

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

School guide for teachers and Insight Administrators in government schools



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Introduction

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

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

The RVEAL assessments are one component of the **Tools to Enhance Assessment Literacy for teachers of EAL students (TEAL)** [assessment resource centre](#), which brings together a range of tools and advice to support effective teaching and learning programs for EAL students. All of the assessment tools are aligned to the [Victorian Curriculum F-10 English as an Additional Language \(EAL\)](#). The EAL curriculum consists of evidence-based content descriptions and achievement standards to support assessment of students' English language development and can be used by teachers to develop learning programs to build on and extend their students' language learning. The EAL curriculum applies to language proficiency that can be demonstrated in all learning areas.

RVEAL is designed for use with EAL learners who are literate in their first language. Students need basic computer literacy as well as sufficient English literacy skills to complete the assessment independently.

For more information on the development of RVEAL, and Frequently Asked Questions (FAQs), visit the [TEAL assessment resource centre](#).



Welcome to Tools to Enhance Assessment Literacy

The TEAL project, launched in 2015, is an online resource for teachers of primary and secondary level students who are learning English as an Additional Language (EAL) in Australia. It brings together a range of tools and advice for the assessment and reporting of the English language proficiency and progress of students within an 'assessment for learning' framework.

STOP PRESS! Check out the fantastic new units of work in the [Annotated units of work](#) section: [Indigenous Superstars](#), [Matilda text study](#), [Minibeasts](#) and [Plants and Gardens](#).

Assessing reading and vocabulary proficiency – advice for teachers

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

EAL learners may recognise words (receptive knowledge) that they cannot yet use correctly (productive knowledge). Hence, some students may perform better in the Reading and Viewing mode of the Victorian Curriculum F-10 EAL than in the Speaking and Listening and Writing modes.

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

How often to administer RVEAL?

RVEAL should be administered no more than once a semester. A suggested schedule is to administer RVEAL at the beginning of the year for diagnostic assessment purposes, for example, and then at the end of the year at report-writing time.

RVEAL is designed to provide a broad curriculum-level assessment of a student's reading and vocabulary skills, that is, B1, B2, C1, C2 and so on. It cannot provide a more granular result to indicate whether a student is at the beginning (.1), consolidating (.2) or achieved (.3) level of a particular curriculum level in the Reading and Viewing mode. If the RVEAL assessment is administered too frequently a student may not appear to have made any progress. For example, a student who receives a B1 result in Term 1 will likely achieve a B1 result in Term 2. A teacher's judgement is required to determine the progress they have made between the beginning (.1), consolidated (.2) and achieved (.3) proficiency levels of the EAL curriculum.

For more information about how to assess and report on EAL students' progress, see [Victorian Curriculum F-10 EAL Reporting Resource](#).

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

Instructions for teachers in government schools

How to access the assessments

Teachers from government schools can access the assessments at any time on the [Insight Assessment Platform](#).

Note: Catholic and Independent schools should contact the Insight Assessment Platform team at insight@education.vic.gov.au for assistance with accessing the assessments.

How to assign the assessments on the Insight Platform

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

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

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

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

Option 1 - Home group teacher assigns RVEAL assessments

Logging in

1. Insight Assessment Platform: <https://www.vcaa.vic.edu.au/Pages/insightplatform/login.aspx>
2. Sector: click **DET**



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

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

Assigning an assessment to your students

Go to *Online Testing > Assign Online Tests*



1. In the **Select Test** section:

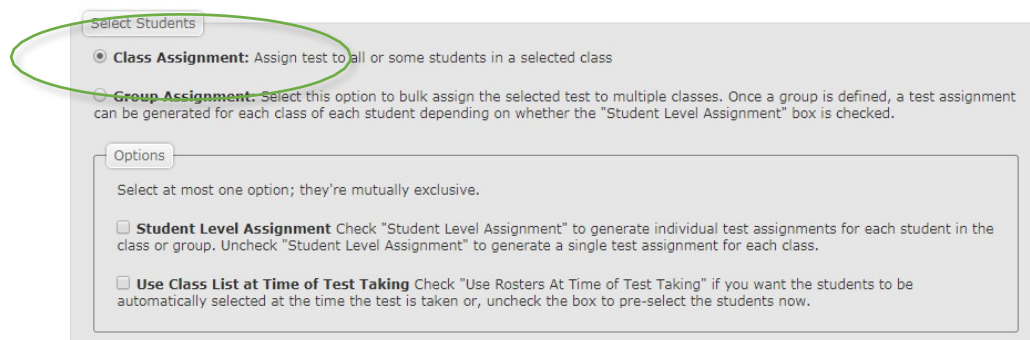
- a. Setting: F-10
- b. Subject: English as an Additional Language
- c. Bank: RVEAL
- d. Test: RVEAL Primary **OR** Secondary **sample**

Tip: It is recommended that students complete the 5-item **sample assessment** first. Some students, particularly in primary school, are not familiar with item types such as 'drag and drop'. Students will then be able to complete the RVEAL assessment independently.

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

Choose **Class Assignment**.

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



3. In the **Options** section:

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

4. Click **Assign**.

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

5. Repeat step **2d** in order to generate a Test Code for the RVEAL assessment.

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

Option 2 – School Insight Administrator creates an ‘ad hoc’ group

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

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

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

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

Once the Insight Administrator has created a group containing your EAL students on the platform, you will be able to assign the RVEAL assessments. Follow the step-by-step instructions outlined in **Option 1**

- **Home group teacher assigns RVEAL assessment** (on page 4 and 5) to assign the assessments to your students.

Option 3 – You become an Insight School Administrator

Your principal can nominate you as a school administrator by completing a short online form. You can request this through the Service Desk (refer to page 12 for the Service Desk contact details).

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

Instructions for Insight Administrators

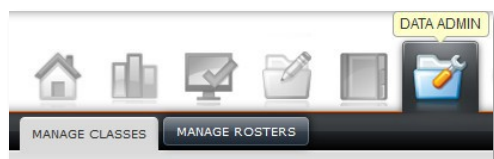
There may be times when schools want to create ad hoc groups combining students from different classes and/or year levels and to allocate those groups to certain teachers. As an Insight Administrator, you can create ad hoc groups to enable teachers at your school to administer the Reading and Vocabulary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

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

To create an ‘ad hoc’ group:

1. Go to **Data Admin > Manage Classes**

Select the teacher you are attaching to the class.



CAUTION: IF ONLINE CHANGES ARE MADE TO STUDENT, CLASS, OR TEACHER INFORMATION, SCHEDULED NIGHTLY STUDENT AND STAFF ROSTER UPLOADS WILL OVERRIDE THIS DATA OR CAUSE DATA EXCEPTIONS WHEN DIFFERENCES EXIST.

School: 0 - Insight Primary School

Teacher: Select Teacher

2. Click on **Add New Class**.

CAUTION: IF ONLINE CHANGES ARE MADE TO STUDENT, CLASS, OR TEACHER INFORMATION, SCHEDULED NIGHTLY STUDENT AND STAFF ROSTER UPLOADS WILL OVERRIDE THIS DATA OR CAUSE DATA EXCEPTIONS WHEN DIFFERENCES EXIST.

School: 0 - Insight Primary School

Teacher: Verne, Jules (Jules Verne)

Verne

Classes + ADD NEW CLASS

Show: 10 - 20 - All

Search:

Manage Class	Name	Term	Manage Students	School
	Prep/IV	2017		0 - Insight Primary School

Showing 1 to 1 of 1 entries

Remove

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

Add Class

Class Detail

Course Name: JVLiteracy

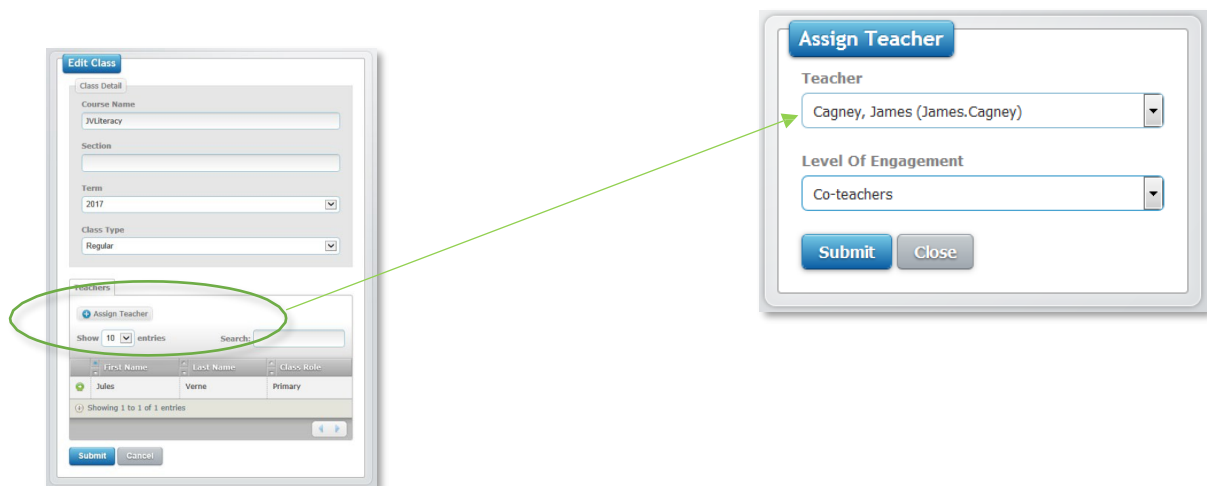
Section:

Term: 2017

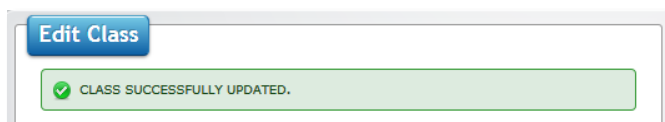
Class Type: Regular

Create Class Cancel

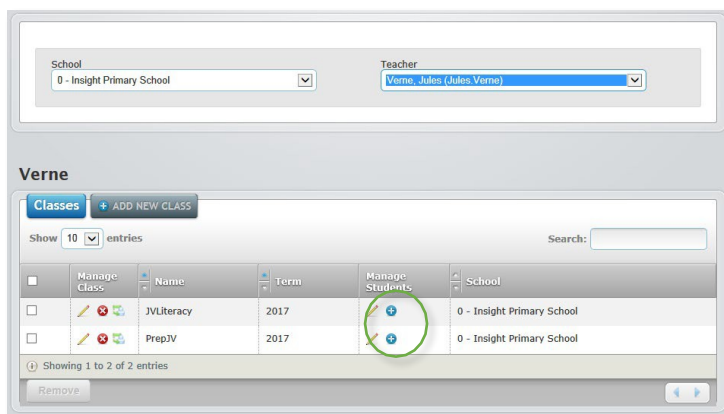
4. Make any final edits. You can swap one teacher out for another by clicking on the green and white arrow icon and selecting another teacher. You can also add a co-teacher by clicking on **Assign Teacher**. In the **Assign Teacher** window, select the teacher's name from the dropdownlist, select **Co-teachers**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



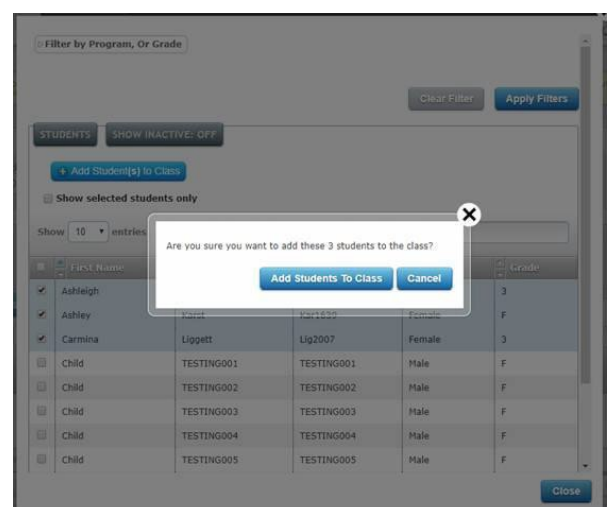
5. Once you have made your final edits, click **Submit**.
6. The window above will remain, but a message will appear at the top to say you have successfully created a class.



7. To add students to the new class, click on **Manage Classes** and select the teacher again.
8. Click on the blue and white 'plus' icon  under **Manage Students**.



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



Making later changes

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

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

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



Administering the RVEAL sample assessment

After you have generated a Test Code for the sample assessment, you can administer the short 5-item sample assessment to your class.

Administering the sample assessment will ensure that students are familiar with the various question formats and enable them to navigate through the assessment. The sample assessment is not graded.

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

Getting students ready for the sample assessment

Explain to students:

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

Follow these steps:

1. Provide students with the URL for the Insight Assessment Platform and the Test Code for the sample assessment. Ensure that they type the correct URL into their browser, or you can send it to them in an email along with the Test Code.

URL: <https://test.linkitau.com>

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

3. Students select their name from the class list that appears. Their name will appear at the top of the screen during the assessment.
4. Remind the students that they can review their answers before they submit them.

Administering the RVEAL assessment

After administering the sample assessment you can administer the RVEAL assessment with your students. Make sure you have the correct Test Code for this assessment.

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

The graded assessment takes between 30 and 40 minutes. You will need to allow extra time for the administration and login process.

Getting students ready for the RVEAL assessment

1. Explain to students that this assessment will be graded and that it will help the teacher understand more about their reading and vocabulary skills and knowledge as well as their strengths and needs as learners. It is important that students do the best they can and try to answer every question correctly.
2. Tell students that the assessment will be completed under examination conditions, or explain it in a way that they will understand; that is, remind them that they are not permitted to use the Internet to look up the meaning of words or find any other information that might help them answer questions during the assessment. They should not help each other with the questions or copy other students' answers.
3. Provide them with the URL and Test Code for the assessment.

URL: <https://test.linkitau.com>

4. Help students to log on to their computers/devices. Ensure that they type the correct URL into their browser.
5. Students input the Test Code. They will see their class list on the screen and then must click on their name to start the assessment.
6. Explain that the assessment is divided into three separate modules of approximately 10 - 12 items each. Students cannot change their responses in a particular module once it has been submitted. Students will be prompted to check their responses before submitting a module.

During the assessment

Supervise the session

- You should not read questions to individual students, explain the meaning of words, or in any way help students to answer a question.
- Monitor the students to ensure that no-one is using a search engine to find answers to questions. Students who finish early may log out. Encourage students to check their

responses in the final module before logging out of the program.

- Have a quiet activity ready for students who finish early.

End the session

Ensure that students log out of the program.

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

Using the assessment data to improve learning

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

Here are some questions you could ask:

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

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

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

RVEAL reports

To access the student reports, return to the Insight Assessment Platform.

1. Navigate to Reporting HTML.



2. Change minimum results to '1'

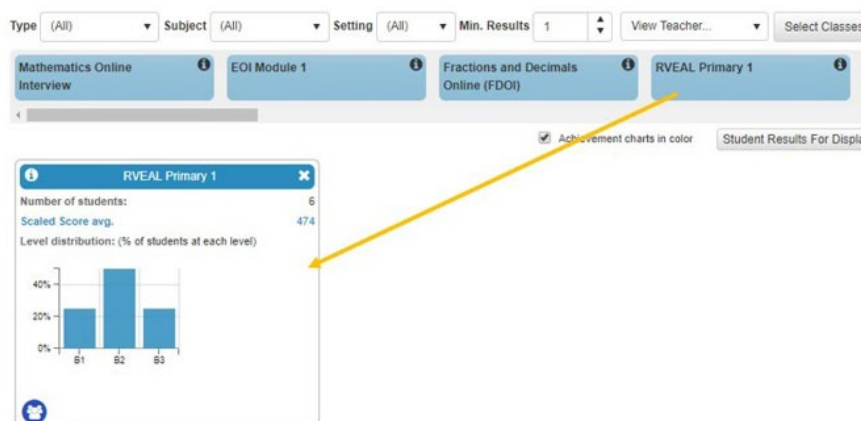
School Explorer

0 - Insight Primary School

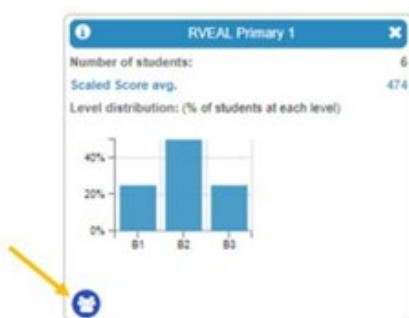
Type (All) Subject (All) Setting (All) Min. Results 1 View Teacher...

Mathematics Online Interview EOI Module 1 Fractions and Decimals Online (FDOI) RVEAL Primary 1

3. Drag the RVEAL assessment into the space below. You will see the class summary of the results in graph form.



4. To see the class level results in table form, click on the class icon.



Student	ID	Date	Scaled	Level
Carlton, Ernell	TEST2021004	Jan 24, 2022	519	B2
Carlton, Ernell	TEST2021004	Feb 10, 2022	693	B3
Crown, Rod	MOI2020071	Feb 10, 2022	656	B3
Joseph, Anushka		Feb 10, 2022	558	B2
Kimmel, Dindy	FDR2018002	Feb 10, 2022	425	B1
Verne, Riley		Feb 10, 2022	386	B1

Note: The Scaled Score is not indicative of a student's performance within the level. A high score within B2, for example, does not mean that the student is at B2.3. RVEAL does not have the capacity to assign a .1 (beginning) or .2 (consolidating) proficiency level.

5. To see individual reports, click on Student Profiles and the student's name.

Select Columns Tag Profile **Student Profiles** Print

Student	ID	Date	Scaled	Level
Carlton, Ernell	TEST2021004	Jan 24, 2022	519	B2
Carlton, Ernell	TEST2021004	Feb 10, 2022	693	B3
Crown, Rod	MOI2020071	Feb 10, 2022	656	B3
Joseph, Anushka		Feb 10, 2022	558	B2
Kimmel, Dindy	FDR2018002	Feb 10, 2022	425	B1
Verne, Riley		Feb 10, 2022	386	B1

Carlton, Erkel (TEST2021004)

Assessment RVEAL Primary 1
Date Feb 10, 2022
Scaled Score 693
Stage B3

Print

Module 1 (1)

1	2	3	4	5	6	7	8	9	10	11	12
✓	✓	✗	✓	✓	✓	✓	✓	✓	✗	✗	✓

Module 2 (2a)

1	2	3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗

Module 3 (3a)

1	2	3	4	5	6	7	8	9	10	11	12
✓	✗	✗	✓	✓	✓	✓	✗	✓	✓	✗	✓

Level

B1	6/7	86%
B2	7/7	100%
B3	15/22	68%

Skill

Diagram/ illustration	1/1	100%
General comprehension	9/14	64%
Linguistic structures and features	1/1	100%
Main idea	0/1	0%
Text structure and organisation	1/1	100%
Word knowledge	16/18	89%

R/V

Reading	12/18	67%
Vocabulary	16/18	89%

Text type

Imaginative	2/6	33%
Informative	6/6	100%
Persuasive	4/6	67%

Item type

Cloze item	2/4	50%
Drag and drop	4/6	67%
Multi-response	2/2	100%
Multiple choice	20/24	83%

6. Hover over each item to see more information about it.

9	10	11	12
✗	✗	✗	✓

Level : B3
Skill : Word knowledge
R/V : Vocabulary
Content description : Vocabulary, preposition
Item type : Drag and drop
Click the question number to see an example

In the pop-up box you will see:

Level: EAL curriculum level - B1, B2, C1, C2 etc.

Skill: drawn from the EAL curriculum

R/V: Reading/Vocabulary

Content description: drawn from the EAL curriculum

Item type: drag and drop, multiple choice, cloze item

Text type: Reading (R) items will be labelled imaginative, informative or persuasive

You can also click on the number to see an example of the item.



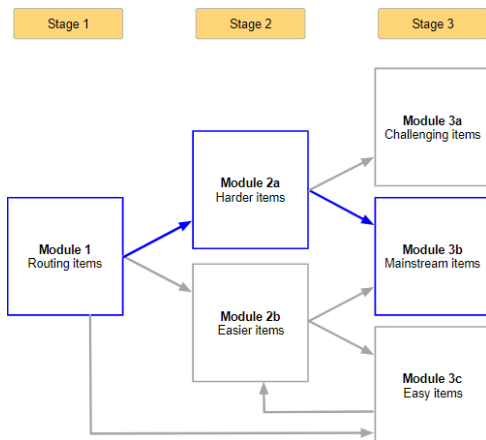
This is an example question

Going to school

Read the words in the list. Drag the correct answer to fill EACH gap. Use each answer only once. One example has been done to help you. There are more words than needed.

to on with from across

7. You will see the student's pathway through the assessment below the profile report.



8. To find out more information about how your class performed overall, click on RVEAL Class Profile and then Tag Profile.

The screenshot shows the 'RVEAL Class Profile' page. The breadcrumb trail is 'Select School / School Explorer / RVEAL Class Profile', with 'RVEAL Class Profile' circled in yellow. The 'Class' dropdown is set to 'POD 1A (2022) (O'Donoghue)'. The 'Assessment Class' is 'RVEAL Primary 1 POD 1A (2022) (O'Donoghue)'. At the bottom, there are buttons for 'Select Columns', 'Tag Profile' (circled in yellow), 'Student Profiles', and 'Print'.

Student	ID	Date	Scaled	Level
Carlton, Ernell	TEST2021004	Jan 24, 2022	519	B2
Carlton, Ernell	TEST2021004	Feb 10, 2022	693	B3
Crown, Rod	MOI2020071	Feb 10, 2022	656	B3
Joseph, Anushka		Feb 10, 2022	558	B2
Kimmel, Dindy	FDR2019002	Feb 10, 2022	425	B1
Venne, Riley		Feb 10, 2022	386	B1

9. Select tag type.

The screenshot shows the 'RVEAL Tag Profile' page. The breadcrumb trail is 'Select School / School Explorer / RVEAL Class Profile / RVEAL Tag Profile'. The 'Assessment Class' is 'RVEAL Primary 1 POD 1A (2022) (O'Donoghue)'. The 'Tag' dropdown is open, showing options: 'Select tag type', 'Level', 'Skill', 'R/V', 'Text type', 'Content description', and 'Item type'. The 'Select tag type' option is circled in yellow.

10. You can then filter the results to find more detailed information about each of the tags. The results are colour-coded.

0 - 19% = red
 20 - 39% = orange
 40 - 59% = yellow
 60 - 79% = light green
 80 - 100% = dark green

Select School / School Explorer / RVEAL Class Profile / RVEAL Tag Profile

Assessment Class: RVEAL Primary 1
 POD 1A (2022) (O'Donoghue)

Tag: Text type

Filters: ☒ All Student Levels ☒ All Text Types ☒ All Item Types

☐ B1 ☐ B2 ☐ B3

☐ Imaginative ☐ Informative ☐ Persuasive

☐ Cloze item ☐ Drag and drop ☐ Multi-response ☐ Multiple choice

Tag	Carlton	Crown	Joseph	Kimmel	Verne
Imaginative	2/6	2/6	0/6	6/9	5/9
Informative	6/6	6/6	9/9	4/9	4/9
Persuasive	4/6	3/6	2/3		

11. Use the filters to see how students at each level performed in terms of the content descriptions, skills, reading and vocabulary items and text types.

Tag: Content description

Filters: ☐ All Student Levels ☐ All Text Types ☒ All Item Types

☐ B1 ☒ B2 ☐ B3

☒ Imaginative ☒ Informative ☐ Persuasive

☐ Cloze item ☐ Drag and drop ☐ Multi-response ☐ Multiple choice

Tag	Joseph
Follow simple written instructions and questions with support (VCEALC267)	1/1
Identify basic purposes and likely audiences of different text types (VCEALA272)	1/1
Identify the main idea in short texts using guide questions (VCEALC346)	0/1
Make and substantiate inferences and predictions when reading or listening to a text read aloud (VCEALC350)	0/1
Understand a range of simple texts based on predictable language structures and vocabulary (VCEALC264)	1/1
Understand the purpose and basic organisational features of simple text types (VCEALL280)	1/1
Understand the relationships between events or ideas in a text (VCEALL362)	0/4
Use key words to understand	

12. For more information about the content descriptions, and ideas for classroom activities, look up the curriculum code, for example, VCEALC267. You will need to Google the code as the copy and paste facility is not available on the Insight Platform when viewing student reports.

Content description VCEALC267

EAL / Level B1 / Communication

Content description

Follow simple written instructions and questions with support

Elaborations

- following simple written instructions or questions, for example 'Open the book to this page'
- responding to familiar, simple written instructions or questions, such as 'Write your name', 'How old are you?'

Code

VCEALC267

Curriculum resources and support



Find related teaching and learning resources in [FUSE*](#)



Find related curriculum resources on the [VCAA resources site](#)

SUPPORT SERVICES for government schools

Technical support is provided by the Service Desk.

Phone: 1800 641 943

Internet: [Service Gateway](#)

Advice on access and implementation is provided by the EAL Unit.

Phone: 03 7022 1837

Email: eal@education.vic.gov.au

Privacy policy

For more information, see: [VCAA Privacy and Collection Notice](#).

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