

# 2007 reporting guide



**Achievement  
Improvement  
Monitor**

**Data**

Year 9



**Achievement Improvement Monitor  
Assessment Program**

**AIM 2007 STATE-WIDE TESTS**

**REPORTING GUIDE –  
DATA**

**YEAR 9**

Published by the Victorian Curriculum and Assessment Authority  
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## AIM Helpdesk

A toll free telephone service operates to assist schools with their 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 and public holidays, a message service operates.

**Freecall**      **1800 648 637**

**Fax**            **(03) 9225 2333**

**Email**         **[vcaa.aim.help@edumail.vic.gov.au](mailto:vcaa.aim.help@edumail.vic.gov.au)**

**Website**      **[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)**

### Future dates for AIM tests

#### Years 3, 5 and 7

Mathematics      31 July 2007

English          1 August 2007

#### National tests - Years 3, 5, 7, and 9

To be confirmed



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# Introduction

The AIM State-wide Testing Program in May 2007 assessed Year 9 students in English (Reading, Writing and Spelling) and Mathematics (Measurement, chance and data, Number, Space, and Structure).

The Year 9 AIM 2007 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 2007 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 Year 9. 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 Year 9 AIM 2007 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 2007 Professional Development sessions for the AIM Data Service will be conducted during October and November 2007. Information about the dates and venues will be available on the VCAA website in Term 3.

## 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
- the *AIM 2007 Reporting Guide – Data Year 9*
- individual reports for parents of Year 9 students (see Section 3, pages 31–33).



## Glossary

### Data presentation

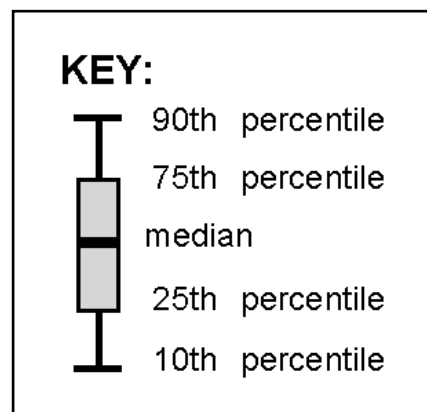
#### Box-and-whisker (box plot) format

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 2007 '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 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**

<b>AIM</b>	Achievement Improvement Monitor
<b>ATSI</b>	Aboriginal and Torres Strait Islander
<b>LBOTE</b>	Language Background Other Than English
<b>Standards</b>	Victorian Essential Learning Standards
<b>Domain</b>	Areas of knowledge, skills and behaviours considered essential in the education and development of students.
<b>Dimension</b>	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

#### Writing scores for Year 9

There are two components scored to generate valid Writing scores:

- the Writing Test
- short-answer questions.

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

#### Spelling scores for Year 9

There are two components scored to generate valid Spelling scores:

- editing and multiple-choice questions
- Spelling in the Writing Test.

To be given a score for Spelling a student must complete at least the Spelling questions in the English Test.

#### Mathematics scores for Year 9

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. At this time, national benchmarks for Year 9 have not been established.

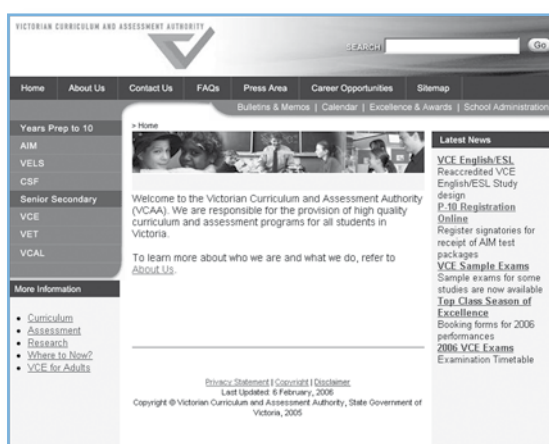
# Section 1: AIM Data Service

## Access

The AIM State-wide Testing student results and school data are available on the AIM Data Service webpage.

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

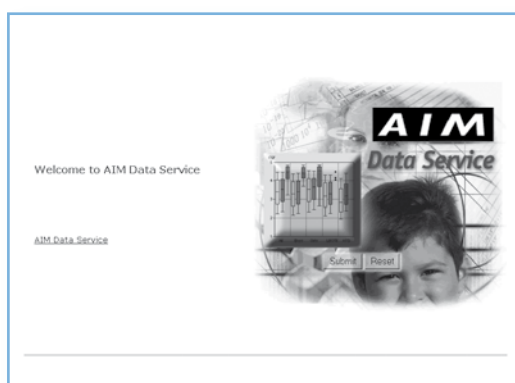
This screen will appear:



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

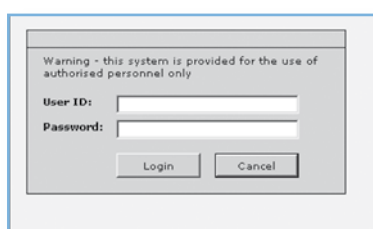
On the AIM screen, in the body of the text, click on 'AIM Data Service'.

This screen will appear:



Click on 'AIM Data Service' system login.

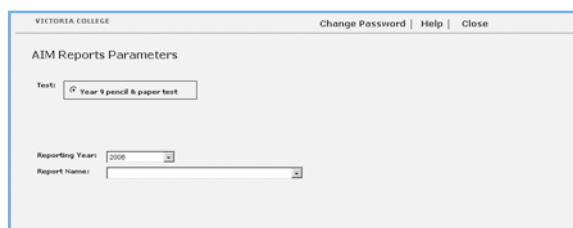
You will see the login screen.



Enter the school identification login name (User ID) and password. Passwords are case sensitive.

If a password is lost at the school level, the principal must contact the AIM Helpdesk on Freecall 1800 648 637, or by email <vcaa.aim.help@edumail.vic.gov.au>.

This screen will appear:



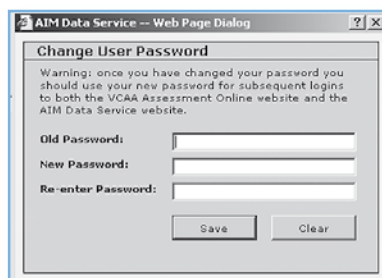
**Note:** When a school logs on to the AIM Data Service, the test frame on the 'AIM Reports Parameters' screen will be customised to the level and type of tests completed by students at that school so the screen will vary depending on the tests attempted by students in that school in the period 1999 to 2007.

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

For 2007, the 'Reporting Years' menu can offer 2003, 2004, 2005, 2006 and 2007. 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 12 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.



**Note:** A password must consist of a minimum of six characters (no spaces), which includes one letter and one number. Passwords are case sensitive.

## Accessing a report

Start from the initial 'AIM Reports Parameters' screen (see page 6).

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.

VICTORIA COLLEGE Help | Close

AIM Reports Parameters

Test: ☐ Year 9 pencil & paper test

Reporting Year: 2006

Report Name:

- Report 1 - Student Achievement Level Report
- Report 2 - Student Response Report
- Report 3 - Group Summary Report
- Report 4 - Short Answer Response Report
- Report 5 - Writing Summary Report
- Report 6 - School Summary Report
- Report 7 - Five-year Trend Data Report
- Report 8 - School Matched Group Comparison Report
- Report 9 - Student Comparison Report
- Report 10 - Student School Comparison Report

When a report is selected, additional parameters will be displayed, as shown below for Report 3.

VICTORIA COLLEGE Change Password | Help | Close

AIM Reports Parameters

Test: ☐ Year 9 pencil & paper test

Reporting Year: 2006

Report Name: Report 3 - Group Summary Report

Assign Students to Classes

☒ All Students

☐ Class Code:

Preview Report Clear

READING

Box plot chart showing reading scores for different groups: All, Boys, Girls, LBOTE, ATIS.

## Selection criteria

The selection criteria are the additional options that are available once the Report Name has been selected. The available options will vary 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, set up previously by the school, can be generated by selecting a class from the 'Class Code' drop-down menu. See below for details on how to assign students to classes.

- **Student selection**

Some reports allow reporting on all students or, by selecting the required name from the 'Student Name' drop-down menu, one specific student. 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 four years previous to the Test and Reporting Year initially selected. If 2007 is the selected Reporting Year then reports for 2001, 2002, 2003, 2004, 2005 or 2006 can be accessed by choosing from the Year drop-down menu. Click on the down arrow and select the required year. For Year 9 tests, as 2006 was the first year that Year 9 AIM State-wide Testing was conducted, there is no data to report on for years prior to 2006.

- **Filters**

The Matched 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 26 for further details).

To close a report screen or a preview report and return to the initial 'AIM Reports Parameters' screen, click '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 the names of the selected group of students appears on the screen, and the 'Class' drop-down menu is available to the right of each student name.

**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 the 'Delete' column next to the class name.

Help | Close

### Create / Delete Classes

Enter New Class Code:  Save

Select Reporting Test: Year 9 pencil & paper test Clear

Class Code	Reporting Test	Delete ?
AAA	Year 9 pencil & paper test	<a href="#">Delete</a>
ZZZ	Year 9 pencil & paper test	<a href="#">Delete</a>

[Previous Page](#) [Next Page](#)

Click the 'Create/Delete Classes' button and follow the directions to create classes. Please note that class names can only consist of three alphanumeric characters, e.g. 9DK.

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 then 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 by displaying it on the screen.

The functions available from this screen are displayed on the top right of the screen:

**Preview All Pages | Print | Export | Close**

'Preview All Pages' enables you to view all the pages of a longer report on a single 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. 'Export to Microsoft Word' will only work with versions of Microsoft Word 2002 or later.

'Close' closes the 'Preview Reports' screen.

## Extract function

The AIM Data Service has an 'extract function' that enables schools to extract report data in a tabular format. The selected data is extracted into a comma separated values (CSV) file format that can either be saved as a MS Excel document or imported into MS Access for further analysis and charting.

Schools are able to extract data at both the school level and student level, and can also extract state means and percentiles for outcome scores.

The extract function can be accessed through the 'Extract' link located on the top right of the initial AIM Reports Parameter screen. The 'Extract' function screen is shown below. Instructions on how to run the extract function can be found in the online Help section within the AIM Data Service.

Help | Close

Year: ☐ 2003 ☐ 2004 ☐ 2005 ☐ 2006 ☐ 2007

Test: ☐ Year 3 pencil & paper test ☐ Year 5 pencil & paper test ☐ Year 7 pencil & paper test

Study: ☐ English ☐ Math ☐ Both

Groups: ☒ Outcome Level Data ☒ Question Level Data ☒ State Data ☒ School Data ☒ School File

Outcome Level Data: ☒ Student Name ☐ Student Scores for Outcome ☐ Class ☐ Date of Birth ☐ Gender ☐ LBOTE ☐ ATSI ☐ Home School Name ☐ Reporting School Name

Question Level Data: ☒ Student Name ☐ Question Number ☐ Outcome Name ☐ Dimension Name ☐ Student Response ☐ Student Score ☐ Correct Answer ☐ Max Score ☐ Select All

State Data: ☐ Outcome Mean ☐ Percentile Scores ☐ Select All

School Data: ☐ Outcome Mean ☐ Percentile Scores ☐ Select All

School File: ☒ Home School Name ☐ Reporting School Name ☐ Like School Group ☐ Select All

☐ Select All

Extract Clear

## 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 (labelled 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 16–17).
- **Report 2:** ***Student Response Report*** – provides detailed information on results for either one student or for a group of students (see pages 18–19).
- **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 20).
- **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 21).
- **Report 5:** ***Writing Summary Report*** – summarises group performances on the Writing Test for each Victorian Essential Learning Standards level (see page 22).
- **Report 6:** ***School Summary Report*** – displays results for student groups for each year from 2000 to 2007 across all available dimensions. As 2006 was the first year that the VCAA conducted AIM testing for Year 9, no data is available for Year 9 prior to 2006. (see page 23).
- **Report 7:** ***Five-year Trend Data Report*** – displays trend data for student groups linking performance across the five years for each dimension tested (see page 24). As 2006 was the first year that the VCAA conducted AIM testing for Year 9, no trend data is available for Year 9 prior to 2006.
- **Report 8:** ***School Matched Group Comparison Report*** – compares the results for students in a school who undertook the Year 9 test in 2007 with their results if they also undertook the test in Year 7 in 2005 (see page 25).
- **Report 9:** ***Matched Student Comparison Report*** – presents, in tabular format, the Standards level achievement of students for 2005 compared to 2007, for students who undertook the Year 7 test in 2005 and the Year 9 test in 2007 (see page 26).
- **Report 10:** ***Student-School Comparison Report*** – shows, for an individual student, Year 7 results in 2005 compared to Year 9 results in 2007. This report also shows the student's performance in 2005 and 2007 relative to other students in the state and other students in the school (see page 27).
- **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 7 for 2005 compared to the student's ranking relative to all other students in the state in Year 9 for 2007 (see page 28).

## Summary of reports availability

Report Number	Report Name	Year 3	Year 5	Year 7	Year 9
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		✓		✓

**Note:** Reports for AIM Online are also available for Reports 1–7 for the years in which it was conducted.

## AIM 2007 Reports summary

Report name	Report function	Reporting criteria	Possible uses for report
<b>1. Student Achievement Levels Report</b>	<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"> <li>graphical format (box plots)</li> <li>tabular format (lists numeric values).</li> </ul> <p>the tabular format identifies students above and below the national benchmarks in Reading, Writing and Mathematics. However, no national benchmarks are available for Year 9.</p>	<p>Reports for:</p> <ul style="list-style-type: none"> <li>an individual student</li> <li>a year level</li> <li>individual classes</li> <li>other groups of students such as girls, boys, LBOTE or ATSI students.</li> </ul> <p>Reports on:</p> <ul style="list-style-type: none"> <li>Reading, Writing, Spelling and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>identify an individual student's general strengths and weaknesses at a glance</li> <li>investigate the performances of individual students in domains or dimensions</li> <li>summarise the information in the parent reports and can be provided to parents if a copy is required</li> <li>compare the achievement levels of all students in a defined group in a particular dimension</li> </ul>
<b>2. Student Response Report</b>	<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>Reports for:</p> <ul style="list-style-type: none"> <li>an individual student</li> <li>a year level</li> <li>individual classes</li> <li>other groups of students such as girls, boys, LBOTE or ATSI students.</li> </ul> <p>Reports on:</p> <ul style="list-style-type: none"> <li>Reading, Writing, Spelling and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>identify for individual students, items answered correctly and incorrectly</li> <li>establish which students in the selected group are able to answer the question correctly</li> <li>identify class trends and areas of curriculum content which may need attention</li> <li>study the performance of groups item by item (i.e. to compare the performance of girls and boys)</li> <li>compare the percentage of students in the group with the percentage of students state-wide who correctly answered each item</li> <li>analyse responses of individual students to diagnose students' understanding of particular concepts</li> <li>help teachers explain the students' grasp of concepts to parents (parents may be given copies of the report for their own child)</li> </ul>
<b>3. Group Summary Report</b>	<p>Summarises results for groups of students in Reading, Writing, Spelling and Mathematics.</p>	<p>Reports for:</p> <ul style="list-style-type: none"> <li>a year level</li> <li>individual class.</li> </ul> <p>Reports on:</p> <ul style="list-style-type: none"> <li>Reading, Writing, Spelling and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>compare the results of students in the school, class or group with state results</li> <li>analyse quickly the performance of the school or class and of groups according to gender, LBOTE and ATSI status in each dimension</li> </ul>

Report name	Report function	Reporting criteria	Possible uses for report
<b>4. Short Answer Response Report</b>	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"> <li>a year level</li> <li>individual class</li> <li>other groups of students such as girls, boys, LBOTE or ATSI students.</li> </ul> <p>Reports on:</p> <ul style="list-style-type: none"> <li>Reading, Language Conventions, Spelling, Measurement, chance and data, Space, Number and Structure.</li> </ul>	<ul style="list-style-type: none"> <li>compare the percentage of questions answered correctly by the selected group with the state or 'like' school where applicable</li> <li>analyse the performance of the school or class and of groups according to gender, LBOTE and ATSI status in each dimension</li> </ul>
<b>5. Writing Summary Report</b>	<p>Summarises group performances on the centrally assessed Writing Test 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"> <li>a year level</li> <li>individual class</li> <li>other groups of students such as girls, boys, LBOTE or ATSI students.</li> </ul> <p>Reports on:</p> <ul style="list-style-type: none"> <li>Writing Test scores.</li> </ul>	<ul style="list-style-type: none"> <li>compare school scores and state-wide distributions for centrally assessed scores.</li> <li>provide data in analysing student writing skills in Texts and Contextual understanding and Linguistic structures and features.</li> <li>provide data on the level of Spelling skill demonstrated in student's writing</li> <li>compare the progress of classes and identify strategies that might lead to improvements</li> </ul>
<b>6. School Summary Report</b>	<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; however, no data is available for Year 9 prior to 2006.</p>	<p>Reports for:</p> <ul style="list-style-type: none"> <li>a year level</li> <li>groups of students such as girls, boys, LBOTE or ATSI students.</li> </ul> <p>Reports on:</p> <ul style="list-style-type: none"> <li>Reading, Writing, Spelling and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>compare the performance of Year 9 students relative to students in the state and students in 'like' schools</li> <li>compare the performance of students in any one dimension relative to their performance in another dimension.</li> </ul>
<b>7. Five-year Trend data Report</b>	<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>For Year 9, no data is available prior to 2006.</p>	<p>Reports for:</p> <ul style="list-style-type: none"> <li>a year level</li> <li>groups of students such as girls, boys, LBOTE or ATSI students.</li> </ul> <p>Reports on:</p> <ul style="list-style-type: none"> <li>Reading, Writing, Spelling and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>compare the performance of different groups of students in any one dimension over a five-year period; however, no data is available for Year 9 prior to 2006</li> <li>investigate how the school's performance, relative to 'like' schools, is changing over time.</li> </ul>

Report name	Report function	Reporting criteria	Possible uses for report
<b>8. School Matched Group Comparison Report</b>	Displays growth data for students in the state and school using students who undertook the Year 7 tests in 2005 and the Year 9 tests in 2007.	<p>Reports for:</p> <ul style="list-style-type: none"> <li>a year level</li> <li>groups of students such as girls, boys, LBOTE or ATSI students.</li> </ul> <p>Reports on:</p> <ul style="list-style-type: none"> <li>Reading, Writing, Spelling and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>compare the change in performance of the same cohorts of students between 2005 and 2007 (i.e. how did the performance of Year 7 students in 2005 compare to their performance now that they are in Year 9 in 2007)</li> <li>investigate the rate of progress of a cohort of students over time relative to other students in the state</li> </ul>
<b>9. Matched Student Group Comparison Report</b>	Displays the Standards level of students who undertook the Year 7 tests in 2005 and the Year 9 tests in 2007 for whom there are matched results from Year 7 2005.	<p>Reports for:</p> <ul style="list-style-type: none"> <li>all matched students or</li> <li>groups of students such as girls, boys, LBOTE or ATSI students</li> <li>specified rankings of students such as the top 10 per cent of students, bottom 15 per cent of students</li> <li>specified degrees of improvement (or lack of improvement) such as students who have improved by no more than one Standards level, students who have made no improvement or have gone backwards.</li> </ul> <p>Reports on:</p> <ul style="list-style-type: none"> <li>Reading, Writing, Spelling and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>identify groups of students that have made little progress between 2005 and 2007 so that the school may develop intervention programs to assist these students</li> <li>identify groups of students that have made significant progress between 2005 and 2007 so that the school may develop appropriate extension programs for these students</li> </ul>
<b>10. Student-School Comparison Report</b>	Displays growth data for students in the state and for individual students who undertook both the Year 7 tests in 2005 and the tests in Year 9 in 2007.	<p>Reports for individual students compared to:</p> <ul style="list-style-type: none"> <li>all students or</li> <li>groups of students such as girls, boys, LBOTE or ATSI students.</li> </ul> <p>Reports on:</p> <ul style="list-style-type: none"> <li>Reading, Writing, Spelling and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>determine the change in individual students' performance between 2005 and 2007 (i.e. how did the students' Year 7 2005 results compare to their performance now they are in Year 9 2007)</li> <li>determine a student's rate of progress over time relative to other students in the state</li> </ul>
<b>11. Students Ranking Comparison Report</b>	Displays an individual's percentile rank in 2005 and 2007 (for those students who undertook the Year 7 tests in 2005 and the Year 9 tests in 2007) relative to all other students in the state.	<p>Reports for individual students compared to:</p> <ul style="list-style-type: none"> <li>all students in the state.</li> </ul> <p>Reports on:</p> <ul style="list-style-type: none"> <li>Reading, Writing, Spelling and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>determine the ranking of individual students (in either 2005 or 2007 and within either Reading, Writing, Spelling and Mathematics) relative to all other students in the state</li> <li>establish individual student's ranking in 2005 and compare it to their ranking in 2007</li> </ul>

## Report 1: Student Achievement Level Report

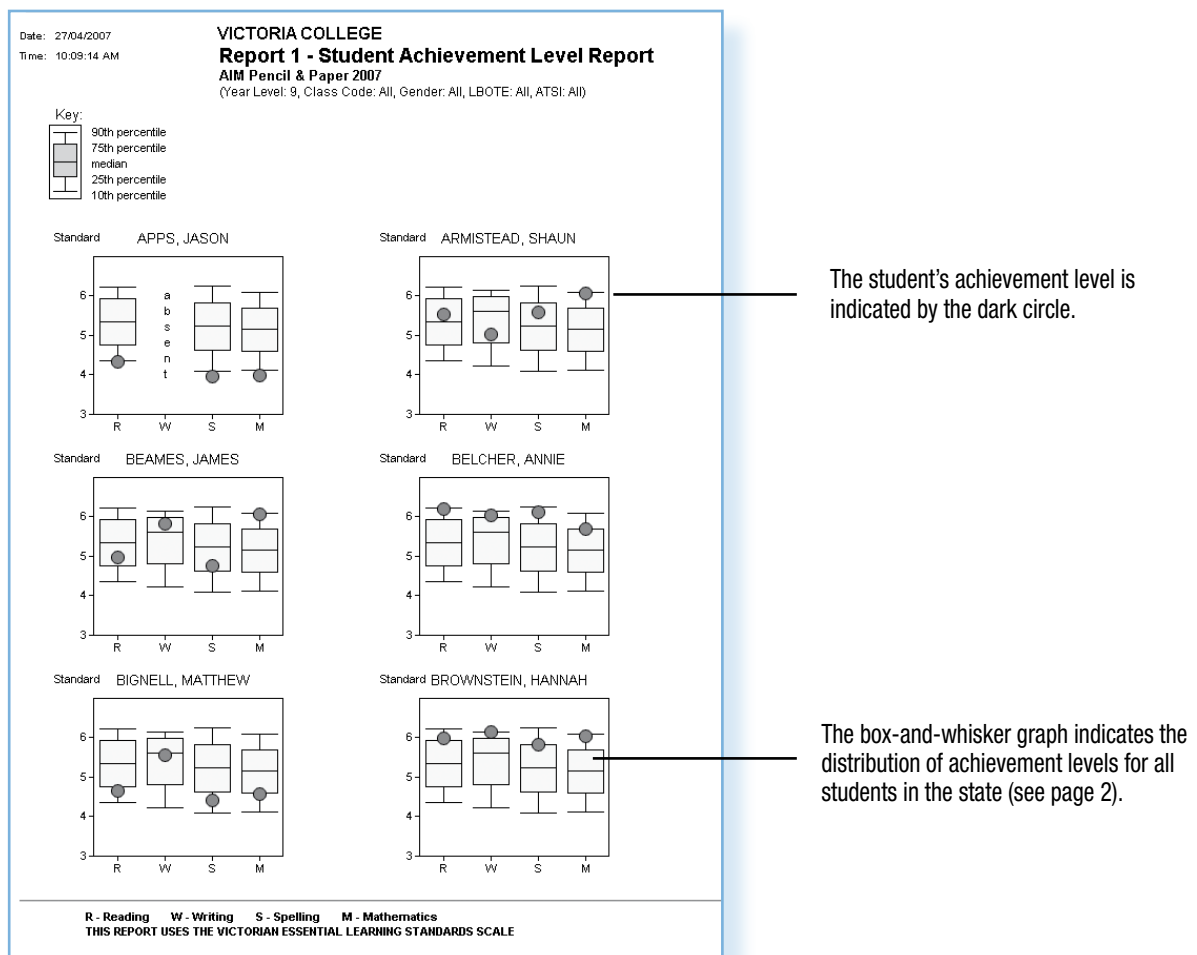
This report provides data for individual students who completed Year 9 tests and reports on Reading, Writing, Spelling and Mathematics.

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.

Please note that there are no national benchmarks available for Year 9.

### Example of Year 9 Student Achievement Level Report in graphical format:



## Example of Year 9 Student Achievement Level Report in tabular format:

Date: 10/03/2007

Time: 5:44:14 PM

**VICTORIA COLLEGE**  
**Report 1 - Student Achievement Level Report**  
**AIM Pencil & Paper 2007**  
(Year Level: 9, Class Code: All, Gender: All, LBOTE: All, ATSI: All)

There are no National Benchmarks available for Year 9

**Student Name**

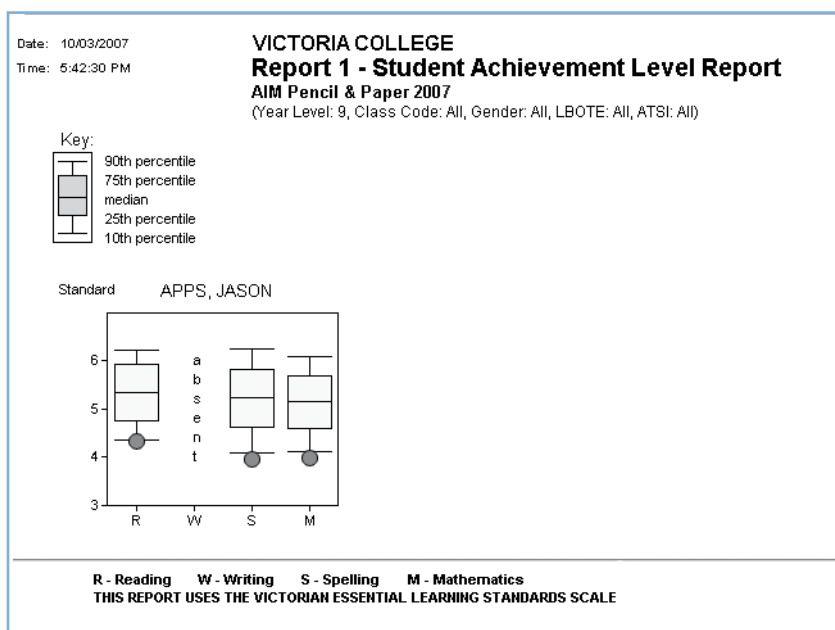
	<b>READING</b>	<b>NB</b>	<b>WRITING</b>	<b>NB</b>	<b>SPELLING</b>	<b>NB</b>	<b>MATHS</b>	<b>NB</b>
APPS, JASON	4.3		*		4.0		4.0	
ARMISTEAD, SHAUN	5.5		5.0		5.6		6.1	
BEAMES, JAMES	5.0		5.8		4.8		6.1	
BELCHER, ANNIE	6		6.0		6.1		5.7	
BIGNELL, MATTHEW	4		5.6		4.4		4.6	
BROWNSTEIN, HANNAH	6		6.1		5.8		6.0	
CHISHOLM, JACQUELINE	5.5		5.3		4.9		5.5	
CREES, JESSICA	7.0		6.4		6.0		5.8	
CURRELL, SAM	4.9		4.4		4.8		6.0	
DOEVEN, LUKE	4.9		4.6		4.4		4.7	
DUYNHOVEN, BRENDAN	5.7		5.8		6.1		5.4	
FIMMEL, ERIN	4.3		4.2		4.8		4.4	
GUNN, LETITIA	5.2		5.8		5.1		6.1	
HANEGRAAF, VIVIEN	4.5		5.3		4.8		5.3	
HASSETT, NICHOLAS	*		*		*		*	
HINTUM, LEANNE	6.4		6.5		6.5		5.6	

(\*) Student absent for the outcome.

Page: 1 of 2

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

## Example of Year 9 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 9 tests and reports on Reading, Writing, Spelling and Mathematics.

The 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 and 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. Please note that there are no national benchmarks available for Year 9.

The report for Writing includes the responses to the short-answer Writing Conventions items in the English Test as well as scores for the Writing Test. The report for Spelling includes short-answer Spelling items, editing and the score given for Spelling in the Writing Test. The Mathematics results are in two reports, one for Mathematics Test 1 and one for Mathematics Test 2.

### Example of Student Response Report:

Date: 10/03/2017  
Time: 5:45:06 PM

# VICTORIA COLLEGE

## Report 2 - Student Response Report

### AIM Pencil & Paper 2007

(Year 9, Group: ALL, Class: All)

Maths - Item Order













Item Number	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	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
Answer Key	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Benchmark comparison is shown in this column; however, there are no national benchmarks established for Year 9.

- 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 19 for other label legends).

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

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

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

Date: 10/03/2007

Time: 5:45:59 PM

VICTORIA COLLEGE

Report 2 - Student Response Report

AIM Pencil & Paper 2007

(Year 9, 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	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44		
Total Item Correct	41	42	43	34	39	39	24	35	40	37	25	31	36	29	14	30	29	17	33	21	19	16	11	11	2	21	33	21	11	18	22	6	22	20	22	14	29	19	27	12	16	9	21	10		
% Correct (Group)	96	96	100	79	91	91	56	81	93	86	58	72	84	67	33	70	67	40	77	49	44	37	26	26	5	49	77	49	26	42	51	14	51	47	51	33	67	44	63	26	36	21	49	23		
% Correct (State)	91	93	89	97	89	77	70	85	91	89	68	75	67	65	59	75	64	66	88	65	67	76	70	57	41	65	80	68	68	48	40	33	46	40	30	56	52	52	66	36	38	51	92			
Number of students in group	43																																													
Number of students absent for the test	NA																																													
Median Score Group	24.8											Mean Score Group											24.4											Standard Deviation Group											7.0	
Median Score State	28											Mean Score State											27.9											Standard Deviation State											7.4	
Students in this group have learnt the topics covered in these items well (70% - 100% correct)																																														
Items	1, 2, 3, 4, 5, 6, 8, 9, 10, 12, 13, 16, 18, 27.																																													
Students in this group are less familiar with the topics covered in these items (30% - 69% correct)																																														
Items	7, 11, 14, 15, 17, 18, 20, 21, 22, 25, 26, 28, 30, 31, 33, 34, 35, 36, 37, 38, 39, 41, 43.																																													
Students in this group have performed poorly with the topics covered in these items (0% - 29% correct)																																														
Items	23, 24, 29, 32, 40, 42, 44.																																													

✓ = 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: 4 of 4

## Legend

CT = Centrally assessed Writing Texts and Contextual understanding

CL = Centrally assessed Writing Linguistic structures and features

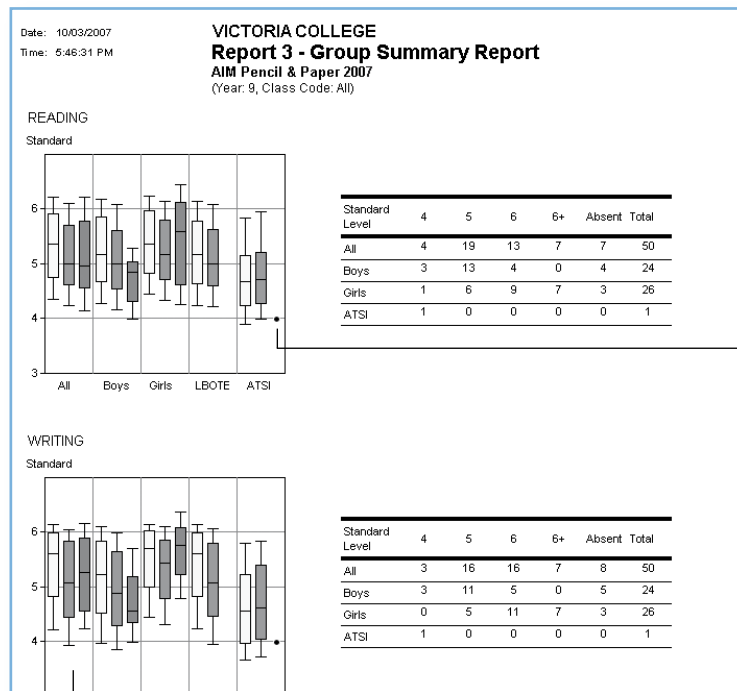
SP = Spelling in the centrally assessed Writing Test

## Report 3: Group Summary Report

This report provides data on groups of students who completed Year 9 tests and reports on 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 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).

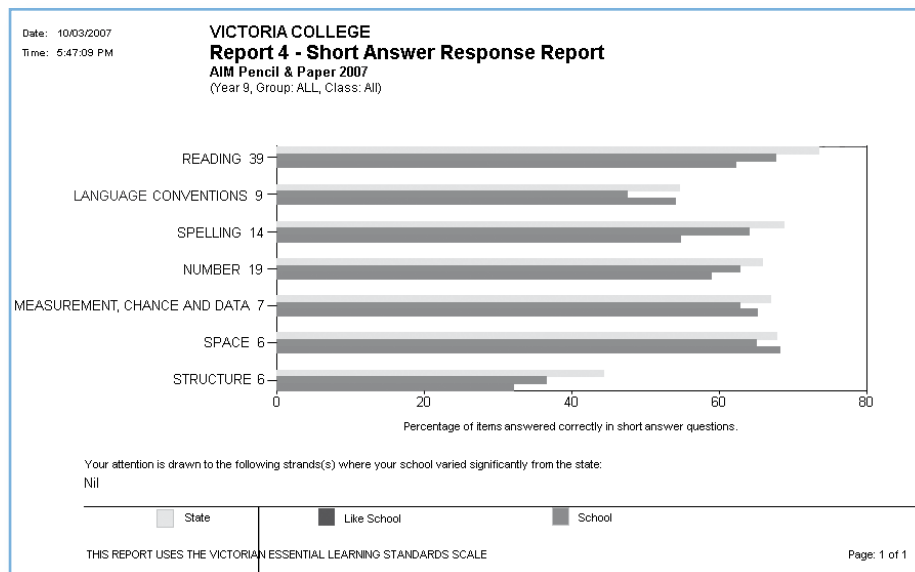
- The first box-and-whisker graph shows the distribution and median performance of students in the state.
- The second box-and-whisker graph shows the distribution and median performance of students in 'like' schools.
- The third box-and-whisker graph shows the distribution and median performance of students in the school group.

## Report 4: Short Answer Response Report

This report provides data on the percentage of items successfully completed for Year 9 tests and reports on Reading, Language Conventions, Spelling, Number, Measurement, chance and data, Space and Structure.

The Dimension Summary shows the average score (expressed as a percentage) for each dimension assessed and displays these results for the selected group, the state and the 'like' school group.

### Example of Short Answer Response Report:



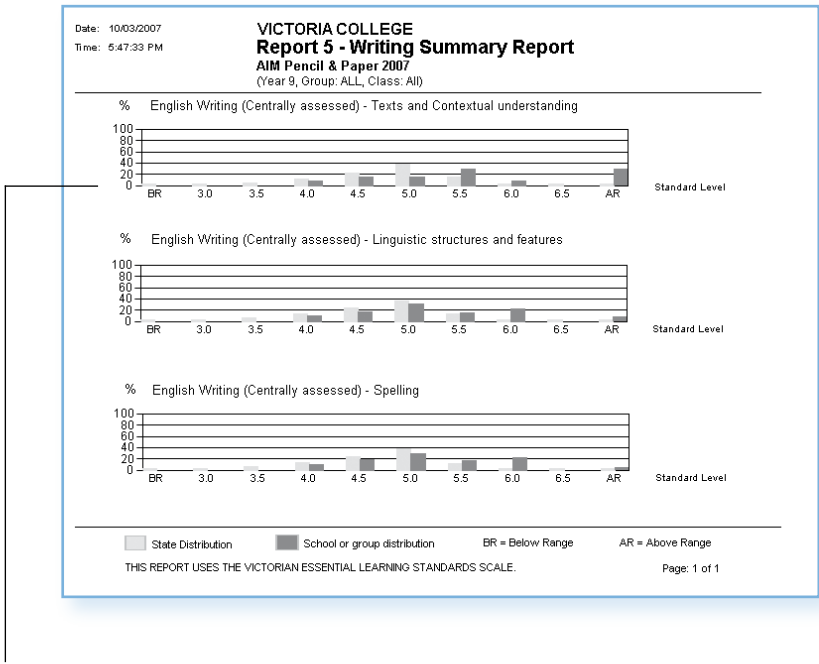
This figure shows the number of items that contribute to this report.

Report 5: Writing Summary Report

This report provides data on groups of students who completed Year 9 tests and reports on Writing (TCU and LSF) and Spelling in Writing.

This report is presented using bar graphs for Texts and Contextual understanding (TCU), Linguistic structures and features (LSF) and Spelling in Writing (SP). The frequency with which Standards levels were assigned to students within schools and across the state is shown.

Example of Writing Summary Report:



Shows the frequency of results for each Standards level.

Legend	
AR	Above Standards level 6.5
BR	Below Standards level 3.0

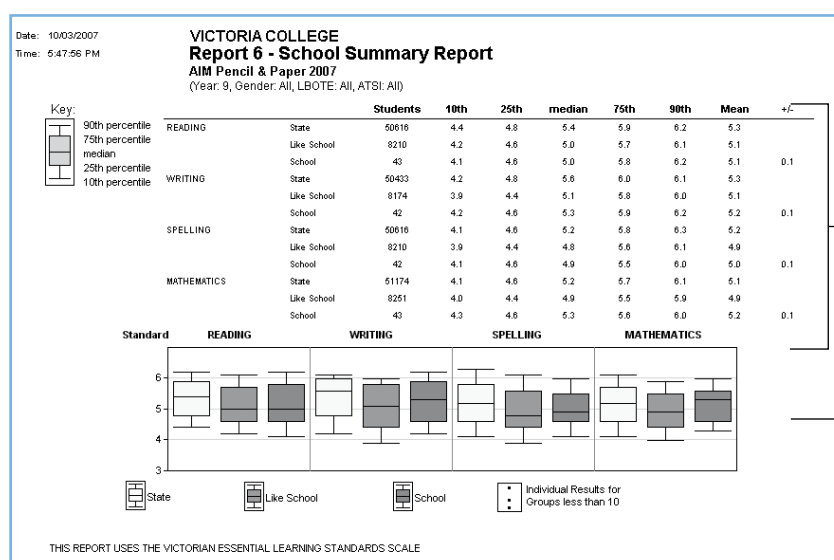
## Report 6: School Summary Report

This report provides data on groups of students who completed Year 9 tests and reports on Reading, Writing, Spelling and Mathematics.

This report shows summary results for students in Year 9 for the years 2006 and 2007. 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. For Year 9, only results for 2006 and 2007 are available.

Data is available in Reading, Writing, Spelling and Mathematics.

### Example of 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 receive the same result.

## Report 7: Five-year Trend Data Report

This report provides data on groups of students who completed Year 9 tests and reports on Reading, Writing, Spelling and Mathematics.

This report shows summary results for students in Year 9 in the areas of Reading, Writing, Spelling and Mathematics. The report shows this data for the school, 'like' schools and the state. Data in this report also shows:

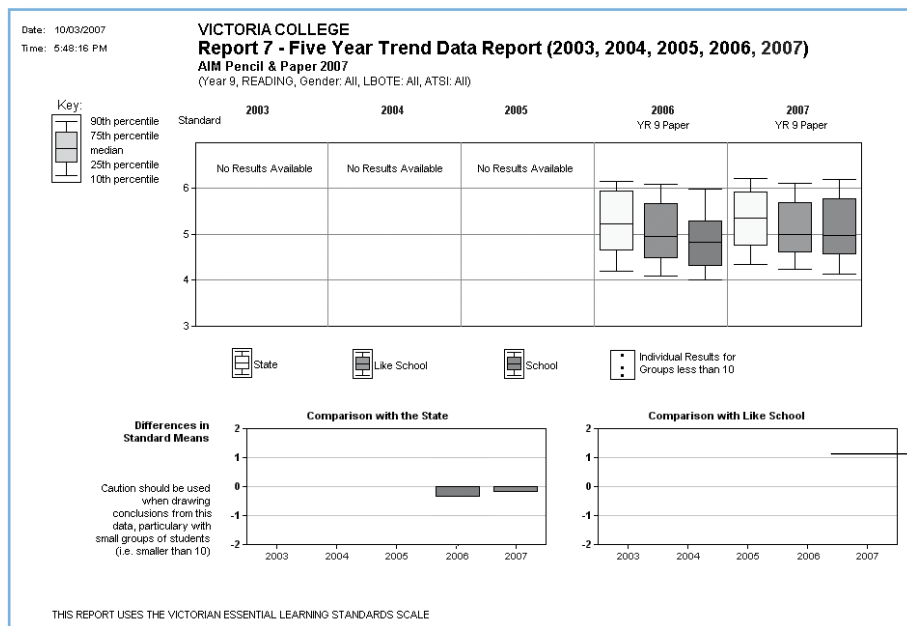
- the difference between a school's mean result and the state's mean result
- the difference between a school's mean result and the mean of other schools in the school's 'like' school grouping, where applicable.

For a definition of the 'mean' see page 2.

This report is designed to reflect trends in results over time. For Year 9, no data is available prior to 2006.

Data is available in Reading, Writing, Spelling and Mathematics for Year 9 in 2006 and 2007.

### Example of Five-year Trend Data Report:



**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

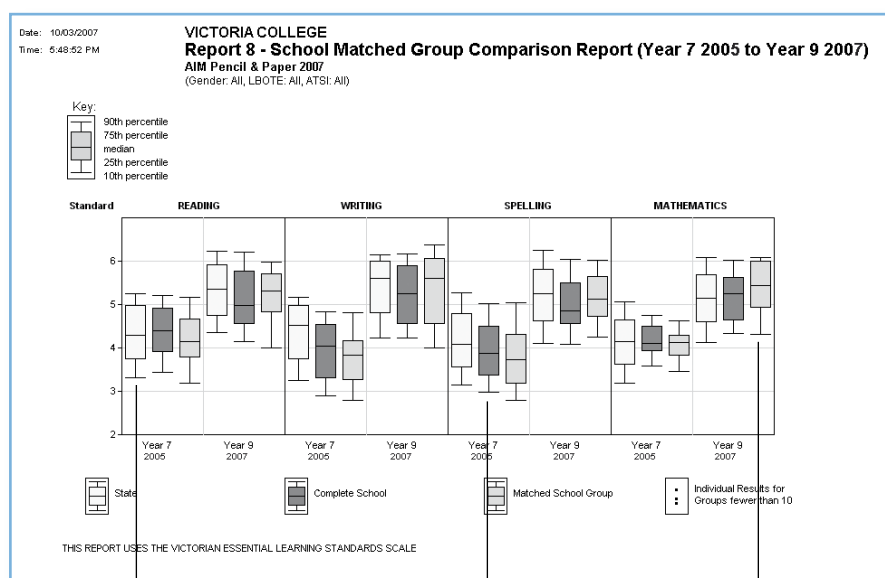
This report provides data on groups of students who completed Year 9 tests and reports on Reading, Writing, Spelling and Mathematics.

This report shows the growth between 2005 and 2007 of students who undertook the Year 7 tests in 2005 and the Year 9 tests in 2007. 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 7 2005 and Year 9 2007 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 2005 and 2007 (i.e. how the performance of Year 7 students in 2005 compares to their performance now they are in Year 9 2007). 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.

In the case where the school completed AIM Online Year 7 tests in 2005, this will be indicated in the report header. If a school completed both online and pencil and paper tests for Year 7 in 2005, the pencil and paper results will be used for comparison in this report.

### 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 7 and Year 9.



## Report 9: Matched Student Comparison Report

This report provides data on individual students and groups of students who completed Year 9 tests and reports on Reading, Writing, Spelling and Mathematics.

This report tabulates the Standards level of individual students when they undertook the Year 7 tests in 2005 compared to their performance when they undertook the Year 9 tests in 2007. The report primarily lists the change between 2005 and 2007 for selected groups of students but also shows the average change for the state, for 'like' schools and for the school. Students who did not attend the current school in 2005 are denoted by an asterisk (\*). These data are longitudinal in nature and are useful for identifying groups of students that have made either little, or significant, progress between 2005 and 2007. 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. Please note: some students may not appear listed in this report. This report will only list students that the system has been able to match to Year 7 results in 2005.

In the case where the school completed AIM Online Year 7 tests in 2005, this will be indicated in the report header. If a school completed both online and pencil and paper tests for Year 7 in 2005, the pencil and paper results will be used for comparison in this report.

### Example of Matched Student Comparison Report:

Date: 04/04/2007  
Time: 11:04:05 AM

**VICTORIA COLLEGE**  
**Report 9 - Matched Student Comparison Report (Year 7 Online 2005 to Year 9 2007)**  
**AIM Pencil & Paper 2007**  
(Gender: All, LBOTE: All, ATSI: All, Class: All, Order by Student Name (A-Z))  
**NOTE: This report only lists students for whom there are matched details from the previous test period.**

Note: Spelling is not reported for Year 7 Online.

	READING				WRITING				MATHEMATICS			
	2005	2007	Diff	±	2005	2007	Diff	±	2005	2007	Diff	±
State Mean	4.3	5.2	.9	.0	4.3	5.2	.9	.0	4.1	4.9	.8	.0
Like School Mean	4.3				4.2				4.1			
School Mean (Complete School)	4.8	5.7	.9	.0	4.9	5.7	.8	.0	4.7	5.6	.9	.0
N of Students (Complete School)	130				130				131			
Matched Cohort Mean	4.8	5.7	.9		4.9	5.7	.8		4.7	5.6	.9	
N of Students (Matched Cohort)	114				114				115			
Matched Cohort %	87%				87%				87%			

	READING			WRITING			SPELLING		
	2005	2007	Diff	2005	2007	Diff	2005	2007	Diff
BEAMES, JAMES	4.7	5.0	.3	3.9	5.8	1.9	3.6	4.8	1.2
CREES, JESSICA	4.0	7.0	3.0	3.9	6.4	2.5	4.1	6.0	1.9
DUVYNHOVEN, BRENDAN	3.2	5.7	2.5	3.0	5.8	2.8	3.0	6.1	3.1
GUNN, LETITIA	5.4	5.2	-.2	4.1	5.8	1.7	4.3	5.1	.8
HASSETT, NICHOLAS	4.1	N/A	N/A	3.3	N/A	N/A	3.7	N/A	N/A

\* Student did not attend the current school in Year 2005  
N/A = no results available  
THIS REPORT USES THE VICTORIAN ESSENTIAL LEARNING STANDARDS SCALE.

Page: 1 of 9

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 7 and, two years later, in Year 9.

## Report 10: Student-School Comparison Report

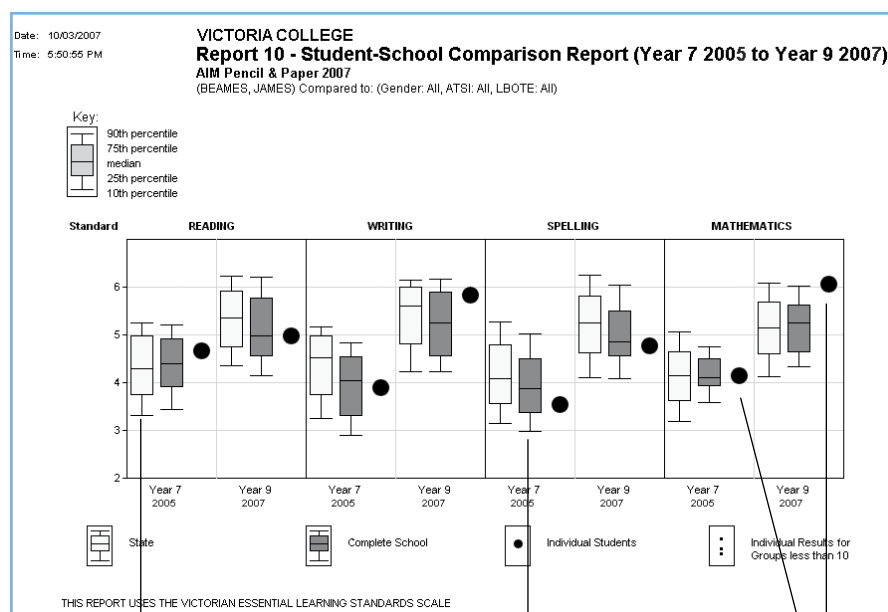
This report provides data on individual students who completed Year 9 tests and reports on Reading, Writing, Spelling and Mathematics.

This report shows the different achievement levels for individual students between 2005 and 2007. 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 2005 and 2007 (i.e. how the student's Year 7 performance in 2005 compares to their performance in 2007 now they are in Year 9). These data are also useful for determining a student's rate of progress over time relative to other students in the state.

In the case where the school completed AIM Online Year 7 tests in 2005, this will be indicated in the report header. If a school completed both online and pencil and paper tests for Year 7 in 2005, the pencil and paper results will be used for comparison in this report.

### Example of 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 7 and Year 9.

## Report 11: Student Ranking Comparison Report

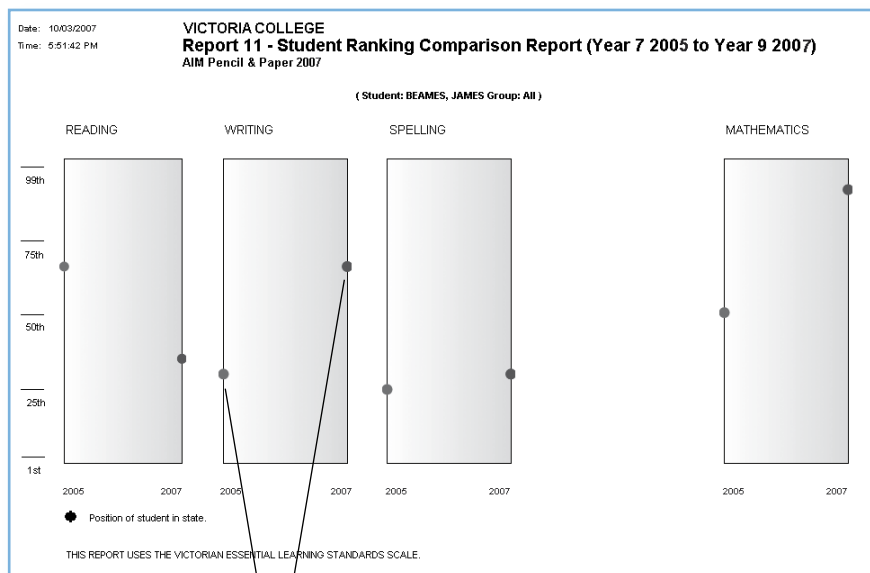
This report provides data on individual students who completed Year 9 tests and reports on Reading, Writing, Spelling and Mathematics.

This report shows an individual's percentile rank in 2005 and 2007 (for those students who undertook both the Year 7 tests in 2005 and the Year 9 tests in 2007) relative to all other students in the state.

These data are useful for determining the ranking of individual students (in either 2005 or 2007 within Reading, Writing, Spelling or Mathematics), relative to all other students in the state. Alternatively, these data are useful for establishing an individual student's ranking in 2005 and comparing it to their ranking in 2007.

In the case where the school completed AIM Online Year 7 tests in 2005, this will be indicated in the report header. If a school completed both online and pencil and paper tests for Year 7 in 2005, the pencil and paper results will be used for comparison in this report.

### 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

All data on the AIM Data Service prior to 2006 have been converted to the Victorian Essential Learning Standards scale. This will assist schools to readily compare the current year's performance with performance in previous years.

The graphs and tables in the AIM Data Report have been constructed using data collected from over 65 000 Year 9 students in over 530 schools. Similarly, the graphs and tables for 'like' schools comparisons have been constructed using data from large numbers of students and can potentially be used to make reliable comparisons with the results from a given school.

## Comparisons of group results

When schools are making comparisons between the performance of their students as a whole (or in subgroups, for example girls/boys), or within the state or 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, a student working at a Standards level of 4.5 in August in Year 7 would be expected to be at about level 5.5 in August in Year 9. The rate of growth, however, will vary from student to student.

Schools should note that due to the different times of AIM testing, i.e. Year 7 in August 2005 and Year 9 in May 2007, it would not be expected that students have progressed a full Standards level since the Year 7 AIM test.

When looking at reports that compare groups of students within the state within one year level, it is important to remember that Standards Level 5 spans Year 7 and Year 8, 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 9 student may have been feeling ill on the day of the 2007 test and did not perform to his or her ability. This could produce a comparison report that indicated a Reading Level at Standards level 4.5 in Year 7 and a Reading Level at Standards level 4.9 in Year 9. This shows an improvement of only 0.4 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.



## Section 3: Parent Reports

Parent Reports are provided for each student who undertook the Year 9 tests and reports on 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.

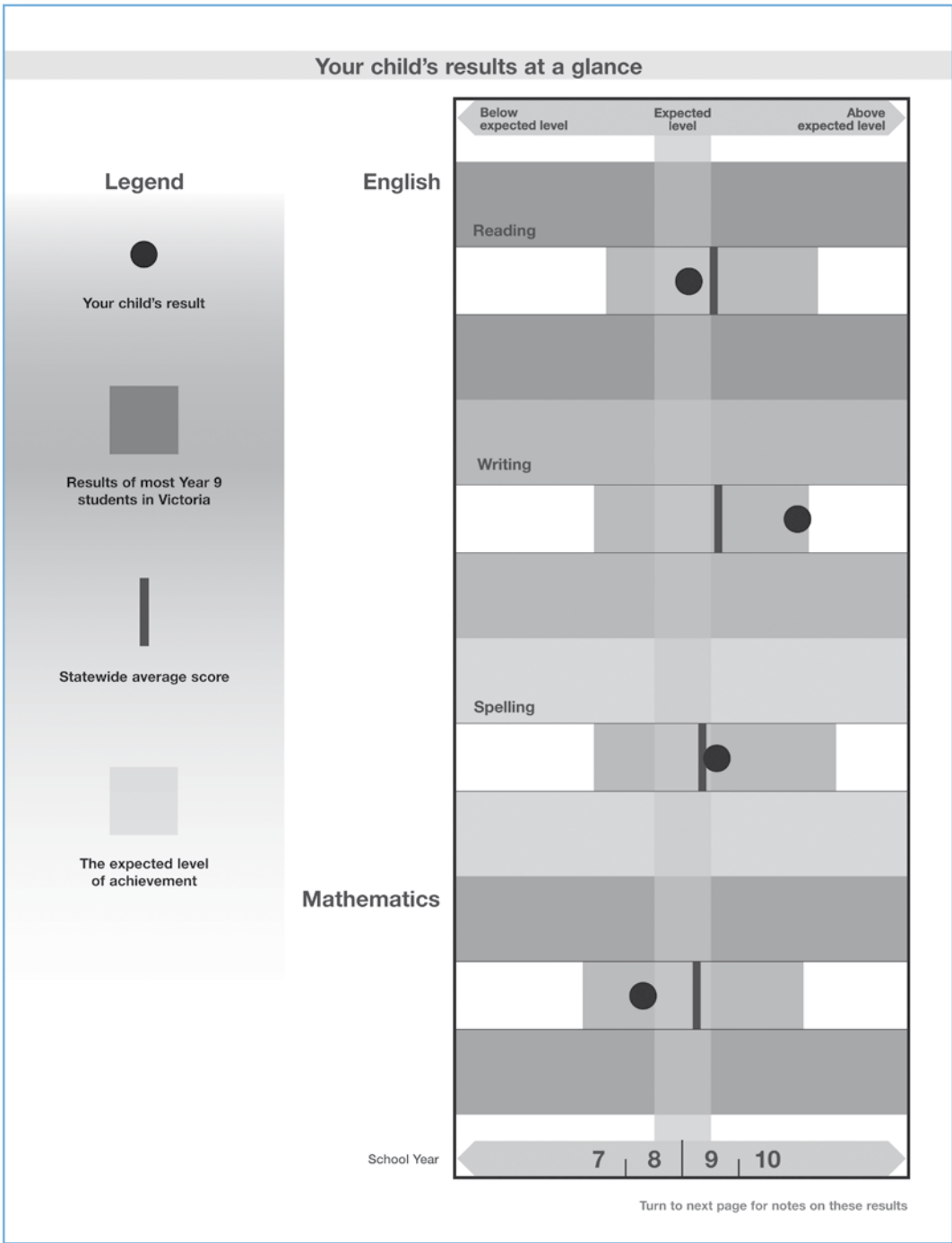
Or visit at: [www.vcaa.vic.edu.au/prep10/aim/parents](http://www.vcaa.vic.edu.au/prep10/aim/parents)

# Sample page 3 of the Parent Report

Student achievement is reported against the years of schooling, the expected level of achievement, 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 2007 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 5, 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 parent reports in a wider context that enables strategies and suggestions for learning improvement to be discussed with parents.

It is important that the Parent Reports are delivered to parents in a timely manner as many are awaiting the results at the beginning of Term 3. 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 parent reports to the school for distribution. Should a parent request a replacement copy of a report, the school will be able to provide a copy of results from the Student Profiles Report. Schools may photocopy the printed report sent to the school or access a similar report through the AIM 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 contact the AIM Helpdesk on freecall 1800 648 637 or email: [vcaa.aim.help@edumail.vic.gov.au](mailto:vcaa.aim.help@edumail.vic.gov.au)





## Appendix 1: AIM 2007 Question Details

The following tables present for each question in the centrally assessed tests, 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 9 English

Question number	Short description	Correct answer	Curriculum area	Skill assessed
1	What a Scam!	A	reading	interpret the main purpose of a text
2	What a Scam!	C	reading	make links between directly stated ideas in a text
3	What a Scam!	D	reading	interpret an idea in a text
4	What a Scam!	D	reading	infer messages in a text
5	A brief history of tea	B	reading	locate directly stated information in a text
6	A brief history of tea	D	reading	work out the meaning of phrases in context
7	A brief history of tea	B	reading	make links between directly stated ideas in a text
8	A brief history of tea	C	reading	locate directly stated information in a text
9	A brief history of tea	B	reading	make links between directly stated ideas in a text
10	A brief history of tea	A	reading	read on to interpret a text
11	The River Kings	C	reading	make inferences about plot
12	The River Kings	A	reading	locate directly stated information in a text
13	The River Kings	B	reading	use contextual cues to interpret a text
14	The River Kings	B	reading	make inferences about characters' actions
15	The River Kings	C	reading	work out the meaning of phrases in context
16	The River Kings	D	reading	make inferences about characters' qualities
17	Bamboo extinction warning	B	reading	identify issues in a text
18	Bamboo extinction warning	D	reading	synthesise information to draw a conclusion

## Year 9 English

Question number	Short description	Correct answer	Curriculum area	Skill assessed
19	Bamboo extinction warning	B	reading	use contextual cues to interpret a text
20	Bamboo extinction warning	A	reading	infer messages in a text
21	Bamboo extinction warning	A	reading	identify the main purpose of a text
22	Exploring our seas	A	reading	make links between directly stated ideas in a text
23	Exploring our seas	C	reading	infer meanings in a text
24	Exploring our seas	B	reading	make links between directly stated ideas in a text
25	Exploring our seas	D	reading	read on to interpret a text
26	Exploring our seas	B	reading	identify the main purpose of a text
27	The Writer	D	reading	use contextual cues to interpret a text
28	The Writer	B	reading	interpret the main idea of a text
29	The Writer	A	reading	use contextual cues to interpret a text
30	The Writer	C	reading	synthesise information to draw a conclusion
31	Seeking more, reaping less	D	reading	analyse point of view in a text
32	Seeking more, reaping less	B	reading	analyse point of view in a text
33	Seeking more, reaping less	A	reading	analyse point of view in a text
34	Seeking more, reaping less	D	reading	infer meanings in a text
35	wundered	wondered	spelling	spell frequently used two-syllable words with less regular spelling patterns
36	threwout	throughout	spelling	spell frequently used two-syllable words with less regular spelling patterns
37	quantitie	quantity	spelling	spell less frequently used multi-syllable words with regular spelling patterns
38	threatned	threatened	spelling	spell frequently used two-syllable words with regular spelling patterns
39	sattisfied	satisfied	spelling	spell frequently used multi-syllable words with regular spelling patterns
40	accommodation	accommodation	spelling	spell complex words with regular spelling patterns
41	biased	biased	spelling	spell complex words with less regular spelling patterns
42	journies	journies	spelling	spell frequently used two-syllable words with less regular spelling patterns

## Year 9 English

Question number	Short description	Correct answer	Curriculum area	Skill assessed
43	embarrass	embarrass	spelling	spell complex words with less regular spelling patterns
44	garantee	guarantee	spelling	spell complex words with less regular spelling patterns
45	Spelling error	C	spelling	spell less frequently used multi-syllable words with regular spelling patterns
46	Spelling error	D	spelling	spell frequently used multi-syllable words with regular spelling patterns
47	Spelling error	B	spelling	spell less frequently used two-syllable words with irregular spelling patterns
48	Spelling error	B	spelling	spell less frequently used two-syllable words with regular spelling patterns
49	Grammar	A	writing	use prepositions
50	Grammar	B	writing	use adverbs
51	Grammar	D	writing	control subject verb agreement
52	Writing style	D	writing	recognise that content depends on purpose
53	Punctuation	C&D	writing	use commas
54	Punctuation	D	writing	use quotation marks
55	Grammar	A	writing	identify verbs
56	Writing style	C	writing	identify language appropriate to purpose, audience and context
57	Grammar	C	writing	use paragraphs

## Year 9 Mathematics – Test 1

Question Number	Short description	Correct Answer	Dimension	Skill Assessed
1	Recognise prism	A	Sp	recognise 2-D representations of 3-D shapes and objects
2	Ticket prices	C	N	perform computations using multiple operations
3	Probability of stamp selection	D	MCD	calculate probabilities for chance outcomes
4	Conditional probability	D	MCD	calculate probabilities for chance outcomes
5	Doses of medicine	C	N	division involving remainders
6	Cartesian coordinates	B	Sp	use coordinates to describe location
7	Water depth graph	C	MCD	interpret data in an appropriate graphical form
8	Median of 9 numbers	C	MCD	calculate median
9	Venn diagram	A	St	demonstrate understanding of intersection between sets
10	Contours on map	C	Sp	use contours
11	Compass directions	A	Sp	use bearings to specify location
12	Solve linear equation	4	St	solve equations using inverse operations
13	Weight of block and balls	B	St	construct and use sequence rules
14	Area of parallelogram	C	MCD	use formula to calculate area of a polygon
15	Ratio	A	N	recognise ratio as set:set comparisons
16	Average speed	D	MCD	calculate and use constant rates
17*	Stem and leaf plot	8	MCD	interpret univariate data displayed in tabular form
18	Bar graph	B	MCD	interpret univariate data displayed in graphical form
19	Rearrange formula	A	St	use inverses to rearrange formulas
20	Matchstick pattern	B	St	represent linear functions by a table or a rule
21	Octagonal spinner	B	MCD	use symmetry properties of equally likely outcomes

## Year 9 Mathematics – Test 1

Question Number	Short description	Correct Answer	Dimension	Skill Assessed
22	Interior angles	B	Sp	apply angle properties to polygons
23	$0.3 \times 1.5 =$	C	N	multiply decimal numbers
24	Fractions of pizza	5/12	N	add and subtract common fractions
25	Find length given volume	12	MCD	calculate length from volume
26	Approximation	D	N	use knowledge of perfect squares in estimating squares and square roots
27	Toss 3 coins	A	MCD	calculate probabilities for chance outcomes
28	Sq root of (36 / 64)	D	N	find square roots of rational numbers that are perfect squares
29	Calculate angles	50	Sp	use the properties of parallel lines and transversals to calculate angles
30	Rule for exponential function	D	St	recognise exponent algebraic expressions
31	Scientific notation	B	N	express numbers in scientific notation
32	Percentage calculation	C	N	perform computations involving percentages
33	Graph of linear function	C	St	represent a function by a graph or a rule
34	Box and whisker plots	D	MCD	interpret univariate data displayed in graphical form
35	Simplify expression	D	St	simplify algebraic expressions
36	Index laws	C	St	use exponent laws for multiplication and division of power terms
37	Water pollution levels	C	MCD	calculate and use constant rates
38	Calculate angles	C	Sp	use the properties of parallel lines and transversals to calculate angles
39	Simultaneous equations	B	St	solve simultaneous equations
40	Pythagoras calculation	A	MCD	use Pythagoras' Theorem

\*For Q17, 48 was also accepted

### KEY

MCD – Measurement, chance and data

N – Number

Sp – Space

St – Structure

## Year 9 Mathematics – Test 2

Question	Short description	Correct answer	Curriculum area	Skill assessed
1a	Common fractions	150	N	identify simple fractions
1b	Equivalent fractions	3	N	identify equivalent fractions
2	Percentages	25	N	perform computations involving percentages
3	Missing point on graph	(6, 175)	MCD	display data in appropriate graphical form
4	Mean amount of money	14	MCD	calculate mean
5	Median amount of money	185	MCD	calculate median
6	Difference in race times	32	MCD	estimate and measure time intervals
7	Average running speed	11	MCD	calculate constant rates
8	Interpret bar graph	Orange	MCD	interpret univariate data displayed in graphical form
9	Interpret bar graph	Purple	MCD	interpret univariate data displayed in graphical form
10	Interpret bar graph	150 – 200	MCD	interpret univariate data displayed in graphical form
11a	Money calculation	24	N	multiplication of positive whole numbers
11b	Calculate profit	4	N	subtraction of positive whole numbers
12	Number of badges	15	St	solve equations
13	Profit equation	$2n - 20$	St	represent a function by a rule
14	Calculate total	12	N	multiply by single digits
15	Sequence rule	$1 + 2 + 4 + 8$	St	construct and use sequence rules
16	Calculate total	63	N	complete number patterns based on simple criteria
17	Graph data	graph	St	represent a function by a graph
18	Rule for savings	Ella, Tim, Claire	St	represent a function by a rule
19	Quadratic equation	20	St	solve equations

### KEY

MCD – Measurement, chance and data

N – Number

Sp – Space

St – Structure

## Appendix 2: Parent Report Descriptors by Standards level

### English – Reading

Standard level	Report descriptor
<b>Level 1</b>	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.
<b>Level 2</b>	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.
<b>Level 3</b>	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.
<b>Level 4</b>	Children with this result can generally read and understand a wide range of printed and other media 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.
<b>Level 5</b>	Children with this result can generally read and interpret printed and other media 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.
<b>Level 6</b>	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.
<b>Level 6+*</b>	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

Standard level	Report descriptor
<b>Level 1</b>	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.
<b>Level 2</b>	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.
<b>Level 3</b>	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.
<b>Level 4</b>	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.
<b>Level 5</b>	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.
<b>Level 6</b>	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.
<b>Level 6+*</b>	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

Standard level	Report descriptor
<b>Level 1</b>	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’.
<b>Level 2</b>	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.
<b>Level 3</b>	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.
<b>Level 4</b>	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.
<b>Level 5</b>	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.
<b>Level 6</b>	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.
<b>Level 6+*</b>	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

Standard level	Report descriptor
<b>Level 1</b>	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.
<b>Level 2</b>	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 and understand the calendar and tell time. They collect and display data and predict results of chance events.
<b>Level 3</b>	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.
<b>Level 4</b>	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 fraction (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.
<b>Level 5</b>	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.

Standard level	Report descriptor
<b>Level 6</b>	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.
<b>Level 6+*</b>	Children with these Mathematics results 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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