



NATIONAL ASSESSMENT PROGRAM

LITERACY AND NUMERACY

NATIONAL PROTOCOLS

FOR

TEST ADMINISTRATION

2010

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DEFINITIONS CONCERNING STUDENT PARTICIPATION

1.1 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 1.11) and students exempt from testing (see sections 1.2 and 1.3).

- 1.1.1 Students in each state and territory attending government and non-government schools who are in Years 3, 5, 7 and 9 are expected to participate in the testing according to these protocols.
- 1.1.2 Students in ungraded classes who are equivalent in age to students in Years 3, 5, 7 and 9 are expected to attempt the relevant year level national tests.

1.2 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 should their parent/caregiver prefer that they do so.

Students may be exempted from one or more of the tests (ie, language conventions, reading, writing or numeracy).

- 1.2.1 Parent/carer signed consent for exemptions
Principals must obtain signed parent/carer consent for all exempted students. Test Administration Authorities should include information for exemption in the relevant Test Administration Handbooks and provide the consent forms.
- 1.2.2 English language proficiency
Students with a language background other than English, who arrived from overseas less than a year before the test, should have the opportunity to be treated as exempt from testing.
- 1.2.3 Students with disabilities
Students with significant intellectual and/or functional disabilities may be exempted from sitting the national tests.

1.3 Treatment of exempt students

- 1.3.1 Exempt students are counted as part of the cohort of assessed students. In accordance with MCEETYA reporting protocols, 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.

- 1.3.2 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. Test Administration Authorities should ensure there is no double counting.
- 1.3.3 Exempt students who were absent on the testing day will still be reported as exempt students, rather than absent students.

1.4 Student report text for exempted students

- 1.4.1 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.”
- 1.4.2 Where a student is exempted from all tests it is recommended that an individual student report not be issued.

1.5 Absent students

- 1.5.1 Absent students are students who did not sit the tests 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.
- 1.5.2 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.

1.6 Treatment of absent students

- 1.6.1 Absent students are not counted as part of the cohort of assessed students.
- 1.6.2 Students who are marked as absent but for whom a test is formally submitted must be counted as assessed. Testing Authorities should validate discrepancies, for example where a student was absent for a test, but then completed the test in a ‘catch-up’ session.
- 1.6.3 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.
- 1.6.4 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 only for that test.

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

1.7 Student report text for absent students

- 1.7.1 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.
- 1.7.2 The text that will appear on the individual student report for Year 7 and 9 Numeracy where students have completed only one of the 2 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.”
- 1.7.3 Where a student is absent from all tests it is recommended that an individual student report be issued.

1.8 Withdrawn students

- 1.8.1 Students may be withdrawn from the testing program by their parent/carer. This is a matter for consideration by individual parents in consultation with their child’s school. Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing. A formal application must be received by the Principal prior to the testing.

1.9 Treatment of withdrawn students

- 1.9.1 In accordance with MCEETYA reporting protocols, students withdrawn by parent/carer students should not be counted as part of the cohort of assessed students and should be excluded from performance calculations for reporting purposes.

1.10 Student report text for withdrawn students

- 1.10.1 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.”
- 1.10.2 Where a student is withdrawn from all tests it is recommended that an individual student report not be issued.

1.11 Sanctioned abandonment

- 1.11.1 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 due to illness or misadventure (ie a sanctioned reason verified by the school).

1.12 Treatment of sanctioned abandonment

- 1.12.1 If students unexpectedly abandon the test due to illness or misadventure (ie a sanctioned reason verified by the school) and therefore do not complete the test session they should be recorded as absent.
- 1.12.2 Reasons for sanctioned abandonment must be recorded to avoid the student being considered assessed.
- 1.12.3 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.

1.13 Student report text for sanctioned abandonment

- 1.13.1 The text that will appear on the individual student reports for tests which students have abandoned for sanctioned reasons will read: "Your child did not complete the test due to illness or misadventure."

1.14 Non-attempts

- 1.14.1 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. (eg. by choice or through inability to access the test).

1.15 Treatment of non-attempts

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

1.16 Student report text for non-attempts

- 1.16.1 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."

1.17 International fee-paying students

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

1.18 Treatment of international fee-paying students

1.18.1 International fee-paying students are not to be included in jurisdiction data sets but will receive a student report.

2 SECURITY OF TEST MATERIALS

2.1 Responsibilities of Test Administration Authorities

- 2.1.1 Test Administration Authorities have ultimate responsibility for the security of test materials once they have received them from Curriculum Corporation. This applies until the test materials are sent to schools.
- 2.1.2 Electronic copies of test materials should be stored on highly secure networks available within Test Administration Authority premises, with access limited to the smallest number of officers practicable.
- 2.1.3 All access to test materials should be logged. There must a list of all personnel that are authorised to access test materials. There must also be a register kept of all personnel who have accessed test materials during and up to the end of the testing period, 21 May 2010.
- 2.1.4 Electronic copies should be transmitted only when appropriately encrypted and caution should be used in transmitting copies electronically.
- 2.1.5 Generally, all personnel who have signed non-disclosure agreements and/or relevant statutory declarations as part of their own employment agreements will not be required to do so again. It is up to the discretion of the Test Administration Authority or school as to whether they require from their staff, additional forms signed. All forms signed at schools should remain at the school.
- 2.1.6 Test Administration Authorities should develop a disaster recovery strategy in the event that material is mislaid or storage facilities (including electronic facilities) may have become compromised or accessed by unauthorised personnel.

2.2 Responsibilities of Test Administration Authorities—with contractors

- 2.2.1 Test Administration Authorities must ensure that contractors undertake to provide adequate and appropriate security consistent with the agreed Uniform Service Levels and Standards.

2.3 Responsibility of Test Administration Authorities—security of materials in the delivery to schools, storage at schools and protocols for distribution to teachers acting as test administrators

- 2.3.1 Test Administration Authorities must inform all parties involved that test materials must be secure through the whole process of delivery to schools, storage at schools and distribution during the testing program up to 21 May 2010
- 2.3.2 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 material delivery) must take delivery of the test material. It must not be left unattended at schools or other locations. In such circumstances, delivery contractors will be required to employ the method agreed between the Test Administration Authority and the contractor for managing materials unable to be delivered or received. The agreed method must include that no test material is to be left unattended or unreceipted.
- 2.3.3 Deliveries to out-of-school locations, such as for home-schoolers, must not be made before the Friday of the first week of testing, 7 May 2010.
- 2.3.4 Test Administration Authorities should publish the expectation that very secure storage facilities exist in schools undertaking the tests or in locations close to the schools.
- 2.3.5 Test Administration Handbooks (available to teachers) must not disclose any test content.
- 2.3.6 Test Administration Authorities or the employing agency, be it school authority/school owners/school boards, should be directly responsible for any disciplinary action in the schools in their jurisdiction that follows from inappropriate behaviour by school staff or students in relation to security of test material.

2.4 Responsibilities of the Principal

- 2.4.1 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 on 21 May 2010.

- 2.4.2 The Principal is to ensure that whoever receives the test material signs for it and legibly records their name and the time the material arrives at the school.
- 2.4.3 The Principal (or the Principal's delegate who signs for the material) must ensure the contents and quantities of deliveries are correct as soon as possible after the receipt of the material. In the event of incorrect/ incomplete delivery, the relevant Test Administration Authority must be notified immediately. The Service Level Agreements must specify how packaging is to be undertaken. They must include a requirement for a method of confirming secure delivery without opening materials. The test materials should be packed in such a way that tampering is evident.
- 2.4.4 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. Up to a day earlier for the purpose of sorting materials, not to access test content, is reasonable. Schools which need greater flexibility should apply to their Test Administration Authority. 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.
- 2.4.5 The Principal should ensure that no test materials are made available to members of the wider community, including the media, unless permission is granted by the Test Administration Authority.
- 2.4.6 The Principal must ensure that Test Administrators involved in the testing are informed of test processes and are made familiar with information provided on test administration.
- 2.4.7 The Principal should ensure that all test materials, including stimulus material, are kept secure until the end of the test period, 21 May 2010

3 COMMUNICATIONS WITH SCHOOLS

3.1 National responsibility

- 3.1.1 A Communications Strategy exists which outlines clearly the respective roles that Curriculum Corporation and Test Administration Authorities play in the communication to schools.
- 3.1.2 A NAPLAN website is maintained with updates on all aspects of the national tests, including sample questions.

- 3.1.3 Common content for Test Administration Handbooks for Principals and Test Administrators, as well as information for brochures/pamphlets, will be provided to Test Administration Authorities.

3.2 Responsibilities of Test Administration Authorities

- 3.2.1 Test Administration Authorities will facilitate the distribution of common information to parents/school communities.
- 3.2.2 Test Administration Authorities will collect student background information from schools as agreed by Education Ministers. This is to enable nationally comparable reporting of students' outcomes against the National Goals of Schooling in the Twenty-first Century.

For further details, consult the current Data Implementation Manual on the MCEETYA website.

- 3.2.3 Test Administration Authorities will collect signed authorisation, in a manner that suits them, on the following:
- test exemptions;
 - parental withdrawal;
 - absences;
 - students accessing special provisions;
 - declaration for parents acting as supervisors for their own children.
- 3.2.4 Test Administration Authorities will establish procedures for the conduct of tests for visiting students from other Australian schools. These must include:
- The postal addresses of all the Test Administration Authorities in the Administrative Handbooks.
 - Instructions in the Administrative Handbooks that schools with visiting students should post the books to the relevant home Test Administration Authorities interstate.
 - Agreements with the contractor about how interstate books are to be treated and this information included in the Service Level Agreements.
- 3.2.5 Test Administration Authorities will establish procedures for testing students in International schools, both in Australia and overseas, who have links with Australian Education Authorities.
- 3.2.6 Test Administration Authorities will establish procedures for the collection of information on the demand/need for the production of test materials in alternative formats.

4 ACCOMMODATIONS

4.1 Disability Standards for Education

- 4.1.1 The ***Disability Standards for Education***, 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***.

The Standards set out a process whereby education providers can meet this obligation. This includes an obligation to make 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 the 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).

Special provisions should allow students with various disabilities access to NAPLAN. This functional approach will provide special provisions which reflect the kind of support and assistance usually provided in the classroom in order for students to demonstrate what they know and can do. The functional approach utilised, however, must be within reason and must not compromise test conditions. For example, reading to a student during the Reading test (even if this is what the student has in their normal classroom) is not appropriate.

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

- 4.1.2 Reasonable adjustments or accommodations are provided to students with disabilities or special needs through a range of special provisions. Special provisions may be accessed by a student for all or part of the tests. (See Table 4.6)

4.2 Responsibilities of Test Administration Authorities

- 4.2.1 Each Test Administration Authority will:
- make known to schools in their jurisdiction, the requirements under the ***Disability Standards for Education 2005*** and the subsequent obligations of education providers under the ***Disability Discrimination Act 1992***;
 - publish the examples of special provisions provided for inclusion in the Test Administration Handbooks;
 - comply with a consistent approach across all States and Territories where students access any accommodations as set out in the Test Administration Handbooks for the NAPLAN;
 - describe the protocols governing the use of the special provisions available, including a scribe (see 4.4) or computer (see 5.6.3);
 - describe the protocols under which a student may access an accommodation due to a temporary disability as a result of a misadventure or accident; for example, by providing a scribe (see 4.5) for a broken arm;
 - collate requests for alternative format papers and organise provision of the alternative formats within a given production timeframe.

4.3 Responsibility of the Principal

- 4.3.1 The Principal must:
- identify students who require access to special provisions;
 - make arrangements at the local level to accommodate students accessing any special provision they require in order to participate in the NAPLAN;
 - apply for alternative format papers to the relevant Test Administration Authority or other agency authorised to collect this information on its behalf, prior to the test;
 - provide a list of special provisions to the Test Administration Authority or other agency authorised to collect this information on its behalf of the special provisions being offered by the school;
 - ensure that the Test Administrator supervising the test has an understanding of the protocols related to special provisions and their administration.

4.4 Use of a Scribe

The NAPLAN is a diagnostic test that 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.

4.4.1 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, eg 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.

4.4.2 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 must be sought and given by the respective Test Administration Authority.**

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

4.4.3 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 in the appendices.
- 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 (4) easy words, four (4) average words and four (4) 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 this time the student may also indicate any changes or additions to the text, and the scribe will write these in.

4.5 Use of a scribe for temporary injuries

4.5.1 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.

4.5.2 For the other tests

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

4.6 Table: Accommodations

Types of Special Provisions provided

Using a Scribe	Writing Test	Temporary Disability- Other Tests	Temporary Disability –Writing Test
Scribes can only be used for the tests if this is the normal practice in the classroom.	√ Also see 4.4.3 above	√ Also see 4.5.2 above	X Also see 4.5.1 above
Reading to students	Permitted	Not permitted	
	To read: <ul style="list-style-type: none"> • test instructions • writing instructions 	To read: <ul style="list-style-type: none"> • numbers or symbols • interpret diagrams or rephrase 	

	<ul style="list-style-type: none"> • practice questions • writing stimulus • numeracy questions (not numbers or symbols) 	<ul style="list-style-type: none"> • questions • read questions, multiple choice distractors or stimulus material in the Reading or Language Conventions tests • paraphrase, interpret or give hints about questions or texts
Special Provisions Include:	Permitted	
Large print	√	
Braille	√	
Coloured overlays	√	
Assistive technology	√	
Oral sign support	√	
Separate supervision	√	
Extra time	√	
Rest breaks	√	
Screen reader		

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5 ADMINISTERING THE TESTS

5.1 Responsibilities of Test Administration Authorities

5.1.1 Test Administration Authorities will be responsible for:

- ensuring the supply of all test booklets, manuals and procedures to schools to facilitate the administration of the tests for all students in their jurisdictions;
- all registered students who undertake the test in approved locations other than schools, including home-schooling, in hospitals or elsewhere;
- the administration of arrangements for schools applying for and being granted variations to the test dates;
- the procedures for the return of test booklets completed by students after the published test dates;
- transcription of students' work in alternative formats for preparation for electronic marking.

5.1.2 Test Administration Authorities will be responsible for ensuring that registered home-educated students or those in non-school locations, such as a hospital, are provided with access to take part in the assessment in alternative locations such as:

- at either a central location managed by the relevant Test Administration Authority or;
- with the agreement of the Principal, students may complete tests along with students at a local school, or;
- where neither of the options above is a possibility, the student may undertake the test at home or in a hospital or other non-school location.

5.1.3 Test Administration Authorities may grant permission for parents to act in locum for the Principal and Test Administrator if this is the only way access to the test can be achieved for the child.

5.1.4 The same demands regarding security surrounding storage and dispatch of test materials are expected of parents acting as Test Administrators as they are of Principals and test Administrators (see section 2).

5.2 Responsibility of the Principal

5.2.1 Principals are responsible for the administration of tests within their school.

- 5.2.2 Principals are responsible for the administration of arrangements for students undertaking 'catch-up tests' and the conditions under which they are taken for 2010.

5.3 Time for testing

- 5.3.1 Schools should schedule tests on the dates agreed by AESOC.
- 5.3.2 In 2010, schools with compelling reasons will be able to request permission from their Test Administration Authority to participate in the tests in the week after testing to 22 May 2010. 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 Showdays.
- 5.3.3 Schools should schedule tests so that they are undertaken in morning sessions on the agreed test dates.
- 5.3.4 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.
- 5.3.5 The common standards also apply to the test 'catch-up day/s'. In 2010, 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.
- 5.3.6 Tests must not be conducted prior to the published test date under any circumstances.

5.4 Test preparation

5.4.1 Responsibilities of the Principal

- 5.4.1.1 The Principal will determine and appoint, if required, relevant persons to act as Test Administrators.
- 5.4.1.2 The Principal will ensure Test Administrators are provided with all relevant test administration instructional material and are familiar with the requirements of the role.

5.4.1.3 Principals will need to get permission from their Test Administration Authority and obtain written confirmation where laptops or other computers are to be used. If this is the case, the internet connection of the laptop or other computer must be disabled.

5.4.1.4 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.

5.4.1.5 The Principal has the responsibility to adhere to and enforce the procedures outlined in the Test Administration Handbook.

5.5 Test supervision

5.5.1 Responsibilities of Test Administration Authorities

5.5.1.1 Test Administration Authorities are responsible for the inclusion of the relevant sections from the National Protocols for Test Administration as well as the common content on test administration, in relevant Test Administration Handbooks and guidelines.

5.6 Responsibilities of Test Administrators

5.6.1 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;
- 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 Year 7 and 9 Numeracy calculator tests;
- where necessary, assistive technology as a special provision, which may include a laptop;
- laptops or computers where prior permission has been received from the Test Administration Authority.
- 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.

5.6.2 Test Administrators are responsible for the use of calculators in the Years 7 and 9 Numeracy 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 ensure that no information that might advantage a student has been stored on the calculator.

5.6.3 Reading to students
(see also Table 4.6)

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.

5.7 Time taken to complete tests

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

5.7.2 Variations from the allocated time should only be permitted in cases where students have been granted accommodations prior to the tests and should be recorded on the student's test booklet consistent with the procedures in the Test Administration Handbook.

5.8 Instructions by Test Administrators

- 5.8.1 Instructions outside the specified test administration running sheet should be minimal. Typically these instructions may be to:
- remind students of elapsed time;
 - maintain test conditions for all students;
 - remind students to check that they have completed all questions.

5.9 Collection of test materials

- 5.9.1 Test Administrators are to collect all test materials from the test area and keep them secure until returned to the contractor. All other material including stimulus and unused materials must also be collected from the test area and kept secure until the end of the testing period, 21 May 2010. No students, teachers (unless they are a Test Administrator) or any unauthorised person should remove any test material from the test area.

6 MARKING

6.1 National responsibilities

- 6.1.1 A common minimum set of quality assurance procedures and processes to ensure comparable marking standards across the country will be set at the national level.
- 6.1.2 Advice on the proposed quality assurance procedures for marking will be provided by the Expert Advisory Group of the AESOC Steering Group.
- 6.1.3 The procedures will include:
- a common set of marking criteria for the Writing test as well as any questions requiring judgment on the quality of a response. The three means for arriving at student scores include:
 1. expert marking (*marking requiring professional judgment on the value of the answer - includes all partial credit questions*);
 2. professional scoring (*trained scorers who provide a score based on a defined set of acceptable responses*);

3. editing (*recording student responses by keying from paper or from screen or via a suitable technology such as Optical Character Recognition (OCR) or Intelligent Character Recognition (ICR).*

- common training procedures and materials; this will include common marker manuals, training scripts, and the training of a lead marker/s from each Test Administration Authority.
- two days of training for new markers in 2010. A common program providing at least one day of training will be developed and adopted for all markers. A second day for specific purposes, at the discretion of the TAA, will also be available. Guidelines for the circumstances when markers may access two days training will be discussed further.
- agreed common minimum procedures for quality assurance that will apply across all Test Administration Authorities.

6.2 Responsibilities of Test Administration Authorities

Test Administration Authorities include all State and Territory Education Departments or Test Authorities.

6.2.1 Test Administration Authorities may enhance quality assurance procedures over and above the procedures set out at the national level.

6.2.2 Test Administration Authorities will deliver the training to markers in their own jurisdictions.

6.2.3 Test Administration Authorities will take steps to ensure that all marking is completed to ensure data is delivered for centralised analysis by a common date to be agreed by all Test Administration Authorities. Further agreed quality control measures may be implemented following analysis of national marking consistency data.

6.2.4 Test Administration Authorities will take responsibility for the following:

- recruitment of markers;
- hours of marking;
- pay rates and conditions;
- employment and training of personnel for scoring responses not requiring judgments of quality (editors);
- providing the training to all three categories of markers.