2014

NAPLAN NATIONAL ASSESSMENT PROGRAM
Literacy and Numeracy

Handbook for principals

acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

NATIONAL ASSESSMENT PROGRAM

LITERACY AND NUMERACY

Handbook for Principals

2014

Contents

About this handbook

The successful administration of the 2014 National Assessment Program — Literacy and Numeracy (NAPLAN) tests depends on the cooperation and commitment of principals.

The handbook is specifically designed for principals, who have ultimate responsibility within their school for ensuring the tests are appropriately administered. It provides all the information required for the implementation of the NAPLAN program. Principals should provide copies of this handbook to all school staff involved in the administration of the tests.

There are two parts to this handbook:

- Part A:
  has been written by the Australian Curriculum, Assessment and Reporting Authority (ACARA) and contains relevant sections of *National Protocols for Test Administration*, including the Code of Conduct. These protocols apply to all schools in Australia.
- Part B:
  has been written by the Queensland Studies Authority (QSA), which is the Test Administration Authority (TAA) responsible for the implementation of NAPLAN in Queensland schools. It details practices and procedures for the administration and reporting of the tests in this state.

Principals and test administrators should not assume that what they have done in the past complies with the testing requirements for this year's tests.

This *Handbook for Principals* may be viewed online at www.qsa.qld.edu.au/8021.html.
The electronic version of the handbook has the advantage of having hyperlinks to websites and enables users to search for important information.

Other important information about NAPLAN 2014 can be found on the ACARA and QSA and websites and in QSA publications including newsletters and memos:

- ACARA: www.nap.edu.au
- QSA: www.qsa.qld.edu.au/8017.html.

Part A

National information from relevant sections of the National Protocols for Test Administration

1 Introduction

NAPLAN tests are held during May each year. The Australian Curriculum, Assessment and Reporting Authority (ACARA) has responsibility for the development and central management of the National Assessment Program – Literacy and Numeracy (NAPLAN). The Test Administration Authority (TAA) in each state or territory is responsible for the administration of the tests in their jurisdiction. All states and territories administer the tests in accordance with nationally agreed protocols.

The *National Protocols for Test Administration* provide detailed information on all aspects of the administration of the tests. The Protocols manage security of the tests, the test environment and other relevant factors to ensure reliable, nationally comparable results are obtained. They specify security requirements and uniform processes and procedures needed to ensure students complete the tests under similar conditions. In cases where individual students require special arrangements to complete the tests, these are provided at the school after consultation between the school and the relevant TAA.

In order to maintain the integrity of the tests, the testing process and ultimately test results, these protocols must be followed carefully. Breaches of the *National Protocols for Test Administration* and allegations of cheating or improper behaviour are taken very seriously, and substantiated cases of improper behaviour will be reported publicly in ACARA's annual test incident report. To assist TAAs and schools determine what are appropriate and inappropriate behaviours, a code of conduct is included, along with information on how breaches are dealt with.

ACARA, in cooperation with states and territories, will continue to review the *National Protocols for Test Administration* to ensure that tests are delivered in an appropriate and consistent manner across all states and territories.

These Protocols are designed to cater for the majority of situations. However, the relevant TAA should be contacted for specific advice if it is apparent the Protocols do not adequately provide guidance or if there are problems meeting the requirements in these Protocols.

2 Code of conduct

The NAPLAN Code of Conduct is designed to uphold the integrity of the tests by outlining the fundamental principles upon which the tests are based. Undermining test integrity by breaching these principles or the *National Protocols for Test Administration* will lead to an investigation and, if allegations are substantiated, to potentially serious consequences.

This code provides a summary of acceptable and unacceptable behaviours. At all times educators must ensure that tests are administered in a way that is fair and equitable for all students, in order to provide an accurate assessment of students' capabilities at the time of testing.

2.1 NAPLAN is a national assessment, and all students are expected to participate. NAPLAN should be accessible to all students to demonstrate their actual skills and knowledge.

    2.1.1 Disability adjustments that are appropriate for students to access and participate in the tests should be granted.

    2.1.2 It is not acceptable to exert influence on parents to withdraw their children from testing.

2.2 NAPLAN is primarily an assessment of learning, so the test environment must be tightly controlled to maintain test integrity. This includes the conduct of test administrators, support staff, and the presence of unauthorised teaching or support material.

    2.2.1 The integrity of the tests must be maintained at all times; cheating is not permitted.

    2.2.2 The test environment must neither advantage nor disadvantage any student.

2.2.3	Tests should be appropriately administered, being mindful of the time, location, and supervision requirements.
2.2.4	Active supervision of students during the tests is required.
2.2.5	Providing unauthorised assistance to students during the tests is inappropriate.
2.2.6	Providing additional time for the tests (unless disability adjustments have been granted) is inappropriate.
2.2.7	Allowing students access to unauthorised materials and aids during the tests is inappropriate.
2.2.8	Test administrators should ensure their actions before, during and after the tests do not unduly impact on students' results.

2.3 Schools and teachers should adopt appropriate test preparation strategies that familiarise students with the test process and question formats, but do not excessively rehearse students such that results reflect prepared work rather than students' own abilities.

2.3.1	The best preparation schools can provide for students is teaching the curriculum, as the tests reflect core elements of the curriculums of all states and territories.
2.3.2	Any actions that compromise the ability of students to produce results that reflect their own unrehearsed knowledge and skill are inappropriate.
2.3.3	The preparation of possible responses for any test is inappropriate.
2.3.4	Any attempt by school staff to unfairly or dishonestly manipulate test results is inappropriate.
2.3.5	Any attempts by students to gain an unfair advantage are inappropriate.
2.3.6	Any attempts by any party to modify an answer after the test are inappropriate.

2.4 The security of the tests is critical in order to ensure that students' individual results accurately reflect their abilities. Test materials must be kept locked in a secure location to avoid any premature disclosure of content, or unauthorised disclosure of test materials at any time during the test period.

2.4.1	The security and confidentiality of the tests must be maintained from the time they are delivered to the school to the end of the test security period.
2.4.2	The content of tests must not be disclosed prior to the scheduled tests or during the test security period.
2.4.3	Tests should not be conducted outside the secure school location unless prior permission has been granted by the TAA.
2.4.4	All used and unused testbooks must be secured immediately after each test period (not left in classrooms or other insecure storage areas).
2.4.5	Schools should ensure that completed materials are stored securely in such a way that allegations of tampering with responses prior to their collection cannot be made.
2.4.6	Schools must not copy, transcribe or transmit student responses, or cause responses to be recorded, except as outlined by these protocols.

2.5 Effective communication at all levels is essential for the efficient and transparent delivery of the tests.

2.5.1	Principals and all relevant school staff must read and understand the *Handbook for Principals* (which includes relevant sections of the *National Protocols for Test Administration*), and the *Test Administration Handbook for Teachers*.
2.5.2	Failure to read or become aware of these protocols and documents is not a valid reason for breaching protocols.
2.5.3	Principals and test administrators must adhere to the instructions outlined in the *Handbook for Principals* and *Test Administration Handbook for Teachers*, and principals should seek clarification from their TAA if unsure of any points.
2.5.4	Dishonest and inappropriate practices will not be tolerated and should be actively discouraged. Allegations of breaches of the *National Protocols for Test Administration* should be reported promptly.
2.5.5	It is the responsibility of the principal to make parents and carers aware of the main aspects of the testing program.

3   Communications

3.1   Responsibilities of ACARA

3.1.1   A website for NAPLAN information (www.nap.edu.au) is maintained with updates on all aspects of the national tests.

3.1.2   A communications strategy clearly outlining the respective roles played by ACARA and the TAAs with regard to communication to schools will be made available to TAAs. Materials arising from this strategy that ACARA is responsible for will be made available on the NAP website (www.nap.edu.au).

3.1.3   ACARA is responsible for maintaining the *National Protocols for Test Administration*, which is a key risk control and communication document for the NAPLAN program.

3.2   Responsibilities of Test Administration Authorities

Content for this section can be found in the complete *National Protocols for Test Administration,* on ACARA's NAP website (www.nap.edu.au).

3.3   Responsibilities of principals

3.3.1   Principals are required to:

- ensure that parents/carers of students in Years 3, 5, 7 and 9 are fully informed about the program
- discuss and plan for disability adjustments and exemptions where appropriate
- ensure that all relevant staff are fully informed of their roles and responsibilities and test administration requirements
- ensure that all staff are aware that they must maintain test security until the end of the test security period
- ensure that NAPLAN student reports are delivered to parents/carers in a timely manner after they are received at the school
- be aware of any additional jurisdiction-specific responsibilities outlined in Part B of the *Handbook for Principals*.

3.3.2   Principals are responsible for acknowledging, in a manner outlined by their TAA, that they have read and understood the *Handbook for Principals*, which includes the relevant sections of the *National Protocols for Test Administration*.

4 Security and integrity of test materials

4.1 Responsibilities of Test Administration Authorities

Content for this section can be found in the complete *National Protocols for Test Administration,* on ACARA's NAP website (www.nap.edu.au).

4.2 Responsibilities of Test Administration Authorities with contractors

Content for this section can be found in the complete *National Protocols for Test Administration,* on ACARA's NAP website (www.nap.edu.au).

4.3 Responsibilities of principals

4.3.1 The principal is responsible for the overall security, receipt and confidentiality of all test materials from the time the materials are delivered to the school through to the end of the test security period and including the safe collection or dispatch of those materials on conclusion of the tests.

4.3.2 The principal must notify the TAA immediately if test material security has been breached in any way from the time of receipt of the test materials to the end of the test security period.

4.3.3 NAPLAN materials must be received in person by the principal or the principal's delegate/s (someone who occupies a position of suitable responsibility, whom the principal nominates as an eligible person to accept the test material delivery). The principal is to ensure that the authorised person who receives the test materials signs for them and legibly records their name and the time the material arrives at the school. This information may be requested by the TAA. Materials must not be left unattended by a courier. If this occurs, the TAA must be notified immediately.

4.3.4 Where couriers cannot avoid making deliveries after school hours, the principal or the principal's delegate must take delivery of the test materials.

4.3.5 The principal (or the principal's delegate who signs for the materials) is to ensure the contents and quantities of deliveries are correct as soon as possible after the receipt of the material. Packages must be checked for tampering, and to ensure correct quantities have been delivered without opening the tamper-evident packages.

4.3.6 In the event of incorrect/incomplete delivery or evidence of tampering or other compromise in security during transit, the TAA must be notified immediately and any jurisdiction-specific process followed. Any additional test materials dispatched to schools will be forwarded using the same level of security as that used for the original dispatch.

4.3.7 The principal is responsible for ensuring test materials are sorted and prepared for distribution to classes in advance of the test period, but no earlier than is necessary for the effective administration of the tests. A reasonable period to sort materials may be up to one day. Test materials must be returned to secure storage after sorting until the morning of the relevant test. Test content must not be accessed during this process. Schools which need greater flexibility must apply to their TAA.

4.3.8 Any person/s acting as a delegate of the principal and assisting the principal in the sorting of materials should not be a classroom teacher of any class taking the tests, except in special circumstances where the size of the school precludes this.

4.3.9 The principal must ensure that all test materials, including the Reading magazines and the Writing stimulus, are kept secure until the end of the test security period. Under no circumstances can materials be shown or given to parents/carers or members of the wider community, including the media, before the end of the test security period.

4.3.10 The principal must ensure that teachers and students not involved in the tests do not have access to the test materials during the test security period.

4.3.11 The principal must ensure that videos or photographs for media opportunities are taken outside the test sessions and do not show any secure materials.

4.3.12 The principal must ensure that test administrators are informed of test processes and are made familiar with information provided on test security.

5 Student participation cohorts

All students in Years 3, 5, 7 and 9 (and only these students) are expected to participate in NAPLAN tests. Students in all other year levels do not participate in NAPLAN tests.

5.1   Assessed students

5.1.1   National test results are based on the number of assessed students. Assessed students include students who attempt the test and are not otherwise treated as absent because of abandonment due to illness or injury and students exempt from testing.

5.1.2   Students in Years 3, 5, 7 and 9 in each state and territory attending government and non-government schools are expected to participate in the testing.

5.1.3   Students in ungraded classes, who are equivalent in age to students in Years 3, 5, 7 and 9, are expected to take the relevant year level national tests.

5.2   Exempt students

Students may be exempted from one or more of the tests (i.e. Reading, Writing, Language Conventions, or Numeracy).

5.2.1   Parent/carer signed consent for exemptions

Principals must obtain signed parent/carer consent for all exempted students prior to the test period. Principals can expect information from their TAA on the preferred method for collecting and recording this information.

5.2.2   English language proficiency

Students with a language background other than English, who arrived from overseas and have been attending school in Australia for less than a year before the tests, should be given the opportunity to participate in testing, but may be exempted. Principals can expect information from their TAA on the preferred method for collecting and recording this information.

5.2.3   Students with disability

Students with significant intellectual disability and/or those with significant co-existing conditions which severely limit their capacity to participate in the tests may be exempted from taking the national tests. This is determined after consultation has occurred between the principal, student, and the relevant parent/carer and it is agreed that the student is not able to access the tests with adjustments.

Treatment of exempt students' data and results

5.2.4   Students who qualify for exemption and do not submit a test attempted under test conditions are considered as assessed students and are counted in the 'below minimum standard' calculations for reporting purposes in national and jurisdictional summary data.
Results for exempt students are not included in school-level calculations of means.

5.2.5   Students who meet the criteria for exemption, but who take any or all of the tests under test conditions and formally submit those tests, will be counted as assessed students with the score that they achieved.

5.2.6   Exempt students who are absent on the testing day will still be reported as exempt students, rather than absent students.

5.2.7   The text that will appear on the individual student report for tests for which students are exempted will read: *Your child was exempt from this test and is considered not to have achieved the national minimum standard.*

5.2.8   Where a student is exempted from all tests it is recommended that an individual student report not be issued.

5.3   Absent students

5.3.1   Absent students are students who did not take the test because they were not present when the test was administered, and are identified as absent by the school for the purpose of the test session.

5.3.2   Students who are present at school but are unable to take the test as a result of an accident or mishap preventing their participation (including catch-up sessions) are to be recorded as absent for the purpose of the test session.

5.3.3   Students who are present for a test but who do not attempt any part of the test are considered as assessed students and must be recorded as being present.

5.3.4   Principals are encouraged to facilitate the participation in the tests during a catch-up session of students who were identified as absent on the day of the test but return to school within the week scheduled for NAPLAN testing.

Treatment of absent students' data and results

5.3.5   Absent students are not counted as part of the cohort of assessed students.

5.3.6   Students who are marked as absent but for whom a test is formally submitted must be counted as assessed. TAAs must validate discrepancies, for example where a student was absent for a test, but then completed the test in a catch-up session.

5.3.7   A student in Year 7 or 9 who is absent for one of the two Numeracy tests (calculator allowed or non-calculator) will be treated as an absent student for that test only.

5.3.8   The text that will appear on the individual student report for tests for which students are absent will read: *Your child was absent from this test and no result has been recorded*.

5.3.9   The text that will appear on the individual student report for Years 7 and 9 Numeracy where students have completed only one of the two test forms will read: *Your child does not have a result for one of the two Numeracy tests. The result presented here is an estimate of the score your child would have received if both tests had been completed*.

5.3.10   Where a student is absent from all tests it is recommended that an individual student report be issued.

5.4   Withdrawn students

5.4.1   Students may be withdrawn from the testing program by their parent/carer. This is a matter for consideration by individual parents/carers in consultation with their child's school. Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing.

5.4.2   A formal notification in the manner specified by the TAA must be received by the principal prior to the testing.

Treatment of withdrawn students' data and results

5.4.3   Withdrawn students are not counted as part of the cohort of assessed students.

5.4.4   The text that will appear on the individual student report for tests for which students are withdrawn will read: *Your child was withdrawn from this test*.

5.4.5   Where a student is withdrawn from all tests it is recommended that an individual student report not be issued.

5.5   Abandonment due to illness or injury

5.5.1   Abandonment of a test refers only to students who attempt one or more questions in a test but who abandon the test due to illness or injury (i.e. a sanctioned reason verified by the TAA). The student may not complete the test in a catch-up session.

5.5.2   Abandonment due to illness or injury does NOT apply to students who do not complete the test but are present for the entire test session, or who choose to leave the session without a sanctioned reason that is verified by the TAA; such students must be counted as assessed with the score that they achieve (see *Non-attempts*).

5.5.3   All instances of students who attempt one or more questions in the test but who then abandon the test due to illness or injury must be reported to the TAA immediately for advice on appropriate actions.

Treatment of students' results and data where abandonment applies

5.5.4   Reasons for abandonment due to illness or injury must be recorded and sanctioned by the TAA to avoid the student being considered assessed.

5.5.5   The text that will appear on the individual student report for tests which students have abandoned due to illness or injury will read: *Your child does not have a result for this test due to illness or injury during the test*.

5.5.6   The text that will appear on the individual student report for Years 7 and 9 Numeracy where students have completed only one of the two test forms will read: *Your child does not have a result for one of the two Numeracy tests. The result presented here is an estimate of the score your child would have received if both tests had been completed.*

5.6   Non-attempts and refusals

5.6.1   Students in attendance at school for the test session but who do not attempt any part of a test or who abandon the test session in a non-sanctioned manner must be recorded as present for the purpose of the test and are considered assessed.

Treatment of students' results where the test is not attempted

5.6.2   Students who are present for the entire test session but do not complete any part of the test must be counted as assessed students with a score of zero. Students who submit a blank testbook must not be treated as absent.

5.6.3   The text that will appear on the individual student report for tests where there is no evidence of participation will read: *Your child was present for this test but did not complete any part of the test paper*.

5.7   International fee-paying students

5.7.1   International fee-paying students (defined as students holding a student visa under the *Education Services for Overseas Students Regulations 2001*) are encouraged to participate in NAPLAN tests to facilitate classroom and school level learning outcomes; however, their results are not recorded as part of jurisdictional data for public policy purposes.

5.7.2   International fee-paying students are not included in jurisdictional data sets but will receive a student report.

5.7.3   The text that will appear on the individual student report for international fee-paying students for tests where there is no evidence of participation will read: *Your child was present for this test but did not complete any part of the test paper*.

5.8   Hosted and visiting students

5.8.1   If a student is away from their regular location (e.g. visiting interstate), they should be given an opportunity to take the tests at a school in the student's temporary location.

5.8.2   Principals of potential host schools are encouraged to facilitate the participation of visiting students.

5.8.3   Tests should be taken on blank testbooks provided by the host school.

5.8.4   Where a student is visiting from interstate, the principal at the host school is responsible for sending the student's testbooks back to the TAA in the student's home state/territory by registered post (see Section 12 for TAA postal details).

5.8.5   The student's results will be included in the data set for their home state/territory.

5.8.6   The student will receive a student report through their own school.

6 Adjustments for students with disability

Student participation in NAPLAN is the joint responsibility of schools and TAAs, as outlined in these protocols.

Adjustments permitted in the tests are detailed in this section and apply only to students with disability. Adjustments are permitted for students with disability to support their access to the tests and facilitate maximum participation. For the NAPLAN program, disability is defined as per the Commonwealth *Disability Discrimination Act 1992.*[1]

Adjustments are intended to enable access to the tests on an equivalent basis to students without disability.

Adjustments for students with disability for NAPLAN should be determined in line with these protocols on a case by case basis by the school together with their TAA, the parent/carer and the student. Examples of the application of these adjustments can be found in a set of 'scenarios' published on the National Assessment Program website (www.nap.edu.au).

6.1   *Disability Discrimination Act* **and Disability Standards for Education**

6.1.1   The Disability Standards for Education (2005) provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students and outline the obligations of school education providers under the *Disability Discrimination Act 1992*.

The Standards outline an obligation for education providers to make reasonable adjustments where necessary to ensure the maximum participation of students with disability. The framework provides for:

- consultation with the student (or an associate of the student)
- consideration of whether an adjustment is necessary
- if an adjustment is necessary, identification of a reasonable adjustment
- making the reasonable adjustment.

The term 'reasonable adjustment' is described as a measure or action taken to assist a student with disability to participate in education on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

6.2   **Adjustments, test requirements, and student participation**

6.2.1   Where disability impacts on access to the tests, reasonable adjustments may be granted to facilitate access to all or some of the tests.

6.2.2   Adjustments are based on the following equity principles and are designed to maximise participation in the NAPLAN tests:

- Adjustments should allow students with disability to *access* NAPLAN tests.
- A student may have access to more than one adjustment in any one test and different adjustments may be appropriate for different tests.
- Adjustments should reflect the kind of support and assistance provided for assessment in the classroom in order for students to demonstrate what they know and can do, noting that adjustments that are appropriate in a learning environment may not be appropriate in an assessment environment.
- Adjustments should not compromise the ability to assess the underlying skills that are the objects of the assessments, as outlined in Section 6.2.3.

6.2.3   The NAPLAN tests are designed to provide a summative, nationally comparable understanding of student performance in Reading, Writing, Language Conventions and Numeracy. The tests are not designed as formative tools, and adjustments appropriate for learning environments may not be appropriate for NAPLAN. Adjustments are not appropriate (even if they are usually provided for the student in their classroom) if they compromise a student's ability to demonstrate the following skills:

- **Reading**: The NAPLAN Reading tests assess the ability of students to independently make meaning from *written* standard Australian English texts, including those with some visual elements. Reading the stimulus material and/or questions aloud to a student during the Reading test is therefore not appropriate or permitted.
- **Writing**: The NAPLAN Writing tests assess a student's ability to convey thoughts, ideas and information through the independent construction of a written text in standard Australian English.

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1.   http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/

- **Language Conventions**: The NAPLAN Language Conventions tests assess a student's ability to independently recognise and use correct standard Australian English grammar, punctuation and spelling in *written* contexts. Reading questions aloud to a student during the Language Conventions test is therefore neither appropriate nor permitted.
- **Numeracy**: The NAPLAN Numeracy tests assess students' knowledge of mathematics, their ability to independently apply that knowledge in context, and their ability to independently reason mathematically. Reading numbers or symbols aloud to a student or interpreting diagrams in the numeracy test is, therefore, not appropriate or permitted.

For further information see section 8.6.11.

6.3 Responsibilities of Test Administration Authorities

6.3.1 Each TAA will:

- comply with a consistent approach across all states and territories where students access any adjustments as set out in the *National Protocols for Test Administration*
- provide test materials in an alternative format (see Section 11 for definitions) for those students who meet the criteria.

6.4 Responsibilities of principals

6.4.1 The principal must:

- identify students with disability who require access to adjustments and, where necessary, apply in writing for permission and/or alternative formats
- ensure that parents/carers are informed about, and have agreed to, the nature of the adjustment/s the student will receive
- document all adjustment arrangements and keep a record of these for audit purposes
- make arrangements at the school level to provide students with disability with the adjustments they require
- apply for alternative format test materials to their TAA, well in advance of the tests
- comply with the TAA requirements for reporting adjustments provided by the school
- ensure that the test administrator supervising the test has a thorough understanding of the protocols related to adjustments and their administration.

6.5 Use of a Scribe: permitted for the Writing test only

6.5.1 A Scribe (as defined in these protocols) may be permitted to assist a student with disability to complete the **Writing test only**. Students with disability might be permitted the use of a Support Person for the other NAPLAN tests if appropriate (see Section 6.6).

6.5.2 The role of a Scribe is to provide access to the Writing test, not to improve a student's performance in this test. Scribes are only appropriate for students with disability for whom this is regular literacy assessment practice. Poor handwriting in itself is not sufficient justification for the use of a Scribe. Where appropriate, students should be encouraged to undertake the tests independently of a Scribe using alternative adjustments.

6.5.3 A Scribe may be provided for a student with disability in the Writing test who:

- has difficulty with the physical act of writing (this does not refer to a student's difficulty processing what they want to write) or fine motor control due to a disability, or experiences excessive fatigue of hands or upper limbs due to a disability; and
- does not have fluency using alternative means of writing (e.g. students who lack fluency using a computer); and
- is familiar with working with a Scribe under the conditions outlined in this section; and
- would be unable to access the Writing test by any of the other adjustments available.

6.5.4 In order to ensure national consistency in the use of Scribes and to ensure that the results are not compromised, prior written permission to use a Scribe must be sought and given by the respective TAA. Failure to do so may result in results being invalidated.

6.5.5 A Scribe **must** have experience working as a Scribe; be an adult; be officially and regularly engaged by the school to carry out this function; and be familiar with the NAPLAN Scribe rules (Section 6.5.6).

A Scribe **should**, wherever possible, be familiar with the student in question.

A Scribe **cannot** be the parent of any student in the class of students being tested.

6.5.6 The Scribe must be fully aware of the test administration procedures and the following conditions:

Scribe rules

- Test instructions should be delivered exactly as outlined in the *Test Administration Handbook for Teachers*.
- After allowing the student time to reflect and consider, the Scribe will write as the student dictates and must not suggest ideas or words to use nor prompt in any other way.
- As the student dictates, the Scribe will write word for word to reproduce the student's own language, printing all words in lower case without any punctuation, except as dictated by the student. The student must be aware of the need to advise of punctuation.
- The student may read or request the Scribe read the text back throughout the test for the purpose of maintaining continuity; however, the Scribe should not lead the student to re-read the text.
- A spelling check must be performed before the student can be given the scribed text to proofread and edit. The Scribe will select four (4) easy words, four (4) average words and four (4) hard words that have been used in the text and ask the student to orally spell each one. The Scribe will record the student's oral spelling of each word in a space below the text.
- When completed, the Scribe must cover the scribed text and show the student only the 12 spelling words. The Scribe must ask the student to check these words and indicate any change that the Scribe should make.
- When the test is over, the Scribe will write the selected words in brackets next to each of the words spelt by the student to avoid any confusion during the marking process.
- During the editing time, the scribed text is given to the student to proofread and to indicate where punctuation is to be placed, if not indicated by the student in their original dictation. The Scribe will then mark the capitals, full stops, paragraphs etc. as directed by the student.
- During this time the student may also indicate any changes or additions to the text, and the Scribe will write these where indicated by the student.

6.6 Use of a Support Person: Reading, Language Conventions and Numeracy tests

6.6.1 A Support Person may be permitted for students with disability to assist with access to the Reading, Language Conventions and Numeracy tests, by shading bubbles indicated by the student, or writing short responses or answers dictated by the student for the tests. A Support Person can read aloud only those elements of the test that can be read to all students (see Section 8.6.11). A Support Person may be either a teacher or a person officially engaged by the school to carry out this function.

6.6.2 See Section 6.5 for information on supported access to the Writing test.

6.6.3 A Support Person is permitted only for those students with disability (including a temporary disability such as a broken arm) who experience difficulty in accessing the tests by any other adjustments available, including the 'use of a computer' (e.g. due to fine motor difficulty), or who usually use such a Support Person to participate in classroom assessments.

6.6.4 A Support Person is permitted to provide access to the tests only and must adhere to the relevant requirements outlined in Sections 8.6 and 8.7. Prompts, interpretation or paraphrasing etc. are practices that are strictly prohibited. Common assessment principles and a commitment to upholding the integrity of the assessment environment must be adhered to when administering and overseeing the use of adjustments.

6.6.5 Parents and family members as a Support Person:

- If a parent or family member has a child at a school at which they are regularly employed and/or engaged by the school in the capacity of a Support Person, then he/she may be permitted to be a Support Person for NAPLAN.
- A Support Person cannot be the parent or family member of any student in the class of students being tested.

- If the parent or family member is not employed by the school in a formal position, then he/she is not permitted to assist in the NAPLAN tests as a Support Person.
- Principal and school discretion and common sense should be applied, and the TAA should be consulted if necessary.

6.7 Use of assistive technology

6.7.1 TAA procedures for the granting of adjustments for the use of assistive technology, including a computer, must be followed. Schools must seek advice and/or approval from their TAA for this adjustment prior to testing.

6.7.2 Where a student with disability regularly uses a computer as part of the usual disability adjustments in classroom assessments, this adjustment may be appropriate for use during the tests. For example, students may type their response to items on the computer. These responses must then be printed and secured into the student's testbook in the manner prescribed by the TAA. TAAs manage the transcription of student responses.

6.7.3 Use of a computer must be in accordance with standard assessment practices: spell- and grammar-check, dictionary, predictive text, etc., must be turned off. Access to the internet or internal networks must also be completely restricted. It is expected that a basic level of logistical support is provided to students permitted to use assistive technology in line with normal test conditions (e.g. setting up of the computer).

6.7.4 Where students with disability have been granted use of a computer or other assistive technology as a disability adjustment, screen readers that provide text-to-speech outputs are only permitted where reading aloud (in accordance with Section 8.6.11) is available to all students. Screen readers that provide text-to-speech outputs may be used by students to listen to their typed responses in all tests.

6.8 Electronic test format

6.8.1 The electronic format enables students to answer questions on screen and may be appropriate for students with disability who use a computer as part of their usual adjustments when participating in classroom assessments and are not able to otherwise access the tests through any of the other adjustments available, including the use of large print material or assistive technology as outlined above (Section 6.7), for example, students with disability who have at least one of the following:

- severe vision problems and are not Braille proficient
- severe physical disabilities which restrict movement.

6.8.2 Students accessing the tests in this format are likely to need extra time. The allocation of extra time should be decided on a case by case basis.

6.8.3 Schools wishing to access this adjustment must apply to their TAA in line with these protocols.

6.9 Temporary injuries

6.9.1 Where a temporary injury, which impacts on the student's ability to access the tests independently, has been sustained prior to the test, the school may make appropriate disability adjustments. For example, a student with a temporary injury might be granted the use of a computer to assist with the Writing test in line with Section 6.7 or a Support Person to provide access to the other tests in line with Section 6.6.

6.9.2 A Scribe is not permitted for students who have a temporary injury (such as a broken arm) at the time of the Writing test if they are not familiar with the process of working with a Scribe.

6.9.3 A doctor's certificate may be requested to support an application for adjustments (such as the use of a computer) for a student with a temporary injury. It is not appropriate to request adjustments where these are not warranted by the nature of the injury.

6.9.4 Schools must ensure they obtain the relevant approvals from their TAA for adjustments for students with temporary injuries, if required by these protocols.

6.9.5 If no available adjustment is appropriate to enable participation, the student must be marked absent from the test.

6.10   Extra time and rest breaks

6.10.1   Teachers and schools are best placed to determine how many minutes of extra time a student should have to take the test. It is recommended that no more than five minutes of extra time per half hour of test time be granted; however, depending on the level of disability, a longer time may be needed. In any case, the school is best placed to make a final decision based on the specific circumstances of the student in question, in line with TAA requirements.

6.10.2   Where relevant, rest breaks can be used as an alternative to extra time to avoid student fatigue, although there will be instances where both adjustments are necessary.

6.10.3   Braille users: The logistics of using Braille or a Brailler warrant the provision of some extra time for all students accessing the test in this manner, regardless of their proficiency in this medium. For Braille users, guidelines regarding the provision of extra time are as follows:

- Writing: 10 min/half hour
- Reading: 15 min/half hour
- Language Conventions: 15 min/half hour
- Numeracy: 20 min/half hour

These times are a guide only. The allocation of extra time for a Braille user should be decided on a case by case basis.

6.11   Summary of adjustments for students with disability

6.11.1   It is anticipated that students will have their usual access to standard non-educational facilities and furniture that form part of their everyday assessment adjustments under the *Disability Discrimination Act* and Disability Standards for Education.

6.11.2   The following table outlines some of the types of adjustments that might be provided. This list is not exhaustive, and granting of a listed adjustment is not automatic; each application should be assessed individually according to the relevant state/territory process and the student's needs.

Disability adjustments	Comments
Extra time	Generally, it is recommended that no more than 5 minutes of extra time per half hour of test time be granted; however, in some cases up to an additional 15 minutes per half hour of published test time may be provided. See also Section 6.10.3 for extra time for Braille users.
Rest breaks	Generally, it is recommended that no more than 10 minutes of rest time per half hour of test time be granted; however, in some cases up to an additional 15 minutes per half hour of published test time may be provided. Where relevant, rest breaks can be used as an alternative to extra time to avoid student fatigue, although there will be instances where both extra time and rest breaks are necessary.
Oral/Sign support	Students who are deaf or have a hearing impairment may access oral or signed communication (e.g. Auslan). The support person must be a skilled and familiar communication partner with the student and is permitted to read or sign the instructions in all tests. Signing is permitted only for those sections of the tests that can be read to non-hearing impaired students (see Section 8.6.11).
Scribe	Scribes can be used for the **Writing** test if this is the usual assessment practice in the classroom. ✓ Scribes are permitted for the Writing test where the disability is of an enduring nature. ✗ Scribes are not permitted for the Writing test where the disability is of a temporary nature.
Support Person	A Support Person may be either a teacher or a person officially engaged by the school to assist students with disability to access the test by shading bubbles indicated by the student or writing short responses or answers dictated by the student for the **Reading, Language Conventions and Numeracy tests.**
Assistive technology/ computers	Computer use may be permitted for all tests by students with disability who normally use this adjustment for their usual classroom assessments and for students with temporary injuries such as broken arms. Schools must seek advice and/or approval from their TAA for this adjustment prior to testing. ✓ Software providing text-to-speech outputs is permitted to enable students with disability who normally use this type of adjustment to access their own responses in all tests, where appropriate. ✓ Software providing text-to-speech outputs is permitted to access test material only where reading aloud is available to all students. Unacceptable aspects of computer use include: ✗ Word prediction ✗ Spelling and grammar checking ✗ Text-to-speech software for Language Conventions and Reading tests ✗ Calculator use (during the non-calculator numeracy tests) ✗ Internet/internal network access.
Black and white print format	Black and white print testbooks are available for students who generally access their classroom assessments in this manner. Black and white testbooks may be copied onto coloured paper or used with coloured overlays. Schools are responsible for copying onto coloured paper and providing the coloured overlays. Black and white print materials must be ordered in advance through the TAA.
Large print format	Various formats of large print testbooks are available for students with a vision impairment who generally access their classroom assessment in this manner. Large print materials must be ordered in advance through the TAA.
Braille format	Braille testbooks are available for students who normally use Braille in their classroom assessment. Braille materials must be ordered in advance through the TAA.
Electronic test format	This adjustment is limited to those students with disability who are unable to access the tests through any of the other adjustments available, including the use of assistive technology. Electronic test format materials must be ordered in advance through the TAA.

7 Preparing students for the test

NAPLAN tests provide point-in-time information in relation to student performance. It is important that the results accurately reflect student ability and they are not intended to be pass/fail type tests.

NAPLAN tests are intended to complement the existing range of school-based assessments. It is important that teachers ensure that students, while taking the NAPLAN tests seriously, are not overwhelmed by the experience. Students should be familiar with test format and response types but excessive practice is not recommended.

The provision of broad and comprehensive teaching and learning programs is the best preparation that schools can provide for their students. Therefore, excessive coaching and test preparation is inappropriate.

7.1 Practice for the NAPLAN Writing test

7.1.1 It is appropriate for students to gain experience in producing writing scripts under timed test conditions using practice topics.

7.1.2 It is not appropriate for teachers to instruct students in the preparation of a common script for the purpose of reproducing it during the test. Where scripts from students at the same school are found to have significant commonalities such that they could be considered to be pre-prepared learned scripts, this may be considered a breach of protocol.

7.2 Practice for other NAPLAN tests

7.2.1 It is appropriate for students, particularly students participating in the NAPLAN tests for the first time, to be made familiar with the format, language, response types and time constraints of the Reading, Language Conventions and Numeracy tests before they take the tests. Students should understand that they must complete the tests without communicating with other students and without teacher assistance (except where adjustments for students with disability are deemed necessary).

8 Administering the tests

8.1 Responsibilities of Test Administration Authorities

Content for this section can be found in the complete *National Protocols for Test Administration,* on ACARA's NAP website (www.nap.edu.au).

8.2 Responsibilities of principals

8.2.1 Principals are responsible for the administration of tests within their school.

8.2.2 Principals are responsible for the administration of arrangements for students undertaking catch-up tests and the conditions under which they are taken in 2014.

8.3 Students registered for non-school-based locations

8.3.1 Arrangements for the administration of the tests for students who do not normally attend a regular school location will vary in accordance with the legislation, regulations and policies in each of the states and territories. These protocols do not override existing state and territory requirements, and may not reflect or apply to all situations.

8.3.2 In accordance with jurisdiction-specific legislation or policy, TAAs must ensure that students registered for non-school-based education are able to participate in the tests. Where participation in the tests can occur only in non-school locations, TAAs must ensure that the security of the tests is assured.

8.3.3 TAAs may only grant permission for parents of students registered in non-school-based locations to act in locum for the principal and test administrator if this is the only way access to the tests can be achieved for the child. This permission may only be sought by the school on behalf of the parents.

8.3.4 The same demands regarding the code of conduct and security surrounding storage and dispatch of test materials are expected of parents acting as test administrators as they are of principals and test administrators.

8.4 Time for testing

8.4.1 Tests must NOT be conducted before the official test date under any circumstances. The test period starts on 13 May 2014 and finishes on 15 May 2014. The test security period finishes on 23 May 2014. The test timetable is as follows:

Monday 12 May	Tuesday 13 May Official test date	Wednesday 14 May Official test date	Thursday 15 May Official test date	Friday 16 May
	1. Language Conventions Yr 3: 40 min Yr 5: 40 min Yr 7: 45 min Yr 9: 45 min **2. Writing** Yr 3: 40 min Yr 5: 40 min Yr 7: 40 min Yr 9: 40 min	**3. Reading** Yr 3: 45 min Yr 5: 50 min Yr 7: 65 min Yr 9: 65 min	**4. Numeracy** Yr 3: 45 min Yr 5: 50 min Yr 7 (calculator): 40 min Yr 9 (calculator): 40 min Yr 7 (non-calc.): 40 min Yr 9 (non-calc.): 40 min	
	catch-up tests permitted	*catch-up tests permitted*	*catch-up tests permitted*	*catch-up tests permitted*
Monday 19 May	Tuesday 20 May	Wednesday 21 May	Thursday 22 May	Friday 23 May
Test security to be maintained to ensure tests remain secure for schools sanctioned to vary test dates. Individual student catch-up tests not permitted.				

8.4.2 Only schools with compelling reasons are able to vary test dates (up to 23 May) following prior permission from their TAA. The reason must be of a serious order and outside the school or school system's control; for example, where a local public holiday occurs during the testing period. This option is available only to classes or groups, not individual students.

8.4.3 Schools must schedule tests so that they are undertaken in morning sessions on the official test dates. Schools must administer the tests in the sequence specified in the *Handbook for Principals*, including those days where two tests are conducted. Schools with permission to vary the test dates must follow the instructions provided by their TAA.

8.4.4 Where there is more than one test scheduled for any day, the order in the schedule in 8.4.1 must be adhered to and a minimum of 20 minutes break time for students should be provided between the two test sessions.

8.4.5 Except in the case of individual students who have been granted rest breaks as disability adjustments, tests must be completed in a single uninterrupted session. See also Section 8.8 for information on how to manage test disruptions.

8.4.6 Individual students are not able to undertake catch-up tests in the week following the national tests. They may undertake catch-up tests on the days in the test week only, after the scheduled test. These protocols also apply to test catch-up days and approved variations.

8.5 Preparation for test administration

8.5.1 Responsibilities of the principal

- The principal will determine and appoint, if required, relevant persons to act as test administrators.
- The principal will ensure test administrators are provided with the relevant *Test Administration Handbook for Teachers* and all assessment materials, and are familiar with the requirements of the role, including implementation of disability adjustments for relevant students.
- Principals must obtain permission from their TAA, in accordance with TAA guidelines, where computers or network enabled devices are used. Where permission to use computers is granted, the internet connection, spelling and grammar check, and text prediction functions must be disabled.
- The principal will ensure test administrators are provided with a copy of the code of conduct.

8.5.2 The principal must ensure that:

- under no circumstances any student undertakes a test before the specified test date
- under no circumstances any student undertakes a test without supervision
- during the test, students are not able to view material within the test area that could assist them to answer questions (such as multiplication tables, spelling lists, writing charts, etc.)
- spare or unused testbooks are not used as practice books for any students (regardless of year level) before the end of the test security period
- test materials are not to be provided to any teachers (regardless of year level or subject area) before the end of the test security period.

8.5.3 The principal has the responsibility to adhere to and enforce the procedures outlined in the *Handbook for Principals.*

8.6 Administering the tests — appropriate behaviours

8.6.1 Test administrators must ensure that professional and ethical behaviour of staff members is demonstrated regarding all aspects of test administration. Any assistance that answers a test question for a student or advantages them in any way will be considered cheating (see also Section 11).

8.6.2 'Cheating' refers to behaviour undertaken with the intent of conferring or obtaining unfair advantage in or from the assessment process.

8.6.3 In the case of a teacher, test administrator, or school, an advantage would generally be observed in the performance of the school or cohort, and cheating may include:

- viewing test materials before the morning of the test and using this knowledge to prepare students
- explaining, paraphrasing or interpreting questions
- giving verbal or physical hints to students about the accuracy of their responses
- reminding students about related work completed in class

- providing extra time for students to complete a test (this does not apply where a documented disability adjustment is in place, or where a student has experienced an interruption)
- informing individual students or groups of students undertaking the test in a catch-up session of test content
- changing student responses during or after the test
- knowingly allowing students to engage in behaviour amounting to cheating.

8.6.4 Student cheating is not, in itself, considered a breach of these protocols, but may reflect a breach by test administrators. In the case of students, an advantage would generally be observed in their individual result. Acts of academic misconduct by students during the tests, such as cheating, are to be dealt with through schools' existing procedures. Cheating may include intentionally:

- taking unauthorised equipment or prohibited information into the test room (e.g. mobile phone, dictionary)
- communicating with any person other than an administrator during the test introduction time, planning time or during the test
- looking at another student's work
- working on the incorrect test in the 'flip' testbook.

Where a student is found to have cheated, or is reasonably suspected of having done so, the TAA must be contacted as soon as possible.

8.6.5 During the tests, students should be seated so they are not able to read other students' work. If students take the tests in their classroom, it is expected that the test administrator will be present at all times. If students are seated with a larger group (e.g. in a hall), the student/test administrator ratio must be comparable to that of a regular classroom.

8.6.6 It is expected that test administrators will actively supervise students at all times, including walking around the room, to ensure that test conditions are maintained. When administering the tests in the 'flip' testbooks, test administrators must ensure that students are working on the correct test. The page borders in the testbooks have been shaded differently to assist this supervision.

8.6.7 Test administrators are responsible for ensuring that only permitted items are taken into the test area.

8.6.8 The following items are NOT permitted in the test area under any circumstances:

- mobile phones (principals must ensure that students are notified that mobile phones are not permitted)
- rulers.

8.6.9 Test administrators must ensure that students take only the items permitted into the test area.

The items permitted are:

- pencils or pens (as specified by the TAA)
- pencil sharpener
- eraser
- one blank piece of paper for planning in the Writing test, which is to be collected by the test administrator at the end of the test
- one blank piece of paper for working in the Numeracy tests, which is to be collected by the test administrator at the end of the test
- calculators for the Year 7 and 9 Numeracy calculator-allowed tests
- where necessary, assistive technology which may include a computer, as a disability adjustment.

8.6.10 Test administrators are responsible for the use of calculators in the Years 7 and 9 Numeracy tests.

- Students will be permitted to take into the test the calculator that they currently use at school or with which they are most familiar.
- Schools should ensure that they have a sufficient reserve supply of calculators.
- Test administrators are responsible for ensuring that all calculators have been checked and that no information that might advantage a student has been stored on the calculator.
- Calculators do not include multifunction or internet accessible devices.

8.6.11   Reading aloud to students

The literacy demands of the test should not exclude a student from accessing the Numeracy tests; however, it is not intended that a test administrator lead the class through the Numeracy test, question by question, unless the literacy standard of the whole class is a barrier to access.

Test administrators **are** permitted to:

✓ read the Writing stimulus

✓ read Numeracy questions (not numbers or symbols).

✓ read test instructions

✓ read practice questions.

Test administrators are **NOT** permitted to:

✗ read questions or stimulus material in the Reading or Language Conventions tests

✗ read numbers or symbols in the Numeracy tests

✗ interpret diagrams or rephrase questions

✗ paraphrase, interpret or give hints about questions or texts.

8.7   Instructions by test administrators

8.7.1   Test instructions must be delivered exactly as documented in the *Test Administration Handbook for Teachers*. Instructions outside those specified in the *Test Administration Handbook* should be minimal.

Typically these other instructions may be to:

•   remind students of elapsed time

•   maintain test conditions for all students

•   remind students to check that they have completed all questions.

Under no circumstances is it appropriate to prompt students to record or change any response.

8.8   Time taken to complete tests and test disruptions

8.8.1   All students must complete the test within the time allocated for each test.

8.8.2   Variations from the allocated time may be permitted only in cases where students have been granted extra time as a disability adjustment prior to the tests and should be recorded as required by the TAA.

8.8.3   In the case of significant and unforeseen interruptions to the tests, (e.g. fire alarms/electricity outages), or where disruptions could impact on students' results, schools must contact their TAA immediately for advice on appropriate action to take to ensure that any potential impact on students' results is minimised.

8.8.4   If a student commences any test, and due to illness or injury (migraine, nausea, etc.) is unable to finish the test during the official test session, the TAA must be contacted. If the TAA sanctions the reason for the student abandoning the test, the testbook must be marked as abandoned. If the TAA does not sanction the reason for the student abandoning the test, the testbook must be marked on the basis of any questions answered. The student may not complete the test in a catch-up session.

8.8.5   Where student behaviour during the tests is disruptive to the point where it might impact on one or more students' results, the assessment environment should be appropriately managed. Students removed from the test room for disciplinary reasons must either continue the test in a separate supervised room immediately, or be deemed to have finished the test.

8.8.6   The TAA should be contacted as soon as practical to the time of a significant disruption to advise on and sanction a school's proposed actions.

8.9   Collection of test materials and post-test procedures

8.9.1   At the end of the test session, test administrators must collect all testbooks and hand them immediately to the principal or principal's delegate or nominee for secure storage until returned for processing. All other material, including stimulus materials and unused testbooks, must also be collected from the test area and kept secure until the end of the testing period. No students, teachers (unless they are a test administrator) or any unauthorised person should remove any test material from the test area.

8.9.2   Testbooks must be returned for processing, in the manner specified by the TAA, by the specified date. The absence of the principal (or delegate) from the school is not a reason for the late return of testbooks.

Schools should have an alternative plan in place if the principal or delegate is absent during the test period.

8.9.3   Schools must not copy, transcribe or transmit student responses or cause responses to be recorded except as outlined by these protocols. This prohibition includes photocopying completed testbooks and/or asking students to record their answers separately from their response book (except as may be required for their disability adjustment).

8.9.4   Under no circumstances should test administrators mark any testbooks or provide results to teachers, parents and/or students.

8.9.5   Test administrators are not to transcribe special print books unless advised by their TAA.

8.9.6   Schools are permitted to keep unused, un-named copies of the test materials for future reference for internal educational purposes.

9   Marking

9.1   Responsibilities of ACARA

9.1.1   A common set of quality assurance procedures and processes to ensure comparable marking standards across the country have been set at the national level.

9.1.2   ACARA is responsible for the quality assurance procedures for marking.

Content for this section can be found in the complete *National Protocols for Test Administration,* on ACARA's NAP website (www.nap.edu.au).

9.2   Responsibilities of Test Administration Authorities

Content for this section can be found in the complete *National Protocols for Test Administration,* on ACARA's NAP website (www.nap.edu.au).

10 Breaches of test protocols

Any allegation of a situation or incident that contravenes these protocols, including the code of conduct, or is suspected of breaching these protocols, is taken seriously and must be investigated and managed in line with the *Guidelines for managing test incidents in schools*, available on the NAP website (www.nap.edu.au).

Whether an allegation of a breach of these protocols amounts to cheating is a question of whether there was an intent on the part of the person responsible for the breach to effect or obtain an unfair advantage (on behalf of a student, a cohort of students, or a school). The question of intent, where relevant, should be determined during any subsequent investigation.

ACARA will publish an annual statement reporting NAPLAN test incidents to support the integrity of the testing process and to inform test administrators about appropriate behaviours.

10.1 Reporting of incidents

10.1.1 All allegations of test incidents or breaches of these protocols must be reported immediately to the relevant Responsible Entity and TAA.

10.1.2 Where an incident is reported or suspected at a school level, the school is required to document the allegation and follow the actions outlined in the *Guidelines for managing test incidents in schools* as soon as possible. Failure to do so is itself a breach of these protocols.

10.1.3 Where an incident is reported directly to a TAA, the principal/s concerned and/or the appropriate school authority/school owners/school boards must be notified immediately.

10.2 Investigation of incidents

10.2.1 When a report is received by a TAA alleging a breach of the protocols, the relevant Responsible Entity will require that an investigation of the allegation is undertaken.

10.2.2 The investigation of an incident may involve other authorities in cases where the governance of the school does not reside with the state or territory education department or authority.

10.2.3 Similarly, any action taken against an individual or a school as the result of an investigation confirming a breach or cheating will be undertaken by the relevant authority or agency.

10.2.4 A record of all alleged incidents and breaches, together with the findings and subsequent outcome of the investigation, will be recorded in an incident register and reported to ACARA as soon as possible.

10.3 Types of incidents

10.3.1 Situations or incidents cited in this document as examples are not inclusive of all possible situations or incidents. Any incident that occurs that compromises the security or integrity of NAPLAN testing, including behaviours listed as 'inappropriate', should be considered as a possible breach of protocol and reported accordingly for investigation.

10.3.2 States and territories may be liable for additional costs of printing, distributing and marking associated with test incidents.

10.4 Breaches of security for the Writing test

10.4.1 While it is important that the security of all NAPLAN tests is maintained until the test days, the content of the Writing test is particularly sensitive, as the Writing test is a single task. Any pre-publication of the content of the Writing test poses a significant face validity issue.

10.4.2 If the Writing topic is known to students in advance, and they have had opportunities to practise their writing, this exposure provides a significant advantage to students and may compromise the test data.

10.4.3 Any alleged breaches of Writing test content must be immediately reported to ACARA. ACARA will have an action plan to deal with such incidents.

10.5 Consequences of substantiated incidents

10.5.1 Any substantiated breach of protocol that is deemed to have affected the validity of any test data may result in a TAA or ACARA withholding these data.

10.5.2 The Responsible Entity for each school, be it the TAA, Education Department or the school authority/ school owners/school boards, is directly responsible for any disciplinary action in schools within their jurisdiction that follows from inappropriate behaviour by school staff or students in relation to security of test material and/or of test administration.

11 Definitions

Alternative format tests	Tests provided in Braille, large print, black and white or electronic format as disability adjustments
Breach of protocol	Any breach of the *National Protocols for Test Administration*, and may relate to test security, cheating, or any other breach
Breach of security	Any breach of the *National Protocols for Test Administration* that bears upon the security of the test materials prior to and during the test security period
Cheating	Behaviour undertaken with the intent of conferring or obtaining unfair advantage in or from the assessment process
Disability adjustments	Students with disability may require adjustments to allow for participation in the tests. Disability adjustments are intended to enable students with disability to access the tests on an equivalent basis to students without disability, while upholding the integrity of the testing process. Disability adjustments permitted in the tests are detailed in Section 6 of these *National Protocols for Test Administration.*
Responsible Entity	The entity that has authority in relation to any particular school or school system to receive and assess initial reports of possible breaches of the Protocols (e.g. school board, system authority, government department, depending on school type. See *Guidelines for managing test incidents* (www.nap.edu.au) for more information).
Scribe	A Scribe is a person who may be a teacher, teacher's aide, or other appropriate person who is familiar with the NAPLAN Scribe rules and able to write under direction from a student. A Scribe may not be a parent of the student or another student. A Scribe is used only for the Writing test — all other one-on-one support granted as adjustments is covered under the term 'Support Person'.
Support Person	A Support Person may be either a teacher or an official Support Person engaged by the school (not a parent of the student or another student). A Support Person enables students with disability to access a test by shading bubbles indicated by the student or writing short responses or answers dictated by the student for the ***Reading, Language Conventions*** and ***Numeracy*** tests.
Test Administration Authority (TAA)	The Test Administration Authority is the Education Department or Test Authority in each state or territory that has responsibility for the administration of the tests in that jurisdiction. TAAs are listed in Section 12.
Test administrator	Teachers, school staff members, school support staff who are involved in delivering (administering) the NAPLAN tests to students
Test period	The test period encompasses the three official days of test administration (13-15 May 2014).
Test security period	The test security period starts as soon as secure NAPLAN materials are received by a school, and runs until the Friday in the week following the official test days (23 May 2014).

12 Test administration authority contact details

TAAs should be contacted for questions and advice relating to the administration of the NAPLAN tests, including state and territory based practices, advice regarding the appropriate implementation of the protocols, and any issues arising during the administration of the tests.

ACT
Senior Manager, Performance and Systems
Education and Training Directorate
Department of Education and Training
GPO Box 158
Canberra ACT 2601
Tel: (02) 6205 9317
Web: http://www.det.act.gov.au

SA
Manager, Student Achievement Information
Educational Measurement and Analysis
Department for Education and Child Development
31 Flinders Street
Adelaide SA 5000
Tel: (08) 8226 2470
Web: http://www.decd.sa.gov.au

NSW
Senior Test Administration Officer, NAPLAN
Board of Studies NSW
117 Clarence Street
Sydney NSW 2000
Tel: (02) 9367 8131
Web: http://www.boardofstudies.nsw.edu.au

TAS
Principal Education Review Officer
Educational Performance Services
Department of Education
GPO Box 169
Hobart TAS 7001
Tel: (03) 6233 6957
Web: http://www.education.tas.gov.au

NT
Senior Manager National Assessment
Curriculum, Assessment and Standards
Department of Education
GPO Box 4821
Darwin NT 0801
Tel: (08) 8944 9245
Web: http://www.education.nt.gov.au

VIC
Manager, Assessment Programs
Victorian Curriculum and Assessment Authority
Assessment Programs Unit
Level 1, 2 Lonsdale Street
Melbourne VIC 3000
Tel: 1800 648 637
Web: http://www.vcaa.vic.edu.au

QLD
Manager, NAPLAN
Queensland Studies Authority
PO Box 307
Spring Hill QLD 4004
Tel: (07) 3864 0481
Web: http://www.qsa.qld.edu.au

WA
Manager, K–10 Testing
School Curriculum and Standards Authority
27 Walters Drive
Osborne Park WA 6017
Tel: (08) 9273 6300
Web: http://www.scsa.wa.edu.au

ACARA can be contacted for general queries about the NAPLAN program:

ACARA

Tel: 1300 895 563

Level 10, 255 Pitt Street, Sydney NSW 2000

Web: www.nap.edu.au

Part B

Queensland operational information and instructions

Getting ready for the tests

To ensure the smooth running of the NAPLAN tests, principals should inform staff and the school community of the dates for the 2014 testing program as early as possible. A parent information brochure is available on ACARA's NAP website (www.nap.edu.au).

Using the NAPLAN Test administration web page

This web page is a password-protected system that enables principals or their delegates to complete most of the tasks associated with NAPLAN administration online.

From the *NAPLAN portal* at **https://naplan.qsa.qld.edu.au/naplan/** select *Test administration login* and enter the school Brief Identification Code (BIC) and password.

Complete the following tasks through the web page before the tests:

• upload and/or check, amend and confirm student details

• request alternative formats of tests and other adjustments for students with disability

• complete documentation for test exemptions and parent withdrawal of students from tests

• apply for a variation to test dates

• acknowledge receipt of this handbook

• acknowledge receipt of test materials

• request additional test materials.

The first task for schools is to upload and/or check, amend and confirm the details of all students eligible to participate in the 2014 NAPLAN tests. These student details are required for pre-printing student information on testbooks to facilitate the smooth administration of the tests and to enable reliable analyses of students' results. The collected data will also be used to generate student reports.

The *QSA NAPLAN portal user manual* is available on the web page to assist schools complete this and other tasks.

Access dates for registration of student details

• Independent and Catholic schools that do not have central uploading of their data can upload, edit and verify student details from **7 February**.

• Education Queensland schools can edit and verify student details from **17 February**.

• The website closes for all schools on **7 March**. The registration process must be completed by this date.

Complete the following tasks through the web page after the tests:

• advise the QSA of any irregularities in the use of testbooks (i.e. *School testbook usage advice*)

• advise the QSA of the use of assistive technology by students with a temporary injury (e.g. broken writing arm or hand)

• complete the principal's declaration

• query student reports.

Preparing a school security action plan (Refer to Part A Section 4)

• **Planning for the tests must include the development of a school security action plan.**
  A draft plan is included in the appendix of this handbook.

• Test materials must be kept secure throughout the whole process of delivery to schools, storage at schools and distribution during the testing period **up to and including Friday 23 May**.

• Test materials must not be left unattended or unsecured at schools or other locations.

• The principal must ensure that:

  – test administrators do not have access to the testbooks until the morning of the scheduled test day

  – students are unable to preview or practise the test questions

  – teachers and students not involved in the tests do not have access to the test materials until after **Friday 23 May**

  – no test materials are made available to members of the wider community, including the media, until after **Friday 23 May**.

Student participation in the tests (Refer to Part A Section 5)

Every effort should be made to ensure all eligible students are assessed during the test week (13–16 May).

Principals should finalise arrangements for student participation in the 2014 tests (i.e. exemptions, parent withdrawals, adjustments for disability) by Friday 9 May.

Exempting students from the tests (Refer to Part A Section 5.2)

- On all matters of exemption, the principal must **consult with a student's parents/carers** and obtain their written consent.
- The principal, in consultation with specialist and support staff and parents/carers, should use professional judgment when making decisions about participation in the tests of students with disability.
- Exemption is not an adjustment for disability.
- Students cannot be granted exemption because of poor academic performance or disciplinary problems.
- To exempt a student, a principal must obtain written consent from the parents/carers prior to the tests using the *Application for test exemption* form available from the *NAPLAN portal*.
  This form must be completed and returned to the principal by **Friday 9 May**.
  A copy of the completed form should be given to the parents/carers and the original retained by the school.
- Exemption from a test is reported by shading the appropriate bubble on the cover of the student's testbooks.

Students in special schools

- Students in special schools are not automatically exempt from the tests.
- Adjustments may be made to maximise student access to the NAPLAN tests.
  For information about adjustments for students with disability, refer to Part A Section 6.
- Principals of special schools will need to access the *NAPLAN portal* to edit and verify all students' details.
- Principals of special schools are also required to indicate which students are being granted exemption from the tests. Testbooks for exempt students will not be sent to special schools.
- Special schools will be sent *Type 1* testbooks (overprinted with students' names) for non-exempt students and some *Type 2* (unnamed) testbooks.

Withdrawing students from the tests (Refer to Part A Section 5.4)

- Principals should provide a copy of the *Notice of parent withdrawal* form to parents/carers wishing to withdraw students from the testing program. This form is available for download from the *NAPLAN portal*.
- The form must be completed, signed and returned to the principal by **Friday 9 May**.
  A copy of the completed form should be given to the parents/carers and the original retained by the school.
- Parental withdrawal from a test is reported by shading the appropriate bubble on the cover of the student's testbooks.

International fee-paying students (Refer to Part A Section 5.7)

- International fee-paying students are eligible to sit the tests.
- The participation of international fee-paying students is reported by shading the appropriate bubble on the cover of the student's testbooks.

Repeating students

Students repeating Years 3, 5, 7 or 9 must sit the tests with their current cohort.

Excluded students

Students who have been excluded (or suspended) from school during the test week are to be marked absent.

Exchange students

Students on short exchanges from other countries should not sit the tests.

Distance education students

• To access the tests, students enrolled in schools of distance education are able to:

– attend the campus of the school of distance education in which they are enrolled and sit the tests on the scheduled test dates under test conditions administered by staff of that facility

– attend their nearest school and sit the tests as a "visiting student". That is, they sit the tests on the scheduled test dates under test conditions administered by the staff of that school. Testbooks for these students will be supplied by the host school (*Type 2* testbooks).

• A student who intends visiting another school to sit the tests should be provided with all the details necessary for the accurate completion of the covers of their testbooks (i.e. their personal details, the full name and code of the school in which they are enrolled).

• Where a distance education student needs to access the tests in an alternative format (e.g. large print, electronic), the principal should advise the QSA of the name of the school at which the student will sit the tests so arrangements can be made to deliver the materials to that school.

Hosted and visiting students (Refer to Part A Section 5.8)

• On occasions, students may sit the tests at a school other than their own (i.e. a host school). Students may sit the tests at another school if they are:

– attending a cultural or sporting event

– on holiday

– enrolled in a school of distance education

– home-schooled.

• Schools hosting "visiting students" are advised to keep a record of the names and details of these students for verification purposes and to assist with reporting queries.

• The participation of a "visiting student" is reported by shading the appropriate bubble on the covers of testbooks. The name and code of the school in which the student is enrolled must be recorded on the testbook.

• For information about returning testbooks for visiting students, see page 40.

Adjustments for students with disability (Refer to Part A Section 6)

• Where a student's circumstances meet the criteria for adjustments to access the tests, the principal, parents/carers and teacher must complete the appropriate application form.

• It is expected that the adjustments used in the tests will be the same as those made for assessment in the classroom. (Refer to Part A Section 6.2.2.)

• Forms are available through the school's *Test administration login* on the *NAPLAN portal* at https://naplan.qsa.qld.edu.au/naplan/.

Adjustments	Authorisation	Form
Extra time	Granted by school.	*Application for adjustment for disability*
Rest breaks	Granted by school.	*Application for adjustment for disability*
Signed support	Granted by school.	*Application for adjustment for disability*
Support person	Granted by school.	*Application for adjustment for disability*
Coloured overlays	Granted by school.	*Application for adjustment for disability*
Scribe	Granted by QSA.	*Application to use a scribe for the Writing test*
Assistive technology use	Granted by QSA.	*Application to use assistive technology*
Black and white print format	Granted by QSA.	*Request for large print or black and white format*
Large print format	Granted by QSA.	*Request for large print or black and white format*
Braille format	Granted by QSA.	*Request for Braille format*
Electronic format	Granted by QSA.	*Application to use electronic test format*

- Each application should be discussed with the student's parents/carers, the student and specialist personnel to determine the most equitable and appropriate adjustment/s to enable the student to access the tests.

- A copy of the completed application form/s should be given to the student's parents/carers and the original/s retained in the student's file. Schools need to keep a copy of this information as they may be requested to provide it for audit purposes at a later date. The *Application for adjustment for disability* form is for school use only and should not be sent to the QSA or to Fuji Xerox DMS.

- Test administrators must ensure that they shade the bubble on the cover of the student's testbook/s to show that *The principal has approved adjustments for this student.* This must be done for each test for which the student is granted an adjustment.

- Separate supervision may be provided to ensure other students are not distracted by a student's access to adjustments for disability or disruptive behaviour. This is an administrative decision to be made by the school and is not considered to be an adjustment for disability.

Application for testbooks in Braille format (Refer to Part A Section 6.10 and 6.11)

- Braille testbooks are available for students who normally access this educational adjustment for learning and assessment.

- **Principals must complete and submit a *Request for Braille format* to the QSA by Friday 21 February**. This electronic application form is available from the *NAPLAN portal*.

Return of test materials:

- It is the responsibility of the school to transcribe the student's Braille responses into the their *Type 1* (named) testbook.

- Both the Braille responses and the *Type 1* testbooks must be placed in the envelope provided with the alternative format materials and returned with the testbooks of other students.

Application for large print or black and white print format testbooks (Refer to Part A Section 6.11)

- Large print or black and white print testbooks are available for students who normally use these educational adjustments for learning and assessment.

- **Principals must complete and submit a *Request for large print format or black and white print format* to the QSA by Friday 21 February.** This electronic application form is available from the *NAPLAN portal.*

- The provision of coloured overlays for students who generally use this educational adjustment is the responsibility of the school.

Return of test materials:

- Schools are **not** required to transcribe student responses from these formats into a student's *Type 1* (named) testbooks.

- Both sets of testbooks for a student — the large print or black and white format testbooks and the *Type 1* (named) testbooks — must be placed in the envelope provided with the alternative format materials and returned with the testbooks of other students.

Application to use electronic test format (Refer to Part A Section 6.8)

- Where a student requires an electronic test format to access and complete the tests, prior approval must be sought from the QSA.

- **Principals must complete and submit an *Application to use electronic test format* to the QSA by Friday 21 February.** This electronic application form is available from the *NAPLAN portal.*

Return of test materials:

- Where a student uses the electronic test format, the school must print the student's response sheets.

- These loose pages must be inserted in the student's *Type 1* (named) testbook. They may be affixed with a paperclip but are not to be glued or stapled to the testbook.

- The printed pages, the student's *Type 1* (named) testbook and the disc **must be** placed in the envelope provided and returned with the testbooks of other students.

Application to use a scribe for the *Writing* test (Refer to Part A Section 6.5)

- Where a student requires the use of a **scribe** to access and complete the *Writing* test, prior approval must be sought from the QSA.

- **Principals must complete and submit an *Application to use a scribe for the Writing test* by Wednesday 23 April.** This electronic form is available from the *NAPLAN portal.*

Application to use assistive technology (Refer to Part A Section 6.7)

- Where a student requires the use of **assistive technology** (e.g. computer, Alphasmart neo) to access and complete the tests, prior approval must be sought from the QSA.

- **Principals must complete and submit an *Application to use assistive technology* by Wednesday 23 April.** This electronic form is available from the *NAPLAN portal*.

- The QSA will provide electronic templates in which students can record their responses for each of the tests using Wordpad or a similar program.

Return of test materials:

- When a student uses assistive technology (including a computer), the school must print the student's response sheets which must be clearly labelled with the following information:
  – the school name and code
  – the name of the test (e.g. *Language conventions)*
  – the student's name, date of birth, year level and EQ ID number (where applicable).

- These loose pages must be inserted in the *Type 1* testbook bearing the student's name. They may be affixed with a paperclip but are not to be glued or stapled to the testbook.

- **A copy of the student's work must also be emailed to the QSA by close of business on Tuesday 20 May.** (See the contact details inside the back cover of this handbook.)

Adjustments for students with a temporary injury

Use of assistive technology for the *Writing* test (Refer to Part A Section 6.9)

- A student with a temporary injury, such as a broken arm or wrist, may be granted the use of appropriate assistive technology (e.g. a computer) to complete the *Writing* test. **A scribe is not permitted**.

- The *Temporary injury — notice of use of assistive technology for the Writing test* **form must be completed and submitted to the QSA by close of business on Tuesday 20 May.** This electronic form is available from the *NAPLAN portal.*

- A student who is unable to complete the *Writing* test using either pencil and paper or a computer must be marked absent for this test.

Return of test materials:

- When a student uses assistive technology (including a computer) for the *Writing* test, the following information must be printed clearly on the top of each sheet of paper used:
  – the school name and code
  – the student's name, date of birth, year level and EQ ID number (where applicable).

- These loose pages must be inserted in the testbook bearing the student's name. They may be affixed with a paperclip but are not to be glued or stapled to the testbook.

- **A copy of the student's work must also be emailed to the QSA by close of business on Tuesday 20 May.** (See the contact details inside the back cover of this handbook.)

Use of a support person for the *Language conventions*, *Reading* and *Numeracy* tests (Refer to Part A Section 6.6)

- A student with a temporary injury who experiences difficulty accessing the tests may be permitted to have a support person shade the bubbles of multiple-choice questions and to record short responses or answers dictated by the student.

Receiving the 2014 test materials

Packages of materials

Test materials will be sent to schools in cardboard cartons. Where more than one carton is used, cartons will be labelled to indicate the number of each carton and the total number of cartons dispatched to a school (e.g. 2 of 3). Cartons should be retained and used to return the materials at the completion of the tests.

Year 9 test materials will be packaged and delivered separately from those of other year levels.
Materials for Years 3, 5 and 7 will be packaged and delivered together.

The packages of materials delivered to schools will contain:

- a *Test materials packing slip* listing the quantities of materials sent to the school
- student lists (These are lists of students for whom testbooks have been overprinted and are for school use only.)
- *Type 1* (named) testbooks
- *Type 2* (unnamed) testbooks
- stimulus materials for the *Reading* and *Writing* tests
- test administration handbooks for each year level (not in tamper-evident bags)
- address labels and instructions for returning test materials
- *Returned test materials lodgement form* to document the return of materials (at completion of the tests).

Tests in Braille, large print, black and white and electronic formats will arrive separately and should be received by **6 May**.

Receiving test materials

Secure test materials will be packaged in tamper-evident bags according to the way in which a school has organised its student data on the *Test administration* web page (e.g. in classes, or alphabetically, or in year level cohorts).

The principal (or delegate) who receives the test materials must:

- check that the correct cartons are being delivered to the correct school before signing for them
- legibly record on the delivery docket their name and the time that the packages arrived at the school
- advise the principal that the materials have been received (if received by a delegate)
- check that the security of the materials has not been compromised during transit.

The principal (or delegate) who is responsible for the security of the test materials must check:

- the quantities received by using the packing slips provided with the materials and counting the contents of the bags. **The tamper-evident bags are not to be opened to count the materials. If necessary, use the transparent "window" on the side of the bags**
- the student list to ensure that the correct number of *Type 1* (named) testbooks and a sufficient number of *Type 2* (unnamed) testbooks have been provided
- the labels on the bags containing the writing stimulus to verify that the quantities provided are sufficient.

After checking materials, access the weblink on the school's *Test administration* page of the *NAPLAN portal* at https://naplan.qsa.qld.edu.au/naplan to:

- acknowledge receipt of test materials (all schools)
- advise of incorrect delivery
- advise of incomplete delivery
- request additional materials.

If at any stage prior to the tests it is seen that the seals of these bags have been tampered with, the QSA **must** be notified immediately by email to NAPLAN.tests@qsa.qld.edu.au or by telephoning (07) 3864 0481.

Number of testbooks

There will be **three testbooks for each student** — one for each day of the tests:

- Day 1: The *Language conventions* and *Writing* tests will be in the same testbook.
  There will also be a stimulus page for the *Writing* test.

- Day 2: A testbook for the *Reading* test and a coloured stimulus magazine.

- Day 3: For Years 3 and 5, the testbook will contain one *Numeracy* test.
  For Years 7 and 9, both *Numeracy* tests — the *calculator-allowed* and the *non-calculator* — will be in the same testbook. The *calculator-allowed* test is to be completed first.

Types of testbooks

All testbooks sent to a school in the initial mailout will be overprinted with the school name and school code.
The covers on these testbooks will be of two different types:

- *Type 1 (named) testbooks*
  These have the student's details printed on the cover — names, date of birth, class, EQ ID (where applicable). The enrolment data entered on the *Test administration* page of the *NAPLAN portal* by schooling authorities and individual schools is used to overprint the information on these testbooks. A list of the students for whom *Type 1* (named) testbooks have been supplied is included with the test materials.

- *Type 2 (unnamed) testbooks*
  These do not have student details printed on them (but do have the school name and code) and are to be used by students:

  – for whom there is no *Type 1* testbook (e.g. a new enrolment)
  – whose assigned testbook is lost or damaged (Refer to *Integrity of testbooks* on page 36.)
  – visiting from another school, for example a distance education student or a student on holiday (see page 40).

The number of *Type 2* testbooks supplied to a school is stated on the student list that is packaged with the testbooks.

Test administrators will be required to enter a student's details in the vacant fields on *Type 2* testbooks.

For most schools, *Type 2* testbooks will be packaged separately from *Type 1* testbooks. Where there is a small number of students in a year level, both types of testbooks will be packed in the same tamper-evident bag.

Schools should retain any unused *Type 2* testbooks for reference.

Non-receipt of test materials

Prompt action must be taken if test materials have not been received by **Friday 2 May**.

- Check with all staff to make sure that packages have not been received in the school.

- Contact the local post office to check if materials were unable to be delivered and are awaiting collection.

- Contact Fuji Xerox DMS to advise of non-receipt by phoning 1800 771 166.

Administering the tests

Test timetable (Refer to Part A Section 8.4)

The tests are scheduled for the mornings of **Tuesday 13 May, Wednesday 14 May and Thursday 15 May 2014**.

- Under no circumstances are tests to be conducted prior to the published test dates.
- Only schools that have received written permission from the QSA prior to the test week may vary the tests dates.
- **The order of the tests cannot be varied**.
- The length of the sessions cannot be varied, except for students receiving adjustments for disability (see Part A Section 6.10).
- Schools may choose an appropriate starting time **before 9:30 am** for the first test each day.
- When there is more than one test scheduled for any day:
  - a minimum of 20 minutes break time must be provided between the two test sessions
  - **both tests are to be completed by 1:00 pm**.
- Approximately 15 minutes test introduction time should be added to the time stated for each test. This time is necessary for distributing testbooks, checking and completing student details on the front covers of testbooks, checking equipment and completing practice questions.
- Principals are responsible for making sure that there are minimal disruptions and changes to normal school and classroom practices. Some adjustments to the school timetable may be required, for example, to accommodate session breaks on days when two tests are scheduled.

Sorting materials prior to tests

- Where a principal feels that it is necessary to sort test materials in preparation for distribution to classes/groups earlier than the morning of a scheduled test, they may arrange for sorting to begin on the afternoon of the previous day, but only after students have left for the day (see Part A Sections 4.3.7 and 4.3.8).
- Schools that need greater flexibility to prepare and sort materials should contact the QSA for advice.

Timetabling the tests in small schools

Principals in small schools may need to adjust times for the administration of the tests to accommodate their needs and to make the best use of teacher support time. Schools could vary the administration of the tests, such as:

- staggering the starting times of some sessions
- having one person administer the tests for Years 3 and 5, as the practice questions are generally repeated for these year levels. There are no practice questions for the Years 7 and 9 tests
- administering the *Writing* test for all year levels at the same time, as the stimulus and conditions are the same.

Distributing testbooks

- Test administrators should distribute *Type 1* (named) testbooks to the students whose names are printed on them and who are participating in the testing program.
- Testbooks must **not** be distributed to students who have a valid exemption or are withdrawn by parents/carers. These students should be given another activity to do.
- Students for whom there is no "named" testbook should be given a *Type 2* (unnamed) testbook.
- When one testbook is being used for two tests (a "flip" testbook), test administrators must make sure that students are completing the second test in the testbook bearing their name.
- Teachers and students not involved in the tests **must not** have access to the test materials during the secure period (i.e. until after **Friday 23 May**).

Completing testbook covers

- The information required on the covers of testbooks is the same for all year levels.

- All information on the covers of the testbooks is to be entered using a **2B** or **HB** pencil.

- If there is an error in the student details printed on the testbook, the test administrator must rule a single line through the incorrect information and print the correct details neatly above (as shown).

Details to be completed by the teacher

First names ~~JOHN PATRICK~~ *JON PATRICK*   Last name **ASHCROFT-BROWN**

School code **9876**   Date of birth **20** **03** **2002**   Class *RS3* ~~AH3~~   EQ ID **12345678900**
dd mm yyyy

School name **SOMEWHERE PARK PRIMARY**

987654-1

- Where no class information is indicated on *Type 1* (overprinted) testbooks, test administrators should advise students to leave this field blank.

- Test administrators should instruct students to write their names in exactly the same way on both covers of dual or "flip" testbooks at the beginning of the first test of the day. "Flip" testbooks will be used for *Language conventions/ Writing* (Tuesday) and *Numeracy* for Years 7 and 9 (Thursday).

- It is possible that an absent student could sit the test in a catch-up session. Do not shade the absent bubble until after it has become clear whether or not the student will be completing the test in a catch-up session.

Details to be provided by the teacher on testbooks — *Type 1* and *Type 2*

- The covers of the testbooks are the records of attendance and participation.

- All student details must be completed accurately as the information on the covers of the testbooks is used for reporting purposes.

- Teachers are required to shade the bubble on the cover of the testbook to indicate that a student has a language background other than English (**LBOTE**). This bubble should be shaded only for students whose main language spoken at home is a language other than English.

- Teachers are also required to shade bubbles on covers of testbooks for all tests (e.g. both *Language conventions* and *Writing;* both *Numeracy* tests for Years 7 and 9) to indicate whether a student:
  – is absent
  – is exempt
  – has been withdrawn by parents/carers
  – abandoned the test due to illness or injury (see Part A Section 5.5 and page 37)
  – refused to complete the test
  – is no longer at the school
  – is no longer in this year level
  – is an international fee-paying student
  – is a visiting student from … (insert school name)
  – has received adjustment for disability (this includes all adjustments granted by the school or the QSA).

Note: Exemption overrides all other bubbles.

Cover of *Type 1* (named) testbook

NAPLAN NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

YEAR 7
2014

LANGUAGE CONVENTIONS

Details to be completed by the teacher

First names: JOHN PATRICK   Last name: ASHCROFT-BROWN

School code: 9876   Date of birth: 20 03 2002 (dd mm yyyy)   Class: AH3   EQ ID: 12345678900

School name: SOMEWHERE PARK PRIMARY

987654-1

This student has a language background other than English ◯

Student ◯ absent   ◯ no longer at this school
        ◯ exempt   ◯ no longer in this year level
        ◯ parent withdrawn   ◯ international fee-paying
        ◯ refused to complete test   ◯ visiting this school from _____
        ◯ abandoned test due to illness/injury

FXDMS ◯
USE   ◯
ONLY ◯

The principal has approved adjustments for this student ◯

Details to be completed by the student

First names: _____

Last name: _____

I am a   ◯ boy   ◯ Aboriginal
         ◯ girl   ◯ Torres Strait Islander

0:45   SESSION 1
Time available for students to complete test: 45 minutes

Use 2B or HB pencil **only**

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The details in this section are already printed on the testbook.
Student to check name and date of birth.
Teacher to check other information and make any amendments.

Teacher to shade this bubble according to school data.

Teacher to shade one bubble only to indicate student participation.*

Teacher to shade this bubble for a student granted adjustment/s for disability.

Student to complete.
Teacher to check accuracy.

* Special schools with large numbers of exempted students will be advised of alternative arrangements.

Cover of *Type 2* (unnamed) testbook

NAPLAN NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy *acara* AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

YEAR 7 2014

LANGUAGE CONVENTIONS

Details to be completed by the teacher

First names: *ELLIE-ROSE* Last name: *YOUNGMAN*

School code **9876** Date of birth: *04* *03* *2002* (dd mm yyyy) Class: *7C* EQ ID: *23456789100*

School name: **SOMEWHERE PARK PRIMARY**

987654-1

> **Teacher** to print the student's names in capitals and to enter student's date of birth, class and EQ ID number, if applicable.
>
> The remaining sections of the cover should be completed as for *Type 1* testbooks.

Cover of *Type 1* and *Type 2* testbooks for *Writing* and Years 7 and 9 *Numeracy (non-calculator)* tests

NAPLAN NATIONAL ASSESSMENT PROGRAM Literacy and Numeracy *acara* AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

YEAR 7 2014

WRITING

Details to be completed by the teacher

Student ◯ absent ◯ no longer at this school
◯ exempt ◯ no longer in this year level
◯ parent withdrawn ◯ international fee-paying
◯ refused to complete test ◯ visiting this school from _____
◯ abandoned test due to illness/injury

The principal has approved adjustments for this student ◯

Details to be completed by the student

First names: _____

Last name: _____

> **Teacher** to shade one bubble only to indicate student participation.
>
> **Teacher** to shade this bubble for a student granted adjustment/s for disability.
>
> **Student** to complete. **Teacher** to check accuracy.

Details to be provided by the teacher on *Type 2* (unnamed) testbooks only:

Teachers will be required to enter **all** student details — first names, last name, date of birth, class, EQ ID (where applicable) — and to shade bubbles on the covers of all *Type 2* testbooks to show language background and participation. (If the student is absent for a test, the teacher should also shade the bubble to indicate the gender of the student.)

Details to be provided by the student on testbooks — *Type 1* and *Type 2*:

• Students will be required to write their first names and last name clearly in the spaces provided on the covers of each testbook on the day of the test.

• Students should be instructed to write their names in exactly the same way on each testbook. For example, a student should not write Susan McDonald on one testbook and Sue McDonald or Susan Jane McDonald on other testbooks.

• Students will also have to shade bubbles to indicate their gender and whether they are an Aboriginal or Torres Strait Islander.

• Students should be told not to shade bubbles in the section of the cover that is to be completed by the teacher.

Integrity of testbooks

- Under no circumstances should covers or pages be removed from the testbooks.

- It is imperative that the covers of all testbooks are thoroughly checked as any school error in the details recorded on the cover of a testbook may result in incorrect data being provided on class and student reports, and for national reporting.

- Where the use of testbooks has been varied in ways that may impact on the reporting of test results (e.g. a student using a *Type 1* testbook for one test and *Type 2* testbooks for other tests), the school must advise the QSA by completing a *School testbook usage advice* form by **Tuesday 20 May**.
  This electronic form is available from the school's *Test administration* page of the *NAPLAN portal*.

Students completing the tests at other schools

- Students may sit for the tests at another school (i.e. host school) if they are:
  – attending a cultural or sporting event
  – on holiday
  – enrolled in a school of distance education
  – home-schooled.

- For visiting students:
  – use *Type 2* (unnamed) testbooks
  – rule a single line through the name and code of the host school and print the name and code of the student's school above them (see page 34).

- Where possible, a visiting student's details, including the name and code of the school that the student normally attends, should be given to the host school prior to the test week. Schools hosting visiting students should keep a record of the details of these students for verification purposes and to resolve any queries relating to reports.

Test supervision — Responsibilities of test administrators

The test administrator is crucially important for the ultimate validity and fairness of the tests. Test administrators are responsible for monitoring the test sessions according to the specific scripts set out in the test administration handbooks and according to the instructions that follow.

In delivering the test, the test administrator should encourage student participation in the tests and supervise student conduct and engagement during the tests.

- If a **student arrives late**, but before the test session has begun, the test administrator should give the student his or her testbook. Once the actual test has begun (that is, once the students have opened their testbooks and the test administrator has begun reading the instructions), discretion should be used as to whether a late student is admitted.

- If a **student presents with a temporary injury** that limits their access to the test (e.g. a broken writing arm or wrist), refer to Part A Section 6.9 and page 30.

- A **student who asks to leave a session** may do so only if it is essential. In these cases, the test administrator should collect the test materials when the student leaves the room and record the times of departure and return. Students who leave the test area temporarily should be supervised to make sure they do not take any prohibited items back into the test session. Materials are to be returned to the student when they re-enter the room and the student permitted to complete the test. The total time the student engages with the test should be uniform for all students, unless adjustments for disability have been granted.

- A **student who finishes early** should be encouraged to review their work. Students who have completely finished a test may be permitted to engage in a quiet activity that is not related to the domain being tested.

- Where a **student becomes ill or is injured after commencing a test** (i.e. has attempted one or more questions or has commenced planning for the *Writing* test) and is unable to complete it, the principal or their delegate must contact the QSA as soon as practicable so that the abandonment of the test can be sanctioned. (Refer to Part A Section 5.5.) Where abandonment of a test is sanctioned by the QSA, the appropriate bubble on the cover of the student's testbook must be shaded.

- Where an eligible student is **in attendance at school but does not attempt any part of the test, or begins a test then refuses to complete it, the test administrator should shade the** *Refused to complete test* bubble on the cover of the student's testbook. (Refer to Part A Section 5.6.)

- Test administrators should not make comments to students regarding what they believe is an error on a test paper.

- The principal or their delegate should contact the QSA about any perceived errors after the tests on (07) 3864 0481.

Emergency considerations

- The **school security action plan** should include provision for action to be taken in an emergency situation such as a loss of power to the school on the test days. The QSA **must be advised** as soon as possible of any emergency situations that arise. (See the contact details inside the back cover of this handbook.)

- Teachers should attend immediately to any student who experiences an emergency during the administration of the tests. If this means that the administration of a test has to be temporarily suspended to assist the student, teachers should instruct the class to put their pencils down, close their testbooks and wait. After attending to the student, teachers should resume administration of the test. The finishing time for the test should be adjusted to take into account the lost time.

- If a student has an accident with a testbook during a test, which renders the testbook unreadable and unable to be submitted (e.g. is sick on the book or tears it), the school must immediately contact the QSA for advice.

Catch-up tests for individual students

- Students can complete missed tests on the afternoons of Tuesday 13 May, Wednesday 14 May and Thursday 15 May.

- Friday 16 May is a designated catch-up day for students who have missed one or more tests.

- If an absent student returns to school and completes a test in one of the catch-up sessions, the participation bubble on the cover of the testbook must be updated and shaded accordingly.

- Students who are absent for the three test days should not be expected to complete all tests on Friday 16 May. They should be marked absent for the tests they are unable to complete.

- Individual students are not permitted to complete tests after Friday 16 May.

Catch-up tests for groups of students

- Schools with compelling reasons may request permission from the QSA to administer the tests to **classes** or **groups of students** (not individual students) in the week after the scheduled test dates until **23 May 2014**.

- The compelling reason must be of a serious order and could, for example, include cases where schools are expected to participate in state-based activities such as show holidays.

- **To apply for a variation to the test dates, principals must complete and submit a** *Variance request* **form by Friday 28 March**. This electronic form is available from the school's *Test administration* page of the *NAPLAN portal*.

- Evidence to support the application may be requested by the QSA (e.g. notice of gazetted holiday).

Returning test materials

At the completion of each test, test administrators should:

- collect all the test materials from the students

- separate testbooks from working pages and stimulus materials

- use a class list to make sure all testbooks have been returned and accounted for

- check that the number of testbooks collected is the same as the number of students who sat the test in that room

- make sure that there are testbooks for all absent, exempt and parent-withdrawn students, and for students for whom there are *Type 1* testbooks but who are no longer at the school or in the year level

- ensure that the absent bubble on the testbooks of students absent at the time of the scheduled test is not shaded until after it has become clear whether the student will be completing the test in a catch-up session

- keep testbooks for any visiting students separate from those of the class or cohort so these can be returned in the prescribed way (see page 40)

- check that the students' details on all testbooks are accurate (e.g. participation bubble shaded correctly)

- ensure that students have written their names in the same way on both covers of "flip" testbooks

- arrange for the transcription of any tests completed using Braille

- arrange for the printing of the response pages of students who have used a computer or other assistive technology and the insertion of these into the students' *Type 1* (named) testbooks

- return testbooks to the principal or their delegate for secure storage until dispatch

- return other test materials (e.g. stimulus materials) to the designated secure storage area to be held until **after Friday 23 May**.

After materials have been returned to the principal or delegate, the principal should make sure that:

- testbooks for each student eligible to sit the test, including testbooks for students who were absent, exempt, or withdrawn by parents/carers, have been collected

- there is only one testbook collected (*Type 1* **or** *Type 2*) for each student for a single test (Refer to *Integrity of testbooks* on page 37.)

- all students' details on the covers of testbooks, including on the covers of testbooks used by visiting students, have been completed accurately.

Courier collection of completed Language conventions/Writing *testbooks for some schools*

- To enable the marking of the *Writing* test to begin on **Monday 19 May**, couriers have been contracted to collect **completed** *Language conventions/Writing* testbooks from **some** primary and secondary schools in the Brisbane metropolitan and near metropolitan areas.

- These collections will occur on the afternoon of **Wednesday 14**, and the mornings of **Thursday 15** and **Friday 16 May**. Schools involved in this process will be notified in writing.

Return of test materials to contractor at the completion of all *tests*

- Once all test sessions, including catch-up sessions, have been completed, the following test materials must be returned to Fuji Xerox DMS:
  - a complete set of testbooks for each student who sat the tests
  - all testbooks for students who
    - were absent
    - had a valid exemption
    - were withdrawn by parents/carers
    - abandoned a test due to illness or injury

- refused to complete tests
- were no longer at the school or no longer in the designated year level

– both the special print materials and the *Type 1* (named) testbooks of students who accessed Braille, large print or black and white test papers. Both sets of testbooks should be placed in the envelope supplied with the alternative format materials. (Braille responses are to be transcribed into the student's *Type 1* testbook at the school prior to the return of test materials.)

– the electronic format of the test (disc), a printed copy of the student's responses and the *Type 1* (named) testbooks of students who accessed the test using this technology. These should be placed in the envelope supplied with the alternative format materials

– both the *Type 1* (named) testbooks and the responses of students who accessed a test using assistive technology (e.g. computer)

– testbooks of **visiting students from Queensland schools**. These must be placed in an envelope supplied by the school, clearly marked "Visiting student" and returned with the testbooks of students from the host school.

- **This means that all *Type 1* testbooks and completed *Type 2* testbooks must be returned**.
Do not return any other test materials.

- Any unused *Type 2* (unnamed) testbooks and stimulus materials should be retained by the school for reference.

- The testbooks for **visiting students from other Australian states or territories** must be mailed directly to the Test Administration Authority in the student's home state by registered post (see Part A Section 12 for postal addresses). A record of any such students should be kept for verification purposes and to resolve any queries relating to reports.

Packaging materials for return

- Return of materials, unless otherwise notified, will be by Australia Post. The cartons of completed tests should be delivered to the local post office.

- Where possible, return test materials in the packaging in which they were delivered. Package testbooks carefully, as damaged testbooks cannot be machine-read and may delay the delivery of reports to all schools.

- The weight of individual cartons/boxes used to return test materials **must not exceed 16 kg**.

- Attach the return address labels supplied by Fuji Xerox DMS and follow the instructions regarding the return of these materials.

- All test papers must be lodged at the local post office no later than close of business on **Tuesday 20 May**.

- Special arrangements will be made for some remote schools (e.g. Torres Strait Island schools) to return their test materials.

- The *Returned test materials lodgement* form must be stamped and/or scanned at the post office as proof of lodgement by the specified date. This form should be retained in the school files and the lodgement information entered in the appropriate section of the *Principal's declaration*.

- In the event that return labels are misplaced or lost, contact Fuji Xerox DMS for replacements.
(See contact details inside the back cover of this handbook.)

Completing test processes

Principal's declaration form

- Principals are responsible for the security of the NAPLAN test materials and for administration of the tests in their school according to the national protocols set out in this handbook and the instructions in the test administration handbooks.

- School principals, who oversee the administration of the tests, are required to indicate that they have read, understood and adhered to the protocols for test administration by completing, signing and sending the *Principal's declaration* to the QSA by email or fax. This should be done once the tests have been completed and the materials returned and before close of business on **Friday 23 May**.
This electronic form is available from the school's *Test administration* page of the *NAPLAN portal*.

School survey

- An electronic survey form to gather feedback on all phases of the testing program will be available on the school's *Test administration* page of the *NAPLAN portal* from **23 May**.

- Principals and staff are asked to complete this survey by **27 June**.

Marking and reporting

Marking

The multiple-choice items for literacy and numeracy tests will be machine marked. All constructed-response items for literacy and numeracy will be individually verified.

The *Writing* test will be marked at a marking centre by Queensland teachers specifically trained for the task.

Reporting

The NAPLAN tests should be considered assessments that complement other effective classroom assessment and reporting practices.

Once all data have been finalised, class and school reports will be made available to schools in electronic formats on the secure section of the QSA website.

The report package sent to schools will contain hard copies of individual student reports and copies of the *2014 Test Reporting Handbook*. Acknowledge receipt of the report package by accessing the weblink on the school's *Test administration* page of the *NAPLAN portal* at https://naplan.qsa.edu.au/naplan/.

Where a school does not receive this package by the due date, the principal or delegate should check with the local post office before contacting Fuji Xerox DMS. Contact details are inside the back cover of this handbook.

Schools will receive a printed report for each student in September. The principal is responsible for the distribution of these reports and should ensure that the reports are:

- checked before distribution to parents/carers

- forwarded to the new schools of students who have left the school, if this is known

- kept at the school for students whose whereabouts are unknown.

If a parent other than the primary carer requests a copy of a student's report:

- Education Queensland schools will be able to print a copy of the report from the *OneSchool* program

- Catholic and independent schools should email NAPLAN.tests@qsa.qld.edu.au to request an additional copy.

2014 Test Reporting Handbook

This handbook provides information to help interpret the test results. It will be sent to schools with the report package in September and made available on the QSA website. Schools will also be able to access the SunLANDA program to assist them to analyse their data.

Trend graphs

These show student performance in individual year-level school cohorts within the five different NAPLAN assessment areas, year by year since 2002, and will be available on the secure section of the QSA website in early November.

Appeals

- If any perceived errors are identified on student reports or if there are missing reports, principals should access the school's *Test administration* page of the *NAPLAN portal* and select the **Query Reports** link on the menu to complete an online application form.

- Appeals may be lodged between the release of student reports and **Friday 31 October 2014**.

NAPLAN 2014 forms

The following forms for the 2014 National Assessment Program — Literacy and Numeracy (NAPLAN) tests are available from the school's *Test administration* page of the *NAPLAN portal* at https://naplan.qsa.qld.edu.au/naplan.

This web page is secure and is accessed using the school's Brief Identification Code (BIC, which is the User ID) and password.

Test preparation and administration

Online QSA forms

Request for Braille format

Request for large print or black and white format

Application to use electronic test format

Variance request (for test dates)

Application to use a scribe for the Writing test

Application to use assistive technology

Temporary injury — Notice of use of assistive technology for the Writing *test*

School testbook usage advice

Principal's declaration

Online school-use-only forms (download and use as required)

Application for adjustment for disability

Application for test exemption

Notice of parent withdrawal

Test reporting

Online QSA forms

Application to query student report

Data request
(http://www.qsa.qld.edu.au/downloads/p_10/naplan_data_request_form.pdf)

NAPLAN task schedule

*To access the *NAPLAN portal*, go to *https://naplan.qsa.qld.edu.au/naplan/*. Click on *Test administration login* and enter your school BIC and password.

Task	Month/date task to be completed	*Portal open date	*Portal close date	Completed
Advise the school community of the 2014 test dates.	Feb–Mar	–	–	❏
Acknowledge receipt of *2014 Handbook for Principals* by accessing the *Handbook* weblink on the school's *Test administration* page of the *NAPLAN portal*. Distribute handbooks to all staff involved in the administration of the NAPLAN tests, including specialist teachers whose students are involved in the testing program. The handbook is also available on the QSA website.		–	–	❏
Decide how students will be grouped for the testing program and how staff will be organised to supervise the tests.		–	–	❏
Upload, edit and/or verify school data on the school's *Test administration* page of the *NAPLAN portal*. **This information is used to print and package test materials and for reporting.**	Feb–Mar	7 Feb	7 Mar	❏
Print a copy of the school data for use in the administration of the tests.		7 Feb	7 Mar	❏
Submit applications for tests in alternative formats (e.g. Braille, electronic).	Feb	7 Feb	21 Feb	❏
Advise teachers of the test preparation materials on QSA and ACARA websites.	Late Mar– early April	–	–	❏
Prepare a security plan for the handling of the test materials.		–	–	❏
Submit an application to vary test dates using the *Variance request* form if required.	Feb–Mar	7 Feb	28 Mar	❏
Finalise applications to the QSA for eligible students to use a scribe for the *Writing* test or assistive technology for the tests.	Feb–Apr	7 Feb	23 Apr	❏
Distribute application forms for test exemptions, withdrawals or adjustments for students with disability to those teachers and parents/carers whose signatures are required. (Download forms from school's *Test administration* page of the *NAPLAN portal*.)	Feb–May	7 Feb	9 May	❏
Develop a school timetable for the testing period. Make arrangements for students not participating in the tests.	24 Apr	–	–	❏
On receipt of test materials: • check the quantities of test materials received using the packaging slips and without opening the tamper-evident bags	Late Apr – early May	–	–	❏
• advise of receipt, and/or any shortages of test materials by accessing the *Test materials* weblink on the school's *Test administration* page of the *NAPLAN portal*. Store test materials securely.	Apr–May	14 Apr	2 May	❏
Non-receipt of test materials by 2 May: If materials have not been delivered, check with the local post office **before** contacting Fuji Xerox DMS on 1800 771 166.	Apr–May	–	–	❏
Check that all test administrators have read the *2014 Handbook for Principals*.		–	–	❏
Distribute the relevant *2014 Test Administration Handbook for Teachers* to test administrators.		–	–	❏

Task	Month/date task to be completed	*Portal open date	*Portal close date	Completed
Make sure that teachers have familiarised students with testing processes and have conducted test preparation sessions.	6 May	–	–	❏
Check that spare calculators are available for students in Years 7 and/or 9.		–	–	❏
Make sure each test administrator/class teacher has read the relevant *2014 Test Administration Handbook for Teachers* and is familiar with their role.	9 May	–	–	❏
Finalise arrangements for the administration of the tests and student participation, including adjustments for disability.		–	–	❏
Make sure that no tests are conducted on this day. Provide each test administrator with a list of students in their class/group who are eligible to sit the tests. Indicate those who have valid test exemptions, require adjustments, or have been withdrawn by parents/carers. Teachers can use this list to check covers of testbooks.	12 May	–	–	❏
Prepare rooms for tests (e.g. rearrange furniture, remove charts from walls).		–	–	❏
Where a principal feels that it is necessary to sort the combined *Language conventions/Writing* testbooks earlier than the morning of the scheduled test, sorting may begin on this date, but only after students have left for the day.		–	–	❏
Sort and distribute *Language conventions/Writing* testbooks to test administrators.	13 May	–	–	❏
Administer *Language conventions* test.		–	–	❏
Distribute *Writing* test stimulus to test administrators.		–	–	❏
Administer *Writing* test.		–	–	❏
Collect and account for all testbooks and stimulus materials.		–	–	❏
Check student details on the covers of testbooks.		–	–	❏
Store all testbooks and stimulus materials securely.		–	–	❏
Where a principal feels that it is necessary to sort the *Reading* test materials earlier than the morning of the scheduled test, sorting may begin on this date, but only after students have left for the day.		–	–	❏
Sort and distribute *Reading* test stimulus and testbooks to test administrators.	14 May	–	–	❏
Administer the *Reading* test.		–	–	❏
Collect and account for all testbooks and stimulus materials.		–	–	❏
Check student details on the covers of testbooks.		–	–	❏
Store all testbooks and stimulus materials securely.		–	–	❏
Where a principal feels that it is necessary to sort the *Numeracy* test materials earlier than the morning of the scheduled test, sorting may begin on this date, but only after students have left for the day.		–	–	❏
Schools that have been notified that **completed** *Language conventions/Writing* testbooks are being collected by courier should have these materials packed and ready for collection.	14, 15, 16 May	–	–	❏

Task	Month/date task to be completed	*Portal open date	*Portal close date	Completed
Administer *Numeracy* tests.		–	–	❏
Collect and account for all *Numeracy* testbooks.	15 May	–	–	❏
Check student details on the covers of testbooks and store all testbooks securely.		–	–	❏
Manage the administration of catch-up tests for students absent on 13, 14 or 15 May.		–	–	❏
Check that the absent bubbles on the testbook covers (front and back) for these students are **not** shaded.	16 May	–	–	❏
Collect and account for all testbooks.		–	–	❏
Store testbooks securely until packaged for return.		–	–	❏
Check that the details on the covers of all testbooks, **including those for students who were absent, had a valid test exemption or were withdrawn by parents/carers** have been completed correctly.		–	–	❏
Complete *School testbook usage advice* form if necessary.		–	–	❏
Make sure that testbooks for all students are packed for return. Post testbooks to Fuji Xerox DMS using the return address labels provided.	By 20 May	–	–	❏
Lodge all testbooks at the local post office by close of business on Tuesday 20 May unless a variation to the test dates has been approved by the QSA. Have the *Returned materials lodgement* form stamped and/or scanned, enter information in *Principal's Declaration* and file form in school records.		–	–	❏
Complete the online *Principal's declaration* form available on the school's *Test administration* page of the *NAPLAN portal*.	May	16 May	23 May	❏
Complete the online *2014 school survey* on the school's *Test administration* page of the *NAPLAN portal*.	May–June	23 May	27 June	❏
Acknowledge receipt of student reports and *2014 Test Reporting Handbook* by accessing the *Report package* weblink on the school's *Test administration* page of the *NAPLAN portal*. If reports have not been delivered, check with the local post office **before** contacting Fuji Xerox DMS on 1800 771 166.	8–12 Sept	–	–	❏
Download class and school reports by accessing the *Results login* on the *NAPLAN portal* using the school's BIC and password. Check accuracy of reports and use the data to populate SunLANDA.	From 12 Sept	–	–	❏
Check that all reports are accurate (e.g. student's name, test participation details). Complete and submit an online *Application to query student report* via the school's *Test administration* page of the *NAPLAN portal* for any perceived errors on reports.	Sept–Oct	8 Sept	17 Oct	❏
Download student writing scripts by accessing the *Results login* on the *NAPLAN portal* using the school's BIC and password.	Sept–Nov	16 Sept	30 Nov	❏
Download the school's trend graph by accessing the *Results login* on the *NAPLAN portal* using the school's BIC and password.	Early Nov– Apr 2015	9 Nov	30 Apr	❏

Draft school security action plan

Activity	Action/Notes
March • All test administrators read the security arrangements and test information in the *2014 Handbook for Principals.*	
Late April – early May • Test materials are delivered to the school, signed for by an authorised staff member and placed in a secure area.	
• Principal or delegate checks quantities of test materials listed on packing slips without opening the tamper-evident bags and then reseals the boxes and places them in a secure area.	
6 May • Principal or delegate distributes copies of the *2014 Test Administration Handbook for Teachers* for the relevant year level to class teachers/test administrators so they can familiarise themselves with the test instructions.	
13–15 May • On each morning of the tests, principal or delegate removes relevant testbooks from the secure storage area and gives them to test administrators for the administration of the tests.	
• After each test, test administrators check and account for completed testbooks before returning them to the secure storage area. All stimulus and unused test materials are stored securely until **23 May 2014**.	
16–20 May • All completed testbooks (including those for absent, exempt and withdrawn students) are checked and packed in boxes, then sealed and labelled for return to Fuji Xerox DMS.	
• Boxes of testbooks are taken to the local post office for return to Fuji Xerox DMS. *Returned test materials lodgement* form is stamped/scanned by post office staff and retained for school records.	
• Principal or delegate advises QSA of any irregularities noted during the tests.	
• *School testbook usage advice* forms from the school's *Test administration page* of the *NAPLAN portal* on the QSA website are completed for any irregularities related to testbook usage.	
15—23 May • Principal completes and lodges the *Principal's declaration* on the school's *Test administration page* of the *NAPLAN portal* on the QSA website.	

Quick-reference index for Part B

Key contacts

Materials

Enquiries about:	Contact
• delivery of *2014 Handbook for Principals* and test materials • number of copies of test materials • delivery of reports and *2014 Test Reporting Handbooks* • replacement of misplaced return labels.	Helpdesk Fuji Xerox DMS Phone: 1800 771 166 Email: naplan.qld@fujixerox.com

Administration

Enquiries about:	Contact
• adjustments for students with disability and test exemption (refer to *2014 Handbook for Principals* before contacting QSA) • test abandonments and emergencies • contents of the reports for the 2014 tests.	NAPLAN Tests Queensland Studies Authority Tel: (07) 3864 0475 or (07) 3864 0347 Fax: (07) 3221 2553 or (07) 3864 0374 Email: NAPLAN.tests@qsa.qld.edu.au

NAPLAN tests

For further information about the 2014 National Assessment Program — Literacy and Numeracy (NAPLAN) tests, refer to ACARA's NAP website (www.naplan.edu.au).

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NAPLAN

NATIONAL ASSESSMENT PROGRAM
Literacy and Numeracy