-type: none"> all students or groups of students such as girls, boys, LBOTE or ATSI students Reports on: <ul style="list-style-type: none"> reading, writing, spelling and mathematics 	<ul style="list-style-type: none"> determine the change in individual students' performance between 2004 and 2006 (i.e. how did the students' Year 3 2004 results compare to their performance now they are in Year 5 2006) 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	Displays an individual's percentile rank in 2004 and 2006 (for those students who undertook the Year 3 tests in 2004 and the Year 5 in tests in 2006) relative to all other students in the state Also displays data for 2001–2003 if the Reporting Year selection is 2003, or data for 2003–2005 if the reporting year selected is 2005	Reports for individual students compared to: <ul style="list-style-type: none"> all students in the state Reports on: <ul style="list-style-type: none"> reading, writing, spelling and mathematics 	<ul style="list-style-type: none"> determine the ranking of individual students (in either 2004 or 2006 and within either reading, writing, spelling and mathematics) relative to all other students in the state establish individual student's ranking in 2004 and compare it to their ranking in 2006

Report 1: Student Achievement Level Report

This report provides data for individual students who completed:

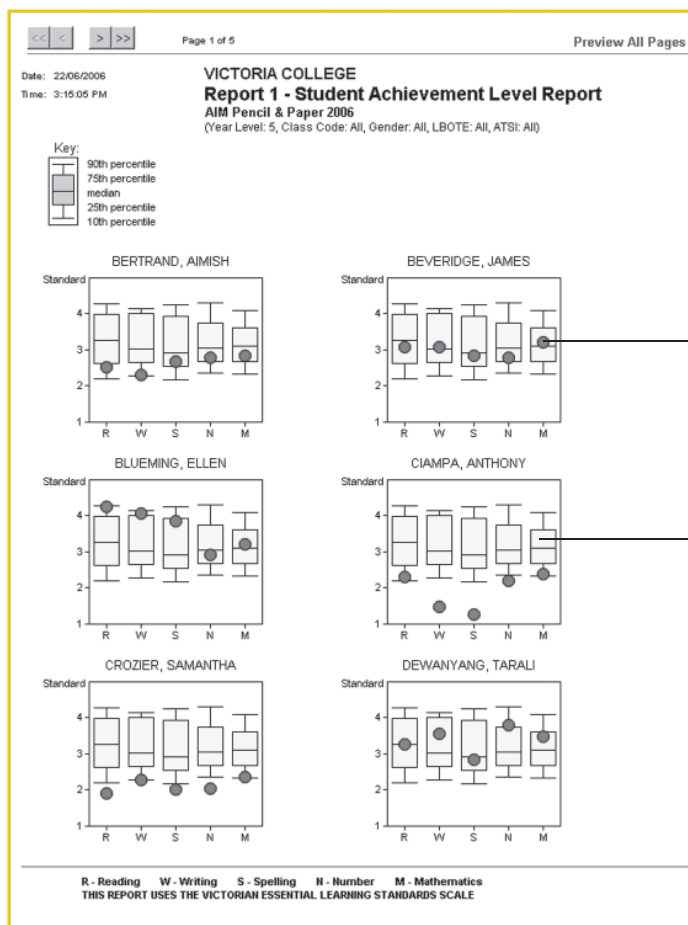
- **Year 3** reading, writing, spelling and mathematics
- **Year 5** reading, writing, spelling and mathematics
- **Year 7** reading, writing, spelling and mathematics

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 Standards levels achieved by each student in each dimension tested.

The tabular 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.

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

Example of Year 5 Student Achievement Level Report in graphical format:



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

The box-and-whisker graph indicates the distribution of Standards achievements for all students in the state (see page 2).

Example of Year 5 Student Achievement Level Report in tabular format:

Page 1 of 1

Preview All Pages |

Print |

Export |

Close

Date: 22/06/2006

Time: 3:17:47 PM

VICTORIA COLLEGE

Report 1 - Student Achievement Level Report

AIM Pencil & Paper 2006

(Year Level: 3, Class Code: All, Gender: All, LBOTE: All, ATSI: All)

There are no National Benchmarks reported for Spelling or Number

Student Name

	READING	NB	WRITING	NB	SPELLING	NB	NUMBER	NB	MATHS	NB
BERENDS, OLIVER	1.6	A	0.8	B	0.7		2.3		2.1	A
CHEW, FELIX	2.4	A	2.9	A	2.5		2.6		2.4	A
LAM, JASON	1.3	A	2.0	A	1.7		2.3		2.1	A
NGOC, ROCHELLE	*		*		*		0.7		1.0	C
OSMAN, YASMIN	1.6	A	1.9	A	1.1		1.9		1.5	A
PALAZZOLO, ELIZABETH	2.8	A	3.0	A	3.1		2.3		2.6	A
SULEYMAN, ISIAH	1.3	A	1.3	A	1.7		1.4		1.1	A
WANG, JAMIE	2.3	A	2.0	A	1.7		3.0		2.6	A

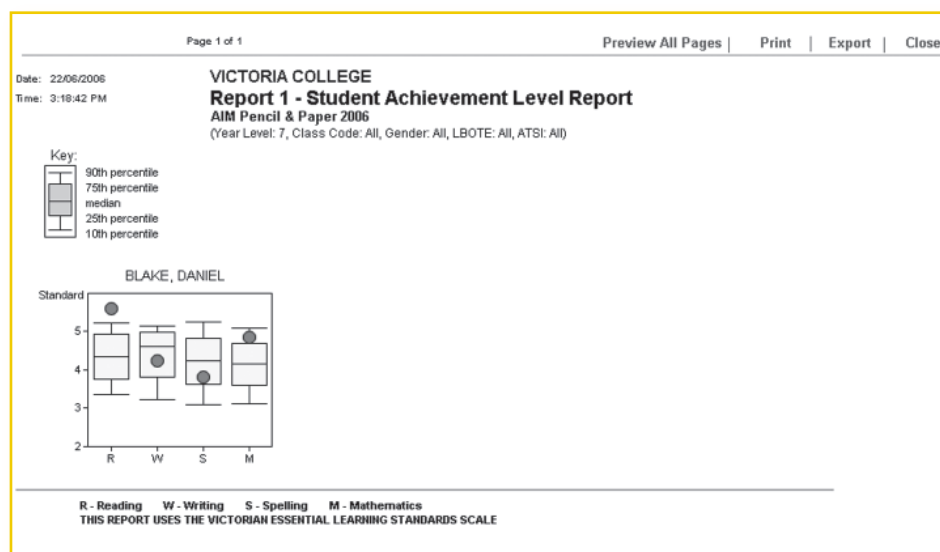
(*) Student absent for the outcome.

Page: 1 of 1

NB = National Benchmark A = above benchmark B = below benchmark C = on or just above benchmark

THIS REPORT USES THE VICTORIAN ESSENTIAL LEARNING STANDARDS SCALE

Example of Year 7 Student Achievement Level Report in graphical format produced for one student:



Report 2: Student Response Report

This report provides data on individual students who completed:

- **Year 3** reading, writing, spelling and mathematics
- **Year 5** reading, writing, spelling and mathematics
- **Year 7** reading, writing, spelling and mathematics

This report 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. An individual student's report can also be provided to parents if they require further information about their child's results.

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 Years 3 and 5 the report for writing includes responses to the short-answer writing convention items in the centrally assessed English test 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.

For Year 7 the report for writing includes the responses to the short-answer writing conventions items in the centrally assessed English test as well as scores for the centrally assessed writing test. The report for spelling includes short-answer spelling items, editing and the score given for spelling in the writing centrally assessed test. The mathematics results are in two reports, one for Mathematics Test 1 and one for Mathematics Test 2.

Example of Year 3 Student Response Report:

Date: 19/08/2016
Time: 9:21:54 AM

VICTORIA COLLEGE

Report 2 - Student Response Report

AIM Pencil & Paper 2006

(Year 5, Group: ALL, Class: All)

Reading - Item Order

Item Number

Answer Key

Dimension

BERTAND, JAMES

BEVERIDGE, JAMES

BLUMING, ELLEN

CRIMPA, ANTHONY

CROZIER, SAMANTHA

DESHAYANG, TAPALI

DIPALO, JOSEAN

FLOOD, FAYE

GUNN, LINDSAY

HAMS, FREDRICK

HOUOLDEN, EMIRA

HOY, GRACE

JAKUBENIO, ADEM

KING, SPENDAN

LAUEN, ALANNAH

LE ROUGE

LEWISLEY, JIMMY

HE

Correct

1429

1929

2529

1029

729

3529

1929

1529

829

1629

2529

-

2229

1729

1329

1529

1029

A

f = correct x = incorrect a,b,c,d,e or numbers = incorrect response (#) = cannot represent response (-) = no response (*) = absent from test

(*) = number correct NB = National Benchmark NA = Not Accolable A = above benchmark B = below benchmark C = on or just above benchmark

See Reporting Guide for definitions of mean, median and standard deviation.

THIS REPORT USES THE VICTORIAN ESSENTIAL LEARNING STANDARDS SCALE.

Page: 1 of 3

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 21 for label legends.)

Multiple-choice responses are formatted in three ways. The answer key will read as follows:

☐ A
☐ B
☐ C
☐ D
 OR
 ☐ A ☐ B OR ☐ A ☐ B ☐ C ☐ D
☐ C ☐ D

A summary of student performance is provided on the last page of the report.

Example of Year 3 Student Response Report summary:

Date: 18/08/2006

Time: 9:24:10 AM

VICTORIA COLLEGE

Report 2 - Student Response Report

AIM Pencil & Paper 2006

(Year 5, Group: ALL, Class: All)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29																										
Total Item Correct	23	9	13	18	23	24	19	10	12	14	17	21	17	16	19	14	13	15	14	16	23	13	18	8	10	11	14	13	11																										
% Correct (Group)	82	32	46	64	82	86	68	36	43	50	61	75	61	57	68	50	46	54	50	57	82	46	64	29	36	39	50	46	39																										
% Correct (State)	92	46	68	62	83	91	82	71	67	47	87	83	68	53	72	63	66	66	52	75	72	72	32	60	62	45	58	38																											
Number of students in group	29																																																						
Median Score Group	16.5							Mean Score Group							16.0							Standard Deviation Group							5.8																										
Median Score State	20							Mean Score State							19.0							Standard Deviation State							5.7																										
Students in this group performed well in these items (70% - 100% correct)																																																							
Items 1, 5, 6, 12, 21.																																																							
Students in this group are less familiar with skills tested in these items (30% - 69% correct)																																																							
Items 2, 3, 4, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 25, 26, 27, 28, 29.																																																							
Students in this group performed poorly in these items (0% - 29% correct)																																																							
Items 24.																																																							
Students absent for this outcome																																																							
GRACE HOY																																																							

✓ = correct

x = incorrect

a,b,c,d,e or numbers = Incorrect response

(#) = cannot represent response

(-) = no response

(*) = absent from test

(*) = number correct

NB = National Benchmark

NA = Not Applicable

A = above benchmark

B = below benchmark

C = on or just above benchmark

See Reporting Guide for definitions of mean, median and standard deviation.

THIS REPORT USES THE VICTORIAN ESSENTIAL LEARNING STANDARDS SCALE.

Page: 3 of 3

Legend

CT = Centrally assessed writing Texts and Contextual understanding
 CL = Centrally assessed writing 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 the centrally assessed writing test
 T1 = Score 1 mathematics teacher assessed task
 T2 = Score 2 mathematics teacher assessed task
 T3 = Score 3 mathematics teacher assessed task
 T4 = Score 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

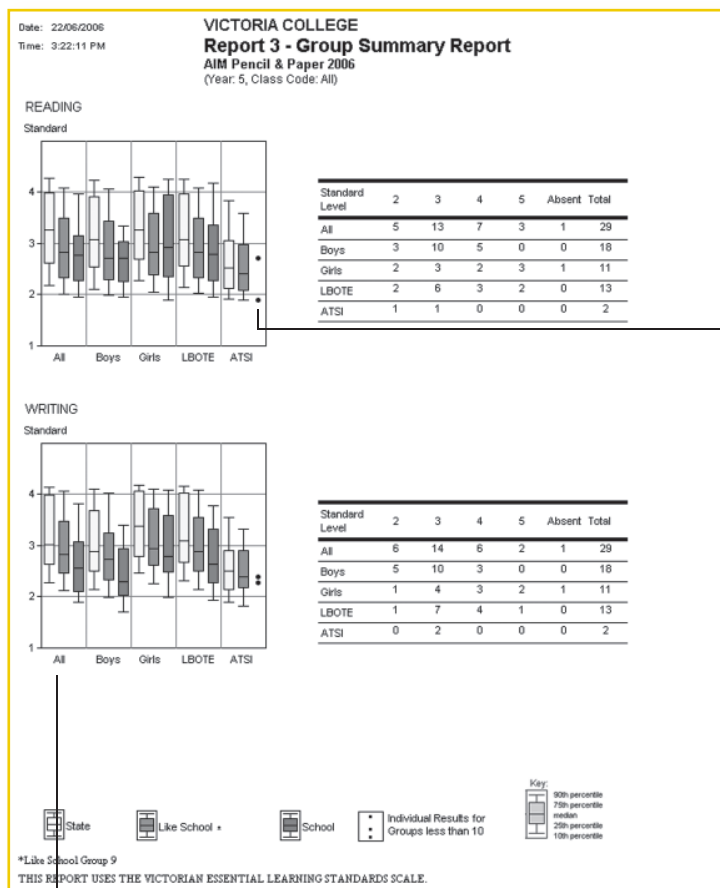
Report 3: Group Summary Report

This report provides data on groups of students who completed:

- **Year 3** reading, writing, spelling and mathematics
- **Year 5** reading, writing, spelling and mathematics
- **Year 7** reading, writing, spelling and mathematics

This report compares all students and subgroups of boys, girls, LBOTE or ATSI students with these same subgroups state-wide and in 'like' schools (see page 2 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.

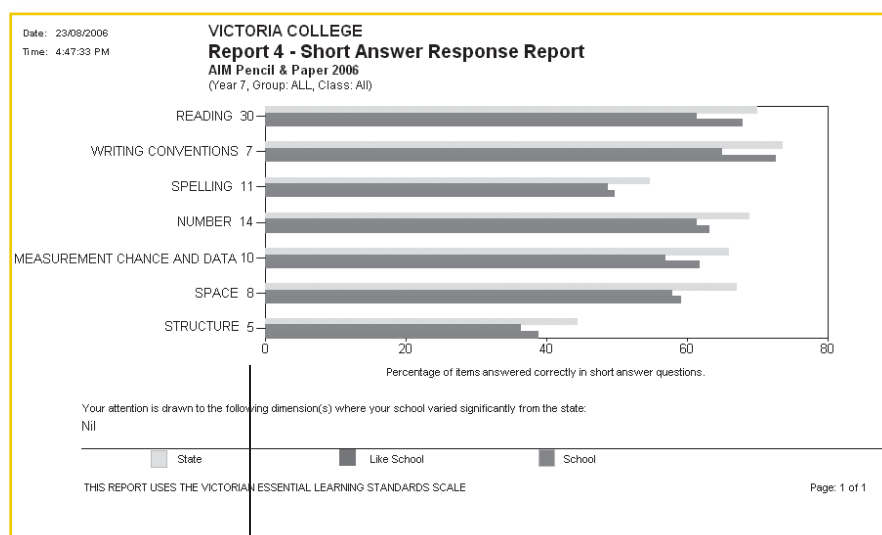
Report 4: Short Answer Response Report

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

- **Year 3** reading; writing conventions; spelling; measurement, chance and data; number; space and structure
- **Year 5** reading; writing conventions; spelling; measurement, chance and data; number; space and structure
- **Year 7** reading; writing conventions; spelling; measurement, chance and data; number; space and structure

The Dimension Summary shows, for the selected group, state and 'like' schools, the average score (expressed as a percentage) for each dimension assessed. This report contains a written message which details the dimension 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:

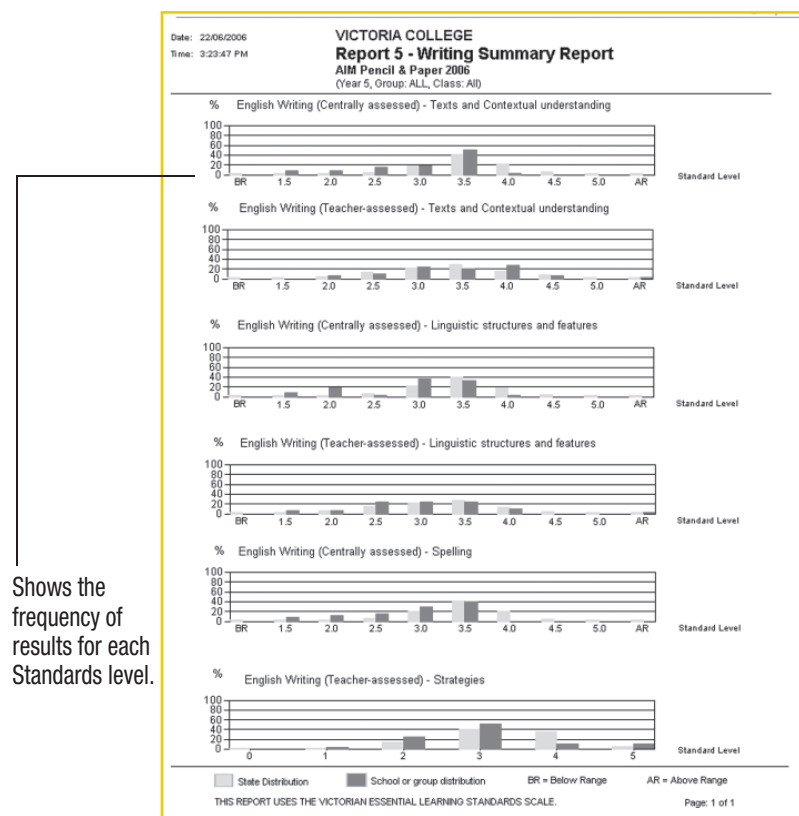
- **Year 3** writing (TCU and LSF) and spelling in writing
- **Year 5** writing (TCU and LSF) and spelling in writing
- **Year 7** writing (TCU and LSF) and spelling in writing

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 Standards 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 allow for the gradations within levels.

For Years 3 and 5 this report includes results for the teacher assessed task as well as the centrally assessed writing test. This report enables a comparison between levels awarded by teachers at a specific school for the teacher assessed task with teachers across the state. It also compares student performance on the teacher assessed task with their performance on the centrally assessed test.

Example of Year 5 Writing Summary Report:



Note: For the centrally assessed writing test, student writing is assessed within the following ranges:

Year 3	BR	0.5 to 4	AR
Year 5	BR	1.5 to 5	AR
Year 7	BR	2.5 to 6	AR

AR – Above Range

BR – Below Range

Report 6: School Summary Report

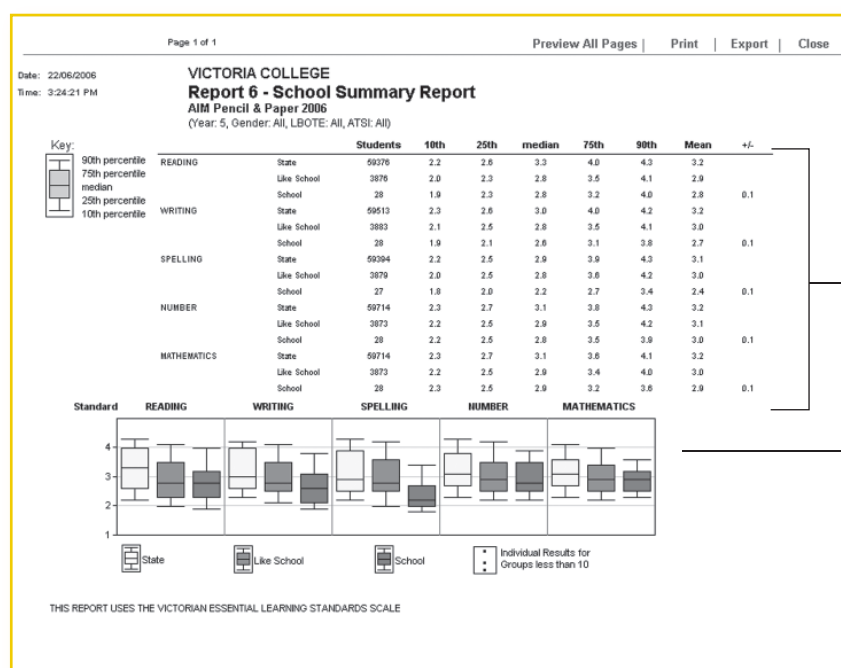
This report provides data on groups of students who completed:

- **Year 3** reading, writing, spelling, number and mathematics
- **Year 5** reading, writing, spelling, number and mathematics
- **Year 7** reading, writing, spelling and mathematics

This report shows summary results for students in Year 3, Year 5 and Year 7 for the years 2002 to 2006. 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 dimension relative to their performance in other dimensions. If 2004 is selected as the Reporting Year, results for 2000 can be accessed and if 2003 is selected, results for 1999 can be accessed.

Data is available in reading, writing and mathematics (Years 3 and 5) for each of the years 1999 to 2006. Spelling is only available for 2000–2006.

Example of Year 5 School Summary Report:



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

These graphs show the distribution of results across the Standards 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 received the same result.

Report 7: Five-year Trend Data Report

This report provides data on groups of students who completed:

- **Year 3** reading, writing, spelling, number and mathematics
- **Year 5** reading, writing, spelling, number and mathematics
- **Year 7** reading, writing, spelling and mathematics

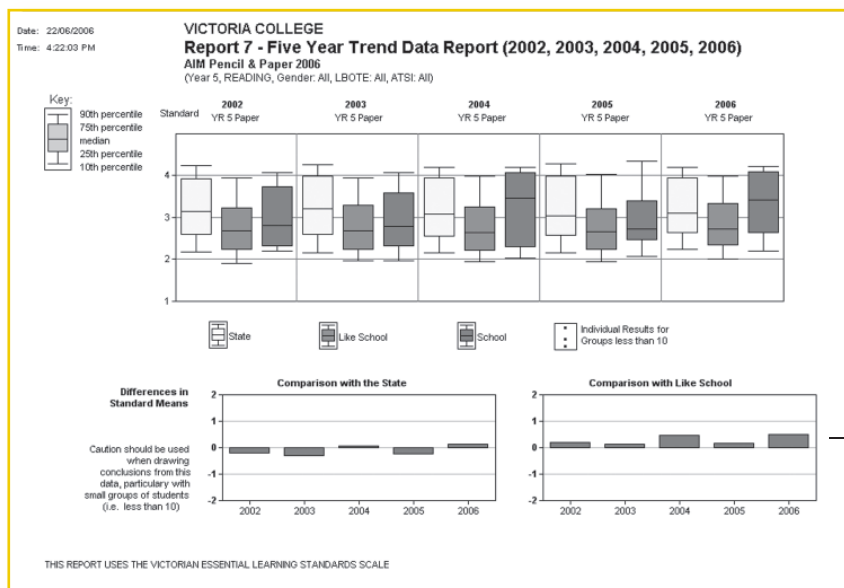
This report shows summary results for students in Year 3, Year 5 and Year 7 in the areas of reading, writing, number and mathematics (Years 3 and 5). The report shows these data for the school, 'like' schools and the state. Data in this report also shows, for each year:

- 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 dimension 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 2005 is the selected **Reporting Year**, the five years 2001 to 2005 are shown, selecting 2004 gives the period 2000 to 2004 and 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 1999–2006 but is only available in spelling for 2000–2006.

Example of Five-year Trend Data Report:



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:

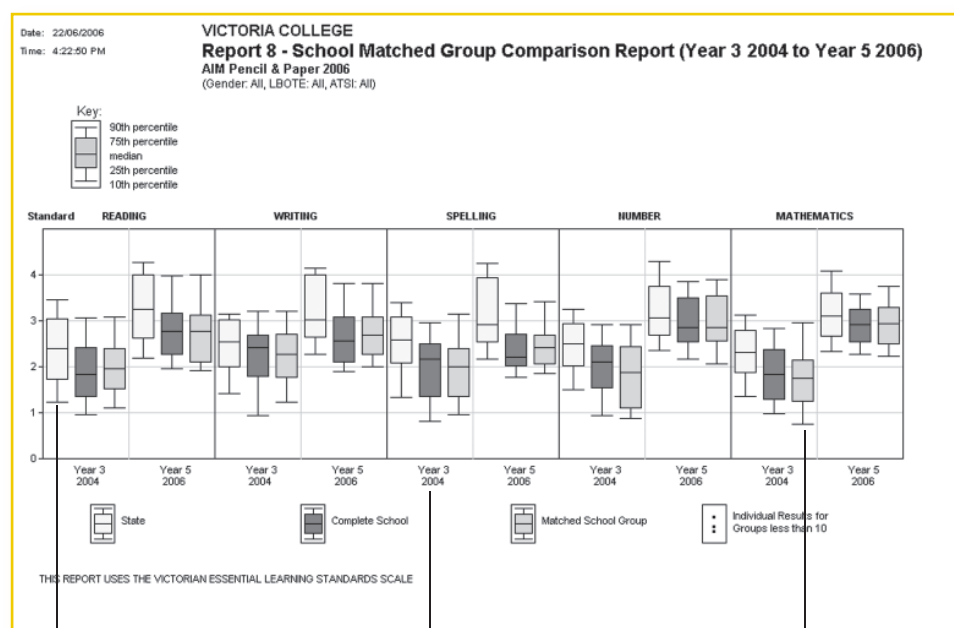
- **Year 5** tests and reports on reading, writing, spelling, number and mathematics.

This report shows the growth between 2004 and 2006 of students who undertook the Year 3 tests in 2004 and the Year 5 tests in 2006. 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 2004 and Year 5 2006 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 2004 and 2006 (i.e. how the performance of Year 3 students in 2004 compares to their performance now they are in Year 5 2006). 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 2004 if 2004 is selected as the **Reporting Year** on the initial AIM Reporting Parameters screen and likewise the report for students who completed Year 5 AIM tests in 2005 can be accessed.

Example of School Matched Group Comparison Report:



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: Matched Student Comparison Report

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

- Year 5 tests and reports on reading, writing, spelling, number and mathematics.

This report tabulates the Standards level of individual students when they undertook the Year 3 tests in 2004 compared to their performance when they undertook the Year 5 tests in 2006. The report primarily lists the change between 2004 and 2006 for selected groups of students but also shows the average change for the state, for 'like' schools, for the complete school and the matched student cohort school. Students who did not attend the current school in 2004 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 2004 and 2006. 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.

The results can be sorted by student name order, the difference between Standards levels, the Standards levels for the current year or by the Standards levels for the two previous years.

This report can also be accessed for students who completed Year 5 AIM tests in 2004 if 2004 is selected as the Reporting Year on the initial AIM Reporting Parameters screen and likewise the report for students who completed Year 5 AIM tests in 2005 can be accessed.

Example of Matched Student Comparison Report:

Date: 18/08/2006 Time: 9:27:04 AM		VICTORIA COLLEGE Report 9 - Matched Student Comparison Report (Year 3 2003 to Year 5 2005) AIM Pencil & Paper 2006 (Gender: All, LBOTE: All, ATSI: All, Class: All, Order by Student Name (A-Z)) <i>NOTE: This report only lists students for whom there are matched details from the previous test period.</i>																	
READING				WRITING				SPELLING				NUMBER				MATHEMATICS			
2003	2005	Diff	+/−	2003	2005	Diff	+/−	2003	2005	Diff	+/−	2003	2005	Diff	+/−	2003	2005	Diff	+/−
State Mean				2.4 3.2 .8 0				2.5 3.1 .6 0				2.4 3.2 .8 0				2.3 3.2 .9 0			
Like School Mean				2.0 2.9 .9 0				2.3 3.0 7 0				2.3 3.1 .8 0				2.1 3.0 .9 0			
School Mean (Complete School)				1.9 2.8 .9 0				2.2 2.7 .5 0				2.0 3.0 1.0 0				1.8 2.9 1.1 0			
N of Students (Complete School)				28				27				28				28			
Matched Cohort Mean				2.1 2.8 .7				2.2 2.7 .5				1.9 2.5 .6				1.8 3.0 1.2			
N of Students (Matched Cohort)				18				17				18				18			
Matched Cohort %				64%				62%				64%				64%			
2003	2005	Diff	+/−	2003	2005	Diff	+/−	2003	2005	Diff	+/−	2003	2005	Diff	+/−	2003	2005	Diff	+/−
BERTRAND, AIMSH				2.3 2.5 .2 3.0 2.3 −7 2.1 2.7 .6 2.1 2.8 .7 1.7 2.8 1.1															
CROZIER, SAMANTHA				1.1 1.9 .8 .8 2.3 1.5 7 2.0 1.3 9 2.0 1.1 1.3 2.3 1.0															
DI PAOLO, JODEAN				1.1 3.1 2.0 1.2 2.7 1.5 1.3 2.3 1.0 .5 3.1 2.6 .6 2.9 2.3															
HAMS, PREDRA				2.1 2.7 .6 2.2 2.3 .1 2.5 2.6 .1 1.6 3.4 1.8 1.8 3.3 1.5															
HOULDEN, EMIRA				2.5 4.1 1.6 2.7 3.1 4 2.8 2.6 −2 1.1 3.8 2.7 1.4 3.8 2.4															
JAKUBENKO, ADEM				3.2 3.7 .5 3.3 3.9 .6 3.3 4.1 .8 3.2 3.6 .4 3.1 3.6 .5															

This table shows the average Standards level for the state and the 'like' school group.

This table shows the Standards level for students in Year 3 and, two years later, in Year 5.

* Student did not attend the current school in Year 2003

N/A = no results available

Page: 1 of 2

THIS REPORT USES THE VICTORIAN ESSENTIAL LEARNING STANDARDS SCALE.

Report 10: Student-School Comparison Report

This report provides data on individual students who completed:

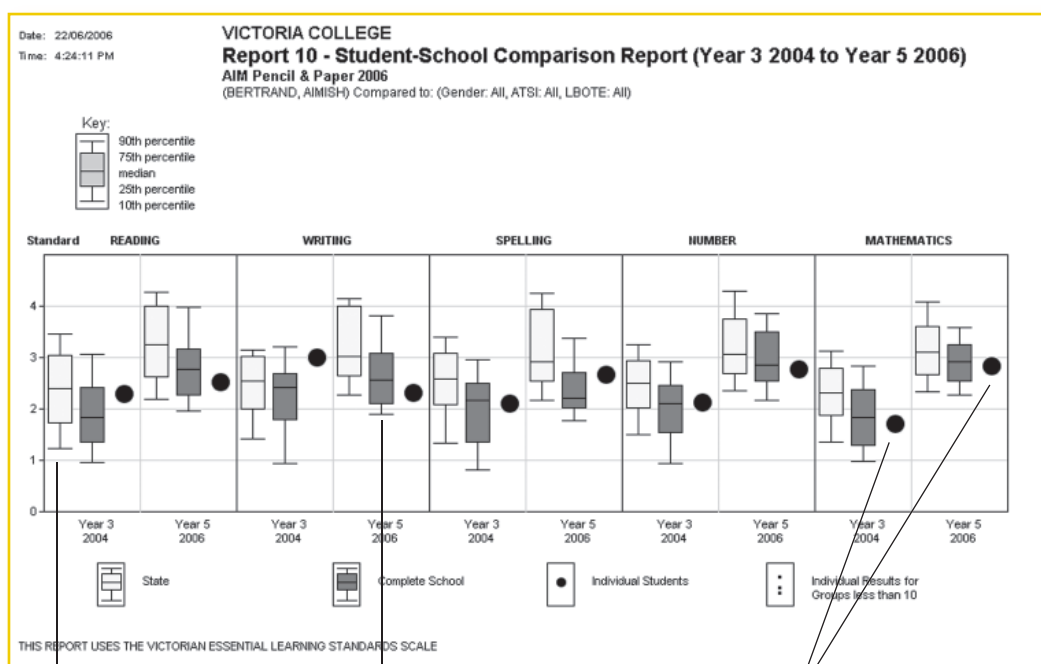
- **Year 5** tests and reports on reading, writing, spelling, number and mathematics.

This report shows the different achievement levels for individual students between 2004 and 2006. 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 2004 and 2006 (i.e. how the student's Year 3 performance in 2004 compares to their performance in Year 5 in 2006). 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 2004 if 2004 is selected as the **Reporting Year** on the initial AIM Reporting Parameters screen, and likewise the report for students who completed Year 5 AIM tests in 2005 can be accessed.

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 show the Standards 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** tests and reports on reading, writing, spelling and mathematics.

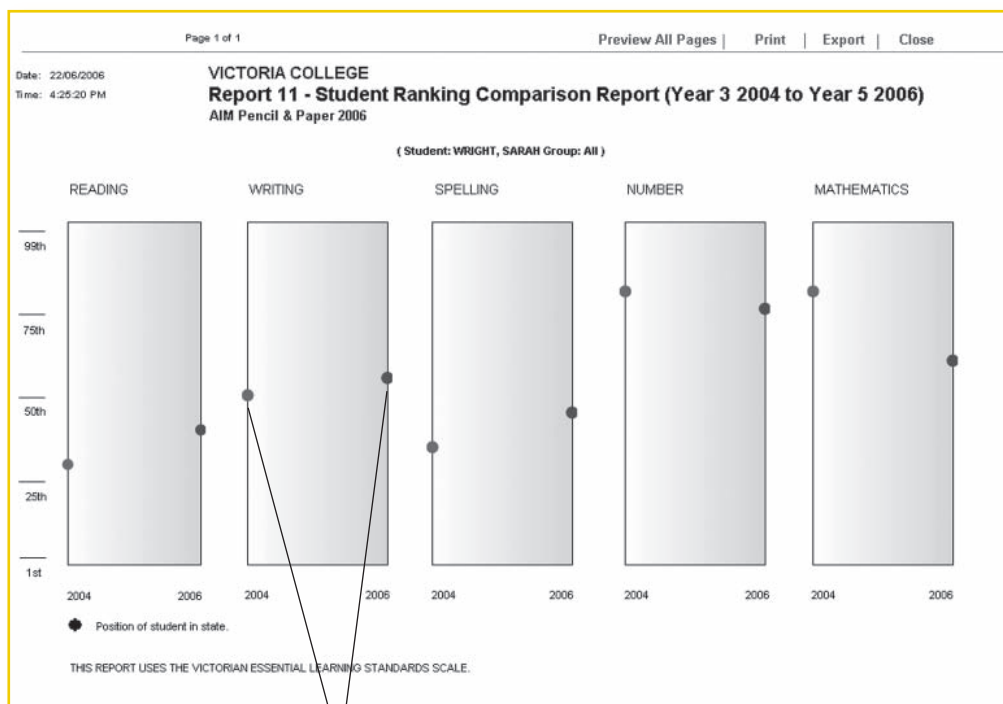
This report shows an individual's percentile rank in 2004 and 2006 (for those students who undertook both the Year 3 tests in 2004 and the Year 5 tests in 2006) relative to all other students in the state.

These data are useful for determining the ranking of individual students (in either 2004 or 2006 within reading, writing, spelling, number or mathematics), relative to all other students in the state. Alternatively, these data are useful for establishing an individual student's ranking in 2004 and comparing it to their ranking in 2006.

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 2004 if 2004 is selected as the Reporting Year on the initial AIM Reporting Parameters screen, and likewise the report for students who completed Year 5 AIM tests in 2005 can be accessed.

Example of Student Ranking Comparison Report:



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' school 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 with '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.

Standards levels and growth

The average student should improve their level of achievement by about one level over a two-year period. For example, an average student working at a Standards Level 2.4 at Year 3 would be expected to be at about Level 3.4 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 Standards Level 3 spans Year 3 and Year 4, so that 0.5 of a Standards 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 dimension 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 2006 test and did not perform to his or her ability. This could produce a comparison report that indicated a Reading Level at Standards Level 2.2 in Year 3 and a Reading Level at Level 2.5 in Year 5. This shows an improvement of only 0.3 of a Standards 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.

AIM Data Service – conversion to Victorian Essential Learning Standards

From 2006, the AIM Data Service will report on the AIM State-wide Tests using the scale drawn from the Victorian Essential Learning Standards. Using this scale, students are expected to have achieved a Standards level at the end of a period of learning, for example students are expected to have achieved the Level 4 Standard at the end of Year 6.

Using this example, any student's (reported VELS) result between 3.1 and 4.0 indicates the student has achieved the Level 3 Standard and is (working in) progressing towards the Level 4 Standard.

In previous years, the AIM Data Service reports used a CSF scale that would have reported the same student as operating in CSF Level 4. A student receiving a 4.1 on the CSF scale would now be reported as 3.1 on the Standards scale.

This change is illustrated below in the table.

Standards levels	CSF Level Scores in AIM Reports using CSF	New Standards Level Scores in AIM Reports using the Standards
Level 1	1.0 to 1.9	0.1 to 1.0
Level 2	2.0 to 2.9	1.1 to 2.0
Level 3	3.0 to 3.9	2.1 to 3.0
Level 4	4.0 to 4.9	3.1 to 4.0
Level 5	5.0 to 5.9	4.1 to 5.0
Level 6	6.0 to 6.9	5.1 to 6.0
Above Level 6		6.1 to 6.9

This change has been applied to all historic data on the AIM Data Service so that results prior to 2006 previously expressed on the CSF scale have now been converted to the Standards scale. This will assist schools to readily compare the current year's performance with performance in previous years.

Section 3: Parent Reports

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

- **Year 3** reading, writing, spelling and mathematics
- **Year 5** reading, writing, spelling and mathematics
- **Year 7** reading, writing, spelling 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 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), Farsi/Persian, Hindi, Khmer, Samoan, Serbian, Sinhalese, Somali, Spanish, Tagalog, Turkish and Vietnamese.

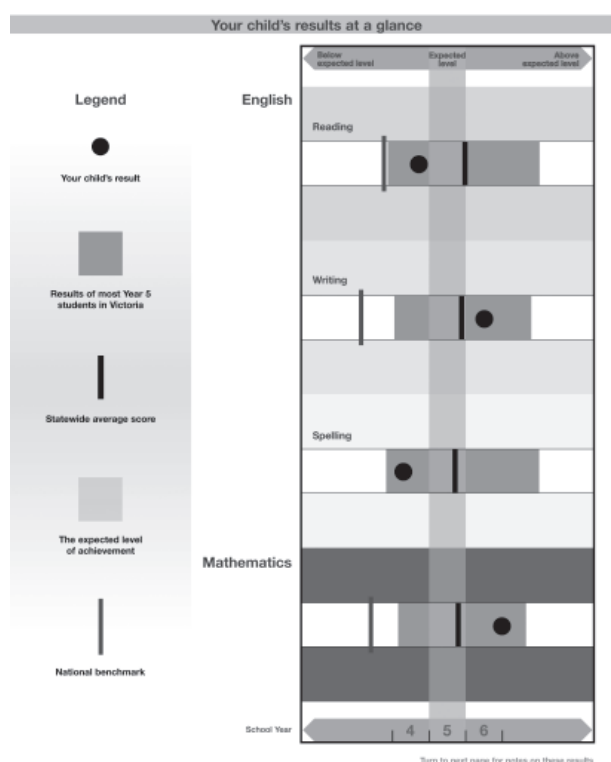
For copies of translations of parent reports, principals should access the AIM section of the VCAA website and follow links to the 'Parents' section.

Or visit at: www.vcaa.vic.edu.au/prep10/aim/parents

Sample page 3 of the Parent Report

Student achievement is reported against the years of schooling, the Standards level, the national benchmarks, 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 2006 State-wide 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 Standards 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 State-wide 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 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 personal information about each student and how they compare to others within the school and across 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 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 Data Service 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 ii).

Appendix 1: AIM 2006 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.

Year 3 English

Question number	Short description	Correct answer	Curriculum area	Skill assessed
1	The Snowman	C	Reading	locate directly stated information in a text
2	The Snowman	A	Reading	make links between directly stated ideas in a text
3	The Snowman	D	Reading	make links between directly stated ideas in a text
4	The Snowman	D	Reading	make links between directly stated ideas in a text
5	The Snowman	C	Reading	infer character's feelings in a text
6	Scott Park Cinema presents	A	Reading	locate directly stated information in a text
7	Scott Park Cinema presents	D	Reading	make links between directly stated ideas in a text
8	Scott Park Cinema presents	B	Reading	make links between directly stated ideas in a text
9	Scott Park Cinema presents	B	Reading	select key information in a text
10	Scott Park Cinema presents	A	Reading	interpret the main purpose of a text
11	Puffins	A	Reading	select key information in a text
12	Puffins	C	Reading	make links between directly stated ideas in a text
13	Puffins	B	Reading	make links between directly stated ideas in a text
14	Puffins	A	Reading	locate directly stated information in a text
15	Puffins	D	Reading	make links between directly stated ideas in a text
16	The Letter	A	Reading	make links between directly stated ideas in a text
17	The Letter	D	Reading	make links between directly stated ideas in a text
18	The Letter	C	Reading	infer character's feelings in a text
19	The Letter	B	Reading	work out the meaning of phrases in context
20	The Letter	D	Reading	locate directly stated information in a text
21	The Riding Club	B	Reading	use contextual cues to interpret a text
22	The Riding Club	C	Reading	infer character's feelings in a text
23	The Riding Club	A	Reading	infer character's feelings in a text
24	The Riding Club	C	Reading	work out the meaning of phrases in context
25	Birtles and the Bean Car	D	Reading	make inferences about character's qualities
26	Birtles and the Bean Car	C	Reading	make links between directly stated ideas in a text
27	Birtles and the Bean Car	C	Reading	identify how language is used to represent things in different ways

Question number	Short description	Correct answer	Curriculum area	Skill assessed
28	Birtles and the Bean Car	4312	Reading	identify a sequence of events in a text
29	Grammar	B	Writing	use pronouns
30	Grammar	B	Writing	use verb tenses
31	Punctuation	A	Writing	use commas
32	Punctuation	B&D	Writing	use capital letters for proper nouns
33	Punctuation	A&C	Writing	use quotation marks
34	Grammar	C	Writing	use verb tenses
35	Grammar	B	Writing	use adverbs
36	Grammar	A	Writing	use pronouns
Year 3 Dictation				
37	Dictation	took	Spelling	spell simple one-syllable words
38	Dictation	first	Spelling	spell frequently used one-syllable words with regular spelling patterns
39	Dictation	high	Spelling	spell frequently used one-syllable words with regular spelling patterns
40	Dictation	training	Spelling	spell frequently used two-syllable words with regular spelling patterns
41	Dictation	heard	Spelling	spell frequently used one-syllable words with irregular spelling patterns
42	Dictation	really	Spelling	spell frequently used two-syllable words with regular spelling patterns
43	Dictation	watched	Spelling	spell frequently used two-syllable words with regular spelling patterns
44	Dictation	field	Spelling	spell less frequently used one-syllable words with irregular spelling patterns
45	Dictation	proud	Spelling	spell less frequently used one-syllable words with regular spelling patterns
46	Dictation	ribbon	Spelling	spell less frequently used two-syllable words with regular spelling patterns
47	Dictation	involved	Spelling	spell less frequently used multi-syllable words with regular spelling patterns
48	Dictation	competition	Spelling	spell less frequently used multi-syllable words with regular spelling patterns
Year 3 Editing				
49	frinds	friends	Spelling	spell frequently used one-syllable words with irregular spelling patterns
50	tallist	tallest	Spelling	spell frequently used two-syllable words with regular spelling patterns
51	sinse	since	Spelling	spell less frequently used one-syllable words with regular spelling patterns
52	breack	break	Spelling	spell less frequently used one-syllable words with regular spelling patterns
53	thort	thought	Spelling	spell frequently used one-syllable words with irregular spelling patterns
54	riting	writing	Spelling	spell frequently used two-syllable words with irregular spelling patterns
55	peice	piece	Spelling	spell less frequently used one-syllable words with irregular spelling patterns
56	sillyest	silliest	Spelling	spell less frequently used multi-syllable words with regular spelling patterns

Year 5 English

Question number	Short description	Correct answer	Curriculum area	Skill assessed
1	Sonia's Camp	C	Reading	select key information in a text
2	Sonia's Camp	C	Reading	make links between directly stated ideas in a text
3	Sonia's Camp	D	Reading	draw on knowledge of text organisation to interpret a text
4	Sonia's Camp	A	Reading	make links between directly stated ideas in a text
5	Sonia's Camp	D	Reading	make links between directly stated ideas in a text
6	I am a giant, I am an ant	D	Reading	support interpretations with evidence from the text
7	I am a giant, I am an ant	A	Reading	make links between directly stated ideas in a text
8	I am a giant, I am an ant	D	Reading	make links between directly stated ideas in a text
9	I am a giant, I am an ant	B	Reading	identify the main idea of a text
10	The Riding Club	B	Reading	use contextual cues to interpret a text
11	The Riding Club	C	Reading	infer character's feelings in a text
12	The Riding Club	A	Reading	infer character's feelings in a text
13	The Riding Club	C	Reading	work out the meaning of phrases in context
14	The Riding Club	D	Reading	make inferences about character's motives
15	The Shopping Trolley	D	Reading	make inferences about character's motives
16	The Shopping Trolley	B	Reading	locate directly stated information in an illustration
17	The Shopping Trolley	C	Reading	make inferences about people's actions
18	The Shopping Trolley	D	Reading	make links between directly stated ideas in a text
19	The Shopping Trolley	B	Reading	make inferences about character's qualities
20	The New Teacher	A	Reading	infer character's feelings in a text
21	The New Teacher	D	Reading	work out the meaning of phrases in context
22	The New Teacher	B	Reading	analyse characterisation in a text
23	The New Teacher	D	Reading	make inferences about characters' actions
24	The New Teacher	A	Reading	make inferences about character's motives
25	Birtles and the Bean Car	C	Reading	make links between directly stated ideas in a text
26	Birtles and the Bean Car	C	Reading	identify how language is used to represent things in different ways
27	Birtles and the Bean Car	B	Reading	draw on knowledge of text organisation to interpret a text
28	Birtles and the Bean Car	C	Reading	make links between directly stated ideas in a text
29	Birtles and the Bean Car	4312	Reading	identify a sequence of events in a text
30	Grammar	B	Writing	use adverbs

Question number	Short description	Correct answer	Curriculum area	Skill assessed
31	Punctuation	B	Writing	use apostrophes for contractions
32	Grammar	D	Writing	identify nouns
33	Writing style	B	Writing	identify language appropriate to purpose, audience and context
34	Punctuation	A&C	Writing	use quotation marks
35	Grammar	C	Writing	use pronouns
36	Grammar	C	Writing	use conjunctions to link ideas
37	Punctuation	B	Writing	use commas
Year 5 Dictation				
38	Dictation	twelve	Spelling	spell less frequently used one-syllable words with irregular spelling patterns
39	Dictation	involved	Spelling	spell less frequently used multi-syllable words with regular spelling patterns
40	Dictation	competition	Spelling	spell less frequently used multi-syllable words with regular spelling patterns
41	Dictation	proud	Spelling	spell less frequently used one-syllable words with regular spelling patterns
42	Dictation	really	Spelling	spell frequently used two-syllable words with regular spelling patterns
43	Dictation	field	Spelling	spell less frequently used one-syllable words with irregular spelling patterns
44	Dictation	nervous	Spelling	spell less frequently used two-syllable words with irregular spelling patterns
45	Dictation	heard	Spelling	spell frequently used one-syllable words with irregular spelling patterns
46	Dictation	training	Spelling	spell frequently used two-syllable words with regular spelling patterns
47	Dictation	unfortunately	Spelling	spell complex words with regular spelling patterns
48	Dictation	assembly	Spelling	spell complex words with regular spelling patterns
49	Dictation	successful	Spelling	spell multi-syllable words with regular spelling patterns
Year 5 Editing				
50	bunchs	bunches	Spelling	spell less frequently used two-syllable words with regular spelling patterns
51	sinse	since	Spelling	spell less frequently used one-syllable words with regular spelling patterns
52	thort	thought	Spelling	spell frequently used one-syllable words with irregular spelling patterns
53	cupberd	cupboard	Spelling	spell frequently used two-syllable words with irregular spelling patterns
54	num	numb	Spelling	spell less frequently used one-syllable words with irregular spelling patterns
55	geneross	generous	Spelling	spell less frequently used multi-syllable words with regular spelling patterns
56	discription	description	Spelling	spell frequently used multi-syllable words with regular spelling patterns
57	atendence	attendance	Spelling	spell less frequently used multi-syllable words with irregular spelling patterns

Year 7 English

Question number	Short description	Correct answer	Curriculum area	Skill assessed
1	Competitive Walking	D	Reading	make links between directly stated ideas in a text
2	Competitive Walking	D	Reading	work out the meaning of phrases in context
3	Competitive Walking	C	Reading	make links between directly stated ideas in a text
4	Competitive Walking	B	Reading	locate directly stated information in a text
5	Competitive Walking	C	Reading	identify the main purpose of a text
6	The Shopping Trolley	D	Reading	make inferences about character's motives
7	The Shopping Trolley	B	Reading	locate directly stated information in an illustration
8	The Shopping Trolley	C	Reading	make inferences about people's actions
9	The Shopping Trolley	D	Reading	make links between directly stated ideas in a text
10	The Shopping Trolley	B	Reading	make inferences about character's qualities
11	The New Teacher	A	Reading	infer character's feelings in a text
12	The New Teacher	D	Reading	work out the meaning of phrases in context
13	The New Teacher	B	Reading	analyse characterisation in a text
14	The New Teacher	D	Reading	make inferences about characters' actions
15	The New Teacher	A	Reading	make inferences about character's motives
16	The Flute	A	Reading	infer character's feelings in a text
17	The Flute	D	Reading	make links between directly stated ideas in a text
18	The Flute	C	Reading	infer character's feelings in a text
19	The Flute	D	Reading	make inferences about characters' motives
20	The Flute	A	Reading	work out the meaning of phrases in context
21	Have your say on sports funding	B	Reading	infer messages in a text
22	Have your say on sports funding	C	Reading	analyse point of view in a text
23	Have your say on sports funding	C	Reading	infer messages in a text
24	Have your say on sports funding	D	Reading	analyse point of view in a text
25	Have your say on sports funding	A	Reading	make links between directly stated ideas in a text
26	Have your say on sports funding	A	Reading	analyse point of view in a text

Question number	Short description	Correct answer	Curriculum area	Skill assessed
27	Kangaroos	C	Reading	make links between directly stated ideas in a text
28	Kangaroos	C	Reading	work out the meaning of phrases in context
29	Kangaroos	B	Reading	work out the meaning of words in context
30	Kangaroos	A	Reading	identify themes in a text
31	Spelling error	C	Spelling	spell frequently used multi-syllable words with regular spelling patterns
32	Spelling error	B	Spelling	spell less frequently used multi-syllable words with regular spelling patterns
33	Spelling error	B	Spelling	spell frequently used multi-syllable words with regular spelling patterns
34	Spelling error	B	Spelling	spell frequently used multi-syllable words with regular spelling patterns
35	built	built	Spelling	spell frequently used one-syllable words with irregular spelling patterns
36	calm	calm	Spelling	spell less frequently used one-syllable words with irregular spelling patterns
37	cupboard	cupboard	Spelling	spell frequently used two-syllable words with irregular spelling patterns
38	volunteers	volunteers	Spelling	spell multi-syllable words with irregular spelling patterns
39	discription	description	Spelling	spell frequently used multi-syllable words with regular spelling patterns
40	disobediant	disobedient	Spelling	spell complex words with regular spelling patterns
41	exhorsted	exhausted	Spelling	spell complex words with irregular spelling patterns
42	Punctuation	A&C	Writing	use quotation marks
43	Punctuation	C&D	Writing	use capital letters for proper nouns
44	Writing style	B	Writing	distinguish personal opinion from factual information
45	Punctuation	C	Writing	use commas
46	Grammar	C	Writing	use conjunctions to link ideas
47	Punctuation	C	Writing	use apostrophes for possession
48	Grammar	C	Writing	use pronouns
49	Grammar	C	Writing	identify adverbs
50	Writing style	B	Writing	identify language appropriate to purpose, audience & context

Year 3 Mathematics

Question number	Short description	Correct answer	Curriculum area	Skill assessed
1	Flower chart	A	MCD	summarise and classify data
2	Students in a class	B	N	subtraction of positive whole numbers
3	Square and triangle	D	Sp	identify and recognise properties of 2-D shapes
4	Best chance	C	MCD	compare the likelihood of events
5	$17 + ? = 23$	6	St	create and complete number sentences
6	Adam's bedroom	B	Sp	specify location as relative position
7	Smallest number	A	N	use place value and order positive whole numbers
8	Number between 6857 and 7013	C	N	identify and order numbers
9	Selection outcomes	D	MCD	predict the outcomes of events
10	Frequency table	A	MCD	organise data using frequency tables
11	Multiples of 5	A	N	recognise multiplication as repeated addition
12	Fraction of a figure	B	N	identify simple fractions
13	Mowing lawn	C	MCD	calculate and use constant rates
14	Area football ground	A	MCD	use formal units for measuring
15	Chocolates sold	D	N	addition of positive whole numbers
16	Compass bearings on a map	D	Sp	use compass points for directions and describing positions
17	Ivy St and Hay St are	A	Sp	identify lines as parallel
18	$56 + 18 =$	74	N	addition of positive whole numbers
19	Swimming times	B	MCD	display uni-variate data in an appropriate graphical form
20	Numerals to words	C	N	rewrite numbers as words
21	$423 - 106 =$	A	N	subtraction of positive whole numbers
22	Reading a circular scale	D	MCD	read linear and circular measurement scales

Question number	Short description	Correct answer	Curriculum area	Skill assessed
23	Area estimation	A	MCD	estimate and measure area
24	Number pattern	B	St	construct and use sequence rules
25	$71 - 26 =$	45	N	subtraction of positive whole numbers
26	Vertical lines	C	Sp	identify lines as vertical
27	Two way table	C	St	use grids to show possible combinations of two attributes
28	$48 \div 3 =$	16	N	division by single digit divisor
29	Change calculation	B	N	carry out simple money calculations
30	Decimal number line	C	N	place decimals on a number line
31	$23 \times 14 =$	D	N	multiply by integers of two digits
32	Months estimation	D	MCD	estimate and measure time intervals

KEY

MCD – Measurement, chance and data

N – Number

Sp – Space

St – Structure

Year 5 Mathematics

Question number	Short description	Correct answer	Curriculum area	Skill assessed
1	Fraction of a figure	B	N	identify simple fractions
2	$56 + 18 =$	74	N	addition of positive whole numbers
3	Compass direction	D	Sp	use compass points for directions
4	Triangular prism net	A	Sp	represent 3-D shapes using nets
5	Comparing mass	D	MCD	solve problems involving mass
6	Multiples of 5	A	N	recognise multiplication as repeated addition
7	Perimeter of a square	36	MCD	calculate perimeter of a polygon
8	Compass directions	C	Sp	use compass points for directions and describing positions
9	Scale on graph	C	MCD	display uni-variate data in appropriate graphical forms
10	$307 + ? = 342$	A	St	perform computations using multiple operations
11	Telling analogue time	D	MCD	tell and compare time on analogue clocks
12	Most likely event	D	MCD	compare likelihood of events
13	$78 \div 3 =$	A	N	divide by single-digit divisor
14	$2 + 16 ? 4 = 6$	D	St	create and complete number sentences
15	Venn diagram	C	St	use Venn diagrams to show possible combinations of two attributes
16	Pie graph	A	MCD	display uni-variate data in appropriate graphical forms
17	$12 - (6 - 3) =$	D	N	perform computations using multiple operations
18	$1.7 + 1.9 =$	D	N	add decimal numbers
19	Line of symmetry	C	Sp	identify symmetry and asymmetry in shapes
20	Parallelogram area	C	MCD	estimate and measure area
21	Factors of 12	A	N	identify factor sets
22	Number sequence	B	N	describe and complete patterns based on simple criteria
23	Change calculation	B	N	carry out simple money calculations
24	Vertical lines	C	Sp	identify lines as vertical
25	Prime number	B	N	identify prime numbers

Question number	Short description	Correct answer	Curriculum area	Skill assessed
26	Calculation of mean	40	MCD	calculate and interpret mean
27	$4 + ? = 20 - 3$	13	St	create and complete number sentences
28	$23 \times 14 =$	D	N	multiply by integers of two digits
29	Tiling pattern	C	Sp	recognise sub-sets of shapes, including parts of a pattern
30	Number difference	B	St	recognise how number properties can simplify operations
31	Comparing fractions	B	N	order fractions
32	Equal chances	D	MCD	compare likelihood of events
33	Coordinates	B	Sp	use coordinates to describe location
34	Elapsed time	A	MCD	estimate and measure time intervals
35	Months estimation	D	MCD	estimate and measure time intervals
36	Number pattern	B	St	describe and complete patterns based on simple criteria
37	Fraction decimal equivalence	B	N	recognise equivalence of fractions to decimals
38	$10\% \text{ of } 35.00 =$	3.50	N	perform computations involving percentages
39	$2/3 \text{ of } 54 =$	36	N	perform computations involving fractions
40	Reading timetable	13	MCD	interpret timetables in relation to events

KEY

MCD – Measurement, chance and data

N – Number

Sp – Space

St – Structure

Year 7 Mathematics – test 1

Question number	Short description	Correct answer	Curriculum area	Skill assessed
1	Compass direction	D	Sp	use compass points for directions
2	Difference between two numbers	C	N	subtraction of positive whole numbers
3	$78 \div 3 =$	A	N	divide by single-digit divisor
4	Comparing representations of time	B	MCD	tell and compare time on analogue and digital clocks
5	$9.75 - 4.86 =$	A	N	subtract decimal numbers
6*	Venn diagram	C	St	use Venn diagrams to show possible combinations of two attributes
7	Percentage / fraction equivalence	B	N	recognise equivalence of percentages to fractions
8	$192 - 66 =$	126	N	subtraction of positive whole numbers
9	Rectangle dimensions	B	MCD	calculate perimeter and area of a polygon
10	Line of symmetry	C	Sp	identify symmetry and asymmetry in shapes
11	Chance outcomes	A	MCD	predict the outcome of a chance event in qualitative terms
12	$-16 + 5 =$	B	N	perform computations with integers
13	Calculation of mean	C	MCD	calculate and interpret mean
14	$3.6 + 0.65 =$	4.25	N	add decimal numbers
15	Chance calculation	B	MCD	calculate probabilities of chance outcomes
16	Vertically opposite angles	C	Sp	use the properties of parallel lines and transversals to calculate angles (angle D)
17	Corresponding angles	B	Sp	use the properties of parallel lines and transversals to calculate angles
18	Filling bucket	D	N	perform computations involving rational numbers
19	Parallelogram area	C	MCD	estimate and measure area
20	Prism volume	D	MCD	calculate the volume of prisms
21	Number difference	B	St	recognise how number properties can simplify operations
22	Lowest common multiple	D	N	find lowest common multiple
23	$3(x + 2) - 3 =$	A	St	apply algebraic properties to simplify algebraic expressions

* This question did not appear correctly in the printed test paper. It was removed from analysis.

Question number	Short description	Correct answer	Curriculum area	Skill assessed
24	Pyramid net	D	Sp	represent 3-D shapes using nets
25	Two way table	D	MCD	calculate probabilities of chance outcomes
26	$2x + 6 = 38$	16	St	solve equations using inverse operations
27	Square root estimation	D	N	use knowledge of perfect squares in estimating square roots
28	3-dimensional rotation	A	Sp	recognise and apply transformations to shapes
29	Bar graph	11	MCD	interpret uni-variate data displayed in graphical form
30	Fraction calculation	B	N	perform computations involving fractions
31	$2^3 + 4^2 =$	D	N	evaluate from numbers given in base-exponent form
32	Comparing mass	DBCA	MCD	solve problems involving mass
33	Stemplot median	C	MCD	calculate and interpret median
34	Linear function rule	D	St	represent a function by a table of values or a rule
35	Number pattern	D	St	construct and use sequence rules
36	Ordering rational numbers	CBAD	St	order fractions, decimals and percentages
37	Cartesian coordinates	A	Sp	use coordinates to describe location
38	$2/3$ of 54 =	36	N	perform computations involving fractions
39	Reading timetable	13	MCD	interpret timetables in relation to events
40	Network diagram	C	Sp	use network diagrams to specify relationships
41	Tree diagram	C	MCD	use tree diagrams for outcome spaces of multiple events
42	Fraction calculation	C	N	multiply common fractions
43	Linear graph	A	St	represent a function by a graph or a rule

KEY

MCD – Measurement, chance and data

N – Number

Sp – Space

St – Structure

Year 7 Mathematics – test 2

Question number	Short description	Correct answer	Curriculum area	Skill assessed
1	Bus timetable	13:59	MCD	estimate and measure time intervals
2	Length of trip	26	MCD	estimate and measure time intervals
3	Two bus stops	Blake Ave and Oak St	MCD	estimate and measure time intervals
4	Tennis court	12:03	MCD	interpret timetables in relation to events
5	Movie start	Directions	MCD	interpret timetables in relation to events
6	Fair Hills Plaza	14:15 or 2:15 pm	MCD	interpret timetables in relation to events
7	Carla's movie	Maximum	MCD	interpret timetables in relation to events
8	Discount on tickets	\$63	N	perform computations involving percentages
9a	Cost of one drink	\$1.80	St	solve simultaneous equations
9b	Cost of one tub of popcorn	\$2.50	St	solve simultaneous equations
10	Grid reference	F7	Sp	use grid references for describing positions
11	Compass directions	south-west	Sp	use compass points for directions
12	Closest boat	Delta	Sp	interpret maps
13	Distance between boats	15	Sp	use size, scale and direction to describe location
14	Shipwreck position	cross at F4 on grid	Sp	use scales and bearings to specify location and direction
15	Time given average speed	45	MCD	calculate and use constant rates
16	Reef visit	2:20 and 3:10	MCD	estimate and measure time intervals
17	Travel graph	various graphic responses	MCD	display data in appropriate form
18	Whale viewing	10 minute interval between 3:10 and 4:40	MCD	interpret display showing association between bivariate data
19	Number of passengers	100	N	perform computations involving ratios
20a	Profit for Captain Jane	\$2 800	St	solve equations by substitution
20b	Break even for Captain Jane	30	St	solve equations using inverse operations

KEY

MCD – Measurement, chance and data N – Number Sp – Space St – Structure

Appendix 2: Parent Report Descriptors by Standards Level

English – reading

Descriptions of general skills by Standards level

Standards level	Report descriptor
Level 1	Children with this result can generally use context and information about words, letters, combinations of letters and their sounds to make meaning and can use illustrations to extend meaning.
Level 2	Children with this result can generally read short stories and information with familiar content and a small amount of unfamiliar vocabulary. They can locate information, retell ideas in sequence, infer characters' feelings and interpret labeled diagrams.
Level 3	Children with this result can generally read and understand material such as simple novels and newspaper items. They can interpret the main idea and purpose of texts and are aware of how language is used to present information, characters and events in different ways. They can locate, select and record information from texts that contain some unfamiliar ideas.
Level 4	Children with this result can generally read and understand a wide range of printed and multimodal texts which may contain unfamiliar ideas and information. They can describe the purpose, organisation and point of view of informative texts and analyse the characterisation, setting and plot of stories.
Level 5	Children with this result can generally read and interpret printed and multimodal texts that present challenging themes and issues. They can support their interpretations with evidence from the texts and analyse how meanings and messages are conveyed. They can compare the presentation and ideas of different texts and identify cause and effect in informative texts.
Level 6	Children with this result can generally read and analyse contemporary and classical imaginative texts that explore personal and social issues. They understand that texts are shaped by the time, place and setting in which they are created. They can analyse and discuss informative and persuasive texts, synthesise information and compare and contrast features of different texts to draw conclusions.
Level 6+*	Children with this result generally demonstrate high-level competency when reading, analysing and interpreting a wide range of contemporary and classical texts. They understand the relevance of the themes and issues presented in personal and social terms, can compare and contrast informative and persuasive texts and draw conclusions based on a wide range of texts.

* 6+ represents a score that is above Level 6.

English – writing

Descriptions of general skills by Standards level

Standards level	Report descriptor
Level 1	Children with this result can generally form letters correctly, use capital letters and full stops and write simple texts about their lives or other familiar topics.
Level 2	Children with this result can generally write short texts that have some related ideas about familiar topics. They put ideas and events in order and can link ideas in a variety of ways. They accurately use capital letters, full stops and question marks and can convey information to known audiences.
Level 3	Children with this result can generally write several ordered paragraphs using a variety of sentence types, correct verb tenses and punctuation to support meaning. They use supporting details when expressing points of view and write stories which include characters, setting and plot. They include information appropriate to their audience.
Level 4	Children with this result can generally write a variety of texts for different audiences and purposes. They use a variety of sentence structures, a range of vocabulary and use punctuation accurately. They begin to use effective description and simple comparisons in their writing and can identify parts of speech such as nouns and adjectives.
Level 5	Children with this result can generally write texts for different purposes such as speculating, persuading and reflecting. They write extended narratives with well developed storylines and characterisation, arguments to support a point of view and reports on challenging issues. They use a wide range of punctuation accurately and can control grammatical features of their writing such as verb tenses.
Level 6	Children with this result can generally write extended narratives and persuasive texts that deal with complex issues. They control the language features of their writing to present different perspectives, and can use a range of techniques to convince readers to accept particular views of people, events and ideas. Their writing is accurately punctuated and grammatically sound.
Level 6+*	Children with this result generally demonstrate high-level competency when writing texts that are intended to entertain, inform, challenge or persuade their audience. They shape their writing carefully to suit their purpose and can produce texts that explore complex themes. Their writing is accurately punctuated and grammatically sound.

* 6+ represents a score that is above Level 6.

English – spelling

Descriptions of general skills by Standards level

Standards level	Report descriptor
Level 1	Children with this result can generally spell frequently used words such as 'the' and 'do' and a limited range of simple one- and two-syllable words such as 'will' and 'going'.
Level 2	Children with this result can generally spell frequently used words such as 'take' and 'under' accurately. They make use of known spelling patterns and make plausible attempts at unfamiliar words.
Level 3	Children with this result can generally spell most one- and two-syllable words with regular spelling patterns such as 'found' and 'growing', frequently used words with less regular spelling patterns such as 'friend' and 'because'. They use sound and visual patterns when attempting to spell unfamiliar words.
Level 4	Children with this result can generally spell most one- and two-syllable words with commonly seen spelling patterns such as 'sadness', 'caught' and 'although'. They use a range of approaches to spelling and can apply knowledge of visual and sound patterns when attempting more complex and unfamiliar words.
Level 5	Children with this result can generally spell common words and a range of less frequently used words such as 'glimpsed' and 'knowledge'. They use their understanding of sounds and word meaning when attempting complex words such as 'guarantee' and 'ancient' and can generally proofread and correct spelling errors.
Level 6	Children with this result can generally spell most words in their vocabulary including technical terms and less frequently used words such as 'equipment', 'vacuum' and 'socially'. They use their knowledge of sound and word meaning when attempting more difficult words such as 'exhaustion' and 'aeronautical' and can generally proofread and correct spelling errors.
Level 6+*	Children with this result generally demonstrate high-level competency when spelling a significant range of sophisticated words and technical terms such as 'chronology' and 'parallelogram'. Their work is generally free from spelling errors.

* 6+ represents a score that is above Level 6.

Mathematics

Descriptions of general skills by Standards level

Standards level	Report descriptor
Level 1	Children with this result can generally count to 20 and add and subtract by counting backwards and forwards. They identify some simple two and three dimensional shapes. They compare size, capacity and mass of objects and measure using informal units such as paces. They know the days of the week and collect and display information in simple formats.
Level 2	Children with this result can generally order numbers up to 1000, add and subtract two digit numbers and describe simple fractions. They recognise the features of most two- and three-dimensional shapes and describe position on simple maps and grids. They begin to use formal units for measuring, understand the calendar and tell time. They collect and display data and predict results of chance events.
Level 3	Children with this result can generally order whole numbers and decimals. They solve addition, subtraction, multiplication and division problems using whole numbers, simple decimals and fractions. They identify the features of lines and two- and three-dimensional shapes and locate positions on maps using grid references and compass directions. They use measuring instruments and appropriate units to measure objects, interpret timetables and read time displays. They carry out chance experiments, compare likelihood of everyday events and can display data in a variety of formats. They use number properties and devise simple number patterns.
Level 4	Children with this result can generally order positive and negative numbers on a number line, multiply and divide whole numbers and add and subtract decimals and fractions. They identify square, prime and composite numbers and understand factors. They use equivalent representations of common fractions, decimals, ratios and percentages. They classify shapes by features, and apply transformations such as enlargement. They use coordinates, scale and direction for location on maps and grids. They measure objects, time and angles accurately using metric units. They calculate probabilities for chance events, and interpret data displays. They identify relationships between variables.
Level 5	Children with this result can generally understand and calculate with equivalent fractions, factors, squares, square roots, ratio and indices. They construct and interpret two- and three-dimensional shapes, lines and angles, and use graphs to solve problems. They use rules to calculate area and volume. They calculate probabilities for simple and multiple event outcomes and use a variety of data displays and data measures. They investigate properties of linear and other simple functions and solve related equations using tables, graphs and algebra.

Standards level	Report descriptor
Level 6	Children with this result can generally interpret, represent and do calculations with rational numbers and some irrational numbers in a variety of forms. They use a range of functions and algebraic techniques, construct and interpret graphs, and solve related equations. They choose appropriate measurement units and formulas to calculate length, area and volume and operate with two- and three-dimensional shapes including circles and spheres. They calculate probabilities, carry out simulations and construct surveys. They use a range of techniques and strategies to interpret, verify and modify the reasoning used to solve problems.
Level 6+*	Children with this result can generally demonstrate a high ability to work with numbers in a variety of forms. They use formulas to calculate length, area and volume and operate with two- and three-dimensional shapes including circles and spheres. They calculate probabilities and carry out simulations and construct surveys. They use a range of techniques and strategies to interpret, verify and modify the reasoning used to solve problems. They identify a variety of functions and their graphing features.

* 6+ represents a score that is above Level 6.

**The VCAA provides curriculum and assessment for Prep to Year 12.
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