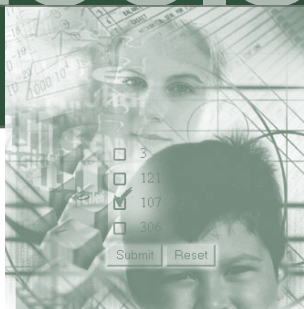


# 2006 schools' guide



## Achievement Improvement Monitor Implementation

Year 3, Year 5 and Year 7



**Achievement Improvement Monitor  
ASSESSMENT PROGRAM**

## **AIM 2006 STATE-WIDE TESTS**

**SCHOOLS' GUIDE –  
IMPLEMENTATION**

**YEAR 3, YEAR 5 AND YEAR 7**

## AIM Helpline

A tollfree telephone service operates to assist schools with queries about the AIM Years 3, 5, 7 and 9 testing. This service operates from 8:30 am to 5:00 pm Monday to Friday. After 5:00 pm and on weekends or public holidays, a message service operates.

**Freecall**      **1800 648 637**

**Fax**            **(03) 9651 4612**

**Email**         **[vcaa.aim.help@edumail.vic.gov.au](mailto:vcaa.aim.help@edumail.vic.gov.au)**

**Website**      **[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)**

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## Section 1 – General information

The Achievement Improvement Monitor (AIM) program is a curriculum-based assessment for Year 3, Year 5, Year 7 and Year 9 students in Victoria, testing their knowledge and skills in English and Mathematics.

The results of the tests provide information for students, parents, teachers and principals about student achievement, which can be used to support teaching and learning programs. Each student's result is reported to schools and parents in relation to the expected level of achievement.

The AIM program assists teachers to identify students' strengths and weaknesses in English and Mathematics. By analysing results which show a pattern or which add to information from teacher judgments, teachers can adjust teaching strategies to provide appropriate support.

The aggregation of student results from the AIM tests provides the school with an overview of current achievements for groups of students and contributes to a more comprehensive understanding of their performance. The analysis of school-wide data assists school planning and can be used by the school to monitor English and Mathematics improvement over time.

### Timetable for administration of Year 3 and Year 5 AIM Teacher Assessed Tasks

Task	Date	Time allocation Year 3	Time allocation Year 5
Mathematics test (Measurement)	17-28 July 2006	30 minutes	40 minutes
English test (Writing)	17-28 July 2006	90 minutes*	90 minutes*

**\*Note:** The 90 minutes for Writing may be allocated in two or three sessions on one day or in a number of sessions on different days.

### Timetable for administration of Year 3, Year 5 and Year 7 AIM Centrally Assessed Tests

**The tests must be administered in the order, on the dates and within the timeframes specified on the following page.**

Students must not have any opportunity to discuss the specific content of any test with other students prior to attempting the test. Students undertaking catch-up assessments on the days following the scheduled test dates should follow the same schedule wherever practicable.

It is recommended that students be given a break between test sessions conducted on the same day.

**NOTE:** While the school may choose the most appropriate starting time for each session, the order of the sessions and dates cannot be varied. Time allocation does not include the time teachers and students spend working through the practice questions at the start of the test booklets.

## Timetable for administration of Year 3, Year 5 and Year 7 AIM Centrally Assessed Tests

### Year 3

Test	Date 2006	Administration time for the test	Introduction and practice questions	Time allocation
Mathematics	Tuesday 1 August	Before recess	10 minutes	35 minutes
English	Wednesday 2 August	Before recess	10 minutes	40 minutes
Spelling – (Dictation and Editing)	Wednesday 2 August	Before recess		15 minutes <sup>†</sup> (includes introduction)
Writing	Wednesday 2 August	Before lunch	10 minutes	35 minutes

### Year 5

Test	Date 2006	Administration time for the test	Introduction and practice questions	Time allocation
Mathematics	Tuesday 1 August	Before recess	10 minutes	45 minutes
English	Wednesday 2 August	Before recess	10 minutes	50 minutes
Spelling – (Dictation and Editing)	Wednesday 2 August	Before recess		15 minutes <sup>†</sup> (includes introduction)
Writing	Wednesday 2 August	Before lunch	10 minutes	40 minutes

### Year 7

Test	Date 2006	Administration time for the test	Introduction and practice questions	Time allocation
Mathematics – Test 1	Tuesday 1 August	Before recess	10 minutes	45 minutes
Mathematics – Test 2	Tuesday 1 August	Before lunch	5 minutes	40 minutes
English	Wednesday 2 August	Before recess	10 minutes	45 minutes
Writing	Wednesday 2 August	Before lunch	10 minutes	40 minutes

<sup>†</sup>This time is an estimate only. Allow sufficient time to complete both spelling tasks (Dictation and Editing).

## The AIM coordinator checklist

The AIM coordinator should:	Check <input checked="" type="checkbox"/>
• check the contents of the test package against the packing slip upon arrival	<input type="checkbox"/>
• complete the Request for Extra Materials form where applicable and fax it back to the VCAA	<input type="checkbox"/>
• place the secure materials (test booklets and stimulus material) in double locked security	<input type="checkbox"/>
• document receipt, tracking, storage, distribution and dispatch using the AIM Test Materials Security Log	<input type="checkbox"/>
• distribute the <i>AIM 2006 State-wide Tests Schools' Guide – Implementation Year 3, Year 5 and Year 7</i> and Teacher Assessed Task materials to teachers as soon as possible	<input type="checkbox"/>
• conduct a briefing on test administration for test supervisors	<input type="checkbox"/>
• photocopy the AIM Test Session Report (see page 52) – one for each test session group	<input type="checkbox"/>
• organise the test booklets for distribution (e.g. sort the booklets into class/home groups) the day before the tests	<input type="checkbox"/>
• distribute the test materials to test supervisors on the morning of the test	<input type="checkbox"/>
• ensure that the test environment enables students to perform at their best	<input type="checkbox"/>
• ensure that students are able to work independently under test conditions	<input type="checkbox"/>
• provide special provisions for students with special learning needs	<input type="checkbox"/>
• maintain the AIM Test Materials Security Log throughout the test period	<input type="checkbox"/>
• check that all completed test booklets are returned to secure storage at the completion of the tests together with the Test Session Reports	<input type="checkbox"/>
• check that the number of completed test booklets are accounted for and correctly recorded on the Packing Return	<input type="checkbox"/>
• complete the Participation Return forms accurately	<input type="checkbox"/>
• include the Record of Exemption forms in the return package	<input type="checkbox"/>



## Pre-printed student details

Students undertaking the AIM tests in 2006 are pre-enrolled using data provided to the VCAA by schools.

Pre-enrolment allows individual student details, including names, date of birth, gender, indigenous status, and language background other than English (LBOTE) status to be printed on the front cover of the test booklets.

Each school's package contains:

- a) test booklets with student and school details printed on the front cover, and
- b) test booklets with school details only printed on the front cover.

The information which appears on the front cover of the test booklets should be accurate as schools have been given the opportunity to verify the student data. However, the VCAA acknowledges that changes may need to be made to student details submitted in a school's student details file, for the following reasons:

- an error has been identified in the data, either by the school or by the VCAA
- a student leaves the school after the student details file has been submitted
- a student enrolls at the school after the student details file has been submitted.

Incorrect details should also be amended on the test booklet cover.

**Under no circumstances should students complete the test in another booklet if a pre-printed booklet exists for a particular student nor should they complete the test using another student's pre-printed booklet.**

Test booklets with school details only printed on the front cover are to cater for those students who have enrolled at the school after the electronic data file was submitted to the VCAA. Principals should ensure that the following information for these students is recorded on the front cover of each test booklet using a 2B pencil:

- student's first name and last name in block letters
- date of birth
- Aboriginal or Torres Strait Islander (ATSI) status
- LBOTE status.

For general enquires about the verification of Years 3, 5 and 7 student personal details, schools should contact the VCAA on (03) 9651 4472 or Freecall 1800 820 122 or email [vcaa.aim.help@edumail.vic.gov.au](mailto:vcaa.aim.help@edumail.vic.gov.au)

## Standard conditions for AIM test supervision

It is important that the tests at all schools be conducted under standard conditions to give a valid indication of how students are performing. No student or class should be given conditions which either advantage or disadvantage them in relation to other students, classes and schools across the state.

Test supervisors should be familiar with the conditions specified. Test instructions are printed on the front of each test booklet and are to be read to students at the commencement of each test.

### Responsibilities of the test supervisor

The test supervisor must ensure that:

- all students are able to work independently under test conditions
- all students in the room, including exempted students or composite class members, abide by the test instructions
- any test time lost because of unforeseen interruption is to be added to the time allowed for that test session
- materials such as spelling lists, mathematics tables, dictionaries or calculators are removed temporarily from the test environment
- each student is given the correct test booklet with their name pre-printed on the front cover
- where a student does not have a pre-printed test booklet, ensure that the booklet used has the student's correct details clearly entered on the front page using a 2B pencil (see page 4)
- test instructions are read and explained to students
- each student has a 2B pencil and has access to an eraser and pencil sharpener
- tests are introduced to students in accordance with procedures outlined in Sections 4 and 5
- time allowed, directions given and assistance provided to students during the test are in accordance with procedures outlined in Sections 4 and 5
- time allowed for students to complete the test is clearly visible for students at all times. Start time, interim times and end time should be displayed on a board. Interim times should be marked off at 15 minute intervals, and students told when there are 5 minutes of time remaining.

### Responsibilities of the student

The responsibilities of students are outlined in the test instructions on the cover of each test booklet. They include:

1. You must do your own work.
2. Do not speak to other students during the test.
3. Raise your hand if you need to speak to the teacher.
4. Follow all directions given to you by the teacher.
5. All questions must be answered using the 2B pencil you have been given. If you need to change an answer, carefully erase it and write another answer.
6. You are not permitted to use a calculator (Mathematics).

## Assistance

The test supervisor should encourage the students to work steadily and complete as much as possible in the time allowed. It is important that when assisting students during the AIM tests, the teacher acts as a facilitator rather than an interpreter. Help which would provide the answer to something in a question is not appropriate.

The test supervisor **may** assist students by:

- reading instructions (instructions about how to record responses will generally appear in a box)
- reminding students how to complete responses
- clarifying instructions
- reading words, phrases or questions in the Mathematics tests
- advising students to leave a question about which they are unsure, and to move on to the other questions
- advising students to return to any unanswered questions, if there is time at the end of the test.

The test supervisor **must not** assist students by:

- reading words, phrases or questions to students in the English test
- interpreting questions or text
- paraphrasing questions or text
- explaining the meanings of words or symbols in the questions or text
- giving examples or hints
- reminding them about work completed in class
- insisting that they complete all questions
- giving them extended time other than in exceptional circumstances
- defining any words or terms in the tasks which directly relate to what is being tested.

## Reading questions to students

### Mathematics

The test supervisor may read words, phrases or questions aloud to individuals, groups or to the class as a whole if students indicate they are having difficulties with the written text. It is not appropriate to read or explain the meaning of a mathematical number, term or process.

### English (reading and writing conventions)

As this test is assessing students' ability to read and use correct spelling, punctuation and grammar, the test supervisor must not read the questions or the reading stimulus to the students, although assistance with instructions may be provided.

For students with an aide, it is inappropriate for the questions or the reading stimulus to be read to the student, and for hearing impaired students it is inappropriate to sign the questions or the reading stimulus to the student.

## English (writing)

The teacher may read the topic and writing prompts provided in the test booklet to students. The 2006 Writing Topic will be printed in the Writing Test booklets which will be distributed to test supervisors on Wednesday 2 August 2006.

## Student materials









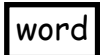

Test booklets, stimulus material for English and 2B pencils are provided for each student. Students should use the 2B pencils to mark responses to questions and to enter their name on the front cover of each test booklet. It is advisable for students to have access to spare pencils and scrap paper for notes and calculations. Test booklets should not be used for notes unless spaces are provided. Calculators or correction fluid must not be used. Word processors must not be used unless provided for students with special learning needs. Dictionaries must not be used.

**Students should only use a 2B pencil (a blue or black pen is permitted for the writing test only).**

## Student preparation

The VCAA provides access to sample tests which may be used in part or whole to familiarise students with the format and requirements of the test. Past tests could provide useful practice for students. These can be downloaded from the VCAA website at <[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)>.

Teachers can prepare students for the tests by demonstrating correct procedures for completing responses and providing opportunities for them to practise completing the different response formats. This includes shading bubbles and boxes and writing numbers, words or letters in boxes. Some examples of acceptable and unacceptable completion of responses follow:

	ACCEPTABLE	UNACCEPTABLE
shading a bubble		
shading a box		
writing a number		
or a letter		
writing a word		

Test supervisors should remind students of the importance of writing numbers or letters correctly. Although the tests will be marked by electronic scanners, responses will be checked manually whenever there is difficulty in determining the response.

## **Time limits**

The times given for each Centrally Assessed Test indicate how long students may spend answering questions. The time for each test is indicated in the student booklets at the beginning of each test. The time limit does not include time taken to do the practice questions.

Time limits are specified to facilitate and standardise the administration of the tests across the State. Time limits specified for each test have been determined so that the majority of students will have time to complete the test, working at their normal rate. The tests are designed to indicate what students know and can do under their usual working conditions.

It is expected that most students will be able to complete the questions in the specified time. If a student does not answer a question it is generally regarded, for scoring purposes, as an incorrect response.

## **Extensions of time**

Extra time should be given only in exceptional circumstances. In most cases it would be inappropriate to provide extra time for students. Providing extra time for students who are having difficulty with tests may result in their feeling frustrated.

The times given for each test are appropriate for completion of the tests but situations may arise where, at the teacher's discretion, the time for individual students or for the class may be extended. This may be a result of an unavoidable interruption to the class or a problem which has arisen for an individual student during the test. In these rare cases, if the student is to complete the assessment, extra time may be given. This should be no longer than the total time of the interruption.

## Section 2 – Teacher Assessed Mathematics Task

### Year 3 and Year 5

#### Introduction

The Teacher Assessed Mathematics Task measures the students' performance against Victorian Essential Learning Standards levels 2 to 4 in the Measurement part of the Measurement, chance and data dimension.

The 2006 Teacher Assessed Mathematics Task covers attributes of objects, estimation, length, perimeter and area. Year 5 students also have a set of questions designed to test students' understanding of aspects of time.

If the teacher believes that students may benefit from some revision of attributes of objects, estimation, length, perimeter, area and time, then the teacher demonstration which accompanied the AIM 2003 Teacher Assessed Mathematics Task can be given to or adapted for the class a few days before the 2006 Teacher Assessed Mathematics Task. This demonstration can be found in the *2003 Guide for Principals and Teachers* on the VCAA website:

[www.vcaa.vic.edu.au/prep10/aim/teachers/2003/35ptguide032.pdf](http://www.vcaa.vic.edu.au/prep10/aim/teachers/2003/35ptguide032.pdf)

The teacher assesses the students' work using the marking guide (see pages 11–12). A marked example is included on pages 13–16 for teachers to use as a trial assessment before assessing students' work. Marks awarded and the reasons for assigning them are provided.

Scores for each student are recorded on the Teacher Assessed Mathematics Task Return sheet provided. Please note that scores are recorded by shading bubbles, explanations are provided on page 17.

Both Year 3 and 5 students perform similar tasks. The first three pages are the same for both 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
- **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, and coloured pencils may be used.

#### Timing

The Teacher Assessed Mathematics 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 are able to help the students if they forget what they have to do.

### Mathematics task

Each student will need:

- a grey lead pencil and a ruler
- an eraser and sharpener (optional)
- a spare piece of paper for working
- a student worksheet, and
- another activity to do if they finish early .

**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.

### Administration script – Teacher Assessed Mathematics Task Year 3 and Year 5

**SAY**

**Look at the front page of your worksheet and write your name in the space provided.**

**Now I will read through the worksheet while you follow your copy. Please put your pencil down while I read.**

**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.

**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.

## Mathematics Task Marking Guide

### Marking criteria

#### Question 1 (maximum of 3 marks may be awarded)

- a. 1 mark for *height*. (MAX: 1 MARK)
- b. Reading from the left hand side of the shelf, the correct position for **A** is to the left of the first trophy and for **B** is between the second and third trophies.  
1 mark for each correct placement. (MAX: 2 MARKS)  
*NOTE:* Allow either letters A and B or drawings of the trophies.

#### Question 2 (maximum of 3 marks may be awarded)

- a. 1 mark for an answer in the range 40 to 60. (MAX: 1 MARK)
- b. 1 mark for drawing 8 to 12 albums. (MAX: 1 MARK)  
*NOTE:* The albums should be similar in size to those drawn with little or no space between them.
- c. 1 mark for correctly counting the total number of albums shown (those drawn by the student plus the two already drawn). (MAX: 1 MARK)

#### Question 3 (maximum of 6 marks may be awarded)

- a. 1 mark for 20. (MAX: 1 MARK)
- b. 1 mark for an answer in the range 2.5 to 3.5. (Actual answer is 3.) (MAX: 1 MARK)
- c. 1 mark for the correct calculation of the student's answer for 3a minus the student's answer for 3b. (MAX: 1 MARK)
- d. 1 mark for drawing the bed with the correct dimensions.  
1 mark for drawing the desk with the correct dimensions.  
1 mark for drawing the cupboard with the correct dimensions.  
Deduct a maximum of one mark if any furniture is incorrectly labelled or unlabelled. (MAX: 3 MARKS)

#### Question 4 (maximum of 5 marks may be awarded)

- a. 1 mark for 12. (MAX: 1 MARK)
- b. 1 mark for 70. (MAX: 1 MARK)
- c. 1 mark for drawing the sandpit with the correct dimensions.  
1 mark for drawing the sandpit at least 1 metre from the garden bed, the garage, the fence and the house.  
1 mark for drawing the sandpit's edges on the grid. (MAX: 3 MARKS)



**Question 5 (maximum of 4 marks may be awarded)**

- a. 1 mark for 8:32. (MAX: 1 MARK)
- b. 1 mark for 30. (MAX: 1 MARK)
- c. 1 mark for circling 8:20. (MAX: 1 MARK)
- d. 1 mark for drawing the arrival time that corresponds to the time the train arrives at Kingston given the student's answer for part c. (MAX: 1 MARK)

**Question 6 (maximum of 2 marks may be awarded)**

- a. 1 mark for shading 3:00 pm to 4:00 pm on the timeline. (MAX: 1 MARK)
- b. 1 mark for drawing a cross at 12:30 pm on the timeline. (MAX: 1 MARK)

## Mathematics task marked example

The following four pages contain a marked example of a student's work. The marks awarded for each page are shown.

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

**AIM 2006 YEAR 3 AND YEAR 5  
MATHEMATICS TASK**

Name: \_\_\_\_\_

**1.** Daniel keeps his bedroom tidy. He keeps his trophies on this shelf.

**a.** Choose from *width*, *height* or *shape* to complete the following sentence.

Daniel has arranged his trophies by height /1

**b.** Daniel has two new trophies: **A** and **B**. He places them on the shelf so that he continues his arrangement.

Write the letters **A** and **B** in the correct place on the shelf above.

**A**

**B**

/2

**2.** Daniel has a bookcase to hold his toy cars and photo albums.

**a.** The toy car is 10 cm long.

About how long is the bookcase? 70 cm /1

**b.** Draw albums of the same size as those shown to fill the bottom shelf. /1

**c.** How many albums does the filled shelf hold? 9 /1

**Page 1**
**Score 1: /6**

### Marks awarded – Questions 1 and 2

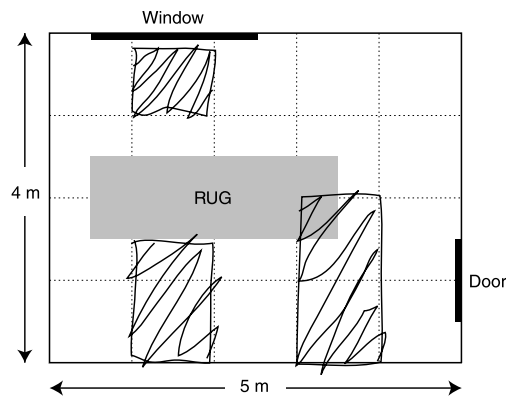
1. **a.** *height* is correct (1 mark)
- b.** **A** is in an incorrect position and **B** is in the correct position (1 mark)
2. **a.** 70 cm is outside the acceptable range (0 marks)
- b.** 9 drawn albums is inside the acceptable range and the albums are close enough in size (1 mark)
- c.** incorrect, as the total number of albums shown is 11 (0 marks)

**SCORE 1 : 3/6**

3. Daniel is moving into a new bedroom.

Here is a plan of his new bedroom, which measures 5 metres by 4 metres.

His favourite rug is on the floor.



- a. What is the area of Daniel's new bedroom?  square metres
- b. Estimate the area of Daniel's rug.  square metres
- c. What area of floor is **not** covered by the rug?  square metres
- d. Daniel has three pieces of furniture to put in his new bedroom.  
On the plan above, draw and label where Daniel might place his furniture.   
The length and width of each piece of furniture are shown in the table below.

	length	width
Bed	2 m	1 m
Desk	$1\frac{1}{2}$ m	1 m
Cupboard	1 m	1 m

Page 2

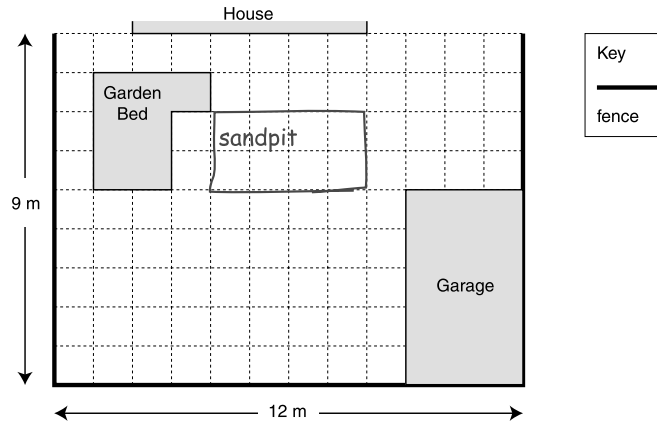
Score 2: /6

### Marks awarded – Question 3

3. a. 9 is incorrect (0 marks)  
 b. 3 is correct (1 mark)  
 c.  $9 - 3 = 6$ , so the mark is awarded (1 mark)  
 d. the three pieces of furniture have been shown appropriately; however, 1 mark is deducted for not labelling the furniture (2 marks)

SCORE 2 : 4/6

4. Here is a plan of Daniel's backyard.



- a. The perimeter of the garden bed is  metres.
- b. The garden bed is empty. Daniel plants 10 flowers per square metre.  
What is the total number of flowers Daniel can plant?  flowers
- c. Daniel's parents are planning to put a sandpit in their backyard.  
The sandpit is to be rectangular. It will be 3 metres long and 2 metres wide.  
The sandpit must be at least 1 metre from the garden bed, the garage, the fence and the house.  
Draw and label the sandpit in the backyard. Make sure you draw the edges of the sandpit on the grid lines shown.

Page 3

Score 3: /5

#### Marks awarded - Question 4

4. a. 11 is incorrect (0 marks)  
b. 70 is correct (1 mark)  
c. - the sandpit has incorrect dimensions (0 marks)  
- the sandpit is not at least 1 metre from the garden bed (0 marks)  
- the sandpit is drawn on the gridlines (1 mark)

SCORE 3 : 2/5

**YEAR 5 ONLY**

**5.** Anna catches the train from Straton to Kingston to visit her friend Jane. Trains leave every 20 minutes. Here is part of the train timetable.

Timetable			
<b>Straton</b>	8:00	8:20	8:40
<b>Pinetown</b>	8:12	8:22	8:52
<b>Kingston</b>	8:30	8:50	9:10

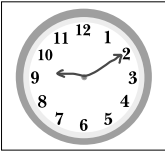
a. Fill in the missing time on the timetable. /1

b. How long is the train trip from Straton to Kingston? 30 minutes /1

Anna arrives at Straton Station at a quarter past eight. She catches the next train to Kingston.

c. On the timetable above, circle the time her train leaves Straton. /1

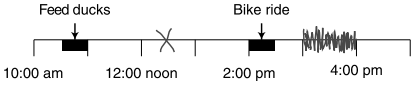
d. Draw hands on the clock to show when her train arrives at Kingston. /1



**6.** Some of Anna and Jane's activities are shown in the table below.

Time	Activity
10:30 am – 11:00 am	Feed the ducks at the park
2:00 pm – 2:30 pm	Bike ride
3:00 pm – 4:00 pm	Swimming

Two of these activities are shown on the timeline.



a. Shade the timeline to show when the girls were swimming. /1

b. The girls have lunch at 12:30 pm. Draw a cross ( × ) on the timeline to show when they have lunch. /1

**Page 4**
**Score 4:** /6

### Marks awarded – Questions 5 and 6

5. a. 8:22 is incorrect (0 marks)  
 b. 30 minutes is correct (1 mark)  
 c. the circled time is incorrect (0 marks)  
 d. the time on the clock corresponds to the time the train arrives at Kingston given the answer to part c (1 mark)
6. a. the shading is in the correct position (1 mark)  
 b. the cross is in the correct position (1 mark)

**SCORE 4 :4/6**

## After the Mathematics 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 Score 4. As teachers mark each student's work they should record the score for each page on the Teacher Assessed Mathematics Task Return Sheet.

Explanation of the expected range of marks and the bubbles for each year level is shown below. Please note that a separate bubble is recorded for each score (derived from each page's questions).

### Year 3

- Page 1 – possible score 6
- Page 2 – possible score 6
- Page 3 – possible score 5

ABSENT	SCORE	STUDENT SCORE: Refer to Mathematics Task Marking Guide in 2006 Schools' Guide – Implementation						
		0	1	2	3	4	5	6
<input type="radio"/>	Score 1	0	1	2	3	4	5	6
	Score 2	0	1	2	3	4	5	6
	Score 3	0	1	2	3	4	5	

### Year 5

- Page 1 – possible score 6
- Page 2 – possible score 6
- Page 3 – possible score 5
- Page 4 – possible score 6

ABSENT	SCORE	STUDENT SCORE: Refer to Mathematics Task Marking Guide in 2006 Schools' Guide – Implementation						
		0	1	2	3	4	5	6
<input type="radio"/>	Score 1	0	1	2	3	4	5	6
	Score 2	0	1	2	3	4	5	6
	Score 3	0	1	2	3	4	5	
	Score 4	0	1	2	3	4	5	6

## Sample Teacher Assessed Mathematics Task Return

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY  
**AIM 2006** Teacher Assessed Mathematics Task Return  
Achievement Improvement Monitor 2006

School Name: \_\_\_\_\_ School Code: \_\_\_\_\_

Year 3 Maths HOME GROUP: \_\_\_\_\_

Please add the names and details of all students in this home group whose names are NOT listed below.

STUDENT NAME

ABSENT	SCORE	0	1	2	3	4	5	6
<input type="radio"/>	Score 1	0	1	2	3	4	5	6
<input type="radio"/>	Score 2	0	1	2	3	4	5	6
<input type="radio"/>	Score 3	0	1	2	3	4	5	6
<input type="radio"/>	Score 1	0	1	2	3	4	5	6
<input type="radio"/>	Score 2	0	1	2	3	4	5	6
<input type="radio"/>	Score 3	0	1	2	3	4	5	6
<input type="radio"/>	Score 1	0	1	2	3	4	5	6
<input type="radio"/>	Score 2	0	1	2	3	4	5	6
<input type="radio"/>	Score 3	0	1	2	3	4	5	6
<input type="radio"/>	Score 1	0	1	2	3	4	5	6
<input type="radio"/>	Score 2	0	1	2	3	4	5	6
<input type="radio"/>	Score 3	0	1	2	3	4	5	6
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<input type="radio"/>	Score 2	0	1	2	3	4	5	6
<input type="radio"/>	Score 3	0	1	2	3	4	5	6
<input type="radio"/>	Score 1	0	1	2	3	4	5	6
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<input type="radio"/>	Score 3	0	1	2	3	4	5	6
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<input type="radio"/>	Score 3	0	1	2	3	4	5	6
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<input type="radio"/>	Score 2	0	1	2	3	4	5	6
<input type="radio"/>	Score 3	0	1	2	3	4	5	6
<input type="radio"/>	Score 1	0	1	2	3	4	5	6
<input type="radio"/>	Score 2	0						



## Section 3 – Teacher Assessed Writing Task

### Year 3 and Year 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 presentation
- the preparation, writing and revision of a draft
- the writing of a final version.

The work is to be assessed in three categories, 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 22).

The marking guide covers all levels of the Victorian Essential Learning Standards. Teachers should award assessments as appropriate for their students. The Strategies marking range is 0–5. Copies of the marking guide for TCU and LSF can also be printed from the VCAA website:

[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

The scores should be recorded on the Teacher Assessed Writing Task Return (see page 29).

The marking guide also contains some examples of marked student work to assist teachers with their assessment. Additional annotated samples of student writing can also be found on the VCAA website:

[www.vcaa.vic.edu.au/prep10/aim/publications.html](http://www.vcaa.vic.edu.au/prep10/aim/publications.html)

#### Student 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 26–28 are:

- What an amazing machine
- At the Zoo

#### Preparation

- **Read** this section and the marking guide. It is essential that teachers become familiar with the marking procedures before starting this task.
- **Note** that teachers will need to commence assessment when students start their drafts.
- **Discuss** the marking procedures with colleagues if possible. The marking guide contains some examples of marked pieces of work (marked only for Texts and Contextual understanding and Linguistic structures and features).
- **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.



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

## 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.
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 'School Sports day'.

### Prompt material – Picture: School Sports day

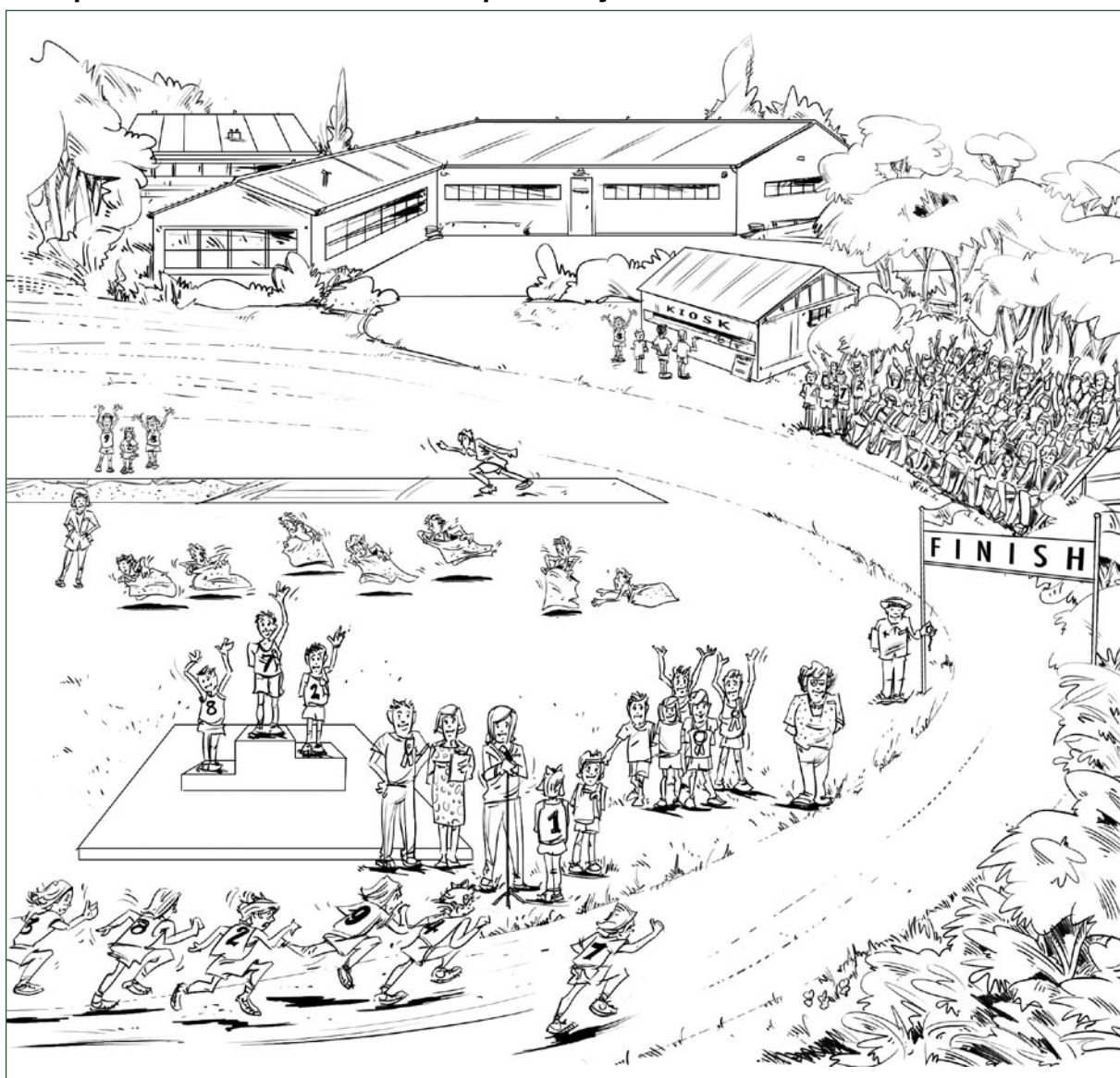


Illustration: Michael Payne

## Assistance

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

## 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 17–28 July 2006.

## Administering the writing task

### Stage 1: Planning

- **Explain** to 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 usual classroom 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 imaginative, informative or persuasive.
- **Ask** 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 students' names are on their drafts. Teachers may like to collect the drafts for safe keeping if there is to be a break before the revision stage.

### Stage 3: Revising

- **Ask** 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** 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.
- **Enter** the three marks onto the Teacher Assessed Writing Task Return.

**The Teacher Assessed Writing Task Return containing students' marks should be given to the AIM coordinator and returned with test booklets.**

- Explanation of the expected range of marks and the bubbles for each year level is on page 29. Please use a 2B pencil. If a mistake is made, erase it immediately and shade the correct bubble/s.

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

## Writing task marking guide

This marking guide for the Teacher Assessed Writing task:

- presents and explains the criteria against which students' writing is to be assessed
- provides some marked pieces of student writing together with reasons given for the marks assigned.

### Marking criteria

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 is contextually appropriate. Texts and Contextual Understanding will be marked only from the final 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 final versions.

Within each category (TCU and LSF), there are performance indicators (marked with dot points) 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. Refer to the Marking guide – TCU and LSF (page 24).

**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 students are writing and
- by comparing the revised drafts with the final versions.

Refer to the Marking guide – Strategies (page 23).

## Marking guide – Strategies

MARK	STRATEGIES	MARK	STRATEGIES
0	<b>INSUFFICIENT TO JUDGE</b> <ul style="list-style-type: none"> <li>no evidence of strategies in writing behaviour, or in draft and final copy</li> </ul>	3	<b>USES SOME STRATEGIES FOR PLANNING, REVIEWING AND EDITING OWN WRITING</b> <ul style="list-style-type: none"> <li>plans ideas before writing</li> <li>uses new words though unsure of spelling</li> <li>adds information in response to suggestions</li> <li>reviews own text to clarify meaning</li> <li>uses a range of strategies to revise writing and check spelling</li> <li>presents writing in a legible and attractive format</li> </ul>
1	<b>EXPERIMENTS WITH AND PRACTISES WAYS OF REPRESENTING IDEAS AND INFORMATION USING WRITTEN SYMBOLS</b> <ul style="list-style-type: none"> <li>grips writing implement effectively</li> <li>uses letter shapes, numerals or other symbols from a variety of sources to construct a message</li> <li>attempts to write text while saying a word/ words aloud</li> </ul>	4	<b>USES A VARIETY OF STRATEGIES FOR PLANNING, REVIEWING AND EDITING OWN WRITING</b> <ul style="list-style-type: none"> <li>plans and drafts writing using a variety of techniques such as making notes, crossing-out, cutting and pasting, using carets (^) or arrows</li> <li>uses sources confidently to find correct spelling and meaning and to revise text</li> <li>edits text for clarity and effectiveness</li> </ul>
2	<b>BEGINS TO PLAN AND REVIEW OWN WRITING</b> <ul style="list-style-type: none"> <li>attempts to organise ideas before writing</li> <li>attempts to spell unfamiliar words by using a range of strategies including reference to known patterns</li> <li>refers to a variety of sources such as spelling lists, dictionaries, computer checks and wordbooks to confirm spelling</li> <li>writes in a generally legible style</li> <li>re-reads and reflects on own writing and makes corrections to clarify meaning</li> </ul>	5	<b>DRAWS ON A RANGE OF PLANNING AND REVIEW STRATEGIES THAT ASSIST IN EFFECTIVELY COMPLETING PARTICULAR TASKS</b> <ul style="list-style-type: none"> <li>plans writing carefully, identifying audience and purpose</li> <li>proofreads drafts carefully and accurately</li> <li>reviews writing to ensure that content and linguistic features are consistent with text type</li> </ul>

## Marking guide for TCU and LSF

	Text and Contextual Understandings TCU	Linguistic Structures and Features LSF
7	<p>A Sophisticated Text may include:</p> <ul style="list-style-type: none"> <li>Complex or thought provoking content</li> <li>Sustained and consistent analysis</li> <li>Ability to reflect on abstract attitudes, values and issues</li> <li>Highly effective engagement of the audience.</li> </ul>	<p>A Sophisticated Text may include:</p> <ul style="list-style-type: none"> <li>Seamless manipulation of linguistic techniques to enhance the text</li> <li>A high level of confidence in the use of complex sentence structures</li> <li>Manipulation of rhythm, tone and style.</li> </ul>
6.5	<p>A Complex and Fluent Text may include:</p> <ul style="list-style-type: none"> <li>Complex text which may include experimentation with different techniques</li> <li>Inclusion of abstract attitudes or values</li> <li>A clear ability to position the reader to accept a particular view of events, or characters or issues.</li> </ul>	<p>A Complex and Fluent Text may include:</p> <ul style="list-style-type: none"> <li>Extended use of vocabulary, grammar and syntax</li> <li>Confident application of a range of language techniques</li> <li>High level editing skills evidenced by a near absence of errors.</li> </ul>
6	<p>A Sustained and Cohesive Text may include:</p> <ul style="list-style-type: none"> <li>Complex or challenging content</li> <li>Attention to consistency of viewpoint when presenting an argument or developing a narrative.</li> <li>An emerging ability to position the reader to accept a particular view of events, characters or issues.</li> </ul>	<p>A Sustained and Cohesive Text may include:</p> <ul style="list-style-type: none"> <li>Skilled use of vocabulary, grammar and syntax to convey the subject matter precisely</li> <li>Effective application of a range of language techniques to convey a viewpoint or for stylistic effect</li> <li>Inclusion of complex sentences with embedded clauses and phrases.</li> </ul>
5.5	<p>An Effective and Cohesive Text may include:</p> <ul style="list-style-type: none"> <li>Consistently shows the ability to speculate, hypothesise, persuade and reflect</li> <li>Successful planning and organisation of complex content</li> <li>Convincing development of characters, plot or viewpoint</li> <li>An attempt to position the reader to accept a particular view of events, characters or issues.</li> </ul>	<p>An Effective and Cohesive Text may include:</p> <ul style="list-style-type: none"> <li>Control of linguistic structures and features</li> <li>Appropriate choice of language and grammatical strategies to enhance plot and characterisation</li> <li>Editing skills evident in the clarity of the text.</li> </ul>
5	<p>A Consistent and Coherent Text may include:</p> <ul style="list-style-type: none"> <li>An extended text with development of a resolution</li> <li>Consistency of viewpoint or storyline</li> <li>Careful selection of content to add interest, detail and accuracy</li> <li>An ability to engage the audience.</li> </ul>	<p>A Consistent and Coherent Text may include:</p> <ul style="list-style-type: none"> <li>Effective use of vocabulary to convey precise meaning</li> <li>Established control of tenses, subject-verb and noun-pronoun agreement</li> <li>Selection of verbs, adverbs, adjectives to enhance the text</li> <li>Appropriate use of punctuation including apostrophes.</li> </ul>
4.5	<p>A Clear and Consistent Text may include:</p> <ul style="list-style-type: none"> <li>Clear development of narrative or persuasive writing</li> <li>A convincing text with a consistent view</li> <li>Clearly defined plot, characters or sequence of events</li> <li>A developing ability to engage the audience.</li> </ul>	<p>A Clear and Consistent Text may include:</p> <ul style="list-style-type: none"> <li>Appropriate and accurate use of varied or specialised vocabulary</li> <li>Inclusion of some complex grammatical features to enhance the text</li> <li>Accurate use of a range of punctuation</li> <li>Developing confidence in the use of figurative language.</li> </ul>
4	<p>A Well Developed Text may include:</p> <ul style="list-style-type: none"> <li>Use of detail to enhance the text</li> <li>Structure within the introduction, body and conclusion</li> <li>Careful development of content such as characters or issues</li> <li>Attempted manipulation of language for special effects such as the inclusion of dialogue, images, suspense or surprise.</li> </ul>	<p>A Well Developed Text may include:</p> <ul style="list-style-type: none"> <li>Evidence of an extended vocabulary</li> <li>Use of different parts of speech including nouns, pronouns, adverbs, comparative adverbs and adjectives, and the inclusion of appropriate prepositions and conjunctions</li> <li>Punctuation used to enhance accuracy and readability</li> <li>Use of language to convey precise meaning and for special effects such as simple figurative language.</li> </ul>



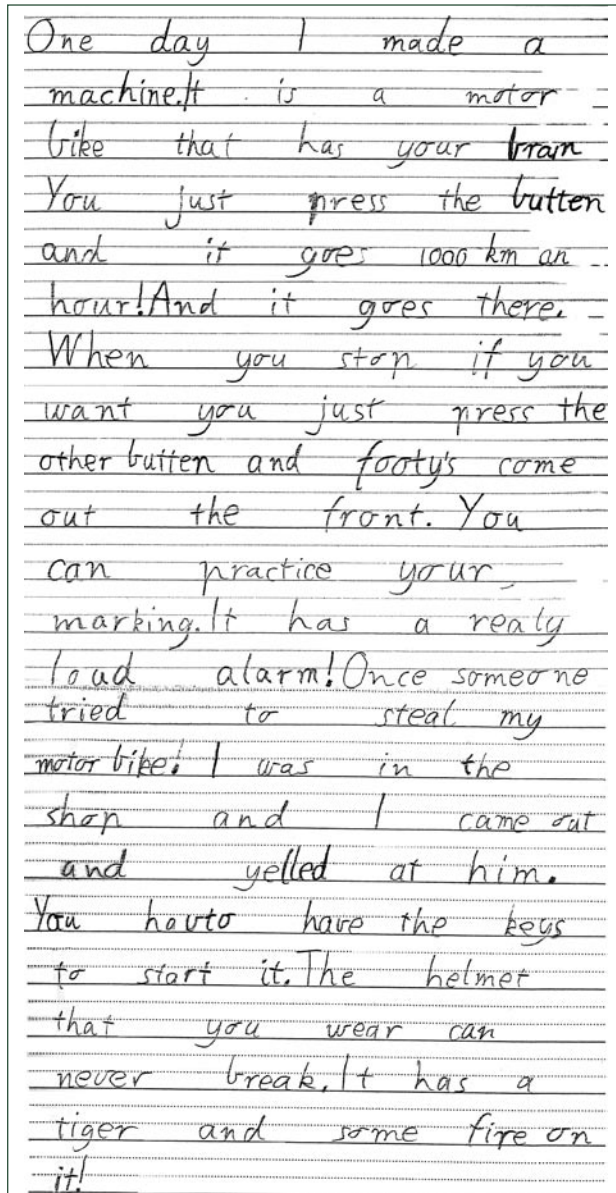
	<b>Text and Contextual Understandings TCU</b>	<b>Linguistic Structures and Features LSF</b>
3.5	<p>A Reasonably Ordered Text with Supporting Detail may include:</p> <ul style="list-style-type: none"> <li>• Logical sequencing of events</li> <li>• Clear expression of ideas</li> <li>• Developing ability to select content to add interest</li> <li>• Some strategies for audience impact such as use of images or dialogue.</li> </ul>	<p>A Reasonably Ordered Text with Supporting Detail may include:</p> <ul style="list-style-type: none"> <li>• A developing range of vocabulary</li> <li>• Attempts at using a range of grammatical features including complex sentences</li> <li>• Appropriate use of structures such as paragraphing</li> <li>• Appropriate use of punctuation.</li> </ul>
3	<p>A Text with Developing Structure and Some Supporting Detail may include:</p> <ul style="list-style-type: none"> <li>• Development of a storyline or viewpoint</li> <li>• Attempt at selection of content to add interest</li> <li>• Increased awareness of expression</li> <li>• Ordering of information and sequencing of events using details or supporting evidence.</li> </ul>	<p>A Text with Developing Structure and Some Supporting Detail may include:</p> <ul style="list-style-type: none"> <li>• Selects vocabulary that is appropriate for audience and purpose</li> <li>• A variety of sentence structures used appropriately including some compound sentences</li> <li>• Established control of tenses, subject-verb and noun-pronoun agreement</li> <li>• A range of punctuation including full stops, commas, question marks, exclamation marks and quotation marks, used to support meaning.</li> </ul>
2.5	<p>A Text with Some Attempt at Structure and Detail may include:</p> <ul style="list-style-type: none"> <li>• An emerging storyline or viewpoint</li> <li>• A reasonable attempt at structuring an introduction, body and conclusion</li> <li>• The inclusion of some background information or supporting detail for clarity or interest</li> <li>• Adapting writing for audience and purpose.</li> </ul>	<p>A Text with Some Attempt at Structure and Detail may include:</p> <ul style="list-style-type: none"> <li>• Beginning to use vocabulary with an awareness of purpose and audience</li> <li>• Inclusion of a variety of sentence structures</li> <li>• Emerging tense consistency</li> <li>• Attempts accuracy with a range of punctuation.</li> </ul>
2	<p>A Short or Limited Text may include:</p> <ul style="list-style-type: none"> <li>• An attempt at an introduction to set the scene or steps towards a conclusion</li> <li>• An attempt at the elaboration of ideas</li> <li>• Use of relevant detail to enhance the text</li> <li>• Some awareness of writing for an audience.</li> </ul>	<p>A Short or Limited Text may include:</p> <ul style="list-style-type: none"> <li>• Some variety of sentence beginnings</li> <li>• Developing control of sentence structures using pronouns, conjunctions and adverbial phrases</li> <li>• Attempts at the selection of verbs and the inclusion of adjectives</li> <li>• Some control over common punctuation such as full stops, commas, question marks and exclamation marks.</li> </ul>
1.5	<p>A Simple Text with Related Ideas on the Topic may include:</p> <ul style="list-style-type: none"> <li>• Some organisation of the text that shows an understanding of the task</li> <li>• A basic organisation of ideas</li> <li>• Some details relevant to the topic</li> <li>• Content selected with some sense of audience other than self.</li> </ul>	<p>A Simple Text with Related Ideas on the Topic may include:</p> <ul style="list-style-type: none"> <li>• Experimentation with word choice</li> <li>• Attempts at using extended sentences</li> <li>• Variable control of tenses and some subject-verb and noun-pronoun agreement</li> <li>• Inclusion of common punctuation such as full stops, question marks and exclamation marks.</li> </ul>
1	<p>A Simple Text with Some Related Ideas on the Topic may include:</p> <ul style="list-style-type: none"> <li>• Text that is interpretable</li> <li>• Little elaboration of the ideas included</li> <li>• Two or more ideas in sequence</li> <li>• Little sense of audience.</li> </ul>	<p>A Simple Text using Basic Conventions may include:</p> <ul style="list-style-type: none"> <li>• Simple vocabulary related to the topic</li> <li>• Simple sentences</li> <li>• Correct use of nouns and verbs related to the topic</li> <li>• Use of capital letters and full stops.</li> </ul>
0.5	<p>A Simple Text may include:</p> <ul style="list-style-type: none"> <li>• A brief response that may or may not be related to the topic</li> <li>• Writing that is generally interpretable but may have to be read more than once or read aloud</li> <li>• Some ideas with no development</li> <li>• A string or list of words or ideas.</li> </ul>	<p>A Simple Text may include:</p> <ul style="list-style-type: none"> <li>• Some vocabulary related to the topic</li> <li>• Some proper sentence structures</li> <li>• Some correctly spelled words</li> <li>• Some attempts to use capital letters or full stops.</li> </ul>
Below 0.5 descriptors		

## Writing task marked examples

The following pages contain examples of students' writing which have been marked by experienced teachers.

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.

### 1. Topic: What an amazing machine



One day I made a machine. It is a motor bike that has your brain. You just press the button and it goes 1000 km an hour! And it goes there. When you stop if you want you just press the other button and footys come out the front. You can practice your marking. It has a really loud alarm! Once someone tried to steal my motor bike! I was in the shop and I came out and yelled at him. You have to have the keys to start it. The helmet that you wear can never break. It has a tiger and some fire on it!

#### TCU (2) A SHORT OR LIMITED TEXT

- Some elaboration of ideas and description
- Enhances the text with some detail
- Basic organisation of ideas about the machine

#### LSF (2) A SHORT OR LIMITED TEXT

- basic control over sentence structure
- correct use of punctuation: capitals, fullstops, exclamation marks

## 2. Topic: What an amazing machine

### Topic : What an amazing machine

I Woke up this morning and i thought why dont i make a breakfast making machine. So i got up and went into my enversion room & Started of putting the parts off it together. Then i mixed the engredients together. Finally i put the finishing touches on. I painted it. Then i put hands on it so it could pass me the food. Finally i put wheels on it so it could give me breakfast in bed. After a while i got tired so i went to bed.

The next morning i woke up and my breakfast invension was wating there for me to wake up it had my breakfast. It put it to me on a tray. It made me trench toast. It was delishouse. When I was finished I rang up my freinds and told them about my amazing new good break fast making machine. They all came to my house and I had a big party and my breakfast making machine was feeding every body. All my freinds had to do is tell it what to they want and it would be ready strait away and it would serve the food nicely.

After a little while my friends went home. I had a great party thanks to my Great, talented, good, exiting breakfast making machine.()

### TCU (3) A TEXT WITH DEVELOPING STRUCTURE AND SOME SUPPORTING DETAIL

- Good development of a storyline.
- Elaboration of ideas and detail to add interest to the topic
- Sets the scene well and works towards an effective conclusion

### LSF (3) A TEXT WITH DEVELOPING STRUCTURE AND SOME SUPPORTING DETAIL

- Appropriate use of a variety of vocabulary (great, talented, good, exiting (sic), delishouse (sic), engredients (sic))
- A variety of well controlled sentences
- Basic punctuation: full stops, capital letters, paragraphs



### 3. Topic: At the Zoo

<p>"The crowd was waving and cheering ..."</p>
<p>At the zoo.</p>
<p>As the famous Molly performed an outstanding trick just using a net and a couple of pink and fluffy birds. On her own little stage was a small shiny box to perform her magical trick. Then she picked up her net and in mid air a pink fluffy bird appeared mysteriously. While the crowd was in shock.</p>
<p>Her next performance included a empty fish tank and a black sheet. Molly slowly covered the tank with the sheet and pulled it off and there was no longer an empty fish tank but a full tank with at least 30 fish in there. We were all amazed, we all went "Wow how did she do that."</p>
<p>Later my parents and I left and saw some huge crocodiles. About 5 minutes later we watched a crocodile show starring Peat and Paul. Peat and Paul are brothers, this is their new career. They work with crocodiles. First they stuck their heads and hand in the crocodile's mouth. Then one of them wet the floor and went to write down the other end slid across the floor while my dad got bitten by a bee.</p>
<p>Then when the show was still on we left the zoo and went back to the motel from our holiday to Thailand. The trip was great, especially seeing elephants playing soccer that was really funny. My favorite thing was riding the elephant and feeding it.</p>
<p>I came back with heaps of souvenirs when I came home. But it still felt really good to be home.</p>

#### TCU (4) A WELL DEVELOPED TEXT

- Structured well with an effective introduction, body and conclusion
- The text follows a consistent plot
- Detail to enhance storyline, e.g. 'in mid air a pink fluffy bird appeared mysteriously' (mysteriously)

#### LSF (4) A WELL DEVELOPED TEXT

- Use of language to convey precise meaning
- Control over punctuation and vocabulary
- Appropriate paragraphing and variety of sentence structure.





## **Section 4 – Centrally Assessed Mathematics Tests**

### **Year 3, Year 5 and Year 7**

#### **Introduction**

There is one Mathematics Test booklet for Year 3. There is one Mathematics Test booklet for Year 5. There are two Mathematics Test booklets for Year 7 (Mathematics Test 1 and Mathematics Test 2). Each test is completed in one session.

#### **Test session report**

Mark the attendance roll and record absent, withdrawn and exempted students on the Test Session Report.

#### **Assistance**

Teachers may read words, phrases or questions to individuals or the class as a whole but should not interpret or explain any items from the test (see page 6). Teachers may also clarify the method of recording answers. Encourage the students to follow the directions on each page. It is essential that teachers work through the practice questions with all students to allow them to become familiar with the types of responses required. Word processors or calculators may not be used unless provided for students with special learning needs.

#### **Spoken information**

Spoken instructions in the sections below appear in shaded boxes. They provide a guide to administering the test and will help ensure that all students complete the test under similar conditions. Depending on the needs of students, some teachers may expand or condense the spoken instructions.

*NOTE:* The following administration instructions have, in order:

#### **A common introduction**

**Introducing the Mathematics Test – for all students (Year 3, Year 5 and Year 7)**

#### **Specific sections**

**Year 3 and Year 5 Mathematics practice questions**

**Year 7 Mathematics Test 1 practice questions**

**Year 7 Mathematics Test 2 instructions**

#### **Common instructions for starting the test**

**Starting the Test – for all students (Year 3, Year 5 and Year 7)**

Teachers should familiarise themselves with the sections they need to refer to when starting their class on the test/s.

## Introducing the Mathematics Test – for all students (Year 3, Year 5 and Year 7)

### Preparation

**EACH** student will need:

- a 2B pencil (as provided)
- an eraser
- some scrap paper for working out
- his or her own test booklet
- quiet work if they finish early.

**EACH** teacher will need a copy of the test booklet/s.

### Timing

Student working times allocated for this task are:

**Year 3 = 35 minutes**

**Year 5 = 45 minutes**

**Year 7 = 45 minutes (Test 1)**

**Year 7 = 40 minutes (Test 2).**

Students who complete the task early may continue with quiet work.

## Test administration script – Year 3 and Year 5 Mathematics and Year 7 Mathematics Test 1

### Distribution of material

**SAY**

**Do not open your test booklets or write on them until I tell you.**

**HAND OUT** the test booklets to the students making sure that the front cover is facing them and give each student a 2B pencil. Students should use the 2B pencil provided throughout the test.

**SAY**

**Your name and other details have been printed on the front of your test booklet.  
Please check that you have the correct test booklet and that all your details are correct.**

**CHECK** that all students have their own test booklet and the necessary materials. If any student details on the test booklet are incorrect, cross out the incorrect information and clearly insert the correct details. If there is a student without a pre-printed test booklet, provide the student with a spare test booklet (with pre-printed school information only).

Under no circumstances should students complete the test in another test booklet if a pre-printed test booklet exists for that student, nor should they complete the test using another student's pre-printed test booklet.

**SAY**

**During this test you must follow the instructions on the front of the test booklet. I will read them to you.**

- 1. You must do your own work.**
- 2. Do not speak to other students during the test.**
- 3. Raise your hand if you need to speak to the teacher.**
- 4. Follow all directions given to you by the teacher.**
- 5. All questions must be answered using the pencil you have been given. If you need to change an answer, carefully erase it and write another answer.**
- 6. You are not permitted to use a calculator.**
- 7. To confirm you have the correct booklet, print your name below.**

**INDICATE** on a test booklet where students should print their names.

**CHECK** that this has been done.

**SAY**

**The questions in this part of the booklet have been written to help us find out what you know about Mathematics. Some of the questions might be easy. Some might be hard. Just try your best and do what you can.**

**In Mathematics, some questions ask you to shade the bubble and other questions ask you to write in the boxes. Make sure you read what the instruction box tells you to do.**

**INDICATE** to students that the bubble needs to be shaded quickly but carefully and the number or letter written neatly inside the box.

## **Year 3 and Year 5 Mathematics practice questions**

**SAY**

**Turn to page 2 of your Mathematics Test. Here are some practice questions we are going to do together. Question P1 says ‘How many days in one week?’ The instruction box tells you to ‘Shade one bubble’.**

**Do that now.**

**GIVE** students a moment to shade one bubble.

**SAY**

**The correct answer is 7. You should have shaded the bubble next to 7. If you did not shade the bubble next to 7, rub out what you did and shade the correct bubble now.**

**CHECK** that students have shaded the correct bubble.

**SAY**

**Question P2 says ‘5 multiplied by 3 equals’. The instruction box tells you to ‘Write one number in each box’. There are two boxes for Question P2, so you may write up to two numbers for your answer. You must write one number neatly in each box. Do that now.**

**GIVE** students a moment to write one number in each box.

**SAY**

**The correct answer is 15. You should have written 1 in the first box and 5 in the second box. If you did not write 1 in the first box and 5 in the second box, rub out what you did and write the correct numbers now.**

**CHECK** that students have written 15 in the boxes as instructed.

**SAY**

**Question P3 says 'How many of these shapes are circles?' The instruction box tells you to 'Write one number in the box'. Do that now.**

**GIVE** students a moment to write one number in the box.

**SAY**

**There are 2 circles drawn for Question P3 so you should have written 2 in the box. If you did not write 2 in the box, rub out what you did and write 2 in the box now.**

**CHECK** that students have written 2 in the box correctly.

**SAY**

**Are there any questions?**

**RESPOND** to any questions. Refer to the guidelines for teacher assistance (page 31) as required.

**TURN** to Starting the Test for all Students (Year 3, Year 5 and Year 7) on page 36

## **Year 7 Mathematics Test 1 practice questions**

**SAY**

**Turn to page 2 of your Mathematics Test 1. Here are some practice questions we are going to do together. Question P1 says 'How many days in one week?' The instruction box tells you to 'Shade one bubble'.**

**Do that now.**

**GIVE** students a moment to shade one bubble.

**SAY**

**The correct answer is 7. You should have shaded the bubble next to 7. If you did not shade the bubble next to 7, rub out what you did and shade the correct bubble now.**

**CHECK** that students have shaded the correct bubble.

**SAY**

**Question P2 says '5 multiplied by 3 equals'. The instruction box tells you to 'Write one number in each box'. There are two boxes for Question P2, so you may write up to two numbers for your answer. You must write one number neatly in each box. Do that now.**

**GIVE** students a moment to write one number in each box.

**SAY**

**The correct answer is 15. You should have written 1 in the first box and 5 in the second box. If you did not write 1 in the first box and 5 in the second box, rub out what you did and write the correct numbers now.**

**CHECK** that students have written 15 in the boxes as instructed.

**SAY**

**Question P3 says ‘Write the letters A, B, C to order these trees from shortest to tallest’. The instruction box tells you to ‘Write one letter in each box’. Do that now.**

**GIVE** students a moment to write in the letters.

**SAY**

**The correct answer, reading across the boxes, is C, A, B.**

**CHECK** that students have written the letters in the boxes correctly.

**SAY**

**Are there any questions?**

**RESPOND** to any questions. Refer to the guidelines for teacher assistance (page 31) as required.

**TURN** to Starting the Test for all Students (Year 3, Year 5 and Year 7) on page 36

## **Year 7 Mathematics Test 2 instructions**

**SAY**

**Do not start the questions until I tell you to.**

**Turn to page 2 of your Mathematics Test 2. This is Task 1 – School Holiday Activities.**

**Turn to page 4. This is Task 2 – Boat Tours.**

**You are to attempt both tasks. For some questions you should write your answer in the box provided and for other questions you should draw on a diagram or grid. You may use the spare paper to calculate answers, but be sure to write your final answer in your test booklet.**

**When I tell you to start, you will have 40 minutes and then I will tell you to put your pencils down. Remember you are to complete both tasks in this time.**

**SAY**

**Are there any questions?**

**RESPOND** to any questions. Refer to the guidelines for teacher assistance (page 31) as required.



## **Starting the test for all students (Year 3, Year 5, Year 7)**

- SAY

The instruction boxes are there to remind you how to answer the questions. Remember, if you make a mistake, rub it out carefully and try again.

Before you begin, it is important to remember that the questions in this part of the booklet have been written to help us find out what you know about Mathematics, so:

- don't look at any other student's work or talk to anyone else but me
- if you get stuck or if something seems too hard, go on to the next question. I am not allowed to help you answer the questions
- you might not be able to finish all of the questions – just try your best
- if you want to change an answer, make sure you rub out the wrong answer completely before writing the new answer
- I will make sure you know how much time you have left to finish your Mathematics Test and I will warn you when there are five minutes to go.

You may start the test now.

## **At the completion of the Test – for all students**

**IF STUDENTS FINISH EARLY, CHECK TO SEE THAT THEY HAVE NOT MISSED ANY PAGES.**

- After the given time has elapsed, tell students to put their pencils down and close their booklets.
- Collect all booklets and check that students have correctly and legibly written their name on the front cover of the Mathematics Test booklet

## Section 5 – Centrally Assessed English Tests

### Year 3, Year 5 and Year 7

#### Introduction

The English Test has these components:

- **Reading and Writing conventions** which are assessed by multiple-choice and numbering the box questions.  
A coloured magazine is provided at each level as stimulus material for Reading:  
*Going Places* for Year 3,  
*Making Tracks* for Year 5,  
*Horizons* for Year 7.
- **Spelling** (Year 3 and Year 5 only) has two tasks, Task A – Dictation, and Task B – Editing. These tasks are administered by the teacher in a separate session. For Year 7 students, Spelling items are included with the multiple-choice questions.
- **Writing** task which requires all students to write an extended story / narrative. Students complete this in the separate Writing test booklet.

#### Test session report

Mark the attendance roll and record absent, withdrawn and exempted students on the Test Session Report.

#### Assistance

Teachers should not read the questions or the text to students although assistance with instructions may be given. It is essential that teachers work through the practice questions with all students to allow them to become familiar with the types of responses required. Word processors may not be used unless provided for students with special learning needs.

#### Spoken information

Spoken instructions in the sections below appear in shaded boxes. They provide a guide to administering the task and will help ensure that all students complete the task under similar conditions. Depending on the needs of students, some teachers may expand or condense the spoken instructions.

**NOTE:** The following administration instructions have, in order:

#### A common introduction

Introducing the Test – for all students (Year 3, Year 5 and Year 7)

#### Specific sections

Year 3 Practice Questions

Year 5 Practice Questions

Year 7 Practice Questions

## Common instructions for starting the test

### Starting the Test – for all students (Year 3, Year 5 and Year 7)

Teachers should familiarise themselves with the sections they need to refer to when starting their class on the test/s.

## Preparation

**EACH** student will need:

- a 2B pencil (as provided)
- an eraser
- a coloured magazine
- his or her own test booklet
- quiet work if they finish early.

**EACH** teacher will need a copy of the test booklet/s and coloured magazine/s.

## Timing

Student working times allocated for this test are:

**Year 3 = 40 minutes**

**Year 5 = 50 minutes**

**Year 7 = 45 minutes.**

Students who complete the test early may continue with quiet work.

## Test administration script – Year 3, Year 5 and Year 7

### Distribution of material

**SAY**

**Do not open your test booklets or write on them until I tell you.**

**HAND OUT** the test booklets to the students making sure that the front cover is facing them and give each student a 2B pencil. Students should use the 2B pencil provided throughout the test.

**SAY**

**Your name and other details have been printed on the front of your test booklet.  
Please check that you have the correct booklet and that all your details are correct.**

**CHECK** that all students have their own test booklet and the necessary materials. If any student details on the test booklet are incorrect, cross out the incorrect information and clearly insert the correct details. If there is a student without a pre-printed test booklet, provide the student with a spare test booklet (with pre-printed school information only).

Under no circumstances should students complete the test in another test booklet if a pre-printed test booklet exists for that student, nor should they complete the test using another student's pre-printed test booklet.

**SAY**

During this test you must follow the instructions on the front of the test booklet.  
I will read them to you.

1. You must do your own work.
2. Do not speak to other students during the test.
3. Raise your hand if you need to speak to the teacher.
4. Follow all directions given to you by the teacher.
5. All questions must be answered using the pencil you have been given. If you need to change an answer, carefully erase it and write another answer.
6. To confirm you have the correct booklet, print your name below.

**INDICATE** on a test booklet where students should print their names.

**CHECK** that this has been done.

**SAY**

The questions in this part of the booklet have been written to help us find out what you know about English. Some of the questions might be easy. Some might be hard. Just try your best and do what you can.

In English, some questions ask you to shade the bubble or box and other questions ask you to write in the boxes. Make sure you read what the instruction box tells you to do.

**INDICATE** to students that the bubble needs to be shaded quickly but carefully and a word written neatly inside the box.

### **Year 3 English practice questions**

**SAY**

Turn to page 2 of your English Test. Here are some practice questions we are going to do together.

For practice question P1 you will need your coloured magazine *Going Places*. The instruction says 'Turn to page 4 of *Going Places* and answer question P1.'

Question P1 says 'The title of the passage on page 4 is'.

The instruction box tells you to 'Shade one bubble'. Do that now.

**GIVE** students a moment to shade one bubble.

**SAY**

The title is 'Puffins'. If you did not shade the bubble next to 'Puffins', rub out what you did and shade the correct bubble now.

**CHECK** that students have shaded the correct bubble.

**SAY**

For questions P2 to P5 you do NOT need to use *Going Places*.

Question P2 says, 'Shade the bubble which shows the missing word'.

'What is the \_\_\_\_\_ book you have ever read?' The instruction box tells you to 'Shade one bubble'. Do that now.

**GIVE** students a moment to shade one bubble.

**SAY**

The word that completes the sentence is 'best'. If you did not shade the bubble under 'best', rub out what you did and shade the correct bubble now.

**CHECK** that students have shaded the correct bubble.

**SAY**

Question P3 says 'Shade two bubbles to show where the full stops should go in this passage.'

'We are having a class party today It will be great fun'. The instruction box tells you to 'Shade two bubbles'. Do that now.

**GIVE** students a moment to shade two bubbles.

**SAY**

The full stops should go after 'today' and after 'fun'. If you did not shade the bubbles after 'today' and 'fun', rub out what you did and shade the correct bubbles now.

**CHECK** that students have shaded the correct bubbles now.

**SAY**

Question P4 says 'Which underlined word should end with an 's'?

'How many of your friend were at the concert?' The instruction box tells you to 'Shade one bubble'. Do that now.

**GIVE** students a moment to shade one bubble.

**SAY**

The sentence should say 'How many of your friends were at the concert?' You should have shaded the bubble under 'friend'. If you did not shade the bubble under 'friend' rub out what you did and shade the correct bubble now.

**CHECK** that students have shaded the correct bubbles.

**SAY**

Question P5 says 'Use the numbers 1, 2, 3 and 4 to show the correct order of these daily events.'

The events are 'school starts', 'home time', 'morning recess' and 'lunch time'. The instruction box says 'Write one number in each box.' Do that now.

**GIVE** students a moment to write one number in each box

**SAY**

**The correct order is 1, 4, 2, 3. If you did not write the numbers in that order, rub out what you did and write the correct numbers now.**

**CHECK** that students have written the correct numbers.

**SAY**

**Are there any questions?**

**RESPOND** to any questions. Refer to the guidelines for teacher assistance (page 37) as required.

**TURN** to Starting the Test for all Students (Year 3, Year 5 and Year 7) on page 44

## **Year 5 English practice questions**

**SAY**

**Turn to page 2 of your English Test. Here are some practice questions we are going to do together.**

**For practice question P1 you will need your coloured magazine *Making Tracks*. The instruction says 'Turn to page 4 of *Making Tracks* and answer question P1.'**

**Question P1 says 'The title of the passage on page 4 is'.**

**The instruction box tells you to 'Shade one bubble'. Do that now.**

**GIVE** students a moment to shade one bubble.

**SAY**

**The title is 'The Riding Club'. If you did not shade the bubble next to 'The Riding Club', rub out what you did and shade the correct bubble now.**

**CHECK** that students have shaded the correct bubble.

**SAY**

**For questions P2 to P5 you do NOT need to use *Making Tracks*.**

**Question P2 says, 'Shade the bubble which shows the missing word'.**

**'What is the \_\_\_\_ book you have ever read?' The instruction box tells you to 'Shade one bubble'. Do that now.**

**GIVE** students a moment to shade one bubble.

**SAY**

**The word that completes the sentence is 'best'. If you did not shade the bubble under 'best', rub out what you did and shade the correct bubble now.**

**CHECK** that students have shaded the correct bubble.

**SAY**

**Question P3 says 'Shade two bubbles to show where the full stops should go in this passage.'**

**'We are having a class party today It will be great fun'. The instruction box tells you to 'Shade two bubbles'. Do that now.**

**GIVE** students a moment to shade two bubbles.

**SAY**

**The full stops should go after 'today' and after 'fun'. If you did not shade the bubbles after 'today' and 'fun', rub out what you did and shade the correct bubbles now.**

**CHECK** that students have shaded the correct bubbles now.

**SAY**

**Question P4 says 'Which underlined word should end with an 's'?**

**'How many of your friend were at the concert?' The instruction box tells you to 'Shade one bubble'. Do that now.**

**GIVE** students a moment to shade one bubble.

**SAY**

**The sentence should say 'How many of your friends were at the concert?' You should have shaded the bubble under 'friend'. If you did not shade the bubble under 'friend' rub out what you did and shade the correct bubble now.**

**CHECK** that students have shaded the correct bubbles.

**SAY**

**Question P5 says 'Use the numbers 1, 2, 3 and 4 to show the correct order of these daily events.'**

**The events are 'school starts', 'home time', 'morning recess' and 'lunch time'. The instruction box says 'Write one number in each box.' Do that now.**

**GIVE** students a moment to write one number in each box

**SAY**

**The correct order is 1, 4, 2, 3. If you did not write the numbers in that order, rub out what you did and write the correct numbers now.**

**CHECK** that students have written the correct numbers.

**SAY**

**Are there any questions?**

**RESPOND** to any questions. Refer to the guidelines for teacher assistance (page 37) as required.

**TURN** to Starting the Test for all Students (Year 3, Year 5 and Year 7) on page 44

## Year 7 English practice questions

SAY

Turn to page 2 of your English Test. Here are some practice questions we are going to do together.

For practice question P1 you will need your coloured magazine *Horizons*. The instruction says 'Turn to page 4 of *Horizons* and answer question P1.'

Question P1 says 'The title of the passage on page 4 is'.

The instruction box tells you to 'Shade one bubble'. Do that now.

GIVE students a moment to shade one bubble.

SAY

The title is 'The New Teacher'. If you did not shade the bubble next to 'The New Teacher', rub out what you did and shade the correct bubble now.

CHECK that students have shaded the correct bubble.

SAY

For questions P2 to P4 you do NOT need to use *Horizons*.

Question P2 says 'Shade two bubbles to show where the full stops should go in this passage.'

'We are having a class party today It will be great fun'. The instruction box tells you to 'Shade two bubbles'. Do that now.

GIVE students a moment to shade two bubbles.

SAY

The full stops should go after 'today' and after 'fun'. If you did not shade the bubbles after 'today' and 'fun', rub out what you did and shade the correct bubbles now.

CHECK that students have shaded the correct bubbles now.

SAY

Question P3 says 'Which underlined word should end with an 's'?

'How many of your friend were at the concert?' The instruction box tells you to 'Shade one bubble'. Do that now.

GIVE students a moment to shade one bubble.

SAY

The sentence should say 'How many of your friends were at the concert?' You should have shaded the bubble under 'friend'. If you did not shade the bubble under 'friend' rub out what you did and shade the correct bubble now.

CHECK that students have shaded the correct bubbles.



**SAY**

**Question P4 says 'Write the circled word correctly in the space provided'.**

**GIVE** students a moment to write their answer.

**SAY**

**The correct spelling is 'q-u-i-c-k-e-s-t'. If you did not write that, rub out what you did and write the correct answer now.**

**CHECK** that students have written the correct answer.

**SAY**

**Are there any questions?**

**RESPOND** to any questions. Refer to the guidelines for teacher assistance (page 37) as required.

### **Starting the test for all students (Year 3, Year 5, Year 7)**

**SAY**

**The instruction boxes are there to remind you how to answer the questions. Remember, if you make a mistake, rub it out carefully and try again.**

**Before you begin, it is important to remember that the questions in this test have been written to help us find out what you know about English so:**

- use the pieces of writing in your magazine to help you when you are answering the reading questions
- don't look at any other student's work or talk to anyone else but me
- if you get stuck or if something seems too hard, go on to the next question
- I am not allowed to read the questions to you, but I can help if you are not sure what type of response is required
- you might not be able to finish all of the questions – just try your best
- if you want to change an answer, make sure you rub out the wrong answer completely
- I will make sure you know how much time you have left to finish your English Test and I will warn you when there are five minutes to go
- stop when you get to the STOP sign or the page colour changes. Do not start the Dictation until I tell you (Year 3 and Year 5).

**Are there any questions?**

**RESPOND** to any questions.

**SAY**

**You may start the test now.**

**NOTE:** If students finish early, check to see that they have not missed any pages.

- Check that students have stopped at the appropriate page.
- After the given time has elapsed, tell students to put their pencils down and close their booklets.
- Collect all booklets and check that the students have correctly and legibly written their names on the front cover of the English Test booklet.

## Spelling – Year 3 and Year 5 only

The Spelling section of each booklet contains two tasks:

- **TASK A – Dictation.** This task is administered by the teacher. Directions are given separately for Year 3 and Year 5. Please note that the passages are similar, but the word selections are **NOT** the same.
- **TASK B – Editing.** This task should be done silently and individually by the students. The teacher should not read these sentences to the class.

Spelling instructions are packed with the test booklets and distributed to teachers with the tests.

## Writing – Year 3, Year 5 and Year 7

The Writing Test for Year 3, 5 and 7 is completed in individual student booklets. For the Writing Test, students are required to complete a narrative piece of writing based on a common prompt.

### Assistance

The Writing Test is an assessment of students' written English. It is inappropriate to offer assistance during the time that students are writing their story. However, teachers should read the test instructions, the writing topic and the writing prompts to students before they commence writing. Teachers and students should **NOT** make notes or lists during the introduction.

### Preparation

Each student should have their own Writing Test booklet and their usual writing materials, i.e. a blue or black pen or the 2B pencil provided.

**Students should NOT use red pens.**

### Timing

Introduction to the Writing Test    **10 minutes**

Student writing time are

**Year 3    35 minutes**

**Year 5    40 minutes**

**Year 7    40 minutes.**

Allow the appropriate time for students to complete their writing.

Make sure that the time allowed for students to complete the test is clearly visible for students at all times.

Students should be informed when there are 5 minutes remaining.

### Distribution of materials

**DISTRIBUTE** the Writing Test booklets to students.

**SAY**

**Do not open your Writing Test booklet or write until I tell you.**

**SAY**

**Your name and details have been printed on the front of your test booklet. Please check that you have the correct booklet and that all of your details are correct.**

**CHECK** that all students have their own pre-printed test booklet.

If any student details on the booklet are incorrect, cross out the incorrect information and clearly insert the correct details.

If there is a student without a pre-printed test booklet, provide the student with a spare booklet (with pre-printed school information).

**Under no circumstances should students complete the test in another booklet if a pre-printed booklet exists for that student nor should they complete the test using another student's pre-printed booklet.**

**SAY**

**Look at the front cover of your Writing Test Booklet. Follow silently while I read the test instructions to you.**

- 1. You must do your own work**
- 2. Do not speak to other students during the test.**
- 3. Raise your hand if you need to speak to the teacher.**
- 4. Follow all directions given to you by the teacher.**
- 5. To confirm you have the correct booklet, print your name below.**

**SAY**

**If you have the correct booklet, print your name in the space under the test instructions now.**

**CHECK** that students have printed their names in the correct place.

**SAY**

**Today you will be writing a story/narrative. (Use the word that best suits your students.)**

**First we will spend some time talking about ideas for your story and then you will have time to write by yourself. You are to work on your own and not disturb others.**

**You are only writing one copy, which will be written in your Writing Test booklet. Please do not write in the shaded areas. Your story is to be written as though the work is for others to read.**

**SAY**

**The topic you are going to write about is written under the test instructions.**

**You are going to be writing a story that includes this idea:  
(Read the Writing Topic)**

**You can write about yourself or someone else and your story can be real or imaginary.**

**It is up to you whether or not you use the words (Read the Writing Topic) in your story.**

## **SAY**

**Under the Writing Topic are some ideas that may help you when you are writing.**

**In your story:**

**Who are the characters?**

**What happens at the start, middle and end of the story?**

**Is there a surprise somewhere?**

**What is the most exciting thing that happens?**

**Where does the story take place?**

**USE** the ideas above to structure a brief class discussion.

## **SAY**

**Remember that your story can be about yourself or someone else.**

**It is up to you whether or not you use the words (Read the Writing Topic) in your story.**

**Make sure that you only write on the lines provided and NOT in shaded areas.**

**Remember that your story is to be written as though it is for someone else to read.**

**GIVE** students an opportunity to ask any questions they may have.

## **SAY**

**Remember that it is important to try and finish your story. If you need to write a word that you are not sure about, do the best you can. When you have finished writing you can check your story for content, spelling and punctuation and remain quiet until I tell the class to stop.**

**I will make sure you know how much time you have left to finish your Writing Test and I will warn you when there are five minutes to go.**

**Turn to page 2 of your Writing Test.**

**You may start writing now.**

## **Conclusion**

At the conclusion of the test, tell students to put their pens or pencils down and close their Writing Test booklets.

Collect all Writing Test booklets and check that students have correctly and legibly printed their names on the front cover of the Writing test booklets.

Return all test materials and the Test Session Report to the AIM coordinator immediately after the test. Do not leave test booklets in the classroom.



## Section 6 – After the testing period

Collection of completed test booklets by the VCAA commences at 8:30 am on Thursday 3 August and continues until Friday 11 August 2006. Material for collection should be ready and available for collection by the courier at the general reception area of the school.

Please ensure that the Participation Returns are accurately completed. It is important that accurate information is provided to ensure the AIM school and parent reports clearly reflect participation in the tests. This information is also required for national reporting purposes. No individual student or school will be identifiable in the information released to the Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA).

### Checking materials

Please check that:

- student details on test booklets have been completed accurately
- the Participation Returns are accurately completed
- the number of test booklets are accounted for and correctly recorded on the Packing Return
- unused test booklets, including those with pre-printed student names, are not included
- stimulus materials are not included
- completed test booklets and forms, are packed into the container in which the material arrived
- return addressed labels are attached and each container is taped securely and marked Box 1 of 3, Box 2 of 3, etc.
- Test Session Reports are retained by the school.

### Packing materials

Please ensure that the test material is readily available to the courier.

Include in the package to be returned to the VCAA Assessment Centre for marking:

- completed test booklets
- Record of Exemption forms (one for each student exempted)
- Participation Returns
- Packing Return
- Teacher Assessed Task Return

If materials have not been collected by 3:45 pm on **Friday 11 August 2006**, the principal should contact the VCAA on Freecall 1800 648 637.

Following the administration of the AIM tests, prepare the completed test booklets and the Participation Return ready for collection. Schools are required to only return the completed test booklets and not include blank booklets – including those with pre-printed student names.

1. participation return form details are essential in ensuring every student's test booklet is marked and reported upon accurately.
2. They enable the VCAA to match student data files against those generated during the tracking of the test booklets at the point of receipt prior to marking to ensure that each test booklet is accounted for.
3. Accurate information is generated to ensure that AIM schools and parent's reports clearly reflect participation in the tests.
4. Data gathered from the Participation Return also provides information required for national reporting purposes.

[illegible]

## Special arrangements for return of the tests

Where a school has made special arrangements with the VCAA for some classes to conduct assessments at a time later than those specified;

or

where catch-up assessments have been organised for individual or small groups of students, their completed test booklets and accompanying forms must be returned by **Registered Post at the school's expense** to:

**AIM Testing  
VCAA Assessment Centre  
c/- Pearson Assessments and Testing  
100 Station Street  
Nunawading VIC 3131**

All catch-up assessments must be forwarded by **Friday 11 August 2006**.

The principal should ensure that:

- appropriate documentation regarding evidence of postage or delivery is retained by the school
- all procedures for packing materials are adhered to, including a photocopy of the Participation Return forms and Packing Return forms are retained at the school
- Test Session Reports completed by teachers are retained at the school for twelve months. These may be subject to audit by the VCAA.





# AIM 2006

## Year 3, 5 and 7

# Test Session Report

The *Test Session Report* should be completed by each test supervisor for each test session.

Please copy as required for each test session.

**School:** \_\_\_\_\_

**Class / Home Group:** \_\_\_\_\_

**Name of Test Supervisor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Yr 3**

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**Yr 5**

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**Test Session:**

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Mathematics

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English

☐

Writing

**Yr 7**

☐

**Test Session:**

☐

Mathematics 1

☐

Mathematics 2

☐

English

☐

Writing

**Student's Name**

**Exempt**

**Absent**

**Withdrawn**

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**Comments:** 1. Record any special provisions allowed for students.

2. Record any incidents or irregularities that occurred during the test session.

(If more space is required, please attach a further sheet.)

_____
_____
_____
_____
_____
_____

Principal/AIM Coordinator's Signature: \_\_\_\_\_

***This report should be retained by the school for twelve months after the test and may be subject to audit by the VCAA.***

**The VCAA provides curriculum and assessment for Prep to Year 12.  
It is a statutory body directly responsible to the Minister for Education  
and Training and serves government and non-government schools.**

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