

2007 schools' guide



**Achievement
Improvement
Monitor**

Implementation

Year 9

**Achievement Improvement Monitor
ASSESSMENT PROGRAM**

AIM 2007 STATE-WIDE TESTS

**SCHOOLS' GUIDE -
IMPLEMENTATION**

YEAR 9

Published by the Victorian Curriculum and Assessment Authority
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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**

AIM coordinator's 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"/> |
| • maintain the AIM Test Materials Security Log throughout the test period | <input type="checkbox"/> |
| • distribute the <i>AIM 2007 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"/> |
| • 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"/> |
| • check that all completed test booklets are returned to secure storage at the completion of the tests together with the Participation Returns | <input type="checkbox"/> |
| • check that the number of completed test booklets are accounted for and correctly recorded on the Packing Return | <input type="checkbox"/> |
| • check the Participation Returns are accurately completed and signed | <input type="checkbox"/> |
| • include the Record of Exemption forms in the return package. | <input type="checkbox"/> |

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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 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 results are reported to schools against the Victorian Essential Learning Standards.

The AIM program covers a range of Victorian Essential Learning Standards and is designed to determine the levels of achievement of students.

- At Year 3, test items are drawn from Levels 1 to 4 of the Standards.
- At Year 5, test items are drawn from Levels 2 to 5 of the Standards.
- At Year 7, test items are drawn from Levels 3 to 6 of the Standards.
- At Year 9, test items are drawn from Levels 4 to 6+ of the 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 are then able to link their Year 7 AIM student data to Year 9 to get a two-year 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.

Privacy Statement

The Victorian Curriculum and Assessment Authority (VCAA) is committed to the protection of student information generated by the AIM assessment program. All personal information collected during the AIM program is used in accordance with the *Information Privacy Act 2000*. In order to conduct the AIM tests, the VCAA collects names and achievement data of all students who undertake the Year 3, Year 5, Year 7 and Year 9 tests. The VCAA also collects information on gender, language background, Aboriginal and Torres Strait Islander (ATSI) status and date of birth of students.

The VCAA uses the student information provided by schools to pre-print individual student details on the front cover of the test booklets and to report to parents on their child's performance. This data is also provided to the school to assist principals to analyse the effectiveness of their school programs and to identify individual students' strengths and weaknesses.

Schools across Australia are required to collect background characteristic information for all students participating in state-wide testing, namely the AIM in Victoria. The VCAA, on behalf of the Department of Education (DoE), will be responsible for the collection of this information from schools and its transfer to the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

The information required for each student is as follows:

- parental school education (mother and father as applicable)
- parental non-school education (mother and father as applicable)
- main language spoken at home (student)
- main language spoken at home (mother and father as applicable)
- parental occupation.

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

The principal should ensure that all student details and results are kept confidential.

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.

Test	Date 2007	Administration Time for the Test	Introduction and Practice Questions	Time Allocation Year 9
Mathematics Test 1	Tuesday 8 May	Before recess	10 minutes	45 minutes
Mathematics Test 2	Tuesday 8 May	Before lunch	5 minutes	40 minutes
English Test	Wednesday 9 May	Before recess	10 minutes	45 minutes
Writing Test	Wednesday 9 May	Before lunch	15 minutes	40 minutes

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

Mathematics Test 2 **Extended task/short-answer questions**

English Test **Reading, language 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.

Pre-printed student details

Students undertaking the AIM tests in 2007 were 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 contains:

- 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 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. Schools 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 Year 9 student details, schools should contact the VCAA on freecall 1800 820 122 or email: vcaa.aim.help@edumail.vic.gov.au

AIM Participation Returns

For each test session, test supervisors are required to record present, absent, withdrawn and exempted students on the Participation Return.

The Participation Return performs a number of important functions:

- ensuring that every student's test booklet is marked and reported on accurately
- ensuring that the VCAA has accurate information about students who have been exempted, withdrawn or absent from the test
- enabling the VCAA to match student data files against those generated during the tracking of the test booklets to ensure that each test booklet is accounted for
- ensuring that AIM school and parent reports clearly reflect participation in the tests
- providing information required for national reporting.

Participation Returns are pre-printed with student details and booklet ID numbers. There are also extra lines to accommodate any additional students not previously registered.

- use the extra blank test booklets provided
- write the student's name and date of birth on the front of the test booklet
- write the booklet ID (found on the test booklet cover), student's name and date of birth on the Participation Return.

Schools that have not pre-enrolled students in home groups will receive Participation Returns with all students listed in alphabetical order. A photocopy of the Participation Returns should be provided to all test supervisors to complete and the results collated on the original. Please ensure that only the original Participation Returns are returned to the VCAA.

AIM 2007 State-wide Tests Schools' Guide – Implementation Year 9

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.

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.

The AIM Support DVD (distributed to schools in 2006) provides an overview of standard conditions and should be shown to those supervising the test for the first time. Additional copies of the DVD can be requested from the AIM Helpdesk.

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 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 and that the student name and booklet ID number are recorded on the Participation Return (see page 2)
- 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 to students at all times. Start time, interim times and end time should be displayed on a board. Interim times should be marked off at regular intervals, and students told when there are 5 minutes of time remaining
- the Participation Return is accurately completed.

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. (Blue and black pen are permitted for the Writing Test. Do NOT use a red pen.)

6. If you need to change an answer, carefully erase it and write another answer.
7. You are not permitted to use a calculator of any type.

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. Assistance 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 language 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 hearing impaired students it is inappropriate to sign the questions or the reading stimulus to the student.

English (writing)

The test supervisor may read the topic and writing prompts provided in the test booklet to students. The 2007 Writing Topic will be printed in the Writing Test booklets which will be distributed to test supervisors on Wednesday 9 May 2007.








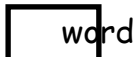
Student materials

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 print 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. Correction fluid, calculators of any type or any other electronic devices must not be used. Word processors must not be used unless provided for students with special learning needs. Dictionaries must not be used.

Preparation

The VCAA provides access to past tests which may be used in part or whole to familiarise students with the format and requirements of the test. Past AIM tests can 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 writing numbers, words or letters in boxes. Some examples of acceptable and unacceptable completion of responses follow:

	ACCEPTABLE	UNACCEPTABLE
shading a bubble		
writing a number		
writing 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.

Time limits

The times given for each test indicate how long students may spend answering questions. The time for each test is indicated in the student booklets and does not include the time taken for the introduction or to complete the practice questions.

Time limits are specified to facilitate and standardise the administration of the tests across the state. Time limits specified for each test have been determined so that the majority of students will have time to complete the test, working at their normal rate. The tests 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.

The times given for each test are appropriate for completion of the tests but situations may arise where, at the test supervisor's discretion, the time for individual students or for the class may be extended. This may be the result of an unavoidable interruption to the class or a problem which has arisen for an individual student during the test. 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

Please note that the Mathematics test supervisors' guide and test administration script can be printed from the *AIM Support CD-ROM* provided.

AIM test supervisors' guide – Mathematics

General Instructions

1. On the morning of 8 May 2007, collect the AIM Mathematics test materials for each student from the AIM coordinator as follows:

- Mathematics Test 1 – test booklet (multiple-choice/short-answer questions)
- Mathematics Test 2 – test booklet (extended task/short-answer questions)
- 2B pencils
- AIM Participation Return – one for each class group.

2. Familiarise yourself with the test supervisor 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. Ensure that students do not have access to calculators of any type or any other electronic devices.

7. Read the Test Administration Script:
 - Introduce the test and read test instructions to students.
 - Ensure students print their name on the front cover of their test booklet.
 - Conduct practice questions.
 - Conduct the test paying particular attention to the time allocated.
 - If students finish Mathematics Test 1 early, they must not receive Mathematics Test 2 until the time allocated in the test schedule.
 - Display and mark off time at regular 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 Participation Return.
8. Return all test materials and the Participation Return 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 2007 Year 9 Mathematics Test 1 (multiple-choice and short-answer questions).

Timing

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.

Participation Return

Record present, absent, withdrawn and exempted students on the Participation Return.

Preparation

EACH student will need:

- a 2B pencil (as provided)
- an eraser
- some scrap paper for working out
- his or her own Mathematics Test 1 booklet
- quiet work if they finish early.

EACH test supervisor will need a copy of the Mathematics Test 1 booklet.

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 cover of your test booklet. Please check that you have the correct booklet and that all 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 only). Record the booklet ID and student's details on the Participation Return.

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 of any type.
7. To confirm you have the correct booklet, print your name below.

Indicate on your own booklet where students should write their name.

SAY

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

Check that students have written their name in the correct place.

Practice questions

SAY

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

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

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 \$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 says 'Which one of the numbers in the table is an odd number?'

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 '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 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 test supervisor assistance above.

Starting the test

SAY

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

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.

Do your best to complete the test but don't spend too much time on any particular question.

SAY

When I tell you to start, you will have 45 minutes to complete the test. I will make sure you know how much time you have left to finish the test and I will tell you when there are five minutes left.

You may start the test now.

Allow 45 minutes for students to complete Mathematics Test 1. Make sure that the 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 regular intervals, and students told when there are 5 minutes of time remaining.

At the conclusion 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.

At the conclusion of 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 Test 1 booklet.

Record in the space provided on the back of the Participation Return any special provisions, incidents or irregularities that occurred.

Return all test materials and the Participation Return 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 2007 Year 9 Mathematics Test 2 (extended task/short-answer questions).

Timing

Time allocated for Test 2 is 40 minutes plus 5 minutes for introduction.

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.

Participation Return

Mark the attendance roll and record absent, withdrawn and exempted students on the Participation Return.

Preparation

EACH student will need:

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

EACH test supervisor will need a copy of the Mathematics Test 2 booklet.

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 cover of your test booklet. Please check that you have the correct booklet and that all 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).

Record the booklet ID and student's details on the Participation Return.

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 of any type.
7. To confirm you have the correct booklet, print your name below.

Indicate on your own booklet where students should write their name.

SAY

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

Check that students have written their name in the correct place.

SAY

Do not start the questions until I tell you.

There are two tasks in this test.

Task 1 is called 'Fun Run' and Task 2 is called 'Saving For Charity'.

You are to attempt both tasks. You will find a space where you are to write the answer for each question. For some questions you should write an answer in a box and for other questions you should draw or mark your answer on a graph.

SAY

Are there any questions?

Respond to any questions. Refer to the guidelines for test supervisor assistance above.

Starting the test

SAY

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

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.

Do your best to complete the test but don't spend too much time on any particular question.

SAY

When I tell you to start, you will have 40 minutes to complete the test. I will make sure you know how much time you have left to finish the test and I will tell you when there are five minutes left.

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 regular intervals, and students told when there are 5 minutes of time remaining.

At the conclusion 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 Mathematics Test 2 booklets.

Collect all test booklets and check that students have correctly and legibly printed their names on the front cover of the Mathematics Test 2 booklet.

Record in the space provided on the back of the Participation Return any special provisions, incidents or irregularities that occurred.

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

Section 3 – English

Please note that the English test supervisor's guide and test administration script can be printed from the *AIM Support CD-ROM* provided.

AIM test supervisors' guide – English

General instructions

1. On the morning of 9 May 2007, collect the AIM English test materials for each student from the AIM coordinator as follows:
 - English Test – test booklet (reading, language conventions and spelling questions)
 - English Test – *Perspectives* reading stimulus magazine
 - Writing Test – test booklet (narrative writing based on a common prompt)
 - 2B pencils
 - AIM Participation Return – one for each class group.

2. Familiarise yourself with the **test supervisor 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. Ensure that students do not have access to any electronic devices.

7. Follow the Test Administration Script:

- Introduce the test and read test instructions to students.
- Ensure students print their name on the front cover of their test booklets.
- 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 at regular 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 Participation Return.

8. Return all test booklets and Participation Returns to the AIM coordinator immediately after the test. Do not leave test booklets in the classroom.

Test administration script – English Test

The English test consists of reading, language conventions and spelling questions which are assessed by multiple-choice and short answer questions. A coloured magazine, *Perspectives*, is provided as reading stimulus material.

Timing

Time allocated for the English test is 45 minutes plus 10 minutes for the introduction and practice questions. 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.

Participation Return

Record present, absent, withdrawn and exempted students on the Participation Return.

Assistance for English tests

English (reading, spelling and language conventions)

As this test assesses 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 hearing-impaired students it is inappropriate to sign the questions or the reading stimulus to the student.

Preparation

EACH student will need:

- a 2B pencil (as provided)
- an eraser
- his or her own pre-printed English Test booklet
- a coloured magazine *Perspectives*
- quiet work if they finish early.

EACH test supervisor will need a copy of the English Test booklet and the coloured magazine *Perspectives*.

Students must not use a dictionary or any electronic devices.

Distribution of materials

SAY

Do not open your test book 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 booklet 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). Record the booklet ID and student's details on the Participation Return.

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. To confirm you have the correct booklet, print your name below.

Indicate on your own 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 Question P1 you will need your coloured magazine *Perspectives*.

The instruction says 'Turn to page 5 of *Perspectives* 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 correct answer is 'The River Kings'. If you did not shade the bubble next to 'The River Kings', rub out the incorrect response and shade the correct bubble now.

Check that students have shaded the correct bubble.

SAY

For Questions P2 to P6 you do not need to use *Perspectives*. Question P2 says 'Which word should be used to complete this sentence?'

'What is the __ book you have ever read?'

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 'best'. If you did not shade the bubble next to 'best', 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'?'

'How many of your friend were at the concert?'

The instruction box tells you to 'Shade one bubble'.

Do that now.

Give students a moment to shade one bubble.

SAY

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

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

SAY

Question P4 says 'Where is the best place to put a question mark in the following passage?'

'It's a lovely day Do you want to go swimming I think it will be great fun.'

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

Give 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 P5 says 'Which two words should start with capital letters?'

'my friend harry and his sister bought me a fantastic book for my birthday.' The instruction box tells you to 'Shade two bubbles'. Do that now.

Give students a moment to shade two bubbles.

SAY

The words 'my' and 'harry' should start with capital letters, so you should have shaded the first and second bubbles. If you did not shade the first and second bubbles, rub out the incorrect response and shade the correct bubbles now.

Check that students have shaded the correct bubbles.

SAY

Question P6 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 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 test supervisor assistance above.

Starting the test

SAY

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

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.

Do your best to complete the test but don't spend too much time on any particular question.

Use the passages in your coloured magazine to help you when you are answering the reading questions.

SAY

When I tell you to start, you will have 45 minutes to complete the test. I will make sure you know how much time you have left to finish the test and I will tell you when there are five minutes left.

You may start the test now.

Allow 45 minutes for students to complete the 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 regular 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 conclusion of the test

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

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

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

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

Record in the space provided on the back of the Participation Return any special provisions, incidents or irregularities that occurred.

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

Test administration script – Writing Test

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

Timing

Time allocated for the Writing Test is 40 minutes plus 15 minutes for introduction.

Participation Return

Record present, absent, withdrawn and exempted students on the Participation Return.

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 will need their own Writing Test booklet and their usual writing materials, i.e. blue or black pen or the 2B pencil provided. Red pen is **NOT** to be used under any circumstances.

EACH test supervisor will need a copy of the Writing Test booklet.

Distribution of materials

SAY

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

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

SAY

Your name and other details have been printed on the front of your test booklet. Please check that you have the correct booklet 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). Record the booklet ID and student's details on the Participation Return.

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. Use only a 2B pencil, blue or black pen. Do NOT use a red pen.
6. To confirm you have the correct booklet, print your name below.

Indicate on your own booklet where students should write 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.

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.

Do NOT use a red pen.

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.

Remember that it is important to try and finish your story. Make sure that you write only on the lines provided and not in the shaded areas.

When I tell you to start, you will have 40 minutes to complete the test. I will make sure you know how much time you have left to finish the test and I will tell you when there are five minutes left.

Turn to page 2 of the Writing Test. 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 regular intervals and students should be informed when there are 5 minutes remaining.

At the conclusion 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.

Record in the space provided on the back of the Participation Return any special provisions, incidents or irregularities that occurred.

Return all test materials and Participation Returns 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 10 May and continues until Friday 18 May 2007. 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 Returns 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 on Education, Employment, Training and Youth Affairs (MCEETYA).

Checking materials

Please check that:

- student details on test booklets have been completed accurately
- the Participation Returns 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
- reading 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.
- photocopies of the Participation Returns, Record of Exemption forms and Packing Return forms are retained at the school.

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 Returns
- Packing Return.

If materials have not been collected by 3.45 pm on **Wednesday 16 May 2007**, 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 or secure courier 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 **Friday 18 May 2007**.

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 Returns, Record of Exemption forms and Packing Return forms are retained by the school.

**The VCAA provides curriculum and assessment for Prep to Year 12.
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