

# **AIM Testing 2003 Year 7 Guide for Principals and Teachers**

This guide contains the following parts:

<b>Part 1: Administrative Advice</b>
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<b>Part 2: Assessment Tasks</b>
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## Phone Helpline

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

### AIM Year 7 Testing Information Line

For assistance with:

- administrative procedures
- implementation or assessment of the tasks
- general queries about the AIM Year 7 Testing

For queries about:

- the delivery and collection of test materials
- the delivery of results
- the installation of result disks
- reports to parents and schools

**Contact the Victorian Curriculum and Assessment Authority on  
Freecall 1800 648 637**

Principals and teachers should feel free to use the  
AIM Year 7 Testing Information Line at any time.

**Information on AIM Testing can be accessed on the  
Victorian Curriculum Assessment Authority website at:  
[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)**

### **Dates for future AIM tests**

**2004 - 3 and 4 August**

**2005 - 2 and 3 August**

# Part 1: Administrative Advice

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# Part 1: Administrative Advice

## Section 1: Pre-test Information

### Principals' checklist for administration of AIM Year 7 Testing 2003

Date	Page
Friday 27 June	<ul style="list-style-type: none"> <li>Request a variation to testing dates if exceptional circumstances warrant consideration .....9, 26</li> <li>Request large-print or braille materials for visually impaired students .....12, 27</li> </ul>
Friday 25 July	<ul style="list-style-type: none"> <li>Distribute the AIM Testing 2003 Guide to teachers .....14</li> <li>Request extra materials if insufficient received .....15, 29</li> <li>Store assessment tally sheet with return packaging material ...15</li> </ul>
Monday 4 August	<ul style="list-style-type: none"> <li>Ensure that teachers have marked the teacher assessed tasks</li> <li>Distribute booklets for the centrally assessed tasks to teachers .15</li> </ul>
Tuesday 5 August	<ul style="list-style-type: none"> <li>Mathematics Centrally Assessed Tasks</li> </ul>
Wednesday 6 August	<ul style="list-style-type: none"> <li>English Centrally Assessed Tasks</li> <li>Ensure that the student details pages of the task booklets have been completed accurately .....20–22</li> <li>Ensure that assessed task booklets are prepared for collection .19</li> </ul>
Thursday 7 August	<ul style="list-style-type: none"> <li>Ensure that centrally assessed task booklets are ready for collection by 8:30 am in the general reception area .....19</li> </ul>
Wednesday 13 August	<ul style="list-style-type: none"> <li>Notify the VCAA Hotline 1800 648 637 if the completed task booklets have not been collected by 3:45 pm .....19</li> </ul>
Friday 15 August	<ul style="list-style-type: none"> <li>Final date to return assessment task booklets for students given catch-up assessments or for classes which had approval for a variation to testing dates .....19</li> </ul>
Friday 14 October	<ul style="list-style-type: none"> <li>Notify the VCAA on Freecall 1800 648 637 if testing results have not been received .....25</li> </ul>

# Timetable for AIM Year 7 Testing

Task	Date	Time allocation
Mathematics – Short-answer Questions	Tuesday 5 August	45 minutes
Mathematics – Extended-answer Questions	Tuesday 5 August	40 minutes
English – Short-answer Questions	Wednesday 6 August	45 minutes
English – Writing Task	Wednesday 6 August	40 minutes

The tasks are to be administered under standard test conditions which include:

- private individual work
- no access to resources outside those approved by the VCAA
- no calculators to complete the Mathematics task
- teacher assistance only within the guidelines provided in this publication.

## Administrative procedures for Principals

### Responsibilities of the Principal

All materials are addressed to the Principal who should ensure that:

- any special arrangements needed (for example, changes in times due to school camps) have been registered with the Victorian Curriculum and Assessment Authority (VCAA) and approved by the appropriate sector authorities (see page 9)
- any special administrative arrangements are made which are necessary to conduct the tests
- there are sufficient testing materials for each student undertaking the tests (see page 15)
- testing materials are stored securely until the dates specified for the assessments and that a professional approach to the security of the testing material is adopted by all staff
- staff have adequate time to become familiar with the assessment tasks and the teachers' administrative instructions prior to the tests
- arrangements are made for students who require special materials or test conditions
- exemptions are granted according to the VCAA guidelines and a record of students given exemptions is maintained at the school (see pages 11 and 28)
- the numbers of students exempted for reasons of disability or limited English skills at each level is recorded on the tally sheet
- test booklets are completed and ready for return on the specified dates (see page 19)
- completed material is ready for collection.

The Principal may appoint a delegate to act for the Principal in carrying out administrative tasks associated with the Testing.



## Request to Vary Dates

In exceptional circumstances, if the school has planned special activities for **5 and 6 August** and these dates cannot be changed, the Principal may request that the VCAA vary the dates for the assessment tasks for the school. The form 'Request to vary dates for AIM Year 7 English and Mathematics Assessment Program2003' (see page 26) should be used for this purpose.

**Please note:** Government and Catholic schools require approval from the appropriate sector authority before applying to the VCAA.

Prior to sending the form to the VCAA:

- **Government schools** should send the form to their Department of Education and Training (DE&T) Regional Director for approval
- **Catholic schools** should send the form to the Director of Catholic Education, James Goold House, 228 Victoria Parade, East Melbourne 3002 for approval.

Independent schools may send the form directly to the VCAA.

This form should be returned to the VCAA no later than **Friday 27 June**. A copy should be retained for school records.

In the case that dates need to be varied, the school will make arrangements with the VCAA for a whole class to undertake assessments the following week. There is no provision for classes to undertake the tests before the specified dates. The VCAA will contact the school to notify the Principal of the result of this request.

If a variation to the Testing dates is approved, the school will be responsible for the secure return of completed Testing tasks for the affected class or classes to the VCAA. Schools must return student work, at the school's expense, as soon as possible after the completion of the assessment tasks, but no later than **Friday 15 August**. The address for returning work is given on page 19.

In the case where one student or a small number of students have a planned absence for **5 and 6 August**, such as a camp or appointment, the student(s) may be treated as catch-up assessments and complete the tasks before **Friday 15 August** (see page 12).

## Privacy Statement

The VCAA has developed the AIM program and delivers it in schools. The VCAA is committed to the protection of student information. All personal information collected during the AIM program is used in accordance with the Information Privacy Act 2000.

In order to conduct the AIM, the VCAA collects the names and performance data of all students who undertake either the Year 3, 5 or 7 AIM tests.

The VCAA also collects information on gender, language background other than English, and Aboriginal and Torres Strait Islander origin of students doing the AIM, in order to report to the Commonwealth and State Governments on student performance. No individual students are identified in such reports.

All student information is provided to the VCAA directly by the school.

The VCAA uses the student information provided by schools during the AIM program to report to parents on their own child's performance. This data is also provided to the school to assist principals to analyse the effectiveness of their school programs and to identify individual students' strengths and weaknesses.

The VCAA will not provide identifiable student data to any other person or organisation without the consent of the parent, unless required to do so by law or other regulation.

All personal information collected by the VCAA is retained by the VCAA and stored securely. Access is limited to authorised staff at the VCAA.

Correspondence concerning access to student's AIM data should be directed, in the first instance, to the school principal.

# AIM Year 7 Testing Guidelines

## Who is Assessed?

All students in Year 7 will undertake the Testing unless an exemption is granted (see exemptions below). Students are defined as Year 7 by the census data. In a small number of cases where students may not be assigned a year-level according to school census data, the Principal may determine the appropriate year-level placement of the student for Testing participation.

## Exemptions

In certain circumstances students may be granted an exemption from the AIM Year 7 Testing 2003. The Principal may grant an exemption to students with disabilities and impairments, to students who have been learning English in Australia for less than two years, and in other exceptional circumstances. Parents should correspond with Principals requesting such exemptions. These decisions are made at the school level.

The Principal should consult specialist staff and ensure that parents sign a document agreeing to the exemption. The form 'Register for exemptions from the AIM Year 7 Testing 2003' on page 28 should be used for this purpose. This form is to be retained by the school.

The number of students exempted from the test for:

- learning disability or impairment
- learning English in Australia for less than two years

is to be recorded on the School Tally Sheet for return to the VCAA with the test booklets.

When filling in the School Tally Sheet:

- The number entered for males should be the total number of male students exempted. Please indicate in the following spaces if any of these students are from a language background other than English (LBOTE\*) or are Aboriginal or Torres Strait Islander (ATSI) students.
- The number entered for females should be the total number of female students exempted. Please indicate in the following spaces if any of these students are LBOTE or ATSI.

\* LBOTE refers to students for whom either the student, or at least one parent, is born in a non-English speaking country.

## Home Students and Visiting Students

Occasionally, a school will host visiting students from other schools or students who normally undertake their studies at home. In these cases the Principal will decide whether the students may undertake the Testing at the school. If permission is granted, the Principal is responsible for sending the reports of these students to the home school or appropriate location.

## Transferring Students

- The results for each student are processed according to the school code which is recorded on the task booklet.
- If a student transfers to another school after completing the Testing, the student's results are sent to the school where the test was completed.
- The Principal is responsible for sending the parent report to the parents.
- The Principal may forward other information from the results package to the student's current school.

## Absences

Occasionally, a student will not undertake a task due to an extended illness or other personal reasons. In these cases it will not be necessary for the student to catch up on an assessment held on a day he or she was absent. If the student does not complete one or more tasks, the class teacher should complete the details of the absence for the student on the student details page of the task booklet.

## Catch-up Assessments

If a student does not undertake one or more assessment tasks on **5 and 6 August** but the teacher, student or the student's parents request a catch-up assessment, the Principal may agree to this provided the assessment is completed before **Friday 15 August**. The Principal must ensure that the student work is sent to the VCAA by certified mail with details of materials returned. This must be done at the school's expense, no later than **Friday 15 August**. The address for returning work is given on page 19.

The Principal has discretion in providing special conditions for students experiencing learning difficulties or students experiencing personal or social conditions which may affect performance. These would include:

- special test materials for visually impaired students
- reasonable extra time
- extra people or equipment to assist students to complete the task
- a different environment from that used by other students
- use of technology, such as computers, to complete the task.

The Principal should make plans to cater for the needs of students requiring special conditions and ensure that specialist staff or other requirements are available on the days the Testing is conducted. All teachers of Year 7 students should be aware of this information on special conditions.

## Conditions for Students with Special Learning Needs

### Large-print and Braille Materials

Large-print and braille versions of the assessment task booklets will be available for visually impaired students and schools may also provide support in the form of a scribe, technological assistance (such as computers) or a person to assist the students.

Schools requiring large-print or braille versions of the assessments for students should complete the form 'Request for large-print and braille materials for AIM Year 7 testing 2003' (see page 27) and fax it to the VCAA by **Friday 27 June 2003**.

If these materials do not arrive by **Friday 25 July 2003**, the Principal should immediately contact the VCAA Information Line on Freecall 1800 648 637.

### Hearing-impaired Students

In cases where hearing-impaired students will undertake the AIM Year 7 Testing 2003, the Principal should discuss special conditions for these students with the relevant staff. The Principal is responsible for deciding the appropriate conditions for each hearing-impaired student.

## Special Environments

Special environments may also be appropriate for some students. These could take the form of a separate room or a hospital room.

Special conditions must be authorised by the Principal. The Principal should keep a record of any special conditions arranged for students. Schools will be aware of any special conditions for individual students or classes and will be able to interpret their results in light of these circumstances.

In previous years the VCAA has had to contact many schools to check student information on the front page of the test booklet.

To reduce this delay, the VCAA asks schools to include a list of student names with the returned booklet. This list should be attached to the Tally Sheet.

## Checking of Student Information

Schools are required to include a list of student names with the returned booklets. This list should be attached to the tally sheets.

- For Government Schools: the list of student names can be generated using CASES report: the AIM Student Details Report.
- For Non-Government Schools: a list in any format that provides student names and date of birth is acceptable.

# Delivery of Materials

## Package Contents

The package contains:

- an introductory letter
- the Principal's administrative instructions
- packing sheet (which details contents)
- tally sheet (for return purposes)
- *AIM Year 7 English and Mathematics Testing 2003 Guide for Principals and Teachers* (this publication)\*
- student task booklets, magazines and extended task stimulus sheets.†
- Year 7 Parent Information Brochures
- a 2B pencil for each student
- a return label.

### \*2003 Guide for Principals and Teachers

The Principal may distribute copies of this Guide to Year 7 teachers as soon as practicable.

This guide contains the following sections:

- **Administration Advice.** This section contains advice on administration aspects of the testing, and the forms needed to send requests to the VCAA.
- **Assessment Tasks.** This section specifies how the assessment tasks are to be conducted.

### †Student Test Booklets, Magazines and Stimulus Sheets

The test booklets, magazines and extended task stimulus sheets for assessment tasks are shrink-wrapped in clear plastic. There is one test booklet for English, one test booklet for Mathematics, one magazine and one Mathematics extended task stimulus sheet for each student.

## Checking Materials

Schools are provided with the quantity of test materials according to the enrolment figures indicated by the school.

- **Student materials** – the number of test booklets, magazines and extended task stimulus sheets provided is based on indicated enrolment figures plus at least 10% extra.
- **Guide for Principals and Teachers** – the number of Guides provided is calculated as one for each 20 students or part thereof plus at least one extra.

These numbers are specified in the packing sheet accompanying this package.

- **The packing sheet** included with the test materials should be used to check that the correct quantity of materials has been provided.
- **Tally sheets** should be retained and used when collating and packing completed student work. If any booklets are returned later than the main package, please include a photocopy of the tally sheets to identify these booklets.

Test booklets, magazines and extended task stimulus sheets for Mathematics should be counted without opening the clear plastic covering. If there are insufficient quantities of any materials, the Principal may:

- contact the nearest Regional Office of the Department of Education and Training (DE&T) or the Catholic Education Office. These centres will be supplied with at least 50 copies of all AIM Year 7 Testing 2003 materials and will make these available to schools from all sectors if extra material is needed at the school. A list of these offices is supplied on the following pages.

*or*

- complete the form 'Request for extra materials for AIM Year 7 Testing 2003' on page 29 and immediately fax it to the VCAA on (03) 9651 4612

## Security of Materials

The Principal should be aware of issues relating to the security of test materials and brief staff about the need to keep materials secure prior to and during the conduct of the assessments.

The Principal should ensure that task booklets for the assessment tasks are kept in a locked container or room at all stages including after distribution to Year 7 teachers.

The Principal may distribute to Year 7 teachers the teacher guides and pencils as soon as they have been checked against the tally sheets.

## Distribution of Materials to Year 7 Teachers

Booklets for the assessment tasks should not be distributed to Year 7 teachers until **Monday 4 August**.

Using a 2B or similar grey lead pencil, the teacher should organise to have the required information recorded for each student on the student details page of each task booklet (see pages 21 and 22 for detailed instructions and annotated examples). This may be done earlier by teachers, or if by students, prior to the commencement of the tests on **Tuesday 5 August** for Mathematics and **Wednesday 6 August** for English (see page 30).

Schools should employ the most appropriate method of distribution.

# REGIONAL OFFICES:

## Catholic Education Offices

Region	Contact Name	Title	Address	Postal Address	Tel/Fax
Melbourne – Central	Ms Susan Pascoe	Director	James Goold House 228 Victoria Parade East Melbourne 3002	PO Box 3 East Melbourne 3002	T (03) 9267 0228 F (03) 9415 9325
Ballarat – Main	Mr Larry Burn	Director 5 Lyons Street	Catholic Diocesan Office Ballarat 3353 South Ballarat 3353	PO Box 576	T (03) 5337 7135 F (03) 5331 5166
Ballarat – Central Zone	Mr Tony Brandenburg	Educational Consultant	4 Dawson Street South Ballarat 3353	PO Box 562 Ballarat 3353	T (03) 5331 4944 F (03) 5331 8603
Ballarat – Northern Zone	Mr Vincent Dillon	Educational Consultant	Level 1 361 Deakin Avenue Mildura 3502	PO Box 1983 Mildura 3502	T (03) 5023 5144 F (03) 5021 3503
Ballarat – Southern Zone	Miss Dianne Westbrook	Educational Consultant	92A Liebig Street Warrnambool 3502	PO Box 1019 Warrnambool 3280	T (03) 5561 1177 F (03) 5561 2061
Sandhurst – Bendigo	Mr Dennis Higgins	Director	Catholic Education Office 181 McCrae Street Bendigo 3550	181 McCrae Street Bendigo 3550	T (03) 5543 2377 F (03) 5541 5168
Sandhurst – Wangaratta	Mr Michael Avery	Educational Consultant	71 Ryley St Wangaratta 3677	P.O Box 1181 Wangaratta 3676	T (03) 5723 0000 F (03) 5723 0033
Sale – Warragul	Dr Therese D’Orsa	Director Education Diosese Sale	6 Witton Street Warragul 3820	P.O Box 322 Warragul 3820	T (03) 5622 6600 F (03) 5623 4258
Melbourne – Southern Area	Miss Pauline Zappulla	Area Deputy Chairperson	14 Spring Street Highett 3190	14 Spring Street Highett 3190	T (03) 9532 1922 F (03) 9553 5005
Melbourne – Eastern Area	Mrs Evelyn Morgan-Brooker	Area Deputy Chairperson	15 Forest Road Ferntree Gully 3156	P.O Box 174 Ferntree Gully 3156	T (03) 9758 4999 F (03) 9752 3192
Melbourne – Northern Area	Mrs Colleen Yeomans	Area Deputy Chairperson	Cnr Howard & Rosslyn Sts West Melbourne 3003	Cnr Howard & Rosslyn Sts West Melbourne 3003	T (03) 9329 8800 F (03) 9326 7443
Melbourne – Western Area	Mrs Pauline Salter	Area Deputy Chairperson	255-267 Old Geelong Rd Hoppers Crossing 3029	P.O Box 4026 Hoppers Crossing 3029	T (03) 9748 0844 F (03) 9748 5289



# REGIONAL OFFICES:

## Department of Education and Training

Region	Contact Name	Title	Address	Postal Address	Tel/Fax
Barwon South – Western	Mrs Glenda Strong	Regional Director	Vines Road, North Geelong 3215	P.O Box 240 North Geelong 3215	T (03) 5272 8300 F (03) 5277 9926
Central Highlands Wimmera	Mr Malcolm Millar	Acting Regional Director	Level 1 1220 Sturt Street Ballarat 3350	Level 1 1220 Sturt Street Ballarat 3350	T (03) 5337 8444 F (03) 5333 2135
Eastern	Mr Ross Kimber	Regional Director	Level 2 29 Lakeside Drive Burwood East 3151	Level 2 29 Lakeside Drive Burwood East 3151	T (03) 9881 0200 F (03) 9881 0241
Gippsland	Mr Peter Greenwell	Regional Director	Cnr Kirk & Haigh Streets Moe 3825	P.O Box 381 Moe 3825	T (03) 5127 0400 F (03) 5126 1933
Goulburn North Eastern	Mrs Adele Pottenger	Regional Director	Arundel Street Benalla 3672	P.O Box 403 Benalla 3672	T (03) 5761 2100 F (03) 5762 5039
Loddon Campaspe Mallee	Mr Greg Gibbs	Regional Director	37-43 Havlin Street East Bendigo East 3550	P.O Box 442 Bendigo East 3550	T (03) 5440 3111 F (03) 5440 3139
Northern	Ms Victoria Triggs	Regional Director	1st Floor 582 Heidelberg Rd (cnr Chandler Hwy &	Locked Bag 88 Fairfield 3078 Heidelberg Rd) Fairfield 3078	T (03) 9488 9488 F (03) 9488 9440
Southern	Ms Jan Lake	Regional Director	VACC Building 1st Floor 33 Princes Hwy Dandenong 3175	P.O Box 5 Dandenong 3175	T (03) 9794 3555 F (03) 9794 3594
Western	Mr Steve Marshall	Regional Director	407 Royal Parade Parkville 3052	P.O Box 57 Carlton South 3053	T (03) 9291 6500 F (03) 9291 6555

## Section 2: Implementing the Tasks

Students in Year 7 will complete assessment tasks in English and Mathematics to determine students' levels of achievement. All assessment tasks are conducted in the English language.

All tasks are derived from outcomes in the Curriculum and Standards Framework (CSF) II. All references in this guide to the CSF relate to this document.

### Assessment Tasks

- All assessment tasks are scheduled for **Tuesday 5 and Wednesday 6 August** unless a variation to dates has been approved by the VCAA (see pages 9 and 26).
- In the tasks for English (Reading and Writing conventions) and Mathematics students will be asked to respond to questions in a mark-sensitive booklet. There will be one test booklet for English and one for Mathematics. They might be asked to respond in different ways, for example, by shading a bubble or shape or writing a number, letter or word.
- Student answers will be scanned electronically. Where there is any doubt associated with a student response (e.g. where all bubbles for one item are shaded, or where the written number is not clear), it will be checked manually by trained markers.
- In English (Writing) students will complete two pieces of writing on set topics. Teachers will engage students in some preliminary discussion about the topics. The work should not be drafted and students should be encouraged to make their work as clear and as interesting as possible. The work will be written in the test booklet.
- In Mathematics students will complete two extended tasks. Each task will contain more than one part. The work will be completed in the test booklet.
- Trained markers will assess all assessment tasks.

The questions in the test booklets cover a range of CSF-levels and are designed to determine the levels of achievement of students.

- At Year 7, questions are drawn from levels 3 to 6 of the CSF.
- Generally, the easiest questions are placed towards the beginning of each task and the hardest questions towards the end.
- This guide includes specific information about administering the assessment tasks in Part 2, page 30.

The teacher should have a blank copy of the test booklet for explanation and demonstration purposes and for reference when responding to students' questions.

### Conducting the Assessments

Generally, the class teacher will conduct and administer the assessments in the students' classroom. All students should complete the assessments unless an exemption has been granted (see page 11).

As far as possible the teacher should maintain an environment which enables students to perform at their best.

The timetable for the assessment tasks on page 8 specifies the order of the tasks. The school must keep to this order but may choose the most appropriate starting time for each session.

Information concerning standard conditions can be found on page 31. Information concerning time limits can be found on page 33.

## Section 3: Post-test School Procedures

Return of completed test booklets commences at 8:30 am on **Thursday 7 August**.

Material for collection should be ready and available for collection from that time.

### Packing Materials

When packing please check that:

- A printed class list is attached to the tally sheets (see page 15)
- Student details on task booklets have been completed accurately (see following pages)
- Unused task booklets are not included
- Magazines are not included
- All relevant details are recorded on the tally sheets before packing the booklets including the number of exempted students (see page 11)
- Photocopies of the tally sheets are kept for school records
- Completed task booklets together with the tally sheets are packed into the container in which the material arrived
- The barcoded return label is attached to each container and each container is taped securely
- Return material is readily available to couriers.

**If materials have not been collected by 3:45 pm Wednesday 13 August, the Principal should contact the VCAA on Freecall 1800 648 637.**

### Special Arrangements for Return of Work

Where a school has made special arrangements with the VCAA for some classes to conduct assessments at times later than those specified (see page 9 for 'Request to Vary Dates');

*or*

where catch-up assessments have been organised for individual students (see page 12), their completed tasks must be returned by certified mail or secured delivery at the school's expense to:

**AIM Year 7 Testing 2003  
1 Railway Pde  
Camberwell VIC 3124**

The Principal should ensure that

- appropriate documentation regarding evidence of postage or delivery is retained by the school. All catch-up assessments or work from classes authorised to vary dates of tasks must be posted by **Friday 15 August**.

## Completion of Student Details

Using a 2B or similar grey lead pencil, the following information for each student should be recorded on the front page of each task booklet (see pages 21 and 22 for details):

- student's first name and last name in block letters
- date of birth
- gender of student
- Aboriginal or Torres Strait Islander (ATSI) status
- language background other than English (LBOTE) status (to be obtained from school census data)
- main language spoken at home
- month and year the student was first enrolled in an Australian school
- school name (the words "College" or "School" need not be written)
- school system or sector
- the registered school number (school code)
- student's absence for any of the assessment tasks.

## Students with Duplicate Names

In the unlikely event that two or more students at the school have identical first and last names and the same date of birth, the Principal should use the tally sheet provided with the Principals administrative instructions, to identify each student in a unique way,

e.g.

Stacey J Clarke and Stacey L Clarke (if middle initials are different)

*or*

Stacey Jane Clarke and Stacey Joy Clarke (if middle initials are the same)

*or*

Stacey Jane Clarke (A) and Stacey Jane Clarke (B) (if all names are the same).

In these cases teachers should be aware that the full name and unique identifier should be entered in the boxes on the student details page of the assessment test booklet, and that this will be printed on parent and school reports to facilitate identification.

# Annotated Student Details Page – English

These names will appear on the report for the parents and should be written in full (see page 20 for advice about duplicate names). Each word in the first name or last name should be separated with a space.

**AIM 2003** Achievement Improvement Monitor **ENGLISH** Year **7**

**STUDENT DETAILS**

Student and school names should be written (in block letters) as they appear on the parent report. **TEACHERS, PLEASE PRINT CLEARLY**

**STUDENT'S FIRST NAME**  
L U K E

**STUDENT'S LAST NAME**  
B R O W N

**DATE OF BIRTH**  
0 5 0 5 1 9 9 0

1. Is this student Male or Female? Male ☐ Female ☐  
 2. Is this student Aboriginal or a Torres Strait Islander? No ☐ Yes ☐  
 3. Does this student have a language background other than English? No ☐ Yes ☐  
 4. If 'Yes' to Question 3, is English the main language spoken at home? No ☐ Yes ☐  
 5. If 'No' to Question 4, when did the student first start in an Australian school? M M Y Y Y Y

**SCHOOL NAME** VICTORIA SOUTH  
G 1235 Campus 01

G123501YR7E11235

2503YR75BAM112347 1

**CENTRALLY ASSESSED TASKS**

Please shade the appropriate bubble if the student did NOT do this task.

**SHORT ANSWER QUESTIONS** ☐

**WRITING TASKS** ☐

**PAGE 1**

This is the month and year in which the student was first enrolled in an Australian school.

This is the registered school number.

If the school name is longer than 22 spaces, complete as much as possible. It is not necessary to write the words "College" or "School". However, each teacher at the school should use the same form of the school name. Each word should be separated with a space.

Shade the bubble only if the student did not do any of the section or task.

Please make sure that student information matches information on Mathematics task booklet for each student.

# Annotated Student Details Page – Mathematics

These names will appear on the report for the parents and should be written in full (see page 20 for advice about duplicate names). Each word in the first name or last name should be separated with a space.

**AIM 2003 MATHEMATICS Year 7**

**STUDENT DETAILS**

Student and school names should be written (in block letters) as they appear on the parent report. **TEACHERS, PLEASE PRINT CLEARLY**

**STUDENT'S FIRST NAME**  
B R I G I D

**STUDENT'S LAST NAME**  
S C H W A R Z

**DATE OF BIRTH**  
2 4 0 7 1 9 9 1

1. Is this student Male or Female?  
Male ☐ Female ☒

2. Is this student Aboriginal or a Torres Strait Islander?  
No ☒ Yes ☐

3. Does this student have a language background other than English?  
No ☒ Yes ☐

4. If 'Yes' to Question 3, is English the main language spoken at home?  
No ☒ Yes ☐

5. If 'Yes' to Question 4, when did the student first start in an Australian school?  
[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

**SCHOOL NAME** VICTORIA NORTH  
G 1235 Campus 01

[Barcode]  
G1235011Y07M11236

[Barcode]  
2003Y07M01AM112345 1

**CENTRALLY ASSESSED TASKS**

Please shade the appropriate bubble if this student did NOT do the task.

SHORT ANSWER QUESTIONS ☐

EXTENDED TASKS ☐

**PAGE 1**

This is the month and year in which the student was first enrolled in an Australian school.

If the school name is longer than 22 spaces, complete as much as possible. It is not necessary to write the words "College" or "School". However, each teacher at the school should use the same form of the school name. Each word should be separated with a space.

This is the registered school number.

Shade the bubble only if the student did not do any of the section or task.

Please make sure that student information matches information on English task booklet for each student.

# Tally Sheet Year 7 – English

## ENGLISH

# AIM

YEAR 7

## SCHOOL TALLY SHEET

Achievement Improvement Monitor 2003

Please complete this tally sheet for your Year 7 students.  
Return only **completed** Year 7 test books and keep all unused test books at school.

**SCHOOLS: USE A PENCIL TO FILL IN THIS FORM.**

SCHOOL NAME:

VICTORIA SOUTH  
  
G123501WRITER1235

**PRINCIPAL'S SIGNATURE**  
*School Principal or Delegate*

**Please note:**  
The **Number of Students Exempted** and **Students with Duplicate Names** sections only appear on the **Mathematics** Tally Sheet. Please ensure that this information is completed for all year 7 students.

Pencil ONLY

SCHOOL CODE/SECTOR:

1235 G

NUMBER OF BOOKLETS:

9

2

DATE

/ / 2003

  
1235012345

Number of test booklets returned. Please return only the test booklets that have been used.

# Tally Sheet Year 7 – Mathematics

Please respond to all categories in this section. If there are no students in the category, write "0"

Two boys with Learning Disabilities or Impairments have been granted exemptions. One is an ATSI student and one is not.

Number of test booklets returned. Please return only the test booklets that have been used.

Two girls have been exempted because they have been learning English for less than 2 years.

These two students have the same first name and surname.

Two boys have been exempted for other reasons.

## AIM

### YEAR 7

## SCHOOL TALLY SHEET

Achievement Improvement Monitor 2003

Please complete this tally sheet for your Year 7 students.  
Return only completed Year 7 test books and keep all unused test books at school.

MATHS

**SCHOOLS: USE A PENCIL TO FILL IN THIS FORM.**

SCHOOL NAME:

VICTORIA NORTH

0120601777M110306

SCHOOL CODE/SECTOR:

1236 G

NUMBER OF BOOKLETS:

9

2

**NUMBER OF STUDENTS EXEMPTED** (If no students in a section, please write 0 in the space):  
LBOTE = Language Background Other Than English      ATSI = Aboriginal and Torres Strait Islanders

Learning Disability or Impairment	TOTAL MALE	2	MALE LBOTE	0	MALE ATSI	1
	TOTAL FEMALE	0	FEMALE LBOTE	0	FEMALE ATSI	0
Learning English for less than 2 years	TOTAL MALE	0			MALE ATSI	0
	TOTAL FEMALE	2			FEMALE ATSI	0
Other Reasons	TOTAL MALE	2	MALE LBOTE	0	MALE ATSI	0
	TOTAL FEMALE	0	FEMALE LBOTE	0	FEMALE ATSI	0

**STUDENTS WITH DUPLICATE NAMES**  
Please list any student with identical First and Last Names (See Principal and Teacher Guide).

FIRST NAME	MIDDLE NAME	LAST NAME	DATE OF BIRTH	BOOKLET No.
MARK	ALAN	ROWLEY	05/15/90	161232
MARK	ROSS	ROWLEY	08/03/90	161256

**PRINCIPAL'S SIGNATURE**

School Principal or Delegate

DATE: / / 2003

PAULET0045



## Section 4: Results

Testing results will be distributed to schools in October.

The reporting kit will include:

- a letter from the VCAA to the Principal
- reports to parents for Reading, Writing, Spelling and Mathematics
- the AIM Year 7 English and Mathematics Assessment Program Results CD-ROM which includes the school reports and additional information on student achievement
- 2003 Reporting Guide.

### Reports to Schools

The format of reports to schools will be similar to the 2002 reports. The CD-ROM will be suitable for loading on stand alone and networked computers.

The parent reports, which provide information on the student performances in Reading, Writing, Spelling and Mathematics, will be presented in a format similar to the AIM Year 7 2002 reports.

### Reports to Parents

Parent reports will be sent to schools for distribution to parents. Each report will include the student's first and last name on its front cover. The name of the student will be taken from the student details page of the task booklet which is checked by the class teacher.

Parent reports which carry an incorrect name as a result of incorrect information provided by the school may be replaced on request. The fee for the necessary programming, printing and mailing of the replacement report is \$15.00. Principals should send a money order or cheque payable to AIM Year 7 English and Mathematics Assessment Program, VCAA with a request for a replacement report no later than **Friday 28 November 2003**.

### Reporting Guide

The reporting guide will include:

- simple step-by-step instructions for installing and using the results CD-ROM
- detailed information about reports that can be generated
- illustrations of each report format
- AIM 2003 Year 7 question details.

The school should contact the VCAA on Freecall 1800 623 681 if there are any queries relating to results.

To assist parents from a non-English speaking background, the letter from the VCAA and the written descriptions on each report will be available in fourteen community languages.

The languages are Arabic, Bosnian, Cambodian, Chinese (Mandarin), Croatian, Greek, Macedonian, Russian, Serbian, Somali, Spanish, Tagalog, Turkish and Vietnamese.

For copies of translations of parent reports, Principals should access the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)



## FORM 1

# Request to vary dates for AIM Year 7 Testing 2003

**Fax to Victorian Curriculum and Assessment Authority  
(03) 9651 4612**

**Notes**

1. If the school has exceptional circumstances which affect the implementation of the assessment tasks on **5 and 6 August**, the Principal should use this form to request a variation to these dates for the school.
2. Government and Catholic Schools must gain written approval for this request from the appropriate sector authority before sending this form to the VCAA.
3. The VCAA will notify the principal of the result of this request by telephone. If a variation to the Testing dates is approved, the Principal will organise the return of student work to the VCAA. This will be no later than **Friday 15 August**.
4. A copy of this form should be retained for school records.
5. Fax to VCAA on **(03) 9651 4612**.
6. Please return the form no later than **Friday 27 June**.

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

Principal/Headteacher \_\_\_\_\_ Telephone \_\_\_\_\_

Proposed date/s for tasks \_\_\_\_\_

Assessment tasks must be held between Tuesday 5 August and Friday 15 August 2003.

Reason for variation of dates for assessment tasks \_\_\_\_\_

\_\_\_\_\_

Endorsement by sector authority (Government and Catholic schools only – see page 12 for details)

Name \_\_\_\_\_ Position \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Signature of Principal/Headteacher (or delegate)

Date

**VCAA USE ONLY**

Date received \_\_\_\_\_ Approved by sector authority YES ☐ NO ☐

Date school contacted \_\_\_\_\_ Date notified \_\_\_\_\_

**FORM 2**

# Request for large-print and braille materials for AIM Year 7 Testing 2003

**Fax to Victorian Curriculum and Assessment Authority  
(03) 9651 4612**

**Notes**

1. The Principal should complete this form to request large-print or braille versions of the assessment tasks for visually impaired students.
2. A copy of this form should be retained for school records.
3. Fax to VCAA on (03) 9651 4612.
4. Please return the form no later than Friday 27 June.
5. If these materials do not arrive by Friday 25 July, please contact the VCAA on Freecall 1800 648 637.

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

Principal/Headteacher \_\_\_\_\_ Telephone \_\_\_\_\_

Postal address \_\_\_\_\_

Details of assessment tasks required	Quantity
Large-print version _____	_____
Braille version _____	_____

Other comments (if necessary) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature of Principal/Headteacher (or delegate)

\_\_\_\_\_  
Date

**VCAA USE ONLY**

Date received \_\_\_\_\_

Date notified \_\_\_\_\_



## FORM 3

# Register for exemptions from AIM Year 7 Testing 2003

**This form should be retained by the school**

## Exemptions policy

The principal of a school is responsible for granting exemptions from the AIM Testing for students with disabilities and impairments and for students who have been learning English in Australia for less than two years. The Principal, after discussion with the classroom teacher, specialists and with the parents, may grant an exemption. The parent(s) must sign a document agreeing to the exemption on the understanding that the school will provide the parent(s) with a report on their child's progress.

## Notes

1. The Principal should use this form to register an exemption from the Testing for a student with a disability or impairment or a student who has been learning English in Australia for less than two years.
2. A student who is granted exemption from the Testing will not participate in the tests and parents will not receive a report from the VCAA.

Student Name \_\_\_\_\_

of

School Name \_\_\_\_\_

is granted exemption from the AIM Year 7 Testing 2003

Reason for exemption (tick appropriate box)

1. He/she has a disability or impairment.

☐

2. He/she has been learning English in Australia for less than two years.

☐

3. Other (please specify) \_\_\_\_\_

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal/Headteacher (or delegate)

\_\_\_\_\_  
Date



## FORM 4

# Request for extra materials for AIM Year 7 Testing 2003

**Fax to Victorian Curriculum and Assessment Authority  
(03) 9651 4612**

**Notes**

1. If insufficient quantities of any Testing materials are delivered to schools, the Principal should complete this form to request additional materials. Alternatively, regional offices may be able to supply materials (see pages 19–20).
2. Fax to VCAA on (03) 9651 4612.
3. A copy of this form should be retained for school records.

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

Principal/Headteacher \_\_\_\_\_ Telephone \_\_\_\_\_

Site address for the delivery of materials

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Reason** for extra materials (tick appropriate box)

Increase in student numbers. ☐

Increase in number of classes/teachers ☐

Quantity received less than indicated in documentation ☐

Other (please specify) \_\_\_\_\_

**Details of materials required**

AIM Year 7 Testing 2003 Guide for Principals and Teachers

Year 7 Mathematics task booklets

Year 7 English task booklets

Year 7 magazines

Year 7 writing task stimulus sheet

Year 7 Mathematics extended task stimulus sheet

2B pencils

2003 Reporting Guide (to be delivered in Term 4)

**Quantity**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature of Principal/Headteacher (or delegate)

\_\_\_\_\_  
Date

**VCAA USE ONLY**

Date received \_\_\_\_\_ Date notified \_\_\_\_\_

# Part 2: Assessment Tasks

## Section 1: General Information

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

Task	Date	Time allocation
Mathematics – Short-answer Question	Tuesday 5 August	45 minutes
Mathematics – Extended-answer Question	Tuesday 5 August	40 minutes
English – Short-answer Question	Wednesday 6 August	45 minutes
English – Writing Task	Wednesday 6 August	40 minutes

The tasks have been constructed so that they can be completed within the usual time for one period of teaching (50 minutes is common in many schools).

### Student Information

The student information to be recorded on the first page of each task booklet may be done by teachers or by students under teacher supervision. Extra time will be needed in the classroom if students fill in these details. Student information should be carefully checked before task booklets are packed for return to the VCAA. Names can be checked against the class lists detailed in the Administration Advice section of this booklet on page 13. Please ensure that the student information is the same on each task booklet used by an individual student.

### Testing Environment

There may not be the need for significant alteration to the classroom. The Principal may decide that alternative arrangements are necessary. In some cases material such as spelling lists, mathematics tables or calculators may need to be removed temporarily.

### Student Materials

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

Students should use 2B pencils to mark responses to questions and to complete details on the front page of each task. These pencils should also be used 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. Do not use ballpoint or felt tipped pens.

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

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

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

## Demonstration Questions

Demonstration questions are included as blackline masters in this guide and teachers may photocopy these for use with students (see pages 47–50).

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 45).

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 assessment tasks, teachers may read words, phrases or whole questions to students (see page 33). Clarification about how to show answers may be given at any stage. Help which would provide the answer to something in the tasks however, would not be appropriate. It would be unusual if all students in a class completed all the tasks. Encourage the students to work quickly and complete as much as possible in the time. Reassure them that it does not matter if they do not finish.

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

The teacher may assist students by:

- reading instructions (instructions will generally appear in a box)
- clarifying instructions
- reading words, phrases or questions to individuals, groups or the class as a whole 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 tasks (see page 33)
- 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 33).



## 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

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

### English (Writing)

The teacher may read the instructions and topics to students and discuss with them the prompt questions provided in this guide (see page 38) and in the stimulus material provided for the English extended tasks.

## Time Limits

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

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

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

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

## Extensions of Time

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

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

## Section 2: Mathematics

### Short Answers

#### Preparation

**EACH** student will need:

- a 2B pencil as provided
- an eraser
- his or her own Mathematics task booklet
- spare paper for working out
- quiet work for early finishers.

**EACH** teacher will need a copy of the student booklet.

#### Timing

**ALLOW** 45 minutes for students to complete their Mathematics task.

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

#### Spoken Instructions

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

#### Assistance

You may read words, phrases or questions to individuals or the class as a whole but should not interpret or explain any items from the test (see page 32). You may clarify the method of recording answers. Encourage the students to follow the directions on each page. It is essential that you work through the practice questions with the students to allow them to become familiar with the types of responses required. Computers or calculators may not be used unless they are provided for students with special learning needs.

## Administration

### 1. Distribution of material

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

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

### 2. Filling in students' names

- **SAY**

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

- **INDICATE** on your own booklet where students should write their names.
- **SAY**

**The questions in this part of the booklet have been written to help us find out what you know about Mathematics. Some of the questions might be easy. Some of them might be hard. Just try your best and do what you can. You might not finish all of the questions. Let's look at the practice questions.**

### 3. Practice Questions

- **SAY**

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

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

**There are four practice questions that we are going to go through together. The first question says, "*Twenty-five plus ten equals?*" The box tells you to shade one bubble – do it now.**

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

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

- **CHECK** that each student has shaded in the correct bubble.

- **SAY**

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

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

The correct answer is 10. You should have written 1 in the first box and a 0 in the second box. If you have not written this, rub out your answer and write in the correct answer.

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

#### 4. The Test

- **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 Mathematics so,

- you have 45 minutes and then I will tell you to put your pencils down
- stop when you get to the big stop sign on page 12.

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 12.
- **TELL** students to put their pencils down after 45 minutes 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 Mathematics test.

### Preparation

EACH student will need:

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

EACH teacher will need a copy of the Mathematics task booklet and extended task question sheet.

### Timing

**ALLOW** 40 minutes for students to complete their Mathematics tasks.

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

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

### Spoken Instructions

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

### Assistance

You may read words, phrases or questions to individuals or the class as a whole but should not interpret or explain any items from the test (see page 32). You may clarify the method of recording answers. Encourage the students to follow the directions on each page. Word processors or calculators may not be used unless they are provided for students with special learning needs.

## Administration

### 1. Distribution of material

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

**Open your booklets to page 13. You are going to complete the Mathematics Extended Tasks.**

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

**Please look carefully at the Question Sheet you have been given. There are two extended tasks to complete, Task 1 “School Camp” and Task 2 “Jo’s Backyard”. Each Task contains a number of questions. Task 1 has questions 1 to 10 and Task 2 questions are numbered 11 to 19.**

**Now turn to page 14 of the test booklet. You will find a space where you are to write the answer to each question. For some questions you should write a number in a box and for other questions you should draw a diagram. You may write on the question sheet or use the spare paper to calculate answers, but be sure write your final answer in your test booklet.**

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

- **Don’t look at any other student’s work**
- **If you get stuck or if something seems too hard, go on to the next question. I am not allowed to help you answer the questions**
- **If you need help, I can read the text of the question for you**
- **You have 40 minutes and then I will tell you to put your pencils down**
- **You are required to complete both extended response questions in this time**
- **You might not get to finish the questions – just try your best**
- **If you want to change an answer make sure you rub out the wrong answer completely**

**Before you start, write your name on the line at the top of page 14.**

**YOU MAY START THE TEST NOW**

## Conclusion

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

- **TELL** students to put their pencils down after 40 minutes and close their booklets.
- **COLLECT** all booklets and check that students’ names are correctly and legibly written on page 14 at the beginning of the Mathematics Extended Tasks.

## Section 3: English

### Reading and Writing Conventions

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

#### Preparation

EACH student will need:

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

EACH teacher will need a copy of the English task booklet.

#### Timing

ALLOW 45 minutes for students to complete the Reading and Writing Conventions task.

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

#### Spoken Instructions

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

#### Assistance

You may not read words, phrases or questions to individuals or the class as a whole and should not interpret or explain any items from the test (see page 32). You may clarify the method of recording answers. Encourage the students to follow the directions on each page. It is essential that you work through the practice questions with the students to allow them to become familiar with the types of responses required. Word processors may not be used unless they are provided for students with special learning needs.

## Administration

### 1. Distribution of material

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

**Do not start until I tell you.**

### 2. Filling in student names

- **SAY**

**Lets turn over the page. Write your name (your first name then your 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 English. Some of the questions might be easy. Some might be hard. You might not finish all the questions. Just try your best and do what you can. Let's look at the practice questions.**

### 3. Practice Questions

- **SAY**

**In English, the questions ask you to shade one bubble, write a word or number in a box or write your answer on a line.**

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

**There are some practice questions that we are going to do together. For practice Questions 1 and 2 you will need your copy of 'Horizons'. That's the coloured magazine you've been given. The instruction says, "Turn to page 3 of 'Horizons'."**

**The first question asks, "Who is the author of the text?"**

**Write your answer on the line below.**

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

**The author is 'John Marsden'. If you did not write that, rub out what you did and write in the correct answer now.**

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



- SAY

For practice Question 2, the question says *“The text on page 3 is called ... ”*. The instruction says to shade one bubble. Do that now.

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

The correct bubble to have shaded is beside *‘The Arrival’*. If you did not shade the correct bubble rub out what you did and shade in the correct bubble now.

- CHECK that each student has shaded the correct bubble.
- SAY

For practice Questions 3-7 you do not need your copy of the magazine ‘Horizons’.

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.”* Shade one bubble next to the correct word.

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

The correct answer is *‘can’*. The sentence is, *“My Dad \_\_\_\_\_ make lots of things.”*. If you did not shade the bubble next to *‘can’*, rub out what you did and shade the correct bubble.

- CHECK that each student has shaded the correct bubble.
- SAY

Question four says, *“Shade one bubble to show the spelling mistake in this sentence. ‘The students were given a project on transsport.’”*

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

The correct bubble to have shaded is below the word *‘transsport’*. *‘Transsport’* is spelt incorrectly. If you did not shade the correct bubble, rub out what you did and shade the correct bubble now.

- CHECK that each student has shaded the correct bubble.
- SAY

Question 5 says *“Shade one bubble to show where speech marks ( ” ) are needed in this sentence.*

- GIVE the student a moment to shade the bubble.
- SAY

The correct bubble to have shaded is the one after *“great”*. If you did not shade the correct bubble, rub out what you did and shade the correct bubble.

- CHECK that each student has shaded the correct bubble.

- SAY

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

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

The correct spelling is 'e-n-o-r-m-o-u-s'. If you did not write that, rub out what you did write and rewrite the correct answer now.

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

The last practice question asks you to, "*Read three sentences about how to grow tomatoes. The sentences are in the wrong order. Write the numbers 1,2 and 3 to show the correct order*". Read each statement carefully before filling in the numbers.

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

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

- CHECK that each student has written the number in each box.

#### 4. The Test

- 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,

- you have 45 minutes and then I will tell you to put your pencils down
- stop when you get to the big stop sign on page 11.

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 12.
- TELL students to put their pencils down after 45 minutes 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.

## 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 assessed tasks.












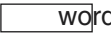
Teachers should note that the demonstration questions do not reflect the content or level of difficulty used in the assessed tasks. Emphasis should be placed on students' understanding of the format and instructions rather than the content of the questions.

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

MAGAZINE PAGE FOR USE WITH PAGE 47	46
STUDENT TASK PAGES FOR ENGLISH	47–48
STUDENT TASK PAGES FOR MATHEMATICS	49–50

# *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 Year 7

Turn to page 3 of **In Line**. Read *Owl Express* and then answer questions 1 to 6.

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.

6

How does Mark describe the noise he calls an "owl- snore"?

---



---



---

Write your answer on the lines

For questions 7 – 12 you will NOT need your copy of *In Line*. Shade one bubble on each line to show which word correctly completes these sentences.

7

Last week our class \_\_\_\_\_ ☐ gone ☐ went ☐ going

8

to the zoo \_\_\_\_\_ we ☐ we're ☐ were ☐ where

9

saw the \_\_\_\_\_ giraffe ☐ tall ☐ taller ☐ tallest  
in Australia

Shade one bubble on each line

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

11

school before \_\_\_\_ sister.

me

my

am

Shade one  
box on  
each line



12

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

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

shoppin g

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.

☐  
☐  
☐

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

First, plant your seeds in planter boxes.

Next, water the seeds well.

Write one  
number in  
each box



### 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.

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

Shade one  
bubble.



14

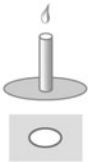



"Where did you put my book" asked Bill.



# DEMONSTRATION QUESTIONS


## Mathematics Year 7

**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

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.

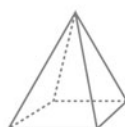
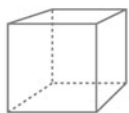
How many children were still in the classroom?

☐  
☐  
☐  
☐

16  
 26  
 28  
 68

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 was on the third Tuesday in January, 2003  
What date was 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	I

How many goals were scored  
altogether?

--	--

Write one number  
in each box.







