NAPLAN ONLINE

# Handbook for principals — NAPLAN online

**2019**

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# HANDBOOK OVERVIEW

NAPLAN tests are held during May each year. The purpose of the *Handbook for principals – NAPLAN online* 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.

Principals have 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 at the school.

There are four parts to this handbook:

- **Part A**: Relevant sections of *National protocols for test administration – NAPLAN online*, including the code of conduct. These protocols apply to all schools administering NAPLAN online.
- **Part B**: Descriptions of 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 in accessing the platform.
- **Part D**: Operational instructions in the form of checklists and schedules.

# PART A: PROTOCOLS EXTRACT

## 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 (the platform) on which the NAPLAN online tests are delivered.

The *National protocols for test administration – NAPLAN online* (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 – NAPLAN online* and *NAPLAN online test administration handbook for teachers*.

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. To assist TAAs and schools in determining what appropriate and inappropriate behaviours are, a code of conduct is included, along with information on how breaches are dealt with.

ACARA, in cooperation with states and territories, will continue to review the protocols to ensure the 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 the 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: NAPLAN is a national assessment and all eligible students are expected to participate. NAPLAN should be accessible to all eligible students to demonstrate their actual skills and knowledge.**

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

2.1.2    It is unacceptable to exert influence on parents to withdraw their children from testing.

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

2.2.1    The integrity of the tests must be maintained at all times. Cheating is not permitted.

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

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

2.2.4    Active supervision of students during the tests is required (see section 8.6.6).

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

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

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

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

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

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

2.2.11   Any attempts by any party to modify an answer after the test is completed by the student are not permitted.

**2.3** **Test preparation: 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.**

2.3.1    The best preparation schools can provide for students is teaching the Australian Curriculum, as implemented in all states and territories.

2.3.2    Any actions that compromise the ability of students to produce results that reflect their own unrehearsed knowledge and skills are inappropriate.

2.3.3    The preparation of possible responses for any test is inappropriate.

2.3.4    Any attempt by students to gain an unfair advantage is inappropriate.

2.3.5    Principals must ensure all students are familiar with the functionality of the NAPLAN online tests and range of item types in each domain (see sections 3.3.2 and 7.3).

2.3.6    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: 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.**

2.4.1    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. Secure test materials for online are defined in section 11.

2.4.2    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.

2.4.3    Tests cannot be conducted outside the secure school location unless prior permission has been granted by the TAA.

2.4.4    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).

2.4.5    Schools should ensure that students have logged out of test attempts at the completion of each test session and that students' test attempts are submitted at the completion of testing.

2.4.6    Schools must not copy, store, transcribe or transmit tests or student responses, or cause responses to be recorded, except as outlined by these protocols.

2.4.7    If schools are provided with paper test materials, then test security should be maintained in line with the *National protocols for test administration for paper tests*.

**2.5** **Communication: Effective communication at all levels is essential for the efficient and transparent delivery of the tests.**

2.5.1   Principals and all relevant school staff must read and understand the *Handbook for principals – NAPLAN online* and the *NAPLAN online test administration handbook for teachers*.

2.5.2   Failure to read, or become aware of, these protocols and documents is not a valid reason for breaching protocols.

2.5.3   Principals, NAPLAN coordinators and test administrators must adhere to the instructions outlined in the *Handbook for principals – NAPLAN online* and *NAPLAN online test administration handbook for teachers*. Principals should seek clarification from their TAA if unsure of any points.

2.5.4   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* should be reported promptly.

2.5.5   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 in online schools.**

2.6.1   ALL year 3 students in online schools will complete the writing test on paper and the *National protocols for test administration* for paper tests will apply.

2.6.2   Schools may not revert from online tests to paper tests without direction by their TAA. Schools must follow TAA direction where rescheduling for paper tests is required.

2.6.3   Where schools have been directed by the TAA to conduct paper tests, the *National protocols for test administration* 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 (the NAP website, (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 ACARA will make available to TAAs. Materials arising from this strategy that ACARA is responsible for will be made available on the NAP website (www.nap.edu.au)
- maintaining the *National protocols for test administration – NAPLAN online*, 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 TAAs and made available to schools on the NAP website (www.nap.edu.au).
- developing national communication messaging, to be adapted by TAAs for local dissemination.

## 3.2    Responsibilities of test administration authorities (TAAs)

Content for this section can be found in the complete *National protocols for test administration – NAPLAN online*, on ACARA's NAP website nap.edu.au.

## 3.3    Responsibilities of principals

3.3.1    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
- record on the platform:
  - o    disability adjustments
  - o    withdrawals
  - o    exemptions
  - o    sanctioned abandonments
  - o    absences
  - o    refusals
  - o    students no longer enrolled.
- 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 (see section 8.4)
- 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, after they are made available, are delivered to parents/carers in a timely manner, as prescribed by their TAA and/or jurisdiction
- be aware of any additional jurisdiction-specific responsibilities outlined in part B of the *Handbook for principals – NAPLAN online.*

3.3.2 Principals are responsible for ensuring that all students have access to the NAPLAN online public demonstration site, or using other equivalent methods as advised by their TAA, to become familiar with the functionality of the NAPLAN online tests and range of item types in each domain.

3.3.3 Principals are responsible for acknowledging that they have read and understood the *Handbook for principals – NAPLAN online 2019*, which includes the relevant sections of these protocols. This acknowledgment must be done by the principal and cannot be delegated to the NAPLAN coordinator.

# 4. SECURITY AND INTEGRITY OF TEST MATERIALS

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

Content for this section can be found in the complete *National protocols for test administration – NAPLAN online*, on ACARA's NAP website nap.edu.au.

**4.2 Responsibilities of test administration authorities with contractors**

Content for this section can be found in the complete *National protocols for test administration – NAPLAN online*, on ACARA's NAP website nap.edu.au.

**4.3 Responsibilities of principals**

4.3.1 The principal will receive account and log-in details for the platform prior to the beginning of NAPLAN online test window. 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 definition in 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 TAA immediately if test material security has been breached in any way from the time of receipt of access details for the platform or other test materials.

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 TAA. When a courier is used to deliver materials, materials must not be left unattended on school premises. If this occurs, the TAA 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 relevant TAA must be notified immediately and jurisdiction-specific process followed. Any additional test materials dispatched to schools will use 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.

4.3.10     <u>Videos and photographs</u>: 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.

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     <u>Post-security period use of test materials</u>: Principals (and their teaching staff) are permitted to use released NAPLAN items and tests[1] 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.

# 5.    STUDENT PARTICIPATION COHORTS

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

## 5.1     Assessed students

5.1.1     Assessed students include students who attempt the test (and are not otherwise treated as absent because of sanctioned abandonment) and students exempt from testing.

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.

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[1] Not all NAPLAN online items will be released. ACARA will provide schools with visibility of released items through the SSSR. Schools are permitted to use released items for educational purposes after the NAPLAN test security period.

**5.2     Exempt students**

Students may be exempted from one or more of the tests (that is, reading, writing, conventions of language, numeracy) on the grounds of English language proficiency or disability.

5.2.1     English language proficiency

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.

5.2.2     Students with disability

Students with significant intellectual disability and/or students with significant coexisting conditions that severely limit their capacity to participate in the tests may be exempted from taking NAPLAN. This is decided after consultation between the principal, the student and the relevant parent/carer has determined that the student is not able to access the tests even with adjustments.

5.2.3     Parent/carer signed consent for exemptions

Principals must obtain signed parent/carer consent for all exempted students prior to the online test window. Principals can expect information from TAAs on the preferred method for collecting and recording this information.

Treatment of exempt students' data and results

5.2.4     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.

5.2.5     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.

5.2.6     Exempt students who are absent on the testing day will still be reported as exempt students, rather than absent students.

5.2.7     The text that will appear on the 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.*

5.2.8     Where a student is exempted from all tests, it is recommended that an individual student report not be issued.

**5.3     Absent students**

5.3.1     Absent students are students who do not take the test because they are not present when the test is administered, and are identified as absent by the school for the purpose of the test session.

5.3.2 Students who are present at school but are unable to take the test as a result of an accident or mishap preventing their participation (including catch-up sessions) are to be recorded as absent for the purpose of the test session.

5.3.3 Students who are present for the tests but who do not attempt any part of a test must be recorded as present and are considered as assessed students and cannot sit the tests in catch-up sessions.

5.3.4 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 8.5.1).

Treatment of absent students' data and results

5.3.5 Absent students are not counted as part of the cohort of assessed students.

5.3.6 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.*

5.3.7 Where a student is absent from all tests it is recommended that an individual student report be issued.

## 5.4 Withdrawn students

5.4.1 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. Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing.

5.4.2 A formal notification in the manner specified by the TAA must be received by the principal prior to the testing.

Treatment of withdrawn students' data and results

5.4.3 Withdrawn students are not counted as part of the cohort of assessed students.

5.4.4 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.*

5.4.5 Where a student is withdrawn from all tests it is recommended that an individual student report not be issued.

## 5.5 Sanctioned abandonment

5.5.1 Abandonment of a test refers only to students who have started a test but who abandon the test due to illness, injury or who could not complete a rescheduled test during the test window, as sanctioned and verified by the TAA.

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

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 TAA; such students must be counted as assessed with the score that they achieve (see non-attempts). These students may not complete the test in a catch-up session.

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 TAA as soon as practicable for advice on appropriate actions. The student may not complete the test in a catch-up session.

Treatment of students' results and data where abandonment applies

5.5.5    Reasons for abandonment must be recorded and sanctioned by the TAA to avoid the student being considered assessed. When abandonment is reported to, and sanctioned by, the TAA, these students are not counted as part of the cohort of assessed students.

5.5.6    Where the school fails to contact the TAA regarding a potential sanctioned abandonment, the student will be considered as assessed, with the mark based on any test items completed.

5.5.7    The text that will appear on the individual student report for tests that students have an abandonment sanctioned by the TAA is: *Your child does not have a result for this test due to illness, injury or other reason.*

## 5.6    Non-attempts and refusals

5.6.1    Students in attendance at school for the test session but who do not log in to or attempt any part of a test or who abandon the test session in a non-sanctioned manner must be recorded as present for the purpose of the test and are considered assessed. Students will receive an individual student report.

Treatment of students' results where the test is not attempted

5.6.2    Students who are present for the entire test session but do not complete any part of the test must be counted as assessed students with a score of zero. Students who chose not to attempt a test must not be treated as absent. This includes students who do log in to the test but do not complete any part of the test, and students who do not log in to the test.

5.6.3    The text that will appear on the individual student report for tests where a student was present but did not log in to the test 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 data sets 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 relevant TAA 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 test mode is different, principals must contact the relevant TAA for advice.

5.8.3    Where a student is visiting, the principal at the host school is responsible for contacting their 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 data set for their home school and state/territory.

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

# 6.   ADJUSTMENTS FOR STUDENTS WITH DISABILITY

Student participation in NAPLAN is the joint responsibility of schools and TAAs, as outlined in these protocols.

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*.[2]

Adjustments are intended to enable access to the tests on an equivalent basis to students without disability.

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 relevant TAA, the parent/carer and the student. Examples of the application of these adjustments can be found in a set of 'scenarios' published on the National Assessment Program website (www.nap.edu.au).

**Disability Discrimination Act and Disability Standards for Education**

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 outlines the obligations of school education providers under the *Disability Discrimination Act 1992*.

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.

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[2] http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/

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.

**6.2    Adjustments, test requirements and student participation**

6.2.1    Where disability impacts on access to 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 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 students 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, as outlined in section 6.2.3.

6.2.3    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. Adjustments are not appropriate (even if they are usually provided for the student in their classroom) if they compromise the following constructs and skills:

- **Writing**: The NAPLAN writing tests assess a student's ability to convey thoughts, ideas and information through an 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. One component of the spelling is assessed using a dictation format provided via an audio file. Reading questions aloud to a student during the conventions of language test is not 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 further information, see section 8.6.10.

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

6.3.1    Each TAA 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.*
- provide test materials in an alternative format (see definition in section 11) for those students who meet the criteria.

### 6.4    Responsibilities of principals

6.4.1    The principal must:

- identify students with disability who require access to adjustments and, where necessary, apply in writing to the relevant TAA for permission and/or alternative formats, well in advance of the test
- ensure that parents/carers are informed about, and have agreed to, the nature of the adjustment(s) the student will receive
- document all adjustment arrangements, ensure disability adjustment codes (DACs) are uploaded to 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
- apply for alternative format test materials to the relevant TAA, well in advance of the test, according to the timelines set by the TAA
- comply with the TAA requirements for requesting and recording adjustments provided by the school
- ensure that the test administrator supervising the test has a thorough understanding of the protocols related to adjustments and their administration.

### 6.5    Use of a scribe: permitted for the writing test only

6.5.1    A scribe (as defined in these protocols in section 11) may be permitted to assist a student with disability to complete the writing test only. A scribe may type a student's response. Students with disability might be permitted the use of a NAPLAN support person for the other NAPLAN tests if appropriate (see section 6.6). Students should access an appropriate amount of extra time (see section 6.10).

6.5.2    The role of a scribe is to provide access to the writing test, including logging in to the test for a student, not to improve a student's performance in this test. 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. Lack of familiarity with computers or poor keyboarding skills are not a sufficient justification for the use of a scribe. Where appropriate, students should be encouraged to undertake the tests independently of a scribe using alternative adjustments.

6.5.3 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 in the same way as outlined in section 6.5; and

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

6.5.4 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 from, and given by, the respective TAA. Failure to do so may result in results being invalidated.

6.5.5 A scribe must have experience working as a scribe, be an adult, be officially and regularly engaged by the school to carry out this function, and be familiar with the NAPLAN scribe rules (section 6.5.6).

A scribe should, wherever possible, be familiar with the student in question.

A scribe cannot be a parent of any student in the class of students being tested.

6.5.6 A scribe must be fully aware of, and adhere to, the test administration procedures and the following conditions (scribe rules)[3]:

**Scribe rules**

- **The scribe should type the following words at the beginning of the document:**
  ***This student has approval for a scribe and all scribing rules are acknowledged.***

- Test instructions should be delivered exactly as outlined in the *NAPLAN online test administration handbook for teachers.*

- After allowing the student time to reflect and consider, the scribe will type as the student dictates and must neither 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.

- **Scribes type without inserting any punctuation except as and where dictated by the student.**

- **Scribe must type all words in lower case except as and where dictated by the student.**

- Scribes 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 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 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[4] for the spelling test, if necessary. The scribe will select four (4) simple words, four (4) common words and four (4) difficult words that have been used in the 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 text.

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[3]  Please note for Year 3 writing, the paper test scribe rules apply
[4]  The test administrator should use their professional judgement when adding time.

- When completed, the scribe must ensure the student cannot see the scribed text by scrolling past the text, and show the student only the 12 spelling words. The scribe must ask the student to check these words and indicate any change that the scribe should make.
- When the test is over, the scribe will type the selected words in brackets next to each of the words spelt by the student to avoid any confusion during the marking process.
- If necessary, the test administrator will add an appropriate amount of time[5] for the student to edit their work. 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 text, and the scribe will type these where indicated by the student.

**6.6    Use of a NAPLAN support person: reading, conventions of language and numeracy tests**

6.6.1    A NAPLAN support person (see definition in section 11) 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 moving 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 8.6.10)
- be either a teacher or a person officially engaged by the school to carry out this function.

The role of a NAPLAN support person is distinct and separate from the role of a test administrator (see definitions in section 11).

6.6.2    See section 6.5 for information on supported access to the writing test.

6.6.3    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.

6.6.4    A NAPLAN support person is permitted to provide access to the tests only and must adhere to the relevant requirements outlined in sections 8.6 and 8.7, 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.

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[5]   See 4.

6.6.5 Parents and family members as a NAPLAN support person:

- If a parent 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; however,

- A NAPLAN support person cannot be the parent or family member of any student in the class of students being tested.

- If the parent 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 TAA should be consulted if necessary.

**6.7 Use of assistive technology**

6.7.1 Assistive technology may be used as an adjustment in line with equity principles (see section 6.2.2). TAA procedures for granting adjustments for the use of assistive technology must be followed. Schools must seek advice and/or approval from their TAA for this adjustment prior to testing.

6.7.2 Assistive technology that provides text-to-speech outputs may be used by students to listen to their typed responses, where appropriate, in the numeracy test. Students using this type of technology may need to be supervised by a support person to ensure that the text-to-speech output only reads allowable parts of the test.

6.7.3 Where the use of assistive technology requires access to an unsecured browser, TAA advice must be followed.

6.7.4 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 6.10.1 for more details on allocating extra time. If it is decided to allocate double time (only available for students using assistive technology), TAA approval is required.

**6.8 Braille**

There are currently technical limitations that prevent NAPLAN online being implemented for braille students. As such, braille students will continue to do NAPLAN using hardcopy, fixed pathway tests, as per previous years' arrangements. These braille tests contain the same questions as the NAPLAN paper tests.

6.8.1 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.

6.8.2 Each set of braille test materials will include:

- braille format of all test books and stimulus
- a print transcript of the braille format of each braille test book and stimulus
- models for items in the numeracy test, where required.

6.8.3    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:

- writing: 10 minutes per half an hour
- reading: 15 minutes per half an hour
- conventions of language: 15 minutes per half an hour
- numeracy: 20 minutes per half an hour.

These times are a guide only. The allocation of extra time for a braille user should be decided on a case-by-case basis.

6.8.4    Schools wishing to access this adjustment must apply to their TAA in line with these protocols.

6.8.5    Completed braille tests must be returned in the manner prescribed by the TAA.

**6.9      Temporary injuries**

6.9.1    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.

6.9.2    A scribe is not permitted for students who have a temporary injury (such as a broken arm) at the time of the writing test.

6.9.3    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.

6.9.4    Schools must ensure they obtain the relevant approvals from their TAA for adjustments for students with temporary injuries, if required by these protocols.

6.9.5    If no available adjustment is appropriate to enable participation, the student must be marked absent from the test.

**6.10     Extra time and rest breaks**

6.10.1   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 that necessitate regular breaks when completing assessment tasks. 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.

6.10.2   It is recommended that no more than five minutes of extra time per half hour 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. In any case, 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 TAA requirements. Granting of extra time as a disability adjustment must be recorded in the platform by adding the appropriate DAC to the student's profile for the relevant test(s). For double time, only available where needed for students accessing assistive technology, TAA approval is required.

6.10.3 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.

6.10.4 Students are not permitted to have access to the test during rest breaks.

6.10.5 Braille users: see section 6.8.3. Assistive technology users: see section 6.7.4.

**6.11 Summary of adjustments for students with disability**

6.11.1 It is anticipated that students will have their usual access to standard non-educational facilities and furniture that form part of their everyday assessment adjustments under the *Disability Discrimination Act* and Disability Standards for Education. Standard non-educational facilities and furniture may include, for example, usual medication, food or medical equipment.

6.11.2 The following table outlines some of the types of adjustments that may be provided for NAPLAN online. This list is not exhaustive, and granting of a listed adjustment is not automatic: each application should be assessed individually according to the relevant state/territory process and the student's needs.

| Disability Adjustments | Comments |
|---|---|
| Alternative items | Visual alternative items: simplify or enlarge images, where identified as necessary, including text within images, for easier viewing. |
| | Audio alternative items: replace audio files for spelling with text passages for proofreading. |
| Assistive technology – hardware/software | Students can use assistive technologies that are compatible with the platform and the test construct. Schools must follow TAA procedures. |
| | Where the use of assistive technology requires the use of an unsecured browser, TAA advice must be followed. |
| | Software providing text-to-speech outputs is permitted, when consistent with the test construct, to enable students with disability who normally use this type of adjustment to access their own responses, where appropriate. It may only be used in the numeracy test. |
| | 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. |
| Black and white print format | Black and white print test books are available for students who generally access their classroom assessments in this manner. Black and white test books may be copied onto coloured paper or used with coloured overlays. Schools are responsible for copying onto coloured paper and/or providing the coloured overlays. |
| | Black and white print materials must be ordered in advance through the TAA. |
| | Schools should first consider the use of colour themes (see colour themes below). |

| | |
|---|---|
| Braille format | Braille test books are available for students who normally use braille in their classroom assessment. |
| | Braille materials must be ordered in advance through the TAA. |
| | See section 6.8 for more details on braille format. |
| Colour contrast modification | Students will have the ability to control brightness and background colours through the student's device while using an unsecured browser. |
| Colour themes | Different colour themes are available 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[6] |
| | • black text with blue background |
| | • black text with lilac background |
| | • black text with green background |
| | • black text with yellow background. |
| Extra time | Generally, it is recommended that no more than 5 minutes of extra time per half hour of test time be granted; however, in some cases additional extra time may be provided. See sections 6.10 for more information about extra time, 6.7.4 for guidance on extra time for assistive technology users and 6.8.3 for guidance on extra time for braille users. |
| Large print format | Various formats of large print test books are available for students with, for example, vision impairment who generally access their classroom assessment in this manner. |
| | Large print materials must be ordered in advance through the TAA. The formats available are: |
| | A4, N18 font |
| | A4, N24 font |
| | A3, N18 font |
| | A3, N24 font |
| | A3, N36 font |
| NAPLAN support person | A NAPLAN support person may be either a teacher or a person officially engaged by the school to assist students with disability to access the test by clicking on the answers indicated by the student or writing/typing short responses or answers dictated by the student for the reading, conventions of language and numeracy tests. |
| Oral/sign support | Students who are deaf or have a hearing impairment may access oral or signed communication (e.g. 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 non-hearing impaired students (see section 8.6.10). |
| Rest breaks | When a rest break is taken, the test timer must be paused, and resumed 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. |
| | It is recommended that no more than 10 minutes of rest time per half an hour of test time be granted; however, in some cases additional rest break time may be provided. |

[6] This theme can be inverted by system settings for white text with black background.

| Scribe | Scribes can be used for the writing test if all requirements in section 6.5 are met. |
|---|---|
| | ✓ A scribe is permitted for the writing test where the disability is of an enduring nature. |
| | ✗ A scribe is not permitted for students who have a temporary injury (such as a broken arm) at the time of the writing test. |
| | All scribes must be officially and regularly engaged by the school to carry out this function and be aware of, and agree to adhere to, the NAPLAN scribe rules prior to commencing duties. Scribe rules can be found in section 6.5.6. |
| | A scribe may be a teacher, teacher's aide, or other appropriate person who is familiar with, and adheres to, the NAPLAN scribe rules and who is able to type under direction of a student. A parent of the student must not act as their scribe. Another student must not act as a scribe. |

# 7.    PREPARING STUDENTS FOR THE TEST

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 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 and the platform, but excessive practice is not recommended. Students must also be familiar with using the device that they will be using to undertake the tests.

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 is 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, item and 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 the range of item types in each domain. Principals can use the online public demonstration site for this purpose or equivalent method as advised by the TAA.

# 8.    ADMINISTERING THE TESTS

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

Content for this section can be found in the complete *National protocols for test administration – NAPLAN online*, on ACARA's NAP website 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, TAAs 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, TAAs 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    Time for testing

**Testing sequence: writing → reading → conventions of language → numeracy**

**NAPLAN online security period**

| Monday<br>13 May | **Tuesday**<br>**14 May**<br>Official test date | **Wednesday**<br>**15 May**<br>Official test date | **Thursday**<br>**16 May**<br>Official test date | **Friday**<br>**17 May**<br>Official test date |
|---|---|---|---|---|
| Preparation day – no tests permitted | **Day 1 testing**<br><br>(writing)<br><br>Year 3 writing<br><br>*catch-up tests permitted* | **Day 2 testing**<br><br>(writing)<br><br>*catch-up tests permitted* | **Day 3 testing**<br><br>*catch-up tests permitted* | **Day 4 testing**<br><br>*catch-up tests permitted (Year 3 writing catch-ups completed)* |
| **Monday**<br>**20 May**<br>Official test date | **Tuesday**<br>**21 May**<br>Official test date | **Wednesday**<br>**22 May**<br>Official test date | **Thursday**<br>**23 May**<br>Official test date | **Friday**<br>**24 May**<br>Official test date |
| **Day 5 testing**<br><br>*catch-up tests permitted* | **Day 6 testing**<br><br>*catch-up tests permitted* | **Day 7 testing**<br><br>*catch-up tests permitted* | **Day 8 testing**<br><br>*catch-up tests permitted* | **Day 9 testing**<br><br>*catch-up tests permitted* |
| Monday<br>27 May | Tuesday<br>28 May | Wednesday<br>29 May | Thursday<br>30 May | Friday<br>31 May |
| **Test security to be maintained by all schools to 31 May 2019.**<br><br>**This week may only be used for testing with permission from the TAA.** | | | | |

**Duration of tests**

| Writing | Reading | Conventions of language | Numeracy |
|---|---|---|---|
| Year 5: 42 min<br>Year 7: 42 min<br>Year 9: 42 min | Year 3: 45 min<br>Year 5: 50 min<br>Year 7: 65 min<br>Year 9: 65 min | Year 3: 45 min<br>Year 5: 45 min<br>Year 7: 45 min<br>Year 9: 45 min | Year 3: 45 min<br>Year 5: 50 min<br>Year 7: 65 min<br>Year 9: 65 min |

8.4.1    Tests will not be available before the start of the NAPLAN online test window. The NAPLAN online test window starts on 14 May 2019 and finishes on 24 May 2019. The test security period finishes on 31 May 2019. 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.

The test sequence is as follows for online tests:

i. writing

ii. reading

iii. conventions of language

iv. numeracy

**Scheduling**

8.4.2    Schools must schedule tests so that they are undertaken during the NAPLAN online test window. Schools must follow the test sequence (see sections 8.4.1, 8.4.11). Schools may schedule test sessions in both the morning and the afternoon.

8.4.3    Only schools with compelling reasons may be given prior permission by TAAs to vary the test sequence or dates outside the NAPLAN online test window, during the test security week from 27 to 31 May 2019. 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.

8.4.4    Where possible, each of the tests must be completed in a single uninterrupted session. Tests may be paused and resumed in the case of rest breaks as disability adjustments or test disruptions (see definition). See section 8.8 for information on managing test disruptions.

8.4.5    Where there is more than one test scheduled for the same students for any day, the order in the schedule in section 8.4.2 must be adhered to, with the exception of students sitting catch-up tests (see section 5.3 and definition in section 11). A minimum of 20 minutes break time for students must be provided between each test session.

**Rescheduling**

8.4.6    Rescheduled tests (see definition in section 11) must be provided when students' or classes' tests cannot be started or completed due to test disruptions. Principals do not need to seek permission to reschedule within the NAPLAN online test window.

8.4.7    Rescheduling must occur in the NAPLAN online test window (14–24 May 2019) unless the school has permission from the TAA to vary test dates and sequence.

8.4.8    Where test disruptions are likely to impact the ability for schools to successfully complete NAPLAN within the NAPLAN online test window, principals must contact the TAA immediately (see section 8.8.5).

**Writing**

8.4.9    Schools must schedule writing tests from the first day of the NAPLAN online test window and all classes must be scheduled to finish the writing test by the end of the second day. Where this is not possible, principals should contact the TAA.

8.4.10   Year 3 students must sit the writing test on Tuesday 14 May. Year 3 catch-up sessions must be complete by Friday 17 May.

8.4.11   All classes in a school, including rescheduled classes, must complete the writing test before any students in the school are able to commence the reading test. (Reading sessions may commence concurrently to final writing sessions.)

8.4.12   Individual students sitting catch-ups[7] and rescheduled tests should sit the writing test first and as soon as possible.

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[7] Catch-up tests are available for absent students who did not take the test because they were not present when the test was administered. See section 5.3 for details.

**Reading**

8.4.13  All individual classes, including rescheduled classes, must complete the reading test before the conventions of language test as there is a link between the reading test and the conventions of language test.

8.4.14  Individual students sitting catch-ups and rescheduled tests should sit the reading test before the conventions of language test wherever possible.

**8.5      Preparation for test administration**

8.5.1   Responsibilities of the principal:

- The principal will determine and appoint, if required, relevant persons to act as NAPLAN coordinators and test administrators.
- The principal will ensure NAPLAN coordinators and test administrators are provided with the relevant NAPLAN online test administration handbook for teachers 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 have sufficient training to complete their tasks within the platform.
- 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 BYOD policy.
- The principal must ensure that test-scheduling for NAPLAN online complies with the protocols and the NAPLAN online test window (see section 8.4).
- 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 TAA.
- 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 TAA.

8.5.2   The principal must ensure that:

- students undertake the tests within agreed sequences, unless undertaking a catch-up test
- 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.

8.5.3   The principal has a responsibility to adhere to and enforce the procedures outlined in the *Handbook for principals – NAPLAN online*.

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[6] Catch-up tests are available for absent students who did not take the test because they were not present when the test was administered, see 5.3.

**8.6** **Administering the tests – appropriate behaviours**

8.6.1 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).

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

8.6.3 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 in to a test attempt, using another student's code with the intent to deceive.

8.6.4 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 (see section 8.6.8)
- 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, or functionality of their device by disabling the locked-down browser without permission
- accessing the internet, information stored on, or functionality of their device without permission if using an unsecured browser
- looking at another student's work.

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

8.6.5    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 (e.g. in a hall), the student/test
         administrator ratio must be comparable to that of a regular classroom.

8.6.6    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.

8.6.7    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.

8.6.8    The following items are NOT permitted in the test area under any circumstances:

         • mobile phones (test administrators must ensure that students are notified 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
         • dictionaries
         • rulers
         • calculators.         .

8.6.9    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:

         • pencils or pens (as specified by the TAA)
         • 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 school is using BYOD.

8.6.10    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 students 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:

✓    read the writing stimulus

✓    read the text in numeracy questions

✓    read numbers and symbols when they are embedded in text in numeracy questions

✓    read test instructions

✓    read practice questions

✓    provide students with assistance in using any of the technical functionality of the platform, 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.

Test administrators are **NOT** permitted to:

✗    read questions or stimulus material in the reading or conventions of language tests

✗    read numbers and symbols that are not embedded in text in the numeracy test questions

✗    interpret diagrams, or explain or rephrase questions

✗    paraphrase, interpret or give hints about questions or texts

✗    translate any part of the paper into another language

✗    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.

**8.7        Instructions by test administrators**

8.7.1     Test instructions must be delivered exactly as documented in the *NAPLAN online test administration handbook for teachers*. Instructions outside those specified in the *NAPLAN online test administration handbook for teachers* 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.

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

**8.8        Time taken to complete tests and test disruptions**

8.8.1     All students must be allocated the standard time set for each test, unless they are granted extra time in accordance with the protocols (see section 8.4).

8.8.2 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 Disability Adjustment Code to the student's profile prior to the relevant test(s).

8.8.3 If a test session cannot be commenced or completed due to a test disruption, schools should follow rescheduling instructions (see sections 8.4.7–8).

8.8.4 Schools must contact the TAA 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.

8.8.5 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 TAA must be contacted. If the TAA sanctions the reason for the student abandoning the test, the test attempt must be flagged in the platform as abandoned. For students using alternative test formats, the test book must be marked as abandoned. If the TAA does not sanction the reason for the student abandoning the test, the test book / attempt must be submitted and will be marked.

8.8.6 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 TAA must be contacted. If the TAA sanctions the reason for the student's test being considered 'abandoned', the test attempt must be flagged as abandoned in the platform. If the TAA does not sanction the reason for the student abandoning the test, the test attempt must be submitted and will be marked.

8.8.7 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.

## 8.9 Collection of test materials and post-test procedures

8.9.1 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.

8.9.2 Where alternative format test materials, such as braille booklets, must be returned for processing, this must be done in the manner specified by the TAA, 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.

8.9.3    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.

8.9.4    Where directed by the TAA, for the purpose of diagnosing technical issues, the school may take photos or screenshots of a device. Schools must follow TAA direction in taking photos or screenshots and send these via secure transmission using the method dictated by the TAA.

8.9.5    Under no circumstances should test administrators mark any alternative format test books or provide results to teachers, parents and/or students.

8.9.6    Schools are responsible for destroying or de-identifying paper test booklets if they wish to keep them. Schools are permitted to keep unused, unnamed copies of the paper test booklets (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.


## 9.    MARKING

**9.1    Responsibilities of ACARA**

9.1.1    A common set of quality assurance procedures and processes to ensure comparable marking standards across the country has been set at the national level.

9.1.2    ACARA is responsible for the quality assurance procedures for marking.

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 each TAA
- agreed common minimum procedures for quality assurance that will apply across all TAAs.

**9.2    Responsibilities of test administration authorities (TAAs)**

Content for this section can be found in the complete *National protocols for test administration – NAPLAN online*, on ACARA's NAP website nap.edu.au.

# 10. BREACHES OF TEST PROTOCOLS

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*, available on the NAP website (www.nap.edu.au).

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.

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 TAA.

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* 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 a TAA, 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 a TAA, the relevant responsible entity will require that an investigation of the allegation be 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 students 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, which is deemed to have affected the validity of any test data, may result in the TAA or ACARA withholding these data.

10.5.2   The responsible entity for each school, be it the TAA, the 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 test format | A test provided in braille, large print or black and white as a disability adjustment. |
| Breach of protocol | Any breach of the *National protocols for test administration – NAPLAN online* that may relate to test security, cheating, or any other breach. |
| Breach of security | Any breach of the *National protocols for test administration – NAPLAN online* that bears upon the security of the test materials prior to and during the test security period. |
| Catch-up session | Catch-up sessions may be available for students who were identified by the school as absent when their class sat a NAPLAN test (see section 5.3). |
| 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 of these *National protocols for test administration – NAPLAN online*. |
| 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 log-in details for the platform and cannot use log-in details of another NAPLAN coordinator (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 8.6.10). |
| | A NAPLAN support person may be either a teacher or an official support person engaged by the school (not a parent 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 use of a NAPLAN support person can be found at section 6.6. |
| 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 their TAA to have the principal's account transferred to an appropriate delegate. |
| | The principal's delegate must not use the log-in details received for the principal to sign in to the platform on behalf of the principal. |
| | The TAA 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. |
| 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 sections 8.4.6–8). |
| 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 (for example, school board, system authority, government department, depending on school type. See *Guidelines for managing test incidents in schools* (www.nap.edu.au) for more information). |
| Sanctioned abandonment | Test attempts are abandoned when a student has started a test but abandons the test due to illness or injury, or for another reason if sanctioned by the TAA (see section 8.8.6). The test attempt can only be considered as sanctioned abandonment (see section 5.5) if the TAA provides approval. The student cannot sit a catch-up test. |
| 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 6.5. |
| 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 fire alarm, electricity outage, technical issue, toilet break, etc. 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, student session codes, test session codes and all versions of the tests including alternative format tests. |
| Test security period | The test security period starts as soon as secure test materials are received by, or released to, a school, and runs until Friday in the week following the official test days for NAPLAN online (31 May 2019). |
| | The test security period is the period during which the NAPLAN tests remain secure. |
| 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. |
| | For NAPLAN online, the online test window is from 14 to 24 May 2019. |

# 12.   TEST ADMINISTRATION AUTHORITY CONTACT DETAILS

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.

**ACT**

Senior Manager,
Performance and Systems
Education Directorate
GPO Box 158
Canberra ACT 2601
Tel.: (02) 6205 9317
Web: www.education.act.gov.au

**NSW**

NAPLAN Team
NSW Education Standards Authority
117 Clarence Street
Sydney NSW 2000
Tel.: 1300 119 556
Email: naplan.nsw@nesa.nsw.edu.au
Web: educationstandards.nsw.edu.au

**NT**

Senior Manager National & Systemic Assessment
Education Policy and Programs
Department of Education
GPO Box 4821
Darwin NT 0801
Tel.: (08) 8944 9245
Web: www.education.nt.gov.au

**Qld.**

Manager, NAPLAN
Queensland Curriculum and Assessment Authority
PO Box 307
Spring Hill QLD 4004
Tel.: (07) 3864 0481
Web: www.qcaa.qld.edu.au

**SA**

NAPLAN team
Department for Education
31 Flinders Street
Adelaide SA 5000
Tel.: 1800 316 777
Web: www.education.sa.gov.au

**Tas.**

Director
Education Performance and Review
Department of Education
GPO Box 169
Hobart TAS 7001
Tel.: (03) 6165 5706
Web: www.education.tas.gov.au

**Vic.**

Manager, Assessment Programs
Victorian Curriculum and Assessment Authority
Assessment Programs Unit
Level 7, 2 Lonsdale Street
Melbourne VIC 3000
Tel.: 1800 648 637
Web: www.vcaa.vic.edu.au

**WA**

Manager, K–10 Testing
School Curriculum and Standards Authority
PO Box 816
Cannington WA 6107
Tel.: (08) 9442 9460
Web: www.scsa.wa.edu.au

**ACARA** can be contacted for general queries about the NAPLAN program:
Tel.: 1300 895 563
Level 13, Tower B Centennial Plaza
280 Elizabeth Street, Sydney NSW 2000
Web: www.nap.edu.au

# PART B:    PREPARING FOR NAPLAN ONLINE

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.

Principals and test administrators should not assume that what they have done in the past complies with the testing requirements for the 2019 online tests.

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.

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 2019 testing program (14 – 24 May) as early as possible. The test security period ends on 31 May.

| | WEEK 1 | | | | WEEK 2 | | | | | WEEK 3 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F |
| 13 May | 14 May | 15 May | 16 May | 17 May | 20 May | 21 May | 22 May | 23 May | 24 May | 27 May | 28 May | 29 May | 30 May | 31 May |
| | Year 3 Writing (Paper) | Year 3 Writing Catch-ups | | | | | | | | | | | | |
| | Years 5,7,& 9 Writing (Online) | | Years 5, 7 & 9 Writing Catch-ups | | | | | | | | | | | |
| | Reading (All Year Levels) | | | | | | | | | **TAA approved testing only** | | | | |
| | Conventions of Language (All Year Levels) | | | | | | | | | | | | | |
| | Numeracy (All Year Levels) | | | | | | | | | | | | | |
| | Catch-ups (All Year Levels) | | | | | | | | | | | | | |
| **Test materials must remain secure until Friday 31 May** | | | | | | | | | | | | | | |

Note that tests must be completed in the prescribed order - writing, reading, conventions of language, numeracy

## Online national assessment platform ESA User Guides

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 Assessform website (assessform.edu.au).

The information in this handbook is supplemented by the *Principal and NAPLAN coordinators guide*. There is also relevant information contained in other user guides.

Videos available from www.assessform.edu.au provide a quick and efficient source of information and are referenced where relevant throughout this handbook

## Handbooks

Principals should ensure the school has received all required handbooks (below). The handbooks should be distributed to relevant staff.

• *Handbook for principals – NAPLAN online 2019* (this handbook)
• *NAPLAN online test administration handbook for teachers* (your TAA will send you this).

## Test administration staff

Principals should identify test administration staff and ensure they are appropriately trained in all duties, standards, processes and assessment systems relevant to the online delivery of the NAPLAN tests.

### Parent & carer information

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 distributed to schools by TAAs, should be forwarded to parents/carers as appropriate.

# SETTING UP YOUR SCHOOL ON THE PLATFORM

### Introduction: the platform and this handbook

The online national assessment platform (the platform) enables assessments to be delivered online to students.

Principals have ultimate responsibility within their school for ensuring that the tests are appropriately administered. Where a task can only be performed by the principal, this is noted. Principals can perform all tasks performed by NAPLAN coordinators and technical support officers.

All users of the platform must abide by the instructions in this handbook, including the online protocols outlined in Part A.

For help desk assistance with issues encountered during preparing for or delivering NAPLAN online, please send an email to naplanonline@scsa.wa.edu.au or call the NAPLAN online helpdesk on 9442 9442.

### Roles overview

There are three main administrative roles associated with the online NAPLAN tests:

1.  **Principal**: person accountable for NAPLAN administration

2.  **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, and marking checklists as complete)

3.  **School technical support officer**: can perform specific roles via school technical support officer dashboard.

Note: Information about the roles of test administrators is outlined on page 50 of this handbook.

A person may only be assigned to one of these three roles within the platform for a school. If a person will be undertaking tasks allocated to multiple roles, they should be assigned the role with the highest permission level which allows 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.

Staff may not under any circumstances log in to the platform using the login details for someone else. Principals can create as many NAPLAN coordinator roles 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 TAA to have the principal role reassigned appropriately.

## The principal's role

The principal has the permissions necessary to perform all tasks assigned to their role, as well as the tasks of the NAPLAN coordinator and school technical support officer. If the principal is going to undertake all the tasks assigned to these delegate roles, then these roles do not need to be set up.

In the context of assessment delivery, a principal will:

- invite and manage NAPLAN coordinator and school technical support officer
- sign off on statement of completion
- perform any of the tasks of the NAPLAN coordinator
- perform any of the tasks of the school technical support officer.

### Principal's registration

TAAs will send the principal of each school a welcome pack. This pack will contain a welcome letter, a pre-assigned school PIN and five unique NAP secure login cards. The PIN and a unique secure login card will be required for registration of the principal and NAPLAN coordinator/s.

TAAs 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. By registering, the principal agrees to the statement of compliance.

If the self-register email has not been received by 19 March the principal should contact naplanonline@scsa.wa.edu.au or the NAPLAN online helpdesk on 9442 9442.

## The dashboard - overview

Once the principal has registered and successfully logged in to the platform they will be presented with a dashboard screen. There are three distinct phases in the test preparation and delivery workflow:

1. Preparing
2. Delivering
3. Results

There is a dashboard for each of these three phases. Along the top of the page is the home button, as well as the links to the three phases.

Below the links there are different panels of information, referred to as 'tiles'. Tiles enable you to view information, complete checklists and go to pages where you can perform tasks such as managing test sessions.

# PREPARING FOR THE TESTS

## Setting up roles within the platform

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.

## Inviting NAPLAN coordinators

Once the NAPLAN coordinator has been invited they can register on the platform.

They will require a secure login card and the school PIN. Once registered, they can assist the principal with the preparation activities for the NAPLAN assessment.

In the context of assessment delivery, a NAPLAN coordinator can:

- create and manage test administrator session slips
- organise the school's testing schedule, including ensuring the necessary devices and test materials are available
- manage students' registration and background data
- generate student session slips
- oversee test sessions that the school is administering, including providing support for test administrators in dealing with test disruptions, including technical issues
- update student participation statuses
- perform any of the tasks of the school technical support officer (see below).

Relevant video: *Principal & NAPLAN Coordinator – Invite and Manage Users*

## Inviting school technical support officers

The principal or the NAPLAN coordinator can invite appropriate staff to register as school technical support officers.

School technical support officers do not need to be specialist IT professionals or IT teachers. However, they will need sufficient IT skills to follow instructions on running the technical readiness tests and device checks, and communicating with TAA helpdesk to diagnose and fix simple technical issues.

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.

A school technical support officer does not require the school PIN code or a secure login card to set up their account.

# NAPLAN ONLINE PREPARATION

The platform, via the *Preparing* dashboard, enables the NAPLAN coordinator to perform tasks to prepare for NAPLAN online.

Preparation tasks are listed on the *Preparing* dashboard checklist. The tasks do not have to be performed sequentially.

## Preparation tasks

### *Withdrawals and exemptions*

Students may be exempted or withdrawn from one or more of the tests. See sections 5.2 and 5.4 in Part A of this handbook for more details.

NAPLAN online withdrawal and exemption forms are available on the Pearson website: www.pearsononline.com.au.

The school must obtain signed notification from the student's parent/carer that they wish to exempt or withdraw their child.

Principals should:

- co-sign the form
- provide a copy of the completed form to the parent/carer
- scan and email a copy of the form as per the instructions on the form
- update the student's participation status on the Pearson website
- retain the original form.

SCSA staff will update the student's participation status in the online test platform when the exemption or withdrawal is approved.

### *Disability adjustments*

Where a student's circumstances meet the criteria for adjustments to access the tests, as set out in Part A, section 6 of this handbook, their test conditions may be adjusted.

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.

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.

Use the ACARA document, *Guide for schools to assist students with disability access NAPLAN online*, in conjunction with the accessible mini-tests on the public demonstration site to determine whether or not the currently available adjustments meet the needs of individual students with disability.

Schools must keep a copy of any authorisations or disability adjustment information.

The use of a scribe and adjustments that require the locked-down browser to be disabled will require TAA authorisation. (See appendix 1 for more information).

Application forms for disability adjustment are on the Pearson website (www.pearsononline.com.au). 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.

Further information about accessibility adjustments is available on the NAP website.

### Disability Adjustment Codes (DAC)

Disability adjustments are managed within the platform by adding *Disability adjustment codes* (DAC), into the student profile.

DACs must be added against each relevant test domain the student will be sitting. These codes can be updated at any point in time up until the student logs into a test session.

The NAPLAN coordinator is responsible for adding and updating DACs for each student. Some disability adjustments require TAA approval. These are:

- a scribe for writing (SCR)
- extra time – double total test time (ETD)
- assistive technology (AST)
- colour contrast modification (COL)
- alternative offline test formats (OFF).

The NAPLAN coordinator is responsible for seeking TAA approval for disability adjustments that require these DACs. *Please use the Pearson website to seek TAA approval and to check that approval has been granted before adding DACs to the student profile.*

Test administrators are not able to 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* includes information on what each DAC means and what actions (if any) the test administrator should take.

The codes for the different adjustments are listed in the table at appendix 1, on pages 55-56 including information on which adjustments require approval from the TAA.

### Incompatible DACs

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.

Relevant video: *Principal and NAPLAN coordinator – Bulk manage student participation and disability adjustments*

### Assistive technology

Use of assistive technology is permitted if it is consistent with the test construct. The technology also must be compatible with the platform.

This should be determined during technical readiness testing by using the assistive technology within the locked-down browser.

Some assistive technology may be inconsistent with the locked-down browser. Where the use of assistive technology requires access to an unsecured browser, TAA advice must be followed.

Contact the helpdesk on 9442 9442 for advice if needed.

The NAPLAN coordinator should request braille, large print, black and white and electronic formats, as backup or actual test materials for students requiring these adjustments. Alternative formats should be requested by 20 February. Go to http://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan to download forms. Contact naplanonline@scsa.wa.edu.au urgently if you have a newly enrolled student requiring alternative format paper test books. Students sitting alternative test formats should follow the school's online test schedule and test sequence.

## 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 technical support officer, principal or NAPLAN coordinator.

Minimum technical requirements are available at
https://www.nap.edu.au/online-assessment/technical-requirements.

The technical readiness process includes:

- the **capacity planning tool**, which evaluates whether the school has the capacity to run NAPLAN online and assists schools with test scheduling based on their technical capacity to run NAPLAN online.
- the **device check tool**, which evaluates each device to find out if it meets the technical requirements for NAPLAN online.

Support for technical readiness is available via the Assessform website at
https://www.assessform.edu.au/Layouts/Technology/Overview.aspx.

*Capacity planning tool*

This tool displays information about technical readiness requirements and will require the school technical support officer to enter data about their school. It will calculate whether the requirements are met by category (such as bandwidth, number of devices etc.), and indicate an overall readiness status. Where requirements are not met, the tool will provide suggestions on parameters that could be adjusted to meet technical requirements; for instance, by increasing the number of test sessions a day.

Note that managing bandwidth usage during testing is critical.

If the school is still having trouble meeting test window scheduling requirements, they should contact the TAA for assistance.

Relevant video: *Technical readiness tools - Capacity planning*

*Locked-down browser*

In order to prevent students from accessing prohibited tools or browsing the internet, they will use a locked-down browser.

It is a requirement of the school to ensure that students are using devices that are in this locked-down mode to prevent students from using any other software simultaneously. When in this locked-down mode students are prevented from accessing software and application switching and other operating commands such as functions accessed by Ctrl-Alt-Delete. Features on devices, such as the camera, spell check, screenshot, home and back buttons will be disabled.

Schools will need to manage BYOD laptops or tablets used for NAPLAN online to ensure that the assessment runs smoothly. The BYOD policy is provided below.

All devices must have the current version of the locked-down browser installed prior to testing. Some devices (including iPads) also require secure settings to be manually set up prior to test sessions (see https://www.nap.edu.au/online-assessment/technical-requirements for device specific instructions).

Once the locked-down browser is downloaded and installed, it must be opened and a connection established to the server prior to the NAPLAN tests. This will allow for any issues to be identified in advance.

The locked-down browser can be found on the Assessform website, at: https://www.assessform.edu.au/layouts/Technology/LockedDownBrowser.aspx

*Note: Schools should allow sufficient time before the test window to complete locked-down browser installation and connection to server, including opening and running the locked-down browser.*

### Device check tool

This tool ensures that all school and student computing devices that will be used within the testing are checked for compatibility and set-up. This tool should be run through the locked-down browser.

The device check tool has the functionality to test each device's capacity to play sound. Conventions of language, writing and numeracy tests contain audio.

If a device does not pass the device check, review the minimum technical requirements outlined at: https://www.nap.edu.au/online-assessment/technical-requirements.

The tool also provides advice on resolving any outstanding issues.

Relevant video: *Technical readiness tools - Device check*

### Bring your own device (BYOD) policy

Some schools have adopted a BYOD program that allows students to use their own computer 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.

BYOD can be used in NAPLAN where 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 nap.edu.au/online-assessment).
- The device is compatible with one of the locked-down browser applications 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 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 are available within the school to support the BYOD devices operating in test sessions.

### Online public demonstration site

An online demonstration site is available at:
https://www.nap.edu.au/online-assessment/public-demonstration-site.

This site allows students, parents 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.

Principals must ensure that all students have prior access to the NAPLAN online public demonstration site, to become familiar with the functionality of the platform and the range of item types.

Students should use the site with the same type of device that they will be using for NAPLAN online.

### Practice test

A fifth test, a practice test, has been allocated to all students enrolled in the online test platform. Schools are encouraged to use the practice test to enable 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, from 1 - 12 April.

### Scheduling test sessions

#### Test window

The test window for NAPLAN online is 14 – 24 May 2019. The test security period runs until 31 May 2019.

The NAPLAN coordinator must organise a schedule to allow all students to complete the NAPLAN tests during the test window. The school community must be aware of the school's planned testing schedule and opportunities for catch-up sessions in advance of the test window.

Schools must schedule the tests in the following order:

i.      writing
ii.     reading
iii.    conventions of language
iv.     numeracy.

The writing test must be completed within the first two days of the test window. Year 3 students must sit the paper writing test on Tuesday 14 May and all Year 3 catch-up sessions must be completed by Friday 17 May.

The NAPLAN coordinator must organise a schedule to allow all students to complete the tests in the correct order within the test window. The *test sessions schedule* section (page 45) provides more information on test session scheduling.

#### Duration of test

| Writing | Reading | Conventions of language | Numeracy |
|---------|---------|-------------------------|----------|
| Year 5: 42 min | Year 3: 45 min | Year 3: 45 min | Year 3: 45 min |
| Year 7: 42 min | Year 5: 50 min | Year 5: 45 min | Year 5: 50 min |
| Year 9: 42 min | Year 7: 65 min | Year 7: 45 min | Year 7: 65 min |
|  | Year 9: 65 min | Year 9: 45 min | Year 9: 65 min |

Please note that an additional two minutes has been provided for the online writing test, compared to the on-paper writing test, to allow students equitable access to the writing prompt. For the paper test, students read/listen to the prompt before the test time starts. For the online test, the timer starts before the prompt is shown.

## Test session schedule

A schedule for NAPLAN testing can be created by using the *capacity planning tool* through the platform. Information may be entered for multiple classes.

When adding information about the number of devices available, the NAPLAN coordinator should consider how long the battery/charge will last in each device and the availability of recharging options between proposed test sessions.

The school's NAPLAN assessment timetable should be kept up to date. The *capacity planning tool* offers a proposed schedule (in table format) of your school's base session timetable. You can add rooms, times and student groups to this.

The schedule provided by the capacity planning tool does not take extra time or rest break DACs into account when preparing the schedule. Schools should allow necessary time and consider whether they will need to run separate sessions for students with extra time so that these students are not disrupted by other students finishing.

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.

Schools are permitted to schedule multiple daily sessions including afternoon tests to complete testing expediently.

Relevant video: *Technical readiness tools - Capacity planning*

## Scheduling issues

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 TAA as soon as possible for advice.

Part A, section 8.4.3, provides the online protocols for varying test sequence, as well as dates outside of the test window (14 – 24 May 2019), within the test security period.

Sequence and dates can only be varied in situations that are of a serious order and which are outside the school or school system's control. Approval to vary the test sequence or dates must be sought from the TAA (SCSA).

## Catch-up tests

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 schools' planned test schedule.

Students can sit catch-up tests out of order but should follow the test sequence where possible.

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.

## Rescheduling a test session due to test disruptions

Tests can be rescheduled when students' or classes' tests cannot be started or completed due to test disruptions, such as technical issues.

Principal or NAPLAN coordinator must reschedule individuals and classes in the online test window, where a student or class cannot complete or commence a test due to test disruptions.

Principals must make administrative arrangements for rescheduling.

In general, rescheduled test sessions for classes should be held as soon as possible without impacting on the existing test schedule. Rescheduled classes must follow the test sequence for writing, reading, conventions of language and numeracy.

If a student was postponed due to test disruptions, and absent for any rescheduled sessions, the NAPLAN coordinator must contact the TAA to request a sanctioned abandonment for this student. If the TAA grants a sanctioned abandonment, the NAPLAN coordinator must update the student's participation status to 'abandoned (sanctioned)'.

## Writing
To maintain the security of the writing prompt, **the writing tests must start on the first day of the test window** and all year 5, 7 and 9 classes must finish the writing test in the first two days. Year 3 classes must finish the paper writing test on the first day of the test window.

If for any reason classes cannot complete the writing test during the first two days of the test window the students must complete it as soon as possible. All classes in a school, including rescheduled classes, must complete the writing tests before any students in the school are able to commence reading.

## Link between reading and conventions of language
The online test design that tailors the questions provided to students based on previous answers, links the reading tests and the conventions of language tests.

Classes, including rescheduled classes, must complete the reading test before they can access the conventions of language test. Individual students sitting catch-ups and rescheduled tests should sit the reading test before the conventions of language test wherever possible.

## Test administrators

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. The test administrator is responsible for:

- creating a session code and writing it on the board
- providing students with their student session slip containing the student code
- starting and finalising a test session
- administering student test attempts in a test session
- as required, performing various functions relating to student test attempt/s on the Test administration dashboard during a test session
- managing test session disruptions
- managing student test attempt submissions or referring paused test attempts to the NAPLAN coordinator, as required.

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

- provide access to the NAPLAN online training environment and online demonstration site to ensure they know how to use the test administration dashboard and test player
- determine where the test sessions will be held
- 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 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 the *Delivering the tests* section of this handbook.

### Student participation

Student details are required to facilitate the smooth administration of the tests and to enable reliable analyses of student results. The confirmed data will also be used for individual student reports. Due to the need to produce paper backup tests, it is necessary for schools to use the Pearson *Registration and Participation* website to enable the printing and reconciliation of paper tests. SCSA will transfer data from the Pearson website to the NAPLAN online platform. The NAPLAN coordinator will need to continue to check and amend student information in the platform. The *Participating Student* report on the *Preparing* dashboard can assist with this.

*Student information*

You will need to verify:

- student name
- year level
- student background data.

Student information held in the NAPLAN online platform can be edited via the *Manage Students* tile.

Information on adding and managing student information can be found below. Further assistance in managing student registration can be provided by emailing naplanonline@scsa.wa.edu.au or contacting the NAPLAN online helpdesk on 9442 9442.

Relevant videos: *Principal and NAPLAN Coordinator – Create Student* and *Principal and NAPLAN Coordinator Manage Student Information and Operational Reports*

*Adding new students – visiting students*

It may be necessary to create student accounts for hosted or newly enrolled students. For instructions on how to do this please refer to the *Principal and NAPLAN coordinator* user guide.

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 their TAA for advice. 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.

Host principals are responsible for ensuring that visiting students are familiar with the NAPLAN online platform prior to taking the tests. Familiarisation can occur through the NAPLAN online public demonstration site.

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.

Refer to Part A, section 5.8 of the online protocols relating to hosted and visiting students.

Visiting students can be added to the platform in the same manner as new students.

Contact naplanonline@scsa.wa.edu.au or the NAPLAN online helpdesk on 9442 9442 to arrange for the visiting student's test attempts to be transferred back to their home school.

Relevant video: *Principal and NAPLAN coordinator – Create student*

*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 *Managing student participation status during test window*).

The default status for a student enrolled in a school/class sitting an online testing event is:
- participating.

The following statuses can be selected for each student before a test session commences:

- exempt
- no longer enrolled
- withdrawn.

Please note, student test attempts with 'OFF' DAC also need to have participation status 'no longer enrolled'.

Principals should finalise arrangements for student participation in NAPLAN online - i.e. exemptions, withdrawals, by 12 April. Refer to Part A, section 5 of the online protocols relating to student participation.

Relevant video: *Principal and NAPLAN coordinator – Bulk manage student participation and disability adjustments*

### Removing students no longer enrolled

The school should ensure that the students' participation status is updated to 'no longer enrolled' for students 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.

### Repeating and accelerated students

Students repeating Year 3, 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.

### Excluded and suspended students

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

## DELIVERING THE TESTS

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.

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.

When the checklist on the *Preparing* dashboard is completed, a *Checklist confirmation – ADS* screen is generated. While a NAPLAN coordinator has the ability to complete the checklist and submit the checklist confirmation screen, it is ultimately the responsibility of the principal to certify the information on the confirmation screen.

### Delivering dashboard

This dashboard displays tasks that are completed before, during and after the tests. These tasks are required to deliver and close the tests.

This checklist details tasks required to deliver NAPLAN online tests and to close the program upon completion.

### Creating test administrator session logins

Using the test schedule, the NAPLAN coordinator must create a test administrator session slip for each of the test sessions. Test administrator session slip details comprise a username (a code generated by the platform) and a password.

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 assessment platform and use a test administrator session slip.

Once a test session has been created the test administrator slip can be printed. Give this slip to the test administrator as part of their test administrator pack.

Relevant video: *Principal and NAPLAN coordinator – Test session preparation*

A list of required materials specific to each domain is provided in the *NAPLAN online test administration handbook for teachers*.

## Test administrator pack

For all test sessions, test administrators will require:

- a device for their own use in administering the test session
- confirmation of which internet connection the test session will be using and instructions on how to connect the devices (for instance, password)
- the test administrator session slip for the test session they will be administering (this will contain test administrator session login details – username and password)
- 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)
- a list of students allocated to the test session, including details concerning which students, if any, have been allocated disability adjustments
- information on how many and which students are expected to bring their own device
- contact details for the school's IT support and the NAPLAN coordinator
- the relevant test administration handbook
- any relevant supplementary instructions provided by the TAA.

Print out and package the required documents for the test administrators.

Relevant videos: *Principal and NAPLAN coordinator – Operational reports* and *Principal and NAPLAN coordinator – Bulk add class groups*

## Prepare test rooms

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.

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

## Test supervision

### Responsibilities of test administrators

Test administrators are responsible for monitoring the test sessions according to the specific scripts set out in the test administration handbooks and according to the instructions that follow.

In delivering the test, the test administrator should encourage student participation and engagement in the tests, and actively supervise student conduct during the tests.

For each test session, the test administrator must inform the NAPLAN coordinator as soon as possible of any:

- absent students
- students who refuse to log in or who logged in but did not attempt to complete the test
- students who abandon the test due to illness or injury
- test disruptions or incidents
- errors in the spelling of student names.

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.

For a full list of test administrator responsibilities, refer to the *NAPLAN online test administration handbook for teachers*.

### *Managing student participation status during and after the test window*

Only the NAPLAN coordinator may enter/change participation statuses for students as follows:

- postponed (allows a student to resume/continue test)
- abandoned (sanctioned)
- refused to attempt (if a student was present but did not log in to the test).

The following status is only appropriate for use after the test window and opportunities for rescheduled and catch-up sessions close:

- absent.

The test administrator does not have authority to change participation statuses for students. Student participation should not be changed during a test session.

**Note:** *In situations where a participation status must be changed before the finalisation of a test session, the NAPLAN coordinator, not the test administrator, is responsible for finalising the test session.*

The test administrator must alert the NAPLAN coordinator of any participation statuses that need to be changed after a test session. The NAPLAN coordinator must seek permission from the TAA to grant a sanctioned abandonment, before changing the student's participation code to 'abandoned'.

The NAPLAN coordinator should change any student's participation necessary and finalise the test session before the end of the testing window. The 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. However, if the test is finalised incorrectly, the NAPLAN coordinator should contact the TAA for advice.

### *Student falls ill during a test*
The NAPLAN coordinator must contact the TAA to request a sanctioned abandonment for this student. If the TAA grants a sanctioned abandonment, the NAPLAN coordinator must update the student's participation status to 'abandoned (sanctioned)'. Refer to Part A, section 5.5 of the online protocols relating to abandonment.

If the TAA does not sanction a request for abandonment, that student will be considered assessed on the basis of what they have completed. Contact your TAA to change the student test attempt status to finished.

### *Disruptive student behaviour*
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.

If the student is deemed to have finished the test, the test administrator should submit the student's test attempt, if any, prior to finalising the test session.

If a student has not logged in, the NAPLAN coordinator should be notified. The NAPLAN coordinator should select the correct participation status, 'refused to attempt', for the student.

### *Dealing with absent students*

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, as it blocks the student from access to that test.

If a student is absent from a test session the test administrator will inform the NAPLAN coordinator of the student's absence. The test administrator will also return the student's session slip to the NAPLAN coordinator. The student may sit the test in an alternative session. Their existing student code (found on the session slip) can be used for this new test session.

Catch-ups are only available for students when they return within the schools' planned test schedule. The test schedule must be available to the school community prior to testing.

If a student was absent for any catch-up session, that student can be considered absent.

### *Dealing with test disruptions*

Part A of this handbook provides the online protocols for dealing with test disruptions. 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 in response to a test disruption or needs to escalate an issue to their TAA. If there are issues with test rescheduling, contact the TAA.

The test administrator should provide the NAPLAN coordinator with details of any test disruption. The test administrator will also provide details 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.

#### *Test disruptions*

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.

In the event of test disruption, the test administrator should pause the test session. When the test session is paused, this will freeze the timer for all students.

Once the disruption is resolved, the test administrator can resume the test or 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.

If the test administrator was unable to pause the test session, they must note the time remaining when the session was disrupted. When the test session is resumed, the test administrator must add equivalent time to the time lost, to students' timers at the end of the affected students' test attempts

Contact your TAA immediately for advice on any additional appropriate action to take to ensure that any potential impact on students' results is minimised.

If the issue is not able to be resolved in the session, the student(s) may be rescheduled and resume their test attempt in another session. For this to happen, the test administrator must not finalise the test session. The affected students' test attempt status must be changed to 'postponed' by the NAPLAN coordinator and the students should complete the test in another test session.

Schools must follow Part A of online protocols relating to rescheduling.

When resuming a postponed test attempt, students use the same session slip. When the test administrator uses their session slip to create a new session, a session code will be generated.

If a student was postponed due to test disruptions, and absent for any rescheduled sessions, the NAPLAN coordinator must contact the TAA to request a sanctioned abandonment for this student. If the TAA grants a sanctioned abandonment, the NAPLAN coordinator must update the student's participation status to 'abandoned (sanctioned)'. Otherwise, the student test attempt status must be changed to 'finished' and the student will be assessed on the basis of what they have completed.

*Technical issues*

For NAPLAN online, technical issues may disrupt tests. Test administrators should resolve the issue if possible and continue testing.

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 sessions may be rescheduled.

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 TAA as soon as possible for advice on appropriate actions.

Relevant video: *Principal and NAPLAN coordinator – Manage test sessions.*

## All test sessions completed

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. (Refer to Part A, section 5 of the online protocols relating to student participation). If any are incorrect, the NAPLAN coordinator should contact the TAA.

Test administration session slips and any unused test codes, as well as all working-out paper used during the tests, should be returned to the NAPLAN coordinator to be securely destroyed. The NAPLAN coordinator should secure the test administration session slips and only destroy these once the platform has moved to the *Results* dashboard.

When the checklist in the *Delivery* dashboard is completed, a *Checklist confirmation – ADS* screen is generated. While a NAPLAN coordinator has the ability to complete the checklist and the checklist confirmation screen, it is ultimately the responsibility of the principal to certify the information on the confirmation screen.

Once the checklist in the platform is marked as complete, the platform will move from the *Delivering* to the *Results* dashboard. Schools cannot go back to the *Delivering* dashboard once on the *Results* dashboard.

## Test material returned to TAA

Year 3 writing books should be despatched as soon as possible after Tuesday 14 May and no later than the afternoon of Friday 17 May. The books should be returned with the eParcel labels which are printed with the return address. If eParcel labels are missing, contact **1800 665 627**.

*Braille*

Instructions for the return of test materials will be provided to schools by the TAA. Ensure that processes for management of braille test materials have been discussed with the TAA and actioned accordingly.

*Unused paper test materials*

After the end of the test security period, 31 May, schools may either:

- securely dispose of the test materials, or
- keep the test materials for future in-school use according to protocol 4.3.12 – *Post-security period use of test materials.*

Any personal information relating to students that is on the test books must be removed or hidden if the books are retained (See Part A 8.9.5).

# AFTER THE TESTS

## Results dashboard – completion signoff

The *Results* dashboard displays tasks that allow you to deliver the *Student and school summary report* (SSSR) and operational reports for NAPLAN online.

For further information about the contents of the operational reports, refer to the *Principal and NAPLAN Coordinator* user guide.

Two reports are available for NAPLAN online:

- *Student and school summary report* (SSSR): achievement information by school, class and student for all tests except writing
- *Individual student report* (ISR): provides achievement information for all four test domains for individual students, to be provided to parents. ISRs are not available through the platform; they will be supplied by your TAA.

## Student and school summary report (SSSR)

For NAPLAN online only, the report available to schools is a NAPLAN-specific *Student and school summary report* (SSSR). This will not be available to students who complete paper-based NAPLAN tests.

The SSSR provides feedback on how students performed on the NAPLAN tests (excluding writing). Schools can access the SSSR via the *Reports* tile on the *Results* dashboard.

# APPENDIX 1: DISABILITY ADJUSTMENT CODES (DAC)

| DAC | Name | Platform adjustment | Action required by test administrator | Approval by TAA 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 | | TAA |
| 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 |
| **Adjustments providing extra time** | | | | |
| 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. Test administrator must ensure that the timing allowed for the test session caters for the total duration of tests for students with extra time. | School |
| ETB | Extra Time – one minute for every three minutes of test time | | | |
| 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 duration of tests for students with extra time. | TAA |

| Adjustments allowing secure browser to be disabled | | | | |
|---|---|---|---|---|
| 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. | TAA/ School |
| 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. | | |
| Adjustments through offline testing | | | | |
| OFF | Braille, large print, black and white, electronic test format | No platform adjustment. | Student will sit a paper-based version of the NAPLAN tests. | TAA |
| Adjustments providing alternative items | | | | |
| AIA | Alternative items - audio | Platform will swap *audio items* 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 *visually detailed items* for alternatives if alternative items are defined for this DAC. | | |
| Adjustments providing alternative colour themes | | | | |
| BNW | Black text with white background (use with COL and system settings to invert colours for white text with black background*) | Platform will use student's preferred colour scheme where defined for this DAC. | None – the platform will automatically substitute student's chosen colour theme  *Follow student's usual process to set up screen inverting via device | School |
| BNB | Black text with blue background | | | |
| BNL | Black text with lilac background | | | |
| BNG | Black text with green background | | | |
| BNY | Black text with yellow background | | | |

# PART C: PRINCIPAL AND NAPLAN COORDINATOR QUICK START GUIDE

## Step 1: Principal only

To begin, you will need:

- registration email
- school PIN
- NAP secure login 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 and select the correct environment (e.g. *Login to NAPLAN 2019*).

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

Enter the school PIN, provided in your mailed NAPLAN welcome pack provided by your TAA. This only needs to be done on the first login.

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 officers 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 drop-down list. Print student session slips.

# PART D: OPERATIONAL INSTRUCTIONS

**TERM 1 SCHEDULE AND CHECKLIST**

| NAPLAN Online – Preparation | Key dates | Check |
|---|---|---|
| **February** | | |
| Familiarise students with the platform via the public demonstration site. www.nap.edu.au/online-assessment/naplan-online/naplan-online-public-demonstration-site | **Ongoing** | |
| Watch the training video – *Term 1 Preparation for NAPLAN online* | **Beginning of term 1** | |
| Inform parents about NAPLAN online participation. | **Beginning of term 1** | |
| Submit applications for alternative test formats: **braille, large print, black & white masters**. Forms supplied with Update 1 to be completed and emailed to naplan@scsa.wa.edu.au by **20 February.** | **20 February** | |
| Refresher Training Sessions | **18 February – 27 March (TBC)** | |
| Check for the delivery of *Handbook for principals - NAPLAN online*, *NAPLAN online test administration handbook* and *Information for parents*. **If materials have not arrived by 8 March report by phoning 1800 665 627.** | **25 February** | |
| Pearson Website (www.pearsononline.com.au) open. A User manual is available on the website. For more assistance call the Pearson help desk on 1800 665 627. The website remains open until 8 March for registration. Use this website to check the student registration details and to download forms to apply for exemptions, withdrawals and disability adjustments. | **26 February** | |
| **March** | | |
| Distribute parent information brochure. | | |
| Check daily for delivery of Welcome pack containing the school PIN and 5 NAP secure login cards. Call 9442 9442 if the pack has not arrived by **15 March**. | **11 March** | |
| (Principal only) Check email account for Invitation to self-register. If the self-registration email has not been received by 19 March the principal should contact the NAPLAN online helpdesk on 9442 9442. | **18 March** | |
| Invite NAPLAN coordinator/s and school technical support officer as required. | | |
| Check that student information within the platform is complete and up-to-date. | | |
| Ensure test administration staff are identified and trained within the assessment platform. The *NAPLAN online test administration handbook for teachers* may be distributed. | | |
| Pearson Website reopens. | **18 March – 24 May** | |
| Applications for appointment as a NAPLAN writing marker close. See https://www.scsa.wa.edu.au/about-us/employment to complete the online application form. | **28 March** | |
| Ensure the checklist on the *Preparing* dashboard is completed and move to the *Delivering* dashboard in the NAPLAN online platform. You can return to the *Preparing* dashboard at any time whilst in the *Delivering* phase if you need to update student information (eg, withdrawals, exemptions, adjustments for disability or late enrolments) | **29 March** | |
| Complete initial test session timetable and distribute to staff. | | |

| NAPLAN Online – Preparation | Key dates | Check |
|---|---|---|
| **April** | | |
| NAPLAN 2019 online practice test period. The practice tests will not be available for use after the **12 April**. | **1 April – 12 April** | |
| Complete initial test session timetable and distribute to staff. | | |
| Last date for submission of exemption and adjustment for disability application forms. Term 1 finishes. | **12 April** | |

## TERM 2 SCHEDULE AND CHECKLIST

| NAPLAN Online – Preparation | Key dates | Check |
|---|---|---|
| **May** | | |
| (Year 3 Writing only) Pearson website (www.pearsononline.com.au) open. Website is available for printing the *Test participation and summary report* and recording students' participation status for the writing assessment. | **29 April – 24 May** | |
| Prepare for receipt of backup NAPLAN paper test materials from Australia Post from Monday 29 April to Thursday 9 May. Advise all staff that anyone collecting or taking receipt of materials must:<br>• sign for them legibly<br>• notify the NAPLAN coordinator and principal immediately.<br><br>**Country and remote schools:** plan to collect materials from the nearest Australia Post office or depot as per normal mail routines.<br>**If materials have not arrived by 9 May report by phoning 1800 665 627.** | | |
| On receipt of NAPLAN backup materials, open ONLY the box identified with a coloured label to check the packing slip. Year 3 writing (if applicable) will be packed at the top of this box. **DO NOT OPEN TAMPER-EVIDENT PACKS.** | | |
| Store the test materials securely on delivery. | | |
| Prepare test administrator test session packs, including the test session login slip, student login slips and a list of students expected to attend the session. | | |
| Refer to the *Handbook for principals - NAPLAN online: Part A – Administering the tests*. Brief all test administrators and support persons emphasising the following points.<br>• The *NAPLAN online test administration handbook for teachers* must be read carefully and followed exactly.<br>• Incidents such as late arrival, illness, disruptions, refusal or abandonment must be recorded.<br>• Rules for adjustments for students with disability must be followed (see *Handbook for principals - NAPLAN online: Part A - Adjustments for students with disability*).<br><br>Distribute to administrators the *NAPLAN online test administration handbook for teachers* (if not distributed earlier) and class lists. Advise test administrators of students who are exempt, withdrawn, visiting or need adjustments for disability. | | |
| Ensure all *Application for withdrawal* forms have been sent. | **10 May** | |

## TEST WEEK SCHEDULE AND CHECKLIST

| NAPLAN Online – Delivery | Key dates | Check |
|---|---|---|
| **15 – 25 May** | | |
| Advise teachers to prepare rooms for test conditions, including removal of charts and printed material. | **13 May** | |
| Distribute the test administrator test session pack prior to each test session. | | |
| NAPLAN online testing window<br>**Please note:**<br>• Administer the **writing test first**, within the first two days, followed by reading, conventions of language and numeracy in this order.<br>• Year 3 writing **must** be administered on the morning of 14 May. | **14 – 24 May** | |
| NAPLAN online writing to be completed (except for catch-up tests) | **14 – 15 May** | |
| Final day for Year 3 writing catch-ups | **17 May** | |
| Return all Year 3 writing tests as soon as possible and no later than 17 May. Please see *NAPLAN online – Return of Year 3 writing material* on page 61 for more details. | **17 May** | |
| Collect test materials (including all working out paper) at the completion of each test session and store securely. | | |
| Report any test breaches to the TAA by phoning 9442 9460 | **14 – 24 May** | |
| Final date for catch-up tests for individual students for all tests except Year 3 writing. | **24 May** | |
| Update student participation status where necessary, and finalise all test sessions and the *Platform checklist.* | **24 May** | |
| Collect all alternative test materials or any used paper tests, with the exception of Year 3 writing, for return to:<br>Manager, K-10 testing<br>School Curriculum and Standards Authority<br>PO Box 816<br>Cannington WA 6107 | | |
| Return test books for visiting of hosted students to:<br>• the TAA of their home state or territory for interstate students<br>• the WA TAA for WA students (SCSA, at the address above).<br>Details for states and territory can be found in the *Handbook for principals – NAPLAN online*, page 35. | | |
| Continue to securely store any online test materials, paper backup test materials and unused Year 3 test books until 31 May.<br>**Please note:** The *National protocols for test administration – NAPLAN online* and the *Handbook for principals – NAPLAN online Part A* state that test materials may not be released to parents, carers or the wider community (including the media) at any time during or after test completion. | **14 – 31 May** | |
| After the test security period:<br>• paper test materials may be used within the school. Ensure that all personal student information is removed before post-test use<br>• all working-out pages used by students during test sessions must be securely destroyed. | **after 31 May** | |

| NAPLAN Online – Return of Year 3 Writing Materials Only | Key dates | Check |
|---|---|---|
| **May** | | |
| Pack any used Year 3 paper writing books into a box. Ensure all other alternative format Year 3 writing tests (eg braille, large print, scripts from electronic formats - with attached printouts where necessary) are included. | | |
| Year 3 writing books should be dispatched as soon as possible after Tuesday14 May and no later than the afternoon of Friday 17 May. The books should be returned with the eParcel labels provided that have been printed with the return address. If eParcel labels are missing, contact 1800 665 627.<br><br>**Please note:** It is essential that materials are mailed back on time. Please do not send any materials other than Year 3 writing to this address. Retain your receipt from Australia Post. | **17 May** | |
| Confirm dispatch of materials on the Pearson website.<br>Indicate the number of boxes sent and specify which labels were used. Print this page for your records. | **17 May** | |

## POST-TEST PERIOD SCHEDULE AND CHECKLIST

| NAPLAN Online – Marking and Reporting | Key dates | Check |
|---|---|---|
| **June – December** | | |
| Marking of writing takes place in each state and territory by professional markers. | | |
| NAPLAN online – School and student summary reports (SSSR) released in the platform. | **Week beginning 24 June (TBC)** | |
| Analysis of data and preparation of reports takes place. | | |
| Schools will receive:<br>• individual student reports (ISRs) for distribution to parents<br>• information brochures for parents<br>• the *Administrators guide to reporting*<br>• a disk containing electronic copies of students writing scripts and PDFs of all individual student reports. | **Mid-August** | |
| Schools must check all ISRs and data | | |
| Schools should distribute the ISRs to parents or guardians within a week of receipt. | | |
| Schools should make any requests for:<br>• replacement of missing reports<br>• checking of results and re-marking<br>by 7 September. Email: naplan@scsa.wa.edu.au clearly outlining the basis for the request. | **7 September** | |
| Release of 2019 NAPLAN National report. | **December** | |