

# National Assessment Program – Literacy and Numeracy 2016

## NAPLAN CODE OF CONDUCT

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

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

### **2.1 NAPLAN is a national assessment, and all students are expected to participate. NAPLAN should be accessible to all students to demonstrate their actual skills and knowledge.**

- 2.1.1 Disability adjustments should be granted that are appropriate for students to access and participate in the tests.
- 2.1.2 It is not acceptable to exert influence on parents to withdraw their children from testing.

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

- 2.2.1 The integrity of the tests must be maintained at all times; cheating is not permitted.
- 2.2.2 The test environment must neither advantage nor disadvantage any student.
- 2.2.3 Tests should be appropriately administered, with administrators being mindful of the time, location, and supervision requirements.
- 2.2.4 Active supervision of students during the tests is required.
- 2.2.5 Providing unauthorised assistance to students during the tests is inappropriate.
- 2.2.6 Providing additional time for the tests (unless disability adjustments have been granted) is inappropriate.
- 2.2.7 Allowing students access to unauthorised materials and aids during the tests is inappropriate.
- 2.2.8 Test administrators should ensure their actions before, during and after the tests do not unduly impact on students' results.

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

- 2.3.1 The best preparation schools can provide for students is teaching the Australian Curriculum, as implemented in all states and territories.
- 2.3.2 Any actions that compromise the ability of students to produce results that reflect their own unrehearsed knowledge and skill are inappropriate.

- 2.3.3 The preparation of possible responses for any test is inappropriate.
- 2.3.4 Any attempt by school staff to unfairly or dishonestly manipulate test results is inappropriate.
- 2.3.5 Any attempts by students to gain an unfair advantage are inappropriate.
- 2.3.6 Any attempts by any party to modify an answer after the test are inappropriate.

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

- 2.4.1 The security and confidentiality of the tests must be maintained from the time they are delivered to the school to the end of the test security period.
- 2.4.2 The content of the tests must not be disclosed prior to the scheduled tests or during the test security period.
- 2.4.3 The tests should not be conducted outside the secure school location unless prior permission has been granted by the TAA.
- 2.4.4 All used and unused test books must be secured immediately after each test period (not left in classrooms or other insecure storage areas).
- 2.4.5 Schools should ensure that completed materials are stored securely in such a way that cannot lead to allegations of tampering with responses prior to their collection or return of materials for marking.
- 2.4.6 Schools must not copy, transcribe or transmit student responses, or cause responses to be recorded, except as outlined by these protocols.

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

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