



Years 3 & 5
Test Administration
Handbook for Teachers
- Alternative Format (paper)

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1. INTRODUCTION

Thank you for administering the National Assessment Program – Literacy and Numeracy (NAPLAN). Your role in the administration of the tests is critical. This handbook provides you with all the instructions you need to administer the tests. It is important that you are familiar with all the procedures in this handbook.

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

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

2. TEST DATES AND DURATION

The test window starts on Wednesday 13 March 2024 and finishes on Monday 18 March 2024. The test security period is to be maintained by all schools until the end of the day on Thursday 28 March 2024.

Test schedule for Years 3 and 5

Monday 11 March	Tuesday 12 March	Wednesday 13 March	Thursday 14 March	Friday 15 March
Preparation days only. No tests permitted.		1. Language conventions Yr 3: 45 minutes Yr 5: 45 minutes 2. Writing Yr 3: 40 minutes Yr 5: 40 minutes	3. Reading Yr 3: 45 minutes Yr 5: 50 minutes Catch-up tests permitted	4. Numeracy Yr 3: 45 minutes Yr 5: 50 minutes Catch-up tests permitted
Monday 18 March	Tuesday 19 March to Thursday 28 March			
Catch-up tests permitted	Test security must be maintained by all schools. These days may only be used for testing with permission from the Test Administration Authority (TAA).			

2.1 Time allowed for each test

Specific timing for each test is provided at the beginning of each section of this handbook. You must adhere to these time limits.

Extra time to complete a test is only allowed if granted as a disability adjustment. See the *NAPLAN handbook for principals and NAPLAN coordinators – alternative format (paper)* (section 6) for more information.

3. PREPARING FOR THE TESTS

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

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

4. ON TEST DAYS

Prior to commencing, please ensure you have all materials required for the test session and that you understand all procedures. Allow enough time to ensure the classroom is set up as a suitable test environment.

4.1 Test materials

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

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

- × books, including dictionaries
- × rulers
- × coloured pens or pencils
- × mechanical lead pencils
- × felt pens
- × highlighters
- × correction fluid/tape
- × glue
- × re-usable adhesive
- × mobile phones, smart phones or any other devices that connect to the internet either through wi-fi or bluetooth, which can transmit, extract and display or read out data to the user
- × calculators.

4.2 Supervising the test sessions

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

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

It is **not permitted** for any person to take photographs or video recordings in test rooms while tests are in progress, unless directed by the TAA.

4.3 Assisting students

Professional and ethical behaviour in accordance with the *NAPLAN national protocols for test administration – alternative format (paper)* is expected in all aspects of test administration. Any additional support given to a student that advantages them in any way is considered cheating.

Your NAPLAN coordinator should provide you with a copy of the *NAPLAN national protocols for test administration – alternative format (paper)*.

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

- ✓ read and clarify general instructions (as indicated by the READ ALOUD shaded boxes in this handbook – see below)
- ✓ remind students of the way to respond to particular question types, e.g. shade a bubble
- ✓ advise students to leave a question they are unsure about and to move on to the next question
- ✓ advise students to return to any unanswered questions if there is time at the end of the test
- ✓ provide general encouragement to continue.

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

- × take photos of students, test questions or any other material
- × give hints or examples
- × explain, paraphrase or interpret questions, including translating questions into another language or dialect
- × indicate to students whether answers are correct or incorrect
- × remind students about related work completed in class
- × provide extra time (unless provided as a disability adjustment or because of a documented disruption during the test session).

In addition to the above prohibitions across all tests, the following test-specific prohibitions also apply.

	You MUST NOT:
Language conventions	<ul style="list-style-type: none"> × read or sound out the spelling questions to the students × read any test questions × write any spelling words for students, on the board or elsewhere.
Writing	<ul style="list-style-type: none"> × discuss the writing task × provide any content information, whether orally or in writing × prompt students regarding the genre or writing task × write for a student (except where the use of a scribe has been approved by the TAA).
Reading	<ul style="list-style-type: none"> × read anything from the reading magazine × read any test questions.
Numeracy	<ul style="list-style-type: none"> × read numbers or symbols unless they are embedded within text × explain the meaning of any symbols, numbers or mathematical terms × interpret any graphs or diagrams.

Please refer to the section 'Guidelines for students with a disability or a temporary injury using a computer to complete the writing test' at the end of this handbook, if applicable.

The literacy demands of the numeracy test should not exclude a student from accessing the test; however, you should not lead a class through the numeracy test, question by question, unless the literacy standard of the whole class is a barrier to access.

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

- ✓ read any words in a question
- ✓ read any numbers or symbols embedded within text, but **you must not read any numbers or symbols that are not embedded within text.**

The following examples in the numeracy test show what may and may not be read aloud to students:

Example 1	<p>The numbers and symbols in this question must not be read aloud as they are not embedded within text.</p> <div data-bbox="456 353 1058 533" style="border: 1px solid black; padding: 5px;"><p>What number will make this number sentence true?</p>$4.52 + 3.68 = \square + 3.70$</div>
Example 2	<p>The numbers 100 and 2 in this question may be read aloud as they are embedded within the text. The numbers 50, 55, 70 and 220 must not be read aloud as they are not embedded within text.</p> <div data-bbox="456 745 1385 943" style="border: 1px solid black; padding: 5px;"><p>Edward travelled 100 kilometres in 2 hours.</p><p>What was his average speed in kilometres per hour?</p><p><input type="radio"/> 50 <input type="radio"/> 55 <input type="radio"/> 70 <input type="radio"/> 220</p></div>
Example 3	<p>The number 39 889 in the question and the numbers 10, 100, 1000 and 10 000 in the options may be read aloud as they are embedded within text.</p> <div data-bbox="456 1115 1070 1453" style="border: 1px solid black; padding: 5px;"><p>The number 39 889 can be rounded in different ways.</p><p>Which ways of rounding give the same answer?</p><p><input type="radio"/> Rounding to the nearest 10 and nearest 100.</p><p><input type="radio"/> Rounding to the nearest 10 and nearest 1000.</p><p><input type="radio"/> Rounding to the nearest 100 and nearest 1000.</p><p><input type="radio"/> Rounding to the nearest 1000 and nearest 10 000.</p></div>

4.4 Reading the test administration script

It is important that the tests are administered uniformly according to the test schedule, time allocations and instructions in this handbook so that no student is advantaged or disadvantaged.

No other instructions or assistance is to be given to students, except that permitted in section 4.3 of this handbook 'Assisting students'.

You must **READ ALOUD** to students all instructions that appear in the shaded boxes, for example:

READ ALOUD

Today you will complete the writing test.

4.5 Practice questions

The purpose of practice questions is to familiarise students with the different response types. This is not an opportunity for teaching. Move through these questions as quickly and efficiently as possible.

4.6 Recording test participation

Accurate records of student participation are very important.

Records of test participation should be made on the class list your NAPLAN coordinator has provided you with. Students who are absent, withdrawn, exempt, and those with disability adjustments should be noted on the list. Any incidents that occur during the tests, including student illness or injury and disruptions, should also be recorded.

4.7 Correcting errors on personalised book covers

At the beginning of each test session, students will be asked to check they have the test book that has their details printed on it and to check the accuracy of the details. These details have been printed from the enrolment data provided by your school.

If there is an error in the printed details on a personalised test book, rule a single line through the incorrect information and print the correct details neatly above. For example:

10 February 2012
Date of Birth: 10 April 2012

For students who do not have a personalised book and will be using a non-personalised book for the test, a teacher should clearly write the student details on the front cover of the test book before the test day. Students' given and family names using capital letters, the WASN, and date of birth are to be provided.

Students should not write this information on their test books during the test session.

4.8 'Catch-up' sessions for students absent on the test days

Every effort should be made to ensure all eligible students are assessed on the designated NAPLAN test days (13–15 March 2024).

Where students are absent for one or more of the tests, arrangements should be made for those students to sit the tests on either the afternoon of the test days or on Monday 18 March.

Students absent for the 3 test days should not be expected to complete all tests on Monday 18 March. They should be marked absent for the tests they are unable to complete.

Only schools that have prior permission from their TAA may vary test dates for classes or groups of students.

5. YEAR 3 TEST ADMINISTRATION SCRIPTS

5.1 WEDNESDAY 13 MARCH 2024 – Year 3 language conventions test

- This test is to be conducted in one session.
- This test is composed of 2 parts: spelling followed by grammar and punctuation.
- Please ensure you are familiar with the information in this handbook before administering this test.

Time allocation

- Introduction time: approximately 15 minutes
- Test time: 45 minutes

Preparation for the language conventions test session

- Arrange the room so that students cannot see each other's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times, including 10-minute intervals, on the board.
- Check that there is a personalised Year 3 language conventions/writing test book for each student (flip book).
- Allocate a non-personalised test book to any student who does not have a personalised test book. Please complete student details on the front cover using a 2B or HB pencil.
- Distribute the correct test book each student. Make sure the language conventions side is facing up.
- Under no circumstances should a student complete the test using another student's personalised test book.
- Ensure you are aware of any disability adjustments provided to the students in your session and how to manage them.

Where a student is visiting your school to complete the test, please ensure the name of the school where they are enrolled is written on the test book.

Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none">• a Year 3 language conventions/writing test book• 2B or HB pencils only• an eraser• a sharpener• a sheet of blank paper (for working out answers).	<ul style="list-style-type: none">• this test administration handbook• spare 2B/HB pencils, erasers, sharpeners• a watch or clock for timing the test• a board to demonstrate practice questions and display time sequence• a class list• spare blank paper.

Test administration script

READ ALOUD

Today you will complete the language conventions test. This is a test of spelling, grammar and punctuation. Check that you have your Year 3 language conventions test book, a 2B or HB pencil, a sharpener, an eraser and a sheet of blank paper on your desk.

You may use the blank paper for working out answers during the test. This paper will not be marked but it will be collected after the test.

Do not open your test book until I tell you.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the language conventions test book. Check that this is your test book and that your details are correct.

Allow students time to check their details. If there is an error, you must note it and correct it later. Refer to section 4.7 'Correcting errors on personalised book covers' for instructions.

READ ALOUD

Look at the box where it says *Details to be completed by the student*. Write your first name and your last name in the space provided. Use all capital letters.

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

READ ALOUD (practice questions)

Before you begin the test, we will work through some practice questions together. Turn to page 2 of your test book – you will see the practice questions.

Give students time to locate the practice questions.

Practice questions do not contribute to a student's score on the assessment.

READ ALOUD

In the language conventions test, there are different types of questions. We will do some practice questions together, but then you must do the test questions by yourself.

For some questions you have to write the correct answer inside a box. *Look at practice question 1 and follow the words while I read it.*

P1 The spelling mistake in this sentence has been circled.
Write the correct spelling of the circled word in the box.

I go to school on a buss.

P1

Write the correct spelling of the word *bus* inside the box now.

Give students time to write the word.

READ ALOUD

You should have written bus: **b-u-s**. If you did not write that, erase the incorrect answer completely and write it correctly now.

Demonstrate on the board how to write the word in the box as you spell it out. Allow students time to change their answers to the correct response.

READ ALOUD

Look at *practice question 2* and follow the words while I read it.

P2 There is one spelling mistake in this sentence.
Write the correct spelling of the word in the box.

He has bloo eyes.

P2

Find the word that is spelt incorrectly and write it correctly inside the box. Do that now.

Give students time to write the word.

READ ALOUD

You should have written blue: **b-l-u-e**. If you made a mistake, erase it completely and write the correct answer now.

Demonstrate on the board how to write the word in the box. Give the students time to correct any errors.

READ ALOUD (read the question and pause for the missing word)

Look at *practice question 3*. To answer some questions, you have to shade **one** bubble.

Follow the words as I read the question.

P3 Which word correctly completes this sentence?

I like going  the city.

as

so

to

of



The box shows there is a word missing. Shade **one** bubble under the correct word now.

Give students time to shade a bubble.

READ ALOUD

The correct sentence is *I like going to the city*. You should have shaded the bubble under the word **to**. If you didn't, erase your answer completely and shade it now.

Give students time to completely erase and correct any errors.

READ ALOUD

Look at *practice question 4*. In this question you have to choose **all** the words that need a capital letter and shade the bubbles completely.

Follow the question while I read it to you.

P4 Shade the bubbles for **all** the words in this sentence that need a capital letter.

    
The names of my sisters are jade, rose and kate.

Choose the answers that are correct and shade the bubbles above each of them now.

Give students time to shade the bubbles.

READ ALOUD

You should have shaded the bubbles above **jade**, **rose** and **kate**. If you did not shade these bubbles, erase your answers completely and shade the correct bubbles now.

Give students time to completely erase and correct any errors.

READ ALOUD

We have now finished the practice questions. Put down your pencil.

Listen carefully so you know what to do.

During the test, read the instructions carefully. If you have trouble with these instructions, you may put up your hand and ask for help. However, I cannot read the spelling words or the questions to you.

You have 45 minutes to complete this test. Work through all the questions until you have finished or until I tell you to stop.

After 20 minutes you should be about halfway through the test and close to finishing the spelling questions. Even if you have not finished the spelling questions, you should start the grammar and punctuation questions. I will remind you of this during the test.

If you finish early, check that you have answered all the questions to the best of your ability and then wait quietly until the test time is finished.

I will mark off time on the board and will tell you when you have 5 minutes left.

Are there any questions?

Answer any questions from the students.

READ ALOUD

Remember:

- You must work by yourself. You are not allowed to talk to other students.
- Do your best work and write neatly.
- If you make a mistake when shading a bubble or writing in a box, erase it completely and try again.
- If you find that a question is too hard for you, go on to the next one. If you finish early, you can go back to the questions you left out. If you have checked all your answers, wait quietly until the test is finished.

The test starts on page 3. You may start now.

Supervise students closely during the test to make sure they are on task, responding in the correct way and doing their own work.

Remember you can help the students by reading the instructions only. **You must not read the test questions or the spelling words.** (Refer to the section 4.3 'Assisting students' in this handbook for additional guidelines.)

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

Mark off the time intervals on the board.

Monitor the progress of the students and, if necessary, remind them to spend at least half of the test time on the grammar and punctuation questions.

Encourage students who finish early to check their answers. When they have finished checking, they should sit and wait patiently. They may not engage in 'early finisher' activities, such as reading, which may provide clues to the test answers. **DO NOT** collect the test books as this may be disruptive to other students. If a whole class finishes the test before the allocated time, you may use discretion in managing the testing environment and collect the test books.

After 20 minutes, READ ALOUD

Almost half the test time has passed. You should have finished the spelling questions. If you haven't yet, you should be close.

You should quietly check to see if there are any students still working on the spelling questions. It is strongly recommended that these students be encouraged to move on to the grammar and punctuation section of the test.

After 40 minutes, READ ALOUD

You have 5 minutes left to finish the test. If you have already finished, take some time to check all your answers, then close your test book and wait quietly.

After 45 minutes, READ ALOUD

The language conventions test is now finished. Put your pencil down and close your book.

Put your working-out page next to your test book. Stay seated while they are collected.

After the test

- Collect all materials, including working-out pages, and sort them into separate piles.
- Match test books against your class list or the roll. Check that ALL test books are accounted for, including those for students who did not sit or complete this session.
- Where appropriate, record on your class list students' participation status (absent, exempt, withdrawn or abandonment due to illness or injury) and check that all information recording disability adjustments is complete and correct.
- Where appropriate, ensure that the personalised test book is attached to the braille, large print, black and white or electronic test format test papers with a paperclip.
- Return all test materials to the principal or NAPLAN coordinator as soon as possible for secure storage. Do not leave any test books, whether complete or incomplete, where they could be accessed by someone not authorised to do so. No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.
- Under no circumstances should student responses be copied or transcribed, either during or after the test.

5.2 WEDNESDAY 13 MARCH 2024 – Year 3 writing test

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

This test is to be conducted in one session.

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

It is required that students be given a break of at least 20 minutes between the language conventions and the writing tests.

Time allocation

- Introduction time: approximately 10 minutes
- Test time: 40 minutes. It is suggested that this is made up of:
 - planning: 5 minutes
 - writing: 30 minutes
 - editing: 5 minutes.

Preparation for the writing test session

- Arrange the room so that students cannot see each other's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times, including 10-minute intervals, on the board.
- Check that each student has the correct test book, with the student's name on the language conventions side.
- Allocate a non-personalised language conventions/writing test book to any student who does not have a personalised test book. Please complete the student's details using a 2B or HB pencil.
- Check that you have the package that contains the Year 3 and Year 5 task. Each writing stimulus page will have YEAR 3 AND YEAR 5 clearly marked in white type on the black banner in the top left-hand corner.
- Distribute the writing stimulus page and a sheet of blank paper to each student.
- Under no circumstances should a student complete the test using another student's personalised test book.
- Ensure you are aware of any disability adjustments provided to the students in your session and how to manage them.

TAA approval is required to use a scribe. The NAPLAN scribe rules must be followed, including the administration of a spelling test. Failure to follow the scribe rules may result in the invalidation of the student's results. You may need to allow students using a scribe extra time to complete their tests.

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

For scribing rules, refer to section 6.8.9 in Part A of the *NAPLAN handbook for principals and NAPLAN coordinators – alternative format (paper)*.

Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none"> • a Year 3 language conventions/writing test book • the coloured, single-sided YEAR 3 AND YEAR 5 writing stimulus page • a sheet of blank paper for planning • 2B or HB pencils • an eraser • a sharpener. 	<ul style="list-style-type: none"> • this test administration handbook • extra blank paper • spare 2B/HB pencils, erasers, sharpeners • a watch or clock for timing the test • a board to display the time sequence • a class list.

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

Test administration script

READ ALOUD

Today you will complete the writing test. Check that you have:

- your Year 3 language conventions/writing test book
- the writing stimulus page
- a piece of blank paper on your desk.

On your writing stimulus page, look at the black banner in the top left-hand corner.

Put your finger on the words that say YEAR 3 AND YEAR 5. Raise your hand if you cannot find these words.

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

Do not open your test book until I tell you.

Allow students time to check they have the appropriate materials.

READ ALOUD

Check that **your** details are printed on the front of **your** test book.

Allow students time to check their details. Check that all students have the correct test book.

READ ALOUD

Now turn your book over to the writing test side. Write your first name and last name in the space provided. Use all capital letters.

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

READ ALOUD

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

Hold up a copy of the YEAR 3 AND YEAR 5 writing stimulus page for students to see.

READ ALOUD

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

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

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

Point to the information you are going to read. Read everything on the YEAR 3 AND YEAR 5 writing stimulus page, from top to bottom, to the students.

You must only read the words on the stimulus page.

DO NOT:

- × brainstorm with students
- × allow students to discuss the topic or idea
- × give students ideas or pre-developed plans
- × remind students of writing tasks or text structures completed in class prior to the test
- × discuss any pictures that may be on the stimulus page
- × write anything on the board other than the time sequence
- × plan for the students.

When you have finished reading the stimulus page:

READ ALOUD

In this test, you will have 40 minutes to complete your writing.

You can use 5 minutes to plan your work, 30 minutes to write and then the last 5 minutes to edit your work.

Or you can use the time in the way that suits you best.

Show the planning page.

READ ALOUD

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

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

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

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

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

Open your writing test book to page 2. This is where you start your writing. You have 3 pages to write on, but you do not have to use them all. You cannot be given any extra pages to write on.

You have 40 minutes to write on the topic. I will tell you when the 5 minutes of suggested planning time has ended, when you have 10 minutes left to finish your test, and then when you have 5 minutes left to edit your work.

You may start writing now.

After 5 minutes, READ ALOUD

5 minutes have now passed. If you haven't already done so, you should move on from planning to writing your text in the test booklet.

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

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

Do not provide extra paper or an extra writing book to students as these will not be marked. Only the 3 pages of writing in the test book will be marked.

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

Mark off the time intervals on the board.

If students finish early, suggest they re-read and edit their writing and then close their test books, leave them on their desks, and sit quietly. They may not engage in 'early finisher' activities, such as reading. DO NOT collect the test books until the end of the test time, or until all students have completed the test.

After 30 minutes, READ ALOUD

You have 10 minutes of test time left.

Try to spend the next 5 minutes finishing your writing so that you have 5 minutes for editing.

If you have already finished, use this time to start checking your work.

After 35 minutes, READ ALOUD

You have 5 minutes left. You can use this time to check and edit your work.

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

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

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

After 40 minutes, READ ALOUD

The writing test is now finished.

Please put your pencil down and close your test book.

Put your planning and stimulus pages next to your test book.

After the test

- Collect all test books, writing stimuli and planning pages, and sort into separate piles.
- Match test books against your class list or the roll. Check that ALL test books are accounted for, including those for students who did not sit or complete this session.
- Where appropriate, record on your class list students' participation status (absent, exempt, withdrawn or abandonment due to illness or injury) and check that all information recording disability adjustments is complete and correct.
- Where appropriate, ensure that the personalised test book is attached to the braille, large print, black and white or electronic test format test papers with a paperclip.
- Return all test materials to the principal or NAPLAN coordinator as soon as possible for secure storage. Do not leave any test books, whether complete or incomplete, where they could be accessed by someone not authorised to do so. No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.
- Under no circumstances should student responses be copied or transcribed, either during or after the test.

5.3 THURSDAY 14 MARCH 2024 – Year 3 reading test

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

This test is to be conducted in one session.

This is an assessment of a student's ability to read, comprehend and respond to a variety of text types.

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

Time allocation

- Introduction time: approximately 10 minutes
- Test time: 45 minutes

Preparation for the reading test session

- Arrange the room so that students cannot see each other's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times, including 10-minute intervals, on the board.
- Check that there is a personalised Year 3 reading test book and a Year 3 reading magazine for each student.
- Allocate a non-personalised test book to any student who does not have a personalised test book. Please complete student details on the front cover using a 2B or HB pencil.
- Distribute the reading test books and magazines to students, making sure that each student has the correct test book.
- Under no circumstances should a student complete the test using another student's personalised test book.
- Ensure you are aware of any disability adjustments provided to the students in your session and how to manage them.

Where a student is visiting your school to complete the test, please ensure that the name of the school where they are enrolled is written on the test book.

Materials required

Each student should have:	Each test administrator should have:
<ul style="list-style-type: none"> • a Year 3 reading test book • a Year 3 reading magazine • 2B or HB pencils only • an eraser • a sharpener. 	<ul style="list-style-type: none"> • this test administration handbook • spare 2B/HB pencils, erasers, sharpeners • a watch or clock for timing the test • a board to demonstrate practice questions and display the time sequence • a class list.

Test administration script

READ ALOUD

Today you will complete the reading test. Check that you have your Year 3 reading test book and a Year 3 reading magazine, a 2B or HB pencil, a sharpener and an eraser on your desk.

Do not open your test book or magazine until I tell you.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the front cover of your test book. Make sure that this is your test book and that your details on the front cover are correct.

Point to the front of the test book. Allow students time to check their details. If there is an error, you must note the error and correct it later. (Refer to the section 'Correcting errors on personalised book covers' for instructions.)

READ ALOUD

Look at the box where it says *Details to be completed by the student*. Write your first name and your last name in the space provided. Use all capital letters.

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

READ ALOUD (Hold up the reading magazine for students to see.)

In this reading test, you need to read the texts from this magazine and then answer the questions about them in your test book.

Before you begin the test, we will work through some practice questions together. Turn both your test book and magazine over so you are looking at the back covers.

Show students the back of the test book and magazine. Give them time to locate the practice questions.

Practice questions do not contribute to a student's score on the assessment.

READ ALOUD (practice questions)

The practice questions show you how to answer the questions in the test. We will do the practice questions together, but you will have to do the test questions yourself. Look at the coloured box at the top of the test book. These instructions tell you which page to turn to in the magazine, the text to read and the questions to answer.

This instruction says Read *Sara's early morning* on page 8 of the magazine and answer questions P1 to P3.

Read *Sara's early morning* now.

Give students time to read *Sara's early morning*.

READ ALOUD

Look at *practice question 1*. In this question you have to shade the bubbles next to the **two** correct answers.

Follow the words while I read the question.

P1 Which of these clothes did Sara put on?

Choose **two**.

- shirt
- hat
- socks
- dress
- scarf

Make sure you shade both bubbles completely.

Give students time to shade two bubbles.

READ ALOUD

Shirt and **socks** are the correct answers. You should have shaded the first and the third bubbles. If you did not shade these two bubbles, erase your answers completely and shade the correct bubbles now.

Give students time to completely erase and correct any errors.

READ ALOUD

Look at *practice question 2*. In this question you must write one number in each box.

Follow the words while I read the question.

P2 Write the numbers 1 to 4 in the boxes to show the order of events as they actually happened.

- Sara put on football boots.
- Sara went back to bed.
- Sara got up early.
- Sara put on her shirt.

Write one number in each box now.

Give students time to write their answer.

READ ALOUD

The correct answer is **3** in the first box, **4** in the second box, **1** in the third box and **2** in the fourth box. If you made a mistake, erase your answer completely and write the correct answer now.

Are there any questions?

Give students time to completely erase and correct any errors.

READ ALOUD

Look at *practice question 3*. In this question you have to shade the bubble above one group of words.

Follow the words while I read the question.

P3 Which group of words tells the reader what Sara did with her clothes?

She put on her football shirt and black shorts.

Make sure you shade the bubble completely.

Give students time to shade one bubble.

READ ALOUD

The correct answer is **put on**. You should have shaded the first bubble. If you did not shade this bubble, erase your answer completely and shade the correct bubble now.

Give students time to completely erase and correct any errors.

READ ALOUD

Remember that for most questions you only need to shade one bubble but some questions have instructions that tell you to choose **2** bubbles. **Read the instructions carefully.**

That is the end of the practice questions.

Turn your test book over to the front. **Do not open it yet.**

At the beginning of each set of questions there is a coloured box with instructions to follow. Read and follow the instructions carefully.

Remember that every time you come to a coloured box, you need to read a new text from the magazine.

Make sure you read the correct text for each set of questions.

Are there any questions?

Answer any questions from the students.

READ ALOUD

You have 45 minutes to complete this test.

Read each question carefully and follow the instructions. Shade the bubbles carefully. If you make a mistake, erase it completely and try again.

If you find that a question is too hard for you, go on to the next one. If you finish early, you can go back to the questions you left out. If you have checked all your answers, wait quietly until the test is finished.

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

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

I will mark off time on the board and will tell you when you have 5 minutes left.

Open your test book to page 2. You may start now.

Supervise students closely to make sure they are on task. Remember that you can only read the general instructions in the coloured boxes. (Refer to the section 'Assisting students' in this handbook for additional guidelines.)

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

Mark off the time intervals on the board.

Students who finish early should be encouraged to check their answers. When finished checking, they should close their test books, leave them on their desks, and sit quietly. They may not engage in 'early finisher' activities, such as reading, which may provide clues to the test answers. DO NOT collect the test books as this may be disruptive to other students. If a whole class finishes the test before the allocated time, you may use discretion in managing the testing environment and collect the test books.

After 40 minutes, READ ALOUD

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

When you have finished, close your test book and wait quietly.

After 45 minutes, READ ALOUD

The reading test is now finished. Please put your pencil down and close your test book. Put your reading magazine next to your test book.

After the test

- Collect all test books and magazines and put them into separate piles.
- Match test books against your class list or the roll. Check that ALL test books are accounted for, including those for students who did not sit or complete this session.
- Where appropriate, record on your class list students' participation status' (absent, exempt, withdrawn or abandonment due to illness or injury) and check that all information recording disability adjustments is complete and correct.
- Where appropriate, ensure that the personalised test book is attached to the braille, large print, black and white or electronic test format test papers with a paperclip.
- Return all test materials to the principal or NAPLAN coordinator as soon as possible for secure storage. Do not leave any test books, whether complete or incomplete, where they could be accessed by someone not authorised to do so. No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.
- Under no circumstances should student responses be copied or transcribed, either during or after the test.

5.4 FRIDAY 15 MARCH 2024 – Year 3 numeracy test

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

This test is to be conducted in one session.

In the numeracy test, any words may be read to students, and any numbers or symbols embedded within text may be read to students. However, **do not read to students any numbers or symbols that are not embedded within text**. Refer to the section 'Assisting students' in this handbook for additional guidelines and examples.

The literacy demands of the numeracy test should not exclude students from accessing the tests; however, you should not lead a class through the numeracy test question by question, unless the literacy standard of the whole class is a barrier to access.

Time allocation

- Introduction time: approximately 10 minutes
- Test time: 45 minutes

Preparation for the numeracy test session

- No calculators are to be available during this session.
- Arrange the room so that students cannot see each other's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times, including 10-minute intervals, on the board.
- Check that there is a personalised Year 3 numeracy test book for each student.
- Allocate a non-personalised test book to any student who does not have a personalised test book. Please complete student details on the front cover using a 2B or HB pencil.
- Distribute the numeracy test books to students, making sure that each student has the correct test book.
- Under no circumstances should a student complete the test using another student's personalised test book.
- Ensure you are aware of any disability adjustments provided to the students in your session and how to manage them.

Where a student is visiting your school to complete the test, please ensure that the name of the school where they are enrolled is written on the test book.

Materials required

Each student should have:	Each test administrator should have:
<ul style="list-style-type: none">• a Year 3 numeracy test book• a sheet of blank paper (for working out answers)• 2B or HB pencils only• an eraser• a sharpener.	<ul style="list-style-type: none">• this test administration handbook• spare working-out paper• spare 2B/HB pencils, erasers, sharpeners• a watch or clock for timing the test• a board to demonstrate practice questions and display the time sequence• a class list.

Test administration script

READ ALOUD

Today you will complete the numeracy test. Check that you have your Year 3 numeracy test book, a sheet of blank paper for working out, a 2B or HB pencil, a sharpener and an eraser on your desk.

Do not open your test book until I tell you.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the front cover of your test book. Make sure that this is **your** test book and that **your** details on the front cover are correct.

Point to the front of the test book. Allow students time to check their details. If there is an error, you must note the error and correct it later. (Refer to the section 'Correcting errors on personalised book covers' for instructions.)

READ ALOUD

Look at the box where it says *Details to be completed by the student*. Write your first name and your last name in the space provided. Use all capital letters.

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

READ ALOUD

Turn your test book to the back page. Here are some practice questions.

The numeracy test has different types of questions to answer. These practice questions will show you how to answer them. We will answer the practice questions together before you begin the test, but you will have to answer the test questions by yourself.

Show students the back cover of the test book. Give them time to locate the practice questions.


Practice questions do not contribute to a student's score on the assessment.

READ ALOUD (practice questions)

Look at *practice question 1*. To answer some questions, you have to shade one bubble.

Follow the words while I read the question.

P1 How many apples are shown?



3 4 5 6

Make sure you shade the bubble completely. Do that now.

Demonstrate the correct way to shade a bubble. Give students time to answer the question.

READ ALOUD

The correct answer is **4**. There are four apples shown, so you should have shaded the bubble under the number **4**. If you made a mistake, erase it completely and shade the correct bubble now.

Give students time to correct any errors.

READ ALOUD

Practice question 2 shows another way that some questions have to be answered. You need to write your answer inside the box.

Follow the words while I read the question.

P2 Write a number in the box to make this number sentence correct.

$$6 + 4 = \boxed{}$$

Write your answer as a number, not a word.

Demonstrate the correct way to write the answer in the box.

Give students time to answer the question.

Check students are using digits rather than words.

READ ALOUD

The correct answer is **10**. You should have written the number **10** in the box.

Anything other than the number 10, such as 5 + 5, will be marked as incorrect.

If you made a mistake, erase it completely and write the correct answer now.

Give students time to correct any errors.

READ ALOUD

Look at *practice question 3*. In this question you have to shade **two** bubbles.

Follow the words while I read the question.

P3 Choose the **two** pizzas that are cut in half.

Below each pizza is a small blue bubble for marking an answer.

Choose two correct answers and shade both bubbles completely. Do that now.

Give students time to answer the question.

READ ALOUD

The correct answers are the **third** and the **fifth** pizzas. You should have shaded the bubbles under the **third pizza** and the **fifth pizza**.

If you made a mistake, erase it completely and shade the correct bubbles now.

Give students time to correct any errors.

READ ALOUD

That is the end of the practice questions.

Do you have any questions?

Answer any questions from the students.

READ ALOUD

Turn back to the front of the test book. **Do not open it yet.**

In this test, I can read the questions to you if you need help. However, I cannot explain the questions. You must do your own work at all times and you are not allowed to talk to other students.

Remember to do your best work. Shade the bubbles carefully and write neatly in the boxes so that your answers are easy to read.

If you make a mistake, erase it completely and try again.

Remember to read each question carefully before you answer it.

If you find that a question is too hard for you, go on to the next one. If you finish early, you can go back to the questions you left out.

You have 45 minutes to complete this test.

I will mark off time on the board and will tell you when you have 5 minutes left.

Do you have any questions?

Answer any questions from the students.

READ ALOUD

Open your test book to page 2. You may start now

Supervise students closely to make sure they are on task.

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

Mark off the time intervals on the board.

Students who finish early should be encouraged to check their answers. When they have finished checking, students should close their test books, leave them on their desks, and sit quietly. They may not engage in 'early finisher' activities, such as reading, which may provide clues to the test answers. **DO NOT** collect the test books as this may be disruptive to other students. If a whole class finishes the test before the allocated time, you may use discretion in managing the testing environment and collect the test books.

After 40 minutes, READ ALOUD

You have 5 minutes left to finish the test. If you have already finished, use the time to check your answers.

When you have finished, close your test book and wait quietly.

After 45 minutes, READ ALOUD

The numeracy test is now finished. Put your pencil down and close your book. Put your working-out page next to your test book.

After the test

- Collect all test books and working-out pages and sort them into separate piles.
- Match test books against your class list or the roll. Check that ALL test books are accounted for, including those for students who did not sit or complete this session.
- Where appropriate, record on your class list students' participation status' (absent, exempt, withdrawn or abandonment due to illness or injury) and check that all information recording disability adjustments is complete and correct.
- Where appropriate, ensure that the personalised test book is attached to the braille, large print, black and white or electronic test format test papers with a paperclip.
- Return all test materials to the principal or NAPLAN coordinator as soon as possible for secure storage. Do not leave any test books, whether complete or incomplete, where they could be accessed by someone not authorised to do so. No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.

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

6. YEAR 5 TEST ADMINISTRATION SCRIPTS

6.1 WEDNESDAY 13 MARCH – Year 5 language conventions test

- This test is to be conducted in one session.
- This test is composed of 2 parts: spelling followed by grammar and punctuation.
- Please ensure you are familiar with the information in this handbook before administering this test.

Time allocation

- Introduction time: approximately 15 minutes
- Test time: 45 minutes

Preparation for the language conventions test session

- Arrange the room so that students cannot see each other's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times, including 10-minute intervals, on the board.
- Check that there is a personalised Year 5 language conventions/writing test book for each student (flip book).
- Allocate a non-personalised test book to any student who does not have a personalised test book. Please complete student details on the front cover using a 2B or HB pencil.
- Distribute the correct test book each student. Make sure the language conventions side is facing up.
- Under no circumstances should a student complete the test using another student's personalised test book.
- Ensure you are aware of any disability adjustments provided to the students in your session and how to manage them.

Where a student is visiting your school to complete the test, please ensure the name of the school where they are enrolled is written on the test book.

Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none">• a Year 5 language conventions/writing test book• 2B or HB pencils only• an eraser• a sharpener• a sheet of blank paper (for working out answers).	<ul style="list-style-type: none">• this test administration handbook• spare 2B/HB pencils, erasers, sharpeners• a watch or clock for timing the test• a board to demonstrate practice questions and display time sequence• a class list• spare blank paper.

Test administration script

READ ALOUD

Today you will complete the language conventions test. This is a test of spelling, grammar and punctuation. Check that you have your Year 5 language conventions test book, a 2B or HB pencil, a sharpener, an eraser and a sheet of blank paper on your desk.

You may use the blank paper for working out answers during the test. This paper will not be marked but it will be collected after the test.

Do not open your test book until I tell you.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the language conventions test book. Check that this is your test book and that your details are correct.

Allow students time to check their details. If there is an error, you must note it and correct it later. Refer to section 4.7 'Correcting errors on personalised book covers' for instructions.

READ ALOUD

Look at the box where it says *Details to be completed by the student*. Write your first name and your last name in the space provided. Use all capital letters.

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

READ ALOUD (practice questions)

Before you begin the test, we will work through some practice questions together. Turn to page 2 of your test book – you will see the practice questions.

Give students time to locate the practice questions.

Practice questions do not contribute to a student's score on the assessment.

READ ALOUD

In the language conventions test, there are different types of questions. We will do some practice questions together, but then you must do the test questions by yourself.

For some questions you have to write the correct answer inside a box. Look at *practice question 1* and follow the words while I read it.

P1 The spelling mistake in this sentence has been circled.
Write the correct spelling of the circled word in the box.

I go to school on a buss.

 P1

Write the correct spelling of the word *bus* inside the box now.

Give students time to write the word.

READ ALOUD

You should have written bus: **b-u-s**. If you did not write that, erase the incorrect answer completely and write it correctly now.

Demonstrate on the board how to write the word in the box as you spell it out. Allow students time to change their answers to the correct response.

READ ALOUD

Look at *practice question 2* and follow the words while I read it.

P2 There is one spelling mistake in this sentence.
Write the correct spelling of the word in the box.

He has bloo eyes.

 P2

Find the word that is spelt incorrectly and write it correctly inside the box. Do that now.

Give students time to write the word.

READ ALOUD

You should have written blue: **b-l-u-e**. If you made a mistake, erase it completely and write the correct answer now.

Demonstrate on the board how to write the word in the box. Give the students time to correct any errors.

READ ALOUD (read the question and pause for the missing word)

Look at *practice question 3*. To answer some questions, you have to shade **one** bubble.

Follow the words as I read the question.

P3 Which word correctly completes this sentence?

I like going the city.

as

so

to

of

The box shows there is a word missing. Shade **one** bubble under the correct word now.

Give students time to shade a bubble.

READ ALOUD

The correct sentence is ***I like going to the city***. You should have shaded the bubble under the word **to**. If you didn't, erase your answer completely and shade it now.

Give students time to completely erase and correct any errors.

READ ALOUD

Look at *practice question 4*. In this question you have to choose **all** the words that need a capital letter and shade the bubbles completely.

Follow the question while I read it to you.

P4 Shade the bubbles for **all** the words in this sentence that need a capital letter.


The names of my sisters are jade, rose and kate.

Choose the answers that are correct and shade the bubbles above each of them now.

Give students time to shade the bubbles.

READ ALOUD

You should have shaded the bubbles above **jade, rose** and **kate**. If you did not shade these bubbles, erase your answers completely and shade the correct bubbles now.

Give students time to completely erase and correct any errors.

READ ALOUD

We have now finished the practice questions. Put down your pencil.

Listen carefully so you know what to do.

During the test, read the instructions carefully. If you have trouble with these instructions, you may put up your hand and ask for help. However, I cannot read the spelling words or the questions to you.

You have 45 minutes to complete this test. Work through all the questions until you have finished or until I tell you to stop.

After 20 minutes you should be about halfway through the test and close to finishing the spelling questions. Even if you have not finished the spelling questions, you should start the grammar and punctuation questions. I will remind you of this during the test.

If you finish early, check that you have answered all the questions to the best of your ability and then wait quietly until the test time is finished.

I will mark off time on the board and will tell you when you have 5 minutes left.

Are there any questions?

Answer any questions from the students.

READ ALOUD

Remember:

- You must work by yourself. You are not allowed to talk to other students.
- Do your best work and write neatly.
- If you make a mistake when shading a bubble or writing in a box, erase it completely and try again.
- If you find that a question is too hard for you, go on to the next one. If you finish early, you can go back to the questions you left out. If you have checked all your answers, wait quietly until the test is finished.

The test starts on page 3. You may start now.

Supervise students closely during the test to make sure they are on task, responding in the correct way and doing their own work.

Remember you can help the students by reading the instructions only. **You must not read the test questions or the spelling words.** (Refer to the section 4.3 'Assisting students' in this handbook for additional guidelines.)

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

Mark off the time intervals on the board.

Monitor the progress of the students and, if necessary, remind them to spend at least half of the test time on the grammar and punctuation questions.

Encourage students who finish early to check their answers. When they have finished checking, they should sit and wait patiently. They may not engage in 'early finisher' activities, such as reading, which may provide clues to the test answers. **DO NOT** collect the test books as this may be disruptive to other students. If a whole class finishes the test before the allocated time, you may use discretion in managing the testing environment and collect the test books.

After 20 minutes, READ ALOUD

Almost half the test time has passed. You should have finished the spelling questions. If you haven't yet, you should be close.

You should quietly check to see if there are any students still working on the spelling questions. It is strongly recommended that these students be encouraged to move on to the grammar and punctuation section of the test.

After 40 minutes, READ ALOUD

You have 5 minutes left to finish the test. If you have already finished, take some time to check all your answers, then close your test book and wait quietly.

After 45 minutes, READ ALOUD

The language conventions test is now finished. Put your pencil down and close your book.

Put your working-out page next to your test book. Stay seated while they are collected.

After the test

- Collect all materials, including working-out pages, and sort them into separate piles.
- Match test books against your class list or the roll. Check that ALL test books are accounted for, including those for students who did not sit or complete this session.
- Where appropriate, record on your class list students' participation status (absent, exempt, withdrawn or abandonment due to illness or injury) and check that all information recording disability adjustments is complete and correct.
- Where appropriate, ensure that the personalised test book is attached to the braille, large print, black and white or electronic test format test papers with a paperclip.
- Return all test materials to the principal or NAPLAN coordinator as soon as possible for secure storage. Do not leave any test books, whether complete or incomplete, where they could be accessed by someone not authorised to do so. No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.
- Under no circumstances should student responses be copied or transcribed, either during or after the test.

6.2 WEDNESDAY 13 MARCH 2024 – Year 5 writing test

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

This test is to be conducted in one session.

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

It is required that students be given a break of at least 20 minutes between the language conventions and the writing tests.

Time allocation

- Introduction time: approximately 10 minutes
- Test time: 40 minutes. It is suggested that this is made up of:
 - planning: 5 minutes
 - writing: 30 minutes
 - editing: 5 minutes.

Preparation for the writing test session

- Arrange the room so that students cannot see each other's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times, including 10-minute intervals, on the board.
- Check that each student has the correct test book, with the student's name on the language conventions side.
- Allocate a non-personalised language conventions/writing test book to any student who does not have a personalised test book. Please complete the student's details using a 2B or HB pencil.
- Check that you have the package that contains the Year 3 and Year 5 task. Each writing stimulus page will have YEAR 3 AND YEAR 5 clearly marked in white type on the black banner in the top left-hand corner.
- Distribute the writing stimulus page and a sheet of blank paper to each student.
- Under no circumstances should a student complete the test using another student's personalised test book.
- Ensure you are aware of any disability adjustments provided to the students in your session and how to manage them.

TAA approval is required to use a scribe. The NAPLAN scribe rules must be followed, including the administration of a spelling test. Failure to follow the scribe rules may result in the invalidation of the student's results. You may need to allow students using a scribe extra time to complete their tests.

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

For scribing rules, refer to section 6.8.9 in Part A of the *NAPLAN handbook for principals and NAPLAN coordinators – alternative format (paper)*.

Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none">• your Year 5 language conventions/writing test book• the coloured, single-sided YEAR 3 AND YEAR 5 writing stimulus page• a sheet of blank paper for planning• 2B or HB pencils• an eraser• a sharpener.	<ul style="list-style-type: none">• this test administration handbook• extra blank paper• spare 2B/HB pencils, erasers, sharpeners• a watch or clock for timing the test• a board to display the time sequence• a class list.

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

Test administration script

READ ALOUD

Today you will complete the writing test. Check that you have:

- your Year 5 language conventions/writing test book
- the writing stimulus page
- a piece of blank paper on your desk.

On your writing stimulus page, look at the black banner in the top left-hand corner.

Put your finger on the words that say YEAR 3 AND YEAR 5. Raise your hand if you cannot find these words.

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

Do not open your test book until I tell you.

Allow students time to check they have the appropriate materials.

READ ALOUD

Check that **your** details are printed on the front of **your** test book.

Allow students time to check their details. Check that all students have the correct test book.

READ ALOUD

Now turn your book over to the writing test side. Write your first name and last name in the space provided. Use all capital letters.

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

READ ALOUD

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

Hold up a copy of the **YEAR 3 AND YEAR 5** writing stimulus page for students to see.

READ ALOUD

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

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

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

Point to the information you are going to read. Read everything on the YEAR 3 AND YEAR 5 writing stimulus page, from top to bottom, to the students.

You must only read the words on the stimulus page.

DO NOT:

- × brainstorm with students
- × allow students to discuss the topic or idea
- × give students ideas or pre-developed plans
- × remind students of writing tasks or text structures completed in class prior to the test
- × discuss any pictures that may be on the stimulus page
- × write anything on the board other than the time sequence
- × plan for the students.

When you have finished reading the stimulus page:

READ ALOUD

In this test, you will have 40 minutes to complete your writing.

You can use 5 minutes to plan your work, 30 minutes to write and then the last 5 minutes to edit your work.

Or you can use the time in the way that suits you best.

Show the planning page.

READ ALOUD

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

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

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

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

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

Open your writing test book to page 2. This is where you start your writing. You have 3 pages to write on, but you do not have to use them all. You cannot be given any extra pages to write on.

You have 40 minutes to write on the topic. I will tell you when the 5 minutes of suggested planning time has ended, when you have 10 minutes left to finish your test, and then when you have 5 minutes left to edit your work.

You may start writing now.

After 5 minutes, READ ALOUD

5 minutes have now passed. If you haven't already done so, you should move on from planning to writing your text in the test booklet.

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

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

Do not provide extra paper or an extra writing book to students as these will not be marked. Only the 3 pages of writing in the test book will be marked.

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

Mark off the time intervals on the board.

If students finish early, suggest they re-read and edit their writing and then close their test books, leave them on their desks, and sit quietly. They may not engage in 'early finisher' activities, such as reading. **DO NOT** collect the test books until the end of the test time, or until all students have completed the test.

After 30 minutes, READ ALOUD

You have 10 minutes of test time left.

Try to spend the next 5 minutes finishing your writing so that you have 5 minutes for editing.

If you have already finished, use this time to start checking your work.

After 35 minutes, READ ALOUD

You have 5 minutes left. You can use this time to check and edit your work.

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

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

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

After 40 minutes, READ ALOUD

The writing test is now finished.

Please put your pencil down and close your test book.

Put your planning and stimulus pages next to your test book.

After the test

- Collect all test books, writing stimuli and planning pages, and sort into separate piles.
- Match test books against your class list or the roll. Check that ALL test books are accounted for, including those for students who did not sit or complete this session.
- Where appropriate, record on your class list students' participation status (absent, exempt, withdrawn or abandonment due to illness or injury) and check that all information recording disability adjustments is complete and correct.
- Where appropriate, ensure that the personalised test book is attached to the braille, large print, black and white or electronic test format test papers with a paperclip.
- Return all test materials to the principal or NAPLAN coordinator as soon as possible for secure storage. Do not leave any test books, whether complete or incomplete, where they could be accessed by someone not authorised to do so. No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.
- Under no circumstances should student responses be copied or transcribed, either during or after the test.

6.3 THURSDAY 14 MARCH 2024 – Year 5 reading test

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

This test is to be conducted in one session.

This is an assessment of a student's ability to read, comprehend and respond to a variety of text types.

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

Time allocation

- Introduction time: approximately 10 minutes
- Test time: 50 minutes

Preparation for the reading test session

- Arrange the room so that students cannot see each other's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times, including 10-minute intervals, on the board.
- Check that there is a personalised Year 5 reading test book and a Year 5 reading magazine for each student.
- Allocate a non-personalised test book to any student who does not have a personalised test book. Please complete student details on the front cover using a 2B or HB pencil.
- Distribute the reading test books and magazines to students, making sure that each student has the correct test book.
- Under no circumstances should a student complete the test using another student's personalised test book.
- Ensure you are aware of any disability adjustments provided to the students in your session and how to manage them.

Where a student is visiting your school to complete the test, please ensure that the name of the school where they are enrolled is written on the test book.

Materials required

Each student should have:	Each test administrator should have:
<ul style="list-style-type: none"> • a Year 5 reading test book • a Year 5 reading magazine • 2B or HB pencils only • an eraser • a sharpener. 	<ul style="list-style-type: none"> • this test administration handbook • spare 2B/HB pencils, erasers, sharpeners • a watch or clock for timing the test • a board to demonstrate practice questions and display the time sequence • a class list.

Test administration script

READ ALOUD

Today you will complete the reading test. Check that you have your Year 5 reading test book and a Year 5 reading magazine, a 2B or HB pencil, a sharpener and an eraser on your desk.

Do not open your test book or magazine until I tell you.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the front cover of your test book. Make sure that this is your test book and that your details on the front cover are correct.

Point to the front of the test book. Allow students time to check their details. If there is an error, you must note the error and correct it later. (Refer to the section 'Correcting errors on personalised book covers' for instructions.)

READ ALOUD

Look at the box where it says *Details to be completed by the student*. Write your first name and your last name in the space provided. Use all capital letters.

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

READ ALOUD (Hold up the reading magazine for students to see.)

In this reading test, you need to read the texts from this magazine and then answer the questions about them in your test book.

Before you begin the test, we will work through some practice questions together. Turn both your test book and magazine over so you are looking at the back covers.

Show students the back of the test book and magazine. Give them time to locate the practice questions.

Practice questions do not contribute to a student's score on the assessment.

READ ALOUD (practice questions)

The practice questions show you how to answer the questions in the test. We will do the practice questions together, but you will have to do the test questions yourself. Look at the coloured box at the top of the test book. These instructions tell you which page to turn to in the magazine, the text to read and the questions to answer.

This instruction says Read *Sara's early morning* on page 8 of the magazine and answer questions P1 to P4.

Read *Sara's early morning* now.

Give students time to read *Sara's early morning*.

READ ALOUD

Look at *practice question 1*. In this question you must write one number in each box.

Follow the words while I read the question.

P2 Write the numbers 1 to 4 in the boxes to show the order of events as they actually happened.

- Sara put on football boots.
- Sara went back to bed.
- Sara got up early.
- Sara put on her shirt.

Write one number in each box now.

Give students time to write their answer.

READ ALOUD

The correct answer is **3** in the first box, **4** in the second box, **1** in the third box and **2** in the fourth box. If you made a mistake, erase your answer completely and write the correct answer now.

Are there any questions?

Give students time to completely erase and correct any errors.

READ ALOUD

Look at *practice question 2*. In this question there are three sentences. You have to mark which are true and which are false.

Follow the words while I read the question.

P2 Which of the following sentences are **true** and which are **false**?

Shade **one bubble in each row**.

	True	False
Sara plays football on Sunday.	<input type="radio"/>	<input type="radio"/>
Sara was late.	<input type="radio"/>	<input type="radio"/>
Sara made a mistake.	<input type="radio"/>	<input type="radio"/>

Make sure you shade the bubbles completely.

Give students time to shade the bubbles.

In the first row, the answer is **True**. In this row, you should have shaded the bubble under **True**. In the second row, the answer is **False**. In this row, you should have shaded the bubble under **False**. In the third row, the answer is **True**. In this row you should have shaded the bubble under **True**.

If you did not shade these bubbles, erase your answers completely and shade the correct bubbles now.

Give students time to completely erase and correct any errors.

READ ALOUD

Look at *practice question 3*. In this question you have to shade the bubble above one group of words.

Follow the words while I read the question.

P3 Which group of words tells the reader what Sara did with her clothes?



Make sure you shade the bubble completely.

Give students time to shade one bubble.

READ ALOUD

The correct answer is **put on**. You should have shaded the first bubble. If you did not shade this bubble, erase your answer completely and shade the correct bubble now.

Give students time to completely erase and correct any errors.

READ ALOUD

Look at *practice question 4*. In this question you have to shade one bubble below the correct answer.

Follow the words while I read the question.

P4 Which word correctly completes this sentence?
Sara went back bed.

on	for	to	of
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Make sure you shade the bubble completely.

Give students time to shade the bubble.

The correct answer is **to**. You should have shaded the third bubble. If you did not shade this bubble, erase your answer completely and shade the correct bubble now.

Give students time to completely erase and correct any errors.

READ ALOUD

Remember that for most questions you only need to shade **one** bubble but some questions have instructions that tell you to choose **2** bubbles. **Read the instructions carefully.**

That is the end of the practice questions.

Turn your test book over to the front. **Do not open it yet.**

At the beginning of each set of questions there is a coloured box with instructions to follow. Read and follow the instructions carefully.

Remember that every time you come to a coloured box, you need to read a new text from the magazine.

Make sure you read the correct text for each set of questions.

Are there any questions?

Answer any questions from the students.

READ ALOUD

You have 50 minutes to complete this test.

Read each question carefully and follow the instructions. Shade the bubbles carefully. If you make a mistake, erase it completely and try again.

If you find that a question is too hard for you, go on to the next one. If you finish early, you can go back to the questions you left out. If you have checked all your answers, wait quietly until the test is finished.

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

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

I will mark off time on the board and will tell you when you have 5 minutes left.

Open your test book to page 2. You may start now.

Supervise students closely to make sure they are on task. Remember that you can only read the general instructions in the coloured boxes. (Refer to the section 'Assisting students' in this handbook for additional guidelines.)

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

Mark off the time intervals on the board.

Students who finish early should be encouraged to check their answers. When finished checking, they should close their test books, leave them on their desks, and sit quietly. They may not engage in 'early finisher' activities, such as reading, which may provide clues to the test answers. DO NOT collect the test books as this may be disruptive to other students. If a whole class finishes the test before the allocated time, you may use discretion in managing the testing environment and collect the test books.

After 45 minutes, READ ALOUD

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

When you have finished, close your test book and wait quietly.

After 50 minutes, READ ALOUD

The reading test is now finished. Please put your pencil down and close your test book. Put your reading magazine next to your test book.

After the test

- Collect all test books and magazines, and put them into separate piles.
- Match test books against your class list or the roll. Check that ALL test books are accounted for, including those for students who did not sit or complete this session.
- Where appropriate, record on your class list students' participation status (absent, exempt, withdrawn or abandonment due to illness or injury) and check that all information recording disability adjustments is complete and correct.
- Where appropriate, ensure that the personalised test book is attached to the braille, large print, black and white or electronic test format test papers with a paperclip.
- Return all test materials to the principal or NAPLAN coordinator as soon as possible for secure storage. Do not leave any test books, whether complete or incomplete, where they could be accessed by someone not authorised to do so. No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.
- Under no circumstances should student responses be copied or transcribed, either during or after the test.

6.4 FRIDAY 15 MARCH 2024 – Year 5 numeracy test

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

This test is to be conducted in one session.

In the numeracy test, any words may be read to students, and any numbers or symbols embedded within text may be read to students. However, **do not read to students any numbers or symbols that are not embedded within text**. Refer to the section 'Assisting students' in this handbook for additional guidelines and examples.

The literacy demands of the numeracy test should not exclude students from accessing the tests; however, you should not lead a class through the numeracy test question by question, unless the literacy standard of the whole class is a barrier to access.

Time allocation

- Introduction time: approximately 10 minutes
- Test time: 50 minutes

Preparation for the numeracy test session

- No calculators are to be available during this session.
- Arrange the room so that students cannot see each other's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times, including 10-minute intervals, on the board.
- Check that there is a personalised Year 5 numeracy test book for each student.
- Allocate a non-personalised test book to any student who does not have a personalised test book. Please complete student details on the front cover using a 2B or HB pencil.
- Distribute the numeracy test books to students, making sure that each student has the correct test book.
- Under no circumstances should a student complete the test using another student's personalised test book.
- Ensure you are aware of any disability adjustments provided to the students in your session and how to manage them.

Where a student is visiting your school to complete the test, please ensure that the name of the school where they are enrolled is written on the test book.

Materials required

Each student should have:	Each test administrator should have:
<ul style="list-style-type: none"> • a Year 5 numeracy test book • a sheet of blank paper (for working out answers) • 2B or HB pencils only • an eraser • a sharpener. 	<ul style="list-style-type: none"> • this test administration handbook • spare working-out paper • spare 2B/HB pencils, erasers, sharpeners • a watch or clock for timing the test • a board to demonstrate practice questions and display the time sequence • a class list.

Test administration script

READ ALOUD

Today you will complete the numeracy test. Check that you have your Year 5 numeracy test book, a sheet of blank paper for working out, a 2B or HB pencil, a sharpener and an eraser on your desk.

Do not open your test book until I tell you.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the front cover of your test book. Make sure that this is **your** test book and that **your** details on the front cover are correct.

Point to the front of the test book. Allow students time to check their details. If there is an error, you must note the error and correct it later. (Refer to the section 'Correcting errors on personalised book covers' for instructions.)

READ ALOUD

Look at the box where it says *Details to be completed by the student*. Write your first name and your last name in the space provided. Use all capital letters.

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

READ ALOUD

Turn your test book to the back page. Here are some practice questions.

The numeracy test has different types of questions to answer. These practice questions will show you how to answer them. We will answer the practice questions together before you begin the test, but you will have to answer the test questions by yourself.

Show students the back cover of the test book. Give them time to locate the practice questions.


Practice questions do not contribute to a student's score on the assessment.

READ ALOUD (practice questions)

Look at *practice question 1*. To answer some questions, you have to shade one bubble.

Follow the words while I read the question.

P1 How many apples are shown?



The image shows a practice question labeled 'P1'. It asks 'How many apples are shown?'. There are four grey apples arranged in a horizontal row. Below the apples are four bubbles, each containing a number: 3, 4, 5, and 6. The bubble under the number 4 is shaded blue, indicating it is the correct answer.

Make sure you shade the bubble completely. Do that now.

Demonstrate the correct way to shade a bubble. Give students time to answer the question.

READ ALOUD

The correct answer is **4**. There are four apples shown, so you should have shaded the bubble under the number **4**. If you made a mistake, erase it completely and shade the correct bubble now.

Give students time to correct any errors.

READ ALOUD

Practice question 2 shows another way that some questions have to be answered. You need to write your answer inside the box.

Follow the words while I read the question.

P2 Write a number in the box to make this number sentence correct.

$$6 + 4 = \boxed{}$$

Write your answer as a number, not a word.

Demonstrate the correct way to write the answer in the box.

Give students time to answer the question.

Check students are using digits rather than words.

READ ALOUD

The correct answer is **10**. You should have written the number **10** in the box.

Anything other than the number 10, such as 5 + 5, will be marked as incorrect.

If you made a mistake, erase it completely and write the correct answer now.


Give students time to correct any errors.

READ ALOUD

Look at *practice question 3*. In this question you have to shade **two** bubbles.

Follow the words while I read the question.

P3 Choose the **two** pizzas that are cut in half.



The image shows five pizzas, each with a different cut and a bubble below it. The first pizza is cut diagonally from the top-left to the bottom-right. The second pizza is cut diagonally from the top-left to the bottom-right, but the cut is not straight. The third pizza is cut vertically from top to bottom. The fourth pizza is cut into three equal sectors by two lines meeting at the center. The fifth pizza is cut diagonally from the top-left to the bottom-right. Each pizza has several small grey dots representing toppings. Below each pizza is a small blue-outlined bubble.

Choose two correct answers and shade both bubbles completely. Do that now.

Give students time to answer the question.

READ ALOUD

The correct answers are the **third** and the **fifth** pizzas. You should have shaded the bubbles under the **third pizza** and the **fifth pizza**.

If you made a mistake, erase it completely and shade the correct bubbles now.

Give students time to correct any errors.

READ ALOUD

That is the end of the practice questions.

Do you have any questions?

Answer any questions from the students.

READ ALOUD

Turn back to the front of the test book. **Do not open it yet.**

In this test, I can read the questions to you if you need help. However, I cannot explain the questions. You must do your own work at all times and you are not allowed to talk to other students.

Remember to do your best work. Shade the bubbles carefully and write neatly in the boxes so that your answers are easy to read.

If you make a mistake, erase it completely and try again.

Remember to read each question carefully before you answer it.

If you find that a question is too hard for you, go on to the next one. If you finish early, you can go back to the questions you left out.

You have 50 minutes to complete this test.

I will mark off time on the board and will tell you when you have 5 minutes left.

Do you have any questions?

Answer any questions from the students.

READ ALOUD

Open your test book to page 2. You may start now.

Supervise students closely to make sure they are on task.

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

Mark off the time intervals on the board.

Students who finish early should be encouraged to check their answers. When they have finished checking, students should close their test books, leave them on their desks, and sit quietly. They may not engage in 'early finisher' activities, such as reading, which may provide clues to the test answers. **DO NOT** collect the test books as this may be disruptive to other students. If a whole class finishes the test before the allocated time, you may use discretion in managing the testing environment and collect the test books.

After 45 minutes, READ ALOUD

You have 5 minutes left to finish the test. If you have already finished, use the time to check your answers.

When you have finished, close your test book and wait quietly.

After 50 minutes, READ ALOUD

The numeracy test is now finished. Put your pencil down and close your book. Put your working-out page next to your test book.

After the test

- Collect all test books and working-out pages and sort them into separate piles.
- Match test books against your class list or the roll. Check that ALL test books are accounted for, including those for students who did not sit or complete this session.
- Where appropriate, record on your class list students' participation status (absent, exempt, withdrawn or abandonment due to illness or injury) and check that all information recording disability adjustments is complete and correct.
- Where appropriate, ensure that the personalised test book is attached to the braille, large print, black and white or electronic test format test papers with a paperclip.
- Return all test materials to the principal or NAPLAN coordinator as soon as possible for secure storage. Do not leave any test books, whether complete or incomplete, where they could be accessed by someone not authorised to do so. No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.

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

7. GUIDELINES FOR STUDENTS WITH A DISABILITY OR A TEMPORARY INJURY USING A COMPUTER TO COMPLETE THE WRITING TEST

Length of computer text equivalent to 3 pages of handwriting

All students (in Years 3, 5, 7 and 9) using alternative format (paper) tests for the NAPLAN writing test must handwrite their response to the writing prompt within a 3-page booklet, unless they have approval from their TAA to use a computer due to a disability or temporary injury that prevents them from writing.

Please refer to the *NAPLAN handbook for principals and NAPLAN coordinators – alternative format (paper)* (section 6) for more information.

Maximum word limit

Years 3 and 5: **700 words**

Years 7 and 9: **900 words**

Font

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

Conditions

- Schools must seek approval from their TAA.
- Where required due to a disability, the student must regularly use a computer as part of their usual disability adjustments for classroom assessment.
- Where required due to a temporary injury, the injury must be to the hand or arm the student usually writes with and must prevent the student writing with that hand.
- Computer use must be in accordance with standard assessment practices: spelling- and grammar-checks, dictionary, predictive text, etc., must be turned off. Access to the internet or internal networks must also be completely restricted.
- Extra time may be used by the student at the discretion of the teacher, depending on the student's familiarity using a keyboard with their non-writing arm.

After the test

As the test administrator, you should:

- Save identifying student information to the footer (student's full name, Year, school, DOB and WASN)
- save the completed test to the desktop as a backup
- print a copy of the completed test from the desktop
- delete the file from the desktop and then from the recycle bin
- tape the completed test into the student's writing booklet, ensuring it fits within the border of the lined page
- return in the packaging with other students' tests.



WTH35

