



Years 3, 5, 7 & 9
Test Administration
Handbook for Teachers

Contents

1	Introduction.....	1
1.1	Test dates	1
2	Preparing for the tests.....	4
2.1	Before the test day.....	4
2.2	On test days.....	4
2.3	Before the test	5
2.4	Student test materials	6
2.5	Supervising the test sessions	7
2.6	Time allowed for each test.....	7
2.7	Creating the test session	8
2.8	Adjustments for students with disability	8
2.9	Assisting students.....	9
2.10	Reading the test administration script	11
2.11	Student test login information	12
2.12	Year 3 writing — recording test participation.....	12
2.13	Year 3 writing — correcting errors on named testbook covers	13
3	After each test.....	14
3.1	Online tests.....	14
3.2	Year 3 writing and alternative format (disability) paper tests.....	14
4	Test administration: Writing test.....	16
4.1	Year 3 paper writing test.....	16
4.2	Years 5, 7 and 9 online writing test	20
5	Test administration: Reading	25
6	Test administration: Conventions of language.....	28
7	Test administration: Numeracy	31

1 Introduction

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

Year 3 students sit the NAPLAN writing test as a paper-based test and all other tests on the [online national assessment platform](#) (the platform). Years 5, 7 and 9 students sit all tests on the platform.

This handbook focuses on the procedures for administering the NAPLAN tests, including the Year 3 paper writing test. It is important that you are familiar with the procedures in this handbook and that you are aware you need to read the relevant script to students when administering tests. The scripts contain important information for students and ensure national consistency in test administration (see section 2.10 for further information).

To administer the online NAPLAN tests, you need to be familiar with the platform, including how to:

- use the test administrator’s dashboard to create a test session and monitor students’ progress
- manage test sessions.

This handbook does not provide step-by-step instructions on the functionality of the test administrator’s dashboard. See Appendix 2: Test administrator’s dashboard functions for basic information on the dashboard or [NAPLAN QCAA factsheets](#). You will also find detailed instructions on using the platform and test administrator’s dashboard in the resources available at www.assessform.edu.au.

Your role in the administration of the tests is critical. Standardised administration of the tests contributes significantly to the fairness and reliability of the assessment tasks. Follow these administration instructions carefully and ensure that a positive and calm atmosphere is maintained throughout the test sessions.

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

1.1 Test dates

The NAPLAN test window starts on Wednesday 13 March 2024 and finishes on Monday 25 March 2024. All test material must be kept secure until the end of the test security period, which extends for a further 3 days past the end of the test window and finishes at the end of the day on Thursday 28 March 2024.

The tests must be administered in the following sequence:

Writing (W) → Reading (R) → Conventions of language (CoL) → Numeracy (N)

Writing:

- All Year 3 students sit the writing test on day 1. Any rescheduling of Year 3 writing beyond day 1 requires QCAA approval.
- All Years 5, 7 and 9 cohorts must sit the writing test on day 1, with day 2 only used where there are technical/logistical limitations. Any rescheduling of writing beyond day 2 requires QCAA approval.

The test timetable is below:

		Year 3	Years 5, 7, 9	
Week 1	Monday 11 March – Tuesday 12 March	Preparation only — NO tests permitted		
	NAPLAN Test Window	Wednesday 13 March Day 1	Writing (paper) R <i>(R only after writing)</i>	Writing R <i>(R only after writing)</i>
		Thursday 14 March Day 2	R–CoL–N Catch-up tests (All domains)	Writing (Only to be used when technical/logistical issues prevent testing on day 1) R–CoL–N Catch-up tests (All domains)
		Friday 15 March Day 3	R–CoL–N Catch-up tests (All domains)	R–CoL–N Catch-up tests (All domains)
		Monday 18 March Day 4	R–CoL–N Catch-up tests (All domains. Last day for Year 3 writing catch-up tests.)	R–CoL–N Catch-up tests (All domains)
Week 2	Tuesday 19 March Day 5	Follow test sequence: Reading → Conventions of language → Numeracy (R–CoL–N) Catch-up tests for all domains (Except Year 3 writing)		
	Wednesday 20 March Day 6			
	Thursday 21 March Day 7			
	Friday 22 March Day 8			
Week 3	Monday 25 March Day 9	<i>This security period may ONLY be used for testing with written permission from the QCAA.</i>		
	Test Security Period			Tuesday 26 March – Thursday 28 March
		Good Friday: 29 March		

Note: NAPLAN coordinators MUST ensure ALL test sessions are finalised by the end of the test window.

Catch-up test sessions

Catch-up sessions are test sessions made available to students identified as absent by the school they are enrolled in on the day of their scheduled NAPLAN test.

Catch-up sessions are not available to students who have already logged into a session and have started a test. They are also not required to be provided to visiting students attending a host school.

Rescheduled test sessions

Rescheduled test sessions are made available for students who log into a test session and start a test, but who:

- abandon the test due to illness (i.e. a medical or social/emotional condition) or injury
or
- experience technical difficulties and are unable to continue their test
or
- cannot complete their test due to a disruption.

These students' test attempts should be moved to the 'Postponed' status by the NAPLAN coordinator and rescheduled for a new test session where the students may resume their tests.

The test administrator must not 'Finish' these test attempts or finalise the test session on the test administrator's dashboard. 'Finishing' a test attempt automatically submits the test for marking. Schools cannot re-open tests that have been 'finished'.

2 Preparing for the tests

2.1 Before the test day

Your role as the test administrator is to deliver the NAPLAN tests to students. As part of your role, in the weeks before the test, the school's NAPLAN coordinator will meet with you to:

- provide you with access to the NAPLAN training environment to ensure you know how to use the test administrator's dashboard and the NAP locked down browser, including setting up an unsecured browser if necessary
- determine where the test sessions will be held
- plan the configuration of the test room(s) so that students will not be able to see each other's work. Where the tests are to take place in a collaborative workspace, devices may need to be moved or temporary barriers put up between students
- confirm how you and the students will connect to the internet
- discuss the organisational procedures required during the tests, including procedures for students bringing their own devices (BYOD) if applicable
- ensure that, on test days, there are arrangements to take down, cover or reverse any posters, displays or teaching materials that might help students with the tests
- review procedures for emergencies and test disruptions, including how to seek technical assistance for online tests
- plan the organisational arrangements for non-participating students
- confirm that all devices have passed the necessary device checks and that arrangements have been made to ensure the devices will be in the room, have the correct NAP locked down browser installed, and will be fully charged and connected to the internet on the day of the assessment (not applicable for the Year 3 paper writing test)
- ensure that you are familiar with all the test administration instructions and procedures
- establish procedures in the event that the test is to be administered by a casual, relief or supply teacher, or NAPLAN support person
- ensure you are aware of and able to manage any disability adjustments provided to the students in your session.

2.2 On test days

Online tests

Prior to commencing the online tests, please ensure you have all materials required for the test session. Your NAPLAN coordinator will provide you with a test administration pack that includes:

- a device for your own use in administering the test session
- the test administrator session slip (TA session slip) for the test session you will be administering (this will contain the test administrator session login details)
- student session slips for all students participating in the test session (these slips have the unique student codes that each student needs to access each test)

- a list of students allocated to the test session, including details of which students, if any, have been allocated disability adjustments. (Note that students with a hearing impairment may require assistance from you or a support person while logging in)
- information on how many students are expected to bring their own devices
- contact details for your school's technical support officer, your NAPLAN coordinator and the NAPLAN helpdesk
- this NAPLAN test administration handbook
- notepad and pen.

Allow enough time to set up the devices and the room, including removing posters, displays or teaching materials that might help students with tests. Work with your NAPLAN coordinator and available IT support, as required. If applicable, remind students to not use touch screens on touch screen devices (except iPads) prior to the test.

Year 3 paper writing test

On the morning of the Year 3 paper writing test, ensure you have all materials required for the test session, including a printed list of students allocated to the test session and details of disability adjustments, if any, allocated. Check you have the required number of stimulus sheets and testbooks and all the necessary equipment, and that you understand all procedures.

2.3 Before the test

Online tests

- Arrange the room so that students cannot see each other's work. Where students are in a collaborative workspace, computers may need to be moved or temporary barriers put up between students.
- Take down, cover or reverse any posters, displays or teaching materials that might help students with the test.
- Check that devices are fully charged or connected to a power supply.

Year 3 paper writing test

- 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 named Year 3 writing testbook and a Year 3 writing stimulus for each student.
- Allocate an unnamed writing testbook to any student who does not have a personalised testbook. Complete the student's details using a **2B** or **HB** pencil.
- Check that you have the package that contains the Year 3 and Year 5 test material. 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 blank sheet of paper to each student.

- Ensure you are aware of any disability adjustments provided to the students in your session and how to manage them.

2.4 Student test materials

Online tests

Prior to the test, make sure each student has:	The test administrator must have:
<ul style="list-style-type: none"> ✓ a device that meets the technical specifications for NAPLAN ✓ their student session slip for this session ✓ a blank sheet of paper for working out ✓ a pen or pencil ✓ headphones*. 	<ul style="list-style-type: none"> ✓ a device that meets the technical specifications for NAPLAN ✓ the TA session slip (containing the test administrator login details necessary for generating the test session code) ✓ extra blank paper ✓ spare pens/pencils ✓ a board to display the test session code ✓ a list of students allocated to the test session (including details of disability adjustments) and the URL for the unsecured browser if necessary.

* All NAPLAN tests (except reading and the Year 3 paper writing test) allow or require the use of the platform's audio player. Students will need headphones to use the audio player.

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

Year 3 paper writing test

Prior to the test, make sure each student has:	The test administrator must have:
<ul style="list-style-type: none"> ✓ a Year 3 writing testbook ✓ the coloured, single page YEAR 3 AND YEAR 5 writing stimulus page ✓ a blank sheet of paper for planning ✓ 2B or HB pencils ✓ an eraser ✓ a sharpener. 	<ul style="list-style-type: none"> ✓ extra blank paper ✓ spare pencils, erasers, sharpeners ✓ a watch or clock for timing the test ✓ a board to display the time sequence ✓ a class list.

All tests

The following items are **not permitted** to be taken into any test as they could affect the validity of the test:

- × books, including dictionaries and reading books
- × rulers
- × pencils other than **2B** or **HB**

- × highlighters
- × correction fluid/tape
- × glue
- × reusable adhesive
- × mobile phones or any other devices that can connect to the internet either through wi-fi or bluetooth, or that can transmit, extract and display or read out data to the user
- × protractors/mathematics templates
- × calculators (unless provided as a disability adjustment)
- × smart pens (e.g. pens/pencils/stylus) capable of transcribing a students' handwritten response into digital text.

2.5 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
- ✓ actively monitor the test administrator's dashboard and ensure all flags or warnings are actioned as required (not applicable for the Year 3 paper writing test).

It is **not permitted** for any person to take photographs or video recordings in test rooms while tests are in progress, unless directed by the QCAA.

2.6 Time allowed for each test

The duration of each test is provided below.

	Writing	Reading	Conventions of language	Numeracy
Year 3	40 min (paper)	45 min	45 min	45 min
Year 5	42 min	50 min	45 min	50 min
Years 7 and 9	42 min	65 min	45 min	65 min

For each test session, you will also need to allow an introduction time of approximately 15 minutes for students to settle in, have the test administration script read to them and, for the online tests, log into the NAP locked down browser. The required test session time will also need to be adjusted for students who have been provided with disability adjustments.

2.7 Creating the test session

- Open your browser and navigate to www.assessform.edu.au. For low-bandwidth schools, refer to the low bandwidth guide.
- Log into NAPLAN 2024 using username and password from the TA session slip provided by the school NAPLAN coordinator.
- Select 'Create new test session'.
- The session code will be displayed at the top of your screen in a grey box. Display the session code where students can see it (e.g. write it on the board). The students will need the session code to enter the test session.

Note: Some functions on the test administrator's dashboard will remain inactive until students join the session and/or the session is started.

2.8 Adjustments for students with disability

Students with disability may be granted adjustments such as extra time, rest breaks and/or alternative test items. Adjustments should reflect the kind of support and assistance normally required for assessment in the classroom. Prior to the start of the tests, the NAPLAN coordinator will enter the relevant disability adjustment code(s) (DAC) for these students against their profile.

You must contact your NAPLAN coordinator prior to the test session or immediately after you become aware of an error in the printed list of students allocated to the test session they have provided you. This includes if, before the test starts, you notice a DAC is either not assigned or is incorrectly assigned to a student, or if a student enters the test and realises they don't have the appropriate adjustment, or they have an adjustment that they are not expecting.

See [Appendix 1: Disability adjustment codes](#) for a table of DACs and actions required by the test administrator in relation to disability adjustments.

Year 3 paper writing test

All Year 3 students participating in the NAPLAN writing test must handwrite their response to the writing prompt within a Year 3 testbook, unless they have a disability or temporary injury that prevents them from handwriting. See the *NAPLAN handbook for principals and NAPLAN coordinators* for more information.

A writing test scribe is not permitted where a student has a temporary injury and will **not** be approved by the QCAA. [Appendix 3: Year 3 paper writing test — device use for disability adjustment or temporary injury](#) outlines the guidelines for a Year 3 student with a temporary injury using a computer to type their writing response.

2.9 Assisting students

Professional and ethical behaviour in accordance with the *NAPLAN national protocols for test administration* is expected in all aspects of each test's administration. Any additional support given to a student that advantages them in any way is considered cheating. You can download a copy of the protocols 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
- ✓ remind students of the way to respond to particular item types (e.g. that they need to select an answer, type an answer or place tiles into the correct order)
- ✓ remind students how to change their answer, if necessary
- ✓ remind students how to navigate through the platform (without navigating for them)
- ✓ remind students how to access different aspects of the platform (e.g. ruler, timer, magnification, audio player)
- ✓ advise students to leave a question they are unsure about and to move on to the next question
- ✓ remind students how to flag a question they may want to return to
- ✓ where there are no locked sections of the test, advise students to return to any unanswered questions if there is time at the end of the test (including reminding them how to see which questions were flagged and how to navigate back to them)
- ✓ where tests are locked between sections (conventions of language and Years 7 and 9 numeracy tests), advise students to return to any unanswered questions before moving on. Once they move forward, they cannot go back to the previous section
- ✓ provide general encouragement to continue.

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

- × take photos of students, test questions or any other test material, unless directed by the QCAA
- × 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 the test session)
- × navigate through the platform for the student or in any way manipulate the mouse, keyboard or screen on behalf of the student.

	You MAY:	You MUST NOT:
Writing	<ul style="list-style-type: none"> ✓ remind students how to use the audio player (not applicable for the Year 3 paper writing test) 	<ul style="list-style-type: none"> × discuss the writing task × provide any content information, whether orally or in writing × provide advice to students regarding the text structure or writing prompt × write for a Year 3 student. (Note: A scribe can write for a student where the use of a scribe has been approved by the QCAA) × type for a student in Years 5, 7 and 9. (Note: A scribe can type for a student where the use of a scribe has been approved by the QCAA)
Reading		<ul style="list-style-type: none"> × read anything from the reading texts × read any test questions
Conventions of language	<ul style="list-style-type: none"> ✓ remind students how to use the audio player (spelling test only) ✓ advise students to check answers in the spelling test before they move to the grammar and punctuation section, as they cannot go back 	<ul style="list-style-type: none"> × read or sound out the spelling questions to the students × read any test questions × write any spelling words for students, on the board or elsewhere
Numeracy	<ul style="list-style-type: none"> ✓ remind students to use the audio player if they need help with reading the questions ✓ read any words, numbers or symbols that are embedded within text — see examples below ✓ Year 7 and 9: advise students to check answers in the non-calculator section before moving to the calculator section, as they cannot go back 	<ul style="list-style-type: none"> × read numbers or symbols unless they are embedded within text — see examples below × explain the meaning of any symbols, numbers or mathematical terms × interpret any graphs or diagrams

Numeracy test

The literacy demands of the numeracy test should not exclude a student from accessing the test. You should encourage students to access the audio player for the numeracy test if their literacy standard is a barrier to access.

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

Example 1	<p>The numbers and symbols in this question must not be read aloud as they are not embedded within text.</p> <div data-bbox="414 528 1015 734" style="border: 1px solid black; padding: 10px;"><p>What number will make this number sentence true?</p>$4.52 + 3.68 = \square + 3.70$</div>
Example 2	<p>The numbers 100 and 2 in this question may be read aloud as they are embedded within the text. The numbers 50, 55, 70 and 220 must not be read aloud as they are not embedded within text.</p> <div data-bbox="414 904 1382 1072" style="border: 1px solid black; padding: 10px;"><p>Edward travelled 100 kilometres in 2 hours. What was his average speed in kilometres per hour?</p><p><input type="radio"/> 50 <input type="radio"/> 55 <input type="radio"/> 70 <input type="radio"/> 220</p></div>
Example 3	<p>The number 39 889 in the question and the numbers 10, 100, 1000 and 10 000 in the options may be read aloud as they are embedded within text.</p> <div data-bbox="414 1211 1059 1570" style="border: 1px solid black; padding: 10px;"><p>The number 39 889 can be rounded in different ways. Which ways of rounding give the same answer?</p><p><input type="radio"/> Rounding to the nearest 10 and nearest 100.</p><p><input type="radio"/> Rounding to the nearest 10 and nearest 1000.</p><p><input type="radio"/> Rounding to the nearest 100 and nearest 1000.</p><p><input type="radio"/> Rounding to the nearest 1000 and nearest 10 000.</p></div>

2.10 Reading the test administration script

It is important that all students across Australia receive uniform test instructions. The instructions and scripts in this handbook are standardised so that no student is advantaged or disadvantaged. No other instructions or assistance are to be given to students, except those permitted in section 2.9 of this handbook.

You must **READ ALOUD** to students all instructions which appear in this handbook in shaded boxes, such as:

READ ALOUD

Today you will complete the writing test.

Usually, all students in the session will be undertaking the same test. However, it is possible to have students in a session completing different tests, e.g. in catch-up sessions. In this case, the appropriate scripts must be read to students taking the different tests.

2.11 Student test login information

Note: This is not applicable for the Year 3 paper writing test.

Go through the following steps with students, resolving any issues that may arise.

Ask students to:

1. Open the NAP locked down browser (students allocated a disability adjustment code of AST or COL, or their support person, should type the URL for the unsecured browser into the browser and select enter).
2. Select 'NAPLAN 2024'.
3. Complete audio check.
4. Select 'Start test'.
5. Type the session code exactly as it appears on the board into the boxes.
6. Select 'Next'.
7. Type their student code from their student session slip into the boxes that appear.
8. Select 'Next'.
9. Check that their name, year and the test domain are correct, select 'Yes' and wait.

If the name presented by the system is not correct, take the following action:

- If the name is simply spelled incorrectly, the student should select 'Yes'. Inform the NAPLAN coordinator of the inaccuracy after the session.
- If a student has been given the student session code for another student in the same test session, the student should select 'No', and the two students must swap codes and re-enter them.
- If a student has been given the student session code for another student in a different test session, the student should select 'No', and you should inform the NAPLAN coordinator of the error as soon as possible. The student's test may need to be rescheduled if you do not have their correct student session slip.

For any other issues, please contact your NAPLAN coordinator as soon as possible.

2.12 Year 3 writing — recording test participation

Accurate records of student participation are very important. Please consult Part B (section 20) of the *2024 handbook for principals and NAPLAN coordinators* 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 these 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.

2.13 Year 3 writing — correcting errors on named testbook covers

At the beginning of each test session, students will be asked to check:

- they have the testbook
- that the testbook has their details printed on it
- the accuracy of the details.

These details have been printed using Year 2, 2023 data.

If there is an error in the printed details on a 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	20 03 2015
		Class	AH7 RS7
		EQ ID	12345678900
School name	Somewhere Park State School		

If there are any doubts about the accuracy of a student's details, do not make any changes and inform your NAPLAN coordinator about the student and their testbook details.

3 After each test

3.1 Online tests

If **any** test attempt could **not be finished** because of a test disruption or a student left the session due to illness or injury, **you must leave their test attempt paused and NOT finish their test attempt or finalise the test session**. Notify your NAPLAN coordinator.

If a student logged in but refused to complete the test, you must 'Finish' the test attempt on behalf of the student on the test administrator's dashboard.

If all test attempts have been finished, finalise the test session by selecting the 'Finalise session' button on the test administrator's dashboard.

At the end of the test session, check that all student browsers have been closed and collect:

- all student session slips
- any slips containing the unsecured browser URL
- all working out or planning paper used by students.

You **must** notify the NAPLAN coordinator if there were any:

- absent students
- students who refused to login or logged in and did not attempt to complete the test
- students who abandoned the test due to illness (medical or social/emotional conditions) or injury
- test disruptions or incidents
- paused test attempts
- errors in the spelling of student names.

You **must** return the TA session slip, student session slips and any other test materials to the NAPLAN coordinator (including any paper used by students during the test), to be kept secure until the test security period ends on Thursday 28 March.

Recharge school-supplied devices for the next test session, if necessary.

3.2 Year 3 writing and alternative format (disability) paper tests

Collect all testbooks, writing stimuli and planning pages, and sort into separate piles.

Match testbooks against your class list or roll. Check that ALL testbooks are accounted for, including those for students who did not sit or complete this session.

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 test materials to the principal or NAPLAN coordinator as soon as possible for secure storage. Do not leave any testbooks, whether complete or incomplete, where they could be accessed by someone not authorised to do so.

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.

4 Test administration: Writing test

4.1 Year 3 paper writing test

Overview

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.

Test administrators should receive any information related to disability adjustments, including students who require them, and any associated rules, such as scribe rules, from the NAPLAN coordinator. For further information, refer to the [NAPLAN national protocols for test administration](#).

Allocating time during the test

Test administrators should encourage students to use their time as follows:

- planning: 5 minutes
- writing: 30 minutes
- editing: 5 minutes.

Script for administering the paper writing test

READ ALOUD

Today you will complete the writing test. Check that you have:

- your Year 3 writing testbook
- the writing stimulus page
- a blank sheet of paper on your desk that can be used as a planning page.

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 or HB pencil, a sharpener and an eraser on your desk. Do not open your testbook until I tell you.

Allow students time to check they have the appropriate materials.

- Check that all students have the correct testbook. Under no circumstances should a student complete the test using another student's personalised testbook.

READ ALOUD

Write your first name and last name in the space provided. Use all capital letters.

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

READ ALOUD

Put your pencil down now and 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
- × remind students of writing tasks or texts structures completed in class prior to the test
- × 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 40 minutes to complete your writing. You can use 5 minutes to plan your work, 30 minutes to write and then the last 5 minutes to edit your work. Or you can use the time in the way that suits you best.

Show students the blank sheet of paper.

READ ALOUD

You can use your blank sheet of paper as a 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.

Open your writing testbook to page 2. This is where you start your writing. You have 3 pages to write on, but you do not have to use them all. You cannot be given any extra pages to write on.

You have 40 minutes to write on the topic. I will tell you when the 5 minutes of suggested planning time has ended, when you have 10 minutes left to finish your test, and when you have 5 minutes left to edit your work.

You may start writing now.

After 5 minutes, READ ALOUD

5 minutes have now passed. If you haven't already done so, you should move on from planning to writing your text in the test booklet.

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 book to students as these will not be marked. Only the 3 pages of writing in the testbook will be marked.

Make sure that students are writing with an appropriate pencil. Students must not use correction fluid/tape, felt pens or coloured pencils as these will affect the scanning of the testbooks.

Mark off the time intervals on the board.

If students finish early, suggest they re-read and edit their writing and then close their testbooks, leave them on their desks, and sit quietly. They may not engage in 'early finisher' activities, such as reading. **DO NOT** collect the testbooks until the end of the test time, or until all students have completed the tests.

After 30 minutes, READ ALOUD

You have 10 minutes of test time left. Try to spend the next 5 minutes finishing your writing so that you have 5 minutes for editing. If you have already finished writing, use this time to start checking your work.

After 35 minutes, READ ALOUD

You have 5 minutes left. You can use this time 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. However, you don't have time to make big changes.

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 40 minutes, READ ALOUD

The writing test is now finished. Please put your pencil down and close your testbook. Put your planning and stimulus pages next to your testbook.

After the test

Follow instructions in section 3.2.

4.2 Years 5, 7 and 9 online writing test

Overview

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.

Test administrators should receive any information related to disability adjustments, including students who require them, and any associated rules, such as scribe rules, from the NAPLAN coordinator. For further information, refer to the [NAPLAN national protocols for test administration](#).

Allocating time during the test

Test administrators should encourage students to use their time as follows:

- reading/listening to the stimulus: 2 minutes
- planning: 5 minutes
- writing: 30 minutes
- editing: 5 minutes.

See section 2 for information on materials required for this test (2.4), before the test preparation (2.2 and 2.3) and how the test administrator creates a test session (2.7).

Script for administering the online writing test

READ ALOUD

Today you will complete a writing test.

You can use headphones for this test to listen to the writing prompt. You can also read it on your screen. You can refer to the writing prompt at any point in the test.

If you have any questions, you can't see what I describe on your screen, or you experience any technical issues during the test, such as your device not working or the writing prompt or screen not loading, raise your hand and I will help you.

Instruct students to access the NAPLAN 2024 online tests, following instructions in section 2.11.

If the name presented by the system is not correct, follow the instructions in section 2.11. For any other issues, please contact your NAPLAN coordinator as soon as possible.

READ ALOUD

You will have 42 minutes to complete your writing. This includes time for reading and listening to the prompt. Read or listen to the writing prompt first and then use the next 5 minutes to plan. I will tell you when you should start writing.

You can use your blank sheet of paper or the writing pane on your device to do your planning. 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.

Remember, the writing prompt 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 writing prompt.

The sheet of paper will not be marked, but it will be collected. Anything you type into the writing pane of your device will be marked, so please delete any planning notes that are not part of your final text before finishing your test.

There is a timer in the top left-hand corner of your screen. It will flash when you have 10 minutes left and again when you have 5 minutes left. I will also tell you.

After you 'Finish' your test, if there is still time left, you can select the 'Reopen test' button.

To protect your privacy, please do not include your name in your writing response. The online system knows who you are from your login details.

Once you have finished your test, wait quietly.

Begin the test session by selecting the 'Start session' button on the test administrator's dashboard.

READ ALOUD

You may start your test now. Begin by reading or listening to the prompt, then start your planning. You must do your own work. You are not allowed to talk to other students.

Once you have read or listened to the writing prompt, you can select 'Start writing'. This will take you to the writing screen where you can start typing your text.

Students who arrive late to the test room can join the test session after it has been started by entering a test session code and their student code. These students' names will show in the 'Waiting entry' tab of the test administrator's dashboard and you must manually admit them.

Open the 'Waiting entry' tab and select the box to the left of their names. Then select 'Allow start'. The platform will provide the student with the correct amount of time to complete the test.

As test administrator, you **must not**:

- × brainstorm with students
- × allow students to discuss the topic
- × give students ideas or pre-developed plans
- × remind students of writing tasks or text structures completed in class prior to the test
- × discuss any pictures that may be on the writing prompt
- × write anything on the board other than the test session code
- × plan for the students.

Actively supervise students to make sure they are planning their work independently. If a student is having difficulties, quietly encourage them to look at the writing stimulus or listen to the instructions again.

Do not help students to develop or structure their writing.

After 7 minutes, READ ALOUD

About 7 minutes have now passed. If you haven't already done so, you should move on from planning to typing your text.

Actively supervise the students to make sure they are on task.

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 text.**

Students who finish early should be encouraged to re-read and edit their writing. When they have finished checking, they should sit and wait quietly. They may not engage in 'early finisher' activities, such as reading.

If a whole class has checked their responses and selected 'Finish' before the allocated time, you may use discretion in managing the test environment and finalising the test session.

After 32 minutes, READ ALOUD

You have about 10 minutes left for this test. Try to spend the next 5 minutes finishing your writing so that you have 5 minutes left for editing.

After 37 minutes, 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 can edit your work by adding or changing words or sentences and correcting any spelling or punctuation mistakes. However, you don't have time to make big changes.

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, wait quietly.

If you did your planning in the writing pane, you should delete any remaining notes.

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.

Be mindful of students who may have been granted extra time due to a disability adjustment or a disruption. Alert these students when they have 5 minutes of test time remaining.

When your dashboard shows that the time has expired for all students:

READ ALOUD

Thank you everyone. The writing test is now finished.

If you have already finished your test, you should have a message confirming that it has been finished.

If you ran out of time to finish your test, you will now have a screen asking you to select 'Finish'. Please select 'Finish'.

Walk around and check that all students have finished their tests.

READ ALOUD

Leave your sheet of paper and your student session slip on your desk to be collected.

You should now all close the test browser.

After the test

Follow instructions in section 3.1.

5 Test administration: Reading

Overview

This is an assessment of a student’s ability to read, comprehend and respond to a variety of text types.

The materials included in the NAPLAN reading tests 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.

Test administrators should receive any information related to disability adjustments, including scribe rules, from the NAPLAN coordinator. For further information, refer to the [NAPLAN national protocols for test administration](#).

See section 2 for information on materials required for this test (2.4), before the test preparation (2.2 and 2.3) and how the test administrator creates a test session (2.7).

Script for administering the reading test

READ ALOUD

Today you will complete a reading test.

You will not need headphones for this test.

If you have any questions, you can’t see what I describe on your screen, or you experience any technical issues during the test, such as your device not working or a question not loading, raise your hand and I will help you.

Instruct students to access the NAPLAN 2024 online tests, following the instructions in section 2.11.

If the student name presented by the system is not correct, follow the instructions in section 2.11.

For any other issues, please contact your NAPLAN coordinator as soon as possible.

READ ALOUD

Year 3: There are 39 questions in this test, and you have 45 minutes to complete them.

Year 5: There are 39 questions in this test, and you have 50 minutes to complete them.

Years 7 and 9: There are 48 questions in this test, and you have 65 minutes to complete them.

There are 3 sections in this test. At the end of each section, a message on your screen will ask if you would like to check your answers before moving to the next section.

There is a timer in the top left-hand corner of your screen. It will flash when you have 10 minutes left and again when you have 5 minutes left. I will also tell you.

After you 'Finish' your test, if there is still time left, you can select the 'Reopen test' button to go back into the test.

Once you have finished your test, wait quietly.

Begin the test session by selecting the 'Start session' button on the test administrator's dashboard.

READ ALOUD

You may start the test now. You must do your own work. You are not allowed to talk to other students.

Students who arrive late to the test room can join the test session after it has been started by entering a test session code and their student code. These students' names will show in the 'Waiting entry' tab of the test administrator's dashboard and you must manually admit them.

Open the 'Waiting entry' tab and select the box to the left of their names. Then select 'Allow start'. The platform will provide the student with the correct amount of time to complete the test.

Actively supervise students to make sure they are on task. Ensure that students are scrolling down where necessary to read the whole text. You should also monitor that students are answering questions in the correct way (e.g. some questions may require students to move tiles or select multiple responses).

Students who finish early should be encouraged to check their answers. When they have finished checking, they should sit and wait quietly. They may not engage in 'early finisher' activities, such as reading.

If a whole class has checked their responses and selected 'Finish' before the allocated time, you may use discretion in managing the test environment and finalising the test session.

Year 3: After 40 minutes, READ ALOUD

Year 5: After 45 minutes, READ ALOUD

Years 7 and 9: After 60 minutes, READ ALOUD

You have about 5 minutes left to finish the test. If you have already finished, use this time to check that you have answered all the questions.

Be mindful of students who may have been granted extra time due to a disability adjustment or a disruption. Alert these students when they have 5 minutes of test time remaining.

When your dashboard shows that the time has expired for all students:

READ ALOUD

Thank you everyone. The reading test is now finished.

If you have already finished your test, you should have a message confirming that it has been finished.

If you ran out of time to finish your test, you will now have a screen asking you to select 'Finish'. Please select 'Finish'.

Walk around and check that all students have finished their tests.

READ ALOUD

Leave your sheet of paper and student session slip on your desk to be collected.

You should now all close the test browser.

After the test

Follow instructions in section 3.1.

6 Test administration: Conventions of language

Overview

This is an assessment of a student's ability to independently recognise and use correct Standard Australian English grammar, punctuation and spelling in written contexts.

This test is composed of 2 parts: spelling followed by grammar and punctuation. The grammar and punctuation questions will only be available to students after they have completed the spelling questions. Students will not be able to return to the spelling questions once they have moved on to the grammar and punctuation questions. A screen at the end of the spelling questions will remind them of this.

Test administrators should receive any information related to disability adjustments, including scribe rules, from the NAPLAN coordinator. For further information, refer to the [NAPLAN national protocols for test administration](#).

See section 2 for information on materials required for this test (2.4), before the test preparation (2.2 and 2.3) and how the test administrator creates a test session (2.7).

Script for administering the conventions of language test

READ ALOUD

Today you will complete a conventions of language test. This test has 2 parts: spelling followed by grammar and punctuation.

You will need headphones for the spelling part only. You can use your blank sheet of paper to do your working out. It will not be marked but will be collected after the test.

If you have any questions, you can't see what I describe on your screen, or you experience any technical issues during the test, such as your device not working or a question not loading, raise your hand and I will help you.

Instruct students to access the NAPLAN 2024 online tests, following the instructions in section 2.11.

If the student name presented by the system is not correct, follow the instructions in section 2.11.

For any other issues, please contact your NAPLAN coordinator as soon as possible.

READ ALOUD

There are 52 questions in the test: 25 questions in the spelling part and 27 questions in the grammar and punctuation part. You have 45 minutes to complete all the questions. You may need more time to answer the grammar and punctuation questions as there is more to read in this part than in the spelling part.

There are 3 sections in each part of the test. At the end of each section, a message on your screen will ask if you would like to check your answers before moving to the next section.

At the very end of the spelling part of the test, you will see a message asking if you are ready to start the next section. If you click 'No, I want to check my answers', you will be able to review or change your spelling answers or revisit flagged questions.

If you click 'Yes, I want to start the next section', you will go to the grammar and punctuation part of the test and will **NOT** be able to go back to see or change your answers in the spelling part of the test.

There is a timer in the top left-hand corner of your screen. When your timer says 30 minutes, you should be close to finishing the spelling part of the test, which finishes at question 25, and be ready to move onto the grammar and punctuation part of the test.

The time will flash when you have 10 minutes left and again when you have 5 minutes left. I will also tell you.

After you 'Finish' your test, if there is still time left, you can select the 'Reopen test' button, to go back to the grammar and punctuation questions.

Once you have finished your test, wait quietly.

Begin the session by selecting the 'Start session' button on the test administrator's dashboard.

READ ALOUD

You may start the test now. You must do your own work. You are not allowed to talk to other students.

Students who arrive late to the test room can join the test session after it has been started by entering a test session code and their student code. These students' names will show in the 'Waiting entry' tab of the test administrator's dashboard and you must manually admit them.

Open the 'Waiting entry' tab and select the box to the left of their names. Then select 'Allow start'. The platform will provide the student with the correct amount of time to complete the test.

Actively supervise students to make sure they are on task and to see that they are managing their time so they do not spend the whole test time on spelling — which will result in them not receiving a score for grammar and punctuation.

Students who finish early should be encouraged to check their answers. When they have finished checking, they should sit and wait quietly. They may not engage in ‘early finisher’ activities, such as reading.

If a whole class has checked their responses and selected ‘Finish’ before the allocated time, you may use discretion in managing the test environment and finalising the test session.

After 40 minutes, READ ALOUD

You have about 5 minutes left to finish the test. If you have already finished, use this time to check that you have answered all the questions.

Be mindful of students who may have been granted extra time due to a disability adjustment or a disruption. Alert these students when they have 5 minutes of test time remaining.

When your dashboard shows that the time has expired for all students:

READ ALOUD

Thank you everyone. The conventions of language test is now finished.

If you have already finished your test, you should have a message confirming that it has been finished.

If you ran out of time to finish your test, you will now have a screen asking you to select ‘Finish’. Please select ‘Finish’.

Walk around and check that all students have finished their tests.

READ ALOUD

Leave your sheet of paper and student session slip on your desk to be collected.

You should now all close the test browser.

After the test

Follow instructions in section 3.1.

7 Test administration: Numeracy

Overview

This is an assessment of a student's ability to independently apply knowledge and reasoning of mathematics in context.

Instructions for the numeracy test differ for each year level. Ensure you correctly follow the script provided for the year level/s in which you are administering the test.

Test administrators should receive any information related to disability adjustments, including scribe rules, from the NAPLAN coordinator. For further information, refer to the [NAPLAN national protocols for test administration](#).

Years 3 and 5:

Students are **not** permitted to use a calculator during any part of the NAPLAN test.

Years 7 and 9:

This test is composed of 2 parts: a non-calculator part and a calculator part. Students are **not permitted** to use their own calculator for any part of the test, unless provided as an approved disability adjustment.

The online calculator will only be available to students after they have completed the non-calculator part of the test. Students will not be able to return to the non-calculator part of the test once they have moved onto the calculator part. A screen at the end of the non-calculator part of the test will remind them of this.

See section 2 for information on materials required for this test (2.4), before the test preparation (2.2 and 2.3) and how the test administrator creates a test session (2.7).

Script for administering the numeracy test

Years 3 and 5 only: READ ALOUD

Today you will complete a numeracy test.

You can use headphones for this test. I can also read the questions to you, but I can't read numbers or symbols to you unless they are part of the text in the question. Also, I cannot explain the questions.

You can use the blank sheet of paper to do your working out. This paper will not be marked but it will be collected.

You cannot use a calculator in this test.

If you have any questions, you can't see what I describe on your screen, or you experience any technical issues during the test, such as your device not working or a question not loading, raise your hand and I will help you.

Years 7 and 9 only: READ ALOUD

Today you will complete a numeracy test.

This test has 2 parts: a non-calculator test followed by a calculator-allowed test.

You can use headphones for this test.

I can also read the questions to you, but I can't read numbers or symbols to you unless they are part of the text in the question. Also, I cannot explain the questions.

You can use the blank sheet of paper to do your working out. This paper will not be marked but will be collected.

You cannot use your own calculator in this test. An online calculator will be available to you after you have completed the non-calculator part of the test.

If you have any questions, you can't see what I describe on your screen, or you experience any technical issues during the test, such as your device not working or a question not loading, raise your hand and I will help you.

Instruct students to access the NAPLAN 2024 online tests, following the instructions in section 2.11.

If the student's name presented by the system is not correct, follow the instructions in section 2.11.

For any other issues, please contact your NAPLAN coordinator as soon as possible.

Years 3 and 5 only: READ ALOUD

Year 3: There are 36 questions in the numeracy test, and you have 45 minutes to complete them.

Year 5: There are 42 questions in the numeracy test, and you have 50 minutes to complete them.

There are 3 sections in this test. At the end of each section, a message on your screen will ask if you would like to check your answers before moving to the next section.

There is a timer in the top left-hand corner of your screen. It will flash when you have 10 minutes left and again when you have 5 minutes left. I will also tell you.

After you 'Finish' your test, if there is still time left, you can select the 'Reopen test' button to go back into the test.

Once you have finished your test, wait quietly.

Years 7 and 9 only: READ ALOUD

There are 48 questions in the numeracy test, and you have 65 minutes to complete them.

At the end of the non-calculator part of the test, a message on your screen will ask if you would like to check your answers before moving to the next section. If you click 'No, I want to check my answers', you will be able to review or change your answers or revisit flagged questions.

If you click 'Yes, I want to start the next section', you will move onto the calculator-allowed part of the test and will NOT be able to go back and see or change your answers in the non-calculator part of the test.

The calculator part of the test has 3 sections. At the end of each section, a message on your screen will ask if you would like to check your answers before moving to the next section.

There is a timer in the top left-hand corner of your screen. It will flash when you have 10 minutes left and again when you have 5 minutes left. I will also tell you.

After you 'Finish' your test, if there is still time left, you can select the 'Reopen test' button to go back into the calculator-allowed part of the test.

Once you have finished your test, wait quietly.

Begin the test session by selecting the 'Start session' button on the test administrator's dashboard.

All year levels: READ ALOUD

You may start the test now. You must do your own work. You are not allowed to talk to other students.

Students who arrive late to the test room can join the test session after it has been started by entering a test session code and their student code. These students' names will show in the 'Waiting entry' tab of the test administrator's dashboard and you must manually admit them.

Open the 'Waiting entry' tab and select the box to the left of their names. Then select 'Allow start'. The platform will provide the student with the correct amount of time to complete the test.

Actively supervise students to make sure they are on task.

If students ask you to read questions, you should encourage them to use the platform audio. However, you may read questions for them. **Ensure you are familiar with what may and may not be read aloud** to students. Refer to section 2.9 for information about assisting students, and examples.

Students who finish early should be encouraged to check their answers. When they have finished checking, they should sit and wait quietly. They may not engage in 'early finisher' activities, such as reading.

If a whole class has checked their responses and selected 'Finish' before the allocated time, you may use discretion in managing the test environment and finalising the test session.

Year 3: After 40 minutes, READ ALOUD

Year 5: After 45 minutes, READ ALOUD

Years 7 and 9: After 60 minutes, READ ALOUD

You have about 5 minutes left to finish the test. If you have already finished, use this time to check that you have answered all the questions.

Be mindful of students who may have been granted extra time due to a disability adjustment or a disruption. Alert these students when they have 5 minutes of test time remaining.

When your dashboard shows that the time has expired for all students:

All year levels: READ ALOUD

Thank you everyone. The numeracy test is now finished.

If you have already finished your test, you should have a message confirming that it has been finished.

If you ran out of time to finish your test, you will now have a screen asking you to select 'Finish'. Please select 'Finish'.

Walk around and check that all students have finished their tests.

All year levels: READ ALOUD

Leave your sheet of paper and student session slip on your desk to be collected.

You should now all close the test browser.

After the test

Follow instructions in section 3.1.

Appendix 1: Disability adjustment codes

The following table shows the available disability adjustment codes (DACs), the online assessment platform adjustment, and the action required during the test session by test administrators.

The principal or NAPLAN coordinator is responsible for adding and updating DACs to students' tests and for the scheduling of tests.

DAC	Name	Platform adjustment	Action required by test administrator	Approval by QCAA or school
SUP	NAPLAN support person	No platform adjustment Domains applicable: reading, conventions of language, numeracy	Test environment arrangements should ensure that these adjustments do not impact other students.	School
OSS	Oral sign / support	No platform adjustment		School
SCR	Scribe	No platform adjustment for student Domains applicable: writing only		QCAA
RBK	Rest break	No platform adjustment	Pause student's test attempt when it is time for them to take a break. Once the student has returned from their rest break, resume the test attempt.	School
Adjustments providing extra time				
ETA	Extra time — 1 minute for every 6 minutes of test time	Platform will automatically calculate and allocate extra time to the individual student's timer, if this DAC is allocated.	Ensure that the time allowed for the test session caters for the total test duration for students with extra time. The principal or NAPLAN coordinator is responsible for adding and updating the DAC for students and overall scheduling.	School
ETB	Extra time — 1 minute for every 3 minutes of test time			
ETC	Extra time — 1 minute for every 2 minutes of test time			
ETD	Extra time — double total test time	Platform will automatically calculate and allocate extra time to the	Ensure that the time allowed for the test session caters for the total test duration for students with extra time. The principal or	QCAA

DAC	Name	Platform adjustment	Action required by test administrator	Approval by QCAA or school
		individual student's timer, if this DAC is allocated.	NAPLAN coordinator is responsible for adding and updating the DAC for students and overall scheduling.	
Adjustments allowing secure browser to be disabled				
AST	Assistive technology	Use browser which allows setting manipulation (customised pointing devices, keyboards, software access, etc.).	NAP locked down browser cannot be used when this adjustment is applied. Students not using a secure browser will require additional supervision to ensure they are not using prohibited functionality, such as external websites or calculators.	QCAA
COL	Colour contrast modification	Use browser (TAA-supplied) which allows student to adjust colour, contrast or brightness settings on their device. This includes setting screen to 'invert' in conjunction with BNW to create white text with black background.		
Adjustments through offline testing				
OFF	Braille, large print, black and white, electronic test format	No platform adjustment	Student will sit an alternative format (paper) version of the NAPLAN tests.	QCAA
Adjustments providing alternative items				
AIA	Alternative items — audio	Platform will swap <i>audio items</i> for alternatives if alternative items are defined for this DAC.	None — the platform will automatically substitute affected items with appropriate alternative items.	School
AIV	Alternative items — visual	Platform will swap <i>visually detailed items</i> for alternatives if alternative items are defined for this DAC.		

DAC	Name	Platform adjustment	Action required by test administrator	Approval by QCAA or school
Adjustment providing alternative colour themes				
BNW	Black text with white background (use with COL and system settings to invert colours for white text with black background*)	Platform will use student's preferred colour theme.	None — the platform will automatically substitute student's chosen colour theme. *Follow student's usual process to set up screen inverting via device.	School
BNB	Black text with blue background			
BNL	Black text with lilac background			
BNG	Black text with green background			
BNY	Black text with yellow background			

Appendix 2: Test administrator's dashboard functions

Note: This appendix does not apply to the Year 3 paper writing test.

1. Active functions

Once a test session has started, several functions become active on the test administrator's dashboard.

Functions that can be applied by you to individual students or groups of students are:

- 'Pause student'
- 'Resume student'
- 'Finish student'
- 'Reopen student' (the ability to add extra time is part of the 'reopen' process).

Session functions affect all students who have joined the test session. Functions that can be applied by you to the whole test session are:

- 'Pause session'
- 'Resume session'
- 'Finalise session'.

2. Pausing and resuming an individual test attempt

Pausing and resuming a test attempt can only be performed if the student's test attempt time has not expired, i.e. the student's timer has not reached zero. The pause function pauses the test clock for the student. The amount of time they 'Paused' will be added to their 'End' time when the test is resumed.

An individual student's test attempt might be paused by you when:

- a student has an approved rest break as a disability adjustment
- there is a test disruption that affects a student, but not the class (e.g. a technical issue).

To pause a test attempt from the 'All' or 'Started' tab:

- tick the checkbox next to the student's name (multiple student names can be selected)
- select 'Pause student'
- select the reason for pausing test attempt/s from the drop-down list.

To resume a student's test attempt:

- tick the checkbox next to the student's name (multiple student names can be selected)
- select 'Resume student'
- use the free-text field presented by the system to enter greater detail about the need for pausing and the resolution.

3. Reopening a test attempt

Student

If a student has selected 'Finish' on their test and still has time remaining, and the test session has not been finalised, they can select 'Reopen test' on their screen. If they have run out of time, this option will not be available.

Test administrator

If there is a legitimate reason for allowing a student whose test is in 'Finished' status to continue working on the test after their time has expired (e.g. if a test disruption occurred and the test could not be paused, and the student's timer reached zero during the disruption), the test administrator may reopen the test. To do this:

- tick the checkbox next to the student's name (multiple student names can be selected)
- select 'Reopen student'
- add extra time and select the reason for doing so. You should also record the reason for the disruption. The time added should be consistent with the duration of time impacted
- if required, extra time that has been added to a student's test attempt may be removed. Select the checkbox next to the student's name, then select the 'Remove extra time' button.

If the student's test attempt is not in the 'Finished' status, you will need to use the 'Finish student' function first.

4. Finishing a test attempt

Students should finish their own test attempts once they have completed the test. However, you can 'finish' (not complete) a test attempt on behalf of a student, when:

- a student's time has run out, but they do not finish their test before leaving the test room
- a student fails to finish their test attempt despite being instructed to do so.

To finish a student's test attempt:

- on the 'All' tab, tick the checkbox next to the student's name
- select 'Finish student'
- enter details in the free-text field that appears.

DO NOT FINISH a student's test attempt for them if they did not complete the test during the session when:

- they experienced a test disruption, including where their screen froze and they could not select 'Finish' themselves
- they left the session because they were unwell.

5. Pausing and resuming a test session

Pausing a test session is a useful function if there is a test disruption for all students in a session. The system will present a text box where you can enter relevant details. You must also provide these details to the NAPLAN coordinator at the end of the test session.

If you are unable to pause the test session, you must note the time at which the disruption begins and its duration. When the disruption is resolved, and if you add time to students' test attempts, you must select the reason from the drop-down list and record the reason for the disruption.

If the test session has been, or is likely to be, disrupted and you cannot resolve the issue, you should contact your NAPLAN coordinator immediately.

Note: If an individual student's test attempt has already been paused (e.g. for a rest break as part of a disability adjustment) when you pause an entire session, you will need to resume their individual test attempt separately after having first resumed the test session for the whole class. This student's timer will only resume once their individual test attempt has been resumed.

6. Finalising a test session

You should finalise a test session **only when** all students in the test session are in the 'Finished' status. To do so:

- select 'Finalise session'
- enter details in the free-text field that appears, if necessary.

Note: Once a test session is finalised, all test attempts are submitted for marking and cannot be reopened. Therefore, if there are test attempts with outstanding issues, test administrators must not finalise the test session, and should promptly advise the NAPLAN coordinator.

You must not finalise a test session when:

- a student's test attempt is in the 'Paused' status
- a test disruption has not been resolved
- a student has left the session due to illness or injury.

Your NAPLAN coordinator will postpone the attempt(s) for rescheduling.

Appendix 3: Year 3 paper writing test — device use for disability adjustment or temporary injury

The following guidelines are for students with a disability or temporary injury approved to use a computer or other device to complete the Year 3 paper writing test.

The NAPLAN coordinator should prepare the template file as per instructions provided by the QCAA in the Outcome letter. The Outcome letter also provides instructions on how to change iPad settings for students using an iPad.

Length	Length of computer text equivalent to 3 pages of handwriting: Year 3: 700 words
Font	Students should 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. Access to the internet or internal networks must also 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	Complete the required student information table on the template, and ensure the same information is included on each page of the student's response. Then: Refer to the <i>2024 NAPLAN handbook for principals and coordinators</i> , Part B, section 23. Schools must: <ul style="list-style-type: none"> • save the completed test to the desktop as a backup and convert it to a PDF • print the student's clearly labelled response sheets • insert the student's response sheets into the student's named testbook (noting the response sheets may be affixed with a paperclip, but should not be glued or stapled to the testbook) • update the student details in the online national assessment platform to match the information on the testbook front covers • place the student's named testbook with the printed response sheets in an envelope and return them with the other testbooks • use an unnamed testbook, with student and school details filled in by the NAPLAN coordinator or principal, if the student does not have a named testbook • upload a PDF copy of the student response to the NAPLAN returns tab in the fileShare application by Wednesday 20 March 2024.

