

Evaluation of 1998 Queensland Years 3 and 5 Testing Program

Results of Principal and Teacher Surveys



QUEENSLAND
SCHOOL
CURRICULUM
COUNCIL

Acknowledgments

The following officers participated in this evaluation: Heidi Berger-Bartlett (data management and table/display generation), Christopher Dean (survey design, analyses and report writing) and Kerry Wilson (data coding, analyses and report writing).

The cooperation of principals and teachers in completing and returning the surveys is appreciated.

ISBN 0 7345 2135 9

Office of the Queensland School Curriculum Council
Level 27 MLC Centre
239 George Street
Brisbane Q

PO Box 317
Brisbane Albert Street Q 4002

Inquiries:

Reception: (07) 32370794

Fax: (07) 32371285

Email: inquiries@qscq.edu.au

EVAL 00003

Contents

LIST OF DISPLAYS	iv
1. INTRODUCTION	1
1.1 Purposes and nature of evaluation	1
1.2 The 1998 Testing Program	1
1.3 The principal and teacher surveys	4
2. PRE-TEST INFORMATION PROVIDED TO SCHOOLS	4
2.1 Overall ratings of pre-Test information	4
2.2 Further details on <i>Information for Schools</i> booklet	5
3. YEAR 3 TEST MATERIALS	7
3.1 Overall ratings of Year 3 Test materials	7
3.2 Aspects of the Year 3 Test materials causing concern	8
4. YEAR 5 TEST MATERIALS	10
4.1 Overall ratings of Year 5 Test materials	10
4.2 Aspects of the Year 5 Test materials causing concern	11
5. PREFERRED FORM OF TESTING	12
5.1 Overall opinions	12
5.2 Comments on preferred form of testing	13
6. ANECDOTAL INFORMATION RECEIVED	14
7. SUMMARY AND CONCLUSIONS	15
7.1 Summary	15
7.1.1 Pre-test materials	15
7.1.2 Year 3 Test materials	15
7.1.3 Year 5 Test materials	15
7.1.4 Preferred form of testing	16
7.2 Conclusions	16

List of displays

Display 1	Information provided to schools by the Queensland School Curriculum Council	2
Display 2	Test materials distributed August 1998	3
Display 3	Rating of <i>Information for Schools</i> booklet and parent brochure	4
Display 4	Aspects of the <i>Information for Schools</i> booklet that worked well and should be retained	5
Display 5	Ways the <i>Information for Schools</i> booklet might be improved	6
Display 6	Rating of the 1998 Year 3 Test materials	7
Display 7	Concerns about the Year 3 Test materials	8
Display 8	Specific concerns about the Year 3 Test materials	8
Display 9	Rating of the 1998 Year 5 Test materials	10
Display 10	Concerns about the Year 5 Test materials	11
Display 11	Specific concerns about the Year 5 Test	11
Display 12	Preferred form of statewide testing	13

1. Introduction

1.1 Purposes and nature of evaluation

This report provides findings of the evaluation of the 1998 Queensland Years 3 and 5 Testing Program in literacy and numeracy (hereafter called 1998 Testing Program or Program).

The 1998 Testing Program comprised a sample Year 3 Test and a census Year 5 Test in aspects of:

- Literacy [*reading and viewing, writing and spelling*];
- Numeracy [*number, data (including measurement) and space*].

The Program was administered in all state and most non-state Queensland primary schools on 1 and 2 September 1998.

The purposes of the evaluation were to evaluate the appropriateness and effectiveness of the 1998 Testing Program, in particular:

- information provided to schools and parents;
- the Year 3 Test materials;
- the Year 5 Test materials.

In addition, the evaluation sought opinions on the preferred form of statewide testing (sample, census, or a combination of the two).

The Program was evaluated from a school perspective and concentrated on the perceptions of those principals and teachers participating in the Program. The evaluation focused on the period in which the tests were administered in schools, and on the information and test materials that had been sent to schools during August 1998, just prior to the test dates.

The evaluation used the following data sources:

- a survey to principals of schools participating in the 1998 Testing Program;
- a survey to teachers participating in the Program;
- inquiries from schools recorded on the Office's test inquiry register and feedback received from schools and parents via letters, ministerials etc.

1.2 The 1998 Testing Program

The overall purposes of the 1998 Testing Program, the subject of the evaluation, were to account for, and to contribute to, the improvement of student learning in aspects of literacy and numeracy.

Because the evaluation centred mainly on information and test materials provided to schools, these are described briefly below.

Display 1 lists the information on the 1998 Testing Program provided to schools by the Queensland School Curriculum Council. The evaluation focused on the first two items of 'Pre-Test' information listed in the table.

Display 1 Information provided to schools by the Queensland School Curriculum Council

<p>Advance information</p> <p>Flier <i>Purpose:</i> To inform schools of the 1998 Testing Program and the administration dates. <i>Format:</i> Single A4 sheet <i>Distribution:</i> October 1997</p> <p>'Queensland Years 3 and 5 Testing Program in Aspects of Literacy and Numeracy' (<i>Interlink</i> newsletter) <i>Purpose:</i> To inform <i>Interlink</i> readers of the 1998 Testing Program and provide background information on the testing issues considered by Council prior to approving the Program. <i>Format:</i> A4 x 4 pages <i>Distribution:</i> February 1998</p> <p>'Information Statement: 1998 Queensland Years 3 and 5 Testing Program' (school brochure) <i>Purpose:</i> To provide information to schools on the overall features of the Program, the Year 3 sample, the information to be distributed before the test, and the key dates. <i>Format:</i> Two colour A5 x 4 pages brochure <i>Distribution:</i> April/May 1998</p>
<p>Pre-Test information</p> <p>1998 Queensland Years 3 and 5 Testing Program: Information for Schools (booklet) <i>Purpose:</i> To provide information for primary school teachers and principals preparing to implement the 1998 Testing Program, including a description of the tests in the Program, advice on administration of the tests, and information on exemptions and special considerations. <i>Format:</i> Two colour A4 x 56 pages <i>Distribution:</i> August 1998</p> <p>'1998 Queensland Years 3 and 5 Testing Program: What you need to know' (parent brochure) <i>Purpose:</i> To provide information to parents of students sitting the Years 3 or 5 Tests, answering questions such as: Who does the test? What will the students do? Who will get a report? Who develops the tests? When will the testing take place? <i>Format:</i> Two colour double-folded A4 sheet <i>Distribution:</i> August 1998 (distributed to schools for distribution to parents)</p> <p>'The 1998 Equating Study: What you need to know' (parent brochure) <i>Purpose:</i> To provide information to parents of Year 5 and 6 students participating in Equating Study tests, answering questions such as: What is the Equating Study? Who will do the Equating Study? What will the students do? How will the results be used? When will the Equating Study take place? <i>Format:</i> Two colour double-folded A4 sheet <i>Distribution:</i> August 1998 (distributed to sampled schools for distribution only to parents of students participating in the Equating Study)</p>

During August 1998, prior to the administration of the Years 3 and 5 Tests on 1 and 2 September 1998, all relevant test materials for the respective year level were distributed to schools. These are listed in Display 2. The evaluation focused on all these materials.

Display 2 List of Test Materials distributed August 1998

Year 3 Test and Year 5 Test Practice materials

Purpose: To practise answering different types of answering methods and filling out the name grid. The items were not designed to reflect the range of difficulty in actual tests.

Format:

Each student in each year level used:

- a folded double-sided A3 sheet containing a name grid and a range of items;
- a folded double-sided coloured A4 sheet containing the stimulus passages for the literacy practice questions. These sheets were called the 'Shout' Year 3 weekly newsletter and the 'Out and About' Year 5 weekly newsletter.

Each principal and teacher for each year level was provided with an A4 x 4 page *Information for Principals and Teachers* handout which outlined the purpose of the practice materials, the timing, materials needed, administration instructions and answers to the practice questions.

Year 3 Numeracy Test and Year 5 Numeracy Test materials*

Purpose: To ask the numeracy test questions in Number, Data (including measurement) and Space, and to receive students' responses for subsequent marking.

Format:

- Each student in each year level used one question and answer booklet and one pressout sheet.
- Students answered practice questions prior to commencing the Test. (For Year 3 the practice questions formed part of the booklet, while for Year 5 a separate sheet was used.)
- Each Year 3 student answered 30 questions and Year 5 students, 40 questions. Questions were multiple choice or open ended.
- Test duration included an estimated average 60 minutes working time and 15 minutes administration time.

Year 3 Literacy Test and Year 5 Literacy Test materials — Session 1 (Spelling, Reading and Viewing)*

Purpose: To ask the literacy test questions in Spelling, Reading and Viewing, and to receive students' responses for subsequent marking.

Format:

- Each student in each year level used one question and answer booklet and one coloured stimulus magazine containing the passages for the Reading and Viewing questions. These magazines were called 'Take a Look (for Year 3) and 'I Wonder' (for Year 5).
- Students answered practice questions prior to commencing the test. (For Year 5 the practice questions formed part of the booklet, while for Year 3 a separate sheet was used.)
- Each student in each year level answered a dictation and a proof reading task, and a number of Reading and Viewing questions (30 for Year 3 and 40 for Year 5).
- Test duration of Session 1 was approximately 45 minutes working time for Year 3 and 55 minutes working time for Year 5 students.

Year 3 Literacy Test and Year 5 Literacy Test materials — Session 2 (writing)*

Purpose: To outline the writing task (a personal recount) and to collect each student's script for subsequent marking.

Format:

- The writing task was contained in the same booklet as used for Session 1. The booklet included a writing planning page and two lined pages for writing. The Year 5 Test also had a page containing four stimulus photographs.
- Test duration of Session 2 was approximately 25 minutes working time preceded by 10–15 minutes of guided planning with the teacher.

Year 3 Test Administration Handbook and Year 5 Test Administration Handbook

Purpose: To provide instructions for the administration of the Year 3 or Year 5 tests on 1 and 2 September 1998 and for the return of materials.

Format:

- The Year 3 Test Administration Handbook contained 41 A4 pages while the Year 5 Handbook contained 49 A4 pages.
- Contents included general instructions as well as detailed 'scripts' to be used by the teacher in administering the Tests.

*For the census Year 5 Test, only one set of material was developed and used, that is, one literacy booklet, one numeracy booklet, one pressout material sheet, and one literacy stimulus magazine. For the Year 3 Tests, the sampling process allowed for a wider curriculum coverage through use of multiple sets of materials. This included four different booklets each for literacy and numeracy, two sets of pressout material, and four literacy stimulus magazines. While this is so, each individual Year 3 student used only one set of material.

It should be noted that, in addition to the Years 3 and 5 Tests, the 1998 Testing Program included an Equating Study. This involved the participation of:

- a small sample of Year 6 students taking both the 1997 Year 6 Test and the 1998 Year 5 Test in aspects of literacy and numeracy;
- a small sample of Year 5 students taking both the Year 5 and Year 3 Writing tasks.

The Equating Study did not form part of the evaluation, and therefore no further description is provided here. However, further information may be found in the 1998 Testing Program document *Information for Schools*.

1.3 The principal and teacher surveys

The major sources of systematic data were the principal and teacher surveys. These were distributed to schools with the test materials in August 1998.

Principals and teachers participating in the 1998 Testing Program were requested to complete the survey forms immediately after the test administration and to return them with the test materials. The survey forms were completed therefore when principals' and teachers' perceptions were fresh and relatively untainted by time or other intervening variables.

The surveys requested principals and teachers to provide evaluative feedback in accordance with the purposes of the evaluation as outlined in Section 1.1.

The two surveys are reprinted in Appendix 1.

The response rates for the two surveys were high, with approximately 80% of teachers and almost all principals (99%) returning the surveys. These figures are only approximate because there was evidence that a small number of schools photocopied and returned additional principal surveys, presumably to give other administrators a say. It is also likely that in some 'one teacher' schools the principal survey was returned rather than the teacher survey; thus reducing the overall response rate for the teacher survey. All surveys returned were included in the analysis. In total, there were 3669 responses analysed: 1402 principal responses and 2267 teacher responses.

2. Pre-Test information provided to schools

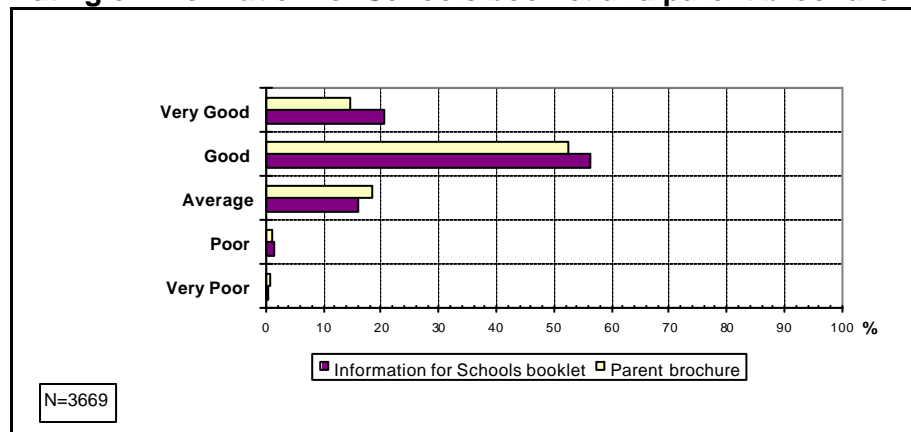
Unless otherwise indicated, all percentages reported in this section are of the total number of principals and teachers returning the surveys (N=3669).

2.1 Overall ratings of pre-Test information

Principals and teachers were asked to rate the information provided in assisting their preparation for the 1998 Testing Program. Display 3 summarises these ratings.

Display 3

Rating of *Information for Schools* booklet and parent brochure



As can be seen, both principals and teachers rated this information very highly. A total of 76.9% overall rated the *Information for Schools* as 'good' or 'very good' and 67.2% rated the parent brochure similarly.

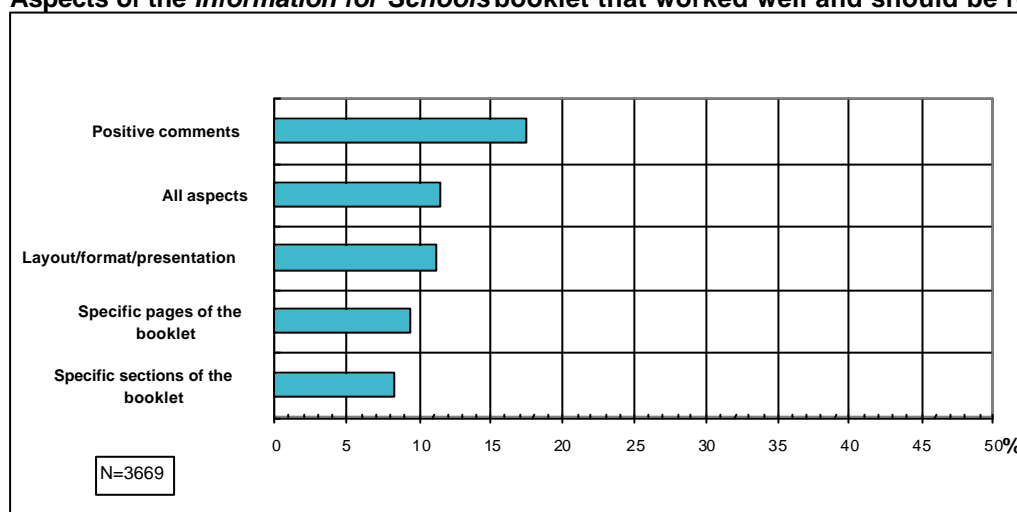
Further analysis showed that there was little difference between principals and teachers in their high opinions of these materials. Further details on the information contained in Display 3 are contained in Appendix 2 Table 1.

2.2 Further details on *Information for Schools* booklet

Further questions were asked of principals and teachers about the *Information for Schools* booklet, the major source of Council advice to schools on the 1998 Testing Program. First, they were asked what aspects they felt worked well and should be retained. Altogether, nearly one half (48.8%) of principals and teachers responded to this request and provided comments. Many of the comments were positive comments of a general nature rather than comments about specific aspects of the booklet. Responses are summarised in Display 4.

Display 4

Aspects of the *Information for Schools* booklet that worked well and should be retained



As can be seen, the comments of principals and teachers reflected the overall positive opinions of the booklet reported in Display 3.

Notable responses focused on the following:

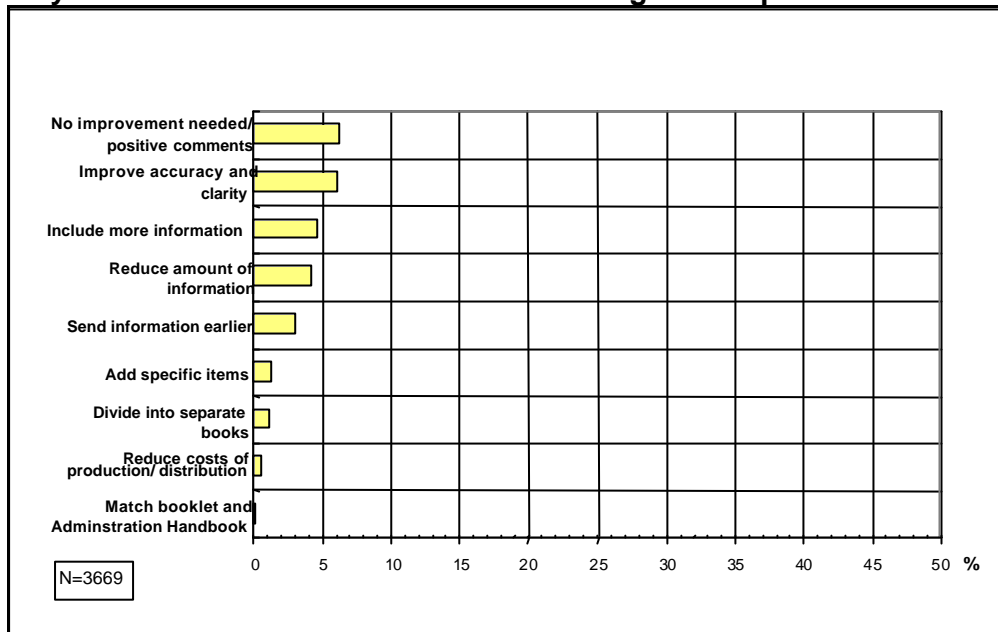
- **Positive comments** e.g. 'easy to follow'; 'the booklet provided all the information that was needed'; and 'the information left nothing to the guessing'.
- **All aspects** e.g. 'it all worked well and should be retained'.
- **Layout, format and presentation** e.g. 'format — headings, lists, checklists, specific information'; 'sections for different staff members'; 'good layout and format and easy to read and find information'; and 'the setting out in two sections for Years 3 and 5 was good'.
- **Specific pages or content** The most frequently mentioned were the test summaries on pages 6 and 12; the timetable and checklist on pages 24 and 31; test administration information and information about preparing students for the test.
- **Specific sections (chapters) of the booklet** Overall, all sections were mentioned by various respondents as being worthy of retention, with the most frequent being 'Key Dates 1998' and 'Section 5 — Specific tasks for Teachers'.

Next, principals and teachers were asked to indicate ways in which they felt the *Information for Schools* booklet could be improved. Altogether almost three-tenths

(29.2%) of principals and teachers took the opportunity to comment. These comments are summarised in Display 5.

Display 5

Ways the *Information for Schools* booklet might be improved



As can be observed from Display 5, a variety of aspects were canvassed, some being quite opposed to each other e.g. some wanted more information while others wanted less. Notable responses included the following suggestions:

- **No improvement needed/positive comments** e.g. 'it doesn't require any more information or more improvement' and 'we're happy'.
 - **Improve accuracy and clarity** The most frequently mentioned suggestion was for an improved treatment of the writing genre.
 - **Include more information** The most frequently requested suggestions were about levels of assistance for students with special considerations and/or more information on exemptions.
 - **Reduce amount of information** e.g. 'less doubling up of information given' and 'reduce the information by about half'.
 - **Send information earlier** e.g. 'post it a bit earlier so that it can be worked through with parents at a P&C meeting' and 'class teachers need to know about written task earlier'.
 - **Add specific items** e.g. a template letter to parents; removable timetable and checklists; an index and a flow chart.
 - **Divide into separate booklets** Suggestions included separate booklets for Numeracy and Literacy; Years 3 and 5; and teachers and administrators.
 - **Reduce cost of production/distribution** e.g. 'doesn't need to be such a nice booklet' and 'appears to be very expensive to produce — cheaper version?'.
 - **Match booklet and Test Administration Handbook better** e.g. 'include the test administration handbook in the Information for Schools booklet'.
- Further details on the information contained in Displays 4 and 5 are contained in Appendix 2, Tables 2 and 3.

3. Year 3 Test materials

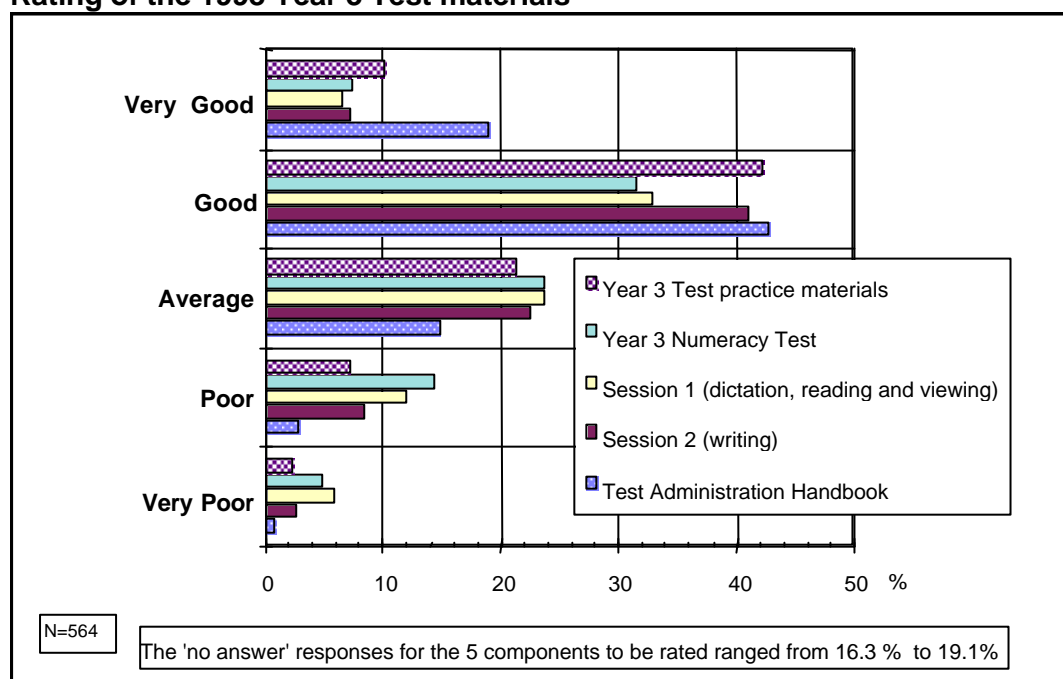
Unless otherwise indicated, all percentages reported in this section are of the total number of principals and teachers who indicated that they participated in the Year 3 Test (N=564).

3.1 Overall ratings of Year 3 Test materials

Principals and teachers were asked to rate the 1998 Year 3 Test materials. These ratings are summarised in Display 6.

Display 6

Rating of the 1998 Year 3 Test materials



As can be seen, overall, principals and teachers rated the Year 3 Test materials in a positive light, with the most frequent response being 'good'. Indeed, over half rated the Test Administration Handbook and practice materials as 'good' or 'very good' (62.0% and 52.7% respectively); and almost half (48.6%) rated Session 2 of the Literacy Test (writing) in a similar fashion.

Less favourable ratings were given to the Numeracy Test and Session 1 of the Literacy test (dictation, reading and viewing). While a large minority rated these materials as 'good' or 'very good' (39.1% and 39.6% respectively), the ratings of 'poor' or 'very poor' were also frequent (19.4% and 18.0% respectively).

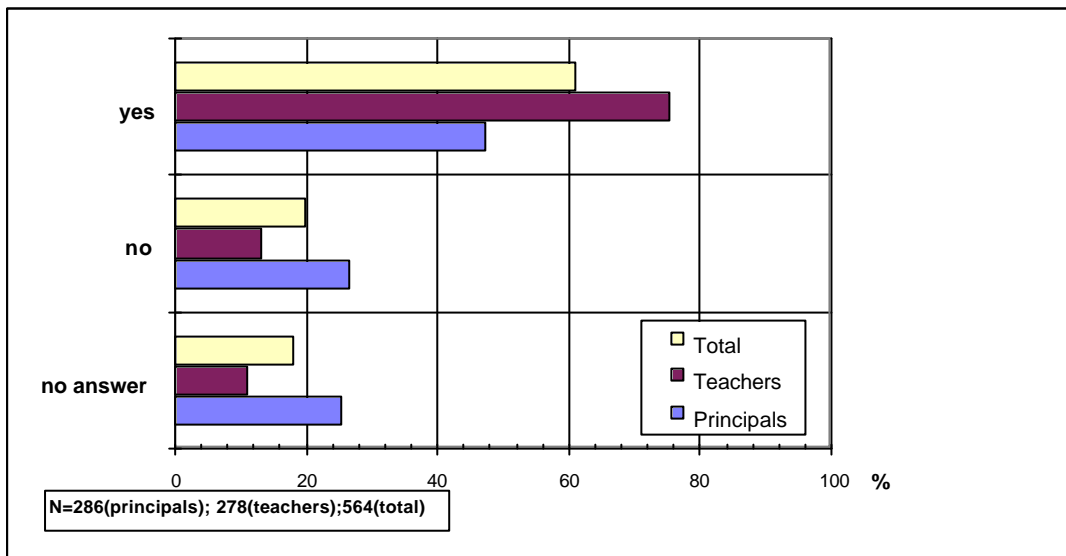
Further analysis showed the ratings of principals and teachers were similar. However, there was a relatively high non-response from principals. Between 19% and 21% of principals did not rate the materials. The reason for this is uncertain, but perhaps some principals felt that they did not have sufficient familiarity with the materials to provide a valid rating.

Further details on the information contained in Display 6 are contained in Appendix 2, Table 4.

3.2 Aspects of the Year 3 Test materials causing concern

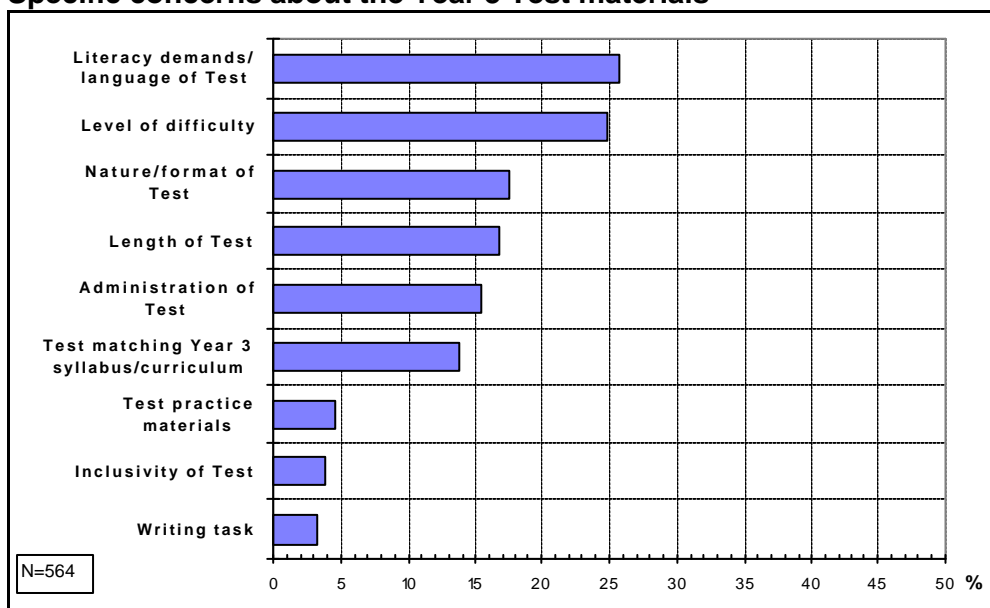
Principals and teachers were next asked whether or not there were any aspects of the Year 3 Test materials that caused them concern. Display 7 shows that altogether, 61.3% of participating principals and teachers responded that there were aspects that concerned them and 20.2% indicated they had no concerns. A greater proportion of teachers than principals indicated concerns (75.5% teachers compared to 47.6% of principals).

Display 7
Concerns about the Year 3 Test materials



Principals and teachers were asked to indicate their specific concerns about the Year 3 Test materials. Their responses are summarised in Display 8.

Display 8
Specific concerns about the Year 3 Test materials



As can be seen, the comments of principals and teachers focused on the following:

- **Literacy/language demands of the Test** Overall, comments were about the literacy/language demands of the Test materials being too difficult e.g. 'the instructions were quite wordy and the poorer readers didn't stand much of a chance'. A greater proportion of teachers than principals expressed concerns about the literacy/language demands of the Test materials (38.8% teachers compared to 12.9% of principals). The most frequent comments on this aspect (10.3% of principals and teachers) were concerns about the Numeracy Test e.g. 'numeracy should test mathematical concepts not reading ability'.
- **Level of difficulty of the Test** Concerns were about the Test materials, or aspects of them, being too difficult e.g. 'the Test material was somewhat difficult for 8 year olds'. Approximately twice as many teachers as principals expressed these concerns (32.0% of teachers compared to 17.8% of principals). The most frequent comments on this aspect focused on some items of the Tests being too difficult. A total of 8.2% of principals and teachers considered some of the Numeracy Test items too difficult and 7.8% some Literacy Test items e.g. 'money questions too difficult for Year 3'. Other comments were about the 'tricky', ambiguous or confusing nature of some items.
- **Nature and format of the Test** The most frequent comments on this topic (5.9% of principals and teachers) were about formal testing not being appropriate for students of this age or experience e.g. 'I have some concerns about the maturity of this age group to sit for formal testing'. Similar proportions of principals and teachers expressed these concerns (5.2% of principals and 6.5% of teachers). Teachers, to a greater extent than principals (6.5% of teachers compared to 1.7% of principals) also commented that the nature of the Test had a negative effect on students e.g. 'general idea of testing 7 and 8 year olds is very stressful for some students'. Other concerns were about the same test items being in the Years 3 and 5 Test materials and about the varying level of difficulty of the test papers e.g. 'how can a Year 3 and Year 5 Test have so much common material?' and 'test paper 4 markedly more difficult than test paper 2'.
- **Length of the Test** Principals and teachers were similarly concerned (5.9% of principals and 6.8% of teachers) about the Test being too long with some comments focusing particularly on the Literacy Test e.g. 'far too long for children this young' and 'the reading tasks were too long'. Comments from a similar proportion of teachers (6.5%) revealed a variation of this and indicated that students needed more time to complete the Test, in particular the Literacy Test e.g. 'not enough time for all activities to be completed' and 'half an hour for the Reading and Viewing section wasn't really enough time for the majority'.
- **Administration of the Test** Teachers' concerns about the administration of the Test most frequently focused (6.5% of teachers) on the need to give students more assistance e.g. 'maths instructions need to be read out to assist poorer readers'. Teachers also felt that there needed to be more breaks between the Test sessions (5.4% teachers). Principals were most frequently concerned about the lack of clarity of the Administration Handbook (3.8% of principals) and the late receipt of Test materials (2.8% of principals). Other concerns were about general administrative difficulties.
- **Test matching the Year 3 syllabus/curriculum** Concerns were about the Test materials not matching the Year 3 syllabus/curriculum. Teachers were more concerned than principals (20.5% teachers compared to 7.0% of principals) about this aspect. The most frequent comments by teachers (13.3%) focused these concerns on the Numeracy Test e.g. 'the fact that in the Numeracy Test some of the work is not even in the Year 3 curriculum or Year 4'.

As can be seen also in Display 8, principals and teachers also indicated specific concerns about the Test practice materials, the writing task and the inclusivity of the Test.

Further details on the information in Displays 7 and 8 are contained in Appendix 2, Tables 5 and 6.

4. Year 5 Test materials

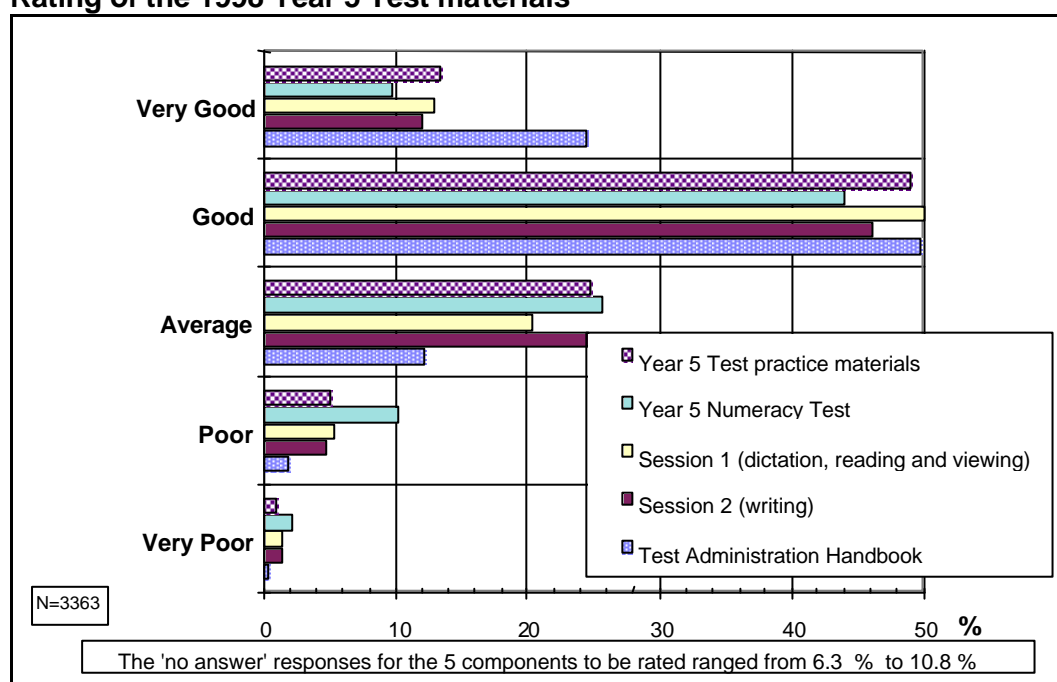
Unless otherwise indicated, all percentages reported in this section are of the total number of principals and teachers who indicated that they participated in the Year 5 Test (N=3363).

4.1 Overall ratings of Year 5 Test materials

Principals and teachers were asked to rate the 1998 Year 5 Test materials. These ratings are summarised in Display 9.

Display 9

Rating of the 1998 Year 5 Test materials



As can be seen, overall, principals and teachers rated the Year 5 Test materials in a very positive light, with the most frequent response being 'good'. Indeed, each of the five components of the Test materials was rated as 'good' or 'very good' by over half of principals and teachers: Test Administration Handbook (74.5%); Session 1 of the Literacy Test (63.1%); practice materials (62.6%); Session 2 of the Literacy Test (58.4%); and the Numeracy Test (53.9%).

The above result notwithstanding, a minority of principals and teachers rated the Test materials as being 'poor' or 'very poor', with the most frequent being the Numeracy Test (12.5% of principals and teachers).

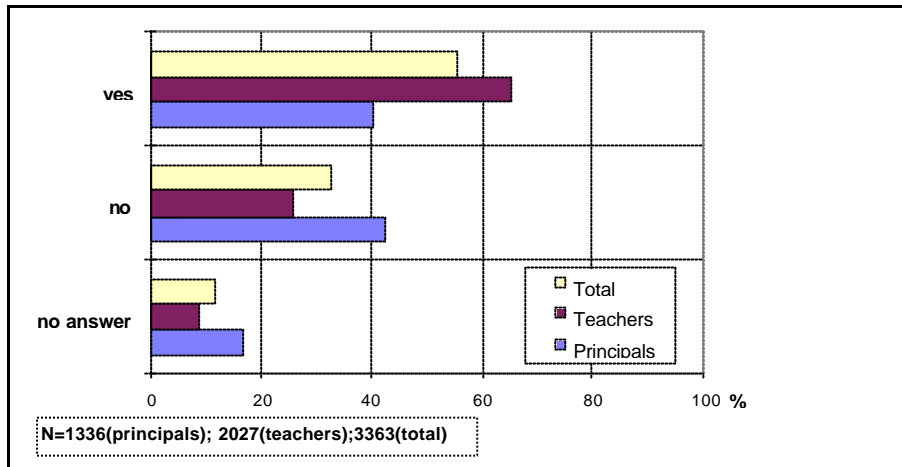
Further analysis showed that the ratings of principals and teachers were similar. Further detail on the information in Display 9 is contained in Appendix 2, Table 7.

4.2 Aspects of the Year 5 Test materials causing concern

Principals and teachers were next asked whether or not there were any aspects of the Year 5 Test materials that caused them concern. Display 10 indicates that 55.4% of principals and teachers reported having concerns. More teachers indicated having

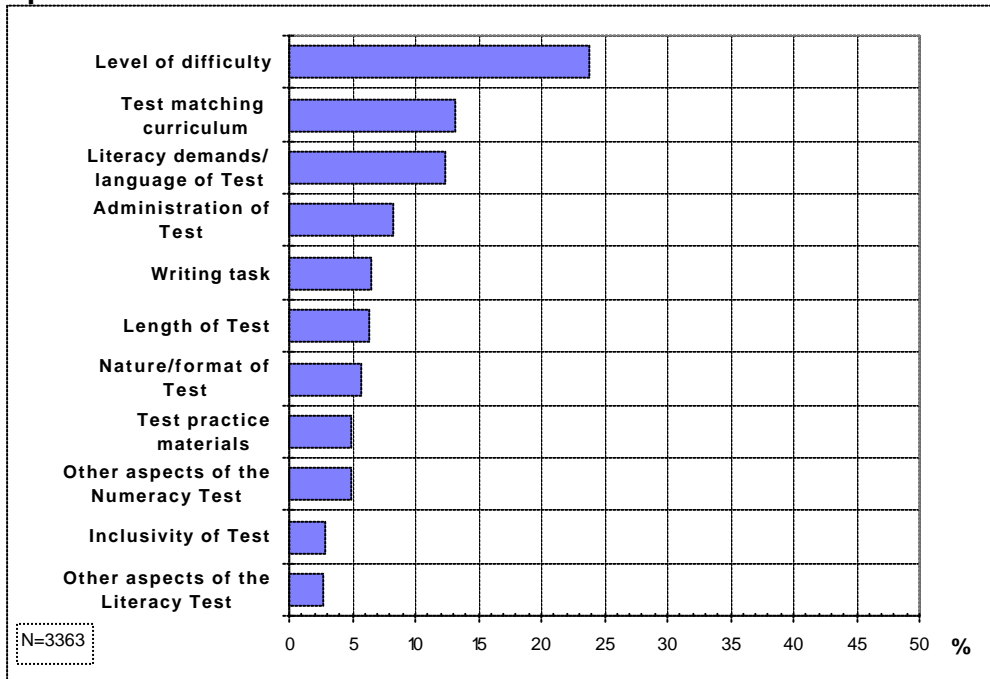
concerns than principals (65.3% teachers compared to 40.3% principals). Overall 32.6% reported not having concerns.

Display 10
Concerns about the Year 5 Test materials



Principals and teachers were asked to indicate their specific concerns about the Year 5 Test materials. Their responses are summarised in Display 11.

Display 11
Specific concerns about the Year 5 Test materials



As can be seen, the comments of principals and teachers focused on the following:

- Level of difficulty of the Test** Concerns were about the Test, or aspects of it, being too difficult e.g. ‘overall the Test was too hard’ and ‘I found the maths test to be quite difficult, as did the children’. However, a small number of principals and teachers commented that the Test or some items of the Test were too easy e.g. ‘dictation was far too easy’. Compared to principals, approximately twice as many teachers

expressed concerns about the level of difficulty of Test materials (30.0% of teachers compared to 14.4% of principals).

The most frequent comments on this aspect focused on some items of the Tests being too difficult. A total of 7.0% of principals and teachers considered so Numeracy Test items too difficult and 7.3% some Literacy Test items. These comments drew attention in particular to Items 7, 8, and 9* on the Numeracy Test and items related to Neptune's Horse and Amnesty International on the Literacy Test e.g. 'the poetry seems a bit advanced for Year 5'.

Other responses related to the 'tricky', confusing or ambiguous nature of some items of the Test, in particular items of the Numeracy Test (4.8% of principals and teachers) e.g. 'some questions seem to have no other function but to trick kids, for example number pattern Question 9'.

- **Test match with the syllabus/curriculum** Concerns were about perceptions that the Test did not match the syllabus/curriculum e.g. 'content inappropriate for the Queensland syllabus'. Compared to principals, a higher proportion of teachers expressed these concerns (16.4% of teachers compared to 8.1% of principals). The majority of comments on this aspect (9.0% of principals and teachers) focused on the Numeracy Test e.g. 'some content in the Numeracy Test was not relevant to Year 5 maths'. Other comments were about the Test including concepts not taught by the test date e.g. 'some of the Numeracy Test had questions which we did not cover until next year'.
- **Literacy/language demands of the Test** Concerns were about the difficult literacy/language demands of the Test e.g. 'language used to present information and language of the tests, too many words, too difficult'. The majority of comments (8.8% of principals and teachers) on this aspect focused these concerns on the Numeracy Test e.g. 'Numeracy Test was a language test' and 'results in Numeracy Test were quite dependant on literary skill level'. This concerned more teachers than principals (11.1% of teachers compared to 5.2% of principals). The use of unfamiliar language was also the focus of some responses e.g. 'language of the questions alien to most students'.

As can be seen in Display 11, principals and teachers also indicated specific concerns about the administration of the Test, writing task, length of the Test, nature and format of the Test, practice materials, inclusivity and miscellaneous aspects or items of the Numeracy and Literacy Test.

Further details on the information in Displays 10 and 11 are contained in Appendix 2, Tables 8 and 9.

5. Preferred form of testing

Unless otherwise indicated, all percentages reported in this section are of the total number of principals and teachers returning the surveys (N=3669).

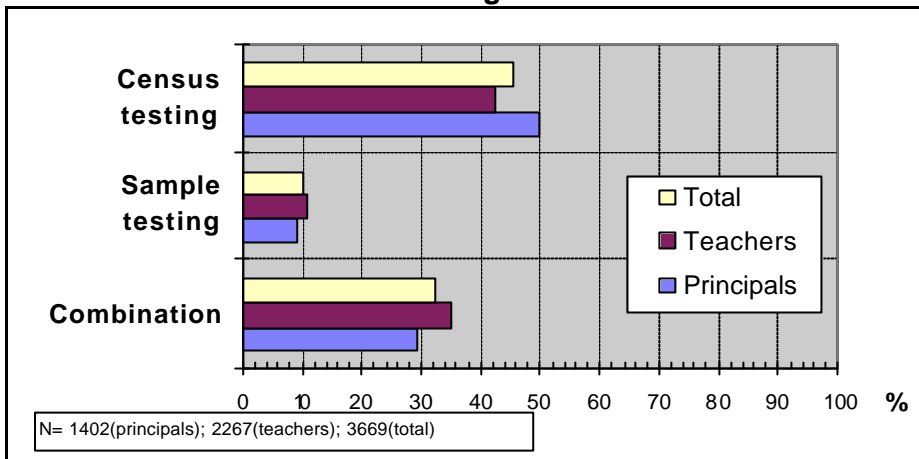
5.1 Overall opinions

Finally in the surveys, principals and teachers were asked: 'Given the fact that it is Government policy to conduct statewide testing programs, overall, what form of statewide testing do you favour?' The options were:

- census testing (which allows individual student, class, and schools reports as well as statewide reports);
- sample testing (which allows statewide reports only);
- a combination of sample and census (similar to the 1998 Testing Program).

Principals' and teachers' preferences are summarised in Display 12.

Display 12
Preferred form of statewide testing



It is evident from Display 12 that **census testing** is most preferred, followed by a combination of sample and census. A small minority preferred sample testing.

Further analysis showed that there was very little difference between the opinions of principals and teachers. A slightly higher proportion of principals than teachers preferred census testing (50.2% of principals compared to 42.7% of teachers); while a slightly higher proportion of teachers than principals preferred a combination (34.9% of teachers compared to 29.2% of principals). Equal proportions of principals and teachers preferred sample testing (9.0% and 10.1% respectively).

Additional analysis also showed that there were minor differences in the preferred form of testing according to principals' and teachers' participation in census or sample tests (sample Year 3 or the sample equating study) as part of the 1998 Testing Program. For example, those principals and teachers who participated only in the Year 5 census test appeared to prefer census tests more than those who participated only in sample tests (46.1% compared to 37.2%). Similarly, those principals and teachers who participated in the sample tests appeared to prefer sample tests more than those who participated only in the census test (16.9% compared to 9.5%).

Further details on the information contained in Display 12 is contained in Appendix 2 Table 10.

5.2 Comments on preferred form of testing

Principals and teachers were invited to comment on their preferred form of testing. Altogether, 16% accepted this invitation. Because there were so few responses, comments have not been summarised in a display but are outlined in the following text. Further details on this information are contained in Appendix 2 Table 11.

Both positive and negative comments were expressed by principals and teachers. There were comments which reiterated support (or lack of support) for census, sample and the combination of both; and there were comments which focused on specific aspects.

Notable negative comments focused on:

- **Concerns with the nature of statewide testing** (5.2% of principals and teachers)
 Concerns were related to the following perceptions: the belief that testing should be related more to the curriculum but not drive it; the preference for school-based testing; the view that statewide testing programs are a waste of money and the funding could be better used elsewhere; and the belief that this kind of testing does not provide an individual/developmental focus.

Principals and teachers who preferred sample testing expressed a higher proportion of concerns on this topic than those who preferred census tests (10.2% preferring sample testing expressed concerns compared to 3.1% preferring census testing).

- **The perceived inappropriateness of statewide testing for particular groups** (0.9% of principals and teachers) These groups included Year 3 students; Year 5 and younger students; students with learning difficulties or special needs; and low achievers.
- **The desire to have results and feedback provided** (1.1% of principals and teachers) These comments drew attention to the lack of reports provided for students participating in the Year 3 sample and Equating Study e.g. 'would like to see some feedback for Year 3 teachers' and 'the task is time consuming and a waste if no feedback is received'.

Notable positive comments focused on:

- **The benefits of, and support for, statewide testing** (1.4% of principals and teachers) On this aspect, the most frequent comments were related to the useful feedback/information provided to students, parents and teachers, and the benefits of comparative information e.g. 'it is great to get feedback on individuals' and 'it gives schools an idea of where their standards are in relation to the rest of the state'. These comments were expressed by a higher proportion of 'census-preferring' respondents (2.6%) than 'sample-preferring' respondents (1.9%).

6. Anecdotal information received

While the major data sources for the evaluation were the principal and teacher surveys, anecdotal information received from schools and parents was also examined. This information was received either via the Office's Test inquiry register or from feedback received from schools and parents through correspondence such as letters and ministerials.

Anecdotal feedback tended to match, confirm or amplify data collected systematically through the surveys.

For example, in the anecdotal feedback, concerns were expressed about the:

- level of difficulty of some items of the Test e.g. Neptune's Horses of the Year 5 Literacy Test;
- administrative difficulties e.g. non-receipt of Test materials;
- inclusivity of the Test e.g. visually impaired students disadvantaged, items culturally biased, not appropriate for students with learning difficulties;
- practice materials e.g. Year 3 practice test material culturally biased, too easy;
- nature and the format of the Test e.g. results provide a narrow picture of literacy, too many genres in the Literacy Test, Test format foreign to Year 3 students;
- writing task e.g. recount content not appropriate, genre not clearly identified;
- miscellaneous aspects/items of the Literacy or Numeracy Test e.g. Little Yellow Canary of the Year 5 Literacy Test was felt to be too depressing.

7. Summary and conclusions

This section provides a succinct summary of the results of the principal and teacher surveys, and draws appropriate conclusions.

7.1 Summary (S)

7.1.1 Pre-test materials

- S1. Overall, principals and teachers had very high opinions of the *Information for Schools* booklet and the parent brochure in assisting their preparation for the 1998 Testing Program. A total of 76.9% rated the *Information for Schools* document as 'good' or 'very good' and 67.2% rated the parent brochure similarly.
- S2. In respect of the *Information for Schools* booklet specifically:
- nearly half (48.8%) of principals and teachers responded to a request to indicate what aspects of the booklet they felt worked well and should be retained. Many sections and subsections were mentioned.
 - about three-tenths (29.2%) responded to a request to indicate aspects for improvement. These aspects included: the manner in which the chosen writing genre is communicated; the level of detail about special considerations and exemptions; the incorporation of additional content e.g. a template letter to parents, an index, a flowchart, and removable checklists and timetables; and a closer alignment of the booklet and the Test Administration Handbooks.

7.1.2 Year 3 Test materials

- S3. Overall, the Year 3 Test materials were considered in a positive light, with the most frequently reported rating being 'good' (31.7% to 42.9% of principals and teachers). Far more principals and teachers rated the materials 'good' or 'very good' than 'poor' or 'very poor'.
- S4. A large proportion (61.3% of principals and teachers) indicated that there were aspects of the Year 3 Test materials that caused them concern. Overall, the most frequently reported concerns were related to perceptions about the:
- difficult literacy/language demands of the Numeracy Test (10.3%), Literacy Test (8.7%), or Test in general (7.3%);
 - Numeracy Test not matching the Year 3 syllabus/curriculum (8.3%);
 - difficulty of some items of the Numeracy Test (8.2%) or Literacy Test (7.8%);
 - Test generally being too difficult (6.9%);
 - Test being too long (6.4%);
 - inappropriateness of formal testing for students of Year 3 age and experience (5.9%).

7.1.3 Year 5 Test materials

- S5. Overall, the Year 5 Test materials were considered in a very positive light, with the most frequently reported rating being 'good' (44.1% to 50.1% of principals and teachers). Over half of the principals and teachers rated each of the Year 5 Test materials as 'good' or 'very good'.
- S6. Just over half (55.4%) indicated that there were aspects of the Year 5 Test materials that caused them concern. Overall, the most frequently reported concerns were related to perceptions about the:
- Numeracy Test not matching the Year 5 syllabus/curriculum (9.0%);
 - difficult literacy/language demands of the Numeracy Test (8.8%);
 - difficulty of some items of the Literacy Test (7.3%) or Numeracy Test (7.0%);

- ‘tricky’, ambiguous or confusing nature of some items of the Numeracy Test (4.8%);
- Numeracy Test (2.9%) or the Test in general (2.7%) being too difficult.

7.1.4 Preferred form of testing

- S7. Census testing was the most preferred form of statewide testing, with 45.5% of principals and teachers preferring this form of testing. This was followed by 32.7% who preferred a combination of census and sample, and 10.1% who preferred sample.
- S8. Altogether, 16% of principals and teachers responded to the invitation to comment on the form of testing. Comments were wide ranging and covered both concerns and benefits of statewide testing. Altogether 5.2% of principals and teachers had concerns about the nature of statewide testing, 0.9% felt that statewide testing was inappropriate, 1.1% desired results and feedback from the Year 3 Test, and 1.4% provided comments which supported statewide testing and outlined its benefits.

7.2 Conclusions (C)

In the Introduction, it was stated that the purposes of the evaluation were to evaluate the appropriateness and effectiveness of the 1998 Testing Program. It was also stated that the Program was evaluated from a school perspective, in particular, the perceptions of principals and teachers participating in the Program. In this respect, no attempt was made to triangulate data with, say, test experts, because it was felt that, at this point in time, it was more important to gauge the value of the 1998 Testing Program from the perspective of those who administered it in a school setting.

In fulfilling the purposes of the evaluation, the following conclusions may now be drawn:

- C1. The *Information for Schools* document and the parent brochure were appropriate and effective. Most sections and subsections of the *Information for Schools* document worked well and should be retained. However, the suggestions for improvement made by principals and teachers (see S2) are worthy of further consideration.
- C2. In general, the Year 3 Test and Year 5 Test materials were effective and appropriate. However, the varying comments and concerns of principals and teachers are worthy of note and discussion.
- C3. There is greater support for census testing than for sample testing.
- C4. In noting and discussing the various comments and concerns of principals and teachers, attention should be paid by testing program managers to those comments and concerns which:
- might be included in a ‘checklist’ for the development and improvement of future tests;
 - point to the need for greater effort to be made in providing schools with a clearer understanding of how test items link with the syllabus and support materials;
 - point to the need to provide further information about the purposes and nature of statewide testing and its benefits. In particular, further information needs to be disseminated about the fact that the Year 3 and Year 5 tests were designed as universal paper and pencil tests. Of particular importance is the brief that the tests are required to measure the full range of student performance across the state, while at the same time reporting against the national benchmarks. Given such a wide brief, it needs to be communicated that it is inevitable that not every principal and teacher will regard the tests as being compatible with all activities undertaken in specific classes or schools. Indeed, some might regard such a wide brief as disadvantaging some students. But

others might regard it as advantaging them, because at one point in time in the school year, all students for a particular year level are being assessed on the same instrument, using the same criteria.



QUEENSLAND SCHOOL CURRICULUM COUNCIL

**1998 QUEENSLAND YEARS 3 AND 5 TESTING PROGRAM
PRINCIPAL SURVEY**

Dear Principal

Thank you for your participation in the 1998 Queensland Years 3 and 5 Testing Program (1998 Testing Program). The purpose of this short survey is to gather information to improve Queensland's statewide testing programs. Your feedback is appreciated. Please tick the appropriate box or write on the lines provided, and return to the ETC with the used test booklets by 4 September 1998.

Yours sincerely

J E Tunstall
Director

Background

1. In what postcode area is your school located? eg 4012 _____
2. In what aspects of the 1998 Testing Program did your school participate? (Tick appropriate box/es.)

<input type="checkbox"/> Sample Year 3 Test	<input type="checkbox"/> Census Year 5 Test
<input type="checkbox"/> Equating Study (Year 6 students)	<input type="checkbox"/> Equating Study (Year 5 students)

Student Exemption and Absence - Year 5 Test

3. Were there students at your school **exempt** from the Year 5 Test? Yes No
If **Yes** to Q 3, please answer the two questions below:

How many students were exempt from the Year 5 Test? Number: _____

What were the main reasons? _____

4. Were there students **absent** for the Year 5 Test and who did NOT do a make up session? Yes No
If **Yes** to Q 4, please answer the two questions below:

How many students were absent from each session?

Numeracy session: Number: _____

Dictation, Reading and Viewing session Number: _____

Writing session: Number: _____

What were the main reasons? _____

Information provided for schools and parents

5. Overall, how do you rate the following information in assisting your preparation for the 1998 Testing Program? (Tick one box for each.)

	Very poor	Poor	Average	Good	Very good
<i>Information for Schools</i> booklet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing Program parent brochure (What you need to know)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(If applicable) Equating Study parent brochure (What you need to know)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 1 The Surveys (Surveys reprinted here have been reduced slightly)

6. What aspects of the *Information for Schools* booklet worked well and should be retained?

7. In what ways, if any, might the *Information for Schools* booklet be improved?

Year 5 Test materials

8. Overall, how do you rate the following 1998 **Year 5 Test** materials? (Tick one box for each.)

	Very poor	Poor	Average	Good	Very good
Year 5 Test practice materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5 Numeracy Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5 Literacy Test - Session 1 (dictation, reading and viewing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5 Literacy Test - Session 2 (writing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5 Test Administration Handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Were there any aspects of the Year 5 Test materials that caused you concern? Yes No
 If **Yes**, please indicate your specific concerns below: (Attach separate sheet if insufficient space below.)

Year 3 Test materials [Answer only if your school participated in the Year 3 Test.]

10. Overall, how do you rate the following 1998 **Year 3 Test** materials? (Tick one box for each.)

	Very poor	Poor	Average	Good	Very good
Year 3 Test practice materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3 Numeracy Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3 Literacy Test - Session 1 (dictation, reading and viewing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3 Literacy Test - Session 2 (writing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3 Test Administration Handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Were there any aspects of the Year 3 Test materials that caused you concern? Yes No
 If **Yes**, please indicate your specific concerns below: (Attach separate sheet if insufficient space below.)

Preferred form of statewide testing

12. Given the fact that it is Government policy to conduct statewide testing programs, overall, what form of statewide testing do you favour? (Tick one box only.)

- census testing (which allows individual student, class, and school reports as well as statewide reports)
- sample testing (which allows statewide reports only)
- a combination of sample and census (similar to the 1998 Testing Program)

Comment if you wish: _____

**THANK YOU FOR YOUR COOPERATION
 PLEASE RETURN TO REPLY PAID 153, ETC, PO BOX 153, NORTHGATE, QLD 4013
 WITH USED QUESTION BOOKLETS BY 4 SEPTEMBER 1998**



QUEENSLAND SCHOOL CURRICULUM COUNCIL

**1998 QUEENSLAND YEARS 3 AND 5 TESTING PROGRAM
TEACHER SURVEY**

Dear Teacher

Thank you for your participation in the 1998 Queensland Years 3 and 5 Testing Program (1998 Testing Program). The purpose of this short survey is to gather information to improve Queensland's statewide testing programs. Your feedback is appreciated. Please tick the appropriate box or write on the lines provided, and return to the school administration for packaging with the used test booklets by 4 September 1998.

Yours sincerely

J E Tunstall
Director

Background

1. In what postcode area is your school located? eg 4012 _____
2. In what aspects of the 1998 Testing Program did **you** participate? (Tick appropriate box/es.)

<input type="checkbox"/> Sample Year 3 Test	<input type="checkbox"/> Census Year 5 Test
<input type="checkbox"/> Equating Study (Year 6 students)	<input type="checkbox"/> Equating Study (Year 5 students)

Information provided for schools and parents

3. Overall, how do you rate the following information in assisting your preparation for the 1998 Testing Program? (Tick one box for each.)

	Very poor	Poor	Average	Good	Very good
<i>Information for Schools</i> booklet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing Program parent brochure (What you need to know)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(If applicable) Equating Study parent brochure (What you need to know)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What aspects of the *Information for Schools* booklet worked well and should be retained?

5. In what ways, if any, might the *Information for Schools* booklet be improved?

Appendix 1 The Surveys (Surveys reprinted here have been reduced slightly)

Year 5 Test materials

[Answer this section only if you participated in the Year 5 Test.]

6. Overall, how do you rate the following 1998 **Year 5 Test** materials? (Tick one box for each.)

	Very poor	Poor	Average	Good	Very good
Year 5 Test practice materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5 Numeracy Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5 Literacy Test - Session 1 (dictation, reading and viewing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5 Literacy Test - Session 2 (writing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5 Test Administration Handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Were there any aspects of the Year 5 Test materials that caused you concern? Yes No

If **Yes**, please indicate your specific concerns below:

Year 3 Test materials

[Answer this section only if you participated in the Year 3 Test.]

8. Overall how do you rate the following 1998 **Year 3 Test** materials? (Tick one box for each.)

	Very poor	Poor	Average	Good	Very good
Year 3 Test practice materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3 Numeracy Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3 Literacy Test - Session 1 (dictation, reading and viewing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3 Literacy Test - Session 2 (writing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3 Test Administration Handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Were there any aspects of the Year 3 Test materials that caused you concern? Yes No

If **Yes**, please indicate your specific concerns below:

Preferred form of statewide testing

10. Given the fact that it is Government policy to conduct statewide testing programs, overall, what form of statewide testing do you favour? (Tick one box only.)

- census testing (which allows individual student, class, and school reports as well as statewide reports)
- sample testing (which allows statewide reports only)
- a combination of sample and census (similar to the 1998 Testing Program)

Comment if you wish: _____

THANK YOU FOR YOUR COOPERATION
PLEASE RETURN TO REPLY PAID 153, ETC, PO BOX 153, NORTHGATE, QLD 4013
WITH USED QUESTION BOOKLETS BY 4 SEPTEMBER 1998

Appendix 2 Detailed tables elaborating on displays

Table 1 Rating of *Information for Schools* booklet and parent brochure

a) Rating of *Information for Schools* booklet

Response Category	Principals		Teachers		Total	
	F	%P	F	%T	F	%PT
Very good	271	19.3	482	21.3	753	20.5
Good	837	59.7	1234	54.4	2071	56.4
Average	201	14.3	384	16.9	585	15.9
Poor	11	0.8	44	1.9	55	1.5
Very poor	4	0.3	11	0.5	15	0.4
No answer	78	5.6	112	4.9	190	5.2
Total	1402	100.0	2267	100.0	3669	100.0

b) Rating of Testing Program parent brochure

Response Category	Principals		Teachers		Total	
	F	%P	F	%T	F	%PT
Very good	191	13.6	349	15.4	540	14.7
Good	804	57.3	1121	49.4	1925	52.5
Average	245	17.5	426	18.8	671	18.3
Poor	17	1.2	27	1.2	44	1.2
Very poor	14	1.0	15	0.7	29	0.8
No answer	131	9.3	329	14.5	460	12.5
Total	1402	100.0	2267	100.00	3669	100.0

Key: F = Frequency; P = Principals; T = Teachers; PT = Total i.e. Principals and Teachers

Appendix 2 Detailed tables elaborating on displays

Table 2
Aspects of the *Information for Schools* booklet that worked well and should be retained

Response Category	Principals		Teachers		Total	
	F	%P N=1402	F	%T N=2267	F	%PT N=3669
Positive comments	205	14.6	441	19.5	646	17.6
All aspects	175	12.5	251	11.1	426	11.6
Layout/format/presentation	98	7.0	316	13.9	414	11.3
Specific pages or content of booklet	87	6.2	266	11.7	353	9.6
• Test summaries p6, p12	29	2.1	127	5.6	156	4.3
• Timetable and checklists p24, p31	42	3.0	65	2.9	107	2.9
• Test administration information	8	0.6	27	1.2	35	1.0
• General information content	-	-	18	0.8	18	0.5
• Information about preparing students for the test	5	0.4	29	1.3	34	0.9
• Outline of responsibilities	11	0.8	9	0.4	20	0.5
• Special considerations guidelines p39	3	0.2	13	0.6	16	0.4
• Details on question types and criteria for marking	-	-	8	0.4	8	0.2
• Details on session times and time allocations	-	-	9	0.4	9	0.2
• Reporting procedures	-	-	5	0.2	5	0.1
• Information about exemptions	-	-	1	0.0	1	0.0
• Return of materials details	-	-	1	0.0	1	0.0
Specific sections of the booklet	79	5.6	229	10.1	308	8.4
• Table of Contents	1	0.1	8	0.4	9	0.2
• Key Dates/timeline	47	3.4	122	5.4	169	4.6
• Key Reminders	11	0.8	11	0.5	22	0.6
• Key Contacts	-	-	10	0.4	10	0.3
• Section 1 Overview	14	1.0	36	1.6	50	1.4
• Section 2 The Year 3 Tests	1	0.1	19	0.8	20	0.5
• Section 3 The Year 5 Tests	6	0.4	47	2.1	53	1.4
• Section 4 The 1998 Equating Study	-	-	3	0.1	3	0.1
• Section 5 Specific Tasks for Teachers	15	1.1	70	3.1	85	2.3
• Section 6 Specific Tasks for Principals	13	0.9	7	0.3	20	0.5
• Appendixes — general	3	0.2	1	0.0	4	0.1
• Appendix — ESL Proficiency levels			1	0.0	1	0.0
• Appendix — proformas	3	0.2	4	0.2	7	0.2
Other	33	2.4	115	5.1	148	4.0

Key: F = Frequency; P = Principals; T = Teachers; PT = Total i.e. Principals and Teachers

Appendix 2 Detailed tables elaborating on displays

Table 3

Ways the *Information for Schools* booklet might be improved

Response Category	Principals		Teachers		Total	
	F	%P N=1402	F	%T N=2267	F	%PT N=3669
No improvement needed/ positive comments	85	6.1	145	6.4	230	6.3
Improve accuracy and clarity	45	3.2	179	7.9	224	6.1
• Present accurate information about genre	31	2.2	121	5.3	152	4.1
• Be clearer, less ambiguous	9	0.6	44	1.9	53	1.4
• More accurate information — general	4	0.3	14	0.6	18	0.5
• More accurate information about ascertainment	2	0.1	2	0.1	4	0.1
Include more information	54	3.9	123	5.4	177	4.8
• Levels of assistance allowed	1	0.1	14	0.6	15	0.4
• Levels of assistance for students with special considerations	11	0.8	35	1.5	46	1.3
• Equating Study	3	0.2	3	0.1	6	0.2
• Special considerations/exemptions	21	1.5	19	0.8	40	1.1
• Table of Contents (more detail)	3	0.2	1	0.0	4	0.1
• Other specific aspects	15	1.1	55	2.4	70	1.9
Reduce amount of information	43	3.1	112	4.9	155	4.2
Send information earlier	33	2.4	81	3.6	115	3.1
Add specific items e.g. removable checklists, template letter to parents	10	0.7	41	1.8	51	1.4
Divide into separate books e.g. Year 3/Year 5, Numeracy/Literacy, Teachers/Administrators	6	0.4	42	1.9	48	1.3
Reduce cost of production/distribution	7	0.5	16	0.7	23	0.6
Match booklet and Administration Handbooks better	-	-	9	0.4	9	0.2
Other	40	2.9	136	6.0	176	4.8

Key: F = Frequency; P = Principals; T = Teachers; PT = Total i.e. Principals and Teachers

Appendix 2 Detailed tables elaborating on displays
Table 4 Rating of the 1998 Year 3 Test materials

a) Rating of Year 3 Test practice materials

Response Category	Principals		Teachers		Total	
	F	%P	F	%T	F	%PT
Very good	19	6.6	39	14	58	10.3
Good	126	44.1	113	40.6	239	42.4
Average	68	23.8	52	18.7	120	21.3
Poor	15	5.2	26	9.4	41	7.3
Very poor	4	1.4	10	3.6	14	2.5
No answer	54	18.9	38	13.7	92	16.3
Total	286	100.0	278	100.0	564	100.0

b) Rating of Year 3 Numeracy Test

Response Category	Principals		Teachers		Total	
	F	%P	F	%T	F	%PT
Very good	17	5.9	25	9.0	42	7.4
Good	101	35.5	78	28.1	179	31.7
Average	66	23.1	68	24.5	134	23.8
Poor	37	12.9	44	15.8	81	14.4
Very poor	10	3.5	18	6.5	28	5.0
No answer	55	19.2	45	16.2	100	17.7
Total	286	100.0	278	100.0	564	100.0

c) Rating of Year 3 Literacy Test - Session 1 (dictation, reading and viewing)

Response Category	Principals		Teachers		Total	
	F	%P	F	%T	F	%PT
Very good	16	5.6	21	7.6	37	6.6
Good	108	37.8	78	28.1	186	33.0
Average	57	19.9	78	28.1	135	23.9
Poor	35	12.2	33	11.9	68	12.1
Very poor	13	4.5	20	7.2	33	5.9
No answer	57	19.9	48	17.3	105	18.6
Total	286	100.0	278	100.0	564	100.0

d) Rating of Year 3 Literacy Test - Session 2 (writing)

Response Category	Principals		Teachers		Total	
	F	%P	F	%T	F	%PT
Very good	13	4.5	28	10.1	41	7.3
Good	121	42.3	112	40.3	233	41.3
Average	64	22.4	64	23.0	128	22.7
Poor	23	8.0	25	9.0	48	8.5
Very poor	9	3.1	7	2.5	16	2.8
No answer	56	19.6	42	15.1	98	17.4
Total	286	100.0	278	100.0	564	100.0

e) Rating of Year 3 Test Administration Handbook

Response Category	Principals		Teachers		Total	
	F	%P	F	%T	F	%PT
Very good	34	11.9	74	26.6	108	19.1
Good	135	47.2	107	38.5	242	42.9
Average	50	17.5	34	12.2	84	14.9
Poor	4	1.4	13	4.7	17	3.0
Very poor	3	1.0	2	0.7	5	0.9
No answer	60	21.0	48	17.3	108	19.1
Total	286	100.0	278	100.0	564	100.0

Key: F = Frequency; P = Principals; T = Teachers; PT = Total i.e. Principals and Teachers

Appendix 2 Detailed tables elaborating on displays

Table 5

Concerns about the Year 3 Test materials

Response Category	Principals		Teachers		Total	
	F	%P	F	%T	F	%PT
Yes	136	47.6	210	75.5	346	61.3
No	77	26.9	37	13.3	114	20.2
No Answer	73	25.5	31	11.2	104	18.4
Total	286	100.0	278	100.0	564	100.0

Key: F = Frequency; P = Principals; T = Teachers; PT = Total i.e. Principals and Teachers

Appendix 2 Detailed tables elaborating on displays

Table 6

Specific concerns about the Year 3 Test materials

Response category	Principals		Teachers		Total	
	F	%P N=286	F	%T N=278	F	%PT N=564
Literacy/language demands of the Test	37	12.9	108	38.8	145	25.7
• literacy/language demands too difficult — general	13	4.5	28	10.1	41	7.3
• literacy/language demands too difficult — numeracy	20	7.0	38	13.7	58	10.3
• literacy/language demands too difficult — literacy	3	1.0	46	16.5	49	8.7
• use of unfamiliar language	1	0.3	9	3.2	10	1.8
Level of difficulty of the Test	51	17.8	89	32.0	140	24.8
• test too difficult — general	22	7.7	17	6.1	39	6.9
• test too difficult — numeracy	4	1.4	7	2.5	11	2.0
• test too difficult — literacy	4	1.4	6	2.2	10	1.8
• some items too difficult — numeracy	13	4.5	33	11.9	46	8.2
• some items too difficult — literacy	15	5.2	29	10.4	44	7.8
• test/some items too easy	1	0.3	0	0.0	1	0.2
• some items 'tricky', ambiguous, confusing — general	2	0.7	9	3.2	11	2.0
• some items 'tricky', ambiguous, confusing — numeracy	2	0.7	5	1.8	7	1.2
• some items 'tricky', ambiguous, confusing — literacy	0	0.0	3	1.1	3	0.5
nature and format of the Test	35	12.2	63	22.7	98	17.4
• inappropriateness of formal testing — general	4	1.4	4	1.4	8	1.4
• inappropriateness of formal testing — does not match children's experiences/age	15	5.2	18	6.5	33	5.9
• lack of opportunity to show reasoning/working in the response booklet	1	0.3	1	0.4	2	0.4
• limitations of multiple choice response format	1	0.3	2	0.7	3	0.5
• tests not focusing enough on the 'basics'	1	0.3	0	0.0	1	0.2
• use of too many genre in literacy			2	0.7	2	0.4
• too much emphasis on problem solving/complex reasoning/higher order thinking	2	0.7	2	0.7	4	0.7
• test led to negative feelings	5	1.7	18	6.5	23	4.1
• same test items in Year 3 and Year 5 tests	6	2.1	10	3.6	16	2.8
• Year 3 test papers varying in level of difficulty	3	1.0	11	4.0	14	2.5
• Year 3 test content/contexts not age-appropriate	4	1.4	4	1.4	8	1.4
Length of the Test	33	11.5	61	21.9	94	16.7
• test too long — general	17	5.9	19	6.8	36	6.4
• test too long — numeracy	2	0.7	3	1.1	5	0.9
• test too long — literacy	3	1.0	12	4.3	15	2.7
• test too long — writing task	0	0.0	1	0.4	1	0.2
• more time needed — general	5	1.7	7	2.5	12	2.1
• more time needed — numeracy	2	0.7	2	0.7	4	0.7
• more time needed — literacy	3	1.0	18	6.5	21	3.7
• more time needed — writing task	3	1.0	5	1.8	8	1.4
administration of the Test	32	11.2	55	19.8	87	15.4
• timelines too demanding	2	0.7	1	0.4	3	0.5
• late receipt of materials	8	2.8	7	2.5	15	2.7
• lack of clarity of administration booklet	11	3.8	11	4.0	22	3.9
• general administrative difficulties	7	2.4	10	3.6	17	3.0
• workload issues	2	0.7	1	0.4	3	0.5
• students need more assistance	7	2.4	18	6.5	25	4.4
• need more breaks between test sessions	2	0.7	15	5.4	17	3.0
Test matching the Year 3 syllabus/curriculum	20	7.0	57	20.5	77	13.7
• test not matching syllabus/curriculum — general	10	3.5	13	4.7	23	4.1
• test not matching syllabus/curriculum — numeracy	10	3.5	37	13.3	47	8.3
• test not matching syllabus/curriculum — literacy	0	0.0	2	0.7	2	0.4
• tests including concepts not taught by test date — general	0	0.0	5	1.8	5	0.9
• tests including concepts not taught by test date — numeracy	0	0.0	3	1.1	3	0.5
Test practice materials	6	2.1	20	7.2	26	4.6
• too easy — general	0	0.0	2	0.7	2	0.4
• too easy — gave students a false sense of security	3	1.0	3	1.1	6	1.1
• not representative of the test	2	0.7	9	3.2	11	2.0
• too much practice material	1	0.3	1	0.4	2	0.4
• other comments about practice materials	0	0.0	5	1.8	5	0.9
Inclusivity of the Test	9	3.1	13	4.7	22	3.9
• test/test items not inclusive — general	2	0.7	3	1.1	5	0.9

Appendix 2 Detailed tables elaborating on displays

Response category	Principals		Teachers		Total	
	F	%P N=286	F	%T N=278	F	%PT N=564
• test/test items not inclusive — numeracy	0	0.0	0	0.0	0	0.0
• test/test items not inclusive — literacy	0	0.0	3	1.1	3	0.5
• test/test items not appropriate for NESB students	1	0.3	3	1.1	4	0.7
• test/test items not appropriate for ATSI students	4	1.4	2	0.7	6	1.1
• test/test items not appropriate for students with learning difficulties/disabilities	2	0.7	3	1.1	5	0.9
Writing task	5	1.7	13	4.7	18	3.2
• lack of clear identification of genre	4	1.4	3	1.1	7	1.2
• stimuli focus on feelings inappropriate			3	1.1	3	0.5
• stimuli not motivating for the students	1	0.3	0	0.0	1	0.2
• planning page not useful			5	1.8	5	0.9
• task not specific enough	0	0.0	3	1.1	3	0.5
Other	14	4.9	41	14.7	55	9.8
• positive comments	0	0.0	8	2.9	8	1.4
• negative comments	1	0.3	5	1.8	6	1.1
• other aspects/items of the numeracy test	1	0.3	6	2.2	7	1.2
• other aspects/items of the literacy test	2	0.7	13	4.7	15	2.7
• other comments	10	3.5	15	5.4	25	4.4

Key: F = Frequency; P = Principals; T = Teachers; PT = Total i.e. Principals and Teachers

Appendix 2 Detailed tables elaborating on displays
Table 7 Rating of the 1998 Year 5 Test materials

a) Rating of Year 5 Test practice materials

Response Category	Principals		Teachers		Total	
	F	%P	F	%T	F	%PT
Very good	137	10.3	316	15.6	453	13.5
Good	703	52.6	949	46.8	1652	49.1
Average	313	23.4	524	25.9	837	24.9
Poor	49	3.7	124	6.1	173	5.1
Very poor	13	1.0	22	1.1	35	1.0
No answer	121	9.1	92	4.5	213	6.3
Total	1336	100.0	2027	100.0	3363	100.0

b) Rating of Year 5 Numeracy Test

Response Category	Principals		Teachers		Total	
	F	%P	F	%T	F	%PT
Very good	110	8.2	218	10.8	328	9.8
Good	660	49.4	824	40.7	1484	44.1
Average	337	25.2	531	26.2	868	25.8
Poor	84	6.3	258	12.7	342	10.2
Very poor	21	1.6	56	2.8	77	2.3
No answer	124	9.3	140	6.9	264	7.9
Total	1336	100.0	2027	100.0	3363	100.0

c) Rating of Year 5 Literacy Test - Session 1 (dictation, reading and viewing)

Response Category	Principals		Teachers		Total	
	F	%P	F	%T	F	%PT
Very good	137	10.3	301	14.8	438	13.0
Good	703	52.6	982	48.4	1685	50.1
Average	283	21.2	409	20.2	692	20.6
Poor	58	4.3	122	6.0	180	5.4
Very poor	14	1.0	33	1.6	47	1.4
No answer	141	10.6	180	9.9	321	9.5
Total	1336	100.0	2027	100.0	3363	100.0

d) Rating of Year 5 Literacy Test - Session 2 (writing)

Response Category	Principals		Teachers		Total	
	F	%P	F	%T	F	%PT
Very good	129	9.7	282	13.9	411	12.2
Good	672	50.3	883	43.6	1555	46.2
Average	323	24.2	511	25.2	834	24.8
Poor	50	3.7	115	5.7	165	4.9
Very poor	18	1.3	34	1.7	52	1.5
No answer	144	10.8	202	10.0	346	10.3
Total	1336	100.0	2027	100.0	3363	100.0

e) Rating of Year 5 Test Administration Handbook

Response Category	Principals		Teachers		Total	
	F	%P	F	%T	F	%PT
Very good	270	20.2	556	27.4	826	24.6
Good	727	54.4	952	47.0	1697	49.9
Average	173	12.9	239	11.8	412	12.3
Poor	12	.9	57	2.8	69	2.1
Very poor	7	.5	8	.4	15	.4
No answer	147	11.0	215	10.6	362	10.8
Total	1336	100.0	2027	100.0	3363	100.0

Key: F = Frequency; P = Principals; T = Teachers; PT = Total i.e. Principals and Teachers

Appendix 2 Detailed tables elaborating on displays

Table 8

Concerns about the Year 5 Test materials

Response Category	Principals		Teachers		Total	
	F	%P	F	%T	F	%PT
Yes	539	40.3	1324	65.3	1863	55.4
No	571	42.7	527	26.0	1098	32.6
No Answer	226	16.9	176	8.7	402	12.0
Total	1336	100.0	2027	100.0	3363	100.0

Key: F = Frequency; P = Principals; T = Teachers; PT = Total i.e. Principals and Teachers

Appendix 2 Detailed tables elaborating on displays

Table 9

Specific concerns about the Year 5 Test materials

Response Category	Principals		Teachers		Total	
		%P N=1336	F	%T N=2027	F	%PT N=3363
level of difficulty of the Test	193	14.4	608	30.0	801	23.8
• test too difficult — general	33	2.5	57	2.8	90	2.7
• test too difficult — numeracy	26	1.9	72	3.6	98	2.9
• test too difficult — literacy	8	0.6	10	0.5	18	0.5
• some items too difficult — numeracy	53	4.0	181	8.9	234	7.0
• some items too difficult — literacy	61	4.6	186	9.2	247	7.3
• test/some items too easy	2	0.1	9	0.4	11	0.3
• some items 'tricky', ambiguous, confusing — general	21	1.6	46	2.3	67	2.0
• some items 'tricky', ambiguous, confusing — numeracy	27	2.0	135	6.7	162	4.8
• some items 'tricky', ambiguous, confusing — literacy	5	0.4	54	2.7	59	1.8
Test matching Year 5 syllabus/curriculum	108	8.1	332	16.4	440	13.1
• test not matching syllabus/curriculum — general	26	1.9	41	2.0	67	2.0
• test not matching syllabus/curriculum — numeracy	71	5.3	233	11.5	304	9.0
• test not matching syllabus/curriculum — literacy	3	0.2	9	0.4	12	0.4
• test including concepts not taught by test date — general	4	0.3	27	1.3	31	0.9
• test including concepts not taught by test date — numeracy	5	0.4	40	2.0	45	1.3
literacy/language demands of the Test	98	7.3	318	15.7	416	12.4
• literacy/language demands too difficult — general	19	1.4	53	2.6	72	2.1
• literacy/language demands too difficult — numeracy	70	5.2	226	11.1	296	8.8
• literacy/language demands too difficult — literacy	4	0.3	31	1.5	35	1.0
• use of unfamiliar language	9	0.7	27	1.3	36	1.1
administration of the Test	73	5.5	203	10.0	276	8.2
• timelines too demanding	5	0.4	1	0.0	6	0.2
• late receipt of materials	8	0.6	16	0.8	24	0.7
• lack of consistent format for student details on test booklets	9	0.7	15	0.7	24	0.7
• lack of identification of special considerations on literacy test booklet	1	0.1	8	0.4	9	0.3
• lack of clarity of administration booklet	14	1.0	59	2.9	73	2.2
• general administrative difficulties	19	1.4	39	1.9	58	1.7
• workload issues	6	0.4	1	0.0	7	0.2
• students need more assistance	10	0.7	29	1.4	39	1.2
• need more breaks between test sessions	6	0.4	46	2.3	52	1.5
writing task	44	3.3	173	8.5	217	6.5
• lack of clear identification of genre	16	1.2	52	2.6	68	2.0
• stimuli focus on feelings inappropriate	10	0.7	23	1.1	33	1.0
• stimuli not motivating for the students	3	0.2	22	1.1	25	0.7
• planning page not useful	5	0.4	42	2.1	47	1.4
• insufficient space in response booklet for planning and writing	1	0.1	5	0.2	6	0.2
• lack of clarity of stimulus pictures	5	0.4	14	0.7	19	0.6
• task not specific enough	6	0.4	30	1.5	36	1.1
length of Test	42	3.1	171	8.4	213	6.3
• test too long — general	7	0.5	28	1.4	35	1.0
• test too long — numeracy	3	0.2	9	0.4	12	0.4
• test too long — literacy	5	0.4	35	1.7	40	1.2
• test too long — writing task	1	0.1	2	0.1	3	0.1
• more time needed — general	5	0.4	26	1.3	31	0.9
• more time needed — numeracy	4	0.3	24	1.2	28	0.8
• more time needed — literacy	4	0.3	8	0.4	12	0.4
• more time needed — writing task	13	1.0	46	2.3	59	1.8
• too much time allocated	0	0.0	4	0.2	4	0.1
nature and format of the Test	41	3.1	150	7.4	191	5.7
• inappropriateness of formal testing — general	5	0.4	11	0.5	16	0.5
• inappropriateness of formal testing — does not match children's experiences/ age	14	1.0	13	0.6	27	0.8
• lack of opportunity to show reasoning/working in the response booklet	0	0.0	12	0.6	12	0.4
• limitations of multiple choice response format	4	0.3	12	0.6	16	0.5
• tests not focusing enough on the 'basics'	1	0.1	31	1.5	32	1.0

Appendix 2 Detailed tables elaborating on displays

Response Category	Principals		Teachers		Total	
		%P N=1336	F	%T N=2027	F	%PT N=3363
• use of too many genres in literacy	1	0.1	9	0.4	10	0.3
• teachers 'teaching to the test'	3	0.2	6	0.3	9	0.3
• too much emphasis on problem solving/complex reasoning/higher order thinking	7	0.5	47	2.3	54	1.6
• test led to negative feelings	9	0.7	17	0.8	26	0.8
Test practice materials	45	3.4	121	6.0	166	4.9
• too easy — general	6	0.4	22	1.1	28	0.8
• too easy — gave students a false sense of security	10	0.7	25	1.2	35	1.0
• not representative of the test	21	1.6	63	3.1	84	2.5
• insufficient practice materials	8	0.6	9	0.4	17	0.5
• too much practice material	0	0.0	3	0.1	3	0.1
• other comments about practice materials	3	0.2	7	0.3	10	0.3
Miscellaneous aspects/items of the numeracy test	31	2.3	135	6.7	166	4.9
inclusivity of the test	39	2.9	60	3.0	99	2.9
• test/test items not inclusive — general	10	0.7	17	0.8	27	0.8
• test/test items not inclusive — numeracy	2	0.1	6	0.3	8	0.2
• test/test items not inclusive — literacy	8	0.6	17	0.8	25	0.7
• test/test items not appropriate for NESB students	7	0.5	12	0.6	19	0.6
• test/test items not appropriate for ATSI students	8	0.6	3	0.1	11	0.3
• test/test items not appropriate for students with learning difficulties/disabilities	5	0.4	12	0.6	17	0.5
miscellaneous aspects/items of the literacy test	26	2.0	66	3.3	92	2.7
other	48	3.6	123	6.1	171	5.1
• positive comments	3	0.2	17	0.8	20	0.6
• negative comments	7	0.5	10	0.5	17	0.5
• other comments	40	2.9	100	4.9	140	4.2

Key: F = Frequency; P = Principals; T = Teachers; PT = Total i.e. Principals and Teachers

Appendix 2 Detailed tables elaborating on displays
Table 10 Preferred form of statewide testing

a) Preferred form of statewide testing

Response Category	Principals		Teachers		Total	
	F	%P	F	%T	F	%PT
Census testing (which allows individual student, class, and school reports as well as statewide reports)	704	50.2	967	42.7	1671	45.5
Sample testing (w hich allows statewide reports only)	126	9.0	245	10.8	371	10.1
A combination of sample and census (similar to the 1998 Testing Program)	410	29.2	791	34.9	1201	32.7
No answer	162	11.6	264	11.6	426	11.6
Total	1402	100.00	2267	100.0	3669	100.0

b) Crosstable of overall preferred form of statewide testing and test/s in which principals and teachers (P&T) participated

Response Category	P&T participated in Sample Test/s (Yr 3 &/or Equating St)		P&T participated in Census Year 5 Test		P&T participated in both sample and census Tests	
	F	%P	F	%T	F	%PT
Census testing (which allows individual student, class, and school reports as well as statewide reports)	112	37.2	1299	46.1	259	47.5
Sample testing (which allows statewide reports only)	51	16.9	267	9.5	53	9.7
A combination of sample and census (similar to the 1998 Testing Program)	91	30.2	942	33.4	168	30.8
No answer/missing	47	15.6	310	11.9	65	11.9
Total	301	100.0	2818	100.00	545	100.0

Key: F = Frequency; P = Principals; T = Teachers; PT = Total i.e. Principals and Teachers

Appendix 2 Detailed tables elaborating on displays

Table 11

Comments on preferred form of testing by preferred form of testing

Response Category	P&T preferring census tests		P&T preferring sample tests		P&T preferring combination		Total P&T*	
	F	%PT N=1671	F	%PT N=371	F	%PT N=1201	F	P&T
Concerns with the nature of statewide testing	52	3.1	38	10.2	32	2.7	189	5.2
• do not support statewide testing	6	0.4	5	1.3	7	0.6	53	1.4
• funds better used elsewhere	2	0.1	6	1.6	1	0.1	15	0.4
• testing wastes time/money/resources	1	0.1	4	1.1	4	0.3	13	0.4
• testing is disruptive	-	-	1	0.3	-	-	1	0.0
• purposes of testing are not clear	4	0.2	2	0.5	3	0.2	17	0.5
• testing tells teachers what they already know	1	0.1	4	1.1	1	0.1	9	0.2
• too much testing	1	0.1	1	0.3	2	0.2	4	0.1
• testing should recognise differences between schools	2	0.1	-	-	-	-	2	0.1
• statewide testing does not provide individual/developmental focus	6	0.4	3	0.8	3	0.2	16	0.4
• testing should not drive curriculum	4	0.2	-	-	2	0.2	7	0.2
• testing should relate to the curriculum	14	0.8	5	1.3	4	0.3	30	0.8
• school-based testing preferred	2	0.1	4	1.1	3	0.2	13	0.4
• concern about how results are used	7	0.4	6	1.6	3	0.2	18	0.5
• concern about results being published publicly	4	0.2	1	0.3	2	0.2	11	0.3
Support census testing	64	3.8	1	0.3	-	-	66	1.8
Benefits of, support for statewide testing programs	44	2.6	7	1.9	1	0.1	52	1.4
• support statewide testing	2	0.1	-	-	4	0.3	7	0.2
• testing provides feedback/information to students, parents and teachers	22	1.3	-	-	2	0.2	24	0.7
• testing provides comparative information	15	0.9	-	-	1	0.1	16	0.4
• necessary for accountability	5	0.3	-	-	-	-	5	0.1
• useful for whole school reporting	2	0.1	-	-	-	-	2	0.1
Results/feedback should be provided	32	1.9	3	0.8	4	0.3	42	1.1
• results should be provided for all year level tests	6	0.4	-	-	1	0.1	8	0.2
• adequate feedback should be provided from testing programs	26	1.6	3	0.8	3	0.2	34	0.9
Inappropriateness of statewide testing for particular groups	14	0.8	8	2.2	8	0.7	33	0.9
• Year 3	6	0.4	3	0.8	4	0.3	13	0.4
• students with learning difficulties/special needs	6	0.4	1	0.3	2	0.2	9	0.2
• low achievers	1	0.1	-	-	1	0.1	3	0.1
• Year 5 and younger	-	-	4	1.1	1	0.1	7	0.2
• multi-age classes	1	0.1	-	-	-	-	1	0.0
Other comments on tests	13	0.8	6	1.6	10	0.8	30	0.8
• funding/support should be associated with outcomes of statewide testing	13	0.8	6	1.6	8	0.7	28	0.8
• funding/support should not be associated with outcomes of statewide testing	-	-	-	-	2	0.2	2	0.1
• funding associated with testing programs should be equitable	-	-	-	-	1	0.1	1	0.0
Support for sample testing	2	0.1	15	4.0	3	0.2	20	0.5
• support for sample testing — general	2	0.1	13	3.5	2	0.2	17	0.5
• support for sample testing — less disruptive	-	-	2	0.5	-	-	2	0.1
• support for sample testing — if tests available to all schools	-	-	-	-	1	0.1	1	0.0
Support for combination of census and sample	-	-	1	0.3	6	0.5	7	0.2
Do not support census testing	-	-	4	1.1	-	-	5	0.1
Other	27	1.6	18	4.9	20	1.7	72	2.0

Key: F = Frequency; P = Principals; T = Teachers; PT = Total i.e. Principals and Teachers

Note: The numbers reported in major columns 2–4 will not add to the numbers reported in major column 5 because not all respondents answered the question on preferred form of testing (N=426).