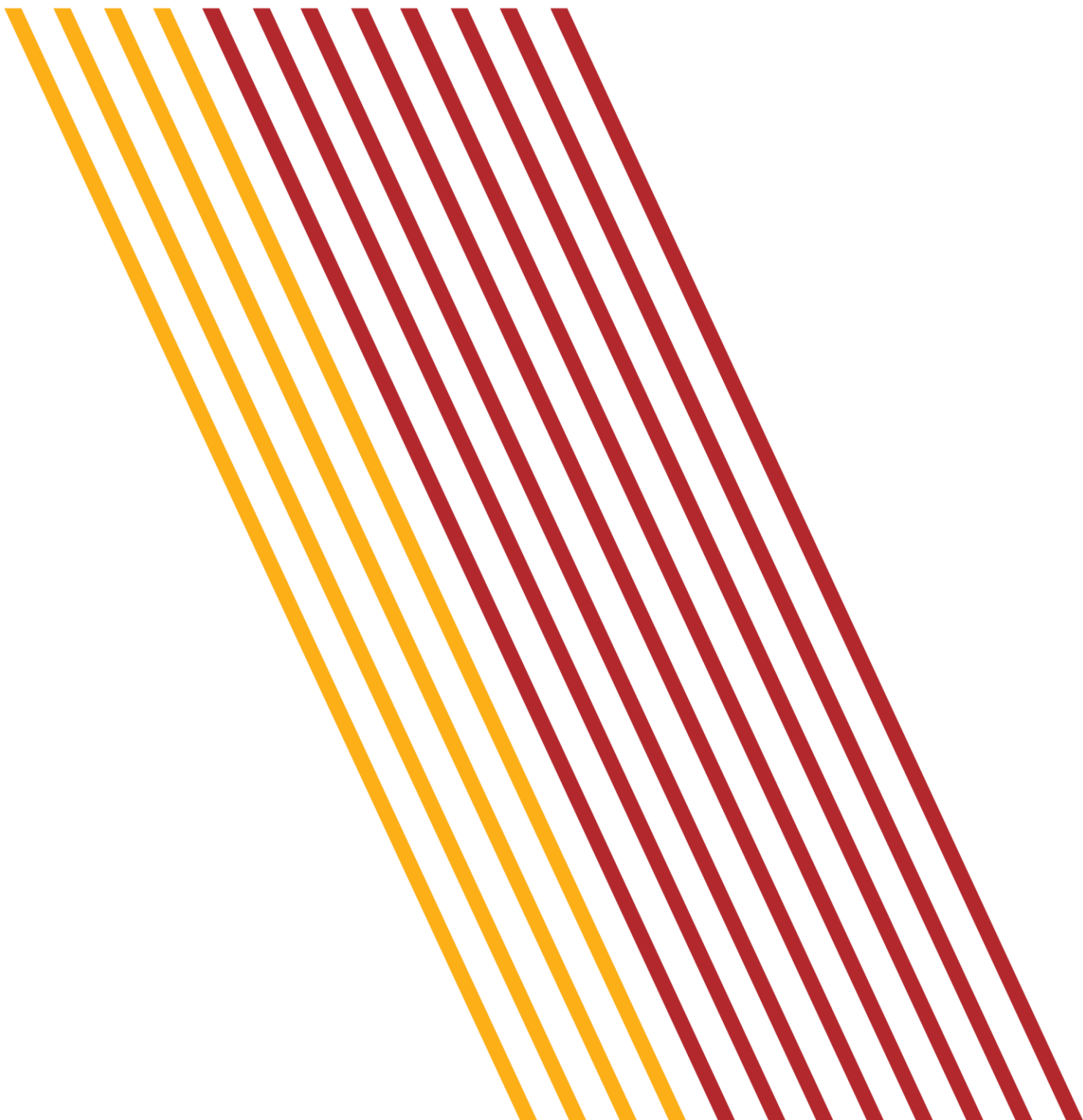


English Online Interview Guide



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Melbourne Jun-22

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Education
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Introduction

WHAT IS THE ENGLISH ONLINE INTERVIEW?

The English Online Interview (EOI) is a powerful online tool for assessing the English skills of students between Foundation and Year 2, and is aligned to English in the Victorian Curriculum F-10. The EOI reports achievement in the language modes of Reading, Writing and Speaking and Listening.

The EOI is a one-to-one interview between a teacher and student, using specifically designed texts and downloadable resources.

Teachers record each student's responses directly into the online EOI assessment located on the Insight Assessment Platform (Insight): <https://www.vcaa.vic.edu.au/assessment/f-10assessment/insight/Pages/login.aspx>. All of the historical data from previous EOI assessment periods has been migrated to the Insight platform and can be viewed from within Insight.

The data can then be used to generate a range of reports at the student, class and school level. These reports provide a point-in-time overview of student achievement, and valuable diagnostic information to inform program planning and resource allocation.

ENGLISH ONLINE INTERVIEW ENHANCEMENTS

A review by the University of Melbourne recommended strengthening the speaking and listening tasks of the EOI, so that teachers can more effectively assess the oral language capabilities of their students. The EOI now includes these new enhanced tasks. The purpose of these new tasks is to provide teachers with rich assessments of students' capabilities in oral language and to help identify students who require additional intervention.

The EOI enhancements include the following:

- **an enhanced conversation task with changes to the assessment rubrics** focusing on observable skills including contribution to a conversation, quality of ideas and vocabulary, and clarity of speech and grammar
- **enhanced retelling tasks retaining** the retelling content criteria (story completeness) and sequence with slightly modified rubrics including story completeness, sequencing, vocabulary, sentence structure and participation
- **new story-telling and vocabulary tasks** asking students to construct a story from a series of picture prompts. Unlike the retelling task, it does not rely on comprehension or memory, as any story related to the prompts is acceptable. Vocabulary is directly assessed in these tasks too, asking the student to name objects and actions, and provide some synonyms.

ENGLISH ONLINE INTERVIEW LINKAGES TO THE DIAGNOSTIC ASSESSMENT TOOLS IN ENGLISH

The Diagnostic Assessment Tools in English (DATE) were developed as tools to complement and extend the EOI, in response to the identified need for early intervention and diagnosis in both low and high-achieving students. The DATE support the English Online Interview, by providing on-demand diagnostic assessments and help to clarify or elaborate on student data obtained from the English Online Interview. DATE provides more fine-grained assessments of early literacy skills such as phonological awareness and text comprehension.

DATE consists of two components – the Early Literacy in English Tools and the Monitoring Progress Tools and are used to assist with the monitoring of student progress in English, provide specific diagnostic information, and allow for planning and monitoring of specific interventions.

The **Early Literacy in English Tools** are skill specific and assess the emergent literacy skills that develop reading, writing, and speaking and listening capabilities.

There are nine **Early Literacy in English Tools**:

- | | | |
|----------------------|------------------------|--------------------------|
| • Alphabet Letters | • Listening and Recall | • Phonological Awareness |
| • Comprehending Text | • Oral Language | • Reading |
| • Concepts of Print | • Phonemes | • Writing |

These tools are designed for students working towards Victorian Curriculum Foundation level.

There are three **Monitoring Progress Tools: Reading, Writing, Speaking and Listening**. Each tool has three levels: Victorian Curriculum Level 2, Victorian Curriculum Level 3 and Victorian Curriculum Level 4. For further information regarding DATE see here: <http://www.education.vic.gov.au/school/teachers/support/Pages/date.aspx>.

Teachers can select parts of the tools to administer to find out how students respond to particular kinds of texts or writing purposes. Alternatively, the teacher can administer all the tasks in the tool, to identify the scope of students' mastery of the skills in the language mode and obtain an indicative Victorian Curriculum score.

The Department of Education and Training (the Department) has migrated the DATE to Insight and has introduced a customised EOI report, directly linking each student's EOI results with the DATE assessments. This report assists teachers to gain a richer understanding of their students' early strengths and challenges in literacy.

More information about the Diagnostic Assessment Tools in English can be found here: <https://edugate.eduweb.vic.gov.au/collaboration/date/default.aspx>.

MANDATORY ASSESSMENT OF FOUNDATION STUDENTS

It is mandatory for all Foundation students to be assessed with the EOI during the Term 1 assessment period. Foundation students are *usually* assessed using Module 1, but schools are free to select other modules if appropriate. Module 1 is not available outside of the Term 1 assessment period to prevent student re-assessment using the same material.

Modules 2-4 of the EOI are available during the Term 1 assessment period and for Terms 2-4 to enable further assessment of student literacy growth.

The opening and closing dates of the Term 1 assessment period can be found on the [EOI page](#) of the Department's website.

ASSESSMENT MODULES

It is important that teachers are familiar with the EOI modules before commencing EOI assessment with students.

The EOI is organised into four modules. Each module:

- assesses a student in reading, writing, and speaking and listening
- is designed around expected achievement at a particular year and stage of schooling
- recognises the broad range of student skills and abilities within a year level, and is designed to assess this range.

Although there are some similarities between each module, each uses different reading texts and asks different questions.

The EOI kit contains a reading text and picture storybook text for each of the four modules (eight texts in total). Digital Picture Storybook texts are also available online during the assessment period from the EOI website.

The recommended modules for each year level are as follows:

Year Level	Recommended Module
Start of Foundation Year	Module 1
Start of Year 1	Module 2
Start of Year 2	Module 3

There is also a Module 4 available. This module would be suitable to use with students that have previously completed the EOI in Year 1, and their results indicate they are operating at a higher level than expected. Module 4 provides evidence of achievement at Victorian Curriculum Levels 2 – 4.

All modules are available for selection during the assessment period. Teachers have the flexibility to choose the most appropriate module for their students. This decision should be made balancing the recommendations above with the particular needs of the individual student, with consideration given to the range of difficulty of the tasks and questions in each module.

Detailed information on the assessment modules, including advice on module details is outlined in the *EOI Modules in More Detail* section.

On average, each assessment takes between 20 and 40 minutes to complete. It is preferable to complete all questions in a task together. However, an assessment can be paused at any time and resumed.

ROLES AND RESPONSIBILITIES WITHIN THE SCHOOL

The principal is responsible for promoting the value of the EOI to staff and for ensuring that all relevant students are assessed within the assessment period. The principal should also ensure all aspects of the organisation and conduct of the EOI are appropriately resourced, including appointing an appropriate staff member as a school administrator to oversee the assessment period, and provide adequate support and professional learning on the use of the EOI. The principal is also responsible for ensuring assessments have been finalised for all students assessed.

The EOI School Assessment Administrator appointed by the principal needs to ensure all staff conducting the EOI are familiar with the assessment platform, know how to conduct an EOI assessment, and provide professional learning to other teachers, where required.

Teachers need to ensure they are familiar with the EOI and know how to conduct an assessment on the Insight Assessment Platform. Teachers also need to access the EOI reports on Insight to inform their curriculum planning for individuals and groups of students.

The texts provided in the EOI Resource Kit should be made available to teachers only during the assessment period and should not be used for any purpose other than for the EOI. The resource kits should be collected and stored securely at the end of each assessment period.

Administering the EOI

CHECKING THE CLASS SET UP AND STUDENT DETAILS

In the Insight Assessment Platform, the class and students should be automatically assigned to the teacher via CASES21.

Teachers will be able to assign assessments to the students in their home groups (assigned class on CASES21). All student details will be taken from CASES21 and their home room group they are assigned to. To see more information about student details and assigned classes. See the Insight Technology Guidelines for Schools: http://www.insight.vic.edu.au/Pages/Pilot_2016_school_IT_contacts0315-839.aspx.

BECOMING FAMILIAR WITH THE EOI

All teachers should make sure they are familiar with the EOI's tasks, reports and downloadable resources before the formal assessment period commences. With the addition of the enhanced oral language tasks to the EOI, teachers will also need to familiarise themselves with the tasks and the resources required. The EOI can be reviewed in the Insight Assessment Platform Practice Space at: [Insight Demonstration Training](#).

Log in: demoteacher02

Password: Demo1234

WHICH STUDENTS CAN BE ASSESSED?

The EOI was designed to be used to assess *all* students from Foundation Year (Prep) to Year 2. Schools are encouraged to use the EOI during the assessment period to collect baseline data for Foundation students, and to track, review and monitor progress for students in Years 1 and 2.

The one-to-one nature of the EOI allows teachers to consider the needs of individual students. This includes English as an Additional Language (EAL) students and students with disabilities and additional learning needs.

STUDENTS ENROLLED IN MORE THAN ONE SCHOOL

In the new Insight Assessment Platform, assessment of the EOI can be conducted on all students enrolled in that school. Where a student is enrolled at two schools (e.g. if a student spends part of the week at a special school and part of the week at a mainstream school) both schools will be able to assess the student and hold the data gathered

on that particular child. All assessment records and reports for the relevant student conducted at each school will be recorded and available for the school to view.

EAL STUDENTS AND STUDENTS WITH DISABILITIES

The EOI is suitable for the majority of students from Foundation to Year 2, including English as an Additional Language (EAL) students and students with disabilities and additional learning needs.

Teachers are required to undertake an assessment with all students to identify any learning needs they may have, regardless of how long they have been in Australia or if the student has an intellectual disability. Teacher judgement and professional knowledge of the student will determine if the student is capable of *completing* the assessment.

The conditions for exemption or withdrawal are:

- **Exemption** - a student has been diagnosed with a significant cognitive impairment in advance of the assessment taking place. This includes students who have significant intellectual disability such that he/she cannot perform in an assessment situation.
- **Withdrawal (sickness)** - a student is capable of being assessed but has a temporary disability, disorder or sickness and cannot complete the assessment.
- **Withdrawal (other absence)** - student is capable of being assessed but is not available during the assessment period.

If undertaking the EOI is not appropriate for students with significant cognitive impairment, they *may* be assessed using the Abilities Based Learning and Education Support (ABLES) English Reading and Writing, Speaking and Listening curriculum assessment and reporting tools. The English ABLES modules:

- allow teachers to assess students with disabilities readiness to learn
- generate reports that help to plan for personalised learning
- provide guidance material and strategies to help teach students based on their individual learning needs, with links to the appropriate curriculum level and resources
- track student progress and achievements.

This supports the Department's work to increase the use of ABLES, to ensure all identified students working within the range, *Towards Foundation Level* of the Victorian Curriculum (Levels A to D) are assessed and supported. ABLES is accessible via: the [Insight Assessment Platform](#).

EAL Students

All reports generated from the EOI relate to the English learning area of the Victorian Curriculum. Teachers of English as an Additional Language (EAL) students may need to interpret these reports in relation to the expectations outlined for those students assessed against the Victorian Curriculum F-10 EAL. For further information, see: [Victorian Curriculum F-10 EAL](#).

The EAL resources diagram provides links to a range of resources produced by the VCAA and the department to support teachers of EAL learners. For more information, see: [EAL resources directory diagram](#).

[HTTPS://WWW.EDUCATION.VIC.GOV.AU/SCHOOL/TEACHERS/SUPPORT/DIVERSITY/EAL/COMPANION/DOCUMENTS/EALRESOURCESDIAGRAM.PDF](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/documents/ealresourcesdiagram.pdf) PREPARING THE SPACE AND THE RESOURCES

Conduct the EOI in a quiet comfortable space and ensure (as much as possible) that there are no interruptions whilst interviewing.

The appropriate texts (from the EOI Resource Kits as distributed by the School Assessment Administrator) should be made ready, with the relevant worksheets printed prior to interviewing. To print the worksheets:

1. Click *Learning Library tab* in Insight and search for the English resources.
2. Note the printing requirements (per student/per class) for the relevant module.
3. Click the links to the relevant worksheets.
4. Print the required quantities.

The texts provided for the EOI should only be made available during the assessment period. The texts should not be used for any purpose other than the EOI assessment, and should be stored securely outside of the assessment period.

Two texts are required for each module – a reading text and picture storybook. All Victorian government primary schools have received copies of the texts in an EOI Resource Kit. Some of the reading and picture story texts are available in other formats during the assessment period.

The required texts are as follows:

Module	Reading Text	Picture Storybook Text	Available in the following format		
			Digital Storybook (interactive) version	Digital Reading Text (PDF) version	Braille Text *
1	Cup Cakes			✓	✓
		Clever Max	✓		✓
2	The Beach Ball			✓	✓
		The Lunch Boxes	✓		
3	Blackie's Holiday			✓	✓
		Tap Dancing Star	✓		✓
4	Tiger and the Big Wind			✓	✓
		The Golden Carambola Tree	✓		✓

*Braille texts can be requested through the Statewide Vision Resource Centre (SVRC) by schools or visiting teachers. Please note that Braille texts should be returned to the SVRC at the end of the assessment period.

Statewide Vision Resource Centre

Phone: (03) 9841 0242

Email: svrc@svrc.vic.edu.au

ADDITIONAL RESOURCES REQUIRED FOR EACH MODULE

A range of **downloadable resources** are required to conduct the EOI. These can be accessed online (from within the EOI, as well as from the *Learning Library* tab in Insight) and should be printed by the teacher before the assessment commences.




Assessment Material	Audience	No. of copies	Module 1	Module 2	Module 3	Module 4
Initial Sound Sheet	Teacher	1 per class	✓			
Alphabet Recording Sheet	Student	1 per student	✓	✓		
Alphabet Sheet	Teacher	1 per class	✓	✓		
Annotated Writing Samples for Writing Task Assessment	Teacher	1 per class	✓	✓	✓	✓
The Family Picnic Storytelling Illustration	Teacher	1 per class	✓			
'ick' word sheet	Teacher	1 per class		✓		
The Beach Ball Running Record Sheet	Student	1 per student		✓		
A Day at the Beach Storytelling Illustration	Teacher	1 per class		✓		

P Word Sheet	Teacher	1 per class			✓	
Spelling Sheet – Student	Student	1 per student			✓	✓
Spelling Words - Teacher	Teacher	1 per class			✓	
Blackie’s Holiday Running Record Sheet	Student	1 per student			✓	
Backyard Antics Storytelling Illustration	Teacher	1 per class			✓	
Spelling Sheet - Student	Student	1 per student			✓	
Spelling Words - Teacher	Teacher	1 per class				✓
Tiger and the Big Wind Running Record Sheet	Student	1 per student				✓
The Jungle Play Storytelling Illustration	Teacher	1 per class				✓

There are **new resources** required for the new oral language assessment tasks. These tasks more accurately assess a student’s oral language capability. For each module, a copy of an illustration will be needed for children to discuss.

INSTRUCTIONS AND SCRIPT

The instructions to teachers and the script for teachers to use with students appear on left page of the screen. The following icons assist teachers to identify the different elements of the information provided.

	Instructions to teachers
	Script for teachers
	Equipment required

Questions

Questions are presented on the right page of the screen.

SCORING IN THE INTERVIEW

Each question or task in the EOI has a rubric that is used to record student responses. Psychometric analysis was used in the development and trialing of the EOI to establish the relative difficulty of each question in comparison to all the other questions, and a score assigned to indicate the difficulty of each question. Easy items have the lowest scale scores and as items become more difficult their scale score increases. When a student’s response is entered into the EOI, three processes occur:

- the scores for the individual questions are aggregated
- the total score is converted to an EOI scale score
- the EOI scale score is converted to an indicative Victorian Curriculum F-10 level.

The standard units or scale scores represent a standard increase in difficulty regardless of where this difference is on the scale.

Reports in the EOI are based on a scale score. The EOI scale score has been converted to the Victorian Curriculum and where possible, the reports show both the EOI scale score and the indicative Victorian Curriculum level.

It is not possible to manually score the questions in the EOI, as questions from a range of tasks are used to provide the total score points for each dimension.

TASKS

Each assessment module contains a series of tasks.

Although all tasks can be conducted in a one-to-one situation, teachers may prefer to conduct some tasks, such as writing and spelling, with a small group of students or the whole class.

For each question, teachers select the response which most closely matches the response given by the student.

The tasks for each module are outlined in the following table:

Module 1	Module 2	Module 3	Module 4
Oral Language	Oral Language	Oral Language	Oral Language
Phonemic Awareness	Phonemic Awareness	Phonemic Awareness	Tiger and the Big Wind
Cup Cakes	The Beach Ball	Blackie's holiday	The Golden Carambola Tree
Storytelling and Vocabulary Task: The Family Picnic	Storytelling and Vocabulary Task: A Day at the Beach	Storytelling and Vocabulary Task: Backyard Antics	Storytelling and Vocabulary Task: The Jungle Play
Words and Sound	Words and Sound	Segmenting words	The Golden Carambola Tree writing activity
Clever Max	'Ick' Words	Tap Dancing Star	Spelling
Clever Max Writing Activity	The Lunch Boxes	Tap Dancing Star writing activity	
	The Lunch Boxes Writing Activity	Spelling	

PROGRESSING THROUGH THE TASKS – CHOOSING TASK ORDER

Tasks can be selected in any order, providing teachers flexibility in how they administer the EOI. However, wherever possible it is preferable to administer tasks in the order they are presented. Teachers should note the following advice:

- *Task 1* in all modules is the conversation. This task is intended as an ice-breaker to help the student feel comfortable in the one-to-one interview situation. As well as providing a context for answering all subsequent questions, it provides an opportunity to assess the student's speaking and listening skills.
- *Task 2 and Task 4* in Modules 1, 2 and 3 focus on different aspects of hearing sounds in words. It is essential that these tasks are separated by Task 3. Task 2 is generally easier than Task 4. It is preferable that Task 2 is administered first to give students confidence. The strongly recommended order for these tasks is Task 2, Task 3 then Task 4.
- The writing task in each of the modules must be administered after the preceding task in which the students hear and retell a story and answer comprehension questions. The writing task can be administered to small groups or the whole class after students have completed the preceding task.

SAVING AND PAUSING AN ASSESSMENT

An assessment can be saved at any time by clicking *Save and Pause Assessment* button as depicted below.



TERMINATING A TASK IF A STUDENT CANNOT CONTINUE

In some circumstances it may be necessary to terminate a task before all questions in the task have been attempted by the student. This may occur if the student is clearly unable to provide further answers to the questions in the task. For example, some EAL students in the early stage of their EAL learning may have insufficient English to understand or respond to some tasks.

In some circumstances it may be necessary to use the *Save and Pause Assessment* button and continue the Interview at a later time. The tasks are very different in nature and students may be able to respond to some but not others. Each student should have an opportunity to attempt every task.

Where it is clear that a student cannot continue with a particular task, the 'no attempt' option in the multiple choice answers can be selected or the assessment can be stopped without completing all of the assessment. You will be prompted if you want to complete the assessment even though there are unanswered questions.

The EOI Modules in More Detail

This information is designed to support the film clips of the same title, which are accessible via the EOI homepage at: <http://www.education.vic.gov.au/studentlearning/teachingresources/english/englishonline/default.htm>.

This information and accompanying film clips will assist teachers to know what to look for as they progress through all Modules of the EOI with students, as well as what students typically can and cannot do at the start of Foundation level. **NOTE: The film clips do not include information about the new enhancements.**

LITERACY ASPECTS - ORGANISATION OF MODULE CONTENT

This information describes the tasks (or the elements of tasks) in the EOI which address particular literacy aspects. A summary of the organisation is presented below.

<i>Literacy Aspect</i>	<i>Tasks</i>
Oral language and listening comprehension	Storytelling and vocabulary task
Phonemic awareness and phonics	Phonemic awareness and phonics tasks (Module 4 excluded)
Reading accuracy, comprehension and concepts of print	Comprehension and assessment of reading tasks
Writing	Writing task

USING THE SCORING RUBRICS TO EVALUATE STUDENT RESPONSES

Every question in the EOI has a scoring rubric. These rubrics can inform teacher practice by guiding teachers' evaluations of the responses students give to each question in the EOI.

The categories of each rubric describe in detail the varying responses students may give to different questions. The first category of the rubric corresponds to the highest level response.¹ Examples of this may include the correct answer (where the answer is simply right or wrong) or, in more complex questions, the most 'sophisticated response' such as the most structured, organised and coherent writing response, the most engaged and purposeful oral interaction etc. Students whose responses consistently indicate this highest level response are demonstrating mastery of the skills being assessed in the associated task.

Subsequent categories describe responses reflecting different degrees of student proficiency. The wording of these categories can inform the teacher of the level of achievement of the student as he/she works towards mastery of the skill being addressed. This information will help teachers to identify the focus of teaching and support required for individual students. The amount of time and support will vary depending on the particular pattern of student responses.

¹The retell in each module is an exception. The categories of the retell rubric are not hierarchical. The retell is described in more detail in the *oral language and listening comprehension* section.

MODULE 1 OVERVIEW

ORAL LANGUAGE AND LISTENING COMPREHENSION

Oral language is foundational for literacy learning. As students engage in purposeful conversations they express meaning and interpret messages conveyed by others.

In Module 1, questions that assess oral language and listening comprehension are covered by the conversation, vocabulary and storytelling tasks, as well as the retell questions. Table 1 summarises the skills and understandings assessed in these tasks.

Table 1: Oral Language and Listening Comprehension

<i>Conversation Task</i>	<i>Vocabulary and Storytelling Tasks</i>	<i>Retelling Task – Clever Max</i>
<ul style="list-style-type: none">• Contribution to a conversation• Quality of ideas and vocabulary• Clarity of speech	<ul style="list-style-type: none">• Nouns• Verbs• Synonyms• Narrative skill• Quality of ideas• Grammar• Linking	<ul style="list-style-type: none">• Including the context, complication, resolution and story end in the retell• Number of logically sequenced events included in the retell• Vocabulary and sentence structure used

PHONEMIC AWARENESS AND PHONICS

As students learn about the sounds and patterns of language, they develop knowledge of individual sounds in spoken words, and learn to make links between sounds and letters.

In Module 1, phonemic awareness and phonics questions assess students' skills in manipulating spoken words. Table 2 summarises the skills and understandings assessed in these tasks.

Table 2: Phonemic Awareness and Phonics

<i>Phonemic Awareness</i>	<i>Phonics: Words and Sounds</i>
<ul style="list-style-type: none">• Rhyming words and sounds	<ul style="list-style-type: none">• Initial sound identification in a word• Final sound identification in a word• Alphabet names and sounds

In the phonemic awareness task, students identify rhyming words and generate rhyming words.

In the phonics task, students identify words with the same first sound, identify the end sounds in words and give a name or a sound for upper and lower case alphabet letters.

READING: ACCURACY, COMPREHENSION AND CONCEPTS OF PRINT

Students learn how to look at print and recognise that print tells a story. As students learn to do this, they are able to identify, interpret and explain key events read.

In Module 1 questions, reading comprehension, reading accuracy and concepts of print are covered in the assessment of reading and comprehension tasks. Table 3 summarises the skills and understandings assessed in these tasks.

Table 3: Reading Accuracy, Comprehension and Concepts of Print in Module 1

<i>Assessment of Reading: Book student reads - very simple text</i>	<i>Comprehension: Story read to students</i>
Concepts of print – student's ability to: <ul style="list-style-type: none">• Identify common print conventions	Assesses student's ability to: <ul style="list-style-type: none">• Predict story from cover• Identify prominent directly stated information

<p>Reading skills – student’s ability to:</p> <ul style="list-style-type: none"> • Identify how the story ends based on illustrations • Locate words as they are read by teacher • Read/attempt to read words or tell a story based on the pictures • Recognise and read/attempt to read an above-expected level text type 	<ul style="list-style-type: none"> • State the reason for a character’s feelings • Explain key events • Identify a main idea • Make a complex inference • Link information across the text to explain a character’s actions
--	--

WRITING

Students learn how to use their knowledge of oral language to compose messages. They record their messages using what they know about how print works.

In Module 1, rubrics that assess writing are covered in the writing task. Table 4 summarises the skills and understandings assessed in this task.

Table 4: Writing in Module 1

<i>Writing Task</i>
<p>Student’s ability to:</p> <ul style="list-style-type: none"> • Write their name • Write about their picture • ‘Read’ (make meaning from) their own writing attempt • Write ‘readable’ or recognisable words • Write relevant content

The writing task follows after the students have listened to the story in the comprehension task. Students are asked to write their name, draw a picture about the main character in the story they have just heard, write about their picture and tell the teacher what their ‘writing’ says. The writing rubrics indicate what the teacher needs to look for to evaluate the writing and describes the range of responses that are typically demonstrated in writing at the start of Foundation Level.

MODULE 2 OVERVIEW

ORAL LANGUAGE AND LISTENING COMPREHENSION

Students use oral language to communicate successfully with others. As they listen to and respond to the ideas of others, they learn to flexibly use appropriate vocabulary.

In Module 2, questions that assess oral language and listening comprehension are covered by the conversation and, vocabulary and storytelling tasks, and the retell questions. Table 1 summarises the skills and understandings assessed in these tasks.

Table 1: Oral Language and Listening Comprehension in Module 2

<i>Conversation Task</i>	<i>Vocabulary and Storytelling</i>	<i>Retelling Task – The Lunch Boxes</i>
<ul style="list-style-type: none"> • Contribution to a conversation • Quality of ideas and vocabulary • Clarity of speech 	<ul style="list-style-type: none"> • Verbs • Adjectives • Synonyms • Narrative skill • Quality of ideas • Grammar • Linking 	<ul style="list-style-type: none"> • Including the context, complication, resolution and story end in the retell • Number of logically sequenced events included in the retell

PHONEMIC AWARENESS AND PHONICS

Students become aware of the sounds in language. As students learn how to manipulate the sounds in spoken words, by substituting initial and final sounds in words, they are learning how to recognise patterns within print.

In Module 2, phonemic awareness and phonics questions assess students' skills in manipulating spoken words. Table 2 summarises the skills and understandings assessed in these tasks.

Table 2: Phonemic Awareness and Phonics in Module 2

<i>Phonemic Awareness</i>	<i>Phonics: Words and Sounds</i>	<i>Phonics: Pronouncing words</i>
<ul style="list-style-type: none"> Rhyming words and sounds 	<ul style="list-style-type: none"> Alphabet names and sounds Segment one syllable words into individual sounds Sound manipulation in one syllable words 	<ul style="list-style-type: none"> Sound manipulation of same-syllable constructs

In the phonemic awareness task, students identify rhyming words and generate rhyming words.

In the phonics (Words and sounds) task, students give a name or a sound for upper and lower case alphabet letters, segment one syllable words into individual sounds and manipulate the sounds in one syllable words.

In the phonics (Pronouncing words) task students pronounce words based around the same syllable construct.

The rubrics for phonemic awareness and phonics are mainly scored as simply correct or incorrect.

READING: ACCURACY, COMPREHENSION AND CONCEPTS OF PRINT

Reading books requires the integration of several sources of information to establish meaning. Students use the illustrations to predict the author's message, read some words accurately and use some punctuation conventions.

In Module 2, reading comprehension, reading accuracy and concepts of print questions assess reading skills. Table 3 summarises the skills and understandings assessed in these tasks.

Table 3: Reading Accuracy, Comprehension and Concepts of Print in Module 2

<i>Assessment of Reading: Book student reads - simple illustrated book</i>	<i>Comprehension: Story read to students</i>
<p>Concepts of print - student's ability to:</p> <ul style="list-style-type: none"> Identify some common print conventions <p>Reading skill - student's ability to:</p> <ul style="list-style-type: none"> Read title Read in meaningful phrases, with expression and effective use of pausing, punctuation, stress and pacing Self correct Recognise and read/ attempt to read above- level text type Predict story through title and/or cover illustrations Identify prominent, directly stated information Link illustrations and text to explain events 	<p>Student's ability to:</p> <ul style="list-style-type: none"> Link information across the text to explain a character's actions Recall prominent, directly stated information Make a complex inference Link illustrations and text to explain events. Recognise a common graphic convention to show 'thinking'

WRITING

Students learn how to write for a variety of purposes. They write simple sentences about personally relevant ideas and events, using some high frequency words and appropriate punctuation.

In Module 2, rubrics that assess writing are covered by the writing task. Table 4 summarises the skills and understandings assessed in this task.

Table 4: Writing in Module 2

<i>Writing Task</i>
Student's ability to: <ul style="list-style-type: none">• Write their name• 'Read' (make meaning from) their own writing attempt• Write 'readable' or recognisable words• Write relevant content• Create simple sentences with conjunctions• Spell high frequency words and two-syllable words• Include full stops and/or capital letters

The writing task follows immediately after the students have listened to the story in the comprehension task. Students are asked to write their name and then write a story based around the main character in the book they have just heard.

The writing rubrics indicate what the teacher needs to look for to evaluate the writing. The rubric categories describe the range of responses that are typically demonstrated in writing at the end of Prep. The student is asked to read their own writing and the teacher evaluates how well the student's reading matches their writing. The teacher also evaluates the relevance and coherence of the content, the sentence construction and the spelling. A collection of annotated writing samples is available to support teachers' judgements about the categories of the scoring rubrics for the writing.

MODULE 3 OVERVIEW

ORAL LANGUAGE AND LISTENING COMPREHENSION

Students communicate effectively with others. As they communicate in a range of contexts, they listen to others and respond appropriately.

In Module 3, questions that assess oral language and listening comprehension are covered by the conversation and, vocabulary and storytelling tasks, and the retell questions. Table 1 summarises the skills and understandings assessed in these tasks.

Table 1: Oral Language and Listening Comprehension in Module 3

<i>Conversation Task</i>	<i>Vocabulary and Storytelling Tasks</i>	<i>Retelling Task – Tap Dancing Star</i>
<ul style="list-style-type: none">• Contribution to a conversation• Quality of ideas and vocabulary• Clarity of speech	<ul style="list-style-type: none">• Adverbs• Synonyms• Narrative skill• Quality of ideas• Grammar• Linking	<ul style="list-style-type: none">• Including the context, complication, resolution and story end in the retell• Number of logically sequenced events included in the retell

PHONEMIC AWARENESS AND PHONICS

Students become more competent at hearing and orally manipulating the sounds in words. This contributes to the development of independent problem-solving of words in reading and writing.

In Module 3, questions that assess phonemic awareness and phonics are covered in the phonemic awareness task and the segmenting words task. Table 2 summarises the skills and understandings assessed in these tasks.

Table 2: Phonemic Awareness and Phonics in Module 3

<i>Phonemic Awareness</i>	<i>Phonics: Segmenting Words</i>
<ul style="list-style-type: none"> Manipulate first, last and middle sounds in one syllable words 	<ul style="list-style-type: none"> Segmentation of two and three syllable words

In the phonics task, students manipulate the first, last and middle sounds in one syllable words.

In the phonemic awareness task, students pronounce unfamiliar words composed of phonetically regular syllables.

READING: ACCURACY, COMPREHENSION AND CONCEPTS OF PRINT

Students read more complex texts using a variety of problem solving strategies. Students interpret the author’s message, read in meaningful phrases and use a variety of word solving strategies.

In Module 3, the reading comprehension and reading accuracy questions assess students’ reading skills. Table 3 summarises the skills and understandings assessed in these tasks.

Table 3: Reading Accuracy, Comprehension and Concepts of Print in Module 3

<i>Assessment of reading: Book student reads</i>	<i>Comprehension: Story read to students</i>
<p>Concepts of print - student’s ability to:</p> <ul style="list-style-type: none"> Identify a print convention <p>Reading skills - student’s ability to:</p> <ul style="list-style-type: none"> Read in meaningful phrases, with expression and effective use of pausing, punctuation, stress and pacing Self-correct Identify prominent directly stated information Link illustrations and text to explain events Link information across the text to explain a character’s actions Use evidence from the text to support opinion 	<p>Student’s ability to:</p> <ul style="list-style-type: none"> Recognise a common graphic convention Link illustrations and text to explain events Interpret a metaphor Identify a cause and its effect Recall prominent directly stated information Use evidence from the text to support an opinion

WRITING AND SPELLING

Students write for a variety of purposes. They develop their ideas in a clearly defined sequence. They use some high frequency words and regular spelling patterns.

In Module 3, rubrics that assess writing and spelling are covered by the writing and spelling tasks. Table 6 summarises the skills and understandings assessed in this task.

Table 6: Writing in Module 3

<i>Writing Task</i>	<i>Spelling Task</i>
<p>Student’s ability to:</p> <ul style="list-style-type: none"> Construct a story with a beginning, some development of ideas and an ending Select appropriate and varied vocabulary Spell high frequency words and less regular two-syllable patterns Include full stops and capital letters 	<ul style="list-style-type: none"> 2 x one syllable simple 2 x one syllable consonant blends 1 x one syllable irregular pattern 1 x two syllable simple 1 x two syllable irregular 1 x three syllable simple 2 x two syllable irregular pattern

The writing task follows immediately after the students have listened to the story in Task 5. Students are asked to write a story based around the main idea in the book they have just heard.

On completion of this task, students write 10 dictated words. The scoring rubrics differentiate correct spelling and stages in approximating the correct spelling for difficult words.

The writing rubrics indicate what the teacher needs to look for to evaluate the writing and describe the range of responses that are typically demonstrated in writing at the end of Year 1. The teacher evaluates the relevance and coherence of the content, the range of sentence constructions, the spelling and the punctuation. A collection of annotated writing samples is available to support teachers' judgements about the categories of the scoring rubrics for the writing.

MODULE 4 OVERVIEW

ORAL LANGUAGE AND LISTENING COMPREHENSION

Students engage in purposeful conversation. They put simple ideas into logical sequence or order, using appropriate volume, pace and tone, relevant vocabulary and responsive listening strategies.

In Module 4, questions that assess oral language and listening comprehension are covered by the conversation and, vocabulary and storytelling tasks, and the retell questions. Table 1 summarises the skills and understandings assessed in these tasks.

Table 1: Oral Language and Listening Comprehension in Module 4

<i>Conversation Task</i>	<i>Vocabulary and Storytelling Tasks</i>	<i>Retelling Task – The Golden Carambola Tree</i>
<ul style="list-style-type: none"> • Participation/engagement • Spoken text structure • Use of volume, tone, pace, expression and non-verbal cues • Vocabulary • Strategies 	<ul style="list-style-type: none"> • Verbs and adverbs • Synonyms • Narrative skill • Quality of ideas • Grammar • Linking 	<ul style="list-style-type: none"> • Context, key details of the plot including the complication and resolution • Number of logically sequenced events • Vocabulary • Sentence complexity • Use of volume, tone, pace and expression • Participation

READING: ACCURACY, COMPREHENSION AND CONCEPTS OF PRINT

Students independently read and comprehend a variety of texts. As students read, they develop and use self-correcting strategies and read with increased fluency. Students read for literal, inferential and evaluative information.

In Module 4, reading comprehension and reading accuracy are assessed in this assessment. Table 2 summarises the skills and understandings assessed in these tasks.

Table 2: Reading Accuracy and Comprehension in Module 4

<i>Reading Assessment Task: Book student reads</i>	<i>Comprehension Task: Story read to students</i>
<p>Reading skills - student's ability to:</p> <ul style="list-style-type: none"> • Read in meaningful phrases, with expression and effective use of pausing, punctuation, stress and pacing • Self-correct • Identify prominent directly stated information 	<p>Student's ability to:</p> <ul style="list-style-type: none"> • Identify prominent directly stated information • Link illustrations and text to explain events • Make a complex analysis of characters • State a reason for a character's feelings • Identify a cause and its effect

- | | |
|--|--|
| <ul style="list-style-type: none"> • Link information across the text to explain actions and events • Make complex inferences • Make a simple analysis of characters • Use evidence from the text to support opinion | <ul style="list-style-type: none"> • Use evidence from the text to support an opinion |
|--|--|

WRITING AND SPELLING

Students demonstrate more complex writing skills, including the selection of ideas, construction of the text, the correct spelling of words and the use of common punctuation. They can clearly articulate their purpose for writing, in response to authentic literacy activities.

In Module 4, rubrics that assess writing and spelling are covered by the writing and spelling tasks. Table 3 summarises the skills and understandings assessed in this task.

Table 3: Writing in Module 4

<i>Writing task</i>	<i>Spelling task</i>
<p>Student's ability to:</p> <ul style="list-style-type: none"> • Construct a story with a beginning (including setting), development of ideas (including plot and character development) and an ending • Select appropriate and varied vocabulary and verb tenses • Spell all high frequency words and less regular spelling patterns • Include full stops, capital letters and additional punctuation 	<ul style="list-style-type: none"> • 2 x one syllable simple • 3 x one syllable consonant blend onsets + rimes • 2 x two syllable simple • 1 x one syllable irregular pattern • 2 x two/three syllable irregular pattern

In the spelling task, students write 10 dictated words. The scoring rubrics differentiate correct spelling and stages in approximating the correct spelling for difficult words.

The writing task follows after the students have listened to the story in Task 4. Students are asked to write a story based around one of the characters in the book they have just heard.

The writing rubrics indicate what the teacher needs to look for to evaluate the writing and describe the range of responses that are typically demonstrated in writing at the end of Year 2. The teacher evaluates the relevance and coherence of the content, the range of sentence constructions, the spelling and the punctuation. A collection of annotated writing samples is available to support teachers' judgements about the categories of the scoring rubrics for the writing.

Reports

Note: On the Insight Assessment Platform only, *Dimension* refers to the Modes of the English Victorian Curriculum.

A range of reports for the EOI can be generated from the Insight Assessment Platform. Reports can only be generated for students whose assessment/s have been *completed and submitted*. All Language Modes (Dimensions) of English (Speaking and Listening, Reading and Viewing and Writing) in the assessment must be completed before an EOI scale score can be awarded to a student.

There are a number of reports that can be generated and customised, to view student data. The reports have been updated to support the introduction of the Victorian Curriculum.

The reports that previously included AusVELS progression points on the axis have been amended to give an indicative Victorian Curriculum level. The axis proceeds in 0.5 increments, aligned to the Victorian Curriculum progression points. The "F" refers to Foundation level in the Victorian Curriculum.

Reports can be generated for an individual student, a pre-defined group or a whole class.

- School Assessment Administrators can generate reports for any class as well for the whole school.
- With some reports an EOI scale score has also been included. When an assessment is finalised students receive an EOI scale score. This EOI scale score is then translated into the equivalent indicative Victorian Curriculum achievement level. This score will enable teachers to track student progression from previous years. All historical data taken over previous reporting periods has been migrated to the Insight Platform.
- A Diagnostic Report provides teachers with more detailed information about individual student responses to all the questions within a module demonstrating strengths and weaknesses in the language modes of reading, writing, and speaking and listening and the literacy aspects and sub aspects. The students' indicative Victorian Curriculum level is also shown in this report.

When all students in a year level complete the recommended module, information at an item level across the class can be easily compared. Groups of students with similar teaching needs can be identified based on their responses and patterns and trends of learning within a class can also be identified. If students within a year level are administered different modules the overall results will be directly comparable, however other comparisons can only be made by matching similar items across the different modules.

A summary of recommended reports available through Insight follows in the next section.

SUMMARY OF REPORTS

English Online Interview (EOI)

The following reports are recommended for use with the English Online Interview (Modules 1, 2, 3, and 4):

1. EOI Summary

How to access:	Reporting HTML > Teacher Dashboard > Class Dashboard
What it shows:	Number of student assessments and level distribution across indicative Victorian Curriculum F–10 levels.


The screenshot shows the 'Teacher Dashboard / Class Dashboard' interface. At the top, there are navigation tabs for 'Dashboard', 'Explorer', and 'Student History', along with a 'Sign Out' button and the 'VICTORIA State Government' logo. The main content area is titled '5C 5C' and contains a filter section with dropdowns for 'Type (All)', 'Subject English', 'Min. Results 1', and 'No. of Tests 6', with an 'Update' button. A checkbox labeled 'Restrict to tests taken in this class' is checked. To the right are buttons for 'Select Tests', 'Student Results', and 'Print'. A pop-up window titled 'EOI - Module 1' displays the following data:



EOI Scale	99
Result Count	20

Below this is a bar chart titled 'Level distribution: (% of students at each level)'. The x-axis lists levels from 'Level D' to '4.0-4.5'. The y-axis shows percentages from 0% to 30%.

Level	% of students
Level D	~20%
Level D - 0.5	~30%
0.5 - F	~10%
F - F5	~15%
F5 - 1.0	~15%
1.0 - 1.5	~5%
1.5 - 2.0	~5%
2.0 - 2.5	~5%
2.5 - 3.0	~5%
3.0 - 3.5	~5%
3.5 - 4.0	~5%
4.0 - 4.5	~5%

2. Class Profile


How to access:	Reporting HTML > Teacher Dashboard > Class Dashboard > Class Profile icon 
What it shows:	Shows EOI scale score and indicative Victorian Curriculum F–10 level. Can be ordered by EOI Scale score.

Dashboard
Explorer
Student History
Sign Out 


Teacher Dashboard / Class Dashboard / EOI Class Profile

Assessment Class


EOI - Module 1
5C 5C



View Results table 

Select Columns

Student	ID	Result Date	EOI Scale ▲	Indic. VC F-10
Edwards, Matthew	trainingstudent19	Sep 7, 2015	43	Level D
Wang, Poppy	trainingstudent14	Sep 7, 2015	43	Level D
Taylor, Macey	trainingstudent03	Sep 7, 2015	71	Level D
Lee, Addison	trainingstudent08	Sep 7, 2015	73	Level D
Williams, Owen	trainingstudent07	Sep 7, 2015	86	Level D - 0.5
Brown, Sienna	trainingstudent02	Sep 7, 2015	90	Level D - 0.5
Patel, Olivia	trainingstudent16	Sep 7, 2015	91	Level D - 0.5
Smith, Lily	trainingstudent01	Sep 7, 2015	93	Level D - 0.5
Thompson, Ryan	trainingstudent17	Sep 7, 2015	97	Level D - 0.5
Jones, Zachary	trainingstudent06	Sep 7, 2015	99	Level D - 0.5
Wilson, Junze	trainingstudent05	Sep 7, 2015	103	0.5 - F
Chen, Amy	trainingstudent18	Sep 7, 2015	105	0.5 - F
King, Anthony	trainingstudent20	Sep 7, 2015	110	F - F.5
Thomas, Abigail	trainingstudent13	Sep 7, 2015	115	F - F.5
Singh, Shannon	trainingstudent09	Sep 7, 2015	116	F - F.5
Tran, Tia	trainingstudent10	Sep 7, 2015	118	F.5 - 1.0
Roberts, Keeley	trainingstudent15	Sep 7, 2015	124	F.5 - 1.0
Davis, Harmony	trainingstudent11	Sep 7, 2015	127	F.5 - 1.0
Nguyen, Sofia	trainingstudent04	Sep 7, 2015	133	1.0 - 1.5
White, Benson	trainingstudent12	Sep 7, 2015	152	2.5 - 3.0

3. EOI to DATE Report

How to access:	How to access: Reporting HTML > Teacher Dashboard > Class Dashboard > Class Profile icon  > View > DATE tools
What it shows:	Shows appropriately levelled Diagnostic Assessment Tools in English (DATE) tool for further diagnostic testing based on EOI Scale score. Use Select columns to show additional information (EOI Scale Score, Victorian Curriculum F–10 Level). DATE tools can be assigned via Assign Online Tests.

Dashboard
Explorer
Student History
Sign Out 



Teacher Dashboard / Class Dashboard / EOI Class Profile

Assessment Class EOI - Module 1
5C 5C

View DATE tools Select Columns

Student	EOI Scale	Indic. VC F-10	Comprehendin...	Concepts of Print	Phonemes	Phonological A...	Alphabet Letters	Reading
Brown, Sienna	90	Level D - 0.5	Comprehending Text Beginning	Concepts of Print Beginning	Phonemes Foundation	Phonological Awareness Beginning	Alphabet Letters Foundation	Early Read Foundatic
Chen, Amy	105	0.5 - F	Comprehending Text Foundation	Concepts of Print Beginning	Phonemes Foundation	Phonological Awareness Foundation	Alphabet Letters Foundation	Early Read Foundatic
Davis, Harmony	127	F.5 - 1.0	Comprehending Text Foundation	Concepts of Print Foundation	Phonemes Foundation	Phonological Awareness Foundation	Alphabet Letters Level 1	Early Read Level 1
Edwards, Matthew	43	Level D	Comprehending Text Beginning	Concepts of Print Beginning	Not Ready	Phonological Awareness Beginning	Alphabet Letters Beginning	Early Read Beginning
Jones, Zachary	99	Level D - 0.5	Comprehending Text Beginning	Concepts of Print Beginning	Phonemes Foundation	Phonological Awareness Beginning	Alphabet Letters Foundation	Early Read Foundatic
King, Anthony	110	F - F.5	Comprehending Text Foundation	Concepts of Print Beginning	Phonemes Foundation	Phonological Awareness Foundation	Alphabet Letters Foundation	Early Read Level 1

4. Item Analysis

How to access:	Reporting HTML > Teacher Dashboard > Class Dashboard > Item Analysis icon  > Student Reports
What it shows:	Item Analysis shows student's responses compared with class and school, and also shows further breakdown by Mode or Task. Check the Custom Tags checkbox to show Task (e.g. Phonemic Awareness) instead of Mode.

Teacher Dashboard / Class Dashboard / Item Analysis / Student Reports

Brown, Sienna (trainingstudent02) Print

Test Name: EO1 - Module 1 Class Name: 5C 5C
 Result Date: Sep 7, 2015
 Test Score: 27% Class Average: 44% School Average: 44%
 Points Earned: 17/64 Class Average: 28/64 School Average: 28/64

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Student's Answer	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1
Class Average	1.1	1.0	0.9	0.8	0.9	0.3	0.4	0.5	0.6	0.7	0.4	0.8	0.3	0.3	0.7
School Average	1.1	1.0	0.9	0.8	0.9	0.3	0.4	0.5	0.6	0.7	0.4	0.8	0.3	0.3	0.7

Question	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Student's Answer	0	0	0	0	0	1	0	1	1	0	0	1	1	0	0
Class Average	0.6	0.3	0.4	0.1	0.1	0.8	0.4	0.6	0.5	0.5	0.7	0.5	0.5	0.5	0.3
School Average	0.6	0.3	0.4	0.1	0.1	0.8	0.4	0.6	0.5	0.5	0.7	0.5	0.5	0.5	0.3

Question	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Student's Answer	0	2	1	0	2	2	0	0	0	0	1	0	0	1	0
Class Average	0.3	0.8	0.8	0.3	1.6	1.6	0.4	0.4	0.6	0.5	0.7	0.9	0.5	1.4	0.5
School Average	0.3	0.8	0.8	0.3	1.6	1.6	0.4	0.4	0.6	0.5	0.7	0.9	0.5	1.4	0.5

Question	46	47	48
Student's Answer	0	0	0
Class Average	0.4	0.2	0.3
School Average	0.4	0.2	0.3

Tags: Custom Tags Dimension Raw tag scores Sort by score

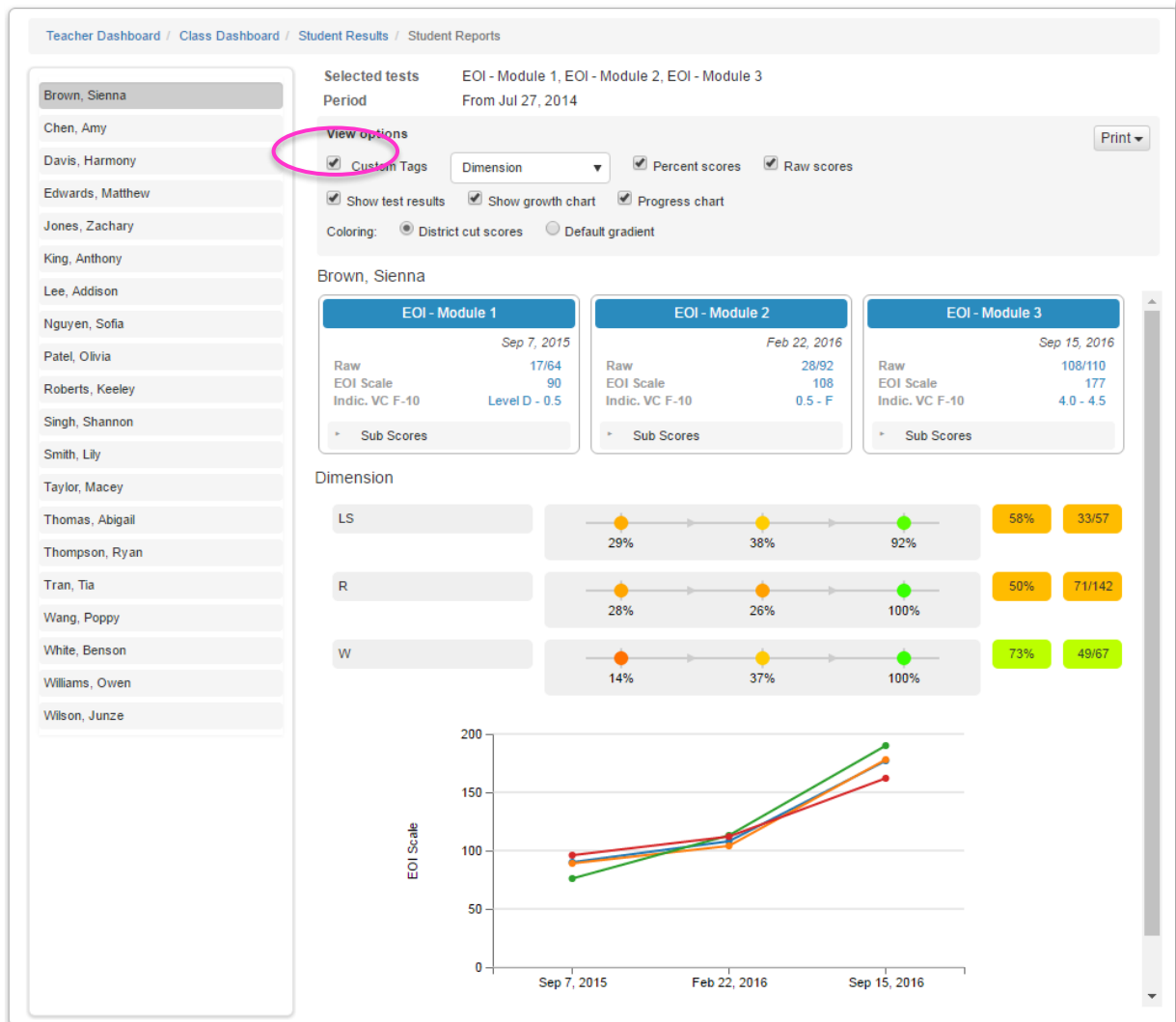
Options: Hide Points Possible

Compare: Class School

Dimension	Questions	Score	Class	School
LS	1, 2, 3, 4, 5, 35, 36	29%	47%	47%
R	6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38, 39, 40, 41, 42, 43	28%	44%	44%
W	44, 45, 46, 47, 48	14%	39%	39%

5. Student Learning Gain across multiple modules of EOI

How to access:	Reporting HTML > Teacher Dashboard > Class Dashboard > Select Tests > SELECT EOI MODULES 1, 2, 3 (CHECKBOXES) > View Student Results > Student Reports
What it shows:	Student result showing learning gain across three Modules of EOI. Check the Custom Tags checkbox to show Task (e.g. Phonemic Awareness) instead of Mode.



6. Class Diagnostic

How to access:	Reporting HTML > Teacher Dashboard > Class Dashboard > Select Tests > SELECT EOI MODULE 1 (CHECKBOX) > Other Reports > Class Diagnostic
What it shows:	Breakdown of student performance by Mode. Clicking on the Mode (e.g. LS: Listening and Speaking) shows range of student performance.

Teacher Dashboard / Class Dashboard / Class Diagnostic

Test Name: EOI - Module 1
 Class Name: 5C 5C
 No. of results: 20

Teacher Name: Training, Reporting
 Class average score: 44%

View: Dimension Restrict results to tests taken in this class Print

Show only tags with 3 or more associated items

Tag	Items	Avg.
LS	7	47%
R	36	44%
W	5	39%

Students below mastery threshold (100%)

Student	Score
Edwards, Matthew	0%
Wang, Poppy	0%
Lee, Addison	12%
Taylor, Macey	24%
Williams, Owen	24%
Brown, Sienna	29%
Chen, Amy	41%
Patel, Olivia	41%
Smith, Lily	41%
Thompson, Ryan	41%
Wilson, Junze	47%
Jones, Zachary	53%
Singh, Shannon	53%
King, Anthony	59%
Roberts, Keeley	59%
Thomas, Abigail	76%
Tran, Tia	76%
Davis, Harmony	82%
Nguyen, Sofia	82%
White, Benson	94%

7. Grouping Report by EOI Mode or Task

How to access:	Reporting HTML > Teacher Dashboard > Class Dashboard > Select Tests > SELECT EOI MODULE 1 (CHECKBOX) > Other Reports > Grouping
What it shows:	This report automatically groups students with similar needs. The three columns (1), (2), (3) represent each of the EOI Modes. Grouping report can also be generated for Task (e.g. Phonemic awareness)

Dashboard
Explorer
Student History

Teacher Dashboard / Class Dashboard / Grouping

Selected tests
Period

EOI - Module 1
From Jul 27, 2014

Dimension

(1) R

(2) W

(3) LS

No. selected: 3
No. of students: 20

No. of Groups Options ▾

Use points scored (weighted)
 Use percent

Create Groups

Group by cluster Group by averages

Back
Print
Next

Student	(1)	(2)	(3)	Avg.	Group
Group 1					
Edwards, Matthew (trainingstudent19)	0	0	0	0	1
Lee, Addison (trainingstudent08)	8	14	12	9	1
Taylor, Macey (trainingstudent03)	0	14	24	8	1
Wang, Poppy (trainingstudent14)	0	0	0	0	1
Group 2					
Brown, Sienna (trainingstudent02)	28	14	29	27	2
Patel, Olivia (trainingstudent16)	23	29	41	28	2
Smith, Lily (trainingstudent01)	28	14	41	30	2
Williams, Owen (trainingstudent07)	23	14	24	22	2
Group 3					
Chen, Amy (trainingstudent18)	55	29	41	48	3
Jones, Zachary (trainingstudent06)	38	14	53	39	3
Thompson, Ryan (trainingstudent17)	38	14	41	36	3
Wilson, Junze (trainingstudent05)	48	29	47	45	3
Group 4					
King, Anthony (trainingstudent20)	58	43	59	56	4
Singh, Shannon (trainingstudent09)	70	71	53	66	4
Thomas, Abigail (trainingstudent13)	63	43	76	64	4
Tran, Tia (trainingstudent10)	68	57	76	69	4
Group 5					
Davis, Harmony (trainingstudent11)	78	86	82	80	5
Nguyen, Sofia (trainingstudent04)	85	100	82	86	5
Roberts, Keeley (trainingstudent15)	83	86	59	77	5
White, Benson (trainingstudent12)	98	100	94	97	5

8. Grouping Report – Student and Mode

How to access:	Reporting HTML > Teacher Dashboard > Select Tests > SELECT EOI MODULE 1 (CHECKBOX) > Other Reports > Custom Reports > SELECT PRIMARY GROUPING = Student/SECONDARY GROUPING = Dimension
What it shows:	Group profile report showing breakdown of student performance grouped by student and mode. Tab and graphical view.

[Teacher Dashboard](#) / Custom Reports

Primary grouping

Student ▾

Secondary grouping

Dimension ▾

Create Report Set Filters

Show grid Show chart

Show values

Show averages

Print Export

Selected tests EOI - Module 1

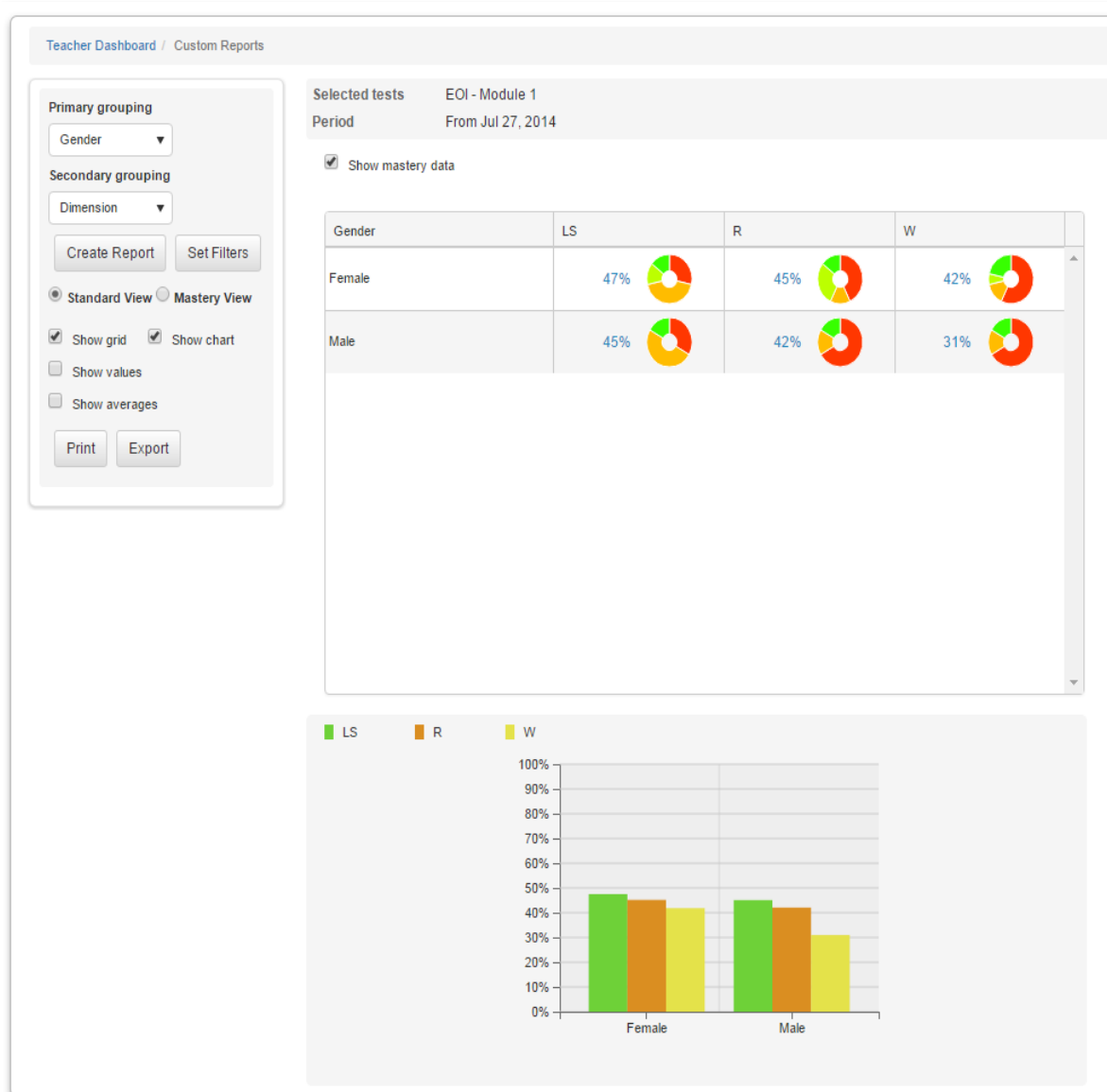
Period From Jul 27, 2014

Student	LS	R	W
Brown, Sienna (trainingstudent02)	29%	28%	14%
Chen, Amy (trainingstudent18)	41%	55%	29%
Davis, Harmony (trainingstudent11)	82%	78%	86%
Edwards, Matthew (trainingstudent19)	0%	0%	0%
Jones, Zachary (trainingstudent06)	53%	38%	14%
King, Anthony (trainingstudent20)	59%	58%	43%
Lee, Addison (trainingstudent08)	12%	8%	14%
Nguyen, Sofia (trainingstudent04)	82%	85%	100%
Patel, Olivia (trainingstudent16)	41%	23%	29%
Roberts, Keeley (trainingstudent15)	59%	83%	86%
Singh, Shannon (trainingstudent09)	53%	70%	71%
Smith, Lily (trainingstudent01)	41%	28%	14%
Taylor, Macey (trainingstudent03)	24%	0%	14%
Thomas, Abigail (trainingstudent13)	76%	63%	43%
Thompson, Ryan (trainingstudent17)	41%	38%	14%

■ LS ■ R ■ W

9. Grouping Report – Gender and Mode

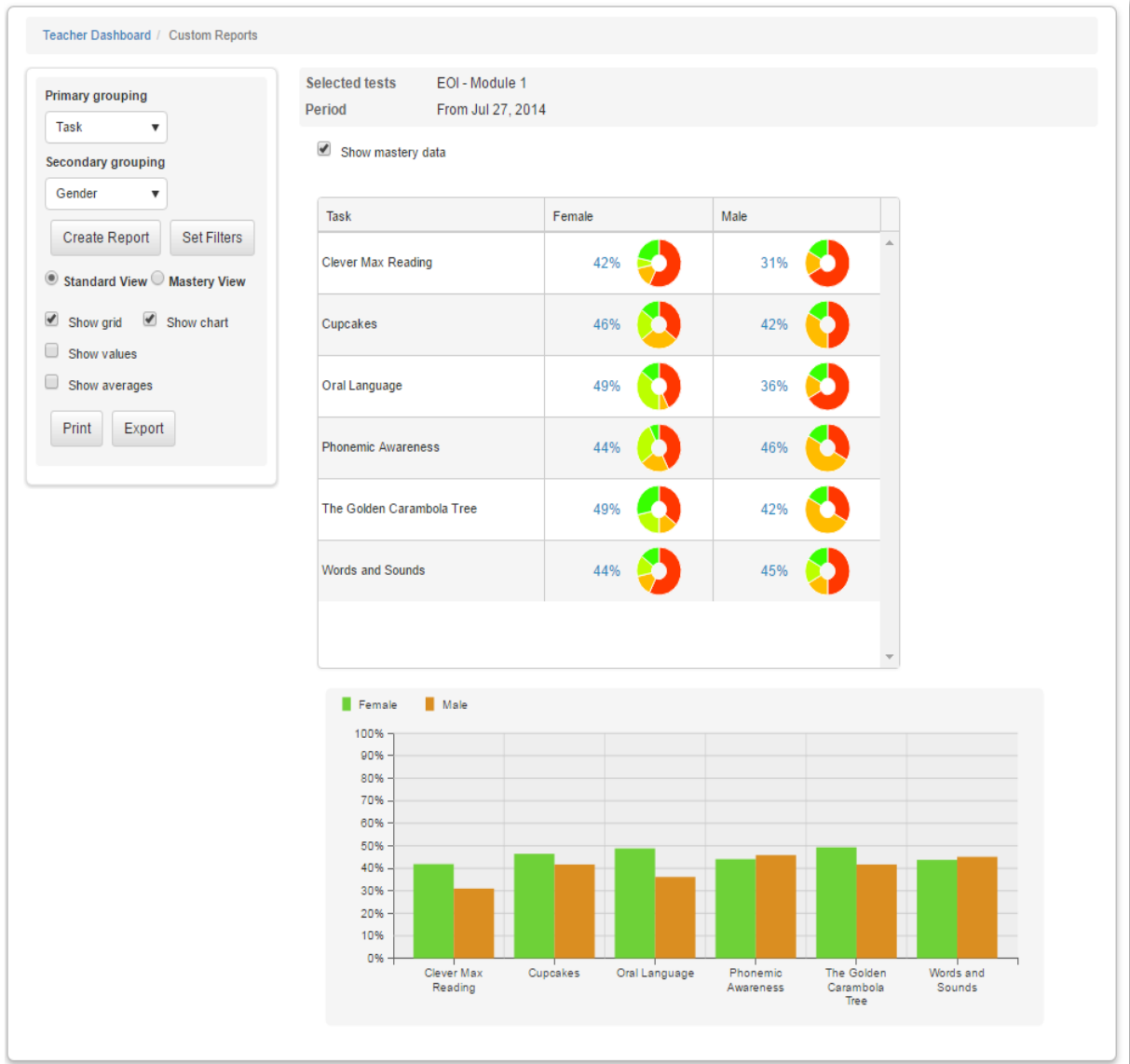
How to access:	Reporting HTML > Teacher Dashboard > Select Tests > SELECT EOI MODULE 1 (CHECKBOX) > Other Reports > Custom Reports > SELECT PRIMARY GROUPING = Gender/SECONDARY GROUPING = Dimension
What it shows:	Group profile report showing breakdown of student performance grouped by gender and dimension. Tab and graphical view.



10. Grouping Report – Task and Gender

How to access:	Reporting HTML > Teacher dashboard > Select Tests > SELECT EOI MODULE 1 (CHECKBOX) > Other Reports > Custom Reports > SELECT PRIMARY GROUPING = Task/SECONDARY GROUPING = Gender
What it shows:	Group profile report showing breakdown of student performance grouped by task and gender. Tab and graphical view.

G



11. Student History

How to access:	Reporting HTML > Student History
What it shows:	Individual student history—all Learning Areas.

Dashboard [Explorer](#) **Student History** [Sign Out](#)

5C 5C

Q Student Search

Students

- Brown, Sienna
- Chen, Amy
- Davis, Harmony
- Edwards, Matthew
- Jones, Zachary
- King, Anthony
- Lee, Addison
- Nguyen, Sofia
- Patel, Olivia
- Roberts, Keeley
- Singh, Shannon
- Smith, Lily
- Taylor, Macey
- Thomas, Abigail
- Thompson, Ryan
- Tran, Tia
- Wang, Poppy
- White, Benson
- Williams, Owen
- Wilson, Junze

Brown, Sienna (trainingstudent02)

By subject
 By test type
 By year
 View All

 Newest to oldest
 Print

📅 Date Range No date range selected

English

EOI - Module 3	Sep 15, 2016	Raw	108/110	🔍
		EOI Scale	177	
		Indic. VC F-10	4.0 - 4.5	
* Sub Scores				



EOI - Module 2	Feb 22, 2016	Raw	28/92	🔍
		EOI Scale	108	
		Indic. VC F-10	0.5 - F	
* Sub Scores				

EOI - Module 1	Sep 7, 2015	Raw	17/64	🔍
		EOI Scale	90	
		Indic. VC F-10	Level D - 0.5	
* Sub Scores				

Mathematics

Mathematics Online Interview	Oct 14, 2016	Growth points	
		Counting	7/7
		Place Value	6/6
		Strategies for Addition and Subtraction	7/7
		Strategies for Multiplication and Division	8/8
		Time	6/6
		Length Measurement	6/6
		Mass Measurement	6/6
		Properties of Shape	3/5
		Visualisation	3/5

12. Assignment Review – Individual Students

How to access:	Assign Online Tests > Test Review and Manual Grading > Review Test Assignments > select assessment > Review icon  , Print  , filter on questions.
What it shows:	Individual student responses to questions, can be filtered by questions (e.g. view all questions relating to Task 1: Oral Language)

Section 1: Task 1: Oral Language

Question 1.
Task 1.1 Oral Language
Participation/Engagement

A. demonstrates active, purposeful engagement, shows overall good communication skills, including appropriate turn-taking

B. demonstrates engagement, shows generally successful communication skills, including turn-taking

C. demonstrates little purposeful engagement

D. no attempt

Score: 0/2

Question 2.
Task 1.2 Oral Language
Spoken text structure

A. sequences ideas logically and clearly with little rephrasing, prompting or questioning

B. sequences ideas logically and clearly with some rephrasing, prompting or questioning

C. needs much prompting and questioning to produce a coherent text, or to expand on ideas




D. no attempt

Score: 1/2

Assignment Reviewer
Back to Assignment List

Test Info

Test name: **EOI - Module 1** Teacher: **Teacher Demo - Class: 4M**

Grade by: Student Item Manually Graded Only   

Filter Student By: All (20) Select Student to Review: ✓ Brown, Sienna

Question List (48)

Correct Partial No Credit

- 1 Task 1.1 Oral Language Participation/Engagement
- 2 Task 1.2 Oral Language Spoken text structure
- 3 Task 1.3 Oral Language Use of volume, tone, pace and expression, non-verbal cues
- 4 Task 1.4 Oral Language Vocabulary
- 5 Task 1.5 Oral Language Strategies

Question Detail and Answers

Times Visited: **1** Time Spent on Question: **52s** Time Spent on Test: **9m 32s**

Task 1: Oral Language

Task 1.1 Oral Language Participation/Engagement

A. demonstrates active, purposeful engagement, shows overall good communication skills, including appropriate turn-taking

B. demonstrates engagement, shows generally successful communication skills, including turn-taking

C. demonstrates little purposeful engagement

Help and Support

TECHNICAL ASSISTANCE

What to do in the first instance when experiencing technical difficulties

Teachers need to contact their School Assessment Administrator if they have any technical difficulties with administering the EOI. Teachers should escalate any issues if the system is not working as expected, error messages appear on the screen, there are missing students from the class, or a user cannot access the EOI assessment. If there are any issues with using the system the School Assessment Administrator in the first instance, should refer to the Support documentation on the Insight Assessment Platform: <https://www.vcaa.vic.edu.au/assessment/f-10assessment/insight/Pages/index.aspx>. A simple resolution may be found in these guides.

If the issues cannot be resolved in-house, the School Assessment Administrator should contact the service desk and report the issue(s). Teachers are not required to report any problems individually. The School Assessment Administrator can contact the service desk on the teacher's behalf.

Contacting the DET Service Desk (government schools)

Technical assistance is available for government schools using the EOI. Technical enquiries may include issues such as:

- the system is not working as expected
- error messages on screen are preventing the user from proceeding
- students are not appearing in the EOI, or student details in the EOI don't match the details in CASES21
- a user cannot access the EOI.

The School Assessment Administrator should contact the Service Desk on behalf of the staff in the school to report any issues with the system. When contacting the Service Desk, users should provide as much information about the issue as possible including their name, school and campus number. Screen shots displaying error messages should also be provided where possible.

The Service Desk contact details are as follows:

- Website: [Service Gateway](#) (secure site) – log a service call
- Email: servicedesk@edumail.vic.gov.au
- Phone: 1800 641 943

Technical support for non-government schools

For technical issues related to the Insight Assessment Platform, contact the relevant support provider for your sector.

If the issue cannot be resolved, contact insight@edumail.vic.gov.au

EOI POLICY ASSISTANCE

For EOI policy-related enquiries, government schools can contact DET central office. Policy-related enquiries may include:

- advice on exemptions and withdrawals
- information regarding resources, including obtaining additional EOI Resource Kits.

Contact details are as follows:

- email: studentlearning@edumail.vic.gov.au – Emails should include 'English Online Interview' and your school name in the subject line.

Non-government schools should contact their relevant sector support services.