Preparation for NAPLAN Online 2018

# Slide 1: Preparation for NAPLAN Online January 2018

Welcome to the presentation, Preparation for NAPLAN Online. The intended audience for this presentation is School principals and NAPLAN coordinators. My name is Marian Thomson. I am a principal consultant with the K–10 testing team. Our team that is managed by Marilyn McKee acts as the test administration authority in Western Australia. Since 2016, one of my roles has been to provide training for NAPLAN Online and the use of the NAPLAN Online platform.

# Slide 2: Term 1

In Term 1 preparation for NAPLAN needs to be started before you have access to the NAPLAN Online platform. NAPLAN Online Update 1 was sent to all known contacts ready for the start of Term 1. If you would like any other staff members added to the contact list please email us @naplanonline. Attached to Update 1 were the forms to apply for alternative test formats, disability adjustments, exemptions, withdrawals and a Term 1 schedule. The schedule will help you to ensure that all tasks related to the preparation for NAPLAN Online have been completed.

In Term 1 your students can start to use the public demonstration site to become familiar with NAPLAN Online. The purpose of the site is to familiarise students with the type of items they will see when doing NAPLAN Online and the related functionalities.

This is a public site that can be accessed by anyone, including interested parents.

You can start to inform your parents that your school will be involved in NAPLAN Online in 2018. A pre-test mail-out is planned to arrive in schools late February. This package will contain the Handbook for principals, Parent information brochures and the test administration handbooks. The dates and contents of this mail out are subject to change and we will notify you via the NAPLAN Online updates if any changes are made.

# Slide 3: Paper tests and the Pearson Registration Website

We will be providing schools with paper back up materials as a contingency measure and to enable the Year 3 students to continue to do writing on paper. To enable the test book to be overprinted with student details you will still be required to go to the Pearson Registration Website. The registration site will open on the 19th of February and close on the 2nd of March. Log in details for this website will be sent to you in February. Based on the information from the Pearson website, paper test books and stimulus materials will be printed ready to be delivered to your school in the week before NAPLAN. With the exception of Year 3 Writing materials, which will be packed at the top of box 1, these test papers must remain in their tamper evident bags and may only be opened with our approval. After checking that you have received the correct number of packages, they must be stored securely until the end of the security period which is the 1st of June. After the 1st of June you may use them for in school purposes once you have removed any identifying information.

Should approval to revert to paper be given before NAPLAN starts, you must revert to following the protocols for paper testing and adhere to the paper testing timetable.

# Slide 4: Alternative test formats

All requests for alternative test formats should be sent to us by the 16th of February. You should request alternative test formats for all students that may require them in the event that your school needs to revert to paper testing. It may also be decided that some students with a disability will still need to use a paper test instead of the online format. The student’s visiting teacher should be able to assist you with deciding on the best approach for the student. For more information you can contact us or the appropriate School of Special Educational Needs.

Any Alternative tests ordered will be mailed out as a separate package and will also need to be kept secure until the 1st of June.

# Slide 5: Exemption and withdrawal process

The process for Exemptions and withdrawals will not be fully functional on the platform this year and we hope to get this improved in future years. To allow for the fact that we cannot approve exemptions and withdrawals using the platform, the following process has been put in place. Please only completed the forms sent with NAPLAN Online Update 1. Do not use the forms available on the Pearson registration website as they are for paper testing schools only. Once completed the forms should be emailed as directed on the top of each form. Exemptions need to be sent to the approving officer for your sector. Withdrawals need to be sent directly to us. Receipt of forms will not be acknowledged and schools will only be contacted if further information is required or if the application is refused. Once the NAPLAN Online platform is available, our staff will update the platform with the student’s appropriate participation status website when applications are approved. We ask that you do not change the student’s participation status on the NAPLAN Online platform to exempt or withdrawn. Once you see the changed status on the platform you will know that the application has been approved.

Parents of withdrawn students may change their mind and ask that the student participates. In these cases, the status can be changed back to ‘open’ which will result in the platform generating the test the students require. Principals and NAPLAN coordinators have the ability to do this.

# Slide 6: Adjustments for disability

The *Handbook for Principals* contains all the information about the disability adjustments available. Handbooks for principals will be mailed out to you however if you need to access the information before receiving your hard copies, electronic copies can be obtained from the School Curriculum and Standards Authority website.

In the online environment there are many adjustments for disability available. All adjustments have a Disability Adjustment Code that needs to be registered on the platform. Many of the adjustments are the same as paper testing. These are extra time, support person, use of a scribe, rest breaks and the use of assistive technology. In addition there are new adjustments that only relate to online testing. The online tests have been designed to allow for the adjustment of items for students with disability. The three types of adjustments are audio adjustments, visual adjustments and motor assistive adjustments. Some students will require combinations of these adjustments. Using the public demonstration site and the training environment, it is possible to assess the usefulness of the adjustments and the compatibility of assistive technologies.

The accessible interaction test on the public demonstration site provides schools with examples of adjustments that are made by applying different codes.

Some students may regularly use assistive technology or alter the colour and contrast on the display of their device. This can also be done for NAPLAN Online, however students would need to work outside the locked down browser.

Keep in mind that these adjustments are only available for students with documented disabilities. Your student’s visiting teacher will be able to help you determine which adjustments are most appropriate.

# Slide 7: Disability Adjustment Form

The NAPLAN coordinator is responsible for seeking approval for some of the Disability Adjustments. The form to apply for these adjustments was supplied with NAPAN Online Update 1 and should be lodged by the 13th of April. As in the past with paper testing, a scribe for Writing requires our approval. Remember that this adjustment is only available for students who always use a scribe for written schoolwork. Adjustments that require the tests to be done without the use of the locked-down browser also require our approval. These are colour contrast modification and the use of assistive technology. Students working without the locked-down browser will need to use an alternative website address. We will provide this to you following approval. The addition of extra time for students with a disability does not require our approval unless the required time is double the total test time. All other adjustments do not require our approval, but require you to keep records at the school.

The NAPLAN coordinator is responsible for adding and updating Disability Adjustment Codes on the platform for each student with the exception of adjustments that require our approval. For those adjustments our staff will update the platform once the application is approved.

# Slide 8: Scheduling

When planning for NAPLAN Online in 2018 it is important to note that the order in which you must schedule the tests has changed and that the test window has been extended to nine days. Conventions of language is no longer the first test. For NAPLAN Online the writing test must be scheduled to be completed by all class groups within the first two days. On the completion of writing, the test sequence must be followed which is reading, conventions of language and numeracy, with all groups scheduled to complete the test by the 25th of May. Test sessions may be scheduled both in the morning and the afternoon. Where there is more than one test scheduled for the same students for any day, the order in the schedule must be adhered to, with the exception of students sitting catch-up tests. A minimum of 20 minutes break must be provided between each test session. We would encourage you to plan to work through the schedule as quickly as possible to allow time for any rescheduling if needed. Large schools will need to aim to complete a testing domain every two days.

All classes in all year levels must complete the tests in a domain before the tests for the next domain commence. For example, all classes in a school, including rescheduled classes, must complete writing before any students in the school are able to commence reading. However, reading sessions may commence concurrently to the final writing sessions.

Year 3 students must sit the paper writing test on the morning of Tuesday the 15th of May. Year 3 writing tests should be returned to Pearson’s for marking as soon as possible after the 15th of May and no later than Friday the 18th of May.

# Slide 9: Catch-up tests

Catch-up tests can be given to students who were absent from a test. Catch-up sessions are not to be given to students who refused to do the test or who abandoned a test due to illness or injury. Catch-up tests can be sat at any time during the nine day testing window. The school community must be aware of the school’s planned testing schedule and opportunities for catch-up sessions in advance. If your school is not able to provide catch-up sessions for the full nine days, this should be communicated as soon as possible.

Catch-up tests for individual students can be taken in any order. However, if possible, administer catch-up sessions for writing first and administer the Reading test before the Conventions of language test. The Reading score will determine the student’s Grammar and punctuation pathway. If the Reading is not completed before the Conventions of language, the student will be assigned the mainstream pathway for Grammar and Punctuation. Catch-up sessions can accommodate students doing different tests from different year levels at one time. However, schools must ensure that the correct test scripts are read for each different test.

Rescheduling tests for whole classes is a different matter. Rescheduling for whole classes must strictly follow the test sequence.

Finally, a reminder that setting a student’s participation status to ‘absent’ blocks all further access by the student to the test and they will not be able to do a catch-up test. Therefore, it is imperative that a student’s test participation status is not set to absent until the end of the testing window.

# Slide 10: Prepare

The points in this slide are taken directly from the *Handbook for Principals* and are a reminder of all the tasks that will need to be considered in the lead up to May 2018. Training the test administrators is an important task that we have left in your hands. We hope that your experiences with the trials has left you confident to do this. However, refresher training sessions on the use of the platform will be provided.

The next slide gives information on the training environment that will assist you with this task. Another important task is to ensure that all the devices to be used have the latest version of the locked down browser installed and have passed the technical readiness checks. The other tasks are about setting up rooms and having procedures in place are not significantly different from what you have done in the past to set up for NAPLAN paper testing.

# Slide 11: Online training environment

The training environment is available for you to familiarise yourself and staff with the platform. Every school has a set of login details that will be emailed to you along with the instructions for accessing this part of the platform. The important things to remember are that the training environment is completely separate from any production environment and can only be accessed via the generic logins sent to you and using the generic login card with the green border. You should not try and invite users to this environment. The training environment only contains dummy student information and should not be used for any real student information. Once you have gained access to the training environment you will need to progress the training school to the delivering phase to be able to set up for demonstration test sessions.

# Slide 12: Contacts

That concludes this presentation. Another training session will be available soon that will look more closely at the NAPLAN Online platform.

If you have any questions or concerns following this presentation or at any time in the future please call the NAPLAN Online help desk on 9442 9442 or send an email to [naplanonline@scsa.wa.edu.au](mailto:naplanonline@scsa.wa.edu.au). If you have any concerns regarding the disability adjustments available please talk to the student’s visiting teacher or contact the appropriate School of Special Educational Needs.

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