

# Year 3

## NAPLAN Online test administration handbook for teachers

2021

## Table of contents

1. INTRODUCTION .....	3
1.1 Test dates .....	4
1.2 Test durations .....	4
2. PREPARING FOR THE WRITING TEST ON PAPER.....	5
2.1 Before the test day.....	5
2.2 On the test day .....	5
2.3 Student test materials .....	5
2.4 Supervising the test sessions.....	6
2.5 Assisting students .....	6
2.6 Student with temporary injury.....	7
2.7 Recording test participation.....	8
3. TEST ADMINISTRATION: WRITING .....	9
3.1 Overview.....	9
3.2 Allocating time during the test .....	9
3.3 Preparation for the writing test session .....	9
3.4 Scribes.....	10
3.5 Materials required .....	10
3.6 Script for administering writing test .....	11
3.7 After the writing test .....	14
4. PREPARING FOR THE ONLINE TESTS.....	16
4.1 Overview.....	16
4.2 Before the test day.....	16
4.3 On test days.....	17
4.4 Student test materials .....	18
4.5 Supervising the test sessions.....	18
4.6 Time allowed for each test .....	18
4.7 Adjustments for students with disability.....	19
4.8 Assisting students .....	20
4.9 Reading the test administration script .....	22
5. MANAGING A TEST SESSION .....	23
5.1 Creating a test session .....	23
5.2 Supporting students to log in.....	23
5.3 Starting the test session.....	24
6. TEST ADMINISTRATION SYSTEM FUNCTIONS .....	25

6.1	Active functions.....	25
6.2	Pausing an individual test attempt.....	25
6.3	Reopening a test attempt.....	26
6.4	Finishing a test attempt.....	26
6.5	Pausing and resuming a test session.....	26
6.6	Finalising a test session.....	27
7.	TEST ADMINISTRATION: GENERAL INSTRUCTIONS.....	28
7.1	Overview.....	28
7.2	Test durations (Year 3).....	28
7.3	Before the test.....	28
7.4	After the test.....	29
8.	TEST ADMINISTRATION: READING.....	30
8.1	Overview.....	30
8.2	Materials required.....	30
8.3	Creating the test session.....	30
8.4	Script for administering reading test.....	31
8.5	After the reading test.....	33
9.	TEST ADMINISTRATION: CONVENTIONS OF LANGUAGE.....	35
9.1	Overview.....	35
9.2	Materials required.....	35
9.3	Creating the test session.....	35
9.4	Script for administering conventions of language test.....	36
9.5	After the conventions of language test.....	38
10.	TEST ADMINISTRATION: NUMERACY.....	39
10.1	Overview.....	39
10.2	Materials required.....	39
10.3	Creating the test session.....	39
10.4	Script for administering numeracy test.....	39
10.5	After the numeracy test.....	42
	APPENDIX 1 — DISABILITY ADJUSTMENT CODES.....	43

## **1. INTRODUCTION**

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

Year 3 students participating in the online administration of NAPLAN will sit the NAPLAN Writing test as a paper-based test. This handbook separates its instructions and information into two broad sections: one addressing the paper-based NAPLAN Writing test and one addressing the three NAPLAN Online tests.

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

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

## 1.1 Test dates

The NAPLAN Online test window starts on 11 May 2021 and finishes on 21 May 2021. The test security period extends for two weeks past the end of the test window and finishes on 4 June 2021. This is one week longer than in previous years.

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

## 1.2 Test durations

	Writing	Reading	Conventions of Language	Numeracy
Year 3	40 min (paper)	45 min	45 min	45 min

*Introduction time of approximately 15 minutes should be added to these times.*

## 2. PREPARING FOR THE WRITING TEST ON PAPER

### 2.1 Before the test day

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

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

### 2.2 On the test day

Prior to commencing, please ensure you have all materials required for the test session and that you understand all procedures.

Allow enough time to check that you have the required number of testbook/s — *Type 1 (named)* and *Type 2 (unnamed)*.

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

### 2.3 Student test materials

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

- × books, including dictionaries
- × rulers
- × coloured pens or pencils
- × mechanical lead pencils, such as Pacers
- × pencils other than **2B**
- × felt pens
- × highlighters
- × correction fluid/tape

- × glue
- × reusable adhesive
- × mobile phones, iPads and other devices, including Bluetooth devices such as AirPods and smart watches
- × calculators.

## 2.4 Supervising the test sessions

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

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

## 2.5 Assisting students

Professional and ethical behaviour in accordance with the *National protocols for test administration — NAPLAN Online 2021* is expected in all aspects of the test administration. Any additional support given to a student that advantages them in any way is considered cheating.

Your NAPLAN coordinator will be able to provide you with a copy of the *National protocols for test administration — NAPLAN Online 2021*. You can also download a copy from the NAP website: <https://www.nap.edu.au/naplan/school-support/national-protocols-for-test-administration>.

During the writing test tests, you **MAY**:

- ✓ read and clarify general instructions (as indicated by READ ALOUD in this handbook)
- ✓ provide general encouragement to continue.

During the writing tests, you **MUST NOT**:

- × discuss the writing task
- × explain, paraphrase or interpret questions, including translating questions into another language
- × indicate to students whether answers are correct or incorrect
- × provide any content information, whether orally or in writing
- × prompt students regarding the text structure or writing prompt
- × give hints or examples
- × write for a student (except where the use of a scribe has been approved by the QCAA).

- × remind students about related work completed in class
- × provide extra time (unless provided as a disability adjustment or because of a documented disruption during the test session).

## 2.6 Student with temporary injury

All Year 3 students participating in the NAPLAN writing test must handwrite their response to the writing prompt within a three-page booklet, unless they have a temporary injury that prevents them from writing. Note that conditions apply for temporary injury, including that a scribe **must not** be used. Please refer to the *Handbook for principals and NAPLAN coordinators — NAPLAN Online 2021* (Section 6) for more information.

The following guidelines apply for a student with a temporary injury using a computer to type their writing response.

Guidelines for students with a temporary injury using a computer to complete the writing test	
Length of computer text equivalent to 3 pages of handwriting	Year 3: 700 words
Font	Students can use an appropriate font and font size (such as Arial or Times New Roman) as would be used in normal classroom work. When scanned, the response should be able to be easily read by the marker.
Conditions	<p>The temporary injury <b>must</b> be to the hand or arm the student usually writes with, and must prevent the student writing with that hand.</p> <p>Computer use <b>must</b> be in accordance with standard assessment practices: spelling- and grammar-checks, dictionary, predictive text, etc., <b>must</b> be turned off. Access to the internet or internal networks <b>must</b> also be completely restricted.</p> <p>Extra time may be used by the student at the discretion of the teacher, depending on the student’s familiarity using a keyboard with their non-writing arm.</p>
After the test	<p>As the test administrator, you (or your assistant) should:</p> <ul style="list-style-type: none"> <li>• save identifying student information to the page header (on every page of completed test response). For example: <ul style="list-style-type: none"> <li>○ Student name:</li> <li>○ Year level:</li> <li>○ School:</li> <li>○ Date of birth and/or unique student identification number:</li> </ul> </li> <li>• save the completed test to the desktop as a backup</li> <li>• print a copy of the completed test from the desktop</li> <li>• delete the file from the desktop</li> <li>• attach to the student’s testbook with a paperclip</li> <li>• follow any other procedures as requested by the QCAA.</li> </ul>

## 2.7 Recording test participation

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

If a testbook is empty, shade **one** participation bubble only: *exempt, no longer at this school, parent withdrawn, no longer in this year level, absent or present but refused to complete any test items.*

Where applicable, shade all relevant student participation bubbles: *abandonment due to illness or injury approved by QCAA, completed in catch-up session, a disability adjustment has been approved by the principal, international fee-paying student or this student has a language background other than English.*

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

### **Writing catch-up sessions for absent students**

Every effort should be made to ensure all eligible students are assessed for the year 3 writing test on the designated NAPLAN test day (11 May 2021).

Arrangements should be made for Year 3 students who are absent for the writing tests to sit the test on days in the first week of testing.

Year 3 catch-ups must be completed by Friday 14 May 2021 in alignment with the protocols for paper-based schools

### 3. TEST ADMINISTRATION: WRITING

#### 3.1 Overview

Please ensure that you are familiar with the information in this handbook before administering the writing test on paper.

This test is to be conducted in one session.

This is an assessment of a student's ability to plan and write a text independently. No assistance from the test administrator or teacher is allowed.

#### 3.2 Allocating time during the test

Introducing students to the test should take approximately 10 minutes. The test duration is 40 minutes.

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

- Planning: 5 minutes
- Writing: 30 minutes
- Editing: 5 minutes

#### 3.3 Preparation for the writing test session

On or before the day of the test:

- Arrange the room so that students cannot see each other's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times including 10-minute intervals on the board.
- When allocating a *Type 2 (unnamed)* testbook to a student, select a testbook from the package/s of supplied *Year 3 writing Type 2 (unnamed)* testbooks. After completing the student's details using a **2B** pencil, you must also record the student's details against the matching testbook number on the *Student list Year 3 — Type 2 (unnamed)* testbooks. This is required to register the connection between the student and the testbook number for all tests.
- Distribute the *Year 3 writing* testbooks to students, making sure that each student has the correct testbook. The student's name should have already been printed on the writing testbook cover. If the student's name has not been printed, ask the student to write their name now.
- Check that you have the package that contains the Year 3 and Year 5 task. Each writing stimulus page will have YEAR THREE AND YEAR FIVE clearly marked in white font on the black banner in the top left-hand corner. Distribute the writing stimulus page and a sheet of blank paper to each student.

- Under no circumstances should a student complete the test using another student's *Type 1 (named)* testbook.
- Ensure you are aware of any disability adjustments provided to the students in your session and how to manage them.

Where a student is visiting your school to complete the test, please ensure that the name and code of the school where they are enrolled is written on the *Type 2 (unnamed)* testbook using a **2B** pencil.

Please note:

- Paper test backup materials have the year 2020 printed on them. This is not a mistake.
- For Year 3 online writing only, writing response books have the year 2021 printed on them. This is not a mistake.

### 3.4 Scribes

Students require QCAA approval for the use of a scribe. Students with a temporary injury are not permitted the use of a scribe.

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

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

For scribing rules refer to Section 6.8 of the *National protocols for test administration — NAPLAN Online 2021*.

### 3.5 Materials required

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

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

### 3.6 Script for administering writing test

#### READ ALOUD

Today you will complete the *writing* test.

Check that you have:

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

On your writing stimulus page, look at the black banner in the top left-hand corner. Put your finger on the words that say YEAR THREE AND YEAR FIVE. Raise your hand if you cannot find these words.

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

**Do not** open your testbook until I tell you.

Allow students time to check they have the appropriate materials.

#### READ ALOUD

Look at the front cover of your testbook. Check that **your** details are printed on it. If your name is not printed on the testbook, write your full name in the space provided, using capital letters.

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

#### READ ALOUD

Put your pencil down now and listen carefully while we look at the writing stimulus page.

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

#### READ ALOUD

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

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

I will read the page for you.

Follow the words while I read it to you.

Point to the information you are going to read.

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

You must only read the words on the stimulus page.

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

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

When you have finished reading the stimulus page:

### **READ ALOUD**

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

Show the planning page.

### **READ ALOUD**

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

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

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

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

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

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

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

You may begin planning now — you have 5 minutes.

Actively supervise students to make sure they are planning their work independently and are not writing in their testbooks. If students are having difficulties, quietly encourage them to look at the stimulus page.

**Do not help students to develop or structure their text.**

### **After 5 minutes, READ ALOUD**

That's all the time you have for planning.

Put your planning page where you can see it.

**Do not begin yet.**

Open your writing testbook to page 2.

This is where you start your writing.

You have three pages to write on, but you do not have to use them all.

You cannot be given any extra pages to write on.

You now have 30 minutes to write on the topic.

I will tell you when you have 5 minutes left to finish your writing.

After those 5 minutes are up, you will have another 5 minutes to edit your work.

You may start writing **now**.

Actively supervise the students to make sure that they have begun writing.

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

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

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

Mark off the time intervals on the board.

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

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

**After 30 minutes, READ ALOUD**

You have 5 minutes left to finish your writing; after this, you will have another 5 minutes to edit your work. If you have already finished, use this time to start checking your work.

### **After 35 minutes, READ ALOUD**

Your writing time is now finished. You have 5 minutes to check and edit your work.

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

You can also use this time to complete your writing if you need to, but you will not be allowed any extra time for editing. When you have finished, close your testbooks and wait quietly.

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

### **After 40 minutes, READ ALOUD**

The writing test is now finished.

Put your pencil down and close your testbook.

Put your planning and stimulus pages next to your testbook.

Do not put these pages inside your testbook.

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

## **3.7 After the writing test**

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

Do not remove any pages from any testbook.

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

Where appropriate, on the front cover mark the test participation bubbles (absent, exempt, withdrawn or abandonment due to illness or injury) and check that all information recording disability adjustments is complete and correct.

Where appropriate, ensure that the *Type 1 (named)* testbook/s is attached to the Braille, Large Print, Black and White or Electronic Test Format test papers with a paperclip.

Where a student has completed the test using the Electronic Test Format, print the student's responses and attach to the student's *Type 1 (named)* testbook with a paperclip.

Where a student has used assistive technology (templates for the writing test), print the student's work making sure that the school name and code, and the student's name, date of birth, year level and EQ ID number (where applicable) are clearly printed on the top of each sheet of paper used. Insert the loose page/s in the testbook bearing the student's name and attach with a paperclip. Do not glue or staple these pages to the testbook. Arrange for a

copy of the student's response to be emailed to the QCAA before deleting it from the desktop.

Return all test materials to the principal/NAPLAN coordinator as soon as possible for secure storage. Do not leave any testbooks, whether complete or incomplete, in a classroom.

No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.

Under no circumstances should student responses be copied or transcribed, either during or after the test.

## 4. PREPARING FOR THE ONLINE TESTS

### 4.1 Overview

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

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

This section of the handbook focuses on the procedures for administering the NAPLAN Online tests. It does not provide step-by-step instructions on the functionality of the test administrator's dashboard. NAPLAN Online tests may be delivered online or via low-bandwidth solutions.

You will find detailed instructions on using the online national assessment platform and test administrator's dashboard in the resources available at [www.assessform.edu.au](http://www.assessform.edu.au).

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

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

### 4.2 Before the test day

The school principal is responsible for ensuring all staff are informed of their roles and responsibilities in relation to the administration of the NAPLAN Online tests. The *National protocols for test administration — NAPLAN Online 2021* require that all students are familiar with the functionality of the NAPLAN Online tests and range of item types in each domain, as well as with the type of device that they will be using for NAPLAN Online, before sitting the tests.

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

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

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

- provide you with access to the NAPLAN Online training environment to ensure you know how to use the test administrator's session dashboard, and the NAP locked down browser (as well as setting up an unsecured browser if necessary) or the applications for low-bandwidth schools.
- plan the configuration of the test room(s) where the test sessions will be held

- discuss the organisational procedures required during the tests, including procedures for students bringing their own device (BYOD)
- review procedures for emergencies and problem situations, including how to seek technical assistance
- explain the organisational arrangements for non-participating students
- confirm that all devices have passed the necessary device checks and that arrangements have been made to ensure the devices will be in the room, will have the NAP locked down browser or applications for low-bandwidth schools installed, and will be fully charged on the day of the assessment
- ensure that you are familiar with all the test administration instructions and procedures
- establish procedures in the event that the test is to be administered by a casual, relief or NAPLAN support teacher.

### 4.3 On test days

Prior to commencing, please ensure you have all materials required for the test session. Your school NAPLAN coordinator will provide you with a test administration pack which includes the items listed below:

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

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

#### 4.4 Student test materials

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

All NAPLAN Online tests except reading allow or require the use of an audio player. Students will need headphones to use the audio player.

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

- × books, including dictionaries
- × rulers
- × mobile phones or, any other devices that connect to the internet either through Wi-Fi or Bluetooth, that can transmit, extract and display or read out data to the user
- × protractors/mathematics templates
- × calculators (unless provided as a disability adjustment).

#### 4.5 Supervising the test sessions

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

- ✓ deliver the instructions accurately
- ✓ encourage student participation
- ✓ actively monitor student conduct by regularly walking around the room and checking that students are not talking, collaborating or using prohibited items as listed above
- ✓ actively monitor the test administrator's session dashboard to ensure all flags or warnings are actioned as required.

#### 4.6 Time allowed for each test

The duration of each test is provided later in this handbook.

The online assessment platform will provide each student with a countdown timer that shows the amount of time they have to complete the test. Students can choose to hide their timer if they find it distracting. However, the timer will flash when the student has 10 minutes left and will display continuously during the last 5 minutes of the test. You will also be able to see how much time each student has remaining on their test attempt via the test administrator's session dashboard on your device. The platform will lock students out of their test when their time has expired.

When administering a test session, in addition to the stated time for each assessment, you will need to allow time for students to settle in and log in to the online assessment platform. The test session time may also be affected where students have been provided with adjustments for disability.

## 4.7 Adjustments for students with disability

Students with disability may be granted extra time as a disability adjustment. The NAPLAN coordinator will enter the relevant disability adjustment code(s) (DAC) for these students against their profile prior to the start of the tests. Students who have a DAC indicating they should get extra time will automatically have the appropriate amount of extra time added by the system.

Some students may be granted rest breaks. You will have to manually control rest breaks for those students who have a DAC indicating they should get a rest break by pausing and resuming the students' test attempts via the test administrator's dashboard.

In some instances, students with disability taking the test will be presented with alternative test items which differ from those other students will see in the same test session. These alternative items have been designed to accommodate certain disabilities to enable participation in the test, however the items assess the same knowledge requirements. The presentation of alternative items is triggered by granting of the alternative item DACs (AIA and AIV).

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

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

## 4.8 Assisting students

Professional and ethical behaviour in accordance with the *National protocols for test administration — NAPLAN Online 2021* is expected in all aspects of the test administration. Any additional support given to a student that advantages them in any way is considered cheating.

Your NAPLAN coordinator will be able to provide you with a copy of the *National protocols for test administration — NAPLAN Online 2021*. You can also download a copy from the NAP website: <https://www.nap.edu.au/naplan/school-support/national-protocols-for-test-administration>.

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

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

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

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

	You MAY:	You MUST NOT:
<b>Reading</b>		<ul style="list-style-type: none"> <li>× read anything from the reading texts</li> <li>× read any test questions.</li> </ul>
<b>Conventions of language</b>	Spelling section <ul style="list-style-type: none"> <li>✓ remind students how to use the audio player</li> </ul>	<ul style="list-style-type: none"> <li>× read or sound out the spelling items to the students</li> <li>× read any test questions</li> <li>× write any spelling words for students, on the board or elsewhere.</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>✓ remind students to use the audio player if they need help with reading the questions</li> <li>✓ read any words, numbers or symbols that are embedded within text (as per the audio available to students for each question).</li> </ul>	<ul style="list-style-type: none"> <li>× read numbers or symbols unless they are embedded within text (as per the audio available to students for each question)</li> <li>× explain the meaning of any symbols, numbers or mathematical terms</li> <li>× interpret any graphs or diagrams.</li> </ul>

The literacy demands of the numeracy test should not exclude a student from accessing the test. You should encourage students to access the audio player for the numeracy test if their literacy standard is a barrier to access. The following examples in the numeracy test show what **may** and **may not** be read aloud to students:

<b>Example 1</b>	<p>The numbers and symbols in this question <b>must not</b> be read as they are not embedded within text.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>What number will make this number sentence true?</p> <math display="block">4.52 + 3.68 = \boxed{\phantom{000}} + 3.70</math> </div>
<b>Example 2</b>	<p>The numbers 100 and 2 <b>may</b> be read as they are embedded within the text. The numbers 50, 55, 70 and 220 <b>must not</b> be read as they are not embedded within text.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Edward travelled 100 kilometres in 2 hours.</p> <p>What was his average speed in kilometres per hour?</p> <p> <input type="radio"/> 50                <input type="radio"/> 55                <input type="radio"/> 70                <input type="radio"/> 220         </p> </div>

**Example 3**

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

The number 39 889 can be rounded in different ways.

Which ways of rounding give the same answer?

- Rounding to the nearest 10 and nearest 100.
- Rounding to the nearest 10 and nearest 1000.
- Rounding to the nearest 100 and nearest 1000.
- Rounding to the nearest 1000 and nearest 10 000.

## 4.9 Reading the test administration script

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

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

### READ ALOUD

You will now be attempting the reading test.

A section at the beginning of each script, with a series of dot points, can be read aloud as necessary to assist students to:

- open the NAP locked down browser/student test player or unsecured browser
- perform an audio check and log in to the test.

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

## 5. MANAGING A TEST SESSION

The information below provides a quick overview of the test administration functionality within the platform. For more detailed information, refer to resources available at [www.assessform.edu.au](http://www.assessform.edu.au).

### 5.1 Creating a test session

5.1.1 Open your browser and navigate to [www.assessform.edu.au](http://www.assessform.edu.au).

5.1.2 Login to NAPLAN 2021 and create a new test session using the TA session slip provided by the school NAPLAN coordinator.

5.1.3 The session code will be displayed at the top of your screen in a grey box. Display the session code where students can see it, e.g. write it on the board — the students will need it to enter the test session.

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

### 5.2 Supporting students to log in

After entering the test session code, students will be asked to enter their student session code.

The system will then present a panel that shows the title of the test they are about to take. It is important that the test domain and year are confirmed as correct. If the domain and/or year are not correct, the NAPLAN coordinator should be informed immediately.

Students will also be asked to confirm their name by selecting a 'Yes' button. However, if the name presented by the system is not correct the student should raise their hand and you should take the following action:

- if the name is simply spelled incorrectly, the student should select 'Yes', and you should inform the NAPLAN coordinator of the inaccuracy after the session
- if a student has been given the student session code for another student in the same test session, the student should select 'No' and the two students must swap codes and re-enter them
- if a student has been given the student session code for another student, in a different test session, the student should select 'No' and you should inform the NAPLAN coordinator of the error as soon as possible. The student may need to be rescheduled.

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

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

### 5.3 Starting the test session

The test administrator's session dashboard displays a list of students who have joined the test session (by entering the test session code and their student session code).

Once all students scheduled to participate in the test session have joined you start the session by selecting the 'Start session' button on the test administrator's session dashboard and then selecting 'Yes' to confirm.

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

Any students who join the test session after it has been started can do so by entering a test session code and their student code as usual. However, as the test session is already in progress, these students' names will show in the 'Waiting entry' tab of the test administrator's session dashboard and you must manually admit them.

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

## 6. TEST ADMINISTRATION SYSTEM FUNCTIONS

### 6.1 Active functions

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

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

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

Functions that can be applied by you to the whole test session (i.e. all students) are:

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

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

### 6.2 Pausing an individual test attempt

You can pause an individual student's test attempt. An individual student's test attempt might be paused by you when:

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

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

- tick the checkbox next to the student's name and select 'Pause student'. Multiple student names can be selected.
- select 'Pause student'
- select reason for pausing test attempt/s from the drop-down list of reasons.

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

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

### 6.3 Reopening a test attempt

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

If there is a legitimate reason for allowing a student to continue working on the test after their time has expired – for instance, if a test disruption was such that the system was unable to be paused and the student's timer reached zero during the disruption – you may use the 'Reopen student' function for a 'Finished' test attempt to reopen the student's test attempt and add time to it. If the student's test attempt is not in the 'Finished' status, you will need to use the 'Finish student' function first.

You must select the reason for the addition of time when prompted. You should also record information about the circumstances of the disruption.

### 6.4 Finishing a test attempt

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

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

If a student did not complete the test during the session because they experienced a test disruption, or they left the session because they were unwell, you should not 'finish' their test attempt. This includes where a student's screen is frozen, and they cannot select 'finish' themselves. Test administrators should report issues to the NAPLAN coordinator.

### 6.5 Pausing and resuming a test session

You can pause and resume test sessions — this will affect all students in the test session.

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

If the test is not paused, you must note the time at which the disruption begins and its duration. If time is added to students' test attempts, you must select the reason for the addition of time in the drop-down list presented by the system and record the circumstances surrounding the disruption.

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

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

## 6.6 Finalising a test session

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

You cannot finalise a test session before all student test attempts have been finished. If you cannot finalise a test session, inform your NAPLAN coordinator.

If any test attempt is still paused, test disruptions have not been resolved or a student has left the session due to illness or injury, you **must not** finalise the test session. You **must** inform the NAPLAN coordinator.

In case of test disruptions, the NAPLAN coordinator will take action to remedy the issue by postponing the test attempt, so it can be rescheduled.

## 7. TEST ADMINISTRATION: GENERAL INSTRUCTIONS

### 7.1 Overview

Please ensure that you are familiar with the relevant information in this handbook before administering tests. Each test is to be conducted in one session.

Scripts contain instructions for using headphones. If this is not relevant for students in your class, you should amend your instructions as appropriate.

### 7.2 Test durations (Year 3)

Year 3 tests		
Introduction time: approximately 15 minutes		
Reading	Conventions of language	Numeracy
45 min	45 min	45 min

### 7.3 Before the test

To prepare for the test you will need to:

- make sure you have your test administration pack from the NAPLAN coordinator
- arrange the room so that students cannot see each other's work. Where students are in a computer lab that has been designed to facilitate collaboration, computers may need to be moved or temporary barriers put up between students
- take down, cover or reverse any posters, displays or teaching materials that might help students with the test
- check that your device is fully charged or connected to a power supply
- confirm there are sufficient devices for all students in the test session (taking into account any students bringing their own device) and that they are fully charged or connected to a power supply
- confirm there are sufficient sets of headphones for all students in the test session (for conventions of language and numeracy only)
- ensure all devices are turned on and connected to the internet
- ensure you have sufficient slips of paper on which the URL for the unsecured browser is written if required (for students with DACs, AST or COL)
- be prepared to assist students to open the NAP locked down browser
- check you have access to a whiteboard or blackboard

- ensure you are aware of any disability adjustments provided to the students in your session and how to manage them
- check that you have all the appropriate test materials
- check that the student materials are available for the students.
- distribute the student session slips.

#### 7.4 After the test

If **any** test attempt could **not be finished** because of a test disruption or a student has left the session due to illness or injury, **you must not finish their test attempt or finalise the test session.**

If a student logged in but refused to compete the test you will 'finish' the test attempt on behalf of the student.

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

At the end of the test session, check that all student browsers have been closed.

At the end of the test session, collect:

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

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

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

You **must** return the TA session slip, student session slips and any other test materials to the NAPLAN coordinator, (including any paper used by students during the test) to the NAPLAN coordinator to be securely stored.

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

## 8. TEST ADMINISTRATION: READING

### 8.1 Overview

This test is to be conducted in one session. This is an assessment of a student's ability to read, comprehend and respond to a variety of text types.

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

Headphones are not used in the reading test.

Ensure that all steps necessary to create a test session have been completed before attempting to administer the test.

### 8.2 Materials required

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

### 8.3 Creating the test session

Steps to create the test session:

- Open your browser and navigate to [www.assessform.edu.au](http://www.assessform.edu.au).
- Login to NAPLAN 2021 and create a new test session using the TA session slip provided by the school NAPLAN coordinator.
- The session code will be displayed at the top of your screen in a grey box. Display the session code where students can see it, e.g. write it on the board – the students will need it to enter the test session.

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

## 8.4 Script for administering reading test

### READ ALOUD

Today you will complete a reading test.

If you have any questions or you can't see what I describe on your screen, raise your hand and I will help you.

Remind students that if they experience technical issues (mouse, keyboard, monitor or device not working, questions not loading or questions flickering, screens freezing etc.) that they should let you know straight away by raising their hand.

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

Ask students to check that they have:

- their student code for the test on a piece of paper with their correct name
- turned on their device.

Ask students to:

- open the student test player (NAP locked down browser or application for low-bandwidth schools) (students using an unsecured browser i.e. DACs, AST or COL, or their support person should type the URL for the unsecured browser into the browser and select enter)
- select 'NAPLAN 2021'.

Students will then see the audio check screen.

The reading test **does not** include audio.

For the reading test, students should:

- select 'I do not need to check my audio'.

Instruct students to:

- select 'Start test'
- type the session code exactly as it appears on the board into the boxes, and then select 'Next'
- type their student code into the boxes that appear and select 'Next'
- check that their name is correct, select 'Yes' and wait.

## READ ALOUD

In this reading test, you will read texts and then answer questions about them.

There are 39 questions in this test and you have 45 minutes to complete it.

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

If you make a mistake, you can change your answer. If you find that a question is too hard, flag it and go on to the next one. If you have time, you can go back to flagged questions after you have finished the rest of the test.

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

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

When your time ends you will see a screen asking you to select a 'Finish' button.

If you finish early, check your answers and be sure that you have answered all the questions.

If you finish before your time ends you can also select the 'Finish' button, but you will be asked whether or not you have completed all the questions and checked your answers. If you select 'No' you will stay in the test. Selecting 'Yes' will finish your test.

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

Once you have finished your test, wait quietly.

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

## READ ALOUD

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

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

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

If a whole class has checked their responses, clicked finish, then submitted their tests before the allocated time, you may use discretion in managing the test environment and finalising the test session.

### **After 40 minutes, READ ALOUD**

Check your timer in the left-hand corner of your screen. If your test has not been paused, you have about 5 minutes left to finish the test. If you have already finished, use this time to check that you have answered all the questions.

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

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

### **READ ALOUD**

Thank you everyone. The reading test is now finished.

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

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

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

### **READ ALOUD**

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

You should now all close the test browser.

## **8.5 After the reading test**

Check that all students have closed the NAP locked down browser or application for low-bandwidth schools, or, where appropriate, the unsecured browser.

**If any test attempt could not be finished because of a test disruption or a student has left the session due to illness or injury, you must not finish their test attempt or finalise the test session. You must inform the NAPLAN coordinator.**

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

Collect all student session slips and all paper used during the tests. These must be returned to the NAPLAN coordinator, along with the TA session slips and any unused test codes, to be securely stored.

You will need to refer to Section 7.4, *After the test* to ensure you have met all requirements.



**An important note for Principals, NAPLAN Coordinators and test administrators:**

**NAPLAN Online 2021 conventions of language – new test design**

The below information has been taken from the *2021 NAPLAN Online Test Administration handbook* and supplemented by a screen snippet and additional messaging.

Composition

This test is composed of two parts (or 'sections'): grammar and punctuation followed by spelling.

The spelling test will only be available to students after they have completed the grammar and punctuation test. Students will not be able to return to the grammar and punctuation questions once they have moved on to the spelling questions. A message screen (see below) at the end of the grammar and punctuation test will remind them of this. Students will need to be reminded to check they have completed all grammar and punctuation questions before moving on to spelling. Monitor students as they move from one section of the test to the other.

**Transition from a 'locked' section – conventions of language**

- The student sees this page in the conventions of language test at the end of the grammar and punctuation section.
- The student is reminded to check their answers before moving to the next section, which is spelling.
- A student will remain on this page until a selection has been made.
- If the student selects **Back**, they are directed to the previous section to check their answers.
- If the student selects **Next**, they will not be able to view or change their answers in the grammar and punctuation section.



Timing

There are 52 questions in the test: 27 questions in the first part and 25 questions in the second. Students will have 45 minutes to complete all the questions. Some students will need more time on grammar and punctuation as there is more to read in that section than in the spelling section. Teachers should provide guidance based on knowledge of their students' abilities.

There is a timer in the top left-hand corner of the student's screen. When the timer says 25 minutes, students should be close to finishing the first section, which finishes at question 27, and be getting ready to move onto the second section.

For further information

Please see section 9 Test administration: conventions of language (page 35) of the Year 3 *2021 NAPLAN Online Test Administration handbook*. Also, the NAP website <https://nap.edu.au> and the PDF [NAPLAN Online branching messages](#).

## 9. TEST ADMINISTRATION: CONVENTIONS OF LANGUAGE

### 9.1 Overview

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

The spelling test will only be available to students after they have completed the grammar and punctuation test. Students will not be able to return to the grammar and punctuation questions once they have moved onto the spelling questions. A screen at the end of the grammar and punctuation test will remind them of this.

Ensure that all steps necessary to create a test session have been completed before attempting to administer the test.

From 2021, there is a new conventions of language test design. Ensure you have read the information provided by ACARA about this change on p. 34 of this handbook before administering the conventions of language test.

### 9.2 Materials required

Each student must have:	The test administrator must have:
<ul style="list-style-type: none"><li>✓ a device that meets the technical specifications for NAPLAN Online</li><li>✓ their student session slip for this session</li><li>✓ a sheet of blank paper for working out</li><li>✓ a pen or pencil</li><li>✓ headphones.</li></ul>	<ul style="list-style-type: none"><li>✓ a device that meets the technical specifications for NAPLAN Online</li><li>✓ this test administration handbook</li><li>✓ the TA session slip (containing the test administrator login details necessary for generating the test session code)</li><li>✓ a watch or clock</li><li>✓ a board to display the test session code</li><li>✓ a list of students allocated to the test session (including details of disability adjustments) and URL for unsecured browser if necessary.</li></ul>

### 9.3 Creating the test session

Steps to create the test session:

- Open your browser and navigate to [www.assessform.edu.au](http://www.assessform.edu.au).
- Login to NAPLAN 2021 and create a new test session using the TA session slip provided by the school NAPLAN coordinator.
- The session code will be displayed at the top of your screen in a grey box. Display the session code where students can see it, e.g. write it on the board — the students will need it to enter the test session.

Note: Some functions on the test administrator’s session dashboard will remain inactive until after students join the session and/or you start the session.

## 9.4 Script for administering conventions of language test

### READ ALOUD

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

If you have any questions today, or you can’t see what I describe on your screen, raise your hand and I will help you.

Remind students that if they experience technical issues (mouse, keyboard, monitor or device not working, questions not loading or questions flickering, screens freezing etc.) that they should let you know straight away by raising their hand.

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

Ask students to check that they have:

- their student code for the test on a piece of paper with their correct name
- a blank piece of paper, a pen or pencil and a set of headphones
- turned on their device
- plugged in their headphones
- adjusted their device volume to a comfortable/suitable level.

Ask students to:

- open the student test player (NAP locked down browser or application for low-bandwidth schools) (students using an unsecured browser i.e. DACs, AST or COL, or their support person should type the URL for the unsecured browser into the browser and select enter)
- select ‘NAPLAN 2021’.

Students will then see the audio check screen. For the conventions of language test, students should:

- play the sound
- select ‘I can hear the sound on headphones’ if they can hear the sound, or
- select ‘I can’t hear the sound on headphones’ if they can’t hear the sound, and follow the instructions on the page.

Assist students with the disability adjustment code AIA if required. These students should select ‘I do not need to check my audio’.

Instruct students to:

- select 'Start test'
- type the session code exactly as it appears on the board into the boxes, and then select 'Next'
- type their student code into the boxes that appear and select 'Next'
- check that their name is correct, select 'Yes' and wait.

## **READ ALOUD**

There are two parts to this test. The first part is a grammar and punctuation test, and the second is a spelling test. Once you move to the spelling test, you cannot go back to the grammar and punctuation test. You will need your headphones for the spelling test only.

There are 52 questions in the test: 27 questions in the first part and 25 questions in the second. You have 45 minutes to complete all the questions. You should spend about half this time on the first part so that you have enough time to complete the second part.

Each part has three sections. Between these sections you will see a message asking if you would like to review your answers before moving to the next section. You can change your answers if you think you have made a mistake.

If you find that a question is too hard, flag it and go on to the next one. If you have time, you can go back to flagged questions after you have finished each part of the test.

There is a timer in the top left-hand corner of your screen. When your timer says 25 minutes, you should be close to finishing the first part, which finishes at question 27, and be ready to move onto the second part.

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

When your time ends you will see a screen asking you to select a 'Finish' button.

If you finish early, check your answers and be sure that you have answered all the questions.

If you finish before your time ends you can also select the 'Finish' button, but you will be asked whether or not you have completed all the questions and checked your answers. If you select 'No' you will stay in the test. Selecting 'Yes' will finish your test.

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

Once you have finished your test, wait quietly.

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

## **READ ALOUD**

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

Actively supervise students to make sure they are on task.

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

If a whole class has checked their responses, clicked finish, then submitted their tests before the allocated time, you may use discretion in managing the test environment and finalising the test session.

### **After 40 minutes, READ ALOUD**

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

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

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

### **READ ALOUD**

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

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

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

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

### **READ ALOUD**

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

You should now all close the test browser.

## **9.5 After the conventions of language test**

Check that all students have closed the NAP locked down browser or application for low-bandwidth schools, or, where appropriate, the unsecured browser.

**If any test attempt could not be finished because of a test disruption or a student has left the session due to illness or injury, you must not finish their test attempt or finalise the test session. You must inform the NAPLAN coordinator.**

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

Collect all student session slips and all paper used during the tests. These must be returned to the NAPLAN coordinator, along with the TA session slips and any unused test codes, to be securely stored.

You will need to refer to Section 7.4, *After the test* to ensure you have met all requirements.

## 10. TEST ADMINISTRATION: NUMERACY

### 10.1 Overview

Year 3 students will not have access to the online calculator during any part of this test.

Ensure that all steps necessary to create a test session have been completed before attempting to administer the test.

### 10.2 Materials required

Each student must have:	The test administrator must have:
<ul style="list-style-type: none"><li>✓ a device that meets the technical specifications for NAPLAN Online</li><li>✓ their student session slip for this session</li><li>✓ a sheet of blank paper for working out</li><li>✓ a pen or pencil</li><li>✓ headphones.</li></ul>	<ul style="list-style-type: none"><li>✓ a device that meets the technical specifications for NAPLAN Online</li><li>✓ this test administration handbook</li><li>✓ the TA session slip (containing the test administrator login details necessary for generating the test session code)</li><li>✓ a watch or clock</li><li>✓ a board to display the test session code</li><li>✓ a list of students allocated to the test session (including details of disability adjustments) and URL for unsecured browser if necessary.</li></ul>

### 10.3 Creating the test session

Steps to create the test session:

- Open your browser and navigate to [www.assessform.edu.au](http://www.assessform.edu.au).
- Login to NAPLAN 2021 and create a new test session using the TA session slip provided by the school NAPLAN coordinator.
- The session code will be displayed at the top of your screen in a grey box. Display the session code where students can see it, e.g. write it on the board – the students will need it to enter the test session.

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

### 10.4 Script for administering numeracy test

#### READ ALOUD

Today you will complete a numeracy test.

If you have any questions or you can't see what I describe on your screen, raise your hand and I will help you.

Remind students that if they experience technical issues (mouse, keyboard, monitor or device not working, questions not loading or questions flickering, screens freezing etc.) that they should let you know straight away by raising their hand.

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

Ask students to check that they have:

- their student code for the test on a piece of paper with their correct name
- a blank piece of paper, a pen or pencil and a set of headphones
- turned on their device
- plugged in their headphones
- adjusted their device volume to a comfortable/suitable level.

Ask students to:

- open the student test player (NAP locked down browser or application for low-bandwidth schools) (students using an unsecured browser i.e. DACs, AST or COL, or their support person should type the URL for the unsecured browser into the browser and select enter)
- select 'NAPLAN 2021'.

Students will then see the audio check screen. For the numeracy test, students should:

- play the sound
- select 'I can hear the sound on headphones' if they can hear the sound, or
- select 'I can't hear the sound on headphones' if they can't hear the sound and follow the instructions on the page.

Assist students with a hearing impairment if required. These students should select 'I do not need to check my audio'.

Instruct students to:

- select 'Start test'
- type the session code exactly as it appears on the board into the boxes, and then select 'Next'
- type their student code into the boxes that appear and select 'Next'
- check that their name is correct, select 'Yes' and wait.

## READ ALOUD

In this test, you can select 'Play' to have the questions read to you through your headphones. I can also read the questions to you, but I can't read numbers or symbols to you unless they are part of the text in the question. Also, I cannot explain the questions.

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

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

If you make a mistake, you can change your answer. If you find that a question is too hard for you, flag it and go on to the next one. If you have time, you can go back to flagged questions after you have finished the rest of the test.

There is a timer in the top left-hand corner of your screen. It will flash when you have 10 minutes left and again when you have 5 minutes left. I will also tell you. When your time ends you will see a screen asking you to select a 'Finish' button.

If you finish early, check your answers and be sure that you have answered all the questions.

If you finish before your time ends you can also select the 'Finish' button, but you will be asked whether or not you have completed all the questions and checked your answers. If you select 'No' you will stay in the test. Selecting 'Yes' will finish your test.

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

Once you have finished your test, wait quietly.

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

## READ ALOUD

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

Actively supervise students to make sure they are on task.

If students ask you to read questions, you should encourage them to use the platform audio. However, you may read questions for them. **Ensure you are familiar with what may and may not be read** to students. Refer to Section 4.8, *Assisting students* of this handbook for details and examples.

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

If a whole class has checked their responses, clicked finish, then submitted their tests before the allocated time, you may use discretion in managing the test environment and finalising the test session.

### **After 40 minutes, READ ALOUD**

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

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

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

### **READ ALOUD**

Thank you everyone. The numeracy test is now finished.

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

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

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

### **READ ALOUD**

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

You should now all close the test browser.

## **10.5 After the numeracy test**

Check that all students have closed the NAP locked down browser or application for low-bandwidth schools, or where appropriate, the unsecured browser.

**If any test attempt could not be finished because of a test disruption or a student has left the session due to illness or injury, you must not finish their test attempt or finalise the test session. You must inform the NAPLAN coordinator.**

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

Collect all student session slips and all paper used during the tests. These must be returned to the NAPLAN coordinator, along with the TA session slips and any unused test codes, to be securely stored.

You will need to refer to Section 7.4, *After the test* to ensure you have met all requirements.

## APPENDIX 1 — DISABILITY ADJUSTMENT CODES

DAC	Name	Platform adjustment	Action required by test administrator	Approval by QCAA or school
SUP	NAPLAN support person	No platform adjustment. Domains applicable: reading, conventions of language, numeracy	Test environment arrangements should ensure that these adjustments do not impact other students.	School
OSS	Oral sign / support	No platform adjustment.		School
SCR	Scribe	No platform adjustment for student. Domains applicable: writing only		QCAA
RBK	Rest break	No platform adjustment.	Test administrator will need to pause student's test attempt when it is time for them to take a break. Once the student has returned from their rest break, the test administrator will need to resume the test attempt.	School
<b>Adjustments providing extra time</b>				
ETA	Extra Time — one minute for every six minutes of test time	Platform will automatically allocate extra time if this DAC is allocated.	None — 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		Test administrator must ensure that 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.	
ETC	Extra Time — one minute for every two minutes of test time			
ETD	Extra Time — double total test time	Platform will automatically allocate extra time if this DAC is allocated.	None — platform will automatically calculate and add the extra time to the individual student's timer. Test administrator must ensure that the timing allowed for the test session caters for the total	QCAA

			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.	
<b>Adjustments allowing secure browser to be disabled</b>				
AST	Assistive technology	Disable locked down browser to allow setting manipulation (customised pointing devices, keyboards, software access, etc.).	Locked down browser 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.	QCAA
COL	Colour contrast modification	Disable locked down browser to allow student to adjust colour, contrast or brightness settings on their device.  This includes setting screen to 'invert' in conjunction with BNW to create white text with black background.		
<b>Adjustments through offline testing</b>				
OFF	Braille, large print, black and white, electronic test format	No platform adjustment.	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 <i>audio items</i> for alternatives if alternative items are defined for this DAC.	None — the platform will automatically substitute affected items with appropriate alternative items.	School
AIV	Alternative items — visual	Platform will swap <i>visually detailed items</i> for alternatives if alternative items are defined for this DAC.		
<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 scheme where defined for this DAC.	None — the platform will automatically substitute student's chosen colour theme	School

BNB	Black text with blue background		*Follow student's usual process to set up screen inverting via device	
BNL	Black text with lilac background			
BNG	Black text with green background			
BNY	Black text with yellow background			



