Part 2: Teacher Assessed Task

Section 1: Teacher Assessed Writing – Years 3 and 5

Introduction

The teacher assessed Writing task is administered and assessed by the classroom teacher. In this task, typically each student will produce a piece of writing which is the result of:

- the presentation of some prompt material
- a discussion arising from this
- the preparation and revision of a draft and
- the writing of a final version.

The work is to be assessed in three categories, derived from the substrands of the English Curriculum and Standards Framework (CSF): Texts and Contextual understanding (TCU), Linguistic structures and features (LSF) and Strategies (S). These categories are explained more fully in the marking guide (see page 42).

NOTE: The marking guide now covers all levels of the C.S.F up to 6 extension. Teachers may award assessments as appropriate for their students. The Strategies marking range remains 0 – 5.
Copies of the Marking Guide for TSU and LSF can be printed from the VCAA website:
www.vcaa.vic.edu.au

The scores should be recorded on the class record sheet provided (see page 41) and then transferred to the student details pages of the centrally assessed task booklets.

The marking guide also contains several examples of marked student work to assist teachers with their assessment, and some unmarked practice pieces.

Task

The task is to produce a piece of writing on **any topic which fits in with current classroom activities.**

Topics used in the student samples on pages 45-55 include:

- My Best Holiday
- A Favourite Memory
- An Unbelievable Discovery
- A Gift
- A Most Peculiar Day

Preparation

- READ these guidelines and the marking guide. It is essential that you become familiar with the marking procedures before starting this task.
- NOTE that you will need to commence assessment when the students start their drafts. On page 41 of the marking guide is a class record sheet which you may photocopy and use, or adapt to your own needs.
- DISCUSS the marking procedures with colleagues if this is possible. The marking guide contains several examples of marked pieces of work (marked only for Texts and Contextual understanding and Linguistic structures and features) and also some unmarked pieces. You may like to trial mark these before you start assessing your own students' work.
- CHOOSE some prompt material. Examples are:
- a theme on which the students are already working (in which case there would be less need for discussion)
- a talk by a guest speaker
- a story
- a picture or other visual prompt.

(**NOTE**: At the end of these instructions, there are some suggestions as to how stories and pictures can be used as prompt materials.)

Assistance

All work done by the students on this task must be completed at school. Computers must not be used, unless provided for students with special learning needs.

- MAKE SURE that classroom resources which students might need are readily available (for example, word lists, dictionaries, writing tools, paper for first drafts).

Timing

The various stages of the task should take about 90 minutes of class time in total. Of this, about 20 minutes should be allowed for the writing of the final version. The work may be done in two or three sessions on one day, or it may be spread over two or three days. The task should be administered at times decided by the school between **21 July and 1 August**.

Administration

A suggestion for administering the writing task.

Stage 1: Planning

- EXPLAIN to the students that they will be doing some writing and describe the process they will follow (that is, discussion, a draft, revision of this draft and a final version).
- INTRODUCE the prompt material.
- DISCUSS the topic as a class or in small groups, according to your usual practice. Students might be given the opportunity to share some thoughts and feelings about the topic, but not to the extent that all ideas are exhausted.

Stage 2: Drafting

- EXPLAIN that the writing may be fact or fiction or a mixture of both.
- ASK the students to commence their drafts. They may consult dictionaries, word lists and other classroom resources, and they may discuss their work with other students.
- OBSERVE AND RECORD the strategies each student demonstrates.
- ENSURE that the students' names are on their drafts. You may like to collect the drafts for safe keeping if there is to be a break before the revision stage.

Stage 3: Revising

- ASK the students to check and revise their drafts, paying attention to spelling, punctuation and expression. Again, they may use classroom resources and discuss their work with others if they wish.
- OBSERVE AND RECORD the strategies each student demonstrates.
- COLLECT the revised drafts if there is to be a break before the writing of the final versions.

Stage 4: Final Version

- ASK the students to write their final versions from their revised drafts, within the allotted time of about 20 minutes. During this time they must work alone.
- COLLECT each student's draft and final copy, making sure all pieces are clearly named.

Conclusion and Marking

- USING the specific categories and criteria contained in the marking guide, assign each student three marks: TCU for Texts and Contextual understanding, LSF for Linguistic structures and features and S for Strategies. (These categories are derived from the substrands in the Curriculum and Standards Framework [CSF].)
- ENTER the three marks onto the class record sheet. How to collect the evidence leading to these marks is explained on page 38-40.

The class record sheet containing students' marks should be retained by the teacher. When the centrally assessed task booklets have been distributed by the Principal:

- TRANSCRIBE each student's scores from the class record sheet to the back page of the centrally assessed task booklet, in the appropriate places. Please use a 2B pencil. If a mistake is made, please erase it completely.

The students' pieces of writing may then be returned to them, retained by you or published.

Using Prompts

1. Stories – A story, familiar or unfamiliar, can be an effective prompt for writing. One useful technique is to ask students to consider an aspect of the storyline, and think about a similar experience. Some suggestions for this are listed below.

Let's Get a Pup Written and illustrated by Bob Graham Walker Books London, 2001	Have you ever had to choose a pet? How did you decide which was the right pet for you? What kinds of things do you enjoy doing with your pet? Write a story about you and your pet.
The Great Escape from City Zoo Written and illustrated by Tohby Riddle Harper Collins Publishers Sydney, 1997	The animals became heroes when they escaped from the zoo. if you were an animal where would you go? How could you avoid being recaptured? Imagine you are one of the animals and tell the story of your escape and adventures.
Grandad's Teeth Written and illustrated by Rod Clements Harper Collins Publishers Sydney, 1997	Grandad thought that his teeth had been stolen. If you were a detective investigating a robbery what would you do? What was stolen? What clues did you find? Write a story about how you solved the mystery.
Rain Dance Written by Cathy Applegate and illustrated by Dee Huxley Margaret Hamilton Books, Hunters Hill NSW, 2000	It hasn't rained for two years. Finally, rain brings a day to remember for this farm family. Farmers have to face many hardships. Imagine you live on a farm and write about a special event or adventure that you will always remember.

2. Pictures – visual materials such as
   - a painting with a strong narrative component
   - a dramatic, mysterious or funny photograph
   - a travel poster
   - a cartoon sequence

   can be used to stimulate students' ideas. The picture below may be photocopied for use. It may be particularly appropriate for the topic *Summertime*.

NOTE: No matter what prompt material you choose to employ, it is suggested that you follow the same general stages as described in the ADMINISTRATION section above.

Teacher's notes:

English Marking Guide

Introduction

This marking guide for the teacher assessed Writing task:

- presents and explains the criteria against which students' writing is to be assessed
- provides several marked pieces of student writing together with reasons for marks assigned
- provides two pieces of writing for trial-marking, with feedback provided in the form of marks assigned by experienced markers and the reasons for the marks assigned.

General Notes

1. Aspects to be marked

Teacher assessed pieces of writing will be marked on three aspects: Texts and Contextual understanding (TCU), Linguistic structures and features (LSF) and Strategies (S).

Texts and Contextual understanding (TCU): This aspect refers to the way in which the text as a whole is developed, sustained and contextually appropriate. Texts and Contextual understanding will be marked only from the finished versions.

Linguistic structures and features (LSF): This aspect refers to word choice, sentence structures, spelling, paragraphing and punctuation, including the contribution these make to the meaning and effectiveness of the whole text. Linguistic structures and features will be marked only from the finished versions.

Strategies (S): This aspect refers to the strategies students employ as they go about the task. These can range from seeking assistance from peers for correct spelling, to sophisticated editing techniques involving addition, deletion and rearrangement of text. Strategies can be assessed only by direct observation. Teachers will make their observations:

- while the children are writing and
- by comparing the revised drafts with the finished versions.

2. Categories for assigning marks

The categories for assigning marks relate to the various Levels in the CSF for English-Writing mode. Standards achieved at lower levels are generally assumed in higher ones.

Texts and Contextual understanding (TCU) and Linguistic structures and features (LSF): The categories for both of these aspects range from "1" to "6 extension", but in each category, there are two sub-categories relating to each CSF Level. For example, categories 1.1 and 1.2 both relate to CSF Level 1.

(Note: it will be seen that below Level 1 on each scale, there is a category labelled "0 – Insufficient to Judge". It is expected that this category will be used rarely, if at all.)

Strategies (S): The categories range from "1" to "5", with "5" representing "Beyond Level 4". There is only one category per CSF level.

3. Performance Indicators

Within each category, there are performance indicators (marked •) which identify some more specific descriptions of writing performance. These are not meant to be treated as checklists, but are intended to direct the marker's attention to the **overall** qualities to be expected within each category. Note that actual performances will rarely fit all of the "on average" sets of indicators; for example, a feature such as paragraphs or punctuation variations may be missing at a middle/high LSF achievement.

4. Expected range of marks

Most scripts will probably fall between early Level 2 and Level 4 of the CSF, that is in categories 2.1 to 4.2 of the marking guide. The categories above this are intended for exceptionally good scripts and only a small proportion of students is expected to achieve these higher levels, although more Year 5 students would be expected to achieve beyond Level 4.

The marking guide is to be used by classroom teachers in the assessment of students' writing. The following procedure is suggested as an appropriate way to use the guide.

Use of the Marking Guide

1. Marking for Texts and Contextual understanding (TCU) and Linguistic structures and features (LSF)

- Read the **'Category Descriptions and Performance Indicators'** on pages 42–43 for familiarisation and relationship to the CSF.
- Read the **'Explanation of Terms Used in the Marking Guide'** below for familiarisation with certain terms in this specific context.
- Read the examples of students' writing (pages 45-53) which have been assessed by experienced teachers and consider the marks assigned and reasons for these marks.
- Read the unmarked practice examples on pages 54-55. Using the criteria on pages 42–43, assign marks in Texts and Contextual understanding (TCU) and Linguistic structures and features (LSF) to each piece.
- Turn to page 56, where marks assigned by experienced markers and reasons for these marks are given.
- Compare these with your own assessments.

2. Marking for Strategies (S)

The way in which students go about the task of writing yields information that can help in the planning of future teaching. This can be accomplished only by direct observation in the classroom and by the comparison of drafts and final pieces of work. Read the **'Category Descriptions and Performance Indicators – Strategies'** on page 44 to become familiar with them and to understand how they relate to the CSF.

Specific Notes About Assigning Marks

1. Because actual performances will rarely fit the "average" category descriptions exactly, you will need to make judgements for the appropriate marks for each aspect of each piece of writing.
2. Take spelling into account in your assessment, but do not allow it to dominate other considerations.
3. Remember that individuals may not develop evenly as writers, and may well receive marks at different levels in the three categories (TCU, LSF and S).

Explanation of Terms Used in the Marking Guide

It is important to understand the use of particular terms in the marking guide. The following explanations will need to be kept in mind when you are marking your students' scripts.

Sentences

For the purposes of this guide, sentences are not defined as the text falling between two full stops, as children often lack the control of punctuation needed to place the full stops and capital letters in the right places. A sentence is defined here as a piece of text which would normally be understood as a sentence, regardless of punctuation. So, consider the following text:

At playgrop I meat Hugh we rode the Bikes there I went to his house to play we went down the slide.
This can be understood as four sentences:

At play-group I met Hugh. We rode the bikes there. I went to his house to play. We went down the slide.

Simple sentences

Most of the sentences written at Levels 2 and 3 are simple sentences consisting of a single clause, and therefore one verb with a subject.

It is important not to be misled by early writers' tendency to string several single sentences together as though they were one. So,

On Sunday my hole family went to the zoo and we went there by tram and we saw loss of animls and my sistr nilly fell in the pool with the seels.

might be read as:

On Sunday, my whole family went to the zoo. We went there by tram. We saw lots of animals. My sister nearly fell in the pool with the seals.

Complex sentences

Complex sentences spell out the logical relationships between elements of the text, and help to tie text together giving it cohesion (see also Linking the Text, below).

Look for a range of connecting words (*when, as soon as, because, since, while, that, who, how*). These usually help to identify complex sentences.

I like home because it is very nice.

This is a complex sentence. It has two verbs (*like* and *is*) each with a subject (*I* and *it*) and a connecting word (*because*).

So is:
Once I got into trouble when I sat next to her because I was talking too much.
Verbs: *got, sat, was talking*
Subjects: *I, I, I*
Connecting words: *when, because*

The best writers use a variety of sentence types, with simple sentences sometimes being used for impact.

Linking the text

Beginning writers typically produce text with a disjointed feel to it. These writers tend not to make use of certain devices employed by experienced writers of English.

At the most basic level linking devices include:
- using pronouns to refer to already-mentioned nouns:
  There was some children they were walking in the park (*they* referring to the *children*)
- *and then* to give a sense of sequence:
  We had lunch and then we had a little play and then it was time for another swim.

More sophisticated ways of linking text include:
- using a range of connecting words (*when, as soon as, because, since, while, that, who*)
  I was climbing the ladder when I suddenly slipped.
- using a different noun, or nouns instead of repeating the original:
  At assembly, the Principal reminded the children about road safety.
  "It's very important," said Mrs Hudson. "It could be your life at stake."
  Last Tuesday the "A" cricket team travelled by bus to Richmond. The players were all keen to win.
- leaving out a word or phrase whose meaning is repeated and therefore understood:
  So he got 5 millon dollers and at midnight went to the laenway and cave the mony to the proson

The pronoun *he* has not been repeated.

Most importantly, linking, at its best, is unnoticeable. Text feels mature and fluent, and flows smoothly and naturally.

Voice

In a piece of writing with a clear voice, a strong sense of the personality or viewpoint of the writer comes through.

It was my first day at PRE SCHOOL and all I saw were faces of young kids I had never seen before.
I met my friend when I was a baby. I think it was friendship at first bite. Because when my Mum and her Mum met, my friend was into biting peoples shoulders and thats egzactly what she did to me.

Class Record Sheet – Writing

Photocopy as required.
Rate each student as 0, 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, etc. **for Texts and Contextual Understanding and Linguistic structures and features.**
Rate each student as 0, 1, 2, 3, 4 or 5 for strategies.

Name	Texts and contextual Understanding (TCU)	Linguistic sturctures and features (LSF)	Strategies (S)

Scores listed should be transferred to the student details pages of the centrally assessed booklets when they are distributed by the Principal.

Teacher Assessed Task

CATEGORY DESCRIPTIONS AND PERFORMANCE INDICATORS

MARK	TEXT AND CONTEXTUAL UNDERSTANDING (TCU)	MARK	LINGUISTIC STRUCTURES AND FEATURES (LSF)
6 Ext	A TEXT CHARACTERISED BY COMPLEXITY OF PURPOSE AND ABSTRACT SUBJECT MATTER • writes complex and thought-provoking texts for specified audiences • reflects on abstract attitudes, values and issues • writes sustained reports or explanations on complex subjects that evaluate as well as inform • able to maintain a consistent point of view when constructing arguments, proposals or presentations • able to use parody and satire to challenge stereotypes • writes task instructions to suit linguistic and conceptual capabilities of a specified audience	6 Ext	A TEXT CHARACTERISED BY COMPLEXITY OF PURPOSE AND ABSTRACT SUBJECT MATTER • controls vocabulary, grammar and syntax to convey abstract subject matter precisely • manipulates or contravenes conventions for stylistic effect • able to maximise the effects of rhythm and tone using punctuation such as dashes, semicolons and ellipsis
6.2	A PRECISE, CONSISTENT AND SOPHISTICATED TEXT • constructs a cohesive and detailed text which considers and accommodates the influence of an intended audience • accurately and consistently adheres to writing conventions and structures according to the style and purpose of the text • consistently shows the ability to speculate, hypothesise, persuade and reflect • effectively and purposefully uses symbols, analogy, irony, repetition etc • effectively synthesises complex and detailed material • consistently and accurately uses specialised vocabulary	6.2	A PRECISE, SOPHISTICATED AND ACCURATELY STRUCTURED TEXT • appropriately and accurately selects particular vocabulary or specialised terms to convey complex issues to an identified audience • controls grammatical structures to construct coherent and authoritative and detailed texts • accurately and consistently uses precise grammar, punctuation, structure and spelling to effectively convey purpose and content to an identified audience
6.1	AN EXTENDED, CONSISTENT AND DETAILED TEXT • constructs a detailed and consistent text which has accurately identified the expectations of the audience • writing conventions and structures required of the text type are consistently and appropriately adhered to • accurately uses specialised vocabulary • effectively uses symbols, analogy, irony, repetition etc • shows ability to hypothesise, persuade and reflect	6.1	A DETAILED, FLUENT AND WELL STRUCTURED TEXT • selects particular vocabulary and terms to convey difficult issues to an identified audience • demonstrates control over grammatical structures to present an accurate, confident and detailed text • demonstrates control over precise grammar, punctuation and spelling to fluently convey purpose and content to an identified audience
5.2	AN EXTENDED, COHESIVE AND CHALLENGING TEXT • selects content carefully and specifically to add interest, impact, detail and accuracy for a specified audience • shows some ability to speculate, hypothesise, persuade and reflect • accurately structures writing to accommodate subject matter, audience and style • experiments with the use of symbols, analogy, irony, repetition etc • shows a specialised use of vocabulary	5.2	A CHALLENGING AND FLUENT TEXT • makes extensive use of complex sentences with embedded clauses and phrases • shows effective control over an appropriately chosen variety of punctuation marks • controls paragraphing in an extended and possibly complex text • displays an extensive vocabulary and uses it appropriately • demonstrates control over spelling of scientific, technical or unusual words • uses structures and grammatical features such as tense creatively and for effect
5.1	AN EXTENDED AND COHESIVE TEXT • selects content to add interest or impact for specified audience • shows some exploration of ideas and issues • shows attention to introduction, main body, conclusion, time, order, plot and development of a resolution • shows attention to orientation, sequence of events, participants and evaluation • can link ideas thematically	5.1	A CONTROLLED AND APPROPRIATE TEXT • makes some use of complex sentences with embedded clauses and phrases • shows some control over a wide variety of punctutation marks • controls paragraphing appropriately according to the demands of the text • displays effective control over vocabulary • demonstrates control over spelling in texts that present some challenging themes and issues • shows some use of structures and grammatical features such as tense creatively for effect
4.2	A SUSTAINED TEXT WITH EFFECTIVE USE OF DETAIL • uses detail to support and enhance the text • writes with a clear "voice" • develops ideas clearly and consistently • reinforces ideas by the use of imagery • can reflect on own statements • uses surprise, suspense or other devices to engage the reader	4.2	MANIPULATING TEXT FOR EFFECT • makes appropriate use of paragraphing • uses punctuation correctly and effectively • can use uncommon tense structures for effect • demonstrates good control over standard spelling • selects vocabulary for precise meaning and effect • consistently demonstrates awareness of audience and purpose

Level		
4.1	**A SUSTAINED TEXT WITH SOME ATTENTION TO DETAIL** • develops ideas in a sustained text • presents an effective introduction as well as a well-developed middle and a conclusion • attempts to use detail for clarity and interest • writes with a developing "voice" • develops ideas, details and events logically • attempts to engage the reader	**DEVELOPING STYLE** • uses a variety of sentence structures appropriately • has reasonable control over a range of punctuation marks including quotation marks • makes some attempt at paragraphing • makes a reasonable attempt to use complex structures • writes with only occasional misspellings of unfamiliar words • experiments with word choice • writes text that is becoming smooth and fluent
3.2	**A TEXT WITH CLEAR DEVELOPMENT** • writes a text that has clear development of ideas and some supporting detail • shows logical and appropriate organisation of ideas • selects and maintains an appropriate text type • writes towards a clear conclusion • selects content that is appropriate for the intended audience	**REFINING A BASIC TEXT** • varies sentence beginnings and uses extended sentences • shows some accurate use of apostrophes and quotation marks to enhance text • uses correct spellings more than misspellings • selects vocabulary that is appropriate for audience and purpose • links text with occasional sophistication and uses a variety of conjunctions
3.1	**A SIMPLE CONNECTED TEXT** • writes an organised text that shows understanding of the task • includes information on several aspects of the topic • presents a number of ideas and links them appropriately • demonstrates some development of ideas • selects content with some sense of audience	**MOST BASIC CONVENTIONS CONTROLLED** • demonstrates control over sentence structure • has some control over common punctuation marks such as commas, exclamation marks and question marks • has some control over spelling of familiar words and attempts to spell unfamiliar words • is beginning to use vocabulary with an awareness of purpose and audience • has some control over grammatical features such as noun-verb agreement, tense consistency and noun-pronoun agreement
2.2	**A BASIC TEXT GIVING SOME RELATED IDEAS ABOUT THE TOPIC** • writes text that is readily interpretable and shows some organisation of content • writes a simple text that shows some understanding of the demands of the task • presents two or more ideas in logical sequence • writes with little sense of audience	**USING BASIC CONVENTIONS** • uses simple sentence structures and may use some compound and complex structures • uses capital letters and full stops correctly in most cases • spells high frequency words correctly most of the time • uses a range of vocabulary relevant to the topic • uses pronouns, conjunctions or adverbial phrases to link ideas
2.1	**A BASIC TEXT** • writes text that is generally interpretable but may have to be read more than once or read aloud • can produce a brief response on a topic that is familiar to the writer • communicates some ideas but with little or no development • lists ideas rather than interrelating them	**WRITING INTELLIGIBLY** • uses some proper sentence structures • uses capital letters and full stops correctly in some cases • uses approximations of conventional spelling as well as some correct forms • introduces some vocabulary related to the topic
1.2	**STARTING TO COMMUNICATE IN WRITING** • writes symbols that convey some meaning to the reader • write some recognisable words that may or may not be related to the topic • presents a simple idea	**STARTING TO USE THE CONVENTIONS OF WRITING** • writes from left to right and from top to bottom of the page • forms letters of the alphabet correctly in most cases • leaves space between words or word-like clusters • uses some known or copied words • attempts to use some basic punctuation
1.1	**THE BEGINNINGS OF WRITING** • writes symbols whose meanings are not clear to the reader	**EXPERIMENTING WITH WRITTEN SYMBOLS** • presents a mixture of invented and conventional letter shapes, numerals or other symbols • uses no recognisable word-like clusters
0.0	BELOW LEVEL 1 CRITERIA	BELOW LEVEL 1 CRITERIA

CATEGORY DESCRIPTIONS AND PERFORMANCE INDICATORS – STRATEGIES

| MARK	STRATEGIES
0	**INSUFFICIENT TO JUDGE** • no evidence of strategies in writing behaviour, or in draft and final copy
1	**EXPERIMENTS WITH AND PRACTISES WAYS OF REPRESENTING IDEAS AND INFORMATION USING WRITTEN SYMBOLS** • grips writing implement effectively • uses letter shapes, numerals or other symbols from a variety of sources to construct a message • attempts to write text while saying a word/words aloud
2	**BEGINS TO PLAN AND REVIEW OWN WRITING** • attempts to organise ideas before writing • attempts to spell unfamiliar words by using a range of strategies, including reference to known patterns • refers to a variety of sources such as spelling lists, dictionaries, computer checks and wordbooks to confirm spelling • writes in a generally legible style • re-reads and reflects on own writing and makes corrections to clarify meaning
3	**USES SOME STRATEGIES FOR PLANNING, REVIEWING AND EDITING OWN WRITING** • plans ideas before writing • uses new words though unsure of spelling • adds information in response to suggestions • reviews own text to clarify meaning • uses a range of strategies to revise writing and check spelling • presents writing in a legible and attractive format
4	**USES A VARIETY OF STRATEGIES FOR PLANNING, REVIEWING AND EDITING OWN WRITING** • plans and drafts writing using a variety of techniques such as making notes, crossing-out, cutting and pasting, using carets or arrows • uses sources confidently to find correct spelling and meaning and to revise text • edits text for clarity and effectiveness
5	**DRAWS ON A RANGE OF PLANNING AND REVIEW STRATEGIES THAT ASSIST IN EFFECTIVELY COMPLETING PARTICULAR TASKS** • plans writing carefully, identifying audience and purpose • proofreads drafts carefully and accurately • reviews writing to ensure that content and linguistic features are consistent with text type

Marked Examples

The following pages contain examples of students' writing which have been marked by experienced teachers. Note the reasons given for the various marks.

These examples illustrate the levels which most Year 3 and Year 5 students can be expected to achieve in each of the two categories. Marks and explanations are included at the end of each example.

Two extra examples are on pages 54-55 for you to practise your marking. Compare the marks that you give with those assigned by the teachers who marked the other samples in this guide. These marks and the reasons for assigning them can be found on page 56.

---

1. Topic: My Best Holiday
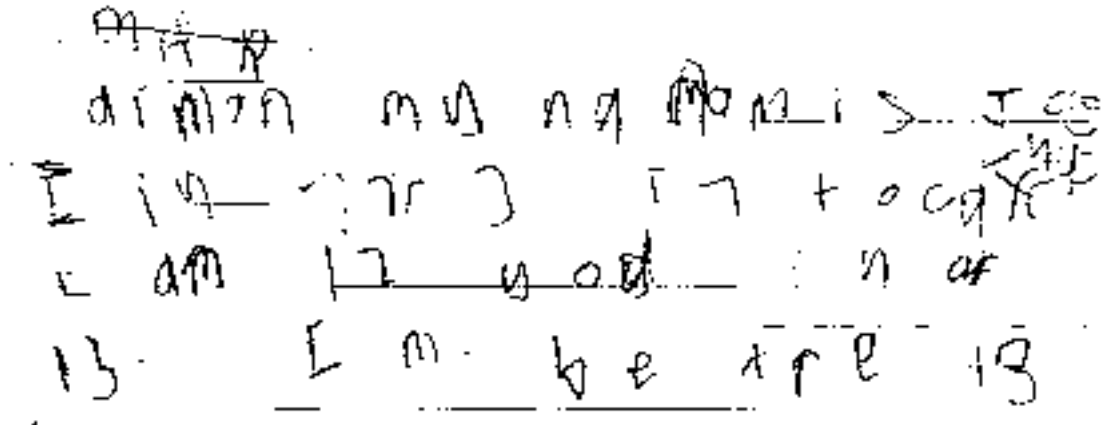
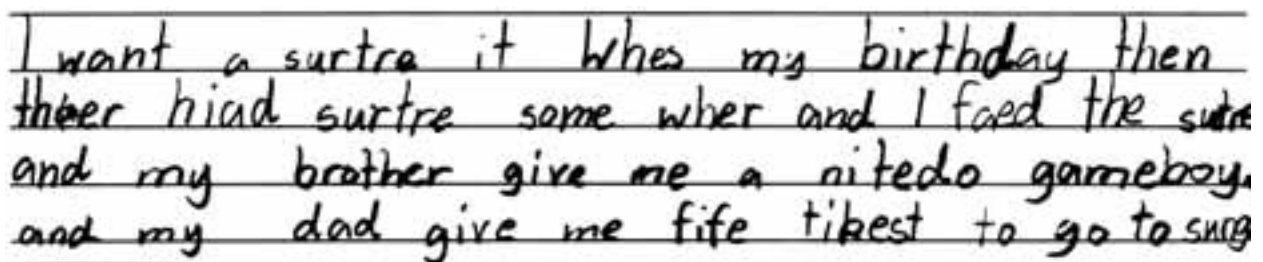**Texts and Contextual understanding: 1.1**
THE BEGINNING OF WRITING
Writes symbols whose meanings are not clear to the reader.

Linguistic structures and features: 1.1
EXPERIMENTING WITH WRITTEN SYMBOLS
Presents a mixture of invented and conventional letter shapes, numerals and other symbols.

---

2. Topic: A Gift

Texts and Contextual understanding: 1.2
STARTING TO COMMUNICATE IN WRITING
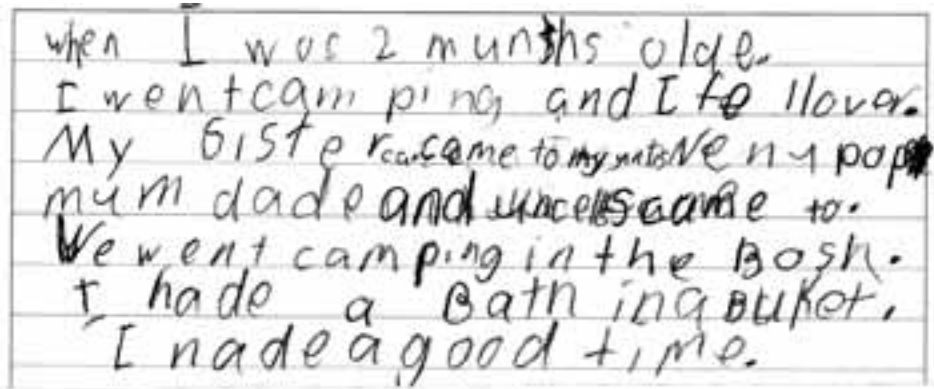The written symbols convey some meaning to the reader.

Linguistic structures and features: 1.2
STARTING TO USE THE CONVENTIONS OF WRITING
The writing shows an understanding of the left to right convention and of the need to space words.
Some spelling is recognisable.

---

3. Topic: A Favourite Memory

> when I was 2 munths olde.
> I went camping and I fe llover.
> My sister came to my natoVe n y pop
> mum dade and uncessaame to.
> We went camping in the Bosh.
> I hade a Bath in a buket.
> I nade a good time.

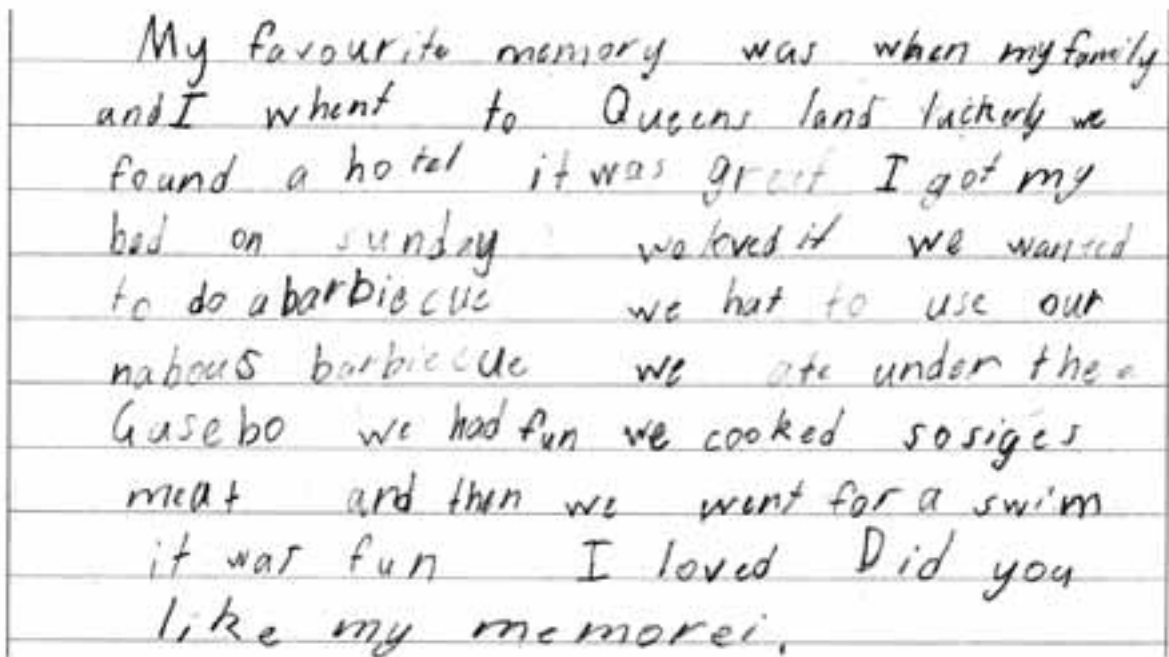**Texts and Contextual Understanding: 2.1**
A BASIC TEXT
A brief response on a topic that is familiar to the writer

Linguistic Structures and Features: 2.1
WRITING INTELLIGIBLY

The writer uses some proper sentence structures.

4. Topic: A Favourite Memory

> My favourite memory was when my family
> and I whent to Queensland lackerly we
> found a hotel it was greet I got my
> bed on sunday we loved it we wanted
> to do a barbiecue we hat to use our
> nabours barbiecue we ate under the
> Gasebo we had fun we cooked sosiges
> meat and then we went for a swim
> it was fun I loved Did you
> like my memorei,

Texts and Contextual understanding: 2.2
A BASIC TEXT GIVING SOME RELATED IDEAS ABOUT THE TOPIC.

The writer presents two or more ideas in logical sequence.

Linguistic structures and features: 2.2
USING BASIC CONVENTIONS
The writer uses simple structures and may use some compound and complex structures.

5. A Most Peculiar day

A most peculiar day

One day when I woke up, I saw an alien but I must have dreamt it. I walked downstairs and ate some cereal for breakfast but it was soggy, and when I got to school our teacher wasn't there, our teacher was sick. The day was boring and slow, it was the worst day ever.

Finally the bell rang and I went home. I had sausages for a snack but there was no sauce. I quickly ate my snack because I wanted to read my book, but I couldn't find my book anywhere so I started on my homework. I was no where near finish so I had dinner instead.

Today was Friday so there was supposed to be Sabrina on but there wasn't. They replaced Sabrina with an aircraft show! (pathetic) I went to sleep early and hoped tomorrow was a better day.

Fortunately it was better.

Yesterday was such a peculiar day.

Texts and Contextual understanding: 2.2
BASIC TEXT GIVING SOME RELATED IDEAS ABOUT TOPIC
A text that is readily interpretable and shows some organisation of content.
The writer presents two or more ideas in logical sequence.

Linguistic Structures and Features 3.1
MOST BASIC CONVENTIONS CONTROLLED
The text shows control over sentence structures.
The writer is beginning to use vocabulary with an awareness of purpose and audience.

7. Topic: A Favourite Memory

When I was in play group, we went to the Koala park and we saw koalas. It was feeding time when we got there, we couldn't see the koalas becase we were to small so we got on the rock bench behind us. And then we got to see them. Some of my friends I remember are Bronty and Rachal. Next we saw kangaroos we got to feed them, I was a bit nervous. They were hopping around every where. After that we went home. Memories are so special because they remind you of things and friends you meet along time ago.

Texts and Contextual understanding: 3.1
A SIMPLE CONNECTED TEXT
The writer includes information on several aspects of the topic.
Linguistic structures and features 3.2
REFINING A BASIC TEXT
The text has various sentence beginnings and uses extended sentences.

8. Topic: An Unbelievable Discovery

When I went to the attic I found a very old wooden box at the corner. I opened it up and I saw a very nice shiny thing. I picked it up and it was a ring. It had a dimond at the midde and it was shing gold. It could also fit me but I didn't want it. I tried to fit in the box but I was too big. And then I remembered it was my mum birthday so I put un a tissue and wrapped it up then when I went home and then I said "happy Birthday" and gave her the ring she was so happy to see it. So she gave me a big hug and said thankyou. We were a poor family and so my mum said "we should sell it so we become rish" I agreed. And we sold the ring for $99,999,999,000.⁰⁰ and we were so rish I could go to school because my mum usually teaches me like she is my teacher. Now we bought a proper house with 2 bedrooms a big bathroom and a huge lange room close to the kitchen. Mum was so happy she said this is the most best birthday I ever had. We were all so happy than ever all because of me.

Texts and Contextual understanding: 3.2
A TEXT WITH CLEAR DEVELOPMENT
The text shows logical and appropriate organisation of ideas.

Linguistic structures and features: 3.2
REFINING A BASIC TEXT
The writer uses various sentence beginnings and uses extended sentences.

9.   Topic: My Most Peculiar Day Ever

One day I was walking to the park. It was a windy day and the grass blew in harmony with the singing wind. I went to the swings and sat down on one. It was cold and un-welcoming, something about this park was not right. My Dad had warned me about council built parks, sometimes they took short cuts here and there. I rocked slowly on the swing looking out onto the beach, it was a cold day, no one was at the beach, or, was there? Suddenly I spotted a girl, she was about my age and the water was way past her chest. I stared at her, she seemed fine at the moment, slowly breaststroking her way back inwards. Then, it happened, she was caught, struggling in a rip. I knew what to do. I jumped up and ran to the beach. "Don't panic," I yelled. "Swim side-ways," she swam and got out! "Stay there," I said, relieved. I ran to get a life-guard. He saved the girl and warmed her. I slowly went home to tell mum about my peculiar day.

Texts and Contextual Understanding: 4.1

A SUSTAINED TEXT WITH SOME ATTENTION TO DETAIL

The writer develops ideas in a sustained text and attempts to use detail for clarity and interest. Writes with a developing "voice".

Linguistic structures and features: 4.1

DEVELOPING STYLE

The text has variety of sentence structures appropriately used.

The writer experiments with word choice such as 'grass blew in harmony', and writes text that is becoming smooth and fluent.

10. Topic: An Unbelievable Discovery

Hi I'm Sarah we have moved into this old house with my family. I don't see why we had to move in here It's old and I have to go into the attic. I start to look around, everything is covered in dusty sheets. Except an old wooden box maybe gold would be in there. I opened the lid. Oh I said to myself in disapointment. It was an old Ripped sheet of paper. I aimed it for the waste paper basket, I missed so I went to pick it up. It was a map! A treasure map. I'm going to be rich I said, maybe this place isn't that bad. I'll go look for the treasure. I snuck out the window. I needed to walk ten paces north. This map is hard to read I thought too bad they didn't have computers. Now five paces west. Oh no the land must have changed over the years. A house was in my way. I was not pleased because it would stop me becoming rich and famous. Oh well here goes nothing as I climbed the fence into their yard and found myself face to face with a black dog. He wasn't happy so I ran (I don't why) into the house then escaped out an up stairs window. Safe! I'm going to call it a day. Too much excitment. On my way home I helped a girl called Anna get her kite out of a tree since I'm a good climber. We became good friends. Some times friendship is better than fame and fourtune!

Texts and Contextual understanding: 4.2
A SUSTAINED TEXT WITH EFFECTIVE USE OF DETAIL
The writer can reflect on own statements.

Linguistic structures and features: 4.1
DEVELOPING STYLE
The writer makes a reasonable attempt at complex structures.

11. My Favourite Memory

My favourite memory was when I went to America and Canada. The plane trip took agers but when I started to see land it was fasinating. The sunset drifted around the windows and the mist filled the air. When we were in Canada the birds were chirping happily. Then we looked at the fasilities they were amazing. I wondered how they kept so green and fresh. That moment whilst I was staring a huge fat came hopping by it was cute and fluffy. My mum came up to me and said "Come look theres a squirrel." I hurried off with my mum there sitting on the moist ground was a squirrel. It had a brown bushy tail and looked kind of like a mouse. I thought it was cute. My mum said there are also black ones. A couple of days later my mum dad and me went to Niagra Falls. It looked like a city. We found our holiday home we were staying in. There stuck! on the side of the wall looking over the dining table was a dead peacock. I got a fright at first but it was beautiful.

The next day we went on the Maid of the mist which is a tour going around Niagra Falls. We had to wear specid raincaats. My mum and Dad got drenshed. I only got a bit wet because I was short. We came of the boat luckly it was sunny. Then we packed and went home.

Texts and Contextual understanding: 4.2
A SUSTAINED TEXT WITH EFFECTIVE USE OF DETAIL
The writer uses detail to support and enhance the text.

Linguistic structures and features: 4.2
MANIPULATING TEXT FOR EFFECT.
The writer uses punctuation correctly and effectively.

12. My Favourite Memory

I have always loved my old Great Grandfather Bernard's house. I did not know why, but I always felt warm and safe inside it. Somehow Great Grandfather knew that I loved its mysterious ways and its rustic finish of a house of many generations ago. I had learnt to reach into its inner depths and in some humanly possible way connect with it. This is why Great Grand Father Bernard left it to me in his will when he died.

I set out to explore the house while the funeral was being set up outside underneath the overcast sky. I gazed out one of the dusty upper floor windows and saw gloomy people in black, half mourning, half reluctant that they had come to this sad occasion. I turned away from their gloominess and felt an urge to explore the dusty, crowed attic. I reached the wooden ladder and began to climb the creaking path. I reached the attic and slowly looked around as my eyes adjusted to the dim light. One object caught my eye. It was a magnificently carved, claw footed wooden chest. I creeped over through the musty air and saw a small gold plate; on it was engraved 'Bernard and many more to come.' I did not know what this meant but I thrust open the chest and gaped.

What lay inside I never would have guessed. There, in the forgotten attic of a dusty old mansion, lay a living, breathing town of people. I had unlocked a portal to another dimension.

Texts and Contextual understanding: 5.1

AN EXTENDED AND COHESIVE TEXT
The writer selects content carefully to add interest or impact for a specified audience.

Linguistic structures and features: 5.1

A CONTROLLED AND APPROPRIATE TEXT
The writer displays effective control over vocabulary.

Practice Examples

1. Topic: My New House

When I was younger I remember looking at how my house was built. It was very interesting to see it built. I remember how my family had to walk on mats to get into the house because the ground was very mudy. I liked to watch the tennis court being made. They used special tools to make the ground smooth. Then they painted it. At school I normaly wrote what part of the house had been put on.

The person who owned the group was called Michel and he was very friendly. He gave us the plans of the house and my dad told me where everything was going to be

My family used my grandads old traler to get some of the light things into the house and the people with the removal van moved the rest. Sometimes I went with the family but late at night my mum and dad went with the traler.

The house was a lot bigger than the house that I was already living in and we were going to let some tenints live in the old house.

I enjoyed to see the house built. It took a long time to build so I watched it being built a lot. When the house was still being built I wasn't aloud to go upstairs because they were still working on it.

When the house was finished I was very excited and liked the house a lot more than the old one.

2. Topic: The Box in the Attic

Once upon a time I lived in very old house. One day I went into my attic and I found an old wooden box. I carefully lifted the lid and there was nothing in there. I hopped inside the box and the box took me some. where I have never been or heard of before It was like a whole different world. In that world there was a waterfall and lots and lots of beautiful blossum trees and a river too. Beside the river there was a rock, on the rock was a paintbrush I painted something on the rock and it came alive. It was a MAGIC paint brush!. Then I painted my very old house and I walk inside and that was the last time I ever saw that world.

Marking of Practice Examples

1. My New House

   Texts and Contextual Understanding: 4.1
   SUSTAINED TEXT WITH SOME ATTENTION TO DETAIL

   The writer presents an effective introduction as well as a developed middle and conclusion.

   The writer develops ideas, details for clarity and interest.

   Linguistic Structures and Features: 4.1
   DEVELOPING STYLE

   The writer uses a variety of sentence structures appropriately.

   The writer writes text that is becoming smooth and fluent.

2. The Box in the Attic

   Texts and Contextual Understanding: 3.2
   A TEXT WITH CLEAR DEVELOPMENT

   The writer selects and maintains an appropriate text type.

   The writer shows organisation of ideas.

   The writer writes toward a clear conclusion.

   Linguistic Structures and Features: 3.2
   REFINING A BASIC TEXT

   The writer varies sentence beginnings and uses extended sentences.

   The writer uses correct spellings more than misspellings.

Section 2: Teacher Assessed Mathematics – Years 3 and 5

Introduction

This mathematics task measures the students' performance against CSF outcomes from Levels 2 to 4 in the Measurement strand.

- Prior to administering the student task, the teacher will perform demonstration activities in front of the whole class. The students will then work on the task, which involves activities similar to those demonstrated.

- The teacher assesses the students' work using the marking guide (see pages 65-69). A practice example is included on pages 70-71 for teachers to use as a trial assessment before assessing students' work. Marks given and the reasons for assigning them can be found on page 72.

- Student's scores should be recorded on the sheet provided (see pages 73-74) and then transferred to the student details pages of the centrally assessed task booklets after they have been distributed by the Principal.

Both Years 3 and 5 students perform similar tasks. The first three pages are the same for both year levels. Year 5 students have an additional page to complete.

Preparation

Before administering the task, teachers should:

- CHECK that there are sufficient materials
- READ the administrative instructions
- BECOME familiar with the task
- READ and become familiar with the marking guide
- PHOTOCOPY or adapt the class record sheet
- PREPARE and rehearse the teacher demonstration
- ENSURE that each student has sufficient working space, a spare piece of paper, a pencil and a ruler. An eraser and a sharpener may also be required.

Timing

The teacher demonstration has a time allocation of 10 minutes.

The student task has a time allocation of 30 minutes for Year 3 and 40 minutes for Year 5.

Assistance

All work done by the students on this task must be completed at school. Students should be encouraged to complete the task independently. Teachers should not impose rules or comment on the accuracy or adequacy of the performance during the task. Teachers will be able to help the students if they forget what they have to do.

In the teacher demonstration activities, the teacher will show the students how to respond to the test items.

For the teacher demonstration you will need a pen, a piece of paper, and a blackboard and chalk (or a whiteboard and marker).

DO THIS DEMONSTRATION ONCE ONLY.
Make sure that all students can clearly view the teacher demonstration.

Read the spoken instructions to students as you proceed through the task. Spoken instructions are in shaded boxes.

• **SAY**

> **You have a number of tasks to complete on your maths sheet. I am going to demonstrate some of the activities you may need to do to complete the worksheet.**

ACTIVITY 1

• DRAW on the board a large copy of the picture shown left. Make the tree 4 to 5 times as tall as the person. A stick-figure person is acceptable.

• SAY

> **This picture shows a person beside a tree. About how many people tall is the tree in the picture?**

• RESPOND to the class.

• SAY

> **You can measure things in different ways.**
>
> **I am going to measure how tall the tree is using a piece of paper.**
>
> **First I will mark on the paper the height of the person in the picture.**

• PLACE a piece of paper beside the picture of the person and draw a mark on the paper.

• SAY

> **Now I will use this to measure how tall the tree is.**
> **I will mark off one person at a time.**

• DRAW on the board marks for each person's height, starting at the base, using the paper length.

• DISCUSS with the class how many people tall the tree is.

ACTIVITY 2

• DRAW or DISPLAY this grid and the list of activities and times.

9   10   11   12   1   2   3

TIME

(i)   Library reading: 10 o'clock to 11 o'clock
(ii)   Lunch: 12 o'clock to 1 o'clock
(iii) Bell: 1 o'clock

• SAY

> **This grid shows each hour of a school day. I am going to fill in a timetable for the day with some activities that were planned for a class. The activities that were planned were**
> • **10 o'clock to 11 o'clock library reading**
> • **12 o'clock to 1 o'clock   lunch**
> • **1 o'clock   bell**

• WRITE "library reading" and "lunch" in the correct spaces in the timetable, and "bell" above the gridline for 1 o'clock.

• SAY

> **It is important to write the word for each activity in the space, eg. you must write "lunch", not (ii).**
> **You may write "library" if there is not enough room for "library reading" but the meaning must be clear, "L" would not be clear.**

EACH student will need:

- a grey lead pencil and a ruler
- an eraser and sharpener (optional)
- a spare piece of paper for working or measuring
- a student worksheet, and
- a book or another activity for early finishers.

- DISTRIBUTE the worksheets to the students. You will need a few extra copies of the worksheet for any student who needs to use another one.

- SAY

> **Please don't start your work until you are told. Look at the front page of your test worksheet and find where you need to write your name. Print your first name and your last name on the line.**
>
> **Now I will read through the worksheet while you follow on your copy.**

- READ through all of the worksheet.
  NOTE: YEAR 3 STUDENTS MUST COMPLETE ONLY THE FIRST THREE PAGES OF THE WORKSHEET.
  YEAR 5 STUDENTS MUST COMPLETE ALL FOUR PAGES OF THE WORKSHEET.
- ASK students if they have any questions. Answer these by referring to the demonstration activity. DO NOT provide answers for the student task other than by reading the appropriate instructions on the worksheet.
- SAY

> **If you make a mistake rub it out or cross it out and try again. Always make sure that your work is easy for me to understand.**
>
> **While you are working I will be able to help you if you forget what to do. I will also be able to help you with words, but I cannot tell you the answers.**
>
> **If you finish early, I want you to do some quiet work. You will have 30 minutes (Year 3) or 40 minutes (Year 5) to complete as much of the work as you can.**
> **You may start now.**

- WAIT for the students to finish. They do not have to finish the task, but rather do as much as they can in the allocated time.

After the task

- COLLECT the students' worksheets.
- MARK the students' work using the marking guide provided. The same marking scheme is to be applied to both Year 3 and Year 5 students for the first section. If Year 3 students attempt the Year 5 section, DO NOT record a mark for these students. As you mark each student's work you may wish to record the mark for each activity on the class record sheet provided.

Once you have marked and checked all the students' work, these marks must be transferred to the student details page of the appropriate student's centrally assessed task booklet. A separate mark must be recorded for each score (see pages 25 and 26 for annotated examples of student details pages).

AIM 2003 YEAR 3 AND YEAR 5
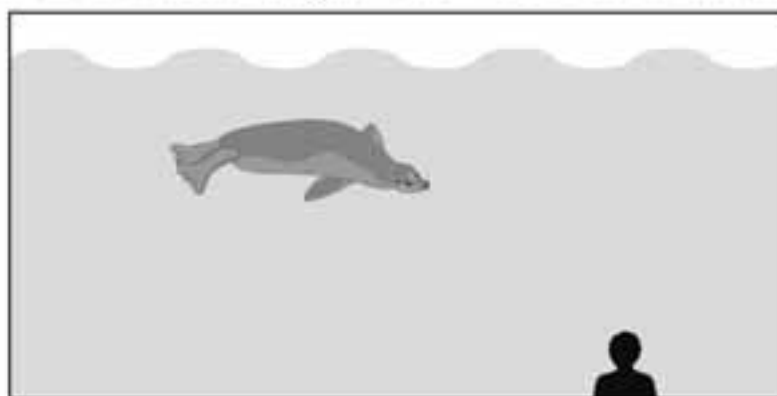## Student Worksheet - **Mathematics**

Name: _____

⭐ 1 The Cityville Zoo includes displays of these animals.

Eagle

Elephant

Butterfly

Lion

Giraffe
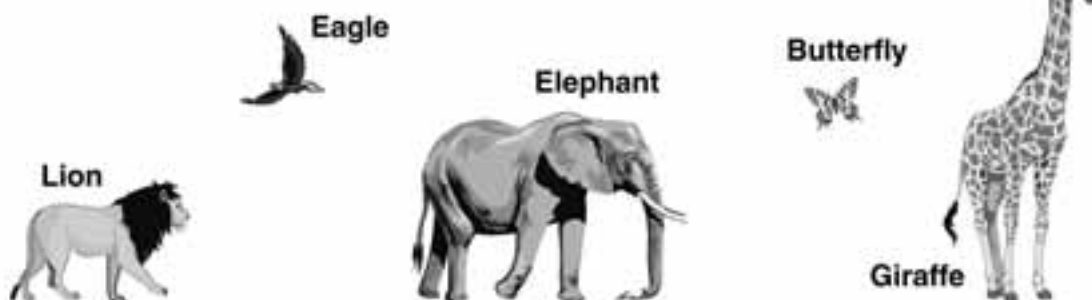
(i)   The two tallest animals are the _____ and the _____.   /1

(ii) The eagle is heavier than the _____.   /1

The seals can be seen from the glass window on the side of their tank.

This seal is 2 metres long and is swimming close to the glass.

(iii) The window is about _____ metres wide.   /1

(iv) The window is about _____ metres high.   /1

The seals are popular and people stand side by side all along the window.

(v) Draw people in one row in front of the window.
     Make them the same size as the person shown, and just touching side by side.   /1

(vi) How many people of this size could fit standing side by side in front
     of the window? _____   /1

Page 1

Score 1:   /6

Teacher Assessed Task

The Cityville Zoo will have a music show lasting for 10 days. It starts on Saturday 18th October.

⭐2 (i) On the calendar, shade in the days when the music show is on.

OCTOBER 2003						
Mon	**Tues**	**Wed**	**Thur**	**Fri**	**Sat**	**Sun**
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

/1

(ii) What is the last day for the music show? Give the day and the date.

_____ day, the _____ of October 2003

(day of the week)   (date)

/2

(iii) The eagles are fed at 9:30 am. Draw the hands on the clock to show 9:30 am.

/2

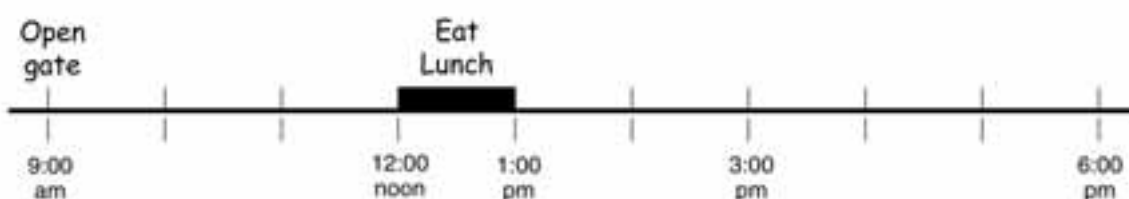(iv) This clock shows the time the lions are fed. Write this time on the digital watch.

/1

Score 2:   /6

The zoo keeper has this list of activities to do.

LIST OF ACTIVITIES

- 9:00 am Open gate
- 10:30 am Ring bell
- 12:00 noon – 1:00 pm Eat lunch
- 5:00 pm – 6:00 pm Clean cages

On a time line he has shown when he opens the gate and when he eats lunch.

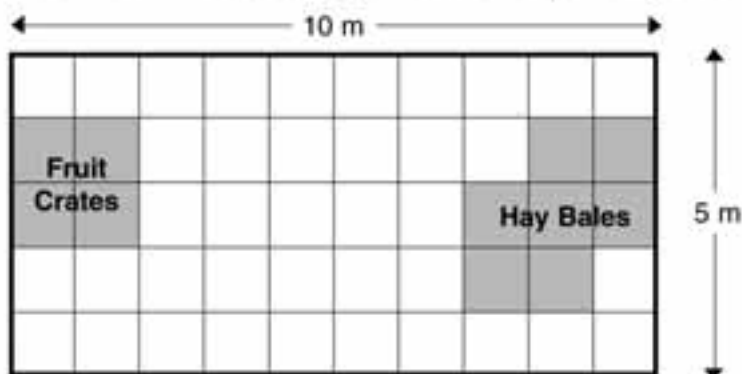(i) Draw a cross (X) on the timeline to show when he rings the bell.   /1

(ii) Shade on the timeline to show when he cleans the cages.   /1

This is a plan of the food storage shed, showing the area used to store animal feed.

(iii) The hay bales cover a floor area of _____ square metres.   /1

(iv) The zoo keeper needs to store boxes of seed.

The seed boxes need a floor area of 5 square metres.

The seed boxes need to be at least 2 metres from the fruit crates and
at least 1 metre from the hay bales.

Shade an area for the seed boxes.   /2

Year 3 stop here. Year 5 continue working.

Teacher Assessed Task

Year 5 only

A new enclosure is being planned for the bears.

The total space available is shown on the grid below.

A food storage shed has already been placed in a corner.
It has an area of 14 square metres.

On the grid, **draw and label** where the following features can be placed.

The features must not overlap, but they can be touching each other.

| FEATURE	REQUIREMENTS	
A shelter	**Area** of 12 square metres and must be more than 3 metres from each gate. Edges must follow the gridlines.	/1
A grass area	**Area** of 34 square metres and edges must follow the gridlines.	/1
A pool	**Perimeter** must be 24 metres and edges must follow the gridlines.	/1

What is the area of the pool you have drawn? _____ square metres. /1

What is the perimeter of the grassed area you have drawn? _____ metres. /1
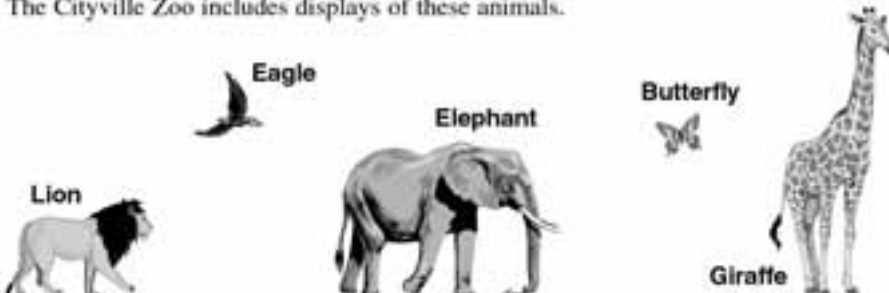

Page 4

Score 4: /5
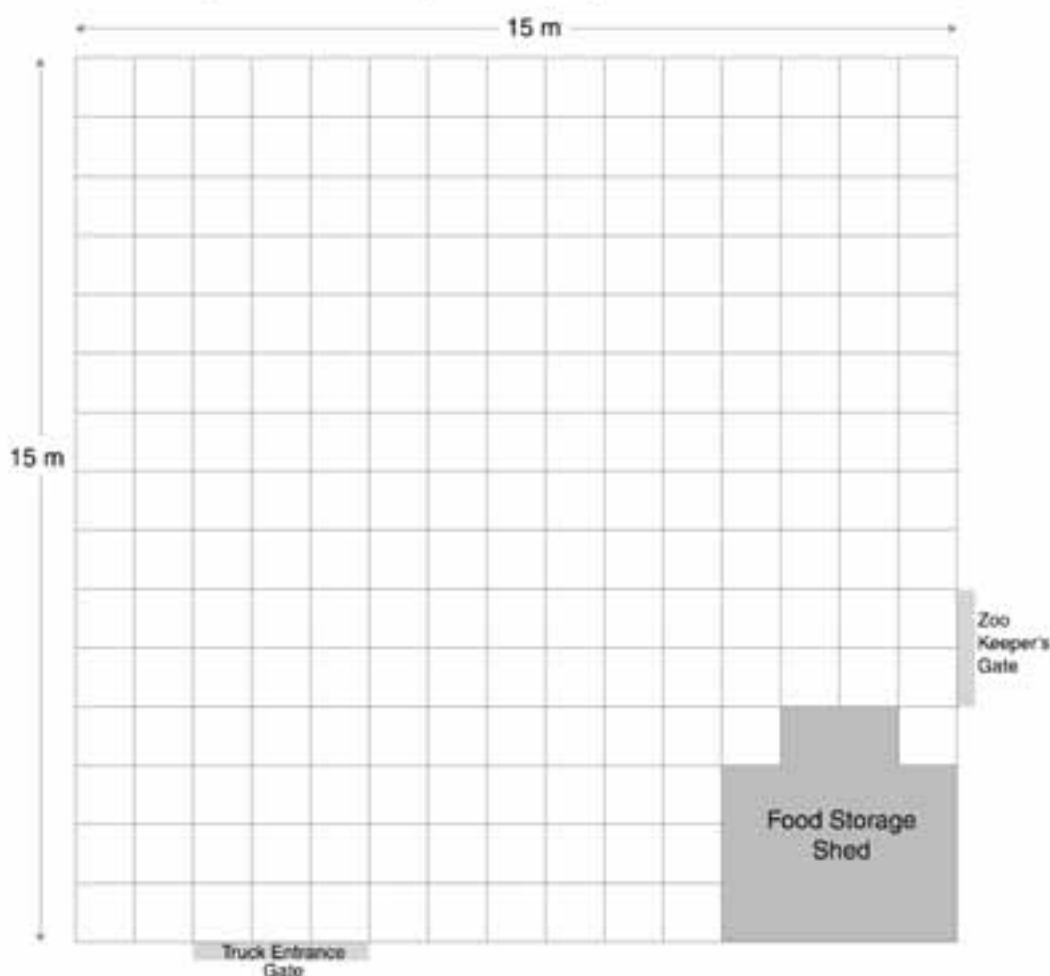
Mathematics Marking Guide

Activity 1

(Total of 6 marks may be given)

(i) 1 mark for correctly naming giraffe AND elephant, in either order. (Max: 1 mark)

(ii) 1 mark for correctly naming butterfly. (Max: 1 mark)

The Cityville Zoo includes displays of these animals.

Eagle

Elephant

Butterfly

Lion

Giraffe

(i) The two tallest animals are the ___giraffe___ and the ___elephant___ /1
(ii) The eagle is heavier than the ___butterfly___ /1

(iii) 1 mark for a response value from 5.5 metres to 6.5 metres (inclusive). (Max: 1 mark)

(iv) 1 mark for a response value from 2.5 metres to 3.5 metres (inclusive). (Max: 1 mark)

(v) 1 mark for drawing 10, 11, 12, 13 or 14 people of similar size across the seal glass window picture. (Max: 1 mark)

(vi) 1 mark for a response value of 10, 11, 12, 13 or 14, or a number corresponding to the number of people drawn in part (v) (Max: 1 mark)

The seals can be seen from the glass window on the side of their tank.
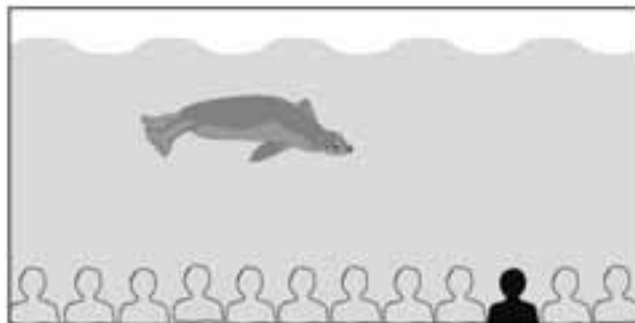
This seal is 2 metres long and is swimming close to the glass.

(iii) The window is about ___6___ metres wide. /1

(iv) The window is about ___3___ metres high. /1

The seals are popular and people stand side by side all along the window.

(v) Draw people in one row in front of the window. Make them the same size as the person shown, and just touching side by side. /1

(vi) How many people of this size could fit standing side by side in front of the window? ___12___ /1

Teacher Assessed Task

Activity 2

(Total of 6 marks may be given)

(i)   1 mark for shading the calendar from 18 to 27, including these end dates.   (Max: 1 mark)

(ii) 1 mark for correctly naming Monday, or the last day shaded by the student
in response to Q2(i).
The student is to be marked correct if reasonable abbreviations are used, e.g. M.

1 mark for correctly identifying the 27th, or the last date shaded in response to Q2(i).
The student is to be marked correct for "27", "27th" or "twenty-seventh".   (Max: 2 marks)

The Cityville Zoo will have a music show lasting for 10 days. It starts on Saturday 18ᵗʰ October.

(i) On the calendar, shade in the days when the music show is on.

OCTOBER 2003

Mon	Tues	Wed	Thur	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

(ii) What is the last day for the music show? Give the day and the date.

_____Mon_____ day, the _____27_____ of October 2003
(day of the week)   (date)

(iii)   (Max: 2 Marks)

2 marks for drawing BOTH
• a hand pointing to 6
• a shorter hand pointing to 9 or near the midpoint of 9 and 10.

1 mark for drawing two hands in appropriate positions, but
• hands are back to front, or
• there is no difference in the length of the hands.

1 mark for drawing one hand pointing to 6.
1 mark for drawing one hand pointing 9, or near the midpoint of 9 and 10.

(iv) 1 mark for a response value of 2:40, 02:40, or 14:40.
The student is also to be marked correct for variations by 1 minute, such as 2:39 and 2:41
(Max: 1 mark)

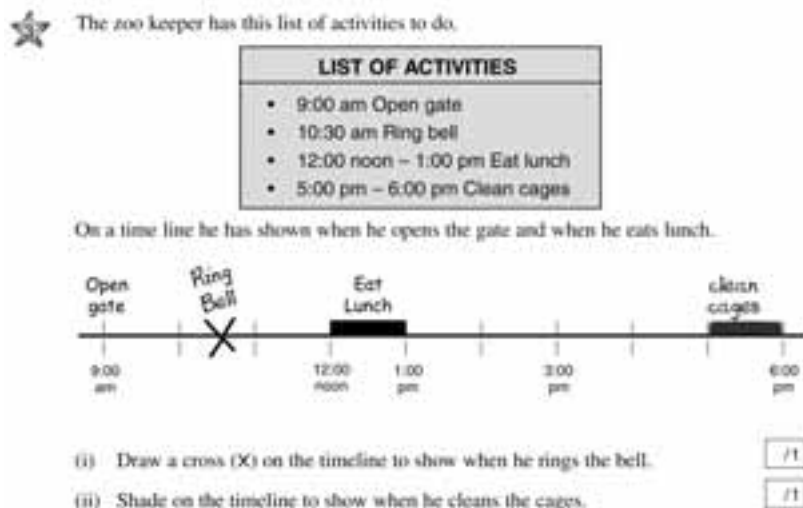(iv) This clock shows the time the lions are fed. Write this time on the digital watch.

2:40

Activity 3

(Total of 5 marks may be given)

(i)   1 mark for correctly marking a time near 10:30 am, the mid point of
      divisions as shown below.   (Max: 1 mark)

(ii) 1 mark for correctly marking a duration from 5:00 to 6:00 pm.   (Max: 1 mark)

The guiding principle in marking this task is that the student has demonstrated an understanding of placement of time along a time line. Marking should not focus on penmanship: teacher judgement is required to determine the level of precision in student drawing of positions on the line. Students should NOT be penalised for abbreviated or missing words, except in the case that the same symbol is used for the two activities.

The zoo keeper has this list of activities to do.

LIST OF ACTIVITIES

- 9:00 am Open gate
- 10:30 am Ring bell
- 12:00 noon – 1:00 pm Eat lunch
- 5:00 pm – 6:00 pm Clean cages

On a time line he has shown when he opens the gate and when he eats lunch.

| Open gate | Ring Bell | | Eat Lunch | | | | | | clean cages |
| 9:00 am | | X | 12:00 noon | 1:00 pm | | 3:00 pm | | | 6:00 pm |

(i)   Draw a cross (X) on the timeline to show when he rings the bell.   /1

(ii) Shade on the timeline to show when he cleans the cages.   /1

(iii) 1 mark for a response value of 7.   (Max: 1 mark)

(iv) 1 mark for correctly shading a region of 5 square metres.

      1 mark for shading a region that is at least 2 metres away from the
      fruit cages, and at least 1 metre away from the hay bales.   (Max: 2 marks)

This is a plan of the food storage shed, showing the area used to store animal feed.

| 10 m | | | | | | | | | |

Fruit Crates   Hay Bales   5 m
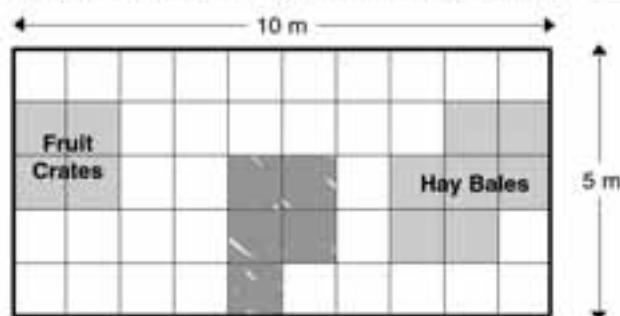
(iii) The hay bales cover a floor area of ____7____ square metres.   /1

(iv) The zoo keeper needs to store boxes of seed.

      The seed boxes need a floor area of 5 square metres.

      They need to be at least 2 metres from the fruit crates and at least 1 metre from
      the hay bales.

   Shade an area for the seed boxes.   /2

Activity 4

(Total of 5 marks can be given)

(i)   1 mark for correctly shading a region of 12 squares metres at least
      3 metres from each gate.   (Max: 1 mark)

(ii) 1 mark for correctly shading a region of 34 square metres.
                                                                           (Max: 1 mark)

(iii) 1 mark for correctly shading a region with an edge length of 24 metres.
                                                                           (Max: 1 mark)

(iv) 1 mark for a response value of the number of squares shaded for the pool.
                                                                           (Max: 1 mark)

(v)   1 mark for a response value of the number of squares of the edge length
      of the grassed area.
                                                                           (Max: 1 mark)

What is the area of the pool you have drawn? _____19_____ square metres. /1

What is the perimeter of the grassed area you have drawn? _____36_____ metres. /1
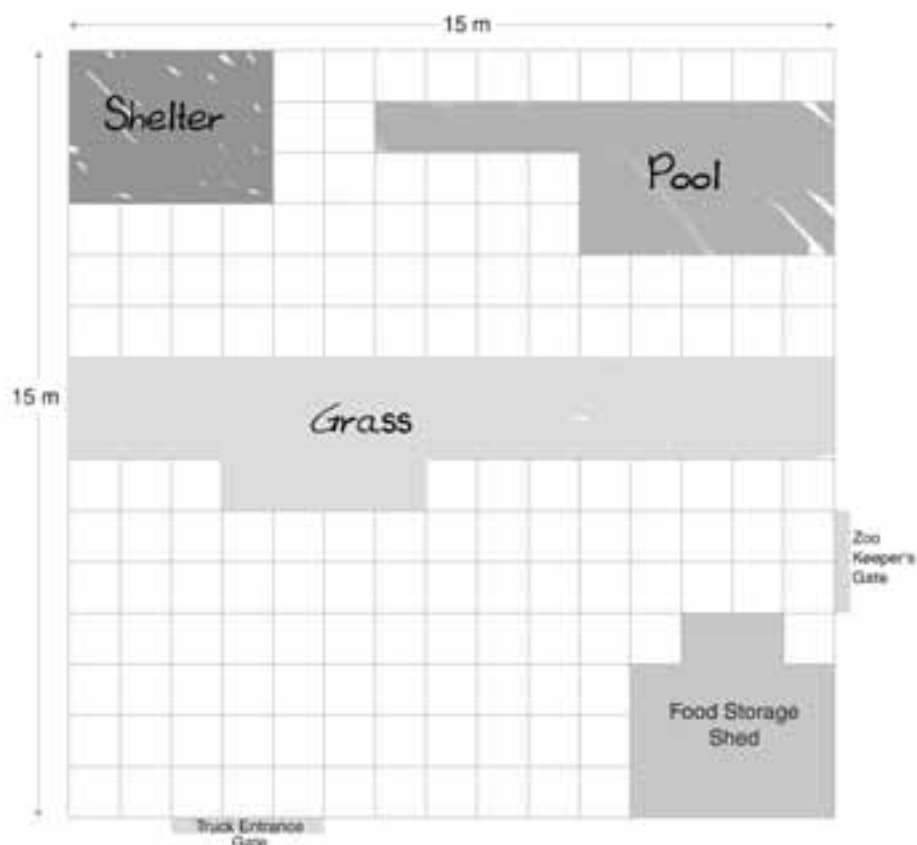
Activity 4 (continued)

Notes on missing labels, irregular regions, overlapping features, or repeated features:

The guiding principle in marking this task is that the student has demonstrated an understanding of area and perimeter and can supply the exact numbers required. Marking should not focus on penmanship.

Missing labels

If the student has omitted labels, first the perimeter and area of all unlabelled regions should be determined to identify intended labels for these regions. For example, an unlabelled area of 12 squares should be assumed to be the shelter, a region of 34 squares should be assumed to be the grass area.

Marking should then proceed for the shelter area, then the grass area, then the pool according to whether there is a distinct region that it is reasonable to assume the student intended as that area.

If the student failed to label any feature, but satisfied all other requirements, a score of 4 should be assigned, removing one mark due to lack of labels that were requested in the task.

Irregular regions with "hollow" spaces – Determining Perimeter

If the student has drawn the grass or pool with hollow square(s), the length of the outer boundary and the total boundary (inner plus outer) should be determined. If either value matches the perimeter value required (pool of 24, or grass perimeter as written by the student), the response should score 1 for that task.

Overlapping features

If the student has drawn overlapping features, marking should proceed according to whether there is a distinct region that it is reasonable to assume the student intended as that area.

Teachers should begin marking the shelter area, then the grass area, then the pool. For example, if the grass overlaps the shelter, the grass area response will score 0, but the shelter response may score 1 if it satisfies the marking criteria.

Repeated features

If the student has drawn two or more regions that have the same labels and both regions satisfy the criteria for those regions, they should be marked correct; if either region does not satisfy the criteria they should be marked incorrect.

If the student has drawn two or more regions that are unlabelled but appear to be the same feature (e.g. two regions of 12 squares), the response should be marked correct, and the repeated unlabelled feature assumed to be a student addition not required of the task.

Practice Example

Here is a practice example for you to work on. The Practice Example Marking Guide is shown on page 72.

NOTE: Each page has been printed at approximately 50% actual size.

The Cityville Zoo will have a music show lasting for 10 days. It starts on Saturday 18th October.

(i) On the calendar, shade in the days when the music show is on.

OCTOBER 2003

Mon	Tues	Wed	Thur	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

`0/1`

(ii) What is the last day for the music show? Give the day and the date.

Tues day, the 28 of October 2003

`2/2`

(iii) The eagles are fed at 9:30 am. Draw the hands on the clock to show 9:30 am.

`1/2`

(iv) This clock shows the time the lions are fed. Write this time on the digital watch.

3:40

`0/1`

Score 2: 3/6

Page 2

AIM 2003 YEAR 3 AND YEAR 5
Student Worksheet - Mathematics

Name: _____

The Cityville Zoo includes displays of these animals.

Eagle   Butterfly   Elephant   Lion   Giraffe

(ii) The two tallest animals are the _giraffe_ and the _lion_. `1/1` `0/1`

(iii) The eagle is heavier than the _elephant_.

The seals can be seen from the glass window on the side of their tank.

This seal is 2 meters long and is swimming close to the glass.

(iii) The window is about _6_ metres wide. `1/1` `0/1`

(iv) The window is about _4_ metres high.

The seals are popular and people stand side by side all along the window.

(v) Draw people in one row in front of the window. Make them the same size as the person shown, and just touching side by side. `0/1`

(vi) How many people of this size could fit standing side by side in front of the window? _10_ `1/1`

Score 1: 2/6

Page 1

Year 5 only

⭐ A new enclosure is being planned for the bears.

The total space available is shown on the grid below.

A food storage shed has already been placed in a corner. It has an area of 14 square metres.

On the grid, **draw and label** where the following features can be placed.

The features must not overlap, but they can be touching each other.

FEATURE	REQUIREMENTS	
A shelter	Area of 12 square metres and must be more than 3 metres from each gate. Edges must follow the gridlines.	1/1
A grass area	Area of 34 square metres and edges must follow the gridlines.	0/1
A pool	Perimeter must be 24 metres and edges must follow the gridlines.	1/1

What is the area of the pool you have drawn? __18__ square metres. 1/1

What is the perimeter of the grassed area you have drawn? _____ metres. 0/1

15 m

15 m

Food Storage Shed

POOL

⭐ The zoo keeper has this list of activities to do.

LIST OF ACTIVITIES
- 9:00 am Open gate
- 10:30 am Ring bell
- 12:00 noon – 1:00 pm Eat lunch
- 5:00 pm – 6:00 pm Clean cages

On a time line he has shown when he opens the gate and when he eats lunch.

Open gate

Eat Lunch

clean cages

9:00 am   12:00 noon   1:00 pm   3:00 pm   6:00 pm

(ii) Draw a cross (X) on the timeline to show when he rings the bell. 1/1

(iii) Shade on the timeline to show when he cleans the cages. 1/1

This is a plan of the food storage shed, showing the area used to store animal feed.

10 m

5 m

Hay Bales

Fruit Crates

(iii) The hay bales cover a floor area of __7__ square metres. 1/1

(iv) The zoo keeper needs to store boxes of seed.

The seed boxes need a floor area of 5 square metres.

The seed boxes need to be at least 2 metres from the fruit crates and at least 1 metre from the hay bales.

Shade an area for the seed boxes. 1/2

Year 3 stop here. Year 5 continue working.

Practice Example Marking Guide

Score 1 | 2 | Part (i): Incorrect   **(0 marks)**

Part (ii): Incorrect   **(0 marks)**

Part (iii): Correct.   **(1 mark)**

Part (iv): Incorrect   **(0 marks)**

Part (v): Incorrect – people not same size
across window   **(0 marks)**

Part (vi): Correct – doesn't match picture
but appropriate estimate   **(1 mark)**

Score 2 | 3 | Part (i): Incorrect   **(0 marks)**

Part (ii): Correct from part (i)   **(2 marks)**

Part (iii): Correct hour hand,
incorrect minute hand   **(1 mark)**

Part (iv): Incorrect   **(0 marks)**

Score 3 | 4 | Part (i): Correct – unlabelled but demonstrates
understanding of the time line.   **(1 mark)**

Part (ii): Correct.   **(1 mark)**

Part (iii): Correct.   **(1 mark)**

Part (iv): Correct area, but not 2 metres
from fruit case   **(1 mark)**

Score 4 | 3 | Part (i): Correct – unlabelled but
assumed as top area   **(1 mark)**

Part (ii): Incorrect – missing   **(0 marks)**

Part (iii): Correct – outer edge of 18 metres plus
inner edge of 6 metres   **(1 mark)**

Part (iv): Correct   **(1 mark)**

Part (v): Incorrect – missing   **(0 marks)**

Year 3 Class Record Sheet – Mathematics

Photocopy as required.

Name	Score for Activities			Comments
	1 (0 – 6)	2 (0 – 6)	3 (0 – 5)	

Scores listed should be transferred to the student details pages of the centrally assessed booklets when they are distributed by the Principal.

Teacher Assessed Task

Year 5 Class Record Sheet – Mathematics

Photocopy as required.

Name	Score for Activities				Comments
	1 (0 – 6)	2 (0 – 6)	3 (0 – 5)	4 (0 – 5)	

Scores listed should be transferred to the student details pages of the centrally assessed booklets when they are distributed by the Principal.