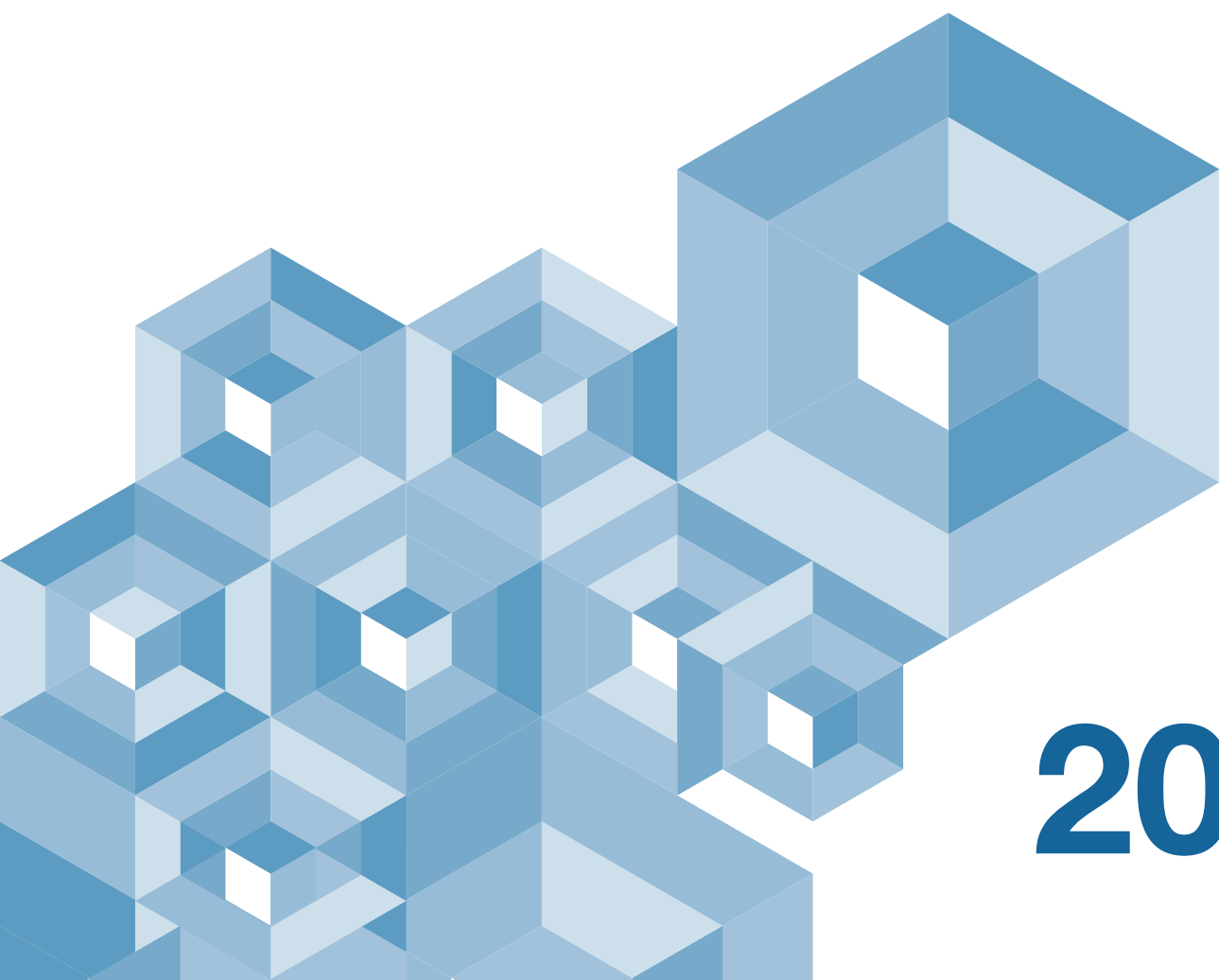




Year 3

Test administration handbook for teachers



2020

Contents — Year 3

Introduction	1
Test dates and duration	1
Test schedule for Year 3	1
Time allowed for each test	1
Preparing for the tests	2
On test days	2
Test materials	3
Supervising the test sessions	4
Assisting students	4
Reading the test administration script	7
Practice questions	7
Recording test participation	7
Recording language background other than English	8
Recording an approved disability adjustment	8
Correcting errors <i>on Type 1 (named) testbook covers</i>	8
Catch-up sessions for students absent on the test days	8
Tuesday 12 May 2020 — language conventions test	9
Year 3 language conventions test administration	9
Time allocation	9
Preparation for the language conventions test session	9
Materials required	10
Test administration script	11
After the test	21
Tuesday 12 May 2020 — writing test	22
Year 3 writing test administration	22
Time allocation	22
Preparation for the writing test session	22
Use of an approved scribe	23
Materials required	24
Test administration script	24
After the test	29
Wednesday 13 May 2020 — reading test	30
Year 3 reading test administration	30
Time allocation	30
Preparation for the reading test session	30
Materials required	31
Test administration script	31
After the test	40

Thursday 14 May 2020 — numeracy test.....	41
Year 3 numeracy test administration.....	41
Time allocation	41
Preparation for the numeracy test session.....	41
Materials required.....	42
Test administration script	43
After the test	50

Appendix 1: Guidelines for students with a temporary injury using a computer to complete the writing test..... 51

Length of computer text equivalent to 3 pages of handwriting.....	51
Font	51
Conditions.....	51
After the test	52

Appendix 2: Returning completed materials..... 53

When to return materials	53
What materials to return	53
How to return materials	54
Students visiting from interstate	54

Introduction

Thank you for administering the National Assessment Program — Literacy and Numeracy (NAPLAN).

Your role in the administration of the tests is critical.

This handbook provides you with all the instructions you need to administer the tests. It is important that you are 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 these administration instructions are followed carefully and that a positive and calm atmosphere is maintained throughout the test sessions.

If you have any questions before, during or after the NAPLAN test event, seek advice from your NAPLAN coordinator.

Test dates and duration

The test period starts on 12 May 2020 and finishes on 15 May 2020.

Test security is to be maintained by all schools to 29 May 2020.

Test schedule for Year 3

Tuesday 12 May	Wednesday 13 May	Thursday 14 May	Friday 15 May
Language conventions	Reading	Numeracy	
Year 3: 45 min	Year 3: 45 min	Year 3: 45 min	catch-up tests
break (at least 20 minutes)			
Writing			
Year 3: 40 min			

Time allowed for each test

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

Extra time to complete a test is only allowed if granted as a disability adjustment. See the *2020 Handbook for principals and NAPLAN coordinators* (section 6) for more information.

Preparing for the tests

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

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

Note: the *2020 Handbook for principals and NAPLAN coordinators* (section 14.3.2) states the following: ‘Students who do not identify as either a boy or girl can choose to leave the gender bubble unshaded.’

Staff should ensure that students this may apply to are informed before the test session.

On test days

Prior to commencing, please ensure you have all materials required for the test session and that you understand all procedures. Allow enough time to check that you have the required number of testbooks — *Type 1 (named)* and *Type 2 (unnamed)*.

Ensure the classroom is set up as a suitable test environment.

Test materials

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

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

- × books, including dictionaries
- × rulers
- × coloured pens or pencils
- × mechanical lead pencils such as *Pacers*
- × pencils with a grade lighter than **2B**
- × felt pens
- × highlighters
- × correction fluid/tape
- × glue
- × reusable adhesive
- × mobile phones, iPads and other devices, including Bluetooth devices such as AirPods
- × calculators.

Supervising the test sessions

In supervising the tests, you **must**:

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

Assisting students

Professional and ethical behaviour in accordance with the *National protocols for test administration — NAPLAN 2020* is expected in all aspects of the test administration. Any additional support given to a student that advantages them in any way is considered cheating.

Your NAPLAN coordinator will be able to provide you with a copy of the *National protocols for test administration — NAPLAN 2020*. You can also download a copy from the NAP website:

www.nap.edu.au/naplan/school-support/national-protocols-for-test-administration.

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

- ✓ read and clarify general instructions (as indicated by **READ ALOUD** in this handbook — see below)
- ✓ remind students of the way to respond to particular item types, e.g. shade a bubble
- ✓ advise students to leave a question they are unsure about and to move on to the next question
- ✓ advise students to return to any unanswered questions if there is time at the end of the test and provide general encouragement to continue.

During **all** tests, you **MUST NOT**:

- × give hints or examples
- × explain, paraphrase or interpret questions, including translating questions into another language
- × indicate to students whether answers are correct or incorrect
- × remind students about related work completed in class
- × provide extra time (unless provided as a disability adjustment or because of a documented disruption during a test session).

In addition to the preceding prohibitions across all tests, the following test-specific prohibitions also apply.

	You MUST NOT:
Language conventions	<ul style="list-style-type: none"> × read or sound out the spelling items to the students × read any test questions × write any spelling words for students, on the board or elsewhere.
Writing	<ul style="list-style-type: none"> × discuss the writing task × provide any content information, whether orally or in writing × prompt students regarding the text structure or writing prompt × write for a student (except where the use of a scribe has been approved by the QCAA).
Reading	<ul style="list-style-type: none"> × read anything from the reading magazine × read any test questions.
Numeracy	<ul style="list-style-type: none"> × read numbers or symbols unless they are embedded within text × explain the meaning of any symbols, numbers or mathematical terms × interpret any graphs or diagrams.

Please also see Appendix 1: *Guidelines for the use of a computer by students with a temporary injury participating in the writing test* of this handbook.

The literacy demands of the numeracy test should not exclude a student from accessing the test; however, you 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.

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

- ✓ read any words in an item
- ✓ read any numbers or symbols embedded within text but **you must not read any numbers or symbols that are not embedded within text.**

The following examples in the numeracy test show what may and may not be read aloud to students:

Numeracy test examples

Example 1 The numbers and symbols in this question **must not** be read as they are not embedded within text.

What number will make this number sentence true?

$$4.52 + 3.68 = \text{ } + 3.70$$

Example 2 The numbers 100 and 2 **may** be read as they are embedded within the text. The numbers 50, 55, 70 and 220 **must not** be read as they are not embedded within text.

Edward travelled 110 kilometres in 2 hours.

What was his average speed in kilometres per hour?

A. 50

B. 55

C. 70

D. 220

Example 3 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 within text.

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.

Reading the test administration script

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

Test administrators must **READ ALOUD** to students all instructions which appear in the shaded boxes, for example:

READ ALOUD

Today you will complete the reading test.

Practice questions

The purpose of practice questions 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 of student participation are very important.

Please consult the *2020 Handbook for principals and NAPLAN coordinators (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 testbook. Please shade the relevant participation bubble at the end of each test session.

Details to be completed by the NAPLAN Coordinator

Shade **one** bubble if testbook is empty

- | | |
|----------------------------------------|----------------------------------------------------------------------|
| <input type="radio"/> Exempt | <input type="radio"/> No longer at this school |
| <input type="radio"/> Parent withdrawn | <input type="radio"/> No longer in this year level |
| <input type="radio"/> Absent | <input type="radio"/> Present but refused to complete any test items |

Shade **all the applicable** bubbles

- | | |
|----------------------------------------------------------------------------------|--------------------------------------------------------|
| <input type="radio"/> Abandonment due to illness or injury approved by QCAA | <input type="radio"/> Completed in catch-up session |
| <input type="radio"/> A disability adjustment has been approved by the principal | <input type="radio"/> International fee-paying student |
| <input type="radio"/> This student has a language background other than English | |

If a student was absent at the time of testing but then completes the test in a catch-up session, ensure that the previously shaded *absent* bubble is erased and the *completed in catch-up session* bubble is shaded.

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 an approved disability adjustment

This bubble must be shaded for students who have approved disability adjustments e.g. extra time, rest breaks, use of a scribe or assistive technology.

Exemption is **not** an adjustment.

Correcting errors on *Type 1 (named)* testbook covers

At the beginning of each test session students will be asked to check that they have the testbook that has their details printed on it and to check the accuracy of the details. These details have been printed from the student (participation) details confirmed by the principal in the QCAA NAPLAN portal.

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

For example:

Details to be completed by the teacher			Testbook No:				
First names	KAY KAI		Last name	KANGAROO			
School code	9876	Date of birth	19 05 2012	Class	3CR 3GJ	EQ ID	12345678900
		dd	mm	yyyy			
School name	SOMEWHERE PARK STATE SCHOOL						

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

Catch-up sessions for students absent on the test days

Every effort should be made to ensure all eligible students are assessed on the designated NAPLAN test days (12 to 14 May).

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 the test days, or on Friday 15 May.

Students absent for the three test days should not be expected to complete all tests on Friday 15 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 of 18 to 22 May.

Tuesday 12 May 2020 — language conventions test

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 test is composed of two parts: spelling followed by grammar and punctuation.

Time allocation

Introduction time: approximately 15 minutes

Test time: 45 minutes

Preparation for the language conventions test session

- Arrange the room so that students cannot see each other's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times, including 10-minute intervals, on the board.
- Check that there is a *Type 1 (named) Year 3 language conventions/writing* testbook for each student. Please note that this testbook is a flip book. It contains two tests. The language conventions test is at the front of the testbook and the writing test is at the back of the testbook. Student details are printed on the language conventions side only.
- Allocate a *Type 2 (unnamed)* testbook to any student who does not have a *Type 1 (named)* testbook. Please complete student details on the front cover using a **2B** pencil only.
- When allocating a *Type 2 (unnamed)* testbook to a student, select a testbook from the package/s of supplied *Year 3 language conventions/writing Type 2 (unnamed)* testbooks. After completing the student's details on the front cover using a **2B** pencil, you must also record the student's details against the matching testbook number on the *Student list Year 3 — Type 2 (unnamed)* testbooks. This is required to register the connection between the student and the testbook number for all tests.

Please note: you **must** select and allocate to the student the language conventions/writing testbook with the **same** registered testbook number as for the reading and numeracy testbooks.

- Distribute the *Year 3 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 *Type 1 (named)* testbook.
- Ensure you are aware of any disability adjustments provided to the students in the test session and how to manage them.
- Where a student is visiting your school to complete the test, please ensure that the name and code of the school where they are enrolled is written on the *Type 2 (unnamed)* testbook using a **2B** pencil.
- When administering NAPLAN tests in flip books it is important that you ensure that students are focusing on the correct section of the testbook at all times, and 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 (for working out answers) • a 2B pencil only (no mechanical pencils) • an eraser • a sharpener. 	<ul style="list-style-type: none"> • this test administration handbook • spare student testbooks • spare blank paper • spare 2B pencils, erasers, sharpeners • a watch or clock for timing the test • a board to demonstrate practice questions and display time sequence • a class list.

Test administration script

READ ALOUD

Today you will complete the *language conventions* test.

This is a test of spelling, grammar and punctuation.

Check that you have **your** *Year 3 language conventions* testbook, a **2B** pencil, a sharpener, an eraser and a sheet of blank paper on your desk.

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

You may use the 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.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the language conventions cover of your testbook.

Your name and date of birth are printed on it.

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

Show students the language conventions side of the testbook.

Allow students time to check their details.

If there is an error, you must note it and correct it later.

Refer to 'Correcting errors on *Type 1 (named)* testbook covers' on page 8 of this handbook for instruction

READ ALOUD

Look at the section where it says *Details to be completed by the student*.

Write your first name, or names, in the top box.

Write your last name in the bottom box.

Use ALL capital letters and print neatly.

Show students where to write their names and allow them time to do so.

READ ALOUD

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 **or** Torres Strait Islander person, shade the bubble to show this.

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

If you are **not** an Aboriginal or Torres Strait Islander person you **do not** need to shade any bubbles.

Show students which bubbles to shade if required.

READ ALOUD

Turn your testbook over so you can see the **writing** side.

Look at the section where it says *Details to be completed by the student*.

Write your first name, or names, in the top box.

Write your last name in the bottom box.

Use ALL capital letters and print neatly.

It is important that you write your names on the writing testbook cover **exactly** the same way as you wrote them on the language conventions testbook cover.

Show students where to write their names and allow them time to do so.

READ ALOUD

Turn your testbook over again so you are looking at the **language conventions** cover.

READ ALOUD (Practice questions)

Before you begin the test we will work through some practice questions together. Turn to page 2 of your testbook — you will see the practice questions.

Give students time to locate the practice questions.

Practice questions do not contribute to a student's score on the assessment.

READ ALOUD

In the language conventions test, there are different types of questions.

We will do some practice questions together, but then you must do the test questions by yourself.

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

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

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

Write the correct spelling of the word *bus* inside the box now.

Make sure the whole word fits inside the box.

Give students time to write the word.

READ ALOUD

You should have written bus: **b-u-s**.

If you did not write that, erase the incorrect answer completely and write it correctly now.

If you make a mistake in your test, you should erase it completely and then write your answer again.

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.

READ ALOUD

Look at *Practice Question 2* and follow the words while 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 that is spelt incorrectly and write it correctly inside the box.

Make sure the whole word fits inside the box.

Do that now.

Give students time to write the word.

READ ALOUD

You should have written blue: **b-l-u-e**.

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

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

Give the students time to correct any errors.

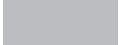
READ ALOUD (read the question and pause for the missing word)

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 correctly completes this sentence?

I like going  the city.

as

so

to

of

☐☐☐☐

The box shows there is a word missing.

Shade **one** bubble under 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 bubble under the word **to**.

If you didn't, erase your answer completely and shade it now.

Give students time to completely erase and correct any errors.

READ ALOUD

Look at *Practice Question 4*.

The boxes show that there is a word missing in each sentence.

At the end of each row you have two choices: ***is*** or ***are***.

You have to choose which one of these words completes each sentence correctly. Do this by shading the bubble under the correct word.

You should only shade one bubble in each row.

Follow the words while I read them to you.

P4 Shade **one bubble in each row** to show whether the sentence is correctly completed by *is* or *are*.

	is	are
The sun <input type="checkbox"/> hot.	<input type="radio"/>	<input type="radio"/>
The rocks <input type="checkbox"/> hard.	<input type="radio"/>	<input type="radio"/>

Shade one bubble in each row now.

Give students time to shade the bubbles.

READ ALOUD

In the first row, *The sun is hot* is the correct sentence.

In this row you should have shaded the bubble under ***is***.

In the second row, *The rocks are hard* is the correct sentence.

In this row you should have shaded the bubble under ***are***.

If you did not shade these bubbles, erase your answers completely and shade the correct bubbles now.

Give students time to completely erase and correct any errors.





READ ALOUD

Look at *Practice Question 5*.

In this question you have to choose **all** the words that need a capital letter and shade the bubbles completely.

Follow the question while I read it to you.

P5 Shade the bubbles for **all** the words in this sentence that need a **capital letter**.

    
The names of my sisters are jade, rose and kate.

Choose the answers that are correct and shade the bubbles above each of them now.

Give students time to shade the bubbles.

READ ALOUD

You should have shaded the bubbles above **jade**, **rose** and **kate**.

If you did not shade these bubbles, erase your answers completely and shade the correct bubbles now.

Give students time to completely erase and correct any errors.

READ ALOUD

We have now finished the practice questions.
Put down your pencil.

Listen carefully so you know what to do.

During the test, read the instructions carefully.

If you have trouble with these instructions, you may put up your hand and ask for help. However, I cannot read the spelling words or the questions to you.

There are 50 questions in the test and you have 45 minutes to complete them. 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. I will remind you of this during the test.

If you finish early, check that you have answered all the questions to the best of your ability and then wait quietly until the test time is finished.

I will mark off time on the board and will tell you when you have 5 minutes left.

Are there any questions?

Answer any questions from the students.

READ ALOUD

Remember:

- You must work by yourself. You are not allowed to talk to other students.
- Do your best work and write neatly.
- If you make a mistake when shading a bubble or writing in a box, erase it completely and try again.
- If you find that a question is too hard for you, go on to the next one. If you finish early, you can go back to the questions you left out.
- If you have checked all your answers, wait quietly until the test is finished.

The test starts on page 3.

You may start now.

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

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

You may not read the test items or the spelling words.

Refer to the 'Assisting students' section on page 4 of this handbook for additional guidelines.

Make sure that students are writing with **2B** pencils only. Students must not use correction fluid/tape, felt pens, coloured pencils or mechanical pencils as these will affect the scanning of their testbooks.

Mark off the time intervals on the board.

Monitor the progress of the students and, if necessary, remind them to spend at least half of the test time on the grammar and punctuation questions.

Encourage students who finish early to check their answers. When they have finished checking, they should sit and wait patiently. They may not engage in 'early finisher' activities, such as reading, which may provide clues to the test 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, you may use discretion in managing the testing environment and collect the testbooks.

After 25 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 4 in your testbook, you should be close.

Test administrators 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 40 minutes, READ ALOUD

You have 5 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 45 minutes, READ ALOUD

The language conventions test is now finished.

Put your pencil down and close your testbook.

Put your working out page **next to** your testbook.

Do not put your working out page inside your testbook.

Stay seated while the testbooks and working out pages are collected.

After the test

- Collect **ALL** testbooks and store securely during the break **OR** have students leave their testbooks closed on their desks while they go on a break.
- Collect all working out pages for secure storage.
- **Secure the test room during the break**, as the writing test is printed on the reverse side of the language conventions testbook.
- Do not remove any pages from any testbook.
- Match testbooks against your class list or the master assessment roll. Check that **ALL** testbooks are accounted for, including those for students who did not sit or complete this session.
- If a testbook is empty, shade **one** participation bubble only: *exempt, no longer at this school, parent withdrawn, no longer in this year level, absent or present but refused to complete any test items*.
- Where applicable, shade all relevant student participation bubbles: *abandonment due to illness or injury approved by QCAA, completed in catch-up session, a disability adjustment has been approved by the principal, international fee-paying student or this student has a language background other than English*.
- No students, teachers (unless they are a 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. Ensure support staff administering the tests to students under separate supervision are aware of this.

It is required that students be given a break of at least 20 minutes between the language conventions and the writing tests.

Tuesday 12 May 2020 — writing test

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

Ensure all students use the **same** testbook that they used for the language conventions test.

It is required that students be given a break of at least 20 minutes between the language conventions and the writing tests.

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 each other's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times, including 10-minute intervals, on the board.
- Allocate a *Type 2 (unnamed)* writing testbook to any student who was absent from the language conventions test, and who does not have a *Type 1 (named)* testbook. Please complete the student's details on the language conventions side of the book, using a **2B** pencil only.

- When allocating a *Type 2 (unnamed)* testbook to a student, select a testbook from the package/s of supplied *Year 3 language conventions/writing Type 2 (unnamed)* testbooks. After completing the student's details using a **2B** pencil, you must also record the student's details against the matching testbook number on the *Student list Year 3 — Type 2 (unnamed)* testbooks. This is required to register the connection between the student and the testbook number for all tests.

Please note: you **must** select and allocate to the student the language conventions/writing testbook with the **same** registered testbook number as for the reading and numeracy testbooks.

- Distribute the *Year 3 language conventions/writing* testbooks to students, making sure that the writing side is facing them and that each student has the correct testbook. The student's name should have already been written by the student on the writing testbook cover. If it has not been, ask the student to write their name now.
- Check that you have the package that contains the Year 3 and Year 5 task. Each writing stimulus page will have *YEAR 3 AND YEAR 5* clearly marked in white font on the black banner in the top left-hand corner.
- 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 *Type 1 (named)* testbook.
- Ensure you are aware of any disability adjustments provided to the students in the test session and how to manage them.
- Where a student is visiting your school to complete the test, please ensure that the name and code of the school where they are enrolled is written on the *Type 2 (unnamed)* testbook using a **2B** pencil.
- When administering NAPLAN tests in flip books it is important that you ensure that students are focusing on the correct section of the testbook at all times, and neither reading the questions, nor revising their answers from the other test.

Use of an approved scribe

For students with approval to use a scribe, you may need to allow them extra time to complete their test.

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

For scribing rules refer to the *2020 Handbook for principals and NAPLAN coordinators*, section 6.5.6.

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-sided <i>YEAR 3 AND YEAR 5 writing stimulus</i> page• a sheet of blank paper for planning• a 2B pencil only (no mechanical pencils)• an eraser• a sharpener.	<ul style="list-style-type: none">• this test administration handbook• spare student testbooks• spare coloured, single-sided <i>YEAR 3 AND YEAR 5 writing stimulus</i> pages• extra blank paper• spare 2B pencils, erasers, sharpeners• a watch or clock for timing the test• a board to display the time sequence• a class list.

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

Test administration script

READ ALOUD

Today you will complete the writing test.

Check that you have:

- your Year 3 writing testbook,
- the writing stimulus page, and
- a piece of blank paper on your desk.

On your writing stimulus page, look at the black banner in the top left-hand corner. Put your finger on the words that say *YEAR 3 AND YEAR 5*.

Raise your hand if you cannot find these words.

Now check that you have a **2B** pencil, a sharpener and an eraser on your desk.

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

Do not open your testbook until I tell you.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the side of your testbook that has *language conventions* printed on it.

Check that **your** details are printed on it.

Show students the language conventions side of the testbook.

Allow students time to check their details.

Check that all students have the correct testbook.

READ ALOUD

Now, turn the testbook over to the side that has *writing* printed on it.

Check that your names on the writing testbook cover are written **exactly** the same way as on the language conventions testbook cover.

Show students where to check their names and allow them time to do so.

Ensure that students are **not** returning to the language conventions side of the testbook. Note that the language conventions book pages have a coloured border and the writing testbook pages have a plain white border.

READ ALOUD

Listen carefully while we look at the writing stimulus page.

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

READ ALOUD

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

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

I will read the page for you.

Follow the words while I read it to you.

Point to the information you are going to read.

Read everything on the *YEAR 3 AND YEAR 5 writing stimulus* page, from top to bottom, to the students.

You must only read the words on the stimulus page.

DO NOT:

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

When you have finished reading the stimulus page:

READ ALOUD

In this test you will have 5 minutes to plan your work, 30 minutes to write, and then another 5 minutes to edit your work.

Show the planning page.

READ ALOUD

You can use your planning page to draw a diagram or write down your main ideas. Or you might like to plan by just thinking about what you will write.

Choose the kind of planning that helps you to organise your ideas.
Use the dot points on the writing stimulus page to help you.

Remember, the stimulus page may have words or pictures to help you think of ideas for the topic. You do not have to use all or any of these ideas.

You **may** use your own ideas, as long as you write about the topic on the page.

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

Do not write in your book yet. It should still be closed.

You may begin planning now — you have 5 minutes.

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 stimulus page.

Do not help students to develop or structure their text.

After 5 minutes, READ ALOUD

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

Do not begin yet.

Open your *writing* testbook to page 2.
This is where you start your writing.

You have three pages to write on, but you do not have to use them all.
You cannot be given any extra pages to write on.

You now have 30 minutes to write on the topic.

I will tell you when you have 5 minutes left to finish your writing.
After those 5 minutes are up, you will have another 5 minutes to edit your work.

You may start writing **now**.

Actively supervise the students to make sure that 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 stimulus page for ideas but do not help them with their ideas or their text.

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

Make sure that students are writing with a **2B** pencil only. Students must not use correction fluid/tape, felt pens, coloured pencils or mechanical pencils as these will affect the scanning of the testbooks.

Mark off the time intervals on the board.

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

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

After 25 minutes of writing time, READ ALOUD

You have 5 minutes left to finish your writing; after this, you will have another 5 minutes to edit your work.

If you have already finished, use this time to start checking your work.

After 30 minutes of writing time, READ ALOUD

Your writing time is now finished.

You have 5 minutes to check and edit your work.

Check your writing by reading it carefully.

You don't have time to make big changes, but you can edit your work by adding or changing words or sentences and correcting any spelling or punctuation mistakes.

You can also use this time to complete your writing if you need to, but you will not be allowed any extra time for editing.

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

Actively supervise students to make sure they are editing and completing their text. Students may use the editing time to complete their writing; however, if they choose to do this, they must not be given any additional time for editing.

After the 5 minutes of editing time, READ ALOUD

The writing test is now finished.

Put your pencil down and close your testbook.

Put your planning and stimulus pages **next to** your testbook.

Do not put these pages inside your testbook.

Stay seated while the testbooks, planning and stimulus pages are collected.

After the test

- Collect all testbooks, writing stimuli and planning pages and sort into separate piles.
- Do not remove any pages from any testbook.
- Match testbooks against your class list or the master assessment roll. Check that ALL testbooks are accounted for, including those for students who did not sit or complete this session.
- If a testbook is empty, shade **one** participation bubble only: *exempt, no longer at this school, parent withdrawn, no longer in this year level, absent or present but refused to complete any test items*.
- Where applicable, shade all relevant student participation bubbles: *abandonment due to illness or injury approved by QCAA, completed in catch-up session, a disability adjustment has been approved by the principal, international fee-paying student or this student has a language background other than English*.
- Where a student has used a scribe as an approved disability adjustment please shade the bubble, *an approved scribe was assigned to this student*.
- Where appropriate, ensure that the *Type 1 (named)* testbook is attached to the student's Braille, Large Print or Black and White test papers with a paperclip.
- Where a student has completed the test using the Electronic Test 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 (templates for the writing test), 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 response to be emailed to the QCAA before deleting it from the desktop.
- Return all test materials to the principal/NAPLAN 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 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. Ensure support staff administering the tests to students under separate supervision are aware of this.

Wednesday 13 May 2020 — reading test

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 each other's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times, including 10-minute intervals, on the board.
- Check that there is a *Type 1 (named) Year 3 reading* testbook and a *Year 3 reading* magazine for each student.
- Allocate a *Type 2 (unnamed)* testbook to any student who does not have a *Type 1 (named)* testbook. Please complete student details on the front cover using a **2B** pencil only.
- When allocating a *Type 2 (unnamed)* testbook to a student, select a testbook from the package/s of supplied *Year 3 reading Type 2 (unnamed)* testbooks. After completing the student's details on the front cover using a **2B** pencil, you must also record the student's details against the matching testbook number on the Student list Year 3 — *Type 2 (unnamed)* testbooks. This is required to register the connection between the student and the testbook number for all tests.

Please note: you **must** select and allocate to the student the reading testbook with the **same** registered testbook number as for the language conventions/writing and numeracy testbooks.

- 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 *Type 1 (named)* testbook.
- Ensure you are aware of any disability adjustments provided to the students in the test session and how to manage them.
- Where a student is visiting your school to complete the test, please ensure that the name and code of the school where they are enrolled is written on the *Type 2 (unnamed)* testbook using a **2B** pencil.

Materials required

Each student should have:	Each test administrator should have:
<ul style="list-style-type: none"> • a <i>Year 3 reading</i> testbook • a <i>Year 3 reading</i> magazine • a 2B pencil only (no mechanical pencils) • an eraser • a sharpener. 	<ul style="list-style-type: none"> • this test administration handbook • spare student testbooks • spare <i>Year 3 reading</i> magazines • spare 2B pencils, erasers, sharpeners • a watch or clock for timing the test • a board to demonstrate practice questions and display the time sequence • a class list.

Test administration script

READ ALOUD

Today you will complete the reading test.

Check that you have your *Year 3 reading* testbook, a *Year 3 reading* magazine, a **2B** pencil, a sharpener, and an eraser on your desk.

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

Do not open your testbook or magazine until I tell you.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the reading cover of your testbook.

Your name and date of birth are printed on it.

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, you must note it and correct it later.

Refer to 'Correcting errors on *Type 1 (named)* testbook covers' on page 8 of this handbook for instructions.

READ ALOUD

Look at the section where it says *Details to be completed by the student*.

Write your first name, or names, in the top box.

Write your last name in the bottom box.

Use ALL capital letters and print neatly.

Show students where to write their names and allow them time to do so.

READ ALOUD

Look underneath 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 **or** Torres Strait Islander person, shade the bubble to show this.

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

If you are **not** an Aboriginal or Torres Strait Islander person you **do not** need to shade any bubbles.

Show students which bubbles to shade if required.

READ ALOUD (Hold up the *Year 3 reading* magazine)

In this reading test, you need to read the 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 magazine over so you are looking at the back covers.

Show students the back of the testbook and magazine.

Give them time to locate the practice questions.

Practice questions do not contribute to a student's score on the assessment.

READ ALOUD (Practice questions)

The practice questions show you how to answer the questions in the test.

Look at the coloured box at the top of the testbook.

These instructions tell you which 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 questions P1 to P3'.

Read *Sara's early morning* now.

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

READ ALOUD

Look at *Practice Question 1*.

In this question you have to shade the bubbles next to the **two** correct answers.

Follow the words while I read the question.

P1 Which of these clothes did Sara put on?

Choose **two**.

- ☐ shirt
- ☐ hat
- ☐ socks
- ☐ dress
- ☐ scarf

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, erase your answers completely and shade the correct bubbles now.

Give students time to completely erase and correct any errors.

READ ALOUD

Look at *Practice Question 2*.

In this question you must write **one** number in each box.

Follow the words while I read the question.

P2 Write the numbers 1 to 4 in the boxes to show the order of events as they actually happened.

Sara put on football boots.

Sara went back to bed.

Sara got up early.

Sara put on her shirt.

Write **one** number in each box now.

Give students time to write their answer.

READ ALOUD

The correct answer is **3** in the first box, **4** in the second box, **1** in the third box and **2** in the fourth box.

If you made a mistake, erase your answer completely and write the correct answer now.

Are there any questions?

Give students time to completely erase and correct any errors.

READ ALOUD

Look at *Practice Question 3*.

In this question there are three sentences.

You have to mark which are true and which are false.

Follow the words while I read the question.

P3 Which of the following sentences are **true** and which are **false**?

Shade **one** bubble in each **row**.

	True	False
Sara plays football on Sunday.	<input type="radio"/>	<input type="radio"/>
Sara was late.	<input type="radio"/>	<input type="radio"/>
Sara made a mistake.	<input type="radio"/>	<input type="radio"/>

Make sure you shade the bubbles completely.

Give students time to shade the bubbles.

READ ALOUD

In the first row, the answer is *True*.

In this row, you should have shaded the bubble under **True**.

In the second row, the answer is *False*.

In this row, you should have shaded the bubble under **False**.

In the third row, the answer is *True*.

In this row you should have shaded the bubble under **True**.

If you did not shade these bubbles, erase your answers completely and shade the correct bubbles now.

Give students time to completely erase and correct any errors.

READ ALOUD

That is the end of the practice questions.

Turn your testbook over to the front.

Do not open it yet.

Remember that for **most** questions you only need to shade one bubble, but some questions have instructions that tell you to choose **two** bubbles.

Read the instructions carefully.

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

Remember that 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 them all.

Read each question carefully and follow the instructions. Shade the bubbles carefully. If you make a mistake, erase it completely and try again.

If you find that a question is too hard for you, go on to the next one. If you finish early, you can go back to the questions you left out. If you have checked all your answers, wait quietly until the test is finished.

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

If you have any questions, raise your hand and I will come to speak with you. However, because this is a test of how well you read, I cannot read or explain the questions or texts to you. I can only read the instructions in the coloured boxes.

I will mark off time on the board and will tell you 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.

Remember that you can only read the general instructions in the coloured boxes.

Refer to the 'Assisting students' section on page 4 of this handbook for additional guidelines.

Make sure that students are writing with a **2B** pencil only. Students must not use correction fluid/tape, felt pens, coloured pencils or mechanical pencils as these will 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, leave them on their desks, and sit quietly. They may not engage in 'early finisher' activities, such as reading, which may provide clues to the test answers.

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

After 40 minutes, READ ALOUD

You have 5 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

The reading test is now finished.

Please put your pencil down and close your testbook.

Put your reading magazine **next to** your testbook.

Do not put the reading magazine inside your testbook.

Stay seated while the testbooks and reading magazines are collected.

After the test

- Collect all testbooks and magazines and put them into separate piles.
- Do not remove any pages from any testbook.
- Match testbooks against your class list or the master assessment roll. Check that ALL testbooks are accounted for, including those for students who did not sit or complete this session.
- If a testbook is empty, shade **one** participation bubble: *exempt, no longer at this school, parent withdrawn, no longer in this year level, absent or present but refused to complete any test items*.
- Where applicable, shade all relevant student participation bubbles: *abandonment due to illness or injury approved by QCAA, completed in catch-up session, a disability adjustment has been approved by the principal, international fee-paying student or this student has a language background other than English*.
- Where appropriate, ensure that the *Type 1 (named)* testbook is attached to the Braille, Large Print or Black and White test papers with a paperclip.
- Where a student has completed the test using the Electronic Test Format, print the student's responses and attach to the student's *Type 1 (named)* testbook with a paperclip.
- Return all test materials to the principal/NAPLAN 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 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. Ensure support staff administering the tests to students under separate supervision are aware of this.

The materials included in the NAPLAN stimulus magazine are intended to engage students and assess their literacy skills. Any views or opinions expressed in these test materials do not necessarily reflect the views and opinions of ACARA.

Thursday 14 May 2020 — numeracy test

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.

In the numeracy test any words may be read to students, and any numbers or symbols embedded within text may be read to students.

However, do not read to students any numbers or symbols that are not embedded within text.

Refer to the 'Assisting students' section on page 4 of this handbook for additional guidelines.

The literacy demands of the numeracy test should not exclude students from accessing the tests; however, you 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 each other's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times, including 10-minute intervals, on the board.
- Check that there is a *Type 1 (named) Year 3 numeracy* testbook for each student.
- Allocate a *Type 2 (unnamed)* testbook to any student who does not have a *Type 1 (named)* testbook. Please complete student details on the front cover using a **2B** pencil only.

- When allocating a *Type 2 (unnamed)* testbook to a student, select a testbook from the package/s of supplied *Year 3 numeracy Type 2 (unnamed)* testbooks. After completing the student's details on the front cover using a **2B** pencil, you must also record the student's details against the matching testbook number on the Student list Year 3 — *Type 2 (unnamed)* testbooks. This is required to register the connection between the student and the testbook number for all tests.

Please note: you **must** select and allocate to the student the numeracy testbook with the **same** registered testbook number as for the language conventions/writing and reading testbooks.

- 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 *Type 1 (named)* testbook.
- Ensure you are aware of any disability adjustments provided to the students in the test session and how to manage them.
- Where a student is visiting your school to complete the test, please ensure that the name and code of the school where they are enrolled is written on the *Type 2 (unnamed)* testbook using a **2B** pencil.

Materials required

Each student should have:	Each test administrator should have:
<ul style="list-style-type: none"> • a <i>Year 3 numeracy</i> testbook • a sheet of blank paper (for working out answers) • a 2B pencil only (no mechanical pencils) • an eraser • a sharpener. 	<ul style="list-style-type: none"> • this test administration handbook • spare student testbooks • spare working out paper • spare 2B pencils, erasers, sharpeners • a watch or clock for timing the test • a board to demonstrate practice questions and display the time sequence • a class list.

Test administration script

READ ALOUD

Today you will complete the numeracy test.

Check that you have your Year 3 numeracy testbook, a sheet of blank paper for working out, a **2B** pencil, a sharpener and an eraser on your desk.

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

Do not open your testbook until I tell you.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the front cover of your testbook.

Make sure that this is **your** testbook and that **your** details on the front cover are correct.

Allow students time to check their details.

If there is an error, you must note it and correct it later.

Refer to 'Correcting errors on *Type 1 (named)* testbook covers' on page 8 of this handbook for instructions.

READ ALOUD

Look at the section where it says *Details to be completed by the student*.

Write your first name, or names, in the top box.

Write your last name in the bottom box.

Use ALL capital letters and print neatly.

Show students where to write their names and allow them time to do so.

READ ALOUD

Look underneath 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 **or** Torres Strait Islander person, shade the bubble to show this.

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

If you are **not** an Aboriginal or Torres Strait Islander person you **do not** need to shade any bubbles.

Show students which bubbles to shade if required.

READ ALOUD

Turn your testbook to the back page.

Here are some practice questions.

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

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

Show students the back cover of the testbook.

Give them time to locate the practice questions.

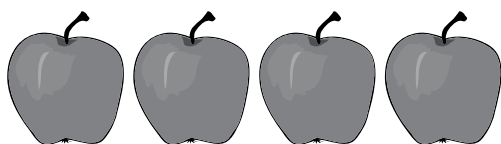
Practice questions do not contribute to a student's score on the assessment.

READ ALOUD (Practice questions)

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

☐

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

Demonstrate the correct way to shade a bubble.

Give students time to answer the question.

READ ALOUD

The correct answer is **4**.

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

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

Give students time to correct any errors.

READ ALOUD

Practice Question 2 shows another way that some questions have to be answered. You need to write your answer inside the box.

Follow the words while I read the question.

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

$6 + 4 =$

Write your answer as a number, not a word.

Give students time to answer the question.

Check students are using digits rather than words.

READ ALOUD

The correct answer is **10**.

You should have written the number **10** in the box.

Anything other than the number **10**, such as $5 + 5$, will be marked as incorrect.

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

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

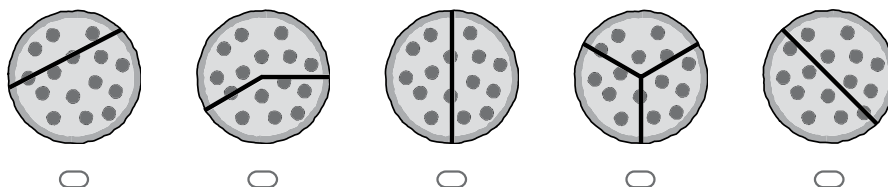
Give students time to correct any errors.

READ ALOUD

Look at *Practice Question 3*. In this question you have to shade **two** bubbles.

Follow the words while I read the question.

P3 Select the **two** pizzas that are cut in half.



Choose **two** correct answers and shade both bubbles completely.

Do that now.

Give students time to answer the question.

READ ALOUD

The correct answers are the **third** and the **fifth** pizzas.
You should have shaded the bubbles under these pizzas.

If you made a mistake, erase it completely and shade the correct bubbles now.

Give students time to correct any errors.

READ ALOUD

That is the end of the practice questions.

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 the questions to you if you need help. However, I cannot explain the questions. You must do your own work at all times and you are not allowed to talk to other students.

Remember to do your best work. Shade the bubbles carefully and write neatly in the boxes so that your answers are easy to read.

If you make a mistake, erase it completely and try again.

Remember to read each question carefully before you answer it.

If you find that a question is too hard for you, go on to the next one. If you finish early, you can go back to the questions you left out.

There are 36 questions in the test and you have 45 minutes to complete them all.

I will mark off time on the board and will tell you 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.

Make sure that students are writing with a **2B** pencil. Students must not use correction fluid/tape, felt pens, coloured pencils or mechanical pencils as these will affect the scanning of their testbook.

Mark off the time intervals on the board.

Students who finish early should be encouraged to check their answers. When they have finished checking, students should close their testbooks, leave them on their desks, and sit quietly. They may not engage in 'early finisher' activities, such as reading, which may provide clues to the test answers.

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

After 40 minutes, READ ALOUD

You have 5 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

The numeracy test is now finished.

Put your pencil down and close your book.

Put your working out page **next to** your testbook.

After the test

- Collect all testbooks and working out pages and sort them into separate piles.
- Do not remove any pages from any testbook.
- Match testbooks against your class list or the master assessment roll. Check that ALL testbooks are accounted for, including those for students who did not sit or complete this session.
- If a testbook is empty, shade **one** participation bubble: *exempt, no longer at this school, parent withdrawn, no longer in this year level, absent or present but refused to complete any test items*.
- Where applicable, shade all relevant student participation bubbles: *abandonment due to illness or injury approved by QCAA, completed in catch-up session, a disability adjustment has been approved by the principal, international fee-paying student or this student has a language background other than English*.
- Where appropriate, ensure that the *Type 1 (named)* testbook is attached to the Braille, Large Print or Black and White test papers with a paperclip.
- Where a student has completed the test using the Electronic Test Format, print the student's responses and attach to the student's *Type 1 (named)* testbook with a paperclip.
- Return all test materials to the principal/NAPLAN 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 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. Ensure support staff administering the tests to students under separate supervision are aware of this.

Appendix 1: Guidelines for students with a temporary injury using a computer to complete 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 *2020 Handbook for principals and NAPLAN coordinators* (section 6) for more information.

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

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 checks, dictionary, predictive text, etc., **must** be turned off. Access to the internet or internal networks **must** be completely restricted.
- Extra time may be used by the student at the discretion of the teacher, depending on the student's familiarity using a keyboard with their non-writing arm.

After the test

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

- save identifying student information to the page header (on every page of completed test response).

For example:

Student name:

Year level:

School:

Date of birth and/or unique student identification number:

- save the completed test to the desktop as a backup
- print a copy of the completed test from the desktop
- delete the file from the desktop
- attach to the student's testbook with a **paperclip**
- follow any other procedures as requested by the QCAA.

Appendix 2: Returning completed materials

For full details, see the *2020 Handbook for principals and NAPLAN coordinators*, Part B.

When to return materials

Materials **must** be packed and dispatched as soon as they are completed — definitely no later than **Tuesday 19 May 2020**.

What materials to return

Please return:

- ✓ completed testbooks for **ALL** students who sat the tests
- ✓ testbooks for **ALL** students who were: *exempt, no longer at this school, parent withdrawn, no longer in this year level, absent, present but refused to complete any test items or no longer in the designated year level*. Where a student has used a scribe as an approved disability adjustment please shade the bubble, *an approved scribe was assigned to this student*
- ✓ testbooks for any international fee-paying students
- ✓ both the special print materials **and** the *Type 1 (named)* testbooks for students who accessed Braille, Large Print or Black and White test papers. **Both** sets of testbooks should be placed in the provided envelope for return
- ✓ testbooks of students who accessed the Electronic Test Format (interactive PDF) **with** the printout of their responses inserted and attached with a **paperclip**
- ✓ testbooks of students who used assistive technology (templates for the *Writing* test) **with** the printout of their responses inserted and attached with a **paperclip**
- ✓ testbooks 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 testbooks. Please refer to the end of this section for instructions for returning testbooks for students visiting from interstate.

Please **do not** return:

- × any writing test stimulus pages
- × any reading magazines
- × any planning or working out sheets from any of the tests
- × any unused *Type 2 (unnamed)* testbooks
- × any student lists you created as a record of student participation.

Test security is to be maintained by all schools to 29 May 2020.

How to return materials

The return address labels sent with the test materials **must** be used when returning materials. If additional labels are required, please phone 1800 771 166.

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

The return parcels **must** be returned through Australia Post.

Before returning testbooks and alternative format materials, please ensure you:

- **fill in** the front covers of all testbooks accurately
- **check that all** completed testbooks and alternative format materials are included
- **return** packages immediately — **no later than Tuesday 19 May 2020**
- **have the Post Office scan and/or stamp** the *Returned materials lodgement form* when you lodge materials for return. Retain this form at your school as proof of lodgement by the required 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 22 May 2020**.

Students visiting from interstate

Please do not return testbooks used by visiting interstate students to the QCAA.

Testbooks should be sent to the Test Administration Authority of the relevant state or territory in an *Express Post* bag (not provided) no later than **Tuesday 19 May 2020**.

Postal addresses of each Test Administration Authority can be found in the *2020 Handbook for principals and NAPLAN coordinators*.

This page has been intentionally left blank .

