

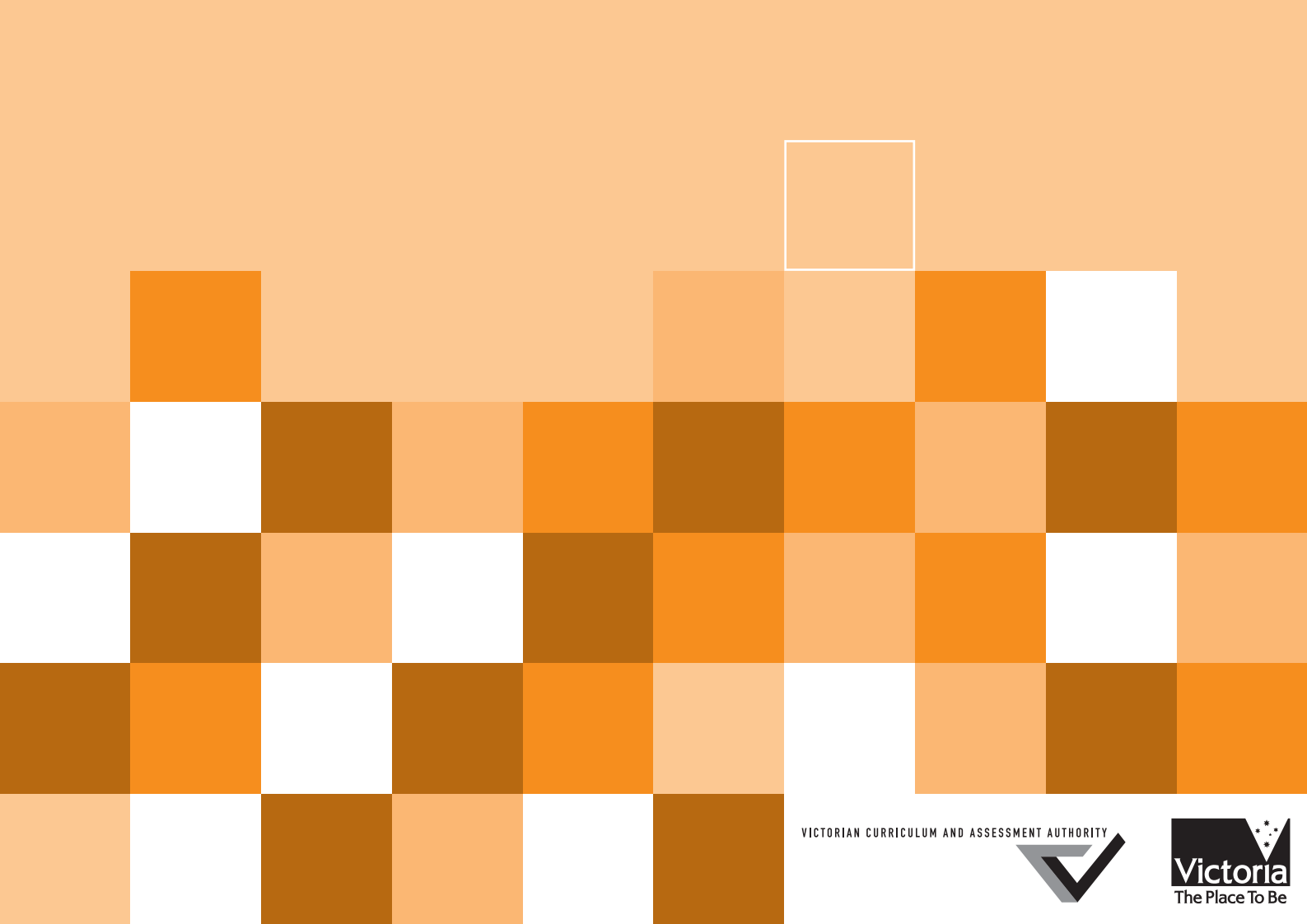


MINISTERIAL COUNCIL ON EDUCATION,
EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

Year 3 and Year 5

Test Administration Guide

2009 National Assessment Program
Literacy and Numeracy



Year 3 and Year 5

TEST ADMINISTRATION GUIDE

2009 NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)

Contact Details

A telephone service operates to assist schools with queries about the NAPLAN tests. This service operates from 8.30 am to 5.00 pm Monday to Friday. After 5.00 pm and on weekends or public holidays, a message service operates.

Freecall **1800 648 637**

Fax **(03) 9225 2334**

Email **vcaa.naplan.help@edumail.vic.gov.au**

Website **www.vcaa.vic.edu.au**

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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 36) and fax it back to the VCAA as soon as possible
- place the secure materials (test booklets 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 *2009 NAPLAN Test Administration Guide Year 3 and Year 5* to test supervisors as soon as possible
- conduct a briefing on test administration for test supervisors
- organise the test booklets for distribution (e.g. sort the booklets into class/home groups) the day before the tests and return to secure storage

ON TEST DAYS

- distribute the test materials to test supervisors on the morning of each test
- distribute the *Student Participation 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 booklets are returned to secure storage at the completion of the tests together with the *Student Participation forms*
- check that all test booklets are accounted for and correctly recorded
- check that the *Student Participation forms* are accurately completed and signed
- check that the Record of Exemption forms have been completed where applicable
- use the Packing Return checklist to prepare materials for return (see Section 6)

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Introduction

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an assessment program for Year 3, Year 5, Year 7 and Year 9 students, testing knowledge and skills in literacy and numeracy.

The results of the tests provide information for students, parents, teachers and principals about student achievement which can be used to support teaching and learning programs.

The NAPLAN 2009 assists teachers to identify students' strengths and weaknesses in Literacy and Numeracy. By analysing results which show a pattern or which add to information from teacher judgments, teachers can adjust teaching strategies to provide appropriate support.

The aggregation of student results from the NAPLAN tests provides schools with an overview of current achievements for groups of students and contributes to a more comprehensive understanding of their performance. The analysis of school-wide data assists school planning and can be used by the school to monitor Literacy and Numeracy improvement over time.

Privacy Policy

The Victorian Curriculum and Assessment Authority (VCAA) is committed to the protection of student information generated by the NAPLAN 2009. All personal information collected during the NAPLAN 2009 is used in accordance with the *Information Privacy Act 2000*. In order to conduct the NAPLAN tests, the VCAA collects the 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 and date of birth of students.

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

The VCAA uses student information provided by the schools to pre-print individual student details on the front cover of test booklets 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 students' strengths and weaknesses.

Schools across Australia are required to collect background characteristic information for all students participating in the NAPLAN 2009. The VCAA, on behalf of the Department of Education and Early Childhood Development (DEECD), will be responsible for the management of this information for national reporting purposes.

The information 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 or school information will be identifiable in the information released for national reporting purposes.

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

About this guide

This guide provides information for NAPLAN coordinators and test supervisors to prepare for and administer the NAPLAN 2009 tests.

As a NAPLAN coordinator or test supervisor, your role in the administration of the tests is critical. All NAPLAN coordinators and test supervisors, therefore, must be familiar with all the procedures in this guide.

The NAPLAN coordinator should arrange, prior to the testing period, a briefing for all test supervisors to ensure that all protocols and instructions in the guide are clearly understood. A suggested outline for this briefing is available on the VCAA website, and on the CD Rom which is delivered to schools with the test materials package.

The guide has clearly marked sections for each of the tests. Please read the relevant section of the guide before you administer each test.

Other relevant information for test administration is contained in the General Information section. Please read this section carefully prior to the administration of the tests.

Section 1 – General information

Test sequence and timing

The tests are scheduled for the days and times shown in the tables below. All schools across Australia should complete the tests on the same days.

The tests must therefore be administered in the order, on the dates and within the timeframes specified below, unless a Request to Vary Dates for classes or groups of students has previously been approved by the VCAA.

Students must not have any opportunity to discuss the specific content of any test with other students prior to attempting the tests. Students undertaking catch-up assessments on the days following the test dates should follow the same test schedule wherever practicable. Individual students will NOT be able to undertake catch-up tests in the week following the tests.

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

Please remember - students have a much greater chance of responding positively to standardised assessments that are conducted in a calm, well-organised environment.

Test sequence for Year 3

Test	Date 2009	Test session time	Introduction and practice questions	Test time allocation
Language Conventions	Tuesday 12 May	Before recess	10 minutes	40 minutes
Writing	Tuesday 12 May	Before lunch	15 minutes	40 minutes
Reading	Wednesday 13 May	Before recess	10 minutes	45 minutes
Numeracy	Thursday 14 May	Before recess	10 minutes	45 minutes

Test sequence for Year 5

Test	Date 2009	Test session time	Introduction and practice questions	Test time allocation
Language Conventions	Tuesday 12 May	Before recess	10 minutes	40 minutes
Writing	Tuesday 12 May	Before lunch	15 minutes	40 minutes
Reading	Wednesday 13 May	Before recess	10 minutes	50 minutes
Numeracy	Thursday 14 May	Before recess	10 minutes	50 minutes

Please note that the NAPLAN 2009 tests for Language Conventions and Writing are combined into a single booklet in a 'flip' format with one test starting from the front and the other from the back. The test in the back of the booklet is rotated through 180° so that the page opens with the spine edge on the left hand side.

Timing of the test sessions

Test supervisors must keep to the specific timeframes. The specific timing for each of the tests is provided at the beginning of each section of this guide.

Time limits

The times given for each test indicate how long students may spend answering questions. The time for each test is indicated on the test booklets and does not include the time taken for the introduction or to complete the practice questions.

Time limits are specified to facilitate and standardise the tests across Australia. Time limits specified for each test have been determined so that the majority of students will have time to complete the test, working at their normal rate. The tests are designed to indicate what students can do under their usual working conditions.

If a student does not answer a question it is regarded, for scoring purposes, as an incorrect response.

Extensions of time

Extra time should be given only in exceptional circumstances. This may be the result of an unavoidable interruption to the class or a problem which has arisen for an individual student during the test. In these rare cases, extra time may be given at the test supervisor's discretion. This should be no longer than the total time of the interruption.

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

It is very important that a high level of student participation is reached in this national assessment. Every effort should be made to ensure all eligible students are assessed during the testing period (12 – 14 May).

Where individual students are absent for one or more of the tests, arrangements should be made for those students to sit the tests on either the afternoons of the test days on which they are present or up until Friday 15 May.

School Sample Test Pack

In 2009, the VCAA has provided each school with a Sample Test Pack containing copies of the 2009 NAPLAN tests that can be retained at the school for the school's records and future reference.

Important note: Test papers provided in the Sample Test Pack are NOT to be used by students for the 2009 tests.

Pre-printed student details

Students undertaking the tests in 2009 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 test booklets.

Each school's package contains:

- Test booklets with student and school details printed on the front cover.
These booklets will have a pre-printed 7-digit booklet ID number.
- Test booklets with school details only printed on the front cover.
These booklets will have a 3-digit booklet ID number which appears preceded by the letter 'B'.

Test booklets with student and school details printed on the front cover

The information which appears on the front cover of the test booklets should be accurate, as the details used in the printing of the booklets has 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 booklet is incorrect, the test supervisor 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 booklets for a given student.

A student should not complete a test in another booklet if a pre-printed booklet exists for that student. **Under no circumstances should a student complete the test using another student's pre-printed test booklet.**

Test booklets with school details only printed on the front cover

Test booklets 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 supervisor on the front cover of each test booklet:

- 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

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

Preparing for the test

In the weeks before the test, the NAPLAN Coordinator should meet with test supervisors to:

- determine where the test sessions will be held
- determine the duration and organisation of breaks
- discuss organisational procedures required during the tests
- 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 relief teacher.

A suggested outline for this briefing is available on the VCAA website, and on the CD Rom which is delivered to schools with the test materials package.

On test days

On the morning of each test, test supervisors should collect all materials required for the testing session from the NAPLAN coordinator. Please check that you have sufficient booklets and equipment and understand all procedures.

Preparation of classrooms

Arrange seating so that students cannot copy from each other.

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

The following items must not be used as they will interfere with the validity of the test or the scanning of the test booklets. Please ensure that none of these is on any student's desk:

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

Distribution of materials

You should have ready for distribution the required number of:

- test booklets with student and school details printed on the front cover for all pre-enrolled students in your class
- test booklets with school details only printed on the front cover for students for whom there is no booklet overprinted with their name
- the relevant stimulus materials for Writing and Reading
- blank planning paper for the Writing test
- blank working out paper for the Numeracy test.

Please note: under no circumstances should students use test papers from the School Sample Test Pack.

Student materials

During the tests, each student will need to have:









- 2B pencils
- an eraser
- a sharpener
- some quiet activity to go on with if they finish early.

Preparing students for the test

Sample NAPLAN test papers are available at <www.naplan.edu.au>. Past AIM test papers available on the VCAA website can also help to familiarise students with the test format.

Teachers should prepare students for the tests by demonstrating correct procedures for completing responses and providing opportunities for them to practise completing different response formats. This includes shading bubbles and writing numbers, words or letters in boxes.

Some examples of acceptable and unacceptable completion of responses are shown below:

	ACCEPTABLE	UNACCEPTABLE
shading a bubble		
writing a number		
writing a letter		
writing a word		

Teachers and test supervisors should remind students of the importance of writing numbers, letters or words clearly, so that they can be easily read.

Supervising the testing session

As the person who delivers the national test, the test supervisor is the critical link in the ultimate validity and fairness of the national test. In supervising the tests, the test supervisor should:

- deliver the instructions accurately
- encourage student participation
- monitor student conduct.

Assisting students

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

In all tests, you may assist a student by:

- 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.

In the Numeracy tests ONLY, you may assist a student by:

- reading the questions, but not the numbers or symbols within the questions.

You must NOT provide the following assistance:

- give hints or examples
- explain, paraphrase or interpret questions
- indicate to students whether their answers are correct or incorrect
- remind students about related work completed in class
- provide extra time, except in exceptional circumstances (see page 2).

During the Language Conventions test, you must not:

- read the spelling items to the students
- read any test questions
- write any spelling words for students, on the board or elsewhere.

During the Writing test, you must not:

- discuss the writing test
- provide any structure or content, whether orally or in writing
- prompt or write for a student.

During the Reading test, you must not:

- read anything from the magazine
- read any test questions.

During the Numeracy test, you must not:

- read the numbers or symbols
- explain the meaning of any symbols, numbers or mathematical terms
- interpret any graphs or diagrams.

NAPLAN Student Participation forms

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

These Student Participation forms serve a number of important functions. The information provided on the form ensures that:

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

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

Completing the Student Participation form

The test supervisor may complete the Student Participation form either at the start of, or during the relevant test session. This form is pre-printed with pre-enrolled students' details and booklet ID numbers. If details are incorrect, they will need to be amended on the test booklet. 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 participation 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.**

For pre-enrolled students:

STAGE 1 - Participation. Shade the "Present" bubble for all students to whom a booklet 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. A signed exemption form must be returned for each exempted student. Withdrawal forms should be kept at the school. Students recorded as exempt or withdrawn will NOT receive a test result.

Examples:

STUDENT PARTICIPATION FORM INSTRUCTIONS			STAGE 1.			STAGE 2.	
<p>The <i>Student Participation Form</i> lists students registered to take part in the NAPLAN 2009 tests. Refer to the Year 3 and 5 <i>Test Administration Guide</i> for detailed instructions.</p> <p>Each student listed on this form will have a matching booklet 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 booklet 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 cover of the test booklet.</p>			Shade Present or Absent			Shade if applicable (one only)	
			Present	Absent	Left School	Exempt	Withdrawn
BOOKLET ID	STUDENT NAME	DATE OF BIRTH					
12345670	JANE SMITH	12/01/1998	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12345671	JOHN BROWN	05/04/1998	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12345672	MARY JONES	30/10/1997	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
12345673	BILL TAN	21/02/1998	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12345674	SIMON LEE	02/08/1997	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

Mary was given a booklet 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 booklet and therefore marked absent. No result will be issued for this test.

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

In all cases, a booklet must be returned.

For non pre-enrolled students:

For any student who is not listed on the Student Participation form, the test supervisor should

- use one of the test booklets with school details only provided.
- use a 2B pencil to write the **name** and **date of birth** of the student in block letters on the front cover of the test booklet.
- use a 2B pencil to write the **name** and **date of birth** of the student on the reverse side of the Student Participation form in the section headed 'FOR STUDENTS NOT LISTED ON THIS PARTICIPATION 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 Participation form.

Example:

FOR STUDENTS NOT LISTED ON THIS STUDENT PARTICIPATION FORM			STAGE 1.		STAGE 2.	
<p>If you have students who are not listed on this <i>Student Participation Form</i>:</p> <ul style="list-style-type: none"> • use the extra test booklets with blank cover pages provided • write the student's name and details on the front of the test booklet <p>Also record the names and complete the appropriate bubbles for any students not listed above that were absent, withdrawn or exempted from the test.</p>			Shade Present or Absent		Shade if applicable (one only)	
			Present	Absent	Exempt	Withdrawn
STUDENT'S FIRST NAME	STUDENT'S LAST NAME	DATE OF BIRTH				
DAVID	ANDERSON	28/11/1999	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		DD/MM/YYYY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Test Session report

The Student Participation form includes a Test Session report on the reverse side, where test supervisors should indicate:

- any special provision allowed for students, and
- any incidents or irregularities that occurred during the test

Example:

TEST SESSION REPORT
1. Record any special provisions allowed for students.
2. Record any general incidents or irregularities that occurred during the test session.
3. In instances where students have unavoidably left the test session early and did not complete the test, please refer to the Request to Withhold Results Form. Further information is available within the Year 3 and 5 Test Administration Guide .
<i>Jira Perry used large print materials.</i>

Request to Withhold Results form

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

These requests should be made by using the Request to Withhold Results form (page 37).

All requests to withhold student results require the signature of the school principal.

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

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

The completed Student Participation form should be included with other forms and test materials returned to the VCAA after the testing period.

A copy of the form is also available on the VCAA website, and on the CD Rom delivered with test materials.

NAPLAN Feedback Survey

The VCAA is seeking feedback from schools on the administration of the NAPLAN 2009 program. For this purpose, enclosed with your test materials is the National Assessment Program – Literacy and Numeracy (NAPLAN) Survey 2009. Your time in completing this survey would be appreciated and will assist the VCAA in improving processes for the future. Please return this survey with all other test materials at the end of the testing period.

How to read the test administration script

As these are standardised tests, it is important that they are administered uniformly according to the timetables and instructions in this guide.

Sections 2, 3, 4 and 5 contain the test administration scripts for Language Conventions, Writing, Reading and Numeracy.

Test supervisors **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 booklet 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.

Section 2: Language Conventions test administration — Year 3 and Year 5

This document should be read in conjunction with the General Information section.

This test is to be conducted in one session.

This is an assessment of a student’s ability in spelling, grammar and punctuation.

Test session time: Tuesday 12 May (before recess)

Time allocation: Introduction time: Approx. 10 minutes
Test time: 40 minutes

Preparation for the Language Conventions test session

Please note that the NAPLAN 2009 tests for Language Conventions and Writing are combined into a single booklet in a ‘flip’ format with one test starting from the front and the other from the back. The test in the back of the booklet is rotated through 180° so that the page opens with the spine edge on the left hand side. The first test is 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.
- Hand out the Language Conventions test booklets to students, making sure that the front cover is facing them. Students who were pre-enrolled will have a booklet with their own name pre-printed on the front cover.
- Allocate one of the test booklets with pre-printed school details only on the front cover to students who do not have a named test booklet. Please write the student’s details on the front cover. **Under no circumstances should a student complete the test using another student’s pre-printed test booklet.**
- Give each student one of the 2B pencils provided.
- Write a time sequence with start and finish times as well as 10-minute intervals on the board.

Materials required

Each student should have	The test supervisor should have
<ul style="list-style-type: none"> • a Language Conventions test booklet • a 2B pencil • an eraser • a sharpener • some quiet activity to go on with if the student finishes early. 	<ul style="list-style-type: none"> • a Test Administration Guide • spare student test booklets • spare pencils, erasers, sharpeners • a watch or clock for timing the test • a board to demonstrate practice questions • a Student Participation form.

Test administration script — Language Conventions (Year 3 and Year 5)

Note: The READ ALOUD instructions apply to both Year 3 and Year 5 unless otherwise stated.

READ ALOUD

Today you will complete a Language Conventions test. You should each have your Language Conventions test booklet, a 2B pencil and an eraser on your desk. Check to see that you have these things on your desk. Do not open your test booklet or write on it until I tell you to.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the front cover of your Language Conventions test booklet. Your name and other details have been printed on it. Please check that you have the correct test booklet, and that your details are correct.

Please make sure that you are looking at the 'Language Conventions' section of your test booklet. You must NOT look at the 'Writing' section on the reverse side of the booklet.

If any student details on the booklet are incorrect, cross out the information and clearly insert the correct details. If there is a student without a pre-printed test booklet, provide them with a spare test booklet.

READ ALOUD

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

1. You must do your own work.
2. Do not speak to other students during the test.
3. Raise your hand if you need to speak to the teacher.
4. Follow all directions given to you by the teacher.
5. All questions must be answered using the pencil you have been given. If you need to change an answer, carefully erase it and write another answer.
6. To confirm you have the correct booklet, print your name below.

Indicate where students should print their name, and allow time to complete this task.

READ ALOUD

In this test you will be assessed on your spelling, grammar and punctuation. Before you begin the test we will start by working through the practice questions together. Turn to page 2 of your Language Conventions test booklet. These are practice questions.

Show students page 2. Give them time to turn over and locate the questions.

READ ALOUD

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

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

P1 We went to scool.

 P1

You have to write the word *school* correctly in the box. Do that now.

Allow students time to write the word.

READ ALOUD

You should have written s-c-h-o-o-l (write on board). If you did not write s-c-h-o-o-l, rub out the incorrect answer **completely** and write it now.

Demonstrate how to write the word in the box as you spell it out. Allow students time to change their answers to the correct response if necessary.

READ ALOUD

Look at Practice Question Two. Follow as I read it.

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

P2 We bought fresh bred.

 P2

Find the one word with incorrect spelling in the sentence "*We bought fresh bred.*" Write it correctly in the box. Remember to write the whole word inside the box. Do that now.

READ ALOUD

The word that was incorrect was *bred*. You should have written b-r-e-a-d. If you made a mistake, rub it out **completely** and write the correct answer.

Demonstrate how to write in the box. Give the students time to correct any errors.

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

For some questions you have to shade a bubble. Look at the pencil picture at the side. This tells you how many bubbles to shade. Follow while I read Practice Question Three.

P3 Which word correctly completes the sentence?

Do you have  pet?

a



if



he



she



Shade one bubble.



READ ALOUD

Choose the word that makes the sentence correct. The pencil picture tells you to shade only one bubble. A pencil picture like this (point to the picture) will tell you what to do. Shade one bubble now.

Give the students time to shade a bubble.

READ ALOUD

The correct sentence is “*Do you have a pet?*” You should have shaded the first bubble – under “a”. If you didn’t, rub out your answer **completely** and shade the first bubble now.

Allow students time to correct any errors.

Check that all the students now have the correct bubble shaded.


Check that the shading is confined to the bubble and that any incorrect answers have been erased properly.

READ ALOUD

Follow while I read Practice Question Four. In this question the bubbles are on the right side of the question and the gap in the text has a number inside it.

Read the text *Cats and dogs*. The text has a gap.
Choose the correct word or words to fill the gap.

Cats and dogs

Some people like cats  they like dogs.

- more
- more best
- more than
- more better

READ ALOUD

This question doesn't have a pencil picture at the side. This is because the pencil picture in Question Three tells you what to do in this question too. You have to shade one bubble until you see a new pencil picture.

You need to shade the bubble beside the sentence that is correct. Shade one bubble now.

Give students time to shade one bubble.

READ ALOUD

The correct answer is "Some people like cats more than they like dogs." You should have shaded the third bubble, beside "more than". If you didn't, rub out your answer completely and shade the correct bubble now.


Allow students time to correct any errors.

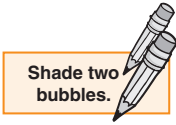
(Year 5 ONLY) READ ALOUD

The sentence in Practice Question Five has two missing full stops. Look at the pencil picture on the right which tells you to shade two bubbles.

P5 Where do the **two** missing full stops (.) go?

We are having a party It will be fun





(Year 5 ONLY) READ ALOUD

In this question, you need to show where the two full stops should be. Remember, the pencil picture next to Practice Question Five tells you how many bubbles to shade. Shade two bubbles now.

Give the students time to shade two bubbles.

(Year 5 ONLY) READ ALOUD

The bubbles you should have shaded are the third and fourth bubbles. If you did not shade these two bubbles, rub out your answers **completely** and shade bubbles three and four now.

Give students time to correct their answer, rubbing out any errors completely.

READ ALOUD

We have now finished the Practice Questions. Put down your pencils. We are going to begin the test now. You will have time to work by yourself so listen carefully while I tell you what to do.

READ ALOUD

Look at page 3 of your test booklet. All of the questions in the test will be the same kind as the ones we have just practised. Look at page 3. All of the questions on this page have a circle around the word that is incorrect. You have to write the correct spelling in the boxes.

READ ALOUD

When you have finished those questions move straight on to the others. Keep going until you have finished all the questions. In this test, you have to write a word in the box or shade bubbles. Remember that the pencil picture will tell you how many bubbles to shade.

Answer any questions about what students have to do.

READ ALOUD

You have 40 minutes to finish the test. Do your best work. 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 hard, do the next one. You can come back to that one at the end, if you have time.

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

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

Under no circumstances are you to write anything on the lines in the writing section of this booklet.

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

Pick up your pencils. You may start now.

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

Remember you can help by reading the instructions. You may not read the test items.

Make sure that students are writing with 2B pencils. Because of the scanning difficulties they cause, students must not use correction fluid or pens, felt pens or coloured pencils.

Mark off the time intervals on the board.

If students finish early, ask them to close their test booklets and leave them on their desks.

Do not collect the test booklets yet.

After 35 minutes, READ ALOUD

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

After a further 5 minutes, READ ALOUD

Thank you everyone. Please put your pencils down.
The Language Conventions test is now finished. Well done!
Close your test booklets and stay seated while the test booklets are collected.

After the test

- Collect all test booklets including those for students who did not sit or complete this session.
- Check that all information on the front cover of the test booklets is complete and correct.
- Check that the Student Participation form and Test Session report have been completed accurately. Use the Student Participation form to check that all students' test booklets have been collected.
- Return all test booklets to the principal or NAPLAN Coordinator as soon as possible. Do not leave test booklets, whether complete or incomplete, in a classroom.
- Return all test booklets whole. Do not remove any pages.
- No students, teachers (other than the NAPLAN Coordinator or test supervisor) or other unauthorised person should remove any test material from the test area.

Section 3: Writing test administration — Year 3 and Year 5

This document should be read in conjunction with the General Information section.

This test is to be conducted in one session and assesses narrative writing.

This is an assessment of a student's ability to plan and write a narrative independently. There **must not** be any teacher input or assistance.

Test session time: Tuesday 12 May (before lunch)

Time allocation: Introduction time: Approx. 15 minutes

Test time: 40 minutes

This is made up of

Planning: 5 minutes

Writing: 30 minutes

Editing: 5 minutes

Preparation for the Writing test session

Please note that the NAPLAN 2009 tests for Language Conventions and Writing are combined into a single booklet in a 'flip' format with one test starting from the front and the other from the back. The test in the back of the booklet is rotated through 180° so that the page opens with the spine edge on the left hand side.

- 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.
- Hand out the Writing test booklets to students, making sure that the front cover is facing them. Students who were pre-enrolled will have a booklet with their own name pre-printed on the front cover.
- Allocate one of the test booklets with pre-printed school details only on the front cover to students who do not have a named test booklet. Please write the student's details on the front cover. **Under no circumstances should a student complete the test using another student's pre-printed test booklet.**
- Give each student a Writing stimulus sheet. Make sure all students have a 2B pencil or a blue or black pen.
- Write a time sequence with start and finish times as well as 10-minute intervals on the board.

Materials required

Each student should have	The test supervisor should have
<ul style="list-style-type: none"> • a Writing test booklet • the coloured, single page Writing stimulus • sheet of blank paper for planning • 2B pencil, blue or black pen only • an eraser • a sharpener • some quiet activity to go on with if the student finishes early. 	<ul style="list-style-type: none"> • a Test Administration Guide • the coloured, single page Writing stimulus • extra blank paper • spare student test booklets • spare pencils, erasers, sharpeners • a watch or clock for timing the test • a Student Participation form.

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

Test administration script — Writing (Year 3 and Year 5)

Note: The READ ALOUD instructions apply to both Year 3 and Year 5 unless otherwise stated.

READ ALOUD

Today you will do a Writing test. You should each have your Writing test booklet, the Writing stimulus page (show students), a piece of blank paper for planning, a 2B pencil, or a blue or black pen, and an eraser on your desk. Check to see that you have these things on your desk. Do not open your test booklet or write on it until I tell you to.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the front cover of your Writing test booklet. Your name and other details have been printed on it. Please check that you have the correct test booklet, and that your details are correct.

If any student details on the booklet are incorrect, cross out the information and clearly insert the correct details. If there is a student without a pre-printed test booklet, provide them with a spare test booklet.

READ ALOUD

During the test you must follow the instructions on the front of the test booklet.

I will read them to you.

1. You must do your own work.
2. Do not speak to other students during the test.
3. Raise your hand if you need to speak to the teacher.
4. Follow all directions given to you by the teacher.
5. Use only a 2B pencil, blue or black pen. Do NOT use a red pen.
6. To confirm you have the correct booklet, print your name below.

Indicate where students should print their name, and allow time to complete this task.

READ ALOUD

Put your pencils down now. Do not do any more writing until I tell you to. Listen carefully now.

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 your story.
Follow 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.

DO NOT:

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

READ ALOUD

In this test you are going to write a narrative. Narratives are also called stories.
You have to write a story about the topic. You can use the ideas from this stimulus sheet or you can use your own ideas. Look at the picture and the words to help you with your ideas.

READ ALOUD

Before you begin to write, I am going to give you time to do some planning. People like to plan in different ways. For example, you could plan by writing some ideas, making a timeline or an outline, or by drawing pictures. You can also plan by quietly thinking or imagining your story. Choose the kind of planning that helps you to write a good story.

You can use your blank sheet of paper for planning. The planning page will not be marked.

Show the planning sheet.

READ ALOUD

Do not write in your test booklet yet. It should still be closed. You have 5 minutes planning time. I will tell you when the planning time is finished. *(Pause)* Please start your planning now. Use the blank paper to plan, if you want to.

Supervise students to make sure they are planning their work independently but are not writing in their test booklets. If a student is having difficulties, encourage them to look at the stimulus sheet.

Do not help students to develop or structure their story.

After 5 minutes planning time, READ ALOUD

That's all the time you have for planning. You now have 30 minutes to write your story. Put your planning sheet where you can see it. Open your Writing test booklet to page 2 (indicate). You have three pages to write on. You must finish your story in your test booklet. I cannot give you any extra paper. I will tell you when there are 5 minutes left to finish your writing. After that you will have 5 minutes to edit your work. Please start writing your story now. Do not use a red pen.

Supervise the students to make sure that they have begun writing. Check that they have started on page 2 of the test book. Quietly speak to those students who are not working. Refer them to the stimulus sheet for ideas but **do not help them to write their story.**

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

Make sure that students are writing with 2B pencils, blue or black pens. Because of the scanning difficulties they cause, students must not use correction fluid or red pens, felt pens or coloured pencils.

Mark off the time intervals on the board.

If students finish early, ask them to close their test booklets and leave them on their desks. Do not collect the test booklets yet.

After 25 minutes writing time, READ ALOUD

You have 5 minutes left to finish writing. If you have already finished use this time to start checking your work.

After a further 5 minutes writing time, READ ALOUD

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

You don't have time to make big changes. You can only make small changes to make your story clearer. You can edit by adding or changing words or sentences. You can correct any spelling or punctuation mistakes. You can add some ideas or sentences if you notice you have left something out. When you have finished, close your test booklet and wait quietly.

Supervise students to make sure they are editing and completing their stories. Some students edit as they write and may need this time to complete their writing.

After 5 minutes editing time, READ ALOUD

Thank you everyone. Please put your pencils down. The Writing test is now finished. Keep your planning page separate from your test booklet. I will collect those separately. Close your test booklet and stay seated while the test booklets and stimulus pages are collected.

After the test

Planning pages must NOT be sent back with test booklets. Please collect them and keep them separate from the test booklets.

- Collect all test booklets including those for students who did not sit or complete this session.
- Check that all information on the front cover of the test booklets is complete and correct.
- Check that the Student Participation form and Test Session report have been completed accurately. Use the Student Participation form to check that all students' test booklets have been collected.
- Return all test booklets to the principal or NAPLAN Coordinator as soon as possible. Do not leave test booklets, whether complete or incomplete, in a classroom.
- Collect all stimulus materials and planning sheets for secure storage until after the catch-up days, when they can be returned to the students.
- Return all test booklets whole. Do not remove any pages.
- No students, teachers (other than the NAPLAN Coordinator or test supervisor) or other unauthorised person should remove any test material from the test area.

Section 4: Reading test administration — Year 3 and Year 5

This document should be read in conjunction with the General Information section.

This test is to be conducted in one session.

This is an assessment of a student’s ability in reading and locating information in a variety of different text types.

Test session time: Wednesday 13 May (before recess)

Time allocation: Introduction time: Approx. 10 minutes

Test time: Year 3 - 45 minutes

Year 5 - 50 minutes

Preparation for the Reading test session

- Arrange the room so that students cannot copy from each other.
- Cover, reverse or remove any spelling lists, posters, displays or reading materials that may unfairly advantage the students.
- Hand out the Reading test booklets to students, making sure that the front cover is facing them. Students who were pre-enrolled will have a booklet with their own name pre-printed on the front cover.
- Allocate one of the test booklets with pre-printed school details only on the front cover to students who do not have a named test booklet. Please write the student’s details on the front cover.
Under no circumstances should a student complete the test using another student’s pre-printed test booklet.
- Give each student a Reading stimulus magazine, and make sure all students have a 2B pencil.
- Write a time sequence with start and finish times as well as 10-minute intervals on the board.

Materials required

Each student should have	Each test administrator should have
<ul style="list-style-type: none"> • a Reading test booklet • a Reading stimulus magazine • a 2B pencil • an eraser • a sharpener • some quiet activity to go on with if the student finishes early. 	<ul style="list-style-type: none"> • a Test Administration Guide • spare student test booklets • spare Reading stimulus magazines • spare pencils, erasers, sharpeners • a watch or clock for timing the test • a board to demonstrate practice questions • a Student Participation form.

Test administration script — Year 3 and Year 5 Reading

Note: The READ ALOUD instructions apply to both Year 3 and Year 5 unless otherwise stated.

READ ALOUD

Today you will do a Reading test. You should each have your Reading test booklet, a Reading magazine, a 2B pencil and an eraser on your desk. Check to see that you have these things on your desk. Do not open your test booklet or write on it until I tell you to.

Allow students to check these items for the test.

READ ALOUD

Look at the front cover of your Reading test booklet. Your name and other details have been printed on it. Please check that you have the correct test booklet, and that your details are correct

If any student details on the booklet are incorrect, cross out the information and clearly insert the correct details. If there is a student without a pre-printed test booklet, provide them with a spare test booklet.

READ ALOUD

During the test you must follow the instructions on the front of the test booklet.

I will read them to you.

1. You must do your own work.
2. Do not speak to other students during the test.
3. Raise your hand if you need to speak to the teacher.
4. Follow all directions given to you by the teacher.
5. All questions must be answered using the pencil you have been given. If you need to change an answer, carefully erase it and write another answer.
6. To confirm you have the correct booklet, print your name below.

Indicate where students should print their name, and allow time to complete this task.

Hold up the Reading magazine for students to see.

READ ALOUD

In the Reading test, you will have to read a passage out of this magazine (point to the magazine) and then answer some questions about it. The questions are in your test booklet. Before you begin the test, we will start by working through the Practice Questions together. Turn your test booklet to page 12 and your magazine over to the back page.

Show students page 12 in their test booklet and the back cover of the magazine. Give them time to turn over and locate the question.

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 at the top of page 12 of your test booklet.

It says, "Read Tim on the back cover of the magazine and answer questions P1 and P2".

The passage that we have to read is on the back of the Reading magazine. Read the text "Tim" to yourself. When you have finished, we will answer the questions together.

Give the students time to read "Tim".

READ ALOUD

To answer some questions, you must shade the bubble next to the correct answer. Follow while I read Practice Question One.

P1 The story takes place on

- Monday.
- Tuesday.
- Wednesday.
- Thursday.

Shade one bubble.



Look at the pencil picture at the side. It tells you to shade one bubble. So, for this question, you need to shade only one bubble next to the correct answer. Make sure you shade the bubble completely. Do that now.

Demonstrate the correct way to shade the bubble. Give the students time to shade the bubble.

READ ALOUD

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

If you make an error you may rub it out and then shade the correct answer.

Make sure you rub it out **completely**.

Allow students time to erase completely and correct any errors.

Check that all the students now have the correct bubble shaded.

Check that the shading is confined to the bubble and that any incorrect answers have been erased properly.

READ ALOUD

Practice Question Two shows us the other way that one of the questions has to be answered.

Follow me while I read Practice Question Two.

P2 Write the numbers 1 to 4 in the boxes to show the order in which Tim dressed in this story.

shoes

shorts

shirt

socks

Write one number
in each box.



The pencil picture tells you to write one number in each box.

Write one number in each box to show the order in which Tim dressed. Do this now.

Give the students time to number the boxes.

READ ALOUD

The correct order is 4, 1, 2 and 3. If you made a mistake, rub it out **completely** and write the correct answer now.

Demonstrate the correct way to number the boxes.

Allow students time to erase **completely** and correct any errors.

READ ALOUD

That is the end of the Practice Questions. The questions in the test will be answered in these ways. For most of them, you will have to shade a bubble. For some you will have to write numbers in boxes.

Are there any questions?

Answer any questions students might have about what they are to do.

READ ALOUD

Turn your Reading test booklets over to the front. Open your test booklet to page 2.

At the beginning of each set of questions, there is a coloured box. (Show the coloured box on page 2.) The instructions in that box tell you which magazine page you need to read to answer each set of questions. Every time you come to a colored box you need to read another text from the magazine. (Show the related stimulus on page 2 of the magazine.)

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

Answer any questions students might have about what they have to do.

(Year 3 ONLY) READ ALOUD

You have 45 minutes to complete the test. Keep going until you have done all the questions.
Do your best work. 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 hard, do the next one. You can come back to that question if you have time at the end.
Because this is a test of how well you read, I cannot read anything from the magazine or explain questions to you. I can only read the instructions in the coloured boxes in the test booklet.

(Year 5 ONLY) READ ALOUD

You have 50 minutes to complete the test. Keep going until you have done all the questions.
Do your best work. 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 hard, do the next one. You can come back to that question if you have time at the end.
Because this is a test of how well you read, I cannot read anything from the magazine or explain questions to you. I can only read the instructions in the coloured boxes in the test booklet.

READ ALOUD

You must do your own work. You are not allowed to talk to other students.
If you have any problems, please put up your hand and I will come to speak with you.
If you finish before the time is up, check all your answers.
If you cannot improve your answers, you can do some quiet work while you wait.
I will let you know when you have 5 minutes left. Pick up your pencils. You may start now.

Supervise students closely to make sure they are on task and responding in the correct way. Remember you can help by reading the instructions in the coloured boxes. You may not read the test questions or the magazine texts to the students.

Make sure that students are writing with 2B pencils. Because of the scanning difficulties they cause, students must not use correction fluid or pens, felt pens or coloured pencils.

Mark off the time intervals on the board.

If students finish early, ask them to close their test booklets and leave them on their desks. Do not collect the test booklets yet.

After 40 minutes, (Year 3 ONLY) READ ALOUD

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

After 45 minutes, (Year 5 ONLY) READ ALOUD

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

After a further 5 minutes, READ ALOUD

Thank you everyone. Please put your pencils down. The Reading test is now finished. Well done!
Close your test booklets and magazines and stay seated while the booklets are collected.

After the test

- Collect all test booklets including those for students who did not sit or complete this session.
- Check that all information on the front cover of the test booklets is complete and correct.
- Check that the Student Participation form and Test Session report have been completed accurately. Use the Student Participation form to check that all students' test booklets have been collected.
- Return all test booklets to your principal or NAPLAN Coordinator as soon as possible. Do not leave test booklets, whether complete or incomplete, in a classroom.
- Collect all reading magazines for secure storage until after the catch-up days when they can be returned to the students.
- Return all booklets whole. Do not remove any pages.
- No students, teachers (other than the NAPLAN Coordinator or test supervisor) or other unauthorised person should remove any test material from the test area.

Test administration script — Year 3 and Year 5 Numeracy

Note: The READ ALOUD instructions apply both Year 3 and Year 5 unless otherwise stated.

READ ALOUD

Today you will do a Numeracy test. You should each have your Numeracy test booklet, a 2B pencil and an eraser on your desk. Check to see that you have these things on your desk. Do not open your test booklet or write on it until I tell you to.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the front cover of your Numeracy test booklet. Your name and other details have been printed on it. Please check that you have the correct test booklet, and that your details are correct.

If any student details on the booklet are incorrect, cross out the information and clearly insert the correct details. If there is a student without a pre-printed test booklet, provide them with a spare test booklet.

READ ALOUD

You are NOT permitted to use any type of calculator during this test and you must follow the instructions on the front of the test booklet.

I will read them to you.

1. You must do your own work.
2. Do not speak to other students during the test.
3. Raise your hand if you need to speak to the teacher.
4. Follow all directions given to you by the teacher.
5. All questions must be answered using the pencil you have been given. If you need to change an answer, carefully erase it and write another answer.
6. To confirm you have the correct booklet, print your name below.

Indicate where students should print their name, and allow time to complete this task.

READ ALOUD

In the Numeracy test, you will have to answer questions in different ways. Before you begin the test, we will do the practice questions together so you know what to do. Turn your Numeracy test booklet to the back page.

The questions inside the test paper will be harder than these practice questions.

Show students the back cover. Give them time to turn over and locate the questions.

READ ALOUD

To answer some questions, you have to shade one bubble. This is what you have to do for this question. Follow while I read Practice Question One.

P1



Shade one bubble.



How many kangaroos are shown on this card?

3



4



5



6



Look at the pencil picture at the side. It tells you to shade one bubble. So, for this question, you need to shade only one bubble next to the correct answer. Make sure you shade the bubble **completely**.

Do that now.

Demonstrate the correct way to shade a bubble.

Give the students time to shade a bubble.

READ ALOUD

The correct answer is 4. There are 4 kangaroos shown on the card so you should have shaded the bubble under the number 4. If you made a mistake, rub it out **completely** and shade the correct bubble now.

If you make an error in your test you may rub it out and then shade the correct answer.

Allow students time to erase completely and correct any errors.

Check that all the students now have the correct bubble shaded.

Check that the shading is confined to the bubble and that any incorrect answers have been erased properly.

READ ALOUD

To answer some questions, you have to write a number in a box. Follow while I read Practice Question Two:

P2

$7 + 3 =$

Write your answer in the box.



Look at the pencil picture at the side. It tells you to "Write your answer in the box". Now write your answer in the box.

Give the students time to write the answer.

READ ALOUD

The correct answer is 10. You should have written the number 10 in the box. If you made a mistake, rub it out **completely** and write the correct answer now.

Allow students time to correct any errors.

READ ALOUD

Now look at Practice Question Three. In this question you have to put the right number of dots in the box. There is no pencil picture on the right hand side because the pencil picture for Practice Question Two already tells you what to do.

P3

Dots	Number
•	1
• •	2
• • •	?

How many dots are in the last row of this table?

Give the students time to write the answer.

READ ALOUD

The correct answer is 3. You should have written 3 in the box. If you made a mistake rub it out **completely** and put in the correct answer.

Demonstrate the correct way to write the answer in the box. Tell students to write the number rather than the word although the word would be marked correct.

Allow students time to erase **completely** and correct any errors.

READ ALOUD

That is the end of the practice questions. Open your book at page 2. At the top of each page there is a picture of a pencil like this (indicate) to tell you how to answer the question. When you have to answer in a different way, there will be a new pencil picture.

Are there any questions?

Answer any questions students might have about what they have to do.

(Year 3 ONLY) READ ALOUD

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

You have 45 minutes to complete the test. Do your best work. Shade the bubbles carefully. Write clearly. If you make a mistake, rub it out **completely** and try again.

(Year 5 ONLY) READ ALOUD

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

You have 50 minutes to complete the test. Do your best work. Shade the bubbles carefully. Write clearly. If you make a mistake, rub it out **completely** and try again.

READ ALOUD

Leave questions that you are having trouble answering. You can come back to them later if you have time.

If you make a mistake, rub it out completely and try again.

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

If you finish before the time is up, check all your answers.

I will let you know when you have 5 minutes left. You may start now.

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

Remember you can read the questions and instructions but you cannot read numbers or numerical symbols to students or paraphrase the questions.

Make sure that students are writing with 2B pencils. Because of the scanning difficulties they cause, students must not use correction fluid or pens, felt pens or coloured pencils.

Mark off the time intervals on the board.

If students finish early, ask them to close their test booklets and leave them on their desks.

Do not collect the test booklets yet.

After 40 minutes, (Year 3 ONLY) READ ALOUD

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

After 45 minutes, (Year 5 ONLY) READ ALOUD

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

After a further 5 minutes, READ ALOUD

Thank you everyone. Please put your pencils down. The Numeracy test is now finished. Well done! Close your test booklets and stay seated while the test booklets are collected. Keep your working-out pages separate from your test booklets. I will collect them separately.

After the test

- Collect all test booklets including those for students who did not sit or complete this session.
- Check that all information on the front cover of the test booklets is complete and correct.
- Check that the Student Participation form and Test Session report have been completed accurately. Use the Student Participation form to check that all students' test booklets have been collected.
- Return all test booklets to the principal or NAPLAN Coordinator as soon as possible. Do not leave test booklets, whether complete or incomplete, in a classroom.
- Return all test booklets whole. Do not remove any pages.
- No students, teachers (other than the NAPLAN Coordinator or test supervisor) or other unauthorised person should remove any test material from the test area.

Section 6 – After the testing period

In 2009, schools are required to return all test booklets. This includes all used and unused tests. (Please note that the VCAA has provided a School Sample Test Pack that contains copies of all tests. This Sample Test Pack can be retained at the school for your records and for future reference.)

Checking and packing test materials

1. Before packing materials, please check that:
 - student details on the test booklets have been accurately completed
 - all test booklets are accounted for and correctly recorded on the Packing Return
 - the Student Participation forms and Test Session reports are accurately completed.
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:
 - all test booklets (both used and unused)
 - a Record of Exemption for each exempted student (keep a copy for school records)
 - Request to Withhold Results forms if applicable
 - the Student Participation forms and Test Session reports
 - NAPLAN 2009 Feedback Survey.

Do not include:

- Reading magazines or Writing stimulus sheets
 - paper used by students for planning or working-out
 - Student Withdrawal forms
 - the Packing Return checklist
 - School Sample Test Pack.
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 20 May 2009, the principal should contact the VCAA on Freecall 1800 648 637.

Collection

In 2009, completed NAPLAN test materials will be collected on Friday 15 May and Monday 18 May.

For Friday collection schools;

If your school does not require catch-up tests on Friday 15 May, please prepare all test booklets, Records of Exemption, Requests to Withhold Results, Student Participation forms and Test Session Reports ready for collection by **9.30am on Friday 15 May**.

If your school is conducting catch-up tests on Friday 15 May, please prepare all completed test booklets only for collection by 9.30 am on Friday 15 May. Records of Exemption and Student Participation forms should be returned with the catch-up tests in the second collection to be made from Monday 18 May 2009.

For all other schools;

Check and prepare completed test booklets, Records of Exemption, Requests to Withhold Results, Student Participation forms and Test Session Reports ready for collection by **8.30 am on Monday 18 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 22 May 2009, these completed test booklets and forms must be returned by secure courier or registered mail, **at the school's expense** to:

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



NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)

Request for Extra Materials

YEARS 3, 5, 7 AND 9

VCAA Privacy Statement

The Victorian Curriculum and Assessment Authority (VCAA) is a statutory authority established under the *Education and Training Reform Act 2006*. The VCAA is committed to protecting all personal information collected and handling this data in accordance with the *Information Privacy Act 2000*. All information collected will be kept secure and confidential.

Fax this form to the VCAA on (03) 9225 2334
Form also available online: www.vcaa.vic.edu.au/prep10/

Note: If insufficient quantities of materials are delivered to schools, the principal/NAPLAN Coordinator should complete this form to request additional materials as soon as possible. Alternatively, Regional Offices may be able to supply materials.

BLOCK LETTERS (PRINT)

School name _____ VCAA School Code _____

Principal / Head teacher _____ Telephone _____

Fax _____ Email _____

Site address for delivery of materials _____

Reason for extra materials (tick appropriate box)

1. Increase in student numbers 2. Quantity received less than indicated on the packing slip

3. Other (please specify) _____

DETAILS OF MATERIALS REQUIRED	QUANTITY	DETAILS OF MATERIALS REQUIRED	QUANTITY
Common Years 3, 5, 7 & 9 Writing stimulus		Year 7 test booklets – Numeracy	
Year 3 test booklets – Language Conventions/Writing		Year 9 test booklets – Language Conventions/Writing	
Year 3 test booklets – Reading		Year 9 test booklets – Reading	
Year 3 Reading magazines		Year 9 Reading magazines	
Year 3 test booklets – Numeracy		Year 9 test booklets – Numeracy	
Year 5 test booklets – Language Conventions/Writing		Principals' and NAPLAN Coordinators' Guide	
Year 5 test booklets – Reading		NAPLAN Administration Guide Years 3 & 5	
Year 5 Reading magazines		NAPLAN Administration Guide Years 7 & 9	
Year 5 test booklets – Numeracy		Participation Returns / Test Session Reports	
Year 7 test booklets – Language Conventions/Writing		Test Materials Security Log	
Year 7 test booklets – Reading		Packing Return	
Year 7 Reading magazines		2B Pencils	

 Signature of Principal / Head teacher (or delegate)

 Date



**NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)
 Request to Withhold Results
 NAPLAN TESTS 2009**

VCAA Privacy Statement

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Form also available online: www.vcaa.vic.edu.au/prep10/

In exceptional cases, a school may request that an individual student's test result be withheld. This applies only 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:

- The student was unable to complete the test due to illness during the test session OR
- The student was unable to complete the test due to parental withdrawal during the test session.

BLOCK LETTERS (PRINT)

Student name _____

Date of birth / /
 DD MM YYYY

Year Level _____

School name _____

VCAA School Code _____

I request that the following NAPLAN Test result be withheld (tick one):

Language Conventions Writing Reading

Numeracy – non-calculator (Years 3, 5, 7 and 9)

Numeracy – calculator (Years 7 and 9 only)

for the following reason:

The student did not complete the test due to illness during the test session.

The student did not complete the test due to parental withdrawal during the test session.

If approved by the VCAA, the result from the indicated test will be shown as "Absent" on the parent report and data service.

 Signature of Parent / Guardian

 Date

 Signature of Principal / Head teacher (or delegate)

 Date

**RECORD REQUEST TO WITHHOLD RESULTS ON THE PARTICIPATION RETURN FORM.
 RETURN THIS FORM TO VCAA WITH NAPLAN TEST BOOKLETS
 RETAIN A COPY AT THE SCHOOL.**

