

# 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 5 August	35 minutes	45 minutes
English	Wednesday 6 August • First session	40 minutes	50 minutes
Spelling	Wednesday 6 August • Second session	15 minutes <sup>#</sup>	15 minutes <sup>#</sup>
Writing	Wednesday 6 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 materials 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 2B 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 14-15).

**The student details page of each task booklet is for teacher use only (see pages 24-26 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 93-99).

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 93).

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 **5 and 6 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 below). 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 page 78).

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 88–90).

### English (Writing)

The teacher may read the instructions and topics to students and discuss with them the prompt material provided in this guide (see page 91–92), and in the stimulus on the last page of the colour magazine.

## Time Limits

The times given for each centrally assessed task (see page 75) 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.

## Extensions of Time

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

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

## Section 2: Mathematics – Years 3 and 5

### Preparation

EACH student will need:

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

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

### Assistance

You may read words, phrases or questions to individuals or the class as a whole but should not interpret or explain any items from the test (see page 77). 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 15).

### Administration for all Students (Years 3 and 5)

#### 1. Distribution of material

- **SAY**

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

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

## 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

- SAY

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

- INDICATE to students that the bubble needs to be shaded quickly but carefully and the number written neatly inside the box. Illustrations of acceptable and unacceptable responses are provided on page 93.
- 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 5, 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.

#### 4. The Test - All students (Years 3 and 5)

- SAY

**The instruction boxes are 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 all of 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, 4 and 5 on pages 95–96..

### 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
- quiet work if they finish early.

**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 77). 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. Illustrations of acceptable and unacceptable responses are provided on page 93.
- **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 "A Lizard's Day". If you did not shade the bubble next to "A Lizard's Day", 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 4 you do not need to use ‘Going Places’. 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 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 third question says, “Shade one bubble to show the first letter of the alphabet.”

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

You should have shaded the bubble containing the “a”.

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

The fourth question says,  
“Read the three sentences below about how to grow tomatoes. The sentences are in the wrong order. Write the numbers 1, 2, and 3 to show the correct order.”

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 that 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 question 1 you will need your copy of *'Making Tracks'*. That is the coloured magazine.

Look at question 1. The instruction says, *"Turn to page 4 of 'Making Tracks' and answer the question"*. The first question says, *"The title of the passage on page 4 is."*

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

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

You should have shaded the bubble next to *"Power Sources"*.

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

For practice questions 2 to 5 you do not need to use *'Making Tracks'*.

The second question says, *"Shade one bubble to show which word correctly completes the sentence."*

My mum \_\_\_\_\_ make lots of things.

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

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

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

The third and fourth questions say, *"This passage is has some words missing. On each line shade one box to show the correct word."* The instruction box tells you to *"Shade one box on each line."* Do that now.

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

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

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

- **SAY**

The fifth question says, “*Read the three sentences below about how to grow tomatoes. The sentences are in the wrong order. Number them in 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 all of 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 97.

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.

### 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.)

Frogs belong to the amphibian family. They have moist skin and webbed feet. Their life cycle is extremely interesting. Tadpoles change rapidly while growing. First they develop front and hind legs. Then they lose their tails and transform into small frogs. The adult frogs lay eggs and the process begins again.

- 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.

*Frogs belong – Number 1 – the word is "belong" (repeat)  
to the amphibian family. – Number 2 – the word is "family" (repeat)  
They have moist – Number 3 – the word is "moist" (repeat)  
skin and webbed feet. Their life cycle – Number 4 – the word is "cycle" (repeat)  
is extremely interesting. – Number 5 – the word is "interesting" (repeat)  
Tadpoles change – Number 6 – the word is "change" (repeat)  
rapidly while – Number 7 – the word is "while" (repeat)  
growing. First they develop front – Number 8 – the word is "front" (repeat)*

*and hind legs. Then they lose – Number 9 – the word is "lose" (repeat) their tails and transform – Number 10 – the word is "transform" (repeat) into small frogs. The adult – Number 11 – the word is "adult" (repeat) frogs lay eggs and the process – Number 12 – the word is "process" (repeat) begins again.*

- 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.

Frogs belong to the amphibian family. They have moist skin and webbed feet. Their life cycle is extremely interesting. Tadpoles change rapidly while growing. First they develop front and hind legs. Then they lose their tails and transform into small frogs. The adult frogs lay eggs and the process begins again.

## 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**

Frogs have moist skins and webbed feet. Their life cycle is extremely interesting. Tadpoles change rapidly while growing. First they develop hind and front legs. Finally they lose their tails and transform into small frogs. Adult frogs lay their eggs and the process begins again. Frogs belong to the amphibian family.

- **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.

*Frogs have moist – Number 1 – the word is "moist" (repeat)*  
*skins and webbed – Number 2 – the word is "webbed" (repeat)*  
*feet. Their life cycle is extremely – Number 3 – the word is "extremely" (repeat)*  
*interesting. Tadpoles change rapidly – Number 4 – the word is "rapidly" (repeat)*  
*while growing. First they develop – Number 5 – the word is "develop" (repeat)*  
*hind and front – Number 6 – the word is "front" (repeat)*  
*legs. Finally – Number 7 – the word is "finally" (repeat)*  
*they lose – Number 8 – the word is "lose" (repeat)*  
*their tails and transform – Number 9 – the word is "transform" (repeat)*  
*into small frogs. Adult – Number 10 – the word is "adult" (repeat)*  
*frogs lay their eggs and the process – Number 11 – the word is "process" (repeat)*  
*begins again. Frogs belong to the amphibian – Number 12 – the word is "amphibian" (repeat)*  
*family.*

- **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.

Frogs have moist skins and webbed feet. Their life cycle is extremely interesting. Tadpoles change rapidly while growing. First they develop hind and front legs. Finally they lose their tails and transform into small frogs. Adult frogs lay their eggs and the process begins again. Frogs belong to the amphibian family.



## 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
- the coloured magazine – “*Going Places*” for Year 3, “*Making Tracks*” for Year 5
- quiet work if they finish early.

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

### Timing

No more than 10 minutes should be spent on class discussion on the Writing Topic. The times allocated are for student writing and do not include the discussion time.

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. The topic is on the last page of the magazine. Turn to that page now. This topic is “I wish I could ...”.**

**Some ideas are given to help you:**

*“You may wish to travel, be famous or even turn into someone else.*

*or*

*Your story could be about somebody else and what they wish for.”*

**Remember, wishes can be about anything you choose.**

- **ENCOURAGE** the students to respond to the topic and raise some ideas they may use. The discussion should not take longer than 10 minutes.
- **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 their wish or someone else’s wish.
  - 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.

## Dictation (Teacher Instructions)

These instructions accompany the student Dictation exercise on page 97.

- **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.)

Polar bears are very good swimmers. They use their wide paws to do a dog paddle. They can swim without stopping for more than a hundred kilometres.

- **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.

Polar bears are very – Number 1 – the word is “very” (repeat).  
good swimmers. They use their wide – Number 2 – the word is “wide” (repeat).  
paws to do a dog paddle – Number 3 – the word is “paddle” (repeat).  
They can swim without stopping – Number 4 – the word is “stopping” (repeat).  
for more than a hundred – Number 5 – the word is “hundred” (repeat).  
kilometres.

- **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.

Polar bears are very good swimmers. They use their wide paws to do a dog paddle. They can swim without stopping for more than a hundred kilometres.

## 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 on 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.

Here are 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 97	94
MAGAZINE PAGE FOR USE WITH PAGE 96 QUESTIONS	95
STUDENT TASK PAGES FOR ENGLISH	96–97
STUDENT TASK PAGES FOR MATHEMATICS	98–99

# *In Line*



## Owl Express

"Oscar", said Mark with his mouth full of noodles.

"Oscar the owl? What's he got to do with it?" **Dad suddenly looked up from his plate.**

"I'm doing a project on owls and I'm the only kid in the class who owns one. So I have to observe him. I can't do it in the daytime because he's asleep. Well, I did-but it was boring. I've used the video camera and taken heaps of footage, but the only movement I could get was his **feathers ruffling a bit**, and the only sound that got picked up was Oscar snoring."

"Owls don't snore." Mike **scoffed**. "They hoot, but they don't snore."

"They do so. Oscar does. It's sort of a grunt and a groan, and seeing as he's asleep, I figure it's an **owl-snore**."

This extract is from a book called *Owl Express* by Margaret Clark.

3

# DEMONSTRATION QUESTIONS

## English Years 3 and 5

Turn to page 3 of **In Line**. Read *Owl Express* and then answer questions 1 to 5.

- 1 As they talk, the characters are
- ☐ watching the owl.
  - ☐ eating a meal.
  - ☐ making a video.
  - ☐ writing a project.

Shade one bubble.

- 2 Mark's problem was that
- ☐ he couldn't work the video camera.
  - ☐ he did not own an owl.
  - ☐ owls are mainly active at night.
  - ☐ owls are hard to find.

- 3 The words "feathers ruffling a bit" show that Oscar was
- ☐ sitting very still.
  - ☐ flapping his wings.
  - ☐ moving slightly.
  - ☐ flying around.

- 4 Who is speaking in the last paragraph?
- ☐ Mike
  - ☐ Dad
  - ☐ Mark
  - ☐ Oscar

- 5 The hyphen in "owl-snore" is used to
- ☐ indicate a pause.
  - ☐ break up a long word.
  - ☐ separate two ideas.
  - ☐ combine two words.

For questions 6 – 13 you will NOT need your copy of *In Line*. Shade one bubble on each line to show which word correctly completes these sentences.

Shade one bubble on ☐ each line

- 6 Last week our class \_\_\_\_\_ ☐ gone ☐ went ☐ going
- 7 to the zoo \_\_\_\_\_ we ☐ we're ☐ were ☐ where
- 8 saw the \_\_\_\_\_ giraffe ☐ tall ☐ taller ☐ tallest
- in Australia

Shade one bubble to show where a question mark (?) is needed.

Shade one bubble.

- 9 ☐ ☐ ☐ "Where did you put my book" asked Bill.

# DEMONSTRATION QUESTIONS

## English Years 3 and 5

This passage has some words missing. □

On each line shade the box to show the correct word. □

10 I like to □ ready for □

by □

go □

be □

Shade one box on each line

11 school before □ □ sister. □

me □

my □

am □

12 The letters A,E,I,O,U are all vowels. □

Shade the bubbles to show where the vowels are in this word. □

shoping □

Shade as many bubbles as you need

13 Read the sentences below about how to grow seedlings. □

The sentences are in the wrong order. □

Number the boxes 1, 2 and 3 to show the correct order. □

Write one number in each box

☐

After a few weeks, transplant the seedlings into a garden bed. □ □

☐

First, plant your seeds in planter boxes. □

☐

Next, water the seeds well. □

□ □ □ □ □

### TASK A Editing □

Sam wrote about his dog. He circled the words he thought were spelt incorrectly. □

Write the correct spelling in the boxes below. □

My dog loves (diging) in the □

garden, but my (muther) gets □

very (angrie) when he does. □

1.

2.

3.

□ □ □ □ □

### TASK B Dictation □

Wait for your teacher to read the dictation to you. You should write the word □

in the box provided after the teacher tells you to. □

□

Polar bears are 1. good swimmers. They □

use their 2. paws to do a dog 3. . They □

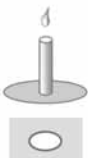



can swim without 4. for more than □

a 5. kilometres.


# DEMONSTRATION QUESTIONS

## Mathematics Years 3 and 5



**1** Which candle is **short** and **thin**?

**Shade one bubble.**



---

**2**   


What is most likely to happen to the icypole if it is left in the hot sun?

☐  
☐  
☐

It might melt  
 It will melt  
 It won't melt

**3** 23, 22, 21, 20, 19, ?

Which number comes next?

☐  
☐  
☐  
☐

20  
 19  
 18  
 17

---

**4** The largest possible number that can be made with these cards is

4

0


2

9

7

9

**Shade one bubble.**



☐  
☐  
☐  
☐

94 072  
 27 940  
 97 420  
 72 490

---

**5** Which number is missing from this sequence?

56 ? 66 71 76 81

☐  
☐  
☐  
☐

46  
 51  
 60  
 61

**6** 47 children were in the classroom. 21 left when the bell rang.

How many children were still in the classroom?

☐  
☐  
☐  
☐

16  
 26  
 28  
 68

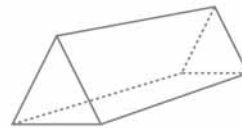
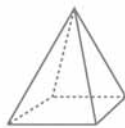
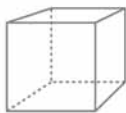


# DEMONSTRATION QUESTIONS

## Mathematics Years 3 and 5

7

Which one of the 3-dimensional shapes does **not** have a square face?



8

$$\begin{array}{r} 5 \quad 8 \\ + 3 \quad 6 \\ \hline \end{array}$$

--	--

Write one number  
in each box.



9

JANUARY 2003						
MON	TUE	WED	THU	FRI	SAT	SUN
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Tim's birthday will be on the third Tuesday in January, 2003.  
What date is this?

- ☐ 3rd of January
- ☐ 14th of January
- ☐ 16th of January
- ☐ 21st of January

Shade  
one  
bubble.



10

A tally was kept of the number of goals scored in a game of netball.

Name	Number of goals
Shelly	
Naomi	
Frieda	
Rosi	

How many goals were scored  
altogether?

--	--

Write one number  
in each box.

