VCAA NAPLAN Helpdesk

A Helpdesk service operates to assist principals and NAPLAN coordinators with queries about the NAPLAN 2012. For queries and/or assistance contact the Victorian Curriculum and Assessment Authority (VCAA) on:

CONTACT DETAILS

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

DATES FOR NAPLAN 2012 TESTS

15 May Literacy (Language Conventions, Writing)
16 May Literacy (Reading)
17 May Numeracy
# NAPLAN COORDINATOR’S CHECKLIST

The coordinator should:

## Before the test

- check the contents of the NAPLAN test package against the packing slip upon arrival and retain the container/s in which the materials arrived for return
- complete the Request for Extra Materials form where applicable (Page 48) and fax it back to the VCAA as soon as possible
- place the secure materials (test books and stimulus materials) in double locked security
- document receipt, tracking, storage, distribution and dispatch in the Test Materials Security Log throughout the test period
- distribute the 2012 Year 7 and 9 NAPLAN Test Administration Handbook for Teachers to test administrators as soon as possible
- review the Online Attendance Guide, and, if required, print Student Attendance Forms for each test session
- if required, generate forms for exempt and withdrawn students
- conduct a briefing on test administration for test administrators
- on the day before each test, sort and collate test books and related stimulus materials in preparation for distribution to test administrators on test days
- ensure that test materials remain in secure storage until distribution

## On test days

- distribute the test materials to test administrators on the morning of each test
- distribute Student Attendance forms for each test session, or ensure that test administrators have direct access to the Test Administration website
- 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 appropriate disability adjustments for students with special learning needs

## After the test

- check that all test books are returned to secure storage at the completion of the tests
- check that all test books are accounted for and correctly recorded
- check that student attendance is accurately recorded via the Test Administration website
- check that any Record of Exemption, Withdrawal and/or Withhold Results forms have been completed, and signed. These forms should be retained at the school and may be subject to audit by the VCAA.
- use the Packing Return checklist to prepare materials for return

---

TO ENSURE SECURITY, ALL TEST MATERIALS MUST REMAIN IN SECURE STORAGE UNTIL THEY ARE PICKED UP OR UNTIL AFTER 25 MAY 2012.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Privacy Statement</td>
<td>1</td>
</tr>
<tr>
<td>TEST SCHEDULE</td>
<td>2</td>
</tr>
<tr>
<td>Test Schedule for Year 7</td>
<td>2</td>
</tr>
<tr>
<td>Test Schedule for Year 9</td>
<td>2</td>
</tr>
<tr>
<td>Time allowed for each test</td>
<td>2</td>
</tr>
<tr>
<td>PREPARING FOR THE TESTS</td>
<td>3</td>
</tr>
<tr>
<td>On test days</td>
<td>3</td>
</tr>
<tr>
<td>Preparation of classrooms</td>
<td>3</td>
</tr>
<tr>
<td>Test materials</td>
<td>4</td>
</tr>
<tr>
<td>Student materials</td>
<td>4</td>
</tr>
<tr>
<td>Supervising the test sessions</td>
<td>4</td>
</tr>
<tr>
<td>Assisting students</td>
<td>4</td>
</tr>
<tr>
<td>Reading the test administration script</td>
<td>5</td>
</tr>
<tr>
<td>Practice questions</td>
<td>6</td>
</tr>
<tr>
<td>TYPES OF TEST BOOKS</td>
<td>6</td>
</tr>
<tr>
<td>Pre-printed test books</td>
<td>6</td>
</tr>
<tr>
<td>Personalised test books</td>
<td>6</td>
</tr>
<tr>
<td>Non-personalised test books</td>
<td>7</td>
</tr>
<tr>
<td>Correcting errors on personalised book covers</td>
<td>7</td>
</tr>
<tr>
<td>Combined ('flip') test books</td>
<td>7</td>
</tr>
<tr>
<td>DISABILITY ADJUSTMENTS (previously Special Provisions)</td>
<td>8</td>
</tr>
<tr>
<td>Guidelines for temporary injuries</td>
<td>8</td>
</tr>
<tr>
<td>The use of scribes for the Writing test</td>
<td>8</td>
</tr>
<tr>
<td>THE NAPLAN TEST ADMINISTRATION WEBSITE</td>
<td>9</td>
</tr>
<tr>
<td>RECORDING EXEMPTIONS, WITHDRAWALS AND WITHHOLDING RESULTS</td>
<td>9</td>
</tr>
<tr>
<td>RECORDING STUDENT ATTENDANCE FOR NAPLAN</td>
<td>11</td>
</tr>
<tr>
<td>Recording student attendance directly onto the website</td>
<td>11</td>
</tr>
<tr>
<td>Using a printed Student Attendance Form</td>
<td>11</td>
</tr>
<tr>
<td>For pre-enrolled students</td>
<td>12</td>
</tr>
<tr>
<td>For non-pre-enrolled students</td>
<td>13</td>
</tr>
<tr>
<td>TEST SESSION REPORT</td>
<td>14</td>
</tr>
<tr>
<td>‘CATCH-UP’ SESSIONS FOR STUDENTS ABSENT ON THE TEST DAYS</td>
<td>14</td>
</tr>
<tr>
<td>LANGUAGE CONVENTIONS TEST ADMINISTRATION YEAR 7 AND YEAR 9</td>
<td>15</td>
</tr>
<tr>
<td>WRITING TEST ADMINISTRATION YEAR 7 AND YEAR 9</td>
<td>21</td>
</tr>
<tr>
<td>READING TEST ADMINISTRATION YEAR 7 AND YEAR 9</td>
<td>26</td>
</tr>
<tr>
<td>NUMERACY CALCULATOR ALLOWED TEST ADMINISTRATION YEAR 7 AND YEAR 9</td>
<td>32</td>
</tr>
<tr>
<td>NUMERACY NON-CALCULATOR TEST ADMINISTRATION YEAR 7 AND YEAR 9</td>
<td>38</td>
</tr>
<tr>
<td>AFTER THE TESTING PERIOD</td>
<td>43</td>
</tr>
<tr>
<td>Checking and packing test materials</td>
<td>43</td>
</tr>
<tr>
<td>Collection</td>
<td>43</td>
</tr>
<tr>
<td>Special arrangements for return of the tests</td>
<td>44</td>
</tr>
<tr>
<td>APPENDIX 1: USING ASSISTIVE TECHNOLOGY (COMPUTER) FOR THE WRITING TEST</td>
<td>45</td>
</tr>
<tr>
<td>APPENDIX 2: SCRIBE RULES FOR THE WRITING TEST</td>
<td>47</td>
</tr>
<tr>
<td>APPENDIX 3: REQUEST FOR EXTRA MATERIALS FORM</td>
<td>48</td>
</tr>
</tbody>
</table>
INTRODUCTION

Thank you for administering the National Assessment Program – Literacy and Numeracy (NAPLAN) in 2012. This handbook provides you with all the instructions you need to administer the tests.

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

Read and be familiar with all the information in the relevant section of the handbook before administering each test. Test administrators are required to follow the student instructions exactly as provided in this handbook, so that all students across Australia receive the same test instructions.

Privacy statement

The Victorian Curriculum and Assessment Authority (VCAA) is committed to the protection of student information generated by the NAPLAN 2012. All personal information collected during the NAPLAN 2012 is used in accordance with the Information Privacy Act 2000. In order to conduct the NAPLAN tests, the VCAA collects names and achievement data of all students who undertake the Year 3, Year 5, Year 7 and Year 9 tests. The VCAA also collects information on gender, language background, Aboriginal and Torres Strait Islander (ATSI) status, Victorian Student Number (VSN) and date of birth of students.

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

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

Schools across Australia are required to collect background characteristic information for all students participating in the NAPLAN 2012. The VCAA, on behalf of the Department of Education and Early Childhood Development (DEECD), will be responsible for the management and supply of this information for national reporting purposes.

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

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

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

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

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

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

Test schedule for Year 7

<table>
<thead>
<tr>
<th>Test</th>
<th>Date 2012</th>
<th>Test session time</th>
<th>Introduction and practice questions</th>
<th>Test time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Conventions</td>
<td>Tuesday 15 May</td>
<td>Before recess</td>
<td>10 minutes</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Writing</td>
<td>Tuesday 15 May</td>
<td>Before lunch</td>
<td>10 minutes</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Reading</td>
<td>Wednesday 16 May</td>
<td>Before recess</td>
<td>10 minutes</td>
<td>65 minutes</td>
</tr>
<tr>
<td>Numeracy (calculator)</td>
<td>Thursday 17 May</td>
<td>Before recess</td>
<td>10 minutes</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Numeracy (non-calculator)</td>
<td>Thursday 17 May</td>
<td>Before lunch</td>
<td>10 minutes</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>

Test schedule for Year 9

<table>
<thead>
<tr>
<th>Test</th>
<th>Date 2012</th>
<th>Test session time</th>
<th>Introduction and practice questions</th>
<th>Test time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Conventions</td>
<td>Tuesday 15 May</td>
<td>Before recess</td>
<td>10 minutes</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Writing</td>
<td>Tuesday 15 May</td>
<td>Before lunch</td>
<td>10 minutes</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Reading</td>
<td>Wednesday 16 May</td>
<td>Before recess</td>
<td>10 minutes</td>
<td>65 minutes</td>
</tr>
<tr>
<td>Numeracy (calculator)</td>
<td>Thursday 17 May</td>
<td>Before recess</td>
<td>10 minutes</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Numeracy (non-calculator)</td>
<td>Thursday 17 May</td>
<td>Before lunch</td>
<td>10 minutes</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>

Time allowed for each test

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

Extra time to complete a test is only allowed if granted as a disability adjustment. See the Handbook for Principals (p17, 6.11.1) for more information.
PREPARING FOR THE TESTS

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

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

On test days

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

Preparation of classrooms

Access to a whiteboard or blackboard is required.

Arrange seating so that students cannot see another student’s work.

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

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

- books, including dictionaries
- rulers
- coloured pens or pencils
- mechanical lead pencils
- felt pens
- highlighters
- correction fluid
- glue
- reusable adhesive
- mobile phones
- calculators (other than for the Numeracy Calculator Allowed test).
Test materials

You will need the following materials ready for distribution:

- personalised test books for students in your class or group
- non-personalised test books for students without personalised books
- the relevant stimulus materials (Reading and Writing tests only)
- blank paper for planning the Writing test
- blank paper for ‘working out’ in the Numeracy test
- calculators for the Numeracy Calculator Allowed test if students are not bringing their own.

Student materials

During testing, each student requires:

- 2B or HB pencils (or black or blue pen for the Writing test)
- an eraser
- a sharpener
- a calculator for the Numeracy Calculator Allowed test if not supplied by the school.

Supervising the test sessions

In supervising the tests, the test administrator must:

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

Assisting students

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

During all tests, you MAY:

- read and clarify general instructions
- remind students of the response types, e.g. shade a bubble
- advise students to leave a question if they are unsure of the answer and move on to another question
- advise students to return to any unanswered questions if they have time at the end
- provide students with general encouragement to continue.

During the Numeracy tests only, you MAY:

- read the questions, but you must not read the numbers or symbols within the questions.
During all tests, you MUST NOT provide the following assistance:

- give hints or examples
- explain, paraphrase or interpret questions
- indicate to students whether answers are correct or incorrect
- remind students about related work completed in class
- provide extra time.

During the Language Conventions test, you MUST NOT:

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

During the Writing test, you MUST NOT:

- discuss the writing task
- provide any structure or content, whether orally or in writing
- prompt students
- write for a student (except where a disability adjustment has been granted).

During the Reading test, you MUST NOT:

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

During the Numeracy test, you MUST NOT:

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

The literacy demands of the Numeracy test should not exclude students from accessing the tests, however, a teacher should not lead a class through the Numeracy test, question by question, unless the literacy standard of the whole class is a barrier to access.

Reading the test administration script

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

Test administrators MUST READ ALOUD to students all instructions in shaded boxes, for example::

**READ ALOUD**

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

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

**TYPES OF TEST BOOKS**

**Pre-printed test books**

Students undertaking the tests in 2012 are pre-enrolled using data provided to the VCAA. Pre-enrolment allows individual student details, including names, date of birth, gender, indigenous status and language background other than English (LBOTE) status to be printed on the front cover of the Language Conventions test books. Each school’s package contains:

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

**Personalised test books**

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

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

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

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

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

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

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

- student’s first name and last name in block letters
- student’s date of birth.
- student’s Victorian Student Number (VSN)
- home school (for visiting students)

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

Correcting errors on personalised book covers

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

If there is an error in the pre-printed details on the personalised test books, test administrators are asked to rule a single line through the incorrect information and print the correct details neatly.

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

Combined (‘flip’) test books

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

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

Section 6 of the Handbook for Principals provides information from the National Protocols outlining guidelines and eligibility for disability adjustments. Permission to provide disability adjustments is granted at the discretion of the principal in accordance with these protocols. Note that the use of a scribe for the Writing test or the use of Assistive Technology in any test must have prior approval from the VCAA.

Where permission for a disability adjustment has been granted, the nature of the adjustment must be recorded on the Test Administration website. There may be instances where a student has been granted more than one adjustment, and this should be reflected on the website.

It is recommended that disability adjustments be allowed for students with intellectual disabilities or students experiencing personal or social conditions which may affect performance. Where possible, any disability adjustment 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 disability adjustments, that a student is neither unfairly advantaged nor disadvantaged.

Please note that the category ‘assistive technology’ refers to cases where, for example, students use computers to complete their responses. Attachments which contain student planning work or a continuation of their Writing test should not be included or returned to the VCAA and will not be assessed.

Guidelines for temporary injuries

Use of a computer for the Writing test is allowed for students who have a temporary disability. Guidelines for the use of computers for the Writing test are outlined in Appendix 1 on Page 45.

Note that prior approval from the VCAA is required for this adjustment.

The use of scribes for the Writing test

The use of a scribe for the Writing test is detailed in Section 6.5 of the Handbook for Principals and must be pre-approved by the VCAA prior to testing. Scribe rules for the Writing test are included in Appendix 2 on Page 47.
THE NAPLAN TEST ADMINISTRATION WEBSITE

The NAPLAN Test Administration website is provided to schools to enable a range of administrative tasks to be completed online. Leading up to and during the test period all schools are required to use the website for the following tasks:

- Producing and managing forms for student withdrawals, exemptions and withholding results as required
- Recording student attendance details for each test session.

The NAPLAN Test Administration website address is https://www.naplanadmin.vic.edu.au. This is a secure website that requires a user ID and password to log in. The Principal and NAPLAN coordinator have been issued with school login details.

An Online Attendance Guide was distributed to schools at the start of Term 2. This guide provides detailed instructions on how to use the website for NAPLAN test administration. The guide can also be accessed via the ‘Help’ function on the website, and all information relating to the Test Administration website presented in this handbook should be considered in conjunction with the Online Attendance Guide.

Data related to exemptions and withdrawals should be entered onto the website prior to the testing period (see Recording Exemptions, Withdrawals and Withholding Results, below).

The Principal or NAPLAN coordinator must decide how attendance will be recorded during test sessions. This may either be through direct entry of attendance information onto the website at the time of the test session, or by using a Student Attendance form printed from the website. Where printed attendance forms are used, the information must later be transferred onto the website.

The website is currently open and will be available until Thursday 24 May 2012. All attendance information must be finalised and confirmed by close of business on that date to ensure that processing of results can be completed.

RECORDING EXEMPTIONS, WITHDRAWALS AND WITHHOLDING RESULTS

All students that have been registered for the 2012 tests are listed on the Test Administration website and school users are able to select individual students and mark them as exempt or withdrawn. There are also provisions to enter the details of students who are late enrolments to the school.

Before entering exemptions and withdrawals onto the website, parent/carers should be consulted to seek agreement on whether individual students should participate in the tests. Consideration should also be given to providing disability adjustments where appropriate in order to maximise participation in the tests. For additional information, please consult the 2012 NAPLAN Handbook for Principals (Part A, Sections 5 and 6).
For each student nominated as exempt or withdrawn, the website will allow the printing of a form that can be completed with the signatures of the principal and parent. These forms will be pre-populated with each student’s details, including details such as the reason for exemption and tests that they apply to. Once signed, schools are able to use the website to indicate to the VCAA that the form is completed. Note that due to this change, schools are not required to return completed forms to the VCAA. Forms should be retained at the school and are subject to audit. Forms are to be kept at the school for at least 12 months after the completion of the tests.

The forms that can be produced by the Test Administration Website are:

**Record of Exemption Form**

As detailed in the *National Protocols for Test Administration* (included as part of the 2012 NAPLAN Handbook for Principals) students may be exempted from one or more of the tests under two categories:

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

**Withdrawal Form**

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

**Request to Withhold Results Form**

In exceptional cases, a school may request that an individual student’s test results be withheld. This applies on occasions where a student has unavoidably left a test session early, and has not completed the test. A request to withhold a student’s results can only be made for one of the following reasons:

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

All information relating to exemptions, withdrawals and withholding results must be recorded on the website by close of business on **Thursday 24 May 2012**.
RECORDING STUDENT ATTENDANCE FOR NAPLAN

In 2012, all student attendance information will be collected online, via the Test Administration website https://www.naplanadmin.vic.edu.au.

A decision as to how attendance will be recorded during the test sessions will have been made by the Principal or NAPLAN coordinator.

For each test session, test administrators are required to either:

• complete a printed Student Attendance form so that student attendance information can be recorded on the Test Administration website at a later time, or
• record student attendance information directly onto the Test Administration website.

Records of student attendance serve a number functions and it is important that the information provided is accurate.

Recording student attendance directly onto the website

If the website is to be used directly to record attendance during the test session, the NAPLAN coordinator will have held a briefing to discuss the use of the site and provided a User ID and password to each test administrator. Each administrator will require access to an internet enabled computer.

In addition to the detailed information provided in the Online Attendance Guide, a Quick Reference Sheet for test administrators is included in the school’s NAPLAN Test Pack. This sheet summarises the use of the website for recording student attendance information, and may be copied and used by test administrators who are entering attendance information directly onto the website.

All information relating to student attendance must be finalised and confirmed on the website by close of business on Thursday 24 May 2012.

Using a printed Student Attendance Form

Student Attendance forms can be downloaded from the Test Administration website and printed prior to the test period. Student Attendance information can be collected on the printed forms, and transferred onto the website at any time prior to Thursday 24 May 2012.

The Student Attendance forms will have details for all pre-enrolled students. If the details are incorrect on the Student Attendance form, they will need to be amended on the student’s test books. There are extra lines at the end of the form to accommodate students who were not pre-enrolled prior to the test.

If Student Attendance forms are used it is very important that they are accurately completed so that the information transferred onto the Test Administration website is correct. The attendance status (present/absent/leave school/exempt/withdrawn) of a student is 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 they have completed the test.
Completed Student Attendance forms should be retained by the school after the information has been transferred to the Test Administration website.

The following paragraphs outline the process for recording student attendance using printed Student Attendance forms.

**For pre-enrolled students**

**STAGE 1 - Attendance:** Shade the “Present” bubble for all students to whom a test book was given. Shade the “Absent” bubble for all other students unless the student has permanently left the school. In this case shade the “Left School” bubble.

**STAGE 2 – Exemption/Withdrawal:** In addition to shading a participation bubble, please shade the appropriate bubble for any student who is exempt or withdrawn. For these students you will need to complete the appropriate form(s) through the Test Administration website. Please see Page 9 for further information. Students recorded as exempt or withdrawn will NOT receive a test result.

**STAGE 3 – Disability Adjustments:** If a student has been granted disability adjustments for this test session, please indicate the type of adjustment(s) in the series of bubbles to the right of each candidate. A student may have more than one adjustment for an individual test session.

There is space to describe ‘Other’ adjustments which do not fall into the pre-defined categories where entering attendance information onto the website.
Examples:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date Of Birth</th>
<th>Present</th>
<th>Absent</th>
<th>Left School</th>
<th>Exempt</th>
<th>Withdrawn</th>
<th>Whole Subject</th>
<th>Separate Supervision</th>
<th>Extra Time</th>
<th>Red Books</th>
<th>Send In Writing Test</th>
<th>Support</th>
<th>Autism Technology</th>
<th>Paper Attachment</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>JANE BROWN</td>
<td>12/01/2001</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>JOHN JONES</td>
<td>05/04/2002</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>MARY LEE</td>
<td>30/10/2001</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>BILL SMITH</td>
<td>21/02/2002</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>DENIS VOLKOY</td>
<td>01/11/2001</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>SIMON WALKER</td>
<td>02/08/2001</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

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

John was absent from the test session. He was therefore not given a test book, and no result will be issued for this test.

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

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

Denis was a late enrolment at the school. The shading indicates that his name was manually entered onto the website, and that he will not have a personalised test book. He was present for the test and would have used a non-personalised book. A result will be issued for this test.

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

For non-pre-enrolled students

For any student who does not have a personalised test book, the test administrator should:

- use one of the test books with school details only provided. Under no circumstances should a student complete the test using another student’s personalised test book.
- use a 2B or HB pencil to write the name, date of birth and VSN of the student in block letters on the front cover of the test book.
- if the student is not already listed on the Student Attendance Form use a 2B or HB pencil to write the name and date of birth of the student at the end of the Student Attendance form.
- follow STAGE 1 to STAGE 3 (as for pre-enrolled students), to indicate the student’s participation status, and to record any disability adjustment.
TEST SESSION REPORT

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

Example:

<table>
<thead>
<tr>
<th>TEST SESSION REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record any incidents or irregularities that occurred during the test session.</td>
</tr>
</tbody>
</table>

**THERE WAS A BRIEF POWER OUTAGE AND THE TEST WAS INTERRUPTED. STUDENTS RESUMED AFTER POWER WAS RESTORED AND WERE GIVEN A FULL TIME ALLOTMENT FOR THEIR TEST. THE TEST BOOKS WERE KEPT SECURELY AT ALL TIMES DURING THE OUTAGE.**

‘CATCH-UP’ SESSIONS FOR 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 on the NAPLAN test days (15 to 17 May).

Where students are absent for one or more of the tests, arrangements should be made for those students to sit the tests on either the afternoon of the test days, or on Friday 18 May.

Students absent for the three test days should not be expected to complete all tests on Friday 18 May. They should be marked absent for the tests they are unable to complete.

Only schools that have prior permission from their Test Administration Authority may conduct tests for classes or groups of students in the week of 21 to 25 May.
TUESDAY 15 MAY 2012 – LANGUAGE CONVENTIONS TEST
Year 7 and Year 9

Language Conventions test administration

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

This test is to be conducted in one session.

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

Time allocation
• Introduction time: approximately 10 minutes
• Test time: 45 minutes

Preparation for the Language Conventions test
• Arrange the room so that students cannot see another student’s work.
• Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
• Write a time sequence with start and finish times including ten-minute intervals on the board.
• Check that there is a personalised Language Conventions/Writing test book for each student. Please note that this is a flip book. It contains two tests. The Language Conventions test is at the front of the book and the Writing test at the back of the book. Student details are printed on the Language Conventions side only.
• Allocate a non-personalised test book to any student who does not have a personalised one. Please complete student details on the front cover using a 2B or HB pencil.
• Distribute the Language Conventions/Writing test books to students, making sure that the Language Conventions side is facing them, and that each student has the correct test book.
• Under no circumstances should a student complete the test using another student’s personalised test book.

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

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

Materials required

<table>
<thead>
<tr>
<th>Each student should have</th>
<th>The test administrator should have</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a Language Conventions/Writing test book</td>
<td>• this Test Administration Handbook</td>
</tr>
<tr>
<td>• 2B or HB pencils only</td>
<td>• a Language Conventions/Writing test book</td>
</tr>
<tr>
<td>• an eraser</td>
<td>• spare pencils, erasers, sharpeners</td>
</tr>
<tr>
<td>• a sharpener.</td>
<td>• a watch or clock for timing the test</td>
</tr>
<tr>
<td></td>
<td>• a board to demonstrate practice questions and display time sequence</td>
</tr>
<tr>
<td></td>
<td>• a Student Attendance form, or direct access to the Test Administration website.</td>
</tr>
</tbody>
</table>
**Test administration script**

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

**READ ALOUD**

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

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

Allow students time to check they have the appropriate materials.

**READ ALOUD**

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

Show students the *Language Conventions* side of the test book. Allow students time to check their details. If there is an error, the test administrator must note it and correct it later. (Refer to the section *Correcting errors on personalised book covers on Page 7* for instructions)

**READ ALOUD**

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

I will read them to you now.

1. You must do your own work and follow all directions given to you by the teacher.
2. Do not speak to other students and raise your hand if you need to speak to the teacher.
3. All questions must be answered using a 2B or HB pencil.
4. If you need to change an answer, carefully erase it and write another answer.
5. To confirm you have the correct booklet, print your name below when instructed.

Indicate where students should print their name.

**READ ALOUD**

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

Give students time to print their names.
READ ALOUD

Turn to Page 2 of your test book. In the Language Conventions test, you will have to answer questions in different ways. These practice questions will show you how to do them. Before you begin the test we will do the practice questions together but you will have to do the test questions by yourself.

For some questions you have to write the correct answer in a box.

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

I have one [brather] and one sister.

You have to spell the word brother 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 b-r-o-t-h-e-r. If you did not write that, 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.

The practice questions do not contribute to a student’s score.

READ ALOUD

Look at Practice Question 2. Follow the words on the page as I read them.

The music teacher played my gitar.

Find the word in the sentence that is spelt incorrectly and write the correct spelling for the word 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 gitar. You should have written g-u-i-t-a-r. If you made a mistake, 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 (read the question and pause for the missing word)**

Look at Practice Question 3. To answer some questions you have to shade one bubble.

Follow the words as I read the question.

**P3** Which word completes this sentence correctly?
I like going [ ] the city.
- at
- on
- to
- in

The box shows there is a word or words missing. Shade one bubble next to the correct word now.

Give students time to shade a bubble.

**READ ALOUD**

The correct sentence is *I like going to the city*. You should have shaded the third bubble, next to the word *to*. 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.

**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 similar to the ones we have just practised.

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

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

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

Answer any questions from the students.
Do your best work and 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 you find that a question is too hard for you, go onto the next one. You can go back to any question you didn’t do after you have finished the other questions if you have time.

You must work on your own to do this test, and 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.

You have 45 minutes to finish the test. There are 58 questions. Work through all the questions until you have finished or until I tell you to stop.

After 25 minutes you should be about half-way through the test and close to finishing the spelling questions. Even if you have not finished the spelling questions, you should start the grammar and punctuation questions.

If you finish early, go back to the spelling section and check that you have answered all the questions then wait quietly until the test time is finished.

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

The test starts on Page 3. You may start now.

Supervise students closely during the test to make sure they are on task, responding in the correct way and doing their own work.

Remember you can help the students by reading the instructions only. You may not read the test items or the spelling words. (Refer to the section Assisting students on Pages 4–5 for additional guidelines.)

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

Mark off the time intervals on the board.

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

Students who finish early should be encouraged to check their answers. When finished checking, they should close their test books and leave them on their desks. They may not engage in ‘early finisher’ activities, such as reading, which may provide clues to the test question answers. DO NOT collect the test books as this may be disruptive to the other students. If a whole class finishes the test before the allocated time, teachers may use discretion in managing the testing environment and collect the test books.
After 25 minutes, READ ALOUD

Half the test time has passed. You should have finished the spelling questions. If you are not up to Page 6 in your test book, you should be close.

Teachers should quietly check to see if there are any students still working on the spelling questions. It is strongly recommended that these students be encouraged to move on to the grammar and punctuation section of the test.

After 40 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 book and wait quietly.

After 45 minutes, READ ALOUD

The Language Conventions test is now finished. Put your pencils down and close your book. Stay seated while the test books are collected.

After the test

- Collect all test books.
- Do not remove any pages from any test book.
- Check that ALL test books are accounted for, including those for students who did not sit or complete this session.
- Ensure that student attendance details are accurately recorded, either on a printed Student Attendance form, or directly onto the Test Administration website.
- Where appropriate, check that all disability adjustment details are accurately recorded, either on a printed Student Attendance form, or directly onto the Test Administration website.
- Return all test books to the Principal or NAPLAN coordinator as soon as possible for secure storage. Do not leave any test books, whether complete or incomplete, in a classroom.
- No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.
- Under no circumstances should student responses be copied or transcribed, either during or after the test.
TUESDAY 15 MAY 2012 – WRITING TEST
Year 7 and Year 9

Writing test administration

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

This test is to be conducted in one session.

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

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

Time allocation

- Introduction time: approximately 10 minutes
- Test time: 40 minutes. This is made up of:
  - Planning: 5 minutes
  - Writing: 30 minutes
  - Editing: 5 minutes

Preparation for the Writing test

- Arrange the room so that students cannot see another student's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times including ten-minute intervals on the board.
- Allocate a non-personalised Writing test book to any student who was absent from the Language Conventions test, and who does not have a personalised test book. Please complete the student's details on the Language Conventions side of the book, using a 2B or HB pencil.
- As the Writing test is in a flip book, check that each student has the correct test book, that is, the Language Conventions/Writing test book. This book should have the student’s name on the Language Conventions test cover.
- Distribute the Writing stimulus page and a sheet of blank paper to each student.
- Under no circumstances should a student complete the test using another student’s personalised test book.

If you have a student with a temporary hand or arm injury, please refer to Appendix 1: Using Assistive Technology (computer) for the Writing Test on Page 45.

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

<table>
<thead>
<tr>
<th>Each student should have</th>
<th>The test administrator should have</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a Language Conventions/Writing test book</td>
<td>• this Test Administration Handbook</td>
</tr>
<tr>
<td>• the coloured, single-page Writing stimulus</td>
<td>• a Language Conventions/Writing test book</td>
</tr>
<tr>
<td>• a sheet of blank paper for planning</td>
<td>• the coloured, single-page Writing stimulus</td>
</tr>
<tr>
<td>• 2B or HB pencils or a black or blue pen</td>
<td>• extra blank paper</td>
</tr>
<tr>
<td>• an eraser</td>
<td>• spare pencils, erasers, sharpeners</td>
</tr>
<tr>
<td>• a sharpener</td>
<td>• a watch or clock for timing the test</td>
</tr>
</tbody>
</table>

Test administration script

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

READ ALOUD

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

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

Allow students time to check they have the appropriate materials.

READ ALOUD

Turn your test book over and look at the Language Conventions side. Your details are printed on it. Check that this is your test book.

Show students the Language Conventions side of the test book. Allow students time to check their details. Check that all students have the correct test book.

READ ALOUD

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

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

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

I will read them to you now.

1. You must do your own work and follow all directions given to you by the teacher.
2. Do not speak to other students and raise your hand if you need to speak to the teacher.
3. Use only a 2B or HB pencil, 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 last name on the lines provided.

Give students time to print their names.

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

READ ALOUD

Put your pencils down now and listen carefully.

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

You have to write your opinions and reasons about the topic – (read heading on topic sheet).

You can use the pictures and the words on the sheet to help you with your ideas if you need them OR you can use your own ideas about this topic.

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

READ ALOUD

You will be using the information on this page to help you write. Follow the words while I read them 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 write, there will be time to do some planning. People like to plan in different ways. You might write down your main ideas or key words, or draw a mind map. You could plan by writing your ideas in a planning outline such as a table or diagram. You can also plan by thinking about the topic.

Use the dot points on the topic sheet to help you.

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

Show the planning page.

READ ALOUD

You have five minutes planning time. Use your blank sheet of paper for planning. The planning page will not be marked but it will be collected. Do not write in your book yet. It should still be closed. You may begin planning now.

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

After 5 minutes, READ ALOUD

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

You now have 30 minutes to write on the topic. After that you will have five minutes to edit your work. I will tell you when there are five minutes left to finish your writing.

You may start writing now.

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

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

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

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

Mark off the time intervals on the board.

If students finish early, suggest they re-read and edit their writing and then close their test books and leave them on their desks. DO NOT collect the test books until the end of the test time, or all students have completed the tests.
After 25 minutes of writing time, READ ALOUD

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

After 30 minutes of 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 if you need to. When you have finished, close your test books and wait quietly.

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

After the 5 minutes of editing time, READ ALOUD

The Writing test is now finished. Please put your pencils down and close your test book. Do not put your planning page or stimulus page inside your test book. I will collect them separately.

After the test

- Collect all test books. Check that the writing stimulus and planning page are not inside test books 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 book.
- Check that ALL test books are accounted for, including those for students who did not sit or complete this session.
- Ensure that student attendance details are accurately recorded, either on a printed Student Attendance form, or directly onto the Test Administration website.
- Where appropriate, ensure that disability adjustment details are accurately recorded, either on a printed Student Attendance form, or directly onto the Test Administration website.
- Where appropriate, ensure that the personalised test book is attached to the Braille, Large Print, Black and White or Online Interactive test papers with a paperclip.
- Return all test books, stimulus pages and planning pages to the Principal or NAPLAN coordinator as soon as possible for secure storage. Do not leave any test books, whether complete or incomplete, in a classroom.
- No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.
- Under no circumstances should student responses be copied or transcribed, either during or after the test.
WEDNESDAY 16 MAY 2012 – READING TEST
Year 7 and Year 9

Reading test administration

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

This test is to be conducted in one session.

This is an assessment of a student’s ability to read and comprehend a variety of text types.

Time allocation
• Introduction time: approximately 10 minutes
• Test time: 65 minutes

Preparation for the Reading test
• Arrange the room so that students cannot see another student’s work.
• Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
• Write a time sequence with start and finish times including ten-minute intervals on the board.
• Check that there is a personalised Reading test book and a Reading magazine for each student.
• Allocate a non-personalised test book to any student who does not have a personalised one.
• Distribute the Reading test books and magazines to students, making sure that each student has the correct test book.
• Under no circumstances should a student complete the test using another student’s personalised test book.

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

Materials required

<table>
<thead>
<tr>
<th>Each student should have</th>
<th>The test administrator should have</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a Reading test book</td>
<td>• this Test Administration Handbook</td>
</tr>
<tr>
<td>• a Reading magazine</td>
<td>• a Reading test book</td>
</tr>
<tr>
<td>• 2B or HB pencils only</td>
<td>• a Reading magazine</td>
</tr>
<tr>
<td>• an eraser</td>
<td>• spare pencils, erasers, sharpeners</td>
</tr>
<tr>
<td>• a sharpener.</td>
<td>• a watch or clock for timing the test</td>
</tr>
<tr>
<td></td>
<td>• a board to demonstrate practice questions and display the time sequence</td>
</tr>
<tr>
<td></td>
<td>• a Student Attendance form, or direct access to the Test Administration website.</td>
</tr>
</tbody>
</table>
Test administration script

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

**READ ALOUD**

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

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

Allow students to check they have the appropriate materials.

**READ ALOUD**

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

Point to the front of the test book. Allow students time to check their details. If there is an error, the test administrator must note the error and correct it later. (Refer to the section Correcting errors on personalised book covers on Page 7 for instructions.)

**READ ALOUD**

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

I will read them to you now.

1. You must do your own work and follow all directions given to you by the teacher.
2. Do not speak to other students and raise your hand if you need to speak to the teacher.
3. All questions must be answered using a 2B or HB pencil.
4. If you need to change an answer, carefully erase it and write another answer.
5. To confirm you have the correct booklet, print your name below when instructed.

Indicate where students should print their name.

**READ ALOUD**

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

Give students time to print their names.

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

In this Reading test read the texts from this magazine and then answer the questions about them in your test book.
(YEAR 7 ONLY) READ ALOUD

Before you begin the test we will work through a practice question together.

Turn both your test book and your magazine over so that you are looking at the back covers.

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

The practice question shows you how to answer the questions in the test. We will do the practice question together but you will have to do the test questions by yourself.

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

The instruction says Read Playing the bones on Page 12 of the magazine and answer question P1.

Read Playing the bones now.

Give students time to read Playing the bones.

(YEAR 9 ONLY) READ ALOUD

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

Turn both your test book and your magazine over so that you are looking at the back covers.

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

The practice questions show you how to answer the different types of questions in the test. We will do the practice questions together but you will have to do the test questions by yourself.

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

The instruction says Read Playing the bones on Page 12 of the magazine and answer questions P1 and P2.

Read Playing the bones now.

Give students time to read Playing the bones.
(YEAR 7 AND YEAR 9) READ ALOUD

Look at Practice Question 1.

Follow the words while I read the question.

P1  According to the text, what are bullock ribs used for?

- as ancient toys
- as woodwork tools
- as cooking utensils
- as rhythm equipment

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 as rhythm equipment. If you did not shade the second bubble, next to as rhythm equipment, 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.

The practice questions do not contribute to a student’s score.

(YEAR 9 ONLY) READ ALOUD

Practice Question 2 shows the other way that some questions have to be answered. You must write your answer on the lines.

Follow the words while I read the question.

P2  What kinds of materials make good instruments for playing the bones?

__________________________________________________________

__________________________________________________________

Write your answer clearly and spell the words as best you can. The number of lines gives a clue to how much you should write for the answer.

Write your answer now.

Give students time to write their answer. Discuss some examples of answers that would be marked as correct as well as answers that would be incorrect. Note: reasons can refer to the words or the pictures.
Examples of answers to Practice Question 2

Correct:
- Bullock’s rib, hardwoods such as Tasmanian Oak and Jarrah and spoons.

Incorrect:
- Any other materials not listed above.

(YEAR 7 AND YEAR 9) READ ALOUD

That is the end of the practice questions.

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

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

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

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

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

Are there any questions?

Answer any questions from the students.

READ ALOUD

There are 48 questions in the test and you have 65 minutes to complete all the questions.

Do your best work. Write neatly so that your answers are easy to read. Shade the bubbles carefully. If you make a mistake rub it out completely and try again.

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

If you have any questions, 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 test time is finished.

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

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

Supervise students closely to make sure they are on task. Remember that you can only read the general instructions in the coloured boxes. (Refer to the section Assisting students on Pages 4 – 5 for additional guidelines.)
Make sure that students are writing with **2B** or **HB** pencils. Students must not use correction fluid or pens, felt pens or coloured pencils as these will affect the scanning of the test books.

Mark off the time intervals on the board.

Students who finish early should be encouraged to check their answers. When finished checking, they should close their test books and leave them on their desks. They may not engage in ‘early finisher’ activities, such as reading, which may provide clues to the test question answers. DO NOT collect the test books as this may be disruptive to other students. If a whole class finishes the test before the allocated time, teachers may use discretion in managing the testing environment and collect the test books.

**After 60 minutes, READ ALOUD**

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

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

**After 65 minutes, READ ALOUD**

The Reading test is now finished. Please put your pencils down and close your test books. Do not put your Reading magazine inside your test book. I will collect them separately.

**After the test**

- Collect all test books. Check that magazines are not inside test books as these are not returned for processing.
- Collect all Reading magazines for secure storage.
- Do not remove any pages from any test book.
- Check that ALL test books are accounted for, including those for students who did not sit or complete this session.
- Ensure that student attendance details are accurately recorded, either on a printed Student Attendance form, or directly onto the Test Administration website.
- Where appropriate, ensure that disability adjustment details are accurately recorded, either on a printed Student Attendance form, or directly onto the Test Administration website.
- Where appropriate, ensure that the personalised test book is attached to the Braille, Large Print, Black and White or Online Interactive test papers with a paperclip.
- Return all test books and Reading magazines to the Principal or NAPLAN coordinator as soon as possible for secure storage. Do not leave any test books, whether complete or incomplete, in a classroom.
- No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.
- Under no circumstances should student responses be copied or transcribed, either during or after the test.
THURSDAY 17 MAY 2012 – NUMERACY CALCULATOR ALLOWED TEST
Year 7 and Year 9

Numeracy Calculator Allowed test administration

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

This test is to be conducted in one session.

This is an assessment of a student’s ability in Number; Algebra, function and pattern; Space; and Measurement, chance and data.

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

Preparation for the Numeracy Calculator Allowed test
- Make sure each student has a calculator.
- Arrange the room so that students cannot see another student’s work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times including ten-minute intervals on the board.
- Check that there is a personalised Numeracy test book for each student. Note that this is a flip book. It contains two tests. The Numeracy Calculator Allowed test is at the front of the book and the Numeracy Non-Calculator test is at the back. Student details are printed on the Numeracy Calculator Allowed side only.
- Allocate a non-personalised test book to any student who does not have a personalised one. Please complete student details on the front cover using a 2B or HB pencil.
- Distribute the test books to students, making sure that the Numeracy Calculator Allowed side is facing them, and that each student has the correct test book.
- Under no circumstances should a student complete the test using another student’s personalised test book.

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

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

<table>
<thead>
<tr>
<th>Each student should have</th>
<th>The test administrator should have</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a Numeracy test book</td>
<td>• this Test Administration Handbook</td>
</tr>
<tr>
<td>• a sheet of blank paper for working out (not to be included with the test book)</td>
<td>• a Numeracy test book</td>
</tr>
<tr>
<td>• a calculator</td>
<td>• spare working-out paper</td>
</tr>
<tr>
<td>• 2B or HB pencils only</td>
<td>• spare calculators</td>
</tr>
<tr>
<td>• an eraser</td>
<td>• spare pencils, erasers, sharpeners</td>
</tr>
<tr>
<td>• a sharpener</td>
<td>• a watch or clock for timing the test</td>
</tr>
<tr>
<td>• this Test Administration Handbook</td>
<td>• a board to demonstrate practice questions and display the time sequence</td>
</tr>
<tr>
<td>• a Numeracy test book</td>
<td>• a Student Attendance form, or direct access to the Test Administration website.</td>
</tr>
</tbody>
</table>

Test administration script

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

**READ ALOUD**

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

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

Allow students time to check they have the appropriate materials.

**READ ALOUD**

Look at the Calculator Allowed side of your test book. Your details are printed on it. Check that this is your test book and that your details on the front cover are correct.

Point to the Calculator Allowed side of the test book. Allow students time to check their details. If there is an error, the test administrator must note the error and correct it later. (Refer to the section Correcting errors on personalised book covers on Page 7 for instructions.)

**READ ALOUD**

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

I will read them to you now.

1. You must do your own work and follow all directions given to you by the teacher.
2. Do not speak to other students and raise your hand if you need to speak to the teacher.
3. All questions must be answered using a 2B or HB pencil.
4. If you need to change an answer, carefully erase it and write another answer.
5. To confirm you have the correct booklet, print your name below when instructed.

Indicate where students should print their name.
**READ ALOUD**

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

Give students time to print their names.

**READ ALOUD**

Turn your test book to Page 3.

The Numeracy test has different types of questions to answer. These practice questions will show you how to do them. Before you begin the test, we will do the practice questions together but you will have to do the test questions by yourself.

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

**READ ALOUD**

Look at Practice Question 1.

To answer some questions, you have to shade one bubble.

The question mark in the coloured box shows that a number is missing.

Follow the words while I read the question.

```
P1  50, 100, 150, 200, 250, ?

Which number comes next in this sequence?

251 260 300 350

Which bubble should you shade?
```

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

Give students time to correct any errors.

The practice questions do not contribute to a student’s score.
READ ALOUD

Practice Question 2 shows the other way that some questions have to be answered.

You must write your answer in the box.

Follow the words while I read the question.

Write a number in the box to make this number sentence correct.

\[ 6 + 4 = \]

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

Give students time to answer the question.

Check students are using digits rather than words.

READ ALOUD

The correct answer is 10. You should have written the number 10 in the box.

Any variation of the answer 10, such as 5 + 5, will be marked as incorrect.

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

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

Give students time to correct any errors.

READ ALOUD

That is the end of the practice questions.

Remember to read the instructions carefully before you answer each question.

Do you have any questions?

Answer any questions from the students.
READ ALOUD

Turn back to the front of the test book. 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. 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 if you have time.

You must do your own work at all times and you are not allowed to talk to other students.

You have 32 questions and you have 40 minutes to complete the test.

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

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

Open your test book to Page 4. You may start now.

Supervise students closely to make sure they are on task.

Remember that you can read the words to individual students but you cannot read any numbers or symbols. (Refer to the section Assisting students on Pages 4 – 5 for additional guidelines.)

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

Mark off the time intervals on the board.

Students who finish early should be encouraged to check their answers. When finished checking, they should close their test books and leave them on their desks. They may not engage in ‘early finisher’ activities which may provide clues to the test question answers. DO NOT collect the test books as this may be disruptive to other students. If a whole class finishes the test before the allocated time, teachers may use discretion in managing the testing environment and collect the test books.

After 35 minutes, READ ALOUD

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

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

After 40 minutes, READ ALOUD

The Numeracy Calculator Allowed test is now finished. Put your pencils down and close your book. Do not put your working-out pages inside your test book. I will collect them separately.
After the test

- Collect all test books. Check that working-out pages are not inside test books as these are not returned for processing.
- Collect all working-out pages for secure storage.
- Do not remove any pages from any test book.
- Check that ALL test books are accounted for, including those for students who did not sit or complete this session.
- Ensure that student attendance details are accurately recorded, either on a printed Student Attendance form, or directly onto the Test Administration website.
- Where appropriate, ensure that disability adjustment details are accurately recorded, either on a printed Student Attendance form, or directly onto the Test Administration website.
- Return all test books and working-out pages to the Principal or NAPLAN coordinator as soon as possible for secure storage. Do not leave any test books, whether complete or incomplete, in a classroom.
- No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.
- Under no circumstances should student responses be copied or transcribed, either during or after the test.
THURSDAY 17 MAY 2012 – NUMERACY NON-CALCULATOR TEST
Year 7 and Year 9

Numeracy Non-Calculator test administration

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

This test is to be conducted in one session.

This is an assessment of a student’s ability in Number; Algebra, function and pattern; Space; and Measurement, chance and data.

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

Time allocation:
• Introduction time: approximately 10 minutes
• Test time: 40 minutes

Preparation for the Numeracy Non-Calculator test
• No calculators are to be available during this session.
• Arrange the room so that students cannot see another student’s work.
• Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
• Write a time sequence with start and finish times including ten-minute intervals on the board.
• Allocate a non-personalised Numeracy test book to any student who was absent from the Numeracy Calculator Allowed test, and who does not have a personalised test book. Please complete student details on the Calculator Allowed side of the book using a 2B or HB pencil.
• Distribute the Numeracy test books to students. Check that the Numeracy Non-Calculator test is facing them and that each student has the correct test book. The book should have the student’s details on the Numeracy Calculator Allowed cover.
• Under no circumstances should a student complete the test using another student’s personalised test book.

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

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

<table>
<thead>
<tr>
<th>Each student should have</th>
<th>The test administrator should have</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a Numeracy test book</td>
<td>• this Test Administration Handbook</td>
</tr>
<tr>
<td>• a sheet of blank paper for working out (not to be included with the test book)</td>
<td>• a Numeracy test book</td>
</tr>
<tr>
<td>• 2B or HB pencils only</td>
<td>• spare working-out paper</td>
</tr>
<tr>
<td>• an eraser</td>
<td>• spare pencils, erasers, sharpeners</td>
</tr>
<tr>
<td>• a sharpener.</td>
<td>• a watch or clock for timing the test</td>
</tr>
</tbody>
</table>

Test administration script

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

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

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

READ ALOUD

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

Allow students time to check they have the appropriate materials.

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

READ ALOUD

Turn the book over and look at the Calculator Allowed side of your test book. Your details are printed on it. Check that this is your test book and that your details on the front cover are correct.

Show students the Calculator Allowed side of the test book and allow them time to check that they have the correct book.
READ ALOUD

Turn your test book back to the Numeracy Non-Calculator side of the book.

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

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

I will read them to you now.

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

Indicate where students should print their name.

READ ALOUD

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

Give students time to print their names.

READ ALOUD

For all questions in this test you will either have to shade a bubble or write your answer in a box or boxes. Make sure you read the instructions carefully before you answer each question.

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

Are there any questions?

Answer any questions from the students.

(YEAR 7 ONLY) READ ALOUD

There are 31 questions in the test and you have 40 minutes to complete all the questions.

(YEAR 9 ONLY) READ ALOUD

There are 32 questions in the test and you have 40 minutes to complete all the questions.
(YEAR 7 AND YEAR 9) READ ALOUD

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.

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

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

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.

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

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

Open your test book to Page 2. You may start now.

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

Remember that you can read the words to individual students but you cannot read any numbers or symbols. (Refer to the section Assisting students on Pages 4 – 5 for additional guidelines.)

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

Mark off the time intervals on the board.

Students who finish early should be encouraged to check their answers. When finished checking, they should close their test books and leave them on their desks. They may not engage in ‘early finisher’ activities which may provide clues to the test question answers. DO NOT collect the test books as this may be disruptive to other students. If a whole class finishes the test before the allocated time, teachers may use discretion in managing the testing environment and collect the test books.

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

After 35 minutes, READ ALOUD

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

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

After 40 minutes, READ ALOUD

The Numeracy Non-Calculator test is now finished. Put your pencils down and close your book. Do not put your working-out pages inside your test book. I will collect them separately.
After the test

- Collect all test books. Check that working-out pages are not inside test books as these are not returned for processing.
- Collect all working-out pages for secure storage.
- Do not remove any pages from any test book.
- Check that ALL test books are accounted for, including those for students who did not sit or complete this session.
- Ensure that student attendance details are accurately recorded, either on a printed Student Attendance form, or directly onto the Test Administration website.
- Where appropriate, ensure that disability adjustment details are accurately recorded, either on a printed Student Attendance Form, or directly onto the Test Administration website.
- Where appropriate, ensure that the personalised test book is attached to the Braille, Large Print, Black and White or Online Interactive test papers with a paperclip.
- Return all test books and working-out pages to the Principal or NAPLAN coordinator as soon as possible for secure storage. Do not leave any test books, whether complete or incomplete, in a classroom.
- No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.
- Under no circumstances should student responses be copied or transcribed, either during or after the test.
AFTER THE TESTING PERIOD

Checking and packing test materials

1. Before packing materials, please check that:
   - student details on the test books are accurate
   - all test books are accounted for
   - Student Attendance forms and Test Session reports are accurately completed online, via the VCAA Test Administration website. This includes ensuring that all Disability Adjustments and records of Paper Attachments are indicated. Principals must submit a confirmation for online forms.

2. Use the Packing Return checklist to ensure that all of the following are packed into the container/s in which the test materials were delivered:
   - Any test books that have been used by students must be returned to the VCAA.
   - Any unused personalised test books must also be returned to the VCAA.

   Do not return:
   - Student Withdrawal forms, Record of Exemption forms or Request to Withhold Results forms – these are to be kept at the school and are subject to audit by the VCAA
   - Paper used by students for planning or working out
   - Any unused non-personalised test books
   - Reading magazines or Writing stimulus sheets
   - Packing Return checklist.

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

   If materials have not been collected by 3.45pm on Wednesday 23 May 2012, the principal should contact the VCAA on freecall 1800 648 637.

Collection

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

For Friday collection schools;
If your school does not require catch-up tests on Friday 18 May, please prepare all test books ready for collection by 9.30am on Friday 18 May.

If your school is conducting catch-up tests on Friday 18 May, please prepare all completed test books only for collection by 9.30am on Friday 18 May.

For all other schools;
Check and prepare completed test books ready for collection by 8.30am on Monday 21 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 25 May 2012, these completed test books must be returned by secure courier or registered mail, at the school's expense to:

VCAA Assessment Centre  
c/- Pearson Research and Assessment  
100 Station Street  
Nunawading  
VIC 3131
APPENDIX 1: USING ASSISTIVE TECHNOLOGY (COMPUTER) FOR THE WRITING TEST

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

Length of computer text equivalent to 3 pages of handwriting

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Word Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 3</td>
<td>650 words</td>
</tr>
<tr>
<td>YEARS 5, 7 and 9</td>
<td>900 words</td>
</tr>
</tbody>
</table>

Font

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

Conditions

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

After the test

The support person should:

- save identifying student information to the bottom left hand footer (to be on every page of the completed test response). For example:
  
  \[ \text{Student Name:} \]
  \[ \text{Year Level:} \]
  \[ \text{School:} \]
  \[ \text{Date of Birth and/or unique student identification number:} \]

- save the completed test to the desktop as a back-up
- print a copy of the completed test from the desktop
- delete the file from the desktop
- attach printed copy to student test book
- ensure that the appropriate information is recorded on the Student Participation form or the Test Administration website.
For your information – calculation undertaken to determine the maximum overall word limits allowed:

### Year 3 book:

21 lines x 3 pages; 6 – 8 words per line approximately;  
Average: \(21 \times 7 \times 3 = 441\) (10 = 630) rounded up to - **650 words maximum**

### Year 5 book:

28 lines x 3 pages; 8 – 10 words per line approximately;  
Average: \(28 \times 9 \times 3 = 756\) (10 = 840) rounded up to - **900 words maximum**

### Year 7 book:

28 lines x 3 pages; 8 – 10 words per line approximately;  
Average: \(28 \times 9 \times 3 = 756\) (10 = 840) rounded up to - **900 words maximum**

### Year 9 book:

28 lines x 3 pages; 8 – 10 words per line approximately;  
Average: \(28 \times 9 \times 3 = 756\) (10 = 840) rounded up to - **900 words maximum**
APPENDIX 2: Scribe Rules for the Writing Test

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

- The test administration scripts should be delivered exactly as outlined in this handbook.

- After allowing the student time to reflect and consider, the Scribe will write as the student dictates and must not suggest ideas or words to use nor prompt in any other way.

- As the student dictates, the Scribe will write word for word to represent the student's own language, printing all words in lower case without any punctuation, except as dictated by the student.

- The student may request the Scribe read the text back throughout the test for the purpose of maintaining continuity; however the Scribe should not lead the student to re-read the text.

- A spelling check must be performed before the student can be given the scribed text to proofread and edit. The Scribe will select four (4) easy words, four (4) average words and four (4) difficult words that have been used in the text and ask the student to orally spell each one. The Scribe will record the student’s oral spelling of each word in a space below the text.

- When completed, the Scribe must cover the scribed text and show the student only the 12 spelling words. The Scribe must ask the student to check these words and indicate any change that the Scribe should make.

- When the test is over, the Scribe will write the selected words in brackets next to each of the words spelt by the student to avoid any confusion during the marking process.

- During the editing time, the scribed text is given to the student to proofread and to indicate where punctuation is to be placed, if not indicated by the student in their original dictation. The Scribe will then mark the capitals, full stops, paragraphs etc. as directed by the student.

- During this time the student may also indicate any changes or additions to the text, and the Scribe will write these where indicated by the student.
**NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)**

**REQUEST FOR EXTRA MATERIALS**

**YEARS 3, 5, 7 & 9**

Fax this form to the VCAA on (03) 9225 2334 or email to: vcaa.naplan.help@edumail.vic.gov.au

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

**Notes:** 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 Officers may be able to supply materials (except for Large Print)

---

**BLOCK LETTERS (PRINT)**

<table>
<thead>
<tr>
<th>School name:</th>
<th>VCAA school code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal / Head teacher:</td>
<td></td>
</tr>
<tr>
<td>Telephone:</td>
<td>Fax:</td>
</tr>
<tr>
<td>Email:</td>
<td></td>
</tr>
<tr>
<td>Site address for delivery of materials:</td>
<td></td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Materials Required</th>
<th>Year 9 test books – Language Conventions/Writing</th>
<th>Year 9 test books – Reading</th>
<th>Year 9 test books – Numeracy (calc/non-calc)</th>
<th>Year 3 Large Print test materials*</th>
<th>Year 5 Large Print test materials*</th>
<th>Year 7 Large Print test materials*</th>
<th>Handbook for Principals</th>
<th>Test Administration Handbook for Teachers Years 3 &amp; 5</th>
<th>Test Administration Handbook for Teachers Years 7 &amp; 9</th>
<th>Test Materials Security Log</th>
<th>Packing Return Checklist</th>
<th>Parent Information Pamphlets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Years 3, 5, 7 &amp; 9 Writing stimulus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 test books – Language Conventions/Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 test books – Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 Reading magazines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 test books – Numeracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5 test books – Language Conventions/Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5 test books – Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5 Reading magazines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5 test books – Numeracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7 test books – Language Conventions/Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7 test books – Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7 Reading magazines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7 test books – Numeracy (calc/non-calc)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* # - Please indicate the type of Large Print format (N18, N24 or N36) and quantity required (e.g. N24 x 3)

---

Signature of Principal / Head Teacher (or delegate) __________________________ Date __________________________

2012 Years 7 and 9 - NAPLAN Test Administration Handbook for Teachers

48
REQUEST FOR EXTRA MATERIALS
YEARS 3, 5, 7 & 9

Fax this form to the VCAA on (03) 9225 2334 or email to: vcaa.naplan.help@edumail.vic.gov.au
Form also available online: www.vcaa.vic.edu.au/prep10

NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)

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.

BLOCK LETTERS (PRINT)

Notes:
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 Officers may be able to supply materials (except for Large Print)

1. Increase in student numbers
2. Quantity received less than indicated on the packing slip
3. Other (please specify)

School name:           VCAA school code:
Principal / Head teacher:         
Telephone:         Fax: 
Email: 
Site address for delivery of materials:

REASON FOR EXTRA MATERIALS (tick appropriate box)

<table>
<thead>
<tr>
<th>DETAILS OF MATERIALS REQUIRED</th>
<th>Quantity</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Years 3, 5, 7 &amp; 9 Writing stimulus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 test books – Language Conventions/Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 test books – Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 Reading magazines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 test books – Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5 test books – Language Conventions/Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5 test books – Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5 Reading magazines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5 test books – Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7 test books – Language Conventions/Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7 test books – Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7 Reading magazines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7 test books – Numeracy (calc/non-calc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9 test books – Language Conventions/Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9 test books – Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9 Reading magazines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9 test books – Numeracy (calc/non-calc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 Large Print test materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5 Large Print test materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7 Large Print test materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9 Large Print test materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handbook for Principals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Administration Handbook for Teachers Years 3 &amp; 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Administration Handbook for Teachers Years 7 &amp; 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Materials Security Log</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Packing Return Checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Information Pamphlets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signature of Principal / Head Teacher (or delegate)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date