**Maria Dikaiou:** Thank you very, very much for taking the time to attend this session today. This session is the third in the series on the VCAA Online Language Assessments. Today, we’re focusing on data and reports. However, before we start providing you with information, I would like to start with an acknowledgement of country.

We’re all joining today’s session from across Victoria, and I’d like to acknowledge the traditional custodians of the many lands across Victoria on which we are living, learning and working from today. We acknowledge the traditional custodians of the Kulin Nations. When acknowledging country, we recognise Aboriginal and Torres Strait Islander people’s spiritual and cultural connection to country. We acknowledge the continued care of the lands and waterways over generations and celebrate the continuation of a living culture that has a unique role in this region. As we share our knowledge in teaching and learning, may we pay our respects to elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and hope they will walk with us on our journey.

Welcome to all of you again. And I’d like to introduce our co-presenters and our panel. Today, we have with us our co-presenters and our colleagues from ACER, who will be presenting in a little while on data and reports. We have Fu Nojima here, and Scott Haines. Thank you very much to both of you for your participation in this webinar. We have Craig Smith with us, who is the manager of the F-10 Victorian Curriculum Unit. And we have Kylie Witt with us, who is the manager of the Languages Curriculum Unit. We also have with us, although you may not be able to see them working behind the scenes, Alicia Farrell from the F-10 Unit and Catherine Bryant from the Languages Curriculum Unit.

Just before we start the presentation, we are able to take questions from you. Could I please ask that you keep the chat box free so that Catherine can provide any links that we might need to send you throughout the presentation, and send your questions to us in the Q&A box down the bottom right-hand side of your page. It has to go to the panel, all panel members, in that box. Thank you very, very much. I will also remind you that this presentation is also being recorded and you will be able to access it. We’ll provide you with the details for this a bit later on. Catherine will also provide us with that link.

Today’s webinar will focus solely on the data and reports that are sent to teachers, to support teachers who are using the Language Assessments resource. Fu and Scott will be providing this information, and will be able to look at the actual data, examples of data, that teachers receive once the language assessments have been completed. And the aim, of course, is to help teachers understand and use the assessment information to inform their teaching.

There are three main areas that we will look at. The first is on...a little bit on what the actual assessment reports are. Actually, that’s the main part of the presentation. Then we’ll provide you with some information about how to register and where to find help. You will also receive copies of this presentation.

The next few slides I’m going to go through very, very quickly. This is just a reminder that the languages assessments are available in the eight languages that are up on screen at the moment. And that there are two types of assessment – a listening assessment and a reading assessment. Assessment A, for want of a better word, has 24 items, but assessments B and C have 28 items each, in each of the two categories.

Remember that the format of this assessment is multiple choice. There are three levels of assessment, as we’ve said – assessment A, B and C – and information about that is available on the ACER website to help you see which assessments might be suitable for your needs. You can use the assessments any time and as many times as you want. The results are available immediately, and they’re available at no cost to all Victorian schools – government, Catholic, Independent, Victorian School of Languages, as well as community languages providers.

We strongly urge teachers to preview the assessments beforehand, so that you can see which assessment is appropriate for your needs. And these assessments are not intended to be the sole means of assessing student progress.

I’m going, now, to hand over to Fu and Scott, who will take us through the rest of the presentation that will focus on data and reports. There is a lot of information. And just a reminder that this presentation and the slides will be made available to you, so you will be able to look at it again after this presentation is over. So, I shall hand over now to you, Scott and Kylie. Thank you.

**Scott Haines:** Thanks, Maria. Bear with me while I just share this window.

**Maria Dikaiou:** And just while Scott’s sharing, Catherine, thank you very much. Catherine has already put in the chat the links to the online assessments for you to access when you would like to do so.

**Scott Haines:** Great. OK, thank you. So, today’s session follows on from the previous sessions, where we looked at registering and previewing the assessment. And today, we’re looking at the reports and the data that is generated from administering the test.

As you can see here, I’ve got a sample of students loaded into the system, and they have completed their assessments. So, now we can generate our reports. As Maria mentioned, the reports are available immediately, as soon as the students finish their assessment. If a student hasn’t finished their assessment and you notice there’s a pencil icon, then there are tools within the system that will help you manage and clean those up so you can get your reports. And from the student list here, we can do things like filter by year level or by a tag, say, for a group of students, or we can just select all of the students, and the system will help us build our report. So, by clicking on the ‘Generate Report’ button, the system will prompt and notify how many administrations have been completed, or tests. And from here, we can filter down to the test results that we want to have a look at, to analyse the data.

So, today, we’re going to have a look at this French assessment that we’ve completed. And using the group report, we’ll get a summary of the results for, say, a class group. You can generate this whether you have...just at least one student. You don’t have to select everyone. You can select individual students. And you can come back to these as and when you need. So, you don’t need to worry about generating it once, performing all the actions, and then that’s it. You can come back here as often as you need.

So, we can nominate the French assessment and the test form, and we will be given the option to look at date ranges. So, what you might notice as you use this more regularly is that you have a histogram here, which will give you an indication of when the tests were completed, and you can zoom in on this, either by clicking and dragging or by entering a specific date range. So, if you know you tested in the last few days, you can zoom in on those, just to focus on those test sittings. Once we’ve entered in all of these details, we can generate the report. And this will load up in a new tab. And we can start to have a look at the data that the students...or the responses that the students have provided to the assessment.

OK, so, there’s quite a bit of information on here, and the one thing we wanted to reiterate is that there is information in the Help section about the process of generating reports, as well as information that is contained in here. So, I would refer back to that, because I will probably be going quite quickly. So, as Maria mentioned, if you have any questions as I’m discussing this, please feel free to put them in the Q&A portion, and if we can’t answer them during the session, we’ll get back to you afterwards.

Now, when the report loads, the data is sorted by the student names, but this can all be interacted with. So, you can sort by alphabetical, by the dates – basically anywhere that there is a heading against some data, you can sort to rearrange this data. And you start to see some things in here. So, across the top here, we have a few different metadata fields, which relates to each item in the test form. As we mentioned previously, as well, there are a various number of items, so some tests have 24, some have 28, and you can actually view the question content by clicking on the question number.

So, if I wanted to have a look at that one, similar to the preview that we had used before the assessment, here you can have a look at the response patterns that students are providing for the actual item that they saw. So, on the left-hand side here, we have the stimulus or the prompt that supports the question, the question here, as well as all the options that the candidate would see. But if you look below here, under the line, then we get some information about the data for the candidates in this report. So, the correct answer is indicated by the green highlighting with the checkmark. And we can see, for this particular item, 25 students or 57% got it correct. This is really great, because you can start to see areas of common misunderstanding. So, for example, here, 12 students. 27%, a quarter, have chosen option B, which is the word ‘employees’. And we can start to understand where the students may be going wrong with this question. So, on the right-hand side here, there’s some more information that will help us understand that. So, the description here gives an indication of what the item is measuring, and each item in the test has this information available. And there’s also information in the help section which covers all of the possible options for this. But we can see here that this item is inferring a global or a main idea. So, it’s probably one of the more difficult questions at this level. And we can see probably what’s happened is the students have spotted the word ‘employees’, but they haven’t understood the full message within the question.

The handy thing that you can see, rather than looking at it per item, is we can see the individual responses in the table as a whole. So, you can start to see where common misunderstandings may appear. And the information that was on that right-hand side of the question preview is abbreviated and shortened up on the top of the item table here. So, if we were to hover over any of these shortened values, we can see the question classification for that item. Similarly, we can group them, so we can have a look at, say, a group of types of items. So, here, I’ve got it filtered so I’m looking at all of the ‘interpreting explicitly stated information’. And you can see here how the students are going, based on the percentage correct within the group. So, this row below gives a percentage of the number of students in the report that have given the correct answer. And, again, you can sort by this, to see where there might be areas that are of concern, or to help you target that intervention. Similarly, you can sort it by ‘most correct’ to see where things are going well, And, again, if you click on the question number, you can see the item as well as all the information relevant to that particular item.

The other thing that you can get from here is an individual report for the students. So, this is a class- or grade-level report, which gives a lot of the information that you can narrow down into. And to look at an individual student’s report, which is a lot of the same information here, but is in a more visual representation, you can click on the student’s name, and it will give you a visual diagram that indicates the student’s responses. And one thing you might notice is that the... each icon on the screen is an individual item, and they do vary in difficulty, which is indicated by the y axis, the scale score, which we’ll get to in a minute. But it’s not necessarily that every item is more difficult than the previous one. So, there are peaks and troughs of the item difficulty within each test form. And, again, here, if there’s something that is an outlier, you can hover over and get all of the information. And if you were to click on that item, you can preview it with the extra metadata as well. So, it gives lots of avenues to understanding what’s going on with that particular item. And as you get more familiar with it, then you can start to see the same sort of information, but in different ways. So, it gives you multiple avenues to that information.

You can download...like, the table and the chart can be all saved, either in an image or as a spreadsheet, if you wanted to save a copy. But the reports, once you download them, they won’t be interactive anymore. They’re just a static version of the report. So, the reports are designed to be looked at onscreen, so that you can interact with them and get the most out of the interactive nature of the reports.

There are, on most of the different tables, different options with sorting – so, question difficulty – and if you see the x axis here, it’s not necessarily 1 through 24 or 28. It will peak and trough. And the scale score is indicated here by the dotted line, with the legend here below the chart.

As I mentioned, these can be generated as and when you need. So, you may actually notice, if you were to administer the test more than once, that a student may appear in here more than once if they’ve completed the same test more than once. And that’s controlled by the date range that you nominate when selecting the students. So, if you were to narrow in, then you can focus on, say, a Term One test or a Term Four test and get the information for that test sitting.

The other thing that we have within these onscreen reports is the charting options, where you can have a look at... Again, it’s a visual representation of the data that’s in here. So, this is aiming to give you a quick snapshot before you drill down a bit more and understand what’s going on there. So, each of the classifications here are colour-coded, and you can sort by those to find, for example, an area where there may be a weakness. And then, from there, you can look at the individual items and the student responses, to see, perhaps, where they’re going wrong. And, again, that can be saved as an image.

One thing that we want to show is with the data – and my colleague, Fu, will speak about it shortly – in terms of the score, the scale score that’s generated, as well as the difficulty. But what you might notice here, if I can highlight one student, which is John Adams, the first result here... As Maria mentioned, you can use the tests as and when you need, and one question we often get is around the raw score and the scale score.

**Maria Dikaiou:** And, Scott, just before you go on, because we have a question related directly to that, the question is, if you could, whilst you’re doing this, give a brief explanation of what a scale score is, please. Is it an average of student scores? So, I’ll just leave that for you and Fu to answer.

**Scott Haines:** Sure. Great question.

**Fusae Nojima:** Great.

**Maria Dikaiou:** Thank you.

**Scott Haines:** What I might do is show you this example and then, Fu, do you want to clarify, to answer that question exactly?

**Fusae Nojima:** Yes.

**Scott Haines:** So, I’ll show, quickly here, with John Adams, where this student has achieved the result of 15, and the corresponding scale score is 313. And we’re looking at the Reading A form, so the lowest difficulty form. Now, if I generate a report for Reading Form B, this same candidate has done the second test, and the time between the testing was about seven months or so, six or seven months. And we can see here that they’ve got a scale score...or, sorry, a raw score of 15 as well. But the scale score is different. So, this test form has a higher number of questions, and so the same scale score...oh, sorry, the same raw score is not a valid comparison. So, that is where the scale score comes in. And I think, Fu, that was what you wanted to clarify in answer to that question.

**Fusae Nojima:** Yes. Thank you, Scott. I’ll explain some of the concepts, including the scale score. So, as you can see, there’s a scale score next to each student, and also that there are values under the question difficulty at the top. So, the question...difficulty of each question or an item is a measure of the extent of skills and knowledge required from students to be successful on that particular item. So, I can say that the items with higher difficulty values require more advanced skills and richer knowledge to be answered correctly than the items with lower difficulty values. Probably, Scott can show you that you can sort all these questions by question difficulty, saying what is the easiest question and what is the most difficult question. And, also, the student scale score at the bottom, next to each student, takes into consideration the level of difficulty of the test items and the level of ability of the student. So, basically the scale scores were the converted values from the...the raw scores.

And so, how can we use these scale scores? The numbers themselves don’t really mean anything. However, the scale scores are comparable measurements across different assessment forms. So, for our language assessments – language assessments, A, B and C. These scores allow you to compare the results from different assessments within the domain of listening or reading. For example, we are currently looking at the French Reading A results here, and as Scott just showed you before, if you have a look at John Adams, the first student of Reading A, he took the Reading A assessment in March 2018, and received a raw score of 15 and a scale score of 313. Six months later, he took the Reading B assessment. Even though he received the same raw score, 15, his scale score went up to 337. This means that although his raw score stayed the same, the scale scores indicate that he was available to use more advanced skills and richer knowledge to answer the questions on the Level B reading assessment, because the Level B assessment form is more difficult than the Level A reading assessment.

And I hope that was a clear enough explanation. Do you have any further comments or questions? Put it in the chat, please.

**Maria Dikaiou:** We’ll keep monitoring the Q&A, but thank you very much. So, if we can just hand back to you and Scott for the rest of your presentation. Just a reminder that all this information is available in the help button. But, again, we’ll provide you with that information again at the end of the webinar.

[Copyright Victorian Curriculum and Assessment Authority](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) 2020