



VCAA ASSESSMENT ONLINE

THE TRANSITION FROM VELs TO AusVELs for ON DEMAND TESTS



This document is designed to assist schools/teachers who already use the On Demand system and want to maintain some continuity of students' results on the AusVELS scale.

In response to the introduction of the AusVELS in Victorian schools, the On Demand system has been realigned to provide test scores on the AusVELS scale. This process has involved some changes to test ranges, possible test scores and the composition of sub-tests.

The translation table provided (Table 1) can be used to map scores from previous VELS scaled tests to an approximate position on the AusVELS scale. It is important to note however that the score translations are indicative only and should not be used in isolation from other assessment results and ongoing teacher judgements. The translations are intended to assist teachers in estimating student growth between a prior VELS scored test and a current student outcome on the new AusVELS scale. Once this initial comparison has been made, it is recommended that the results from the first test completed under the new AusVELS framework becomes the primary point of comparison for future test results and analyses of student growth.

The realignment process has been very complex and has necessitated some modifications in the way On Demand tests are constructed. Teachers will need to exercise caution when analysing the progress made by students whose VELS test scores were either at the top or bottom of the reporting range.

It is possible that:

- growth over time may appear exaggerated for students with a previous VELS score at the top end of the range;
- conversely, it may falsely appear that little or no progress has been made by students with a previous VELS score at the bottom end of the range.

Examples of how such apparent anomalies may occur are provided in Table 2.

Please also note that the AusVELS levels are neither associated with, nor aligned to, the ten Bands against which NAPLAN tests are reported. Direct comparisons between NAPLAN and On Demand test outcomes are not valid and not advised.

Table 1: VELS to AusVELS translation table for On Demand tests

Year	VELS level	Score on VELS scale	AusVELS level	Score on AusVELS scale
1	2	1.1	1	0.2
		1.2		0.4
		1.3		0.6
		1.4		0.8
		1.5		1.0
2	2	1.6	2	1.2
		1.7		1.4
		1.8		1.6
		1.9		1.8
		2.0		2.0
3	3	2.1	3	2.2
		2.2		2.4
		2.3		2.6
		2.4		2.8
		2.5		3.0
4	3	2.6	4	3.2
		2.7		3.4
		2.8		3.6
		2.9		3.8
		3.0		4.0
5	4	3.1	5	4.2
		3.2		4.4
		3.3		4.6
		3.4		4.8
		3.5		5.0
6	4	3.6	6	5.2
		3.7		5.4
		3.8		5.6
		3.9		5.8
		4.0		6.0
7	5	4.1	7	6.2
		4.2		6.4
		4.3		6.6
		4.4		6.8
		4.5		7.0
8	5	4.6	8	7.2
		4.7		7.4
		4.8		7.6
		4.9		7.8
		5.0		8.0
9	6	5.1	9	8.2
		5.2		8.4
		5.3		8.6
		5.4		8.8
		5.5		9.0
10	6	5.6	10	9.2
		5.7		9.4
		5.8		9.6
		5.9		9.8
		6.0		10.0
Beyond 10	6 ext	6.1	10 Advanced	10.2
		6.2		10.4
		6.3		10.6
		6.4		10.8
		6.5		>10.9
		6.6		
		6.7		
		6.8		
		6.9		
		>6.9		

IMPORTANT NOTES:

- The translations provided are not precise measures. They are indicative only and should not be used in isolation from other assessments or teacher judgements.
- The table can be used to facilitate comparisons from past VELS scaled tests to the first tests undertaken on the AusVELS scale.
- Current On Demand tests are not available for, nor applicable to, Foundation year level assessments.
- The AusVELS levels reported in the On Demand system are neither associated with nor aligned to the Bands against which NAPLAN tests are reported.

Table 2: Examples of translating VELS Scores to AusVELS Scores

Year 7 Reading (VELS) / Year 7 Literacy (AusVELS)

Note that on average, students are expected to progress through one AusVELS level each year. For tests administered about six month apart, the average student will have progress by about 0.4 – 0.6 on the AusVELS scale

Student Name	Test Date	VELS Test	VELS Score	Indicative AusVELS Score	Test Date	AusVELS Test	AusVELS Score	Comment
Mary	Mar 2013	Reading Y7	2.0	2.0	Sept 2013	Literacy Y7	1.8	Mary's results on both tests are very low. She received the lowest possible score on the Year 7 VELS test. On a more appropriately targeted test her score may have been below 2. The apparent lack of progress shown here may not reflect an actual lack of growth.
Billy	Mar 2013	Reading Y7	3.3	4.6	Sept 2013	Literacy Y7	5.4	Billy's results on both tests are comparatively low for Year 7, but he has made better than expected progress over the 6 month period between tests
Tim	Mar 2013	Reading Y7	4.1	6.2	Sept 2013	Literacy Y7	6.8	Tim's results on both tests are at the Year 7 average for March and September respectively, and he has demonstrated growth as expected over the six month period.
Jane	Mar 2013	Reading Y7	5.0	8.0	Sept 2013	Literacy Y7	8.4	Jane's results on both tests are above average, although her growth between tests is slightly below average.
Thomas	Mar 2013	Reading Y7	5.9	9.8	Sept 2013	Literacy Y7	10.8	Thomas received the maximum possible score on the Year 7 VELS test. He may have been capable of an even higher score had the maximum not been restricted. The apparent growth of a whole AusVELS level may overestimate his actual progress.