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acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
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NAPLAN NATIONAL ASSESSMENT PROGRAM
Literacy and Numeracy

National Protocols for Test Administration



NATIONAL ASSESSMENT PROGRAM

LITERACY AND NUMERACY

NATIONAL PROTOCOLS

FOR

TEST ADMINISTRATION

2013

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1 INTRODUCTION

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

NAPLAN tests are held during May each year and in 2013 the tests will be held on 14, 15 and 16 May.

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 TAA.

In order to maintain the integrity of the tests, the testing process and ultimately test results, 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 in ACARA's annual Test Incident report. To assist TAAs and schools determine what are appropriate and inappropriate behaviours, a code of conduct is included, along with information on how breaches are dealt with.

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.

These Protocols are designed to cater for the majority of situations. However, the relevant TAA should be contacted for specific advice if it is apparent the Protocols do not adequately provide guidance or if there are problems meeting the requirements in these Protocols.

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 Disability adjustments should be granted that are appropriate for students to access and participate in the tests.

- 2.1.2 It is not acceptable to exert influence on parents to withdraw their children from testing.

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 neither advantage nor disadvantage any student.
- 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 disability adjustments have been granted) is inappropriate.
- 2.2.7 Allowing students access to unauthorised materials and aids during the tests 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 and question formats, 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 preparation of possible responses for any test 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 are 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 locked in a secure location to avoid any premature disclosure of content, or unauthorised disclosure of test materials at any time 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 TAA.
- 2.4.4 All used and unused test books must be secured immediately after each test period (not left in classrooms or other insecure storage areas).
- 2.4.5 Schools should ensure that completed materials are stored securely in such a way that cannot lead to allegations of tampering with responses prior to their collection.
- 2.4.6 Schools must not copy, transcribe or transmit student responses, or cause responses to be recorded except as outlined by these protocols.

2.5 Effective communication at all levels is essential for the efficient 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 the *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 Principals and test administrators must adhere to the instructions outlined in the *Handbook for Principals* and *Test Administration Handbook for Teachers*, and principals should seek clarification from their TAA if unsure of any points.
- 2.5.4 Dishonest and inappropriate practices should be actively discouraged and will not be tolerated. Allegations of breaches of the *National Protocols for Test Administration* should be reported promptly.
- 2.5.5 It is the responsibility of the principal to make parents and carers aware of the main aspects of the testing program.

3 COMMUNICATIONS

3.1 Responsibilities of ACARA

- 3.1.1 A website for NAPLAN information (www.nap.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 TAAs with regard to communication to schools will be made available to TAAs. Materials arising from this strategy that ACARA is responsible for will be made available on the NAP website (www.nap.edu.au).
- 3.1.3 ACARA is responsible for maintaining the *National Protocols for Test Administration*, which is a key risk control and communication document for the NAPLAN program.

3.2 Responsibilities of Test Administration Authorities

- 3.2.1 TAAs will facilitate the distribution of information to parents/school communities.
- 3.2.2 TAAs will collect student background information from schools as agreed by education ministers. This enables nationally comparable reporting of students' outcomes against the *Melbourne Declaration on Educational Goals for Young Australians*. Further details on data collection can be found in the current *Data Standards Manual* on the Standing Council on School Education and Early Childhood (SCSEEC) website.
- 3.2.3 TAAs will collect authorisation or record as appropriate, in a manner that suits them, on the following:
- absences
 - students accessing disability adjustments
 - exemptions (signed by parents/carers)
 - withdrawals (signed by parents/carers)
 - abandonments due to illness and injury
 - declarations for parents acting as supervisors for their own children.
- 3.2.4 TAAs will establish procedures for the conduct of tests for students taking the test at a school other than their own school. These must include:
- providing instructions in the *Handbook for Principals* that schools with visiting students should post the test books to the relevant home TAAs
 - agreements with the contractor about how interstate test books are to be treated
 - the provision of blank test books to the host school for visiting students.
- 3.2.5 TAAs will establish and communicate procedures for testing students in International schools, both in Australia and overseas, which have links with Australian education authorities.
- 3.2.6 TAAs will establish and communicate procedures in line with these protocols for the provision of information on the demand/need for the production of test materials in alternative formats.
- 3.2.7 TAAs will establish and communicate procedures for testing students who are registered as undertaking non school-based education (e.g. home-schoolers). These

must include instructions in the *Test Administration Handbook for Teachers* about how to treat test books for students who might be hosted at schools for the tests.

3.3 Responsibilities of principals

3.3.1 Principals are required to:

- ensure that parents/carers of students in Years 3, 5, 7 and 9 are fully informed about the program
- discuss and plan for disability adjustments and exemptions where appropriate
- ensure that all relevant staff are fully informed of their roles and responsibilities and test administration requirements
- ensure that all staff are aware that they must maintain test security until the end of the test security period
- ensure that NAPLAN student reports are delivered to parents/carers in a timely manner after they are received at the school
- be aware of any additional jurisdiction-specific responsibilities outlined in Part B of the *Handbook for Principals*.

3.3.2 Principals are responsible for acknowledging in a manner outlined by the relevant TAA that they have read and understood the *Handbook for Principals*, which includes the relevant sections of the *National Protocols for Test Administration*.

4 SECURITY AND INTEGRITY OF TEST MATERIALS

4.1 Responsibilities of Test Administration Authorities

4.1.1 TAAs have responsibility for the security and integrity of test materials once they have received them from ACARA. This applies until the test materials are received by schools. TAAs must contact ACARA immediately if test material security has been breached in any way.

4.1.2 Hard copies of test materials must be kept in highly secure locked locations within TAA 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 must be password protected and must only be stored in highly secure locations available within TAA 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 who are authorised to access test materials kept. A register must be kept of all personnel who have accessed test materials before, during and up to the end of the test security period.

4.1.5 Electronic transmission (via secure ftp – never via email) of test materials must be kept to a minimum and materials must be transmitted only when appropriately encrypted. Extreme caution must be exercised in transmitting copies electronically.

- 4.1.6 All officers and contracted staff who have access to test materials prior to the test must 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 TAA as to whether they require additional signed declarations from their staff.
- 4.1.7 TAAs must develop a disaster recovery strategy in the event that material is mislaid or storage facilities (including electronic facilities) are compromised or accessed by unauthorised personnel.
- 4.1.8 TAAs must ensure that all materials produced by their contractors from files provided by ACARA do not contain errors introduced during the production process.

4.2 Responsibilities of Test Administration Authorities with contractors

- 4.2.1 TAAs must ensure that contractors undertake to provide adequate and appropriate security consistent with the *National Protocols*.
- 4.2.2 TAAs 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 and including 24 May 2013.
- 4.2.3 TAAs must ensure that test materials are delivered securely and 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
 - any tampering of packaging is evident.
- 4.2.4 TAAs must ensure that contractors do not deliver materials to schools (or deliver to alternative locations) unless the principal or appropriate principal's delegate personally receives them. Materials must not be left unattended or insecure at schools or other locations. In such circumstances, delivery contractors will be required to employ the method agreed between the TAA and the contractor for managing materials unable to be delivered or received. The agreed method must ensure that no test materials are to be left un-receipted or unattended.
- 4.2.5 Deliveries to non-school locations must not be made before the Friday of the first week of testing, 17 May 2013.

4.3 Responsibilities of principals

- 4.3.1 The principal is responsible for the overall security, receipt and confidentiality of all test materials from the time the materials are delivered to 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.

- 4.3.2 The principal must notify the TAA immediately if test material security has been breached in any way from the time of receipt of the test materials to the end of the test security period.
- 4.3.3 NAPLAN materials must be received in person by the principal or the principal's delegate/s (someone who occupies a position of suitable responsibility, whom the principal nominates as an eligible person to accept the test material delivery). The principal is to ensure that the authorised person who receives the test materials signs for them and legibly records their name and the time the material arrives at the school. This information may be requested by the TAA. Materials must not be left unattended by a courier. If this occurs, the TAA must be notified immediately.
- 4.3.4 Where couriers cannot avoid making deliveries after school hours, the principal or the principal's delegate must take delivery of the test materials.
- 4.3.5 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. Packages must be checked for tampering, and to ensure correct quantities have been delivered without opening the tamper-evident packages.
- 4.3.6 In the event of incorrect/incomplete delivery or evidence of tampering or other compromise in security during transit, the relevant TAA must be notified immediately and any jurisdiction-specific process followed. Any additional test materials dispatched to schools will be forwarded using the same level of security as that used for the original dispatch.
- 4.3.7 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 materials must be returned to secure storage after sorting until the morning of the relevant test. Test content must not be accessed during this process. Schools which need greater flexibility must apply to their TAA.
- 4.3.8 Any person/s acting as a delegate of the principal and assisting the principal in the sorting of materials should not be a classroom teacher of any class taking the tests, except in special circumstances where the size of the school precludes this.
- 4.3.9 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. Under no circumstances can materials be shown or given to parents/carers or members of the wider community, including the media, before the end of the test security period.
- 4.3.10 The principal must ensure that teachers and students not involved in the tests do not have access to the test materials during the test security period.
- 4.3.11 The principal must ensure that videos or photographs for media opportunities are taken outside the test sessions and do not show any secure materials.

- 4.3.12 The principal must ensure that test administrators are informed of test processes and are made familiar with information provided on test security.

5 STUDENT PARTICIPATION COHORTS

All students in Years 3, 5, 7, and 9 are expected to participate in NAPLAN tests.

5.1 Assessed students

- 5.1.1 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 because of abandonment due to illness or injury and students exempt from testing.
- 5.1.2 Students in Years 3, 5, 7 and 9 in each state and territory attending government and non-government schools are expected to participate in the testing.
- 5.1.3 Students in ungraded classes, who are equivalent in age to students in Years 3, 5, 7 and 9, are expected to take the relevant year level national tests.

5.2 Exempt students

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

5.2.1 Parent/carer signed consent for exemptions

Principals must obtain signed parent/carer consent for all exempted students prior to the test period. Principals can expect information from TAAs 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 and have been attending school in Australia for 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 TAAs on the preferred method for collecting and recording this information.

5.2.3 Students with disability

Students with significant intellectual disability and/or those with significant co-existing conditions which severely limit their capacity to participate in the tests may be exempted from taking the national tests. This is determined after consultation has occurred by the principal, student, and the relevant parent/carer that the student is not able to access the tests with adjustments.

Treatment of exempt students' data and results

- 5.2.4 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 summary data. Results for exempt students are not included in school-level calculations of means.
- 5.2.5 Students who meet the criteria for exemption but who take any or all of the tests under test conditions and formally submit those tests, will be counted as assessed students with the score that they achieved.
- 5.2.6 Exempt students who are absent on the testing day will still be reported as exempt students, rather than absent students.
- 5.2.7 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.*
- 5.2.8 Where a student is exempted from all tests it is recommended that an individual student report not be issued.

5.3 Absent students

- 5.3.1 Absent students are students who did not take the test because they were not present when the test was administered, and are identified as absent by the school for the purpose of the test session.
- 5.3.2 Students who are present at school but are unable to take the test as a result of an accident or mishap preventing their participation (including catch-up sessions) are to be recorded as absent for the purpose of the test session.
- 5.3.3 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.
- 5.3.4 Principals are encouraged to facilitate the participation in the tests during a catch-up session of students who were identified as absent on the day of the test but return to school within the week scheduled for NAPLAN testing.

Treatment of absent students' data and results

- 5.3.5 Absent students are not counted as part of the cohort of assessed students.
- 5.3.6 Students who are marked as absent but for whom a test is formally submitted must be counted as assessed. TAAs must validate discrepancies, for example where a student was absent for a test, but then completed the test in a catch-up session.
- 5.3.7 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.

- 5.3.8 The text that will appear on the individual student report for tests for which students are absent will read: *Your child was absent from this test and no result has been recorded.*
- 5.3.9 The text that will appear on the individual student report for Years 7 and 9 Numeracy where students have completed only one of the two test forms will read: *Your child does not have a result for 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.*
- 5.3.10 Where a student is absent from all tests it is recommended that an individual student report be issued.

5.4 Withdrawn students

- 5.4.1 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.
- 5.4.2 A formal notification in the manner specified by the TAA must be received by the principal prior to the testing.

Treatment of withdrawn students' data and results

- 5.4.3 Withdrawn students are not counted as part of the cohort of assessed students.
- 5.4.4 The text that will appear on the individual student report for tests for which students are withdrawn will read: *Your child was withdrawn from this test.*
- 5.4.5 Where a student is withdrawn from all tests it is recommended that an individual student report not be issued.

5.5 Abandonment due to illness or injury

- 5.5.1 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 (i.e. a sanctioned reason verified by the TAA). The student may not complete the test in a catch-up session.
- 5.5.2 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 TAA; such students must be counted as assessed with the score that they achieve (see non-attempts).
- 5.5.3 All instances of students who attempt one or more questions in the test but who then abandon the test due to illness or injury must be reported to the TAA immediately for advice on appropriate actions.

Treatment of students' results and data where abandonment applies

- 5.5.4 Reasons for abandonment due to illness or injury must be recorded and sanctioned by the TAA to avoid the student being considered assessed.
- 5.5.5 The text that will appear on the individual student report for tests which students have abandoned due to illness or injury will read: *Your child does not have a result for this test due to illness or injury during the test.*
- 5.5.6 The text that will appear on the individual student report for Years 7 and 9 Numeracy where students have completed only one of the two test forms will read: *Your child does not have a result for 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.*

5.6 Non-attempts and refusals

- 5.6.1 Students in attendance at school for the test session but who do not attempt any part of a test or who abandon the test session in a non-sanctioned manner must be recorded as present for the purpose of the test and are considered assessed.

Treatment of students' results where the test is not attempted

- 5.6.2 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.
- 5.6.3 The text that will appear on the individual student report 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.*

5.7 International fee-paying students

- 5.7.1 International fee-paying students (defined as students holding a student visa under the *Education Services for Overseas Students Regulations 2001*) 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.
- 5.7.2 International fee-paying students are not included in jurisdiction data sets but will receive a student report.
- 5.7.3 The text that will appear on the individual student report 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.*

5.8 Hosted and visiting students

- 5.8.1 If a student is away from their regular location (e.g. visiting interstate), they should be given an opportunity to take the tests at a school in the student's temporary location.
- 5.8.2 Principals of potential host schools are encouraged to facilitate the participation of visiting students.
- 5.8.3 Tests should be taken on blank test books provided by the host school.
- 5.8.4 Where a student is visiting from interstate, the principal at the host school is responsible for sending the student's test books back to the TAA in the student's home state by registered post (see Section 12 for TAA postal details).
- 5.8.5 The student's results will be included in the data set for their home state.
- 5.8.6 The student will receive a student report through their own school.

6 ADJUSTMENTS FOR STUDENTS WITH DISABILITY

Student participation in NAPLAN is the joint responsibility of schools and TAAs, as outlined in these protocols.

Adjustments permitted in the tests are detailed in this section and apply only to students with disability. Adjustments are permitted for students with disability to support their access to the tests and facilitate maximum participation. For the NAPLAN program, disability is defined as per the Commonwealth *Disability Discrimination Act 1992*¹.

Adjustments are intended to enable access to the tests on an equivalent basis to students without disability.

Adjustments for students with disability for NAPLAN should be determined in line with these protocols on a case by case basis by the school together with the relevant TAA, the parent/carer and the student. Examples of the application of these adjustments can be found in a set of 'scenarios' published on the National Assessment Program website (www.nap.edu.au).

6.1 *Disability Discrimination Act and Disability Standards for Education*

- 6.1.1 The Disability Standards for Education (2005) provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students and outlines the obligations of school education providers under the *Disability Discrimination Act 1992*.

The Standards outline an obligation for education providers to make reasonable adjustments where necessary to ensure the maximum participation of students with disability. The framework provides for:

¹ http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/

- 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 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.

6.2 Adjustments, test requirements, and student participation

6.2.1 Where disability impacts on access to the tests, reasonable adjustments may be granted to facilitate access to all or some of the tests.

6.2.2 Adjustments are based on the following equity principles and are designed to maximise participation in the NAPLAN tests:

- Adjustments should allow students with disability to *access* NAPLAN tests.
- A student may have access to more than one adjustment in any one test and different adjustments may be appropriate for different tests.
- Adjustments should reflect the kind of support and assistance provided for assessment in the classroom in order for students to demonstrate what they know and can do, noting that adjustments that are appropriate in a learning environment may not be appropriate in an assessment environment.
- Adjustments should not compromise the ability to assess the underlying skills that are the objects of the assessments, as outlined in Section 6.2.3.

6.2.3 The NAPLAN tests are designed to provide a summative, nationally comparable understanding of student performance in Reading, Writing, Language Conventions and Numeracy. The tests are not designed as formative tools, and adjustments appropriate for learning environments may not be appropriate for NAPLAN. Adjustments are not appropriate (even if they are usually provided for the student in their classroom) if they compromise a student’s ability to demonstrate the following skills:

- **Reading:** The NAPLAN Reading tests assess the ability of students to independently make meaning from *written* standard Australian English texts including those with some visual elements. Reading the stimulus material and/or questions aloud to a student during the Reading test is therefore not appropriate or permitted.
- **Writing:** The NAPLAN Writing tests assess a student’s ability to convey thoughts, ideas and information through the independent construction of a written text in standard Australian English.

- **Language Conventions:** The NAPLAN Language Conventions tests assess a student's ability to independently recognise and use correct standard Australian English grammar, punctuation and spelling in *written* contexts. Reading questions aloud to a student during the Language Conventions test is therefore not appropriate or permitted.
- **Numeracy:** The NAPLAN Numeracy tests assess students' knowledge of mathematics, their ability to independently apply that knowledge in context, and their ability to independently reason mathematically. Reading numbers or symbols aloud to a student or interpreting diagrams in the numeracy test is therefore not appropriate or permitted.

For further information see section 8.6.11.

6.3 Responsibilities of Test Administration Authorities

6.3.1 Each TAA will:

- comply with a consistent approach across all states and territories where students access any adjustments as set out in *the National Protocols for Test Administration*
- provide test materials in an alternative format (see Section 11 for definitions) for those students who meet the criteria.

6.4 Responsibilities of principals

6.4.1 The principal must:

- identify students with disability who require access to adjustments and where necessary, apply in writing for permission and/or alternative formats
- ensure that parents/carers are informed about, and have agreed to, the nature of the adjustment/s the student will receive
- document all adjustment arrangements and keep a record of these for audit purposes
- make arrangements at the school level to provide students with disability with the adjustments they require
- apply for alternative format test materials to the relevant TAA, well in advance of the test
- comply with the TAA requirements for reporting adjustments provided by the school
- ensure that the test administrator supervising the test has a thorough understanding of the protocols related to adjustments and their administration.

6.5 Use of a Scribe: permitted for the Writing test only

6.5.1 A Scribe (as defined in these protocols) may be permitted to assist a student with disability to complete the Writing test only. Students with disability might be permitted the use of a 'Support Person' for the other NAPLAN tests if appropriate (see Section 6.6).

- 6.5.2 The role of a Scribe is to provide access to the Writing test, not to improve a student's performance in this test. Scribes are only appropriate for students with disability for whom this is regular literacy assessment practice. Poor handwriting in itself is not sufficient justification for the use of a Scribe. Where appropriate, students should be encouraged to undertake the tests independently of a Scribe using alternative adjustments.
- 6.5.3 A Scribe may be provided for a student with disability in the Writing test who:
- has difficulty with the physical act of writing (this does not refer to a student's difficulty processing what they want to write) or fine motor control due to a disability, or experiences excessive fatigue of hands or upper limbs due to a disability; and
 - does not have fluency using alternative means of writing (e.g. students who lack fluency using a computer); and
 - is familiar with working with a Scribe under the conditions outlined in this section; and
 - would be unable to access the Writing tests by any of the other adjustments available.
- 6.5.4 In order to ensure national consistency in the use of Scribes and to ensure that the results are not compromised, prior written permission to use a Scribe must be sought and given by the respective TAA. Failure to do so may result in results being invalidated.
- 6.5.5 A Scribe must have experience working as a Scribe; be an adult; be officially and regularly engaged by the school to carry out this function; and be familiar with the NAPLAN Scribe Rules (Section 6.5.6).
- A Scribe should, wherever possible, be familiar with the student in question.
- A Scribe cannot be the parent of any student in the class of students being tested.
- 6.5.6 The Scribe must be fully aware of the test administration procedures and the following conditions (Scribe Rules):

Scribe Rules

- 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 reproduce the student's own language, printing all words in lower case without any punctuation, except as dictated by the student. The student must be aware of the need to advise of punctuation.

- The student may read or 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 reread 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) hard 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, if not indicated by the student in their original dictation. 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.

6.6 Use of a Support Person: Reading, Language Conventions and Numeracy tests

- 6.6.1 A Support Person may be permitted for students with disability to assist with access to the Reading, Language Conventions and Numeracy tests, by shading bubbles indicated by the student, or writing short responses or answers dictated by the student for the tests. A Support Person can read aloud only those elements of the test that can be read to all students (see section 8.6.11). A Support Person may be either a teacher or a person officially engaged by the school to carry out this function.
- 6.6.2 See section 6.5 for information on supported access to the Writing test.
- 6.6.3 A Support Person is permitted only for those students with disability (including a temporary disability such as a broken arm) who experience difficulty in accessing the tests by any other adjustments available including the 'use of a computer' (e.g. due to fine motor difficulty), or who usually use such a Support Person to participate in classroom assessments.
- 6.6.4 A Support Person is permitted to provide access to the tests only and must adhere to the relevant requirements outlined in sections 8.6 and 8.7. Prompts, interpretation or paraphrasing etc. are practices that are strictly prohibited. Common assessment principles and a commitment to upholding the integrity of the assessment environment must be adhered to when administering and overseeing the use of adjustments.

6.6.5 Parents and family members as a Support Person:

- If a parent or family member has a child at a school at which they are regularly employed and/or engaged by the school in the capacity of a Support Person, then he/she may be permitted to be a Support Person for NAPLAN.
- A Support Person cannot be the parent or family member of any student in the class of students being tested.
- If the parent or family member is not employed by the school in a formal position, then s/he is not permitted to assist in the NAPLAN tests as a Support Person.
- Principal and school discretion and common sense should be applied, and the TAA should be consulted if necessary.

6.7 Use of assistive technology

6.7.1 TAA procedures for the granting of adjustments for the use of assistive technology, including a computer, must be followed. Schools must seek advice and/or approval from their TAA for this adjustment prior to testing.

6.7.2 Where a student with disability regularly uses a computer as part of the usual disability adjustments in classroom assessments, this adjustment may be appropriate for use during the tests. For example, students may type their response to items on the computer. These responses must then be printed and secured into the student's test book in the manner prescribed by the TAA. TAAs manage the transcription of student responses.

6.7.3 Use of a computer must be in accordance with standard assessment practices: spell- and grammar-check, dictionary, predictive text, etc., must be turned off. Access to the internet or internal networks must also be completely restricted. It is expected that a basic level of logistical support is provided to students permitted to use assistive technology in line with normal test conditions (e.g. setting up of the computer).

6.7.4 Where students with disability have been granted use of a computer or other assistive technology as a disability adjustment, screen readers that provide text-to-speech outputs are only permitted where reading aloud (in accordance with section 8.6.11) is available to all students. Screen readers that provide text-to-speech outputs may be used by students to listen to their typed responses in all tests.

6.8 Electronic test format

6.8.1 The electronic format enables students to answer questions on screen and may be appropriate for students with disability who use a computer as part of their usual adjustments when participating in classroom assessments and are not be able to otherwise access the tests through any of the other adjustments available including the use of large print material or assistive technology as outlined above (Section 6.7), for example, students with disability who have at least one of the following:

- severe vision problems and are not Braille proficient
- severe physical disabilities which restrict movement.

6.8.2 Students accessing the tests in this format are likely to need extra time. The allocation of extra time should be decided on a case by case basis.

6.8.3 Schools wishing to access this adjustment must apply to their TAA in line with these protocols.

6.9 Temporary injuries

6.9.1 Where a temporary injury, which impacts on the student's ability to access the tests independently, has been sustained prior to the test, the school may make appropriate disability adjustments. For example, a student with a temporary injury might be granted the use of a computer to assist with the Writing test in line with Section 6.7 or a Support Person to provide access to the other tests in line with Section 6.6.

6.9.2 A Scribe is not permitted for students who have a temporary injury at the time of the Writing test (such as a broken arm), if they are not familiar with the process of working with a Scribe.

6.9.3 A doctor's certificate may be requested to support an application for adjustments (such as the use of a computer) for a student with a temporary injury. It is not appropriate to request adjustments where these are not warranted by the nature of the injury.

6.9.4 Schools must ensure they obtain the relevant approvals from their TAA for adjustments for students with temporary injuries, if required by these protocols.

6.9.5 If no available adjustment is appropriate to enable participation, the student must be marked absent from the test.

6.10 Extra time and rest breaks

6.10.1 Teachers and schools are best placed to determine how many minutes of extra time a student should have to take the test. It is recommended that no more than 5 minutes of extra time per half hour of test time be granted, however depending on the level of disability, a longer time may be needed. In any case, the school is best placed to make a final decision based on the specific circumstances of the student in question, in line with TAA requirements.

6.10.2 Where relevant, rest breaks can be used as an alternative to extra time to avoid student fatigue, although there will be instances where both adjustments are necessary.

6.10.3 Braille users: The logistics of using Braille or a Braille writer warrant the provision of some extra time for all students accessing the test in this manner, regardless of their

proficiency in this medium. For Braille users, guidelines regarding the provision of extra time are as follows:

- Writing: 10 min/half hour
- Reading: 15 min/half hour
- Language Conventions: 15 min/half hour
- Numeracy: 20 min/half hour

These times are a guide only. The allocation of extra time for a Braille user should be decided on a case by case basis.

6.11 Summary of adjustments for students with disability

6.11.1 It is anticipated that students will have their usual access to standard non-educational facilities and furniture that form part of their everyday assessment adjustments under the *Disability Discrimination Act* and Standards for Education.

6.11.2 The following table outlines some of the types of adjustments that might be provided. This list is not exhaustive, and granting of a listed adjustment is not automatic; each application should be assessed individually according to the relevant state/territory process and the student's needs.

Disability Adjustments	Comments
Extra time	Generally, it is recommended that no more than 5 minutes of extra time per half hour of test time be granted, however in some cases up to an additional 15 minutes per half hour of published test time may be provided. See also Section 6.10.3 for extra time for Braille users.
Rest breaks	Generally, it is recommended that no more than 10 minutes of rest time per half hour of test time be granted, however in some cases up to an additional 15 minutes per half hour of published test time may be provided. Where relevant, rest breaks can be used as an alternative to extra time to avoid student fatigue, although there will be instances where both extra time and rest breaks are necessary.
Oral/Sign support	Students who are deaf or have a hearing impairment may access oral or signed communication (e.g. 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 those sections of the tests that can be read to non-hearing impaired students (see Section 8.6.11).
Scribe	Scribes can be used for the Writing test if this is the usual assessment practice in the classroom. <ul style="list-style-type: none"> ✓ Scribes are permitted for 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.
Support Person	A Support Person may be either a teacher or a person officially engaged by the school to assist students with disability to access the test by shading bubbles indicated by the student or writing short responses or answers dictated by the student for the Reading, Language Conventions and Numeracy tests.

Assistive technology / computers	<p>Computer use may be permitted for all tests by students with disability who normally use this adjustment for their usual classroom assessments and for students with temporary injuries such as broken arms. Schools must seek advice and/or approval from their TAA for this adjustment prior to testing.</p> <ul style="list-style-type: none"> ✓ Software providing text-to-speech outputs is permitted to enable students with disability who normally use this type of adjustment to access their own responses in all tests, where appropriate. ✓ Software providing text-to-speech outputs is permitted to access test material only where reading aloud is available to all students. <p>Unacceptable aspects of computer use include:</p> <ul style="list-style-type: none"> ✗ Word prediction ✗ Spelling and grammar checking ✗ Text-to-speech software for Language Conventions and Reading tests ✗ Calculator use (during the non-calculator numeracy tests) ✗ Internet/internal network access.
Black and White print format	<p>Black and white print test books are available for students who generally access their classroom assessments in this manner. Black and white test books may be copied onto coloured paper or used with coloured overlays. Schools are responsible for copying onto coloured paper and providing the coloured overlays. Black and white print materials must be ordered in advance through the TAA.</p>
Large print format	<p>Various formats of large print test books are available for students with a vision impairment who generally access their classroom assessment in this manner. Large print materials must be ordered in advance through the TAA.</p>
Braille format	<p>Braille test books are available for students who normally use Braille in their classroom assessment. Braille materials must be ordered in advance through the TAA.</p>
Electronic test format	<p>This adjustment is limited to those students with disability who are unable to access the tests through any of the other adjustments available including the use of assistive technology. Electronic test format materials must be ordered in advance through the TAA.</p>

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. It is important that teachers ensure that students, while taking the NAPLAN tests seriously, are not overwhelmed by the experience. Students should be familiar with test 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. Therefore, excessive coaching and test preparation is inappropriate.

7.1 Practice for the NAPLAN Writing test

- 7.1.1 It is appropriate for students to gain experience in producing writing scripts under timed test conditions using practice topics.

- 7.1.2 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 may 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 take the tests. Students should understand that they must complete the tests without communicating with other students and without teacher assistance (except where adjustments for students with disability are deemed necessary).

8 ADMINISTERING THE TESTS

8.1 Responsibilities of Test Administration Authorities

- 8.1.1 TAAs are 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 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, where they do not fall under the responsibility of a recognised school
 - the granting (or otherwise) of school applications for variations to the test dates
 - the procedures for the return and reconciliation of test books
 - transcription of students' work from alternative formats to enable electronic marking.
- 8.1.2 TAAs 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*.
- 8.1.3 TAAs are responsible for ensuring that sufficient staff resources are available to respond to schools requiring advice during the test period.

8.2 Responsibility of principals

- 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 2013.

8.3 Students registered for non-school-based locations

- 8.3.1 Arrangements for the administration of the tests for students who do not normally attend a regular school location will vary 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 may not reflect or apply to all situations.
- 8.3.2 In accordance with jurisdiction-specific legislation or policy, TAAs must ensure that students registered for non-school-based education are able to participate in the tests. Where participation in the tests can only occur in non-school locations, TAAs must ensure that the security of the tests is assured.
- 8.3.3 TAAs may only grant permission for parents of students registered in non-school-based locations 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.
- 8.3.4 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.

8.4 Time for testing

- 8.4.1 Tests must NOT be conducted before the official test date under any circumstances. The test period starts on 14 May 2013 and finishes on 16 May 2013. The test security period finishes on 24 May 2013. The test timetable is as follows:

Monday 13 May	Tuesday 14 May Official test date	Wednesday 15 May Official test date	Thursday 16 May Official test date	Friday 17 May
	1. Language Conventions Yr 3: 40 min Yr 5: 40 min Yr 7: 45 min Yr 9: 45 min 2. Writing Yr 3: 40 min Yr 5: 40 min Yr 7: 40 min Yr 9: 40 min <i>Catch up tests permitted</i>	3. Reading Yr 3: 45 min Yr 5: 50 min Yr 7: 65 min Yr 9: 65 min <i>catch-up tests permitted</i>	4. Numeracy Yr 3: 45 min Yr 5: 50 min Yr 7 (calculator): 40 min Yr 9 (calculator): 40 min Yr 7 (non-calc.): 40 min Yr 9 (non-calc.): 40 min <i>catch-up tests permitted</i>	<i>catch-up tests permitted</i>
Monday 20 May	Tuesday 21 May	Wednesday 22 May	Thursday 23 May	Friday 24 May
Test security to be maintained to ensure tests remain secure for schools sanctioned to vary test dates. Individual student catch-up tests not permitted.				

- 8.4.2 Only schools with compelling reasons are able to vary test dates (up to 24 May) following prior permission from the relevant TAA. The reason must be of a serious order and outside the school or school system's control; for example, where a local public holiday occurs during the testing period. This is only available to classes or groups, not individual students.
- 8.4.3 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*, including those days where two tests are conducted. Schools with permission to vary the test dates must follow the instructions provided by their TAA.
- 8.4.4 Where there is more than one test scheduled for any day, the order in the schedule in 8.4.1 must be adhered to and a minimum of 20 minutes break time for students should be provided between the two test sessions.
- 8.4.5 Except in the case of individual students who have been granted rest breaks as disability adjustments, tests must be completed in a single uninterrupted session. See also Section 8.8 for information on how to manage test disruptions.
- 8.4.6 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. These protocols also apply to test catch-up days and approved variations.

8.5 Preparation for test administration

- 8.5.1 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 the relevant *Test Administration Handbook for Teachers* and all assessment materials and are familiar with the requirements of the role, including implementation of disability adjustments for relevant students.
 - Principals must obtain permission from their TAA, in accordance with TAA guidelines, where computers or network enabled devices are used. Where permission to use computers 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.
- 8.5.2 The principal must ensure that:
- under no circumstances any student undertakes a test before the specified 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.)
- spare or unused test books are not be used as practice books for any students (regardless of year level) before the end of the test security period
- test materials are not be provided to any teachers (regardless of year level or subject area) before the end of the test security period.

8.5.3 The principal has the responsibility to adhere to and enforce the procedures outlined in the *Handbook for Principals*.

8.6 Administering the tests — appropriate behaviours

8.6.1 Test administrators must ensure that professional and ethical behaviour of staff members is demonstrated regarding all aspects of test administration. Any assistance that answers a test question for a student or advantages them in any way will be considered cheating (see also Section 11).

8.6.2 ‘Cheating’ refers to behaviour undertaken with the intent of conferring or obtaining unfair advantage in or from the assessment process.

8.6.3 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 disability adjustment 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.

8.6.4 Student cheating is not, in itself, considered a breach of these Protocols, but may reflect a breach by test administrators. In the case of students, an advantage would generally be observed in their individual result. Acts of academic misconduct by students during the tests, such as cheating, are to be dealt with through schools’ existing procedures. Cheating may include intentionally:

- taking unauthorised equipment or prohibited information into the test room (e.g. 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.

Where a student is found to have cheated, or is reasonably suspected of having done so, the TAA must be contacted as soon as possible.

- 8.6.5 During the tests, students should be seated so they are not able to read other students' work. If students take the tests in their classroom, it is expected that the test administrator will be present at all times. If students are seated with a larger group (e.g. in a hall), the student/test administrator ratio must be comparable to that of a regular classroom.
- 8.6.6 It is expected that test administrators will actively supervise students at all times, including walking 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.
- 8.6.7 Test administrators are responsible for ensuring that only permitted items are taken into the test area.
- 8.6.8 The following items are NOT permitted in the test area under any circumstances:
- mobile phones (principals must ensure that students are notified that mobile phones are not permitted)
 - rulers.
- 8.6.9 Test administrators must ensure that students take only the items permitted into the test area.
- The items permitted are:
- pencils or pens (as specified by the TAA)
 - pencil sharpener
 - eraser
 - one blank piece of paper for planning in the Writing test, which is to be collected by the test administrator at the end of the test
 - one blank piece of 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 disability adjustment, which may include a computer.
- 8.6.10 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 all calculators have been checked and that no information that might advantage a student has been stored on the calculator.
- Calculators do not include multifunction or internet accessible devices.

8.6.11 Reading aloud to students

The literacy demands of the test should not exclude a student from accessing the Numeracy tests, however it is not intended that a test administrator 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** permitted to:

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

Test administrators are **NOT** permitted to:

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

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 Time taken to complete tests and test disruptions

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

8.8.2 Variations from the allocated time may be permitted only in cases where students have been granted extra time as a disability adjustment prior to the tests and should be recorded as required by the TAA.

- 8.8.3 In the case of significant and unforeseen interruptions to the tests, (e.g. fire alarms/electricity outages), or where disruptions could impact on students' results, schools must contact their TAA immediately for advice on appropriate action to take to ensure that any potential impact on students' results is minimised.
- 8.8.4 If a student commences any test, and due to illness or injury (migraine, nausea etc.) is unable to finish the test during the official test session, the TAA must be contacted. If the TAA sanctions the reason for the student abandoning the test, the test book must be marked as abandoned. If the TAA does not sanction the reason for the student abandoning the test, the test book must be marked on the basis of any questions answered. The student may not complete the test in a catch-up session.
- 8.8.5 Where student behaviour during the tests is disruptive to the point where it might impact on one or more students' results, the assessment environment should be appropriately managed. Students removed from the test room for disciplinary reasons must either continue the test in a separate supervised room immediately, or be deemed to have finished the test.
- 8.8.6 The TAA should be contacted as soon as practical to the time of a significant disruption to advise on and sanction a school's proposed actions.

8.9 Collection of test materials and post-test procedures

- 8.9.1 At the end of the test session, test administrators must collect all test books and hand them immediately to the principal or principal's delegate or nominee for secure storage 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.
- 8.9.2 Test books must be returned for processing, in the manner specified by the TAA, by the specified date. The absence of the principal (or delegate) from the school 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.
- 8.9.3 Schools must not copy, transcribe or transmit student responses or cause responses to be recorded except as outlined by these protocols. This prohibition includes photocopying completed test books and/or asking students to record their answers separately from their response book (except as may be required for their disability adjustment).
- 8.9.4 Under no circumstances should test administrators mark any test books or provide results to teachers, parents and/or students.
- 8.9.5 Test administrators are not to transcribe special print books unless advised by TAAs.

- 8.9.6 Schools are permitted to keep unused, un-named copies of the test materials for future reference for internal educational purposes.

9 MARKING

9.1 Responsibilities of ACARA

- 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 (e.g. short response reading items). The three methods of marking 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. scoring electronically after 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 all tests: this will include common marker manuals, training materials, and, for Writing, the training of a lead marker/s from each TAA.
 - agreed common minimum procedures for quality assurance that will apply across all TAAs.

9.2 Responsibilities of Test Administration Authorities

- 9.2.1 TAAs may enhance quality assurance procedures over and above the procedures set out at the national level.
- 9.2.2 TAAs will deliver the training to markers in their own jurisdictions.
- 9.2.3 TAAs will take steps to ensure that all marking is completed and data are delivered for centralised analysis by a common date to be determined by ACARA. Further agreed quality control measures may be implemented following analysis of national marking consistency data.
- 9.2.4 TAAs 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 markers
- quality assurance of all marking.

10 BREACHES OF TEST PROTOCOLS

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 and managed in line with the *Guidelines for managing test incidents in schools*, available on the NAP website (www.nap.edu.au).

Whether an allegation of a breach of these protocols amounts to cheating is a question of whether there was an intent on the part of the person responsible for the breach to effect or obtain an unfair advantage (on behalf of a student, a cohort of students, or a school). The question of intent, where relevant, should be determined during any subsequent investigation.

ACARA will publish an annual statement reporting NAPLAN test incidents to support the integrity of the testing process and to inform test administrators about appropriate behaviours.

10.1 Reporting of incidents

- 10.1.1 All allegations of test incidents or breaches of these protocols must be reported immediately to the relevant Responsible Entity and TAA.
- 10.1.2 Where an incident is reported or suspected at a school level, the school is required to document the allegation and follow the actions outlined in the *Guidelines for managing test incidents in schools* as soon as possible. Failure to do so is itself a breach of these protocols.
- 10.1.3 Where an incident is reported directly to a TAA, the principal/s concerned and/or the appropriate school authority/school owners/school boards must be notified immediately.

10.2 Investigation of incidents

- 10.2.1 When a report is received by a TAA alleging a breach of the protocols, the relevant Responsible Entity 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.

10.3 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.
- 10.3.2 States and territories may be liable for additional costs of printing, distribution and marking associated with test incidents.

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 sensitive, 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 practise 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. ACARA will have an action plan to deal with such incidents.

10.5 Consequences of substantiated incidents

- 10.5.1 Any substantiated breach of protocol that is deemed to have affected the validity of any test data may result in a TAA or ACARA withholding these data.
- 10.5.2 The Responsible Entity for each school, be it the TAA, Education Department or the school authority/school owners/school boards, is directly responsible for any disciplinary action in schools within their jurisdiction that follows from inappropriate behaviour by school staff or students in relation to security of test material and/or of test administration.

11 DEFINITIONS

Alternative format tests	Tests provided in Braille, large print, black and white or electronic format as disability adjustments.
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.
Disability adjustments	Students with disability may require adjustments to allow for participation in the tests. Disability adjustments are intended to enable students with disability to access the tests on an equivalent basis to students without disability, while upholding the integrity of the testing process. Disability adjustments permitted in the tests are detailed in section 6 of these <i>National Protocols for Test Administration</i> .
Responsible Entity	The entity that has authority in relation to any particular school or school system to receive and assess initial reports of possible breaches of the <i>National Protocols</i> (e.g. school board, system authority, government department, depending on school type. See <i>Guidelines for managing test incidents</i> (www.nap.edu.au) for more information).
Scribe	A Scribe is a person who may be a teacher, teacher's aide, or other appropriate person who is familiar with the NAPLAN Scribe rules and able to write under direction from a student. A Scribe may not be a parent of the student or another student. A 'Scribe' is only used for the Writing test – all other one-on-one support granted as adjustments is covered under the term 'Support Person'.
Support Person	A Support Person may be either a teacher or an official Support Person engaged by the school (not a parent of the student or another student). A Support Person enables students with disability to access the test by shading bubbles indicated by the student or writing short responses or answers dictated by the student for the Reading, Language Conventions and Numeracy tests.
Test Administration Authority (TAA)	The Test Administration Authority is the Education Department or Test Authority in each state or territory that has responsibility for the administration of the tests in that jurisdiction. TAAs are listed in Section 12.
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 (14 – 16 May 2013).
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 (24 May 2013).

12 TEST ADMINISTRATION AUTHORITY CONTACT DETAILS

TAAAs should be contacted for questions and advice relating to the administration of the NAPLAN tests, including state and territory based practices, advice regarding the appropriate implementation of the protocols, and any issues arising during the administration of the tests.

ACT

Performance Analyst
Educational Performance
Department of Education and Training
GPO Box 158
Canberra ACT 2601
Tel: (02) 6205 9317
Web: <http://www.det.act.gov.au>

SA

Manager, Integrated Assessment Program
Educational Measurement and Analysis
Department for Education and Child
Development
31 Flinders Street
Adelaide SA 5000
Tel: (08) 8226 1340
Web: <http://www.decd.sa.gov.au>

NSW

NAP State Liaison Officer
Board of Studies NSW
117 Clarence Street
Sydney NSW 2000
Tel: (02) 9367 8131
Web: <http://www.boardofstudies.nsw.edu.au>

TAS

Principal Education Review Officer
Educational Performance Services
Department of Education
GPO Box 169
Hobart TAS 7001
Tel: (03) 6233 6957
Web: <http://www.education.tas.gov.au>

NT

Senior Program Manager
Curriculum, Teaching and Phases of Learning
Department of Education and Training
GPO Box 4821
Darwin NT 0801
Tel: (08) 8944 9244
Web: <http://www.det.nt.gov.au>

VIC

Manager, P-10 Assessment
Victorian Curriculum and Assessment
Authority
P-10 Assessment Unit
41 St Andrews Place
East Melbourne VIC 3002
Tel: 1800 648 637
Web: <http://www.vcaa.vic.edu.au>

QLD

Manager, NAPLAN
Queensland Studies Authority
PO Box 307
Spring Hill QLD 4004
Tel: (07) 3864 0481
Web: <http://www.qsa.qld.edu.au>

WA

Manager, K-10 Testing
School Curriculum and Standards Authority
27 Walters Drive
Osborne Park WA 6017
Tel: (08) 9273 6300
Web: <http://www.scsa.wa.edu.au>

ACARA can be contacted for general queries about the NAPLAN program:

ACARA

Tel: 1300 895 563
Level 10, 255 Pitt Street, Sydney 2000
Web: www.nap.edu.au

