

2011 National Assessment Program
Literacy and Numeracy

2011 Test Administration Handbook for Teachers
Years 7 & 9



VCAA NAPLAN HELPDESK

A Helpdesk service operates to assist principals and NAPLAN coordinators with queries about the NAPLAN 2011. For queries and/or assistance contact the Victorian Curriculum and Assessment Authority on:

Contact details

freecall	1800 648 637
fax	(03) 9225 2334
email	vcaa.naplan.help@edumail.vic.gov.au
VCAA website	www.vcaa.vic.edu.au
NAPLAN Test Administration website	https://www.naplanadmin.vic.edu.au

Dates for NAPLAN 2011 Tests

10 May	Literacy (Language Conventions, Writing)
11 May	Literacy (Reading)
12 May	Numeracy

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NAPLAN COORDINATOR'S CHECKLIST

The coordinator should:

Check

Before the test

- check the contents of the NAPLAN test package against the packing slip upon arrival and retain the container/s in which the materials arrived for return
- complete the *Request for Extra Materials form* where applicable (page 48) and fax it back to the VCAA as soon as possible
- place the secure materials (test books and stimulus materials) in double locked security
- document receipt, tracking, storage, distribution and dispatch in the Test Materials Security Log throughout the test period
- distribute the *2011 Year 7 and 9 NAPLAN Test Administration Handbook for Teachers* to test supervisors as soon as possible
- conduct a briefing on test administration for test supervisors
- on the day before each test, sort and collate test books and related stimulus materials in preparation for distribution to test supervisors on test days
- ensure that test materials remain in secure storage until distribution

On test days

- distribute the test materials to test supervisors on the morning of each test
- distribute the *Student Attendance forms* for each class/home group for each test session
- ensure that the test environment enables students to perform at their best
- ensure that students are able to work independently and under standard test conditions
- provide special provisions for students with special learning needs

After the test

- check that all test books are returned to secure storage at the completion of the tests together with the *Student Attendance forms*
- check that all test books are accounted for and correctly recorded
- check that the *Student Attendance forms* are accurately completed and signed
- check that the *Record of Exemption, Withdrawal* and/or *Withhold Results forms* have been completed, where applicable. These forms should be retained at the school and may be subject to audit by the VCAA.
- use the Packing Return checklist to prepare materials for return

**TO ENSURE SECURITY, ALL TEST MATERIALS MUST REMAIN IN SECURE STORAGE
UNTIL THEY ARE PICKED UP OR UNTIL AFTER 20 MAY 2011.**

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INTRODUCTION

Thank you for administering the National Assessment Program — Literacy and Numeracy (NAPLAN) in 2011.

Your role in the administration of the tests is critical. It is important that you are very familiar with all procedures in this handbook. Standardised administration of the tests contributes significantly to the fairness and reliability of the assessment tasks. It is important that a positive and calm atmosphere is maintained throughout the test sessions and that these administration instructions are followed carefully.

Read the relevant section of the handbook carefully before administering each test.

Privacy statement

The Victorian Curriculum and Assessment Authority (VCAA) is committed to the protection of student information generated by the NAPLAN 2011. All personal information collected during the NAPLAN 2011 is used in accordance with the Information Privacy Act 2000. In order to conduct the NAPLAN tests, the VCAA collects names and achievement data of all students who undertake the Year 3, Year 5, Year 7 and Year 9 tests. The VCAA also collects information on gender, language background, Aboriginal and Torres Strait Islander (ATSI) status, Victorian Student Number (VSN) and date of birth of students.

The VCAA supports schools' privacy compliance with NAPLAN testing requirements by encouraging principals to ensure that their parent communities are aware of the purposes for which NAPLAN data will be used.

The VCAA uses the student information provided by schools to pre-print individual student details on the front cover of the test books and to report to parents on their child's performance. This data is also provided to the school to assist principals to analyse the effectiveness of their school programs and to identify individual student's strengths and weaknesses.

Schools across Australia are required to collect background characteristic information for all students participating in the NAPLAN 2011. The VCAA, on behalf of the Department of Education and Early Childhood Development (DEECD), will be responsible for the management and supply of this information for national reporting purposes.

The information that will be required for each student is as follows:

- parental school education (mother and father as applicable)
- parental non-school education (mother and father as applicable)
- main language spoken at home (student)
- main language spoken at home (mother and father as applicable)
- parental occupation
- country of birth.

No individual student will be identifiable in the information for release for national reporting purposes.

The principal will ensure that all student details and results are confidential.

TEST SCHEDULE

The tests are scheduled for the days and times shown in the table below. All schools across Australia are required to complete the tests on these days.

It is required that students be given a break of at least 20 minutes between test sessions conducted on the same day.

Test schedule for Year 7

Test	Date 2011	Test session time	Introduction and practice questions	Test time allocation
Language Conventions	Tuesday 10 May	Before recess	10 minutes	45 minutes
Writing	Tuesday 10 May	Before lunch	10 minutes	40 minutes
Reading	Wednesday 11 May	Before recess	10 minutes	65 minutes
Numeracy (calculator)	Thursday 12 May	Before recess	10 minutes	40 minutes
Numeracy (non-calculator)	Thursday 12 May	Before lunch	10 minutes	40 minutes

Test schedule for Year 9

Test	Date 2011	Test session time	Introduction and practice questions	Test time allocation
Language Conventions	Tuesday 10 May	Before recess	10 minutes	45 minutes
Writing	Tuesday 10 May	Before lunch	10 minutes	40 minutes
Reading	Wednesday 11 May	Before recess	10 minutes	65 minutes
Numeracy (calculator)	Thursday 12 May	Before recess	10 minutes	40 minutes
Numeracy (non-calculator)	Thursday 12 May	Before lunch	10 minutes	40 minutes

'Catch-up' sessions for individual students absent on the test days

It is very important that a high level of Student Attendance is reached in this national assessment. Every effort should be made to ensure all eligible students are assessed during the test week (10 to 12 May).

Where students are absent for one or more of the tests, arrangements should be made for those students to sit the tests on either the afternoon of the test days, or on Friday 13 May.

Students absent for the three test days should not be expected to complete all tests on Friday 13 May. They should be marked absent for the tests they are unable to complete.

Time allowed for each test

Specific timing for each of the tests is provided at the beginning of each section of this handbook. Test administrators must adhere to these time limits.

Only students who have been granted accommodations/special provisions are allowed extra time to complete the tests. See the *Handbook for Principals* for more information.

PREPARING FOR THE TESTS

In the weeks before the test, the school principal/representative 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 tests
- arrange for special provisions for students with learning disabilities or students experiencing personal or social conditions which may affect performance
- review the handling of emergencies and problem situations
- explain the organisational arrangements for non-participating students
- establish the procedures to be undertaken when the test is administered by a casual, relief or supply teacher
- conduct a briefing session with test administrators.

On test day

On the morning of each test, please collect all materials required for the test session. Allow enough time to check that you have the required number of books and the necessary equipment and that you understand all procedures.

Preparation of classrooms

Access to a whiteboard or blackboard is required.

Arrange seating so that students cannot copy from each other.

Any posters, displays or teaching materials that might help students to answer questions must be covered, reversed or removed from the room while the students are completing the tests.

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:

- dictionaries
- coloured pens or pencils
- mechanical lead pencils
- felt pens
- highlighters
- correction fluid
- glue
- reusable adhesive
- mobile phones.

Test materials provided

You will need the following materials ready for distribution:

- pre-printed (personalised) test books for students in your class or group
- non pre-printed test books for students for whom there is no personalised book
- the relevant stimulus materials (Reading and Writing tests only)
- blank paper for the Writing test
- blank paper for the Numeracy test
- calculators for the Numeracy Calculator Allowed test if students are not bringing their own.

Student materials

During testing, each student requires:

- 2B or HB pencils
- an eraser
- a sharpener
- a calculator for the Numeracy Calculator Allowed test.

Supervising the test sessions

In supervising the tests, the test administrator must:

- deliver the instructions accurately
- encourage student participation
- actively monitor student conduct e.g. walk around the room and check that students are not talking or collaborating.

Assisting students

It is expected that professional and ethical behaviour will be demonstrated regarding all aspects of the test administration. Any help with answering questions for a student that advantages them in any way will be considered cheating.

<p>During all tests, you CAN assist a student by:</p> <ul style="list-style-type: none">• reading and clarifying general instructions• reminding students of the response types, e.g. shade a bubble• advising students to leave a question about which they are unsure and to move on to another question• advising students to return to any unanswered questions if there is time at the end• providing students with general encouragement to continue. <p>During the Numeracy test only, you CAN assist a student by:</p> <ul style="list-style-type: none">• reading the questions, but you must not read the numbers or symbols within the questions.	<p>During all tests, you MUST NOT provide the following assistance:</p> <ul style="list-style-type: none">• give hints or examples• explain, paraphrase or interpret questions• indicate to students whether answers are correct or incorrect• remind students about related work completed in class• provide extra time. <p>During the Language Conventions test, you MUST NOT:</p> <ul style="list-style-type: none">• read or sound out the spelling items to the students• read any of the test questions• write any spelling words for students, on the board or elsewhere. <p>During the Writing test, you MUST NOT:</p> <ul style="list-style-type: none">• discuss the Writing test• provide any structure or content, whether orally or in writing• prompt students• write for a student (except where an accommodation has been granted). <p>During the Reading test, you MUST NOT:</p> <ul style="list-style-type: none">• read anything from the magazine• read any test questions. <p>During the Numeracy test, you MUST NOT:</p> <ul style="list-style-type: none">• read the numbers or symbols• explain the meaning of any symbols, numbers or mathematical terms• interpret any graphs or diagrams.
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Reading the test administration script

It is important that the tests are administered uniformly according to the timetables and instructions in this handbook.

Test administrators **MUST READ ALOUD** to students all instructions in shaded boxes like this.

READ ALOUD

Today you will be completing the Writing test. You will each have a *Writing* test book in front of you.

Practice questions

The purpose of practice questions is to familiarise students with the different response types. This is not an opportunity for teaching. Move through these questions as quickly and efficiently as possible.

TYPES OF TEST BOOKS

Pre-printed test books

Students undertaking the tests in 2011 are pre-enrolled using data provided to the VCAA. Pre-enrolment allows individual student details, including names, date of birth, gender, indigenous status and language background other than English (LBOTE) status to be printed on the front cover of the Language Conventions test books. Each school's package contains:

- Test books with student and school details printed on the front cover
- Test books with school details only printed on the front cover.

Test books with student AND school details printed on the front cover

The information which appears on the front cover of the 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 any test book is incorrect, the test administrator should ensure that the incorrect details are crossed out and that the correct details are clearly indicated. It is important that incorrect details are corrected on **all** test books for a given student.

A student should not complete a test in another book if a pre-printed book exists for that student.

Under no circumstances should a student complete the test using another student's pre-printed test book.

All test books, **used and unused**, with student details printed on the cover **must** be returned to the VCAA.

Test books with school details ONLY printed on the front cover

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

Principals should ensure that the following information for these students is recorded by the test administrator on the front cover of each test book:

- student's first name and last name in block letters
- student's date of birth.

On the cover of the **Language Conventions test only**, the following additional information is required:

- Gender
- Aboriginal status
- Torres Strait Islander status
- Language background other than English status.

Any **unused** test books without pre-printed student details on the front cover should be retained at the school.

For general enquiries about the student registration process, schools should contact the VCAA on **Freecall 1800 648 637** or email **vcaa.naplan.help@edumail.vic.gov.au**

Correcting errors on pre-printed book covers

At the beginning of each test session students will be asked to check that they have the test book that belongs to them and to check the accuracy of overprinted details. These details have been printed from school enrolment data provided by your school.

If there is an error in the overprinted details on the personalised test books, test administrators are asked to 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.

Combined test books

To reduce the administrative burden on schools in relation to the handling and sorting of test books, Language Conventions and Writing tests for all year levels are combined into a single test book. Year 7 and 9 calculator and non-calculator Numeracy tests will also be combined into a single test book.

These tests are combined in a 'flip' book format, with one test starting from the front and the other from the back. The test in the back of the book is rotated through 180° so that the page opens with the spine edge on the left side. For schools this means that there is only one test book per day during the testing period.

SPECIAL PROVISIONS

Section 6 of the *Handbook for Principals* provides information from the National Protocols outlining guidelines and eligibility for special provisions. Permission to provide special provisions is granted at the discretion of the principal in accordance with these protocols. (Note: the use of a scribe for the Writing test must have prior approval from the VCAA).

Where permission for special provision has been granted, the test administrator should indicate the nature of the provision in the appropriate section on the front cover of each of the student's test books. There may be instances where a student has been granted more than one special provision, and this should be reflected on the front cover. In the example shown below, the student has been granted extra time to complete the test in a separately supervised area.

TEACHER ONLY: Please indicate if this student was given special provisions to complete this test			
<input checked="" type="radio"/> Extra time	<input checked="" type="radio"/> Separate supervision	<input type="radio"/> Scribe	<input type="radio"/> Typed / response attached
<input type="radio"/> Rest break	<input type="radio"/> Oral sign support	<input type="radio"/> Other (specify):	<input type="text"/>

It is recommended that special provisions be allowed for students with intellectual disabilities or students experiencing personal or social conditions which may affect performance. Where possible, special provisions granted should reflect common classroom practice for that student. NAPLAN provides information about specific aspects of student performance and it is therefore important, when providing support in the form of special provisions, that a student is neither unfairly advantaged nor disadvantaged.

Please note that the special provision category 'typed / response attached' refers to cases where students use computers or special paper to complete their responses. **Attachments which contain student planning work or a continuation of their Writing test should not be included or returned to the VCAA and will not be assessed.**

Guidelines for temporary injuries

Use of a computer for the Writing test is allowed under special provisions for students who have a temporary disability. Guidelines for the use of computers for this purpose are outlined in Appendix 1.

The use of scribes for the Writing test

The use of a scribe for the Writing test must be pre-approved by the VCAA prior to testing. As outlined in Section 6.5.3 of the *Handbook for Principals*, scribe rules for the writing test are included in Appendix 2 to this document.

RECORDING STUDENT ATTENDANCE FOR NAPLAN

For each test session, test administrators are required to complete a Student Attendance form, recording all students as either present or absent, or left school and indicating which students have been exempted or withdrawn.

In 2011, forms for recording attendance will be available in a paper-based form (previously called Student Participation Forms) or online via the Test Administration Website.

These records of student attendance serve a number of important functions. It is important that the information provided, either through the paper form or online is accurate, as it ensures that:

- every student's test book can be tracked and accounted for after the test
- every student's test book is assessed and accurately reported on
- the VCAA has accurate information about students who have been exempted or withdrawn
- reports to the school and parents clearly reflect participation in the test.

Online Attendance Records

As part of the transition from paper-based to online data capture, the VCAA conducted a pilot study in 2010 where schools were able to record their student attendance details online via the NAPLAN Test Administration Website (<https://www.naplanadmin.vic.edu.au/>). The pilot was very successful and schools were able to either record student attendance online during the course of the tests, or print attendance record sheets which were then entered online at a later date.

This facility enables schools to enter their student attendance details more quickly, add additional students as required, sort student lists and print reports on attendance. This facility is being expanded in 2011, with a view to a phased implementation of the system for all schools in future years.

For schools who have been selected or who have elected to undertake recording attendance online, instructions were distributed separate to this publication at the end of Term 1. These instructions are also available online through the Test Administration Website.

The website will be available from **Monday 4 April until Friday 20 May 2011**. All information must be finalised and confirmed by close of business on 20 May 2011 to ensure that processing of results can be completed. Note that the login for the Test Administration Website is the same as the one issued at the beginning of the year. If you require assistance or have misplaced your school's login details, please contact the NAPLAN Helpdesk on 1800 648 637.

Completing the paper-based Student Attendance forms

The test administrator may complete the Student Attendance form either at the start of, or during the relevant test session. This form is pre-printed with pre-enrolled students' details and book ID numbers. If details are incorrect, they will need to be amended on the test book. There are extra lines on the reverse side of the form to accommodate students who were not pre-enrolled prior to the test. It is very important that the form is

completed accurately. The attendance status (present/absent/left school, exempt/withdrawn) indicated on the form will be used to decide whether or not a student will receive a test result. **Students marked as either exempt or withdrawn, will NOT receive a test result, even if the student has completed the test.**

Schools are advised to take a copy of these forms for their records. Original forms must be returned with NAPLAN test materials.

For pre-enrolled students

STAGE 1 - Attendance: Shade the "Present" bubble for all students to whom a book was given. Shade the "Absent" bubble for all other students. If the student has permanently left the school, shade the "Left School" bubble in addition to the "Absent" bubble.

STAGE 2 – Exemption/Withdrawal: In addition to shading a participation bubble, please shade the appropriate bubble for any student who is exempt or withdrawn. For these students you will need to complete the appropriate form(s) through the Test Administration Website. Please see page 12 for further information. Students recorded as exempt or withdrawn will NOT receive a test result.

Examples:

STUDENT ATTENDANCE FORM INSTRUCTIONS			STAGE 1.		STAGE 2.		
<p>The <i>Student Attendance Form</i> lists students registered to take part in the NAPLAN 2011 tests. Refer to the Year 7 and 9 <i>Test Administration Handbook for Teachers</i> for detailed instructions.</p> <p>Each student listed on this form will have a matching book with their name pre-printed on the cover. Refer to the reverse side of this form if you have students that are not listed.</p> <p>Stage 1 – Shade the "Present" bubble for all students to whom a book was given. Shade the "Absent" bubble for all other students. If the student has permanently left the school, shade the "Left School" bubble in addition to the "Absent" bubble.</p> <p>Stage 2 – If applicable, please shade the appropriate bubble for any student who is exempt or withdrawn. Students marked exempt or withdrawn will not receive a result for this test.</p> <p>Please ensure that incorrect student details are updated on the front of the test book.</p>			Shade Present or Absent		Shade if applicable (one only)		
			Present	Absent	Left School	Exempt	Withdrawn
BOOK ID	STUDENT NAME	DATE OF BIRTH					
12345670	JANE SMITH	12/01/1999	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12345671	JOHN BROWN	05/04/1999	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12345672	MARY JONES	30/10/1998	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
12345673	BILL TAN	21/02/1999	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12345674	SIMON LEE	02/08/1998	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Jane was given a book and therefore marked present for the test. A result will be issued for this test.

John was not given a test book and therefore marked absent from the test. No result will be issued.

Mary was given a book for the test, but was also granted an exemption. No result will be issued even though she attempted the test.

Bill had been withdrawn from the test. He was not given a book and therefore marked absent. No result will be issued for this test.

Simon has left the school and did not participate in this test.

For non pre-enrolled students

For any student who is not listed on the Student Attendance form, the test administrator should:

- use one of the test books with school details only provided. Under no circumstances should a student complete the test using another student’s pre-printed test book.
- use a 2B or HB pencil to write the name and date of birth of the student in block letters on the front cover of the test book.
- use a 2B or HB pencil to write the name and date of birth of the student on the reverse side of the Student Attendance form in the section headed ‘FOR STUDENTS NOT LISTED ON THIS STUDENT ATTENDANCE FORM’.
- follow STAGE 1 and STAGE 2 (as for pre-enrolled students), to indicate the student’s participation status.
- in the unlikely event that the number of non-pre-enrolled students exceeds the space provided, use a photocopy of the reverse side of the Student Attendance form.

Example:

FOR STUDENTS NOT LISTED ON THIS STUDENT ATTENDANCE FORM					STAGE 1.		STAGE 2.			
If you have students who are not listed on this <i>Student Attendance Form</i> : <ul style="list-style-type: none"> • use the extra test books with blank cover pages provided • write the student’s name and details on the front of the test book Also record the names and complete the appropriate bubbles for any students not listed above that were absent, withdrawn or exempted from the test.					Shade Present or Absent		Shade if applicable (one only)			
					Present	Absent	Exempt	Withdrawn		
STUDENT FIRST NAME	STUDENT LAST NAME	GENDER		DATE OF BIRTH						
		M	F							
DAVID	LEE	<input checked="" type="radio"/>	<input type="radio"/>	28	01	1999	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TEST SESSION REPORT

The Student Attendance form includes a Test Session report on the reverse side, where test administrators should indicate any incidents or irregularities that occurred during the test. Further elaboration regarding special provisions can also be included, if required.

Example:

TEST SESSION REPORT
1. Record any incidents or irregularities that occurred during the test session. 2. For instances where students have unavoidably left the test session early and did not complete the test, please refer to the <i>Request to Withhold Results Form</i> . Further information is available within the Year 7 and 9 <i>Test Administration Handbook for Teachers</i> .
JIRA PERRY ARRIVED LATE (DENTIST) AND COMPLETED THE TEST 10 MINUTES AFTER THE OTHER STUDENTS.

RECORDS OF EXEMPTION, STUDENT WITHDRAWALS AND WITHHOLDING RESULTS

From 2011, the process of recording student exemptions, withdrawals and withheld results will be managed via the NAPLAN Test Administration website (<https://www.naplanadmin.vic.edu.au>).

This enhancement to the Test Administration website allows schools to manage the process of nominating students for exemptions and withdrawals, producing personalised forms for endorsement and ensuring that all forms have been signed. The Record of Exemption form is also available in languages other than English via the website.

All students that have been registered for the 2011 tests are listed on the Test Administration website and school users are able to select individual students and mark them as exempt or withdrawn. There are also provisions to enter the details of students who are late enrolments to the school.

Before entering exemptions and withdrawals onto the website, parent/carers should be consulted to seek agreement on whether individual students should participate in the tests. Consideration should also be given to providing special provisions where appropriate in order to maximise participation in the tests. For additional information, please consult the *2011 NAPLAN Handbook for Principals* (Part A, Chapters 5 and 6).

For each student nominated as exempt or withdrawn the website will allow the printing of a form that can be completed with the signatures of the principal and parent. These forms will be pre-populated with each student's details, including details such as the reason for exemption and tests that they apply to. Once signed, schools are able to use the website to indicate to the VCAA that the form is completed. Note that due to this change, schools are **not required** to return completed forms to the VCAA. Forms should be retained at the school and are subject to audit. Forms are to be kept at the school for at least two years after the completion of the tests.

The site is currently open and an information pack was sent to all schools with detailed instructions along with access details at the end of Term 1. Instructions are also available via the P-10 section of the VCAA website.

The website will be available from **Monday 4 April until Friday 20 May 2011**. All information must be finalised and confirmed by close of business on 20 May 2011 to ensure that processing of results can be completed. Note that the login for the Test Administration Website is the same as the one issued at the beginning of the year. If you require your access details or further assistance, please contact the NAPLAN Helpdesk.

Below is a summary of the forms that can be produced by the Test Administration Website:

Record of Exemption Form

As detailed in the *National Protocols for Test Administration* (included as part of the *2011 NAPLAN Handbook for Principals*) students may be exempted from one or more of the tests under two categories:

- English Language proficiency
 - Students with a background other than English, who arrived from overseas less than year before the test.
- Students with disabilities.
 - Students with significant intellectual or complex disabilities may be exempted from sitting the national tests after discussion with their parent/carer.

Withdrawal Form

Students may be withdrawn from the testing program by their parent/carer. This is a matter for consideration by individual parents/carers in consultation with the school.

Request to Withhold Results Form

In exceptional cases, a school may request that an individual student's test results be withheld. This applies on occasions where a student has unavoidably left a test session early, and has not completed the test.

A request to withhold a student's results can only be made for one of the following reasons:

- Student illness during the test session.
- Parental withdrawal during the test session.

LANGUAGE CONVENTIONS TEST ADMINISTRATION – Year 7 and Year 9

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 students' ability in spelling, grammar and punctuation.

Test session time: Tuesday 10 May 2011 (before recess)

Time allocation

- Introduction time: approximately 10 minutes
- Test time: 45 minutes

Preparation for the Language Conventions test

- Arrange the room so that students cannot copy from each other.
- 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 ten-minute intervals on the board.
- Hand out the *Language Conventions/Writing* test books to students, making sure the Language Conventions side is facing them, and that pre-enrolled students have the correct, personalised test book.
- Allocate one of the test books with printed school details only to students who do not have a personalised test book, and write the student details on the front cover.
- **Under no circumstances should a student complete the test using another student's pre-printed test book.**

Where a student is visiting your school to complete the test, please ensure that the name of the school he or she usually attends is written on the test book.

When administering NAPLAN tests in combined test books it is important that test supervisors ensure that students are focusing on the correct section of the book at all times, and are neither reading the questions, nor revising their answers from the other test.

Materials required

Each student should have	The test administrator should have
<ul style="list-style-type: none">• a <i>Language Conventions/Writing</i> test book• 2B or HB pencils only• an eraser• a sharpener.	<ul style="list-style-type: none">• this <i>Test Administration Handbook for Teachers</i>• spare student test books• spare pencils, erasers, sharpeners• a watch or clock for timing the test• a board to demonstrate practice questions.

Please note: This is a 'flip' book. It contains two tests — the *Language Conventions* test at the front of the book and the *Writing* test at the back of the book. Student details are captured on the *Language Conventions* side only.

Test administration script – Language Conventions (Year 7 and Year 9)

Note: The **READ ALOUD** instructions apply to both Year 7 and Year 9.

READ ALOUD

Today you will complete a *Language Conventions* test. This is a test of spelling, grammar and punctuation. You should all have your *Language Conventions* test book, a 2B or HB pencil, a sharpener and an eraser on your desk. Check to see that you have these things.

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 *Language Conventions* side of your test book. Your details are printed on it. Please check that this is your test book and that your details on the front cover are correct.

Show students the *Language Conventions* side of the test book. Allow students time to check their details. If there is an error, the test administrator must note it and correct it later. See page 7 of this handbook for instructions.

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 and raise your hand if you need to speak to the teacher.
3. All questions must be answered using a 2B or HB pencil.
4. If you need to change an answer, carefully erase it and write another answer.
5. To confirm you have the correct booklet, print your name below when instructed.

Indicate where students should print their name.

READ ALOUD

Now print your first name and last name on the lines provided.

Give students time to print their names.

READ ALOUD

Turn to *Page 2* of your test book. In the *Language Conventions* test, you will have to answer questions in different ways. These practice questions will show you how to do them. Before you begin the test we will do the practice questions together but you will have to do the test questions by yourself. I can't read anything to you during the test.

For some questions you have to write the correct answer in a box. Look at *Practice Question 1* while I read it.

P1

The spelling mistake in this sentence has been circled.
Write the correct spelling of the circled word in the box.

Our class realy enjoyed the concert.

P1

You have to spell the word *really* correctly in the box. Make sure you fit the word inside the box. Do that now.

Give students time to write the word. Make sure they fit the whole word inside the box.

READ ALOUD

You should have written *really*. If you made a mistake, rub out the incorrect answer **completely** and write it correctly now. If you make a mistake in your test, you may rub it out and then write the correct answer.

Give students time to erase and correct any errors.

Please note that the practice questions do not contribute to a student's score on the assessment.

READ ALOUD

Look at *Practice Question 2*. Follow as I read it.

P2

This sentence has one word that is incorrect.
Write the correct spelling of the word in the box.

The crowd was astounded by the skill
of the artest.

P2

Find the word in the sentence that is spelt incorrectly and spell it correctly in the box. Do that now.

Give students time to write their answer. Make sure they fit the whole word inside the box.

READ ALOUD


The word that is incorrect is *artist*. You should have written *artist*. If you made a mistake, rub it out **completely** and write the correct answer now.

Give students time to erase and correct any errors.

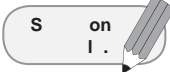
READ ALOUD (voice the missing word with a sound like *mmm*)

Look at *Practice Question 3*. To answer some questions you have to shade a bubble. The pencil picture at the side of the question tells you to shade **one** bubble.

Follow while I read the question.

P3 Which word correctly completes this sentence?
The captain is the best player  the team.

in by over under



The coloured box shows there is a word missing. Shade the bubble below the word that correctly completes this sentence. Do that now.

Give students time to shade a bubble.

READ ALOUD

The correct sentence is *The captain is the best player **in** the team*. You should have shaded the bubble under the word *in*. If you didn't, rub out your answer **completely** and shade the first bubble now.

Give students time to erase and correct any errors.

READ ALOUD

Look at *Practice Question 4*. There is no pencil picture next to this question. If a question doesn't have a pencil picture next to it, keep answering in the same way. So for *Practice Question 4* you have to shade **one** bubble, the same as in *Practice Question 3*.

Follow while I read it.

P4 A comma (,) has been left out of this sentence. Where does the missing comma go?
We went hiking canoeing and climbing during the holidays.

↑ ↑ ↑ ↑

In this question one of the arrows points to the correct place for the punctuation mark. Shade **one** bubble to show where the missing comma should be.

Give the students time to shade a bubble.

READ ALOUD

You should have shaded the first bubble, after the word *hiking*. If you didn't, rub out your answer **completely** and shade the first bubble now.

Give students time to erase and correct any errors.

READ ALOUD

Look at *Practice Question 5*. There is no pencil picture next to this question. So for *Practice Question 5* you have to shade **one** bubble, the same as in *Practice Question 4*.

Follow while I read it.

P5

Read *Tina* and then answer practice question 5.

Tina

(1) Tina was walking through the park when she noticed something on the grass. (2) She decided to have a look.

In sentence (2) the word *She* starts with a capital letter because it is

- a name.
- a person.
- easier to read.
- the beginning of a sentence.

In this question, you have to shade the bubble which shows the reason why the word *She* starts with a capital letter in sentence (2). Do that now.

Give the students time to shade a bubble.

READ ALOUD

The correct answer is *the beginning of a sentence*. If you didn't shade the bubble next to *the beginning of a sentence*, rub out your answer **completely** and shade the bubble now.

Give students time to erase and correct any errors.

READ ALOUD

We have now finished the practice questions. Put down your pencils.

During the test you will have to work by yourself so listen carefully while I tell you what to do.

All the questions in the test will be the same kinds as the ones we have just practised.

The spelling questions are first followed by the grammar and punctuation questions.

Read the instructions for each question carefully. Remember, you will have to either write a word in the box or shade a bubble.

If you have trouble with the instructions, you can ask me. However, I cannot read the spelling words or the questions to you. Are there any questions?

Answer any questions from the students.

READ ALOUD

Make sure you do your best. Write neatly so that your answers are easy to read.

Shade the bubbles carefully. If you make a mistake, rub it out **completely** and try again.

If a question is too difficult, go onto the next one. You can come back to it at the end, if you have time.

You must work on your own at all times. You are not allowed to talk.

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

You have 45 minutes to finish the test. There are 57 questions. Keep working through all the questions until you have finished or the time is up.

After 25 minutes I will tell you that you should have finished or be close to finishing the spelling questions and starting the grammar and punctuation questions.

If you finish early, check your answers, leave your test book on your desk and wait quietly until the time is up.

I will mark off the time on the board and will tell you when you have five minutes left.

Open your test book to *Page 3*. You may start now.

Supervise students closely during the test to make sure they are on task and responding in the correct way.

Remember you can help the students by reading the instructions only. **You may not read the test items or the spelling words.** (Refer to the section *Assisting students* for additional guidelines.)

Make sure that students are writing with **2B** or **HB** pencils. Students must not use correction fluid or pens, felt pens or coloured pencils as these will affect the scanning of their test books.

Mark off the time intervals on the board.

Monitor the progress of the students and provide a reminder if necessary to ensure that all students spend at least half of the test time on the grammar and punctuation questions.

If students finish early, ask them to close their test books and leave them on their desks. DO NOT collect the test books yet as this may be disruptive to other students.

After 25 minutes, READ ALOUD

Half the test time has elapsed. If you are not up to *Page 6* in your test book, you should be close to doing so.

After 40 minutes, READ ALOUD

You have five minutes left to finish the test. If you have already finished, take some time to check your answers then close your test book and wait quietly.

After 45 minutes, READ ALOUD

Thank you everyone. Please put your pencils down and close your book. The *Language Conventions* test is now finished. Stay seated while the test books are collected.

After the test

- Collect all test books.
- Do not remove any pages from any test book.
- Check that both the Student Attendance form and the Test Session report are completed accurately.
- Use the Student Attendance form to check that ALL test books are accounted for, including those for students who did not sit or complete the test.
- Where appropriate, check that all special provisions information on the front cover is complete and correct.
- Return all test books to the Principal or 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 NAPLAN Coordinator or test administrator) or other unauthorised persons should remove any test material from the test area.

WRITING TEST ADMINISTRATION – Year 7 and Year 9

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 persuasive text independently. There must not be any teacher input or assistance.

It is required that students be given a break of at least 20 minutes between the Language Conventions and the Writing tests.

Test session time: Tuesday 10 May 2011 (before lunch)

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 copy from each other.
- 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 ten-minute intervals on the board.
- Hand out the *Language Conventions/Writing* test books to students, making sure the *Language Conventions* side is facing them, and that pre-enrolled students have the correct, personalised test book.
- Allocate one of the test books with printed school details only to students who do not have a personalised test book, and write the student details on the front cover.
- Distribute the single page, coloured Writing stimulus and a sheet of blank paper to each student.
- **Under no circumstances should a student complete the test using another student's pre-printed test book.**

When administering NAPLAN tests in combined test books it is important that test supervisors ensure that students are focusing on the correct section of the book at all times, and are neither reading the questions, nor revising their answers from the other test.

Materials required

Each student should have	The test administrator should have
<ul style="list-style-type: none">• a <i>Language Conventions/Writing</i> test book• the coloured, single page Writing stimulus• a sheet of blank paper for planning• 2B or HB pencils or black or blue pen• an eraser• a sharpener.	<ul style="list-style-type: none">• this <i>Test Administration Handbook for Teachers</i>• the coloured, single page Writing stimulus• extra blank paper• spare student test books• spare pencils, pens, erasers, sharpeners• a watch or clock for timing the test.

Students must **NOT** have access to reading books while completing the *Writing* test.

Test administration script – Writing (Year 7 and Year 9)

Note: The **READ ALOUD** instructions apply to both Year 7 and Year 9.

READ ALOUD

Today you will do a *Writing* test. You should each have your *Language Conventions/Writing* test book, the *Writing* stimulus page, a piece of blank paper, a 2B or HB pencil or a black or blue pen, a sharpener and an eraser on your desk. Check to see that you have these things.

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 *Language Conventions* side of your test book. Your details are printed on it. Please check that this is your test book.

Show students the *Language Conventions* side of the test book. Allow students time to check their details. Check that all students have the correct test book. If there is an error, the test administrator must note it and correct it later. See page 7 of this handbook for instructions.

READ ALOUD

Turn your test book over to the *Writing* side of the book.

From now on you must not flip the test book over at any time and look at the *Language Conventions* test which is now finished.

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 and raise your hand if you need to speak to the teacher.
3. Use only a 2B or HB pencil, or a black or blue pen. Do NOT use a red pen.
4. To confirm you have the correct booklet, print your name below when instructed.

Indicate where students should print their name.

READ ALOUD

Now print your first name and last name on the lines provided.

Give students time to print their names.

Ensure that students are not returning to the *Language Conventions* side of the test book. Note that the *Language Conventions* test pages have a coloured border. The *Writing* test pages have a plain white border.

READ ALOUD

Put your pencils down now and listen carefully.

Today, when you do your writing, you will need to convince someone of your opinions on the topic. To do this, you will need to give reasons for your opinions. Reasons are ideas that will help to convince, or persuade, a reader to accept your opinions.

You have to write your opinions and reasons about the topic – *(read heading on Writing stimulus page)*.

Use the pictures and the words on the page to help you with your ideas.

You can use the ideas from the page OR you can use your own ideas about this topic.

Hold up a copy of the Writing stimulus page for students to see.

READ ALOUD

You will be using the information on this page to help you write. Follow along carefully while I read it to you.

Point to the information you are going to read. **Read everything on the Writing stimulus page, from top to bottom, to the students.**

You must only read the words on the Writing stimulus page.

DO NOT:

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

READ ALOUD

Before you write, there will be time to do some planning. People like to plan in different ways. You might write down your main ideas or key words, or draw a mind map. You could plan by writing your ideas in a planning outline such as a table or diagram. You can also plan by thinking about the topic.

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

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

Use your blank sheet of paper for planning. The planning page will not be marked but it will be collected. Do not write in your book yet. It should still be closed.

Show the planning page.

READ ALOUD

You have five minutes planning time. Do not write in your test book yet. You may begin planning now.

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

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 three 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. After that you will have five minutes to edit your work.

I will tell you when there are five minutes left to finish your writing. 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 Writing stimulus page for ideas but **do not help them with their ideas or their writing.**

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

Make sure that students are writing with **2B** or **HB** pencils or a blue or black pen. Students must not use correction fluid or pens, 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, ask them to close their test books and leave them on their desks. DO NOT collect the test books yet.

After 30 minutes, READ ALOUD

You have five minutes left to finish your writing. 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 five minutes to check and edit your work.

Check your writing by reading it carefully. You can edit your work by adding or changing words or sentences and correcting any spelling or punctuation mistakes. You can add some ideas or sentences if you notice you have left something out. However, you don't have time to make big changes.

You can choose to use this time to complete your writing. When you have finished, close your test books and wait quietly.

Supervise students to make sure they are editing and completing their texts. Students may use this time to complete their writing; however, no additional time can be provided for editing.

After 40 minutes, READ ALOUD

Thank you everyone. Please put your pencils down and close your test book. The *Writing* test is now finished. Do not put your planning page or Writing stimulus page inside your test book. They will be collected separately.

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 Writing stimulus pages and planning pages for secure storage.
- Do not remove any pages from any test book.
- Check that both the Student Attendance form and the Test Session report are completed accurately.
- Use the Student Attendance form to check that ALL test books are accounted for, including those for students who did not sit or complete the test.
- Where appropriate, check that all special provisions information on the front cover is complete and correct.
- Return all test books, stimulus pages and planning pages to the Principal or 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 NAPLAN Coordinator or test administrator) or other unauthorised persons should remove any test material from the test area.

READING TEST ADMINISTRATION – Year 7 and Year 9

Reading test administration

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 read and comprehend a variety of text types.

Test session time: Wednesday 11 May 2011 (before recess)

Time allocation

- Introduction time: approximately 10 minutes
- Test time: 65 minutes

Preparation for the Reading test session

- Arrange the room so that students cannot copy from each other.
- 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 ten-minute intervals on the board.
- Hand out the *Reading* test books to students, making sure the front cover is facing them, and that pre-enrolled students have the correct, personalised test book.
- Allocate one of the test books with printed school details only to students who do not have a personalised test book, and write the student details on the front cover.
- **Under no circumstances should a student complete the test using another student's pre-printed test book.**

Where a student is visiting your school to complete the test, please ensure that the name of the school he or she usually attends is written on the test book.

Materials required

Each student should have	The test administrator should have
<ul style="list-style-type: none">• a <i>Reading</i> test book• a <i>Reading magazine</i>• 2B or HB pencils only• an eraser• a sharpener.	<ul style="list-style-type: none">• this <i>Test Administration Handbook for Teachers</i>• spare student test books• spare <i>Reading magazines</i>• spare pencils, erasers, sharpeners• a watch or clock for timing the test• a board to demonstrate practice questions.

Test administration script – Reading (Year 7 and Year 9)

Note: The **READ ALOUD** instructions apply to both Year 7 and Year 9 unless otherwise stated.

READ ALOUD

Today you will complete a *Reading* test. You should each have your *Reading* test book and *Reading magazine*, a 2B or HB pencil, a sharpener and an eraser on your desk. Check to see that you have these things.

Don't open your test book or magazine until I tell you to.

Allow students to check they have the appropriate materials.

READ ALOUD

Look at the front cover of your test book. Your details are printed on it. Please 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. If there is an error, the test administrator must note the error and correct it later. See page 7 of this handbook for instructions.

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 and raise your hand if you need to speak to the teacher.
3. All questions must be answered using a 2B or HB pencil.
4. If you need to change an answer, carefully erase it and write another answer.
5. To confirm you have the correct booklet, print your name below when instructed.

Indicate where students should print their name.

READ ALOUD

Now print your first name and last name on the lines provided.

Give students time to print their names.

READ ALOUD (Hold up the *Reading magazine* for students to see.)

In the *Reading* test you will have to read texts from this magazine and then answer some questions about them. The questions are in your test book.

Before you begin the test we will work through some practice questions together.

Turn to the back cover of both your test book and magazine.

Give students time to locate the practice questions and text.

(Year 7 ONLY) READ ALOUD

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

Look at the instructions in the coloured box at the top of the back page of the test book. These instructions tell you what page to turn to in the magazine, the text to read and the questions to answer.

It says *Read Snowboarding in Australia on page 12 of the magazine and answer questions P1 and P2.*

Read *Snowboarding in Australia* to yourself. When you have finished we will answer the practice questions together.

(Year 9 ONLY) READ ALOUD

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

Look at the instructions in the coloured box at the top of the back page of the test book. These instructions tell you what page to turn to in the magazine, the text to read and the questions to answer.

It says *Read Snowboarding in Australia on page 12 of the magazine and answer questions P1 to P3.*

Read *Snowboarding in Australia* to yourself. When you have finished we will answer the practice questions together.


Give students time to read *Snowboarding in Australia*.

(Year 7 and Year 9) READ ALOUD

Look at *Practice Question 1* and follow while I read it.

P1 The first Olympic snowboarding event was held in

- 1998.
- 2008.
- 2009.
- 2010.

S on  l .

The pencil picture at the side of the question instructs you to shade **one** bubble. Make sure you shade the bubble **completely**. Do that now.

Give students time to shade the bubble.

READ ALOUD

The correct answer is *1998*. If you did not shade the bubble next to *1998*, rub out your answer **completely** and shade the correct bubble now.

If you make a mistake in your test you may rub it out and shade the correct answer. Make sure you rub it out completely.


Give students time to erase and correct any errors.

Please note that the practice questions do not contribute to a student's score on the assessment.

READ ALOUD

Practice Question 2 shows us another way that some questions have to be answered. The pencil picture instructs you to write your answer on the line.

Follow while I read it.

<p>P2 Where were the 1998 Winter Olympics held?</p> <hr/> <hr/>	<p>e ou an e on he l ne. </p>
--	---

You do not need to write in full sentences. Just write clearly and spell the words as best you can. The number of lines gives a clue to the amount of writing that is expected for the answer.

Write your answer now.

Give students time to write their answer. Discuss some examples of answers that would be marked as correct as well as answers that would be incorrect. Note: reasons can refer to the words or the pictures.

Examples of answers to *Practice Question 2*

Correct: Japan

- The 1998 Winter Olympics were held in Japan
- They were held in Japan
- In Japan

Incorrect: Australia

- The 1998 Winter Olympics were held in Australia
- They were held in Australia
- In Australia

(Year 9 ONLY) READ ALOUD

Look at *Practice Question 3*. The pencil picture instructs you to write one number in each box. Follow along while I read the question.

P3

Write the numbers 1 to 3 in the boxes to show the order in which Australian snowboarders gained international recognition.

Torah Bright

Zeke Steggall

Nathan Johnstone

Write one number
in each box.



Your answer should show the order in which the Australian snowboarders gained international recognition.

Give students time to write their answer.

(Year 9 ONLY) READ ALOUD

The correct answer is 1 in the second box next to Zeke Steggall, 2 in the third box next to Nathan Johnstone and 3 in the first box next to Torah Bright.

If you made a mistake, rub it out **completely** and write the correct answer now.

Are there any questions?

Answer any questions as necessary.

(Year 7 and Year 9) READ ALOUD

That is the end of the practice questions.

Turn your test book over to the front. **Do not open it yet.**

At the beginning of each set of questions there is a coloured box with instructions to follow. Read and follow the instructions carefully.

For the first set of questions you need to read the first text in the magazine.

Every time you come to a coloured box you need to read a new text from the magazine.

Make sure you read the right text for each set of questions.

Are there any questions?

Answer any questions from the students.

(Year 7 ONLY) READ ALOUD

You have 65 minutes to complete the test. You have 48 questions to do.

(Year 9 ONLY) READ ALOUD

You have 65 minutes to complete the test. You have 50 questions to do.

(Year 7 and Year 9) READ ALOUD

Keep working until you have done them all or until the time is up.

Do your best. Write neatly so that your answers can be easily read. Shade the bubbles carefully. If you make a mistake rub it out completely and try again.

You must do your own work. You are not allowed to talk.

If you have any questions, please put up your hand and I will come to speak with you.

Because this is a test of how well you read, I cannot read or explain the questions or texts to you. I can only read the instructions in the coloured boxes.

If you finish early, check that you have answered all the questions then wait quietly until the time is up.

I will mark off time on the board and will tell you when you have five minutes left.

Open your test book to *Page 3*. You may start now.

Supervise students closely to make sure they are on task. Remember that you can only read the general instructions in the shaded boxes. (Refer to the section *Assisting students* for additional guidelines.)

Make sure that students are writing with **2B** or **HB** pencils. Students must not use correction fluid or pens, 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, ask them to close their test books and leave them on their desks.

DO NOT collect the test books yet.

After 60 minutes, READ ALOUD

You have five minutes left to finish the test. If you have already finished, use this time to check that you have answered all the questions.

When you have finished, close your test book and wait quietly.

After 65 minutes, READ ALOUD

Thank you everyone. Please put your pencils down and close your test book. The *Reading* test is now finished. Do not put your *Reading magazine* inside your test book. They will be collected separately.

After the test

- Collect all test books. Check that magazines are not inside test books as these are not returned for processing.
- Collect all *Reading magazines* for secure storage.
- Do not remove any pages from any test book.
- Check that both the Student Attendance form and the Test Session report are completed accurately.
- Use the Student Attendance form to check that ALL test books are accounted for, including those for students who did not sit or complete the test.
- Where appropriate, check that all special provisions information on the front cover is complete and correct.
- Return all test books and *Reading magazines* to the Principal or 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 NAPLAN Coordinator or test administrator) or other unauthorised persons should remove any test material from the test area.

NUMERACY CALCULATOR ALLOWED TEST ADMINISTRATION – Year 7 and Year 9

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 in Number; Algebra, function and pattern; Space; Measurement, chance and data.

Test session time: Thursday 12 May 2011 (before recess)

Time allocation

- Introduction time: approximately 10 minutes
- Test time: 40 minutes

Preparation for the Numeracy Calculator Allowed test

- Make sure each student has a calculator.
- Arrange the room so that students cannot copy from each other.
- 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 ten-minute intervals on the board.
- Hand out the *Numeracy* test books to students, making sure the front cover (*Calculator Allowed*) is facing them, and that pre-enrolled students have the correct, personalised test book.
- Allocate one of the test books with printed school details only to students who do not have a personalised test book, and write the student details on the front cover.
- **Under no circumstances should a student complete the test using another student’s pre-printed test book.**

Where a student is visiting your school to complete the test, please ensure that the name of the school he or she usually attends is written on the test book.

When administering NAPLAN tests in combined test books it is important that test supervisors ensure that students are focusing on the correct section of the book at all times, and are neither reading the questions, nor revising their answers from the other test.

Materials required

Each student should have	The test administrator should have
<ul style="list-style-type: none"> • a <i>Numeracy Calculator Allowed/Non-Calculator</i> test book • a sheet of blank paper for working out (not to be included with the test book) • a calculator • 2B or HB pencils only • an eraser • a sharpener. 	<ul style="list-style-type: none"> • this <i>Test Administration Handbook for Teachers</i> • spare student test books • spare working-out paper • spare calculators • spare pencils, erasers, sharpeners • a watch or clock for timing the test • a board to demonstrate practice questions.

Please note: This is a ‘flip’ book. It contains two tests. The *Numeracy Calculator Allowed* test is at the front of the book and the *Numeracy Non-Calculator* test is at the back. Student details are captured on the *Numeracy Calculator Allowed* side of the test book.

Test administration script – Numeracy Calculator Allowed (Year 7 and Year 9)

Note: The **READ ALOUD** instructions apply to both Year 7 and Year 9 unless otherwise stated.

READ ALOUD

Today you will do two *Numeracy* tests. For the first test you are allowed to use a calculator. You should each have your *Numeracy* test book, **a calculator**, a sheet of blank paper for working out, a 2B or HB pencil, a sharpener and an eraser on your desk. Check to see that you have these things.

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 *Calculator Allowed* side of your test book. Your details are printed on it. Please check that this is your test book and that your details on the front cover are correct.

Show students the *Calculator Allowed* side of the test book. Allow students time to check their details. If there is an error, the test administrator must note the error and correct it later. See page 7 of this handbook.

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 and raise your hand if you need to speak to the teacher.
3. All questions must be answered using a 2B or HB pencil.
4. If you need to change an answer, carefully erase it and write another answer.
5. To confirm you have the correct booklet, print your name below when instructed.

Indicate where students should print their name.

READ ALOUD

Now print your first name and last name on the lines provided.

Give students time to print their names.

READ ALOUD

Turn to *Page 3* of your *Numeracy Calculator Allowed* test book.



In the *Numeracy* tests, you will have to answer questions in different ways. These practice questions will show you how to do them. Before you begin the test, we will do the practice questions together but you will have to do the test questions by yourself.

Show students Page 3 of the test book. Give them time to locate the questions.

READ ALOUD

Look at *Practice Question 1*. To answer some questions, you have to shade a bubble. The pencil picture at the side of the question instructs you to shade **one** bubble.

The question mark in the coloured box shows that a number is missing. Follow while I read the question.

P1 0, 100, 1 0, 200, 2 0,  

Which number comes next in this sequence?

251	260	300	350
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Shade the bubble under the correct answer now.

Give students time to shade a bubble.

READ ALOUD

The correct answer is 300. You should have shaded the bubble under 300. If you made a mistake, rub it out **completely** and shade the correct bubble now.

Give students time to correct any errors.


Please note that the practice questions do not contribute to a student’s score on the assessment.

READ ALOUD

Look at *Practice Question 2*. The pencil picture at the side instructs you to write your answer in the box.

Follow as I read the question.

P2 Dave had \$5.75.
He spent \$1 and then spent 75 cents.
How much money does he have left?
\$



Write the answer in the box now.

Give students time to write the answer.

READ ALOUD

The correct answer is \$4.00. You should have written 4.00 in the box. If you made a mistake, rub it out **completely** and write the correct answer now.

Demonstrate the correct way to write the answer in the box.

Give students time to correct any errors.

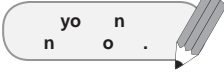
(Year 9 ONLY) READ ALOUD

Look at *Practice Question 3*. The pencil picture at the side instructs you to write your answer in the boxes.

Follow while I read the question.

P3 268 cents equals

dollars and cents.



Make sure you use numbers, not words. Write your answer now.

Give students time to write their answer. Remind them to write the numbers using digits rather than words, although the words will be marked correct.

(Year 9 ONLY) READ ALOUD

The correct answer is *2 dollars and 68 cents*. You should have written the number *2* in the first box and the number *68* in the second box. If you have not written this, rub out your answer **completely** and write the correct answer now.

Demonstrate the correct way to write the answer in the boxes.

Give students time to correct any errors.

(Year 7 and Year 9) READ ALOUD

That is the end of the practice questions.

If a question doesn't have a pencil picture next to it, keep answering in the same way until there is a new picture instructing you to answer the question in a different way.

Are there any questions?

Answer any questions from the students.

READ ALOUD

In this test, I can read the questions to you if you need help but I cannot read any numbers or symbols. I cannot explain the questions.

Make sure you do your best. Shade the bubbles carefully. Write neatly. If you make a mistake rub it out completely and try again.

You must do your own work at all times. You are not allowed to talk.

You have 32 questions to do. You have 40 minutes to complete your test.

Leave questions that are too difficult. You can come back to them later if you have time.

If you finish early, check your answers then wait quietly until the time is up.

I will mark off time on the board and will tell you when you have five minutes left.

Turn to *Page 4* of your test book. You may start now.

Supervise students closely to make sure they are on task. Make sure students are only working on the *Calculator Allowed* section of the book.

Remember that you can read the words to the students but you **cannot read any numbers or symbols**. (Refer to the section *Assisting students* for additional guidelines.)

Make sure that students are writing with **2B** or **HB** pencils. Students must not use correction fluid or pens, felt pens or coloured pencils as these will affect the scanning of their test book.

Mark off the time intervals on the board.

If students finish early, ask them to close their test books and leave them on their desks. DO NOT collect the test books yet.

After 35 minutes, READ ALOUD

You have five minutes left to finish the test. If you have already finished, use the time to check your answers.

When you have finished, close your test book and wait quietly.

After 40 minutes, READ ALOUD

Thank you everyone. Please put your pencils down and close your book. This *Numeracy* test is now finished. Do not put your working-out pages inside your test book. They will be collected separately.

After the test

- Collect all test books. Check that working-out pages are not inside test books as these are not returned for processing.
- Collect all working-out pages for secure storage.
- Do not remove any pages from any test book.
- Check that both the Student Attendance form and the Test Session report are completed accurately.
- Use the Student Attendance form to check that ALL test books are accounted for, including those for students who did not sit or complete the test.
- Where appropriate, check that all special provisions information on the front cover is complete and correct.
- Return all test books and working-out pages to the Principal or 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 NAPLAN Coordinator or test administrator) or other unauthorised persons should remove any test material from the test area.

NUMERACY NON-CALCULATOR TEST ADMINISTRATION – Year 7 and Year 9

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 in Number; Algebra, function and pattern; Space; Measurement, chance and data.

It is required that students be given a break of at least 20 minutes between the Calculator Allowed and Non-Calculator Numeracy tests.

Test session time: Thursday 12 May 2011 (before lunch)

Time allocation

- Introduction time: approximately 10 minutes
- Test time: 40 minutes

Preparation for the Numeracy Non-Calculator test

- No calculators are to be available during this session.
- Arrange the room so that students cannot copy from each other.
- 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 ten-minute intervals on the board.
- Hand out the *Numeracy* test books to students, making sure that the *Calculator Allowed* cover is facing them, and that pre-enrolled students have the correct, personalised test book.
- Allocate one of the test books with printed school details only to students who do not have a personalised test book, and write the student details on the front cover.
- **Under no circumstances should a student complete the test using another student’s pre-printed test book.**

Where a student is visiting your school to complete the test, please ensure that the name of the school he or she usually attends is written on the test book.

When administering NAPLAN tests in combined test books it is important that test supervisors ensure that students are focusing on the correct section of the book at all times, and are neither reading the questions, nor revising their answers from the other test.

Materials required

Each student should have	The test administrator should have
<ul style="list-style-type: none"> • a <i>Numeracy Calculator Allowed/Non-Calculator</i> test book • a sheet of blank paper for working out (not to be included with the test book) • 2B or HB pencils only • an eraser • a sharpener. 	<ul style="list-style-type: none"> • this <i>Test Administration Handbook for Teachers</i> • spare student test books • spare working-out paper • spare pencils, erasers, sharpeners • a watch or clock for timing the test • a board to demonstrate practice questions.

Please note: This is a ‘flip’ book. It contains two tests. The *Numeracy Calculator Allowed* test is at the front of the book and the *Numeracy Non-Calculator* test is at the back. Student details are captured on the *Numeracy Calculator Allowed* side of the test book.

Test administration script – Numeracy Non-Calculator (Year 7 and Year 9)

Note: The **READ ALOUD** instructions apply to both Year 7 and Year 9.

There are no practice questions for this test. All questions in the *Numeracy Non-Calculator* test are answered in the same ways as the *Numeracy Calculator Allowed* test.

Only do the practice questions with those students who did not complete the *Calculator Allowed* test.

READ ALOUD

Now you will do the second *Numeracy* test. In this test you **cannot** use a calculator. You should each have your *Numeracy* test book, a sheet of blank paper for working out, a 2B or HB pencil, a sharpener and an eraser on your desk. Check to see that you have these things. Do not open your test books until I tell you to.

Allow students time to check they have the appropriate materials.

Make sure students do not have access to a calculator during this test.

READ ALOUD

Look at the *Calculator Allowed* side of your test book. Your details are printed on it. Please check that this is your test book.

Show students the *Calculator Allowed* side of the test book and allow them time to check their details. Check that all students have the correct test book. If there is an error, the test administrator must note it and correct it later. See page 7 of this handbook for instructions.

READ ALOUD

Turn your test book over to the *Non-Calculator* side of the book.

From now on you must not flip the test book over at any time and look at the *Calculator Allowed* test which is now finished.

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 and raise your hand if you need to speak to the teacher.
3. All questions must be answered using a 2B or HB pencil.
4. If you need to change an answer, carefully erase it and write another answer.
5. You are NOT permitted to use a calculator of any type for this test.
6. To confirm you have the correct booklet, print your name below when instructed.

Indicate where students should print their name.

READ ALOUD

Now print your first name and last name on the lines provided.

Give students time to print their names.

READ ALOUD

For all questions in this test you will either have to shade a bubble or write your answer in a box or boxes. As in the first *Numeracy* test, the pencil picture instructs you how to answer the question. When you have to answer in a different way there will be a new pencil picture next to the question.

Remember that under no circumstances are you to go back to the other test book.

Are there any questions?

Answer any questions from the students.

READ ALOUD

In this test, I can read the questions to you if you need help but I cannot read any numbers or symbols. I cannot explain the questions.

Make sure you do your best. Shade the bubbles carefully. Write neatly. If you make a mistake rub it out completely and do it again.

You must do your own work at all times. You are not allowed to talk.

You have 32 questions to do. You have 40 minutes to complete the test.

Leave questions that are too difficult. You can come back to them later if you have time.

If you finish early, check your answers then wait quietly until the time is up.

I will mark off time on the board and will tell you when you have five minutes left.

Turn your test book to *Page 2*. You may start now.

Supervise students closely to make sure they are on task. Ensure that students are not using calculators and not returning to the *Numeracy Calculator Allowed* test. **The borders of the test books have been shaded differently to assist teachers with this supervision.**

Remember that you can read the words to the students but you **cannot read any numbers or symbols**. (Refer to the section *Assisting students* for additional guidelines.)

Make sure that students are writing with **2B** or **HB** pencils. Students must not use correction fluid or pens, felt pens or coloured pencils as this will affect the scanning of their test book.

Mark off the time intervals on the board.

If students finish early, ask them to close their test books and leave them on their desks. DO NOT collect the test books yet.

Ensure that students do not return to work on the *Numeracy Calculator Allowed* test.

After 35 minutes, READ ALOUD

You have five minutes left to finish the test. If you have already finished, use the time to check your answers.

When you have finished, close your test book and wait quietly.

After 40 minutes, READ ALOUD

Thank you everyone. Please put your pencils down and close your book. This *Numeracy* test is now finished. Do not put your working-out pages inside your test book. They will be collected separately.

After the test

- Collect all test books. Check that working-out pages are not inside test books as these are not returned for processing.
- Collect all working-out pages for secure storage.
- Do not remove any pages from any test book.
- Check that both the Student Attendance form and the Test Session report are completed accurately.
- Use the Student Attendance form to check that ALL test books are accounted for, including those for students who did not sit or complete the test.
- Where appropriate, check that all special provisions information on the front cover is complete and correct.
- Return all test books and working-out pages to the Principal or 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 NAPLAN Coordinator or test administrator) or other unauthorised persons should remove any test material from the test area.

AFTER THE TESTING PERIOD

Checking and packing test materials

1. Before packing materials, please check that:
 - student details on the test books have been accurately completed
 - all test books are accounted for
 - Student Attendance forms and Test Session reports are accurately completed
(Note: Paper-based forms must be signed and returned to the VCAA, whilst Principals must submit a confirmation for online forms.)
2. Use the Packing Return checklist to ensure that all of the following are packed into the container/s in which the test materials were delivered:
 - Any test books that have been used by students must be returned to the VCAA.
 - Any unused test books which have pre-printed student details on the front cover must also be returned to the VCAA.
 - Paper-based Student Attendance forms.

Do not return:

- Paper used by students for planning or working-out
 - Student Withdrawal forms, Record of Exemption forms or Withhold Results forms – these are to be kept at the school and are subject to audit by the VCAA
 - Any unused test books which do not have pre-printed student details on the front cover should be retained at the school.
 - Reading magazines or Writing stimulus sheets
 - Packing Return checklist.
3. Attach the addressed return label to each container. Make sure the containers are securely taped and marked Box 1 of 3, Box 2 of 3, etc.

If materials have not been collected by 3.45 pm on Wednesday 18 May 2011, the principal should contact the VCAA on freecall 1800 648 637.

Collection

Schools were advised in Term 1 as to their collection date for completed NAPLAN test materials.

For Friday collection schools;

If your school does not require catch-up tests on Friday 13 May, please prepare all test books, paper-based Student Attendance forms and Test Session Reports ready for collection by **9.30am on Friday 13 May**.

If your school is conducting catch-up tests on Friday 13 May, please prepare all completed test books only for collection by 9.30 am on Friday 13 May. Paper-based Student Attendance forms should be returned with the catch-up tests in the second collection to be made from **Monday 16 May 2011**.

For all other schools;

Check and prepare completed test books, paper-based Student Attendance forms and Test Session Reports ready for collection by **8.30 am on Monday 16 May**.

Special arrangements for return of the tests

Where a school has received approval to conduct tests for some classes or groups of students in the week after testing to 20 May 2011, these completed test books and forms must be returned by secure courier or registered mail, **at the school's expense** to:

**VCAA Assessment Centre
c/- Pearson Research and Assessment
100 Station Street
Nunawading
VIC 3131**

APPENDIX 1: USING A COMPUTER FOR THE WRITING TEST

Guidelines for the use of a computer by students with a temporary disability participating in the writing test

Length of computer text equivalent to 3 pages of handwriting

All students participating in the NAPLAN Writing test (in years 3, 5, 7 and 9) must handwrite their response to the writing prompt within a three-page book, unless they qualify for the use of a computer.

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

YEAR 3: 650 words

YEARS 5, 7 and 9: 900 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

- The temporary injury must be to the hand or arm the student usually writes with, and must prevent the student writing with that hand.
- Grammar and spell checkers **MUST** be disabled.
- Extra time of up to 10 minutes may be used by the students at the discretion of the teacher, depending on the student's familiarity using a keyboard with their non-writing arm.

After the test

The support person should:

- save identifying student information to the bottom left hand footer (to be on every page of the 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 back-up
- print a copy of the completed test from the desktop
- delete the file from the desktop
- attach to student book
- shade the 'Typed / response attached' bubble on the front cover of the test book.

For your information – calculation undertaken to determine the maximum overall word limits allowed:

Year 3 book:

21 lines x 3 pages; 6 – 8 words per line approximately;

Average: $21 \times 7 \times 3 = 441$ (10 = 630) rounded up to - **650 words maximum**

Year 5 book:

28 lines x 3 pages; 8 – 10 words per line approximately;

Average: $28 \times 9 \times 3 = 756$ (10 = 840) rounded up to - **900 words maximum**

Year 7 book:

28 lines x 3 pages; 8 – 10 words per line approximately;

Average: $28 \times 9 \times 3 = 756$ (10 = 840) rounded up to - **900 words maximum**

Year 9 book:

28 lines x 3 pages; 8 – 10 words per line approximately;

Average: $28 \times 9 \times 3 = 756$ (10 = 840) rounded up to - **900 words maximum**

APPENDIX 2: SCRIBE RULES FOR THE WRITING TEST

The scribe must be fully aware of the test administration procedures and the following conditions:

- The test administration script should be delivered exactly as outlined in this handbook.
- After allowing the student time to reflect and consider, the scribe will write as the student dictates and must not suggest ideas or words to use nor prompt in any other way.
- As the student dictates, the scribe will write word for word to represent the student's own language, printing all words in lower case without any punctuation.
The student may 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. The scribe will select four (4) easy words, four (4) average 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 word 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.
- During the editing time, the scribed text is given to the student to proofread and to indicate where punctuation is to be placed. (The scribe will then mark the 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.
- An alternative test setting should be provided so that other students are not disturbed and additional time may be allocated if needed.

