The purpose of a student and school summary report (SSSR) is to provide preliminary feedback on how students and cohorts of students within schools performed in NAPLAN online tests. It is intended to be used by schools to inform teaching and learning programs, and is not for distribution to parents in 2019.

The SSSR enables administrators and teachers to identify areas of strength and development for students, linked to the Australian Curriculum.

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	ACARA SSSR Verification School Acara SSSR TEST DATA VERIFICATION - 1108171	hool Summary Report	NAPP ASSESSMENT PROGRAM Report Generated: 28/3/2019 Home		
School item report				Student report	
<image/> <image/> <image/> <image/> <image/> <image/> <image/> <image/>	Home         School Item Report         Class Reports         Student Report           About the Student and School Summary         About the Student and School Summary         About the Student and School Summary           This student and school summary report is composed of: a school sum groups performed in NAPLAN tests, as well as data about the questions distribute to parents for each student.         NAPLAN Online allows faster delivery of test results for those students or to any large degree, the reports should be considered preliminary until m paper. Once all students have completed the tests, the Individual Stude previous years, and will be distributed according to the protocols set ou           The online tests for numeracy, reading and conventions of language were different pathways through the test depending on their performance in t targeted to their level of achievement. As a result, not all students will he Although all students have not seen the same questions, the test design targeting of test questions to student performance allows this to be don	A report amary report, which enables schools to see how is in the tests; and a preliminary student summar who completed the test online. However, while m results are available for all students, including the ent Reports for NAPLAN will be produced accord ut by the Test Administration Authority in each St ere delivered in a staged adaptive design, where the test to that point. This allows students to engu- nave seen the same questions in these tests. In ensures all results can be placed accurately or the more precisely than with a single fixed test.	their students, classes and year ry report, which schools will results are not expected to change ose who are taking the tests on ding to the same timeline as in tate or Territory. students were presented with gage with questions that are in the NAPLAN scale. In fact, the	ECCENT BOOM PROPERTY. Star ACAPABED THE TORM MEMORY CONTINUES THUS DOOD THE TORM MEMORY CONTINUES THUS DOOD THE TORM MEMORY CONTINUES THUS DOOD THE START OF A MARKET THUS DOOD THUS DOOD THUS THE START OF A MARKET THUS D	Ant and School Summary Report In OOO
Class reports			()	click) Student record	
Student and School Summary Report      Section      Section		CONCENT       Attinue       State         Forma Micheals       Total Attinue       State       State         Dear Building       Total Attinue       State       State <td>Image: Second Summary Report     Image: Second Summary Report       Image: Second Summary Report     Second Summary Report       <t< td=""><td>Pressure Pressure Pr</td><td>Student and School Summary Report</td></t<></td>	Image: Second Summary Report     Image: Second Summary Report       Image: Second Summary Report     Second Summary Report <t< td=""><td>Pressure Pressure Pr</td><td>Student and School Summary Report</td></t<>	Pressure Pr	Student and School Summary Report



Class summary report

ica	ura minimum one	Student and Sc	chool Summary Report	NAP ASSESSMEN
CARA SSS	A SSSR Verification	ication School 001		Report Generales: 28/3/20 Class Report > Class Test Repo
O Beck	Class Summary Report	Class Test Report		
Domain	Numeracy	1 Year Leve 2 Groups:	Al 2	
The Class	Test Report displays the dis	9 atibution of scaled student scores and the o	stitiouity of items for a given class group (vertical axis)	(mont)
Band 8+		Higher performance	More difficult items 0 0 0	
Band 8			000	
Band 7		10	0000	
Band 6		DR	00000000	
Band 5		82	000000000000000000000000000000000000000	

Class test report

Student results table

## There are six components of the SSSR:

### school item report

lass summary report lass test report

student report student results table student results graph

Student results graph



# **School item report**

A school item report displays data for all items presented to students within a school, filtered by domain, subdomain, year level and node.

This report indicates the number of students allocated to particular items, the number of correct answers, the number of incorrect answers and the number of times where a student was allocated an item but did not attempt to answer.

The item difficulty is shown as a scale score with the associated band for each item. The subdomain, a link to the Australian Curriculum content code and descriptors are displayed for each item.

<b>i</b> cara	AUSTRA ASSESS REPORT	LIAN CURRICULUM, MENT AND ING AUTHORITY		St	udent a	and Scho	ool Summar	y Report		NAP ASSESSMENT	
CARA SSS ARA SSSR TEST DATA	R Verif	fication S	chool	001						Report Generated: 28/3/2019 School Rem Report	
Domain: Numeracy	Report CI	Subdomain:	All		\$ Year Le	vel: 5 ‡ 1	Node: All \$			i Export	
<ul> <li>Attempts - The nu</li> <li>Correct - The nun</li> <li>Incorrect - The nu</li> <li>Not Attempted - 1</li> </ul>	mber of stude ber of correct mber of incom he number of	ents that were alloca t answers for this ite rect answers for this times where a stude	ited that part m. item. ent was alloc	icular item. Note t	hat not all stu t didn't provie	udents see the de an answer.	same items, hence t	the number of attempts	for each item may differ.		Item exemplar
em ID	Node	Item difficulty	Band	Attempts	Correct	Incorrect	Not Attempted	Subdomain •	Curriculum Content Code	Descriptor	Exemplars are indicative
00018854	с	312	2	1	1	0	0	Measurement and Geometry	ACMMG045	Identifies the effect of a one-step flip	the relative difficulty of
00014753	с	337	3	1	1	0	0	Measurement and Geometry	ACMMG085	Converts weeks to days	the original item. Click on an item's descriptor to see the exemplar for that item
00106158	A	357	3	2	2	0	0	Measurement and Geometry	ACMMG090	Uses compass directions to identify the corre map	
00106159	A	357	3	2	1	0	1	Measurement and Geometry	ACMMG038	Subtracts given masses to calculate the mass object on a balance scale	
00038670	A	357	3	2	2	0	0	Measurement and Geometry	ACMMG038	Subtracts given masses to calculate the mass object on a balance scale	
00038859	A	357	3	2	2	0	0	Measurement and Geometry	ACMMG090	Uses compass directions to identify the corre map	
0106161	А	415	4	2	0	1	1	Measurement and Geometry	ACMMG037	Orders shaded areas on grids from least to g	
10003036	A 100	415 ▼ items per page	4	2	n	1	1	Measurement and	ACMMG037	Orders shaded areas on orids from least to m 1 - 98 of 98 items	F-10 Curriculum v Senior seconds Homa + Search
											Curriculum Types
											► Everything (1) F-10 curriculum (1)
		L									Curriculum Elements Types
											All types Content description (1)
	No	de		1	It	em dif	ficultv	1	Ban	d	General Capabilities
		uu					<b>,</b>			-	All General Capabilities

Each node contains testlets: A1, A2, A3, and so on. Testlets are allocated rotationally within a test session. Each testlet contains different questions/items. The SSSR pathway is defined by the nodes; for example, ABE, ADF, etc.

0 to 1,000. The higher the number, the more difficult the item is.

achievement in the tests. The bands map the increasing complexity of the skills assessed by NAPLAN. Band 1 describes least complex skills, band 10 describes most complex skills.

Exemplar Item:
Dan has a window with four shapes on it.
The shapes can be seen from both sides of
How would the window look when viewed fr
If the above box is empty, the website is blocking iframes, however, the Exemplar Item can be viewed by clicking the "Open in new window" button below.
Open in new window Close

## ink to the Australian Curriculum





# **Class summary report**

A class summary report shows one box plot for each domain.

A box plot is also called a 'box-and-whisker diagram'. A whisker extends from the lowest to the highest score, and a box extends from the 25th to the 75th percentile, so that it contains the middle 50% of scores. A box is divided by a line to indicate the median score.

The class summary report displays the same six bands that are shown on NAPLAN individual student reports. Any part of the box plot that falls outside these six bands will not be displayed.

CARA SS	RA SSSR VE	TION - 1108171	School 001	Report Generated: 28/3/2019 Home
		[		
Home	School Item Report	Class Reports	Student Report	
bout	the Student and nt and school summary re	nd School S	Summary Report f: a school summary report, which enables schools to see with the questions in the tests; and a preliminary strategy and	how their students, classes and year
stribute t	o parents for each studen	as well as data abo t.	ut the questions in the tests, and a preliminary student su	minary report, which schools will
APLAN C any larg per. Onc evious y	Online allows faster deliver e degree, the reports shou be all students have complears, and will be distribute	y of test results for all be considered p leted the tests, the d according to the	those students who completed the test online. However, w reliminary until results are available for all students, includi individual Student Reports for NAPLAN will be produced a protocols set out by the Test Administration Authority in ea	while results are not expected to change ing those who are taking the tests on according to the same timeline as in ach State or Territory.
e online ferent pa	tests for numeracy, readination athways through the test of their level of achievement	ng and conventions depending on their p t. As a result, not al	of language were delivered in a staged adaptive design, w performance in the test to that point. This allows students i I students will have seen the same questions in these tests	where students were presented with to engage with questions that are s.
	Il students have not seen	the same questions	, the test design ensures all results can be placed accurat	ely on the NAPLAN scale. In fact, the

# n = 12 🔶

This shows the number of students in this class who participated in the test.

# **Bands**

For Year 3 students, bands 1–6 are shown in this graph. For Year 5 students, bands 3–8 are shown in this graph. For Year 7 students, bands 4–9 are shown in this graph. For Year 9 students, bands 5–10 are shown in this graph.

> The highlighted orange band shows where the median score is located, and is a quick visual representation to the user.

ACARA SSSR Ver	ification School					Report Generated: 28/3/201
SOUTHERN CROSS, ESA-QA NAPLAN	2018 VERIFICATION DNT - ACNAI	P2018				Class Report > Class Summary Repo
Back Class Summary Report	Class Test Report					
Year Level: 5  Class Groups:	Ali \$					
Grammar and Punctuation						
n=12	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Writing						
-		All test scores fall	to the left side of <band< td=""><td>x&gt;. The graph cannot  </td><td>be displayed.</td><td></td></band<>	x>. The graph cannot	be displayed.	
Reading		1				I.
n=11	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Spelling						
n=12	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Numeracy						
n=12	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8



# How to interpret the SSSR

# **Class test report**

A class test report shows the range of student performance compared to the difficulty of items. This report can be generated for each class or for all classes within a year level.

The item person map in this graph provides visual information about the targeting of items and tests relative to the student cohort ability. The exemplars in this graph provide the context for such a comparison.

The class test report displays the distribution of scaled student scores by band across six bands and the difficulty of items for a given class group on a vertical axis. The class test report displays the same six bands that are shown on NAPLAN individual student reports. Any data that fall outside these six bands will be displayed in the top or bottom categories.



Provide the set of	nary Report	NAP NATIONAL ASSESSMENT PROGRAM
r a given class group (vertical axis). (more)         Nore difficult items         0		Report Generated: 28/3/2019 Class Report > Class Test Report
r a given class group (vertical axis). (more)		
r a given class group (vertical axis). (more)		
More difficult items         0	r a given class group (vertical axis). (more)	
0       0         0	More difficult items	
0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		
0 0		
0 0		
0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		
JOU.		
	JUU	

# Items and item difficulty

Items that the cohort viewed in the test are displayed on this side of the report. The items are ordered by relative difficulty. The most difficult items are at the top and the least difficult items are at the bottom. Not all students sit all the items.



# **Student report : reading and numeracy**

A student report shows the summary results for all students by domain in a year level within a school. More detailed results for each student, including all items attempted by the student, can be accessed by clicking on the student's record.

The report shows results for each student, including the band achieved and the test pathway taken.

aca	AUSTRALIAN CURECULA ASSESSMENT AND REPORTING AUTHORITY	Stude	nt and School Summary Repo	ort NAP ASSESSMENT
ACAI ACARA SS	RA SSSR Ve	rification	n School 001	Report Generated: 28/3/2019 Home
Home	School Item Report	Class Reports	Student Report	
About	the Student ar	nd School	Summary Report	
This studer groups per distribute t	nt and school summary re formed in NAPLAN tests, o parents for each student	port is composed o as well as data abo t.	of: a school summary report, which enables schools out the questions in the tests; and a preliminary stu	is to see how their students, classes and year ident summary report, which schools will
NAPLAN O to any large paper. Onc previous ye	Inline allows faster delivery e degree, the reports shou e all students have compl ears, and will be distribute	y of test results for Id be considered p eted the tests, the d according to the	those students who completed the test online. How preliminary until results are available for all students Individual Student Reports for NAPLAN will be pro- protocols set out by the Test Administration Author	wever, while results are not expected to change , including those who are taking the tests on duced according to the same timeline as in rity in each State or Territory.
The online different pa targeted to	tests for numeracy, readin athways through the test d their level of achievement	g and conventions lepending on their t. As a result, not a	s of language were delivered in a staged adaptive d performance in the test to that point. This allows st Il students will have seen the same questions in the	lesign, where students were presented with tudents to engage with questions that are ese tests.
Although a targeting o	Il students have not seen f f test questions to student	the same question performance allow	s, the test design ensures all results can be placed ws this to be done more precisely than with a single	accurately on the NAPLAN scale. In fact, the fixed test.
				)

Students see one testlet at each stage. Depending on their score at the end of the stage, they branch to testlets of different complexity. Once the complexity is determined by branching, multiple versions of each testlet are available, and will be randomly assigned.



aca	ıra	AUSTRALIAN CURRICU ASSESSMENT AND REPORTING AUTHORITY	LUM, r	Stud	lent and	School Sun	nm
ACAR ACARA SSSI	A SS	SR Verific A VERIFICATION - 1	tion S	Scho	ol 001		
Home	School Iter	n Report Class	Reports	Student Re	port		
Domain:	Numeracy	÷	Student Na	ne:		Year Leve	əl: [3
Select an	attempt to v	view the student's re	eport.				
Student ID	Local	Student	с	ass			

Student ID	Local Student ID	Student Name	Year Level	Class Groups	Domain 🔺	Pathway	Attempte
Emmett	1718-AC- PRT-ID002	Emmett Stuhr	3	3A, Read3A	Numeracy	ABC	35
Etsuko	1718-AC- PRT-ID005	Etsuko Staten	3		Numeracy	ABE	35
Fumiko	1718-AC- PRT-ID004	Fumiko Harriss	3	3A, Read3A	Numeracy	ABC	30
Nieves	1718-AC- PRT-ID001	Nieves Woodruff	3	3A, Read3A	Numeracy	ACB	1
Tona.Mi	1718-AC- PRT-ID003	Tona Micheals	3	ЗВ	Numeracy	ADF	36

# **Pathway**

# **Reading and numeracy**

All students at each year level start with questions that test the same range of complexity (testlet A). Depending on the student's test performance in testlet A, the second testlet includes questions with overlapping content that may be less complex (B) or more complex (D). Low-achieving students may proceed from A to C.

At the end of the second testlet, the student is directed to the third testlet, again depending on their test performance. The final testlet also includes overlapping content of increasing complexity: C vs E vs F.

# **Band placement**

The 10 NAPLAN bands cover the full range of student achievement in the tests. The bands map the increasing complexity of skills assessed by NAPLAN (band 1 least complex; band 10 most complex).

Student X who answers N questions correctly in a less complex pathway will achieve a score in a lower band than student Y who answers the same number of questions correctly in a more complex pathway.

a	ry Repo	ort		NA	Report Generated: 28/3/20 Student Report
		aroups: All	\$		Export
	Correct	Incorrect	Not attempted	Band	Participation code
	6	29	1	1	Participated
	°				
	22	13	1	4	Participated
	22 5	13 25	1	4	Participated Participated
	22 5 0	13 25 1	1 6 35	4 1 1	Participated Participated Participated



# **Student report : conventions of language**

A student report shows the summary results for all students by domain in a year level within a school. More detailed results for each student, including all items attempted by the student, can be accessed by clicking on the student's record.

The report shows results for each student, including the band achieved and the test pathway taken.

<b>LCA</b>	RA SSSR VE	ATION - 1108171	n School 001	Report Generated: 28/3/2019 Home
Home	School Item Report	Class Reports	Student Report	
bout his stude oups per	the Student at nt and school summary re formed in NAPLAN tests,	nd School S eport is composed o as well as data abo	Summary Report of: a school summary report, which enables scho out the questions in the tests; and a preliminary s	iols to see how their students, classes and year student summary report, which schools will
About This stude groups per distribute t	the Student a nt and school summary re formed in NAPLAN tests, to parents for each studer	nd School S eport is composed o , as well as data abo nt.	Summary Report of: a school summary report, which enables scho uut the questions in the tests; and a preliminary s	iols to see how their students, classes and year tudent summary report, which schools will
About This stude proups per distribute to NAPLAN C o any larg paper. Onco previous y	the Student a nt and school summary re formed in NAPLAN tests, to parents for each studer Online allows faster delive e degree, the reports sho ze all students have comp ears, and will be distribut	nd School S aport is composed of a swell as data abo nt. ry of test results for t uld be considered p leted the tests, the I ad according to the J	Summary Report of: a school summary report, which enables scho out the questions in the tests; and a preliminary s those students who completed the test online. H reliminary until results are available for all studer Individual Student Reports for NAPLAN will be p protocols set out by the Test Administration Auti	wols to see how their students, classes and year tudent summary report, which schools will kowever, while results are not expected to change tts, including those who are taking the tests on roduced according to the same timeline as in nority in each State or Territory.
About This stude groups per distribute to VAPLAN C to any large vaper. One vrevious y The online lifferent per argeted to	the Student at nt and school summary re formed in NAPLAN tests, to parents for each studer Dnline allows faster deliver e degree, the reports sho be all students have comp ears, and will be distribut tests for numeracy, readi athways through the test to their level of achievemer	nd School S aport is composed of as well as data abort. ry of test results for 1 uid be considered private deted the tests, the I ad according to the pring and conventions depending on their print. As a result, not all	Summary Report of: a school summary report, which enables schou ut the questions in the tests; and a preliminary s those students who completed the test online. I- reliminary until results are available for all studer individual Student Reports for NAPLAN will be p protocols set out by the Test Administration Auti of language were delivered in a staged adaptive performance in the test to that point. This allows Il students will have seen the same questions in fi	Notes to see how their students, classes and year student summary report, which schools will towever, while results are not expected to change tts, including those who are taking the tests on roduced according to the same timeline as in nority in each State or Territory. I design, where students were presented with students to engage with questions that are these tests.

Students see one testlet at each stage. Depending on their score at the end of the stage, they branch to testlets of different complexity. Once the complexity is determined by branching, multiple versions of each testlet are available, and will be randomly assigned.



	SSSR V DSS, ESA-QA NAP	erificatio	ATION DAT - A	OI CNAP2018								Report Generated: 28/3/20 Student Rep
Home Sch Domain: Sp	elling	Class Reports	Student R	eport	Year Leve	el: 3 🗘 Clas	s Groups: All	¢				Export
Select an atte	mpt to view the st	udent's report.										
Student ID 🔺	Local Student ID	Student Name	Year Level	Class Groups	Domain 🔺	Pathway	Attempted	Correct	Incorrect	Not attempted	Band	Participation code
ESAQA-N18- K004	NAP18-QA- ID004	Alison Scott	3	3, 3A, 3B, 3D	Spelling	ASBB	24	5	19	1	2	Participated
ESAQA-N18- K005	NAP18-QA- ID005	Austin Vance	3	3, 3A, 3B, 3D	Spelling	AS D BP	24	13	11	1	4	Participated
ESAQA-N18- K006	NAP18-QA- ID006	Carolyn Coleman	3	Num3A, Read3A	Spelling	ASBEP	10	10	0	15	3	Participated
ESAQA-N18- K007	NAP18-QA- ID007	Carneron Hunter	3	3, 3A, 3B, 3D	Spelling	AS B BP	22	11	11	3	3	Participated
ESAQA-N18- K008	NAP18-QA- ID008	Sally Avery	3	3, 3A, 3B, 3D	Spelling	<b>6</b> 5009	25	25	0	0	6+	Participated
ESAQA-N18- K009	NAP18-QA- ID009	Ryan Henderson	3	3, 3A, 3B, 3D	Spelling	•	0	0	0	0	1	Participated
ESAQA-N18- K010	NAP18-QA- ID010	Maria Metcalfe	3	Num3A, Read3A	Spelling	<b>4586</b> 2	22	12	10	3	3	Participated
H H 1	▶ н 1	00 🔹 items pe	r page									1 - 14 of 14 items

# **Conventions of language**

Each student's pathway in the reading test determines where they start in the grammar and punctuation test. Testlets C, E and F in grammar and punctuation increase in complexity.

All students are directed to the same set of audio spelling questions (testlet SA) before branching to more complex questions (testlet SD) or less complex questions (testlet SB). Students are then branched to proofreading questions (PD or PB), depending on their test performance in previous questions.

# **Band placement**

The 10 NAPLAN bands cover the full range of student achievement in the tests. The bands map the increasing complexity of skills assessed by NAPLAN (band 1 least complex; band 10 most complex).

Student X who answers N questions correctly in a less complex pathway will achieve a score in a lower band than student Y who answers the same number of questions correctly in a more complex pathway.



# **Student results table**

A student results table shows a student's results for a single test.

The table includes the scale score and associated band for each item presented to the student, and an indication of whether the item was answered correctly.

The student results table can also be filtered by exception. An 'exception' may be an easy item that is answered incorrectly by a high-achieving student, or a difficult item that is answered correctly by a low-achieving student. By using this filter, the teacher can see items that were not answered, as may have been expected based on the student's overall performance. Consequently, the teacher can use the filter to get more information quickly about unexpected ('exceptional') results in the test.

ACARA ACARA SSSR 1	A SSSF		cation	School	001							Report Generated: 28/3/2019 Student Report	Tona Miche	eals 6 - Year Level 3				
Home S	ichool Item Re Reading	port Clas	Student Na	Student Repor	t	Year Le	vel: 3 ‡ C	lass Groups:	Ali 🔹			Export	Back     Student	Results Table Student Re	sults Graph			
Select an att	tempt to view	the student's	report.										Domain: Reading	¢ Except	ion Filte Show	all responses	-	
Student ID Emmett	Local Student ID 1718-AC- PRT-ID002	Student Name Emmett Stuhr	Year Level	Class Groups 3A, Read3A	Domain Reading	Pathway <b>*</b>	Attempted 39	Correct 39	Incorrect	Not attempted	Band 6+	Participation code Participated	Key for Performance Correct Incorrect	Student: Tona	a Micheals	only oxeepiden resp		
Nieves.W	1718-AC- PRT-ID001 1718-AC-	Woodruff	3	3A, Read3A	Reading	008	27	9	18	12	1	Participated		Item ID	Testiet	Item difficulty	Band	Subdoms
Tona.Mic	PRT-ID004 1718-AC- PRT-ID003	Harriss Tona Micheals	3	3A, Head3A 3B	Reading	000	32	20	1	38 7	3	Participated	1	x00073337	A2	331	3	Literacy
Etsuko.St	1718-AC- PRT-ID005	Etsuko Staten	3		Reading	۵						Abandoned	2	x00073338	A2	231	1	Literacy
													3	x00073340	A2	249	1	Literacy
													4	x00073341	A2	272	2	Literacy
des,	path	way	s and	l test	lets	• •							5	×00073339	A2	343	3	Literacy
ere are des: C	e six r G, EC	odes 3, FG,	for rea and s	ading a pelling	and nu g has f	umerae five no	cy: A, des: A	B, C, AS, BS	D, E, F 8, DS,	E Grar BP, DI	nmar P. Noc	and punctu des are read	6	x00073343	A2	362	3	Literacy
e SSS	R pat	nway	is defi	ned by	y the r	nodes:	for ex	cample	e, ABE	i (num	eracy	or reading	н н 1 н	H 100 V items per	page			

testlet contains different questions/items.

Exception filter •

Select the exception filter to see the items that have been answered correctly when the student would have been expected to answer the item incorrectly, or vice versa.

If the scale score for the item exceeds the scale score for the student in that domain, and the response is correct, the response is marked as an exception. Conversely, if the item is lower than the student achieved score on the NAPLAN scale, the incorrect response is flagged as an exception.

# Parent report



ry Report		Report Generated: 28/3/2 Student Report > Student Results T
		Parent Report
	Descriptor	Student Marked Response
	Interprets directly stated information in a simple persuasive text	~
	Locates an explicitly stated detail in a persuasive text	~
	Interprets directly stated information in a simple persuasive text	~
	Interprets directly stated information in a simple persuasive text	~
	Interprets a character's motivations in a simple persuasive text	~
	Interprets information from different sections of a simple	<b>`</b>
		1 - 39 of 39 items

The parent report will not be distributed to parents in 2019.



# How to interpret the SSSR

# **Student results graph**

A student results graph provides a graphical representation of a student's results for a single test. The student results graph may be used to review the student performance compared to the difficulty of items by domain as well as by subdomain.

Items are plotted by their NAPLAN scale score on the horizontal axis, and from least to most complex on the vertical axis.

Click on the student's name in the student report.

CARA SSSR	A SSSF	R Verification	cation	School	001							Report Generated: 28/3/2 Student Re
Home	School Item Re	eport Cas	s Reports	Student Report								
Domain:	Reading		Student Na	ime:		Year Le	vel: 3 ¢ C	lass Groups:	All \$			Export
Select an a	attempt to view	the student s	report.									
Student ID	Local Student ID	Student Name	Year Level	Class Groups	Domain	Pathway *	Attempted	Correct	Incorrect	Not attempted	Band	Participation cod
Emmett	1718-AC- PRT-ID002	Emmett Stuhr	3	3A, Read3A	Reading	808	39	39	0	0	6+	Participated
lieves.W	1718-AC- PRT-ID001	Nieves Woodruff	3	3A, Read3A	Reading	808	27	9	18	12	1	Participated
umiko.H	1718-AC- PRT-ID004	Fumiko Harriss	3	3A, Read3A	Reading	808	1	0	1	38	1	Participated
fona.Mic	1718-AC- PRT-ID003	Tona Micheals	3	3B	Reading	008	32	20	12	7	3	Participated
tsuko.St	1718-AC-	Etsuko	3		Reading	0						Abandoned

View as combined graph: uncheck the box to view the items by subdomain.

ACATA AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY	tudent and School Summary Report	NAP NATIONAL ASSESSMED PROGRAM
Tona Micheals TONA.MICHEALS823136 - Yiter Levil 3		Report Generated: 28/3/20 Student Report > Student Results Gra
Back Student Results Table Student Results Graph		
Domain: Reading \$ Exception Filter: Show all response	s  \$ View as combined graph	Parent Report
Tona Micheals: results for Reading		
	Band	
	6	
	4	
Identifies the genre of an information text ×	3 *	
	2	
	1 Easy	Ha
.iteracy - LY - 🔲	Student performan	ice -
Interprets the meaning of a word from context in an information text X	Band	*
Identifies the sequence of events in a short poem v		~
Connects common information across a multi-text ×		ж
Inters the reference for an expression in a persuasive letter ¥ Links directly stated information across sentences in an information text ¥	5	×
Infers a key idea from a paragraph in an information text ×		×
Matches text and symbol in a multi-text ×		8
Infers the purpose of using the pronouns you and us in a multi-text ¥	x	<u></u>
Interprets the meaning of a phrase in a poem 🗸	4	
the second s		

Tona Micheals TONA.MICHEALS823136 - Year Lovel 3				
Back Student Results Table     Student Results Gra	aph			
Domain: Reading	Show all responses	¢	View as comb	ined graph
Tona Micheals: results for Re	eading			
Interprete the meaning of a used from context in	Band			
Identifies the sequence of ever	nts in a short poem 🗸			
Connects common information Infers the reference for an expression in	across a multi-text × 5			
Links directly stated information across sentences in	an information text ×			
Synthesises a persuasive letter to identify	y a personality trait ×			
Matches text and syr Locates directly stated information in	mbol in a multi-text X an information text X			
Infers the purpose of using the pronouns you an	nd us in a multi-text ×			
Interprets the meaning of a Infers an attitude from a	a phrase in a poem ✓ 4 sign in a multi-text ✓			
Locates a fact in Identifies the contrast in tone between two sect	a persuasive letter × tions of a multi-text ×			
Identifies the main idea of a sim	ple persuasive text ×			
Analyses information across Identifies the reason for including a photograph in a	an information text. V			
Interprets information from different sections of a sim Infers the meaning of a character's statement in	ple persuasive text 🗸			
Identifies the genre of	an information text ×			
Identifies the main idea of a paragraph in a	an information text. ✓ 3			
Interprets a character's motivations in a sim	ple persuasive text ✓			
Locates a fact in	a persuasive letter ×			
Interprets the overall tone of one Interprets directly stated information in a sim	part of a multi-text ×			
Identifies the first-person Interprets and summarises	narrator in a poem ✓ details a multi-text X			
Locates a fact in a	an information text. 🖌 2			
Interprets the meaning of a sentence from descriptive la	anguage in a poem 🗸			
Interprets directly stated information in a sim	ple persuasive text ✓			
Locates a fact in a	an information text. 🗸			
Interprets directly stated information in a sim Locates a fact in a	an information text.			
Locates an explicitly stated detail in Interprets directly stated information in a sime	in a persuasive text 🗸			~
		Easy		
	Numera	acy —	Measu Statist	rement ics and
Subdomain codes	Readi	ing —	Langua	age (LA
Hover over a code to display	Cooli	ina —	Audio	dictatio
the subdomain name.	open	y	7000	aiotatit
	Grammar a	nd	Gramn	nar (GF

The subdomain of each item is colour-coded. The report can be generated to group items by subdomain.



- t and geometry (MG), Number and algebra (NA), I probability (SP)
- A), Literacy (LY), Literature (LT)
- on (AD), Proofreading (PR)
- R), Punctuation (PU)



# Writing displays in 2019 (1)

Students in Years 5, 7 and 9 completed the NAPLAN writing test online. Schools will be able to view the item (prompt) data for the writing test, as well as the script written by the student.

However, online scripts were marked outside the platform. As a result, no scores or student results for 2019 are available in the platform. This has created some unintended effects on the displays of writing data, which should be noted by schools.

School item report

ac	ara	AUSTRALIAI ASSESSMEN REPORTING	N CURRICULUM, NT AND AUTHORITY		Stude	ent and	School	Summa	ry Re	eport		NAP NATIONAL ASSESSMEN PROGRAM
	RA SSSR	Verifi APLAN 20		Chool DNT - ACNAPS	2018							Report Generated: 28/3/2019 School Item Repor
Home	Grammar and Pun Numeracy Reading	ctuation	Reports Stu	dent Report								
Domai	Spelling Virting		Subdomain:	Ali ¢ Year	Level: 5 \$	Node: All	÷					Export
<ul> <li>At</li> <li>Co</li> <li>In</li> <li>No</li> </ul>	ttempts - The number orrect - The number of correct - The number ot Attempted - The nu	of studen of correct a of incorre umber of ti	nts that were allocat answers for this iter oct answers for this imes where a stude	ted that partic n. item. int was alloca	cular item. Note the	hat not all stu t didn't provie	udents see the	same items,	hence t	he number of attemp	its for each item may differ.	
Item ID		Node	Item difficulty +	Band	Attempts	Correct	Incorrect	Not Atter	npted	Subdomain +	Curriculum Content Code	Descriptor
x0009434	0		500	6	2			0			Unavailable	Unavailable
x0009434	2		500	6	6			0			Unavailable	Unavailable

Writing is visible as a drop-down option in the domain field for students in Years 3, 5, 7 and 9.

Item (prompt) difficulty

A location on the NAPLAN scale, which ranges from 0 to 1,000. The item difficulty that displays in this field is the average score for this prompt, obtained from student data in previous years.

### No results available

The message is a platform-generated statement as a result of no score being available in the platform. The student script (unmarked, with no score) may still be viewed through the SSSR (see 'Student results' table, 'view script' button).

The item difficulty that displays in this field is the average score for this prompt, obtained from student data in previous years.

As there are no results for writing tests in 2019 in the platform, all student initials will appear at the base of the page, as if they scored 0.

### Class summary report

acara AUSTRALIAN CURREC ASSESSMENT AND REPORTING AUTHOR	IULUM, ITY	Student a	nd School Summary R	eport		NAP NATIONAL
ACARA SSSR Verification SOUTHERNI CROSS, ESA-GA NAPLAN 2018 VERIFICI	ATION DNT - ACNAP2018					Report Generated: 28/3/2 Class Report > Class Summary Rep
Back Class Summary Report Class Test	Report					
Year Level: 5 v Class Groups: All	>					
Grammar and Punctuation						
n=12	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
	ľ				1	1
Reading	•	All test sco	res fall to the left side of <band< th=""><th>d x&gt;. The graph cannot be disp</th><th>played.</th><th></th></band<>	d x>. The graph cannot be disp	played.	
n=11	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
	bando	Dana 4		bando	Dans 7	
Spelling						
0=12	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
T						
Numeracy						

### Class test report

ACATA AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY	Student and Scho	ool Summary Report	NAP NATIONAL ASSESSMEN PROCEAM
ACARA SSSR Verification School			Report Generated: 28/3/20 Class Report > Class Test Rep
Back Class Summary Report Class Test Report			
Domain: Writing Vear Level: 5 V Class	Broups: All		
The Class Test Report displays the distribution of scaled student scores and th	e difficulty of items for a given class group (vertical axis). (	more)	
	Higher performance	More difficult items	
Band 8+	En se		
Band 8			
Band 7			
Bond &		õ	
Band 4			
Band 3			
Band 3-	Y2 SA MA AC WE AG TH		



# Writing displays in 2019 (2)

Students in Years 5, 7 and 9 completed the NAPLAN writing test online. Schools will be able to view the item (prompt) data for the writing test, as well as the script written by the student.

However, online scripts were marked outside the platform. As a result, no scores or student results for 2019 are available in the platform. This has created some unintended effects on the displays of writing data, which should be noted by schools.

### Student report

lCa	ara AUST ASSE	RALIAN CURRICULU SSMENT AND RTING AUTHORITY	м,		St	udent and Sch	ool Summa	ary Report				1	NAP NATIONAL
CARA UTHERN CI	A SSSR Ver ROSS, ESA-QA NAPLAN School Item Report	Class Reports	School NI DNT - ACHAP20 Student Report	18									Report Generated: 28/3/2 Student Re
Domain:	Writing	Student	Name:		Year Level: 5	Class Groups:	AI	*					Di Export
Select an	Srammar and Punctuation Numeracy teading Spelling	τ											
ident ID	Antang	nt Name	Year Level	Class Groups	Domain +	Test Name	Pathway	Attempted	Correct	Incorrect	Not attempted	Band	Participation code
AQA-N18- 12	NAP18-QA- ID012	Carl Jackson	5	Read5A	Writing	NAPLAN Writing Year 5 2018		1			0	3-	Participated
AQA-N18- 13	NAP18-QA- ID013	Michelle Avery	5	5, 58, Five	Writing	NAPLAN Writing Year 5 2018		1			0	3-	Participated
AQA-N18- 14	NAP18-QA- ID014	Sam Allan	5	Read5A	Writing	NAPLAN Writing Year 5 2018		1			0	3-	Participated
AQA-N18- 15	NAP18-QA- ID015	Julia Knox	5	5, 58, Five	Writing	NAPLAN Writing Year 5 2018		1			0	3-	Participated
AQA-N18- 16	NAP18-QA- ID016	Mary Peters	5	5, 58, Five	Writing	NAPLAN Writing Year 5 2018							Absent
AQA-N18- 17	NAP18-QA- ID017	Abigall Rees	5		Writing	NAPLAN Writing Year 5 2018						3-	Refused
AQA-N18- 18	NAP18-QA- ID018	Audrey Clarkson	5	5, 58, Five	Writing	NAPLAN Writing Year 5 2018		1			0	3-	Participated
AQA-N18-	NAP18-QA-	Tim Hemminos	5	5 58 Eve	Writing	NAPLAN Writing		1			0	2	Participated
	and the second	THE PROPERTY S		U. UD. FIVE	1010000						0		r a scipaled

## No results available

As there are no results for writing tests in 2019 in the platform, Year 5 students' scores will display as band 3-, as if they scored 0. Year 7 students' scores will display as band 4- and Year 9 students' scores will display as band 5-.

### Parent report



If the parent report is generated, which is not intended for 2019, the dot will appear to the left of the lowest band reported, as if the student scored 0.

COUL OF REA	ISSMENT AND DRTING AUTHORITY	Student and School Summary Report	NAP
Idrey Greene			Report Generated: 20/3/2019 Student Report > Student Results Table
Back Structure Hestins racie	-		
eria	Description	Student Score Score Description	The view script
	Autrey Greene overall perfor	Pance	
results	available 🔹		
data will b ords availa	available •	e student results table. The page will displa r, the script written by the student can be vi	y the message 'No ewed (click 'view scrip
results data will b ords availa access access availa access access availa access access availa access access access availa access access access access access access access access access access access access access access access access access access access acces	available •	Addreg Greene: Script for Writing	y the message 'No ewed (click 'view scrip

Audrey BADA N18	y Greene		
Back     Student Results Table			In loday's modern work, computers are an essential part of everyd children dhen use computers from a very young ape Alfhoogh 16 a participate in antons vere-balanced activities, in my opmor, childre are actually developing a critical and for future success. The bases academic, and professional.
Domain: Writing Criteria Criteria Description		Description	Priori a pensonal point of vew, computers are an invaluable rescuro the vorial around hum. For example, children who use Internet to sa diverse topos are alleedry leconomi independent restructions. No child by stanting early in their lives, children feet study at ease around co table advantage of the write range of services completes provide.
			Pron an accounts verspoint, Livieron how no choice bui lo maker Por instance, alteral real in university, suborts brought their insteap research and exchange information. They are accounted, and developed disablose. Orknown who build early conference and expr a differil advantage core those who have not.
			From a professional perspective. The computer has found a perminan Today, enaptives will pay to provide compater training to their engli will expect prospective (pb applicants to already possess these critic parents and encourage their child to use the computer for a reason fact investing in the child's future carrier.
			In conclusion, there is no doubt that the computer as a technologica sooner children become computer-literate. The better for many aspe

