



VCAA Bulletin P-10

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

Principal Curriculum Coordinator PD Coordinator AIM Coordinator P-10 Teachers

CEO's column

In the middle of a robust discussion about national Curriculum occurring all around us, I thought it timely to reflect on a couple of aspects of the VELs that are unique to Victoria. As we debate various arguments for, and approaches to, greater national consistency, we might think about how best to pursue the avenues for innovation and development that some variety and flexibility across jurisdictions provides.

A little discussed element of the VELs is the inclusion of Economics as one core element in the Humanities discipline area. Many curriculum documents include references to business or industry, generally in the context of generic skills that students need to develop if they are to do well in work. Such generic skills are undoubtedly important and they are recognised throughout a number of the domains of the VELs including Communication, ICT, Thinking Processes, Personal Learning and Interpersonal Development.

The Economics domain is not primarily about these skills however. It is about the two or three absolutely central ideas of the Economics discipline that are essential in understanding how our society works and how individuals operate as producers and consumers. It provides the means for understanding how the community is heavily shaped by economic ideas and forces, even if that process is not always explicit.

These central ideas explaining the concepts of scarcity, opportunity cost, the basic market mechanisms are conceptual tools that everybody needs to make sense of this world. I am not usually

in the business of recommending reading but in this case I would urge interested readers to look at *The Undercover Economist* by Tim Harford – an extremely accessible read showing how economic thinking underlines so much of our daily behaviour. None of this is to say that economics alone explains everything. It is to say, however, that without an understanding of economics, we would not be equipping our young people for the world beyond school.

With the Victorian and National Values Education forums taking place in early May, it is also opportune to reflect on the underlying principles of the VELs and how values consistent with the National Framework for Values Education are embedded within the VELs. This issue of the Bulletin highlights particular standards in several domains which provide teachers with opportunities to include values education as part of their teaching and learning programs.

During 2007, we are continuing to support teachers in understanding the standards and assessing student achievement. With this in mind, sample multi-domain assessment tasks have been published on the VELs website together with additional annotated work samples on domain assessment maps and the final batch of progression point examples in the Arts focusing on Dance, Media and Visual Communication. I encourage teachers to use these resources to inform discussion of assessment.

continued: PAGE 12

CONTENTS

Values Education and the VELs	2
Victorian Essential Learning Standards – advice for teachers	4
Schools' questions about the VELs and school implementation	6
Verification of AIM student registration data	7
AIM markers 2007	7
AIM test exemptions	9
On Demand testing update	9
Year 9 AIM test package delivery	9
National Assessment Program	10
AIM Year 9 tests 2007	10
INDEX:	
February 2006 to February 2007	11
DISTRIBUTION: 11 January 2007 to 28 March 2007	12



Values Education and the VELs

The Victorian Essential Learning Standards (VELs) are underpinned by a set of educational purposes and principles which are located within the broader community understanding of shared personal and social values.

These include those found in the Adelaide Declaration on *National Goals of Schooling in the Twenty-First Century*, adopted by the Ministerial Council on Education, Employment and Youth Affairs (MCEETYA) in 1999 for all school sectors. They also include those in the National Framework for Values Education in Australian Schools (2005) developed from the outcomes of the Values Education Study commissioned by the Australian Government.

Many schools include in their charters and statements of goals a commitment to the personal and social development of their students. The VELs relate to the range of philosophies, beliefs and traditions by providing a framework for the underlying knowledge, skills and behaviours associated with this development. It is not intended that values be the subject of specific, stand-alone teaching or the focus of assessment of individual students. They are a statement of community expectations within which schools develop their curricula.

Nine values for Australian schooling

The National Framework for Values Education recognises the values education policies and programs already in place in Victorian education authorities and schools. The nine values for Australian schooling are:

- Care and compassion
- Doing your best
- Fair go
- Freedom

- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion.

These nine values in the National Framework are consistent with values embedded in the VELs and developed within domains across the three learning strands.

Values and teaching and learning

Students are provided with opportunities to develop their understanding of values within the context of everyday learning. The domains within the Discipline-based learning strand will often provide the teaching and learning contexts for the development and discussion of values. Particular elements in domains from the Physical, Personal and Social Learning and Interdisciplinary Learning strands are provided below as examples of how values are embedded in the VELs.

Care and compassion

Students at Level 1 in Interpersonal Development *identify the qualities of a friend and demonstrate care for other students.*

Doing your best

At Level 6 in Interpersonal Development (Working in teams) *they develop and implement strategies for improving their contributions to achieving the team goals and in Personal Learning (The individual learner) they demonstrate a positive and structured approach to learning, identifying and using effective strategies that assist with study, both at school and at home.*

Fair go

At Level 2 in Personal Learning (The individual learner) *they contribute to the development of protocols that create a positive learning environment in the classroom.*

Freedom

At Level 4 in Civics and Citizenship (Civic knowledge and understanding) *they explain the basic elements of Australia's federal parliamentary system and key democratic principles and values such as freedom of speech and equality before the law.*

Honesty and trustworthiness

At Level 4 in Thinking Processes (Reasoning, processing and inquiry) students *distinguish between fact and opinion.* At Level 6 in Civics and Citizenship (Civic knowledge and understanding), *they contest, where appropriate, the opinions of others.*

Integrity

At Level 3 in Interpersonal Development (Working in teams), *students describe and evaluate their own contribution and the team's progress towards the achievement of agreed goals.* At Level 5 in Information and Communications Technology (ICT for creating), they *apply criteria to evaluate the extent to which their information products meet user needs and comply with intellectual property laws.* This also relates to Honesty and Trustworthiness.

Respect

At Level 4 in Interpersonal Development (Working in teams), *students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups.* In Communication

(Presenting) at Level 5, they provide and use constructive feedback and reflection to develop effective communication skills.

Responsibility

At Level 3 in Civics and Citizenship (Civic knowledge and understanding), *students demonstrate understanding of the contribution from the many culturally diverse groups that make up the Australian community.*

Understanding, tolerance and inclusion

At Level 4 in Civics and Citizenship (Community engagement) they *demonstrate understanding that there are different viewpoints on an issue, and contribute to group and class decision making.*

Subject/curriculum areas

These examples are not exhaustive but demonstrate how values are embedded in the standards within the domains. Specific subject/curriculum areas such as Health and Physical Education and Science also support the nine values of the National Framework. Examples of these include

In Science, students develop and apply *Honesty and Trustworthiness* through the application of fair testing and *Responsibility* through debating ethically-based science-related issues of broad community concern.

In The Arts, students develop and apply *Integrity* in their reflections on

their explorations and opinions about their own and others' use of the music elements.

In Woodwork Technology, students develop and apply *Responsibility* through assessing the outcomes of design and technology processes, and the resulting products and technical systems in relation to environmental, social and economic factors.

In Health and Physical Education, students develop and apply the idea of *Fair Go* through reflecting awareness that everyone has the right to participate in a healthy and active lifestyle and Care and Compassion through applying healthy living and safety procedures to self and others.

In Economics, students develop and apply *Integrity* and *Responsibility* through acting rationally and ethically when making economic and personal decisions.

In History, students apply *Understanding, Tolerance and Inclusion* through developing their sense of personal, cultural and national identity in a diverse multicultural nation and develop perspectives on our nation, our region and our world.

It can be seen through these examples that the VELS support values education across the curriculum and at each of the six levels through both suggested learning experiences and standards in the domains. Schools are best placed to ensure that, in the delivery of their programs, the broader aspirations of their community are appropriately expressed. The VELS provide the flexibility for schools to

develop their own approach to values education using those defined in the National Framework and National Goals of Schooling and those identified through school-based policies and processes.

Values education grants and conferences

The Department of Education is facilitating the Values Education Forums Project in collaboration with the Catholic Education Commission Victoria and the Association of Independent Schools Victoria. The Project has been funded by the Australian Government with the expectation that all schools have the opportunity to engage in a Values Education Forum/activity during 2005 to 2008. In Victoria, a one off grant of \$800 is available to all schools for this purpose.

Schools may access this grant to attend a Victorian state conference, **Building Positive Communities**, on May 2 and/or a National Forum, **Values Education in Practice**, on 3 and 4 May 2007. Both conferences will be held in Melbourne.

For further information about values education and school grants go to <www.education.vic.edu.au/studentlearning/program/valuesed/index.htm> or please contact Gary Shaw, Targeted Initiatives Unit by phone 9637 2031 or by email at shaw.gary.r@edumail.vic.gov.au

Victorian Essential Learning Standards – advice for teachers

The VCAA is developing information and advice to assist teachers in their understanding and application of the VELs. Current work focuses on information and advice for each domain relating to:

- development of concepts and skills through the three stages of learning (Years Prep to 4, 5–8 and 9–10)
- post-compulsory pathways
- interrelationships with other domains
- approaches to teaching and learning.

An excerpt from the material for the Thinking Processes domain soon to be published on the VELs website is provided below.

Information and advice for all domains will be published progressively on the VELs website in the Support Materials section at <http://vels.vcaa.vic.edu.au/support/index.html>

This material will complement the resources provided for each domain on the Department of Education’s website at www.education.vic.gov.au/studentlearning/teachingresources/preptoyear10.htm

Approaches to Thinking processes

Thinking is the conscious act of constructing (creating) and deconstructing (critically analysing) a thought, object or representation. Table 1 outlines some key thinking skills and processes and Table 2 identifies some generic thinking processes and common questions students might ask when undertaking the process.

In the lower levels of schooling, students will most likely concentrate on discrete thinking skills (Table 1), especially emotional management, sequencing, identifying, comparing and classifying. As they develop, they will begin to link these groups in

flexible and diverse ways that develop into increasingly complex ideas (concepts and metaphors). The greater the conceptual understanding of knowledge, skills and behaviours, the greater the capacity of students to analyse, generate, integrate and evaluate.

By the time students reach the higher levels of schooling, they will be approaching tasks across the domains using generic thinking processes that are methodical and relevant (Table 2) although they will at times also use discrete thinking skills that are outlined in Table 1.

Table 1: Discrete thinking skills framework

Skills	Descriptions of thinking processes
Focusing: directing attention to an idea or data	<ul style="list-style-type: none"> • Developing curiosity – why is it so? • Defining idea/data – setting parameters and clarifying.
Collecting: gathering information	<ul style="list-style-type: none"> • Observing – using all the senses to gather information. • Questioning – forming relevant and insightful questions. • Seeking – using relevant mediums to find information. • Exploring – using diverse strategies to identify a range of possibilities.
Organising: arranging information into a meaningful form	<ul style="list-style-type: none"> • Comparing – identifying similarities and differences. • Classifying – forming groups with common characteristics. • Sequencing – creating logical order/progression. • Mapping – using two and three dimensional diagrams to order information.
Analysing: understanding information and ideas	<ul style="list-style-type: none"> • Identifying – determining key attributes or elements. • Linking – making connections between information and ideas. • Switching – interpreting information from a range of perspectives. • Imagining – interpreting information through a range of possibilities, mediums or representations.
Generating: connecting prior knowledge with new knowledge	<ul style="list-style-type: none"> • Inferring – using reason to add meaning beyond available information or ideas. • Predicting – anticipating consequences and possibilities. • Elaborating – using prior knowledge to add meaning to new information or ideas (vice versa). • Representing – adding meaning by changing the form of an idea.
Integrating: connecting, combining and abstracting information	<ul style="list-style-type: none"> • Summarising – reducing information and ideas to core meaning. • Restructuring – changing knowledge structures to incorporate new information and ideas. • Inducting – making conclusions from information and ideas. • Deducting – developing rules, ideas or theories from information. • Patterning – observing, creating, applying and/or evaluating rules, ideas, sequences, theories or forms.
Evaluating: assessing the quality of the thinking	<ul style="list-style-type: none"> • Judging – setting standards for making an assessment. • Verifying – confirming the accuracy of the information and outcomes. • Analysing errors – identifying flaws. • Reflecting – identifying strengths and weaknesses for future application. • Applying – determining how new knowledge might be practical. • Transferring – determining alternatively useful applications for knowledge.

Table 2: Generic thinking processes

Thinking process	Common questions
Making a choice or judgment	What do I believe? What do others believe? How do I/others think? What do I doubt? What are the benefits/problems? What is possible? What is likely/unlikely? How will I make a judgment?
Solving a mystery/puzzle or overcoming an obstacle	What is the problem? What are the facts? How will I expand my thinking? What are the possibilities? What are the benefits/costs? What do I think is the solution? How practical is my idea?
Forming a hypothesis that may be tested	Why am I curious? Why am I puzzled? What do I believe? What do I doubt? How will I prove my belief? How will I organise my ideas? How will I make a judgment? How will I communicate my findings?
Creating an original idea, object or representation	How will I expand my thinking? What is possible? What do other people think? What are the alternatives? What happens in other contexts? What if?
Investigating the past, present or future	Why am I curious? What are the facts? Why am I puzzled? What do I doubt? What is likely? What do other people think? How do I know if this is important? How will I organise my ideas?
Investigating different possibilities	What is an appropriate metaphor? What if I reversed my assumptions? What are some playful questions? What if we switched contexts? What are the alternatives? What are the benefits/costs? How practical is my idea?
Exploring and describing a theory or concept	Why am I puzzled? What are the facts? What are the possibilities? What do I believe? What do I doubt? What do other people think? How will I organise my ideas? How will I make a judgment? How will I communicate my ideas?
Self regulated questioning and answering that explores their effectiveness in thinking out different tasks	What is important? What am I doing right/wrong? What critical information occurred during the development of my solution to the problem? How successful did I/others think I was? What strategies or tools could I use to improve the organisation of my information and product?

Schools' questions about the VELS and school implementation

As schools continue to implement the VELS the VCAA regularly answers a range of questions from teachers relating to the standards and implementation issues around curriculum and assessment. Responses to these questions are published on the VELS website at <<http://vels.vcaa.vic.edu.au/about/faq.html>> and occasionally in this Bulletin. One question asked in recent weeks by a number of schools focuses on how schools can develop assessment tasks which provide opportunities for students to demonstrate achievement at a range of levels in dimensions where required content changes from one level to the next as in Geography, History and Civics and Citizenship. A response is provided below.

How can teachers assess student achievement above or below a standard when the content changes?

When setting assessment tasks it is not necessary to include content from the next level or a previous level to assess achievement above or below a standard. Teachers can instead provide opportunities for students to demonstrate depth and/or breadth in skills or knowledge and understanding related to relevant key concept/s that continue through from level to level. This can be done, for example, through open-ended tasks. Teachers can then consider whether student skills in or knowledge and understanding of the key concept is above or below the standard.

For example, while the concept 'use of the environment' has a local context for Level 4 Geography and a regional context for Level 5 Geography, the extent to which explanations are developed in relation to use of the environment in a local context may be a criterion in judging

whether work is above Level 4 standard. Progression in this key concept can be identified in that explanation is an explicit component of the Level 5 standard, whereas at Level 4 students are required to identify and describe, but it would be expected that the context for the use of the environment would be local.

In the domain of History and the dimension of *Historical knowledge and understanding* there is distinct progression in the conceptual and skill development as students progress from Level 4 to Level 6. For example, at Level 4 students 'demonstrate knowledge and understanding', 'compare and contrast' and 'sequence events' while at Level 6 they 'analyse events', 'evaluate the impact' and 'compare perspectives'. The way students work with the content of history becomes progressively more sophisticated as they move from Level 4 to Level 6. The dimension of *Historical reasoning and interpretation* underlies this further as students work with increasingly complex and varied historical sources and develop increasingly independent research skills and means of displaying historical understanding.

Civics and Citizenship also contains distinct content in the dimension of *Civic knowledge and understanding* and also distinct progression in conceptual and skill knowledge in this dimension. While students at Level 3 'describe' and 'explain' particular aspects of democracy, at Level 4 they understand 'processes', at Level 5 they 'identify and question' features of Australian democracy and at Level 6 'analyse' issues and 'evaluate' and propose changes to the Australian political system.

Verification of AIM student registration data

The VCAA wishes to thank all schools who provided their student information as part of the pre-enrolment program for the upcoming AIM tests. Pre-enrolment allows individual student details, including names, birth date and gender, to be printed on the test booklets. This provides significant efficiencies in the administration of the tests at the school level and in the processing of test results.

Schools are reminded that for the Years 3, 5 and 7 tests in August there is an opportunity to amend and verify their final student data sets. Schools can access the AIM Student Data website to add, delete or modify student records as required from Monday 16 April until Monday 7 May.

For Year 9, the registration and verification processes have now been completed.

The AIM Student Data website address is <www.aimstudentdata.vic.edu.au>. Schools should use their existing VCAA website User ID and Password. Generally, this will be the same User ID and Password schools use for the AIM Data Service. If these are unknown, please send an email entitled 'AIM password request' to the AIM Pre-enrolment Helpdesk at <vcaa.aim.help@edumail.vic.gov.au>, making sure that the name of the school appears in the body of the text.

Detailed instructions for the use of the AIM Student Data website can be found by following the links 'Information for Parents and Teachers' and 'AIM Student Registration 2007' under the AIM section of the VCAA website <www.vcaa.vic.edu.au>. A direct link to the appropriate section is also currently available on the right hand side of the VCAA website welcome page.

For general enquiries about the uploading and verification of Years 3, 5, 7 and 9 student details, schools should contact the VCAA on 1800 820 122 (toll free).

AIM markers 2007

The VCAA is seeking applications from teachers interested in taking part in the AIM online marking for Years 3, 5 and 7, scheduled for August 2007. Experienced school teachers are strongly encouraged to apply.

AIM test marking provides:

- intensive training in the marking of short-answer and extended-response questions
- experience in applying current curriculum standards criteria to students' responses
- insight into the varied approaches applied by students to English and Mathematics tasks and topics.

Applicants are advised that all English writing tasks and Mathematics tests are marked online. English markers may elect to mark from home, the minimum requirement being broadband access. (See Addendum – System and user requirements.)

Teachers interested in becoming AIM markers for Years 3, 5 and 7 must complete an application online at: <www.ssms.vic.edu.au>. Applicants interested in becoming supervisors should indicate this on the electronic application form.

Only electronic applications will be processed.

Closing date for applications is Monday 14 May 2007.

Selected markers will receive initial notice of appointment by Thursday 31 May 2007.

All markers accepting an appointment must return a completed signed and witnessed AIM Conditions of Appointment form prior to 12 June 2007.

Training is compulsory. Applicants who did not mark AIM in 2006 are required to attend a preliminary new marker training day on Sunday 15 July as part of the marker selection process. All markers are required to attend a marker training day scheduled for Saturday 4 August. The training days will be held at the VCAA Assessment Centre, Coburg, Melbourne. Please note – the Camberwell venue is no longer in use.

A full-day Casual Relief Teacher payment will be provided for the training day, Saturday 4 August. No travel reimbursements will be provided.

Applicants should have teaching experience in Victorian primary or secondary schools. **Persons in non-metropolitan regions are encouraged to apply.**

If an applicant is not appointed in the first selection round, it is assumed the applicant is prepared to be appointed as an Emergency Marker if required.

Marking venues

Mathematics tests will be marked at the VCAA Assessment Centre in Coburg. English tests may be marked at the VCAA Assessment Centre, Coburg or from the marker's home. It is not appropriate to mark in a public venue.

Where relevant, applicants should seek approval from their employer if participation in the marking program could coincide with normal employment duties. In particular, teachers should make their principals aware of potential VCAA expectations if they are appointed.

There is no payment for release from schools during teaching hours to undertake marking; expenses such as travel or any other costs incurred are not reimbursed.

Any change to marker personal details provided in the application should be updated promptly on SSMS.

Markers who have not previously worked for the VCAA will be required to provide the necessary banking and tax details before payments can be processed. Documentation for these details is provided on appointment.

Delays in processing applications, appointments and payments can occur if the required documentation is not completed correctly (e.g. Conditions of Appointment, banking and tax forms).

Markers may not work concurrently on other large-scale marking projects during the AIM marking period.

Recipients of the Victorian Government Departure Package (VDP) within the last three years are ineligible to be markers.

Selection criteria

The appointment of markers is based on relevant qualifications and experience such as current teaching background, past performance where appropriate (marking accuracy and the ability to meet administrative requirements including deadlines), the number of applications received relative to the number of markers required in each of English and Mathematics and availability for the duration of the marking period.

Schedule for AIM online marking

Test	Level	Role	Main period of appointments	Main period of work	Payment
English	Year 3, 5 and 7	Supervisors	May	July/August	Payment generally occurs in the month following the main period of work
		Markers (approx. 150)	June	4–19 August	
Mathematics	Year 7	Supervisors	May	July/August	
		Markers (approx. 40)	June	4–12 August	

Please note this schedule is general advice only.

Addendum – System and user requirements

The following are the minimum equipment specifications for online marking from home:

	Recommended
Processor	Intel P III/AMD Athlon 700MHz
RAM	256MB or higher All windows versions
Operating System	Windows 2000/XP
Internet Explorer	Internet Explorer 6 or later
Hard Drive Space Installation	500MB
Hard Drive Space Operation	300MB
Monitor	17" Monitor SVGA 1024x768
CD/DVD ROM	32 speed CD/DVD drive
Internet Connection	ADSL/Cable (Broadband)
Mouse	Mouse or compatible pointing device
Graphics	8MB SVGA Graphics or higher

Applicants can also refer to the AIM section of the VCAA website: www.vcaa.vic.edu.au or the SSMS website: www.ssms.vic.gov.edu.au

AIM test exemptions

In certain circumstances, students may be granted an exemption from the AIM assessment program. The principal may grant an exemption to:

- Students with learning disabilities
- Students who have been learning English in Australia for less than one year.

Students with a moderate to severe intellectual disability and/or permanent physical disability such that they cannot perform in an assessment situation, can be exempted. This includes students who are unable to follow even the general instructions of the assessment. However, students cannot be excluded solely because of poor academic performance or disciplinary problems. Students who can be accommodated under special provisions should be assessed.

Students arriving from overseas less than one year before the test with a language background other than English, have the opportunity to be treated as exempt from testing.

Students should not be exempted for any other reason.

Students withdrawn due to reasons other than exemptions should not be registered as exempt.

The Record of Exemption form for each exempted student must be completed, signed by the parent or guardian, and returned to the VCAA with the completed test booklets after the test. A copy of these forms should be kept by the school.

The Record of Exemption form is available on the VCAA website at <www.vcaa.vic.edu.au/prep10/aim/teachers>. It is also available in the following languages other than English:

Arabic	Bosnian	Cambodian
Chinese/Mandarin	Filipino	Hindi
Persian	Serbian	Sinhalese
Somali	Spanish	Turkish
Vietnamese		

On Demand testing update

Victorian Department of Education literacy improvement initiative

The Victorian Department of Education's Literacy Improvement Teams (LIT) initiative has chosen to use the VCAA's On Demand adaptive tests for Reading as one of its assessment and evaluation tools for the project. The LIT initiative, through the employment of Literacy Specialists, aims to strengthen the capacity of teachers and schools across Victoria to provide high level support to students in Years 3–8 who require additional support in literacy. The project will run during 2007 and 2008 and over that time approximately 200 participating schools will use the On Demand reading adaptive tests four times to assess their students and provide data for evaluation purposes for the project.

A series of professional development sessions for On Demand testing were conducted by the VCAA in Term 1 2007 for the literacy specialists and schools participating in the LIT initiative. These were timed to provide the literacy specialists and participating schools with training in preparation for the first round of use of the On Demand tests in March 2007. Further professional development sessions for schools are currently being planned for Term 2. For further information regarding the VCAA's On Demand testing and professional development, schools are advised to check the VCAA website <www.vcaa.vic.edu.au> in Term 2 or to contact the VCAA Helpdesk on 1800 623 681.

Year 9 AIM test package delivery

In the week beginning Monday 30 April 2007, the Year 9 test packages will be delivered to schools by secure courier. For schools that registered authorised staff on the VCAA website, the test packages will arrive with these staff members' names printed on the outside of the packages. This will help to ensure that the test materials are tracked at the school end. Principals and AIM coordinators should ensure that appropriate staff members are briefed about the pending arrival of the test packages.

It is important that the name of the staff members who signs for receipt from the courier is recorded and that the receipt, tracking, storage and distribution of the test materials are documented in the AIM Test Material Security Log.

The Packing Slip should be used to check that the correct quantity of materials has been sent. The number of test booklets and materials is based on the pre-enrolment data provided by schools. Extra copies of all materials are provided to allow for new enrolments. However, schools should complete a Request for Extra Materials form and fax it to the VCAA on (03) 9651 4612 if additional materials are required. The form can be found on the VCAA website at www.vcaa.vic.edu.au

National Assessment Program

Literacy and Numeracy testing to commence in 2008

The AIM tests will be conducted in Victoria in 2007 for the final year in their current form. The Year 9 tests are to be held on 8 and 9 May 2007 and Years 3, 5 and 7 to be held on 31 July and 1 August 2007.

National Literacy and Numeracy tests for Years 3, 5, 7 and 9 will be introduced in May 2008. While final dates are yet to confirmed, it is currently proposed that all tests will be conducted over three days in the week beginning 12 May 2008.

The final form of the national tests is still to be confirmed. However, the current proposal is for five tests at all levels that include Language Conventions (spelling, punctuation and grammar), Reading, Writing and two Numeracy tests – one where the students will use calculators and one where calculators will not be used. In all other respects, the tests will be very similar in nature to the current AIM tests.

Further trials of items for the national tests will be conducted in a small sample of Victorian schools in May and July 2007. We shall keep you informed about developments of the National Literacy and Numeracy tests during 2007.

Civics and Citizenship

The 2007 Civics and Citizenship test is part of the National Assessment Program (NAP) agreed by all Ministers for Education and Training (MCEETYA). The NAP – Civics and Citizenship will assess students' knowledge and skills in Civics and Citizenship and will involve a sample of students in Years 6 and 10 in all states and territories.

The 2007 program has two elements. In the first instance, between 19 and 30 March 2007, a small number of schools in Victoria and Queensland participated in a trial of the assessment program. The Civics and Citizenship main sample will be held between 22 and 26 October 2007 and will involve a sample of 6530 Year 6 and 5310 Year 10 students across 352 primary and 274 secondary schools. Under the terms of the quadrennial funding agreement with the Commonwealth, schools selected for the sample are expected to participate.

The results from the NAP Civics and Citizenship will be used to report the performance of students in Years 6 and 10 nationally, comparable by state and territory, sex, indigenous status and Language Background Other Than English against the *National Goals for Schooling in the Twenty-first Century*.

For more information about the National Assessment Program for Civics and Citizenship please visit www.mceetya.edu.au

AIM Year 9 tests 2007

Timetable

The tests must be administered for students (other than those exempted) in the order and within the times specified in the table below.

It is recommended that students be given a break between test sessions conducted on the same day.

Timetable for Administration of AIM Year 9

Task	Date 2007	Administration for the Test	Introduction and Practice Questions	Time Allocation
Mathematics – Test 1	Tuesday 8 May	Before recess	10 minutes	45 minutes
Mathematics – Test 2	Tuesday 8 May	Before lunch	5 minutes	40 minutes
English Test	Wednesday 9 May	Before recess	10 minutes	45 minutes
Writing Test	Wednesday 9 May	Before lunch	15 minutes	40 minutes

February 2006 to February 2007

The detailed contents for this issue are on the front cover. This index records items in all issues from February 2006 to February 2007. 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.

A

- AIM
 2005 Assessment program 23–4
 2005 Tests
 Participation in state-wide tests
 2006 22–2
 Support materials 24–13,
 23–3
 2006 Tests
 Enhanced security 25–3, 24–
 13, P–10 Supp Issue 20
 Nov 05 3
 Package delivery 24–3
 Security measures 27–8
 Data Reports 26–6, 24–12
 Professional development
 27–9, 26–6 25–3
 Data service 25–1,5–7
 Conversion to Victorian Es-
 sential Learning Standards
 23–3
 Important dates
 2006
 State-wide testing program
 23–8, 24–2–3, P–10
 Supp Issue 20 Nov 05 4
 2007 27–9, 26–8, 25–7
 2007 Pre-enrolment 26–3
 Markers required
 Years 3, 5, 7 and 9 2006
 22–3–4
 Year 9 2007 26–3
 Preprinted student details 24–12
 Review 2007 24–13

- Statement of Compliance 2006
 27–9, 23–3, 5
 Teacher Assessed Writing Tasks
 24–9–11
 Testing verification 27–8
 Year 9
 April 2006 timetable P–10
 Supp Issue 21 Feb 06 7
 Markers required 26–3
 Testing 2006 22–6, P–10
 Supp Issue 21 Feb 06 10
 Principals' package P–10 Supp
 Issue 21 Feb 06 7
 Verification of pre-enrolled
 student details P–10 Supp
 Issue 21 Feb 06 8

C

- CEO's report 27–1, 23–1, 22–
 1, P–10 Supp Issue 21 Feb
 06 1
 Commonwealth Games Melbourne
 2006
 Curriculum and Standards Framework
 II –copies available 27–12

G

- Greek language teaching resources
 27–2

I

- Implementing the Standards, enhanc-
 ing the outcomes 26–2
 Innovation and Excellence Project use
 On Demand Testing 22–4–5

N

- National test in literacy and numeracy
 pilot 22–6
 commences in 2008 26–3

O

- On Demand testing 24–9
 Professional development sessions
 2006 25–4, 24–9
 Changing over to Victorian Essen-
 tial Learning Standards 23–4
 Professional development sessions
 2006 23–4, P–10 Supp
 Issue 21 Feb 06 8

P

- Payment to sessional staff employed by
 the VCAA 24–14
 Preparing students for a technology
 rich world 26–1–2
 Program for International Student
 Assessment (PISA) 22–7

S

- Sessional Staff Management System
 25–4

T

- Trends in International Mathematics
 and Science Study (TIMMS)
 22–7

V

- Victorian Essential Learning Standards
 Assessment and reporting support
 materials 22–8
 Assessment maps 27–3–8
 Online 26–4
 Errata 25–8
 Exploring aspects of the Standards
 – Science 24–8
 Level publications 22–11
 Parent booklet 24–1
 Progression points 27–3–8,
 26–5, 25–9–10, 22–8
 Student Learning February 2006
 DVD 22–12
 Support material P–10 Supp Issue
 21 Feb 06 3, 6
 publication of 24–7
 Summary of revisions P–10 Supp
 Issue 21 Feb 06 4, 5
 Validation P–10 Supp Issue 21
 Feb 06 2
 Years 9 and 10 student programs
 – FAQs 24–4–5

The National Civics and Citizenship Assessment program for Year 6 and 10 is held every three years and involves a sample of students in every state and territory. The second cycle will be held in October this year. The results for the first cycle held in 2004 are now available on the MCEETYA website (see details on page 10) including sample assessment items and marking guides. Teachers may be interested in using these with their students to gauge their proficiency in civics and citizenship and reflect on this information to improve teaching and learning programs.

The Year 9 AIM tests will be in school by the end of the month in preparation for the administration of the tests in May. These will be the final state-wide tests. National Literacy and Numeracy tests for Years 3, 5, 7 and 9 will be introduced in 2008. We will continue to keep schools informed about the National testing program throughout 2007.

DISTRIBUTION: 11 JANUARY 2007 TO 28 MARCH 2007

Internet

Victorian Essential Learning Standards

Assessment maps – annotated student work samples progressing towards the standards

Civics and Citizenship (2.25, 2.5, 2.75, 3.25, 3.5, 3.75, 4.25, 5.25, 5.5, 5.75)

Communication (4.5)

Health and Physical Education (0.5, 1.25, 1.5, 1.75, 2.25, 2.5, 2.75, 3.25, 3.5, 3.75, 4.25, 4.5, 4.75, 5.25, 5.5, 5.75)

Information and Communications Technology
(1.25, 1.5, 1.75, 2.25, 2.5, 2.75, 3.25, 3.5)

Personal Learning (3.5, 3.75, 4.75, 5.25, 5.5, 5.75)

Science (2.25, 2.5, 2.75, 3.25, 3.5, 3.75, 4.25, 4.5, 4.75, 5.25, 5.5, 5.75)

The Humanities – Economics 3.25, 3.5, 3.75, 4.25, 4.5, 4.75, 5.25, 5.5, 5.75

Progression points

The Arts (Dance) Levels 5–6

The Arts (Media) Levels 5–6

The Arts (Visual Communication) Levels 5–6

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.

The VCAA does not endorse the products or services of any notices published in the VCAA Bulletin.

Subscription to the VCAA Bulletin

A subscription form for the VCAA Bulletin is available on the VCAA website:

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** Robyn Scott

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

