

# Handbook for principals and NAPLAN coordinators — NAPLAN Online

# 2021



# Key contacts

## Materials

Enquiries about	Contact
<ul style="list-style-type: none"><li>• delivery of test materials</li><li>• number of copies of test materials</li><li>• replacement of misplaced return labels</li><li>• delivery of student reports</li></ul>	<b>Helpdesk</b> 1800 771 166 naplan.qld@fujjerox.com
<ul style="list-style-type: none"><li>• tracking Australia Post consignments</li></ul>	<b>Australia Post</b> 13 13 18 auspost.com.au

## Administration

Enquiries about	Contact
<ul style="list-style-type: none"><li>• adjustments for students with disability and test exemption (refer to <i>Handbook for principals and NAPLAN coordinators — NAPLAN Online 2021</i> before contacting the QCAA)</li></ul>	(07) 3864 0396 <a href="mailto:naplan@qcaa.qld.edu.au">naplan@qcaa.qld.edu.au</a>
<ul style="list-style-type: none"><li>• emergencies and breaches</li></ul>	(07) 3864 0481
<ul style="list-style-type: none"><li>• test abandonments</li></ul>	(07) 3864 0481
<ul style="list-style-type: none"><li>• return of test materials (Year 3 writing)</li></ul>	(07) 3864 0396

## NAPLAN tests

For further information about the National Assessment Program — Literacy and Numeracy (NAPLAN) tests, refer to ACARA's NAP website ([www.nap.edu.au](http://www.nap.edu.au)).

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# Handbook overview

NAPLAN tests are held during May each year. The purpose of the *Handbook for principals and NAPLAN coordinators — NAPLAN Online 2021* is to make sure that principals and their delegates, NAPLAN coordinators and school technical support officers understand what is required to administer NAPLAN online.

The following organisations are involved in the NAPLAN tests:

- **The Australian Curriculum, Assessment and Reporting Authority (ACARA)** has responsibility for the development and central management of the National Assessment Program — Literacy and Numeracy (NAPLAN).
- **Education Services Australia (ESA)** manages the online national assessment platform on which the NAPLAN Online tests are delivered.
- **The test administration authority (TAA)** in each state or territory is responsible for the administration of the tests in their jurisdiction. All states and territories administer the tests in accordance with nationally agreed protocols. The TAA for Queensland is the Queensland Curriculum and Assessment Authority (QCAA).

Principals have the ultimate responsibility within their school for ensuring that the tests are appropriately administered. Principals are expected to ensure that all relevant information is conveyed in a timely manner to all staff members involved in the administration of NAPLAN Online at the school.

There are three parts to this handbook:

- **Part A:** Relevant sections from the *National protocols for test administration — NAPLAN Online 2021*, including the code of conduct. These protocols apply to all schools administering NAPLAN Online.
- **Part B:** Describes the tasks for which school principals and their delegates are specifically responsible. Includes jurisdiction-specific information.
- **Part C:** Quick start guide which will support principals and NAPLAN coordinators in accessing the platform.

# Part A: Extracts from *National protocols for test administration — NAPLAN Online 2021*

## 1 Introduction

The Australian Curriculum, Assessment and Reporting Authority (ACARA) has responsibility for the development and central management of the National Assessment Program — Literacy and Numeracy (NAPLAN). The test administration authority (TAA) in each state or territory is responsible for the administration of the tests in their jurisdiction. All states and territories administer the tests in accordance with nationally agreed protocols. NAPLAN tests are held during May each year for students in Years 3, 5, 7 and 9. Education Services Australia (ESA) manages the online national assessment platform ('platform') on which the NAPLAN Online tests are delivered.

The *National protocols for test administration — NAPLAN Online 2021* (the protocols) provide detailed information on all aspects of the administration of the tests. Technical guidance on the use of the platform is provided separately in the *Handbook for principals and NAPLAN coordinators — NAPLAN Online 2021* and *NAPLAN Online test administration handbook for teachers 2021*.

The protocols set out the principles to manage security of the tests, the test environment and other relevant factors to ensure valid, reliable, nationally comparable results are obtained. These protocols specify security requirements and uniform processes and procedures to ensure students complete the tests under similar conditions. In cases where individual students require special arrangements to complete the tests, these arrangements are provided at the school in consultation with the school and the relevant TAA.

In order to maintain the integrity of the tests, the testing process and, ultimately, test results, these protocols must be followed. Breaches of the protocols and allegations of cheating or improper behaviour are taken very seriously, and substantiated cases of improper behaviour will be reported publicly in ACARA's annual test incident report. A code of conduct (see Section 2) is included in order to assist TAAs and schools in determining what are appropriate and inappropriate behaviours. Information on how breaches are dealt with is provided in Section 10.

ACARA, in cooperation with states and territories, will continue to review the protocols to ensure that NAPLAN Online tests are delivered in an appropriate and consistent manner across all states and territories.

These protocols are designed to apply to the majority of situations. However, the relevant TAA should be contacted for specific advice if it is apparent the protocols do not adequately provide guidance or if there are problems meeting the requirements in these protocols.

## 2 Code of conduct

The NAPLAN code of conduct is designed to uphold the integrity of the tests by outlining the fundamental principles upon which the test administration is based. Undermining test integrity by breaching these principles or the protocols will lead to an investigation and, if allegations are substantiated, to potentially serious consequences.

This code provides a summary of acceptable and unacceptable behaviours. At all times educators must ensure that tests are administered in a way that is fair and equitable for all students, in order to provide an accurate assessment of students' capabilities at the time of testing.

### 2.1 Participation and accessibility

**2.1.1 NAPLAN is a national assessment, and all eligible students are expected to participate. NAPLAN should be accessible to all eligible students to allow them to demonstrate their actual skills and knowledge.**

2.1.2 Disability adjustments that are appropriate for students to access and participate in the tests should be granted.

2.1.3 It is unacceptable to exert influence on parents/carers to withdraw their children from testing.

### 2.2 Test integrity

**2.2.1 NAPLAN is primarily an assessment of learning, so the test environment must be tightly controlled to maintain test integrity. This includes the conduct of test administrators, support staff, and the presence of unauthorised teaching or support material.**

2.2.2 The integrity of the tests must be maintained at all times; cheating is not permitted.

2.2.3 The test environment must neither advantage nor disadvantage any student.

2.2.4 Tests should be appropriately administered. In deciding what is appropriate, principals should take into consideration the time, location, supervision and technical support requirements, where applicable, for the test sessions.

2.2.5 Active supervision of students during the tests is required (see Section 8.9.7).

2.2.6 Providing unauthorised assistance to students during the tests is not permitted.

2.2.7 Providing unauthorised additional time for the tests is not permitted.

2.2.8 Allowing students access to unauthorised materials and aids during the tests is not permitted.

2.2.9 Allowing students unauthorised internet access, beyond that necessary to access the tests, is not permitted.

2.2.10 Test administrators should ensure their actions before, during and after the tests do not unduly impact on students' results.

2.2.11 Any attempt by school staff to unfairly or dishonestly manipulate test results is not permitted.

2.2.12 Any attempt by any party to modify an answer after the test is completed by the student is not permitted.

## 2.3 Test preparation

- 2.3.1 **Schools and teachers should adopt appropriate test preparation strategies that familiarise students with the test process and question formats, but do not excessively rehearse students such that results reflect prepared work rather than students' own abilities.**
- 2.3.2 The best preparation schools can provide for students is teaching the Australian Curriculum, as implemented in all states and territories.
- 2.3.3 Any actions that compromise the ability of students to produce results that reflect their own unrehearsed knowledge and skills are inappropriate.
- 2.3.4 The preparation of possible responses for any test is inappropriate.
- 2.3.5 Any attempt by students to gain an unfair advantage is inappropriate.
- 2.3.6 Principals must ensure all students are familiar with the functionality of the NAPLAN Online tests and range of item types in each domain (see Section 3.3.3 and Section 7.3).
- 2.3.7 Principals must ensure that all students are familiar with the type of device that they will be using for NAPLAN Online.

## 2.4 Test security

- 2.4.1 **The security of the tests is critical to ensure that students' individual results accurately reflect their abilities. Test materials must be kept secure to avoid any premature disclosure of content or unauthorised disclosure of test materials at any time.**
- 2.4.2 The security and confidentiality of the test materials must be maintained from the time they are delivered to the school, generated or accessible via the platform, to the end of the test security period (see Section 8.5.3). Secure test materials for online are defined in Section 11. Schools delivering tests via the low-bandwidth solution are required to complete the Remote Application Log as directed by the QCAA.
- 2.4.3 The content of NAPLAN Online tests must not be disclosed prior to or during the test security period. For more details on post-security period use of test materials, see Section 4.3.12.
- 2.4.4 Tests must not be conducted outside the secure school location unless prior permission has been granted by the QCAA.
- 2.4.5 All secure test materials, including student session codes, must be secured and returned to NAPLAN coordinators immediately after each test session (not left in the possession of test administrators, classrooms or other insecure storage areas).
- 2.4.6 Schools should ensure that students have logged out of test attempts at the completion of each test session and that students' test attempts are finalised at the completion of testing. Schools using a low-bandwidth application can expect finished test attempts to reconcile automatically when the test administrator finalises the test session, the NAPLAN coordinator next logs into the Remote application on their device, and internet connectivity is available.

- 2.4.7 Schools must not copy, store, transcribe or transmit tests or student responses, or cause responses to be recorded, except as outlined by these protocols.
- 2.4.8 If schools are provided with paper test materials then test security should be maintained in line with the *National protocols for test administration 2021* for paper tests.

## 2.5 Communication

- 2.5.1 **Effective communication at all levels is essential for the efficient and transparent delivery of the tests.**
- 2.5.2 Principals and their delegates must read and understand the *Handbook for principals and NAPLAN coordinators — NAPLAN Online 2021* (this document) and the relevant *NAPLAN Online test administration handbook for teachers 2021*.
- 2.5.3 Failure to read or become aware of these protocols and documents is not a valid reason for breaching the protocols.
- 2.5.4 Principals, NAPLAN coordinators and test administrators must adhere to the instructions outlined in the *Handbook for principals and NAPLAN coordinators — NAPLAN Online 2021* and *NAPLAN Online test administration handbook for teachers 2021*. Principals should seek clarification from the QCAA if unsure of any points.
- 2.5.5 Dishonest and inappropriate practices should be actively discouraged and will not be tolerated. Allegations of breaches of the *National protocols for test administration — NAPLAN Online 2021* should be reported promptly.
- 2.5.6 It is the responsibility of the principal to make parents and carers aware of the main aspects of the online testing program.

## 2.6 Paper tests

- 2.6.1 ALL Year 3 students in online schools will complete the writing test on paper and the *National protocols for test administration 2021* for paper tests will apply.
- 2.6.2 Schools are not permitted to revert from online tests to paper tests without direction by the QCAA. Schools must follow QCAA direction where rescheduling to paper tests is required.
- 2.6.3 Where schools have been directed by the QCAA to conduct paper tests, the *National protocols for test administration 2021* for paper tests will apply.

## 3 Communications

### 3.1 Responsibilities of ACARA

3.1.1 ACARA is responsible for:

- maintaining a website for NAPLAN information ([www.nap.edu.au](http://www.nap.edu.au)) with updates on all aspects of the national tests
- a communications strategy clearly outlining the respective roles played by ACARA and the TAAs. This includes communication to schools that will be made available to TAAs. Materials arising from this strategy that ACARA is responsible for will be made available on the National Assessment Program (NAP) website ([www.nap.edu.au](http://www.nap.edu.au))
- maintaining the *National protocols for test administration — NAPLAN Online 2021*, which is a key risk control and communication document for the NAPLAN program
- ensuring that minimum technical requirements for administering the online tests are communicated to the QCAA and made available to schools on the NAP website ([www.nap.edu.au](http://www.nap.edu.au))
- developing national communication messaging, to be adapted by TAAs for local dissemination.

### 3.2 Responsibilities of test administration authorities (TAAs)

3.2.1 Content for this section can be found in the complete *National protocols for test administration — NAPLAN Online 2021*, on ACARA's NAP website [www.nap.edu.au](http://www.nap.edu.au).

### 3.3 Responsibilities of principals

3.3.1 Principals may delegate tasks to staff, but the responsibility remains with the principal.

3.3.2 Principals are required to:

- ensure that parents/carers of students in Years 3, 5, 7 and 9 are fully informed about the program
- discuss and plan for disability adjustments, withdrawals and exemptions where appropriate
- record in the platform: disability adjustment codes, withdrawals, exemptions, abandonments due to illness and injury, absences, refusals, students no longer enrolled, students taking the test in an alternative format
- ensure that all relevant staff are aware of the scheduling and IT requirements (for example, minimum technical specifications for devices, technical readiness requirements) during the NAPLAN Online test window
- ensure that all relevant staff are fully informed of their roles and responsibilities and test administration requirements

- ensure that all staff are aware that they must maintain test security at all times
  - ensure that NAPLAN student reports are delivered to parents/carers in a timely manner as prescribed by the QCAA after they are made available
  - be aware of any additional jurisdiction-specific responsibilities outlined in Part B of this handbook.
- 3.3.3 Principals are responsible for ensuring that all students have access to the NAPLAN Online public demonstration site [www.nap.edu.au/online-assessment/public-demonstration-site](http://www.nap.edu.au/online-assessment/public-demonstration-site) or other equivalent means of familiarisation as advised by the QCAA. Students must be given the opportunity to become familiar with the functionality of the NAPLAN Online tests and range of item types in each domain before they sit NAPLAN tests.
- 3.3.4 Principals are responsible for acknowledging that they have read and understood the *Handbook for principals and NAPLAN coordinators — NAPLAN Online 2021*, which includes the relevant sections of these protocols. This acknowledgment must be done by the principal and cannot be delegated.

## 4 Security and integrity of test materials

### 4.1 Responsibilities of test administration authorities (TAAs)

- 4.1.1 Content for this section can be found in the complete *National protocols for test administration — NAPLAN Online 2021* on ACARA's NAP website [www.nap.edu.au](http://www.nap.edu.au).

### 4.2 Responsibilities of test administration authorities with contractors

- 4.2.1 Content for this section can be found in the complete *National protocols for test administration — NAPLAN Online 2021* on ACARA's NAP website [www.nap.edu.au](http://www.nap.edu.au).

### 4.3 Responsibilities of principals

- 4.3.1 The principal will receive account and login details for the platform prior to NAPLAN. The principal is responsible for creating accounts to provide access to the platform for school staff. The principal also retains overall responsibility for ensuring that only appropriate staff have access to the platform and that these staff understand the need to maintain security of test materials (see Section 11).
- 4.3.2 The principal is responsible for ensuring that test materials are appropriately secured.
- 4.3.3 The principal must notify the QCAA immediately if test material security has been breached in any way. This obligation commences at the time access details for the platform or other test materials have been received in the school.

- 4.3.4 Test materials must be received in person by the principal or the principal's delegate/s (someone who occupies a position of suitable responsibility, whom the principal nominates as an eligible person to accept the test material delivery). The principal is to ensure that the authorised person who receives the test materials signs for them and legibly records their name and the time the material arrives at the school. This information may be requested by the QCAA. When a courier is used to deliver materials, materials must not be left unattended on school premises. If this occurs, the QCAA must be notified immediately.
- 4.3.5 Where couriers cannot avoid making deliveries after school hours, the principal or the principal's delegate must take delivery of the test materials.
- 4.3.6 The principal, or the principal's delegate, who signs for the materials is to ensure the contents of deliveries are correct as soon as possible after the receipt of the material. Packages must be checked for tampering.
- 4.3.7 In the event of incorrect/incomplete delivery or evidence of tampering or other compromise in security during transit, the QCAA must be notified immediately and any jurisdiction-specific process followed. Any additional test materials dispatched to schools will be forwarded using the same level of security as that used for the original dispatch.
- 4.3.8 These procedures must be followed for all test materials, including platform access materials, low-bandwidth test options, and alternative formats.
- 4.3.9 The principal must ensure that teachers and students not involved in the tests do not have access to the test materials. Principals responsible for tests using the low-bandwidth solution need to ensure the security of the devices at all times until testing has concluded in their school and all test attempts have been reconciled and the device reset. Between tests, devices need to be stored securely, in the same way as paper tests.
- 4.3.10 Videos and photographs
- The principal must ensure that videos or photographs are not taken during test sessions. This is to protect students from being distracted and to ensure the security of the test. Videos and photographs for media opportunities, including social media, must be taken outside the test sessions and must not show test materials.
  - In the event of a technical issue being experienced by a school (see Section 8.12.4), the QCAA may advise the principal or their delegate to take a photograph of a device.
- 4.3.11 The principal must ensure that test administrators are fully aware of test processes and are made familiar with information provided on test security. During the test security period, security protocols apply to all people present in classrooms and the school in general, including university students on practicum.

#### 4.3.12 Post-security period use of test materials

- Principals (and their teaching staff) are permitted to use NAPLAN tests<sup>1</sup> for non-commercial educational use within their school after the test security period has ended. Permitted NAPLAN tests include the paper NAPLAN test and released NAPLAN Online test materials.
- Principals (and their teaching staff) are not permitted to upload NAPLAN tests to any website, intranet site or equivalent media and are not permitted to provide NAPLAN tests to parents/carers or members of the wider community, including the media, even after the test security period has ended. This applies to NAPLAN test materials from 2008 onwards.

## 5 Student participation cohorts

5.0.1 All students in Years 3, 5, 7 and 9 are expected to participate in NAPLAN tests. Students in all other year levels do not participate in NAPLAN tests.

5.0.2 The participation status of some students may be changed either prior to testing or at the conclusion of testing, depending on the situation.

### 5.1 Assessed students

5.1.1 Assessed students include (a) students who attempt the test (and are not otherwise treated as absent because of abandonment due to illness or injury), (b) students who are exempt from testing and (c) students who are present but refuse to sit the test (see Section 5.6).

5.1.2 Students in Years 3, 5, 7 and 9 in each state and territory attending government and non-government schools are expected to participate in the testing.

5.1.3 Students in ungraded classes, who are equivalent in age to students in Years 3, 5, 7 and 9, are expected to take the relevant year-level national tests.

### 5.2 Exempt students

#### 5.2.1 Criteria for exemption

- Students may be exempt from one or more of the tests (that is, reading, writing, conventions of language, numeracy) on the grounds of English language proficiency or disability.
- Students with a language background other than English, who arrived from overseas and have been attending school in Australia for less than a year before the test, should be given the opportunity to participate in testing, but may be exempt.

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<sup>1</sup> Not all NAPLAN Online items will be released. ACARA will provide schools with visibility of released items through the school and student summary report (SSSR). Schools are permitted to use released items for educational purposes after the NAPLAN test security period.

- Students with significant intellectual disability and/or students with significant coexisting conditions that severely limit their capacity to participate in the tests may be exempt from taking NAPLAN. This is decided after the principal, student and the relevant parent/carer have consulted with each other and agreed that the student is not able to access the tests even with adjustments.

#### 5.2.2 Parent/carer signed consent for exemptions

- Principals must obtain signed parent/carer consent for all exempt students prior to testing. Principals can expect information from the QCAA on the preferred method for collecting and recording this information.

#### 5.2.3 Recording reason for exemption

- The reason for exemption (English language proficiency or student with disability) must be recorded by the school. For students with disability, the level of adjustment reported for the Nationally Consistent Collection of Data on School Students with Disability (NCCD)<sup>2</sup> must be recorded. The NCCD identifies 4 levels of adjustment:
  - support provided within quality differentiated teaching practice
  - supplementary adjustments
  - substantial adjustments
  - extensive adjustments.

#### 5.2.4 Treatment of exempt students' data and results

- Students who qualify for exemption and do not submit a test attempted under test conditions are considered as assessed students and are counted in the 'below minimum standard' calculations for reporting purposes in national and jurisdictional summary data. Results for exempt students are not included in school-level calculations of means.
- Students who meet the criteria for exemption, but who take any or all of the tests under test conditions and formally submit those tests, will be counted as assessed students with the score that they achieved.
- Exempt students who are absent at any time during the test window must still be recorded as exempt students, rather than absent students.
- The text that will appear on the individual student report for tests for which students are exempt will read: *Your child was exempt from this test and is considered not to have achieved the national minimum standard.*
- Where a student is exempt from all tests, it is recommended that an individual student report not be issued.

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<sup>2</sup> [www.nccd.edu.au](http://www.nccd.edu.au)

### 5.3 Withdrawn students

#### 5.3.1 Criteria for withdrawal

- Students may be withdrawn from the testing program by their parent/carer. This is a matter for consideration by individual parents/carers in consultation with their child's school. School staff must not influence parents to withdraw their child (see Section 2.1.3). Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing.

#### 5.3.2 Parent/carer signed consent for withdrawals

- Principals must obtain signed parent/carer consent for all withdrawn students prior to testing. Principals can expect information from the QCAA on the preferred method for collecting and recording this information.

#### 5.3.3 Treatment of withdrawn students' data and results

- Withdrawn students are not counted as part of the cohort of assessed students.
- Withdrawn students who are absent at any time during the test window must still be recorded as withdrawn students, rather than absent students.
- The text that will appear on the individual student report for tests for which students are withdrawn will read: *Your child was withdrawn from this test.*
- Where a student is withdrawn from all tests, it is recommended that an individual student report not be issued.

### 5.4 Absent students

#### 5.4.1 Students must be recorded as absent if:

- they are not present at school when the test is administered and are unable to sit a test in a catch-up session during the test window or school's planned testing schedule
- or
- they are present at school but are unable to take a test as a result of accident or mishap prior to the scheduled test session, preventing their participation, and are unable to sit a test in a catch-up session. If this occurs after they enter the test session, it is considered abandonment (see Section 5.5).

#### 5.4.2 Students must not be recorded as absent if:

- they are not present on a testing day, but consent has been received for them to be exempt or withdrawn (see Section 5.2 Exempt students; Section 5.3 Withdrawn students)
- they are present for the tests, but do not attempt any part of the test (see Section 5.6 Non-attempts and refusals).

#### 5.4.3 Principals are encouraged to facilitate students' participation in the tests by holding a catch-up session for those students who were identified as absent on the day they were scheduled to do the test but return to school within the

school's planned test schedule (see Section 8).

#### 5.4.4 Treatment of absent students' data and results

- Absent students are not counted as part of the cohort of assessed students.
- The text that will appear on the individual student report for tests for which students are absent will read: *Your child was absent from this test and no result has been recorded.*
- Where a student is absent from all tests, it is recommended that an individual student report be issued. The QCAA can provide further advice on the issuing of reports to students who are absent from all tests.

### 5.5 Sanctioned abandonment

#### 5.5.1 Abandonment of a test applies only where sanctioned and verified by the QCAA and refers only to:

- a student who has started a test but who abandons the test due to illness or injury
- a student who cannot complete a rescheduled test following a postponement due to a technical disruption (see Section 8.7) during the test window.

#### 5.5.2 A student's participation status may only be recorded in the platform as 'sanctioned abandonment' after verification of the reason by the QCAA.

#### 5.5.3 Sanctioned abandonment does NOT apply to students who do not complete the test but are present for the entire test session, or who choose to leave the session without a sanctioned reason that is verified by the QCAA; such students must be counted as assessed with the score that they achieve (see Section 5.6, Non-attempts and refusals). These students are not permitted to complete a catch-up test or a rescheduled test.

#### 5.5.4 All instances of students who have started a test but who then abandon the test due to illness or injury must be reported to the QCAA as soon as practicable for advice on appropriate actions (see Section 8.11.5). The student is not permitted to complete the test in a catch-up session.

#### 5.5.5 Treatment of students' results and data where abandonment applies

- Reasons for abandonment must be recorded and sanctioned by the QCAA to avoid the student being considered assessed. When abandonment is reported to and sanctioned by the QCAA, students who have abandoned the test are not counted as part of the cohort of assessed students.
- Where the school fails to contact the QCAA regarding a potential abandonment, the student will be considered as assessed, with the mark based on any test items completed.
- The text that will appear on the individual student report for tests which students have abandoned due to illness, injury or absence following a reschedule will read: *Your child does not have a result for this test due to illness, injury or technical reason.*

## 5.6 Non-attempts and refusals

- 5.6.1 Students who are in attendance at school for the test session but do not log into or attempt any part of a test, or who abandon the test session in a non-sanctioned manner, must not be marked as absent and are considered assessed.
- Students who do not log in must be recorded as refused.
  - Students who log in and refuse to provide an answer or answers at any point in the test will be recorded as participating once their test session is finalised.
- 5.6.2 Treatment of students' results where the test is not attempted
- The text that will appear on the individual student report for tests where a student is marked as refused will read: *Your child was present for this test but did not complete any part of the test.*

## 5.7 International fee-paying students

- 5.7.1 International fee-paying students (defined as students holding a student visa under the *Education Services for Overseas Students Regulations 2001*) are encouraged to participate in NAPLAN tests to facilitate classroom- and school-level learning outcomes. However, results are not recorded as part of jurisdictional data for public policy purposes.
- 5.7.2 International fee-paying students are not included in jurisdiction datasets but will receive a student report.

## 5.8 Hosted and visiting students

- 5.8.1 Students are expected to undertake the tests at the school in which they are enrolled. If a student is away from their regular location (for example, visiting interstate), it may be possible for the student to be given an opportunity to take the tests at a school in the student's temporary location. Principals should contact the QCAA for further information.
- 5.8.2 Principals of potential host schools are encouraged to facilitate the participation of visiting students where the student's regular location and the host school are delivering the same mode of testing. Where the mode of testing is online, host principals are responsible for ensuring that visiting students are familiar with the NAPLAN Online platform prior to taking the tests. Where the test mode is different, principals must contact the QCAA for advice.
- 5.8.3 Where a student is visiting, the principal at the host school is responsible for contacting the TAA to arrange for the test attempts completed by the visiting student to be transferred to their home school.
- 5.8.4 The student's results will be included in the dataset for their home school and state/territory.

The student will receive a student report through their own school.

## 6 Adjustments for students with disability

- 6.0.1 Student participation in NAPLAN is the joint responsibility of schools and the QCAA, as outlined in these protocols.
- 6.0.2 Adjustments permitted in the tests are detailed in this section and apply only to students with disability. Adjustments are permitted for students with disability to support their access to the tests and facilitate maximum participation. For the NAPLAN program, disability is defined as per the Commonwealth *Disability Discrimination Act 1992*.<sup>3</sup>
- 6.0.3 Students are allowed access to their usual standard non-educational facilities and furniture that form part of their everyday assessment adjustments under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*. Standard provisions and furniture may include, for example, usual medication, food or medical equipment.
- 6.0.4 Adjustments are intended to enable access to the tests on an equivalent basis to students without disability.
- 6.0.5 Adjustments for students with disability for NAPLAN should be determined in line with these protocols on a case-by-case basis by the school together with the QCAA, the parent/carer and the student. Examples of the application of these adjustments can be found in a set of ‘scenarios’<sup>4</sup> published on the NAP website ([www.nap.edu.au](http://www.nap.edu.au)).

### 6.1 Disability Discrimination Act 1992 and Disability Standards for Education 2005

- 6.1.1 The *Disability Standards for Education 2005* provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students and outline the obligations of school education providers under the *Disability Discrimination Act 1992*.
- 6.1.2 The Standards outline an obligation for education providers to make reasonable adjustments where necessary to ensure the maximum participation of students with disability. The framework provides for:
- consultation with the student (or an associate of the student)
  - consideration of whether an adjustment is necessary
  - identification of a reasonable adjustment if an adjustment is necessary
  - making the reasonable adjustment.
- 6.1.3 The term ‘reasonable adjustment’ is described as a measure or action taken to assist a student with disability to participate in education on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

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<sup>3</sup> [www.austlii.edu.au/au/legis/cth/consol\\_act/dda1992264](http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264)

<sup>4</sup> [www.nap.edu.au/naplan/school-support/adjustments-for-students-with-disability/disability-adjustments-scenarios](http://www.nap.edu.au/naplan/school-support/adjustments-for-students-with-disability/disability-adjustments-scenarios)

## 6.2 Adjustments, test requirements and student participation

- 6.2.1 Where disability impacts on access to and participation in the tests, reasonable adjustments may be granted to facilitate access to all or some of the tests.
- 6.2.2 Adjustments are based on the following equity principles and are designed to maximise participation in the NAPLAN tests:
- Adjustments should allow students with disability to access and participate in NAPLAN tests.
  - A student may have access to more than one adjustment in any one test and different adjustments may be appropriate for different tests.
  - Adjustments should reflect the kind of support and assistance normally required for assessment in the classroom in order for the student to demonstrate what they know and can do, noting that adjustments that are appropriate in a learning environment may not be appropriate in an assessment environment.
  - Adjustments should not compromise the ability to assess the underlying construct and skills that are the objects of the assessments (see Section 6.2.4).
- 6.2.3 All disability adjustments that are available in the platform are available via the low-bandwidth solution.
- 6.2.4 The NAPLAN tests are designed to provide a summative, nationally comparable understanding of student performance in reading, writing, conventions of language and numeracy. The tests are not designed as formative tools, and adjustments appropriate for learning environments may not be appropriate for NAPLAN tests. Adjustments are not appropriate (even if they are usually provided for the student in their classroom) if they compromise a student's ability to demonstrate the following constructs and skills:
- **Writing:** The NAPLAN writing tests assess a student's ability to convey thoughts, ideas and information through the independent construction of a text in Standard Australian English.
  - **Reading:** The NAPLAN reading tests assess the ability of students to independently make meaning from written Standard Australian English texts, including those with some visual elements. Reading the stimulus material and/or questions aloud to a student during the reading test is therefore not appropriate or permitted.
  - **Conventions of language:** The NAPLAN conventions of language tests assess a student's ability to independently recognise and use correct Standard Australian English grammar, punctuation and spelling in written contexts. Reading questions aloud to a student during the conventions of language test is therefore not appropriate or permitted.
  - **Numeracy:** The NAPLAN numeracy tests assess students' knowledge of mathematics, their ability to independently apply that knowledge in context, and their ability to independently reason mathematically. Explaining

questions or interpreting diagrams in the numeracy test is therefore not appropriate or permitted. Reading any words, numbers or symbols embedded within text is permitted, but not any numbers or symbols that are not embedded within text.

For information on appropriate and permitted behaviours, see Section 8.9.11.

### 6.3 Responsibilities of test administration authorities (TAAs)

6.3.1 The QCAA will:

- comply with a consistent approach across all states and territories where students access any adjustments as set out in the *National protocols for test administration — NAPLAN Online 2021*
- provide test materials in an alternative format (see Section 11 for definition) for those students who meet the criteria.

### 6.4 Responsibilities of principals

6.4.1 The principal must:

- ensure a range of strategies, including personalised education plans and the NAPLAN Online public demonstration site, has been used to identify adjustments required by students with disability and, where necessary, apply in writing to the QCAA for permission and/or alternative formats, according to the timelines set by the QCAA
- ensure that parents/carers and students are informed about, and have agreed to, the nature of the adjustment/s the student will receive
- document all adjustment arrangements and ensure disability adjustment codes (DAC) are entered in the platform, and keep a record of these for audit purposes
- make arrangements at the school level to provide students with disability with the adjustments they require
- comply with the QCAA requirements for requesting and recording adjustments provided by the school
- ensure that the test administrator supervising the test has a thorough understanding of the students' requirements, as well as protocols related to adjustments and their administration.

6.4.2 The types of adjustments that may be provided for NAPLAN Online are described in Sections 6.5 to 6.15. Principals are advised that this list is not exhaustive and granting of a listed adjustment is not automatic. It is important to ensure that each application is assessed individually according to the relevant state/territory process and the student's needs.

6.4.3 The principal may consult the accessibility guidelines, *Guide for schools to assist students with disability to access NAPLAN Online* ([nap.edu.au/online-assessment/accessibility](http://nap.edu.au/online-assessment/accessibility)), for further advice.

## 6.5 Approval of disability adjustments

6.5.1 Disability adjustments must be approved by the QCAA or by the school.

QCAA-approved disability adjustment	School-approved disability adjustment
<ul style="list-style-type: none"> <li>• Alternative test format materials: braille, large print, black and white hard copy, electronic PDF test</li> <li>• Assistive technology that requires an unsecured browser (e.g. colour contrast modification)</li> <li>• Computer for writing (Year 3 only)</li> <li>• Extra time — double</li> <li>• Scribe (writing test only)</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative items — visual</li> <li>• Alternative items — audio</li> <li>• Black text with blue background theme</li> <li>• Black text with green background theme</li> <li>• Black text with lilac background theme</li> <li>• Black text with white background theme</li> <li>• Black text with yellow background theme</li> <li>• Extra time — 1 minute for every 2 minutes of test time</li> <li>• Extra time — 1 minute for every 3 minutes of test time</li> <li>• Extra time — 1 minute for every 6 minutes of test time</li> <li>• NAPLAN support person</li> <li>• Oral/sign support</li> <li>• Rest breaks</li> <li>• Assistive technology that does not require the unsecured browser and is compatible with the test construct (e.g. ergonomic mouse, Bluetooth headphones, classroom communication devices)</li> </ul>

## 6.6 Braille (QCAA-approved)

6.6.1 There are currently technical limitations which prevent the tailored test design used for NAPLAN Online being implemented for braille students. As such, braille students will continue to undertake NAPLAN using hard copy, fixed pathway tests, as per previous years' arrangements. These will be the braille versions of the same tests used by students sitting NAPLAN paper tests.

6.6.2 Braille test materials can be provided for students who use braille to access the curriculum. All test materials are produced in contracted single-line spaced braille. However, for students who lack proficiency or who are new braille users, the test materials can be provided in uncontracted or double-line spaced formats, on request.

6.6.3 Braille test materials will be provided for only those tests which are specified for a student by their school. For each test, the materials will include:

- braille format of the testbook and stimulus (where applicable)
- a print transcript of the braille format of each braille testbook and stimulus (where applicable)
- models for items in the numeracy test, where required.

- 6.6.4 Students completing the braille numeracy calculator-allowed test, who use standalone software and talking calculator options where answers are presented in an audible way, should access such devices via a headphone jack.
- 6.6.5 The logistics of using braille format warrant the provision of some extra time for all students accessing the test in this manner, regardless of their proficiency in this medium. For braille users, guidelines regarding the provision of extra time are as follows. Note that these times are a guide only. The allocation of extra time for a braille user should be decided on a case-by-case basis.

Writing	Reading	Conventions of language	Numeracy
20 minutes per hour	30 minutes per hour	30 minutes per hour	40 minutes per hour

- 6.6.6 Schools wishing to access braille test materials and the associated additional time adjustment for students must apply to the QCAA in line with these protocols.
- 6.6.7 Completed braille tests must be returned in the manner prescribed by the QCAA.

## 6.7 Large print and other offline formats (QCAA-approved)

- 6.7.1 Students should be encouraged to use the platform magnification as the default 'large print'. However, if students are unable to access the tests using adjustments in the platform, various formats of large print testbooks are available. These should be provided to the student in the same format that is generally used for their classroom assessment.
- 6.7.2 Large print materials must be ordered in advance through the QCAA. The formats available are: A4, N18 font; A4, N24 font; A3, N18 font; A3, N24 font; A3, N36 font.
- 6.7.3 Students who have previously required other offline formats, namely black and white hard copy and electronic PDF test format, should be encouraged to use the platform adjustments to access the NAPLAN Online test.

## 6.8 Use of a scribe (writing test) (QCAA-approved)

- 6.8.1 A scribe may be permitted to assist a student with disability to complete the writing test only. The role of a scribe is to provide access to the writing test, including logging into the test for a student, not to improve a student's performance in this test.
- 6.8.2 A scribe may be provided for a student with disability in the writing test who meets **all** of the following criteria:
- has significant difficulty with the physical act of typing due to a disability (this does not refer to a student's difficulty processing what they want to type), or lacks fine motor control due to a disability, or experiences excessive fatigue of hands or upper limbs due to a disability

**and**

- regularly works with a scribe in the classroom

**and**

- would be unable to access the writing tests by any of the other adjustments available.

- 6.8.3 Scribes are only appropriate for students with disability if using a scribe is regular literacy assessment practice and where other adjustments are not sufficient or available. Scribes are only appropriate for students whose disability physically impacts their ability to access a computer. Where appropriate, students should be encouraged to undertake the tests independently of a scribe using alternative adjustments.
- 6.8.4 A NAPLAN scribe:
- must be officially and regularly engaged as a scribe by the school
  - must be familiar with, and agree to adhere to, the NAPLAN scribe rules prior to scribing the NAPLAN writing test for the student
  - may be a teacher, teacher's aide, or other appropriate person. Another student or a parent/carer of the student must not act as their scribe. A scribe should, wherever possible, be familiar with the student in question.
- 6.8.5 A scribe may type a student's response.
- 6.8.6 A scribe is permitted for the writing test where the disability is of an enduring nature. A scribe is not permitted for a student who has a temporary injury (such as a broken arm) at the time of the writing test.
- 6.8.7 Students who use a scribe may be permitted the use of a NAPLAN support person for the other NAPLAN tests, if appropriate. Students should access an appropriate amount of extra time (see Section 6.12).
- 6.8.8 In order to ensure national consistency in the use of scribes and to ensure that the results are not compromised, prior written permission to use a scribe **must** be sought and given by the QCAA. Failure to do so may lead to results being invalidated.
- 6.8.9 Scribe rules
- Test instructions should be delivered exactly as outlined in the *NAPLAN Online test administration handbook for teachers 2021*.
  - The scribe may log into the test for the student.
  - The scribe must type the following words at the beginning of the document: *This student has approval for a scribe and all scribing rules are acknowledged.*
  - After allowing the student time to reflect and consider, the scribe will type as the student dictates and must not suggest ideas or words to use nor prompt the student in any other way. The student must be aware of the need to advise the scribe to add punctuation.
  - As the student dictates, the scribe will type word for word to reproduce the student's own language.
  - The scribe must type without inserting any punctuation except as and

where dictated by the student.

- The scribe must type all words in lower case except as and where dictated by the student.
- The scribe must type all sentences in a block without inserting paragraph breaks, except as and where dictated by the student.
- The student may read or, request the scribe to read, the text back throughout the test for the purpose of maintaining continuity. However, the scribe should not lead the student to re-read the scribed text.
- A spelling test must be performed before the student can be given the scribed text to proofread and edit. At the completion of the writing test time, the test administrator will need to add an appropriate amount of time for the spelling test. A test administrator should use their professional judgement when adding time.
- The scribe will select four (4) simple words, four (4) common words and four (4) difficult words that have been used in the scribed text and ask the student to orally spell each one. The scribe will record the student's oral spelling of each of these 12 words in a space below the scribed text.
- When completed, the scribe must ensure the student cannot see the scribed text by scrolling past it and showing the student only the 12 recorded spellings. The scribe must ask the student to check these words and indicate any changes that the scribe should make. When the test is over, the scribe will type the selected words in brackets next to each of the words spelt by the student to avoid any confusion during the marking process.
- If necessary, the test administrator will add an appropriate amount of time for the student to edit their work. A test administrator should use their professional judgement when adding time. During the editing time, the scribed text is given to the student to proofread and to indicate where punctuation is to be placed, if not indicated by the student in their original dictation. The scribe will then type the capitals, full stops, paragraphs etc. into the scribed text as directed by the student.
- During this time the student may also indicate any changes or additions to the scribed text, and the scribe will type these where indicated by the student.
- Please note for Year 3 writing, the paper test scribe rules apply.

## **6.9 Assistive technology (QCAA-approved)**

- 6.9.1 Advice on the use of assistive technologies should be sought from the QCAA. Assistive technology that requires the use of an unsecured browser requires QCAA approval.
- 6.9.2 Students can usually use assistive technologies that are compatible with the platform and the test construct (see Section 6.2.4 for information on test constructs) without the QCAA approval. Refer to the QCAA for advice.

- 6.9.3 Acceptable assistive technology includes access to:
- ✓ customised pointing devices or keyboards
  - ✓ switch devices
  - ✓ screen magnification tools
  - ✓ assistive listening devices
  - ✓ text-to-speech software to access student responses in the numeracy test only (students using a text-to-speech software may need to be supported by a support person to ensure that the screen reader only reads allowable parts of the test)
  - ✓ a physical calculator for the calculator section of the numeracy test where students with disability cannot access the on-screen calculator
  - ✓ a word processor for the Year 3 writing test only (responses must be printed and returned for processing in the manner prescribed by the QCAA).
- 6.9.4 Unacceptable aspects of assistive technology use include:
- ✗ word prediction
  - ✗ spelling and grammar checking
  - ✗ text-to-speech software for writing, conventions of language and reading tests
  - ✗ calculator use during the non-calculator numeracy section.
- 6.9.5 Students accessing assistive technology are likely to need extra time. The allocation of extra time should be decided on a case-by-case basis. Refer to Section 6.12 for more details on allocating extra time. If it is decided to allocate double time (only available for students using assistive technology), then application to the QCAA for approval is required. Refer to Section 6.10 for more details on allocating double time.
- 6.9.6 Colour contrast modification
- Students have the ability to control brightness and background colours, including inverting the colour theme BNW (black text with white background) to white text with black background, through the settings on their device while using an unsecured browser.

## **6.10 Extra time — double (QCAA-approved)**

- 6.10.1 Allowing a student double the total testing time requires QCAA approval.
- 6.10.2 This adjustment is permitted only in exceptional circumstances, for example where a student has comorbid disabilities that do not prevent them from accessing the test but require a combination of adjustments that are each, in themselves, time-consuming. This adjustment is usually available only for students using assistive technology and is therefore assigned in conjunction with the appropriate disability adjustment code.

## 6.11 Use of a NAPLAN support person: non-writing domains (school-approved)

- 6.11.1 A NAPLAN support person may:
- be permitted for students with disability to assist with access to the reading, conventions of language and numeracy tests, for example by clicking on or dragging answers indicated by the student, or typing short responses or answers dictated by the student for the tests
  - provide access to the test by logging in for the student
  - read aloud only those elements of the test that can be read to all students (see Section 8.9.11)
  - be either a teacher or a person officially engaged by the school to carry out this function.
- 6.11.2 The role of NAPLAN support person is distinct and separate from the role of test administrator. See Section 6.8 for information on supported access to the writing test.
- 6.11.3 A NAPLAN support person is permitted only for those students with disability (including a temporary disability such as a broken arm) who experience difficulty in using a computer (for example, due to fine motor difficulty), or any other adjustments available, including students whose usual assistive technology is not compatible with the platform, or who usually use such a support person to participate in classroom assessments.
- 6.11.4 A NAPLAN support person is permitted to provide access to the tests only and must adhere to the relevant requirements outlined in Sections 8.9 and 8.10, and may only provide the same access to test content that a test administrator can. Prompting, interpreting or paraphrasing etc. are practices that are strictly prohibited. Common assessment principles and a commitment to upholding the integrity of the assessment environment must be adhered to when administering and overseeing the use of adjustments.
- 6.11.5 Parents/carers and family members as a NAPLAN support person
- If a parent/carer or family member has a child at a school at which they are regularly employed and/or engaged by the school in the capacity of a support person, then he/she may be permitted to be a NAPLAN support person.
  - A NAPLAN support person cannot be the parent/carer or family member of any student in the class of students being tested.
  - If the parent/carer or family member is not employed by the school in a formal position, then he/she is not permitted to assist in the NAPLAN tests as a NAPLAN support person.
  - Principal and school discretion and common sense should be applied, and the QCAA should be consulted if necessary.

## 6.12 Extra time and rest breaks (school-approved)

- 6.12.1 Extra time may be provided for students with disability who usually require additional time to complete assessment tasks. Rest breaks may be provided for students with disabilities who need regular breaks when completing assessment tasks.
- 6.12.2 Extra time and rest breaks may also be provided for students with disability who are accessing assistive technology where the logistics of use increase time taken and/or physical effort to access test materials or interact with the platform.
- 6.12.3 Extra time and rest breaks are managed differently in the platform.
- Extra time is added to a student's test in the platform prior to the test. The platform automatically allocates the extra time to the test.
  - Rest breaks must be managed manually by pausing the timer on the test.
- 6.12.4 Different options are available in the platform for adding extra time to a student's test.

QCAA-approved disability adjustment	School-approved disability adjustment
<ul style="list-style-type: none"> <li>• Extra time — double (the total test time)</li> </ul>	<ul style="list-style-type: none"> <li>• Extra time — 1 minute for every 2 minutes of test time</li> <li>• Extra time — 1 minute for every 3 minutes of test time</li> <li>• Extra time — 1 minute for every 6 minutes of test time</li> </ul>

- 6.12.5 The table below shows the total test duration for each extra time scenario, depending on the original (standard) test time.

Test duration (minutes)				
Standard time	Extra time — 1 minute for every 6 minutes of test time	Extra time — 1 minute for every 3 minutes of test time	Extra time — 1 minute for every 2 minutes of test time	Extra time — double the total test time (see Section 6.10)
40	47	53	60	80
42	49	56	63	84
45	53	60	68	90
50	58	66	75	100
65	76	87	97	130

- 6.12.6 It is recommended that no more than 1 minute for every 6 minutes of test time be granted. However, depending on the level of disability or logistics involved with the use of assistive technology, a longer time may be needed. The teacher and school are best placed to make a final decision regarding extra time based on the specific circumstances of the student in question, in line with the QCAA requirements.

- 6.12.7 Where relevant, rest breaks can be used as an alternative to extra time to avoid student fatigue, although there will be instances where both adjustments are necessary.
- 6.12.8 It is recommended that no more than 10 minutes of rest time per hour of test time be granted. However, if it is normal practice for the student to have more time in normal classroom assessments, additional rest break time may be provided. The teacher and school are best placed to make a final decision based on the specific circumstances of the student in question, in line with the QCAA requirements.
- 6.12.9 The test administrator must pause the test when a rest break begins and resume it on completion of the rest break. The student must not have access to the working out paper, writing implements, device being used to take the test or text entry device during a rest break.
- 6.12.10 Braille users: see Section 6.6. Assistive technology users: see Section 6.9.

### **6.13 Oral/sign support (school-approved)**

- 6.13.1 Students who are deaf, have a hearing impairment or are hard of hearing may access oral or signed communication (for example, Auslan). The support person must be a skilled and familiar communication partner with the student. A support person is permitted to read or sign the instructions in all tests. Signing is permitted only for those sections of the tests that can be read to all students (see Section 8.9.11).

### **6.14 Alternative items and colour themes (school-approved)**

- 6.14.1 Audio alternative items are assigned to a student in the platform prior to the test. Audio alternative items replace audio files for spelling with text passages for proofreading. The platform automatically provides the audio alternative items.
- 6.14.2 Visual alternative items are assigned to a student in the platform prior to the test. Visual alternative items simplify or enlarge images, where identified as necessary, including text within images, for easier viewing. The platform automatically provides visually accessible items.
- 6.14.3 Colour themes are assigned to a student in the platform prior to the test. Different colour themes are available in the platform for students who normally access their classroom assessments copied onto coloured paper or used with colour overlays. The available themes are:
- black text with white background (this theme can be inverted by system settings for white text with black background, when an unsecured browser is used — see Section 6.9.6: Colour contrast modification)
  - black text with blue background
  - black text with lilac background
  - black text with green background
  - black text with yellow background.

## 6.15 Temporary injuries

- 6.15.1 Where a temporary injury, which impacts on the student's ability to access the tests independently, has been sustained prior to the test, the school may make appropriate disability adjustments such as a rest break or a NAPLAN support person for the reading, conventions of language or numeracy tests.
- 6.15.2 A scribe is not permitted for students who have a temporary injury (such as a broken arm) at the time of the writing test.
- 6.15.3 A doctor's certificate may be requested to support an application for adjustments for a student with a temporary injury. It is not appropriate to request adjustments where these are not warranted by the nature of the injury.
- 6.15.4 Where a student with temporary injuries is using an adjustment for classroom learning, schools must ensure that the appropriate approval for NAPLAN is obtained from the QCAA (if required by these protocols).
- 6.15.5 If no available adjustment is appropriate to enable participation, the student must be marked absent from the test.

## 7 Preparing students for the test

- 7.0.1 NAPLAN tests provide point-in-time information in relation to student performance. It is important that the results accurately reflect student ability. NAPLAN tests are not intended to be pass/fail type tests.
- 7.0.2 NAPLAN tests are intended to complement the existing range of school-based assessments. It is important that teachers ensure that students, while taking the NAPLAN tests seriously, are not overwhelmed by the experience. Students must be familiar with test format and response types, including technology-enhanced items that are a part of NAPLAN Online tests, but excessive practice is not recommended. Students must also be familiar with using the device which they will be using to undertake the tests.
- 7.0.3 The provision of broad and comprehensive teaching and learning programs aligned to the Australian Curriculum is the best preparation that schools can provide for their students. Therefore, excessive coaching and test preparation are inappropriate.

### 7.1 Practice for the NAPLAN writing test

- 7.1.1 It is appropriate for students to gain experience in producing writing scripts on a device under timed test conditions using practice topics.
- 7.1.2 It is not appropriate for teachers to instruct students in the preparation of a common script for the purpose of reproducing it during the test. Where scripts from students at the same school are found to have significant commonalities such that they could be considered to be pre-prepared learned scripts, this may be considered a breach of protocol.

### 7.2 Practice for other NAPLAN tests

- 7.2.1 It is appropriate for students, particularly students participating in the NAPLAN tests for the first time, to be made familiar with the format, language, response types and time constraints of the reading, conventions of language and numeracy tests before they take the tests. Students should understand that they must complete the tests without communicating with other students and without teacher assistance (except where adjustments for students with disability are deemed necessary).

### 7.3 Familiarisation with NAPLAN Online

- 7.3.1 Principals must ensure all students are familiar with the functionality of the NAPLAN Online tests and range of item types in each domain. Principals can use the NAPLAN Online public demonstration site for this purpose or equivalent method as advised by the QCAA. Demonstration tests will be available to low-bandwidth schools for download.
- 7.3.2 Host principals are also responsible for ensuring that visiting students are familiar with the NAPLAN Online platform prior to taking the tests (see Section 5.8.2 on hosted and visiting students).

## 8 Administering the tests

### 8.1 Responsibilities of test administration authorities (TAAs)

8.1.1 Content for this section can be found in the complete *National protocols for test administration — NAPLAN Online 2021* on ACARA's NAP website [www.nap.edu.au](http://www.nap.edu.au).

### 8.2 Responsibilities of principals

- 8.2.1 Principals have overall responsibility for ensuring that these protocols are followed in their school, including when they have delegated duties and system access for test administration. This includes ensuring that IT requirements are met (for example, minimum technical specifications for devices and technical readiness requirements, as well as monitoring the progress and submission of all NAPLAN Online test attempts within their school within the NAPLAN Online test window).
- 8.2.2 Principals are responsible for the administration of arrangements for students undertaking catch-up and rescheduled tests (see definitions in Section 11) and the conditions under which they are taken.

### 8.3 Students registered for non-school-based locations

- 8.3.1 Arrangements for the administration of the tests for students who do not normally attend a regular school location will vary in accordance with the legislation, regulations and policies in each of the states and territories. These protocols do not override existing state and territory requirements and may not reflect or apply to all situations.
- 8.3.2 In accordance with jurisdiction-specific legislation or policy, the QCAA must ensure that students registered for non-school-based education are able to participate in the tests. Where participation in the tests can only occur in non-school locations, the QCAA must ensure that measures are in place to assure the security of the tests. Where this is not possible, students cannot sit the test online.

### 8.4 Test durations

8.4.1 The following table shows the duration of each test:

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

### 8.5 Test sequence by domain

- 8.5.1 Domains should be tested in the following sequence. Note that writing has a two-day test window.
- writing → reading → conventions of language → numeracy

8.5.2 Tests will not be available before the start of the NAPLAN Online test window. The NAPLAN Online test window starts on **11 May 2021** and finishes on **21 May 2021**. The test security period extends for 2 weeks past the end of the test window and finishes on **4 June 2021**. This is one week longer than in previous years.

<b>Monday 10 May</b>	<b>Tuesday 11 May Day 1</b>	<b>Wednesday 12 May Day 2</b>	<b>Thursday 13 May Day 3</b>	<b>Friday 14 May Day 4</b>
Preparation day — No tests permitted	Writing: Year 3 (paper) Year 5 (online)  No writing test available for Year 7 and 9 students.  Year 7 and 9 students can use Day 1 to start other domains, but must follow test sequence.	Writing: Year 5, 7 and 9 (online)  All year levels follow test sequence  Catch-up tests permitted	Writing: Year 7 and 9 (online)  All year levels follow test sequence  Catch-up tests permitted	All year levels follow test sequence  Catch-up tests permitted  Last day for Year 3 writing (paper) catch-up tests
<b>Monday 17 May Day 5</b>	<b>Tuesday 18 May Day 6</b>	<b>Wednesday 19 May Day 7</b>	<b>Thursday 20 May Day 8</b>	<b>Friday 21 May Day 9</b>
All year levels follow test sequence  Catch-up tests permitted	All year levels follow test sequence  Catch-up tests permitted	All year levels follow test sequence  Catch-up tests permitted	All year levels follow test sequence  Catch-up tests permitted	All year levels follow test sequence  Catch-up tests permitted
<b>Monday 24 May</b>	<b>Tuesday 25 May</b>	<b>Wednesday 26 May</b>	<b>Thursday 27 May</b>	<b>Friday 28 May</b>
<p>Test security to be maintained by all schools to 4 June 2021.</p> <p>This week may only be used for testing with permission from the QCAA.</p>				
<b>Monday 31 May</b>	<b>Tuesday 1 June</b>	<b>Wednesday 2 June</b>	<b>Thursday 3 June</b>	<b>Friday 4 June</b>
<p>Test security period to be maintained by all schools to 4 June 2021.</p> <p>This week may only be used for testing with permission from the QCAA.</p>				

- 8.5.3 At the end of the test security period, NAPLAN paper-based tests are considered released (see Section 4.3.12 for guidance on post-test use of materials). NAPLAN Online test materials must remain secure from the time they are delivered to the school, generated or accessible via the platform, to the end of the test security period. Test materials for online are defined in Section 11.

## 8.6 Scheduling

- 8.6.1 Schools must schedule tests so that they are undertaken during the NAPLAN Online test window. Schools must schedule writing from the first day of the appropriate 2-day writing test window and all classes must be scheduled to finish the writing test by the end of the second day of the window. Schools must follow the test sequence (see Sections 8.5.1 and 8.6.2). Schools may schedule test sessions in both the morning and the afternoon.
- 8.6.2 To ensure online schools are able to complete NAPLAN tests within the 9-day testing window, testing for Year 7 and Year 9 students can commence on Day 1 with reading. Schools that opt to begin testing Years 7 and 9 reading on Day 1 but do not complete it, must schedule to begin writing for Years 7 and 9 students on Day 2. Once writing is completed within Day 2 or Day 3, the remainder of reading testing can then be completed, followed by conventions of language and numeracy.
- 8.6.3 Only schools with compelling reasons may be given permission by the QCAA to vary the dates outside the NAPLAN Online test window, during the test security period. The reason must be of a serious order and outside the school or school system's control; for example, where a local public holiday occurs during the testing period or where there are major technology issues/limitations.
- 8.6.4 Tests may be paused and resumed in the case of rest breaks as disability adjustments or test disruptions (see definition in Section 11). See Section 8.11 for information on managing test disruptions.
- 8.6.5 Where there is more than one test scheduled for the same students for any day, the order in the schedule in Section 8.5 must be adhered to, with the exception of students sitting tests in catch-up sessions (see Section 5.4 and definition in Section 11). A minimum of 20 minutes break time for students must be provided between each test session.

## 8.7 Rescheduling

- 8.7.1 Test sessions must be rescheduled if students or classes experience technical or other disruptions and test sessions cannot be started or completed (see definition in Section 11). Principals do not need to seek permission to reschedule within the NAPLAN Online test window.
- 8.7.2 Writing
- Rescheduling of writing must be within the 2-day writing window (see Section 8.5).
  - Schools that reschedule sessions due to technical disruptions should notify the QCAA.

- Any rescheduling of writing outside the 2-day writing window requires approval from the QCAA.
  - The writing test takes priority over any other rescheduled tests.
  - Year 3 students must sit the writing test on **Tuesday 11 May**. Year 3 catch-up sessions must be completed by **Friday 14 May**, in line with the paper test window.
  - Year 5, 7 and 9 catch-up sessions for writing must be completed by **Friday 21 May**.
- 8.7.3 Reading, conventions of language and numeracy
- Rescheduling must be within the 9-day window.
  - Schools that reschedule reading, conventions of language and numeracy sessions due to technical disruptions should notify the QCAA.
  - Schools that reschedule reading, conventions of language and numeracy sessions due to non-technical disruptions need not notify the QCAA.
- 8.7.4 Where test disruptions are likely to impact the ability for schools to successfully complete NAPLAN within the NAPLAN Online test window, principals should contact the QCAA immediately (see Section 8.11).

## 8.8 Preparation for test administration

- 8.8.1 Responsibilities of the principal
- The principal must determine, and appoint if required, relevant persons to act as NAPLAN coordinators and test administrators.
  - The principal must ensure that test administrators are aware of the disability adjustments that students may need to access the tests and any arrangements that must be in place for additional support.
  - The principal must ensure NAPLAN coordinators and test administrators are provided with the relevant *NAPLAN Online test administration handbook for teachers 2021* and all assessment materials, and are familiar with the requirements of the role, including implementation of disability adjustments for relevant students. This also includes ensuring that NAPLAN coordinators and test administrators, including those using the low-bandwidth solution, have sufficient training to complete their tasks within the platform's dashboards.
  - The principal must ensure that technical readiness tests are run within their school and that all devices meet the minimum technical specifications for delivering NAPLAN Online, including devices under a bring your own device (BYOD) policy.
  - The principal must ensure that once the NAP locked-down browser has been installed, students or the school's IT support person must log into and test the locked-down browser before sitting any NAPLAN test.
  - The principal must ensure that test-scheduling for NAPLAN Online complies with the protocols and the NAPLAN Online test window (see Section 8.5).

- The principal must ensure the school community is aware of the school's planned testing schedule in advance of the test window, including opportunities for catch-up sessions. School schedules may be subject to prior approval by the QCAA.
- The principal must ensure NAPLAN coordinators and test administrators are provided with a copy of the code of conduct.
- With any other readiness activities, the principal must follow advice from the QCAA.

8.8.2 The principal must ensure that:

- students undertake the tests within the prescribed sequence, unless undertaking a test in a catch-up session
- students undertake tests with appropriate supervision. Appropriate supervision includes the delivery of the test administration script
- during the test, students do not view material within the test area that could assist them to answer questions or assist with the writing test. Examples of such material include, but are not limited to, multiplication tables, spelling lists and writing charts
- test materials are not provided to any teachers (regardless of year level or subject area) unless required for the delivery of the NAPLAN tests.

8.8.3 The principal has the responsibility to adhere to and enforce the procedures outlined in the *Handbook for principals and NAPLAN coordinators — NAPLAN Online 2021*.

## 8.9 Administering the tests — appropriate behaviours

8.9.1 Test administrators must ensure that professional and ethical behaviour of staff members is demonstrated regarding all aspects of test administration. Any assistance that answers a test question for a student or advantages them in any way will be considered cheating (see also Section 11).

8.9.2 'Cheating' refers to behaviour undertaken with the intent of conferring or obtaining unfair advantage in or from the assessment process.

8.9.3 In the case of a teacher, test administrator or school, an advantage would generally be observed in the performance of the school or cohort, and cheating may include:

- viewing test materials before the test session and using this knowledge to prepare students
- accessing an unsecured browser without approval
- explaining, paraphrasing or interpreting questions (including translating questions into another language or dialect)
- giving verbal or physical hints to students about the accuracy of their responses
- reminding students about related work completed in class
- providing extra time for students to complete a test unless authorised by the protocols

- informing individual students or groups of students undertaking the test in a catch-up session of test content
- changing student responses during or after the test
- knowingly allowing students to engage in behaviour amounting to cheating
- signing on as a student
- deliberately allowing a student to knowingly log into a test attempt using another student's code with the intent to deceive.

8.9.4 Student cheating is not, in itself, considered a breach of these protocols, but may reflect a breach by test administrators. In the case of students, an advantage would generally be observed in their individual result. Acts of academic misconduct by students during the tests, such as cheating, are to be dealt with through schools' existing procedures. Cheating may include intentionally:

- taking unauthorised equipment or prohibited information into the test room
- communicating with any person other than an administrator during the test introduction time, planning time or during the test. This includes communicating with any person outside of the test room via internet or texting
- accessing the internet, information stored on their device, or functionality of their device by disabling the NAP locked-down browser without permission
- accessing the internet, information stored on their device, or functionality of their device without permission if using an unsecured browser
- looking at another student's work.

8.9.5 Where a student is found to have cheated, or is reasonably suspected of having done so, the QCAA must be contacted as soon as possible.

8.9.6 During the tests, students should be seated so they are not able to read work on other students' screens. If students take the tests in their classroom, it is expected that the test administrator will be present at all times. If students are seated with a larger group (for example, in a hall), the student–test administrator ratio must be comparable to that of a regular classroom.

8.9.7 It is expected that test administrators will actively supervise students at all times, including walking around the room, to ensure that test conditions are maintained.

8.9.8 Test administrators are responsible for ensuring that only permitted items are taken into the test area. This involves taking reasonable steps to ensure the security of the testing environment is maintained by students not bringing in cameras and mobile internet or Bluetooth-enabled devices.

- 8.9.9 The following items are NOT permitted in the test area under any circumstances:
- mobile phones (test administrators must ensure that students are notified that mobile phones are not permitted)
  - electronic devices (other than the device for testing) that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries, scanning pens and computerised watches
  - dictionary
  - rulers
  - calculators (other than those approved for students with disability).
- 8.9.10 Test administrators must ensure that students take only the items permitted into the test area. Principals are responsible for ensuring that these items are available to all students. The items permitted are:
- student session slip
  - pencils or pens (as specified by the QCAA)
  - pencil sharpener
  - eraser
  - one blank piece of paper in the conventions of language test, which is to be collected by the test administrator at the end of the test
  - one blank piece of paper for planning in the writing test, which is to be collected by the test administrator at the end of the test
  - one blank piece of paper for working in the numeracy tests, which is to be collected by the test administrator at the end of the test
  - where necessary, assistive technology as a disability adjustment
  - headphones that are compatible with the device being used for testing
  - device, if the school is using BYOD.
- 8.9.11 Reading aloud to students
- The test player includes audio for questions where those questions are allowed to be read aloud, and for the writing stimulus, which students can listen to through headphones.
  - If students request that test administrators read aloud questions, test administrators should encourage the student to use the platform audio. If there is any difficulty, the test administrator can provide assistance in using the platform audio.

Test administrators are permitted to:	Test administrators are NOT permitted to:
✓ read the writing stimulus	✗ read questions or stimulus material in the reading or conventions of language tests
✓ read the text in numeracy questions	✗ read numbers and symbols that are not embedded in text in the numeracy test questions
✓ read numbers and symbols when they are embedded in text in numeracy questions	✗ interpret diagrams, or explain or rephrase questions
✓ read test instructions	✗ paraphrase, interpret or give hints about questions or texts
✓ read practice questions (where applicable)	✗ translate any part of the paper into another language
✓ provide students with assistance in using any of the technical functionality of the platform by, for instance, reminding how to flag an item, reminding how to navigate through the platform or reminding how to activate the reading aloud functionality embedded in the platform.	✗ manipulate the mouse, touch the screen or navigate through the NAPLAN Online test on behalf of the student. In the event that a student needs help because of difficulties with equipment, the test administrator should pause the student's test before inspecting equipment.

## 8.10 Instructions by test administrators

8.10.1 Test instructions must be delivered exactly as documented in the *NAPLAN Online test administration handbook for teachers 2021*. Instructions outside those specified in the *NAPLAN Online test administration handbook for teachers 2021* should be minimal. Typically, these other instructions may be to:

- remind students of elapsed time
- maintain test conditions for all students
- remind students to check that they have completed all questions.

8.10.2 Under no circumstances is it appropriate to prompt students to record or change any response.

## 8.11 Time taken to complete tests and test disruptions

8.11.1 All students must be allocated the standard time set for each test, unless they are granted extra time in accordance with the protocols (see Sections 6.10, 6.12 and 8.4).

8.11.2 Variations from the allocated time may be permitted only in cases where students have been granted extra time as a disability adjustment prior to the tests. Granting of extra time as a disability adjustment must be recorded in the platform by adding the appropriate DAC to the student's profile prior to the relevant test/s.

- 8.11.3 If a test session cannot be commenced or completed due to a test disruption, schools should follow rescheduling instructions (see Section 8.7).
- 8.11.4 Schools should contact the QCAA for advice as soon as possible where:
- they believe a test disruption may impact on test results
  - they have had a significant or persistent test disruption
  - rescheduled test sessions due to test disruptions cannot be scheduled within the online test window.
- 8.11.5 If a student commences any test and, due to illness or injury (migraine, nausea, etc.), is unable to finish the test during the official test session, the QCAA must be contacted. If the QCAA sanctions the reason for the student abandoning the test, the test attempt must be flagged as abandoned in the platform. For students using alternative test formats, the testbook must be marked as abandoned. If the QCAA does not sanction the reason for the student abandoning the test, the testbook/attempt must be submitted/finalised and will be marked.
- 8.11.6 If a student commences any test and is unable to finish the test due to test disruptions, and is absent for any rescheduled test opportunities, the QCAA must be contacted. If the QCAA sanctions the reason for the student's test being considered 'abandoned', the test attempt must be flagged as abandoned in the platform. If the QCAA does not sanction the reason for the student abandoning the test, the test attempt must be finalised and will be marked.
- 8.11.7 Where student behaviour during the tests is disruptive to the point where it might impact on one or more students' results, the assessment environment should be appropriately managed. Students removed from the test room for disciplinary reasons must either continue the test in a separate supervised room immediately or be deemed to have finished the test.

## **8.12 Collection of test materials and post-test procedures**

- 8.12.1 At the end of the test session, test administrators must collect all test materials as well as any paper provided to students, and hand them immediately to the principal or NAPLAN coordinator. No students, teachers (unless they are a test administrator) or any unauthorised person should remove any test materials from the test area.
- 8.12.2 Alternative format test materials, such as braille booklets, must be returned for processing. This must be done in the manner specified by the QCAA, by the specified date. The absence of the principal (or NAPLAN coordinator) from the school is not a reason for the late return of test materials. Schools should have an alternative plan in place if the principal or NAPLAN coordinator is absent during the online test window and security period.

- 8.12.3 Schools must not copy, transcribe or transmit student responses or cause responses to be recorded except as outlined by these protocols. This prohibition includes taking photos or screenshots of items and/or asking students to record their answers separately from their online test (except as may be required for their disability adjustment). Any paper used by students for working out during the tests must be kept until the end of the test security period and then destroyed. Under no circumstances are the working out papers of students to be kept or passed onto classroom teachers or parents/carers.
- 8.12.4 Where directed by the QCAA, for the purpose of diagnosing technical issues, the school may take photos or screenshots of a device. Schools must follow the QCAA direction in taking photos or screenshots and send these via secure transmission using the method dictated by the QCAA. Once the school is certain the QCAA has received the image/s, the original must be deleted completely from all devices, including from digital recycle bins.
- 8.12.5 Under no circumstances should test administrators mark any alternative format testbooks or provide results to teachers, parents/carers and/or students.
- 8.12.6 Schools are responsible for destroying or de-identifying paper testbooks if they wish to keep them. Schools are permitted to keep unused, unnamed copies of the paper testbooks (excluding braille copies) for future reference for internal educational purposes. Refer to Section 4.3.12 for guidance on appropriate post-security period use of the test materials.
- 8.12.7 Schools delivering the tests via the low-bandwidth solution must contact the QCAA and confirm that all test attempts have reconciled successfully. Once confirmed, the QCAA will instruct the NAPLAN coordinator to reset the device and remove all data.

## 9 Marking

### 9.1 Responsibilities of ACARA

- 9.1.1 ACARA is responsible for the quality assurance procedures for marking.
- 9.1.2 A common set of quality assurance procedures and processes to ensure comparable marking standards across the country has been set at the national level.
- 9.1.3 The procedures include:
- a common set of marking criteria for the writing test
  - common training procedures and materials for the writing test, including common marker manuals, training materials, and training of lead markers from the QCAA
  - agreed common minimum procedures for quality assurance that will apply across all TAAs.

## 9.2 Responsibilities of the QCAA

- 9.2.1 Content for this section can be found in the complete *National protocols for test administration — NAPLAN Online 2021*, on ACARA's NAP website [www.nap.edu.au](http://www.nap.edu.au).

# 10 Breaches of test protocols

- 10.0.1 Any allegation of a situation or incident that contravenes these protocols, including the code of conduct, or is suspected of breaching these protocols, is taken seriously and must be investigated and managed in line with the *Guidelines for managing test incidents in schools 2021*, available on the NAP website ([www.nap.edu.au](http://www.nap.edu.au)).
- 10.0.2 Whether an allegation of a breach of these protocols amounts to cheating is a question of whether there was an intent on the part of the person responsible for the breach to effect or obtain an unfair advantage (on behalf of a student, a cohort of students, or a school). The question of intent, where relevant, should be determined during any subsequent investigation.
- 10.0.3 ACARA will publish an annual statement reporting NAPLAN test incidents to support the integrity of the testing process and to inform test administrators about appropriate behaviours.

## 10.1 Reporting of incidents

- 10.1.1 All allegations of test incidents or breaches of these protocols must be reported immediately to the relevant responsible entity and the QCAA.
- 10.1.2 Where an incident is reported or suspected at a school level, the school is required to document the allegation and follow the actions outlined in the *Guidelines for managing test incidents in schools 2021* as soon as possible. Failure to do so is itself a breach of these protocols.
- 10.1.3 Where an incident is reported directly to the QCAA, the principal/s concerned, and/or the appropriate school authority/school owners/school boards, must be notified as soon as possible.

## 10.2 Investigation of incidents

- 10.2.1 When a report alleging a breach of the protocols is received by the QCAA, the relevant responsible entity will require that an investigation of the allegation is undertaken.
- 10.2.2 The investigation of an incident may involve other authorities in cases where the governance of the school does not reside with the state or territory education department or authority.
- 10.2.3 Similarly, any action taken against an individual or a school as the result of an investigation confirming a breach or cheating will be undertaken by the relevant authority or agency.
- 10.2.4 A record of all alleged incidents and breaches, together with the findings and subsequent outcome of the investigation, will be recorded in an incident register and reported to ACARA as soon as possible.

### **10.3 Types of incidents**

- 10.3.1 Situations or incidents cited in this document as examples are not inclusive of all possible situations or incidents. Any incident that occurs that compromises the security or integrity of NAPLAN testing, including behaviours listed as 'inappropriate', should be considered as a possible breach of protocol and reported accordingly for investigation.
- 10.3.2 States and territories may be liable for additional costs of printing, distribution and marking associated with test incidents.

### **10.4 Breaches of security for the writing test**

- 10.4.1 While it is important that the security of all NAPLAN tests is maintained, the content of the writing test is particularly sensitive. Any publication of the content of the writing test poses a significant validity and fairness issue. The writing prompts must be kept secure until the end of the test security period.
- 10.4.2 If the writing topic is known to students in advance, and they have had opportunity to practise their writing, this exposure provides a significant advantage to students and will compromise the test data.
- 10.4.3 Any alleged breaches of writing test content must be immediately reported to ACARA. ACARA will have an action plan to deal with such incidents.

### **10.5 Consequences of substantiated incidents**

- 10.5.1 Any substantiated breach of protocol that is deemed to have affected the validity of any test data may result in the QCAA or ACARA withholding this data.
- 10.5.2 The responsible entity for each school, be it the QCAA, education department or the school authority/school owners/school boards, is directly responsible for any disciplinary action in schools within their jurisdiction that follows from inappropriate behaviour by school staff or students in relation to security of test material and/or of test administration.

## 11 Definitions

Absent student	A student who did not take the test because they were not present when the test was administered and was not able to complete the test in a catch-up session.
Alternative item (audio)	Test items that have been modified for students with hearing impairments. Most alternative items test the same skills or understandings at approximately the same difficulty level as the main item. When the skill or understanding being assessed is not able to be demonstrated by a student, such as a spelling item that depends on listening to an audio file, the alternative item will test a different skill or understanding (such as proofreading) at approximately the same difficulty level.
Alternative item (visual)	Test items that have been modified for students with visual impairments. Most alternative items test the same skills or understandings at approximately the same difficulty level as the main item. When the skill or understanding being assessed is not able to be demonstrated by a student, such as a reading item that draws on viewing skills, the alternative item will test a different skill or understanding at approximately the same difficulty level.
Alternative test format	A test provided in a format outside of the platform as a disability adjustment (i.e. braille, large print, black and white hard copy). Also used to describe all Year 3 writing scripts, which are produced outside the platform.
Breach of protocol	Any breach of the <i>National protocols for test administration — NAPLAN Online 2021</i> that may relate to test security, cheating, or any other breach.
Breach of security	Any breach of the <i>National protocols for test administration — NAPLAN Online 2021</i> that bears upon the security of the test materials prior to and during the test security period.
Catch-up session	Catch-up sessions are test sessions made available for students who were identified by the school as absent for their scheduled NAPLAN test (see Section 5.4). They are not available for students who have already logged into a session and started a test. (See 'Reschedule'.)
Cheating	Behaviour undertaken with the intent of conferring or obtaining unfair advantage in or from the assessment process.
Disability adjustments	Students with disability may require adjustments to allow for participation in the tests. Disability adjustments are intended to enable students with disability to access the tests on an equivalent basis to students without disability, while upholding the integrity of the testing process. Disability adjustments permitted in the tests are detailed in Section 6.
Exempt	Students may be exempt from one or more of the tests (i.e. reading, writing, conventions of language, numeracy) on the grounds of English language proficiency or disability (see Section 5.2.1).
Low-bandwidth solution	Test delivery software suitable for schools operating in low-bandwidth environments. The low-bandwidth solution allows schools with inadequate or intermittent bandwidth to participate in NAPLAN Online testing.

NAPLAN coordinator	School staff member who has been delegated by the principal to manage aspects of NAPLAN test administration. Each NAPLAN coordinator requires their own login details for the platform and cannot use login details of another NAPLAN coordinator or the principal (where schools have more than one NAPLAN coordinator).
NAPLAN support person	A NAPLAN support person enables students with disability to access the test by clicking on the answers indicated by the student, or typing short responses or answers dictated by the student for the reading, conventions of language and numeracy tests. A NAPLAN support person is not used for the writing test. A NAPLAN support person may read aloud only those elements of the test that can be read to all students (see Section 8.9.11). A NAPLAN support person may be either a teacher or an official support person engaged by the school (not a parent/carer of the student or another student). The role of NAPLAN support person is distinct and separate from the role of test administrator (see below definition). More information on the use of a NAPLAN support person can be found at Section 6.11.
Platform	The online national assessment platform provides the online delivery of NAPLAN and other NAP assessment events. Schools may access the platform via test player applications.
Principal's role	The principal is accountable for NAPLAN administration at their school. If the principal is on extended leave and not able to sign into the platform, the principal's delegate must contact the QCAA to have the principal's account transferred to an appropriate delegate. The principal's delegate must not use the login details received for the principal to sign into the platform on behalf of the principal. The QCAA will send the principal's delegate their own account details to perform the principal's role.
Released NAPLAN test materials	NAPLAN test materials that have been released for non-commercial educational use. For schools doing NAPLAN Online, these materials will be released to them in a secure manner after the end of the test security period.
Remote and Replay	See 'Test player applications'.
Reschedule	Test sessions are rescheduled when a student's or a class's test session could not be started or resumed due to test disruptions (see Section 8.7).
Responsible entity	An entity that has authority in relation to any particular school or school system to receive and assess initial reports of possible breaches of the protocols (e.g. school board, system authority, government department, depending on school type). See <i>Guidelines for managing test incidents in schools 2021</i> ( <a href="http://www.nap.edu.au">www.nap.edu.au</a> ) for more information.
Sanctioned abandonment	Abandonment of a test applies only where sanctioned and verified by the QCAA and refers only to a student who has started a test but who abandons the test due to illness or injury; and/or a student who cannot complete a rescheduled test following a postponement due to a technical disruption (see Section 8.7) during the test window.
Scribe	A person who assists a student with disability during the writing test. All other one-on-one support granted as adjustments is covered under the term 'NAPLAN support person'. Scribes are only appropriate for students with disability for whom this is regular literacy assessment practice. More details on the processes a scribe must follow can be found in Section 6.8.
Test administration authority (TAA)	An education department or NAPLAN test authority in each state or territory, which has a responsibility for administration of the tests in their jurisdiction. TAAs are listed in Section 12.

Test administrator	A teacher, school staff member and/or school support staff involved in delivering (administering) the NAPLAN tests to students. Test administrators are not permitted to assist students by typing answers or clicking on answers for them. For information on adjustments available for students who require assistance in order to access the tests, refer to Section 6 Adjustments for students with disability.
Test attempt	A test sat by a student for one domain.
Test disruption	An unexpected disturbance that interrupts a test such as a fire alarm, electricity outage, technical issue, toilet break. Technical issues are related to the use of technology and might include technical failures. Test disruptions may impact one or more students.
Test materials	For the purposes of these protocols, test materials are all materials that must be kept secure throughout the test security period. These include any user login details, grid cards, Remote key (low-bandwidth schools only), student session codes, test session codes and all versions of the tests including alternative format tests. Note that Remote devices are to be secured as soon as the test materials are downloaded on the device.
Test player applications	Applications ('apps') are required for students to access NAPLAN Online. Schools accessing the tests online are required to install the NAP locked-down browser on student devices. Schools using the low-bandwidth solution are required to install the Remote application on test administrator devices and the Replay application on student devices. Schools using the single device solution install Remote and an alternative version of Replay on the same device.
Test security period	The test security period is the period during which the NAPLAN tests remain secure. The test security period starts as soon as secure test materials are received by, or released to, a school, and continues for 2 weeks following the official test window for NAPLAN Online. (Refer to the table in Section 8.5.)
Test session	A test session created by a test administrator composed of test attempt/s. This may include students from different year levels and/or students doing tests in different domains.
Test window	The test window encompasses the official days of test administration. (Refer to the table in Section 8.5.)
Withdrawn	Students may be withdrawn from the testing program by their parent/carer on the basis of issues such as religious beliefs and philosophical objections to testing.

## 12 Test administration authority contact details

Test administration authorities (TAAs) should be contacted for questions and advice relating to the administration of the NAPLAN tests, including state- and territory-based practices, advice regarding the appropriate implementation of the protocols, and any issues arising during the administration of the tests.

<p><b>Australian Capital Territory</b> Senior Manager, Performance and Systems Education Directorate GPO Box 158 Canberra ACT 2601 <b>Tel.:</b> (02) 6205 9317 <b>Web:</b> <a href="http://www.education.act.gov.au">www.education.act.gov.au</a></p>	<p><b>South Australia</b> NAPLAN team Department for Education 31 Flinders Street Adelaide SA 5000 <b>Tel.:</b> 1800 316 777 <b>Web:</b> <a href="http://www.education.sa.gov.au">www.education.sa.gov.au</a></p>
<p><b>New South Wales</b> NAPLAN Team NSW Education Standards Authority 117 Clarence Street Sydney NSW 2000 <b>Tel.:</b> 1300 119 556 / +61 9367 8382 <b>Email:</b> <a href="mailto:naplan.nsw@nesa.nsw.edu.au">naplan.nsw@nesa.nsw.edu.au</a> <b>Web:</b> <a href="http://educationstandards.nsw.edu.au">educationstandards.nsw.edu.au</a></p>	<p><b>Tasmania</b> Director Education Performance and Review Department of Education GPO Box 169 Hobart TAS 7001 <b>Tel.:</b> (03) 6165 5706 <b>Web:</b> <a href="http://www.education.tas.gov.au">www.education.tas.gov.au</a></p>
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# Part B: Preparing for NAPLAN Online

## 13 Introduction

### 13.1 Test administration staff

- 13.1.1 To ensure the appropriate and efficient administration of the NAPLAN Online tests, principals should inform staff and the school community of the dates for the 2021 testing program as early as possible. The NAPLAN Online test window starts on 11 May 2021 and finishes on 21 May 2021. All test material must remain secure until 4 June 2021.
- 13.1.2 Principals are expected to ensure that all relevant information in this handbook is conveyed in a timely manner to all staff members involved in the administration of NAPLAN Online tests at the school.
- 13.1.3 Principals should identify test administration staff and ensure they are appropriately trained in all duties, standards, processes and assessment systems relevant to the delivery of the NAPLAN Online tests.

### 13.2 Parent and carer information

- 13.2.1 When principals have scheduled the tests for their school, the planned test schedule should be communicated to staff and the school community. Parent/carer information, developed for NAPLAN and available at [www.nap.edu.au/naplan/parent-carer-support](http://www.nap.edu.au/naplan/parent-carer-support), should be forwarded to parents/carers as appropriate.
- 13.2.2 Principals (or anyone who has access to the NAPLAN tests) are not permitted to provide the NAPLAN tests to parents/carers or members of the wider community, including the media, even after the test security period has ended.

### 13.3 Support documentation

- 13.3.1 All users of the platform must abide by the instructions in this handbook, including the online protocols outlined in Part A.
- 13.3.2 Principals should ensure that all relevant school staff have access to the required handbooks available from the QCAA NAPLAN Test administration website [www.qcaa.qld.edu.au/p-10/naplan-online/test-administration](http://www.qcaa.qld.edu.au/p-10/naplan-online/test-administration). The handbooks are:
  - *Handbook for principals and NAPLAN coordinators — NAPLAN Online 2021* (this document)
  - *NAPLAN Online test administration handbook for teachers 2021*.
- 13.3.3 Education Services Australia (ESA) user guides provide technical instructions about using the online national assessment platform (the 'platform') and should be consulted in conjunction with this handbook. User guides are available from the Online National Assessment Platform website [www.assessform.edu.au](http://www.assessform.edu.au) under 'Resources'.

## 14 Roles and responsibilities

### 14.1 Principal's responsibilities

- 14.1.1 Principals have ultimate responsibility within their school for ensuring that the tests are appropriately administered.

### 14.2 Principal's registration

- 14.2.1 The QCAA will send the principal of each school a registration pack for the platform registration process. This pack will contain a welcome letter and your secure login grid cards. A pre-assigned school PIN will be emailed separately. The PIN is needed for principal and NAPLAN coordinator registration. Please note that the grid card used to register in the platform needs to be retained by the staff member for future logins, including logins to the platform after the testing when access to the *Results* dashboard is required.

The principal is required to acknowledge receipt of the NAPLAN Online registration pack in the QCAA NAPLAN portal no later than **19 March 2021**.

- 14.2.2 The QCAA will invite principals to register via an email sent to the principal's email account. This email will include the principal's username and a link to the statement of compliance and by registering the principal agrees to this statement. If the principal registration email has not been received by **15 March 2021**, the principal should contact the QCAA on 3864 0396 or email [naplan@qcaa.edu.au](mailto:naplan@qcaa.edu.au).

### 14.3 The QCAA NAPLAN portal

- 14.3.1 As Queensland transitions to NAPLAN Online, many of the standard practices for uploading data, applying for disability adjustments and acknowledging receipt of materials remain the same for schools. This requires all schools to access the QCAA NAPLAN portal at <https://naplan.qcaa.qld.edu.au/naplan>.
- 14.3.2 To access the relevant sections of the NAPLAN portal, select *Test administration login* and then enter the school Brief Identification Code (BIC) and password.
- 14.3.3 Schools must access the NAPLAN portal for all relevant forms. For assistance, please refer to the NAPLAN portal user manual, available on the portal and the QCAA website at [www.qcaa.qld.edu.au/p-10/naplan/test-administration](http://www.qcaa.qld.edu.au/p-10/naplan/test-administration).

### 14.4 The platform dashboard

- 14.4.1 Once the principal has registered and successfully logged in to the platform, they will be presented with a dashboard screen. There are three distinct stages in the test preparation and delivery workflow:
1. *Preparing*
  2. *Delivering*
  3. *Results*.

## 14.5 Platform roles

- 14.5.1 There are three main school administrative roles associated with the online NAPLAN tests:
- **Principal:** person accountable for NAPLAN administration
  - **NAPLAN coordinator:** can perform the majority of the principal's role as delegated by the principal (except for designating and managing the NAPLAN coordinators in the platform)
  - **School technical support officer:** can perform specific roles via school technical support officer dashboard.
- 14.5.2 Principals can perform all tasks performed by NAPLAN coordinators and school technical support officers. Where a task can only be performed by the principal, this is noted.
- 14.5.3 A person may be assigned to one of these roles within the platform. If one person performs multiple roles, for example in a small school, they should be assigned the role with the highest permission level. This will allow them to perform their role, as well as the roles below them, i.e. principals can perform the roles of the NAPLAN coordinator and school technical support officer. If a person such as a school technical support officer administers more than one school, they will need separate logins for each school.
- 14.5.4 Staff may not under any circumstances log in to the platform using the login credentials of another person. Principals can invite as many NAPLAN coordinator users to register as are required to administer the online NAPLAN assessments. If the principal is away for a prolonged period, during the time when they would normally be completing the statement of completion (at the end of testing), a NAPLAN coordinator must contact the QCAA to have the principal role reassigned appropriately.

## 15 Preparing

### 15.1 Setting up roles within the platform

- 15.1.1 Once the principal has gained access to the *Preparing* dashboard, they can invite staff members to the roles of NAPLAN coordinator and school technical support officer, allowing them to perform tasks required to prepare for NAPLAN Online.
- 15.1.2 Preparation tasks are listed on the *Preparing* dashboard checklist. The tasks do not have to be performed sequentially.
- 15.1.3 The checklist should be marked as complete by the principal. The principal may delegate this to the NAPLAN coordinator if necessary. However, while the NAPLAN coordinator can complete and confirm the checklist, ultimate responsibility lies with the principal.

### 15.2 Receipt of paper test materials

Test materials will be delivered by Australia Post and should be in schools by **Wednesday 5 May 2021**.

The following materials will be delivered to schools:

- Year 3 writing testbooks (white box)
- paper-based back-up test materials (brown box)
- alternative format materials — braille, large print and black and white formats.

Tests ordered in braille, large print and black and white formats will arrive separately and should also be received by **Wednesday 5 May 2021**. The return envelopes included in each pack must be used to return the materials at the completion of the tests. Braille materials will require a separate envelope. For specific instructions, see Section 21.3: Returning completed test materials.

When more than one carton is required, cartons will be labelled to indicate the number of each carton and the total number of cartons dispatched to a school, e.g. 2 of 3.

The packages of materials will contain:

- *Test materials packing slip* — listing the quantities of materials sent to the school
- *Type 1 (named)* testbooks with student details printed on the cover — names, date of birth, class, EQ ID (where applicable). The enrolment data entered on the Test administration page of the NAPLAN portal by schooling authorities and individual schools in February is used to overprint the information on these testbooks.
- *Type 2 (unnamed)* testbooks — these do not have student details printed on them, but do have the school name and code printed on it.
- student lists — showing students for whom *Type 1 (named)* testbooks have been supplied (for school to use to record attendance data)
- testbook lists — for the school to record the allocation of *Type 2 (unnamed)* testbooks to students who do not have a *Type 1 (named)* testbook
- stimulus materials for the writing and reading tests
- return address labels and instructions for returning test materials
- *Returned test materials lodgement* form.

### 15.3 Acknowledging receipt of test materials

Secure test materials will be packaged in tamper-evident bags. The tamper-evident bags must not be opened to count the materials. Instead, use the transparent window on the side of the bags.

The principal (or delegate) who receives the test materials must:

- check that the school has received the correct cartons before signing for them
- legibly record on the delivery docket their name and the time that the packages arrived at the school
- advise the principal that the materials have been received (if received by a delegate)
- check that the security of the materials has not been compromised during transit.

The principal (or delegate) who is responsible for the security of the test materials must then check the quantities received by using the packing slips provided with the materials and counting the contents of the bags without opening them.

The *writing stimulus* will be packed in opaque bags and cannot be individually counted. The principal (or delegate) needs to check the labels on the opaque bags to verify that the quantities indicated are sufficient.

### **Security of test materials:**

Test materials must be kept secure throughout the whole process of delivery to schools, storage at schools and distribution during the testing period up to and including Friday 4 June 2021.

Test materials must not be left unattended or unsecured at schools or other locations. The principal must ensure that:

- test administrators do not have access to the testbooks until the morning of the scheduled test day
- students are unable to preview or practise the test questions
- teachers and students not involved in the tests do not have access to the test materials until after Friday 4 June 2021
- no test materials are made available to members of the wider community, including the media, even after the test security period has ended.

**After checking the test materials, the principal is required to access the NAPLAN portal and select the option 'Acknowledge receipt of test materials' to:**

- acknowledge receipt of test materials
- advise of incomplete delivery
- request additional materials.

See *NAPLAN 2021: School checklist* for further details.

If at any stage prior to the tests it is seen that the seals of these bags have been tampered with, the QCAA must be notified immediately by emailing [naplan@qcaa.qld.edu.au](mailto:naplan@qcaa.qld.edu.au) or by phoning (07) 3864 0396.

### **15.4 Non-receipt of test materials**

Prompt action must be taken if test materials have not been received by **Wednesday 5 May 2021**.

- Check with staff to make sure that packages have not been received in the school.
- Contact the local post office to check if materials were unable to be delivered and are awaiting collection.
- Phone 1800 771 166 to advise of non-receipt.

### **15.5 Sorting Year 3 writing test materials prior to tests**

- The Year 3 writing testbooks will arrive packed in the order nominated by the school principal in the QCAA NAPLAN portal, e.g. alphabetically in classes or in alphabetical order.
- It is recommended that the principal or NAPLAN coordinator sort materials in the afternoon of the day before the test, but only after students have left school that day. The purpose of this process is to ensure that testbooks are sorted for test administrators, to identify any *Type 2 (unnamed)* testbooks required for students

enrolled after February and visiting students, and to separate *Type 1 (named)* testbooks of those students who are exempt, withdrawn or no longer enrolled.

- *Type 2 (unnamed)* testbooks are to be used by students:
  - for whom there is no *Type 1 (named)* testbook (e.g. a new enrolment)
  - whose named testbook is lost or damaged (see Section 21.3)
  - who are visiting from another school, e.g. a distance education student or a student on holiday.
- Test materials must be returned to secure storage after sorting until the morning of the Year 3 writing test.
- Test content **must not** be accessed during this process.

Schools that need greater flexibility to prepare and sort materials must contact the QCAA for advice.

## 15.6 Inviting NAPLAN coordinator/s

Online schools <sup>5</sup>	Low-bandwidth schools <sup>6</sup>
<p>15.6.1 Once the NAPLAN coordinator has been invited, they can register in the platform. They will need the school PIN (provided by the principal) and their grid card to do this. Once registered, they can assist the principal with the preparation activities for the NAPLAN assessment.</p>	<p>15.6.1 This should be done before progressing to the <i>Delivering</i> dashboard and generating a Remote test package. Once the NAPLAN coordinator has been invited, they can register in the platform. They will need the school PIN (provided by the principal) and their grid card to do this. Once registered, they can assist the principal with the preparation activities for the NAPLAN assessment.</p>
<p>15.6.2 In the context of assessment delivery, a NAPLAN coordinator can:</p> <ul style="list-style-type: none"> <li>• create and manage test administrator session slips</li> <li>• organise the school's testing schedule, including ensuring the necessary devices and test materials are available</li> <li>• manage students' registration and background data</li> <li>• generate student session slips</li> <li>• oversee test sessions that the school is administering, including providing support for test administrators in dealing with test</li> </ul>	<p>15.6.2 In the context of assessment delivery, a NAPLAN coordinator can:</p> <ul style="list-style-type: none"> <li>• create and manage test administrator session slips: these are created when creating the test package, when the number of test sessions required are entered</li> <li>• organise the school's testing schedule, including ensuring the necessary devices and test materials are available</li> <li>• manage students' registration and background data</li> <li>• generate student session slips</li> </ul>

<sup>5</sup> Schools with adequate bandwidth access the platform online.

<sup>6</sup> For schools which have low or intermittent bandwidth, the tests are delivered via the low bandwidth or single device solution. Downloading the test package on Remote and reconciling the student responses from Remote requires internet connection.

Online schools <sup>5</sup>	Low-bandwidth schools <sup>6</sup>
<p>disruptions, including technical issues</p> <ul style="list-style-type: none"> <li>• update student participation statuses</li> <li>• perform any of the tasks of the school technical support officer (see below).</li> </ul>	<ul style="list-style-type: none"> <li>• generate the Remote test package and Remote key</li> <li>• oversee test sessions that the school is administering, including providing support for test administrators in dealing with test disruptions, including technical issues</li> <li>• update student participation statuses (for offline schools, TAAs will need to update these)</li> <li>• perform any of the tasks of the school technical support officer (see below).</li> </ul>

### 15.7 Inviting school technical support officer

Online schools	Low-bandwidth schools
<p>15.7.1 The principal or the NAPLAN coordinator can invite appropriate staff to register as school technical support officers.</p>	
<p>15.7.2 School technical support officers do not need to be specialist IT professionals or IT teachers. However, they will need sufficient IT skills to follow the instructions provided through the National Online Assessment Platform (<a href="https://assessform.edu.au">assessform.edu.au</a>) to perform technical readiness tests and device checks in their school/s.</p>	
<p>15.7.3 A school technical support officer can ensure that the school is technically able to run NAPLAN tests, using the technical readiness tools in the platform.</p>	<p>15.7.3 No technical readiness tool is currently available for low-bandwidth schools.</p>
<p>15.7.4 A school technical support officer does not require the school PIN or grid card to register in the platform. However, they will need a separate login for each school they support.</p>	

## 15.8 Technical preparation — staff devices

Schools should perform technical readiness testing.

Technical readiness testing is a process that takes place in schools to confirm that they are technically ready to run NAPLAN Online. Technical readiness will be undertaken by the school technical support officer, principal or NAPLAN coordinator.

Schools should allow sufficient time before the test window to complete the preparation of staff devices (including the installation of the Remote application for low-bandwidth schools). This will allow for any issues to be identified in advance.

Online schools <sup>7</sup>	Low-bandwidth schools <sup>8</sup>
15.8.1 Check minimum technical requirements of devices <a href="http://www.assessform.edu.au">www.assessform.edu.au</a> .	15.8.1 Download and install: <ul style="list-style-type: none"><li>• the Remote application on the primary device</li><li>• the Remote application on the back-up device</li><li>• the Replay application on student devices.</li></ul>
	15.8.2 Open the Remote application on the primary device and download the test package.
	15.8.3 Pair the primary Remote device with the back-up Remote device.
	15.8.4 Pair the primary Remote and Replay devices. For more detailed instructions, refer to the <i>NAPLAN Online — low-bandwidth user guide 2021</i> .

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<sup>7</sup> Schools with adequate bandwidth access the platform online.

<sup>8</sup> For schools which have low or intermittent bandwidth, the tests are delivered via the low bandwidth solution. Downloading the test package on Remote and reconciling the student responses from Remote requires an internet connection.

## 15.9 Technical preparation — student devices

Schools should allow sufficient time before the test window to complete the preparation of student devices (including the installation of the NAP locked-down browser or the Replay application). This will allow for any issues to be identified in advance.

Online schools	Low-bandwidth schools
<p>15.9.1 All devices must have the current version of the NAP locked-down browser installed prior to testing. Some devices (including iPads) also require secure settings to be manually set up prior to test sessions. Schools must refer to the list of known device issues on the Online National Assessment Platform website <a href="http://www.assessform.edu.au">www.assessform.edu.au</a> and comply with all requirements.</p>	<p>15.9.1 Download and install the Replay application on student devices.</p>
<p>15.9.2 Once the NAP locked-down browser is downloaded and installed, it must be opened, and a connection established to the server prior to the NAPLAN tests.</p> <p>The current version of the NAP locked-down browser can be found on the Online National Assessment Platform website <a href="http://www.assessform.edu.au">www.assessform.edu.au</a>.</p>	<p>15.9.2 Pair the primary Remote and Replay devices. For more detailed instructions, refer to the <i>NAPLAN Online — low-bandwidth user guide 2021</i>.</p>
<p>15.9.3 Conduct a device check using the device check tool from the NAP locked-down browser menu.</p> <p>If a device does not pass the device check, review the minimum requirements outlined at <a href="http://www.assessform.edu.au">www.assessform.edu.au</a>.</p> <p>The tool also provides advice on resolving any outstanding issues.</p>	

15.9.4 Principals are responsible for ensuring that test security and student and school privacy are maintained.

## 15.10 Bring your own device (BYOD) policy

15.10.1 Some schools have adopted a 'bring your own device' (BYOD) program that allows students to use their own device at school. The use of a BYOD laptop or tablet for NAPLAN creates several issues around test security and privacy. These will need to be managed by schools to ensure that the online assessments run smoothly.

15.10.2 Where a BYOD program operates, the principal is responsible for ensuring the following practices are used:

- The device is used under an appropriate BYOD policy implemented by the school.
- The device meets the technical requirements (located at [www.assessform.edu.au/layouts/Technology/Byodevices.aspx](http://www.assessform.edu.au/layouts/Technology/Byodevices.aspx)).
- The device is compatible with the NAP locked-down browser application and this application has been successfully installed and validated on each BYOD prior to the test event.
- The device has had all required manual security settings made (see [www.assessform.edu.au](http://www.assessform.edu.au) for device-specific instructions).
- The device has been configured for school network access and can access the NAPLAN server successfully.
- The device has virus protection software installed, where appropriate.
- The device is fully charged prior to undertaking NAPLAN Online, with the school managing any unexpected unavailability or failure of a student's BYOD device.
- Sufficient network access points (wired and/or wireless) are available within the school to support the BYOD devices operating in test sessions.
- The use of BYOD devices takes into account any restrictions outlined in the [NAPLAN Online: Device known issues — Advice for schools](#) document available from the Online National Assessment Platform website [www.assessform.edu.au](http://www.assessform.edu.au).

## 15.11 Student familiarisation

15.11.1 A practice test is available for platform users, including test administrators and students, to become confident in using the platform. All student data, including practice test login details, will be available prior to the test window. Details of the practice test will be provided by the QCAA prior to the test becoming available.

Online schools	Low-bandwidth schools
15.11.2	The NAPLAN Online public demonstration site <a href="https://nap.edu.au/online-assessment/public-demonstration-site">https://nap.edu.au/online-assessment/public-demonstration-site</a> allows students, parents/carers and teachers to familiarise themselves with the student test experience and functionality. Students gain familiarity with the different item types that will be in the NAPLAN Online tests.
15.11.3	Principals must ensure that all students have prior access to the NAPLAN Online public demonstration site, or other equivalent method as advised by the QCAA, to become familiar with the functionality of the platform and the range of item types.
15.11.4	Students should use the site with the same type of device that they will be using for NAPLAN Online testing in May 2021.
	15.11.5 Low-bandwidth schools unable to access the NAPLAN Online public demonstration site can instead use the Training Environment available at <a href="http://www.assessform.edu.au">www.assessform.edu.au</a> . This site can only be accessed by principals and NAPLAN coordinators as it is password protected. Schools can contact the QCAA for assistance to log into the training environment. This site is for school use only and not to be shared with parents or carers.
	15.11.6 Low-bandwidth schools are required to have the Training Environment version of the Remote and Replay applications.

## 16 Exemptions, withdrawals and adjustments

### 16.1 Exemptions

16.1.1 Students may be exempted from one or more of the tests (i.e. writing, reading, conventions of language or numeracy) if they fall into one of two categories:

- students with a language background other than English, who arrived from overseas and have been attending school in Australia for less than a year before the test, should be given the opportunity to participate in testing, but may be exempted
- students with significant intellectual disability and/or those with significant

coexisting conditions which severely limit their capacity to participate in the tests may be exempted from participating in NAPLAN testing.

- 16.1.2 The reason for exemption (English language proficiency or student with disability) must be recorded by the school. For students with disability, the level of adjustment reported for the Nationally Consistent Collection of Data (NCCD) must also be recorded. The NCCD identifies 4 levels of adjustment:
- support provided within quality differentiated teaching practice
  - supplementary adjustments
  - substantial adjustments
  - extensive adjustments.
- 16.1.3 The school must obtain signed notification from the student's parent/carer that they wish to exempt their child. The relevant form is available for download from the QCAA NAPLAN portal. A copy of the completed and signed form should be given to the parent/carer and the original retained by the school.
- 16.1.4 Once the form has been completed and signed, the student's participation status should be updated to 'exempt'. The participation status for each of the tests that the student is enrolled in must be updated.
- 16.1.5 Parents/carers may choose to exempt their child from one or more test domains.
- 16.1.6 The text that will appear on an individual student report for tests for which students are exempted will read: *Your child was exempt from this test and is considered not to have achieved the national minimum standard.*
- 16.1.7 For further information see *National protocols for test administration — NAPLAN Online 2021*, Section 5.

## 16.2 Withdrawals

- 16.2.1 Parents/carers may choose to withdraw their child from one or more test domains.
- 16.2.2 The school must obtain signed notification from the student's parent/carer that they wish to withdraw their child.
- 16.2.3 The relevant form is available for download from the QCAA NAPLAN portal.
- 16.2.4 A copy of the completed and signed form should be given to the parent/carer and the original retained by the school.
- 16.2.5 The student's participation status should be updated to 'withdrawn'.
- 16.2.6 The text that will appear on the individual student report for tests for which students are withdrawn will read: *Your child was withdrawn from this test.*
- 16.2.7 The participation status for each of the tests in which the student is enrolled must be updated. See Section 5 of the *National protocols for test administration — NAPLAN Online 2021*.

## 16.3 Disability adjustments

- 16.3.1 Where a student's circumstances meet the criteria for adjustments to access

the tests, as set out in Section 6 of this handbook, their test conditions may be adjusted.

- 16.3.2 The adjustments made should reflect the kind of support and assistance provided for assessment in the classroom, noting that adjustments that are appropriate in a learning environment may not be appropriate in a standardised assessment environment.
- 16.3.3 Each application should be discussed with the student’s parent/carer, teacher, the student and specialist personnel to determine the most equitable and appropriate adjustment/s to enable the student to access the tests.
- 16.3.4 Schools must keep a copy of any authorisations or disability adjustment information. Principals must complete and submit an application for alternative formats using the QCAA NAPLAN portal.  
  
Separate supervision may be provided to ensure students are not distracted. This is an administrative decision to be made by the school and is not considered to be an adjustment for disability.
- 16.3.5 Further information about accessibility adjustments is available on the NAP website at [www.nap.edu.au](http://www.nap.edu.au).

#### 16.4 Disability adjustments in the platform

- 16.4.1 Disability adjustments are managed within the platform by adding Disability adjustment codes (DAC) into the student profile. Appendix 1 provides a table listing codes for the different disability adjustments, including information on which adjustments require approval from the QCAA.
- 16.4.2 DACs must be added against each relevant test domain the student will be sitting.
- 16.4.3 The NAPLAN coordinator is responsible for adding and updating DACs for each student, and for seeking QCAA approval for disability adjustments where this is required. NAPLAN coordinators are also responsible for checking that QCAA approval has been granted before these are applied in the platform.

Online schools	Low-bandwidth schools
16.4.4 These codes can be updated at any point in time up until the student logs into a test session.	16.4.4 Any changes to student participation or disability adjustments after the generation of the Remote test package will require a new Remote package to be generated.

- 16.4.5 Test administrators cannot add or amend DACs. For each test session, test administrators should be provided with a student list that includes details of the DACs listed for each student. The *NAPLAN Online test administration handbook for teachers 2021* includes specific information on DACs and outlines what actions (if any) the test administrator should take. Once students join a test session, any DACs are displayed in the Test Administration dashboard by selecting the blue cross to the right of a student’s name.
- 16.4.5 Multiple codes can be added for each student if multiple adjustments are

required. However, some combinations of codes which specify different levels of the same adjustment, such as different combinations of extra time DACs (ETA, ETB, ETC and ETD) or combinations of colour themes (BNW, BNB, BNL, BNG, BNY) are incompatible and should not be entered.

## 16.5 Application for tests in alternative formats

- 16.5.1 The NAPLAN coordinator can request paper testbooks in braille, large print, black and white formats and electronic test format. Applications for alternative formats are made through the QCAA NAPLAN portal.
- 16.5.2 Students sitting alternative test formats should follow the school's online test schedule and test sequence.

# 17 Scheduling test sessions

## 17.1 Test window and test order

- 17.1.1 Section 8.5 of the *National protocols for test administration — NAPLAN Online 2021* provides the protocols for variations to the test sequence. Dates that are outside the test window but are still within the test security period are provided.

## 17.2 Scheduling

- 17.2.1 The principal must organise a testing schedule to allow all students to complete the NAPLAN tests, in the correct order, within the test window. The school community must be informed of the school's planned testing schedule, and opportunities for catch-up sessions, in advance of the test window.
- 17.2.2 To maintain the security of the writing prompt, the online writing tests must start on the first day of the test window for Year 5 and be completed by Day 2. All Year 7 and 9 classes must start the writing test on Day 2 and finish the writing test by Day 3. Year 3 classes must finish the writing test on paper on the first day of the test window.
- 17.2.3 If for any reason classes cannot complete the writing test during the two-day test window scheduled for writing, the school must contact the QCAA as soon as possible.
- 17.2.4 For the online writing test, the timer starts as the prompt is shown. The online writing test allows students an additional 2 minutes (compared to the paper writing test) to read/listen to the prompt, noting that for Year 3 students sitting the writing test on paper, students may read/listen to the prompt before the test starts.
- 17.2.5 Principals and NAPLAN coordinators should note that there is a required minimum break time of 20 minutes between different test sessions for the same group of students on any testing day.
- 17.2.6 Schools are permitted to schedule multiple daily sessions including afternoon tests to complete testing expediently.
- 17.2.7 If the NAPLAN coordinator has exhausted all options for scheduling in the test window and is unable to follow the parameters outlined above, they should

contact the QCAA as soon as possible for advice.

- 17.2.8 Sequence and dates can only be varied for situations that are of a serious nature and which are outside the school or school system's control. Approval to vary the test sequence or dates must be granted by the QCAA.
- 17.2.9 Catch-up tests are available for students who were absent for a test. Catch-up tests must be sat during the online test window and the school's planned test schedule. Students can sit catch-up tests out of order but should follow the test sequence where possible. Writing catch-up sessions for Year 3 students must be completed by **Friday 14 May 2021**, in alignment with paper testing protocols.
- 17.2.10 A test session can be run as a catch-up session, with students sitting different domains and/or year levels simultaneously. If this is the case, the correct test scripts must be read for each domain from the appropriate test administration handbook.

### 17.3 Rescheduling a test session due to test disruptions

- 17.3.1 Section 8.7 of the *National protocols for test administration — NAPLAN Online 2021* provides instructions for rescheduling tests within the test window.
- 17.3.2 If a student's participation was postponed due to test disruptions, and the student is also absent for any rescheduled sessions, the NAPLAN coordinator must contact the QCAA to request a sanctioned abandonment for this student. If the QCAA grants a sanctioned abandonment, the principal or NAPLAN coordinator must update the student's participation status to 'abandoned (sanctioned)' in the platform.

## 18 Test administrators

### 18.1 Responsibilities of test administrators

- 18.1.1 In the context of assessment delivery, a test administrator is an authorised user who administers a test and supervises a group of students within a test session. Test administration logins are not assigned to a specific person and can be used by any authorised staff member who will be administering a test session.
- 18.1.2 In some schools, the test administrator may be the principal or NAPLAN coordinator. It is important to note that the principal or NAPLAN coordinator must switch their role in the platform to 'test administrator' in order to open and supervise a test session.

Online schools	Low-bandwidth schools
18.1.3 The test administrator is responsible for: <ul style="list-style-type: none"><li>• creating a test session code and writing it on the board</li><li>• providing students with their student session slip containing the student code</li></ul>	18.1.3 The principal, NAPLAN coordinator, school technical support officer or the test administrator is responsible for pairing student devices (Replay) to test administrator device (Remote), as well as pairing the secondary

Online schools	Low-bandwidth schools
<ul style="list-style-type: none"> <li>• starting and finalising a test session</li> <li>• administering student test attempts in a test session</li> <li>• performing various functions relating to student test attempt/s on the Test Administration dashboard during a test session, as required</li> <li>• managing test session disruptions</li> <li>• managing student test attempt submissions or referring paused test attempts to the NAPLAN coordinator, as required.</li> </ul>	<p>(backup) Remote to the primary Remote.</p>
	<p>18.1.4 The test administrator is responsible for:</p> <ul style="list-style-type: none"> <li>• creating a test session code and writing it on the board</li> <li>• providing students with their student session slip containing the student code</li> <li>• starting and finalising a test session</li> <li>• administering student test attempts in a test session</li> <li>• as required, performing various functions relating to student test attempt/s on the Test Administration dashboard during a test session</li> <li>• managing test session disruptions</li> <li>• managing student test attempt submissions or referring paused test attempts to the NAPLAN coordinator, as required.</li> </ul>
	<p>18.1.5 Please note that if there is a disconnection between Replay (Student) and Remote (TA), the student can still continue testing offline until Replay reconnects.</p>

## 18.2 Preparing test administrators

18.2.1 In the weeks before the test, the NAPLAN coordinator should meet with test administrators to:

- provide access to the NAPLAN Online training environment which includes training resources (test administrator guides and videos) to ensure they know how to use the Test Administration dashboard and test player
- provide access to the NAPLAN Online public demonstration site

(<https://nap.edu.au/online-assessment/public-demonstration-site>)

- determine where the scheduled tests sessions will be administered
- determine the duration and organisation of breaks between test sessions
- discuss the organisational procedures required during the tests, including procedures for students bringing their own device (BYOD), if this is allowed
- review procedures for emergencies and problem situations, including how to seek technical assistance if needed
- explain the organisational arrangements for non-participating students
- establish procedures — including adequate training and preparation — in the event that the test is to be administered by a casual, relief or supply teacher
- confirm that devices have passed device checks and arrangements for ensuring the devices are in the room on the day
- ensure that they are familiar with all the test administration instructions and procedures. Note: Creating test administrator logins is done via the *Delivering* dashboard and instructions on how to do this are provided in Section 19 of this handbook.

### 18.3 Preparing student participation

Online schools	Low-bandwidth schools
18.3.1 Principals are required to check, edit as required, and confirm the accuracy of their schools' data in the QCAA NAPLAN portal by 3 March. This information is then used to populate student details within the platform. Once student information is available in the platform, the NAPLAN coordinator must check that all student data has been loaded correctly.	
18.3.2 Schools will need to check, amend and confirm the student information, outlined below, in the platform for all students eligible to participate in the 2021 NAPLAN tests. Student information is required to facilitate the smooth administration of the tests and to enable reliable analysis of student results. The confirmed data will also be used for individual student reports.	
18.3.3 The following student information needs to be checked for accuracy and verified: <ul style="list-style-type: none"> <li>• student name</li> <li>• student year level</li> <li>• student background data.</li> </ul>	
18.3.4 Information on adding and managing student information can be found below. Further assistance in managing student registration can be provided by the QCAA.	18.3.4 Any changes made after the generation of the Remote test package will require the regeneration of an updated Remote test package.
	18.3.5 Generic (walk-in) students need to be created prior to the final test package.
	18.3.6 For offline schools, any update (walk in/DAC etc.) needs to be done

Online schools	Low-bandwidth schools
	by the QCAA. Offline school principals or NAP Coordinators will not have direct access to the platform.
	18.3.7 Information on adding and managing student information can be found below. Further assistance in managing student registration can be provided by the QCAA.

## 18.4 Managing student participation

### 18.4.1 Adding new students

- It may be necessary to create student accounts for newly enrolled or visiting students. For instructions on how to do this, please click on the 'Principal or NAPLAN coordinator' link under the 'Tools and resources' menu of the Online National Assessment Platform website [www.assessform.edu.au](http://www.assessform.edu.au) (login required).

### 18.4.2 Registering 'hosted' or visiting students

- Under certain conditions, students may sit the tests at a school other than their own (i.e. a host school). This should only happen where the student's home school is also delivering NAPLAN Online — principals should contact the QCAA for advice where visiting students are not from an online school.
- Students may sit the tests at a host school if they are:
  - attending a cultural or sporting event and enrolled at a school that is also delivering NAPLAN Online
  - on holiday and enrolled at a school that is also delivering NAPLAN Online
  - enrolled in a school of distance education that is delivering NAPLAN Online
  - home-schooled (with prior approval from the host school).
- Principals at host schools are responsible for ensuring that visiting students are familiar with the NAPLAN Online test platform prior to taking the tests. Familiarisation can occur through the NAPLAN Online public demonstration site [www.nap.edu.au/online-assessment/public-demonstration-site](http://www.nap.edu.au/online-assessment/public-demonstration-site) or using other equivalent methods of familiarisation. Schools hosting visiting students are advised to keep a separate record of the names and details of these students for verification purposes and to assist with reporting queries.
- For more information about hosted and visiting students, refer to Section 5.8 of the *National protocols for test administration — NAPLAN Online 2021*.
- Visiting students can be added to the platform in the same manner as new students.

- Contact the QCAA after the completion of testing to arrange for the visiting student's test attempts to be transferred back to their home school.

#### 18.4.3 Managing student participation status before test day

- The platform allows a participation status to be set by the principal or NAPLAN coordinator for each student enrolled in the online testing event. Participation statuses are crucial for the correct handling of enrolled students.
- Certain participation statuses can be set for a student before test sessions commence (see below). Other participation statuses are only appropriate for use during a test session, or **after** a test session or test window has closed, and **must not** be used earlier in the test delivery process (see Sections 5.4, 5.5 and 5.6).
- The default status for a student enrolled in an online testing event is:
  - participating/open.
- The following statuses can be selected for each student before a test session commences:
  - exempt
  - withdrawn
  - no longer enrolled
  - alternative format\*.

\* Please note, student test attempts with a disability adjustment code (DAC) of 'OFF' **must** also have the participation status of 'alternative format' applied in the platform.

- Principals should finalise arrangements for student participation in NAPLAN Online, including exemptions, withdrawals, alternative format, new students and hosted students by **10 May 2021**.
- The participation status for students who completed online tests should be finalised by **21 May 2021**.
- For more information about student participation, refer to Section 5.

#### 18.4.4 Students no longer enrolled

- Schools should ensure that the students' participation status is updated to 'no longer enrolled' for all test domains for students who are no longer enrolled at the school. Ensure this is done prior to scheduling tests so that the data used for scheduling tests is as accurate as possible. Where students leave the school during the testing period, schools should contact the QCAA for advice.

#### 18.4.5 International fee-paying students

- International fee-paying students are eligible to sit the tests. These students will receive an individual student report, and their results will be available in the school and student summary report (SSSR). However, these students' results are not included in the national dataset.

- Schools will need to ensure that the student data for international fee-paying students includes the correct visa number so that their data is treated appropriately.
- If an international fee-paying student does not intend to sit the tests, they should be marked as absent.
- Students on short exchanges from other countries should not sit the tests.
- For more information about the participation of international fee-paying students, refer to Section 5.7.

#### 18.4.6 Repeating and accelerated students

- Students repeating Years, 5, 7 or 9 must sit the tests with their current cohort. Students accelerated through a year level only sit NAPLAN if they are currently enrolled in Year 3, 5, 7 or 9.

#### 18.4.7 Excluded and suspended students

- Students who are excluded or suspended from school during the test window are to be marked absent.

#### 18.4.8 Distance education students

- Students enrolled in schools of distance education have two options to access NAPLAN Online. They may:
  - attend the campus of the school of distance education in which they are enrolled and sit the tests on the scheduled test dates under test conditions administered by staff of that facility, or
  - arrange to attend their nearest school and sit the tests as a visiting student.
- Where a distance education student needs to access the tests in alternative formats, the principal should advise the QCAA of the name of the school at which the student will sit the tests, so arrangements can be made to deliver the materials to that school.

#### 18.4.9 Home-schooled students

- To access the tests, home-schooled students have two options to access NAPLAN Online. They may:
  - attend the campus of the school in which they are enrolled and sit the tests on the scheduled test dates under test conditions administered by staff of that facility, or
  - arrange to attend their nearest school and sit the tests as a visiting student.
- Where a home-schooled student needs to access the tests in alternative formats, the principal should advise the QCAA of the name of the school at which the student will sit the tests, so arrangements can be made to deliver the materials to that school.

## 19 Delivering

- 19.0.1 Once initial preparation is complete, the principal and NAPLAN coordinator will move on to the *Delivering* dashboard for the tasks required to administer the NAPLAN tests.
- 19.0.2 The platform will not allow a user to progress to the *Delivering* dashboard until all items on the *Preparing* dashboard have been checked and the checklist marked as complete by the principal. This confirmation must only be performed by the principal.

### 19.1 The *Delivering* dashboard

- 19.1.1 The *Delivering* dashboard displays tasks that are completed before, during and after the tests. These tasks are required to deliver and close the tests.
- 19.1.2 The checklist details tasks required to deliver NAPLAN Online tests and to close the program upon completion.

### 19.2 Creating test administrator session logins

- 19.2.1 Using the test schedule, the NAPLAN coordinator must create a test administrator session slip for each of the test sessions. These test administration session slips contain a username (a code generated by the platform) and a password.
- 19.2.2 Once a test session has been created, the test administrator slip can be printed. This slip is to be given to the test administrator as part of their test administrator pack.
- 19.2.3 Test administrator session slips are not assigned to a specific person and can be used by any authorised staff member who will be administering that particular test session. If a principal or NAPLAN coordinator is administering a test session, they will need to log out of their own account in the platform and use a test administrator session slip.

### 19.3 Test administrator pack

Online schools	Low-bandwidth schools
19.3.1 For all test sessions, test administrators will require:	
<ul style="list-style-type: none"> <li>• a device for their own use to administer the test session</li> <li>• confirmation of which internet connection the test session will be using and instructions on how to connect the device/s (for instance, password)</li> <li>• the test administrator session slip for the test session they will be administering (this will contain test administrator session login details — username and password)</li> </ul>	
	<ul style="list-style-type: none"> <li>• the Remote key, in case internet connectivity is not available</li> </ul>
<ul style="list-style-type: none"> <li>• student session slips for all students participating in the test session (these slips have the unique, one-time student codes that each student needs in order to access a particular test)</li> <li>• a list of students allocated to the test session, including details concerning which students, if any, have been allocated disability adjustments. The 'Participating Student Report' contains DAC information and can even advise if a student has been previously postponed.</li> <li>• information on how many and which students are expected to bring their own device</li> <li>• contact details for the school's IT support and the NAPLAN coordinator</li> <li>• the relevant test administration handbook</li> </ul>	
<ul style="list-style-type: none"> <li>• a copy of the <i>Test administrator quick reference guide</i> available from the QCAA website</li> </ul>	<ul style="list-style-type: none"> <li>• a copy of the <i>Test administrator quick reference guide — low bandwidth</i> available from the QCAA website</li> </ul>
19.3.2 Print out and package the required documents for the test administrators.	

19.3.3 A list of required materials that are specific to each domain is provided in the *NAPLAN Online test administration handbook for teachers 2021*.

### 19.4 Prepare test rooms

19.4.1 During the tests, students should be seated so they are not able to read other students' work. If students take the tests in their classroom, it is expected that a test administrator is present at all times. If students are seated with a larger group (for example, in a hall), the student to test administrator ratio must be comparable to that of a regular classroom. Any wall materials or posters should also be removed or covered up.

19.4.2 Students will also need enough desk space to use working out paper for the numeracy and writing tests.

## 20 Administering and monitoring test sessions

### 20.1 Responsibilities of test administrators

- 20.1.1 Test administrators are responsible for administering the delivery of tests according to the specific scripts set out in the test administration handbooks and monitoring the test sessions according to the instructions that follow.
- 20.1.2 During the test session, the test administrator should encourage student participation and engagement in the tests, and actively supervise student conduct.
- 20.1.3 For each test session, the test administrator must inform the NAPLAN coordinator as soon as possible after a test session of any:
- absent students
  - students who refuse to log in or who logged in but did not complete the test
  - students who failed to complete the test due to illness or injury
  - errors in the spelling of student names
  - paused test attempts.
- 20.1.4 Where test disruptions or incidents are major and cannot be solved by the test administrator, the test session should be paused for all students and then NAPLAN coordinator advice should be sought.
- 20.1.5 The test administrator is crucially important for the ultimate validity and fairness of the tests. There are limits to a test administrator's authority within the platform. The effective delivery of online assessments requires close cooperation between the test administrator and the NAPLAN coordinator.
- 20.1.6 For a full list of test administrator responsibilities, refer to the *NAPLAN Online test administration handbook for teachers 2021*.

### 20.2 Managing student participation status after a test session

- 20.2.1 The test administrator does not have authority to change participation statuses for students. In situations where a student has been paused and did not complete their test attempt, the NAPLAN coordinator, not the test administrator, is responsible for finalising the test session.
- 20.2.2 When the session is finalised, the 'Finished' students' test attempts move from 'Open' to 'Submitted'. However, test administrators should NOT finalise a test session if any students remain paused — they must contact the NAPLAN coordinator to postpone these students instead.
- 20.2.3 The NAPLAN coordinator should change any student's participation as necessary and finalise the test session before the end of the testing window. A participation status cannot be changed after the test session has been finalised. The NAPLAN coordinator should not finalise the test session unless certain that the student participation status is correct. If a test session is finalised incorrectly, the NAPLAN coordinator should contact the QCAA for advice.

### 20.3 Student participation — sanctioned abandonment

- 20.3.1 If a student falls ill, the test administrator should pause the student test attempt. The student may not sit a catch-up or rescheduled test.
- 20.3.2 The NAPLAN coordinator must postpone the student, then contact the QCAA to request a sanctioned abandonment for this student. If the QCAA grants a sanctioned abandonment, the NAPLAN coordinator may then update the student's participation status to 'abandoned (sanctioned)' in the platform. For more information about sanctioned abandonment, refer to Section 5.5.
- 20.3.3 If the QCAA does not sanction a request for abandonment, that student will be considered assessed on the basis of what they have completed. The NAPLAN coordinator must then change the student test attempt status to 'finished'.

### 20.4 Disruptive student behaviour

- 20.4.1 Students removed from the test room for disciplinary reasons must either continue the test in a separate supervised room immediately or be deemed to have finished the test.
- 20.4.2 If the student is deemed to have finished the test, the test administrator should submit the student's test attempt, if any questions had been answered, prior to finalising the test session.
- 20.4.3 If a student has not logged in, the NAPLAN coordinator should be notified. If the student does not sit a catch-up test, the NAPLAN coordinator should select the correct participation status, 'refused to attempt', for the student.

### 20.5 Catch-ups for absent students

- 20.5.1 If a student is absent from a test session the test administrator must inform the NAPLAN coordinator of the student's absence. The test administrator will also need to return the student's session slip to the NAPLAN coordinator. The student may sit the test in an alternate session. Their existing student code (found on the session slip) can be used for this new test session.
- 20.5.2 Schools are encouraged to provide catch-up sessions for students who are absent from their scheduled test session. The NAPLAN coordinator should not set a student's participation status to absent until the **end** of the test window when there are no further opportunities for catch-up sessions.
- 20.5.3 Catch-ups are only available for students when they return within the school's planned test schedule. The test schedule must be available to the school community prior to testing. If a student returns to school after the school's testing schedule has finished they will not be able to undertake any catch-up tests.
- 20.5.4 A student who was absent for all catch-up sessions can be considered absent and the NAPLAN coordinator should change the student test attempt to 'absent' after the school test window has closed.

## 20.6 Dealing with test disruptions

- 20.6.1 A test disruption is an unexpected disturbance which interrupts a test and may impact one or more students. Technical issues, fire alarms and evacuations are the most common disruptions that lead to students' tests being interrupted.
- 20.6.2 The test administrator is responsible for dealing with test disruptions as they arise within the test session. However, there may be occasions where the NAPLAN coordinator is required to take steps within the platform (such as postponing or rescheduling test attempts) in response to a test disruption, or needs to escalate an issue to the QCAA. If there are issues with test rescheduling, please contact the QCAA.
- 20.6.3 The test administrator should provide the NAPLAN coordinator with details of any test disruption. The test administrator will also record details of disruptions within the platform. For instance, when a test administrator pauses a test they are required to provide the reason for doing so (by selecting from a drop-down list), and are also presented with a free text field to record any further information or context.
- 20.6.4 In the event of a test disruption, the test administrator can pause the test session for selected students or all students. Clicking 'Pause student' will stop the timer for selected students. Clicking 'Pause session' will stop the time for all students.
- 20.6.5 Once the disruption is resolved, the test administrator can resume the test session. Students will restart their test at the same point and with the same amount of remaining time that they had when the session was paused.
- 20.6.6 If the test administrator was unable to pause the test session, they should note the time left when the session was disrupted and add this time to students' timers at the end of the affected students' test attempts.
- 20.6.7 Contact the QCAA immediately for advice on any additional appropriate action to take to ensure that any potential impact on students' results is minimised.
- 20.6.8 If the issue is not able to be resolved in the test session, the test administrator should contact the NAPLAN coordinator. The student/s' test attempt may be rescheduled and resumed in another session. For this to happen, the test administrator must not finalise the test session. If possible, the test administrator should pause the test session for all affected students. The affected students' test attempt status must then be changed to 'postponed' by the NAPLAN coordinator and the students should complete the test in another test session.
- 20.6.9 Schools must follow Part A of this handbook relating to the protocols for scheduling and rescheduling (see Part A Sections 8.6 and 8.7).
- 20.6.10 To complete a student's postponed test attempt, the test administrator uses a new session slip to create a new test session, and a new test session code will be generated. Students will use their original student slip to log in.

- 20.6.11 If a student was postponed due to test disruptions, and absent for any rescheduled sessions, the NAPLAN coordinator must contact the QCAA to request a sanctioned abandonment for this student. If the QCAA grants a sanctioned abandonment, the NAPLAN coordinator must update the student's participation status to 'abandoned (sanctioned)' in the platform. Otherwise, the student's test attempt status must be changed to 'finished' and the student will be assessed on the basis of what they have completed. Note that the only way a postponed test attempt can be moved to finished/submitted is through a test session. A new test session must be started, postponed test attempts need to be added to a test session, the attempt finished, and the test session finalised.
- 20.6.12 For NAPLAN Online, technical issues may disrupt tests. As technical disruptions do not stop the test timer, it is essential that the test administrator pause the affected student's test attempt, resolve the issue if possible and then resume the testing for that student. If the student's test attempt could not be paused, the test administrator must take note of the time lost. If necessary, this time will need to be added to the student's test attempt.
- 20.6.13 If a student's or a class's test session could not be started or resumed within a reasonable amount of time due to a technical issue or disruption, the test session may be rescheduled.
- 20.6.14 Where technical issues are likely to impact the school's ability to successfully complete the tests within the NAPLAN Online test window, principals must contact the QCAA as soon as possible for advice.

## 21 After the tests

### 21.1 Test sessions completed

Online schools	Low-bandwidth schools
<p>21.1.1 Once a school has completed all of its planned test sessions and all student test attempts have been finished, the NAPLAN coordinator should ensure that all student participation statuses are updated and correct. For more information about student participation, refer to Section 5. If any are incorrect, the NAPLAN coordinator should contact the QCAA.</p>	<p>21.1.1 After each test session has been finalised, the principal or NAPLAN coordinator should log in to the Remote application to confirm that the test attempts have been reconciled. This means that the test attempt information has been uploaded to the platform.</p>
	<p>21.1.2 To view the status of the reconciliation, select 'Reconcile Attempts' from the Remote application home page.</p>
	<p>21.1.3 Log in to the platform and select 'Manage Test Attempts'. These reconciled test attempts from the Remote application will be displayed with the status 'Submitted'. Refer to the <i>QCAA User Guide: low-bandwidth 2021</i> for more details regarding inadequate connection with the platform to reconcile test attempts.</p>
<p>21.1.4 Test administration session slips and any unused test codes, as well as all working out paper used during the numeracy and writing tests, should be returned to the NAPLAN coordinator after each test to be securely destroyed. The NAPLAN coordinator should securely store the test administration session slips and only destroy these once the school has moved to the <i>Results</i> dashboard.</p>	
<p>21.1.5 Update any absent students' open test attempts to 'Absent' in the platform.</p>	<p>21.1.5 Once all testing has been completed at the school, call the QCAA to confirm that all tests have been reconciled. This should be done before progressing to the <i>Results</i> phase. Update any absent students' open test attempts to 'Absent' in the platform.</p>

## 21.2 Moving from *Delivering* to *Results*

- 21.2.1 When there are no remaining open or postponed test attempts, and the checklist in the *Delivering* dashboard is completed and confirmed, the school will move from the *Delivering* dashboard to the *Results* dashboard. Schools cannot go back to the *Delivering* dashboard once they have moved to the *Results* dashboard. Please note that while the NAPLAN coordinator can complete and confirm the checklist, ultimate responsibility lies with the principal.
- 21.2.2 Instructions for the return of test materials will be provided to schools by the QCAA. Ensure that processes for management of alternative format test materials have been discussed with the QCAA and actioned accordingly.

## 21.3 Returning completed test materials

The following information refers to the return of Year 3 writing testbooks, and alternative format test materials.

Year 3 writing testbooks must be packed and dispatched as soon as they are completed — no later than **Tuesday 18 May 2021**.

Alternative format test materials should be returned as soon as the school testing window is completed.

### 21.3.1 What materials to return

Please return:

- ✓ completed writing testbooks for ALL Year 3 students who sat the writing test
- ✓ completed testbooks for ALL students from any year level who used braille, large print or black and white print materials for any test domain
- ✓ testbooks for ALL students who were: *exempt, no longer at this school, parent withdrawn, no longer in this year level, absent, present but refused to complete any test items or no longer in the designated year level*
- ✓ testbooks for any international fee-paying students
- ✓ both the special print materials and the *Type 1 (named)* testbooks for students who accessed braille, large print or black and white test papers. Both sets of testbooks should be placed in the provided envelope for return
- ✓ testbooks of students who accessed the electronic test format (interactive PDF) with the printout of their responses inserted and attached with a paperclip
- ✓ testbooks of students who used assistive technology (templates for the *writing* test) with the printout of their responses inserted and attached with a paperclip
- ✓ testbooks for any visiting Queensland students. These should be placed in a separate envelope (not provided) that is clearly marked '*Visiting students*' and packaged for return with the other testbooks. Please refer to the end of this section for instructions for returning testbooks for students visiting from interstate.

Where a student has used a scribe as an approved disability adjustment please shade the bubble, *an approved scribe was assigned to this student*.

Please **do not** return:

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

Test security is to be maintained by all schools to **4 June 2021**.

### 21.3.2 **Australia Post lodgement instructions**

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

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

The return parcels must be returned through Australia Post.

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

- fill in the front covers of all testbooks accurately
- check that all completed testbooks and alternative format materials are included
- return packages immediately — no later than **Tuesday 18 May 2021** for the Year 3 writing testbooks
- have the Post Office scan and/or stamp the *Returned materials lodgement* form when you lodge materials for return. Retain this form at your school as proof of lodgement
- 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* form, then print, sign, scan and email it to [naplan@qcaa.qld.edu.au](mailto:naplan@qcaa.qld.edu.au) by **Friday 21 May 2021**.

Special arrangements will be made for some remote schools (e.g. Torres Strait Island schools) to return their test materials.

### 21.3.3 **Students visiting from interstate**

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

Testbooks should be sent to the test administration authority (TAA) of the relevant state or territory in an Express Post bag (not provided) no later than **Tuesday 18 May 2021** for the Year 3 writing testbooks.

Postal addresses for each TAA can be found in Part A Section 12 of this handbook.

### 21.3.4 **Paper-based back up materials — secure storage and destruction**

Test security is to be maintained by all schools to **4 June 2021**. This includes all paper-based back up materials. Only under exceptional circumstances will schools be authorised by the QCAA to revert to the paper versions of the test.

Unused paper-based back up materials are not to be returned to the QCAA or to the contractor.

Please do not return:

- ✗ any unused *Type 1 (named)* testbooks
- ✗ any unused *Type 2 (unnamed)* testbooks
- ✗ any writing test stimulus pages
- ✗ any reading magazines
- ✗ any student planning or working out sheets from any of the tests
- ✗ any student lists you created as a record of student participation.

Schools are permitted to use unused test materials for teaching and learning. For privacy, *Type 1 (named)* testbooks must have all identifying student data removed before using them with students. *Type 2 (unnamed)* testbooks may be used for teaching and learning. You should also securely destroy all student lists as they contain personal student details.

Test papers should not be shared with media or parents even after the secure period and they may not be used for commercial purposes due to copyright. Please refer to Section 4.3.12 for further detail.

### 21.3.5 **Final principal tasks**

Principals must access the QCAA NAPLAN portal to complete the:

- *School testbook usage advice* form

The *School testbook usage advice* form is to be completed when the use of testbooks has been varied in ways that may affect the reporting of test results, e.g. where one student has used another student's testbook. This form is available from the QCAA NAPLAN portal.

- *Principal's declaration* form

Principals are responsible for the security of the NAPLAN test materials and for administration of the tests in their school according to the national protocols set out in this handbook and the instructions in the *NAPLAN Online test administration handbook for teachers 2021* for each year level.

Principals are required to indicate that they have read, understood and adhered to the protocols for test administration by completing, signing, scanning and emailing the *Principal's declaration* to [naplan@qcaa.qld.edu.au](mailto:naplan@qcaa.qld.edu.au) by **Friday 21 May 2021**. This electronic form is available via the QCAA NAPLAN portal.

## 21.4 Results

- 21.4.1 The *Results* dashboard displays tasks that allow the delivery of the preliminary school and student summary report (SSSR) and operational reports for NAPLAN Online.
- 21.4.2 For further information about operational reports, please click on the 'Principal or NAPLAN coordinator' link under the 'Tools and resources' menu of the Online National Assessment Platform website [www.assessform.edu.au](http://www.assessform.edu.au) (login required) and select the relevant document.

## 21.5 School and student summary report

- 21.5.1 For NAPLAN Online only, the report available to schools is a NAPLAN-specific school and student summary report (SSSR). This will not be available for students who complete alternative format NAPLAN tests, with the exception of writing.
- 21.5.2 The SSSR provides feedback on how students performed on the NAPLAN tests.
- 21.5.3 The parent/carer report that can be generated through the SSSR should not be generated or distributed to parents/carers without QCAA approval.

## 21.6 Individual student report

- 21.6.1 The individual student report (ISR) provides achievement information for the four test domains and is supplied to schools by the QCAA.
- 21.6.2 ISRs are provided by the QCAA for students who sit either NAPLAN Online or NAPLAN paper tests.

# Part C: Principal and NAPLAN coordinator quick start guide

## Step 1: Principal only

To begin, you will need:

- registration email
- school PIN
- NAP secure grid card.

### Registration email

Click on the self-register link in the email you receive.

### Sign up

Enter your given and family names to sign up. When prompted, set your password.

### Log in

Go to [www.assessform.edu.au](http://www.assessform.edu.au) and select the correct environment (i.e. 'Log in to NAPLAN 2021').

Log in to the assessment delivery system. Your username is your registered email address.

Enter the school PIN, found in your NAPLAN instruction pack provided by the TAA. The PIN should be retained for later access to the platform.

Enter the NAP secure login card code.

## Optional: Invite NAPLAN coordinators

On the 'Manage school-based users' tile, click 'Invite NAPLAN coordinators'.

Then invite NAPLAN coordinators to register in the system.

## Optional: Invite school technical support officers

On the 'Manage school-based users' tile, click 'Invite School Technical Support Officer'.

Then invite school technical support officer/s to register in the system.

## Step 2: Principal or NAPLAN coordinator

### Preparing phase

Log in to platform.

Complete tasks in the checklist. This allows you to move to the delivering phase.

## Step 3: Principal or NAPLAN coordinator

### Delivering phase

Create Test Administration (TA) session logins. One session login needs to be created for each test session (for example, five test sessions require five session logins). Once created, click 'Cancel' to finish.

Print TA session slip/s. Once created, click 'Cancel' to finish.

Ensure that you have chosen the correct test from the dropdown list. Print student session slips.

# Appendix 1: Disability adjustment codes (DAC)

DAC	Name	Platform adjustment	Action required by test administrator	Approval by the QCAA or school
SUP	NAPLAN support person	None <b>Note:</b> Relevant domains are conventions of language, numeracy and reading.	Test environment arrangements should ensure these adjustments do not impact other students.	School
OSS	Oral sign/support	None		School
SCR	Scribe	None <b>Note:</b> Writing is the only domain where a scribe may be used.		QCAA
RBK	Rest break	None	The test administrator will need to pause the 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.	School
<b>Adjustments providing extra time</b>				
ETA	Extra time: one minute for every six minutes of test time	The platform will automatically allocate extra time if this DAC is selected.	None — the platform will automatically calculate and add the extra time to the individual student's timer.	School
ETB	Extra time: one minute for every three minutes of test time		The principal or NAPLAN coordinator must ensure the timing allowed for the test session caters for the total duration of tests for students with extra time.	
ETC	Extra time: one minute for every two minutes of test time		The principal or NAPLAN coordinator is responsible for adding and updating the DAC for students and overall scheduling.	
ETD	Extra time: double total test time	The platform will automatically allocate extra time if this DAC is allocated.	None — the platform will automatically calculate and add the extra time to	QCAA

DAC	Name	Platform adjustment	Action required by test administrator	Approval by the QCAA or school
			<p>the individual student's timer.</p> <p>The principal or NAPLAN coordinator must ensure the timing allowed for the test session caters for the total duration of tests for students with extra time. The principal or NAPLAN coordinator is responsible for adding and updating the DAC for students and overall scheduling.</p> <p>This adjustment is specifically for students using assistive technology to access the tests.</p>	
<b>Adjustments allowing secure browser to be disabled</b>				
AST	Assistive technology	Access standard browser to allow setting manipulation (customised pointing devices, keyboards, software access, etc.)	<p>Online schools:</p> <p>The NAP locked-down browser application will not need to be used for this adjustment. Students not using a secure browser will require additional supervision to ensure they are not using prohibited functionality, such as external websites or calculators.</p>	QCAA
COL	Colour contrast modification	<p>Access standard browser to allow the student to adjust colour, contrast or brightness settings on their device.</p> <p>This includes setting screen to 'invert' in conjunction with BNW to create white text with black background.</p>	<p>Low-bandwidth schools:</p> <p>The DACs AST and COL unlock Replay, i.e. the DACs disable the locked-down functionality of Replay. Replay thus operates similarly to the Single Device Solution (SDS) version of Replay, in that other software (such as accessibility tools) can be run in the background. Students see an 'eye' icon on the Replay header bar when their device is in insecure mode.</p>	

DAC	Name	Platform adjustment	Action required by test administrator	Approval by the QCAA or school
<b>Adjustments through alternative format test materials</b>				
OFF	Braille, large print, black and white and electronic test formats	None	Student will sit a paper-based version of the NAPLAN tests.	QCAA
<b>Adjustments providing alternative items</b>				
AIA	Alternative items — audio	Platform will swap audio items for alternatives if alternative items are defined for this DAC.	None — platform will automatically substitute affected items with appropriate alternative items.	School
AIV	Alternative items — visual	Platform will swap visually detailed items for alternatives if alternative items are defined for this DAC.		
<b>Adjustment providing alternative colour themes</b>				
BNW	Black text with white background (use with COL and system settings to invert colours for white text with black background*)	Platform will use student's preferred colour theme where defined for this DAC.	None — platform will automatically substitute student's chosen colour theme.  *Follow student's usual process to set up screen inverting via device.	School
BNB	Black text with blue background			
BNL	Black text with lilac background			
BNG	Black text with green background			
BNY	Black text with yellow background			

