

Part 2: Centrally Assessed Tasks

Section 1: General Information

The Centrally Assessed Mathematics, English and Writing Tasks are scheduled for the dates listed below.

Task	Date	TIME ALLOCATION YEAR 3	TIME ALLOCATION YEAR 5
Mathematics	Tuesday 3 August	35 minutes	45 minutes
English	Wednesday 4 August • First session	40 minutes	50 minutes
Spelling	Wednesday 4 August • Second session	15 minutes#	15 minutes#
Writing	Wednesday 4 August • Third session	35 minutes	40 minutes

NOTE:
While the school may choose the most appropriate starting time for each session, the order of the sessions and dates can not be varied

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

Student Information

Completion of student details

Using a 2B or similar grey lead pencil, the teacher should record the following information for each student on the student details page of each task booklet (see following pages for detailed instructions and annotated examples):

- 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)
- student's absence for any of the Centrally Assessed Tasks
- assessments for the Teacher Assessed Tasks (to be transferred from the class record sheets for each task) or student's absence.

Checking the task booklets for packing

Please check student information against the class list attached to the tally sheet.

1. **CHECK** that the student has written his or her name at the beginning of each task.
2. **CHECK** that the same student has completed each task in the booklet

NOTE: If you find that more than one student has inadvertently completed tasks in the booklet please provide details on a piece of paper attached securely to the front of each affected booklet.

Annotated Student Details Page - Year 3

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

AIM 2004

Achievement Improvement Monitor
Statewide Mathematics and English Tests

Year 3

STUDENT DETAILS

Student and school names should be written (in block letters) as they appear on the parent report.

TEACHERS, PLEASE PRINT CLEARLY
2B Pencil ONLY

STUDENT'S FIRST NAME
MARY - ANNE

STUDENT'S LAST NAME
SMITH

SCHOOL'S NAME
VICTORIA PRIMARY SCHOOL
G394201YR3 10704 305053

DATE OF BIRTH 0 5 0 5 1 9 9 5

1. Is this student a Boy or a Girl? Boy Girl

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

CENTRALLY ASSESSED TASKS

Please shade the bubble(s) if this student did NOT do the task.

Mathematics English Spelling Writing

TEACHER ASSESSED TASKS

Please shade the appropriate student score bubbles OR shade the 'Did NOT do this task' bubble.

Writing Did NOT do this task

Student Score	None	1	2	3	4	5	6	7	8	9	10
TCU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LSF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mathematics Did NOT do this task

Score	1	2	3	4	5	6	7
Score 1 (0-4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score 2 (0-7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score 3 (0-6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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These names will appear on the Parent Report and should be written in full. Each word in the first or last names should be separated with a space.

The assessments for the Teacher Assessed Tasks should be transferred from class record sheets to bubbles. For Writing, three scores should be recorded for Texts and Contextual understanding (TCU), Linguistic structure and features (LSF) and Strategies (S).

For Mathematics three scores should be recorded.

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

Annotated Student Details Page - Year 5

These names will appear on the Parent Report and should be written in full. Each word in the first or last names should be separated with a space.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

AIM 2004

Achievement Improvement Monitor
Statewide Mathematics and English Tests

Year 5

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

SCHOOL'S NAME: VICTORIA PRIMARY SCHOOL
G394201YR5 10704 305053

DATE OF BIRTH: 0 5 / 0 5 / 1 9 9 3

1. Is this student a Boy or a Girl? Boy Girl
 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

CENTRALLY ASSESSED TASKS

Please shade the bubble(s) if this student did NOT do the task.

Mathematics English Spelling Writing

TEACHER ASSESSED TASKS

Please shade the appropriate student score bubbles OR shade the 'Did NOT do this task' bubble.

Writing Did NOT do this task

Student Score	None	21	22	31	32	41	42	51	52	None
TCU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LSF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mathematics Did NOT do this task

Score	0	1	2	3	4	5	6	7
Score 1 (0-4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score 2 (0-7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score 3 (0-6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Score 4 (0-5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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The assessments for the Teacher Assessed Tasks should be transferred from class record sheets to bubbles. For Writing, three scores should be recorded for Texts and Contextual understanding (TCU), Linguistic structure and features (LSF) and Strategies (S).

For Mathematics four scores should be recorded.

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

Centrally Assessed Tasks

Testing Environment

There may not be the need for significant alteration to the classroom. If students normally work at group tables, the assessment may be held in the same conditions but students should work independently. However, as the AIM Years 3 and 5 Testing is an assessment task, the Principal may decide that alternative arrangements are necessary. In some cases materials such as spelling lists, mathematics tables or calculators may need to be removed temporarily.

Student Materials

Task booklets, coloured magazines for English and 2B pencils will be provided for the Centrally Assessed Tasks.

Students should use 2B pencils to mark responses to questions and to complete details on the first page of each task. Teachers should also use 2B pencils to complete the student details pages of the task booklets. Other grey lead pencils may be used if necessary. Although HB pencils are acceptable, use of 6B, 4B or 2B pencils, if available, would be preferable to facilitate the scanning of students' responses.

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

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

In Centrally Assessed Tasks, calculators or correction fluid must not be used. Word processors must not be used unless provided for students with special learning needs.

The student details page of each task booklet is for teacher use only.













Student Preparation

The VCAA provides access to Sample Tests (past tests) which may be used in part or whole to familiarise students with the format and requirements of the test.

Schools can download this material from the VCAA website:
www.vcaa.vic.edu.au/prep10/aim/testing/index.htm

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 boxes and writing numbers, words or letters in boxes. Illustrations of acceptable and unacceptable responses are provided below to allow teachers to familiarise students with correct ways of recording their answers.

Here are some examples of acceptable and unacceptable completion of responses:

	ACCEPTABLE	UNACCEPTABLE
Shading a bubble		
		
Shading a box		
Writing a number		
or a letter		
Writing a word		

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

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

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

In addition to the Sample Tests, the task booklets used on 3 and 4 August will contain some practice questions which teachers will be able to use to ensure that students know how to make appropriate responses. During the assessment, if teachers notice students having difficulty with the response format, they should direct students back to the practice questions at the beginning of the booklet.

Standard Conditions

It is important that the tasks at all schools be conducted under standard conditions to enable a valid indication of how students are performing on the levels of the CSF and on statewide standards.

Standard conditions for the conduct of the task, adherence to time limits, level of teacher assistance (including reading of material to students) and presentation of material will allow all students across the State equal opportunity in completing the tasks.

No students or classes should be given conditions which either advantage or disadvantage them in relation to other students and classes.

Teacher Assistance

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

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

The teacher may assist students by:

- reading instructions (instructions will generally appear in a box)
- clarifying instructions
- reading words, phrases or questions to individuals, groups or the class as a whole in Mathematics
- reminding students how to complete responses
- encouraging students to do their best work
- advising students to leave a question they are unsure of, move on to the next one and come back to it later if there is time.

It is inappropriate for the teacher to assist students by:

- reading words, phrases or questions to students in the English task (see below)
- interpreting questions or text
- paraphrasing questions or text
- explaining the meanings of words in the questions or text
- giving examples or hints
- reminding them about work completed in class
- insisting that they complete all questions
- giving them extended time other than in exceptional circumstances (see page 49).

It is not appropriate to define any words or terms in the tasks which directly relate to what is being tested.

Advice About Reading Questions to Students

Mathematics

The teacher may read aloud words, phrases or questions to individuals, groups or to the class as a whole if students indicate that they are having difficulties with the written text.

It is not appropriate to read aloud or explain the meaning of a mathematical number, term or process.

English (Reading; Writing Conventions)

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

English (Spelling)

Spelling consists of two tasks, Task A Dictation and Task B Editing. The Dictation passage will be read aloud. Students should be allotted time to complete the second task (Editing). The teacher should not read these sentences aloud to students.

English (Writing)

The teacher may read the instructions and topics to students and discuss with them the prompt material provided in the *Instructions for Spelling and Writing – Years 3 and 5*, and in the stimulus on the last page of the coloured magazine.

NOTE: In 2004, Spelling and Writing Task instructions will be delivered with the AIM Test Package and cannot be distributed to teachers before **Tuesday 3 August 2004**.

Time Limits

The times given for each Centrally Assessed Task (see page 43) indicate how long students may spend answering questions. The time for each task is indicated in the student booklets at the beginning of each task.

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

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

Extensions of Time

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

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

Section 2: Mathematics

Mathematics – Year 3 and Year 5

Preparation

EACH student will need:

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

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

Timing

Student working times allocated for this task are:

Year 3 = 35 minutes

Year 5 = 45 minutes.

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

Spoken Instructions

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

Assistance

You may read words, phrases or questions to individuals or the class as a whole but should not interpret or explain any items from the test (see page 48). You may also clarify the method of recording answers. Encourage the students to follow the directions on each page. It is essential that you work through the practice questions with all students to allow them to become familiar with the types of responses required. Word processors or calculators may not be used unless provided for students with special learning needs.

Administration for all Students (Year 3 and Year 5)

1. Distribution of material

- Say

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

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

2. Filling in student names

- Say

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

- **Indicate** on your own booklet where students should print their names.
- Say

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

3. Practice Questions - All students (Year 3 and Year 5)

- Say

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

- **Indicate** to students that the bubble needs to be shaded quickly but carefully and the number written neatly inside the box.
- Say

There are some practice questions we are going to do together. The first question asks, '*How many days in one week?*' The instruction box tells you to, '*Shade one bubble*'. Do that now.

- Give students a moment to shade one bubble.
- Say

The correct answer is 7. You should have shaded the bubble under the 7. If you did not shade the bubble under the 7, rub out what you did and shade the correct bubble now.

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

The second question asks you to write one number in each box. There are two boxes for the second question, so you may write up to two numbers for your answer.

The second question says '*5 multiplied by 3 equals*'. You must write your answer neatly in the boxes. Do that now.

- Give students a moment to fill in the boxes.
- Say

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

- **Check** that students have written 15 in the boxes as instructed.

- Say (Year 3 only)

The third question says *'Which of these shapes are circles?'* The instruction box tells you to *'Shade as many bubbles as you need'*.

- Give students a moment to shade the bubbles.
- Say

The correct answer is shape 2 and shape 4. You should have shaded the bubbles under the second and fourth shape.

- Check that students have shaded the bubbles correctly.
- Say (Year 5 only)

The third question says *'Use the numbers 1, 2, 3 to show the order of these capital letters in the alphabet.'* Write one number in each box. Do that now.

- Give students a moment to write in the numbers.
- Say

The correct answer, reading down the boxes, is 3, 1, 2.

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

4. The Test – All students (Year 3 and Year 5)

- Say

The instruction boxes are there to remind you how to answer the questions on each page. Remember, if you make a mistake, rub it out carefully and try again.

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

- don't look at any other student's work or talk to anyone else but me
- if you get stuck or if something seems too hard, go on to the next question. I am not allowed to help you answer the questions
- you have 35 minutes (Year 3) / 45 minutes (Year 5) and then I will tell you to put your pencils down
- you might not get to finish all of the questions – just try your best
- if you want to change an answer, make sure you rub out the wrong answer completely
- stop when you get to the big stop sign or if the colour of the pages changes.

You may start the task now.

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

- Check that students have stopped at the end of page 8 for Year 3, and page 9 for Year 5.
- Tell students to put their pencils down after 35 minutes (Year 3) / 45 minutes (Year 5) and close their booklets.
- Collect all booklets and check that students' names are correctly and legibly written on page 2 at the beginning of the Mathematics test.

Section 3: English – Year 3 and Year 5

The English part of the booklet contains three sections:

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

A coloured magazine is provided as stimulus material for Reading.

Reading and Writing Conventions

Preparation

EACH student will need:

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

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

Timing

Student working times allocated for this task are:

Year 3 = 40 minutes

Year 5 = 50 minutes.

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

Spoken Instructions

Spoken instructions appear in shaded boxes. They are essentially a guide to administering the task and will help ensure that all students complete the task under similar conditions. Depending on the needs of students, some teachers may find they need to expand or condense the spoken instructions.

Assistance

You should not read the questions or the text to students although assistance with instructions may be given. You may also give clarification on how to show answers (see page 47). It is essential that you work through the practice questions with all students to allow them to become familiar with the types of responses required.

Administration for all Students (Year 3 and Year 5)

1. Distribution of material

- **Hand out** the task booklets and magazines to students making sure that each student receives his or her own booklet.
- **Check** that students have the necessary materials. Students should use the 2B pencils provided.
- **Ask** students to turn to the English section (page 9 for Year 3 and page 10 for Year 5).
- **Say**

Do not start until I tell you.

2. Filling in Student Names

- **Say**

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

- **Indicate** on your own booklet where students are to record this information.
- **Say**

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

3. Practice Questions – Year 3 Only

- **Say**

In English, the questions ask you to shade bubbles or boxes, or to write a word in a box.

- **Indicate** to students that the bubble needs to be shaded quickly but carefully and a word written neatly inside the box. Illustrations of acceptable and unacceptable responses are provided on page 47.
- **Say**

There are some practice questions that we are going to do together. For practice questions P1 and P2 you will need your copy of *Going Places*. That is the coloured magazine. The instruction says '*Turn to page 3 of 'Going Places' and answer questions P1 and P2.*'

**Question P1 says, '*The title of the passage on page 3 is* '
The instruction box tells you to '*Shade one bubble*'. **Do that now.****

- **Give** students a moment to select an answer.
- **Say**

The title is '*Homework Letters*'. If you did not shade the bubble next to '*Homework Letters*', rub out what you did and shade the correct bubble now.

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

- Say

Question P2 says, *'Shade the bubbles next to the names of children who wrote a letter.'* The instruction box tells you to *'Shade as many bubbles as you need.'* Do that now.

- Give students a moment to select their answers.
- Say

The children who wrote a letter are Paul and Rosa. If you did not shade the bubbles next to those names, rub out what you have done and shade the correct bubbles now.

- Check that students have shaded the correct bubbles.
- Say

For Practice Questions P3 and P4 you do not need to use *Going Places*. Question P3 says, *'Shade the box which shows the missing word.'* *'Do you have _____ pet?'*

- Give students a moment to select their answers.
- Say

The sentence should read *'Do you have a pet?'* You should have shaded the box which has the word 'a' in it.

- Check that students have shaded the correct box.
- Say

Question P4 says, *'Shade the bubbles to show where the commas (,) should go. We had lollies cake pies and drinks at the party.'*

- Give students a moment to write their answers.
- Say

The commas should go after lollies and cake.

- Check that students have shaded the correct bubbles.
- Remind students that if they make an error at any time, they may rub it out and correct it.

Practice Questions – Year 5 Only

- Say

In English, the questions ask you to shade bubbles or boxes, or to write a word in a box.

- **Indicate** to students that the bubble needs to be shaded quickly but carefully and a word written neatly inside the box.
- Say

There are some practice questions that we are going to do together. For practice question P1 you will need your copy of *Making Tracks*. That is the coloured magazine.

The instruction says, 'Turn to page 5 of *Making Tracks* and answer question P1'. Question P1 says, 'The title of the passage on page 5 is'
The instruction box tells you to 'Shade one bubble'. Do that now.

- Give students a moment to select their answer.
- Say

The title is '*Left with the Baby*'. If you did not shade the bubble next to '*Left with the Baby*', rub out what you have done and shade the correct bubble now.

- Check that students have shaded the correct bubble.
- Say

For Practice Questions P2 to P4 you do not need to use *Making Tracks*. Question P2 says, 'Shade the box which shows the missing word.'
'Do you have _____ pet?'

- Give students a moment to select their answer.
- Say

The sentence should read 'Do you have a pet?' You should have shaded the box which has the word 'a' in it.

- Check that students have shaded the correct box.
- Say

Question P3 says, 'Shade the bubbles to show where the commas (,) should go. We had lollies cakes pies and drinks at the party.'

- Give students a moment to select their answers.
- Say

The commas should go after lollies and cakes.

- Check that students have shaded the correct bubbles.

- Say

Question P4 says, *'Where is the best place to put a question mark (?) in this passage?'*

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

- Give students a moment to select their answer.
- Say

The question mark should go after the word *'swimming'*.

- Check that students have shaded the correct bubble.
- Remind students that if they make an error at any time, they may rub it out and correct it.

4. The Test: All Students (Year 3 and Year 5)

- Say

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

- don't look at any other student's work or talk to anyone else but me
- if you get stuck or if something seems too hard, go on to the next question. I am not allowed to help you answer the questions
- you have 40 minutes (Year 3) / 50 minutes (Year 5) and then I will tell you to put your pencils down
- you might not get to finish all of the questions – just try your best
- if you want to change an answer, make sure you rub out the wrong answer completely
- use the pieces of writing in your magazine to help you when answering all reading questions
- stop when you get to the big stop sign on page 15 (Year 3) / page 16 (Year 5).

You may start the task now.

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

- Check that students have stopped at the end of page 15 for Year 3, and page 16 for Year 5.
- Tell students to put their pencils down after 40 minutes (Year 3) / 50 minutes (Year 5) and close their booklets.
- Collect all booklets and check that students' names and the school's name are correctly and legibly written on the first page of the English test.
- Check that each student has used the same task booklet for Mathematics and English.

Spelling

The Spelling section of each booklet contains two tasks.

- **TASK A** – Dictation. This task is administered by the teacher. Directions are given separately for Year 3 and Year 5. Please note that the passages are similar, but the word selections are not the same.
- **TASK B** – Editing. This task should be done silently and individually by the students. The teacher should not read these sentences to the class.

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

In 2004, Dictation and Editing instructions will be delivered with the AIM Test Package in late July, and cannot be distributed to teachers before **Tuesday 3 August**.

Preparation

EACH student will need:

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

EACH teacher will need a copy of the task booklet(s) and *Spelling and Writing Task Instructions for Teachers– Years 3 and 5*

Timing

The time allocated is 15 minutes.

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

Spoken Instructions

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

Administration for all Students (Year 3 and Year 5)

1. Distribution of material

- **Hand out** the task booklets to students making sure that each student receives his or her own booklet.
- **Ask** students to turn to the Spelling section (pages 16 and 17 for Year 3, pages 17 and 18 for Year 5).
- **Check** that students have the necessary materials to answer the questions. Students should use the 2B pencils provided.
- **Administer** the tasks by following the instructions in *Spelling and Writing Task Instructions for Teachers - Years 3 and 5*.

Writing

The Writing Task is to be done on the last pages of the English part of the task booklet, Year 3 begin on page 18 and Year 5 begin on page 19.

Preparation

Each student will need:

- the usual writing tools (pencil or pen) for the writing task
- an eraser
- his or her own task booklet
- the coloured magazine – *Going Places* for Year 3, *Making Tracks* for Year 5
- quiet work if they finish early.

Each teacher will need a copy of the task booklet/s and magazine/s and *Spelling and Writing Instructions for Teachers – Years 3 and 5*.

Timing

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

The times allocated are :

Year 3 = 35 minutes

Year 5 = 40 minutes.

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

Spoken Instructions

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

Assistance

As the Writing Task is an assessment of students' written English, it is inappropriate to offer assistance during the time they write their story. However, the teacher may read instructions and the topic and discuss these with students before they commence writing.

Administration for all Students (Year 3 and Year 5)

- **ADMINISTER** the Writing Task by following the instructions on page 4 of the *Spelling and Writing Task Instructions for Teachers – Years 3 and 5*.

Notes

Notes