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# WAMSE

Western Australian Monitoring Standards in Education

Test administrators handbook 2013: Year 7



School Curriculum  
and Standards  
Authority

## CONTACT DETAILS

All documents referred to throughout the *Test administrators handbook* are located on the WAMSE website: [http://www.scsa.wa.edu.au/internet/Years\\_K10/Wamse](http://www.scsa.wa.edu.au/internet/Years_K10/Wamse)

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# 1. INTRODUCTION

Thank you for administering the Western Australian Monitoring Standards in Education (WAMSE) tests for 2013.

The WAMSE tests are designed to test the knowledge, skills and conceptual understandings of students in Science and in Society and Environment. It is important that the tests be conducted in all schools under standard conditions to give a valid indication of how students are performing across Western Australia. It is critical that all staff ensure students are engaged in the tests to allow for the successful administration and demonstration of each student's ability.

The assessment program will run smoothly if staff are well prepared. It is important that WAMSE test administrators become familiar with all the procedures in this *Test administrators handbook* and ensure that timelines are met.

There are three organisational checklists for administering the tests:

- Before the test
- During the test
- After the test

These checklists, on pages 3 to 6, are designed to take you through the testing process from start to finish.

In this book, the term **WAMSE coordinator** will be used to refer to the Principal or their delegated representative, responsible for the coordination of WAMSE in your school.

## 1.1 Reading the test administration scripts

The appendices contain the scripts you will need to administer the tests. To ensure that all tests are conducted throughout Western Australia in the same manner, and that all students hear the same instructions, the scripts **must** be read aloud as written.

### READ ALOUD

Read aloud to students all instructions that appear in boxes like this.

Please DO NOT vary this procedure because it assists in validating standardised assessment results.

Read the relevant appendices before the allocated test periods.

During the test sessions, ALL instructions are to be followed.

## 1.2 Test times

The tests must be scheduled for the week, **Monday 5 August** to **Friday 9 August**.

Schools can administer the tests **at any time during the assessment week** as part of the normal school day. The assessments are structured so that they can be administered by teachers during timetabled class time.

If two test sessions are scheduled for the same day, it is advisable that a break of at least 15 minutes be timetabled between the sessions.

Total times and working times for each of the assessments are shown in the table below.

Assessment	Test sessions	Total time (minutes)	Working time (minutes)
Science	Part A: Natural and Processed Materials, Earth and Beyond and Investigating	40	30
	Part B: Life and Living, Energy and Change and Investigating	40	30
Society and Environment	Part A: all outcomes	50	40
	Part B: all outcomes	50	20* + 25

\*20 minutes is allocated to viewing the DVD.

The total time for each assessment includes giving instructions, administration time for distributing materials, completing practice questions and collecting test booklets. This administration time is approximate and may take some classes longer than indicated.

Both parts of each assessment appear in the same booklet. They may be administered one after the other (with a short break between) or on different days, depending on what suits your school.

It is expected that the times allocated will be sufficient for all students to complete the tasks, unless they require learning adjustments and normally require extra time to complete test tasks (for example, using Braille papers). See the *WAMSE 2013 Learning Adjustment* document, available from the WAMSE website (under *Support materials*), for details of what is permitted.

## 2. ORGANISATIONAL CHECKLISTS FOR TEST ADMINISTRATORS

### 2.1 Before the test (Tick the boxes as you go.)

- Download last years test booklets from the WAMSE website and familiarise students with the question types (*see inside front cover for website details*).
- Check that arrangements have been made **for students requiring learning adjustments**:
  - *WAMSE 2013 Learning adjustments* documentation have been downloaded from the WAMSE website.
  - Specially-prepared test materials, such as large print or Braille papers, have been requested and received.
  - Accommodations have been made for students requiring extra time or rest breaks.
- Make alternative arrangements for exempt and withdrawn students for each test session.
- Remove or cover any posters, charts, vocabulary lists or other materials in the room that might help students to answer questions.
- Collect a sufficient amount of equipment for each test:
  - spare 2B or HB pencils, erasers, rulers and sharpeners.
- Create the best possible test conditions for students to demonstrate their knowledge, skills and conceptual understandings by:
  - setting up the desks to minimise opportunities for students to see one another's work
  - removing the following items from students' desks, as they will interfere with the validity of the test or the scanning of the booklets:
    - ✗ mobile phones
    - ✗ dictionaries/thesauruses
    - ✗ coloured pencils or pens
    - ✗ felt pens
    - ✗ highlighters
    - ✗ correcting fluid
    - ✗ glue/staplers
  - organising a quiet activity, such as reading, for students who finish early.
- On the morning of each test, collect all test materials, including *Test-session participation and summary reports*, from the WAMSE coordinator. Check that you have sufficient booklets, stimulus materials (including DVD for Part B of Society and Environment) and equipment, eg. DVD player, TV monitor, and that you understand all procedures and time allocations.

## 2.2 During the test

You are responsible for administering the test sessions according to the specific scripts set out in the appendices and the instructions below:

**For new students and those without pre-printed test booklets:**

- use one of the additional booklets with the blank cover pages
- fill in the details on the booklet cover using a 2B or HB pencil
- check (and if necessary add) the student details on the *Test-session participation and summary report*.

Ensure that each student has all the test materials required:

- ✓ the appropriate test booklet for the individual student
- ✓ a stimulus magazine for the *Society and Environment* assessment
- ✓ access to spare pencils, sharpeners, rulers and erasers.

The diagram shows a test booklet cover for WAMSE (Western Australian Monitoring Standards in Education) Science Year 7 2013. The cover is divided into sections for teacher completion and student completion. Callout boxes provide instructions for each field:

- Test:** Points to the overall document.
- Year level:** Points to the 'YEAR 7' text.
- Pre-printed student details:** Explains that for blank booklets, all details must be completed by hand using 2B or HB pencils.
- Class ID:** Explains that if no ID is pre-printed, the designated class number (e.g., 5A) should be filled in.
- School code:** Explains that if no school code is pre-printed, it should be copied from another student's booklet.
- Barcode ID:** Explains that this number (934614-1) should not be changed.
- Student name:** Explains that students should write their name in the provided space using 2B or HB pencils as a cross-check.

**Teacher Completion Section:**

Details to be completed by the TEACHER (if blank)

FIRST NAME: JOHN  
 LAST NAME: SURNAME  
 SCHOOL: LOCAL PRIMARY SCHOOL  
 DATE OF BIRTH: 20 / 03 / 2001  
 CLASS: 5A  
 SCHOOL CODE: 123456  
 BARCODE ID: 934614-1

**Student Completion Section:**

Details to be completed by the STUDENT

Please print your name here.  
 First name Last name

Use 2B or HB pencil **only**.

**Logos:** School Curriculum and Standards Authority, ACER.

**Page 1**

**Note: Test administrators must ensure that all information provided is complete and accurate. Schools will be contacted and asked to provide any missing information. Correcting fluid must not be used as it interferes with scanning.**



- Check that students use **ONLY 2B or HB pencils**.
- Ensure that students check the front covers of their own booklets and fill in their names in the space provided. If an error is found in the pre-printed details, record the changes in **2B or HB** pencil on the front cover and on the *Test-session participation and summary report*.
- Make certain that students complete the practice questions correctly. The purpose of practice questions is to familiarise students with the different response types. This is not an opportunity for teaching. Times given are approximate and you might find that they take longer for your students. Move through these questions as quickly and efficiently as possible.
- Confirm that the bubbles are shaded correctly in multiple-choice questions. Note that the following responses are unacceptable, as electronic scanners will not read them accurately:



Line



Very light pencil



Coloured pencil



Pen

- For the allocated working time, write a time sequence with start and finish times as well as 10 minute intervals on the board. Mark off the time intervals as they pass.
- Provide appropriate assistance. During the test, the test administrators or supervisors act as facilitators rather than as interpreters for the students. Assistance that would help students to answer a question is not appropriate.

Test administrators may provide the following assistance:

- ✓ read instructions
- ✓ remind students how to complete responses, e.g. how to shade an answer bubble
- ✓ read words, phrases or questions for students, if they ask
- ✓ instruct students to leave questions about which they are unsure and to move on to another
- ✓ advise students to return to any unanswered questions if there is time at the end.

Test administrators or supervisors **may not**:

- ✗ paraphrase or interpret questions or text
- ✗ give examples or hints
- ✗ indicate that a student's answer is correct or incorrect
- ✗ remind students about work completed in class
- ✗ allow students extra time, except as outlined in the *Test administration handbook*
- ✗ indicate information on charts and other classroom media.

- Encourage students who have either lost concentration or who have finished early to refocus or review their work. Students who have finished completely should do a quiet activity such as reading.
- Complete the *Test-session participation and summary report*. It is important that information about student participation in the testing process is recorded accurately as it is used in the preparation of student reports and in reporting at the system level. Any event that occurs during the test that could affect student performance for any reason should be recorded.

**TICK THE APPROPRIATE BOX**

**Present:** student who participated in the test session.

**Absent:** students not present for the test session.

**Left school:** students who are no longer at the school.

**Formal exemption:** use information provided by the WAMSE coordinator.

**Parent withdrawal:** use information provided by the WAMSE coordinator.

**Abandonment:** students who did not complete the assessment due to illness or misadventure.

**Test participation and summary report**  
 Note: This form is to be retained by the school.

School name: SAMPLE PRIMARY SCHOOL School code: 1234  
 Test name: SOCIETY AND ENVIRONMENT Class: 5

**Instructions:**  
 Use this form to record the participation and for WA schools only, all disability adjustments accessed. Refer to pages 7 and 8 (section 3.5) of the 2013 Test Administration Handbook for Teachers for a definition of each participation category and the codes for recording disability adjustment.

Student's first name	Student's surname	Date of birth	Present	Absent	Left school	Exemption	Withdrawal	Abandonment	Disability Adjustment	Adjustments for disability
JOHN	ANDERSON	20/03/2003	✓							
ANNA	EVANS	02/08/2002						✓		
SIMON	LEE	09/06/2003		✓						
ALEXANDER	MARSLAND	01/02/2003	✓						✓	SCRIBING (SC)
JENNIFER	SIMMONS	02/12/2002	✓						✓	EXTRA TIME (ET)

**TEST SESSION REPORT:** Record any incidents or irregularities that occurred during the test session. Turn over the page if more space is required.

Name of test administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Record all events during the assessment that could affect student performance (arriving late, feeling sick, pages out of order, etc.). These details are for school use only.

**2.3 After the test**

- Collect **ALL** materials:
  - ✓ student test booklets
  - ✓ stimulus magazines
  - ✓ DVD for *Society and Environment*
  - ✓ *Test administrators handbook*
  - ✓ *Test-session participation and summary report*.
- Check to make sure that all information is recorded accurately on the test booklets and *Test-session participation and summary report*.
- After Part A, sign and return the *Test-session participation and summary report* and test booklets to the WAMSE coordinator if Part B is not to be completed on the same day.
- After Part B, sign and return the *Test-session participation and summary report* and test booklets to the WAMSE coordinator.
- Return all the test materials to the WAMSE coordinator, who is responsible for their prompt return to the WAMSE processing centre in Melbourne.

### 3. CATCH-UP SESSIONS FOR STUDENTS ABSENT ON TEST DAYS

It is very important that a high level of student participation in the WAMSE assessments is achieved. Every effort should be made to ensure all eligible students are assessed during the testing period (5 to 9 August).

If students are absent for one or more of the test sessions, arrangements should be made for them to sit the tests at other times in the test week (catch-up sessions).

The same procedures must be followed in the catch-up sessions as in the main test sessions. Every care should be taken to ensure that the test conditions are the same and that these students do not have an unfair advantage.

As attendance at a catch-up session is a change that could affect a student's performance, please record the details in the section at the bottom of the *Test-session participation and summary report* from that test session.

## 4. RETURN OF TEST MATERIALS

Please return all materials promptly. This is essential to achieve the marking and reporting timelines that suit schools.

WAMSE coordinators need to check that ALL of the following materials have been packed:

- ✓ used and partly-used booklets for all students who sat the tests. There is no need to re-sort them into alphabetical order.
- ✓ unused pre-printed booklets.

Schools should retain all stimulus materials and unused blank test booklets. Additional booklets will not be supplied after the assessment week.

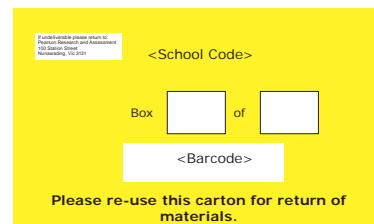
All test materials **must** be kept secure until the end of the following week (16 August).

The red and white return address labels **must** be used. The original packaging should be used where possible to return completed materials. Extra care must be taken to **ATTACH RETURN ADDRESS LABELS OVERTHE TOP** of the original red and white address labels. The yellow label on the side of the box should be filled indicating the box number and the total number of boxes.

### RETURN ADDRESS LABEL



### YELLOW LABEL ON SIDE OF BOX



Schools should record the "AP Article ID" and indicate it on the *WAMSE registration and participation website* for the purposes of tracking materials.

### Metropolitan public schools

Metropolitan public schools return all materials through Courier Australia couriers on either **Monday 12 August** or **Tuesday 13 August**, depending on the courier run.

### Metropolitan Catholic and independent (AISWA) schools

Catholic schools and independent (AISWA) schools and return all materials through Australia Post as registered mail no later than **Monday 12 August**. Ensure that a record of lodgement is obtained from the post office.

### All country schools

All public, Catholic and independent country schools return all materials through the local Australia Post or postal agency as registered mail no later than **Monday 12 August**. Ensure that a record of lodgement is obtained from the post office.

## 5. PARTICIPATION PROTOCOLS

### 5.1 Protocols for participation and reporting

#### 5.1.1 Assessed students

An assessed student's results are counted as part of the cohort of assessed students and the student will receive a report for that learning area. Assessed students include those students who are:

- present for the test, regardless of the number of questions they attempt
- exempted by the Principal and parent/caregiver.

A student will **not** be considered as an 'assessed' student if he/she:

- is withdrawn by their parents
- is absent for both Parts A and B of an assessment
- unexpectedly abandons a test due to illness or misadventure and does not complete either part.

#### 5.1.2 Absent students

Students are treated as absent if they were:

- not present at school when the test was administered. Principals are encouraged to facilitate the participation of students who were absent on the day of the test but return to school within the testing week
- or**
- suffering a temporary disability as a result of a mishap or accident (for example, a broken arm) for which suitable assistance could not be provided.

#### 5.1.3 Exempt students

Students may be exempted if they have:

- a language background other than English and have arrived from overseas less than a year before the test
- or**
- students with significant intellectual disability and/or those with significant co-existing conditions which severely limit their capacity to participate in the tests. Students in this category would typically be eligible for placement in an Education Support Centre.

Principals must obtain signed parent/caregiver consent for all exempt students.

#### 5.1.4 Withdrawn students

Withdrawn students do not sit a test because they were withdrawn from that test by their parents/caregivers. The *Parent/Caregiver withdrawal form* must be signed by both the Principal and the withdrawn student's parent/caregiver.

#### 5.1.5 Sanctioned Abandonment

Sanctioned abandonment of a test refers only to students who attempt one or more questions in a test but who do not complete the test due to illness or misadventure. The reason for sanctioned abandonment is recorded on the *Test-session participation and summary report*. Students who complete one part of a test will be reported on that part only.

## 5.2 Accommodating students requiring learning adjustments

All students requiring teaching and learning adjustments to participate in the WAMSE assessments should receive the level of adjustment that is normally available to them, e.g. Braille, questions read to student, support person.

For guidelines on providing adjustments, please refer to the *WAMSE 2013 Learning adjustments* document available from the WAMSE website. A summary of the learning adjustments is provided below. Students may access more than one adjustment during a test session.

Adjustments	Code*	Comments
<b>Large print format</b>	<b>LP</b>	Large print test books are available for students who generally access their classroom assessment in this manner. Large print materials must be ordered in advance.
<b>Braille format</b>	<b>Br</b>	Braille test books are available for students who normally use Braille in their classroom assessment. Braille materials must be ordered in advance.
<b>Black and White print format</b>	<b>SP</b>	Black and white print test books are available for students who generally access their classroom assessments in this manner. Black and white print materials must be ordered in advance.
<b>Coloured overlays</b>	<b>SP</b>	Coloured overlays are permitted for students with disability who generally use this educational adjustment for assessment. Black and white copies of the test for use with coloured overlays must be ordered in advance. Schools are responsible for providing the coloured overlays..
<b>Assistive technology</b>	<b>AT</b>	Computer/laptop use may be permitted for all tests by students with disability who normally use this adjustment for their usual classroom assessments. Unacceptable aspects of computer use include: <ul style="list-style-type: none"> <li>✗ Word prediction</li> <li>✗ Spelling and grammar checking</li> <li>✗ Internet/internal network access.</li> </ul>
<b>Screen reader</b>	<b>AT</b>	<ul style="list-style-type: none"> <li>✓ Software providing text-to-speech outputs is permitted to enable students with disability who normally use this type of adjustment to access their own responses in all tests, where appropriate.</li> <li>✓ Software providing text-to-Braille outputs are permitted for all tests.</li> <li>✓ Software providing text-to-speech outputs is permitted to access test material.</li> </ul>
<b>Separate Supervision</b>	<b>SS</b>	A student, whether for their own benefit or the benefit of others, may sit the test separately.
<b>Sign Support</b>	<b>OS</b>	Students who are deaf or have a hearing impairment may access oral or signed communication (e.g. Auslan). The support person must be a skilled and familiar communication partner with the student and is permitted to read or sign the instructions in all tests.
<b>Temporary Injury</b>	<b>TI</b>	Where a temporary injury which impacts on the student's ability to access the test independently has been sustained prior to the test, the school may make reasonable learning adjustments.
<b>Support person</b>	<b>Sup</b>	A Support Person may be either a teacher or a person officially engaged by the school to assist students with disability to access the test by shading bubbles indicated by the student or writing short responses or answers dictated by the student for all tests.
<b>Extra time</b>	<b>ET</b>	Generally, it is recommended that no more than 5 minutes of extra time per half hour of test time be granted, however in some cases up to an additional 15 minutes per half hour of published test time may be provided.
<b>Rest breaks</b>	<b>RB</b>	Generally, it is recommended that no more than 10 minutes of rest time per half hour of test time be granted, however in some cases up to an additional 15 minutes per half hour of published test time may be provided. Where relevant, rest breaks can be used as an alternative to extra time to avoid student fatigue, although there will be instances where both extra time and rest breaks are necessary

\*for ease of recording on the *Test-session participation and summary report*.

## 6. APPENDICES - TEST ADMINISTRATION

### APPENDIX 6.1: YEAR 7 SCIENCE, PART A

Part A is the first session of a two-part assessment.

This is an assessment of each student's ability in the Science outcomes (Strands), *Natural and Processed Materials (Chemical Sciences)*, *Earth and Beyond (Earth and Space Sciences)*, and *Investigating (Science Inquiry Skills)*.

#### Time allocation:

Introduction: 10 minutes approx.

Working: 30 minutes

Total session: 40 minutes approx.

This section is to be read in conjunction with sections 2 and 5.

#### 6.1.1 Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none"><li>• a <i>Year 7 Science</i> test booklet pre-printed with their name</li><li>• 2B or HB pencil only</li><li>• an eraser</li><li>• a ruler</li><li>• a sharpener</li><li>• a quiet activity to go on with if he or she finishes early</li></ul>	<ul style="list-style-type: none"><li>• <i>Test administrators handbook Year 7</i></li><li>• a copy of the <i>Test-session participation and summary report</i></li><li>• spare student test booklets</li><li>• spare pencils, erasers, sharpeners, rulers</li><li>• a watch or clock for timing the test</li><li>• a board to assist with practice questions and to show time sequence</li></ul>

**IT IS ESSENTIAL THAT ONLY 2B OR HB PENCILS BE USED. STUDENTS' DETAILS AND THEIR ANSWERS TO THE QUESTIONS CANNOT BE SCANNED OTHERWISE.**

#### 6.1.2 Test administration script

Completion of student information and Practice Questions should take approximately 10 minutes.

Ensure that students have all necessary equipment and are seated for a test situation.

Introduce the purpose of the assessment task.

#### READ ALOUD

This week across Western Australia, Years 5, 7 and 9 students are completing assessments in Science.

Today we will be doing the Science assessment Part A (or Parts A and B).

This work will show your parents, teachers and other interested people how well you know your science and how well you can work scientifically.

Your science will be assessed by expert markers and feedback will be returned to your teacher, and a report sent to your parents. It is very important that you do your best.

Look at the front cover of your test booklet. Your name and date of birth are printed on it. Please check that this is your test booklet and that your name and date of birth are correct.

Allow students time to check their name and date of birth. Help students to check if necessary. If there is an error, note it and correct it later.

**READ ALOUD**

Now look at the box near the bottom of the front cover. Print your first name and last name in this box.

Show students where to print their name and allow them time to complete the task.

**PRACTICE QUESTIONS**

**READ ALOUD**

Turn to page 2. We will start with three practice questions to show you the different types of questions in the test. There are other types of questions we will not practice. These include drawing graphs and filling in tables.

We will work through the practice questions together. Firstly we will read Practice Question 1.

Many questions are multiple choice. For these questions you must shade in the bubble next to the correct answer. For example:

**P1**    The leaves on most plants are coloured

- green.
- blue.
- purple.
- pink.

Shade the bubble beside the correct answer to P1.

Give the students time to shade a bubble.

**READ ALOUD**

You should have shaded the bubble beside the word *green*.

If you have made a mistake, erase your answer carefully and shade the correct bubble clearly.

Answer any questions the students have.

**READ ALOUD**

Now we will read Practice Question 2.

For some questions you will need to write one or two sentences to fully explain your answer. The number of answer lines gives you an idea of how much you will need to write. Pay particular attention to the words in bold. For example:

**P2**    **Explain** what happens to a balloon when you blow it up.

---

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---

Write the best answer you can to P2.

Give students time to answer the question.



## READ ALOUD

Your answer for a question like P2 may be credited with 1, 2 or 3 score points.

An answer like this may be credited with 1 score point:

*'The balloon gets bigger as more air is forced into it.'*

An answer like this may be credited with 2 score points:

*'The balloon gets bigger as more air is forced into it, so the balloon material stretches.'*

An answer like this may be credited with 3 score points:

*'The balloon gets bigger as more air is forced into it, so the balloon material stretches. There is a greater force on the inside of the balloon material and the balloon may burst.'*

So a more detailed explanation gets more credit.

You should try to confine your answer to the lines provided. Extra information may only be written in the space immediately below the lines for that question.

Answer any questions the students have.

## READ ALOUD

Now we will read Practice Question 3.

In some questions one bubble in each row will need to be shaded. For example:

<b>P3</b>	How many legs do these animals walk on?			
<b>Animal</b>	<b>2 legs</b>	<b>4 legs</b>	<b>More than 4 legs</b>	
emu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
dog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
horse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Shade in the bubbles beside the correct answer for each of the animals in question P3 now.

Give students time to answer the question.

## READ ALOUD

You should have filled in the bubbles as follows: 2 legs for the emu, 4 legs for the dog, and 4 legs for the horse.

If you have made a mistake, carefully erase your mistake and shade the correct answer clearly.

If necessary, demonstrate this on the board and explain further.

Answer further questions as necessary.

## CONDUCTING PART A

The test will take 30 minutes.

### READ ALOUD

In a moment, you will commence Part A.

Part A has Earth and Beyond (*Earth and Space Sciences*), Natural and Processed Materials (*Chemical Science*), and Investigating (*Science Inquiry Skills*) questions.

You have to write all your answers in this booklet using only a 2B or HB pencil.

Make sure that you do not write outside each question's borders or into the next question.

You must only attempt questions in Part A.

Do not spend too much time on any one question. Leave any question that is too hard for you and come back to it later after you have attempted the other questions.

You will not lose marks for wrong answers or guessing. If you finish early, check your answers, then sit quietly or read until the end of the assessment.

Are there any questions?

Answer any questions the students have.

### READ ALOUD

You have 30 minutes to complete Part A. Turn to Page 4 and begin working.

#### During the test:

- check that students are working only on Part A (the Part A pages do not have orange stripes along the edges).
- monitor students to ensure that the answers they give are their own.
- provide students with encouragement, reassurance and assistance with instructions. Assistance may be given to any students who are having difficulty in following instructions or reading questions. Paraphrasing or interpreting questions or text is not permitted.

#### After 25 minutes, READ ALOUD

There are five minutes remaining.

#### After 30 minutes, READ ALOUD

Pencils down. Well done. You have finished Part A. Close your test booklet and leave it on your desk. Stay seated until I have collected all the booklets and the equipment that I distributed.

Collect all materials as indicated making sure all students' details on the booklets are completed.

Thank you for your support with this task.

## APPENDIX 6.2: YEAR 7 SCIENCE, PART B

Part B is the second session of a two-part assessment.

This is an assessment of a student's ability in the science outcomes (*Strands*), *Life and Living (Biological Sciences)*, *Energy and Change (Physical Sciences)* and *Investigating (Science Inquiry Skills)*.

### Time allocation

Introduction: 10 minutes approx.

Working time: 30 minutes

Session time: 40 minutes approx.

This Appendix is to be read in conjunction with sections 2 and 5.

### 6.2.1 Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none"><li>• a <i>Year 7 Science</i> test booklet pre-printed with their name</li><li>• 2B or HB pencil only</li><li>• an eraser</li><li>• a ruler</li><li>• a sharpener</li><li>• a quiet activity to go on with if he or she finishes early</li></ul>	<ul style="list-style-type: none"><li>• <i>Test administration handbook Year 7</i></li><li>• a copy of the <i>Test-session participation and summary report</i></li><li>• spare student test booklets</li><li>• spare pencils, erasers, sharpeners, rulers</li><li>• a watch or clock for timing the test</li><li>• a board to assist with practice questions and to show time sequence</li></ul>

**IT IS ESSENTIAL THAT ONLY 2B OR HB PENCILS BE USED. STUDENTS' DETAILS AND THEIR ANSWERS TO THE QUESTIONS CANNOT BE SCANNED OTHERWISE.**

### 6.2.2 Test administration script

Confirm that all students have the same booklets they used for Part A.

Ensure that students have all necessary equipment and are seated for a test situation.

Introduce the purpose of the assessment task.

#### READ ALOUD

Now we will be doing the Science Assessment, Part B.

This work will show your parents, teachers and other interested people how well you know your science and how well you can work scientifically.

Your science will be assessed by expert markers and feedback will be returned to your teacher, and a report sent to your parents. It is very important that you do your best.

Check your name on the front of the assessment booklet. This is important for verifying and matching your results to your name. Now turn your booklet over for Part B and print your name in the space provided at the top.

Show students where to print their name and allow them time to complete the task.

## READ ALOUD

Part B has *Life and Living (Biological Sciences)*, *Energy and Change (Physical Sciences)*, and *Investigating (Science Inquiry Skills)* questions.

Answer all questions in the booklet.

You must attempt only questions in Part B.

Do NOT go back to Part A.

## PRACTICE QUESTIONS

### READ ALOUD

We will not be completing practice questions for Part B, because you will be familiar with the question types from Part A.

## CONDUCTING PART B

The test will take 30 minutes.

### READ ALOUD

In a moment, you will commence Part B. You will write all your answers in this booklet using only a 2B or HB pencil.

If you make a mistake, make sure that you erase the incorrect answer completely before you write your new answer.

Make sure that you do not write outside each question's borders or into the next question.

Shade the bubbles completely.

Do not spend too much time on any one question. Leave any question that is too hard for you and come back to it later after you have attempted the other questions.

You will not lose marks for wrong answers or guessing. If you finish early, check your answers, then sit quietly or read until the end of the assessment.

Are there any questions?

Answer any questions the students have.

### READ ALOUD

You have 30 minutes to complete Part B. Turn to Page 2 and begin working.

### During the test:

- check that students are working only on Part B (the Part B pages have orange stripes along the edges).
- monitor students to ensure that the answers they give are their own.
- provide students with encouragement, reassurance and assistance with instructions. Assistance may be given to any students who are having difficulty in following instructions or reading questions. Paraphrasing or interpreting questions or text is not permitted.

**After 25 minutes, READ ALOUD**

There are five minutes remaining.

**After 30 minutes, READ ALOUD**

Pencils down. Well done. You have finished Part B. Close your test booklet and leave it on your desk. Stay seated until I have collected all the booklets and the equipment that I distributed.

Collect all materials as indicated making sure all students' details on the booklets are completed.

Thank you for your support with this task.

## ACKNOWLEDGEMENTS

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## APPENDIX 6.3: YEAR 7 SOCIETY AND ENVIRONMENT, PART A

This session is the first of two sessions. This is an assessment of each student's understanding of society and the environment.

### Time allocation

Introduction: 10 minutes approx.

Working: 40 minutes

Total session: 50 minutes approx.

This document is to be read in conjunction with sections 2 and 5.

### 6.3.1 Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none"><li>• a <i>Year 7 Society and Environment</i> test booklet pre-printed with their name</li><li>• a <i>Year 7 Society and Environment</i> magazine</li><li>• 2B or HB pencil only</li><li>• an eraser</li><li>• a sharpener</li><li>• a quiet activity to go on with if he or she finishes early</li></ul>	<ul style="list-style-type: none"><li>• <i>Test administrators handbook Year 7</i></li><li>• a copy of the <i>Test-session participation and summary report</i></li><li>• spare student test booklets and magazines</li><li>• spare pencils, erasers, sharpeners, rulers</li><li>• a watch or clock for timing the test</li><li>• a board to assist with practice questions and to show time sequence</li></ul>

**IT IS ESSENTIAL THAT ONLY 2B OR HB PENCILS BE USED. STUDENTS' DETAILS AND THEIR ANSWERS TO THE QUESTIONS CANNOT BE SCANNED OTHERWISE.**

### 6.3.2 Test administration script

Completion of student information and practice questions should take approximately 10 minutes.

Ensure that students have all necessary equipment and are seated for a test situation.

Introduce the purpose of the assessment task.

#### READ ALOUD

This week across Western Australia, Years 5, 7 and 9 students are completing assessments in Society and Environment.

Today we will be doing the Society and Environment assessment Part A (or Parts A and B).

This work will show your parents, teachers and other interested people your understanding of society and the environment.

Your work will be assessed by expert markers and feedback will be returned to your teacher, and a report sent to your parents. It is very important that you do your best.

You should have your test booklet, the "*Humans in the landscape*" magazine, a **2B** or **HB** pencil and an eraser on your desk.

Check to see that you have these.

Do not open your test booklet until I tell you to.

Allow students time to check they have the appropriate materials.

## READ ALOUD

Look at the front cover of your test booklet. Your name and date of birth are printed on it. Please check that this is your test booklet and that your name and date of birth are correct.

Allow students time to check their name and date of birth. Help students to check if necessary. If there is an error, note it and correct it later.

## READ ALOUD

Now look at the box near the bottom of the front cover. Print your first name and last name in this box.

Show students where to print their name and allow them time to complete the task.

## PRACTICE QUESTIONS

### READ ALOUD

Before you begin the test we will start by working through the practice questions together.

Turn to page 2.

Show students page 2. Give them time to open the test booklets and locate the questions.

### READ ALOUD

In the *Society and Environment* test, you will have to answer questions in different ways. These practice questions will show you how to do them. We will do the practice questions together but you will have to do the test questions by yourself.

Follow while I read Practice Question One (p 2).

Use your copy of the magazine to help with these practice questions.

P1

What is the title of your magazine?

- Part 1
- Contents
- Our land and people
- Humans in the landscape

For these questions you must shade in the bubble next to the correct answer. Shade only one bubble now.

Give the students time to shade a bubble.

### READ ALOUD

The correct answer is *Humans in the landscape*. You should have shaded the bubble next to the phrase "*Humans in the landscape*". If you have not shaded the correct bubble erase it and shade in the correct one now.

Give the students time to make corrections.



**READ ALOUD**

Follow while I read Practice Question Two (p.2).

**P2** Give **one** reason why it is useful to have the contents list on the front cover of the magazine.

\_\_\_\_\_

\_\_\_\_\_

For some questions you have to write one to three sentences to explain your answer fully. Particular attention should be paid to any words in **bold**.

The number of lines gives you an idea of how much you will need to write. A more detailed answer is likely to get you a higher score.

Please answer the question now.

Allow students time to write their explanation.

**READ ALOUD**

You should have written an answer that deals with one of the following points.

- *Allows you to turn to the correct page quickly.*
- *So you know what is in the magazine.*

Answer any questions the students have.

**READ ALOUD**

Follow while I read Practice Question 3 (p 3).

**P3** Each activity on the left matches **one** thing to do first on the right. Link the correct pairs by drawing a straight line between them.

<b>Activity</b>		<b>Thing to do before you do the activity</b>
going to school	•	• brush your teeth
going to the beach	•	• pack your school bag
going to bed	•	• put on sunscreen

When answering these questions it is important to draw straight lines so if you have a ruler, please use your ruler.

Please answer the question now.

Give the students time to write their answers.

**READ ALOUD**

You should have drawn a straight line between the following things:

- going to school — pack your school bag
- going to the beach — put on sunscreen
- going to bed — brush your teeth

Answer any questions students have.

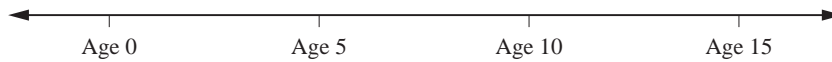
**READ ALOUD**

Follow while I read Practice Question Four (p 3).

**P4**

On the timeline below write the events in the order that they usually happen.

- you learn to walk
- you start primary school
- you start secondary school
- you finish secondary school



When answering these types of questions it is important that you clearly mark on the time line that correct location of the event. Do not just write the event above the time line.

Please answer the question now.

Give the students time to write their answers.

**READ ALOUD**

You should have marked a location on the time line:

- For 'you learn to walk' - between Age 0 and Age 5
- For 'you start primary school' at around Age 5
- For 'you start secondary school' at around Age 12
- For 'you finish secondary school' to the right of Age 15.

Answer any questions the students have.

**READ ALOUD**

We have now finished the practice questions.

Make sure students are paying attention.

## CONDUCTING PART A

The test will take 40 minutes.

### READ ALOUD

In a moment you will commence Part A.

At the beginning of each section there may be instructions directing you to look at a section of the magazine. Read these and other instructions carefully.

Do not simply copy information from the test booklet in your answers.

You have to write all your answers in the test booklet using only a 2B or HB pencil. It is very important that you do not use any pens or coloured pencils.

Make sure you only write inside the question's borders and on the lines provided.

You must only attempt questions in Part A. Leave a question that is too hard for you and come back to it later when you have attempted all the other questions. You will not lose marks for wrong answers or guessing.

If you make a mistake, you may erase your answer and change it. Make sure that your new answer is clearly written in the correct space.

You may not talk to other students during the assessment. If you have any problems, please raise your hand and I will come to speak with you.

If you finish early, check your work carefully and sit quietly until the end of the time of the assessment. Do not start Part B of the test.

I will let you know when you have 5 minutes left.

You have 40 minutes to complete the assessment.

Are there any questions about what you have to do?

Answer any questions about what students have to do.

### READ ALOUD

You have 40 minutes to complete Part A. Turn to page 4 and begin working.

### During the test:

- check that students are working only on Part A (the Part A pages do not have orange stripes along one edge).
- monitor students to ensure that the answers they give are their own.
- provide students with encouragement, reassurance and assistance with instructions. Assistance may be given to any students who are having difficulty in following instructions or reading questions. Paraphrasing or interpreting questions or text is not permitted.

### After 35 minutes, READ ALOUD

You have 5 minutes left to finish the test. If you have already finished, take some time to check all your answers. When you have finished, close your test booklet and wait quietly.

**After 40 minutes, READ ALOUD**

Thank you everyone. Please put your pencils down. Part A of the *Society and Environment* test is now finished. We will complete Part B later.

Well done! Close your test booklet and stay seated while the test booklets and magazines are collected.

**APPENDIX 6.4: YEAR 7 SOCIETY AND ENVIRONMENT, PART B**

This session is the second of two sessions. This is an assessment of each student’s understanding of society and the environment.

**Time allocation**

- Introduction: 5 minutes approx.
- DVD 1st watching: 8 minutes
- Reading: 4 minutes
- DVD 2nd watching: 8 minutes
- Working: 25 minutes
- Total session: 50 minutes approx.

This document is to be read in conjunction with sections 2 and 5.

**6.4.1 Materials required**

Each student should have:	The test administrator should have:
<ul style="list-style-type: none"><li>• a <i>Year 7 Society and Environment</i> test booklet pre-printed with their name</li><li>• a <i>Year 7 Society and Environment</i> magazine</li><li>• 2B or HB pencil only</li><li>• an eraser</li><li>• a sharpener</li><li>• a quiet activity to go on with if he or she finishes early</li></ul>	<ul style="list-style-type: none"><li>• <i>Test administrators handbook Year 7</i></li><li>• <i>Antarctica</i> DVD</li><li>• DVD player and screen</li><li>• a copy of the <i>Test-session participation and summary report</i></li><li>• spare student test booklets and magazines</li><li>• spare pencils, erasers, sharpeners, rulers</li><li>• a watch or clock for timing the test</li><li>• a board to show the time sequence</li></ul>

**IT IS ESSENTIAL THAT ONLY 2B OR HB PENCILS BE USED. STUDENTS’ DETAILS AND THEIR ANSWERS TO THE QUESTIONS CANNOT BE SCANNED OTHERWISE.**

***It is recommended that you have the DVD set up before starting the following script. The DVD comes with a menu you will need to press “Play” to get the DVD started. If you have a child who requires subtitles then you will need to use the option “Play with subtitles” provided on the initial screen. The DVD will be required to be played twice. Students are not to answer any questions until they have seen the DVD twice.***

## 6.4.2 Test administration script

### READ ALOUD

Today you will complete Part B of the *Society and Environment* test. You should have your Year 7 *Society and Environment* test booklet, the *Humans in the landscape* magazine, a **2B** or **HB** pencil and an eraser on your desk.

Check to see that you have these.

Do not open your test booklet until I tell you to.

Allow students time to check they have the appropriate materials.

### READ ALOUD

Check your name on the front of the assessment booklet. This is important for verifying and matching your results to your name.

Now turn your booklet over to Part B and print your name in the space provided.

Show students where to print their name and allow them time to complete the task.

### READ ALOUD

In this test you will be assessed on your understanding of the society and environment. It is important that you do your best.

Make sure students are paying attention.

### READ ALOUD

When answering questions remember the following: Shade the bubbles carefully. Write neatly. If you make a mistake, erase it completely and try again. If a question is too hard, do the next one. You can come back to it at the end, if you have time.

You should work on your own at all times. You are not allowed to talk to other students.

If you have any problems, please raise your hand and I will come to speak with you.

I will let you know when you have 5 minutes left. If you finish before the time is up, check all your answers.

This part of the test requires you to watch an 8 minute DVD. We will watch it once then you will be able to read the questions. **We will then watch it a second time, during this time you may take notes. Once the DVD is finished you will be able to answer the test questions.**

The title of this DVD is *Antarctica*. Are there any questions?

Answer any questions.

### READ ALOUD

Please sit quietly and listen while the DVD is playing.

Play the DVD.

**When the DVD finishes READ ALOUD**

Open your test booklet and start reading the questions in Part B. You have 4 minutes. Do not answer any questions.

Allow students 4 minutes to read the questions.

Reset the DVD by going to the Root Menu or similar function on your DVD player.

**READ ALOUD**

Please watch the DVD again. Do not answer any questions at this time.

**When the DVD finishes READ ALOUD**

You have 25 minutes to complete Part B. I will let you know when you have 5 minutes left.  
Turn to page 2 and begin working now.

**During the test:**

- check that students are working only on Part B (the Part B pages have orange stripes along one edge).
- monitor students to ensure that the answers they give are their own.
- provide students with encouragement, reassurance and assistance with instructions. Assistance may be given to any students who are having difficulty in following instructions or reading questions. Paraphrasing or interpreting questions or text is not permitted.

**After 20 minutes, READ ALOUD**

You have 5 minutes left to finish the test. If you have already finished, take some time to check all your answers. When you have finished, close your test booklet and wait quietly.

**After 25 minutes, READ ALOUD**

Thank you everyone. Please put your pencils down. Part B of the *Society and Environment* test is now finished.

Well done! Close your test booklet and stay seated while the test booklets and magazines are collected.

Collect test booklets and magazines. Remove DVD from player and return to shell case.



