Year 3 Writing
NAPLAN test administration handbook for teachers

2022

VCAA NAPLAN Helpdesk

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

CONTACT DETAILS

Freecall	**1800 648 637**
Email	**vcaa.naplan.help@education.vic.gov.au**
VCAA website	**www.vcaa.vic.edu.au**
NAPLAN Test Administration website:	**https://www.naplanadmin.vic.edu.au**

DATE FOR 2022 NAPLAN WRITING TEST

10 May	**Literacy (Writing)**

NAPLAN COORDINATOR'S CHECKLIST

The coordinator should:

Check ✓

Before the test

- check the contents of the Year 3 NAPLAN writing test package against the packing slip upon arrival and retain the boxes in which the materials arrived for return ☐

- request 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 *2022 NAPLAN ONLINE TEST MATERIALS SECURITY LOG* throughout the test period ☐

- distribute this handbook to test administrators as soon as possible ☐

- if required, lodge an application for scribe and/or assistive technology ☐

- if required, generate forms for exempt and withdrawn students ☐

- conduct a briefing on test administration for test administrators ☐

- on the day before the test, sort and collate test books and stimulus materials in preparation for distribution to test administrators on test day ☐

- 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 the test ☐

- 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 on the front of each test book ☐

- check that any record of exemption, withdrawal, 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 3 JUNE 2022.

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NAPLAN COLLECTION NOTICE AND PRIVACY POLICY

What is NAPLAN?

The National Assessment Program – Literacy and Numeracy (**NAPLAN**) is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. The assessments are undertaken every year in May. NAPLAN is run at the direction of the Education Council.

The Australian Curriculum, Assessment and Reporting Authority (**ACARA**) is the independent statutory authority responsible for the overall management of the Australian National Assessment Program, in collaboration with representatives from all states and territories and non-government school sectors.

The VCAA

The Victorian Curriculum and Assessment Authority (**VCAA**) is a statutory authority continued under the *Education and Training Reform Act 2006* (Vic). The VCAA is responsible for curriculum, assessment and reporting in year levels Foundation to 12 for all Victorian school students. The VCAA is also the Test Administration Authority responsible for the administration and delivery of NAPLAN in Victoria.

Personal information about children and their parents/guardians is collected by the VCAA for the purposes of administering and delivering NAPLAN. This notice describes what personal information the VCAA collects, how the VCAA uses that information and to whom the information is disclosed.

Collection of information

The VCAA collects personal information within the meaning of the *Privacy and Data Protection Act 2014* (Vic) (**PDP Act**) about all Victorian school students who sit NAPLAN in years 3, 5, 7 and 9. The VCAA collects this information from schools. The VCAA may also collect personal and health information within the meaning of the *Health Records Act 2001*(Vic), for example, when a student applies for disability adjustments to undertake NAPLAN testing.

The VCAA collects personal information about students each time they sit NAPLAN tests. This includes student's name, school, year level, Victorian Student Number (VSN), gender, date of birth, country of birth, language background, Aboriginal and Torres Strait Islander (ATSI) status, parental occupation and parental education. The VCAA also collects student NAPLAN test responses for the **primary purpose** of assessing and reporting on student learning against the national minimum standards. This helps to improve learning outcomes. NAPLAN test responses may be reported to a student's past and current school, or any future school they attend. The test responses may also be reported across school sectors (e.g. Government and Non-Government) and to other Government agencies and statutory bodies, in order to improve learning outcomes for a particular student.

Use and disclosure of information

The personal information collected by the VCAA will be used by VCAA employees and disclosed to and used by VCAA contractors for and in connection with the abovementioned purposes, and for analysis and research associated with the VCAA's statutory functions.

If personal information is not provided, student test responses cannot be assessed and reported for the purposes set out above.

The VCAA discloses personal information as set out below:

- NAPLAN test results are given to the student's parent/guardian;
- Student name, date of birth, gender, language background, ATSI status and NAPLAN test results will be given to the student's past and current school, as well as any future school they attend. This data may also be given to different school sectors (e.g. Government and Non-Government).

The VCAA discloses de-identified and aggregated data:

- to another State of Australia or the Commonwealth Government upon request or to comply with reporting requirements;
- on request from the Victorian Registration and Qualification Authority (**VRQA**) in relation to the VRQA's statutory functions, including the registration of schools and training organisations; and
- third party researchers, for the purposes of analysis and research related to education, health and other policy issues. Personal information will only be provided to researchers where they have written consent from parents or students for the VCAA to disclose that personal information.

The following information is disclosed to ACARA for national reporting and education policy purposes and to Educational Services Australia Limited (ESA), a national not-for-profit company owned by all Australian education ministers, for the administration of NAPLAN Online:

- VCAA Student identifier
- Gender
- Date of birth
- Country of birth
- Language background
- ATSI status
- Parent/guardian occupation and education
- Parent languages
- Test responses
- Year level and classes
- School

Personal information (first name, surname, DOB, gender) as well as NAPLAN results and a range of 'background information' (gender, ATSI status, language background, school parent/guardian occupation and education) are provided to education sector authorities (e.g. Victorian Department of Education and Training, Catholic Education Commission Victoria, and Independent Schools Victoria).

Personal information collected for the abovementioned purposes will not otherwise be used or disclosed by the VCAA, except with the prior consent of the student (or student's parent or guardian where applicable) and in accordance with the PDP Act, or if the VCAA is required or otherwise permitted by law to do so.

Access and correction

An individual may request access to personal information, if any, the VCAA holds about them, and request its correction if inaccurate. Contact the VCAA NAPLAN helpdesk on 1800 648 637 or vcaa.naplan.help@education.vic.gov.au.

Further information

Further information about NAPLAN is available on the VCAA's website at www.vcaa.vic.edu.au.

The VCAA Privacy Policy can be found at https://www.vcaa.vic.edu.au/Footer/Pages/Privacy.aspx.

Information about ACARA's collection, use and disclosure of personal information about NAPLAN is available on the ACARA website: https://www.acara.edu.au/contact-us/privacy#PartC.

ESA's Online National Assessment Platform (Assessment Platform) Privacy Policy is available at: https://www.assessform.edu.au/Public/Legals/PrivacyPolicy.aspx.

THE YEAR 3 PAPER–BASED NAPLAN WRITING TEST

The Education Council, comprising state, territory and Commonwealth education ministers, has agreed that in 2022, all states and territories will continue to conduct Year 3 writing using paper-based test, including those transitioning to NAPLAN Online.

For schools with Year 3 students, this means that Year 3 students must sit the writing test on **Tuesday 10 May**. Year 3 catch up sessions must be completed by **Friday 13 May 2022**.

Participation for Year 3 students will be marked on the front of the test books and all test books will be collected by a courier.

Preparing for the writing test

Before the test day

In the weeks before the test, the school principal/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 test
- review the handling of emergencies and problem situations
- explain the organisational arrangements for non-participating students
- ensure that you are familiar with all the test administration instructions and procedures
- establish the procedures to be undertaken when the test is administered by a casual, relief or supply teacher
- ensure you are aware of any disability adjustments provided to the students in your session and how to manage them.

On test days

Prior to commencing, please ensure you have all materials required for the test session and that you understand all procedures. Allow enough time to ensure the classroom is set up as a suitable test environment.

Test materials

You will find a list of required student and test administrator materials at the beginning of the Writing test administration section later in this handbook.

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/tape
- ✗ glue
- ✗ reusable adhesive
- ✗ mobile phones, or any other devices that connect to the internet either through Wi-Fi or Bluetooth, that can transmit, extract and display or read out data to the user.

Supervising the test sessions

While supervising the test, you must:
- deliver the instructions accurately
- encourage student participation
- actively monitor student conduct by regularly walking around the room and checking that students are not talking, collaborating or using prohibited items as listed above.

Assisting students

Professional and ethical behaviour in accordance with the *NAPLAN national protocols for test administration – online* is expected in all aspects of the test administration. Any additional support given to a student that advantages them in any way is considered cheating.

Your NAPLAN coordinator should provide you with a copy of the *NAPLAN national protocols for test administration – online*. You can also download a copy from the NAP website:
https://www.nap.edu.au/naplan/school-support/national-protocols-for-test-administration

During the writing test, you **MAY**:
- ✓ read and clarify general instructions (as indicated by **READ ALOUD** in this handbook – see below)
- ✓ provide general encouragement to continue.

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

✗   discuss the writing task

✗   provide any content information, whether orally or in writing

✗   prompt students regarding the text stucture or writing prompt

✗   give hints or examples

✗   write for a student (except where the use of a scribe has been approved by the VCAA)

✗   remind students about related work completed in class

✗   provide extra time unless provided as a disability adjustment or because of a documented disruption during the test session.

Reading the test administration script

It is important that the test is administered uniformly according to the instructions in this handbook.

Test administrators must **READ ALOUD** to students all instructions which appear in the 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.

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 writing 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 writing 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 the writing test book is incorrect, the test administrator should ensure that incorrect details are crossed out and that correct details are clearly indicated.

A student should not complete the 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 writing test books, **used and unused**, must be returned to the VCAA.

Non-personalised test books

Writing 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 the writing 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).

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

Correcting errors on personalised test book covers

At the beginning of the test session students will be asked to check that they have the test book that has their details printed on it and to check the accuracy of the details. These details have been printed from enrolment data provided by your school.

If there is an error in the printed details on the personalised test book, rule a single line through the incorrect information and print the correct details neatly.

DATE OF BIRTH:
~~14/06/2003~~ 23 SEPTEMBER 2004

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).

Recording test participation

You MUST shade ONE of the bubbles on the front of the cover of the student's test book to indicate their test participation.

Please shade these bubbles at the end of each test session.

If a student was present, shade the 'Present' bubble.

If a student was absent, shade the 'Absent' bubble. But if the student subsequently completes the test in a 'catch-up' session, ensure that the shaded 'Absent' bubble is erased and shade the 'Catch-up' bubble.

If a student has left the school, shade the 'Left School' bubble.

It is important that bubbles are shaded accurately and information relating to student absence is completed correctly.

An example of the participation bubbles on the front cover of the personalised Year 3 writing test book is below:

FOR TEACHER ONLY:
1. Please indicate student attendance on test day (shade one only)

⬛ Present　　　⬭ Catch-up　　　⬭ Left School　　　⬭ Absent

2. Please indicate if this student was given disability adjustments to complete this test

⬭ Separate Supervision　　⬛ Rest Breaks　　⬭ Assistive Technology　　⬭ Other (specify below)

⬭ Extra Time　　　　　　　⬭ Scribe　　　　⬭ Paper Attachment

In the example above, the student was present for the test and was given a rest break.

TUESDAY 10 MAY 2022 - WRITING TEST - YEAR 3

Writing test administration

The Year 3 writing test is administered as a paper-based test.

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. No assistance from the test administrator or teacher is allowed.

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 each other'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 10 minute intervals on the board.
- Check that there is a Year 3 personalised writing test book and a Year 3 writing stimulus page for each student.
- Allocate a non-personalised writing test book to any student who does not have a personalised test book. Please complete the student's details using a 2B or HB pencil or black/blue pen.
- Distribute the writing test books, stimulus page and one sheet of blank paper to each student. Check that you are using the correct writing stimulus - each writing stimulus page will have YEAR 3 AND YEAR 5 clearly marked in a white font in the top left-hand corner on the black banner.
- **Under no circumstances should a student complete the test using another student's personalised test book.**
- Ensure you are aware of any disability adjustments provided to the students in your session and how to manage them.

TAA approval is required for assistive technology.

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 14.

TAA approval is required to use a scribe. You may need to allow students using a scribe extra time to complete their tests.

So that scribed scripts can be readily identified and marked appropriately during the marking process, scribes must write at the top of a student's writing paper 'This student has approval for a scribe and all scribing rules are acknowledged.'

For scribe rules refer to page 15 of this handbook.

Materials required

Each student must have	The test administrator must have
• a Year 3 writing test book • the coloured, single YEAR 3 AND YEAR 5 writing stimulus page • a sheet of blank paper for planning • a 2B or HB pencil or black/blue pen • an eraser • a sharpener.	• a Year 3 writing test book • the coloured, single page YEAR 3 AND YEAR 5 writing stimulus page • this test administration handbook • extra blank paper • spare pencils or black/blue pens, erasers, sharpeners • a watch or clock for timing the test • a board to display the time sequence • a class list.

Students **must not** have access to reading books during the writing test.

Test administration script

READ ALOUD

Today you will complete the *writing test*. Check that you have:

• your *Year 3 writing* test book
• the writing stimulus page, and
• a piece of blank paper on your desk.

On your writing stimulus page, look at the black banner in the top left-hand corner. Put your finger on the words that say YEAR 3 AND YEAR 5. Raise your hand if you cannot find these words.

Now check that you have a 2B or HB pencil or black/blue pen, a sharpener and an eraser on your desk. 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. Check that all students have the correct test book.

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. 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.

READ ALOUD

Put your pencil or pen down now and listen carefully while we look at the writing stimulus page.

Hold up a copy of the **YEAR 3 AND YEAR 5** writing stimulus page for students to see.

READ ALOUD

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

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

I will read the page 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 3 AND YEAR 5 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 or idea

✗ give students ideas or pre-developed plans

✗ discuss any pictures that may be on the stimulus page

✗ write anything on the board other than the time sequence

✗ plan for the students.

When you have finished reading the stimulus page:

READ ALOUD

In this test you will have five minutes to plan your work, 30 minutes to write, and then another five minutes to edit your work.

Show the planning page.

READ ALOUD

You can use your planning page to draw a diagram or write down your main ideas. 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.

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 – you have five minutes.

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 text.**

After five 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. I will tell you when you have five minutes left to finish your writing. After those five minutes are up, you will have another five minutes to edit your work.

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 text**.

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/tape, felt pens or coloured pencils as these will affect the scanning of the test books.

Mark off the time intervals on the board.

If students finish early, suggest they reread and edit their writing and then close their test books, leave them on their desks and sit quietly. They may not engage in 'early finisher' activities such as reading, which may provide clues to the test answers. 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 five minutes left to finish your writing; after this, you will have another five minutes to edit your work. 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 don't have time to make big changes, but you can edit your work by adding or changing words or sentences and correcting any spelling or punctuation mistakes.

You can also use this time to complete your writing if you need to, but you will not be allowed any extra time for editing. When you have finished, close your test books and wait quietly.

Supervise students to make sure they are editing and completing their text.

Students may use the editing time to complete their writing; however, if they choose 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 pencil or pen down and close your test book. Put your planning and stimulus pages next to your test book.

After the test

- Collect all test books. Check that the writing stimulus and planning pages are **not** inside test books as these are not returned for processing.
- Collect all stimulus and planning pages for secure storage.
- Do not remove any pages from any test book.
- Match test books against your class list or the master assessment roll to check that ALL test books are accounted for, including those for students who did not sit or complete this session.
- Where appropriate, mark the test participation bubbles (present, absent, left school or catch up) on the front cover.
- Where appropriate, check that all information recording disability adjustments on the front cover is complete and correct.
- Record absence details on your class list or the master assessment roll.
- Where appropriate, ensure that the personalised test book is attached to the braille, large print, black and white or electronic test format.
- Return all test books, stimulus pages and planning pages to the principal/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 is reported accurately on the front of each test book.

- The principal has finalised all exemptions, withdrawals and disability adjustments information (if required).

2. Use the Packing Return checklist to ensure that all of the following are packed into the boxes 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, 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

- any unused **non-personalised** test books

- writing stimulus pages

- packing Return checklist.

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

Collection

Please ensure that you have checked and prepared all completed test books and that they are ready for collection by **8.30am on Monday 16 May**.

If materials have not been collected by 3.45pm on Thursday 19 May 2022, the principal should contact the VCAA helpdesk on 1800 648 637.

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 **20 May 2022**, 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

USING ASSISTIVE TECHNOLOGY (COMPUTER) FOR THE WRITING TEST

Guidelines for students with a disability or a temporary injury using a computer to complete the writing test

Length of computer text equivalent to 3 pages of handwriting

All Year 3 students participating in the NAPLAN writing test must handwrite their response to the writing prompt within a three-page test book, unless they have a temporary injury that prevents them from writing. Please refer to the *Handbook for principals - NAPLAN Online* (section 6) for more information.

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

YEAR 3: **700 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

- Schools must seek approval from their TAA.
- Where required due to a disability, the student must regularly use a computer as part of their usual disability adjustments for classroom assessment.
- Where required due to a temporary injury, the 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 student at the discretion of the teacher, depending on the student's familiarity using a keyboard with their non-writing arm.

After the test

As the test administrator, you (or your assistant) should:

- save identifying student information to the bottom left-hand footer (to be on every page of 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 backup
- print a copy of the completed test from the desktop
- delete the file from the desktop
- attach the writing test to the students writing test book
- follow procedures outlined in AFTER THE TESTING PERIOD (page 13).

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.