Years 3 & 5
Test administration handbook for teachers
# TABLE OF CONTENTS

1. **INTRODUCTION**  
   1.1 Test schedule 1  
   1.2 Catch-up sessions 2  
   1.3 Reading the test administration script 2  

2. **BEFORE THE TEST**  
   2.1 Preparing the classroom 3  
   2.2 Materials required 3  

3. **DURING THE TEST**  
   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**  
   4.1 Administrators' responsibilities 9  

5. **YEAR 3 TEST ADMINISTRATION SCRIPTS**  
   5.1 Year 3 Language Conventions test - TUESDAY 14 MAY 2019 10  
   5.2 Year 3 Writing test - TUESDAY 14 MAY 2019 16  
   5.3 Year 3 Reading test - WEDNESDAY 15 MAY 2019 20  
   5.4 Year 3 Numeracy test - THURSDAY 16 MAY 2019 25  

6. **YEAR 5 TEST ADMINISTRATION SCRIPTS**  
   6.1 Year 5 Language Conventions test - TUESDAY 14 MAY 2019 30  
   6.2 Year 5 Writing test - TUESDAY 14 MAY 2019 36  
   6.3 Year 5 Reading test - WEDNESDAY 15 MAY 2019 40  
   6.4 Year 5 Numeracy test - THURSDAY 16 MAY 2019 46  

APPENDIX 1: GUIDELINES FOR THE USE OF A COMPUTER BY STUDENTS WITH A TEMPORARY INJURY PARTICIPATING IN THE WRITING TEST 51
1. INTRODUCTION

Thank you for administering the 2019 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 test administration scripts 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 3 and 5

<table>
<thead>
<tr>
<th>Monday 13 May</th>
<th>Tuesday 14 May</th>
<th>Wednesday 15 May</th>
<th>Thursday 16 May</th>
<th>Friday 17 May</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Official test date</td>
<td>Official test date</td>
<td>Official test date</td>
<td></td>
</tr>
<tr>
<td>1. Language Conventions</td>
<td>Yr 3: 45 min</td>
<td>Yr 5: 45 min</td>
<td>3. Reading</td>
<td>Yr 3: 45 min</td>
</tr>
<tr>
<td>2. Writing</td>
<td>Yr 3: 40 min</td>
<td>Yr 5: 40 min</td>
<td>catch-up tests permitted</td>
<td>catch-up tests permitted</td>
</tr>
<tr>
<td>catch-up tests permitted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday 20 May</th>
<th>Tuesday 21 May</th>
<th>Wednesday 22 May</th>
<th>Thursday 23 May</th>
<th>Friday 24 May</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Official test date</td>
<td>Official test date</td>
<td>Official test date</td>
<td></td>
</tr>
<tr>
<td>4. Numeracy</td>
<td>Yr 3: 45 min</td>
<td>Yr 5: 50 min</td>
<td>catch-up tests permitted</td>
<td>catch-up tests permitted</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday 27 May</th>
<th>Tuesday 28 May</th>
<th>Wednesday 29 May</th>
<th>Thursday 30 May</th>
<th>Friday 31 May</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Official test date</td>
<td>Official test date</td>
<td>Official test date</td>
<td></td>
</tr>
</tbody>
</table>

Test security must be maintained.

Please note that the security period is in place for three weeks and that all test materials must remain secure until 31 May 2019.
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 (15 minutes for language conventions) for distributing test materials, giving instructions and completing practice questions.

The introduction time is approximate and some classes may require longer.

**Time allowed for each test (in minutes)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Language Conventions</th>
<th>Writing</th>
<th>Reading</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total time</td>
<td>Test time</td>
<td>Total time</td>
<td>Test time</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>45</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>45</td>
<td>50</td>
<td>40</td>
</tr>
</tbody>
</table>

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, 14 – 16 May 2019.

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 17 May. Students absent for the three test days should not be expected to complete all tests on Friday 17 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 17 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 3 and page 30 for Year 5.

The Year 3 scripts have an orange stripe down the side. The Year 5 scripts have a pink 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 11 – 19 of the 2019 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
  - felt pens
  - highlighters
  - rulers
  - glue/staples
  - reusable adhesive
  - mobile phones
  - calculators
  - smartwatches, iPads and other devices, including Bluetooth devices.
- 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 and erasers
  - 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.
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:
  - Line
  - Very light pencil
  - Coloured pencil
  - Pen

- Ensure students complete the practice questions correctly. The purpose of the practice questions is to familiarise students with the different response types. Move through these questions as quickly and efficiently as possible. This is not an opportunity for teaching. The time allocation of 10 minutes for the introduction is a guide only and more time may be needed.
- 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 assistance given to a student that advantages them in any way will be considered cheating. Outlined below are the rules for assisting students in all tests as well as in individual tests.

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. Refer to the below examples:

Example 1

What number will make this number sentence true?

\[
4.52 + 3.68 = \underline{\phantom{100}} + 3.70
\]

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 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 the 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 51 in this handbook, if applicable.
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 7 – 11 of the 2019 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.

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

See Section 6 on pages 11 – 19 of the 2019 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: If a student has an approved adjustment to do the writing test on a computer, the test administrator is required to print out the typed script. The print-out must then be matched and attached with clear tape to the first inside pages of the student’s personalised test book. The script must then be deleted from the computer.

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 (31 May 2019)

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 3 TEST ADMINISTRATION SCRIPTS

5.1 Year 3 Language Conventions test – TUESDAY 14 MAY 2019

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 15 minutes
• Test time: 45 minutes

5.1.2 Preparation for the language conventions test session

• The Year 3 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 3 Language Conventions/Writing test books to students, making sure that each student has the correct test book. Make sure that 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

<table>
<thead>
<tr>
<th>Each student should have</th>
<th>The test administrator should have</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Year 3 Language Conventions/Writing test book</td>
<td>this Test administration handbook</td>
</tr>
<tr>
<td>2B pencils</td>
<td>additional non-personalised test books</td>
</tr>
<tr>
<td>an eraser</td>
<td>spare 2B pencils, erasers, sharpeners</td>
</tr>
<tr>
<td>a sharpener</td>
<td>a watch or clock for timing the test</td>
</tr>
<tr>
<td>a sheet of blank paper for working out.</td>
<td>a board to demonstrate practice questions and display the time sequence</td>
</tr>
<tr>
<td></td>
<td>a copy of the Test participation and summary report</td>
</tr>
<tr>
<td></td>
<td>spare blank paper.</td>
</tr>
</tbody>
</table>

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 3 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

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

Give students time to locate the practice questions.

Note: Practice questions do not contribute to a student’s score on the assessment.

READ ALOUD

In the language conventions test, you will have to answer questions in different ways. These practice questions will show you how to do them. We will do the practice questions together but you will have to do the test questions by yourself.

For some questions you have to write the correct answer in a box. Look at Practice Question 1 and follow the words while I read it.

You have to spell the word bus correctly in the box. Make sure the whole word fits inside the box.

Do that now.

Give students time to write the word.

READ ALOUD

You should have written b-u-s. If you did not write that, erase the incorrect answer completely and write it correctly now. If you make a mistake in your test, you may erase it and then write the correct answer.

Demonstrate on the board how to write the word in the box as you spell it out. Allow students time to change their answers to the correct response.
P2  There is one spelling mistake in this sentence. Write the correct spelling of the word in the box.

He has bloo eyes.

Find the word in the sentence that is spelt incorrectly and write the correct spelling for that word in the box. Again, make sure the word fits inside the box. Do that now.

Give students time to write the word.

P3  Which word completes this sentence correctly?

I like going the city.

as  so  to  of

The box shows there is a word or words missing. Shade one bubble next to the correct word now.

Give students time to shade a bubble.

P4  Which is a correct sentence?

Grass is green.

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

Give students time to correct their answers, erasing any errors completely.
Look at *Practice Question 4*. The orange boxes show that there is a word missing in each sentence. At the end of each row you have two choices: *is* or *are*. You have to choose which one of these words completes each sentence correctly. You can do this by shading the bubble under the correct word. You should only shade one bubble in each row.

Follow the words while I read them to you.

**P4** Shade **one bubble in each row** to show whether the sentence is correctly completed by *is* or *are*.

<table>
<thead>
<tr>
<th></th>
<th>is</th>
<th>are</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hot.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The rocks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hard.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Shade one bubble in each row now.

Give students time to shade the bubbles.

**READ ALOUD**

In the first row, *The sun is hot* is the correct sentence. In this row you should have shaded the bubble under *is*. In the second row, *The rocks are hard* is the correct sentence. In this row you should have shaded the bubble under *are*.

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

Give students time to correct their answers, erasing any errors completely.

**READ ALOUD**

Look at *Practice Question 5*. In this question you have to choose all the words that need a capital letter. Shade the bubble above each of the words in this sentence that need a capital letter.

Follow the words while I read them to you.

**P5** Shade the bubble above **all** of the words in this sentence that need a capital letter.

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

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

Give students time to shade the bubbles.
READ ALOUD

In this sentence the words that need a capital letter are jade, rose and kate. In this sentence you should have shaded the bubbles above jade, rose and kate.

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

Give students time to completely erase and correct any errors.

READ ALOUD

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

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

All the questions in the test will be similar to the ones we have just practised.

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

Remember, you will have to write a word in the box or shade a bubble or bubbles. 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 20 minutes you should be about halfway through the test and close to finishing the spelling questions. Even if you have not finished the spelling questions, you should start the grammar and punctuation questions.

If you finish early, go back to the spelling section, 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 3. You may start now.
Supervise students closely during the test to make sure they are on task, responding in the correct way and doing their own work.

Remember you can help the students by reading the instructions only. **You may not read the test items or the spelling words.** (Refer to Section 3.4 Assisting students on pages 5 – 7 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 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 20 minutes, READ ALOUD

Half the test time has passed. You should have finished the spelling questions. If you are not up to Question 25 on Page 5 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 3 Writing test – TUESDAY 14 MAY 2019

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 3 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 3 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 3 and 5 task. Each writing stimulus page will have YEAR THREE AND YEAR FIVE 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 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 51 of this handbook.

5.2.3 Materials required

<table>
<thead>
<tr>
<th>Each student should have</th>
<th>The test administrator should have</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Year 3 Language Conventions/Writing test book</td>
<td>this Test administration handbook</td>
</tr>
<tr>
<td>the coloured, single page YEAR THREE AND YEAR FIVE writing stimulus</td>
<td>the coloured, single page YEAR THREE AND YEAR FIVE writing stimulus</td>
</tr>
<tr>
<td>a sheet of blank paper for planning</td>
<td>extra blank paper for planning</td>
</tr>
<tr>
<td>2B pencils</td>
<td>additional non-personalised test books</td>
</tr>
<tr>
<td>an eraser</td>
<td>spare 2B pencils, erasers, sharpeners</td>
</tr>
<tr>
<td>a sharpener.</td>
<td>a watch or clock for timing the test</td>
</tr>
</tbody>
</table>

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 3 Writing test book, the writing stimulus page, a piece of blank paper, a 2B pencil, 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 THREE AND YEAR FIVE clearly marked in a white font in the top left hand corner on the black banner. Put your finger on the words that say YEAR THREE AND YEAR FIVE. Raise your hand if you cannot find the words that say YEAR THREE AND YEAR FIVE.

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 THREE AND YEAR FIVE 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 THREE AND YEAR FIVE 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 your 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 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 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.

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 this 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 3 Reading test – WEDNESDAY 15 MAY 2019

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: 45 minutes

5.3.2 Preparation for the reading test session
- Distribute a Year 3 Reading test book and a Year 3 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

<table>
<thead>
<tr>
<th>Each student should have:</th>
<th>The test administrator should have:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a Year 3 Reading test book</td>
<td>• this Test administration handbook</td>
</tr>
<tr>
<td>• a Year 3 Reading magazine</td>
<td>• additional non-personalised test books</td>
</tr>
<tr>
<td>• 2B pencils</td>
<td>• spare reading magazines</td>
</tr>
<tr>
<td>• an eraser</td>
<td>• spare 2B pencils, erasers, sharpeners</td>
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<tr>
<td>• a sharpener</td>
<td>• a watch or clock for timing the test</td>
</tr>
<tr>
<td></td>
<td>• a board to demonstrate practice questions and display the time sequence</td>
</tr>
<tr>
<td></td>
<td>• a copy of the Test participation and summary report.</td>
</tr>
</tbody>
</table>

5.3.4 Test administration script

READ ALOUD

Today you will complete a reading test. You should each have your Year 3 Reading test book and a Year 3 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.

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

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

Note: Practice questions do not contribute to a student’s score on the assessment.

READ ALOUD

The practice questions show you how to answer the questions in the test. We will do the practice questions together but you will have to do the test questions by yourself.

Look at the coloured box at the top of the page of the test book. These instructions tell you which page to turn to in the magazine, the text to read and the questions to answer.

This instruction says Read Sara’s early morning on Page 8 of the magazine and answer questions P1 to P2.

Read Sara’s early morning now.

Give students time to read Sara’s early morning.

READ ALOUD

Look at Practice Question 1. In this question you have to choose two correct answers. You shade the bubbles next to the two correct answers.

Follow the words while I read the question.

P1 Which of these clothes did Sara put on?

Choose two.

- shirt
- hat
- socks
- dress
- scarf

Choose two answers that are correct and shade the bubbles next to each of them. Make sure you shade both bubbles completely.
Give students time to shade two bubbles.

**READ ALOUD**

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

Give students time to completely erase and correct any errors.

**READ ALOUD**

Look at *Practice Question 2*. In this question you have to shade one bubble that points to the correct answer.

Follow the words while I read the question.

**P2** Which word tells the reader the sport that Sara plays?

On Saturday morning, Sara got up early to play football.

Chose one correct answer and shade the bubble that points to it. Make sure you shade the bubble completely.

Give students time to shade the bubble.

**READ ALOUD**

The correct answer is *football*. You should have shaded the fourth bubble. If you did not shade the bubble above ‘football’, erase your answer and shade the correct bubble now.

Give students time to completely erase and correct any errors.

**READ ALOUD**

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

That is the end of the practice questions.

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

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

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

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

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

Are there any questions?

Answer any questions from the students.
READ ALOUD

There are 37 questions in the test and you have 45 minutes to complete all the questions.

Do your best work. For each question in this test, you will need to shade one or more bubbles. Read each question carefully and follow the instructions. Shade the bubbles carefully. If you make a mistake, erase it completely and try again.

If you find that a question is too hard for you, go on to the next one. If you 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 – 7 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 40 minutes, READ ALOUD

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

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

After 45 minutes, READ ALOUD

The reading test is now finished. Please put your pencil down and close your test book. 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 3 Numeracy test – THURSDAY 16 MAY 2019

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 in numeracy.

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.

5.4.1 Time allocation:

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

5.4.2 Preparation for the numeracy test session

- No calculators are to be available during this session.
- Distribute the Year 3 Numeracy test books to students, 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.

5.4.3 Materials required

<table>
<thead>
<tr>
<th>Each student should have:</th>
<th>The test administrator should have:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Year 3 Numeracy test book</td>
<td>this Test administration handbook</td>
</tr>
<tr>
<td>a sheet of blank paper for working out</td>
<td>additional non-personalised test books</td>
</tr>
<tr>
<td>2B pencils</td>
<td>spare working-out paper</td>
</tr>
<tr>
<td>an eraser</td>
<td>spare 2B pencils, erasers, sharpeners</td>
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<tr>
<td>a sharpener.</td>
<td>a watch or clock for timing the test</td>
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<tr>
<td></td>
<td>a board to demonstrate practice questions and display the time sequence</td>
</tr>
<tr>
<td></td>
<td>a copy of the Test participation and summary report.</td>
</tr>
</tbody>
</table>

5.4.4 Test administration script

READ ALOUD

Today you will complete a numeracy test. You should each have your Year 3 Numeracy test book, 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 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**

Turn your test book to the back page. You should be able to see some practice questions.

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

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

**Note:** Practice questions do not contribute to a student’s score on the assessment.

**READ ALOUD**

Look at Practice Question 1. To answer some questions, you have to shade one bubble.

Follow the words while I read the question.

How many apples are shown?

For this question, you need to shade one bubble under the correct answer. Make sure you shade the bubble completely. Do that now.

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

**READ ALOUD**

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

If you make a mistake in your test, you may erase it completely and then shade the correct answer.
Give students time to correct any errors.

**READ ALOUD**

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

Follow the words while I read the question.

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

\[
6 + 4 = \boxed{} \]

Write your answer as a number, not a word. Make sure your answer fits inside the box.

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

Give students time to answer the question.

Check students are using digits rather than words.

**READ ALOUD**

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

Any variation of the answer 10, such as 5 + 5, will be marked as incorrect.

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

Give students time to correct any errors.

**READ ALOUD**

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

Follow the words while I read the question.

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

Choose two answers that are correct and shade the bubbles under each of them. Make sure you shade both bubbles completely. Do that now.

Give students time to answer the question.
The correct answers are the third and the fifth pizzas. You should have shaded the bubbles under these pizzas.

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

Give students time to correct any errors.

That is the end of the practice questions.

Do you have any questions?

Answer any questions from the students.

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

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

Do your best work. Shade the bubbles carefully. Write neatly so that your answers are easy to read.

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

Remember to read each question carefully before you answer it.

If you find that a question is too hard for you, go on to the next one. If you 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 at all times and you are not allowed to talk to other students.

There are 36 questions in the test and you have 45 minutes to complete all the questions.

If you finish early, check your answers 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.

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 their test book.

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 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 40 minutes, READ ALOUD

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

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

After 45 minutes, READ ALOUD

The numeracy test is now finished. Put your pencil down and close your book. Do not put your working-out pages inside your test book. I will collect them separately.

5.4.5 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. YEAR 5 TEST ADMINISTRATION SCRIPTS

6.1 Year 5 Language Conventions test – TUESDAY 14 MAY 2019

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 15 minutes
- Test time: 40 minutes

6.1.2 Preparation for the language conventions test session

- The Year 5 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 5 Language Conventions/Writing test books to students, making sure that each student has the correct test book. Make sure that the language conventions 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 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

<table>
<thead>
<tr>
<th>Each student should have</th>
<th>The test administrator should have</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a Year 5 Language Conventions/Writing test book</td>
<td>• this Test administration handbook</td>
</tr>
<tr>
<td>• 2B pencils</td>
<td>• additional non-personalised test books</td>
</tr>
<tr>
<td>• an eraser</td>
<td>• spare 2B pencils, erasers, sharpeners</td>
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<tr>
<td>• a sharpener</td>
<td>• a watch or clock for timing the test</td>
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<tr>
<td>• a sheet of blank paper for working out.</td>
<td>• a board to demonstrate practice questions and display the time sequence</td>
</tr>
<tr>
<td></td>
<td>• a copy of the Test participation and summary report</td>
</tr>
<tr>
<td></td>
<td>• spare blank paper.</td>
</tr>
</tbody>
</table>

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 5 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**

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

Give students time to locate the practice questions.

**Note:** Practice questions do not contribute to a student’s score on the assessment.

**READ ALOUD**

In the language conventions test, you will have to answer questions in different ways. These practice questions will show you how to do them. We will do the practice questions together but you must do the test questions by yourself.

For some questions you have to write the correct answer in a box. Look at Practice Question 1 and follow the words while I read it.

**P1**

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

-I go to school on a **buss**.

You have to spell the word bus correctly in the box. Make sure the whole word fits inside the box. Do that now.

Give students time to write the word.

**READ ALOUD**

You should have written *b-u-s*. If you did not write that, erase the incorrect answer completely and write it correctly now. If you make a mistake in your test, you may erase it and then write the correct answer.

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

Look at Practice Question 2. Follow the words on the page as I read them.

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

He has bloo eyes.

Find the word in the sentence that is spelt incorrectly and write the correct spelling for that word in the box. Again, make sure the word fits inside the box. Do that now.

Give students time to write the word.

READ ALOUD

The word that is incorrect is blue. You should have written b-l-u-e. If you made a mistake, erase it completely and write the correct answer now.

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

READ ALOUD

Look at Practice Question 3. To answer some questions you have to shade one bubble.

Follow the words as I read the question.

P3 Which word completes this sentence correctly?

I like going  the city.

as so to of

The box shows there is a word or words missing. Shade one bubble next to the correct word now.

Give students time to shade a bubble.

READ ALOUD

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

Give students time to correct their answers, erasing any errors completely.
READ ALOUD

Look at Practice Question 4. The pink boxes show that there is a word missing in each sentence. At the end of each row you have two choices: *is* or *are*. You have to choose which one of these words completes each sentence correctly. You can do this by shading the bubble under the correct word. You should only shade one bubble in each row.

Follow the words while I read them to you.

<table>
<thead>
<tr>
<th>P4 Shade one bubble in each row to show whether the sentence is correctly completed by <em>is</em> or <em>are.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>is</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>The sun [ ] hot.</td>
</tr>
<tr>
<td>The rocks [ ] hard.</td>
</tr>
</tbody>
</table>

Shade one bubble in each row now.

Give students time to shade the bubbles.

READ ALOUD

In the first row, *The sun is hot* is the correct sentence. In this row you should have shaded the bubble under *is*. In the second row, *The rocks are hard* is the correct sentence. In this row you should have shaded the bubble under *are*.

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

Give students time to correct their answers, erasing any errors completely.

READ ALOUD

Look at Practice Question 5. In this question you have to choose all the words that need a capital letter. Shade the bubble above each of the words in this sentence that need a capital letter.

Follow the words while I read them to you.

<table>
<thead>
<tr>
<th>P5 Shade the bubble above all the words in this sentence that need a capital letter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The names of my sisters are jade, rose and kate.</td>
</tr>
</tbody>
</table>

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

Give students time to shade the bubbles.
READ ALOUD

In this sentence the words that need a capital letter are jade, rose and kate. In this sentence you should have shaded the bubbles above jade, rose and kate.

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

Give students time to completely erase and correct any errors.

READ ALOUD

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

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

All the questions in the test will be similar to the ones we have just practised.

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

Remember, you will have to write a word in the box or shade a bubble or bubbles. 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 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 20 minutes you should be about halfway through the test and close to finishing the spelling questions. Even if you have not finished the spelling questions, you should start the grammar and punctuation questions.

If you finish early, go back to the spelling section, 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 3. You may start now.
Supervise students closely during the test to make sure they are on task, responding in the correct way and doing their own work.

Remember you can help the students by reading the instructions only. **You may not read the test items or the spelling words.** (Refer to Section 3.4 Assisting students on pages 5 – 7 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 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 20 minutes, READ ALOUD**

Half the test time has passed. You should have finished the spelling questions. If you are not up to Question 25 on Page 5 in your test book, you should be close.

Teachers 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 5 Writing test – TUESDAY 14 MAY 2019

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 5 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 5 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 3 and 5 task. Each writing stimulus page will have YEAR THREE AND YEAR FIVE 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 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 51 of this handbook.

6.2.3 Materials required

<table>
<thead>
<tr>
<th>Each student should have</th>
<th>The test administrator should have</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Year 5 Language Conventions/Writing test book</td>
<td>this Test administration handbook</td>
</tr>
<tr>
<td>the coloured, single page YEAR THREE AND YEAR FIVE writing stimulus</td>
<td>the coloured, single page YEAR THREE AND YEAR FIVE writing stimulus</td>
</tr>
<tr>
<td>a sheet of blank paper for planning</td>
<td>extra blank paper for planning</td>
</tr>
<tr>
<td>2B pencils</td>
<td>additional non-personalised test books</td>
</tr>
<tr>
<td>an eraser</td>
<td>spare 2B pencils, erasers, sharpeners</td>
</tr>
<tr>
<td>a sharpener.</td>
<td>a watch or clock for timing the test</td>
</tr>
<tr>
<td></td>
<td>a board to display the time sequence</td>
</tr>
<tr>
<td></td>
<td>a copy of the Test participation and summary report.</td>
</tr>
</tbody>
</table>

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 5 Writing test book, the writing stimulus page, a piece of blank paper, a 2B pencil, 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 THREE AND YEAR FIVE clearly marked in a white font in the top left hand corner on the black banner. Put your finger on the words that say YEAR THREE AND YEAR FIVE. Raise your hand if you cannot find the words that say YEAR THREE AND YEAR FIVE.

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 THREE AND YEAR FIVE 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 THREE AND YEAR FIVE 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 your 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 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.

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 5 Reading test – WEDNESDAY 15 MAY 2019

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: 50 minutes

6.3.2 Preparation for the reading test session
• Distribute a Year 5 Reading test book and a Year 5 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

<table>
<thead>
<tr>
<th>Each student should have:</th>
<th>The test administrator should have:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a Year 5 Reading test book</td>
<td>• this Test administration handbook</td>
</tr>
<tr>
<td>• a Year 5 Reading magazine</td>
<td>• additional non-personalised test books</td>
</tr>
<tr>
<td>• 2B pencils</td>
<td>• spare reading magazines</td>
</tr>
<tr>
<td>• an eraser</td>
<td>• spare 2B pencils, erasers, sharpeners</td>
</tr>
<tr>
<td>• a sharpener</td>
<td>• a watch or clock for timing the test</td>
</tr>
<tr>
<td></td>
<td>• a board to demonstrate practice questions and display the time sequence</td>
</tr>
<tr>
<td></td>
<td>• a copy of the Test participation and summary report.</td>
</tr>
</tbody>
</table>

6.3.4 Test administration script

READ ALOUD

Today you will complete a reading test. You should each have your Year 5 Reading test book and a Year 5 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.

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

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

**Note:** Practice questions do not contribute to a student’s score on the assessment.

**READ ALOUD**

The practice questions show you how to answer the questions in the test. We will do the practice questions together but you will have to do the test questions by yourself.

Look at the coloured box at the top of the page of the test book. These instructions tell you what page to turn to in the magazine, the text to read and the questions to answer.

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

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

**READ ALOUD**

Look at Practice Question 1. In this question you have to choose two correct answers. You shade the bubbles next to the two correct answers you have chosen.

Follow the words while I read the question.

```
P1 Which of these clothes did Sara put on?
Choose two.
☐ shirt
☐ hat
☐ socks
☐ dress
☐ scarf
```

Choose two answers that are correct and shade the bubbles next to each of them. Make sure you shade both bubbles completely.

Give students time to shade two bubbles.

**READ ALOUD**

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

Give students time to completely erase and correct any errors.
Answer any questions as necessary.

READ ALOUD

Look at Practice Question 2. In this question you have to shade the bubble that points to the correct answer.

Follow the words while I read the question.

<table>
<thead>
<tr>
<th>P2</th>
<th>Which word tells the reader the sport that Sara plays?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On Saturday morning, Sara got up early to play football.</td>
</tr>
</tbody>
</table>

Choose one correct answer and shade the bubble that points to it. Make sure you shade the bubble completely.

Give students time to shade the bubble.

READ ALOUD

The correct answer is football. You should have shaded the fourth bubble. If you did not shade the bubble above ‘football’, erase your answer and shade the correct bubble now.

Give students time to completely erase and correct any errors.

READ ALOUD

Look at Practice Question 3. In this question there are three sentences. You have to say which are true and which are false. You do this by shading the bubble under the correct option at the end of each row. You must only shade one bubble in each row.

Follow the words while I read the question.

<table>
<thead>
<tr>
<th>P3</th>
<th>Which of the following statements are true and which are false?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Shade one bubble in each row.</td>
</tr>
<tr>
<td></td>
<td><strong>True</strong></td>
</tr>
<tr>
<td>Sara plays football on Sunday.</td>
<td></td>
</tr>
<tr>
<td>Sara was late.</td>
<td></td>
</tr>
<tr>
<td>Sara made a mistake.</td>
<td></td>
</tr>
</tbody>
</table>

Shade one bubble in each row now. Make sure you shade the bubbles completely.

Give students time to shade the bubble.

READ ALOUD

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

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

Give students time to completely erase and correct any errors.
READ ALOUD

Look at Practice Question 4. In this question you must write one number in each box.

Follow the words while I read the question.

P4 Write the numbers 1 to 4 in the boxes to show the order of events as they actually happened.

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

Your answers should show the order of what happened. Write one number in each box now.

Give students time to write their answer.

READ ALOUD

The correct answer is 3 in the first box, 4 in the second box, 1 in the third box and 2 in the fourth box.

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

Are there any questions?

Answer any questions as necessary.

READ ALOUD

Remember that for most questions you only need to shade one bubble but some questions have instructions that tell you to choose two bubbles or even more than two bubbles. Read the instructions carefully.

That is the end of the practice questions.

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

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

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

Every time you come to a coloured box you need to read a new text from the magazine.

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

Are there any questions?

Answer any questions from the students.
READ ALOUD

There are 39 questions in the test and you have 50 minutes to complete all the questions.

Do your best work. For each question in this test, you will need to shade one or more bubbles. Read each question carefully and follow the instructions. Shade the bubbles carefully. If you make a mistake, erase it completely and try again.

If you find that a question is too hard for you, go on to the next one. If you 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 – 7 of this handbook for additional guidelines.)

Make sure that students are writing with 2B pencils. Students must not use correction fluid/tape or 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 45 minutes, READ ALOUD

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

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

After 50 minutes, READ ALOUD

The reading test is now finished. Please put your pencil down and close your test book. 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 5 Numeracy test – THURSDAY 16 MAY 2019

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 in numeracy.

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.

6.4.1 Time allocation:
- Introduction time: approximately 10 minutes
- Test time: 50 minutes

6.4.2 Preparation for the numeracy test session
- No calculators are to be available during this session.
- Distribute the Year 5 Numeracy test books to students, 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.

6.4.3 Materials required

<table>
<thead>
<tr>
<th>Each student should have:</th>
<th>The test administrator should have:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a Year 5 Numeracy test book</td>
<td>• this Test administration handbook</td>
</tr>
<tr>
<td>• a sheet of blank paper for working out</td>
<td>• additional non-personalised test books</td>
</tr>
<tr>
<td>• 2B pencils</td>
<td>• spare working-out paper</td>
</tr>
<tr>
<td>• an eraser</td>
<td>• spare 2B pencils, erasers, sharpeners</td>
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<tr>
<td>• a sharpener</td>
<td>• a watch or clock for timing the test</td>
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<tr>
<td></td>
<td>• a board to demonstrate practice questions and display the time sequence</td>
</tr>
<tr>
<td></td>
<td>• a copy of the Test participation and summary report.</td>
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6.4.4 Test administration script

READ ALOUD

Today you will complete a numeracy test. You should each have your Year 5 Numeracy test book, 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 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

Turn your test book to the back page. You should be able to see some practice questions.

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

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

Note: Practice questions do not contribute to a student’s score on the assessment.

READ ALOUD

Look at Practice Question 1. To answer some questions, you have to shade one bubble.

Follow the words while I read the question.

P1 How many apples are shown?

For this question, you need to shade one bubble under the correct answer. Make sure you shade the bubble completely. Do that now.

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

READ ALOUD

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

If you make a mistake in your test, you may erase it completely and then shade the correct answer.
Give students time to correct any errors.

READ ALOUD

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

Follow the words while I read the question.

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

\[
6 + 4 = \underline{\hspace{2cm}}
\]

Write your answer as a number, not a word. Make sure your answer fits inside the box.

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

Give students time to answer the question.

Check students are using digits rather than words.

READ ALOUD

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

Any variation of the answer 10, such as 5 + 5, will be marked as incorrect.

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

Give students time to correct any errors.

READ ALOUD

Look at Practice Question 3. In this question you have to shade two bubbles.

Follow the words while I read the question.

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

Choose two answers that are correct and shade the bubbles under each of them. Make sure you shade both bubbles completely. Do that now.

Give students time to answer the question.

READ ALOUD

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

If you made a mistake, erase it completely and shade the correct bubbles now.
Give students time to correct any errors.

**READ ALOUD**

That is the end of the practice questions.

Do you have any questions?

Answer any questions from the students.

**READ ALOUD**

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

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

Do your best work. Shade the bubbles carefully. Write neatly so that your answers are easy to read.

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

Remember to read each question carefully before you answer it.

If you find that a question is too hard for you, go on to the next one. If you 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 at all times and you are not allowed to talk to other students.

There are 42 questions in the test and you have 50 minutes to complete all the questions.

If you finish early, check your answers 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.

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 their test book.

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 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, teachers may use discretion in managing the testing environment and collect the test books.

**After 45 minutes, READ ALOUD**

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

When you have finished, close your test book and wait quietly.
After 50 minutes, READ ALOUD

The numeracy test is now finished. Put your pencil down and close your book. Do not put your working-out pages inside your test book. I will collect them separately.

6.4.5 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.
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 2019 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: 700 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 and the recycle bin
- attach the printout to the student’s test booklet.