Table of Contents

1. INTRODUCTION ....................................................................................................................... 2
   1.1. National Assessment Program – Science Literacy (NAP-SL) .......................................... 2
   1.2. The role of the Test Administrator (TA) ........................................................................ 5
   1.3. Checklist of activities .................................................................................................... 6

2. TEST ADMINISTRATOR’S RESPONSIBILITIES ............................................................. 7
   2.1. Working with the School Contact Officer ................................................................... 7
   2.2. Organising a suitable location for the test ................................................................. 7
   2.3. Timing the test sessions ........................................................................................... 8
   2.4. Receipt of test materials ........................................................................................... 8
   2.5. Maintaining security ................................................................................................. 9
   2.6. Completing the Student Participation Form (SPF) ................................................... 9
   2.7. Notifying staff, students and parents/caregivers about the test .................................. 14
   2.8. National sample test observers .............................................................................. 14
   2.9. Reminding the students ......................................................................................... 14

3. CONDUCTING THE TEST SESSIONS ............................................................................... 15
   3.1. Assistance from the School Contact Officer (SCO) on the test day ......................... 15
   3.2. The test day ............................................................................................................. 15
   3.3. Preparing for the practical task .............................................................................. 16
   3.4. Distributing the test booklets to the students ......................................................... 17
   3.5. Timing the test sessions .......................................................................................... 18
   3.6. Reading the script .................................................................................................. 19
   3.7. Supervising the sessions ....................................................................................... 19
   3.8. Ending the objective test and practical task sessions ............................................ 20
   3.9. Conducting a follow-up session (if required) ......................................................... 20
   3.10. Packing and returning the test materials .............................................................. 20
   3.11. School Reports .................................................................................................... 21

APPENDIX 1: Test Administrator’s instructions and script – Objective test session .......... 22
APPENDIX 2: Test Administrator’s instructions and script – Practical task session .......... 27
APPENDIX 3: Sample of Completed NAP-SL Student Participation Form – Page 1 and 2 ... 30
APPENDIX 4: NAP-SL Session Report Form .................................................................. 33
APPENDIX 5: Follow up NAP-SL Session Report Form (if required) ......................... 35
Acknowledgements ............................................................................................................. 37

Key contacts

If you have any questions or concerns, please contact one of the
NAP-SL team members:
Penny Hutton, Jen Cowing

NAP-SL Helpline (tollfree): 1800 231 085
NAP-SL Email: NAPSLHelpdesk@eaa.unsw.edu.au
Fax number: (02) 8344 2136
1. INTRODUCTION

1.1. National Assessment Program – Science Literacy (NAP-SL)

What is NAP-SL?

NAP-SL is a national assessment of the achievement of Australian Year 6 students in science literacy. It is part of a national strategy to monitor and report, in a comparable and consistent way, student achievement against the National Goals for Schooling in the Twenty-first Century, which were agreed to by the Education Ministers from every State, Territory and the Commonwealth in 1999. Acting on the direction of the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA), the Performance Measurement and Reporting Taskforce (PMRT) requires three subjects to be nationally sample-tested on three-year cycles: civics and citizenship, information and communication technologies and science literacy. Science literacy was first tested in 2003, in a project known as the Primary Science Assessment Project (PSAP), and again in 2006 as the National Assessment Program – Science Literacy (NAP-SL).

Who manages NAP-SL?

The Performance Measurement and Reporting Taskforce has contracted the development of the tests and the conduct of the national sample science test to Educational Assessment Australia (EAA) an education group of UNSW Global Pty Limited.

The Project Director is Penny Hutton, Assessment Manager at EAA. The work is managed on a day-to-day basis by Jen Cowing, Project Coordinator.
**NAP-SL Sample Test 2009**

Approximately 600 schools, from all States and Territories, will take part in the study. A Year 6 class (or in some cases, two or three small classes) from each selected school has been randomly selected by EAA.

The test will take place on:

- **Wednesday October 14** in the Northern Territory, Queensland, Tasmania and Victoria;
- **Wednesday October 21** in the Australian Capital Territory, New South Wales, South Australia and Western Australia.

To compensate the school MCEECDYA is providing a payment of $250 to each school so that the School Contact Officer and the Test Administrator (typically a classroom teacher) can be provided with the time to familiarise themselves with the materials and instructions to prepare for and administer the test. The payment will be mailed to the school in early December.

**What do participants (School Contact Officers, Test Administrators and students) need to do?**

The School Contact Officer (SCO) will coordinate activities within the school, such as scheduling the session(s), notifying teachers and students of the test, notifying parents/caregivers and overseeing the receipt and dispatch of the test materials.

The Test Administrator (TA), usually the classroom teacher, will receive and dispatch the materials under the guidance of the SCO, conduct the test sessions and complete the associated Student Participation Form (SPF). The SCO will assist this process where necessary.

Students taking part in the 2009 assessment will complete a science literacy test comprising of three sessions:

- multiple-choice and short answer questions, taking about 60 minutes (not including administration time);
- a practical task taking about 45 minutes (not including administration time);
- a student survey taking approximately 10 minutes.
The NAP-SL Timeline:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 – 11 September: Qld., Vic.</td>
<td>Delivery of test materials including the Test Administrator’s Manual to schools</td>
</tr>
<tr>
<td>14 – 18 September: ACT, NSW, NT, SA, WA</td>
<td></td>
</tr>
<tr>
<td>21 – 25 September: Tas.</td>
<td></td>
</tr>
<tr>
<td>Wednesday 14 October: NT, Qld., Tas., Vic.</td>
<td>Test Dates</td>
</tr>
<tr>
<td>Wednesday 21 October: ACT, NSW, SA, WA</td>
<td></td>
</tr>
<tr>
<td>15 October – 23 October</td>
<td>Return of test materials to EAA</td>
</tr>
<tr>
<td>4 December</td>
<td>School Reports sent to schools (emailed to Principal and SCO)</td>
</tr>
<tr>
<td>4 December</td>
<td>School payment mailed to the Principal</td>
</tr>
<tr>
<td>June 2010</td>
<td>Delivery of public report to PMRT</td>
</tr>
</tbody>
</table>

NAP-SL Helpline (tollfree): 1800 231 085
NAP-SL Email: NAPSLHelpdesk@eaa.unsw.edu.au
Fax number: (02) 8344 2136
1.2. The role of the Test Administrator (TA)

As the appointed TA, your primary responsibility is to administer the NAP-SL test in your school. Specifically you should:

Upon arrival of test package

- confirm assessment details with your school’s SCO;
- receive and reconcile test materials, with the guidance of the SCO;
- ensure the receipt fax-back form is completed and returned as soon as possible under the coordination of your SCO;
- protect the security of all student booklets;

On test day

- prepare the test materials and room for the assessment;
- make sure only Year 6 students, including any new enrolments, from the sampled class(es) attend the test session;
- conduct the test session according to the script and instructions in this manual;
- time the parts of the test session, using a watch or a clock;
- record information about student participation and absences on the Student Participation Form (SPF), as directed in Section 2.6;
- complete the NAP-SL Session Report Form (Appendix 4);
- arrange for a follow up session (if required) with the support of the SCO and complete the Follow up NAP-SL Session Report Form (Appendix 5);
- reconcile all test materials and dispatch them to EAA, with the support of the SCO.

The following Checklist of Activities (Section 1.3) summarises these activities and provides references to the more detailed sections of this manual.
### 1.3. Checklist of activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Section Reference</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparing for the assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Familiarise yourself with the project and your responsibilities</td>
<td>Section 1.1, 1.2</td>
<td>Prior to assessment</td>
</tr>
<tr>
<td>- Review the plans for the test with the SCO</td>
<td>Section 2.1, 2.2, 2.3</td>
<td>1-2 weeks before the assessment</td>
</tr>
<tr>
<td>- Organise a suitable location and time for the test</td>
<td>Section 2.2</td>
<td>1-2 weeks before the assessment</td>
</tr>
<tr>
<td>- Assist the SCO to confirm all test materials have been received. Send fax-back form to: Fax (02) 8344 2136</td>
<td>Section 2.4</td>
<td>On receipt of NAP-SL test material package(s)</td>
</tr>
<tr>
<td>- Maintain security of the test materials</td>
<td>Section 2.5</td>
<td>Prior to and during assessment period</td>
</tr>
<tr>
<td>- Review the Student Participation Form (SPF) provided with the test materials with the SCO</td>
<td>Section 2.6</td>
<td>1-2 days before assessment and on the test day</td>
</tr>
<tr>
<td>- Ensure arrangements in place for National sample test observer (if applicable)</td>
<td>Section 2.8</td>
<td>1-2 days before the assessment</td>
</tr>
<tr>
<td>- Remind the students and confirm arrangements</td>
<td>Section 2.9</td>
<td>1-2 days before the assessment</td>
</tr>
<tr>
<td><strong>Conducting the assessment sessions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Set up the room and test materials, prepare for the practical task and distribute test booklets</td>
<td>Sections 3.2, 3.3, 3.4, 3.5</td>
<td>Test day</td>
</tr>
<tr>
<td>- Use the script to conduct the objective session; enter times in the NAP-SL Session Report Form</td>
<td>Sections 3.5, 3.6, 3.7, 3.8 Appendix 1, 4</td>
<td>Test day</td>
</tr>
<tr>
<td>- Use the script to conduct the practical task; enter times in the NAP-SL Session Report Form</td>
<td>Sections 3.5 3.6, 3.7, 3.8; Appendix 2, 4</td>
<td>Test day</td>
</tr>
<tr>
<td>- Distribute the Student Survey and use the script to conduct the survey.</td>
<td>Appendix 2, 4</td>
<td>Test day</td>
</tr>
<tr>
<td><strong>Concluding assessment sessions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Record participation information for absentees on Student Participation Form (SPF)</td>
<td>Section 2.6</td>
<td>Test day</td>
</tr>
<tr>
<td>- Complete the NAP-SL Session Report Form</td>
<td>Appendix 4</td>
<td>Test day</td>
</tr>
<tr>
<td>- Conduct a follow-up session (if required)</td>
<td>Section 3.9, Appendix 5</td>
<td>Immediately following test day</td>
</tr>
<tr>
<td>- Assist the SCO to reconcile and pack all test materials and dispatch to EAA.</td>
<td>Section 3.10</td>
<td>Test day (or after the follow-up session)</td>
</tr>
</tbody>
</table>

Please note it is a requirement of this project that all used and unused test materials are returned at the completion of testing. However, it is not necessary to return any of the practical materials.
2. TEST ADMINISTRATOR’S RESPONSIBILITIES

2.1. Working with the School Contact Officer

A School Contact Officer (SCO) has been appointed for your school. As a Test Administrator (TA), you will be expected to work closely with your SCO to make sure that the process goes smoothly. You should liaise regularly with the SCO in the weeks leading up to the assessment date to:

• make yourself aware of the test date (see page 3), session times and location of the assessment. (The time and location of the assessment should already have been established in consultation with the SCO.);

• arrange for adequate space and enough work surfaces for groups of 3 students to conduct the practical task in the test location (a normal classroom should be suitable);

• review the handling of emergencies, problem situations and procedures for dismissing students at the end of the session, particularly if the selected Year 6 class is not your regular class;

• remind students to bring a 2B or B pencil, an eraser and a ruler. (Also ensure you have a supply of spares for students who forget.);

• ensure students bring suitable reading material (books or magazines) in case they finish the assessment early;

• discuss how school staff, parents and students will be notified, as necessary. (The SCO has been sent sufficient information brochures for each of the selected students and additional information about the assessment is available on the MCEECDYA website at http://www.mceecdya.edu.au/mceecdya/default.asp?id=12181);

• check the Student Participation Form (SPF) detailing the selected students participating in the test. The SCO will have completed information on student exclusions. New students to the selected class(es) will need to be added to the SPF. The SCO will need to fill in the Record of Student Background Details Form which is included separately with your test materials (for new students). It will be included as a separate sheet.

2.2. Organising a suitable location for the test

The NAP-SL test will typically be administered to a Year 6 class(es) at each school. The objective (pencil and paper) session and student survey is completed by students working on their own. The practical task involves students working in groups of three at a table to complete an investigation, then working individually to respond to questions about their investigation. A normal classroom should be suitable for both sessions.
2.3. Timing the test sessions

The tests will take almost 3 hours in total to complete. You will need to liaise closely with your SCO to arrange the test session times that best match the routine of the school. The recommended test administration times (see page 18) have been designed to create minimal disruption to the school. However, some flexibility in the regular school timetable may be necessary for the students involved in the testing.

2.4. Receipt of test materials

EAA will send the following materials to each school 1–2 weeks before the test date:

**Student test materials**

- one Test Booklet for each of the students in the sample class(es). Student names, from the information supplied during the Student Background Data capture, will be printed on the test booklets. For students whose information was not supplied prior to printing, the booklets will be blank. Student Background information will need to be completed for these students on test day, using the form supplied with the test materials;

- three spare Test Booklets for new students to the selected class(es) or as replacements for any damaged booklets;

- a class(es) set of materials for the practical task. One set for every group of 3 students and two additional sets for the new students and the Test Administrator;

- a survey for each of the students in the sample. Student names, from the information supplied during the Student Background Data capture, will be printed on the Survey Form.

**Teacher administration materials**

- a Student Participation Form (SPF);

- a Test Tally Sheet (see page 21 for more information or refer to the instructions on the sheet);

- Australia Post return address labels (reply-paid);

- a NAP-SL test material receipt fax-back form;

- Record of Student Background Form (for new students or where this information has not been previously supplied).

- this Test Administrator's Manual including a:
  - Session Report Form;
  - Follow up Session Report Form (if required).
When you receive the test materials, work with your SCO to open each box and reconcile all contents of the box(es) with the NAP-SL test materials receipt fax-back form. Ensure you have all the materials in each package as listed, including the practical task materials. Then re-seal the boxes and store them in a secure place.

Use the fax-back form to acknowledge that the materials have been received and reconciled and that you have all the materials necessary to conduct the test.

Contact EAA immediately if you require any additional material, or to replace any items that are missing or damaged.

<table>
<thead>
<tr>
<th>NAP-SL Helpline (tollfree): 1800 231 085</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAP-SL Email: <a href="mailto:NAPSLHelpdesk@eaa.unsw.edu.au">NAPSLHelpdesk@eaa.unsw.edu.au</a></td>
</tr>
<tr>
<td>Fax number: (02) 8344 2136</td>
</tr>
</tbody>
</table>

### 2.5. Maintaining security

Because NAP-SL materials may be used in the future to measure growth between assessment cycles, their security is important. To maintain security, test booklets must **NOT** be photocopied under any circumstances. **All** used and unused booklets, test instructions and forms must be collected and returned to EAA immediately after the assessment. There is no need to send back the practical task materials such as cups, beads, balls and plates.

### 2.6. Completing the Student Participation Form (SPF)

The **Student Participation Form** (as shown on pages 12 and 13) is an essential document that is used to record session information, demographic details and student non-participation. The SCO will initially complete parts of the form (as per the instructions on pages 10 – 14 of the SCO Manual) and then provide you with the original, updated form on the test day. You will complete the remaining information on the form, as described on the following pages, on the test day.
PART A - SAMPLING INFORMATION

Columns A, B and C will be pre-printed on the form for those schools that previously supplied this information. Column D will be completed by you on the day of the test. Column D refers to the number of students enrolled in the class(es) involved in the sample on test day. This includes those students who are absent or not included in the assessment.

PART B - STUDENT PARTICIPATION

The information in Columns 1 to 6 will be completed for you for each student selected in the sample. This information will have been obtained from the information supplied via the Student Background Data capture.

Column 1: Each student has been allocated a unique identification number for the NAP-SL project. This number does not relate to any State or Territory identification number.

Column 2: If you have any new Year 6 enrolments in the sampled class(es) write their name on the SPF and complete the information required for Columns 3 to 6 including the test booklet number they are allocated.

A Record of Student Background Details Form will need to be completed for these students.

If a student is no longer at the school please annotate this on the SPF and rule a line through their name.

Column 3: If a student's test booklet is damaged and cannot be used please cross out the booklet number on the SPF and write the number of the replacement booklet you allocate them.

The SCO will complete Columns 7 to 11 for students identified prior to the test as non-participants because of disabilities or parent/caregiver withdrawals. Some students may only be capable of participating in one of the assessment components, i.e. either the Objective Test or the Practical Task.

You will need to complete Columns 8 to 11 during the test session for those students not previously identified by the SCO as non-participants, for example absentees on the test day.
Completing Column 7 of the Student Participation Form

Information about the special education needs (SEN) of students is recorded in Column 7 of the Student Participation Form. The SEN codes to be used are defined below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No special education needs</td>
</tr>
<tr>
<td>1</td>
<td>Functional disability - student has a moderate to severe permanent physical disability.</td>
</tr>
<tr>
<td>2</td>
<td>Intellectual disability - student has a mental or emotional disability and has either been tested as cognitively delayed or is considered in the professional opinion of qualified staff to be cognitively delayed.</td>
</tr>
<tr>
<td>3</td>
<td>Limited assessment language proficiency - student is not a native speaker of any of the languages of the assessment in the country and has limited proficiency in these languages.</td>
</tr>
</tbody>
</table>

Completing Columns 9 and 11 of the Student Participation Form

Columns 9 and 11 are not to be confused with Column 7. Information about the reason for the NON inclusion of students in the assessment is recorded in Columns 9 and 11 of the Student Participation Form. The intent of NAP-SL is to be as inclusive as possible. However, some students with limited proficiency in the language of the assessment, or those who have a physical, mental or emotional disability, may not be able to participate. The non-inclusion codes used to identify students with special education needs who will not be included in NAP-SL because of these needs, are defined below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Absent</td>
</tr>
<tr>
<td>11</td>
<td>Not included; functional disability. Student has a moderate to severe permanent physical disability such that he/she cannot perform in the testing situation. Functionally disabled students who can respond to the assessment should be included.</td>
</tr>
<tr>
<td>12</td>
<td>Not included; intellectual disability. Student has a mental or emotional disability and is cognitively delayed such that he/she cannot perform in the testing situation. This includes students who are emotionally or mentally unable to follow even the general instructions of the assessment. Students should NOT be excluded solely because of poor academic performance or disciplinary problems.</td>
</tr>
<tr>
<td>13</td>
<td>Not included; limited assessment language proficiency. The student is unable to read or speak any of the languages of the assessment and would be unable to overcome the language barrier in the testing situation. Typically a student who has received less than one year of instruction in the languages of the assessment may be excluded.</td>
</tr>
<tr>
<td>14</td>
<td>Not included; parent requested that student not participate OR student refusal.</td>
</tr>
</tbody>
</table>

It is important that these criteria for non-participation be followed strictly for the study to be comparable across States and Territories and across the country.

When in doubt, include the student.

An example of how the Student Participation Form might be completed is included in Appendix 3 of this manual.
NAP-SL STUDENT PARTICIPATION FORM (SPF)

The Student Participation Form (SPF) lists students registered to take part in the National Assessment Program – Science Literacy. Please complete Part A - Sampling Information (below) and Part B - Student Participation (overleaf). Please refer to the Test Administrator's Manual for further details of how to complete this form.

School Name:
State/Territory:
School ID:
Class(es) involved:
Class practical task:

PART A - SAMPLING INFORMATION

<table>
<thead>
<tr>
<th>(A) No. of Students in Year 6</th>
<th>(B) No. of Classes in Year 6</th>
<th>(C) Estimated Sample Size</th>
<th>(D) Enrolled Sample Size</th>
</tr>
</thead>
</table>

Please sign below to acknowledge that you have checked the Test Booklets and Student Participation Form and that all is complete and in order. Don't forget to take a photocopy of both sides of this form and keep a copy for your records. Return the original with the test booklets.

School Contact Officer: Name: ___________________________ Signature: ___________________________
Test Administrator: Name: ___________________________ Signature: ___________________________

SPECIAL EDUCATION NEEDS (SEN) CODES (Column 7) | NON-INCLUSION CODES (Columns 9 and 11) | INDIGENOUS CODES (Column 5)
---|---|---
0 = No special education needs | 10 = Absent; functional disability | 1 = Aboriginal but not Torres Strait Islander Origin
1 = Functional disability | 11 = Not included; intellectual disability | 2 = Torres Strait Islander but not Aboriginal Origin
2 = Intellectual disability | 12 = Not included; limited test language proficiency | 3 = Both Aboriginal and Torres Strait Islander Origin
3 = Limited test language proficiency | 13 = Not included; limited test language proficiency | 4 = Neither Aboriginal nor Torres Strait Islander Origin
14 = Student or parent refusal | 9 = Not stated/Unknown

<table>
<thead>
<tr>
<th>(1) Student ID</th>
<th>(2) Student Name</th>
<th>(3) Booklet No. (1-7)</th>
<th>(4) Sex M = 1 F = 2</th>
<th>(5) Indigenous Code (see overleaf)</th>
<th>(6) Birth Date (DD-MM-YY)</th>
<th>(7) SEN Code (see overleaf)</th>
<th>(8) Objective Test Didn’t complete = 0 Completed = 1</th>
<th>(9) Non-Inclusion Code (see overleaf)</th>
<th>(10) Practical Task Didn’t complete = 0 Completed = 1</th>
<th>(11) Non-Inclusion Code (see overleaf)</th>
</tr>
</thead>
</table>
2.7. Notifying staff, students and parents/caregivers about the test

The SCO has the responsibility for notifying staff, students and parents/caregivers (if necessary) that a class(es), chosen at random by EAA, will participate in the National Assessment Program – Science Literacy. MCEECDYA information brochures for parents have been sent to the SCO. As participation in the National Assessment Program is a requirement of the Australian Government Schools’ Assistance Act, it is not necessary for parents/caregivers to sign and return consent forms authorising the participation of selected students.

2.8. National sample test observers

In order to ensure the consistency of data collection procedures, observers will visit about 5% of participating schools. You will be contacted closer to the test period, if your school is to be visited by an observer. Observers will not interfere in the test in any way. Rather, they will observe that the test has been conducted in a consistent manner, following the directions set out in this manual. The observers will have the necessary police clearance or authorisation.

If an observer is coming to the school to monitor the assessment, your SCO will be asked to provide the time and location of the testing. Please notify EAA of any subsequent changes, allowing sufficient time to inform the observer visiting your school (no later than the day before the assessment).

Please ensure the necessary arrangements are in place to accommodate observers on the test day if required.

2.9. Reminding the students

The day before the assessment, your SCO will remind the selected students of the test and inform them of the place and time it will be held. The SCO will remind students that they need to bring a 2B or B pencil, an eraser and a ruler. It would be appreciated if you could encourage the selected students to do their best on the day.
3. CONDUCTING THE TEST SESSIONS

3.1. Assistance from the School Contact Officer (SCO) on the test day

On the day of the test, the SCO will assist you with final arrangements. The SCO should:

• ensure that the students each bring a 2B or B pencil, eraser and a ruler to the session;

• ensure that the students are ready to begin the test at the designated time. It is very important that as many of the sampled students as possible are assessed;

• ensure that only Year 6 students in the sampled class are assessed. No other students can participate in the assessment on the test day or in a follow-up session (if required);

• be available at the beginning of the session to ensure that the correct students arrive and sit in their places, and to locate students who are running late. The presence of the SCO at the beginning of the test session will help set the tone of the session and demonstrate the importance of the test;

• if possible, the SCO will be present at some stage during the test to assist with administration and invigilation. Individual students may need to leave the room, or may require specific attention and support during the test. The SLO or TA may read a question to a student if asked to do so. However, no further assistance, such as explaining the meaning of words or in any way helping the student to answer a question can be given.

3.2. The test day

Immediately before the test sessions you should:

• review plans for the assessment, including how to receive the students at the beginning of the session, dismiss students at the end and handle any special or emergency situations;

• update the Student Participation Form (SPF);

• set up the room and test materials, including the practical task materials (see Section 3.3 following).

The materials you will need are:

• this manual, opened at the ‘script for administering the session’ (see to Appendices 1 & 2);

• the package(s) of test booklets;

• the practical task materials packaged for each group of students;

• the SPF and NAP-SL Session Report Form;

• a watch or clock;

• spare test booklets, spare 2B or B pencils, erasers and rulers;
• a clock that is visible to the students;
• reading materials, brought by the students, for use by those who finish the test early.

### 3.3. Preparing for the practical task

There are two practical tasks in each booklet, ‘Ball bounce’ (purple) and ‘Which beak works best?’ (green). Your class will complete ONE practical task as indicated on the Student Participation Form (SPF) and on the front cover of the test booklets.

The practical task comprises:

**Part A:** Group activity: students work in groups of three (see page 17). 25 minutes.

**Part B:** Students work individually to answer questions on the group activity. 20 minutes.

The session, including administration time, will take approximately 1 hour 15 minutes to complete (see page 18 for further details).

Before the practical task the teacher should:

• organise a classroom where students will not be disturbed, and where furniture can be arranged into a sufficient number of work stations to accommodate each group of 3 students;

• double check that all practical task materials have been received as per the table below (you will have done this with the SCO as soon as the test materials arrived);

• set up the practical task materials in groups on a table at the side of the room beforehand. One student from each group can then collect the materials when told to do so;

• ensure the students have 2B or B pencils, erasers and rulers;

• ensure the students who might finish early have brought something to read.

**Practical task materials**

<table>
<thead>
<tr>
<th>Practical Task</th>
<th>‘Ball bounce’ (purple)</th>
<th>‘Which beak works best?’ (green)</th>
</tr>
</thead>
</table>
| Materials per group of 3 students | • 30 cm ruler  
• Table Tennis ball  
• Two paper plates  
• Two plastic plates | • Plastic plate  
• Plastic cup  
• 30 beads (in a bag)  
• One A5 sheet of paper  
• Two craft sticks  
• Toothpick  
• Plastic spoon |
Arranging groups for the practical task

The groups of three students should be constructed by random assignment so that across the study there is no bias caused by ‘friendship’ or ‘similar-ability’ groups working together on the practical task.

Use the alphabetical list of students on the Student Participation Form (SPF) and assign the first three students into group one, the next three students into group two and so on until all students are in groups. If you have students left over then allocate them into groups of 2 (the minimum number of students in a group).

3.4. Distributing the test booklets to the students

There are seven different test booklets. Each test booklet has two sections: a multiple choice and short answer questions (objective) section and two practical tasks. The objective section differs in each test booklet so that students sitting next to each other will not have the same questions. All seven test booklets contain the same two practical tasks. Your class will complete one of the two practical tasks. The practical task that your class will complete is listed on the Student Participation Form (SPF) and on the front cover of the test booklets.

The practice questions for the objective test in each of the different test booklets and each of the practical tasks are identical and appear on the back page of the booklets.

The name of each student participating in the sample has been printed on the test booklets from the information supplied during the Student Background Data capture. Where this information was not provided in time for printing, the booklets will be blank.

You may distribute the test booklets either before the students arrive, as described below, or at the beginning of the session. Please ensure each student receives the booklet with their name.

- Place each test booklet on the appropriate student’s desk;
- Count the number of students present — it is important that as many of the selected students as possible participate, in order for the study to be accurate. Ask for assistance from the SCO in trying to find missing students who are at school but not at the session. However, do not delay the session unduly by waiting for students who are late;
- Note the student absences on the Student Participation Form (SPF);
- Under no circumstance allow a non-sampled student (e.g. a Year 5 student in a composite class or another Year 6 student from a class not selected in the sample) to participate in the test. If there is a Year 6 student new to the class this student should participate in the assessment using one of the spare test booklets. New student/s’ details are to be provided on the Record of Student Background Details form.
### 3.5. Timing the test sessions

The assessment consists of a 60-minute objective (pencil and paper) session, a 45-minute practical task and a 10-minute student survey. It is expected that the assessment will take approximately 3 hours to administer, including time to read the instructions, distribute the materials and allow student breaks of 20 minutes between the objective (pencil and paper) and practical task sessions of the test. The survey can be distributed to students immediately following the practical session. The objective session, practical task and survey should be administered on the same day, with a short break provided between the two parts. However, if this not possible, it can be given on a different day in consultation with the EAA NAP-SL team.

The timing of the assessment is as follows:

<table>
<thead>
<tr>
<th>Objective (pencil and paper) test</th>
<th>Time allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading the instructions and distributing the test booklets, completing/checking the student information on the cover page and completing the practice questions</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Students undertake the test</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Collecting the materials and ending the session</td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Total:</strong> approximately 1 hour 20 minutes</td>
<td></td>
</tr>
</tbody>
</table>

**Allow a break of approximately 20 minutes before starting the practical task**

<table>
<thead>
<tr>
<th>Practical task</th>
<th>Time allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placing the practical materials on a table before the test, reading the instructions and distributing the packaged materials to each group of students</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Students undertake the test</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Collecting the materials and ending the session</td>
<td>15 minutes</td>
</tr>
<tr>
<td><strong>Total:</strong> approximately 1 hour 15 minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student survey</th>
<th>Time allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading the instructions, distributing the survey and completing/checking the student information</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Students undertake the survey</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Collecting the survey and ending the session</td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Total:</strong> approximately 20 minutes</td>
<td></td>
</tr>
</tbody>
</table>

**Total assessment session: approximately 3 hours**

On the NAP-SL Session Report Form (Appendix 4) please note the start and ending times of each part of the session, including the time for reading the instructions before the students start working on the test booklet.

**Follow up session**

The same time allocations should apply to any follow up session.
3.6. Reading the script

The scripts you will need to conduct the two test sessions are attached as Appendices 1 and 2. To ensure that the assessment is conducted in the same way throughout Australia and that all students hear the same instructions, the script must be read WORD-FOR-WORD without omissions or additions.

3.7. Supervising the sessions

You are responsible for monitoring the assessment sessions and the following points need to be observed:

• Once the assessment instructions have begun, students may not be admitted to the session;

• Make sure that all students understand how to record answers;

• You may read questions to individual students if asked, but no further assistance, such as explaining the meaning of words or in any way helping students to answer a question can be given;

• Students should not leave the session unless it is absolutely necessary;

• If a student cannot complete the session (for example they become ill) or must leave temporarily, collect their test materials. If a student cannot complete the session or is gone for more than 5 minutes, record on their test booklet cover the reason the student left the session, the part of the assessment they were working on when they left and how long they worked on their test booklet. If they return please record the time they resumed and total length of absence;

• Describe on the booklet cover any unusual circumstances about the assessment of a student, such as missing or defective pages in a test booklet;

• Observers should be limited to necessary staff members and national sample test observers;

• To ensure standardised assessment procedures and security of the assessment items, no copying of test materials, photographs or video recordings of the sessions are allowed;

• Students finishing early should be encouraged to review their work. Students who have completely finished may be permitted to read a book.
3.8.  Ending the objective test and practical task sessions

After you have completed the objective test session, the students will have a break for up to 20 minutes. If the classroom is secured during the student break, you may wish to leave the test booklets on the student desks.

After the practical task session and the student surveys have been completed all test booklets and survey forms must be accounted for before the students are dismissed. Thank the students again for their participation and dismiss them according to usual school policy.

Complete Questions 5 - 8 of the Session Report in Appendix 4.

Secure all assessment materials (used and unused) in the box(es) provided.

3.9.  Conducting a follow-up session (if required)

It is very important that a high level of student participation be reached. A follow-up session should be scheduled if more than 20% of students from the sampled class(es) are absent from the test session (not counting student refusals, excluded or ineligible students).

Select a date and time, in liaison with your SCO, that will maximise the number of students attending the follow-up session. Only one follow-up session will be held. The follow-up session should be administered as soon as possible after the originally scheduled test date. Make every attempt to ensure that all previously absent students attend the follow-up session.

You should follow the same procedures in the follow-up session as for the main assessment sessions. Please use the additional Session Report Form included in this manual for the follow-up session (Appendix 5).

Only Year 6 students who are in the originally selected sample class(es) and who are listed on the Student Participation Form along with any new students to the class should be assessed. No other students in this class can participate in the assessment or in a follow-up session.

3.10. Packing and returning the test materials

It is important that all the used and unused test materials be returned for marking and processing as soon as possible after test date. Guidelines are as follows:

• Return the test materials to EAA within 24 hours after the test session is completed.

• You may wait to post the materials if a follow-up session is to be held. If you are doing this, please advise Penny Hutton or Jen Cowing at EAA of the date when you expect to be sending the materials, by emailing the NAP-SL Helpdesk or phoning the NAP-SL Helpline.
• For the return shipment, please use the carton in which the materials were initially distributed. Unless you are notified otherwise, please return the materials by Australia Post (reply paid), using the pre-printed labels that will have been supplied to you.

The return shipment should contain all test materials:

• the students’ completed Test Booklets;
• the completed student survey forms;
• any unused Test Booklets;
• the completed Student Participation Form (please retain a copy for your records);
• the Record of Student Background Details form (completed for any new students to the class that have participated in the assessment or where this information was not provided previously);
• the completed Test Tally Sheet. (This sheet was included with your test materials. This form must be completed to show the quantities of Test Booklets, Student Surveys and other Test Administration materials that are being returned. The form must be signed by the SCO);
• this Test Administrator’s Manual including the completed Session Report Form (located within the manual) and follow up Session Report Form (if required);

Note: It is not necessary to return any of the practical materials.

<table>
<thead>
<tr>
<th>NAP-SL Helpline (tollfree): 1800 231 085</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAP-SL Email: <a href="mailto:NAPSLHelpdesk@eaa.unsw.edu.au">NAPSLHelpdesk@eaa.unsw.edu.au</a></td>
</tr>
<tr>
<td>Fax number: (02) 8344 2136</td>
</tr>
</tbody>
</table>

3.11. **School Reports**

Reports will be emailed to schools with password security on 4 December. The report will show results for each student on an item-by-item basis and comparative data showing the percentage of the school and national sample of students responding correctly to each item, or, in the case of items that had more than one mark available, for the response to the item, the percentage of students achieving the maximum score on the item.
APPENDIX 1: Test Administrator’s instructions and script – Objective test session

Introducing the study

The only text to be read to the students is in the shaded boxes, and to ensure test administration consistency it must be read WORD-FOR-WORD. The unshaded text is instructions and background information for the Test Administrator. Please follow these instructions carefully to ensure the assessment is conducted in the same way throughout Australia and that all students have the same instructions.

Record the start time on the Session Report Form (Appendix 4).

Say:

You have been chosen to take part in an important national education study. This study is called the National Assessment Program – Science Literacy. Its goal is to find out what students your age know about science. There are about 14,000 students throughout Australia attempting this test. The results of the study will help education departments and governments determine what students are learning. Because the study may affect students all over Australia in the future, we ask that you do the very best that you can.

Distribute the labelled test booklets, if you have not done so already.

You should have a test booklet on your desk. The test booklet should have your name on it. Please do not open it yet. Put up your hand if you do not have a test booklet, or you do not have the test booklet with your name. Please put up your hand if you do not have a 2B or B pencil, a ruler and an eraser.

Give students who do not have all the materials additional items or correct test booklets as necessary.

You should not have anything on your desk apart from your test booklet, a pencil, a ruler and an eraser. If you have brought a book to read if you finish early, place this on the floor under your desk.

Beginning the session

To make sure that all students doing this test receive exactly the same instructions, I will be reading them to you.
If you need another pencil or you have difficulty in reading the questions during the session, please raise your hand and I will assist you.
Please look at the cover page of the test booklet.

Completing the Student Information on the front page of the Test Booklet

Please print your name neatly in pencil in the space provided on the front cover of your test booklet.

Ensure that students do not move onto the practice questions on the back cover until all students have completed writing their name and you are ready to commence the assessment.
Completing the practice questions

In this test booklet you will find questions about science. There are seven different test booklets; therefore students around you may be working on test booklets that are different from yours. Read each question carefully and answer it as well as you can. You may find some of the questions in this test easy, and others difficult. Answer as many questions as you can. Do not start working through the test questions yet. You will be told when to begin. First we will do some practice questions together. There are six types of questions in the test. Turn the test booklet over, so you are looking at the back cover.

Multiple Choice

Look at practice question 1. In these questions you must shade the bubble next to the correct answer. There is only one correct answer in this type of question.

Read practice question 1 to the students.

<table>
<thead>
<tr>
<th>Q1 Shade in the bubble next to the correct answer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The colour of blood is</td>
</tr>
<tr>
<td>○ blue.</td>
</tr>
<tr>
<td>○ green.</td>
</tr>
<tr>
<td>○ red.</td>
</tr>
<tr>
<td>○ yellow.</td>
</tr>
</tbody>
</table>

Shade in the bubble next to the correct answer.

Allow time for the students to answer practice question 1.

The answer is ‘red’ so you should have shaded the third bubble next to the word ‘red’.

Check that students have shaded in the bubble for ‘red’.

Deal with any questions or problems.

Circle the Word or Words

Look at practice question 2. In these questions you must circle the word, or words, that are correct. For example:

Read practice question 2 to the students.

<table>
<thead>
<tr>
<th>Q2 Circle the correct words in the sentence below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>An elephant is a bit smaller / much bigger than a human.</td>
</tr>
</tbody>
</table>

Allow time for students to answer practice question 2.

The answer is ‘much bigger’, so you should have circled those words in the sentence.

Check that students have circled ‘much bigger’ for the second part.

Deal with any questions or problems.
One or Two Word Answer

Look at practice question 3. In these questions you only need to write one or two word answers.

Read practice question 3 to the students.

Q3 On a clear, sunny day the colour of the sky is _________________.

Write your answer in the space provided.

Allow time for students to answer practice question 3.

What answers would you suggest?

Respond to the student answers as they are given. Typical answers would be: ‘blue’ or ‘azure’.

Remind students that answers that repeat information in the question would not be rewarded. E.g. ‘clear’.

Deal with any questions or problems.

Long Answer

Look at practice question 4. In these questions ‘explain’ means give a full explanation for your answer. You may need to write two or three sentences to give the best answer.

Read practice question 4 to the students.

Q4 Explain what happens to a balloon when you blow it up.

_______________________________________________________________

_______________________________________________________________

Write your answer in the space provided.

Allow time for students to answer practice question 4.

What answers would you suggest?

Respond to the student answers as they are given. Typical answers would be: ‘It gets bigger’, or ‘it explodes.’

Encourage students to provide well-considered and complete answers like: ‘The air pressure causes the rubber to expand, so the volume of the balloon increases. If the air pressure in the balloon is greater than the rubber can stand, then the balloon breaks.’

Explain that answers that provide more information may be awarded higher marks.
Explain that for questions like practice question 4, the number of lines is a guide to how much you will need to write.

**Tick the Boxes**

Look at practice question 5. In these questions you must place a tick in the boxes next to the correct answers. There may be more than one correct answer in this type of question.

Read practice question 5 to the students.

<table>
<thead>
<tr>
<th>Q5</th>
<th>Which of the following are fruit? Tick all possible answers.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ banana ☐ bicycle ☐ apple ☐ chair</td>
</tr>
</tbody>
</table>

Allow time for students to answer practice question 5.

The answer is 'banana' and 'apple', so you would have placed a tick in the boxes next to both of those words.

Check that students have placed a tick in the appropriate boxes.

Deal with any questions or problems.

**Fill in the Table**

Look at practice question 6. In these questions you must complete the table by filling in the blank sections.

Read practice question 6 to the students.

<table>
<thead>
<tr>
<th>Q6</th>
<th>Look at the features of this face. Complete the table below.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Feature</td>
</tr>
<tr>
<td>----</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>eyes</td>
</tr>
<tr>
<td></td>
<td>ears</td>
</tr>
</tbody>
</table>

Allow time for students to answer practice question 6.

The answer is 'hearing' and 'nose' so you would write 'hearing' in the empty box in the table next to 'ears' and 'nose' in the empty box next to 'smell'.

Deal with any questions or problems.

Are there any questions about how to record your answers? (Answer any student questions.)

Do not turn to the first page of the test booklet until I tell you to.
The objective test session

You have now finished the practice questions.

You will have 1 hour to complete the first section of the test booklet. Then you will have a break before you start the second section of the test booklet, the practical task.

You will work on your own to answer the questions in the test booklet.

Read carefully the text that comes before the questions. It includes information that will help you answer the questions.

If you make a mistake and want to change your answer, erase it and write your new answer.

If you don’t know the answer to a question, try the next one. If you have time, go back to the questions you didn’t finish, and attempt to complete them.

Do not start until I tell you to. Are there any questions?

Answer any student questions.

Now turn to the first page of questions inside the front cover.

Use your time carefully and do as much as you can. Please begin.

Record the start time on the NAP-SL Session Report Form (Appendix 4).

Monitor the students.

After 30 minutes, say:

You have about 30 minutes to go. When you finish, go back through the test and answer any questions you may have missed.

After 55 minutes, say:

You have about 5 minutes to go.

After a total of 60 minutes, record the time on the NAP-SL Session Report Form.

Please stop. Close your test booklet. We shall now have a break.

The break does not have to be timed exactly and is at the discretion of the teacher and should align with normal school policies or breaks. It should be no less than 20 minutes.
APPENDIX 2: Test Administrator’s instructions and script – Practical task session

Teacher preparation for the practical task

You will have prepared for the practical task as detailed in Section 3.3 of this manual. The practical task your class will complete is indicated on the Student Participation Form (SPF) and on the front cover of the test booklets.

Preparing the students for the task

After the break, organise students into groups of 3 as described in Section 3.3. When the students are seated in the assigned groups and quiet, referring only to the practical task assigned to your class, say:

Today you will be doing a science practical task called ‘Ball Bounce’/‘Which beak works best’. You will work in your group for the practical activity (Part A). You must work alone for the rest of the task (Part B), when you write your answers to questions by yourself.

There are the same types of questions in this practical task as there were in the first section, so we will not look at the practice questions again.

You will do Part A of the practical task in your group. You will need to read through all the instructions carefully and do the task as a group. While completing the task you will write all of your results in your own test booklet.

You may discuss the task quietly as a group while you are completing Part A of the task. For Part B, you will work on your own.

If you make a mistake and want to change your answer, erase it and write your new answer.

If you don’t know the answer to a question, try the next one. If you have time, go back to any questions you didn’t finish.

Do not start until I tell you to. Are there any questions?

Answer any student questions.

Starting the students on the practical task

Begin the assessment task when the students are ready.

Have one student from each group collect the equipment from the side table.

Before you start the task, we will check that each group has all the materials.

Read through the list of materials for the practical task assigned to your class. This is shown on page 16 and in the test booklet.

Supply any missing materials to groups if required.
You have 45 minutes to complete Part A and Part B of the task. You should spend about 25 minutes on Part A. Use your time carefully and do as much as you can.

Please begin Part A. Do not start Part B until I tell you.

Record the start time on the NAP-SL Session Report Form (Appendix 4).

Monitor the students.

The students have 45 minutes to complete the practical task, Part A and Part B. Part A should take no longer than 25 minutes so that there is at least 20 minutes for students to complete Part B. Use your judgement as to exactly when you ask these groups to stop working and start the individual work.

After 20 minutes, warn the students that they have 5 minutes to finish the practical activity (Part A) before starting the questions.

After a further 5 minutes, ask the students to stop work, place all the materials into the plastic bag and sit at their desks.

You must now work on your own to answer the questions in your test booklet for Part B.

You have 20 minutes to complete Part B of the assessment. Use your time carefully and do as much as you can. Please begin.

While students are completing Part B, quietly collect the practical materials.

As the end time approaches, watch for students who appear to have finished and remind them to check their work. A student who, in your opinion, has satisfactorily completed as much as possible of the test, may read a book or magazine.

After a total of 45 minutes, record the time on the NAP-SL Session Report Form.

Please stop.

Monitor the students. At your discretion you may allow a minute or two extra to finish answering the question they are working on.

Collect all student test booklets.

Student Survey

Distribute the Student Survey forms.
You should now have a NAP-SL 2009 Student Background Survey form on your table. The survey form should have your name on it. Put up your hand if you do not have a Student Background Survey, or do not have a Survey with your name.

Give students with missing or incorrect forms, the appropriate Survey form.

In this section of the assessment you will be asked for your opinions and ideas about science and learning science. Please read each sentence carefully and answer as accurately as you can. You may ask for help if you do not understand anything or if you are not sure how to show your answer.

How to fill out this sheet:
- Use a 2B or B pencil only.
- Do not use pen.
- If you change your mind or make a mistake, rub it out completely before shading your preferred response.
- Mark only one answer for each question and shade each bubble completely.

Remember: There are no right or wrong answers. Your answers should be the ones you think are best for you. Are there any questions?

Answer any student questions.

You have 10 minutes to complete the survey. Please begin.

NB: Survey items may be read to students, but no further explanations or assistance should be given.

After a total of 10 minutes, record the time on the NAP-SL Session Report Form.

Please stop.
Thank you for helping with this important study.

Concluding the test session
Collect the Student Background Surveys and any remaining test materials.

After you have accounted for all the test booklets and student surveys, dismiss the students according to the policy of the school.

Complete Questions 5 – 8 of the Session Report Form (Appendix 4).

Follow the directions in Section 3.10, page 20 of this manual for securing all the booklets, completing the forms, arranging for a follow-up session (if required) and preparing the materials for dispatch to EAA.

Your help with NAP-SL is crucial to its success.
The NAP-SL Team at EAA appreciate your willingness to help, and thank you for your time.
APPENDIX 3: Sample of Completed NAP-SL Student Participation Form – Page 1 and 2

**NAP-SL STUDENT PARTICIPATION FORM (SPF)**

The Student Participation Form (SPF) lists students registered to take part in the National Assessment Program – Science Literacy. Please complete Part A - Sampling Information (below) and Part B - Student Participation (overleaf). Please refer to the Test Administrator's Manual for further details of how to complete this form.

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Sample Primary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>State/Territory:</td>
<td>NSW</td>
</tr>
<tr>
<td>School ID:</td>
<td>99999</td>
</tr>
<tr>
<td>Class(es) involved:</td>
<td>Year 6</td>
</tr>
<tr>
<td>Class practical task:</td>
<td>Gravity effects (Green)</td>
</tr>
</tbody>
</table>

### PART A - SAMPLING INFORMATION

<table>
<thead>
<tr>
<th>(A)</th>
<th>(B)</th>
<th>(C)</th>
<th>(D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Students in Year 6</td>
<td>No. of Classes in Year 6</td>
<td>Estimated Sample Size</td>
<td>Enrolled Sample Size</td>
</tr>
<tr>
<td>81</td>
<td>3</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

Please sign below to acknowledge that you have checked the Test Booklets and Student Participation Form and that all is complete and in order. Don't forget to take a photocopy of both sides of this form and keep a copy for your records. Return the original with the test booklets.

School Contact Officer: Name: __________________________ Signature: __________________________
Test Administrator: Name: __________________________ Signature: __________________________

### SPECIAL EDUCATION NEEDS (SEN) CODES (Column 7)

<table>
<thead>
<tr>
<th>CODE</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No special education needs</td>
</tr>
<tr>
<td>1</td>
<td>Functional disability</td>
</tr>
<tr>
<td>2</td>
<td>Intellectual disability</td>
</tr>
<tr>
<td>3</td>
<td>Limited test language proficiency</td>
</tr>
</tbody>
</table>

### NON-INCLUSION CODES (Columns 9 and 11)

<table>
<thead>
<tr>
<th>CODE</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Absent</td>
</tr>
<tr>
<td>11</td>
<td>Not included; functional disability</td>
</tr>
<tr>
<td>12</td>
<td>Not included; intellectual disability</td>
</tr>
<tr>
<td>13</td>
<td>Not included; limited test language proficiency</td>
</tr>
<tr>
<td>14</td>
<td>Student or parent refusal</td>
</tr>
</tbody>
</table>

### INDIGENOUS CODES (Column 5)

<table>
<thead>
<tr>
<th>CODE</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aboriginal but not Torres Strait Islander Origin</td>
</tr>
<tr>
<td>2</td>
<td>Torres Strait Islander but not Aboriginal Origin</td>
</tr>
<tr>
<td>3</td>
<td>Both Aboriginal and Torres Strait Islander Origin</td>
</tr>
<tr>
<td>4</td>
<td>Neither Aboriginal nor Torres Strait Islander Origin</td>
</tr>
<tr>
<td>9</td>
<td>Not stated/Unknown</td>
</tr>
</tbody>
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## PART B - STUDENT PARTICIPATION
(Completed by the School Contact Officer and Test Administrator)

<table>
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<th>(1) Student ID</th>
<th>(2) Student Name</th>
<th>(3) Booklet No. (1-7)</th>
<th>(4) Sex M = 1 F = 2</th>
<th>(5) Indigenous Code (see overleaf)</th>
<th>(6) Birth Date (DD-MM-YY)</th>
<th>(7) SEN Code (see overleaf)</th>
<th>(8) Objective Test Didn't complete = 0 Completed = 1</th>
<th>(9) Non-Inclusion Code (see overleaf)</th>
<th>(10) Practical Task Didn't complete = 0 Completed = 1</th>
<th>(11) Non-Inclusion Code (see overleaf)</th>
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</table>
Sample explanation of the completed Student Participation Form extracts A and B.

PART A - SAMPLING INFORMATION

In this example there were 15 students registered in the class at the time of student registration (Column C). No new students have enrolled in the class since this information was provided and no students have left. Therefore on the day of testing there were 15 students enrolled in the class involved in the sample (Column D). This includes those students who were absent or withdrawn from the assessment.

PART B - STUDENT PARTICIPATION

John Citizen is a male non ATSI student born in December 1994. John has an intellectual disability and did not sit either assessment because of this disability.

Andrew Jamieson is a male non ATSI student born in March 1995. Andrew has no special educational needs and completed both components of the assessment.

Bernadette Tran is a female non ATSI student born in October 1994. Bernadette has limited test language proficiency in English and did not sit either assessment for this reason.

Sharon Lambert is a female non ATSI student born in April 1995. Sharon has a functional disability and did not sit either assessment because of this disability.

Simon Murphy is a male non ATSI student born in March 1995. Simon has no special educational needs but was absent on the day of the test. There has not been another opportunity for him to complete the test.

Cameron Ranch is a male Aboriginal student born in January 1995. Cameron has no special educational needs but was absent when the objective test was undertaken by the class and has only completed the practical task. There has not been another opportunity for him to complete the objective test.

Hugh Samuels is a male non ATSI student born in April 1995. Hugh has no special educational needs. He completed the objective test but was absent when the practical task was undertaken by the class.

Joseph Smith is a male non ATSI student born in August 1994. Joseph has a functional disability. He completed the objective test, however due to his functional disability has not completed the practical task.

Melanie Williams is a female non ATSI student born in March 1995. Melanie has no special educational needs but has been withdrawn from the study by her parents/caregivers.
APPENDIX 4: NAP-SL Session Report Form

2009 NAP-SL SESSION REPORT FORM

School Name:

School ID:

Test Administrator:

School Contact Officer:

Date of Testing: _______/October/2009  Scheduled Start Time: ______ : ______

<table>
<thead>
<tr>
<th>Session</th>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to the Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Preparation of Students, Instructions, Materials Distribution)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Objective Test (60 Minutes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Practical task (45 Minutes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Student Background Survey</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Were any of the following people present during the testing session?

a) National sample test observer

   Yes ☐ No ☐
   1 2

b) Other ________________________________

   Yes ☐ No ☐
   1 2

(Please specify e.g. School Contact Officer)
6. Did any of the following affect the test session?

   a) Announcements over the loudspeaker / alarms
      Yes  No
      ☐ 1  ☐ 2

   b) Class changeover in the school
      Yes  No
      ☐ 1  ☐ 2

   c) Other students not participating in the test session
      Yes  No
      ☐ 1  ☐ 2

   d) Students or teachers visiting the testing room
      Yes  No
      ☐ 1  ☐ 2

Comments __________________________________________________________
____________________________________________________________________
____________________________________________________________________

7. Were there any problems with the format of the test booklets (e.g. missing pages)?

   Yes  No
   ☐ 1  ☐ 2

Please specify
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

8. Were there any particular test questions that required clarification for the students?

<table>
<thead>
<tr>
<th>Test booklet no.</th>
<th>Question no.</th>
<th>Objective/Practical</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

8. Other Comments

____________________________________________________________________
____________________________________________________________________

Thank you for your support.
APPENDIX 5: Follow up NAP-SL Session Report Form (if required)

2009 FOLLOW UP NAP-SL SESSION REPORT FORM

<table>
<thead>
<tr>
<th>School Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School ID:</td>
</tr>
<tr>
<td>Test Administrator:</td>
</tr>
<tr>
<td>School Contact Officer:</td>
</tr>
<tr>
<td>Date of Testing: _______/October/2009</td>
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</tbody>
</table>

### Session Timing

<table>
<thead>
<tr>
<th>Session</th>
<th>Start</th>
<th>End</th>
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</thead>
<tbody>
<tr>
<td>1. Introduction to the Assessment (Preparation of Students, Instructions, Materials Distribution)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Objective Test (60 Minutes)</td>
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<td></td>
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<tr>
<td>3. Practical task (45 Minutes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Student Background Survey</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Were any of the following people present during the testing session?

   a) National sample test observer |
        [ ] 1  [ ] 2

   b) Other ____________________________________________________
        [ ] 1  [ ] 2

(Please specify e.g. School Contact Officer)
6. Did any of the following affect the test session?

   a) Announcements over the loudspeaker / alarms
      Yes ☐  No ☐ 1  ☐  2  ☐

   b) Class changeover in the school
      Yes ☐  No ☐ 1  ☐  2  ☐

   c) Other students not participating in the test session
      Yes ☐  No ☐ 1  ☐  2  ☐

   d) Students or teachers visiting the testing room
      Yes ☐  No ☐ 1  ☐  2  ☐

Comments __________________________________________________________
____________________________________________________________________

7. Were there any problems with the format of the test booklets
   (e.g. missing pages)?
   Yes ☐  No ☐ 1  ☐  2  ☐

Please specify
____________________________________________________________________
____________________________________________________________________

8. Were there any particular test questions that required clarification for the students?

<table>
<thead>
<tr>
<th>Test booklet no.</th>
<th>Question no.</th>
<th>Objective/Practical</th>
<th>Comments</th>
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</tbody>
</table>

8. Other Comments
____________________________________________________________________
____________________________________________________________________

Thank you for your support.
Acknowledgements

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<table>
<thead>
<tr>
<th>Booklet</th>
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<th>Question</th>
<th>Item Set or Practical Task</th>
<th>Copyright</th>
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<td>Fossil facts</td>
<td>&quot;Fossil Facts&quot; map taken from &quot;Information Sheet: Dinosaurs in Australia&quot; reproduced courtesy of Museum Victoria.</td>
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<td>&quot;Investigating Adaptations&quot; image of Chestnut Teal Duck © Wendy Opie/Viridan Images.</td>
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