

2015

Handbook for principals

20 March	Final date for schools to order special print test materials
24 April	Final date for NSW schools to notify parents about the 2015 NAPLAN tests
1 May	All signed parent/carers consent forms for exemption, withdrawal and disability adjustments should be filed at school Final date for schools to apply to BOSTES for use of a scribe in the Writing test or computer use
8 May	Final date for schools to receive and check quantities of test materials, including black & white masters
8 May	Final date for schools to receive pre-ordered special print test materials
12 May	Language Conventions and Writing tests
13 May	Reading test
14 May	Numeracy test - one test for Years 3 and 5 - two tests for Years 7 and 9 (Calculator Allowed followed by Non-Calculator)
15 May	Last day for individual students to complete catch-up tests
15 May	Distance Education Centres commence deliveries to out-of-school test locations All student participation details and disability adjustments must be updated in PAR
15-20 May	Schools return all completed test books
15-22 May	All stimulus material and unused test material must be securely stored until the end of the test security period
29 May	Last day for completed test books for home-schooled students to be sent to the processing centre
5 June	Last day for completed test books for Distance Education students to be sent to the processing centre
21 August	Expected final date for schools to receive NAPLAN reports for parents
18 September	Final date for notification of report concerns

CONTACT DETAILS

In the event of incorrect delivery of test materials contact the NAPLAN helpline:

HELPLINE Phone: 1800 665 627

**For all other enquiries contact the NAPLAN team at the
Board of Studies, Teaching and Educational Standards (BOSTES)**

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HANDBOOK OVERVIEW

The purpose of this *Handbook for Principals* is to make sure that principals and teachers understand what is required to administer the 2015 National Assessment Program – Literacy and Numeracy (NAPLAN) tests. This handbook is designed for principals, who have ultimate responsibility within their school for ensuring that the tests are appropriately administered. Principals are expected to ensure that all relevant information is conveyed in a timely manner to all staff members involved in the administration of NAPLAN tests at the school.

There are two parts to this handbook:

- Part A: Relevant sections of *National Protocols for Test Administration* from ACARA, including the Code of Conduct. These protocols apply to all schools in Australia.
- Part B: State or territory operational information and instructions.

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.

For further information, the *Handbook for Principals* for each jurisdiction may be viewed online at the relevant Test Administration Authority websites.

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 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 in consultation with 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 should be granted that are appropriate for students to access and participate in the test.
- 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 test 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 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 test books 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 cannot lead to allegations of tampering with responses prior to their collection.
- 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 should be actively discouraged and will not be tolerated. 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 the relevant 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 relevant 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.
- 4.3.13 *Post-security period use of test materials*
Principals (and their teaching staff) are permitted to use NAPLAN tests for non-commercial educational use within their school after the test security period has ended. This enables primary and secondary school educators to provide hard copies of these tests to their students for educational purposes, such as familiarisation with the format of NAPLAN test. Principals (and their teaching staff) are not permitted to upload NAPLAN tests to any website, intranet site or equivalent media. Principals (and their teaching staff) are not permitted to provide NAPLAN tests to parents/carers or members of the wider community, including the media, even after the test security period has ended.

5 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 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 TAAs 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 test, should be given the opportunity to participate in testing, but may be exempted. Principals can expect information from TAAs 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 sitting the national tests. This is determined after consultation has occurred by the principal, student, and the relevant parent/carer 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 as 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 tests 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 the tests but who do not attempt any part of a test must be recorded as being present and are considered as assessed students.

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). The student may not complete the test in a catch-up session.
- 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 as soon as practicable 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. When abandonment due to illness or injury is reported to and sanctioned by the TAA, students who have abandoned the test are not counted as part of the cohort of assessed students.

- 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 test book 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, results are not recorded as part of jurisdictional data for public policy purposes.
- 5.7.2 International fee-paying students are not included in jurisdiction 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), it may be possible for the student to 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 test books 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 test books 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 the relevant 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 outlines 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.

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

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.
- **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 not appropriate or 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 the relevant TAA, well in advance of the test
- 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 at Section 11) 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 NAPLAN 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 or a reluctance to write 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 meets all of the following criteria:
- 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 tests 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):

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 NAPLAN Support Person: Reading, Language Conventions and Numeracy tests

6.6.1 A NAPLAN Support Person (see definition at Section 11) 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
- can read aloud only those elements of the test that can be read to all students (see Section 8.6.11)
- may be either a teacher or a person officially engaged by the school to carry out this function.

The role of NAPLAN Support Person is distinct and separate from the role of test administrator (see definitions at Section 11).

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

6.6.3 A NAPLAN 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 (e.g. due to fine motor difficulty), or who usually use such a support person to participate in classroom assessments.

6.6.4 A NAPLAN 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 NAPLAN 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 NAPLAN Support Person.
- A NAPLAN 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 NAPLAN 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 returned for processing 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 Screen readers that provide text-to-speech outputs may be used by students to listen to their typed responses in all tests.

6.8 Braille

6.8.1 Braille test materials can be provided for students who use Braille to access the curriculum. All test materials are produced in contracted single-line spaced Braille. However for students who lack proficiency or who are new Braille users, the test materials can be provided in uncontracted or double-line spaced formats, on request.

6.8.2 Each set of Braille test materials will include:

- Braille format of all test books and stimulus
- a print transcript of the Braille format of each Braille test book and stimulus
- models for items in the Numeracy test, where required.

6.8.3 The logistics of using Braille format 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.

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

6.8.5 Completed Braille tests must be returned in the manner prescribed by the TAA for transcribing.

6.9 Electronic test format

6.9.1 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.

6.9.2 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. Refer to Section 6.11.1 for more details on allocating extra time.

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

6.10 Temporary injuries

6.10.1 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.

6.10.2 A Scribe is not permitted for students who have a temporary injury (such as a broken arm) at the time of the Writing test, unless that student meets the criteria set out in Section 6.5.3 of these protocols, and the Scribe is familiar with the NAPLAN Scribe Rules.

- 6.10.3 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.
- 6.10.4 Schools must ensure they obtain the relevant approvals from their TAA for adjustments for students with temporary injuries, if required by these protocols.
- 6.10.5 If no available adjustment is appropriate to enable participation, the student must be marked absent from the test.

6.11 Extra time and rest breaks

- 6.11.1 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 teacher and school are best placed to make a final decision based on the specific circumstances of the student in question, in line with TAA requirements.
- 6.11.2 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.
- 6.11.3 *Braille users*
The logistics of using Braille or a Braille 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.

6.12 Summary of adjustments for students with disability

- 6.12.1 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.
- 6.12.2 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 6.11.3 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.

Disability Adjustments	Comments
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	<p>Scribes can be used for the Writing test if this is the usual assessment practice in the classroom.</p> <ul style="list-style-type: none"> ✓ Scribes are permitted for the Writing test where the disability is of an enduring nature. ✗ A Scribe is not permitted for students who have a temporary injury (such as a broken arm) at the time of the Writing test, unless that student meets the criteria set out in Section 6.5.3 of these protocols, and the Scribe is familiar with the NAPLAN Scribe rules.
NAPLAN Support Person	A NAPLAN 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	<p>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.</p> <ul style="list-style-type: none"> ✓ 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. <p>Unacceptable aspects of computer use include:</p> <ul style="list-style-type: none"> ✗ 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	<p>Black and white print test books are available for students who generally access their classroom assessments in this manner. Black and white test books may be copied onto coloured paper or used with coloured overlays. Schools are responsible for copying onto coloured paper and providing the coloured overlays.</p> <p>Black and white print materials must be ordered in advance through the TAA.</p>
Large print format	<p>Various formats of large print test books are available for students with a vision impairment who generally access their classroom assessment in this manner.</p> <p>Large print materials must be ordered in advance through the TAA. The formats available are:</p> <ul style="list-style-type: none"> • A4, N18 font • A4, N24 font • A3, N18 font • A3, N24 font • A3, N36 font
Braille format	<p>Braille test books are available for students who normally use Braille in their classroom assessment.</p> <p>Braille materials must be ordered in advance through the TAA.</p> <p>See Section 6.8 for more details on Braille format.</p>

Disability Adjustments	Comments
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 maybe 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 Responsibility of the 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 for 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 only occur 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 test 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 12 May 2015 and finishes on 14 May 2015. The test security period finishes on 22 May 2015. The test timetable is as follows:

Monday 11 May	Tuesday 12 May Official test date	Wednesday 13 May Official test date	Thursday 14 May Official test date	Friday 15 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-calculator): 40 min Yr 9 (non-calculator): 40 min	
	<i>Catch-up tests permitted on 12, 13, 14 and 15 May.</i>			
Monday 18 May	Tuesday 19 May	Wednesday 20 May	Thursday 21 May	Friday 22 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 22 May) following prior permission from the relevant 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 is only available 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 Section 8.4.1, 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 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 or assist with the Writing test. Examples of such material include, but are not limited to, multiplication tables, spelling lists, and writing charts
- spare or unused test books are not to be 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' test book.
- 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' test books, test administrators must ensure that students are working on the correct test. The page borders in the test books 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 in the Language Conventions test, which is to be collected by the test administrator at the end of the test
 - one blank piece of paper for planning for 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 as a disability adjustment, which may include a computer.
- 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 teacher 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 be allocated the standard time set for each test, unless they are granted extra time in accordance with the protocols.
- 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 test book must be marked as abandoned. If the TAA does not sanction the reason for the student abandoning the test, the test book 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 test books 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 test books 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 Test books 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 test books. 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 test books 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 test books or provide results to teachers, parents and/or students.
- 8.9.5 Test administrators are not to transcribe special print books unless advised by TAAs.
- 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, distribution 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 each Writing test is a one item test. 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 opportunity 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 <i>National Protocols for Test Administration</i> , and may relate to test security, cheating, or any other breach
Breach of security	Any breach of the <i>National Protocols for Test Administration</i> 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 <i>National Protocols for Test Administration</i>
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 <i>Guidelines for managing test incidents</i> (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 only used for the Writing test – all other one-on-one support granted as adjustments is covered under the term 'Support Person'
NAPLAN 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 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
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 (12 - 14 May 2015)
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 (22 May 2015)

12 TEST ADMINISTRATION AUTHORITY CONTACT DETAILS

TAAAs 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>

NSW

Senior Test Administration Officer, NAPLAN
Board of Studies, Teaching and Educational Standards (BOSTES)
117 Clarence Street
Sydney NSW 2000
Tel: (02) 9367 8382
Web: <http://www.bostes.nsw.edu.au>

NT

Senior Program 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>

QLD

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

TAS

Director
Educational Performance Services
Department of Education
GPO Box 169
Hobart TAS 7001
Tel: (03) 6165 5706
Web: <http://www.education.tas.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>

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: JURISDICTIONAL INFORMATION

The Board of Studies, Teaching and Educational Standards (BOSTES) is the Test Administration Authority responsible for the implementation of NAPLAN in NSW schools.

Principals are asked to ensure that they, and all relevant personnel, have read and understood all the information provided in the *Handbook for Principals*. Part B of the Handbook details the procedures for the processing and reporting of NAPLAN in NSW.

2015 Writing test – Important changes to note

- As in 2014, the Writing genre will not be disclosed before the test. Schools are encouraged to teach a balanced writing curriculum. There is an equal possibility that the Writing test will require students to write a response in the persuasive or narrative genre. There will not be a choice of genre.
- Following extensive consultation between ACARA and all NAPLAN Test Administration Authorities, for the first time in 2015, there will be one Writing prompt for students in Years 3 and 5; and a different Writing prompt for students in Years 7 and 9. However, both prompts will be of the same genre and the results will be reported on a single NAPLAN scale. This decision has been taken to ensure maximum engagement and fairness for all students.
- The year levels will be printed on the Writing prompts (stimulus sheets). It will be very important that schools check test materials carefully to ensure that students are given the correct Writing stimulus.
- The test administration handbooks will contain instructions for teachers and students to check that the correct stimulus sheet has been provided.
- To ensure consistency of marking for each topic, the line spacing used for Year 5 Writing test booklets will be the same as that currently used for Year 3 Writing test booklets. There will be no change to Year 7 and Year 9 Writing test booklets.

Information about NAPLAN 2015 can be found at:

BOSTES NAPLAN : www.boardofstudies.nsw.edu.au/naplan/
Board Bulletin : news.boardofstudies.nsw.edu.au/board-bulletins.cfm
ACARA NAPLAN : www.nap.edu.au

BOSTES online documents:

- NAPLAN Code of Conduct
- Principal's checklist
- Letter to Parents, including translations into community languages
- Parent/carer consent forms for exemption, parent withdrawal and disability adjustments
- Order forms for large print and Braille test materials
- Order forms for electronic tests
- Application to use a computer in the NAPLAN tests
- Application to use a scribe in the Writing test
- NAPLAN scribe rules
- PAR checklist and PAR manual
- Meeting of test administrators – Discussion Points
- Guidelines for NAPLAN coordinators (Power point)
- Guidelines for test administrators (Power point)

Participation and Registration website (PAR)

The Participation and Registration website (PAR) is a password-protected system that enables principals and/or NAPLAN coordinators to complete many of the tasks associated with NAPLAN administration online.

The login details are provided to principals in the letter accompanying this Handbook.

PAR website: www.naplanpar.nsw.edu.au

Communicating with parents

It is important that parents are notified by 24 April 2015 about the nature, purpose and timing of the NAPLAN tests. A sample letter to parents is available online and in this Handbook. An *Information for Parents* brochure can be downloaded at <http://www.nap.edu.au>.

SECTION B1: PREPARATION FOR THE TESTS

As required by the *National Protocols for Test Administration* (3.3.2) principals must acknowledge that they have read, understood and will adhere to the guidelines in the *Handbook for Principals*. To record their acknowledgement, principals must submit a *Statement of Compliance* electronically through the PAR website. Principals must also acknowledge that:

- a copy of the *Handbook for Principals* has been provided to the school NAPLAN coordinator
- the NAPLAN Code of Conduct has been provided to all test administrators.

Please note that principals will not be able to access additional screens in the PAR website until they have completed the *Statement of Compliance*.

Responsibilities of the principal

The principal has a critical leadership role in the administration of NAPLAN and is responsible for ensuring the integrity of the NAPLAN process. Where the specific responsibilities of the principal are described, it is understood that the principal may delegate his or her responsibilities to an appropriate staff member. Except in special circumstances, where the size of the school precludes this, any person acting as a delegate of the principal or assisting the principal in this task should not be the teacher of any student sitting the tests.

General responsibilities

BOSTES is confident that it can rely on the cooperation, professionalism and highest ethical standards of principals and teachers to ensure that the integrity of the testing program is maintained.

The principal is responsible for:

- the overall administration of tests at the school
- adhering to and enforcing the policies and procedures in the *Handbook for Principals* and the *Test Administration Handbooks for Teachers*.

Before test week

The principal is responsible for:

- ensuring that all eligible students are given the opportunity to participate in NAPLAN
- briefing appropriate staff about the impending delivery of test materials and identifying staff members with the authority to sign for the materials
- storing all test materials securely in a locked storeroom until the end of the test security period
- ensuring that test administrators are provided with a copy of the *Test Administration Handbook* as soon as possible after delivery and that test administrators are fully informed of testing procedures and disability adjustments as outlined in the *National Protocols for Test Administration*
- ensuring that parent/carer consent forms are signed for students who are exempt, parent withdrawals or accessing disability adjustments. Completed forms should be filed at the school and presented on request from BOSTES
- determining where tests will be held and reviewing the handling of emergencies
- establishing procedures to be undertaken if the test administrator is a casual teacher
- advising BOSTES if a student will be completing the tests interstate.

During test week

The principal is responsible for:

- ensuring that the test books and stimulus materials are handed to test administrators on the morning of each test and returned to secure storage after each test
- ensuring that accurate details about student participation and disability adjustments are entered into PAR
- notifying BOSTES immediately of any breaches of test security or test procedures which are inconsistent with guidelines in the *Handbook for Principals* and the *Test Administration Handbook for Teachers*.

Following test week

The principal is responsible for:

- confirming that all completed test books are checked, counted and packed in the NAPLAN test boxes, and the total numbers reconciled with the tally calculated in PAR – *Test Book Returns*
- checking that the completed NAPLAN test boxes have been lodged at a post office by 20 May 2015
- ensuring all unused test books and stimulus materials are retained at the school or securely destroyed.

Security of Test Materials

The principal must ensure that:

- all test administrators have been provided with a copy of the NAPLAN Code of Conduct
- test administrators do not have access to the relevant test books until the morning of each test
- students are unable to preview or practise the test questions
- test materials are not made available during the security period to members of the wider community, including the media.

For details about the role and responsibilities of the principal refer to sections 3 and 4 of the *National Protocols*.

Organising Test Sessions

School NAPLAN coordinators should:

- ensure all student lists are complete and student details are accurate in PAR – *Student Test Participation*
- print the test participation rolls from PAR – *Print Test Rolls* for each test and each test group so that test administrators can record the student participation and disability adjustments.

Timing of the tests

Principals must ensure that they adhere to the test dates documented in 8.4 of the *National Protocols*.

No variation to these nationally-agreed test dates is allowed without prior approval from BOSTES.

In 2015, schools with compelling reasons can request permission to complete the tests in the second week of the security period up until 22 May 2015. This option is only available to classes or groups and not to individual students. The compelling reasons must be of a serious nature.

Tests must not be conducted prior to the scheduled test date under any circumstances.

The test times indicated in 8.4 of the *National Protocols* are the published test times, that is, the maximum time allowed to complete the test, excluding administration time. While schools may choose the most appropriate starting time for each test, the order of the tests cannot be varied. The length of the sessions cannot be varied, except for students who are accessing disability adjustments.

For details about the timing of the tests refer to 8.4 of the *National Protocols*.

Catch-up tests

Friday 15 May is a catch-up day for students who have missed one or more of the tests. Students can also complete missed tests in the afternoons on 12 May, 13 May and 14 May. Individual students are not permitted to complete tests after 15 May. If an absent student returns to school and completes a test in one of the catch-up sessions, **the participation information in PAR must be updated accordingly**. This is important to ensure the accuracy of reporting.

Candidacy - Definitions concerning student participation

For definitions and treatment of exempt students, absent students, withdrawn students, abandonment of a test due to illness or injury, non-attempts, international fee-paying students and visiting students refer to section 5 of the *National Protocols*.

Disability Adjustments

The principal must:

- consult with the parents/carers and learning support staff when determining disability adjustments and ensure that parent/consent forms are signed and returned to school by 1 May 2015
- apply to BOSTES for students who will require a scribe for the Writing test or computer use in any test by 1 May 2015
- fax or email the completed *Request for Large Print and Braille Versions of Test Material* forms or the *Request for an Electronic Test* forms to BOSTES no later than 20 March 2015
- ensure that all relevant information about disability adjustments is entered in PAR.

For details about disability adjustments refer to section 6 of the *National Protocols*.

Signed parent/carer consent forms are required for students who are exempt, parent withdrawals or who access disability adjustments. The signed form must be filed at school for future reference, if required.

Preparing students for the tests

Principals should ensure that teachers are aware of the variety of ways they can support students to perform at their best on the test days. Some suggested activities are listed below.

Reading

- Ensure students have experience in reading a variety of texts and genres - in modelled reading, guided reading and independent reading sessions.
- Allow opportunities for students to become familiar with the different question formats.

Writing

- Practise writing to a set time frame - planning, writing and editing time.
- Provide opportunities for students to complete unassisted writing assessment tasks.
- Provide students with a focus for assessment.
- Use writing rubrics that give explicit feedback.
- Ensure teaching is tailored to the needs of individual students.
- Ensure a balanced writing program is provided - link it with modelled reading, modelled writing, guided writing, and independent writing.
- Break writing down to manageable parts e.g. text structure, word choice, punctuation.

The NAPLAN Writing Marking Guides can be downloaded from:

<http://www.nap.edu.au/naplan/about-each-domain/writing/writing.html>.

Language Conventions

- Ensure students are explicitly taught about grammar and punctuation through reading and writing.
- Allow opportunities for students to become familiar with the different question formats.

Numeracy

- Ensure students can read mathematical language.
- Practise answering a series of questions within a time limit.

Preparing students for use of calculators in Years 7 and 9

It is important that Year 7 students become familiar with using calculators early in the school year. Students who are blind or have vision impairment will require calculators which support their individual learning needs.

For further information about preparing students for the tests refer to section 7 of the *National Protocols*.

Receipt of test materials

Packages of test materials will arrive in schools by 8 May 2015. Packages will contain:

- a letter to the principal
- copies of the *Test Administration Handbook for Teachers*
- personalised test books – separate bundles for each test book in tamper-evident packaging
- non-personalised test books for visiting students or newly-enrolled students
- Reading and Writing stimulus materials – separate bundles in tamper-evident packaging
- a black and white master of each test book – shrink-wrapped
- eParcel labels for returning packages of completed test books
- 2B pencils for use in the tests.

Large print and Braille materials will arrive separately but should be delivered by 8 May 2015.

Responsibility of the principal

The principal (or the principal's delegate) must sign for receipt of the test materials package. The principal must ensure that the contents and quantities of test materials are correct as soon as possible after delivery. Once checked, the test materials must be stored in a **secure place** until the scheduled test day.

The tamper-evident packages of test materials may be unwrapped by the principal and/or NAPLAN coordinator the day before the scheduled test for the purpose of sorting and organising materials in preparation for distribution to classes, if required. During this process, test content must not be accessed. The test books will be packaged, either alphabetically or in roll class groups, as indicated by the school during PAR Phase 1.

Shortage of material

Confirmation of receipt of test materials and any additional material requests should be completed through PAR.

Non-receipt of test material

Prompt action must be taken if test materials have not been received by 8 May 2015.

1. Check with all staff members that the packages have definitely not been received by the school.
2. Check whether the packages are at the local post office.
3. Call the NAPLAN Helpline (p. 2) if the packages are not at the post office.
4. Notify BOSTES at naplan.nsw@bostes.nsw.edu.au.

Testing for distance education students

Students enrolled in distance education should attend a central location for the NAPLAN tests. Individual distance education students may attend another school on the test days as a visiting student. These students must be given blank test books and the host school must record them as a visiting student in PAR.

Where a student cannot attend a central location, the NAPLAN tests may be administered by their supervisor. The supervisor must be provided with a copy of the *Test Administration Handbook for Teachers* and must be fully informed of the test administration procedures. A declaration to be completed by parents acting as a test administrator for their own child is available from BOSTES. This form should be signed by the parent and stored securely at the Distance Education School/Centre.

Test materials must not, under any circumstances, be dispatched by a Distance Education School/Centre to a student's home until 15 May 2015.

All completed test books for distance education students must be sent to the processing centre by 5 June. **Late test books may not be processed.**

Testing for home-schooled students

Materials will be dispatched to NSW home schools on 15 May 2015. It is anticipated that home schools will receive materials by 18 May 2015 and can begin test administration from that day. Home-schooled students may attend another school on the test days as a visiting student by following these steps:

- The principal of the host school must ensure that the home-schooled student is registered with BOSTES for NAPLAN.
- The parent/carer liaises with the principal to make the necessary arrangements.
- BOSTES must be advised of the host school the student will attend.
- The principal is provided with the name and codes of the home school.
- The host school records the visiting student in PAR – *Student Test Participation*.

All completed test books for NSW home-schooled students must be sent to the processing centre by 29 May. **Late test books may not be processed.**

SECTION B2: ON THE TEST DAY

Responsibilities of the principal

The principal must ensure that:

- test administrators are fully informed of the standard conditions for test supervision, provided in Part A of this Handbook and the guidelines outlined in the *Code of Conduct* (pp. 2 – 4)
- the procedures outlined in the *Test Administration Handbook for Teachers* are followed precisely, so that the NAPLAN tests are administered under the same test conditions across Australia
- test administrators are provided with a test participation roll for each test. The rolls can be printed from PAR – *Print Test Rolls*.

Responsibilities of test administrators

For details about administering the tests refer to 8.6 and 8.7 of the *National Protocols* and the *Test Administration Handbook for Teachers*.

Time taken to complete tests

For details about the time required to complete tests refer to 8.4 and 8.8 of the *National Protocols*. Where a student has been granted extra time as a disability adjustment prior to the tests, this must be recorded in PAR.

Collection of test materials

For details about the collection of test materials refer to 8.9 of the *National Protocols*.

PAR test participation roll

A test participation roll must be printed from the PAR website for each test and each test group. Test administrators **must** record on test participation roll:

- the participation status of each student (present, absent, exempt, sanctioned abandonment, left school)
- the disability adjustments accessed by students, where applicable
- the students who are enrolled in a support class.

The information on the test participation roll about student participation and disability adjustments must be checked and signed by the test administrator before handing the completed test participation roll to the NAPLAN coordinator with the test materials.

Responsibilities of NAPLAN coordinators

Test books for students who were absent, exempt or withdrawn from a test MUST NOT be returned. These books are to be kept at the school as a record of the student's non-participation. Where a student was present for one test contained in a flip book and absent from the other, the test book must be returned and the school is requested to write 'absent'/'exempt'/'withdrawn' on the front cover of the test, as appropriate.

It is possible that an absent student will complete the test in a catch-up session. For these students the details in PAR must be updated and show that the student was present for the test.

Non-Attempts

Where a student was present for a test but did not attempt any questions, the test book must be returned and the school is requested to write 'non-attempt' on the front cover of the test book.

Partial completion

Books for students who were present for the whole test session, but only completed some questions before abandoning the test by choice **must** be returned.

Abandonment due to illness or injury

Students who were present for part of the test session, but who left the session and did not return to complete the test because of illness or injury must be recorded as sanctioned abandonment in PAR. This is to avoid compiling and reporting misleading scores for these students. Test books for these students **must not** be returned.

Visiting students

The details of students who are not enrolled at your school but have completed the tests at your school as a visiting student must be entered in PAR. This includes visiting students from interstate.

Students enrolled at your school who will be completing NAPLAN at a different school must be marked absent in PAR.

New enrolments

The details of all students who were not listed in PAR during Phase 1 (February-March) and therefore did not receive personalised test books, must be entered in PAR during Phase 2 (test week).

Disability adjustments

Students who accessed disability adjustments or who are enrolled in a support class must be marked on the PAR test participation roll and all adjustments entered in PAR.

For more information on disability adjustments refer to section B4.

Principals and NAPLAN coordinators must check the accuracy of details recorded in PAR. Errors in the information recorded in PAR may result in incorrect student reports.

SECTION B3: AFTER THE TESTS

Organising completed test materials

NAPLAN coordinators must:

- collect and check all completed and partially completed test books and review the participation details in PAR – *Student Test Participation*
- ensure that any additional paper used for working out and planning has been removed from the test books
- ensure that typed writing scripts have been printed and taped into the Writing test book
- check that visiting students have provided the name of their own school and that the visiting student's name and school name are recorded in PAR.

Note: Special print materials

Schools **must not** return personalised test books for students who completed the test using special print materials (computer answer sheets, electronic tests, large print or coloured paper tests). The special print books will be scanned at processing.

Please ensure that:

- the student details have been completed on the front of all special print test books
- the student details have been completed at the top of each computer answer sheet
- the disability adjustments accessed by the student have been correctly recorded in PAR - *Student Test Participation*.

Braille: All Braille test materials, **including the student's personalised books** and Braille responses must be packaged into the Braille box that they were delivered in. These boxes are to be returned directly to the Braille and Large Print Services, using the eParcel label provided in the Braille box.

Electronic test: Both the CD and the print-out of each test paper showing the student's responses must be placed in the 'Special print test materials' envelope for return to processing.

Computer answer sheets: The set of completed answer sheets for each student must be printed and clipped together with a paper clip. These must be placed in the 'Special print test materials' envelope for return to processing. **As a back-up, the completed answer sheets must also be emailed to:**
naplan.nsw@bostes.nsw.edu.au.

Packing completed test materials

Count the total number of books to be returned for each test. In PAR – *Test Book Returns*, the number of books to be returned will be calculated based on the participation details. This number must match the number of books packed into the boxes for processing.

The total count of books shown in PAR – *Test Book Returns*, includes all Braille, large print, coloured paper books and the electronic test.

Package all completed test books, except Braille materials, in the boxes they were delivered in. In the case of small schools, multiple cohorts and/or multiple test types can be packaged in one box.

Blank personalised test books for students who were absent, exempt, withdrawn or a sanctioned abandonment from a test, or who used special print material (other than Braille) **must not** be returned to processing.

Test books must be packed as follows:

1. Pack the completed regular test books into a box, keeping all books flat.
2. Place all computer answer sheets, print-outs of electronic tests, CDs of electronic tests, coloured paper tests and large print test books in the envelope marked 'Special print test materials' and pack on top of the test books. Large print A3 test books should be folded in half.
3. Finally, pack all test books for visiting interstate students in a separate envelope on top of completed test books and label the envelope 'Interstate student'. Test books for visiting NSW or ACT students do not have to be packed separately.

DO NOT put test books for Braille students in the box with other test materials.

A *Test Materials Packaging Video* can be viewed on the PAR website.

Returning completed test materials

Apply an eParcel label to each box and return the package via Australia Post by 20 May 2015. Record in PAR - *Post Office Lodgement*, the number of test boxes being returned and the details of when the package taken to Australia Post.

Please retain the Australia Post receipt of lodgement. This will assist the tracking of test materials.

Marking and Reporting

Marking

All multiple-choice items will be machine marked. All constructed response items for literacy and numeracy will be manually marked. The Writing test will be marked by teachers specifically trained for NAPLAN Writing.

Reporting

The student reports will be available following the national release of results. **Principals must check that the information in the student reports is correct as soon as possible after their release.** The final date to notify BOSTES of report concerns is Friday 18 September 2015.

The reports will be delivered in individual sealed envelopes with a window showing the student's name, school and SRN. The principal is responsible for the distribution of these reports and should ensure that the reports:

- are distributed as soon as possible after the results have been released
- are forwarded to the new school for students who have left the school
- are kept at the school for students whose whereabouts are unknown or uncertain.

Parents should be advised to notify the school if their child's report is not delivered.

If a parent, other than the primary carer, requests a copy of the report, an additional copy can be provided by accessing SMART *Student Analysis*. In determining whether it is appropriate to provide an additional copy, Principals should reach a decision in the same way as they would for school reports.

Where the school report package is not received by the due date take the following steps:

1. Check with all staff members that the packages have definitely not been received by the school.
2. Check whether the packages are at the local post office.
3. Call the NAPLAN Helpline (p. 2) if the report package is not at the post office.

Writing test images

The 2015 NAPLAN Writing test images will be available to schools for professional development and curriculum purposes during the reporting phase. The images will be accessible from the BOSTES Schools Online website at <https://bosho.boardofstudies.nsw.edu.au/links/schoolsonline.html>

- Secondary Schools should use their existing Schools Online login.
- Primary Schools should use their Participation and Registration (PAR) website login.

Atypical results

If a student's NAPLAN results appear to differ significantly from what was expected or if there are grounds to suspect that a student's test book may have been incorrectly marked, principals should:

- refer to the PAR test participation roll to confirm whether the student's participation details were correctly recorded or if there were exceptional circumstances on the test day to explain the anomaly
- compare the NAPLAN results with other school assessments and formal written work
- ask the student about factors which may have affected performance on the test day
- send an email to BOSTES if there are concerns about either the marking of the test or the student report. Once logged, issues are investigated and the school notified of the outcome of the investigation.

Procedures for dealing with alleged breaches of protocol

It is the expectation that all NAPLAN tests submitted for processing will be the original work of students completed in accordance with the instructions in the *Test Administration Handbook for Teachers* and that test materials are not made available to staff or students prior to the test dates.

Any alleged breach of the *National Protocols* must be reported to the principal, the school NAPLAN coordinator and BOSTES. The protocols reflect nationally-agreed decisions which must be observed to ensure consistency in test administration and accuracy of student data across all states and territories.

BOSTES will always promptly inform the principal of any complaint or alleged breach of protocol made by a parent of a student at the school. Although the BOSTES NAPLAN team accepts phone calls and emails from members of the public the officers do not respond directly to parents by letter or phone call.

All alleged breaches of protocols will be investigated by BOSTES, as the Test Administration Authority for all NSW schools, or by the Responsible Entity. The school will be consulted as part of the investigation.

The following steps are usually undertaken when conducting the investigation:

- The breach of protocol is identified and the principal and NAPLAN coordinator are notified.
- The school notifies BOSTES and provides details of the incident in writing.
- The incident is logged and BOSTES commences an investigation.

The investigation may take several months from the time of notification, especially if actual test books have to be located at the processing centre. As part of the investigation the student's responses to the particular test may be reviewed.

The principal will be advised in writing of the outcome of the investigation and can provide letters to parents to assist schools in handling issues related to NAPLAN reporting. Where the investigation has concluded that the student's results will not be included in the school's NAPLAN data, BOSTES can provide the principal with an informal report listing the student's responses.

In situations where a school appeals the outcome of an investigation, the case will be referred to the Department of Education and Communities, the Association of Independent Schools, the Catholic Education Office or the School Board.

For further details about breaches of test protocols refer to section 10 of the *National Protocols*.

SECTION B4: DISABILITY ADJUSTMENTS

NAPLAN gives information about specific aspects of individual student performance and it is therefore important, when providing support in the form of disability adjustments, that a student is neither unfairly advantaged nor disadvantaged. To ensure the final tests accurately reflect the student's own skills when measured against the marking criteria, it is essential that the test conditions are applied consistently.

Disability adjustments may be accessed by a student for all or part of the tests and should reflect the type of support the student accesses on a regular basis in the classroom. Disability adjustments must be discussed with the parent/carer and a consent form must be signed prior to the test. More than one adjustment may be accessed in any one test. The Learning Support Team should consider the type and level of support the student requires.

Test administrators must record on the test participation roll the type of adjustment accessed by the student. The NAPLAN coordinator must record the adjustment in PAR.

For further details about disability adjustments refer to section 6 of the *National Protocols*.

The following support may be provided for students who usually access this support in the classroom:

Scribe (Writing test)

A trained scribe is permitted to assist a student to complete the Writing test only where the student normally uses a trained scribe in the classroom. **The role of a scribe is to provide access to the test, not to improve the student's performance.**

The use of a scribe for the Writing test **must be approved** by BOSTES prior to the tests. The principal must fax or email the completed application form to explain the circumstances and register the student prior to the NAPLAN test week. The application form is available online.

Scribe rules for the Writing Test

NAPLAN Writing is a diagnostic test that gives information about specific aspects of a student's writing. It is important when providing a scribe that a student is neither unfairly advantaged nor disadvantaged. To ensure the final text accurately reflects the student's own skills when measured against the marking criteria, the **NAPLAN scribe rules must be applied** in all cases. A print-friendly version of the scribe rules is available online.

For details about using a scribe in the Writing test and the NAPLAN scribe rules refer to 6.5 of the *National Protocols*.

Use of a writer for temporary injuries

Writing test

A student with a temporary injury, such as a broken arm who is unable to complete the Writing test **must not** use a scribe. A computer may be used **where prior written approval** has been given by BOSTES.

Other tests

If necessary, a NAPLAN support person may record the student's responses.

NAPLAN Support Person

A NAPLAN Support Person may assist a student with disability, including a temporary injury, by shading bubbles indicated by the student, or writing short responses or answers dictated by the student.

For details about the use of a NAPLAN Support Person refer to section 6.6 of the *National Protocols*.

Large print

Large print test materials are available as A3 books in print size 18, 24 and 36 and A4 books in print size 18 and 24. In the A3 Reading books, the stimulus and questions are merged.

Braille

A transcript of the Braille paper will be provided for use by the supervisor. The supervisor should be proficient in Braille. Extra time as indicated may be allowed for students using Braille test materials.

Following the tests, no transcriptions should be undertaken at school level. All Braille test books, Braille transcripts, student responses and any models provided are to be returned to the Braille and Large Print Services.

Schools must order large print and Braille test materials from BOSTES by 20 March 2015. The Large Print and Braille order form is available online.

For details about Braille, including extra time, refer to sections 6.8 and 6.11 of the *National Protocols*.

Black and white masters

All schools will receive a set of black and white masters to enable stimulus magazines and test books to be photocopied. This will support any student who requires their test materials on coloured paper or who uses coloured overlays.

Students who require the tests printed on a very dark coloured paper should use a black biro to answer all questions as pencil may be hard to detect during processing.

Schools do not need to pre-order black and white test materials from BOSTES.

Electronic test

The electronic test is an interactive PDF and will be available for students with severe vision and/or physical disabilities. This provision is limited to those students who are unable to access a pencil and paper test through any of the disability adjustments which are currently available.

Students who may be eligible to use an electronic test include those with:

- severe vision problems who require font size significantly larger than N36, but who are not Braille proficient.
- severe physical disabilities who have restricted movement, particularly of the upper limbs.

Extra time as indicated below may be allowed for students using the electronic test.

Electronic tests - Extra Time Allowable for Years 3 – 9		
Numeracy	Language/Reading	Writing
20 minutes per half hour	15 minutes per half hour	10 minutes per half hour

Schools must apply in writing to BOSTES by 20 March 2015 for a student to be provided with an electronic version of the tests. The order form is available online.

For details about the electronic test refer to section 6.9 of the *National Protocols*.

Reader

Students with high support needs in reading may use a reader for the whole Numeracy test. The reader may read graphic material but must not interpret it. In the Numeracy test, numerals and symbols must not be read.

A reader is not permitted for any student in the Reading or Language Conventions tests.

Oral/sign support

Students with moderate/severe to profound hearing loss, may access oral/sign support.

- The support person is permitted to read or sign the instructions.
- In Numeracy, numerals must not be read or signed to any student.

Separate supervision

Separate supervision may be provided to ensure that other students are not distracted by a student's disruptive behaviour or their access to disability adjustments.

Consideration may need to be given to students:

- who require access to a scribe, reader or oral/sign support
- with a medical condition that may require additional care, medication or other assistance, including access to toilets
- with a behaviour pattern that prevents performance in a large group situation, including students with concentration difficulties and mental health issues
- who require extra time or additional breaks
- who require wheelchair access to the room
- who require additional opportunities for movement
- who utilise voice output devices
- who use assistive technology that creates distractive noise factors.

Extra time

Test administrators may allow students extra time (up to 5 minutes per half hour) to compensate for:

- the use of Large Print
- the use of a reader, scribe or interpreter
- the use of assistive technology
- a medical condition including diabetes, chronic fatigue, acquired brain injury
- chronic physical difficulties, including paraplegia, muscular dystrophy or cerebral palsy
- a disability including physical or mental health issues
- a moderate, severe or profound hearing loss.

Rest breaks

Rest breaks are to support students who may suffer fatigue due to a medical condition. When a rest break is taken, the test administrator must stop the clock and resume timing the test on completion of the rest break. The student must not have access to the test paper, writing implements, a computer or text entry device during a rest break.

Assistive technology and Computer use

The *National Protocols* permit a student with disability who regularly uses a computer as part of the usual disability adjustments to use a **computer in any test**. The use of a computer for any test **must be approved** by BOSTES prior to the tests. The application form is available online.

Where the use of a computer has been approved:

- the student must be provided with the type of computer that is used on a regular basis in the classroom
- the spelling and grammar functions and internet connections must be disabled throughout the test.

Computer Use - Writing test

For the Writing test the student should use Microsoft Word, Word Pad or Notepad.

After the Writing test, the student's typed text must be printed and trimmed to fit within the border of the writing page(s). The text **must** be secured with invisible sticky tape around all edges. A maximum of three typed pages is allowed and **no loose pages will be accepted**. Staples or glue must not be used.

Computer Use - Reading, Language Conventions or Numeracy tests

For students who are approved to use a computer in the Reading, Language Conventions and Numeracy tests, computer answer sheets will be provided. These students will still use the test books to access the stimulus material and questions. The answer sheets must be printed, clipped together and placed in the envelope marked 'Special print test materials'. The answer sheets will be scanned at processing.

Schools must apply in writing to BOSTES by 1 May 2015 for a student to be provided with computer answer sheets.

Other assistive technology which **is** acceptable includes:

- screen reader
- Perkins Braille
- Mountbatten Braille
- technology with a refreshable Braille display
- speech recognition
- talking calculator - for students with vision impairment in Years 7 and 9 only
- an adaptive mouse or switch
- specialist keyboards.

Assistive technology that **is not** acceptable includes:

- word prediction software
- text-to-speech software (unless it is a screen reader for students with vision impairment).

Support Class

In PAR, please indicate any students who are enrolled in a support class.

National Assessment Program – Literacy and Numeracy 2015

LETTER TO PARENTS

In May 2015 the National Assessment Program – Literacy and Numeracy (NAPLAN) will be completed by students in Years 3, 5, 7 and 9. NAPLAN has the support of all State and Territory Education Ministers and will assess the literacy and numeracy skills of students across Australian schools.

The results of the tests will provide important information to schools about what each student can do, and will be used to support teaching and learning programs. Parents will receive a report indicating their child's level of achievement. Each student's level of achievement will be reported against the national minimum standard.

Student background information (student name, gender, date of birth, language background and Aboriginality) will be collected as part of the National Assessment Program. This information is treated confidentially and held securely to ensure that every student's right to privacy is maintained.

The NAPLAN tests will be conducted from 12-14 May 2015.

TUESDAY 12 MAY	WEDNESDAY 13 MAY	THURSDAY 14 MAY
Language Conventions (Spelling, Punctuation and Grammar) Writing	Reading	Numeracy

In the Numeracy tests students do not require any measuring tools such as rulers or protractors. In Years 7 and 9 there will be two Numeracy tests: one where a calculator is allowed and one where calculators are not to be used. For the calculator test, the student should use the calculator that they currently use at school.

Friday 15 May – A 'catch-up' day is scheduled for students who missed a test or were absent on a test day.

Students may be considered for exemption from the tests if they:

- are newly arrived in Australia (less than one year before the test) and with a language background other than English, or
- have significant intellectual disability and/or significant co-existing conditions which severely limit their capacity to participate in the tests.

All other students are expected to participate in the tests. Disability adjustments which reflect the student's normal level of support in the classroom may be provided. Large print, Braille, coloured paper versions and electronic tests are available to meet the needs of individual students.

Access to disability adjustments or exemption from the tests must be discussed with the school principal and a parent or carer consent form must be signed.

Students may be withdrawn from NAPLAN by their parent or carer. This is a matter for consideration by parents in consultation with the Principal. If you wish to withdraw your child from the tests, a parent or carer consent form must be signed.

Please make an appointment with the principal of the school your child attends if you would like to discuss your child's participation in NAPLAN.

Additional information about NAPLAN can be found at www.nap.edu.au/NAPLAN/Parent_Carer_support/index.html.

National Assessment Program – Literacy and Numeracy 2015

CHECKLIST FOR PRINCIPALS AND NAPLAN COORDINATORS

Date	Task
February–March	<input type="checkbox"/> Confirm student details in the PAR website by 6 March. <input type="checkbox"/> Contact BOSTES if the school address shown in PAR has changed. <input type="checkbox"/> Provide NAPLAN coordinators with a copy of the <i>Handbook for Principals</i> . <input type="checkbox"/> Submit order forms for special print material to BOSTES by 20 March.
April	<input type="checkbox"/> Notify parents of test dates by 24 April. <input type="checkbox"/> Consult with parents of students who require disability adjustments or exemptions. <input type="checkbox"/> Prepare security plan for the handling of test materials. <input type="checkbox"/> Prepare school timetable and identify rooms for the test period. <input type="checkbox"/> Apply to BOSTES for approval to provide a scribe or computer.
After test materials arrive in early May	<input type="checkbox"/> Check quantities of test materials without opening the tamper-evident packaging. <input type="checkbox"/> Provide test administrators with the <i>Test Administration Handbook for Teachers</i> as soon as possible after delivery. <input type="checkbox"/> Store test materials securely until test week. <input type="checkbox"/> Meet with test administrators to confirm arrangements for testing.
4–8 May	<input type="checkbox"/> Update student information in PAR, including new enrolments and students who have left the school. <input type="checkbox"/> Ensure students approved to use a scribe are familiar with the NAPLAN scribe rules. <input type="checkbox"/> Familiarise students with test procedures and sample questions. <input type="checkbox"/> Ensure there are spare calculators for Years 7 and 9. <input type="checkbox"/> Ensure signed parent/carers consent forms for exemption, withdrawal and disability adjustments are filed.
11 May	<input type="checkbox"/> Make sure test administrators are familiar with procedures in the <i>Test Administration Handbook for Teachers</i> . <input type="checkbox"/> Confirm arrangements and notify test administrators of students who require disability adjustments or who are exempt or withdrawn. <input type="checkbox"/> Prepare classrooms for testing (e.g. remove wall charts). <input type="checkbox"/> Unpack and organise test materials into required groups, then return to secure storage. <input type="checkbox"/> Print out test participation rolls from PAR for test administrators to record student participation and disability adjustments.
Test Days 12–14 May	<input type="checkbox"/> Administer each test according to the NAPLAN timetable and test protocols. <input type="checkbox"/> Collect and count test materials and store securely. <input type="checkbox"/> Record details of test participation and disability adjustments in PAR. <input type="checkbox"/> Administer catch-up tests in the afternoon to students who were absent.
15 May	<input type="checkbox"/> Administer remaining catch-up tests and ensure students completing catch-up tests are recorded as present in PAR. <input type="checkbox"/> Complete all student participation and disability adjustments details in PAR. <input type="checkbox"/> Count and package all completed test books in boxes and affix the return labels. <input type="checkbox"/> Collect and account for unused test books and stimulus materials and store securely until 22 May. Do not return unused test books and do not return personalised test books for students who used special print materials.
15–20 May	<input type="checkbox"/> Take all boxes of completed test books to the Post Office. <input type="checkbox"/> Record in PAR the lodgement details.

National Assessment Program – Literacy and Numeracy 2015

PARENT/CARER CONSENT FOR DISABILITY ADJUSTMENTS

In May 2015 the National Assessment Program – Literacy and Numeracy (NAPLAN) will be completed by all students in Years 3, 5, 7 and 9. NAPLAN will assess the literacy and numeracy learning of students in all Australian schools. The tests will be conducted across Australia on the same days for all students.

The results of the tests will provide important information to schools about what each student can do and will be used to support teaching and learning programs. Parents will receive a report indicating their child's level of achievement and will be able to compare their child's performance against the national minimum standard.

A student with a significant intellectual and/or functional disability may be exempt. However, all other students are expected to participate in NAPLAN and disability adjustments may be made to support individual students. Adjustments to testing conditions should reflect the normal support the student receives in the classroom. Parents should discuss the adjustments that can be accessed by their child with the child's teacher and the principal. Large print, braille and black and white versions of the tests are available for students registered with the NSW DEC, NSW CEC or NSW AIS as vision-impaired.

The completed parent-carer consent form for access to disability adjustments must be lodged with the school principal by **1 May 2015**.

I have discussed my child's participation in the National Assessment Program – Literacy and Numeracy (NAPLAN) 2015 with the school principal and understand that _____
(name of child) in Year _____ is entitled to receive disability adjustments for the following tests:

Principal please tick (✓)

Language Conventions test	<input type="checkbox"/>	Writing test	<input type="checkbox"/>
Reading test	<input type="checkbox"/>	Numeracy test	<input type="checkbox"/>

These disability adjustments include:

Principal please tick (✓)

Extra Time	<input type="checkbox"/>	Rest breaks	<input type="checkbox"/>	Support person	<input type="checkbox"/>	Scribe	<input type="checkbox"/>
Oral/sign support	<input type="checkbox"/>	Reader	<input type="checkbox"/>	Large Print	<input type="checkbox"/>	Braille	<input type="checkbox"/>
Coloured paper	<input type="checkbox"/>	Electronic test	<input type="checkbox"/>	Computer / assistive technology	<input type="checkbox"/>		

Principal's signature _____

Parent/carers signature _____ Date: ____ / ____ / 2015

National Assessment Program – Literacy and Numeracy 2015

PARENT/CARER CONSENT FOR EXEMPTION AND WITHDRAWAL

In May 2015 the National Assessment Program – Literacy and Numeracy (NAPLAN) will be completed by all students in Years 3, 5, 7 and 9. NAPLAN will assess the literacy and numeracy learning of students in all Australian schools. The tests will be conducted across Australia on the same days for all students.

The results of the tests will provide important information to schools about what each student can do and will be used to support teaching and learning programs. Parents will receive a report indicating their child's level of achievement and will be able to compare their child's performance against the national minimum standard.

Consideration for exemption can be given to students:

- newly arrived in Australia (less than a year before the test) and with a language background other than English (LBOTE), or
- with significant intellectual disability and/or significant co-existing conditions that severely limit their capacity to participate in the tests.

Exemption must be discussed with the school principal.

Students may also be withdrawn from the tests at the request of the parent/carer.

The completed parent-carer consent form for exemption or withdrawal must be lodged with the school principal by **1 May 2015**.

I have discussed my child's participation in the National Assessment Program – Literacy and Numeracy (NAPLAN) 2015 with the school principal and understand that _____
(name of child) in Year _____ will be exempt or a parent withdrawal from the following tests:

	Exempt (LBOTE)	Exempt (Disability)	Parent Withdrawal
Principal please tick (✓)			
Language Conventions test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Principal's signature _____

Name of parent/carer: _____

Parent/carer's signature _____ Date: ____ / ____ / 2015

