



SELECTIONS FROM VCE SEASON OF EXCELLENCE

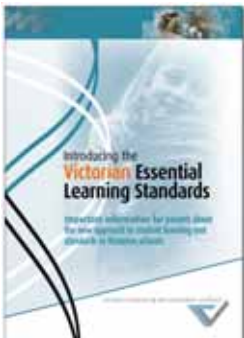
Principal  Curriculum Coordinator  PD Coordinator  AIM Coordinator  P-10 Teacher

# P-10 Supplement

Information about Prep to Year 10 education in Victorian schools

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The Victorian Essential Learning Standards parent brochure will be available this term.

## On Demand: adaptive tests available now

On Demand Testing is an online assessment resource for teachers to use when, where and how they choose. It is optional, time-saving and able to be administered to a single student and/or a whole class. It offers a number of advantages including the capacity for automatic marking and computer generated reports.

A set of 16 computer adaptive English and Mathematics assessment tools suitable for students from Year 3 through to Year 10 are now available to participating schools for the first time. In addition, 52 linear Mathematics tests on Number, Measurement, Space, and Chance & Data, are also accessible to schools.

Adaptive tests deliver sets of questions to students that vary according to student ability.

Depending on the responses given in the previous questions, the system automatically presents easier or more difficult questions to each student. Teachers often find these computer-based tests determine a student's performance level quickly and accurately.

Many questions in an adaptive test are multiple choice. Students may also be required to enter short answers on the keyboard, use the mouse to 'drag and drop' answers, use an on-screen calculator or answer by locating a 'hot spot' on screen that corresponds to the answer. The adaptive assessments will be automatically marked by computer providing immediate class and student reports.

These adaptive tests are suitable for:

- identifying the CSF ability of students

- testing new intake or late arrival students
- corroborating teacher judgments
- assisting in forward planning of teaching programs
- immediate feedback by class and student reports.

Schools participating in the On Demand Testing program are encouraged to use and evaluate the new adaptive tests and reports. The VCAA would be keen to receive feedback from schools that use these tests.

Participating schools should also ensure that the school server application is upgraded to the latest version (Build 88) before running the adaptive tests.

*continued: PAGE 2*



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## Available adaptive tests

### Primary Years

English	
TEST Number	TEST Description
1716	English Adaptive – YR3
1715	English Adaptive – YR4
1714	English Adaptive – YR5
1713	English Adaptive – YR6

**# Areas covered in English:**

Reading, Spelling, Writing

Mathematics	
TEST Number	TEST Description
1752	Mathematics Adaptive – YR3
1753	Mathematics Adaptive – YR4
1754	Mathematics Adaptive – YR5
1755	Mathematics Adaptive – YR6

**# Areas covered in Mathematics:**

Measurement, Space, Number, Chance & Data

### Secondary Years

English	
TEST Number	TEST Description
1712	English Adaptive – YR7
1711	English Adaptive – YR8
1710	English Adaptive – YR9
1709	English Adaptive – YR10

**# Areas covered in English:**

Reading, Spelling, Writing

Mathematics	
TEST Number	TEST Description
1756	Mathematics Adaptive – YR7
1757	Mathematics Adaptive – YR8
1758	Mathematics Adaptive – YR9
1759	Mathematics Adaptive – YR10

**# Areas covered in Mathematics:**

Measurement, Space, Number, Chance & Data, Algebra

## Professional development sessions

To support the new adaptive tests, the VCAA will be conducting a series of professional development workshops in regional and metropolitan venues for primary and secondary schools. The workshops have been developed as two-hour, 'hands-on' introductory sessions for assessment and reporting coordinators, curriculum coordinators and other interested teachers. The sessions will be held in Term 4. Schools will be notified later in Term 3 about dates and times for the sessions.

## Interested in joining On Demand Testing

Information for schools interested in registering for the On Demand Testing program and details about the technical requirements for the use of the system are available at the VCAA website [www.vcaa.vic.edu.au/prep10/aim/ondemand/index.html](http://www.vcaa.vic.edu.au/prep10/aim/ondemand/index.html)

Victorian Government schools can access On Demand tests through the CASES server. Non-government schools require a dedicated server.

**Note:** The system is only available for use on Microsoft Windows platforms.

The VCAA provides a package to all interested schools explaining installation and use of the On Demand Testing program.

A Helpdesk is available for queries and assistance with the use and set up of the On Demand program in schools. Call 1800 623 681 or email at [aim.support@edumail.vic.gov.au](mailto:aim.support@edumail.vic.gov.au)

## The composition of On Demand adaptive tests

### Sample Composition for Year 7

Each computer adaptive test (CAT) in both English and Mathematics consists of 30 items (questions). Each student is presented with a different selection of items drawn from a large item pool.

All items within the item pool have been allocated a level from 3 to 6 (based on CSF or Standards levels) and an estimated difficulty within that

level, namely 'high' (H), 'medium' (M) or 'low' (L). These are combined for each item to form its sub-level, e.g. 3L.

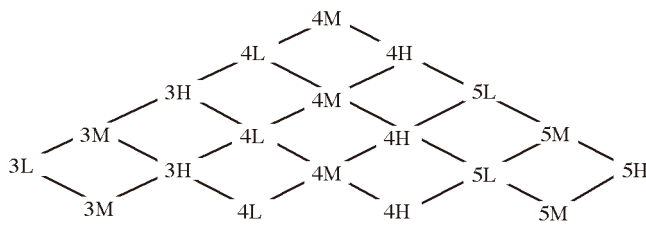
Throughout an adaptive test, students are presented with six subtests. Each subtest contains five items from a particular sub-level. The first subtest within a test for Year 7 is at the 4M sub-level.

If a student successfully answers three or more items within a subtest, the next subtest the student receives will be at the next higher sub-level, e.g. if a student successfully answers three items in a subtest at the 4M sub-level, the next subtest the student receives will be at the 4H sub-level.

If a student successfully answers less than three items within a subtest, the next subtest the student receives will be at the next lower sub-level, e.g. if a student successfully answers two items in a subtest at the 4M sub-level, the next subtest the student receives will be at the 4L sub-level. However, if a student successfully answers less than three items in a subtest at the 3L sub-level, the next subtest the student is presented with will be at the 3M sub-level.

Figure 1 shows the possible pathways through an On Demand computer adaptive test.

The specific pathway for a particular year level is referred to as a **Roadmap**.



**Figure 1: Possible On Demand CAT pathway or roadmap for Year 7**

## VCAA Assessment Online HelpDesk

### Contact

**Freecall**

1800 623 681

**Fax**

(03) 9651 4612

**Email**

aim.support@edumail.vic.gov.au

## Year 9 AIM Assessment Program

Next year the AIM pencil and paper tests will be available for Year 9 students across Victoria. Feedback from principals and teachers has indicated that secondary schools have been keen for some time to be able to have their Year 7 AIM student data linked to Year 9 to get a two-year growth comparison of their students.

The Mathematics tests will be conducted on Tuesday 4 April and the English test on Wednesday 5 April 2006. The tests are to be administered in April to enable teachers, students and parents to receive results by the end of Term 2.

This will allow schools to incorporate the results into their mid-

year reporting, and use the results to identify any gaps in students' performance earlier in the school year.

The tests will be based on the Victorian Essential Learning Standards and will be designed to demonstrate a natural progression from the current Year 7 AIM tests. Work has already begun to develop the tests ready for interstate trialling in October 2005.

Schools who wish to participate in the Year 9 AIM tests in 2006 were invited to complete the Expression of Interest form sent to all secondary schools in late July and fax it back to the VCAA on (03) 9651 4612 by **Thursday 16 September 2005**. If

schools require a copy of the form it can be found on page 6 and at [www.vcaa.vic.edu.au/prep10/aim/teachers/index.html](http://www.vcaa.vic.edu.au/prep10/aim/teachers/index.html)

Schools participating in the Year 9 AIM tests in 2006 will be required to provide a student details data file for their Year 8 2005 students by **Friday 14 October 2005**. Further information regarding this process will be sent to schools upon receipt of the Expression of Interest form.

For enquiries about the Year 9 AIM testing in 2006, please contact the AIM Help Desk on Freecall **1800 648 637** or email [vcaa.aim.help@edumail.vic.gov.au](mailto:vcaa.aim.help@edumail.vic.gov.au)

## AIM Reporting - data

Over 187 800 students across Victoria have completed the 2005 AIM tests and marking of the test booklets is in full swing as this issue of the P-10 Supplement is distributed to schools.

This year for the first time, the multiple choice, short answers, sequences, written responses and extended written tasks are being marked electronically. The electronic marking system allows markers to undertake the task at a remote location rather than at a central site. Many markers are marking from home in an online environment.

Results from the tests will again be distributed to schools via the AIM Data Service website during the first week of Term 4. The Internet delivery of schools' data was well received in

2004 and schools reported that the delivery system was an improvement over the previous CD-ROM method of delivery.

Parent Reports will also be included in the package sent to schools. These reports include explanations on:

- *'How to Read Your Child's Results'*
- *'Your Child's Results at a Glance'*
- *'What Your Child's Results Mean'*.

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 students.

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. The Reports include:

- Individual Student Achievement CSF Levels Report
- Individual Student Responses Report
- Group Summary Report
- Short Answer Responses Report
- Writing Summary Report
- School Summary Report
- Five-year Trend Data Report
- School Matched Group Comparison Report
- Student Comparison Report
- Student-School Comparison Report
- Student Ranking Comparison Report.

## AIM Data Service professional development program 2005

Following the release of the results of the AIM tests, a professional development program will be offered to principals and teachers to assist them to understand the results of the data analysis of the 2005 State-wide testing program.

As in past years, Phillip Holmes-Smith will deliver a series of professional development workshops for the 2005 AIM Data Service Reporting cycle during October, November and December under contract to the VCAA.

The professional development workshops are designed for a team of teachers from each school, including the principal and Years 3, 5 or 7 teachers, and may also include appropriate curriculum coordinators or other teachers in curriculum

management positions. Year 9 teachers may also be interested in attending in preparation for Year 9 testing and reporting in 2006.

This year schools will have the opportunity to select from the following two options for the workshops:

1. a whole-day program
2. a three-hour session.

The whole-day workshop will allow schools to work with their own school's AIM results by undertaking a more comprehensive analysis of their data and reports. This workshop provides an opportunity for principals and teachers to experience a 'hands-on' investigation of the AIM Data Reports. Schools undergoing a triennial review will benefit greatly from this workshop as they will assist

to develop a School Review Report so that schools can derive the most benefit from the workshop.

The three-hour session focuses on how schools can access the AIM Data Report via the Internet. The provision for individual schools to access the Internet during the session will allow them to interrogate their own data. The sessions will include a presentation of the use of the AIM reports, an explanation of the statistics generated by the tests and recommendations for using data to improve teaching programs.

Further information regarding dates and venues of the professional development workshops will be posted on the AIM website at <[www.vcaa.vic.edu.au/prep10/aim/teachers/index.html](http://www.vcaa.vic.edu.au/prep10/aim/teachers/index.html)> during Term 4.

# Updates on the Standards validation projects

This section focuses on providing updates about the validation projects that the VCAA is currently completing on the Victorian Essential Learning Standards.

This year is serving as a year of validation for the Victorian Essential Learning Standards. As part of the validation process the VCAA is currently undertaking a number of projects providing stakeholders with the opportunity to respond to the Standards. Schools, teachers and the broader education community are all currently being consulted with to ensure the Standards meet the needs of Victorian schools.

The VCAA views the validation projects and the issues they raise as a vital component in refining the Standards. All the data that stems from these projects will be included in the VCAA validation of the Standards.

## Online survey

During July and August the VCAA conducted an online questionnaire to gather feedback about the clarity and usability of learning focus statements and the standards. Many responses have been received and the VCAA would like to thank everybody who took time to complete the survey.

The results of the questionnaire are still being collated but early indications are that respondents view the Standards and their contents positively.

Highlights from the responses collated so far include:

- an overwhelming majority of respondents stating that the strands and domains that exist within the Standards support curriculum development, planning and student learning

- that the learning focus statements were viewed by the majority as a helpful tool to assist in developing teaching and learning programs
- that the knowledge, skills and behaviours of the standards are developmentally appropriate at the levels.

A number of respondents chose to articulate their responses.

*'The Standards will provide teachers with support to develop the whole child, as a thinker and a person.'*

*'... (the Standards) provide a strong framework to build curriculum around but also allow flexibility in the classroom.'*

Respondents have also identified a number of areas within the Standards that they feel need some refining. The VCAA appreciates this feedback and assures respondents that it will form an integral part of the final validation.

## Focus groups

In Term 2 the VCAA sought expressions of interest from teachers, curriculum coordinators and principals to participate in focus groups to look at the Victorian Essential Learning Standards.

The large number of expressions of interest received to participate in these focus groups was a sign of the strong interest these validation projects are creating amongst the education community.

Recently teachers and curriculum leaders participated in focus groups across both metropolitan and regional Victoria to further examine areas identified from the online questionnaire responses and to

consider evaluations of the standards in a more interactive forum.

The VCAA is currently in the process of looking at the issues raised within the focus groups and will use those responses in the validation process.

## Assessment trials

Writers commissioned by the VCAA are currently working in conjunction with schools and the VCAA to develop multiple assessment tasks and assessment criteria at each of the six levels in the standards.

Throughout Term 3, these tasks will be trialled in a range of government, catholic and independent schools across the state, with feedback contributing to the validation of the Standards.

## Independent evaluation

In late July the VCAA appointed an independent contractor to undertake an in-depth analysis and evaluation of the Victorian Essential Learning Standards.

This validation project is being undertaken so VCAA can receive independent feedback on a number of key areas, including the clarity and specificity of the standards and the extent to which the structure of the Standards will support curriculum design in schools.

The VCAA expects to receive the evaluation report in September.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

41 St Andrews Place East Melbourne Victoria 3002 Australia  
TELEPHONE +61 3 9651 4300 FACSIMILE +61 3 9651 4324  
EMAIL vcaa@edumail.vic.gov.au WEB www.vcaa.vic.edu.au  
ABN 82 628 957 617



## Expression of Interest ACHIEVEMENT IMPROVEMENT MONITOR 2006 – YEAR 9

VCAA Privacy Statement

The Victorian Curriculum and Assessment Authority (VCAA) is a statutory authority established under the *Victorian Curriculum and Assessment Authority Act 2000*. The VCAA is committed to protecting all personal information collected and handling this data in accordance with the *Information Privacy Act 2000*. All of the information we collect from you will be kept secure and confidential.

**Fax this form to the VCAA on (03) 9651 4612**

BLOCK LETTERS

School Name \_\_\_\_\_ VCAA School Code \_\_\_\_\_

Site address \_\_\_\_\_  
\_\_\_\_\_

*Please tick appropriate box*

My school will participate in the Year 9 AIM:

My school will not participate in the Year 9 AIM:

Contact person for Student Data file: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Fax \_\_\_\_\_

Email address: \_\_\_\_\_

Number of students \_\_\_\_\_

Number of classes \_\_\_\_\_

I verify that the requirements regarding the security measures and standard conditions for the implementation of the AIM Year 9 testing will be met.

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Principal's name (please print)

\_\_\_\_\_  
Date

**Please fax to: Manager, P-10 Assessment Unit  
(no later than 16 September 2005)**

**Facsimile: 03 9651 4612**

# Victorian Essential Learning Standards Frequently Asked Questions

**This section focuses on different areas of the Standards and answers some frequently asked questions.**

In using the Standards, schools will develop appropriate curriculum programs which provide opportunities for students to achieve the essential knowledge, skills and behaviours across all the domains. These programs should reflect the resources and expertise available, the needs of students and the interests of the school community.

Information and Communications Technology (ICT) is one of four domains in the Interdisciplinary Learning strand of the Standards. This edition we answer some questions about the ICT domain.

## ***What does interdisciplinary mean for Information and Communications Technology?***

The Interdisciplinary Learning strand focuses on ways of thinking, communicating, conceiving, and realising ideas and information. The knowledge, skills and behaviours in the ICT domain enable students to use ICT to access, process, manage and present information; to model and control events; to construct new understandings, and to communicate with others.

As an interdisciplinary learning domain, ICT can be applied across all strands. For students this means *applying* ICT knowledge and skills to:

- develop understanding of domain-specific knowledge and skills (*ICT for visualising thinking* dimension)
- demonstrate understanding of domain-specific content and concepts (*ICT for creating* dimension)
- share understanding of domain-specific knowledge and skills with known and unknown people (*ICT for communicating* dimension).

## ***Can we still include stand-alone ICT classes within our school program?***

Students use their ICT knowledge and skills to transform and to enrich their learning environment. The Standards do not mandate how and where students will acquire their ICT knowledge and skills, but they do state the standards that must be demonstrated by students at progressive levels of learning. Schools should construct coherent programs that enable students to *acquire* and *apply* these ICT knowledge and skills.



Students applying ICT in The Arts

Curriculum planning will identify where the centre of learning for ICT will take place. A range of options exist, and school choices are influenced by factors such as the location and quantity of computer resources, the ICT expertise of teachers, preferred teaching and learning styles and the opportunities offered by timetabling arrangements. Even within a school program, the centre of learning may vary depending on the year level.

In a broad sense, there are three main learning options: dedicated, distributed and combined, however, schools may choose any arrangement.

## **Dedicated learning**

Schools can choose to provide instruction in dedicated ICT classes and then students apply their ICT knowledge and skills to all other areas of learning. Real success with this approach is achieved if students in the ICT classes are handling and processing data and information that is directly related to other areas of learning. Real data for real purposes fosters real learning. This warrants coordinating programs so that students *acquire* ICT knowledge and skills in time for them to be *applied* in a meaningful manner.

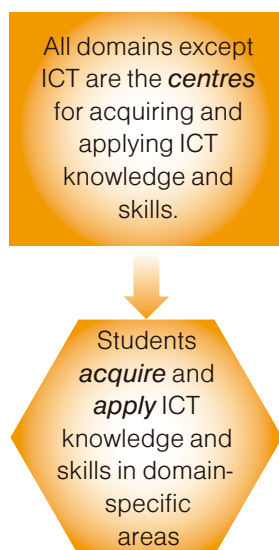
### ***Dedicated learning approach***



### Distributed learning

Distributed learning is an approach which is at the opposite end of the continuum from dedicated learning. Students *acquire* and *apply* ICT knowledge and skills in other areas of learning without dedicated ICT being offered in the school program. Typically, this arrangement is supported by expert ICT teachers working with other teachers in their classrooms, often acting as mentors. Therefore, ICT is not a timetabled class instead, ICT expertise is brought into other learning environments. In many primary schools, this option is commonly adopted.

#### Distributed learning approach

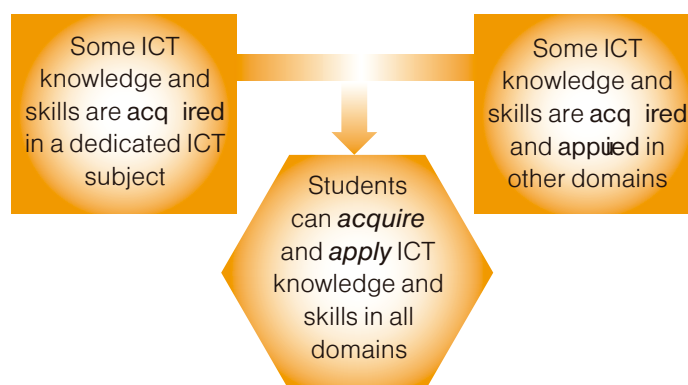


While this approach fosters integration because teachers are responsible for constructing learning programs that focus on both the *acquisition* and *application* of ICT knowledge and skills, success can be undermined by teachers lacking sufficient knowledge about key ICT concepts and conventions. Teachers may be ICT-savvy with respect to their skills, but students are expected to demonstrate more than just ICT skills at each level.

### Combined learning

Between dedicated and distributed learning is a combined learning approach where some ICT teaching is delivered through dedicated offerings and the remainder becomes the responsibility of other classroom teachers. This arrangement often suits programs offered at Years 9 and 10 where the complexity of ICT knowledge and skills benefits from specialist teaching. This supports the building of pathways to VCE, VCE VET and VCAL programs.

#### Combined learning approach



Schools need to critically analyse the extent to which their current infrastructure can support their preferred learning approach and make modifications, where appropriate, to accommodate their preference. In some schools this requires changing the timetable and the approach to teaching and learning. ICT must be more than a presence to transform learning.

Further frequently asked questions about the Standards are located at <http://vels.vcaa.vic.edu.au/about/faq.html>

This P-10 Supplement is an adjunct of the Victorian Curriculum and Assessment Authority (VCAA) Bulletin. The VCAA BULLETIN is a monthly publication (excluding January) carrying information and administrative advice about the Victorian Certificate of Education and the Victorian Certificate of Applied Learning.

For subscriptions to the VCAA BULLETIN go to: [www.vcaa.vic.edu.au/correspondence/bulletins/bullsubscription.html](http://www.vcaa.vic.edu.au/correspondence/bulletins/bullsubscription.html)

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EDITOR Scott Robinson    DESKTOP PUBLISHING Therese David    EDITORIAL ENQUIRIES: tel: (03) 9651 4621, fax: (03) 9651 4354, email: [vcaa@edumail.vic.gov.au](mailto:vcaa@edumail.vic.gov.au)