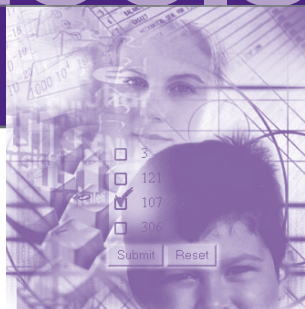


2007 schools' guide



Achievement Improvement Monitor Implementation

Year 3, Year 5 and Year 7



**Achievement Improvement Monitor
ASSESSMENT PROGRAM**

AIM 2007 STATE-WIDE TESTS

SCHOOLS' GUIDE – IMPLEMENTATION

YEAR 3, YEAR 5 AND YEAR 7

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) 9225 2333**

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

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

Published by the Victorian Curriculum and Assessment Authority
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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 Years 3, 5 and 7</i> and Teacher Assessed Task materials 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 and 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 that the Participation Returns are accurately completed and signed	<input type="checkbox"/>
• include the Record of Exemption forms in the return package.	<input type="checkbox"/>

Contents

AIM coordinator's checklist	iii
Introduction	1
Privacy Statement	1
Section 1 – General information	3
Timetables	3
Administration of Year 3 and Year 5 AIM Teacher Assessed Tasks	3
Administration of Year 3, Year 5 and Year 7 AIM Centrally Assessed Tests	3
Pre-printed student details	4
AIM Participation Returns	5
Standard conditions for AIM test supervision	7
Responsibilities of the test supervisor	7
Responsibilities of the student	7
Assistance	8
Reading questions to students	8
Mathematics	8
English (reading and language conventions)	8
English (writing)	8
Student materials	9
Preparation	9
Time limits	9
Extensions of time	10
Section 2 – Teacher Assessed Mathematics Task	11
Year 3 and Year 5	11
Introduction	11
Preparation	11
Timing	11
Assistance	11
Student Task	12
Administration script	12
Marking Guide	13
Mathematics Task – marked example of a student's work	15
At the conclusion of the Teacher Assessed Mathematics Task	19
Section 3 – Teacher Assessed Writing Task	21
Year 3 and Year 5	21
Introduction	21
Student Task	21
Preparation	21
Examples of prompt materials	22
Timing	23
Assistance	23
Administering the Teacher Assessed Writing Task	23
Marking guide	24
Marking criteria	24

Writing Task marked examples	28
At the conclusion of the Teacher Assessed Writing Task	31
Teacher Assessed Writing Task Return	31
Section 4 – Centrally Assessed Mathematics Tests	33
Year 3, Year 5 and Year 7	33
Introduction	33
Timing	33
Assistance	33
Participation Return	33
Preparation	33
Test administration script – Mathematics	34
Distribution of materials – for all students (Year 3, Year 5 and Year 7)	34
Year 3 and Year 5 – Mathematics practice questions	35
Year 7 Mathematics Test 1 – practice questions	36
Year 7 Mathematics Test 2 – Instructions	37
Starting the test – for all students (Year 3, Year 5 and Year 7)	37
At the conclusion of the test – for all students (Year 3, Year 5 and Year 7)	38
Section 5 – Centrally Assessed English Tests	39
Year 3, Year 5 and Year 7	39
Introduction	39
Timing	39
Assistance	39
English (reading, spelling and language conventions)	39
Participation Return	39
Preparation	39
Test administration script – English	40
Distribution of materials – for all students (Year 3, Year 5 and Year 7)	40
Year 3 – English practice questions	41
Year 5 – English practice questions	42
Year 7 – English practice questions	44
Starting the test – for all students (Year 3, Year 5, Year 7)	45
At the conclusion of the test – for all students (Year 3, Year 5, Year 7)	46
Spelling – Year 3 and Year 5 only	46
Test Administration Script – Writing (Year 3, Year 5, Year 7)	47
Timing	47
Assistance	47
Participation Return	47
Preparation	47
Distribution of materials	47
Starting the test	48
At the conclusion of the test	49
Section 6 – After the testing period	51
Checking materials	51
Packing materials	51
Special arrangements for return of the tests	52

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), is 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 remain confidential.

Section 1 – General information

Timetables

Administration of Year 3 and Year 5 AIM Teacher Assessed Tasks

Task	Date 2007	Time allocation Year 3	Time allocation Year 5
Mathematics	18–30 July	30 minutes	40 minutes
Writing	18–30 July	90 minutes*	90 minutes*

**Note:* The 90 minutes for Writing may be allocated in two or three sessions on one day or in a number of sessions on different days.

Administration of Year 3, Year 5 and Year 7 AIM Centrally Assessed 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.

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.

Year 3

Test	Date 2007	Administration time for the test	Introduction and practice questions	Time allocation
Mathematics	Tuesday 31 July	Before recess	10 minutes	35 minutes
English	Wednesday 1 August	Before recess	10 minutes	40 minutes
Spelling – (Dictation and Editing)	Wednesday 1 August	Before recess		15 minutes [†] (includes introduction)
Writing	Wednesday 1 August	Before lunch	15 minutes	35 minutes

Year 5

Test	Date 2007	Administration time for the test	Introduction and practice questions	Time allocation
Mathematics	Tuesday 31 July	Before recess	10 minutes	45 minutes
English	Wednesday 1 August	Before recess	10 minutes	50 minutes
Spelling – (Dictation and Editing)	Wednesday 1 August	Before recess		15 minutes [†] (includes introduction)
Writing	Wednesday 1 August	Before lunch	15 minutes	40 minutes

Year 7

Test	Date 2007	Administration time for the test	Introduction and practice questions	Time allocation
Mathematics – Test 1	Tuesday 31 July	Before recess	10 minutes	45 minutes
Mathematics – Test 2	Tuesday 31 July	Before lunch	5 minutes	40 minutes
English	Wednesday 1 August	Before recess	10 minutes	45 minutes
Writing	Wednesday 1 August	Before lunch	15 minutes	40 minutes

[†]This time is an estimate only. Allow sufficient time to complete both spelling tasks (Dictation and Editing)

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:

- test booklets with student and school details printed on the front cover, and
- 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.

Incorrect details should also be crossed out and amended on the test booklet cover. Please note that it is important that any changes to the front cover details are made **on all the test booklets** for a given student.

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
- gender.

For general enquires about Years 3, 5 and 7 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 students as present, absent, withdrawn, exempted or partially completed 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 are 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.

If you have students taking part in the tests who are not listed on the Participation Return:

- 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.

For catch-up assessments involving a whole class group, the relevant Participation Return should be held by the school and completed on the day of the catch-up assessment.

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 and 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 during Centrally Assessed Tests
- 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 5)
- 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 4 and 5
- time allowed, directions given and assistance provided to students during the test are in accordance with procedures outlined in Sections 4 and 5
- 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 five 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 test supervisor 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 on to 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 test supervisor 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 Writing 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 1 August 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 during Centrally Assessed Tasks.

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 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 Centrally Assessed Test indicate how long students may spend answering questions. The time for each test is indicated in the student booklets and does not include time taken to do 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 most 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 a 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 – Teacher Assessed Mathematics Task

Year 3 and Year 5

Introduction

The 2007 Teacher Assessed Mathematics Task measures the students' performance against Victorian Essential Learning Standards levels 2 to 4 in Number and in the chance and data parts of the Measurement, chance and data dimension.

The Teacher Assessed Mathematics Task covers simple money calculations, fractions, data display and interpretation, probability calculations and comparative likelihood of events.

The teacher assesses the students' work using the marking guide (see pages 13–14). A marked example is included on pages 15–18 for teachers to use as a trial assessment before assessing students' work. Marks awarded and the reasons for assigning them are provided.

Scores for each student must be recorded on the Teacher Assessed Mathematics Task Return sheet provided (see page 19).

If the teacher believes that students may benefit from some revision of attributes of chance and data problems, then the AIM 2004 Mathematics student worksheet can be given to or adapted for the class a few days before the 2007 Teacher Assessed Mathematics Task. This worksheet can be found on pages 30–33 of the *2004 AIM Schools Guide – Implementation* on the VCAA website:
www.vcaa.vic.edu.au/prep10/aim/teachers/aimteachersarchive.html

Preparation

Before administering the task, teachers should:

- **check** that there are sufficient materials
- **read** the administrative script
- **become** familiar with the task
- **read** and become familiar with the marking guide
- **ensure** that each student has sufficient working space, a spare piece of paper, a pencil and a ruler. An eraser and a sharpener may also be required, and coloured pencils may be used.

Timing

The Teacher Assessed Mathematics Task has a time allocation of 30 minutes for Year 3 and 40 minutes for Year 5.

Assistance

All work done by the students on this task must be completed at school. Students should be encouraged to complete the task independently. Teachers should not impose rules or comment on the accuracy or adequacy of the performance during the task. Teachers are able to help the students if they forget what they have to do.

Student Task

Year 3 and Year 5 students perform similar tasks – the first three pages of the student worksheet are the same for both year levels. Year 5 students have an additional page to complete.

EACH student will need:

- a grey lead pencil and a ruler
- an eraser and sharpener (optional)
- a spare piece of paper for working
- a student worksheet
- another activity to do if they finish early.

DISTRIBUTE the worksheets to the students. You will need a few extra copies of the worksheet for any student who needs to use another one.

Administration script

SAY

Look at the front page of your worksheet and write your name in the space provided.

Now I will read through the worksheet while you follow your copy. Please put your pencil down while I read.

Read through all of the worksheet.

NOTE: Year 3 students must complete only the first three pages of the worksheet.

Year 5 students must complete all four pages of the worksheet.

Ask students if they have any questions.

Do not provide answers for the mathematics task other than by reading the appropriate instructions on the worksheet.

SAY

If you make a mistake rub it out or cross it out and try again. Always make sure that your work is easy for me to understand.

While you are working I will be able to help you if you forget what to do.
I will also be able to help you with words, but I cannot tell you the answers.

If you finish early, I want you to do some quiet work. You will have 30 minutes (Year 3) or 40 minutes (Year 5) to complete as much of the work as you can.

You may start now.

Wait for the students to finish. They do not have to finish the task, but rather do as much as they can in the allocated time.

Marking Guide

Please note that the same marking criteria are to be applied to both Year 3 and Year 5 students for pages 1–3. If a Year 3 student attempts the Year 5 section, do NOT record a mark for page 4.

As teachers mark each student's work, they should record the score for each page on the Teacher Assessed Task Return (see page 19).

Page 1 (Maximum total score of 4 MARKS on Page 1)

Question 1

The two stamps needed to make \$1.50 are the 25c butterfly stamp and the \$1.25 fish stamp.

(MAX: 1 MARK)

NOTE: Students may circle, underline, use crosses or otherwise identify these stamps, but they must have BOTH of the stamps and ONLY these stamps to be awarded the mark.

Question 2

a. One mark for \$7.85.

b. One mark for \$2.15 or for correct calculation of \$10 minus (student answer to Question 2a).

(MAX: 2 MARKS)

Question 3

One mark for any combination of coins which add to \$1.85.

Possible combinations are:

\$1	+	50c	+	20c	+	10c	+	5c
\$1	+	50c	+	20c	+			3 × 5c
\$1	+	50c	+			2 × 10c	+	3 × 5c
\$1	+	50c	+			3 × 10c	+	5c
\$1	+			3 × 20c	+	10c	+	3 × 5c
\$1	+			3 × 20c	+	2 × 10c	+	5c
\$1	+			2 × 20c	+	3 × 10c	+	3 × 5c
		2 × 50c	+	3 × 20c	+	2 × 10c	+	5c
		2 × 50c	+	3 × 20c	+	10c	+	3 × 5c
		2 × 50c	+	2 × 20c	+	3 × 10c	+	3 × 5c

(MAX: 1 MARK)

NOTE: Students may circle, underline, use crosses or otherwise identify these coins.

Page 2 (Maximum total score of 5 MARKS on Page 2)

Question 4

One mark for 2 in the table under 'bird'.

(MAX: 1 MARK)

Question 5

a. One mark for 'bird' bar on graph which matches student answer to Question 4.

b. One mark for 'fish' bar on graph representing 4 fish stickers.

(MAX: 2 MARKS)

NOTE: The bars on the graph need NOT be the same width as those shown for 'dog' and 'cat'.

Question 6

One mark for 10 (stickers).

(MAX: 1 MARK)

Question 7

One mark for 4 (pages).

(MAX: 1 MARK)

Page 3 (Maximum total score of 4 MARKS on Page 3)**Question 8**

One mark for pear (stickers).

(MAX: 1 MARK)

Question 9

One mark for the fraction $\frac{2}{12}$ or $\frac{1}{6}$ (or equivalent).

(MAX: 1 MARK)

Question 10

One mark for the fraction $\frac{10}{12}$ or $\frac{5}{6}$ (or equivalent).

(MAX: 1 MARK)

Question 11

One mark for (\$)7.50 (allow (\$)7.5 or 750 cents).

(MAX: 1 MARK)

NOTE: If a student writes 750 they are NOT correct, unless they have clearly indicated, using either words or symbols, that this is in cents.

Page 4 (Maximum total score of 5 MARKS on Page 4)**Question 12**

One mark for cow.

(MAX: 1 MARK)

Question 13

One mark for 2.

(MAX: 1 MARK)

Question 14

Fully correct response, in any order is: 3 As, 1 B, 3 Cs and 2 Ds.

ALLOW: One mark if one, and only one B
 One mark if number of As = number of Cs
 One mark if number of Ds = 2 × number of Bs.

(MAX: 3 MARKS)

Mathematics Task – marked example of a student’s work


The following is a marked example of a student’s work.


- Not all of the answers shown are correct.
- The marks awarded for each page are shown.


**AIM 2007 YEAR 3 AND YEAR 5
MATHEMATICS TASK**


Name: _____


A shop sells these stamps.














1 Laura pays a total of \$1.50 for two different stamps.
Circle the two stamps that she buys.

1 / 1

2 Jessie buys one of each stamp in the bottom row.

a. What is the total cost of the stamps Jessie buys? \$ 6.85


b. What is Jessie’s change from \$10.00? \$ 3.15

0 / 1

1 / 1

3 Thomas buys one \$1.85 stamp.
He gives the shop keeper the exact amount of money.
Circle the coins he could use to make \$1.85.

0 / 1



Page 1

Score 1: 2 / 4





Page 1 – Marks awarded

- | | |
|---|-----------|
| 1. The correct stamps are circled. | (1 mark) |
| 2. a. \$6.85 is incorrect. | (0 marks) |
| b. \$3.15 = \$10 – \$6.85 from Q2a, so the mark is awarded. | (1 mark) |
| 3. Incorrect. The coins circled only add to \$1.70. | (0 marks) |

SCORE 1 : 2/4

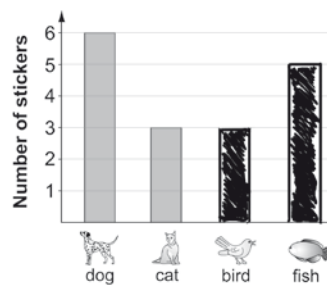
Rani collects animal stickers. The table below shows the number of each type of sticker she has. One number is missing from the table.

- 4 Write the missing number in the table.

Animal					Total
Number of stickers	6	3	3	4	15

0/1

- 5 Rani is drawing a bar graph of her stickers.
Complete the graph.



1/2

- 6 Jo also collects stickers. She puts them in a scrapbook.
There are 20 stickers on each page of her scrapbook.
Half of the stickers on the first page are bird stickers.
How many stickers on the first page are bird stickers?

10 stickers

1/1

- 7 Jo's scrapbook has 16 pages.
She has filled $\frac{1}{4}$ of the pages in her scrapbook.
How many pages has Jo filled?

8 pages

0/1

Page 2

Score 2: 2/5

Page 2 – Marks awarded

- | | |
|---|-----------------------|
| 4. 3 is incorrect. | (0 marks) |
| 5. Bird bar matches the student answer to Q4 above.
The bar drawn for 'fish' is incorrect. | (1 mark)
(0 marks) |
| 6. 10 is correct. | (1 mark) |
| 7. 8 is incorrect. | (0 marks) |

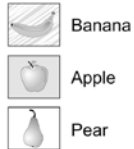
SCORE 2 : 2/5

Mike makes a spinner using fruit stickers.

The spinner has 12 equal sections. There is one fruit sticker on each section.



Key



- 8** Mike points the arrow to an apple. He then spins the arrow.

The arrow is most likely to land on one of the stickers.

1/1

- 9** Mike spins the arrow again.

What is the chance of the arrow landing on a banana sticker?

Write your answer as a fraction. $\frac{3}{12}$

0/1

- 10** Mike spins the arrow once more.

What is the chance of the arrow landing on **either** an apple sticker **or** a pear sticker?

Write your answer as a fraction. $\frac{9}{12}$

1/1

- 11** Mike buys 15 extra stickers. Each extra sticker costs 50 cents.

How much will the 15 extra stickers cost him?

\$

1/1

Page 3

Score 3: 3/4













PAGE 3 – Marks awarded

8. 'Pear' is correct. (1 mark)
9. $\frac{3}{12}$ is incorrect. (0 marks)
10. $\frac{9}{12} = 1 - \frac{3}{12}$ from Q9, so the mark is awarded. (1 mark)
11. \$7.50 is correct. (1 mark)






SCORE 3 : 3/4

YEAR 5 ONLY

12 Peter has these 12 cards.

 cow	 cow	 dog	 zebra	 bird	 dog
 bird	 dog	 bird	 dog	 cow	 zebra

Peter turns his cards face down and mixes them up.
He then selects 5 cards and shows them to Alice.
These are the cards he shows Alice.

 dog	 dog	 zebra	 bird	 dog
--	--	--	---	---

Alice selects one of the 7 cards that are still face down.
What type of card is Alice most likely to select?

dog

0/1

13 Brooke has 5 cards. Each card has a number on it.
The **average** of all the numbers on the cards is 3.

2	3	5	3	?
---	---	---	---	---

What number is on the fifth card?

2

1/1

14 Gina has 9 blank cards. She writes one of the letters **A**, **B**, **C** or **D** on each card. These are the rules she follows:

- Each of the letters **A**, **B**, **C** and **D** must be written on at least one card.
- Only one card has a **B** on it.
- There must be the same number of **A** cards and **C** cards.
- There must be twice as many **D** cards as **B** cards.

Write in the letters Gina could write on her cards.

A	B	C	D	B	D	D	A	C
---	---	---	---	---	---	---	---	---

1/3

Page 4

Score 4: 2/5

Page 4 – Marks awarded

- | | |
|---|-----------|
| 12. 'Dog' is incorrect. | (0 marks) |
| 13. 2 is correct. | (1 mark) |
| 14. There is more than one B. | (0 marks) |
| Number of As (2) = number of Cs (2). | (1 mark) |
| Number of Ds (3) not equal to 2 × number of Bs (2). | (0 marks) |

SCORE 4: 2/5

At the conclusion of the Teacher Assessed Mathematics Task

Teacher Assessed Mathematics Task Return

Collect the students' worksheets.

Mark the students' work using the marking guide provided. Record the score for each page on the Teacher Assessed Mathematics Task Return.

1. The Teacher Assessed Mathematics Task Return is pre-printed with student names. If a student's name is not listed, add their name and scores at the bottom of the list in the spaces provided.
2. Please use a 2B pencil. If a mistake is made, erase it and shade the correct bubble/s.
3. The range of student scores for each year level is shown below. Please shade one bubble for each score for the appropriate year level.
4. Once completed, the Teacher Assessed Mathematics Task Return should be given to the AIM coordinator and returned with the test booklets.

Absent/ Left school	SCORE	STUDENT SCORE: Refer to Mathematics Task Marking Guide in 2007 Schools' Guide – Implementation					
		0	1	2	3	4	5
○	Score 1	①	①	②	③	④	
	Score 2	①	①	②	③	④	⑤
	Score 3	①	①	②	③	④	

Year 3

- Page 1 – possible score 4
- Page 2 – possible score 5
- Page 3 – possible score 4

Absent/ Left school	SCORE	STUDENT SCORE: Refer to Mathematics Task Marking Guide in 2007 Schools' Guide – Implementation					
		0	1	2	3	4	5
○	Score 1	①	①	②	③	④	
	Score 2	①	①	②	③	④	⑤
	Score 3	①	①	②	③	④	
	Score 4	①	①	②	③	④	⑤

Year 5

- Page 1 – possible score 4
- Page 2 – possible score 5
- Page 3 – possible score 4
- Page 4 – possible score 5

Section 3 – Teacher Assessed Writing Task

Year 3 and Year 5

Introduction

The Teacher Assessed Writing Task is administered and assessed by the classroom teacher. In this task, each student will produce a piece of writing which is the result of:

- the presentation of prompt material
- a discussion arising from this presentation
- the preparation, writing and revision of a draft
- the writing of a final version.

The work is to be assessed in three categories, Texts and Contextual Understanding (TCU), Linguistic Structures and Features (LSF) and Strategies (S). These categories are explained more fully in the marking guide (see page 24).

The marking guide covers all levels of the Victorian Essential Learning Standards. Teachers should award assessments as appropriate for their students. The Strategies marking range is 0–5. Copies of the marking guide for TCU and LSF can also be printed from the VCAA website:

www.vcaa.vic.edu.au/prep10/aim/teachers/correspondence.html

Scores for each student must be recorded on the Teacher Assessed Writing Task Return (see page 31).

The marking guide also contains some examples of marked student work to assist teachers with their assessment (marked only for Texts and Contextual Understanding and Linguistic Structures and Features). Additional annotated samples of student writing can also be found on the VCAA website:

www.vcaa.vic.edu.au/prep10/aim/teachers/correspondence.html

Student Task

The task is to produce a piece of writing on any topic which fits in with current classroom activities.

Topics used in the student samples on pages 28–30 are:

- What an amazing machine
- At the Zoo.

Preparation

Before administering the task, teachers should:

- **read** the administration instructions
- **become** familiar with the task
- **become** familiar with the marking guide
- **commence** assessment when students start their drafts
- **discuss** the marking procedures with colleagues if possible
- **choose** some prompt material for presentation (see page 22 for examples)
- **ensure** that classroom resources which students might need are readily available (for example, word lists, dictionaries, writing tools, paper for drafts).

Examples of prompt materials

1. Stories – A story, familiar or unfamiliar, can be an effective prompt for writing. One useful technique is to ask students to consider an aspect of the storyline and think about a similar experience.
2. Pictures – visual materials can be used to stimulate students' ideas. Examples are:
 - a painting with a strong narrative component
 - a dramatic, mysterious or funny photograph
 - a travel poster
 - a cartoon sequence.

The picture below may be photocopied for use. It may be particularly appropriate for the topic 'School Sports Day'.

Prompt material – Picture: School Sports Day

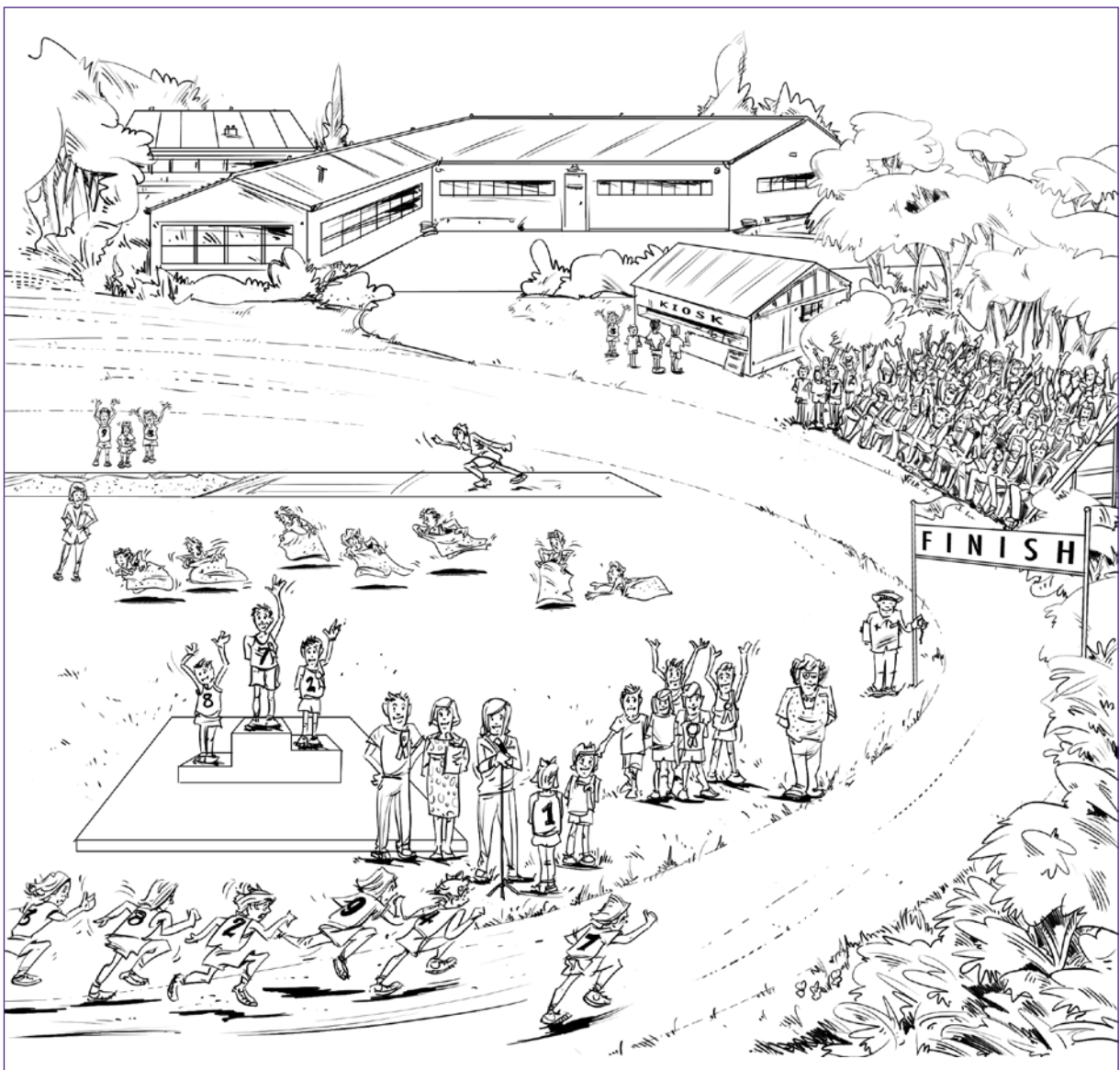


Illustration: Michael Payne

3. A talk by a guest speaker
4. A theme which the students are already working on (in which case there would be less need for discussion).

Timing

The various stages of the task should take about 90 minutes of class time in total. Of this, about 20 minutes should be allowed for the writing of the final version. The work may be done in two or three sessions on one day, or it may be spread over two or three days. The task should be administered at times decided by the school between 18–30 July 2007.

Assistance

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

Administering the Teacher Assessed Writing Task

Stage 1: Planning

- **Explain** to students that they will be doing some writing and describe the process they will follow (that is, discussion, a draft, revision of this draft and a final version).
- **Introduce** the prompt material.
- **Discuss** the topic as a class or in small groups, according to usual classroom practice. Students might be given the opportunity to share some thoughts and feelings about the topic, but not to the extent that all ideas are exhausted.

Stage 2: Drafting

- **Explain** that the writing may be imaginative, informative or persuasive.
- **Ask** students to commence their drafts. They may consult dictionaries, word lists and other classroom resources, and they may discuss their work with other students.
- **Observe** and record the strategies each student demonstrates.
- **Ensure** that students' names are on their drafts. Teachers may like to collect the drafts for safe keeping if there is to be a break before the revision stage.

Stage 3: Revising

- **Ask** students to check and revise their drafts, paying attention to spelling, punctuation and expression. Again, they may use classroom resources and discuss their work with others if they wish.
- **Observe** and **record** the strategies each student demonstrates.
- **Collect** the revised drafts if there is to be a break before the writing of the final versions.

Stage 4: Final Version

- **Ask** students to write their final versions from their revised drafts, within the allotted time of about 20 minutes. During this time they must work alone.
- **Collect** each student's draft and final copy, making sure all pieces are clearly named.

Marking guide

This marking guide for the Teacher Assessed Writing Task:

- presents and explains the criteria against which students' writing is to be assessed
- provides some marked pieces of student writing together with reasons given for the marks assigned.

Marking criteria

Teacher assessed pieces of writing will be marked on three aspects: Strategies (S), Texts and Contextual Understanding (TCU) and Linguistic Structures and Features (LSF).

Strategies (S): This aspect refers to the strategies students employ as they undertake the task. These can range from seeking assistance from peers for correct spelling, to sophisticated editing techniques involving addition, deletion and rearrangement of text. Strategies can be assessed only by direct observation. Teachers will make their observations:

- while the students are writing and
- by comparing the revised drafts with the final versions.

Refer to the 'Marking guide – Strategies' (page 25).

Texts and Contextual Understanding (TCU): This aspect refers to the way in which the text as a whole is developed, sustained and is contextually appropriate. Texts and Contextual Understanding will be marked only from the final versions.

Linguistic Structures and Features (LSF): This aspect refers to word choice, sentence structures, spelling, paragraphing and punctuation, including the contribution these make to the meaning and effectiveness of the whole text. Linguistic Structures and Features will be marked only from the final versions.

Within each category (TCU and LSF), there are performance indicators (marked with dot points) which identify some more specific descriptions of writing performance. These are not meant to be treated as checklists, but are intended to direct the marker's attention to the overall qualities expected within each category. Note that actual performances will rarely fit all of the 'on average' sets of indicators; for example, a feature such as paragraphs or punctuation variations may be missing at a middle/high LSF achievement. Refer to the marking guide – TCU and LSF (page 26).

Marking guide – Strategies

Mark	Strategies (S)	Mark	Strategies (S)
0	<p>Insufficient to judge</p> <ul style="list-style-type: none"> no evidence of strategies in writing behaviour, or in draft and final copy 	3	<p>Uses some strategies for planning, reviewing and editing own writing</p> <ul style="list-style-type: none"> plans ideas before writing uses new words though unsure of spelling adds information in response to suggestions reviews own text to clarify meaning uses a range of strategies to revise writing and check spelling presents writing in a legible and attractive format
1	<p>Experiments with and practises ways of representing ideas and information using written symbols</p> <ul style="list-style-type: none"> grips writing implement effectively uses letter shapes, numerals or other symbols from a variety of sources to construct a message attempts to write text while saying a word/words aloud 	4	<p>Uses a variety of strategies for planning, reviewing and editing own writing</p> <ul style="list-style-type: none"> plans and drafts writing using a variety of techniques such as making notes, crossing-out, cutting and pasting, using carets (^) or arrows uses sources confidently to find correct spelling and meaning and to revise text edits text for clarity and effectiveness
2	<p>Begins to plan and review own writing</p> <ul style="list-style-type: none"> attempts to organise ideas before writing attempts to spell unfamiliar words by using a range of strategies including reference to known patterns refers to a variety of sources such as spelling lists, dictionaries, computer checks and wordbooks to confirm spelling writes in a generally legible style re-reads and reflects on own writing and makes corrections to clarify meaning 	5	<p>Draws on a range of planning and review strategies that assist in effectively completing particular tasks</p> <ul style="list-style-type: none"> plans writing carefully, identifying audience and purpose proofreads drafts carefully and accurately reviews writing to ensure that content and linguistic features are consistent with text type

Marking guide – TCU and LSF

Mark	Text and Contextual Understandings (TCU)	Linguistic Structures and Features (LSF)
7	<p>A Sophisticated Text may include:</p> <ul style="list-style-type: none"> • Complex or thought provoking content • Sustained and consistent analysis • Ability to reflect on abstract attitudes, values and issues • Highly effective engagement of the audience. 	<p>A Sophisticated Text may include:</p> <ul style="list-style-type: none"> • Seamless manipulation of linguistic techniques to enhance the text • A high level of confidence in the use of complex sentence structures • Manipulation of rhythm, tone and style.
6.5	<p>A Complex and Fluent Text may include:</p> <ul style="list-style-type: none"> • Complex text which may include experimentation with different techniques • Inclusion of abstract attitudes or values • A clear ability to position the reader to accept a particular view of events, or characters or issues. 	<p>A Complex and Fluent Text may include:</p> <ul style="list-style-type: none"> • Extended use of vocabulary, grammar and syntax • Confident application of a range of language techniques • High level editing skills evidenced by a near absence of errors.
6	<p>A Sustained and Cohesive Text may include:</p> <ul style="list-style-type: none"> • Complex or challenging content • Attention to consistency of viewpoint when presenting an argument or developing a narrative. • An emerging ability to position the reader to accept a particular view of events, characters or issues. 	<p>A Sustained and Cohesive Text may include:</p> <ul style="list-style-type: none"> • Skilled use of vocabulary, grammar and syntax to convey the subject matter precisely • Effective application of a range of language techniques to convey a viewpoint or for stylistic effect • Inclusion of complex sentences with embedded clauses and phrases.
5.5	<p>An Effective and Cohesive Text may include:</p> <ul style="list-style-type: none"> • Consistently showing the ability to speculate, hypothesise, persuade and reflect • Successful planning and organisation of complex content • Convincing development of characters, plot or viewpoint • An attempt to position the reader to accept a particular view of events, characters or issues. 	<p>An Effective and Cohesive Text may include:</p> <ul style="list-style-type: none"> • Control of linguistic structures and features • Appropriate choice of language and grammatical strategies to enhance plot and characterisation • Editing skills evident in the clarity of the text.
5	<p>A Consistent and Coherent Text may include:</p> <ul style="list-style-type: none"> • An extended text with development of a resolution • Consistency of viewpoint or storyline • Careful selection of content to add interest, detail and accuracy • An ability to engage the audience. 	<p>A Consistent and Coherent Text may include:</p> <ul style="list-style-type: none"> • Effective use of vocabulary to convey precise meaning • Established control of tenses, subject-verb and noun-pronoun agreement • Selection of verbs, adverbs, adjectives to enhance the text • Appropriate use of punctuation including apostrophes.
4.5	<p>A Clear and Consistent Text may include:</p> <ul style="list-style-type: none"> • Clear development of narrative or persuasive writing • A convincing text with a consistent view • Clearly defined plot, characters or sequence of events • A developing ability to engage the audience. 	<p>A Clear and Consistent Text may include:</p> <ul style="list-style-type: none"> • Appropriate and accurate use of varied or specialised vocabulary • Inclusion of some complex grammatical features to enhance the text • Accurate use of a range of punctuation • Developing confidence in the use of figurative language.
4	<p>A Well Developed Text may include:</p> <ul style="list-style-type: none"> • Use of detail to enhance the text • Structure within the introduction, body and conclusion • Careful development of content such as characters or issues • Attempted manipulation of language for special effects such as the inclusion of dialogue, images, suspense or surprise. 	<p>A Well Developed Text may include:</p> <ul style="list-style-type: none"> • Evidence of an extended vocabulary • Use of different parts of speech including nouns, pronouns, adverbs, comparative adverbs and adjectives, and the inclusion of appropriate prepositions and conjunctions • Punctuation used to enhance accuracy and readability • Use of language to convey precise meaning and for special effects such as simple figurative language.

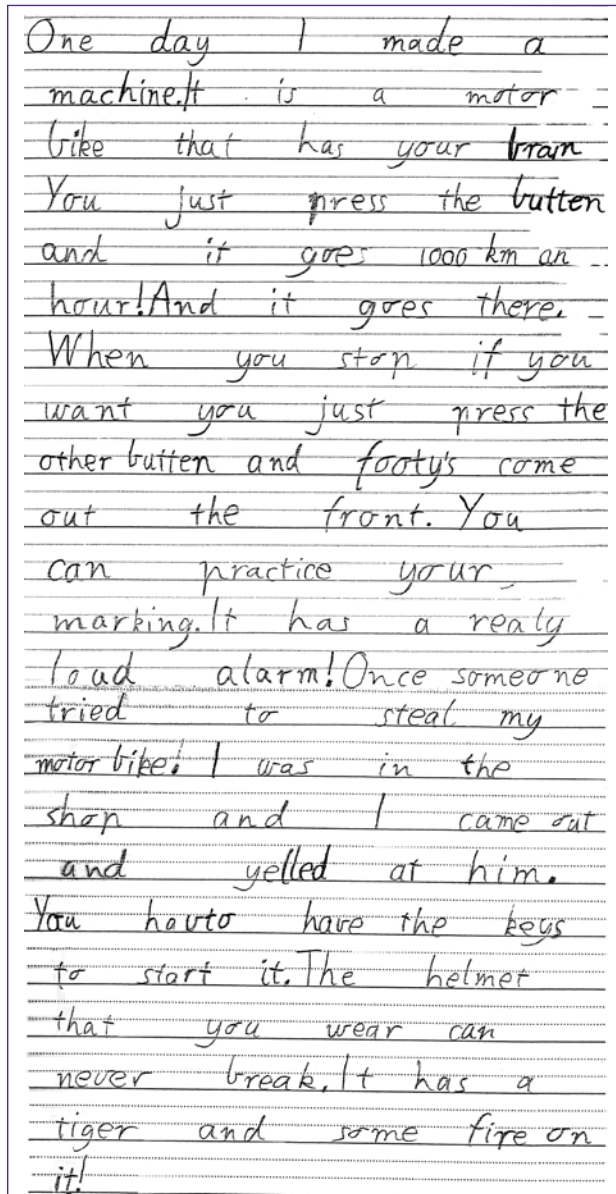
Mark	Text and Contextual Understandings (TCU)	Linguistic Structures and Features (LSF)
3.5	<p>A Reasonably Ordered Text with Supporting Detail may include:</p> <ul style="list-style-type: none"> • Logical sequencing of events • Clear expression of ideas • Developing ability to select content to add interest • Some strategies for audience impact such as use of images or dialogue. 	<p>A Reasonably Ordered Text with Supporting Detail may include:</p> <ul style="list-style-type: none"> • A developing range of vocabulary • Attempts at using a range of grammatical features including complex sentences • Appropriate use of structures such as paragraphing • Appropriate use of punctuation.
3	<p>A Text with Developing Structure and Some Supporting Detail may include:</p> <ul style="list-style-type: none"> • Development of a storyline or viewpoint • Attempt at selection of content to add interest • Increased awareness of expression • Ordering of information and sequencing of events using details or supporting evidence. 	<p>A Text with Developing Structure and Some Supporting Detail may include:</p> <ul style="list-style-type: none"> • Selects vocabulary that is appropriate for audience and purpose • A variety of sentence structures used appropriately including some compound sentences • Established control of tenses, subject-verb and noun-pronoun agreement • A range of punctuation including full stops, commas, question marks, exclamation marks and quotation marks, used to support meaning.
2.5	<p>A Text with Some Attempt at Structure and Detail may include:</p> <ul style="list-style-type: none"> • An emerging storyline or viewpoint • A reasonable attempt at structuring an introduction, body and conclusion • The inclusion of some background information or supporting detail for clarity or interest • Adapting writing for audience and purpose. 	<p>A Text with Some Attempt at Structure and Detail may include:</p> <ul style="list-style-type: none"> • Beginning to use vocabulary with an awareness of purpose and audience • Inclusion of a variety of sentence structures • Emerging tense consistency • Attempts accuracy with a range of punctuation.
2	<p>A Short or Limited Text may include:</p> <ul style="list-style-type: none"> • An attempt at an introduction to set the scene or steps towards a conclusion • An attempt at the elaboration of ideas • Use of relevant detail to enhance the text • Some awareness of writing for an audience. 	<p>A Short or Limited Text may include:</p> <ul style="list-style-type: none"> • Some variety of sentence beginnings • Developing control of sentence structures using pronouns, conjunctions and adverbial phrases • Attempts at the selection of verbs and the inclusion of adjectives • Some control over common punctuation such as full stops, commas, question marks and exclamation marks.
1.5	<p>A Simple Text with Related Ideas on the Topic may include:</p> <ul style="list-style-type: none"> • Some organisation of the text that shows an understanding of the task • A basic organisation of ideas • Some details relevant to the topic • Content selected with some sense of audience other than self. 	<p>A Simple Text with Related Ideas on the Topic may include:</p> <ul style="list-style-type: none"> • Experimentation with word choice • Attempts at using extended sentences • Variable control of tenses and some subject-verb and noun-pronoun agreement • Inclusion of common punctuation such as full stops, question marks and exclamation marks.
1	<p>A Simple Text with Some Related Ideas on the Topic may include:</p> <ul style="list-style-type: none"> • Text that is interpretable • Little elaboration of the ideas included • Two or more ideas in sequence • Little sense of audience. 	<p>A Simple Text using Basic Conventions may include:</p> <ul style="list-style-type: none"> • Simple vocabulary related to the topic • Simple sentences • Correct use of nouns and verbs related to the topic • Use of capital letters and full stops.
0.5	<p>A Simple Text may include:</p> <ul style="list-style-type: none"> • A brief response that may or may not be related to the topic • Writing that is generally interpretable but may have to be read more than once or read aloud • Some ideas with no development • A string or list of words or ideas. 	<p>A Simple Text may include:</p> <ul style="list-style-type: none"> • Some vocabulary related to the topic • Some proper sentence structures • Some correctly spelled words • Some attempts to use capital letters or full stops.

Writing Task marked examples

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

These examples illustrate the levels which most Year 3 and Year 5 students can be expected to achieve in each of the TCU and LSF categories. Marks and explanations are included at the end of each example.

1. Topic: What an amazing machine



One day I made a machine. It is a motor bike that has your brain. You just press the button and it goes 1000 km an hour! And it goes there. When you stop if you want you just press the other button and footys come out the front. You can practice your marking. It has a really loud alarm! Once someone tried to steal my motor bike! I was in the shop and I came out and yelled at him. You have to have the keys to start it. The helmet that you wear can never break. It has a tiger and some fire on it!

TCU (2) – a short or limited text

- Some elaboration of ideas and description
- Enhances the text with some detail
- Basic organisation of ideas about the machine

LSF (2) – a short or limited text

- basic control over sentence structure
- correct use of punctuation: capitals, fullstops, exclamation marks

2. Topic: What an amazing machine

Topic: What an amazing machine

I Woke up this morning and i thought why dont i make a breakfast making machine. So i got up and went into my enversion room & Started of putting the parts of it together. Then i mixed the engredients together. Finally i put the finishing touches on. I painted it. Then i put hands on it so it could pass me the food. Finally i put wheels on it so it could give me breakfast in bed. After a while i got tired so i went to bed.

The next morning i woke up and my breakfast invension was wating there for me to wake up it had my breakfast. It put it to me on a tray. It made me trench toast. It was delishouse. When I was finished I rang up my freinds and told them about my amazing new good break fast making machine. They all came to my house and I had a big party and my breakfast making machine was feeding every body. All my freinds had to do is tell it what to they want and it would be ready strait away and it would serve the food nicely.

After a little while my friends went home. I had a great party thanks to my Great, talented, good, exiting breakfast making machine.()

TCU (3) – a text with developing structure and some supporting detail

- Good development of a storyline
- Elaboration of ideas and detail to add interest to the topic
- Sets the scene well and works towards an effective conclusion

LSF (3) – a text with developing structure and some supporting detail

- Appropriate use of a variety of vocabulary (great, talented, good, exiting (sic), delishouse (sic), engredients (sic))
- A variety of well controlled sentences
- Basic punctuation: full stops, capital letters, paragraphs

3. Topic: At the Zoo

<p>"The crowd was waving and cheering ..."</p>
<p>At the zoo.</p>
<p>As the famous Molly performed an outstanding trick just using a net and a couple of pink and fluffy birds. On her own little stage was a small shiny box to perform her magical trick. Then she picked up her net and in mid air a pink fluffy bird appeared mysteriously. While the crowd was in shock.</p>
<p>Her next performance included a empty fishtank and a black sheet. Molly slowly covered the tank with the sheet and pulled it off and there was now longer an empty fishtank but a full tank with atleast 30 fish in there. We were all amazed, we all went "Wow how did she do that."</p>
<p>Later my parents and I left and saw some huge crocodiles. About 5 minutes later we watched a crocodile show starring Peat and Paul. Peat and Paul are brothers, this is their new career. They work with crocodiles. First they stuck their heads and hand in the crocodile's mouth. Then one of them wet the floor and went write down the other end slid across the floor while my dad got bitten by a bee.</p>
<p>Then when the show was still on we left the zoo and went back to the motel from our holiday to Thailand. The trip was grate, espeshaly seeing elephants playing soccer that was really funny. My favaret thing was riding the elephant and feeding it.</p>
<p>I came back With heaps of souvenirs when I came home. But it still felt really good to be home.</p>

TCU (4) – a well developed text

- Structured well with an effective introduction, body and conclusion
- The text follows a consistent plot
- Detail to enhance storyline, e.g. 'in mid air a pink fluffy bird appeared mysteriously' (mysteriously)

LSF (4) – a well developed text

- Use of language to convey precise meaning
- Control over punctuation and vocabulary
- Appropriate paragraphing and variety of sentence structure

At the conclusion of the Teacher Assessed Writing Task

Teacher Assessed Writing Task Return

Collect each students' final version and drafts.

Finish marking the students' work using the specific categories and criteria in the marking guide (page 24), assigning each student three marks: TCU for Texts and Contextual Understanding; LSF for Linguistic Structures and Features; and S for Strategies.

Record each student's three marks on the Teacher Assessed Writing Task Return.

Students' pieces of writing may then be returned to them, retained by you or published.

1. The Teacher Assessed Writing Task Return will be pre-printed with student names. If a student's name is not listed, add their name and scores at the bottom of the list in the spaces provided.
2. Please use a 2B pencil. If a mistake is made, erase it and shade the correct bubble/s.
3. It is expected that most student writing will fall into the following ranges:
Year 3 from 0.5 to 4
Year 5 from 1.5 to 5
4. Once completed, the Teacher Assessed Writing Task Return should be given to the AIM coordinator and returned with the test booklets.

While it is important that the appropriate mark be given to each piece of student writing, please note that the VCAA can only report within the ranges mentioned for each year level. For this reason, student writing that DOES NOT fall into these ranges needs to be recorded as either the Above range (AR) or Below range (BR).

The range of student scores for each year level is shown below. Please note that a separate bubble should be shaded for each score.

Year 3

ASPECT	STUDENT SCORE: Refer to Writing Task Marking Guide in 2007 Schools' Guide – Implementation
ASPECT	BR* 0.5 1 1.5 2 2.5 3 3.5 4 AR**
TCU	<input type="radio"/>
LSF	<input type="radio"/>
S	<input type="radio"/>

Below range 0.5, 1, 1.5, 2, 2.5, 3, 3.5, 4, Above range

Year 5

ASPECT	STUDENT SCORE: Refer to Writing Task Marking Guide in 2007 Schools' Guide – Implementation
ASPECT	BR* 1.5 2 2.5 3 3.5 4 4.5 5 AR**
TCU	<input type="radio"/>
LSF	<input type="radio"/>
S	<input type="radio"/>

Below range 1.5, 2, 2.5, 3, 3.5, 4, 4.5, 5, Above range

Section 4 – Centrally Assessed Mathematics Tests

Year 3, Year 5 and Year 7

Introduction

There is one Mathematics Test booklet for Year 3 and one booklet for Year 5, both consist of multiple-choice and short-answer questions. There are two Mathematics Test booklets for Year 7 (Mathematics Test 1 and Mathematics Test 2). Mathematics Test 1 consists of multiple-choice and short-answer questions and Mathematics Test 2 consists of extended task/short-answer questions. Each test is completed in one session.

Timing

Times allocated for the Centrally Assessed Mathematics Tests are:

Year 3 = 35 minutes plus 10 minutes for introduction and practice questions

Year 5 = 45 minutes plus 10 minutes for introduction and practice questions

Year 7 = 45 minutes plus 10 minutes for introduction and practice questions (Test 1)

Year 7 = 40 minutes plus 5 minutes for introduction (Test 2).

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

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

Participation Return

Record students as present, absent, withdrawn, exempted or partially completed 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 test booklet
- quiet work if they finish early.

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

Test administration script – Mathematics

The Mathematics Test administration script includes sections which are common for Years 3, 5 and 7 and sections which are specific to each year level.

The test administration scripts include common instructions for:

- distribution of materials
- starting the test
- at the conclusion of the test.

The test administration scripts include specific practice questions and/or instructions for:

- Year 3 and Year 5 Mathematics
- Year 7 Mathematics Test 1
- Year 7 Mathematics Test 2.

Distribution of materials – for all students (Year 3, Year 5 and Year 7)

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 test booklet and that all your details are correct.

Check that all students have their own pre-printed test booklet and the necessary materials. 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 test 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 test booklet if a pre-printed test booklet exists for that student, nor should they complete the test using another student's pre-printed test 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 test booklet where students should print 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.

Year 3 and Year 5 – Mathematics practice questions**SAY**

Turn to page 2 of your Mathematics Test. Here are some practice questions we are going to do together.

Question P1 says 'How many days are there in one week?' The instruction box tells you to 'Shade one bubble'.

Do that now.

Give students a moment to shade one bubble.

SAY

The correct answer is '7'. If you did not shade the bubble next to '7', rub out what you did and shade the correct bubble now.

Check that students have shaded the correct bubble.

SAY

Question P2 says '5 multiplied by 3 equals'. The instruction box tells you to 'Write one number in each box'. Do that now.

Give students a moment to write one number in each box.

SAY

The correct answer is '15'. You should have written '1' in the first box and '5' in the second box. If you did not write '1' in the first box and '5' in the second box, rub out what you did and write the correct numbers now.

Check that students have written '15' in the boxes correctly.

SAY

Question P3 says 'How many of these shapes are circles?' The instruction box tells you to 'Write one number in the box'. Do that now.

Give students a moment to write one number in the box.

SAY

There are 2 circles drawn for Question P3 so you should have written '2' in the box. If you did not write '2' in the box, rub out what you did and write '2' in the box now.

Check that students have written '2' in the box correctly.

SAY

Are there any questions?

Respond to any questions. Refer to 'Assistance' (page 33) for test supervisor guidelines as required.

Turn to 'Starting the test – for all students' (Year 3, Year 5 and Year 7) on page 37.

Year 7 Mathematics Test 1 – practice questions

SAY

Turn to page 2 of your Mathematics Test 1. Here are some practice questions we are going to do together.

Question P1 says ‘Malcolm buys 4 CDs at \$12 each. What is 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’. If you did not shade the bubble next to ‘\$48’, rub out what you did 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 odd number in the table is ‘3’. You should have shaded the bubble under ‘3’. If you did not shade the bubble under ‘3’, rub out what you did and shade the correct bubble now.

Check that students have shaded the correct bubble.

SAY

Question P3 says ‘13 multiplied by 2 equals’.

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 ‘26’. You should have written ‘26’ in the box. If you did not write ‘26’ in the box, rub out what you did and write the correct number now.

Check that students have written ‘26’ in the box correctly.

SAY

Are there any questions?

Respond to any questions. Refer to ‘Assistance’ (page 33) for test supervisor guidelines as required.

Turn to ‘Starting the Test – for all students’ (Year 3, Year 5 and Year 7) on page 37.

Year 7 Mathematics Test 2 – Instructions

Do not start the questions until I tell you to.

Turn to page 2 of your Mathematics Test 2. This is Task 1 – ‘Post Office’.

Turn to page 5. This is Task 2 – ‘Mystery Number’.

Turn to page 6. This is Task 3 – ‘Triangle Grids’

You are to attempt all tasks. For some questions you should write your answer in the box provided and for other questions you should draw on a diagram or grid. You may use scrap paper to calculate answers, but be sure to write your final answer in your test booklet.

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

SAY

Are there any questions?

Respond to any questions. Refer to ‘Assistance’ (page 33) for test supervisor guidelines as required.

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

SAY

Before you begin, it is important to remember that the questions in this test have been written to help us find out what you know about Mathematics. Some of the questions may be hard. Some might be easy. Just try your best and do what you can.

- The instruction boxes are there to remind you how to answer the questions.
- Don’t look at any other student’s work or talk to anyone else but me.
- If you get stuck or if something seems too hard, go on to the next question. I am not allowed to help you answer the questions.
- You might not be able to finish all of the questions – just try your best.
- If you want to change an answer, make sure you rub out the wrong answer completely before writing in the new answer.
- I will make sure you know how much time you have left to finish you Mathematics Test and I will warn you when there are five minutes to go.

Are there any questions?

Respond to any questions. Refer to ‘Assistance’ (page 33) for test supervisor guidelines as required.

SAY

You may start the test now.

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 five minutes of time remaining.

At the conclusion of the test – for all students (Year 3, Year 5 and Year 7)

If students have finished 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 booklets.

Collect all test booklets and check that students have correctly and legibly printed their names on the front cover of the Mathematics 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 booklets and the Participation Return to the AIM coordinator immediately after the test. Do not leave test booklets in the classroom.

Section 5 – Centrally Assessed English Tests

Year 3, Year 5 and Year 7

Introduction

The English Test has these components:

- Reading and language conventions which are assessed by multiple-choice and short-answer questions.
A coloured magazine is provided at each level as reading stimulus material:
Going Places for Year 3
Making Tracks for Year 5
Horizons for Year 7.
- Spelling (Year 3 and Year 5 only) which has two tasks, Task A – Dictation, and Task B – Editing. These tasks are administered by the test supervisor in a separate session. For Year 7, spelling items are included with the multiple-choice questions.
- Writing which requires all students to write an extended story/narrative. Students complete this in the separate Writing Test booklet.

Timing

Times allocated for the Centrally Assessed English Tests are:

Year 3 = 40 minutes plus 10 minutes for introduction and practice questions

Year 5 = 50 minutes plus 10 minutes for introduction and practice questions

Year 7 = 45 minutes plus 10 minutes for introduction and practice questions.

It is essential that test supervisors work through practice questions at the beginning of the test with all students to allow them to become familiar with the types of responses required.

Assistance

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.

Participation Return

Record students as present, absent, withdrawn, exempted or partially completed on the Participation Return.

Preparation

EACH student will need:

- a 2B pencil (as provided)
- an eraser

- a coloured magazine
- his or her own pre-printed English Test booklet
- quiet work if they finish early.

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

Test administration script – English

The English Test administration script includes sections which are common for Years 3, 5 and 7 and sections which are specific to each year level.

The test administration script includes common instructions for:

- distribution of materials
- starting the test
- at the conclusion of the test.

The test administration script includes specific practice questions and/or instructions for:

- Year 3 English
- Year 5 English
- Year 3 and Year 5 Spelling
- Year 7 English.

Distribution of materials – for all students (Year 3, Year 5 and Year 7)

SAY

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

Hand out the test booklets to the 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 your details are correct.

Check that all students have their own pre-printed test booklet and the necessary materials. 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 test 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 test booklet if a pre-printed test 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 test booklet where students should print 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.

Year 3 – English practice questions

SAY

Turn to page 2 of your English Test. Here are some practice questions we are going to do together.

For practice question P1 you will need your coloured magazine *Going Places*.

The instruction says 'Turn to page 3 of *Going Places* and answer question P1.'

Question P1 says 'The title of the passage on page 3 is'.

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

Give students a moment to shade one bubble.

SAY

The title of the passage on page 3 is 'Jessie's Find'. If you did not shade the bubble next to 'Jessie's Find', rub out what you did 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 *Going Places*.

Question P2 says 'Use the numbers 1, 2, 3 and 4 to show the correct order of these daily events. The events are 'school starts', 'home time', 'morning recess' and 'lunch time'.
The instruction box says 'Write one number in each box'. Do that now.

Give students a moment to write one number in each box.

SAY

The correct order is, 1, 4, 2, 3. If you did not write the numbers in that order, rub out what you did and write the correct numbers now.

Check that students have written the correct numbers in the boxes.

SAY

Question P3 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 word that completes the sentence is 'best'. If you did not shade the bubble next to 'best', rub out what you did and shade the correct bubble now.

Check that students have shaded the correct bubble.

SAY

Question P4 says 'Shade one bubble to show which word should start with a capital letter.'

'My friend jane is coming to our house tonight.' The instruction box tells you to 'Shade one bubble'. Do that now.

Give students a moment to shade one bubble.

SAY

The word 'jane' should start with a capital letter. If you did not shade the bubble above 'jane', rub out what you did and shade the correct bubble now.

Check that students have shaded the correct bubble.

SAY

Are there any questions?

Respond to any questions. Refer to 'Assistance' (page 39) for test supervisor guidelines as required.

Turn to 'Starting the test – for all students' (Year 3, Year 5 and Year 7) on page 45.

Year 5 – English practice questions

SAY

Turn to page 2 of your English Test. Here are some practice questions we are going to do together.

For practice question P1 you will need your coloured magazine *Making Tracks*. The instruction says 'Turn to page 6 of *Making Tracks* and answer question P1.'

Question P1 says 'The title of the passage on page 6 is'.

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

Give students a moment to shade one bubble.

SAY

The title of the passage on page 6 is 'The can opener'. If you did not shade the bubble next to 'The can opener', rub out what you did and shade the correct bubble now.

Check that students have shaded the correct bubble.

SAY

For questions P2 to P4 you do NOT need *Making Tracks*.

Question P2 says 'Which of the underlined words should end with an 's'?'

The sentence says 'How many of your friend are coming tonight?' 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 are coming tonight?' If you did not shade the bubble under 'friend', rub out what you did and shade the correct bubble now.'

Check that students have shaded the correct bubble.

SAY

Question P3 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 word that completes the sentence is 'best'. If you did not shade the bubble next to 'best', rub out what you did and shade the correct bubble now.

Check that students have shaded the correct bubble.

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 what you did and shade the correct bubble now.

Check that students have shaded the correct bubble.

SAY

Are there any questions?

Respond to any questions. Refer to 'Assistance' (page 39) for test supervisor guidelines as required. Turn to 'Starting the test – for all students' (Year 3, Year 5 and Year 7) on page 45.

Year 7 – English practice questions

SAY

Turn to page 2 of your English Test. Here are some practice questions we are going to do together.

For practice question P1 you will need your coloured magazine *Horizons*. The instruction says ‘Turn to page 3 of *Horizons* and answer question P1.’

Question P1 says ‘The title of the passage on page 3 is’.

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

Give students a moment to shade one bubble.

SAY

The title of the passage on page 3 is ‘The Bogong Moth’. If you did not shade the bubble next to ‘The Bogong Moth’ rub out what you did and shade the correct bubble now.

Check that students have shaded the correct bubble.

SAY

For practice questions P2 to P5 you do NOT need *Horizons*.

Question P2 says ‘Which of the underlined words should end with an ‘s’?’

The sentence says ‘How many of your friend are coming tonight?’ 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 are coming tonight?’ If you did not shade the bubble under ‘friend’, rub out what you did and shade the correct bubble now.’

Check that students have shaded the correct bubble.

SAY

Question P3 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 word that completes the sentence is ‘best’. If you did not shade the bubble next to ‘best’, rub out what you did and shade the correct bubble now.

Check that students have shaded the correct bubble.

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 what you did and shade the correct bubble now.

Check that students have shaded the correct bubble.

SAY

Question P5 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 the word correctly, rub out what you did and write the correct answer now.

Check that students have written 'house' correctly in the box.

SAY

Are there any questions?

Respond to any questions. Refer to 'Assistance' (page 39) for test supervisor guidelines as required.

Starting the test – for all students (Year 3, Year 5, Year 7)

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. Some of the questions may be hard. Some might be easy. Just try your best and do what you can.

- The instruction boxes are there to remind you how to answer the questions.
- Use the passages in your magazine to help you when you are answering the reading questions.
- Don't look at any other student's work or talk to anyone else but me.
- If you get stuck or if something seems too hard, go on to the next question.
- I am not allowed to read the questions to you, but I can help if you are not sure what type of response is required.
- You might not be able to finish all of the questions – just try your best.
- If you want to change an answer, make sure you rub out the wrong answer completely.
- I will make sure you know how much time you have left to finish your English Test and I will warn you when there are five minutes to go.
- Stop when you reach the STOP sign.
- (Year 3 and Year 5 only) Do not start the Dictation until I tell you.

Are there any questions?

Respond to any questions.

SAY

You may start the test now.

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 five minutes of time remaining.

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 five minutes of time remaining.

At the conclusion of the test – for all students (Year 3, Year 5, Year 7)

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 booklet.

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.

Spelling – Year 3 and Year 5 only

The Spelling section of each booklet contains two tasks:

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

Spelling instructions are packed with the test booklets and distributed to test supervisors with the tests.

Test Administration Script – Writing (Year 3, Year 5, Year 7)

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

Timing

Time allocated for the introduction to the Writing Test is 15 minutes. Times allocated for student writing are:

Year 3 = 35 minutes

Year 5 = 40 minutes

Year 7 = 40 minutes.

Assistance

As the Writing Test is an assessment of students' written English, it is inappropriate to offer assistance during the time that students 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.

Participation Return

Record students as present, absent, withdrawn, exempted or partially completed on the Participation Return.

Preparation

Each student will need their own Writing Test booklet and their usual writing materials, i.e. a 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 Writing Test booklet or write until I tell you.

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

SAY

Your name and 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

Look at the front cover of your Writing Test booklet. Follow silently while I 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 test booklet where students should print their names.

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.

Starting the test

SAY

Today you will be writing a story / narrative. (Use the word that best suits your students.)

First we will spend some time talking about ideas for your story and then you will have time to write by yourself. You are to work on your own and not disturb others.

You are only writing one copy, which will be written in your Writing Test booklet. Please do not write in shaded areas. Your story is to be written as though the work is for others to read.

DO NOT use a red pen.

SAY

The writing topic you are going to write about 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.

It is up to you whether or not you use the words (read the *Writing* topic) in your story.

Under the Writing topic are some ideas that may help you when you are writing.

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?

Use the ideas above to structure a brief class discussion.

SAY

Remember that your story can be about yourself or someone else.

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

Remember that your story is to be written as though it is for someone else to read.

Give students an opportunity to ask any questions they may have.

SAY

Remember that it is important to try and finish your story. If you need to write a word that you are not sure about, do the best you can. When you have finished writing you can check your story for content, spelling and punctuation and remain quiet until I tell the class to stop.

I will make sure you know how much time you have left to finish your Writing Test and I will warn you when there are five minutes to go.

Turn to page 2 of your Writing Test.

You may start writing now.

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 five 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 and 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.

Section 6 – After the testing period

Collection of completed test booklets by the VCAA commences at 8:30 am on Thursday 2 August and continues until Friday 10 August 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
- 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 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
- Teacher Assessed Task Returns.

If materials have not been collected by 3:45 pm on **Wednesday 7 August 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 10 August 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 photocopies of the Participation Returns, Record of Exemption forms and Packing Return are retained at the school.

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

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