



NAP–SL online
Public demonstration site user guide

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WHAT IS THE NAP SAMPLE ASSESSMENT – SCIENCE LITERACY (NAP–SL)?

NAP–SL is one of a suite of three national sample assessments which are conducted with random samples of Australian students in a rolling three-year cycle. The other two assessments in this suite are NAP Sample Assessment – Civics and Citizenship (NAP-CC) and NAP Sample Assessment – Information and Communication Technology Literacy (NAP-ICTL).

The results from these sample assessments contribute to an understanding of student progress towards the achievement of the Educational Goals for Young Australians specified in the Melbourne Declaration.

Previous NAP–SL assessments were conducted in 2003, 2006, 2009, 2012 and 2015.

What does NAP–SL measure?

NAP–SL measures the science literacy of a sample of students in Australian schools. Before 2018, NAP–SL assessed a sample of Year 6 students only. From 2018 onwards, samples of both Year 6 and Year 10 students will be assessed.

NAP–SL assesses the ability to think scientifically in a world in which science and technology are increasingly shaping children’s lives. Specifically, it assesses students’ ability to apply broad conceptual understandings of science in order to make sense of the world, to understand natural phenomena, and to interpret media reports about scientific issues. It also assesses the ability to ask investigable questions, conduct investigations, collect and interpret data, and make informed decisions.

How is NAP–SL delivered?

Before 2015 the NAP-SL assessment took the form of printed booklets containing both the test questions and space for students to answer them.

In 2015 NAP–SL was delivered online for the first time. This move to online test delivery is part of a general move towards online testing that has been implemented progressively in the National Assessment Program’s sample assessments and follows the successful implementation of online delivery for NAP Sample Assessment – Civics and Citizenship (NAP-CC) in 2013.

Who participates in the NAP–SL assessment?

A stratified random sample of approximately five per cent of the total Australian Year 6 student population, and a slightly smaller sample of Year 10 students take part in the assessment. Student samples are drawn from government, Catholic and independent schools in all states and territories.

Where can I find out more about NAP–SL?

Further information, including public reports, technical reports and assessment frameworks, is available from the NAP website – www.nap.edu.au.

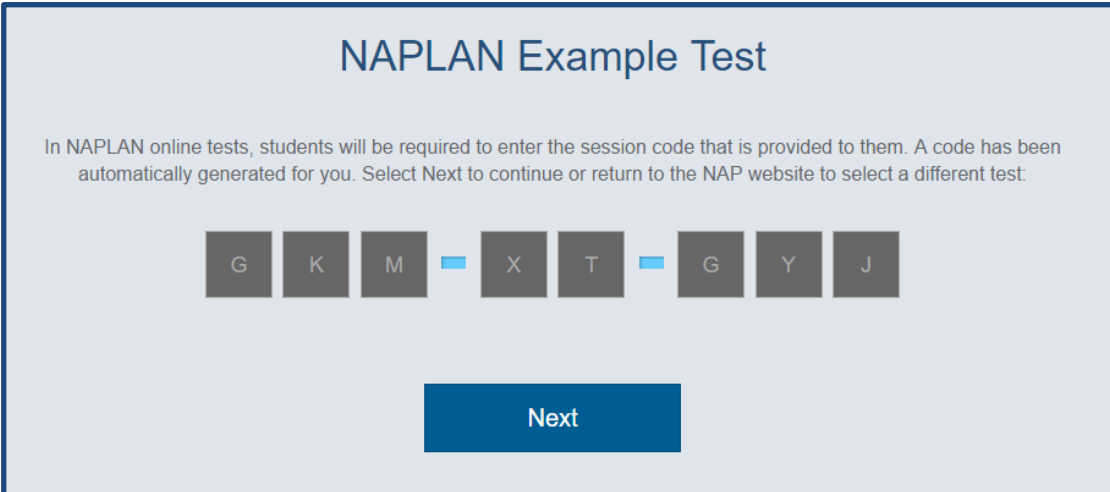
STARTING THE TEST

The NAP-SL demonstration test is delivered via the same site as the NAPLAN demonstration tests. As a result, there are initial NAPLAN screens that you will need to click through to access the NAP-SL demonstration test.

In NAP assessments, students must type information to identify themselves and to enter a test session. In the demonstration test, however, this information will be entered for the user automatically.

Session code screen

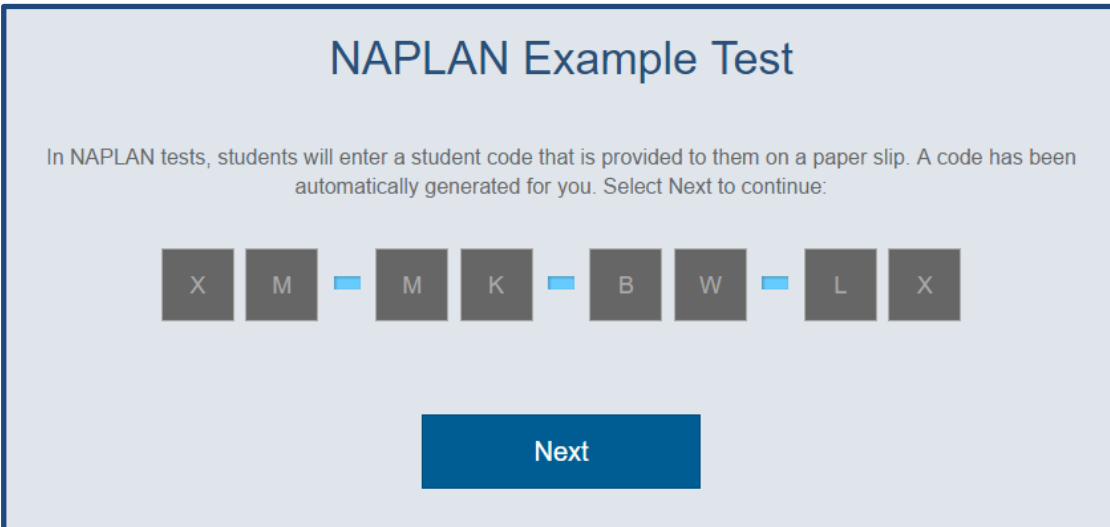
When you start the test you will be presented with a screen showing how a session code is entered. This code will be automatically generated for the demonstration test.



The screenshot shows a screen titled "NAPLAN Example Test". Below the title, there is a paragraph of text: "In NAPLAN online tests, students will be required to enter the session code that is provided to them. A code has been automatically generated for you. Select Next to continue or return to the NAP website to select a different test:". Below the text, there is a session code displayed as a sequence of nine boxes: G, K, M, X, T, G, Y, J. The boxes are arranged in three groups of three, separated by hyphens: [G][K][M] - [X][T] - [G][Y][J]. Below the code, there is a blue button labeled "Next".

Student code screen

A second screen will then appear for the student to enter an individual student code. Again, this will be generated automatically for the demonstration test.

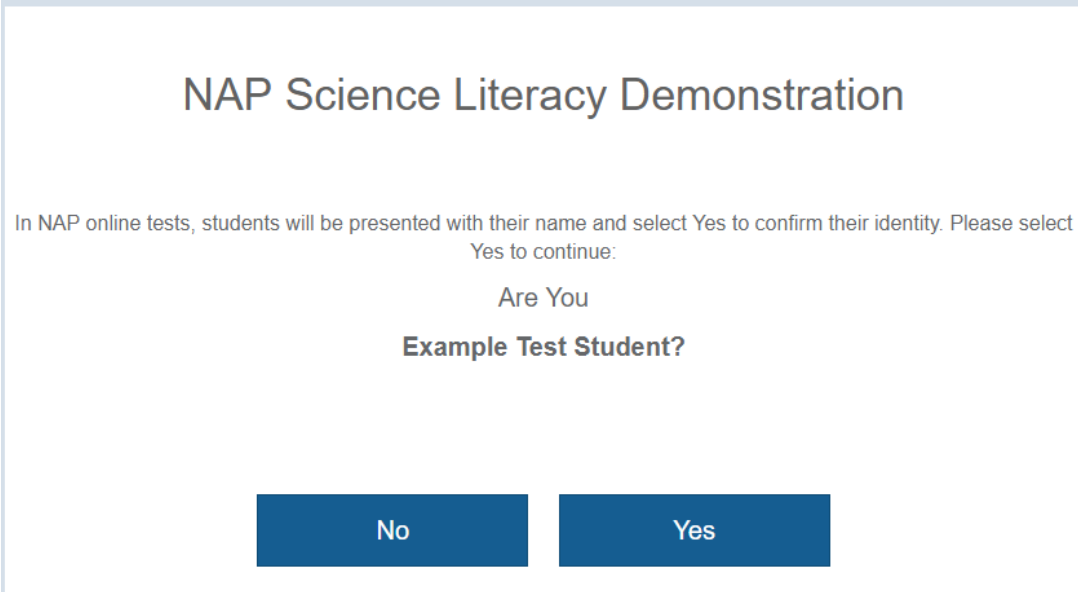


The screenshot shows a screen titled "NAPLAN Example Test". Below the title, there is a paragraph of text: "In NAPLAN tests, students will enter a student code that is provided to them on a paper slip. A code has been automatically generated for you. Select Next to continue:". Below the text, there is a student code displayed as a sequence of ten boxes: X, M, M, K, B, W, L, X. The boxes are arranged in three groups: [X][M] - [M][K] - [B][W] - [L][X]. Below the code, there is a blue button labeled "Next".

Identity confirmation screen

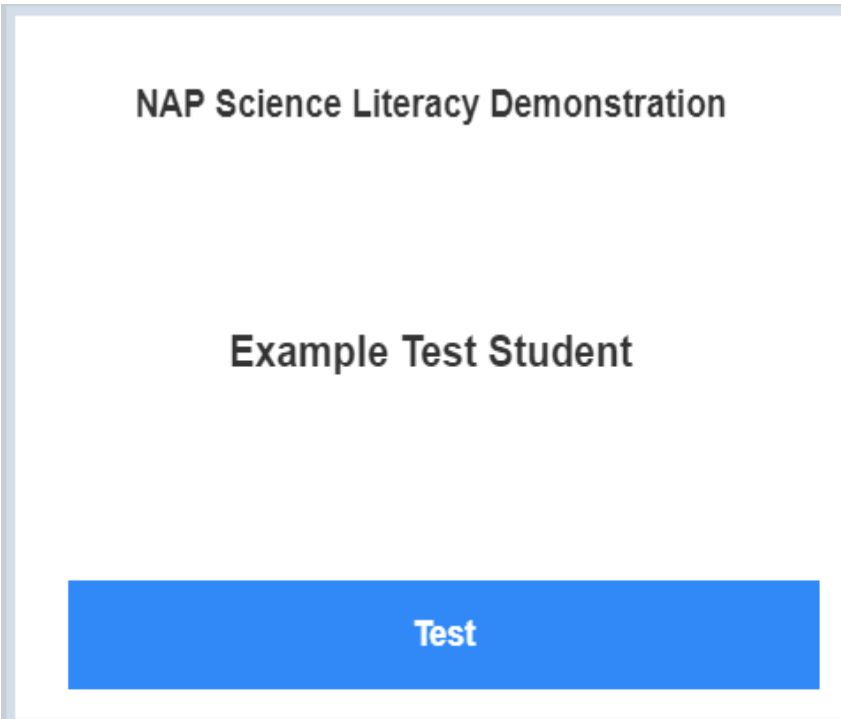
The confirmation screen will then appear. This screen is to help students in a real NAPLAN or NAP assessment check that they have used their own student code and not that of another student.

For the demonstration test this will say 'Example Test Student'. Click 'Yes' to continue.



The screenshot shows a white rectangular box with a light blue border. At the top center, the text "NAP Science Literacy Demonstration" is displayed in a dark grey font. Below this, a smaller line of text reads: "In NAP online tests, students will be presented with their name and select Yes to confirm their identity. Please select Yes to continue:". Underneath, the question "Are You Example Test Student?" is centered. At the bottom, there are two dark blue buttons with white text: "No" on the left and "Yes" on the right.

Test holding screen



The screenshot shows a white rectangular box with a light blue border. At the top center, the text "NAP Science Literacy Demonstration" is displayed in a dark grey font. Below this, the text "Example Test Student" is centered in a larger, bold, dark grey font. At the bottom center, there is a large blue button with the word "Test" written in white.

During an actual NAP assessment, students will wait at this point until the test administrator commences the session. In the demonstration test, however, you do not have to wait - by clicking 'Test' you will be taken immediately to the start of the test.

NAVIGATING THROUGH THE TESTS

The test has a number of features to help students navigate between questions.

Question number

The number of the question you are currently attempting is displayed at the top of the screen.



Back / Next / Flag

At the bottom of your screen, there are three buttons.



The Back button takes you back to the previous question. The Next button takes you to the next question.

The Flag button lets you flag or highlight a question that you might want to come back to later. To turn on the flag for a question, click on the flag; to turn it off, click on it again.

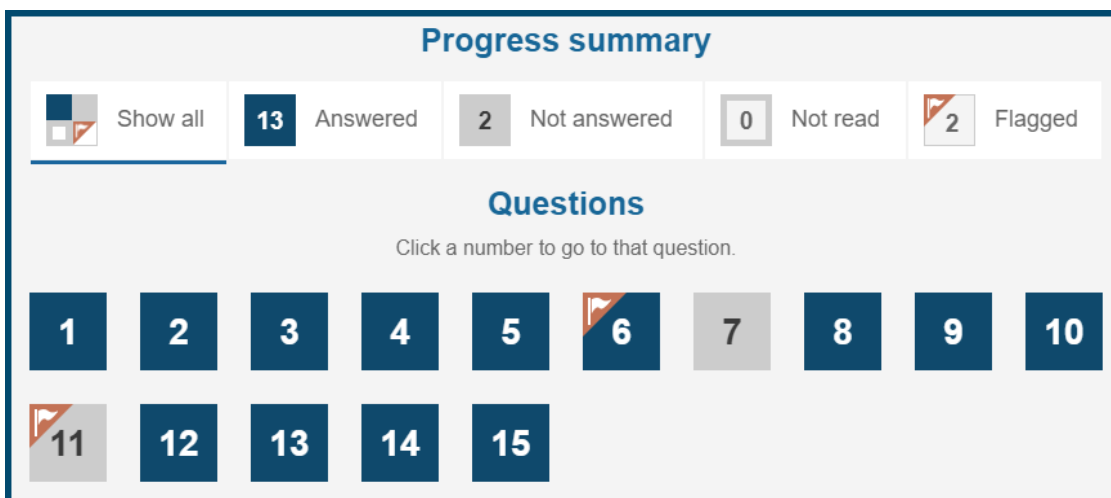
N.B. In some sections of real NAP Sample or NAPLAN tests the Flag button may not be available.

Progress summary screen

You can check your progress at any time by clicking the blue grid icon next to the question number.



When the grid icon is clicked the system displays the progress summary screen. Clicking on the icon again at this point will return you to your position in the test.



The screen above shows that:

- 13 questions have been answered.
- 2 have not been answered (Questions 7 and 11)
- all questions have been read

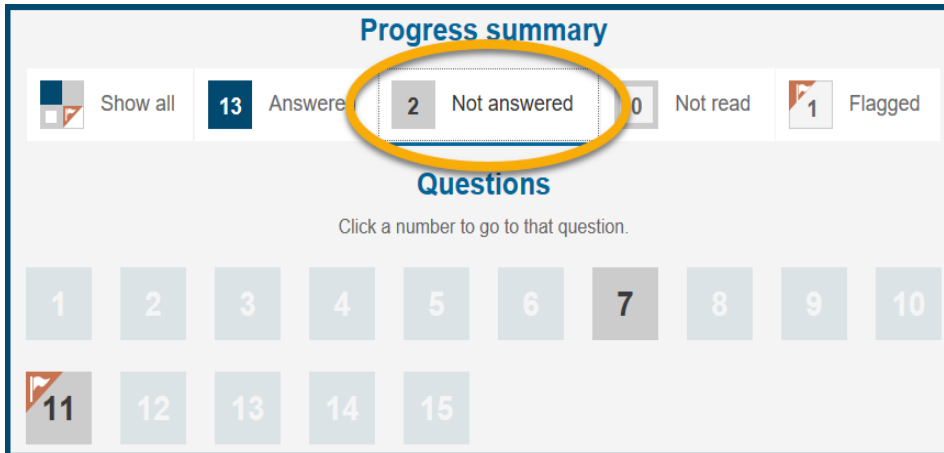
- 2 have been flagged to return to later (Questions 6 and 11)

Clicking on a question number in the progress summary screen will take you to that question, provided you have already seen that question. You can't jump ahead by using the progress summary screen.

Filtering the progress summary screen

Clicking on Show All, Answered, Not Answered, Not Read or Flagged will filter the screen to show only those questions.

Here, clicking on 'Not answered' has filtered to show only Questions 7 and 11.

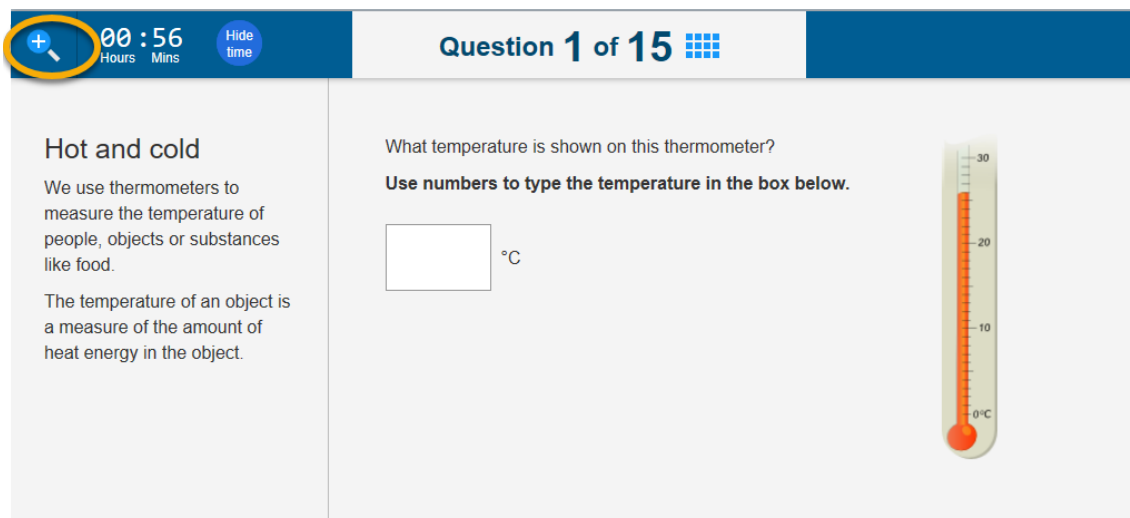


TOOLS IN THE TESTS

The tests offer some useful tools.

Zoom

In the top left hand corner is a zoom icon.



The screenshot shows the top navigation bar of the test interface. On the left, there is a zoom icon (a magnifying glass with a plus sign) circled in yellow. Next to it is a timer showing '00 : 56' with 'Hours' and 'Mins' labels, and a 'Hide time' button. In the center, it says 'Question 1 of 15' with a grid icon. The main content area is split into two columns. The left column has the heading 'Hot and cold' and two paragraphs of text. The right column has the question 'What temperature is shown on this thermometer?' followed by the instruction 'Use numbers to type the temperature in the box below.' Below this is an empty input box followed by '°C'. To the right of the input box is a vertical thermometer with a red liquid level at approximately 25°C.

The zoom icon makes the image on the screen larger or smaller. Click on the zoom to choose an option of 150, 200 or 300%. To turn magnification off, click on the same icon and select 100%. When you move to the next question the zoom will automatically reset to 100%. You may need to use the scroll bar as a result of changing the magnification.

Timer

The timer is next to the zoom icon.



The screenshot shows the top navigation bar of the test interface. The timer is circled in yellow and shows '00 : 42' with 'Hours' and 'Mins' labels. To its right is a 'Hide time' button. In the center, it says 'Question 9 of 15' with a grid icon. The zoom icon is also visible on the left.

This tells you how much time you have remaining to complete the test. You can choose whether to display or hide the timer by clicking on 'Hide time' or on the clock icon which displays when the time is hidden. The timer will always be locked to display in the last five minutes of the test.

The demonstration test is set to allow you 60 minutes to complete the test – this should be plenty of time. You can take the test as many times as you like.

NAP-SL RESOURCE TEXTS

In NAP-SL you will be required to read short texts in the resource panel. The texts within the resource panels provide context to answering the question. The texts and questions will appear side-by-side.

You can click on the arrow between the text and the question to expand the text. This will show the text alone, without the question.

+
00 : 59
Hours Mins
Hide time
Question 1 of 15

Hot and cold

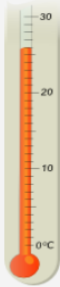
We use thermometers to measure the temperature of people, objects or substances like food.

The temperature of an object is a measure of the amount of heat energy in the object.

What temperature is shown on this thermometer?

Use numbers to type the temperature in the box below.

 °C






You can return to the split-screen view by clicking the arrow again. It is now on the right of the screen

+
00 : 57
Hours Mins
Hide time
Question 1 of 15

Hot and cold


We use thermometers to measure the temperature of people, objects or substances like food.

The temperature of an object is a measure of the amount of heat energy in the object.




Michael Austen / Alamy Stock Photo

Thermometers can measure body temperature.



Chon Kit Leong / Alamy Stock Photo

Thermometers can measure the temperature of food as it is cooked.





QUESTION TYPES

When you take the test, you will see a range of different question types. For instance, you may have to click a button to answer a multiple choice question, drag a word into an answer box, or select a point on a picture. You will find examples of various question types below.

Multiple choice

In a multiple choice question you must select one answer out of a number of options by clicking one radio button. To change your answer, just click a different radio button.

+
🕒
Question 2 of 15

Recording results

Jon was conducting an investigation to see how the temperature of hot water in different containers changed over five minutes.

During his investigation, Jon wanted to be make accurate measurements.

What is the most suitable piece of equipment for accurately measuring time?

- measuring jug
- ruler
- set of scales
- stopwatch

Select point

To answer a select point question you must place a point on an image. Do this by clicking on the place in the image that you think answers the question.

+
🕒
Question 5 of 15

Recording results

Jon was conducting an investigation to see how the temperature of hot water in different containers changed over five minutes.

To finish the report for his investigation, Jon decided to draw a graph of his results.

	Temperature at 0 min (°C)	Temperature at 1 min (°C)	Temperature at 2 min (°C)	Temperature at 3 min (°C)	Temperature at 4 min (°C)	Temperature at 5 min (°C)
aluminium cup	48	47	44	41	39	35

Plot a point on the graph to finish the results for the aluminium cup.

Changing temperature of water

Temperature (°C)

Time (minutes)

- plastic cup
- aluminium cup
- glass cup
- ceramic cup

In-line choice

To answer an in-line choice question you must choose the correct answer from several options in a drop-down list. The drop-down list will display when you click on the small blue arrow in the answer box. To change your answer, just display the drop-down list again and click on a different option.

00:56
Hours Mins
Hide time

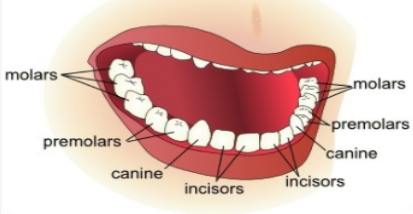
Question 7 of 15

Hot and cold

We use thermometers to measure the temperature of people, objects or substances like food.

The temperature of an object is a measure of the amount of heat energy in the object.

Teeth have different shapes and have different roles when we eat.



Use the dropdown menus to match each type of tooth to a description in the table.

Type of tooth	Shape of tooth	Role of tooth
▼	pointed	grip and tear food
▼	thin and narrow	cut food into smaller pieces
▲	broad and wide	chew and crush food

incisor
 canine
 molar

Hotspot

To answer a hotspot question you must click on one or more areas marked on an image. When you click on an area it will turn green. To change your answer, just click on the area again and then click on a different area.

00:42
Hours Mins
Hide time

Question 8 of 15

Sparkling teeth

Dental fillings are used to repair teeth and treat tooth decay.

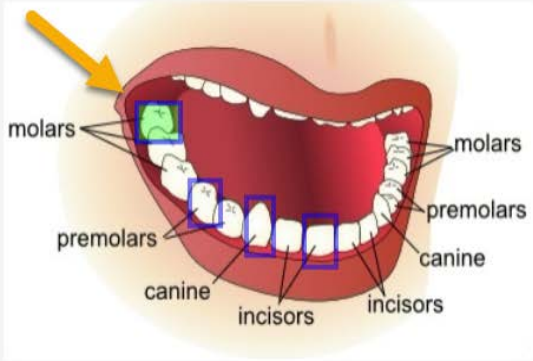
Some tooth fillings have a silver colour while others are the same colour as your teeth.

The diagram shows the different types of teeth in an adult's lower jaw. The same number and type of teeth are also in the upper jaw.

Chris needs to get a filling in one of her teeth.

She asked for a silver filling as the tooth that will get the filling is not easily seen.

Click on the most likely tooth for the filling.



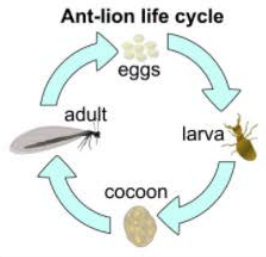
Drag and drop

To answer a drag and drop question you must move one or more items into one or more answer boxes. These items may be words, phrases, sentences, numbers, pictures, or even coordinates on a graph. To drag an item, position your cursor on it, click and hold, then drag it to the correct answer box. You can also click on an item and then click the correct answer box. To change your answer, either drag the item back to its starting position and choose a new item, or click on the item and then click on its starting position and choose a new item.

Question 9 of 15

Ant-lions

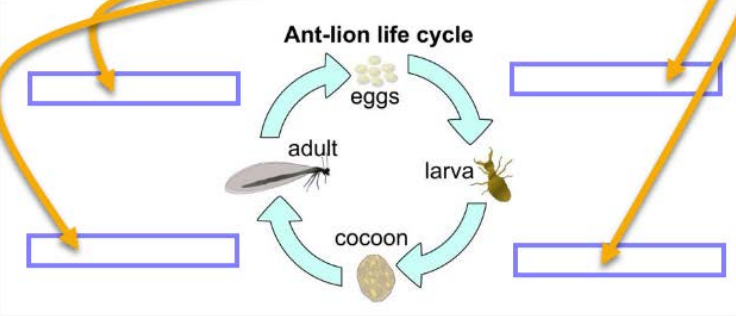
Ant-lions are a kind of insect. Their larvae eat other insects. The diagram shows their life cycle.



These labels describe each part of the ant-lion's life cycle. Drag and drop each label to the correct part of the diagram.

larva forms a cocoon eggs hatch

adult lays eggs adult leaves cocoon



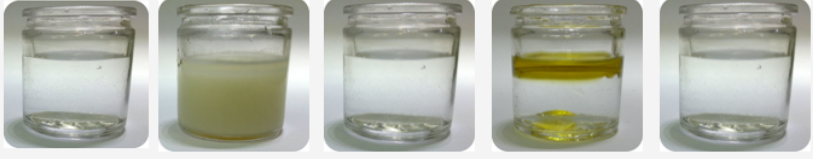
Extended text entry

To answer a text entry question you must write your answer in an answer box. You can erase your answer by placing your cursor at the end of what you have typed and pressing the backspace key, or by highlighting your answer and hitting the delete key. You can then type in your new answer.

Question 14 of 15

Dissolving

Abbey wished to investigate how different substances dissolve in water. She poured water into five clear jars and then added a different substance to each jar. Abbey stirred the contents of the jars and then let them stand.



salt
flour
white vinegar
cooking oil
sugar

Describe two variables which Abbey would need to keep the same in her investigation.

FINISHING THE TEST

At the end of the test, you will be taken to the progress summary screen.

Progress summary screen

Question 15 of 15

You have reached the end of the test.

To check your answers, click a question number below.

If you are ready to finish the test, click **Finish**.

Progress summary

Show all **15** Answered **0** Not answered **0** Not read **0** Flagged

Questions

Click a number to go to that question.

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15

Back **Finish**

Once you have checked that you have answered all the questions you can answer, click Finish. This will take you to a confirmation screen.

Confirmation screen

**NAP Science Literacy
Demonstration**

Example Test Student

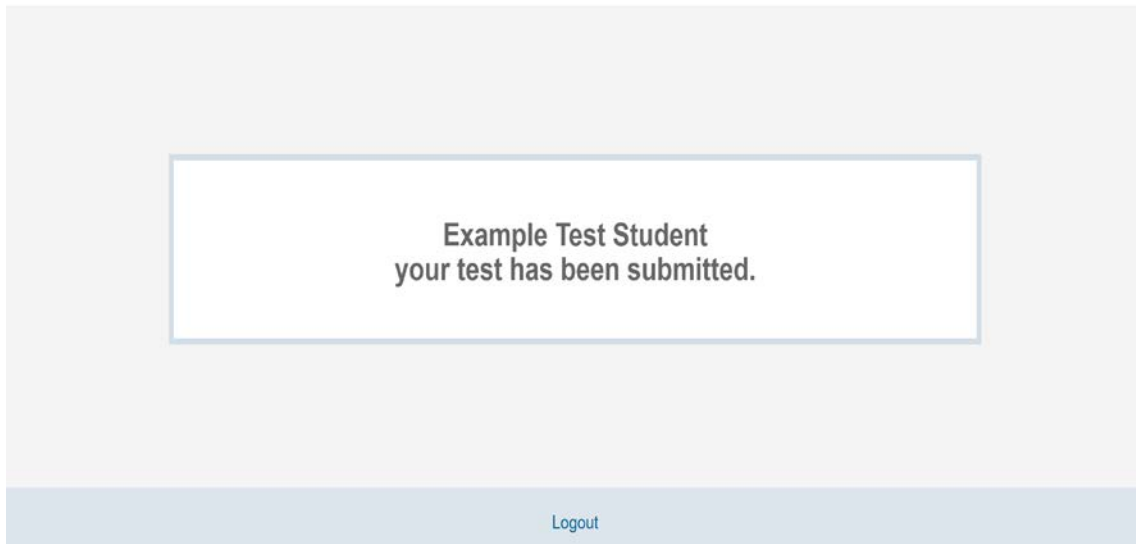
Are you sure you want to finish the test?

Have you completed all questions?
Have you reviewed all your answers?

No Yes

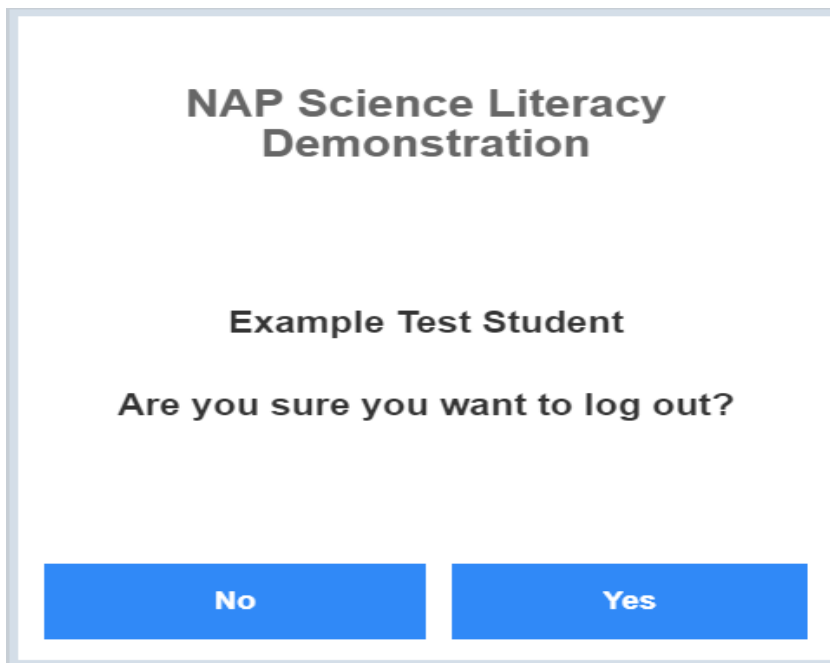
Click 'Yes'. This will take you to the exit screen.

Exit screens



In NAP-SL tests, there will be a survey for students to answer, followed by a set of logout screens.

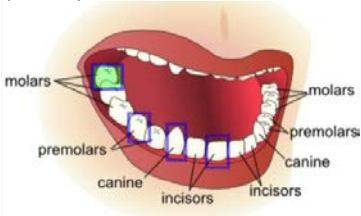
In the demonstration test, however, click 'Logout'. This will take you to the final exit screen.

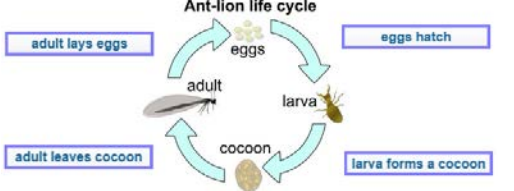

















Clicking 'No' will take you back to the demonstration test. Clicking 'Yes' will take you to the first login screen again - if you have finished using the demonstration test you may simply close your browser window at this point.

LIST OF QUESTIONS

The table shows the complete list of questions in the Demonstration test and their relationship to the Australian Curriculum: Science.

Test Item	Title	Australian Curriculum strand	Code	Sub-strand	Cognitive Domain	Correct response												
1	Hot and cold	Science Inquiry Skills	ACSIS055	Planning and conducting	Knowing and using procedures	26												
2	Recording results	Science Inquiry Skills	ACSIS087	Planning and conducting	Knowing and using procedures	option 4 (stopwatch)												
3	Recording results	Science Inquiry Skills	ACSIS068	Processing and analysing data and information	Knowing and using procedures	48												
4	Recording results	Science Inquiry Skills	ACSIS040	Processing and analysing data and information	Synthesising and creating	option 3 (glass)												
5	Recording results	Science Inquiry Skills	ACSIS090	Processing and analysing data and information	Reasoning, analysing and evaluating	Plot at 5 minutes and 35°C												
6	Energy for the future	Science Understanding	ACSSU116	Earth and space sciences	Knowing and using procedures	<table border="1"> <thead> <tr> <th colspan="2">Source of electricity</th> </tr> <tr> <th>Renewable</th> <th>Non-renewable</th> </tr> </thead> <tbody> <tr> <td>sun</td> <td>natural gas</td> </tr> <tr> <td>waves</td> <td>coal</td> </tr> <tr> <td>wind</td> <td></td> </tr> </tbody> </table>	Source of electricity		Renewable	Non-renewable	sun	natural gas	waves	coal	wind			
Source of electricity																		
Renewable	Non-renewable																	
sun	natural gas																	
waves	coal																	
wind																		
7	Sparkling teeth	Science Understanding	ACSSU043	Biological sciences	Reasoning, analysing and evaluating	<table border="1"> <thead> <tr> <th>Type of tooth</th> <th>Shape of tooth</th> <th>Role of tooth</th> </tr> </thead> <tbody> <tr> <td>canine</td> <td>pointed</td> <td>grip and tear food</td> </tr> <tr> <td>incisor</td> <td>thin and narrow</td> <td>cut food into smaller pieces</td> </tr> <tr> <td>molar</td> <td>broad and wide</td> <td>chew and crush food</td> </tr> </tbody> </table>	Type of tooth	Shape of tooth	Role of tooth	canine	pointed	grip and tear food	incisor	thin and narrow	cut food into smaller pieces	molar	broad and wide	chew and crush food
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8	Sparkling teeth	Science Inquiry Skills	ACSIS090	Processing and analysing data and information	Reasoning, analysing and evaluating	<p>(molar)</p>  <p>The diagram shows a top-down view of a human mouth with teeth. Labels with arrows point to various teeth: 'molars' (pointing to the large, flat teeth at the back), 'premolars' (pointing to the teeth just in front of the molars), 'canine' (pointing to the pointed teeth), and 'incisors' (pointing to the front teeth). A green box highlights one of the molars.</p>												

9	Ant-lions	Science Understanding	ACSSU072	Biological sciences	Knowing and using procedures																			
10	Ant-lions	Science Understanding	ACSSU073	Biological sciences	Reasoning, analysing and evaluating	<input checked="" type="checkbox"/> The larva can easily catch its prey. <input checked="" type="checkbox"/> The larva can hide from other animals. <input type="checkbox"/> The pit provides a safe place for the larva to lay eggs. <input type="checkbox"/> The shape of the pit allows other insects to easily climb out.																		
11	Electric circuits	Science Inquiry Skills	AC SIS221	Processing and analysing data and information	Synthesising and creating	<table border="1"> <thead> <tr> <th>Substance</th> <th>Does the light bulb glow?</th> <th>Conductor or insulator?</th> </tr> </thead> <tbody> <tr> <td>plastic straw</td> <td>no</td> <td>insulator</td> </tr> <tr> <td>paddle pop stick</td> <td>no</td> <td>insulator</td> </tr> <tr> <td>steel wool</td> <td>yes</td> <td>conductor</td> </tr> <tr> <td>aluminium foil</td> <td>yes</td> <td>conductor</td> </tr> <tr> <td>cotton wool</td> <td>no</td> <td>insulator</td> </tr> </tbody> </table>	Substance	Does the light bulb glow?	Conductor or insulator?	plastic straw	no	insulator	paddle pop stick	no	insulator	steel wool	yes	conductor	aluminium foil	yes	conductor	cotton wool	no	insulator
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12	Floods	Science as a Human Endeavour	ACSHE098	Nature and development of science	Reasoning, analysing and evaluating	<table border="1"> <thead> <tr> <th></th> <th>Helpful for planning</th> <th>Not helpful for planning</th> </tr> </thead> <tbody> <tr> <td>rainfall patterns for the area</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>water quality of local rivers</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>recent air temperatures</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>size of previous floods</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		Helpful for planning	Not helpful for planning	rainfall patterns for the area	<input checked="" type="checkbox"/>	<input type="checkbox"/>	water quality of local rivers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	recent air temperatures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	size of previous floods	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
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13	Floods	Science as a Human Endeavour	ACSHE100	Use and influence of science	Synthesising and creating	<input checked="" type="checkbox"/> building roads along the river banks <input type="checkbox"/> people swimming in the river <input checked="" type="checkbox"/> cutting down trees growing near the river <input type="checkbox"/> reducing the rubbish thrown into a river																		

14	Dissolving	Science Inquiry Skills	ACSIS104	Planning and conducting	Knowing and using procedures	<p>Response outlines two variables that will be kept the same. For example:</p> <ul style="list-style-type: none"> • amount of water added to each jar • temperature of the water • size of each jar • amount of each substance added to the water • amount of stirring that occurred 												
15	Dissolving	Science Inquiry Skills	ACSIS107	Processing and analysing data and information	Reasoning, analysing and evaluating	<table border="1"> <tr> <td data-bbox="1576 488 1671 598"></td> <td data-bbox="1671 488 1756 598"> salt</td> <td data-bbox="1756 488 1841 598"> flour</td> <td data-bbox="1841 488 1926 598"> white vinegar</td> <td data-bbox="1926 488 2011 598"> cooking oil</td> <td data-bbox="2011 488 2096 598"> sugar</td> </tr> <tr> <td data-bbox="1576 598 1671 651">Did the substance dissolve?</td> <td data-bbox="1671 598 1756 651"><input type="button" value="yes"/></td> <td data-bbox="1756 598 1841 651"><input type="button" value="no"/></td> <td data-bbox="1841 598 1926 651"><input type="button" value="yes"/></td> <td data-bbox="1926 598 2011 651"><input type="button" value="no"/></td> <td data-bbox="2011 598 2096 651"><input type="button" value="yes"/></td> </tr> </table>		 salt	 flour	 white vinegar	 cooking oil	 sugar	Did the substance dissolve?	<input type="button" value="yes"/>	<input type="button" value="no"/>	<input type="button" value="yes"/>	<input type="button" value="no"/>	<input type="button" value="yes"/>
	 salt	 flour	 white vinegar	 cooking oil	 sugar													
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