VCAA NAPLAN Helpdesk

A Helpdesk service operates to assist principals and NAPLAN coordinators with queries about NAPLAN. 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 2013 TESTS**

14 May Literacy (Language Conventions, Writing)
15 May Literacy (Reading)
16 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 46) and return it to the VCAA as soon as possible
- place the secure materials (test books and stimulus materials) in double locked security
- document receipt, tracking, storage and distribution in the Test Materials Security Log throughout the test period
- distribute the *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- if required, generate forms for exempt and withdrawn students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 24 MAY 2013.**
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INTRODUCTION

Thank you for administering the National Assessment Program – Literacy and Numeracy (NAPLAN) in 2013. 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 NAPLAN. All personal information collected during NAPLAN 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 student gender, language background, Aboriginal and Torres Strait Islander (ATSI) status, Victorian Student Number (VSN) and date of birth.

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 NAPLAN. The VCAA, on behalf of the Department of Education and Early Childhood Development (DEECD), is 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 released for national reporting purposes.

The principal will ensure that all student details and results are kept 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 3

<table>
<thead>
<tr>
<th>Test</th>
<th>Date 2013</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 14 May</td>
<td>Before recess</td>
<td>15 minutes</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Writing</td>
<td>Tuesday 14 May</td>
<td>Before lunch</td>
<td>10 minutes</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Reading</td>
<td>Wednesday 15 May</td>
<td>Before recess</td>
<td>10 minutes</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Thursday 16 May</td>
<td>Before recess</td>
<td>10 minutes</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

Test schedule for Year 5

<table>
<thead>
<tr>
<th>Test</th>
<th>Date 2013</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 14 May</td>
<td>Before recess</td>
<td>15 minutes</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Writing</td>
<td>Tuesday 14 May</td>
<td>Before lunch</td>
<td>10 minutes</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Reading</td>
<td>Wednesday 15 May</td>
<td>Before recess</td>
<td>10 minutes</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Thursday 16 May</td>
<td>Before recess</td>
<td>10 minutes</td>
<td>50 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 (section 6) 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.
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 (Writing test only)
- blank paper for ‘working out’ in the Numeracy test.

Student materials

During testing, each student requires:

- 2B or HB pencils (or black or blue pen for the Writing test)
- an eraser
- a sharpener.

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).

Please refer to the Guidelines for the use of a computer by students with a temporary disability participating in the Writing test (Appendix 1) in this handbook, if applicable.

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**

Now you will complete 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

Students undertaking the tests are pre-enrolled using data provided to the VCAA. Pre-enrolment allows individual student details, including names, date of birth, gender, 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 personalised 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 front cover of the Language Conventions test book 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 test 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 for each student, during the testing period.
DISABILITY ADJUSTMENTS

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 their 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.

Only attachments which are related to disability adjustments should be returned for assessment. Attachments which contain planning work or are a continuation of student responses will NOT be assessed.

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 45.

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 43.

Note that prior approval from the VCAA is required for this adjustment. Please also note that the use of a scribe for the Writing test is not permitted for students with temporary injuries.
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. Each test administrator should have been issued a unique user ID and password from the principal or NAPLAN coordinator.

An Online Attendance Guide was distributed to schools with detailed instructions on how to use the NAPLAN Test Administration website. 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 test administrators should record student attendance during test sessions. Test administrators can enter attendance information onto the website at the time of the test session, or use a Student Attendance form printed from the website. Where printed attendance forms are used, the information must later be transferred to the website.

The website is currently open and will be available until Thursday 23 May 2013. 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 2013 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 recording exemptions and withdrawals onto the website, parents/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 Handbook for Principals (sections 5 and 6).
For each student nominated as exempt or withdrawn, the website will allow the printing of a form that must be completed with the signatures of the principal and parent/carer. These forms will be pre-populated with each student’s personal 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 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 via the Test Administration website are:

### Record of Exemption Form

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

- **English Language proficiency**
  - Students with a language background other than English, who arrived from overseas less than one year before the test.

- **Students with disabilities**
  - Students with significant intellectual or co-existing disabilities may be exempted from sitting the national tests after discussion with their parent/carer.

### Withdrawal Form

Students may be withdrawn from testing 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. Generally, a request to withhold a student’s results is 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 Test Administration website by close of business on **Thursday 23 May 2013**.
RECORDING STUDENT ATTENDANCE FOR NAPLAN

All student attendance information is collected online, via the Test Administration website

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:

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

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 materials. 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 23 May 2013.

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 23 May 2013.

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. Any new
students should have been added by the NAPLAN coordinator via the Test Administration website - they
are highlighted on the printed Student Attendance form. There are extra lines at the end of the form to
accommodate students who were not added via the Test Administration website 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 (e.g., present,
exempt) of a student is used to decide whether or not a student will receive a test result.
Students marked as either exempt, withdrawn or withhold results 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**

Indicate attendance status by shading the appropriate bubble for all students.

For students that are exempt or withdrawn, the bubbles should already be shaded on the printed Student Attendance form. (Please note that for exempted or withdrawn students, the appropriate forms should have been printed via the Test Administration website, and signed by the principal and parent/carer prior to the tests.) Students who have been exempt or withdrawn may be given a test book, but will not receive a test result.

Shade the ‘Present’ bubble for all students completing the test.

Shade the ‘Absent’ bubble for any student that is not at the school for the test.

Shade the ‘Left school’ bubble for any student that has permanently left the school.

If a student has been granted disability adjustments for the test session, shade the appropriate bubbles indicating the type of adjustment(s) provided. A student may have more than one adjustment for an individual test session. There is a space to describe ‘Other’ adjustments which do not fall into any of the categories provided. (In some instances, the disability adjustments bubbles may already be shaded on the printed Student Attendance form.)

For students that undertake a catch-up session either on the afternoon of the test days, or on Friday 17 May, shade the ‘Catch-up’ bubble.

On the occasion where a student has unavoidably left a test session early and has been unable to complete the test, shade the ‘Withhold results’ bubble. (Please note that in order for a student’s test results to be withheld, the appropriate form needs to be printed via the Test Administration website, and signed by the principal and parent/carer.)

There is space to describe ‘Other’ adjustments which do not fall into the pre-defined categories.
Examples:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date Of Birth</th>
<th>Shade ONE only</th>
<th>Disability Adjustments (shade all applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JANE BROWN</td>
<td>12/01/2001</td>
<td>Present</td>
<td></td>
</tr>
<tr>
<td>JOHN JONES</td>
<td>05/04/2002</td>
<td>Present</td>
<td></td>
</tr>
<tr>
<td>MARY LEE</td>
<td>30/10/2001</td>
<td>Present</td>
<td></td>
</tr>
<tr>
<td>BILL SMITH</td>
<td>21/02/2002</td>
<td>Present</td>
<td></td>
</tr>
<tr>
<td>DENIS VOLKOV</td>
<td>01/11/2001</td>
<td>Present</td>
<td></td>
</tr>
<tr>
<td>SIMON WALKER</td>
<td>02/08/2001</td>
<td>Present</td>
<td></td>
</tr>
<tr>
<td>TESS TANU</td>
<td>04/06/2002</td>
<td>Present</td>
<td></td>
</tr>
<tr>
<td>MAX WALSH</td>
<td>06/04/2001</td>
<td>Present</td>
<td></td>
</tr>
</tbody>
</table>

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

John was absent from the test session. He was 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. 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 is no longer enrolled at the school and has been marked left school.

Tess was absent from school in the morning, but was able to undertake a catch-up test in the afternoon. A result will be issued for this test.

Max started the test, but due to illness left the test session early. A result will not be issued for this test.

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, black or blue pen 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 write the name and date of birth of the student at the end of the form.
- Indicate the student’s participation status and record any disability adjustment (if appropriate).
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:

```
TEST SESSION REPORT
Record any incidents or irregularities that occurred during the test session.

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 designated NAPLAN test days (14 to 16 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 17 May.

Students absent for the three test days should not be expected to complete all tests on Friday 17 May. They should be marked absent for the tests they are unable to complete.

Only schools that have prior permission from the VCAA may conduct tests for classes or groups of students in the week of 20 to 24 May.
**TUESDAY 14 MAY 2013 – LANGUAGE CONVENTIONS TEST**

**Year 3 and Year 5**

**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 15 minutes
- Test time:  40 minutes

**Preparation for the Language Conventions test 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.
- 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>
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<tr>
<td>• a sharpener</td>
<td>• a watch or clock for timing the test</td>
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<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 3 and Year 5, unless otherwise stated.

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 test book, print your name in the boxes below when instructed.

Indicate where students should print their name.

READ ALOUD

Now print your names in the boxes 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 the words while I read it.

P1  The spelling mistake in this sentence has been circled. Write the correct spelling of the circled word in the box.
I go to school on a buss.

You have to spell the word bus 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-u-s. 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.

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

READ ALOUD

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

P2  There is one spelling mistake in this sentence. Write the correct spelling of the word in the box.
He has bloo eyes.

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 blue. You should have written b-l-u-e. 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.
- ☐ as
- ☐ so
- ☐ to
- ☐ of

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

Give students time to shade the 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 (YEAR 3 ONLY)**

For Practice Question 4 you have to shade one bubble, the same as in Practice Question 3.

Follow the words while I read them to you.

**P4** Where should the missing capital letter go in this sentence?

- On thursday we will make a cake.

In this question one of the arrows points to the correct word which needs a capital letter. Shade one bubble to show where the capital letter should be. Do that now.

Give students time to shade the bubble.

**READ ALOUD (YEAR 3 ONLY)**

The correct answer is Thursday. You should have shaded the first bubble. If you did not shade this bubble, rub out your answer completely and shade the first bubble now.

Give students time to correct their answers, rubbing out any errors completely.
READ ALOUD (YEAR 3 ONLY)

For Practice Question 5 you also have to shade one bubble.

Follow the words while I read them to you.

Which is a correct sentence?

- The sun are hot.
- The rocks is hard.
- Grass is green.
- Water are wet.

Only one sentence is correct even though each sentence has true information. Choose the sentence that is correct and shade the bubble next to it.

Give the students time to shade the bubble.

READ ALOUD (YEAR 3 ONLY)

Grass is green is the correct sentence. You should have shaded the third bubble. If you did not shade this bubble, rub out your answer completely and shade the third bubble now.

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

READ ALOUD (YEAR 5 ONLY)

For Practice Question 4 you also have to shade one bubble.

Follow the words while I read them to you.

Which is a correct sentence?

- The sun are hot.
- The rocks is hard.
- Grass is green.
- Water are wet.

Only one sentence is correct even though each sentence has true information. Choose the sentence that is correct and shade the bubble next to it.

Give the students time to shade the bubble.

READ ALOUD (YEAR 5 ONLY)

Grass is green is the correct sentence. You should have shaded the third bubble. If you did not shade this bubble, rub out your answer completely and shade the third bubble now.

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

There are 51 questions in the test and you have 40 minutes to complete all the questions. Work through all the questions until you have finished or until I tell you to stop.

After 20 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, mechanical 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 20 minutes, READ ALOUD**

Half the test time has passed. You should have finished the spelling questions. If you are not up to question 26 on 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 35 minutes, READ ALOUD**

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

**After 40 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.
- 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 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 14 MAY 2013 – WRITING TEST
Year 3 and Year 5

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 43.

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

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<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>
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<td>• a sharpener</td>
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<td>• a Student Attendance form, or direct access to the Test Administration website.</td>
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</table>

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

Test administration script

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

**READ ALOUD**

Now 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 the book back over to the Writing side of the book. 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 test book, print your name in the boxes below when instructed.

Indicate where students should print their name.
READ ALOUD

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

Give students time to print their names.

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 and the Writing test pages have a white border.

READ ALOUD

Put your pencils down now and listen carefully.

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 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 keywords, 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, mechanical 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 30 minutes, READ ALOUD**

You have five minutes left to finish your writing. If you have already finished, use this time to start checking your work.
After 35 minutes, READ ALOUD

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

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

You can choose to use this time to complete your writing 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 40 minutes, 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 15 MAY 2013 – READING TEST
Year 3 and Year 5

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, comprehend and respond to a variety of text types.

Time allocation

- Introduction time: approximately 10 minutes
- Test time:
  - Year 3: 45 minutes
  - Year 5: 50 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. Please complete student details on the front cover using a 2B or HB pencil.
- 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

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Test administration script

Note: The READ ALOUD instructions apply to both Year 3 and Year 5, 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 test book, print your name in the boxes below when instructed.

Indicate where students should print their name.

READ ALOUD

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

Give students time to print their names.

READ ALOUD (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.

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.

READ ALOUD

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.

READ ALOUD

The instruction says Read Sara’s early morning on page 8 of the magazine and answer questions P1 and P2.

Read Sara’s early morning now.

Give students time to read Sara’s early morning.

READ ALOUD

Look at Practice Question 1.

To answer some questions you must shade the bubble next to the correct answer.

Follow the words while I read the question.

P1 What did Sara plan to do on Saturday morning?

- homework
- play football
- go horseriding
- make breakfast

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 play football. If you did not shade the second bubble, next to play football, 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.

Note that the practice questions do not contribute to a student’s score on the assessment.
READ ALOUD (YEAR 3 ONLY)

Look at Practice Question 2. To answer this question you must write one number in each box.

Follow while I read the question.

P2  Write the numbers 1 to 4 in the boxes to show the order of events in the text.

☐ Sara put on football boots.
☐ Sara went back to bed.
☐ Sara got up early.
☐ Sara put on her shirt.

Your answer should show the order of what happened. Write one number in each box now.

Give students time to write their answer.

READ ALOUD (YEAR 3 ONLY)

The correct answer is 3 in the first box; 4 in the second box; 1 in the third box and 2 in the fourth box.

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

Are there any questions?

Answer any questions as necessary.
READ ALOUD (YEAR 5 ONLY)

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.

According to the text, what was Sara’s mistake?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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: Response refers to Sara making a mistake about the day.
- When Sara woke up she thought it was Sunday.
- She thought it was Sunday.
- No football that day.
- Sara thought Saturday was Sunday.
- It was the wrong day for football.
- Football day Sunday.

Incorrect: Response is vague, irrelevant or incorrect.
- The day (vague).
- Sara did not get dressed properly (incorrect).
- She went back to bed.
- Sara’s dad told her what to do (irrelevant).
- She got up too early.
- Her dad.
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 (YEAR 3 ONLY)**

There are 36 questions in the test and you have 45 minutes to complete all the questions.

**READ ALOUD (YEAR 5 ONLY)**

There are 37 questions in the test and you have 50 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 2. 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 \textbf{2B} or \textbf{HB} pencils. Students must not use correction fluid or pens, felt pens, mechanical 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.

\textbf{After 40 minutes, READ ALOUD (YEAR 3 ONLY)}

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.

\textbf{After 45 minutes, READ ALOUD (YEAR 3 ONLY)}

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.

\textbf{After 45 minutes, READ ALOUD (YEAR 5 ONLY)}

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.

\textbf{After 50 minutes, READ ALOUD (YEAR 5 ONLY)}

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.

The materials included in the Reading test magazine are intended to engage students and assess their literacy skills. Any views expressed in this material do not necessarily represent the views of ACARA.
THURSDAY 16 MAY 2013 – NUMERACY TEST
Year 3 and Year 5

Numeracy 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: Year 3: 45 minutes
  Year 5: 50 minutes

Preparation for the Numeracy 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.
- Check that there is a personalised Numeracy test book for each student.
- 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 Numeracy test books 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 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>
<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 3 and Year 5, unless otherwise stated.

READ ALOUD

Today you will complete a Numeracy test. 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 book until I tell you to.

Allow students time to check they have the appropriate materials.

READ ALOUD

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

Point to the front of the test book. Allow students time to check their details. 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. You are NOT permitted to use a calculator of any type for this test.
6. To confirm you have the correct test book, print your name in the boxes below when instructed.

Indicate where students should print their name.

READ ALOUD

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

Give students time to print their names.

READ ALOUD

Turn your test book to the back page.

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 the back cover 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.

Follow the words while I read the question.

P1 How many apples are shown?

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 the bubble. Give students time to answer the question.

READ ALOUD

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

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

Give students time to correct any errors.

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

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.

P2 Write a number in the box to make this number sentence correct.

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

Now look at Practice Question 3. For this question you need to give 2 answers. You need to write an answer in each box.

Follow the words while I read the question.

Which of these shapes are circles?

A B C D

Write a letter in each box. Make sure your answers fit inside the boxes.

Give students time to answer the question.

READ ALOUD

The correct answers are A and D. You should have written A in the first box and D in the second box, or D in the first box and A in the second box. Either order is correct.

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

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

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.

READ ALOUD (YEAR 3 ONLY)

There are 35 questions in the test and you have 45 minutes to complete all the questions.

READ ALOUD (YEAR 5 ONLY)

There are 40 questions in the test and you have 50 minutes to complete all the questions.

READ ALOUD (BOTH YEAR 3 AND YEAR 5)

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 2. You may start now.

Supervise students closely to make sure they are on task.

Remember that you can read the words to individual students 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, mechanical 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 40 minutes, READ ALOUD (YEAR 3 ONLY)

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 45 minutes, READ ALOUD (YEAR 3 ONLY)

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

After 45 minutes, READ ALOUD (YEAR 5 ONLY)

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 50 minutes, READ ALOUD (YEAR 5 ONLY)

The Numeracy test is now finished. Put your pencils down and close your books. 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 and Test Session reports are accurately recorded via the Test Administration website.
   • The principal has finalised all information by completing the confirmation process, including indicating all exemptions, withdrawals, withhold results and disability adjustments, via the Test Administration website by Thursday 23 May 2013.

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, Record of Exemption 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 22 May 2013, the principal should contact the VCAA on freecall 1800 648 637.

Collection

Schools have been advised 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 17 May, please prepare all test books ready for collection by 9.30am on Friday 17 May.

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

For all other schools:
Check and prepare completed test books ready for collection by 8.30am on Monday 20 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 24 May 2013, 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 three 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 have a temporary injury that prevents them from writing. Please refer to the Handbook for Principals (section 6) for more information.

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.
- Computer use must be in accordance with standard assessment practices: spelling and grammar checks, dictionary, predictive text, etc, must be turned off. Access to the internet or internal networks must also be completely restricted.
- Extra time may be used by the students at the discretion of the teacher, depending on the student’s familiarity using a keyboard with their non-writing arm.

After the test

The support person should:

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

- save the completed test to the desktop as a back-up
- print a copy of the completed test from the desktop
- delete the file from the desktop
- attach 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: $21 \times 7 \times 3 = 441 \approx 630$ rounded up to - **650 words maximum**

**Year 5 book:**

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

**Year 7 book:**

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

**Year 9 book:**

28 lines x 3 pages; 8 – 10 words per line approximately;
Average: $28 \times 9 \times 3 = 756 \approx 840$ 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: http://www.vcaa.vic.edu.au/Pages/prep10/naplan/index.aspx

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 Offices may be able to supply materials (except for large print).

BLOCK LETTERS (PRINT)

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

REASON FOR EXTRA MATERIALS (tick appropriate box)
1. Increase in student numbers
2. Quantity received less than indicated on the packing slip
3. Other (please specify)

DETAILS OF MATERIALS REQUIRED

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
<th>Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Years 3, 5, 7 &amp; 9 Writing stimulus</td>
<td></td>
<td>Year 9 test books – Language Conventions/Reading</td>
<td></td>
</tr>
<tr>
<td>Year 3 test books – Language Conventions/Reading</td>
<td></td>
<td>Year 9 test books – Reading</td>
<td></td>
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<tr>
<td>Year 3 test books – Reading</td>
<td></td>
<td>Year 9 Reading magazines</td>
<td></td>
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<tr>
<td>Year 3 Reading magazines</td>
<td></td>
<td>Year 9 test books – Numeracy (calc/non-calc)</td>
<td></td>
</tr>
<tr>
<td>Year 3 test books – Numeracy</td>
<td></td>
<td>Year 3 Large Print test materials*</td>
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<tr>
<td>Year 5 test books – Language Conventions/Reading</td>
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<td>Year 5 Large Print test materials*</td>
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<tr>
<td>Year 5 test books – Reading</td>
<td></td>
<td>Year 7 Large Print test materials*</td>
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<tr>
<td>Year 5 Reading magazines</td>
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<td>Year 9 Large Print test materials*</td>
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<tr>
<td>Year 5 test books – Numeracy</td>
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<td>Handbook for Principals</td>
<td></td>
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<tr>
<td>Year 7 test books – Language Conventions/Reading</td>
<td></td>
<td>Test Administration Handbook for Teachers Years 3 &amp; 5</td>
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<tr>
<td>Year 7 test books – Reading</td>
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<td>Test Administration Handbook for Teachers Years 7 &amp; 9</td>
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<tr>
<td>Year 7 Reading magazines</td>
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<td>Test Materials Security log</td>
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<td>Year 7 test books – Numeracy (calc/non-calc)</td>
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<td>Packing Return checklist</td>
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<td>Year 3 Large Print test materials#</td>
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<td>Parent Information pamphlets</td>
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<td>Year 5 Large Print test materials#</td>
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<tr>
<td>Year 9 Large Print test materials*</td>
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</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 ____________________________
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: http://www.vcaa.vic.edu.au/Pages/prep10/naplan/index.aspx

NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)

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 Offices 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)

DETAILS OF MATERIALS REQUIRED

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<th>Quantity</th>
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<tr>
<td>Common Years 3, 5, 7 &amp; 9 Writing stimulus</td>
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<td>Year 3 test books – Language Conventions/Writing</td>
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<td>Year 3 test books – Reading</td>
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<td>Year 3 Reading magazines</td>
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<td>Year 3 test books – Numeracy</td>
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<td>Year 5 test books – Language Conventions/Writing</td>
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<td>Year 5 test books – Numeracy</td>
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<td>Year 7 test books – Language Conventions/Writing</td>
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<td>Year 7 test books – Reading</td>
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<td>Year 7 Reading magazines</td>
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<td>Year 7 test books – Numeracy (calc/non-calc)</td>
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<td>Year 9 test books – Language Conventions/Writing</td>
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<td>Handbook for Principals</td>
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<td>Test Administration Handbook for Teachers Years 3 &amp; 5</td>
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<td>Test Administration Handbook for Teachers Years 7 &amp; 9</td>
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<td>Test Materials Security log</td>
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<td>Packing Return checklist</td>
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<td>Parent Information pamphlets</td>
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Signature of principal / head teacher (or delegate)
Date

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