



# 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

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## VELS Sample Programs Project

In the last edition of this Bulletin, the VCAA requested expressions of interest from schools where programs have been developed from a whole school perspective in the domains of Interpersonal Development, Personal Learning, Thinking Processes and Information and Communications Technology (ICT). As a result, more than 40 teachers from 25 primary and secondary schools across the government, Catholic and independent sectors are now working with the VCAA to develop a range of resources that will assist schools to incorporate these domains into teaching and learning programs.

The project team, consisting of teachers, a number of writers and VCAA staff, met in late August, early September and again in early October. Advice is being developed about whole school planning for two curriculum delivery models – a discipline/subject based approach or an integrated approach – that promote successful learning across the levels in the four focus domains.

To assist teachers in understanding the Personal Learning, Interpersonal Development, Thinking Processes and Information and Communications Technology domains, the project team worked to develop a skills/concepts matrix in each domain with examples of associated teaching and learning activities that can be applied in a range of curriculum contexts. Each matrix will show the progression of learning in relation to the standards through the levels in the domains.

The skills/concepts matrix will provide support for teacher professional knowledge and a scaffold for teaching and learning practices. Additional teaching and learning activities are being developed by the project team to demonstrate how the focus domains can be embedded in specific curriculum areas.

The sample programs resource will also include a number of sample units which show one or more of Personal Learning, Interpersonal Development, Thinking Processes and Information and Communications Technology domains in context. The sample units will focus on the teaching, learning and assessment strategies and activities specific to these domains.

Schools have had the opportunity to share their work among the project team and examples have been chosen to illustrate different aspects of the project.

The next stage of the project will involve an independent teacher reference group reviewing the material provided by the project team and making recommendations for revision prior to publication. A number of resources will be published on the VELS website in December 2007 with further material added progressively during Terms 1 and 2 in 2008. The next edition of this Bulletin will provide more detailed information about the resources to be published.

For further information about the project, contact Peta Evans on email <evans.peta.p@edumail.vic.gov.au> or telephone: (03) 9651 4405.

## What's new on the VELS website

Additional material to support teacher understanding of the VELS domains has been added to the VELS website in the Support Materials section at <http://vels.vcaa.vic.edu.au/support/index.html>. This material is highlighted in the 'What's new' section of the homepage.

In the Learning and Teaching section of each domain page, information about the relationships between the domains has been included. This advice is designed to assist teachers to develop learning opportunities for students that will support their understanding of ways in which they can apply the essential knowledge and skills in a range of school and non-school environments.

In the Background section, information has been included for the domains that were previously key learning areas in the Curriculum and Standards Framework (CSF) II. This focuses on similarities and differences between the VELS and CSF II and aims to support schools as they continue to audit existing teaching and learning programs and prepare to implement the VELS.

In addition, new text has been included in the introductions to each domain. The first part provides further information about the stages of learning from the domain perspective and the second describes possible pathways to VCE, VCE VET and VCAL.

Each domain page also includes links to other domain-specific resources on the VELS website and useful resources on other sites. An example of material available on the Mathematics page is provided on pages 3 and 4, and an excerpt from the Design, Creativity and Technology page on page 5.

## Classical Languages Standards

The VCAA is developing a set of generic standards for Classical Languages as a fifth language category of the Languages Other Than English (LOTE) domain for Pathway 2 Levels 5 and 6.

These standards will support teachers of Latin and Classical Greek in planning curriculum and assessing student achievement.

A teacher reference group involving experienced practitioners of Latin and Classical Greek reviewed the existing LOTE standards, provided feedback and made recommendations for necessary amendments and inclusions to cater for the differences in Classical Languages. Following this process a number of drafts were produced during Term 3 with further feedback provided by practising teachers.

The standards will be appropriate for use by teachers of Latin and Classical Greek as the basis for developing teaching and learning programs and assessing student achievement from 2008. It is envisaged that the Standards for Classical Languages will be published on the VELS website and distributed to schools that teach Latin and Classical Greek in early December.

Further information about the Classical Languages standards is available from Vicky Marinelis on email [marinelis.vicky.v@edumail.vic.gov.au](mailto:marinelis.vicky.v@edumail.vic.gov.au) or phone (03) 9651 4595.

# Mathematics domain support

A range of materials are available to support Mathematics teachers in the implementation of the domain. These can be accessed from the VELS website at: <http://vels.vcaa.vic.edu.au/support/domainsupport/maths/index.html>

The materials are organised in five sections with related links:

## 1. The Mathematics domain

- The Introduction to Mathematics
- The Learning focus and standards Levels 1, 2, 3, 4, 5 and 6

## 2. Learning and teaching

- **Approaches to Mathematics** – advice and selected activities to support the learning and teaching of the Mathematics standards at Levels 1–6, with a focus on aspects of Number, Structure and Working mathematically dimensions (see sample activity for Levels 3–4 on page 4)
- **Computer algebra system (CAS) technology at Level 6 Mathematics VELS** – advice, activities, course planners, case studies and resources that will assist teachers in planning curriculum that incorporates CAS technology into Mathematics teaching and learning programs based on Level 6 of the Mathematics VELS
- **Glossary** – this includes definitions and examples of key terms and concepts used in the Mathematics domain.

## 3. Assessment

- Standards and progression points – to support teachers in making on-balance judgments about student achievement for use on school systems reporting software
- Assessment maps (annotated student work) – to help teachers assess student work using the VELS. They provide a range of annotated student work samples that can be used by teachers in conjunction with the progression point examples to develop a common understanding of the standards and make consistent, on-balance judgments about student achievement

## 4. Background

- Background to the VELS – Mathematics domain – background information to the domain including the relationship between the VELS and the previous curriculum guidelines for Victorian schools, the Curriculum and Standards Framework (CSF) II
- Discussion paper: Mathematics Curriculum Area – as part of the preliminary work for the development of the VELS, the VCAA commissioned a paper designed to lead discussion on the essential elements of the Mathematics domain. The discussion paper provided theoretical and historical background for the development of the new standards

## 5. Links to other useful resources

- Mathematics domain <[www.education.vic.gov.au/studentlearning/teachingresources/maths/default.htm](http://www.education.vic.gov.au/studentlearning/teachingresources/maths/default.htm)>  
The Department of Education and Early Childhood Development (DEECD) web page which contains links to mathematics-related learning and teaching support materials and professional learning support, and identifies current research in the area of Mathematics education.
- Mathematics developmental continuum P–10  
<[www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum/default.htm](http://www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum/default.htm)>  
The Department of Education and Early Childhood Development (DEECD) indicators of progress and teaching strategies aligned with Mathematics VELS standards and the progression points.
- MCEETYA Statements of Learning <[www.mceetya.edu.au/mceetya/default.asp?id=11893](http://www.mceetya.edu.au/mceetya/default.asp?id=11893)>  
The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) requested that National Statements of Learning be developed in English, Mathematics, Science, Information and Communication Technologies, and Civics and Citizenship. All states and territories have agreed to incorporate in their curriculum agreed Statements of Learning at Years 3, 5, 7 and 9 by 2008.

For further information contact David Leigh-Lancaster on (03) 9651 4537.

# Approaches to Mathematics: sample activity for Levels 3–4

## What's my number?

This collection of activities involves students working with sets of natural numbers to solve related combinatorial problems according to given criteria. The underlying problem is to develop a process for determining a specific piece of information, that is, an unknown number (or more precisely, its sequence of digits), using a minimum number of questions of a given kind – that is true/false or yes/no questions each of which relates to a single characteristic or proposition.

### Activity 1

This activity introduces the key elements of the context. The teacher informs students that they have selected a digit from the set {0, 1, 2, 3, 4, 5, 6, 7, 8, 9}. Students are asked to guess the number, the teacher repeats the process a suitable number of times, for example 30 times, and the number of guesses required until the number is identified is recorded. This data can then be displayed visually by suitable graph and used to answer related questions such as:

- What is the minimum number of guesses before the number is identified?
- What is the maximum number of guesses before the number is identified?
- What is the most likely number of guesses before the number is identified?

The elements of the Standards addressed by this activity are:

#### Structure

At Level 3, students ... list all possible outcomes of a simple chance event ... they recognise samples as subsets of the population under consideration ...

#### Working mathematically

At Level 3, students apply number skills to everyday contexts ... they recognise the mathematical structure of problems and use appropriate strategies (for example, recognition of sameness, difference and repetition) to find solutions.

Students test the truth of mathematical statements and generalisations. For example, in ... number patterns (the patterns of ones digits of multiples, terminating or repeating decimals resulting from division) ... students use calculators to explore number patterns and check the accuracy of estimations. They use a variety of computer software ... to organise and present data.

#### Measurement, chance and data

At Level 3, students ... use a column or bar graph to display the results of an experiment (for example, the frequencies of possible categories).

### Activity 2

This activity extends the problem to two digit numbers and encourages students to develop systematic approaches to determining an unknown two-digit number. It is supported by several worksheets, which include Table 1 on page 5 to assist students in recording information and progressively identifying/eliminating possible numbers.

### Activity 3

This activity provides a further generalisation of the problem, for example where the unknown number is a four digit PIN. This provides students with the opportunity to work together in small groups to carry out a more open-ended investigation.

Table 1 – Activity 2

		second digit									
		0	1	2	3	4	5	6	7	8	9
first digit	0	00	01	02	03	04	05	06	07	08	09
	1	10	11	12	13	14	15	16	17	18	19
	2	20	21	22	23	24	25	26	27	28	29
	3	30	31	32	33	34	35	36	37	38	39
	4	40	41	42	43	44	45	46	47	48	49
	5	50	51	52	53	54	55	56	57	58	59
	6	60	61	62	63	64	65	66	67	68	69
	7	70	71	72	73	74	75	76	77	78	79
	8	80	81	82	83	84	85	86	87	88	89
	9	90	91	92	93	94	95	96	97	98	99

# Approaches to Design, Creativity and Technology

## Design briefs

### Design and technology processes and the development of design briefs

Central to Design, Creativity and Technology are design and technology processes. Students work through design and technology processes when they are designing and producing products and systems. This is reflected in the three dimensions that comprise Design, Creativity and Technology. While it is not intended that students will necessarily work through these in a linear way, it is expected that they will work through a range of interrelated processes while addressing problems and challenges posed in design briefs. Therefore, most of the elements within the dimensions should be addressed in a unit of work. The following diagram represents the centrality of design briefs, the interrelated nature of the Design, Creativity and Technology dimensions, and how this domain can be informed by knowledge and skills from other domains.

### The role of design briefs

Design briefs provide the context and challenge for learning in Design, Creativity and Technology. They identify specifications that students will need to consider in their designs. The format of design briefs can vary as can the amount of information they provide. These will be determined by the level of the students and the nature of the brief. When the teacher provides a design brief for students, the language and format needs to be appropriate. Given that design briefs are usually provided early in the design and technology process, they need to be relevant, engaging and challenging.

### Who designs them?

In the earlier years, design briefs are likely to be provided by the teacher. However, students can be given opportunities to have input into the brief. For instance, a general theme, challenge or problem may be identified, but students could provide some parameters or specifications. As students become familiar with providing input into and working with design briefs, they should increasingly be given opportunities to develop their own briefs.

Teachers can help students develop skills in contributing to design briefs when they pose broad challenges and ask students to identify the users/consumers or a situation that requires the design and development of a product.

For instance:

- Students are asked to design a cake for a birthday party. They identify the consumers of the cake and develop ideas based on this decision.
- Students are asked to design a product that will hold money and some small items. They identify the user of the product and develop designs based on the needs of the end user.
- Students are designing a small piece of furniture that can be used to put cups and glasses on when people are having drinks. They decide where it will be placed (for instance, next to an armchair, beside a desk, in a playroom, in the corner of a room).

### Design brief formats

The format of design briefs can vary significantly, but will need to include a context, challenge, and specifications, which include time available to design, make and evaluate the product.

### Context

The context provides the background to the problem or challenge. It can be

posed as a story or a scenario. The context is particularly important to engage students and show the relevance of the challenge.

### Challenge

The challenge is the problem to be addressed by the students. It is generally open ended to encourage students to consider a range of possibilities in response to the challenge. For instance:

- rather than specifying that students design an alarm, the design brief would challenge students to design a device that will alert someone that an intruder has broken into a property
- rather than specifying that students design a CD holder, students could be asked to design a product that will hold ten CDs (and perhaps other items).

### Specifications

The type and number of specifications can vary depending on the level at which students are working.

Specifications can relate to many areas, including:

- available materials or components
- available tools and equipment
- suitable processes
- a particular design feature
- where/how the product is to be used
- where it is to be situated
- who it is for.

Specifications can be categorised as:

- aspects of a brief that are considerations (flexible aspects)
- aspects of a design brief that are constraints (inflexible aspects).

These terms would generally be used once students are familiar with using design briefs.

### Time

Students should know how long they have to complete the product. This could indicate whether the product development will be short or extended.

Continued on : PAGE 12

# National Writing Test

## Writing Test markers required

As part of the National Literacy and Numeracy Testing Program the VCAA will conduct the National Writing test for all Victorian students in Years 3, 5, 7 and 9 on Tuesday 13 May 2008. Marking of student responses will begin on Sunday 18 May and is expected to be completed by Friday 6 June.

The VCAA is seeking applications from current and retired teachers to participate in this challenging and important project. Applications will be considered from new and experienced writing markers. All marking is completed online, and non-metropolitan teachers are invited to apply. Markers have the option of marking at metropolitan marking centres or from home. All markers will be required to mark Years 3, 5, 7 and 9 Writing.

## Meeting standards of professional practice – a great opportunity for professional development

In addition to the rich and rewarding professional practice gained from reading and evaluating a wide range of writing from across the state and across sectors, markers will engage in VCAA training sessions prior to and during the marking period.

## The National Marking Guide for Writing

Student responses will be assessed using the National Marking Guide for Writing, a set of criteria agreed to by all Australian states and territories. Results from the Writing Test will be used to monitor the development of writing skills nationally, on a state-by-state basis, and at the school and individual student level.

The marking guide is also intended to provide a range of diagnostic references and results for teachers which they may use, together with other assessment information, to plan individual and group writing programs. The guide incorporates significant writing traits related to all levels of the Victorian Essential Learning Standards for English.

## Training

The VCAA expects to hold half-day marker training sessions at the VCAA Coburg Assessment Centre over the weekend of Saturday 3 and Sunday 4 May. Markers will also be required to attend full-day training over the weekend of Saturday 17 and Sunday 18 May, and an additional half-day session during the marking period. Teachers applying for marking positions should ensure that they are available on the training dates, and throughout the marking period.

## Marking commitment

Marking of the writing scripts is expected to take around 21 days. While markers will be expected to take rest breaks during the marking period, they are required to commit to at least four hours marking each day.

## How to apply

Applications may only be completed online through the SSMS system. Interested teachers should go to the SSMS website at: [www.ssms.vic.edu.au](http://www.ssms.vic.edu.au)

## Years 3, 5 and 7 AIM Reporting pack delivery

In the week beginning 8 October the Years 3, 5 and 7 AIM Reporting pack will be delivered to schools. This pack will contain the following:

- covering letter to the principal
- *AIM 2007 Statewide Tests Reporting Guide – Data Year 3, Year 5 and Year 7*
- individual reports for parents of Years 3, 5 and 7 students
- parent pamphlets (*Parent Reports – Information for parents*).

The 2007 AIM Data Service will be made available for schools to login from Monday 8 October. Schools are advised to access the reports by going to the VCAA website <[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)> where they will find a link to direct them to the AIM Data Service website.

Access to the AIM Data Service website is gained using the same User ID and Password which were issued to schools in 2005. Once users login to the AIM Data Service using their unique User ID and Password, they will be able to access the 2007 year level results for their school. Reports for 2006, 2005, 2004 and 2003 are also available upon selection.

Similarly to last year, a generic set of reports for Victoria College (a demonstration School) will be available for viewing by using the User ID 'VICCOLLEGE' and the Password 'DEMO' for login.

## AIM Data Reporting 2007

### Professional development workshops

Following the release of the results from the AIM testing program in the first week of Term 4 2007, the VCAA invites principals, AIM coordinators, and Years 3, 5, 7 and 9 teachers to attend workshops being held between 22 October and 12 December.

The Australian Council for Educational Research (ACER) has been contracted by the VCAA to deliver the workshops. Peter Congdon and Dr Glenn Rowley have been engaged by ACER as measurement specialists to deliver the workshops as part of the AIM professional development services. Both Peter and Glenn have wide experience and expertise in the area of large scale testing and will be able to deliver this component with authority and credibility.

The structure and delivery of the workshops will include a mixture of 'tuition' on the broad principles and hands-on investigation of individual school data. There will be fifty three-hour sessions including metropolitan workshops and workshops for schools in rural Victoria and provincial cities.

In addition, ten whole-day workshops will be conducted at Cases Training Resource Centres (CTRC). These workshops will be delivered to schools who wish to gain a deeper understanding of their AIM data and the way in which it can provide rich information at the school level for reporting purposes.

Details of the time and venue of the workshops are included on pages 8 and 9 and on the website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

All registrations for the workshops may be made on the ACER website at [www.acer.edu.au](http://www.acer.edu.au)

## Workshop details

Region	Location	Venue and Address	Date	Morning	Afternoon	Evening
EMR	Camberwell	ACER, 347 Camberwell Road	Monday 22 October	8:30–11:30	12:45–3:30	4:00–7:00
BSW	Colac	Colac Mid City 289 Murray Street Colac	Tuesday 23 October	8:30–11:30	Not Available	Not Available
BSW	Warrnambool	Quest at Warrnambool, 15–19 Liebig Street, Warrnambool	Tuesday 23 October	Not Available	2:00–5:00	Not Available
BSW	Hamilton	Quality Inn Grange Burn, 142 Ballarat Road, Hamilton	Wednesday 24 October	8:30–11:30	Not Available	Not Available
Grampians	Horsham	Westlander Motor Inn, 100 Stawell Road, Western Highway, Horsham	Thursday 25 October	Not available	1:00–4:00	Not Available
Grampians	Ballarat	Sovereign Park Motor Inn, 223 Main Road, Ballarat	Friday 26 October	8:30–11:30	12:45–3:30	Not Available
EMR	Wheelers Hill	Wheelers Hill International Motor Inn, 242 Jells Road, Wheelers Hill	Monday 29 October	8:30–11:30	12.15–3.00	3:30–6:00
BSW	Geelong	Geelong Conference Centre, Adams Court Eastern Park, East Geelong	Tuesday 30 October	8:30–11:30	12:45–3:30	4:00–7:00
EMR	Ringwood	Karralyka Centre, Mines Road, Ringwood East	Wednesday 31 October	8:30–11:30	12:45–3:30	Not Available
Gippsland	Moe	Moe Regional Office, Cnr Kirk & Haigh Street, Moe	Thursday 1 November	8:30–11:30	Not Available	Not Available
Gippsland	Morwell	Best Western Coal Valley Motor Inn 141 Princes Drive, Morwell	Thursday 1 November	Not Available	1:00–4:00	Not Available
Gippsland	Lakes Entrance	Bellevue Motor Inn, 191–207 Esplanade, Lakes Entrance	Friday 2 November	8:30–11:30	Not Available	Not Available
Gippsland	Sale	Comfort Inn Princeton, 25–41 Princes Highway, Sale	Friday 2 November	Not Available	1:00–4:00	Not Available
WMR	Avondale Heights	Avondale CTC Avondale Primary School, Clarendon Street, Avondale Heights (Sydney Street Entrance)	Monday 5 November	8:30–11:30	12.15–3.00	3.30–6.00
WMR	Hoppers Crossing	Wyndham Leisure & Events Centre, 82 Derrimut Road, Hoppers Crossing	Wednesday 7 November	8:30–11:30	12:45–3:30	Not Available
NMR	Tullamarine	Quality Hotel Melbourne Airport, 265 Mickleham Road, Tullamarine	Thursday 8 November	8:30–11:30	12:45–3:30	Not Available
NMR	Preston	Northern CTC Newlands Primary School, Elizabeth Street, Coburg	Friday 9 November	8:30–11:30	12:45–3:30	Not Available
Loddon Mallee	Mildura	Quality Resort Mildura, 373 Deakin Avenue, Mildura	Monday 12 November	8:30–11:30	Not Available	Not Available
Loddon Mallee	Swan Hill	Commercial Hotel, 91 Campbell Street, Swan Hill	Tuesday 13 November	8:30–11:30	Not Available	Not Available
Loddon Mallee	Echuca	Quality Inn Port of Echuca, 465 High Street, Echuca	Tuesday 13 November	Not Available	Not Available	4:00–7:00
Hume	Shepparton	Country Comfort Shepparton, 481 Wyndham Street, Shepparton	Wednesday 14 November	8:30–11:30	12:45–3:30	Not Available

## P-10 ASSESSMENT

Region	Location	Venue and Address	Date	Morning	Afternoon	Evening
Hume	Wangaratta	Quality Inn Wangaratta Gateway, 29–37 Ryley Street, Wangaratta	Thursday 15 November	8:30–11:30	12:45–3:30	Not Available
Hume	Benalla	GNE CTRC DSE Regional Office, Arundal Street, Benalla	Friday 16 November	Not Available	12.45–3.30	Not Available
NMR	Eltham	The Eltham Gateway Hotel & Conference Centre, 1339 Main Road, Eltham	Wednesday 21 November	8:30–11:30	12:45–3:30	Not Available
Loddon Mallee	Bendigo	Quality Resort All Seasons, 171–183 Mclvor Hwy, Bendigo	Thursday 22 November	Not Available	12:45–3:30	4:00–7:00
SMR	Dandenong	Comfort Inn Imperial, 124 Princes Highway, Dandenong	Friday 23 November	8:30–11:30	12:45–3:30	4:00–7:00
SMR	Frankston	Frankston International Motel, 389 Nepean Hwy, Frankston	Tuesday 27 November	8:30–11:30	12:45–3:30	Not Available
SMR	Moorabbin	Hemisphere Conference Centre, 488 South Road, Moorabbin	Wednesday 28 November	8:30–11:30	12:45–3:30	4:00–7:00
WMR	Avondale Heights	Avondale CTRC Avondale Primary School, Clarendon Street, Avondale Heights (Sydney Street Entrance)	Thursday 29 November	9:00–4:00		
EMR	Forest Hill (TBC)	Parkmore CTRC Parkmore Primary School, Jolimont Road, Forest Hill	Friday 30 November	9:00–4:00		
BSW	North Geelong	BSW CTRC Oberon Primary School 28 Dorothy Avenue	Monday 3 December	9:00–4:00		
Grampians	Ballarat	Ballarat CTRC Forest Street Primary School Hancock Street, Wendouree (Hancock Street Entrance)	Tuesday 4 December	9:00–4:00		
Loddon Mallee	Bendigo	LCM CTRC DSE Regional Office, Havlin Street, Bendigo	Wednesday 5 December	9:00–4:00		
Hume	Benalla	GNE CTRC DSE Regional Office, Arundal Street, Benalla	Thursday 6 December	9:00–4:00		
Gippsland	Moe	Gippsland CTRC DSE Regional Office, Cnr Kirk & Haigh Streets, Moe	Friday 7 December	9:00–4:00		
SMR	Dandenong	Greenslopes CTRC Greenslopes Primary School, Gloria Avenue, Dandenong 3175	Monday 10 December	9:00–4:00		
NMR	Coburg	Northern CTRC Newlands Primary School, Elizabeth Street, Coburg	Tuesday 11 December	9:00–4:00		
EMR	Forest Hill (TBC)	Parkmore CTRC Parkmore Primary School, Jolimont Road, Forest Hill	Wednesday 12 December	9:00–4:00		

## On Demand testing

The Administrative Support Unit (ASU) has recently taken over the responsibility for On Demand support and Professional Development (PD) in addition to supporting VASS (Victorian Assessment Software System).

Margaret Andersson and Cathy Jones have delivered a number of PD sessions in regional clusters throughout Victoria over the past few months. The sessions are usually 2½ hrs but we can present a shorter version to meet the cluster participants requirements.

The Warragul and District cluster and the Trafalgar Neerim cluster invited us to give a presentation for their Cluster Conference. It was a very enjoyable day for us and we got to meet people who were enthusiastic users of the On Demand program.

Since then ASU has delivered PD sessions for regional clusters at Bendigo, Wodonga, Wonthaggi and Morwell and these have been very well received. The participants all enjoyed interacting and networking with each other as well as discussing and using the On Demand testing software in the training environment. Many participants were extremely competitive when sitting a practice On Demand test. ASU will continue to run these PD sessions and look forward to meeting staff from schools interested in using the On Demand testing.

For further information regarding On Demand testing please contact the Administrative Support Unit on 1800 623 681 or email [aim.support@edumail.vic.gov.au](mailto:aim.support@edumail.vic.gov.au)

## VCAA Assessment Online

### Development of Progress Tests

The VCAA is developing a series of Progress Tests that will assist teachers to monitor their students' development against the Victorian Essential Learning Standards (VELS). The VCAA has conducted trials of Progress Tests in English and Mathematics across Year Levels 3–8 in September 2007. The response from Victorian schools for the trial was enormous. All Expressions of Interest were processed to provide a randomly selected sample of schools which was demographically representative of the State. The VCAA would like to thank all schools for their support of this initiative.

The VCAA is currently analysing the trial data and will notify schools when the first suite of Progress Tests are released electronically via the VCAA Assessment Online system. The VCAA Assessment Online On Demand Testing system is provided free to both Victorian Government and non-government schools via the Internet. To access the Progress Tests when they are released, schools will need to be a registered user of the On Demand system.

You can register for On Demand Testing at <https://registration.vcaa.vic.edu.au/school/eoilogin.asp>. Schools will need their VCAA five-digit school code to register electronically.

Alternatively, contact the On Demand Testing Helpdesk on: Freecall 1800 623 681 or email school details to [aim.support@edumail.vic.gov.au](mailto:aim.support@edumail.vic.gov.au)

## August 2006 to August 2007

*The detailed contents for this issue are on the front cover. This index records items in all issues from August 2006 to August 2007. Index items are given an issue number and page number only.*

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### Victorian Essential Learning Standards

#### Internet

#### Domain Support

The Arts, Civics and Citizenship, Communication, Design, Creativity and Technology, English, Health and Physical Education, The Humanities  
Mathematics – CAS Technology

### Cross-curricular support

Values education, Indigenous perspectives and Sustainability

### Expression of Interest

VELs Sample Programs Project

## Sample Level 4 design brief with links to other domains

### The Great Grabber

#### Context

Many people find it difficult to lean over and pick things up. Older people can find it difficult to bend; some people aren't able to get out of a chair or bed for some time. How do they pick things up from the floor, or a table that is a little distance away?

#### Challenge

Your task is to design a device with a mechanism that will allow people to reach and pick up something that is a metre away.

#### Specifications

Your Great Grabber needs:

- a mechanism of some sort
- to include at least two materials
- to be comfortable to hold
- to be cheap to produce.

#### Possible links with other domains

##### Science

Students analyse how different mechanisms work to create different types of movement.

##### Mathematics

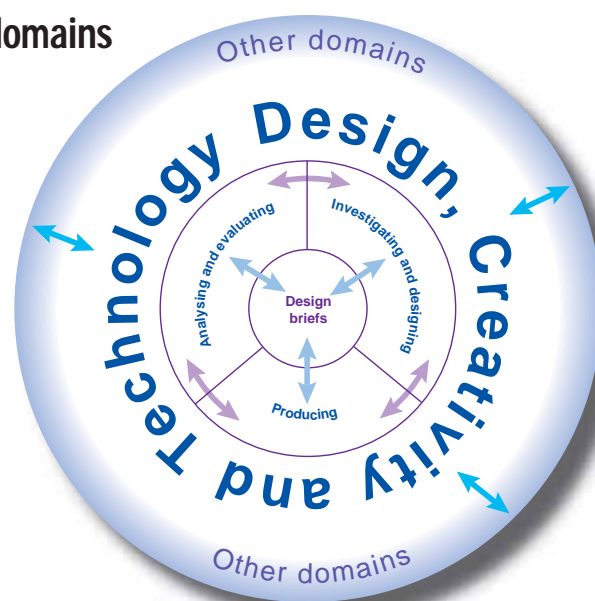
Students measure and calculate the minimum distances that need to be covered. They list the quantity of materials required, and prepare a costing list for the product.

##### Civics and Citizenship

Students visit an aged care facility and identify some of the things that people might want to reach, but have difficulty doing so. They interview an elderly or disabled person to find out what sort of device would be most useful.

##### Personal Learning

Students plan the production method they will use, including the time they think each main production process will take. They plan strategies to ensure that they can complete tasks on time, even if they encounter some problems.



##### Thinking Processes

Students generate and test a range of ideas to address the design brief. They reflect on the processes that they undertook in order to complete tasks and consider possible changes that they could have made to improve the processes.

##### Communication

Ideas are communicated visually and orally. Students develop questions to ask an elderly or disabled person and note their responses.

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