

# Part 2: Centrally Assessed Tasks – Paper and Pencil Tests – Year 3, Year 5 and Year 7

## 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	YEAR 5	YEAR 7
Mathematics – short answer questions	Tuesday 2 August	35 minutes	45 minutes	45 minutes
Mathematics – extended answer questions	Tuesday 2 August			40 minutes
English – short-answer questions	Wednesday 3 August	40 minutes	50 minutes	45 minutes
Spelling – Dictation and Editing	Wednesday 3 August	15 minutes#	15 minutes#	
Writing	Wednesday 3 August	35 minutes	40 minutes	40 minutes

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

# This time is an estimate only. Year 3 and Year 5 teachers can allow sufficient time for students to complete both spelling tasks.

### Student Information

#### Completion of student details

Students undertaking the AIM tests in 2005 will be pre-enrolled and student details, including names, date of birth, gender, indigenous and LBOTE status will be printed on the front cover of test booklets. Students will still be required to print their name inside the booklet at the beginning of each test.

To allow for cases where students do not have their name pre-printed on a booklet, blank test booklets have been included in the schools' test packages. The following information for these students should be recorded on the front cover of their test booklet/s:

- first name and last name in BLOCK LETTERS
- date of birth
- gender
- Aboriginal or Torres Strait Islander (ATSI) status
- language background other than English (LBOTE) status (to be obtained from school census data)
- 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 absence (Years 3 and 5 only).

## Checking the test booklets

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.

### Test 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 under the same conditions but students should work independently. As the AIM Testing is an assessment task, the Principal may decide that alternative arrangements are necessary. Materials such as spelling lists, mathematics tables or calculators may need to be removed temporarily from the test environment.

### Student Materials

Test 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. 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. Test 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.













## 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](http://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 the unwanted response and shade the bubble they choose.

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 test booklets used on 2 and 3 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, classes and schools.

## 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 40).

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 and 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 for Years 3 and 5 only)

Spelling consists of two tasks, Task A – Dictation and Task B – Editing. The Dictation passage will be read aloud. Students are then allowed time to complete the Editing task. The teacher should not read the Editing task sentences aloud to students.

**NOTE:** Year 7 students have Spelling items included in the short answer English test booklet and do not do Spelling as a separate task.

### English (Writing)

The teacher may read the instructions and topic to students and discuss with them the prompt material provided in the stimulus on the last page of the coloured magazine.

**NOTE:** In 2005, Spelling (Dictation words) for Years 3 and 5 and Writing Task instructions, including the topic, for all levels are wrapped in the tamper proof section of the AIM Test Package and cannot be distributed to teachers before Tuesday 2 August 2005.

## Time Limits

The times given for each Centrally Assessed Task (see page 35) 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. The time limit does not include time taken to do the practice questions.

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 - Year 3, Year 5 and Year 7

Mathematics is contained in the first part of the booklet for Years 3 and 5 and the test is completed in one session. Year 7 students have a separate Mathematics Test Booklet which contains two sections, short answer questions and extended tasks, which are completed in two sessions.

### 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 38). You may also clarify the method of recording answers. Encourage the students to follow the directions on each page. It is essential that teachers 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.

### Spoken Instructions

Spoken instructions in the sections below 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.

**NOTE:** The following administration instructions have, in order:

#### A common introduction

**Introducing the Test – for all students (Year 3, Year 5 and Year 7)**

#### Specific sections

**Year 3 Practice Questions**

**Year 5 Practice Questions**

**Year 7 Practice Questions – Short Answer Questions**

**Year 7 – Commencing Extended Task Questions**

#### Common instructions for commencing the test

**Starting the Test – for all students (Year 3, Year 5 and Year 7)**

Teachers should familiarise themselves with the sections they need to refer to when starting their class on the test/s.

## Introducing the Test – for all students (Year 3, Year 5 and Year 7)

### Preparation

**EACH** student will need:

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

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

### Timing

Student working times allocated for this task are:

**Year 3 = 35 minutes**

**Year 5 = 45 minutes**

**Year 7 = 45 minutes (Short Answer Questions)**

**Year 7 = 40 minutes (Extended Task).**

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

### Distribution of material

- **SAY**

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

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

### 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.**

**NOTE:** Year 7 commence Extended Tasks from page 13 of the booklet.

- **INDICATE** on a 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**

**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.

### Year 3 Practice Questions

- **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 shaded the correct bubble.
- **SAY**

**The second question says ‘5 multiplied by 3 equals’. The instruction box tells 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. You must write your answer neatly in the boxes. Do that now.**

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

**The third question says ‘How many of these shapes are circles?’ The instruction box tells you to ‘Write one number in the box’. Do that now.**

- **GIVE** students a moment to write one number.
- **SAY**

**The correct answer is 2. The second shape and the fourth shape are circles. You should have written 2 in the box.**

- **CHECK** that students have written 2 in the box correctly.

**When I tell you to start, you will have 35 minutes to complete the test. Remember to finish on page 10 at the STOP sign.**

- **GO** to page 46, **Starting the Test**.

## Year 5 Practice Questions

- 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 shaded the correct bubble.
- SAY

**The second question says ‘5 multiplied by 3 equals’. The instruction box tells 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. You must write your answer neatly in the boxes. Do that now.**

- GIVE students a moment to write their answers 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

**The third question says ‘Write the letters A, B, C to order these trees from shortest to tallest’. The instruction box tells you to ‘Write one letter in each box’. Do that now.**

- GIVE students a moment to write in the letters.
- SAY

**The correct answer, reading across the boxes, is C, A, B.**

- CHECK that students have written the letters in the boxes correctly.

**When I tell you to start, you will have 45 minutes to complete the test, and you finish on page 9 at the STOP sign.**

- GO to page 46, Starting the Test.

## Year 7 Practice Questions – Short-answer questions

- 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 shaded the correct bubble.
- **SAY**

**The second question says ‘5 multiplied by 3 equals’. The instruction box tells 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. You must write your answer neatly in the boxes. Do that now.**

- **GIVE** students a moment to shade 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**

**The third question says ‘Write the letters A, B, C to order these trees from shortest to tallest.’ The instruction box tells you to ‘Write one letter in each box’. Do that now.**

- **GIVE** students a moment to write in the letters.
- **SAY**

**The correct answer, reading across the boxes, is C, A, B.**

- **CHECK** that students have written the letters in the boxes correctly.

**When I tell you to start, you will have 45 minutes to complete the test, and you finish on page 12 at the STOP sign.**

- **GO** to page 46, **Starting the Test.**

## **Commencing Year 7 – Extended task questions**

- **SAY**

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

**Turn to page 14. This is Task 1 – Graphs.**

**Turn to page 16. This is Task 2 – Tiling Patterns.**

**You are to attempt both tasks. You will find a space where you are to write the answer to each question. For some questions you should write a number in a box and for other questions you should draw a diagram. You may use the spare paper to calculate answers, but be sure to write your final answer in your test booklet.**

**When I tell you to start, you will have 40 minutes and then I will tell you to put your pencils down. Remember you are to complete both tasks in this time.**

- **GO** to page 46, **Starting the Test.**

## **Starting the Test: for all students (Year 3, Year 5 and Year 7)**

- **SAY**

**The instruction boxes are there to remind you how to answer the questions. 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 need help, I can read the text of the question for you**
- **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 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, or you get to the end of the booklet.**

**You may start the task now.**

## **At the completion of the Test – for all students**

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

- Check that students have stopped at the appropriate page.
- After the given time has elapsed, tell students to put their pencils down and close their booklets.
- Collect all booklets and check that students have correctly and legibly written their names at the beginning of the Mathematics test.

## Section 3: English – Year 3, Year 5 and Year 7

The English Test has these components:

- **Reading and Writing conventions** which are assessed by multiple-choice and short-answer questions. For Years 3 and 5, the English test is in the second part of the booklet. Year 7 students have a separate English Test booklet.  
A coloured magazine is provided at each level as stimulus material for Reading:  
*Going Places* for Year 3,  
*Making Tracks* for Year 5,  
*Horizons* for Year 7.
- **Spelling** (Year 3 and Year 5 only) has two tasks, Task A – Dictation, and Task B – Editing. These tasks are administered by the teacher in a separate session. For Year 7 students, Spelling items are included with the short answer questions and there is no separate session.
- **Writing** task which requires all students to write an extended story/narrative. Students complete this on the last pages of their booklet.

### Reading and Writing conventions

#### Assistance

Teachers should not read the questions or the text to students although assistance with instructions may be given. Teachers may also give clarification on how to show answers (see page 37). It is essential that teachers work through the practice questions with all students to allow them to become familiar with the types of responses required. Word processors may not be used unless provided for students with special learning needs.

#### Spoken Instructions

Spoken instructions in the sections below 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.

**NOTE:** The following administration instructions have, in order:

#### A common introduction

**Introducing the Test – for all students (Year 3, Year 5 and Year 7)**

#### Specific sections

**Year 3 Practice Questions**

**Year 5 Practice Questions**

**Year 7 Practice Questions**

## Common instructions for commencing the test

### Starting the Test – for all students (Year 3, Year 5 and Year 7)

Teachers should familiarise themselves with the sections they need to refer to when starting their class on the test/s.

## Introducing the Test – for all students (Year 3, Year 5 and Year 7)

### Preparation

**EACH** student will need:

- a 2B pencil (as provided)
- an eraser
- a coloured magazine
- his or her own test booklet
- quiet work if they finish early.

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

### Timing

Student working times allocated for this task are:

**Year 3 = 40 minutes**

**Year 5 = 50 minutes**

**Year 7 = 45 minutes.**

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

## Distribution of material

- **SAY**

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

- **HAND OUT** the test booklets and magazines to students making sure that each student receives his or her own booklet.
- **CHECK** that all students have their own booklet and the necessary materials. Students should use the 2B pencils provided throughout the test.
- **SAY**

**Turn to the English section of your booklet (page 11 for Year 3, page 10 for Year 5 and page 2 for Year 7).**

## Filling in student names

- **SAY**

**Print your first name and last name on the line at the top of the page.**

- **INDICATE** on a 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 English. Some of the questions might be easy. Some might be hard. Just try your best and do what you can.

In English, some questions ask you to shade the bubble or box 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 or box needs to be shaded quickly but carefully and a word written neatly inside the box.

### Year 3 Practice Questions

- **SAY**

There are some practice questions that we are going to do together.

For practice question P1 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 question P1'.

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 shade one bubble.
- **SAY**

The title is 'Eastville Television Guide'. If you did not shade the bubble next to 'Eastville Television Guide', rub out what you did and shade the correct bubble now.

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

For Practice Questions P2, P3 and P4 you do not need to use '*Going Places*'.

Question P2 says, 'Shade one bubble to show which word should be used to complete the sentence below?' 'My mum \_\_\_\_\_ make lots of things.' The instruction box tells you to 'Shade one bubble'. Do that now.

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

The word to complete the sentence is 'can'. If you did not shade the bubble next to 'can', rub out what you have done and shade the correct bubble now.

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

Question P3 says, 'Shade the box which shows the missing word'. 'I took \_\_\_\_\_ apples to school today.' The instruction box tells you to 'Shade one box'. Do that now.

- **GIVE** students a moment to shade one box.

- SAY

The sentence should read, 'I took two apples to school today'. You should have shaded the box which has the spelling 't-w-o' in it. If you did not shade the box containing 't-w-o', rub out what you have done and shade the correct box now.

- CHECK that students have shaded the correct box.
- SAY

Question P4 says, 'Shade two bubbles to show which letters should be capitals'. 'My friend john is coming to visit next tuesday.'

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

The words 'John' and 'Tuesday' should start with capital letters. You should have shaded the second and the fourth bubbles. If you did not shade these bubbles, rub out what you have done and shade the correct bubbles now.

- CHECK that students have shaded the correct bubbles.

When I tell you to start, you will have 40 minutes to complete the test. Remember to finish on page 19 at the STOP sign.

- GO to page 52, Starting the Test.

## Year 5 Practice Questions

- 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 4 of *Making Tracks* and answer question P1'. Question P1 says, 'The title of the passage on page 4 is'. The instruction box tells you to 'Shade one bubble'. Do that now.

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

The title is 'GP's Garden'. If you did not shade the bubble next to 'GP's Garden', rub out what you have done and shade the correct bubble now.

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

For Practice Question P2 you do not need to use *Making Tracks*. Question P2 says, 'Shade two bubbles to show which letters should be capitals. 'My friend john is coming to visit next tuesday.'

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

The words 'John' and 'Tuesday' should start with capital letters. You should have shaded the second and the fourth bubbles. If you did not shade these bubbles, rub out what you have done and shade the correct bubbles now.



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

**When I tell you to start, you will have 50 minutes to complete the test. Remember to finish on page 17 at the STOP sign.**

- **GO** to page 52, **Starting the Test**.

## Year 7 Practice Questions

- **SAY**

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

**The instruction says, ‘Turn to page 5 of *Horizons* 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 shade one bubble.
- **SAY**

**The title is ‘Tom’s Diary’. If you did not shade the bubble next to ‘Tom’s Diary’, 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 and P3 you do not need to use *Horizons*.**

**Question P2 says, ‘Shade two bubbles to show which letters should be capitals’.**

**‘My friend john is coming to visit next tuesday.’**

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

**The words ‘John’ and ‘Tuesday’ should start with capital letters. You should have shaded the second and the fourth bubbles. If you did not shade these bubbles, rub out what you have done and shade the correct bubbles now.**

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

**Question P3 says, ‘Write the circled word correctly in the space provided’.**

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

**The correct spelling is ‘q-u-i-c-k-e-s-t’. If you did not write that, rub out what you have written and rewrite the correct answer now.**

- **CHECK** that students have written the correct answer.

**When I tell you to start, you will have 45 minutes to complete the test. Remember to finish on page 9 at the STOP sign.**

- **GO** to page 52, **Starting the Test**.

## Starting the Test – for all students (Year 3, Year 5 and Year 7)

- 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 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.

You may start the task now.

**NOTE:** If students finish early, check to see that they have not missed any pages.

- Check that students have stopped at the appropriate page.
- After the given time has elapsed, tell students to put their pencils down and close their booklets.
- Collect all booklets and check that the students have correctly and legibly written their names on the first page of the English test.

## Spelling – Year 3 and Year 5 only

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 a short break before commencing the Writing task.

In 2005, Dictation and Editing instructions are included with the AIM Test Package, and cannot be distributed to teachers before **Tuesday 2 August**.

## Spoken Instructions

Spoken instructions appear in shaded boxes in the instructions. 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.

## Preparation

EACH student will need:

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

EACH teacher will need a copy of the test 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.

## Distribution of material

- **HAND OUT** the test booklets to students making sure that each student receives his or her own booklet.
- **SAY**

**Turn to the Spelling section of your booklet (pages 20 and 21 for Year 3, page 18 for Year 5).**

- **CHECK** that students have the necessary materials to answer the questions. Students should use the 2B pencils provided for all spelling tasks.
- **ADMINISTER** the tasks by following the instructions in *Spelling and Writing Task Instructions for Teachers – Years 3 and 5*.

## Writing – Year 3, Year 5 and Year 7

The Writing Task is to be done on the last pages of the English part of the test booklet, Year 3 students begin on page 22, Year 5 students begin on page 19 and Year 7 students begin on page 10.

## 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.

## 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.

## Preparation

Each student will need:

- a 2B pencil (as provided)
- an eraser
- his or her own test booklet
- the coloured magazine – *Going Places* for Year 3, *Making Tracks* for Year 5 and *Horizons* for Year 7.
- quiet work if they finish early.

Each teacher will need a copy of the test booklet/s and magazine/s and the appropriate instructions:

- *Spelling and Writing Task Instructions for Teachers – Years 3 and 5*
- *Writing Task Instructions for Teachers – Year 7*

## 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**

**Year 7 = 40 minutes.**

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

### **Administration for all students (Year 3, Year 5 and Year 7)**

**ADMINISTER** the Writing Task by following the guidelines in the appropriate instruction sheet:

- *Spelling and Writing Task Instructions for Teachers – Years 3 and 5* (page 4)
- *Writing Task Instructions for Teachers – Year 7.*

### **After the testing period**

Collection of completed test booklets by the VCAA commences at 8:30 am on Thursday 4 August 2005 and continues until Wednesday 10 August 2005. Material for collection should be ready and available for collection by the courier at the general reception area at the school.

Do not include unused test booklets, including those with pre-printed names, in the package to be returned to the VCAA Assessment Centre for marking.

Due to the introduction of the pre-enrolment initiative, it is no longer necessary to include class lists with the completed test booklets.

The School Tally Sheets have been revised to include the names of students who were absent, withdrawn or exempted from the AIM tests.

Please ensure that the School Tally Sheets are completely accurate. It is important that accurate information is provided to ensure the AIM school and parent reports clearly reflect participation in the tests. This information is also required for national reporting purposes. No individual student or school will be identifiable in the information released to the Commonwealth.

## Packing Materials

When packing, please check that:

- student details on test booklets have been completed accurately where applicable
- marks for the Teacher Assessed Tasks, or indication of tasks not attempted, are entered on the front of the test booklets accurately (Year 3 and Year 5 only)
- unused test booklets, including those with pre-printed student names, are not included
- stimulus materials are not included
- teacher assessed work is not included (Year 3 and Year 5 only)
- all relevant details are recorded on the School Tally Sheets\* before packing the test booklets, including the details of exempted, absent and withdrawn students
- completed test booklets, together with the School Tally Sheets, are packed into the container in which the material arrived
- the return addressed label is attached and each container is taped securely and marked Box 1 of 3, Box 2 of 3, etc.
- material for collection is readily available to the courier.

**If materials have not been collected by 3:45 pm on Wednesday 10 August 2005, the Principal should contact the VCAA on Freecall 1800 648 637.**

\* refer to page 56 for Tally Sheet instructions.

# School Tally Sheets

Following the administration of the AIM tests, prepare the completed test booklets and the school tally sheets ready for collection. Schools are required to only return the completed test booklets and not include blank booklets – including those with pre-printed student names.

The Tally Sheets perform a number of important functions.

1. Tally Sheet details are essential in ensuring every student's test booklet is marked and reported upon accurately.
2. They enable the VCAA to match student data files against those generated during the tracking of the test booklets at the point of receipt prior to marking to ensure that each test booklet is accounted for.
3. Accurate information is generated to ensure that AIM schools and parent's reports clearly reflect participation in the tests.
4. Data gathered from the Tally Sheets also provides information required for national reporting purposes.

The VCAA uses the School Tally Sheet to collect information about students who have been exempted, withdrawn or absent from the AIM state-wide test.

From 2005, schools are required to identify each student who did not complete the AIM test and provide the following information:

- name
- date of birth
- gender
- Language Background other than English (LBOTE) status
- Aboriginal or Torres Strait Islands (ATSI) status.

Information is also collected about students who were exempted from the tests for the following reasons:

- learning disabilities or impairment
- learning English in Australia for less than two years
- other exceptional circumstances.

No individual student or school will be identifiable in the information released to the Commonwealth or to MCEETYA.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

AIM 2005

School Tally Sheet Year 3

Achievement Improvement Monitor 2005

Number of completed  
books returned:

(Do not include blank booklets including those with pre-printed student names)

Please complete this tally sheet for your Year 3 students.

Return only completed Year 3 test books and keep all unused test books at school.

SCHOOLS: USE A 2B PENCIL TO FILL IN THIS FORM

WRITE IN BLOCK LETTERS

Please MARK LIKE THIS: ☒ ☐ ☐

School Name:

School Code:

STUDENTS WHO DID NOT COMPLETE AN AIM TEST

Please enter the names of the students who did not complete either or both of the English and Mathematics tests. For each student listed, complete the date of birth and shade all bubbles that are applicable.

EXEMPT

NAME	DATE OF BIRTH	GENDER	Less than 2 years	Learning disability or impairment	Other exceptional circumstance	Parent Withdrawal Absent	ATS** LBOITE*
	DD / MM / 19 YY	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DD / MM / 19 YY	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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