



Year 3 Writing

NAPLAN Test Administration Handbook for Teachers

2023

VCAA NAPLAN Helpdesk

A helpdesk service operates to assist principals and NAPLAN coordinators with queries about NAPLAN Online. For queries and/or assistance contact the Victorian Curriculum and Assessment Authority (VCAA) on:

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NAPLAN Test Administration website:	https://www.naplanadmin.vic.edu.au
Online National Assessment Platform:	www.assessform.edu.au

DATE FOR 2023 NAPLAN WRITING TEST

15 March **Literacy (Writing)**

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Wednesday 15 March 2023 - writing test

YEAR 3 WRITING TEST ADMINISTRATION

The Education Council, comprising state, territory and Commonwealth education ministers, has agreed that in 2023, all states and territories will continue to conduct Year 3 writing using paper-based test.

For schools with Year 3 students, this means that Year 3 students must sit the writing test on **Wednesday 15 March**. Year 3 catch up sessions must be completed by **Monday 20 March 2023**.

Please ensure that you are familiar with the information in this handbook before administering this test.

This test is to be conducted in one session.

This is an assessment of a student's ability to plan and write a text independently. No assistance from the test administrator or teacher is allowed.

Participation for Year 3 students will be marked on the front of the test books and all test books will be collected by a courier.

Preparing for the writing test

Before the test day

In the weeks before the test, the school principal/NAPLAN coordinator should have met with you to:

- determine where the test sessions will be held
- determine the duration and organisation of breaks
- discuss organisational procedures required during the test
- review the handling of emergencies and problem situations
- explain the organisational arrangements for non-participating students
- ensure that you are familiar with all the test administration instructions and procedures
- establish the procedures to be undertaken when the test is administered by a casual, relief or supply teacher
- ensure you are aware of any disability adjustments provided to the students in your session and how to manage them.

On test days

Prior to commencing, please ensure you have all materials required for the test session and that you understand all procedures. Allow enough time to ensure the classroom is set up as a suitable test environment.

Test materials

You will find a list of required student and test administrator materials at the beginning of the Writing test administration section later in this handbook.

The following items **MUST NOT** be used by students during testing as they could affect the validity of the test or the scanning of the test books:

- ✗ books, including dictionaries
- ✗ rulers
- ✗ coloured pens or pencils
- ✗ mechanical lead pencils
- ✗ felt pens
- ✗ highlighters
- ✗ correction fluid/tape
- ✗ glue
- ✗ reusable adhesive
- ✗ mobile phones, smart phones or any other devices that connect to the internet either through wi-fi or bluetooth, which can transmit, extract and display or read out data to the user.

Supervising the test sessions

In supervising the test, you must:

- deliver the instructions accurately
- encourage student participation
- actively monitor student conduct by regularly walking around the room and checking that students are not talking, collaborating or using prohibited items as listed above.

Assisting students

Professional and ethical behaviour in accordance with the *NAPLAN national protocols for test administration* is expected in all aspects of the test administration. Any additional support given to a student that advantages them in any way is considered cheating.

Your NAPLAN coordinator should provide you with a copy of the *NAPLAN national protocols for test administration*. You can also download a copy from the NAP website:

<https://www.nap.edu.au/naplan/school-support/national-protocols-for-test-administration>

During the writing test, you **MAY**:

- ✓ read and clarify general instructions (as indicated by the **READ ALOUD** shaded boxes in this handbook – see below)
- ✓ provide general encouragement to continue.

During the writing test, you **MUST NOT**:

- ✘ discuss the writing task
- ✘ provide any content information, whether orally or in writing
- ✘ prompt students regarding the text structure or writing prompt
- ✘ give hints or examples
- ✘ write for a student (except where the use of a scribe has been approved by the VCAA)
- ✘ remind students about related work completed in class
- ✘ provide extra time unless provided as a disability adjustment or because of a documented disruption during the test session.

Reading the test administration script

It is important that the test is administered uniformly according to the instructions in this handbook.

Test administrators must **READ ALOUD** to students all instructions which appear in the shaded boxes, for example:

READ ALOUD

Now you will complete the *writing test*. You will each have a *writing test book* in front of you.

TYPES OF TEST BOOKS

Students undertaking the tests are pre-enrolled using data provided to the VCAA. Pre-enrolment allows individual student details, including names, date of birth, gender and home groups to be printed on the front cover of the writing test books. Each school's package contains:

- Personalised test books – student **and** school details printed on the front cover.
- Non-personalised test books – school details **only** printed on the front cover.

Personalised test books

The information printed on the front cover of the writing test books should be accurate, as the details used in the printing of the books have been drawn from school enrolment data.

If on the day of the test it is found that information printed on the front cover of the writing test book is incorrect, the test administrator should ensure that incorrect details are crossed out and that correct details are clearly indicated.

A student should not complete the test in another book if a personalised book exists for that student.

Under no circumstances should a student complete the test using another student's personalised test book.

All personalised writing test books, **used and unused**, must be returned to the VCAA.

Non-personalised test books

Writing test books with school details only printed on the front cover are to cater for visiting students and students who have enrolled at the school after the close of the pre-enrolment process.

The following information for these students should be recorded by the test administrator on the front cover of the writing test book:

- student's first name and last name in block letters
- student's date of birth
- home groups
- home school (for visiting students).

Any **unused** non-personalised test books should be retained at the school.

Correcting errors on personalised test book covers

At the beginning of the test session students will be asked to check that they have the test book that has their details printed on it and to check the accuracy of the details. These details have been printed from enrolment data provided by your school.

If there is an error in the printed details on the personalised test book, rule a single line through the incorrect information and print the correct details neatly.



If there are any doubts about the accuracy of a student's details, do not make any changes.

Please note: Only information that is factually incorrect should be updated. For instance, a student's first name should not be changed to a nick name or preferred name (e.g., Christopher should not be changed to Chris).

Recording test participation

You **MUST** shade **ONE** of the bubbles on the front of the cover of the student's test book to indicate their test participation.

Please shade these bubbles at the end of each test session.

If a student was present, shade the 'Present' bubble.

If a student was absent, shade the 'Absent' bubble. But if the student subsequently completes the test in a 'catch-up' session, ensure that the shaded 'Absent' bubble is erased and shade the 'Catch-up' bubble.

If a student has left the school, shade the 'Left School' bubble.

It is important that bubbles are shaded accurately and information relating to student absence is completed correctly.

An example of the participation bubbles on the front cover of the personalised Year 3 writing test book is below:

FOR TEACHER ONLY:

1. Please indicate student attendance on test day (shade one only)

Present Catch-up Left School Absent

2. Please indicate if this student was given disability adjustments to complete this test

Separate Supervision Rest Breaks Assistive Technology Other (specify below)

Extra Time Scribe Paper Attachment

In the example above, the student was present for the test and was given a rest break.

WEDNESDAY 15 MARCH 2023 - WRITING TEST - YEAR 3

Writing test administration

The Year 3 writing test is administered as a paper-based test.

Please ensure that you are familiar with the information in this handbook before administering this test. This test is to be conducted in one session.

This is an assessment of a student's ability to plan and write a text independently. No assistance from the test administrator or teacher is allowed.

Time allocation

Introduction time: approximately 10 minutes

Test time: 40 minutes. This is made up of:

- Planning: 5 minutes
- Writing: 30 minutes
- Editing: 5 minutes

Preparation for the writing test

- Arrange the room so that students cannot see each other's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times including 10 minute intervals on the board.
- Check that there is a Year 3 personalised writing test book and a Year 3 writing stimulus page for each student.
- Allocate a non-personalised writing test book to any student who does not have a personalised test book. Please complete the student's details using a 2B or HB pencil or black/blue pen.
- Distribute the writing test books, stimulus page and one sheet of blank paper to each student. Check that you are using the correct writing stimulus - each writing stimulus page will have YEAR 3 AND YEAR 5 clearly marked in a white font in the top left-hand corner on the black banner.
- Under no circumstances should a student complete the test using another student's personalised test book.
- Ensure you are aware of any disability adjustments provided to the students in your session and how to manage them.

TAA approval is required for assistive technology.

If you have a student with a temporary hand or arm injury, please refer to USING ASSISTIVE TECHNOLOGY (COMPUTER) FOR THE WRITING TEST on page 12.

TAA approval is required to use a scribe. You may need to allow students using a scribe extra time to complete their tests.

So that scribed scripts can be readily identified and marked appropriately during the marking process, scribes must write at the top of a student's writing paper 'This student has approval for a scribe and all scribing rules are acknowledged.'

For scribe rules refer to page 13 of this handbook.

Materials required

Each student must have	The test administrator must have
<ul style="list-style-type: none">• a Year 3 writing test book• the coloured, single YEAR 3 AND YEAR 5 writing stimulus page• a sheet of blank paper for planning• a 2B or HB pencil or black/blue pen• an eraser• a sharpener.	<ul style="list-style-type: none">• this test administration handbook• extra blank paper• spare pencils or black/blue pens, erasers, sharpeners• a watch or clock for timing the test• a board to display the time sequence• a class list.

Students **must not** have access to reading books during the writing test.

Test administration script

READ ALOUD

Today you will complete the *writing test*. Check that you have:

- your *Year 3 writing* test book
- the writing stimulus page
- a piece of blank paper on your desk.

On your writing stimulus page, look at the black banner in the top left-hand corner. Put your finger on the words that say YEAR 3 AND YEAR 5. Raise your hand if you cannot find these words.

Now check that you have a 2B or HB pencil or black/blue pen, a sharpener and an eraser on your desk. Do not open your test book 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 book. Your details are printed on it. Check that this is your test book and that your details on the front cover are correct.

Point to the front of the test book. Allow students time to check their details. Check that all students have the correct test book.

READ ALOUD

During the test you must follow the instructions on the front of the test book. I will read them to you now.

1. You must do your own work and follow all directions given to you by the teacher.
2. Do not speak to other students. Raise your hand if you need to speak to the teacher.
3. Use only a 2B or HB pencil, blue or black pen. Do NOT use a red pen.
4. To confirm you have the correct test book, print your name in the boxes below when instructed.

Indicate where students should print their name.

READ ALOUD

Now print your first name and last name in the boxes provided.

Give students time to print their names.

READ ALOUD

Put your pencil or pen down now and listen carefully while we look at the writing stimulus page.

Hold up a copy of the YEAR 3 AND YEAR 5 writing stimulus page for students to see.

READ ALOUD

You need to write about the topic or idea on the stimulus page.

The stimulus page also tells you what **kind of text** to write.

I will read the page for you. Follow the words while I read it to you.

Point to the information you are going to read. **Read everything on the YEAR 3 AND YEAR 5 writing stimulus page, from top to bottom, to the students.**

You must only read the words on the stimulus page.

DO NOT:

- ✗ brainstorm with students
- ✗ allow students to discuss the topic or idea
- ✗ give students ideas or pre-developed plans
- ✗ discuss any pictures that may be on the stimulus page
- ✗ write anything on the board other than the time sequence
- ✗ plan for the students.

When you have finished reading the stimulus page:

READ ALOUD

In this test you will have 5 minutes to plan your work, 30 minutes to write, and then another 5 minutes to edit your work.

Show the planning page.

READ ALOUD

You can use your planning page to draw a diagram or write down your main ideas. Or you might like to plan by just thinking about what you will write.

Choose the kind of planning that helps you to organise your ideas.

Use the dot points on the writing stimulus page to help you.

Remember, the stimulus page may have words or pictures to help you think of ideas for the topic. You do not have to use all or any of these ideas. You may use your own ideas, as long as you write about the topic on the page.

The planning page will not be marked but it will be collected. Do not write in your book yet. It should still be closed. You may begin planning now – you have 5 minutes.

Supervise students to make sure they are planning their work independently and are not writing in their test books. If students are having difficulties, quietly encourage them to look at the stimulus page. **Do not help students to develop or structure their text.**

After 5 minutes, READ ALOUD

That's all the time you have for planning. Put your planning page where you can see it. Open your writing test book to Page 2. Do not begin yet. This is where you start your writing. You have 3 pages to write on, but you do not have to use them all. You cannot be given any extra pages to write on.

You now have 30 minutes to write on the topic. I will tell you when you have 5 minutes left to finish your writing. After those 5 minutes are up, you will have another 5 minutes to edit your work.

You may start writing now.

Supervise the students to make sure that they have begun writing.

Check that they have started on Page 2 of the test book. Quietly speak to those students who are not working. Refer them to the stimulus page for ideas but **do not help them with their ideas or their text.**

Do not provide extra paper or an extra writing book to students as these will not be marked. Only the 3 pages of writing in the test book will be marked.

Make sure that students are writing with an appropriate pen or pencil. Students must not use correction fluid/tape, felt pens or coloured pencils as these will affect the scanning of the test books.

Mark off the time intervals on the board.

If students finish early, suggest they re-read and edit their writing and then close their test books, leave them on their desks and sit quietly. They may not engage in 'early finisher' activities such as reading, which may provide clues to the test answers. DO NOT collect the test books until the end of the test time, or until all students have completed the tests.

After 30 minutes, READ ALOUD

You have 5 minutes left to finish your writing; after this, you will have another 5 minutes to edit your work. If you have already finished, use this time to start checking your work.

After 35 minutes, READ ALOUD

Your writing time is now finished. You have 5 minutes to check and edit your work.

Check your writing by reading it carefully. You don't have time to make big changes, but you can edit your work by adding or changing words or sentences and correcting any spelling or punctuation mistakes.

You can also use this time to complete your writing if you need to, but you will not be allowed any extra time for editing. When you have finished, close your test books and wait quietly.

Supervise students to make sure they are editing and completing their text.

Students may use the editing time to complete their writing; however, if they choose to do this, they must not be given any additional time for editing.

After 40 minutes, READ ALOUD

The writing test is now finished. Please put your pencil or pen down and close your test book. Put your planning and stimulus pages next to your test book.

After the test

- Collect all test books. Check that the writing stimulus and planning pages are **not** inside test books as these are not returned for processing.
- Collect all stimulus and planning pages for secure storage.
- Do not remove any pages from any test book.
- Match test books against your class list or the master assessment roll to check that ALL test books are accounted for, including those for students who did not sit or complete this session.
- Where appropriate, mark the test participation bubbles (present, absent, left school or catch up) on the front cover.
- Where appropriate, check that all information recording disability adjustments on the front cover is complete and correct.
- Record absence details on your class list or the master assessment roll.
- Where appropriate, ensure that the personalised test book is attached to the braille, large print, black and white or electronic test format.
- Return all test books, stimulus pages and planning pages to the principal/NAPLAN coordinator as soon as possible for secure storage. Do not leave any test books, whether complete or incomplete, in a classroom.
- No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.
- Under no circumstances should student responses be copied or transcribed, either during or after the test.

AFTER THE TESTING PERIOD

Checking and packing test materials

1. Before packing materials, please check that:

- Student details on the test books are accurate.
- All test books are accounted for.
- Student attendance is reported accurately on the front of each test book.
- The principal has finalised all exemptions, withdrawals and disability adjustments information (if required).

2. Use the Packing Return checklist to ensure that all of the following are packed into the boxes in which the test materials were delivered:

- Any test books that have been used by students must be returned to the VCAA.
- Any unused **personalised** test books must also be returned to the VCAA.

Do not return:

- student withdrawal, record of exemption, scribe or assistive technology forms – these are to be kept at the school and are subject to audit by the VCAA
- paper used by students for planning
- any unused **non-personalised** test books
- writing stimulus pages
- packing Return checklist.

3. Attach the addressed return label to each box. Make sure the boxes are securely taped and marked Box 1 of 3, Box 2 of 3, etc.

Collection

Please ensure that you have checked and prepared all completed test books and that they are ready for collection by **8.30am on Tuesday 21 March 2023**.

If materials have not been collected by 3.45pm on Friday 24 March 2023, the principal should contact the VCAA helpdesk on 1800 648 637.

USING ASSISTIVE TECHNOLOGY (COMPUTER) FOR THE WRITING TEST

Guidelines for students with a disability or a temporary injury using a computer to complete the writing test

Length of computer text equivalent to 3 pages of handwriting

All Year 3 students participating in the NAPLAN writing test must handwrite their response to the writing prompt within a 3-page test book, unless they have approval from their TAA to use a computer due to a disability or temporary injury that prevents them from writing.

Please note the following guidelines regarding the **maximum** overall word limit allowed for a student with a temporary injury using a computer to type their writing response. This is as determined by ACARA:

YEAR 3: 700 words

Font

- Students can use an appropriate font and font size (such as Arial or Times New Roman) as would be used in normal classroom work. When scanned, the response should be able to be easily read by the marker.

Conditions

- Schools must seek approval from their TAA.
- Where required due to a disability, the student must regularly use a computer as part of their usual disability adjustments for classroom assessment.
- Where required due to a temporary injury, the injury must be to the hand or arm the student usually writes with and must prevent the student writing with that hand.
- Computer use must be in accordance with standard assessment practices: spelling- and grammar-checks, dictionary, predictive text, etc., must be turned off. Access to the internet or internal networks must also be completely restricted.
- Extra time may be used by the student at the discretion of the teacher, depending on the student's familiarity using a keyboard with their non-writing arm.

After the test

As the test administrator, you (or your assistant) should:

- save identifying student information to the bottom left-hand footer (to be on every page of completed test response). For example:

Student Name:

Year Level:

School:

Date of Birth and/or unique student identification number:

- save the completed test to the desktop as a backup
- print a copy of the completed test from the desktop
- delete the file from the desktop and then from the recycle bin
- attach the writing test to the students writing test book
- follow procedures outlined in AFTER THE TESTING PERIOD (page 11).

SCRIBE RULES FOR THE WRITING TEST

A scribe must be fully aware of, and adhere to, the test administration procedures and the following conditions (scribe rules)

Scribe Rules

- Test instructions should be delivered exactly as outlined in the *NAPLAN Test Administration Handbook for Teachers – Alternative Format (paper)*.
- The scribe must write the following words at the beginning of the document: *This student has approval for a scribe and all scribing rules are acknowledged.*
- After allowing a student time to reflect and consider, a scribe will write as the student dictates and must neither suggest ideas or words to use, nor prompt the student in any other way. The student must be aware of the need to advise the scribe to add punctuation.
- As the student dictates, the scribe will write word for word to reproduce the student's own language.
- The scribe must print all words in lower case without any punctuation, except as and where dictated by the student.
- The student may read, or request the scribe read, the text back throughout the test for the purpose of maintaining continuity; however, the scribe should not lead the student to re-read the text.
- A spelling check must be performed before the student can be given the scribed text to proofread and edit. At the completion of the writing test time, the test administrator will need to add an appropriate amount of time for the spelling test.
- The scribe will select four (4) simple words, four (4) common words and four (4) difficult words that have been used in the text and ask the student to orally spell each one. The scribe will record the student's oral spelling of each these 12 words in a space below the text.
- When completed, the scribe must cover the scribed text and show the student only the 12 spelling words. The scribe must ask the student to check these words and indicate any change that the scribe should make.
- When the test is over, the scribe will write the selected words in brackets next to each of the words spelt by the student to avoid any confusion during the marking process.
- If necessary, the test administrator will add an appropriate amount of time for the student to edit their work. The test administrator should use their professional judgement when adding time. During the editing time, the scribed text is given to the student to proofread and to indicate where punctuation is to be placed, if not indicated by the student in their original dictation. The scribe will then mark capitals, full stops, paragraphs, etc. as directed by the student. During this time, the student may also indicate any changes or additions to the text, and the scribe will write these where indicated by the student.

