



# 2026 NAPLAN **Years 3, 5, 7 & 9**

Test administration handbook for teachers

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# 1 Introduction

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## 1.1 Overview

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 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 2.6: Reading the test administration script](#)).

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. It is important that these administration instructions are followed carefully and that a positive and calm atmosphere is maintained throughout the test sessions.

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.

It is a national requirement that all test administrators have sufficient training (see section 8.4 of the [NAPLAN national protocols for test administration](#)) in the administration of the online tests.

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](#) or the [QCAA platform guides](#) for more information. You will also find detailed instructions on using the platform and test administrator's dashboard in the 'Resources' tab available at [assessform.edu.au](https://assessform.edu.au). If you have any questions before, during or after the NAPLAN tests, seek advice from your NAPLAN coordinator.

## 1.2 Test dates

	Dates	Year 3	Years 5, 7, 9
NAPLAN test window	Monday 9 March – Tuesday 10 March	<b>Preparation only – NO tests permitted</b>	
	<b>DAY 1:</b> Wednesday 11 March	<b>Writing (paper)</b>  <b>Reading</b> (reading only after writing)	<b>Writing</b>  <b>Reading</b> (reading only after writing)
	<b>DAY 2:</b> Thursday 12 March	<b>Reading – Conventions of Language – Numeracy</b> and catch-up tests (all domains)	<b>Writing</b> (only to be used when technical/logistical issues prevent completion of testing on day 1)  <b>Reading – Conventions of Language – Numeracy</b> and catch-up tests (all domains)
	<b>DAY 3:</b> Friday 13 March	<b>Reading – Conventions of Language – Numeracy</b> and catch-up tests (all domains)	
	<b>DAY 4:</b> Monday 16 March	<b>Reading – Conventions of Language – Numeracy</b> and catch-up tests (all domains) <i>Last day for individual Year 3 writing catch-up tests</i>	
	<b>DAYS 5–9:</b> Tuesday 17 March – Monday 23 March	<b>Reading – Conventions of Language – Numeracy</b> and catch-up tests (all domains except Year 3 writing)	
Test security period	Tuesday 24 March – Thursday 26 March	<b>This security period may ONLY be used for testing with written permission from the QCAA.</b> <b>The reason must be of a serious order and beyond the school or school system's control.</b>	

## 1.3 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. For Year 3 students, individual writing test catch-up sessions are permitted until the end of the school day on Monday 16 March 2026.

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

## 1.4 Rescheduled tests

Rescheduled tests are made available for students who log in to a test session and start a test, but who:

- leave the test due to illness (that is, a medical or social/emotional condition) or injury
- experience technical difficulties and are unable to continue their test (see [section 1.5](#))
- cannot complete their test due to a disruption.

These students' test attempts should be paused by the test administrator and then moved to the "Postponed" status on the platform by the NAPLAN coordinator. They should be rescheduled for a new test session, for the students to resume their tests. The test administrator **must not** "Finish" **these test attempts or finalise the test session on the test administrator's dashboard**. "Finalising" a test session automatically submits the tests within that session for marking. Schools cannot re-open test sessions that have been "Finalised".

## 1.5 Dealing with test disruptions

When technical issues are being experienced, test administrators should:

1. **pause** the test attempt/s until connectivity is restored. The test administrator can then resume the test attempt/s. It is suggested schools do not persist longer than 15 minutes to resolve connectivity issues
2. **postpone** the test attempt/s if connectivity is not restored. This is done by the NAPLAN coordinator when the test session is completed (not finalised)
3. **reschedule** the test attempt/s for the student to sit the remainder of their test.

**Note:** The NAPLAN coordinator should **notify the QCAA** where rescheduled tests cannot be scheduled within the test window (see section 1.6 of the [NAPLAN national protocols for test administration](#) and [Appendix 4: NAPLAN Test administrator quick reference – technical disruptions](#)). This notification should be made to the QCAA **as soon as possible**, on the same day.

## 2 Preparing for the tests

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### 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 and Practice environment](#) to ensure you know how to use the test administrator's dashboard and the [NAP locked-down browser](#)
- ensure that you are familiar with all the test administration instructions and procedures
- ensure you are aware of and able to manage any disability adjustments provided to the students in your session
- ensure all support people and scribes are aware of the test administration protocols, such as what can and can't be read aloud, and scribe rules
- review procedures for emergencies and test disruptions, including how to seek technical assistance for online tests
- 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
- 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
- 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
- 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)
- plan the organisational arrangements for non-participating students
- establish procedures if the test is to be administered by a casual, relief or supply teacher, or NAPLAN support person.

### 2.2 On test days

#### Online tests

Before starting the online tests, please ensure you have all materials required for the test session, including the device that you will use to administer the test. Your NAPLAN coordinator will provide you with a test administration pack that includes:

- 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 each student's name and their unique student code for students to access each test)
  - NAPLAN coordinators and test administrators should ensure that where students in the same year level have the same name, the correct student slip is matched to the correct student. This can be confirmed by referring to each student's DOB in the platform and checking that this matches the student session code on the slip.

- a list of students allocated to the test session, including details of any students who 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.

### 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 in your test session and, if applicable, details of disability adjustments allocated. Check you have the required number of writing prompt sheets, test books and all the necessary equipment, and that you understand all procedures.

Do not open the tamper-evident bag containing the writing test prompt until you are ready to administer the test (the number of prompts in the bag can be determined through the clear plastic spine on the bag). Each named test book must only be used by the student whose name appears on the front cover. Under no circumstances should a named test book be used by another student.

Students who do not have a named test book must be given an unnamed (blank) test book. The teacher must neatly write the student details on the front cover.

See section [3.6: Student details on test book covers](#) for how to correct errors in student details on named test books.

## 2.3 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 in [section 3.3](#)
- ✓ 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.

## 2.4 Adjustments for students with disability

### Online tests

See section 6 of the [NAPLAN national protocols for test administration](#) for further information on disability adjustments. The [NAP website](#) also contains useful information, including scenarios and videos to support students with disability to access NAPLAN.

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, and be documented in the student's individual learning plan. Before the start of the tests, the NAPLAN coordinator will enter the relevant disability adjustment code(s) (DAC) for these students against their profiles in [the platform](#).

You must contact your NAPLAN coordinator before the test session or immediately after you become aware of any 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](#) for a table of DACs and actions required by the test administrator in relation to disability adjustments.

## **NAPLAN scribe rules**

Section 6.11 of the [NAPLAN national protocols for test administration](#) outlines the circumstances in which a student can access a scribe for the writing test. The test administrator and scribe must both familiarise themselves with section 6.11 in its entirety.

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

Below is an extract from section 6.11.9 of the scribe rules, which outlines the practical steps that the scribe must take during the writing test.



Step	Action	Directions
Step 1	Log in to the test	The scribe may log in to the test for the student if necessary.
Step 2	Type an acknowledgement	The scribe must type the following words at the beginning of the document: <i>This student has QCAA approval for a scribe and all scribing rules are acknowledged.</i>
Step 3	Type as dictated by the student	After allowing the student time to reflect and consider, the scribe will type as the student dictates. The scribe will type word for word to reproduce the student's own language. Except <b>as and where dictated by the student</b> , the scribe must type: <ul style="list-style-type: none"> <li>• without inserting any punctuation</li> <li>• all words in lower case</li> <li>• all sentences in a block without inserting paragraph breaks.</li> </ul> The student may read, or request the scribe to read, the text back throughout the test for the purpose of maintaining continuity. However, the scribe should not lead the student to re-read the scribed text.
Step 4	Administer spelling test	<b>A spelling test must be performed before the student can be given the scribed text to proofread and edit.</b> At the completion of the writing test time, the test administrator will need to add an appropriate amount of time for the spelling test. A test administrator should use their professional judgement when adding time. For the spelling test, the scribe will select 4 simple words, 4 common words and 4 difficult words that have been used in the scribed text and ask the student to orally spell each one. The scribe will scroll past, or in an alternative format (paper) test, cover up the scribed text and record the student's oral spelling of each of these 12 words in a space below the text. Where the student's text does not contain 4 difficult spelling words, the scribe should select additional common words to make up the 12 words. When completed, the scribe must ensure the student can only see the 12 spelling words and must ask the student to check these words and indicate any change that the scribe should make. When the test is over, the scribe will type the selected words in brackets next to each of the words spelt by the student to avoid any confusion during the marking process.
Step 5	Editing time	If necessary, the test administrator will add an appropriate amount of time to the student's test attempt for the student to edit their work. A test administrator should use their professional judgement when adding time. During the editing time, the scribed text is given to the student to proofread and to indicate where punctuation is to be placed, if not indicated by the student in their original dictation. The scribe will then type the capitals, full stops, paragraphs, etc. into the scribed text as directed by the student. During this time, the student may also indicate any changes or additions to the scribed text, and the scribe will enter these where indicated by the student.

### 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 3-page test book, unless they have a disability or temporary injury that prevents them from handwriting. Please refer to the [NAPLAN national protocols for test administration](#) for more information about adjustments available for these students.

## 2.5 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 a breach.

Your NAPLAN coordinator should provide you with a copy of the [NAPLAN national protocols for test administration](#).

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

- ✓ read and clarify general instructions (as indicated by the **READ ALOUD** shaded boxes in this handbook – see below)
- ✓ remind students of the way to respond to particular item types (for example, 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 (for example, 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 (including reminding them how to see which questions were flagged and how to navigate back to them)
- ✓ where tests are locked between sections (all conventions of language tests 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 sections
- ✓ 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 or dialect
- × 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.

The following table provides additional information for each test domain:

Domain	You MAY:	You MUST NOT:
Writing	<ul style="list-style-type: none"> <li>✓ remind students how to use the audio player (not applicable for the Year 3 paper writing test)</li> </ul>	<ul style="list-style-type: none"> <li>× discuss the writing task</li> <li>× provide any content information, whether orally or in writing</li> <li>× prompt students regarding the genre or writing task</li> <li>× write for a <b>Year 3</b> student or type for a <b>Year 3</b> student using a computer template (note: a scribe can write for a student where the use of a scribe has been approved by the QCAA)</li> <li>× type for a student in <b>Years 5, 7 and 9</b> (note: a scribe can type for a student where the use of a scribe has been approved by the QCAA)</li> </ul>
Reading		<ul style="list-style-type: none"> <li>× read anything from the reading stimulus texts</li> <li>× read any test questions</li> </ul>
Conventions of language	<ul style="list-style-type: none"> <li>✓ remind students how to use the audio player (spelling section only)</li> <li>✓ advise students to check answers in the spelling section before they move to the grammar and punctuation section as they cannot go back.</li> <li>✓ ensure that students are managing their time appropriately so they do not spend the whole test time on spelling</li> </ul>	<ul style="list-style-type: none"> <li>× read or sound out the spelling questions to the students</li> <li>× read any test questions</li> <li>× write any spelling words for students, on the board or elsewhere</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>✓ remind students to use the audio player if they need help with reading the questions</li> <li>✓ read any words, numbers or symbols that are embedded within text unless they are italicised and relate to numeric value – see examples below</li> <li>✓ <b>Years 7 and 9:</b> advise students to check answers in the non-calculator section before moving to the calculator-allowed section as they cannot go back</li> </ul>	<ul style="list-style-type: none"> <li>× read numbers or symbols unless they are embedded within text – see examples below</li> <li>× read italicised words that relate to numeric values</li> <li>× explain the meaning of any symbols, numbers or mathematical terms</li> <li>× interpret any graphs or diagrams</li> </ul>

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	Description
1.	<p>The numbers and symbols in this question <b>must not</b> be read aloud as they are not embedded within text.</p> <div data-bbox="316 394 916 573"> <p>What number will make this number sentence true?</p> <math display="block">4.52 + 3.68 = \boxed{\phantom{000}} + 3.70</math> </div>
2	<p>The numbers 100 and 2 in this question <b>may</b> be read aloud as they are embedded within the text. The numbers 50, 55, 70 and 220 <b>must not</b> be read aloud as they are not embedded within text.</p> <div data-bbox="316 763 1244 954"> <p>Edward travelled 100 kilometres in 2 hours.</p> <p>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>
3	<p>The number 39 889 in the question and the numbers 10, 100, 1000 and 10 000 in the options <b>may</b> be read aloud as they are embedded within text.</p> <div data-bbox="316 1111 928 1447"> <p>The number 39 889 can be rounded in different ways.</p> <p>Which ways of rounding give the same answer?</p> <p> <input type="radio"/> Rounding to the nearest 10 and nearest 100.         <input type="radio"/> Rounding to the nearest 10 and nearest 1000.         <input type="radio"/> Rounding to the nearest 100 and nearest 1000.         <input type="radio"/> Rounding to the nearest 1000 and nearest 10 000.       </p> </div>
4.	<p>The words <i>six hundred and eight</i> in this question <b>must not</b> be read aloud as they are italicised and relate to a numeric value.</p> <div data-bbox="316 1603 906 2033"> <p>There are <i>six hundred and eight</i> students at Forest School.</p> <p><i>Six hundred and eight</i> can also be written as</p> <p> <input type="radio"/> 608         <input type="radio"/> 68         <input type="radio"/> 6008         <input type="radio"/> 618         <input type="radio"/> 600       </p> </div>

## 2.6 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 that permitted in [section 2.5: Assisting students](#).

You must **READ ALOUD** verbatim to students all instructions that appear in this handbook in shaded boxes, for example:

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### Step 1 READ ALOUD

Today you will complete a 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; for example, in catch-up sessions. In this case, the appropriate scripts must be read to students taking the different tests. This could be accomplished by staggering start times for different cohorts or individual students.

## 3 Test administration information

### 3.1 Test overviews

The following information provides an overview of each of the NAPLAN tests:

- **Writing:** an assessment of a student's ability to plan and write a text independently.
- **Reading:** an assessment of a student's ability to read, comprehend and respond to a variety of text types independently.

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.

- **Conventions of language:** an assessment of a student's ability to independently recognise and use correct Standard Australian English spelling, grammar and punctuation in written contexts.

This test is composed of 2 sections: 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.

- **Numeracy:** an assessment of a student's ability to independently apply mathematics knowledge and reasoning in context.

For Years 3 and 5, students are not permitted to use a calculator at any time during the test.

For Years 7 and 9, this test is composed of 2 sections: a non-calculator section and a calculator-allowed section. 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 section of the test. Students will not be able to return to the non-calculator section of the test once they have moved on to the calculator-allowed section. A screen at the end of the non-calculator section of the test will remind them of this.

Note: Before the tests, 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 section 6 of the [NAPLAN national protocols for test administration](#).

### 3.2 Test durations and time allowed for each test

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

\*For the online writing test, the timer starts as soon as the prompt is shown. The online writing test allows students an additional 2 minutes (compared to the paper writing test) to read/listen to the prompt, noting that for paper tests, students read and listen to the prompt as it is read to them by the test administrator before the test starts.

### Time allowed for each test

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 in to 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.

### Allocating time for the Year 3 paper writing test

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

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

### Allocating time for the online writing test

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

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

## 3.3 Materials required

	Prior to the test, make sure each student has:	The test administrator must have:
<b>Year 3 paper writing test</b>	<ul style="list-style-type: none"><li>• a Year 3 writing test book</li><li>• the coloured, single page YEAR 3 AND YEAR 5 writing prompt page</li><li>• a blank sheet of paper for planning</li><li>• 2B or HB pencils</li><li>• an eraser</li><li>• a sharpener.</li></ul>	<ul style="list-style-type: none"><li>• extra blank paper</li><li>• spare 2B/HB pencils, erasers, sharpeners</li><li>• a watch or clock for timing the test</li><li>• a board to display the time sequence</li><li>• a class list</li><li>• this test administration handbook.</li></ul>
<b>Online tests</b>	<ul style="list-style-type: none"><li>• a device that meets the technical specifications for NAPLAN</li><li>• their student session slip for the session</li><li>• a blank sheet of paper for planning/working out</li><li>• a pen or pencil</li><li>• headphones (<b>not required for reading test</b>).</li></ul>	<ul style="list-style-type: none"><li>• a device that meets the technical specifications for NAPLAN</li><li>• the TA session slip (containing the test administrator login details necessary for generating the test session code)</li><li>• extra blank paper</li><li>• spare pens/pencils</li><li>• a board to display the test session code</li><li>• a list of students allocated to the test session (including details of disability adjustments) and the URL for the unsecured browser if necessary</li><li>• this test administration handbook.</li></ul>

NAPLAN is primarily an assessment of learning, so the test environment must be tightly controlled to maintain test integrity. This includes the conduct of test administrators and support staff, and the removal of unauthorised materials.

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

- × reading books, including dictionaries
- × rulers
- × mobile phones or any other devices that can connect to the internet, through either Wi-Fi or Bluetooth, or that can transmit, extract and display or read out data to the user
- × protractors or mathematics templates
- × calculators (unless provided as a disability adjustment)
- × smart pens (for example, pens, pencils or stylus) capable of transcribing a student's handwritten response into digital text.

### 3.4 Before the tests

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

**For the Year 3 paper writing test, on the morning of the test:**

- 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 test book and a Year 3 writing prompt for each student.
- If there is not a named writing test book for a student, allocate an unnamed (blank) test book to them. Complete the student's details using a 2B or HB pencil. Under no circumstances should a student use a test book that is printed with another student's name.
- Check that you have the secure material package that contains the Year 3 and Year 5 test material. Each writing prompt page will have YEAR 3 AND YEAR 5 clearly marked in white font on the black banner in the top left-hand corner. When the test is about to commence, open the package and distribute the writing prompt 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 your responsibilities in managing them.

### 3.5 Creating a test session (online tests only)

- Open your browser and navigate to [assessform.edu.au](https://assessform.edu.au).
- Log in to NAPLAN 2026 using the username and password from the TA session slip provided by the school NAPLAN coordinator.
- Select 'Create new test session'.
- The session code will appear at the top left-hand side of your screen in a grey box. Display the session code where students can see it (for example, 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.



### 3.6 Student details on test book covers (Year 3 writing test only)

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

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

These details have been printed using Year 2, 2025 data.

#### Correcting errors in named details

If there is an error in the printed details on a named test book, rule a single line through the incorrect information and print the correct details neatly above. DO NOT use white out.

For example:

<b>Details to be completed by the teacher</b>		Testbook No:	
First names	<del>KAY</del> KAI	Last name	KANGAROO
School code	9876	Date of birth	20 03 2018
		Class	
		EQ ID	12345678900
School name	Somewhere Park State School		

Do not cross out the pre-printed name and write in another student's name. Under no circumstances should a student use a test book pre-printed with a different student's name. If you do not have enough test books, please contact the QCAA as soon as possible.

If there are any doubts about the accuracy of a student's details, do not make any changes but notify your NAPLAN coordinator, who can advise the QCAA if necessary.

### 3.7 Students without named test books who require unnamed (blank) test books

Schools have been sent extra unnamed (blank) test books. Where there is no named test book for a student (for example, for a newly enrolled student), an unnamed (blank) test book should be used.

The NAPLAN coordinator or test administrator should neatly write the student's details in capital letters in the spaces provided. The student's legal name, as registered with the school, must be used.

### 3.8 Scripts for administering the tests

Domain	Page number	Domain	Page number
Writing (paper) – Year 3	19	Conventions of language	30
Writing (online) – Years 5, 7 and 9	23	Numeracy – Years 3 and 5	33
Reading	27	Numeracy – Years 7 and 9	36

### 3.9 After the tests

#### After the Year 3 paper writing test:

- Collect all test books, writing prompts and planning pages, and sort into separate piles.
- Match test books against your class list or roll. Check that ALL test books are accounted for, including those for students who did not attend or did not complete the test.
- Where appropriate, ensure that the named test book is attached to the braille, large print, black and white, or electronic test format test papers with a paperclip.
- Check the names that students have written, and the bubbles they have shaded are correct.
- Where applicable, shade the bubble on the cover of the test book to indicate that a student has a language background other than English (LBOTE). This bubble should be shaded only for students where the main language spoken at home is a language other than English.
- Shade bubbles on covers of test books to indicate whether a student
  - is exempt
  - is withdrawn (parent/carer requested)
  - is absent \*
  - is no longer at the school
  - is no longer in this year level
  - was present but refused to complete any test items
  - abandoned the test due to illness or injury approved by the QCAA
  - has had a scribe assigned (writing test only) as a QCAA-approved disability adjustment
  - has an adjustment for disability (this includes all school-approved or QCAA-approved adjustments)
  - completed the test in a catch-up session
  - is an international fee-paying student
  - is a visiting student from ... (insert school name and school code).

**\* Do not shade the 'Absent' bubble on a test book until after it is confirmed that the student was unable to complete that test in a catch-up session.**

- Return all test materials to the principal or NAPLAN coordinator as soon as possible for secure storage. Do not leave any writing prompts or test books, 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.
- Where a student has used a computer for the writing test, follow the instructions in [Appendix 3: Guidelines for students with a disability or temporary injury using a device to complete the Year 3 paper writing test](#).
- Where a student has been approved by the QCAA for a writing test scribe, ensure all rules are followed (see NAPLAN scribe rules at [section 2.4](#)).

#### After an online test:

- 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 must not finish their test attempt or finalise the test session**. Instead, log out and notify your NAPLAN coordinator. The NAPLAN coordinator can finalise the test session on your behalf once they have postponed the affected students.

- 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 log in 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 26 March 2026.
- Recharge school-supplied devices for the next test session, if necessary.

## 4 Test administration scripts

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### 4.1 Writing (paper) – Year 3

Test time: 40 minutes

If any student has approval for a scribe, ensure that you have reviewed the scribe rules at [section 2.4](#).

---

**Step 1 READ ALOUD**

Today you are doing a writing test. Make sure you have these things on your desk:

- your writing test book
- the writing prompt page
- a 2B or HB pencil
- a sharpener
- an eraser
- a blank piece of paper.

Look at your prompt page. Find the black strip at the top. Put your finger on the words that say YEAR 3 AND YEAR 5. If you cannot find it, raise your hand.

Do not open your test book yet.

---

**Step 2** Give students a moment to check they have everything.

Hold up the test book.

---

**Step 3 READ ALOUD**

Look at the front cover of your test book. Raise your hand if your name is incorrect.

---

**Step 4** Allow students time to check their details. Check that all students have the correct test book. If there is an error, you must note it and correct it later (refer to [section 3.6](#) for instructions).

Point to the “Details to be completed by the student” section on the test book.

---

**Step 5 READ ALOUD**

Find the box that says, “Details to be completed by the student”.

Write your first name and last name in the box, using all capital letters.

---

**Step 6** Allow students time to do so and assist students where necessary.

---

**Step 7 READ ALOUD**

Put your pencil down and listen. We are going to look at the writing prompt page together.

---

**Step 8** Hold up a copy of the YEAR 3 AND YEAR 5 writing prompt page for students to see.

---

---

**Step 9 READ ALOUD**

This page tells you what to write about.  
It also tells you what type of writing to do.  
I will read the page for you. Follow along while I read it to you.

---

**Step 10** Point to the information you are going to read. Read **everything** on the YEAR 3 AND YEAR 5 writing prompt page, from top to bottom, to the students.

You must only read the words on the prompt 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 text structures completed in class prior to the test**
- × **discuss any pictures that may be on the prompt page**
- × **write anything on the board other than the time sequence**
- × **plan for the students.**

When you have finished reading the prompt page:

---

**Step 11 READ ALOUD**

You have **40 minutes** to do your best writing.  
You can use your time to plan, write, check and edit your work.

Some students:

- plan for 5 minutes
- write for 30 minutes
- check and edit for 5 minutes.

You can plan on the blank paper. You can draw, write words, or just think.

You can use the ideas on the prompt page to help you, or you can use your own ideas.  
Remember to make sure you write about the topic on the prompt.

Your planning page won't be marked, but we will still collect it.

Does anyone have a question?

---

**Step 12** Answer any questions from the students, but **don't give help with writing**.

---

**Step 13 READ ALOUD**

Open your test book to page 2.

---

This is where you will start your writing.

You have 3 pages to write on. You don't have to use all of them.

You won't get extra pages.

I'll write the time on the board and tell you when:

- 5 minutes of planning is done
- 10 minutes are left
- 5 minutes are left.

You can start now.

---

#### **Step 14 AFTER 5 MINUTES, READ ALOUD**

Planning time is over.

If you are still planning, you should start writing your text in your test book soon.

---

#### **Step 15 Supervise the students to make sure that they have begun writing.**

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

Do not provide extra paper or an extra writing test book to students as these will not be marked. Only the 3 pages of writing in the test book will be marked.

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

Mark off the time intervals on the board.

Encourage students who finish early to re-read and edit their writing. When they have finished doing this, students should close their test books, leave them on their desks and sit quietly. **They may not engage in "early finisher" activities, such as reading.**

**Do not** collect the test books until the end of the test time 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 test books.

---

#### **Step 16 AFTER 30 MINUTES, READ ALOUD**

You have **10 minutes** left.

Try to finish your writing in the next 5 minutes.

Then check your work.

---

#### **Step 17 AFTER 35 MINUTES, READ ALOUD**

You have **5 minutes** left.

Use this time to read your writing.

Fix any spelling or punctuation mistakes.

You can also finish writing if you need to.

When you have finished, close your test book and wait quietly.

---

---

**Step 18** Supervise students as they finish.

Let them use this time to finish or edit, but **do not give extra time**.

---

**Step 19 AFTER 40 MINUTES, READ ALOUD**

The writing time has now ended. Please put your pencil down and close your test book. Put your planning and prompt pages next to your test book. Sit quietly while I collect your test papers.

**End of test – refer to [section 3.9: After the tests](#) for further instructions.**

## 4.2 Writing (online) – Years 5, 7 and 9

Test time: 42 minutes

Create a test session as per [section 3.5](#).

If any student has approval for a scribe, ensure that you have reviewed the scribe rules at [section 2.4](#).

If technical issues are being experienced, test administrators should:

1. **pause** the test attempt/s until connectivity is restored. You can then resume the test attempt/s. It is suggested schools do not persist longer than 15 minutes to resolve connectivity issues
2. **postpone** the test attempt/s if connectivity is not restored. This is done by the NAPLAN coordinator when the test session is completed (not finalised)
3. **reschedule** the test attempt/s for the student to sit the remainder of their test.

See [Appendix 4: NAPLAN Test administrator quick reference – technical disruptions](#) for more detailed instructions.

---

### Step 1 READ ALOUD

Today you will complete the 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 look at the writing prompt at any time during the test.

You can use the blank sheet of paper on your desk for planning. It will not be marked but it will be collected after the test.

If you have any *questions* about what to do, put your hand up and I will help you.

If you have any *problems*, like your device doesn't work or your test doesn't load, put your hand up and I will help you.

---

### Step 2 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 2026' (not applicable to students who are using an unsecured browser).
3. Complete the 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 and the year and test domain are correct, select 'Yes' and wait.

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

- If the name is simply spelt 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 2 students must swap codes and re-enter them. Refer to [section 2.2: On test days](#) for advice where students in the same test session have the same name.
  - If a student has been given the student session code for another student in a different test session, or for a different test to the one scheduled, the student should select 'No', and you should inform the NAPLAN coordinator of the error as soon as possible. The student 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.

---

### Step 3 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. It is suggested that you use the next 5 minutes to plan. I will tell you when 7 minutes has ended.

You can use your blank sheet of paper or the writing pane on your device to plan. You can draw a diagram to plan, or you can write down your main ideas or key words. 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.

The writing prompt has words and pictures to help you think about what to write. However, you may use your own ideas **as long as you write about the topic on the prompt**.

Use the dot points on the writing prompt page to help you.

The blank piece of paper for planning will not be marked, but it will be collected.

Anything you type into the writing pane of your device **will** be marked if left in the writing pane. **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 when you have 5 minutes left.

Once you have finished writing your text, you should check your work and then wait quietly.

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

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.

---

### Step 4 Begin the test session by selecting the 'Start session' button on the test administrator's dashboard.

---

### Step 5 READ ALOUD

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

---

---

Begin by reading or listening to the prompt, then start your planning. Planning can be done on your piece of paper or in the writing pane of your device.

Once you have read or listened to the writing prompt, select 'Start writing'. This will take you to the writing screen where you will complete your test.

---

**Step 6** Students who arrive late to the test room can join the test session with full test time after it has been started by entering the 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 the students' names. Then select 'Allow start'. The platform will provide the students with the correct amount of time to complete the test.

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 prompt or listen to the instructions again. **Do not help students to develop or structure their writing.**

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.
- 

**Step 7 AFTER 7 MINUTES, READ ALOUD**

Seven minutes have now passed. If you haven't already done so, you should soon move on from planning to typing your text. You must complete your test in the writing pane of the computer.

---

**Step 8** Actively supervise students to make sure they are on task.

Quietly speak to those students who are not working. Refer them to the writing prompt 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.

---

**Step 9 AFTER 32 MINUTES, READ ALOUD**

You have 10 minutes left for this test. Try to complete your text in the next 5 minutes so that you have 5 minutes to check and edit your writing. If you have already finished, use this time to check your work.

---

---

**Step 10** AFTER 37 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 don't have time to make big changes. You can edit your work by adding or changing words or sentences. You can correct 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.

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

When you have finished, wait quietly.

---

**Step 11** 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.

---

**Step 12** 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 selected the 'Finish' button, you should have a message confirming that your test 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'.

---

**Step 13** Walk around and check that all students have finished their tests.

---

**Step 14** **READ ALOUD**

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

You should all now close the test browser.

**End of test**

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

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 must not finish their test attempt or finalise the test session**. Instead, log out and notify your NAPLAN coordinator. The NAPLAN coordinator can finalise the test session on your behalf once they have postponed the affected students.

Refer to [section 3.9: After the tests](#) for further instructions.

## 4.3 Reading – Years 3, 5, 7 and 9

Test time: 45 minutes (Year 3), 50 minutes (Year 5), 65 minutes (Years 7 and 9)

Create a test session as per [section 3.5](#).

If technical issues are being experienced, test administrators should:

1. **pause** the test attempt/s until connectivity is restored. You can then resume the test attempt/s. It is suggested schools do not persist longer than 15 minutes to resolve connectivity issues
2. **postpone** the test attempt/s if connectivity is not restored. This is done by the NAPLAN coordinator when the test session is completed (not finalised)
3. **reschedule** the test attempt/s for the student to sit the remainder of their test.

See [Appendix 4: NAPLAN Test administrator quick reference – technical disruptions](#) for more detailed instructions.

---

### Step 1 READ ALOUD

Today you will complete the reading test.

You will not need headphones for this test.

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* about what to do, put your hand up and I will help you.

If you have any *problems*, like your device doesn't work or your test doesn't load, put your hand up and I will help you.

---

### Step 2 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 2026' (not applicable to students who are using an unsecured browser).
3. Select 'I do not need to check my audio' (there is no audio component to the reading test).
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 or test presented by the system is not correct, take the following action:

- If the name is simply spelt 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 2 students must swap codes and re-enter them. [Refer to section 2.2: On test days](#) for advice where students in the same test session have the same name.
  - If a student has been given the student session code for another student in a different test session, or for a different test to the one scheduled, the student should select 'No', and you should inform the NAPLAN coordinator of the error as soon as possible. The student 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.

---

### Step 3 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.

**All:** 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 starting 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 when you have 5 minutes left.

Once you have finished your questions, you should check your answers and then wait quietly.

If you select the 'Finish' button and 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.

---

### Step 4 Begin the test session by selecting the 'Start session' button on the test administrator's dashboard.

---

### Step 5 READ ALOUD

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

---

### Step 6 Students who arrive late to the test room can join the test session after it has been started by entering the 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 the students' names. Then select 'Allow start'. The platform will provide the students 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 (for example, 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.

---

**Step 7**     **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.

---

**Step 8**     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.

---

**Step 9**     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 selected the ‘Finish’ button, you should have a message confirming that your test 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’.

---

**Step 10**    Walk around and check that all students have finished their tests.

---

**Step 11**    **READ ALOUD**

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

You should all now close the test browser.

---

### **End of test**

Only if all test attempts have been finished, finalise the test session by selecting the ‘Finalise session’ button on the test administrator’s dashboard.

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 must not finish their test attempt or finalise the test session.** Instead, log out and notify your NAPLAN coordinator. The NAPLAN coordinator can finalise the test session on your behalf once they have postponed the affected students.

Refer to [section 3.9: After the tests](#) for further instructions.

---

## 4.4 Conventions of language – Years 3, 5, 7 and 9

Test time: 45 minutes

Create a test session as per [section 3.5](#).

If technical issues are being experienced, test administrators should:

1. **pause** the test attempt/s until connectivity is restored. You can then resume the test attempt/s. It is suggested schools do not persist longer than 15 minutes to resolve connectivity issues
2. **postpone** the test attempt/s if connectivity is not restored. This is done by the NAPLAN coordinator when the test session is completed (not finalised)
3. **reschedule** the test attempt/s for the student to sit the remainder of their test.

See [Appendix 4: NAPLAN Test administrator quick reference – technical disruptions](#) for more detailed instructions.

---

### Step 1 READ ALOUD

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

You will need headphones for the spelling section 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* about what to do, put your hand up and I will help you.

If you have any *problems*, like your device doesn't work or your test doesn't load, put your hand up and I will help you.

---

### Step 2

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 2026' (not applicable to students who are using an unsecured browser).
3. Complete the 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 or test presented by the system is not correct, take the following action:

- If the name is simply spelt 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 2 students must swap codes and re-enter them. Refer to [section 2.2: On test days](#) for advice where students in the same test session have the same name.
  - If a student has been given the student session code for another student in a different test session, or for a different test to the one scheduled, the student should select 'No', and you should inform the NAPLAN coordinator of the error as soon as possible. The student 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.

---

### **Step 3 READ ALOUD**

There are 52 questions in the test: 25 of them are spelling questions and 27 are grammar and punctuation questions. You have 45 minutes to complete them all. It is suggested you use about 15 minutes on the spelling section.

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

If you select '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 section of the test.

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

Once you have finished your questions, you should check your answers and then wait quietly.

If you select the 'Finish' button and there is still time left, you can select the 'Reopen test' button to go back into the grammar and punctuation section of the test.

Once you have finished your test, wait quietly.

---

**Step 4** Begin the test session by selecting the 'Start session' button on the test administrator's dashboard.

---

### **Step 5 READ ALOUD**

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

---

**Step 6** Students who arrive late to the test room can join the test session after it has been started by entering the 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 the students' names. Then select 'Allow start'. The platform will provide the students with the correct amount of time to complete the test.

---



---

Actively supervise students to make sure they are on task. Ensure that students are managing their time appropriately 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.

---

**Step 7 AFTER 15 MINUTES, READ ALOUD**

15 minutes have now passed. You should be nearing the end of the spelling questions and be moving on to the grammar and punctuation questions. Once you go to the grammar and punctuation questions, you cannot go back to the spelling questions.

---

**Step 8 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.

---

**Step 9** 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.

---

**Step 10** 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 selected the ‘Finish’ button, you should have a message confirming that your test 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’.

---

**Step 11** Walk around and check that all students have finished their tests.

---

**Step 12 READ ALOUD**

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

You should all now close the test browser.

---

**End of test**

Only if all test attempts have been finished, finalise the test session by selecting the ‘Finalise session’ button on the test administrator’s dashboard.

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 must not finish their test attempt or finalise the test session.** Instead, log out and notify your NAPLAN coordinator. The NAPLAN coordinator can finalise the test session on your behalf once they have postponed the affected students.

Refer to [section 3.9: After the tests](#) for further instructions.

---

## 4.5 Numeracy – Years 3 and 5

Test time: 45 minutes (Year 3), 50 minutes (Year 5)

Create a test session as per [section 3.5](#).

If technical issues are being experienced, test administrators should:

1. **pause** the test attempt/s until connectivity is restored. You can then resume the test attempt/s. It is suggested schools do not persist longer than 15 minutes to resolve connectivity issues
2. **postpone** the test attempt/s if connectivity is not restored. This is done by the NAPLAN coordinator when the test session is completed (not finalised)
3. **reschedule** the test attempt/s for the student to sit the remainder of their test.

See [Appendix 4: NAPLAN Test administrator quick reference – technical disruptions](#) for more detailed instructions.

---

### Step 1 READ ALOUD

Today you will complete the numeracy test.

You can use headphones for this test to listen to the worded part of the questions. The numbers and symbols will not be read unless they are part of the text in the question. I cannot explain the questions.

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

You cannot use a calculator in this test.

If you have any *questions* about what to do, put your hand up and I will help you.

If you have any *problems*, like your device doesn't work or your test doesn't load, put your hand up and I will help you.

---

### Step 2 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 2026' (not applicable to students who are using an unsecured browser).
  3. Complete the 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 or test presented by the system is not correct, take the following action:

- If the name is simply spelt 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 2 students must swap codes and re-enter them. Refer to [section 2.2: On test days](#) for advice where students in the same test session have the same name.
- If a student has been given the student session code for another student in a different test session, or for a different test to the one scheduled, the student should select 'No', and you should inform the NAPLAN coordinator of the error as soon as possible. The student 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.

---

### Step 3 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.

**All:** 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 starting 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 when you have 5 minutes left.

Once you have finished your questions, you should check your answers and then wait quietly.

If you select the 'Finish' button and 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.

---

**Step 4** Begin the test session by selecting the 'Start session' button on the test administrator's dashboard.

---

### Step 5 READ ALOUD

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

---

**Step 6** Students who arrive late to the test room can join the test session after it has been started by entering the 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 the students' names. Then select 'Allow start'. The platform will provide the students 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 to students. Refer to [section 2.5: Assisting students](#) for details 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.

---

**Step 7**      **YEAR 3: AFTER 40 MINUTES, READ ALOUD**

**YEAR 5: AFTER 45 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.

---

**Step 8**      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.

---

**Step 9**      When your dashboard shows that the time has expired for all students:

**READ ALOUD**

Thank you everyone. The numeracy test is now finished.

If you have already selected the ‘Finish’ button, you should have a message confirming that your test 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’.

---

**Step 10**      Walk around and check that all students have finished their tests.

---

**Step 11**      **READ ALOUD**

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

You should all now close the test browser.

---

**End of test**

Only if all test attempts have been finished, finalise the test session by selecting the ‘Finalise session’ button on the test administrator’s dashboard.

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 must not finish their test attempt or finalise the test session.** Instead, log out and notify your NAPLAN coordinator. The NAPLAN coordinator can finalise the test session on your behalf once they have postponed the affected students.

**Refer to [section 3.9: After the tests](#) for further instructions.**

---

## 4.6 Numeracy – Years 7 and 9

Test time: 65 minutes

Create a test session as per [section 3.5](#).

If technical issues are being experienced, test administrators should:

1. **pause** the test attempt/s until connectivity is restored. You can then resume the test attempt/s. It is suggested schools do not persist longer than 15 minutes to resolve connectivity issues.
2. **postpone** the test attempt/s if connectivity is not restored. This is done by the NAPLAN coordinator when the test session is completed (not finalised).
3. **reschedule** the test attempt/s for the student to sit the remainder of their test.

See [Appendix 4: NAPLAN Test administrator quick reference – technical disruptions](#) for more detailed instructions.

---

### Step 1 READ ALOUD

Today you will complete the numeracy test.

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

You can use headphones for this test to listen to the worded part of the questions. The numbers and symbols will not be read unless they are part of the text in the question. I cannot explain the questions.

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

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

If you have any *questions* about what to do, put your hand up and I will help you.

If you have any *problems*, like your device doesn't work or your test doesn't load, put your hand up and I will help you.

---

### Step 2 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 2026' (not applicable to students who are using an unsecured browser).
  3. Complete the 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 or test presented by the system is not correct, take the following action:

- If the name is simply spelt 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 2 students must swap codes and re-enter them. Refer to [section 2.2: On test days](#) for advice where students in the same test session have the same name.
- If a student has been given the student session code for another student in a different test session, or for a different test to the one scheduled, the student should select 'No', and you should inform the NAPLAN coordinator of the error as soon as possible. The student 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.

---

### **Step 3 READ ALOUD**

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

You will begin this test with the non-calculator section. In this section there are 8 questions. At the end of the non-calculator section of the test, a message on your screen will ask if you are ready to start the next section. If you select 'No, I want to check my answers', you will be able to review or change your answers, or revisit flagged questions.

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

The calculator-allowed section of the test is made up of 3 more 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 when you have 5 minutes left.

Once you have finished your questions, you should check your answers and then wait quietly.

If you select the 'Finish' button and there is still time left, you can select the 'Reopen test' button to go back into the calculator-allowed section of the test.

Once you have finished your test, wait quietly.

---

### **Step 4** Begin the test session by selecting the 'Start session' button on the test administrator's dashboard.

---

### **Step 5 READ ALOUD**

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

---

### **Step 6** Students who arrive late to the test room can join the test session after it has been started by entering the 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 the students' names. Then select 'Allow start'. The platform will provide the students 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 2.5: Assisting students](#) for details 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.

---

**Step 7 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.

---

**Step 8** 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.

---

**Step 9** When your dashboard shows that the time has expired for all students:

**READ ALOUD**

Thank you everyone. The numeracy test is now finished.

If you have already selected the 'Finish' button, you should have a message confirming that your test 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'.

---

**Step 10** Walk around and check that all students have finished their tests.

---

**Step 11 READ ALOUD**

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

You should all now close the test browser.

---

**End of test**

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

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 must not finish their test attempt or finalise the test session**. Instead, log out and notify your NAPLAN coordinator. The NAPLAN coordinator can finalise the test session on your behalf once they have postponed the affected students.

**Refer to [section 3.9: After the tests](#) for further instructions.**

---

# 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 right-hand column shows the relevant section of the [NAPLAN national protocols for test administration](#) where you can find more information.

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

Adjustment	Approval by*	DAC* *	Comment	Section
Adjustments requiring alternative format (special print) tests				
Braille	QCAA	OFF	Student will sit a paper-based version of the NAPLAN tests.	6.7
Large print	QCAA	OFF	For schools administering online tests: <ul style="list-style-type: none"><li>• Ensure “OFF” DAC is assigned to student’s test.</li><li>• The “OFF” DAC cannot be used in conjunction with a DAC that implies the student is sitting an online test (i.e. AIA, AIV).</li><li>• Change participation status to “Alternative Format” once test is completed.</li></ul>	6.8
Black and white	QCAA	OFF		6.9
Electronic PDF test	QCAA	OFF	(Note: this information applies across adjustments requiring alternative format [special print] tests.)	6.10
Adjustments providing additional support				
Scribe	QCAA	SCR	<b>Writing test only.</b> Ensure test environment arrangements do not impact other students. All scribe rules (section 6.11.9) <b>must</b> be followed, including completion of the spelling test, for the student to receive a mark for the writing test.	6.11
NAPLAN support person	School	SUP	<b>Reading, conventions of language and numeracy tests only.</b> Ensure test environment arrangements do not impact other students.	6.12
Oral/sign support	School	OSS	Ensure test environment arrangements do not impact other students.	6.13
Rest break	School	RBK	Test administrator must pause student’s test attempt on the dashboard when break commences and resume test attempt when student returns from their rest break. Students must not engage with test materials during the rest break.	6.14
Adjustments providing extra time				
Extra time – one minute for every 6 minutes of test time	School	ETA	Platform will automatically allocate extra time. Combinations of extra time DAC must not be applied to the same test.	6.15



Adjustment	Approval by*	DAC* *	Comment	Section
Extra time – one minute for every 3 minutes of test time	School	ETB	Ensure timing allowed for test session caters for total duration of tests for students with extra time.  (Note: this information applies across all adjustments providing extra time.)	6.15
Extra time – one minute for every 2 minutes of test time	School	ETC		6.15
Extra time – double total test time (for online schools)	QCAA	ETD		6.16
Assistive technology				
Assistive technology (unsecured browser: QCAA will provide link)	QCAA	AST	AST DAC should <b>only</b> be used where the student cannot access their assistive technology when using the locked down browser (LDB). Students will require additional supervision to ensure they are not using prohibited functionality, such as external websites or calculators. Spelling and grammar checks, dictionary, predictive text, and any functionality or applications that enable a possible advantage must be turned off.	6.17
Assistive technology (compatible with locked-down browser)	School	–	Assistive technology that does not require an unsecured browser and is compatible with the test construct (for example, ergonomic mouse, Bluetooth headphones [see section 8.5.9], classroom communication devices) does not require QCAA approval. There is no DAC for these assistive technologies.	6.17
Use of computer for Year 3 writing test	QCAA	–	Where a student with disability regularly uses a computer as a part of their usual adjustments in classroom assessments, this may be appropriate for use during the tests. While QCAA approval is required, there is no DAC for the use of a computer for Year 3 paper writing tests.	6.17
Use of computer for Year 3, 5, 7, 9 students in alternative format schools	QCAA	–	While QCAA approval is required, there is no DAC for the use of a computer for students in alternative format schools in Years 3, 5, 7 and 9. Where a student with disability regularly uses a computer as a part of usual disability adjustments in classroom assessments, this adjustment may be appropriate for use during the tests.	6.17
Adjustments providing alternative items				
Alternative items – audio	School	AIA	Platform will automatically swap audio items for alternative items.	6.19
Alternative items – visual	School	AIV	Platform will automatically swap visually detailed items for alternative items.	6.19

Adjustment	Approval by*	DAC* *	Comment	Section
<b>Adjustments providing alternative colour themes</b>				
Black text with white background	School	BNW	Platform will automatically apply the chosen colour theme ("BNW", "BNB", "BNL", "BNG", "BNY"). Combinations of alternative colour theme DACs must not be applied to the same test.  (Note: this information applies across adjustments providing alternative colour themes.)	6.20
Black text with blue background	School	BNB		6.20
Black text with lilac background	School	BNL		6.20
Black text with green background	School	BNG		6.20
Black text with yellow background	School	BNY		6.20
White text with black background (if unsecured browser is necessary: QCAA approval required. QCAA will provide link)	QCAA	BNW + COL	Use "BNW" and "COL" DACs with system settings to invert colours for white text with black background. Follow student's usual process to set up screen inverting via device.	6.20
Colour contrast modification (unsecured browser: QCAA approval required. QCAA will provide link)	QCAA	COL	Where the above colour themes do not meet a student's needs, COL can be used to allow students to access their usual device and settings. Students will require additional supervision to ensure they are not using functions prohibited by the protocols, such as external websites or calculators.  Spelling and grammar checks, dictionary and predictive text must be turned off.	6.18

# 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 dropdown 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.

DO NOT RESUME a student's test attempt if they have been unable to complete because:

- they experienced a test disruption that could not be resolved
- they left the session because they were unwell.

These students will have an opportunity to complete their test in a rescheduled test session.

### 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.

**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
- 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 dropdown 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 leave the test paused and contact your NAPLAN coordinator.

**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: Guidelines for students with a disability or temporary injury using a device to complete the Year 3 paper writing test

Schools may seek approval from the QCAA for a Year 3 student to use a computer (or other device) to complete the writing test, due to a disability or temporary injury that prevents them from writing. Please refer to the [NAPLAN national protocols for test administration](#) (section 6) for more information.

	Guidelines
Maximum word limit*	700 words (length of computer text equivalent to 3 pages of handwriting) * <b>maximum</b> word limit is determined by ACARA.
Font	Students should use an appropriate font (such as Arial or Times New Roman) and font size, as would be used in normal classroom work. When scanned, the response should be able to be easily read by the marker.
Conditions	<p>The temporary injury must be to the hand or arm the student usually writes with and must prevent the student writing with that hand.</p> <p>Where required due to a disability, the student must regularly use a computer as part of their usual disability adjustments for classroom assessment.</p> <p>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 also be completely restricted.</p> <p>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.</p>
After the test	<p>The test administrator should save identifying student information to the bottom left-hand footer so it appears on every page of the completed test response, including:</p> <ul style="list-style-type: none"> <li>• student name (their legal name, as registered with the QCAA)</li> <li>• year level</li> <li>• school</li> <li>• date of birth and/or unique student identification number.</li> </ul> <p>Then:</p> <ol style="list-style-type: none"> <li>1. Save the completed student's response to the desktop as a backup and convert to a PDF.</li> <li>2. Upload a PDF copy of the student's response to the Assessment returns tab – NAPLAN returns in the fileShare application (app) by close of business on Wednesday 18 March 2026.</li> <li>3. Print a copy of the completed test from the desktop.</li> <li>4. Delete the file from the desktop and the device's recycling bin.</li> <li>5. Attach printout with clear tape to the inside of the student's named test book, ensuring it fits within the border of the lined page</li> <li>6. Return in the packaging with other students' tests.</li> <li>7. See section 11.1.4 of <a href="#">NAPLAN Operations handbook</a> and the factsheet available in the NAPLAN AARA app in the <a href="#">QCAA Portal</a> when an adjustment is approved for further information about the return of these materials.</li> </ol>

## Appendix 4: NAPLAN Test administrator quick reference – technical disruptions



