

AIM Testing 2005

Year 3, Year 5 and Year 7

Schools' Guide – Implementation

This guide contains the following parts:

Part 1: Teacher Assessed Tasks
Year 3 and Year 5 only

Part 2: Centrally Assessed Tasks
Year 3, Year 5 and Year 7

Part 3: AIM Online
Year 7 only

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 2005 Principals' Guide – Administration*.

Please note that general information related to the administration of the Spelling Task (dictation and editing) is contained in this guide. Specific information about the contents of the *Spelling and Writing Task – Instructions for Teachers* are included with the student task booklets and reading stimulus material under secure conditions.

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AIM Helpline

A tollfree telephone service operates to assist schools with their queries about the AIM 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, Year 5 and Year 7 Testing Information Line

For assistance with:

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

Freecall 1800 648 637

email: vcaa.aim.help@edumail.vic.gov.au

Dates for 2006 AIM tests

1 and 2 August

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Part 1: Teacher Assessed Tasks

– Year 3 and Year 5 Only

Timetable for AIM Year 3 and Year 5 Testing

Teacher Assessed Tasks

Task	Date	Time allocation	
		YEAR 3	YEAR 5
English (Writing) Task	18–29 July	90 minutes*	90 minutes*
Mathematics (Space) Task	18–29 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 5).

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 TCU 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 10) and then transferred to the student details pages of the Centrally Assessed Test booklets (see page 6).

The marking guide also contains some examples of marked student work to assist teachers with their assessment plus two unmarked practice pieces. Further annotated samples of student writing can be found on the VCAA website:

www.vcaa.vic.edu.au/prep10/aim/publications.htm

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 14–19 include:

- My Best Holiday
- What a great time I had!
- I'm going to be ...
- Lost and Found
- What a fantastic job!
- The Big Surprise

Many other topics are included in the range of annotated samples of student writing available on the VCAA website.

Preparation

- **Read** this section and the marking guide. It is essential that teachers become familiar with the marking procedures before starting this task.
- **Note** that teachers will need to commence assessment when students start their drafts. On page 10 there 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 four examples of marked pieces of work (marked only for Texts and Contextual understanding and Linguistic structures and features) and also two 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 given on page 4.

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

Assistance

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

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 18–29 July.

Administration

A suggestion for administering the writing task

Stage 1: Planning

- **Explain** to 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 usual classroom 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** 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 students' names are on their drafts. Teachers may like to collect the drafts for safe keeping if there is to be a break before the revision stage.

Stage 3: Revising

- **Ask** 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** 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 7–9.

The class record sheet containing students' marks should be retained by the teacher.

- **Record** each student's scores from the class record sheet to the front page of the Centrally Assessed Test 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 6. Please use a 2B pencil. If a mistake is made, erase it immediately and shade the correct bubble/s.

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.

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 below may be photocopied for use. It may be particularly appropriate for the topic 'The Showground'.

Prompt material – Picture: 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.

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 some marked pieces of student writing together with reasons given for the marks assigned. Further examples of marked student writing are available on the VCAA website <www.vcaa.vic.edu.au/prep10/aim/teachers/>
- provides two pieces of writing for trial marking, with feedback provided in the form of marks assigned by experienced markers and the reasons given 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 is 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 students 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 appropriate 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 Test 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

Writing	Did NOT do this task <input type="radio"/>									
Student Score	Below	1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2	Above
TCU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LSF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0	1	2	3	4	5				
\$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				

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

Writing	Did NOT do this task <input type="radio"/>									
Student Score	Below	2.1	2.2	3.1	3.2	4.1	4.2	5.1	5.2	Above
TCU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LSF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	0	1	2	3	4	5				
\$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				

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 14–17) which have been assessed by experienced markers and consider the marks assigned and reasons for these marks. Further examples of marked student writing are available on the VCAA website: www.vcaa.vic.edu.au
- Read the unmarked examples of students' writing on pages 18–19. 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 20, 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 11 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' writing.

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*).

The following is also a complex sentence:

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 million dollars 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.

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

Scores given should be transferred to the student details pages of the Centrally Assessed Task booklets by shading the appropriate bubbles (see page 6).

Category descriptions and performance indicators – STRATEGIES

MARK	STRATEGIES	MARK	STRATEGIES
0	INSUFFICIENT TO JUDGE <ul style="list-style-type: none"> no evidence of strategies in writing behaviour, or in draft and final copy 	3	USES SOME STRATEGIES FOR PLANNING, REVIEWING AND EDITING OWN WRITING <ul style="list-style-type: none"> plans 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
1	EXPERIMENTS WITH AND PRACTISES WAYS OF REPRESENTING IDEAS AND INFORMATION USING WRITTEN SYMBOLS <ul style="list-style-type: none"> 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 	4	USES A VARIETY OF STRATEGIES FOR PLANNING, REVIEWING AND EDITING OWN WRITING <ul style="list-style-type: none"> 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
2	BEGINS TO PLAN AND REVIEW OWN WRITING <ul style="list-style-type: none"> 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 	5	DRAWS ON A RANGE OF PLANNING AND REVIEW STRATEGIES THAT ASSIST IN EFFECTIVELY COMPLETING PARTICULAR TASKS <ul style="list-style-type: none"> 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

Category descriptions and performance indicators

MARK	TEXT AND CONTEXTUAL UNDERSTANDING (TCU)	MARK	LINGUISTIC STRUCTURES AND FEATURES (LSF)
6 Ext	<p>A TEXT CHARACTERISED BY COMPLEXITY OF PURPOSE AND ABSTRACT SUBJECT MATTER</p> <ul style="list-style-type: none"> 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	<p>A TEXT CHARACTERISED BY COMPLEXITY OF PURPOSE AND ABSTRACT SUBJECT MATTER</p> <ul style="list-style-type: none"> 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	<p>A PRECISE, CONSISTENT AND SOPHISTICATED TEXT</p> <ul style="list-style-type: none"> 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	<p>A PRECISE, SOPHISTICATED AND ACCURATELY STRUCTURED TEXT</p> <ul style="list-style-type: none"> 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	<p>AN EXTENDED, CONSISTENT AND DETAILED TEXT</p> <ul style="list-style-type: none"> 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	<p>A DETAILED, FLUENT AND WELL STRUCTURED TEXT</p> <ul style="list-style-type: none"> 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	<p>AN EXTENDED, COHESIVE AND CHALLENGING TEXT</p> <ul style="list-style-type: none"> 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	<p>A CHALLENGING AND FLUENT TEXT</p> <ul style="list-style-type: none"> 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	<p>AN EXTENDED AND COHESIVE TEXT</p> <ul style="list-style-type: none"> 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	<p>A CONTROLLED AND APPROPRIATE TEXT</p> <ul style="list-style-type: none"> 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	<p>A SUSTAINED TEXT WITH EFFECTIVE USE OF DETAIL</p> <ul style="list-style-type: none"> 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	<p>MANIPULATING TEXT FOR EFFECT</p> <ul style="list-style-type: none"> 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

4.1	<p>A SUSTAINED TEXT WITH SOME ATTENTION TO DETAIL</p> <ul style="list-style-type: none"> • 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	<p>DEVELOPING STYLE</p> <ul style="list-style-type: none"> • 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	<p>A TEXT WITH CLEAR DEVELOPMENT</p> <ul style="list-style-type: none"> • 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	<p>REFINING A BASIC TEXT</p> <ul style="list-style-type: none"> • 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	<p>A SIMPLE CONNECTED TEXT</p> <ul style="list-style-type: none"> • 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	<p>MOST BASIC CONVENTIONS CONTROLLED</p> <ul style="list-style-type: none"> • 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	<p>A BASIC TEXT GIVING SOME RELATED IDEAS ABOUT THE TOPIC</p> <ul style="list-style-type: none"> • 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	<p>USING BASIC CONVENTIONS</p> <ul style="list-style-type: none"> • 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	<p>A BASIC TEXT</p> <ul style="list-style-type: none"> • 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	<p>WRITING INTELLIGIBLY</p> <ul style="list-style-type: none"> • 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	<p>STARTING TO COMMUNICATE IN WRITING</p> <ul style="list-style-type: none"> • 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	<p>STARTING TO USE THE CONVENTIONS OF WRITING</p> <ul style="list-style-type: none"> • 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	<p>THE BEGINNINGS OF WRITING</p> <ul style="list-style-type: none"> • writes symbols whose meanings are not clear to the reader 	1.1	<p>EXPERIMENTING WITH WRITTEN SYMBOLS</p> <ul style="list-style-type: none"> • presents a mixture of invented and conventional letter shapes, numerals or other symbols • uses no recognisable word-like clusters
0.0	<p>BELOW LEVEL 1 CRITERIA</p>	0.0	<p>BELOW LEVEL 1 CRITERIA</p>

Marked Examples

The following pages contain examples of students' writing which have been marked by experienced teachers.

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 18–19 for teachers to practise marking. Teachers can compare their marks with those given on page 20 with the reasons for assigning the marks.

1. Topic: My Best Holiday

I want to be fantastic star and I want a job so I want to build towers and I want to travel all over the world and I even want to go to queens lands and I want to go to sea world. I want to go to wonderland I want to go to the zoo and even I want to go to Japan and Africa I want to go to sea world and I want to go to Movie world and water world and we all live happily ever after.

Texts and Contextual understanding: 2.2

A BASIC TEXT GIVING SOME RELATED IDEAS ABOUT THE TOPIC

The text is readily interpretable and presents a sequence of ideas in a logical progression. It lists rather than develops ideas.

Linguistic structures and features: 2.2

USING BASIC CONVENTIONS

Uses compound sentences, spells some difficult words correctly. Generally uses capital letters and full stops correctly, but sentences lack control.

2. Topic: Lost and Found

One day I was riding to school on my bike when I heard a faint meow nearby. I stopped my bike and looked around and I saw a kitten on the road. I picked up the kitten and looked for the kitten's mother but I couldn't find her anywhere. I quickly rode back home with the kitten safely in the basket on my bike. I showed my mum and dad and they said to keep it at home until tomorrow when we would take it to the RSPCA. When mum said this I tried to persuade her into keeping it but mum wouldn't give in. When we took the kitten to the RSPCA they said "Thank you, what a fantastic job."

Texts and Contextual understanding: 3.2

A TEXT WITH CLEAR DEVELOPMENT

A well organised personal narrative which provides some detail on the topic and shows clear development of ideas. The text sets the scene and works to a satisfactory conclusion.

Linguistic structures and features: 3.2

REFINING A BASIC TEXT

Correct sentence structures, full stops and capital letters used throughout. Some repetition of sentence beginnings. Spelling is generally accurate, and errors are recognisable.

3. Topic: The Big Surprise

One fine day there was a young man named Bob Finigan. He was 21 and had his driver's Licence. He lived in a small town in Ireland.

Bob was working in a bakery just down the road from his house when sadly there weren't enough customers and the rent was too hard to pay off so they had to close the bakery.

Bob was stuck without a job, so he had to try look for one in the news-paper.

It was 5 weeks before he found a job that looked interesting. It was a job at Ireland Soccer Council for chairman. Try outs on Tuesday.

On Tuesday Bob thought he should go and try it out, so he went to the ISC chambers but there was only 6 cars in the carpark.

He went in, even-though it seemed strange, and asked the secretary where were the try outs. The secretary pointed in the direction of a small room labeled TRY OUTS FOR CHAIRMAN.

So Bob walked over to the door and went in. On a whiteboard it said you got the job.

Bob walked to his car in confusion.

"What a fantastic job" Bob said while he was driving home.

Texts and Contextual understanding: 4.1

A SUSTAINED TEXT WITH SOME ATTENTION TO DETAIL

A sustained text with effective introduction and conclusion. Maintains contact with the topic sections. Uses detail to add interest to the narrative. Develops ideas in a reasonably logical sequence and engages the reader through the use of an appropriate aside ("sadly").

Linguistic structures and features: 4.1

DEVELOPING STYLE

Uses a combination of simple, compound and complex sentences. Punctuation is straightforward and generally correct. Paragraphing is controlled and enhances the narrative. A fluent style is developing in the writing. The writer mainly uses proper sentence structures.

4. Topic: What a great time I had!

Ben leaped over the fence screaming for help. He and Blueblooms ran from the attacking Giant Roc, a humongous raven. Soon after he arrived at the lake and saw his old friends, the Silver dragons. Flometail the leader bent down and said, "climb on". So Ben climbed on his back and the Blueblooms waved goodbye to him. Soon after that the Giant Roc was in sight.....

The Giant Roc chased them so far that they had to swiftly turn around, "dragon-fire" Ben shouted so the dragons breathed blue flames on the Giant Roc. The bird shrank into a toad. "Dragon-fire does not burn people", said Ben "It only turns them back to their original forms".

Flometail flew across the valley and beyond then he met another foe, the mountain spiders. They shoot webs strong enough to stick a dragon onto it. Dragon-fire doesn't effect the web but they snap in one minute. The dragons landed down and breathed dragon-fire on the spiders. Nothing happened so they used their claws. One by one the spiders turned to dust. When Flometail reached the leader he killed him easily so they took off again.

Ben saw the entrance to the Rim of Heaven and the other dragons went in while Flometail flew Ben back to the Blueblooms house. He then took off again and flew back to the Rim of Heaven. Ben was so glad that he told the story to the Blueblooms and then he chanted.

"What a great time I had!"

Texts and Contextual understanding: 5.1

AN EXTENDED AND COHESIVE TEXT

A strong, dramatic and imaginative narrative which includes content to add interest and audience impact. Engaging introduction, clear plot development in the body of the piece and a conclusion which connects well to the topic.

Linguistic structures and features: 5.1

A CONTROLLED AND APPROPRIATE TEXT

Uses complex sentences, including modifying phrases. A variety of punctuation is accurately used with effective and appropriate paragraphing. Direct speech incorporated into the text is generally correct. Well chosen vocabulary supports and enhances the narrative.

Practice Examples

1. Topic: What a fantastic job!

What I think is a fantastic job

I think that a fantastic job has to have a certain number of things, such as love and care, the job I am writing about may involve death and tears, the fantastic job I can write about is common, the loving and caring, eye watering, common job is being a Veterinarian.

The reason I think being a vet is so fantastic is that you have the power to save lives of animals that people love, you can get a very good feeling about saving something's life. You can get courage by taking risks, and when your courage builds you could do more things than you ever dreamed of with the courage you could make more happy animals and people.

The pay of a vet is pretty good, if you got a day with heaps of patients you could probably afford to go on a short holiday.

If you were a vet you could find out about many different species of birds, dogs, cats, horses, the list is very long, but the point is you would most likely know more about more species than you did before.

Vets can travel the world if they are well known or if they want to be a city or country vet. A very rich man may have a beloved horse that is ill so he may order you as he may think you can help him more than any other vet for some reason.

This job requires a college or university degree which will prove you smart and talented and qualified.

I have chosen a vet as my fantastic job because I love animals. **THE END**

2. Topic: "I'm going to be ..."

I like being a teacher because you can teach
~~Kids~~
 Kids. ~~nead some~~ Kids need some one to
 help them. the Kids can learn and you can learn
 to. it is really good to be a teacher.
 the Kids enjoy the stuff you do with them.
 I like being a teacher it is a good
 job to do. I enjoy the stuff I do
 with my kids my kids at school are
 really good Kids. I enjoyed being a class
 with them. my kids enjoyed doing
 that ship with me. my class is a
 year 1 class. good work I said to
 them you all did a good job.

Marking of Practice Examples

1. Topic: What a fantastic job!

Texts and Contextual understanding: 5.1

AN EXTENDED AND COHESIVE TEXT

A well constructed piece with a clear introduction and an effective ending. Detailed information in the main body of the story reveals a good awareness of audience. Thematically links a range of ideas leading to the conclusion.

Linguistic structures and features: 4.1

Uses complex sentences and shows generally accurate use of punctuation. Paragraphing is appropriate and controlled. The writer uses some technical vocabulary specific to the chosen topic.

2. Topic: I'm going to be ...

Texts and Contextual understanding: 3.1

A SIMPLE CONNECTED TEXT

An organised text with some development of thoughts around a central idea. Selects content with some sense of audience.

Linguistic structures and features: 2.2

USING BASIC CONVENTIONS

The range of sentence beginnings is limited, and the piece uses mainly simple sentences related to the topic. Inconsistent use of capital letters. Frequently used and single syllable words generally correctly spelled.

Further annotated samples of student writing can be found on the VCAA website:
www.vcaa.vic.edu.au/prep10/aim/publications.htm