AIM Testing 2004

Year 3 and Year 5

Schools' Guide – Implementation

This guide contains the following parts:

Part 1: Teacher Assessed Tasks

Part 2: Centrally Assessed Tasks

General Information

This guide contains detailed instructions for administering both the Teacher Assessed and Centrally Assessed Tasks in Mathematics and English. These instructions also supplement advice found in the *AIM 2004 Principals' Guide – Administration.*

Please note that general information related to the administration of the Spelling Task (dictation and editing) is contained in this guide, but specific information about the contents of the Spelling Task will be delivered to schools with the student task booklets and reading stimulus material under secure conditions.

Phone Helpline

A tollfree telephone service operates to assist schools with their queries about the AIM Years 3 and 5 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 3 and Year 5 Testing Information Line

For assistance with:
- administrative procedures
- implementation or assessment of the tasks
- general queries about the AIM Years 3 and 5 Testing

For queries about:
- the delivery and collection of test materials
- the delivery of results
- 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 3 and Year 5 Testing Information Line at any time.

Dates for future AIM tests

2005 – 2 and 3 August

2006 – 1 and 2 August

Contents

Part 1: Teacher Assessed Tasks

Timetable for AIM Year 3 and Year 5 Testing

Teacher Assessed Tasks

Task	Date	Time Allocation Year 3	Time Allocation Year 5
English (Writing) Task	19–30 July	90 minutes*	90 minutes*
Mathematics (Chance and data) Task	19–30 July	30 minutes	40 minutes

NOTE: The 90 minutes for Writing may be allocated in two or three sessions on one day or in a number of sessions on different days.

Section 1: Teacher Assessed Writing – Year 3 and Year 5

Introduction

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

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

The work is to be assessed in three categories, derived from the substrands of the English Curriculum and Standards Framework (CSF): Texts and Contextual understanding (TCU), Linguistic structures and features (LSF) and Strategies (S). These categories are explained more fully in the marking guide (see page 6).

The marking guide covers all levels of the CSF up to 6 extension. Teachers should award assessments as appropriate for their students. The Strategies marking range is 0–5. Copies of the Marking Guide for TSU and LSF can be printed from the VCAA website:
 www.vcaa.vic.edu.au

The scores should be recorded on the class record sheet provided (see page 11) and then transferred to the student details pages of the Centrally Assessed Task booklets (see page 7).

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

Task

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

Topics used in the student samples on pages 15–25 include:

- My Best Holiday
- A Favourite Memory
- An Unbelievable Discovery
- A Gift
- The Book Looked Quite Normal ...

Preparation

- **Read** this section and the marking guide. It is essential that you become familiar with the marking procedures before starting this task.
- **Note** that you will need to commence assessment when the students start their drafts. On page 11 of the marking guide is a class record sheet which you may photocopy and use, or adapt to your own needs.
- **Discuss** the marking procedures with colleagues if this is possible. The marking guide contains several examples of marked pieces of work (marked only for Texts and Contextual understanding and Linguistic structures and features) and also some unmarked pieces. You may like to trial mark these before you start assessing your own students' work.
- **Choose** some prompt material. Examples are:
  - a theme on which the students are already working (in which case there would be less need for discussion)
  - a talk by a guest speaker
  - a story
  - a picture or other visual prompt.

Some suggestions as to how stories and pictures can be used as prompt materials are on page 4.

Assistance

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

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

Timing

The various stages of the task should take about 90 minutes of class time in total. Of this, about 20 minutes should be allowed for the writing of the final version. The work may be done in two or three sessions on one day, or it may be spread over two or three days. The task should be administered at times decided by the school between **19–30 July**.

Administration

A suggestion for administering the writing task.

Stage 1: Planning

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

Stage 2: Drafting

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

Stage 3: Revising

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

Stage 4: Final Version

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

Conclusion and Marking

- **Using** the specific categories and criteria contained in the marking guide, assign each student three marks: TCU for Texts and Contextual understanding, LSF for Linguistic structures and features and S for Strategies. (These categories are derived from the substrands in the Curriculum and Standards Framework [CSF].)
- **Enter** the three marks onto the class record sheet. How to collect the evidence leading to these marks is explained on pages 8–10.

The class record sheet containing students' marks should be retained by the teacher. When the Centrally Assessed Task booklets have been distributed by the Principal:

- **Record** each student's scores from the class record sheet to the front page of the Centrally Assessed Task booklet by shading in the appropriate bubbles. Explanation of the expected range of marks and the bubbles for each year level is included in the English Marking Guide Section on page 7. Please use a 2B pencil. If a mistake is made, please erase it immediately.

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

Using Prompts

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

Let's Get a Pup Written and illustrated by Bob Graham Walker Books London, 2001	Have you ever had to choose a pet? How did you decide which was the right pet for you? What kinds of things do you enjoy doing with your pet? Write a story about you and your pet.
The Great Escape from City Zoo Written and illustrated by Tohby Riddle Harper Collins Publishers Sydney, 1997	The animals became heroes when they escaped from the zoo. If you were an animal where would you go? How could you avoid being recaptured? Imagine you are one of the animals and tell the story of your escape and adventures.
Grandad's Teeth Written and illustrated by Rod Clements Harper Collins Publishers Sydney, 1997	Grandad thought that his teeth had been stolen. If you were a detective investigating a robbery what would you do? What was stolen? What clues did you find? Write a story about how you solved the mystery.
Rain Dance Written by Cathy Applegate and illustrated by Dee Huxley Margaret Hamilton Books, Hunters Hill NSW, 2000	It hasn't rained for two years. Finally, rain brings a day to remember for this farm family. Farmers have to face many hardships. Imagine you live on a farm and write about a special event or adventure that you will always remember.

2. **Pictures** – visual materials such as
   - a painting with a strong narrative component
   - a dramatic, mysterious or funny photograph
   - a travel poster
   - a cartoon sequence

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

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

Teacher's notes:

English Marking Guide

Introduction

This marking guide for the Teacher Assessed Writing task:

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

General Notes

1. Aspects to be marked

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

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

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

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

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

2. Categories for assigning marks

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

Texts and Contextual understanding (TCU) and Linguistic structures and features (LSF): The categories for both of these aspects range from '1' to '6 extension', but in each category, there are two sub-categories relating to each CSF Level. For example, categories 1.1 and 1.2 both relate to CSF Level 1.
(*Note*: it will be seen that below Level 1 on each scale, there is a category labelled '0 – Insufficient to Judge'. It is expected that this category will be used rarely, if at all.)

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

3. Performance Indicators

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

4. Expected range of marks

It is expected that most student writing will fall into the following ranges:
Year 3 from 1.1 to 4.2
Year 5 from 2.1 to 5.2

While it is important that the apropriate mark be given to each piece of student writing, please note that the VCAA can only report within the ranges mentioned for each year level. For this reason, student writing that DOES NOT fall into these ranges needs to be recorded using the ABOVE or BELOW bubbles on the front of the Centrally Assessed Task booklet.

Examples of the bubbles for each year level are given below.

Year 3: Below 1.1, 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, Above 4.2

Year 5: Below 2.1, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, Above 5.2

Teacher Assessed Tasks

AIM 2004 Year 3 and Year 5 Schools' Guide – Implementation

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

Use of the Marking Guide

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

- Read the **Category Descriptions and Performance Indicators** on pages 12–13 for familiarisation and relationship to the CSF.
- Read the **Explanation of Terms Used in the Marking Guide** below for familiarisation with certain terms in this specific context.
- Read the examples of students' writing (pages 15–23) which have been assessed by experienced markers and consider the marks assigned and reasons for these marks.
- Read the unmarked practice examples on pages 24–25. Using the criteria on pages 12–13, assign marks in Texts and Contextual understanding (TCU) and Linguistic structures and features (LSF) to each piece.
- Turn to page 26, where marks assigned by experienced markers and reasons for these marks are given.
- Compare these with your own assessments.

2. Marking for Strategies (S)

The way in which students go about the task of writing yields information that can help in the planning of future teaching. This can be accomplished only by direct observation in the classroom and by the comparison of drafts and final pieces of work. Read the **Category Descriptions and Performance Indicators – STRATEGIES** on page 14 to become familiar with them and to understand how they relate to the CSF.

Specific Notes About Assigning Marks

1. Because actual performances will rarely fit the 'average' category descriptions exactly, you will need to make judgments about the appropriate marks for each aspect of each piece of writing.

2. Take spelling into account in your assessment, but do not allow it to dominate other considerations.

3. Remember that individuals may not develop evenly as writers, and may well receive marks at different levels in the three categories (TCU, LSF and S).

Explanation of Terms Used in the Marking Guide

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

Sentences

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

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

This can be understood as four sentences:

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

Simple sentences

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

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

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

might be read as:

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

Complex sentences

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

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

I like home because it is very nice.

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

So is:

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

Verbs: *got, sat, was talking*

Subjects: *I, I, I*

Connecting words: *when, because*

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

Linking the text

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

At the most basic level linking devices include:
- using pronouns to refer to already-mentioned nouns:

  There was some children they were walking in the park (*they* referring to the *children)*
- *and then* to give a sense of sequence:

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

More sophisticated ways of linking text include:

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

  I was climbing the ladder when I suddenly slipped.
- using a different noun, or nouns instead of repeating the original:

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

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

  Last Tuesday the 'A' cricket team travelled by bus to Richmond. The players were all keen to win.
- leaving out a word or phrase whose meaning is repeated and therefore understood:

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

The pronoun *he* has not been repeated.

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

Voice

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

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

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

Class Record Sheet – Writing

Photocopy as required.

Rate each student as 0, 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, or 6 extension (6e) for Texts and Contextual understanding and Linguistic structures and features.

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

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

Scores given should be transferred to the student details pages of the Centrally Assessed Task booklets by shading the appropriate bubbles (see page 7).

Category Descriptions and Performance Indicators

MARK	TEXT AND CONTEXTUAL UNDERSTANDING (TCU)	MARK	LINGUISTIC STRUCTURES AND FEATURES (LSF)
6 Ext	A TEXT CHARACTERISED BY COMPLEXITY OF PURPOSE AND ABSTRACT SUBJECT MATTER • writes complex and thought-provoking texts for specified audiences • reflects on abstract attitudes, values and issues • writes sustained reports or explanations on complex subjects that evaluate as well as inform • able to maintain a consistent point of view when constructing arguments, proposals or presentations • able to use parody and satire to challenge stereotypes • writes task instructions to suit linguistic and conceptual capabilities of a specified audience	6 Ext	A TEXT CHARACTERISED BY COMPLEXITY OF PURPOSE AND ABSTRACT SUBJECT MATTER • controls vocabulary, grammar and syntax to convey abstract subject matter precisely • manipulates or contravenes conventions for stylistic effect • able to maximise the effects of rhythm and tone using punctuation such as dashes, semicolons and ellipsis
6.2	A PRECISE, CONSISTENT AND SOPHISTICATED TEXT • constructs a cohesive and detailed text which considers and accommodates the influence of an intended audience • accurately and consistently adheres to writing conventions and structures according to the style and purpose of the text • consistently shows the ability to speculate, hypothesise, persuade and reflect • effectively and purposefully uses symbols, analogy, irony, repetition etc • effectively synthesises complex and detailed material • consistently and accurately uses specialised vocabulary	6.2	A PRECISE, SOPHISTICATED AND ACCURATELY STRUCTURED TEXT • appropriately and accurately selects particular vocabulary or specialised terms to convey complex issues to an identified audience • controls grammatical structures to construct coherent and authoritative and detailed texts • accurately and consistently uses precise grammar, punctuation, structure and spelling to effectively convey purpose and content to an identified audience
6.1	AN EXTENDED, CONSISTENT AND DETAILED TEXT • constructs a detailed and consistent text which has accurately identified the expectations of the audience • writing conventions and structures required of the text type are consistently and appropriately adhered to • accurately uses specialised vocabulary • effectively uses symbols, analogy, irony, repetition etc • shows ability to hypothesise, persuade and reflect	6.1	A DETAILED, FLUENT AND WELL STRUCTURED TEXT • selects particular vocabulary and terms to convey difficult issues to an identified audience • demonstrates control over grammatical structures to present an accurate, confident and detailed text • demonstrates control over precise grammar, punctuation and spelling to fluently convey purpose and content to an identified audience
5.2	AN EXTENDED, COHESIVE AND CHALLENGING TEXT • selects content carefully and specifically to add interest, impact, detail and accuracy for a specified audience • shows some ability to speculate, hypothesise, persuade and reflect • accurately structures writing to accommodate subject matter, audience and style • experiments with the use of symbols, analogy, irony, repetition etc • shows a specialised use of vocabulary	5.2	A CHALLENGING AND FLUENT TEXT • makes extensive use of complex sentences with embedded clauses and phrases • shows effective control over an appropriately chosen variety of punctuation marks • controls paragraphing in an extended and possibly complex text • displays an extensive vocabulary and uses it appropriately • demonstrates control over spelling of scientific, technical or unusual words • uses structures and grammatical features such as tense creatively and for effect
5.1	AN EXTENDED AND COHESIVE TEXT • selects content to add interest or impact for specified audience • shows some exploration of ideas and issues • shows attention to introduction, main body, conclusion, time, order, plot and development of a resolution • shows attention to orientation, sequence of events, participants and evaluation • can link ideas thematically	5.1	A CONTROLLED AND APPROPRIATE TEXT • makes some use of complex sentences with embedded clauses and phrases • shows some control over a wide variety of punctuation marks • controls paragraphing appropriately according to the demands of the text • displays effective control over vocabulary • demonstrates control over spelling in texts that present some challenging themes and issues • shows some use of structures and grammatical features such as tense creatively for effect
4.2	A SUSTAINED TEXT WITH EFFECTIVE USE OF DETAIL • uses detail to support and enhance the text • writes with a clear "voice" • develops ideas clearly and consistently • reinforces ideas by the use of imagery • can reflect on own statements • uses surprise, suspense or other devices to engage the reader	4.2	MANIPULATING TEXT FOR EFFECT • makes appropriate use of paragraphing • uses punctuation correctly and effectively • can use uncommon tense structures for effect • demonstrates good control over standard spelling • selects vocabulary for precise meaning and effect • consistently demonstrates awareness of audience and purpose

Level	Text structure and content	Level	Conventions and style
4.1	**A SUSTAINED TEXT WITH SOME ATTENTION TO DETAIL** • develops ideas in a sustained text • presents an effective introduction as well as a well-developed middle and a conclusion • attempts to use detail for clarity and interest • writes with a developing "voice" • develops ideas, details and events logically • attempts to engage the reader	4.1	**DEVELOPING STYLE** • uses a variety of sentence structures appropriately • has reasonable control over a range of punctuation marks including quotation marks • makes some attempt at paragraphing • makes a reasonable attempt to use complex structures • writes with only occasional misspellings of unfamiliar words • experiments with word choice • writes text that is becoming smooth and fluent
3.2	**A TEXT WITH CLEAR DEVELOPMENT** • writes a text that has clear development of ideas and some supporting detail • shows logical and appropriate organisation of ideas • selects and maintains an appropriate text type • writes towards a clear conclusion • selects content that is appropriate for the intended audience	3.2	**REFINING A BASIC TEXT** • varies sentence beginnings and uses extended sentences • shows some accurate use of apostrophes and quotation marks to enhance text • uses correct spellings more than misspellings • selects vocabulary that is appropriate for audience and purpose • links text with occasional sophistication and uses a variety of conjunctions
3.1	**A SIMPLE CONNECTED TEXT** • writes an organised text that shows understanding of the task • includes information on several aspects of the topic • presents a number of ideas and links them appropriately • demonstrates some development of ideas • selects content with some sense of audience	3.1	**MOST BASIC CONVENTIONS CONTROLLED** • demonstrates control over sentence structure • has some control over common punctuation marks such as commas, exclamation marks and question marks • has some control over spelling of familiar words and attempts to spell unfamiliar words • is beginning to use vocabulary with an awareness of purpose and audience • has some control over grammatical features such as noun-verb agreement, tense consistency and noun-pronoun agreement
2.2	**A BASIC TEXT GIVING SOME RELATED IDEAS ABOUT THE TOPIC** • writes text that is readily interpretable and shows some organisation of content • writes a simple text that shows some understanding of the demands of the task • presents two or more ideas in logical sequence • writes with little sense of audience	2.2	**USING BASIC CONVENTIONS** • uses simple sentence structures and may use some compound and complex structures • uses capital letters and full stops correctly in most cases • spells high frequency words correctly most of the time • uses a range of vocabulary relevant to the topic • uses pronouns, conjunctions or adverbial phrases to link ideas
2.1	**A BASIC TEXT** • writes text that is generally interpretable but may have to be read more than once or read aloud • can produce a brief response on a topic that is familiar to the writer • communicates some ideas but with little or no development • lists ideas rather than interrelating them	2.1	**WRITING INTELLIGIBLY** • uses some proper sentence structures • uses capital letters and full stops correctly in some cases • uses approximations of conventional spelling as well as some correct forms • introduces some vocabulary related to the topic
1.2	**STARTING TO COMMUNICATE IN WRITING** • writes symbols that convey some meaning to the reader • writes some recognisable words that may or may not be related to the topic • presents a simple idea	1.2	**STARTING TO USE THE CONVENTIONS OF WRITING** • writes from left to right and from top to bottom of the page • forms letters of the alphabet correctly in most cases • leaves space between words or word-like clusters • uses some known or copied words • attempts to use some basic punctuation
1.1	**THE BEGINNINGS OF WRITING** • writes symbols whose meanings are not clear to the reader	1.1	**EXPERIMENTING WITH WRITTEN SYMBOLS** • presents a mixture of invented and conventional letter shapes, numerals or other symbols • uses no recognisable word-like clusters
0.0	BELOW LEVEL 1 CRITERIA	0.0	BELOW LEVEL 1 CRITERIA

Category Descriptions and Performance Indicators – STRATEGIES

MARK	STRATEGIES
0	**INSUFFICIENT TO JUDGE** • no evidence of strategies in writing behaviour, or in draft and final copy
1	**EXPERIMENTS WITH AND PRACTISES WAYS OF REPRESENTING IDEAS AND INFORMATION USING WRITTEN SYMBOLS** • grips writing implement effectively • uses letter shapes, numerals or other symbols from a variety of sources to construct a message • attempts to write text while saying a word/words aloud
2	**BEGINS TO PLAN AND REVIEW OWN WRITING** • attempts to organise ideas before writing • attempts to spell unfamiliar words by using a range of strategies including reference to known patterns • refers to a variety of sources such as spelling lists, dictionaries, computer checks and wordbooks to confirm spelling • writes in a generally legible style • re-reads and reflects on own writing and makes corrections to clarify meaning

| MARK	STRATEGIES
3	**USES SOME STRATEGIES FOR PLANNING, REVIEWING AND EDITING OWN WRITING** • plan ideas before writing • uses new words though unsure of spelling • adds information in response to suggestions • reviews own text to clarify meaning • uses a range of strategies to revise writing and check spelling • presents writing in a legible and attractive format
4	**USES A VARIETY OF STRATEGIES FOR PLANNING, REVIEWING AND EDITING OWN WRITING** • plans and drafts writing using a variety of techniques such as making notes, crossing-out, cutting and pasting, using carets (^) or arrows • uses sources confidently to find correct spelling and meaning and to revise text • edits text for clarity and effectiveness
5	**DRAWS ON A RANGE OF PLANNING AND REVIEW STRATEGIES THAT ASSIST IN EFFECTIVELY COMPLETING PARTICULAR TASKS** • plans writing carefully, identifying audience and purpose • proofreads drafts carefully and accurately • reviews writing to ensure that content and linguistic features are consistent with text type

Marked Examples

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

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

Two extra examples are on pages 24–25 for you to practise your marking. Compare the marks that you give with those assigned by the teachers who marked the other samples in this guide. These marks and the reasons for assigning them can be found on page 26.

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1.   Topic: My Best Holiday
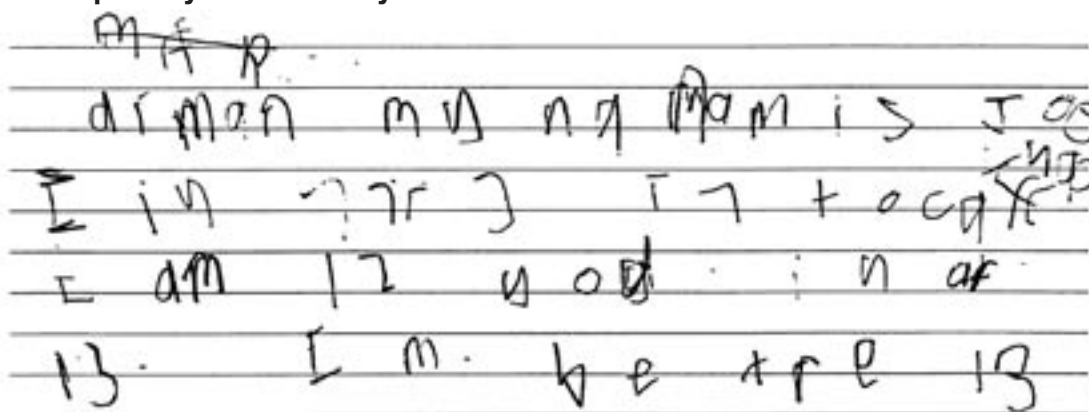
Texts and Contextual understanding: 1.1
THE BEGINNING OF WRITING
Writes symbols whose meanings are not clear to the reader.

Linguistic structures and features: 1.1
EXPERIMENTING WITH WRITTEN SYMBOLS
Presents a mixture of invented and conventional letter shapes, numerals and other symbols.

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2.   Topic: A Gift

Texts and Contextual understanding: 1.2
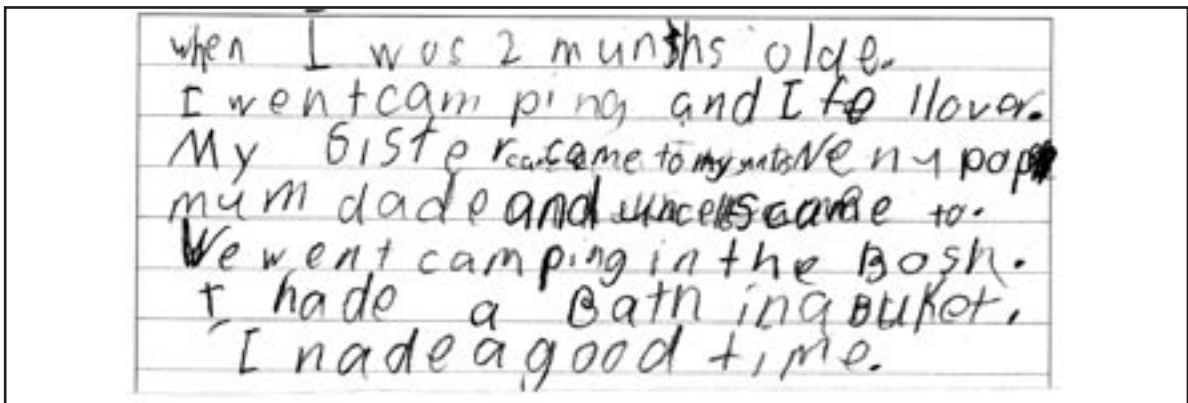STARTING TO COMMUNICATE IN WRITING
The written symbols convey some meaning to the reader.

Linguistic structures and features: 1.2
STARTING TO USE THE CONVENTIONS OF WRITING
The writing shows an understanding of the left to right convention and of the need to space words. Some spelling is recognisable.

3. **Topic: A Favourite Memory**

> when I was 2 munths olde.
> I went camping and I fe llover.
> My Sister came to my unde ven y pop
> mum dade and uncels came to.
> We went camping in the Bosh.
> I hade a Bath in a buket.
> I nade a good time.
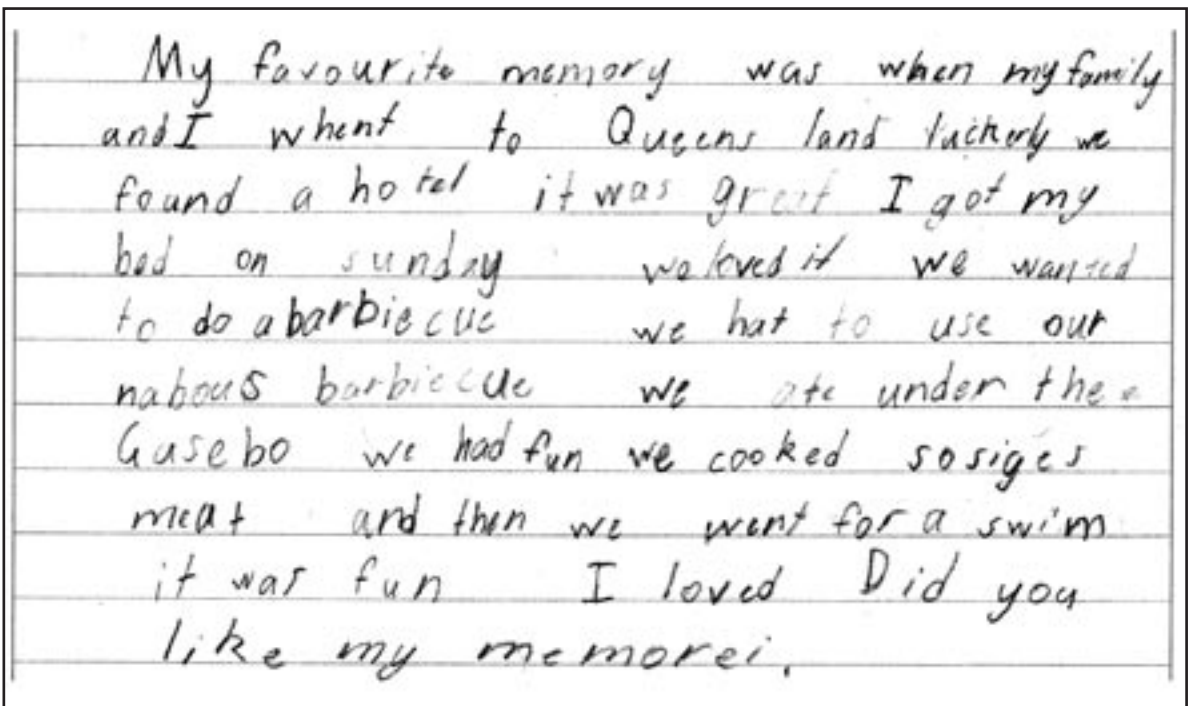
Texts and Contextual understanding: 2.1
A BASIC TEXT
A brief response on a topic that is familiar to the writer.

Linguistic structures and features: 2.1
WRITING INTELLIGIBLY
The writer uses some proper sentence structures.

4. **Topic: A Favourite Memory**

> My favourite memory was when my family
> and I whent to Queens land luckuly we
> found a hotel it was great I got my
> bed on sunday we loved it we wanted
> to do a barbie cue we hat to use our
> nabous barbiecue we ate under the
> Gasebo we had fun we cooked sosiges
> meat and then we went for a swim
> it was fun I loved Did you
> like my memorei.

Texts and Contextual understanding: 2.2
A BASIC TEXT GIVING SOME RELATED IDEAS ABOUT THE TOPIC.
The writer presents two or more ideas in logical sequence.

Linguistic structures and features: 2.2
USING BASIC CONVENTIONS
The writer uses simple structures and may use some compound and complex structures.

5. The book looked quite normal ...

One a long time there was a Book on my Bed I open it and a dog. aped to me and I siad come her boy and the Dog cad talk ore you a talking dog? "oh" But you siad on Just then "Brack in I clousd the Book

in as I clousd the Book daped and I guil onped the Book and the dog aped and I wont to shop to get dog food and ceper srad "$1 30 thich" Bey and ven I got hone I siad her isn the food I wall call pull.

wen I vork I bad to bey to puff. Bey puff I hopo I see gou Soon.

Texts and Contextual understanding: 2.2
A BASIC TEXT GIVING SOME RELATED IDEAS ABOUT TOPIC
The writer presents a text that shows some organisation of content.

Linguistic structures and features: 2.1
WRITING INTELLIGIBLY
The writer introduces some vocabulary related to the topic.

6.   Topic: A Favourite Memory

When I was in play group, we went to the Koala park and we saw Koalas. It was feeding time when we got there, we couldn't see the koalas becase we were to small so we got on the rock bench behind us. And then we got to see them. Some of my friends I remember are Bronty and Rachal. Next we saw kangaroos we got to feed them, I was a bit nervous. They were hopping around every where. After that we went home. Memories are so special because they remind you of things and friends you meet along time ago.

Texts and Contextual understanding: 3.1
A SIMPLE CONNECTED TEXT
The writer includes information on several aspects of the topic.

Linguistic structures and features: 3.2
REFINING A BASIC TEXT
The text has various sentence beginnings and uses extended sentences.

7. Topic: An Unbelievable Discovery

When I went to the attic I found a very old woden box at the corner. I opened it up and I saw a very nice shiny thing. I picked it up and it was a ring. It had a dimond at the midde and it was shing gold. It could also fit me but I didn't want it. I tried to fit in the box but I was too big. And then I remembered it was my mum birthday so I put in a tissue and wrapped it up then when I went home and then I said "happy Birthday" and gave her the ring she was so happy to see it. So she gave me a big hug and said thankyou. We were a poor family and so my mum said "we should sell it so we become rish" I agreed. And we sold the ring for $99,999,999,000.⁰⁰ and we were so rish I could go to school because my mum usually teaches me like she is my teacher. Now we bought a proper house with 2 bedrooms a big bathroom and a huge lange room close to the kitchen. Mum was so happy she said this is the most best bitthday I ever had. We were all so happy than ever all because of me.

Texts and Contextual understanding: 3.2
A TEXT WITH CLEAR DEVELOPMENT
The text shows logical and appropriate organisation of ideas.

Linguistic structures and features: 3.2
REFINING A BASIC TEXT
The writer uses various sentence beginnings and uses extended sentences.

8.   Topic: The book looked quite normal ...

The book looked quite normal. It was lying on the
street. It has a green cover ~~and~~ and gold writing on
the front. It just layed there all wet so I picked
it up and I brought it home

When I got home I put ⁱᵗon my bed. I sat there and read
the book. It was a book about a persons life which
I have never ~~know~~ known in my entire life. His name
was John Campbell. I read all the good and bad times
in his life. I was fastonated about his life.

So I thought my self why don't give back this book
I might be able to meet him in person. So I took
the book ✱ with me. Finally, I found the house
I knock on the door, no answer. I knocked again,
no answer. I was sure it was where he lived, it
even said 'Campbell' on the front door, So I left
the book ~~on~~ at the front door

To this day the book is still there. ~~########~~ No-one
had ~~#########~~ touched the book, No-one ~~was~~ taken the
book or claimed it. No-one.

Texts and Contextual understanding: 4.1
A SUSTAINED TEXT WITH SOME ATTENTION TO DETAIL
The writer has attempted to use detail for clarity and interest.
The text contains an effective introduction, middle and conclusion.

Linguistic structures and features: 3.2
REFINING A BASIC TEXT
The writer selects vocabulary that is appropriate for audience and purpose.

9. Topic: An Unbelievable Discovery

Hi I'm Sarah we have moved into this old house with my family. I don't see why we had to move in here It's old and I have to go into the attic. I start to look around, everything is covered in dusty sheets. Except an old wooden box maybe gold would be in there. I opened the lid. Oh I said to myself in disopointment. It was an old Ripped sheet of paper. I aimed it for the waste paper basket, I missed so I went to pick it up. It was a map! A treasure map. I'm going to be rich I said, maybe this place isn't that bad. I'll go look for the treasure. I snuck out the window. I needed to walk ten paces north. This map is hard to read I thought too bad they didn't have computers. Now five paces west. Oh no the land must have changed over the years. A house was in my way. I was not pleased because it would stop me becoming rich and famous. Oh well here goes nothing as I climed the fence into their yard and found myself face to face with a black dog. He wasn't happy so I ran (I don't why) into the house then escaped out an up stairs window. Safe! I'm going to call it a day. Too much excitment. On my way home I helped a girl called Anna get her kite out of a tree since I'm a good climber. We became good friends. Some times friendship is better than fame and fourtune!

Texts and Contextual understanding: 4.2
A SUSTAINED TEXT WITH EFFECTIVE USE OF DETAIL
The writer can reflect on own statements.

Linguistic structures and features: 4.1
DEVELOPING STYLE
The writer makes a reasonable attempt at complex structures.

10. Topic: My Favourite Memory

My favourite memory was when I went to America and Canada. The plane trip took agers but when I started to see land it was fasinating. The sunset drifted around the windows and the mist filled the air. When we were in Canada the birds were chirping happily. Then we looked at the fasilities they were amazing. I wondered how they kept so green and fresh. That moment whilst I was staring a huge fat came hopping by it was cute and fluffy. My mum came up to me and said "Come look theres a squirrel". I hurried off with my mum there sitting on the moist ground was a squirrel. It had a brown bushy tail and looked kind of like a mouse. I thought it was cute. My mum said there are also black ones. A couple of days later my mum dad and me went to Niagra Falls. It looked like a city. We found our holiday home we were staying in. There stuck! on the side of the wall looking over the dining table was a dead peacock. I got a fright at first but it was beautiful.

The next day we went on the Maid of the mist which is a tour going around Niagra Falls. We had to wear specid raincoats. My mum and Dad got drenshed. I only got a bit wet because I was short. We came of the boat luckly it was sunny. Then we packed and went home.

Texts and Contextual understanding: 4.2
A SUSTAINED TEXT WITH EFFECTIVE USE OF DETAIL
The writer uses detail to support and enhance the text.

Linguistic structures and features: 4.2
MANIPULATING TEXT FOR EFFECT.
The writer uses punctuation correctly and effectively.

11. Topic: My Favourite Memory

I have always loved my old Great Grandfather Bernard's house. I did not know why, but I always felt warm and safe inside it. Somehow Great Grandfather knew that I loved its mysterious ways and its rustic finish of a house of many generations ago. I had learnt to reach into its inner depths and in some humanly possible way connect with it. This is why Great Grand father Bernard left it to me in his will when he died.

I set out to explore the house while the funeral was being set up outside underneath the overcast sky. I gazed out one of the dusty upper floor windows and saw gloomy people in black, half mourning, half reluctant that they had come to this sad occasion. I turned away from their gloominess and felt an urge to explore the dusty, crowded attic. I reached the wooden ladder and began to climb the creaking path. I reached the attic and slowly looked around as my eyes adjusted to the dim light. One object caught my eye. It was a magnificently carved, claw footed wooden chest. I creeped over through the musty air and saw a small gold plate; on it was engraved 'Bernard and many more to come.' I did not know what this meant but I thrust open the chest and gasped.

What lay inside I never would have guessed. There, in the forgotten attic of a dusty old mansion, lay a living, breathing town of people. I had unlocked a portal to another dimension.

Texts and Contextual understanding: 5.1

AN EXTENDED AND COHESIVE TEXT

The writer selects content carefully to add interest or impact for a specified audience.

Linguistic structures and features: 5.1

A CONTROLLED AND APPROPRIATE TEXT

The writer displays effective control over vocabulary.

Practice Examples

1.   Topic: My New House

When I was younger I remember looking at how my house was built. It was very interesting to see it built. I remember how my family had to walk on mats to get into the house because the ground was very mudy. I liked to watch the tennis court being made. They used special tools to make the ground smooth. Then they painted it. At school I normaly wrote what part of the house had been put on.

The person who owned the group was called Michel and he was very friendly. He gave us the plans of the house and my dad told me where everything was going to be

My family used my grandads old traler to get some of the light things into the house and the people with the removal van moved the rest. Sometimes I went with the family but late at night my mum and dad went with the traler.

The house was a lot bigger than the house that I was already living in and we were going to let some tenints live in the old house.

I enjoyed to see the house built. It took a long time to build so I watched it being built a lot. When the house was still being built I wasn't aloud to go upstairs because they were still working on it.

When the house was finished I was very excited and liked the house a lot more than the old one.

AIM 2004 Year 3 and Year 5 Schools' Guide – Implementation

2. Topic: The Box in the Attic

Once upon a time I lived in very old house
One day I went into my attic and I
found an old wooden box. I carefully
lifted the lid and there was nothing in
there. I hopped inside the box and the box
took me some. where I have never been
or heard of before It was like a whole
different world. In that world there was
a waterfall and lots and lots of
beautiful blossum trees and a river too. Beside
the river there was a rock, on the rock
was a paint brush I painted something on
the rocks and it came alive. It was a
MAGIC paint brush!. Then I painted my
very old house, and I walk inside and that
was the last time I ever saw that world.

Marking of Practice Examples

1.   My New House

Texts and Contextual understanding: 4.1
SUSTAINED TEXT WITH SOME ATTENTION TO DETAIL
The writer presents an effective introduction as well as a developed
middle and conclusion.
The writer develops ideas, and uses detail for clarity and interest.

Linguistic structures and features: 4.1
DEVELOPING STYLE
The writer uses a variety of sentence structures appropriately.
The writer writes text that is becoming smooth and fluent.

2.   The Box in the Attic

Texts and Contextual understanding: 3.2
A TEXT WITH CLEAR DEVELOPMENT
The writer selects and maintains an appropriate text type.
The writer shows organisation of ideas.
The writer writes toward a clear conclusion.

Linguistic structures and features: 3.2
REFINING A BASIC TEXT
The writer varies sentence beginnings and uses extended sentences.
The writer uses correct spellings more than misspellings.

Section 2: Teacher Assessed Mathematics – Year 3 and Year 5

Introduction

This mathematics task measures the students' performance against CSF outcomes from Levels 2 to 4 in the Chance and data strand.

In the Teacher Assessed Mathematics Task, the areas for Year 3 and Year 5 cover data organisation, bar graphs (column graphs), a pie chart and a back-to-back bar graph. The last graph question is designed to test students' ability to interpret and use a less familiar form of displaying data. Year 5 students also have a set of questions related to chance outcomes.

- Prior to administering the Teacher Assessed Mathematics Task, if the teacher believes that students may benefit from some revision of graphing, then the teacher demonstration which accompanied the AIM 2001 Teacher Assessed task can be given to or adapted for the class a few days before the Teacher Assessed Mathematics Task is administered. This demonstration can be found in the *2001 Guide for Principals and Teachers* on the VCAA website: **www.vcaa.vic.edu.au/prep10/aim/teachers/index.htm**
- The teacher assesses the students' work using the marking guide (see pages 34–37). A practice example is included on pages 38–39 for teachers to use as a trial assessment before assessing students' work. Marks given and the reasons for assigning them can be found on page 40.
- Scores for each student should be recorded on the sheet provided (see pages 41–42) and then transferred to the student details pages of the Centrally Assessed Task booklets after they have been distributed by the Principal. Please note that scores are recorded by shading bubbles. Explanations and examples are provided on page 29.

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

Preparation

Before administering the task, teachers should:
- **Check** that there are sufficient materials
- **Read** the administrative instructions
- **Become** familiar with the task
- **Read** and become familiar with the marking guide
- **Photocopy** or adapt the class record sheet
- **Ensure** that each student has sufficient working space, a spare piece of paper, a pencil and a ruler. An eraser and a sharpener may also be required, and coloured pencils may be used.

Timing

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

Assistance

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

Student Task

Each student will need:

- a grey lead pencil and a ruler
- an eraser and sharpener (optional)
- a spare piece of paper for working
- a student worksheet, and
- a book or another activity for early finishers.

- **Distribute** the worksheets to the students. You will need a few extra copies of the worksheet for any student who needs to use another one.

- **Say**

> Please don't start your work until you are told. Look at the front page of your test worksheet and find where you need to write your name. Print your first name and your last name on the line.
>
> Now I will read through the worksheet while you follow on your copy.

- **Read** through all of the worksheet.
  NOTE: YEAR 3 STUDENTS MUST COMPLETE ONLY THE FIRST THREE PAGES OF THE WORKSHEET.
  YEAR 5 STUDENTS MUST COMPLETE ALL FOUR PAGES OF THE WORKSHEET.

- **Ask** students if they have any questions.
  Do not provide answers for the student task other than by reading the appropriate instructions on the worksheet.

- **Say**

> If you make a mistake rub it out or cross it out and try again. Always make sure that your work is easy for me to understand.
>
> While you are working I will be able to help you if you forget what to do.
> I will also be able to help you with words, but I cannot tell you the answers.
>
> If you finish early, I want you to do some quiet work. You will have 30 minutes (Year 3) or 40 minutes (Year 5) to complete as much of the work as you can.
>
> You may start now.

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

After the task

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

Once you have marked and checked all the students' work, these marks must be transferred to the student details page of the appropriate student's Centrally Assessed Task booklet.

- **Record** each student's scores from the class record sheet onto the front page of the Centrally Assessed Task booklet by shading in the appropriate bubbles.

Explanation of the expected range of marks and the bubbles for each year level is shown below. Please note that a separate bubble is recorded for each score (derived from a page activity).

Year 3 – Students attempt:

- Page 1 – possible score 4
- Page 2 – possible score 7
- Page 3 – possible score 6

Year 5 – Students attempt:

- Page 1 – possible score 4
- Page 2 – possible score 7
- Page 3 – possible score 6
- Page 4 – possible score 5

AIM 2004 YEAR 3 AND YEAR 5
Student Worksheet – **Mathematics**

Score 1: /4

Name: _____

**1** Cassie made this chart. It shows the number of creatures she counted in and near a small pond.

Pond Creatures Chart
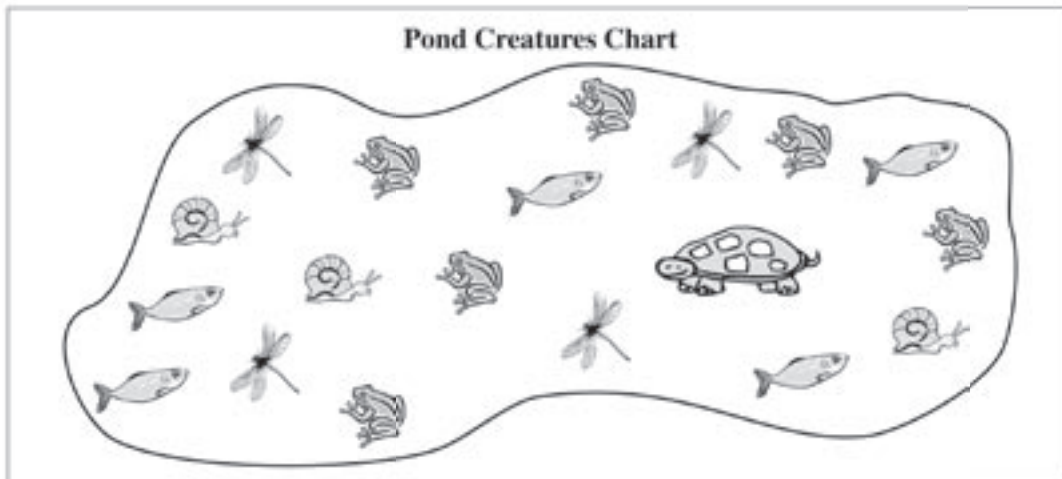
(i) Count the number of each creature and write the totals in the table below.

Pond Creatures	
Creature	**Number**
Dragonfly	4
Fish	
Frog	
Snail	
Turtle	

/2

(ii) Use the information in your table to complete the bar graph (column graph) below.

Pond Creatures

/2

Page 1

Score 1: /4
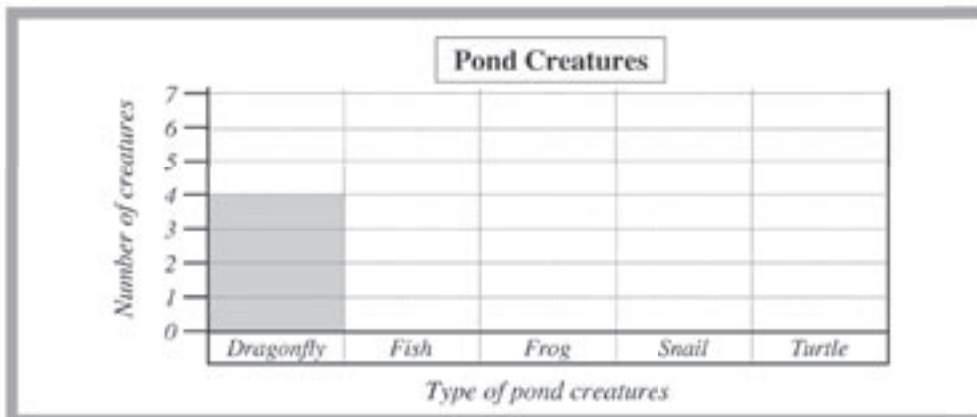
2 There are 15 members in the school swimming team.
This table gives information about each person.

Swimming Team Information				
Name	**Boy or Girl**	**Age**	**Birthday Month**	**Pet**
Andrew	B	8	March	Dog
Bill	B	9	June	-
Corey	B	11	January	Cat
David	B	11	February	Lizard
Evan	B	10	April	Dog
Fred	B	11	March	Rabbit
Greg	B	8	June	Lizard
Hanah	G	9	April	Canary
Ivy	G	9	May	Dog
Judy	G	11	April	-
Kate	G	8	April	Cat
Laura	G	10	February	Lizard
Mona	G	8	June	Dog
Nina	G	8	April	Rabbit
Olive	G	9	February	-

(i) Complete the table below to show how many people have their birthdays in each month.

Birthdays	
Month	**Number of People**
Jan	
Feb	
March	
April	
May	
June	

/2

(ii) Complete this bar graph (column graph) to show the number of people who have their birthdays in the same month. Make sure the graph has correct labels.
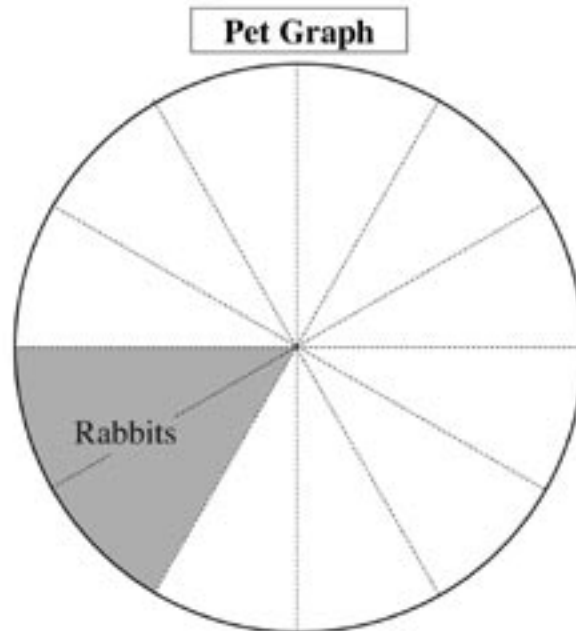

Number of People

Jan | Feb | March | April | May | June

/5

Score 2: /7

Page 2

3 Look at the **Swimming Team Information** on page 2.

(i) Twelve of the swimming team members have pets.

Complete this pie graph to show which pets are most popular with the team.

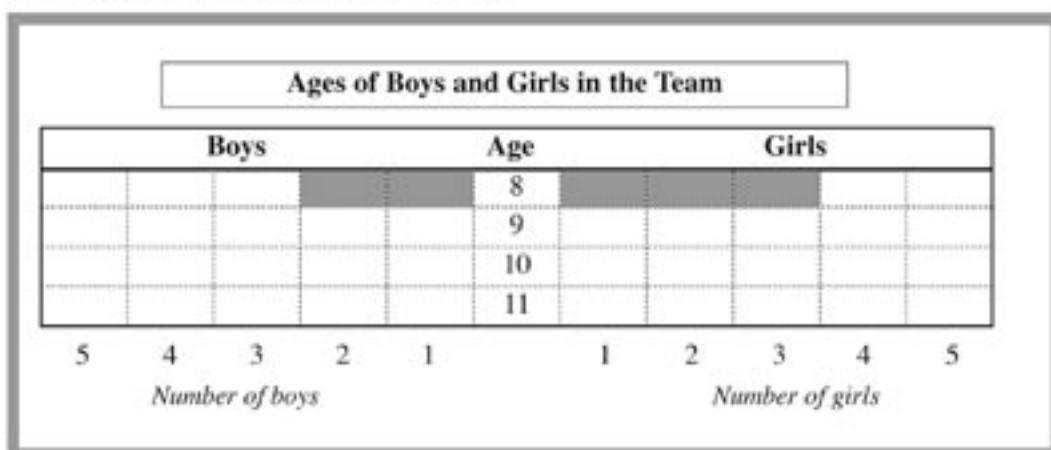One pet has been filled in for you.

Pet Graph

Rabbits

/3

Look at the **Swimming Team Information** on page 2.

(ii) The boys and girls in the swimming team are aged from 8 to 11.

Complete the graph below to show the ages of the boys and girls in the team.
(The 8 year olds have been filled in.)

Ages of Boys and Girls in the Team

Boys	Age	Girls
	8	
	9	
	10	
	11	

5 4 3 2 1   1 2 3 4 5

Number of boys   *Number of girls*

/3

Year 3 stop here. Year 5 continue working.

Score 3: /6

Year 5 only.

4 Greg has 10 marbles in his bag. He can mix these up so every marble has an equal chance of being selected from the bag. The marbles are in four colours: red, green, yellow and orange.

The chance of picking a red, green or yellow marble without looking is given in this table.

Chance of picking a colour	
Marble colour	**Chance**
Red	2 chances in 10
Green	3 chances in 10
Yellow	1 chance in 10
Orange	?

(i) You are to colour in (or write R, G, Y, O on) the correct number of marbles to show the correct chances.

/2

(ii) What is the chance of selecting an orange marble? _____   /1

(iii) Greg added 10 blue marbles and mixed all the marbles up. What would be the chance of:

a) Greg picking a blue marble without looking? _____   /1

b) Greg picking a green marble without looking? _____   /1

Page 4   Score 4: /5

Mathematics Marking Guide

Activity 1

(Total of 4 marks may be given)

(i) 2 marks for writing **5**, **6**, **3 and 1** in the correct places in the table.
1 mark for two or three of the above numbers in the correct places.

(MAX: 2 MARKS)

(ii) 2 marks for either:

- drawing four columns correctly

- drawing four columns correctly from the student's *own* table of values for part (i).
NOTE: 2 marks are awarded if the student has some incorrect values for part (i), but drew the columns correctly for the original data.

1 mark for drawing two or three columns correctly.   **(MAX: 2 MARKS)**
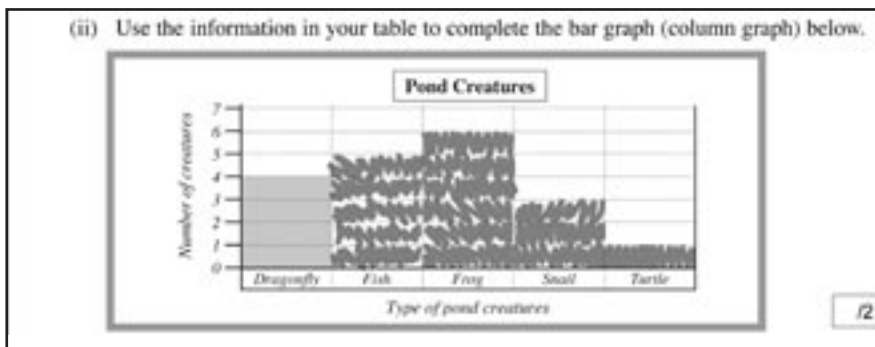
Activity 2

(Total of 7 marks may be given)

(i) 2 marks for writing **1**, **3**, **2**, **5**, **1 and 3** in the correct places in the table.

1 mark for four or five of the above numbers in the correct places.   **(MAX: 2 MARKS)**

(i) Complete the table below to show how many people have their birthdays in each month.

Birthdays

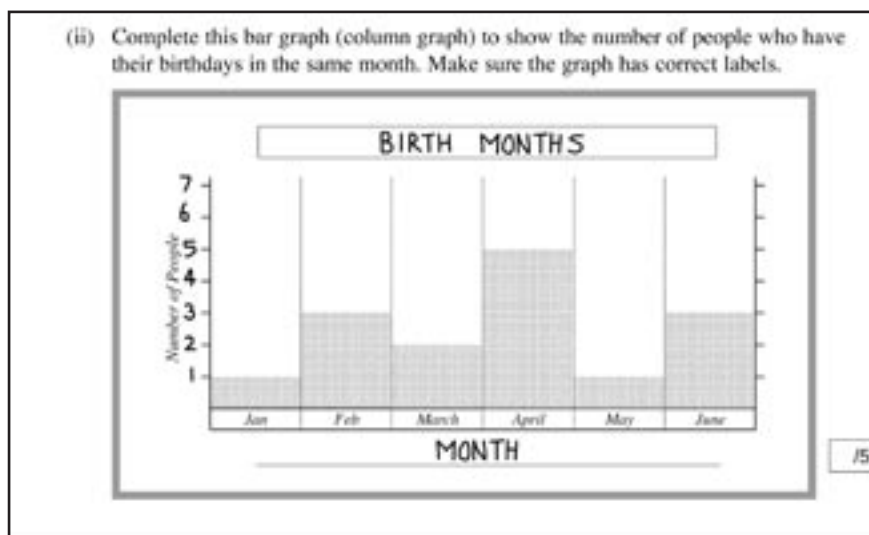| Month	Number of People
Jan	1
Feb	3
March	2
April	5
May	1
June	3

(ii) 1 mark for correctly writing an appropriate title for the graph.
NOTE: answers will vary, e.g. accept **birthday** but reject **months**   **(MAX: 1 MARK)**

1 mark for writing **1**, **2**, **3**, **4**, **5**, **6** and **7** on the vertical scale.   **(MAX: 1 MARK)**

1 mark for labelling the horizontal axis as **month**,
NOTE: answers will vary, e.g. accept **birth month**. Must be different to the title.
   (MAX: 1 MARK)

2 marks for either

• drawing six columns correctly.

• drawing six columns correctly from the student's *own* table of values for part (i)

NOTE: 2 marks are awarded if the student has some incorrect values for part (i), but drew the columns correctly for the original data.

1 mark for drawing four or five columns correctly.   **(MAX: 2 MARKS)**

(ii) Complete this bar graph (column graph) to show the number of people who have their birthdays in the same month. Make sure the graph has correct labels.

BIRTH MONTHS

MONTH

/5

Activity 3

(Total of 6 marks may be given)

(i) 3 marks for completing the pie graph correctly with adjacent sectors for each animal. **Canary** – one sector, **Cat** – two sectors, **Lizard** – three sectors and **Dog** – four sectors

2 marks for completing the pie graph correctly with correct number of sectors for each animal, but sectors not adjacent or only two of the above animals have the correct sectors (need to be adjacent).

1 mark if some reasonable attempt has been made. **(MAX: 3 MARKS)**
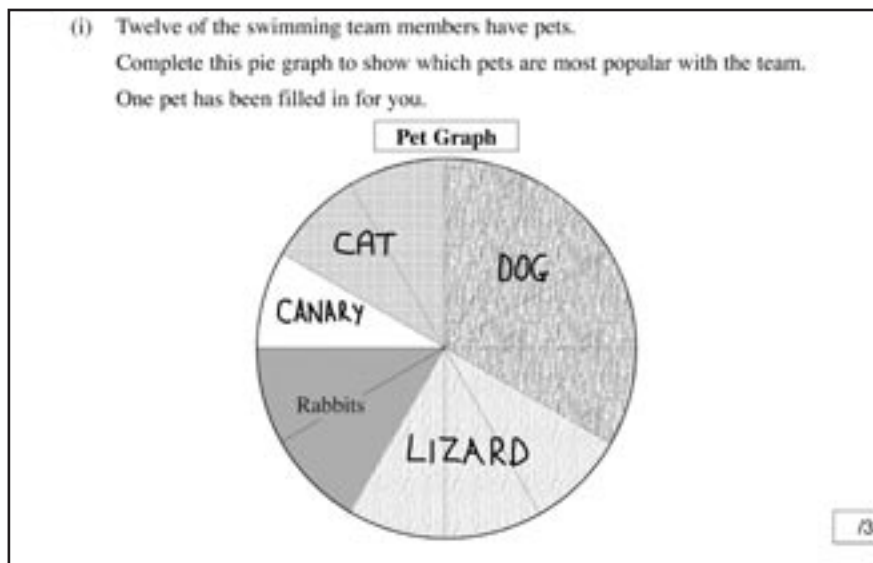
(ii) 3 marks for completing the graph correctly.

2 marks for completing either the boy or girl side of the graph correctly.

1 mark for completing three or four bars correctly, but having neither side fully correct. **(MAX: 3 MARKS)**
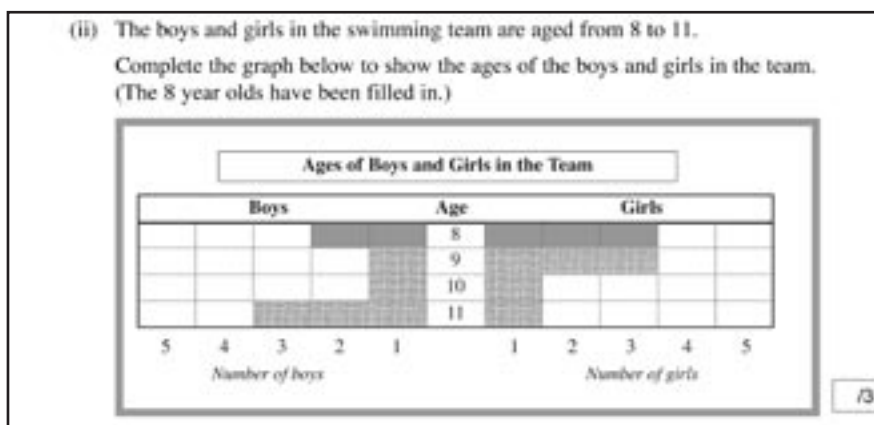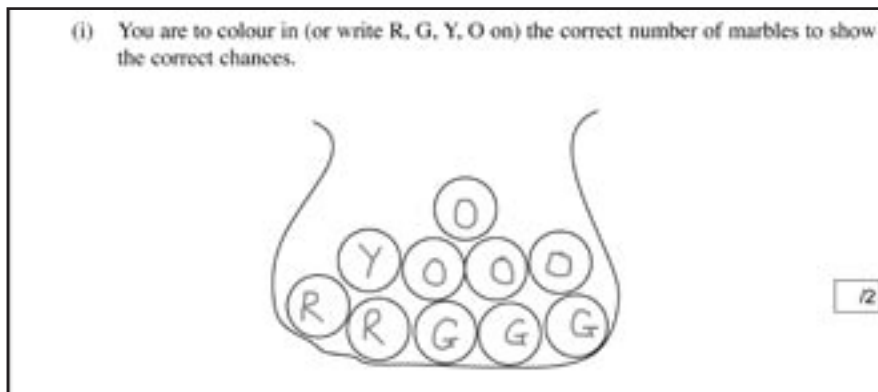
Activity 4

(Total of 5 marks can be given)

(i) 2 marks for labelling all the marbles correctly.

1 mark for only two sets of marble colours labelled correctly.   **(MAX: 2 MARKS)**

(i) You are to colour in (or write R, G, Y, O on) the correct number of marbles to show the correct chances.

/2

(ii) 1 mark for a response of **4 chances in 10** (wording may vary).

NOTE: answers may be written as fractions or decimals. Any answer that shows understanding should be accepted.   **(MAX: 1 MARK)**

(ii) What is the chance of selecting an orange marble? 4 chances in 10   /1

(iii) a) 1 mark for a response of **10 chances in 20** (wording may vary).   **(MAX: 1 MARK)**

b) 1 mark for a response of **3 chances in 20** (wording may vary).   **(MAX: 1 MARK)**

(iii) Greg added 10 blue marbles and mixed all the marbles up. What would be the chance of:

a) Greg picking a blue marble without looking? 10 chances in 20   /1

b) Greg picking a green marble without looking? 3 chances in 20   /1

Practice Example

Here is a practice example for you to work on. The Practice Example Marking Guide is shown on page 40.

NOTE: Each page has been printed at approximately 50% actual size.

Page 2

Page 1

Year 5 only.

4 Greg has 10 marbles in his bag. He can mix these up so every marble has an equal chance of being selected from the bag. The marbles are in four colours: red, green, yellow and orange.

The chance of picking a red, green or yellow marble without looking is given in this table.

Chance of picking a colour	
Marble colour	**Chance**
Red	2 chances in 10
Green	3 chances in 10
Yellow	1 chance in 10
Orange	?

(i) You are to colour in (or write R, G, Y, O on) the correct number of marbles to show the correct chances.

[2]

(ii) What is the chance of selecting an orange marble? 2 chances in 10

[1]

(iii) Greg added 10 blue marbles and mixed all the marbles up. What would be the chance of:

a) Greg picking a blue marble without looking? 10 chances in 20

[1]

b) Greg picking a green marble without looking? 6 chances in 20

[1]

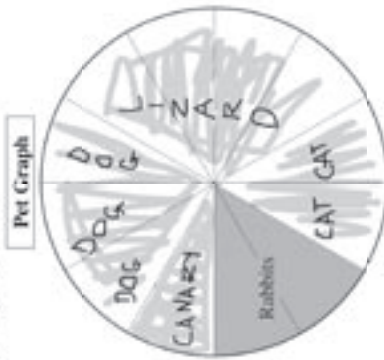Page 4   Score 4: /5

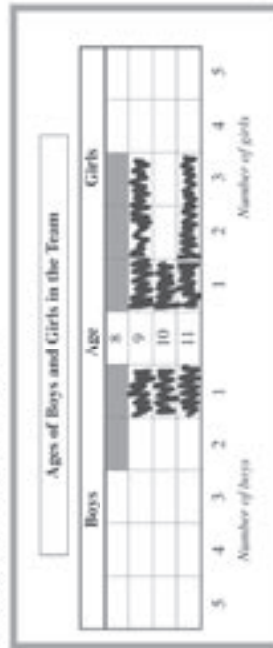
3 Look at the Swimming Team Information on page 2.

(i) Twelve of the swimming team members have pets.

Complete this pie graph to show which pets are most popular with the team.

One pet has been filled in for you.

Pet Graph

[3]

Look at the Swimming Team Information on page 2.

(ii) The boys and girls in the swimming team are aged from 8 to 11.

Complete the graph below to show the ages of the boys and girls in the team. (The 8 year olds have been filled in.)

Ages of Boys and Girls in the Team

[3]

Year 3 stop here. Year 5 continue working.

Page 3   Score 3: /6

Practice Example Marking Guide

Score 1 | 2 |

Part (i): two of the numbers correct. (1 mark)

Part (ii): three columns correct for student's answer to part (i) (1 mark)

Score 2 | 6 |

Part (i): Correct – even though tally used (2 marks)

Part (ii)
No title (0 marks) (4 marks)
Horizontal scale correct (1 mark)
Vertical scale correct (1 mark)
Columns correct (2 marks)

Score 3 | 3 |

Part (i): Incorrect – cat and canary correct, dog and lizard incorrect. Adjacent sectors. (2 marks)

Part (ii) Incorrect – neither side fully correct (1 mark)

Score 4 | 3 |

Part (i): Red and green correct, orange and blue incorrect. (1 mark)

Part (ii): Correct for student's answer to part (i) (1 mark)

Part (iii): (1 mark)
a) Correct
b) Incorrect

Year 3 Class Record Sheet – Mathematics
Photocopy as required.

Name	Score for Activities			Comments
	1 (0–4)	2 (0–7)	3 (0–6)	

Scores listed should be transferred to the student details pages of the Centrally Assessed Task booklets by shading the appropriate bubbles (see page 29).

Teacher Assessed Tasks

Year 5 Class Record Sheet – Mathematics

Photocopy as required.

Name	Score for Activities				Comments
	1 (0–4)	2 (0–7)	3 (0–6)	4 (0–5)	

Scores listed should be transferred to the student details pages of the Centrally Assessed Task