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### Music Annotated Work Samples

The VCAA recently published the Arts (Music) Annotated Work Samples with all schools receiving copies of the CD-ROM during October. The Annotated Work Samples in all key learning areas (KLAs) are designed to assist teachers to develop a common understanding of CSF standards and to make reliable and consistent judgments about student achievement.

Feedback from participants in all regions has been overwhelmingly positive. Workshop participants were particularly enthusiastic about the Music Annotated Work Samples (AWS) CD-ROM. Mark Gardiner, who teaches Years 9 to 12 at Methodist Ladies’ College was positive about its useability:

‘I think the CD-ROM has been very well put together and will prove to be a valuable tool for all of us ... it is incredibly detailed, very easy to navigate.’

See page 2 for a report of the program.

### Professional Development

During October and November, the VCAA held a series of 13 professional development workshops across the state to familiarise primary and secondary teachers with the Music Annotated Work Samples, Assessment Tasks and Professional Development materials.

Participants at a Music workshop in Sunshine
Music Annotated Work Samples PD program

What have primary specialists, secondary class teachers and instrumental music teachers from Warrnambool to Sunshine and Bairnsdale to Mildura had in common recently? Besides their well-known commitment and passion to Music education they participated in workshops across the state (equipped with laptops) to try out The Arts (Music) Annotated Work Samples CD-ROM and to discuss the work of 10- to 16-year-old music students.

Examples of student work they considered include:
- a rap composition by a Year 7 boy
- solo flute and clarinet performances by Year 9 girls
- compositions called ‘Star Discovery’, ‘Houston, we have a problem’ and ‘Cancer the Crab Constellation’ created by Grade 5 and 6 students
- a student’s interpretation of a Debussy piano prelude
- student compositions based on the chord progression from Gershwin’s ‘Summertime’.

The VCAA gathered a wide range of experienced music specialists for workshop presenters including music educators from primary, secondary, classroom, instrumental and tertiary settings.

This program has been a stimulating and useful forum for music teachers working in different contexts to meet and discuss the Annotated Work Samples and other issues that arise in implementing the Music strand of the CSF. Discussion and activities focused on:
- the range of tasks and media (audio, video and text) that can be used to assess student achievement
- ways of recording student outcomes
- planning units of work that can be implemented across instrumental and classroom programs

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New Session

To cater for demand an additional session has been organised for 28 November 2003 at Ivanhoe. For details, see the VCAA website at: www.vcaa.vic.edu.au/csf/WorkSamples/websiteinfo.htm#artsMusic or contact Tony Norman on (03) 9651 4671.

Music Annotated Work Samples PD kits

Participants in the workshops received PD kits containing an outline of the professional development program (PowerPoint presentation and speaker notes) and workshop support materials in hard copy and CD-ROM.

Schools not represented at the workshops will receive the kit of PD materials during November. The kits will help facilitate professional development activities at the school level.

Additional copies of Music CD-ROM

Schools requiring additional copies of the Music Annotated Work Samples CD-ROM may order through:
Information Victoria
356 Collins Street
Melbourne
Phone 1300 366 356 (Australia)
Fax: 61 3 9603 9920

An order form is available on page 10 of this supplement or can be downloaded from the VCAA website at: www.vcaa.vic.edu.au/csf/WorkSamples/websiteinfo.htm#order
Participation in AIM testing for 2003

The highest number ever of students and schools participated in the 2003 AIM Assessment program for Years 3, 5 and 7. This high participation rate for schools and students (see Table 1) is an acknowledgment by Victorian educators and the community in general of the value of AIM testing. Such strong support has enabled the VCAA to provide valuable trend data to individual schools and key policy makers.

The tables below indicate the numbers of students and schools for government, Catholic and independent sectors that participated at each level (see Tables 2 to 4).

As part of the AIM program, the VCAA also successfully conducted online testing for Year 7. A large number of students was involved in this pioneering program (see Table 5), Australia’s first online, writing test.

<table>
<thead>
<tr>
<th>Table 1. TOTAL PARTICIPATION RATES IN THE AIM PEN AND PAPER TEST PROGRAM 2003 BY SECTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
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<table>
<thead>
<tr>
<th>Table 2. PARTICIPATION RATES IN THE YEAR 3 AIM PEN AND PAPER TEST PROGRAM 2003 BY SECTOR</th>
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</thead>
<tbody>
<tr>
<td>Schools</td>
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<thead>
<tr>
<th>Table 3. PARTICIPATION RATES IN THE YEAR 5 AIM PEN AND PAPER TEST PROGRAM 2003 BY SECTOR</th>
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</thead>
<tbody>
<tr>
<td>Schools</td>
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</tbody>
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<tr>
<th>Table 4. PARTICIPATION RATES IN THE YEAR 7 AIM PEN AND PAPER TEST PROGRAM 2003 BY SECTOR</th>
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</thead>
<tbody>
<tr>
<td>Schools</td>
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<thead>
<tr>
<th>Table 5. PARTICIPATION RATES IN THE YEAR 7 AIM ONLINE TEST PROGRAM 2003 BY SECTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Schools</td>
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<tr>
<td></td>
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</tbody>
</table>
The Sample Units: Information and Communications Technology is a new and exciting resource, currently being developed by the VCAA to support teachers working with the CSF and information and communications technology in the classroom. The resource consists of units for each level in each key learning area, including four integrated units at CSF levels 1, 2, 3 and 5.

The resource is designed to assist teachers to enrich student learning through the use of ICT knowledge and skills appropriate for each key learning area. Careful selection of software tools and software functions means that the use of ICT in each unit is directly linked to the acquisition and/or application of knowledge and skills specified for each level.

Teachers will soon be able to access Sample Units: Information and Communication Technology in PDF format on the VCAA website at <www.vcaa.vic.gov.au>. ICT Sample Units in English will be available in November and units in all key learning areas will be added to the website progressively.

An interactive CD-ROM version of the resource will be distributed to schools in 2004. The CD-ROM will include:
- 52 sample units
- student Worksheets available in Microsoft Word format that can be modified
- an ICT Teacher Resource that provides a reference for various functions
- a PDF version of each unit for printing
- hyperlinks to the CSF, Student Worksheets, ICT Teacher Resource and websites
- ICT charts for each KLA and for each level
- links to other VCAA resources including Vocational Learning, Annotated Work Samples, Sample Units: Mathematics 8–10, Sample Units: English 8–10.

Activities in the units across the key learning areas allow students to do such things as:
- enter results related to individual fitness onto a database (Health and Physical Education)
- import graphics to write a rhebus story (English)
- create an invitation (LOTE)
- enter data onto a spreadsheet to create bar graphs (Mathematics)
- draw and paint pictures electronically to illustrate a life cycle (Science)
- search the Internet for information on weather conditions (SOSE)
- develop a graphic symbol for solar energy (Technology)
- produce a calendar collage (The Arts).
In response to requests from schools, the ICT wall charts, published in 2000, have been updated. Charts have been produced for each CSF level for inclusion on the CD-ROM. The charts map the ICT requirements for each level across all key learning areas. The charts also identify those ICT examples for which fully developed sample units are provided.

The CSF encourages full use of the flexibility and value for teaching and learning programs provided by the increased application of information and communications technology (ICT). The CSF assumes that students will use a range of information and communications technologies from the earliest years. The CSF acknowledges that through the use and integration of ICT, students are quickly developing new capabilities and that teachers have greater choice in creative teaching, assessment techniques and connections to students learning at home. The knowledge and skills in each key learning area incorporate many new possibilities opening up through developments in information technology.

Student Worksheets
Student Worksheets are available in Microsoft Word format. Teachers can use the Worksheets as presented or adapt them to suit the learning needs of their students.
The VCAA is currently developing sample units in English and Mathematics designed to engage students in Years 8–10 who may be considered at risk of not completing their schooling and to prepare students for successful completion of Years 11 and 12. The sample units consist of teacher resources which include:

- student activity descriptions
- references to CSF learning outcomes and key competencies
- teaching, learning and assessment activities supported by detailed teaching notes.

Student worksheets that can be photocopied and distributed to students and modified to suit particular groups are also included.

In addition to providing practical materials and resources, the sample units may also be used by teachers as guides for designing their own units of work.

The 8–10 sample units emphasise authentic tasks, project oriented activities and engaging texts or topics. For example, in the English sample unit, Organising an excursion, students follow a step by step guide to organising, undertaking and evaluating an actual excursion. In the text focused unit, Zines and magazines, students research the popular medium and publish their own zines.

The Mathematics units also emphasise practical approaches and authentic tasks. Examples include:

- an exploration of exponential growth and decay in Atoms, babies and bacteria
- a hands on investigation of spatial considerations in the construction of a Solar house
- probability and statistical analysis of games in Sports simulations
- number play leading to the algebra of patterns in Calendar mathematics
- a mathematical journey from Fibonacci to Federation that begins with a famous number pattern and ends with the architecture of Federation Square.

As with the ICT Sample Units (see pages 4–5), PDF versions will be available progressively on the VCAA website during Term 4.

A CD-ROM containing all units will be provided to all secondary schools in Term 1 2004.
Activity descriptions are supported by student worksheets that can be modified by teachers to suit their students.

Unit summaries provide assessment information related to each activity.

### Unit summary

<table>
<thead>
<tr>
<th>Travellin'</th>
<th>CSF learning outcomes</th>
<th>Key competencies</th>
<th>ICT skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 1</strong> Getting around</td>
<td>ENSL.0901: Indicator 1</td>
<td>Collecting, analysing and organising information</td>
<td>Word Processing Level 4</td>
</tr>
<tr>
<td></td>
<td>ENSL.0901: Indicator 2</td>
<td>Communicating ideas and information</td>
<td>Keys, imports and formats to produce specialised documents</td>
</tr>
<tr>
<td></td>
<td>ENSL.0900: Indicator 1</td>
<td>Working with others and in teams</td>
<td>Database Level 5</td>
</tr>
<tr>
<td></td>
<td>ENSL.0900: Indicator 3</td>
<td>Using technology</td>
<td>Structures, fields, entry data and print sorting reports</td>
</tr>
<tr>
<td><strong>Activity 2</strong> Analysing the information</td>
<td>ENSL.0904: Indicators 1, 2 and 3</td>
<td>Communicating ideas and information</td>
<td>Electronic Communication Level 3</td>
</tr>
<tr>
<td></td>
<td>ENSL.0904: Indicators 2 and 4</td>
<td>Working with others and in teams</td>
<td>Uses search engines to locate specific information on the Internet and downloads from</td>
</tr>
<tr>
<td></td>
<td>ENSL.0904: Indicators 3 and 4</td>
<td>Using mathematical ideas and techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENSL.0904: Indicators 5</td>
<td>Solving problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using technology</td>
<td></td>
</tr>
<tr>
<td><strong>Activity 3</strong> Making a difference</td>
<td>ENSL.0901: Indicator 1</td>
<td>Collecting, analysing and organising information</td>
<td>Desktop Publishing Level 5</td>
</tr>
<tr>
<td></td>
<td>ENSL.0901: Indicator 2</td>
<td>Communicating ideas and information</td>
<td>Creates text and graphics, designs layouts and imports templates</td>
</tr>
<tr>
<td></td>
<td>ENSL.0903: Indicator 3</td>
<td>Working with others and in teams</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENSL.0903: Indicator 1</td>
<td>Using technology</td>
<td></td>
</tr>
<tr>
<td><strong>Activity 4</strong> Organising a holiday</td>
<td>ENSL.0904: Indicators 2 and 4</td>
<td>Planning and organising activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENSL.0904: Indicators 1 and 3</td>
<td>Working with others and in teams</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENSL.0903: Indicators 1</td>
<td>Using technology</td>
<td></td>
</tr>
</tbody>
</table>
The Quest for Questions

Writing statewide tests is more involved than you may think. Considerable time is spent ensuring that the results of AIM tests are an accurate reflection of Victorian students’ CSF achievement levels and that the results can be used by educators to improve the standards of literacy and numeracy in our state.

Each year the VCAA’s P–10 test development team spends weeks in a quest for the right set of questions. To begin with, test developers write hundreds of draft questions. Each question is written to a CSF outcome and assigned a CSF level. Care is taken to ensure that the questions are accessible to students and do not encourage gender, language or cultural bias.

Panels of experts then review individual questions. These experts are chosen for skills that include:
- classroom experience
- knowledge of test theory
- curriculum expertise
- expertise in specialty areas such as teaching English as a Second Language.

After this first review, some questions are disregarded and others rewritten. Trial papers are then constructed according to a predefined structure that dictates elements such as the right balance in the degree of difficulty of the questions. These papers are reviewed again, this time with a focus on how the questions in each test fit together and whether or not the test meets structural requirements.

To ensure that questions perform as they are expected to they are first tested interstate. This year, students in approximately 30 interstate schools will sit a variety of different papers. The results from the trials will be used to decide the final AIM tests for 2004.
Calculation of AIM Results

Teachers and parents frequently ask how the AIM test scores are linked to CSF levels.

An important part of the process of the AIM project is the mapping of student’s test scores to CSF levels. The model used to convert the test scores is based on what is termed ‘Item Response Theory’. For Reading and Number testing this is a simple, one-step process.

The process is a little more complicated for Writing, Spelling and Mathematics because students attempt a number of tasks in each of these areas. Student test scores across the different tasks (see table below) are then combined to identify the CSF level.

As each task in Writing, Spelling and Mathematics is given a weighting, some tasks have a greater influence on a student’s final result than others. Weightings are used to:
- reflect curriculum balance
- adjust for the difference in maximum possible raw scores in each component task
- compensate for variations in teacher assessed component tasks.

In order for a CSF level to be calculated, a student generally needs to have attempted tasks that total 50 percent or more of the final weighted results in each area of study. For example, a student who only completes the centrally assessed Writing task will receive a CSF achievement score in Writing. However, a student who attempts only the Teacher Assessed Task in Mathematics will not receive a CSF achievement score for Mathematics.

A student who is absent for part of the test, but still qualifies for a CSF score, is not penalised for the missing component. For example, the final Writing achievement score for a student who was absent for the teacher assessed writing task would be based only on the student’s results for writing conventions and the centrally assessed writing task.

The table below shows the percentage weighting applied to each task.

<table>
<thead>
<tr>
<th>WRITING</th>
<th>PERCENTAGE WEIGHTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centrally Assessed Task</td>
<td>50</td>
</tr>
<tr>
<td>Teacher Assessed Task</td>
<td>35</td>
</tr>
<tr>
<td>Writing convention questions from the English test paper</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPELLING</th>
<th>PERCENTAGE WEIGHTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictation</td>
<td>50</td>
</tr>
<tr>
<td>Editing questions from the English test paper</td>
<td>30</td>
</tr>
<tr>
<td>Score given for spelling in the centrally assessed writing task</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATHEMATICS</th>
<th>PERCENTAGE WEIGHTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics test paper</td>
<td>90</td>
</tr>
<tr>
<td>Teacher Assessed Task</td>
<td>10</td>
</tr>
</tbody>
</table>

Need help with your AIM results?

Just a quick reminder that professional development sessions are being held until 28 November. They are designed to help teachers understand how to access, interpret and use the AIM test data.

All the relevant information can be found at: www.vcaa.vic.edu.au/aim/index.htm.

See page 11 for a report of the program.
## ORDER FORM

### PAYMENT METHOD

<table>
<thead>
<tr>
<th>CF Annotated Work Samples</th>
<th>Unit Price</th>
<th>Quantity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>10.80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOIE (French, Chinese and Indonesian)</td>
<td>12.20</td>
<td></td>
<td></td>
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<tr>
<td>Health and Physical Education</td>
<td>10.80</td>
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<tr>
<td>Mathematics</td>
<td>10.80</td>
<td></td>
<td></td>
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<tr>
<td>Science</td>
<td>10.80</td>
<td></td>
<td></td>
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<tr>
<td>Studies of Society and Environment</td>
<td>10.80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>10.80</td>
<td></td>
<td></td>
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<tr>
<td>The Arts (Music)</td>
<td>13.20</td>
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</tbody>
</table>

**Subtotal** $ 
**Add postage and handling fee (over facing page)** $ 
**Total** $ 

### POSTAGE (includes GST)

- Total value of goods $
- Postage and handling fee $ 
- $3.80
- $6.50
- $8.65
- Over $3000.00 at cost

### DELIVERY

**Deliver to:**
Mr/Mrs/Ms ___________________________________________________________
School ___________________________________________________________________________________________________________
Postcode _______________
Telephone __________________________ Fax: ___________________________
Email ___________________________

**Send this order to:**
Information Victoria
356 Collins Street, Melbourne 3000
Telephone: 1300 366 356 (Australia wide)
Fax: 61 3 9603 9920

**Only mail orders will be accepted.**

Account customers please supply purchase order and account number

### COLLECTION NOTICE

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If you have any queries or wish to gain access to your personal information held by this agency, please contact our Privacy Officer on (03) 9651 1280 or by writing to that officer at Level 2, 1 Treasury Place, East Melbourne 3002.
AIM Professional Development 2003

The AIM professional development program is currently underway. Workshops have begun throughout the state for school principals, teachers of Year 3 and Year 5, teachers of Year 7 English and Mathematics and curriculum management leaders. The first of these proved to be very popular and many sessions are oversubscribed.

The workshops are designed to brief participants on the National Benchmark comparisons contained in the Parent and School reports, provide an update on the AIM Statewide assessment program for students in Year 3, Year 5 and Year 7 and explore the 2003 AIM data analysis and reporting software for schools.

Feedback from participants to date has indicated that these workshops are very helpful in enabling curriculum management leaders and teachers to analyse and use the assessment data to monitor and raise student achievement.

Professional development sessions are divided into three main topics:

a) Writing and selecting AIM test items
   This session explains the process and timeframe involved in the development of test items. Several sample test questions are presented and examined to demonstrate how biases in the test items are overcome. Statistical analysis is used to show how the most appropriate questions are being utilised in the assessment program.

b) Using the AIM Data report
   This topic includes:
   • an in-depth explanation of the 2003 AIM reporting software with reference to the 2003 AIM Reporting Guide and CD-ROM
   • presentation and analysis of the different reports – Student Profiles, Student Responses, Group Summary, Strand Summary, Writing Summary and Trend Data
   • explanation and discussion about the box-and-whisker plots in relation to the 'like' school results, State results and individual school results
   • a focus on the student responses report in which several sample reports are exemplified and discussed.

c) Using AIM data for school review
   This topic covers an analysis of the Student Responses Report and the 2003 AIM results. Schools are able to identify their strengths and weakness in various strands of the curriculum to inform their teaching programs.

For further information and a registration form visit: www.vcaa.vic.edu.au/aim/teachers/aim_pd.htm

About AIM on the web

The AIM homepage is a quick and easy way to find information about the AIM testing program for teachers, parents and students. Recent additions to the page include:
• online access to the 2003 AIM tests
• online access to the 2003 Reporting Guide
• details of PD sessions for teachers who are using and interpreting this year’s AIM data reports
• information for parents (and teachers) about parent reports and national benchmarks.

For anyone needing information about AIM testing, the AIM homepage is still the best place to start looking. The site describes and explains many aspects of AIM testing, including the VCAA progressive Online testing program and provides access to AIM tests from previous years, sample tests and testing dates.

any teachers will be familiar with the VCE Calendar that has been distributed annually to VCE providers for a number of years. This year, the VCE Calendar has been renamed the VCAA Calendar for Secondary Schools and VCE and VCAL Providers. In addition, 2004 also sees the introduction of a primary calendar – VCAA Calendar for Primary Schools. The secondary schools and VCE and VCAL providers calendar contains key dates concerning VCE, VCAL and AIM, term dates and Season of Excellence information. The primary schools calendar contains dates concerning AIM and other relevant information for primary schools. Both calendars will be delivered to schools before the end of Term 4 2003.