

# ISA

International Schools' Assessment

2017–2018 Paper-Based Testing Program

## Administration Handbook

Grade 3 (Dark Blue)

Grade 4 (Dark Pink)

Grade 5 (Light Green)

Grade 6 (Light Blue)

Grade 7 (Purple)

Grade 8 (Dark Green)

Grade 9 (Red)

Grade 10 (Orange)



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# GENERAL INFORMATION

This handbook sets out instructions for the International Schools' Assessment (ISA) **paper-based administrations** for Grades 3 to 10 scheduled for September 2017 and February 2018.

In most cases the tests will be administered to the students by their regular teacher. 'Teacher' is used throughout this manual to refer to the test administrator.

**Teachers should read the entire handbook before the testing days to familiarise themselves with the requirements and procedures.**

## Introduction

The ISA is designed to assess Mathematical Literacy, Reading and Writing. In general, the questions assess how well students can apply their mathematical, reading and writing skills to situations relating to real life in the 21st century.

Although many of the questions are different for different grades, the administration of the tests is the same for all levels.

Please note that some test items appear in more than one student booklet (for example, both Grade 3 and Grade 4).

The Writing prompts are the same for all grade levels taking the ISA.

## Test dates

- September 2017 Administration  
Monday 25 September to Friday 6 October  
(two weeks)
- February 2018 Administration  
Monday 12 February to Friday 23 February  
(two weeks)

*Schools that cannot manage these testing windows due to vacations should email [isa@acer.org](mailto:isa@acer.org) for advice.*

## Test sessions

- The tests should be administered in the morning, while students are fresh. Schools will need to set aside two mornings for the assessments during the testing period; any two mornings may be chosen.
- For reasons of test security, **the assessments must be administered at the same time to all students within the school, regardless of grade level.**
- The approximate time allowed for each part of the assessment is shown on the next page.

<b>MORNING ONE</b>	<b>ALL GRADES</b>
Orientation	5 minutes
Student Details	5 minutes
<b>Mathematical Literacy Part One</b>	<b>50 minutes</b>
Practice questions	15 minutes
Test questions	35 minutes
<b>BREAK</b>	<b>15–30 minutes</b>
<b>Mathematical Literacy Part Two</b>	<b>35 minutes</b>
Test questions	35 minutes
<b>BREAK</b>	<b>15–30 minutes</b>
<b>Writing Task A</b>	<b>40 minutes</b>
Introduction and discussion	10 minutes
Writing time	30 minutes
<b>TOTAL TIME MORNING ONE</b>	<b>165–195 minutes</b>

<b>MORNING TWO</b>	<b>ALL GRADES</b>
Orientation	5 minutes
<b>Reading</b>	<b>55 minutes</b>
Practice questions	10 minutes
Test questions	45 minutes
<b>BREAK</b>	<b>15–30 minutes</b>
<b>Writing Task B</b>	<b>40 minutes</b>
Introduction and discussion	10 minutes
Writing time	30 minutes
<b>TOTAL TIME MORNING TWO</b>	<b>115–130 minutes</b>

*In cases where it is not possible to conduct the tests as described, please email [isa@acer.org](mailto:isa@acer.org) for advice.*

### **Notes on time allowed**

- Students should be allowed enough time to complete all the questions that they are able to do. At the end of each assessment session, teachers are advised to allow an extra 5-10 minutes to any students who are still working profitably.
- Students who finish early may be allowed to read a book or do other quiet activities.

# BEFORE THE TEST

## Materials required

### Each student needs:

- their copy of the student booklet
- a greylead pencil (No 2, HB or 2HB)
- an eraser
- a pencil sharpener or spare pencils
- a ruler
- some scrap paper to work on (Maths only)
- a black pen (Writing A & B only)

### The teacher needs:

- a copy of this Administration Handbook
- a copy of the student booklet
- a watch or clock showing minutes
- extra pencils, erasers and sharpeners
- extra black pens (Writing A & B only)
- extra rulers
- extra scrap paper
- extra calculators (if using calculators)
- books or other quiet activities for early finishers
- a Teacher's Feedback Form

### Note on pens and pencils

- The ISA is scanned for on-screen marking, so writing must be dark enough to be recognized by the scanners.
- Ensure that students do **NOT** use coloured pens or coloured pencils for any part of the booklet.
- For the Writing tasks, it is preferable that students use a **black** pen. However students who do not usually write in pen may use a greylead pencil.

## Other Materials

### Calculators

The appropriate use of calculators is an aspect of contemporary definitions of Mathematical Literacy. The Mathematical Literacy questions of the ISA, however, have been designed so that it is possible to complete them with or without a calculator. **If the school policy is that students routinely use calculators in the classroom, then your students should be allowed to use them for the ISA.**

Student answers will not be marked differently if calculators are used.

### Dictionaries and other resources

Bilingual dictionaries or other translation devices may be used during the Mathematical Literacy test only. **They are not to be used during the Reading or Writing assessments.** Standard English dictionaries are not to be used for any part of the ISA.

Students should **NOT** have access to other resources such as a thesaurus, a list of multiplication tables or a word list during any part of the assessment.

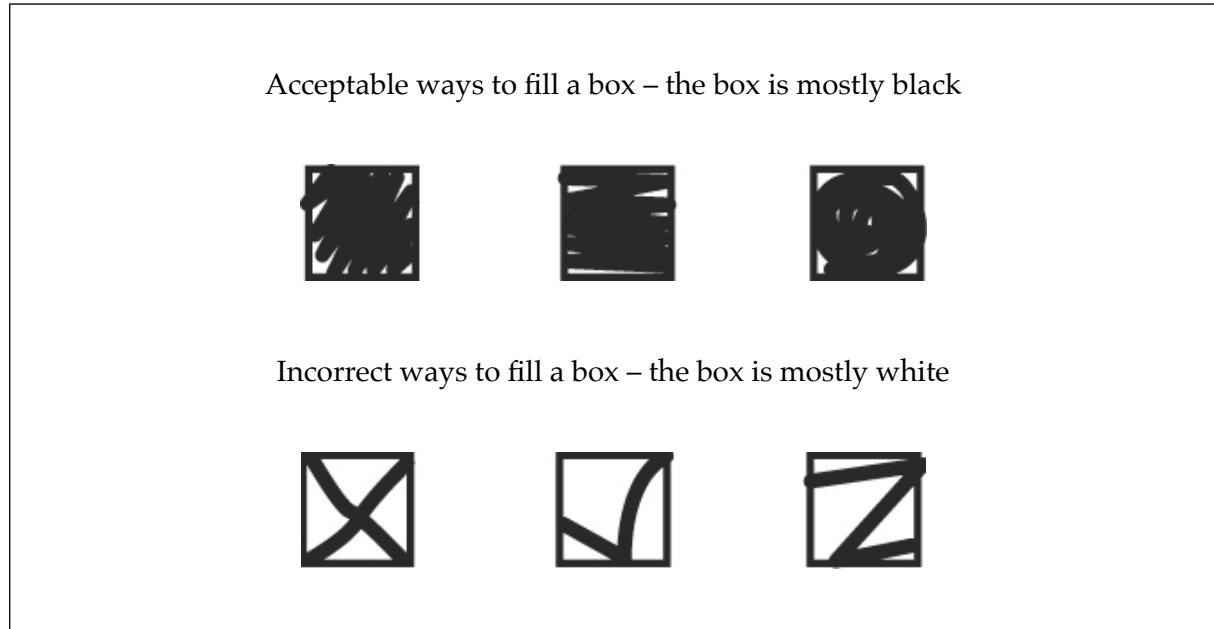
### Teacher's Feedback Form

ACER is keen to collect feedback from teachers to inform the further development and refinement of the ISA. A *Teacher's Feedback Form* can be completed online or in a paper version. This may be completed during or after the testing sessions.

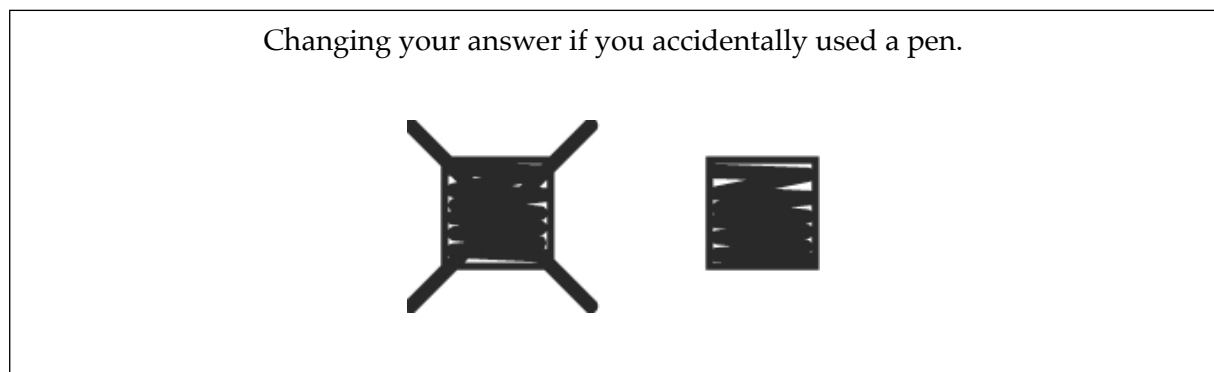
## Notes on question types

### Multiple Choice Questions

- For multiple-choice items, students must completely fill the box to show their answer. Marking the box with a cross, check or line is not sufficient – demonstrate on the board how students need to fill in a box. Some examples are shown below:



- Students need erasers to change their answers if necessary. If a student inadvertently uses a pen for the multiple-choice questions they need to place a large X through the box and fill in the correct box. See example below:



- For Mathematical Literacy the teacher should have a supply of scrap paper for students' use. (Note that for some questions students need to show their working in the student booklet.)

### Short Answer and Written Responses:

- Students must write by hand on the spaces provided and keep within the page margins.
- Students can edit their writing by neatly putting a line through words they wish to erase.
- Additional paper must not be attached to the booklets unless non-standard conditions apply. The number of lined pages for the two writing tasks is sufficient for the writing time specified.

# ADMINISTERING THE TEST

## Preparation

- Prior to starting the Mathematical Literacy session, please ensure that there is a student booklet with student details completed for every participating student. Details about completing student details can be found on page 9.
- It is preferable that any posters, displays or teaching materials that students might refer to are covered or removed from the room before the test begins.
- Ensure all students have the necessary materials as outlined in Materials Required on page 6.
- Reorganise seating to ensure that each student works independently, if necessary.
- Note that a mathematical formula sheet is included in every Grade 8, 9 and 10 student booklet.

## Assistance for students

- **Mathematical Literacy:** Teachers may read test questions to students who are unable to do so themselves. Translations of words may be given to non-English speaking background students who do not have bilingual dictionaries or other translation devices.
- **Writing:** After the orientation and discussion time at the beginning of the tests, do not give students hints about how to approach the prompt, or any other advice (for example, spelling of words). Any notes of discussions about a prompt should be removed from view prior to testing.
- **Reading:** Teachers are **NOT** permitted to read questions to students. As it is a test of reading, it is inappropriate to read aloud material from the student booklet (apart from practice questions and instructions).

- **All tests:**

If students are uncertain about how to show their answers, the teacher may explain this at any time during the test.

Do not give students the answer to a test question, the meaning of a mathematical term, the spelling of words, or hints about how to approach a question or about what an answer might be.

## Test administration scripts

A test administration script is provided for each section of the test. Teachers should use these detailed instructions for introducing for each section of the test.

- Mathematical Literacy – Go to page 14
- Writing Task A - Go to page 25
- Reading - Go to page 29
- Writing Task B - Go to page 36



# STUDENT DETAILS

## Before the first test session (Mathematical Literacy)

Student details **MUST** be completed on each test booklet.

Details may be completed by the teacher or student however it is strongly recommended that teachers fill in details for younger students, i.e. Grade 3, 4.

**Details provided by the student**

Use **CAPITAL** letters.

Given name

Family name

Date of birth

D

D

/

M

M

/

Y

Y

Y

Y

day

month

year

Boy

Girl

## At the beginning of the Reading session

Students will be asked to fill in a check box confirming that their name is on the front cover of the booklet (Mathematical Literacy side).

Yes, my name is on the front cover.

### Important notes about student details

**Given name:** This will appear as the first name on the student's report. Where students have identical names, please make them distinguishable in some way. For example, include middle names or initials so that you are able to differentiate students when reports are returned to you.

**Family name:** This will appear as the last name on the student's report unless an asterisk (\*) is added to indicate that the family name should appear first on the student's individual report.

**Date of birth:** Ensure the correct date format is used, that is, day/month/year format (dd/mm/yyyy), for example, 26 August 2004 should be 26 08 2004.

# NON-STANDARD CONDITIONS & EXCLUSIONS

Teachers must complete details of any non-standard conditions or exclusions on the front cover of the test booklets.

## Details provided by the teacher (if necessary)

**Details provided by the teacher** (if necessary)

Yes, **Non-standard conditions** apply

Mathematical Literacy (please describe)

Writing Task A (please describe)

Reading (please describe)

Writing Task B (please describe)

Yes, **Exclusion** applies (please provide reason)

## Non-Standard Conditions

- Fill in this section if any non-standard conditions apply to the administration of any one of the four sections of the test for a student.
- If the same non-standard condition applies for all four sections of the test, the teacher can describe this condition in the top box and then write 'as above' in the three boxes below.
- Teachers should fill in the box to show, 'Yes, **Non-standard conditions** apply' and then describe the non-standard conditions for the relevant test section.
- Non-standard conditions include variations to the standard conditions of the assessment such as **disruptions** and **special support**. See details below.
- Personal circumstances that are likely to affect a student's test performance, such as being a new student in the school with limited written English skills, are **NOT** classified as non-standard conditions and should not be recorded.
- The fact that a student was tested under non-standard conditions will be noted on the individual report to alert the teacher and parents to factors they may need to take into consideration in interpreting this student's results.

## Disruptions

Disruptions are usually instances where the test time was reduced; for example:

- a student may have left early because of illness.
- the test may have been disrupted for a whole class due to a power failure or evacuation for a fire drill.

## Special support

Examples of special support could be:

- extended time because of a diagnosed learning difficulty
- use of a laptop by a special education student
- administration of the tests in a separate area
- a scribe because of a hand injury

The school may suggest a particular type of special support or seek advice from ACER. The responsibility for judging that there is a need for special support rests with the school. ACER will aid appropriate special support where practical and where the special support is incidental to the construct intended to be measured.

## Exclusion

- If a school feels that it is inappropriate for a student to be included in the aggregate results for the school then teachers should fill in the box, 'Yes, **Exclusion** applies'.
- Students who are excluded will receive an individual report and appear on the class report, but their data will not contribute to the class mean scores or the school mean scores for all four sections of the test.
- A reason should be provided to explain why it is appropriate to exclude this student from aggregate results. For example:
  - a student may have been ill during the testing session and unable to complete a test. This only applies if they start and don't complete the test.
  - the level of support the student was given was too extensive for this student's data to be comparable with that of other students.
- Students who are absent for any section of the test should not be excluded unless non-standard conditions apply. ACER will decide if the exclusion is appropriate based on the information provided by the school and seek further clarification from the school where required.

## Absence

- It is not necessary to record if a student is absent for a section of the test or to request an exclusion only on that basis.
- Blank pages for any section will be interpreted as a student being absent for that section of the test.
- If a student is absent for all ISA tests, please do **NOT** complete a front cover for this student.

# AFTER THE TEST

At the conclusion of ISA testing:

1. Check that the student details have been correctly completed on the front cover of the booklets.
2. Complete the *Details provided by the teacher (if necessary)* section on the front cover of all applicable booklets.
3. Store the student booklets securely.
4. Return the test materials to the School Coordinator for the ISA as soon as possible:
  - all student booklets, used or unused
  - completed *Teacher's Feedback Forms*

**It is critical that materials are returned promptly** to ensure the earliest possible release of reports. Test materials that are returned late could miss the main marking period, and result in a delay in reporting.

If you encounter any difficulties, please contact [isa@acer.org](mailto:isa@acer.org)

# TEST ADMINISTRATION SCRIPTS

The remainder of this handbook contains scripts for introducing each test in the ISA. The scripts for the various tests appear in the order in which the tests are intended to be administered.

For each test, scripts are either labelled 'READ' and enclosed in unshaded boxes, or labelled 'SAY' and enclosed in shaded boxes, as shown in the following examples:

## **READ**

What is the number one less than 5?

The instructions labelled READ are to be read exactly as shown. These are quotations from the student booklets.

## **SAY**

Look at practice question 1.

The instructions labelled SAY may be paraphrased to make the language more natural for your classroom setting.

The instructions for the practice questions include excerpts from the test booklets. This will enable you to see what the students see as you give instructions for the practice questions.

## **Refer to the following pages for each script**

- Mathematical Literacy – Go to page 14
- Writing Task A - Go to page 25
- Reading - Go to page 29
- Writing Task B - Go to page 36

# MATHEMATICAL LITERACY: PARTS ONE AND TWO

## Introduction

The ISA Mathematical Literacy assessment may be a little different from other mathematics assessments students have seen, because each question has some information and context.

Although many of the questions are different for different grades, the administration of the tests is the same for all levels. Any minor differences (for example, in practice questions or page numbers or times allowed) are noted in this script.

## Administration

### 1 Distributing the materials

- Complete the student details on the front cover. This can be done prior to the test.
- If this was completed earlier, ensure students have the correct booklet.
- The cover with 'Mathematical Literacy and Writing Task A' should be face up on desks.
- Ensure that students do not yet open the student booklets, turn them over or write on them.
- Check that everyone has the necessary materials (see Materials Required on page 6).
- Ensure that there are no other materials on the desks.

### 2 Orientation

#### SAY

Today we are going to start a series of assessments to see how well you are progressing in mathematics, reading and writing. Students in international schools in many countries are going to be doing the same assessments over the next couple of weeks. In a few months you and your parents will get a report on your work, and the school will get reports to help us find out where we are doing well and where we need to improve.

This morning you will be doing two Mathematical Literacy assessments and one Writing task.

The Mathematical Literacy assessments may be a little different from other mathematics assessments you have seen because they are about using mathematics and solving problems that involve mathematics in everyday situations.

### 3 Working through the practice questions

The practice questions are provided to alert students to the different ways they may be asked to show their answers. It is important to ensure that the students understand the different ways of showing their answers, and also that they know how to show any changes they make to their answers.

**SAY**

We are going to start with some practice questions. This is so you know how to show your answers for different kinds of questions in the test. These practice questions are therefore quite easy. It is best to use a greylead pencil to show your answers. You must not use coloured pencils.

Check students have a greylead pencil and an eraser.

**SAY**

Turn over the page. It should say Mathematical Literacy Practice 1 at the bottom of the page.

Hold up a student booklet and point to the practice questions. Check that everyone has found the right questions.

**SAY**

For some questions you need to fill in a box to show your answer. You do not have to fill the box neatly, but it must be mostly black. Do not just put a large X or a line. I will show you how to fill the box.

Demonstrate on the board how the students need to fill in a box. See page 7 for example.

**SAY**

If you fill in the wrong box, rub it out with your eraser and fill in the correct box. If you accidentally used a pen to fill in the box then put a large X through the box and fill in the correct box.

Demonstrate on the board how the student needs to change their answer if they accidentally used a pen to fill the box. See page 7 for example.

**SAY**

During the test, keep working until you get to the stop sign. After that, don't go any further.

Show students what the stop sign looks like. Example below:



- Mathematics practice questions for Grades 3, 4, 5, 6 and 7 start on the next page.
- Mathematics practice questions for Grades 8, 9 and 10 start on page 20.

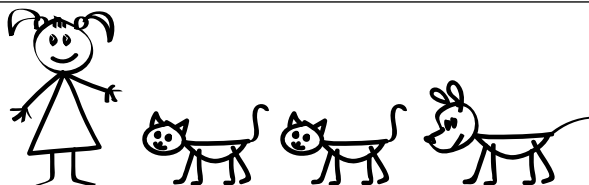
## Practice Questions for Grades 3, 4, 5, 6 and 7

### SAY

Each question usually includes some information and a picture or diagram. Read the questions to yourself as I read them. Then I will explain how to show your answers.

Let's look at the practice unit called Pets, and the first practice question.

### READ



**P1** How many pets does Susie have altogether?

- 1
- 2
- 3
- 4

### SAY

The first practice question is multiple choice. Work out the correct answer. Fill in the box beside the correct answer. Any working you might want to do is best done in the space on the test paper itself but you can use the scrap paper.

Wait until most students have filled in a box and then review their answers.

### SAY

The answer is '3'. You needed to fill in the box beside the answer '3'. If you have made a mistake, erase your answer or put a large cross through it and fill in the box for the correct answer.

Emphasise that in the Mathematical Literacy test, for this kind of question there is only one correct answer. Emphasise also that the answer box can appear under the answer it refers to, or next to it.

### SAY

Now look at practice question 2. For some questions you need to write your answer on a line.

### READ

**P2** Susie feeds her dog two times every day.  
How many times does Susie feed her dog in 5 days?

\_\_\_\_\_

### SAY

Work out your answer and write it on the line.

Wait until most students have written an answer and then review their answers.



**SAY**

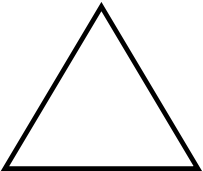
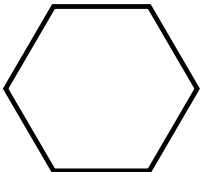
The answer is '10'. You should have written this answer on the line. If you have made a mistake, rub it out and write the correct answer.

**SAY**

Now look at practice question 3. For some questions you have to fill in more than one box.

**READ**

**P3** Do these shapes have **more** than 4 sides?  
Select 'Yes' or 'No' for each shape.

Shape	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

**SAY**

You should have filled in two boxes, 'No' for the first shape and 'Yes' for the second shape.

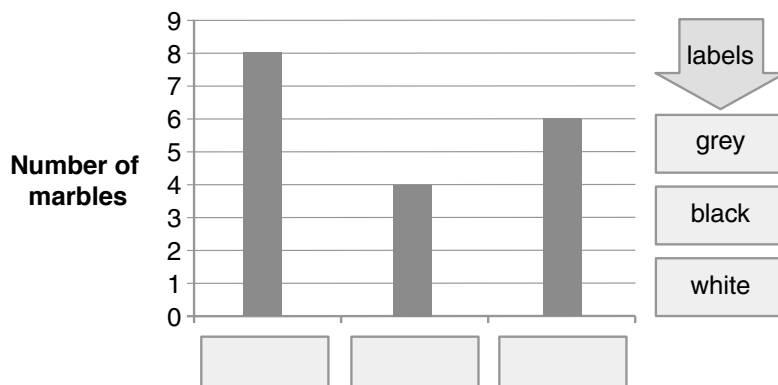
Discuss and explain further if necessary.

**SAY**

Now we will do another kind of question. Look at practice question 4. For some questions you need to choose your answers and write each answer in a separate box.

**READ**

**P4** Most of Jack's marbles were white.  
Four of Jack's marbles were black.  
Jack made this graph.  
Write the correct label in the box **below** each column.



**SAY**

In this question you have to write 'grey', 'black' and 'white' in the boxes below the graph. You can only write each word once.

Wait until most students have finished and then review.

**SAY**

You should have written 'white', 'black' and 'grey' going from left to right.

Discuss any other student responses, and explain further, if necessary.

**SAY**

Does everyone understand how to show your answers to these questions?

Answer further questions as necessary.

**SAY**

Now we will do another kind of question. Look at practice question 5. For some questions you need to draw a circle around the correct numbers or words or shapes.

**READ**

**P5** Draw a circle around the **two** numbers that give a total of 5.

**2      3      4**

**SAY**

You should have drawn a circle around 2 and 3.

Discuss and explain further, if necessary.

**SAY**

Does everyone understand how to show your answers to these questions?

Answer further questions as necessary.

**SAY**

Some of the questions in the test are about money.

The money used in this test is a made-up (pretend) type of money called 'zeds'.

There are 100 cents in a zed.

Now look at practice question 6. For this type of question you need to show your working in the space underneath the question.

**NOTE ON ZEDS:** If students ask for further information about the currency 'zeds', please explain that this is a made-up type of money, but that it is similar to dollars or euros.

**READ**

**P6** Elle has 12 zeds.  
She buys an apple for 2 zeds and a banana for 1 zed.  
How many zeds does Elle have left?  
Show your working.

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 zeds

**SAY**

It is important here to show how you worked out your answer. It is best to do all your working in the space provided. (*Add if appropriate:* even if you used a calculator, you must show your working in the space.) Work out your answer and write it down.

Wait until most students have finished and then review.

**SAY**

The correct answer is 9 zeds. You needed to write the number 9 or the word 'nine'. How did you show your working?

Discuss any other student responses and explain further if necessary.

**SAY**

Does everyone understand how to show your answers to these questions?

Answer further questions as necessary.

Instructions for starting Part One of the test begin on page 23.

## Practice Questions for Grades 8, 9 and 10

### SAY

Each question usually includes some information and a picture or diagram. Read the questions to yourself as I read them aloud. Then I will explain how to show your answers.

Let's look at the practice unit called Concert Tickets, and the first practice question.

The money used in this test is a made-up type of money called 'zeds'.

There are 100 cents in a zed.

You may see this money written in two different ways: with a decimal point or without a decimal point.

For example:

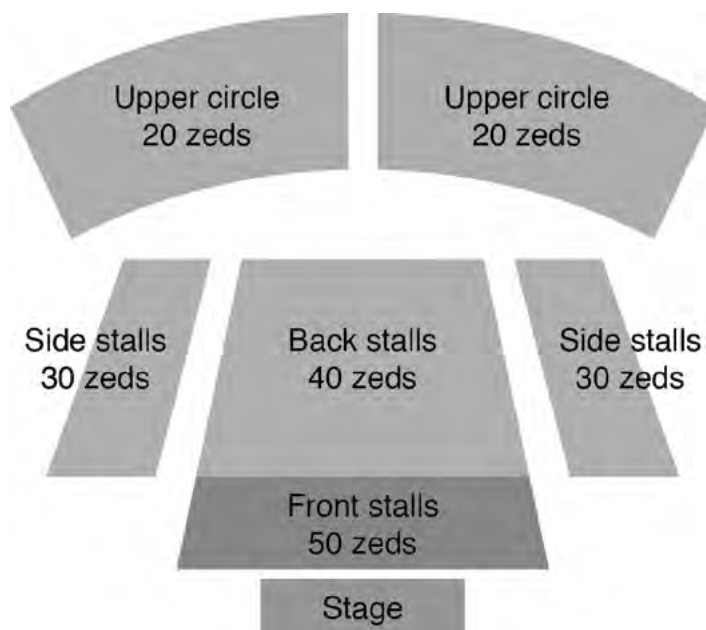
1.25 zeds can also be written as 1 zed 25 cents

2.00 zeds can also be written as 2 zeds.

**NOTE ON ZEDS:** If students ask for further information about the currency 'zeds', please explain that this is a made-up type of money, but that it is similar to dollars or euros.

### READ

This table shows the prices of tickets to a concert for different seating locations.



M15P0301

**P1** What is the price of four seats in the Back stalls?

- 80 zeds
- 120 zeds
- 160 zeds
- 200 zeds

**SAY**

The first practice question is multiple choice. Work out the correct answer. Fill in the box beside the correct answer. Any working you do is best done in the space on the test paper itself but you can use the scrap paper.

Wait until most students have filled in a box and then review their answers.

**SAY**

The answer is 160 zeds. You needed to fill in the box next to 160 zeds. If you have made a mistake, rub it out and fill in the box next to the correct answer.

Point out that in the Mathematical Literacy test, for this kind of question there is only one correct answer. Point out also that the answer box can appear under the answer it refers to, or next to it.

**SAY**

Now look at practice question 2. For some questions you need to write your answer on a line.

**READ**

**P2** How many seats can be bought in the Side stalls for 300 zeds?

\_\_\_\_\_

**SAY**

Work out your answer and write it on the line.

Wait until most students have written an answer and then review their answers.

**SAY**

The answer is 10. You needed to write the number 10 or the word 'ten'. If you have made a mistake, rub it out and write the correct answer.

**SAY**

Now look at practice question 3. For some questions you have to fill in more than one box.

**READ**

**P3** This table contains some statements about the ticket prices.

Select 'True' or 'False' for each statement.

Statement	True	False
Tickets in the Back stalls are the <b>same</b> price as tickets in the Side stalls.	<input type="checkbox"/>	<input type="checkbox"/>
Tickets in the Upper circle are <b>half</b> the price of tickets in the Back stalls.	<input type="checkbox"/>	<input type="checkbox"/>

Wait until most students have finished and then review.

**SAY**

You should have filled in two boxes, 'False' for the first statement and 'True' for the second statement.

Discuss and explain further if necessary.

**SAY**

Now look at practice question 4. For some questions you need to explain your answer.

**READ**

**P4** Alan says, "The price of 4 seats in the Upper circle is 150 zeds less than the price of 4 seats in the Front stalls."

Do you agree with Alan?

Yes     No

Select 'Yes' or 'No'.

Explain your answer, showing any calculations you make.

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**SAY**

In this question you have to work out the answer, then give the reason why you chose your answer. Write your reason on the lines, along with any calculations you make.

Wait until most students have finished and then review.

**SAY**

The correct answer is 'No'. You should also have explained that the price of 4 seats in the upper circle is 80 zeds and the price of 4 seats in the front stalls is 200 zeds. So, the price of 4 seats in the upper circle is 120 zeds less than the price of 4 seats in the front stalls, not 150 zeds.

Remember for this type of question you need to completely fill in the box beside 'Yes' or 'No' to show your answer. Do not use ticks or crosses to select 'Yes' or 'No'.

Discuss any other student responses, and explain further if necessary.

- **Instructions for starting Part One of the test begin on the next page.**

## 4 Starting Part One of the test

### SAY

We have now finished the practice questions. Turn the page. It should say:

[Grade 3 to Grade 7] Part One Mathematical Literacy 1 at the bottom of the page.

[Grade 8 to Grade 10] Formula Sheet at the top of the page. This sheet is a standard formula sheet used in the senior years of ISA. It contains a number of different mathematical formulae that may be useful to you when answering the questions. It is important to note that NOT ALL of these formulae will need to be used. Some of them will not be relevant to the questions in your test booklet at all.

Check that everyone's book is open at the correct page.

### SAY

You will now do Part One of the Mathematical Literacy test. Try to answer every question, but don't spend too long on any that are too hard. Marks are not taken off for wrong answers. Keep going until you get to the stop sign. Don't start Part Two. You may go back and check that you have answered all of the Mathematical Literacy questions in Part One. You may use scrap paper for your working, but remember to copy your working into the booklet if the question asks you to 'Show your working'.

Ensure that everyone understands what to do.

### SAY

You may start now. You will have 35 minutes to do Part One. We will be finishing at (*time*). I will warn you when there are 5 minutes left.

As the students work, ensure that their pages are always open at the correct section of the student booklet: that is, the pages with Part One Mathematical Literacy written at the bottom of the page. Ensure that each student is working independently of other students.

You might like to start completing the Mathematical Literacy parts of the *Teacher's Feedback Form* while the students are working. You can complete either the paper or online version.

## 5 Ending Part One

After 30 minutes:

### SAY

You have 5 minutes more to work on the questions.

After a further five minutes, if more than two or three of the students have not finished, you may allow up to five minutes extra. At the end of this time:

### SAY

Put down your pencils and close your booklets.

## Short break

- The students should now have a break (15–30 minutes).
- If all students are leaving the room for the break, ask them to leave their booklets on the desk.
- Please ensure the security of the room during the break.
- If any students are staying in the room during the break, collect the booklets and store them in a safe place until the beginning of the next testing session, Mathematical Literacy Part Two.

## 6 Starting Part Two of the test

### SAY

We have now finished Part One and will start Part Two of the Mathematical Literacy test. Turn to the beginning of the Part Two Mathematical Literacy section.

Check that everyone's book is open at the correct page.

### SAY

You will now do Part Two of the Mathematical Literacy test. Try to answer every question, but don't spend too long on any that are too hard. Marks are not taken off for wrong answers. Make sure you try all of the questions. Keep going until you get to the stop sign. After that, don't go any further. You may go back and check that you have answered all of the Mathematical Literacy questions in Part Two. Do not go back to Part One or to the other parts of the book. You may use scrap paper for your working, but remember to copy your working into the booklet if the question asks you to 'Show your working'.

Ensure that everyone understands what to do.

### SAY

You may start now. You have 35 minutes to do Part Two. We will be finishing at (*time*). I will warn you when there are 5 minutes left.

As the students work, ensure that their pages are always open at the correct section of the student booklet: that is, the pages with Part Two Mathematical Literacy written at the bottom of the page. Ensure that each student is working independently of other students.

You might like to start or continue completing the parts of the *Teacher's Feedback Form* for Mathematical Literacy while the students are working. You can complete either the paper or online version.

## 7 Ending Part Two

After 30 minutes

### SAY

You have five minutes more to work on the questions.

After a further five minutes, if more than two or three of the students have not finished, you may allow up to five minutes extra. At the end of this time:

### SAY

Put down your pencils and close your booklets.

### Short break

- The students should now have a break (15–30 minutes).
- If all students are leaving the room for the break, ask them to leave their booklets on the desk. Please ensure the security of the room during the break.
- If any students are staying in the room during the break, collect the booklets and store them in a safe place until the beginning of the next testing session, Writing Task A.
- Complete the *Details provided by the teacher (if necessary)* section on the front cover if Mathematical Literacy has been administered under non-standard conditions to any students in this testing session.



# WRITING TASK A

## Introduction

Writing Task A is a narrative/reflective task. It is the same for all grade levels taking the ISA. The students are provided with a short prompt about a topic, and lined pages for their writing.

The Writing Task is introduced with a short class discussion or orientation. Students are encouraged to spend the last five minutes of the assessment session proofreading and editing their writing. Time has not been allocated for detailed planning or substantial redrafting of the writing. It is expected that students' work will be first-draft writing, and there will be no penalty for drafting techniques such as crossing out.

Students must write only on the lined pages provided in the booklets and must keep within the margins. There are sufficient writing pages included in the booklets.

**Students' work must not be typed or scribed and no extra pages may be stapled to the front of the booklets, unless non-standard conditions apply.**

The students' writing will be assessed on the basis of the quality and development of their ideas, their proficiency in using language, and their spelling.

## Administration

### 1 Distributing and checking the materials

- If student booklets have been collected during the break, distribute the booklets again.
- Ensure that each student has the booklet with the correct name and with the front cover (Mathematical Literacy and Writing Task A) face up.
- Check that everyone has the necessary materials (see Materials required on page 6). A black pen should be used for the writing task. However if students do not usually write in pen then a greylead pencil (No 2, HB or 2HB) may be used.
- Ensure that there are no other materials on the desks (for example, bilingual dictionaries, calculators).

### 2 Introducing the Writing Task

#### SAY

Now you are going to write a story or a reflective piece. Turn your booklet to the page with Writing Task A 1 on the bottom. It is straight after the Mathematical Literacy section. Check that the page number says 'Writing Task A 1'.

Check that everyone is looking at the first page of the Writing Task A section.

**SAY**

On the page you can see a picture of a pair of old shoes. There are some sentences underneath. Follow while I read these sentences.

**READ**

Use this picture as an idea to tell a story, or write a reflective piece.  
The picture can be the most important idea in your writing, or just part of your piece.  
Your piece can be about something that has happened or that might happen.  
You may want to give your piece a title.

**SAY**

This is what you are going to do now.  
You are going to write a story or reflective piece that uses this picture as an idea. You must write a story or reflective piece. Do not write a piece giving your opinion.  
You need to show how well you can write a story or reflective piece. Make your piece interesting for someone else to read. If you are writing a story, it needs a plot, a setting and characters.  
Think about the picture. The picture shows a pair of old shoes. You might write about any of the following:

1. The owner of the shoes.
2. Where the shoes have been.
3. What has happened to the shoes.
4. The special powers of the shoes.

Who are the characters in your piece? You and your friends might be in the piece, or you might have a completely different group of characters.  
Does anyone have a suggestion for a piece?

Conduct a short discussion (no more than 5 minutes) to focus students on writing a piece using this picture as an idea. Encourage students to suggest a range of different ideas. Encourage students to think of interesting, individual ideas. Make sure students understand that they must write a story or reflective piece and not an opinion piece. Avoid making notes on a board.

**SAY**

You should write the best first draft that you can. If you make a mistake, just correct it neatly. If you don't know how to spell a word, you should write it using the best spelling you can.

Your piece will be judged on how well you develop your ideas, the way you use language, and your spelling.

There is some space on the first page for you to do a plan or make some notes if you wish. Start your piece on the next page. There are more lined pages for you to write on. You may only write on the lined pages and must keep your writing inside the margins. You cannot have extra paper. You do not have to use all the pages.

You have 30 minutes to write your piece, and I will tell you when you have ten minutes left.

Are there any questions?

Check that everyone understands what is required.

**3 Starting the test****SAY**

Remember that you must write a story or reflective piece. Somewhere in your piece you need to show how you have used the picture as an idea.

You may start now.

As the students work, ensure that their pages are always open at the Writing Task A section of the student booklet.

You might like to start completing the *Teacher's Feedback Form* for Writing Task A while the students are working. You can complete either the paper or online version.

## 4 Ending the session

After 20 minutes:

### **SAY**

You have ten minutes more to finish your piece.

After five minutes:

### **SAY**

Now you have five minutes more to finish your piece. Don't forget to proofread and edit your writing.

Check your work carefully for spelling and punctuation.

Allow a further five minutes. Students may use this time for proofing, but they may choose to continue writing.

At the end of this time, if more than two or three of the students have not finished, you may allow five minutes extra.

### **SAY**

Put down your pens and close your booklets.

- Collect the student booklets.
- Complete the *Details provided by the teacher (if necessary)* section on the front cover if Writing Task A has been administered under non-standard conditions to any students in this testing session.
- Store the booklets securely, ready for the Morning Two sessions (Reading and Writing Task B).

# READING

## Administration

### 1 Distributing the materials

Give each student the student booklet with his or her name on the front cover (Mathematical Literacy). Check that each student has the correct booklet. Ask students to check their name on the Mathematical Literacy cover of the student booklet, and then turn the booklet over so they can read the other end, 'Reading and Writing Task B'. Ask the students to fill in the box to show 'Yes, my name is on the front cover'. Ensure that students do not yet open the student booklets, turn them over or write on them.

Check that everyone has the necessary materials (see *Materials required* on page 6).

Ensure that there are no other materials on the desks.

### 2 Working through the practice questions

The practice questions are provided to ensure that students understand the different ways of showing their answers, and that they know how to show any changes they make to their answers. The practice questions are meant to be very easy so that students can concentrate on the format of the answers, rather than on the content.

#### SAY

Today we are going to do a reading assessment and a writing assessment.

We are going to start with some practice questions for Reading. It is best to use a greylead pencil to show your answers. Do not use coloured pencils.

Check that students have a greylead pencil and an eraser.

#### SAY

Turn over the page. It should say 'Reading Practice 1' at the bottom of the page.

Hold up a student booklet and point to the practice questions. Check that everyone has found the right questions.

#### SAY

For some questions you need to fill in a box to show your answer. You do not have to fill the box neatly, but it must be mostly black. Do not just put a large X or a line. I will show you how to fill the box.

Demonstrate on the board how the students need to fill in a box. Some examples are shown below.

## Practice Questions

### SAY

Now we are going to start with the practice questions.

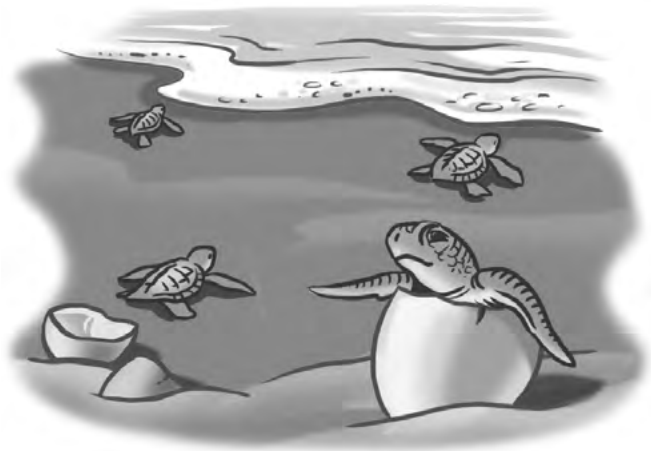
On the first page it says, 'Practice: Sea Turtles' at the top of the page.

Hold up a student booklet, and point to the practice text inside the front cover (shown below).

# Practice: Sea Turtles

Sea turtles are large creatures that live in warm, shallow seas.

They swim and dive very well.



Baby sea turtles hatch from eggs which the mother turtle lays in sand.

The babies find their way to the water as soon as they are born.

Most sea turtles are born in summer.

### SAY

First you need to read the text about Sea Turtles.

Give the students time to look at the text.

**SAY**

Now we will look at the questions. Read the questions to yourself as I read them. First, look at practice question 1.

**READ**

**P1** When are most sea turtles born?

- summer
- autumn
- winter
- spring

**SAY**

Look at the text again to find the answer and then fill in the box beside the correct answer.

Wait until most students have filled in a box and then review their answers.

**SAY**

You should have filled in the box beside **summer**. If you have made a mistake carefully erase your answer or put a large cross through it and fill in the box for the correct answer. Only fill in one box for this kind of question.

Check that students have filled in a box in the acceptable way.

**SAY**

Now we will do another kind of practice question.

**READ**

**P2** According to the text, what sort of seas do sea turtles like to live in?

\_\_\_\_\_

**SAY**

Look at the text again to work out your answer. Write your answer on the line.

Wait until most students have written their answer, and then review.

**SAY**

The seas that sea turtles like to live in are warm and shallow. You should have written warm and shallow. Or you could use words with the same meaning such as not very deep instead of shallow.

**SAY**

If you have made a mistake erase your answer and write the correct answer.

Demonstrate on the board.

**SAY**

Now we will do the next practice question.

**READ**

**P3** Write two things that the text says sea turtles can do well.

1. \_\_\_\_\_

2. \_\_\_\_\_

**SAY**

Write your answer on the lines below the question.

Wait until most students have written their answer, and then review.

**SAY**

The things that sea turtles do well are swim and dive. You should have written swim on line 1, and dive on line 2. Or you could use words with the same meaning as swim and dive.

Ensure students understand that they need to write two different things.

**SAY**

Now we will do the next practice question. This question is about your opinion.

**READ**

**P4** Do you think baby sea turtles are clever?

Yes     No

Select 'Yes' or 'No' and explain your answer by referring to the text.

\_\_\_\_\_

\_\_\_\_\_

Give students time to give their opinion and a reason.



**SAY**

You may answer either Yes or No, as long as you explain your answer. You have to decide if baby sea turtles are clever and give a reason.

For example:

- Yes they can find the water even though they are very young.
- No, they are just following instinct.
- No, they probably have help.

The number of lines given to write your answer shows you roughly how much you should write.

Remember for this type of question you need to completely fill in the box beside 'Yes' or 'No' to show your answer. Do not use ticks or crosses to select 'Yes' or 'No'.

Give students time to fill a box and give a reason. Review a range of feasible reasons for either selection. Ensure each reason matches the selected box.

**SAY**

Does everyone understand how to show their answers to the questions?

Answer further questions as necessary.

Grades 3, 4, 7, 8, 9 and 10 may now begin the test. Instructions for starting the test begin on page 35.

Grades 5 and 6 continue on the next page.

## Practice Question 5 for Grades 5 and 6 only

### SAY

Now we will do the last practice question.

### READ

**P5** Are the following statements true or false?  
Select 'True' or 'False' for each statement.

Statement	True	False
Baby turtles are born from eggs.	<input type="checkbox"/>	<input type="checkbox"/>
Baby turtles go into the water soon after they are born.	<input type="checkbox"/>	<input type="checkbox"/>

Give students time to answer.

### SAY

Fill in one box for each row to show your answer.

Give students time to answer.

### SAY

It is true that baby turtles are born from eggs, and it is also true that baby turtles go into the water soon after they are born. You should have filled in 'true' in the first row, and 'true' in the second row.

### SAY

If you have made a mistake erase your answer and fill in the correct boxes.

Make sure you have filled in the boxes completely. Do not use ticks or crosses to show your answer.

Check that students have filled in the boxes in the acceptable way.

### SAY

Does everyone understand how to show their answers to the questions?

Answer further questions as necessary.

Instructions for starting the test begin on the next page.

### 3 Starting the test

#### SAY

You will now answer the Reading questions. Try to answer every question, but don't spend too long on any that are too hard. Marks are not taken off for wrong answers. Keep going until you get to the stop sign. You can go back and make sure you have answered every Reading question if you have time. Don't turn to the other parts of the booklet.

Ensure that everyone understands what to do.

#### SAY

Now turn to the next page. At the bottom of the page you will see 'Reading 1'.

Check that everyone's book is open at the right page.

#### SAY

You may start now. You have 45 minutes to complete the test. We will be finishing at (*time*). I will warn you when you have 5 minutes left.

As the students work, ensure that their pages are always open at the Reading section of the student booklet.

You might like to fill in parts of the *Teacher's Feedback Form* for Reading while the students are working. You can complete either the paper or online version.

### 4 Ending the session

After 40 minutes:

#### SAY

You have five minutes more to work on the questions.

After a further five minutes, if more than two or three of the students have not finished, you may allow up to five minutes extra.

At the end of this time:

#### SAY

Put down your pencils and close your booklets.

### Short break

- The students should now have a break (15–30 minutes).
- If all students are leaving the room for the break, ask them to leave their booklets on the desk.
- Please ensure the security of the room during the break.
- If any students are staying in the room during the break, collect the booklets and store them in a safe place until the beginning of the next testing session, Writing Task B.
- Complete the *Details provided by the teacher (if necessary)* section on the front cover if the Reading assessment has been administered under non-standard conditions to any students in this testing session.

# WRITING TASK B

## Introduction

Writing Task B is an opinion piece. It is the same for all grade levels taking the ISA. The students are provided with a topic and lined pages for their writing.

The Writing Task is introduced with a short class discussion or orientation. Students are encouraged to spend the last five minutes of the assessment session proofreading and editing their writing. Time has not been allocated for detailed planning or substantial redrafting of the writing. It is expected that students' work will be first-draft writing, and there will be no penalty for drafting techniques such as crossing out.

Students must write only on the lined pages provided in the booklets and must keep within the margins. There are sufficient writing pages included in the booklets. No extra pages may be stapled to the front of the booklets, unless non-standard conditions apply.

The students' writing will be assessed on the basis of the quality of the ideas they use to present and support their opinion, the way they structure and organise their ideas to persuade the reader, and their proficiency in using language.

## Administration

### 1 Distributing and checking the materials

- If student booklets have been collected during the break, distribute the booklets again.
- Ensure that each student has the booklet with the correct name, and with the cover, 'Reading and Writing Task B', face up. Check that everyone has the necessary materials (see *Materials required* on page 6).
- Ensure that there are no other materials on the desks. Do not provide students with extra writing paper. There are more than sufficient pages in the booklets for students to write on in 30 minutes.

### 2 Introducing the Writing Task

#### SAY

Now you are going to do a task where you write about what you think. Turn your booklet to the page with Writing Task B 1 at the bottom of the page. It is straight after the Reading test. Check that the page number says 'Writing Task B 1'.

Check that everyone is looking at the first page of the Writing Task B section.

#### SAY

On the page you can see the topic for writing about your opinion. The topic is '**It would be great to be famous**'. There are some sentences underneath. Follow while I read these sentences.

**READ**

It would be great to be famous.

What would be good about being famous?

What would be the drawbacks of being famous?

What do you think?

Why do you think this?

Write a piece that gives your opinion. Do not write a story for this piece of writing.

**SAY**

This is what you are going to do now. You are going to write about whether it would be great to be famous. What is your opinion about this? You need to write what you think and give good reasons to show why you think this way. You can think whatever you want about being famous, but you must give good reasons to support what you think.

Conduct a short discussion (no more than 5 minutes) to focus students on the reasons for their opinions about the topic. Encourage students to think of some different reasons to support different opinions. Ensure students know that interesting and unusual thoughts are welcome, and encourage them to develop an individual position. Ensure students understand that they can express any opinion they like about the topic as long as they support it with good reasons. Do not make any notes for the students (for example, on a chalkboard).

Discussion could be prompted with questions such as:

- Why do you think that?
- Do you have a different opinion?
- What reasons do you have for thinking that?
- Do you agree with what (*student name*) said?

After a brief discussion:

**SAY**

You should write the best first draft that you can. If you make a mistake, just correct it neatly. If you don't know how to spell a word, you should write it using the best spelling you can.

You need to write what you think about being famous. What do you think? Make sure that you include reasons for your opinion. You can answer by arguing just on one side or just on the other side, or by giving arguments for both sides.

Your writing will be judged on your interesting ideas and how well you explain them and on the way you use language.

There is some space on the first page for you to do a plan or make some notes if you wish to. Start writing what you think on the next page. There are more lined pages for you to write on.

You may only write on the lined pages and must keep your writing inside the margins.

You cannot have extra paper. You do not have to use all the pages.

You have 30 minutes to write what you think, and I will tell you when you have ten minutes left.

Check that everyone understands what is required.

### 3 Starting the test

#### SAY

Remember you need to write about your opinions and to give reasons to support what you think. You may start now.

As the students work, ensure that their pages are always open at the Writing Task B section of the student booklet.

You might like to fill in parts of the *Teacher's Feedback Form* for Writing Task B while the students are working. You can complete either the paper or online version.

### 4 Ending the session

After 20 minutes:

#### SAY

You have ten minutes more to finish your piece of writing.

After a further five minutes:

#### SAY

Now you have five minutes more to finish your writing. Don't forget to proofread and edit your writing.

Check your work carefully for spelling and punctuation.

Allow a further five minutes. Students may use this time for proofing, but they may choose to continue writing. At the end of this time, if more than two or three of the students have not finished, you may allow five minutes extra.

#### SAY

Put down your pens and close your booklets.

### 5 After the test is complete:

- Collect the student booklets.
- Complete the *Details provided by the teacher (if necessary)* section on the front cover, if Writing Task B has been administered under non-standard conditions to any students in this testing session.
- See *after the test* instructions on page 12.

**THANK YOU**



