

AUS



ACER
9 APR 1990
LIBRARY

Edited by John King

Basic Skills Tests Break New Ground

Research staff at ACER's Measurement Division have broken new ground in the use of item response theory (IRT) and have developed novel applications of optical mark sense technology in a project to assess and report on primary school students' literacy and numeracy skills. ACER researchers working on a project for the New South Wales government have developed machine-scorable test questions that allow new levels of flexibility in the way students record their answers. Informative new methods of reporting test results to parents and teachers have also been developed.

Through the Basic Skills Testing Program (BSTP), some 54 000 Year 6 students and 2 500 Year 3 students took tests in aspects of literacy and numeracy in August 1989. A one-page report on each student's test results was mailed by schools to parents at the beginning of November. Teachers received a two-page diagnostic report for each student, and schools received detailed summaries of the performances of their students as well as the state averages.

In most machine-scored tests, answers to questions are labelled A, B, C, D and E and students record their answers by shading boxes on specially printed answer sheets. ACER staff working on the BSTP project have developed a range of new item formats that enable students to record their answers more directly. To remove some of the artificiality of the testing situation, spaces for recording answers are provided either immediately next to or within the test questions. In 1989 students answered some of the questions by drawing paths on a map and shading drawings of calculator

buttons, coins, and three-dimensional objects (Figure 1). One section of the test called for students to underline errors in samples of student writing (Figure 2). BSTP Project Director, Dr Jan Lokan, says that an advantage of these question types is that they resemble familiar classroom tasks and reduce the likelihood that some students will be advantaged or disadvantaged by experience with more traditional machine-scored tests.

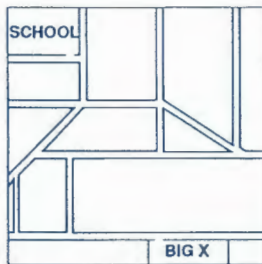
The BSTP project has also broken new ground in the reporting of students' basic skills test performances. Through the use of IRT techniques, profiles of achievement have been constructed for individual

students allowing parents and teachers to see at a glance how an individual is progressing in a number of areas of learning simultaneously. Additional reports for teachers display the questions that a student has answered correctly and those answered incorrectly in a form that facilitates the diagnosis of areas of difficulty.

A sample Report for Parents is shown in Figure 3. This report shows graphically how one student, 'John', performed in five areas of the BSTP tests (Reading, Language, Number, Measurement, Space). It can be seen at a glance that John performed relatively poorly in Number. His levels of achievement in the five aspects of the tests are indicated by rectangles (rather than by single lines) to reflect the uncertainty that

Continued page 2.

You want to walk from the school to the BIG X store. Colour in the shortest path on the map.



SOCCER BOOTS
\$32.00

Mike chose some soccer boots at the sale. His mother paid for them with a \$50 note. Colour in the notes and coins that would make up the change they got.



Jimmy built these models with some blocks. Colour in the model that does not have the same volume as the others.



Figure 1

New Charges in 1990

The following freight and handling charges will be added to all invoices commencing January 1990:

- \$3.00 for orders less than \$30.00
- \$5.00 for orders \$31.00-\$100.00
- \$10.00 for orders \$101.00-\$1000.00
- \$20.00 for orders over \$1000.00

Prepayment is required for orders of \$30.00 or less. For orders over \$30.00, terms are payment with order or within 30 days from date of invoice.

Each time you find a mistake, draw carefully along the line under the word or space to show where the mistake is.

Once nice day my uncle asked me,
"Would you like to took my chimpanzee
to school to show to your class"
The next day i got Archie ready.

Figure 2



Basic Skills from page 1.

always surrounds a student's test results. The BSTP tests provide a 'best' estimate of a student's level of achievement on each aspect of the tests (indicated by the horizontal line in the middle of the shaded rectangle), but they also provide an indication of the uncertainty surrounding that estimate. The shaded rectangles that indicate a student's levels of Reading and Language skills are smaller than the rectangles indicating levels of skill in Number, Measurement and Space because the Reading and Language tests contained more questions and so provided more information about a student's skill levels. The Measurement strand of the BSTP tests contained fewest test questions and so students' levels of Measurement skill were estimated with least precision.

Below the graphs is a description of the kinds of skills that can typically be expected of students with this profile of results. These descriptions have been constructed by defining four performance levels ('skill bands') for each section of the test and studying the skills typical of students at each level. A full set of skill-band descriptions was provided on the back of the report mailed to parents (Figure 4).

John's result in Reading has placed him near the boundary between skill bands 1 and 2. His actual result was slightly below the boundary and so his test performance was automatically assigned to skill band 1 and his performance was described in terms of band 1 skills. The pictorial display alerts the parent to the fact that John probably also has a good mastery of band 2 Reading skills.

For further information about the New South Wales Basic Skills Testing Program contact Dr Jan Lokan at ACER: 03 819 1400.

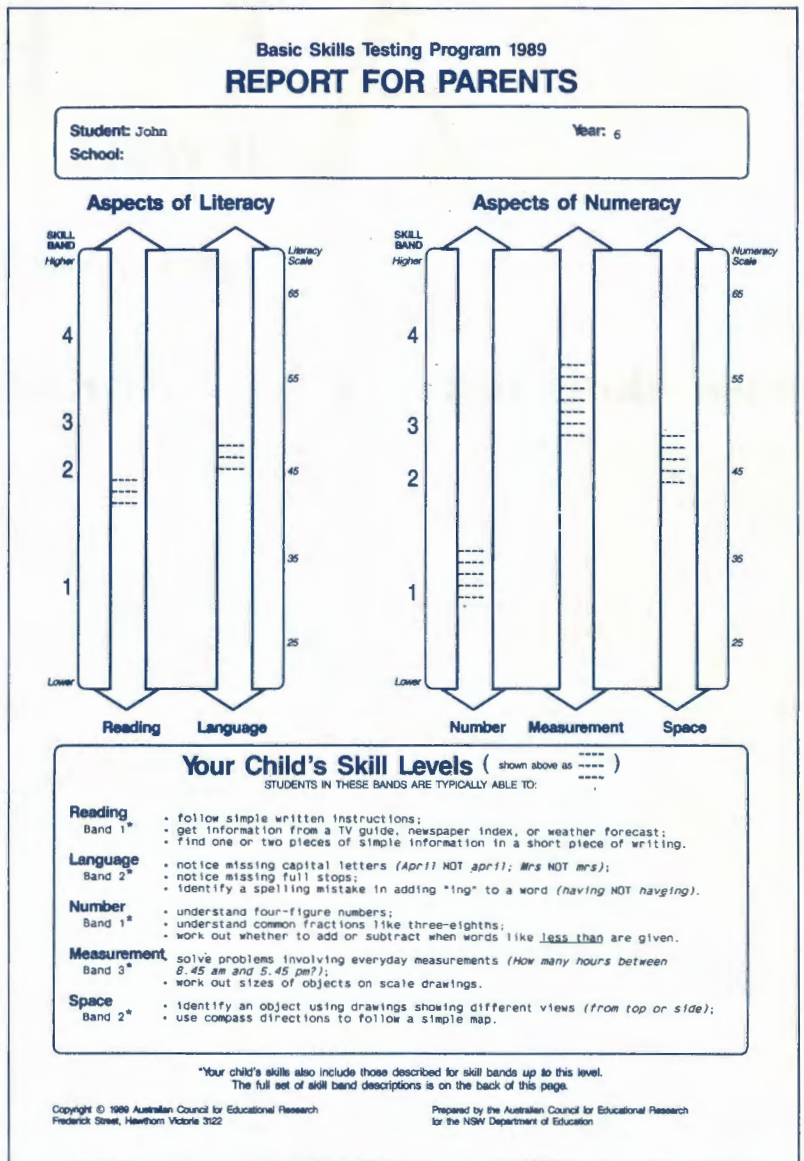


Figure 3

Skill Band	Reading	Language	Number	Measurement	Space
STUDENTS IN THESE BANDS ARE TYPICALLY ABLE TO:					
4	<ul style="list-style-type: none"> • read carefully and sort out competing information; • work out the meanings of words from clues in the passage (<i>a 'float' of five to 10 dollars</i>); • detect feelings when they are not stated directly (<i>humour</i>). 	<ul style="list-style-type: none"> • identify spelling mistakes involving single or double letters (<i>discip peored</i>), silent letters (<i>fw tected</i>), or missing letters (<i>bell e e</i>); • know when an apostrophe is needed (<i>everyone's drinks</i>); • recognise when a word has been left out. 	<ul style="list-style-type: none"> • round prices to whole dollars and use these to estimate costs; • work out when to use +, -, x, ÷ when no word clues are given; • solve problems involving several steps using +, -, x, ÷ (<i>A pack of 8 costs \$7.95. What is the best guess for the cost of one: 50¢, 80¢, \$1.00 or \$1.50?</i>). 	<ul style="list-style-type: none"> • invent ways to estimate or compare lengths, areas or volumes; • solve problems involving a mixture of measurements (<i>kilograms and grams; centimetres and metres</i>); • find and compare areas. 	<ul style="list-style-type: none"> • picture a complicated object from a drawing in which parts of the object are hidden; • use pie graphs. <p style="text-align: center; font-size: x-small;">Example </p>
3	<ul style="list-style-type: none"> • understand less common expressions and meanings (<i>protecting</i> NOT <i>defending</i> from the wind); • understand meaning when it is not stated directly (<i>The mosquitoes gave us an enthusiastic reception</i>); • detect feelings in a piece of writing (<i>tiredness, annoyance</i>). 	<ul style="list-style-type: none"> • understand the use of ? and " "; • recognise a wrong spelling that sounds right (<i>tried</i>, NOT <i>tride</i>); • recognise when a word does not fit with what has already been read (<i>... it came and sat</i> NOT <i>sits</i>; <i>... asked loudly</i> NOT <i>loud</i>). 	<ul style="list-style-type: none"> • select the right pieces of information from a table and use them to solve a problem; • work out the cost of items sold in sets (<i>Packs of 2 pencils cost 60 cents; how much for 6 pencils?</i>). 	<ul style="list-style-type: none"> • solve problems involving everyday measurements (<i>How many hours between 8.45 am and 5.45 pm?</i>); • work out sizes of objects on scale drawings. 	<ul style="list-style-type: none"> • picture how shapes would appear when reflected in a mirror or turned over; • follow instructions using distances and directions (<i>Go 10 metres E, then 20 metres S... where do you finish?</i>); • use line graphs.
2	<ul style="list-style-type: none"> • select the correct piece of information when several are given in the passage; • choose a word or words to sum up a piece of writing; • find and put together several pieces of information to reach a conclusion. 	<ul style="list-style-type: none"> • notice missing capital letters (<i>April</i> NOT <i>april</i>, <i>Mrs</i> NOT <i>mrs</i>); • notice missing full stops; • identify a spelling mistake in adding "ing" to a word (<i>having</i> NOT <i>hoveing</i>). 	<ul style="list-style-type: none"> • use percentages in everyday situations (<i>50% off \$70</i>); • know whether to add, subtract or multiply to solve a problem; • choose the correct notes and coins to give as change. 	<ul style="list-style-type: none"> • estimate measurements in everyday use (<i>How high is this swing in metres? How hot is this day in degrees Celsius?</i>); • compare volumes of several objects made from sets of blocks. 	<ul style="list-style-type: none"> • identify an object using drawings showing different views (<i>from the top or the side</i>); • use compass directions to follow a simple map.
1	<ul style="list-style-type: none"> • follow simple written instructions; • get information from a TV guide, newspaper index or weather forecast; • find one or two pieces of simple information in a short piece of writing. 	<ul style="list-style-type: none"> • recognise the correct spelling in contexts (<i>last week</i> NOT <i>weak</i>); • know that a capital letter is needed in "I got"; • find mistakes that are obvious in speech (<i>"Would you like to take my pet to school?"</i> NOT <i>"Would you like to took my pet to school?"</i>). 	<ul style="list-style-type: none"> • understand four-figure numbers; • understand common fractions like three-eighths; • work out whether to add or subtract when words like <i>less than</i> or <i>altogether</i> are given (<i>How much less than the usual price did she pay?</i>). 	<ul style="list-style-type: none"> • read everyday instruments such as <i>thermometers and watches with hands</i>. 	<ul style="list-style-type: none"> • compare the lengths of paths on maps; • compare the sizes of shapes; • find places on simple maps (<i>Which railway station is at map location C5?</i>).

Note 1: Students in each Skill Band typically have the skills described for that band and the bands below it.

Note 2: More information about the 'Literacy' and 'Numeracy' scales over the page, and about your child's results on the Basic Skills tests, is available from his or her school.

Figure 4

The Australian Language Certificates

The purpose of the Australian Language Certificates is to acknowledge individual success in learning another language and to enhance the status of language learning in schools by providing external recognition of achievement and a sense of individual accomplishment. Every student attempting the Australian Language Certificates's listening and reading tasks will receive a certificate that recognises and records his or her level of proficiency.

These tasks will be designed in such a way that most learners will experience a degree of success and satisfaction from participating, and there will also be tasks to challenge the more advanced students.

Who can participate?

A number of pilot schools in each state and territory will be selected to be broadly representative of state, Catholic and independent schools and of language schools. In 1990 the Australian Language Certificates will be available to students in their *second* full year of learning Chinese, French, German, Italian, Japanese or Modern Greek. These students will usually be in Years 8 to 10. However all students in the appropriate language classes are encouraged to participate.

What tasks will students do?

Students participating in the Australian Language Certificates will undertake both a listening and a reading task. The listening task will involve a pre-prepared voice tape and will last about 10 minutes. The reading task will include a variety of reading materials and will last approximately 25 minutes. Instructions and essential information about the tasks will be provided in English.

What will be expected of teachers?

Teachers will be asked to forward to ACER the number of students participating and to collect a basic registration fee of \$1 per student. They will be mailed sufficient listening and reading materials for their

classes. These tasks will be administered by the teacher and the answer sheets returned to ACER for correction.

Dates

The listening and reading tasks will be administered in schools on the following dates:

- Wednesday 16 May 1990 – French, Japanese, Modern Greek
- Tuesday 21 August 1990 – Chinese, German, Italian

Further information

An insert accompanies this ACER Newsletter circulated to secondary schools throughout Australia, which includes sample materials illustrating the kinds of tasks to be used. All teachers interested in participating are encouraged to complete and return the form on the insert.

The coordinator, Susan Zammit, can be contacted at ACER: 03 819 1400.

THE AUSTRALIAN LANGUAGE CERTIFICATES

1 9 9 0

An initiative of the
Australian Bicentennial Multicultural Foundation
to celebrate and encourage the learning of languages-in-school.

CHINESE



FRENCH



GERMAN



ITALIAN



JAPANESE



MODERN GREEK

These certificates are intended for students in years 8 to 10 in their second year of learning another language



THE AUSTRALIAN
COUNCIL FOR
EDUCATION RESEARCH
LIMITED



AUSTRALIAN
BICENTENNIAL
MULTICULTURAL
FOUNDATION



The University
of Melbourne

The Centre of Philosophy for Children

The Centre, in conjunction with university and college philosophy departments, conducts inservice courses for teachers and other educators (including parents), and also provides introductory awareness sessions and ongoing support to Australian schools implementing Philosophy for Children. Workshops are usually two or three days in length and are either organised by the Centre itself or are sponsored by universities and colleges, departmental regions, school support centres, etc. Workshops and seminars planned for the first part of 1990 include the following:

Sydney: 19–20 April at Sydney University Institute of Education (Marjorie O'Loughlin, 02 660 2855); also 19–20 April at Macquarie University School of Philosophy (San Maccoll, 02 805 8837, 805 8861).

Northern Territory: *Philosophical Inquiry* ('Harry Stottlemeier's Discovery' for use in Grades 6–8) in Alice Springs (March 20–22) and Darwin (March 27–29) (contact Alan Day, 089 89 6236).

Armidale NSW: Contact John Mumford for details (067 73 4211).

Adelaide: Contact Peter Woolcock (08 333 9411).

Perth: Contact Felicity Haynes (09 380 2300).

Brisbane: Contact Lyn English (07 263 6222).

Hobart: Contact Brian Haslem (002 30 7249).

Launceston: Contact Peter Davson-Galle (003 26 0287).

ACT: Contact Frank Sofo (062 52 2265).

Melbourne: *Wondering at the World* ('Kio and Gus', for Years 2–4) 27–29 February at Institute of Education, Melbourne University (03 344 8692, 344 8693). *Ethical Inquiry* ('Lisa', for use in Years 8–10) Fri. 2, 16 March (2.00–9.30),

Sat. 3, 17 March (9.00–1.00) at ACER [\$85, including meals]. *Writing: How and Why* ('Suki', for use in Years 8–11) 7–9 March at Heidelberg School Support Centre (May Leckie, 03 450 0600). *Philosophy in Early Childhood* (up to Year 1) Mon. 23 April, Tues. 24 April (9.00–4.00) at ACER [\$75, including meals].

ACER workshops on *Philosophical Inquiry* ('Harry Stottlemeier's Discovery', Years 6–8) and *Looking for Meaning* ('Pixie', Years 3–5) will also be scheduled. **Please complete and return the form on page 8.**

Newsletter

The Philosophy for Children newsletter has its own mailing list. Please contact the Centre at ACER (03 819 1400) if you would like your name to be added. Becoming an Associate Member of the Centre costs \$15 per year (\$30 for institutions, valid through December 1990). Membership enables you to keep in touch with developments in Australia and worldwide, as well as helping run the Centre.

Awareness sessions

These sessions, held at ACER, include a talk by one or more members of the Centre, and a chance to participate in a demonstration 'community of inquiry'. They are designed for teachers, parents and others interested in finding out what Philosophy for Children has to offer. The 2-hour self-contained awareness session for the first half of 1990 will be on Tuesday 8 May at 7.30 pm.

These awareness sessions do not constitute adequate preparation for teachers intending to teach Philosophy for Children programs.

There is no charge for these sessions but you will need to advise the Centre if you are interested in coming along. Please contact Laurance Splitter at ACER 03 819 1400 for further details.

Australian Adaptation of Stanford-Binet

ACER is pleased to announce the completion of the Australian adaptation of the Stanford-Binet Intelligence Scale – Fourth Edition. The *Australian Manual Supplement* provides information on the modifications that were made for the Australian adaptation, the results of trial testing and general guidelines on the use of the scale in Australia.

Further details and prices are available from Customer Services: 03 819 1400.

The Sunrise Project

The Sunrise Project aims to find out how much difference is made to learning by the student being able to examine a process, modify it and use it frequently in a number of contexts. Computing makes such a facility possible because it provides a dynamic, reconstructible medium. The Project is also interested in investigating if, when and for whom learning might be more effective with this facility.

One Sunrise innovation is concerned with making computers very personal so they can be used, for example, as pencils – not only for serious, structured 'school tasks', but equally for jotting down notes, playing a game, or writing a letter to a friend. The notion of computers as 'dynabooks' was first suggested at the end of the 70s, but the possibility has only now become reality with the first generation of powerful, full computers small enough to be amongst the books and pencil cases.

Two Centres in 1990

Methodist Ladies' College in Melbourne, Victoria, and Coombabah Primary School at Paradise Point, Queensland, will be Sunrise Centres, working with Years 7 and 6 respectively. All students in one class at each school will have the opportunity to develop their understanding and use of dynabooks.

Study: Recent School Leavers

ACER has been commissioned by the Department of Employment, Education and Training to conduct a study on *The labour market relevance of secondary schooling to Year 12 school leavers who are not oriented to higher education*. The rationale for the study lies in the marked increase in school retention rates that has occurred during the 1980s. School populations are changing to include more students who are not necessarily oriented to higher education. There is a need to establish whether schools are catering appropriately for these 'non-traditional' students, especially in terms of maximising their employment opportunities.

The study has three major elements:

1. an analysis of recent school leavers' labour market experiences;
2. an examination of recent school leavers' perceptions of schooling in relation to those experiences; and
3. the linking of this information to the existing research literature and statistical data on school-leaver employment and unemployment.

The project, which is to run from January to June 1990, is funded through the Projects of National Significance Program. Further information is available from the Project Director, Phillip McKenzie, at ACER.

Michael Ryan, newly appointed ACER Senior Research Officer located in Brisbane, will monitor the joint project between ACER and the Queensland Department of Education.

Boxer

The ideas about computers supporting increased learning potential when they become truly personal are, to a large extent, fostered by the work of the Sunrise Boxer Project. Boxer is a new computer language being developed by Professor Andrea diSessa at the University of California at Berkeley. It is now available for use by the Sunrise Project at the Royal Melbourne Institute of Technology in the Advanced Graphics Centre. While it is still not generally available, this system demonstrates the ways in which users might exploit the power of computers when they are able to program the computer as simply as they write stories.

In 1990 the Boxer Project will provide courses for interested educators. In addition to working with school students and teachers, Boxer will be investigated as a computer environment for learning in a joint project between ACER and the Department of Business Information Systems at RMIT.

World Conference for Computers in Education

In July 1990 the Sunrise Project will conduct two major workshops at the Darling Harbour Convention Centre in Sydney: a two-day Lego/Logo workshop with Professor Seymour Papert from the Massachusetts Institute of Technology, and two half-day Boxer workshops with Mike Gigante from RMIT. Students from the various Sunrise Centres and their teachers will work alongside participants as they build Lego models.

Sunrise Project Reports

Carolyn Dowling, from the Mercy Campus of the Institute of Catholic Education, Victoria, will edit four reports per year. These reports will be available by subscription and contain a number of articles in a format similar to ACER's *set* publication.

For further details about the Sunrise Project, the World Conference workshops, the Boxer workshops and the Reports contact the Project Director, Liddy Nevile, at ACER.

ACER Leadership Skills Courses in Parent Education

ACER will be offering six courses during 1990 for people wishing to implement a parent education program. Courses run over three or four days, and are designed to acquaint participants with the content of the program. Group dynamics and group facilitation skills are explored, and there will be a strong focus on experiential learning. All course will be held in Melbourne.

The courses to be offered are:

1. STEP (4 days), 26–27 March and 2–3 April.
2. STEP and The Next STEP (3 consecutive days), 18–20 April.
3. Living in a Stepfamily (1 day), 8 May.
4. STEP/Teen (4 days), 28–29 June and 5–6 July.
5. STEP (4 days), 12–13 and 19–20 July.
6. Group Leadership Skills – General (3 consecutive days), 3–5 October.

For details and bookings, please contact: Joanna Goldsworthy, ACER, 03 819 1400 or toll-free outside Melbourne, 008 338 402 any weekday except Wednesday.

International Literacy Year

15th Australian Reading Association Conference

Social Context of Literacy (7–10 July 1990, Canberra)

The conference will address the following strands:

- Parents, the community and classroom
- Literacy learning as a social process
- Issues in evaluation and assessment
- Adult literacy and literacy in the workplace
- Technology and media in literacy education
- Literacy in multicultural contexts
- Aboriginal literature and literacy
- Literacy education and teacher education
- Gender and literacy

Further information and registration forms are available from: Mrs Gerry Thomas, Registration Executive, Answers Convention Management, 2 Hazelwood Street,

New Farm Qld 4005; Telephone: 07 358 5426; Fax: 07 254 1534.

Seminar

The Right to Read: Publishing for People with Reading Disabilities (17–18 May 1990, Melbourne)

This seminar will be of particular interest to special educators, speech pathologists, social workers and librarians. For further information contact: Disability Services Section, National Library of Australia, Canberra ACT 2600; Telephone: 062 62 1605; Fax: 062 57 1703.

3rd South Pacific Conference on Reading

Making Connections (13–16 January 1991, Rotorua, New Zealand)

For further information write to: The Convenor, South Pacific Conference on Reading, PO Box 42-087, Auckland 5, New Zealand.

Conferences

Queensland Guidance and Counselling Association 6th Conference

Quality Learning in the School Community (17–20 June 1990, Rockhampton, Queensland)

For further information and application forms contact: Col McCowan/John Carroll, PO Box 166, Spring Hill Qld 4004; Telephone: 07 227 6540; Fax: 07 227 6540.

1990 National Conference

Practical approaches to resolving behaviour problems: Programs, implementation and system initiatives (19–22 July 1990, University of Western Sydney)

This national conference for teachers and related professionals has been planned by the Australian Council for Educational Research in conjunction with the Department of Counselling and Disability Studies, School of Education, University of Western Sydney, Nepean. The purposes of the conference are to:

1. provide an opportunity for teachers and related professionals to learn about contemporary Australian educational approaches to the teaching of students who have emotional or behavioural disorders, distinct from or associated with other disabilities;
2. extend the sharing of experience and expertise with interstate and local colleagues that was initiated at the 1989 National Conference; and to
3. disseminate information to a wider audience of teachers and related professionals through the publication of conference proceedings.

This conference will be multidisciplinary with a strong educational focus, and will foster exchange of information, both through interaction at the conference and through publication of the conference proceedings. It will provide an opportunity for those working with children with emotional and behavioural disorders and/or with physical, sensory, and other disabilities in regular or special schools to meet with colleagues from other parts of Australia.

Registration forms and further information are available from Development and Training Division, ACER, PO Box 210, Hawthorn Victoria 3122; Telephone: 03 819 1400; Fax: 03 819 5502.

Ensuring our Future: The Fabric of Childhood in Australian Society

Adelaide 15–17 May 1991

The specific areas of education, health, welfare, law and spirituality will be explored across the economic, multicultural and family environment by a panel of invited national and international speakers. Conference interaction will centre around the major problems which children face today and will highlight the nature of children's services into the twenty-first century.

The conference is sponsored by the South Australian Child, Adolescent and Family Health Service. For further information, contact: Dr Neil Wigg, Conference Secretariat, PO Box 986, Norwood SA 5067; Telephone: 08 236 0410; Fax: 08 236 0434.

Overseas Publications

New from New Zealand Council for Educational Research

Assessing the Difficulty of Reading Materials: The noun frequency method (revised edition) by Warwick B. Elley and A. Cedric Croft – The revised list comprises 2 050 nouns, graded into eight levels on the basis of how frequently they occur in the free writing of New Zealand primary school children. New words introduced in this revision reflect corresponding changes in linguistic usage, greater recognition of Maori language, the advent of computer technology and other obvious influences. (approx. price \$6.50)

Responding Effectively to Pupil's Writing by Anne O'Rourke and David Philips – This is a comprehensive account of the approaches adopted by effective teachers of writing, and reports the results of a one-

year study undertaken as part of the New Zealand Writing Project on behalf of the Department of Education. The aim was to identify effective classroom intervention strategies and methods of teaching writing which would improve the teaching and learning of written expression. The study focused upon ways in which 'good' teachers of writing respond to their students' writing at all stages of the writing process. (approx. price \$22.00)

More Teachers, Fewer Pupils: A Study of the 1:20 Teacher/Pupil Ratio Policy in the Junior School – Few policy initiatives have created as much hope and expectation as the decision to improve the ratio of teachers to pupils in junior classes. The result is an innovative study of the policy from four different angles: how the policy was developed; the reactions of schools to the allocation of staff under the policy; an assessment of the likelihood of better teaching and learning by looking at the experience of Reading Recovery; and a review of the class-size literature to date. (approx. price \$13.30)

Adolescents in Stepfamilies

Can you assist a research program designed to help teenagers in stepfamilies?

Ruth Webber, who has written an educational program for stepparents entitled *Living in a Stepfamily* and a book, *Living in a Stepfamily: Stepparents' Handbook* (both published by ACER), is looking for stepfamilies with a teenage stepchild to take part in this research program. In her research, Ruth intends to send a questionnaire to each of the teenage stepchildren, the custodial parent and the stepparent. All questionnaires will be handled confidentially.

If you are able to assist please contact Ruth Webber at: Department of Psychology, University of Melbourne, Parkville Victoria 3052, or telephone 03 725 9309.

Further details about the *Living in a Stepfamily* program are available from Joanna Goldsworthy at ACER.

The Queensland Test

The Queensland Test (QT) was developed at the University of Queensland in the 1960s, under the authorship of D. W. McElwain and G. E. Kearney.

The ACER is now investigating the possibility of republishing the QT. Before a firm commitment is made to undertaking the additional work involved both in data collection and in republication, we require more information on the number of tests still in use, data (published or unpublished), and likely future use of the test. If you are able to assist please contact Jo Jenkinson at ACER: 03 819 1400.

Keeping in Touch by Margery Renwick – This book makes a good introduction to kindergarten education. Along with the results of the questions and interviews, Margery Renwick discusses the great variety of contact between teachers and parents – through the visits by teachers to children's homes, introductory group pre-entry sessions at kindergartens, and parent-helping. (approx. price \$22.50)

My words: An aid to writing and spelling in junior classes by Cedric Croft – has been developed as a young writer's forerunner to *Spell-Write*. (approx. price \$2.50)

Scottish Council for Research in Education

The following titles are now available:

- *Providing for Adults: The views and policies of providers of education and training* by Carolyn McDonald et al.
- *Process or Product: The teaching of personal and social development in further education* by David Hartley

Continued page 6.

Overseas Publications from page 5.

- *Stress and Teaching: An overview of research* by Margaret Johnstone
- *Discipline in School: A review of 'causes' and 'cures'* by Margaret Johnstone and Pamela Munn
- *So You Want To Do Research! A guide for teachers on how to formulate research questions* by Ian Lewis and Pamela Munn
- *The Quality of Assessments: Case studies in the national certificate* by Harry Black et al.

National Foundation for Educational Research-Nelson

Appraisal of Performance: An aid to professional development by J. L. Jones and J. R. Mathias – This complete system enables schools to introduce a full teacher-appraisal program, based on evaluation of classroom practice and self-evaluation. The model used draws out information for staff development – identifying training needs and preferences. The system comes with photocopy masters for all forms involved.

Other recent titles include:

- *Partially Sighted Children* by G. Corley, S. Lockett and D. Robinson
- *The Hearing Impaired Child* by D. Goldstein
- *'Race' and the Primary School: Theory into practice* by B. Carrington and G. Short
- *The Time to Manage? Department and faculty heads at work* by P. Earley and F. Fletcher-Campbell

All overseas publications are available by the special order system through ACER Customer Services. Full details about the titles are available on request.

Individualised Classroom Environment Questionnaire

Barry J. Fraser

Educators have relied heavily and sometimes exclusively on the assessment of academic achievement which, although important, cannot give a complete picture of the educational process. The *Individualised Classroom Environment Questionnaire (ICEQ)* provides a convenient way of assessing another important but subtle aspect of school life, namely the classroom climate or environment. Although there are many tests which measure student outcomes, the *ICEQ* is one of the very few instruments which assesses the nature of classroom learning environments. The *ICEQ*:

- assesses those dimensions which distinguish individualised classrooms from conventional ones;
- has a form which assesses preferred classroom environments as well as actual classroom environments;
- can be used with either students or teachers to determine if there are differences in the way in which students and teachers perceive their classroom;
- will aid in the evaluation of classroom innovation;
- has been designed to permit ready hand scoring; and
- has a Short Form which can be used to provide a rapid and economical measure of classroom environment, or a more detailed Long Form.

For the convenience of users, photocopy masters for the four questionnaires and the answer sheets are provided in the Manual.

The *ICEQ* will give you the opportunity to discover how students perceive their actual classroom environment and what their preferred classroom environment would be. An understanding of the classroom learning environment will help you as an educator to address the broader needs of your students, and, where necessary, institute changes in order to establish an environment more conducive to the learning styles of your students.

Cat. No. 700CC
Price Handbook including masters \$49.95

February 1990

NEW FROM
A·C·E·R

Literacy for a Changing World

A FRESH LOOK AT THE BASICS

Edited by Frances Christie

Literacy for a Changing World brings together nine Australian scholars of distinction. They argue that schools must explicitly teach the nature of language, and that students must be given clear criteria for, and support in achieving, excellence in controlling the different types of written language used in their various fields of study. Teachers need a clear sense of the changing nature of literacy, of the differences between speech and writing, and of the characteristic patterns of discourse used in the school subjects they teach.

The arguments about literacy are made using examples selected from students' writing and textbooks, and demonstrate in a pleasing way the benefit to education of some selected linguistic research. This book is essential reading for educational policy makers and curriculum writers, as well as for teachers of all levels and disciplines. To be published in June 1990.

Cat. No. 011BK Price \$29.95

Being Numerate: What counts?

A FRESH LOOK AT THE BASICS

Edited by Sue Willis

Numeracy in the classroom is not widely researched in Australia. This book partly redresses the imbalance between the intensity of debate in the community and the amount of published research into the numeracy skills of school children. The implications of redefining numeracy for teaching practice and for student assess-

ment are discussed, and the importance of continuing support for the teachers who introduce reforms in pedagogy is emphasised. In addition, an annotated bibliography, which identifies much of the best literature available on the subject, is included, providing a balanced approach to the ongoing debate.

Being numerate: What counts? is the second in a series of monographs about the compulsory years of schooling. It is an exceptional resource for teachers at all levels, and will be of interest to policy makers, researchers, and indeed anyone involved in education. To be published in June 1990.

Cat. No. 013BK Price \$29.95

Continuing Professional Education

AUSTRALIAN EDUCATION REVIEW
No. 30

Edited by Barrie Brennan

This book is the first to discuss continuing education for Australian professions in the local context. It provides a means for professions to analyse their own continuing professional education, both in its current operation and in its potential to serve the profession.

The approach is cross-professional, and the discussion and issues raised are relevant to all professions. Five professions are discussed in detail: school teaching, the law, accounting, engineering and occupational therapy.

Essential reading for those concerned with determination of policy, the delivery of programs in the professions, higher education institutions and those involved in preservice education of professionals.

Cat. No. 016BK Price \$17.95

Cued Articulation Cued Vowels

Jane Passy

Cued Articulation is an ingenious and original way of cueing the sounds of English. Each of the forty-nine sounds which make up the English phonological system has a separate hand sign which is related to where and how in the mouth the sound is made. The signs are logical and based on sound linguistic theory. *Cued Articulation* is accompanied by *Cued Vowels*, which describes the twenty-three standard English vowel sounds.

Cued Articulation

Cat. No. 004BK Price \$9.95

Cued Vowels

Cat. No. 005BK Price \$9.95

Addressing Behaviour Problems in Australian Schools

SELECTED PAPERS

Edited by Christopher Szaday

The papers selected from the 1989 National Conference on *Educational programs for children and adolescents with emotional or behaviour problems* represent four major themes. The themes addressed are:

- the international legal, philosophical, and theoretical context in which practices will be judged;
- special educational service delivery initiatives in a number of school systems;
- particular educational programs; and
- special educational settings.

Cat. No. 010BK Price \$24.95

Social Studies: In search of a rationale

AUSTRALIAN EDUCATION REVIEW
No. 29

Gerald Johnston

Social Studies: In search of a rationale first seeks to place the present study of society in schools in the historical context of such studies in Australia, the United Kingdom, and the United States of America. Secondly, it argues the case for a sequential curriculum which, whilst acknowledging the need to provide for varying aptitudes and abilities, utilises more fully the available scholarship in the several social studies fields. As well, a number of common misconceptions of the most appropriate means of social studies education are examined, and a number of alternative prescriptions for curriculum reform are suggested.

Social Studies: In search of a rationale will be of particular interest to teachers interested in curriculum development in school social studies, university and college lecturers and curriculum development specialists in this field.

Cat. No. 328BK Price \$14.95

Primary Schooling in Victoria

RESEARCH MONOGRAPH No. 37

*John Ainley, Juliette Goldman,
Rodney Reed*

Primary Schooling in Victoria describes the results of a research study of Year 5 and 6 in government primary schools. Data for the study were gathered from over 3000 students in forty schools across Victoria. Information was obtained about students' views of their school life and their achievements in mathematics and reading comprehension.

Being research based and concerned with primary schooling makes this monograph essential reference for principals, school support centres, teachers' centres and the research/policy community.

Price \$24.95

Standard Progressive Matrices

1986 RESTANDARDISATION

A test of non-verbal reasoning ability, particularly useful where reading or linguistic deficiencies exist. The test booklet contains five sets, each of twelve items, in which the student is required to select from a number of figures the one needed to complete a matrix. Suitable for use with students aged 10 years and over.

	Cat. No.	Price
Test booklet (reuseable)	934VG	\$10.50
Answer Sheets (OMR), pkg 10	993VG	\$3.50
Score key (OMR)	994VG	\$3.00
Interim manual	937VG	\$15.00
Specimen set	938VG	\$28.85

A special issue of the *Psychological Test Bulletin* has been devoted to the Raven's test and is available from Customer Services, price: \$15.00.

Jenkins Non-Verbal Test

1986 REVISION

The *Jenkins Non-Verbal Test* is a measure of general reasoning ability which is based on non-verbal material. It is intended for use in conjunction with verbal measures of general ability or in cases where a verbal measure of ability may be inappropriate, as for example in the case of students from a non-English-speaking background whose knowledge of English may be limited, or in cases where a reading disability or a language handicap is suspected. It is designed to give a non-verbal measure of general ability, and is suitable for use with 9 to 14 year olds.

This revised version comprises seventy-five items, grouped into five sets of fifteen

based on classification, identification of serial order and solution of diagrammatic analogies. Norms are based on representative samples of students drawn from Years 3-8.

	Cat. No.	Price
Test booklet (reuseable)	100BN	\$4.50
Answer Sheets (OMR), pkg 10	600BN	\$3.50
Score key (OMR)	300BN	\$3.00
Interim manual	500BN	\$15.00
Specimen set	000BN	\$22.85

Teachers' Manual for Training Social Skills while Managing Student Behaviour

Lindy Petersen & Anne F. Gannoni

Various studies have suggested that between 5 per cent and 15 per cent of primary-school-age children experience significant social difficulties. Many of these children lack essential social skills to gain peer acceptance and to reach their potential for successful learning and living. The major psychological approaches incorporated in this program are the behavioural and cognitive problem-solving methods which are based on sound theory and research. In the combined approach, children are taught how to think about, evaluate and choose solutions to their social problems before they initiate behaviour.

This excellent resource contains:

- an outline of the theoretical background and the major components of the program package;
- a four-session behaviour management and social skills training program for groups of teachers or coleaders of classroom programs (photocopiable);
- the content of a twenty-four-lesson classroom social skills program for primary school children (6-12 years), with alternative activities for younger and older students (photocopiable);
- the content of a sixteen-lesson classroom social skills program for early secondary school children (12-15 years) (photocopiable); and
- a set of six colourful posters using the STOP THINK DO traffic light motto.

Cat. No. 501HG

Price \$70.00 (includes 6 posters)

The Manual for Social Skills Training in Young People with Parent and Teacher Programmes is also available.

Cat. No. 500HG

Price \$65.00 (includes 6 posters)

1990 Catalogues

NOW AVAILABLE

See order form page 8.

Customer Services
ACER
PO Box 210
Hawthorn Vic 3122

ORDER FORM

Please photocopy

February 1990
Orders 8.40 am-5.00 pm
Phone (03) 819 1400
Fax (03) 819 5502

Title	Cat. No.	Price	Qty.	Total Price

Freight/handling charges		\$
\$3.00 for orders less than \$30.00	Add freight/handling charges	\$
\$5.00 for orders \$31.00-\$100.00		\$
\$10.00 for orders \$101.00-\$1000.00	TOTAL TO PAY	\$
\$20.00 for orders over \$1000.00		\$

NB: Prepayment is required for orders \$30.00 or less *Prices subject to change without notice*

Customer name _____ Account no. _____
Purchase order no. (if applicable) _____ Date _____
School/organisation _____
Address _____

Postcode _____ Telephone _____

Enclosed cheque for \$ _____ or charge to Bankcard Mastercard American Express

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Signature _____ Card expiry date _____

Name (please print) _____

1990 CATALOGUES

Please forward:

Educational Resources Catalogue 1990
Catalogue of Psychological Tests 1990

Name _____

School/Institution _____

Address _____

Postcode _____

ACER NEWSLETTER Multiple Copies

If multiple copies are required for your internal distribution please indicate numbers and correct address.

Copies required

Name _____

School/institution _____

Address _____

Postcode _____

THE CENTRE OF PHILOSOPHY FOR CHILDREN

Please send me details of the following ACER workshops:

- Ethical Inquiry* (2-3, 16-17 March)
- Philosophy in Early Childhood* (23-24 April)
- Philosophical Inquiry* (date to be set)
- Looking for Meaning* (date to be set)

Membership

I wish to become an Associate Member of the Centre of Philosophy for Children and enclose \$15 (\$30 for institutions); valid through December 1990.

Name _____

School/institution _____

Address _____

Postcode _____