acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

NAPLAN NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy

Test administration handbook for teachers

Years 7 & 9

2017

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

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:

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VCAA website	www.vcaa.vic.edu.au
NAPLAN Test Administration website:	https://www.naplanadmin.vic.edu.au

DATES FOR NAPLAN 2017 TESTS

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

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NAPLAN COORDINATOR'S CHECKLIST

The coordinator should: **Check** ☑

Before the test

- check the contents of the NAPLAN test package against the packing slip upon arrival and retain the container/s in which the materials arrived for return ☐
- request any extra materials (if required) via the Test Administration website 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, lodge an application for Scribe and Assistive Technology ☐
- if required, generate forms for exempt and withdrawn students ☐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 ☐

SCHOOLS ARE ALSO REMINDED THAT UNDER NO CIRCUMSTANCES SHOULD ANY TEST CONTENT, INCLUDING THE WRITING GENRE, BE DISCLOSED PRIOR TO THE SCHEDULED TESTS OR DURING THE TEST SECURITY PERIOD.

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, Withhold Results, application for Scribe and/or application for Assistive Technology 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 26 MAY 2017.

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INTRODUCTION

Thank you for administering the National Assessment Program – Literacy and Numeracy (NAPLAN) in 2017. 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 *Privacy and Data Protection Act 2014*. 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 students' 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 Training (DET), 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 7

Test	Date 2017	Test session time	Introduction	Test time allocation
Language Conventions	Tuesday 9 May	Before recess	10 minutes	45 minutes
Writing	Tuesday 9 May	Before lunch	10 minutes	40 minutes
Reading	Wednesday 10 May	Before recess	10 minutes	65 minutes
Numeracy	Thursday 11 May	Before recess	10 minutes	Part A calculator 50 minutes Part B non-calculator 10 minutes

Test schedule for Year 9

Test	Date 2017	Test session time	Introduction	Test time allocation
Language Conventions	Tuesday 9 May	Before recess	10 minutes	45 minutes
Writing	Tuesday 9 May	Before lunch	10 minutes	40 minutes
Reading	Wednesday 10 May	Before recess	10 minutes	65 minutes
Numeracy	Thursday 11 May	Before recess	10 minutes	Part A calculator 50 minutes Part B non-calculator 10 minutes

Time allowed for each test

Specific timing for each of the tests is provided in the tables above and 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, iPads and other devices, including bluetooth devices
- calculators (other than for Part A - the calculator Allowed section of the Numeracy test).

Test materials

You will need the following materials ready for distribution:

- personalised test books for students in your class or group
- non-personalised test books for students without personalised books
- the relevant stimulus materials (Reading and Writing tests only)
- blank paper for 'working out' in the Language Conventions test
- blank paper for planning the Writing test
- blank paper for 'working out' in the Numeracy test
- calculators for Part A - the calculator Allowed section of the Numeracy test if students are not bringing their own.

Student materials

During testing, each student requires:

- 2B or HB pencils (or black or blue pen for the Writing test)
- an eraser
- a sharpener
- a calculator for Part A - the calculator allowed section of the Numeracy test if not supplied by the school.

Supervising the test sessions

In supervising the tests, the test administrator must:

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

Assisting students

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

During **all** tests, you **MAY**:

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

During **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 Appendix 1 for the guidelines for the approved use of a computer by students for the Writing test.

During the **Reading** test, you **MUST NOT**:

- read anything from the magazine to the students
- read any of the test questions.

During the **Numeracy** test **only**, you **MAY**:

- read any words, numbers or symbols embedded within text but **do not read any numbers or symbols that are not embedded within text.** Refer to the below examples:

Example 1

What number will make this number sentence true?

4.52 + 3.68 = ☐ + 3.70

The numbers and symbols in this question **must not** be read as they are not embedded in text.

Example 2

Edward travelled 110 kilometres in 2 hours.
What was his average speed in kilometres per hour?

A. 50 B. 55 C. 70 D. 220

The numbers 110 and 2 may be read as they are embedded in the text. The numbers 50, 55, 70 and 220 **must not** be read as they are not embedded in text.

Example 3

The number 39 889 can be rounded in different ways.
Which two ways of rounding give the same answer?

A. Rounding to the nearest 10 and nearest 100.
B. Rounding to the nearest 10 and nearest 1000.
C. Rounding to the nearest 100 and nearest 1000.
D. Rounding to the nearest 1000 and nearest 10 000.

The number 39 889 in the question, and the numbers 10, 100, 1000 and 10 000 in the options, may be read as they are embedded in text.

The literacy demands of the Numeracy test should not exclude students from accessing the tests; however, a test administrator 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

Please note that there are no practice questions for Year 7 and Year 9 students.

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 printed 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 incorrect details are crossed out and that 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.

Please note: Only information that is factually incorrect should be updated. For instance, a student's first name should not be changed to a nick name or preferred name (e.g., Christopher should not be changed to Chris).

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 Part A Calculator Allowed and Part B non Calculator Numeracy test is 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 be lodged via the NAPLAN Test Administration website and approved by the VCAA prior to testing.

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 42.

The applications for scribe must be lodged by **Tuesday 2 May 2017** via the Test Administration website. VCAA will notify schools the outcome of the application prior to the tests. All signed application forms must be retained at the school for 12 months and may be subject to audit by the VCAA.

Guidelines for temporary injuries

Use of a computer (assistive technology) for the Writing test is allowed for students who have a temporary disability and must be pre-approved by the VCAA prior to testing. Guidelines for the use of computers for the Writing test are outlined in Appendix 1 on page 41.

The application for assistive technology must be lodged prior to testing via the Test Administration website. VCAA will notify schools the outcome of the application prior to the tests. All signed application forms must be retained at the school for 12 months and may be subject to audit by the VCAA. Please note the use of a scribe for the Writing test is not permitted for students with temporary injuries (e.g., broken arm).

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:

- Applying for the use of a scribe and assistive technology (if required)
- Requesting extra materials (if required)
- Producing and managing forms for student withdrawals, exemptions and withholding results as required
- Recording student attendance details for each test session.

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

An Online Attendance Guide containing detailed instructions on how to use the NAPLAN Test Administration website can be accessed via the 'Help' function on the website. 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 will 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 18 May 2017**. All attendance information must be finalised and confirmed by close of business on that date to ensure that processing of results can be completed.

Requesting extra materials

If insufficient quantities of materials are delivered to your school, the principal/NAPLAN coordinator should complete a request for additional materials via the Test Administration website as soon as possible. Alternatively, you can contact your regional office for additional supplies (excluding Alternative Test Formats).

RECORDING EXEMPTIONS, WITHDRAWALS AND WITHHOLDING RESULTS

All students that have been registered for the 2017 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 on 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 or withholding results 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. Forms are to 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 and have been attending school in Australia for less than a year before the test.
- Students with disabilities
    - Students with significant intellectual disability and/or those with significant co-existing conditions which severely limit their capacity to participate in the tests may be exempted from taking the national tests. This is determined after consultation has occurred by the principal, student and parent/carer that the student is not able to access the tests with adjustments.

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 website by close of business on **Thursday 18 May 2017**.

Please note: students marked as either exempt, withdrawn or withhold results will not receive a test result, even if they have completed the test. All personalised test books of exempt, withdrawn or withhold students must be returned to the VCAA.

RECORDING STUDENT ATTENDANCE FOR NAPLAN

All student attendance information is collected online, via the Test Administration website https:/ /www.naplanadmin.vic.edu.au.

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

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

- 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 of 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 Appendix 3 on page 43. 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 Test Administration website by close of business on **Thursday 18 May 2017**.

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 18 May 2017**.

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.

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 either directly onto the Test Administration website or using printed Student Attendance forms.

For pre-enrolled students

Indicate the appropriate attendance status for all students.

For students that are exempt or withdrawn, their status should already be indicated on the website or 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.

For all students completing the test, indicate that they are 'Present'.

For any student that is not at the school for the test, indicate that they are 'Absent'

For any student that has permanently left the school, indicate that they have 'Left School'.

If a student has been granted disability adjustments for the test session, record 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 most cases, disability adjustments should already be indicated, as they should have been discussed and agreed to with the parent/carer prior to the test.

For students that undertake a catch-up session either on the afternoon of the test days, or on Friday 12 May, record their status as 'Catch-up'. In cases of student catch-ups, please remember to update student status information on the Test Administration website.

On the occasion where a student has unavoidably left a test session early and has been unable to complete the test, indicate `Withhold results'. (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.)

Example of a printed Student Attendance form:

		Shade **ONE** only							Disability Adjustments (shade all applicable)							
Student Name	**Date Of Birth**	Present	Absent	Left School	Exempt	Withdrawn	Withhold Results	CatchUp	Separate Supervision	Extra Time	Rest Breaks	Scribe (writing test)	Support Person	Assistive Technology	Paper Attachment	Other
JANE BROWN	12/01/2001	●	○	○	○	○	○	○	○	○	●	○	○	●	○	
JOHN JONES	05/04/2002	○	●	○	○	○	○	○	○	○	○	○	○	○	○	
MARY LEE	30/10/2001	○	○	○	●	○	○	○	○	○	○	○	○	○	○	
BILL SMITH	21/02/2002	○	○	○	○	●	○	○	○	○	○	○	○	○	○	
DENIS VOLKOV	01/11/2001	●	○	○	○	○	○	○	○	○	○	○	○	○	○	
SIMON WALKER	02/08/2001	○	○	●	○	○	○	○	○	○	○	○	○	○	○	
TESS TANU	04/06/2002	○	○	○	○	○	○	●	○	○	○	○	○	○	○	
MAX WALSH	06/04/2001	○	○	○	○	○	●	○	○	○	○	○	○	○	○	

Jane was given a book and recorded as 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 non-personalised 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 and you are recording student attendance using the paper form, write the name and date of birth of the student at the end of the form. If you are entering into the website directly, you will need to inform your NAPLAN coordinator so that the student can be added and their attendance recorded.
- indicate the student's participation status and record any disability adjustment (if appropriate).

TEST SESSION REPORT

When test administrators are recording student attendance (either directly onto the website or using a printed form), any incidents or irregularities that occurred during the test should be indicated in the Test Session Report. 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 (9 to 11 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 12 May.

Students who are absent for the three test days should not be expected to complete all tests on Friday 12 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 15 to 19 May.

TUESDAY 9 MAY 2017 – LANGUAGE CONVENTIONS TEST
Year 7 and Year 9

Language Conventions test administration

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

This test is to be conducted in one session.

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

Please note that there are no practice questions for Year 7 and Year 9 students.

Time allocation

- Introduction time: approximately 10 minutes
- Test time: 45 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 is 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 and a sheet of blank paper to students. Make sure that the Language Conventions side of the test book is facing them, and that each student has the correct 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

Each student should have	The test administrator should have
• a Language Conventions/Writing test book • 2B or HB pencils only • an eraser • a sharpener • a sheet of blank paper (for working out answers).	• this *Test Administration Handbook* • a Language Conventions/Writing test book • spare pencils, erasers, sharpeners • a watch or clock for timing the test • a board to display time sequence • a printed Student Attendance form, or direct access to the Test Administration website • spare blank paper.

Test administration script

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

READ ALOUD

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

You may use the blank piece of paper for working out answers during the test. It will not be marked but it will be collected after the test.

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 8 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. 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

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

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

To show your answers in this test you will have to:

- write a word in the box provided
- shade one bubble

OR

- shade more bubbles if the questions says

Read the instructions for each question carefully.

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

Are there any questions?

Answer any questions from the students.

READ ALOUD

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. If you have time, you can go back to the questions you left out after you have finished the rest of the test.

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 50 questions and you have 45 minutes to complete all the questions. Work through all the questions until you have finished or until I tell you to stop.

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

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

I will mark off the time on the board and will tell you when you have 5 minutes left.

The test starts on page 2. 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 4–6 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 25 minutes, READ ALOUD

Half the test time has passed. You should have finished the spelling questions. If you are not up to page 4 in your test book, you should be close.

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

After 40 minutes, READ ALOUD

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

After 45 minutes, READ ALOUD

The Language Conventions test is now finished. Put your pencil down and close your book. Do not put your working-out page inside your test book. I will collect it separately. Stay seated while the test books are collected.

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, 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 paper 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 9 MAY 2017 – WRITING TEST
Year 7 and Year 9

Writing test administration

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

This test is to be conducted in one session.

This is an assessment of a student's ability to plan and write a 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.
- Check that you have the package that contains the year seven and year nine task. Each Writing stimulus page will have YEAR SEVEN AND YEAR NINE clearly marked in a white font in the top left hand corner on the black banner. 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 41.

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

Each student should have	The test administrator should have
• a Language Conventions/Writing test book • the coloured, single page YEAR SEVEN AND YEAR NINE Writing stimulus • a sheet of blank paper for planning • 2B or HB pencils or a black or blue pen • an eraser • a sharpener.	• this *Test Administration Handbook* • a Language Conventions/Writing test book • the coloured, single page YEAR SEVEN AND YEAR NINE Writing stimulus • extra blank paper • spare pencils, erasers, sharpeners • a watch or clock for timing the test • a board to display time sequence • a printed Student Attendance form, or direct access to the Test Administration website.

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

Test administration script

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

READ ALOUD

You will now do a Writing test. You should have your Writing test book, the YEAR SEVEN AND YEAR NINE Writing stimulus page, a piece of blank paper, a 2B or HB pencil or a black or blue pen, a sharpener and an eraser on your desk. Check to see that you have these things. Check that you have the Writing stimulus page that has YEAR SEVEN AND YEAR NINE clearly marked in a white font in the top left hand corner on the black banner. Put your finger on the words that say YEAR SEVEN AND YEAR NINE. Raise your hand if you cannot find the words that say YEAR SEVEN AND YEAR NINE.

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

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

I will read them to you now.
1. You must do your own work and follow all directions given to you by the teacher.
2. Do not speak to other students. Raise your hand if you need to speak to the teacher.
3. Use 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 plain white border.

READ ALOUD

Put your pencils down now and listen carefully while we look at the YEAR SEVEN AND YEAR NINE Writing stimulus sheet.

Hold up a copy of the **YEAR SEVEN AND YEAR NINE** Writing stimulus page for students to see.

READ ALOUD

You need to write about the topic or idea on the stimulus sheet.

The stimulus sheet also tells you what kind of text to write.

I will read the sheet for you. Follow the words while I read it to you.

Point to the information you are going to read. **Read everything on the YEAR SEVEN AND YEAR NINE 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 any pictures or images 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 on your planning page. You might like to use a diagram, write down your main ideas or key words, or you might like to plan by just thinking about what you will write.

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

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

Remember, the stimulus page may have words or pictures to help you think of ideas for the topic. You do not have to use all or any of these ideas. You **may** use your own ideas, as long as you write about the topic on the page.

Show the planning page.

READ ALOUD

You have 5 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 students are 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 5 minutes to edit your work. I will tell you when there are 5 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, 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 until all students have completed the tests.

After 30 minutes, READ ALOUD

You have 5 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 5 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 tests. Students may use this time to complete their writing; however, if they chose to do this, they must not be given any additional time 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 paper 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 10 MAY 2017 – READING TEST
Year 7 and Year 9

Reading test administration

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

This test is to be conducted in one session.

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

Please note that there are no practice questions for Year 7 and Year 9 students.

Time allocation

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

Preparation for the Reading test

- Arrange the room so that students cannot see another student's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times including ten-minute intervals on the board.
- Check that there is a personalised Reading test book and a Reading magazine for each student.
- Allocate a non-personalised test book to any student who does not have a personalised one. 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

Each student should have	The test administrator should have
• a Reading test book • a Reading magazine • 2B or HB pencils only • an eraser • a sharpener.	• this *Test Administration Handbook* • a Reading test book • a Reading magazine • spare pencils, erasers, sharpeners • a watch or clock for timing the test • a board to display the time sequence • a printed Student Attendance form, or direct access to the Test Administration website.

Test administration script

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

READ ALOUD

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

Do not 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 8 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. 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.

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

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 7 ONLY)

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

READ ALOUD (YEAR 9 ONLY)

There are 49 questions in the test and you have 65 minutes to complete all the questions.

READ ALOUD (BOTH YEAR 7 AND 9)

To show your answers in this test you will have to:

- shade one bubble
- shade more bubbles if the questions says

OR

- write your answer in the boxes provided

Read the instructions for each question carefully.

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 you find that a question is too hard for you, go on to the next one. If you have time, you can go back to the questions you left out after you have finished the rest of the test.

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 5 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 – 6 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 the test books.

Mark off the time intervals on the board.

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

After 60 minutes, READ ALOUD

You have 5 minutes left to finish the test. If you have already finished, use this time to check that you have answered all the questions.

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

After 65 minutes, READ ALOUD

The Reading test is now finished. Please put your pencils down and close your test books. Do not put your Reading magazines inside your test books. 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 paper 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 11 MAY 2017 – NUMERACY TEST
Year 7 and Year 9

Numeracy test administration

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

Each student will sit one Numeracy test. Please allow a minimum of 75 minutes for this test (see *Time allocation* section below).

The Numeracy test has two parts:

- Part A – the Calculator Allowed section is an assessment of a student's ability in Numeracy when using a calculator.
- Part B – the Non-calculator section is an assessment of a student's ability in Numeracy, including calculation fluency, without the aid of a calculator.

Both parts of the Numeracy test are to be conducted in **one session**.

Test administrators are responsible for ensuring that students do not have access to calculators in the Part B section of the Numeracy test.

Time allocation:

- **Introduction time: approximately 10 minutes**
- **Part A – Calculator Allowed test time: 50 minutes**
- **Brief pause to ensure calculators are not accessible to students***
- **Part B – Non-calculator test time: 10 minutes**

* Removing access to calculators should be managed as quickly as possible and with minimal disruption. Students must not leave the room nor be given an opportunity to discuss Part A of the test during this time. This time should not be used as a break.

In the Numeracy test, any words, numbers or symbols embedded within text may be read to students **but do not read any numbers or symbols that are not embedded within text**. Refer to the section *Assisting students* in this handbook for additional guidelines and examples.

The literacy demands of the Numeracy test should not exclude students from accessing the tests; however, a test administrator 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.

Preparation for the Numeracy test session

- Make sure each student has a calculator (for use in Part A – the Calculator Allowed section ONLY).
- Determine the most efficient way of managing the short break to ensure calculators are not accessible during Part B. It is a school decision where the calculators should be placed during Part B. For example, the calculators may be collected, placed on the floor etc.
- Arrange the room so that students cannot see each other's work or calculator.
- 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 10 minute intervals on the board for Part A – Calculator Allowed and a 5 minute interval for Part B – Non-calculator.
- Check that there is a personalised *Numeracy* test book for each student. Please note that this is a flip book. It contains two parts:
    - Part A – Calculator Allowed at the front of the book where student details are printed and
    - Part B – Non-calculator at the back.
- Allocate a non-personalised test book to any student who does not have a personalised test book. Please complete student details on the front cover using a **2B** or **HB** pencil.
- Distribute the *Numeracy* test books to students, making sure that Part A – the Calculator Allowed side is facing them, and that each student has the correct test book.
- Under no circumstances should a student complete the test using another student's personalised test book.

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

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

Materials required

Each student should have	The test administrator should have
• a *Numeracy* test book • a sheet of blank paper (for working out answers) • a calculator (for Part A – Calculator Allowed ONLY) • 2B or HB pencils only • an eraser • a sharpener.	• this *Test Administration Handbook* • a *Numeracy* test book • spare working-out paper • spare calculators (for Part A – Calculator Allowed ONLY) • spare pencils, erasers, sharpeners • a watch or clock for timing the two parts of the test • a board to display the time sequence • a printed Student Attendance form, or direct access to the Test Administration website.

Calculators:

In Part A – the Calculator Allowed section of the test, students should use the calculator they currently use at school or are most familiar with, where possible. It should be silent, hand-held and contain its own power source (battery or solar).

Ensure you have a reserve supply of calculators for students who do not have their own.

The calculator should **not**:

- be multifunctional
- have the capacity to communicate wirelessly
- have an alphabetical keyboard or
- be internet accessible.

Test administrators should check to ensure that information that might advantage a student has not been stored on the calculators or in the calculator covers.

Instruction booklets or manuals for calculators **must not** be used.

During the test, students **must not** share a calculator with any other student.

Calculators **must not** be accessible to students during Part B – the Non-calculator section of this test.

Part A – Calculator Allowed test administration script

READ ALOUD

Today you will complete the *Numeracy* test. This test has two parts: one where calculator use is permitted and one where it is not.

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

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

Allow students time to check they have the appropriate materials.

READ ALOUD

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

Point to the Calculator Allowed side of the test book. Allow students time to check their details. If there is an error, the test administrator must note the error and correct it later. (Refer to the section *Correcting errors on personalised book covers* on page 8 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. 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

To show your answers in this test you will have to:

- shade one bubble
- shade **more** bubbles if the question says

OR

- write your answer in the box or boxes provided.

In this test I can read the questions to you if you need help. However, 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, erase it completely and try again.

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

If you find that a question is too hard for you, go on to the next one. If you have time, you can go back to the questions you left out after you have finished the rest of Part A.

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

There are 40 questions in Part A – the Calculator Allowed section of the test and you have 50 minutes to complete all the questions. You **must stop** at the end of Part A.

If you finish early, check your answers to Part A then wait quietly until the test time for Part A is finished. **Do not open Part B** until instructed.

I will mark the time off on the board and will tell you when you have 5 minutes left.

Do you have any questions?

Answer any questions from the students.

READ ALOUD

Open Part A of your test book to page 2. You may start now.

Supervise students closely to make sure they are on task.

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

Mark off the time intervals on the board.

Students who finish early should be encouraged to check their answers. When they have finished checking, students 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. They **MAY NOT** start Part B of this test book. **DO NOT** collect the test books as this may be disruptive to other students. If a whole class finishes Part A before the allocated time, test administrators may use discretion in managing the testing environment and the transition to Part B.

After 45 minutes, READ ALOUD

You have 5 minutes left to finish Part A – the Calculator Allowed section of the test. If you have already finished, use the time to check your answers. Do not open your test book to Part B yet.

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

After 50 minutes, READ ALOUD

Part A – the Calculator Allowed section of the Numeracy test is now finished. Put your pencil down and close your book. Please sit quietly while we prepare for Part B.

Next you will do Part B – the Non-calculator section of the Numeracy test. In Part B you **cannot** use a calculator.

In preparation for Part B of the Numeracy test, make sure that students **do not** have access to their calculators. This may be managed at the discretion of test administrators. For example, calculators may be collected up or switched off and placed on the floor. Removing access to calculators should be managed as quickly as possible and with minimal disruption. Students must not leave the room nor be given an opportunity to discuss Part A of the test during this time.

Part B – Non-calculator test administration script

Make sure students do not have access to their calculators during this part of the test.

READ ALOUD

Now you will do the second part of the *Numeracy test – Part B*. In this part of the test you **cannot** use a calculator. Do not open your test book until I tell you.

Turn your test book over to the **Non-calculator side**

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. 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

There are 8 questions in Part B – the Non-calculator section of this test and you have 10 minutes to complete all the questions. You cannot use a calculator for this part of the test.

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

You **must not** go back to Part A of the test book.

I will mark the time off on the board and will tell you when to finish.

Open Part B of your test book to page 2. You may start now.

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

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

Mark off the time intervals on the board.

Students who finish early should be encouraged to check their answers. When they have finished checking, students 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, test administrators may use discretion in managing the testing environment and collect the test books.

Ensure that students do not return to work on Part A – the Calculator Allowed section of this test.

After 10 minutes, READ ALOUD

Part B – the Non-calculator section of the test is now finished. Put your pencil down and close your book. Do not put your working-out page 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 paper 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 online, 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 18 May 2017**.

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, Request to Withhold Results, Scribe or Assistive Technology 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 Thursday 18 May 2017, 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 12 May, please prepare all test books ready for collection by **9.30am on Friday 12 May**.

If your school is conducting catch-up tests on Friday 12 May, please prepare all **completed** test books only for collection by **9.30am on Friday 12 May**. Completed catch-up tests will be picked up the following week.
Please advise the couier if a second collection is required.

For all other schools:
Check and prepare completed test books ready for collection by **8.30am on Monday 15 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 19 May 2017, 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:

YEAR 3:	700 words
YEARS 5, 7 and 9:	900 words

Font

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

Conditions

- The temporary injury must be to the hand or arm the student usually writes with, and must prevent the student writing with that hand.
- 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
- attach printed copy to student test book
- ensure that the appropriate information is recorded on the Student Attendance form or the Test Administration website.

APPENDIX 2: SCRIBE RULES FOR THE WRITING TEST

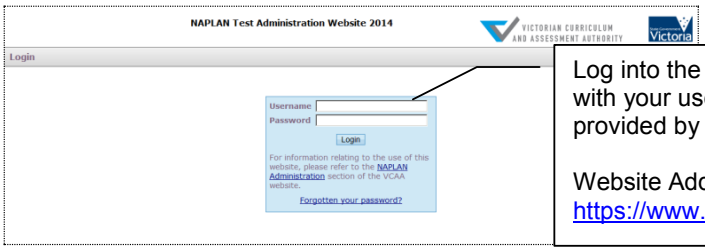
A scribe must be fully aware of, and adhere to, the test administration procedures and the following conditions (Scribe Rules)

Scribe Rules

- Test instructions should be delivered exactly as outlined in this handbook.
- After allowing a student time to reflect and consider, a scribe will write as the student dictates and must neither suggest ideas or words to use, nor prompt in any other way.
- As the student dictates, the scribe will write word for word to reproduce the student's own language, printing all words in lower case without any punctuation, except as dictated by the student. The student must be aware of the need to advise of punctuation.
- The student may read or 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) hard 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 of these 12 words 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 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.

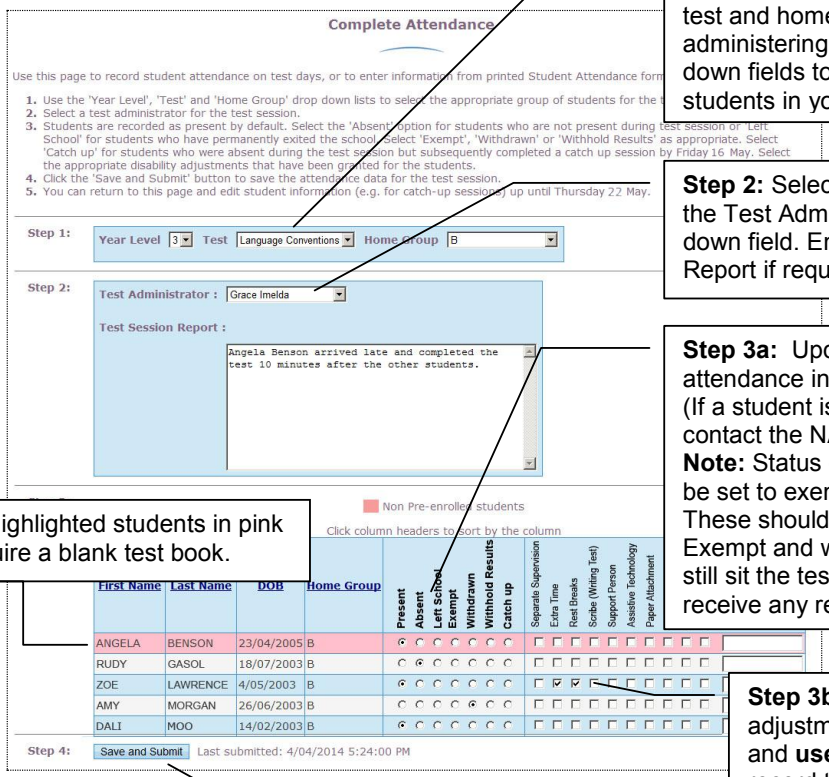
APPENDIX 3: TEST ADMINISTRATION WEBSITE QUICK REFERENCE GUIDE

Completing Attendance: Quick Reference Sheet for Test Administrators



Log into the Test Administration website with your username and password provided by your NAPLAN coordinator.

Website Address:
https://www.naplanadmin.vic.edu.au/



Step 1: Select the year level, test and home group you are administering from the drop down fields to display the list of students in your test session.

Step 2: Select your name from the Test Administrator drop down field. Enter a Test Session Report if required.

Step 3a: Update the student attendance information accordingly. (If a student is missing from the list, contact the NAPLAN coordinator.)
Note: Status of some students may be set to exempt or withdrawn. These should not be changed. Exempt and withdrawn students can still sit the tests but they will not receive any results.

Note: Highlighted students in pink will require a blank test book.

Step 3b: Where disability adjustments have been granted and **used** during the test session, record these using the checkboxes next to each student. There is an 'Other' text field available to type additional information for a student.

Step 4: Click 'Save and Submit' to store the completed attendance

Note: After 60 minutes of inactivity, the user will be automatically logged out of the website and any unsaved changes will be lost. A warning message will appear as a reminder after 45 minutes of inactivity.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

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NAPLAN NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy