



MINISTERIAL COUNCIL ON EDUCATION,
EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

3579

Test Preparation Handbook

2009

National Assessment Program
Literacy and Numeracy

Key contacts

Materials

Enquiries about:	Contact
<ul style="list-style-type: none">• delivery of test preparation handbooks and test materials• number of copies of <i>2009 Test Preparation Handbooks</i> and test materials• delivery of reports and <i>2009 Test Reporting Handbooks</i>.	SALMAT Helpdesk SALMAT Tel: (07) 3275 4690 Fax: (07) 3395 8271 Email: naplan.qld@salmat.com.au

Note: Please return all completed testbooks, test participation lists and *Principal's declaration form* to:

SALMAT
Reply Paid 8140
C/- Manager
Underwood Business Centre
Australia Post
Dock 1 Underwood Mail Centre
UNDERWOOD QLD 4119

Administration

Enquiries about:	Contact
<ul style="list-style-type: none">• special consideration and test exemption (but first refer to <i>2009 Test Preparation Handbook</i>)• test emergencies• contents of the reports for the 2009 tests.	NAPLAN Tests Queensland Studies Authority Tel: (07) 3864 0210 or (07) 3864 0442 Fax: (07) 3221 2553 Email: NAPLAN.tests@qsa.qld.edu.au

NAPLAN tests

For further information about the 2009 National Assessment Program — Literacy and Numeracy (NAPLAN) tests, refer to the NAPLAN website at www.naplan.edu.au.

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Introduction

The purpose of this test preparation handbook is to make sure that principals and teachers understand what is required to administer the 2009 National Assessment Program — Literacy and Numeracy (NAPLAN) tests. All test administrators (class teachers and specialist teachers who will be administering the tests) should be given a copy of this handbook as soon as it is received by the school.

The NAPLAN tests will be conducted on **12–14 May 2009** for all students in Years 3, 5, 7 and 9 across Australia.

It is imperative that all administrators and teachers involved in the administration or supervision of the national tests read this handbook before the testing period. Test administrators should not assume that what they have done in the past complies with the testing requirements for this year's tests.

These national tests will provide information on how Australian students are performing in the content strands of numeracy, reading, writing, spelling, punctuation and grammar. They form a key part of the National Assessment Program endorsed by state Education Ministers.

Curriculum Corporation has been appointed as the project manager for the tests for 2009 and is responsible for:

- item development, trialling and test development
- development of agreed marking standards
- development of quality control standards and risk management
- monitoring and reporting project progress.

The Queensland Studies Authority (QSA) has responsibility for the provision and administration of the national tests for Queensland schools and will coordinate the administration, marking and reporting of the assessments.

In addition to this preparation handbook, *Test Administration Guides* that contain comprehensive instructions for the administration of each test will be sent to schools with the test materials. The relevant guide should be given to each of the test administrators as soon as possible after receipt by the school. Test administration guides will also be available online at <www.qsa.qld.edu.au> select Assessment > 2009 NAPLAN tests.

Schools will receive a short survey seeking feedback on all aspects of NAPLAN tests at the end of May.

Security

It is expected that professional and ethical behaviour will be demonstrated regarding all aspects of the test administration. Security must be maintained during all parts of the test administration. Principals and teachers must follow the security procedures outlined in this handbook and in each *2009 Test Administration Guide*.

Return of materials

Schools are requested to:

- retain the packaging materials in which the test materials were delivered and, where possible, use them to return the completed test materials
- lodge the test materials at their local post office no later than Monday 18 May 2009
- have the lodgement form stamped at their local post office as proof that the test materials were returned by the specified date and return the form to SALMAT by fax or mail.

Test materials received with postmarks after Monday 18 May 2009 will be processed at the discretion of the QSA and may incur an administration fee. It may not be possible to issue reports for schools that fail to return test materials on time.

Special arrangements will be made for remote schools where Express Post bags will be used to facilitate prompt return of materials.

Principal's checklist

Date	Task
February–March	<ul style="list-style-type: none"> <input type="checkbox"/> Advise parents/carers and the school community of the test dates. <input type="checkbox"/> Decide on the venues for the tests (e.g. classrooms, hall), how students will be grouped and how staff will be organised to supervise the tests. <input type="checkbox"/> Verify school data on the QSA NAPLAN Student Details website. This database provides the information used to print and package test materials and for reporting. <input type="checkbox"/> Print a copy of the school data for use in the administration of the tests.
late March— early April	<ul style="list-style-type: none"> <input type="checkbox"/> Check that there are sufficient copies of the <i>2009 Test Preparation Handbook</i> for all test administrators (class teachers and specialist teachers administering the tests). <input type="checkbox"/> Advise teachers of the practice test materials on the NAPLAN and QSA websites. <input type="checkbox"/> Prepare a security plan for the handling of the test materials.
Friday 3 April	<ul style="list-style-type: none"> <input type="checkbox"/> Submit applications for variations to the 2009 test dates by this date.
April	<ul style="list-style-type: none"> <input type="checkbox"/> Distribute copies of the <i>2009 Test Preparation Handbook</i> to teachers, including specialist teachers. (The handbook is also available on the QSA website.) <input type="checkbox"/> Initiate arrangements for students requiring special provision/consideration and/or test exemptions (see Appendix 2). <input type="checkbox"/> Develop a school timetable for the testing period. <input type="checkbox"/> Make arrangements for students not participating in the tests.
late April — early May (on receipt of test materials)	<ul style="list-style-type: none"> <input type="checkbox"/> Look at the labels on the tamper-evident bags to check the quantities of test materials received but do not open the tamper-evident bags. (If possible, keep all packaging for return of materials.) <input type="checkbox"/> Access the SALMAT link on the QSA NAPLAN Student Details Website <https://naplan.qsa.qld.edu.au/naplan> to advise receipt of tests materials and of any shortages. <input type="checkbox"/> Store test materials securely. <input type="checkbox"/> Check that all test administrators have read the <i>2009 Test Preparation Handbook</i>. <input type="checkbox"/> Distribute the relevant <i>2009 Test Administration Guide</i> to each test administrator.
Friday 1 May	<ul style="list-style-type: none"> <input type="checkbox"/> Written applications for permission for students to use a scribe or assistive technology to be submitted to the QSA by this date.
Tuesday 5 May	<ul style="list-style-type: none"> <input type="checkbox"/> Make sure that teachers have familiarised students with testing processes and have conducted test preparation sessions with their classes. <input type="checkbox"/> Check that spare calculators are available for use by Year 7 and/or Year 9 students.
Friday 8 May	<ul style="list-style-type: none"> <input type="checkbox"/> Make sure each test administrator/class teacher has read the <i>2009 Test Administration Guide</i> for their year level and is familiar with their role. <input type="checkbox"/> Finalise students' participation in the tests. <input type="checkbox"/> Complete arrangements for students requiring test exemptions. <input type="checkbox"/> Complete arrangements for all students requiring special provision/consideration.
Monday 11 May	<ul style="list-style-type: none"> <input type="checkbox"/> Provide each test administrator with a list of students in their class/group who are eligible to sit the tests. Indicate those who have valid test exemptions, require special provision/consideration, or been withdrawn by parents/carers. Teachers can use this list to record absentees and to check the covers of testbooks. <input type="checkbox"/> Prepare classrooms for tests (e.g. rearrange furniture, remove charts from walls). <input type="checkbox"/> Under no circumstances are tests to be opened and/or conducted on this day.

Tuesday 12 May	<ul style="list-style-type: none"> <input type="checkbox"/> Distribute Years 3, 5, 7 and 9 combined <i>Language conventions</i> and <i>Writing</i> testbooks to test administrators. <input type="checkbox"/> Administer Years 3, 5, 7 and 9 <i>Language conventions</i> test. <input type="checkbox"/> Distribute Years 3, 5, 7 and 9 <i>Writing</i> test stimulus to test administrators. <input type="checkbox"/> Administer Years 3, 5, 7 and 9 <i>Writing</i> test. <input type="checkbox"/> Collect and account for all testbooks and stimulus materials and store securely.
Wednesday 13 May	<ul style="list-style-type: none"> <input type="checkbox"/> Distribute Years 3, 5, 7 and 9 <i>Reading</i> test stimulus and testbooks to test administrators. <input type="checkbox"/> Administer Years 3, 5, 7 and 9 <i>Reading</i> test. <input type="checkbox"/> Collect, check and account for all testbooks and stimulus materials and store securely.
Thursday 14 May	<ul style="list-style-type: none"> <input type="checkbox"/> Distribute Years 3, 5, 7 and 9 <i>Numeracy</i> testbooks to test administrators. <input type="checkbox"/> Administer Years 3 and 5 <i>Numeracy</i> tests and Years 7 and 9 <i>Numeracy (calculator allowed)</i> tests. <input type="checkbox"/> Collect and account for all <i>Numeracy</i> testbooks for Years 3 and 5 and store securely. <input type="checkbox"/> Administer Years 7 and 9 <i>Numeracy (non-calculator)</i> tests. <input type="checkbox"/> Collect, check and account for all Years 7 and 9 <i>Numeracy</i> testbooks and store securely.
Friday 15 May	<ul style="list-style-type: none"> <input type="checkbox"/> "Catch-up" day: Manage the administration of the Years 3, 5, 7 and 9 tests for students absent on 12, 13 and 14 May. Check that the absent bubbles on the testbook covers for these students are not shaded. <input type="checkbox"/> Collect and account for all testbooks and store securely. <input type="checkbox"/> Make sure details on the covers of all testbooks have been completed correctly for all students eligible to sit for the tests. Include testbooks for those who were absent, had a valid test exemption or were withdrawn by parents/carers. If you have not completed the cover details of the testbooks accurately, your reports will not be accurate. <input type="checkbox"/> Complete a <i>2009 Test participation list</i> for each year level and the <i>Principal's declaration form</i>.
By Monday 18 May	<ul style="list-style-type: none"> <input type="checkbox"/> Post signed declaration form, completed <i>Test participation lists</i> and testbooks to SALMAT using the return address labels. <input type="checkbox"/> All testbooks must be lodged at the local post office on Monday 18 May 2009. Have the <i>Returned materials lodgement form</i> stamped then mail or fax it to SALMAT. Failure to post the testbooks by this date will mean that your school may incur costs for processing and marking.
By Friday 3 July	<ul style="list-style-type: none"> <input type="checkbox"/> Complete the 2009 school survey and return it to the QSA.
By Wednesday 30 September	<ul style="list-style-type: none"> <input type="checkbox"/> Check that the Years 3, 5, 7 and 9 student, class and school reports and the <i>2009 Test Reporting Handbook</i> have been received from SALMAT. Contact SALMAT after checking with your local post office if you have not received them.
By Friday 16 October	<ul style="list-style-type: none"> <input type="checkbox"/> Check that all reports are accurate. Contact the QSA regarding any perceived errors on reports. No requests for amendments to reports will be accepted after Friday 16 October 2009. <input type="checkbox"/> Distribute one copy of the student report to parents/carers and file the second copy for future reference. <input type="checkbox"/> Make arrangements to use the test results as suggested in the <i>2009 Test Reporting Handbook</i>.

1. About the NAPLAN tests

The NAPLAN is designed to test the skills of students in literacy and numeracy. The specific purposes of the 2009 NAPLAN are:

- to collect data from the population of Years 3, 5, 7 and 9 students for reporting to parents/carers and schools and for systemic reporting
- to accommodate the assessment of students against national standards.

In fulfilling these purposes, items selected for the tests comply with the following national documents:

- *Statements of Learning for English*
- *Statements of Learning for Mathematics.*

Student, class and school reports will provide objective performance information for parents/carers and schools that can be used to:

- monitor growth of individual student performance over time
- assist with future planning for individuals and schools.

National performance data will be reported publicly in the *National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2009*.

1.1 Literacy

There are three tests in Literacy:

- *Language conventions*
- *Writing*
- *Reading.*

There are no oral components to these tests. None of the items can be read to the students and discussion of the *Writing* test stimulus is not permitted.

The *Language conventions* test incorporates spelling, grammar (including English usage) and punctuation. The spelling is assessed through proofreading, which requires students to recognise misspelling.

The proofreading consists of two different tasks. The first requires students to rewrite identified misspelt words correctly. The second task requires students to first recognise the misspelt word in a sentence and then rewrite it correctly. Teachers must **not** read the sentences to students.

The grammar items require students to answer questions that relate to things such as subject-verb agreement, tense and parts of speech.

The punctuation items require students to recognise correct punctuation or to accurately insert punctuation.

The *Writing* test requires a response to a given stimulus. Students will be asked to write a narrative/story. As is normal assessment practice, students are required to demonstrate their knowledge and control of written language. The task is unscaffolded — a demand writing task — with **no discussion** of the stimulus. Test administrators will introduce the task by reading both the task and the stimulus to students. Students will then have five minutes

planning time before writing their narrative followed by five minutes to edit their work. They are not able to refer to word lists, dictionaries or other prompts as they work through this task.

Students in Years 3, 5, 7 and 9 will all have the same *Writing* test stimulus and will all be required to write their narrative in a maximum of three pages.

The *Reading* test is organised in units with items based on a stimulus text contained in a colour magazine. Test items require students to answer multiple-choice questions and questions that require students to write an answer.

1.2 Numeracy

Students in all year levels will complete *Numeracy* tests that contains questions from the four numeracy strands:

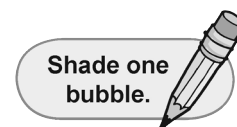
- Number
- Algebra, function and pattern
- Space
- Measurement, chance and data.

Students in Years 3 and 5 will complete one numeracy test. Questions from the Algebra, function and pattern strand on these tests include no formal algebra. Students in Years 3 and 5 will not require a calculator to answer questions.

Students in Years 7 and 9 will complete two numeracy tests. In the first of these, the *Numeracy (calculator-allowed)* test, students are able to use a calculator for assistance — although it will not be necessary for all items. Students will be permitted to use the calculator that they currently use at school or with which they are most familiar. In the second test, the *Numeracy (non-calculator)* test, students will not be permitted to use a calculator.

1.3 Test response formats

Two response formats are used in both the literacy and numeracy tests: multiple-choice and constructed-response. Icons are used to guide students as to the types of responses required.



Multiple-choice items require students to shade a bubble or, in some instances, two bubbles.

Constructed-response items require students to write their responses:

- in the box or boxes provided
- on lines
- by sequencing numbers in boxes.

Some constructed-response questions require more than one answer to be correct. The icons will direct the students to write responses in boxes. All responses need to be correct for the item to be scored as correct.

1.4 Test preparation materials

Test preparation materials for all tests are available on the NAPLAN website (www.naplan.edu.au). They are designed to help teachers and students understand and experience the types of responses required in the tests.

These materials may also be used to provide students with the opportunity to work under test conditions before the tests.

Students should be shown the sample questions. They should be told that these questions do not reflect the range of curriculum content or the level of difficulty of the actual tests. In general, the sample test items are easier.

For the sample test questions to be effective, they should be given to students close to the testing week. Teachers should take as much time as necessary for students to become familiar with the response formats.

In addition to the materials available on the NAPLAN website, there are useful test preparation materials on the QSA website. These include the 2008 NAPLAN test materials.

The QSA website also has other materials that can be used for test preparation. From the QSA homepage www.qsa.qld.edu.au select *Assessment > Years 3, 5, 7 and 9 tests* > select relevant year level.

The materials on this site are intended to support teachers in their everyday teaching and assessment practices. Those relevant to preparation for the *Writing* test are the paper, *Ideas for test preparation: Writing on demand*, and resources related to the teaching of narrative.

Teachers can access the Narrative Marking Guide on the QSA website www.qsa.qld.edu.au select *Assessment > Years 3, 5, 7 and 9 tests > Publications*. This document is also available on the NAPLAN website.

1.5 Times for testing

1.5.1 Test dates

The tests are scheduled for the mornings of **Tuesday 12 May, Wednesday 13 May and Thursday 14 May 2009**. These dates were agreed by the Australian Education Systems Officials Committee (AESOC).

Schools must schedule tests on the dates agreed by AESOC. Tests must not be conducted prior to the published test date under any circumstances.

Where there is more than one test scheduled for any day, a minimum of 20 minutes break time should be provided between the two test sessions.

1.5.2 "Catch-up" tests for individual students

In 2009, individual students will not be able to undertake "catch-up" tests in the week following the national tests. They may undertake "catch-up" tests

on the days in the test week, after the scheduled test has been completed, and 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 that they are unable to complete.

1.5.3 "Catch-up" tests for groups of students

Schools with compelling reasons will be able to request permission from the QSA to participate in the tests in the week after testing to 22 May 2009. This option is available only to classes or groups of students and not individual students. The compelling reasons must be of a serious order and could, for example, include cases where a school has booked an overseas excursion and dates cannot be changed, or where schools are expected to participate in state-based activities such as showdays.

A *Variance Request Form* is available on the QSA website (www.qsa.qld.edu.au under *Assessment > Years 3, 5, 7 and 9 tests > Test dates*). Applications for variation to the 2009 test dates must be submitted by **Friday 3 April**.

1.5.4 Test timetable

Principals are responsible for making sure that there are minimal disruptions and changes to normal school and classroom practices. Some adjustments to the school timetable may be required, for example, to accommodate session breaks on days when two tests are scheduled.

While schools may choose the most appropriate starting time in the mornings for each test, **the order of the tests cannot be varied. The length of the sessions cannot be varied**, except for those students receiving special provision/consideration (see page 14).

The test times indicated in Table 1 are the *published* test times — that is, the time allowed to complete the test, excluding test introduction time.

The published test time is the *maximum* time allowed for completion of the test. It is expected that the majority of students will complete the tests well within the published test times.

When planning for the tests, approximately 15 minutes test introduction time should be added to the times stated for each of the tests. This introduction time is necessary for the distribution of papers, for checking and completion of student details on the front covers of testbooks, for checking equipment and for completion of the practice questions.

1.5.5 Small schools

Principals in small schools may need to adjust times for the administration of the tests to accommodate their needs and to make the best use of teacher support time. There are a number of ways small schools could vary the administration of the tests, such as by staggering the starting times of sessions.

Table 1: Timetable for National Assessment Program — Literacy and Numeracy 2009 for Years 3, 5, 7 and 9

Year level	Tuesday 12 May	Wednesday 13 May	Thursday 14 May
Year 3	Language conventions 40 minutes (46 questions) Writing 40 minutes	Reading 45 minutes (6 stimulus) (35 questions)	Numeracy 45 minutes (35 questions)
Year 5	Language conventions 40 minutes (50 questions) Writing 40 minutes	Reading 50 minutes (6 stimulus) (35 questions)	Numeracy 50 minutes (40 questions)
Year 7	Language conventions 45 minutes (57 questions) Writing 40 minutes	Reading 65 minutes (8 stimulus) (46 questions)	Numeracy 40 minutes x 2 (80 minutes total) (64 questions altogether) Calculator-allowed test first, followed by non-calculator test.
Year 9	Language conventions 45 minutes (54 questions) Writing 40 minutes	Reading 65 minutes (8 stimulus) (45 questions)	Numeracy 40 minutes x 2 (80 minutes total) (62 questions altogether) Calculator-allowed test first, followed by non-calculator test.
Add 10–15 minutes <i>test introduction</i> time to the times stated in this table.			

2. Security of test materials

For security purposes, testbooks and stimulus materials will be distributed to schools in tamper-evident packages.

Test materials must be kept secure through the whole process of delivery to schools, storage at schools and distribution during the testing period up to and including 22 May 2009.

Where couriers cannot avoid making deliveries after school hours, the principal or the principal's delegate (someone who occupies a position of suitable responsibility, whom the principal determines or nominates as an eligible person to accept test materials delivery) must take delivery of the test materials. They will not be left unattended at schools or other locations.

If the principal or the principal's delegate is unavailable to accept the materials, delivery contractors are required to return the packages to the post office. Australia Post will normally leave a card to advise that they were unable to deliver mail.

2.1 Responsibility of the principal

2.1.1 The principal is responsible for the overall security and confidentiality of all test and test support materials from the time of receipt of those materials at the school through to and including the safe collection or dispatch of those materials on conclusion of the tests.

2.1.2 The principal is to ensure that whoever receives the test materials checks that they have received the correct materials for their school. They must then sign for them and legibly record their name and the time the materials arrived at the school.

2.1.3 The principal (or the principal's delegate who signs for the materials) must make sure that the contents and quantities of deliveries are correct as soon as possible after the receipt of the materials. In the event of incorrect/incomplete delivery, SALMAT must be notified immediately.

2.1.4 The principal is responsible for ensuring tests and test materials are sorted and prepared for distribution to classes in advance of the test period, but no earlier than is necessary for the effective administration of the tests. Where a school feels that it is necessary to sort materials earlier than the morning of a scheduled test, they may begin sorting on the afternoon of the previous day, but only after students have left for the day. Schools that need greater flexibility should apply to the QSA for permission to access materials earlier.

Except in special circumstances, where the size of the school precludes this, any person/s acting as a delegate of the principal and assisting the principal in this task should not be a classroom teacher of any class sitting the tests.

2.1.5 The principal must ensure that no test materials are made available to members of the wider community, including the media.

2.1.6 The principal must ensure that test administrators involved in the testing are informed of test processes and are made familiar with the information provided on test administration.

2.1.7 The principal should ensure that all test materials, including stimulus materials, are kept secure until the end of the testing period, 22 May 2009.

2.2 Professional and ethical behaviour

It is expected that professional and ethical behaviour will be demonstrated regarding all aspects of test administration. Any assistance that answers a question for a student or advantages them in any way will be considered cheating.

Cheating is an intentional action contrary to the rules of the test and includes, but is not confined to, the following:

a student

- taking unauthorised equipment or prohibited information into the test room
- communicating with any person other than an administrator during test introduction time, planning time or during the test
- looking at another student's work

a teacher or test administrator

- viewing testbooks before the morning of the test
- explaining, paraphrasing or interpreting questions
- giving verbal or physical hints to students about the accuracy of their responses
- reminding students about related work completed in class
- providing extra time for students to complete a test (this does not apply where a student has special provision/consideration and a documented procedure is being followed, or where a student has had a toilet break).
- informs individual students, or groups of students undertaking the tests in "catch-up" sessions, of test items or topics.

Schools and schooling authorities will be directly responsible for any disciplinary action that follows from inappropriate behaviour by school staff or students in relation to the security of the test materials.

2.3 Emergency arrangements

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

3. School security action plan

ACTIVITY	ACTION / NOTES
<p>Test Preparation Handbook is distributed to all test administrators to inform them of test processes and security arrangements.</p>	
<p>Test materials are delivered to the school and signed for by an authorised staff member and placed in a secure area.</p>	
<p>Principal or delegate checks quantities of test materials, reseals boxes and places boxes back in the secure area. Access SALMAT weblink to advise of receipt of test materials and any shortages <https://naplan.qsa.qld.edu.au/naplan>.</p>	
<p>8 May — class teachers/test administrators are given a Test Administration Guide to inform them of test instructions.</p>	
<p>12–14 May — on each morning of the tests, testbooks are removed from secure storage and given to test administrators to administer the tests. Test administrators given a list of students sitting the test in their room.</p>	
<p>12–14 May — after each test, completed testbooks are checked and accounted for and packaged for return. All stimulus and unused test materials are stored securely until 22 May.</p>	
<p>15 May, "Catch-up" day — administer tests for students who were absent on 12, 13, 14 May.</p>	
<p>15 May — all completed testbooks (including absent, exempt and withdrawn), participation lists and <i>Principal's declaration form</i> are packed and boxes sealed and labelled for return to SALMAT.</p>	
<p>15–18 May — boxes of testbooks delivered to the local post office – <i>Returned materials lodgement form</i> stamped by post office staff.</p>	
<p>15–18 May — <i>Returned materials lodgement form</i> mailed or faxed to SALMAT.</p>	
<p>15–18 May — advise QSA of any irregularities noted during the tests.</p>	

4. Student participation in the tests

The Literacy and Numeracy tests are structured to be inclusive of all students, within budgetary and administrative limitations.

All eligible students in Years 3, 5, 7 and 9 must sit for the tests, unless they are exempt or withdrawn by parents/carers.

A Year 3, Year 5, Year 7 or Year 9 student is one who is:

- enrolled in Year 3, Year 5, Year 7 or Year 9 and recorded as such in the admission register, or
- recorded as ungraded but undertaking a Year 3, Year 5, Year 7 or Year 9 program, or
- of equivalent chronological age to a “typical” Year 3, 5, 7 or 9 student and involved in a special education facility or program.

It is desirable that all students attempt the tests. Every effort should be made to ensure all eligible students are assessed during the testing week (12–15 May 2009).

4.1 Assessed students

National test results are based on the number of “assessed students”. Assessed students include all students who attempt the test and are not otherwise treated as absent due to Sanctioned Abandonment (see section 3.11) and students exempt from testing (see section 3.2).

4.2 Exempt students

Students may qualify for exemption because of their lack of proficiency in the English language or because of significant intellectual and/or functional disability. Students with disabilities should, however, be given the opportunity to participate in testing if their parent/carer prefers that they do so.

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

4.2.1 Parent/carer signed consent for exemptions

Principals must obtain signed parent/carer consent for all exempted students. The *Application for variation to student participation form* (Appendix 2) is to be used for all students who meet the criteria for exemption.

A copy of the completed form should be given to the parents/carers and the original retained by the school.

4.2.2 English language proficiency

Students with a language background other than English who arrived from overseas less than a year before the tests, should have the opportunity to be treated as exempt from testing. Students should be exempted if they are unable to access the test/s within the guidelines for accommodation described in section 4 of this handbook.

4.2.3 Students with disabilities

Students with significant intellectual and/or functional disabilities may be exempted from sitting the national tests. Students should be exempted if they are unable to access the tests within the guidelines for accommodation described in section 4 of this handbook.

On all matters of exemption, the principal must **consult with the parents/carers**. The principal, in consultation with specialist and support staff and parents/carers, should use professional judgment when making decisions about a student’s participation in the tests.

Students enrolled in **special schools** are not automatically exempt from the tests.

4.3 Treatment of exempt students

4.3.1 Exempt students are counted as part of the cohort of assessed students. In accordance with the reporting protocols developed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), students who qualify for exemption and do not submit a test attempted under test conditions are considered as assessed students and are counted in the below minimum standard calculations for reporting purposes.

4.3.2 Students who qualify for exemption but for whom the exemption is not enacted, and who complete the test under test conditions and formally submit the test, must be counted as assessed students with the score that they achieved.

4.3.3 Exempt students who were absent on the test day will still be reported as exempt students, rather than absent students.

4.4 Student report text for exempted students

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

4.5 Absent students

Absent students are students who did not sit a test because they were not present at school when the test was administered or were unable to sit the test as a result of an accident or mishap, and are recorded as absent by the school.

Principals are encouraged to facilitate the participation in the tests of students who were absent on the day of the test but return to school within the week scheduled for NAPLAN testing (refer to page 5).

4.6 Treatment of absent students

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

Students who were unable to sit the test as a result of an accident or mishap, but who are present at school, are to be recorded as absent unless a parent withdrawal form has been completed.

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

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

4.7 Student report text for absent students

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

The text that will appear on the individual student report for Year 7 and 9 Numeracy where students have completed only one of the two test forms will read: "Your child was absent from one of the two numeracy tests. The result presented here is an estimate of the score your child would have received if both tests had been completed."

Where a student is absent from all tests, an individual student report will be issued.

4.8 Withdrawn students

Students may be withdrawn from the testing program by their parents/carers. This is a matter for consideration by individual parents in consultation with their child's school. Withdrawals are intended to address concerns such as religious beliefs and philosophical objections to testing. A formal application must be received in writing by the principal prior to the testing.

4.9 Treatment of withdrawn students

In accordance with MCEETYA reporting protocols, students withdrawn by parents/carers will not be counted as part of the cohort of assessed students and will be excluded from performance calculations for reporting purposes.

4.10 Student report text for withdrawn students

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

4.11 Sanctioned abandonment

Sanctioned abandonment of a test refers only to students who attempt one or more questions in a test but who do not complete the test session owing to illness or misadventure (i.e. a sanctioned reason verified by the school).

4.12 Treatment of sanctioned abandonment

If students unexpectedly abandon the test owing to illness or misadventure (i.e. a sanctioned reason verified by the school) and therefore do not complete the test session, they should be recorded as absent. The name of any student in this category should be recorded on the list of absentees.

Reasons for sanctioned abandonment must be recorded and retained on file in the school.

Students who do not complete the test but are present for the entire test session, or who choose to leave the session without a sanctioned reason that is verified by the school, must be counted as assessed students with the score that they achieve.

4.13 Non-attempts

Students in attendance for the entire testing session but who do not attempt any part of a test must be recorded as present and are considered assessed regardless of the reason for the non-attempt (e.g. by choice or through inability to access the test).

4.14 Treatment of non-attempts

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

4.15 Student report text for non-attempts

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

4.16 International fee-paying students

International fee-paying students are eligible to sit the tests.

4.17 Treatment of international fee-paying students

International fee-paying students will not be included in the Queensland data sets but will receive a student report.

4.18 Repeating students

Students repeating a year level must sit the tests with their current cohort.

4.19 Excluded students

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

4.20 Exchange students

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

4.21 Students in special schools

Students in special schools are not automatically exempt from the tests. Principals of special schools are required to advise the QSA in writing of the names of students who will be participating in the testing program.

Special schools will receive testbooks overprinted with the names of these students only. Testbooks for exempt students will not be sent to the school.

The QSA will contact principals of special schools about these arrangements.

Principals of special schools must return Test participation lists with the names of students who are exempt or parent withdrawn.

4.22 Distance education students

Where students are unable to sit the tests at the school in which they are enrolled, arrangements should be made for them to attend their nearest school, where they will use testbooks supplied by the host school.

Alternative arrangements may be possible for students unable to access a test centre. These arrangements should be negotiated directly with the QSA. (Refer to the contact details inside the front cover.) Principals of schools of distance education

will be aware of these options which have been negotiated with the QSA.

4.23 Test participation

By **8 May 2009**, principals should have finalised student participation in the tests (e.g. exemptions, special consideration/provision).

4.24 Test participation lists

Test participation lists are included in the package of test materials. This form is also available from the QSA website.

The names of all students in the following categories must be included on this list using the participation codes indicated on the form:

- absent
- exempt
- parent withdrawn
- no longer at the school
- special consideration
- visiting student.

Details of only those students in these categories are to be listed on this form along with the code for the test/s for which the participation status applies.

Test participation lists are to be returned with the testbooks.

Schools that have no students in these categories must submit a nil return.

5. Special provisions/considerations

5.1 Legal context

5.1.1 All educators must make special provisions/considerations where these have been identified as necessary to comply with legislative requirements.

The *Disability Standards for Education (DDA)* — to be known as *Standards* — which came into effect in August 2005, set out the rights of students with disabilities in relation to education and the obligations of school education providers under the *Disability Discrimination Act 1992*.

Principals and test administrators should be aware that there are students who do not have a disability for whom special provision/consideration should be made using the same principles of equity and inclusivity.

The *Standards* set out a process whereby education providers can meet these obligations. This process includes making reasonable adjustments (accommodations) where necessary to ensure the maximum participation of students with disabilities. The process includes:

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

The term “reasonable adjustment” is described in the following manner: “An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students” (from *Section 4.2* of the Act).

5.2 Special provisions/considerations

Special provisions/considerations may be made to maximise student access to the NAPLAN tests. Special provisions/considerations reflect the specific educational support and assistance usually provided in the classroom in order for students to demonstrate what they know and can do. Special provisions/considerations do not adjust the standard of the criteria being assessed; they adjust the conditions under which the assessment is being implemented. For example, reading to a student during the *Reading* test (even if this is what the student has in their normal classroom) **is not** permitted. However, reading items in the numeracy test may be considered an appropriate accommodation.

A student may have access to more than one special provision/consideration in any one test.

5.3 Reasonable adjustments

Reasonable adjustments or accommodations are made for identified students through a range of special provisions/considerations. Special provisions/considerations may be accessed by a student for all or part of the tests. (See Table 5.10) .

5.4 Students with disabilities

Students with disabilities (as defined by the DDA) for whom special provisions/considerations are made in classroom instruction are also allowed special provisions/considerations to complete the tests.

5.5 Students with a language background other than English

Students with a language background other than English for whom special provisions/considerations are made in classroom instruction are also allowed special provisions/considerations to complete the tests.

5.6 Other students identified for special provisions/considerations

Students who do not have a disability or a language background other than English and who have been identified to receive special provisions/considerations in the classroom and for school-based assessment, are allowed special provisions/considerations to complete the NAPLAN tests.

5.7 Responsibility of the principal

5.7.1 The principal should identify students who require access to special provisions/considerations for the tests.

5.7.2 The principal must consult with the parents/ carers, specialist and support staff when making decisions about special provisions/considerations. On all matters of special provision/consideration, leadership and professional judgment are paramount.

5.7.3 The principal should make arrangements at the local level to accommodate students accessing any special provisions/consideration they require in order to participate in the NAPLAN.

5.7.4 The principal should apply for alternative format papers (i.e. Braille and large print) through the Advisory Visiting Teacher who collects this information on behalf of the QSA prior to the tests.

5.7.5 The principal must apply in writing to the QSA for permission for a student to use a scribe or assistive technology (e.g. laptop computer).

Applications are to be submitted by Friday 1 May.

5.7.6 The principal should ensure that the test administrator/teacher supervising the test has an understanding of the protocols related to special provisions/considerations and their administration. The teacher and/or support staff who assist students receiving special provision/consideration must be

appropriately briefed about what assistance can be given. Support staff could include:

- specialist and learning support teachers
- teacher aides
- Indigenous education workers
- advisory visiting teachers
- interpreters to help students with a language background other than English.

5.7.7 The principal should clarify arrangements for support teachers, such as ESL teachers, specialist teachers (learning difficulties) and/or advisory visiting teachers who may help a class teacher to cater for the special provision/consideration required by some students.

5.7.8 The principal should make arrangements for interpreters for those students for whom English is a second language.

5.8 Use of a scribe

The NAPLAN gives information about specific aspects of student performance. It is important, when providing support in the form of a scribe or a word processor, that a student is neither unfairly advantaged nor disadvantaged. Therefore, to ensure the final tests accurately reflect the student's own skills when measured against the marking criteria, it is essential that the test conditions be applied consistently for all.

5.8.1 When a scribe may be used

A scribe may be provided for a student who:

- has difficulty with writing due to a medical condition
- experiences excessive fatigue of hands or upper limbs due to a medical condition
- has processing difficulty due to a head injury
- does not have fluency using alternative support, for example students in Year 3 who lack fluency using Braille code.

A scribe is there to provide access to the test, not to improve the child's performance.

5.8.2 Use of a scribe in the *Writing* test

A trained scribe is permitted to assist a student to complete the *Writing* test **only where the student normally uses a trained scribe in the classroom, and prior written permission has been sought from the QSA by 1 May.**

All scribes must understand how they may assist the student by adhering to the following rules. (These rules may be photocopied).

5.8.3 Scribe rules for the *Writing* test

The scribe may be either a teacher or a school, student-support person (not being a parent of the student) who has been briefed in the test

administration procedures and the following conditions:

- An alternative test setting should be provided so that other students are not disturbed and additional time may be allocated if needed.
- Test instructions should be delivered exactly as outlined in the test administration scripts.
- After allowing the student time to reflect and consider, the scribe will write as the student dictates and may not suggest ideas or words to use nor prompt in any other way.
- As the student dictates, the scribe will write word for word to represent the student's own language, **printing all words in lower case without any punctuation.**
- The scribe may need to read the text back throughout the writing process to help the student maintain continuity until the text is complete.
- A **spelling check** must be performed before the student can be given the scribed text to proofread and edit. The scribe will select four easy words, four average words and four difficult words that have been used in the text and ask the student to orally spell each one. The scribe will record the student's oral spelling of each word in a space below the text.

When completed, cover the scribed text and show the student only the 12 spelling words. Ask the student to check these words and indicate any change that the scribe should make.

When the test is over, the scribe will write the selected words in brackets next to each of the words spelt by the student to avoid any confusion during the marking process.

- During the editing time, give the scribed text to the student to proofread and to indicate where punctuation is wanted (the scribe will then mark the capitals, full stops, paragraphs etc. as directed).
- During the editing time, the student may also indicate any changes or additions to the text, and the scribe will write these in.

5.9 Use of a scribe for temporary injuries

5.9.1 For the *Writing* test

A student with a recent temporary injury, such as a broken arm, who is unable to complete the *Writing* test **cannot** use a scribe and should be marked absent from this test.

5.9.2 For the other tests

If necessary, a support person may record the student's responses for the other tests (i.e. shade bubbles indicated by the student, write short responses or answers dictated by the student).

5.10 Table: Accommodations — Types of special provisions/considerations

Using a scribe	<i>Writing test</i>	Temporary disability — Other tests	Temporary disability — <i>Writing test</i>
Scribes can be used for the tests only if this is the normal practice in the classroom.	✓ Also see 5.8.2	✓ Also see 5.9.2	✗ Also see 5.9.1
Reading to students	Permitted	Not permitted	
	To read: <ul style="list-style-type: none"> • test instructions • writing instructions • practice questions • writing stimulus • numeracy questions (not numbers or symbols) 	To:	<ul style="list-style-type: none"> • read numbers or symbols in <i>Numeracy</i> tests • interpret diagrams or rephrase questions • read questions, multiple choice distractors or stimulus material in the <i>Reading or Language conventions</i> tests • paraphrase, interpret or give hints about questions or texts.
Special provisions/ considerations include:	Permitted	Notes	
Large print	✓	Large-print testbooks are provided only for students nominated by a specialist teacher, vision impairment. Principals do not need to contact QSA or SALMAT to arrange these materials as this is done on their behalf by the visiting advisory teacher.	
Braille	✓	Braille testbooks are provided only for students nominated by a specialist teacher, vision impairment. Principals do not need to contact QSA or SALMAT to arrange these materials as this is done on their behalf by the visiting advisory teacher.	
Coloured overlays or masking	✓	Coloured overlays or masking should be made accessible to students who use these daily in their classrooms.	
Assistive technology	✓	Permission for a student to use assistive technology must be obtained from the QSA. Assistive technology that is not acceptable includes: word prediction software and text-to-speech software (unless it is a screen reader for students with vision impairment).	
Oral or sign support	✓	Students with moderate/severe to profound hearing loss may access oral or sign support. The support person must be a skilled and familiar communication partner with the student and is permitted to read or sign the instructions in all tests. No Literacy questions may be read or signed to students. For the Numeracy tests, numbers and mathematical symbols must not be read or signed to any student.	
Separate supervision	✓	To avoid disruption, it is suggested that students who use assistive technology or who require extra time, additional rest breaks or support staff be seated in an area separate from other students sitting for the tests.	
Extra time	✓	Additional working time of up to 50 per cent of the published test time may be given to students receiving special provision/consideration.	
Rest breaks	✓	Additional rest breaks are permitted for students who may suffer fatigue as a result of a disability or medical condition (e.g. juvenile arthritis, muscular dystrophy, impaired motor skills, chronic fatigue syndrome).	

Special provisions/ considerations include:	Permitted	Notes
Screen reader	✓	A screen reader for students with vision impairment is permitted.
Interpreters	✓	In the <i>Writing</i> and <i>Reading</i> tests, neither the material in the stimulus magazine nor the test items may be interpreted. Only the instructions may be interpreted. For the <i>Numeracy</i> tests, general instructions may be interpreted. No other aspects of the numeracy items may be interpreted. The student may use a bilingual dictionary in the <i>Numeracy</i> test. Under no circumstances are students or family members to act as interpreters.

5.11 Use of communication devices

5.11.1 Personal computers or laptops (no spellcheck or speech-to-text software), assistive listening devices, specialised equipment or alternative communication devices may be used if these are used routinely as part of a student’s curriculum plan and/or IEP.

5.11.2 Permission must be sought in writing from the QSA for a student with a disability to use assistive technology (e.g. laptop, Neo by Alpha Smart) for the *Writing* test (by 1 May).

5.11.3 Where permission is granted, the school name and code, the student’s name, year level and EQ ID number (where applicable) are to be clearly printed on the top of each sheet of paper used for the *Writing* test. These pages are not to be glued, stapled or affixed to the testbook in any way — the loose pages must be inserted in the testbook bearing the student’s name.

A copy of the student’s work must also be faxed or emailed to the QSA (see details inside front cover).

5.12 Applications for, and approval of, special provision/consideration

Where a student’s circumstances meet the criteria for special provision/consideration, the principal should

photocopy the *Application for variation to student participation form* in this handbook (Appendix 2).

The parents/carers, the teacher and the principal should complete this form. Each application should be discussed with specialist personnel to determine the most equitable and appropriate provisions/considerations to enable the student to participate in the tests.

One copy of the completed form should be given to the parents/carers and the other retained in the student’s file. Schools need to keep a record of this information as they may be requested to provide this for audit purposes at a later date.

As well as shading the “special consideration” bubble on the testbooks, test administrators should make sure that the names of students receiving special provision/consideration are recorded on the *Test participation list*. This form is to be returned with the testbooks.

Please note: The *Application for variation to student participation form* is for school use only. Do not send it to the QSA or to SALMAT.

Permission for the use of a scribe or assistive technology must be granted by the QSA.
Applications for these special provisions/considerations are to be submitted by Friday 1 May 2009.

6. Preparing for the tests

The NAPLAN tests should be presented to students as one method by which teachers collect information about what students know and can do. Students should be aware that other methods of assessment are very important and will also form the basis of reports to parents/carers. Students should be encouraged to do the best they can in the tests, but told not to be too anxious or worried.

It is important that sitting for the tests is not a traumatic experience for students. Some items will be easy and others will be more difficult. It should be emphasised that all students are not expected to answer every item correctly.

6.1 Test rules and equipment

Teachers should tell students that the following rules will apply during the tests:

- All responses are to be written in English.
- 2B or HB pencils are to be used for completing the testbook covers and the test questions. This is so testbooks can be scanned accurately. **Mechanical pencils (e.g. Pacers) must not be used** because they produce writing that is often too faint to be easily read.
- Reusable adhesive (e.g. blu-tack), coloured pencils, sticky tape or other materials that would leave marks on the papers are not to be used.
- Students who have to leave the room for any reason will be given appropriate extra time to finish the test.
- Students who finish the tests early will need to have silent activities to go on with so that they do not disturb the other students.

Students will be permitted to take the following items into the test area:

- 2B or HB pencils
- eraser
- pencil sharpener
- blue or black biros (for Year 9 *Writing* test)
- one blank piece of paper for planning for the *Writing* test (to be collected by the test administrator at the end of the test)
- calculators for the Years 7 and 9 *Numeracy (calculator allowed)* test
- blank paper for working in the *Numeracy* tests (to be collected by the test administrator at the end of each test)
- where approved, assistive technology, which may include a laptop, as a special provision/consideration
- some quiet activity for students to go on with if they finish early.

6.2 For the Literacy tests

The following suggestions may help teachers to prepare their students for the Literacy tests:

6.2.1 Language conventions

- Give students proofreading tasks with a range of spelling words, starting with easy words and progressing to more difficult ones.
- Make sure students know that they should write the spelling words in the spaces provided.
- Tell students that they must erase any errors carefully and completely so the scanner can clearly pick up the response they intended.

In *spelling*:

- Teach the whole system, i.e. how letters are used to represent the sound, the function and meaning links in language.
- Pay particular attention to the doubling conventions when adding inflected endings and in syllables.
- Teach conventions for adding suffixes (e.g. -able, -ible).
- Use strategies like vocabulary notebooks and wordsorts to help.
- Use the spelling scope and sequence from the QSA home page <www.qsa.qld.edu.au> select Learning P-12 > Essential learnings > English > Scope and sequence > Spelling.

In *grammar*:

- Teach the difference in the grammar of spoken and oral language (i.e. the difference between oral and written language).
- Use the grammar scope and sequence from the QSA home page <www.qsa.qld.edu.au> select Learning P-12 > Essential learnings > English > Scope and sequence > Grammar.

In *punctuation*:

- Teach the sentence boundary punctuation and insist on its use. Revisit this as the complexity of sentences develops.
- Teach apostrophes of possession and contraction.
- Use the punctuation of the grammar scope and sequence from the QSA website.
- See also the *Teacher's notes: Notes on grammar* under *Teaching ideas* on the Years 3, 5, 7 and 9 page of the Assessment section of the website.

6.2.2 Writing

- Provide students with opportunities to analyse a task and write a narrative/story from a stimulus. There is a sample task on the NAPLAN website (www.naplan.edu.au) and practice writing tasks on the QSA website (www.qsa.qld.edu.au).
- Inform students that no help will be available during the test.
- Tell students to write to the specific task demand, stimulus and topic word given on the test stimulus. It must be a story with an orientation, a complication and a resolution. They should get straight into their story.
- Discuss possible audiences for writing a narrative/story.

- Discuss the marking criteria for the *Writing* test as a means of focusing on the outcomes expected. These are available on the QSA website.
- Discuss and provide strategies to help students with written planning. Have students complete written planning before they begin a writing task.
- Engage students in short, uninterrupted, silent writing time to encourage them to get started quickly and to write without interruption. Students should develop a sense of how much they can write in 30 minutes.
- Encourage students to do a good first draft.
- Discuss the purpose of the proofreading and editing time at the end of the writing session.
- Encourage students to write legibly. Scripts that are too faint to read or that are written in very small font may not be marked.
- Tell students that the markers know they are assessing a first draft, and that there is no penalty for crossing out or using other drafting techniques.

In small and multi-aged classes, discussions about the *Writing* test could take place across year levels.

6.2.3 Reading

The types of items on the test papers will focus on the following reading purposes and processes:

- retrieval of explicitly stated information
- making straightforward inferences
- interpreting and integrating ideas and information
- examining, evaluating and responding to content, language and textual elements.

The purpose and meaning of the language commonly used in the item stems of multiple-choice items could be discussed to assist understanding of the item demands. For example, discuss the words *suggest, describe, imply, indicate, show, most likely, main purpose*.

In preparation for the *Reading* test, tell students to:

- Read the complete stimulus for a unit before attempting to answer the items for that unit.
- Read an item and try to answer it before reading the answer alternatives. By thinking of the response first, students are less likely to choose incorrectly.
- Reread the stimulus to confirm answers.
- Read all response alternatives carefully before shading the bubble in multiple-choice items.
- Avoid spending too much time on one item.
- Attempt to answer every item. If unsure of the correct response, students should choose the option that is the most likely.
- Check their answers if there is time.
- Change an answer only if there is a good reason to do so.

6.3 For the Numeracy tests

The following suggestions may help teachers to prepare students for the *Numeracy* test/s.

- Encourage students to read all of a question before attempting to answer it.
- Give students practice in identifying key words and phrases in questions.
- Provide opportunities for students to become familiar with multiple-choice questions.
- Encourage students to read a question and to try to estimate the answer before reading options provided. By thinking of the response first, students are less likely to choose incorrectly.
- Encourage students to read all the options in multiple-choice questions carefully before shading a bubble.
- Discuss strategies for checking the reasonableness of answers.
- Explore different problem-solving strategies with students.
- Advise students not to spend too much time on any one question.
- Encourage students to attempt to answer every item. If unsure of the correct response, students should choose the option that is the most likely.
- Make sure that students in Years 7 and 9 have a calculator with which they are familiar.
- Advise students to check all their answers to all questions if there is time.
- Suggest that students change an answer only if there is a good reason to do so.

6.3.1 Calculators for Years 7 and 9 tests

Students will be permitted to take into the test the calculator that they currently use at school or with which they are most familiar. Schools should make sure that they have a sufficient reserve supply of calculators.

Test administrators will be responsible for making sure that any calculator used during the test has been checked to see that no information that might advantage a student has been stored on the calculator.

6.4 Test preparation materials

Refer to page 5 of this handbook for information about test preparation materials.

6.5 Practice questions

There will be some simple practice questions in each testbook to remind students of the different ways they will have to show their answers.

When going through the practice questions with the students, it is important that test administrators **follow exactly** the script supplied. This ensures that all students nationally receive the same information and no one is advantaged or disadvantaged.

7. Receipt of 2009 test materials

7.1 Responsibility of the principal

7.1.1 The principal is to ensure that whoever receives the test materials signs for them and legibly records their name and the time the materials arrive at the school.

7.1.2 The principal (or the principal's delegate who signs for the materials) must make sure that the contents and quantities of deliveries are correct as soon as possible after the receipt of the materials. In the event of incorrect/ incomplete delivery, SALMAT must be notified immediately.

7.1.3 Once checked, the test materials must be stored in a **secure place immediately** and kept there until each of the test days.

7.2 Receiving test materials

7.2.1 The test materials will be packaged in tamper-evident bags according to the way in which a school has organised its student data on the QSA NAPLAN Student Details website (i.e. in classes, alphabetically in year level cohorts).

7.2.2 **The tamper-evident bags should not be opened until the morning of the relevant test.** Where a school feels that it is necessary to sort materials earlier than the morning of a scheduled test, they may begin sorting on the afternoon of the previous day, but only after students have left for the day. Schools that need greater flexibility should apply to the QSA for permission to access materials earlier.

If, at any stage prior to the tests, it is seen that the seals of these bags have been tampered with, the QSA must be notified immediately via email: <NAPLAN.tests@qsa.qld.edu.au>.

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

7.3 Number of testbooks

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

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

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

Day 3: For Years 3 and 5, the testbook will contain one *Numeracy* test.

Day 3: For Years 7 and 9, both Numeracy tests — the *calculator-allowed* and the *non-calculator* — will be in the same testbook.

Test administration guides containing detailed instructions for the administration of the tests will be distributed with the test materials.

7.4 Types of testbooks

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

Type 1 (named) testbooks: These will have the students' details already printed on the covers — names, date of birth, class, EQ ID (where applicable). The enrolment data entered on the QSA NAPLAN Student Details website by schooling authorities and individual schools is used to overprint the information on these testbooks.

Type 2 (unnamed) testbooks: These will not carry any student details (but will have the school name and code printed on them) and are to be used for students:

- for whom there is no Type 1 testbook (e.g. a new enrolment)
- whose assigned testbook has been lost or damaged
- visiting from another school (e.g. distance education student or on holiday).

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

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

8. Administering the tests

8.1 Responsibility of the principal

8.1.1 The principal is responsible for the administration of tests within their school.

8.1.2 The principal is responsible for the administration of arrangements for students undertaking “catch-up tests” and the conditions under which they are taken for 2009.

8.1.3 The principal will determine and appoint, as required, relevant persons to act as test administrators.

8.1.4 The principal will ensure all test administrators, including any relief or supply teachers acting as test administrators, are provided with all relevant test administration instructional material and are familiar with the requirements of the role.

8.1.5 The principal must apply for and obtain written permission from the QSA for students to use scribes and laptops or other assistive technology. The internet connection of the laptop or other computer must be disabled.

8.1.6 The principal must ensure that:

- under no circumstances are any students to undertake a test before the test date
- under no circumstances are students to undertake a test without supervision
- during the test, students are not able to view material within the test area that could assist them to answer questions (such as multiplication tables, spelling lists, writing charts, etc.)
- where the calculator function of a laptop or other computer is used in the test, internet access is not available.

8.1.7 The principal has the responsibility to adhere to and enforce the procedures outlined in the test administration guides.

8.2 Time for testing

8.2.1 Schools should schedule tests on the dates agreed by AESOC (see page 6).

8.2.2 In 2009, schools with compelling reasons will be able to request permission from the QSA to participate in the tests in the week after testing to 22 May 2009. This option is only available to classes or groups and not individual students. The compelling reasons must be of a serious order and could, for example, include cases where a school has booked an overseas excursion where the dates cannot be changed, or where schools are expected to participate in state-based activities such as show holidays.

8.2.3 Schools must schedule tests so that they are undertaken in morning sessions on the agreed test dates.

8.2.4 Where there is more than one test scheduled for any day, a minimum of 20 minutes break time for students should be provided between the two test sessions.

8.2.5 The common standards also apply to the test “catch-up” day/s. In 2009, individual students will not be able to undertake “catch-up” tests in the week following the national tests. They may undertake “catch-up” tests on the days in the test week, after the scheduled test.

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

8.2.7 The scheduled order of the tests cannot be varied.

8.3 Distributing testbooks

8.3.1 Test administrators should distribute Type 1 (named) testbooks to the students whose names are printed on them.

8.3.2 Other students should be given a Type 2 (unnamed) testbook.

8.3.3 Testbooks should not be distributed to students who have a valid exemption or are withdrawn by parents/carers. These students should be given another activity to do.

8.4 Completing testbook covers

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

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


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

Details to be completed by the teacher					
JON PATRICK					
First names	JOHN PATRICK			Last name	ASHCROFT-BROWN
School code	9876	Date of birth	20 03 1996	Class	R53 -AH3-
		day	month	year	EQ ID
School name	SOMEWHERE PARK PRIMARY				
					987654-1

Where no class information is indicated on Type 1 testbooks, students should be told to leave this field blank.

8.4.3 Test administrators should instruct students to write their names in exactly the same way on both covers of dual testbooks — *Language conventions/ Writing (Tuesday)* and *Years 7 and 9 Numeracy (Thursday)* — at the beginning of the first test of the day.

Cover of Type 1 (named) testbook



MINISTERIAL COUNCIL ON EDUCATION,
EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

NATIONAL ASSESSMENT PROGRAM
LITERACY AND NUMERACY

LANGUAGE CONVENTIONS

YEAR
7
2009


Details to be completed by the teacher

First names Last name

School code Date of birth Class EQ ID

dd mm yyyy

School name


987654-1

This student has a language background other than English yes no

This student was absent
(select one only) exempt parent withdrawn no longer at this school

SALMAT
 USE
 ONLY

The principal has approved special consideration for this student

Details to be completed by the student


First names


Last name

I am a boy girl Aboriginal Torres Strait Islander

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

© Curriculum Corporation, on behalf of the Ministerial Council on Education, Employment, Training and Youth Affairs, 2009.

Use 2B or HB
pencil only 



7201

The details in this section are already printed on the testbook.

Student to check name and date of birth.

Teacher to check other information and make any amendments (p.19).


Teacher to shade a bubble according to school data.

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

Student to complete. Names to be written in same way on each testbook. Teacher to check accuracy.

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

Cover of Type 2 (unnamed) testbook



MINISTERIAL COUNCIL ON EDUCATION,
EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

NATIONAL ASSESSMENT PROGRAM
LITERACY AND NUMERACY

LANGUAGE CONVENTIONS

YEAR
7
2009


Details to be completed by the teacher

First names Last name

School code Date of birth Class EQ ID

dd mm yyyy

School name



987654-1

This student has a language background other than English yes no

This student was absent
(select one only) exempt parent withdrawn no longer at this school

SALMAT
 USE
 ONLY

The principal has approved special consideration for this student

Details to be completed by the student

First names

Last name


I am a boy girl Aboriginal Torres Strait Islander


0:45

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

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Use 2B or HB
pencil only





7201

Teacher to print the student's names in capitals and to enter student's date of birth, class and EQ ID number, if applicable.

Teacher to shade a bubble according to school data.

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

Student to complete. Names to be written in same way on each testbook. Teacher to check accuracy.

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

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

MINISTERIAL COUNCIL ON EDUCATION,
EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

NATIONAL ASSESSMENT PROGRAM
LITERACY AND NUMERACY

WRITING

YEAR
7
2009

Details to be completed by the teacher

This student was absent
(select one only) exempt
 parent withdrawn
 no longer at this school


The principal has approved special consideration for this student

Details to be completed by the student

First names

Last name

SESSION 2
0:40 Time available for students
to complete test: 40 minutes

Use 2B or HB
pencil only 

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7216

Teacher to shade one bubble only to indicate student participation.

Student to complete. Names to be written in same way on each testbook. Teacher to check accuracy.

8.4.4 Testbook covers must be completed for all students, including those who do not sit for a test. The reason for non-participation must be indicated in the appropriate section.

This student was (select one only)	<input type="radio"/> absent
	<input type="radio"/> exempt
	<input type="radio"/> parent withdrawn
	<input type="radio"/> no longer at this school

Shade only one bubble.

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

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

Teachers will be required to shade bubbles on the covers of all testbooks to indicate whether a student:

- is absent
- is exempt
- has been withdrawn by parents
- is no longer at the school
- has received special consideration.

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

Note that **exemption overrides all other bubbles.**

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

Teachers will be required to enter **all** student details — first names, last name, date of birth, class, EQ ID (where applicable) — and to shade a bubble to indicate student participation on the covers of all Type 2 testbooks.

8.4.8 Details to be provided by the student on testbooks — Type 1 and Type 2.

Each student will receive three testbooks. They will be required to write their first names and last name clearly in the spaces provided on the covers of each of these testbooks.

Test administrators should tell students to write their names in exactly the same way on each testbook. For example, a student should not write Susan McDonald on one testbook and Sue McDonald or Susan Jane Mc Donald on other testbooks.

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

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

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

8.4.10 Any school error in the data recorded on the cover of a testbook will result in incorrect information

being provided on school, class and student reports. Reports will not be reprinted where incorrect data were provided by the school. It is imperative therefore that the covers of all testbooks are thoroughly checked.

8.4.11 Refer to pages 20 to 22 for annotated examples of the covers of testbooks.

8.5 Students completing the tests at other schools

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

- attending a cultural or sporting event
- on holiday
- attending a School of Distance Education
- home-schooled.

The host school will be required to provide a set of Type 2 (unnamed) testbooks for visiting students. On these testbooks, a single line must be ruled through the name and code of the host school and the name and code of the student’s school written clearly above them.

Where possible, a visiting student’s details including the name and code of the school the student normally attends, should be given to the host school prior to the test week so the covers of testbooks for these students can be filled out correctly.

8.6 Test supervision

8.6.1 Responsibility of test administrators

As the person who delivers the national test, the test administrator is the critical link in the ultimate validity and fairness of the tests. Test administrators are responsible for monitoring the test sessions according to the specific scripts set out in the test administration guides and according to the instructions set out below.

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

8.6.1.1 Test administrators are responsible for items that students may bring into the test area. Test administrators must ensure that students bring into the test area only the items permitted. On no account are students permitted to bring mobile phones into the test area.

The items permitted are:

- grey lead 2B or HB pencils
- pencil sharpener
- eraser
- blue or black biros, ballpoint pens (for Year 9 *Writing* test)
- one blank piece of paper for planning for the *Writing* test, which is to be collected by the test administrator at the end of the test
- blank paper for working in the *Numeracy* tests

- calculators for the Years 7 and 9 *Numeracy* — *calculator allowed* tests
- where necessary, assistive technology as a special provision/consideration, which may include a laptop
- laptops or computers where prior permission has been received from the QSA
- a book or material for some other quiet activity for students who finish early. Please note that, in the *Writing* test, students must not have access to a reading book while still completing the test.

8.6.1.2 Test administrators are responsible for the use of calculators in the Years 7 and 9 *Numeracy* — *calculator allowed* tests.

Students will be permitted to bring into the test the calculator that they currently use at school or with which they are most familiar.

- Schools should ensure that they have a sufficient reserve supply of calculators.
- Test administrators will be responsible for ensuring that any calculator used during the test has been checked to make sure that no information that might advantage a student has been stored on the calculator.

8.6.1.3 Reading to students (see also Table 5.10)

Test administrators are permitted to read:

- test instructions
- writing instructions
- practice questions
- writing stimulus
- numeracy questions (not numbers or symbols).

Test administrators are NOT permitted to:

- read numbers or symbols in the *Numeracy* tests
- interpret diagrams or rephrase questions
- read questions, or stimulus material in the *Reading* or *Language Conventions* tests
- paraphrase, interpret or give hints about questions or texts.

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

8.6.1.5 Students who ask to leave a session may do so only if it is essential. In these cases, the test administrator should collect the test materials when the student leaves the room and record the times of departure and return. Materials are to be returned to the student when they re-enter the room and the student allowed to complete the test. The total time the student engages with the test should be uniform for all students.

8.6.1.6 Students should be supervised if they ask to leave the test area to make sure they do not take any prohibited items back into the test session.

8.6.1.7 If a student cannot complete a test session (e.g. because of illness), the student is to be marked

absent. The reason for the sanctioned abandonment of the test should be recorded in the school records.

8.6.1.8 Students finishing early should be encouraged to review their work. Students who have completely finished a test may be permitted to read or complete a quiet activity.

8.6.2 Perceived errors

Test administrators should not make comments to students regarding what they believe is an error on a test paper. If you believe that there is an error on a paper, please contact the QSA on 3864 0210 after the test.

8.7 Teacher assistance

There are no teacher-led questions, oral components or discussions of stimulus materials in any of the tests.

8.7.1 Reading to students as a whole group

The only components of the test that test administrators may read to students as a whole group from the testbooks are:

- practice questions
- test instructions
- writing instructions.

8.7.2 Reading to individuals and small groups of students

In addition to the above, for individuals or small groups of students with identified high-support reading needs, test administrators may read instructions and questions for all numeracy material but must **not** read out numbers or symbols, interpret diagrams or rephrase questions. They also must **not** read questions or stimulus in the *Reading* test.

8.7.3 In all tests, test administrators may assist a student by:

- reading and clarifying general instructions
- reminding students of the response types (e.g. shade a bubble)
- advising students to move on from a question about which they are unsure and to return to it later
- advising students to attempt all questions on the test
- advising students to check that they have attempted every question
- providing general encouragement to students to continue.

8.7.4 During the *Numeracy* tests ONLY, test administrators may read words, phrases or questions but not numbers or mathematical symbols. They may 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.

8.7.5 During the *Language conventions test*, test administrators may not:

- read the spelling items to the students
- write any spelling words on the board
- write any spelling words for students.

8.7.6 During the *Writing test*, test administrators may not:

- discuss the writing task
- provide any structure or content, either orally or in writing
- prompt or write for a student.

Test administrators may remind students that they should begin their writing on the first lined page and that they have three pages on which to write their narrative. No additional pages should be provided. Students should also be told to write within the box — not in the margins of the testbook.

8.7.7 During the *Reading test*, test administrators may not:

- read anything from the stimulus magazine
- read any test questions.

8.7.8 During the *Numeracy test*, test administrators may not:

- read the numbers or symbols
- explain the meaning of any symbols, numbers or mathematical terms
- interpret any graphs or diagrams.

8.8 Time taken to complete tests

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

8.8.2 Variations from the allocated time should be permitted only in cases where students have been granted special provision/consideration prior to the tests. This should be recorded on the student's testbook consistent with the procedures in the *Test Administration Guide* (i.e. special considerations bubble shaded).

8.9 Instructions by test administrators

8.9.1 Instructions outside those specified in the test administration guides should be minimal. Typically these instructions may be to:

- remind students of elapsed time
- encourage students to continue with the test
- maintain test conditions for all students
- remind students to check that they have completed all questions.

8.10 Collection of test materials

8.10.1 Test administrators are to collect all testbooks from the test area and return them to the secure storage area until returned to the contractor. All other materials, including stimulus materials and unused

testbooks, must also be collected from the test area and kept secure until the end of the testing period, 22 May 2009.

8.10.2 No students, teachers (unless they are a test administrator) or any unauthorised person should remove any test material from the test room.

8.11 Professional and ethical behaviour

It is expected that professional and ethical behaviour will be demonstrated regarding all aspects of test administration. Any assistance that answers a question for a student or advantages them in any way will be considered cheating.

Cheating is an intentional action contrary to the rules of the test and includes, but is not confined to, the following:

a student

- taking unauthorised equipment or prohibited information into the test room
- communicating with any person other than an administrator during test introduction time, planning time or during the test
- looking at another student's work

a teacher or test administrator

- viewing testbooks before the morning of the test
- explaining, paraphrasing or interpreting questions
- giving verbal or physical hints to students about the accuracy of their responses
- reminding students about related work completed in class
- providing extra time for students to complete a test. (This does not apply where a student has been granted special provision/consideration and a documented procedure is being followed or where a student has had a toilet break.)
- informs individual students, or groups of students undertaking the tests in "catch-up" sessions, of test items or topics.

8.12 Emergency considerations

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

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

9. After the tests

9.1 After each test

Test administrators should:

- collect all the test materials from the students
- separate testbooks from working pages and stimulus materials
- use a class list to make sure all testbooks have been returned and accounted for. Check that the number of testbooks collected is the same as the number of students who sat the test in that room
- make sure that there are testbooks for all absent, exempt and parent withdrawn students and for students who are no longer at the school
- keep testbooks for any visiting students separate from those of the class so they can be returned in the prescribed way
- check that the cover details on all testbooks are accurate
- ensure that students have written their names in the same way on both covers of dual testbooks
- return testbooks to the principal or their delegate for secure storage until dispatch
- return other test materials (e.g. stimulus materials) to the designated secure storage area to be held until the 22 May.

9.2 Checking materials

The principal should make sure that:

- testbooks for each student eligible to sit for the test, including those who were absent, had a valid exemption or were withdrawn by parents/carers, have been collected
- there are not two testbooks collected (Type 1 and Type 2) for any student
- all information on the covers of the testbooks, including on the covers of testbooks used by visiting students, is correct and provided in 2B or HB pencil.

9.3 After completion of all the tests

9.3.1 Delegation of authority

If the principal is absent during the test week, arrangements should be made for a staff member to return the test materials.

The absence of the principal is not an acceptable reason for the late return of test materials.

9.3.2 Return of test materials

Once all test sessions, including "catch-up" sessions, have been completed, the following materials must be returned to SALMAT:

- testbooks for each student who sat the tests, as well as testbooks for students who were absent from the tests, had a valid exemption, were withdrawn by parents/carers or were no longer at the school.

This means all Type 1 testbooks and completed

Type 2 testbooks must be returned. Any unused Type 2 (unnamed) testbooks may be retained by the school for reference.

Testbooks for visiting Queensland students are to be returned with the testbooks for other students. These should be placed in an envelope clearly marked "Visiting students".

The testbooks for visiting students from other Australian states or territories are to be mailed to the testing authority for that state in an Express Post bag (see page 30 for postal addresses).

Schools hosting visiting students should keep a record of the name and details of the student for verification purposes.

- a *2009 Test participation list* for each year level
- the *Principal's declaration form* signed by the principal indicating that recommended procedures have been followed (Appendix 1).
Failure to return the signed declaration form with the test materials will mean that reports may not be issued.

Do not return any other test materials.

Testbooks must be carefully packaged for return to avoid any damage. Damaged testbooks cannot be machine read and this will delay sending the reports to all schools.

Where possible, return the materials in the packaging in which they delivered.

Attach the new return address labels supplied by SALMAT and follow the instructions regarding the return of these materials.

Special arrangements will be made for remote schools to return their test materials. These schools will be contacted individually.

Return of materials will be by Australia Post.

All test papers must be lodged at the local post office no later than Monday 18 May 2009.

The lodgement form must be stamped as proof that the materials were returned by the specified date, then faxed or mailed to SALMAT.

Materials are to be returned to: SALMAT Reply Paid 8140 C/- Manager Underwood Business Centre Australia Post Dock 1 Underwood Mail Centre UNDERWOOD QLD 4119

The weight of individual cartons/boxes must not exceed 16 kg.

A survey form will be sent to schools in the last week of May to gather feedback on all phases of the testing program. Principals and teachers are asked to complete the survey and return it to the QSA by 3 July 2009.

10. Marking and reporting

10.1 Marking

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

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

10.2 Reporting

Schools will receive a printed report for each student. Once all data have been finalised, class and school reports will be made available to schools in electronic formats on the secure section of the QSA website.

The *2009 Test Reporting Handbook* will provide information to help interpret the test results. It will be sent to schools with the report package in September and made available on the QSA website.

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

10.2.1 Checking of reports

Principals should check that the information provided in the student, class and school reports is correct as soon as the reports are received by the school. Amended reports will be issued only if printing errors occur.

Reports will not be reprinted where incorrect information was provided by the school.

It is the responsibility of schools, not parents/carers, to check the data on student reports.

10.2.2 Distribution of reports

Student reports for parents/carers should be distributed as soon as possible. All queries regarding problems with reports must be sent to the QSA **from the school in writing**.

The closing date for queries about reports is Friday 16 October 2009.

Schools should not direct parents/carers to contact the QSA as we cannot give information to individuals whose identity we are unable to confirm.

10.3 Freedom of information exemption

Student assessment information collected by the QSA is exempted from being released under the *Freedom of Information Act* (1992). This Act provides protection of student assessment data in relation to the common national tests. Under the terms of the Act, the QSA does not provide individual or systemic information to unauthorised persons about the performance of students in a common national test. At no time will the QSA publicly report results that have the potential to identify individual student or school performance on the tests.

It is important that principals and teachers give consideration to confidentiality and security issues associated with the reports. Access to these reports should be limited to those who have a legitimate reason to do so.

Appendix 1 — Principal's declaration form

A copy of the principal's declaration form has been provided for your convenience. Another copy will be forwarded to you with the test materials

2009 National Assessment Program — Literacy and Numeracy Principal's declaration form	
<p>The processes listed below, as outlined in the <i>2009 National Assessment Program Test Preparation Handbook</i> for the 2009 National Assessment Program — Literacy and Numeracy, have been adhered to (please tick):</p> <ul style="list-style-type: none"><input type="checkbox"/> the school has an action plan to manage the security of the test materials<input type="checkbox"/> all test materials were stored securely until the test days<input type="checkbox"/> no school staff accessed the test materials until the test days<input type="checkbox"/> test materials were provided to relevant teachers on the mornings of the tests<input type="checkbox"/> correct student information is provided on the covers of testbooks<input type="checkbox"/> names on all returned testbooks have been checked against class lists<input type="checkbox"/> testbooks for all students who sat the tests have been returned, including absent, exempt and withdrawn students<input type="checkbox"/> all instructions in the <i>2009 National Assessment Program Test Preparation Handbook</i> were followed.	
<p>Test materials were lodged at</p> <p style="text-align: right;">_____ Post Office</p> <p>by: _____ on ____ / ____ / 2009</p> <p style="text-align: center; font-size: small;">Please print</p> <p><input type="checkbox"/> A copy of the lodgement receipt has been faxed to SALMAT.</p>	
<p>SIGNED by:</p> <p>Principal's name: _____ Signature: _____</p> <p>on this _____ day of May 2009</p> <p>School code: _____ School: _____</p>	
<p>Please sign this form and post or fax to SALMAT by Monday 18 May 2009.</p> <p>Reports will not be delivered to your school unless this form has been returned.</p> <p>For further information:</p> <p>SALMAT Helpdesk SALMAT Tel: (07) 3275 4690 Fax: (07) 3395 8271 Email: naplan.qld@salmat.com.au</p>	

Appendix 2 — Application for variation to student participation

2009 National Assessment Program — Literacy and Numeracy Application for variation to student participation

To the principal:

I request: Exemption Special provision/consideration

for: *Student's name:* _____

School: _____

Year level: Year 3 Year 5 Year 7 Year 9

for the following 2009 National Assessment Program Literacy and Numeracy Tests:

Language Conventions Writing Reading

Numeracy (Non calculator — all year levels) Numeracy (Calculator — Years 7 & 9)

for the following reasons:

(Parent/carer)

(Teacher)

TO BE COMPLETED BY THE PRINCIPAL

Exemption: Approved Not approved

Special provision/consideration: Approved Not approved

Reason for special provision/consideration: _____

Special provision/consideration will be: _____

Principal's signature: _____ Date: ____/____/2009

Printed name: _____

Copy to parent/carer

Note: One copy of this form must be forwarded to parents/carers; one copy must be retained in the student's file.

NAPLAN Testing Administration Authorities — Addresses for return of testbooks for students from interstate

State or Territory	Address
Australian Capital Territory	Dianne Grantham Educational Performance and Reporting ACT Department of Education and Training GPO Box 158 CANBERRA ACT 2601
New South Wales	Kate O'Donnell EMSAD NSW Department of Education and Training 66-72 Rickard Road BANKSTOWN NSW 2200
Northern Territory	Gay West Numeracy Assessment Project Manager Department of Education and Training Northern Territory Government GPO Box 4821 DARWIN NT 0801
South Australia	NAPLAN Testing Attention: Data Management GPO Box 1152 ADELAIDE SA 5001
Tasmania	Jonathan Moritz Educational Performance Services Department of Education GPO Box 169 HOBART TAS 7001
Victoria	Attention: VCAA Project Manager VCAA Assessment Centre c/- Pearsons Research and Assessment 100 Station Street NUNAWADING VIC 3131
Western Australia	Attention: Marilyn McKee Educational Measurement Branch Department of Education and Training 161 Royal Street EAST PERTH WA 6004