

NAPLAN 16

Newsletter: May 2016

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

Key dates	
29 April	All standard format test materials should be in schools.
4 May	Templates emailed to schools at which students have been granted approval to use assistive technology.
6 May	All alternative format test materials — Braille, large print, black and white, and electronic — should be in schools.
9 May	Where possible, finalise arrangements for students requiring any of the following: <ul style="list-style-type: none">• school-approved adjustments for disability• test exemption• parent withdrawal.
10 May	Marker training begins.
10, 11, 12 May	Scheduled test days.
13 May	Scheduled day for catch-up tests for students absent on test days.
17 May	Schools must return all test materials by this date.
20 May	Schools must keep all test materials secure until after this date.

Receipt of test materials

Security of test materials

The principal is responsible for the overall security, receipt and confidentiality of all test materials from the time the materials are delivered to the school until the end of the test security period. This includes safe collection or dispatch of all materials on conclusion of the tests.

Check the post office first!

Before contacting Fuji Xerox DMS about any missing materials, please check with the local post office to see if the materials are awaiting collection.

Writing stimulus

The QCAA has provided additional writing stimulus pages for schools, so there is no need to count them through the tamper-evident bags.

Check your test materials

After checking your materials, acknowledge their receipt on the *NAPLAN* portal at <https://naplan.qcaa.qld.edu.au/naplan/>.

Test administration

Electronic format

In 2016, an electronic format of the test will be offered as an online option. This should not be confused with the *NAPLAN Online* agenda planned to commence in 2017 in selected schools.

Using the online electronic format means that the student responses will be recorded into a database on time. The url, passwords and student IDs will be sent to schools. If you opt to use a disk rather than the online version, the passwords required will be available from 7.00 am each test day on the *NAPLAN* portal of the QCAA website.

Test templates for assistive technology

QCAA will email templates for all tests to schools that have students approved to use assistive technology. The printed pages of student responses must be inserted in the student's Type 1 (named) testbook and attached with a paperclip. They must not be glued or stapled to the testbook. These pages become part of the secure materials.

Note: It is not permitted under any circumstances to use an iPad or other tablet to take the test.

Writing in textbooks

Students may write in their textbooks and underline or circle words to help them answer questions, as long as they do not do this near the answer bubbles or boxes. **Highlighter pens must not be used.**

Writing test

Please make it clear to students that they may only use **blank** paper for planning their writing response. They must **not** be provided with any planning proformas.

Late arrival

If a student arrives late, but before the test session has begun, give the student his or her textbook. Once the actual test has begun (i.e. once the students have opened their textbooks and the test administrator has begun reading the instructions), discretion should be used as to whether a late student is admitted or required to sit the test in a catch-up session.

Temporary injury

If a student arrives at school with a temporary injury that limits their access to the test (e.g. a broken writing arm or wrist), refer to the *Handbook for principals*, pages 14 and 33.

Request to leave a session

A student who asks to leave a session may do so only if it is essential. In these cases, the test administrator should collect the test materials when the student leaves the room and record the times of departure and return. Students should be supervised to ensure they do not bring prohibited items into the test session.

The test administrator should return materials to the student when they re-enter the room, and permit the student to complete the test. The total time the student engages with the test should be uniform for all students, unless adjustments for disability have been granted.

Abandonment due to illness or injury

If a student becomes ill or is injured after starting a test (i.e. has attempted one or more questions or has begun planning for the Writing test) such that they are unable to complete the test, the principal or their delegate must contact QCAA as soon as practicable on 3864 0347 or 3864 0481 to sanction the abandonment (see *Handbook for principals*, p. 8.)

If abandonment of a test is sanctioned by QCAA, the appropriate bubble on the student's textbook must be shaded.

Refusal to complete test

If a student is in attendance at school but does not attempt any part of the test, or begins a test then refuses to complete it, the test administrator should shade the *Refused to complete test* bubble on the student's textbook. (Refer to the *Handbook for principals*, page 9.)

Observation visits to schools

Each year, QCAA officers visit schools to observe the administration of the tests, fulfilling accountability requirements set by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

Schools are not notified in advance. If your school is selected for a visit, a QCAA officer will arrive before the start of one of the test sessions. The officers will have appropriate identification.

NAPLAN aligned with Australian Curriculum

This year NAPLAN has been aligned to the Australian Curriculum: English and the Australian Curriculum: Mathematics. ACARA have provided an explanatory letter for teachers at: http://www.nap.edu.au/verve/_resources/20160315_Letter_to_teachers.pdf