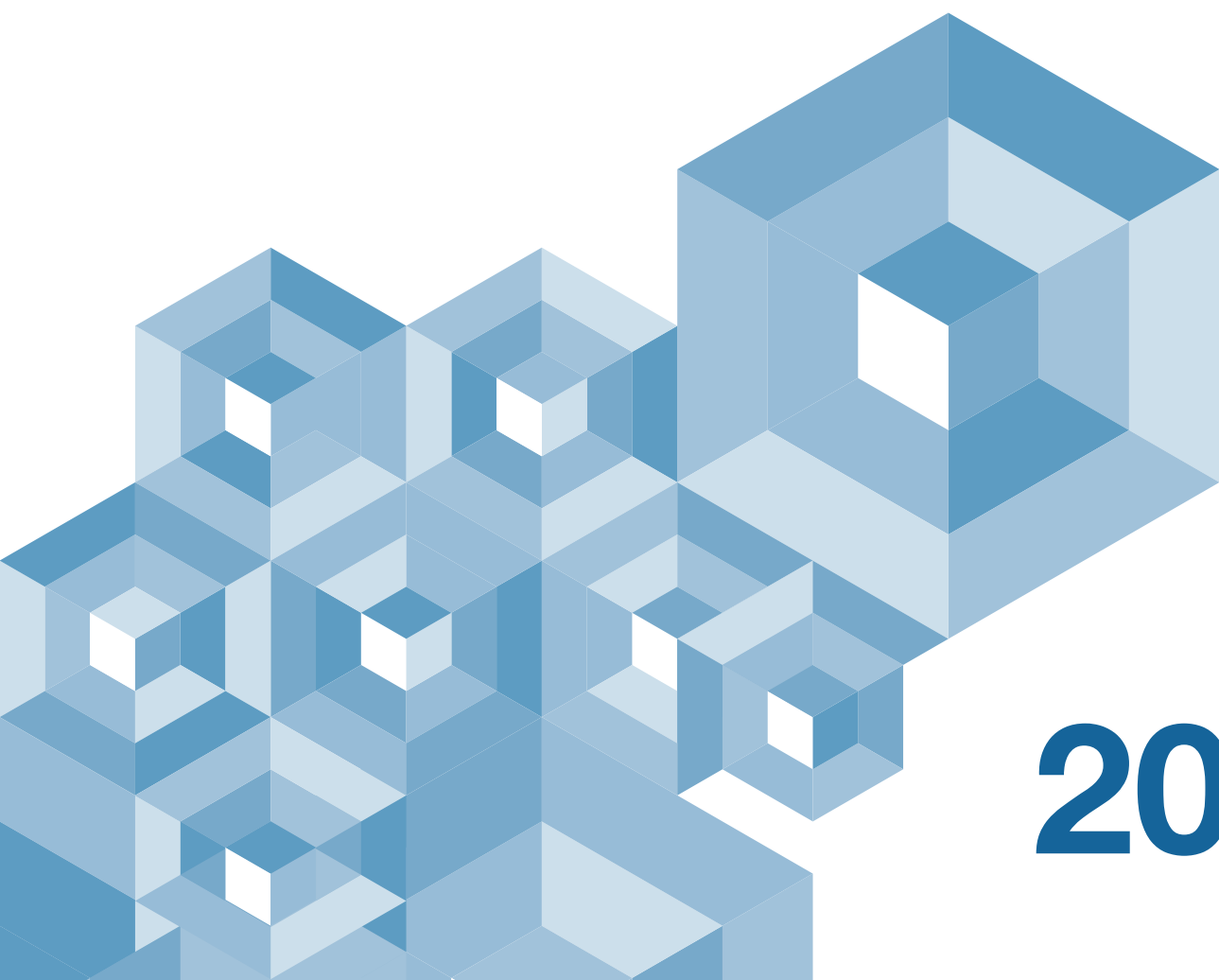




Year 9

Test administration handbook for teachers



2020

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Introduction

Thank you for administering the National Assessment Program — Literacy and Numeracy (NAPLAN).

Your role in the administration of the tests is critical.

This handbook provides you with all the instructions you need to administer the tests. It is important that you are familiar with all the procedures in this handbook.

Standardised administration of the tests contributes significantly to the fairness and reliability of the assessment tasks. It is important that these administration instructions are followed carefully and that a positive and calm atmosphere is maintained throughout the test sessions.

If you have any questions before, during or after the NAPLAN test event, seek advice from your NAPLAN coordinator.

Test dates and duration

The test period starts on 12 May 2020 and finishes on 15 May 2020.

Test security is to be maintained by all schools to 29 May 2020.

Test schedule for Year 9

Tuesday 12 May	Wednesday 13 May	Thursday 14 May	Friday 15 May
Language conventions Year 9: 45 min	Reading Year 9: 65 min	Numeracy Year 9: 65 min	catch-up tests
break (at least 20 minutes)			
Writing Year 9: 40 min			

Time allowed for each test

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

Extra time to complete a test is only allowed if granted as a disability adjustment. See the *2020 Handbook for principals and NAPLAN coordinators* (section 6) for more information.

Preparing for the tests

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

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

Note: the *2020 Handbook for principals and NAPLAN coordinators* (section 14.3.2) states the following: ‘Students who do not identify as either a boy or girl can choose to leave the gender bubble unshaded.’

Staff should ensure that students this may apply to are informed before the test session.

On test days

Prior to commencing, please ensure you have all materials required for the test session and that you understand all procedures. Allow enough time to check that you have the required number of testbooks — *Type 1 (named)* and *Type 2 (unnamed)*.

Ensure the classroom is set up as a suitable test environment.

Test materials

You will find a list of required student and test administrator materials at the beginning of each test section later in this handbook.

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 testbooks:

- × books, including dictionaries
- × rulers
- × coloured pens or pencils
- × mechanical lead pencils such as *Pacers*
- × pencils with a grade lighter than **2B**
- × felt pens
- × highlighters
- × correction fluid/tape
- × glue
- × reusable adhesive
- × mobile phones, iPads and other devices, including Bluetooth devices such as AirPods
- × calculators (other than for Part A — the Calculator Allowed section of the numeracy test).

Supervising the test sessions

In supervising the tests, you **must**:

- ✓ deliver the instructions accurately
- ✓ encourage student participation
- ✓ actively monitor student conduct by regularly walking around the room and checking that students are not talking, collaborating or using prohibited items as listed above.

Assisting students

Professional and ethical behaviour in accordance with the *National protocols for test administration — NAPLAN 2020* is expected in all aspects of the test administration. Any additional support given to a student that advantages them in any way is considered cheating.

Your NAPLAN coordinator will be able to provide you with a copy of the *National protocols for test administration — NAPLAN 2020*. You can also download a copy from the NAP website:

www.nap.edu.au/naplan/school-support/national-protocols-for-test-administration.

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

- ✓ read and clarify general instructions (as indicated by **READ ALOUD** in this handbook — see below)
- ✓ remind students of the way to respond to particular item types, e.g. shade a bubble
- ✓ advise students to leave a question they are unsure about and to move on to the next question
- ✓ advise students to return to any unanswered questions if there is time at the end of the test and provide general encouragement to continue.

During **all** tests, you **MUST NOT**:

- × give hints or examples
- × explain, paraphrase or interpret questions, including translating questions into another language
- × indicate to students whether answers are correct or incorrect
- × remind students about related work completed in class
- × provide extra time (unless provided as a disability adjustment or because of a documented disruption during a test session)

In addition to the preceding prohibitions across all tests, the following test-specific prohibitions also apply.

	You MUST NOT:
Language conventions	<ul style="list-style-type: none"> × read or sound out the spelling items to the students × read any test questions × write any spelling words for students, on the board or elsewhere.
Writing	<ul style="list-style-type: none"> × discuss the writing task × provide any content information, whether orally or in writing × prompt students regarding the text structure or writing prompt × write for a student (except where the use of a scribe has been approved by the QCAA).
Reading	<ul style="list-style-type: none"> × read anything from the reading magazine × read any test questions.
Numeracy	<ul style="list-style-type: none"> × 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.

Please also see Appendix 1: *Guidelines for the use of a computer by students with a temporary injury participating in the writing test* of this handbook.

The literacy demands of the numeracy test should not exclude a student from accessing the test; however, you 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.

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.**

The following examples in the numeracy test show what may and may not be read aloud to students:

Numeracy test examples

Example 1 The numbers and symbols in this question **must not** be read as they are not embedded within text.

What number will make this number sentence true?

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

Example 2 The numbers 100 and 2 **may** be read as they are embedded within the text. The numbers 50, 55, 70 and 220 **must not** be read as they are not embedded within text.

Edward travelled 110 kilometres in 2 hours.

What was his average speed in kilometres per hour?

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

Example 3 The number 39 889 in the question, and the numbers 10, 100, 1000 and 10 000 in the options, **may** be read as they are embedded within text.

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.
-

Reading the test administration script

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

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

READ ALOUD

Today you will complete the reading test.

Recording test participation

Accurate records of student participation are very important.

Please consult the *2020 Handbook for principals and NAPLAN coordinators (Part B)* before completing any information about student participation.

If a student is not present for the test you must shade **one** of the bubbles on the front cover of the student's testbook. Please shade the relevant participation bubble at the end of each test session.

Details to be completed by the NAPLAN Coordinator

Shade **one** bubble if testbook is empty

- | | |
|--|--|
| <input type="radio"/> Exempt | <input type="radio"/> No longer at this school |
| <input type="radio"/> Parent withdrawn | <input type="radio"/> No longer in this year level |
| <input type="radio"/> Absent | <input type="radio"/> Present but refused to complete any test items |

Shade **all the applicable** bubbles

- | | |
|--|--|
| <input type="radio"/> Abandonment due to illness or injury approved by QCAA | <input type="radio"/> Completed in catch-up session |
| <input type="radio"/> A disability adjustment has been approved by the principal | <input type="radio"/> International fee-paying student |
| <input type="radio"/> This student has a language background other than English | |

If a student was absent at the time of testing but then completes the test in a catch-up session, ensure that the previously shaded *absent* bubble is erased and the *completed in catch-up session* bubble is shaded.

Recording language background other than English

Test administrators must shade this bubble for students whose main language spoken at home is a language other than English.

Recording an approved disability adjustment

This bubble must be shaded for students who have approved disability adjustments e.g. extra time, rest breaks, use of a scribe or assistive technology.

Exemption is **not** an adjustment.

Correcting errors on *Type 1 (named)* testbook covers

At the beginning of each test session students will be asked to check that they have the testbook that has their details printed on it and to check the accuracy of the details. These details have been printed from the student (participation) details confirmed by the principal in the QCAA NAPLAN portal.

If there is an error in the printed details on a *Type 1 (named)* testbook, rule a single line through the incorrect information and print the correct details neatly above.

For example:

The form is titled "Details to be completed by the teacher" and includes the following fields:

- Testbook No: (empty)
- First names: ~~KAY~~ KAI
- Last name: KANGAROO
- School code: 9876
- Date of birth: 19 05 2012 (with sub-labels dd, mm, yyyy)
- Class: ~~9CR~~ 9GJ
- EQ ID: 12345678900
- School name: SOMEWHERE PARK STATE HIGH SCHOOL

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

Every effort should be made to ensure all eligible students are assessed on the designated NAPLAN test days (12 to 14 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 15 May.

Students absent for the three test days should not be expected to complete all tests on Friday 15 May. They should be marked absent for the tests they are unable to complete.

Only schools that have prior permission from the QCAA may conduct tests for classes or groups of students in the week of 18 to 22 May.

Tuesday 12 May 2020 — 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 test is composed of two parts: spelling followed by grammar and punctuation.

Time allocation

Introduction time: approximately 15 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 *Type 1 (named) Year 9 language conventions/writing* testbook for each student. Please note that this testbook is a flip book. It contains two tests. The language conventions test is at the front of the testbook and the writing test is at the back of the testbook. Student details are printed on the language conventions side only.
- Allocate a *Type 2 (unnamed)* testbook to any student who does not have a *Type 1 (named)* testbook. Please complete student details on the front cover using a **2B** pencil only.
- When allocating a *Type 2 (unnamed)* testbook to a student, select a testbook from the package/s of supplied *Year 9 language conventions/writing Type 2 (unnamed)* testbooks. After completing the student's details on the front cover using a **2B** pencil, you must also record the student's details against the matching testbook number on the *Student list Year 9 — Type 2 (unnamed)* testbooks. This is required to register the connection between the student and the testbook number for all tests.

Please note: you **must** select and allocate to the student the language conventions/writing testbook with the **same** registered testbook number as for the reading and numeracy testbooks.

- Distribute the *Year 9 language conventions/writing* testbooks to students, making sure that the language conventions side is facing them and that each student has the correct testbook.
- Under no circumstances should a student complete the test using another student's *Type 1 (named)* testbook.
- Ensure you are aware of any disability adjustments provided to the students in the test session and how to manage them.
- Where a student is visiting your school to complete the test, please ensure that the name and code of the school where they are enrolled is written on the *Type 2 (unnamed)* testbook using a **2B** pencil.
- When administering NAPLAN tests in flip books it is important that you ensure that students are focusing on the correct section of the testbook 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"> • a <i>Year 9 language conventions/writing</i> testbook • a sheet of blank paper (for working out answers) • a 2B pencil only (no mechanical pencils) • an eraser • a sharpener. 	<ul style="list-style-type: none"> • this test administration handbook • spare student testbooks • spare blank paper • spare 2B pencils, erasers, sharpeners • a watch or clock for timing the test • a board to demonstrate practice questions and display time sequence • a class list.

Test administration script

READ ALOUD

Today you will complete the language conventions test.

This is a test of spelling, grammar and punctuation.

Check that you have **your** Year 9 language conventions testbook, a **2B** pencil, a sharpener, an eraser and a sheet of blank paper on your desk.

You are not to use mechanical pencils such as *Pacers*.

You may use the blank 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 testbook until I tell you.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the language conventions cover of your testbook.

Your name and date of birth are printed on it.

Check that this is **your** testbook and that **your** name and date of birth are correct.

Show students the language conventions side of the testbook.

Allow students time to check their details.

If there is an error, you must note it and correct it later.

Refer to 'Correcting errors on *Type 1 (named)* testbook covers' on page 8 of this handbook for instructions.

READ ALOUD

Look at the section where it says *Details to be completed by the student*.

Write your first name, or names, in the top box.

Write your last name in the bottom box.

Use ALL capital letters and print neatly.

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

READ ALOUD

Look at the section below where you have just written your name.

Shade the bubble to show whether you are a boy or a girl.

If you are an Aboriginal **or** Torres Strait Islander person, shade the bubble to show this.

If you are an Aboriginal **and** Torres Strait Islander person, shade **both** bubbles to show this.

If you are **not** an Aboriginal or Torres Strait Islander person you **do not** need to shade any bubbles.

Show students which bubbles to shade if required.

READ ALOUD

Turn your testbook over so you can see the **writing** side.

Look at the section where it says *Details to be completed by the student*.

Write your first name, or names, in the top box.

Write your last name in the bottom box.

Use ALL capital letters and print neatly.

It is important that you write your names on the writing testbook cover **exactly** the same way as you wrote them on the language conventions testbook cover.

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

READ ALOUD

Turn your testbook over again so you are looking at the **language conventions** cover.

READ ALOUD

During the test you will have to work by yourself.

Listen carefully so you know what to do.

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 put up your hand and 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

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

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

Remember:

- You must work on your own to do this test.
- You are not allowed to talk to other students.
- Do your best work and write neatly so that your answers are easy to read.
- If you make a mistake when shading a bubble or writing in a box, 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 finish early, you can go back to the questions you left out.
- If you have checked all your answers, wait quietly until the test 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**.

Actively 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 'Assisting students' section on page 4 of this handbook for additional guidelines.

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

Mark off the time intervals on the board.

Monitor the progress of the students and, if necessary, remind them to spend at least half of the test time on the grammar and punctuation questions.

Encourage students who finish early to check their answers. When they have finished checking, they should sit and wait patiently. They may not engage in 'early finisher' activities, such as reading, which may provide clues to the test answers.

DO NOT collect the testbooks as this may be disruptive to other students.

If a whole class finishes the test before the allocated time, you may use discretion in managing the testing environment and collect the testbooks.

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 testbook, 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 testbook and wait quietly.

After 45 minutes, READ ALOUD

The language conventions test is now finished.

Put your pencil down and close your testbook.

Put your working out page **next to** your testbook.

Do not put your working out page inside your testbook.

Stay seated while the testbooks and working out pages are collected.

After the test

- Collect ALL testbooks and store securely during the break OR have students leave their testbooks closed on their desks while they go on a break.
- Collect all working out pages for secure storage.
- Secure the test room during the break, as the writing test is printed on the reverse side of the language conventions testbook.
- Do not remove any pages from any testbook.
- Match testbooks against your class list or the master assessment roll. Check that ALL testbooks are accounted for, including those for students who did not sit or complete this session.
- If a testbook is empty, shade **one** participation bubble only: *exempt, no longer at this school, parent withdrawn, no longer in this year level, absent or present but refused to complete any test items.*
- Where applicable, shade all relevant student participation bubbles: *abandonment due to illness or injury approved by QCAA, completed in catch-up session, a disability adjustment has been approved by the principal, international fee-paying student or this student has a language background other than English.*
- No students, teachers (unless they are a 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. Ensure support staff administering the tests to students under separate supervision are aware of this.

It is required that students be given a break of at least 20 minutes between the language conventions and the writing tests.

Tuesday 12 May 2020 — 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. No assistance from the test administrator or teacher is allowed.

Ensure all students use the **same** testbook that they used for the language conventions test.

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 *Type 2 (unnamed)* writing testbook to any student who was absent from the language conventions test, and who does not have a *Type 1 (named)* testbook. Please complete the student's details on the language conventions side of the testbook, using a **2B** pencil only.

- When allocating a *Type 2 (unnamed)* testbook to a student, select a testbook from the package/s of supplied *Year 9 language conventions/writing Type 2 (unnamed)* testbooks. After completing the student's details using a **2B** pencil, you must also record the student's details against the matching testbook number on the *Student list Year 9 — Type 2 (unnamed)* testbooks. This is required to register the connection between the student and the testbook number for all tests.

Please note: you **must** select and allocate to the student the language conventions/writing testbook with the **same** registered testbook number as for the reading and numeracy testbooks.

- Distribute the *Year 9 language conventions/writing* testbooks to students, making sure that the writing side is facing them and that each student has the correct testbook. The student's name should have already been written by the student on the writing testbook cover. If it has not been, ask the student to write their name now.
- Check that you have the package that contains the Year 7 and Year 9 task. Each writing stimulus page will have *YEAR 7 AND YEAR 9* clearly marked in white font on the black banner in the top left-hand corner.
- 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 *Type 1 (named)* testbook.
- Ensure you are aware of any disability adjustments provided to the students in the test session and how to manage them.
- Where a student is visiting your school to complete the test, please ensure that the name and code of the school where they are enrolled is written on the *Type 2 (unnamed)* testbook using a **2B** pencil.
- When administering NAPLAN tests in flip books it is important that you ensure that students are focusing on the correct section of the testbook at all times, and neither reading the questions, nor revising their answers from the other test.

Use of an approved scribe

For students with approval to use a scribe, you may need to allow them extra time to complete their test.

So that scribed scripts can be readily identified and marked appropriately during the marking process, scribes must write at the top of a student's writing paper *'This student has approval for a scribe and all scribing rules are acknowledged.'*

For scribing rules refer to the *2020 Handbook for principals and NAPLAN coordinators*, section 6.5.6.

Materials required

Each student should have:	The test administrator should have:
<ul style="list-style-type: none">• a <i>Year 9 language conventions/writing</i> testbook• the coloured, single-sided <i>YEAR 7 AND YEAR 9 writing stimulus</i> page• a sheet of blank paper for planning• a 2B pencil (no mechanical pencils) or a black or a blue pen• an eraser• a sharpener.	<ul style="list-style-type: none">• this test administration handbook• spare student testbooks• spare coloured, single-sided <i>YEAR 7 AND YEAR 9 writing stimulus</i> pages• extra sheets of blank paper• spare 2B pencils, black or blue pens, erasers, sharpeners• a watch or clock for timing the test• a board to display the time sequence• a class list.

Students must not have access to reading books during the writing test.

Test administration script

READ ALOUD

Today you will complete the writing test.

Check that you have:

- your Year 9 writing testbook,
- the writing stimulus page, and
- a piece of blank paper on your desk.

On your writing stimulus page, look at the black banner in the top left-hand corner. It should have the words *YEAR 7 AND YEAR 9*.

Raise your hand if you cannot find these words.

Now check that you have a **2B** pencil, or a black or blue pen, a sharpener and an eraser on your desk.

You are not to use mechanical pencils such as *Pacers*.

Do not open your testbook until I tell you.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the side of your testbook that has *language conventions* printed on it.

Check that **your** details are printed on it.

Show students the language conventions side of the testbook.

Allow students time to check their details.

Check that all students have the correct testbook.

READ ALOUD

Now, turn the testbook over to the side that has *writing* printed on it.

Check that your names on the writing testbook cover are written **exactly** the same way as on the language conventions testbook cover.

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

Ensure that students are **not** returning to the language conventions side of the testbook. Note that the language conventions testbook pages have a coloured border and the writing testbook pages have a plain white border.

READ ALOUD

Listen carefully while we look at the writing stimulus page.

Hold up a copy of the *YEAR 7 AND YEAR 9 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 7 AND YEAR 9 writing stimulus* page, from top to bottom, to the students.

You must only read the words on the stimulus page.

DO NOT:

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

When you have finished reading the stimulus page:

READ ALOUD

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

Show the planning page.

READ ALOUD

You can use your planning page to draw a diagram or write down your main ideas. 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 testbook yet. It should still be closed.

You may begin planning now — you have 5 minutes.

Actively supervise students to make sure they are planning their work independently and are not writing in their testbooks. If students are having difficulties, quietly encourage them to look at the stimulus page.

Do not help students to develop or structure their text.

After 5 minutes, READ ALOUD

That's all the time you have for planning.
Put your planning page where you can see it.

Do not begin yet.

Open your *writing* testbook to page 2.
This is where you start your writing.

You have three pages to write on, but you do not have to use them all.
You cannot be given any extra pages to write on.

You now have 30 minutes to write on the topic.

I will tell you when you have 5 minutes left to finish your writing.
After those 5 minutes are up, you will have another 5 minutes to edit your work.

You may start writing **now**.

Actively supervise the students to make sure that they have begun writing.

Check that they have started on page 2 of the testbook. 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 text.

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

Make sure that students are writing with a **2B** pencil or a black or blue pen only. Students must not use correction fluid/tape, felt pens, coloured pencils or mechanical pencils as these will affect the scanning of the testbooks.

Mark off the time intervals on the board.

If students finish early, suggest they reread and edit their writing and then close their testbooks, leave them on their desks, and sit quietly.

DO NOT collect the testbooks until the end of the test time, or until all students have completed the test.

After 25 minutes of writing time, READ ALOUD

You have 5 minutes left to finish your writing; after this, you will have another 5 minutes to edit your work.

If you have already finished, use this time to start checking your work.

After 30 minutes of writing time, 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 don't have time to make big changes, but you can edit your work by adding or changing words or sentences and correcting any spelling or punctuation mistakes.

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 testbooks and wait quietly.

Actively supervise students to make sure they are editing and completing their text. 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 the 5 minutes of editing time, READ ALOUD

The writing test is now finished.

Put your pencil or pen down and close your testbook.

Put your planning and stimulus pages **next to** your testbook.

Do not put these pages inside your testbook.

Stay seated while the testbooks, planning and stimulus pages are collected.

After the test

- Collect all testbooks, writing stimuli and planning pages and sort into separate piles.
- Check that writing stimuli and planning pages are NOT inside testbooks.
- Do not remove any pages from any textbook.
- Match testbooks against your class list or the master assessment roll. Check that ALL testbooks are accounted for, including those for students who did not sit or complete this session.
- If a testbook is empty, shade **one** participation bubble only: *exempt, no longer at this school, parent withdrawn, no longer in this year level, absent or present but refused to complete any test items.*
- Where applicable, shade all relevant student participation bubbles: *abandonment due to illness or injury approved by QCAA, completed in catch-up session, a disability adjustment has been approved by the principal, international fee-paying student or this student has a language background other than English.*
- Where a student has used a scribe as an approved disability adjustment please shade the bubble, *an approved scribe was assigned to this student.*
- Where appropriate, ensure that the *Type 1 (named)* testbook is attached to the student's Braille, Large Print or Black and White test papers with a paperclip.
- Where a student has completed the test using the Electronic Test Format, print the student's responses and attach to the student's *Type 1 (named)* testbook with a paperclip.
- Where a student has used assistive technology (templates for the writing test), print the student's work making sure that the school name and code, and the student's name, date of birth, year level and EQ ID number (where applicable) are clearly printed on the top of each sheet of paper used. Insert the loose page/s in the testbook bearing the student's name and attach with a paperclip. Do not glue or staple these pages to the testbook. Arrange for a copy of the student's response to be emailed to the QCAA before deleting it from the desktop.
- Return all test materials to the principal/NAPLAN coordinator as soon as possible for secure storage. Do not leave any testbooks, whether complete or incomplete, in a classroom.
- No students, teachers (unless they are a 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. Ensure support staff administering the tests to students under separate supervision are aware of this.

Wednesday 13 May 2020 — 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 *Type 1 (named) Year 9 reading* testbook and a *Year 9 reading* magazine for each student.
- Allocate a *Type 2 (unnamed)* testbook to any student who does not have a *Type 1 (named)* testbook. Please complete student details on the front cover using a **2B** pencil only.
- When allocating a *Type 2 (unnamed)* testbook to a student, select a testbook from the package/s of supplied *Year 9 reading Type 2 (unnamed)* testbooks. After completing the student's details on the front cover using a **2B** pencil, you must also record the student's details against the matching testbook number on the Student list Year 9 — *Type 2 (unnamed)* testbooks. This is required to register the connection between the student and the testbook number for all tests.

Please note: you **must** select and allocate to the student the reading testbook with the **same** registered testbook number as for the language conventions/writing and numeracy testbooks.

- Distribute the reading testbooks and magazines to students, making sure that each student has the correct testbook.

- Under no circumstances should a student complete the test using another student's *Type 1 (named)* testbook.
- Ensure you are aware of any disability adjustments provided to the students in the test session and how to manage them.
- Where a student is visiting your school to complete the test, please ensure that the name and code of the school where they are enrolled is written on the *Type 2 (unnamed)* testbook using a **2B** pencil.

Materials required

Each student should have:	Each test administrator should have:
<ul style="list-style-type: none"> • a <i>Year 9 reading</i> testbook • a <i>Year 9 reading</i> magazine • a 2B pencil only (no mechanical pencils) • an eraser • a sharpener. 	<ul style="list-style-type: none"> • this test administration handbook • spare student testbooks • spare <i>Year 9 reading</i> magazines • spare 2B pencils, erasers, sharpeners • a watch or clock for timing the test • a board to demonstrate practice questions and display the time sequence • a class list.

Test administration script

READ ALOUD

Today you will complete the reading test.

Check that you have your Year 9 reading testbook, a Year 9 reading magazine, a **2B** pencil, a sharpener, and an eraser on your desk.

You are not to use mechanical pencils such as *Pacers*.

Do not open your testbook or magazine until I tell you.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the reading cover of your testbook.

Your name and date of birth are printed on it.

Check that this is **your** testbook and that **your** name and date of birth are correct.

Allow students time to check their details.

If there is an error, you must note it and correct it later.

Refer to 'Correcting errors on *Type 1 (named)* testbook covers' on page 8 of this handbook for instructions.

READ ALOUD

Look at the section where it says *Details to be completed by the student*.

Write your first name, or names, in the top box.

Write your last name in the bottom box.

Use ALL capital letters and print neatly.

Write your name **exactly** the same way you wrote it for the other tests.

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

READ ALOUD

Look underneath where you have just written your name.

Shade the bubble to show whether you are a boy or a girl.

If you are an Aboriginal **or** Torres Strait Islander person, shade the bubble to show this.

If you are an Aboriginal **and** Torres Strait Islander person, shade **both** bubbles to show this.

If you are **not** an Aboriginal or Torres Strait Islander person you **do not** need to shade any bubbles.

Show students which bubbles to shade if required.

READ ALOUD

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

Read the instructions carefully.

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

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 49 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.

Remember:

- You must work on your own to do this test.
- You are not allowed to talk to other students.
- Do your best work and write neatly so that your answers are easy to read.
- If you make a mistake when shading a bubble or writing in a box, 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 finish early, you can go back to the questions you left out.
- If you have checked all your answers, wait quietly until the test is finished.

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

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**.

Actively 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 'Assisting students' section on page 4 of this handbook for additional guidelines.

Make sure that students are writing with a **2B** pencil only. Students must not use correction fluid/tape, felt pens, coloured pencils or mechanical pencils as these will affect the scanning of the testbooks.

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 testbooks, 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 answers.

DO NOT collect the testbooks as this may be disruptive to other students. If a whole class finishes the test before the allocated time, you may use discretion in managing the testing environment and collect the testbooks.

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 testbook and wait quietly.

After 65 minutes, READ ALOUD

The reading test is now finished.

Please put your pencil down and close your testbook.

Put your reading magazine **next to** your testbook.

Do not put the reading magazine inside your testbook.

Stay seated while the testbooks and reading magazines are collected.

After the test

- Collect all testbooks and magazines and put them into separate piles.
- Check that reading magazines are NOT inside testbooks.
- Do not remove any pages from any testbook.
- Match testbooks against your class list or the master assessment roll. Check that ALL testbooks are accounted for, including those for students who did not sit or complete this session.
- If a testbook is empty, shade **one** participation bubble: *exempt, no longer at this school, parent withdrawn, no longer in this year level, absent or present but refused to complete any test items.*
- Where applicable, shade all relevant student participation bubbles: *abandonment due to illness or injury approved by QCAA, completed in catch-up session, a disability adjustment has been approved by the principal, international fee-paying student or this student has a language background other than English.*
- Where appropriate, ensure that the *Type 1 (named)* testbook is attached to the Braille, Large Print or Black and White test papers with a paperclip.
- Where a student has completed the test using the Electronic Test Format, print the student's responses and attach to the student's *Type 1 (named)* testbook with a paperclip.
- Return all test materials to the principal/NAPLAN coordinator as soon as possible for secure storage. Do not leave any testbooks, whether complete or incomplete, in a classroom.
- No students, teachers (unless they are a 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. Ensure support staff administering the tests to students under separate supervision are aware of this.

The materials included in the NAPLAN stimulus magazine are intended to engage students and assess their literacy skills. Any views or opinions expressed in these test materials do not necessarily reflect the views and opinions of ACARA.

Thursday 14 May 2020 — 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 80 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.

You 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 'Assisting students' section on page 4 of this handbook for additional guidelines.

The literacy demands of the numeracy test should not exclude students from accessing the tests; however, you 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: 55 minutes

Brief pause to ensure calculators are not accessible to students*

Part B — Non-calculator test time: 10 minutes

* Removing student 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 or switched off and placed on the floor.
- Arrange the room so that students cannot see each other's work or calculators
- 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 *Type 1 (named) Year 9 numeracy* testbook for each student.
- Please note that the numeracy testbook is a flip book. It contains two parts:
 - Part A — Calculator Allowed at the front of the testbook where student details are printed
 - Part B — Non-calculator on the back of the testbook.
- Allocate a *Type 2 (unnamed)* testbook to any student who does not have a *Type 1 (named)* testbook. Please complete student details on the front cover using a **2B** pencil only.
- When allocating a *Type 2 (unnamed)* testbook to a student, select a testbook from the package/s of supplied *Year 9 numeracy Type 2 (unnamed)* testbooks. After completing the student's details on the front cover using a **2B** pencil, you must also record the student's details against the matching testbook number on the Student list Year 9 — *Type 2 (unnamed)* testbooks. This is required to register the connection between the student and the testbook number for all tests.

Please note: you **must** select and allocate to the student the numeracy testbook with the **same** registered testbook number as for the language conventions/writing and reading testbooks.

- Distribute the *Year 9 numeracy* testbooks to students ensuring the Part A — Calculator Allowed side is facing them. Make sure that each student has the correct testbook.
- Under no circumstances should a student complete the test using another student's *Type 1 (named)* testbook.

- Ensure you are aware of any disability adjustments provided to the students in the test session and how to manage them.
- Where a student is visiting your school to complete the test, please ensure that the name and code of the school where they are enrolled is written on the *Type 2 (unnamed)* testbook using a **2B** pencil.
- When administering NAPLAN tests in flip books it is important that you ensure that students are focusing on the correct section of the testbook at all times, and neither reading the questions, nor revising their answers from the other test.

Materials required

Each student should have:	Each test administrator should have:
<ul style="list-style-type: none"> • a Year 9 numeracy testbook • a calculator (for Part A — Calculator Allowed ONLY) • a sheet of blank paper (for working out answers) • a 2B pencil only (no mechanical pencils) • an eraser • a sharpener. 	<ul style="list-style-type: none"> • this test administration handbook • spare calculators (for Part A — Calculator Allowed ONLY) • spare student testbooks • spare working out paper • spare 2B pencils, erasers, sharpeners • a watch or clock for timing the test • a board to display the time sequence • a class list.

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 or have access to the internet.

You 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.

Check that you have your *Year 9* numeracy testbook, **a calculator**, a sheet of blank paper for working out, a **2B** pencil, a sharpener, and an eraser on your desk.

You are not to use mechanical pencils such as *Pacers*.

Do not open your testbook until I tell you to.

Allow students time to check they have the appropriate materials.

READ ALOUD (show students the *Calculator Allowed* cover of the testbook)

Look at Part A — the Calculator Allowed side of your testbook.

Your name and date of birth are printed on it.

Check that this is **your** testbook and that **your** name and date of birth are correct.

Point to the Calculator Allowed of the testbook.

Allow students time to check their details.

If there is an error, you must note the error and correct it later.

Refer to 'Correcting errors on *Type 1 (named)* testbook covers' on page 8 of this handbook for instructions.

READ ALOUD

Look at the section where it says *Details to be completed by the student*.

Write your first name, or names, in the top box.

Write your last name in the bottom box.

Use ALL capital letters and print neatly.

Write your name **exactly** the same way you wrote it for the other tests.

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

READ ALOUD

Look underneath where you have just written your name.

Shade the bubble to show whether you are a boy or a girl.

If you are an Aboriginal **or** Torres Strait Islander person, shade the bubble to show this.

If you are an Aboriginal **and** Torres Strait Islander person, shade **both** bubbles to show this.

If you are **not** an Aboriginal or Torres Strait Islander person you **do not** need to shade any bubbles.

Show students which bubbles to shade if required.

READ ALOUD

Put your pencils down.

Do not open your textbook until I tell you.

There are 40 questions in Part A and you have 55 minutes to complete all the questions. You **must stop** at the end of Part A. **Do not** open Part B until instructed.

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. Remember to read each question carefully before you answer it.

Remember:

- You must do your own work at all times.
- You are not allowed to talk to other students.
- Do your best work. Shade the bubbles carefully and write neatly so that your answers are easy to read.
- If you make a mistake when shading a bubble or writing in a box, 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 finish early, you can go back to the questions you left out.
- If you have checked all your answers, wait quietly until the test is finished.
- I will mark off time 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 testbook to page 2.

You may start **now**.

Supervise students closely to make sure they are on task.

Ensure that students **are not** turning to Part B — the Non-Calculator section of the test.

The borders of the testbooks have been shaded differently to assist you with this supervision.

Make sure that students are writing with a **2B** pencil only. Students must not use correction fluid/tape, felt pens, coloured pencils or mechanical pencils as these will affect the scanning of their testbook.

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 testbooks, 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 answers.

They **MAY NOT** start Part B of this testbook.

DO NOT collect the testbooks as students will need these to complete Part B after a brief pause to remove calculators.

If a whole class finishes Part A before the allocated time, you may use discretion in managing the testing environment and the transition to Part B.

After 50 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 testbook to Part B yet.

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

After 55 minutes, READ ALOUD

The Calculator Allowed section of the numeracy test is now finished.

Put your pencil down and close your testbook.

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 your discretion. 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. This time **should not** be used as a break.

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 testbook until I tell you.

Turn your testbook over to the **Non-calculator side**.

Check that all students are looking at the *Non-calculator* cover of the testbook.

READ ALOUD

There are eight questions in Part B — the Non-calculator section of this test.

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 and then wait quietly until the test time is finished.

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

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

Open Part B of your testbook 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 testbook.

The borders of the testbooks have been shaded differently to assist you with this supervision.

Make sure that students are writing with a **2B** pencil only. Students must not use correction fluid/tape, felt pens, coloured pencils or mechanical pencils as these will affect the scanning of their testbook.

Mark off the time intervals on the board.

Let students know when there are 5 minutes left in Part B.

Students who finish early should be encouraged to check their answers. When they have finished checking, students should close their testbooks, 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 answers.

DO NOT collect the testbooks as this may be disruptive to other students. If a whole class finishes the test before the allocated time, you may use discretion in managing the testing environment and collect the testbooks.

Ensure that students **do not** return to work on Part A — the Calculator Allowed section of the testbook.

After 10 minutes, READ ALOUD

The Non-calculator section of the test is now finished.
Put your pencil down and close your testbook.

Put your working out page **next to** your testbook.
Do not put your working out page inside your testbook.

Stay seated while the testbooks and working out pages are collected.

After the test

- Collect all testbooks and working out pages and sort them into separate piles.
- Collect all working out pages for secure storage.
- Check that working out pages are NOT inside testbooks.
- Do not remove any pages from any testbook.
- Match testbooks against your class list or the master assessment roll. Check that ALL testbooks are accounted for, including those for students who did not sit or complete this session.
- If a testbook is empty, shade **one** participation bubble: *exempt, no longer at this school, parent withdrawn, no longer in this year level, absent or present but refused to complete any test items.*
- Where applicable, shade all relevant student participation bubbles: *abandonment due to illness or injury approved by QCAA, completed in catch-up session, a disability adjustment has been approved by the principal, international fee-paying student or this student has a language background other than English.*
- Where appropriate, ensure that the *Type 1 (named)* testbook is attached to the Braille, Large Print or Black and White test papers with a paperclip.
- Where a student has completed the test using the Electronic Test Format, print the student's responses and attach to the student's *Type 1 (named)* testbook with a paperclip.
- Return all test materials to the principal/NAPLAN coordinator as soon as possible for secure storage. Do not leave any testbooks, whether complete or incomplete, in a classroom.
- No students, teachers (unless they are a 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. Ensure support staff administering the tests to students under separate supervision are aware of this.

Appendix 1: Guidelines for students with a temporary injury using a computer to complete 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 *2020 Handbook for principals and NAPLAN coordinators* (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** 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

As the test administrator, you (or your assistant) should:

- save identifying student information to the page header (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 the student's testbook with a **paperclip**
- follow any other procedures as requested by the QCAA.

Appendix 2: Returning completed materials

For full details, see the *2020 Handbook for principals and NAPLAN coordinators*, Part B.

When to return materials

Materials **must** be packed and dispatched as soon as they are completed — definitely no later than **Tuesday 19 May 2020**.

What materials to return

Please return:

- ✓ completed testbooks for **ALL** students who sat the tests
- ✓ testbooks for **ALL** students who were: *exempt, no longer at this school, parent withdrawn, no longer in this year level, absent, present but refused to complete any test items or no longer in the designated year level*. Where a student has used a scribe as an approved disability adjustment please shade the bubble, *an approved scribe was assigned to this student*
- ✓ testbooks for any international fee-paying students
- ✓ both the special print materials **and** the *Type 1 (named)* testbooks for students who accessed Braille, Large Print or Black and White test papers. **Both** sets of testbooks should be placed in the provided envelope for return
- ✓ testbooks of students who accessed the Electronic Test Format (interactive PDF) **with** the printout of their responses inserted and attached with a **paperclip**
- ✓ testbooks of students who used assistive technology (templates for the *Writing* test) **with** the printout of their responses inserted and attached with a **paperclip**
- ✓ testbooks for any visiting **Queensland** students. These should be placed in a separate envelope (not provided) that is clearly marked '*Visiting students*' and packaged for return **with** the other testbooks. Please refer to the end of this section for instructions for returning testbooks for students visiting from interstate.

Please **do not** return:

- × any writing test stimulus pages
- × any reading magazines
- × any planning or working out sheets from any of the tests
- × any unused *Type 2 (unnamed)* testbooks
- × any student lists you created as a record of student participation.

Test security is to be maintained by all schools to 29 May 2020.

How to return materials

The return address labels sent with the test materials **must** be used when returning materials. If additional labels are required, please phone 1800 771 166.

Where possible, the original packaging should be reused to return completed testbooks.

The return parcels **must** be returned through Australia Post.

Before returning testbooks and alternative format materials, please ensure you:

- **fill in** the front covers of all testbooks accurately
- **check that all** completed testbooks and alternative format materials are included
- **return** packages immediately — **no later than Tuesday 19 May 2020**
- **have the Post Office scan and/or stamp** the *Returned materials lodgement form* when you lodge materials for return. Retain this form at your school as proof of lodgement by the required date
- **enter the ID numbers** of the labels used to return materials in the appropriate section of the *Principal's declaration*.

Principals must access the NAPLAN portal of the QCAA website to complete the *Principal's declaration* by **Friday 22 May 2020**.

Students visiting from interstate

Please do not return testbooks used by visiting interstate students to the QCAA.

Testbooks should be sent to the Test Administration Authority of the relevant state or territory in an *Express Post* bag (not provided) no later than **Tuesday 19 May 2020**.

Postal addresses of each Test Administration Authority can be found in the *2020 Handbook for principals and NAPLAN coordinators*.

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