Guide for schools to assist students with disability to access NAPLAN Online

This guide provides an overview of the process that teachers, in consultation with parents and carers, may use to assist students with disability to access NAPLAN Online.

Disability adjustments should be determined on a case-by-case basis, in line with the NAPLAN Online 2019 National protocols for test administration (the protocols), by a school, together with a parent/carer, student, and where appropriate, a relevant test administration authority (TAA). Information for principals is given in the Handbook for principals – NAPLAN Online, provided by the TAA.

Accessing NAPLAN Online

Public demonstration tests (the demonstration tests) are available on the NAP website to assist students to become familiar with the type of questions and related functionalities available in NAPLAN Online.

A student with disability should undertake the demonstration tests at their school, using the device they are familiar with, to determine whether they can access the platform and what disability adjustment code (DAC) or DACs the student may require to access the tests. All test items are keyboard accessible.

Teachers should check if students can access all test key features, including zoom, audio, navigation and numeracy tools. This will also help determine what accessibility adjustments are required, noting that significant improvements have been made to the platform for 2019.

Where possible, the demonstration tests should be accessed with the NAPLAN Online locked-down browser (LDB) in place. The LDB provides a secure environment for students to participate in NAPLAN tests and regulates access to system functions, preventing unauthorised applications during the assessment. Certain adjustments, such as some types of assistive technology and colour contrast modifications, may be incompatible with the LDB. In this instance, schools will need to consider giving students access to an unsecured browser.

Students with disability should use assistive technology or device settings they are familiar with. This is especially true for students with vision impairments, who may prefer to use a magnifier rather than the platform's zoom tool.

Not all disability adjustments, available in the platform in 2019, will meet the needs of every student with disability. Where a student with disability cannot access NAPLAN Online, alternative format paper tests, such as large print, black and white, braille, and electronic test formats, can be provided on application to the TAA.

ACARA has developed a series of disability adjustments scenarios demonstrating the application of disability adjustments permitted in the NAPLAN tests. These scenarios were developed to support schools in their assessment of students requiring adjustments to participate in NAPLAN tests.

Disability adjustment codes

Disability adjustment codes (DACs) show what adjustments a student requires for a test. For example, where the DAC for visual alternative items (AIV) is applied, the platform automatically provides simplified visual alternative items for easier viewing.

Where possible, the platform will automatically provide online adjustments to students, based on the DAC(s) the school entered into the platform before students sit NAPLAN Online. Test administrators should note that a rest break (RBK) is to be taken at the request of the student with disability, as the platform does not provide rest breaks automatically.

A school's NAPLAN coordinator is responsible for ensuring the correct DAC(s) are entered against each eligible student's test(s) prior to the start of NAPLAN Online. All school staff involved in NAPLAN administration and supervision should be aware of the protocols that apply to each of the adjustments.

Students from schools undertaking NAPLAN tests on paper do not need to use DAC(s). However, if a student is sitting a paper test in an online school (for example, black and white, large print, or braille), a relevant DAC needs to be entered into the platform so that there is a record of the student sitting the alternative format paper test.

Information about disability adjustment codes is given in the Handbook for principals – NAPLAN Online, provided by the TAA.

Using a physical calculator for NAPLAN Online

During the calculator-allowed part of the numeracy test, students with disability who cannot access the NAPLAN Online calculator (available in the Year 7 and Year 9 numeracy tests) may use their usual physical calculator. To see whether using a physical calculator is necessary, have the student access the numeracy demonstration test for their year level.

If the student is able to use the online calculator during the demonstration test, no further action needs to be taken. If the student cannot access the online calculator due to the nature of their disability, the student should be permitted to use their usual physical calculator during the calculator-allowed part of the numeracy test.

The student who uses a physical calculator must be provided with extra test supervision. The NAPLAN coordinator / school principal and the teacher should discuss the additional supervision requirements and document the decision made.

Determining if students with disability require adjustments

Every student has different needs, and disability adjustments must be determined on a case-by-case basis. A student may require access to more than one adjustment in any test, and adjustments for a given student may vary for different tests.

Where possible, the demonstration tests should be accessed with the LDB in place (this may require technical support at a school for installation).

Students should have access to their usual device and system settings, used for computer-based classroom assessments, and any assistive technology as permitted by the TAA. Students should also have access to their usual standard non-educational facilities and furniture, as well as assistive mice and keyboards, where these are compatible with the test construct.

Where a student requires audio or visual alternative items, including colour themes, the platform will automatically provide an accessible item, based on a corresponding DAC. Disability adjustments must be provided in accordance with the protocols.

Process for determining if students with disability require adjustments

STEP 1

Can the student with disability access the demonstration tests via the LDB with their usual device, settings and assistive technology used in computer-based assessments?

YES — The student will sit NAPLAN Online via the LDB.

NO

STEP 2

Does using the demonstration site via an unsecured browser allow the student with disability to operate their usual device, settings and assistive technology used in computer-based assessments to access the tests?

YES — The student will sit NAPLAN Online via an unsecured browser. Please contact your TAA for support and permission.

NO

STEP 3

Please contact your TAA for advice that may enable the student to sit NAPLAN Online. Alternatively, the student may need to use an alternative paper-based test.