



Test administration  
handbook for  
teachers

**Year 9**

**2018**



## Table of Contents

Introduction .....	1
Preparing for the tests.....	2
Recording test participation.....	6
Tuesday 15 May 2018 – Language Conventions Test .....	8
Tuesday 15 May 2018 – Writing Test .....	14
Wednesday 16 May 2018 – Reading Test .....	21
Thursday 17 May 2018 – Numeracy Test .....	26
Guidelines for the use of the computer by students with a temporary disability .....	34



## 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 9

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 (other than for Part A – the Calculator Allowed section of the Numeracy test).

### **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
- calculators for Part A – the Calculator Allowed section of the Numeracy test if students are not bringing their own.

### **Student materials**

During testing, each student requires:

- 2B or HB pencils (or black or blue pens for the Writing test)
- an eraser
- a sharpener
- a calculator for Part A – the Calculator Allowed section of the Numeracy test if not supplied by the school.

### **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.

## 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 2004

Date of Birth: ~~10 April 2004~~

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 9 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 10 minutes
- Test time: 45 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 9 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 9 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 9 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 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 9 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 to.

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

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

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

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

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

**OR**

- shade more bubbles if the question instructs you to.

Read the instructions for each question carefully.

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

Are there any questions?

Answer any questions from the students.

## READ ALOUD

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

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

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

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

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

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

After 25 minutes you should be about 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 2. You may start now.

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

Remember you can help the students by reading the instructions only. **You may not read the test items or the spelling words.** (Refer to 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 25 minutes, READ ALOUD**

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

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

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

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

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

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

### **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 9 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 9 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 seven and year nine task. Each Writing stimulus page will have YEAR SEVEN AND YEAR NINE 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 9 Language Conventions/Writing</i> test book</li> <li>• the coloured, single page YEAR SEVEN AND YEAR NINE Writing stimulus page</li> <li>• a sheet of blank paper for planning</li> <li>• 2B or HB pencils or a black or blue pen</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 9 Writing* test book, the Writing stimulus page, a piece of blank paper, a 2B or HB pencil or a black or blue pen, a sharpener and an eraser on your desk. Check to see that you have these things. Check that you have the Writing stimulus page that has YEAR SEVEN AND YEAR NINE clearly marked in a white font in the top left hand corner on the black banner. Find the words that say YEAR SEVEN AND YEAR NINE. Raise your hand if you cannot find the words that say YEAR SEVEN AND YEAR NINE.

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

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 SEVEN AND YEAR NINE Writing stimulus page for students to see.

## READ ALOUD

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

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

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

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

You must only read the words on the stimulus page.

**DO NOT:**

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

When you have finished reading the stimulus page:

**READ ALOUD**

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

Show the planning page.

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 9 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: 65 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 9 Reading* test book and a *Year 9 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 9 Reading</i> test book</li><li>• a <i>Year 9 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 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 9 Reading* test book and a *Year 9 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.

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

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

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

Are there any questions?

Answer any questions from the students.

## READ ALOUD

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

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

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

**OR**

- write your answer in the boxes provided.

Read each question carefully and follow the instructions.

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

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

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

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

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

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

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

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

Supervise students closely to make sure they are on task. Remember that you can only read the general instructions in the coloured boxes. (Refer to 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 60 minutes, READ ALOUD**

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

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

### After 65 minutes, READ ALOUD

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

### 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 9 Numeracy test administration

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

**Each student will sit one Numeracy test. Please allow a minimum of 75 minutes for this test** (see *Time allocation* section below).

The Numeracy test has two parts:

- Part A – the Calculator Allowed section is an assessment of a student’s ability in Numeracy when using a calculator.
- Part B – the Non-calculator section is an assessment of a student’s ability in Numeracy, including calculation fluency, without the aid of a calculator.

Both parts of the Numeracy test are to be conducted in **one session**.

Test administrators are responsible for ensuring that students do not have access to calculators in the Part B section of the Numeracy test.

In the Numeracy test, any words may be read to students, and any numbers or symbols embedded within text may be read to students. However, **do not read to students any numbers or symbols that are not embedded within text**. Refer to 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
- Part A – Calculator Allowed test time: 50 minutes
- Brief pause to ensure calculators are not accessible to students\*
- Part B – Non-calculator test time: 10 minutes

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

## Preparation for the Numeracy test session

- Make sure each student has a calculator (for use in Part A – the Calculator Allowed section ONLY).
- Determine the most efficient way of managing the short break to ensure calculators are not accessible during Part B. It is a school decision where the calculators should be placed during Part B. For example, the calculators may be collected, placed on the floor etc.
- Arrange the room so that students cannot see each other's work or calculator.
- 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 for Part A – Calculator Allowed and 5 minute intervals for Part B – Non-calculator.
- Check that there is a personalised *Year 9 Numeracy* test book for each student. Please note that this is a flip book. It contains two parts:
  - Part A – Calculator Allowed at the front of the book where student details are printed and
  - Part B – Non-calculator at the back.
- 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 9 Numeracy* test books to students, making sure that Part A – the Calculator Allowed 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 books it is important that test administrators ensure that students are focusing on the correct part of the book at all times, and neither reading the questions, nor revising their answers from the other part.

## Materials required

Each student should have	Each test administrator should have
<ul style="list-style-type: none"><li>• a <i>Year 9 Numeracy</i> test book</li><li>• a sheet of blank paper (for working out answers)</li><li>• a calculator (for Part A – Calculator Allowed ONLY)</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 calculators (for Part A – Calculator Allowed ONLY)</li><li>• spare pencils, erasers, sharpeners</li><li>• a watch or clock for timing the two parts of the test</li><li>• a board to display the time sequence</li><li>• a class list.</li></ul>

### Calculators:

In Part A – the Calculator Allowed section of the test, students should use the calculator they currently use at school or are most familiar with, where possible. It should be silent, hand-held and contain its own power source (battery or solar).

Ensure you have a reserve supply of calculators for students who do not have their own.

The calculator may **not**:

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

Test administrators should check to ensure that information that might advantage a student has not been stored on the calculators or in the calculator covers.

Instruction booklets or manuals for calculators **must not** be used.

During the test, students **must not** share a calculator with any other student.

Calculators **must not** be accessible to students during Part B – the Non-calculator section of this test.



## Part A – Calculator Allowed test administration script

### READ ALOUD

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

For the first part you are allowed to use a calculator. You should each have your *Year 9 Numeracy* test book, **a calculator**, a sheet of blank paper for working out, a 2B 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 to.

Allow students time to check they have the appropriate materials.

### READ ALOUD

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

Point to the Calculator Allowed side of the test book. Allow students time to check their details. If there is an error, the test administrator must note the error and correct it later. (Refer to 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

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

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

**OR**

- write your answer in the box or boxes provided.

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

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

Remember to read each question carefully before you answer it.

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

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

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

If you finish early, check your answers to Part A then wait quietly until the test time for Part A is finished. **Do not open Part B** until instructed.

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

Do you have any questions?

Answer any questions from the students.

**READ ALOUD**

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

Supervise students closely to make sure they are on task.

Make sure that students are writing with 2B 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. They **MAY NOT** start Part B of this test book. **DO NOT** collect the test books as this may be disruptive to other students. If a whole class finishes Part A before the allocated time, test administrators may use discretion in managing the testing environment and the transition to Part B.

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

You have 5 minutes left to finish Part A – the Calculator Allowed section of the test. If you have already finished, use the time to check your answers. Do not open your test book to Part B yet.

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

### **After 50 minutes, READ ALOUD**

Part A – the Calculator Allowed section of the Numeracy test is now finished. Put your pencil down and close your book. Please sit quietly while we prepare for Part B.

Next you will do Part B – the Non-calculator section of the Numeracy test. In Part B you **cannot** use a calculator.

In preparation for Part B of the Numeracy test, make sure that students do not have access to their calculators. This may be managed at the discretion of test administrators. For example, calculators may be collected up or switched off and placed on the floor. Removing access to calculators should be managed as quickly as possible and with minimal disruption. Students must not leave the room nor be given an opportunity to discuss Part A of the test during this time.

## Part B – Non-calculator test administration script

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

### READ ALOUD

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

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

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

### READ ALOUD

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

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

You **must not** go back to Part A of the test book.

I will mark the time off on the board and will tell you when to finish.

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

Supervise students closely to make sure they are on task. Ensure that students are not using calculators and not returning to Part A – the Calculator Allowed section of the test. **The borders of the test books have been shaded differently to assist test administrators with this supervision.**

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

Mark off the time intervals on the board.

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

Ensure that students do not return to work on Part A – the Calculator Allowed section of this test.

### **After 10 minutes, READ ALOUD**

Part B – the Non-calculator section of the test is now finished. Put your pencil down and close your book. Do not put your working-out page inside your test book. I will collect them separately.

### **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 disability 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 test administrator, 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.

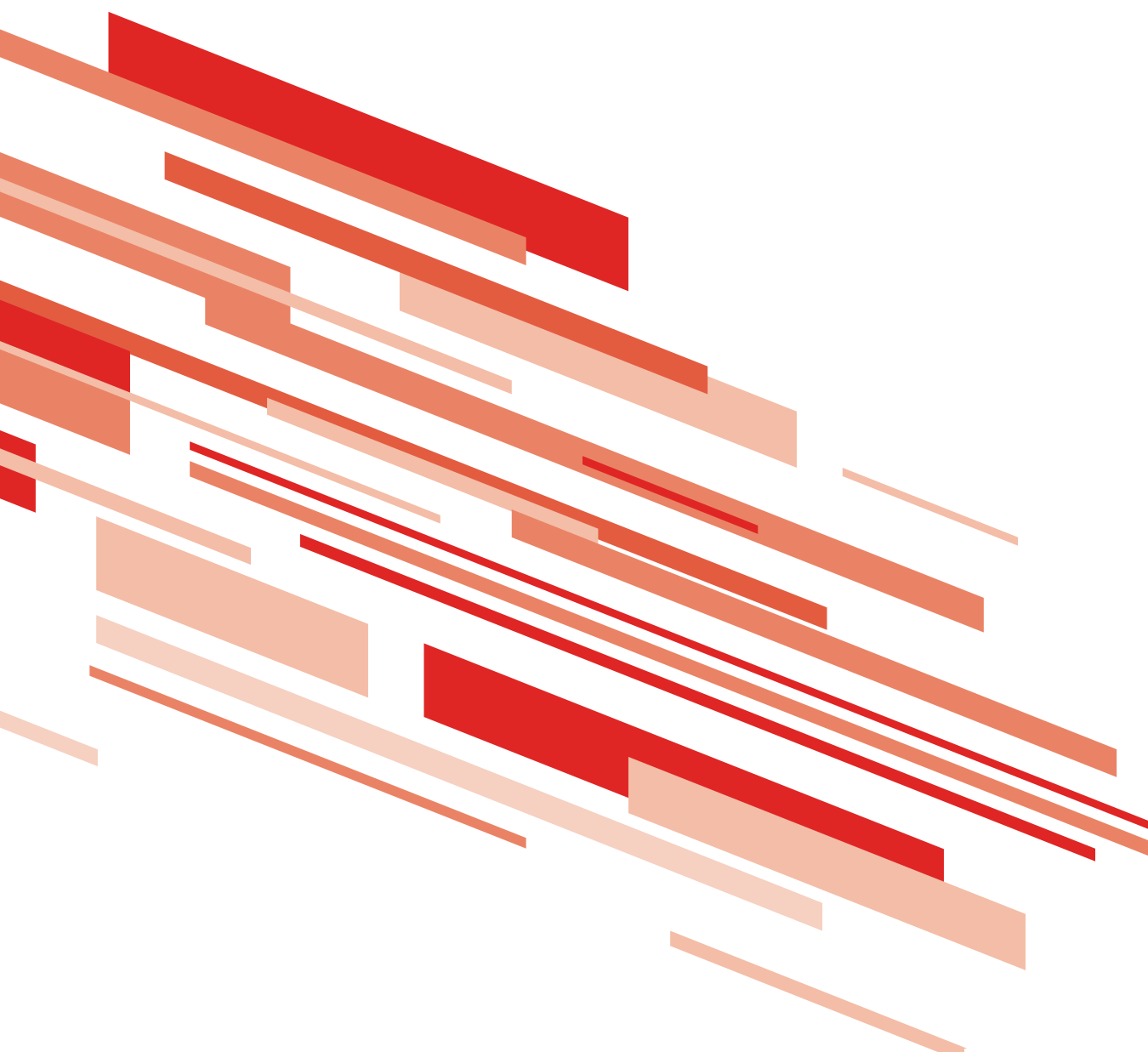












STH09