

Part 2: Assessment Tasks

SECTION 1: GENERAL INFORMATION

The Mathematics, English and Writing tasks are scheduled for the dates listed below.

Task	Date	Time allocation Short Answer Test Items	Time allocation Extended Tasks
Mathematics	Tuesday 21 August	45 minutes	40 minutes
English	Wednesday 22 August	45 minutes	40 minutes

There may not be the need for significant alteration to the classroom. If students normally work at group tables, the assessment may be held in the same conditions but students should work independently. However, as the AIM Year 7 English and Mathematics Assessment Program 2001 is an assessment task, the principal may decide that alternative arrangements are necessary. In some cases material such as spelling lists, mathematics tables or calculators may need to be removed temporarily.

STUDENT MATERIALS

Task booklets, coloured magazines for English, stimulus material for extended tasks and 2B pencils will be provided for the assessment tasks.

Students should use 2B pencils to mark responses to questions and to complete details on the front page of each task. Teachers should also use these pencils to complete the student details pages of the task booklets. Other grey lead pencils may be used if necessary. Although HB pencils are acceptable, use of 6B, 4B or 2B pencils, if available, would be preferable to facilitate the scanning of students' responses.

Students should have access to erasers and pencil sharpeners. It may also be advisable for students to have access to spare pencils and, for some assessments, scrap paper for working out. Task booklets should not be used for working out.

Teachers will find it useful to provide activities for early finishers.

In assessment tasks, calculators or correction fluid must not be used. Word processors must not be used unless provided for students with special learning needs (see pages 12-13).

The student details page of each task booklet is for teacher use only (see pages 22-24 of this guide).

STANDARD CONDITIONS

It is important that the tasks at all schools be conducted under standard conditions to enable a valid indication of how students are performing on the levels of the CSF and on statewide standards.

Standard conditions for the conduct of the task, adherence to time limits, level of teacher assistance (including reading of material to students) and presentation of material will allow all students across the State equal opportunity in completing the tasks.

No students or classes should be given conditions which either advantage or disadvantage them in relation to other students and classes.

TEACHER ASSISTANCE

For some of the assessment tasks, teachers may read words, phrases or whole questions to students (see page 35). Clarification about how to show answers may be given at any stage. Help which would provide the answer to something in the task however, would not be appropriate. It would be unusual if all students in a class completed all the tasks. Encourage the students to work quickly and complete as much as possible in the time. Reassure them that it does not matter if they do not finish.

It is important that in assisting students, the teacher acts as a facilitator rather than an interpreter.

The teacher may assist students by:

- reading instructions (instructions will generally appear in a box)
- clarifying instructions
- reading words, phrases or questions to individuals, groups or the class as a whole
- reminding students how to complete responses
- encouraging students to do their best work
- advising students to leave a question they are unsure of, move on to the next one and come back to it later if there is time.

It is inappropriate for the teacher to assist students by:

- reading words, phrases or questions to students in the English task (see below)
- interpreting questions or text
- paraphrasing questions or text
- explaining the meanings of words 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 (see below).

It is not appropriate to define any words or terms in the tasks which directly relate to what is being tested.

English (Reading; Writing conventions)

As this task is assessing students' ability to read and use correct spelling, punctuation and grammar, the teacher should read neither the questions nor the text to students although assistance with instructions may be given.

English (Writing)

The teacher may read the instructions and topics to students and discuss with them the prompt questions provided in this guide (see page 39) and in the stimulus material provided for the English extended tasks.

Mathematics

The teacher may read aloud words, phrases or questions to individuals, groups or to the class as a whole if students indicate that they are having difficulties with the written text.

It is not appropriate to read aloud or explain the meaning of a mathematical number, term or process.

TIME LIMITS

The times given for the short answer questions and the extended tasks indicate how long students may spend answering questions. The time for each task is indicated in the student booklets at the beginning of each task.

Time limits are specified to facilitate and standardise the administration of the tasks across the State. Time limits specified for each task have been determined so that the majority of students will have time to complete the task, working at their normal rate. The tasks 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.

It is appropriate that a short break be given to students between the short answer questions and extended tasks for each test.

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 tasks may result in their feeling frustrated.

The times given for each task are appropriate for completion of the tasks 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 task. 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: ENGLISH

READING AND WRITING CONVENTIONS

- Reading and Writing Conventions are assessed by **short answer** questions.
- A coloured magazine is provided as stimulus material for the **Reading** section.

PREPARATION

EACH student will need:

- a 2B pencil as provided
- an eraser
- his or her own student booklet
- his or her own coloured magazine
- quiet work for early finishers.

EACH teacher will need a copy of the student booklet.

TIMING

ALLOW 45 minutes for students to complete their Reading and Writing conventions exercise.

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

SPOKEN INSTRUCTIONS

Spoken instructions appear in shaded boxes. They are a guide to administering the tasks and should be followed to ensure that all students complete the task under similar conditions. Depending on the needs of students, some teachers may find they need to expand on some of the directions, whilst others may find that some directions can be condensed.

ASSISTANCE

You may read words, phrase or questions to individuals or the class as a whole but should not interpret or explain any items from the test (see page 33). You may clarify the method of recording answers. Encourage the students to follow the directions on each page. It is essential that you work through the practice questions with the students to allow them to become familiar with the types of responses required. Word processors may not be used unless they are provided for students with special learning needs.

ADMINISTRATION

1. Distribution of material

- **HAND OUT** the task booklets and magazines to students making sure that each student receives his or her own booklet. Do not hand out the stimulus material for extended tasks (Writing).
- **CHECK** that students have necessary materials. Students should use 2B pencils provided.
- **SAY**

Do not start until I tell you.

2. Filling in student names

For an example see page 21 of this administration guide.

- **SAY**

Write your name (your first name then your last name) on the top line.

Now fill in the other questions relating to your background.

- **INDICATE** on your own booklet where students are to record this information. Make sure students have completed all parts of this section and have recorded the information correctly.
- **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. You might not finish all the questions. Just try your best and do what you can. Let's look at the practice questions.

3. Practice Questions

- **SAY**

In the English, the questions ask you to shade a bubble or write a word or number in a box.

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

There are some practice questions that we are going to do together. For practice questions 1 and 2 you will need your copy of Horizons. That's the coloured magazine you've been given. The instruction says Look at the content page on page 2 of Horizons.

The first question asks, "What can be found on page 5 of Horizons?"

Write your answer on the line below.

- **GIVE** the students a moment to write their answer.
- **SAY**

The title is 'AMBUSH'. If you did not write that, rub out what you did and write in the correct answer now.

- **CHECK** that each student has written the correct answer on the line.
- **SAY**

For practice question 2, you have to fill in the instruction says.

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

- SAY

The correct answer is *'Dukes House'*. If you did not write that, rub out what you did write and rewrite in the correct answer now.

- CHECK that each student has written the correct answer on the line.
- SAY

For practice questions 3-5 you do not need your copy of the magazine *'Horizons'*.

The third question says, *"Shade one bubble to show which word correctly fills the gap in the sentence 'yesterday we to the swimming pool'."*

- GIVE the students a moment to write their answer.
- SAY

The correct answer is *"walked"*. The sentence is, *"Yesterday we walked to the swimming pool"*. If you did not write that, rub out what you did write and rewrite in the correct answer now.

- CHECK that each student has written the correct answer on the line.
- SAY

Question four says, *"Shade one bubble to show the spelling mistake in this sentence. 'They were given a project on transport'."*

- GIVE the students a moment to write their answer.
- SAY

The correct bubble to have shaded is beside the word *"transport"*. *"Transport"* is spelt incorrectly. If you did not shade the correct bubble, rub out what you did and shade in the correct bubble now.

- CHECK that each student has written the correct answer on the line.
- SAY

The last practice question asks you to, *"Write the number 1, 2 and 3 in the boxes to show the correct order for making toast"*. Read each statement carefully before filling in the numbers.

- GIVE the students a moment to write their answer.
- SAY

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

- CHECK that each student has written the correct answer on the line.

PREPARATION

EACH student will need:

- the usual writing tools (pencil or pen)
- an eraser
- his or her own student booklet
- his or her own writing stimulus sheet
- quiet work for early finishers.

TIMING

ALLOW 40 minutes for students to complete their writing on Tasks 1 and 2.

Students who complete the tasks early may continue with some quiet work.

SPOKEN INSTRUCTIONS

Spoken instructions appear in shaded boxes. They are a guide to administering the task and should be followed to ensure that all students complete the task under similar conditions. Depending on the needs of students, some teachers may find they need to expand on some of the directions, whilst others may find that some directions can be condensed.

ASSISTANCE

As the Writing task is an assessment of student's written English, it is inappropriate to offer assistance during the time they write their extended piece. However, the teacher may read instructions and the topic and discuss these with students **BEFORE** they commence writing.

ADMINISTRATION

1. Distribution of material

- **HAND OUT** the task stimulus material for extended tasks (Writing).
- **CHECK** that students have necessary materials.
- **SAY**

Do not start until I tell you.

2. Filling in student names

- **SAY**

Turn to the writing section on page 12.

Write your name (your first name then your last name) on the top line.

- **INDICATE** on your own booklet where students are to record this information. Make sure students have completed all parts of this section and have recorded the information correctly.
- **SAY**

The booklet says, "You need to do two pieces of writing. Each Writing task should take about 20 minutes. You should plan your writing to finish in this time."

TASK 1 - WRITING

3. Introduction to Writing task 1.

- **SAY**

For this task you are going to write 'Beginning of a Story'. Every writer has a challenging job when creating the beginning of a story because that is the time when he or she must capture the attention of the reader.

Please remember you will be writing only one copy so try to write as neatly as you can. If you make a mistake, cross it out neatly and keep going.

I am now going to read out the page. Follow while I read.

- **ENCOURAGE** students to respond to the topic and to talk about some ideas for the beginning of a story.
- **DRAW** students' attention to the section on ideas to start them off.
- **EXPLAIN** that the students will write their pieces as though the work is to be published for others to read.
- **MAKE SURE** students know that:
 - they should write only the beginning of the story
 - they can use the planning space to plan their writing
 - they should write only one copy - the one they will write directly into their booklets
 - they have two pages to write on if they need them. If they need to spell a word they are not sure about, they should just write it the best way they can
 - they should not write outside the lined area on each page
 - they are to work on their own and not disturb others
 - if they finish early, they should check their work for spelling, punctuation and expression
 - after they have checked their work, they are to go on with quiet work of their own.

TASK 2 - WRITING

4. Introduction to Writing task 2.

- SAY

For this task you are going to write a letter to the principal about the topic, *'The best place for a Year 7 excursion'*. Look carefully at the leaflet. Think about the three places proposed for the excursion – the beach, a capital city, and a farm. Think about the different activities that you can do at each place. Think of ways to justify your reasons. Try to use descriptive words to describe your feelings to persuade the reader to see your point of view. Remember you will be writing only one copy so try to write as neatly as you can. If you make a mistake, cross it out neatly and keep going.

I am now going to read out Writing Task 2. Follow while I read.

- **ENCOURAGE** students to respond to the topic and to talk about the reasons why they would choose a particular location.
- **EXPLAIN** that the students will write their pieces as though the work is to be published for others to read.
- **MAKE SURE** students know that:
 - they should write about the topic of the location of the Year 7 excursion
 - they can use the planning space to plan their writing
 - they should write only one copy - the one they will write directly into their booklets
 - they have two pages to write on if they need them. If they need to spell a word they are not sure about, they should just write it the best way they can
 - they should not write outside the lined area on each page
 - they are to work on their own and not disturb others
 - if they finish early, they should check their work for spelling, punctuation and expression
 - after they have checked their work, they are to go on with quiet work of their own.

Students' writing time

- **ALLOW** 20 minutes for students to complete their writing on this task.

CONCLUSION

After time is up

- **TELL** students to put their pencils or pens down and close their booklets.
- **COLLECT** all booklets and check that students' names are correctly and legibly written on the first page of the Writing task section.

SECTION 3: MATHEMATICS

SHORT ANSWER SECTION

PREPARATION

EACH student will need:

- a 2B pencil as provided
- a ruler
- an eraser
- his or her own student booklet
- quiet work for early finishers.

EACH teacher will need a copy of the student booklet.

TIMING

ALLOW 45 minutes for students to complete their Mathematics task.

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

SPOKEN INSTRUCTIONS

Spoken instructions appear in shaded boxes. They are a guide to administering the task and should be followed to ensure that all students complete the task under similar conditions. Depending on the needs of students, some teachers may find they need to expand on some of the directions, whilst others may find that some directions can be condensed.

ASSISTANCE

You 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 33). You may clarify the method of recording answers. Encourage the students to follow the directions on each page. It is essential that you work through the practice questions with the students to allow them to become familiar with the types of responses required. Word processors or calculators may not be used unless they are provided for students with special learning needs.

ADMINISTRATION

1. Distributions of material

- **HAND OUT** the task booklets to the students making sure that the front cover is facing them. Do not hand out the stimulus materials for the extended tasks.
- **CHECK** that the students have the necessary materials. Students should use the 2B pencils provided.
- **SAY**

Do not open your booklets until I tell you to. Do not write on the booklets.

2. Filling in students names

- **SAY**

Let's turn over the page. Write your first name and last name on the line at the top of the page.

- **INDICATE** on your own booklet where students should write their names.
- **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 of them might be hard. Just try your best and do what you can. You might not finish all of the questions. Let's look at the practice questions.

3. Practice Questions

- **SAY**

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

- **INDICATE** to the students that the bubble needs to be shaded quickly but carefully and the number written neatly inside the box
- **SAY**

There are four practice questions that we are going to go through together.

The first question says, *"Twenty five plus ten equals?"*

The box tells you to shade one bubble – do it now.

- **CHECK** that students have filled in the correct bubble.
- **SAY**

The correct answer is 35. You should have shaded the bubble next to the 35. If you did not shade the bubble next to the 35, rub out what you did shade in and shade the correct bubble now.

- **CHECK** that students have filled in the correct bubble.
- **SAY**

The second question asks you to write one number in each box.

The second question asks, *"What is half of 20?"* You must write one number neatly in each box. Do that now.

- **CHECK** that students have filled in the correct bubble.

- SAY

The correct answer is 10. 1 in the first box and a 0 in the second box.

- CHECK that students have written one number in each box.
- SAY

The third question asks you to, *“Order the set of apples from smallest to largest by writing the numbers 1 to 3 in the boxes below”*. You must write one number in each box. Do that now.

- GIVE the students a moment to fill in the boxes.
- SAY

The correct answer is 3, 1, 2. You should have shaded 3 in the first box, 1 in the second box and 2 in the third box.

- CHECK that students have written one number in each box.
- SAY

The fourth question says, *“Draw a rectangle on the grid that has an area of ten small squares. Shade the boxes that have odd numbers”*. Do that now.

- GIVE the students a moment to shade the boxes.
- SAY

You should have shaded a rectangle made up of ten small squares. It will be five squares long and two squares wide.

- CHECK that students have shaded the correct boxes.

PREPARATION

EACH student will need:

- a 2B pencil as provided
- a question sheet
- an eraser
- his or her own student booklet
- his or her own extended task question sheet
- quiet work for early finishers.

EACH teacher will need a copy of the student booklet.

TIMING

ALLOW 40 minutes for students to complete their Mathematics tasks.

The students are expected to complete both tasks in this time.

Students who complete the tasks early may continue with some quiet work.

SPOKEN INSTRUCTIONS

Spoken instructions appear in shaded boxes. They are a guide to administering the tasks and should be followed to ensure that all students complete the tasks under similar conditions. Depending on the needs of students, some teachers may find they need to expand on some of the directions, whilst others may find that some directions can be condensed.

ASSISTANCE

You 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 33). You may clarify the method of recording answers. Encourage the students to follow the directions on each page. It is essential that you work through the practice questions with the students to allow them to become familiar with the types of responses required. Word processors or calculators may not be used unless they are provided for students with special learning needs.

ADMINISTRATION

1. Distribution of material

- **HAND OUT** the task booklets to the students making sure that the front cover is facing them.
- **HAND OUT** the question sheets.
- **CHECK** that the students have the necessary materials. Students could use the 2B pencils provided.
- **SAY**

Do not open your booklets until I tell you to. Do not write on the booklets.

There are 2 extended response tasks to complete. You will need the question sheet for each task to help you answer the questions. Write the answers in the answer section of your test booklet.

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**
- **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 have 40 minutes and then I will tell you to put your pencils down**
- **You are required to complete both extended response questions in this time**
- **You might not get to finish the questions – just try your best**
- **If you want to change an answer make sure you rub out the wrong answer completely**
- **Stop when you get to the big stop sign or if the colour of the pages change**
- **Open the booklet to page 17.**

YOU MAY START THE TEST NOW

CONCLUSION

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

- **CHECK** that students have stopped at the end of the page 19.
- **TELL** students to put their pencils down after 40 minutes and close their booklets.
- **COLLECT** all booklets and check that students' names are correctly and legibly written on page 1 at the beginning of the Mathematics test.