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INTRODUCTION

The Equating Study is an integral part of Australia’s National Assessment Program – Literacy and Numeracy (NAPLAN). The study involves students from years 3, 5, 7 & 9 undertaking language conventions, numeracy, reading and writing tests, within a strict time period. The Equating Study is undertaken in order to analyse the comparative difficulty of the NAPLAN tests across different years.

Pearson Assessment Services (PAS) have been contracted by the Australian Curriculum, Assessment and Reporting Authority (ACARA), on behalf of the Australian state, territory and commonwealth ministers for education, to administer and deliver the equating tests in all states and territories in Australia.

ABOUT THIS HANDBOOK

The Invigilator handbook provides information for Equating Study invigilators to prepare and administer the 2016 NAPLAN Equating Study tests.

This handbook is divided into seven sections:

- **Section 1: General Information**
- **Section 2: Assessment Requirements**
- **Section 3: Pre-Test**
- **Section 4: Test**
- **Section 5: Test Administration – Equating Study Tests**
- **Section 6: Post-Test**
- **Section 7: After all test sessions are complete**

Invigilators will be provided with an electronic copy of this handbook to familiarise themselves with procedures prior to the mandatory online training session. The online training session will be structured by the handbook. A hard copy of this handbook will be provided to invigilators with their school test materials. It is important that invigilators refer to this handbook throughout their invigilation period.

The handbook provides step-by-step instructions on all facets of the invigilation process. This includes guidelines on receipt of test materials, how to set up the testing room, security requirements, the administration of each test, collection/reconciliation of test materials after each test and the return of the test materials to Pearson.

The handbook also includes specific test administration instructions pertaining to the administration of the equating tests for each domain (subject) at all year levels (section 5). Invigilators MUST read the relevant test administration instructions of the guide before administering each test. The instructions are divided by domain and year level with the exception of Writing, for which there is one set of instructions for both year 5 and year 7 (these are the only year levels participating in the Writing tests).
SECTION 1: GENERAL INFORMATION

As an invigilator, your role in the administration of the tests is critical to ensure that all tests are completed within correct and secure test conditions, the aim of which is to provide a valid set of results. You must, therefore, be familiar with all the procedures in this guide prior to invigilating any test session.

Project Roles and Responsibilities

There are four roles that will be involved in the administration of the Equating Study tests:

1. Invigilation Manager (Jeff Davies)
   The Invigilation Manager is responsible for managing the selection of invigilators, training invigilators, compiling the overall test schedule, and monitoring the test administration quality and security of the testing process.

2. Project Manager (Kang Pang)
   In addition to the overall co-ordination and management of the Equating Study project implementation, the project manager is responsible for auditing invigilation sessions and in some cases your contact for any issues (you will be advised if this is the case).

3. Invigilator
   Invigilators are responsible for the security, management and administration of tests in their designated schools and to ensure that all the procedures outlined in this guide are followed.

4. School contact (one per school)
   PAS will provide each invigilator with the contact details of a designated Equating Study representative at each assigned school. PAS will organise all test sessions directly with each school, thus, invigilators are not required to liaise with schools to organise the test sessions. The contact details supplied to invigilators are for the purpose of identifying a point of contact within a school on the test day, or to use in an emergency situation.

Security

It is essential that the highest level of security is maintained with regard to the test materials. The contents of the examinations, including the Writing prompts and Reading stimulus magazines, are considered highly secure material and should only be made available to students once all participating students are seated at their desks. Exam booklets and associated materials should not be placed on student desks prior to the beginning of the test session.

Furthermore, invigilators should not discuss the contents of these tests and stimulus books with anyone (including teachers and school contacts), as this could lead to a breach of security. Test content and materials must be kept secure prior to and after the test sessions. No materials should be left unattended at any time. Under no circumstances may any teacher or other person remove any printed test materials from the testing room. **Invigilators are thus responsible for the security of the test materials at all times.**

All test materials MUST be returned to PAS at the completion of the testing including:

- Completed and non-completed test booklets and all Writing prompts and Reading magazines
- This handbook
- Invigilator Test Record Sheet (ITRS) forms including invigilator test session reports and reconciliation reports
- Any planning paper or scrap paper used by students during the testing
Invigilators MUST ensure:

- That the security and confidentiality of the test materials is maintained from the time of receipt through to and including the collection and despatch of those materials at the completion of the testing
- That you check the contents and quantities of deliveries as soon as possible after the receipt of your test package
- That you take the correct materials to the schools for the scheduled testing
- That you do not open the tamper evident packages until immediately prior to the test at the school
- That no test materials are made available to anyone else
- That under no circumstances should test booklets be taken out of the testing room or unauthorised access granted to anyone, e.g. teachers of the participating schools

It is your primary responsibility to ensure that the security of the test materials is not compromised at any stage and to return all received materials to Pearson. If you are unsure of any of the processes, please contact the helpdesk for further assistance.

Materials

Prior to your scheduled invigilation assignment, you will receive your invigilation pack by mail which you will be required to sign for on receipt of the parcel. If you are not home at the time of delivery, you may be required to pick up your parcel at your designated post office. In most circumstances, invigilation materials will be delivered as a single consignment (possibly composed of multiple boxes depending on the number of schools you are assigned to). These packs will contain all the materials required for your complete list of school assignments.

The contents of your invigilation packs are as follows:

- Invigilator Packing List which will list all the schools that you have been assigned to invigilate
- Invigilator Handbook
- An unsealed poly bag containing all the test materials for an individual school. If you are assigned to more than one school, your pack will contain separate poly bags for each individual school.

The contents within a school poly bag:

- School packing list – within each poly bag, a packing list will be provided listing all the contents for an individual school.
- Test materials – these will be packed by class into sealed tamper evident bags (TEB)
- Each TEB will contain an Invigilator Test Record Sheet (ITRS) and a header sheet, detailing the exact contents of the TEB. An ITRS example can be found in Appendix C.
- Return poly bags and tamper evident bags for the return of materials

Procedure Overview

The invigilation package contains a packing list that the invigilator should use to conduct a reconciliation of the delivered materials.

Upon receipt of these examination materials invigilators must do a count of the test materials in each TEB. Invigilators should NOT open the tamper evident bags containing individual class materials, but rather count the spines of the booklets through the bags to complete the reconciliation. It is important to note that Writing and Reading books will include accompanying stimulus materials. The writing stimulus will be inserted into the corresponding writing test book and cannot be counted through the TEB. The reading magazine however, will be packed in separate TEB’s to their accompanying reading test books and will need to be counted.
The count performed by the invigilator should correspond to the numbers printed on the packing list. If the numbers specified on the packing list and the count performed by the invigilator do not reconcile then the invigilator must call the Pearson helpdesk immediately on 1800 665 627.

Invigilators must complete an online form to confirm the receipt of all invigilation materials. This form should be completed within 24 hours after the receipt of invigilation materials.

The class TEBs should only be opened immediately prior to testing. Student data will be printed on the covers of the exam booklets.

Invigilators must work with teachers and students to ensure that each student completes the test on a correctly labelled booklet. Personalised booklets will be packed alphabetically (by last name), therefore invigilators should have students sit in alphabetical order.

At the conclusion of each test invigilators must complete a reconciliation of all exam booklets using the ITRS. All scrap paper should also be collected at the conclusion of the test. Invigilators must further sign the ITRS as confirmation that the reconciliation has been completed successfully. In addition, invigilators must call the Pearson helpdesk before leaving a school to confirm the reconciliation status of every class invigilated. Under no circumstances should test booklets, stimulus material or other invigilation materials be left at a school or with any person other than the invigilator. This includes class teachers, other school staff, representatives observing, etc.

At the conclusion of each assignment invigilators must complete an online form as confirmation of the successful (or otherwise) reconciliation of all test materials. This will also present an opportunity for invigilators to complete a test session report for each test session they invigilate.

Invigilators must mail all materials back to Pearson within 24 hours of completing their final invigilation assignment. All books, reading magazines and stimulus must be checked then placed into spare TEBs with the relevant header sheet and completed ITRS. All TEBs relating to each school, as well as any used paper and the invigilator packing list must be placed into the pre labelled return polybag. All polybags must then be packed into the original carton, with the Invigilator Handbook and the invigilator packing list. All previous consignment labels should be removed, the return label and eparcel consignment labels attached and the parcel lodged at Australia Post.

Description of Tests

Language Conventions

The Language Conventions test requires students to identify and correct spelling errors, and answer multiple choice grammar and punctuation questions. These tasks assess the ability of students to spell at an appropriate level, and their knowledge of the correct and effective use of a range of grammatical resources such as different sentence types, speech, verb groups and punctuation.

Reading

The Reading tests require students to read a range of texts that illustrates different writing styles provided in a colour reading magazine stimulus. Once the students have read the text from the stimulus, they are then required to answer related questions in an accompanying answer booklet to test their skills in comprehension.

Numeracy

The Numeracy test assess key areas in the domain of Numeracy such as:

- Number
- Measurement, chance and data
- Space
- Algebra, function and pattern
These tests require students to answer a range of questions that are either multiple choice or constructed responses.

**Years 3 & 5** students will complete only one Numeracy assessment. Students are not allowed to use calculators.

**Years 7 & 9** will complete two Numeracy tests contained in one booklet and will require calculators for the first part of the test. This book is rotated at 180° in a flip format. This will be conducted over 2 sessions commencing with the calculator only section.

**Schools are to ensure they have a sufficient supply of calculators.**

**Writing**

In the writing tests, students are provided with a ‘writing stimulus’ and asked to write a response in a particular genre.

There are four different Writing tasks, 5.1 and 5.2 for Year 5, and 7.1 and 7.2 for Year 7. These are the only two year levels that will complete the Writing exams. A class assigned to Writing will complete both Writing tasks. Invigilators must complete the exams in numerical order (i.e. 5.1 or 7.1 first, then 5.2 or 7.2).

The table below, summarises what an invigilator is allowed/not allowed to say when invigilating a test session. It is important you familiarise yourself with this prior to the conduct of your test session.

<table>
<thead>
<tr>
<th>Language Conventions</th>
<th>Allowed</th>
<th>Not Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the reading of instructions in the coloured boxes in the test booklet. e.g. ‘Write the answer on the line’.</td>
<td>the reading of test questions. Questions must not be paraphrased/re-worded or explained.</td>
</tr>
<tr>
<td></td>
<td>the reading of instructions in the coloured boxes in the test booklet. e.g. ‘Write the correct spelling of the word in the box’.</td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the reading of instructions in the coloured boxes in the test booklet, and the reading of test questions.</td>
<td>the reading of any numbers or symbols in the test questions. Questions must not be paraphrased/re-worded or explained.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the reading and re-reading of anything on the stimulus page</td>
<td>brainstorm with students</td>
</tr>
<tr>
<td></td>
<td>allow students to discuss the topic</td>
<td>give students ideas or pre-developed plans</td>
</tr>
<tr>
<td></td>
<td>give students ideas or pre-developed plans</td>
<td>discuss the pictures on the stimulus page</td>
</tr>
<tr>
<td></td>
<td>discuss the pictures on the stimulus page</td>
<td>write anything on the board other than the time sequence plan for the students.</td>
</tr>
</tbody>
</table>
SECTION 2: ASSESSMENT REQUIREMENTS

As an invigilator there are a number of project requirements to which you must adhere. This is to ensure the Equating Study produces reliable and valid results.

Minimum Student Numbers

As a part of the NAPLAN Equating Study it is imperative that we achieve the desired sample size so that we can produce meaningful results. We have therefore informed schools that there is a minimum class size of 25 students that applies across each year level.

There will be cases where the class numbers will be less than 20, or higher than 30. If this is the case it is because the school has advised us that they have this specific number of students. Please liaise closely with the school contact to ensure you are testing the specified number of students.

There may be cases where students from two classes will join to form a single class to be tested. In these cases Pearson will liaise with the school contact to determine the appropriate class name. The class name will be printed on the ITRS form and packing lists, it will also be included in the invigilator’s schedule of work.

Further to this, as an invigilator you are responsible for recording the number of students who sit each test in each class you invigilate. This should be done on both the ITRS form and the online test session report form.

Test Domains/Subjects

The tests cover the domains of Numeracy (number, algebra, measurement, space, chance and data), Reading, Writing and Language Conventions (spelling, grammar and punctuation).

The table below lists the domains that apply to each year level:

| Year 3 | Language Conventions | Reading | | Numeracy |
| Year 5 | Language Conventions | Reading | Writing | Numeracy |
| Year 7 | Language Conventions | Reading | Writing | Numeracy (2 x test types)  
Calculator-allowed test is scheduled first, followed by  
Non-calculator test – 1 FLIP BOOK |
| Year 9 | Language Conventions | Reading | | Numeracy (2 x test types)  
Calculator-allowed test is scheduled first, followed by  
Non-calculator test – 1 FLIP BOOK |

Students will sit one test except in the case of Numeracy (Years 7 & 9 only) or Writing (years 5 and 7 only). In each of these cases, the test would comprise of 2 individual test sessions. The table below illustrates 5 different testing scenarios:

<table>
<thead>
<tr>
<th>Student 1</th>
<th>Test 1 (Session 1)</th>
<th>Test 2 (Session 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 2</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Student 3 (Year 5)</td>
<td>W (5.1)</td>
<td>W (5.2)</td>
</tr>
<tr>
<td>Student 4 (Year 3 or 5)</td>
<td>Num</td>
<td></td>
</tr>
<tr>
<td>Student 5 (Year 7 or 9)</td>
<td>Num (calc)</td>
<td>Num (non-calc)</td>
</tr>
</tbody>
</table>
Student Data Requirements

Students will be required to fill in their name, date of birth, class and demographics on the front of the test they are about to sit where books are not preprinted with their details or where the details are incorrect.

Invigilators must work with the classroom teacher to ensure that all names are correct and that every student is using their correct exam booklet. No exam should begin until the invigilator is certain this is the case.

Testing Period

The testing period differs slightly across the jurisdictions:

<table>
<thead>
<tr>
<th>State/Territory</th>
<th>Test period commences</th>
<th>Test period ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT, NT, QLD, TAS, VIC, WA</td>
<td>April 26</td>
<td>May 6</td>
</tr>
<tr>
<td>NSW</td>
<td>April 27</td>
<td>May 6</td>
</tr>
<tr>
<td>SA</td>
<td>May 2</td>
<td>May 6</td>
</tr>
</tbody>
</table>

Total test session times and student working times for each of the tests are shown, in minutes, in the table below. The ‘time allowed’ column includes time for students to complete the practice questions. It is expected that most students will complete the tests well within the published test time.

Timetable for 2016 NAPLAN Equating Tests

<table>
<thead>
<tr>
<th>Test</th>
<th>Year</th>
<th>Introduction (minutes)</th>
<th>Time allowed (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Conventions</td>
<td>3,5</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>7,9</td>
<td>10</td>
<td>45</td>
</tr>
<tr>
<td>Reading</td>
<td>3</td>
<td>10</td>
<td>45</td>
</tr>
<tr>
<td>Reading</td>
<td>5</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Reading</td>
<td>7,9</td>
<td>10</td>
<td>65</td>
</tr>
<tr>
<td>Numeracy</td>
<td>3</td>
<td>10</td>
<td>45</td>
</tr>
<tr>
<td>Numeracy</td>
<td>5</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Numeracy (calculator-allowed)</td>
<td>7,9</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Numeracy (non-calculator)</td>
<td>7,9</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Writing</td>
<td>5,7</td>
<td>10</td>
<td>40</td>
</tr>
</tbody>
</table>

Additional notes:

- The Numeracy test sessions for Years 7 and 9 must be sat in two consecutive sessions (up to a 20 minute break between them is allowed).
- Remember students have a much greater chance of responding positively to assessments that are conducted in a calm and well organised environment.
- Under no circumstances are students to undertake the tests without supervision.
- There are no ‘catch-up’ sessions to be held for individual students who are not present on the day.
- Special provision testing materials such as large print and Braille materials will not be available for this study, although disability students may participate under the same test conditions as other students if they choose. If the school wishes the student to sit the test, the name of the teacher aide must be recorded and they must sign and return a confidentiality agreement (see Appendix D). The student and teacher aide MUST remain in the assessment room while the assessment is taking place. On no account should they be allowed to sit the test in another room.
SECTION 3: PRE-TEST

Equate Study Pre-Test & Post-Test Flow Diagram

The following flow diagram has been designed to provide invigilators with a step-by-step guide of the process prior to testing in schools:

1. Invigilator receipt of test packages

Invigilators must record whether they have received the correct quantity and type of test books and materials as per the steps above.

Each school’s test material will be packed into a poly bag and labelled with the school name, school contact person, and class details. A packing list will be included within each school poly bag. Once the test materials have been checked by the invigilator without opening the TEBs, invigilators must then seal the poly bag ready for transportation to the school.

There are two types of material within the test package:

Materials that are NOT packed into Tamper Evident Bags

1. 1 x copy of this handbook
2. an invigilator packing list of all schools delivered to each Invigilator
3. a school packing list in each of the poly bags (so that you can check all the received materials against it for each school)
4. return tamper evident bags for packing completed test booklets, reading magazines and stimulus after the completion of each of the testing sessions.
5. return poly bags for packing a school’s completed materials
6. return consignment labels
   a. return mailing labels
   b. return eparcel consignment labels

Secure Materials packed into sealed Tamper Evident Bags

1. Test booklets in pre-packed bags, one bag per class labelled with the class name, year level and test type. The bags are opaque but have a clear section on either side. This will allow invigilators to count the book spines within the bag (to check qty) without opening the bag. The header sheets list the contents of each pack.
2. Invigilator test record sheets - one to be packed in each tamper evident bag containing test books; this form enables invigilators to record the number of booklets received, distributed, used and collected.

3. Stimulus material will be pre-inserted into the corresponding writing booklets and packed into a tamper evident bag – you will not be able to count the writing stimulus. However, the reading magazines will be in separate TEBs (note: For reading, the ITRS will be packed with the reading books and not with the reading magazines.)

The box in which the test materials arrive should be kept for the return of materials.

**Step 1** – Once you have received the materials you need to check to see if any of the tamper evident bags show signs of having been tampered with. If this is the case, contact Pearson immediately on 1800 665 627.

**Step 2** – Take note of each test package header sheet located in the front of each tamper evident bag. This lists everything contained within each pack. The test booklets contained in each pack should all be of the same test type e.g. year 3 Reading, etc.

Without opening the tamper evident bag, you need to count each of the test booklets contained within the bags and check the book type to ensure that you have the correct number and type of materials against your schedule of work.

**Step 3** – Once you have thoroughly checked all the contents, fill in the online form using the link provided:

[http://goo.gl/forms/drP2DFN0Qb](http://goo.gl/forms/drP2DFN0Qb)

If there is a discrepancy, please enter this information in the online form and call Pearson immediately on 1800 665 627.

*Note:* You should NOT open the TEB test book and stimulus packs until the beginning of the test at the school.

**Step 4** – Having ensured the received materials are correct, place them in a secure storage area within your home e.g. lockable filing cabinet or lockable suitcase. If you are unsure about the suitability of your proposed secure area, please contact Pearson on 1800 665 627. You are solely responsible for the test materials and under no circumstances should anyone else be provided access to any of the test materials.

If an invigilator has any question, they should contact the Pearson helpdesk on 1800 665 627.

2. Invigilators receive a schedule of work

Each Invigilator will receive a schedule of work via email detailing their invigilation assignments. The schedule contains the following details:

- school name
- details of the Equating Study school contact
- class identifier (eg. 3B)
- number of students in each class
- test type for each class
- the name of the room in which the test will take place
- date of the tests
- start times for each assigned class

A sample schedule of work is included in Appendix B.

Invigilators will typically be assigned to 2-3 classes per school. In most cases all classes will be tested on the same day.

Invigilators will receive a phone call from PAS several days before each assignment to confirm that they are prepared and fully aware of all the details pertaining to the forthcoming assignment.

Where changes need to be made to the schedule of work a new schedule will be sent including an explanation of what has changed.
Pearson has the responsibility for confirming all scheduling details with schools prior to the day of testing.

It is important that invigilators are sensitive to the needs of the school. In some cases it may be necessary to adjust the testing process to address any requirements or special requests from the school that were not identified in the instructions. The invigilator should contact the Pearson helpdesk should they be unsure about how to proceed if this occurs.

Testing sessions have already been agreed with each of the schools. Due to the testing window requirements, invigilators must take all steps necessary to ensure that the session is completed at the pre-agreed time. That is, avoid re-scheduling outside the testing window. If there are extenuating circumstances where this may not be possible invigilators should call the Pearson helpdesk immediately. It is imperative that all required testing takes place in the testing period at the pre-agreed times.

In exceptional circumstances it may be necessary for us to allocate further work in addition to the original allocation of schools; this will be done in consultation with each affected invigilator. Please note this extra work may be allocated at short notice.

**SECTION 4: TEST**

Equate Study test flow diagram

The following flow diagram has been designed to provide invigilators with an overview of the processes to follow on the testing day:
1. Morning of the Test (before leaving home)

On the morning of the test, before leaving home, invigilators should ensure the following are prepared:

- the correct test booklet packages for the day’s assignment/s
- the required invigilator materials such as a watch, pencil, whiteboard marker, chalk, pencil sharpener, eraser etc.
- a copy of the Invigilator Handbook (this document)
- the return tamper evident bags for packing the completed student test booklets and ITRS forms after the test has been sat

It is essential that invigilators allow sufficient time to ensure arrival at the testing school at least 45 minutes before the test is scheduled to begin.

2. Preparing the Testing Room

Invigilators are responsible for the preparation of the testing room. It is the responsibility of the invigilator to ensure that each test’s specific preparation instructions have been followed (see the Test Administration section for specific test instructions). However, in general the following should be adhered to:

- Seating should be arranged such that students cannot copy from each other.
- Tables should be set up with one page of blank planning paper. Schools will be asked to provide planning paper.
- Remove, cover or reverse any posters, displays or teaching materials that might help students to answer questions. Allow the students to settle themselves before reading any instructions.

Do not allow unauthorised parties to be present in the room during the test.
The security of the test contents is paramount and it is your responsibility to ensure that the security of materials is not compromised (e.g teachers cannot view the test).

Permitted student materials:

- 2B or HB pencils or pens
- eraser
- pencil sharpener
- calculator for the relevant test

The following items must not be used as they will interfere with the validity of the test or possibly with the scanning of test booklets. Please ask students to remove any of the following from their desks:

- dictionary
- highlighters
- glue
- reusable adhesive post-it notes
- sticky tape

In addition, students must not be permitted to have any of the following in the test area:

- electronic devices that are capable of sending, receiving or storing electronic materials – such as mobile phones (smart phones etc.), organisers, iPODs and mp3 or mp4 players
- calculators (unless required by the test)

3. Prepare test materials

Invigilators should open the TEBs and have the required number of the following ready:

- test booklets (correct school, subject and year level)
- stimulus materials (1 copy for each student sitting the Writing and Reading test)

*Note: each year level has a different reading stimulus
Note: Materials must not be distributed until all students have been seated.*
4. Preparing the tests

- Invigilators should seat all the students alphabetically by surname. This will assist with distributing the test materials as they will be sorted alphabetically in ascending order.
- Once all the students are quiet, invigilators should distribute test booklets to each student and request that they leave the booklets closed until instructed to begin. Invigilators will call out the names of the students and ask them to raise their hands as the books are being handed out.
- Invigilators should ask students to confirm the details on the front cover. Students may correct any errors by crossing out the incorrect information and writing down the correct information underneath or next to it. If details are changed, ensure that the students fill out the details correctly. Students should write their full name (not an abbreviation or nickname), correct gender and date of birth legibly on the test book.
- If the front cover is blank, invigilators will instruct the student to fill in their name, date of birth, class and demographic information.

In collaboration with the classroom teacher, invigilators must confirm that all students have filled in the front cover correctly.

5. Preparing students for the Test

Invigilators must follow the specific test instructions for each domain as detailed in the Test Administration Instructions section of this handbook.

Invigilators should also remind students:

- It is important to write numbers, letters and words clearly so they can be easily read.
- Students should fill in the shaded bubbles correctly.
- Students should write in the appropriate boxed sections.

6. Supervising the test session

As the person who administers the Equating Study tests, the invigilator is the critical link in the ultimate validity and fairness of the study. In supervising the tests, the invigilator should limit communication to:

- reminding students of the elapsed time
- maintaining test conditions for all students at all times
- reminding students to check that they have completed all questions

7. Assisting students

It is expected that professional and ethical behaviour will be demonstrated regarding all aspects of test administration. Any help with answering questions for a student that advantages them in any way will be considered cheating.

8. How to read a test administration script

As these are standardised tests, it is important that they are administered uniformly according to the timetables and instructions in this guide.

Test invigilators MUST read aloud to students all instructions in shaded boxes like this.

READ ALOUD

Today you will be completing the Reading test. You will each have a Reading test booklet in front of you.

9. Practice questions

The purpose of practice questions is to allow students to familiarise themselves with the different response types. This is not an opportunity for teaching. Move through these questions as quickly and as efficiently as possible.
SECTION 5: TEST ADMINISTRATION – NAPLAN EQUATING STUDY TESTS

YEAR 3 LANGUAGE CONVENTIONS TEST ADMINISTRATION

This test is to be conducted in one session.
This is an assessment of a student’s ability in spelling, grammar and punctuation.

Time Allocation:
Introduction time:  approximately 10 minutes
Test time:  40 minutes

Preparation for the Year 3 Language Conventions test session

• Arrange the room so that students cannot copy from each other.
• Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
• Hand out the Language Conventions test booklets to students, making sure that the front cover is facing them.
• Ensure all students have the appropriate materials e.g. pencils.
• Write a time sequence with start and finish times as well as 10-minute intervals on the board.

Materials required

<table>
<thead>
<tr>
<th>Each student should have</th>
<th>The Invigilator should have</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>• a 2B or HB pencil</td>
<td>• spare student test booklets (if left over from the test-package)</td>
</tr>
<tr>
<td>• an eraser</td>
<td>• spare pencils, erasers, sharpeners (provided by the-school)</td>
</tr>
<tr>
<td>• a sharpener</td>
<td>• a watch or clock for timing the test</td>
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<tr>
<td></td>
<td>• a board to demonstrate practice questions</td>
</tr>
<tr>
<td></td>
<td>• the Invigilation Test Record Sheet for the session</td>
</tr>
</tbody>
</table>

Test administration script — Year 3 Language Conventions

READ ALOUD

Today you will complete a Language Conventions test. You should each have your Language Conventions test booklet, a 2B or HB pencil, an eraser and a sharpener on your desk. Check to see that you have these things on your desk.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the front cover of your test booklet. Please ensure all of your details are correct. If they are not, let me know now. If you are unsure of anything please ask me now.
**READ ALOUD**

During the test you must follow these instructions. I will read them to you.
1. You must do your own work.
2. Do not speak to other students during the test.
3. Raise your hand if you need to speak.
4. Follow all directions given to you.
5. All questions must be answered using a 2B or HB pencil. If you need to change an answer, carefully erase it and write another answer.

**READ ALOUD**

In this test you will be assessed on your spelling, grammar and punctuation. It is important that you do your best. Before you begin the test we will start by working through the practice questions together. Turn to page 2 of your test booklet. These are the practice questions.

Show students the Practice Questions on page 2. Give them time to turn to page 2 and locate the questions.

In the Language Conventions test, you will have to answer questions in different ways. These Practice Questions will show you how to do them. Before you begin the test, we will do the Practice Questions together but you will have to do the test questions by yourself. For some questions, you have to write the correct answer in a box. Look at Practice Question One, while I read it.

The spelling mistake in this sentence has been circled. Write the correct spelling for the circled word in the box.

**P1** We went to [cool].

You have to write the word school correctly in the box. Do that now.

Allow students time to write the word.

You should have written s-c-h-o-o-l (write on board). If you did not write s-c-h-o-o-l, rub out the incorrect answer **completely** and write the correct answer now.

Demonstrate how to write the word in the box as you spell it out. Allow students time to change their answers to the correct response.
**READ ALOUD**

Look at Practice Question Two. Follow as I read it.

This sentence has one word that is incorrect. Write the correct spelling of the word in the box.

**P2** We bought fresh bred.  

Find the one word with incorrect spelling in the sentence We bought fresh bred. Write it correctly in the box. Remember to write the whole word inside the box. Do that now.

Give the students time to write the word.

**READ ALOUD**

The word that was incorrect was bred. You should have written b-re-a-d. If you made a mistake, rub it out completely and write the correct answer.

Demonstrate how to write in the box. Give the students time to correct any errors.

**READ ALOUD (voice the missing word with a sound like mmm)**

For some questions you have to shade a bubble. Look at the pencil icon/picture at the side. This tells you how many bubbles to shade. Follow while I read Practice Question Three.

Which word correctly completes the sentence?

Do you have pet?

a if he she

Choose the word that makes the sentence correct. The pencil icon/picture tells you to shade only one bubble. An icon (or a picture) like this (point to the icon/picture) will tell you what to do. Shade one bubble now.

Give the students time to shade a bubble.

**READ ALOUD**

The correct sentence is "Do you have a pet?" You should have shaded the first bubble — under a. If you didn’t, rub out your answer completely and shade the first bubble now.

Allow students time to correct any errors.
READ ALOUD (voice the missing word with a sound like mmm)

Follow while I read Practice Question Four. In this question the bubbles are on the right side of the question and the gap in the text has a number in it.

Read the text *Cats and dogs*. The text has a gap. Choose the correct word or words to fill the gap.

**Cats and dogs**


This question doesn’t have a pencil icon/picture at the side. This is because the pencil icon/picture in Question Three tells you what to do in this question too. You have to shade one bubble until you see a new pencil icon/picture. So shade the bubble beside the answer that is correct. Shade only one bubble now.

Give students time to shade the bubble.

**READ ALOUD**

The correct answer is *“Some people like cats more than they like dogs.”* You should have shaded the third bubble. If you have not shaded the right bubble, rub out your answer completely and shade the third bubble now.

Allow students time to correct any errors.

**READ ALOUD**

The sentence in Practice Question Five has two missing full stops. Look at the pencil icon/picture on the right which tells you to shade two bubbles.

Where do the **two** missing full stops ( . ) go?

We are having a party It will be fun

In this question, you need to show where the two full stops should be. Remember, the pencil icon/picture next to Practice Question Five tells you how many bubbles to shade. Shade two bubbles now.

Give the students time to shade two bubbles.

**READ ALOUD**

The bubbles you should have shaded are the third and fourth bubbles. If you did not shade these two bubbles, rub out your answers completely and shade bubbles three and four now.

Give students time to correct their answer, rubbing out any errors completely.
We have now finished the Practice Questions. Put down your pencils. We are going to begin the test now. You will have to work by yourself so listen carefully while I tell you what to do.

Make sure students are paying attention.

Open your test booklet at page 3. All of the questions in the test will be the same kind as the ones we have just practised. Look at page 3.

All of the questions on this page have a circle around the word that is incorrect. This is the same as the first practice question. You have to write the correct spelling in the boxes.

You need to begin with these questions.

Hold up the book. Show the students.

When you have finished those questions move straight on to the others. Keep going until you have finished all the questions.

You have to either write a word in the box or shade a bubble.

Remember that the picture at the top of each page (indicate) will tell you how many bubbles to shade.

Read the instructions carefully. If you have trouble with those, you can ask me. However, I cannot read the test questions to you.

Are there any questions about what you have to do?

Answer any questions about what students have to do.

You have 40 minutes to finish the test.

Do your best and neatest work. Write neatly so that your answers are easy to read. Shade the bubbles carefully. If you make a mistake, rub it out completely and try again. If a question is too hard, do the next one. You can come back to that one at the end, if you have time. You should work on your own at all times. You are not allowed to talk to other students.

If you have any problems, please raise your hand and I will come to speak with you.

I will let you know when you have 5 minutes left. If you finish before the time is up, check all your answers.

Pick up your pencils. You may start now.
**Supervise** students closely to make sure they are on task and responding in the correct way. Remember you can help by reading the instructions. You may not read the test items.

Make sure that students are writing with 2B or HB pencils. Because of the scanning difficulties they cause, students must not use correction fluid or pens, felt pens or coloured pencils.

Mark off the time intervals on the board.

**If students finish early, ask them to close their test booklets and leave them on their desks. Do not collect the test booklets yet.**

**After 35 minutes, READ ALOUD**

You have 5 minutes left. If you have already finished, take some time to check all your answers. When you have finished, close your test booklet and wait quietly.

**After a further 5 minutes, READ ALOUD**

Thank you everyone. Please put your pencils down. The Language Conventions test is now finished. Well done! Close your test booklets and stay seated while the test booklets are collected.
YEAR 5 LANGUAGE CONVENTIONS TEST ADMINISTRATION

This test is to be conducted in one session.
This is an assessment of a student’s ability in spelling, grammar and punctuation.

Time Allocation:
Introduction time: approximately 10 minutes
Test time: 40 minutes

Preparation for the Year 5 Language Conventions test session

- Arrange the room so that students cannot copy from each other.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Hand out the Language Conventions test booklets to students, making sure that the front cover is facing them.
- Ensure all students have the appropriate materials e.g. pencils.
- Write a time sequence with start and finish times as well as 10-minute intervals on the board.

Materials required

<table>
<thead>
<tr>
<th>Each student should have</th>
<th>The Invigilator should have</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Language Conventions test booklet</td>
<td>the Invigilator Test Administration Handbook</td>
</tr>
<tr>
<td>a 2B or HB pencil</td>
<td>spare student test booklets (if left over from the test-package)</td>
</tr>
<tr>
<td>an eraser</td>
<td>spare pencils, erasers, sharpeners (provided by the-school)</td>
</tr>
<tr>
<td>a sharpener</td>
<td>a watch or clock for timing the test</td>
</tr>
<tr>
<td></td>
<td>a board to demonstrate practice questions</td>
</tr>
<tr>
<td></td>
<td>the Invigilation Test Record Sheet for the session</td>
</tr>
</tbody>
</table>

Test administration script — Year 5 Language Conventions

READ ALOUD

Today you will complete a Language Conventions test. You should each have your Language Conventions test booklet, a 2B or HB pencil, an eraser and a sharpener on your desk. Check to see that you have these things on your desk.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the front cover of your test booklet. Please ensure all of your details are correct. If they are not, let me know now. If you are unsure of anything please ask me now.
READ ALOUD
During the test you must follow these instructions. I will read them to you.
1. You must do your own work.
2. Do not speak to other students during the test.
3. Raise your hand if you need to speak.
4. Follow all directions given to you.
5. All questions must be answered using a 2B or HB pencil. If you need to change an answer, carefully erase it and write another answer.

READ ALOUD
In this test you will be assessed on your spelling, grammar and punctuation. It is important that you do your best. Before you begin the test we will start by working through the Practice Questions together. Turn to page 2 of your test booklet. These are the Practice Questions.

Show students the Practice Questions on page 2. Give them time to turn to page 2 and locate the questions.

READ ALOUD
In the Language Conventions test, you will have to answer questions in different ways. These Practice Questions will show you how to do them. Before you begin the test, we will do the Practice Questions together but you will have to do the test questions by yourself. For some questions, you have to write the correct answer in a box. Look at Practice Question One, while I read it.

The spelling mistake in this sentence has been circled. Write the correct spelling for the circled word in the box.

P1 We went to [coo].

You have to write the word school correctly in the box. Do that now.

Allow students time to write the word.

READ ALOUD
You should have written s-c-h-o-o-l (write on board). If you did not write s-c-h-o-o-l, rub out the incorrect answer completely and write the correct answer now.

Demonstrate how to write the word in the box as you spell it out. Allow students time to change their answers to the correct response.
### READ ALOUD

Look at Practice Question Two. Follow as I read it.

This sentence has one word that is incorrect. Write the correct spelling of the word in the box.

**P2** We bought fresh bred.  

Find the one word with incorrect spelling in the sentence *We bought fresh bred*. Write it correctly in the box. Remember to write the whole word inside the box. Do that now.

Give the students time to write the word.

### READ ALOUD

The word that was incorrect was *bred*. You should have written *bread*. If you made a mistake, rub it out completely and write the correct answer.

Demonstrate how to write in the box. Give the students time to correct any errors.

### READ ALOUD (voice the missing word with a sound like mmm)

For some questions you have to shade a bubble. Look at the pencil icon/picture at the side. This tells you how many bubbles to shade. Follow while I read Practice Question Three.

**P3** Which word correctly completes the sentence? 

Do you have [ ] pet?  

- a  
- if  
- he  
- she

Choose the word that makes the sentence correct. The pencil icon/picture tells you to shade only one bubble. An icon (or a picture) like this (point to the icon/picture) will tell you what to do. Shade one bubble now.

Give the students time to shade a bubble.

### READ ALOUD

The correct sentence is *“Do you have a pet?”*. You should have shaded the first bubble — under a. If you didn’t, rub out your answer completely and shade the first bubble now.

Allow students time to correct any errors.
READ ALOUD (voice the missing word with a sound like mmm)

Follow while I read Practice Question Four. In this question the bubbles are on the right side of the question and the gap in the text has a number in it.

Read the text *Cats and dogs*. The text has a gap. Choose the correct word or words to fill the gap.

*Cats and dogs*


This question doesn’t have a pencil icon/picture at the side. This is because the pencil icon/picture in Question Three tells you what to do in this question too. You have to shade one bubble until you see a new pencil icon/picture. So shade the bubble beside the answer that is correct. Shade only one bubble now.

Give students time to shade the bubble.

**READ ALOUD**

The correct answer is “*Some people like cats more than they like dogs*.” You should have shaded the third bubble. If you have not shaded the right bubble, rub out your answer *completely* and shade the third bubble now.

Allow students time to correct any errors.

**READ ALOUD**

The sentence in Practice Question Five has two missing full stops. Look at the pencil icon/picture on the right which tells you to shade two bubbles.

*Where do the two missing full stops (.) go?*

We are having a party It will be fun

In this question, you need to show where the two full stops should be. Remember, the pencil icon/picture next to Practice Question Five tells you how many bubbles to shade. Shade two bubbles now.

Give the students time to shade two bubbles.

**READ ALOUD**

The bubbles you should have shaded are the third and fourth bubbles. If you did not shade these two bubbles, rub out your answers *completely* and shade bubbles three and four now.

Give students time to correct their answer, rubbing out any errors completely.
READ ALOUD
We have now finished the Practice Questions. Put down your pencils. We are going to begin the test now. You will have to work by yourself so listen carefully while I tell you what to do.

Make sure students are paying attention.

READ ALOUD
Open your test booklet at page 3. All of the questions in the test will be the same kind as the ones we have just practised. Look at page 3.

All of the questions on this page have a circle around the word that is incorrect. This is the same as the first practice question. You have to write the correct spelling in the boxes.

You need to begin with these questions.

Hold up the book. Show the students.

READ ALOUD
When you have finished those questions move straight on to the others. Keep going until you have finished all the questions.

You have to either write a word in the box or shade a bubble.

Remember that the picture at the top of each page (indicate) will tell you how many bubbles to shade.

Read the instructions carefully. If you have trouble with those, you can ask me. However, I cannot read the test questions to you.

Are there any questions about what you have to do?

Answer any questions about what students have to do.

READ ALOUD
You have 40 minutes to finish the test.

Do your best and neatest work. Write neatly so that your answers are easy to read. Shade the bubbles carefully. If you make a mistake, rub it out completely and try again. If a question is too hard, do the next one. You can come back to that one at the end, if you have time. You should work on your own at all times. You are not allowed to talk to other students.

If you have any problems, please raise your hand and I will come to speak with you.

I will let you know when you have 5 minutes left. If you finish before the time is up, check all your answers.

Pick up your pencils. You may start now.
Supervise students closely to make sure they are on task and responding in the correct way. Remember you can help by reading the instructions. You may not read the test items.

Make sure that students are writing with 2B or HB pencils. Because of the scanning difficulties they cause, students must not use correction fluid or pens, felt pens or coloured pencils.

Mark off the time intervals on the board.

If students finish early, ask them to close their test booklets and leave them on their desks. Do not collect the test booklets yet.

After 35 minutes, READ ALOUD

You have 5 minutes left. If you have already finished, take some time to check all your answers. When you have finished, close your test booklet and wait quietly.

After a further 5 minutes, READ ALOUD

Thank you everyone. Please put your pencils down. The Language Conventions test is now finished. Well done! Close your test booklets and stay seated while the test booklets are collected.
TEST ADMINISTRATION – NAPLAN EQUATING STUDY TESTS

YEAR 7 & 9 LANGUAGE CONVENTIONS TEST ADMINISTRATION

This test is to be conducted in one session.
This is an assessment of a student’s ability in spelling, grammar and punctuation.

Time Allocation:
Introduction time: approximately 10 minutes
Test time: (Year 7 & 9) – 45 minutes

Preparation for the Year 7 & 9 Language Conventions test session

• Arrange the room so that students cannot copy from each other.
• Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
• Hand out the Language Conventions test booklets to students, making sure that the front cover is facing them.
• Ensure all students have the appropriate materials e.g. pencils.
• Write a time sequence with start and finish times as well as 10-minute intervals on the board.

Materials required

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<td></td>
<td>• the Invigilation Test Record Sheet for the session</td>
</tr>
</tbody>
</table>

Test administration script — Year 7 & 9 Language Conventions

READ ALOUD

Today you will complete a Language Conventions test. You should each have your Language Conventions test booklet, a 2B or HB pencil, an eraser and a sharpener on your desk. Check to see that you have these things on your desk.

Allow students time to check they have the appropriate materials.

READ ALOUD

Look at the front cover of your test booklet. Please ensure all of your details are correct. If they are not, let me know now. If you are unsure of anything please ask me now.
READ ALOUD

During the test you must follow these instructions. I will read them to you.
1. You must do your own work.
2. Do not speak to other students during the test.
3. Raise your hand if you need to speak.
4. Follow all directions given to you.
5. All questions must be answered using a 2B or HB pencil. If you need to change an answer, carefully erase it and write another answer.

READ ALOUD

In this test you will be assessed on your spelling, grammar and punctuation. It is important that you do your best. Before you begin the test we will start by working through the Practice Questions together. Turn to page 2 of your test booklet. These are the Practice Questions.

Show students the Practice Questions on page 2. Give them time to turn to page 2 and locate the questions.

READ ALOUD

In the Language Conventions test, you will have to answer questions in different ways. These Practice Questions will show you how to do them. Before you begin the test, we will do the Practice Questions together but you will have to do the test questions by yourself. For some questions, you have to write the correct answer in a box. Look at Practice Question One, while I read it.

The spelling mistake in this sentence has been circled.
Write the correct spelling for the circled word in the box.

P1 We went to school.

You have to write the word school correctly in the box. Do that now.

Allow students time to write the word.

READ ALOUD

You should have written s-c-h-o-o-l (write on board). If you did not write s-c-h-o-o-l, rub out the incorrect answer completely and write the correct answer now.

Demonstrate how to write the word in the box as you spell it out. Allow students time to change their answers to the correct response.
READ ALOUD

Look at Practice Question Two. Follow as I read it.

This sentence has one word that is incorrect. Write the correct spelling of the word in the box.

We bought fresh bred.

Find the one word with incorrect spelling in the sentence We bought fresh bred. Write it correctly in the box. Remember to write the whole word inside the box. Do that now.

Give the students time to write the word.

READ ALOUD

The word that was incorrect was bred. You should have written b-re-a-d. If you made a mistake, rub it out completely and write the correct answer.

Demonstrate how to write in the box. Give the students time to correct any errors.

READ ALOUD (voice the missing word with a sound like mmm)

For some questions you have to shade a bubble. Look at the pencil icon/picture at the side. This tells you how many bubbles to shade. Follow while I read Practice Question Three.

Which word correctly completes the sentence?
Do you have ^ pet?

Choose the word that makes the sentence correct. The pencil icon/picture tells you to shade only one bubble. An icon (or a picture) like this (point to the icon/picture) will tell you what to do. Shade one bubble now.

Give the students time to shade a bubble.

READ ALOUD

The correct sentence is “Do you have a pet?” You should have shaded the first bubble — under a. If you didn’t, rub out your answer completely and shade the first bubble now.

Allow students time to correct any errors.
READ ALOUD (voice the missing word with a sound like mmm)

Follow while I read Practice Question Four. In this question the bubbles are on the right side of the question and the gap in the text has a number in it.

Read the text Cats and dogs. The text has a gap. Choose the correct word or words to fill the gap.

Cats and dogs

Some people like cats P4 they like dogs.

○ more
○ more best
○ more than
○ more better

This question doesn’t have a pencil icon/picture at the side. This is because the pencil icon/picture in Question Three tells you what to do in this question too. You have to shade one bubble until you see a new pencil icon/picture. So shade the bubble beside the answer that is correct. Shade only one bubble now.

Give students time to shade the bubble.

READ ALOUD

The correct answer is “Some people like cats more than they like dogs.” You should have shaded the third bubble. If you have not shaded the right bubble, rub out your answer completely and shade the third bubble now.

Allow students time to correct any errors.

READ ALOUD

The sentence in Practice Question Five has two missing full stops. Look at the pencil icon/picture on the right which tells you to shade two bubbles.

P5 Where do the two missing full stops ( . ) go?

Shade two bubbles.

We are having a party It will be fun

In this question, you need to show where the two full stops should be. Remember, the pencil icon/picture next to Practice Question Five tells you how many bubbles to shade. Shade two bubbles now.

Give the students time to shade two bubbles.

READ ALOUD

The bubbles you should have shaded are the third and fourth bubbles. If you did not shade these two bubbles, rub out your answers completely and shade bubbles three and four now.

Give students time to correct their answer, rubbing out any errors completely.
We have now finished the Practice Questions. Put down your pencils. We are going to begin the test now. You will have to work by yourself so listen carefully while I tell you what to do.

Make sure students are paying attention.

Open your test booklet at page 3. All of the questions in the test will be the same kind as the ones we have just practised. Look at page 3. All of the questions on this page have a circle around the word that is incorrect. This is the same as the first practice question. You have to write the correct spelling in the boxes. You need to begin with these questions.

Hold up the book. Show the students.

When you have finished those questions move straight on to the others. Keep going until you have finished all the questions. In this test, you have to write a word in the box or shade bubbles.

Remember that the icon will tell you how many bubbles to shade.

Read the instructions carefully. If you have trouble with those, you can ask me. However, I cannot read the test questions to you.

Are there any questions about what you have to do?

Answer any questions about what students have to do.

You have 45 minutes to finish the test. Do your best and neatest work. Write neatly so that your answers are easy to read. Shade the bubbles carefully.

If you make a mistake, rub it out completely and try again.

If a question is too hard, do the next one. You can come back to that one at the end, if you have time.

You should work on your own at all times. You are not allowed to talk to other students.

If you have any problems, please raise your hand and I will come to speak with you.

I will let you know when you have 5 minutes left. If you finish before the time is up, check all your answers.

Pick up your pencils. You may start now.
Supervise students closely to make sure they are on task and responding in the correct way. Remember you can help by reading the instructions. You may not read the test items.

Make sure that students are writing with 2B or HB pencils. Because of the scanning difficulties they cause, students must not use correction fluid or pens, felt pens or coloured pencils.

Mark off the time intervals on the board.

If students finish early, ask them to close their test booklets and leave them on their desks. Do not collect the test booklets yet.

After 40 minutes, READ ALOUD

You have 5 minutes left. If you have already finished, take some time to check all your answers. When you have finished, close your test booklet and wait quietly.

After a further 5 minutes, READ ALOUD

Thank you everyone. Please put your pencils down. The Language Conventions test is now finished. Well done! Close your test booklets and stay seated while the test booklets are collected.
YEAR 3 & 5 READING TEST ADMINISTRATION

This test is to be conducted in one session. This is an assessment of a student’s ability in reading and locating information in a variety of different text types.

Time Allocation:
- Introduction time: approximately 10 minutes
- Test time: (Year 3 only) – 45 minutes
  (Year 5 only) – 50 minutes

Preparation for the Year 3 & 5 Reading test session
- Arrange the room so that students cannot copy from each other.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Hand out the Reading test booklets to students, making sure that the front cover is facing them.
- Give each student a Reading stimulus magazine.
- Ensure all students have the appropriate materials e.g. pencils.
- Write a time sequence with start and finish times as well as 10-minute intervals on the board.

Materials required

<table>
<thead>
<tr>
<th>Each student should have</th>
<th>The Invigilator should have</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a Reading test booklet</td>
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<td>• a Reading stimulus magazine</td>
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</tr>
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<td>• a 2B or HB pencil</td>
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</tr>
<tr>
<td>• an eraser</td>
<td>• spare pencils, erasers, sharpeners (provided by the school)</td>
</tr>
<tr>
<td>• a sharpener</td>
<td>• a watch or clock for timing the test</td>
</tr>
<tr>
<td></td>
<td>• a board to demonstrate practice questions</td>
</tr>
<tr>
<td></td>
<td>• the Invigilation Test Record Sheet for the session</td>
</tr>
</tbody>
</table>

Test administration script — Year 3 & 5 Reading

Note: The READ ALOUD instructions apply to both Year 3 and Year 5 unless otherwise stated

READ ALOUD

Today you will do a Reading test. You should each have your Reading test booklet, a stimulus magazine, a 2B or HB pencil, an eraser and a sharpener on your desk. Check to see that you have these things on your desk. Do not open your test booklet or write on it until I tell you to.

Allow students time to check they have the appropriate materials.
Look at the front cover of your test booklet. Please ensure all of your details are correct. If they are not, let me know now. If you are unsure of anything please ask me now.

During the test you must follow these instructions. I will read them to you.

1. You must do your own work.
2. Do not speak to other students during the test.
3. Raise your hand if you need to speak.
4. Follow all directions given to you.
5. All questions must be answered using a 2B or HB pencil. If you need to change an answer, carefully erase it and write another answer.

Hold up the stimulus magazine for students to see.

In the Reading test, you will have to read a passage out of this magazine and then answer some questions about it. The questions are in your test booklet. Before you begin the test, we will start by working through the Practice Questions together. Turn your test booklet to page 12 and your magazine over to the back page.

Show students page 12 in their test booklet and the back cover of the magazine. Give them time to turn over and locate the questions.

In the Reading test, you will have to answer questions in different ways. These Practice Questions will show you how to do them. We will do the Practice Questions together but you will have to do the test questions by yourself.

Look at the instruction in the box at the top of the page.

It says, “Read Tim on the back cover of the magazine and answer questions P1 to P2.”

The passage that we have to read is on the back of the Reading stimulus magazine. Read the text Tim to yourself. When you have finished, we will answer the questions together.

Give students time to read Tim.
To answer some questions, you must shade the bubble next to the correct answer. Follow while I read Practice Question One.

**P1**  The story takes place on
- ○ Monday.
- ○ Tuesday.
- ○ Wednesday.
- ○ Thursday.

Look at the pencil icon/picture at the side. It tells you to shade one bubble. So, for this question, you need to shade only one bubble next to the correct answer. Make sure you shade the bubble *completely*. Do that now.

Demonstrate the correct way to shade the bubble. Give the students time to shade the bubble.

**READ ALOUD**

The correct answer is *Monday*. If you did not shade the bubble next to *Monday*, rub out your answer *completely* and shade the correct bubble now.

If you make an error in your test you may rub it out and then shade the correct answer.

Make sure you rub it out *completely*.

Allow students time to erase completely and correct any errors. Check that all the students now have the correct bubble shaded. Check the shading is confined to the bubble and that any incorrect answers have been properly erased.

**(YEAR 3 ONLY) READ ALOUD**

Follow me while I read Practice Question Two.

**P2**  Write the numbers 1 to 4 in the boxes to show the order in which Tim dressed in this story.
- [ ] shoes
- [ ] shorts
- [ ] shirt
- [ ] socks

The pencil icon/picture tells you to write one number in each box.

Write one number in each box to show the order in which Tim dressed. Do this now.

Give the students time to number the boxes.
READ ALOUD

The correct order is 4, 1, 2, and 3. If you made a mistake, rub it out completely and write the correct answer now.

Demonstrate the correct way to number the boxes.

Allow students time to erase completely and correct any errors.

(YEAR 5 ONLY) READ ALOUD

Follow me while I read Practice Question Two.

What did Tim put on first?

shoes shorts shirt socks

You need to shade only one bubble next to the correct answer. Make sure you shade the bubble completely. Do that now.

Give the students time to shade the bubble.

READ ALOUD

The correct answer is ‘shorts.’ If you made a mistake, rub it out completely and write the correct answer now.

Demonstrate the correct way to shade the bubble.

Allow students time to erase completely and correct any errors.

(Years 3 and 5) READ ALOUD

That is the end of the Practice Questions. The questions in the test will be answered in this way. For most of them, you will have to shade a bubble.

Are there any questions?

Answer any questions students might have about what they have to do.

READ ALOUD

Open your test booklet to page 2. At the beginning of each set of questions, there is a coloured box. (Show the coloured box on page 2.) The instructions in that box tell you which magazine page you need to read to answer each set of questions. Every time you come to a coloured box you need to read another text from the magazine. (Show the related stimulus on page 2.)

Make sure you read the right magazine page for each set of questions.

Answer any questions students might have about what they have to do.
READ ALOUD

You have 45 minutes (Year 3 ONLY)/50 minutes (Year 5 ONLY) to complete the test. Keep going until you have attempted all the questions. Do your best and neatest work. Write neatly so that your answers are easy to read. Shade the bubbles carefully. If you make a mistake rub it out completely and try again.

If a question is too hard, do the next one. You can come back to that question if you have time at the end. Because this is a test of how well you read, I cannot read anything from the magazine or explain questions to you. I can only read the instructions in the coloured boxes in the test booklet.

You must do your own work. You are not allowed to talk to other students.

If you have any problems, please put up your hand and I will come to speak with you.

If you finish before the time is up, check all your answers.

I will let you know when you have 5 minutes left.

Pick up your pencils. You may start now.

Supervise students closely to make sure they are on task and responding in the correct way. Remember you can help by reading the instructions in the coloured boxes. You may not read the test questions or the magazine texts to the students.

Make sure that students are writing with 2B or HB pencils. Because of the scanning difficulties they cause, students must not use correction fluid or pens, felt pens or coloured pencils.

Mark off the time intervals on the board.

If students finish early, ask them to close their test booklets and leave them on their desks. Do not collect the test booklets yet.

Year 3 ONLY

After 40 minutes, READ ALOUD

You have 5 minutes left to finish the test. If you have already finished, use this time to check all your answers. When you have finished, close your test booklet and wait quietly.

Year 3 ONLY

After a further 5 minutes, READ ALOUD

Thank you everyone. Please put your pencils down. The Reading test is now finished. Well done! Close your test booklets and magazines and stay seated while the booklets are collected.
Year 5 ONLY
After 45 minutes, READ ALOUD

You have 5 minutes left to finish the test. If you have already finished, use this time to check all your answers. When you have finished, close your test booklet and wait quietly.

Year 5 ONLY
After a further 5 minutes, READ ALOUD

Thank you everyone. Please put your pencils down. The Reading test is now finished. Well done! Close your test booklets and magazines and stay seated while the booklets are collected.
TEST ADMINISTRATION – NAPLAN EQUATING STUDY TESTS

YEAR 7 READING TEST ADMINISTRATION

This test is to be conducted in one session. This is an assessment of a student’s ability in reading and locating information in a variety of different text types.

Time Allocation:
Introduction time: approximately 10 minutes
Test time: 65 minutes

Preparation for the Year 7 Reading test session
- Arrange the room so that students cannot copy from each other.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Hand out the Reading test booklets to students, making sure that the front cover is facing them.
- Give each student a Reading stimulus magazine.
- Ensure all students have the appropriate materials e.g. pencils.
- Write a time sequence with start and finish times as well as 10-minute intervals on the board.

Materials required

<table>
<thead>
<tr>
<th>Each student should have</th>
<th>The Invigilator should have</th>
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<tbody>
<tr>
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<td>a Reading stimulus magazine</td>
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<tr>
<td>a sharpener</td>
<td>• a watch or clock for timing the test</td>
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<td></td>
<td>• a board to demonstrate practice questions</td>
</tr>
<tr>
<td></td>
<td>• the Invigilation Test Record Sheet for the session</td>
</tr>
</tbody>
</table>

Test administration script — Year 7 Reading

READ ALOUD

Today you will do a Reading test. You should each have your Reading test booklet, a stimulus magazine, a 2B or HB pencil, an eraser and a sharpener on your desk. Check to see that you have these things on your desk. Do not open your test booklet or write on it until I tell you to.

Allow students time to check they have the appropriate materials.
Look at the front cover of your test booklet. Please ensure all of your details are correct. If they are not, let me know now. If you are unsure of anything please ask me now.

During the test you must follow these instructions. I will read them to you.
1. You must do your own work.
2. Do not speak to other students during the test.
3. Raise your hand if you need to speak.
4. Follow all directions given to you.
5. All questions must be answered using a 2B or HB pencil. If you need to change an answer, carefully erase it and write another answer.

Hold up the stimulus magazine for students to see.

In the Reading test, you will have to read a passage out of this magazine (point to the magazine) and then answer some questions about it. The questions are in your test booklet. Before you begin the test, we will start by working through the Practice Questions together. Turn to page 16 of your test booklet and turn your magazine over to its back page.

Show students page 16 of the test booklet and the back cover of the magazine. Give them time to turn over and locate the questions.

In the Reading test you will have to answer questions in different ways. These practice questions will show you how to do them. We will do these questions together but remember, you will have to do the test questions by yourself.

Look at the instructions in the box at the top of the page 16 of your test booklet. It says, “Read Sun Catcher on page 16 of the magazine and answer questions P1 to P3”.

The passage that you have to read is on the back of the Reading stimulus magazine.

Read the text Sun Catcher to yourself.

Give students time to read Sun Catcher.
READ ALOUD

To answer some questions, you must shade the bubble next to the correct answer. The pencil icon/picture on the side tells you how many bubbles to shade. It says “Shade one bubble.” Follow while I read Practice Question One.

P1 What do the instructions say to twist?

- the CD
- the foil
- your hand
- your string

Now shade one bubble.

Give the students time to shade one bubble.

READ ALOUD

The correct answer is the foil. If you did not shade the bubble next to the foil, rub out your answer completely and shade the correct bubble now.

Demonstrate the correct way to shade the bubble. Check that all the students now have the correct bubble shaded and that any incorrect answers have been properly erased.

READ ALOUD

Look at Practice Question Two. The pencil icon/picture at the top of the page tells you how to answer this question as well. Follow while I read Practice Question Two.

P2 The pictures help to show you

- safety information.
- how to cut the foil.
- different sun catchers.
- how to make the sun catcher.

Now shade one bubble.

Give the students time to shade one bubble.

READ ALOUD

The correct answer is how to make the sun catcher. If you did not shade the bubble next to how to make the sun catcher, rub out your answer completely and shade the correct bubble now.

Demonstrate the correct way to shade the bubble. Check that all the students now have the correct bubble shaded and that any incorrect answers have been properly erased.
READ ALOUD

Look at Practice Question Three. The pencil icon/picture at the top of the page tells you how to answer this question as well. Follow while I read Practice Question Three.

**P3** Write the numbers 1 to 4 in the boxes to show the order of the following steps.

- twist the foil
- cut some foil
- curl foil around your hand
- tie on the string

Now write a number in each of the boxes one to four.

Give the students time to write a number in each box.

READ ALOUD

The correct order is 2, 1, 3 and 4. If you made a mistake, rub it out **completely** and write the correct answer now.

READ ALOUD

That is the end of the Practice Questions. The questions in the Reading test will be answered in this way. Are there any questions?

Answer any questions that students have.

READ ALOUD

Turn your booklets over to the front. Open your test booklet to page 2.

At the beginning of each set of questions, there is a coloured box. (Show the coloured box on page 2.) The instructions in that box tell you which magazine page you need to read to answer each set of questions. Every time you come to a coloured box you need to read another text from the magazine. (Show the related stimulus on page 2.)

Make sure you read the right magazine page for each set of questions.

Answer any questions students might have about what they have to do.
You have 65 minutes to complete the test. Keep going until you answer all of the questions. Do your best and neatest work. Write neatly so that your answers are easy to read.

Shade the bubbles carefully. If you make a mistake rub it out completely and try again.

If a question is too hard, do the next one. You can come back to that question if you have time at the end. Because this is a test of how well you read, I cannot read anything from the magazine or explain questions to you. I can only read the instructions in the coloured boxes in the test booklet.

You are not allowed to talk to other students. If you have any problems, please put up your hand and I will come to speak with you. If you finish before the time is up, check all your answers.

I will let you know when you have 5 minutes left.

Pick up your pencils. You may start now.

Supervise students closely to make sure they are on task and responding in the correct way. Remember you can help by reading the instructions in the coloured boxes. You may not read the test questions or the magazine texts.

Make sure that students are writing with 2B or HB pencils. Because of the scanning difficulties they cause, students must not use correction fluid or pens, felt pens or coloured pencils.

Mark off the time intervals on the board.

If students finish early, ask them to close their test booklets and leave them on their desks. Do not collect the test booklets yet.

After 60 minutes, READ ALOUD

You have 5 minutes left to finish the test. If you have already finished, use this time to check all your answers. When you have finished, close your test booklet and wait quietly.

After a further 5 minutes, READ ALOUD

Thank you everyone. Please put your pencils down. The Reading test is now finished. Well done! Close your test booklets and magazines and stay seated while the booklets are collected.
TEST ADMINISTRATION – NAPLAN EQUATING STUDY TESTS

YEAR 9 READING TEST ADMINISTRATION

This test is to be conducted in one session. This is an assessment of a student’s ability in reading and locating information in a variety of different text types.

Time Allocation:
- Introduction time: approximately 10 minutes
- Test time: 65 minutes

Preparation for the Year 9 Reading test session
- Arrange the room so that students cannot copy from each other.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- Hand out the Reading test booklets to students, making sure that the front cover is facing them.
- Give each student a Reading stimulus magazine.
- Ensure all students have the appropriate materials e.g. pencils.
- Write a time sequence with start and finish times as well as 10-minute intervals on the board.

Materials required

<table>
<thead>
<tr>
<th>Each student should have</th>
<th>The Invigilator should have</th>
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</thead>
<tbody>
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</tr>
<tr>
<td>a 2B or HB pencil</td>
<td>spare student Reading stimulus magazines (if left over from the test package)</td>
</tr>
<tr>
<td>an eraser</td>
<td>spare pencils, erasers, sharpeners (provided by the school)</td>
</tr>
<tr>
<td>a sharpener</td>
<td>a watch or clock for timing the test</td>
</tr>
</tbody>
</table>

Test administration script — Year 9 Reading

READ ALOUD

Today you will do a Reading test. You should each have your Reading test booklet, a stimulus magazine, a 2B or HB pencil, an eraser and a sharpener on your desk. Check to see that you have these things on your desk. Do not open your test booklet or write on it until I tell you to.

Allow students time to check they have the appropriate materials.
Look at the front cover of your test booklet. Please ensure all of your details are correct. If they are not, let me know now. If you are unsure of anything please ask me now.

During the test you must follow these instructions. I will read them to you.
1. You must do your own work.
2. Do not speak to other students during the test.
3. Raise your hand if you need to speak.
4. Follow all directions given to you.
5. All questions must be answered using a 2B or HB pencil. If you need to change an answer, carefully erase it and write another answer.

Hold up the stimulus magazine for students to see.

In the Reading test, you will have to read a passage out of this magazine (point to the magazine) and then answer some questions about it. The questions are in your test booklet. Before you begin the test, we will start by working through the Practice Questions together. Turn to page 16 of your test booklet and turn your magazine over to its back page.

Show students page 16 of the test booklet and the back cover of the magazine. Give them time to turn over and locate the questions.

In the Reading test you will have to answer questions in different ways. These practice questions will show you how to do them. We will do these questions together but remember, you will have to do the test questions by yourself.

Look at the instructions in the box at the top of the page 16 of your test booklet. It says, “Read Sun Catcher on page 16 of the magazine and answer questions P1 to P3.”

The passage that you have to read is on the back of the Reading stimulus magazine.

Read the text Sun Catcher to yourself.

Give students time to read Sun Catcher.
**READ ALOUD**

To answer some questions, you must shade the bubble next to the correct answer. The pencil icon/picture on the side tells you how many bubbles to shade. It says “Shade one bubble”. Follow while I read Practice Question One.

**P1**  What do the instructions say to twist?

<table>
<thead>
<tr>
<th>the CD</th>
<th>the foil</th>
<th>your hand</th>
<th>your string</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now shade one bubble.

Give the students time to shade one bubble.

**READ ALOUD**

The correct answer is *the foil*. If you did not shade the bubble next to *the foil*, rub out your answer *completely* and shade the correct bubble now.

Demonstrate the correct way to shade the bubble. Check that all the students now have the correct bubble shaded and that any incorrect answers have been properly erased.

**READ ALOUD**

Look at Practice Question Two. The pencil icon/picture says “Write your answer on the lines”

**P2**  Why are numbers included in this text?

Write your answer on the lines.

Now write your answer on the lines.

Give the students time to read the question and write their answer.

**READ ALOUD**

The correct answer is: Numbers are included to show the steps and the order of steps needed to make the Sun Catcher. Your sentence does not have to be exactly the same but it should include the same ideas.
READ ALOUD

Look at Practice Question Three. The pencil icon/picture at the top of the page tells you how to answer this question. Follow while I read Practice Question Three.

P3 Write the numbers 1 to 4 in the boxes to show the order of the following steps.

- twist the foil
- cut some foil
- curl foil around your hand
- tie on the string

Now write a number in each of the boxes one to four.

Give the students time to write a number in each box.

READ ALOUD

The correct order is 2, 1, 3 and 4. If you made a mistake, rub it out completely and write the correct answer now.

Demonstrate the correct way to write the numbers in the boxes. Check that all the students now have numbers in all the boxes (as numerals, however words will not be marked incorrect) and that any incorrect answers have been properly erased.

READ ALOUD

That is the end of the Practice Questions. The questions in the Reading test will be answered in this way. Are there any questions?

Answer any questions that students have.

READ ALOUD

Turn your booklets over to the front.

Open your test booklet to page 2. At the beginning of each set of questions, there is a coloured box. (Show the coloured box on page 2.) The instructions in that box tell you which magazine page you need to read to answer each set of questions. (Show the related stimulus on page 2.) Every time you come to a coloured box you need to read another text from the magazine. Make sure you read the right magazine page for each set of questions.
You have 65 minutes to complete the test. Keep going until you answer all of the questions.

Do your best and neatest work. Write neatly so that your answers are easy to read. Shade the bubbles carefully. If you make a mistake rub it out completely and try again.

If a question is too hard, do the next one. You can come back to that question if you have time at the end.

Because this is a test of how well you read, I cannot read anything from the magazine or explain questions to you. I can only read the instructions in the coloured boxes in the test booklet.

You are not allowed to talk to other students. If you have any problems, please put up your hand and I will come to speak with you. If you finish before the time is up, check all your answers.

I will let you know when you have 5 minutes left.

Pick up your pencils. You may start now.

Supervise students closely to make sure they are on task and responding in the correct way. Remember you can help by reading the instructions in the coloured boxes. You may not read the test questions or the magazine texts.

Make sure that students are writing with 2B or HB pencils. Because of the scanning difficulties they cause, students must not use correction fluid or pens, felt pens or coloured pencils.

Mark off the time intervals on the board.

If students finish early, ask them to close their test booklets and leave them on their desks. Do not collect the test booklets yet.

After 60 minutes, READ ALOUD

You have 5 minutes left to finish the test. If you have already finished, use this time to check all your answers.

When you have finished, close your test booklet and wait quietly.

After a further 5 minutes, READ ALOUD

Thank you everyone. Please put your pencils down. The Reading test is now finished. Well done! Close your test booklets and magazines and stay seated while the booklets are collected.
YEAR 3 & 5 NUMERACY TEST ADMINISTRATION

This test is to be conducted in one session.
This is an assessment of a student’s ability in Number; Algebra, function and pattern; Space; Measurement, chance and data.

Time Allocation:
Introduction time: approximately 10 minutes
Test time: (Year 3 only) – 45 minutes
(Year 5 only) – 50 minutes

Preparation for the Year 3 & 5 Numeracy test session
- Arrange the room so that students cannot copy from each other.
- Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
- For Year 5, blank paper is permitted for working out. Place paper on each desk prior to commencement.
- Hand out the Numeracy test booklets to students, making sure that the front cover is facing them.
- Ensure all students have the appropriate materials e.g. pencils.
- Write a time sequence with start and finish times as well as 10-minute intervals on the board.

Materials required

<table>
<thead>
<tr>
<th>Each student should have</th>
<th>The Invigilator should have</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Numeracy test booklet</td>
<td>the Invigilator Test Administration Handbook</td>
</tr>
<tr>
<td>Year 5 ONLY - blank A4 paper</td>
<td>spare student test booklets (if left over from the test package)</td>
</tr>
<tr>
<td>a 2B or HB pencil</td>
<td>spare pencils, erasers, sharpeners (provided by the school)</td>
</tr>
<tr>
<td>an eraser</td>
<td>spare blank A4 paper (for Year 5)</td>
</tr>
<tr>
<td>a sharpener</td>
<td>a watch or clock for timing the test</td>
</tr>
</tbody>
</table>

Test administration script — Year 3 & 5 Numeracy

Note: The READ ALOUD instructions apply to both Year 3 and Year 5 unless otherwise stated

READ ALOUD

Today you will do a Numeracy test. You should each have your Numeracy test booklet, a 2B or HB pencil, a sheet of blank paper (Year 5 ONLY), an eraser and a sharpener on your desk. Check to see that you have these things on your desk. Do not open your test booklets until I tell you to.

Allow students time to check they have the appropriate materials.
READ ALOUD

Look at the front cover of your test booklet. Please ensure all of your details are correct. If they are not, let me know now. If you are unsure of anything please ask me now.

READ ALOUD

During the test you must follow these instructions. I will read them to you.
1. You must do your own work.
2. Do not speak to other students during the test.
3. Raise your hand if you need to speak.
4. Follow all directions given to you.
5. All questions must be answered using a 2B or HB pencil. If you need to change an answer, carefully erase it and write another answer.

In the Numeracy test, you will have to answer questions in different ways. These Practice Questions will show you how to do them. Before you begin the test, we will do the Practice Questions together, but you will have to do the test questions by yourself.

Turn to page 16 of your test booklet.

Show students page 16 of the test booklet. Give them time to turn over and locate the questions.

READ ALOUD

To answer some questions, you have to shade one bubble. This is what you have to do for this question. Follow me while I read Practice Question One.

Look at the pencil icon/picture at the side. It tells you to shade one bubble. So, for this question, you need to shade only one bubble next to the correct answer. Make sure you shade the bubble completely. Do that now.

Demonstrate the correct way to shade the bubble.

Give the students time to shade a bubble.
**READ ALOUD**

The correct answer is 4. There are 4 kangaroos on the card, so you should have shaded the bubble under the number 4. If you made a mistake, rub it out completely and shade the correct bubble now.

If you make an error in your test you may rub it out and then shade the correct answer.

Make sure you rub it out completely.

Allow students time to erase completely and correct any errors.

Check that all the students now have the correct bubble shaded.

Check the shading is confined to the bubble and that any incorrect answers have been properly erased.

**READ ALOUD**

To answer some questions, you have to write a number in a box. Follow me while I read Practice Question Two:

\[
P2 \quad 7 + 3 = [\text{box}] \quad \text{Write your answer in the box.}
\]

Look at the pencil icon/picture at the side. It tells you to “Write your answer in the box.”

Now write your answer in the box.

Give the students time to write the answer.

**READ ALOUD**

The correct answer is 10. You should have written the number 10 in the box. If you made a mistake, rub out your answer completely and write the correct answer now.

Allow students time to correct any errors.

**READ ALOUD**

Now look at Practice Question Three. In this question you have to count the dots and write the correct number in the box. There is no pencil icon/picture on the right hand side because the pencil icon/picture for Practice Question Two already tells you what to do.

\[
P3 \quad \begin{array}{|c|c|} 
\hline 
\text{Dots} & \text{Number} \\
\hline 
\cdot & 1 \\
\cdot \cdot & 2 \\
\cdot \cdot \cdot & ? \\
\hline 
\end{array}
\]

How many dots are in the last row of this table?

[Blank box]
Give the students time to write the answer.

**READ ALOUD**

The correct answer is 3. You should have written 3 in the box. If you made a mistake rub it out completely and put in the correct answer.

Demonstrate the correct way to write the answer in the box. Tell students to write the number rather than the word, although the word will be marked correct.

Allow students time to erase any errors completely.

**READ ALOUD**

Now look at Practice Question Four. In this question you have to write the correct letters in the two boxes.

Dan drew these pictures of fruit.

A B C D E

Which 2 drawings are bananas?

[ ] and [ ]

Give the students time to write the answer.

**READ ALOUD**

The correct answer is B and E. You should have written B and E in the boxes. It doesn’t matter which order you write them in. If you made a mistake rub it out completely and put in the correct answer.

Demonstrate the correct way to write the answer in the box.

Allow students time to erase any errors completely.

**READ ALOUD**

That is the end of the practice questions. Open your book at page 2. At the top of each page there is a picture of a pencil like this (indicate) to tell you how to answer the question. When you have to answer in a different way, there will be a new pencil.

Are there any questions?

Answer any questions students might have about what they have to do.
(Year 3 ONLY) READ ALOUD

In this test, I can read questions to you if you need help but I cannot read any numbers or symbols. I cannot explain the questions.

You have 45 minutes to complete the test. Do your best work. Shade the bubbles carefully. Write clearly. If you make a mistake, rub it out completely and try again.

(Year 5 ONLY) READ ALOUD

In this test, I can read questions to you if you need help but I cannot read any numbers or symbols. I cannot explain the questions.

You have 50 minutes to complete the test. Do your best work. Shade the bubbles carefully. Write clearly. If you make a mistake, rub it out completely and try again.

READ ALOUD

Leave questions that you are having trouble answering. You can come back to them later if you have time.

If you make a mistake, rub it out completely and try again.

You should work on your own at all times. You are not allowed to talk to other students.

If you finish before the time is up, check all your answers.

I will let you know when you have 5 minutes left. You may start now.

Supervise students closely to make sure they are on task and responding in the appropriate way. Remember you can read the questions and instructions but you cannot read numbers or numerical symbols to students or paraphrase the questions.

Make sure that students are writing with 2B or HB pencils. Because of the scanning difficulties they cause, students must not use correction fluid or pens, felt pens or coloured pencils. Mark off the time intervals on the board.

If students finish early, ask them to close their test booklets and leave them on their desks. Do not collect the test booklets yet.

(Year 3 ONLY) After 40 minutes, READ ALOUD

You have 5 minutes left to finish the test. If you have already finished, use this time to check all your answers. When you have finished, close your test booklet and wait quietly.

(Year 5 ONLY) After 45 minutes, READ ALOUD

You have 5 minutes left to finish the test. If you have already finished, use this time to check all your answers. When you have finished, close your test booklet and wait quietly.
Thank you everyone. Please put your pencils down. The Numeracy test is now finished. Well done! Close your test booklets and stay seated while the test booklets are collected. **(Year 5 ONLY)** Keep your working-out pages separate from your test booklets. I will collect them separately.
TEST ADMINISTRATION – NAPLAN EQUATING STUDY TESTS

YEAR 7 & 9 NUMERACY (Calculator Allowed) TEST ADMINISTRATION

PLEASE NOTE: This is a flip booklet. The tests commence on the front and back of the same test booklet with one test printed so that students are required to turn the book upside down. The first is the Numeracy (calculator allowed) test.

Please note there is only one set of Practice Questions in each flip-book (p3 calculator allowed). Students are only required to do the practice questions once, during the calculator allowed test.

Each of the two Numeracy tests (calculator allowed/non-calculator) is to be conducted in a separate session. However, both of the Numeracy tests must be administered on the same day. For example:

• 1st test session EQUATING 2016 Y7 Numeracy (calculator allowed)
• 2nd test session EQUATING 2016 Y7 Numeracy (non-calculator)

The tests are an assessment of a student’s ability in Number; Algebra, function and pattern; Space; Measurement, chance and data.

Time Allocation:
Introduction time: approximately 10 minutes
Test time: (Year 7) – 40 minutes
(Year 9) – 40 minutes

Preparation for the Year 7 & 9 Numeracy (calculator allowed) test session

• Ensure all students HAVE a calculator
• Arrange the room so that students cannot copy from each other.
• Cover, reverse or remove any word lists, posters, displays or reading materials that may unfairly advantage the students.
• Blank A4 paper is permitted for working out. Place paper on each desk prior to commencement.
• Hand out the Numeracy test booklets to students, making sure that the front cover is facing them.
• Ensure all students have the appropriate materials e.g. pencils.
• Write a time sequence with start and finish times as well as 10-minute intervals on the board.
• For the 2nd session (non-calculator) you must ensure that there are no calculators allowed.

Materials required

<table>
<thead>
<tr>
<th>Each student should have</th>
<th>The Invigilator should have</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Numeracy test booklet (flipbook)</td>
<td>the Invigilator Test Administration Handbook</td>
</tr>
<tr>
<td>a calculator</td>
<td>spare student test booklets (if left over from the test package)</td>
</tr>
<tr>
<td>blank A4 paper</td>
<td>spare pencils, erasers, sharpeners (provided by the school)</td>
</tr>
<tr>
<td>a 2B or HB pencil</td>
<td>spare blank A4 paper</td>
</tr>
<tr>
<td>an eraser</td>
<td>a watch or clock for timing the test</td>
</tr>
<tr>
<td>a sharpener</td>
<td>a board to demonstrate practice questions</td>
</tr>
<tr>
<td></td>
<td>the Invigilation Test Record Sheet for the session</td>
</tr>
</tbody>
</table>
**Test administration script — Year 7 & 9 Numeracy (calculator allowed)**

**READ ALOUD**

The first test you will be completing today is the Numeracy (calculator allowed) test. You should each have your Numeracy (calculator allowed) test booklet, a calculator, blank paper, a 2B or HB pencil, an eraser and a sharpener on your desk. Check to see that you have these things on your desk. Do not open your test booklet or write on it until I tell you to.

Allow students time to check they have the appropriate materials.

**READ ALOUD**

Look at the front cover of your test booklet. Please ensure all of your details are correct. If they are not, let me know now. If you are unsure of anything please ask me now.

**READ ALOUD**

During the test you must follow these instructions. I will read them to you.

1. You must do your own work.
2. Do not speak to other students during the test.
3. Raise your hand if you need to speak.
4. Follow all directions given to you.
5. All questions must be answered using a 2B or HB pencil. If you need to change an answer, carefully erase it and write another answer.
6. You ARE allowed to use a calculator for this test.

**READ ALOUD**

In this Numeracy test, you will have to answer questions in different ways. Before you begin the tests, we will do the Practice Questions together so you know what to do. Turn to page 3 in your test booklet.

Show students page 3 of the test booklet. Give them time to turn over and locate the questions.

**READ ALOUD**

To answer some questions you have to shade one bubble. This is what you have to do for this question. Look at the pencil icon/picture on the side. It tells you to shade one bubble. Follow while I read Practice Question One.

```
P1  50, 100, 150, 200, 250, ?
```

Which number comes next in this sequence?

```
251  260  300  350
```

Now shade one bubble.

Demonstrate the correct way to shade the bubble. Give the students time to shade the bubble.
READ ALOUD

The correct answer to Practice Question One is 300. You should have shaded the bubble under 300.

If you have not shaded this bubble, rub out your answer completely and shade the correct bubble.

Allow students time to erase completely and correct any errors.

READ ALOUD

To answer some questions you have to write a number in a box. Look at the pencil icon/picture on the side. It says: “Write your answer in the box.” Follow while I read Practice Question Two.

P2 Jim gets paid $10 per hour.
He worked for 5 hours.
How much did Jim earn?

$ ____________________________

Write your answer in the box now.

Give the students time to write the answer in the box.

READ ALOUD

The correct answer is $50. You should have written 50 in the box after the dollar sign. If you have not written 50, rub out your answer completely and write the correct answer now.

Demonstrate the correct way to write the answer in the box.

Allow students time to correct any errors.

READ ALOUD

Practice Question Three has no pencil icon/picture on the side of the question. This is because you have to answer this one in the same way as the last question. If you have to answer the question in a different way, there will be another pencil icon/picture to tell you what to do. Follow while I read Practice Question Three.

P3 $1 = 100 cents
Complete the table.

<table>
<thead>
<tr>
<th>$</th>
<th>cents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>200</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Now write your answer in the box.
Give the students time to write the answer.

**READ ALOUD**

You should have written the number 500 in the box. If you have not written 500 in the box, rub out your answer **completely** and write it now.

Demonstrate the correct way to write the answer in the box. Tell students to write the number rather than the word, although the word will be marked correct.

**READ ALOUD**

Some questions have answers that go into two boxes. Follow as I read Practice Question Four.

![Practice Question Four]

Which two numbers are greater than 97 and less than 100?

Now write your answer in the boxes.

Give the students time to write the answers in the boxes.

**READ ALOUD**

The answer to Practice Question Four is 98 and 99. If you have not written 98 in the first box and 99 in the second box, rub out your answers **completely** and change them.

Demonstrate the correct way to write the answer in the boxes.

Allow students time to erase and correct any errors.

**READ ALOUD**

That is the end of the practice questions. Open your test booklet at page 4. At the top of each page there is an icon like this (show page 4) to tell you how to answer the question. When you have to answer in a different way, there will be a new icon. (Show page 9.)

Are there any questions?

Answer any questions students might have about what they have to do.
READ ALOUD

In this test, I can read questions to you if you need help but I cannot read any numbers or mathematical symbols. I cannot explain the questions.

You have 40 minutes to complete the test. Do your best work. Shade the bubbles carefully. Write neatly. If you make a mistake, rub it out completely and try again.

Leave questions that you are having trouble answering. You can come back to them later if you have time. You should work on your own at all times. You are not allowed to talk to other students. If you finish before the time is up, check all your answers.

I will let you know when you have 5 minutes left. You may start now.

Supervise students closely to make sure they are on task and responding in the appropriate way. Remember you can read the questions and instructions but you cannot read numbers or numerical symbols to students or paraphrase the questions.

Make sure that students are writing with 2B or HB pencils. Because of the scanning difficulties they cause, students must not use correction fluid or pens, felt pens or coloured pencils.

Mark off the time intervals on the board.

If students finish early, ask them to close their test booklets and leave them on their desks. Do not collect the test booklets yet.

After 35 minutes, READ ALOUD

You have 5 minutes left to finish the test. If you have already finished, use this time to check all your answers.
When you have finished, close your test booklet and wait quietly.

After a further 5 minutes, READ ALOUD

Thank you everyone. Please put your pencils down. The first Numeracy test is now finished. Well done! Close your test booklets and stay seated while the test booklets are collected. Keep your working-out pages separate from your test booklets. I will collect them separately.
This section needs to be read in conjunction with Section 1 (Numeracy calculator allowed)

PLEASE NOTE: This is a flip booklet. The tests commence on the front and back of the same test booklet with one test printed so that students are required to turn the book upside down. The first test is the Numeracy (calculator allowed) test. The second test is the Numeracy (non-calculator) test.

Please note that as students worked through practice questions in the Numeracy (calculator allowed) test held in the 1st session, no practice questions are required for the Numeracy (non-calculator) test.

Each of the two Numeracy tests (calculator allowed/non-calculator) is to be conducted in a separate session. However, both of the Numeracy tests must be administered on the same day. For example:

- 1st test session EQUATING 2016 Y7 Numeracy (calculator allowed)
- 2nd test session EQUATING 2016 Y7 Numeracy (non-calculator)

This is an assessment of a student’s ability in Number; Algebra, function and pattern; Space; Measurement, chance and data.

**Time Allocation:**

| Introduction time: | approximately 10 minutes |
| Test time:         | (Year 7) – 40 minutes |
|                    | (Year 9) – 40 minutes |

**Preparation for the Year 7 & 9 Numeracy (non-calculator) test session**

- Ensure all students do NOT have calculators. These need to be removed from the 1st session.
- Arrange the room so that students cannot copy from each other.
- Cover, reverse or remove any posters, displays or reading materials that may unfairly advantage the students.
- Blank A4 paper is permitted for working out. Place paper on each desk prior to the commencement.
- Ensure all students are seated.
- Call out each student’s name and ask them to raise their hands (referencing the 1st session booklets).
- Hand out the Numeracy Flip test booklets to students, making sure that the front cover is facing them.
- Ensure all students have the appropriate materials e.g. pencils.
- Write a time sequence with start and finish times as well as 10-minute intervals on the board.

**Materials required**

<table>
<thead>
<tr>
<th>Each student should have</th>
<th>The Invigilator should have</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Numeracy test booklet (flipbook)</td>
<td>the Invigilator Test Administration Handbook</td>
</tr>
<tr>
<td>blank A4 paper</td>
<td>spare student test booklets (if left over from the test package)</td>
</tr>
<tr>
<td>a 2B or HB pencil</td>
<td>spare pencils, erasers, sharpeners (provided by the school)</td>
</tr>
<tr>
<td>an eraser</td>
<td>spare blank A4 paper</td>
</tr>
<tr>
<td>a sharpener</td>
<td>a watch or clock for timing the test</td>
</tr>
<tr>
<td></td>
<td>a board to demonstrate practice questions</td>
</tr>
<tr>
<td></td>
<td>the Invigilation Test Record Sheet for the session</td>
</tr>
</tbody>
</table>
Now you will do the second Numeracy test which is the Numeracy (non-calculator) test. You should each have your Numeracy flip book, blank paper, a 2B or HB pencil, an eraser and a sharpener on your desk. Ensure that this booklet has your name written on it. Check to see that you have these things on your desk.

Allow students time to check they have the appropriate materials.

Please turn over the test booklet and clearly and neatly write your name exactly as you have written it on the front cover. Please ensure your details are correct. If you are unsure of anything please ask me now.

During the test you must follow these instructions. I will read them to you.
1. You must do your own work.
2. Do not speak to other students during the test.
3. Raise your hand if you need to speak.
4. Follow all directions given to you.
5. All questions must be answered using a 2B or HB pencil. If you need to change an answer, carefully erase it and write another answer.
6. You are NOT allowed to use a calculator for this test.

You have 40 minutes to complete the test. Keep going until you have finished all the questions. There is an icon at the top of the page to tell you how to answer the question. When you have to answer in a different way, there will be a different icon.

The conditions that applied to the first Numeracy test also apply to this test.

I can read questions to you if you need help but I cannot read any numbers or mathematical symbols. I cannot explain the questions. Do your best work. Shade the bubbles carefully. Write neatly. If you make a mistake, rub it out completely and try again.

Leave questions that you are having trouble answering. You can come back to them later if you have time.

You should work on your own at all times. You are not allowed to talk to other students. If you finish before the time is up, check all your answers.

I will let you know when you have 5 minutes left. You may start now.
Supervise students to make sure they are on task and responding in the appropriate way. Remember you can read the questions and instructions but you cannot read numbers or symbols to students or paraphrase the questions.

Make sure that students are writing with 2B or HB pencils. Because of the scanning difficulties they cause, students must not use correction fluid or pens, felt pens or coloured pencils. Mark off the time intervals on the board.

If students finish early, ask them to close their test booklets and leave them on their desks. Do not collect the test booklets yet.

After 35 minutes, READ ALOUD

You have 5 minutes left to finish the test. If you have already finished, use this time to check all your answers. When you have finished, close your test booklet and wait quietly.

After a further 5 minutes, READ ALOUD

Thank you everyone. Please put your pencils down. The Numeracy tests are now finished. Well done! Close your test booklets and stay seated while the test booklets are collected. Keep your working-out pages separate from your test booklets. I will collect them separately.
TEST ADMINISTRATION – NAPLAN EQUATING STUDY TESTS

YEAR 5 & 7 WRITING TEST ADMINISTRATION

This test is to be conducted in two sessions.

This is an assessment of a student’s ability to plan and write a text independently. There must not be any teacher input or assistance.

It is required that students be given a break of at least 20 minutes between the first Writing test and the second Writing test.

Time Allocation:
Introduction time: approximately 10 minutes
Test time: 40 minutes. This is made up of:
• Planning: 5 minutes
• Writing: 30 minutes
• Editing: 5 minutes

Preparation for the Year 5 & 7 Writing test session
• Arrange the room so that students cannot copy from each other.
• Cover, reverse or remove any posters, displays or reading materials that may unfairly advantage the students.
• Hand out the Writing test booklet, the Writing prompt and a sheet of blank paper to students, making sure that the front cover of the test booklet is facing them.
• Ensure all students have the appropriate materials e.g. pencils.
• Write a time sequence with start and finish times as well as 10-minute intervals on the board.

Materials required

<table>
<thead>
<tr>
<th>Each student should have</th>
<th>The Invigilator should have</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Writing test booklet</td>
<td>the Invigilator Test Administration Handbook</td>
</tr>
<tr>
<td>the coloured, single page Writing stimulus</td>
<td>spare student test booklets (if left over from the test package)</td>
</tr>
<tr>
<td>a sheet of blank paper for planning</td>
<td>spare Writing stimulus sheets (if left over from the test package)</td>
</tr>
<tr>
<td>a 2B or HB pencil</td>
<td>spare pencils, erasers, sharpeners (provided by the school)</td>
</tr>
<tr>
<td>an eraser</td>
<td>a watch or clock for timing the test</td>
</tr>
<tr>
<td>a sharpener</td>
<td>a board to display the time sequence</td>
</tr>
</tbody>
</table>

Students must NOT have access to reading books during the Writing test.

Test administration script — Year 5 & 7 Writing

READ ALOUD

Now you will do a Writing test. You should have your Writing test book, the Writing stimulus, a piece of blank paper, a 2B or HB pencil, a sharpener and an eraser on your desk. Check to see that you have these things on your desk. Check that the details on the front of the test booklet are correct.
Allow students time to check their details and that they have the appropriate materials.

**READ ALOUD**

Put your pencils down now and listen carefully while we look at the Writing stimulus sheet.

Hold up a copy of the Writing stimulus page for students to see.

**READ ALOUD**

You need to write about the topic or idea on the stimulus sheet. The stimulus sheet also tells you what kind of text to write. I will read the sheet for you. Follow the words while I read it to you.

Point to the information you are going to read. **Read everything on the Writing stimulus page, from top to bottom, to the students.**

You must only read the words on the stimulus page.

**DO NOT:**
- brainstorm with students
- allow students to discuss the topic
- give students ideas or pre-developed plans
- discuss the pictures on the stimulus page
- write anything on the board other than the time sequence
- plan for the students.

**READ ALOUD**

Before you write, there will be time to do some planning. People like to plan in different ways. You might write down your main ideas or key words, or draw a mind map. You could plan by writing your ideas in a planning outline such as a table or diagram. You can also plan by just thinking what you will write.

Use the dot points on the Writing stimulus sheet to help you.

Choose the kind of planning that helps you to organise your ideas.

Show the planning page.

**READ ALOUD**

You have five minutes planning time. Use your blank sheet of paper for planning. The planning page will not be marked but it will be collected. Do not write in your book yet. It should still be closed. You may begin planning now.

Supervise students to make sure they are planning their work independently and are not writing in their test books. If students are having difficulties, quietly encourage them to look at the stimulus page. Do not help students to develop or structure their writing.
After 5 minutes, READ ALOUD

That’s all the time you have for planning. Put your planning page where you can see it. Open your Writing test book to Page 2. Do not begin yet. This is where you start your writing. You have three pages to write on but you do not have to use them all. You cannot be given any extra pages to write on.

You now have 30 minutes to write on the topic. After that you will have five minutes to edit your work. I will tell you when there are five minutes left to finish your writing.

You may start writing now.

Supervise the students to make sure that they have begun writing.

Check that they have started on Page 2 of the test book. Quietly speak to those students who are not working. Refer them to the stimulus page for ideas but do not help them with their ideas or their writing.

Do not provide extra paper or an extra writing book to students as these will not be marked. Only the three pages of writing in the test book will be marked.

Make sure that students are writing with an appropriate pen or pencil. Students must not use correction fluid or pens, felt pens or coloured pencils as these will affect the scanning of the test books.

Mark off the time intervals on the board.

If students finish early, suggest they reread and edit their writing and then close their test books and leave them on their desks. DO NOT collect the test books until the end of the test time, or all students have completed the tests.

After 30 minutes, READ ALOUD

You have five minutes left to finish your writing. If you have already finished, use this time to start checking your work.

After 35 minutes, READ ALOUD

Your writing time is now finished. You have five minutes to check and edit your work.

Check your writing by reading it carefully. You can edit your work by adding or changing words or sentences and correcting any spelling or punctuation mistakes.

You can add some ideas or sentences if you notice you have left something out. However, you don’t have time to make big changes.

You can choose to use this time to complete your writing if you need to. When you have finished, close your test books and wait quietly.

Supervise students to make sure they are editing and completing their texts.

Students may use this time to complete their writing; however, no additional time can be provided for editing.
After 40 minutes, READ ALOUD

The Writing test is now finished. Please put your pencil down and close your test book. Do not put your planning page or stimulus page inside your test book. I will collect them separately.

After the test

- Collect all test books. Check that the writing stimulus and planning page are not inside test books as these are not returned for processing.
- Collect all stimulus pages and planning pages for secure storage.
- Do not remove any pages from any test book.
SECTION 6: POST-TEST SESSION

Invigilators must ensure the following steps are followed immediately after completing each test session:

1. Collect ALL test booklets and stimulus material, even the unused booklets. No materials are to be left behind at the school, including this handbook. No students, teachers or other unauthorised persons should remove any test material from the test area at any time. No copies should be made.

2. Use the ITRS to check that ALL test booklets and Writing and Reading stimulus materials are accounted for, including those for students who did not sit or complete the session. To complete the reconciliation invigilators should:
   - Reference the number of booklets distributed against the number of books collected, then record these details on the class ITRS form.
   - Fill in the ‘sat’ field on the ITRS form. Only list books as ‘sat’ if the student has actually received the test (and stimulus if relevant).
   - Make notes in the Test Session Report section of the ITRS form. This is to assist with the completion of the Test Session Report online, which must be completed online as soon as the invigilator has access to a computer. In this section you need to record any test incidents or special provisions that were made for students such as:
     a. aids for learning difficulties, or hearing impairment
     b. students that are/were sick and therefore requested extra time, or to sit it in another location (e.g. nurses station)
     c. students that needed to leave the room and return for any reason
     d. fire alarm, or other reason for the class leaving the room during the test
   - Complete the checklist at the end of the ITRS form to make sure you have completed all the sections accurately.
   - Clearly print your name, then sign and date the appropriate sections.
   - Complete the online Test Session Report form to confirm the reconciliation status of each class and to record any notable incidents during the invigilation assignment.

   http://goo.gl/forms/1vldtYwAuP

3. Check that working-out or planning pages are NOT folded inside the test booklets.

4. Collect all working-out or planning pages for return to PAS for later secure destruction.

5. Fill in the ‘returned’ section of the Invigilator Test Record Sheet, checking that all test booklets and stimulus materials are packed into the return tamper evident bags.

6. Re-insert the original tamper evident bag header to the relevant tamper evident bag then seal the school’s tamper evident bag for each test component and place them into the school poly bag. Note, Writing stimulus must be placed back inside the writing booklets prior to placing into TEBs. Return material to secure storage as soon as possible.

7. No students, teachers or other unauthorised persons should remove any test material from the test areas.

*The correct completion of both the ITRS document and the online form is vital to the effectiveness of the study.*

Please note that although Yr 7 and 9 Numeracy tests are conducted over 2 sessions using the one test booklet, you **MUST** collect all test materials at the conclusion of the 1st session and reconcile materials as described in section 6. This is to ensure the security of the materials during the break. At the commencement of the 2nd session, invigilators should follow the same procedures as in the 1st session using the same test booklets. Do not distribute the test materials until all students are seated in the allocated seats.
SECTION 7: AFTER THE ENTIRE TEST SESSIONS ARE COMPLETE

EQUATING STUDY post-test flow diagram

The following flow diagram has been designed to provide Invigilators with an overview of the processes to follow after all their test sessions are complete:

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After Invigilators have completed their entire schedule of work, i.e. completed all test sessions at all required schools, they should complete the following immediately:

**Check the packing of all test materials**

1. all test booklets and stimulus materials are packed in to tamper evident bags
2. all the Invigilator Test Record Sheets (and corresponding test session reports) are accurately completed on each form
3. all test materials and associated materials (such as working out paper, Writing task stimulus material, this handbook, etc.) are accounted for
4. all the tamper evident bags containing completed test books and Invigilator Test Record Sheet as well as working out paper, stimulus materials, school packing list etc. are packed into the school poly bag; then pack into the double walled boxes in which the materials were delivered to you
5. the handbook and invigilator packing list are packed into the box before sealing
6. remove the original labels and outbound consignment note and replace with return mailing labels and eparcel return consignment note
7. Check the addressed return labels, one to each box, are correctly attached and the boxes are thoroughly sealed and marked (box 1 of 3, box 2 of 3, box 3 of 3 etc).
8. Once packing is completed the cartons need to be lodged at an Australia Post office.

**All invigilator materials should be mailed to PAS within 24 hours of completing your last assignment.**
## APPENDIX A: INVIGILATOR’S CHECKLIST

### PRE-TEST

- Check the contents of the delivered test packages against the packing lists and your schedule of work (do not open the tamper evident bags)
- Place the test materials in a secure location in your home
- Ensure you have thoroughly reviewed this handbook
- Complete the online delivery reconciliation form to confirm the receipt of all materials: [http://goo.gl/forms/drP2DFNOOB](http://goo.gl/forms/drP2DFNOOB)

### TEST

- Ensure you have all the materials required for each test which is to be attempted on that day
- Arrive at the school promptly (at least 45 minutes prior), and liaise with the school contact person
- Prepare the test session room
- Ensure the test commences promptly
- Ensure students have neatly written their name, date of birth, class and demographics correctly on all test booklets (check with the class teacher if you are unsure of any student details).

### POST-TEST SESSION

- All materials are collected from the test venue including students scrap notes. Ensure nothing is left uncollections.
- Ensure students have neatly written their name, date of birth, class and demographics correctly on all test booklets (check with the class teacher if you are unsure of any student details).
- Ensure all the required test administration is completed before leaving the school including the ‘sat’ section of the Invigilator Test Record Sheets (only for students who were given the test).
- Ensure that you have filled in the ‘returned’ section of the Invigilator Test Record Sheet for ALL books including Reading magazines and Writing stimulus (check them off as you place them into a tamper evident bag).
- Pack the completed test booklets into a tamper evident bag and reseal it.
- Check all the test books are returned to secure storage including the Invigilator Test Record Sheets until you have finished your full schedule of work.
- Complete the online post-test reconciliation form and test session report as soon as possible: [http://goo.gl/forms/1vldtYwAuP](http://goo.gl/forms/1vldtYwAuP)

### AFTER THE ENTIRE TEST SESSIONS ARE COMPLETE

- Check all the test books are accounted for and correctly placed in secure tamper evident bags
- Pack the school’s sealed tamper evident bags into the spare poly bag, make sure you seal the school’s poly bag prior to placing it in the box.
- Securely pack all test materials back into the box(es) that the materials were delivered in, including your Invigilator Handbook. Make sure you remove the original labels and outbound consignment note and replace with return mailing labels.
- If you are returning more than one box, please make sure that the boxes are clearly labelled ‘1 of 3’, ‘2 of 3’ and ‘3 of 3’.
- Deposit all boxes at a local Australia Post office.
**APPENDIX B: SAMPLE SCHEDULE OF WORK**

Assignment 1:

<table>
<thead>
<tr>
<th>School</th>
<th>Address</th>
<th>Suburb</th>
<th>Postcode</th>
<th>Testing date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson High School</td>
<td>4/100 Station Street</td>
<td>Nunawading</td>
<td>3131</td>
<td>1/1/1900</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School contact name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marvin Little</td>
<td>1800 665 627</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Room name</th>
<th>Test type</th>
<th>Start time</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A</td>
<td>Test centre A</td>
<td>Reading</td>
<td>9:00am</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 2</th>
<th>Address</th>
<th>Test type</th>
<th>Start time</th>
</tr>
</thead>
<tbody>
<tr>
<td>5B</td>
<td>Test centre B</td>
<td>Reading</td>
<td>11:30am</td>
</tr>
</tbody>
</table>
# APPENDIX C: INVIGILATOR TEST RECORD SHEET

## Invigilator Test Record Sheet - Writing Task

**Invigilator Name:** 

**School Name:** 

**School Code:**  

**Class:**  

**State:**  

### Confirm the status of the students who participated in the test below:

<table>
<thead>
<tr>
<th>BOOKLET TYPE</th>
<th>Quantity sent</th>
<th>Quantity received</th>
<th>Quantity sat</th>
<th>Quantity collected</th>
<th>Quantity returned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAMPLE ONLY:</strong> Sample book type</td>
<td>27</td>
<td>27</td>
<td>22</td>
<td>22</td>
<td>27</td>
</tr>
</tbody>
</table>

| Year 5.1 Writing Task |  |  |  |  |  |
| Year 5.1 Writing Prompt |  |  |  |  |  |
| Year 5.2 Writing Task |  |  |  |  |  |
| Year 5.2 Writing Prompt |  |  |  |  |  |
| Year 7.1 Writing Task |  |  |  |  |  |
| Year 7.1 Writing Prompt |  |  |  |  |  |
| Year 7.2 Writing Task |  |  |  |  |  |
| Year 7.2 Writing Prompt |  |  |  |  |  |

Please turn over to complete →

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2016 NAPLAN Equating Study – Invigilator Handbook

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Test Session Report

1) Record any special provisions allowed for students (please include the Booklet Security ID and student name).
2) Record any incidents or irregularities that occurred during the test session.

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>BOOKLET ID</th>
<th>SPECIAL PROVISION/IRREGULARITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Please also provide a general overview including any feedback received from school staff in relation to the test session.

Checklist

1. All material has been received
2. All material has been given out to students
3. Any special provisions allowed for students are recorded
4. Any incidents of irregularities have been recorded
5. All material has been returned and placed into tamper-evident bag provided with this form

Name of Invigilator: ____________________________

Signature of Invigilator: ________________________ Date:   / / 2016

Thank you
# NAPLAN EQUATING 2016

## Invigilator Test Record Sheet

**Invigilator Name:**

**School Name:**

**School Code:**

**Class:**

**State:**

Confirm the status of the students who participated in the test below:

<table>
<thead>
<tr>
<th>BOOKLET TYPE</th>
<th>Quantity sent</th>
<th>Quantity received</th>
<th>Quantity sat</th>
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<th>Quantity returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE ONLY: Sample book type</td>
<td>27</td>
<td>27</td>
<td>22</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>Year 3 Language Conventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 Reading magazine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 Numeracy</td>
<td></td>
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<tr>
<td>Year 5 Language Conventions</td>
<td></td>
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<tr>
<td>Year 5 Reading</td>
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<tr>
<td>Year 5 Reading magazine</td>
<td></td>
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<tr>
<td>Year 5 Numeracy</td>
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<tr>
<td>Year 7 Language Conventions</td>
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<tr>
<td>Year 7 Reading</td>
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<tr>
<td>Year 7 Reading magazine</td>
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<tr>
<td>Year 7 Numeracy (calc)</td>
<td></td>
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<tr>
<td>Year 7 Numeracy (non-calc)</td>
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<tr>
<td>Year 9 Language Conventions</td>
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<tr>
<td>Year 9 Reading</td>
<td></td>
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<tr>
<td>Year 9 Reading magazine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Year 9 Numeracy (calc)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Year 9 Numeracy (non-calc)</td>
<td></td>
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</tbody>
</table>

*Collect books after 1st session for security

Please turn over to complete →
Test Session Report
1) Record any special provisions allowed for students (please include the Booklet Security ID and student name).
2) Record any incidents or irregularities that occurred during the test session.

<table>
<thead>
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</tbody>
</table>

Please also provide a general overview including any feedback received from school staff in relation to the test session.

Checklist
1. All material has been received................................................................................................................................................ ○
2. All material has been given out to students.......................................................................................................................... ○
3. Any special provisions allowed for students are recorded................................................................................................... ○
4. Any incidents of irregularities have been recorded.............................................................................................................. ○
5. All material has been returned and placed into tamper-evident bag provided with this form.......................................... ○

Name of Invigilator: __________________________________________
Signature of Invigilator: ____________________________ Date: / / 2016

Thank you
APPENDIX D: CONFIDENTIALITY AGREEMENT

Must be photocopied and completed by teacher that is assisting student with learning disabilities. Any teachers who remain in the classroom and who have been exposed to the test materials must also complete a confidentiality form.

CONFIDENTIALITY AGREEMENT

AND REGISTER OF CLOSE RELATIONSHIPS

NAPLAN 2016

I, ____________________________, agree that I will observe confidentiality and will not disclose or divulge by any means or in any way to any person not authorised to receive them, the details of the content of any potential test materials in the NAPLAN project.

I understand the need for the maintenance of the strictest test security and confidentiality, and I will not comment on the content of the potential test materials other than to ACARA in the context of performing my role in the project.

I will not, directly or indirectly, in any way compromise the security of any potential test materials.

Please tick one box below to indicate if you have a close family member or friend who will sit the NAPLAN tests or who teaches a class that will sit the NAPLAN tests in 2016.

☐ I declare that, to the best of my knowledge, no relative of mine will be sitting the NAPLAN tests in 2016 and that no friend or relative is teaching a class that will sit the NAPLAN tests in 2016.

Or:

☐ My ____________________________ will sit the NAPLAN tests in 2016

and/or my ____________________________ teaches a class that will sit the NAPLAN tests in 2016.

Name: ____________________________________________

Jurisdiction (Tick one): ACT ☐ NSW ☐ NT ☐ QLD ☐ SA ☐

TAS ☐ VIC ☐ WA ☐

DET ☐ Catholic Schools ☐ Independent Schools ☐

Organisation: ____________________________________________

Role: ____________________________________________

Signature: ____________________________________________

Date: ____________________________________________

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