



Test administration
handbook

Year 3

2017

Contents

Introduction	1
Test schedule	1
Test sequence for Year 3	1
Time allowed for each test	1
Preparing for the tests	1
On test days	1
Preparation of classrooms	2
Test materials	2
Student materials	2
Supervising the test sessions	2
Assisting students	3
Reading the test administration script	4
Practice questions	4
Recording test participation	4
Recording language background other than English	5
Recording adjustment for disability	5
Correcting errors on <i>Type 1</i> (named) testbooks	5
Catch-up sessions for students absent on the test days	5
Tuesday 9 May 2017 — <i>Year 3 Language conventions</i> test administration	6
Time allocation	6
Preparation for the <i>Language conventions</i> test session	6
Materials required	6
Test administration script	7
After the test	11
Tuesday 9 May 2017 — <i>Year 3 Writing</i> test administration	12
Time allocation	12
Preparation for the <i>Writing</i> test session	12
Materials required	13
Test administration script	13
After the test	15
Wednesday 10 May 2017 — <i>Year 3 Reading</i> test administration	17
Time allocation	17
Preparation for the <i>Reading</i> test session	17
Materials required	17
Test administration script	18
After the test	22
Thursday 11 May 2017 — <i>Year 3 Numeracy</i> test administration	23
Time allocation	23
Preparation for the <i>Numeracy</i> test session	23
Materials required	23
Test administration script	24
After the test	27

Returning completed materials	29
Guidelines for the use of a computer by students with a temporary injury participating in the <i>Writing</i> test	30
Length of computer text equivalent to 3 pages of handwriting	30
Font	30
Conditions	30
After the test	30

Introduction

Thank you for administering the National Assessment Program — Literacy and Numeracy (NAPLAN) in 2017. This handbook provides you with all the instructions you need to administer the tests.

Your role in the administration of the tests is critical. It is important that you are very familiar with all the procedures in this handbook. Standardised administration of the tests contributes significantly to the fairness and reliability of the assessment tasks. It is important that a positive and calm atmosphere is maintained throughout the test sessions and that these administration instructions are followed carefully.

Read and be familiar with all the information in the relevant section of the handbook before administering each test. Test administrators are required to follow the student instructions exactly as provided in this handbook, so that all students across Australia receive the same test instructions.

Test schedule

The tests are scheduled for the days and times shown in the table below. All schools across Australia are to complete the tests on these days.

Test sequence for Year 3

Time	Tuesday 9 May	Wednesday 10 May	Thursday 11 May
am	<i>Language conventions</i>	<i>Reading</i>	<i>Numeracy</i>
am	Break (at least 20 minutes)		
am	<i>Writing</i>		

Time allowed for each test

Specific timing for each of the tests is provided at the beginning of each section of this handbook. Test administrators must adhere to these time limits.

Extra time to complete a test is only allowed if granted as a disability adjustment. See the *2017 Handbook for principals* (Section 6) for more information.

Preparing for the tests

In the weeks before the test, the school principal/representative should have met with you to:

- determine where the test sessions will be held
- determine the duration and organisation of breaks
- discuss organisational procedures required during the tests
- review the handling of emergencies and problem situations
- explain the organisational arrangements for non-participating students
- establish the procedures for when the test is administered by a casual, relief or supply teacher
- ensure that you are familiar with all the test administration instructions and procedures.

On test days

On the morning of each test, please collect all materials required for the test session. Allow enough time to check that you have the required number of books and the necessary equipment and that you understand all procedures.

Preparation of classrooms

Access to a whiteboard or blackboard is required.

Arrange seating so that students cannot see another student's work.

Posters, displays or teaching materials that might help students to answer questions must be covered, reversed or removed from the room while students are completing tests.

The following items **must not** be used by students during testing as they could affect the validity of the test or the scanning of the testbooks:

- books, including dictionaries
- rulers
- coloured pens or pencils
- mechanical lead pencils
- felt pens
- highlighters
- correction fluid
- glue
- reusable adhesive
- mobile phones, tablets and other electronic devices, including bluetooth devices
- calculators.

Test materials

You will need the following materials ready for distribution:

- *Type 1* (named) testbooks for students in your class or group
- *Type 2* (unnamed) testbooks for students for whom there is no named textbook
- the relevant stimulus materials (*Writing* and *Reading* tests only)
- blank paper for working-out in the *Language conventions* test
- blank paper for planning the *Writing* test
- blank paper for working-out in the *Numeracy* test.

Student materials

During testing, each student requires:

- **2B** or **HB** pencils
- an eraser
- a sharpener.

Supervising the test sessions

In supervising the tests, the test administrator must:

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

Assisting students

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

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

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

During **all** tests, you **MUST NOT** provide the following assistance:

- give hints or examples
- explain, paraphrase or interpret questions
- indicate to students whether answers are correct or incorrect
- remind students about related work completed in class
- provide extra time.

During the **Language conventions** test, you **MUST NOT**:

- read or sound out the spelling items to students
- read any of the test questions to students
- write any spelling words for students, on the board or elsewhere.

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

- discuss the writing task
- provide any structure or content, whether orally or in writing
- prompt students
- write for a student (except where a disability adjustment has been granted).

Please refer to the section *Guidelines for the use of a computer by students with a temporary injury participating in the Writing test* in this handbook, if applicable.

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

- read anything from the magazine
- read any test questions.

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

- read the numbers or symbols unless they are embedded within the text
- explain the meaning of any symbols, numbers or mathematical terms
- interpret any graphs or diagrams.

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

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

Example 1

What number will make this number sentence true?

$$4.52 + 3.68 = \blacksquare + 3.70$$

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

Example 2

Edward travelled 110 kilometres in 2 hours.
What was his average speed in kilometres per hour?
A. 50 B. 55 C. 70 D. 220

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

Example 3

The number 39 889 can be rounded in different ways.
Which two ways of rounding give the same answer?
A. Rounding to the nearest 10 and nearest 100.
B. Rounding to the nearest 10 and nearest 1000.
C. Rounding to the nearest 100 and nearest 1000.
D. Rounding to the nearest 1000 and nearest 10 000.

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

The literacy demands of the *Numeracy* test should not exclude students from accessing the tests; however, a test administrator should not lead a class through the *Numeracy* test, question by question, unless the literacy standard of the whole class is a barrier to access.

Reading the test administration script

It is important that the tests are administered uniformly according to the timetables and instructions in this handbook.

Test administrators **MUST READ ALOUD** to students all instructions in shaded boxes, for example:

READ ALOUD

Now you will complete the *Writing* test. You will each have a *Writing* textbook in front of you.

Practice questions

The purpose of practice questions for Year 3 is to familiarise students with the different response types. This is not an opportunity for teaching. Move through these questions as quickly and efficiently as possible.

Recording test participation

Accurate records regarding student participation are very important. Please consult the *2017 Handbook for principals* (Part B) before completing any information about student participation.

If a student is not present for the test, you **must** shade **one** of the bubbles on the front cover of the student's textbook. See the following example.

Student	<input type="radio"/> absent	<input type="radio"/> no longer at this school
	<input type="radio"/> exempt	<input type="radio"/> no longer in this year level
	<input type="radio"/> parent withdrawn	<input type="radio"/> international fee-paying
	<input type="radio"/> refused to complete test	<input type="radio"/> visiting this school from
	<input type="radio"/> abandoned test due to illness/injury	_____

Please shade the bubbles at the end of each test session. If a student was absent at the time of testing but completes the test in a 'catch-up' session, ensure that the shaded bubble is erased.

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

Recording language background other than English

Test administrators must shade this bubble for students whose main language spoken at home is a language other than English.

Recording adjustment for disability

This bubble must be shaded for students for whom any adjustments have been approved (e.g. extra time, rest breaks, use of a scribe or assistive technology).


Exemption is **not** an adjustment.

Correcting errors on *Type 1* (named) testbooks

At the beginning of each test session, students will be asked to check that they have the testbook that belongs to them and to check the accuracy of overprinted details. These details *should* be correct as they have been printed from enrolment data provided by the school.

If there is an error in the overprinted details on the cover of a *Type 1* (named) testbook, the test administrator should rule a single line through the incorrect information and print the correct details neatly above.

For example:

Details to be completed by the teacher <i>JON PATRICK</i>					
First names	JOHN PATRICK		Last name	ASHCROFT-BROWN	
School code	9876	Date of birth	20 03 2004 <small>dd mm yyyy</small>	Class	AH7 <i>RS7</i>
EQ ID	12345678900				
School name	SOMEWHERE PARK PRIMARY				
					987654-1

If there are any doubts about the accuracy of a student's details, do not make changes.

Catch-up sessions for students absent on the test days

It is very important that a high level of student participation is reached in this national assessment.

Every effort should be made to ensure all eligible students are assessed on the designated NAPLAN test days (9–11 May 2017).

Where students are absent for one or more of the tests, arrangements should be made for those students to sit the tests on either the afternoon of a test day on which they are present or on Friday 12 May 2017.

Students absent for the three test days should not be expected to complete all tests on Friday 12 May. They should be marked absent for the tests they are unable to complete.

Only schools that have prior permission from the QCAA may conduct tests for classes or groups of students in the week 15 to 19 May.

Tuesday 9 May 2017 — Year 3 Language conventions test administration

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

This test is to be conducted in one session. This is an assessment of a student's ability in spelling, grammar and punctuation.

Time allocation

Introduction time: approximately 15 minutes

Test time: 40 minutes

Preparation for the *Language conventions* test session

- Arrange the room so that students cannot see another student's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with the start and finish times, including ten-minute intervals, on the board.
- Check that there is a *Type 1* (named) *Year 3 Language conventions/Writing* testbook for each student.
Please note: This is a flip book. It contains two tests — the *Language conventions* test at the front of the book and the *Writing* test at the back of the book. Student details are overprinted on the *Language conventions* cover only.
- Allocate *Type 2* (unnamed) testbooks to those students who do not have a named one. Please complete student details on the front cover using a **2B** or **HB** pencil.
- Distribute the *Language conventions/Writing* testbooks to students, making sure that the *Language conventions* side is facing them, and that each student has the correct testbook.
- Under no circumstances should a student complete the test using another student's overprinted testbook.

Where a student is visiting your school to complete the tests, allocate a *Type 2* (unnamed) testbook to this student. As well as completing the student details on the front cover using a **2B** or **HB** pencil, please ensure that the name of the school the student usually attends is written on their testbook.

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

Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none">• a <i>Year 3 Language conventions/Writing</i> testbook• a sheet of blank paper• 2B or HB pencils only• an eraser• a sharpener.	<ul style="list-style-type: none">• this <i>Test administration handbook</i>• spare student testbooks• spare blank paper• spare pencils, erasers, sharpeners• a watch or clock for timing the test• a board to demonstrate practice questions and display time sequence• a student list.

Test administration script

READ ALOUD

Today you will complete a *Language conventions* test. This is a test of spelling, grammar and punctuation. You should each have a *Year 3 Language conventions* testbook, a sheet of blank paper, a **2B** or **HB** pencil, a sharpener and an eraser on your desk.

Check to see that you have these things.

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

Do not open your testbook until I tell you to.

Allow students time to check they have the appropriate materials.

READ ALOUD (show students the *Language conventions* cover of the testbook)

Look at the *Language conventions* cover of your testbook.

Your name and date of birth are printed on it.

Please check that this is **your** testbook and that your name and date of birth are correct.

Allow students time to check their details. Help them if needed.

If there is an error in the printed details, note it and correct it later.

READ ALOUD (show students where to write their names)

Look at the box at the bottom of the front cover where it says *Details to be completed by the student*.

Write your first name or names in the top box and your last name in the bottom box.

Please use ALL capital letters and print neatly.

Allow students time to write their names.

READ ALOUD

Now look at the section below where you have just written your name.

You need to shade the bubble to show whether you are a boy or a girl.

If you are an Aboriginal person **or** a Torres Strait Islander person, shade the bubble to show this.

If you are an Aboriginal **and** Torres Strait Islander person, shade both bubbles.

If you are neither of these, you do not need to shade a bubble in this column.

Indicate the bubbles to be shaded and make sure all students do this correctly.

READ ALOUD (show students how to 'flip' the book and where to write)

Now turn your testbook over so you can see the back cover.

This is the cover for the *Writing* test. There are two boxes on this cover for your name.

Again, write your first name or names in the top box and your last name in the bottom box.

It is important that you write your names in these boxes in exactly the same way that you wrote them on the *Language conventions* cover. Do that now.

Allow students time to complete the task.

READ ALOUD (show students the cover of the *Language conventions* test)

Now turn your testbook over again so you are looking at the *Language conventions* cover.

For the following practice questions, the test administrator can determine the pace and emphasis required for their group of students.

READ ALOUD

Turn to page 2 of your testbook.

In the *Language conventions* test you will have to answer questions in different ways.

These practice questions will show you how to do them.

Before you begin the test, we will do the practice questions together but you will have to do the test questions by yourself.

For some questions, you have to write the correct answer in a box.

Look at *Practice Question 1* and follow the words while I read it.

P1 The spelling mistake in this sentence has been circled.
Write the correct spelling of the circled word in the box.

I go to school on a buss .

P1

You have to spell the word *bus* correctly in the box.

Make sure the whole word fits inside the box. Do that now.

Give students time to write the word.

READ ALOUD (spell out the word and write it on the board)

You should have written *b u s*.

If you did not write bus, rub out the incorrect answer **completely** and write it correctly now.

If you make a mistake in your test, you may rub it out completely and then write the correct answer.

You must write clearly so that other people can read your answers.

Demonstrate on the board how to write the word in the box as you spell it out.

Allow students time to change their answers to the correct response.

Please note that the practice questions do not contribute to a student's score.

READ ALOUD

Look at *Practice Question 2*. Follow the words on the page as I read them.

P2 There is one spelling mistake in this sentence.
Write the correct spelling of the word in the box.

He has bloo eyes.

P2

Find the word in the sentence that is spelt incorrectly and write the correct spelling for the word in the box. Again, make sure the word fits inside the box. Do that now.

Give students time to write the word.

READ ALOUD (spell out the word and write it on the board)

The word that is incorrect is *bloo*.
You should have written *b l u e*.
If you made a mistake, rub it out completely and write the correct answer now.

Demonstrate on the board how to write the word in the box.

Give students time to correct any errors.

READ ALOUD (read the question and pause for the missing word)

Look at *Practice Question 3*.
To answer some questions you have to shade **one** bubble.
Follow the words as I read the question.

P3 Which word completes this sentence correctly?
I like going the city.

as	so	to	of
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The box shows there is a word or words missing.
Shade **one** bubble next to the correct word now.

Give students time to shade a bubble.

READ ALOUD

The correct sentence is *I like going to the city*.
You should have shaded the third bubble, beneath the word to.
If you didn't, rub out your answer completely and shade it now.

Give students time to correct their answers, rubbing out any errors completely.

Check that the shading is confined to the bubble and incorrect answers have been completely erased.

READ ALOUD

For *Practice Question 4* you also have to shade **one** bubble.
Follow the words while I read them to you.

P4 Which is a correct sentence?

- The sun are hot.
- The rocks is hard.
- Grass is green.
- Water are wet.

Only one sentence is correct even though each sentence has true information.
Choose the sentence that is correct and shade the bubble next to it.

Give students time to shade a bubble.

READ ALOUD

Grass is green is the correct sentence. You should have shaded the third bubble.
If you did not shade this bubble, rub out your answer completely and shade the third bubble now.

Give students time to correct their answers, rubbing out any errors completely.

READ ALOUD

We have now finished the practice questions. Put down your pencils.
During the test you will have to work by yourself, so listen carefully while I tell you what to do.
All the questions in the test will be similar to the ones we have just practised.
The spelling questions are first, followed by the grammar and punctuation questions.
Read the instructions for each question carefully. Remember, you will have to either write a word in the box or shade a bubble.
If you have trouble with the instructions, you can ask me. However, I cannot read the spelling words or the questions to you.
Are there any questions?

Answer any questions from the students.

READ ALOUD

Do your best work and write neatly so your answers are easy to read.
Shade the bubbles carefully.
If you make a mistake, rub it out completely and try again.
If a question is too hard, do the next one. You can go back to that question if you have time at the end of the test.
You must work on your own to do this test, and you are not allowed to talk to other students.
If you have any questions, please raise your hand and I will come and speak with you.
There are 50 questions in the test and you have 40 minutes to complete all the questions.
Work through all the questions until you have finished or until I tell you to stop.
After 20 minutes you should be about halfway through the test and close to finishing the spelling questions. Even if you have not finished the spelling questions, you should start the grammar and punctuation questions.
If you finish early, go back to the spelling section and check that you have answered all the questions, and then wait quietly until the test time is finished.
I will mark off the time on the board and will tell you when you have five minutes left.
The test starts on page 3. Open your testbook to page 3.
You may start now.

Actively supervise students closely during the test to make sure they are on task, responding in the correct ways and doing their own work.

Remember you can only help the students by reading the instructions.

You may not read the test items or spelling words.

(Refer to *Assisting students* in the *Introduction* of this handbook for additional guidelines.)

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

Mark off the time intervals on the board.

Monitor the progress of the students and provide a reminder to ensure that all students spend about half of the test time on the grammar and punctuation questions.

Students who finish early should be encouraged to check their answers. When finished checking, they should

close their testbooks and leave them on their desks.

They may not engage in 'early finisher' activities, such as reading, which may provide clues to the test question answers.

DO NOT collect the testbooks yet as this may be disruptive for the other students. If a whole class finishes the test before the allocated time, teachers may use discretion in managing the testing environment and collect the testbooks.

After 20 minutes, READ ALOUD

Half the test time has passed. You should have finished the spelling questions.
If you are not up to Question 26 on page 5 in your testbook, you should be close.

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

After 35 minutes, READ ALOUD

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

After 40 minutes, READ ALOUD

Thank you everyone. The *Language conventions* test is now finished.
Please put your pencils down and close your testbooks.
Do not put your working page inside your testbook. This will be collected separately.
Stay seated until all testbooks and other materials are collected.

After the test

- Collect all testbooks. Check that working-out pages are not inside testbooks as these are not returned for processing.
- Collect all working-out pages for secure storage.
- Do not remove any pages from any testbook.
- Match testbooks against your class list or the master assessment roll to check that ALL testbooks are accounted for, including those for students who did not sit or complete this session.
- Where appropriate, mark the test participation bubbles (absent, exempt, withdrawn or abandonment due to illness or injury) on the front cover.
- Where appropriate, check that all information recording disability adjustments on the front cover is complete and correct.
- Record absence details on your student list or the master assessment roll.
- Where appropriate, ensure that the personalised testbook is attached to the Braille, Large Print, Black and White or Electronic Test Format test papers with a paperclip.
- Return all testbooks and working-out pages to the principal/school test coordinator as soon as possible for secure storage. Do not leave any testbooks, whether complete or incomplete, in a classroom.
- No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.
- Under no circumstances should student responses be copied or transcribed, either during or after the test.

STUDENTS MUST HAVE A BREAK OF AT LEAST 20 MINUTES BEFORE BEGINNING THE *WRITING* TEST.

Tuesday 9 May 2017 — Year 3 Writing test administration

Please ensure that you are familiar with the information in this handbook before administering this test. This test is to be conducted in one session. This is an assessment of a student's ability to plan and write a text independently. There **must not** be any teacher input or assistance.

Students must be given a **break of at least 20 minutes** between the *Language conventions* and the *Writing* tests. After the break make sure students return to the same testbook that they used for the *Language conventions* test.

Time allocation

Introduction time: approximately 10 minutes

Test time: 40 minutes

This is made up of: Planning — 5 minutes

Writing — 30 minutes

Editing — 5 minutes

Preparation for the *Writing* test session

- Arrange the room so that students cannot see another student's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times, including ten-minute intervals, on the board.
- Allocate a *Type 2* (unnamed) testbook to any student who was absent for the *Language conventions* test and who does not have a *Type 1* (named) testbook. Enter all the student's details on the cover of the *Language conventions* test.
- As the *Writing* test is in a flip book, check that each student has the correct testbook, that is, the Year 3 *Language conventions/Writing* testbook. This book should have the student's name on the *Language conventions* test cover.
- Check that you have the package that contains the Year 3 and Year 5 task. Each *Writing* stimulus page will have YEAR THREE AND YEAR FIVE clearly marked in a white font in the top left hand corner on the black banner. Distribute the *Writing* stimulus page and a sheet of blank paper to each student.
- Under no circumstances should a student complete the test using another student's overprinted testbook.

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

Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none">• a <i>Year 3 Language conventions/Writing</i> testbook• the coloured, single-page <i>Year 3 and Year 5 Writing</i> stimulus• a sheet of blank paper (for planning)• 2B or HB pencils• an eraser• a sharpener.	<ul style="list-style-type: none">• this <i>Test administration handbook</i>• the coloured, single-page <i>Year 3 and Year 5 Writing</i> stimulus• spare student testbooks and stimulus• spare blank paper• spare pencils, erasers, sharpeners• a watch or clock for timing the test• a board to display time sequence• a student list.

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

Test administration script

READ ALOUD (show students the *Writing* stimulus page)

Now you will do a *Writing* test. You should have your *Year 3 Writing* testbook, the *Year 3 and Year 5 Writing* stimulus page, a sheet of blank paper, a **2B** or **HB** pencil, a sharpener and an eraser on your desk.

Check to see that you have these things.

You are not to use mechanical pencils such as *Pacers*.

You may use the sheet of blank paper for planning during the test. It will not be marked but it will be collected after the test.

Do not open your testbook until I tell you to.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the cover of the testbook that has *Writing* printed at the top. Please check that this is **your** testbook — the one in which you completed the *Language conventions* test — and that your name is written in the same way on both covers.

Do not do any writing until I tell you to.

Show students both covers of the testbook and allow time for them to check their details. Check that all students have the correct testbook.

Make sure that students are not returning to the *Language conventions* side of the testbook. Note that the *Language conventions* test pages have a coloured border and the *Writing* test pages have a plain white border.

READ ALOUD

Put your pencils down now and listen carefully while we look at the Year 3 and Year 5 *Writing* stimulus page.

Your *Writing* stimulus should have the words Year 3 and Year 5 in the black border at the top of the page. Check to see if your stimulus has these words. If it doesn't, tell me now.

Hold up a copy of the *Writing* stimulus for students to see.

READ ALOUD

You need to write about the topic or idea on the stimulus page.
The stimulus page also tells you what kind of text to write.
Follow the words while I read the page for you.

Point to the information you are going to read.

Read everything on the *Writing* stimulus, from top to bottom, to the students.

You must only read the words on the *Writing* stimulus.

DO NOT:

- brainstorm with students
- allow students to discuss the topic
- give students ideas or pre-developed plans
- discuss the pictures on the stimulus page
- write anything on the board other than the time sequence
- plan for the students.

READ ALOUD

Before you write, there will be time to do some planning on your planning page. You might like to use a diagram, write down your main ideas or key words, or you might like to plan by just thinking about what you will write.

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

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

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

READ ALOUD (show the blank page to be used for planning)

You have five minutes planning time. Use your blank sheet of paper for planning.

The planning page will not be marked but it will be collected.

Do not write in your testbook yet. It should still be closed. You may begin planning now.

Actively supervise students to make sure they are planning their work independently and are not writing in their testbooks. If students are having difficulties, quietly encourage them to look at the *Writing* stimulus.

Do not help students to develop or structure their writing.

After 5 minutes, READ ALOUD (indicate where students are to begin writing on page 2)

That's all the time you have for planning. Put your planning page where you can see it.

Open your *Writing* testbook to page 2. **Do not begin yet.**

This is where you start your writing. You have three pages to write on but you do not have to use them all. You cannot be given any extra pages to write on.

Make sure your writing is large enough and clear enough for someone else to read it easily.

You now have 30 minutes to write on the topic. After that you will have five minutes to edit your work.

I will tell you when there are five minutes left to finish your writing.

You may start writing now.

Actively supervise the students to make sure they have begun writing.

Check that they have started on page 2 of the testbook. Quietly speak to those students who are not working. Refer them to the *Writing* stimulus for ideas **but do not help them with their ideas or their writing.**

Do not provide extra paper or an extra writing book to students as these will not be marked. Only the three pages of the *Writing* testbook will be marked.

Make sure students are writing with **2B** or **HB** pencils. Students must not use correction pens or fluid, felt pens or coloured pencils as these could affect the scanning of the testbooks.

Mark off time intervals on the board.

If students finish early, suggest they reread and edit their writing and then close their testbooks and leave them on their desks.

DO NOT collect the testbooks until the end of the test time, or until all students have completed the tests.

After 25 minutes writing time, READ ALOUD

You have 5 minutes left to finish writing.
If you have already finished, use this time to check your work.

After 30 minutes writing time, READ ALOUD

Your writing time is now finished. You have five minutes to check and edit your work.
Check your writing by reading it carefully. You can edit your work by adding or changing words or sentences and correcting any spelling or punctuation mistakes.
You can add ideas or sentences if you notice you have left something out. However, you don't have time to make big changes.
You can choose to use this time to complete your writing if you need to.
When you have finished, close your testbooks and wait quietly.

Actively supervise students to make sure they are editing and completing their texts. Students may use this time to complete their writing; however, no additional time can be provided for editing.

After the 5 minutes editing time, READ ALOUD

Thank you everyone. The *Writing* test is now finished.
Please put your pencils down and close your testbooks.
Do not put your planning page or *Writing* stimulus in your testbook. These will be collected separately.
Stay seated until all the testbooks and other materials have been collected.

After the test

- Collect all testbooks. Check that *Writing* stimulus and planning pages are **NOT** inside the testbooks as these are not returned for processing.
- Collect all *Writing* stimulus and planning pages for secure storage.
- Do not remove any pages from any testbooks.
- Match testbooks against your student list or the master assessment roll to check that **ALL** testbooks are accounted for, including those for students who did not sit the test or complete this session.
- Where appropriate, mark the test participation bubbles (e.g. absent, exempt, parent withdrawn, refused to complete test) on both covers of the testbook.
- Where appropriate, shade *the adjustment for disability* bubble on both covers of the testbook.
- Record absence details on your student list or the master assessment roll.
- Check that all other information on the covers is complete and correct.
- Where applicable, make sure that a student's *Type 1* (named) testbook is attached to their Braille, large print or black and white testbook with a paperclip.
- Where a student has completed the test using the electronic format, print the student's response and attach it to the student's *Type 1* (named) testbook with a paperclip.

- Where a student has used assistive technology, print the student's work making sure that the school name and code, and the student's name, date of birth, year level and EQ ID number (where applicable) are clearly printed on the top of each sheet of paper used. Insert the loose page/s in the testbook bearing the student's name and attach with a paperclip. Do not glue or staple these pages to the testbook. **Arrange for a copy of the student's work to be emailed to the QCAA** before deleting it from the desktop.
(See the *2017 Handbook for principals*.)
- Return all testbooks, *Writing* stimulus and planning pages to the principal/school test coordinator as soon as possible for secure storage. Do not leave any testbooks, whether complete or incomplete, in a classroom.
- No students, teachers (unless they are a test administrator) or other unauthorised persons are allowed to remove any test material from the test area.
- Under no circumstances should student responses (other than Braille) be copied or transcribed, either during or after the test.

Wednesday 10 May 2017 — Year 3 Reading test administration

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

This test is to be conducted in one session. This is an assessment of a student's ability to read, comprehend and respond to a variety of text types.

Time allocation

Introduction time: approximately 10 minutes

Test time: 45 minutes

Preparation for the *Reading* test session

- Arrange the room so that students cannot see another student's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with the start and finish times, including ten-minute intervals, on the board.
- Check that there is a *Type 1* (named) *Year 3 Reading* testbook and a *Year 3 Reading* magazine for each student doing the test.
- Allocate *Type 2* (unnamed) testbooks to those students who do not have a named one. Please complete student details on the front cover using a **2B** or **HB** pencil.
- Distribute the *Reading* testbooks and magazines to students, making sure that each student has the correct testbook.
- Under no circumstances should a student complete the test using another student's overprinted testbook.

Where a student is visiting your school to complete the tests, allocate a *Type 2* (unnamed) testbook to this student. As well as completing the student details on the front cover using a **2B** or **HB** pencil, please ensure that the name of the school the student usually attends is written on their testbook.

Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none">• a <i>Year 3 Reading</i> testbook• a <i>Year 3 Reading</i> magazine• 2B or HB pencils only• an eraser• a sharpener.	<ul style="list-style-type: none">• this <i>Test administration handbook</i>• spare student testbooks• spare <i>Year 3 Reading</i> magazines• spare pencils, erasers, sharpeners• a watch or clock for timing the test• a board to demonstrate practice questions and display time sequence• a student list.

Test administration script

READ ALOUD

Today you will complete a *Reading* test.
You should each have your *Year 3 Reading* testbook and a *Year 3 Reading* magazine, a **2B** or **HB** pencil, a sharpener and an eraser on your desk.
Check to see that you have these things.
Do not open your testbook or magazine until I tell you to.

Allow students time to check they have the appropriate materials.

READ ALOUD (point to the cover of the testbook)

Look at the front cover of your testbook. Your name and date of birth are printed on it.
Please check that this is **your** testbook and that your name and date of birth are correct.

Allow students time to check their details.

If there is an error, the test administrator must note the error and correct it later.
(See the *Introduction* of this handbook for instructions for making corrections.)

READ ALOUD (show students where to write)

Now look at the box where it says *Details to be completed by the student*.
Write your first name or names in the top box and your last name in the bottom box.
Please use ALL capital letters and write your name the same way you wrote it for the *Language conventions* and *Writing* tests.

Allow students time to write their names.

READ ALOUD

Now look at the section below where you have just written your name. You need to shade the bubble to show whether you are a boy or a girl.
If you are an Aboriginal person **or** a Torres Strait Islander person, shade the bubble to show this.
If you are an Aboriginal **and** Torres Strait Islander person, shade both bubbles.
If you are neither of these, you do not need to shade a bubble in this column.

Indicate the bubbles to be shaded and make sure students do this correctly.

READ ALOUD (hold up the *Reading* magazine for students to see)

In this *Reading* test, you will have to read texts from this magazine and then answer the questions about them in your testbook.
Before you begin the test, we will work through some practice questions together.
Turn both your testbook and the magazine over so you are looking at the back covers.

Show students the back covers of the testbook and magazine. Give them time to locate the practice questions.

For the following practice questions, the test administrator can determine the pace and emphasis required for their group of students.

READ ALOUD

The practice questions show you how to answer the different types of questions in the test.
We will do the practice questions together but you will have to do the test questions by yourself.
Look at the coloured box at the top of the page of the testbook. These instructions tell you what page to turn to in the magazine, the text to read and the questions to answer.
This instruction says *Read Sara's early morning* on page 8 of the magazine and answer question P1 and P2.
Read Sara's early morning now.

Give students time to read *Sara's early morning*.

READ ALOUD

Look at *Practice Question 1*.
To answer some questions you must shade the bubble next to the correct answer.
Follow the words while I read the question.

- P1** What did Sara plan to do on Saturday morning?
- homework
 - play football
 - go horseriding
 - make breakfast

For this question, you need to shade **one** bubble next to the correct answer.
Make sure you shade the bubble completely. Do that now.

Demonstrate the correct way to shade a bubble. Give students time to shade a bubble.

READ ALOUD

The correct answer is *play football*. If you did not shade the second bubble next to *play football*, rub out your answer completely and shade the correct bubble now.
If you make a mistake in your test, you may rub it out completely and shade the correct answer.

Give students time to completely erase and correct any errors.

Please note that the practice questions do not contribute to a student's score.

READ ALOUD

For *Practice Question 2* you have to shade two bubbles next to the correct answers.

Follow the words while I read the question.

P2 Which of these clothes did Sara put on?

Choose **two**.

- shirt
- hat
- socks
- dress
- scarf

Choose **two** answers that are correct and shade the bubbles next to each of them.

Make sure you shade both bubbles completely.

Give students time to shade two bubbles.

READ ALOUD

Shirt and *socks* are the correct answers. You should have shaded the first and the third bubbles. If you did not shade these two bubbles, rub out your answers completely and shade bubbles one and three now.

Give students time to correct their answers, erasing any errors completely.

READ ALOUD

That is the end of the practice questions.

Turn your testbook over to the front. **Do not open it yet.**

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

For the first set of questions you need to read the first text in the magazine.

Every time you come to a coloured box you need to read a new text from the magazine. Make sure you read the correct text for each set of questions.

Are there any questions?

Answer any questions from the students.

READ ALOUD

There are 37 questions in the test and you have 45 minutes to complete all the questions.

Do your best work. Write neatly so that your answers are easy to read. Shade the bubbles carefully. If you make a mistake, rub it out completely and try again.

If a question is too hard, do the next one. You can go back to that question if you have time at the end.

You must do your own work. You are not allowed to talk to other students.

If you have any questions, please raise your hand and I will come to speak with you.

Because this is a test of how well **you** read, I cannot read or explain questions or texts to you. I can only read the instructions in the coloured boxes.

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

I will mark off the time on the board and will let you know when you have five minutes left.

Open your testbook to page 2. You may start now.

Actively supervise students closely to make sure they are on task. Remember that you can only read the general instructions in the coloured boxes.

(Refer to *Assisting students* in the *Introduction* of this handbook for additional guidelines.)

Make sure students are writing with **2B** or **HB** pencils. Students must not use correction pens or fluid, felt pens or coloured pencils as these could affect the scanning of the testbooks.

Mark off the time intervals on the board.

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

After 40 minutes, READ ALOUD

You have five minutes left to finish the test.

If you have already finished, use this time to check that you have answered all the questions.

When you have finished, close your testbook and wait quietly.

After 45 minutes, READ ALOUD

Thank you everyone. The *Reading* test is now finished.

Please put your pencils down and close your testbooks.

Do not put your *Reading* magazines inside your testbooks. These will be collected separately.

After the test

- Collect all testbooks. Check that *Reading* magazines are not inside testbooks as these are not returned for processing.
- Collect all *Reading* magazines for secure storage.
- Return all testbooks whole. Do not remove any pages.
- Match testbooks against your student list or master assessment roll to check that **ALL** testbooks are accounted for, including those for students who did not sit the test or complete this session.
- Where appropriate, mark the test participation bubble (e.g. absent, exempt, parent withdrawn, refused to complete test) on the front cover.
- Where appropriate, shade the adjustment for disability bubble on the cover.
- Check that all other information on the cover of the testbook is complete and correct.
- Record absence details on your student list or the master assessment roll.
- Where applicable, make sure that the student's *Type 1* (named) testbook is attached to their Braille, large print or black and white testbook with a paperclip.
- Where a student has completed the test using the electronic format, print the student's responses and attach to the student's *Type 1* (named) testbook with a paperclip.
- Where a student has used assistive technology, print the student's work making sure that the school name and code, the student's name, date of birth, year level and EQ ID number (where applicable) are clearly printed on the top of each sheet of paper used. Insert the loose pages in the testbook bearing the student's name and attach with a paperclip. Do not glue or staple these pages to the testbook. **Arrange for a copy of the student's work to be emailed to the QCAA** before deleting it from the desktop. (See the *2017 Handbook for principals*.)
- Return all testbooks and *Reading* magazines to the principal/delegate as soon as possible for secure storage. Do not leave any testbooks, whether complete or incomplete, in a classroom.
- No students, teachers (unless they are a test administrator) or other unauthorised persons are allowed to remove any test material from the test area.
- Under no circumstances should student responses (other than Braille) be copied or transcribed, either during or after the test.

The materials included in the Reading test magazine are intended to engage students and assess their literacy skills. Any views expressed in these materials do not necessarily represent the views of ACARA.

Thursday 11 May 2017 — Year 3 Numeracy test administration

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

This test is to be conducted in one session. This is an assessment of a student's ability in Numeracy.

In the *Numeracy* test, any words, numbers or symbols embedded within text may be read to students but **do not read any numbers or symbols that are not embedded within text**. Refer to the section *Assisting students* in this handbook for additional guidelines and examples. The literacy demands of the *Numeracy* test should not exclude students from accessing the tests; however, a teacher should not lead a class through the *Numeracy* test, question by question, unless the literacy standard of the whole class is a barrier to access.

Time allocation

Introduction time: approximately 10 minutes

Test time: 45 minutes

Preparation for the *Numeracy* test session

- No calculators are to be available during this session.
- Arrange the room so that students cannot see another student's work.
- Cover, reverse or remove any charts, word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with the start and finish times, including ten-minute intervals, on the board.
- Check that there is a *Type 1* (named) *Year 3 Numeracy* testbook for each student.
- Allocate *Type 2* (unnamed) testbooks to those students who do not have a named one. Please complete student details on the cover using a **2B** or **HB** pencil.
- Distribute the *Numeracy* testbooks to students, making sure that each student has the correct testbook.
- Under no circumstances should a student complete the test using another student's overprinted testbook.

Where a student is visiting your school to complete the tests, allocate a *Type 2* (unnamed) testbook to this student. As well as completing the student details on the front cover using a **2B** or **HB** pencil, please ensure that the name of the school the student usually attends is written on their testbook.

Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none">• a <i>Year 3 Numeracy</i> testbook• a sheet of blank paper (for working, not to be included with the testbook for return)• 2B or HB pencils only• an eraser• a sharpener.	<ul style="list-style-type: none">• this <i>Test administration handbook</i>• spare student testbooks• spare blank paper (for working)• spare pencils, erasers, sharpeners• a watch or clock for timing the test• a board to demonstrate practice questions and display time sequence• a student list.

Test administration script

READ ALOUD

Today you will complete a *Numeracy* test.

You should each have your *Year 3 Numeracy* testbook, a sheet of blank paper, a **2B** or **HB** pencil, a sharpener and an eraser on your desk.

Check to see that you have these things.

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

Do not open your testbook until I tell you to.

Allow students time to check they have the appropriate materials.

READ ALOUD (point to the front of the testbook)

Look at the front cover of your testbook. Your name and date of birth are printed on it.

Please check that this is **your** testbook and that your name and date of birth on the front cover are correct.

Allow students time to check their details.

If there is an error, the test administrator must note the error and correct it later.

READ ALOUD (show students where to write their names)

Now look at the box where it says *Details to be completed by the student*.

Write your first name or names in the top box and your last name in the bottom box.

Please use ALL capital letters. Write your name the same way you wrote it for the other tests.

Allow students time to write their names.

READ ALOUD

Now look at the section below where you have just written your name. Shade the bubble to show whether you are a boy or a girl.

If you are an Aboriginal person **or** a Torres Strait Islander person, shade the bubble to show this.

If you are an Aboriginal **and** Torres Strait Islander person, shade both bubbles.

If you are neither of these, you do not need to shade a bubble in this column.

Indicate the bubbles to be shaded and make sure all students do this correctly.

READ ALOUD (show students the back cover)

Turn your testbook over so you can see the back cover.

The *Numeracy* test has different types of questions to answer. These practice questions will show you how to do them.

Before you begin the test, we will do the practice questions together but you will have to do the test questions by yourself.

Give students time to turn over and locate the practice questions.

For the following numeracy practice questions, the test administrator can determine the pace and emphasis required for their group of students.

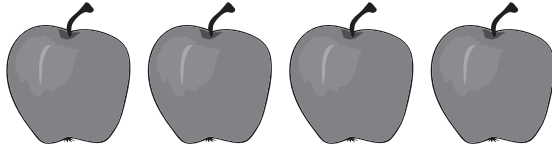
READ ALOUD

Look at *Practice Question 1*.

To answer some questions, you have to shade **one** bubble.

Follow the words while I read the question.

P1 How many apples are shown?



3

4

5

6

For this question, you need to shade **one** bubble under the correct answer.

Make sure you shade the bubble completely. Do that now.

Demonstrate the correct way to shade a bubble. Give the students time to answer.

READ ALOUD

The correct answer is 4.

There are 4 apples shown, so you should have shaded the bubble under the number 4.

If you made a mistake, rub it out completely and shade the correct bubble now.

If you make a mistake in your test you may rub it out and then shade the correct answer.

Give students time to correct any errors.

Please note that the practice questions do not contribute to a student's score.

READ ALOUD

Practice Question 2 shows another way that some questions have to be answered.

You must write your answer in the box.

Follow the words while I read the question.

P2 Write a number in the box to make this number sentence correct.

$$6 + 4 = \boxed{}$$

Write your answer as a number, not a word. Make sure your answer fits inside the box.

Give the students time to answer the question.

Check that students are using digits rather than words.

READ ALOUD

The correct answer is 10. You should have written the number 10 in the box.

Any variation of the answer 10, such as 5 + 5, will be marked as incorrect.

If you made a mistake, rub it out completely and write the correct answer now.

Demonstrate the correct way to write the answer in the box.

Give students time to correct any errors.

READ ALOUD

Practice Question 3 includes a question mark in a box as part of the question.

Follow the words while I read the question.

P3 Here is a number pattern.

2, 4, 6, 8, ?

What is the next number in the pattern?

9

10

11

12

14

For this question you will need to decide what the question mark means and shade one bubble under the correct answer.

Make sure you shade the bubble completely. Do that now.

Give the students time to answer the question.

READ ALOUD

The correct answer is *10*.

The number pattern is 2, 4, 6, 8, 10.

You should have shaded the bubble under the number *10*.

If you made a mistake, rub it out completely and shade the correct bubble now.

Give students time to correct any errors.

READ ALOUD

That is the end of the practice questions.

Put down your pencils.

Do you have any questions?

Answer any questions from the students.

READ ALOUD

Turn back to the front of the testbook. **Do not open it yet.**

In this test, I can read questions to you if you need help. I cannot explain the questions.

You may write in your testbook, but **not** near the answer bubbles and boxes. Use your working paper to help you answer questions.

Do your best work. Shade the bubbles carefully. Write your numbers neatly so your answers are easy to read. If you make a mistake, rub it out completely and try again.

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

If a question is too hard, do the next one. You can go back to that question if you have time at the end.

READ ALOUD

You must do your own work at all times and you are not allowed to talk to other students.
If you have any questions, please raise your hand and I will come and speak with you.
There are 36 questions in the test and you have 45 minutes to complete all the questions.
If you finish early, check your answers then wait quietly until the test time is finished.
I will mark off the time on the board and tell you when half the time has passed and when you have 5 minutes left.
Open your testbook to page 2. You may start now.

Actively supervise students closely to make sure they are on task and responding in the appropriate ways. Remember you can read the words to the students but **you cannot read any numbers or symbols or paraphrase the questions**.

(Refer to *Assisting students* in the *Introduction* of this handbook for additional guidelines.)

Make sure that students are writing with **2B** or **HB** pencils. Students must not use correction pens or fluid, felt pens or coloured pencils because these could affect the scanning of their testbook.

Mark off time intervals on the board. Tell students when half the time has elapsed.

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

After 40 minutes, READ ALOUD

You have five minutes left to finish the test.
If you have already finished, use the time to check your answers.
When you have finished, close your testbook and wait quietly.

After 45 minutes, READ ALOUD

Thank you everyone. The *Numeracy* test is now finished. Please put your pencils down and close your books.
Do not put your working page inside your testbook. This will be collected separately.
Stay seated until all testbooks and other materials are collected.

After the test

- Collect all the testbooks. Check that working pages are not inside testbooks as these are not returned for processing.
- Collect all working pages for secure storage.
- Return all testbooks whole. Do not remove any pages.
- Match testbooks against your student list or master assessment roll to check that **all** testbooks are accounted for, including those for students who did not sit the test or complete this session.
- Record absence details on your student list or the master assessment roll.
- Where appropriate, mark the test participation bubbles (e.g. absent, exempt, parent withdrawn, refused to complete test) on the cover.
- Where appropriate, shade the adjustment for disability bubble on the cover.
- Check that all other information on the cover is complete and correct.
- Where applicable, ensure that the *Type 1* (named) testbook is attached to the Braille, large print or black and white testbook with a paperclip.

- Where a student has completed the test using the electronic format, print the student's response and attach to their *Type 1* (named) testbook with a paperclip.
- Where a student has used assistive technology, print the student's work making sure that the school name and code, the student's name, date of birth, year level and EQ ID number (where applicable) are clearly printed on the top of each sheet of paper used. Insert the loose pages in the testbook bearing the student's name and attach with a paperclip. Do not glue or staple these pages to the testbook. **Arrange for a copy of the student's work to be emailed to the QCAA** before deleting it from the desktop.
(See the *2017 Handbook for principals*.)
- Return all testbooks and working pages to the principal/delegate as soon as possible for secure storage. Do not leave any testbooks, whether complete or incomplete, in a classroom.
- No students, teachers (unless they are a test administrator) or other unauthorised persons are allowed to remove any test material from the test area.
- Under no circumstances should student responses (other than Braille) be copied or transcribed, either during or after the test.

Returning completed materials

For full details, see the *2017 Handbook for principals*, Part B.

The following materials need to be packed and dispatched as soon as they are completed and definitely no later than **Tuesday 16 May 2017**:

- used textbooks for all students who sat the tests
- textbooks for those students who were absent, had a valid exemption, were withdrawn by parents/carers, refused to complete a test, abandoned a test due to injury or illness, were no longer at the school or no longer in the designated year level
- textbooks for international fee-paying students
- both the special print materials and the *Type 1* (named) textbooks for students who accessed Braille, large print or black and white test papers. Both sets of textbooks should be placed in an envelope for return
- the electronic disc, *Type 1* (named) textbook and a printout of the responses of each student who accessed this format of the tests
- textbooks of students who used assistive technology with the printouts of their responses inserted and attached with a paperclip
- textbooks for any visiting Queensland students. These should be placed in a separate envelope (not provided) that is clearly marked *Visiting students* and packaged for return with the other textbooks.

Do not return stimulus pages or magazines, planning sheets or working sheets.

Retain all **unused** *Type 2* (unnamed) textbooks.

The return address labels sent with the test materials **must** be used. If additional labels are needed, contact the Fuji Xerox DMS Helpdesk on 1800 771 166.

Where possible, the original packaging should be reused to return completed materials.

The return parcels should then be sent through Australia Post.

Make sure you:

- **fill in** the front covers of all textbooks accurately
- **return all** completed materials
- **return packages immediately — no later than Tuesday 16 May 2017**
- **have the post office scan and/or stamp** the *Returned materials lodgement form* when you lodge materials for return. This form is retained in the school as proof of lodgement by the specified date
- **enter the ID numbers** of the labels used to return materials in the appropriate section of the *Principal's declaration*.

Principals must access the NAPLAN portal of the QCAA website to complete the *Principal's declaration* by Friday 26 May 2017.

NOTE: Textbooks for **students visiting from interstate** should be sent to the Test Administration Authority of the relevant state or territory in an *Express Post* bag no later than **Tuesday 16 May**.

Postal addresses of the Test Administration Authorities are printed in the *2017 Handbook for principals*.

Guidelines for the use of a computer by students with a temporary injury participating in the *Writing* test

Length of computer text equivalent to 3 pages of handwriting

All students participating in the NAPLAN Writing test (in Years 3, 5, 7 and 9) must handwrite their response to the writing prompt within a three-page booklet, unless they have a temporary injury that prevents them from writing. Please refer to the Handbook for principals (Section 6) for more information.

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

- Years 3 and 5: **700** words
- Years 7 and 9: **900** words

Font

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

Conditions

- The temporary injury must be to the hand or arm the student usually writes with, and must prevent the student writing with that hand.
- Computer use must be in accordance with standard assessment practices: spelling and grammar checkers, dictionary, predictive text, etc., must be turned off. No access to the internet or internal networks is allowed.
- Extra time may be used by the student at the discretion of the test administrator, depending on the student's familiarity using a keyboard with their non-writing arm.

After the test

The test administrator should:

- include the following student information on the top of each page of their response. For example:

Student Name

Year Level

School

Date of Birth and/or unique student identification number

- save the completed test to the desktop as a backup
- print a copy of the completed test from the desktop
- delete the file from the desktop
- attach to student booklet
- follow any other procedures as requested by their Test Administration Authority.

Note: Word limits have been based on the amount of space provided in the electronic test format used by students who have access to this accommodation.

