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P-10 Supplement

Information about Prep to Year 10 education in Victorian schools

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Curriculum Reform Consultation

I would like to introduce this Supplement by thanking the many schools, universities and community groups who provided valuable feedback on the Curriculum Reform Consultation Paper during Term 2. We are delighted that so many teachers engaged in the consultation process at a busy time in the school year, either by responding to the online questionnaire or attending forums to discuss key issues in developing a new approach to curriculum, standards and assessment. Over 1000 responses to the questionnaire have been received and these are currently being collated and analysed by a team from Deakin University which is assisting the VCAA with the consultation.

Term 3 will be a challenging time for the VCAA. In this short timeframe, we have the task of pulling together the research, the feedback from the questionnaire and from focused discussions with practitioners and key organisations held during the consultation period, in order to develop a framework of 'essential learning' for all Victorian schools. This task involves identifying the core skills, discipline concepts and values that all students should develop and defining standards of learning required for students to progress to each level.

During the writing process, we will be seeking further input from the profession, through focus groups and other forms of



Michael White, CEO

consultation. I look forward to continuing the discussion with schools, other educational organisations and the broader community as we work to develop a curriculum approach that will help schools achieve the best learning outcomes for Victorian students.

Victorian Curriculum Reform Consultation



During Term 2, schools, organisations and the wider community participated in the consultation process for the reform of curriculum in the compulsory years. The VCAA hosted a range of forums and seminars on the proposed 'essential learning' framework.

Curriculum leaders' seminars

In partnership with the Department of Education and Training, the VCAA held a series of seminars in both metropolitan Melbourne and regional areas. Curriculum leaders from government and non-government schools were provided with an overview of the proposed framework of 'essential learning' and the opportunity to discuss some of the key issues raised by the consultation paper. The sessions were designed to encourage further discussion at the school level to inform school-based responses to the online questionnaire.



Over 1000 teachers participated in these seminars across the state. Participants were enthusiastic and valued the opportunity to take part in small group discussions focusing on sharing practice, ideas and concerns with practitioners across all education sectors.

One teacher from the seminar held in Geelong on 15 June said, 'it is a most exciting time to be in education. There is a real opportunity to evaluate, assess, consolidate and address past and current policy and practice and celebrate that schools are very dynamic learning communities'. She was enthusiastic about the opportunity to build a framework of essential learning around the generic skills, values and attributes, commenting that these 'have always underpinned practice and provide exciting challenges for pedagogy, curriculum, performance standards, assessment and reporting'.

Responses from these seminars have been collated and will be fed into the consultation process.



Parent focus groups

To ensure that a wide range of views feeds into the development of the framework, the VCAA also consulted with parents to gather their views about how we can best deliver comprehensive, understandable

and consistent reporting on student progress. A number of randomly selected focus groups of parents were convened in Melbourne and regional Victoria. These groups, which included a cross-section of the community, focused on how to effectively report on the main concepts of the 'essential learning' framework – core discipline concepts; generic, cross-curricular skills; personal and social skills, attributes and values. Feedback from these groups will also contribute to the VCAA's work in identifying best practice in reporting.



Curriculum Reform Consultation questionnaire

During Term 2, schools, other organisations and the wider community had the opportunity to provide feedback to the *Victorian Curriculum Reform 2004 Consultation Paper* through an online questionnaire conducted by Deakin University for the VCAA. Over 1000 responses have been received via the online link to Deakin. A report on the outcomes of this consultation will be provided in the next edition of the *P-10 Supplement*.

Photographs: Participants at the curriculum leaders' seminar held in Geelong.

Achievement Improvement Monitor (AIM) Statewide Tests 2004

2004 AIM Test Packages

Pencil and paper

Year 3 and Year 5 will be distributed to schools in the week beginning 12 July 2004. Year 7 will be distributed to schools in the week beginning 26 July 2004.

AIM Online

Year 7 tests will be available for download on 27 July 2004.

Schools should have completed Test Booklets and Tally Sheets ready for collection by 8.30 am on Thursday 5 August 2004.

Timetable for AIM Year 3 and Year 5

Teacher Assessed Tasks – Pencil and paper

Task	Date	Time Allocation Year 3	Time Allocation Year 5
English (Writing) Task	19–30 July 2004	90 minutes*	90 minutes*
Mathematics (Chance and data) Task	19–30 July 2004	30 minutes	40 minutes

*The 90 minutes for Writing may be allocated in two or three sessions on one day or in a number of sessions on different days.

Centrally Assessed Tasks – Pencil and paper

Task	Date	Time Allocation Year 3	Time Allocation Year 5
Mathematics	Tuesday 3 August 2004	35 minutes	45 minutes
English	Wednesday 4 August 2004 First session	40 minutes	50 minutes
Spelling	Wednesday 4 August 2004 Second session	15 minutes*	15 minutes*
Writing	Wednesday 4 August 2004 Third session	35 minutes	40 minutes

*This time is an estimate only. Allow sufficient time to complete both spelling tasks (Dictation and Editing).

While the school may choose the most appropriate starting time for each session, the order of the sessions and dates can not be varied. Where possible, the tests should be administered in the morning of the test days.

Timetable for AIM Year 7

Centrally Assessed Tasks – Pencil and paper

Task	Date	Time Allocation Year 7
Mathematics – Short-answer questions	Tuesday 3 August 2004	45 minutes
Mathematics – Extended-answer questions	Tuesday 3 August 2004	40 minutes
English – Short-answer questions	Wednesday 4 August 2004	45 minutes
English – Writing task	Wednesday 4 August 2004	40 minutes

While the school may choose the most appropriate starting time for each session, the order of the sessions and dates can not be varied. Where possible, the tests should be administered in the morning of the test days.

Timetable for AIM Online Year 7

Centrally Assessed Tasks – AIM Online

Task	Date	Items	Time Allocation
English Writing Task 1	Monday 2 August	Topic A	5 minutes – tutorial 45 minutes – test
English Writing Task 2	Tuesday 3 August	Topic B	5 minutes – tutorial 45 minutes – test
English Writing Task 3	Wednesday 4 August	Topic C	5 minutes – tutorial 45 minutes – test
English Writing Task 4	Thursday 5 August	Topic D	5 minutes – tutorial 45 minutes – test
English Writing Task 5	Friday 6 August	Topic E	5 minutes – tutorial 45 minutes – test
English Formal Test (Computer Adaptive Test)	Monday 2 August to Friday 20 August	60 questions	10 minutes – tutorial 30–50 minutes – test
Mathematics Formal Test (Computer Adaptive Test)	Monday 2 August to Friday 20 August	60 questions	10 minutes – tutorial 30–50 minutes – test

Students are required to complete one Writing Task topic only. To ensure that the integrity of the English Writing Tasks is maintained, a different English Writing Task topic will be available to run on each day of the week during the first week of the testing period. Schools are required to deliver the specified test on the specified day to their students.

Important information

The March, April and May issues of the P-10 Supplement to the VCAA Bulletin contain further information about the 2004 AIM Assessment Program. For other information refer to the VCAA website on www.vcaa.vic.edu.au/prep10/aim

Achievement Improvement Monitor 2004

Standard conditions for the conduct and supervision of AIM Tests

It is important that the tests at all schools be conducted under standard conditions to enable accurate and valid reporting on students' performance on the levels of the CSF and against statewide standards. Standard conditions for the conduct of the tests will allow all students across the state an equal opportunity to demonstrate their individual level of achievement. Adherence to standard conditions will provide schools and teachers with valid, reliable school-wide data for analysis, and use in monitoring English and Mathematics improvement over time.

The Centrally Assessed Tasks are to be administered under standard test conditions which include:

- strict adherence to times for each test
- private individual work
- calculators or dictionaries must not be used by students
- teacher assistance within the guidelines provided in the *Schools' Guide – Implementation*.

Security

Principals are aware of issues relating to the security of the test materials and about the need to keep materials secure prior to and during the conduct of the assessments. Test booklets, stimulus materials and Spelling and Writing instructions for the Centrally Assessed Tasks are to be kept in a secure area at all times prior to the test.

Test booklets for the Centrally Assessed Tasks will not be distributed to Year 3 and Year 5 teachers until **Monday 2 August 2004**. Test booklets for Year 7 Mathematics should not be

distributed to Year 7 teachers until **Monday 2 August 2004** and Year 7 English until **Tuesday 3 August 2004**.

After the tests have been completed, they should be kept in a secure, confidential area until they are picked-up by the courier.

Steps should be taken to ensure that the AIM Online computer system is stored and maintained in a secure environment. Test session keys and AIM Online User IDs are also to be kept secure.

Completion of student details

Principals will need to arrange for the Year 3 and/or Year 5 AIM administrator and/or teacher to ensure the accuracy of the details of each student printed on the front cover of the test booklets. The information for Year 7 students may be recorded by teachers or by students under teacher supervision prior to the tests. Student information should be carefully checked before the test booklets are returned to the VCAA.

AIM Tests 2004

Large-print and Braille materials

Large-print and Braille versions of the Centrally Assessed Test Booklets and stimulus material are available for visually impaired students.

If a school requires large-print or Braille materials please submit the form *Request for Large-print and Braille Materials* as soon as possible. Refer to the VCAA website for an electronic version of the form <www.vcaa.vic.edu.au/prep10/aim/teachers> or use the form below and fax back to the VCAA on (03) 9811 6211.

Schools may provide support in the form of a scribe, technological assistance or a person to assist the students.

During the AIM Online tests, visually impaired and physically disabled students may receive the same assistance as they would in a classroom lesson using computers.



Changes to 2004 AIM Test booklets

Years 3 and 5

After consultation with schools and extensive analysis of students' responses to the test items in 2003, changes have been made to the test booklets for the 2004 testing cycle. The following changes will also be detailed in the *Schools' Guide – Implementation* included in the AIM test packages delivered to schools in the week beginning 12 July 2004.

1. Pages available for the Writing Task – Year 3

Extra space for the Writing task has been provided in the Year 3 test booklets. Please note that in most cases it is not expected that students will use all the extra space provided to complete their writing.

2. Order of the Spelling Tasks – Years 3 and 5

Spelling consists of two tasks – Dictation and Editing.

The order of the Dictation and Editing tasks has been changed. Students will undertake the Dictation task immediately **before** the Editing task. The time allocated to complete both tasks remains at approximately 15 minutes.

3. Packaging of Spelling and Writing Task instructions for teachers

Specific instructions for implementing the Spelling and Writing tasks will no longer be contained in the *Schools' Guide – Implementation*. These will be separately packaged with the test booklets and stimulus materials. These items should remain under security until **Monday 2 August 2004**.

4. Recording Scores for the Teacher Assessed Tasks

After the Teacher Assessed Tasks have been marked, teachers will transcribe students' scores onto the front cover of the test booklets. Teachers will be required to shade bubbles rather than write numbers as in the past. This will make it easier for teachers to record the results.



Recording scores for Teacher Assessed Writing – Years 3 and 5

The expected range of scores for Years 3 and 5 students in Text and Contextual understanding (TCU) and Linguistic structures and features (LSF) is as follows:

Year 3 Range 1.1 to 4.2

Year 5 Range 2.1 to 5.2

While teachers should continue to use the full range of scores on the English Marking Guide, note that the results can only be reported within the ranges mentioned above. For this reason, writing that does not fall into the ranges, needs to be recorded using the ABOVE and BELOW bubbles that appear on the front cover of the task booklets (see below). The range for Strategies remains 0 to 5.

TEACHER ASSESSED TASKS										
Please shade the appropriate student score bubbles OR shade the 'Did NOT do this task' bubble.										
Writing	Did NOT do this task <input type="checkbox"/>									
Student Score	Below	11	12	21	22	31	32	41	42	Above
TCU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LSF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1	2	3	4	5				
S	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

TEACHER ASSESSED TASKS										
Please shade the appropriate student score bubbles OR shade the 'Did NOT do this task' bubble.										
Writing	Did NOT do this task <input type="checkbox"/>									
Student Score	Below	21	22	31	32	41	42	51	52	Above
TCU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LSF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1	2	3	4	5				
S	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Recording scores for Teacher Assessed Mathematics – Years 3 and 5

After the Teacher Assessed Mathematics has been marked, teachers will transcribe student scores from the Class Record Sheet onto the front cover of the student task booklets. Teachers will shade bubbles rather than write numbers as in 2003.

Mathematics								
Did NOT do this task <input type="checkbox"/>								
	0	1	2	3	4	5	6	7
Score 1 (0-4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Score 2 (0-7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score 3 (0-6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Mathematics								
Did NOT do this task <input type="checkbox"/>								
	0	1	2	3	4	5	6	7
Score 1 (0-4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Score 2 (0-7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score 3 (0-6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score 4 (0-5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Using the CSF and resources with Olympic Games

Athens, Greece, will be centre stage for the 2004 Olympic and Paralympic Games to be held from 13–29 August and 17–28 September, respectively. Teachers looking for relevant units for the Games may find some useful starting points in currently available CSF II resource materials.

The Curriculum and Standards Framework provides starting points for integrated units of work or activities in specific key learning areas. In addition to the CSF, the VCAA has a number of published resources that, while not specifically developed for the Olympic and Paralympic games, can be adapted for units of work developed in conjunction with these two sporting events.

Primary teachers will find relevant starting points in CSF Levels 1–4 and in resources such as the *Annotated Work Samples* which were distributed progressively to all schools from 2001. For example, the annotated work sample for Mathematics

(Measurement) Level 4 provides an assessment task on clocks. This task could be developed to compare different time zones in Athens and Melbourne.

More recently, the VCAA has developed online *Sample Units: Information and Communications Technology (ICT)*. These could also provide stimulus for learning activities with Olympic themes. For example, a Level 3 ICT Sample Unit integrating notions of Australian identity with The Arts could lead to exploration of the different cultural groups represented at the Games and the contributions these groups make to Australian life. See the table on page 9 for CSF Levels 1–4 details.

Secondary teachers focusing on CSF Levels 5 and 6 could draw on the CSF, the *Vocational Learning Sample Units*, which were distributed to secondary schools in 2003 and the recent online publications *Sample Units 8–10 English and Mathematics*

and *Sample Units: Information and Communications Technology*.

The *Sample Units: 8–10 English and Mathematics* resource provides contextual and practical approaches to teaching and learning in English and Mathematics. The English units cover a range of contexts and emphasise authentic tasks, project-oriented activities and engaging texts or topics. The unit ‘Zines and magazines’, for example, could provide learning activities that prepare students for publishing work on the Olympics. Students could combine this English unit with the Mathematics unit ‘Newspaper styles’ in which students use mathematical methods to analyse newspaper styles. See the table on page 10 for CSF Levels 5 and 6 details.

The Sample Units for Information and Communications Technology and 8–10 English and Mathematics are available at www.vcaa.vic.edu.au/prep10/csf/support/support.htm

Curriculum starting points for the Games Levels 1–4

Level	Curriculum and Standards Framework II	Annotated Work Samples	Sample Units: ICT
1	<p>Health and Physical Education 1.2 HPMP0102</p> <p>Studies of Society and Environment 1.2 SOSE0102</p> <p>Focus</p> <ul style="list-style-type: none"> • Rules • Culture and movement • Healthy living 	<p>ESL Companion Stage A1 – Writing</p> <p>Mathematics (2000)</p> <ul style="list-style-type: none"> • Clocks 	<p>Integrated Unit (2000)</p> <ul style="list-style-type: none"> • Hey! I'm lost: Finding our way around
2	<p>Health and Physical Education 2.2 HPSR0202 2.2 HPMP0202</p> <p>Studies of Society and Environment 2.2 SOSE0202</p> <p>Focus</p> <ul style="list-style-type: none"> • Rules • Physical activity and health • Community • Dance and physical activity 	<p>Mathematics</p> <ul style="list-style-type: none"> • What Time Is It? <p>Studies of Society and Environment</p> <ul style="list-style-type: none"> • Active Citizenship 	<p>English</p> <ul style="list-style-type: none"> • Rhexus story
3	<p>The Arts 3.2 ARPA0302</p> <p>Health and Physical Education 3.1 HPMP0301 3.2 HPMP0302</p> <p>Studies of Society and Environment 3.1 SOSE0301</p> <p>Focus</p> <ul style="list-style-type: none"> • Cultural expression • Fitness • Participation in sport • Cultural diversity 	<p>Health and Physical Education</p> <ul style="list-style-type: none"> • Ball Skills <p>Mathematics</p> <ul style="list-style-type: none"> • Symmetry in Shapes <p>Studies of Society and Environment</p> <ul style="list-style-type: none"> • Cultural Contribution 	<p>Integrated Unit</p> <ul style="list-style-type: none"> • Australian identity <p>Health and Physical Education</p> <ul style="list-style-type: none"> • A healthy and active week <p>Technology</p> <ul style="list-style-type: none"> • Sporting fun
4	<p>Health and Physical Education 4.1 HPIP0401 4.2 HPMP0402</p> <p>Studies of Society and Environment 4.2 SOSE0402</p> <p>Focus</p> <ul style="list-style-type: none"> • Image and sporting heroes • Involvement in physical activity 	<p>Health and Physical Education</p> <ul style="list-style-type: none"> • Roles in Basketball • Basketball Skills • Participation in Basketball <p>Mathematics</p> <ul style="list-style-type: none"> • Clocks <p>LOTE (Indonesian)</p> <ul style="list-style-type: none"> • School Subjects <p>Studies of Society and Environment</p> <ul style="list-style-type: none"> • Cultural Snapshot 	<p>The Arts</p> <ul style="list-style-type: none"> • Dance direction <p>English</p> <ul style="list-style-type: none"> • Text and topic <p>Health and Physical Education</p> <ul style="list-style-type: none"> • A fitness profile <p>Studies of Society and Environment</p> <ul style="list-style-type: none"> • Geography: Where to go?

Curriculum starting points for the Games Levels 5 and 6

Level	Curriculum and Standards Framework II	Integrated Units (2000)	Sample Units: ICT	Sample Units 8–10	Vocational Learning Sample Units
5	<p>The Arts 5.4 ARDA0504</p> <p>Health and Physical Education 5.2 HPMP0502</p> <p>Technology 5.2 TEMA0502</p> <p>Focus</p> <ul style="list-style-type: none"> • Fitness • Design to improve performance • Dance and culture 	<ul style="list-style-type: none"> • Food for Thought: Food and Nutrition (Mathematics/Science/English/Health and Physical Education/SOSE/Technology) 	<p>The Arts</p> <ul style="list-style-type: none"> • Superbrand logos <p>English</p> <ul style="list-style-type: none"> • Media issue <p>Mathematics</p> <ul style="list-style-type: none"> • Baroreceptor reflex 	<p>English</p> <ul style="list-style-type: none"> • Fundraising • Organising an excursion • Zines and magazines <p>Mathematics</p> <ul style="list-style-type: none"> • Sports simulations • Taking the world's temperature • Newspaper styles 	<p>Health and Physical Education</p> <ul style="list-style-type: none"> • How Sporting Teams Work – Volleyball • Improving performance <p>Mathematics</p> <ul style="list-style-type: none"> • Mathematics Can Be Horse Play! <p>Studies of Society and Environment</p> <ul style="list-style-type: none"> • Who Are We?
6	<p>Health and Physical Education 6.2 HPMP0602 6.3 extension HPMP0603 6.4 extension HPMP0604</p> <p>Technology 6.2 TEMA0602</p> <p>Focus</p> <ul style="list-style-type: none"> • Evaluating physical activity programs 	<ul style="list-style-type: none"> • Food for Thought: Food and Nutrition (Mathematics/Science/English/Health and Physical Education/SOSE/Technology) 	<p>English</p> <ul style="list-style-type: none"> • Have you heard the news? 		

Thirty-five schools in Generic Skills Project

The VCAA is currently working closely with a number of schools to develop support materials and performance standards for generic or cross-curricular skills.

Thirty-five schools are participating in a project to develop materials to assist teachers in incorporating generic skills into curriculum and assessment programs. The participants represent both primary and secondary schools in government and non-government sectors. These schools will develop a range of materials including units of work, program overviews, student work samples and approaches to assessment and reporting. This material will be provided to support schools in implementing the new framework of essential learning by modelling different approaches that are currently embedded in school practice.

Coordinators for the project from each school attended an initial

meeting in June during which they discussed the purpose of the project, the nature and scope of the materials and their role in supporting teachers in the implementation of the framework.

Particularly valuable aspects of the meeting involved the sharing of information about what is currently happening in their schools in relation to incorporating generic skills into the curriculum and discussion about elements of generic skills for which standards could be developed. The discussion reflected the varied and very exciting developments that are current in schools across all sectors.

Material from this project will be progressively available on the VCAA website in Term 4.

At the same time that work is being done to develop support materials for schools, a related project is underway to develop draft performance standards for the generic skills. The VCAA is

working with teachers from five individual schools and four clusters of primary and secondary schools on this project. Each of these schools is currently implementing some of the generic skills and attributes and some have begun the process of developing progress maps, rubrics and/or observable behaviours to monitor the effectiveness of their programs.

The VCAA will work with teachers in these schools to develop progress maps and then performance standards for appropriate generic skills and attributes. We will also investigate whether some of the attributes are better monitored through the use of observable behaviours rather than performance standards linked to particular levels. The standards will be trialed in Term 3. Feedback from this process will be used to develop the performance standards to be incorporated into the draft framework.

On-Demand Testing feedback

On-Demand Testing allows classroom teachers or curriculum coordinators to access tests which measure student achievement in a number of the Key Learning Areas.

At the VCAA we are interested in your thoughts and ideas on ways to enhance the services we provide to schools, teachers and students. Focus groups with school personnel are one way to facilitate this, and a recent meeting with school representatives provided valuable feedback about the On-Demand Testing pilot conducted in April and May 2004.

A number of the schools that took part in the On-Demand Testing

pilot met at the VCAA on 21 June to discuss their experiences with the implementation and operation of these trials. Information from sessions such as this indicates that the most requested On-Demand tests are in English and Mathematics with Science and SOSE also being popular requests.

Through the focus groups and online surveys schools provided valuable advice about the reports which can be generated at both class and individual student level. Equally valuable to this feedback were suggestions for voice-overs to assist students with reading difficulties as well as the need to consider colour

and other devices to engage and hold student attention.

The On-Demand Testing program will be available for schools to access from Term 4 2004 onwards. More information about the On-Demand Testing program is available in the P-10 Supplement to the March 2004 VCAA Bulletin at www.vcaa.vic.edu.au/prep10/p10supplement.htm

To register an expression of interest in the On-Demand Testing program, there is a form available at www.vcaa.vic.edu.au/schooladmin/forms/aim.htm or contact the VCAA Assessment Online Helpdesk on 1800 623 681.

AIM Equating Study 2004

Each year the VCAA conducts a special assessment program, called an Equating Study, around the time of the AIM Statewide test.

The AIM test results are used at many different levels. Most people are aware of the individual student reports. However, the results are also used to provide schools with reports not only about individuals but about groups of students from different years and at different year levels. In the data provided back to schools there is a feature that enables schools to make their own groupings of students for comparative purposes. The results also provide important information at the system, State and national levels so that comparisons and trends in student performance can be monitored.

Whenever a comparison in performance is made between students who have been given different tests, some form of equating is required. To find the most accurate reporting of this year's group of students compared to previous years' groups of students, it is vital that the Equating Study test be administered in the same way that the 2004 AIM test is administered.

Further information regarding the AIM testing program and the Equating Study can be found at www.vcaa.vic.edu.au/prep10/aim/testing/index.htm or by contacting Alex Lachowicz on (03) 9651 4336 or email: lachowicz.alexander.a@edumail.vic.gov.au

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