

Year 3 and Year 5

Test Administration Guide

2010

National Assessment Program
Literacy and Numeracy



**2010
NATIONAL ASSESSMENT PROGRAM –
LITERACY AND NUMERACY (NAPLAN)**

TEST ADMINISTRATION GUIDE

YEAR 3 AND YEAR 5

Published by the Victorian Curriculum and Assessment Authority
41 St Andrews Place, East Melbourne, Victoria 3002

First published 2010

© Victorian Curriculum and Assessment Authority 2010

All rights reserved. Except under the conditions described in the *Copyright Act 1968* and subsequent amendments, no part of this publication may be reproduced by any process without permission in writing from the publishers.

Photocopying: Victorian schools only may photocopy parts of this publication for use by teachers.

ISBN 978-1-921702-18-1

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 39) 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 *2010 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
- on the day before each test, sort and collate test booklets 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 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* and/or *Withhold Results forms* have been completed, where applicable, and placed in the envelope provided.
- use the *Packing Return checklist* to prepare materials for return (see Section 6)

*** TO ENSURE SECURITY, ALL TEST MATERIALS MUST REMAIN IN SECURE STORAGE UNTIL THEY ARE PICKED UP OR UNTIL AFTER 21 MAY 2010.**

Contents

| | |
|---|------------|
| Introduction | vi |
| Privacy Policy | vi |
| About this guide | vii |
| Section 1 – General information | 1 |
| Test sequence and timing | 1 |
| Pre-printed student details | 2 |
| Preparing for the test | 4 |
| Special Provisions | 6 |
| NAPLAN Student Participation forms | 8 |
| Test Session report | 10 |
| Request to Withhold Results form | 10 |
| How to read the test administration script | 10 |
| Section 2 – Language Conventions test administration | 11 |
| Test administration script — Language Conventions (Year 3 and Year 5) | 12 |
| Section 3 – Writing test administration | 18 |
| Test administration script — Writing (Year 3 and Year 5) | 19 |
| Section 4 – Reading test administration | 23 |
| Test administration script — Reading (Year 3 and Year 5) | 24 |
| Section 5 – Numeracy test administration | 30 |
| Test administration script — Numeracy (Year 3 and Year 5) | 31 |
| Section 6 – After the testing period | 37 |
| Appendices | |
| Request for Extra Materials | 39 |
| Request to Withhold Results | 40 |

VCAA NAPLAN Helpdesk

A Helpdesk service operates to assist principals and NAPLAN Coordinators with queries about the NAPLAN 2010. 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 |
| Website | www.vcaa.vic.edu.au |
| NAPLAN Test Administration Website: | https://www.naplanadmin.vic.edu.au |

Dates for NAPLAN 2010 Tests

| | |
|---------------|---|
| 11 May | Literacy (Language Conventions, Writing) |
| 12 May | Literacy (Reading) |
| 13 May | Numeracy |

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 2010 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 the school 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 2010. All personal information collected during the NAPLAN 2010 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 2010. 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 2010 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 2010 | Test session time | Introduction and practice questions | Test time allocation |
|----------------------|------------------|-------------------|-------------------------------------|----------------------|
| Language Conventions | Tuesday 11 May | Before recess | 10 – 15 minutes | 40 minutes |
| Writing | Tuesday 11 May | Before lunch | 15 minutes | 40 minutes |
| Reading | Wednesday 12 May | Before recess | 10 – 15 minutes | 45 minutes |
| Numeracy | Thursday 13 May | Before recess | 10 – 15 minutes | 45 minutes |

Test sequence for Year 5

| Test | Date 2010 | Test session time | Introduction and practice questions | Test time allocation |
|----------------------|------------------|-------------------|-------------------------------------|----------------------|
| Language Conventions | Tuesday 11 May | Before recess | 10 – 15 minutes | 40 minutes |
| Writing | Tuesday 11 May | Before lunch | 15 minutes | 40 minutes |
| Reading | Wednesday 12 May | Before recess | 10 – 15 minutes | 50 minutes |
| Numeracy | Thursday 13 May | Before recess | 10 – 15 minutes | 50 minutes |

Please note that the NAPLAN 2010 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 (11 – 13 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 14 May. Students absent for the three test days should not be expected to complete all tests on Friday 14 May.

Pre-printed student details

Students undertaking the tests in 2010 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 booklets.

Each school's package contains:

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

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.**

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

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.

Any **unused** test booklets 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

Combined test booklets

As in 2009, to reduce the administrative burden on schools in relation to the handling and sorting of test booklets, Language Conventions and Writing tests for all year levels will be combined into a single test booklet.

These tests will be 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 booklet 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 booklet per day during the testing period.

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
- 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 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.

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>. NAPLAN test materials for 2008 and 2009 are available on the VCAA website. 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.

Special Provisions

Permission to provide special conditions is granted at the discretion of the principal. Where such permission has been granted, the test supervisor should indicate the nature of the provision in the appropriate section on the **front cover** of each of the student's test booklets. 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 learning 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 and will not be assessed.

Use of a computer for the Writing test is allowed under special provisions provided the student only has access to the word processing program on the computer and **does not** access any other programs, files or data. The spell-checker facility must be disabled.

For special provisions administered that are not in categories listed, please shade 'Other' and specify the arrangements. Further elaboration regarding special provisions can be included in the Test Session Report if required (see page 10).

The use of Scribes

When a student sustains an injury or temporary disability prior to the tests which results in their being unable to record their answers in the Reading, Language Conventions or Numeracy tests, a scribe may be used to record responses as indicated or dictated by the student.

A scribe is there to provide access to the test not to improve the student's performance.

The use of a scribe in the Writing tests is permitted ONLY for students who normally use a scribe in the classroom. A student with a temporary injury, such as a broken arm, who is unable to complete the Writing test cannot use a scribe and should be marked as withdrawn for this test.

| Writing Test | | All other tests |
|--|---|--|
| Students who normally use a scribe in the classroom | Students with an injury or temporary disability | Any student who is unable to record their answers |
| A trained scribe may be used if this is normal classroom practice for the student. | A scribe cannot be used. The student should be marked as withdrawn unless they are able to use a computer to complete this test. | A scribe may be used to record student responses by shading bubbles, writing short answers or spelling words, as indicated or dictated by the student. |

Assisting or reading to students

It is expected that professional and ethical behaviour will be demonstrated in all aspects of the test administration. You may assist by, for example, reading general instructions, but any help with answering questions for students that advantages them in any way will be considered as cheating.

| Test supervisors ARE permitted to assist students by: | Test supervisors are NOT permitted to provide the following assistance: |
|--|--|
| <ul style="list-style-type: none"> • reading or clarifying instructions • reading the practice questions and the Writing stimulus • reminding students of response types • advising students to leave a question about which they are unsure and move on to another question • advising students to return to any unanswered questions if there is time at the end • providing students with encouragement to continue • reading the words within Numeracy test questions or multiple choice distractors (not the numbers or symbols) to individual students if necessary | <ul style="list-style-type: none"> • give hints or examples • explain, paraphrase or interpret test questions • indicate to students that an answer is correct or incorrect • remind students about related work completed in class • provide extra time, except in exceptional circumstances (see page 2) • read the spelling items • read test questions, multiple choice distractors or stimulus materials in the Reading magazine • provide any structure or content, either orally or in writing, in the Writing test • read, interpret or explain the meaning of numbers, symbols or mathematical terms in the Numeracy tests • interpret graphs or diagrams in the Numeracy tests |

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 the 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 and placed in the envelope provided. 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 2010 tests. Refer to the Year 3 and 5 Test Administration Guide 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 |
| 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"/> |
| 12345671 | JOHN BROWN | 05/04/1998 | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12345672 | MARY JONES | 30/10/1997 | <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 checked="" type="radio"/> |
| 12345674 | SIMON LEE | 02/08/1997 | <input type="radio"/> | <input checked="" type="radio"/> | <input checked="" 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.

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. Under no circumstances should a student complete the test using another student's pre-printed test booklet.
- 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 FIRST NAME | STUDENT LAST NAME | GENDER | DATE OF BIRTH | | | | |
| DAVID | LEE | <input checked="" type="radio"/> M <input type="radio"/> F | 28/11/1999 | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | | <input type="radio"/> M <input type="radio"/> F | | <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 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 3 and 5 Test Administration Guide . | |
| Jira Perry arrived late (dentist) and completed the test 10 minutes after the other students. | |
| | |
| | |
| | |

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.

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

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

All requests to withhold student results require the signature of the parent/guardian and the school principal.

These requests should be made by using the *Request to Withhold Results form* (page 40). A copy of the form is also available on the VCAA website and on the CD Rom delivered with test materials.

The completed form should be placed in the envelope provided when returning test materials to the VCAA.

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 *Language Conventions* test. You should each have a *Language Conventions* 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 section 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 11 May (before recess)

Time allocation: Introduction time: 10 – 15 minutes
Test time: 40 minutes

Preparation for the Language Conventions test session

Please note that the NAPLAN 2010 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 on the board.

When administering NAPLAN tests in the combined test booklets, it is important that test supervisors ensure that students use the correct booklet for the corresponding test. Test supervisors should also ensure that students are focusing on the correct section of the booklet 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 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)

Please note: This is a ‘flip’ booklet. It contains two tests - the *Language Conventions* test at the front of the booklet and the *Writing* test at the back of the booklet. Student details are overprinted on the *Language Conventions* side only.

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

READ ALOUD

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

Do not open your test booklet until I tell you to.

Allow students time to check they have the appropriate materials.

READ ALOUD

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

Show students the *Language Conventions* cover of the test booklet. Allow students time to check their details. If there is an error, 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 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 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 your last name on the lines provided.

Give students time to print their names.

READ ALOUD

Turn to *Page 3* of your test booklet. 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 1* and follow while I read it.

P1 The spelling mistake in this sentence has been circled.
Write the correct spelling for the circled word in the box.

We go to scool in a bus.

 P1

You have to spell the word *school* correctly in the box. Make sure the whole word fits inside the box.
Do that now.

Give students time to write the word.

READ ALOUD

You should have written *s-c-h-o-o-l*. If you didn't, 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.

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

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.

We whent to buy some toys.

 P2

Find the word in the sentence that is spelt incorrectly and spell it correctly in the box.
Again, make sure the word fits inside the box. Do that now.

Give students time to write the word.

READ ALOUD

The word that is incorrect is *went*. You should have written *w-e-n-t*. If you didn't, rub it out completely and write the correct answer now.

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

READ ALOUD

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 as I read *Practice Question 3*.

P3 Which sentence has the correct punctuation?



- tom has a red ball
- tom has a red ball.
- Tom has a red ball
- Tom has a red ball.

Shade **one** bubble next to the correct sentence now.

Give students time to shade a bubble.

READ ALOUD

The correct sentence is the fourth one. You should have shaded the fourth bubble. If you didn't, rub out your answer completely and shade it now.

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

Check that all students 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 (voice the missing word with a sound like mmm)

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 until there is a new picture telling you to answer the question in a different way. So for *Practice Question 4*, you have to shade one bubble, the same as in *Practice Question 3*.

Follow while I read *Practice Question 4*.

P4 Read *Pets*. Some words have been left out.
Which word or words correctly complete the sentence?

Pets

Some people like cats  than dogs.

- best
- better
- more best
- more better

The shaded box shows that a word or words have been left out. Shade **one** bubble next to the answer that correctly completes the sentence. Do that now.

Give the students time to shade the bubble.

READ ALOUD

The correct answer is *better*. You should have shaded the second bubble next to the word *better*. If you didn't shade this bubble, rub out your answer completely and shade the second bubble now.

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

Check that all students have the correct bubble shaded.

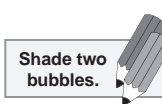
Check that the shading is confined to the bubble and that any incorrect answers have been erased properly.

READ ALOUD

Look at *Practice Question 5*. To answer some questions you have to shade two bubbles. The pencil picture next to the question tells you to shade **two** bubbles.

Follow while I read *Practice Question 5*.

P5 Two full stops (.) have been left out of these sentences.
Where do the missing full stops go?



Our class has lots of toys We like the bats and balls best



In this question two of the arrows point to the correct places for the punctuation marks. Shade two bubbles to show where the missing full stops should be. Do that now.

Give students time to shade two bubbles.

READ ALOUD

You should have shaded the second and fourth bubbles. If you did not shade these two bubbles, rub out your answers completely and shade bubbles two and four now.

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

Check that all students have the correct bubbles shaded.

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

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 kind 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. When you have to shade a bubble a pencil picture tells you how many bubbles to shade.

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 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, go on to 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 to other students. If you have any questions, 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 your test booklet during the *Language Conventions* test.

You have 40 minutes to finish the test. You have 48 questions to do.

Keep working through all the questions until you have finished or the time is up.

After 20 minutes I will tell you that you should have finished or be close to finishing the spelling questions and starting the grammar and punctuation ones.

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

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

Open your test booklet to *Page 4*. 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.**

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

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 booklets and leave them on their desks. DO NOT collect the test booklets yet as this may be disruptive to other students.

After 20 minutes, READ ALOUD

Half the test time has passed. If you are not up to page 7 in your test booklet you should be close to doing so.

After 35 minutes, READ ALOUD

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

After 40 minutes, READ ALOUD

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

After the test

- Collect all test booklets.
- Do not remove any pages from any test booklet.
- Check that both the Student Participation form and the Test Session report are completed accurately.
- Use the Student Participation form to check that ALL test booklets are accounted for, including those for students who did not sit or complete this session.
- Where appropriate, check that all special provisions information on the front cover is complete and correct.
- Return all test booklets to the Principal or NAPLAN Coordinator as soon as possible for secure storage. Do not leave any test booklets, whether complete or incomplete, in a classroom.
- No students, teachers (other than the NAPLAN Coordinator or test supervisor) or other unauthorised persons should remove any test material from the test area.

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

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

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

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 11 May (before lunch)

Time allocation: Introduction time: 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 2010 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 test booklets to students, making sure that the front cover of the Language Conventions test 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 on the board.

When administering NAPLAN tests in the combined test booklets, it is important that test supervisors ensure that students use the correct booklet for the corresponding test. Test supervisors should also ensure that students are focusing on the correct section of the booklet 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 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)

Please note: This is a ‘flip’ booklet. It contains two tests - the *Language Conventions* test at the front of the booklet and the *Writing* test at the back of the booklet. Student details are overprinted on the *Language Conventions* side only.

To ensure that students have the correct booklets, the booklets should be distributed with the *Language Conventions* side facing up.

Note: The **READ ALOUD** instructions apply to both Year 3 and Year 5.

READ ALOUD

Today you will do a *Writing* test. You will complete your *Writing* test in the back of the test booklet you used for the *Language Conventions* test. You should each have your *Language Conventions/Writing* test booklet, the *Writing* stimulus page, a piece of blank paper, a 2B 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 booklet 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 booklet. Your details are printed on it. Please check that you have your own test booklet and that your details are correct.

Show students the *Language Conventions* side of the test booklet. Allow students time to check their details. Check that all students have the correct test booklet. If there is a student without a pre-printed test booklet, provide them with a spare test booklet.

READ ALOUD

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

From now on you must not flip the test booklet 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 booklet.

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 2B pencil, blue or black 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 your last name on the lines provided.

Give students time to print their names.

READ ALOUD

Put your pencils down now and listen carefully.

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 have been given. You can use the ideas from this stimulus page or you can use your own ideas about this topic. Look at the pictures and the words to help you with your ideas.

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 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 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 begin to write your story, you will be given time to plan. People like to plan in different ways. For example, you could plan by writing down some ideas, making a timeline, writing an outline, or by drawing pictures. You can also plan by quietly thinking or imagining your story. Think about the kind of planning that best helps you to write a good story.

You can use the dot points on the stimulus page to help you.

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

Show the planning page.

READ ALOUD

You have five minutes planning time. Do not write in your test booklet yet. It should still be closed. You may begin planning now.

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

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 booklet 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 your story. 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 your story now.

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

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

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 booklet will be marked.

Make sure that students are writing with 2B pencils, or 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 booklets.

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 five minutes left to finish your story. If you have already finished, use this time to start checking your work.

After 30 minutes writing time, 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 booklets and wait quietly.

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

After a further 5 minutes, READ ALOUD

Thank you everyone. Please put your pencils down and close your test booklet. The *Writing* test is now finished. Do not put your planning page or stimulus page inside your test booklet. These will be collected separately. Please stay seated while the test materials are collected.

After the test

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

- Collect all test booklets. Check that the writing stimulus and planning pages are not inside test booklets as these are not returned for processing.
- Collect all stimulus pages and planning pages for secure storage.
- Do not remove any pages from any test booklet.
- Check that both the Student Participation form and the Test Session report are completed accurately.
- Use the Student Participation form to check that ALL test booklets are accounted for, including those for students who did not sit or complete this session.
- Where appropriate, check that all special provisions information on the front cover is complete and correct.
- Return all test booklets, writing stimulus sheets and planning pages to the Principal or NAPLAN Coordinator as soon as possible for secure storage. Do not leave any test booklets, whether complete or incomplete, in a classroom.
- No students, teachers (other than the NAPLAN Coordinator or test supervisor) or other unauthorised persons should remove any test material from the test area.

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

This section 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 12 May (before recess)

Time allocation: Introduction time: 10 – 15 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 on the board.

Materials required

| Each student should have | Each test supervisor 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 and *Reading* magazine, a 2B pencil, a sharpener and an eraser on your desk. Check to see that you have these things.

Do not open your test booklet or magazine until I tell you to.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the front cover of your test booklet. Your details are printed on it. Please check that this is your test booklet and that your details on the front cover are correct.

Point to the front of the test booklet. Allow students time to check their details. If there is an error, 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 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 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 your last name on the lines provided.

Give students time to print their names.

Hold up the Reading magazine for students to see.

READ ALOUD

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 booklet.

Before you begin the test we will work through some practice questions together. Turn to the back page of both your test booklet and magazine.

Show students the back of the test booklet and magazine. Give them time to locate the practice questions.

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 (page 12) of the test booklet. These instructions tell you what page to turn to in the magazine, the text to read and the questions to answer.

This instruction says '*Read Amon and the giant fish on page 8 of the magazine and answer questions P1 and P2.*'

The text we have to read is on the back page (page 8) of the *Reading* magazine. Read *Amon and the giant fish* to yourself now. When you have finished, we will answer the practice questions together.

Give students time to read *Amon and the giant fish*.

READ ALOUD

Look at *Practice Question 1*. To answer some questions you must shade the bubble next to the correct answer. The pencil picture at the side of the question tells you to shade one bubble.

Follow while I read *Practice Question 1*.

- P1** How does this story end?
- Amon eats the fish.
 - The fish eats Amon.
 - Amon saves his ship.
 - The fish breaks Amon's ship.

Shade one bubble.



So, for this question, you need to shade 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 students time to shade the bubble.

READ ALOUD

The correct answer is *Amon saves his ship*. If you didn't shade the bubble next to *Amon saves his ship*, 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.

Give students time to completely erase and correct any errors.

Check that all students 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 2 shows us the other way that some questions have to be answered. The pencil picture tells you to write your answer on the lines.

Follow while I read *Practice Question 2*.

P2 This story is **not** true.

Use information from the text to give a reason for this opinion.

Write your answer
on the lines.

You do not need to write in full sentences. 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 on the lines 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: refers to starting with 'once upon a time', the picture looking like an illustration for a story, the unlikelihood of a fish of this size or the text sounding like a story.

- Once upon a time tells you this is a made up story.
- It starts with once upon a time.
- The picture looks like it comes from a story book.
- There are no giant fish like this in the sea.
- The fish is far too big to be true.
- It sounds like a story not a newspaper report.

Incorrect: repeats stem, disagrees with statement, reason is vague or irrelevant.

- I agree, it is not true. (no reason)
- No, it could not possibly be true. (no reason)
- There are giant fish in the sea.
- It could be in the olden days.

Answer any questions as necessary.

READ ALOUD

That is the end of the practice questions.

Turn your test booklet 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 3 ONLY) READ ALOUD

You have 45 minutes to complete the test. You have 35 questions to answer.

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

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, go on to the next one. You can come back to it at the end if you have time.

You must do your own work. You are not allowed to talk to other students. If you have any questions, please raise 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 booklet to *Page 3*. You may start now.

(Year 5 ONLY) READ ALOUD

You have 50 minutes to complete the test. You have 35 questions to answer.

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

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, go on to the next one. You can come back to it at the end if you have time.

You must do your own work. You are not allowed to talk to other students. If you have any questions, please raise 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 booklet 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 coloured boxes. You may not read the test questions or the magazine text to the students.

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

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 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 booklet and wait quietly.

After 45 minutes, (Year 3 ONLY) READ ALOUD

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

After 45 minutes, (Year 5 ONLY) 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 booklet and wait quietly.

After 50 minutes, (Year 5 ONLY) READ ALOUD

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

After the test

- Collect all test booklets. Check that magazines are not inside test booklets as these are not returned for processing.
- Collect all Reading magazines for secure storage.
- Do not remove any pages from any test booklet.
- Check that both the Student Participation form and the Test Session report are completed accurately.
- Use the Student Participation form to check that ALL test booklets are accounted for, including those for students who did not sit or complete this session.
- Where appropriate, check that all special provisions information on the front cover is complete and correct.
- Return all test booklets to the Principal or NAPLAN Coordinator as soon as possible for secure storage. Do not leave any test booklets, whether complete or incomplete, in a classroom.
- No students, teachers (other than the NAPLAN Coordinator or test supervisor) or other unauthorised persons should remove any test material from the test area.

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

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

Test session time: Thursday 13 May (before recess)

Time allocation: **Introduction time:** 10 – 15 minutes
Test time: Year 3 – 45 minutes
Year 5 – 50 minutes

Preparation for the Numeracy test session

- Arrange the room so that students cannot copy from each other.
- Cover, reverse or remove any posters, displays or reading materials that may unfairly advantage the students. Make sure students do not use a calculator.
- Hand out the Numeracy 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.**
- Make sure all students have a 2B pencil.
- Write a time sequence with start and finish times on the board.

Materials required

| Each student should have | Each test supervisor should have |
|---|--|
| <ul style="list-style-type: none"> • a Numeracy test booklet • paper for working out • 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 working out paper • spare pencils, erasers, sharpener • 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 Numeracy

Note: The **READ ALOUD** instructions apply to 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 sheet of blank paper for working out, a 2B pencil, a sharpener and an eraser on your desk. Check to see that you have these things. Do not open your test booklet until I tell you to.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the front cover of your test booklet. Your details are printed on it. Please check that this is your test booklet and that your details on the front cover are correct.

Point to the front of the test booklet. Allow students time to check their details. If there is an error 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 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 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 your last name on the lines provided.

Give students time to print their names.

READ ALOUD

Turn your test booklet to the back page (page 16).

In the *Numeracy* 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.

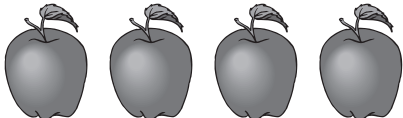
Show students the back page of the test booklet. Give them time to locate the questions.

READ ALOUD


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

Follow while I read *Practice Question 1*.

P1 How many apples are shown?



3 4 5 6

Shade one bubble. 

For this question, you need to shade one bubble under the correct answer. Make sure you shade the bubble **completely**. Do that now.

Demonstrate the correct way to shade a bubble. Give students time to answer the question.

READ ALOUD

The correct answer is 4. There are 4 apples shown, so you should have shaded the bubble under the number 4. If you didn't, rub it out completely and shade the correct bubble now.

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

Give students time to correct any errors.

Check that all students have the correct bubble shaded.

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

(Year 3 ONLY) READ ALOUD

Look at *Practice Question 2*. 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 until there is a new picture telling you to answer the question in a different way. So for *Practice Question 2*, you have to shade one bubble, the same as in *Practice Question 1*.

Follow while I read it.

P2 Here is a number pattern.

2, 4, 6, 8, ?

What is the next number in the pattern?

9

10

11

12

The question mark in the coloured box shows that a number is missing. Shade one bubble next to the number that is missing now.

Give students time to answer the question.

(Year 3 ONLY) READ ALOUD

The correct answer is 10. You should have shaded the second bubble next to the number 10. If you didn't, rub it out completely and shade the correct answer now.

Give students time to correct any errors.

(Year 5 ONLY) READ ALOUD


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

P2 Twenty-seven can be written as

| | |
|---|---|
| 2 | 7 |
|---|---|

Seventy-six can be written as

| | |
|--|--|
| | |
|--|--|

Write your answer in the boxes. 

The pencil picture at the side of the question tells you to write your answer in the boxes. Do that now.

Give students time to write their answer.

(Year 5 ONLY) READ ALOUD

The correct answer is 76. You should have written the number 7 in the first box and the number 6 in the second box. If you didn't, rub it out completely and write the correct answer now.


Give students time to correct any errors.

(Year 3 and Year 5) READ ALOUD

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

Follow while I read the question.

P3 $6 + 5 =$

Write your answer in the box. 

Write your answer as a number, not a word. Make sure your answer fits inside the box.

Give students time to write their answer.

Check students are using digits rather than words, although the words will be marked correct.

READ ALOUD

The correct answer is 11. You should have written the number 11 in the box. If you didn't, 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 5 ONLY) READ ALOUD

Look at *Practice Question 4*. For this question you need to write your answers in the table. Again, the pencil picture at the side tells you what to do.

Follow while I read *Practice Question 4*.

P4 How many legs does each animal have?

| Animal | Number of legs |
|--|----------------|
|  | |
|  | |

Write your answers
in the table.

Write your answers in the table now.

Give students time to write their answers.

(Year 5 ONLY) READ ALOUD

You should have written a 2 in the top box next to the hen and a 4 in the box next to the dog. If you didn't, rub it out completely and write the correct answer now.

Give students time to correct any errors.

(Year 3 and Year 5) READ ALOUD

That is the end of the practice questions.

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

Are there any questions?

Answer any questions from the students.

READ ALOUD

Turn back to the front of the test booklet. **Do not open it yet.**

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.

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

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

You must do your own work at all times. You are not allowed to talk to other students. If you have any questions please raise your hand and I will come to speak with you.

(Year 3 ONLY) READ ALOUD

You have 35 questions to do. You have 45 minutes to complete the test.

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.

Open your test booklet to *Page 2*. You may start now.

(Year 5 ONLY) READ ALOUD

You have 40 questions to do. You have 50 minutes to complete the test.

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.

Open your test booklet to *Page 2*. You may start now.

Supervise students closely to make sure they are on task.

Remember that you can read the words to individual students if necessary, but you **cannot read any numbers or symbols**.

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

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 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 booklet and wait quietly.

After 45 minutes, (Year 3 ONLY) READ ALOUD

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

After 45 minutes, (Year 5 ONLY) 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 booklet and wait quietly.

After 50 minutes, (Year 5 ONLY) READ ALOUD

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

After the test

- Collect all test booklets. Check that working-out pages are not inside test booklets as these are not returned for processing.
- Collect all working-out pages for secure storage.
- Do not remove any pages from any test booklet.
- Check that both the Student Participation form and the Test Session report are completed accurately.
- Use the Student Participation form to check that ALL test booklets are accounted for, including those for students who did not sit or complete this session.
- Where appropriate, check that all special provisions information on the front cover is complete and correct.
- Return all test booklets to the Principal or NAPLAN Coordinator as soon as possible for secure storage. Do not leave any test booklets, whether complete or incomplete, in a classroom.
- No students, teachers (other than the NAPLAN Coordinator or test supervisor) or other unauthorised persons should remove any test material from the test area.

Section 6 – After the testing period

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
 - 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:
 - Any test booklets that have been **used** by students must be returned to the VCAA.
 - Any **unused** test booklets which **have** pre-printed student details on the front cover must also be returned to the VCAA.
 - Where applicable, *Record of Exemption forms* and *Request to Withhold Results forms* should be placed in the envelope provided (keep a copy for school records).
 - Student Participation forms.

Do not include:

- Any **unused** test booklets which do **not** have pre-printed student details on the front cover should be retained at the school.
 - Reading magazines or Writing stimulus sheets
 - Paper used by students for planning or working-out
 - Student Withdrawal forms
 - 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 19 May 2010, the principal should contact the VCAA on Freecall 1800 648 637.

Collection

In 2010, completed NAPLAN test materials will be collected on Friday 14 May and Monday 17 May.

For Friday collection schools;

If your school does not require catch-up tests on Friday 14 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 14 May**.

If your school is conducting catch-up tests on Friday 14 May, please prepare all completed test booklets only for collection by 9.30 am on Friday 14 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 17 May 2010.

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 17 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 21 May 2010, 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 Research and Assessment
100 Station Street
Nunawading
VIC 3131**

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

41 St Andrews Place East Melbourne Victoria 3002 Australia
 TELEPHONE +61 3 9651 4300 FACSIMILE +61 3 9651 4324
 EMAIL vcaa@edumail.vic.gov.au WEB www.vcaa.vic.edu.au
 ABN 82 628 957 617



**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 9 test booklets – Language Conventions/Writing | |
| Year 3 test booklets – Language Conventions/Writing | | Year 9 test booklets – Reading | |
| Year 3 test booklets – Reading | | Year 9 Reading magazines | |
| Year 3 Reading magazines | | Year 9 test booklets – Numeracy (calc/non-calc) | |
| Year 3 test booklets – Numeracy | | Principal and NAPLAN Coordinator's Guide | |
| Year 5 test booklets – Language Conventions/Writing | | NAPLAN Administration Guide Years 3 & 5 | |
| Year 5 test booklets – Reading | | NAPLAN Administration Guide Years 7 & 9 | |
| Year 5 Reading magazines | | Participation Returns / Test Session Reports | |
| Year 5 test booklets – Numeracy | | Test Materials Security Log | |
| Year 7 test booklets – Language Conventions/Writing | | Packing Return Checklist | |
| Year 7 test booklets – Reading | | 2B Pencils | |
| Year 7 Reading magazines | | NAPLAN 2010 Support CD Years 3, 5, 7 and 9 | |
| Year 7 test booklets – Numeracy (calc/non-calc) | | | |

Signature of Principal / Head teacher (or delegate)

Date



NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)

**Request to Withhold Results
 NAPLAN TESTS 2010**

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.

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 be 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 |
| School name _____ | Year Level _____ |
| | VCAA School Code _____ |

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

- | | | |
|--|----------------------------------|----------------------------------|
| <input type="checkbox"/> Language Conventions | <input type="checkbox"/> Writing | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Numeracy – non-calculator (Years 3, 5, 7 and 9) | | |
| <input type="checkbox"/> Numeracy – calculator (Years 7 and 9 only) | | |

for the following reason:

- | |
|--|
| <input type="checkbox"/> The student did not complete the test due to illness during the test session. |
| <input type="checkbox"/> 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 OF REQUEST TO WITHHOLD RESULTS ON THE PARTICIPATION RETURN FORM.

RETURN THIS FORM TO VCAA WITH NAPLAN TEST BOOKLETS

RETAIN A COPY AT THE SCHOOL.

