



VCAA Bulletin P-10

Formerly P-10 Supplement
to the VCAA Bulletin

Regulations and information about curriculum and assessment for Prep to Year 10

Principal Curriculum Coordinator PD Coordinator AIM Coordinator P-10 Teachers

VCAA Bulletin VCE, VCAL and VET; VCAA Bulletin P-10

Beginning with the April 2006 VCAA Bulletin the two main components of the Bulletin were retitled. The new titles are VCAA Bulletin VCE, VCAL and VET and VCAA Bulletin P-10.

Issue numbering for both VCAA Bulletin VCE, VCAL and VET and the VCAA Bulletin P-10 will continue from previous editions.

Other supplements and liftouts will remain unchanged.

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CEO's report

Assessing student achievement in Victoria

This year is a busy one for Victorian schools participating in a variety of state-wide, national and international assessment programs.

In addition to the 240 000 Years 3, 5, 7 and 9 students undertaking the Achievement Improvement Monitor (AIM) tests, a further 700 students at each year level are participating in the National Trial of Literacy and Numeracy tests. The Literacy and Numeracy tests will be conducted on 23–25 May 2006. At the completion of the trial a report on the results will be prepared and presented to the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). This report will inform decisions regarding the future of common national

tests in literacy and numeracy in Australia.

During 2006, approximately 60 Victorian schools will also be involved in the Trends in International Mathematics and Science Study (TIMSS) during the period 23 October to 17 November. A random sample of students of about 15 years of age also has been selected to represent Victoria in 70 secondary schools in the Program for International Student Assessment (PISA) survey.

From May 2006, the AIM Data Service reports will use a scale drawn from the Victorian Essential Learning Standards. This change has also been applied to all historical data on the AIM Data Service so that results prior to 2006 previously expressed on the Curriculum and Standards Framework (CSF) scale have now been converted to the Standards scale.

On Demand testing continues to be used by an ever increasing

number of schools. It is pleasing to be able to report that this testing program has also been converted to the Victorian Essential Learning Standards.

The VCAA has conducted a series of forums to obtain feedback from schools regarding the enhanced security measures put in place, to ensure that the AIM tests are conducted in a manner that is consistent across Victoria. AIM coordinators have been appreciative of the provision of the CD-ROM which was developed to assist schools to brief test supervisors for the Year 9 tests in April. A further set of support materials, including a DVD, will be distributed to schools in the first week of July 2006. I trust that these materials will assist schools to conduct the tests in August in a consistent manner.

John Firth
Chief Executive Officer



Multi-domain assessment task writers' workshop

On Thursday 20 April 2006, the VCAA facilitated a workshop at Telstra Dome to develop outlines for multi-domain assessment tasks. These materials will be used to support schools in their implementation of the Victorian Essential Learning Standards and assist teachers to assess student work against the Standards. Representatives from government and non-government schools involved in trialing assessment tasks in 2005 worked with VCAA curriculum managers to develop initial advice on assessment tasks based on their experience from last year. In developing the task outlines teachers ensured that they were based on typical classroom activities, were age-appropriate and were relevant to typical learning programs.

The outlines of the assessment tasks developed during the workshop will be further refined by the VCAA and, once finalised, schools will be invited to participate in trialing them with students. Student work samples collected during the trials will be used to develop domain-specific assessment maps and multi-domain annotated work samples. The assessment tasks will also be published online.

During the workshop, participants developed outlines for assessment tasks by:

- identifying the elements of learning standards from specific domains to be the focus of assessment
- brainstorming different strategies for assessment
- indicating an assessment strategy for each domain addressed
- including a range of assessment strategies across domains at the one level
- developing a teaching and learning sequence to address the standards identified as the focus for assessment.



Participants and facilitators at the Standards workshop held at Telstra Dome in April.

Teachers could also develop their own assessment tasks using a similar process to that outlined above.

Participants in the workshop commented that the day provided excellent professional development, improved their understanding of the Standards, assisted the development of a multi-domain approach and allowed them to focus on different types of assessment. Through their involvement in the activities, participants have

become more familiar with the Standards and how to implement them in the classroom. They also gained greater appreciation of how domains are linked in different contexts to form a multi-domain approach. Participants commented that this approach encourages them to look at how to assess student outcomes at the beginning of the planning process for a work unit.

AIM Data Service – Conversion to Victorian Essential Learning Standards

From May 2006, the AIM Data Service reports on the AIM State-wide Tests will use a scale drawn from the Victorian Essential Learning Standards. Using this scale, students are typically expected to have achieved a standard at the end of a period of learning. For example, students are typically expected to achieve the Level 2 standard at the end of Year 2 and the Level 3 standard at the end of Year 4.

Using this example, any student's result between 2.1 and 2.9 indicates the student has achieved the Level 2 standard and is progressing towards the Level 3 standard.

In previous years, the AIM Data Service reports used a Curriculum and Standards Framework (CSF) scale that would have reported the same students as operating in CSF Level 3. A student receiving a 3.1 on the CSF scale would now be reported as 2.1 on the Victorian Essential Learning Standards scale (see table on right).

This change has been applied to all historical data on the AIM Data Service so that results prior to 2006 previously expressed on the CSF scale have now 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.

Year 9 reports

The AIM Data Service will be used to deliver the Year 9 AIM State-wide testing reports to participating schools when the results are released to schools in early June. The data service will provide the same range of reports as has been provided to schools for the Year 3, 5 and 7 AIM State-wide testing. The Year 9 reports will also allow comparisons to be made to school and student achievement in the 2004 Year 7 AIM tests.

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

AIM support materials

Following a review of materials provided to schools and positive feedback regarding the AIM Support CD-ROM (developed for Year 9 AIM), the VCAA is developing an AIM Support DVD for schools with Years 3, 5 and 7 students.

The DVD will provide information on test security and test supervision for principals, AIM coordinators and teachers who are supervising students undertaking the test. The DVD will assist schools in ensuring that all students are provided with the opportunity to

demonstrate their learning to the best of their ability.

The DVD will also contain key documents and forms required for conducting the AIM test.

The support materials will be distributed to schools in the first week of July 2006.

Statement of Compliance – AIM 2006

A copy of the Statement of Compliance is published on pages 5 and 6. The Statement of Compliance for the security of test materials and standard conditions for the conduct of the AIM testing program is to be signed and faxed back to the VCAA on (03) 9651 4612 no later than **Friday 7 July 2006**.

On Demand Testing – Changing over to the Victorian Essential Learning Standards

The VCAA is currently updating both the On Demand Testing system and tests that are on the system to ensure compliance with the Victorian Essential Learning Standards. The next software release of the VCAA Assessment Online system at the end of June 2006 will contain these changes. All schools currently involved in the On Demand Testing program will be required to install the upgrade to the latest build of the software at that time.

The interpretation of the adaptive test reports has altered with the change over to the Standards. Using the Standards scale, students are expected to have achieved a standard at the end of a period of learning. For example, students are expected to achieve the Level 2 standard at the end of Year 2 and the Level 3 standard at the end of Year 4.

Using this example, any student's result between 2.1 and 2.9 on a Standards scale indicates the student has achieved the Level 2 standard and is progressing towards the Level 3 standard. The CSF based adaptive tests would have reported the same students as operating at CSF Level 3. A student receiving a 3.1 on the CSF scale would now be reported as 2.1.

This change is illustrated in the table accompanying the previous article on the conversion to the Standards in the AIM Data Service. As a result, the scores for the past CSF based tests may be converted to a Standards scale by taking one standard level off the CSF score achieved by a student.

For any queries contact the VCAA Assessment Online helpdesk on 1800 623 681 or email: aim.support@edumail.vic.gov.au

On Demand Testing – professional development

A series of professional development sessions for schools in the use of the On Demand Testing online assessment program was conducted in Term 1 and Term 2. Over 140 schools attended the sessions and participants generally appreciated the benefits of the program. Most were keen to include it in some aspect of their assessment program at their school.

To access further information on the On Demand Testing program or to register interest in attending future PD sessions in Terms 3 and 4 visit the VCAA website at www.vcaa.vic.edu.au/prep10/aim/ondemand/index.html

AIM assessment program

AIM Equating Study 2006

The VCAA is currently inviting selected schools to participate in the Equating Study for the AIM Years 3, 5 and 7 State-wide English and Mathematics Tests.

One aspect of the 2006 AIM program is the administration of a sample study used to determine the relative difficulty of the 2006 tests in comparison to previous years' tests. The study allows VCAA to compare the difficulty of the annual tests, helping to ensure the accuracy of school and student data.

For this year's Equating Study, the Year 3, Year 5 and Year 7 students will complete AIM Test Booklets from a previous year. The Equating Study tests are sat under the same standard test conditions as the 2006 AIM tests.

The 2006 Equating Study will be administered between Wednesday 19 July and Friday 21 July 2006. The VCAA will provide participating schools with materials. Schools will not incur any additional costs.

Students will be issued with an individual certificate of participation together with their results. Participation in the study also provides students with a chance to become more familiar with the 2006 AIM test format.

Schools wishing to participate in the 2006 Equating Study should contact Lucy Paine on (03) 9651 4669 or email: paine.lucy.l@edumail.vic.gov.au



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



Achievement Improvement Monitor (AIM) 2006

Statement of Compliance

Security of AIM Test Materials and Administration of the Tests

Principals are responsible for the security of the AIM test materials and for the administration of the test. Principals must sign this Statement to certify that they will comply with the VCAA assessment and security requirements associated with the 2006 AIM program.

PART A: Principal's Responsibilities

1. Brief appropriate staff about the pending arrival of the test packages and record the name of the staff member who signs for receipt from the courier.
2. Ensure that all testing materials are checked for tampering upon receipt by the school.
3. Store materials in a safe and secure manner.
4. Document receipt, tracking, storage and distribution of materials in the AIM Test Materials Security Log, Record, and retain at the school, the names and roles of all personnel who have authorised access to the test materials and who are authorised to sign for receipt of test materials.
5. Ensure that no unauthorised person handles test materials prior to the times specified in the *AIM Principals' Guide – Administration*.
6. Ensure that the test materials stored at the school are re-checked for tampering prior to the commencement of the testing period.
7. Ensure that the test booklets are handed to supervising teachers on the morning of each test and returned to secure storage after each test.
8. Notify the VCAA immediately of any breaches of test security.
9. Ensure that all supervising staff are briefed about testing procedures and conduct of the tests in a manner consistent with the instructions in the *AIM Schools' Guide – Implementation*.
10. Notify the VCAA immediately of any test procedures which are inconsistent with directions in the *AIM Principals' Guide – Administration* and the *AIM Schools' Guide – Implementation*.
11. Ensure that students complete the correct pre-printed test booklets.
12. Ensure that an accurate record is kept of the name of each student who sits the AIM tests.
13. Ensure that procedures for exempting students are conducted according to procedures stated in *AIM Principals' Guide – Administration*.
14. Ensure that the Participation Return forms are accurately completed and signed off by the principal.

Statement of Compliance

PART B: Security Storage Arrangements

The VCAA will be conducting visits to schools to audit the storage facilities for the AIM test materials during 2006.

Apart from times that the tests are being administered, the test materials are to be kept in a double secure area at all times. Please tick the option which best describes the double secure storage arrangement for AIM test materials at your school.

Tick the option which best describes the two levels of security at your school.

- A locked filing cabinet which is locked in a storeroom/office which is unable to be accessed by unauthorised persons.
- A locked safe which is locked in a storeroom/office which is unable to be accessed by unauthorised persons.
- A locked sealed container which is locked in a storeroom/office which is unable to be accessed by unauthorised persons.
- Other (Please describe)

While the test materials are in the school before, during and after the testing period, any direct access to the test materials within the secure area is to be recorded in the **AIM Test Materials Security Log**. The Security Log will also be subject to security audit by the VCAA. In addition, there will be auditing of test security and administration during the testing periods.

I, _____
 (Principal's name)

of _____
 (School and School number)

certify that the requirements described in Part A and Part B will be met for the implementation of the 2006 AIM program.

Principal's signature _____ **Date** / / 2006

Please return this signed form to the VCAA by Friday 7 July 2006.

Facsimile 03 9651 4612

Please direct any queries to the AIM Helpdesk 1800 648 637 or
 email: vcaa.aim.help@edumail.vic.gov.au

April 2005 to April 2006

The detailed contents for this issue are on the front cover. This index records items in all issues from April 2005 to April 2006. Index items in issues prior to April 2006 are followed by issue number, month, year of issue and page number. Items for April 2006 onwards are given an issue number and page number only.

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Important Dates for Years 3, 5 and 7 AIM tests 2006

16 June	Final date for schools to request a variation to testing dates. Final date for schools to request Large Print and Braille test materials. Final date to forward signatories for accepting delivery of the test packages.
7 July	Final date for completion of the Statement of Compliance to be faxed back to the VCAA.
Week of 10 July	Schools receive AIM test packages (Year 3 and Year 5).
17–28 July	Teacher Assessed Tasks conducted (Years 3 and 5 only).
24 July	Schools receive AIM test packages (Year 7).
24–31 July	Conduct of the briefing on test administration for test supervisors.
31 July	AIM coordinator to sort and collate secure test materials and return to secure storage.
1 August	Mathematics AIM tests.
2 August	English and Writing AIM tests.
3 August	Completed test booklets and return forms ready for collection by 8.30 am.
11 August	Final date for return of test booklets for catch-up tests and for classes which had approval for a variation to testing dates.
Week of 4 October	Reporting packages delivered to schools. AIM Data Service website available for school reports.

DISTRIBUTION: 30 MARCH 2006 TO 26 APRIL 2006

Print

Victorian Essential Learning Standards Level booklets:
Levels 1–6

Internet

Additions

AIM forms: Record of Exemption, Request for Extra Materials, Request for Large Print and Braille Materials, Request to Vary Dates form

VCAA Bulletin (VCAA Bulletin VCE, VCAL and VET; VCAA Bulletin P-10) is an official publication of the Victorian Curriculum and Assessment Authority. Principals are advised to ensure that it is circulated among teaching staff. One copy should be filed for reference.

The VCAA Bulletin is also available online at: www.vcaa.vic.edu.au

Victorian schools only may photocopy this publication for use by teachers and students.

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www.vcaa.vic.edu.au/correspondence/bulletins/bullsubscription.html or contact the VCAA on (03) 9651 4326.

Cost of a one-year subscription is \$42.35 (incl. GST).

VCAA Bulletin is not published in January.

EDITOR Scott Robinson **DESKTOP PUBLISHING** Therese David

EDITORIAL ENQUIRIES: tel: (03) 9651 4621, fax: (03) 9651 4354, email: vcaa@edumail.vic.gov.au

SUBSCRIPTION ENQUIRIES: telephone Ian Jordan: (03) 9651 4326

ISSN 1448-2363



Published by

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

