

# Year 3

## NAPLAN online test administration handbook for teachers



# 2019

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# 1. INTRODUCTION

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

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

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

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

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

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

## 1.1 Test dates

The test period starts on 14 May 2019 and finishes on 24 May 2019.

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

\*Once all year levels have finished the Writing test, schools can move to other tests.

## 2. THE YEAR 3 PAPER-BASED NAPLAN WRITING TEST

### 2.1 Preparing for the writing test

#### *Before the test*

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

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

#### *On the test day*

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

#### *Student test materials*

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

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

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

#### *Supervising the test sessions*

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

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

## Assisting students

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

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

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


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

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

Please refer to the section *Guidelines for the use of a computer by students with a temporary injury participating in the Writing test* in this handbook, if applicable.

## 2.2 Recording student participation and adjustments for disability

It is important that information about student participation is recorded accurately in the *Test participation and summary report* as this helps to validate the data at a system and state level. WA schools are also required to record **all** adjustments for disability accessed by students.

<b>Test participation and summary report</b> <small>Note: This form is to be retained by the school.</small>								 <b>Government of Western Australia School Curriculum and Standards Authority</b>	
<b>School name:</b> SAMPLE PRIMARY SCHOOL				<b>School code:</b> 1234					
<b>Test name:</b> NUMERACY				<b>Class:</b> 3A					
<b>Instructions:</b> Use this form to record the participation and for WA schools only, all disability adjustments accessed. Refer to Section 3.5 of the 2019 Test administration handbook for teachers for a definition of each participation category and the codes for recording disability adjustment.									
Student's first name	Student's surname	Date of birth	Present	Absent	Left school	Exemption	Withdrawal	Abandonment	Disability Adjustment
JOHN	ANDERSON	20/03/2010	✓						
ANNA	EVANS	02/08/2009					✓		
SIMON	LEE	16/01/2010		✓					
ALEXANDER	MARSLAND	18/05/2010	✓						✓ SCIBING (SC)
JENNIFER	SIMMONS	24/09/2009	✓						✓ EXTRA TIME (ET)
<b>TEST SESSION REPORT:</b> Record any incidents or irregularities that occurred during the test session. Turn over the page if more space is required.									
Name of test administrator:								Date:	

### Definitions for recording student participation

- *Present (assessed)*

Present students are those students who:

- completed the test
- attempted the test and are **not** otherwise treated as *abandonment due to illness or injury*
- were in attendance for the duration of the test session but did not attempt any writing.

- *Absent*

Absent students are those students who:

- did not sit the test because they were not at school during the test session
- did not commence the test due to a temporary injury or accident
- did not complete the test in one of the catch-up sessions.

Students who did not commence any of the test questions can sit the test in a catch-up session.

- *Withdrawn*

Withdrawn students are those students for whom a formal application for withdrawal was submitted to the appropriate Test Administration Authority and approval granted.

- *Exempt*

Exempt students are those students for whom a formal application for exemption was submitted to the appropriate Test Administration Authority and approval granted.

- *Abandonment due to illness or injury*

This refers to those students who attempted to write but who abandoned the test due to **unforeseen illness or injury**, i.e. a sanctioned reason reported to and verified by the Test Administration Authority.

Please note that if the reason for abandonment has not been approved by the TAA the test book will be marked on the basis of any writing attempted.

Students who abandon a test cannot complete the test during a catch-up session and will be treated as absent for reporting purposes.

**See Section 5 on pages 8 - 12 of the *Handbook for principals – NAPLAN Online 2019* for more information on student participation.**

### Recording adjustments for disability

Please use the codes below to record all adjustments for disability, accessed by students during the test, on the *Test participation and summary report*.

Adjustment	Code	Adjustment	Code
Extra time	ET	Assistive technology/computer	AT
Rest breaks	RB	Black and White print format or coloured	BW
Oral/Sign support	OS	Large print	LP
Scribe	Sc	Braille	Br
Support Person	Sup	Electronic format	EF

**See Section 6 on pages 12 - 21 of the *Handbook for principals – NAPLAN Online 2019* for detailed information on adjustments for students with disability.**

### 3. WRITING TEST ADMINISTRATION - YEAR 3

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

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

#### 3.1 Time allocation

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

#### 3.2 Preparation for the writing test

On the day of the test:

- Arrange the room so that no student can see another student's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times including 10 minute intervals on the board.
- Check that there is a personalised Year 3 writing test book and a Year 3 writing stimulus for each student.
- Allocate a non-personalised writing test book to any student who does not have a personalised test book. Please complete the student's details using a 2B or HB pencil.
- Distribute the writing test books, stimuli and one sheet of blank paper to each student. Check that you are using the correct writing stimulus - each writing stimulus page will have YEAR THREE AND YEAR FIVE clearly marked in a white font in the top left-hand corner on the black banner.
- Under no circumstances should a student complete the test using another student's personalised test book.

#### 3.3 Materials required

Each student must have	The test administrator must have
<ul style="list-style-type: none"> <li>• a Year 3 writing test book</li> <li>• the coloured, single page YEAR THREE AND YEAR FIVE writing stimulus page</li> <li>• a sheet of blank paper for planning</li> <li>• a 2B pencil</li> <li>• an eraser</li> <li>• a sharpener.</li> </ul>	<ul style="list-style-type: none"> <li>• this test administration handbook</li> <li>• extra blank paper</li> <li>• spare pencils, erasers, sharpeners</li> <li>• a watch or clock for timing the test</li> <li>• a board to display the time sequence</li> <li>• a copy of the <i>Test participation and summary report</i>.</li> </ul>

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

### 3.4 Test administration script

#### READ ALOUD

Now you will do a writing test. You should have your *Year 3 writing* test book, the writing stimulus page, a piece of blank paper, a 2B or HB pencil, a sharpener and an eraser on your desk. Check to see that you have these things. Check that you have the writing stimulus page that has YEAR THREE AND YEAR FIVE clearly marked in a white font in the top left hand corner on the black banner. Put your finger on the words that say YEAR THREE AND YEAR FIVE. Raise your hand if you cannot find the words that say YEAR THREE AND YEAR FIVE.

Do not open your test book until I tell you.

Allow students time to check they have the appropriate materials.

#### READ ALOUD

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

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

<p style="text-align: center;">10 FEBRUARY 2011</p> <p><b>DATE OF BIRTH:</b> <del>10/04/2010</del></p>
--

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

#### READ ALOUD

Look at the box where it says *Student to complete*. Write your first name and your last name in the space provided. Use all capital letters.

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

#### READ ALOUD

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

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

#### READ ALOUD

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

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

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

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

You must only read the words on the stimulus page.



**DO NOT:**

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

When you have finished reading the stimulus page:

**READ ALOUD**

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

Show the planning page.

**READ ALOUD**

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

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

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

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

The planning page will not be marked but it will be collected. Do not write in your book yet. It should still be closed. You may begin planning now – you have five minutes.

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

**After five minutes, READ ALOUD**

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

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

You may start writing now.

Supervise the students to make sure that they have begun writing.

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

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

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

Mark off the time intervals on the board.

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

### **After 30 minutes, READ ALOUD**

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

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

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

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

However, you don't have time to make big changes.

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

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

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

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

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

### 3.5 After the test

- Collect all test books. Check that the writing stimulus and planning pages are **not** inside test books as these are not returned for processing.
- Collect all stimulus pages and planning pages for secure storage.
- Do not remove any pages from any test book.
- Match test books against the *Test participation and summary report* to check that ALL test books are accounted for, including those for students who did not sit or complete this session.
- Record absence details on the *Test participation and summary report* or the master assessment roll.
- Where appropriate, ensure that the personalised test book is attached to the braille, large print, black and white or electronic test format test papers with a paperclip.
- Return all test books, stimulus pages and planning pages to the principal/school NAPLAN coordinator as soon as possible for secure storage. Do not leave any test books, whether complete or incomplete, in a classroom.
- No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.
- Under no circumstances may student responses be copied or transcribed, either during or after the test.

Note: If a student has an approved adjustment to do the writing test on a computer, the test administrator is required to print out the typed script. The print-out must then be matched and attached with clear tape to the first inside pages of the student's personalised test book. The script must then be deleted from the computer.

## GUIDELINES FOR THE USE OF A COMPUTER BY STUDENTS WITH A TEMPORARY INJURY PARTICIPATING IN THE WRITING TEST

### *Length of computer text equivalent to 3 pages of handwriting*

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

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

### *Font*

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

### *Conditions*

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

### *After the test*

The test administrator (or their assistant) should:

- save identifying student information to the bottom left-hand footer (to be on every page of completed test response). For example:

***Student Name:***

***Year Level:***

***School:***

***Date of Birth and/or unique student identification number:***

- save the completed test to the desktop as a backup
- print a copy of the completed test from the desktop
- delete the file from the desktop
- attach to student booklet
- follow any other procedures as requested by their Test Administration Authority.

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

## 4. THE YEAR 3 NAPLAN ONLINE TESTS

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

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

This section of the handbook focuses on the procedures for administering the NAPLAN online tests. It does not provide step-by-step instructions on the functionality of the test administrator's dashboard.

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

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

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

### 4.1 Preparing for the tests

#### *Before the test day*

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

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

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

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

- provide you with access to the NAPLAN online training environment to ensure you know how to use the test administrator's session dashboard, and the NAP locked down browser (as well as setting up an unsecured browser if necessary)
- plan the configuration of the test room(s) where the test sessions will be held
- discuss the organisational procedures required during the tests, including procedures for students bringing their own device (BYOD)
- review procedures for emergencies and problem situations, including how to seek technical assistance
- explain the organisational arrangements for non-participating students
- confirm that all devices have passed the necessary device checks and that arrangements have been made to ensure the devices will be in the room, will have the NAP locked down browser installed, and will be fully charged on the day of the assessment
- ensure that you are familiar with all the test administration instructions and procedures

- establish procedures in the event that the test is to be administered by a casual, relief or NAPLAN support teacher.

### *On test days*

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

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

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

### *Student test materials*

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

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

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

- ✗ books, including dictionaries
- ✗ rulers
- ✗ mobile phones or other internet- or Bluetooth-enabled devices other than the device on which the student is undertaking the test
- ✗ protractors/mathematics templates
- ✗ calculators (unless provided as a disability adjustment).

### *Supervising the test sessions*

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

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

### *Timing allowed for each test*

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

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

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

### *Adjustments for students with disability*

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

Some students are eligible for rest breaks. You will have to manually control rest breaks for those students who are eligible for them by pausing and resuming the students' test attempts via the test administrator's dashboard.

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

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

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

### *Assisting students*

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

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

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

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

During the numeracy test, and the spelling section of the conventions of language test, you **MAY**:

- ✓ remind students how to use the audio player.

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

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

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

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

During the conventions of language test, you **MUST NOT**:

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

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

- ✗ read numbers or symbols unless they are embedded within text (as per the audio available to students for each question)
- ✗ explain the meaning of any symbols, numbers or mathematical terms
- ✗ interpret any graphs or diagrams.

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

- ✓ remind students to use the audio player if they need help with reading the questions
- ✓ read any words, numbers or symbols that are embedded within text (as per the audio available to students for each question).



The following examples show what may and may not be read aloud to students:

### Example 1

What number will make this number sentence true?

$$4.52 + 3.68 = \boxed{\phantom{000}} + 3.70$$

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

### Example 2

Edward travelled 110 kilometres in 2 hours.  
What was his average speed in kilometres per hour?

☐ 50      ☐ 55      ☐ 70      ☐ 220

The numbers 110 and 2 may be read as they are embedded in the text. The numbers 50, 55, 70 and 220 **must not** be read as they are not embedded in text.

### Example 3

The number 39 889 can be rounded in different ways.  
Which ways of rounding give the same answer?

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

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

The literacy demands of the numeracy test should not exclude a student from accessing the test. You should encourage students to access the audio player for the numeracy test if their literacy standard is a barrier to access.

### *Reading the test administration script*

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

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

### **READ ALOUD**

You will now be attempting the reading test.

There is also a section at the beginning of each script with a series of dot points which you can read aloud as necessary to assist students to open the NAP locked down browser/student test player or unsecured browser, perform an audio check and log in to the test.

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

## 4.2 Managing a test session

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

### *Creating a test session*

1. Open your browser and navigate to [www.assessform.edu.au](http://www.assessform.edu.au).
2. Login to NAPLAN 2019 and create a new test session using the TA session slip provided by the school NAPLAN coordinator.
3. The session code will be displayed at the top of your screen in a grey box.
4. Display the session code where students can see it: for example, you might write the session code on the board – the students will need it to enter the test session.

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

### *Supporting students to log in*

1. After entering the test session code, students will be asked to enter their student session code.
2. The system will ask them to confirm their name by clicking a *Yes* button. If the name presented by the system is not correct the student should raise their hand and you should take the following action:
  - a. if the name is simply spelled incorrectly, the student should click *Yes* and you should inform the NAPLAN coordinator of the inaccuracy after the session
  - b. if a student has been given the student session code for another student in the same test session, the student should click *No* and the two students must swap codes and re-enter them
  - c. if a student has been given the student session code for another student in the same school, but not the same test session, the student should click *No* and you should inform the NAPLAN coordinator of the error as soon as possible. The student may need to be rescheduled.

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

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

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

### *Starting the test session*

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

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

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

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

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

### 4.3 Test administration system functions

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

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

- *Pause student*
- *Resume student*
- *Finish student*
- *Reopen student*

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

- *Pause session*
- *Resume session*
- *Finalise session*

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

#### *Pausing and resuming a test session or a test attempt*

##### **Pausing a test session**

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

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

If the test is not paused, you must note the time at which the disruption begins and its duration, as time may need to be added to the test session once it is resumed. If time is added, you must select the reason for the addition of time in the drop down list presented by the system and record the circumstances surrounding the disruption.

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

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

##### **Pausing an individual test attempt**

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

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

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

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

To restart a student's test attempt, tick the checkbox next to the student's name and click *Resume student*.

The system will restart the student's timer. Multiple student names can be selected. The system will present a free-text field where you can enter greater detail about the need for pausing and its resolution.

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

### *Reopening a test attempt*

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

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

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

### *Finishing a test attempt*

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

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

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

### *Finalising a test session*

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

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

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

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

In case of illness or injury, that occurs during a test session, the NAPLAN coordinator will change the student's participation status to postponed so that the test session can be finalised. The NAPLAN coordinator must then contact the TAA for approval to change the student's participation status to sanctioned abandonment.

Where a test attempt has been postponed due to a test disruption and the student is then absent due to illness or injury for the remainder of the test window, the student's participation status will need to be changed, by the TAA, to sanctioned abandonment.

## 5. READING / CONVENTIONS OF LANGUAGE / NUMERACY TEST ADMINISTRATION

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

Please note that where scripts contain instructions for using headphones, if this is not relevant for students in your class, you should amend your instructions as appropriate, and instruct students to click through the audio check.

### *Time allocation*

Introduction time: approximately 15 minutes

Test time:

<b>Reading</b>	<b>Conventions of Language</b>	<b>Numeracy</b>
45 min	45 min	45 min

### *Preparation for the test session*

To prepare for the test you will need to:

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

### After the test

- If **any** test attempt could **not be finished** because of a test disruption or a student has left the session due to illness or injury, **you must not finish their test attempt or finalise the test session.**
- If a student logged in but refused to compete the test you will *Finish* the test attempt on behalf of the student.
- If all test attempts have been finished, finalise the test session by clicking the *Finalise session* button on the test administrator's session dashboard.

At the end of the test session:

- check that all student browsers have been closed
- collect:
  - o all student session slips
  - o any slips containing the unsecured browser URL
  - o all working-out or planning paper used by students
- you **must** notify the NAPLAN coordinator if there were any:
  - o absent students
  - o students who refused to login or logged in and did not attempt to complete the test
  - o students who abandoned the test due to illness or injury
  - o test disruptions or incidents
  - o paused test attempts
  - o errors in the spelling of student names
- you **must** return the TA session slip, student session slips and any other test materials (including any paper used by students during the test) to the NAPLAN coordinator to be securely stored
- recharge school-supplied devices for the next test session, if necessary.

## 5.1 Reading test administration

Ensure that all steps necessary to create a test session have been completed before attempting to administer the test. (See *Preparation for the test session* on page 20.)

This test is to be conducted in one session. This is an assessment of a student's ability to read, comprehend and respond to a variety of text types. Note: headphones are not used in the reading test.

### 5.1.1 Materials required

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

### 5.1.2 Creating the test session

1. Open your browser and navigate to [www.assessform.edu.au](http://www.assessform.edu.au).
2. Login to NAPLAN 2019 and create a new test session using the TA session slip provided by the school NAPLAN coordinator.
3. The session code will be displayed at the top of your screen in a grey box.
4. Display the session code where students can see it; for example, you might write the session code on the board – the students will need it to enter the test session.

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

### 5.1.3 Reading test administration script

#### READ ALOUD

Today you will complete a reading test.

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

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

Go through the following steps with students, resolving any issues that may arise. Ask students to check that:

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



Ask students to:

- open the student test player/NAP locked down browser (students using an unsecured browser (DACs AST or COL) or their support person should type the web address into the browser and click enter)
- click on *NAPLAN 2019*
- note that the reading test has no audio, so headphones are not required but that the audio check will still need to be completed.

Instruct students to:

- select *I can hear the sound on headphones and start test*
- type the session code exactly as it appears on the board into the boxes, and then click on *Next*
- type their student code into the boxes that appear and click on *Next*
- check that their name is correct, click on *Yes* and wait.

## READ ALOUD

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

There are 39 questions in the reading test and you have 45 minutes to complete all the questions.

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

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

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

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

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

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

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

After you *Finish* your test, if there is still time left, you can click on the *Reopen test* button.

Once you have finished your test, wait quietly.

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

## READ ALOUD

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

Actively supervise students to make sure they are on task.

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

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

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

Be mindful of students who may have been granted extra time due to a disability adjustment or a disruption. Alert these students when they have five minutes of test time remaining. When your dashboard shows that the time has expired for all students:

### **READ ALOUD**

Thank you everyone. The reading test is now finished.

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

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

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

### **READ ALOUD**

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

You should now all close the test browser.

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

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

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

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

You will need to refer to *After the test* on page 21 to ensure you have met all requirements.

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

## 5.2 Conventions of language test administration

Ensure that all steps necessary to create a test session have been completed before attempting to administer the test. (See *Preparation for the test session* on page 20.)

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

**All classes must complete the reading test before starting the conventions of language test as there is a link between the two tests.**

### 5.2.1 Materials required

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

### 5.2.2 Creating the test session

1. Open your browser and navigate to [www.assessform.edu.au](http://www.assessform.edu.au).
2. Login to NAPLAN 2019 and create a new test session using the TA session slip provided by the school NAPLAN coordinator.
3. The session code will be displayed at the top of your screen in a grey box.
4. Display the session code where students can see it; for example, you might write the session code on the board – the students will need it to enter the test session.

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

### 5.2.3 Conventions of language test administration script

#### READ ALOUD

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

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

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

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

Ask students to check that they have:

- their student code for the test on a piece of paper with their correct name
- they have a blank piece of paper, a pen or pencil and a set of headphones
- turned on their device
- plugged in their headphones
- adjusted their device volume to about three-quarters of its maximum level.

Ask students to:

- open the student test player/NAP locked down browser (students using an unsecured browser (DACs AST or COL) or their support person should type the web address into the browser and click enter)
- click on *NAPLAN 2019*.

Students then:

- select *Play* to hear the sound on the audio check screen
- select *I can hear the sound on headphones* and *start test* if they can hear the sound.

Instruct students to:

- type the session code exactly as it appears on the board into the boxes, and then click on *Next*
- type your student code into the boxes that appear and click on *Next*
- check that your name is correct, click on *Yes* and wait.

## READ ALOUD

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

There are 50 questions in the test and you have 45 minutes to complete all the questions.

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

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

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

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

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

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

After you *Finish* your test, if there is still time left, you can click on the *Reopen test* button.

Once you have finished your test, wait quietly.

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

**READ ALOUD**

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

Actively supervise students to make sure they are on task.

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

**After 40 minutes, READ ALOUD**

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

Be mindful of students who may have been granted extra time due to a disability adjustment or a disruption. Alert these students when they have five minutes of test time remaining. When your dashboard shows that the time has expired for all students:

**READ ALOUD**

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

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

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

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

**READ ALOUD**

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

You should now all close the test browser.

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

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

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

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

You will need to refer to *After the test* on page 21 to ensure you have met all requirements.

## 5.3 Numeracy test administration

Ensure that all steps necessary to create a test session have been completed before attempting to administer the test. (See *Preparation for the test session* on page 20.)

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

### 5.3.1 Materials required

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

### 5.3.2 Creating the test session

1. Open your browser and navigate to [www.assessform.edu.au](http://www.assessform.edu.au).
2. Login to NAPLAN 2019 and create a new test session using the TA session slip provided by the school NAPLAN coordinator.
3. The session code will be displayed at the top of your screen in a grey box.
4. Display the session code where students can see it; for example, you might write the session code on the board – the students will need it to enter the test session.

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

### 5.3.3 Numeracy test administration script

#### READ ALOUD

Today you will complete a numeracy test.

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

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

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

Ask students to check that they have:

- their student code for the test on a piece of paper with their correct name
- they have a blank piece of paper, a pen or pencil and a set of headphones
- turned on their device
- plugged in their headphones
- adjusted their device volume to about three-quarters of its maximum level.

Ask students to:

- open the student test player/NAP locked down browser (students using an unsecured browser (DACs AST or COL) or their support person should type the web address into the browser and click enter)
- click on *NAPLAN 2019*.

Students then:

- select *Play* to hear the sound on the audio check screen
- select *I can hear the sound on headphones* and *start test* if they can hear the sound.

Instruct students to:

- type the session code exactly as it appears on the board into the boxes, and then click on *Next*
- type your student code into the boxes that appear and click on *Next*
- check that your name is correct, click on *Yes* and wait.

## READ ALOUD

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

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

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

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

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

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

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

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

Once you have finished your test, wait quietly.

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

### READ ALOUD

You may start the test now.

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

Actively supervise students to make sure they are on task.

If students ask you to read questions, you should encourage them to use the platform audio. However, you may read questions for them. **Ensure you are familiar with what may and may not be read** to students. Refer to pages 13 - 15 of this handbook for details and examples.

Students who finish early should be encouraged to check their answers. When they have finished checking, they should sit and wait patiently. If a whole class finishes the test before the allocated time, you may use discretion in managing the test environment and closing the test session.

### After 40 minutes, READ ALOUD

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

Be mindful of students who may have been granted extra time due to a disability adjustment or a disruption. Alert these students when they have five minutes of test time remaining. When your dashboard shows that the time has expired for all students:

### READ ALOUD

Thank you everyone. The Numeracy test is now finished.

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

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

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

### READ ALOUD

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

You should now all close the test browser.

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

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

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



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

You will need to refer to *After the test* on page 21 to ensure you have met all requirements

## APPENDIX 1: DISABILITY ACCESS CODES

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

DAC	Name	Online assessment platform adjustment	Action required by test administrator
SUP	NAPLAN support person	No online assessment platform adjustment. Domains applicable: Reading, Conventions of Language, Numeracy.	Arrange test environments so that students working with a NAPLAN support person do not disturb other students.
SCR	Scribe	No online assessment platform adjustment. Domains applicable: Writing only.	Arrange test environments so that students working with a scribe do not disturb other students.
OSS	Oral sign / support	No online assessment platform adjustment.	Arrange test environments so that students working with oral sign / support do not disturb other students.
RBK	Rest break	No online assessment platform adjustment.	Test administrator will need to pause student's test attempt to take a break. Once the student has returned from their rest break, resume the test attempt.
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 – online assessment 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 caters for the total duration of tests for students with extra time.
ETB	Extra time – one minute for every three minutes of test time	Platform will automatically allocate extra time if this DAC is allocated.	
ETC	Extra time – one minute for every two minutes of test time	Platform will automatically allocate extra time if this DAC is allocated.	
ETD	Extra time – double total test time	Platform will automatically allocate extra time if this DAC is allocated.	
Adjustments allowing secure browser to be disabled			
AST	Assistive technology	Disable browser lockdown restriction to allow setting manipulation (customised pointing devices, keyboards, software access, etc.).	Secure browser cannot be used with these adjustments.  Students not using a secure browser will require additional supervision to ensure they are not using prohibited functionality, such as external websites or calculators.
COL	Colour contrast modification	Disable browser lockdown restriction to allow student to adjust colour, contrast or brightness settings on their device.	
Adjustments through offline testing			
OFF	Braille, large print, black and white hardcopy, electronic test format	No online assessment platform adjustment.	Student will sit a paper-based version of the NAPLAN tests or student will sit an electronic test format (not NAPLAN online).

DAC	Name	Online assessment platform adjustment	Action required by test administrator
Adjustments providing alternative items			
AIA	Alternative items - audio	Platform will swap <i>audio items</i> for alternatives.	None – the online assessment platform will automatically substitute affected items with appropriate alternative items.
AIV	Alternative items - visual	Platform will swap <i>visually detailed items</i> for alternatives.	
Adjustments providing alternative colour themes			
BNW	Black 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
BNB	Black with blue background		
BNL	Black with lilac background		
BNG	Black with green background		
BNY	Black with yellow background		

