

Part D

Chapter 4
Assessment
Administration Guidelines

Appendix 3
Year 6 Assessment
Administration Guidelines

MCEETYA



National Assessment Program – Civics and Citizenship Year 6 School Assessment

2004

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Chapter 4

Assessment Administration Guidelines

Use the Assessment Administration Guide presented in Appendix 3 to conduct the assessment in your class. It is suitable for printing or copying.

Before conducting the assessment

Make yourself familiar with these guidelines. They must be followed closely if the results of testing in your school are to be comparable with the national data.

Time allocation

The assessment will take a total of 70 minutes to complete:

- 10 minutes to explain the assessment and distribute the materials
- 60 minutes to complete the assessment.

Materials required

Students

Pen/pencil and eraser
One booklet per student

Teachers

Administration guide

Assistance

When completing the assessment, students should be given every opportunity to demonstrate their understandings. You can read part or all of a question for a student if he or she is experiencing difficulty in reading it. It is important, however, not to interpret the question for the student.

Students should be encouraged to attempt all questions in the assessment. If a student finds a question difficult, suggest that he or she skip it and move on to other questions. The student can return to the original question if time permits.

Appendix 3
Year 6 Assessment Administration Guidelines

**National Assessment Program - Civics and Citizenship
Year 6 School Assessment**

**CIVICS AND CITIZENSHIP
YEAR 6**

2004 Release Items

**ASSESSMENT ADMINISTRATION
GUIDE**

This guide contains selected extracts from the full version of the *National Assessment Program – Civics and Citizenship Years 6 and 10 Sample Assessment 2004* Assessment Administrator's Manual to enable the classroom teacher to replicate the conditions under which the national sample assessment was administered.

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CONDUCTING THE ASSESSMENT SESSION

1.1 The Assessment Day

You will need to set up the room and assessment materials. The materials you will need are:

- this manual, open to the script for administering the session (Page 3);
- the Assessment Booklets (one for each student);
- a watch or clock;
- your ‘Survival Kit’ – spare assessment booklets, spare pencils, spare rulers, and so on;
- a clock visible to the students and;
- books or other reading materials to lend to students who finish the assessment early.

1.2 Timing the Assessment Session

It is expected that the assessment session will take approximately 110 minutes. This estimation of time includes the time to read the instructions, distribute the materials and collect the materials at the end of the session.

The timing of the assessment session is as follows:

- Reading the instructions and distributing the materials, normal class routine issues etc will take approximately 5 minutes;
- The Assessment Booklet will take approximately 70 minutes, including approximately 10 minutes for Practice Questions and **no more than 60 minutes** for the assessment items;
- Collecting the materials and ending the session will take approximately 5 minutes.

1.3 Reading the script

The script you will need to administer the sessions begins on page 3. To ensure that the assessment is conducted in a valid way, the script must be read **WORD-FOR-WORD** without omissions or additions.

1.4 Supervising the session

You are responsible for monitoring the assessment session and the following points need to be observed:

- Once the actual assessment has begun it is advisable to not admit other students to the session.
- Make sure that all students understand how to record answers. You may read questions to students but must not help the students with the interpretation of any of the questions in the Assessment Booklet. Students should not leave the session unless it is necessary.
- While the students are working, you should move around the room to see that students are following directions and answering questions in the appropriate part of the Assessment Booklet.

- Students finishing early should be encouraged to review their work. Students who have completely finished may be permitted to read.

1.5 Ending the session

After you have completed the sessions, collect the Assessment Booklets. All Assessment Booklets must be accounted for before the students are dismissed. Thank the students for their participation and dismiss them according to school policy.

ASSESSMENT ADMINISTRATOR'S SCRIPT TO BE READ FOR THE SESSIONS

INTRODUCING THE STUDY

The only text to be read to the students is in **shaded boxes**, and is preceded by the instruction 'Say'. This text must be read exactly as written.

The text in **un-shaded boxes** is the Practice Question text that the students will have in their booklets.

Say:

This class is taking part in an assessment based on the National Assessment Program – Civics and Citizenship Sample Assessment, held in 2004. Its goal was to find out what students your age know about civics and citizenship. About 26,000 students throughout Australia have attempted this assessment. The results of the study help education departments and governments determine what students are learning. By doing the very best that you can on this assessment you will your teacher to plan civics and citizenship programs for your class.

Distribute the materials if you have not done so already, then say:

You should have an Assessment Booklet on your desk. Please do not turn it over yet. Put up your hand if you do not have an Assessment Booklet and a pencil.

Give students who do not have all the materials the booklet and/or a pencil as necessary.

Then say:

If you find you need a ruler, or an eraser or pencil sharpener during the session, please raise your hand and I will assist you.

Resolve any other problems with the distribution of the Assessment Booklets. Remind students that they should not have anything on their desks apart from their Assessment Booklet and the implements they need for doing the assessment.

Do NOT admit any more students to the session.

PRACTICE QUESTIONS AND ASSESSMENT

Say:

Now please turn your booklet over. Write your name clearly on the front cover of the booklet. Do not open your booklets.

In this booklet, you will find questions about civics and citizenship.

Do not start working through the questions yet. You will be told when to begin.

First you will do some practice questions so you know what kinds of questions to expect on the test.

Now we will work through the practice questions together. Please open your booklets.

Look at Practice Questions 1 and 2. These two questions refer to the text in the box. Read the text in the box first.

Allow time for the students to read the text. You may read it aloud if you wish.

Below is a letter to a local newspaper.

Read the letter and answer Practice Questions 1 and 2.

Dear Editor,

Two weeks ago my neighbour pulled down part of my fence. He did not even ask me and now my chickens keep escaping. He refuses to speak to me about the fence. I have telephoned the council but they haven't helped.

Ms C Finch

Say:

Now read and answer Practice Question 1. Practice Question 1 is a multiple choice question.

Allow time for students to read and answer Practice Question 1. You may read it to them if you wish.

PQ1 What is the first thing the neighbour should have done before pulling down the fence?

- telephoned the local council
- built a cage for Ms Finch's chickens
- told Ms Finch that he was going to pull down the fence
- asked for Ms Finch's permission to pull down the fence

Say:

The answer is *asked for Ms. Finch's permission to pull down the fence*. You should have put a tick in the circle next to it.

For multiple-choice questions, such as this, you should **always** choose the **one best** answer, and put a tick in the circle next to it.

Now read and answer Practice Question 2.

Allow time for students to read and answer Practice Question 2. You may read it to them if you wish.

PQ2 Ms Finch wants to have the fence fixed.

Do you think that writing a letter to the local newspaper is the **best** way to make this happen?

YES OR NO

Put a ✓ in one box and give a reason for your answer.

Say:

In questions like Practice Question 2 there is more than one way of answering correctly. Sometimes, as in Practice Question 2, you are asked to make a choice and give a reason for your answer. Other times you are simply asked to explain or give a reason for an idea. In these questions all the choices are possibly right. It is the **quality of your reasons or explanations** that is most important. The number of lines is a guide to how much you will need to write.

What answers have you written?

Respond to the student answers as they are given. Student responses should take the form of “Yes” or “No” followed by an explanation. Ensure that students understand that for this kind of question **there are many ways of answering correctly**.

Say:

Now read and answer Practice Question 3.

Allow time for students to read and answer Practice Question 3. You may read it to them if you wish.

The table below contains a statement about Australia

Decide whether you think the statement is true or false. Indicate your answer by circling ‘True’ or ‘False’ in the table as shown in the example.

	Hobart is the capital city of Australia	TRUE	FALSE
PQ3	Australia has six states and two territories.	TRUE	FALSE

Say:

The correct answer is *TRUE*. You should have drawn a circle around the word *TRUE*.

Now read and answer Practice Question 4.

Allow time for students to read and answer Practice Question 4. You may read it to them if you wish.

PQ4 Parliament House is the building that houses the Australian Parliament.

Why do you think that Parliament House is in Canberra?

Say:

In this type of question there may or may not be more than one correct answer.

What answers have you written?

Respond to the student answers as they are given. Possible good answers are:

- *Canberra is the capital city of Australia.*
- *It's Australia's capital.*

Ensure that students understand that for this kind of question **there may be many ways of answering correctly**.

Say:

You have now finished the practice questions. The assessment questions begin on the next page.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

You will have *60 minutes* to complete the next section of the book.

You will work on your own to answer the questions in the booklet.

If you want to change your answer, just cross it out and write your new answer.

You should answer each question. Think about your answer before you start to write but don't spend too long on any one question. If you don't know the answer to a question, try the next one. If you have time, go back to any question you didn't finish.

Do you have any questions?

Answer any questions.

Say:

You may now open your booklets and begin at Question 1.

Use your time carefully and do as much as you can.

Use a watch or clock to time the session. Mark up a time-keeping schedule so that all students can recognise the time elapsed and time remaining.

Monitor the students by walking around the room.

After 55 minutes say:

You have about 5 minutes to go.

After a total of 60 minutes, say:

Please stop and close your booklet.

CONCLUDING THE ASSESSMENT SESSION

Collect all the materials.

Dismiss the students in accordance with the policy of the school **AFTER** you have accounted for **ALL** of the assessment booklets.