acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

NAPLAN NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy

Handbook for principals

2018

Key contacts

Materials

Enquiries about:	Contact
• delivery of *Handbook for principals* and test materials • number of copies of test materials • replacement of misplaced return labels • delivery of student reports.	Helpdesk Phone: 1800 771 166 Email: naplan.qld@fujixerox.com
• tracking Australia Post consignments	Australia Post 13 13 18 auspost.com.au

Administration

Enquiries about:	Contact
• adjustments for students with disability and test exemption (refer to *Handbook for principals* before contacting QCAA) • test abandonments and emergencies • return of test materials • contents of the reports for the tests.	NAPLAN Tests Queensland Curriculum and Assessment Authority Tel: (07) 3864 0442 or (07) 3864 0396 Email: NAPLAN.tests@qcaa.qld.edu.au

NAPLAN tests

For further information about the National Assessment Program — Literacy and Numeracy (NAPLAN) tests, refer to ACARA's NAP website (www.naplan.edu.au).

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Handbook overview

NAPLAN tests are held during May each year. The purpose of the *Handbook for principals – NAPLAN 2018* is to make sure that principals understand what is required to administer NAPLAN.

The following organisations are involved in the NAPLAN tests

- **The Australian Curriculum, Assessment and Reporting Authority** (ACARA) has responsibility for the development and central management of the National Assessment Program – Literacy and Numeracy (NAPLAN).
- **The test administration authority** (TAA) in each state or territory is responsible for the administration of the tests in their jurisdiction. All states and territories administer the tests in accordance with nationally agreed protocols.

Principals have ultimate responsibility within their school for ensuring that the tests are appropriately administered. Principals are expected to ensure that all relevant information is conveyed in a timely manner to all staff members involved in the administration of NAPLAN at the school.

There are two parts to this handbook:

- **Part A**: Relevant sections of *National protocols for test administration – NAPLAN*, including the code of conduct. These protocols apply to all schools administering NAPLAN.
- **Part B**: State or territory operational information and instructions.

Part A

National information from relevant sections of the National Protocols for Test Administration

1   Introduction

NAPLAN tests are held during May each year. The Australian Curriculum, Assessment and Reporting Authority (ACARA) has responsibility for the development and central management of the National Assessment Program – Literacy and Numeracy (NAPLAN). The test administration authority (TAA) in each state or territory is responsible for the administration of the tests in their jurisdiction. All states and territories administer the tests in accordance with nationally agreed protocols.

The *National protocols for test administration* (the 'protocols') provide detailed information on all aspects of the administration of the NAPLAN paper based tests. Please note there are also *National protocols for test administration - NAPLAN online 2018* for the NAPLAN online tests. The protocols manage security of the tests, the test environment and other relevant factors to ensure reliable, nationally comparable results are obtained. The protocols specify security requirements and uniform processes and procedures to ensure students complete the tests under similar conditions. In cases where individual students require special arrangements to complete the tests, these are provided at the school in consultation with the school and the relevant TAA.

In order to maintain the integrity of the tests, the testing process and ultimately test results, these protocols must be followed carefully. Breaches of the *National protocols for test administration* and allegations of cheating or improper behaviour are taken very seriously; and substantiated cases of improper behaviour will be reported publicly in ACARA's annual test incident report. To assist TAAs and schools to determine what appropriate and inappropriate behaviours are, a code of conduct is included, along with information on how breaches are dealt with.

ACARA, in cooperation with states and territories, will continue to review the *National protocols for test administration* to ensure that tests are delivered in an appropriate and consistent manner across all states and territories.

These protocols are designed to cater for the majority of situations. However, the relevant TAA should be contacted for specific advice if it is apparent the protocols do not adequately provide guidance or if there are problems meeting the requirements in these protocols.

2   Code of conduct

The NAPLAN code of conduct is designed to uphold the integrity of the tests by outlining the fundamental principles upon which the tests are based. Undermining test integrity by breaching these principles or the National protocols for test administration will lead to an investigation and, if allegations are substantiated, to potentially serious consequences.

This code provides a summary of acceptable and unacceptable behaviours. At all times educators must ensure that tests are administered in a way that is fair and equitable for all students, in order to provide an accurate assessment of students' capabilities at the time of testing.

2.1	**NAPLAN is a national assessment, and all students are expected to participate. NAPLAN should be accessible to all students to demonstrate their actual skills and knowledge.**

    2.1.1   Disability adjustments should be granted that are appropriate for students to access and participate in the tests.

    2.1.2   It is unacceptable to exert influence on parents to withdraw their children from testing.

2.2	**NAPLAN is primarily an assessment of learning, so the test environment must be tightly controlled to maintain test integrity. This includes the conduct of test administrators, support staff, and the presence of unauthorised teaching or support material.**

    2.2.1   The integrity of the tests must be maintained at all times; cheating is not permitted.

	2.2.2	The test environment must neither advantage nor disadvantage any student.
	2.2.3	Tests should be appropriately administered, with administrators being mindful of the time, location, and supervision requirements.
	2.2.4	Active supervision of students during the tests is required.
	2.2.5	Providing unauthorised assistance to students during the tests is not permitted.
	2.2.6	Providing unauthorised additional time for the tests is not permitted.
	2.2.7	Allowing students access to unauthorised materials and aids during the tests is not permitted.
	2.2.8	Test administrators should ensure their actions before, during and after the tests do not unduly impact on students' results.
	2.2.9	Any attempt by school staff to unfairly or dishonestly manipulate test results is inappropriate.
	2.2.10	Any attempt by any party to modify an answer after the test is inappropriate.

2.3 Schools and teachers should adopt appropriate test preparation strategies that familiarise students with the test process and question formats, but do not excessively rehearse students such that results reflect prepared work rather than students' own abilities.

	2.3.1	The best preparation schools can provide for students is teaching the Australian Curriculum, as implemented in all states and territories.
	2.3.2	Any actions that compromise the ability of students to produce results that reflect their own unrehearsed knowledge and skills are inappropriate.
	2.3.3	The preparation of possible responses for any test is inappropriate.
	2.3.4	Any attempts by students to gain an unfair advantage are inappropriate.

2.4 The security of the tests is critical to ensure that students' individual results accurately reflect their abilities. Test materials must be kept locked in a secure location to avoid any premature disclosure of content, or unauthorised disclosure of test materials at any time during the test period.

	2.4.1	The security and confidentiality of the tests must be maintained from the time they are delivered to the school to the end of the test security period.
	2.4.2	The content of the tests must not be disclosed prior to the scheduled tests or during the test security period.
	2.4.3	The tests should not be conducted outside the secure school location unless prior permission has been granted by the TAA.
	2.4.4	All used and unused test books must be secured immediately after each test period (not left in possession of the test administrator, in classrooms or other insecure storage areas).
	2.4.5	Schools should ensure that completed materials are stored securely in such a way that cannot lead to allegations of tampering with responses prior to their collection or return of materials for marking.
	2.4.6	Schools must not copy, transcribe or transmit student responses, or cause responses to be recorded, except as outlined by these protocols.

2.5 Effective communication at all levels is essential for the efficient and transparent delivery of the tests.

	2.5.1	Principals and all relevant school staff must read and understand the Handbook for principals (which includes relevant sections of the National protocols for test administration), and the Test administration handbook for teachers.
	2.5.2	Failure to read or become aware of these protocols and documents is not a valid reason for breaching the protocols.
	2.5.3	Principals and test administrators must adhere to the instructions outlined in the Handbook for principals and Test administration handbook for teachers, and principals should seek clarification from their TAA if unsure of any points.

2.5.4   Dishonest and inappropriate practices should be actively discouraged and will not be tolerated. Allegations of breaches of the National protocols for test administration should be reported promptly.

2.5.5   It is the responsibility of the principal to make parents and carers aware of main aspects of the testing program.

3   Communications

3.1   Responsibilities of ACARA

3.1.1   A website for NAPLAN information (www.nap.edu.au) is maintained with updates on all aspects of the national tests.

3.1.2   A communications strategy clearly outlining the respective roles played by ACARA and TAAs with regard to communication to schools will be made available to TAAs. Materials arising from this strategy for which ACARA is responsible will be made available on the NAP website (www.nap.edu.au).

3.1.3   Maintaining the *National protocols for test administration*, which is a key risk control and communication document for the NAPLAN program.

3.1.4   Developing national communication messaging, to be adapted by TAAs for local dissemination.

3.2   Responsibilities of test administration authorities

Content for this section can be found in the complete *National protocols for test administration*, on ACARA's NAP website www.nap.edu.au.

3.3   Responsibilities of principals

3.3.1   Principals are required to:

- ensure that parents/carers of students in Years 3, 5, 7 and 9 are fully informed about the program
- discuss and plan for disability adjustments and exemptions where appropriate
- ensure that all relevant staff are fully informed of their roles and responsibilities and test administration requirements
- ensure that all staff are aware that they must maintain test security until the end of the test security period
- ensure that NAPLAN student reports are delivered to parents/carers in a timely manner after they are received at the school
- be aware of any additional jurisdiction-specific responsibilities outlined in part B of the *Handbook for principals.*

3.3.2   Principals are responsible for acknowledging, in a manner outlined by their relevant TAA, that they have read and understood the *Handbook for principals*, which includes the relevant sections of the *National protocols for test administration*.

4   Security and integrity of test materials

4.1   Responsibilities of test administration authorities (TAAs)

Content for this section can be found in the complete *National protocols for test administration*, on ACARA's NAP website www.nap.edu.au.

4.2   Responsibilities of test administration authorities with contractors

Content for this section can be found in the complete *National protocols for test administration*, on ACARA's NAP website www.nap.edu.au.

4.3   Responsibilities of principals

4.3.1   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 to the end of the test security period and including the safe collection or dispatch of those materials on conclusion of the tests

4.3.2   The principal must notify the TAA immediately if test material security has been breached in any way from the time of receipt of the test materials to the end of the test security period.

4.3.3   NAPLAN materials must be received in person by the principal or the principal's delegate(s) (someone who occupies a position of suitable responsibility, whom the principal nominates as an eligible person to accept the test material delivery). The principal is to ensure that the authorised person who receives the test materials signs for them and legibly records their name and the time the material arrives at the school. This information may be requested by the TAA. Materials must not be left unattended by a courier. If this occurs, the TAA must be notified immediately.

4.3.4   Where couriers cannot avoid making deliveries after school hours, the principal or the principal's delegate must take delivery of the test materials.

4.3.5   The principal (or the principal's delegate who signs for the materials) is to ensure the contents and quantities of deliveries are correct as soon as possible after the receipt of the material. Packages must be checked for tampering, and to ensure correct quantities have been delivered without opening the tamper-evident packages.

4.3.6   In the event of incorrect/incomplete delivery or evidence of tampering or other compromise in security during transit, the relevant TAA must be notified immediately and any jurisdiction-specific process followed. Any additional test materials dispatched to schools will be forwarded using the same level of security as that used for the original dispatch.

4.3.7   The principal is responsible for ensuring test materials are sorted and prepared for distribution to classes in advance of the test period, but no earlier than is necessary for the effective administration of the tests. A reasonable period to sort materials may be up to one day. Test materials must be returned to secure storage after sorting until the morning of the relevant test. Test content must not be accessed during this process. Schools that need greater flexibility must apply to their TAA.

4.3.8   Any person(s) acting as a delegate of the principal and assisting the principal in the sorting of materials should not be a classroom teacher of any class taking the tests, except in special circumstances where the size of the school precludes this.

4.3.9   The principal must ensure that all test materials, including the reading magazines and the writing stimulus, are kept secure until the end of the test security period. Under no circumstances can materials be shown or given to parents/carers or members of the wider community, including the media, before the end of the test security period.

4.3.10   The principal must ensure that teachers and students not involved in the tests do not have access to the test materials during the test security period.

4.3.11   The principal must ensure that videos or photographs for media opportunities are taken outside the test sessions and do not show any secure materials.

4.3.12   The principal must ensure that test administrators are informed of test processes and are made familiar with information provided on test security.

4.3.13   **Post-security period use of test materials.** Principals (and their teaching staff) are permitted to use NAPLAN tests for non-commercial educational use within their school after the test security period has ended. NAPLAN tests include the paper NAPLAN test and released NAPLAN online test materials. Principals (and their teaching staff) are not permitted to upload NAPLAN tests to any website, intranet site or equivalent media and are not permitted to provide NAPLAN tests to parents/carers or members of the wider community, including the media, even after the test security period has ended. This applies to NAPLAN test materials from 2008.

5 Student participation cohorts

All students in Years 3, 5, 7, and 9 (and only these students) are expected to participate in NAPLAN tests. Students in all other year levels do not participate in NAPLAN tests.

5.1 Assessed students

5.1.1   Assessed students include students who attempt the test (and are not otherwise treated as absent because of abandonment due to illness or injury) and students exempt from testing.

5.1.2   Students in Years 3, 5, 7 and 9 in each state and territory attending government and non-government schools are expected to participate in the testing.

5.1.3   Students in ungraded classes, who are equivalent in age to students in Years 3, 5, 7 and 9, are expected to take the relevant year level national tests.

5.2 Exempt students

Students may be exempted from one or more of the tests (i.e. reading, writing, language conventions, numeracy).

5.2.1   Parent/carer signed consent for exemptions

Principals must obtain signed parent/carer consent for all exempted students prior to the test period. Principals can expect information from TAAs on the preferred method for collecting and recording this information.

5.2.2   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, should be given an opportunity to participate in testing, but may be exempted.

5.2.3   Students with disability

Students with significant intellectual disability and/or those with significant co-existing conditions that severely limit their capacity to participate in the tests may be exempted from taking NAPLAN. This is decided after consultation has occurred by the principal, student, and the relevant parent/carer that the student is not able to access the tests even with adjustments.

Treatment of exempt students' data and results

5.2.4   Students who qualify for exemption and do not submit a test attempted under test conditions are considered as assessed students and will be counted in the 'below minimum standard' calculations for reporting purposes in national and jurisdictional summary data. Results for exempt students will not be included in school-level calculations of means.

5.2.5   Students who meet the criteria for exemption, but who take any or all of the tests under test conditions and formally submit those tests, will be counted as assessed students with the score that they achieved.

5.2.6   Exempt students who are absent on the testing day will still be reported as exempt students, rather than absent students.

5.2.7   The text that will appear on an individual student report for tests for which students are exempted will read: *Your child was exempt from this test and is considered not to have achieved the national minimum standard.*

5.2.8   Where a student is exempted from all tests, it is recommended that an individual student report not be issued.

5.3 Absent students

5.3.1   Absent students are students who do not take the test because they are not present when the test is administered, and are identified as absent by the school for the purpose of the test session.

5.3.2   Students who are present at school but are unable to take the test as a result of an accident or mishap preventing their participation (including catch-up sessions) are to be recorded as absent for the purpose of the test session.

5.3.3 Students who are present for the tests but who do not attempt any part of a test must be recorded as being present and are considered as assessed students.

5.3.4 Principals are encouraged to facilitate the participation in the tests during a catch-up session for those students who were identified as absent on the day of the test but return to school within the week scheduled for NAPLAN testing.

Treatment of absent students' data and results

5.3.5 Absent students will not be counted as a part of the cohort of assessed students.

5.3.6 Students who are marked as absent but for whom a test is formally submitted must be counted as assessed. TAAs must validate discrepancies; for example, where a student was absent for a test, but then completed the test in a catch-up session.

5.3.7 The text that will appear on an individual student report for tests for which students are absent will read: *Your child was absent from this test and no result has been recorded.*

5.3.8 Where a student is absent from all tests, it is recommended that an individual student report be issued.

5.4 Withdrawn students

5.4.1 Students may be withdrawn from the testing program by their parent/carer. This is a matter for consideration by individual parents/carers in consultation with their child's school. Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing.

5.4.2 A formal notification in the manner specified by the relevant TAA must be received by the principal prior to the testing.

Treatment of withdrawn students' data and results

5.4.3 Withdrawn students are not counted as a part of the cohort of assessed students.

5.4.4 The text that will appear on the individual student report for tests for which students are withdrawn will read: *Your child was withdrawn from this test.*

5.4.5 Where a student is withdrawn from all tests, it is recommended that an individual student report not be issued.

5.5 Abandonment due to illness or injury

5.5.1 Abandonment of a test refers only to students who attempt one or more questions in a test but who abandon the test due to illness or injury (that is, a sanctioned reason verified by the TAA). The student may not complete the test in a catch-up session.

5.5.2 Abandonment due to illness or injury does NOT apply to students who do not complete the test but are present for the entire test session, or who choose to leave the session without a sanctioned reason that is verified by the TAA; such students must be counted as assessed with the score that they achieve (see non-attempts). The student may not complete the test in a catch-up session.

5.5.3 All instances of students who attempt one or more questions in the test but who then abandon the test due to illness or injury must be reported to the TAA as soon as practicable for advice on appropriate actions.

Treatment of students' results and data where abandonment applies

5.5.4 Reasons for abandonment due to illness or injury must be recorded and sanctioned by the TAA to avoid the student being considered assessed. When abandonment due to illness or injury is reported to, and sanctioned by, the TAA, students who have abandoned the test are not counted as a part of the cohort of assessed students.

5.5.5 The text that will appear on an individual student report for tests that students have abandoned due to illness or injury will read: *Your child does not have a result for this test due to illness or injury during the test.*

5.6 Non-attempts and refusals

5.6.1 Students in attendance at school for the test session but who do not attempt any part of a test or who abandon the test session in a non-sanctioned manner must be recorded as present for the purpose of the test and are considered assessed.

Treatment of students' results where the test is not attempted

5.6.2 Students who are present for the entire test session but do not complete any part of the test must be counted as assessed students with a score of zero. Students who submit a blank test book must not be treated as absent.

5.6.3 The text that will appear on the individual student report for tests where they were present but there is no evidence of participation will read: *Your child was present for this test but did not complete any part of the test paper.*

5.7 International fee-paying students

5.7.1 International fee-paying students (defined as students holding a student visa under the *Education Services for Overseas Students Regulations 2001*) are encouraged to participate in NAPLAN tests to facilitate classroom- and school-level learning outcomes; however, results are not recorded as a part of jurisdictional data for public policy purposes.

5.7.2 International fee-paying students are not included in jurisdiction data sets but will receive a student report.

5.8 Hosted and visiting students

5.8.1 If a student is away from their regular location (e.g. visiting interstate), it may be possible for the student to be given an opportunity to take the tests at a school in the student's temporary location. Principals should contact the relevant TAA for further information.

5.8.2 Principals of potential host schools are encouraged to facilitate the participation of visiting students.

5.8.3 Tests should be taken on blank test books provided by the host school.

5.8.4 Where a student is visiting, the principal at the host school is responsible for sending the student's test books back to the TAA in the student's home state/territory by registered post (see *Section 12* for TAA postal details).

5.8.5 The student's results will be included in the dataset for their home school and state/territory.

5.8.6 The student will receive a student report through their own school.

6 Adjustments for students with disability

Student participation in NAPLAN is the joint responsibility of schools and TAAs, as outlined in these protocols.

Adjustments permitted in the tests are detailed in this section and apply only to students with disability. Adjustments are permitted for students with disability to support their access to the tests and facilitate maximum participation. For the NAPLAN program, disability is defined as per the Commonwealth *Disability Discrimination Act 1992*.

Adjustments are intended to enable access to the tests on an equivalent basis to students without disability.

Adjustments for students with disability for NAPLAN should be determined in line with these protocols on a case-by-case basis by the school together with the relevant TAA, the parent/carer and the student. Examples of the application of these adjustments can be found in a set of 'scenarios' published on the National Assessment Program website (www.nap.edu.au).

6.1 *Disability Discrimination Act* and Disability Standards for Education

6.1.1 The Disability Standards for Education (2005) provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students and outline the obligations of school education providers under the *Disability Discrimination Act 1992.*

The standards outline an obligation for education providers to make reasonable adjustments, where necessary, to ensure the maximum participation of students with disability. The framework provides for:

• consultation with the student (or an associate of the student)

• consideration of whether an adjustment is necessary

• identification of a reasonable adjustment if an adjustment is necessary

• making the reasonable adjustment.

The term 'reasonable adjustment' is described as a measure or action taken to assist a student with disability to participate in education on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests

of all parties affected, including those of the student with the disability, the education provider, staff and other students.

6.2 Adjustments, test requirements, and student participation

6.2.1 Where disability impacts on access to the tests, reasonable adjustments may be granted to facilitate access to all or some of the tests.

6.2.2 Adjustments are based on the following equity principles and are designed to maximise participation in the NAPLAN tests:

- Adjustments should allow students with disability to access NAPLAN tests.
- A student may have access to more than one adjustment in any one test and different adjustments may be appropriate for different tests.
- Adjustments should reflect the kind of support and assistance provided for assessment in the classroom in order for students to demonstrate what they know and can do, noting that adjustments that are appropriate in a learning environment may not be appropriate in an assessment environment.
- Adjustments should not compromise the ability to assess the underlying construct and skills that are the objects of the assessments, as outlined in *Section 6.2.3*.

6.2.3 The NAPLAN tests are designed to provide a summative, nationally comparable understanding of student performance in reading, writing, language conventions and numeracy. The tests are not designed as formative tools, and adjustments appropriate for learning environments may not be appropriate for NAPLAN. Adjustments are not appropriate (even if they are usually provided for the student in their classroom) if they compromise a student's ability to demonstrate the following constructs and skills:

- **Reading:** The NAPLAN reading tests assess the ability of students to independently make meaning from written standard Australian English texts including those with some visual elements. Reading the stimulus material and/or questions aloud to a student during the reading test is therefore not appropriate or permitted.
- **Writing:** The NAPLAN writing tests assess a student's ability to convey thoughts, ideas and information through an independent construction of a written text in standard Australian English.
- **Language conventions:** The NAPLAN language conventions tests assess a student's ability to independently recognise and use correct standard Australian English grammar, punctuation and spelling in written contexts. Reading questions aloud to a student during the language conventions test is therefore not appropriate or permitted.
- **Numeracy:** The NAPLAN numeracy tests assess students' knowledge of mathematics, their ability to independently apply that knowledge in context, and their ability to independently reason mathematically. Explaining questions or interpreting diagrams in the numeracy test is therefore not appropriate or permitted. Reading any words, numbers or symbols embedded within text is permitted but not any numbers or symbols that are not embedded within text.

For further information, see *Section 8.6.11*.

6.3 Responsibilities of test administration authorities

6.3.1 Each TAA will:

- comply with a consistent approach across all states and territories where students access any adjustments as set out in the *National protocols for test administration*.
- provide test materials in an alternative format (see *Section 11* for definitions) for those students who meet the criteria.

6.4 Responsibilities of principals

6.4.1 The principal must:

- identify students with disability who require access to adjustments and, where necessary, apply in writing for permission and/or alternative formats
- ensure that parents/carers are informed about, and have agreed to, the nature of the adjustment(s) the student will receive
- document all adjustment arrangements and keep a record of these for audit purposes
- make arrangements at the school level to provide students with disability with the adjustments they require

- apply for alternative format test materials to the relevant TAA, well in advance of the test
- comply with the TAA requirements for requesting and reporting adjustments provided by the school
- ensure that the test administrator supervising the test has a thorough understanding of the protocols related to adjustments and their administration.

6.5   Use of a scribe: permitted for the *Writing* test only

6.5.1   A scribe (as defined in these protocols in *Section 11*) may be permitted to assist a student with disability to complete the writing test only. Students with disability might be permitted the use of a NAPLAN support person for the other NAPLAN tests if appropriate (see *Section 6.6*).

6.5.2   The role of a scribe is to provide access to the writing test, not to improve a student's performance in this test. Scribes are only appropriate for students with disability for whom this is regular literacy assessment practice and where other adjustments are not sufficient or available. Poor handwriting in itself or a reluctance to write is not sufficient justification for the use of a scribe. Where appropriate, students should be encouraged to undertake the tests independently of a scribe, using alternative adjustments.

6.5.3   A scribe may be provided for a student with disability in the writing test who meets all of the following criteria:

- has difficulty with the physical act of writing (this does not refer to a student's difficulty processing what they want to write) or fine motor control due to a disability, or experiences excessive fatigue of hands or upper limbs due to a disability; and
- does not have fluency using alternative means of writing (for example, students who lack fluency using a computer); and
- regularly works with a scribe in the classroom in the same way as outlined in 6.5; and
- would be unable to access the writing test by any of the other adjustments available.

6.5.4   In order to ensure national consistency in the use of scribes and to ensure that the results are not compromised, prior written permission to use a scribe must be sought and given by the respective TAA. Failure to do so may result in test results being invalidated.

6.5.5   A scribe **must** have experience working as a scribe; be an adult; be officially and regularly engaged by the school to carry out this function; and be familiar with the NAPLAN scribe rules (*Section 6.5.6*).

A scribe **should**, wherever possible, be familiar with the student in question.

A scribe **cannot** be a parent of any student in the class of students being tested.

6.5.6   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 the *Test administration handbook for teachers*.
- 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 the student in any other way. The student must be aware of the need to advise the scribe to add punctuation.
- 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 and where dictated by the student.
- 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 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.

6.6   Use of a NAPLAN Support Person: *Reading*, *Language conventions* and *Numeracy* tests

6.6.1   A NAPLAN support person (see definition in *Section 11*) may:

- be permitted for students with disability to assist with access to the reading, language conventions and numeracy tests by shading bubbles indicated by the student, or writing short responses or answers dictated by the student for the tests
- read aloud only those elements of the test that can be read to all students (*See section 8.6.11*)
- be either a teacher or a person officially engaged by the school to carry out this function.

The role of a NAPLAN support person is distinct and separate from the role of a test administrator (see definitions in *Section 11*).

6.6.2   See *Section 6.5* for information on supported access to the writing test.

6.6.3   A NAPLAN support person is permitted only for those students with disability (including a temporary disability such as a broken arm) who experience difficulty in accessing the tests by any other adjustments available, including the 'use of a computer' (for example, due to fine motor difficulty), or who usually use such a support person to participate in classroom assessments.

6.6.4   A NAPLAN support person is permitted to provide access to the tests only and must adhere to the relevant requirements outlined in *Sections 8.6* and *8.7* and may only provide the same access to test content that a test administrator can. Prompting, interpreting, paraphrasing, etc. are practices that are strictly prohibited. Common assessment principles and a commitment to upholding the integrity of the assessment environment must be adhered to when administering and overseeing the use of adjustments.

6.6.5   Parents and family members as a NAPLAN support person:

- If a parent or family member has a child at a school at which they are regularly employed and/or engaged by the school in the capacity of a support person, then he/she may be permitted to be a NAPLAN support person.
- A NAPLAN support person cannot be the parent or family member of any student in the class of students being tested.
- If the parent or family member is not employed by the school in a formal position, then he/she is not permitted to assist in the NAPLAN tests as a NAPLAN support person.
- Principal and school discretion and common sense should be applied, and the TAA should be consulted if necessary.

6.7   Use of assistive technology

6.7.1   Assistive technology may be used as an adjustment in line with equity principles (see 6.2.2). TAA procedures for the granting of adjustments for the use of assistive technology, including a computer, must be followed. Schools must seek approval and follow advice from their TAA for this adjustment prior to testing.

6.7.2   Where a student with disability regularly uses a computer as a part of usual disability adjustments in classroom assessments, this adjustment may be appropriate for use during the tests. For example, students may type their response to items on a computer. These responses must then be printed and returned for processing in the manner prescribed by the TAA. TAAs manage the transcription of student responses.

6.7.3   Use of a computer must be in accordance with standard assessment practices: spell- and grammar-check, dictionary, predictive text, etc. must be turned off. Access to the internet or internal networks must also be completely restricted. It is expected that a basic level of logistical support is provided to students permitted to use assistive technology in line with normal test conditions (for example, setting up of a computer).

6.7.4   Screen readers that provide text-to-speech outputs may be used by students to listen to their typed responses, where appropriate. Students using a screen reader may need to be supported by a support person to ensure that the screen reader only reads allowable parts of the test.

6.8 Braille

6.8.1 Braille test materials can be provided for students who use braille to access the curriculum. All test materials are produced in contracted single-line spaced braille. However, for students who lack proficiency or who are new braille users, the test materials can be provided in uncontracted or double-line spaced formats, on request.

6.8.2 Each set of braille test materials will include:

- braille format of all test books and stimulus
- a print transcript of the braille format of each braille test book and stimulus
- models for items in the numeracy test, where required.

6.8.3 The logistics of using braille format warrant the provision of some extra time for all students accessing the test in this manner, regardless of their proficiency in this medium. For braille users, guidelines regarding the provision of extra time are as follows:

- writing: 10 minutes per half hour
- reading: 15 minutes per half hour
- language conventions: 15 minutes per half hour
- numeracy: 20 minutes per half hour.

These times are a guide only. The allocation of extra time for a braille user should be decided on a case-by-case basis.

6.8.4 Schools wishing to access this adjustment must apply to their TAA in line with these protocols.

6.8.5 Completed braille tests must be returned in the manner prescribed by the TAA.

6.9 Electronic test format

6.9.1 The electronic test enables students to answer questions on screen. It may be an appropriate adjustment for students with disability who use a computer as a part of their usual adjustments when participating in classroom assessments. This is only available to students who are not able to access the tests through any of the other adjustments available, including the use of large print material or assistive technology as outlined above (*Section 6.7*). For example, an electronic test format may be an appropriate adjustment for students with disability who have at least one of the following:

- severe vision problems and are not braille proficient
- severe physical disabilities which restrict movement.

6.9.2 Students accessing the tests in this format are likely to need extra time. The allocation of extra time should be decided on a case-by-case basis. Refer to *Section 6.11.1* for more details on allocating extra time.

6.9.3 Schools wishing to access this adjustment must apply to their TAA in line with these protocols.

6.10 Temporary injuries

6.10.1 Where a temporary injury, which impacts on a student's ability to access the tests independently, has been sustained prior to the test, the school may make appropriate disability adjustments. For example, a student with a temporary injury might be granted the use of a computer to assist with the writing test in line with *Section 6.7*, or a NAPLAN support person to provide access to the other tests in line with *Section 6.6*.

6.10.2 A scribe is not permitted for students who have a temporary injury (such as a broken arm) at the time of the writing test.

6.10.3 A doctor's certificate may be requested to support an application for adjustments (such as the use of a computer) for a student with a temporary injury. It is not appropriate to request adjustments where these are not warranted by the nature of the injury.

6.10.4 Schools must ensure they obtain relevant approvals from their TAA for adjustments for students with temporary injuries, if required by these protocols.

6.10.5 If no available adjustment is appropriate to enable participation, the student must be marked absent from the test.

6.11 Extra time and rest breaks

6.11.1 Extra time may be provided for students with disability who usually require additional time to complete assessment tasks. Rest breaks may be provided for students with disabilities that necessitate regular breaks when completing assessment tasks.

6.11.2 It is recommended that no more than five minutes of extra time per half hour of test time be granted; however, depending on the level of disability, a longer time may be needed. In any case, the teacher and school are best placed to make the final decision based on the specific circumstances of the student in question, in line with TAA requirements.

6.11.3 Where relevant, rest breaks can be used as an alternative to extra time to avoid student fatigue, although there may be instances where both adjustments are necessary.

6.11.4 Students are not permitted to have access to the test during rest breaks.

6.11.5 For students who are braille users, see 6.8.3

6.12 Summary of adjustments for students with disability

6.12.1 It is anticipated that students will have their usual access to standard non-educational facilities and furniture that form part of their everyday assessment adjustments under the Disability Discrimination Act and Disability Standards for Education. Standard non-educational facilities and furniture may include, for example, usual medication, food or medical equipment.

6.12.2 The following table outlines some of the types of adjustments that might be provided. This list is not exhaustive, and granting of a listed adjustment is not automatic; each application should be assessed individually according to the relevant state/territory process and a student's needs.

Disability adjustments	Comments
Assistive technology/ computers	Students can use assistive technologies that are compatible with the test construct.

Computer use may be permitted for all tests for students with disability who normally use this adjustment for their usual classroom assessments and for students with temporary injuries such as broken arms. Schools must seek advice and/or approval from their TAA for this adjustment prior to testing.

Software providing text-to-speech outputs is permitted to enable students with disability who normally use this type of adjustment to access their own responses, where appropriate.

Unacceptable aspects of assistive technology use include:
- ✗ word prediction
- ✗ spelling and grammar checking
- ✗ text-to-speech software for language conventions and reading tests
- ✗ calculator use during the non-calculator numeracy section
- ✗ internet/internal network access. |
| Black and white print format | Black and white print test books are available for students who generally access their classroom assessments in this manner. Black and white test books may be copied onto coloured paper or used with coloured overlays. Schools are responsible for copying onto coloured paper and providing the coloured overlays.
Black and white print materials must be ordered in advance through the TAA. |
| Braille format | Braille test books are available for students who normally use braille in their classroom assessment.

Braille materials must be ordered in advance through the TAA.

See *Section 6.8* for more details on braille format. |
| Electronic test format | This adjustment is limited to those students with disability who are unable to access the tests through any of the other adjustments available including the use of assistive technology.

Electronic test format materials must be ordered in advance through the TAA. |
| Extra time | Generally, it is recommended that no more than five minutes of extra time per half hour of test time be granted; however, in some cases, up to an additional 15 minutes per half hour of published test time may be provided. See also *Section 6.11.4* for extra time for braille users. |
| Large print format | Various formats of large print test books are available for students with a vision impairment who generally access their classroom assessment in this manner.

Large print materials must be ordered in advance through the TAA. The formats available are:
- A4, N18 font   A4, N24 font
- A3, N18 font   A3, N24 font   A3, N36 font |
| NAPLAN support person | A NAPLAN support person may be either a teacher or a person officially engaged by the school to assist students with disability to access the test. A NAPLAN support person can shade bubbles indicated by the student or write short responses or answers dictated by the student for the reading, language conventions and numeracy tests. |
| Oral/sign support | Students who are deaf or have a hearing impairment may access oral or signed communication (for example, Auslan). The support person must be a skilled and familiar communication partner with the student and is permitted to read or sign the instructions in all tests. Signing is permitted only for those sections of the tests that can be read to non-hearing impaired students (see *Section 8.6.11*). |
| Rest breaks | When a rest break is taken, the test time is stopped, and resumed on completion of the rest break. The student must not have access to the test paper, scrap paper, writing implements, computer or text entry device during a rest break.

Generally, it is recommended that no more than 10 minutes of rest time per half hour of test time be granted; however, in some cases, up to an additional 15 minutes per half hour of published test time may be provided. |

Scribe	Scribes can be used for the writing test if this is the usual assessment practice in the classroom.
	✓ Scribes are permitted for the writing test where the disability is of an enduring nature.
	✗ A scribe is not permitted for students who have a temporary injury (such as a broken arm) at the time of the writing test.
	All scribes must be officially and regularly engaged by the school to carry out this function and be aware of, and agree to adhere to, the NAPLAN scribe rules prior to commencing duties. Scribe rules can be found in *Section 6.5.6*.
	A scribe may be a teacher, teacher's aide, or other appropriate person who is familiar with, and adheres to, the NAPLAN scribe rules and who is able to write under direction from a student. A parent of the student must not act as their scribe. Another student must not act as a scribe

7 Preparing students for the test

NAPLAN tests provide point-in-time information in relation to student performance. It is important that the results accurately reflect student ability and they are not intended to be pass/fail type tests.

NAPLAN tests are intended to complement the existing range of school-based assessments. It is important that teachers ensure that students, while taking the NAPLAN tests seriously, are not overwhelmed by the experience. Students should be familiar with the test format and response types, but excessive practice is not recommended.

The provision of broad and comprehensive teaching and learning programs aligned to the Australian Curriculum is the best preparation that schools can provide for their students. Therefore, excessive coaching and test preparation are inappropriate.

7.1   Practice for the NAPLAN *Writing* test

7.1.1   It is appropriate for students to gain experience in producing writing scripts under timed test conditions using practice topics

7.1.2   It is not appropriate for teachers to instruct students in the preparation of a common script for the purpose of reproducing it during the test. Where scripts from students at the same school are found to have significant commonalities such that they could be considered to be pre-prepared learned scripts, this may be considered a breach of protocol.

7.2   Practice for other NAPLAN tests

7.2.1   It is appropriate for students, particularly students participating in the NAPLAN tests for the first time, to be made familiar with the format, language, response types and time constraints of the reading, language conventions and numeracy tests before they take the tests. Students should understand that they must complete the tests without communicating with other students and without teacher assistance (except where adjustments for students with disability are deemed necessary).

8 Administering the tests

8.1   Responsibilities of test administration authorities (TAAs)

Content for this section can be found in the complete *National protocols for test administration*, on ACARA's NAP website www.nap.edu.au.

8.2   Responsibilities of principals

8.2.1   Principals are responsible for the administration of the tests within their school, including when they have delegated duties.

8.2.2   Principals are responsible for the administration of arrangements for students undertaking catch-up tests and the conditions under which they are taken for 2018.

8.3   Students registered for non-school-based locations

8.3.1   Arrangements for the administration of the tests for students who do not normally attend a regular school location will vary in accordance with the legislation, regulations and policies in each of the states and territories. These protocols do not override existing state and territory requirements, and may not reflect or apply to all situations.

8.3.2 In accordance with jurisdiction-specific legislation or policy, TAAs must ensure that students registered for non-school-based education are able to participate in the tests. Where participation in the tests can only occur in non-school locations, TAAs must ensure that measures are in place to assure the security of the tests.

8.3.3 TAAs may only grant permission to parents of students registered in non-school-based locations to act in locum for a principal and test administrator if this is the only way access to the test can be achieved for their child. This permission may be sought only by a school (or equivalent organisation where the student is registered e.g. district office) on behalf of parents/carers.

8.3.4 The same demands regarding the code of conduct and security surrounding storage and dispatch of the test materials are expected of parents/carers acting as test administrators as they are of principals and test administrators.

8.4 Time for testing

8.4.1 Tests must NOT be conducted before the official test date under any circumstances. The paper test period starts on 15 May 2018 and finishes on 17 May 2018. The test security period finishes on 1 June 2018. The test security period is extended in line with the NAPLAN online test window. The test timetable is as follows:

Monday 14 May	Tuesday 15 May Official test date	Wednesday 16 May Official test date	Thursday 17 May Official test date	Friday 18 May

	1. *Language conventions*
	 Yr 3: 40 min
	 Yr 5: 40 min
	 Yr 7: 45 min
	 Yr 9: 45 min
	 2. *Writing*
	 Yr 3: 40 min
	 Yr 5: 40 min
	 Yr 7: 40 min
	 Yr 9: 40 min
		3. *Reading*
		 Yr 3: 45 min
		 Yr 5: 50 min
		 Yr 7: 65 min
		 Yr 9: 65 min
			4. *Numeracy*
			 Yr 3: 45 min
			 Yr 5: 50 min
			 Yr 7: Part A (calculator) 50 min
			     Part B (non-calc.) 10 min
			 Yr 9: Part A (calculator) 50 min
			     Part B (non-calc.) 10 min	

	Catch-up tests permitted.			
Monday 21 May	Tuesday 22 May	Wednesday 23 May	Thursday 24 May	Friday 25 May
	Test security must be maintained.			
Monday 28 May	Tuesday 29 May	Wednesday 30 May	Thursday 31 May	Friday 1 June
	Test security must be maintained.			

Please note that all tests must remain secure until 1 June 2018.

8.4.2 Only schools with compelling reasons are able to vary test dates (up to 25 May 2018) following prior permission from a relevant TAA. The reason must be of a serious order and outside the school or school system's control; for example, where a local public holiday occurs during the testing period. This is only available to classes or groups, not individual students.

8.4.3 Schools must schedule the tests so that they are undertaken in morning sessions on the official test dates. Schools must administer the tests in the sequence specified in *Section 8.4.1*, including those days where two tests are conducted. Schools with permission to vary the test dates must follow the instructions provided by their TAA.

8.4.4 Where there is more than one test scheduled for any day, the order in the schedule in 8.4.1 must be adhered to, and a minimum of 20 minutes break time for students should be provided between the two test sessions.

8.4.5   Except in the case of individual students who have been granted rest breaks as disability adjustments or test disruptions (see definition), tests must be completed in a single uninterrupted session. See also *Section 8.8* for information on how to manage test disruptions

8.4.6   Individual students are not able to undertake catch-up tests in the week following the national tests. They may undertake catch-up tests on the days in the test week only, after the scheduled test. These protocols also apply to test catch-up days and approved variations.

8.5   Preparation for test administration

8.5.1   Responsibilities of the principal

- The principal will determine and appoint, if required, relevant persons to act as test administrators.
- The principal will ensure test administrators are provided with the relevant Test administration handbook for teachers and all assessment materials, and are familiar with the requirements of the role, including implementation of disability adjustments for relevant students.
- Principals must obtain permission from their TAA, in accordance with TAA guidelines, where computers or network-enabled devices are used. Where permission to use computers is granted, the internet connection, spelling and grammar check, and text prediction functions must be disabled.
- The principal will ensure test administrators are provided with a copy of the code of conduct.

8.5.2   The principal must ensure that:

- under no circumstances, any student undertakes a test before the specified test date
- under no circumstances, any student undertakes a test without appropriate supervision. Appropriate supervision includes the delivery of the test administration script
- during the test, students are not able to view material within the test area that could assist them to answer questions or assist with the writing test. Examples of such material include, but are not limited to, multiplication tables, spelling lists, and writing charts
- spare or unused test books are not used as practice books for any students (regardless of year level) before the end of the test security period
- test materials are not provided to any teachers (regardless of year level or subject area) before the end of the test security period.

8.5.3   The principal has the responsibility to adhere to and enforce the procedures outlined in the *Handbook for principals.*

8.6   Administering the tests — appropriate behaviours

8.6.1   Test administrators must ensure that staff members demonstrate professional and ethical behaviour regarding all aspects of test administration. Any assistance that answers a test question for a student or advantages them in any way will be considered cheating (see also *Section 11*).

8.6.2   'Cheating' refers to behaviour undertaken with the intent of conferring or obtaining unfair advantage in or from the assessment process.

8.6.3   In the case of a teacher, test administrator, or school, an advantage would generally be observed in the performance of the school or cohort, and cheating may include:

- viewing test materials before the morning of the test and using this knowledge to prepare students
- explaining, paraphrasing or interpreting questions (including translating questions into another language or dialect)
- giving verbal or physical hints to students about the accuracy of their responses
- reminding students about related work completed in class
- providing extra time for students to complete a test unless authorised by the protocols
- informing individual students or groups of students undertaking the test in a catch-up session of test content
- changing student responses during or after the test
- knowingly allowing students to engage in behaviour amounting to cheating.

8.6.4   Student cheating is not, in itself, considered a breach of these protocols, but may reflect a breach by test administrators. In the case of students, an advantage would generally be observed in their individual result. Acts of academic misconduct by students during the tests, such as cheating, are to be dealt with through schools' existing procedures. Cheating may include intentionally:

• taking unauthorised equipment or prohibited information into the test room
• communicating with any person other than an administrator during the test introduction time, planning time or during the test
• looking at another student's work
• working on the incorrect test in the 'flip' test book.

Where a student is found to have cheated, or is reasonably suspected of having done so, the TAA must be contacted as soon as possible

8.6.5   During the tests, students should be seated so they are not able to read other students' work. If students take the tests in their classroom, it is expected that a test administrator is present at all times. If students are seated with a larger group (for example, in a hall), the student test administrator ratio must be comparable to that of a regular classroom.

8.6.6   It is expected that test administrators will actively supervise students at all times, including walking around the room, to ensure that test conditions are maintained. When administering the tests in the 'flip' test books, test administrators must ensure that students are working on the correct test. The page borders in the test books have been shaded differently to assist this supervision.

8.6.7   Test administrators are responsible for ensuring that only permitted items are taken into the test area. This involves taking reasonable steps to ensure the security of the testing environment is maintained by students not bringing in cameras and mobile internet- or Bluetooth-enabled devices.

8.6.8   The following items are NOT permitted in the test area under any circumstances:

• mobile phones (principals must ensure that students are notified that mobile phones are not permitted)
• electronic devices that are capable of receiving or transmitting information or electronic signals. This includes recorded music and video players, cameras, organisers, dictionaries, scanning pens and computerised watches or any other internet connectable device
• dictionaries
• rulers
• calculators for non-calculator allowed part.

8.6.9   Test administrators must ensure that students take only permitted items into the test area.

The permitted items are:

• pencils or pens (as specified by the TAA)
• pencil sharpener
• eraser
• one blank piece of paper in the language conventions test, which is to be collected by a test administrator at the end of the test
• one blank piece of paper for planning in the writing test, which is to be collected by a test administrator at the end of the test
• one blank piece of paper for working in the numeracy test, which is to be collected by a test administrator at the end of the test
• calculators for the Year 7 and 9 numeracy calculator-allowed part
• where necessary, assistive technology as a disability adjustment, which may include a computer.

8.6.10   Test administrators are responsible for the use of calculators in the Years 7 and 9 numeracy tests.

• Students will be permitted to take into the test the calculator that they currently use at school or with which they are most familiar, unless it is disallowed according to 8.6.8.
• Schools should ensure that they have a sufficient reserve supply of calculators.
• Test administrators are responsible for ensuring that all calculators have been checked and that no information that might advantage a student has been stored on the calculator.
• Test administrators are responsible for ensuring calculators are not accessible after the calculator allowed part of the test.
• Calculators do not include multifunction or internet accessible devices.

8.6.11 Reading aloud to students

8.6.12 The literacy demands of the test should not exclude a student from accessing the numeracy tests; however, it is not intended that a test administrator leads the class through the numeracy test, question by question, unless the literacy standard of the whole class is a barrier to access.

Test administrators **are** permitted to:

✓ read the writing stimulus

✓ read the text in numeracy questions

✓ read numbers and symbols when they are embedded in text in numeracy questions

✓ read the test instructions

✓ read the practice questions.

Test administrators are **NOT** permitted to:

✗ read questions or stimulus material in the reading or language conventions tests

✗ read numbers and symbols that are not embedded in text in numeracy questions

✗ interpret diagrams, or explain or rephrase questions

✗ paraphrase, interpret or give hints about questions or texts

✗ translate any part of the paper into another language

8.7 Instructions by test administrators

8.7.1 Test instructions must be delivered exactly as documented in the *Test administration handbook for teachers*. Instructions outside those specified in the *Test administration handbook* should be minimal.

Typically these other instructions may be to:

• remind students of elapsed time

• maintain test conditions for all students

• remind students to check that they have completed all questions.

Under no circumstances is it appropriate to prompt students to record or change any response.

8.8 Time taken to complete tests and test disruptions

8.8.1 All students must be allocated the standard time set for each test, unless they are granted extra time in accordance with the protocols.

8.8.2 Variations from the allocated time may be permitted only in cases where students have been granted extra time as a disability adjustment prior to the tests. These variations should be recorded as required by the TAA.

8.8.3 Schools should contact the TAA for advice as soon as possible where:

• they believe a test disruption may impact on test results

• they have had a significant or persistent test disruption and/or could not complete the test session.

8.8.4 If a student commences any test, and due to illness or injury (migraine, nausea, etc.) is unable to finish the test during the official test session, the TAA must be contacted. If the TAA sanctions the reason for the student abandoning the test, the test book must be marked as abandoned. If the TAA does not sanction the reason for the student abandoning the test, the test book must be marked on the basis of any questions answered. The student may not complete the test in a catch-up session.

8.8.5 Where student behaviour during the tests is disruptive to the point where it might impact on one or more students' results, the assessment environment should be appropriately managed. Students removed from the test room for disciplinary reasons must either continue the test in a separate supervised room immediately, or be deemed to have finished the test.

8.9 Collection of test materials and post-test procedures

8.9.1 At the end of the test session, test administrators must collect all test books and hand them immediately to the principal or principal's delegate or nominee for secure storage until returned for processing. All other material, including stimulus materials and unused test books, must also be collected from the test area and kept secure until the end of the testing period. No students, teachers (unless they are a test administrator) or any unauthorised persons should remove any test material from the test area.

8.9.2 Test books must be returned for processing in the manner specified by the TAA, by the specified date. The absence of the principal (or delegate) from the school is not a reason for the late return of test books. Schools should have an alternative plan in place if the principal or delegate is absent during the test period.

8.9.3 Schools must not copy, transcribe or transmit student responses or cause responses to be recorded except as outlined by these protocols. This prohibition includes photocopying completed test books and/ or asking students to record their answers separately from their response book (except as may be required for their disability adjustment).

8.9.4 Under no circumstances should test administrators mark any test books or provide results to teachers, parents and/or students.

8.9.5 Test administrators are not to transcribe special print books unless advised by TAAs.

8.9.6 Schools are permitted to keep unused, unnamed copies of the test materials (excluding braille copies) for future reference for internal educational purposes. Refer to *Section 4.3.13* for guidance on appropriate post-security period use of the test materials.

9 Marking

9.1 Responsibilities of ACARA

9.1.1 A common set of quality assurance procedures and processes to ensure comparable marking standards across the country have been set at the national level.

9.1.2 ACARA is responsible for the quality assurance procedures for marking.

9.1.3 The procedures include:

- a common set of marking criteria for the writing test and questions requiring judgment on the quality of a response (for example, short response reading items). The three methods of marking include
  1. expert marking (marking requiring professional judgment on the value of the answer – includes all partial credit questions)
  2. professional scoring (trained scorers who provide a score based on a defined set of acceptable responses)
  3. scoring electronically after editing (recording student responses by keying from paper or from screen or via a suitable technology such as Optical Character Recognition (OCR) or Intelligent Character Recognition (ICR)).
- common training procedures and materials for all tests: this will include common marker manuals, training materials, and, for writing, training of lead markers from each TAA.
- agreed common minimum procedures for quality assurance that will apply across all TAAs.

9.2 Responsibilities of test administration authorities

Content for this section can be found in the complete *National protocols for test administration*, on ACARA's NAP website www.nap.edu.au.

10 Breaches of test protocols

Any allegation of a situation or incident that contravenes these protocols, including the code of conduct, or is suspected of breaching these protocols, is taken seriously and must be investigated and managed in line with the Guidelines for managing test incidents in schools, available on the NAP website (www.nap.edu.au).

Whether an allegation of a breach of these protocols amounts to cheating is a question of whether there was an intent on the part of the person responsible for the breach to effect or obtain an unfair advantage (on behalf of a student, a cohort of students, or a school). The question of intent, where relevant, should be determined during any subsequent investigation.

ACARA will publish an annual statement reporting NAPLAN test incidents to support the integrity of the testing process and to inform test administrators about appropriate behaviours.

10.1 Reporting of incidents

10.1.1 All allegations of test incidents or breaches of these protocols must be reported immediately to the relevant responsible entity and TAA.

10.1.2 Where an incident is reported or suspected at a school level, the school is required to document the allegation and follow the actions outlined in the Guidelines for managing test incidents in schools as soon as possible. Failure to do so is itself a breach of these protocols.

10.1.3 Where an incident is reported directly to a TAA, the principal(s) concerned and/or the appropriate school authority / school owners / school boards must be notified as soon as possible.

10.2 Investigation of incidents

10.2.1 When a report alleging a breach of the protocols is received by a TAA, the relevant responsible entity will require that an investigation of the allegation is undertaken.

10.2.2 The investigation of an incident may involve other authorities in cases where the governance of the school does not reside with the state or territory education department or authority.

10.2.3 Similarly, any action taken against an individual or a school as the result of an investigation confirming a breach or cheating will be undertaken by the relevant authority or agency.

10.2.4 A record of all alleged incidents and breaches, together with the findings and subsequent outcome of the investigation, will be recorded in an incident register and reported to ACARA as soon as possible.

10.3 Types of incidents

10.3.1 Situations or incidents cited in this document as examples are not inclusive of all possible situations or incidents. Any incident that compromises the security or integrity of NAPLAN testing, including behaviours listed as 'inappropriate', should be considered as a possible breach of protocol and reported accordingly for investigation.

10.3.2 States and territories may be liable for additional costs of printing, distribution and marking associated with test incidents.

10.4 Breaches of security for the writing test

10.4.1 While it is important that the security of all NAPLAN tests is maintained until the test days, the content of the writing test is particularly sensitive, as each writing test is a one item test. Any pre-publication of the content of the writing test poses a significant face validity issue.

10.4.2 If the writing topic is known to students in advance, and they have had opportunity to practise their writing, this exposure provides a significant advantage to students and may compromise the test data.

10.4.3 Any alleged breaches of writing test content must be immediately reported to ACARA. ACARA will have an action plan to deal with such incidents.

10.5 Consequences of substantiated incidents

10.5.1 Any substantiated breach of protocol that is deemed to have affected the validity of any test data may result in a TAA or ACARA withholding these data.

10.5.2 The responsible entity for each school, be it the TAA, education department or the school authority / school owners / school boards, is directly responsible for any disciplinary action in schools within its jurisdiction, which follows from inappropriate behaviour by school staff or students in relation to security of test material and/or of test administration.

11 Definitions

absent	Absent students (see *Section 5.3*) are students who did not take the test because they were not present when the test was administered, and were not able to complete the test in a catch-up session.
alternative format tests	Tests provided in braille, large print, black and white or electronic format as disability adjustments
breach of protocol	Any breach of the *National protocols for test administration*, and may relate to test security, cheating, or any other breach.
breach of security	Any breach of the *National protocols for test administration* that bears upon the security of the test materials prior to and during the test security period
catch-up	Catch-up sessions may be available for students who were identified by the school as absent when their class sat a NAPLAN test (see *Section 5.3*).
cheating	Behaviour undertaken with the intent of conferring or obtaining unfair advantage in or from the assessment process
disability adjustments	Students with disability may require adjustments to allow for participation in the tests. Disability adjustments are intended to enable students with disability to access the tests on an equivalent basis to students without disability, while upholding the integrity of the testing process. Disability adjustments permitted in the tests are detailed in *Section 6* of these *National protocols for test administration*
NAPLAN support person	A NAPLAN support person enables students with disability to access the test by shading bubbles indicated by the student, or writing short responses or answers dictated by the student for the reading, language conventions and numeracy tests. A NAPLAN support person may read aloud only those elements of the test that can be read to all students (see *Section 8.6.11*). A NAPLAN support person may be either a teacher or an official support person engaged by the school (not a parent of the student or another student). The role of NAPLAN support person is distinct and separate from the role of test administrator (see below definition). More information on use of a NAPLAN support person can be found at *Section 6.6*.
principal's role	The principal is accountable for NAPLAN administration
responsible entity	The entity that has authority in relation to any particular school or school system to receive and assess initial reports of possible breaches of the protocols (for example, school board, system authority, government department, depending on school type. See *Guidelines for managing test incidents* (www.nap.edu.au) for more information
sanctioned abandonment	Test attempts are abandoned when a student has completed one or more questions in a test but abandons the test due to illness or injury. The test attempt can only be considered as sanctioned abandonment (see *Section 5.5*) if the TAA provides approval. The student cannot sit a catch-up test
scribe	A scribe is only used for the writing test – all other one-on-one support granted as adjustments is covered under the term 'NAPLAN support person'. Scribes are only appropriate for students with disability where all requirements in *Section 6.5* are met.
test administration authority (TAA)	A test administration authority is an education department or test authority in each state or territory, which has a responsibility for administration of the tests in that jurisdiction. TAAs are listed in *Section 12*.

test administrator	Test administrators are teachers, school staff members, school support staff who are involved in delivering (administering) the NAPLAN tests to students.
	Test administrators are not permitted to assist students by writing answers or shading in bubbles for them. For information on adjustments available for students who require assistance in order to access the tests, refer to *Section 6* 'Adjustments for students with disability'.
test disruption	A test disruption is an unexpected disturbance which interrupts a test (e.g. fire alarms, electricity outages, technical issues, toilet breaks and other test room disruptions. Technical issues are related to the use of technology and might include technical failures).
	Test disruptions may impact one or more students.
test materials	For the purposes of these protocols, test materials are all materials that must be kept secure throughout the test security period. These are all versions of the tests including braille.
test period	The test period encompasses the three official days of test administration (15–17 May 2018).
test security period	The test security period starts as soon as secure NAPLAN materials are received by a school, and runs until the end of the NAPLAN online test window (1 June 2018).

12 Test administration authority contact details

TAAs should be contacted for questions and advice relating to the administration of the NAPLAN tests, including state- and territory-based practices, advice regarding the appropriate implementation of the protocols, and any issues arising during the administration of the tests.

ACT

Senior Manager,
Performance and Systems
Education Directorate
GPO Box 158
Canberra ACT 2601
Tel.: (02) 6205 9317
Web: www.education.act.gov.au

NSW

NAPLAN Team
NSW Education Standards Authority
117 Clarence Street
Sydney NSW 2000
Tel.: (02) 9367 8132
Email: naplan.nsw@nesa.nsw.edu.au
Web: educationstandards.nsw.edu.au

NT

Senior Manager National Assessment
Curriculum, Assessment and Standards
Department of Education
GPO Box 4821
Darwin NT 0801
Tel.: (08) 8944 9245
Web: www.education.nt.gov.au

QLD

Manager, NAPLAN
Queensland Curriculum and Assessment Authority
PO Box 307
Spring Hill QLD 4004
Tel.: (07) 3864 0481
Web: www.qcaa.qld.edu.au

SA

Manager, Student Achievement Information
Educational Measurement
Department for Education and Child Development
31 Flinders Street
Adelaide SA 5000
Tel.: (08) 8226 3269
Web: www.decd.sa.gov.au

TAS

Director
Education Performance and Review
Department of Education
GPO Box 169
Hobart TAS 7001
Tel.: (03) 6165 5706
Web: www.education.tas.gov.au

VIC

Manager, Assessment Programs
Victorian Curriculum and Assessment Authority
Assessment Programs Unit
Level 7, 2 Lonsdale Street
Melbourne VIC 3000
Tel.: 1800 648 637
Web: www.vcaa.vic.edu.au

WA

Manager, K–10 Testing
School Curriculum and Standards Authority
PO Box 316
Cannington WA 6107
Tel.: (08) 9442 9460
Web: www.scsa.wa.edu.au

ACARA can be contacted for general queries about the NAPLAN program:

ACARA

Tel.: 1300 895 563

Level 13, Tower B Centennial Plaza

280 Elizabeth Street, Sydney NSW 2000

Web: www.nap.edu.au

Part B

Queensland operational information and instructions

13 Before the test

Responsibilities of the principal

Principals are responsible for the security of the NAPLAN test materials and for the administration of the tests in their school according to the national protocols set out in this handbook and the instructions in the *Test administration handbook/s*. This includes:

- appointing a delegate (referred to here as a NAPLAN coordinator) to complete tasks
- advising the school community of the 2018 test dates
- acknowledging receipt of the *Handbook for principals*
- completing and confirming student details (*Section 13.1*)
- making arrangements for student participation (*Sections 13.2*)
- developing a school security action plan (*Section 13.3*)
- organising test sessions (*Sections 13.4 and 14.1*).

Responsibilities of the test administrators

- Familiarise themselves with and follow the *Test administration handbook.*
- Familiarise students with test procedures.
- Check that spare calculators are available for students in Years 7 and 9.

Communication with school community

To ensure the smooth running of the NAPLAN tests, principals should inform staff and the school community of the nature, purpose and dates for the 2018 testing program (15–17 May) as early as possible. A parent information brochure is available on ACARA's NAP website (www.nap.edu.au).

Acknowledge receipt of the *Handbook for principals*

As required by the *National protocols for test administration* (*3.3.2*), principals must acknowledge that they have received, read, understood and adhered to the guidelines in the *Handbook for principals*.

NAPLAN portal

The NAPLAN portal is a password-protected system that enables principals or their delegates to complete most of the tasks associated with NAPLAN administration. The icon to the right is used to indicate tasks to be completed by accessing the NAPLAN portal.

From the NAPLAN portal at **https://naplan.qcaa.qld.edu.au/naplan** select *Test administration login* and enter the school Brief Identification Code (BIC) and password. Please refer to the *NAPLAN portal user manual*, available on the portal, for assistance. A school BIC and password is not needed to access Prep–Year 10 information listed below.

Prep–Year 10	NAPLAN portal
• Test dates	• Application for test exemption (*Section 13.2*)
• Test administration	• Notice of parent withdrawal (*Section 13.2*)
– Handbook for principals	• Principal's declaration (*Section 15.3*)
– Test administration handbook/s	• Variance request (for test dates) (*Section 13.4*)
– School task timeline	• Temporary injury — Notice of use of assistive technology for the *Writing* test (*Section 14.5*)
• State reports	• School testbook usage advice (*Section 15.3*)
• Newsletters	• Application for alternative formats (*Section 16*)
	• Application for adjustment for disability (*Section 16.2*)
	• Application for additional copy of student report (*Section 17.2.2*)
	• Appeals form (*Section 17.4*)

13.1 Student details

13.1.1 Access dates for registration of student details

> Complete student details and grouping in the NAPLAN portal. Note that this is how the testbooks will be packaged for delivery to schools.
>
> • Independent and Catholic Religious Institute schools that do not have central uploading of their data can upload, edit and confirm student details from **Thursday 1 February**.
> • State schools can edit and verify student details from **Tuesday 13 February**.
> • Catholic schools — diocesan offices that have centrally loaded student data can edit and verify student details from **Tuesday 13 February**.
>
> The website closes for **all** schools on **Wednesday 28 February**. The registration and confirmation process **must** be completed by this date.

13.1.2 Student lists

Ensure all student lists are complete and student details are accurate in the NAPLAN portal. To do this, schools upload/check, amend and confirm the details of all students eligible to participate in the 2018 NAPLAN tests. These details are required for pre-printing student information on testbooks to facilitate the smooth administration of the tests and to enable reliable analyses of student results. The confirmed data will also be used for individual student reports.

13.2 Student participation

> Principals should finalise arrangements for student participation in the 2018 tests (i.e. exemptions, parent withdrawals, adjustments for disability) by **Monday 14 May**.

Every effort should be made to ensure all eligible students are assessed during the test week (15–17 May).

Refer to *Section 5* for protocols relating to student participation.

13.2.1 Exempting students from the tests

• To exempt a student, a principal must obtain written consent from the parents/carers prior to the tests using the *Record of test exemption* form available from the NAPLAN portal.

- This form must be completed and returned to the principal by **Monday 14 May**.
- A copy of the completed form should be given to the parents/carers and the original retained by the school.
- Exemption is not an adjustment for disability.
- Students cannot be granted exemption because of poor academic performance or disciplinary problems.
- Exemption from the test will be indicated by shading the appropriate bubble on the testbooks.

Refer to *Section 5.2* for protocols relating to exemption.

13.2.2   Exempting students in special schools

- ACARA encourages participation of all eligible students however students of special schools may be assigned an exemption by the principal in consultation with parents or caregivers.
- Some students in special schools may be able to participate with the help of adjustments made to maximise student access to the NAPLAN tests.
- Test materials will be sent to special schools unless QCAA receives notification from the principal requesting exemption for their students.
  For information about adjustments for students with disability refer to *Sections 6* and *16*.

13.2.3   Withdrawing students from the tests

- Principals should print a copy of the *Record of parent withdrawal* form to give to parents/carers wishing to withdraw a student from the testing program. This form is available for download from the NAPLAN portal in the *Forms* link.
- The parents/carers must complete, sign and return the form to the principal by **Monday 14 May**. A copy of the completed form should be given to the parents/carers and the original retained by the school.
- Withdrawal from the test will be indicated by shading the appropriate bubble on the testbooks.

Refer to *Section 5.4* for protocols relating to withdrawing students.

13.2.4   International fee-paying students

- International fee-paying students are eligible to sit the tests.
- The participation of international fee-paying students is reported by shading the appropriate bubble on the covers of the student's testbooks.

Refer to *Section 5.7* for protocols relating to the participation of international fee-paying students.

13.2.5   Repeating students

- Students repeating Years 3, 5, 7 or 9 must sit the tests with their current cohort.

13.2.6   Excluded students

- Students who have been excluded (or suspended) from school and do not sit the test during the test week are to be marked absent.

13.2.7   Exchange students

- Students on short exchanges from other countries should not sit the tests.

13.2.8   Distance education students

To access the tests, students enrolled in schools of distance education have three options.

They may:

1. Attend the campus of the school of distance education (SDE) in which they are enrolled and sit the tests on the scheduled test dates under test conditions administered by staff of that facility.
2. Attend their nearest school and sit the tests as a 'visiting student'. That is, they sit the tests administered by the school on the scheduled test dates. *Type 2* (unnamed) testbooks for these students will be supplied by the host school. Provide student details to QCAA by **Friday 23 March**.
3. If neither option above is possible due to geographic remoteness or medical condition, then the SDE can apply to the QCAA for the test to be administered at home or another non-school location. This option is **not** available for students overseas. Apply to QCAA by **Friday 23 March**.

Prior to the test week, the school that a visiting student normally attends should give the host school the details needed to identify the student on the testbook covers.

A student who intends visiting another school to sit the tests should be provided with all the details necessary for the accurate completion of the covers of their testbooks (i.e. their personal details, DET ID number, the full name and code of the school in which they are enrolled).

Where a distance education student needs to access the tests in an alternative format (e.g. large print or electronic), the principal should advise the QCAA of the name of the school at which the student will sit the tests so arrangements can be made to deliver the materials to that school.

13.2.9 Temporary injury

Refer to *Section 14.5.*

13.2.10 Students with disability

Refer to *Section 16.*

13.3 School security action plan

Refer to *Section 4* of this handbook for protocols relating to the security and integrity of test materials.

Planning for the tests must include the development of a school security action plan.
A draft plan is included in *Appendix 1* of this handbook.

Test materials must be kept secure throughout the whole process of delivery to schools, storage at schools and distribution during the testing period **up to and including Friday 1 June**.

Test materials must not be left unattended or unsecured at schools or other locations.

The principal must ensure that:

• test administrators do not have access to the testbooks until the morning of the scheduled test day
• students are unable to preview or practise the test questions
• teachers and students not involved in the tests do not have access to the test materials until after **Friday 1 June**
• no test materials are made available to members of the wider community, including the media, even after the test security period has ended.

13.4 Organise test sessions

Develop a school timetable for the testing period (*Section 14.1*). Make arrangements for students not participating in the tests.

Decide how students will be grouped and how staff will be organised to supervise the test.

If a variation to test dates is required, a *Variance request* must be submitted by **Friday 20 April**.
Evidence to support the application may be requested by the QCAA (e.g. notice of gazetted holiday).

13.4.1 Timetabling the tests in small schools

Principals in small schools may need to adjust times for the administration of the tests to accommodate their needs and to make the best use of teacher support time. Schools could vary the administration of the tests by:

• staggering the starting times of some sessions
• having one person administer the tests for Years 3 and 5, as the practice questions are generally repeated for these year levels. There are no practice questions for the Years 7 and 9 tests
• administering the *Writing* test to two year levels at the same time (i.e. to Years 3 and 5 together) as the stimulus and conditions are the same.

13.4.2 Hosted and visiting students

On occasions, students may sit the tests at a school other than their own (i.e. a host school). Students may sit the tests at a host school if they are:

• attending a cultural or sporting event
• on holiday
• enrolled in a school of distance education
• home-schooled — use school code *9999*.

Schools hosting visiting students are advised to keep a record of the names and details of these students for verification purposes and to assist with reporting queries.

For information about returning testbooks for visiting students, see *Section 15.1*.

Refer to *Section 5.8* for protocols relating to hosted and visiting students.

13.5   Testbooks

There will be **three testbooks for each student** — one for each day of the tests:

- Day 1: The *Language conventions* and *Writing* tests will be in the same testbook. There will also be a stimulus page for the *Writing* test.
- Day 2: A testbook for the *Reading* test. There will also be a coloured stimulus magazine.
- Day 3: For all years, a testbook for the Numeracy test.
  For Years 7 and 9, the *calculator-allowed* and the *non-calculator* sections will appear in the same testbook. The *calculator-allowed* section is to be completed first.

13.5.1   Types of testbooks

All testbooks sent to a school in the initial mailout will be overprinted with the school name and school code. The testbooks will be of two different types:

- *Type 1* (named) *testbooks*
  These have the student's details printed on the cover — names, date of birth, class, DET ID (where applicable). The enrolment data entered on the *Test administration* page of the NAPLAN portal by schooling authorities and individual schools in February is used to overprint the information on these testbooks.
- *Type 2* (unnamed) *testbooks*
  These do not have student details printed on them (but do have the school name and code).
  Type 2 (unnamed) testbooks are to be used by students:
  – for whom there is no *Type 1* (named) testbook (e.g. a new enrolment)
  – whose named testbook is lost or damaged (*Section 14.6*)
  – who are visiting from another school, for example a distance education student or a student on holiday
  – Test administrators will be required to enter the student's details in the vacant fields on a *Type 2* (unnamed) testbook before they are given to the student to use during the test.

13.6   Test materials

Packages of test materials will be delivered by Australia Post and should be in schools by **Monday 30 April**.

Tests ordered in Braille, large print and black and white formats will arrive separately and should be received by **Friday 4 May**. Schools ordering electronic format (PDF version) will be given advice regarding provision of these materials in the approval process. The return envelopes included in each pack must be retained and used to return the materials at the completion of the tests.

Test materials will be sent to schools in cardboard cartons. Where more than one carton is used, cartons will be labelled to indicate the number of each carton and the total number of cartons dispatched to a school (e.g. 2 of 3). Cartons should be retained and used to return the materials at the completion of the tests.

The packages of materials delivered to schools will contain:

- *Test materials packing slip* listing the quantities of materials sent to the school
- student lists — showing students for whom *Type 1* (named) testbooks have been supplied — for school use only
- testbook lists — *Type 2* (unnamed) testbooks showing the spare *Type 2* (unnamed) testbooks supplied — for school use only
- *Type 1* (named) testbooks
- *Type 2* (unnamed) testbooks
- stimulus materials for the *Reading* and *Writing* tests
- *Test administration handbook/s* for each year level (not in tamper-evident bags)
- return address labels and instructions for returning test materials
- *Returned test materials lodgement* form, to document the return of materials at completion of the tests.

13.6.1   Receipt of test materials

Secure test materials will be packaged in tamper-evident bags. **The tamper-evident bags are not to be opened to count the materials. Instead, use the transparent window on the side of the bags.**

The principal (or delegate) who receives the test materials must:

- check that the correct cartons are being delivered to the correct school before signing for them
- legibly record on the delivery docket their name and the time that the packages arrived at the school
- advise the principal that the materials have been received (if received by a delegate)
- check that the security of the materials has not been compromised during transit.

The principal (or delegate) who is responsible for the security of the test materials must then check the quantities received by using the packing slips provided with the materials and counting the contents of the bags.

The writing stimulus will be packed in opaque bags and cannot be counted. Check the labels on the bags containing the writing stimulus to verify that the quantities indicated are sufficient.

NOTE: In 2018, there will be a writing prompt for students in Years 3 and 5; and a different writing prompt for students in Years 7 and 9.

After checking materials and before Friday 4 May, access the NAPLAN portal and select the option 'Confirm receipt' to:

- confirm receipt of test materials
- advise of incomplete delivery
- request additional materials.

If at any stage prior to the tests it is seen that the seals of these bags have been tampered with, the QCAA **must** be notified immediately by email to NAPLAN.tests@qcaa.qld.edu.au or by telephoning (07) 3864 0481.

13.6.2   Non-receipt of test materials

Prompt action must be taken if test materials have not been received by **Tuesday 1 May**.

- Check with all staff to make sure that packages have not been received in the school.
- Contact the local post office to check if materials were unable to be delivered and are awaiting collection.
- Phone 1800 771 166 to advise of non-receipt.

13.6.3   Sorting materials prior to tests

- The testbooks will arrive packed in the order selected by the school principal through the *Test administration* login under the NAPLAN portal (e.g. alphabetically in classes for each year level or alphabetically in each year level).
- If a principal deems it necessary to sort test materials earlier than the morning of a scheduled test in preparation for distribution to classes/groups, they may arrange for sorting to begin on the afternoon of the previous day, but only after students have left for the day. (*Sections 4.3.7 and 4.3.8*)

Schools that need greater flexibility to prepare and sort materials must contact the QCAA for advice.

13.7   On the eve of the test

- Principal meets with test administrators to confirm arrangements for testing.
- Test administrators prepare classroom for testing.
- Print rolls to record student participation.

14 Test days

Responsibilities of the principal

- Store test materials securely after each test session.
- Organise catch-up tests for students who were absent.

Responsibilities of test administrators

- Ensure validity and fairness of the tests. Refer to the *Test administration handbook* for each test session.
- Monitor the test sessions according to the specific scripts set out in the *Test administration handbook* and according to the instructions that follow.
- In delivering the test, test administrators should encourage student participation and engagement in the tests and actively supervise student conduct during the tests.
- At the completion of each test, check the details on the covers of all testbooks, collect and account for test materials.
- Administer catch-up tests.
- If a catch-up session has been conducted for previously absent students, ensure that the absent bubble is not filled.

14.1 Test timetable

The tests are scheduled for the mornings of **Tuesday 15 May, Wednesday 16 May and Thursday 17 May**. Refer to *Section 8.4* for protocols relating to the test timetable.

- Under no circumstances are tests to be conducted prior to the published test dates.
- Only schools that have received written permission from the QCAA prior to the test week may vary the test dates.
- **The order of the tests cannot be varied**.
- The length of the sessions cannot be varied, except for students receiving adjustments for disability (*Section 6.11*).
- Schools may choose an appropriate starting time **before 9:30 am** for the first test each day.
- When there is more than one test scheduled for any day:
  – a minimum of 20 minutes break time must be provided between the two test sessions, and
  – **both tests are to be completed by 1:00 pm**.
- Approximately 15 minutes introduction time should be added to the time stated for each test. This time is necessary for distributing testbooks, checking and completing student details on the front covers of testbooks, checking equipment and completing practice questions.

14.2 Distributing testbooks

- The testbooks will arrive packed in the order selected by the school principal on the *Test administration* website (i.e. in classes or alphabetically, or in year level cohorts).
- Test administrators should distribute *Type 1* (named) testbooks to the students whose names are printed on them and who are participating in the testing program.
- Testbooks must **not** be distributed to students who have a valid exemption or are withdrawn by parents/carers. These students should be given another activity to do.
- Students for whom there is no *Type 1* (named) testbook should be given a *Type 2* (unnamed) testbook.
- When one testbook is being used for two tests (a 'flip' testbook), test administrators must make sure that students complete the second test in the testbook they used for the first test and which already bears their name.
- Electronic tests (PDFs) should be copied onto the appropriate student's device prior to test day. On the morning of the test, the password will be made available on the NAPLAN section of the QCAA website (www.qcaa.qld.edu.au/p-10/naplan).
- Teachers and students not involved in the tests **must not** have access to the test materials during the secure period (i.e. until after **Friday 1 June**).

14.3 Completing testbook covers

All student details must be completed accurately as the information on the covers of the testbooks is used for reporting purposes. It is imperative that the covers of all testbooks are thoroughly checked as any error may result in incorrect data being provided for reporting.

- Test administrators and students **both** have roles in completing testbook covers.
- The information required on the covers of testbooks is the same for all year levels.
- All information on the covers of the testbooks is to be entered using a **2B** or **HB** pencil.

14.3.1 Details to be completed by the test administrators on *Type 2* (unnamed) testbooks only:

Test administrators enter **all** student details — first and last legal names, date of birth, class, DET ID (where applicable) — and shade bubbles on the covers of all *Type 2* (unnamed) testbooks to show language background and participation. (If the student is absent for a test, the test administrator should also shade the bubble to indicate the gender of the student.)

14.3.2 Details to be completed by the student on testbooks — *Type 1* (named) and *Type 2* (unnamed):

- Students write their first names and last name clearly in the spaces provided on the covers of each testbook on the day of the test.
- Students should be instructed to write their names in exactly the same way on each testbook. For example, a student should not write *Susan McDonald* on one testbook and *Sue McDonald* or *Susan Jane McDonald* on other testbooks.
- Students will also have to shade bubbles to indicate their gender and whether they are an Aboriginal or Torres Strait Islander.
- Students should be told not to shade bubbles in the section of the cover that is to be completed by the test administrators.

14.3.3 If there is an error in the student details printed on the testbook, the test administrator must rule a **single line** through the incorrect information and print the correct details neatly above (as shown).

- Where necessary, a preferred name may be added in brackets after a student's legal first name or last name, e.g. *Ashcroft-Brown* (*Brown*).
- Where no class information is indicated on *Type 1* (named) testbooks, test administrators should advise students to leave this field blank.

14.3.4 Test administrators or NAPLAN coordinators must:

- check the names that students have written and the bubbles they shaded.
- where applicable, shade the bubble on the cover of the testbook to indicate that a student has a language background other than English (**LBOTE**). This bubble should be shaded only for students whose main language spoken at home is a language other than English.
- shade bubbles on covers of testbooks for all tests (i.e. both sides of the 'flip' book) to indicate whether a student:
  - is absent
  - is exempt
  - has been withdrawn by parents/carers
  - abandoned the test due to illness or injury (*Sections 5.5* and *14.7*)
  - refused to complete the test
  - is no longer at the school
  - is no longer in this year level
  - is an international fee-paying student
  - is a visiting student from … (insert school name and school code)
  - has received adjustment for disability (this includes all adjustments granted by the school or the QCAA).

It is possible that an absent student could sit a test in a catch-up session. Do not shade the absent bubble on a testbook until after it has become clear whether or not the student will be completing that test in a catch-up session.

Note: Exemption overrides all other bubbles.

Cover of Type 1 (named) testbook

NAPLAN NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

LANGUAGE CONVENTIONS

YEAR **9** 2018

Details to be completed by the teacher

Testbook No:

| First names | JOHN PATRICK | Last name | ASHCROFT-BROWN |

School code 9876   Date of birth 20 03 2004   Class 9C   EQ ID 12345678900
                    dd mm yyyy

School name SOMEWHERE PARK STATE HIGH SCHOOL

987654-1

> The details in this section are already printed on the testbook. **Students** are to check the name and date of birth. **Test Administrator** to check. See 14.3.3 for amendments.

Visiting this school from: School Name _____   School Code _____

> **NAPLAN Coordinator** to complete if applicable.

Details to be completed by the NAPLAN Coordinator

*Shade **one** bubble if testbook is empty*

- ◯ Exempt
- ◯ Parent withdrawn
- ◯ Absent
- ◯ No longer at this school
- ◯ No longer in this year level
- ◯ Present but refused to complete any test items

FXDMS ◯
USE ◯
ONLY ◯

> **NAPLAN Coordinator** to complete if testbook returned without student response.

Shade all the applicable bubbles

- ◯ Abandonment due to illness or injury approved by QCAA
- ◯ A disability adjustment has been approved by the principal
- ◯ This student has a language background other than English
- ◯ Completed in catch-up session
- ◯ International fee-paying student

> **NAPLAN Coordinator** to complete if applicable.

Details to be completed by the student

First names _____

Last name _____

I am   ◯ a boy   ◯ Aboriginal
        ◯ a girl   ◯ Torres Strait Islander

> **Student** to complete. **Test Administrator** to check accuracy.

SESSION 1

45 min   Time available for students to complete test: 45 minutes

Use 2B or HB pencil **only**

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9201

Cover of Type 2 (unnamed) testbook

Cover of Type 1 (named) and Type 2 (unnamed) testbooks for Language conventions/Writing

Instruct students to write their names in exactly the same way on both covers of dual or 'flip' testbooks at the beginning of the first test of the day.

14.4 Visiting students (those completing the tests at a host school)

For visiting students:

- use *Type 2* (unnamed) testbooks
- rule a single line through the school name and code of the host school and print the school name and code of the student's school above them
- also write the visiting student's school name and school code in the 'Visiting this school from' section
- if home-schooled students, use school code *9999*.

Schools hosting visiting students should keep a record of the details of these students for verification purposes and to resolve any queries relating to reports.

The school that a visiting student normally attends will have a *Type 1* (named) testbook for that student so these testbooks need to be returned with the absent bubble shaded.

14.5 Adjustments for students with a temporary injury

14.5.1 A student with a temporary injury, such as a broken arm or wrist, may be granted the use of assistive technology (computer templates) to complete the *Writing* test.

- **A scribe is not permitted**
- **Principals must complete and submit the form,** *Temporary injury — notice of use of assistive technology* **for the** *Writing* **test, to the QCAA by close of business on Tuesday 22 May.** This form is available from the QCAA NAPLAN portal.
- A student who is unable, due to the temporary injury, to complete the *Writing* test using either pencil and paper or assistive technology must be marked absent from this test.

The computer used must have the following features **disabled**:

- word prediction
- spelling and grammar check
- thesaurus
- internet and intranet access.

Return of test materials:

- **print** the student's response sheets
- **insert** them into the student's *Type 1* (named) testbook (they may be affixed with a paperclip, but are not to be glued or stapled to the testbook
- **place** the student's *Type 1* (named) testbook with the printed pages in the envelope provided and return them with the other testbooks
- **A copy of the student's work (template) must also be emailed to the QCAA by close of business on Tuesday 22 May** (NAPLAN.tests@qcaa.qld.edu.au).

Refer to *Section 6.7* and *6.10* for protocols relating to the use of assistive technology by students with a temporary injury.

14.5.2 Use of a NAPLAN Support Person for **Language conventions, Reading and Numeracy test**

A student with a temporary injury who experiences difficulty accessing the tests may be permitted to have a support person shade the bubbles of multiple choice questions and record short responses or answers dictated by the student.

Refer to *Section 6.6* for protocols relating to the use of a support person by students with a temporary injury.

14.6 Integrity of testbooks

Under no circumstances should covers or pages be removed from the testbooks.

Where the use of testbooks has been varied in ways that may impact on the reporting of test results (e.g. a student using a *Type 1* (named) testbook for one test and *Type 2* (unnamed) testbooks for other tests), the school must advise the QCAA by completing a *School testbook usage advice* form by **Tuesday 22 May**. This electronic form is available through the QCAA NAPLAN portal.

14.7 Managing events during the test sessions

- If a **student arrives late**, but before the test session has begun, the test administrator should give the student his or her testbook. Once the actual test has begun (that is, once the students have opened their testbooks and the test administrator has begun reading the instructions), discretion should be used as to whether a late student is admitted.
- If a **student presents with a temporary injury** that limits their access to the test, e.g. a broken writing arm or wrist, refer to *Section 6.10* and *14.5*.
- 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 who leave the test area temporarily should be supervised to make sure they do not take any prohibited items back into the test session. Materials are to be returned to the student when they re-enter the

room and the student will be permitted 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. Extra time is not permitted.

- A **student who finishes early** should be encouraged to review their work. Students who have completely finished a test may be permitted to engage in a quiet activity that is not related to the domain being tested.
- Where a **student becomes ill or is injured after commencing a test** (i.e. has attempted at least one question or has commenced planning for the *Writing* test) and is unable to complete it, the principal or their delegate must contact the QCAA as soon as practicable so that an **abandonment of the test** can be sanctioned. (*Section 5.5*). Where abandonment of a test is sanctioned by the QCAA, the appropriate bubble on the cover of the student's testbook must be shaded. The student is not permitted to complete the test in a 'catch-up' session.
- Where an eligible student is in attendance at the school, but does not attempt any part of the test, or leaves in an unsanctioned manner before entering any responses, the test administrator should shade the Refused to complete test bubble on the cover of the student's testbook (*Section 5.6*).
- Where an eligible student begins a test (i.e. completes at least one question), but refuses to complete it or then leaves in an unsanctioned manner, they are considered present and assessed for the purposes of the test. The Refused to complete test bubble is not to be shaded in this instance.

14.7.1 Perceived errors on the test papers

Test administrators should **not make comments to students** regarding what they believe is an error on a test paper. Instead, the principal or their delegate should contact the QCAA via email about any perceived errors after the test (NAPLAN.tests@qcaa.qld.edu.au).

14.8 Emergency considerations

- The **school security action plan** should include provision for action to be taken in an emergency such as a loss of power to the school on the test days. (Appendix 1). The QCAA **must be advised** as soon as possible of any emergency situations that arise.
- Test administrators should attend immediately to any student who experiences an emergency during the administration of the tests. If this means that the administration of a test has to be temporarily suspended to assist the student, test administrators should instruct the class to put their pencils down, close their testbooks and wait. After attending to the student, test administrators should resume administration of the test. The finishing time for the test should be adjusted to take into account the lost time.
- If a student has an accident with a testbook during a test, which renders the testbook unreadable and unable to be submitted (e.g. the student is sick on the book or tears it), the school must immediately contact the QCAA for advice.

14.9 Catch-up tests

14.9.1 Individual students

- Students can complete missed tests on the afternoons of **Tuesday 15 May**, **Wednesday 16 May** and **Thursday 17 May** after the scheduled test/s.
- **Friday 18 May** is a designated catch-up day for students who have missed one or more tests.
- If an absent student returns to school and completes a test in one of the catch-up sessions, the participation bubble on the cover of the testbook must be updated and shaded accordingly.
- Students who are absent for the three test days should not be expected to complete all tests on **Friday 18 May**. They should be marked absent for the tests they are unable to complete.
- Individual students are not permitted to complete tests after **Friday 18 May**.

14.9.2 Groups of students

- Schools with compelling reasons may request permission from the QCAA to administer the tests to **classes** or **groups of students** (not individual students) in the week after the scheduled test dates until **Friday 25 May**.
- The compelling reason must be serious and could, for example, include cases where schools are expected to participate in state-based activities such as show holidays.
- An application to vary test dates must be submitted via the NAPLAN portal using the *Variance request* form and approved by the QCAA.

15 After the test

Responsibilities of test administrators

At the completion of each test, test administrators must:

- collect all the test materials from the students
- check that the number of testbooks collected is the same as the number of students who sat the test in that room
- separate testbooks from working pages and stimulus materials
- make sure that there are testbooks for all present, absent, exempt and parent-withdrawn students, and for students for whom there are *Type 1* (named) testbooks but who are no longer at the school or in the year level
- use the student lists to make sure all *Type 1* (named) and any used *Type 2* (unnamed) testbooks have been returned and accounted for
- keep testbooks for any visiting students separate from those of the class or cohort so these can be returned in the prescribed way (*Section 15.1.5*)
- check that the student details on all testbooks are accurate (e.g. participation bubble shaded correctly)
- ensure that students have written their names in the same way on both covers of 'flip' testbooks
- arrange for the transcription of any tests completed using Braille
- arrange for the printing of the response pages of students who have used a computer or other assistive technology and the insertion of these into the students' *Type 1* (named) testbook. Test administrators should also save an electronic copy (PDF or template) of a student's computer-generated response to the *Writing* test so that it can be emailed to the QCAA (*Section 15.1*)
- return testbooks to the principal or their delegate for secure storage until dispatch
- return other test materials (e.g. stimulus materials) to the designated secure storage area to be held until **after Friday 1 June**.

Responsibilities of the principal

After materials have been returned to the principal by each test administrator, the principal should make sure that:

- testbooks for each student eligible to sit the test, including testbooks for students who were absent, exempt, or withdrawn by parents/carers, have been collected
- there is only one testbook collected, *Type 1* (named) **or** *Type 2* (unnamed), for each student for a single test
- all students' details on the covers of testbooks, including on the covers of testbooks used by visiting students, have been completed accurately (i.e. all bubbles have been filled appropriately)
- advise QCAA of

  – any irregularities in the use of testbooks (i.e. *School testbook usage advice*) by **Tuesday 22 May**.

  – the use of assistive technology by students with a temporary injury (e.g. broken writing arm/hand)

  by **Tuesday 22 May**.

15.1 Return of test materials

Once all test sessions, including catch-up sessions, have been completed, the following test materials must be returned:

- a complete set of testbooks for each student who sat the tests, including visiting students from another Queensland school but not student responses from another state (*Section 15.1.5*)
- all testbooks for students who

  – were absent

  – had a valid exemption

  – were withdrawn by parents/carers

  – abandoned a test due to illness or injury

  – refused to complete tests

  – were no longer at the school

  – were no longer in the designated year level.

  #### 15.1.1 Braille format

  - It is the responsibility of the school to transcribe the student's Braille responses into their *Type 1* (named) testbooks.

- Both the Braille responses and the *Type 1* (named) testbooks, with the transcribed responses, must be placed in the envelope supplied with the alternative format materials and returned with the testbooks of other students.

15.1.2   Large print or black and white print format

- Schools are not required to transcribe students responses from these formats into a student's *Type 1* (named) testbook.
- Both the large print or black and white format testbooks and the Type 1 (named) testbooks must be placed in the envelope supplied with the alternative format materials and returned with the testbooks of other students.

15.1.3   Electronic test format (interactive PDF)

Refer *Section 6.9*.

Where a student uses the interactive PDF test format, the school must:

- print a copy of the student's response sheets
- insert the response sheets into the *Type 1* (named) testbook (they may be affixed with a paperclip but are not to be glued or stapled to the testbook)
- place the student's *Type 1* (named) testbook containing the printed response sheets in the envelope supplied with the alternative format materials and returned with the testbooks of other students
- **A copy of the student's work (PDF) must also be emailed to the QCAA by close of business on Tuesday 22 May** (NAPLAN.tests@qcaa.qld.edu.au)

15.1.4   Assistive technology (computer templates)

Refer *Sections 6.7* and *6.10.* These will be available for the *Writing* tests only, and students can revert to paper testbooks for other tests. Students unable to shade in bubbles independently should apply for the electronic test format (interactive PDF). Note the earlier application date. Alternatively, schools can approve the use of a NAPLAN support person to shade in bubbles and write short responses if the student is unable to do so due to disability. Templates for the *Writing* tests will be available in the NAPLAN portal.

- When a student uses assistive technology (computer templates), the school must print the student's response sheets which must be clearly labelled with the following information:
  – the name of the test (*Writing* test)
  – the school name and code
  – the student's name, date of birth, year level and DET ID number (where applicable).
- Insert the response sheets into the *Type 1* (named) testbook (they may be affixed with a paperclip but are not to be glued or stapled to the testbook).
- **A copy of the student's work (template) must also be emailed to the QCAA by close of business on Tuesday 22 May**. (NAPLAN.tests@qcaa.qld.edu.au).

15.1.5   Visiting students

- Testbooks completed by **visiting students from Queensland schools** must be placed in an envelope supplied by the school, clearly marked 'Visiting student' and returned with the testbooks of students from the host school.
- Testbooks completed by **visiting students from other Australian states or territories** must be sent by registered post directly to the Test Administration Authority in the student's home state. (Refer to *Section 12* for postal addresses.) A record of any such students should be kept for verification purposes and to resolve any queries relating to reports.

15.2   Packing materials for return

- Return of materials, unless otherwise notified, will be by Australia Post. The cartons of completed tests should be delivered to the local post office.
- Where possible, return test materials in the packaging in which they were delivered. Pack testbooks carefully, as damaged testbooks cannot be machine-read and may delay the delivery of reports to all schools.
- The weight of individual cartons/boxes used to return test materials **must not exceed 16 kg**.
- Attach the return address labels supplied and follow the instructions for returning these materials.
- All testbooks must be lodged at the local post office no later than close of business on **Tuesday 22 May**.

- Special arrangements will be made for some remote schools (e.g. Torres Strait Island schools) to return their test materials.
- The *Returned test materials lodgement* form must be stamped and/or scanned at the post office as proof of lodgement by the specified date.
- The *Returned test materials lodgement* form should be placed in the school files after the lodgement details have been entered in the appropriate section of the *Principal's declaration* in the NAPLAN portal.
- In the event that return labels are misplaced or lost, phone 1800 771 166.
- Schools should retain any unused *Type 2* (unnamed) testbooks for future reference.

15.2.1   Courier collection from selected schools

Some primary and secondary schools in the Brisbane metropolitan and near metropolitan areas will be notified in **March** to prepare their **completed** *Language conventions/Writing* testbooks for early courier pick-up. This is to enable the marking of the *Writing* test to begin on time.
These collections will occur on the afternoon of **Wednesday 16 May**, and the mornings of **Thursday 17 May** and **Friday 18 May**. All other tests are to be returned as normal.

15.3   Completing test processes

15.3.1   Principal's declaration form

Principals are responsible for the security of the NAPLAN test materials and for administration of the tests in their school according to the national protocols set out in this handbook and the instructions in the *Test administration handbook*.

School principals are required to indicate that they have read, understood and adhered to the protocols for test administration by completing, signing, scanning and emailing the *Principal's declaration* to the QCAA. This electronic form is available from the NAPLAN portal.

This should be done before close of business on **Friday 25 May** when the tests have been completed and the materials returned.

15.3.2   Testbook usage

School testbook usage advice forms are to be completed by **Tuesday 22 May.**

This form is to be completed when the use of testbooks has been varied in ways that may impact on the reporting of test results (e.g. a student using a *Type 1* (named) testbook for one test and a *Type 2* (unnamed) testbook for other tests; or where one student has used another student's testbook).

16 Students with disability

Adjustments are intended to provide **students with disabilities** access to participate in NAPLAN tests as per guidelines in *Sections 6.1* and *6.2.2*.

- Decisions about the participation of students with disability should be made by the principal in consultation with relevant staff and parents/carers.
- It is expected that the adjustments used to access NAPLAN will be the same as those made for assessment in the classroom.
- Adjustments that are appropriate in the learning environment **may not be appropriate in the assessment environment** (*Section 6.2.2*).
- Adjustments should not compromise the **ability to assess the core skills that are the objects of the assessment** (*Section 6.2.2*).
- Separate supervision may be provided to ensure other students are not distracted by a student's access to adjustments for disability or disruptive behaviour.
- To document the decision to grant adjustments and/or to seek QCAA authorisation to do so, the principal, parents/carers and teacher must complete the relevant application form. Forms are downloaded from the NAPLAN portal at https://naplan.qcaa.qld.edu.au/naplan.
- Test administrators must ensure they shade the bubble on the cover of a student's testbook/s next to the statement that *The principal has approved adjustments for this student*. This must be done for each test for which the student is granted an adjustment.

16.1 Adjustments authorised by the QCAA

Adjustment	Application for alternative formats (NAPLAN portal)	Due date	Section	Information
Braille	Request for Braille format	**23 Feb**	6.8	Alternative format testbooks are available for students who normally use these educational adjustments for learning and assessment. Where a student requires any of these adjustments, prior approval **MUST** be sought from the QCAA.
Black and white	Request for large print or black and white format	**23 Feb**	6.12	
Large print	Request for large print or black and white format	**23 Feb**	6.12	
Electronic test format (interactive PDF)	Application to use electronic test format	**23 Feb**	6.9	
Scribe for *Writing* test	Application to use a scribe for the *Writing* test	**20 Apr**	6.5	
Assistive technology (computer templates for *Writing* tests only)	Application to use assistive technology	**20 Apr**	6.7	

For information about returning alternative format testbooks, see *Section 15.1.*

16.2 Adjustments authorised by the school

Adjustment	Form on NAPLAN portal	Due date	Section
Extra time	*Record of adjustment for disability*	**14 May**	6.11
Rest breaks			6.11
Signed support			6.12
NAPLAN support person			6.6
Coloured overlays			6.12

The *Application for adjustment for disability* form is for school use only and **must not** be sent to the QCAA.

- A copy of the completed forms should be given to the student's parents/carers and the originals retained in the student's file. Schools need to keep a copy of this information as they may be requested to provide it for audit purposes at a later date.

- A summary of the number of these types of adjustments will be required when the principal completes the *Principal's declaration* after the test (*Section 15.3*).

16.3 Applications for testbooks in Braille format

Braille testbooks are available for students who normally access this educational adjustment for learning and assessment as described in *Section 6.8* of this handbook.

Principals must complete and submit an *Application for alternative format/Request for Braille* to the QCAA by **Friday 23 February**. This form is available from the NAPLAN portal.

Return of test materials:

- It is the responsibility of the school to transcribe the student's Braille response into their *Type 1* (named) testbooks.
- Both the Braille responses and the *Type 1* (named) testbooks containing the transcribed responses must be placed in the envelope provided with the alternative format materials and returned with the testbooks of other students.

16.4 Applications for large print or black and white format testbooks

Large print or black and white format testbooks are intended for students with vision impairments who usually access assessment using this adjustment.

Principals must submit an *Application for alternative format/Request for large print format* or *black and white print format* to the QCAA by **Friday 23 February**. This form is available from the NAPLAN portal.

- The provision of coloured overlays for students who generally use them is the responsibility of the school. *Adjustment for disability* form must be completed.

Return of test materials:

- Schools are not required to transcribe student responses from these formats into a *Type 1* (named) testbook.
- Both sets of testbooks for a student — the large print or black and white format testbooks and the *Type 1* (named) testbooks — are to be placed in the envelope provided with the alternative format materials and returned with the testbooks of other students.

16.5 Applications for assistive technology (templates) or electronic format (interactive PDF)

This table provides guidelines for schools that are considering these applications.

Assistive technology (computer use with templates)	Electronic format (interactive PDF)
Provided for a student **with a disability** who usually uses a computer as part of their **usual disability adjustments in classroom assessments.** (*Section 6.7.2*). • Only available for the *Writing* tests	Provided for a student with a disability who uses a computer as part of their usual adjustment in classroom assessment, **AND** who is **not able to access the test through any other adjustment available including assistive technology** (*Section 6.9.1*) due to at least one of the following: • Severe vision problems and are not Braille proficient • Severe physical disabilities that restrict movement.
Templates available from QCAA website. (*Section 16.6*).	Ordered through QCAA by 23 February.

16.6   Application to use electronic test format (interactive PDF)

Where a student meets the criteria for the use of electronic format (*Section 16.5*), prior permission must be sought from the QCAA.

Principals must complete and submit an *Application for alternative format/Application to use electronic test format* by **Friday 23 February.** This form is available from the NAPLAN portal.

The electronic test format is an interactive PDF that allows students to enter and save responses.

The computer used must have the following features **disabled**:

- word prediction
- spelling and grammar check
- thesaurus
- text-to-speech software for *Language conventions* and *Reading* tests
- calculator use (in non-calculator numeracy test)
- internet and intranet access.

Assessing interactive PDFs

- The interactive PDFs will be available for downloading from the NAPLAN portal prior to the tests. This will require the school BIC and password.
- Once downloaded these files can be copied onto the appropriate student's device before the day of the test.
- These PDFs will be password protected. Each morning of testing, the password for that day's test(s) will be released on the NAPLAN section of the QCAA website (www.qcaa.qld.edu.au/p-10/naplan).

Return of test responses:

- **print** the student's response sheets
- **insert** the sheets into the student's *Type 1* (named) testbook (they may be affixed with a paperclip, but are not to be glued or stapled to the testbook)
- **place** the student's *Type 1* (named) testbook with the printed pages together in the envelope provided and return them with the other testbooks
- **A copy of the student's work (PDF) must also be emailed to the QCAA by close of business on Tuesday 22 May** (NAPLAN.tests@qcaa.qld.edu.au).

16.7   Application to use assistive technology (computer templates)

Where a student meets the criteria for the use of assistive technology (*Section 16.5*), prior permission must be sought from the QCAA.

Principals must complete and submit an *Application for alternative format/Application to use assistive technology* by **Friday 20 April.** This form is available from the NAPLAN portal.

Assistive technology templates for the *Writing* tests will be available from the NAPLAN portal in the QCAA website. Students are to record their responses on these templates using Wordpad or similar.

The standard computer used must have the following features **disabled**:

- word prediction
- spelling and grammar check
- thesaurus
- internet and internal network access

Text-to-speech features may be used in the *Writing* test to enable students with vision impairments to access their responses if they normally use this for assessment.

Return of test responses:

- **Print** the student's response sheets which must be clearly labelled with the following information:
  – the name of the test (e.g. *Writing* test)
  – the school name and code
  – the student's name, date of birth, year level and DET ID number (if applicable).
- **Insert** the printed response sheets into the student's *Type 1* (named) testbook and affix with a paper clip. The sheets must not be glued or stapled into the testbook.
- **A copy of the student's work (template) must also be emailed to the QCAA by close of business on Tuesday 22 May** (NAPLAN.tests@qcaa.qld.edu.au).

16.8   Application to use a scribe for the *Writing* test

Where a student requires the use of a scribe to access and complete the *Writing* test, prior approval must be sought from the QCAA.

Principals must complete and submit an *Application to use a scribe for the* Writing *test* by Friday 20 April. This form is available from the NAPLAN portal.

Refer to Section 6.5 for protocols relating to the use of a scribe for the *Writing* test.

17 Marking and reporting

17.1 Marking

The multiple-choice items for literacy and numeracy tests will be machine marked. All constructed-response items for literacy and numeracy will be individually verified.

The *Writing* test will be marked at a marking centre by Queensland teachers specifically trained for the task.

17.2 Reports

The NAPLAN tests should be considered assessments that complement other effective classroom assessment and reporting practices.

17.2.1 Individual

Printed hard copies of **individual student reports** will be delivered to schools by Australia Post in August. After verifying the number of reports received, the principal (or delegate) must **confirm receipt** of the reports by accessing *Confirm receipt, student reports* on the NAPLAN portal.

Where a school does not receive this package by the due date, the principal or delegate should check with the local post office before contacting Fuji Xerox DMS. Contact details are inside the front cover of this handbook.

The principal is responsible for the distribution of the individual student reports. They should ensure that the reports are:

• checked before distribution to parents/carers
• delivered to parents/carers in a timely manner after they are received at the school
• forwarded to the new schools of students who have left the school, if this is known
• kept at the school for students whose whereabouts are unknown.

17.2.2 Additional copies of student reports

If a parent or carer other than the primary carer requests a copy of a student's report:

• State schools will be able to print a copy of the report from the *OneSchool* program in November.
• All schools can request additional copies of student reports by completing an application form through the NAPLAN portal on the secure section of the QCAA website.
• Requests for copies of student reports should come to QCAA **from schools, not from parents.**
• See Section 17.4 to query student results.

17.2.3 Class and school

Once all data has been finalised, **class and school reports** will be made available to schools in electronic formats on the secure section of the QCAA website. Most reporting happens early in Term 3.

Class and school reports can be downloaded by accessing the *Results login* on the NAPLAN portal.

17.2.4 State report

The State report for each year level provides information to help teachers and principals understand, interpret and use student performance information contained in the test reports. The reports will be available for download from the *NAPLAN Report guides and handbooks* page of the QCAA website at https://www.qcaa.qld.edu.au/p-10/naplan/test-reporting-analysis/report-guides-handbooks.

Schools will also be able to access the SunLANDA program to help them analyse their data.

17.2.5 Trend graphs

These show student performance in individual year-level school cohorts within the five different NAPLAN assessment areas, year by year since 2002, and will be available on the secure section of the QCAA website in August.

17.3 View student *Writing* test scripts

Schools will be able to download their students' *Writing* test scripts by accessing the *Results login* on the NAPLAN portal from August to November.

17.4 Appeals

If any perceived errors are identified on student reports or if there are missing reports, principals should access the NAPLAN portal, select the **Query results** link on the menu and complete an online application form.

Appeals may be lodged between the receipt of the student reports and no later than **Friday 21 September 2018.**

Appendix 1 — Draft school security action plan

Activity	Action/Notes
February All test administrators read the security arrangements and test information in the *Handbook for principals.*	
Late April–early May • Test materials are delivered to the school, signed for by an authorised staff member and placed in a secure area.	
• Principal or delegate checks quantities of test materials listed on packing slips without opening the tamper-evident bags and then reseals the boxes and places them in a secure area.	
8 May Principal or delegate distributes copies of the *Test administration handbook* for the relevant year level to test administrators so they can familiarise themselves with the test instructions.	
15–17 May • On each morning of the tests, principal or delegate removes relevant testbooks from the secure storage area and gives them to test administrators for the administration of the tests.	
• After each test, test administrators check and account for completed testbooks before returning them to the secure storage area.	
15 May–1 June • All stimulus and unused test materials are stored securely until **1 June 2018**.	
18–22 May • All completed testbooks (including those for absent, exempt and withdrawn students) are checked and packed in boxes, then sealed and labelled for return through Australia Post.	
• Boxes of testbooks are lodged at the local post office. *Returned test materials lodgement* form is stamped/scanned by post office staff and retained for school records.	
• Principal or delegate advises QCAA of any irregularities noted during the tests.	
• *School testbook usage advice* forms from the NAPLAN portal on the QCAA website are completed for any irregularities related to testbook usage.	
17–25 May Principal completes and lodges the *Principal's declaration* on the NAPLAN portal of the QCAA website.	

Appendix 2 — NAPLAN task schedule

Note: rows highlighted grey indicate access to the NAPLAN portal

Task	To be completed	Portal open	Portal close	Handbook for principals
Before the test				
Advise the school community of the 2018 test dates.	Feb			Section 13
Student data load and checking: **This information is used to print and package test materials before the test and for reporting after the test.** All schools: check, edit and confirm student details:		13 Feb	28 Feb	Section 13.1
• Department of Education and Training (OneSchool provides DET student data to QCAA)		13 Feb	28 Feb	
• Catholic schools (Catholic dioceses provide student data to QCAA)		13 Feb	28 Feb	
• Independent and Catholic Religious Institute schools: – complete student details and groupings – upload student details to the NAPLAN portal.		1 Feb	28 Feb	
Print copies of the school data for use later in the administration of the tests.			28 Feb	
Acknowledge receipt of *Handbook for principals*.		12 Feb	2 Mar	Section 13
Submit applications for: • tests in alternative formats (e.g. Braille, electronic format [PDF], black and white, large print) • use of a scribe for the *Writing* test • assistive technology.		29 Jan 29 Jan 29 Jan	23 Feb 20 Apr 20 Apr	Section 16
Submit an application to vary test dates using the *Variance request* form (if required).		29 Jan	20 Apr	Section 13.4
Advise teachers of the test preparation materials on QCAA and ACARA websites.	Mar / Apr			
Prepare a security plan for the handling of the test materials.	Mar / Apr			Section 13.3
Distribute application forms to teachers and parents/carers whose signatures are required for: • exemptions • withdrawals • adjustments for students with disability.		29 Jan	14 May	Section 13.2
Check that all test administrators have read the *Handbook for principals*.	Feb / May			
Develop a school timetable for the testing period. Make arrangements for students not participating in tests.	Apr			Section 13.4, 14.1
Delivery of test materials: On receipt, without opening the tamper-evident bags: • check the quantities using the packaging slips • store test materials securely. **Non-receipt of test materials by 4 May**: If materials have not been delivered, check with the local post office **before** phoning 1800 771 166. **Note:** alternative format materials will be delivered to schools as a separate delivery.	Apr / May			Section 13.6
Confirm receipt of test materials		16 Apr	4 May	Section 13.6
Distribute the *Test administration handbook* to test administrators.	Apr / May			

Task	To be completed	Portal open	Portal close	Handbook for principals
Day before the test				
Make sure that teachers have familiarised students with testing processes.	14 May			
Check that spare calculators are available for students in Years 7 and 9.	14 May			
Make sure each test administrator has read the relevant *Test administration handbook*.	14 May			
Finalise arrangements for the administration of the tests and student participation, including adjustments for disability.	14 May			
Make sure that no tests are conducted on this day. • Provide each test administrator with a list of students in their class/group who are eligible to sit the tests. • Indicate those who have valid test exemptions, require adjustments, or have been withdrawn by parents/carers.	14 May			
Prepare rooms for tests (e.g. rearrange furniture, remove charts from walls).	14 May			
Test days				
Sorting may begin on the eve of each test session day if a principal feels that it is necessary to sort the test material earlier than the morning of each scheduled test. This can only be done after students have left the school for the day.				
Language conventions test • Sort and distribute *Language conventions/Writing* testbooks to test administrators. • Administer the *Language conventions* test. *Writing* test • Distribute *Writing* test stimulus to test administrators. • Administer *Writing* test. • Collect and account for all testbooks and stimulus materials. • Check student details on the covers of testbooks. • Store all testbooks and stimulus materials securely.	15 May			Section 14
Schools that have been notified that completed *Language conventions/Writing* testbooks are being collected by courier should have these materials packed and ready for collection.	16–18 May			Section 15.2.1
Reading test • Sort and distribute *Reading* test stimulus and testbooks to test administrators. • Administer the *Reading* test. • Collect and account for all testbooks and stimulus materials. • Check student details on the covers of testbooks. • Store all testbooks and stimulus materials securely.	16 May			Section 14
Numeracy test • Sort and distribute *Numeracy* testbooks to test administrators. • Administer the **Numeracy** test. • Collect and account for all testbooks. • Check student details on the covers of testbooks. • Store all testbooks securely.	17 May			Section 14
Manage the administration of catch-up tests for students who were absent on 15, 16 or 17 May. Check that the absent bubbles on the testbook covers (front and back) for these students are not shaded.	18 May			Section 14

Task	To be completed	Portal open	Portal close	Handbook for principals
After the tests				
Check that the details on the covers of all testbooks, including those for students who were absent, had a valid test exemption or were withdrawn by parents/carers, have been completed correctly.	22 May			Section 15
Complete *School testbook usage advice* form/s if necessary.		16 Apr	22 May	Section 15.3
• Make sure that testbooks for all students are packed for return. • Post testbooks using the return address labels provided.	22 May			Section 15
• Lodge all testbooks at the local post office by close of business on Tuesday 22 May unless a variation to the test dates has been approved by the QCAA. • Have the *Returned materials lodgement* form stamped and/or scanned and file form in school records.	22 May			Section 15
Submit *Temporary injury — notice of use of assistive technology for the Writing test* forms (for students with injury to hand or wrist).		16 Apr	22 May	Section 15.1.4
Complete the *Principal's declaration* form, using information from the Australia Post lodgement form.		17 May	25 May	Section 15.3
Marking and reporting				
Delivery of student reports	Jul–Aug			Section 17
• Confirm receipt of student reports. • If reports have not been delivered, check with the local post office **before** phoning 1800 771 116.	Aug	13 Aug	24 Aug	Section 17.2.1
Download: • school and class reports and check accuracy • school trend graph. Complete and submit an online *Application to query student report* for any perceived errors on reports.	Aug–Sep	13 Aug	21 Sep	Section 17
• Prepare for the secure storage of the student reports. • Arrange for all details on the student reports to be checked before distributing to parents/carers. (e.g. student's name, test participation details). • Check that reports for all participating students have been received.	Jul–Aug			
Download student writing scripts.		13 Aug	30 Nov	Section 17.3

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