**Scott Haines:** So, one other thing that we can see when we’re having a look at the response patterns is...as Fu mentioned, the items are on the scale, which is the Y axis here. We can start to see...or we can have a look at irregular response patterns. So, on this individual report that I have mentioned for the student we’ve been discussing today, we can see here that the items that are easier based on the scale scores are correct. And as we move up the difficulty, we start to get incorrect, which are the red squares. So, if we were looking at this chart and we had red squares down the bottom and green squares...oh, sorry, green circles up the top for the more harder ones, then there’s probably something going on there, and we can start to see that maybe the student is guessing or has copied answers. Because, generally, they would be able to answer the lower ability questions, and as they move up in difficulty, based on the comparison data that we have, then they should start to get them incorrect. There may be occasionally one or two that they do get right that are much more harder than others, and, conversely, incorrect for easier items. But we can start to see, based on what the item content is, maybe that student is strong in one particular area, things like that. But there’s a lot of information there that we can start to unpack quite quickly. And then as you dive more into it, there’s more and more information that, as you use the assessments and your students complete assessments...that you’ll be able to interact with to inform your teaching.

As I mentioned, you can download these as a table, and you can include extra student details in there, to export that as an Excel file for your own records. And because there are...there can be quite a lot of individual reports, the system has a way to download all of those individual charts as a zip file, and that will give you an individual report for each student that you can save outside the system.

The other thing is, there’s information and links to the Help section, which you can access directly from the report, but also through the Help section within the top of the chart...of the navigation. And in here, we have a section for the VCAA Language Assessments, including the reporting. And we also have some video demonstrations. And there’s also a language-specific page for each of the languages available. And one of the things that we have in here, that I mentioned earlier, is the full set of classifications. So, it’s a PDF here that you can see. There are five different classification groupings, but there are a range of item types or skills that are measured within it. So, they’re grouped together by the overall classification, which appears on the report. And this description will appear for each item in the question preview on that right-hand side. So you can start to see the types of skills that are being measured and how the students are going on that group of items.

So, for example, if I’m looking here at French Reading B...using the charts, if I have a look here at the classification... So, in Reading A, for example, there are four classifications in the items, but in Reading B, there are five. And if I sort this by classification, based on the percentages here of the dark blue...dark blue bars, which refers to information that’s not explicitly stated, then we can see here that, compared to other groups of items, they might be struggling a little bit with this one. So we can have a look here at, say, question 23. And we can see this is probably a more difficult item. And in the sample data that we have here, a lot more students are choosing option B and C than the correct answer, D.

So, again, based on something that we mentioned in one of the previous webinars, what you might notice as you get the more difficult items in the assessment, and mainly in level C but some items in level B, is you’ll start to see the prompt in the target language, but also the question and even the answers might be in the target language. So, in this case, we have a question that’s in English, but the responses are in the target language. And as that difficulty rises up, then you’ll probably notice other...longer passages in the reading, more complex...stimulus, or target language questions. So, all that information you can see by interacting with these tables.

**Fusae Nojima:** Scott, sorry, can I add one thing?

**Scott Haines:** Absolutely. Go for it, Fu.

**Fusae Nojima:** Thank you. Just this scale score report is only available for French, Italian and Japanese. All the other languages do have a reporting, but it does look a little bit different. So, it doesn’t have a scale score. All the other languages do have raw scores and other information, but not question difficulty or scale score. So, if your language programs are one of the Italian or French or Japanese, you would be able to access this type of report.

**Scott Haines:** Thanks, Fu. So, the main thing is to emphasise that these reports, as I said, can be generated on demand, you can get access from anywhere you have an Internet connection, through your school’s online assessment account. And the process, depending on how you set your students up, you may have class groups or tag with a language, but the report generator will help you locate the assessments that have been completed and then get your results in a timely manner. So, they’re available as soon as the students finish their assessment.

**Maria Dikaiou:** Can I just ask a question to clarify something, Scott and Fu? So, once a teacher has completed a set of assessments, how long after that is the teacher able to access the reports? Does a notification come from ACER, or does the teacher go into the ACER website to download the reports?

**Scott Haines:** Sure. That’s a great question. So, at the moment, I’m here on the students page. So, as part of your set-up for the assessment, you will allocate the appropriate tests to each student. And there’s no notification to let you know that the testing has completed, but if you see on the table here, there’s a label under the active test column for each student. And if I look down the list here, this student here, there’s nothing listed, which would mean that that student has completed their assessments. So you can generate the reports... If you’re, for example, using this from home, you can generate the report as students are doing it. The reports will only show you responses or reports for students who have completed the assessment. And if you were to see some sittings that had, for example, this ‘started’ with a pencil icon, that is a test that is in progress, and maybe the student forgot to finish it, for example, or they’re doing it over two periods. The system will have a way where you can select the student and you can close their test if they’ve had the sufficient time and they haven’t finished the assessment. But, as soon as the assessments are finished and they don’t appear next to the student on this table, the main student management table, then you can generate that report. And if you have a lot of students, then often it’s easiest to select all of the students and try and generate a report. And the system will tell you – oops! – how many completed tests are ready for reporting. So, if it doesn’t quite match, then it might be that on, say, the second page, there might be students that have tests that they haven’t completed yet.

And the system has filters in here where you can go and find those candidates. So, for example, I wanted to chase up anyone that hasn’t finished French Listening C, I can go in there and find out that they haven’t done it. But there’s no notification, to answer that question. You would need to go in and generate it. And, as I said, you can generate it more than once. So, if you generate it for half the class and then you generate the next day and they’re finished, then it won’t have any impact on the data in the reports. But if you are saving them, then make sure you have all the students you need in that group.

**Maria Dikaiou:** OK, we have one more question, but we need to go into the Help page. We very strongly advise that teachers preview the assessment items, so that you can see if they are suitable for your needs. So if, Scott, are you able to show us...where teachers can preview the assessments?

**Scott Haines:** Sure.

**Maria Dikaiou:** Thank you.

**Scott Haines:** So, again, on the main student page. And the preview can be accessed before you have any student data in the system. So, as part of the previous...one of the webinars, we mentioned that we’d recommend you register and then, from there, as part of the process, you nominate the languages that your school teaches, and we’ll make sure that the appropriate languages are added to your school account. And from the Tests menu, you can nominate a language, and you can preview each of the forms here. And, for example, it will open up and show you the instructions screen. So this is exactly the same as what a student would see. And from here, you can click on the green preview button, which will take you into the test, where the navigation of the question numbers is across the top of the page. And from here, you can listen to the audio, which I have a feeling is not going to come through, because I haven’t got it connected.

But if I do a quick reading one, then you will be able to see the item content. And it’s the same as accessing it through the reports. But, obviously, for the reports you need to have some data. So, previewing it before the assessment means you can see the questions and the responses, which is great for getting familiar with the content, and also pre-empting any questions you might expect to receive, and also, you know, helping students admin...or take the test, so they can move through at their own pace. As they answer a question, the system records that and shades the cell. They can always return back at any time and adjust it, if they have an “Aha!” moment. And they can skip questions – they don’t have to answer every question. And what you might notice is, in the reports, if you see any responses that are not a green tick, which is correct, or the red incorrect with a response, a white ‘NA’ is an answer that was not attempted.

And students can... As you’re previewing it, you can progress through the tests, have a look at the content. And normally, for a student, when they reach the end of the assessment, they will be prompted if they’ve maybe missed any, and they can return. Once a student has submitted their test, the test is locked, and then you can get your report.

So, I think one of the questions we have quite frequently is if the test is interrupted. So, the system actually saves students’ responses from question to question. So, if you’re a bit worried about your wi-fi connection or something like that, the system is saving their progress as they go. And if, for whatever reason, they aren’t able to complete the test in one sitting, they can close their web browser and resume later.

**Maria Dikaiou:** Can I just add something there, Scott, before you and Scott... It’s related to the same question. Teachers have told us that some teachers use only the listening assessment, because that’s suitable for their needs, some only the reading. Even though there are recommendations as to which level assessment A, B and C is available for, teachers have said, for example, that in a Year 7 and 8, they’ve used assessment A, because that suits their needs. And some teachers have told us that, at this point in time, it’s not possible for them to undertake the items, but maybe later on in the year.

When Scott was referring in his presentation to a student undertaking the same assessment multiple times, teachers have told us that they have used the assessment in Term One, for example, and then again in Term Three, just to have a look-see where their students are at, to see...to have a snapshot, if you like, of what other work might need to be done. So, again, I think the best advice we’re all giving here is, please preview all the items and see what is best for your needs at this particular time.

All this information, again, will be provided to you – not only the slides, but the webinar will be up on our Past Professional Learning page as well.

I think that answers all the questions that have come through. But, again, if you have any more questions, please feel free to contact us and we’ll very happily provide you with more information. Thanks, Scott.

**Scott Haines:** Thanks, Maria. I think one thing...a question I received recently was around... And the sample data I have here is all Grade 6 students. And, again, with the recommended levels, they are recommended based on the content of the test, but the system is flexible. So you can administer different levels per your needs, which may mean you have students in different year levels that have completed the same assessment. And when you are looking at the report, if you filter by year level, you could get a specific group, but you can generate reports that are across year levels. And then, when you look at them in the main table, then it will all be one big report. And when you download the Excel table, you can include things like their year levels. So, the system is very flexible in how you preview and administer the assessment, as well as generating the reports. And, yeah, once you get familiar with the process, it’s the same whether it’s for reading or for listening, the reports will look very similar, but with different response values and different scale scores.

So, that is one thing to keep in mind for the scale scores, is that, like Fu mentioned, the scale scores are for a particular domain within a language. So, one thing you cannot do is compare a reading score to a listening score, because they’re separate. But, within the forms, within the domain and that, is a valid comparison, especially because the number of items can vary. So that’s where the scale score is important for comparison.

The other thing that we wanted to mention, which I guess goes with the preview, is that, in the help section that we have, if you go to a particular language, there are audio transcripts available, which we generally refer to, as well as administration instructions. So, if you haven’t had a look at those yet, we’d recommend that you do that, which has, basically, the process for, actually, the student accessing the test and completing it. And, again, there’s some instructions there to make life a little bit easier. But also the listening transcriptions, which are useful, again, when looking at the data. It’s something you can have printed and refer to as a resource. So, rather than click on every question, you can preview them here.

I think that was all I had for the system. Are there any questions?

**Maria Dikaiou:** I think we’ve answered many of the questions, so maybe if we keep moving along with the presentation, Scott, and if we if we have some more, we’ll come back to it. I think you could also see, through Scott’s presentation, the format, the multiple choice, the question and then the choice of four different types of reading texts. Here we have them again. 24 questions in this one, so we know that’s an assessment A. 28 for the other ones.

So, there is a lot of information on the website, and this is a lot of information to take in. But I think you can see the richness of the information that is provided to you, in the data and the different types of format that you get the information in, that will help you with...to inform your teaching.

So, Scott, perhaps if we could go back to the slides now. OK, thank you. We’ll just move this along. This is, again, the information that Scott and Fu have provided to us. It wasn’t possible, because of the amount of time, for us to choose all languages. We decided on French, so that at least we have an overview of what the data reports look like for one language. And it’s the same information in the other languages as well.

Scott and Fu did refer to this, and that is about registering for the assessments. We’ve provided these links for you, and I see Catherine has put them in as well. So, you must register in... Your school, actually, registers, and we have the links for you there. You can register through the VCAA website or through the ACER page.

And just a reminder that there is registration support if you need it. Scott has shown us the Help page, and throughout the Help page, virtually for every step involved in this process, there’s also a video to provide more information to you. We have frequently asked questions, both on the VCAA website page – and Catherine has provided that link – as well as the ACER page. And, of course, you can call or email OARS at ACER, and someone will get back to you with help.

Just a reminder that, if you haven’t already subscribed, it’s very, very helpful to subscribe to the F-10 curriculum update, so that you are up to date with all events that are happening in the curriculum area in F-10. The subscription information is in that link. And we’ve also provided the link to the VCAA Bulletin. The last link is the Past Professional Learning page, and, as we said earlier, this is the third webinar in the series. So, the past two webinars will be put up on the Past Professional Learning page, so that you can go back and have a look at it, or share with your colleagues, if you like. And, of course, you will get a copy of the presentation. Please allow a few days for Alicia to get all this information to you. The Past Professional Learning page has information, not just about past professional learning for languages, but for quite a number of areas within the F-10 curriculum.

And finally, again, a reminder of how to contact us. Contact Fu and Scott at ACER, through that telephone number that’s up on your screen at the moment, or through the email. And, of course, the F-10 Curriculum Unit, through that phone number or through that email.

I can see that we are just two minutes short of finishing this webinar. I would like just to remind everyone again that we know that this is a lot of information to take in. We have presented this webinar before, and the feedback we had from teachers was, “Yes, it was a lot to take in.” However, once they started accessing the information and playing around with it, for want of a better word, the information that they received was extremely valuable. Lots of information, lots of in-depth information, which was able to help teachers plan and inform the next stages of learning.

On this last note, I would like to thank Fu and Scott as our two main presenters today, and also again to thank Kylie and Craig for joining us. And I can see that they’ve answered a number of questions. Alicia and Catherine, thank you very much for all the information in the chat. Can I also thank each and every one of you for taking the time out in a very, very busy day at this end of the year. I personally can’t believe we’re in November. But thank you very much for taking the time to participate in this webinar.

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