

2006 schools' guide



**Achievement
Improvement
Monitor
Implementation**

Year 9



**Achievement Improvement Monitor
ASSESSMENT PROGRAM**

AIM 2006 STATEWIDE TESTS

SCHOOLS' GUIDE – IMPLEMENTATION

YEAR 9

Published by the Victorian Curriculum and Assessment Authority
41 St Andrews Place, East Melbourne, Victoria 3002

First published 2006

© VCAA 2006

All rights reserved. Except under the conditions described in the *Copyright Act 1968* and subsequent amendments, no part of this publication may be reproduced by any process without permission in writing from the publishers.

Photocopying: Victorian schools only may photocopy parts of this publication for use by teachers.

ISBN 1 920992 77 4

AIM Helpline

A tollfree telephone service operates to assist schools with queries about the AIM Years 3, 5, 7 and 9 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.

Freecall **1800 648 637**

Fax **(03) 9651 4612**

Email **vcaa.aim.help@edumail.vic.gov.au**

Website **www.vcaa.vic.edu.au**

Contents

Introduction	vii
Section 1 – General information	1
Timetable for administration of Year 9 AIM tests	1
The AIM coordinator checklist	2
Pre-printed student details	3
Standard conditions for AIM test supervision	4
Responsibilities of the test supervisor	4
Responsibilities of the student	4
Assistance	5
Reading questions to students	5
Mathematics	5
English (reading and writing conventions)	5
English (writing)	6
Student materials	6
Student preparation	6
Section 2 – Mathematics	7
AIM test supervisors' guide – Mathematics	7
General Instructions	7
Test administration script – Mathematics Test 1	8
Assistance for Mathematics tests	8
Test Session Report	8
Distribution of materials	8
Practice questions	9
Starting the test	10
At the completion of the test	11
Test administration script – Mathematics Test 2	11
Test Session Report	11
Assistance for Mathematics tests	11
Distribution of materials	11
Starting the test	13
At the completion of the test	13
Section 3 – English	15
AIM test supervisors' guide – English	15
General instructions	15
Test administration script – English test Session 1	16
Test Session Report	16
Assistance for English tests	16
English (reading, spelling and writing conventions)	16
Preparation	16
Timing	17

Distribution of materials	17
Introduction to the English test	18
Starting the test	19
At the completion of the test	20
Test administration script – Writing test Session 2	20
Test Session Report	20
Assistance for English tests	20
Preparation	20
Timing	20
Distribution of materials	20
Introduction to the Writing test	22
Students' writing time	22
At the completion of the test	22
Section 4 – After the testing period	23
Checking materials	23
Packing materials	23
Special arrangements for return of the tests	24
Year 9 AIM – Test Session Report	25

Introduction

The Achievement Improvement Monitor (AIM) program is a curriculum-based assessment for Year 3, Year 5, Year 7 and Year 9 students in Victoria, testing their knowledge and skills in English and Mathematics.

The results of the tests provide information for students, parents, teachers and principals about student achievement, which can be used to support teaching and learning programs. Each student's result is reported to schools and parents in relation to the expected level of achievement in the Victorian Essential Learning Standards. Students are assessed in Year 3 to identify individual student achievement at the end of the early years of schooling. They are assessed again in Year 5 to monitor their achievement before transition to secondary school. The Year 7 assessments provide information about achievement in the first year of secondary school. Secondary schools will be able to link their Year 7 AIM student data to Year 9 to obtain a growth comparison of their students. At these points teachers can identify students who will benefit from enrichment activities or who may require further development in specific aspects of the curriculum.

The AIM program assists teachers to identify students' strengths and weaknesses in English and Mathematics. By analysing results which show a pattern or which add to information from teacher judgments, teachers can adjust teaching strategies to provide appropriate support.

The aggregation of student results from the AIM tests provides the school with an overview of current achievements for groups of students and contributes to a more comprehensive understanding of their performance. The analysis of school-wide data assists school planning and can be used by the school to monitor English and Mathematics improvement over time.

Section 1 – General information

Timetable for administration of Year 9 AIM tests

The tests must be administered in the order, on the dates and within the timeframes specified in the table below.

Students must not have any opportunity to discuss the specific content of any test with other students prior to attempting the test. Students undertaking catch-up assessments on the days following the scheduled test dates should follow the same schedule wherever practicable.

It is recommended that students be given a break between test sessions conducted on the same day.

Task	Date 2006	Administration Time for the Test	Introduction and Practice Questions	Time Allocation Year 9
Session 1 Mathematics Test 1	Tuesday 4 April	Before recess	10 minutes	45 minutes
Session 2 Mathematics Test 2	Tuesday 4 April	Before lunch	5 minutes	40 minutes
Session 1 English test	Wednesday 5 April	Before recess	10 minutes	45 minutes
Session 2 Writing test	Wednesday 5 April	Before lunch	10 minutes	40 minutes

Mathematics Test 1 **Multiple-choice/short-answer questions**

Mathematics Test 2 **Extended-answer questions**

English Test **Reading, writing conventions and spelling questions**

Writing Test **Narrative writing based on a common prompt**

Please note that the time allocation does not include the time teachers and students spend working through the practice questions at the start of the test booklets. These are to be completed immediately before students attempt each of the Mathematics and English tests.

The AIM coordinator checklist

The AIM coordinator should:

Check ☒

- | | |
|---|--------------------------|
| • check the contents of the test package against the packing slip upon arrival | <input type="checkbox"/> |
| • complete the Request for Extra Materials form where applicable and fax it back to the VCAA | <input type="checkbox"/> |
| • place the secure materials (test booklets and stimulus material) in double locked security | <input type="checkbox"/> |
| • document receipt, tracking, storage, distribution and dispatch using the AIM Test Materials Security Log | <input type="checkbox"/> |
| • distribute the <i>AIM 2006 Statewide Tests Schools' Guide – Implementation Year 9</i> to teachers as soon as possible | <input type="checkbox"/> |
| • organise the test booklets for distribution (e.g. sort the booklets into class/home groups) the day before the tests | <input type="checkbox"/> |
| • conduct a briefing on test administration for test supervisors | <input type="checkbox"/> |
| • distribute the test materials to test supervisors on the morning of the test | <input type="checkbox"/> |
| • photocopy page 4 of the AIM Test Materials Security Log – one for each class or home group | <input type="checkbox"/> |
| • ensure that the test environment enables students to perform at their best | <input type="checkbox"/> |
| • ensure that students are able to work independently under test conditions | <input type="checkbox"/> |
| • provide special provisions for students with special learning needs | <input type="checkbox"/> |
| • maintain the AIM Test Materials Security Log throughout the test period | <input type="checkbox"/> |
| • check that all completed test booklets are returned to secure storage at the completion of the tests together with the Test Session Reports | <input type="checkbox"/> |
| • check that the number of completed test booklets are accounted for and correctly recorded on the Packing Return | <input type="checkbox"/> |
| • complete the Participation Return forms accurately | <input type="checkbox"/> |
| • include the Register for Exemption forms in the return package | <input type="checkbox"/> |

Pre-printed student details

Students undertaking the AIM tests in 2006 will be pre-enrolled using data provided to the VCAA by schools.

Pre-enrolment allows individual student details, including names, date of birth, gender, indigenous status, and language background other than English (LBOTE) status to be printed on the front cover of the test booklets.

Each school's package will contain:

- a) test booklets with student and school details printed on the front cover, and
- b) test booklets with school details only printed on the front cover.

The information which appears on the front cover of the test booklets should be accurate as schools have been given the opportunity to verify the student data. However, the VCAA acknowledges that changes may need to be made to student details submitted in a school's student details file, for the following reasons:

- an error has been identified in the data, either by the school or by the VCAA
- a student leaves the school after the student details file has been submitted
- a student enrolls at the school after the student details file has been submitted.

Incorrect details should also be amended on the test booklet cover.

Under no circumstances should students complete the test in another booklet if a pre-printed booklet exists for a particular student nor should they complete the test using another student's pre-printed booklet.

Test booklets with school details only printed on the front cover are to cater for those students who have enrolled at the school after the electronic data file was submitted to the VCAA. Principals should ensure that the following information for these students is recorded on the front cover of each test booklet using a 2B pencil:

- student's first name and last name in block letters
- date of birth
- Aboriginal or Torres Strait Islander (ATSI) status
- LBOTE status.

For general enquires about the verification of Year 9 student personal details, schools should contact the VCAA on (03) 9651 4472 or Freecall 1800 820 122 or email vcaa.aim.help@edumail.vic.gov.au

Standard conditions for AIM test supervision

It is important that the tests at all schools be conducted under standard conditions to give a valid indication of how students are performing. No student or class should be given conditions which either advantage or disadvantage them in relation to other students, classes and schools across the state.

Teachers and test supervisors should be familiar with the conditions specified. Test instructions are printed on the front of each test booklet and are to be read to students at the commencement of each test.

Responsibilities of the test supervisor

The test supervisor must ensure that:

- all students are able to work independently under test conditions
- all students in the room, including exempted students or composite class members, abide by the test instructions
- any test time lost because of unforeseen interruption is be added to the time allowed for that test session
- materials such as spelling lists, mathematics tables, dictionaries or calculators are removed temporarily from the test environment
- each student is given the correct test booklet with their name pre-printed on the front cover
- where a student does not have a pre-printed test booklet, ensure that the booklet used has the student's correct details clearly entered on the front page using a 2B pencil (see page 3)
- test instructions are read and explained to students
- each student has a 2B pencil and has access to an eraser and pencil sharpener
- tests are introduced to students in accordance with procedures outlined in Sections 2 and 3
- time allowed, directions given and assistance provided to students during the test are in accordance with procedures outlined in Sections 2 and 3
- time allowed for students to complete the test is clearly visible for students at all times. Start time, interim times and end time should be displayed on a board. Interim times should be marked off at 15 minute intervals, and students told when there are 5 minutes of time remaining.

Responsibilities of the student

The responsibilities of students are outlined in the test instructions on the cover of each test booklet. They include:

1. You must do your own work.
2. Do not speak to other students during the test.
3. Raise your hand if you need to speak to the teacher.
4. Follow all directions given to you by the teacher.
5. All questions must be answered using the 2B pencil you have been given.
6. If you need to change an answer, carefully erase it and write another answer.
7. You must not use a calculator (Mathematics).

Assistance

The test supervisor should encourage the students to work steadily and complete as much as possible in the time allowed. It is important that when assisting students during the AIM tests, the teacher acts as a facilitator rather than an interpreter. Help which would provide the answer to something in a question is not appropriate.

The test supervisor **may** assist students by:

- reading instructions (instructions about how to record responses will generally appear in a box)
- reminding students how to complete responses
- clarifying instructions
- reading words, phrases or questions in the Mathematics tests
- advising students to leave a question about which they are unsure, and to move onto the other questions
- advising students to return to any unanswered questions, if there is time at the end of the test.

The test supervisor **must not** assist students by:

- reading words, phrases or questions to students in the English test
- interpreting questions or text
- paraphrasing questions or text
- explaining the meanings of words or symbols 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
- defining any words or terms in the tasks which directly relate to what is being tested.

Reading questions to students

Mathematics

The teacher may read words, phrases or questions aloud to individuals, groups or to the class as a whole if students indicate they are having difficulties with the written text. It is not appropriate to read or explain the meaning of a mathematical number, term or process.

English (reading and writing conventions)

As this test is assessing students' ability to read and use correct spelling, punctuation and grammar, the test supervisor must not read the questions or the reading stimulus to the students, although assistance with instructions may be provided.

For students with an aide, it is inappropriate for the questions or the reading stimulus to be read to the student, and for hearing impaired students it is inappropriate to sign the questions or the reading stimulus to the student.

English (writing)

The teacher may read the topic and writing prompts provided in the test booklet to students. The 2006 Writing Topic will be printed in the Writing Test booklets which will be distributed to test supervisors on Wednesday 5 April 2006.









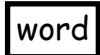
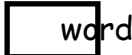
Student materials

Test booklets, stimulus material for English and 2B pencils are provided for each student. Students should use the 2B pencils to mark responses to questions and to enter their name on the front cover of each test booklet. It is advisable for students to have access to spare pencils and scrap paper for notes and calculations. Test booklets should not be used for notes unless spaces are provided. Calculators or correction fluid must not be used. Word processors must not be used unless provided for students with special learning needs. Dictionaries must not be used.

Student preparation

The VCAA provides access to sample tests which may be used in part or whole to familiarise students with the format and requirements of the test. Past Year 7 tests could provide useful practice for students. These can be downloaded from the VCAA website at <www.vcaa.vic.edu.au>.

Teachers can prepare students for the tests by demonstrating correct procedures for completing responses and providing opportunities for them to practise completing the different response formats. This includes shading bubbles and boxes and writing numbers, words or letters in boxes. Some examples of acceptable and unacceptable completion of responses follow:

	ACCEPTABLE	UNACCEPTABLE
shading a bubble		
shading a box		
writing a number		
or a letter		
writing a word		

Test supervisors should remind students of the importance of writing numbers or letters correctly. Although the tests will be marked by electronic scanners, responses will be checked manually whenever there is difficulty in determining the response.

Section 2 – Mathematics

AIM test supervisors' guide – Mathematics

General Instructions

1. On the morning of 4 April 2006, collect the AIM Mathematics test materials for each student from the AIM coordinator as follows:

- Mathematics Test 1 – Session 1 test booklet (short-answer questions)
- Mathematics Test 2 – Session 2 test booklet (extended-answer questions)
- 2B pencils
- AIM Test Session Report – one for each class group.

2. Familiarise yourself with the teacher assistance rules.

You should encourage the students to work steadily and complete as much as possible in the time allowed.

The test supervisor **may** assist students by:

- reading instructions (instructions about how to record responses will generally appear in a box)
- reminding students about how to complete responses
- clarifying instructions
- reading words, phrases or questions in the **Mathematics** tests
- advising students to leave a question about which they are unsure, and to move onto the other questions
- advising students to return to any unanswered questions, if there is time at the end of the test.

The test supervisor **must not** assist students by:

- interpreting questions or text
- paraphrasing questions or text
- explaining the meanings of words or symbols 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
- defining any words or terms in the tasks which directly relate to what is being tested.

3. Ensure that students are able to work independently.
4. Distribute test materials to students.
5. Ask students to check that they have the correct pre-printed test booklet.
6. Read the Test Administration Script:
 - Ensure students print their name on the front cover of their test booklet.
 - Introduce the test and read test instructions to students.
 - Conduct practice questions.
 - Conduct the test paying particular attention to the time allocated.

- All students should commence each test together. If students finish Test 1 early, they must not receive Test 2 until the time allocated in the test schedule.
 - Display and mark off time in 15 minute intervals.
 - Warn students when there are 5 minutes left.
 - Instruct students to put their pencils down at the conclusion of the test.
 - Collect all test materials.
 - Complete the AIM Test Session Report form.
7. Return all test materials and the Test Session Report to the AIM coordinator immediately after the test. Do not leave test booklets in the classroom.

Test administration script – Mathematics Test 1

The first Mathematics test is the AIM 2006 Year 9 Mathematics Test 1 (multiple-choice and short-answer questions). Time allocated for Test 1 is 45 minutes plus 10 minutes for introduction and practice questions. It is essential that test supervisors work through the practice questions at the beginning of the test with all students to allow them to become familiar with the types of responses required.

Assistance for Mathematics tests

You may read aloud words, phrases or questions to individuals, groups or to the class as a whole if students indicate they are having difficulties with the written text. It is not appropriate to read or explain the meaning of a mathematical number, term or process.

Test Session Report

Mark the attendance roll and record absent, withdrawn and exempted students on the Test Session Report.

Distribution of materials

SAY

Do not open your test booklet or write until I tell you.

HAND OUT the test booklets to students making sure that the front cover is facing them and give each student a 2B pencil.

SAY

Your name and other details have been printed on the front of your test booklet. Please check that you have the correct book and that all your details are correct.

CHECK that all students have their own pre-printed test booklet and have printed their names in the correct place.

If any student details on the booklet are incorrect, cross out the incorrect information and clearly insert the correct details.

If there is a student without a pre-printed test booklet, provide the student with a spare booklet (with pre-printed school information only).

Under no circumstances should students complete the test in another booklet if a pre-printed booklet exists for that student nor should they complete the test using another student's pre-printed booklet.

SAY

During this test you must follow the instructions on the front of the test booklet. I will read them to you.

1. You must do your own work.
2. Do not speak to other students during the test.
3. Raise your hand if you need to speak to the teacher.
4. Follow all directions given to you by the teacher.
5. All questions must be answered using the pencil you have been given. If you need to change an answer, carefully erase it and write another answer.
6. You are not permitted to use a calculator.
7. To confirm you have the correct booklet, print your name below.

Indicate on a test booklet where students should write their name.

CHECK that this has been done.

Practice questions

SAY

Turn to page 2. Here are some practice questions we are going to do together.

Question P1 says 'Malcolm bought 4 CDs for \$12 each. What was the total cost?'

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

Give the students a moment to shade one bubble.

SAY

The correct answer is \$48. You should have shaded the bubble next to \$48. If you did not shade the bubble next to \$48, rub out the incorrect response and shade the correct bubble now.

CHECK that students have shaded the correct bubble.

SAY

Question P2 asks 'Which is the odd number in the table?'

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

Give the students a moment to shade one bubble.

SAY

The correct answer is 3. You should have shaded the bubble under 3.

If you did not shade the bubble under 3, rub out the incorrect response and shade the correct bubble now.

Check that students have shaded the correct bubble.

SAY

Question P3 says ' $13 \times 3 =$ '

The instruction box tells you to 'Write your answer in the box'. Do that now.

Give the students a moment to write their answer in the box.

SAY

The correct answer is 39. You should have written 39 in the box.

Check that students have written 39 in the box.

SAY

Are there any questions?

Respond to any questions. Refer to the guidelines for teacher assistance above.

Starting the test

SAY

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

Make an effort to complete the test.

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

SAY

You may start the test now.

Allow 45 minutes for students to complete Mathematics Test 1. Make sure that time allowed for students to complete the test is clearly visible for students at all times. Start time, interim times and end time should be displayed on a board. Interim times should be marked off at 15 minute intervals, and students told when there are 5 minutes of time remaining.

At the completion of the test

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

If students finish Mathematics Test 1 early, they must not receive Mathematics Test 2 until the time allocated in the test schedule.

After the time allowed for the test, tell students to put their pencils down and close their test booklets.

Collect all test booklets and check that students have correctly and legibly printed their names on the front cover of the Mathematics booklet.

Return all test materials and Test Session Report to the AIM coordinator immediately after the test. Do not leave test booklets in the classroom.

Test administration script – Mathematics Test 2

The second Mathematics test is the AIM 2006 Year 9 Mathematics Test 2 (extended-answer questions). Time allocated for Test 2 is 40 minutes plus 5 minutes for introduction and questions.

Test Session Report

Mark the attendance roll and record absent, withdrawn and exempted students on the Test Session Report.

Assistance for Mathematics tests

You may read aloud words, phrases or questions to individuals, groups or to the class as a whole if students indicate they are having difficulties with the written text. It is not appropriate to explain the meaning of a mathematical number, term or process.

Distribution of materials

Hand out the test booklets to students making sure that the front cover is facing them and give each student a 2B pencil provided.

SAY

Do not open your test book or write until I tell you.

SAY

**Your name and other details have been printed on the front of your test booklet.
Please check that you have the correct book and that all of your details are correct.**

CHECK that all students have their own pre-printed test booklet.

If any student details on the booklet are incorrect, cross out the incorrect information and clearly insert the correct details.

If there is a student without a pre-printed test booklet, provide the student with a spare booklet (with pre-printed school information).

Under no circumstances should students complete the test in another booklet if a pre-printed booklet exists for that student nor should they complete the test using another student's pre-printed booklet.

SAY

During this test you must follow the instructions on the front of the test booklet. I will read them to you.

1. You must do your own work.
2. Do not speak to other students during the test.
3. Raise your hand if you need to speak to the teacher.
4. Follow all directions given to you by the teacher.
5. All questions must be answered using the pencil you have been given. If you need to change an answer, carefully erase it and write another answer.
6. You are not permitted to use a calculator.
7. To confirm you have the correct booklet, print your name below.

Indicate on a test booklet where students should write their name.

CHECK that this has been done.

SAY

Do not start the questions until I tell you to.

Turn to page 2. This is Task 1 – The Games.

Turn to page 5. This is Task 2 – The Set Square.

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 on a diagram or shade a bubble. You may use 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 I will then tell you to put your pencils down. Remember you are to complete both tasks in this time.

SAY

Are there any questions?

Respond to any questions. Refer to the guidelines for teacher assistance above.

Starting the test

SAY

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

Make an effort to complete the test.

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.

SAY

You may start the test now.

Allow 40 minutes for students to complete Mathematics Test 2. Make sure that time allowed for students to complete the test is clearly visible for students at all times. Start time, interim times and end time should be displayed on a board. Interim times should be marked off at 15 minute intervals, and students told when there are 5 minutes of time remaining.

At the completion of the test

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

At the conclusion of the test, tell students to put their pencils down and close their test booklet.

Collect all test booklets and check that students have correctly and legibly printed their names on the front cover of the Mathematics booklet.

Return all test booklets and the Test Session Report to the AIM coordinator immediately after the test. Do not leave test booklets in the classroom.

Section 3 – English

AIM test supervisors' guide – English

General instructions

1. On the morning of 5 April 2006, collect the AIM English test materials for each student from the AIM coordinator as follows:
 - English – Session 1 test booklet (reading, writing conventions and spelling questions)
 - English – Session 1 stimulus materials
 - Writing Test – Session 2 booklet (narrative writing based on a common prompt)
 - 2B pencils
 - AIM Test Session Report one for each class group.

2. Familiarise yourself with the **teacher assistance** rules.

You should encourage the students to work steadily and complete as much as possible in the time allowed.

The test supervisor **may** assist students by:

- reading instructions (instructions about how to record responses will generally appear in a box)
- reminding students about how to complete responses
- clarifying instructions
- advising students to leave a question about which they are unsure, and to move onto the other questions
- advising students to return to any unanswered questions, if there is time at the end of the test.

The test supervisor **must not** assist students by:

- interpreting questions or text
- paraphrasing questions or text
- explaining the meanings of words or symbols 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
- defining any words or terms in the tasks which directly relate to what is being tested.

3. Ensure that students are able to work independently.
4. Distribute test materials to students.
5. Ask students to check that they have the correct pre-printed test booklet.
6. Follow the Test Administration Script:
 - Ensure students print their name on the front cover of their test booklets.
 - Introduce the test and read test instructions to students.
 - Conduct practice questions.

- Administer the test paying particular attention to the time allocated.
 - Ensure all students begin the test at the same time.
 - Display and mark off time in 15 minute intervals.
 - Warn students when there are 5 minutes left.
 - Instruct students to put their pencils down at the conclusion of the test.
 - Collect all test materials.
 - Complete the AIM Test Session Report form.
7. Return all test booklets, Participation Return forms and Test Session Report to the AIM coordinator immediately after the test. Do not leave test booklets in the classroom.

Test administration script – English test Session 1

The English test consists of reading, writing conventions and spelling questions which are assessed by multiple-choice and short answer questions. A coloured magazine '*Perspectives*', is provided as reading stimulus material. Practice questions are provided at the start of the English test and it is essential that test supervisors work through these with the students at the beginning of the test to allow them to become familiar with the types of responses required.

Test Session Report

Mark the attendance roll and record absent, withdrawn and exempted students on the Test Session Report.

Assistance for English tests

English (reading, spelling and writing conventions)

As this test is assessing students' ability to read and use correct spelling, punctuation and grammar, the test supervisor must **not** read the questions or the reading stimulus to the students, although assistance with instructions may be provided.

For students with an aide, it is inappropriate for the questions or the reading stimulus to be read to the student, and for hearing impaired students it is inappropriate to sign the questions or the reading stimulus to the student.

Preparation

EACH student should have:

- an eraser
- a 2B pencil provided
- their own pre-printed English test booklet
- a coloured magazine '*Perspectives*'

Students must not use a dictionary.

Timing

Distribution of materials	5 minutes
Introduction to the English test	10 minutes
Students' working time	45 minutes

Distribution of materials

Hand out the test booklets to students making sure that the front cover is facing them and give each student a 2B pencil provided.

SAY

Do not open your test book or write until I tell you.

**Your name and other details have been printed on the front of your test booklet.
Please check that you have the correct book and that all of your details are correct.
Now print your name neatly in the space provided on the front cover.**

CHECK that all students have their own pre-printed test booklet.

If any student details on the booklet are incorrect, cross out the incorrect information and clearly insert the correct details.

If there is a student without a pre-printed test booklet, provide the student with a spare booklet (with pre-printed school information).

Under no circumstances should students complete the test in another booklet if a pre-printed booklet exists for that student nor should they complete the test using another student's pre-printed booklet.

SAY

Before you begin the English test, I will read the test instructions to you.

- 1. You must do your own work.**
- 2. Do not speak to other students during the test.**
- 3. Raise your hand if you need to speak to the teacher.**
- 4. Follow all directions given to you by the teacher.**
- 5. All questions must be answered using the pencil you have been given. If you need to change an answer, carefully erase it and write another answer.**
- 6. To confirm you have the correct booklet, print your name below.**

Indicate on your own test booklet where students should print their name.

SAY

If you have the correct booklet, print your name in the space under the test instructions now.

CHECK that students have printed their names in the correct place.

Introduction to the English test

SAY

Turn to page 2. Here are some practice questions that we are going to do together. For practice question P1 you will need your coloured magazine *'Perspectives'*.

Question P1 says 'The title of the passage on page 7 is'.

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 'Volunteering'. If you did not shade the bubble next to 'Volunteering', rub out the incorrect response 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 *'Perspectives'*. Question P2 says 'Where is the best place to put a question mark in the following passage?'

The instruction box at the top tells you to 'Shade one bubble'.

Do that now.

Give the students a moment to shade one bubble.

SAY

The question mark should go after the word 'swimming' so you should have shaded the second bubble. If you did not shade the second bubble, rub out the incorrect response and shade the correct bubble now.

CHECK that students have shaded the correct bubble.

SAY

Question P3 says 'Which of the underlined words should end with an 's'?'

The instruction box at the top tells you to 'Shade one bubble'.

Do that now.

Give the students a moment to write their answer in the box.

SAY

The sentence should say 'How many of your friends were at the concert?' You should have shaded the bubble under the word 'friend'.

If you did not shade the bubble under the word 'friend', rub out the incorrect response and shade the correct bubble now.

CHECK that students have shaded the correct bubble.

SAY

Question P4 says ‘Write the circled word correctly in the space provided’.

The instruction box tells you to ‘Write one word in the box’.

Do that now.

Give the students a moment to write their answer in the box.

SAY

The correct spelling is ‘h-o-u-s-e’. If you did not write that, rub out the incorrect response and write the word correctly now.

CHECK that students have written ‘house’ in the box.

SAY

Are there any questions?

Respond to any student questions. Refer to the guidelines for teacher assistance above.

Starting the test

SAY

The questions in the English test have been written to help us find out what you know about English.

The instruction boxes are there to remind you what type of response is required. If you want to change an answer, make sure you rub out the wrong answer completely.

If a question seems too hard, go on to the next question.

You may not be able to finish all of the questions – just try your best.

Use the pieces of writing in your magazine to help you when you are answering the reading questions.

SAY

You may start now.

Allow 45 minutes for students to complete their English test.

Make sure that time allowed for students to complete the test is clearly visible for students at all times. Start time, interim times and end time should be displayed on a board. Interim times should be marked off at 15 minute intervals, and students told when there are 5 minutes of time remaining.

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

At the completion of the test

At the conclusion of the test, tell students to put their pencils down and close their test booklets.

If students finish the English test early, they must not receive the Writing test until the allocated time.

Collect all test booklets and check that students have correctly and legibly printed their names on the front cover of the English booklet.

Return all test materials and the Test Session Report to the AIM coordinator immediately after the test. Do not leave test booklets in the classroom.

Test administration script – Writing test Session 2

For the Writing test students are required to complete a narrative piece of writing based on a common prompt.

Test Session Report

Mark the attendance roll and record absent, withdrawn and exempted students on the Test Session Report.

Assistance for English tests

As the Writing test is an assessment of students' written English, it is inappropriate to offer assistance during the time that they are writing their story. However, test supervisors should read the test instructions, the writing topic and the writing prompts to students before they commence writing.

Preparation

Each student should have their own Writing test booklet and their usual writing materials, i.e. blue or black pen or the 2B pencil provided.

Each test supervisor should have a copy of the Writing test booklet for demonstration.

Timing

Introduction to the Writing test	10 minutes
Students' writing time	40 minutes

Distribution of materials

Hand out the Writing test booklets to students making sure that the front cover is facing them.

SAY

Do not open your test book or write until I tell you.

SAY

Your name and other details have been printed on the front of your test booklet. Please check that you have the correct book and that all of your details are correct.

CHECK that all students have their own pre-printed test booklet.

If any student details on the booklet are incorrect, cross out the incorrect information and clearly insert the correct details.

If there is a student without a pre-printed test booklet, provide the student with a spare booklet (with pre-printed school information).

Under no circumstances should students complete the test in another booklet if a pre-printed booklet exists for that student nor should they complete the test using another student's pre-printed booklet.

SAY

Before you begin the Writing test, I will read the test instructions to you.

- 1. You must do your own work.**
- 2. Do not speak to other students during the test.**
- 3. Raise your hand if you need to speak to the teacher.**
- 4. Follow all directions given to you by the teacher.**
- 5. To confirm you have the correct booklet, print your name below.**

SAY

If you have the correct booklet, print your name in the space under the test instructions now.

CHECK that students have printed their names in the correct place.

SAY

The Writing test requires you to write a story/narrative. (Use the word that best suits your students.)

You are only writing one copy, which is to be written directly into your Writing test booklet.

Your story is to be written as though it is for others to read.

Make sure that you write only on the lines provided and not in the shaded areas.

Introduction to the Writing test

SAY

The Writing topic is written under the test instructions.

You are going to be writing a story that includes this idea:
(Read the Writing topic)

You can write about yourself or someone else and your story can be real or imaginary.

SAY

Under the Writing topic are some ideas that may be useful to you.

In your story:

Who are the characters?

What happens at the start, middle and end of the story?

Is there a surprise somewhere?

What is the most exciting thing that happens?

Where does the story take place?

It is optional whether or not you use the words (Read the Writing topic) in your story.

SAY

It is important to try and finish your story.

Turn to page 2 of your Writing test booklet. You may start writing now.

Students' writing time

Allow 40 minutes for students to complete their Writing test.

Make sure that time allowed for students to complete the test is clearly visible for students at all times.

Start time, interim times and end time should be displayed on a board. Interim times should be marked off at 15 minutes intervals and students should be informed when there are 5 minutes remaining.

At the completion of the test

At the conclusion of the test, tell students to put their pens or pencils down and close their Writing test booklets.

Collect all Writing test booklets and check that students have correctly and legibly printed their names on the front cover of the Writing test booklets.

Return all test materials and Test Session Report to the AIM coordinator immediately after the test. Do not leave test booklets in the classroom.

Section 4 – After the testing period

Collection of completed test booklets by the VCAA commences at 8:30 am on Thursday 6 April and continues until Thursday 13 April 2006. Material for collection should be ready and available for collection by the courier at the general reception area of the school. Record the name of the person who signed for the test package pickup on the AIM Test Materials Security Log.

Please ensure that the Participation Return forms are accurately completed. 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 Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA).

Checking materials

Please check that:

- student details on test booklets have been completed accurately
- the Participation Return forms are accurately completed
- the number of test booklets are accounted for and correctly recorded on the Packing Return
- unused test booklets, including those with pre-printed student names, are not included
- stimulus materials are not included
- completed test booklets and forms, are packed into the container in which the material arrived
- return addressed labels are attached and each container is taped securely and marked Box 1 of 3, Box 2 of 3, etc.

Packing materials

Please ensure that the test material is readily available to the courier.

Include in the package to be returned to the VCAA Assessment Centre for marking:

- completed test booklets
- Record of Exemption forms (one for each student exempted)
- Participation Return forms
- Packing Return.

If materials have not been collected by 3:45 pm on **Thursday 13 April 2006**, the principal should contact the VCAA on Freecall 1800 648 637.

Special arrangements for return of the tests

Where a school has made special arrangements with the VCAA for some classes to conduct assessments at a time later than those specified;

or

where catch-up assessments have been organised for individual or small groups of students, their completed test booklets and accompanying forms must be returned by **Registered Post at the school's expense** to:

**AIM Testing
VCAA Assessment Centre
c/- Pearson Assessments and Testing
100 Station Street
Nunawading VIC 3131**

All catch-up assessments must be forwarded by **Thursday 13 April 2006**.

The principal should ensure that:

- appropriate documentation regarding evidence of postage or delivery is retained by the school
- all procedures for packing materials are adhered to, including a photocopy of the Participation Return forms and Packing Return forms are retained at the school
- Test Session Reports completed by teachers are retained at the school for twelve months. These may be subject to audit by the VCAA.

YEAR 9 AIM – Test Session Report

The Test Session Report should be completed by each test supervisor for each test session.

PLEASE COPY AS REQUIRED FOR EACH TEST SESSION.

Class/Home Group: _____

Date: _____ Time: _____

Test Session:

☐ Mathematics – Test 1 ☐ English Test

☐ Mathematics – Test 2 ☐ Writing Test

Absent / Withdrawn Students	Exempted Students

Comments:

Describe any special provisions allowed for students and record any incidents or irregularities that occurred during the test session.

If more space is required, please attach further sheets.

Name of Test Supervisor: _____

Principal's Signature: _____ Date: _____

This report should be maintained by the school for 12 months after the test and may be subject to audit by the VCAA.

Notes

Notes

**The VCAA provides curriculum and assessment for Prep to Year 12.
It is a statutory body directly responsible to the Minister for Education
and Training and serves government and non-government schools.**

Published by

Victorian Curriculum and Assessment Authority
41 St Andrews Place
East Melbourne
Victoria 3002 Australia

Telephone +61 3 9651 4300

Facsimile +61 3 9651 4324

Email vcaa@edumail.vic.gov.au

Website www.vcaa.vic.edu.au