

How to interpret the SSSR

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.

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Student and School Summary Report

NAP NATIONAL ASSESSMENT PROGRAM

ACARA SSSR Verification School 001

ACARA SSSR TEST DATA VERIFICATION - 1108171

Report Generated: 28/9/2019 School Item Report

Home School Item Report Class Reports Student Report

Domain: Numeracy Subdomain: All Year Level: 5 Node: All Export

- Attempts - The number of students that were allocated that particular item. Note that not all students see the same items, hence the number of attempts for each item may differ.
- Correct - The number of correct answers for this item.
- Incorrect - The number of incorrect answers for this item.
- Not Attempted - The number of times where a student was allocated this item, but didn't provide an answer.

Item ID	Node	Item difficulty	Band	Attempts	Correct	Incorrect	Not Attempted	Subdomain	Curriculum Content Code	Descriptor
x00018854	C	312	2	1	1	0	0	Measurement and Geometry	ACMMG045	Identifies the effect of a one-step flip
x00014753	C	337	3	1	1	0	0	Measurement and Geometry	ACMMG085	Converts weeks to days
x00106158	A	357	3	2	2	0	0	Measurement and Geometry	ACMMG090	Uses compass directions to identify the correct map
x00106159	A	357	3	2	1	0	1	Measurement and Geometry	ACMMG038	Subtracts given masses to calculate the mass of an object on a balance scale
x00038670	A	357	3	2	2	0	0	Measurement and Geometry	ACMMG038	Subtracts given masses to calculate the mass of an object on a balance scale
x00038859	A	357	3	2	2	0	0	Measurement and Geometry	ACMMG090	Uses compass directions to identify the correct map
x00106161	A	415	4	2	0	1	1	Measurement and Geometry	ACMMG037	Orders shaded areas on grids from least to greatest
x00003036	A	415	4	2	0	1	1	Measurement and Geometry	ACMMG037	Orders shaded areas on grids from least to greatest

100 items per page 1 - 98 of 98 items

Item exemplar

Exemplars are indicative of the skill assessed and the relative difficulty of the original item. Click on an item's descriptor to see the exemplar for that item.

Exemplar Item: <https://assessform.edu.au/exemplar/x00018854>

Dan has a window with four shapes on it.



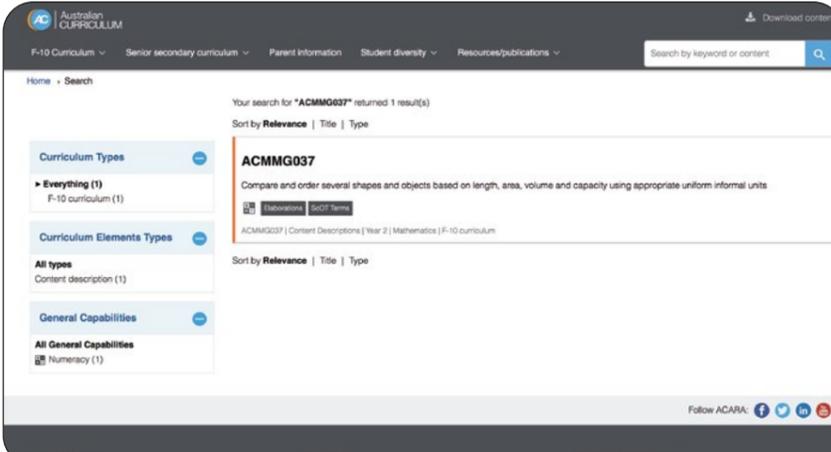
The shapes can be seen from both sides of the window.

How would the window look when viewed from the other side?

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

Link to the Australian Curriculum



Search results for "ACMMG037" returned 1 result(s). Sort by Relevance | Title | Type

ACMMG037
Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units

ACMMG037 | Content Descriptions | Year 2 | Mathematics | F-10 curriculum

Sort by Relevance | Title | Type

Node

There are six nodes for reading and numeracy: A, B, C, D, E, F. Nodes are reached by branching. 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.

Item difficulty

A location on the NAPLAN scale, which ranges from 0 to 1,000. The higher the number, the more difficult the item is.

Band

The scale for each domain is divided into 10 bands to cover the full range of student 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.

How to interpret the SSSR

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.

ACARA SSSR Verification School 001
ACARA SSSR TEST DATA VERIFICATION - 1108171

Report Generated: 28/3/2019

Home School Item Report **Class Reports** Student Report

About the Student and School Summary Report

This student and school summary report is composed of: a school summary report, which enables schools to see how their students, classes and year groups performed in NAPLAN tests, as well as data about the questions in the tests; and a preliminary student summary report, which schools will distribute to parents for each student.

NAPLAN Online allows faster delivery of test results for those students who completed the test online. However, while results are not expected to change to any large degree, the reports should be considered preliminary until results are available for all students, including those who are taking the tests on paper. Once all students have completed the tests, the Individual Student Reports for NAPLAN will be produced according to the same timeline as in previous years, and will be distributed according to the protocols set out by the Test Administration Authority in each State or Territory.

The online tests for numeracy, reading and conventions of language were delivered in a staged adaptive design, where students were presented with different pathways through the test depending on their performance in the test to that point. This allows students to engage with questions that are targeted to their level of achievement. As a result, not all students will have seen the same questions in these tests.

Although all students have not seen the same questions, the test design ensures all results can be placed accurately on the NAPLAN scale. In fact, the targeting of test questions to student performance allows this to be done more precisely than with a single fixed test.

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 Verification School
SOUTHERN CROSS, ESA-QA NAPLAN 2018 VERIFICATION DNT - ACNAP2018

Report Generated: 28/3/2019
Class Report > Class Summary Report

Back **Class Summary Report** Class Test Report

Year Level: 5 Class Groups: All

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 x>. The graph cannot be displayed.

Reading

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
--------	--------	--------	--------	--------	--------

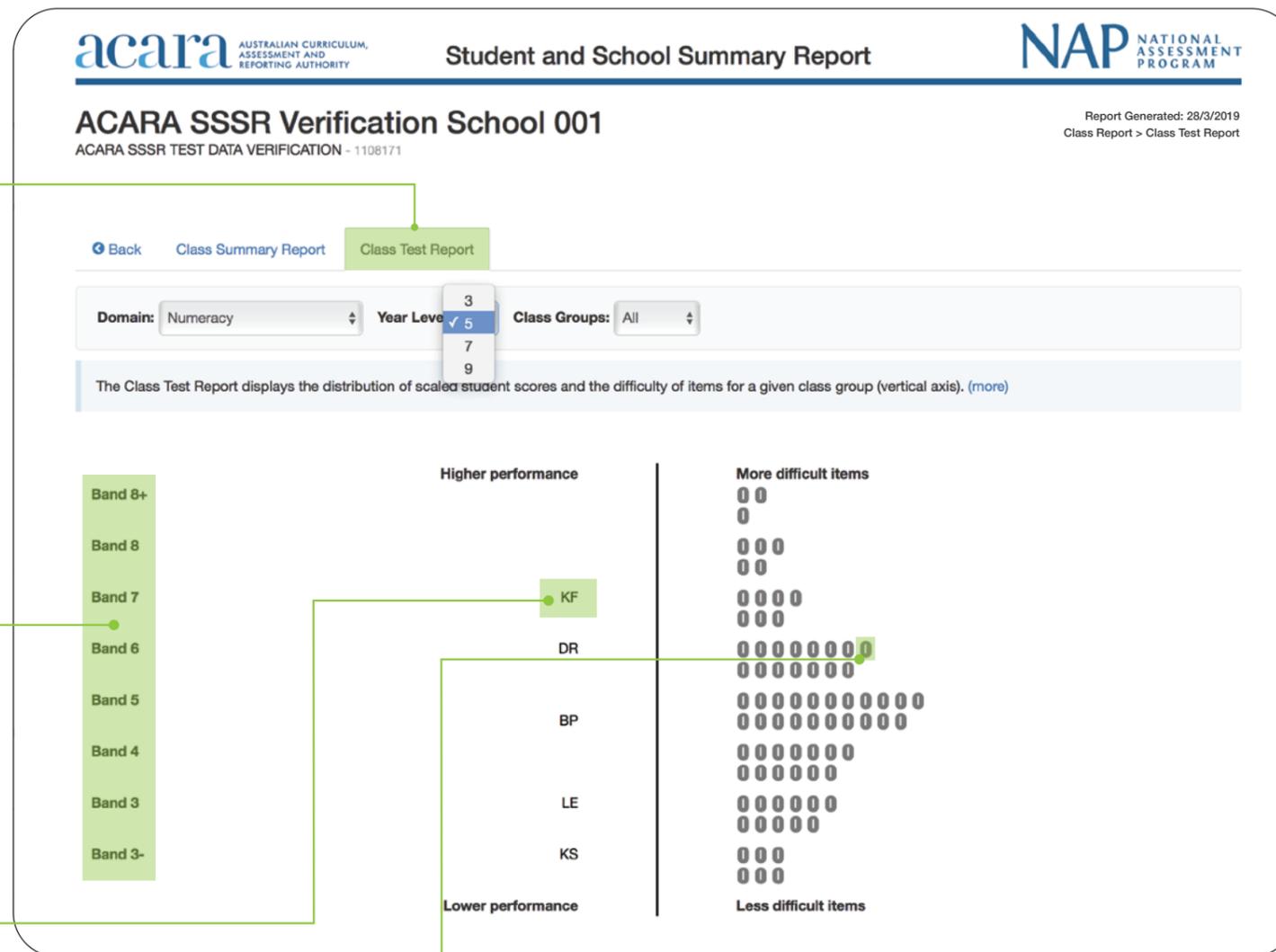
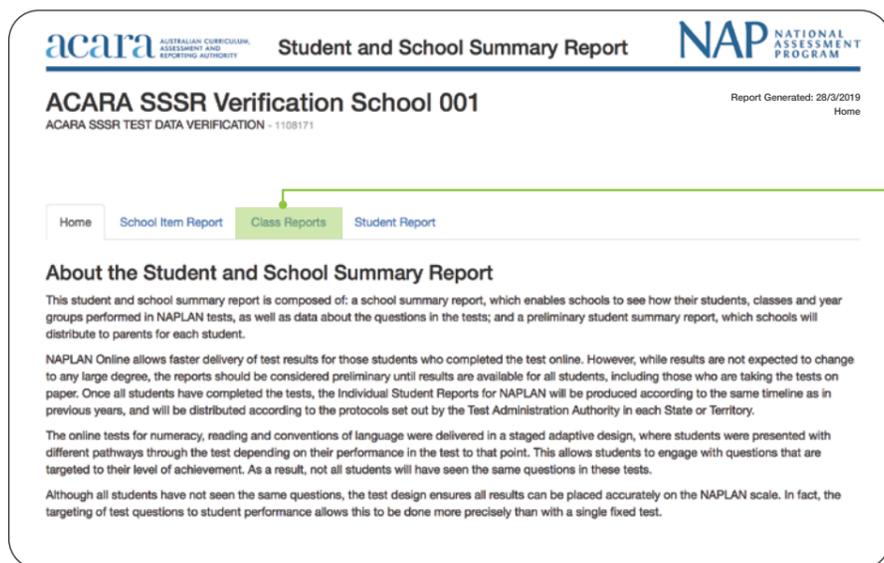
How to interpret the SSSR

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.



Bands

For Year 5 students, bands 3–8 are shown in this graph. Results above and below these bands are shown in bands 3– and 8+. For example, Year 5 students whose scores are in bands 1 or 2 will be shown as 3–.

Student's initials

Click on the student's initials to see more detailed results of this student (in the 'Student results' table).

Item exemplar

The item exemplars show items representative of the band. These are not necessarily the set of items that the student saw. For example, the student is at level N. Click the items in band N to see exemplars for items that are targeted to that student cohort ability.

Student achievement

Student achievement is displayed and ordered on this side of the report against the NAPLAN bands.

Items and item difficulty

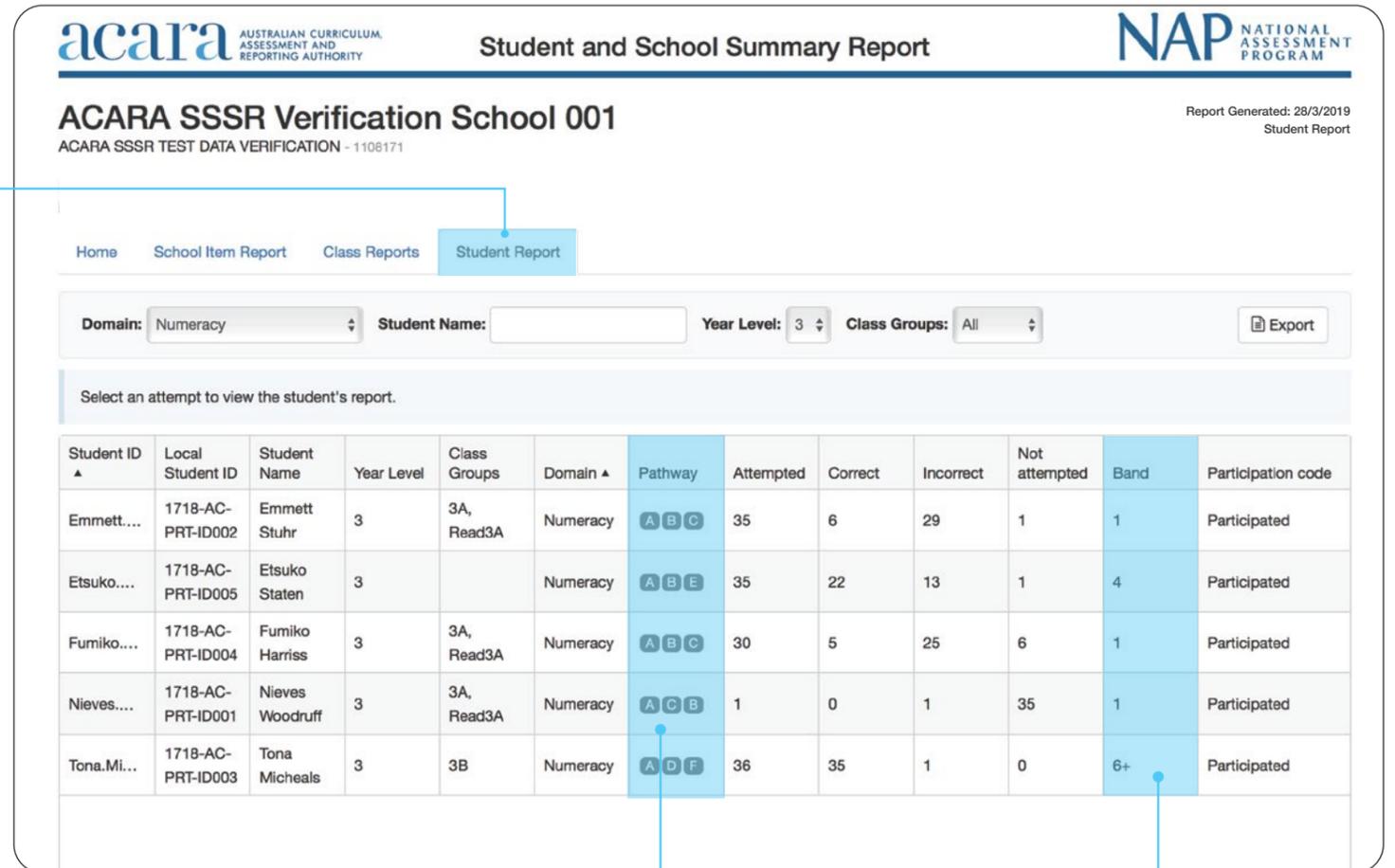
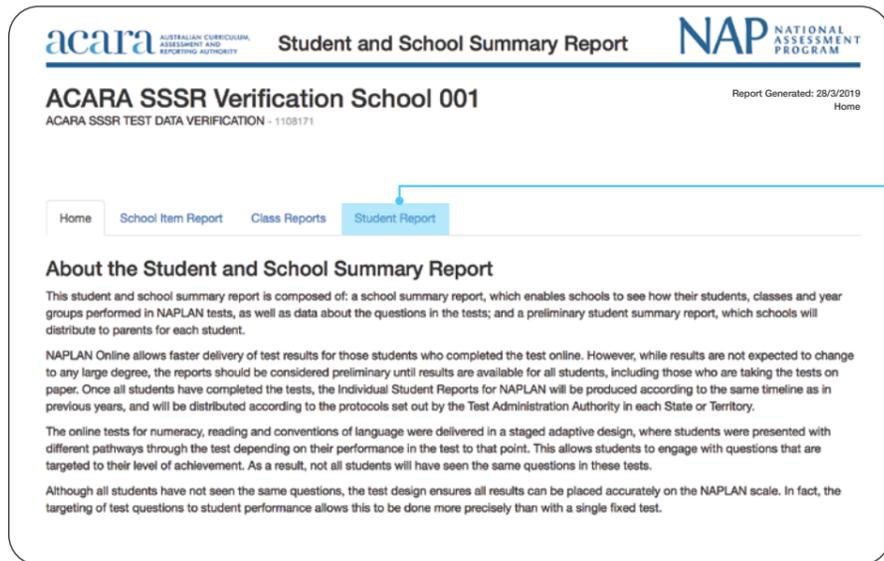
Items that the cohort viewed in the test are displayed on this side of the report. The items are ordered by relative difficulty. The most difficult items are at the top and the least difficult items are at the bottom. Not all students sit all the items.

How to interpret the SSSR

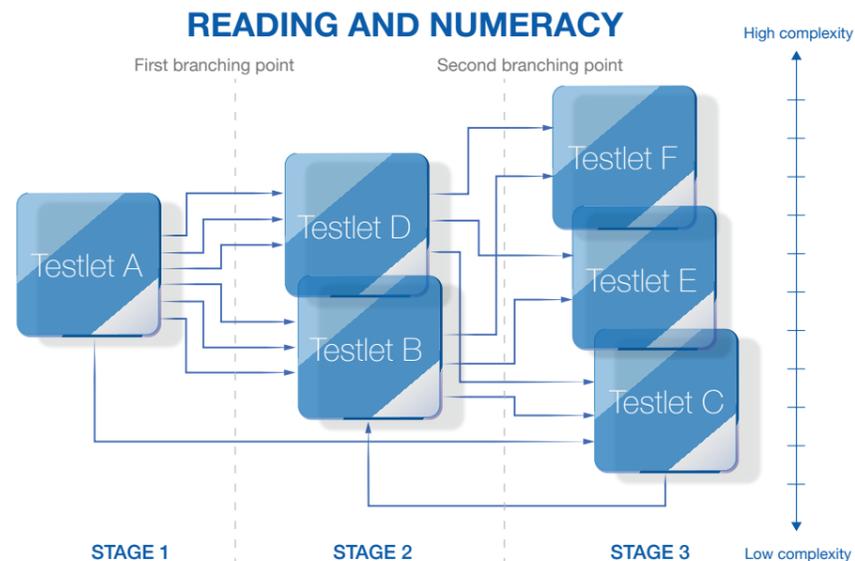
Student report : reading and numeracy

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.



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.



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.

How to interpret the SSSR

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.

ACARA SSSR Verification School 001
Report Generated: 28/3/2019

Home School Item Report Class Reports **Student Report**

About the Student and School Summary Report

This student and school summary report is composed of: a school summary report, which enables schools to see how their students, classes and year groups performed in NAPLAN tests, as well as data about the questions in the tests; and a preliminary student summary report, which schools will distribute to parents for each student.

NAPLAN Online allows faster delivery of test results for those students who completed the test online. However, while results are not expected to change to any large degree, the reports should be considered preliminary until results are available for all students, including those who are taking the tests on paper. Once all students have completed the tests, the Individual Student Reports for NAPLAN will be produced according to the same timeline as in previous years, and will be distributed according to the protocols set out by the Test Administration Authority in each State or Territory.

The online tests for numeracy, reading and conventions of language were delivered in a staged adaptive design, where students were presented with different pathways through the test depending on their performance in the test to that point. This allows students to engage with questions that are targeted to their level of achievement. As a result, not all students will have seen the same questions in these tests.

Although all students have not seen the same questions, the test design ensures all results can be placed accurately on the NAPLAN scale. In fact, the targeting of test questions to student performance allows this to be done more precisely than with a single fixed test.

ACARA SSSR Verification School
SOUTHERN CROSS, ESA-QA NAPLAN 2018 VERIFICATION DNT - ACNAP2018

Home School Item Report Class Reports **Student Report**

Domain: Spelling Student Name: Year Level: 3 Class Groups: All Export

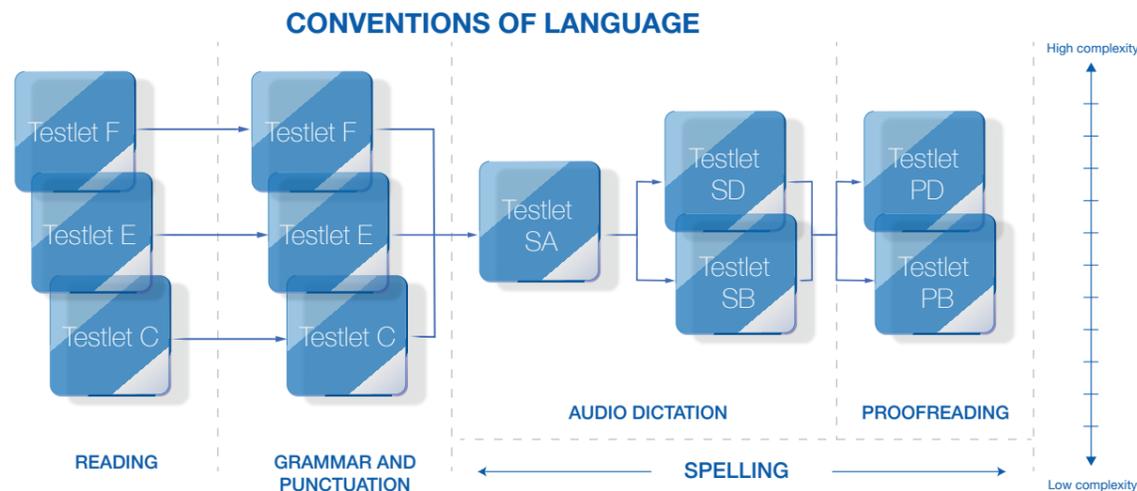
Select an attempt to view the student's report.

Student ID	Local Student ID	Student Name	Year Level	Class Groups	Domain	Pathway	Attempted	Correct	Incorrect	Not attempted	Band	Participation code
ESQA-N18-X004	NAP18-QA-ID004	Allison Scott	3	3, 3A, 3B, 3D	Spelling	AS B BP	24	5	19	1	2	Participated
ESQA-N18-X005	NAP18-QA-ID005	Austin Vance	3	3, 3A, 3B, 3D	Spelling	AS D BP	24	13	11	1	4	Participated
ESQA-N18-X006	NAP18-QA-ID006	Carolyn Coleman	3	Num3A, Read3A	Spelling	AS B BP	10	10	0	15	3	Participated
ESQA-N18-X007	NAP18-QA-ID007	Cameron Hunter	3	3, 3A, 3B, 3D	Spelling	AS B BP	22	11	11	3	3	Participated
ESQA-N18-X008	NAP18-QA-ID008	Sally Avery	3	3, 3A, 3B, 3D	Spelling	AS D DP	25	25	0	0	6+	Participated
ESQA-N18-X009	NAP18-QA-ID009	Ryan Henderson	3	3, 3A, 3B, 3D	Spelling		0	0	0	0	1	Participated
ESQA-N18-X010	NAP18-QA-ID010	Maria Metcalfe	3	Num3A, Read3A	Spelling	AS B BP	22	12	10	3	3	Participated

1 - 14 of 14 items

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.

Pathway



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.

How to interpret the SSSR

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.

Nodes, pathways and testlets

There are six nodes for reading and numeracy: A, B, C, D, E, F. Grammar and punctuation has three nodes: CG, EG, FG, and spelling has five nodes: AS, BS, DS, BP, DP. Nodes are reached by branching. The SSSR pathway is defined by the nodes: for example, ABE (numeracy or reading), FG (grammar and punctuation) or AS BS BP (spelling).

Each node contains testlets: A1, A2, A3, etc. (for reading and numeracy), GC1, GC2, etc. (grammar and punctuation) and SA1, SA2, etc. (spelling). Testlets are allocated rotationally within a test session. Each testlet contains different questions/items.

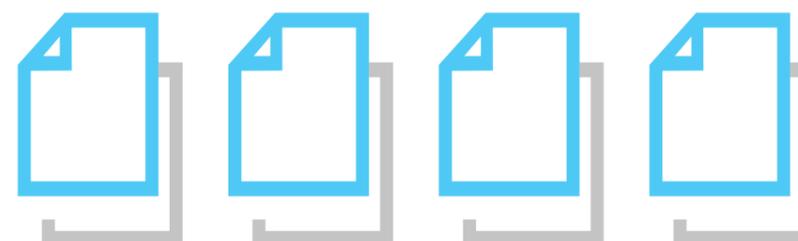
Exception filter

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.

Question Order	Item ID	Testlet	Item difficulty	Band	Subdomain	Descriptor	Student Marked Response
1	x00073337	A2	331	3	Literacy	Interprets directly stated information in a simple persuasive text	✓
2	x00073338	A2	231	1	Literacy	Locates an explicitly stated detail in a persuasive text	✓
3	x00073340	A2	249	1	Literacy	Interprets directly stated information in a simple persuasive text	✓
4	x00073341	A2	272	2	Literacy	Interprets directly stated information in a simple persuasive text	✓
5	x00073339	A2	343	3	Literacy	Interprets a character's motivations in a simple persuasive text	✓
6	x00073343	A2	362	3	Literacy	Interprets information from different sections of a simple	✓

Parent report



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.

Student ID	Local Student ID	Student Name	Year Level	Class Groups	Domain	Pathway	Attempted	Correct	Incorrect	Not attempted	Band	Participation code
Emmett...	1718-AC-PRT-ID002	Emmett Stuhr	3	3A, Read3A	Reading	A D F	39	39	0	0	6+	Participated
Nieves.W...	1718-AC-PRT-ID001	Nieves Woodruff	3	3A, Read3A	Reading	A C D	27	9	18	12	1	Participated
Fumiko.H...	1718-AC-PRT-ID004	Fumiko Harris	3	3A, Read3A	Reading	A C D	1	0	1	38	1	Participated
Tona.Mic...	1718-AC-PRT-ID003	Tona Micheals	3	3B	Reading	A B E	32	20	12	7	3	Participated
Etsuko.St...	1718-AC-PRT-ID005	Etsuko Staten	3		Reading	A						Abandoned

Tona Micheals: results for Reading

Domain: Reading | Exception Filter: Show all responses | View as combined graph

Language - LA - ■

Subdomain codes
 Hover over a code to display the subdomain name.

- Numeracy** — Measurement and geometry (MG), Number and algebra (NA), Statistics and probability (SP)
- Reading** — Language (LA), Literacy (LY), Literature (LT)
- Spelling** — Audio dictation (AD), Proofreading (PR)
- Grammar and punctuation** — Grammar (GR), Punctuation (PU)

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

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

Tona Micheals: results for Reading

Domain: Reading | Exception Filter: Show all responses | View as combined graph

Language - LA - ■

Literacy - LY - ■

How to interpret the SSSR

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

Item (prompt) difficulty

- Attempts - The number of students that were allocated that particular item. Note that not all students see the same items, hence the number of attempts for each item may differ.
- Correct - The number of correct answers for this item.
- Incorrect - The number of incorrect answers for this item.
- Not Attempted - The number of times where a student was allocated this item, but didn't provide an answer.

Item ID	Node	Item difficulty	Band	Attempts	Correct	Incorrect	Not Attempted	Subdomain	Curriculum Content Code	Descriptor
x00094340		500	6	2			0		Unavailable	Unavailable
x00094342		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

All test scores fall to the left side of <band x>. The graph cannot be displayed.

Class test report

The Class Test Report displays the distribution of scaled student scores and the difficulty of items for a given class group (vertical axis). (more)

Y2 SA MA AC WE AG TH
CJ JK SH SN AR SY

How to interpret the SSSR

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

Student ID	Student Name	Year Level	Class Groups	Domain	Test Name	Pathway	Attempted	Correct	Incorrect	Not attempted	Band	Participation code
ESAGA-H18-XD12	Carl Jackson	5	ReadSA	Writing	NAPLAN Writing Year 5 2018		1			0	3-	Participated
ESAGA-H18-XD13	Michelle Avery	5	5, 5B, Five	Writing	NAPLAN Writing Year 5 2018		1			0	3-	Participated
ESAGA-H18-XD14	Sam Altan	5	ReadSA	Writing	NAPLAN Writing Year 5 2018		1			0	3-	Participated
ESAGA-H18-XD15	Julia Knox	5	5, 5B, Five	Writing	NAPLAN Writing Year 5 2018		1			0	3-	Participated
ESAGA-H18-XD16	Mary Peters	5	5, 5B, Five	Writing	NAPLAN Writing Year 5 2018							Absent
ESAGA-H18-XD17	Abigail Rees	5		Writing	NAPLAN Writing Year 5 2018						3-	Refused
ESAGA-H18-XD18	Audrey Clarkson	5	5, 5B, Five	Writing	NAPLAN Writing Year 5 2018		1			0	3-	Participated
ESAGA-H18-XD19	Tim Hemmings	5	5, 5B, Five	Writing	NAPLAN Writing Year 5 2018		1			0	3-	Participated

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-.

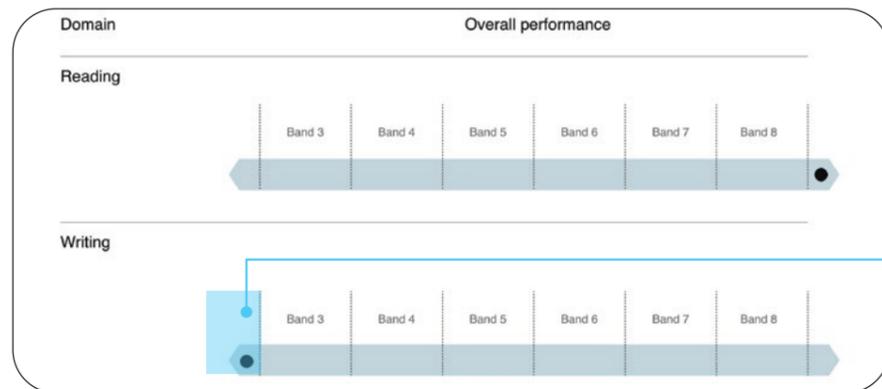
Student result table

Criteria	Description	Student Score	Score Description
No records available			

No results available

No data will be shown in the student results table. The page will display the message 'No records available'. However, the script written by the student can be viewed (click 'view script').

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.

Audrey Greene, Script for Writing

In today's modern world, computers are an essential part of everyday life. Around the globe, children often use computers from a very young age. Although it is important for children to participate in various well-balanced activities, in my opinion, children who use the computer daily are actually developing a critical skill for future success. The bases for my views are personal, academic, and professional.

From a personal point of view, computers are an invaluable resource to help young people explore the world around them. For example, children who use internet to satisfy their curiosity about diverse topics are already becoming independent learners. No child with a computer is ever bored by starting early in their lives. Children love to play all sorts of games on computers. They are also able to take advantage of the wide range of services computers provide.

From an academic viewpoint, children have no choice but to master this technological invention. For instance, when I was in university, students brought their laptops to class to take notes, do research and exchange information. They write assignments, create presentations and developed databases. Children who build early confidence and experience in these abilities are at a distinct advantage over those who have not.

From a professional perspective, the computer has found a permanent place in the workplace. Today, employers will pay to provide computer training to their employees. Tomorrow, corporations will expect prospective job applicants to already possess these critical job skills. Consequently, parents who encourage their child to use the computer for a reasonable period of time daily are in fact investing in the child's future career.

In conclusion, there is no doubt that the computer as a technological tool is here to stay. The sooner children become computer-literate, the better for many aspects of their future lives.