

2011 National Assessment Program Literacy and Numeracy

National Protocols for Test Administration

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1 INTRODUCTION

The Australian Curriculum, Assessment and Reporting Authority (ACARA) has responsibility for the central management of the National Assessment Program – Literacy and Numeracy (NAPLAN). The Test Administration Authority (TAA) in each state and territory is responsible for the administration of the tests in their jurisdiction.

NAPLAN tests are held during May each year and in 2011 the tests will be held on 10, 11 and 12 May. In total approximately 5 million tests will be sat by over 1 million students nationally.

All states and territories administer the tests in accordance with nationally agreed protocols. The *National Protocols for Test Administration* provide detailed information on all aspects of the administration of the tests. They specify security requirements and uniform processes and procedures to ensure students complete the tests under similar conditions. In cases where individual students require special arrangements to complete the tests these are provided at the school in consultation with the school and the relevant Test Administration Authority.

In order to maintain the integrity of the tests and the testing process these protocols must be followed carefully. Breaches of the *National Protocols for Test Administration* and allegations of cheating or improper behaviour are taken very seriously, and substantiated cases of improper behaviour will be reported publicly. To assist Test Administration Authorities and schools determine what are appropriate and inappropriate behaviours, a code of conduct is included for the first time in the 2011 *National Protocols for Test Administration*, along with information on how breaches are dealt with, and potential consequences for substantiated cases.

ACARA, in cooperation with states and territories, will continue to review the *National Protocols for Test Administration* to ensure that tests are delivered in an appropriate and consistent manner across all states and territories.

2 CODE OF CONDUCT

The NAPLAN code of conduct is designed to uphold the integrity of the tests by outlining the fundamental principles upon which the tests are based. Undermining test integrity by breaching these principles or the *National Protocols for Test Administration* will lead to an investigation and, if allegations are substantiated, to potentially serious consequences.

This code provides a summary of acceptable and unacceptable behaviours. At all times educators must ensure that tests are administered in a way that is fair and equitable for all students, in order to provide an accurate assessment of students' capabilities at the time of testing.

2.1 NAPLAN is a national assessment, and all students are expected to participate. NAPLAN should be accessible to all students to demonstrate their actual skills and knowledge.

- 2.1.1 Special provisions should be granted that are appropriate for students to access and participate in the test.
- 2.1.2 Exerting influence on parents to withdraw their children from testing is inappropriate.

2.2 NAPLAN is primarily an assessment of learning, so the test environment must be tightly controlled to maintain test integrity. This includes the conduct of test administrators, support staff, and the presence of unauthorised teaching or support material.

- 2.2.1 The integrity of the tests must be maintained at all times; cheating is not permitted.
- 2.2.2 The test environment must confer neither advantage nor disadvantage on the students.
- 2.2.3 Tests should be appropriately administered, being mindful of the time, location, and supervision requirements.
- 2.2.4 Active supervision of students during the tests is required.
- 2.2.5 Providing unauthorised assistance to students during the tests is inappropriate.
- 2.2.6 Providing additional time for the tests (unless special provisions have been granted) is inappropriate.
- 2.2.7 Allowing students access to unauthorised materials and aids during the test is inappropriate.
- 2.2.8 Test administrators should ensure their actions before, during and after the tests do not unduly impact on students' results.

2.3 Schools and teachers should adopt appropriate test preparation strategies that familiarise students with the test process, but do not excessively rehearse students such that results reflect prepared work rather than students' own abilities.

- 2.3.1 The best preparation schools can provide for students is teaching the curriculum, as the tests reflect core elements of the curricula of all states and territories.

- 2.3.2 Any actions that compromise the ability of students to produce results that reflect their own unrehearsed knowledge and skill are inappropriate.
- 2.3.3 The pre-preparation of possible responses is inappropriate.
- 2.3.4 Any attempt by school staff to unfairly or dishonestly manipulate test results is inappropriate.
- 2.3.5 Any attempts by students to gain an unfair advantage are inappropriate.
- 2.3.6 Any attempts by any party to modify an answer after the test is inappropriate.

2.4 The security of the tests is critical to ensure that students' individual results accurately reflect their abilities. Test materials must be kept in a secure location under lock and key to avoid any premature disclosure of content, or unauthorised disclosure of materials during the test period.

- 2.4.1 The security and confidentiality of the tests must be maintained from the time they are delivered to the school to the end of the test security period.
- 2.4.2 The content of tests must not be disclosed prior to the scheduled tests or during the test security period.
- 2.4.3 Tests should not be conducted outside the secure school location unless prior permission has been granted by the Test Administration Authority.

2.5 Attention to communication at all levels underpins the effective and transparent delivery of the tests.

- 2.5.1 Principals and all relevant school staff must read and understand the Handbook for Principals (which includes relevant sections of the National Protocols for Test Administration), and Test Administration Handbook for Teachers.
- 2.5.2 Failure to read or become aware of these protocols and documents is not a valid reason for breaching protocols.
- 2.5.3 Test administrators must follow the instructions outlined in the National Protocols for Test Administration, Handbook for Principals and Test Administration Handbook for Teachers correctly, and seek clarification from the Test Administration Authority if unsure of any points.
- 2.5.4 Dishonest and inappropriate practices should be actively discouraged and will not be tolerated and allegations of breaches of the *National Protocols for Test Administration* should be reported promptly to the Test Administration Authority.
- 2.5.5 Making students, parents or carers aware of the main activities involved in the testing is the responsibility of the principal.

3 COMMUNICATIONS

3.1 National responsibility

- 3.1.1 A NAPLAN website (www.naplan.edu.au) is maintained with updates on all aspects of the national tests.
- 3.1.2 A communications strategy clearly outlining the respective roles played by ACARA and the Test Administration Authorities with regard to communication to schools will be made available on the NAPLAN website.
- 3.1.3 Principals are responsible for acknowledging that they have read and understood the relevant sections of the *National Protocols for Test Administration*, included in the *Handbook for Principals*, in a manner outlined by the relevant jurisdiction.

3.2 Responsibilities of Test Administration Authorities

- 3.2.1 Test Administration Authorities will facilitate the distribution of 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 *Melbourne Declaration on Educational Goals for Young Australians*.
- 3.2.3 Further details on data collection can be found in the current Data Standards Manual on the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) website.
- 3.2.4 Test Administration Authorities will collect signed authorisation, in a manner that suits them, on the following:
- absences
 - students accessing special provisions
 - exemptions
 - withdrawals
 - declaration for parents acting as supervisors for their own children.
- 3.2.5 Test Administration Authorities will establish procedures for the conduct of tests for students taking the test at a school in a state other than their home state. These must include:
- listing the postal addresses of all the Test Administration Authorities in the *Test Administration Handbook for Teachers*
 - providing instructions in the *Handbook for Principals* that schools with visiting students should post the test-books to the relevant home Test Administration Authorities interstate

- agreements with the contractor about how interstate test-books are to be treated
 - instructions in the *Test Administrators Handbook for Teachers* about how to treat test-books for students, hosted at schools, who are not from interstate (eg home-schoolers).
- 3.2.6 Test Administration Authorities will establish and communicate procedures for testing students in International schools, both in Australia and overseas, who have links with Australian education authorities.
- 3.2.7 Test Administration Authorities will establish and communicate procedures in line with these protocols for the collection of information on the demand/need for the production of test materials in alternative formats.

4 SECURITY OF TEST MATERIALS

4.1 Responsibilities of Test Administration Authorities

- 4.1.1 Test Administration Authorities have ultimate responsibility for the security of test materials once they have received them from ACARA. This applies until the test materials are sent to schools.
- 4.1.2 Hard copies of test materials must be kept in highly secure locked locations within Test Administration Authority premises. This may include safes and secure rooms. Publicly accessible locations such as locked filing cabinets are not adequate.
- 4.1.3 Electronic copies of test materials should only be stored in highly secure locations available within Test Administration Authority premises, with access limited to the smallest number of officers practicable.
- 4.1.4 All access to test materials should be logged, and a list of all personnel that are authorised to access test materials kept. A register must be kept of all personnel who have accessed test materials during and up to the end of the test security period.
- 4.1.5 Electronic transmission of test materials should be kept to a minimum and should be transmitted only when appropriately encrypted. Extreme caution should be exercised in transmitting copies electronically.
- 4.1.6 All officers and contracted staff who have access to test materials prior to the test should have signed non-disclosure/confidentiality agreements. Those who have signed them, 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.

- 4.1.7 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.

4.2 Responsibilities of Test Administration Authorities with contractors

- 4.2.1 Test Administration Authorities must ensure that contractors undertake to provide adequate and appropriate security consistent with the *National Protocols*.

4.3 Responsibilities for security of materials in the delivery to schools, storage at schools and protocols for distribution to teachers acting as test administrators

- 4.3.1 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 20 May 2011.

- 4.3.2 Test Administration Authorities must ensure that test materials are packed in such a way that:

- materials can be checked for correct content and quantities without opening the tamper-evident packaging
- the Writing stimulus is not visible
- tampering of packaging is evident

and that the materials are delivered securely.

- 4.3.3 Test Administration Authorities must ensure that contractors do not deliver materials to schools unless the principal or appropriate principal's delegate personally receives them. Materials 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 materials are to be left unreceipted or unattended.

- 4.3.4 Deliveries to out-of-school locations, such as for home-schoolers, must not be made before the Friday of the first week of testing, 13 May 2011.

4.4 Responsibilities of the principal

- 4.4.1 The principal is responsible for the overall security, receipt and confidentiality of all test materials from the time of receipt of those materials at the school through to the end of the test security period and including the safe collection or dispatch of those materials on conclusion of the tests.
- 4.4.2 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 the test material delivery) must take delivery of the test material.

4.4.3 NAPLAN materials must be received in person by the principal or the principal's delegate. The principal is to ensure that the authorised person who receives the test material signs for them and legibly records their name and the time the material arrives at the school. This information may be requested by the Test Administration Authority. Materials must not be left unattended by a courier. If this occurs, the Test Administration Authority must be notified immediately.

4.4.4 The principal (or the principal's delegate who signs for the materials) is to ensure the contents and quantities of deliveries are correct as soon as possible after the receipt of the material.

Materials will be delivered securely such that:

- materials can be checked for correct content and quantities without opening the tamper-evident packaging
- the Writing stimulus is not visible
- tampering of packaging is evident.

Packages should be checked for tampering, and to ensure correct quantities have been delivered without opening the packages. In the event of incorrect/incomplete delivery or evidence of tampering, the relevant Test Administration Authority must be notified immediately. Any additional test materials dispatched to schools will be forwarded using the same level of security as that used for the original dispatch.

4.4.5 The Test Administration Authority must also be notified if the security of test materials has been compromised during transit.

4.4.6 The principal is responsible for ensuring 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. A reasonable period to sort materials may be up to one day. Test content must not be accessed during this process. Schools which need greater flexibility must 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.

4.4.7 The principal must ensure that all test materials, including the Reading magazines and the Writing stimulus, are kept secure until the end of the test security period. Teachers and students not involved in the tests may not have access to the test materials during the secure period. Under no circumstances may materials be given to parents/carers or members of the wider community, including the media before the end of the test security period.

4.4.8 The principal must ensure that videos or photographs for media opportunities are taken outside the test sessions and do not reveal any secure materials.

- 4.4.9 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.

5 STUDENT PARTICIPATION COHORTS

5.1 Assessed students

All students are expected to participate in NAPLAN tests.

National test results are based on the number of assessed students. Assessed students include students who attempt the test and are not otherwise treated as absent due to abandonment due to illness or injury and students exempt from testing.

- 5.1.1 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.
- 5.1.2 Students in ungraded classes, who are equivalent in age to students in Years 3, 5, 7 and 9, are expected to sit the relevant year level national tests.

5.2 Exempt students

Students may be exempted from one or more of the tests (ie Language Conventions, Reading, Writing or Numeracy).

- 5.2.1 Parent/carer signed consent for exemptions

Principals must obtain signed parent/carer consent for all exempted students. Principals can expect information from Test Administration Authorities on the preferred method for collecting and recording this information.

- 5.2.2 English language proficiency

Students with a language background other than English, who arrived from overseas less than a year before the test, should be given the opportunity to participate in testing, but may be exempted. Principals can expect information from Test Administration Authorities on the preferred method for collecting and recording this information.

- 5.2.3 Students with disabilities

Students with significant intellectual or complex disabilities should be given the opportunity to participate in testing should their parent/carer wish that they do so, however they may be exempted from sitting the national tests.

5.3 Treatment of exempt students

- 5.3.1 Exempt students are counted as part of the cohort of assessed students. In accordance with the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) 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 in national and jurisdictional data. Results for exempt students are not included in school-level calculations, but will be reported.

- 5.3.2 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.
- 5.3.3 Exempt students who were absent on the testing day will still be reported as exempt students, rather than absent students.
- 5.3.4 The text that will appear on the individual student report 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.*
- 5.3.5 Where a student is exempted from all tests it is recommended that an individual student report not be issued.

5.4 Absent students

- 5.4.1 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 for the purpose of the test session.
- 5.4.2 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.

5.5 Treatment of absent students

- 5.5.1 Absent students are not counted as part of the cohort of assessed students.
- 5.5.2 Students who are marked as absent but for whom a test is formally submitted must be counted as assessed. Test Administration Authorities must validate discrepancies, for example where a student was absent for a test, but then completed the test in a catch-up session.
- 5.5.3 A student who is unable to sit the test as a result of an accident or mishap, but who is present at school, is to be recorded as absent unless the student's parent had previously notified the school in writing.
- 5.5.4 A student in Year 7 or 9 who is absent for one of the two Numeracy tests (calculator-allowed or non-calculator) will be treated as an absent student for that test only.
- 5.5.5 Students who are present for the tests but who do not attempt any part of a test must be recorded as being present and are considered as assessed students.

- 5.5.6 The text that will appear on the individual students' reports for tests for which students are absent will read: *Your child was absent from this test and no result has been recorded.*
- 5.5.7 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.*
- 5.5.8 Where a student is absent from all tests it is recommended that an individual student report be issued.

5.6 Withdrawn students

- 5.6.1 Students may be withdrawn from the testing program by their parent/carer. This is a matter for consideration by individual parents/carers 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 in the manner specified by the Test Administration Authority must be received by the principal prior to the testing.

5.7 Treatment of withdrawn students

- 5.7.1 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.*
- 5.7.2 Where a student is withdrawn from all tests it is recommended that an individual student report not be issued.

5.8 Abandonment due to illness or injury

- 5.8.1 Abandonment of a test refers only to students who attempt one or more questions in a test but who abandon the test due to illness or injury (ie a sanctioned reason verified by the school).
- 5.8.2 Students who are unable to sit the test during the scheduled test session due to misadventure should be able to sit the test during a catch-up session.

5.9 Treatment of abandonment due to illness or injury

- 5.9.1 Reasons for abandonment due to illness or injury must be recorded to avoid the student being considered assessed.
- 5.9.2 Abandonment due to illness or injury does NOT apply to 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; such students must be counted as assessed with the score that they achieve (see non-attempts).

- 5.9.3 The text that will appear on the individual student reports for tests which students have abandoned due to illness or injury will read: *Your child did not complete the test due to illness or injury.*

5.10 Non-attempts

- 5.10.1 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.

5.11 Treatment of non-attempts

- 5.11.1 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. Students who submit a blank test-book must not be treated as absent.

- 5.11.2 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.*

5.12 International fee-paying students

- 5.12.1 International fee-paying students are encouraged to participate in NAPLAN tests, to facilitate classroom and school level learning outcomes, however results are not recorded as part of jurisdictional data for public policy purposes.

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

- 5.12.3 The text that will appear on the individual student reports for international fee-paying students 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.*

5.13 Hosted and visiting students

- 5.13.1 If a student is away from their regular home location (eg visiting interstate), they should be given an opportunity to take the tests at a school in the student's temporary location.

- 5.13.2 Principals of potential host schools are encouraged to facilitate the participation of visiting students.

- 5.13.3 The principal at the host school is responsible for sending the student's test-books back to the Test Administration Authority in the student's home state by registered post (see Section 12 for Test Administration Authority postal details).

- 5.13.4 The student's results will be included in the data set for their home state.

- 5.13.5 The student will receive a student report through their own school.

6 SPECIAL PROVISIONS

6.1 *Disability Discrimination Act and Disability Standards for Education*

- 6.1.1 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 framework for education providers to meet this obligation. This includes an obligation to make reasonable adjustments where necessary to ensure the maximum participation of students with disabilities. The framework provides for:

- 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 as a measure or action taken to assist a student with a disability to participate in education 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.

- 6.1.2 Reasonable adjustments 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 special provisions summary table).

6.2 **Special provisions and student participation**

NAPLAN tests are intended to be as inclusive as possible to enable participation by all students. Where access to the tests is compromised by disability, special provisions may be granted to facilitate access.

NAPLAN is primarily an assessment *of* learning but is also a diagnostic test that gives information about specific aspects of student performance. It is important, when providing special provisions, that a student is neither advantaged nor disadvantaged.

- Special provisions should allow students with various disabilities to access NAPLAN.
- Special provisions should generally reflect the kind of support and assistance provided in the classroom in order for students to demonstrate what they know and can do.
- Special provisions must be within reason and must not compromise assessment conditions or the rigour of the assessment standards. For example, reading the stimulus material and/or questions to a student during the Reading test (even if

this is what the student has in their normal classroom) is not appropriate or permitted.

- Special provisions should not be applied to confer an advantage over other students.
- A student may have access to more than one special provision in any one test.

6.3 Responsibilities of Test Administration Authorities

6.3.1 Each Test Administration Authority will:

- make known to schools in their jurisdiction, the requirements under the *Disability Discrimination Act 1992* and the subsequent obligations of education providers under the *Disability Standards for Education 2005*
- comply with a consistent approach across all states and territories where students access any special provisions as set out in the *National Protocols for Test Administration*
- collate requests for alternative format papers and organise provision of the alternative formats within a given production timeframe.

6.4 Responsibilities of the principal

6.4.1 The principal must:

- identify students who require access to special provisions and where necessary, apply in writing for permission and/or special materials
- ensure that parents of students who may require special provisions are informed about, and have agreed to, the nature of the provision that their child or children will receive
- document all special provision arrangements and keep a record of these for audit purposes
- make arrangements at the local level to accommodate students accessing the special provisions they require in order for them to participate in the tests
- apply for alternative format test-books to the relevant Test Administration Authority, well in advance of the test
- comply with the Test Administration Authority requirements for reporting special provisions 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.

6.5 Use of a scribe

The role of a scribe is to provide access to the test, not to improve a student's performance. Scribes are only appropriate for students who make use of them on a regular basis in the classroom, and where appropriate, students should be encouraged to undertake the tests independently of a scribe using alternative special provisions. A scribe may be either a teacher or a support person engaged by the school (not a parent of the student or another student), must be trained as a scribe and be familiar with the NAPLAN scribe rules.

6.5.1 A scribe may be provided for a student who:

- has difficulty with writing or fine motor control due to a disability
- experiences excessive fatigue of hands or upper limbs due to a medical condition
- does not have fluency using alternative support, eg students in Year 3 who lack fluency using Braille code

Prior written permission to use a scribe must be sought and given by the respective Test Administration Authority.

See also section 6.6 Temporary injuries.

6.5.2 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 usually uses a trained scribe in the classroom and where the student would be unable to access a pencil and paper test without the use of a scribe.

The student must be familiar with the scribing process and rules. All scribes must adhere to the scribe rules outlined in these Protocols.

6.5.3 Scribe rules for the Writing test

The scribe must be fully aware of the test administration procedures and the following conditions:

- Test instructions should be delivered exactly as outlined in the *Test Administration Handbook for Teachers*.
- After allowing the student time to reflect and consider, the scribe will write as the student dictates and must 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 student may request the scribe read the text back throughout the test for the purpose of maintaining continuity, however the scribe should not lead the student to re-read the text.
- 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, the scribe must cover the scribed text and show the student only the 12 spelling words. The scribe must 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, the scribed text is given to the student to proofread and to indicate where punctuation is to be placed. (The scribe will then mark the capitals, full stops, paragraphs etc as directed by the student.)
- During this time the student may also indicate any changes or additions to the text, and the scribe will write these where indicated by the student.
- An alternative test setting should be provided so that other students are not disturbed and additional time may be allocated if needed.

6.6 Temporary injuries

6.6.1 Where a temporary injury has been sustained prior to the test which impacts on the student's ability to access the test independently, the school may make appropriate special provisions available.

6.6.2 A doctor's certificate may be requested to support an application for special provisions. It is not appropriate to request special provisions where these are not warranted by the nature of the injury.

6.6.3 Temporary injuries and the Writing test

A student with a recent temporary injury, such as a broken arm, may be granted the use of appropriate assistive technology (eg a computer) to assist with the Writing test.

A scribe is not permitted for students with recent temporary injuries in the Writing test. If no alternative special provision is appropriate, the student must be marked absent from this test.

6.6.4 Temporary injuries and the Language Conventions, Reading, and Numeracy tests

A student with a recent temporary injury, such as a broken arm, may be granted the use of a support person to provide access to the other tests (eg to shade bubbles indicated by the student or write short responses or answers dictated by the student). A support person may be either a teacher or a support person engaged by the school (not a parent of the student or another student), and should be familiar to the student.

6.7 Use of assistive technology

6.7.1 Where a student with a disability uses assistive technology as part of the reasonable adjustments in classroom practice, this special provision may be appropriate for use during the tests.

6.7.2 Test Administration Authority procedures for the granting of special provisions for the use of assistive technology should be followed.

- 6.7.3 Where students currently access a special provision that is not appropriate in an assessment setting, including some computer based programs, an assistive technology program (in the form of an interactive PDF version of the test) will be made available in pilot form in 2011. This may facilitate access for some students who are unable to access a pencil and paper test through any of the other special provisions that are available.
- 6.7.4 The interactive PDF will enable the students to answer questions on screen by clicking a radio button or typing their answer in a text box and may be appropriate for students who:
- have severe vision problems and require a font size significantly larger than N36, but who are not Braille proficient
 - have severe physical disabilities which restrict movement
 - due to disability, regularly access the curriculum in the classroom through assistive technology.
- 6.7.5 Access will be granted to the pilot provision on the basis that students are not otherwise able to access the test in the standard pencil and paper format.
- 6.7.6 Schools wishing to access this special provision must apply to their Test Administration Authority in line with these protocols.

6.8 Summary of special provisions

It is anticipated that students will have normal access to standard non-educational facilities (eg furniture) that form part of their every-day accommodations under *the Disability Discrimination Act* and *Standards for Education* where these do not impact on the integrity of the assessment activities.

The following table outlines some of the types of special provisions that may be provided. This list is not exhaustive, and granting of a listed special provision is not automatic; each application will be assessed individually according to the relevant state/territory process and the student's needs.

Special Provision	Comments
Separate supervision	Students who have behavioural patterns that limit their performance in a large group situation may require separate supervision as a special provision. A distinction should be made between students requiring separate supervision to facilitate access to the test, and appropriate general management of the test environment (eg ensuring that students using assistive technology or requiring breaks do not disrupt other students during the test).
Extra time	To maintain test integrity, it is recommended that a maximum of 5 minutes per half hour of test time be granted. The total allowable time can be taken when and as necessary within the duration of each test. *

	<i>* To maintain test integrity, it is recommended that a maximum cumulative amount of 10 minutes rest break and extra time per half hour of test time be permitted, if both special provisions are applied.</i>
Rest breaks	To maintain test integrity, it is recommended that a maximum of 5 minutes per half hour of test time be granted. The total allowable time can be taken when and as necessary within the duration of each test. * <i>* To maintain test integrity, it is recommended that a maximum cumulative amount of 10 minutes rest break and extra time per half hour of test time be permitted, if both special provisions are applied.</i>
Assistive technology	Assistive technology may be appropriate for students with a disability who would normally use it in a classroom situation and where it does not undermine the integrity of the tests. Assistive technology that is not acceptable includes: <ul style="list-style-type: none"> ✗ Word prediction ✗ Spelling and grammar checking ✗ Text-to-speech software (unless it is a screen reader for a student with vision impairment)
Large print	Large print test-books are available for students who generally access their classroom activities in this manner.
Screen reader	A screen reader is permitted for students with vision impairment who normally use a screen reader in their classroom activities.
Braille	Braille test-books are available for students who normally use Braille in their classroom activities.
Coloured overlays	Coloured overlays may be appropriate for students who generally use this educational adjustment. Black and white copies of the test may also be requested as a special provision if required.
Oral sign support	Students who are deaf or have a hearing impairment may access oral or signed communication (eg Auslan). 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. Signing is permitted only for sections of the tests that can be read to non-hearing impaired students.
Use of a scribe	Scribes can be used for the tests only if this is the usual assessment practice (not learning practice) in the classroom and if the student is experienced with scribe practice. <ul style="list-style-type: none"> ✓ Scribes are permitted for all tests, including the Writing test where the disability is of an enduring nature. ✗ Scribes are not permitted for the Writing test where the disability is of a temporary nature. ✓ Scribes are permitted for the Reading, Language Conventions, and Numeracy tests where the disability is of a temporary nature.
Reading to students	Reading to students is a provision available to all students, in line with the following: Test Administrators are permitted to: <ul style="list-style-type: none"> ✓ Read test instructions

	<ul style="list-style-type: none"> ✓ Read Writing instructions ✓ Read practice questions ✓ Read the Writing stimulus ✓ Read Numeracy questions (but not numbers or symbols) <p>The literacy demands of the test should not exclude a student from accessing the Numeracy tests, however it is not intended that a teacher lead the class through the Numeracy test, question by question, unless the literacy standard of the whole class is a barrier to access.</p> <p>Test Administrators are not permitted to:</p> <ul style="list-style-type: none"> ✗ Read numbers or symbols ✗ Interpret diagrams or rephrase questions ✗ Read questions, multiple choice distracters or stimulus material in the Reading or Language Conventions tests ✗ Paraphrase, interpret or give hints about questions or texts ✗ Have a reader who is a parent or student (the reader should be a regular support person)
Use of a support person (temporary injuries only)	A support teacher may be available for students with a temporary disability only, to assist with shading bubbles indicated by the student or writing short responses or answers dictated by the student. A support person may be either a teacher or a support person engaged by the school (not a parent of the student or another student).
Interactive PDF (pilot)	This provision is limited to those students who are unable to access a pencil and paper test through any of the other special provisions that are available.

7 PREPARING STUDENTS FOR THE TEST

NAPLAN tests provide point-in-time information in relation to student performance. It is important that the results accurately reflect student ability and they are not intended to be pass/fail type tests.

NAPLAN tests are intended to complement the existing range of school-based assessments and it is important that teachers ensure that students, while taking the NAPLAN tests seriously, are not overwhelmed by the experience. Past NAPLAN test papers can be used to ensure that students are familiar with the format and response types but excessive practice is not recommended.

The provision of broad and comprehensive teaching and learning programs is the best preparation that schools can provide for their students. Excessive coaching and test preparation are not condoned.

7.1 Practice for the NAPLAN Writing test

- 7.1.1 It is appropriate for students to be instructed in the type of writing that will be expected from them in the NAPLAN Writing test. It is also appropriate for students to gain experience in producing this type of writing under timed test conditions using practice topics.

It is not appropriate for teachers to instruct students in the preparation of a common script for the purpose of reproducing it during the test. Where scripts from students at the same school are found to have significant commonalities such that they could be considered to be pre-prepared learned scripts, this will be considered a breach of protocol.

7.2 Practice for other NAPLAN tests

- 7.2.1 It is appropriate for students, particularly students participating in the NAPLAN tests for the first time, to be made familiar with the format, language, response types and time constraints of the Reading, Language Conventions and Numeracy tests before they sit the tests. Students should understand that they must complete the tests without communicating with other students and without teacher assistance (except where special provisions are deemed necessary).

8 ADMINISTERING THE TESTS

8.1 Responsibilities of Test Administration Authorities

Important note: Arrangements for the administration of the tests for students who do not normally attend a regular school will vary between jurisdictions in accordance with the legislation, regulations and policies in each of the states and territories. These protocols do not override existing state and territory requirements, and the examples given below may not apply in all locations.

8.1.1 Test Administration Authorities will be responsible for:

- ensuring that information about arrangements for the administration of tests for students who do not normally attend a regular school is clearly communicated and accessible to relevant members of the community
- ensuring the supply of all test-books and handbooks 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-schools and hospitals
- the administration of arrangements for schools applying for and being granted variations to the test dates
- the procedures for the return of test-books
- transcription of students' work from alternative formats for preparation to enable electronic marking.

8.1.2 Test Administration Authorities must ensure that registered home-educated students or those in non-school locations, such as a hospital, are provided with test materials to enable the test to be completed in alternative locations such as:

- at a central location, where available
- at a local school (with the agreement of the principal)

- 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 (subject to permission granted by the Test Administration Authority).

8.1.3 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. This permission may only be sought by the school on behalf of the parents.

8.1.4 The same demands regarding the code of conduct and security surrounding storage and dispatch of test materials are expected of parents acting as test administrators as they are of principals and test administrators.

8.1.5 Test Administration Authorities are responsible for the inclusion of the relevant sections from the *National Protocols for Test Administration* in the *Handbook for Principals* and the *Test Administration Handbook for Teachers*.

8.2 Responsibility of the principal

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

8.2.2 Principals are responsible for the administration of arrangements for students undertaking catch-up tests and the conditions under which they are taken for 2011.

8.3 Time for testing

8.3.1 The test period starts on 10 May 2011 and finishes on 20 May 2011. The test security period finishes on 20 May 2011. The test timetable is as follows:

Monday 9 May	Tuesday 10 May Official test date	Wednesday 11 May Official test date	Thursday 12 May Official test date	Friday 13 May
	1. Language Conventions Yr 3: 40 mins Yr 5: 40 mins Yr 7: 45 mins Yr 9: 45 mins 2. Writing Yr 3: 40 mins Yr 5: 40 mins Yr 7: 40 mins Yr 9: 40 mins	3. Reading Yr 3: 45 mins Yr 5: 50 mins Yr 7: 65 mins Yr 9: 65 mins <i>catch-up day</i>	4. Numeracy Yr 3: 45 mins Yr 5: 50 mins Yr 7 (calculator): 40 mins Yr 9 (calculator): 40 mins Yr 7 (non-calculator): 40 mins Yr 9 (non-calculator): 40 mins <i>catch-up day</i>	<i>catch-up day</i>
Monday 16 May	Tuesday 17 May	Wednesday 18 May	Thursday 19 May	Friday 20 May
Test security to be maintained	Test security to be maintained	Test security to be maintained	Test security to be maintained	Test security to be maintained End of test security period

- 8.3.2 Tests must NOT be conducted before the official test date under any circumstances.
- 8.3.3 Only schools with compelling reasons are able to vary test dates with permission from the relevant Test Administration Authority. The reason must be of a serious order; for example, where a local public holiday occurs during the testing period or where schools are expected to participate in State-based activities such as Show days. This option is only available to classes or groups, and not individual students. Schools must request permission from their Test Administration Authority to vary the test dates.
- 8.3.4 Schools must schedule tests so that they are undertaken in morning sessions on the official test dates. Schools must administer the tests in the sequence specified in the *Handbook for Principals*. Schools with permission to vary the test dates must follow the instructions provided by their Test Administration Authority.
- 8.3.5 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.
- 8.3.6 These protocols also apply to test catch-up days and approved variations. Individual students are not 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 only, after the scheduled test.

8.4 Preparation for test administration

- 8.4.1 Responsibilities of the principal
- The principal will determine and appoint, if required, relevant persons to act as test administrators.
 - The principal will ensure test administrators are provided with all relevant test administration instructional material and are familiar with the requirements of the role.
 - Principals will need to obtain permission from their Test Administration Authority, in accordance with Test Administration Authority guidelines, where computers or network enabled devices are used. Where permission is granted, the internet connection, spelling and grammar check, and text prediction functions must be disabled.
 - The principal will ensure test administrators are provided with a copy of the code of conduct.
- 8.4.2 The Principal must ensure that:
- under no circumstances any student undertakes a test before the test date
 - under no circumstances any student undertakes 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).

8.4.3 The principal has the responsibility to adhere to and enforce the procedures outlined in the *National Protocols for Test Administration*.

8.5 Administering the tests — appropriate behaviours

8.5.1 Test administrators must ensure that professional and ethical behaviour is 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.

8.5.2 'Cheating' refers to behaviour undertaken with the intent of conferring or obtaining unfair advantage in or from the assessment process.

8.5.3 In the case of students, an advantage would generally be observed in their individual result, and cheating may include:

- taking unauthorised equipment or prohibited information into the test room; eg mobile phone, dictionary
- communicating with any person other than an administrator during the test introduction time, planning time or during the test
- looking at another student's work
- working on the incorrect test in the 'flip' test-book.

8.5.4 In the case of a teacher, test administrator, or school, an advantage would generally be observed in the performance of the school or cohort, and cheating may include:

- viewing test materials before the morning of the test and using this knowledge to prepare students
- 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 documented special provision is in place, or where a student has experienced an interruption)
- informing individual students, or groups of students undertaking the test in a catch-up session of test content
- changing student responses during or after the test
- knowingly allowing students to engage in behaviour amounting to cheating.

8.5.5 During the tests, students should be seated so they are not able to read other students' work. If students sit the tests in their classroom, it is expected that the teacher will be present at all times. If students are seated with a larger group; eg in a hall, the student/teacher ratio must be comparable to that of a regular classroom.

8.5.6 It is expected that test administrators will actively supervise students at all times; eg walk around the room to ensure that test conditions are maintained. When

administering the tests in the 'flip' test-books, test administrators must ensure that students are working on the correct test. The page borders in the test-books have been shaded differently to assist this supervision.

8.5.7 Test administrators are responsible for ensuring that only permitted items are taken into the test area.

8.5.8 Students are NOT permitted to take mobile phones into the test area under any circumstances.

8.5.9 Test administrators must ensure that students take only the items permitted into the test area.

The items permitted are:

- 2B or HB pencils
- pencil sharpener
- eraser
- blue or black ballpoint pens (may be permitted for some tests as determined by the Test Administration Authority)
- 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, which is to be collected by the test administrator at the end of the test
- calculators for the Year 7 and 9 Numeracy calculator-allowed tests
- where necessary, assistive technology as a special provision, which may include a laptop.

8.5.10 Test administrators are responsible for the use of calculators in the Years 7 and 9 Numeracy 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 ensure that they have a sufficient reserve supply of calculators.
- Test administrators are 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.

8.5.11 Reading to students (see also special provisions table)

Test Administrators are permitted to read:

- test instructions
- practice questions
- Writing instructions
- Writing stimulus
- Numeracy questions (not numbers or symbols).

The literacy demands of the test should not exclude a student from accessing the Numeracy tests, however it is not intended that a teacher lead the class through the Numeracy test, question by question, unless the literacy standard of the whole class is a barrier to access.

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 Time taken to complete tests

8.6.1 All students must complete the test within the time allocated for each test.

8.6.2 Variations from the allocated time may be permitted only in cases where students have been granted extra time as a special provision prior to the tests and should be recorded in a way that is consistent with the procedures outlined by the Test Administration Authority.

8.7 Instructions by test administrators

8.7.1 Test instructions must be delivered exactly as documented in the *Test Administration Handbook for Teachers*. Instructions outside those specified in the *Test Administration Handbook* should be minimal.

Typically these other 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.

Under no circumstances is it appropriate to prompt students to record or change any response.

8.8 Collection of test materials

8.8.1 Test administrators are to collect all test-books from the test area and keep them secure until returned for processing. All other material including stimulus materials and unused test-books must also be collected from the test area and kept secure until the end of the testing period. No students, teachers (unless they are a test administrator) or any unauthorised person should remove any test material from the test area.

8.8.2 Test-books must be returned for processing, in the manner specified by the Test Administration Authority, on the specified date. The absence of the principal (or

delegate) from the schools is not a reason for the late return of test-books. Schools should have an alternative plan in place if the principal or delegate is absent during the test period.

8.8.3 Under no circumstances should test administrators mark any test-books or provide results to teachers and/or students.

8.8.4 Test administrators are not to transcribe special print books unless advised by Test Administration Authorities.

9 MARKING

9.1 National responsibilities

9.1.1 A common set of quality assurance procedures and processes to ensure comparable marking standards across the country have been set at the national level.

9.1.2 ACARA is responsible for the quality assurance procedures for marking.

9.1.3 The procedures include:

- a common set of marking criteria for the Writing test and questions requiring judgment on the quality of a response (eg short response reading items). 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 for Writing: 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 Writing markers in 2011. 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 Test Administration Authority, will also be available.
- agreed common minimum procedures for quality assurance that will apply across all Test Administration Authorities.

9.2 Responsibilities of Test Administration Authorities

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

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

- 9.2.2 Test Administration Authorities will deliver the training to markers in their own jurisdictions.
- 9.2.3 Test Administration Authorities will take steps to ensure that all marking is completed to ensure data are 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.
- 9.2.4 Test Administration Authorities are responsible 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
 - quality assurance of all marking

10 BREACHES OF TEST PROTOCOLS

10.1 Reporting of incidents

- 10.1.1 Any allegation of a situation or incident that contravenes these protocols, including the code of conduct, or is suspected of breaching these protocols, is taken seriously and must be investigated.
- 10.1.2 All allegations of test incidents or breaches of these protocols must be reported immediately to the relevant Test Administration Authority.
- 10.1.3 Where incidents are reported or suspected at a school level, the school is required to document the allegations and pass the information on to the Test Administration Authority as soon as possible. Failure to do so is itself a breach of these protocols.
- 10.1.4 Where incidents are reported directly to a Test Administration Authority the school/s concerned and/or to the appropriate school authority/school owners/school boards must be notified directly.

10.2 Investigation of incidents

- 10.2.1 When a report is received by a Test Administration Authority alleging a breach of the protocols, the relevant Test Administration Authority will require that an investigation of the allegation is undertaken.
- 10.2.2 The investigation of an incident may involve other authorities in cases where the governance of the school does not reside with the state or territory education department or authority.

- 10.2.3 Similarly, any action taken against an individual or a school as the result of an investigation confirming a breach or cheating will be undertaken by the relevant authority or agency.
- 10.2.4 A record of all alleged incidents and breaches, together with the findings and subsequent outcome of the investigation will be recorded in an incident register and reported to ACARA as soon as possible.
- 10.2.5 ACARA will publish annually a statement reporting NAPLAN test incidents.

10.3 Types of incidents

- 10.3.1 Situations or incidents cited in this document as examples are not inclusive of all possible situations or incidents. Any incident that occurs that compromises the security or integrity of NAPLAN testing, including behaviours listed as 'inappropriate', should be considered as a possible breach of protocol and reported accordingly for investigation.

10.4 Breaches of security for the Writing test

- 10.4.1 While it is important that the security of all NAPLAN tests is maintained until the test days, the content of the Writing test is particularly vulnerable, as the Writing test is a single task. Any pre-publication of the content of the Writing test poses a significant face validity issue.
- 10.4.2 If the Writing topic is known to students in advance, and they have had opportunity to practice their writing, this exposure provides a significant advantage to students and may compromise the test data.
- 10.4.3 Any alleged breaches of Writing test content must be immediately reported to ACARA, which will activate the appropriate back-up plan.
- 10.4.4 The following procedures will be followed if an allegation of a local test breach is received and able to be investigated before the Writing test is administered.
- a. Test Administration Authority is notified of an alleged test breach.
 - b. Test Administration Authority contacts ACARA and provides details of the alleged breach so that ACARA understands the scope of the allegation in order to provide advice on the necessary actions.
 - c. Test Administration Authority conducts an investigation with the relevant school authority to determine:
 - whether the allegation is substantiated
 - the number of students who may be affected.
 - d. The Test Administration Authority will provide a report to ACARA with an analysis and outcomes of the investigation.

- e. No further action will be necessary if the security breach is not substantiated.
- f. If a security breach is substantiated, ACARA will activate the appropriate back-up plan depending on the number of students affected.
- g. States or territories would be liable for the additional costs of printing, distribution and marking of the alternative Writing test for localised incidents.

10.5 Consequences of substantiated incidents

- 10.5.1 Any substantiated breach of security that occurs during the testing period may result in students sitting an alternative test.
- 10.5.2 Any substantiated breach of protocol that is deemed to have affected the validity of any test data may result in a Test Administration Authority or ACARA withholding this data.
- 10.5.3 The employing agency, be it the Test Administration Authority, Education Department or the school authority/school owners/school boards, is directly responsible for any disciplinary action in schools in their jurisdiction that follows from inappropriate behaviour by school staff or students in relation to security of test material and/or of test administration.
- 10.5.4 National guidelines describe the appropriate consequences for breaches of test security, cheating, and breaches of the *National Protocols for Test Administration*.

11 DEFINITIONS

Breach of protocol	A breach of protocol refers to any breach of the <i>National Protocols for Test Administration</i> , and may relate to test security, cheating, or any other breach.
Breach of security	A breach of security refers to any breach of the <i>National Protocols for Test Administration</i> that bears upon the security of the test materials prior to and during the test security period.
Cheating	Behaviour undertaken with the intent of conferring or obtaining unfair advantage in or from the assessment process.
Scribe	A scribe is a trained support person who may be a teacher, teacher's aide, or other appropriate person who is able to write under direction from a student. A scribe may not be a parent of the student or another student.
Support teacher	A support teacher may be either a teacher or a support person engaged by the school (not a parent of the student or another student).
Test Administrator	Teachers, school staff members, school support staff who are involved in delivering (administering) the NAPLAN tests to students.
Test period	The test period encompasses the three official days of test administration

(10-12 May 2011).

Test security period The test security period starts as soon as secure NAPLAN materials are received by a school, and runs until the Friday in the week following the official test days (20 May 2011).

12 TEST ADMINISTRATION AUTHORITY CONTACT DETAILS

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