

NAPLAN — Year 7 Literacy

Set 4 — Sample Language conventions test answers

About the sample Language conventions test

The formats and response types in these practice items for spelling, grammar and punctuation are similar to those in the real tests. To prepare students for the test, be sure they understand the instructions.

In spelling, you may wish to hear the words for these items first, and use the errors to construct items relevant to your own students.

In grammar, students need to know that these questions are about formal, written language. In oral language, unconventional usages may “sound right” (e.g. “could of” may sound as right as “could have”, which is the conventionally correct form). When they are told to ‘correctly complete’ a sentence, students must think about conventional grammar, vocabulary and punctuation.

For teaching purposes, create additional items using examples from current class work.

Teachers in all subject areas should note the types of spelling skills that are involved in the spelling questions and use standard teaching and assessing practices to target these. In particular, they should use dictation exercises rather than NAPLAN format involving correction of intentionally misspelled words and they should use writing tasks in which the vocabulary and spelling demands are highlighted and assessed. It is a good idea to test the words in these preparation materials as dictation before giving them to students. Teachers should compare the similarities and differences in the error patterns to focus teaching.

Similarly for grammar and punctuation, teachers should take note of the skills involved in this sample text then derive more holistic lessons in which grammar and punctuation are taught and assessed as part of authentic tasks of written communication and formal oral expression.

Teachers can administer the spelling component of this test as dictation. The common errors students make in the dictated format can be compared with the errors students make when the words are administered in the test format. The error patterns can guide the teaching of relevant spelling strategies including:

- identifying the meaning components in words
- identifying the meaning and stress patterns in single syllable and multi-syllable homophones as in item 7 profit/prophet, item 8 the target word *barron*/barren, and the distracter *desert*/dessert, item 10 *berry*/bury, and item 15 the distracter *medal*/meddle/metal
- identifying the meaning link between words with derivational links as in item 2 select/*selective*, item 11 commit/*commitments* and item 16 private/*privacy*
- applying generalisations for adding tense and plural endings from single-syllable to multi-syllabic words, e.g.
 - no change to base word as in item 25 spell/*spelling*, item 15 attempt/*attempting*, item 22 present /*presented* and item 11 athlete/*athletes*
 - /e/-drop as in item 13 *require*/*required*, item 18 operate/ *operated* and item 22 invite/*invited*
 - /y/ to /i/ as in item 14 supply/*supplies*
- applying the generalisations for adding tense and plural endings to forming generalisations for adding other affixes, e.g.
 - no change to spelling or pronunciation as in item 2 select/*selective*, item 14 region/*regional*, item 20 noticed/*unnoticed* and item 23 disagree/*disagreeable*
 - no change to spelling but pronunciation changes as in item 19 electric/*electrician* (consonant alternation) and item 25 compete/ *competition* (vowel alternation)
 - /y/ to /i/ as in words like happy/*happily*, necessary/*necessarily*, item 14 supply/*supplies*

Answers

Spelling	1 lettuce; 2 selective; 3 trophies; 4 violence; 5 developed; 6 awful; 7 profit; 8 barren; 9 exercise; 10 bury; 11 struggle; 12 throughout; 13 required; 14 supplies; 15 Olympic; 16 condemn; 17 success; 18 machinery; 19 electrician; 20 unnoticed; 21 antiseptic; 22 inspirational; 23 disagreeable; 24 particularly; 25 equivalent
Grammar and Punctuation	26 C; 27 D; 28 C; 29 A; 30 B; 31 D; 32 D; 33 D; 34 B; 35 C; 36 B; 37 A; 38 D; 39 C; 40 B; 41 A; 42 B; 43 B; 44 D; 45 B; 46 A; 47 B; 48 D; 49*; 50*

*Model responses for write-in (short response) questions

Item 49

Correct response:

Had the man eaten all his lunch before going for a swim?

Item 50

Example responses:

- *Most seeds germinate and grow when light, moist soil and the correct temperature are provided.*
- *When seeds are provided with light, moist soil and the correct temperature they will germinate and grow.*

References

Bear, DR, Invernizzi, M, Templeton, S & Johnston, F 2008, *Words their way: Word Study for phonics, Vocabulary and spelling instruction* (4th edn), Pearson, Upper Saddle River.

Ganske, K, 2008, *Mindful of words: Spelling and vocabulary explorations 4–8*, The Guilford Press, New York.

Resources

Resources on the QSA website that may be useful include:

- *Spelling Yrs 1–9: scope and sequence guide* — www.qsa.qld.edu.au/7284.html
- *A framework for describing spelling items* — www.qsa.qld.edu.au/1443.html
- *Grammar Yrs 1–9: scope and sequence guide* — www.qsa.qld.edu.au/7284.html
- *Teachers' notes: Notes on grammar* — www.qsa.qld.edu.au/1443.html.