

# NAPLAN 15

Newsletter: October 2015

To keep teachers informed, please post this newsletter on staff noticeboards.

## 2015 data updated

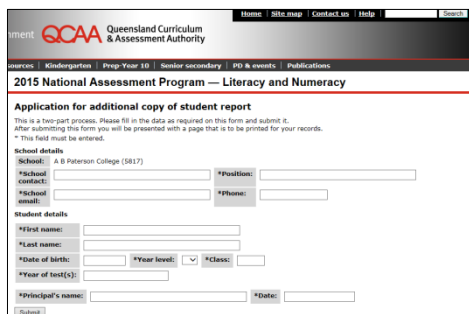
New data files for the 2015 NAPLAN test will be available on the QCAA website (i.e. through the NAPLAN Portal and the School Portal) on 6 October. These files will reflect any changes made before the census data was sent to ACARA on 16 September.

## 2015 reports

All schools are now able to request additional copies of student reports all year round through the Test administration login in the NAPLAN Portal ([www.naplan.qcaa.qld.edu.au/naplan](http://www.naplan.qcaa.qld.edu.au/naplan)).

Log in with your school BIC and password, then select the Forms link from the list on the left.

You will need to complete **one form per student**. The QCAA will process the application and send the report via Australia Post for you to pass on to parents/carers.



Education Queensland (EQ) schools are also able to download copies of past student reports directly from *OneSchool*. The EQ helpdesk number is: 1800 680 445 — Option 2 then 4.

## SunLANDA online

The next generation of SunLANDA has been released through the School Portal ([www.qcaa.qld.edu.au/schoolportal/login](http://www.qcaa.qld.edu.au/schoolportal/login)).

The new version is web-based and allows teachers to view their school's NAPLAN results.

Teachers can use SunLANDA online to analyse the data from their students' NAPLAN test performances.

SunLANDA allows for dynamic subsetting of both test items and students. Teachers can organise and view information about students in different ways. They will be able to easily see patterns in students' incorrect responses or make a closer examination of particular questions.

SunLANDA also has links to an analysis of each test item.

## 2016 marking operation



If you would like to join us for the 2016 Writing test marking operation, go to the Marker Application Online (MAO) website to register

([www.qcaa.qld.edu.au/MAO/login.jsp](http://www.qcaa.qld.edu.au/MAO/login.jsp)).

To be eligible, you need to be or have been, a registered teacher. If you haven't marked before, you will need to attend a recruitment session in February or March 2016.

Recruitment workshops are planned for teachers in the Greater Brisbane, Ipswich and Gold Coast areas. Full details are available at [www.qcaa.qld.edu.au/6173.html](http://www.qcaa.qld.edu.au/6173.html).

A memo and poster containing information about marker registration have been sent to schools.

Marking the NAPLAN Writing tests is a valuable professional experience. The training sessions and some of the marking time can count towards your professional obligations for ongoing training. What's more, it's fun.

## Regional markers

Each year, the QCAA reserves some places in the daytime marking pool for teachers whose schools are prepared to support them in this coming to Brisbane to participate in the marking.

Indeed, the stars of the 2016 marker poster are from regional schools.

If principals and/or teachers would like more information about marking as a school-based marker, please email [naplanmarkerinfo@qcaa.qld.edu.au](mailto:naplanmarkerinfo@qcaa.qld.edu.au) and we will send you an information sheet.

## Teaching writing

Writing is more than structure. It's more than recipes and tricks. Learning to be a writer is about learning the craft of writing.

Having a real purpose for writing and understanding the audience that you are writing for is the linchpin for understanding and learning to take control of the craft.

When thinking about and planning their text, writers make decisions about the way they are going to frame it. In narrative, this means deciding through whose eyes the story will be told.

A wonderful example of how the choice of the narrator stance shapes the flow and the crafting of a story is Katherine Applegate's Newberry Medal winning novel *The One and Only Ivan*. The delightful story is based on Ivan, a gorilla who spent much of his life in a glass cage in a shopping centre.

Through the use of a first-person narrator, we experience the story through Ivan's eyes, and are invited into his thoughts and feelings. The result is a moving and powerful book that has huge potential as a mentor text, not just for Applegate's choice of stance but also for the lessons in crafting. For example, the use of:

- direct speech to progress the plot and build characterisation
- chapter to headings to guide and focus readers
- simple vocabulary
- sentences, crafted to pace the story and lead the reader.

Sometimes, the choice of narrator stance can be used as the literary device, with its identity revealed only at the end of the story to provide the twist that completes it. This is a technique often used in picture books for young children and one that they can employ in their own writing.

For example, in Emily Gravett's picture book *Dogs*, the identity of the narrator is not revealed until the end of the book. We discover the narrator's identity through an unexpected twist.

Like all potential mentor texts, this book models several other techniques that students can use in their own writing. A key piece of advice that Lucy Calkins gives about teaching students to write is to encourage them to choose a single, simple, familiar event or idea and to use that as the basis of their writing.

In this case, the simple idea is: I love all kinds of dogs. The way Gravett uses her choice of sentence structure and vocabulary to develop her story is something that teachers can help students to identify, name and use in their own writing.

Teachers may like to compare and contrast the effect of taking a different narrator stance by comparing other works by the same author. For example, the choices that Applegate made for *The One and Only Ivan* could be compared with those she made in writing her 2014 picture book *Ivan the Remarkable: The True Story of the Shopping Mall Gorilla*.

Gravett's 2006 picture book *Meerkat Mail* could be read in connection with *Dogs* to see the effect/s of different choices of narrator.

## New from PETAA

The Primary English Teaching Association Australia (PETAA) has published a new reference book, *Put it in Writing: Context, text and language*, that provides examples of how the context–text model works in different texts. It shows how different aspects of a text — structure, grammar, vocabulary and cohesion — work together to create meaning.

## NAPLAN 2016

**The 2016 NAPLAN test dates are 10–12 May.**