



# 2026 NAPLAN **Years 7 & 9**

Test administration handbook for teachers  
– alternative format (paper)





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# 1 Introduction

## 1.1 Overview

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

Your role in the administration of the tests is critical. 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.

**Please note that the test sequence has changed from 2026 onwards to match the NAPLAN online test sequence. This means that the writing test will be administered first.**

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

## 1.2 Test dates and duration

Tests must be scheduled in the sequence **writing → reading → conventions of language → numeracy**.

Wednesday 11 March	Thursday 12 March	Friday 13 March	Monday 16 March	Tuesday 17 March
<b>Writing</b>	<b>Reading</b> ↓ <b>CoL</b> ↓ <b>Numeracy</b>  <i>catch-up tests permitted</i>	<b>Reading</b> ↓ <b>CoL</b> ↓ <b>Numeracy</b>  <i>catch-up tests permitted</i>	<b>Reading</b> ↓ <b>CoL</b> ↓ <b>Numeracy</b>  <i>catch-up tests permitted</i>  <i>(final catch-ups for writing)</i>	<i>catch-up tests permitted for non-writing domains only</i>

The reading test can be scheduled after the writing test on the first day. However, it is recommended that schools schedule one test per day where possible. Where more than one test is scheduled in a day, students must be given a break of at least 20 minutes between tests.

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

Writing	Reading	Conventions of language	Numeracy
Year 7: 40 min	Year 7: 65 min	Year 7: 45 min	Year 7: 65 min
Year 9: 40 min	Year 9: 65 min	Year 9: 45 min	Year 9: 65 min

Extra time to complete a test is only allowed if granted as a disability adjustment. See section 6 of the *NAPLAN national protocols for test administration* for more information.

### 1.3 Catch-up test sessions

Every effort should be made to ensure all eligible students are assessed on the designated NAPLAN test days (11–16 March 2026). Catch-up sessions are test sessions made available to students identified as absent by the school they are enrolled in on the day of their scheduled NAPLAN test.

Where students are absent for the writing test, arrangements should be made for those students to sit catch-up tests no later than Monday 16 March.

Where students are absent for one or more of the other non-writing tests, arrangements should be made for those students to sit catch-up tests on either the afternoon of the test days or on Tuesday 17 March.

Students absent for the 4 test days should not be expected to complete all non-writing tests on Tuesday 17 March. They should be marked absent for the tests they are unable to complete.

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

Catch-ups can only be scheduled after the original scheduled test session.

Catch-up writing tests take priority over other scheduled or catch-up tests.

## 2 Preparing for the tests

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### 2.1 Before the test day

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

- ensure you are familiar with all test administration instructions and procedures
- ensure you are aware of any disability adjustments provided to the students in your session and your responsibilities in managing them
- ensure all support people and scribes are aware of the test administration protocols, such as what can and can't be read aloud, and the scribe rules
- 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
- establish the procedures to be undertaken when the test is administered by a casual, relief or supply teacher.

### 2.2 On test days

Before starting, 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.

Do not open the tamper-evident bags containing stimulus material (reading magazines and the writing prompts) until you are ready to administer the test. The number of magazines and prompts in a bag can be counted through the clear plastic spine on the bag prior to the test session.

Each personalised test book must only be used by the student whose name appears on the front cover. Under no circumstances should a personalised book be used by another student.

Students who do not have a personalised book must be given a blank book. The teacher must neatly write the student details on the front cover.

### 2.3 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.

Test administrators must ensure the following items are **not** 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, through either wi-fi or Bluetooth, or that can transmit, extract and display or read out data to the user
- × calculators (other than for Part A – the calculator-allowed section of the numeracy test).

## 2.4 Supervising the test sessions

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

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

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 test administration authority (TAA).

## 2.5 Assisting students

Professional and ethical behaviour in accordance with the *NAPLAN national protocols for test administration* 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*.

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

- ✓ read and clarify general instructions (as indicated by the **READ ALOUD** shaded boxes in this handbook).
- ✓ remind students of the way to respond to particular question types; for example, 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 photographs of students, test questions or any other test material unless directed by the TAA
- × 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 prohibitions that apply across all tests, listed on previous pages, the following test-specific prohibitions also apply:

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

Please refer to *Appendix 1: Guidelines for students with a disability or a temporary injury using a device 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 other than those in italics that relate to a numeric value
- ✓ 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	Description
1.	<p>The numbers and symbols in this question <b>must not</b> be read aloud as they are not embedded within text.</p> <div data-bbox="316 376 916 555" style="border: 1px solid black; padding: 10px;"> <p>What number will make this number sentence true?</p> <math display="block">4.52 + 3.68 = \square + 3.70</math> </div>
2.	<p>The numbers 100 and 2 in this question <b>may</b> be read aloud as they are embedded within the text. The numbers 50, 55, 70 and 220 <b>must not</b> be read aloud as they are not embedded within text.</p> <div data-bbox="316 712 1241 902" style="border: 1px solid black; padding: 10px;"> <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>
3.	<p>The number 39 889 in the question and the numbers 10, 100, 1000 and 10 000 in the options <b>may</b> be read aloud as they are embedded within text.</p> <div data-bbox="316 1025 928 1361" style="border: 1px solid black; padding: 10px;"> <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.  <input type="radio"/> Rounding to the nearest 10 and nearest 1000.  <input type="radio"/> Rounding to the nearest 100 and nearest 1000.  <input type="radio"/> Rounding to the nearest 1000 and nearest 10 000.         </p> </div>
4.	<p>The words <i>six hundred and eight</i> in this question <b>must not</b> be read aloud as they are italicised and relate to a numeric value.</p> <div data-bbox="316 1489 912 1915" style="border: 1px solid black; padding: 10px;"> <p>There are <i>six hundred and eight</i> students at Forest School.</p> <p><i>Six hundred and eight</i> can also be written as</p> <p> <input type="radio"/> 608  <input type="radio"/> 68  <input type="radio"/> 6008  <input type="radio"/> 618  <input type="radio"/> 600         </p> </div>

## 2.6 Reading the test administration script

It is important that all students across Australia receive uniform test instructions. The instructions and scripts in this handbook are standardised so that no student is advantaged or disadvantaged. No other instructions or assistance are to be given to students, except that permitted in section 2.5 Assisting students.

You must **READ ALOUD** to students all instructions that appear in this handbook in shaded boxes; for example:

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### Step 1 READ ALOUD

Today you will complete a writing test.

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## 2.7 Recording test participation

Accurate records of student participation are very important.

If a student is not present for the test, or is present and does not complete the test, you **MUST** update the test participation roll as applicable.

All paper test books include student participation bubbles on the cover. At the end of the testing window, NAPLAN coordinators are required to fill in the relevant participation bubble for all students that did not sit or finish each test. Students should **NOT** be marked absent on test books until there are no more chances for them to complete a catch-up test.

## 2.8 Student details on test book covers

Student details taken from the enrolment data provided by your school have been pre-printed on test 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.

Do not cross out the pre-printed name and write in another student's name. Under no circumstances should a student use a test book pre-printed with a different student's name. If you do not have enough test books, please contact the TAA as soon as possible.

### Correcting errors in personalised details

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. **Do not** use correction fluid/tape. For example:

10 February 2012
Date of Birth: <del>10 April 2012</del>

If there are any doubts about the accuracy of a student's details, do not make any changes but notify your NAPLAN coordinator, who can advise the TAA if necessary. NAPLAN coordinators will fill in the 'Details changed' bubble for test books where the details have been corrected.

## 2.9 Students without personalised books who require blank books

Schools have been sent extra blank books. Where there is no personalised test book for a student (for example, for a newly enrolled student), a blank book should be used.

The NAPLAN coordinator or test administrator should neatly write the student's details in capital letters in the spaces provided. The student's legal name, as registered with the school and listed in the Student Information Record System (SIRS), must be used.

## 3 Writing test administration

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### 3.1 Overview

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.

This test is to be conducted in one session.

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

### 3.2 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.

### 3.3 Preparing for the test

- Arrange the room so that students cannot see each other's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that might help the students with the test.
- 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 cover. Under no circumstances should a student complete the test using another student's personalised test book.
- Allocate a non-personalised 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 7 and Year 9 task. Each writing stimulus (prompt) page will have **YEAR 7 AND YEAR 9** 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.
- 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.

#### Requirements for use of a scribe

TAA approval is required to use a scribe. The NAPLAN scribe rules must be followed. 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.

A writing test scribe is not permitted where a student has a temporary injury, and will **not** be approved by the TAA. Appendix 1 outlines the guidelines for a student with a temporary injury using a computer to type their writing response.

## NAPLAN scribe rules

Section 6.11 of the *NAPLAN national protocols for test administration* outlines the circumstances in which a student can access a scribe for the writing test. The test administrator and scribe must both familiarise themselves with section 6.11.

Below is an extract from section 6.11.9 of the scribe rules, which outlines the practical steps that the scribe must take during the writing test. For alternative format (paper) tests, “write” should be substituted for “type” as necessary and the scribe will not need to log in to the test for the student.

Step	Action	Directions
Step 1	Log in to the test	The scribe may log in to the test for the student if necessary.
Step 2	Type an acknowledgement	The scribe must type the following words at the beginning of the document: <i>This student has approval for a scribe and all scribing rules are acknowledged.</i>
Step 3	Type as dictated by the student	After allowing the student time to reflect and consider, the scribe will type as the student dictates. The scribe will type word for word to reproduce the student’s own language. Except <b>as and where dictated by the student</b> , the scribe must type: <ul style="list-style-type: none"> <li>• without inserting any punctuation</li> <li>• all words in lower case</li> <li>• all sentences in a block without inserting paragraph breaks.</li> </ul> The student may read, or request the scribe to read, the text back throughout the test for the purpose of maintaining continuity. However, the scribe should not lead the student to re-read the scribed text.
Step 4	Administer spelling test	<b>A spelling test must be performed before the student can be given the scribed text to proofread and edit.</b> At the completion of the writing test time, the test administrator will need to add an appropriate amount of time for the spelling test. A test administrator should use their professional judgement when adding time. For the spelling test, the scribe will select 4 simple words, 4 common words and 4 difficult words that have been used in the scribed text and ask the student to orally spell each one. The scribe will scroll past, or in an alternative format (paper) test, cover up the scribed text and record the student’s oral spelling of each of these 12 words in a space below the text. Where the student’s text does not contain 4 difficult spelling words, the scribe should select additional common words to make up the 12 words. When completed, the scribe must ensure the student can only see the 12 spelling words and must ask the student to check these words and indicate any change that the scribe should make. When the test is over, the scribe will type the selected words in brackets next to each of the words spelt by the student to avoid any confusion during the marking process.
Step 5	Editing time	If necessary, the test administrator will add an appropriate amount of time to the student’s test attempt for the student to edit their work. A test administrator should use their professional judgement when adding time. During the editing time, the scribed text is given to the student to proofread and to indicate where punctuation is to be placed, if not indicated by the student in their original dictation. The scribe will then type the capitals, full stops, paragraphs, etc. into the scribed text as directed by the student. During this time the student may also indicate any changes or additions to the scribed text, and the scribe will enter these where indicated by the student.

### 3.4 Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none"><li>• their writing test book (relevant year level)</li><li>• the coloured, single-sided <b>YEAR 7 AND YEAR 9</b> writing stimulus (prompt) page</li><li>• 2B or HB pencils</li><li>• an eraser</li><li>• a sharpener</li><li>• a blank sheet of paper for planning.</li></ul>	<ul style="list-style-type: none"><li>• spare 2B/HB pencils, erasers, sharpeners</li><li>• a watch or clock for timing the test</li><li>• a board to display the time sequence</li><li>• a class list</li><li>• spare blank paper</li><li>• this test administration handbook.</li></ul>

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

### 3.5 Test administration script

Test time: 40 minutes

If any student with disability has a scribe, ensure that you have reviewed the scribe rules at section 3.3

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#### Step 1 READ ALOUD

Today you are doing a writing test. Make sure you have these things on your desk:

- your writing test book
- the writing prompt page
- a 2B or HB pencil
- a sharpener
- an eraser
- a blank piece of paper.

Look at your prompt page. Find the black strip at the top. Put your finger on the words that say YEAR 7 AND YEAR 9. If you cannot find it, raise your hand.

Do not open your test book yet.

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#### Step 2 Give students a moment to check they have everything.

Hold up the test book.

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#### Step 3 READ ALOUD

Look at the front cover of your test book. Raise your hand if your name is incorrect.

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#### Step 4 Allow students time to check their details. Check that all students have the correct test book. If there is an error, you must note it and correct it later (refer to section 2.8 for instructions).

Point to the “Student to complete” section on the test book.

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**Step 5 READ ALOUD**

Find the box that says, "Student to complete".

Write your first name and last name in the box, using all capital letters.

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**Step 6** Allow students time to do so and assist students where necessary.

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**Step 7 READ ALOUD**

Put your pencil down and listen. We are going to look at the writing prompt page together.

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**Step 8** Hold up a copy of the YEAR 7 AND YEAR 9 writing prompt page for students to see.

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**Step 9 READ ALOUD**

This page tells you what to write about.

It also tells you what type of writing to do.

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

---

**Step 10** Point to the information you are going to read. Read **everything** on the YEAR 7 AND YEAR 9 writing prompt page, from top to bottom, to the students.

You must only read the words on the prompt 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 prompt page**
- × **write anything on the board other than the time sequence**
- × **plan for the students.**

When you have finished reading the prompt page:

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**Step 11 READ ALOUD**

You have **40 minutes** to do your best writing.

You can use your time to plan, write, check and edit your work.

Some students:

- plan for 5 minutes
- write for 30 minutes
- check and edit for 5 minutes.

You can plan on the blank paper. You can draw, write words, or just think.

You can use the ideas on the prompt page to help you, or you can use your own ideas. Remember to make sure you write about the topic on the prompt.

Your planning page won't be marked, but we will still collect it.

Does anyone have a question?

---

**Step 12** Answer any questions from the students, but **don't give help with writing**.

---

**Step 13 READ ALOUD**

Open your test book to page 2.

This is where you will start your writing.

You have 3 pages to write on. You don't have to use all of them.

You won't get extra pages.

I'll write the time on the board and tell you when:

- 5 minutes of planning is done
- 10 minutes are left
- 5 minutes are left.

You can start now.

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**Step 14 AFTER 5 MINUTES, READ ALOUD**

Planning time is over.

If you are still planning, you should start writing your text in your test book soon.

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**Step 15** 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 prompt 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 a 2B or HB 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.

Encourage students who finish early to re-read and edit their writing. When they have finished doing this, 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.**

**Do not** collect the test books until the end of the test time 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.

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**Step 16 AFTER 30 MINUTES, READ ALOUD**

You have **10 minutes** left.

Try to finish your writing in the next 5 minutes.

Then check your work.

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**Step 17 AFTER 35 MINUTES, READ ALOUD**

You have **5 minutes** left.

Use this time to read your writing.

Fix any spelling or punctuation mistakes.

You can also finish writing if you need to.

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

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**Step 18** Supervise students as they finish.

Let them use this time to finish or edit, but **do not give extra time**.

---

**Step 19 AFTER 40 MINUTES, READ ALOUD**

The writing time has now ended. Please put your pencil down and close your test book. Put your planning and prompt pages next to your test book. Sit quietly while I collect your test papers.

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**End of test**

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### 3.6 After the test

- Collect all test books, writing prompts and planning 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 attend or complete this session.
- Paper tests include student participation bubbles on the cover. At the end of the testing window, NAPLAN coordinators are required to fill in the relevant participation bubble for all students that did not sit or finish each test. Students should NOT be marked absent on test books until there are no more chances for them to complete a catch-up test.
- Where necessary, 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.
- Where a student has used a device for the writing test, follow the instructions in *Appendix 1: Guidelines for students with a disability or a temporary injury using a device to complete the writing test*.
- Where a student has been approved by their TAA for a writing test scribe, make sure all rules are followed (see Scribe rules at section 6.11 of the *NAPLAN national protocols for test administration* and section 3.3 Preparing for the test).

# 4 Reading test administration

## 4.1 Overview

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

The materials included in the NAPLAN reading magazine (containing reading stimulus texts) 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 the Australian Curriculum, Assessment and Reporting Authority (ACARA).

This test is to be conducted in one session.

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

## 4.2 Time allocation

- Introduction time: approximately 10 minutes
- Test time: 65 minutes

## 4.3 Preparing for the test

- Arrange the room so that students cannot see each other’s work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that might help the students with the test.
- Write a time sequence with start and finish times, including 10-minute intervals, on the board.
- Check that there is a personalised reading test book and a reading magazine for each student, specific to their year level. Under no circumstances should a student complete the test using another student’s personalised test 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 reading test books and magazines to students, making sure that each student has the correct 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.

## 4.4 Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none"><li>• their reading test book (relevant year level)</li><li>• a reading magazine (relevant year level)</li><li>• 2B or HB pencils only</li><li>• an eraser</li><li>• a sharpener</li><li>• a blank sheet of paper for working out.</li></ul>	<ul style="list-style-type: none"><li>• spare 2B/HB pencils, erasers, sharpeners</li><li>• a watch or clock for timing the test</li><li>• a board to display the time sequence</li><li>• a class list</li><li>• spare blank paper</li><li>• this test administration handbook.</li></ul>

## 4.5 Test administration script

Test time: 65 minutes

---

### Step 1 READ ALOUD

Today you will complete the reading test. Check that you have your own reading test book and a reading magazine, a 2B or HB pencil, a sharpener, an eraser and a sheet of blank paper on your desk.

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

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 or magazine until I tell you to.**

---

**Step 2** Allow students time to check they have the appropriate materials.

Hold up the test book.

---

### Step 3 READ ALOUD

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

---

**Step 4** Allow students time to check their details. Check that all students have the correct test book. If there is an error, you must note it and correct it later (refer to section 2.8 for instructions).

Point to the section on the test book where the student is to complete their details.

---

### Step 5 READ ALOUD

Look at this section. Write your first name and last name in the box. Use **all** capital letters.

---

**Step 6** Allow students time to do so and assist students where necessary.

---

### Step 7 READ ALOUD

The reading test has different types of questions to answer.

To show your answers in this test you will have to:

- **shade one** bubble
- **shade more than one** bubble if the question instructs you to

OR

- **write** your answer in the box or boxes provided.

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

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

Are there any questions?

---

---

**Step 8** Answer any questions from the students.

---

**Step 9 READ ALOUD**

You have 65 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.

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. I cannot read or explain the questions or texts to you. I can only read the instructions in the coloured boxes.

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?

---

**Step 10** Answer any questions from the students.

---

**Step 11 READ ALOUD**

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

---

**Step 12** 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 section 2.5 Assisting students).

Make sure that students are writing with a 2B or HB 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.

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.**

DO NOT collect the test books until the end of the test time 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.

---

**Step 13 AFTER 60 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.

---

---

**Step 14 AFTER 65 MINUTES, READ ALOUD**

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

**End of test**

## 4.6 After the test

- Collect all test books, reading magazines and planning 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 attend or complete this session.
- Paper tests include student participation bubbles on the cover. At the end of the testing window, NAPLAN coordinators are required to fill in the relevant participation bubble for all students that did not sit or finish each test. Students should NOT be marked absent on test books until there are no more chances for them to complete a catch-up test.
- Where necessary, 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 Conventions of language test administration

## 5.1 Overview

This is an assessment of a student's ability to independently recognise and use correct Standard Australian English spelling, grammar and punctuation in written contexts.

This test is composed of 2 sections: spelling followed by grammar and punctuation.

This test is to be conducted in one session.

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

## 5.2 Time allocation

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

## 5.3 Preparing for the test

- Arrange the room so that students cannot see each other's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that might help students with the test.
- Write a time sequence with start and finish times, including 10-minute intervals, on the board.
- Check that there is a personalised conventions of language test book for each student specific to their year level. Under no circumstances should a student complete the test using another student's personalised test 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 conventions of language test books to students, making sure that each student has the correct 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.

## 5.4 Materials required

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

## 5.5 Test administration script

Test time: 45 minutes

---

### Step 1 READ ALOUD

Today you will complete the conventions of language test. This is a test of spelling, grammar and punctuation. Check that you have your conventions of language 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 to.

---

**Step 2** Allow students time to check they have the appropriate materials.

Hold up the test book.

---

### Step 3 READ ALOUD

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

---

**Step 4** Allow students time to check their details. Check that all students have the correct test book. If there is an error, you must note it and correct it later (refer to section 2.8 for instructions).

Point to the section on the test book where the student is to complete their details.

---

### Step 5 READ ALOUD

Look at this section. Write your first name and last name in the box. Use **all** capital letters.

---

**Step 6** Allow students time to do so and assist students where necessary.

---

### Step 7 READ ALOUD

The conventions of language test has different types of questions to answer.

To show your answers for the spelling section, you will have to:

- **write** a word in the box provided.

To show your answers for the grammar and punctuation section, you will have to:

- **shade one** bubble

OR

- **shade more** than one bubble if the question instructs you to.

Read and follow the instructions carefully for each question.

Are there any questions?

---

**Step 8** Answer any questions from the students.

---

---

**Step 9 READ ALOUD**

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

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.

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. I cannot read the spelling words or questions to you.

After 15 minutes you should be nearing the end of the spelling questions and be moving on to 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?

---

**Step 10** Answer any questions from the students.

---

**Step 11 READ ALOUD**

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

---

**Step 12** Supervise students closely during the test to make sure they are on task.

Remember, you can help the students by reading the instructions only. **You must not read the test questions or the spelling words** (refer to section 2.5 Assisting students).

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.

Make sure that students are writing with a 2B or HB pencil. 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.

Encourage students who finish early 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.**

DO NOT collect the test books until the end of the test time 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.

---

---

**Step 13 AFTER 15 MINUTES, READ ALOUD**

You should be nearing the end of the spelling questions and be moving on to the grammar and punctuation questions.

---

**Step 14** 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.

---

**Step 15 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.

---

**Step 16 AFTER 45 MINUTES, READ ALOUD**

The conventions of language test is now finished. Please put your pencil down and close your book. Put your working-out page next to your test book.

**End of test**

## 5.6 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 attend or complete this session.
- Paper tests include student participation bubbles on the cover. At the end of the testing window, NAPLAN coordinators are required to fill in the relevant participation bubble for all students that did not sit or finish each test. Students should NOT be marked absent on test books until there are no more chances for them to complete a catch-up test.
- Where necessary, 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 Numeracy test administration

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## 6.1 Overview

This is an assessment of a student's ability to independently apply mathematics knowledge and reasoning in context.

Each student will sit one numeracy test. Please allow a minimum of 80 minutes for this test (see section 6.2 Time allocation below).

The numeracy test has 2 parts:

- Part A – the calculator-allowed section is an assessment of a student's ability in numeracy when using a calculator.
- Part B – the non-calculator section is an assessment of a student's ability in numeracy, including calculation fluency, without the aid of a calculator.

Both parts of the numeracy test are to be conducted in one session.

You are responsible for ensuring that students **do not have access to calculators in Part B of the numeracy test**.

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, or words in italics that relate to a numeric value**. Refer to section 2.5 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.

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

## 6.2 Time allocation

- Introduction time: approximately 10 minutes
- Part A – calculator-allowed test time: 55 minutes
- Brief pause to ensure calculators are not accessible to students\*
- Part B – non-calculator test time: 10 minutes

\* Removing access to calculators should be managed as quickly as possible and with minimal disruption. Students must not leave the room or be given an opportunity to discuss Part A of the test during this time. This time should not be used as a break.

## 6.3 Preparing for the test

- Make sure each student has a calculator (for use in Part A – the calculator-allowed section **only**).
- Determine the most efficient way of managing the short pause to ensure calculators are not accessible during Part B. It is a school decision where the calculators should be placed during Part B; for example, the calculators may be collected or placed on the floor.
- Arrange the room so that students cannot see each other's work or calculators.
- Cover, reverse or remove any word lists, posters, displays or reading materials that might help the students with the test.
- Write a time sequence on the board with start and finish times, including 10-minute intervals for Part A – calculator-allowed, and 5-minute intervals for Part B – non-calculator.

- Check that there is a personalised numeracy test book for each student, specific to their year level. Under no circumstances should a student complete the test using another student’s personalised test book. Please note that the test book is a flip book. It contains 2 parts:
  - Part A – calculator-allowed section at the front of the book where student details are printed
  - Part B – non-calculator section at the back.
- 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 Part A: the calculator-allowed side is facing them, and that each student has the correct 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.
- When administering NAPLAN tests in flip books, it is important that you ensure that students are always focusing on the correct part of the book, and neither reading the questions nor revising their answers from the other part.

## 6.4 Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none"> <li>• their numeracy test book (relevant year level)</li> <li>• a <b>calculator</b> (for Part A – calculator-allowed section <b>only</b>)</li> <li>• 2B or HB pencils only</li> <li>• an eraser</li> <li>• a sharpener</li> <li>• a blank sheet of paper for working out.</li> </ul>	<ul style="list-style-type: none"> <li>• spare calculators (for Part A – calculator-allowed section <b>only</b>)</li> <li>• spare 2B/HB pencils, erasers, sharpeners</li> <li>• a watch or clock for timing the test</li> <li>• a board to display the time sequence</li> <li>• a class list</li> <li>• spare blank paper</li> <li>• this test administration handbook.</li> </ul>

## 6.5 Calculators

In Part A – the calculator-allowed section of the test, students should use the calculator they currently use at school or are most familiar with, where possible. It should be silent, handheld and contain its own power source (battery or solar).

Ensure you have a reserve supply of calculators for students who do not have their own.

The calculator **must not**:

- × be multifunctional
- × have the capacity to communicate wirelessly
- × have an alphabetical keyboard
- × be internet accessible.

You should check to ensure that information that might advantage a student has not been stored on the calculators or in the calculator covers. Instruction booklets or manuals for calculators **must not** be used.

During the test, students **must not** share a calculator with any other student.

Calculators **must not** be accessible to students during Part B – the non-calculator section of this test.

## 6.6 Test administration script

Test time: 65 minutes

### PART A – Calculator-allowed section

#### Step 1 READ ALOUD

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

This test has 2 parts: one where calculator use is allowed and one where calculator use is not allowed. For the first part, you are **allowed** to use a calculator.

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 to.

**Step 2** Allow students time to check they have the appropriate materials.

Hold up the test book.

#### Step 3 READ ALOUD

Look at **Part A: the calculator-allowed side** of your test book. Check that this is **your** test book and that **your** details on the front cover are correct.

**Step 4** Allow students time to check their details. Check that all students have the correct test book. If there is an error, you must note it and correct it later (refer to section 2.8 for instructions).

Point to the section on the test book where the student is to complete their details.

#### Step 5 READ ALOUD

Look at this section. Write your first name and last name in the box. Use **all** capital letters.

**Step 6** Allow students time to do so and assist students where necessary.

#### Step 7 READ ALOUD

The numeracy test has different types of questions to answer.

To show your answers in this test you will have to:

- **shade one** bubble
- **shade more** than one bubble if the question instructs you to

OR

- **write** your answer in the box or boxes provided.

Read and follow the instructions carefully for each question.

Do you have any questions?

---

**Step 8** Answer any questions from the students.

---

**Step 9 READ ALOUD**

You have 55 minutes to complete Part A, the calculator-allowed section of the 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.

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. I can read parts of the questions to you, but I cannot explain them.

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 to finish Part A.

You **must stop** at the end of Part A. **Do not open Part B** until instructed.

Are there any questions?

---

**Step 10** Answer any questions from the students.

---

**Step 11 READ ALOUD**

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

---

**Step 12** Supervise students closely to make sure they are on task. Ensure students are not turning to Part B – the non-calculator section of the test. **The borders of the test books have been shaded differently to assist you with this supervision.**

Remember that during the numeracy test, you **MAY**:

- read any words in a question other than those in italics that relate to a numeric value
- read any numbers or symbols embedded within text, **but you must not read any numbers or symbols that are not embedded within text.**

Refer to section 2.5 Assisting students for details and examples.

Make sure that students are writing with a 2B or HB pencil. 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.**

They **MAY NOT** start Part B of this test book.

**Do not** remove access to calculators until the end of the Part A test time as this may be disruptive to other students. If a whole class finishes Part A before the allocated time, you may use discretion in managing the testing environment and transition to Part B.

---

---

**Step 13 AFTER 50 MINUTES, READ ALOUD**

You have 5 minutes left to finish Part A – the calculator-allowed section of the test. If you have already finished, use this time to check that you have answered all the questions.

Do not open your test book to Part B yet.

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

---

**Step 14 AFTER 55 MINUTES, READ ALOUD**

The calculator-allowed section of the numeracy test is now finished. Put your pencil down and close your book. Please sit quietly while we prepare for Part B.

Next you will do Part B – the non-calculator section of the numeracy test. In Part B you **cannot** use a calculator.

---

**PART B – Non-calculator section**

**Step 15** In preparation for Part B of the numeracy test, make sure that students **do not** have access to their calculators. This may be managed as decided by the school or at your discretion; for example, calculators may be collected or switched off and placed on the floor. Removing access to calculators should be managed as quickly as possible and with minimal disruption. Students must not leave the room or be given an opportunity to discuss Part A of the test during this time.

---

**Step 16 READ ALOUD**

Now you will do the second section of the numeracy test – Part B. In Part B you **cannot** use a calculator. Do not open your test book until I tell you.

Turn your test book over to **Part B – the non-calculator side**. Write your first name and last name in the space provided. Use **all** capital letters.

---

**Step 17** Show students where to write their names and allow them time to do so.

---

**Step 18** You will now complete Part B, the non-calculator section of your test. You will have 10 minutes to complete this section.

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

You **must not** go back to Part A of the test book.

I will mark the time off on the board and will tell you when to finish.

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

---

---

**Step 19** Supervise students closely to make sure they are on task.

Ensure that students are not using calculators and not returning to Part A – the calculator-allowed section of the test.

Remember that during the numeracy test, you MAY:

- read any words in a question other than those in italics that relate to a numeric value
- read any numbers or symbols embedded within text, but you **must not read any numbers or symbols that are not embedded within text.**

Refer to section 2.5 Assisting students.

Make sure that students are writing with a 2B or HB pencil. 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.**

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.

Ensure that students do not return to work on Part A – the calculator-allowed section of this test.

---

**Step 20 AFTER 10 MINUTES, READ ALOUD**

The non-calculator section of the test is now finished. Please put your pencil down and close your book. Put your working-out page next to your test book.

**End of test**

## 6.7 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 attend or complete this session.
- Paper tests include student participation bubbles on the cover. At the end of the testing window, NAPLAN coordinators are required to fill in the relevant participation bubble for all students that did not sit or finish each test. Students should NOT be marked absent on test books until there are no more chances for them to complete a catch-up test.
- Where necessary, 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.

# Appendix 1: Guidelines for students with a disability or a temporary injury using a device to complete the writing test

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 national protocols for test administration* (section 6) for more information.

	Guidelines
Maximum word limit*	<p>Years 3 and 5: <b>700 words</b></p> <p>Years 7 and 9: <b>900 words</b></p> <p>(length of computer text equivalent to 3 pages of handwriting)</p> <p>*<b>Maximum</b> word limit is determined by ACARA.</p>
Font	<p>Students should use an appropriate font (such as Arial or Times New Roman) and font size, as would be used in normal classroom work. When scanned, the response should be able to be easily read by the marker.</p>
Conditions	<p>The temporary injury must be to the hand or arm the student usually writes with and must prevent the student writing with that hand.</p> <p>Where required due to a disability, the student must regularly use a computer as part of their usual disability adjustments for classroom assessment.</p> <p>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.</p> <p>Extra time may be used by the student at the discretion of the teacher, depending on the student's familiarity using a keyboard with their non-writing arm.</p>
After the test	<p>The test administrator should save identifying student information to the bottom left-hand footer so it appears on every page of the completed test response, including:</p> <ul style="list-style-type: none"> <li>• student name (their legal name, as registered with the TAA)</li> <li>• year level</li> <li>• school</li> <li>• date of birth and/or unique student identification number.</li> </ul> <p>Then:</p> <ol style="list-style-type: none"> <li>1. Save the completed test to the desktop as a backup.</li> <li>2. Print a copy of the completed test from the desktop.</li> <li>3. Delete the file from the desktop and the device's recycling bin.</li> <li>4. Attach the printout with clear tape to the inside of the student's personalised book, ensuring it fits within the border of the lined page.</li> <li>5. Return in the packaging with other students' tests.</li> <li>6. Follow any other procedures as requested by the TAA.</li> </ol>







