



VCAA ASSESSMENT ONLINE

ON DEMAND TESTS THE TRANSITION FROM AusVELS TO THE VICTORIAN CURRICULUM



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Introduction

This document is for schools and teachers who already use the On Demand system and want to maintain some continuity of students' results from AusVELS scores to the new Victorian Curriculum scores. To support the introduction of the new Victorian Curriculum in 2017, items in the On Demand system have been realigned to provide test scores referencing the new curriculum. This process has involved some changes to test ranges, possible test scores and the composition of English sub-tests.

Transition

The On Demand system has been fully reviewed and recalibrated to support the release of the Victorian Curriculum. The updated On Demand Testing (Build 98) includes a shift in content emphasis for English tests and a new suite of Mathematics adaptive tests for Statistics and Probability. As for previous upgrades, the VCAA will monitor the performance of the On Demand tests through 2017 via item-response data collections and analysis.

To provide some continuity of students' results for the new Victorian Curriculum aligned tests and students' previous AusVELS scores, this program update has implemented a scoring scale that is very similar to the previous AusVELS scale. It is expected that there will be little or no difference in scoring between the previous AusVELS tests and the new Victorian Curriculum tests. The key difference is to the reported scores at the top and bottom of the test ranges.

On Demand no longer reports scores below Standard Level 2. The lowest score in the system is now reported as 'Below 1.0'. In addition, 'Above 9.9' is now the highest score reported for English. Mathematics still reports 'Above 10.9' for students working at an advanced level. The translation table (Table 1) details these changes.

It is important to note that the On Demand scores are indicative only and should not be used in isolation from other assessment results and ongoing teacher judgements. The translation table is intended to assist teachers in estimating student growth between a prior AusVELS-scored test and a current student outcome referencing the Victorian Curriculum. Once this initial comparison has been made, it is recommended that the results from the first test completed under the new Victorian Curriculum framework becomes the primary point of comparison for future test results and analyses of student growth.

Realignment

The realignment process has necessitated some modifications in the way On Demand English tests are constructed. Teachers will need to exercise caution when analysing the progress made by students whose previous AusVELS test scores appear higher or close to scores achieved for the new English tests.

It is possible that:

- growth over time may appear flattened for students with a previously very high AusVELS score;
- conversely, it may falsely appear that no progress has been made by students with a previous AusVELS score near the bottom end of the range.

Examples

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

Please also note that the On Demand Victorian Curriculum 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: AusVELS to Victorian Curriculum for On Demand Test Scores

Year	AusVELS Level	Score on AusVELS Scale	Victorian Curriculum Level	Score on Victorian Curriculum Scale
1	1	0.2 0.4 0.6 0.8 1.0	Standard Level 1 is not reported.	Below 1.0
2	2	1.2 1.4 1.6 1.8 2.0	2	1.2 1.4 1.6 1.8 2.0
3	3	2.2 2.4 2.6 2.8 3.0	3	2.2 2.4 2.6 2.8 3.0
4	4	3.2 3.4 3.6 3.8 4.0	4	3.2 3.4 3.6 3.8 4.0
5	5	4.2 4.4 4.6 4.8 5.0	5	4.2 4.4 4.6 4.8 5.0
6	6	5.2 5.4 5.6 5.8 6.0	6	5.2 5.4 5.6 5.8 6.0
7	7	6.2 6.4 6.6 6.8 7.0	7	6.2 6.4 6.6 6.8 7.0
8	8	7.2 7.4 7.6 7.8 8.0	8	7.2 7.4 7.6 7.8 8.0
9	9	8.2 8.4 8.6 8.8 9.0	9	8.2 8.4 8.6 8.8 9.0
10	10	9.2 9.4 9.6 9.8 10.0	10	9.2 9.4 9.6 9.8 'Above 9.9' English 10.0 Mathematics
Beyond 10	10 Advanced	10.2 10.4 10.6 10.8 >10.9	10 Advanced Mathematics Only	10.2 10.4 10.6 10.8 Above 10.9

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 AusVELS scaled tests to the first tests undertaken on the On Demand scale supporting the Victorian Curriculum.
- Current On Demand tests are not available for, nor applicable to, Foundation year and Standard Level 1 assessments.
- The reported Standard Score provides an indication of the Victorian Curriculum Standard Level at which a student can engage and be challenged in terms of their knowledge and skills. The Standard Score is not indicative of mastery at that level and does not represent full achievement against the Victorian Curriculum Achievement Standards
- The Standard Scores 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 AusVELS Scores to Victorian Curriculum Scores

Year 7 Literacy (AusVELS) / Year 8 Reading (Victorian Curriculum)

Note that, on average, students are expected to progress through one Standard Level each year.

For tests administered about six months apart, the average student will have progressed by about 0.4 – 0.6 on the On Demand scale

Student Name	Test Dat	AusVELS Test	AusVELS Score	Test Date	Victorian Curriculum Test	Indicative Victorian Curriculum Score	Comment
Mary	Oct 2016	Literacy Y7	0.8	Mar 2017	English Reading 8	Below 1.0	Mary's results on both tests are very low. She received the lowest possible score on the Year 8 Victorian Curriculum test. On Demand tests are not appropriate for this student as the score is at the program minimum and provides little or no information about the student. However, the apparent lack of progress shown here may not reflect an actual lack of growth. A more appropriately targeted test may provide better diagnostic information.
Billy	Oct 2016	Literacy Y7	5.1	Mar 2017	English Reading 8	5.3	Billy's results on both tests are comparatively low for the Year Level, but he has made some progress over the six-month period between tests.
Tim	Oct 2016	Literacy Y7	6.9	Mar 2017	English Reading 8	7.1	Tim's results on both tests are at the Year Level average for October and March respectively, and he has demonstrated growth as expected over the six-month period.
Jane	Oct 2016	Literacy Y7	8.4	Mar 2017	English Reading 8	8.3	Jane's results on both tests are above average, although her growth between tests is not clear given the closeness of scores and the recalibration of the On Demand system.
Thomas	Oct 2016	Literacy Y7	10.2	Mar 2017	English Reading 8	Above 9.9	Thomas received a very high score on the Year 7 AusVELS test and the maximum score possible on the Victorian Curriculum test. On Demand tests are not appropriate for this student as the score is at the program maximum and provides little or no information about the student. However, the apparent lack of progress shown here may not reflect an actual lack of growth. A more appropriately targeted test may provide better diagnostic information and higher score had the maximum not been restricted.