

National Assessment Program

Development and review process

The development and review process for assessments in the National Assessment Program takes over 18 months to complete. ACARA staff with expertise in assessment, curriculum and psychometrics oversee every step to ensure that the assessments are of the highest standard:

1. Guidelines for test development

Guidelines for test development, including question (item) formats and suitable topics for reading materials, are reviewed early as part of an ongoing quality assurance process. This ensures that there are clear guidelines for writers to follow when they develop test questions.

2. Question ('item') development

ACARA staff and contracted test developers develop questions that meet the endorsed test specifications. ACARA staff also write test questions in-house, including all the spelling and accessibility alternative questions. Indigenous Cultural and Intellectual Property (ICIP) permissions are sought as required.

3. Review of test items

Curriculum and assessment experts from each state and territory, as well as representatives from the non-government sector, review proposed test items to ensure they meet Australian Curriculum and jurisdiction or sector-based circumstances. Test materials are also reviewed by First Nations Australian educators for inclusivity and cultural safety, and to identify content that may require ICIP permissions.

4. Trialling

Representative samples of students from each state and territory, sector and geolocation participate in the trialling of potential test questions. The data from these trials are analysed and questions that meet the item and test specifications are selected to go into each assessment.

5. Expert advice

ACARA's advisory panels, made up of measurement and assessment experts, provide advice throughout the test development and reporting process, to ensure that NAPLAN tests meet the necessary technical specifications.

6. Testing

The NAPLAN test window is in March. NAP sample assessments occur in Term 2, but are not held on the same dates in all schools.

7. Equating

A process of [equating](#) is carried out to enable the results from NAPLAN assessments in different years to be reported on the same measurement scale (see also [NAPLAN results and reports](#)).

8. Analysis

Once the assessments are completed and the writing is marked, the results are analysed and scaled onto the NAPLAN measurement scales. These analyses use well-known statistical methods and processes that are widely used in other national and international large-scale educational testing programs.

9. Reporting

Results from the National Assessment Program assessments are reported in a number of ways:

- individual students receive a report on how they performed (NAPLAN only)
- schools receive information on how students at their school performed
- national data showing performance across the nation are published
- average school results including measures of growth are shown on the [My School](#) website (NAPLAN only).