

2017 NAPLAN test reporting

Student reports

The student report presents individual student results.

One copy of the report is provided for each student for distribution to parents/carers.

If a student has transferred to another school, the report should be forwarded to the new school for distribution to parents/carers. If the original school is unsure of the student's new school, the report should be retained.


Sample student report — pages 1 and 4

Pages 1 and 4 of the student report are illustrated below. The first page contains a brief explanation of NAPLAN and how to read the report. The matrix on the fourth page provides a summary of the skills assessed in this year's tests.

Summary of skills assessed

The skills described in the following table represent those typically assessed in NAPLAN tests for Year 7 students. These skills increase in difficulty from the lowest to the highest band. A student achieving a result in a particular band is likely to have correctly answered questions involving skills in that band and in each band below it.

Band	Reading	Writing	Language Conventions	Numeracy
9	Processes and interprets ideas that are implied in a range of complex narrative and information texts. Analyzes and evaluates evidence in persuasive texts and identifies language features to infer an author's intended purpose and audience.	Incorporates elaborated ideas that reflect a multifaceted view of the topic. Makes consistently precise word choices that engage or persuade the reader and enhance the writer's point of view. Develops sentence beginnings and endings coherently and uses other complex punctuation correctly most of the time. Shows control and variety in verb forms and construction to pace and direct the reader's attention.	Identifies errors and correctly spells words with difficult spelling patterns (motive, aversive, technological). Demonstrates knowledge of grammar and punctuation conventions in more complex texts, such as the correct use of possessive pronouns (his).	Solves complex reasoning problems. Uses square roots and powers. Evaluates algebraic expressions and solves equations and inequalities using substitution. Interprets simple linear graphs. Interprets data and finds measures of centre. Calculates average time across time zones. Determines angle size, area and volume of polygons and identifies and circumference of circles. Recognizes congruence and uses similarity in regular shapes.
8	Interprets ideas and processes information in a range of complex texts. Understands how character traits and behaviour are used to develop stereotypes. Analyzes and interprets persuasive texts to infer a specific purpose and audience. Uses the context to interpret vocabulary specific to a text or topic.	Writes a cohesive text that begins to engage or persuade the reader. Makes deliberate and appropriate word choices to create a rational or emotional response. Attempts to reveal attitudes and values and to develop a relationship with the reader. Constructs most complete sentences coherently. Spells most words, including many difficult words, correctly.	Identifies errors and correctly spells words with difficult spelling patterns (achieve, principal, energy, encourage). Demonstrates knowledge of grammar and punctuation conventions in more complex texts, such as appropriate use of pronouns, pairs of conjunctions (neither/nor, forms of adverbs (more/less), complex verb forms and quotation marks for effect.	Solves non-routine problems and compares common fractions, decimals and per centages. Recognizes linear patterns and identifies non-linear sequences. Continues and uses properties. Identifies transformations of shapes and situations changes to 3D objects. Determines direction using compass points and angles of turn.
7	Applies knowledge and understanding of different text types to process ideas, draw conclusions and infer themes and purpose. Identifies details that connect implied ideas across and within texts including character motivation in narrative texts, the writer's values in persuasive texts and the main ideas in information texts.	Develops ideas through language choices and effective textual features. Joins and orders ideas using connecting words and maintains clear meaning throughout the text. Correctly spells most common words and some difficult words, including words with less common spelling patterns and label letters and quotation marks for effect.	Identifies errors and correctly spells words with common spelling patterns (temporary, ineffective, excellent, concluded). Demonstrates knowledge of grammar and punctuation conventions in more complex texts, such as the correct use of possessive pronouns (its), appropriate use of conjunctions (neither/nor) and quotation marks for effect.	Solves multi-step problems involving relational reasoning. Calculates missing values in equations of the form $a + b = c$ and $a - b = c$. Finds unknowns in simple equations. Continues between familiar units of measure. Interprets and uses data from a variety of displays. Recognizes sets of familiar 3D objects and symmetry in irregular shapes. Interprets maps using scales, legends and coordinate systems.
6	Makes meaning from a range of text types of increasing difficulty and understands different text structures. Recognizes the purpose of general text features such as titles and subheadings. Makes inferences by connecting ideas across different parts of texts. Interprets figurative language and identifies the main differences between characters in narrative texts.	Organizes paragraphs and sentences so that ideas are clearly expressed. Develops ideas through language choices and effective textual features. Joins and orders ideas using connecting words and maintains clear meaning throughout the text. Correctly spells most common words and some difficult words, including words with less common spelling patterns and label letters and quotation marks for effect.	Identifies errors and correctly spells words with common spelling patterns (green, drafting, message). Recognizes grammar and punctuation conventions in standard sentences and speech, such as the correct use of verb forms, synonyms, connecting words (however), brackets and apostrophes for contractions (he's) and quotation marks for effect.	Solves routine problems using a range of strategies. Demonstrates knowledge of fractions and decimals and hundredths. Continues number and spatial patterns. Uses familiar measures to estimate, calculate and compare area or volume. Reads graduated scales. Compares likelihood of outcomes in chance events. Recognizes the effect of transformations on 2D shapes. Uses compass points and angles of turn to interpret maps.
5	Uses clearly stated information in familiar text types to draw some conclusions and inferences. Draws conclusions about a character in narrative texts. Connects and sequences ideas in larger information texts and identifies opinions in persuasive texts.	Structures a text to include a beginning, a completion and an ending that are related to each other. Includes enough supporting detail for the text to be easily understood by the reader. Although the conclusion or resolution may be weak or simple. Correctly structures most simple and compound sentences and some complex sentences.	Identifies errors and correctly spells words with common spelling patterns (green, drafting, message). Recognizes grammar and punctuation conventions in standard sentences and speech, such as the correct use of verb forms, synonyms, connecting words (however), brackets and apostrophes for contractions (he's) and quotation marks for effect.	Solves problems involving unit fractions, combinations of addition and subtraction of fractions and number facts to 10's 10. Identifies angles as the inverse of multiplication. Interprets timetables and calendars and reads time on clocks to the quarter hour. Locates information in tables and graphs. Recognizes familiar 2D shapes after a transformation and identifies a line of symmetry. Visualizes 3D objects from different viewpoints.
4	Locates clearly stated information in narrative and information texts to connect ideas and make inferences. Identifies the meaning of some unfamiliar words from their context and finds key information in longer texts including those with tables and diagrams.	Writes a text in which characters or settings are briefly described, or in which ideas on topics are briefly elaborated. Correctly punctuates some sentences with both capital letters and full stops. May demonstrate correct use of capitals for names and some other punctuation. Correctly spells most common words.	Identifies errors and correctly spells words with common spelling patterns. Recognizes grammar and punctuation conventions in standard sentences and speech, such as the correct use of verb forms and appropriate order of phrases.	Solves problems involving unit fractions, combinations of addition and subtraction of fractions and number facts to 10's 10. Identifies angles as the inverse of multiplication. Interprets timetables and calendars and reads time on clocks to the quarter hour. Locates information in tables and graphs. Recognizes familiar 2D shapes after a transformation and identifies a line of symmetry. Visualizes 3D objects from different viewpoints.



australian curriculum, assessment and reporting authority

Student Report 2017

National Assessment Program — Literacy and Numeracy

This report shows the results for

The National Assessment Program — Literacy and Numeracy

In May 2017, national literacy and numeracy assessments were administered to students in Years 3, 5, 7 and 9 throughout Australia. This report shows your child's performance in the assessment. The information contained in this report should be considered together with school-based assessments and reports.

Literacy Assessment

Literacy assessment tasks measured student achievement in reading, writing and language conventions.

Reading

Students were required to read a range of texts similar to those used in Year 7 classrooms and answer questions of varying difficulty to show their understanding of the material.

Writing

Students were directed to write in response to stimulus material. This writing task required students to generate and organise ideas and demonstrate their skills in vocabulary use, sentence structure, spelling and punctuation.

Language Conventions

Students were required to identify and correct spelling errors and answer multiple-choice questions on aspects of grammar and punctuation.

Numeracy Assessment

The numeracy assessment task measured student achievement across number and algebra, measurement and geometry, and statistics and probability. Questions required students to apply mathematical knowledge, skills and understandings in a variety of contexts.

How to read the student report

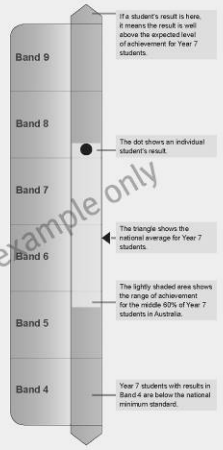
A student's result is shown on an achievement scale for each assessment area.

Results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Results for Year 7 are reported across the range of Band 4 to Band 9, with Band 5 representing the national minimum standard for this year level.

The national average and the range of achievement for Year 7 students are also shown on the scale.

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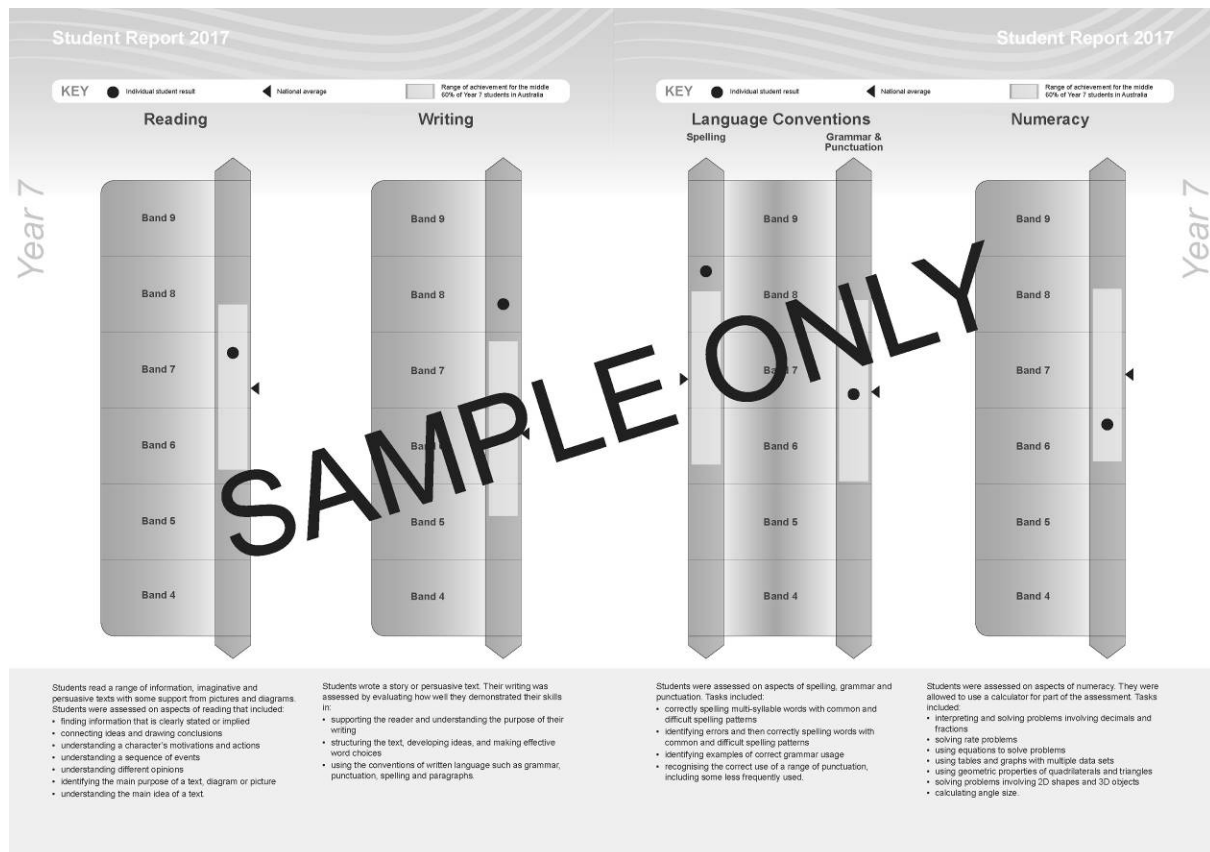


- Band 9: If a student's result is here, it means the result is well above the expected level of achievement for Year 7 students.
- Band 8: The dot shows an individual student's result.
- Band 7: The triangle shows the national average for Year 7 students.
- Band 6: The lightly shaded area shows the range of achievement for the middle 90% of Year 7 students in Australia.
- Band 5: Year 7 students with results in Band 4 are below the national minimum standard.
- Band 4: Year 7 students with results in Band 4 are below the national minimum standard.

Sample student report — pages 2 and 3

Pages 2 and 3 of the student report are illustrated below. They show:

- the student's results for each assessment area on an achievement scale marked in bands as shown by the dot ●
- the national average for each of the assessment areas as shown by the triangle ◀
- whether a student's achievements fall within the middle 60% of the year level cohort as shown by the shaded area, or whether they are in a higher or lower range.



More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, phone 07 3864 0481 or email NAPLAN.tests@qcaa.qld.edu.au.