

Test administration
handbook for teachers

Years 7 & 9

2018



TABLE OF CONTENTS

1.	INTRODUCTION	1
1.1	Test schedule	1
1.2	Catch-up sessions	2
1.3	Reading the test administration script	2
2.	BEFORE THE TEST	3
2.1	Preparing the classroom	3
2.2	Materials required	3
3.	DURING THE TEST	4
3.1	Administrators' responsibilities	4
3.2	Student details	4
3.3	Administering the tests	5
3.4	Assisting students	5
3.5	Recording student participation and adjustments for disability	7
4.	AFTER THE TEST	9
4.1	Administrators' responsibilities	9
5.	YEAR 7 TEST ADMINISTRATION SCRIPTS	10
5.1	Year 7 Language Conventions test - TUESDAY 15 MAY 2018	10
5.2	Year 7 Writing test - TUESDAY 15 MAY 2018	14
5.3	Year 7 Reading test - WEDNESDAY 16 MAY 2018	18
5.4	Year 7 Numeracy test - THURSDAY 17 MAY 2018	21
6.	YEAR 9 TEST ADMINISTRATION SCRIPTS	26
6.1	Year 9 Language Conventions test - TUESDAY 15 MAY 2018	26
6.2	Year 9 Writing test - TUESDAY 15 MAY 2018	30
6.3	Year 9 Reading test - WEDNESDAY 16 MAY 2018	34
6.4	Year 9 Numeracy test - THURSDAY 17 MAY 2018	37
APPENDIX 1:	GUIDELINES FOR THE USE OF A COMPUTER BY STUDENTS WITH A TEMPORARY INJURY PARTICIPATING IN THE WRITING TEST	42

1. INTRODUCTION

Thank you for administering the 2018 National Assessment Program - Literacy and Numeracy (NAPLAN). This handbook provides you with all the instructions you need to administer the tests.

Your role in the administration of the tests is critical. It is important that you are very familiar with all procedures in this handbook. Standardised administration of the tests contributes significantly to the fairness and reliability of the assessment tasks. It is important that a positive and calm atmosphere is maintained throughout the test sessions and that these administration instructions are followed carefully.

Test administrators are required to follow the student instructions exactly as provided in this handbook, so that all students across Australia receive the same test instructions.

Please read this introduction and relevant sections before the allocated test periods.

1.1 Test schedule

The tests are scheduled for the days and times shown in the table below. All schools across Australia are required to complete the tests on these days.

Where more than one test is scheduled on one day, a minimum 20-minute break should be provided between the two sessions.

Test days for Years 7 and 9

Monday 14 May	Tuesday 15 May Official test date	Wednesday 16 May Official test date	Thursday 17 May Official test date	Friday 18 May
	1. Language Conventions Yr 7: 45 min Yr 9: 45 min 2. Writing Yr 7: 40 min Yr 9: 40 min <i>catch-up tests permitted</i>	3. Reading Yr 7: 65 min Yr 9: 65 min <i>catch-up tests permitted</i>	4. Numeracy Yr 7: Part A (calculator): 50 min Part B (non-calc): 10 min Yr 9: Part A (calculator): 50 min Part B (non-calc): 10 min <i>catch-up tests permitted</i>	<i>catch-up tests permitted</i>
Monday 21 May	Tuesday 22 May	Wednesday 23 May	Thursday 24 May	Friday 25 May
Test security must be maintained.				
Monday 28 May	Tuesday 29 May	Wednesday 30 May	Thursday 31 May	Friday 1 June
Test security must be maintained.				

Please note that the security period is in place for three weeks and that all tests must remain secure until 1 June 2018.

The total time and prescribed test time for each of the assessments are shown in the table below. The total time for each assessment includes 10 minutes introduction time for distributing test materials and giving instructions. The introduction time is approximate and some classes may require longer.

Time allowed for each test (in minutes)

Year	Language Conventions		Writing		Reading		Numeracy	
	Total time	Test time	Total time	Test time	Total time	Test time	Total time	Test time
7	55	45	50	40	75	65	75	Part A 50
9	55	45	50	40	75	65		Part B 10

Test administrators must NOT allow any additional test time (excluding adjustments for disability).

1.2 Catch-up sessions

It is very important that a high level of student participation in NAPLAN is achieved. Every effort should be made to ensure that all eligible students are assessed during the test days, 15 – 17 May 2018.

Where students are absent for one or more of the tests, arrangements should be made for those students to sit the tests on either the afternoon of the test days or on Friday 18 May. Students absent for the three test days should not be expected to complete all tests on Friday 18 May. They should be marked 'absent' for the tests they are unable to complete.

Catch-up sessions for individual students cannot be conducted before the scheduled test days or after 18 May.

The same administration procedures must be followed in the catch-up sessions as for the main test sessions. Every care should be taken to ensure that the test conditions are the same and that these students do not have an unfair advantage.

Please record the details of each catch-up session on the *Test participation and summary report*.

1.3 Reading the test administration script

To ensure that all tests are conducted throughout Australia in the same manner, test administrators **MUST READ ALOUD** to students all instructions in shaded boxes like the one below. Test administrators **MUST NOT** vary this procedure.

READ ALOUD

During the test sessions, ALL instructions are to be followed.

The test administration scripts begin on page 10 for Year 7 and page 26 for Year 9. The Year 7 scripts have a yellow stripe down the side. The Year 9 scripts have a red stripe.

2. BEFORE THE TEST

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

- determine where the test sessions will be held
- determine the duration and organisation of breaks
- discuss organisational procedures required during the tests
- review the handling of emergencies and problem situations
- explain the organisational arrangements for non-participating students
- establish the procedures to be undertaken when the test is administered by a casual or relief teacher
- discuss arrangements for students granted adjustments for disability.

See Section 6 on pages 12 – 20 of the 2018 Handbook for principals for more information on adjustments for disability.

2.1 Preparing the classroom

- Create the best possible test conditions for students by arranging the desks to minimise opportunities for students to see other students' work.
- Remove or cover any charts and teaching materials, including, but not limited to multiplication tables, writing charts and spelling lists, that might help students to answer questions or assist with the Writing test.
- Ensure the following items are **not** available to students during the tests as they will interfere with the validity of the tests or the scanning of the books:
 - ✗ dictionaries/thesauruses/reading books
 - ✗ correction fluid/tape
 - ✗ coloured pencils, HB pencils, mechanical pencils or pens (writing excluded)
 - ✗ felt pens
 - ✗ highlighters
 - ✗ rulers
 - ✗ glue/staples
 - ✗ reusable adhesive
 - ✗ mobile phones
 - ✗ smartwatches, iPads and other devices, including Bluetooth devices
 - ✗ calculators (except for the Numeracy Part A only).
- On the board write a time sequence in 10-minute intervals, showing start and finish times.

2.2 Materials required

- Collect a copy of the *Test participation and summary report* from the NAPLAN coordinator. This report can be downloaded from the *Student Registration and Participation Website*.
- On the morning of each test, collect all required test materials for that day from the principal or NAPLAN coordinator.
- Ensure that you have the following:
 - the personalised test book for each individual student for the specific test session
 - additional non-personalised test books
 - the relevant stimulus materials (Reading magazine and Writing stimulus page)
 - blank paper for planning in the Writing assessment and working out in the Numeracy and Language Conventions assessment
 - spare 2B pencils, sharpeners, erasers and calculators (for Numeracy Part A only)
 - spare blank paper.

3. DURING THE TEST

3.1 Administrators' responsibilities

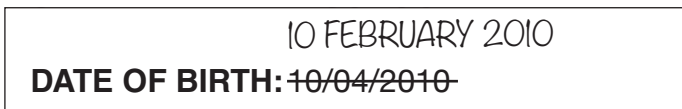
As administrator you are responsible for administering the test sessions according to the specific instructions and scripts prescribed in this handbook. When supervising the tests, you must:

- deliver the instructions accurately
- encourage student participation
- actively monitor student conduct, i.e. walk around the room and check that students are not talking or collaborating.

3.2 Student details

Each student should be provided with personalised test books on which their details are overprinted. **Under no circumstances is a student to use another student's personalised test book.**

Ensure that students check the front cover of their own books and fill in their names in the boxes provided. If there is an error in the overprinted details on the personalised test books, the test administrator should rule a single line through the incorrect information and print the correct details neatly beside with a **2B** pencil. Correction fluid/tape must not be used.



If there are any doubts about the accuracy of the overprinted details, do not make any changes.

For **new students**, or those who **have not been allocated personalised books**, use one of the additional non-personalised test books provided with the test materials. Fill in the student's details on the cover using a **2B** pencil.

For students **visiting** the school to complete the tests, ensure that the name of the school the student usually attends and the state or territory are written on the test book cover.

The diagram shows a NAPLAN test book cover with the following fields and callouts:

- Assessment type:** Points to the 'READING' header.
- Year level:** Points to the 'YEAR 9 2018' box.
- Personalised student details:** Points to the 'TEACHER: please complete these details (if blank)' section, which includes fields for FIRST NAME (JOHN), LAST NAME (SURNAME), SCHOOL (SAMPLE COLLEGE), DATE OF BIRTH (01/02/2004), CLASS (B5.4), and SCHOOL CODE (9898).
- Class:** Points to the 'CLASS: B5.4' field. Callout: "Class: For blank books, copy Class ID from an overprinted book. School code: copy from another student's book."
- Book ID:** Points to the 'BOOK ID: 93463054-7' field.
- Details to be completed by the STUDENT:** Points to the 'Please print your name in the boxes below' section with 'FIRST NAME' and 'LAST NAME' boxes. Callout: "As a cross-check for the information on the books, students are to write their names in the boxes provided, using only 2B pencils."
- Test time:** Points to the '65 min' box. Callout: "65 min Time available for students to complete test: 65 minutes. Use 2B pencil only".

Note: Test books cannot be scanned if any information is missing. Test administrators must ensure that all information provided is accurate. Schools will be contacted and asked to provide any missing information.

3.3 Administering the tests

- Check that students use **ONLY 2B** pencils for the Reading, Numeracy and Language Conventions tests. Blue or black pens may be used for the Writing test.
- Ensure students are shading the bubbles correctly. Note that the following responses are unacceptable as electronic scanners will not read them accurately:



Very light pencil
Line



Coloured pencil



Pen

- Use the time sequence on the board to mark off the time intervals as they pass.
- Encourage students who finish early to review their work.
- Ensure that the test is administered in one uninterrupted session.

3.4 Assisting students

It is expected that professional and ethical behaviour will be demonstrated in all aspects of the test administration. Any help with answering questions for a student that advantages them in any way will be considered cheating.

3.4.1 Protocols

- During **ALL** tests, the administrator **MAY**:
 - ✓ read and clarify general instructions
 - ✓ remind students of the response types, e.g. shade a bubble
 - ✓ advise students to leave a question if they are unsure of the answer and move on to another question
 - ✓ advise students to return to any unanswered questions if they have time at the end
 - ✓ provide students with general encouragement to continue.
- During the **Numeracy** test only, the administrator **MAY**:
 - ✓ read any words, numbers or symbols embedded within text but **must not read any numbers or symbols that are not embedded within text:**

Example 1

What number will make this number sentence true?

$$4.52 + 3.68 = \boxed{} + 3.70$$

The numbers and symbols in this question **must not** be read as they are not embedded in text.

Example 2

Edward travelled 110 kilometres in 2 hours.
What was his average speed in kilometres per hour?

50 55 70 220

The numbers 110 and 2 may be read as they are embedded in the text. The numbers 50, 55, 70 and 220 **must not** be read as they are not embedded in text.

Example 3

The number 39 889 can be rounded in different ways.
Which ways of rounding give the same answer?

Rounding to the nearest 10 and nearest 100.
 Rounding to the nearest 10 and nearest 1000.
 Rounding to the nearest 100 and nearest 1000.
 Rounding to the nearest 1000 and nearest 10 000.

The number 39 889 in the question, and the numbers 10, 100, 1000 and 10 000 in the options, may be read as they are embedded in text.

- During **ALL** tests the administrator **MUST NOT**:
 - ✗ give examples or hints
 - ✗ explain, paraphrase or interpret questions or texts (including translating questions into another language or dialect)
 - ✗ explain the meaning of any symbols, numbers or mathematical terms
 - ✗ indicate to students whether their answers are correct or incorrect
 - ✗ remind students about work completed in class
 - ✗ provide extra time (except where adjustments for disability have been granted).

3.4.2 Language Conventions test

- During the Language Conventions test the administrator **MUST NOT**:
 - ✗ read or sound out any spelling items to the students
 - ✗ read any of the test questions
 - ✗ write any spelling words for students, on the board or elsewhere.

3.4.3 Writing test

- During the Writing test the administrator **MUST NOT**:
 - ✗ discuss the writing task
 - ✗ provide any structure or content, whether orally or in writing
 - ✗ prompt students
 - ✗ write for a student (except where an adjustment for disability has been granted).

Please refer to *APPENDIX 1: GUIDELINES FOR THE USE OF A COMPUTER BY STUDENTS WITH A TEMPORARY INJURY PARTICIPATING IN THE WRITING TEST* on page 42 in this handbook, if applicable.

3.4.4 Reading test

- During the Reading test the administrator **MUST NOT**:
 - ✗ read anything from the magazine to the students
 - ✗ read any of the test questions.

3.4.5 Numeracy test

- During the Numeracy test the administrator **MUST NOT**:
 - ✗ read numbers or symbols unless they are embedded within text
 - ✗ explain the meaning of any symbols, numbers or mathematical terms
 - ✗ interpret any graphs or diagrams.

Note: The literacy demands of the Numeracy test should not exclude students from accessing the tests; however, a test administrator 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.

3.5 Recording student participation and adjustments for disability

It is important that information about student participation is recorded accurately in the *Test participation and summary report* as this helps to validate the data at a system and state level. WA schools are also required to record **all** adjustments for disability accessed by students.

Test participation and summary report		Government of Western Australia School Curriculum and Standards Authority								
Note: This form is to be retained by the school.										
School name: SAMPLE PRIMARY SCHOOL		School code: 1234								
Test name: NUMERACY		Class: 3A								
Instructions: Use this form to record the participation and for WA schools only, all disability adjustments accessed. Refer to Section 3.5 of the <i>2018 Test administration handbook for teachers</i> for a definition of each participation category and the codes for recording disability adjustment.										
Student's first name	Student's surname	Date of birth	Present	Absent	Left school	Exemption	Withdrawal	Abandonment	Disability Adjustment	Adjustments for disability
JOHN	ANDERSON	20/03/2003	✓							
ANNA	EVANS	02/08/2002						✓		
SIMON	LEE	09/06/2003		✓						
ALEXANDER	MARSLAND	01/02/2003	✓						✓	SCRIBING (SC)
JENNIFER	SIMMONS	02/12/2002	✓						✓	EXTRA TIME (ET)
TEST SESSION REPORT: Record any incidents or irregularities that occurred during the test session. Turn over the page if more space is required.										
Name of test administrator:						Date:				

3.5.1 Definitions for recording student participation

• Present (assessed)

Present students are those students who:

- completed the test
- attempted the test and are **not** otherwise treated as *abandonment due to illness or injury*
- were in attendance for the duration of the test session but did not attempt any questions.

- **Absent**

Absent students are those students who:

- did not sit the test because they were not at school during the test session
- did not commence the test due to a temporary injury or accident
- did not complete the test in one of the catch-up sessions.

Students who did not commence any of the test questions can sit the test in a catch-up session.

- **Withdrawn**

Withdrawn students are those students for whom a formal application for withdrawal was submitted to the appropriate Test Administration Authority and approval granted.

- **Exempt**

Exempt students are those students for whom a formal application for exemption was submitted to the appropriate Test Administration Authority and approval granted.

- **Abandonment due to illness or injury**

This refers to those students who attempted one or more of the test questions but who abandoned the test due to **unforeseen illness or injury**, i.e. a sanctioned reason reported to and verified by the Test Administration Authority.

Please note that if the reason for abandonment has not been approved by the Test Administration Authority the test book will be marked on the basis of any questions answered.

Students who abandon a test cannot complete the test during a catch-up session and will be treated as absent for reporting purposes.

See Section 5 on pages 8 – 11 of the 2018 Handbook for principals for more information on student participation.

3.5.2 Recording adjustments for disability

Please use the codes below to record all adjustments for disability, accessed by students during the test, on the *Test participation and summary report*.

Adjustment	Code	Adjustment	Code
Extra time	ET	Assistive technology/computer	AT
Rest breaks	RB	Black and White print format or coloured overlays	BW
Oral/Sign support	OS	Large print	LP
Scribe	Sc	Braille	Br
Support Person	Sup	Electronic format	EF

See Section 6 on pages 12 – 20 of the 2018 Handbook for principals for detailed information on adjustments for students with disability.

4. AFTER THE TEST

4.1 Administrators' responsibilities

At the end of each test session, administrators are required to collect the following materials and return them as soon as possible to the principal/NAPLAN coordinator for secure storage:

- student test books (used and unused). Check that working out pages are not inside test books as these are not returned for processing. Make sure ALL test books are accounted for.
- all working-out pages
- stimulus magazines for Reading
- stimulus pages for Writing
- the completed *Test participation and summary report*
- all Braille, large print and black and white books. **Note:** Administrators should print out typed scripts, match and stick with clear tape to the first inside pages of the student's personalised book.

Administrators **MUST NOT**:

- ✗ remove any pages from any test books
- ✗ leave any test books, whether used or unused, in a classroom.
- ✗ allow any students or unauthorised persons to remove test materials from the test area
- ✗ mark any tests or provide students, or other teachers, with their results
- ✗ transcribe special print test books unless advised by the Test Administration Authority
- ✗ photocopy, transcribe, transmit or record student responses. This includes asking students to record their answers in a separate test book or on a piece of paper (adjustments for disability may be excluded).

Administrators are required to:

- ensure that all information is recorded accurately on both the test books and the *Test participation and summary report*

NOTE: Use of test materials after the security period concludes (1 June 2018)

Principals (and their teaching staff):

- ✓ are permitted to use NAPLAN tests for non-commercial educational use within their school after the test security period has ended. This enables primary and secondary school educators to provide hard copies of these tests to their students for educational purposes, such as familiarisation with the format of a NAPLAN test.
- ✗ are not permitted to upload NAPLAN tests to any website, intranet site or equivalent media.
- ✗ are not permitted to provide NAPLAN tests to parents/carers or members of the wider community, including the media, even after the test security period has ended.

5. YEAR 7 TEST ADMINISTRATION SCRIPTS

5.1 Year 7 Language Conventions test - TUESDAY 15 MAY 2018

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

This test is to be conducted in one session.

This is an assessment of students' ability in spelling, grammar and punctuation.

5.1.1 Time allocation

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

5.1.2 Preparation for the Language Conventions test session

- The *Year 7 Language Conventions/Writing* test book is a flip book and contains two tests. The Language Conventions test is at the front of the book and the Writing test is at the back of the book. Student details are overprinted on the Language Conventions side only.
- Distribute the *Year 7 Language Conventions/Writing* test books to students, making sure that each student has the correct test book. Make sure the Language Conventions side is facing up.
- **Refer to Sections 2 and 3 on pages 3 – 8 of this handbook for further important instructions.**

When administering NAPLAN tests in flip test books it is important that test administrators ensure that students are focusing on the correct section of the book at all times and neither reading the questions nor revising their answers from the other test.

5.1.3 Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none">• a <i>Year 7 Language Conventions/Writing</i> test book• 2B pencils• an eraser• a sharpener• a sheet of blank paper (for working out).	<ul style="list-style-type: none">• this <i>Test administration handbook</i>• additional non-personalised test books• spare 2B pencils, erasers, sharpeners• a watch or clock for timing the test• a board to display the time sequence• a copy of the <i>Test participation and summary report</i>• spare blank paper.

5.1.4 Test administration script

READ ALOUD

Today you will complete a Language Conventions test. This is a test of spelling, grammar and punctuation. You should all have your *Year 7 Language Conventions* test book, a 2B pencil, a sharpener, an eraser and a sheet of blank paper on your desk. Check to see that you have these things.

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

Do not open your test book until I tell you.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the Language Conventions side of your test book. Your details are printed on it. Check that this is your test book and that your details on the front cover are correct.

Show students the Language Conventions side of the test book. Allow students time to check their details. If there is an error, the test administrator must note it and correct it later. (Refer to Section 3.2 *Student details* on page 4 of this handbook for instructions.)

READ ALOUD

Look at the box where it says *Details to be completed by the STUDENT*. Print your first and last name in the boxes. Use all capital letters.

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

READ ALOUD

During the test you will have to work by yourself so listen carefully while I tell you what to do.

The spelling questions are first, followed by the grammar and punctuation questions.

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

- write a word in the box provided
- shade one bubble

OR

- shade more bubbles if the question instructs you to.

Read the instructions for each question carefully.

If you have trouble with the instructions, you can ask me; however, I cannot read the spelling words or the questions to you.

Are there any questions?

Answer any questions from the students.

READ ALOUD

Do your best work and write neatly so that your answers are easy to read.

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 have time, you can go back to the questions you left out after you have finished the rest of the test.

You must work on your own to do this test and you are not allowed to talk to other students.

If you have any questions, please raise your hand and I will come to speak with you.

There are 50 questions in the test and you have 45 minutes to complete all the questions. Work through all the questions until you have finished or until I tell you to stop.

After 25 minutes you should be about halfway through the test and close to finishing the spelling questions. Even if you have not finished the spelling questions, you should start the grammar and punctuation questions.

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

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

The test starts on Page 2. You may start now.

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

Remember you can help the students by reading the instructions only. **You may not read the test items or the spelling words.** (Refer to Section 3.4 *Assisting students* on pages 5 – 6 of this handbook for additional guidelines.)

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

Mark off the time intervals on the board.

Monitor the progress of the students and provide a reminder if necessary to ensure that all students spend at least half of the test time on the grammar and punctuation questions.

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

After 25 minutes, READ ALOUD

Half the test time has passed. You should have finished the spelling questions. If you are not up to Page 4 in your test book, you should be close.

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

After 40 minutes, READ ALOUD

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

After 45 minutes, READ ALOUD

The Language Conventions test is now finished. Put your pencil down and close your book. Do not put your working-out page inside your test book. I will collect it separately. Stay seated while the test books are collected.

5.1.5 After the test

- Collect all test books to return to secure storage.
- Check that working-out pages are not inside test books as these are not returned for processing.
- Collect all working-out pages for secure storage.
- **Refer to Section 4.1 *Administrators' responsibilities* on page 9 of this handbook for further instructions.**

5.2 Year 7 Writing test - TUESDAY 15 MAY 2018

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

This test is to be conducted in one session.

This is an assessment of a student's ability to plan and write a text independently. There must not be any test administrator or teacher input or assistance.

It is required that students be given a break of at least 20 minutes between the Language Conventions and the Writing tests.

5.2.1 Time allocation:

- Introduction time: approximately 10 minutes
- Test time: 40 minutes. This is made up of:
 - Planning: 5 minutes
 - Writing: 30 minutes
 - Editing: 5 minutes

5.2.2 Preparation for the Writing test session

- The *Year 7 Language Conventions/Writing* test book is a flip book and contains two tests. The Language Conventions test is at the front of the book and the Writing test is at the back of the book. Student details are overprinted on the Language Conventions side only.
- Distribute the *Year 7 Language Conventions/Writing* test books to students, making sure that each student has the correct test book. Make sure that the Writing side is facing up.
- Check that you have the package that contains the Years 7 and 9 task. Each Writing stimulus page will have YEAR SEVEN AND YEAR NINE clearly marked in white font in the top left hand corner on the black banner.
- Distribute the Writing stimulus page and a sheet of blank paper to each student.
- **Refer to Sections 2 and 3 on pages 3 – 8 of this handbook for further important instructions.**

If you have a student with a temporary hand or arm injury, please refer to *APPENDIX 1: GUIDELINES FOR THE USE OF A COMPUTER BY STUDENTS WITH A TEMPORARY INJURY PARTICIPATING IN THE WRITING TEST*, located on page 42 of this handbook.

5.2.3 Materials required

Each student should have	The test administrator should have
<ul style="list-style-type: none"> • a <i>Year 7 Language Conventions/Writing</i> test book • the coloured, single-page YEAR SEVEN AND YEAR NINE Writing stimulus • a sheet of blank paper for planning • 2B pencils (or a black or blue pen) • an eraser • a sharpener. 	<ul style="list-style-type: none"> • this <i>Test administration handbook</i> • the coloured, single-page YEAR SEVEN AND YEAR NINE Writing stimulus • extra blank paper for planning • additional non-personalised test books • spare 2B pencils, pens, erasers, sharpeners • a watch or clock for timing the test • a board to display the time sequence • a copy of the <i>Test participation and summary report</i>.

Students must **NOT** have access to reading books during the Writing test.

5.2.4 Test administration script

READ ALOUD

Now you will do a Writing test. You should have your *Year 7 Writing* test book, the Writing stimulus page, a piece of blank paper, a 2B pencil or a blue or black pen, a sharpener and an eraser on your desk. Check to see that you have these things. Check that you have the Writing stimulus page that has YEAR SEVEN AND YEAR NINE clearly marked in white writing in the top left hand corner on the black banner. Put your finger on the words that say YEAR SEVEN AND YEAR NINE. Raise your hand if you cannot find the words that say YEAR SEVEN AND YEAR NINE.

Do not open your test book until I tell you.

Allow students time to check they have the appropriate materials.

READ ALOUD

Turn your test book over and look at the Language Conventions side. Your details are printed on it. Check that this is your test book.

Show students the Language Conventions side of the test book. Allow students time to check their details. Check that all students have the correct test book.

READ ALOUD

Turn the book back over to the Writing side of the book. Print your first and last name in the boxes. Use all capital letters.

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

Ensure that students are not returning to the Language Conventions side of the test book. Note that the Language Conventions test pages have a coloured border and the Writing test pages have a plain white border.

READ ALOUD

Put your pencils down now and listen carefully while we look at the Writing stimulus page.

Hold up a copy of the YEAR SEVEN AND YEAR NINE Writing stimulus page for students to see.

READ ALOUD

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

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

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

Point to the information you are going to read. **Read everything on the YEAR SEVEN AND YEAR NINE Writing stimulus page, from top to bottom, to the students.**

You must only read the words on the stimulus page.

DO NOT:

- ✗ brainstorm with students
- ✗ allow students to discuss the topic or idea
- ✗ give students ideas or pre-developed plans
- ✗ discuss any pictures that may be on the stimulus page
- ✗ write anything on the board other than the time sequence
- ✗ plan for the students.

When you have finished reading the stimulus page:

READ ALOUD

In this test you will have 5 minutes to plan your work, 30 minutes to write, and then another 5 minutes to edit your work.

Show the planning page.

READ ALOUD

You can use your planning page to do your planning. You might like to use a diagram, write down your main ideas or key words, or you might like to plan by just thinking about what you will write.

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

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

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

The planning page will not be marked but it will be collected. Do not write in your book yet. It should still be closed. You may begin planning now – you have 5 minutes.

Supervise students to make sure they are planning their work independently and are not writing in their test books. If students are having difficulties, quietly encourage them to look at the stimulus page. **Do not help students to develop or structure their writing.**

After 5 minutes, READ ALOUD

That's all the time you have for planning. Put your planning page where you can see it. Open your Writing test book to Page 2. **Do not begin yet.** This is where you start your writing. You have three pages to write on but you do not have to use them all. You cannot be given any extra pages to write on.

You now have 30 minutes to write on the topic. I will tell you when you have 5 minutes left to finish your writing. After those 5 minutes are up you will have another 5 minutes to edit your work.

You may start writing now.

Supervise the students to make sure that they have begun writing.

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

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

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

Mark off the time intervals on the board.

If students finish early, suggest they reread and edit their writing and then close their test books, leave them on their desks, and sit quietly. DO NOT collect the test books until the end of the test time, or until all students have completed the tests.

After 30 minutes, READ ALOUD

You have 5 minutes left to finish your writing. After this, you will have another 5 minutes to edit your work. If you have already finished, use this time to start checking your work.

After 35 minutes, READ ALOUD

Your writing time is now finished. You have 5 minutes to check and edit your work.

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

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 books and wait quietly.

Supervise students to make sure they are editing and completing their texts.

Students may use the editing time to complete their writing; however, if they choose to do this, they must not be given any additional time for editing.

After 40 minutes, READ ALOUD

The Writing test is now finished. Please put your pencil down and close your test book. Do not put your planning page or stimulus page inside your test book. I will collect them separately.

5.2.5 After the test

- Collect all test books to return to secure storage.
- Check that stimulus pages and planning pages are not inside test books as these are not returned for processing.
- Collect all stimulus pages and planning pages for secure storage.
- Under no circumstances should student responses be photocopied or transcribed either during or after the test.
- **Refer to Section 4.1 *Administrators' responsibilities* on page 9 of this handbook for further instructions.**

5.3 Year 7 Reading test - WEDNESDAY 16 MAY 2018

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

This test is to be conducted in one session.

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

5.3.1 Time allocation:

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

5.3.2 Preparation for the Reading test session

- Distribute a *Year 7 Reading* test book and a *Year 7 Reading* magazine to each student, making sure that each student has the correct test book.
- **Refer to Sections 2 and 3 on pages 3 – 8 of this handbook for further instructions.**

5.3.3 Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none"> • a <i>Year 7 Reading</i> test book • a <i>Year 7 Reading</i> magazine • 2B pencils • an eraser • a sharpener. 	<ul style="list-style-type: none"> • this <i>Test administration handbook</i> • additional non-personalised test books • spare Reading magazines • spare 2B pencils, erasers, sharpeners • a watch or clock for timing the test • a board to display the time sequence • a copy of the <i>Test participation and summary report</i>.

5.3.4 Test administration script

READ ALOUD

Today you will complete a Reading test. You should each have your *Year 7 Reading* test book and a *Year 7 Reading* magazine, a 2B pencil, a sharpener and an eraser on your desk. Check to see that you have these things.

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

Allow students time to check they have the appropriate materials.

READ ALOUD

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

Point to the front of the test book. Allow students time to check their details. If there is an error, the test administrator must note it and correct it later. (Refer to Section 3.2 *Student details* on page 4 of this handbook for instructions.)

READ ALOUD

Look at the box where it says *Details to be completed by the STUDENT*. Print your first and last name in the boxes. Use all capital letters.

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

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

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

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

For the first set of questions you need to read the first text in the magazine.

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

Are there any questions?

Answer any questions from the students.

READ ALOUD

There are 50 questions in the test and you have 65 minutes to complete all the questions.

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

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

OR

- write your answer in the boxes provided.

Read each question carefully and follow the instructions.

Do your best work. Write neatly so that your answers are easy to read. 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 have time, you can go back to the questions you left out after you have finished the rest of the test.

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.

Because this is a test of how well you read, I cannot read or explain the questions or texts to you. I can only read the instructions in the coloured boxes.

If you finish early, check that you have answered all the questions 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.

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

Supervise students closely to make sure they are on task. Remember that you can only read the general instructions in the coloured boxes. (Refer to Section 3.4 *Assisting students* on pages 5 – 6 of this handbook for additional guidelines.)

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

Mark off the time intervals on the board.

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

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.

After 65 minutes, READ ALOUD

The Reading test is now finished. Please put your pencil down and close your test book. Do not put your Reading magazine inside your test book. I will collect them separately.

5.3.5 After the test

- Collect all test books to return to secure storage.
- Check that Reading magazines are not inside test books as these are not returned for processing.
- Collect all Reading magazines for secure storage.
- **Refer to Section 4.1 Administrators' responsibilities on page 9 of this handbook for further instructions.**

The materials included in the Reading magazine are intended to engage students and assess their literacy skills. Any views expressed in this material do not necessarily represent the views of ACARA.

5.4 Year 7 Numeracy test - THURSDAY 17 MAY 2018

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

Each student will sit one Numeracy test.

The Numeracy test has two 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.

Test administrators are responsible for ensuring that students do not have access to calculators in the Part B section 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**. Refer to Section 3.4 *Assisting students* on pages 5 – 6 of this handbook for additional guidelines and examples.

Note: The literacy demands of the Numeracy test should not exclude students from accessing the tests; however, a test administrator 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.

Calculators

In this part of the test students should use the calculator they currently use at school or are most familiar with. The calculator should be silent, handheld and contain its own power source (battery or solar). Test administrators should check to ensure that information that might advantage a student has not been stored on the calculators or in the calculator covers. Calculator instruction booklets must not be used. Students may not borrow a calculator from any other student during the test. Ensure there is a reserve supply of calculators for students who do not have their own.

The calculator **should not**:

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

5.4.1 Time allocation

- Introduction time: approximately 10 minutes
- Test time: Part A – Calculator Allowed: 50 minutes
Brief pause to ensure calculators are not accessible to students*
Part B – Non-calculator: 10 minutes.

* Removing access to calculators should be managed as quickly as possible and with minimal disruption. Students must not leave the room nor be given an opportunity to discuss Part A of the test during this time. This time should not be used as a break.

Please allow a minimum of 75 minutes for this test (see the table in Section 1.1 on page 2 showing time allocations for each test).

5.4.2 Preparation for the Numeracy test session

- **Make sure each student has a calculator.**
- The *Year 7 Numeracy* test book is a flip book and contains two sections. Part A (the Calculator Allowed section) is at the front of the book and Part B (the Non-calculator section) is at the back. Student details are overprinted on the Numeracy Calculator Allowed side only.
- Distribute the *Year 7 Numeracy* test books to students, making sure that each student has the correct test book. Make sure that the Calculator Allowed side is facing up.
- **Refer to Sections 2 and 3 on pages 3 – 8 of this handbook for further instructions.**

When administering NAPLAN tests in flip books, it is important that test administrators ensure that students are focusing on the correct section of the book at all times, and neither reading the questions, nor revising their answers from the other test.

5.4.3 Materials required

Each student should have	Each test administrator should have
<ul style="list-style-type: none"> • a <i>Year 7 Numeracy</i> test book • a sheet of blank paper for working out • a calculator • 2B pencils • an eraser • a sharpener. 	<ul style="list-style-type: none"> • this <i>Test administration handbook</i> • additional non-personalised test books • spare working-out paper • spare calculators • spare 2B pencils, erasers, sharpeners • a watch or clock for timing the test • a board to display the time sequence • a copy of the <i>Test participation and summary report</i>.

5.4.4 Part A administration script

READ ALOUD

Today you will complete a Numeracy test. This test has two parts: one where calculator use is permitted and one where it is not.

For the first part you are allowed to use a calculator. You should each have your *Year 7 Numeracy* test book, **a calculator**, a sheet of blank paper for working out, a 2B pencil, a sharpener and an eraser on your desk. Check to see that you have these things.

Do not open your test book until I tell you to.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at **Part A – the Calculator Allowed** side of your test book. Your details are printed on it. Check that this is your test book and that your details on the front cover are correct.

Point to the Calculator Allowed side of the test book. Allow students time to check their details. If there is an error, the test administrator must note the error and correct it later. (Refer to Section 3.2 *Student details* on page 4 of this handbook for instructions.)

READ ALOUD

Look at the box where it says *Details to be completed by the STUDENT*. Print your first and last name in the boxes. Use all capital letters.

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

READ ALOUD

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.

In this test, I can read the questions to you if you need help. I cannot explain the questions.

Do your best work. Write neatly so that your answers are easy to read. Shade the bubbles carefully. If you make a mistake, erase it completely and try again.

Remember to read each question carefully before you answer it.

If you find that a question is too hard for you, go on to the next one. If you have time, you can go back to the questions you left out after you have finished the rest of Part A.

You must do your own work at all times and you are not allowed to talk to other students.

There are 40 questions in Part A – the Calculator Allowed section of the test and you have 50 minutes to complete all the questions. You **must stop** at the end of Part A.

If you finish early, check your answers to Part A then wait quietly until the test time for Part A is finished.

Do not open Part B until instructed.

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

Do you have any questions?

Answer any questions from the students.

READ ALOUD

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

Supervise students closely to make sure they are on task.

Make sure that students are writing with 2B pencils. Students must not use correction fluid/tape, pens, felt pens or coloured pencils as these will affect the scanning of their 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 which may provide clues to the test question answers. They **MAY NOT** start Part B of this test book. **DO NOT** collect the test books as this may be disruptive to other students. If a whole class finishes Part A before the allocated time, test administrators may use discretion in managing the testing environment and the transition to Part B.

After 45 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 the time to check your answers. Do not open your test book to Part B yet.

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

After 50 minutes, READ ALOUD

Part A – 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.

In preparation for Part B of the Numeracy test, make sure that students do not have access to their calculators. This may be managed at the discretion of test administrators. For example, calculators may be collected up 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 nor be given an opportunity to discuss Part A of the test during this time.

5.4.5 Part B administration script

Make sure students do not have access to their calculators during this part of the test.

READ ALOUD

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

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

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

READ ALOUD

There are 8 questions in Part B – the Non-calculator section of this test and you have 10 minutes to complete all the questions. You cannot use a calculator for this part of the test.

If you finish early, check that you have answered all the questions 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.

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. **The borders of the test books have been shaded differently to assist test administrators with this supervision.**

Make sure that students are writing with 2B pencils. Students must not use correction fluid/tape, pens, felt pens or coloured pencils as this 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 which may provide clues to the test question answers. DO NOT collect the test books as this may be disruptive to other students. If a whole class finishes the test before the allocated time, test administrators 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.

After 10 minutes, READ ALOUD

Part B – the Non-calculator section of the test is now finished.

Put your pencil down and close your book. Do not put your working-out page inside your test book.

I will collect them separately.

5.4.6 After the test

- Collect all test books to return to secure storage.
- Check that working-out pages are not inside test books as these are not returned for processing.
- Collect all working-out pages for secure storage.
- **Refer to Section 4.1 *Administrators' responsibilities* on page 9 of this handbook for further instructions.**

6. YEAR 9 TEST ADMINISTRATION SCRIPTS

6.1 Year 9 Language Conventions test - TUESDAY 15 MAY 2018

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

This test is to be conducted in one session.

This is an assessment of students' ability in spelling, grammar and punctuation.

6.1.1 Time allocation

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

6.1.2 Preparation for the Language Conventions test session

- The *Year 9 Language Conventions/Writing* test book is a flip book and contains two tests. The Language Conventions test is at the front of the book and the Writing test is at the back of the book. Student details are overprinted on the Language Conventions side only.
- Distribute the *Year 9 Language Conventions/Writing* test books to students, making sure that each student has the correct test book. Make sure the Language Conventions side is facing up.
- **Refer to Sections 2 and 3 on pages 3 – 8 of this handbook for further important instructions.**

When administering NAPLAN tests in flip test books it is important that test administrators ensure that students are focusing on the correct section of the book at all times and neither reading the questions nor revising their answers from the other test.

6.1.3 Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none">• a <i>Year 9 Language Conventions/Writing</i> test book• 2B pencils• an eraser• a sharpener• a sheet of blank paper (for working out).	<ul style="list-style-type: none">• this <i>Test administration handbook</i>• additional non-personalised test books• spare 2B pencils, erasers, sharpeners• a watch or clock for timing the test• a board to display the time sequence• a copy of the <i>Test participation and summary report</i>• spare blank paper.

6.1.4 Test administration script

READ ALOUD

Today you will complete a Language Conventions test. This is a test of spelling, grammar and punctuation. You should all have your *Year 9 Language Conventions* test book, a 2B pencil, a sharpener, an eraser and a sheet of blank paper on your desk. Check to see that you have these things.

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

Do not open your test book until I tell you.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the Language Conventions side of your test book. Your details are printed on it. Check that this is your test book and that your details on the front cover are correct.

Show students the Language Conventions side of the test book. Allow students time to check their details. If there is an error, the test administrator must note it and correct it later. (Refer to Section 3.2 *Student details* on page 4 of this handbook for instructions.)

READ ALOUD

Look at the box where it says *Details to be completed by the STUDENT*. Print your first and last name in the boxes. Use all capital letters.

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

READ ALOUD

During the test you will have to work by yourself so listen carefully while I tell you what to do.

The spelling questions are first, followed by the grammar and punctuation questions.

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

- write a word in the box provided
- shade one bubble

OR

- shade more bubbles if the question instructs you to.

Read the instructions for each question carefully.

If you have trouble with the instructions, you can ask me; however, I cannot read the spelling words or the questions to you.

Are there any questions?

Answer any questions from the students.

READ ALOUD

Do your best work and write neatly so that your answers are easy to read.

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 have time, you can go back to the questions you left out after you have finished the rest of the test.

You must work on your own to do this test and you are not allowed to talk to other students.

If you have any questions, please raise your hand and I will come to speak with you.

There are 50 questions in the test and you have 45 minutes to complete all the questions. Work through all the questions until you have finished or until I tell you to stop.

After 25 minutes you should be about halfway through the test and have finished the spelling questions. Even if you have not finished the spelling questions, you should start the grammar and punctuation questions.

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

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

The test starts on Page 2. You may start now.

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

Remember you can help the students by reading the instructions only. **You may not read the test items or the spelling words.** (Refer to Section 3.4 *Assisting students* on pages 5 – 6 of this handbook for additional guidelines.)

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

Mark off the time intervals on the board.

Monitor the progress of the students and provide a reminder if necessary to ensure that all students spend at least half of the test time on the grammar and punctuation questions.

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

After 25 minutes, READ ALOUD

Half the test time has passed. You should have finished the spelling questions. If you are not up to Page 4 in your test book, you should be close.

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

After 40 minutes, READ ALOUD

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

After 45 minutes, READ ALOUD

The Language Conventions test is now finished. Put your pencil down and close your book. Do not put your working-out page inside your test book. I will collect it separately. Stay seated while the test books are collected.

6.1.5 After the test

- Collect all test books to return to secure storage.
- Check that working-out pages are not inside test books as these are not returned for processing.
- Collect all working-out pages for secure storage.
- **Refer to Section 4.1 *Administrators' responsibilities* on page 9 of this handbook for further instructions.**

6.2 Year 9 Writing test - TUESDAY 15 MAY 2018

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

This test is to be conducted in one session.

This is an assessment of a student's ability to plan and write a text independently. There must not be any test administrator or teacher input or assistance.

It is required that students be given a break of at least 20 minutes between the Language Conventions and the Writing tests.

6.2.1 Time allocation:

- Introduction time: approximately 10 minutes
- Test time: 40 minutes. This is made up of:
 - Planning: 5 minutes
 - Writing: 30 minutes
 - Editing: 5 minutes

6.2.2 Preparation for the Writing test session

- The *Year 9 Language Conventions/Writing* test book is a flip book and contains two tests. The Language Conventions test is at the front of the book and the Writing test is at the back of the book. Student details are overprinted on the Language Conventions side only.
- Distribute the *Year 9 Language Conventions/Writing* test books to students, making sure that each student has the correct test book. Make sure that the Writing side is facing up.
- Check that you have the package that contains the Years 7 and 9 task. Each Writing stimulus page will have YEAR SEVEN AND YEAR NINE clearly marked in white font in the top left hand corner on the black banner.
- Distribute the Writing stimulus page and a sheet of blank paper to each student.
- **Refer to Sections 2 and 3 on pages 3 – 8 of this handbook for further important instructions.**

If you have a student with a temporary hand or arm injury, please refer to *APPENDIX 1: GUIDELINES FOR THE USE OF A COMPUTER BY STUDENTS WITH A TEMPORARY INJURY PARTICIPATING IN THE WRITING TEST*, located on page 42 of this handbook.

6.2.3 Materials required

Each student should have	The test administrator should have
<ul style="list-style-type: none"> • a <i>Year 9 Language Conventions/Writing</i> test book • the coloured, single-page YEAR SEVEN AND YEAR NINE Writing stimulus • a sheet of blank paper for planning • 2B pencils (or a black or blue pen) • an eraser • a sharpener. 	<ul style="list-style-type: none"> • this <i>Test administration handbook</i> • the coloured, single-page YEAR SEVEN AND YEAR NINE Writing stimulus • extra blank paper for planning • additional non-personalised test books • spare 2B pencils, pens, erasers, sharpeners • a watch or clock for timing the test • a board to display the time sequence • a copy of the <i>Test participation and summary report</i>.

Students must **NOT** have access to reading books during the Writing test.

6.2.4 Test administration script

READ ALOUD

Now you will do a Writing test. You should have your *Year 9 Writing* test book, the Writing stimulus page, a piece of blank paper, a 2B pencil or a blue or black pen, a sharpener and an eraser on your desk. Check to see that you have these things. Check that you have the Writing stimulus page that has YEAR SEVEN AND YEAR NINE clearly marked in white writing in the top left hand corner on the black banner. Put your finger on the words that say YEAR SEVEN AND YEAR NINE. Raise your hand if you cannot find the words that say YEAR SEVEN AND YEAR NINE.

Do not open your test book until I tell you.

Allow students time to check they have the appropriate materials.

READ ALOUD

Turn your test book over and look at the Language Conventions side. Your details are printed on it. Check that this is your test book.

Show students the Language Conventions side of the test book. Allow students time to check their details. Check that all students have the correct test book.

READ ALOUD

Turn the book back over to the Writing side of the book. Print your first and last name in the boxes. Use all capital letters.

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

Ensure that students are not returning to the Language Conventions side of the test book. Note that the Language Conventions test pages have a coloured border and the Writing test pages have a plain white border.

READ ALOUD

Put your pencils down now and listen carefully while we look at the Writing stimulus page.

Hold up a copy of the YEAR SEVEN AND YEAR NINE Writing stimulus page for students to see.

READ ALOUD

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

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

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

Point to the information you are going to read. **Read everything on the YEAR SEVEN AND YEAR NINE Writing stimulus page, from top to bottom, to the students.**

You must only read the words on the stimulus page.

DO NOT:

- ✗ brainstorm with students
- ✗ allow students to discuss the topic or idea
- ✗ give students ideas or pre-developed plans
- ✗ discuss any pictures that may be on the stimulus page
- ✗ write anything on the board other than the time sequence
- ✗ plan for the students.

When you have finished reading the stimulus page:

READ ALOUD

In this test you will have 5 minutes to plan your work, 30 minutes to write, and then another 5 minutes to edit your work.

Show the planning page.

READ ALOUD

You can use your planning page to do your planning. You might like to use a diagram, write down your main ideas or key words, or you might like to plan by just thinking about what you will write.

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

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

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

The planning page will not be marked but it will be collected. Do not write in your book yet. It should still be closed. You may begin planning now – you have 5 minutes.

Supervise students to make sure they are planning their work independently and are not writing in their test books. If students are having difficulties, quietly encourage them to look at the stimulus page. **Do not help students to develop or structure their writing.**

After 5 minutes, READ ALOUD

That's all the time you have for planning. Put your planning page where you can see it. Open your Writing test book to Page 2. **Do not begin yet.** This is where you start your writing. You have three pages to write on but you do not have to use them all. You cannot be given any extra pages to write on.

You now have 30 minutes to write on the topic. I will tell you when you have 5 minutes left to finish your writing. After those 5 minutes are up you will have another 5 minutes to edit your work.

You may start writing now.

Supervise the students to make sure that they have begun writing.

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

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

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

Mark off the time intervals on the board.

If students finish early, suggest they reread and edit their writing and then close their test books, leave them on their desks, and sit quietly. DO NOT collect the test books until the end of the test time, or until all students have completed the tests.

After 30 minutes, READ ALOUD

You have 5 minutes left to finish your writing. After this, you will have another 5 minutes to edit your work. If you have already finished, use this time to start checking your work.

After 35 minutes, READ ALOUD

Your writing time is now finished. You have 5 minutes to check and edit your work.

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

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 books and wait quietly.

Supervise students to make sure they are editing and completing their texts.

Students may use the editing time to complete their writing; however, if they choose to do this, they must not be given any additional time for editing.

After 40 minutes, READ ALOUD

The Writing test is now finished. Please put your pencil down and close your test book. Do not put your planning page or stimulus page inside your test book. I will collect them separately.

6.2.5 After the test

- Collect all test books to return to secure storage.
- Check that stimulus pages and planning pages are not inside test books as these are not returned for processing.
- Collect all stimulus pages and planning pages for secure storage.
- Under no circumstances should student responses be photocopied or transcribed either during or after the test.
- **Refer to Section 4.1 *Administrators' responsibilities* on page 9 of this handbook for further instructions.**

6.3 Year 9 Reading test - WEDNESDAY 16 MAY 2018

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

This test is to be conducted in one session.

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

6.3.1 Time allocation:

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

6.3.2 Preparation for the Reading test session

- Distribute a *Year 9 Reading* test book and a *Year 9 Reading* magazine to each student, making sure that each student has the correct test book.
- **Refer to Sections 2 and 3 on pages 3 – 8 of this handbook for further instructions.**

6.3.3 Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none"> • a <i>Year 9 Reading</i> test book • a <i>Year 9 Reading</i> magazine • 2B pencils • an eraser • a sharpener. 	<ul style="list-style-type: none"> • this <i>Test administration handbook</i> • additional non-personalised test books • spare Reading magazines • spare 2B pencils, erasers, sharpeners • a watch or clock for timing the test • a board to display the time sequence • a copy of the <i>Test participation and summary report</i>.

6.3.4 Test administration script

READ ALOUD

Today you will complete a Reading test. You should each have your *Year 9 Reading* test book and a *Year 9 Reading* magazine, a 2B pencil, a sharpener and an eraser on your desk. Check to see that you have these things.

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

Allow students time to check they have the appropriate materials.

READ ALOUD

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

Point to the front of the test book. Allow students time to check their details. If there is an error, the test administrator must note it and correct it later. (Refer to Section 3.2 *Student details* on page 4 of this handbook for instructions.)

READ ALOUD

Look at the box where it says *Details to be completed by the STUDENT*. Print your first and last name in the boxes. Use all capital letters.

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

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

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

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

For the first set of questions you need to read the first text in the magazine.

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

Are there any questions?

Answer any questions from the students.

READ ALOUD

There are 50 questions in the test and you have 65 minutes to complete all the questions.

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

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

OR

- write your answer in the boxes provided.

Read each question carefully and follow the instructions.

Do your best work. Write neatly so that your answers are easy to read. 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 have time, you can go back to the questions you left out after you have finished the rest of the test.

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.

Because this is a test of how well you read, I cannot read or explain the questions or texts to you. I can only read the instructions in the coloured boxes.

If you finish early, check that you have answered all the questions 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.

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

Supervise students closely to make sure they are on task. Remember that you can only read the general instructions in the coloured boxes. (Refer to Section 3.4 *Assisting students* on pages 5 – 6 of this handbook for additional guidelines.)

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

Mark off the time intervals on the board.

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

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.

After 65 minutes, READ ALOUD

The Reading test is now finished. Please put your pencil down and close your test book. Do not put your Reading magazine inside your test book. I will collect them separately.

6.3.5 After the test

- Collect all test books to return to secure storage.
- Check that Reading magazines are not inside test books as these are not returned for processing.
- Collect all Reading magazines for secure storage.
- **Refer to Section 4.1 *Administrators' responsibilities* on page 9 of this handbook for further instructions.**

The materials included in the Reading magazine are intended to engage students and assess their literacy skills. Any views expressed in this material do not necessarily represent the views of ACARA.

6.4 Year 9 Numeracy test - THURSDAY 17 MAY 2018

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

Each student will sit one Numeracy test.

The Numeracy test has two 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.

Test administrators are responsible for ensuring that students do not have access to calculators in the Part B section 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**. Refer to Section 3.4 *Assisting students* on pages 5 – 6 of this handbook for additional guidelines and examples.

Note: The literacy demands of the Numeracy test should not exclude students from accessing the tests; however, a test administrator 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.

Calculators

In this part of the test students should use the calculator they currently use at school or are most familiar with. The calculator should be silent, handheld and contain its own power source (battery or solar). Test administrators should check to ensure that information that might advantage a student has not been stored on the calculators or in the calculator covers. Calculator instruction booklets must not be used. Students may not borrow a calculator from any other student during the test. Ensure there is a reserve supply of calculators for students who do not have their own.

The calculator **should not:**

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

6.4.1 Time allocation

- Introduction time: approximately 10 minutes
- Test time: Part A – Calculator Allowed: 50 minutes
Brief pause to ensure calculators are not accessible to students*
Part B – Non-calculator: 10 minutes.

* Removing access to calculators should be managed as quickly as possible and with minimal disruption. Students must not leave the room nor be given an opportunity to discuss Part A of the test during this time. This time should not be used as a break.

Please allow a minimum of 75 minutes for this test (see the table in Section 1.1 on page 2 showing time allocations for each test).

6.4.2 Preparation for the Numeracy test session

- **Make sure each student has a calculator.**
- The *Year 9 Numeracy* test book is a flip book and contains two sections. Part A (the Calculator Allowed section) is at the front of the book and Part B (the Non-calculator section) is at the back. Student details are overprinted on the Numeracy Calculator Allowed side only.
- Distribute the *Year 9 Numeracy* test books to students, making sure that each student has the correct test book. Make sure that the Calculator Allowed side is facing up.
- **Refer to Sections 2 and 3 on pages 3 – 8 of this handbook for further instructions.**

When administering NAPLAN tests in flip books, it is important that test administrators ensure that students are focusing on the correct section of the book at all times, and neither reading the questions, nor revising their answers from the other test.

6.4.3 Materials required

Each student should have	Each test administrator should have
<ul style="list-style-type: none"> • a <i>Year 9 Numeracy</i> test book • a sheet of blank paper for working out • a calculator • 2B pencils • an eraser • a sharpener. 	<ul style="list-style-type: none"> • this <i>Test administration handbook</i> • additional non-personalised test books • spare working-out paper • spare calculators • spare 2B pencils, erasers, sharpeners • a watch or clock for timing the test • a board to display the time sequence • a copy of the <i>Test participation and summary report</i>.

6.4.4 Part A administration script

READ ALOUD

Today you will complete a Numeracy test. This test has two parts: one where calculator use is permitted and one where it is not.

For the first part you are allowed to use a calculator. You should each have your *Year 9 Numeracy* test book, **a calculator**, a sheet of blank paper for working out, a 2B pencil, a sharpener and an eraser on your desk. Check to see that you have these things.

Do not open your test book until I tell you to.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at **Part A – the Calculator Allowed** side of your test book. Your details are printed on it. Check that this is your test book and that your details on the front cover are correct.

Point to the Calculator Allowed side of the test book. Allow students time to check their details. If there is an error, the test administrator must note the error and correct it later. (Refer to Section 3.2 *Student details* on page 4 of this handbook for instructions.)

READ ALOUD

Look at the box where it says *Details to be completed by the STUDENT*. Print your first and last name in the boxes. Use all capital letters.

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

READ ALOUD

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.

In this test, I can read the questions to you if you need help. I cannot explain the questions.

Do your best work. Write neatly so that your answers are easy to read. Shade the bubbles carefully. If you make a mistake, erase it completely and try again.

Remember to read each question carefully before you answer it.

If you find that a question is too hard for you, go on to the next one. If you have time, you can go back to the questions you left out after you have finished the rest of Part A.

You must do your own work at all times and you are not allowed to talk to other students.

There are 40 questions in Part A – the Calculator Allowed section of the test and you have 50 minutes to complete all the questions. You **must stop** at the end of Part A.

If you finish early, check your answers to Part A then wait quietly until the test time for Part A is finished.

Do not open Part B until instructed.

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

Do you have any questions?

Answer any questions from the students.

READ ALOUD

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

Supervise students closely to make sure they are on task.

Make sure that students are writing with 2B pencils. Students must not use correction fluid/tape, pens, felt pens or coloured pencils as these will affect the scanning of their 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 which may provide clues to the test question answers. They **MAY NOT** start Part B of this test book. **DO NOT** collect the test books as this may be disruptive to other students. If a whole class finishes Part A before the allocated time, test administrators may use discretion in managing the testing environment and the transition to Part B.

After 45 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 the time to check your answers. Do not open your test book to Part B yet.

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

After 50 minutes, READ ALOUD

Part A – 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.

In preparation for Part B of the Numeracy test, make sure that students do not have access to their calculators. This may be managed at the discretion of test administrators. For example, calculators may be collected up 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 nor be given an opportunity to discuss Part A of the test during this time.

6.4.5 Part B administration script

Make sure students do not have access to their calculators during this part of the test.

READ ALOUD

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

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

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

READ ALOUD

There are 8 questions in Part B – the Non-calculator section of this test and you have 10 minutes to complete all the questions. You cannot use a calculator for this part of the test.

If you finish early, check that you have answered all the questions 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.

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. **The borders of the test books have been shaded differently to assist test administrators with this supervision.**

Make sure that students are writing with 2B pencils. Students must not use correction fluid/tape, pens, felt pens or coloured pencils as this 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 which may provide clues to the test question answers. DO NOT collect the test books as this may be disruptive to other students. If a whole class finishes the test before the allocated time, test administrators 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.

After 10 minutes, READ ALOUD

Part B – the Non-calculator section of the test is now finished.

Put your pencil down and close your book. Do not put your working-out page inside your test book.

I will collect them separately.

6.4.6 After the test

- Collect all test books to return to secure storage.
- Check that working-out pages are not inside test books as these are not returned for processing.
- Collect all working-out pages for secure storage.
- **Refer to Section 4.1 *Administrators' responsibilities* on page 9 of this handbook for further instructions.**

APPENDIX 1: GUIDELINES FOR THE USE OF A COMPUTER BY STUDENTS WITH A TEMPORARY INJURY PARTICIPATING IN THE WRITING TEST

To ensure comparability between students who use a computer for the Writing component of NAPLAN and those students who use pen and paper, it is important that the following guidelines are observed. These guidelines have been determined by ACARA.

In order to access a computer for writing, the student must have a temporary injury to their writing hand/arm that prevents them from completing the test using pencil and paper. Please refer to the *2018 Handbook for principals* (Section 6) for more information.

The following information also applies to students with disabilities for whom an application for the use of a computer for Writing has been approved.

COMPUTER REQUIREMENTS

It is essential that the computer to be used is in accordance with standard assessment practices and that the following tools are turned off:

- spelling checks
- grammar and punctuation checks
- dictionary
- predictive text
- access to the internet.

FONT

Students should use a font size and style that, when the script is scanned, can be easily read by the marker, e.g. point 11 or 12 and Arial, Times New Roman or Calibri.

WORD COUNT

The **maximum** word count is as follows:

- Years 3 and 5: 650 words
- Years 7 and 9: 900 words.

FURTHER ADJUSTMENTS

Depending on the student's keyboard skill, extra time may be allocated at the discretion of the teacher.

AFTER THE TEST

The test administrator (or their assistant) should:

- save student information in the footer, i.e. name, year level, school, date of birth
- save the completed test to the desktop (as a backup)
- print a copy of the test
- delete the text from the desktop
- attach the printout to the student's test booklet.

