

# NAPLAN 16

Newsletter: December 2015

To keep teachers informed, please post this newsletter on staff noticeboards.

Welcome to the first edition of NAPLAN 16.

*Newsletters published from now to October 2015 focus on the 2016 NAPLAN tests.*

## 2016 test dates

The test dates for 2016 are the 10–12 May with 13 May as the catch-up day.

## 2016 data upload

The NAPLAN portal will open for Independent and Religious Institute schools to upload their data on 4 February 2016.

Education Queensland and each of the Catholic dioceses will upload the data for their schools centrally. These schools will be able to check their data from Monday 15 February until Wednesday 2 March 2016.

Use your school BIC and password to access the NAPLAN portal for data upload or checking:

<https://naplan.qcaa.qld.edu.au/naplan>

## Marking 2016

Welcome back to the many markers who have worked with us before. We look forward to seeing you again in 2016.

To those teachers who have registered to join us for the first time in 2016: Welcome! We look forward to meeting you at the recruitment sessions next year.

If you would like to apply to mark in 2016, please complete the online form at:  
<https://www.qcaa.qld.edu.au/MAO/login.jsp>.

If you are not sure whether you want to mark and would like the opportunity to try, please complete the online application and attend a recruitment session. It's free and the hours

can be counted towards your professional development registration.

A memo ([No 043/15](#)) and poster about marker registration has been sent to all schools.

## Digital skills

During the past decade, developing students' computer skills has become a routine classroom activity across learning areas. Like most skills, digital skills need to be practised in order to become automatic. Although undertaking NAPLAN tests online is still some years away for most schools, to successfully engage with the tests in this format students will require skills including:

- keyboarding
- screen navigation
- reading extended texts online
- planning and composing using a computer.

For teaching ideas, see PETAA paper 201: *Students writing with the new technologies*. This paper, which takes in the 2015 Donald Graves Address by Associate Professor Lisa Kervin, identifies pertinent messages from Graves' work and considers what these might mean as children write with new technologies. [www.petaa.edu.au](http://www.petaa.edu.au)

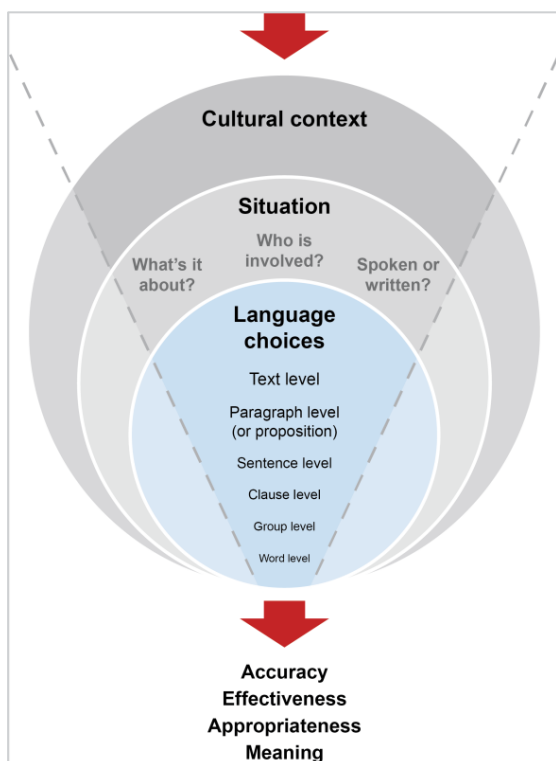
## Writing rubrics

The two writing rubrics used to mark the writing across Years 3, 5, 7 and 9 were developed so that the writing results of students in these years could be placed on the same scale.

Because these rubrics are used across the range of these years, it means that the results for each of the criteria fall into very broad groups. This limits the usefulness of the rubrics as tools for classroom assessment. They are not fine grained enough to be used for that purpose.

Teachers do need to understand the rubrics, the model of language and the writing approach on which they have been developed. Fundamentally, the rubrics are based on a context–text (language in use) model of language and the authoring cycle approach to teaching writing.

### Context–text model of language



Understanding the purpose for writing and the intended outcome guides the decisions that a writer makes across all the aspects of writing described in the rubric.

The authoring cycle underpins the approach to writing implicit in the rubrics. Teaching students what writers do and how to craft writing is the key to helping students develop as writers.

Teachers can use and elaborate on the general concepts present in the rubrics to develop their own finer-grained criteria for class use. When teachers are clear about the aspects of writing they wish to teach, they can develop their own success criteria to assess them.

Assessment of writing is enhanced when students are involved in the development of their own measures of success. This way students know **what** they have to do and **how well** they have to do it.

They can make their own judgment about:

- what they have learnt
- how well they have learnt it
- what they need to do next.

## Season's greetings

Thank you for all the assistance you give during the year. The NAPLAN tests would not run as smoothly as they do without the work that you do.

We hope you have a relaxing and enjoyable break.