Reading and Vocabulary assessment for English as an Additional Language students (RVEAL)

School Guide for teachers and Insight Administrators in government schools
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Introduction

The Reading and Vocabulary assessment for English as an Additional Language students (RVEAL) is an online assessment instrument developed for use with English as an Additional Language (EAL) students in Years 3 to 10.

RVEAL is designed to provide formative assessment information about students' reading and vocabulary skills and knowledge. RVEAL is not intended to function as a stand-alone assessment instrument or to provide a proxy assessment of a student's overall language proficiency. Ongoing assessment across all aspects of the three modes (Speaking and Listening, Reading and Viewing and Writing) should be used to gain the most comprehensive possible picture of a student's English language proficiency and to inform the development of learning programs.

The RVEAL assessments are one component of the Tools to Enhance Assessment Literacy for teachers of EAL students (TEAL) assessment resource centre, which brings together a range of tools and advice to support effective teaching and learning programs for EAL students. All of the assessment tools are aligned to the Department of Education and Training's EAL Developmental Continuum P – 10. The EAL Developmental Continuum consists of evidence-based indicators of progress to support assessment of students' English language development and can be used by teachers to develop learning programs to build on and extend their students’ language learning. The EAL Developmental Continuum applies to language proficiency that can be demonstrated in all learning areas.

RVEAL is designed for use with EAL learners who are literate in their first language. Students need basic computer literacy as well as sufficient English literacy skills to complete the assessment independently. For more information on the development of RVEAL, and Frequently Asked Questions (FAQs), visit the TEAL assessment resource centre.

Conditions of use of the RVEAL instrument

For this initial release, there are conditions attached to the use of RVEAL in schools. The conditions will enable data and feedback to be collected. This information will be used to improve the instrument.

To access the assessments, teachers are requested to:

1. provide information about their EAL teaching qualifications and experience and familiarity with the EAL Developmental Continuum via an online questionnaire

2. provide their latest assessment of each student’s proficiency in the Reading and Viewing mode of the EAL Developmental Continuum (B1, B2 or B3 for primary students and S1 or S2 etc. for secondary students) and email it to eal@edumail.vic.gov.au.

Teachers are requested to administer two RVEAL assessments on consecutive weeks and complete short feedback reports. The one week period between assessments ensures that students have near-identical proficiency levels for both sittings of the assessments.

The administration of two different assessments with the same students, when repeated with a large number of classes across the primary and secondary sectors, will enable a rich data set to be produced. This data set, and the collection of basic demographic information about and feedback from the participating teachers, will enable the Department of Education and Training to:

- perform quality assurance, monitoring and evaluation of the assessments
- develop additional RVEAL reports
- make improvements to the instrument
- plan for and deliver professional learning programs.
Instructions for teachers in government schools

How to access the assessments

Note: Catholic and Independent schools should contact the Insight Assessment Platform team at insight@edumail.vic.gov.au for advice on accessing the RVEAL assessments.

1. Complete the Teacher access survey for the RVEAL assessments questionnaire.

2. Complete APPENDIX 1: Teacher Judgement Data (page 17) and email it to eal@edumail.vic.gov.au. For advice on making teacher judgements, refer to Assessing reading and vocabulary proficiency – advice to teachers on the same page.

3. Teachers will receive a confirmation email three to four business days after the submission of survey responses and teacher judgement data. The email will confirm that the assessments have been made available to the school and include details about which two assessments to administer, for example, RVEAL Primary 1 for the first sitting and RVEAL Primary 3 for the second sitting.

4. Teachers will then need to assign the designated assessments to their students on the Insight Assessment Platform. All students will be required to complete a short 5-item sample assessment before the official assessment day. This will ensure that all students are familiar with the key question types, such as drag and drop and multiple choice, and that they understand how to navigate through the assessment.

How to assign the assessments on the Insight Platform

There are three options for teachers to assign the assessments on the Insight Platform.

If you are a home group teacher and you plan on using RVEAL with EAL students in your home group, follow the Option 1 steps below.

If you wish to administer RVEAL to students who are not in your home group, please refer to Option 2 or Option 3.

Note: All government school students are enrolled on the Insight Assessment Platform. Insight automatically refreshes staff and student data using CASES21 information each night in readiness for the next school day. Students are attached to their home group teacher by default.

Option 1 - Home group teacher assigns RVEAL assessments

Logging in

2. Sector: click DET

Tip: If you receive this message, check with your CASES21 operator to confirm your Employee ID (TO number) is correct in CASES21. CASES21 updates are automatically imported into the Insight Assessment Platform each night and appear in the system the following morning.

If this issue continues, escalate to your school’s Insight Administrator and, if they cannot resolve the issue, contact the Service Desk (contact details on page 12).
Assigning an assessment to your students

Go to **Online Testing > Assign Online Tests**

1. In the **Select Test** section:
   a. Setting: F–10
   b. Subject: English as an Additional Language
   c. Bank: RVEAL
   d. Test: RVEAL Primary OR Secondary sample

   *Note: The system refers to the assessments as ‘tests’*

2. In the **Select Students** section:

   Choose **Class Assignment**.

   A list of all the students in your class will appear at the bottom of the page. You can select/deselect students so that the list only highlights students who will be taking RVEAL.

3. In the **Options** section:

   Leave **Student Level Assignment** and **Use Class List at Time of Test Taking** deselected.

4. Click **Assign**.

   When you assign an assessment, a unique test code is automatically generated and will appear at the bottom of the window. Copy and paste the code into a document or write it down in preparation for administering the sample assessment.

5. Repeat step 2d in order to generate another two test codes for your class. **

   **NOTE: Refer to your confirmation email from the EAL Unit to choose the correct combination of assessments.** For example, you may be requested to administer RVEAL Primary or Secondary 1 on the first test sitting and then RVEAL Primary or Secondary 3 approximately a week later. It is easiest to generate three test codes at once - you only need to change the test name as all of the other fields will still be populated. Make sure you note down each test code as you complete this process.

6. When you log out and log back in, your assigned assessments can be found under Test Review and Manual Grading under the Online Testing tab.

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*Version 1.0: October 2018*
Option 2 – School Insight Administrator creates an ‘ad hoc’ group

This option will be used by teachers who wish to administer RVEAL to students who are not in their home group, for example, secondary teachers who teach EAL students drawn from different home groups or specialist primary teachers who teach EAL students drawn from different classes.

As your EAL students are not automatically assigned to you, you will need the assistance of a school Insight Administrator to create a specific group for your students on the platform.

**Note:** The Insight Administrator is the principal, by default, and any other teacher who has been approved by the principal and assigned administration rights for the Insight Assessment Platform. Ask your principal about which staff members have Insight Administrator rights in the school.

Approach one of the administrators and ask if they can access the platform to create an ad hoc group for your EAL students. Provide the administrator with the class list of your students and request that the administrator assign you to this class as the teacher. This will enable you to assign the RVEAL assessments and view data and reporting for your class.

Once the Insight Administrator has created a group containing your EAL students on the platform, you will be able to assign the RVEAL assessments. Follow the step-by-step instructions outlined in **Option 1 - Home group teacher assigns RVEAL assessment** (on page 4 and 5) to assign the assessments to your students.

Option 3 – You become an Insight School Administrator.

Your principal can nominate you as a school administrator by sending a request to the Service Desk. Refer to page 12 for the Service Desk contact details.

You will then be able to create your own ad hoc groups and assign assessments to your students. If you become an administrator, refer to the instructions below, or provide these instructions to one of the current administrators at the school.

**Instructions for Insight Administrators**

There may be times when schools want to create ad hoc groups combining students from different classes and/or year levels and to allocate those groups to certain teachers. As an Insight Administrator, you can create ad hoc groups to enable teachers at your school to administer the Reading and Vocabulary assessment for EAL students (RVEAL), and other assessments on the Insight Assessment Platform.

**Note:** Do not use the functionality described below to make changes to the default classes created automatically via CASES21. CASES21 information updates nightly in Insight and overrides any changes made to these classes.

To create an ‘ad hoc’ group:

1. Go to **Data Admin > Manage Classes**
2. Select the teacher you are attaching to the class.

3. Click on **Add New Class**.

4. Add a name for the class in the **Course Name** field. Combine the school name with the year level/s of the students, for example, *Sunshine PS Years 3/4* or *Point Cook College Year 9*. You do not need to fill out anything else in this window. Leave **Class Type** as **Regular**. Click on **Create Class**.

5. Make any final edits. You can swap one teacher out for another by clicking on the green and white arrow icon and selecting another teacher. You can also add a co-teacher by clicking on **Assign Teacher**. In the **Assign Teacher** window, select the teacher’s name from the dropdown list, select **Co-teachers** in the **Level of Engagement** dropdown list, and click **Submit**.
6. Once you have made your final edits, click **Submit**.

7. The window above will remain, but a message will appear at the top to say you have successfully created a class.

8. To add students to the new class, click on **Manage Classes** and select the teacher again.

9. Click on the blue and white plus icon under **Manage Students**.

10. A list of students in your school will appear. You can either search for them using the search field or scroll through the list. Refer to the class list provided by the EAL teacher. Select the relevant students using the checkboxes, then click **Add Students to Class**. A confirmation pop up will appear, click **Add Students to Class**, then click **Close**.

**Making later changes**

As a school Insight Administrator, you can check and update the details of any ad hoc group in your school, including students and attached teachers. To view or update groups:

1. **Data Admin > Manage Class > Select Teacher**

2. Use the **Manage Class** and **Manage Student** options to update your ad hoc group information and student list.
Administering the RVEAL sample assessment

After you have generated a Test Code for the sample assessment, you can administer the sample test to your class.

All students need to complete the 5-item sample assessment before the day of the actual assessment. This ensures that students are familiar with the various question formats and that they can navigate through the assessment. The sample assessment is not graded.

Students should complete the sample assessment a few days prior to the actual assessment to reduce cognitive load during the graded assessment, and to provide a clear distinction between the ungraded sample and the graded assessment. Students can ask their teacher for help during the sample assessment but must undertake the actual assessment independently.

Getting the students ready

Explain to students:

- that they will be doing the sample Reading and Vocabulary assessment for EAL students (RVEAL)
- that this assessment will help them understand the different types of questions and how to use the navigation functions, for example, how to move to the next question
- that they will not receive a grade or score for the sample assessment
- that the teacher can help students to understand and complete the different question types, such as using the mouse for ‘drag and drop’ items, during the sample assessment but not during the actual, graded assessment
- that they are not allowed to use the Internet to find answers
- that they are doing the real assessment in a few days’ time (or whenever it has been scheduled)
- to give any feedback (positive or negative) to the teacher. This can be included in the Teacher Feedback form.

Follow these steps:

1. Provide students with the URL for the Insight Assessment Platform and the Test Code for the sample assessment. Ensure that they type the correct URL into their browser.

   **URL:** [https://test.linkitau.com](https://test.linkitau.com)

2. Have students input the Test Code at the Login screen to access the sample assessment.

3. Students select their name from the class list that appears. Their name will appear at the top of the screen during the assessment.

4. Remind the students that they can review their answers before they submit them.
Administering the RVEAL assessments

A few days after administering the sample assessment you can administer the first actual assessment with your students. Make sure you have the correct Test Code for this assessment.

Where possible, ensure that students complete the assessments under favourable conditions, for instance, avoid Friday afternoons and days where school events such as assemblies occur, as these may disrupt students’ concentration.

Each assessment will take between 40 and 60 minutes (30 – 45 minutes test time and 10 – 15 minutes administration/login time).

Getting the students ready

1. Explain to students that this assessment will be graded and that it will help the teacher understand more about their reading and vocabulary skills and knowledge as well as their strengths and needs as learners. It is important that students do the best they can and try to answer every question correctly.

2. Tell students that the assessment will be completed under examination conditions, or explain it in a way that they will understand; that is, remind them that they are not permitted to use the Internet to look up the meaning of words or find any other information that might help them answer questions during the assessment. They should not help each other with the questions or copy other students’ answers.

3. Provide them with the URL and Test Code for the assessment.

   URL: https://test.linkitau.com

4. Help students to log on to their computers/devices. Ensure that they type the correct URL into their browser.

5. Students input the Test Code. They will see their class list on the screen and then must click on their name to start the assessment.

6. Explain that the assessment is divided into three separate modules of approximately 10 - 12 items each. Students cannot change their responses in a particular module once it has been submitted. Students will be prompted to check their responses before submitting a module.

During the assessment

**Time the session**

Record the start time on the Teacher Feedback form *(APPENDIX 2: Teacher Feedback)*.

**Supervise the session**

- You should not read questions to individual students, explain the meaning of words, or in any way help students to answer a question.
- Monitor the students to ensure that no-one is using a search engine to find answers to questions. Students who finish early may log out. Encourage students to check their responses in the final module before logging out of the program.
- If a student cannot complete the session (for example if they become ill), please record their name in section 5 of the Teacher Feedback form. This information allows us to check if the problem affected the student’s response.
• Have a quiet activity ready for students who finish early.

While students complete the assessments, teachers should complete the Teacher Feedback form. If this is not possible, try to complete it before the end of the day.

**End the session**
- Record the end time on the form.
- Please ensure that students log out of the program.
- Ask for feedback from them about the assessments and record any observations. Student feedback will be taken into account in any future development work on the instrument.

It is the teacher’s responsibility to maintain the security of the assessment. Details of the questions CANNOT be recorded in any form, *i.e. no copying, screenshots, photographs or video recordings.*

**After the assessment**
Complete the Teacher Feedback form and email it to eal@edumail.vic.gov.au.

For information about accessing RVEAL data and reporting, see RVEAL reports, page 13.

**After the assessment – a week later**
Ideally, your students should undertake the second RVEAL assessment exactly one week after the first sitting. This will ensure that they are at a near-identical proficiency level at both sittings. If much more time elapses, students’ increased knowledge and understanding could impact on assessment results.

**NOTE:** Make sure you have the correct Test Code for the second assessment.

Complete the Teacher Feedback form for the second sitting and email it to eal@edumail.vic.gov.au.

**Using the assessment data to improve learning**
For test security reasons, you will not have a copy of the actual assessment that the student undertook. If possible, have students reflect on the assessment immediately after completion. (This could even be set as a writing or speaking task!)

Here are some questions you could ask:

• Which question(s) did you find easy? Why were they easy? As students don’t have a copy of the test, they may not be able to refer to specific questions but may only give their general impression of the test.
• Which question(s) did you find hard? Why were they hard?
• When you couldn’t understand something, what did you do? Did you use ‘sounding out’ to work out what the word was? Did you continue reading to get more information about the topic?

Make sure to set aside time to analyse the student reports because information from student reports is very useful in planning for future teaching and learning programs. For example, the descriptors in the report should give you a good idea of the assessment items.

Discuss with the student their results against the expectations you negotiated prior to the assessment. Identify areas of achievement, including the successful negotiation of a computer-based test, but also clearly indicate how you and the student/class will work together to achieve the indicators not yet achieved. This achievement does not have to be demonstrated by another RVEAL assessment, but could be done in other formal and informal assessments.
SUPPORT SERVICES for government schools

Technical support is provided by the Service Desk.
Phone: 1800 641 943
Internet: Service Gateway

Advice on access and implementation is provided by the EAL Unit.
Phone: 03 7022 1837
Email: eal@edumail.vic.gov.au

Privacy policy

The demographic data collected through the teacher access surveys, the teacher judgement data and the RVEAL assessment data will be used by Educational Assessment Australia (EAA) to monitor and improve the performance of the instrument. The Victorian Curriculum and Assessment Authority (VCAA) will securely store the RVEAL assessment data. This data will not be made available to any other third party, company or organisation.

For more information, see: VCAA Privacy and Collection Notice

As Victorian public sector organisations, the Department of Education and Training (DET) and the VCAA are required to comply with the Privacy and Data Protection Act 2014 (Vic) (PDP Act) and the Health Records Act 2001 (Vic). These Acts establish a regime for the responsible collection and handling of personal and health information in Victoria. Any questions about privacy issues can be directed to eal@edumail.vic.gov.au.
RVEAL reports

The following reports are available after students undertake the RVEAL assessment:

1. **Summary: RVEAL results**

<table>
<thead>
<tr>
<th>How to access:</th>
<th>Reporting HTML &gt; Drag and drop the required test into the space below</th>
</tr>
</thead>
<tbody>
<tr>
<td>What it shows:</td>
<td>Number of student assessments and Scaled Score average</td>
</tr>
<tr>
<td></td>
<td>Level Distribution (% of students at each level)</td>
</tr>
</tbody>
</table>

**Type** | **Subject** | **Setting** | **Min. Results** | **View Teacher...** | **Select Classes** | **Select Tests** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RVEAL Primary 2</td>
<td>RVEAL Secondary 1</td>
<td>Mathematics Online Interview</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EOI Module 1</td>
<td>Fractions and Decimals Online (FDD)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of students: 2

Scaled Score avg.: 446

Level distribution (% of students at each level)

![Chart showing level distribution]
2. Class Profile

How to access: Class Profile icon (bottom left-hand corner) > Class (from drop-down menu)

What it shows: Scaled Score and Stage achieved for each student.
3. Individual Student Profile

How to access:

Reporting HTML > Select RVEAL assessment > Class profile icon > Class (from drop-down menu) > Student Profiles button > select Student Name

What it shows:

Scaled Score; Stage
Item type / Text Type / Stage / R-V / Aspect /
4. Student History

<table>
<thead>
<tr>
<th>How to access:</th>
<th>Reporting HTML &gt; Student History</th>
</tr>
</thead>
<tbody>
<tr>
<td>What it shows:</td>
<td>Individual student history - Learning Areas</td>
</tr>
</tbody>
</table>

Additional resources

For teaching resources, assessment and reporting advice and other support material designed for use with EAL students, see the [TEAL online resource centre](#) and the Department of Education and Training’s [English as an Additional Language (EAL)](#) range of online resources.
Assessing reading and vocabulary proficiency – advice to teachers

Knowledge and understanding of reading and vocabulary are considered to be receptive skills, as students do not need to produce language. When learning a new language students tend to develop receptive skills first and take longer to develop the productive skills of speaking and writing.

EAL learners may recognise words (receptive knowledge) that they cannot yet use correctly (productive knowledge). Hence, some students may perform better in the Reading and Viewing mode of the EAL Developmental Continuum than in the Speaking and Listening and Writing modes.

Students may also progress at different rates across the three modes of the EAL Developmental Continuum depending on a number of variables such as their existing English language proficiency, the number of years of schooling completed, level of literacy in their first language and background experiences.

APPENDIX 1: Teacher Judgement Data

Please save this appendix as a separate Word document. Add rows to the table below as required, complete the form, save and send to eal@edumail.vic.gov.au.

Note: You are not required to specify the progression point within the B or S Stage for each student: B1, B2 or S1, S2 etc. is sufficient.

| School name: | |
| Teacher name: | |
| Date of teacher assessment: | __ / __ / 2018 |
| Student name | Year level | Teacher assessment – Reading and Viewing mode, EAL Developmental Continuum P – 10 |
| Example only: Tian Zhang | 4 | Example only: B1 |
| Add additional rows if required | |
APPENDIX 2: Teacher Feedback

Please save this appendix as a separate Word document. This form should be completed on both assessment days. Please email your completed form to eal@edumail.vic.gov.au.

School name: 

Teacher name: 

Date of assessment: __/__/2018  

Start  

End  

Introduction to the assessment (preparation of students, instructions, logging on)  

_____ : _____  

_____ : _____  

Assessment time  

_____ : _____  

_____ : _____  

1. Did any of the following affect the session?  

a) Announcements over the loudspeaker / alarms  

Yes/No  

b) Class changeover in the school  

Yes/No  

c) Students or teachers visiting the testing room  

Yes/No  

Delete the Yes or No as appropriate  

2. Other comments  

3. Were there any technical problems with the assessment (e.g. missing images, questions not loading)?  

Yes/No  

If Yes, please specify:  

4. Were there any particular assessment questions that students sought clarification for?  

Student Name*:  

Question number:  

Comments:  

* This information allows us to check if the problem affected the student’s response.  

Copy and paste these headings for additional students as required.  

5. Other comments  

6. Student feedback  

Thank you for your contribution to the performance monitoring and evaluation of the RVEAL assessments.