

NAPLAN ONLINE

2017

Year 3

Test administration handbook for teachers

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2017 TEST ADMINISTRATION HANDBOOK FOR TEACHERS

INTRODUCTION

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

Year 3 students participating in the online administration of NAPLAN will sit the NAPLAN Writing test as a paper-based test.

As a consequence, this hand book separates its instructions and information into two broad sections: one addressing the paper-based NAPLAN Writing test and one addressing the three NAPLAN Online tests.

Your role in the administration of the tests is critical. It is, therefore, important that you are familiar with all procedures in this handbook.

Test dates

The test period starts on 9 May 2017 and finishes on 19 May 2017.

| Monday 8 May | Tuesday 9 May Official test date | Wednesday 10 May Official test date | Thursday 11 May Official test date | Friday 12 May Official test date |
|---|---|---|---|--|
| Preparation day – no tests permitted | Day 1 testing (Online writing) Year 3 writing <i>catch-up tests permitted</i> | Day 2 testing (Online writing) <i>catch-up tests permitted</i> | Day 3 testing <i>catch-up tests permitted</i> | Day 4 testing <i>catch-up tests permitted (year 3 writing catch-ups completed)</i> |
| Monday 15 May Official test date | Tuesday 16 May Official test date | Wednesday 17 May Official test date | Thursday 18 May Official test date | Friday 19 May Official test date |
| Day 5 testing <i>catch-up tests permitted</i> | Day 6 testing <i>catch-up tests permitted</i> | Day 7 testing <i>catch-up tests permitted</i> | Day 8 testing <i>catch-up tests permitted</i> | Day 9 testing <i>catch-up tests permitted</i> |
| Monday 22 May | Tuesday 23 May | Wednesday 24 May | Thursday 25 May | Friday 26 May |
| <p>Test security to be maintained by all schools to 26 May 2017.</p> <p>This week may only be used for testing with permission from the QCAA.</p> | | | | |

THE YEAR 3 PAPER-BASED NAPLAN WRITING TEST

Preparing for the Writing test

Before the test

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

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

On the test days

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

Student test materials

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

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

- × books, including dictionaries
- × rulers
- × coloured pens or pencils
- × mechanical lead pencils
- × felt pens
- × highlighters
- × correction fluid
- × glue
- × reusable adhesive
- × mobile phones, iPads and other devices, including Bluetooth devices.

Supervising the test sessions

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

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

Assisting students

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

During the Writing test, you **MAY**:

- ✓ read and clarify general instructions
- ✓ provide students with general encouragement to continue.

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

- × discuss the writing task
- × provide any structure or content, whether orally or in writing
- × prompt students
- × give hints or examples
- × write for a student (except where a disability adjustment has been granted)
- × remind students about related work completed in class
- × provide extra time (except where a disability adjustment has been granted).

Reading the test administration script

It is important that the tests are administered uniformly according to the timetables and instructions in this handbook. Test administrators **MUST READ ALOUD** to students all instructions in the shaded boxes, for example:

READ ALOUD

Now you will complete the Writing test. You will each have a writing test book in front of you.

Recording test participation

Accurate records of student participation are very important.

If a student is not present for the test you **MUST** shade **ONE** of the bubbles on the front cover of the student's test book.

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

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

Recording language background other than English

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

Recording adjustments for disability

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

Exemption is **not** an adjustment.

Writing test administration – Year 3

The Year 3 Writing test is administered as a paper-based test.

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

Time allocation

- Introduction time: approximately 10 minutes
- Test time: 40 minutes. This is made up of:
 - Planning: 5 minutes
 - Writing: 30 minutes
 - Editing: 5 minutes

Preparation for the Writing test

On the day of the test:

- Arrange the room so that no student can see another student's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times including ten-minute intervals on the board.
- Check that there is a Type 1 (named) Year 3 Writing test book and a Year 3 Writing stimulus for each student.
- Allocate a Type 2 (unnamed) Writing test book to any student who does not have a personalised test book. Please complete the student's details using a 2B or HB pencil.
- Distribute the Writing test books, stimuli and one sheet of blank paper to each student. Check that you are using the correct Writing stimulus - each Writing stimulus page will have YEAR THREE AND YEAR FIVE clearly marked in a white font in the top left-hand corner on the black banner.
- Under no circumstances should a student complete the test using another student's Type 1 (named) test book.

Materials required

| Each student must have | The test administrator must have |
|--|--|
| <ul style="list-style-type: none">• a Year 3 Writing test book• the coloured, single page YEAR THREE AND YEAR FIVE Writing stimulus page• a sheet of blank paper for planning• a 2B or HB pencil• an eraser• a sharpener. | <ul style="list-style-type: none">• Type 1 (named) test books (with student details printed on the cover) for students in your test session• Type 2 (unnamed) test books for students without student details printed on the cover• the relevant stimulus materials• this test administration handbook• extra blank paper• spare pencils, erasers, sharpeners• a watch or clock for timing the test• a board to display the time sequence• a class list. |

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

Test administration script

READ ALOUD

You are now going to do a Writing test. You should have:

- your Year 3 Writing test book
- the YEAR THREE AND YEAR FIVE Writing stimulus page
- a piece of blank paper
- a 2B or HB pencil
- a sharpener and an eraser.

Check to see that you have these things.

Check that you have the Writing stimulus page that has YEAR THREE AND YEAR FIVE clearly marked in a white font in the top left hand corner on the black banner.

Put your finger on the words that say YEAR THREE AND YEAR FIVE. Raise your hand if you cannot find the words that say YEAR THREE AND YEAR FIVE.

Do not open your test book until I tell you.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the front cover of your test book. Your details are printed on it. Check that this is your test book and that your details on the front cover are correct.

Point to the front of the test book. Allow students time to check their details. If there is an error in the details on a personalised test book, you are asked to rule a single line through the incorrect information and print the correct details neatly above. For example:

| |
|---|
| 16 May 2009 |
| Date of Birth: 16 April 2009 |

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

READ ALOUD

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

Write your first name and your last name on the lines. Use all capital letters.

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

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

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

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

READ ALOUD

Put your pencils down now and listen carefully while we look at the YEAR THREE AND YEAR FIVE Writing stimulus page.

Hold up a copy of the YEAR THREE AND YEAR FIVE Writing stimulus page for students to see.

READ ALOUD

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

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

I will read the page for you. Follow the words while I read it to you.

Point to the information you are going to read. **Read everything on the YEAR THREE AND YEAR FIVE Writing stimulus page, from top to bottom, to the students.**

You must only read the words on the stimulus page.

DO NOT:

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

READ ALOUD

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

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

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

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

Show the planning page.

READ ALOUD

You have five minutes planning time. Use your blank sheet of paper for planning. The planning page will not be marked but it will be collected. Do not write in your book yet. It should still be closed. You may begin planning now.

Supervise students to make sure they are planning their work independently and are not writing in their test books. If students are having difficulties, quietly encourage them to look at the stimulus page. **Do not help students to develop or structure their writing.**

After 5 minutes, READ ALOUD

That's all the time you have for planning. Put your planning page where you can see it. Open your Writing test book to Page 2. **Do not begin yet.** This is where you start your writing. You have three pages to write on but you do not have to use them all. You cannot be given any extra pages to write on.

You now have 30 minutes to write on the topic. After that you will have five minutes to edit your work. I will tell you when there are about five minutes left to finish your writing.

You may start writing now.

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 stimulus page for ideas **but do not help them with their ideas or their writing.**

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

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

Mark off the time intervals on the board.

If students finish early, suggest they reread and edit their writing and then close their test books and leave them on their desks. **Do not** collect the test books until the end of the test time, or until all students have completed the tests.

After 30 minutes, READ ALOUD

You have five minutes left to finish your writing.

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

After 35 minutes, READ ALOUD

Your writing time is now finished.

You have five minutes to check and edit your work.

Check your writing by reading it carefully. You can edit your work by adding or changing words or sentences and correcting any spelling or punctuation mistakes.

You can add some ideas or sentences if you notice you have left something out. However, you don't have time to make big changes.

You can choose to use this time to complete your writing if you need to. When you have finished, close your test book and wait quietly.

Supervise students to make sure they are editing and completing their texts.

Students may use this time to complete their writing; however, if they chose to do this, they must not be given any additional time for editing.

After 40 minutes, READ ALOUD

The Writing test is now finished. Please put your pencil down and close your test book. Do not put your planning page or stimulus page inside your test book. I will collect them separately.

After the test

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

Returning completed Year 3 writing tests

The following information refers to the return of Year 3 writing tests.

The unused back up paper materials which were delivered separately to schools are not to be returned to the QCAA. Only under exceptional circumstances will schools be required to revert to the paper versions of the test. In such cases, schools must refer to the Handbook for Principals which was delivered with the first mail out to schools for instructions regarding the return of completed materials.

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

- used writing textbooks for all Year 3 students who sat the test
- textbooks for those Year 3 students who were absent from the writing test, had a valid exemption, were withdrawn by parents/carers, refused to complete the test, abandoned the test due to injury or illness, were no longer at the school or no longer in the designated year level
- both the special print materials and the Type 1 (named) textbooks for students who accessed Braille, large print or black and white test papers. Both sets of textbooks should be placed in an envelope for return
- textbooks for any visiting Queensland students. These should be placed in a separate envelope (not provided) that is clearly marked Visiting students and packaged for return with the other textbooks.

Do not return stimulus pages or planning sheets. Retain all unused Type 2 (unnamed) textbooks.

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

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

The return parcels should then be sent through Australia Post.

Make sure you:

- fill in the front covers of all textbooks accurately
- return all completed Year 3 writing textbooks
- return packages immediately — no later than Tuesday 16 May 2017
- have the post office scan and/or stamp the Returned materials lodgement form when you lodge materials for return. This form is retained in the school as proof of lodgement by the specified date
- enter the ID numbers of the labels used to return materials in the appropriate section of the Principal's declaration.

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

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

Guidelines for the use of a computer by students with a temporary injury

Length of computer text equivalent to 3 pages of handwriting.

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

Please note the following guidelines regarding the maximum overall word limit allowed for a student with a temporary injury using a computer to type their writing response, as determined by ACARA, is 700 words for Year 3.

Font

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

Conditions

- The temporary injury must be to the hand or arm the student usually writes with, and must prevent the student writing with that hand.
- Computer use must be in accordance with standard assessment practices: spelling- and grammar-checks, dictionary, predictive text, etc., must be turned off. Access to the internet or internal networks must also be completely restricted.
- Extra time may be used by the student at the discretion of the teacher, depending on the student's familiarity using a keyboard with their non-writing arm.

After the test

The test administrator (or their assistant) should:

- save identifying student information on every page of the completed test response. For example:

Student Name:

Year Level:

School:

Date of Birth and/or unique student identification number:

- save the completed test to the desktop as a backup
- print a copy of the completed test from the desktop
- delete the file from the desktop
- attach to student booklet with a paperclip (do not staple)
- follow any other procedures as requested by the QCAA.

For your information word limits have been based on the amount of space provided in the electronic test format used by students who have access to this accommodation.

THE YEAR 3 NAPLAN ONLINE TESTS

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

- use the test administration session dashboard to monitor students' progress
- manage test sessions.

This section of the handbook focuses on the procedures for administering the NAPLAN online tests. It does not provide step-by-step instructions on the functionality of the test administrator's dashboard. You will need to practise using the platform and test administrator's dashboard in the training environment. You will find detailed instructions on using the test administrator's dashboard in the system user guides – these are available at www.assessform.edu.au.

Standardised administration of the tests contributes significantly to the fairness and reliability of the assessment tasks. It is important that these administration instructions are followed carefully and that a positive and calm atmosphere is maintained throughout the test sessions.

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

Preparing for the tests

Before the test day

The school principal is responsible for ensuring all staff are informed of their roles and responsibilities in relation to the administration of the NAPLAN online tests.

Within the school, the principal's immediate delegate for the preparation and delivery of the NAPLAN online tests is the NAPLAN coordinator. The principal may also perform this role.

Your school may also have a school technical support officer who can help ensure that the necessary technology (e.g. devices, servers) is ready to support the NAPLAN online tests. The NAPLAN coordinator may also perform this role.

In the weeks before the test, the school's NAPLAN coordinator will have met with you to:

- provide you with access to the NAPLAN online training environment to ensure you know how to use the test administration session dashboard, as well as the student test player
- plan the configuration of the test room(s) where the test sessions will be held
- discuss the organisational procedures required during the tests, including procedures for students bringing their own device (BYOD)
- review procedures for emergencies and problem situations, including how to seek technical assistance
- explain the organisational arrangements for non-participating students

- confirm that all devices have passed the necessary technical readiness tests and that arrangements have been made to ensure the devices will be in the room, will have the locked down browser installed, and will be fully charged on the day of the assessment
- ensure that you are familiar with all the test administration instructions and procedures.

On the test days

Prior to commencing, please ensure you have all materials required for the test session. Your test administration pack includes the items listed below:

- a device for your own use in administering the test session
- confirmation of how you and the students will connect to the internet
- the test administrator session slip for the test session you will be administering (this will contain the test administrator session login details)
- student session slips for all students participating in the test session (these slips have the unique, one-time student codes that each student needs to access each test)
- a printed list of students allocated to the test session, including details of which students, if any, have been allocated disability adjustments
- information on how many students are expected to bring their own device
- contact details for your school's technical support officer and NAPLAN coordinator, and the NAPLAN helpdesk
- this NAPLAN online test administration handbook
- notepad and pen.

Allow enough time to set up the room and the devices, working with your NAPLAN coordinator and available IT support, as required.

Student test materials

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

Certain NAPLAN online tests allow or require the use of an audio player. Students will need either headphones, earphones or earbuds to use the audio player. In this document, the generic term 'earphones' is used for all three variants.

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

- × books, including dictionaries
- × rulers
- × mobile phones or other internet- or Bluetooth-enabled devices other than the device on which the student is undertaking the test
- × protractors/mathematics templates
- × calculators.

Supervising the test sessions

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

- ✓ deliver the instructions accurately
- ✓ encourage student participation
- ✓ actively monitor student conduct by regularly walking around the room and checking that students are not talking, collaborating or using prohibited items such as mobile phones
- ✓ actively monitor the test administration session dashboard in order to ensure there are no flags or warnings indicating that action is required.

Timing allowed for each test

The duration of each test is provided at the beginning of each test section later in this handbook.

The online assessment platform will provide each student with a countdown timer that shows the amount of time they have to complete the test. Students can choose to hide their timer if they find it distracting. However, the timer will always display in the last five minutes. The timer will flash in the last ten minutes and the last five minutes. You will also be able to see how much time each student has remaining on their test attempt on the test administration session dashboard on your device. The platform will lock students out of their test when their time has expired.

When administering a test session, in addition to the stated time for each assessment, you will need to allow time for students to settle in, log in to the online assessment platform and work through the practice questions (where applicable).

Students with disability may be granted extra time as a disability adjustment. The NAPLAN coordinator will enter the relevant personal needs and preferences (PNP) code(s) for these students against their profile prior to the start of the tests. Students who have a PNP code indicating they should get extra time will automatically have the appropriate amount of extra time added by the system. However, you will have to manually control rest breaks for those students who are eligible for them by pausing and resuming the students' test attempts. Information on PNP codes and disability adjustments is outlined later in this handbook in the section titled: *Adjustments for students with disability* and in *Appendix 1*.

Assisting students

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

Your NAPLAN coordinator will be able to provide you with a copy of the *National protocols for test administration - NAPLAN online*.

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

- ✓ read and clarify general instructions (as indicated by **READ ALOUD** in this handbook – see below)
- ✓ remind students of the way to respond to particular item types (e.g. that they need to click on an answer, type an answer or drag and drop tiles into the correct order)
- ✓ remind students how to change their answer, if necessary
- ✓ remind students how to navigate through the platform (without navigating for them)
- ✓ remind students how to access different aspects of the platform (e.g. ruler, timer, magnification, audio player)
- ✓ advise students to leave a question they are unsure about and to move on to the next question
- ✓ remind students how to flag a question they may want to return to
- ✓ advise students to return to any unanswered questions if there is time at the end of the test (including reminding them how to see which questions were flagged and how to navigate back to them)
- ✓ provide general encouragement to continue.

During the Numeracy test, and the spelling section of the Conventions of Language test, you **MAY**:

- ✓ remind students how to use the audio player.

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

- × give hints or examples
- × explain, paraphrase or interpret questions, including translating questions into another language
- × indicate to students whether answers are correct or incorrect
- × remind students about related work completed in class
- × provide extra time (unless provided as a disability adjustment or because of a documented disruption during the test session)
- × navigate through the online assessment platform for the student or in any way manipulate the mouse, keyboard or screen on behalf of the student.

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

- × read anything from the reading texts
- × read any test questions.

During the Conventions of Language test, you **MUST NOT**:

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

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

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

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

- ✓ encourage students to use the audio player
- ✓ read any words, numbers or symbols that are embedded within text. Numbers or symbols that are not embedded within text may not be read out. Refer to the examples below:

Example 1

What number will make this number sentence true?

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

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

Example 2

Edward travelled 100 kilometres in 2 hours.

What was his average speed in kilometres per hour?

☐ 50 ☐ 55 ☐ 70 ☐ 220

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

Example 3

The number 39 889 can be rounded in different ways.

Which ways of rounding give the same answer?

☐ Rounding to the nearest 10 and nearest 100.

☐ Rounding to the nearest 10 and nearest 1000.

☐ Rounding to the nearest 100 and nearest 1000.

☐ Rounding to the nearest 1000 and nearest 10 000.

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

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.

Adjustments for students with disability

The list of students (class list) allocated to the test session will also indicate their approved disability adjustments, if any. This is shown by the personal needs and preferences (PNP) code(s) against the student's name. These codes are entered against the student profile by the NAPLAN coordinator. You do not have access to adjust these codes. If you are made aware of an error, contact your NAPLAN coordinator prior to commencing the test session.

See *Appendix 1* for a table of PNP codes and actions required by the test administrator in relation to accessibility adjustments.

The platform does not provide alternative items (PNP codes AIA, AIV, AIM, AAM, AVM, ALL) for practice questions, however for each of the three domains with practice questions students with alternative adjustments can interact with at least one question. Students with adjustments providing alternative items will need to click 'Next' on practice questions that they cannot interact with.

Reading the test administration script

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

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

You will now be attempting the Reading test.

Managing a test session

The information below provides a quick overview of the test administration functionality within the platform. For more detailed information, refer to the system user guides available at www.assessform.edu.au.

Test administrator creates the test session

Open your browser and navigate to www.assessform.edu.au.

Click the 'NAPLAN 2017 Environment' login button.

At the NAPLAN login screen, enter the test administrator session login and school PIN.

Click 'Login'.

Click 'Create new test session'.

The test administration session dashboard will display. The session code will be displayed at the top of the screen in a grey box.

Write the session code on the board – the students will need it to enter the test session.

Note: some functions on the test administration session dashboard will remain inactive until after students join the session and/or you start the session.

Students log into test session

The first screen that a student sees after opening the locked down browser is the locked down browser landing page. This page displays a number of options associated with online assessment. Students should click the 'NAPLAN 2017' button.

If a student has a disability adjustment that allows them to use an unsecured browser (rather than the locked down browser), provide the URL for the unsecured browser to these students on a slip of paper and assist them with logging in as necessary.

After clicking the 'NAPLAN 2017' button, the student will be instructed to perform an audio check. Once the audio check has been successfully completed the student will select 'Start Test' and will be presented with the session login screen. Here, the student must enter the session code (which has been written by you on the blackboard or whiteboard) and click 'Next'. This will bring the student under your supervision for the test session.

The student is now presented with the student code screen. Here, the student must enter their student code (located on their student session slip) and click 'Next'. It is the student code that determines which test the system will deliver to the student.

The student will then be asked to confirm their name.

If the name displayed is incorrect, the student should raise their hand and you must:

- note which name is displayed
- ask the student to click 'No' – the student will be logged out and returned to the login page
- check that the student has the correct student session slip.

If there is an error in the spelling of the student's name, you must inform the NAPLAN coordinator after the test session. Meanwhile, the student will login using the provided details. The NAPLAN coordinator will correct the error in the platform after the test session has been completed.

If the displayed name is correct, the student should select 'Yes'. They will then see a panel showing the title of the test they are sitting and their name. The panel will also display a 'Practice questions' button. Clicking this button will take the student to the first practice question. Once the practice questions have been completed the student will be taken to a holding screen where they will wait until you start the test.

Test administrator starts the test

The test administration session dashboard displays a list of students who have joined the test session (by entering the session code).

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

Once all students scheduled to participate in the test session have joined and have completed the practice questions, you must start the session by clicking the 'Start session' button on the test administration session dashboard and then clicking 'Yes' to confirm.

When you start the session, the students move from the holding screen to the beginning of the test.

Any students who join the test session after it has been started can do so by entering a session code and their student code as described above. However, as the test session is already in progress, these students' names will show in the 'Waiting entry' tab of the test administration session dashboard and must be manually admitted by you (after they have completed practice questions, if appropriate).

You can admit these students to the session by selecting their names from the 'Waiting entry' tab and then clicking 'Allow start'. The system will provide the student with the appropriate time to complete the test.

Recording test participation

At the end of the test session, you must notify the NAPLAN coordinator if:

- there were errors in the spelling of student names
- a student was absent (the NAPLAN coordinator will arrange a catch-up test session if appropriate)
- a student abandoned the test due to illness or injury (the NAPLAN coordinator may need to update the student's participation status)
- a student refused to login (the NAPLAN coordinator will update the student's participation status)
- a student logged in but refused to complete the test (you will finish the test on behalf of the student – the NAPLAN coordinator is notified for information purposes only)
- there were test disruptions or incidents (you will pause the student's test attempt if the system does not do so automatically, and resume if necessary. The NAPLAN coordinator will update the student's participation status to postpone if it was not possible to resume in the session).

Test administration system functions

Once a test session has started, a number of functions become active on the test administration session dashboard.

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

- 'Pause student'
- 'Resume student'
- 'Finish student'
- 'Reopen student'

Functions that can be applied by you to the whole test session are:

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

Session functions affect all students who have joined the test session.

Pausing and resuming a test attempt

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

- a student has an approved rest break as a disability adjustment
- there is a temporary technical issue.

On the 'All' or 'Started' tab, tick the checkbox next to the student's name and click 'Pause student'. A student must have started the test for 'Pause student' to work. Multiple student names can be selected. The system will present a drop-down list of reasons for pausing the test attempt – one of these must be selected.

Pausing a student's test attempt will freeze the student's timer so that they do not lose any time.

To restart a student's test attempt, tick the checkbox next to the student's name and click 'Resume student'. The system will restart the student's timer. Multiple student names can be selected. The system will present a free-text field where you can enter greater detail about the need for pausing and its resolution.

Pausing and resuming a test attempt can only be performed if the student's test attempt time allowance has not expired – i.e. the student's timer has not reached zero.

Pausing and resuming a test session - test disruptions

Pausing and resuming a test session are functions which mirror those of pausing and resuming a student's test attempt. The only difference is that the action applies to all students who have joined the test session.

Pausing a test session is a useful function if there is a test disruption for all students in a session, such as a fire alarm or technical issue. Pausing a session will freeze the timers of all students so that they do not lose any time. The session can be resumed once the disruption has been resolved. The system will present a text box where you can enter relevant details. You must also provide details of the test disruption to the NAPLAN coordinator at the end of the test session.

If the test disruption is such that the system cannot be paused or does not pause automatically, you must note the time at which the disruption begins and its duration, as students' timers may not automatically freeze and extra time may need to be added to the test session once it is resumed. If extra time is added, you must select the reason for the addition of extra time in the drop down list presented by the system.

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

Note: if an individual student has already had their test attempt paused, for instance to accommodate a rest break as part of a disability adjustment, you will need to resume their test attempt separately *after* having first resumed the test session for the whole class. This student's timer will only restart once their individual test attempt has been resumed.

Reopening a test attempt

If a student has finished their test attempt but still has time remaining to complete the test (i.e. their test timer has not yet reached zero), the student may reopen their own test attempt by clicking the 'Reopen test' button on the end page. However, if a student has run out of time this option will not be available.

If there is a legitimate reason for allowing a student to continue working on the test after their time has expired – for instance, if a test disruption was such that the system was unable to be paused and the student's timer reached zero during the disruption – you may use the 'Reopen student' function to reopen the student's test attempt and add extra time to it.

If extra time is added, you must select the reason for the addition of extra time when prompted.

Finishing a test attempt

Students should finish their own test attempts once they have completed the test. However, you can finish a test attempt on behalf of a student. You might do this when a student's time has run out for the test but they do not finish their test attempt before leaving the test room, or when a student fails to finish their test attempt despite being instructed to do so.

On the 'All' or 'Paused' tab tick the checkbox next to the student's name and click 'Finish student'. The system will present a free-text field in which details may be entered.

If a student did not complete the test during the session because they experienced a test disruption, or they left the session because they were unwell, you should not finish their test attempt.

Finalising a test session

Once all students in the test session have finished their test attempts you must finalise the session by clicking 'Finalise session' on the test administration session dashboard. The system will present a free-text field where details relating to the test session may be entered.

You cannot finalise a test session before all student test attempts have been finished.

If any test attempt is still paused at the end of the test session, you cannot finalise the test session. In this situation, if possible, resolve the issue that caused the test attempt to be paused, resume the test attempt, ensure all test attempts are finished, and then finalise the session.

In some cases, however, it will not be possible to resume paused test attempts within the scheduled test session. This may be due to test disruptions which cannot be resolved quickly enough to permit the completion of the test session.

After the session, inform your NAPLAN coordinator of the paused test attempts.

In case of test disruptions, the NAPLAN coordinator will take action to remedy the issue by postponing the test attempt so it can be resumed in a later test session.

In case of illness or injury, the NAPLAN coordinator is responsible for finalising the test session. The NAPLAN coordinator will seek permission from the Queensland Curriculum and Assessment Authority (QCAA) to grant a sanctioned abandonment and will then change the student's participation status appropriately. If the QCAA does not sanction the reason the NAPLAN coordinator will not change the participation status.

Reading test administration – Year 3

Please ensure that you are familiar with the relevant information in this handbook before administering this test. This test is to be conducted in one session. This is an assessment of a student's ability to read, comprehend and respond to a variety of text types. Note: earphones are not allowed in this test.

Time allocation

Introduction time: approximately 15 minutes

Test time: 45 minutes

(unless extra time has been granted due to a disability adjustment)

Preparation for the Reading test session

To prepare for the Reading test you will need to:

- make sure you have your test administration pack from the NAPLAN coordinator
- arrange the room so that no student can see another student's work. Where students are in a computer lab that has been designed to facilitate collaboration, computers may need to be moved or temporary barriers put up between students
- take down, cover or reverse any posters, displays or teaching materials that might help students with the test
- check that your device is fully charged or connected to a power supply
- confirm there are sufficient devices for all the students in the test session (taking into account any students bringing their own device) and that they are fully charged or connected to a power supply
- turn devices on
- connect the devices to the internet
- ensure you have a sufficient number of slips of paper on which the URL for the unsecured browser is written (for students with PNP codes AST and COL)
- be prepared to assist students in opening the appropriate locked down browser for their device
- check you have access to a whiteboard or blackboard
- check you are aware of any disability adjustments provided to the students in your session and how to manage them
- check that you have all the appropriate test materials
- check that the student materials are available for the students.

To start the test session:

- use your test administrator login details for the session to create a test session code for this test
- write the test session code on the board
- if the test session includes students who have a disability adjustment which allows them to use an unsecured browser (rather than the locked down browser), provide the URL for the unsecured browser to these students on a slip of paper and assist them with logging in as necessary
- distribute the student session slips.

Materials required

| Each student must have | The test administrator must have |
|--|--|
| <ul style="list-style-type: none">• a device that meets the technical specifications for NAPLAN online• their student session slip for this session. | <ul style="list-style-type: none">• a device that meets the technical specifications for NAPLAN online• this test administration handbook• the test administrator slip for the session (containing the test administrator login details necessary for generating the test session code)• a watch or clock• a board to display the test session code• a list of students allocated to the test session (including details of disability adjustments). |

Test administration script

You should have already generated the session code at this stage, but should not yet have started the test. See the section of this handbook titled *Test Administrator creates the test session*.

READ ALOUD

Today you will complete a Reading test.

You should all have your **student code** for this test on a piece of paper. Make sure your name is correct on this paper. Put your hand up if it is not correct.

Allow students time to check their names.

READ ALOUD

You should have your device turned on in front of you.

Now we will open the student test player.

FOR STUDENTS USING THE LOCKED DOWN BROWSER: click on the icon for the locked down browser on your desktop and wait.

(FOR STUDENTS USING AN UNSECURED BROWSER ONLY (PNP codes AST and COL): type the web address written on the slip of paper I gave you into your browser and click 'Enter'.)

You should now all see a page which displays a number of options.
One of these will say 'NAPLAN 2017'.

Raise your hand if you cannot see this screen or the 'NAPLAN 2017' button.

Resolve any issues before continuing. Ensure that no student is inappropriately using the unsecured browser.

READ ALOUD

Now, click on the 'NAPLAN 2017' button.

As headphones are not permitted for the Reading Test select 'I can hear the sound' and then select 'Start Test'.

You should now all see the test session login screen.

Raise your hand if you cannot see this screen.

Resolve any issues before continuing.

READ ALOUD

I've written the **test session code** on the board. Type this code into the boxes on your screen. Be careful to type the letters exactly as they appear on the board.

Once you have typed the session code into the boxes, click on 'Next' and wait.

Allow students time to type in the test session code, providing assistance where necessary.

READ ALOUD

Now type your **student code** into the boxes on your screen. This is the code that is printed on your piece of paper. Once you have typed it in, click on 'Next' and wait.

You should all now see a box asking you to confirm your name.

Check your name carefully. If your name is correct, click on 'Yes' and wait.

If it is not your name or it is not spelled correctly, raise your hand and I will help you.

Assist students as required, noting any incorrectly spelled names. Ensure all students have successfully logged into the correct test attempt before continuing.

READ ALOUD

You should now all be able to see a screen that says 'NAPLAN: Year 3 Reading', as well as your name. Under your name you will see a button that says 'Practice questions'. If you can't see these things, put your hand up and I will help you.

Give students time to check their details.

READ ALOUD

In this Reading test you will have to read texts and then answer questions about them.

Before you begin the test, though, we will work through some practice questions together.

Click on the button that says 'Practice questions' now. You should see the first practice question. If you can't see the question raise your hand and I will help you.

Give students time to locate the button and click on it. Resolve any issues before continuing.

Students with disability required adjustments providing alternative items only:

Students with adjustments providing alternative items may not be able to interact with some of the practice questions below. Direct them to click 'Next' at the bottom right hand of the screen if they cannot interact with the question.

READ ALOUD

There are three practice questions. Each of the practice questions shows you how to answer a different type of question. We will do the practice questions together, but you will have to do the test questions by yourself.

Look at the first question. On the left side of the screen you will see a text called *Sara's early morning*. Read *Sara's early morning* now.

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

READ ALOUD

Look at *Practice Question 1*.


Sara's early morning

On Saturday morning, Sara got up early to play football.

She put on her football shirt and black shorts. Then, she pulled on some long socks. Next, she carried her football boots to the door and put them on.

'I thought you played football on Sunday, not Saturday!' said Sara's Dad.

'Oh yeah!' said Sara, and she went back to bed.



Which of these clothes did Sara put on?

Choose **two**.

| | |
|--------------------------|-------|
| <input type="checkbox"/> | shirt |
| <input type="checkbox"/> | hat |
| <input type="checkbox"/> | socks |
| <input type="checkbox"/> | dress |
| <input type="checkbox"/> | scarf |

To answer this question, you must click on the boxes beside all of the correct answers.

Follow the words while I read the question.

Which of these clothes did Sara put on? Choose two.

If you click a box and then change your mind, click the box again to deselect that answer. You can then click a different box.

Answer the question now.

Give students time to click the correct boxes.

READ ALOUD

The correct answers are *shirt* and *socks*. You should have clicked these two boxes **ONLY**.

If you made a mistake, click on the box with the incorrect answer to deselect it. If you did not click on the boxes next to the correct answers, click on them now.

Once you have finished, click on 'Next' at the bottom right-hand side of the screen.

Give students time to correct their answers, if needed.

Answer any student questions as necessary.

READ ALOUD

Look at *Practice Question 2*.

Sara's early morning

On Saturday morning, Sara got up early to play football.

She put on her football shirt and black shorts. Then, she pulled on some long socks. Next, she carried her football boots to the door and put them on.

'I thought you played football on Sunday, not Saturday!' said Sara's Dad.

'Oh yeah!' said Sara, and she went back to bed.



Click on the word that describes Sara's socks.

Then, **she** pulled **on** some **long** socks.

To answer this question, you must click on the correct highlighted word in the second sentence. Your choice will become dark blue once you click it.

Follow the words while I read the question.

Click on the word that describes Sara's socks.

Then, she pulled on some long socks.

Your choices are *she*, *on* and *long*.

Answer the question now.

Give students time to answer the question.

READ ALOUD

The correct answer is *long*. If you did not select this word, you can change your answer. If you made a mistake, click on the incorrect word to deselect it. Once you have done this, you can choose a new word.

If you made a mistake, you can change your answer now.

Once you have finished, click on 'Next' at the bottom right-hand side of the screen.

Give students time to correct their answer, if needed.

Answer any student questions as necessary.

READ ALOUD

Look at *Practice Question 3*.


Sara's early morning

On Saturday morning, Sara got up early to play football.

She put on her football shirt and black shorts. Then, she pulled on some long socks. Next, she carried her football boots to the door and put them on.

'I thought you played football on Sunday, not Saturday!' said Sara's Dad.

'Oh yeah!' said Sara, and she went back to bed.



Order these events as they happened in the text.

Sara got dressed.

Sara got up.

Sara went to bed.

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |

Follow the words while I read the question.

Order these events as they happened in the text.

To answer this question, you need to place the sentences in the correct order starting with the first thing that happened. You must use all of the sentences and fill all of the boxes. You can only put one sentence in each box.

Click on a sentence and drag it into the box you think it should go in.

Answer the question now.

Give students time to move the sentences into the correct boxes.

READ ALOUD

The correct order is *Sara got up*, in box 1, *Sara got dressed*, in box 2 and *Sara went to bed*, in box 3.

If you made a mistake, click on the incorrect answer and drag it back into the box where the sentences came from. Once you have done this, you can choose a new answer.

If you made a mistake, you can change your answer now.

Give students time to change their answers.

READ ALOUD

That is the end of the practice questions.

Do you have any questions?

Answer any student questions as necessary.

READ ALOUD

Now, click on the 'Finish practice' button in the bottom right-hand corner of your screen. This will take you to a holding page while I read out some instructions to you.

Give students time to move to the holding page.

READ ALOUD

There are 39 questions in the Reading test and you have 45 minutes to complete all the questions, unless you have been granted extra time.

Do your best work. If you make a mistake, you can change your answer. If you find that a question is too hard for you, flag it and go on to the next one.

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

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

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

Because this is a test of how well you read, I cannot read or explain the questions or texts to you.

If you finish early, check your answers then wait quietly until the test time is finished.

I will tell you when you have about five minutes left. You can also check how much time is remaining by looking at the timer in the top left-hand corner of your screen. Your timer will flash when you have ten minutes and five minutes left.

Begin the session by clicking the 'Start session' button on the test administration session dashboard.

READ ALOUD

You may start now.

Supervise students closely to ensure they are on task. Refer to the section *Assisting students* in this handbook for additional guidelines.

Students who finish early should be encouraged to check their answers. When they have finished checking, they should sit and wait patiently. They may not engage in 'early finisher' activities, such as reading, which may provide clues to the test question answers. If a whole class finishes the test before the allocated time, you may use discretion in managing the test environment and closing the test session.

After 40 minutes, READ ALOUD

You have about five minutes left to finish the test unless you have been granted extra time. If you have already finished, use this time to check that you have answered all the questions.

When your time ends you will see a screen asking you to click on 'Finish'.

If you finish before your time ends you can finish your test by clicking on 'Finish'.

Once you have finished your test, wait quietly.

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 five minutes of test time remaining. When your dashboard shows that the time has expired for all students:

READ ALOUD.

Thank you everyone. The Reading test is now finished.

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

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

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

READ ALOUD

Leave your **student session slip** on your desk to be collected.

You should now all close down the test browser.

Once all test attempts have been finished, finalise the test session by clicking the 'Finalise session' button on the test administration session dashboard.

If any test attempt is still paused at this stage, you will not be able to finalise the test session. You must inform the NAPLAN coordinator of all paused test attempts.

Check that all students have closed the locked down browser or, where appropriate, the unsecured browser.

After the test

- recharge school-supplied devices for the next test session, if necessary
- collect all student session slips
- collect any slips containing the unsecured browser URL
- notify the NAPLAN coordinator of any
 - absent students
 - students who refused to login or logged in and did not complete the test
 - students who abandoned the test due to illness or injury
 - test disruptions or incidents
 - paused test attempts
 - errors in the spelling of student names
- return the test administrator slip, student session slips and any other test materials to the NAPLAN coordinator.

Conventions of Language test administration – Year 3

Please ensure that you are familiar with the relevant information in this handbook before administering this test. This is an assessment of a student's ability in grammar and punctuation, and spelling.

All students will need to complete the Reading test before starting the Conventions of Language test.

This test must be conducted in one session and is composed of two sections; Grammar and Punctuation followed by Spelling.

Time allocation

Introduction time: approximately 15 minutes

Test time: 40 minutes

(unless extra time has been granted due to a disability adjustment)

Preparation for the Conventions of Language test session

To prepare for the Conventions of Language test you will need to:

- make sure you have your test administration pack from NAPLAN coordinator
- arrange the room so that no student can see another student's work. Where students are in a computer lab that has been designed to facilitate collaboration, computers may need to be moved or barriers put up between students
- take down, cover or reverse any posters, displays or teaching materials that might help students to answer questions, especially spelling lists
- check that your device is fully charged or connected to a power supply
- confirm there are sufficient devices for all of the students in the test session (taking into account any students bringing their own device) and that they are fully charged or connected to a power supply
- confirm that there are sufficient sets of earphones for all students in the test session
- turn devices on
- connect the devices to the internet
- ensure you have a sufficient number of slips of paper on which the URL for the unsecured browser is written (for students with PNP codes AST and COL)
- be prepared to assist students in opening the appropriate locked down browser for their device
- check you have access to a whiteboard or blackboard
- check that you are aware of all the disability adjustments provided to the students in your session and how to manage them
- check that you have all the appropriate test materials
- check that the student materials are available for the students.

To start the test session:

- use your test administrator login details for the session to create a test session code for this test
- write the test session code on the board
- if the test session includes students who have a disability adjustment which allows them to use an unsecured browser (rather than the locked down browser), provide the URL for the unsecured browser to these students on a slip of paper and assist them with logging in as necessary
- distribute the student session slips.

Materials required

| Each student must have | The test administrator must have |
|--|--|
| <ul style="list-style-type: none">• a device that meets the technical specifications for NAPLAN online• their student session slip for this session• earphones. | <ul style="list-style-type: none">• a device that meets the technical specifications for NAPLAN online• this test administration handbook• the test administrator slip for the session (containing the test administrator login details necessary for generating the test session code)• a watch or clock• a board to display the test session code• a list of students allocated to the test session (including details of disability adjustments). |

Test administration script

READ ALOUD

Today you will complete a Conventions of Language test. This is a test of grammar and punctuation, and spelling. The test will be broken up into two parts. First, you will do the grammar and punctuation section, then you will do the spelling section.

You should all have your student code for this test on a piece of paper. Make sure this piece of paper contains your correct name.

You should also have a set of earphones.

Check to see that you have these things.

Allow students time to check they have these items.

READ ALOUD

You should have your device turned on in front of you.

The first thing we will do is check the sound using your earphones. You will need your earphones for the spelling section of the test, so it is important to check the sound settings.

Check that your earphones are plugged in. Set your device's volume to 75% of its maximum level. You will be able to adjust the volume within the test player.

Allow students time to check their sound settings. Assist them in adjusting the sound, if necessary.

READ ALOUD

Now we will open the student test player.

FOR STUDENTS USING THE LOCKED DOWN BROWSER: click on the icon for the locked down browser on your desktop and wait.

(FOR STUDENTS USING AN UNSECURED BROWSER ONLY (PNP codes AST and COL): type the web address written on the slip of paper I gave you into your browser and click 'Enter'.)

You should now all see a page which displays a number of options. One of these will say 'NAPLAN 2017'.

Raise your hand if you cannot see this screen or the 'NAPLAN 2017' button.

Resolve any issues before continuing. Ensure that no student is inappropriately using the unsecured browser.

READ ALOUD

Now, click on the 'NAPLAN 2017' button.

You should now all see the audio check screen. Select play to hear the sound. If you can hear the sound select 'I can hear the sound' and then select 'Start Test'. If there is a problem with your audio raise your hand.

Resolve any issues before continuing.

READ ALOUD

You should now see the test session login screen.

Raise your hand if you cannot see this screen.

Resolve any issues before continuing.

READ ALOUD

I've written the **test session code** on the board. Type this code into the boxes. Be careful to type the letters exactly as they appear on the board. Once you have typed the session code into the boxes, click on 'Next' and wait.

Allow students time to type in the test session code, providing assistance where necessary.

READ ALOUD

Now type your **student code** into the boxes on your screen. This is the code that is printed on your piece of paper. Once you have typed it in, click on 'Next' and wait.

You should now see a box asking you to confirm your name. Check your name carefully. If your name is correct, click on 'Yes' and wait. If it is not your name or it is not spelled correctly, raise your hand and I will help you.

Assist students as required, noting any incorrectly spelled names. Ensure all students have successfully logged into the correct test attempt before continuing.

READ ALOUD

You should now all be able to see a screen that says 'NAPLAN: Year 3 Conventions of Language', as well as your name.

Under your name you will see a button that says 'Practice questions'. If you can't see these things, put your hand up and I will help you.

Give students time to check their details.

READ ALOUD

Before you begin the test, we will work through some practice questions together.

Click on the button that says 'Practice questions' now. You should see the first practice question. If you can't see the question, raise your hand and I will help you.

Give students time to locate the button and click on it. Resolve any issues before continuing.

Students with disability required adjustments providing alternative items only:

Students with adjustments providing alternative items may not be able to interact with some of the practice questions below. Direct them to click 'Next' at the bottom right hand of the screen if they cannot interact with the question.

READ ALOUD

There are four practice questions. Each of the practice questions shows you how to answer a different type of question. We will do the practice questions together, but you will have to do the test questions by yourself.

READ ALOUD

Look at *Practice Question 1*.

Which word correctly completes this question?

Do you have pet?

- she
- he
- if
- a

To answer this question, you must choose the correct word to complete the sentence.

Follow the words while I read the question. *Which word correctly completes this question?*

First click on the arrow to make the choices appear, then click the correct word. Do that now.

Give students time to select an answer.

READ ALOUD

The correct answer is *a*. If you did not select this word, you can change your answer.

To do this, click on the arrow to make the options appear again, then click on a different word. If you made a mistake, you can change your answer now.

Once you have finished, click on 'Next' at the bottom right-hand side of the screen.

Give students time to correct their answer, if needed.

Answer any student questions as necessary.

READ ALOUD

Look at *Practice Question 2*.

Drag **three** names in this sentence to the box below.

| | | | | | |
|-------|--------|-----|--------|-----|----------|
| Troy, | Mollie | and | Bob | sat | together |
| | | in | class. | | |

Names

Follow the words while I read the question. Drag **three** names in this sentence to the box below.

To answer this question, you can do one of two things.

You can drag the names into the box or you can click on a name, then click on the box. If you click on the name you will notice the box around the name turns green.

Notice the word **three** is in bold. You will need to drag **three** names to the boxes.

Give students time to drag the words.

READ ALOUD

The three words you should have dragged are *Troy, Mollie* and *Bob*.

These names can be in any order.

If you made a mistake you can drag the word back to the bar, then drag or click the correct word to put it in a box.

Once you have finished, click on 'Next' at the bottom right-hand side of the screen.

Give students time to correct their answer, if needed.

Answer any student questions as necessary.

READ ALOUD

Look at *Practice Question 3*.

Click on the verb in this sentence.

Dogs sometimes chase cats .

To answer this question, you must read the first sentence then you must click on the word in the second sentence, based on the instructions in the first sentence. Your choice will become dark blue once clicked.

Sometimes the words in the second sentence have blue shading behind them, like in this question, and sometimes they do not. In either case, you click in the second sentence and your choice will turn dark blue.

Follow while I read the first sentence. *Click on the verb in this sentence.*

Do that now.

Give students time to click on a word.

READ ALOUD

The correct answer is *chase*. If you made a mistake, click on the box with the incorrect answer to deselect it, then click on the correct word.

Once you have finished, click on 'Next' at the bottom right-hand side of the screen.

Give students time to correct their answer, if needed.

Answer any student questions as necessary.

READ ALOUD

Look at *Practice Question 4*.

Mum uses a _____ to water the plants.

Click on the play button to hear the missing word.



Type the correct spelling of the word in the box.

Answer here

For some questions you will need to use earphones.

In this question, a sentence is shown on the screen with a space where the word you have to spell should be. You will listen to the sentence using the audio player on your screen and your earphones and you will hear the word you need to spell

When I tell you to, put your earphones on and then click on the play button. Listen to the sentence then click in the box and type the word into the box.

If the sound is too low or too loud, you can adjust it by turning the volume up or down on the audio player.

Put your earphones on now. In the blue bar on your screen, the play button is the little arrow on the left side.

Click it.

The volume (or sound) button is next to it.

Click on the volume button and adjust the sound if you need to.

Type the missing word you hear into the box.

Give students time to listen to the word and type it into the box.

READ ALOUD

The correct answer is *hose*. H-O-S-E. If you made a mistake with the spelling, you can delete the word and type the word with the correct spelling.

The computer will not let you put any spaces, numbers or symbols in the box.

You can only type letters. It doesn't matter whether you use lower case or upper case letters.

Give students time to correct their answer, if needed.

READ ALOUD

That is the end of the practice questions.

Do you have any questions?

Answer any student questions as necessary.

READ ALOUD

Now, click on the 'Finish practice' button in the bottom right-hand corner of your screen.

This will take you to a holding page while I read out some instructions to you.

Give students time to move to the holding page.

READ ALOUD

There are two parts to this test. In the first part you will have to answer grammar and punctuation questions. In the second part you will have to answer spelling questions. You will need your earphones for the second part of the test only.

There are 50 questions in the Conventions of Language test and you have 40 minutes to complete all the questions, unless you have been granted extra time.

Do your best work. If you make a mistake, you can easily change your answer on screen as we practised in the practice questions.

If you find that a question is too hard, flag it and go on to the next question. When you reach the end of the test, if you have time, you can go back and check or change your answers, or answer questions that you left out.

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

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

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

I will tell you when you have about five minutes left. You can also check how much time is remaining by looking at the timer in the top left-hand corner of your screen. Your timer will flash when you have ten minutes and five minutes left.

Begin the session by clicking the 'Start session' button on the test administration session dashboard.

READ ALOUD

You may start now.

Actively supervise students to make sure they are on task.

Monitor the progress of the students and provide a reminder, if necessary, to ensure that all students spend at least half of the test time on the grammar and punctuation questions.

Students who finish early should be encouraged to check their answers. When finished checking, they should sit and wait patiently. They may not engage in 'early finisher' activities, such as reading, which may provide clues to the test question answers. If a whole class finishes the test before the allocated time, you may use discretion in managing the test environment and closing the test session.

After 35 minutes, READ ALOUD

You have about five minutes left to finish the test, unless you have been granted extra time. If you have already finished, use this time to check that you have answered all the questions.

When your time ends you will see a screen asking you to click on 'Finish'.

If you finish before your time ends you can finish your test by clicking on 'Finish'.

Once you have finished your test, wait quietly.

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 five minutes of test time remaining. When your dashboard shows that the time has expired for all students:

READ ALOUD

Thank you everyone. The Conventions of Language test is now finished.

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

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

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

READ ALOUD

Leave your **student session slip** on your desk to be collected.

You should now all close down the test browser.

Once all test attempts have been finished, finalise the test session by clicking the 'Finalise session' button on the test administration session dashboard.

If any test attempt is still paused at this stage, you will not be able to finalise the test session. You must inform the NAPLAN coordinator of all paused test attempts. Check that all students have closed the locked down browser or, where appropriate, the unsecured browser.

After the test

- recharge devices for the next test session, if necessary
- collect all student session slips
- collect any slips containing the unsecured browser URL
- collect and store school earphones
- notify the NAPLAN coordinator of any
 - absent students
 - students who refused to login or logged in and did not complete the test
 - students who abandoned the test due to illness or injury
 - test disruptions or incidents
 - paused test attempts
 - errors in the spelling of student names
- return the test administrator slip, student session slips and any other test materials to the NAPLAN coordinator.

Numeracy test administration – Year 3

Please ensure that you are familiar with the information in this handbook before administering this test. This test is to be conducted in one session. Year 3 students will not have access to the online calculator during any part of this test. The test is an assessment of a student's ability in numeracy.

Time allocation

Introduction time: approximately 15 minutes.

Test time: 45 minutes

(unless extra time has been granted due to a disability adjustment).

Preparation for the Numeracy test session

To prepare for the Numeracy test you will need to:

- make sure you have your test administration pack from NAPLAN coordinator
- arrange the room so that students cannot see another student's work. Where students are in a computer lab that has been designed to facilitate collaboration, computers may need to be moved or barriers put up between students
- take down, cover or reverse any posters, displays or teaching materials that might help students to answer questions
- check that your device is fully charged or connected to a power supply
- confirm there are sufficient devices for all of the students in the test session (taking into account any students bringing their own device) and that they are fully charged or connected to a power supply
- confirm that there are sufficient sets of earphones for those students who wish to use them in the test session
- turn on devices
- connect the devices to the internet
- ensure you have a sufficient number of slips of paper on which the URL for the unsecured browser is written (for students with PNP codes AST and COL)
- be prepared to assist students in opening the appropriate locked down browser for their device
- check you have access to a whiteboard or blackboard
- check that you are aware of all the disability adjustments provided to the students in your session and how to manage them
- check that you have all the appropriate test materials
- check that the student materials are available for the students
- check that no calculators are available.

To start the test session:

- use your test administrator login details for the session to create a test session code for this test
- write the test session code on the board
- if the test session includes students who have a disability adjustment which allows them to use an unsecured browser (rather than the locked down browser), provide the URL for the unsecured browser to these students on a slip of paper and assist them with logging in as necessary
- distribute the student session slips.

Materials required

| Each student must have | The test administrator must have |
|---|--|
| <ul style="list-style-type: none">• a device that meets the technical specifications for NAPLAN online• their student session slip for this session• a sheet of blank paper for working out• a pencil• earphones (optional). | <ul style="list-style-type: none">• a device that meets the technical specifications for NAPLAN online• this test administration handbook• the test administrator slip for the session (containing the test administrator login details necessary for generating the test session code)• extra blank paper• spare pencils• a watch or clock• a board to display the test session code• a list of students allocated to the test session (including details of disability adjustments). |

Students may use earphones to access the online assessment platform audio player if they wish to have questions read out to them. Encourage students who ask you to read questions aloud, to use the audio player. You may read the question aloud to the student if necessary.

Test administration script

READ ALOUD

Today you will complete a Numeracy test.

You should all have your student code for this test on a piece of paper. Make sure this piece of paper contains your correct name.

You should have a blank piece of paper and a pencil for working out. This sheet of paper will not be marked, but it will be collected at the end of the test.

If you want to have the questions read out to you by the audio player, you should have earphones with you.

Check to see that you have these things.

Allow students time to check they have these items.

READ ALOUD

You should have your device turned on in front of you.

If you are using earphones, the first thing we will do is check your sound level. If you want to have the questions read out to you, you will need to use your earphones, so it is important to check the sound settings.

Check that your earphones are plugged in. Set your device's volume to 75% of its maximum level. You will be able to adjust the volume within the test player.

Allow students time to check their sound settings. Assist them in adjusting the sound, if necessary.

READ ALOUD

Now we will open the student test player.

FOR STUDENTS USING THE LOCKED DOWN BROWSER: click on the icon for the locked down browser on your desktop and wait.

(FOR STUDENTS USING AN UNSECURED BROWSER ONLY (PNP codes AST and COL): type the web address written on the slip of paper I gave you into your browser and click 'Enter'.)

You should now all see a page which displays a number of options. One of these will say 'NAPLAN 2017'.

Raise your hand if you cannot see this screen or the 'NAPLAN 2017' button.

Resolve any issues before continuing. Ensure that no student is inappropriately using the unsecured browser.

READ ALOUD

Now, click on the 'NAPLAN 2017' button.

You should now all see the audio check screen. Select play to hear the sound. If you can hear the sound select 'I can hear the sound' and then select 'Start Test'. If there is a problem with your audio raise your hand. Resolve any issues before continuing.

READ ALOUD

You should now all see the test session login screen.

Raise your hand if you cannot see this screen.

Resolve any issues before continuing.

READ ALOUD

I've written the **test session code** on the board. Type this code into the boxes.

Be careful to type the letters exactly as they appear on the board. Once you have typed the session code into the boxes, click on 'Next' and wait.

Allow students time to type in the test session code, providing assistance where necessary.

READ ALOUD

Now type your student code into the boxes on your screen. This is the code that is printed on your piece of paper. Once you have typed it in, click on 'Next' and wait.

You should all now see a box asking you to confirm your name. Check your name carefully. If your name is correct, click on 'Yes' and wait. If it is not your name or it is not spelled correctly, raise your hand and I will help you.

Assist students as required, noting any incorrectly spelled names. Ensure all students have successfully logged into the correct test attempt before continuing.

READ ALOUD

You should now all be able to see a screen that says 'NAPLAN: Year 3 Numeracy', as well as your name. Under your name you will see a button that says 'Practice questions'. If you can't see these things, put your hand up and I will help you.

Give students time to check their details.

READ ALOUD

Before you begin the test, we will work through some practice questions together.

Click on the button that says 'Practice questions' now. You should see the first practice question. If you can't see the question raise your hand and I will help you.

Give students time to locate the button and click on it. Resolve any issues before continuing.

Students with disability required adjustments providing alternative items only:

Students with adjustments providing alternative items may not be able to interact with some of the practice questions below. Direct them to click 'Next' at the bottom right hand of the screen if they cannot interact with the question.

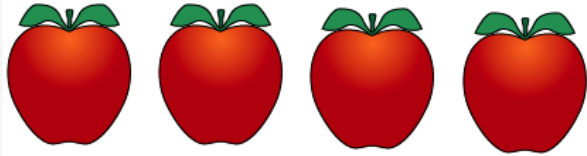
READ ALOUD

There are three practice questions. Each of the practice questions shows you how to answer a different type of question. We will do the practice questions together but you will have to do the test questions by yourself.

READ ALOUD

Look at *Practice Question 1*.

How many apples are shown?

☐

3

☐

4

☐

5

☐

6

Follow the words while I read the question.

How many apples are shown?

Click the button next to the correct answer.

There is only **one** correct answer.

Answer the question now.

Give students time to click on a button.

READ ALOUD

The correct answer is **4**.

If you did not click this button, click the correct button now and your answer will change.

Once you have finished, click on 'Next' at the bottom right-hand side of the screen.

Give students time to correct their answer.
















Answer any questions as necessary.

READ ALOUD

Look at *Practice Question 2*.

Evelyn, Haden and Ryder went fishing.

The picture graph shows how many fish they caught.

| Name | Number of fish |
|--------|---|
| Evelyn |      |
| Haden |      |
| Ryder |      |

Evelyn caught more fish than Ryder.

Follow the words while I read the question.

*Evelyn, Haden and Ryder went fishing. The picture graph shows how many fish they caught. Evelyn caught **something** more fish than Ryder.*

To answer this question, you must select the correct answer from the drop-down box.

Click on the arrow at the side of the drop-down box and the selection of answers will appear.

Move the cursor over the answer you want and click on it.

You can only select **one** answer.

Give students time to select their answer.

READ ALOUD

The correct answer is 3. If you didn't select this answer, click the arrow on the side of the drop-down box again and click on the correct answer.

Once you have finished, click on 'Next' at the bottom right-hand side of the screen.

Give students time to change their selection.

Answer any questions as necessary.

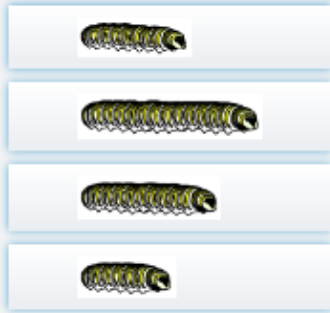
READ ALOUD

Look at *Practice Question 3*.

Hudson sees 4 caterpillars at the park.

Order the caterpillars from the shortest to the longest.

Put the shortest at the top.



Follow the words while I read the question.

Hudson sees four caterpillars at the park. Order the caterpillars from the shortest to the longest. Put the shortest at the top.

To answer this question, you have to place the caterpillars in order from shortest on the top to longest on the bottom.

Click and hold your cursor on one of the pictures at a time and drag it to where you want that picture to be placed.

Give students time to arrange the caterpillars in order.

READ ALOUD

The correct answer is: shortest on top, then next shortest under it, then next longest, then longest.

If you didn't select this answer, drag the caterpillars to the correct order now.

Give students time to reorder their caterpillars.

READ ALOUD

That is the end of the practice questions.

Do you have any questions?

Answer any questions from the students.

READ ALOUD

Now, click on the 'Finish practice' button in the bottom right-hand corner of your screen. This will take you to a holding page while I read out some instructions to you.

Give students time to move to the holding page.

READ ALOUD

In this test, I can read the questions to you if you need help, but I can't read numbers or symbols to you unless they are part of the text in the question. Also, I cannot explain the questions. If you have earphones, you can also click on 'Play' to have the questions read to you through your earphones.

There are 36 questions in the Numeracy test and you have 45 minutes to complete all the questions, unless you have been granted extra time.

Do your best work. If you make a mistake, you can change your answer. If you find that a question is too hard for you, flag it and go on to the next one.

There are three sections in this test. At the end of each section you will see a message on your screen asking if you would like to review your answers before moving to the next section. This is a reminder to go back to any of the questions you flagged and check them before starting the next set of questions. If you have time, you can also go back to questions at any point during the test.

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

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

I will tell you when you have five minutes left. You can also check to see how much time is remaining by looking at the timer in the top left-hand corner of your screen. Your timer will flash when you have ten minutes and five minutes left.

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

Click the 'Start session' button on the test administration session dashboard.

READ ALOUD

You may start now.

Actively supervise students to make sure they are on task.

You can read the questions to students but you cannot explain or paraphrase the questions for them. You **cannot** read numerals or symbols unless they are embedded within text. Refer to the section titled *Assisting students* earlier in this handbook for additional guidelines.

Students who finish early should be encouraged to check their answers. When finished checking, they should sit patiently and wait. They may not engage in 'early finisher' activities, such as reading, which may provide clues to the test question answers. If a whole class finishes the test before the allocated time, you may use discretion in managing the test environment and closing the test session.

After 40 minutes, READ ALOUD

You have about five minutes left to finish the test, unless you have been granted extra time. If you have already finished, use this time to check that you have answered all the questions.

When your time ends you will see a screen asking you to click on 'Finish'.

If you finish before your time ends you can finish your test by clicking on 'Finish'.

Once you have finished your test, wait quietly.

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 five minutes of test time remaining. 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 finished your test, you should have a message confirming that it has been finished.

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

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

READ ALOUD

Leave your working out page and your **student session slip** on your desk to be collected.

You should now all close down the test browser.

Once all test attempts have been finished, finalise the test session by clicking the 'Finalise session' button on the test administration session dashboard.

If any test attempt is still paused at this stage, you will not be able to finalise the test session. You must inform the NAPLAN coordinator of all paused test attempts.

Check that all students have closed the locked down browser or, where appropriate, the unsecured browser.

After the test

- recharge devices for the next test session, if necessary
- collect all working out pages and student code slips
- collect any slips containing the unsecured browser URL
- collect and store school earphones
- notify the NAPLAN coordinator of any
 - absent students
 - students who refused to login or logged in and did not complete the test
 - students who abandoned the test due to illness or injury
 - test disruptions or incidents
 - paused test attempts
 - errors in the spelling of student names
- return test administrator slips, student code slips, working out pages and any other test materials to the NAPLAN coordinator.

Appendix 1

PNP codes

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

| PNP code | Name | Online assessment platform adjustment | Action required by test administrator |
|----------------------------------|---|--|--|
| SUP | NAPLAN support person | No online assessment platform adjustment. Domains applicable: Reading, Conventions of Language, Numeracy. | Students working with a NAPLAN support person should not disturb other students. Test environment arrangements should ensure that this does not impact other students. |
| OSS | Oral sign / support | No online assessment platform adjustment. | Students working with oral sign / support should not disturb other students. Test environment arrangements should ensure that this does not impact other students. |
| SCR | Scribe | No online assessment platform adjustment. Domains applicable: Writing only. | Students working with a scribe should not disturb other students. Test environment arrangements should ensure that this does not impact other students. |
| RBK | Rest break | No online assessment platform adjustment. | Test administrator will need to pause student's test attempt when it is time for them to take a break. Once the student has returned from their rest break, the test administrator will need to resume the test attempt. |
| Adjustments providing extra time | | | |
| ETA | Extra time – 1/6 of total test time (i.e. 5 minutes for a 30-minute test, 10 minutes for a 60-minute test) | Online assessment platform will automatically allocate extra time if this PNP code is allocated. Online assessment platform will round up to the nearest minute. | None – online assessment platform will automatically calculate and add the extra time to the individual student's timer. |

| PNP code | Name | Online assessment platform adjustment | Action required by test administrator |
|--|--|--|---|
| ETB | Extra time – 1/3 of total test time (i.e. 10 minutes for a 30-minute test, 20 minutes for a 60-minute test) | Online assessment platform will automatically allocate extra time if this PNP code is allocated. Online assessment platform will round up to the nearest minute. | Test administrator must ensure that the timing allowed for the test caters for the total duration of tests for students with extra time. |
| ETC | Extra time – 1/2 of total test time (i.e. 15 minutes for a 30-minute test, 30 minutes for a 60-minute test) | Online assessment platform will automatically allocate extra time if this PNP code is allocated. Online assessment platform will round up to the nearest minute. | |
| Adjustments allowing secure browser to be disabled | | | |
| AST | Assistive technology | Disable browser lockdown restriction to allow setting manipulation (customised pointing devices, keyboards, software access, etc.). | Secure browser cannot be used with these adjustments. Students not using a secure browser will require additional supervision to ensure they are not using prohibited functionality, such as external websites or calculators. |
| COL | Colour contrast modification | Disable browser lockdown restriction to allow student to adjust colour, contrast or brightness settings on their device. | |
| Adjustments through offline testing | | | |
| BRA | Braille hardcopy | No online assessment platform adjustment. | Student will sit a paper-based version of the NAPLAN tests. |
| Adjustments providing alternative items | | | |
| AIA | Alternative items - audio | Online assessment platform will swap <i>audio items</i> for alternatives if alternative items are defined for this PNP code. | None – the online assessment platform will automatically substitute affected items with appropriate alternative items. |
| AIV | Alternative items - visual | Online assessment platform will swap <i>visually detailed items</i> for alternatives if alternative items are defined for this PNP code. | |

| PNP code | Name | Online assessment platform adjustment | Action required by test administrator |
|----------|---|---|---------------------------------------|
| AIM | Alternative items – motor assistive | Online assessment platform will swap <i>non-compatible motor assistive items</i> for alternatives if alternative items are defined for this PNP code. | |
| AAM | Alternative items - both audio and motor assistive | Online assessment platform will swap <i>audio items</i> and <i>non-compatible motor assistive items</i> for alternatives if alternative items are defined for this PNP code. | |
| AVM | Alternative items - both visual and motor assistive | Online assessment platform will swap <i>visually detailed items</i> and <i>non-compatible motor assistive items</i> for alternatives if alternative items are defined for this PNP code. | |
| ALL | Alternative items - audio, visual and motor assistive | Online assessment platform will swap <i>audio items</i> , <i>visually detailed items</i> and <i>non-compatible motor assistive items</i> for alternatives if alternative items are defined for this PNP code. | |