



National protocols for
test administration
– NAPLAN online

2017

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1. INTRODUCTION

The Australian Curriculum, Assessment and Reporting Authority (ACARA) has responsibility for the development and central management of the National Assessment Program – Literacy and Numeracy (NAPLAN). The test administration authority (TAA) in each state or territory is responsible for the administration of the tests in their jurisdiction. All states and territories administer the tests in accordance with nationally agreed protocols. NAPLAN tests are held during May each year for students in Years 3, 5, 7 and 9. Education Services Australia (ESA) manages the online national assessment platform (platform) on which the NAPLAN online tests are delivered.

The *National protocols for test administration – NAPLAN online* (the protocols) provide detailed information on all aspects of the administration of the tests. Technical guidance on the use of the platform is provided separately in the *Handbook for principals – NAPLAN online* and *NAPLAN online test administration handbook for teachers*.

The protocols set out the principles to manage security of the tests, the test environment and other relevant factors to ensure valid, reliable, nationally comparable results are obtained. These protocols specify security requirements and uniform processes and procedures to ensure students complete the tests under similar conditions. In cases where individual students require special arrangements to complete the tests, these arrangements are provided at the school in consultation with the school and the relevant TAA.

In order to maintain the integrity of the tests, the testing process and ultimately test results, these protocols must be followed. Breaches of the protocols and allegations of cheating or improper behaviour are taken very seriously, and substantiated cases of improper behaviour will be reported publicly in ACARA's annual test incident report. To assist TAAs and schools in determining what are appropriate and inappropriate behaviours, a code of conduct is included, along with information on how breaches are dealt with.

ACARA, in cooperation with states and territories, will continue to review the protocols to ensure that NAPLAN online tests are delivered in an appropriate and consistent manner across all states and territories.

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

2. CODE OF CONDUCT

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

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

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

- 2.1.1 Disability adjustments should be granted that are appropriate for students to access and participate in the tests.
- 2.1.2 It is unacceptable to exert influence on parents to withdraw their children from testing.

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

- 2.2.1 The integrity of the tests must be maintained at all times; cheating is not permitted.
- 2.2.2 The test environment must neither advantage nor disadvantage any student.
- 2.2.3 Tests should be appropriately administered. In deciding what is appropriate, principals should take into consideration the time, location, supervision and technical support requirements for the test sessions.
- 2.2.4 Active supervision of students during the tests is required.
- 2.2.5 Providing unauthorised assistance to students during the tests is inappropriate.
- 2.2.6 Providing additional time for the tests is inappropriate unless authorised by the protocols.
- 2.2.7 Allowing students access to unauthorised materials and aids during the tests is inappropriate.
- 2.2.8 Allowing students unauthorised internet access, beyond that permitted by the locked down browser/app for the platform, is inappropriate.
- 2.2.9 Test administrators should ensure their actions before, during and after the tests do not unduly impact on students' results.
- 2.2.10 Any attempt by school staff to unfairly or dishonestly manipulate test results is inappropriate.
- 2.2.11 Any attempts by any party to modify an answer after the test is completed by the student are inappropriate.

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

- 2.3.1 The best preparation schools can provide for students is teaching the Australian Curriculum, as implemented in all states and territories.
- 2.3.2 Any actions that compromise the ability of students to produce results that reflect their own unrehearsed knowledge and skill are inappropriate.
- 2.3.3 The preparation of possible responses for any test is inappropriate.
- 2.3.4 Any attempts by students to gain an unfair advantage are inappropriate.
- 2.3.5 Principals must ensure all students are familiar with the functionality of the NAPLAN online tests and range of item types in each domain. The online public demonstration site provides resources for this purpose (see section 7.3).
- 2.3.6 Principals must ensure that all students are familiar with the type of device that they will be using for NAPLAN online.

2.4 Test security: The security of the tests is critical to ensure that students' individual results accurately reflect their abilities. Test materials must be kept secure to avoid any premature disclosure of content or unauthorised disclosure of test materials at any time.

- 2.4.1 The security and confidentiality of the test materials must be maintained from the time they are delivered to the school, generated or accessible via the platform, to the end of the test security period. Test materials for online are defined in section 11.
- 2.4.2 The content of NAPLAN online tests must not be disclosed prior to or during the test security period. Where test content can be used for educational purposes after the end of the test security period, this content will be provided to schools separately. For more details on post-security period use of test materials (see section 4.3.12).
- 2.4.3 Tests should not be conducted outside the secure school location unless prior permission has been granted by the TAA.
- 2.4.4 All test materials, including student session codes, must be secured immediately after each test session (not left in the possession of test administrators, classrooms or other insecure storage areas).
- 2.4.5 Schools should ensure that students' test attempts are submitted and that students have closed out of the locked down browser at the completion of testing.
- 2.4.6 Schools must not copy, transcribe or transmit tests or student responses, or cause responses to be recorded, except as outlined by these protocols.

- 2.4.7 If schools are provided with paper test materials then test security should be maintained in line with the *National protocols for test administration* for paper tests.

2.5 Communication: Effective communication at all levels is essential for the efficient and transparent delivery of the tests.

- 2.5.1 Principals and their delegates must read and understand the *Handbook for principals – NAPLAN online* and the *NAPLAN online test administration handbook for teachers*.
- 2.5.2 Failure to read or become aware of these protocols and documents is not a valid reason for breaching protocols.
- 2.5.3 Principals, NAPLAN coordinators and test administrators must adhere to the instructions outlined in the *Handbook for principals – NAPLAN online* and *NAPLAN online test administration handbook for teachers*, and principals should seek clarification from their TAA if unsure of any points.
- 2.5.4 Dishonest and inappropriate practices should be actively discouraged and will not be tolerated. Allegations of breaches of the *National protocols for test administration – NAPLAN online* should be reported promptly.
- 2.5.5 It is the responsibility of the principal to make parents and carers aware of the main aspects of the testing program, in particular that NAPLAN will be completed online.

2.6 For year 3 writing and where schools have been directed by the TAA to conduct paper tests, the *National protocols for test administration* for paper tests will apply.

3. COMMUNICATIONS

3.1 Responsibilities of ACARA

- 3.1.1 ACARA is responsible for:
- maintaining a website for NAPLAN information (www.nap.edu.au) with updates on all aspects of the national tests.
 - a communications strategy clearly outlining the respective roles played by ACARA and the TAAs. This includes communication to schools that will be made available to TAAs. Materials arising from this strategy that ACARA is responsible for will be made available on the NAP website (www.nap.edu.au).
 - maintaining the *National protocols for test administration – NAPLAN online*, which is a key risk control and communication document for the NAPLAN program.
 - ensuring that minimum technical requirements for administering the online tests are communicated to TAAs and made available to schools on the NAP website (www.nap.edu.au).
 - developing national communication messaging, to be adapted by TAAs for local dissemination.

3.2 Responsibilities of test administration authorities (TAAs)

3.2.1 TAAs will:

- facilitate the distribution of information to schools for parents / school communities.
- collect student background information from schools as agreed by education ministers. This enables nationally comparable reporting of students' outcomes against the *Melbourne declaration on educational goals for young Australians*. Further details on data collection can be found in the current *Data standards manual: student background characteristics* on the ACARA website.
- collect the following authorisation, in a manner that suits them:
 - students accessing disability adjustments that require TAA approval
 - exemptions
 - withdrawals
 - abandonments due to illness and injury
 - declarations for parents acting as supervisors for their own children
- establish procedures for arranging the conduct of tests for students taking the test at a school other than their own school. These must include providing support to the host school on registering visiting students, as well as transferring test data of visiting students to their home school.
- establish and communicate procedures in line with these protocols for the provision of information on the demand/need for the production of test materials in braille.
- establish and communicate procedures for testing students who are registered as undertaking non-school based education (e.g. home-schoolers).

3.3 Responsibilities of principals

3.3.1 Principals are required to:

- ensure that parents/carers of students in Years 3, 5, 7 and 9 are fully informed about the program.
- discuss and plan for disability adjustments, withdrawals and exemptions.
- record on the platform:
 - disability adjustments
 - withdrawals
 - exemptions
 - abandonments due to illness and injury
 - absences.
- ensure that all relevant staff are aware of the scheduling and IT requirements (e.g. minimum technical specifications for devices, technical readiness requirements) during the NAPLAN online test window (see section 8.4).
- ensure that all relevant staff are fully informed of their roles and responsibilities and test administration requirements.
- ensure that all staff are aware that they must maintain test security at all times.

- ensure that NAPLAN student reports are delivered to parents/carers in a timely manner as prescribed by their TAA and/or jurisdiction after they are made available.
 - be aware of any additional jurisdiction-specific responsibilities outlined in part B of the *Handbook for principals – NAPLAN online*.
- 3.3.2 Principals are responsible for ensuring that students have access to the NAPLAN online public demonstration site to become familiar with the functionality of the NAPLAN online tests.
- 3.3.3 Principals are responsible for acknowledging that they have read and understood the *Handbook for principals – NAPLAN online*, which includes the relevant sections of these protocols. This acknowledgment is a compulsory step in the processes for preparing for NAPLAN online in the platform. This acknowledgment must be done by the principal and cannot be delegated to the NAPLAN coordinator.

4. SECURITY AND INTEGRITY OF TEST MATERIALS

4.1 Responsibilities of test administration authorities (TAAs)

- 4.1.1 TAAs have responsibility for the security and integrity of test materials which ACARA gives them access to. TAAs must contact ACARA immediately if test material security has been breached in any way.
- 4.1.2 Log in details that provide access to the item review environment of the platform must be kept in highly secure locked locations within TAA premises. This may include safes and secure rooms. Publicly accessible locations such as locked filing cabinets are not adequate.
- 4.1.3 Access to the platform and test materials by TAAs must be monitored and password protected, with access limited to the smallest number of officers practicable.
- 4.1.4 All access to secure test items should be logged, and a list of all personnel who are authorised to access test items kept. A register must be kept of all personnel who have accessed test items.
- 4.1.5 Electronic transmission (via secure ftp – never via email) of test materials must be kept to a minimum and materials must be transmitted only when appropriately encrypted. Extreme caution must be exercised in transmitting copies electronically.
- 4.1.6 All officers and contracted staff who have access to test materials prior to the test must have signed non-disclosure/confidentiality agreements. Those who have signed them, and/or relevant statutory declarations as part of their own employment agreements will not be required to do so again. It is up to the discretion of the TAA as to whether they require additional signed declarations from their staff.

- 4.1.7 TAAs must develop a disaster recovery strategy in the event that test materials are mislaid or storage facilities (including electronic facilities) are compromised or accessed by unauthorised personnel.
- 4.1.8 TAAs must monitor progress of the testing in their jurisdiction, including any system-wide technical issues or breaches of the protocols that may compromise security (see section 10).

4.2 Responsibilities of test administration authorities with contractors

- 4.2.1 TAAs must ensure that contractors undertake to provide adequate and appropriate security consistent with the protocols.
- 4.2.2 TAAs must inform all parties involved that test materials (see definition in section 11) must be secure through the whole process of delivery to schools, storage at schools and distribution during the testing program up to and including 26 May 2017.
- 4.2.3 TAAs must ensure that contractors do not deliver test materials to schools (or deliver to alternative locations) unless the principal or appropriate principal's delegate personally receives them. Delivery contractors must not leave materials unattended or unsecured. Where this is not possible, delivery contractors will be required to employ the method agreed between the TAA and the contractor for managing materials.

4.3 Responsibilities of principals

- 4.3.1 The principal will receive account and log in details for the platform at the beginning of the school year. The principal is responsible for creating accounts to provide access to the platform for school staff. The principal also retains overall responsibility for ensuring that only appropriate staff have access to the platform and that these staff understand the need to maintain security of test materials (see definition in section 11).
- 4.3.2 The principal is responsible for ensuring that test materials are appropriately secured.
- 4.3.3 The principal must notify the TAA immediately if test material security has been breached in any way from the time of receipt of access details for the platform or other test materials.
- 4.3.4 Test materials must be received in person by the principal or the principal's delegate(s) (someone who occupies a position of suitable responsibility, whom the principal nominates as an eligible person to accept the test material delivery). The principal is to ensure that the authorised person who receives the test materials signs for them and legibly records their name and the time the material arrives at the school. This information may be requested by the TAA. Materials must not be left unattended by a courier. If this occurs, the TAA must be notified immediately.
- 4.3.5 Where couriers cannot avoid making deliveries after school hours, the principal or the principal's delegate must take delivery of the test materials.

- 4.3.6 The principal or the principal's delegate who signs for the materials is to ensure the contents of deliveries are correct as soon as possible after the receipt of the material. Packages must be checked for tampering.
- 4.3.7 In the event of incorrect/incomplete delivery or evidence of tampering or other compromise in security during transit, the relevant TAA must be notified immediately and any jurisdiction-specific process followed. Any additional test materials dispatched to schools will be forwarded using the same level of security as that used for the original dispatch.
- 4.3.8 These procedures must be followed for all test materials, including the platform access package, low bandwidth test options, and braille formats.
- 4.3.9 The principal must ensure that teachers and students not involved in the tests do not have access to the test materials.
- 4.3.10 The principal must ensure that videos or photographs for media opportunities are taken outside the test sessions, to ensure the security of the test.
- 4.3.11 The principal must ensure that test administrators are fully aware of test processes and are made familiar with information provided on test security.
- 4.3.12 Post-security period use of test materials: Principals (and their teaching staff) are permitted to use released NAPLAN test materials¹ (paper NAPLAN tests and released online test materials) for non-commercial educational use within their school after the test security period has ended. This enables primary and secondary school educators to provide students with access to these related NAPLAN test materials for educational purposes, such as familiarisation with the format of NAPLAN test. For further information, please access <http://www.acara.edu.au/contact-us/freedom-of-information-disclosure-log#2>

¹ Unlike previous practice, not all NAPLAN online items will be released. ACARA will provide schools with access to released items that they are permitted to use for educational purposes after the NAPLAN test security period.

5. STUDENT PARTICIPATION COHORTS

All students in Years 3, 5, 7, and 9 (and only these students) are expected to participate in NAPLAN tests. Students in all other year levels do not participate in NAPLAN tests.

5.1 Assessed students

- 5.1.1 Assessed students include students who attempt the test (and are not otherwise treated as absent because of abandonment due to illness or injury) and students exempt from testing.
- 5.1.2 Students in Years 3, 5, 7 and 9 in each state and territory attending government and non-government schools are expected to participate in the testing.
- 5.1.3 Students in ungraded classes, who are equivalent in age to students in Years 3, 5, 7 and 9, are expected to take the relevant year level national tests.

5.2 Exempt students

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

5.2.1 Parent/carer signed consent for exemptions

Principals must obtain signed parent/carer consent for all exempted students prior to the online test window. Principals can expect information from TAAs on the preferred method for collecting and recording this information.

5.2.2 English language proficiency

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

5.2.3 Students with disability

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

Treatment of exempt students' data and results

- 5.2.4 Students who qualify for exemption and do not submit a test attempted under test conditions are considered as assessed students and are counted in the 'below minimum standard' calculations for reporting purposes in national and jurisdictional summary data. Results for exempt students are not included in school-level calculations of means.

- 5.2.5 Students who meet the criteria for exemption, but who take any or all of the tests under test conditions and formally submit those tests, will be counted as assessed students with the score that they achieved.
- 5.2.6 Exempt students who are absent on the testing day will still be reported as exempt students, rather than absent students.
- 5.2.7 The text that will appear on the individual student report for tests for which students are exempted will read: *Your child was exempt from this test and is considered not to have achieved the national minimum standard.*
- 5.2.8 Where a student is exempted from all tests it is recommended that an individual student report not be issued.

5.3 Absent students

- 5.3.1 Absent students are students who did not take the test because they were not present when the test was administered, and are identified as absent by the school for the purpose of the test session.
- 5.3.2 Students who are present at school but are unable to take the test as a result of an accident or mishap preventing their participation (including catch-up sessions) are to be recorded as absent for the purpose of the test session.
- 5.3.3 Students who are present for the tests but who do not attempt any part of a test must be recorded as being present and are considered as assessed students.
- 5.3.4 Principals are encouraged to facilitate students' participation in the tests by holding a catch-up session for those students who were identified as absent on the day they were scheduled to do the test but return to school within the NAPLAN online test window. The NAPLAN online test window (see section 8.4) provides significant opportunities for students to undertake catch-up sessions (see definition in section 11).

Treatment of absent students' data and results

- 5.3.5 Absent students are not counted as part of the cohort of assessed students.
- 5.3.6 The text that will appear on the individual student report for tests for which students are absent will read: *Your child was absent from this test and no result has been recorded.*
- 5.3.7 Where a student is absent from all tests it is recommended that an individual student report be issued.

5.4 Withdrawn students

- 5.4.1 Students may be withdrawn from the testing program by their parent/carer. This is a matter for consideration by individual parents/carers in consultation with their child's school. Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing.
- 5.4.2 A formal notification in the manner specified by the TAA must be received by the principal prior to the testing.

Treatment of withdrawn students' data and results

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

5.5 Abandonment due to illness or injury

- 5.5.1 Abandonment of a test refers only to students who attempt one or more questions in a test but who abandon the test due to illness, or injury (i.e. a sanctioned reason verified by the TAA).
- 5.5.2 Abandonment due to illness or injury does NOT apply to students who do not complete the test but are present for the entire test session, or who choose to leave the session without a sanctioned reason that is verified by the TAA; such students must be counted as assessed with the score that they achieve (see non-attempts). The student may not complete the test in a catch-up session.
- 5.5.3 All instances of students who attempt one or more questions in the test but who then abandon the test due to illness or injury must be reported to the TAA as soon as practicable for advice on appropriate actions. The student may not complete the test in a catch-up session.

Treatment of students' results and data where abandonment applies

- 5.5.4 Reasons for abandonment due to illness or injury must be recorded and sanctioned by the TAA to avoid the student being considered assessed. When abandonment due to illness or injury is reported to and sanctioned by the TAA, students who have abandoned the test are not counted as part of the cohort of assessed students.
- 5.5.5 Where the school fails to contact the TAA regarding a potential abandonment, the student will be considered as assessed, with the mark based on any test items completed.
- 5.5.6 The text that will appear on the individual student report for tests which students have abandoned due to illness or injury will read: *Your child does not have a result for this test due to illness or injury during the test.*

5.6 Non-attempts and refusals

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

Treatment of students' results where the test is not attempted

- 5.6.2 Students who are present for the entire test session but do not complete any part of the test must be counted as assessed students with a score of zero. Students who chose not to attempt a test online, must not be treated as absent.
- 5.6.3 The text that will appear on the individual student report for tests where they were present but there is no evidence of participation will read: *Your child was present for this test but did not complete any part of the test.*

5.7 International fee-paying students

- 5.7.1 International fee-paying students (defined as students holding a student visa under the Education Services for Overseas Students Regulations 2001) are encouraged to participate in NAPLAN tests to facilitate classroom and school level learning outcomes; however, results are not recorded as part of jurisdictional data for public policy purposes.
- 5.7.2 International fee-paying students are not included in jurisdiction data sets but will receive a student report.

5.8 Hosted and visiting students

- 5.8.1 If a student is away from their regular location (e.g. visiting interstate), it may be possible for the student to be given an opportunity to take the tests at a school in the student's temporary location. Visiting students can only sit NAPLAN online if both their home school and their proposed host school, are participating in NAPLAN online.
- 5.8.2 Principals of potential host schools are encouraged to facilitate the participation of visiting students.
- 5.8.3 Where a student is visiting, the principal at the host school is responsible for contacting their TAA to arrange for the test attempts completed by the visiting student to be transferred to their home school.
- 5.8.4 The student's results will be included in the data set for their home school and state/territory.
- 5.8.5 The student will receive a student report through their own school.

6. ADJUSTMENTS FOR STUDENTS WITH DISABILITY

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

Adjustments permitted in the tests are detailed in this section and apply only to students with disability. Adjustments are permitted for students with disability to support their access to the tests and facilitate maximum participation. For the NAPLAN program, disability is defined as per the Commonwealth *Disability Discrimination Act 1992*.²

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

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

6.1 *Disability Discrimination Act and Disability Standards for Education*

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

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

- consultation with the student (or an associate of the student)
- consideration of whether an adjustment is necessary
- if an adjustment is necessary, identification of a reasonable adjustment
- making the reasonable adjustment.

The term 'reasonable adjustment' is described as a measure or action taken to assist a student with disability to participate in education on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

6.2 *Adjustments, test requirements, and student participation*

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

² http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/

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

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

6.2.3 The NAPLAN tests are designed to provide a summative, nationally comparable understanding of student performance in reading, writing, conventions of language and numeracy. The tests are not designed as formative tools, and adjustments appropriate for learning environments may not be appropriate for NAPLAN. Adjustments are not appropriate (even if they are usually provided for the student in their classroom) if they compromise a student's ability to demonstrate the following construct and skills:

- **Writing:** The NAPLAN writing tests assess a student's ability to convey thoughts, ideas and information through the independent construction of a text in standard Australian English.
- **Reading:** The NAPLAN reading tests assess the ability of students to independently make meaning from written standard Australian English texts including those with some visual elements. Reading the stimulus material and/or questions aloud to a student during the reading test is therefore not appropriate or permitted.
- **Conventions of language:** The NAPLAN conventions of language tests assess a student's ability to independently recognise and use correct standard Australian English grammar, punctuation and spelling in written contexts. Reading questions aloud to a student during the conventions of language test is therefore not appropriate or permitted.
- **Numeracy:** The NAPLAN numeracy tests assess students' knowledge of mathematics, their ability to independently apply that knowledge in context, and their ability to independently reason mathematically. Explaining questions or interpreting diagrams in the numeracy test is therefore not appropriate or permitted. Reading any words, numbers or symbols embedded within text is permitted but not any numbers or symbols that are not embedded within text.

For further information see section 8.6.10.

6.3 Responsibilities of test administration authorities (TAAs)

6.3.1 Each TAA will:

- comply with a consistent approach across all states and territories where students access any adjustments as set out in the *National protocols for test administration – NAPLAN online*.
- provide test materials in an alternative format (see definition in section 11) for those students who meet the criteria.

6.4 Responsibilities of principals

6.4.1 The principal must:

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

6.5 Use of a scribe: permitted for the writing test only

6.5.1 A scribe (as defined in these protocols in section 11) may be permitted to assist a student with disability to complete the writing test only. A scribe may type a student's response. Students with disability might be permitted the use of a NAPLAN support person for the other NAPLAN tests if appropriate (see section 6.6).

6.5.2 The role of a scribe is to provide access to the writing test, including logging in to the test for a student, not to improve a student's performance in this test. Scribes are only appropriate for students with disability for whom this is regular literacy assessment practice. Lack of familiarity with computers or poor keyboarding skills is not sufficient justification for the use of a scribe. Where appropriate, students should be encouraged to undertake the tests independently of a scribe using alternative adjustments.

6.5.3 A scribe may be provided for a student with disability in the writing test who meets all of the following criteria:

- has difficulty with the physical act of typing (this does not refer to a student's difficulty processing what they want to type) or fine motor control due to a disability, or experiences excessive fatigue of hands or upper limbs due to a disability; and
- is familiar with working with a scribe under the conditions outlined in this section; and
- would be unable to access the writing tests by any of the other adjustments available.

6.5.4 In order to ensure national consistency in the use of scribes and to ensure that the results are not compromised, prior written permission to use a scribe must be sought and given by the respective TAA. Failure to do so may result in results being invalidated.

6.5.5 A scribe must have experience working as a scribe; be an adult; be officially and regularly engaged by the school to carry out this function; and be familiar with the NAPLAN scribe rules (section 6.5.6).

A scribe should, wherever possible, be familiar with the student in question.

A scribe cannot be the parent of any student in the class of students being tested.

6.5.6 The scribe must be fully aware of and adhere to the test administration procedures and the following conditions (scribe rules). Please note Year 3 students will need to follow the paper scribe rules:

Scribe rules

- Test instructions should be delivered exactly as outlined in the *NAPLAN online test administration handbook for teachers*.
- After allowing the student time to reflect and consider, the scribe will type as the student dictates and must not suggest ideas or words to use nor prompt the student in any other way. The student must be aware of the need to advise the scribe to add punctuation.
- As the student dictates, the scribe will type word for word to reproduce the student's own language.
- **Scribes type without inserting any punctuation except as and where dictated by the student.**
- **The scribe must type all words in lower case.**
- The student may read or request the scribe read the text back throughout the test for the purpose of maintaining continuity; however, the scribe should not lead the student to re-read the text.
- A spelling test must be performed before the student can be given the scribed text to proofread and edit. The scribe will select four (4) easy words, four (4) average words and four (4) hard words that have been used in the text and ask the student to orally spell each one. The scribe will record the student's oral spelling of each of these 12 words in a space below the text.
- When completed, the scribe must ensure the student cannot see the scribed text by scrolling past the text, and show the student only the 12

spelling words. The scribe must ask the student to check these words and indicate any change that the scribe should make.

- When the test is over, the scribe will type the selected words in brackets next to each of the words spelt by the student to avoid any confusion during the marking process.
- During the editing time, the scribed text is given to the student to proofread and to indicate where punctuation is to be placed, if not indicated by the student in their original dictation. The scribe will then type the capitals, full stops, paragraphs etc. into the scribed text as directed by the student.
- During this time the student may also indicate any changes or additions to the text, and the scribe will type these where indicated by the student.

6.6 Use of a NAPLAN support person: reading, conventions of language and numeracy tests

6.6.1 A NAPLAN support person (see definition in section 11) may:

- be permitted for students with disability to assist with access to the reading, conventions of language and numeracy tests, for example by clicking on or dragging answers indicated by the student, or typing short responses or answers dictated by the student for the tests
- provide access to the test by logging in for the student
- read aloud only those elements of the test that can be read to all students (see section 8.6.14)
- be either a teacher or a person officially engaged by the school to carry out this function.

The role of NAPLAN support person is distinct and separate from the role of test administrator (see definitions in section 11).

6.6.2 See section 6.5 for information on supported access to the writing test.

6.6.3 A NAPLAN support person is permitted only for those students with disability (including a temporary disability such as a broken arm) who experience difficulty in using a computer' (e.g. due to fine motor difficulty), or any other adjustments available, including students whose usual assistive technology is not compatible with the platform, or who usually use such a support person to participate in classroom assessments.

6.6.4 A NAPLAN support person is permitted to provide access to the tests only and must adhere to the relevant requirements outlined in sections 8.6 and 8.7. Prompts, interpretation or paraphrasing etc. are practices that are strictly prohibited. Common assessment principles and a commitment to upholding the integrity of the assessment environment must be adhered to when administering and overseeing the use of adjustments.

6.6.5 Parents and family members as a NAPLAN support person:

- If a parent or family member has a child at a school at which they are regularly employed and/or engaged by the school in the capacity of a

support person, then he/she may be permitted to be a NAPLAN support person.

- A NAPLAN support person cannot be the parent or family member of any student in the class of students being tested.
- If the parent or family member is not employed by the school in a formal position, then he/she is not permitted to assist in the NAPLAN tests as a NAPLAN support person.
- Principal and school discretion and common sense should be applied, and the TAA should be consulted if necessary.

6.7 Use of assistive technology

- 6.7.1 Students can use motor assistive technologies that are compatible with the platform and the test construct.
- 6.7.2 Screen readers that provide text-to-speech outputs may be used by students to listen to their typed responses in all tests.
- 6.7.3 Where the use of assistive technology requires the locked down browser to be disabled, TAA approval is required.

6.8 Braille

There are currently technical limitations which prevent the tailored test design used for NAPLAN online being implemented for braille students. As such, braille students will continue to do NAPLAN using hardcopy, fixed pathway tests, as per previous years' arrangements. These will be the same braille tests as those used by students sitting NAPLAN paper tests.

- 6.8.1 Braille test materials can be provided for students who use braille to access the curriculum. All test materials are produced in contracted single-line spaced braille. However, for students who lack proficiency or who are new braille users, the test materials can be provided in uncontracted or double-line spaced formats, on request.
- 6.8.2 Each set of braille test materials will include:
- braille format of all test books and stimulus
 - a print transcript of the braille format of each braille test book and stimulus
 - models for items in the numeracy test, where required.
- 6.8.3 The logistics of using braille format warrant the provision of some extra time for all students accessing the test in this manner, regardless of their proficiency in this medium. For braille users, guidelines regarding the provision of extra time are as follows:
- writing: 10 minutes per half hour
 - reading: 15 minutes per half hour
 - conventions of language: 15 minutes per half hour
 - numeracy: 20 minutes per half hour

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

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

6.8.5 Completed braille tests must be returned in the manner prescribed by the TAA for transcribing.

6.9 Temporary injuries

6.9.1 Where a temporary injury, which impacts on the student's ability to access the tests independently, has been sustained prior to the test, the school may make appropriate disability adjustments.

6.9.2 A scribe is not permitted for students who have a temporary injury (such as a broken arm) at the time of the writing test.

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

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

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

6.10 Extra time and rest breaks

6.10.1 Extra time may be provided for students with disability who usually require additional time to complete assessment tasks. Rest breaks may be provided for students with disabilities that necessitate regular breaks when completing assessment tasks.

6.10.2 It is recommended that no more than five minutes of extra time per half hour of test time be granted; however, depending on the level of disability, a longer time may be needed. In any case, the teacher and school are best placed to make a final decision based on the specific circumstances of the student in question, in line with TAA requirements. Granting of extra time as a disability adjustment must be recorded in the platform by adding the appropriate PNP code to the student's profile for the relevant test(s).

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

6.10.4 Students are not permitted to have access to the test during rest breaks.

6.10.5 Braille users: See 6.8.3.

6.11 Summary of adjustments for students with disability

6.11.1 It is anticipated that students will have their usual access to standard non-educational facilities and furniture that form part of their everyday assessment

adjustments under the *Disability Discrimination Act* and Disability Standards for Education. Standard non-educational facilities and furniture may include, for example, usual medication, food or medical equipment.

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

Disability Adjustments	Comments
Alternative items	Alternative items can be provided for students with motor difficulties for items that use certain functionality such as drag and drop. Alternative items can be provided for students with vision difficulties, providing visually simplified items.
Alternative to audio	Provides alternative items for audio items for students with hearing impairment who cannot access audio files. May include Auslan for spelling, where appropriate.
Braille format	Braille test books are available for students who normally use braille in their classroom assessment. Braille materials must be ordered in advance through the TAA. See section 6.8 for more details on braille format.
Colour contrast modification	Students will have the ability to control brightness and background colours through the non locked down browser.
Extra time	Generally, it is recommended that no more than 5 minutes of extra time per half hour of test time be granted; however, in some cases up to an additional 15 minutes per half hour of published test time may be provided. See also section 6.8.3 for extra time for braille users.
Magnification	Students will be able to use the magnification function to increase the size of the text on the screen. This option will be available to all students, not just students with disability. If the platform magnification is not adequate for a student who usually uses assistive technology in assessments, they may use their assistive technology that is compatible with the platform and the test construct. Where the use of assistive technology requires the locked down browser to be disabled, TAA approval is required.
Motor assistive technology – hardware/software	Students can use motor assistive technologies that are compatible with the platform and the test construct. Where the use of assistive technology requires the locked down browser to be disabled, TAA approval is required.
NAPLAN support person	A NAPLAN support person may be either a teacher or a person officially engaged by the school to assist students with disability to access the test by clicking on the answers indicated by the student or writing / typing short responses or answers dictated by the student for the reading, conventions of language and numeracy tests.
Oral/sign support	Students who are deaf or have a hearing impairment may access oral or signed communication (e.g. Auslan). The support person must be a skilled

	and familiar communication partner with the student and is permitted to read or sign the instructions in all tests. Signing is permitted only for those sections of the tests that can be read to non-hearing impaired students (see section 8.6.10).
Rest breaks	When a rest break is taken, the test timer must be paused, and resumed on completion of the rest break. The student must not have access to the test paper, scrap paper, writing implements, computer or text entry device during a rest break. Generally, it is recommended that no more than 10 minutes of rest time per half hour of test time be granted; however, in some cases up to an additional 15 minutes per half hour of published test time may be provided.
Scribe	Scribes can be used for the writing test if this is the usual assessment practice in the classroom and there are no other adjustments available. <ul style="list-style-type: none"> × Scribes are permitted for the writing test where the disability is of an enduring nature. × A scribe is not permitted for students who have a temporary injury (such as a broken arm) at the time of the writing test.

7. PREPARING STUDENTS FOR THE TEST

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

NAPLAN tests are intended to complement the existing range of school-based assessments. It is important that teachers ensure that students, while taking the NAPLAN tests seriously, are not overwhelmed by the experience. Students should be familiar with test format and response types including technology-enhanced items that are a part of NAPLAN online and the platform but excessive practice is not recommended. Students should also be familiar with using the device which they will be using to undertake the tests.

The provision of broad and comprehensive teaching and learning programs aligned to the Australian Curriculum is the best preparation that schools can provide for their students. Therefore, excessive coaching and test preparation is inappropriate.

7.1 Practice for the NAPLAN writing test

- 7.1.1 It is appropriate for students to gain experience in producing writing scripts on a device under timed test conditions using practice topics.
- 7.1.2 It is not appropriate for teachers to instruct students in the preparation of a common script for the purpose of reproducing it during the test. Where scripts from students at the same school are found to have significant commonalities such that they could be considered to be pre-prepared learned scripts, this may be considered a breach of protocol.

7.2 Practice for other NAPLAN tests

- 7.2.1 It is appropriate for students, particularly students participating in the NAPLAN tests for the first time, to be made familiar with the format, language, response

types and time constraints of the reading, conventions of language and numeracy tests before they take the tests. Students should understand that they must complete the tests without communicating with other students and without teacher assistance (except where adjustments for students with disability are deemed necessary).

7.3 Access to the NAPLAN online public demonstration site

7.3.1 Principals must ensure all students are familiar with the functionality of the NAPLAN online tests and range of item types in each domain. The online public demonstration site provides resources for this purpose.

8. ADMINISTERING THE TESTS

8.1 Responsibilities of test administration authorities (TAAs)

8.1.1 TAAs are responsible for:

- ensuring that information about arrangements for the administration of tests for students who do not normally attend a regular school is clearly communicated and accessible to the community
- ensuring the supply of all test materials and handbooks to schools to facilitate the administration of the tests for all students in their jurisdictions
- all registered students who undertake the test in approved locations other than schools, including home-schools and hospitals, where they do not fall under the responsibility of a recognised school
- determining the outcome of requests for variations to the test dates
- ensuring the submission of all NAPLAN online test attempts or the return of braille test materials from schools within their jurisdiction
- transcription of students' work from braille to enable electronic marking, where necessary.

8.1.2 TAAs are responsible for the inclusion of the relevant information from the *National protocols for test administration – NAPLAN online* in the *Handbook for principals – NAPLAN online* and the *NAPLAN online test administration handbook for teachers*.

8.1.3 TAAs are responsible for ensuring that sufficient staff resources are available to respond to schools requiring advice during the online test window and security period. This includes appropriate technical assistance (such as a helpdesk) for the platform.

8.2 Responsibilities of principals

8.2.1 Principals have overall responsibility for ensuring that these protocols are followed in their school, including when they have delegated duties and system access for test administration.

This includes ensuring that IT requirements are met (e.g. minimum technical specifications for devices and technical readiness requirements, as well as

monitoring the progress and submission of all NAPLAN online test attempts within their school within the NAPLAN online test window).

- 8.2.2 Principals are responsible for the administration of arrangements for students undertaking catch-up and rescheduled tests (see definitions in section 11) and the conditions under which they are taken.
- 8.2.3 Principals are encouraged to facilitate participation in the tests. If students can not complete or commence a test due to technical issue during the test session, principals must reschedule a test session for those students within the NAPLAN online test window. Principals should contact the TAA as soon as possible where rescheduling is not possible within the online test window.
- 8.2.4 Where serious technical issues are likely to impact the ability for schools to successfully complete NAPLAN within the NAPLAN online test window, principals should contact the TAA as soon as possible for advice on appropriate actions.

8.3 Students registered for non-school-based locations

- 8.3.1 Arrangements for the administration of the tests for students who do not normally attend a regular school location will vary in accordance with the legislation, regulations and policies in each of the states and territories. These protocols do not override existing state and territory requirements, and may not reflect or apply to all situations.
- 8.3.2 In accordance with jurisdiction-specific legislation or policy, TAAs must ensure that students registered for non-school-based education are able to participate in the tests. Where participation in the tests can only occur in non-school locations, TAAs must ensure that measures are in place to assure the security of the tests.

8.4 Time for testing

Testing sequence: Writing → Reading → Conventions of Language → Numeracy

NAPLAN online security period

Monday 8 May	Tuesday 9 May Official test date	Wednesday 10 May Official test date	Thursday 11 May Official test date	Friday 12 May Official test date
Preparation day – no tests permitted	Day 1 testing (writing) Year 3 writing <i>catch-up tests permitted</i>	Day 2 testing (writing) <i>catch-up tests permitted</i>	Day 3 testing <i>catch-up tests permitted</i>	Day 4 testing <i>catch-up tests permitted (year 3 writing catch-ups completed)</i>
Monday 15 May Official test date	Tuesday 16 May Official test date	Wednesday 17 May Official test date	Thursday 18 May Official test date	Friday 19 May Official test date
Day 5 testing <i>catch-up tests permitted</i>	Day 6 testing <i>catch-up tests permitted</i>	Day 7 testing <i>catch-up tests permitted</i>	Day 8 testing <i>catch-up tests permitted</i>	Day 9 testing <i>catch-up tests permitted</i>
Monday 22 May	Tuesday 23 May	Wednesday 24 May	Thursday 25 May	Friday 26 May
<p>Test security to be maintained by all schools to 26 May 2017.</p> <p>This week may only be used for testing with permission from the TAA.</p>				

- 8.4.1 Tests will not be available before the start of the NAPLAN online test window. The NAPLAN online test window starts on 9 May 2017 and finishes on 19 May 2017. The test security period finishes on 26 May 2017. At the end of the test security period, NAPLAN paper-based tests are considered released (see 4.3.12 for guidance on post-test use of materials). NAPLAN online test materials must remain secure from the time they are delivered to the school, generated or accessible via the platform, to the end of the test security period. Test materials for online are defined in section 11.

8.4.2 The test sequence is as follows for online tests:

- i. writing
- ii. reading
- iii. conventions of language
- iv. numeracy

Scheduling

8.4.3 Schools must schedule tests so that they are undertaken during the NAPLAN online test window. Schools must follow the test sequence (see 8.4.2). Schools may schedule test sessions in both the morning and the afternoon.

8.4.4 Only schools with compelling reasons may be given permission by TAAs to vary the test dates outside the NAPLAN online test window from 22 to 26 May 2017. The reason must be of a serious order and outside the school or school system's control; for example, where a local public holiday occurs during the testing period or where there are major technology issues/limitations.

8.4.5 Where possible the tests must be completed in a single uninterrupted session. Tests may be paused and resumed in the case of rest breaks as disability adjustments, technical issues or test disruptions. See section 8.8 for information on how to manage significant test disruptions.

8.4.6 Where there is more than one test scheduled for the same students for any day, the order in the schedule in section 8.4.2 must be adhered to, with the exception of students sitting catch-up tests (see 5.3 and definition in section 11).

Rescheduling

8.4.7 Rescheduled tests (see definition in section 11) must be provided when students' or classes' tests cannot be started or completed due to technical issues (see 8.2.3). Principals do not need to seek permission to reschedule within the NAPLAN online test window.

8.4.8 Rescheduling must occur in the NAPLAN online test window (9 – 19 May 2017) unless the school has permission from the TAA to vary test dates and sequence.

8.4.9 Where technical issues are likely to impact the ability for schools to successfully complete NAPLAN within the NAPLAN online test window principals should contact the TAA immediately (see 8.2.4).

Writing

8.4.10 All classes must be scheduled to finish the writing test in the first two days of the NAPLAN online test window. Where this is not possible principals should contact the TAA.

8.4.11 Year 3 students must sit the writing test on Tuesday 9 May. Year 3 catch up sessions must be complete by Friday 12 May.

8.4.12 All classes in a school, including rescheduled classes, must complete writing before any students in the school are able to commence reading. (Reading sessions may commence concurrently to final writing sessions.)

8.4.13 Individual students sitting catch-ups³ and rescheduled tests should sit the writing test as soon as possible.

Reading

8.4.14 All classes, including rescheduled classes, must complete the reading test before the conventions of language test as there is a link between the reading test and the conventions of language test.

8.4.15 Individual students sitting catch-ups and rescheduled tests should sit the reading test before the conventions of language test wherever possible.

8.5 Preparation for test administration

8.5.1 Responsibilities of the principal:

- The principal will determine and appoint, if required, relevant persons to act as NAPLAN coordinators and test administrators.
- The principal will ensure NAPLAN coordinators and test administrators are provided with the relevant *NAPLAN online test administration handbook for teachers* and all assessment materials and are familiar with the requirements of the role, including implementation of disability adjustments for relevant students. This also includes ensuring that NAPLAN coordinators and test administrators have sufficient training to complete their tasks within the platform.
- Principals must ensure that technical readiness tests are run within their school and that all devices meet the minimum technical specifications for delivering NAPLAN online, including devices under a BYOD policy.
- Principals must ensure that test scheduling for NAPLAN online complies with the protocols and the NAPLAN online test window (see section 8.4).
- Principals must ensure the school community is aware of the school's planned testing schedule in advance of the test window, including opportunities for catch-up sessions. School schedules may be subject to prior approval by the TAA.
- The principal will ensure NAPLAN coordinators and test administrators are provided with a copy of the code of conduct.

8.5.2 The principal must ensure that:

- students undertake the tests within agreed sequences, unless undertaking a catch-up test
- students undertake tests with appropriate supervision. Appropriate supervision includes the delivery of the test administration script

³ Catch up tests are available for absent students who did not take the test because they were not present when the test was administered, see 5.3

- during the test, students do not view material within the test area that could assist them to answer questions or assist with the writing test. Examples of such material include, but are not limited to, multiplication tables, spelling lists, and writing charts
- test materials are not provided to any teachers (regardless of year level or subject area) unless required for the delivery of the NAPLAN tests.

8.5.3 The principal has the responsibility to adhere to and enforce the procedures outlined in the *Handbook for principals – NAPLAN online*.

8.6 Administering the tests — appropriate behaviours

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

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

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

- viewing test materials before the test session and using this knowledge to prepare students
- disabling locked down browser without approval
- explaining, paraphrasing or interpreting questions (including translating questions into another language or dialect)
- giving verbal or physical hints to students about the accuracy of their responses
- reminding students about related work completed in class
- providing extra time for students to complete a test (this does not apply where a documented disability adjustment is in place, or where a student has experienced an interruption)
- informing individual students or groups of students undertaking the test in a catch-up session of test content
- changing student responses during or after the test
- knowingly allowing students to engage in behaviour amounting to cheating
- signing on as a student
- deliberately allowing a student to knowingly log in to a test attempt using another student's code with the intent to deceive.

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

- taking unauthorised equipment or prohibited information into the test room (see 8.6.8)
- communicating with any person other than an administrator during the test introduction time, planning time or during the test. This includes communicating with any person outside of the test room via internet or texting
- accessing the internet or a computer drive by disabling the locked down browser without permission
- looking at another student's work.

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

8.6.5 During the tests, students should be seated so they are not able to read work on other students' screens. If students take the tests in their classroom, it is expected that the test administrator will be present at all times. If students are seated with a larger group (e.g. in a hall), the student/test administrator ratio must be comparable to that of a regular classroom.

8.6.6 It is expected that test administrators will actively supervise students at all times, including walking around the room, to ensure that test conditions are maintained.

8.6.7 Test administrators are responsible for ensuring that only permitted items are taken into the test area. This involves taking reasonable steps to ensure the security of the testing environment is maintained by students not bringing in cameras and mobile internet or Bluetooth enabled devices.

8.6.8 The following items are NOT permitted in the test area under any circumstances:

- mobile phones (test administrators must ensure that students are notified that mobile phones are not permitted)
- electronic devices that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries, scanning pens and computerised watches
- dictionary
- rulers
- calculators.

8.6.9 Test administrators must ensure that students take only the items permitted into the test area. Principals are responsible for ensuring that these items are available to all students.

The items permitted are:

- pencils or pens (as specified by the TAA)
- pencil sharpener
- eraser
- one blank piece of paper in the conventions of language test, which is to be collected by the test administrator at the end of the test

- one blank piece of paper for planning in the writing test, which is to be collected by the test administrator at the end of the test
- one blank piece of paper for working in the numeracy tests, which is to be collected by the test administrator at the end of the test
- where necessary, assistive technology as a disability adjustment
- headphones that are compatible with the device being used for testing
- device, if school is using BYOD.

8.6.10 Reading aloud to students

The literacy demands of the test should not exclude a student from accessing the numeracy tests; however, it is not intended that a test administrator lead the class through the numeracy test, unless the literacy standard of the whole class is a barrier to access. The test includes audio for questions where those questions are allowed to be read aloud, which students can listen to through headphones.

Test administrators are permitted to:

- ✓ read the writing stimulus
- ✓ read the text in numeracy questions
- ✓ read numbers and symbols when they are embedded in text in numeracy questions
- ✓ read test instructions
- ✓ read practice questions
- ✓ provide students with assistance in using any of the technical functionality of the platform, for instance, reminding how to flag an item, reminding how to navigate through the platform or reminding how to activate the reading aloud functionality embedded in the platform.

Test administrators are **NOT** permitted to:

- ✗ read questions or stimulus material in the reading or conventions of language tests
- ✗ read numbers and symbols that are not embedded in text in numeracy questions
- ✗ interpret diagrams or rephrase questions
- ✗ paraphrase, interpret or give hints about questions or texts
- ✗ translate any part of the paper into another language
- ✗ manipulate the mouse, touch the screen or navigate through the NAPLAN online test on behalf of the student. In the event that a student needs help because of difficulties with equipment, the test administrator should pause the student's test before inspecting equipment.

8.7 Instructions by test administrators

- 8.7.1 Test instructions must be delivered exactly as documented in the *NAPLAN online test administration handbook for teachers*. Instructions outside those specified in the *NAPLAN online test administration handbook for teachers* should be minimal.

Typically these other instructions may be to:

- remind students of elapsed time
- maintain test conditions for all students
- remind students to check that they have completed all questions.

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

8.8 Time taken to complete tests and test disruptions

- 8.8.1 All students must be allocated the standard time set for each test, unless they are granted extra time in accordance with the protocols (see section 8.4).
- 8.8.2 Variations from the allocated time may be permitted only in cases where students have been granted extra time as a disability adjustment prior to the tests. Granting of extra time as a disability adjustment must be recorded in the platform by adding the appropriate PNP code to the student's profile for the relevant test(s).
- 8.8.3 In the case of significant and unforeseen interruptions to the tests, (e.g. fire alarms/electricity outages/technical failures or disruptions to service) that cannot be locally resolved, or where disruptions could impact on students' results, test administrators should immediately pause the test session, as per the instructions in the test administrators handbook. Schools must contact their TAA immediately for advice on appropriate action to take to ensure that any potential impact on students' results is minimised.
- 8.8.4 If a student commences any test, and due to illness or injury (migraine, nausea, etc.) is unable to finish the test during the official test session, the test attempt must be immediately paused and the TAA must be contacted. If the TAA sanctions the reason for the student abandoning the test, the test attempt must be flagged as abandoned in the platform. For braille users, the test book must be marked as abandoned. If the TAA does not sanction the reason for the student abandoning the test, the test book / attempt must be marked on the basis of any questions answered.
- 8.8.5 Where student behaviour during the tests is disruptive to the point where it might impact on one or more students' results, the assessment environment should be appropriately managed. Students removed from the test room for disciplinary reasons must either continue the test in a separate supervised room immediately, or be deemed to have finished the test.
- 8.8.6 The TAA should be contacted as soon as practical to the time of a significant disruption to advise on and sanction a school's proposed actions.

8.9 Collection of test materials and post-test procedures

- 8.9.1 At the end of the test session, test administrators must collect all test materials, such as the student session slips, and hand them immediately to the principal or NAPLAN coordinator. No students, teachers (unless they are a test administrator) or any unauthorised person should remove any test material from the test area.

- 8.9.2 Where test materials, such as braille booklets must be returned for processing, this must be done in the manner specified by the TAA, by the specified date. The absence of the principal (or NAPLAN coordinator) from the school is not a reason for the late return of test materials. Schools should have an alternative plan in place if the principal or NAPLAN coordinator is absent during the online test window and security period.
- 8.9.3 Schools must not copy, transcribe or transmit student responses or cause responses to be recorded except as outlined by these protocols. This prohibition includes taking photos or screenshots of items and/or asking students to record their answers separately from their online test (except as may be required for their disability adjustment). Any paper used by students for working out during the tests must be kept until the end of the test security period and then destroyed. Under no circumstances are the working out papers of students to be kept or passed onto classroom teachers or parents.
- 8.9.4 Under no circumstances should test administrators mark any braille test books or provide results to teachers, parents and/or students.
- 8.9.5 Schools are responsible for destroying or deidentifying paper test booklets if they wish to keep them. Schools are permitted to keep unused, unnamed copies of the test materials (excluding braille copies) for future reference for internal educational purposes. Refer to 4.3.12 for guidance on appropriate post-security period use of the test materials.

9. MARKING

9.1 Responsibilities of ACARA

- 9.1.1 A common set of quality assurance procedures and processes to ensure comparable marking standards across the country have been set at the national level.
- 9.1.2 ACARA is responsible for the quality assurance procedures for marking. This may include double marking of writing scripts through a system of centralised or distributed marking arrangements.

9.2 Responsibilities of test administration authorities (TAAs)

- 9.2.1 TAAs may enhance quality assurance procedures over and above the procedures set out at the national level.

10. BREACHES OF TEST PROTOCOLS

Any allegation of a situation or incident that contravenes these protocols, including the code of conduct, or is suspected of breaching these protocols, is taken seriously and must be investigated and managed in line with the *Guidelines for managing test incidents in schools*, available on the NAP website (www.nap.edu.au).

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

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

10.1 Reporting of incidents

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

10.2 Investigation of incidents

- 10.2.1 When a report is received by a TAA alleging a breach of the protocols, the relevant responsible entity will require that an investigation of the allegation is undertaken.
- 10.2.2 The investigation of an incident may involve other authorities in cases where the governance of the school does not reside with the state or territory education department or authority.
- 10.2.3 Similarly, any action taken against an individual or a school as the result of an investigation confirming a breach or cheating will be undertaken by the relevant authority or agency.
- 10.2.4 A record of all alleged incidents and breaches, together with the findings and subsequent outcome of the investigation, will be recorded in an incident register and reported to ACARA as soon as possible.

10.3 Types of incidents

- 10.3.1 Situations or incidents cited in this document as examples are not inclusive of all possible situations or incidents. Any incident that occurs that compromises the security or integrity of NAPLAN testing, including behaviours listed as 'inappropriate', should be considered as a possible breach of protocol and reported accordingly for investigation.
- 10.3.2 States and territories may be liable for additional costs of printing, distribution and marking associated with test incidents.

10.4 Breaches of security for the writing test

- 10.4.1 While it is important that the security of all NAPLAN tests is maintained, the content of the writing test is particularly sensitive. Any publication of the content of the writing test poses a significant validity and fairness issue. The writing prompts must be kept secure until the end of the test security period.
- 10.4.2 If the writing topic is known to students in advance, and they have had opportunity to practise their writing, this exposure provides a significant advantage to students and will compromise the test data.
- 10.4.3 Any alleged breaches of writing test content must be immediately reported to ACARA. ACARA will have an action plan to deal with such incidents.

10.5 Consequences of substantiated incidents

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

11. DEFINITIONS

Absent	Absent students (see 5.3) are students who did not take the test because they were not present when the test was administered, and were not able to complete the test in a catch-up session.
Breach of protocol	Any breach of the <i>National protocols for test administration – NAPLAN online</i> , and may relate to test security, cheating, or any other breach.
Breach of security	Any breach of the <i>National protocols for test administration – NAPLAN online</i> that bears upon the security of the test materials prior to and during the test security period.
Catch-up	Catch-up sessions are for students who were identified by the school as absent when their class sat a NAPLAN test (see 5.3).
Cheating	Behaviour undertaken with the intent of conferring or obtaining unfair advantage in or from the assessment process.
Disability adjustments	Students with disability may require adjustments to allow for participation in the tests. Disability adjustments are intended to enable students with disability to access the tests on an equivalent basis to students without disability, while upholding the integrity of the testing process. Disability adjustments permitted in the tests are detailed in section 6 of these <i>National protocols for test administration – NAPLAN online</i> .

NAPLAN coordinator	School staff member that has been delegated by the principal to manage aspects of NAPLAN test administration. Each NAPLAN coordinator requires their own login details for the platform and cannot use login details of another NAPLAN coordinator (where schools have more than one NAPLAN coordinator).
NAPLAN support person	<p>What can a NAPLAN support person do?</p> <p>A NAPLAN support person enables students with disability to access the test by clicking on the answers indicated by the student, or typing short responses or answers dictated by the student for the reading, conventions of language and numeracy tests. A NAPLAN support person may read aloud only those elements of the test that can be read to all students (see section 8.6.10).</p> <p>A NAPLAN support person may be either a teacher or an official support person engaged by the school (not a parent of the student or another student). The role of NAPLAN support person is distinct and separate from the role of test administrator (see below definition). More information on use of a NAPLAN support person can be found at section 6.6.</p>
Principal's role	<p>The principal is accountable for NAPLAN administration.</p> <p>If the principal is on extended leave and not able to sign into the platform, the principal's delegate must contact their TAA to have the principal's account transferred to an appropriate delegate. The principal's delegate must not use the login details received for the principal to sign in to the platform on behalf of the principal.</p> <p>The TAA will send the principal's delegate their own account details to perform the principal's role.</p>
Released NAPLAN test materials	NAPLAN test materials that have been released for non-commercial educational use. For schools doing NAPLAN online these materials will be released to them in a secure manner after the end of the test security period.
Reschedule	Test sessions are rescheduled when a student's or a classes' test session could not be started or resumed due to technical issues (see 8.4.7-9).
Responsible entity	The entity that has authority in relation to any particular school or school system to receive and assess initial reports of possible breaches of the protocols (for example, school board, system authority, government department, depending on school type. See <i>Guidelines for managing test incidents in schools</i> (www.nap.edu.au) for more information).
Sanctioned abandonment	Test attempts are abandoned when a student has completed one or more questions in a test but abandons the test due to illness or injury. The test attempt can only be considered as sanctioned abandonment (see 5.5) if the TAA provides approval. The student cannot sit a catch-up test.
Scribe	What can a scribe do?

	<p>A scribe is only used for the writing test – all other one-on-one support granted as adjustments is covered under the term ‘NAPLAN support person’.</p> <p>Scribes are only appropriate for students with disability for whom this is regular literacy assessment practice. More details on the processes a scribe must follow can be found in 6.5.</p> <p>All scribes must be officially and regularly engaged by the school to carry out this function and be aware of, and agree to adhere to, the NAPLAN scribe rules prior to commencing duties. Scribe rules can be found in section 6.5.6.</p> <p>Who can be a scribe?</p> <p>A scribe may be a teacher, teacher’s aide, or other appropriate person who is familiar with, and adheres to, the NAPLAN scribe rules and who is able to type under direction from a student. A parent of the student must not act as their scribe. Another student must not act as a scribe.</p>
Test administration authority (TAA)	<p>A test administration authority is an education department or test authority in each state or territory, which has a responsibility for administration of the tests in that jurisdiction. TAAs are listed in section 12.</p>
Test administrator	<p>Test administrators are teachers, school staff members, school support staff who are involved in delivering (administering) the NAPLAN tests to students</p> <p>Test administrators are not permitted to assist students by typing answers or clicking on answers for them. For information on adjustments available for students who require assistance in order to access the tests, refer to section 6 ‘Adjustments for students with disability’.</p>
Test attempt	<p>A test sat by a student for one domain.</p>
Test materials	<p>For the purposes of these protocols, test materials are all materials that must be kept secure throughout the test security period. These are any user login details, grid cards, student session codes, test session codes and all versions of the tests including braille.</p>
Test security period	<p>The test security period starts as soon as secure test materials are received by or released to a school, and runs until Friday in the week following the official test days for NAPLAN online (26 May 2017). The test security period is the period during which the NAPLAN tests remain secure.</p>
Test session	<p>A group of students sitting test attempts. This may include students from different year levels and/or students doing tests in different domains.</p>
Test window	<p>The test window encompasses the official days of test administration.</p> <p>For NAPLAN online, the online test window is from 9 to 19 May 2017.</p>

12. TEST ADMINISTRATION AUTHORITY CONTACT DETAILS

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

ACT

Senior Manager,
Performance and Systems
Education Directorate
GPO Box 158
Canberra ACT 2601
Tel.: (02) 6205 9317
Web: www.education.act.gov.au

NSW

Senior Test Administration Officer,
NAPLAN
NSW Education Standards Authority
117 Clarence Street
Sydney NSW 2000
Tel.: (02) 9367 8131
Web: educationstandards.nsw.edu.au

NT

Senior Manager National Assessment
Curriculum, Assessment and Standards
Department of Education
GPO Box 4821
Darwin NT 0801
Tel.: (08) 8944 9245
Web: www.education.nt.gov.au

Qld

Manager, NAPLAN
Queensland Curriculum and Assessment
Authority
PO Box 307
Spring Hill QLD 4004
Tel.: (07) 3864 0481
Web: www.qcaa.qld.edu.au

SA

Manager, Student Achievement
Information
Educational Measurement and Analysis
Department for Education and Child
Development
31 Flinders Street
Adelaide SA 5000
Tel.: (08) 8226 3269
Web: www.decd.sa.gov.au

Tas.

Director
Education Performance and Review
Department of Education
GPO Box 169
Hobart TAS 7001
Tel.: (03) 6165 5706
Web: www.education.tas.gov.au

Vic.

Manager, Assessment Programs
Victorian Curriculum and Assessment
Authority
Assessment Programs Unit
Level 1, 2 Lonsdale Street
Melbourne VIC 3000
Tel.: 1800 648 637
Web: www.vcaa.vic.edu.au

WA

Manager, K–10 Testing
School Curriculum and Standards
Authority
PO Box 316
Cannington WA 6107
Tel.: (08) 9273 6300
Web: www.scsa.wa.edu.au

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

ACARA

Tel.: 1300 895 563
Level 13, Tower B, Centennial Plaza
280 Elizabeth Street Sydney NSW 2000
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