



Test administration  
handbook for  
teachers

**Year 3**

**2018**



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## INTRODUCTION

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

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

Read and be familiar with all the information in the relevant section of the handbook before administering each test. Test administrators are required to follow the instructions exactly as provided in this handbook, so that all students across Australia receive the same test instructions.

### Test schedule

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

### Test schedule for Year 3

Time	Tuesday 15 May	Wednesday 16 May	Thursday 17 May
am	Language Conventions	Reading	Numeracy
am	Break (at least 20 minutes)		
am	Writing		

### Time allowed for each test

Specific timing for each of the tests is provided at the beginning of each section of this handbook. Test administrators must adhere to these time limits.

Extra time to complete a test is only allowed if granted as a disability adjustment. See the *Handbook for principals* (section 6) for more information.

## PREPARING FOR THE TESTS

In the weeks before the test, the school principal/representative should have met with you to:

- determine where the test sessions will be held
- determine the duration and organisation of breaks
- discuss organisational procedures required during the tests
- review the handling of emergencies and problem situations
- explain the organisational arrangements for non-participating students
- establish the procedures to be undertaken when the test is administered by a casual, relief or supply teacher
- ensure that you are familiar with all the test administration instructions and procedures.

### On test days

On the morning of each test, please collect all materials required for the test session. Allow enough time to check that you have the required number of books and the necessary equipment and that you understand all procedures.

### Preparation of classrooms

Access to a whiteboard or blackboard is required.

Arrange seating so that students cannot see each other's work.

Posters, displays or teaching materials that might help students to answer questions must be covered, reversed or removed from the room while the students are completing the tests.

The following items **must not** be used by students during testing as they could affect the validity of the test or the scanning of the test books:

- books, including dictionaries
- rulers
- coloured pens or pencils
- mechanical lead pencils
- felt pens
- highlighters
- correction fluid/tape
- glue
- reusable adhesive

- mobile phones, iPads and other devices, including bluetooth devices
- calculators.

### Test materials

You will need the following materials ready for distribution:

- personalised test books (with student details printed on the cover) for students in your class or group
- non-personalised test books without student details printed on the cover for any student in your class or group who does not have a personalised test book
- the relevant stimulus materials (Reading and Writing tests only)
- blank paper for 'working-out' in the Language Conventions test
- blank paper for planning in the Writing test
- blank paper for 'working-out' in the Numeracy test.

### Student materials

During testing, each student requires:

- 2B or HB pencils
- an eraser
- a sharpener.

### Supervising the test sessions

In supervising the tests, the test administrator must:

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

### Assisting students

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

During **all** tests, you **MAY**:

- read and clarify general instructions
- remind students of the response types, e.g. shade a bubble
- advise students to leave a question if they are unsure of the answer and move on to another question

- advise students to return to any unanswered questions if they have time at the end
- provide students with general encouragement to continue.

During **all** tests, you **MUST NOT** provide the following assistance:

- give hints or examples
- explain, paraphrase or interpret questions
- indicate to students whether answers are correct or incorrect
- remind students about related work completed in class
- provide extra time.

During the **Language Conventions** test, you **MUST NOT**:

- read or sound out the spelling items to the students
- read any of the test questions
- write any spelling words for students, on the board or elsewhere.

During the **Writing** test, you **MUST NOT**:

- discuss the writing task
- provide any structure or content, whether orally or in writing
- prompt students
- write for a student (except where the use of a scribe has been approved by the Test Administration Authority).

Please refer to the section *Guidelines for the use of a computer by students with a temporary injury participating in the Writing test* in this handbook, if applicable.

During the **Reading** test, you **MUST NOT**:

- read anything from the magazine to the students
- read any of the test questions.

During the **Numeracy** test, you **MUST NOT**:

- read numbers or symbols unless they are embedded within text
- explain the meaning of any symbols, numbers or mathematical terms
- interpret any graphs or diagrams.



During the **Numeracy** test **only**, you **MAY**:

- read any words in an item
- read any numbers or symbols embedded within text but **you must not read any numbers or symbols that are not embedded within text**. Refer to the examples below:

### Example 1

What number will make this number sentence true?

$$4.52 + 3.68 = \square + 3.70$$

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

### Example 2

Edward travelled 110 kilometres in 2 hours.

What was his average speed in kilometres per hour?

- A. 50      B. 55      C. 70      D. 220

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

### Example 3

The number 39 889 can be rounded in different ways.

Which two ways of rounding give the same answer?

- A. Rounding to the nearest 10 and nearest 100.
- B. Rounding to the nearest 10 and nearest 1000.
- C. Rounding to the nearest 100 and nearest 1000.
- D. Rounding to the nearest 1000 and nearest 10 000.

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

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

## Reading the test administration script

It is important that the tests are administered uniformly according to the timetables and instructions in this handbook.

Test administrators **MUST READ ALOUD** to students all instructions in the shaded boxes, for example:

### READ ALOUD

Now you will complete the Writing test. You will each have a *Writing* test book in front of you.

## Practice questions

The purpose of practice questions is to familiarise students with the different response types. This is not an opportunity for teaching. Move through these questions as quickly and efficiently as possible.

## RECORDING TEST PARTICIPATION

Accurate records regarding student participation are very important. In South Australia all paper test participation is recorded in the **2018 NAPLAN Student Participation Website**.

**The website defaults to recording every student as participating in all of the tests.** The principal, or delegate, will use this site to enter and confirm all student records including disability adjustments, absences, withdrawals, exemptions and students who are new to the school or who have left the school. If the school is responsible for home educated students and/or full paying international students, this information is to be written on the front of the test book and also entered on the Student Participation Website.

Information related to the unexpected student absence from the tests must be reported immediately after the test to the principal or delegate, who will update the Student Participation Website. **Please advise the principal or delegate as soon as practical if there is some misadventure during a test that leads to a genuine reason for a student to abandon the test before it is completed.**

## Correcting errors on personalised book covers

At the beginning of each test session students will be asked to check that they have the test book that has their details printed on it and to check the accuracy of the details. These details have been printed from enrolment data provided by your school.

If there is an error in the printed details on a personalised test book, test administrators are asked to rule a single line through the incorrect information and print the correct details neatly above. For example:

10 February 2010 Date of Birth: <del>10 April 2010</del>
---

If there are any doubts about the accuracy of a student's details, do not make any changes.

### **'Catch-up' sessions for students absent on the test days**

It is very important that a high level of student participation is reached in this national assessment. Every effort should be made to ensure all eligible students are assessed on the designated NAPLAN test days (15 to 17 May).

Where students are absent for one or more of the tests, arrangements should be made for those students to sit the tests on either the afternoon of the test days, or on Friday 18 May.

Students absent for the three test days should not be expected to complete all tests on Friday 18 May. They should be marked absent for the tests they are unable to complete.

Only schools that have prior permission from their Test Administration Authority may conduct tests for classes or groups of students in the week of 21 to 25 May.

## TUESDAY 15 MAY 2018 – LANGUAGE CONVENTIONS TEST

### Year 3 Language Conventions test administration

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

This test is to be conducted in one session.

This is an assessment of a student's ability in spelling, grammar and punctuation.

### Time allocation

- Introduction time: approximately 15 minutes
- Test time: 40 minutes

### Preparation for the Language Conventions test session

- Arrange the room so that students cannot see each other's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times including 10 minute intervals on the board.
- Check that there is a personalised *Year 3 Language Conventions/Writing* test book for each student. Please note that this is a flip book. It contains two tests. The Language Conventions test is at the front of the book and the Writing test is at the back of the book. Student details are printed on the Language Conventions side only.
- Allocate a non-personalised test book to any student who does not have a personalised test book. Please complete student details on the front cover using a 2B or HB pencil.
- Distribute the *Year 3 Language Conventions/Writing* test books to students, making sure that the Language Conventions side is facing them and that each student has the correct test book.
- Under no circumstances should a student complete the test using another student's personalised test book.

Where a student is visiting your school to complete the test, please ensure that the name of the school where he or she is enrolled is written on the test book.

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

## Materials required

Each student should have	The test administrator should have
<ul style="list-style-type: none"><li>• a <i>Year 3 Language Conventions/Writing</i> test book</li><li>• 2B or HB pencils only</li><li>• an eraser</li><li>• a sharpener</li><li>• a sheet of blank paper (for working out answers).</li></ul>	<ul style="list-style-type: none"><li>• this test administration handbook</li><li>• spare pencils, erasers, sharpeners</li><li>• a watch or clock for timing the test</li><li>• a board to demonstrate practice questions and display time sequence</li><li>• a class list</li><li>• spare blank paper.</li></ul>

## Test administration script

### READ ALOUD

Today you will complete a Language Conventions test. This is a test of spelling, grammar and punctuation. You should all have your *Year 3 Language Conventions* test book, a 2B or HB pencil, a sharpener, an eraser and a sheet of blank paper on your desk. Check to see that you have these things.

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

Do not open your test book until I tell you.

Allow students time to check they have the appropriate materials.

### READ ALOUD

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

Show students the Language Conventions side of the test book. Allow students time to check their details. If there is an error, the test administrator must note it and correct it later. (Refer to the section *Correcting errors on personalised book covers* in this handbook for instructions.)

## READ ALOUD

Look at the box where it says *Student to complete*. Write your first name and your last name in the space provided. Use all capital letters.

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

## READ ALOUD (Practice questions)

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

Give students time to locate the practice questions.

Practice questions do not contribute to a student's score on the assessment.

## READ ALOUD (Years 3 and 5)

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

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

**P1** The spelling mistake in this sentence has been circled.  
Write the correct spelling of the circled word in the box.

I go to school on a buss .

P1

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

Give students time to write the word.

## READ ALOUD

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

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

## READ ALOUD (Years 3 and 5)

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

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

He has bloo eyes.

P2

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

Give students time to write the word.

## READ ALOUD

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

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

**READ ALOUD** (read the question and pause for the missing word) **(Year 3)**

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

Follow the words as I read the question.

**P3** Which word completes this sentence correctly?

I like going  the city.

as

so

to

of

The box shows there is a word missing. Shade **one** bubble under the correct word now.

Give students time to shade a bubble.

**READ ALOUD**

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

Give students time to completely erase and correct any errors.

**READ ALOUD (Year 3 and 5)**

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

Follow the words while I read them to you.



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

	<b>is</b>	<b>are</b>
The sun <input type="checkbox"/> hot.	<input type="radio"/>	<input type="radio"/>
The rocks <input type="checkbox"/> hard.	<input type="radio"/>	<input type="radio"/>
Grass <input type="checkbox"/> green.	<input type="radio"/>	<input type="radio"/>
Water <input type="checkbox"/> wet.	<input type="radio"/>	<input type="radio"/>

Shade one bubble in each row now.

Give students time to shade the bubbles.

### READ ALOUD

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

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

Give students time to completely erase and correct any errors.

### READ ALOUD

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

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

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

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

Remember, you will have to write a word in the box or shade a bubble or bubbles. Read the instructions for each question carefully.

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

Are there any questions?

Answer any questions from the students.

## **READ ALOUD**

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

Shade the bubbles carefully. If you make a mistake, erase it completely and try again.

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

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

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

There are 50 questions in the test and you have 40 minutes to complete all the questions. Work through all the questions until you have finished or until I tell you to stop.

After 20 minutes you should be about half-way through the test and close to finishing the spelling questions. Even if you have not finished the spelling questions, you should start the grammar and punctuation questions.

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

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

The test starts on Page 3. You may start now.

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

Remember you can help the students by reading the instructions only. **You may not read the test items or the spelling words.** (Refer to the section *Assisting students* in this handbook for additional guidelines.)

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

Mark off the time intervals on the board.

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

Students who finish early should be encouraged to check their answers. When finished checking, they should close their test books, leave them on their desks, and sit quietly.

They may not engage in 'early finisher' activities, such as reading, which may provide clues to the test question answers. **DO NOT** collect the test books as this may be disruptive to other students. If a whole class finishes the test before the allocated time, test administrators may use discretion in managing the testing environment and collect the test books.

### **After 20 minutes, READ ALOUD**

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

Test administrators should quietly check to see if there are any students still working

on the spelling questions. It is strongly recommended that these students be encouraged to move on to the grammar and punctuation section of the test.

### **After 35 minutes, READ ALOUD**

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

### **After 40 minutes, READ ALOUD**

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

### **After the test**

- Collect all test books. Check that working-out pages are **not** inside test books as these are not returned for processing.
- Collect all working-out pages for secure storage.
- Do not remove any pages from any test book.
- Match test books against your class list or the master assessment roll to check that ALL test books are accounted for, including those for students who did not sit or complete this session.
- Where appropriate, mark the test participation bubbles (absent, exempt, withdrawn or abandonment due to illness or injury) on the front cover.
- Where appropriate, check that all information recording disability adjustments on the front cover is complete and correct.
- Record absence details on your class list or the master assessment roll.
- Where appropriate, ensure that the personalised test book is attached to the Braille, Large Print, Black and White or Electronic Test Format test papers with a paperclip.
- Return all test books and working-out pages to the principal/school test coordinator as soon as possible for secure storage. Do not leave any test books, whether complete or incomplete, in a classroom.
- No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.
- Under no circumstances should student responses be copied or transcribed, either during or after the test.

## TUESDAY 15 MAY 2018 – WRITING TEST

### Year 3 Writing test administration

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

This test is to be conducted in one session.

This is an assessment of a student's ability to plan and write a text independently. There must not be any test administrator nor teacher input or assistance.

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

### Time allocation

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

### Preparation for the Writing test session

- Arrange the room so that students cannot see each other's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times including 10 minute intervals on the board.
- Allocate a non-personalised Writing test book to any student who was absent from the Language Conventions test, and who does not have a personalised test book. Please complete the student's details on the Language Conventions side of the book, using a 2B or HB pencil.
- As the Writing test is in a flip book, check that each student has the correct test book, that is, the *Year 3 Language Conventions/Writing* test book. This book should have the student's name on the Language Conventions test cover.
- Check that you have the package that contains the year three and year five task. Each Writing stimulus page will have YEAR THREE AND YEAR FIVE clearly marked in a white font in the top left hand corner on the black banner. Distribute the Writing stimulus page and a sheet of blank paper to each student.

- Under no circumstances should a student complete the test using another student's personalised test book.

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

### Materials required

Each student should have	The test administrator should have
<ul style="list-style-type: none"> <li>• a <i>Year 3 Language Conventions/Writing</i> test book</li> <li>• the coloured, single page YEAR THREE AND YEAR FIVE Writing stimulus page</li> <li>• a sheet of blank paper for planning</li> <li>• 2B or HB pencils</li> <li>• an eraser</li> <li>• a sharpener.</li> </ul>	<ul style="list-style-type: none"> <li>• this test administration handbook</li> <li>• extra blank paper</li> <li>• spare pencils, erasers, sharpeners</li> <li>• a watch or clock for timing the test</li> <li>• a board to display the time sequence</li> <li>• a class list.</li> </ul>

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

### Test administration script

#### READ ALOUD

Now you will do a Writing test. You should have your *Year 3 Writing* test book, the Writing stimulus page, a piece of blank paper, a 2B or HB pencil, a sharpener and an eraser on your desk. Check to see that you have these things. Check that you have the Writing stimulus page that has YEAR THREE AND YEAR FIVE clearly marked in a white font in the top left hand corner on the black banner. Put your finger on the words that say YEAR THREE AND YEAR FIVE. Raise your hand if you cannot find the words that say YEAR THREE AND YEAR FIVE.

Do not open your test book until I tell you.

Allow students time to check they have the appropriate materials.

## READ ALOUD

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

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

## READ ALOUD

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

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

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

## READ ALOUD

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

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

## READ ALOUD

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

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

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

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

You must only read the words on the stimulus page.

**DO NOT:**

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

When you have finished reading the stimulus page:

**READ ALOUD**

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

Show the planning page.

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

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

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

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

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



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

### After 5 minutes, READ ALOUD

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

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

You may start writing now.

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

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

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

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

Mark off the time intervals on the board.

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

### After 30 minutes, READ ALOUD

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

### After 35 minutes, READ ALOUD

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

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

You can also use this time to complete your writing if you need to, but you will not be allowed any extra time for editing. When you have finished, close your test books and wait quietly.

Supervise students to make sure they are editing and completing their texts. Students may use the editing time to complete their writing; however, if they choose to do this, they must not be given any additional time for editing.

### After 40 minutes, READ ALOUD

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

### After the test

- Collect all test books. Check that the writing stimulus and planning pages are **not** inside test books as these are not returned for processing.
- Collect all stimulus pages and planning pages for secure storage.
- Do not remove any pages from any test book.
- Match test books against your class list or the master assessment roll to check that ALL test books are accounted for, including those for students who did not sit or complete this session.
- Where appropriate, mark the test participation bubbles (absent, exempt, withdrawn or abandonment due to illness or injury) on the front cover.

- Where appropriate, check that all information recording disability adjustments on the front cover is complete and correct.
- Record absence details on your class list or the master assessment roll.
- Where appropriate, ensure that the personalised test book is attached to the Braille, Large Print, Black and White or Electronic Test Format test papers with a paperclip.
- Return all test books, stimulus pages and planning pages to the principal/school test coordinator as soon as possible for secure storage. Do not leave any test books, whether complete or incomplete, in a classroom.
- No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.
- Under no circumstances should student responses be copied or transcribed, either during or after the test.

## WEDNESDAY 16 MAY 2018 – READING TEST

### Year 3 Reading test administration

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

This test is to be conducted in one session.

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

### Time allocation

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

### Preparation for the Reading test session

- Arrange the room so that students cannot see each other's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times including 10 minute intervals on the board.
- Check that there is a personalised *Year 3 Reading* test book and a *Year 3 Reading* magazine for each student.
- Allocate a non-personalised test book to any student who does not have a personalised test book. Please complete student details on the front cover using a 2B or HB pencil.
- Distribute the Reading test books and magazines to students, making sure that each student has the correct test book.
- Under no circumstances should a student complete the test using another student's personalised test book.

Where a student is visiting your school to complete the test, please ensure that the name of the school where he or she is enrolled is written on the test book.

## Materials required

Each student should have	Each test administrator should have
<ul style="list-style-type: none"><li>• a <i>Year 3 Reading</i> test book</li><li>• a <i>Year 3 Reading</i> magazine</li><li>• 2B or HB pencils only</li><li>• an eraser</li><li>• a sharpener.</li></ul>	<ul style="list-style-type: none"><li>• this test administration handbook</li><li>• spare pencils, erasers, sharpeners</li><li>• a watch or clock for timing the test</li><li>• a board to demonstrate practice questions and display the time sequence</li><li>• a class list.</li></ul>

## Test administration script

### READ ALOUD

Today you will complete a Reading test. You should each have your *Year 3 Reading* test book and a *Year 3 Reading* magazine, a 2B or HB pencil, a sharpener and an eraser on your desk. Check to see that you have these things.

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

Allow students time to check they have the appropriate materials.

### READ ALOUD

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

Point to the front of the test book. Allow students time to check their details. If there is an error, the test administrator must note the error and correct it later. (Refer to the section *Correcting errors on personalised book covers* in this handbook for instructions.)

### READ ALOUD

Look at the box where it says *Student to complete*. Write your first name and your last name in the space provided. Use all capital letters.

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

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

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

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

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

Practice questions do not contribute to a student's score on the assessment.

**READ ALOUD (Practice questions) (Year 3)**

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

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

This instruction says *Read Sara's early morning on page 8 of the magazine and answer questions P1 to P3.*

*Read Sara's early morning now.*

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

## READ ALOUD (Years 3 and 5)

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

Follow the words while I read the question.

**P1** Which of these clothes did Sara put on?

Choose **two**.

- shirt
- hat
- socks
- dress
- scarf

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

Give students time to shade two bubbles.

## READ ALOUD

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

Give students time to completely erase and correct any errors.

## READ ALOUD (Year 3)

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

Follow the words while I read the question.

**P2** Which word describes Sara’s socks?

Then, she  pulled on some  long  socks.

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

Give students time to shade the bubble.

### READ ALOUD

The correct answer is *long*. You should have shaded the third bubble. If you didn’t shade this bubble, erase your answer and shade the third bubble now.

Give students time to completely erase and correct any errors.

### READ ALOUD (Year 3)

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

Follow the words while I read the question.

**P3** Which of the following sentences are **true** and which are **false**?

	True	False
Sara plays football on Sunday.	<input type="radio"/>	<input type="radio"/>
Sara was late.	<input type="radio"/>	<input type="radio"/>
Sara made a mistake.	<input type="radio"/>	<input type="radio"/>



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

Give students time to shade the bubbles.

### READ ALOUD

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

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

Give students time to completely erase and correct any errors.

Answer any questions as necessary.

### READ ALOUD

That is the end of the practice questions.

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

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

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

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

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

Are there any questions?

Answer any questions from the students.

## READ ALOUD

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

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

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

You must do your own work. You are not allowed to talk to other students.

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

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

If you finish early, check that you have answered all the questions then wait quietly until the test time is finished.

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

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

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

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

Mark off the time intervals on the board.

Students who finish early should be encouraged to check their answers. When finished checking, they should close their test books, leave them on their desks, and

sit quietly. They may not engage in 'early finisher' activities, including reading, which may provide clues to the test question answers. **DO NOT** collect the test books as this may be disruptive to other students. If a whole class finishes the test before the allocated time, test administrators may use discretion in managing the testing environment and collect the test books.

### **After 40 minutes, READ ALOUD**

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

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

### **After 45 minutes, READ ALOUD**

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

### **After the test**

- Collect all test books. Check that magazines are **not** inside test books as these are not returned for processing.
- Collect all Reading magazines for secure storage.
- Do not remove any pages from any test book.
- Match test books against your class list or the master assessment roll to check that ALL test books are accounted for, including those for students who did not sit or complete this session.
- Where appropriate, mark the test participation bubbles (absent, exempt, withdrawn or abandonment due to illness or injury) on the front cover.
- Where appropriate, check that all information recording disability adjustments on the front cover is complete and correct.
- Record absence details on your class list or the master assessment roll.
- Where appropriate, ensure that the personalised test book is attached to the Braille, Large Print, Black and White or Electronic Test Format test papers with a paperclip.
- Return all test books and Reading magazines to the principal/school test coordinator as soon as possible for secure storage. Do not leave any test books, whether complete or incomplete, in a classroom.
- No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.

- Under no circumstances should student responses be copied or transcribed, either during or after the test.

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

## THURSDAY 17 MAY 2018 – NUMERACY TEST

### Year 3 Numeracy test administration

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

This test is to be conducted in one session.

This is an assessment of a student's ability in Numeracy.

In the Numeracy test any words may be read to students, and any numbers or symbols embedded within text may be read to students. However, **do not read to students any numbers or symbols that are not embedded within text**. Refer to the section *Assisting students* (page 4) in this handbook for additional guidelines and examples.

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

### Time allocation

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

### Preparation for the Numeracy test session

- No calculators are to be available during this session.
- Arrange the room so that students cannot see each other's work.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Write a time sequence with start and finish times including 10 minute intervals on the board.
- Check that there is a personalised *Year 3 Numeracy* test book for each student.
- Allocate a non-personalised test book to any student who does not have a personalised test book. Please complete student details on the front cover using a 2B or HB pencil.
- Distribute the Numeracy test books to students, making sure that each student has the correct test book.
- Under no circumstances should a student complete the test using another student's personalised test book.

Where a student is visiting your school to complete the test, please ensure that the name of the school where he or she is enrolled is written on the test book.

### Materials required

Each student should have	Each test administrator should have
<ul style="list-style-type: none"><li>• a <i>Year 3 Numeracy</i> test book</li><li>• a sheet of blank paper (for working out answers)</li><li>• 2B or HB pencils only</li><li>• an eraser</li><li>• a sharpener.</li></ul>	<ul style="list-style-type: none"><li>• this test administration handbook</li><li>• spare working-out paper</li><li>• spare pencils, erasers, sharpeners</li><li>• a watch or clock for timing the test</li><li>• a board to demonstrate practice questions and display the time sequence</li><li>• a class list.</li></ul>

### Test administration script

#### READ ALOUD

Today you will complete the Numeracy test. You should each have your *Year 3 Numeracy* test book, a sheet of blank paper for working-out, a 2B or HB pencil, a sharpener and an eraser on your desk. Check to see that you have these things.

Do not open your test book until I tell you.

Allow students time to check they have the appropriate materials.

#### READ ALOUD

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

Point to the front of the test book. Allow students time to check their details. If there is an error, the test administrator must note the error and correct it later. (Refer to the section *Correcting errors on personalised book covers* in this handbook for instructions.)

## READ ALOUD

Look at the box where it says *Student to complete*. Write your first name and your last name in the space provided. Use all capital letters.

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

## READ ALOUD

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

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

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

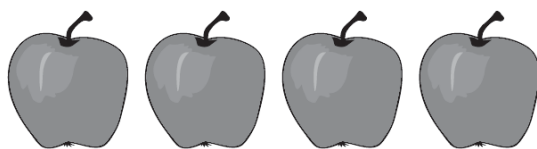
Practice questions do not contribute to a student's score on the assessment.

## READ ALOUD (Practice questions) (Years 3 and 5)

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

Follow the words while I read the question.

**P1** How many apples are shown?



3

4

5

6

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

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

### READ ALOUD

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

If you make a mistake in your test you may erase it and then shade the correct answer.

Give students time to correct any errors.

### READ ALOUD (Years 3 and 5)

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

Follow the words while I read the question.

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

$$6 + 4 = \boxed{\phantom{00}}$$

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

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

Give students time to answer the question.

Check students are using digits rather than words.



## READ ALOUD

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

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

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

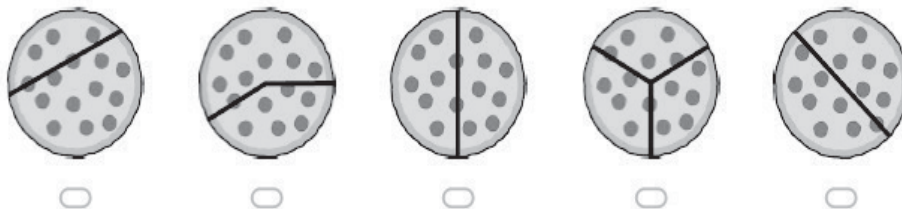
Give students time to correct any errors.

## READ ALOUD (Years 3 and 5)

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

Follow the words while I read the question.

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



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

Give students time to answer the question.

## READ ALOUD

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

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

Give students time to correct any errors.

### **READ ALOUD**

That is the end of the practice questions.

Do you have any questions?

Answer any questions from the students.

### **READ ALOUD**

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

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

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

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

Remember to read each question carefully before you answer it.

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

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

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

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

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

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

Supervise students closely to make sure they are on task.

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

Mark off the time intervals on the board.

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

#### **After 40 minutes, READ ALOUD**

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

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

#### **After 45 minutes, READ ALOUD**

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

#### **After the test**

- Collect all test books. Check that working-out pages are not inside test books as these are not returned for processing.
- Collect all working-out pages for secure storage.
- Do not remove any pages from any test book.

- Match test books against your class list or the master assessment roll to check that ALL test books are accounted for, including those for students who did not sit or complete this session.
- Where appropriate, mark the test participation bubbles (absent, exempt, withdrawn or abandonment due to illness or injury) on the front cover.
- Where appropriate, check that all information recording disability adjustments on the front cover is complete and correct.
- Record absence details on your class list or the master assessment roll.
- Where appropriate, ensure that the personalised test book is attached to the Braille, Large Print, Black and White or Electronic Test Format test papers with a paperclip.
- Return all test books and working-out pages to the principal/school test coordinator as soon as possible for secure storage. Do not leave any test books, whether complete or incomplete, in a classroom.
- No students, teachers (unless they are the test administrator) or other unauthorised persons should remove any test material from the test area.
- Under no circumstances should student responses be copied or transcribed, either during or after the test.

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

### Length of computer text equivalent to 3 pages of handwriting

All students participating in the NAPLAN Writing test (in Years 3, 5, 7 and 9) must handwrite their response to the Writing prompt within a three-page booklet, unless they have a temporary injury that prevents them from writing. Please refer to the *Handbook for principals* (section 6) for more information.

Please note the following guidelines regarding the **maximum** overall word limit allowed for a student with a temporary injury using a computer to type their writing response. This is as determined by ACARA:

YEARS 3 and 5: **700 words**

YEARS 7 and 9: **900 words**

### Font

- Students can use an appropriate font and font size (such as Arial or Times New Roman) as would be used in normal classroom work. When scanned, the response should be able to be easily read by the marker.

### Conditions

- The temporary injury must be to the hand or arm the student usually writes with, and must prevent the student writing with that hand.
- Computer use must be in accordance with standard assessment practices: spelling- and grammar-checks, dictionary, predictive text, etc., must be turned off. Access to the internet or internal networks must also be completely restricted.
- Extra time may be used by the student at the discretion of the teacher, depending on the student's familiarity using a keyboard with their non-writing arm.

## After the test

The test administrator (or their assistant) should:

- save identifying student information to the bottom left-hand footer (to be on every page of completed test response). For example:

***Student Name:***

***Year Level:***

***School:***

***Date of Birth and/or unique student identification number:***

- save the completed test to the desktop as a backup
- print a copy of the completed test from the desktop
- delete the file from the desktop
- attach to student booklet
- follow any other procedures as requested by their Test Administration Authority.

For your information word limits have been based on the amount of space provided in the electronic test format used by students who have access to this accommodation.





STH03