

Part 3: Centrally Assessed Task

Section 1: General Information

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

Task	Date	Time allocation Year 3	Time allocation Year 5
Mathematics	Tuesday 6 August	35 minutes	45 minutes
English	Wednesday 7 August • First session	40 minutes	50 minutes
Spelling	Wednesday 7 August • Second session	15 minutes [#]	15 minutes [#]
Writing	Wednesday 7 August • Third session	35 minutes	40 minutes

Note

- While the school may choose the most appropriate starting time for each session, the order of the sessions and dates cannot be varied.

[#] This time is an estimate only. Allow sufficient time to complete both spelling tasks.

Testing Environment

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 Years 3 and 5 Testing 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 and 2B pencils will be provided for the centrally assessed 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 centrally assessed 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 15-16).

The student details page of each task booklet is for teacher use only (see pages 25-29 of this guide).

Demonstration Questions

Demonstration questions are included as blackline masters in this guide and teachers may photocopy these for use with students (see pages 98-102).

These questions do not necessarily reflect the content or level of difficulty of the tasks. They are examples for teachers and students of the response formats for questions. The demonstration questions will also introduce students to typical layout and instructions.

Teachers should prepare students for the tasks by demonstrating correct procedures for completing responses and giving them practice in completing the different response formats. This includes shading bubbles and shapes and writing numbers and letters in boxes. Illustrations of acceptable and unacceptable responses are provided to allow teachers to familiarise students with correct ways of recording their answers (see page 96).

While students should shade bubbles or shapes clearly, they should be discouraged from meticulous shading which is time-consuming and unnecessary. If students change their minds about a response, they should erase carefully the unwanted response.

Teachers should remind students of the importance of writing numbers or letters correctly. Some practice prior to the tasks may be appropriate for students with difficulties in this area, particularly students in Year 3. Practice in writing numbers within the boundaries of the box provided may also be appropriate.

Although the tasks will be machine marked, responses will be checked manually whenever there is difficulty in determining the response. This will include instances where numbers are written back to front.

In addition to the demonstration questions, the task booklets used on **6 and 7 August** will contain some practice questions which teachers will be able to use to ensure that students know how to make appropriate responses. During the assessment, if teachers notice students having difficulty with the response format, they should direct students back to the practice questions at the beginning of the booklet.

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 centrally assessed tasks, teachers may read words, phrases or whole questions to students (see page 80). 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. In the centrally assessed tasks it would be unusual if all students in a class completed the task. 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 in Mathematics
- 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.

Advice About Reading Questions to Students

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.

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 (Spelling)

Spelling consists of two tasks, Task A Editing and Task B Dictation. Students should be allotted time to complete the first task (editing). The teacher should not read this passage aloud to students. The Dictation passage will be read aloud (see page 90-92).

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 94), and in the stimulus on the last page of the colour magazine.

Time Limits

The times given for each centrally assessed task (see page 78) 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.

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: Mathematics – Years 3 and 5

Preparation

EACH student will need:

- a 2B pencil (as provided)
- an eraser
- some scrap paper for working out
- a task booklet and
- quiet work for early finishers.

EACH teacher will need a copy of the task booklet(s).

Timing

Student working times allocated for this task are:

Year 3 = 35 minutes

Year 5 = 45 minutes.

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

Spoken Instructions

Spoken instructions appear in shaded boxes. They are essentially 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 find they need to expand or condense the spoken instructions.

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 pages 79-80). You may also 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 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 (see page 16).

Administration for all Students (Years 3 and 5)

1. Distribution of material

- **HAND OUT** the task booklets to the students making sure that the front cover is facing them.
- **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. Do not write on the booklets.

2. Filling in student 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 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

Year 3 Only

- **SAY**

In Mathematics, some questions ask you to shade the bubble and other questions will 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 written neatly inside the box.
- **SAY**

There are some practice questions we are going to do together.

The first question asks, "*How many pigs are shown here?*"

The box tells you to, "*Shade one bubble*". Do that now.

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

The correct answer is 5. You should have shaded the bubble under the 5.

If you did not shade the bubble under the five, rub out what you did and shade the correct bubble now.

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

- SAY

The second and third questions ask you to write one number in each box. There is only one box for the second question, so you will write only one number.

The second question says “*8 minus 3 equals*”. You must write your answer neatly in the box. Do that now.

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

The correct answer is 5. You should have written 5 in the box.

- Check that students have written 5 in the box.
- SAY

The third question says “*6 times 2 equals*”. You must write one number neatly in each box. Do that now.

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

The correct answer is 12. You should have written 1 in the first box and 2 in the second box.

- Check that students have written the numbers in the boxes correctly.
- You may start the test (see below).

Year 5 Only

- SAY

In Mathematics, some questions ask you to shade the bubble and other questions will 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 word written neatly inside the box.
- SAY

There are some practice questions we are going to do together.

The first question asks, “*How many pigs are shown here?*”

The box tells you to, “*Shade one bubble*”. Do that now.

- GIVE students a moment to shade one bubble.
- SAY

The correct answer is 5. You should have shaded the bubble under the 5.

If you did not shade the bubble under the five, rub out what you did and shade the correct bubble now.

- Check that students have filled in the correct bubble.

- SAY

The next says “Some questions ask you to write in boxes. Write only one number or word in each box”. The second question asks you to write one number in each box. There are two boxes for the second question, so you will write only two numbers.

The second question says “*18 minus 3 equals*”. You must write your answer neatly in the boxes. Do that now.

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

The correct answer is 15. You should have written 1 in the first box and 5 in the second box.

- Check that students have written the numbers correctly in the boxes.
- SAY

The third question says “*What is the name of this shape*”. You must write one word neatly in the box. Do that now.

- GIVE students a moment to write in the box.
- SAY

The correct answer is “*Circle*”. You should have written Circle in the box.

- Check that students have written “Circle” correctly in the box.
- You may start the test (see below).

4. The Test

All students (Years 3 and 5)

- SAY

The instruction boxes will be there to remind you how to answer the questions on each page. 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 have 35 minutes (Year 3) / 45 minutes (Year 5) and then I will tell you to put your pencils down
- 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 changes.

You may start the task now.

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

- CHECK that students have stopped at the end of page 7 for Year 3, and page 9 for Year 5.
- TELL students to put their pencils down after 35 minutes (Year 3) / 45 minutes (Year 5) and close their booklets.
- COLLECT all booklets and check that students' names are correctly and legibly written on page 2 at the beginning of the Mathematics test.

Section 3: English – Years 3 and 5

The English part of the booklet contains three sections:

- **Reading and Writing Conventions** are assessed by multiple choice and short answer questions
- **Spelling** has two tasks; Task A, an editing task and Task B, dictation administered by the teacher
- **Writing** which students complete on the last two pages of the booklet.

A coloured magazine is provided as stimulus material for Reading. A sample magazine page and questions using this source can be found in demonstration Questions 1, 2, 3 and 4 on pages 98-99.

Reading and Writing Conventions

Preparation

EACH student will need:

- a 2B pencil (as provided)
- an eraser
- a coloured magazine - 'Going Places' for Year 3, 'Making Tracks' for Year 5
- his or her own task booklet and
- quiet work for early finishers.

EACH teacher will need a copy of the task booklet(s) and coloured magazine(s).

Timing

Student working times allocated for this task are:

Year 3 = 40 minutes

Year 5 = 50 minutes.

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

Spoken Instructions

Spoken instructions appear in shaded boxes. They are essentially 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 find they need to expand or condense the spoken instructions.

Assistance

You should not read the questions or the text to students although assistance with instructions may be given. You may also give clarification on how to show answers (see pages 79-80). It is essential that you work through the practice questions with all students to allow them to become familiar with the types of responses required.

Administration for all Students (Years 3 and 5)

1. Distribution of material

- **HAND OUT** the task booklets and magazines to students making sure that each student receives his or her own booklet.
- **ASK** students to turn to the English section (page 8 for Year 3 and page 10 for Year 5).
- **CHECK** that students have the necessary materials. Students should use the 2B pencils provided.
- **SAY**

Do not start until I tell you.

2. Filling in Student Names

- **SAY**

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.
- **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 of the questions. Just try your best and do what you can. Let's look at the practice questions.

3. Practice Questions

Year 3 Only

- **SAY**

In English, the questions ask you to shade a bubble or a box, 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 the box.
- **SAY**

There are some practice questions that we are going to do together. For practice question 1 you will need your copy of 'Going Places'. That is the coloured magazine. The instruction says "*Turn to page 4 of 'Going Places' and answer the question*".

The first question says, "*What is the title shown on page 4 of 'Going Places'?*"

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

- **GIVE** students a moment to select an answer.
- **SAY**

The title is "Make a Cloud". If you did not shade the bubble next to "Make a Cloud" rub out what you did and shade the correct bubble now.

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

- SAY

For practice Questions 2 to 6 you do not need to use 'Going Places'. The second question says, "*Shade one bubble to show where speech marks (") are needed in this sentence. 'I thought the movie was great, George said.'*"

- GIVE students a moment to select their answers.
- SAY

You should have shaded the third bubble, the one after the word "great".

- CHECK that students have shaded the correct bubble.
- REMIND students if they made an error they may rub it out and correct it.
- SAY

The third question says, "*Shade one bubble to show which word should be used to complete the sentence below.*"

My dad _____ make lots of things.

- GIVE students a moment to select their answers.
- SAY

The sentence should read "*My dad can make lots of things.*"

- CHECK that students have shaded the correct bubble.
- SAY

The fourth and fifth questions say, "*This passage has some words missing. On each line shade the box to show the correct word.*" The instruction box says, "*Shade one box*".

- GIVE students a moment to select their answers.
- SAY

You should have shaded the boxes over the "or" and the "am".

- CHECK that students have shaded the two correct boxes.
- REMIND students if they made an error they may rub it out and correct it.
- SAY

The sixth question says, "*Read the three sentences below about how to grow tomatoes. The sentences are in the wrong order. Number them in the correct order from 1 to 3.*"

The instruction box tells you to, "*Write one number in each box.*" Do that now.

- GIVE students a moment to write their answers.
- SAY

The correct order is 2, 1, 3.

- CHECK that students have written the numbers 2, 1, 3 to show the correct order.
- REMIND students if they made an error they may rub it out and correct it.

Year 5 Only

- SAY

In 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 the boxes.
- SAY

There are some practice questions that we are going to do together. For practice questions 1 you will need your copy of 'Making Tracks'. That is the coloured magazine.

Look at question 1. The instruction says, "Turn to page 3 of 'Making Tracks' and answer the question". The first question says, "What is the title shown on page 3 of 'Making Tracks'?"

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

- **GIVE** students a moment to select an answer.
- SAY

You should have shaded the bubble next to "Owl Express".

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

For practice questions 2 to 4 you do not need to use 'Making Tracks'.

The second question says, "Shade one bubble to show which word should be used to complete the sentence below.

My dad _____ make lots of things.

- **GIVE** students a moment to write their answers.
- SAY

The sentence should read "My dad can make lots of things."

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

The third question says, "Shade the bubbles to show where speech marks (") are needed in this sentence. 'I thought the movie was great, George said.'"

- **GIVE** students a moment to select their answers.
- SAY

You should have shaded the first and the fourth bubbles, before "I" and after "great".

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

The fourth question says, "Read the three sentences below about how to grow tomatoes. The sentences are in the wrong order. Number them in the correct order from 1 to 3."

The instruction box tells you to, "Write one number in each box." Do that now.

- **GIVE** students a moment to write their answers.

- SAY

The correct order is 2, 1, 3.

- **CHECK** that students have written the numbers 2, 1, 3 to show the correct order.
- **REMIND** students if they made an error they may rub it out and correct it.

4. The Test

All Students (Years 3 and 5)

- SAY

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 English 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 have 40 minutes (Year 3) / 50 minutes (Year 5) and then I will tell you to put your pencils down**
- **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 on page 13 (Year 3) / page 16 (Year 5).**

You may start the task now.

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

- **CHECK** that students have stopped at the end of page 13 for Year 3, and page 16 for Year 5.
- **TELL** students to put their pencils down after 40 minutes (Year 3) / 50 minutes (Year 5) and close their booklets.
- **COLLECT** all booklets and check that students' names and the school's name are correctly and legibly written on the first page of the English test.
- **CHECK** that each student has used the same task booklet for Mathematics and English.

Spelling

The Spelling section of each booklet contains two tasks.

- **TASK A – Editing.** This task should be done silently and individually by the students. The teacher should not read this passage to the class.
- **TASK B – 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.

The time (15 minutes) allowed to complete both tasks is an estimate only. It is recommended that students are given at least a short break before commencing the Writing task.

Preparation

Examples of these tasks can be found in the demonstration questions on pages 95-96.

EACH student will need:

- a 2B pencil (as provided)
- an eraser
- his or her own task booklet

EACH teacher will need a copy of the task booklet(s).

Timing

The time allocated is 15 minutes.

If the tasks take a little longer than the time allocated, the teacher should not be concerned. Times given are estimates only.

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.

Administration for all Students (Years 3 and 5)

1. Distribution of material

- **HAND OUT** the task booklets to students making sure that each student receives his or her own booklet.
- **ASK** students to turn to the Spelling section (page 14 for Year 3, pages 17 and 18 for Year 5).
- **CHECK** that students have the necessary materials to answer the questions. Students should use the 2B pencils provided.

Teachers may choose the order in which they wish to administer the tasks.

The instructions are given separately for each year level.

Task A – Editing

- SAY

Look at the passage labelled TASK A. This passage contains some words that are not spelt correctly. These words are circled. You are to read the passage silently to yourselves, and write the correctly spelt word in the space provided. You have 5* minutes to complete this task.

* The teacher may vary this time slightly to suit the student level.

Task B – Dictation

- SAY

TASK B is a Dictation exercise. We will complete this together.

Look at the Dictation passage on page 14. Some words are missing from the passage. In this Dictation you will listen to me read the whole passage. Then I will read it again slowly and I will stop at each box and tell you which word to write. You need to write the correct spelling in the box. Remember to write neatly so that your answer can be easily read. Listen while I read the instructions.

“Wait for your teacher to read the dictation to you. You should write the word in the space provided after your teacher tells you to.”

Now, listen while I read the whole passage.

- **READ** the whole passage through once. (The missing words are underlined.)

The bells rang, the whistle blew and finally the train moved away from the station. As it went faster the carriages began to shake and rock. The passengers swayed gently with the movement. The conductor carefully walked about checking everyone’s tickets.

- SAY

Now I will read the passage again and give you time to write the missing words.

- **READ** the passage in appropriate sections (as below), allowing time (about 10-15 seconds) between each section for students to write the word. At the end of the time limit for each word, tell students that if they have not written the word they should leave it blank.

The bells rang - Number 1 - the word is “rang” (repeat)

the whistle blew and finally - Number 2 - the word is “finally” (repeat)

the train - Number 3 - the word is “train” (repeat)

moved away - Number 4 - the word is “away” (repeat)

from the station - Number 5 - the word is “station” (repeat)

As it went faster - Number 6 - the word is “faster” (repeat)

the carriages began to shake and rock. The passengers - Number 7 - the word is “passengers” (repeat)

swayed gently - Number 8 - the word is “*gently*” (repeat)

with the movement - Number 9 - the word is “*movement*” (repeat)

The conductor carefully - Number 10 - the word is “*carefully*” (repeat)

walked about checking - Number 11 - the word is “*checking*” (repeat)

everyone’s tickets. - Number 12 - the word is “*tickets*” (repeat)

- SAY

Now I will read the passage for the last time. Check that you have written the correct words and check your spelling carefully.

- READ the passage again.

The bells rang, the whistle blew and finally the train moved away from the station. As it went faster the carriages began to shake and rock. The passengers swayed gently with the movement. The conductor carefully walked about checking everyone’s tickets.

Spelling – Year 5 Only

Task A – Editing

- SAY

Look at the passage labelled TASK A. This passage contains some words that are not spelt correctly. These words are circled. You are to read the passage silently to yourselves, and write the correctly spelt word in the space provided. You have 5* minutes to complete this task.

- * The teacher may vary this time slightly to suit the student level.

Task B – Dictation

- SAY

TASK B is a Dictation exercise. We will complete this together.

Look at the Dictation passage on page 18. Some words are missing from the passage. In this Dictation you will listen to me read the whole passage. Then I will read it again slowly and I will stop at each box and tell you which word to write. You need to write the correct spelling in the box. Remember to write neatly so that your answer can be easily read. Listen while I read the instructions.

“Wait for your teacher to read the dictation to you. You should write the word in the space provided after your teacher tells you to.”

Now, listen while I read the whole passage.

- READ the whole passage through once. (The missing words are underlined.)

- SAY

The bells rang, the whistle blew and finally the train pulled slowly away from the station. As it gathered speed the carriages began to shake and rock. The passengers sat and swayed gently with the regular movement. The conductor walked carefully along the aisle checking tickets.

- SAY

Now I will read the passage again and give you time to write the missing words.

- READ the passage in appropriate sections (as below), allowing time (about 10-15 seconds) between each section for students to write the word. At the end of the time limit for each word, tell students that if they have not written the word they should leave it blank.

The bells rang, the whistle blew - Number 1 - the word is “blew” (repeat)
and finally - Number 2 - the word is “finally” (repeat)
the train pulled - Number 3 - the word is “pulled” (repeat)
slowly away from the station. - Number 4 - the word is “station” (repeat)
As it gathered - Number 5 - the word is “gathered” (repeat)
speed the carriages - Number 6 - the word is “carriages” (repeat)
began to shake and rock. The passengers. - Number 7 - the word is “passengers” (repeat)
sat and swayed - Number 8 - the word is “swayed” (repeat)
gently with the regular - Number 9 - the word is “regular” (repeat)
movement. The conductor - Number 10 - the word is “conductor” (repeat)
walked carefully - Number 11 - the word is “carefully” (repeat)
along the aisle - Number 12 - the word is “aisle” (repeat)
checking tickets.

- SAY

Now I will read the passage for the last time. Check that you have written the correct words and check your spelling carefully.

- READ the passage again.

The bells rang, the whistle blew and finally the train pulled slowly away from the station. As it gathered speed the carriages began to shake and rock. The passengers sat and swayed gently with the regular movement. The conductor walked carefully along the aisle checking tickets.

Writing

The writing task is to be done on the last two pages of the English part of the task booklet.

Preparation

EACH student will need:

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

EACH teacher will need a copy of the task booklet(s).

Timing

The times allocated are :

Year 3 = 35 minutes

Year 5 = 40 minutes.

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

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 for all Students (Year 3 and 5)

1. Filling in Student Names

- SAY

Turn to the Writing section. (For Year 3 this is page 15. For Year 5 this is page 19.)

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

- **INDICATE** on your own booklet where students are to write their names.

2. Introduction to the Writing task for all students

- **SAY**

You are going to do some writing. Let's talk about the topic, "A Fabulous Journey". You might think about a journey that you have been on, or a journey you would like to go on.

Think about the journey you are going to describe. You have a choice of where to go. Where do you choose? How will you travel? What will you see and do? Will you have friends with you? You might meet some new people? What are they like?

- **ENCOURAGE** the students to respond to the topic and to talk about the details of the journey they have taken or would like to take.
- **EXPLAIN** that the students will write their pieces as though the work is to be published for others to read.
- **MAKE SURE** that the students know that:
 - ◆ they should write about a journey to **one** place
 - ◆ 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
 - ◆ Year 3 will have 35 minutes in which to complete the task and Year 5 will have 40 minutes
 - ◆ 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** 35 minutes for Year 3 and 40 minutes for Year 5 to complete their writing.

Conclusion

After time is up

- **TELL** students to put their pencils or pens down and close their booklets.
(NOTE: Students do NOT write on the front page.)
- **COLLECT** all booklets and check that students' names are correctly and legibly written on the first page of the Writing task.
- **CHECK** that each student has used the same task booklet for Mathematics, English and Writing.

Section 4: Demonstration Questions

General Information

These demonstration questions for Mathematics and English reflect the type of instructions, format and response types used for the centrally assessed tasks.













Teachers should note that the demonstration questions do not reflect the content or level of difficulty used in the centrally assessed tasks. Emphasis should be placed on students' understanding of the format and instructions rather than the content of the questions.

Teachers may photocopy these demonstration questions to use with their students to familiarise them with:

- the box which presents instructions
- the format and type of questions
- the correct way to complete responses.

Teachers should demonstrate the correct procedures for completing responses such as shading bubbles and writing numbers in boxes. To assist with this, the demonstration questions are preceded by examples of acceptable and unacceptable completion of responses.

Some examples of acceptable and unacceptable completion of responses:

	<u>Acceptable</u>	<u>Unacceptable</u>
Shading a bubble		
		
Shading a box		
Writing a number		
or a letter		
Writing a word		

Contents of Demonstration Questions

Dictation instructions for use with page 100.....	97
Magazine page for use with page 99 questions	98
Student task pages for English	99-100
Student task pages for Mathematics.....	101-102

Dictation (Teacher Instructions)

These instructions accompany the student Dictation exercise on page 99.

- SAY

This part of the task is a Dictation exercise. We will complete this together. Look at the Dictation passage. Some words are missing from the passage. In this Dictation you will listen to me read the whole passage. Then I will read it again slowly and I will stop at each box and tell you which word to write. You need to write the correct spelling in the box. Remember to write neatly so that your answer can be easily read. Listen while I read the instructions.

“Wait for your teacher to read the dictation to you. You should write the word in the space provided after your teacher tells you to.”

Now, listen while I read the whole passage.

- READ the whole passage through once. (The missing words are underlined.)

One hot day last week my class went to the pool. After our swimming lesson we had some time for play. We ate lunch sitting under a tree. Then we went back to school.

- SAY

Now I will read the passage again and give you time to write the missing words.

- READ the passage in appropriate sections (as below) allowing time (about 10-15 seconds) between each section for students to write the word. At the end of the time limit for each word, tell students that if they have not written the word they should leave it blank.

One hot - Number 1 - the word is “hot” (repeat)

day last week my class went to the pool. After our - Number 2 - the word is “our” (repeat)

swimming lesson we had some - Number 3 - the word is “some” (repeat)

time for play. We ate lunch sitting - Number 4 - the word is “sitting” (repeat)

under a tree. Then we went back - Number 5 - the word is “back” (repeat)

to school.

- SAY

Now I will read the passage for the last time. Check that you have written the correct words and check your spelling carefully.

- READ the passage again.

One hot day last week my class went to the pool. After our swimming lesson we had some time for play. We ate lunch sitting under a tree. Then we went back to school.

In Line

Ms Macdonald's Farm

Author **Mike Dumbleton** Illustrator **Ann Whitehead**

Old Macdonald's Farm was the noisiest place on earth.

All day long the animals sang at the top of their voices, here, there and everywhere.

Old Macdonald never noticed, partly because he was a bit deaf and partly because he was always walking around calling out "ee-i, ee-i-oh" just adding to the din.

Old Macdonald's wife wore ear muffs and his daughter wore headphones, even when the music was turned off.

Then the day came when Old Macdonald retired and went on a round-the-world holiday with his wife. Ms Macdonald took over the farm and everything changed.



Year 3 and 5 English - AIM 2002

DEMONSTRATION QUESTIONS

English Years 3 and 5

For questions 1 to 4 you will need your copy of *In Line*. Read Ms Macdonald's Farm on page 1 of *In Line* and answer questions 1 to 4.

- 1 The name of author is
 Ms Macdonald.
 Old Macdonald.
 Mike Dumbleton.
 Ann Whitehead.
- 2 One of the reasons Old Macdonald never noticed the noise was because
 he was busy.
 he was a bit deaf.
 he was sleeping.
 he was on holiday.
- 3 Old Macdonald's daughter wore
 glasses.
 a beanie.
 headphones.
 ear muffs.
- 4 When Ms Macdonald took over the farm
 She changed everything.
 Old Macdonald's wife stayed.
 The animals called out "ee-i ee-i-oh".
 Old Macdonald listened to the music.

Shade one bubble.

For questions 5 to 11 you will NOT need your copy of *In Line*.

Read the information and answer the question.

5

Dear Bill,
Best wishes for a
happy birthday.
from Angela

You would find this message on a

- shopping list.
 school report.
 birthday card.

This passage has some words missing.
Choose the best word for each space.

Write your answer
on the lines.

Your dog can always tell you when

- 5 it _____ happy. When is was are
- 6 _____ come home he you the
- 7 your dog _____ its tail. wags wagging wagged

9 Shade the bubbles to show where a question mark (?) is needed.

“Where are you going” asked Mum

Shade as many bubbles as you need.

10 Shade one bubble to show which word should be used to complete the sentence below.

We are having _____ great time. ○ the ○ a ○ an

11 This passage has some words missing. On each line shade the box to show the correct word.

Shade one box.

My father is having a party _____ Wednesday.

in at on to is am

He _____ going to a restaurant.

12 Read the sentence below about how to grow seedlings. The sentences are in the wrong order. Number the boxes in the correct order from 1 to 3.

Write one number in each box.

- After a few weeks, transplant the seedlings into the garden bed.
First, plant your seeds in planter boxes.
Next, water the seeds well.

TASK A – EDITING

Michelle wrote about her holidays. She underlined the words she thought were spelt incorrectly. Write the correct spelling in the boxes below.

My family can't decide where to go four our holiday.

(1)

Last year we went camping at the beech.

(2)

This year my brothar wants to stay on a farm.

(3)

TASK B – DICTATION*

Wait for your teacher to read the dictation to you. You should write the word in the box provided after your teacher tells you to.

One _____ day last week my class went to the pool. After

_____ swimming lesson we had _____ time for play. We ate

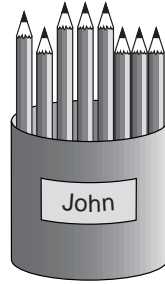
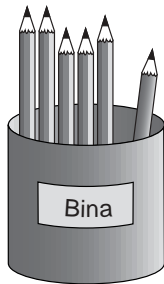
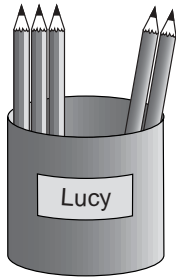
lunch _____ under a tree. Then we went _____ to school.

*See page 97 for instructions

DEMONSTRATION QUESTIONS

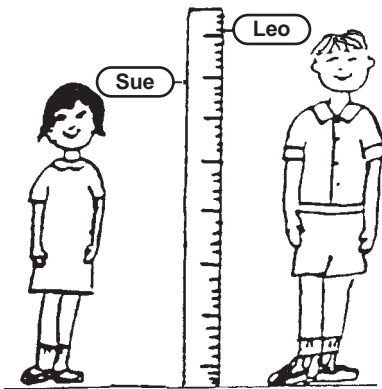
Mathematics Years 3 and 5

1 Who has the most pencils in their container?



Write one word in the box.

2



Sue is

- taller than Leo.
- heavier than Leo.
- higher than Leo.
- shorter than Leo.

Shade one bubble.

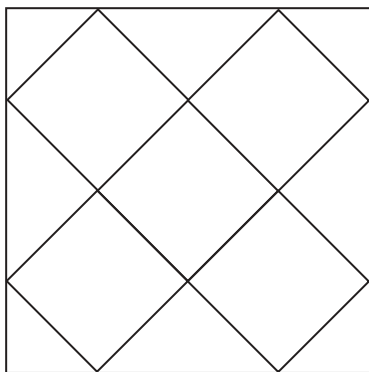
Write the answers for questions 3 and 4.

3 $12 + 4 =$

4
$$\begin{array}{r} 59 \\ - 48 \\ \hline \end{array}$$

Write one number in each box.

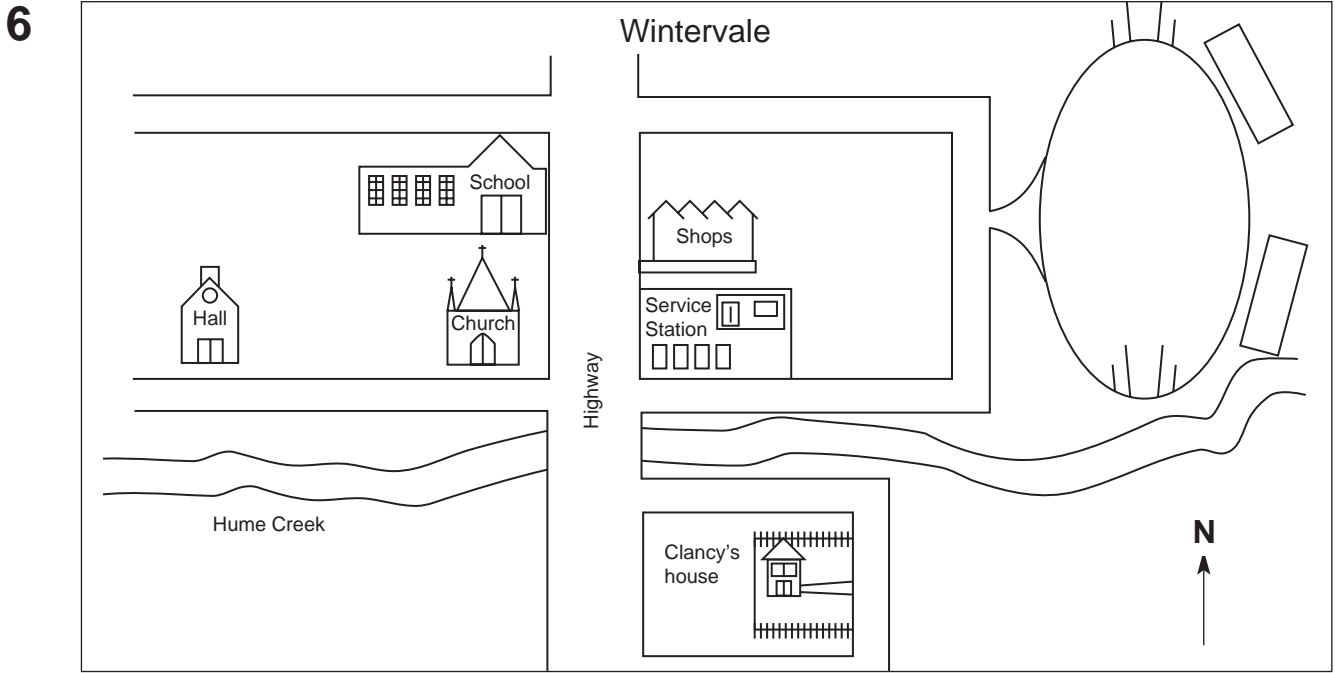
5.



How many squares are there altogether?

- 3
- 4
- 5
- 6

Shade one bubble.



Look at the map of Wintervale.
Which one of these statements is **TRUE**?

- The shops are south of the service station.
- The service station is west of the hall.
- The school is south of the shops.
- The hall is west of the church.

Shade one box.

7 What day of the week is the tenth of January?

JANUARY 1999						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- Monday
- Tuesday
- Saturday
- Sunday

8 Write the answer for question 8.

$$8 \times 2 = \square \times 4$$

Write one number in the box.