



2025 NAPLAN

# Years 3 & 5

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.

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

Wednesday 12 March Official test date	Thursday 13 March Official test date	Friday 14 March Official test date	Monday 17 March
<b>Conventions of language</b>	<b>Reading</b>	<b>Numeracy</b>	
<b>Writing</b>	<i>catch-up tests permitted</i>	<i>catch-up tests permitted</i>	<i>catch-up tests permitted</i>

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.

Conventions of language	Writing	Reading	Numeracy
Year 3: 45 min	Year 3: 40 min	Year 3: 45 min	Year 3: 45 min
Year 5: 45 min	Year 5: 40 min	Year 5: 50 min	Year 5: 50 min

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 (12–14 March 2025). 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 one or more of the tests, arrangements should be made for those students to sit catch-up tests on either the afternoon of the test days or on Monday 17 March. Students absent for the 3 test days should not be expected to complete all tests on Monday 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.

## 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.

## 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 – see below)
- ✓ 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 above prohibitions across all tests, the following test-specific prohibitions also apply:

	You MUST NOT:
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>
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>
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 style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <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 style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <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 style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <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.	<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 style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <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 </p> <p> <input type="radio"/> 68 </p> <p> <input type="radio"/> 6008 </p> <p> <input type="radio"/> 618 </p> <p> <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:

---

### Step 1 READ ALOUD

Today you will complete a writing test.

---

## 2.7 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.

## 2.8 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.

## 2.9 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 white out. 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.

## 2.10 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, must be used.

## 3 Conventions of language test administration

### 3.1 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.

Students must be given a break of at least 20 minutes between the conventions of language and the writing tests.

This test is to be conducted in one session.

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

### 3.2 Time allocation

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

### 3.4 Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none"><li>• their conventions of language/writing 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 demonstrate practice questions and display time sequence</li><li>• a class list</li><li>• spare blank paper</li><li>• this test administration handbook.</li></ul>

## 3.5 Test administration script

Test time: 45 minutes

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### 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 2.9 for instructions).

Point to the "Student to complete" section on the test book.

---

### Step 5 READ ALOUD

Look at the box where it says "Student to complete". 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

Turn to page 2 of your test book.

The conventions of language 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.

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**Step 8** Give students time to locate the practice questions.

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

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**Step 9 READ ALOUD**

Look at practice question 1. To answer some questions, you have to write the correct answer inside a box. 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.

---

**Step 10** Give students time to write the word.

---

**Step 11 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.

---

**Step 12** 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.

---

**Step 13 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.

---

**Step 14** Demonstrate on the board how to write the word in the box.

Give students time to write the word.

---

**Step 15 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.

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**Step 16** Give the students time to correct any errors.

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**Step 17 READ ALOUD**

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.

---

**Step 18** Give students time to shade a bubble.

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**Step 19 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.

---

**Step 20** Give students time to correct any errors.

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**Step 21 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.

**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.

---

**Step 22** Give students time to shade the bubbles.

---

**Step 23 READ ALOUD**

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

---

**Step 24** Give students time to correct any errors.

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**Step 25 READ ALOUD**

We have now finished the practice questions.

Put down your pencil and close your test book. **Do not open it until I tell you to.**

Do you have any questions?

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**Step 26** Answer any questions from the students.

---

**Step 27 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?

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**Step 28** Answer any questions from the students.

---

**Step 29 READ ALOUD**

Open your test book to page 3. You may start now.

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**Step 30** 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 31 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 32** 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 33 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.

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**Step 34 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.

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**End of test**

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## 3.6 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.

## 4 Writing test administration

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### 4.1 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.

Students must be given a break of at least 20 minutes between the conventions of language and the writing tests.

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: 40 minutes. It is suggested that this is made up of:
  - planning: 5 minutes
  - writing: 30 minutes
  - editing: 5 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 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 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 (prompt) 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.
- Ensure you are aware of any disability adjustments provided to the students in your session and how to manage them.

#### 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	<p>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.</p> <p>Except <b>as and where dictated by the student</b>, the scribe must type:</p> <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> <p>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.</p>
Step 4	Administer spelling test	<p><b>A spelling test must be performed before the student can be given the scribed text to proofread and edit.</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Step 5	Editing time	<p>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.</p> <p>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.</p> <p>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.</p>

## 4.4 Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none"><li>• their conventions of language/writing test book (relevant year level)</li><li>• the coloured, single-sided YEAR 3 AND YEAR 5 writing stimulus (prompt) page</li><li>• 2B or HB pencils only</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.

## 4.5 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 4.3

---

### Step 1 READ ALOUD

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

On your writing prompt 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.

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 2.9 for instructions).

Point to the "Student to complete" section on the test book.

---

### Step 5 READ ALOUD

Look at the box where it says "Student to complete". 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**

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

---

**Step 8** Hold up a copy of the YEAR 3 AND YEAR 5 writing prompt page for students to see.

---

**Step 9 READ ALOUD**

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

The prompt 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.

---

**Step 10** Point to the information you are going to read. Read **everything** on the YEAR 3 AND YEAR 5 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:

---

**Step 11 READ ALOUD**

You have 40 minutes to complete this test.

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.

You can use your blank sheet of paper to plan. You can draw a diagram to plan, or you can write down main ideas or key words. 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.

The prompt page has words or pictures to help you think about what to write. You may use your own ideas **as long as you write about the topic on the prompt.**

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

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

Are there any questions?

---

**Step 12** Answer any questions from the students.

---

---

**Step 13 READ ALOUD**

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.

I will mark off time on the board.

I will tell you when the 5 minutes suggested planning time has ended. I will also tell you 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 now.

---

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

5 minutes planning time is over.

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

---

**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.

---

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

You have 10 minutes left for this test. Try to complete your text in the next 5 minutes so that you have 5 minutes to check and edit your writing. If you have already finished, use this time to check your work.

---

---

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

You have 5 minutes left to finish the test. 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. You can edit your work by adding or changing words or sentences. You can correct 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.

---

**Step 18** 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.

---

**Step 19 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 prompt pages next to your test book.

**End of test**

## 4.6 After the test

- Collect all materials, 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 computer for the writing test, follow the instructions in Appendix 1 'Guidelines for students with a disability or 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 4.3 *Preparing for the test* of this handbook).

# 5 Reading test administration

## 5.1 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 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.**

## 5.2 Time allocation

- Introduction time: approximately 10 minutes
- Year 3 test time: 45 minutes
- Year 5 test time: 50 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 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.

## 5.4 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 demonstrate practice questions and display 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 (Year 3), 50 minutes (Year 5)

### YEAR 3 AND 5

#### 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 2.9 for instructions).  
Point to the "Student to complete" section on the test book.

#### Step 5 READ ALOUD

Look at the box where it says "Student to complete". 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

Turn your test book and magazine over so you are looking at the back covers of both.

The reading 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.

**Step 8** Give students time to locate the practice questions.  
Practice questions do not contribute to a student's score on the assessment.

---

## Practice questions are different for Year 3 and Year 5.

For Year 3, use the script below, from step 9. For Year 5, use the script beginning on page 24, from step 9a.

Follow instructions in blue boxes.

### Year 3 practice questions ONLY

---

#### Step 9 READ ALOUD

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.

---

**Step 10** Give students time to read "Sara's early morning".

---

#### Step 11 READ ALOUD

Look at practice question 1. In this question, you have to shade the bubble next to the correct answer.

Follow the words while I read the question.

**P1** What did Sara plan to do on Saturday morning?

- homework
- play football
- go horseriding
- make breakfast

Make sure you shade the bubble completely.

---

**Step 12** Give students time to shade a bubble.

---

#### Step 13 READ ALOUD

**Play football** is the correct answer. You should have shaded the second bubble. If you did not shade this bubble, erase your answer completely and shade the correct bubble now.

---

**Step 14** Give students time to completely erase and correct any errors.

---



---

**Step 15**    **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.

---

**Step 16**    Give students time to write their answers.

---

**Step 17**    **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.

---

**Step 18**    Give students time to completely erase and correct any errors.

---

**Step 19**    **READ ALOUD**

Look at practice question 3. In this question you must shade one bubble in each row.  
Follow the words while I read the question.

**P3** 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"/>

Shade one bubble in each row now.

---

**Step 20**    Give students time to shade one bubble in each row.

---

---

**Step 21**    **READ ALOUD**

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.

---

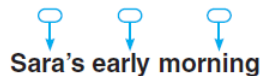
**Step 22**    Give students time to completely erase and correct any errors.

---

**Step 23**    **READ ALOUD**

Look at practice question 4. In this question you have to shade the bubble above one word. Follow the words while I read the question.

**P4** Which **word** tells us who this story is about?

  
Sara's early morning

Make sure you shade the bubble completely.

---

**Step 24**    Give students time to shade a bubble.

---

**Step 25**    **READ ALOUD**

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

---

**Step 26**    Give students time to completely erase and correct any errors.

---

**Year 5 practice questions ONLY**

---

**Step 9a**    **READ ALOUD**

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.

---

**Step 10a**    Give students time to read "Sara's early morning".

---

---

**Step 11a**    **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.

---

**Step 12a**    Give students time to shade two bubbles.

---

**Step 13a**    **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.

---

**Step 14a**    Give students time to completely erase and correct any errors.

---

**Step 15a**    **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.

---

**Step 16a**    Give students time to shade one bubble in each row.

---

**Step 17a READ ALOUD**

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.

**Step 18a** Give students time to completely erase and correct any errors.

**Step 19a 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.

**Step 20a** Give students time to shade a bubble.

**Step 21a 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.

**Step 22a** Give students time to completely erase and correct any errors.

**Step 23a 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

Make sure you shade the bubble completely.

---

**Step 24a** Give students time to shade a bubble.

---

**Step 25a** **READ ALOUD**

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.

---

**Step 26a** Give students time to completely erase and correct any errors.

---

## YEARS 3 AND 5

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**Step 27** **READ ALOUD**

Remember to 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 until I tell you to.**

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?

---

**Step 28** Answer any questions from the students.

---

**Step 29** **READ ALOUD**

**Year 3:** You have 45 minutes to complete this test.

**Year 5:** You have 50 minutes to complete this test.

**All:** 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 30** Answer any questions from the students.

---

**Step 31** **READ ALOUD**

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

---

**Step 32**

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 33** **Year 3: After 40 minutes, READ ALOUD**

**Year 5: 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.

---

**Step 34** **Year 3: After 45 minutes, READ ALOUD**

**Year 5: After 50 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**

---

## 5.6 After the test

- Collect all test books, reading magazines 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 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.

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 numeric values**. 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.

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.**

## 6.2 Time allocation

- Introduction time: approximately 10 minutes
- Year 3 test time: 45 minutes
- Year 5 test time: 50 minutes

## 6.3 Preparing for the test

- 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 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 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.
- 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.
- Ensure you are aware of any disability adjustments provided to the students in your session and how to manage them.

## 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>• 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 demonstrate practice questions and display time sequence</li><li>• a class list</li><li>• spare blank paper</li><li>• this test administration handbook.</li></ul>

## 6.5 Test administration script

Test time: 45 minutes (Year 3), 50 minutes (Year 5)

---

### 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.

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 2.9 for instructions).

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

---

### Step 5 READ ALOUD

Look at the box where it says “Student to complete”. 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.

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**Step 7 READ ALOUD**

Turn your test book to the back page.

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.

---

**Step 8** Give students time to locate the practice questions.

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


---

**Step 9 READ ALOUD**

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.

---

**Step 10** Demonstrate the correct way to shade a bubble. Give students time to answer the question.**Step 11 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.

---

**Step 12** Give students time to correct any errors.**Step 13 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.

$6 + 4 =$

Write your answer as a number, not a word.

---

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**Step 14** Demonstrate the correct way to write the answer in the box.

Give students time to answer the question.

Check that students are using digits rather than words.

---

**Step 15 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.

---

**Step 16** Give students time to correct any errors.


---

**Step 17 READ ALOUD**

Look at practice question 3. In this question you must 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 pattern. Below each pizza is a small blue bubble. The pizzas are: 1. Cut diagonally from the top-left to the bottom-right. 2. Cut horizontally. 3. Cut vertically. 4. Cut vertically and diagonally from the top-left to the bottom-right. 5. Cut diagonally from the top-right to the bottom-left.

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

---

**Step 18** Give students time to shade two bubbles.

---

**Step 19 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.

---

**Step 20** Give students time to correct any errors.

---

**Step 21 READ ALOUD**

That is the end of the practice questions.

Put down your pencil and turn your test book over to the front. **Do not open it yet until I tell you to.**

Do you have any questions?

---

**Step 22** Answer any questions from the students.

---

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**Step 23 READ ALOUD**

**Year 3:** You have 45 minutes to complete this test.

**Year 5:** You have 50 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 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.

Are there any questions?

---

**Step 24** Answer any questions from the students.

---

**Step 25 READ ALOUD**

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

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**Step 26** Supervise students closely to make sure they are on task.

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.**

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 27 Year 3: After 40 minutes, READ ALOUD**

**Year 5: 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.

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**Step 28 Year 3: After 45 minutes, READ ALOUD**

**Year 5: After 50 minutes, READ ALOUD**

The numeracy 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**

## 6.6 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.

# 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>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 the test administrator should:</p> <ul style="list-style-type: none"> <li>○ Save the completed test to the desktop as a backup.</li> <li>○ Print a copy of the completed test from the desktop.</li> <li>○ Delete the file from the desktop and the device's recycling bin.</li> <li>○ 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>○ Return in the packaging with other students' tests.</li> <li>○ Follow any other procedures as requested by the TAA.</li> </ul>





