



MINISTERIAL COUNCIL ON EDUCATION,
EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

YEAR
3579
Test Administration Guide

2009 **National Assessment Program**
Literacy and Numeracy

Introduction

Thank you for administering the National Assessment Program — Literacy and Numeracy (NAPLAN) in 2009.

Your role in the administration of the tests is critical. All test administrators therefore must be familiar with all the procedures in this handbook. A calm, well-organised environment will help students to respond positively to these tests.

The handbook has clearly marked sections for each of the four tests. Please read the relevant section of the handbook before you administer each test.

Please note:

The *Language conventions* and *Writing* tests are contained in the same book and there is only one *Numeracy* testbook for each year level. For Years 7 and 9 the *Numeracy — calculator-allowed* test and *Numeracy — non-calculator* test are contained in the same testbook.

Test sequence and timing

The tests are scheduled for the morning of the days shown in the table below. All schools across Australia should complete the tests on the same days.

Test sequence for Year 9

Tuesday 12 May	Wednesday 13 May	Thursday 14 May
Language Conventions	Reading	Numeracy – calculator-allowed
Break (at least 20 minutes)		Break (at least 20 minutes)
Writing		Numeracy – non-calculator

Timing of the test sessions

Test administrators must keep to the specified time frames.

Only students who have been granted special consideration from the principal are allowed extra time to complete the tests. (See *2009 Test Preparation Handbook*.)

The specific timing for each of the tests is provided at the beginning of each section of this handbook.

Preparing for the test

In the weeks before the test, the school principal/delegate will have met with you to:

- determine where the test sessions will be held
- determine the duration and organisation of breaks
- discuss organisational procedures required during the tests
- review the handling of emergencies and problem situations
- explain the organisational arrangements for non-participating students
- establish the procedures for when the test is administered by a supply/relief teacher.

On test day

On the morning of each test, make sure you understand all procedures. Check that you have the correct named testbooks for your group, including some unnamed testbooks for

any student enrolled after the online data collection. Also check you have sufficient stimulus material and any other test requirements, e.g. scrap paper or calculators.

Arrange seating so that students cannot copy from each other.

Any posters, displays or teaching materials that might help students to answer questions should be covered, reversed or removed from the room during the test.

The following items **must not** be used as they will interfere with the validity of the test or the scanning of the testbooks. Please ensure that **none** of these is on any student's desk:

- dictionaries
- coloured pens or pencils
- mechanical lead pencils such as *Pacers* or pencils with a lighter grade than HB
- felt pens
- highlighters
- correction fluid such as *Wite-out*
- glue
- reusable adhesive such as *blu tack*
- mobile phones.

Distribution of materials

You should have ready for distribution the required number of:

- Type 1 testbooks (named) for students in your class
- Type 2 testbooks for students for whom there is no book overprinted with their name
- the relevant stimulus materials
- blank paper for the *Writing* test
- blank paper for *Numeracy* test(s).

Student materials

During the tests, each student will need to have:

- 2B or HB pencils
- blue or black biros (for *Writing* test only)
- an eraser
- a sharpener
- some quiet activity to go on with if they finish early. (For the *Writing* test, students should not have access to a reading book while completing the test.)

Supervising the testing session

As the person who delivers the national test, the test administrator is crucial to the ultimate validity and fairness of the national test. In supervising the tests, the test administrator should:

- deliver the instructions accurately
- encourage student participation
- monitor student conduct.

Assisting students

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

In all tests, you may assist a student by:

- reading and clarifying general instructions
- reminding students of the response types (e.g. shade a bubble)
- advising students to leave a question about which they are unsure and to move on to another question
- advising students to return to any unanswered questions if there is time at the end
- providing general encouragement to students to continue.

You must NOT provide the following assistance:

- give hints or examples
- explain, paraphrase or interpret questions
- indicate to students whether answers are correct or incorrect
- remind students about related work completed in class
- provide extra time.

During the *Language conventions* test, you must not:

- read **any** test items to the students — including the spelling items
- write any spelling words for students, on the board or elsewhere.

During the *Writing* test, you must not:

- discuss the writing test
- provide any structure or content, whether orally or in writing
- prompt or write for a student.

During the *Reading* test, you must not:

- read anything from the magazine
- read any test questions.

During the *Numeracy* tests, you must not:

- read the numbers or symbols
- explain the meaning of any symbols, numbers or mathematical terms
- interpret any graphs or diagrams.

However, in the *Numeracy* tests ONLY, you may assist a student by:

- reading the questions.

How to read the test administration script

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

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

READ

Today you will be completing the *Writing* test. You will each have a *Writing* testbook in front of you.

Practice questions

The purpose of practice questions is to familiarise students with the different response types. This is not an opportunity for teaching. Move through these questions as quickly and efficiently as possible.

Recording test participation

If students are not present, are exempt, withdrawn from the test or no longer at your school, you **MUST** shade **ONE** of the bubbles on the front cover. See the following example.

- This student was (select one only)
- absent
 - exempt
 - parent withdrawn
 - no longer at this school


The bubbles on the front of the testbook provide the information about test participation. Please shade these bubbles at the end of the test session. Only shade the absent bubble after it is clear that a student will **not** be completing the test. If a student is yet to sit the paper in a “catch-up” session, do not shade a bubble.

It is important that these bubbles are shaded accurately, because they will determine whether or not a student will receive a report.

Correcting errors in Type 1 (named) books

During the tests students will be asked to check that they have the testbook that belongs to them and to check the accuracy of overprinted details. These details *should* be correct as they have been printed from enrolment data provided by your school.

If there is an error in the overprinting of details on the Type 1 testbooks, teachers are asked to rule a single line through the incorrect information and print the correct details neatly above. **However, teachers need to be sure that overprinted data is indeed wrong.**

Details to be completed by the teacher					
First names	JOHN PATRICK		Last name		
	JON PATRICK		ASHCROFT-BROWN		
School code	9876	Date of birth	20	03	1996
			dd	mm	yyyy
Class	RS3		EQ ID		12345678900
	AH3				
School name	SOMEWHERE PARK PRIMARY				
					987654-1

“Catch-up” sessions for students absent on the test days

It is very important that a high level of student participation is reached in this national assessment. Every effort should be made to ensure all eligible students are assessed during the testing period (12–14 May 2009).

Where students are absent for one or more of the tests, arrangements should be made for those students to sit the tests on either the afternoons of the test days on which they are present or on Friday 15 May 2009.

Tuesday 12 May — Year 9 *Language conventions* test administration

This test is to be conducted in one session. It assesses a student's ability in spelling, grammar and punctuation.

Please note that the testbook contains two tests. One side has the *Language conventions* test and the other side contains the *Writing* test. Make sure that students use the same testbook for both tests.

Time allocation:

Introduction time: 10–15 minutes

Test time: 45 minutes

Preparation for the Language conventions test session

- Arrange the room so that students cannot copy from each other.
- Check that there is a *Year 9 Language conventions/Writing* testbook printed with the name of each student doing the test.
- Allocate Type 2 testbooks to those students who do not have a named testbook. Write student details on the front cover. If you don't have time to complete the whole teacher section, write student names on these testbooks, and complete this section after the test has been completed.
- Write start and finish times for the actual test time on the board.

Materials required

Each student should have	The test administrator should have
<ul style="list-style-type: none">• a <i>Language conventions/Writing</i> testbook• 2B or HB pencils only• an eraser• a sharpener• some quiet activity to go on with if the student finishes early.	<ul style="list-style-type: none">• a <i>Test administration handbook</i>• spare student testbooks• spare pencils, erasers, sharpeners• a watch or clock for timing the test• a board to demonstrate practice questions.

Test administration script

READ

You should each have a *Year 9 Language conventions/Writing* testbook, a pencil and an eraser on your desk. Check to see that you have these things on your desk. If your testbook says *Year 9 Writing* turn it over to the other side. Do not open your testbook until I tell you to.

Allow students time to check they have the required materials.

READ

Look at the front cover of your testbook. Your name and date of birth are printed on it. Please check that this is your testbook and that your name and date of birth are correct on the cover.

Allow students time to check their details. If there is an error in the printed details, note it and correct it later. (See page 4 of this handbook for guidance in making corrections.)

READ

Look at the two boxes at the bottom of the front cover. Write your first name or names in the top box and your last name in the bottom box.

Show students where to write and allow them time to complete the task.

READ

In the section below where you have written your name, shade the bubble to show whether you are a boy or a girl.
If you are an Aboriginal person or a Torres Strait Islander person, shade the bubble to show this.
If you are an Aboriginal and Torres Strait Islander person, shade both bubbles.
If you are neither of these, you do not need to shade a bubble on this line.

Make sure all students do this correctly.

READ

Turn your testbook over so you can see the back cover. This is the cover for the *Writing* test. There are two boxes on this cover for your name as well. Write your first name or names in the top box and your last name in the bottom box. It is important that you write your names in these boxes exactly the same way that you wrote them on the *Language conventions* cover. Do that now.

Show students how to “flip” the book to see the back cover and where to write. Allow them time to complete the task.

READ

Now turn your testbook over again so you are looking at the *Language Conventions* cover.

READ

This is a test of your spelling, grammar and punctuation.
We will start the session by working through the practice questions together. Turn to page 2 of your testbook. These are the practice questions. The test questions will be harder.

Show students page 2 of the *Language conventions* testbook.

READ

There are different kinds of questions in this test. I am going to show you how to answer them. We will do these practice questions together. You will have to do the test questions on your own. They will be harder than these practice questions. For some questions, you have to write the correct answer in a box. Look at practice question one, while I read it.

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

P1

We went to scool.

 P1

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

Allow students time to write the word.

READ

You should have written *school*. If you did not write *school*, rub out the incorrect answer **completely** and write it now.

Demonstrate how to write the word in the box as you spell it out.

Allow students time to change their answers to the correct response.

READ

Read practice question two. Write your answer inside the box. Do that now.

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

P2 We bought fresh bred.

P2

Give the students time to read the question and write the word.

READ

You had to find the one word that was incorrect and then write it correctly in the box. The word that was incorrect was *bred*. You should have written *bread*. You should have written inside the box. If you made a mistake, rub it out completely and write the correct answer.

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

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

For some questions you have to shade a bubble. Look at the pencil icon at the side. This tells you how many bubbles to shade. Read practice question three and shade the correct bubble.

P3 Which word correctly completes the sentence?

Do you have pet?

a

if

he

she

Shade one
bubble.



Give the students time to read the question and shade a bubble.

READ

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

Give the students time to erase and correct any errors.

READ

The pencil icon reminds you to shade **only** one bubble. An icon like this at the top of a page tells you what to do. (*Point to the icon.*) Remember to shade clearly.

READ

Look at practice question four. This question doesn't have an icon at the side. That is because the icon in practice question three tells you what to do in this question too. Read practice question four and do it now.

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

Cats and dogs

Some people like cats **P4**
they like dogs.

- more
- more best
- more than
- more better

Give the students time to read the question and shade a bubble.

READ

You should have shaded the bubble beside the third bubble — *more than*. If you haven't shaded that bubble, rub out your answer completely and shade the third bubble.

Give students time to erase and correct any errors.

READ

Some question may require two answers. These questions have a two-pencil icon, like this, at the side. Practice question five requires you to shade two bubbles to show where the full stops should go in the text.


READ

Read practice question five and shade the bubbles to show your answer.

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

We are having a party It will be fun

Shade two
bubbles.



Give the students time to read the question and shade two bubbles.

READ

You should have shaded both the third and fourth bubbles. If you haven't shaded those bubbles, rub out your answer completely and shade the third and fourth bubbles.

Give students time to correct the answer, rubbing out any errors completely.

READ

We have now finished the practice questions. Put down your pencils. We are going to begin the test now. You will have to work by yourself so listen carefully while I tell you what to do.

Make sure students are paying attention.

READ

Open your testbook. Look at page 3. All of the questions on this page have a circle around the word that is incorrect. That is like our first practice question. You have to write the correct spelling in the boxes. You need to begin with these questions.

Hold up the book. Show the students.

READ

When you have finished those questions move straight on to the others. Keep going until you have finished all 54 questions. In this test, you will have to write a word in the box or shade a bubble.

Remember that an icon at the top of a page tells you how many bubbles to shade. (*Show page 6.*) Read the instructions carefully. If you have trouble with those, you can ask me. However, I cannot read the test questions to you.

Are there any questions about what you have to do?

Answer any questions about what students have to do.

READ

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

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

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

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

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

I will let you know when you are half-way through the test and when you have 5 minutes left. If you finish before the time is up, check all your answers.

Pick up your pencils. You may start now.

Supervise students closely to make sure they are on task and responding in the correct ways. Check they are writing with 2B or HB pencils and not with pacer-type pencils.

Remember you can help by reading the instructions. You may not read the test items. (See page 2 of this handbook for additional guidelines about assisting students.)

Tell students when half the test time has elapsed.

After 40 minutes, **READ**

You have 5 minutes left. If you have already finished, take some time to check all your answers. When you have finished, close your testbook.

After a further 5 minutes, **READ**

Thank you everyone. Please put your pencils down. The *Language conventions* test is now finished. Well done! Close your testbooks and stay seated.

After the test

- Students may leave testbooks closed on their desks while they go on a break.
- Secure the room during the break.
- The *Writing* test is printed on the reverse side of the *Language conventions* test.
- Ensure that students return to the desk where their testbook is situated.
- Check that students have their testbook before they begin the *Writing* test.

**STUDENTS MUST HAVE A BREAK OF AT LEAST 20 MINUTES
BEFORE BEGINNING THE *WRITING* TEST**

Tuesday 12 May — Year 9 *Writing* test administration

After the break make sure students return to the same testbook that they used for the *Language conventions* test. Ask students to check that the testbook they have has their name printed on it. Ask them to turn it over so the *Writing* test is facing up.

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

The test is to be conducted in one session after a break of at least 20 minutes.

Time allocation:

Introduction time: 10–15 minutes

Test time: 40 minutes

This is made up of:

Planning: 5 minutes

Writing: 30 minutes

Editing: 5 minutes

Preparation for the Writing test session

- Arrange the room so that students cannot copy from each other.
- Cover, reverse or remove any charts or spelling lists that may unfairly advantage the students.
- Check that students return to the desk where the *Year 9 Language conventions/Writing* testbook printed with their name is. The *Writing* test is printed on the other side to the *Language conventions* test.
- Check that students have printed their names correctly on the covers. Their names must be written in exactly the same way as they were on the *Language conventions* testbook.
- Allocate the same Type 2 testbooks to those students who used one for the *Language conventions* test.
- In the unusual instance where a student may have been absent for the *Language conventions* test but will sit the *Writing* test and does not have a named testbook, use a Type 2 (unnamed testbook), and fill in both covers and mark the student absent on the *Language conventions* test.
- **Ensure that no student uses a “pacer-type” pencil or a lighter grade of pencil than HB as it may create scanning problems when being marked or it may not be able to be read clearly by the marker.**
- Write start and finish times for the actual test time on the board.

Materials required

Each student should have	The test administrator should have
<ul style="list-style-type: none">• a <i>Language conventions/Writing</i> testbook• the coloured, single page writing stimulus• a sheet of blank paper for planning• 2B or HB pencils (no “pacer-type” pencils) or blue or black biros• an eraser• a sharpener• some quiet activity to go on with if the student finishes early.	<ul style="list-style-type: none">• a <i>Test administration handbook</i>• the coloured, single page writing stimulus• extra blank paper• spare student testbooks• spare pencils, erasers, sharpeners• a watch or clock for timing the test.

Test conditions

You must only read the words on the stimulus.

DO NOT:

- brainstorm with students
- allow students to discuss the topic
- give students ideas or pre-developed plans
- discuss the pictures on the stimulus
- write anything on the board other than the start and finish times for the writing and editing part of the test
- plan for the students
- allow students access to reading books while completing the *Writing* test.

Test administration script

READ

Now you will do a *Writing* test. You should each have a *Year 9 Writing* testbook, the writing stimulus page (*show students*), a piece of blank paper, a 2B or HB pencil or blue or black biro and an eraser on your desk. Do not open your testbook until I tell you. Look at the cover that has *Writing* printed at the top. Please check that this is your testbook and your name is on both covers of the testbook.

Allow students time to check they have the required materials. Help students if needed. If there is an error in the printed details, note it and correct it later. (See page 4 of this handbook for guidance on corrections.)

READ

Put your pencils down now. Do not do any more writing until I tell you to. Listen carefully now.

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

READ

You will be using the information on this page to help you write your story. Follow carefully while I read it to you.

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

READ

In this test you are going to write a narrative. Narratives are also called stories. You have to write a story about the topic — (*state topic from the stimulus*). You can use the ideas from this stimulus sheet or you can use your own ideas about this. Look at the pictures and the words to help you with your ideas.

READ

Before you begin to write, I am going to give you time to do some planning. You can plan in different ways. For example, you could plan by writing some ideas, making a timeline, making an outline or by drawing pictures. You can also plan by quietly thinking or imagining your story. Choose the kind of planning that helps **you** to write a good story. You **can** use this blank sheet of paper for planning.

Show planning sheet.

READ

Do not write in your book yet. It should still be closed. You have 5 minutes planning time. I will tell you when the planning time is finished. (*Pause.*) Please start your planning now. Use the blank paper to plan.

Supervise students to make sure they are planning their work independently but are not writing in their testbooks. If students have difficulties, encourage them to look at the stimulus sheet. **Do not help students to develop or structure their stories.**

After 5 minutes, **READ**

That's all the time you have for planning. You now have 30 minutes to write your story. Put your planning sheet where you can see it. Open your *Writing* testbook. (*Indicate.*) You have three pages to write on. Only the writing you do on these pages will be marked. You should start writing on the first lined page. Make sure your writing is clear enough for someone else to read it easily.

I will tell you when you are half-way through the test time and when you have 5 minutes left to finish your writing. After the writing time you will have another 5 minutes to edit your work. Please start writing your story now.

Supervise the students to make sure that they have begun writing. Check that they have begun writing on the first lined page of the testbook. Quietly speak to those students who are not working. Refer them to the stimulus for ideas **but do not help them to write their story.** (See page 2 of this handbook for additional guidelines about assisting students.)

Do not provide extra paper or an extra writing book, as these will not be marked.

Make sure that students are writing with 2B or HB pencils or black or blue biros and that their writing is large enough to be easily read. Students must not use *Pacers*, correction fluid, felt pens, red pens or coloured pencils as these create problems with the scanning equipment.

After 15 minutes, **READ**

You have 15 minutes left to finish writing.

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

After 25 minutes of writing time, **READ**

You have 5 minutes left to finish writing. If you have already finished, use this time to start checking your work.

After a further 5 minutes, **READ**

Your writing time is now finished. You now have 5 minutes to check and edit your work. You don't have time to make big changes. You can only make small changes to make your story clearer. You can edit by adding or changing words or sentences. You can correct any spelling or punctuation mistakes. You can add some ideas or sentences if you notice you have left something out.

Supervise students to make sure they are editing and completing their stories. Some students edit as they write and may need this time to complete their writing.

After the 5 minutes editing time, **READ**

Your editing time is now finished. Finish what you are writing and put your pencils down. Close your testbooks. Do not put your planning pages or stimulus magazines in your testbooks — keep them separate. Stay seated until I have collected all the testbooks and other materials.

Thank students for their efforts.

After the test

Planning pages and stimulus materials must not be sent in with testbooks. Please collect them and keep them separate from the testbooks.

- Check that planning pages are **NOT** folded inside the testbooks.
- Collect **all** the testbooks and make sure that the number of testbooks collected is the same as the number of students who sat the test in that room. Use a class/group list to make sure that books for all exempt, withdrawn and absent students are collected.
- Where appropriate, mark the test participation bubbles on the front cover.
- Check that all other information is complete and correct.
- Return all testbooks to the principal/delegate as soon as possible for secure storage. Do not leave testbooks, whether complete or incomplete, in a classroom.
- Collect all stimulus materials and planning sheets for secure storage until after the “catch-up” days, when they can be returned to the students.
- Return all testbooks whole. Do not remove any pages.

Wednesday 13 May — Year 9 *Reading* test administration

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

Time allocation:

Introduction time: 10–15 minutes

Test time: 65 minutes

Preparation for the Reading test session

- Arrange the room so that students cannot copy from each other.
- Cover, reverse or remove any charts that may unfairly advantage the students.
- Check that there is a *Year 9 Reading* testbook printed with the name of each student doing the test.
- Allocate Type 2 testbooks to those students who do not have a named testbook. Write student details on the front cover. If you don’t have time to complete the whole teacher section, write student names on these testbooks, and complete this section after the test has been completed.
- Write start and finish times for the actual test time on the board.

Materials required

Each student should have	The test administrator should have
<ul style="list-style-type: none">• a <i>Reading</i> testbook• a <i>Reading</i> stimulus magazine• 2B or HB pencils only• an eraser• a sharpener• some quiet activity to go on with if the student finishes early.	<ul style="list-style-type: none">• a <i>Test administration handbook</i>• spare student testbooks• spare <i>Reading</i> stimulus magazines• spare pencils, erasers, sharpeners• a watch or clock for timing the test• a board to demonstrate practice questions.

Test administration script

READ

Today you will do a *Reading* test. You should have your *Year 9 Reading* testbook, a stimulus magazine, a pencil and an eraser on your desk. Do not open your testbooks until I tell you to.

Allow students to check they have the required materials.

READ

Look at the front cover of your testbook. Your name and date of birth are printed on it. Please check that this is your testbook and that your name and date of birth are correct on the cover.

Allow students time to check their details. If there is an error in the printed details, note it and correct it later. (See page 4 of this handbook for guidance in making corrections.)

READ

Look at the bottom of the front cover. Write your first name or names in the top box and your last name in the bottom box. Write your name the same way you wrote it for the *Language conventions* and *Writing* tests

Show students where to write and allow them time to complete the task.

READ

In the section below where you have written your name, shade the bubble to show whether you are a boy or a girl.
If you are an Aboriginal person or a Torres Strait Islander person, shade the bubble to show this.
If you are an Aboriginal and Torres Strait Islander person, shade both bubbles.
If you are neither of these, you do not need to shade a bubble on this line.

Make sure all students do this correctly.

Hold up the stimulus magazine for students to see.

READ

In the *Reading* test, you will have to read a passage out of this magazine and then answer some questions about it. The questions are in your testbook. We will start by working through the practice questions together. Turn your testbook and your magazine over to their back pages.

Show students the back covers. Give them time to turn over and locate the questions.

(Test administrators need to determine the pace and emphasis required for the following practice questions. Work through these questions appropriately for your group of students.)

READ

In the *Reading* test, you will answer questions in different ways. These practice questions will show you how to do them. We will do these questions together but, remember, you will have to do the test questions by yourself. The test questions will be harder.
Look at the instructions in the coloured box at the top of the page.
It says "**Read *Sun Catcher* on the back cover of the magazine and answer questions P1 to P3.**"
The passage that you have to read is on the back of the *Reading magazine*.
Read the text *Sun Catcher* by yourself.

Give students time to read *Sun Catcher*.

READ

To answer the first practice question, you must shade the bubble next to the correct answer. Most questions will be answered in this way.
The pencil icon on the side tells you how many bubbles to shade. It says *Shade one bubble*.
Read practice question one and completely shade the bubble beside the correct answer.

P1

What do the instructions say to twist?

the CD



the foil



your hand



your string



Shade one
bubble.



Give the students time to read the question and shade the bubble.

READ

The correct answer is *the foil*. If you did not shade the bubble under the answer *the foil*, rub out your answer completely and shade the correct one now. If you make an error in the test you may rub it out and then shade the correct answer. Make sure you rub out any mistakes completely.

Demonstrate the correct way to shade the bubble. Check that all the students now have the correct bubble shaded and that any incorrect answers have been properly erased.
Make sure all students are using a 2B or HB pencil.

READ

Look at practice question two. The icon in question one still tells you how to answer this question. So, read the question and shade the bubble next to the text that correctly answers the question. Do this now.

- P2** The pictures help to show you
- safety information.
 - how to cut the foil.
 - different sun catchers.
 - how to make the sun catcher.

Give the students time to read the question and shade the bubble.

READ

The correct answer is *how to make the sun catcher*. You should have shaded the last bubble. If you haven't, rub it out completely and shade the second bubble now.

Give students time to erase and correct any errors.

READ

Look at practice question three. The icon still tells you how to answer this question. You need to write your answer on the lines. So, read the question and write your answer now. Remember to write clearly.

P3 Why are numbers included in this text?

Write your answer
on the lines.



READ

The correct answer is *to order or sequence the instructions*. You should have written something like this. If you haven't, rub it out completely and write it in now.

Briefly discuss answers with students.

READ

That is the end of the practice questions. The questions in the *Reading* test will be answered in this way. You will have to shade a bubble to answer the questions. Are there any questions?

Answer any questions students have.

READ

Open your testbook. Before question one, there is a coloured box. (*Show the coloured box on page 2.*) The instructions in that box tell you which magazine page you need to read to answer the following set of questions. (*Show the related stimulus on page 2.*) Every time you come to a coloured box you need to read another text from the magazine. Make sure you read the right page from the magazine for each set of questions.

Answer any questions students have.

READ

You have 65 minutes to complete the test. Keep going until you have done all 45 questions. Shade the bubbles carefully. If you make a mistake rub it out completely and try again. If a question is too hard, do the next one. You can come back to any questions you skipped if you have time. Because this is a test of how well you read, I cannot read or explain questions to you. I can only read the instructions in the coloured boxes. You are not allowed to talk to other students. If you have any problems, please put up your hand and I will come to speak with you. If you finish before the time is up, check all your answers. I will let you know when you are half-way through the test and when you have 5 minutes left. Pick up your pencils. You may start now.

Supervise students closely to make sure they are on task and responding in the correct ways. Check they are writing with 2B or HB pencils. Remember you can help by reading the instructions. You may not read the test items. (See page 2 of this handbook for additional guidelines about assisting students.)

Tell students when half the test time has elapsed.

After 60 minutes, **READ**

You have 5 minutes left to finish your test. If you have already finished, take some time to check all your answers. When you have finished, close your testbook.

After a further 5 minutes, tell students to stop work and to put their pencils down.

Ask students to close their testbooks and stay seated while the testbooks and magazines are collected.

Thank students for their efforts.

After the test

- Collect **all** the testbooks and make sure that the number of testbooks collected is the same as the number of students who sat the test in that room. Use a class/group list to make sure that books for all exempt, withdrawn and absent students are collected.
- Where appropriate, mark the test participation bubbles on the front cover.
- Check that all other information is complete and correct.
- Return all testbooks to the principal/delegate as soon as possible for secure storage. Do not leave testbooks, whether complete or incomplete, in a classroom.
- Collect all stimulus materials and planning sheets for secure storage until after the “catch-up” days, when they can be returned to the students.
- Return all testbooks whole. Do not remove any pages.

Thursday 14 May — Year 9 Numeracy — calculator allowed test administration

This test is to be conducted in one session and assesses a student's ability in Number; Algebra, function and pattern: Space; Measurement, chance and data. In this test, students are able to access a calculator for assistance.

Please note that the testbook contains two tests. One side has the *calculator-allowed* test and the other side contains the *non-calculator* test. Make sure that students use the same testbook for both tests. The *non-calculator* test has the pages shaded to assist teachers to check that students are working on the correct test paper.

Time allocation:

Introduction time: 10–15 minutes

Test time: 40 minutes

Preparation for the Numeracy test session

- Arrange the room so that students cannot copy from each other.
- Cover, reverse or remove any charts that may unfairly advantage the students.
- **Make sure each student has a calculator.**
- Check that there is a *Year 9 Numeracy — calculator-allowed* testbook printed with the name of each student doing the test.
- Allocate Type 2 testbooks to those students who do not have a named testbook. Write student details on the front cover. If you don't have time to complete the whole teacher section, write student names on these testbooks, and complete this section after the test has been completed.
- Write start and finish times for the actual test time on the board.

Materials required

Each student should have	The test administrator should have
<ul style="list-style-type: none">• a <i>Numeracy — calculator allowed</i> testbook• 2B or HB pencils only• an eraser• a sharpener• paper for working out• some quiet activity to go on with if the student finishes early.	<ul style="list-style-type: none">• a <i>Test administration handbook</i>• spare student testbooks• spare working paper• spare pencils, erasers, sharpeners• a watch or clock for timing the test• a board to demonstrate practice questions.

Test administration script

READ

Today you will do two numeracy tests with a 20 minute break in between. This morning you will do the *Numeracy — calculator-allowed* test. This is printed on one side of your testbook. You should each have your *Year 9 Numeracy — calculator-allowed* testbook, a calculator, working paper, a pencil and an eraser on your desk. Check to see that you have these things on your desk. If your testbook reads *Year 9 Numeracy — non-calculator test*, turn it over to the other side.

Allow students time to check they have the required materials.

READ

Look at the front cover of your testbook. Your name and date of birth are printed on it. Please check that this is your testbook and that your name and date of birth are correct.

Allow students time to check their details. If there is an error in the printed details, note it and correct it later. (See page 4 of this handbook for guidance in making corrections.)

READ

Look at the bottom of the front cover. Write your first name or names in the top box and your last name in the bottom box. Write your name the same way as you wrote it for the other tests.

Show students where to write and allow them time to complete the task.

READ

In the section below where you have written your name, shade the bubble to show whether you are a boy or a girl.
If you are an Aboriginal person or a Torres Strait Islander person, shade the bubble to show this.
If you are an Aboriginal and Torres Strait Islander person, shade both bubbles.
If you are neither of these, you do not need to shade a bubble on this line.

Make sure all students do this correctly.

READ

Turn your testbook over so you can see the back cover. This is the cover for the *Numeracy — non-calculator* test. There are two boxes on this cover for your name as well. Write your first name or names in the top box and your last name in the bottom box. It is important that you write your names in these boxes exactly the same way that you wrote them on the front cover. Do that now.

Show students how to “flip” the book to see the back cover and where to write. Allow them time to complete the task.

READ

Now turn your testbook over again so you are looking at the *Numeracy — calculator-allowed* cover.

READ

You may use a calculator to answer any questions in this paper if you wish. You have 40 minutes to complete the test. There are 31 questions. Keep going until you have finished them all.

READ

In the *Numeracy* tests, you will have to answer questions in different ways. Before you begin the first test, we will do the practice questions together so you know what to do. Turn to page 3 of your *Numeracy* testbook. The questions inside the testbook will be harder than these practice questions.

Allow students time to locate the questions.

READ

To answer most questions, you have to shade one bubble. This is what you have to do for this question. Look at the icon on the side. It tells you to shade one bubble. Read practice question one and completely shade the bubble to show the correct answer.

P1 50, 100, 150, 200, 250,

Shade one bubble.



Which number comes next in this sequence?

251

260

300

350

Give the students time to shade the bubble.

READ

The next number in the sequence is 300 so you should have shaded completely the bubble under the number 300. If you have not shaded that bubble, rub out your answer completely and shade the correct one.

Allow students time to correct any errors.

READ

To answer some questions you have to write a number in a box. Look at question two. The icon at the side says *Write your answer in the box*. Read the question and write your answer inside the box.

P2 Jim gets paid \$10 per hour.
He worked for 5 hours.

Write your answer in the box.



How much did Jim earn?

\$

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

READ

The answer is \$50. You should have written the number 50. The dollar sign is already written for you outside the box, so you don't need to write the dollar sign. If you wrote 50.00 you would still be marked correct.

If you have not written 50, rub out your answer completely and write it now.

Allow students time to correct any errors.

READ

For practice question three you still need to write your answer in a box as you did in the last question, however the box is part of the table. I will read practice question three and you can write your answer in the box on the table.

P3 \$1 = 100 cents

Complete the table.

\$	cents
1	100
2	200
5	

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

READ

You should have written *500* inside the box. If you did not write *500*, rub it out completely and write it in.

If necessary, demonstrate the correct way to write the answer in the box.

READ

Practice question four requires the answer to be expressed as a fraction, therefore you need to provide a number in the top box and a number in the bottom box to show this fraction. Read practice question four and write your answers in the boxes.

P4 Write **one half** as a fraction.

Write your answer
in the boxes.



Give the students time to read the question and write the answer. Answers will vary and test administrators will need to determine correct responses. Keep this brief, as it is important to move through the practice questions quickly.

READ

Make sure that you have written your answer as a fraction with a digit (numeral) in each box.

If necessary, demonstrate the correct way to write the answer in the boxes.

READ

That is the end of the practice questions. Open your testbook. You have 31 questions to do. An icon like this, at the top of the page, tells you how to answer the questions. (*Show page 4.*) When you have to answer in a different way, there will be a new icon. (*Show page 5.*) Use your working paper to help you answer questions. You may write in your testbook, but **not** near the answer bubbles and boxes. Are there any questions?

Answer any questions students have.

READ

In this test, I can read questions to you if you need help but I cannot read any numbers or mathematical symbols. I cannot explain the questions. You have 40 minutes to complete the test. Do your best work. Shade the bubbles carefully. Write neatly. If you make a mistake, rub it out completely and try again. Leave questions that you are having trouble answering. You can come back to any questions that you skipped if you have time. You should work on your own at all times. You are not allowed to talk to other students. If you finish before the time is up, check all your answers. I will let you know when you are half-way through the test and when you have 5 minutes left. You may start now.

Supervise students closely to make sure they are on task and responding in the appropriate ways. Remember you can read the questions and instructions but you cannot read numbers or symbols to students or paraphrase the questions. (See page 2 of this handbook for additional guidelines about assisting students.)

Tell students when half the test time has elapsed.

After 35 minutes, **READ**

You have 5 minutes to finish the test. If you have already finished, use the time to check your answers. When you have finished, close your testbook.

After 5 minutes, ask students to stop work and to put their pencils down.

Tell students to close their testbooks and to keep their working pages separate from their testbooks.

Thank students for their efforts.

After the test

- **Collect all calculators**
- Students may leave testbooks closed on their desks while they go on a break.
- The room should be secured during the break
- The *Numeracy – non-calculator* test is printed on the reverse side of the *Numeracy – calculator-allowed* test.
- Ensure that students return to the desk where their testbook is situated.
- Check that students have their test book before they begin the next test.

STUDENTS MUST HAVE A BREAK OF AT LEAST 20 MINUTES BEFORE BEGINNING THE *NUMERACY NON-CALCULATOR* TEST.

Thursday 14 May — Year 9 Numeracy — *non-calculator* test administration

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

Please note that the testbook contains two tests. One side has the *calculator-allowed* test and the other side contains the *non-calculator* test. Make sure that students use the same testbook for both tests.

The *non-calculator* test has the pages shaded so that teachers can tell if students are working on the correct test paper.

Time allocation:

Introduction time: 10–15 minutes

Test time: 40 minutes

Preparation for the Numeracy — non-calculator test session

- **Calculators must be removed from the room before this session. No calculators are to be available for this test.**
- Ensure that the same Type 2 testbooks are used by those students who used one for the *Numeracy — calculator-allowed* test.
- In the unusual instance where a student may have been absent for the *Numeracy — calculator-allowed* test but will sit the *Numeracy — non-calculator* test and does not have a named testbook, use a Type 2 (unnamed testbook). Fill in both covers and mark the student absent on the *Numeracy — calculator-allowed* test.
- Write start and finish times for the actual test time on the board.

Test administration script

As students have already completed the practice questions, no further practice questions are provided.

READ

Now you will do the second Numeracy test. You should have your *Year 9 Numeracy — non-calculator* testbook facing upwards on your desk and working paper, a pencil and eraser. Check to see you have these things on your desk. You may NOT use a calculator for this test. For this test, the pages have been shaded so that I can see if you are working on the correct test paper. Check that you have all your materials.

Allow students time to check they have the required materials.

READ

Look at the front cover of your testbook. Please check that this is your testbook and that you have written your name in exactly the same way on both covers of the testbook.

Allow students time to check their details. If there is an error in the printed details, note it and correct it later. (See page 4 of this handbook for guidance in making corrections.)

READ

Open your testbook. You have 31 questions to do. At the top of each page there is an icon like this to tell you how to answer the question. (*Show page 2.*) When you have to answer in a different way, there will be a new icon. (*Show page 3.*)
Are there any questions?

Answer any questions students have.

READ

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

READ

Leave questions that you are having trouble answering.
You can come back to them later if you have time. Make sure that you attempt all questions.
You should work on your own at all times. You are not allowed to talk to other students.
If you finish before the time is up, check all your answers.
I will let you know when you are half-way through the test and when you have 5 minutes left.
You may start now.

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

(See page 2 of this handbook for additional guidelines about assisting students.)

Tell students when half the test time has elapsed.

After 35 minutes, **READ**

You have 5 minutes to finish the test. If you have already finished, use the time to check your answers. When you have finished, close your testbook.

After 5 minutes, ask students to stop work and put their pencils down. Tell them that the tests are now finished and thank them for their hard work.

Tell them to close their testbooks and wait quietly while they are collected.

After the test

- Collect **all** the testbooks and make sure that the number of testbooks collected is the same as the number of students who sat the test in that room. Use a class/group list to make sure that books for all exempt, withdrawn and absent students are collected.
- Where appropriate, mark the test participation bubbles on the front cover.
- Check that all other information is complete and correct.
- Return all testbooks to the principal/delegate as soon as possible for secure storage. Do not leave testbooks, whether complete or incomplete, in a classroom.
- Collect all stimulus materials and planning sheets for secure storage until after the “catch-up” days, when they can be returned to the students.
- Return all testbooks whole. Do not remove any pages.

Returning completed materials

The following materials need to be packed and dispatched as soon as they are completed and definitely no later than **Monday 18 May 2009**:

- used textbooks for all students who sat the test
- textbooks for those students who were absent, had a valid exemption, were withdrawn by parents or were no longer at the school¹
- large-print textbooks in the envelope supplied (if applicable)
- Testbooks for any visiting Queensland students should be placed in a separate envelope (not supplied) and labelled *Visiting Students*.
- Testbooks for students visiting from interstate should be sent to the Testing Authority of the relevant state or territory in an *Express Post* bag (see *2009 Test Preparation Handbook* for postal addresses).
- *Test participation lists* showing the names of all students in the following categories: absent, exempt, parent withdrawn, no longer at the school, received special provision/consideration, visiting student
- *Principal's declaration form*.

Do not return stimulus magazines, planning sheets or working sheets.

The return address labels **must** be used. The packaging itself should also be used where possible to return completed materials. The address on the label is:

Salmat BusinessForce
Reply Paid 8140 (QSA)
16 Archimedes Place
MURARRIE QLD 4172

The completed return parcels should then be sent through Australia Post.

Remote schools, where special arrangements have been made to return materials, will be informed about return arrangements independently.

Make sure you:

- **fill in** the front covers of all textbooks accurately
- **complete** all information on all sheets of the *Test participation lists*
- **photocopy** and keep a copy of each sheet for your own records
- **return** all completed materials
- **return** packages immediately — **no later than Monday 18 May**
- **have** the *Returned materials lodgement form* stamped at the post office
- **fax** the stamped *Returned materials lodgement form* to Salmat BusinessForce (Fax: 3395 8271).

1. This means that only unused Type 2 (unnamed) testbooks can be retained by schools.

