acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

NAPLAN NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy

Handbook for principals and NAPLAN coordinators

2021

Government of **Western Australia**
School Curriculum and Standards Authority

TABLE OF CONTENTS

HANDBOOK OVERVIEW

NAPLAN tests are held during May each year. The purpose of the *Handbook for principals and NAPLAN coordinators 2021* is to make sure that principals understand what is required to administer NAPLAN.

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).

- **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 two parts to this handbook:

- **Part A**: Relevant sections of *National protocols for test administration*, including the code of conduct. These protocols apply to all schools administering the NAPLAN paper-based tests.

- **Part B**: State or territory operational information and instructions.

PART A: National information from relevant sections of the *National protocols for test administration*

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. The NAPLAN tests are held during May each year for students in Years 3, 5, 7 and 9.

The *National protocols for test administration* (the protocols) provide detailed information on all aspects of the administration of the NAPLAN paper-based tests. Please note, there are also *National protocols for test administration – NAPLAN Online 2021* for the NAPLAN Online tests. The protocols set out the principles to manage security of the tests, the test environment and other relevant factors to ensure 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 carefully. Breaches of the *National protocols for test administration* and allegations of cheating or improper behaviour are taken very seriously and substantiated cases of improper behaviour will be reported publicly in ACARA's annual test incident report. A code of conduct (section 2) is included in order to assist TAAs and schools in determining what are appropriate and inappropriate behaviours. Information on how breaches are dealt with is provided in section 10.

ACARA, in cooperation with states and territories, will continue to review the *National protocols for test administration* to ensure that tests are delivered in an appropriate and consistent manner across all states and territories.

These protocols are designed to cater for 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 tests are based. Undermining test integrity by breaching these principles or the *National protocols for test administration* will lead to an investigation and, if allegations are substantiated, to potentially serious consequences.

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

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

2.1.1   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/carers to withdraw their children from testing.

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

2.2.1   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 should be appropriately administered, with administrators being mindful of the time, location, and supervision requirements.

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

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

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

2.3   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.

2.4   The security of the tests is critical to ensure that students' individual results accurately reflect their abilities. Test materials must be kept locked in a secure location to avoid any premature disclosure of content, or unauthorised disclosure of test materials at any time during the test period.

2.4.1   The security and confidentiality of the tests must be maintained from the time they are delivered to the school to the end of the test security period.

2.4.2   The content of the tests must not be disclosed prior to the scheduled tests or during the test security period.

2.4.3   The tests should not be conducted outside the secure school location, unless prior permission has been granted by the TAA.

2.4.4   All used and unused test books must be secured immediately after each test period (not left in possession of the test administrator, in classrooms or other insecure storage areas).

2.4.5   Schools should ensure that completed materials are stored securely in such a way that cannot lead to allegations of tampering with responses prior to their collection or return of materials for marking.

2.4.6   Schools must not copy, transcribe or transmit student responses, or cause responses to be recorded by any means, including electronic means, except as outlined by these protocols.

2.5   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 and NAPLAN coordinators* (which includes relevant sections of the *National protocols for test administration*) and the *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 the protocols.

2.5.3   Principals and test administrators must adhere to the instructions outlined in the *Handbook for principals and NAPLAN coordinators* and *Test administration handbook for teachers*, and 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* 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 testing program.

3 COMMUNICATIONS

3.1   Responsibilities of ACARA

3.1.1   ACARA is responsible for maintaining a website for NAPLAN information (www.nap.edu.au) with updates on all aspects of the national tests.

3.1.2   ACARA is responsible for a communications strategy clearly outlining the respective roles played by ACARA and TAAs. This includes communication to schools that will be made available to TAAs. Materials arising from this strategy for which ACARA is responsible will be made available on the NAP website www.nap.edu.au.

3.1.3   ACARA is responsible for maintaining the *National protocols for test administration*, which is a key risk control and communication document for the NAPLAN program.

3.1.4   ACARA is responsible for 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*, on ACARA's NAP website www.nap.edu.au.

3.3   Responsibilities of principals

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

3.3.2   Principals are required to:
- ensure that parents/carers of students in Years 3, 5, 7 and 9 are fully informed about the program
- discuss, and plan for, disability adjustments and exemptions, where appropriate
- 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 until the end of the test security period
- ensure that NAPLAN student reports are delivered to parents/carers in a timely manner after they are received at the school
- be aware of any additional jurisdiction-specific responsibilities outlined in Part B of the *Handbook for principals and NAPLAN coordinators.*

3.3.3   Principals are responsible for acknowledging, in a manner outlined by their relevant TAA, that they have read and understood the *Handbook for principals and NAPLAN coordinators*, which includes the relevant sections of the *National protocols for test administration.*

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*, on ACARA's NAP website www.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*, on ACARA's NAP website www.nap.edu.au.

4.3   Responsibilities of principals

4.3.1   The principal is responsible for the overall security, receipt and confidentiality of all test materials from the time the materials are delivered to the school to the end of the test security period. This includes the safe collection or dispatch of those materials on conclusion of the tests.

4.3.2   The principal must notify the TAA immediately if test material security has been breached in any way from the time of receipt of the test materials to the end of the test security period.

4.3.3   NAPLAN 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. Materials must not be left unattended by a courier. If this occurs, the TAA must be notified immediately.

4.3.4   Where couriers cannot avoid making deliveries after school hours, the principal or the principal's delegate must take delivery of the test materials.

4.3.5   The principal (or the principal's delegate who signs for the materials) is to ensure the contents and quantities of deliveries are correct as soon as possible after the receipt of the material. Packages must be checked for tampering, and to ensure correct quantities have been delivered without opening the tamper-evident packages.

4.3.6   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 any jurisdiction-specific process followed. Any additional test materials dispatched to schools will be forwarded using the same level of security as that used for the original dispatch.

4.3.7   The principal is responsible for ensuring test materials are sorted and prepared for distribution to classes in advance of the test period, but no earlier than is necessary for the effective administration of the tests. A reasonable period to sort materials may be up to one day. Test materials must be returned to secure storage after sorting until the morning of the relevant test. Test content must not be accessed during this process. Schools that need greater flexibility must apply to their TAA.

4.3.8   Any person(s) acting as a delegate of the principal and assisting the principal in the sorting of materials should not be a classroom teacher of any class taking the tests, except in special circumstances where the size of the school precludes this.

4.3.9   The principal must ensure that all test materials, including the reading magazines and the writing stimulus, are kept secure until the end of the test security period. Under no circumstances can materials be shown or given to parents/carers or members of the wider community, including the media, before the end of the test security period.

4.3.10   The principal must ensure that teachers and students not involved in the tests do not have access to the test materials during the test security period.

4.3.11   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.

4.3.12   The principal must ensure that test administrators are informed of test processes and are made familiar with information provided on test security.

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

5   STUDENT PARTICIPATION COHORTS

All students in Years 3, 5, 7, and 9 (and only these students) 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 (a) students who attempt the test (and are not otherwise treated as absent because of abandonment due to illness or injury), (b) students who are exempt from testing and (c) students who are present but refuse to sit the test (see section 5.6).

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

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

5.2   Exempt students

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

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

5.2.2   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 an opportunity to participate in testing, but may be exempted.

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

5.2.4   Recording the reason for exemption
The reason for exemption (English language proficiency or student with disability) must be recorded by the school. For students with disability, the level of adjustment reported for the Nationally Consistent Collection of Data on School Students with Disability (NCCD)[1] must be recorded. The NCCD identifies four levels of adjustment:

- support provided within quality differentiated teaching practice
- supplementary adjustments
- substantial adjustments
- extensive adjustments.

Treatment of exempt students' data and results

5.2.5   Students who qualify for exemption and do not submit a test attempted under test conditions are considered as assessed students and will be counted in the 'below minimum standard' calculations for reporting purposes in national and jurisdictional summary data. Results for exempt students will not be included in school-level calculations of means.

5.2.6   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.

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

5.2.8   The text that will appear on an individual student report for tests for which students are exempted will read:
Your child was exempt from this test and is considered not to have achieved the national minimum standard.

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

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[1] www.nccd.edu.au/

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 being present and are considered as assessed students.

5.3.4 Principals are encouraged to facilitate the participation in the tests during a catch-up session for those students who were identified as absent on the day of the test but who return to school within the week scheduled for NAPLAN testing.

Treatment of absent students' data and results

5.3.5 Absent students will not be counted as a part of the cohort of assessed students.

5.3.6 Students who are marked as absent but for whom a test is formally submitted must be counted as assessed. TAAs must validate discrepancies; for example, where a student was absent for a test, but then completed the test in a catch-up session.

5.3.7 Students must not be marked absent if consent has been received for them to be exempt or withdrawn (see sections 5.2 and 5.4).

5.3.8 The text that will appear on an 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.*

5.3.9 Where a student is absent from all tests, it is recommended that an individual student report be issued. TAAs can provide further advice on the issuing of reports to students who are absent from all tests.

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. School staff must not influence parents to withdraw their child (see section 2.1.2). Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing.

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

Treatment of withdrawn students' data and results

5.4.3 Withdrawn students are not counted as a 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 due to illness or injury

5.5.1   Abandonment of a test refers only to students who attempt one or more questions in a test but who abandon the test due to illness or injury (that is, a sanctioned reason verified by the TAA). The student is not permitted to complete the test in a catch-up session.

5.5.2   Abandonment due to illness or injury 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). The student is not permitted to complete the test in a catch-up session.

5.5.3   All instances of students who attempt one or more questions in the 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.

<u>Treatment of students' results and data where abandonment applies</u>

5.5.4   Reasons for abandonment due to illness or injury must be recorded and sanctioned by the TAA to avoid the student being considered assessed. When abandonment due to illness or injury is reported to, and sanctioned by, the TAA, students who have abandoned the test are not counted as a part of the cohort of assessed students.

5.5.5   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.

5.5.6   The text that will appear on an individual student report for tests that students have abandoned due to illness or injury will read: *Your child does not have a result for this test due to illness or injury during the test.*

5.6   Non-attempts and refusals

5.6.1   Students in attendance at school for the test session but who do not 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.

<u>Treatment of students' results where the test is not attempted</u>

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 submit a blank test book must not be treated as absent.

5.6.3   The text that will appear on the individual student report for tests where a student is marked as refused will read: *Your child was present for this test but did not complete any part of the test paper.*

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 a 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 (e.g. 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.

5.8.3   Tests should be taken on blank test books provided by the host school.

5.8.4   Where a student is visiting, the principal at the host school is responsible for sending the student's test books back to the TAA in the student's home state/territory by registered post (see section 12 for TAA postal details).

5.8.5   The student's results will be included in the dataset for their home school and state/territory.

5.8.6   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]

Students are allowed access to their usual standard non-educational facilities and furniture that form part of their everyday assessment adjustments under the Disability Discrimination Act and the *Disability Standards for Education 2005*. Standard provisions and furniture may include, for example, usual medication, food or medical equipment.

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).

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

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

6.1.1   The Disability Standards for Education provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students and outline the obligations of school education providers under the *Disability Discrimination Act 1992*.

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.

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 and participate in NAPLAN tests.
- A student may have access to more than one adjustment in any one test and different adjustments may be appropriate for different tests.
- Adjustments should reflect the kind of support and assistance provided 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 writing, reading, language conventions 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 a student's ability to demonstrate the following constructs and skills:

- **Writing:** The NAPLAN writing tests assess a student's ability to convey thoughts, ideas and information through 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.

- **Language conventions:** The NAPLAN language conventions tests assess a student's ability to independently recognise and use correct Standard Australian English grammar, punctuation and spelling in *written* contexts. Reading questions aloud to a student during the language conventions test is therefore not appropriate or permitted.
- **Numeracy:** The NAPLAN numeracy tests assess students' knowledge of mathematics, their ability to independently apply that knowledge in context, and their ability to independently reason mathematically. Explaining questions or interpreting diagrams in the numeracy test is therefore not appropriate or permitted. Reading any words, numbers or symbols embedded within text is permitted, but not any numbers or symbols that are not embedded within text.

For further information on appropriate and permitted behaviours, see section 8.6.11.

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
- provide test materials in an alternative format (see section 11 for definitions) for those students who meet the criteria.

6.4 Responsibilities of principals

6.4.1 The principal must:
- identify students with disability, and use resources such as personalised education plans to determine appropriate adjustments
- where necessary, apply in writing for permission to access adjustments and/or alternative formats
- ensure that parents/carers and students are informed about, and have agreed to, the nature of the adjustment(s) the student will receive
- document all adjustment arrangements and 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
- comply with the TAA requirements for requesting and reporting 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. Students with disability might be permitted the use of a NAPLAN support person for the other NAPLAN tests if appropriate (see section 6.6).

6.5.2 The role of a scribe is to provide access to the writing test, not to improve a student's performance in this test. Scribes are only appropriate for students with disability for whom this is regular literacy assessment practice and where other adjustments are not sufficient or available. Poor handwriting in itself or a reluctance to write is not 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 difficulty with the physical act of writing (this does not refer to a student's difficulty processing what they want to write) or fine motor control due to a disability, or experiences excessive fatigue of hands or upper limbs due to a disability; **and**
- does not have fluency using alternative means of writing (for example, students who lack fluency using a computer); **and**
- regularly works with a scribe in the classroom in the same way as outlined in this section; **and**
- would be unable to access the writing test 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 and given by the respective TAA. Failure to do so may result in test 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/carer 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):

Scribe rules

- The scribe must write 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 *Test administration handbook for teachers.*
- After allowing a student time to reflect and consider, a scribe will write 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 write word for word to reproduce the student's own language, printing all words in lower case without any punctuation, 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 check must be performed before the student can be given the scribed text to proofread and edit. 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 these 12 words in a space below the text.
- When completed, the scribe must cover the scribed 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 write the selected words in brackets next to each of the words spelt by the student to avoid any confusion during the marking process.
- 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 mark capitals, full stops, paragraphs, etc., as directed by the student.
- During this time, the student may also indicate any changes or additions to the text, and the scribe will write these where indicated by the student.

6.6 Use of a NAPLAN support person: reading, language conventions 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, language conventions and numeracy tests by shading bubbles indicated by the student, or writing short responses or answers dictated by the student for the tests
- read aloud only those elements of the test that can be read to all students (see section 8.6.11)
- 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 accessing the tests by any other adjustments available, including the 'use of a computer' (for example, due to fine motor difficulty), 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, paraphrasing, etc. are practices that are strictly prohibited. Common assessment principles and a commitment to upholding the integrity of the assessment environment must be adhered to when administering and overseeing the use of adjustments.

6.6.5 Parents/carers and family members as a NAPLAN support person:
- If a parent/carer or family member has a child at a school at which they are regularly employed and/ or engaged by the school in the capacity of a support person, then he/she may be permitted to be a NAPLAN support person.
- A NAPLAN support person cannot be the parent/carer or family member of any student in the class of students being tested.
- If the parent/carer or family member is not employed by the school in a formal position, then he/she is not permitted to assist in the NAPLAN tests as a NAPLAN support person.
- Principal and school discretion and common sense should be applied, and the 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 the granting of adjustments for the use of assistive technology, including a computer, must be followed. Schools must seek approval and follow advice from their TAA for this adjustment prior to testing.

6.7.2 Where a student with disability regularly uses a computer as a part of usual disability adjustments in classroom assessments, this adjustment may be appropriate for use during the tests. For example, students may type their response to items on a computer. These responses must then be printed and returned for processing in the manner prescribed by the TAA. TAAs manage the transcription of student responses.

6.7.3   Use of a computer must be in accordance with standard assessment practices: spell- and grammar-check, dictionary, predictive text, etc. must be turned off. Access to the internet or internal networks must also be completely restricted. It is expected that a basic level of logistical support is provided to students permitted to use assistive technology in line with normal test conditions (for example, setting up of a computer).

6.7.4   Screen readers that provide text-to-speech outputs may be used by students to listen to their typed responses where appropriate in the numeracy test. Students using a screen reader may need to be supported by a support person to ensure that the screen reader only reads allowable parts of the test.

6.8   Braille

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   Braille test materials will be provided for only those tests which are specified for a student by their school. For each test, the materials will include:
- braille format of the test book and stimulus (where applicable)
- a print transcript of the braille format of each braille test book and stimulus (where applicable)
- 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 hour
- reading: 15 minutes per half hour
- language conventions: 15 minutes per half hour
- numeracy: 20 minutes per half 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   Electronic test format

6.9.1   The electronic test is an electronic pdf of the test booklet which enables students to answer questions on screen. It may be an appropriate adjustment for students with disability who use a computer as a part of their usual adjustments when participating in classroom assessments. This is only available to students who are not able to access the tests through any of the other adjustments available, including the use of large print material or assistive technology as outlined above (section 6.7). For example, an electronic test format may be an appropriate adjustment for students with disability who have at least one of the following:
- severe vision problems and are not braille proficient
- severe physical disabilities which restrict movement.

6.9.2   Students accessing the tests in this format are likely to need extra time. The allocation of extra time should be decided on a case-by-case basis. Refer to section 6.11.1 for more details on allocating extra time.

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

6.10   Temporary injuries

6.10.1   Where a temporary injury, which impacts on a student's ability to access the tests independently, has been sustained prior to the test, the school may make appropriate disability adjustments. For example, a student with a temporary injury might be granted the use of a computer to assist with the writing test in line with section 6.7, or a NAPLAN support person to provide access to the other tests in line with section 6.6.

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

6.10.3   A doctor's certificate may be requested to support an application for adjustments (such as the use of a computer) for a student with a temporary injury (including a temporary disability such as a broken arm). It is not appropriate to request adjustments where these are not warranted by the nature of the injury.

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

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

6.11   Extra time and rest breaks

6.11.1   Extra time may be provided for students with disability who usually require additional time to complete assessment tasks. Rest breaks may be provided for students with disabilities who need regular breaks when completing assessment tasks.

6.11.2   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, a longer time may be needed. In any case, the teacher and school are best placed to make the final decision based on the specific circumstances of the student in question, in line with TAA requirements.

6.11.3   Where relevant, rest breaks can be used as an alternative to extra time to avoid student fatigue, although there may be instances where both adjustments are necessary.

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

6.11.5   For students who are braille users, see section 6.8.3.

6.12   Summary of adjustments for students with disability

6.12.1   The following table outlines some of the types of adjustments that might be provided. 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 a student's needs.

Disability adjustments	Comments
Assistive technology / computers	Students can use assistive technologies that are compatible with the test construct. Computer use may be permitted for all tests for students with disability who normally use this adjustment for their usual classroom assessments and for students with temporary injuries such as broken arms. Schools must follow TAA procedures. Software providing text-to-speech outputs is permitted in the numeracy test only, to enable students with disability who normally use this type of adjustment to access their own responses, where appropriate. It may not be used in any other test. Unacceptable aspects of assistive technology use include: ✘ word prediction ✘ spelling and grammar checking ✘ text-to-speech software for language conventions, writing and reading tests ✘ calculator use during the non-calculator numeracy section ✘ internet / internal network access.
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 providing the coloured overlays. Black and white print materials must be ordered in advance through the TAA.
Braille format	Braille test books are available for students who normally use braille in their classroom assessments. Braille materials must be ordered in advance through the TAA. See section 6.8 for more details on braille format.
Electronic test format	This adjustment is an electronic pdf of the test booklet and is limited to those students with disability who are unable to access the tests through any of the other adjustments available including the use of assistive technology. Electronic test format materials must be ordered in advance through the TAA.
Extra time	Generally, it is recommended that no more than five minutes of extra time per half hour of test time be granted; however, in some cases, up to an additional 15 minutes per half hour of published test time may be provided. See also section 6.8.3 for extra time for braille users.

Large print format	Various formats of large print test books are available for students with a 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. A NAPLAN support person can shade bubbles indicated by the student or write short responses or answers dictated by the student for the reading, language conventions and numeracy tests.
Oral/sign support	Students who are deaf, hard of hearing or have a hearing impairment may access oral or signed communication (for example, Auslan). The support person must be a skilled and familiar communication partner with the student and is permitted to read or sign the instructions in all tests. Signing is permitted only for those sections of the tests that can be read to all students (see section 8.6.11).
Rest breaks	When a rest break is taken, the test time is stopped, and resumed on completion of the rest break. The student must not have access to the test paper, scrap paper, writing implements, computer or text entry device during a rest break.
	Generally, it is recommended that no more than 10 minutes of rest time per half hour of test time be granted; however, in some cases, up to an additional 15 minutes per half hour of published test time may be provided.
Scribe	Scribes can be used for the writing test if this is the usual assessment practice in the classroom. (See 6.5.3 for full eligibility criteria.) ✓ 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 write under direction of a student. A parent/carer 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 not intended to be pass/fail type tests.

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 should be familiar with the test format and response types, but excessive practice is not recommended.

The provision of broad and comprehensive teaching and learning programs aligned to the Australian Curriculum is the best preparation that schools can provide for their students. Therefore, excessive coaching and test preparation are inappropriate.

7.1   Practice for the NAPLAN writing test

7.1.1   It is appropriate for students to gain experience in producing writing scripts under timed test conditions using practice topics.

7.1.2   It is not appropriate for teachers to instruct students in the preparation of a common script for the purpose of reproducing it during the test. Where scripts from students at the same school are found to have significant commonalities such that they could be considered to be pre-prepared learned scripts, this may be considered a breach of protocol.

7.2   Practice for other NAPLAN tests

7.2.1   It is appropriate for students, particularly students participating in the NAPLAN tests for the first time, to be made familiar with the format, language, response types and time constraints of the reading, language conventions 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).

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*, on ACARA's NAP website www.nap.edu.au.

8.2 Responsibilities of principals

8.2.1 Principals are responsible for the administration of the tests within their school, including when they have delegated duties.

8.2.2 Principals are responsible for the administration of arrangements for students undertaking catch-up tests 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.

8.3.3 TAAs may only grant permission to parents/carers of students registered in non-school-based locations to act in locum for a principal and test administrator if this is the only way access to the test can be achieved for their child. This permission may be sought only by a school (or equivalent organisation where the student is registered, e.g. district office) on behalf of parents/carers.

8.3.4 The same demands regarding the code of conduct and security surrounding storage and dispatch of the test materials are expected of parents/carers acting as test administrators as they are of principals and test administrators.

8.4   Time for testing

8.4.1   Tests must NOT be conducted before the official test date under any circumstances. The paper test period starts on 11 May 2021 and finishes on 13 May 2021. The test security period finishes on 4 June 2021. The test timetable is below. The test must be conducted in the sequence shown in the test timetable.

Monday 10 May	Tuesday 11 May Official test date	Wednesday 12 May Official test date	Thursday 13 May Official test date	Friday 14 May
Preparation day – no tests permitted	**Language conventions** **Writing** *catch-up tests permitted*	**Reading** *catch-up tests permitted*	**Numeracy** *catch-up tests permitted*	*catch-up tests permitted*
Monday 17 May	Tuesday 18 May	Wednesday 19 May	Thursday 20 May	Friday 21 May
Test security must be maintained. This week may only be used for testing with permission from the TAA.				
Monday 24 May	Tuesday 25 May	Wednesday 26 May	Thursday 27 May	Friday 28 May
Test security must be maintained. This week may only be used for testing with permission from the TAA.				
Monday 31 May	Tuesday 1 June	Wednesday 2 June	Thursday 3 June	Friday 4 June
Test security must be maintained.				

Please note that all tests must remain secure until 4 June 2021.

Duration of test

Language conventions	Writing	Reading	Numeracy
Year 3: 45 min	Year 3: 40 min	Year 3: 45 min	Year 3: 45 min
Year 5: 45 min	Year 5: 40 min	Year 5: 50 min	Year 5: 50 min
Year 7: 45 min	Year 7: 40 min	Year 7: 65 min	Year 7: 65 min
Year 9: 45 min	Year 9: 40 min	Year 9: 65 min	Year 9: 65 min

8.4.2   Only schools with compelling reasons are able to schedule tests in the test security period, following prior permission from the relevant TAA. 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. This is only available to classes or groups, not individual students.

8.4.3   Schools must schedule the tests so that they are undertaken in morning sessions on the official test dates. Schools must administer the tests in the sequence specified in section 8.4.1, including those days where two tests are conducted. Schools with permission to vary the test dates must follow the instructions provided by their TAA.

8.4.4   Where there is more than one test scheduled for any day, the order in the schedule in 8.4.1 must be adhered to, and a minimum of 20 minutes break time for students should be provided between the two test sessions.

8.4.5   Except in the case of individual students who have been granted rest breaks as disability adjustments or test disruptions (see definition in section 11), tests must be completed in a single uninterrupted session. See also section 8.8 for information on how to manage test disruptions.

8.4.6   Individual students are not able to undertake catch-up tests in the week following the national tests. They may undertake catch-up tests on the days in the test week only, after the scheduled test. These protocols also apply to test catch-up days and approved variations.

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 test administrators.
- The principal will ensure test administrators are provided with the relevant *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.
- Principals must obtain permission from their TAA, in accordance with TAA guidelines, where computers or network-enabled devices are used. Where permission to use computers is granted, the internet connection, spelling and grammar check, and text prediction functions must be disabled.
- The principal will ensure test administrators are provided with a copy of the code of conduct.

8.5.2   The principal must ensure that:
- under no circumstances, any student undertakes a test before the specified test date
- under no circumstances, any student undertakes a test without appropriate supervision. Appropriate supervision includes the delivery of the test administration script
- during the test, students are not able to 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
- spare or unused test books are not used as practice books for any students (regardless of year level) before the end of the test security period
- test materials are not provided to any teachers (regardless of year level or subject area) before the end of the test security period.

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

8.6   Administering the tests – appropriate behaviours

8.6.1   Test administrators must ensure that staff members demonstrate professional and ethical behaviour 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 morning of the test and using this knowledge to prepare students
- 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.

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
- communicating with any person other than an administrator during the test introduction time, planning time or during the test
- looking at another student's work
- working on the incorrect test in the 'flip' test book.

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 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 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. When administering the tests in the 'flip' test books, test administrators must ensure that students are working on the correct test. The page borders in the test books have been shaded differently to assist this supervision.

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 (principals must ensure that students are notified that mobile phones are not permitted)
- electronic devices that are capable of receiving or transmitting information or electronic signals. This includes recorded music and video players, cameras, organisers, dictionaries, scanning pens and computerised watches or any other internet connectable device.
- dictionaries
- rulers
- calculators for the non-calculator section.

8.6.9   Test administrators must ensure that students take only permitted items into the test area.

The permitted items are:
- pencils or pens (as specified by the TAA)
- pencil sharpener
- eraser
- one blank piece of paper in the language conventions test, which is to be collected by a 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 a test administrator at the end of the test
- one blank piece of paper for working in the numeracy test, which is to be collected by a test administrator at the end of the test
- calculators for the Years 7 and 9 numeracy calculator-allowed part
- where necessary, assistive technology as a disability adjustment, which may include a computer.

8.6.10   Test administrators are responsible for the use of calculators in the Years 7 and 9 numeracy tests.
- Students will be permitted to take into the test the calculator that they currently use at school or with which they are most familiar, unless it is disallowed according to section 8.6.8.
- Schools should ensure that they have a sufficient reserve supply of calculators.
- Test administrators are responsible for ensuring that all calculators have been checked and that no information that might advantage a student has been stored on the calculator.
- Test administrators are responsible for ensuring calculators are not accessible after the calculator-allowed part of the test.
- Calculators do not include multifunction or internet accessible devices.

8.6.11   Reading aloud to students

The literacy demands of the test should not exclude a student from accessing the numeracy tests; however, it is not intended that a test administrator leads the class through the numeracy test, question by question, unless the literacy standard of the whole class is a barrier to access.

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 the test instructions
- ✓ read the practice questions.

Test administrators are **NOT** permitted to:
- ✗ read questions or stimulus material in the reading or language conventions tests
- ✗ read numbers and symbols that are not embedded in text in numeracy 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.

8.7   **Instructions by test administrators**

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

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. These variations should be recorded as required by the TAA.

8.8.3   Schools should 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 and/or could not complete the test session.

8.8.4   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 book must be marked as abandoned. If the TAA does not sanction the reason for the student abandoning the test, the test book will be marked on the basis of any questions answered. The student is not permitted to complete the test in a catch-up session.

8.8.5   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 books and hand them immediately to the principal or principal's delegate or nominee for secure storage until returned for processing. All other material, including stimulus materials and unused test books, must also be collected from the test area and kept secure until the end of the testing period. No students, teachers (unless they are a test administrator) or any unauthorised persons should remove any test material from the test area.

8.9.2   Test books must be returned for processing in the manner specified by the TAA, by the specified date. The absence of the principal (or delegate) from the school is not a reason for the late return of test books. Schools should have an alternative plan in place if the principal or delegate is absent during the test 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 photocopying completed test books and/or asking students to record their answers separately from their response book (except as may be required for their disability adjustment).

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

8.9.5   Test administrators are not to transcribe special print books unless advised by TAAs.

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 test materials (excluding braille copies) for future reference for internal educational purposes. Refer to section 4.3.13 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 and questions requiring judgement on the quality of a response (for example, short response reading items). The three methods of marking include
  1. expert marking (marking requiring professional judgment on the value of the answer – includes all partial credit questions)
  2. professional scoring (trained scorers who provide a score based on a defined set of acceptable responses)
  3. scoring electronically after editing (recording student responses by keying from paper or from screen or via a suitable technology such as Optical Character Recognition [OCR] or Intelligent Character Recognition [ICR])
- common training procedures and materials for all tests: this will include common marker manuals, training materials and, for writing, 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*, on ACARA's NAP website www.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 is undertaken.

10.2.2 The investigation of an incident may involve other authorities in cases where the governance of the school does not reside with the state or territory education department or authority.

10.2.3 Similarly, any action taken against an individual or a school as the result of an investigation confirming a breach or cheating will be undertaken by the relevant authority or agency.

10.2.4 A record of all alleged incidents and breaches, together with the findings and subsequent outcome of the investigation, will be recorded in an incident register and reported to ACARA as soon as possible.

10.3 Types of incidents

10.3.1 Situations or incidents cited in this document as examples are not inclusive of all possible situations or incidents. Any incident that 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 until the test days, the content of the writing test is particularly sensitive, as each writing test is a one-item test. Any pre-publication of the content of the writing test poses a significant face validity issue.

10.4.2   If the writing topic is known to students in advance, and they have had opportunity to practise their writing, this exposure provides a significant advantage to students and may compromise the test data.

10.4.3   Any alleged breaches of writing test content must be immediately reported to ACARA. ACARA will have an action plan to deal with such incidents.

10.5   Consequences of substantiated incidents

10.5.1   Any substantiated breach of protocol that is deemed to have affected the validity of any test data may result in a 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 its jurisdiction, which 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 (see section 5.3).
Alternative test format	A test provided in braille, large print, black and white or electronic pdf format as a disability adjustment.
Breach of protocol	Any breach of the *National protocols for test administration* that may relate to test security, cheating, or any other breach.
Breach of security	Any breach of the *National protocols for test administration* 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 support person	A NAPLAN support person enables students with disability to access the test by shading bubbles indicated by the student, or writing short responses or answers dictated by the student for the reading, language conventions 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 8.6.11).
	A NAPLAN support person may be either a teacher or an official support person engaged by the school (not a parent/carer of the student or another student). The role of NAPLAN support person is distinct and separate from the role of test administrator (see below definition).
	More information on 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.
Released test material	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.
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* (www.nap.edu.au) for more information.
Sanctioned abandonment	Test attempts are abandoned when a student has completed one or more questions in a test but abandons the test due to illness or injury. 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 where all requirements in section 6.5 are met.
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 that 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 writing answers or shading in bubbles. 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 disruption	An unexpected disturbance that interrupts a test such as a fire alarm, electricity outage, technical issue, toilet break and other test room disruptions. 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 are all versions of the tests including braille and all alternative format tests.
Test period	The three official days of test administration (11–13 May 2021).
Test security period	The test security period is the period during which the NAPLAN tests remain secure. The test security period starts as soon as secure test materials are received by, or released to, a school, and runs until Friday 4 June 2021.
Test window	For NAPLAN Online, the online test window is from 11 to 21 May 2021. The test window encompasses the official days of test administration.

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 / +61 9367 8382
Email: naplan.nsw@nesa.nsw.edu.au
Web: educationstandards.nsw.edu.au

NT

Senior Manager National & Systemic Assessment
Quality Teaching and Learning
Department of Education
GPO Box 4821
Darwin NT 0801
Tel.: (08) 8944 9245
Email: assess.report@nt.gov.au
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 6987
Tel.: (08) 9442 9442
Email: naplan@scsa.wa.edu.au
Web: www.scsa.wa.edu.au

ACARA can be contacted for general queries about the NAPLAN program:

ACARA

Tel.: 1300 895 563
Level 13, Tower B Centennial Plaza
280 Elizabeth Street, Sydney NSW 2000
Web: www.nap.edu.au

PART B: Operational Instructions

TERM 1 SCHEDULE AND CHECKLIST

TASK: NAPLAN PREPARATION	Key Dates	✔
Check for delivery of pre-test materials: *Handbook for principals and NAPLAN coordinators 2021*, *Information for parents and carers* brochures and an information letter for principals. **If these materials have not been received by Tuesday 9 February please contact 1800 665 627.**		

On receipt of the pre-test materials, carry out the following initial tasks:
– Read the *Handbook for principals and NAPLAN coordinators 2021* which outlines protocols, responsibilities and procedures. [Principals must formally acknowledge their responsibilities in the NAPLAN process through the Pearson *Student registration and participation* website (www.pearsononline.com.au) when it opens on **23 February**.]
– Secure the accompanying letter as it contains the password and help desk number for the Pearson website (information on the username is provided in NAPLAN 2021 Paper Update 1). These will be needed until NAPLAN testing is finalised.
– Appoint a NAPLAN coordinator if this is the process being used in your school. The nominated NAPLAN coordinator:
   • must occupy a position of suitable responsibility and have a clear understanding of the role of the management of NAPLAN in the school
   • should not be a classroom teacher of any class sitting the tests, except in special circumstances where the size of the school precludes this.
– Provide the NAPLAN coordinator with all relevant materials, including this checklist.
	Begin 1 February	

Inform all staff of the NAPLAN testing period and discuss preparation and implementation.		
Advise staff that NAPLAN writing marker applications must be completed **online** on the *School Curriculum and Standards Authority* website. To apply, go to http://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan/markers. The final date for submission of applications is **Friday, 26 March**.		
Notify parents and carers of test dates and distribute *Information for parents and carers* brochure.		
Identify students who qualify for adjustments for disability or exemption.		
Liaise with parents and carers of students who qualify for adjustments for disability or exemption.		
Submit applications for alternative test formats: **braille, large print, electronic pdf format and black & white masters**. Forms are downloadable at http://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan The final date for submission of applications is **Wednesday, 10 February**.	**End 10 February**	

TASK: NAPLAN PREPARATION	Key Dates	✔
The Pearson *Student registration* website (www.pearsononline.com.au) opens **23 February**. Student information has been uploaded by the sector authorities. Use this website to check student registration details and to download forms to apply for exemptions, withdrawals and disability adjustments. A User manual is on the website. For more assistance call the Pearson help desk on 1800 665 627. The registration stage of the website remains open until **5 March.** **NB: Test books will be pre-printed with student details for all students who are registered on this date, including those not withdrawn or exempted by 5 March.**		
Acknowledge by ticking the relevant box on the Pearson website that *Part A* and *Part B* of this handbook have been read by the principal and NAPLAN coordinator, as required in section 3.3.3.		
Verify or amend student details on the Pearson *Student registration* website. – Add new students and check for accuracy and spelling of names, dates of birth and year levels. – Indicate participation status: participating, left school, exempt, withdrawn, deleted, and any adjustments for disability applied for.	**Begin 23 February** **End 5 March**	
On the Pearson *Student registration* website, allocate students into the groups or classes in which they will sit the tests. Test books will be packaged into these groups to assist with distribution of materials. – Each class may be assigned an identifier following its year level, e.g. 3.1, 3.2, 5.R, 5.J, 7 Blue, 7 Gold, 9 Health, 9 Music. These do not need to be sequential. – The class identifiers can be different for each test session or learning area. – If students are not allocated to classes, test materials will be supplied in alphabetical order for each year level. – Print the Test Participation and summary report if desired.		
Submit forms for exemption, adjustments for disability and withdrawal as soon as possible for processing. Go to the Pearson website (www.pearsononline.com.au) for pre-populated forms or http://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan for blank forms. The final submission date for exemption and adjustments for disability applications is **Thursday, 8 April** (noting this date is in the Term 1 holidays) and the final submission date for withdrawal is **Monday, 3 May**.		
The Pearson *Student registration* website closes on **5 March**. The student data in the website on that date will be used to pre-print test books with student details. No further registration updates can be made until the website reopens for the participation stage on **15 March**.		
Final pre-printed test material print cut-off date for all students not withdrawn or exempted.	**5 March**	
The Pearson Student registration and participation website (www.pearsononline.com.au) reopens on **Monday, 15 March**. Go to the website to update student information. If required: – make corrections to student details as necessary – add any new students – check that approvals for exemptions, adjustments for students with disability and withdrawals have been confirmed – print the updated *Test participation and summary report*	**Begin 15 March**	
Remind teachers that writing marker applications are due **Friday, 26 March**.	**26 March**	

TERM 2 SCHEDULE AND CHECKLIST

TASK: NAPLAN PREPARATION	Key Dates	✔
Ensure all applications for **exemption and adjustments for disability** have been submitted no later than **Thursday, 8 April**. Note: Approvals for exemption, adjustments for disability and withdrawal will be confirmed on the Pearson website after application forms have been received and processed. See section 5 of this handbook for information about student participation cohorts. – TAA approval is needed for use of a scribe and use of a computer – Parent/carer consent is required for exemption and withdrawal and forms must be signed by both the principal and the parent/carer. – TAA approval is NOT needed for extra time, rest breaks, and use of a support person.	**8 April**	
Prepare for receipt of NAPLAN test materials from Australia Post from **Monday, 19 April** to **Friday, 30 April**. Advise all staff that anyone collecting or taking receipt of materials must: – sign for them legibly – notify the NAPLAN coordinator and principal immediately. ***Country and remote schools:*** plan to collect materials from the nearest Australia Post office or depot as per normal mail routines.	**19 – 30 April**	
Check daily for delivery of materials.		
Organise the secure storage of the test materials.		
Ensure all applications for **withdrawal** have been submitted.	**3 May**	
On receipt of NAPLAN test materials, open boxes. **Retain boxes** for return of completed test books. **DO NOT OPEN TAMPER-EVIDENT PACKS.** Check contents against Step 4 *Receipt of NAPLAN materials* on the Pearson website (www.pearsononline.com.au) and the *Test participation and summary report*. Ensure that the test materials received include: – **eParcel** labels with unique Australia Post Article ID numbers for return of materials – copies of the Test administration handbook for relevant year levels – test books for each day, pre-printed with student details on the front cover – a reading magazine for each student – a writing stimulus page for each student – extra sets of test materials (these books are not pre-printed with student details) – special return envelope for alternative format tests. **If any materials are missing, contact 1800 665 627 immediately.**	**19 – 30 April**	
Store the test materials securely on delivery.		
Acknowledge receipt of test materials and request additional supplies on the Pearson website: www.pearsononline.com.au by 3 May.	**3 May**	
If materials have not arrived by 5 May report by phoning 1800 665 627.	**5 May**	

TASK: NAPLAN PREPARATION	Key Dates	✔
Brief all test administrators and support persons emphasising the following points (see section 8 of this handbook): – The *Test administration handbook* must be read carefully and followed exactly. – Incidents such as late arrival, illness, disruptions, refusal or abandonment must be recorded. – Test books with missing or disordered pages should be replaced with spare books. – The *Test participation and summary report* must be accurately completed. – Copying or transcribing partly or wholly completed test books is prohibited. – Students must be allocated their individual pre-printed book – Care must be taken with 'flip' books (language conventions/writing; Years 7 and 9 Calculator/Non-calculator). – Rules for adjustments for students with disability must be followed (see section 6 of this handbook). – Visiting or hosted students should be provided with blank (unnamed) test books (see section 5.8 of this handbook). Distribute *Test administration handbook* and *Test participation and summary report* to test administrators. Advise test administrators of students who are exempt, withdrawn, visiting or need adjustments for disability.	**10 May**	
Ensure that all Years 7 and 9 students have access to a calculator for the *calculator-allowed* part of the numeracy test.	**10 May**	
Ensure there are enough 2B pencils, erasers and blank paper available.	**10 May**	

TEST WEEK SCHEDULE AND CHECKLIST

TASK: NAPLAN DELIVERY	Key Dates	✔
Advise teachers to prepare rooms for test conditions, including removal of charts and printed material.	**10 May**	
Sort and collate test materials for distribution to classes. Return to secure storage until the testing day.	**10 May**	
Apply for adjustments for students with an injury or temporary disability. Go to http://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan to download forms.	**10 – 14 May**	
NAPLAN testing period. Administer tests.	**11 – 13 May**	
Collect test materials (including all working out paper) at the completion of each test session. Collect *Test participation and summary reports* from test administrators.	**11 – 13 May**	
Check that student and school information on test books is accurately completed. Make any necessary corrections in 2B pencil. Store test materials securely after each test.	**11 – 13 May**	
Administer catch-up tests for individual students.	**11 – 14 May**	
Administer final catch-up tests for individual students.	**14 May**	
Report any test breaches to the Test Administration Authority (SCSA) by telephoning 9442 9460.	**11 – 14 May**	
Carry out the instructions below for **braille, electronic pdf tests** and **typed scripts**. **Braille** – Collect all braille test materials for return with the regular tests. **Do not transcribe any braille tests at the school.** **Electronic pdf tests and typed scripts** – Print out responses typed by students for each test. – For the writing test, trim pages to fit inside the writing space in the student's pre-printed test book. – Use clear sticky tape to stick the printed script into the test book. Do not use glue, staples or paper clips. – Typed responses for all other tests should be stuck onto the first inside pages of the student's pre-printed book. Put all large print, electronic pdf tests and other alternative formats in the special return envelope. Place on top of the regular test materials in one of the return boxes.	**11 – 14 May**	
Use *Test participation and summary reports* to update the student participation status on the Pearson *participation* website. Adjust records as necessary to indicate the following: – absent – left – exempt – withdrawn – adjustments for disability. Add new students. Correct any other errors such as misspelt names. Retain the *Test participation and summary reports* for future reference. **Do not return this with test books.** **Note:** Do not add visiting or hosted students to the Pearson website.	**11 – 14 May**	

TASK: RETURN OF NAPLAN TEST MATERIALS	Key Dates	✔
Count **all test books pre-printed with names** including: – completed books – partly completed books – unused books – books for exempted, withdrawn and absent students. Store any unused blank (unnamed) test books and stimulus materials securely. **Please note:** The *National Protocols for Test Administration* and Part A of this Handbook state that no materials are to be released to parents, carers or the wider community at any time during or after test completion.	**14 – 18 May**	
Enter *Returning test materials* details at Step 11 on the Pearson website. (www.pearsononline.com.au)		
Pack test books into the boxes. You may not need all the boxes originally received. Ensure all braille, large print, electronic tests and other alternative formats (and any attached printouts) are included as per instructions.		
Attach one **eParcel** return label to each box **over the top** of original school address labels. You may not need all the labels supplied. If **eParcel** labels are missing see page 39 to request replacement labels.		
Dispatch test materials to NAPLAN Processing Centre by **Tuesday, 18 May**. Please note it is essential materials are mailed back on time. Retain receipt from Australia Post. – Public schools (metropolitan and Mandurah): use Australia Post – Public schools (country): deposit with local Australia Post office or agency – Catholic schools: deposit with local Australia Post office or agency – Non-government independent schools: deposit with local Australia Post office or agency	**18 May**	
Return test books for visiting or hosted students: – to the TAA of their home state or territory for interstate students. – to the WA TAA (SCSA) for WA students. See section 12 of this handbook for details.	**18 May**	
Confirm dispatch of materials on the Pearson website (www.pearsononline.com.au): – Indicate the number of boxes sent and specify which labels were used. – Print this page for your records.	**14 – 18 May**	
Access the Pearson website to sort students into groups for convenient issue of reports. If student report groups are not allocated, reports will be supplied in alphabetical order within each year level. Ensure that the name in which each student report is to be issued is correct.	**End 21 May**	
Pearson Participation website closes **Friday, 21 May**.	**21 May**	
All retained test materials must be kept secure up to and including Friday, 4 June, when the test security period ends. Test materials may be used within the school AFTER 4 June, only in accordance with section 4.3.13 in this Handbook.	**4 June**	

POST-TEST PERIOD SCHEDULE AND CHECKLIST

TASK: MARKING AND REPORTING	Key Dates	✔
Marking Marking of writing and short-response questions takes place in each state and territory by professional markers who are trained to mark the specific NAPLAN tasks.	**20 May to 15 June (TBC)**	
Analysis of data and preparation of reports takes place.	**May – August**	
Schools will receive the following: – individual student reports (ISRs) for distribution to parents and carers – information brochure for parents and carers – *Administrator's guide to reporting* handbook – a disk containing PDFs of students' writing scripts and PDFs of all ISRs The principal should ensure that the disk containing the writing scripts and ISRs is stored securely, and its contents are saved to a secure computer for backup. School data will be available electronically through the relevant sector's reporting system.	**September**	
Schools check all ISRs and data.	**September**	
Schools distribute the ISRs to parents and carers within a week of receipt.	**September**	
Request: – replacement of missing reports – checking of results and re-marking by email to naplan@scsa.wa.edu.au, clearly outlining the basis for the request, by **Monday, 6 September**.	**End of term 3 (24 September)**	
Release of *2021 NAPLAN National report*.	**December**	

ADDITIONAL INFORMATION

2021 Writing test – important information to note

- As in previous years, the writing genre will not be disclosed before the test. Schools are encouraged to teach a balanced writing curriculum. There is an equal possibility that the writing test will require students to write a response in the persuasive or narrative genre. There will not be a choice of genre.
- There will be one writing prompt for students in Years 3 and 5, and a second different writing prompt for students in Years 7 and 9. However, both prompts will be of the same genre and the results will be reported on a single NAPLAN scale. This decision has been taken to ensure maximum engagement and fairness for all students.
- The year levels will be printed on the writing prompts (stimulus sheets). It is very important that schools check test materials carefully to ensure that students are given the correct writing stimulus.
- The test administration handbooks contain instructions for teachers and students to check that the correct stimulus sheet has been provided.
- To ensure consistency of marking for each topic, the line spacing used for Year 5 writing test booklets will be the same as that used for Year 3 writing test booklets. There will be no change to Year 7 and Year 9 writing test booklets.

Emergencies

Only schools with compelling reasons will be able to request permission from their Test Administration Authority to conduct testing in the week following the scheduled NAPLAN period.

Visiting interstate students (See section 5.8)

Do not add details for any visiting interstate students to the Pearson registration and participation website.
Test books for visiting interstate students must be returned to the appropriate Test Administration Authority.
Test books for visiting WA students should be returned to the WA TAA. See section 12 of this handbook for details.

Test materials

Please note: The *National Protocols for test Administration* and *Handbook for principals and NAPLAN coordinators* Part A, section 4.3.13, state that no materials are to be released to parents, carers or the wider community at any time during or after the test security period. Schools may retain all stimulus materials and unused test booklets for use within the school only.

Under no circumstances may any worked or partly worked student test books be copied (see section 2.4.6).
All schools will receive electronic (PDF) copies of students' writing scripts with the student reports.

Lost or missing eParcel labels

Test materials should be returned with the eParcel labels which are printed with the return address. If eParcel labels are missing, contact **1800 665 627**. Where no eParcel labels are available return the test materials to the address below:

Sarah Blackwood
Scanning and Logistics Manager
Unit 4, 100 Station Street
Nunawading, VIC
Australia 3131