

Part 2: Teacher Assessed Task

Section 1: Teacher Assessed Writing – Years 3 and 5

Introduction

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

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

The work is to be assessed in three categories, derived from the strands of the English Curriculum and Standards Framework (CSF): Texts and Contextual understanding (TCU), Linguistic structures and features (LSF) and Strategies (S). These categories are explained more fully in the marking guide (see page 40).

The scores should be recorded on the class record sheet provided (see page 43) and then transferred to the student details pages of the centrally assessed task booklets.

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

Task

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

Topics used in the student samples on pages 47-57 include:

- The Strangest Animal
- A Most Peculiar Day
- A Gift

Preparation

- READ these guidelines and the marking guide. It is essential that you become familiar with the marking procedures before starting this task.
- NOTE that you will need to commence assessment when the students start their drafts. On page 43 of the marking guide is a class record sheet which you may photocopy and use, or adapt to your own needs.
- DISCUSS the marking procedures with colleagues if this is possible. The marking guide contains several examples of marked pieces of work (marked only for Texts and Contextual understanding and Linguistic structures and features) and also some unmarked pieces. You may like to trial mark these before you start assessing your own students' work.
- CHOOSE some prompt material. Examples are:
 - a theme on which the students are already working (in which case there would be less need for discussion)
 - a talk by a guest speaker
 - a story
 - a picture or other visual prompt.

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

Assistance

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

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

Timing

The various stages of the task should take about 90 minutes of class time in total. Of this, about 20 minutes should be allowed for the writing of the final version. The work may be done in two or three sessions on one day, or it may be spread over two or three days. The task should be administered at times decided by the school between **22 July and 2 August**.

Administration

A suggestion for administering the writing task.

Stage 1: Planning

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

Stage 2: Drafting

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

Stage 3: Revising

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

Stage 4: Final Version

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

Conclusion and Marking

- **USING** the specific categories and criteria contained in the marking guide, assign each student three marks: TCU for Texts and Contextual understanding, LSF for Linguistic structures and features and S for Strategies. (These categories are derived from the substrands in the Curriculum and Standards Framework [CSF].)
- **ENTER** the three marks onto the class record sheet. How to collect the evidence leading to these marks is explained on page 40-42.

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

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

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

Using Prompts

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

Animalia

Written and illustrated by
Graeme Base
Penguin Books Australia,
Ringwood, 1986

Look at the pictures of the animals. Which animals do you know?
Which animals do you find strange and different?
Can you think of a story linking a strange animal to some of the other objects on the page?
Write a story about a very strange animal.

Greetings from Sandy Beach

Written and illustrated by
Bob Graham
Lothian Books,
Port Melbourne, 1990

Think of a holiday you went on where you really enjoyed yourself.
Who were you with?
What kinds of things did you do?
Why was the holiday so enjoyable?
Write about the best holiday you ever had.

Not a Nibble!

Written and illustrated by
Elizabeth Honey
A Little Ark Book,
Allen and Unwin,
St Leonards, 1996

Have you ever been on a holiday where things didn't seem to go the way you hoped they would?
However, did something happen unexpectedly that made you feel very happy about your holiday?
Write a story about a holiday where something exciting happened on the last day.

Wilfrid

Written by Mem Fox and
illustrated by Julie Vivas
Omnibus Books,
Norwood, 1988

Have you ever lost something that was very valuable?
How did you feel? Was it ever found?
Where did you look for this item? Did anybody help you?
Think about something you own that is very precious to you.
Write about a time when something you valued went missing.

2. Pictures – visual materials such as

- a painting with a strong narrative component
- a dramatic, mysterious or funny photograph
- a travel poster
- a cartoon sequence

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

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



Teacher's notes:

English Marking Guide

Introduction

This marking guide for the teacher assessed Writing task:

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

General Notes

1. Aspects to be marked

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

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

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

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

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

2. Categories for assigning marks

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

Texts and Contextual understanding (TCU) and Linguistic structures and features (LSF): The categories for both of these aspects range from "1" to "Beyond Level 4", but in each category, there are two sub-categories relating to each CSF Level. For example, categories 1.1 and 1.2 both relate to CSF Level 1.

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

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

3. Performance Indicators

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

4. Expected range of marks

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

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

Use of the Marking Guide

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

- Read the 'Category Descriptions and Performance Indicators' on pages 44-46 for familiarisation and relationship to the CSF.
- Read the 'Explanation of Terms Used in the Marking Guide' below for familiarisation with certain terms in this specific context.
- Read the examples of students' writing (pages 47-57) which have been assessed by experienced teachers and consider the marks assigned and reasons for these marks.
- Read the unmarked practice examples on pages 56-57. Using the criteria on pages 44-46, assign marks in Texts and Contextual understanding (TCU) and Linguistic structures and features (LSF) to each piece.
- Turn to page 58, where marks assigned by experienced markers and reasons for these marks are given.
- Compare these with your own assessments.

2. Marking for Strategies (S)

The way in which students go about the task of writing yields information that can help in the planning of future teaching. This can be accomplished only by direct observation in the classroom and by the comparison of drafts and final pieces of work. Read the 'Category Descriptions and Performance Indicators – Strategies' on page 46 to become familiar with them and to understand how they relate to the CSF.

Specific Notes About Assigning Marks

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

Explanation of Terms Used in the Marking Guide

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

Sentences

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

At playgroup I met Hugh we rode the Bikes there I went to his house to play we went down the slide.

This can be understood as four sentences:

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

Simple sentences

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

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

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

might be read as:

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

Complex sentences

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

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

I like home because it is very nice.

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

So is:

Once I got into trouble when I sat next to her because I was talking too much.

Verbs: *got, sat, was talking*

Subjects: *I, I, I*

Connecting words: *when, because*

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

Linking the text

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

At the most basic level linking devices include:

- using pronouns to refer to already-mentioned nouns:

There was some children they were walking in the park (they referring to the children)

- *and then* to give a sense of sequence:

We had lunch and then we had a little play and then it was time for another swim.

More sophisticated ways of linking text include:

- using a range of connecting words (*when, as soon as, because, since, while, that, who*)

I was climbing the ladder when I suddenly slipped.

- using a different noun, or nouns instead of repeating the original:

At assembly, the Principal reminded the children about road safety.

"It's very important," said Mrs Hudson. "It could be your life at stake."

Last Tuesday the "A" cricket team travelled by bus to Richmond. The players were all keen to win.

- leaving out a word or phrase whose meaning is repeated and therefore understood:

So he got 5 millon dollers and at midnight went to the laenway and cave the mony to the proson

The pronoun *he* has not been repeated.

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

Voice

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

It was my first day at PRE SCHOOL and all I saw were faces of young kids I had never seen before.

I met my friend when I was a baby. I think it was friendship at first bite. Because when my Mum and her Mum met, my friend was into biting peoples shoulders and thats egzactly what she did to me.

CLASS RECORD SHEET – WRITING

Photocopy as required.

Rate each student as 0, 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 or 4+ (i.e. Beyond Level 4) for Texts and Contextual understanding and Linguistic structures and features.

Rate each student as 0, 1, 2, 3, 4 or 5 (i.e. Beyond Level 4) for Strategies.

Name	Texts and Contextual understanding (TCU)	Linguistic structures and features (LSF)	Strategies (S)

Teacher Assessed Task

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

CATEGORY DESCRIPTIONS AND PERFORMANCE INDICATORS

MARK	TEXTS AND CONTEXTUAL UNDERSTANDING (TCU)	MARK	LINGUISTIC STRUCTURES AND FEATURES (LSF)
0	INSUFFICIENT TO JUDGE	0	INSUFFICIENT TO JUDGE
1	<p>1.1 THE BEGINNINGS OF WRITING</p> <ul style="list-style-type: none"> writes symbols whose meanings are not clear to the reader <p>1.2 STARTING TO COMMUNICATE IN WRITING</p> <ul style="list-style-type: none"> writes symbols that convey some meaning to the reader writes some recognisable words that may or may not be related to the topic presents a simple idea 	<p>1.1</p> <p>1</p> <p>1.2</p>	<p>EXPERIMENTING WITH WRITTEN SYMBOLS</p> <ul style="list-style-type: none"> presents a mixture of invented and conventional letter shapes, numerals or other symbols uses no recognisable word-like clusters <p>STARTING TO USE THE CONVENTIONS OF WRITING</p> <ul style="list-style-type: none"> writes from left to right and from top to bottom of the page forms letters of the alphabet correctly in most cases leaves space between words or word-like clusters uses some known or copied words attempts to use some basic punctuation
2	<p>2.1 A BASIC TEXT</p> <ul style="list-style-type: none"> writes text that is generally interpretable but may have to be read more than once or read aloud produces a brief response on a topic that is familiar to the writer communicates some ideas but with little or no development lists ideas rather than interrelating them <p>2.2 A BASIC TEXT GIVING SOME RELATED IDEAS ABOUT THE TOPIC</p> <ul style="list-style-type: none"> writes a text that is readily interpretable and shows some organisation of content writes a simple text that shows some understanding of the demands of the task presents two or more ideas in logical sequence writes with little sense of audience 	<p>2.1</p> <p>2</p> <p>2.2</p>	<p>WRITING INTELLIGIBLY</p> <ul style="list-style-type: none"> uses some proper sentence structures uses capital letters and full stops correctly in some cases uses approximations of conventional spelling as well as some correct forms introduces some vocabulary related to the topic <p>USING BASIC CONVENTIONS</p> <ul style="list-style-type: none"> uses simple sentence structures and may use some compound and complex structures uses capital letters and full stops correctly in most cases spells high frequency words correctly most of the time uses a range of vocabulary relevant to the topic uses pronouns, conjunctions or adverbial phrases to link ideas
3	<p>3.1 A SIMPLE CONNECTED TEXT</p> <ul style="list-style-type: none"> writes an organised text that shows understanding of the task includes information on several aspects of the topic presents a number of ideas and links them appropriately demonstrates some development of ideas selects content with some sense of audience 	<p>3.1</p> <p>3</p>	<p>MOST BASIC CONVENTIONS CONTROLLED</p> <ul style="list-style-type: none"> demonstrates control over sentence structures has some control over common punctuation marks such as commas, exclamation marks and question marks has some control over spelling of familiar words and attempts to spell unfamiliar words is beginning to use vocabulary with an awareness of purpose and audience has some control over grammatical features such as noun-verb agreement, tense consistency and noun-pronoun agreement

MARK	TEXTS AND CONTEXTUAL UNDERSTANDING (TCU)	MARK	LINGUISTIC STRUCTURES AND FEATURES (LSF)
3.2	<p>A TEXT WITH CLEAR DEVELOPMENT</p> <ul style="list-style-type: none"> • writes a text that has clear development of ideas and some supporting detail • shows logical and appropriate organisation of ideas • selects and maintains an appropriate text type • writes towards a clear conclusion • selects content that is appropriate for the intended audience 	3.2	<p>REFINING A BASIC TEXT</p> <ul style="list-style-type: none"> • varies sentence beginnings and uses extended sentences • shows some accurate use of apostrophes and quotation marks to enhance text • uses correct spellings more than misspellings • selects vocabulary that is appropriate for audience and purpose • links text with occasional sophistication and uses a variety of conjunctions
4.1	<p>A SUSTAINED TEXT WITH SOME ATTENTION TO DETAIL</p> <ul style="list-style-type: none"> • develops ideas in a sustained text • presents an effective introduction as well as a well-developed middle and a conclusion • attempts to use detail for clarity and interest • writes with a developing “voice” • develops ideas, details and events logically • attempts to engage the reader 	4.1	<p>DEVELOPING STYLE</p> <ul style="list-style-type: none"> • uses a variety of sentence structures appropriately • has reasonable control over a range of punctuation marks including quotation marks • makes some attempt at paragraphing • makes a reasonable attempt to use complex structures • writes with only occasional misspellings of unfamiliar words • experiments with word choice • writes text that is becoming smooth and fluent
4.2	<p>A SUSTAINED TEXT WITH EFFECTIVE USE OF DETAIL</p> <ul style="list-style-type: none"> • uses detail to support and enhance the text • writes with a clear “voice” • develops ideas clearly and consistently • reinforces ideas by the use of imagery • can reflect on own statements • uses surprise, suspense or other devices to engage the reader 	4.2	<p>MANIPULATING TEXT FOR EFFECT</p> <ul style="list-style-type: none"> • makes appropriate use of paragraphing • uses punctuation correctly and effectively • can use uncommon tense structures for effect • demonstrates good control over standard spelling • selects vocabulary for precise meaning and effect • consistently demonstrates awareness of audience and purpose
4+	<p>AN EXTENDED, COHESIVE AND POSSIBLY COMPLEX TEXT</p> <ul style="list-style-type: none"> • selects content carefully to add interest or impact for a specified audience • shows some exploration of challenging ideas and issues • in a narrative: shows successful attention to introduction, time order, plot and development of a resolution • in a recount: shows successful attention to orientation, sequence of events, participants and evaluation (personal comment) • in a description: provides an effective and detailed description of a natural scene, person or place • controls sequence to enhance the effect of the text • can link ideas thematically 	4+	<p>A SOPHISTICATED AND FLUENT TEXT</p> <ul style="list-style-type: none"> • makes extensive use of complex sentences with embedded clauses and phrases • shows effective control over a wide variety of punctuation marks • controls paragraphing in an extended and possibly complex text • displays an extensive vocabulary and uses it appropriately • demonstrates control over spelling of scientific, technical or rare words • can use structures and grammatical features such as tense creatively for effect

CATEGORY DESCRIPTIONS AND PERFORMANCE INDICATORS – STRATEGIES

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

Marked Examples

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

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

Two extra examples are on pages 56-57 for you to practise your marking. Compare the marks that you give with those assigned by the teachers who marked the other samples in this guide. These marks and the reasons for assigning them can be found on page 58.

1. Topic: My Best Holiday

~~M A P~~
d i m a n m a n a m i s I do
I i n t r y I r + a c a r t
E a m l z y o d i n a f
13 I m b e a r e 13

Writes symbols whose meanings are not clear to the reader.

Linguistic structures and features: 1.1

Presents a mixture of invented and conventional letter shapes, numerals and other symbols.

2. Topic: The Strangest Animal

I was in my betb and I had somed out sid
I fot roly roly sed I lot out my wid and it was
just a qaa dog but tis wast a homl qaa dog this
dog haf slept bof it was so fol of h99h0 it
cod sleq it was so kot it had lot flay wit for I
7ah ot sid and got it and 9ath and hud it in tel
it wod fol a sleq but it wodt fol a sleq so I
Dost to thet qhd then it hit me wom miok
So I gav it to him and heaf sleq.

Texts and Contextual understanding: 1.2

Presents a simple idea in sequence. (Finds a pup outside, pup won't sleep, gives it warm milk, pup sleeps.)

Written symbols convey some meaning to the reader.

Linguistic structures and features: 1.2

Uses known or copied words. Writes from left to right and leaves spaces between words.

Attempts some basic punctuation. (Begins with capital letters and finishes with a full stop.)

3. Topic: A Journey

I was on the ship and a man came and took my Mum and
Dad. And he did take me then he took my money and
food and he took me with my Mum and Dad. And
I was scared and a man came and help us. And we
said thank you then we said to the man go a way.
And the man was sad. And we got our money back
and food. Then when we were working we found a
key. And it was a gold key. And the key was for
the castle. And we went inside the castle and
there was a prince and a princess.

Texts and Contextual Understanding: 2.1

Text is generally interpretable, but lists ideas rather than interrelating them.
The writer communicates some ideas but with little/no development.

Linguistic Structures and Features: 2.1

Writer uses some proper sentence structures, and approximations of conventional spelling as well as some correct forms.
Introduces some vocabulary related to topic.

4. Topic: A Gift

As I walk down the hallway on my birthday
went into the livingroom I found a very special
present. It was my very own scooter. This was
very special to me I cried and cried. It an
aluminium scooter it had red wheels and red
handle bars. I rode it and rode it

Texts and Contextual understanding: 2.2

Text is interpretable and covers a personal incident. There is little development of ideas.

Linguistic structures and features: 2.1

Writer uses some proper sentence structures. Uses capital letters and full stops correctly in some places.

5. Topic: The Strangest Animal

The strangest animal that I have ever seen is the snake.

It can grow over 8 metres long and 20cm wide. The biggest snake in the world is definitely the Anaconda. Most snakes have black or brown skin but one has not that snake is the red belly black snake. It eats rat's, people, eggs and possums. Snakes come out in the night and day.

Snakes have no legs but they can still move very fast. A snake protects itself by opening its mouth and showing its poisonous and very sharp teeth.

Texts and Contextual understanding: 2.2

Text can be interpreted easily. Content is organised logically.

Linguistic structures and features: 2.2

Most sentences are correctly structured, including some complex sentences. Uses some vocabulary which is relevant to the topic. Spells some difficult words correctly.

6. Topic: The Strangest Animal

I saw a half snake and a crocodile outside my window. It was swimming with its four legs on the swimming pool. I named it Tommy, I gave him meat, he gobbled it up with his sharp fangs. I asked mum and she said yes, if I can keep him and she said yes, I made a house for Tommy. Tommy was resting on the grass. Next morning Tommy lay on the grass with his fat belly. Tommy was playing with a soccer ball, Tommy was rolling with joy. Next morning I set him free.

Texts and Contextual understanding: 3.1

Text is organised and shows some understanding of the task. Some ideas about the animal are developed.

Linguistic structures and features: 2.2

Text uses mostly simplistic and compound sentences. Use of capital letters and full stops correct in most cases. Correct spelling of high frequency words.

7. **Topic: A Most Peculiar Day**

A most peculiar day
One day when I woke up, I saw an alien but I must have dreamt it. I walked downstairs and ate some cereal for breakfast but it was soggy, and when I got to school our teacher wasn't there, our teacher was sick. The day was boring and slow, it was the worst day ever.
Finally the bell rang and I went home. I had sausages for a snack but there was no sauce. I quickly ate my snack because I wanted to read my book, but I couldn't find my book anywhere so I started on my homework. I was no where near finish so I had dinner instead.
Today was Friday so there was supposed to be Sabrina on but there wasn't. They replaced Sabrina with an aircraft show! (pathetic)
I went to sleep early and hoped tomorrow was a better day.
Fortunately it was better.
Yesterday was such a peculiar day.

Texts and Contextual Understanding: 2.2

A simple text that is readily interpretable and shows some organisation of content and which shows understanding of the demands of the task.

Two or more ideas are presented in logical sequence.

Linguistic Structures and Features 3.1

A text with most basic conventions controlled including sentence structures.

The writer is beginning to use vocabulary with an awareness of purpose and audience.

8. Topic: My Best Holiday

The best place I've been to is Italy. I went to Loreto first and then just outside Rome. In Loreto we stayed in a hotel. When we felt bored we went outside to play soccer or watch a fountain or play on a toy telephone. The most important meal in Italy is breakfast. The biggest meal in Italy is lunch. Dinner is not very important in Italy. Soon it was time to say goodbye to Loreto. Then my family and I went to Rome, but just outside Rome. In Rome it was not as good as Loreto. We got pickpocketed and had to stay up till midnight. My favorite thing in Rome was going out for lunch. I didn't like going on the buses and trains, they were packed. Then we traveled home again to Sydney.

Texts and Contextual understanding: 3.1

Text includes information on two places visited during the holiday. Writer has selected content with some sense of audience 'soon it was time to say goodbye ...'

Linguistic structures and features: 3.1

Text uses various sentence and beginnings and a variety of conjunctions 'when, then, but'. Accurate use of more complex punctuation – apostrophes showing contraction and commas separating clauses.

9. Topic: My Most Peculiar Day Ever

My most peculiar Day ever.

One day I was in the water at the beach when there was a giant Jelly fish as big as a Adult and guess what it stung me, "Ohw!" Strate after I found myself in hospital with bandages all over my body, I was really scared.

later that day I got out of hospital we went to the monster + dragon exhibition. I went strate over to the dragons when belive it or not the dragon let out a huge douse of fire and of course it went on me.

Next we went went to the merry go round when the horses on the merry go round came to life and my horse went belistics and thow me of and then my mums and dads horse ran over me, "How Unfare!"

After that we went home to have dinner when my dinner had mold all over it so I went to my room to get dressed for bed when my PJ'S were ripped right down the middle, I got into bed in my clothes and went strate to sleep but I fell out of bed 10 times in the night. That was my most Peculiar day ever.

The End

Texts and Contextual Understanding: 3.2

A text with clear development of ideas and some supporting detail.

The author writes towards a clear conclusion, and selects content appropriate for intended audience.

Linguistic Structures and Features: 3.2

The text has varied sentence beginnings and demonstrates some accurate use of apostrophes to enhance text.

The writer uses correct spellings more than misspellings.

10. Topic: The Strangest Animal

The Three Headed Dragon is the most fiercest animal in the universe. It has three heads that can spit out fire. It lives in volcanoes up to 9999°C. When Three Headed Dragon is attacked by people trying to kill it the Dragon uses its magic to create giant tornadoes and twisters to destroy the peoples houses. The Three Headed Dragon can grow up to 8854 metres in length. It can only be found rarely in the biggest volcano in the world. Every 300 years it shed its skin and grows even bigger. Its eyes is the sizes of three tables joined together. But now it has just died at the age of 9990 years old.

Texts and Contextual understanding: 4.1

Writer develops the description of the dragon in a sustained way. Text demonstrates use of detail for clarity and interest 'uses its magic to create giant tornadoes'.

Linguistic structures and features: 3.2

Text uses some varied sentence beginnings. Control of simple and some complex punctuation is demonstrated. Spelling is correct.

11. Topic: A Most Peculiar Day

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

Texts and Contextual Understanding: 4.1

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

Linguistic Structures and Features: 4.1

Text has variety of sentence structures appropriately used. The writer experiments with word choice 'grass blew in harmony', and writes text that is becoming smooth and fluent.

12. Topic: A Most Peculiar Day

One day, as I was eating my lunch in the playground, it suddenly went quiet. Mysteriously, everyone disappeared. Well, to tell you the truth, this always happens. But not quite sudden. Daps, got side-tracked for a moment then. Now, where were we Oh, that's right! I was really confused. The children and the teachers couldn't just disappear like this. So, I went looking for them. I checked everywhere, even the girls' toilets! But suddenly, a green ferocious-looking snail came through the wall! But somehow, it looked alot like Steven....

"Who...who are you?" I stammered. He replied, "Why, I'm Steven the Ferocious-looking snail!" "Um, Um, would you happen to know where the children and teachers are?" I asked. With excitement, he said, "Of course I do!" "Well... we are they?" I asked curiously. He just looked at me and frowned, which looked more like a smile. He came over and whispered in my ear, "I ate them!"

I was shocked. Suddenly, fury came over my eyes like wispy smoke and I did something that I was even surprised I could do, but I won't tell you. He limped backwards in pain and cried, "You just wait karate boy, I will finish you someday!" He then evaporated. But something else was on my mind. Where were the children and teachers. As I looked back, I saw them in a heap on the concrete. I sighed in relief. I thought to myself, "Man, that ^{was} peculiar and unexpected. Oh, well, at least it's over, for now." I then walked home without any troubles at all.

Texts and Contextual Understanding: 4.2

The writer uses detail to support and enhance the text and writes with a clear voice, showing the ability to reflect on own statements and develop ideas clearly and consistently.

Linguistic Structures and Features: 4.2

The text demonstrates appropriate use of paragraphing and vocabulary selected for precise meaning and effect.

Uses punctuation correctly and effectively.

Practice Examples

1. Topic: The Haunted House

The Haunted House

One night Mandy heard strange noises in her huge mansion. She crept into her sister's room, Miranda was awake to. Or was she?

"Miranda Miranda have you heard strange noises?" Miranda did not answer. Mandy crept over to where Miranda was sitting on her bed. Miranda was pale with her eyes and mouth wide open. Mandy ran into her parents room. Her parents were gone but to replace them was a picture of a faded woman in a blood stained coat.

Mandy felt sorry for the woman. She imagined the woman was a ghost. Suddenly Mandy arms flung out and touched the ghost. Mandy fell to the floor in a coma. Mandy tried hard to move away but it was no use. Suddenly she felt a sharp pain in her ribs. It was awful! Sweat was pouring down her face, her body hurt in every way. She was out of her coma.

"Help Miranda help." Miranda woke. When she saw Mandy's face she ran over to Mandy. "Mandy what has happened to you? Before Mandy could answer the ghost bounced into the room. Both girls screamed.

2. Topic: Jason and Harry

Jason and Harry

one day there was boy who lived in a jungle
it was different Day the boy had no food or
nothing to play with. The boys name was
Jason he was so poor and his life
was so different. Then a person
came along to Jason it was his
brother his brother's name was Harry
so Jason and Harry ran out
of the jungle they found
a mean tiger the tiger chases
them, Jason and Harry were so
scared from the tiger they
ran fast they could. Then
a big spider scared the
tiger away and Harry and
Jason were safe from the
spider. and they became
friends with the spider and
the tiger never came back
for Jason and Harry
The end

Marking of Practice Examples

1. The haunted house

Texts and Contextual Understanding: 4.1

Sustained text with some attention to detail

- writes with a developing voice 'Or was she?'
- develops ideas and details and events logically
- attempts to engage reader, eg. ending left in suspense
- effective introduction, well-developed middle and conclusion

Linguistic Structures and Features: 4.1

Developing style

- variety of sentence beginnings
- attempt at paragraphing
- experiments with word choice

2. Jason and Harry

Texts and Contextual Understanding: 2.2

Basic text giving some related ideas about the topic

- a simple text that shows some understanding of the demands of the task
- presents two or more ideas in logical sequence

Linguistic Structures and Features: 2.1

Writing intelligibly

- uses some proper sentence structure
- capitals, full stops in some cases
- some vocabulary related to topic

Section 2: Teacher Assessed Mathematics – Years 3 and 5

Introduction

This mathematics task measures the students' performance against CSF outcomes from Levels 2 to 5 in the Space strand.

- Prior to administering the student task the teacher will perform demonstration activities in front of the whole class. The students will then work on a similar activity.
- The teacher assesses the students' work using the marking guide (see pages 69-75). A practice example is included on pages 73-74 for teachers to use as a trial assessment before assessing students' work. Marks given and the reasons for assigning them can be found on page 75.
- The student's scores should be recorded on the sheet provided (see pages 76-77) and then transferred to the student details pages of the centrally assessed task booklets after they have been distributed by the Principal.

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

Preparation

Before administering the task, teachers should:

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

Timing

The teacher demonstration has a time allocation of 10 minutes.

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

Assistance

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

Teacher Demonstration

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

For the teacher demonstration you will need a blackboard and chalk or a whiteboard and marker.

Do this demonstration **ONCE ONLY**.

Make sure that all students can clearly view the teacher demonstration.

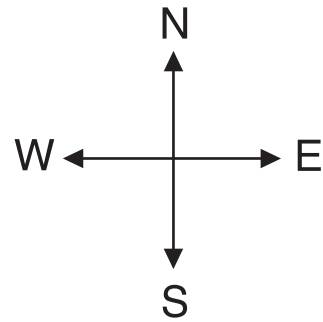
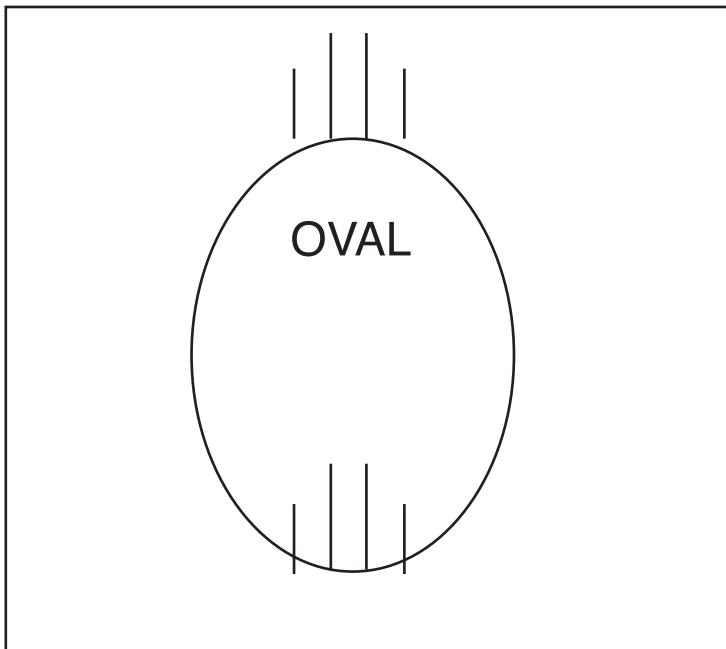
Read the spoken instructions to students as you proceed through the task. Spoken instructions are in shaded boxes.

- **SAY**

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

Activity 3

- **DRAW or DISPLAY** a large copy of the map of Football Park with the compass directions.



- **SAY**

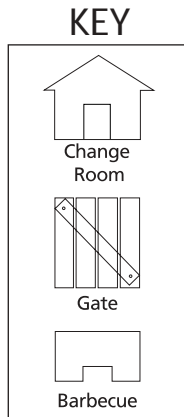
Here is a map of Football Park. Only the Oval is showing.

- **POINT** to the compass

- **SAY**

This compass shows us the 4 main directions, North, South, East and West.

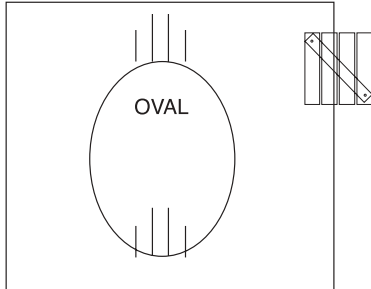
- **DRAW or DISPLAY** the Key.



- **SAY**

Maps often have symbols or drawings on them and a key to explain the symbols . This key makes clear the symbols we are going to use on our map. I am going to put a gate on the East side of the sports ground. Where do you think I should draw it?

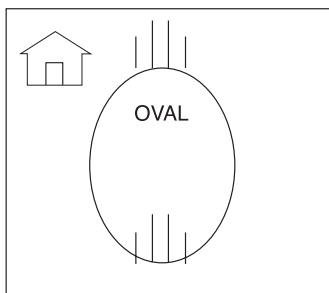
- **RESPOND** to class.
- **DRAW** gate symbol somewhere on the right hand side of the park.



- **SAY**

The change rooms are in the North West corner.

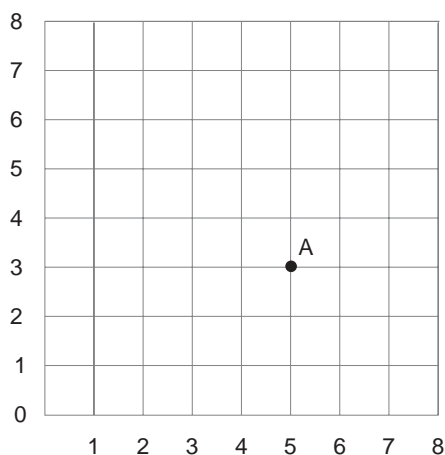
- **DRAW** the change rooms symbol in the North West corner.



Teachers may wish to continue the demonstration by placing the barbecue at an appropriate location.

Activity 4 - Year 5 Only

- **DRAW or DISPLAY** a large copy of the 8 x 8 square grid showing point A.



- **SAY**

Here is a grid divided into squares. Each row and column has been numbered 1 to 8. We can use these numbers to locate any point on the grid.

- **POINT** to point A on the grid.

- **SAY**

For example, point A is located where the horizontal line 5 meets the vertical line 3.

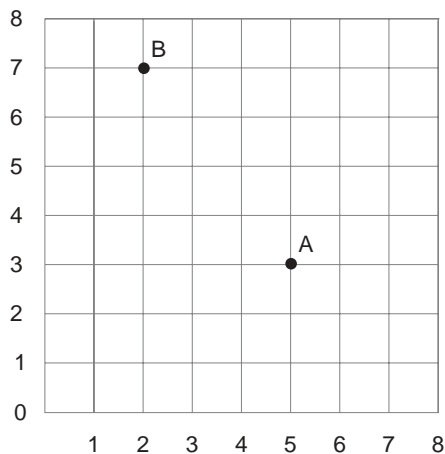
We can describe this location as the point (5,3).

- **WRITE** (5,3) on the whiteboard/blackboard.

- **SAY**

Now I am going to put point B at (2,7).

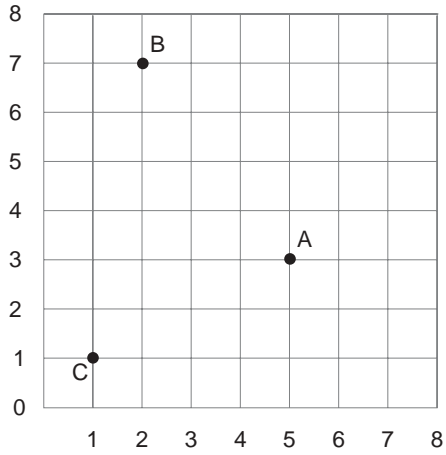
- **PLACE** a point at (2,7) and label it B.



- **SAY**

Now I am going to put point C at (1,1).

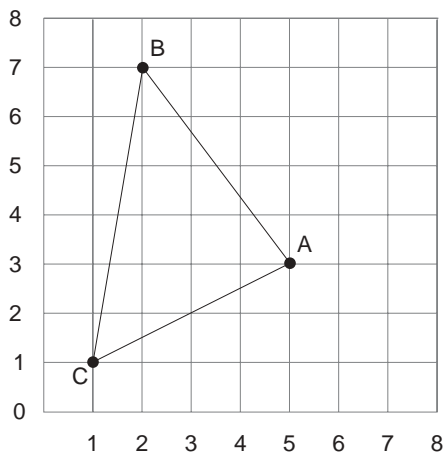
- **PLACE** a point at(1,1) and label it C



- **SAY**

If we join A to B, B to C and C to A we have created a three-sided shape.

- **CONNECT** A to B, B to C and C to A.



- **SAY**

Now what have we constructed?

- **RESPOND** to student input.

- **SAY**

Yes, it is a triangle.

Student Task

EACH student will need:

- a grey lead pencil and a ruler
- an eraser and sharpener (optional)
- a student worksheet, and
- a book or another activity for early finishers.
- **DISTRIBUTE** the worksheets to the students. You will need a few extra copies of the worksheet for any student who needs to use another one.
- **SAY**

Please don't start your work until you are told. Look at the front page of your test booklet or worksheet and find where you need to write your name. Print your first name and your last name on the line as neatly as you can.

Now I will read through the worksheet while you follow on your copy.

- **READ** through all of the worksheet.

NOTE: YEAR 3 STUDENTS MUST COMPLETE ONLY THE FIRST THREE PAGES OF THE WORKSHEET.
YEAR 5 STUDENTS MUST COMPLETE ALL FOUR PAGES OF THE WORKSHEET.

- **ASK** students if they have any questions. Answer these by referring to the demonstration activity.
DO NOT provide answers for the student task other than by reading the appropriate instructions on the worksheet.
- **SAY**

If you make a mistake rub it out or cross it out and try again. Always make sure that your work is easy for me to understand.

- **SAY**

While you are working I will be able to help you if you forget what to do. All you have to do is ask me. I will also be able to help you with words, but I cannot tell you the answers.

If you finish early, I want you to do some quiet work. You will have 30 minutes (Year 3) or 40 minutes (Year 5) to complete as much of the work as you can.

You may start now.

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

After the task

- **COLLECT** the students' worksheets.

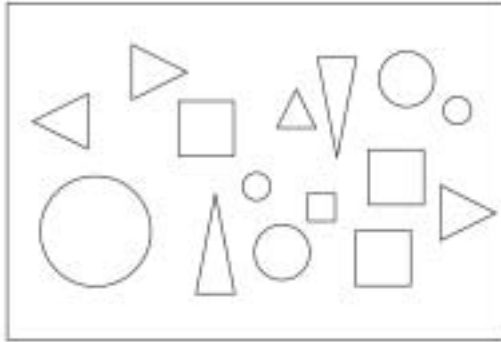
The students' work is to be marked using the marking guide provided. The same marking scheme is to be applied to both Year 3 and Year 5 students for the first section. If Year 3 students attempt the Year 5 section, do NOT record a mark for these students. As you mark each student's work you may wish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

Once you have marked and checked all the students' work, these marks must be transferred to the student details page of the appropriate student's centrally assessed task booklet. A separate mark must be recorded for each question (see pages 28 and 29 for annotated examples of student details pages).

AIM 2002 YEAR 3 AND YEAR 5 Student Worksheet – Mathematics

Name:

1.



(i) Count the shapes.

How many triangles?

How many squares?

How many circles?

(ii) Draw lines to connect the names to the correct shape.



Cone •

Cube •

Sphere •



(iii) Complete the picture of the clown so that both sides match.



2.

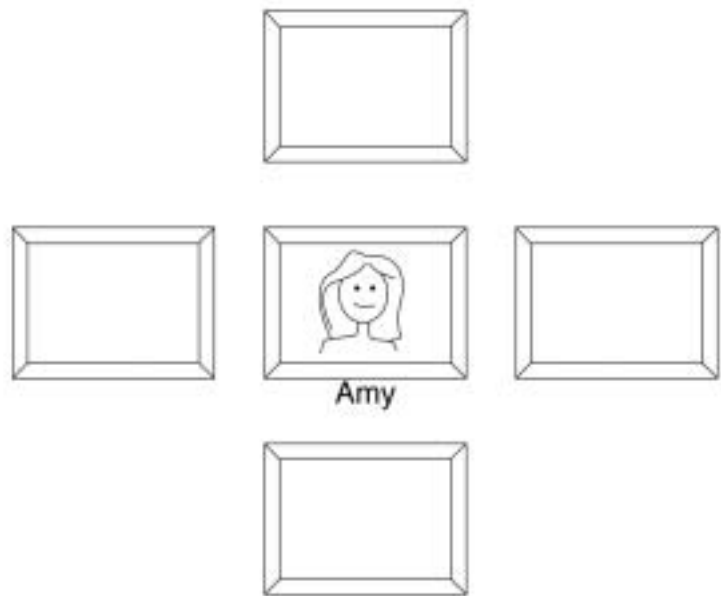
(i) Finish this set of pictures:

The picture of the dog goes above Amy's picture.

The picture of the tree goes to the right of Amy's picture.

The picture of the house goes to the left of Amy's picture.

The picture of Ken goes below Amy's picture.



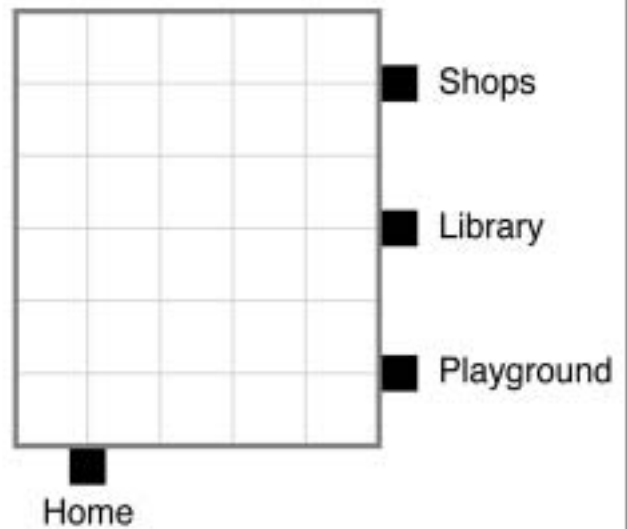
(ii) Draw Molly's path on the grid line.



Molly takes her dog for a walk.

She leaves home and walks:

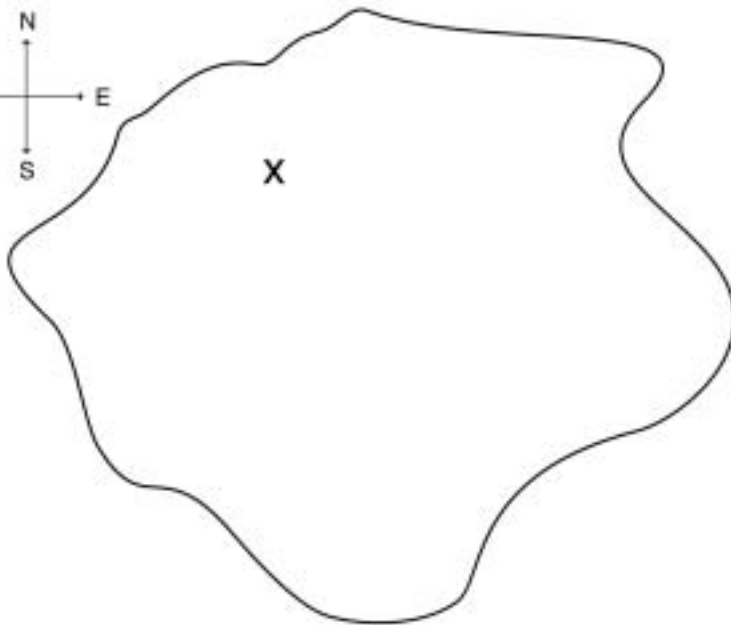
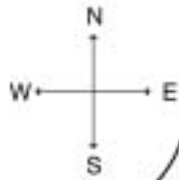
- 2 blocks North
- then 1 block East
- 3 blocks North
- 1 block East
- 2 blocks South
- 2 blocks East



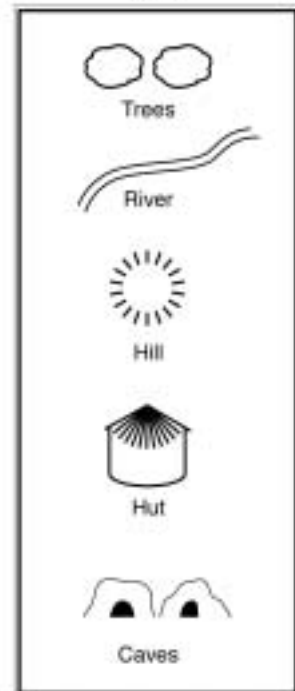
(iii) Where is Molly now?

3.

Pirate Black's Island



KEY



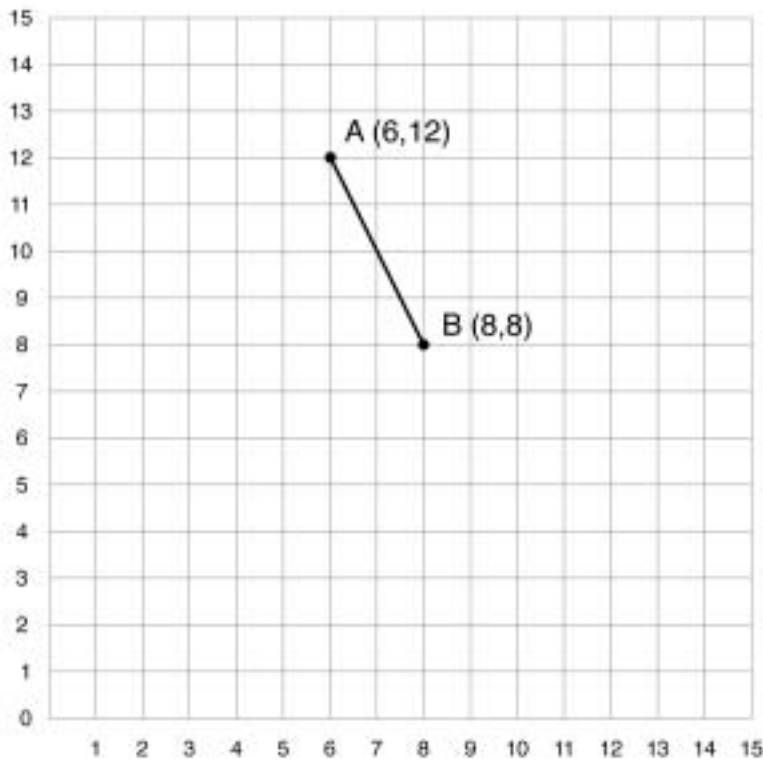
This is Pirate Black's description of his island.

Draw the features on the map, using the key above.



Year 3 stop here. Year 5 continue working.

4.



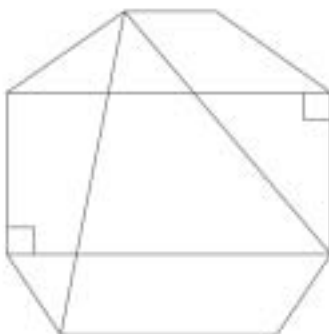
On the grid at left, 2 points have been marked in for you, A (6,12) and B (8,8). These points have been joined by a straight line.

(i) Mark in the following points:
C (12,6), D (8,4), E (6,0), F (4,4), G (0,6), H (4,8)

(ii) Now join:
B to C, C to D, D to E, E to F, F to G, G to H, H to A.

(iii) What 3-dimensional object can you make from the **net** you have drawn?

(iv) Using the shape below, draw lines from the labels to identify



- a pair of parallel lines
- a horizontal line
- a right angle
- an angle smaller than a right angle

Mathematics Marking Guide

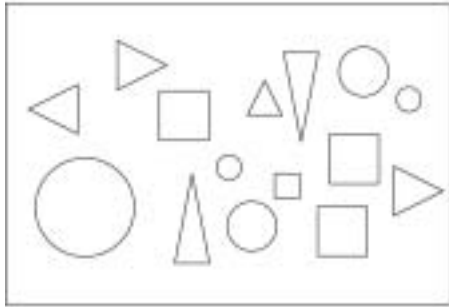
Marking Criteria

Activity 1

(Total 5 marks can be given)

- (i) 1 mark for correctly counting 6 triangles, 4 squares and 5 circles. A student who has a minor counting mistake (± 1) on any one shape should still score 1 mark.

(Max: 1 mark)



- (i) Count the shapes.

How many triangles?

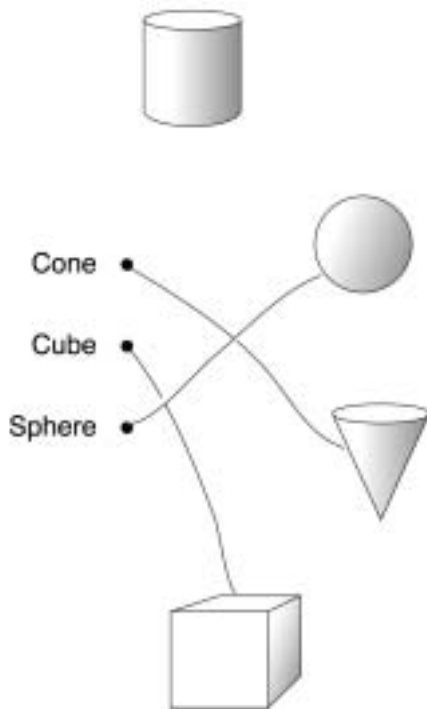
How many squares?

How many circles?

Correct answers (1 mark)

- (ii) 1 mark for correctly linking the name of cone, cube and sphere to the correct shape. A student must have all three correct to score 1 mark.

(Max: 1 mark)



Correct answers (1 mark)

Activity 1 (continued)

- (iii) Up to 3 marks for completing the clown drawing so that both sides match. Teachers should use their discretion based on these guidelines:

(Max: 3 marks)

- 3 marks if **most parts** of the clown have been drawn symmetrically and in proportion, including details such as distinguishing between straight and curved lines, and the use of circles for hands and ovals for feet.
- 2 marks if the **overall shape** is drawn symmetrically and in proportion, but some details have been omitted or not drawn correctly.
- 1 mark if there is **some attempt** at symmetry with a few shapes, such as the details on the centre line, completed.



Most parts correct (3 marks)



Overall shape correct (2 marks)



Some attempt at symmetry (1 mark)

Activity 2

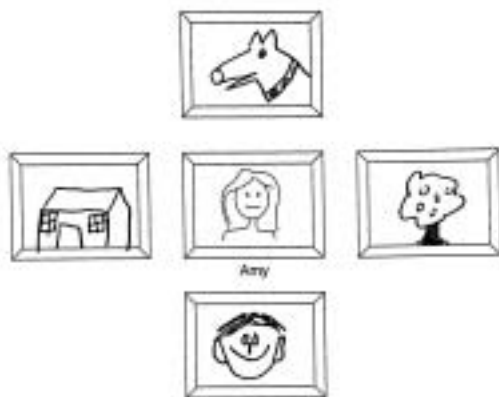
(Total 6 marks can be given)

- (i) 2 marks for drawing appropriate pictures in the correct place.

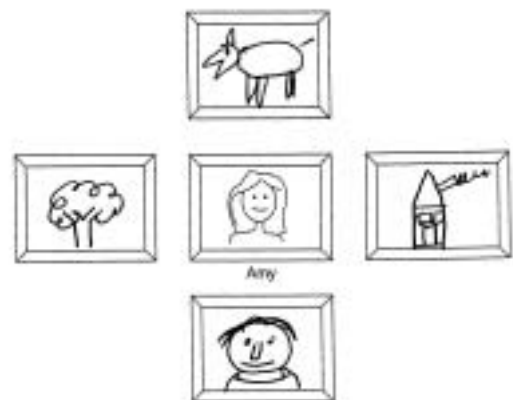
(Max: 2 marks)

Drawings do not need to be labelled to earn marks. Writing *dog*, *tree*, *house* and *Ken* instead of drawing a picture is also acceptable.

1 mark if the student is confused about left and right or above and below.



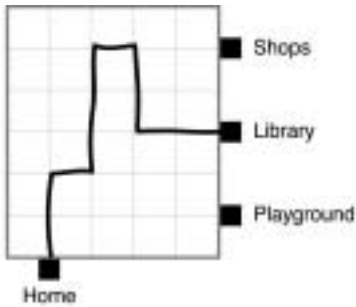
Locations correct (2 marks)



Above and below correct.
Confusion between left and right (1 mark)

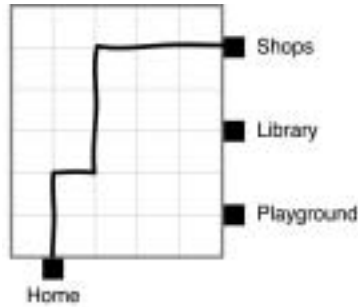
Activity 2 (continued)

- (ii) 3 marks for successfully completing Molly's path. (6 directions followed accurately) **(Max: 3 marks)**
 2 marks if most of the path is correct. (3-5 directions followed accurately)
 1 mark if some of the path is correct. (2 directions followed accurately)
- (iii) 1 mark for correctly identifying the endpoint of their path **(Max: 1 mark)**
 (even though Library is the correct destination for the correct path).



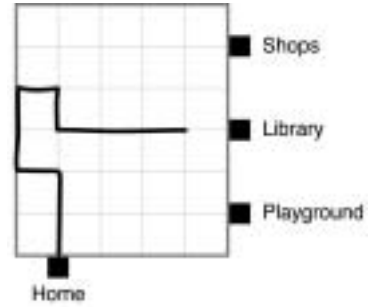
Where is Molly now?

Library



Where is Molly now?

Shops



Where is Molly now?

Near Library

- | | | |
|------------------------------------|---|---|
| (ii) Correct path (3 marks) | (ii) Partially correct path (2 marks)
(4 directions followed accurately) | (ii) Incorrect path (0 marks)
(Only 1 direction followed accurately) |
| (iii) Correct destination (1 mark) | (iii) Destination correct for
student's path (1 mark) | (iii) Destination correct for
student's path (1 mark) |

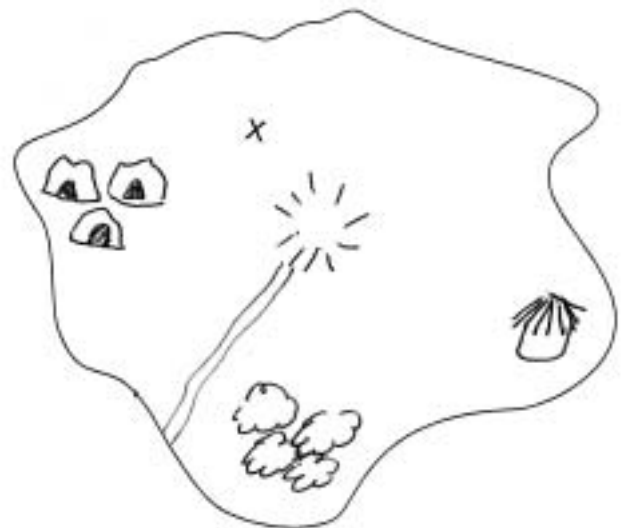
Activity 3

(Total 5 marks can be given)

Up to 5 marks for placing the symbols from the key in the general locations described. **(Max: 5 marks)**
 (1 mark for each feature). Some modifications to the symbols and the addition of extra details are acceptable.



All locations correct (5 marks)

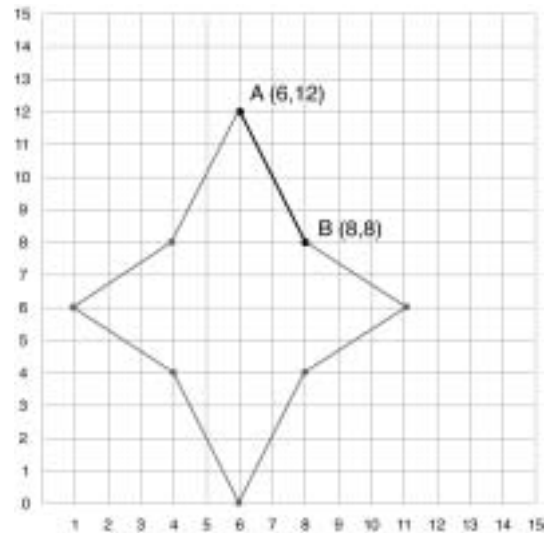
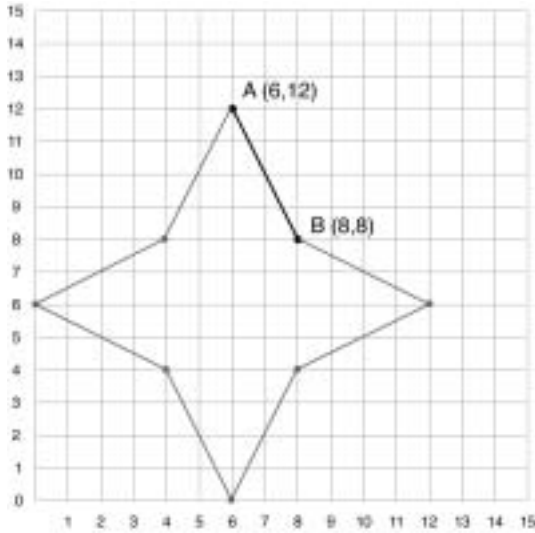


4 locations correct
 (River does not run past the caves
 trees in wrong position) (3 marks)

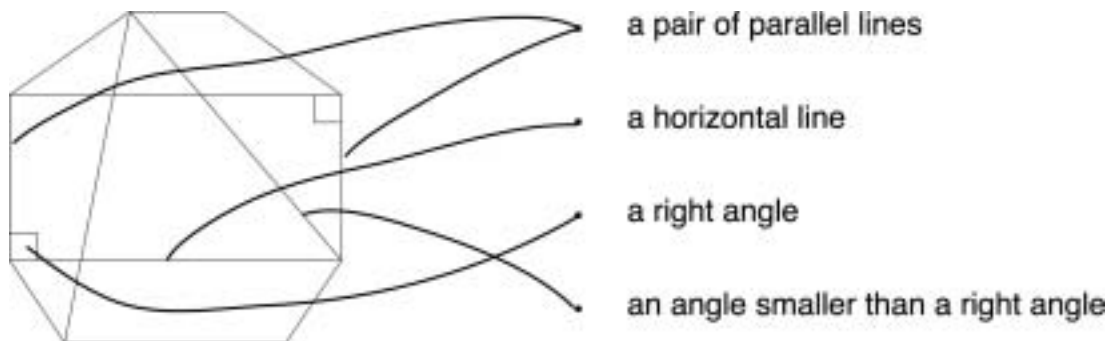
Activity 4

(Total 6 marks can be given)

- (i) 2 marks if all 6 of the points are correctly located. (Max: 2 marks)
1 mark if there are 3, 4 or 5 correctly located points. Points do not have to be labelled with letters or numbers to earn marks.
- (ii) 1 mark if the student's points have been joined correctly. (Max: 1 mark)
Either ruled lines or reasonably straight hand-drawn lines are acceptable.



- (i) All points correctly located (2 marks) (i) 4 points correctly located (1 mark)
- (ii) Points joined correctly (1 mark) (ii) Points joined correctly (1 mark)
- (iii) 1 mark for correctly naming a **pyramid** or a **square pyramid**. (Max: 1 mark)
Note: A star is a 2-dimensional shape and is therefore not a correct answer.
- (iv) Up to 2 marks for correctly linking the labels to the appropriate features on the diagram. (Max: 2 marks)
• 4 correct – 2 marks
• 2-3 correct – 1 mark
• 1 correct – no marks
Note: a **pair** of parallel lines needs to be identified. All pairs of parallel lines on the diagram are either horizontal or vertical.



Labels correctly linked to features on the diagram (2 marks)

Practice Example

Here is a practice example for you to work on. Marking of Practice Example is shown on page 75.
NOTE: Each page has been printed at 50% actual size.

2.

(i) Finish this set of pictures:

The picture of the dog goes above Amy's picture.

The picture of the tree goes to the right of Amy's picture.

The picture of the house goes to the left of Amy's picture.

The picture of Ken goes below Amy's picture.

(ii) Draw Molly's path on the grid line.

Molly takes her dog for a walk. She leaves home and walks:

- 2 blocks North
- then 1 block East
- 3 blocks North
- 1 block East
- 2 blocks South
- 2 blocks East

(iii) Where is Molly now?

Playground

1.

AIM 2002 YEAR 3 AND YEAR 5 Student Worksheet – Mathematics

Name: _____

(i) Count the shapes.

How many triangles?

How many squares?

How many circles?

(ii) Draw lines to connect the names to the correct shapes.

Cone

Cube

Sphere

(iii) Complete the picture of the clown so that both sides match.

3.

Pirate Black's Island



KEY



This is Pirate Black's description of his island.

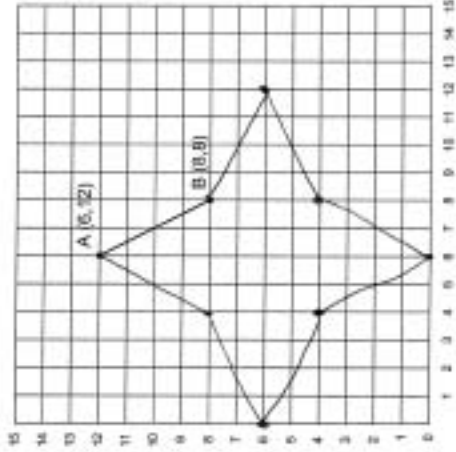
Draw the features on the map, using the key above.



Year 3 stop here. Year 5 continue working.

3

4.



On the grid at left, 2 points have been marked in for you, A (6, 12) and B (8, 8). These points have been joined by a straight line.

(i) Mark in the following points:

C (12, 6), D (8, 4), E (6, 0), F (4, 4), G (0, 6), H (4, 8)

(ii) Now join:

B to C, C to D, D to E, E to F, F to G, G to H, H to A.

(iii) What 3-dimensional object can you make from the net you have drawn?

Star

(iv) Using the shape below, draw lines from the labels to identify



a pair of parallel lines

a horizontal line

a right angle

an angle smaller than a right angle

4

Marking of Practice Example

Score 1	4	Part (i): Correct	(1 mark)
		Only minor counting mistake (± 1) on triangles.	(1 mark)
		Part (ii): Correct	(1 mark)
		Part (iii): Overall shape correct but some details omitted or not drawn correctly.	(2 marks)
Score 2	3	Part (i): Above and below confused	(1 mark)
		Part (ii): Some of the path correct	(1 mark)
		Part (iii): Correct desination for the student's path	(1 mark)
Score 3	2	3 symbols in the correct locations (hill, caves and trees)	(3 marks)
Score 4	4	Part (i): Correct	(2 marks)
		Part (ii): Correct	(1 mark)
		Part (iii): Incorrect	(0 marks)
		Part (iv): Only 3 correct – not a pair of parallel lines	(1 mark)

YEAR 3 CLASS RECORD SHEET – MATHEMATICS

Photocopy as required.

NAME	Score for Activities			COMMENTS
	1 (0 – 5)	2 (0 – 6)	3 (0 – 5)	

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

YEAR 5 CLASS RECORD SHEET – MATHEMATICS

Photocopy as required.

NAME	Score for Activities				COMMENTS
	1 (0 – 5)	2 (0 – 6)	3 (0 – 5)	4 (0 – 6)	

Teacher Assessed Task

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