

2011 National Assessment Program
Literacy and Numeracy

Reporting Guide

**2011
NATIONAL ASSESSMENT PROGRAM -
LITERACY AND NUMERACY (NAPLAN)**

REPORTING GUIDE

YEAR 3, YEAR 5, YEAR 7 AND YEAR 9

Published by the Victorian Curriculum and Assessment Authority
41 St Andrews Place, East Melbourne, Victoria, Australia 3002

First published 2011

© Victorian Curriculum and Assessment Authority 2011

All rights reserved. Except under the conditions described in the *Copyright Act 1968* and subsequent amendments, no part of this publication may be reproduced by any process without permission in writing from the publishers.

Photocopying: Victorian schools only may photocopy parts of this publication for use by teachers.

ISBN 978-1-921702-69-3

VCAA NAPLAN Helpdesk

A Helpdesk service operates to assist principals and NAPLAN Coordinators with queries about the NAPLAN 2011. For queries and/or assistance contact the Victorian Curriculum and Assessment Authority on:

Freecall **1800 648 637**

Fax **(03) 9225 2334**

Email **vcaa.naplan.help@edumail.vic.gov.au**

Website **www.vcaa.vic.edu.au**

NAPLAN 2012

NAPLAN 2012 for Years 3, 5, 7 and 9 will be conducted from Tuesday 15 May to Thursday 17 May 2012.

The sequence and time allocation for the tests is expected to be the same as in 2011. The VCAA will notify schools as soon as possible if any changes are made to these arrangements.

Dates for NAPLAN 2012	
Tuesday 15 May	Language Conventions and Writing
Wednesday 16 May	Reading
Thursday 17 May	Numeracy (with Years 7 and 9 completing a non-calculator test and calculator test)

Contents

NAPLAN Helpdesk	iii
NAPLAN 2012	iii
Introduction	1
About the NAPLAN Data Service for 2011	1
Reports on a National Scale	1
Important information regarding the reporting of the Writing domain	1
Scaled Scores	2
National Minimum Standards	2
NAPLAN Reference Guides for analysing NAPLAN data	2
Estimated VELS Equivalent Reports	3
Trend Data and Growth	3
Parent Report Format	3
Release of Data	3
Privacy Policy	4
Section 1: NAPLAN Data Service Access	5
Changing the password	6
Accessing a report	7
Selection criteria	8
Assign Students to Classes function	8
Previewing and printing reports	9
Extract function	10
Section 2: NAPLAN Data Service Reports	11
List of Reports and Functions	11
School Summary Report	13
Group Summary Report	14
Assessment Area Report	15
Writing Criteria Report	16
Item Analysis Report	17
Student Response Report	18
Student Achievement Level Report	20
Five Year Trend Report	23
School Comparison Report	24
School-Student Comparison Report	25
Student Comparison Report	26
Section 3: Interpretation of Results	27
Making Comparisons	27
School and Subgroup Comparisons	27
Individual Comparisons and Improvement	28
Section 4: Parent Reports	29
Sample page 1 of the Parent Report	30
NAPLAN Data Service Reports	31
Confidentiality of Results	31
Distribution of Parent Reports	31
Replacement of Parent Reports	31
Queries about Parent Reports	31
Appendix 1: NAPLAN 2011 Question Details	32
Year 3 Reading	32
Year 5 Reading	34
Year 7 Reading	36
Year 9 Reading	38
Year 3 Language Conventions	40
Year 5 Language Conventions	42
Year 7 Language Conventions	44
Year 9 Language Conventions	46
Year 3 Numeracy	48
Year 5 Numeracy	50
Year 7 Numeracy (Non-Calculator)	52
Year 7 Numeracy (Calculator)	53
Year 9 Numeracy (Non-Calculator)	55
Year 9 Numeracy (Calculator)	56
Appendix 2: NAPLAN 2011 Data Service Report Summary	58
Glossary	63
Data presentation	63

Introduction

The National Assessment Program - Literacy and Numeracy (NAPLAN) conducted in May 2011, assessed Years 3, 5, 7 and 9 students across the nation in literacy and numeracy.

All tests were constructed in consultation with all States and Territories. For the literacy assessment, Years 3, 5, 7 and 9 students completed three tests consisting of a Reading test, a Writing test and a Language Conventions test. For numeracy, Years 3 and 5 students completed one Numeracy test for which a calculator was not permitted. Years 7 and 9 students completed two Numeracy tests, the first of which permitted the use of a calculator.

The Victorian Curriculum Assessment Authority provides reports on individual student results and school data to all Victorian schools through the secure web-based **NAPLAN Data Service**.

About the NAPLAN Data Service for 2011

The Years 3, 5, 7 and 9 NAPLAN 2011 data is available securely for schools to access on the internet, from the NAPLAN Data Service. The NAPLAN Data Service incorporates AIM results from state-wide testing conducted from 2003 to 2007. Hence all student and school results from 2003 to 2011 can be accessed by schools on this website. Schools must use their own unique login and security password to access their results.

Reports on a National Scale

The National Assessment Program scale maps student outcomes onto a ten band continuum. Where appropriate, the NAPLAN Data Service displays results against these bands. National, state and school distributions are presented as box-and-whisker graphs plotted against the bands relevant for the year level as follows:

- Year 3 - results will be reported in Band 1 to Band 6
- Year 5 - results will be reported in Band 3 to Band 8
- Year 7 - results will be reported in Band 4 to Band 9
- Year 9 - results will be reported in Band 5 to Band 10.

Important information regarding the reporting of the Writing domain

In 2011, students were required to produce a persuasive piece of writing, rather than a narrative piece as had previously been required. The Australian Curriculum, Assessment and Reporting Authority (ACARA) has recently announced that data analysis has shown that students performed differently on these two tasks and that 2011 writing results will be reported on a new NAPLAN scale for persuasive writing.

While school and student performance on the 2009 and 2011 writing tests are available in several reports in the NAPLAN Data Service, schools are advised that direct comparison of writing performance from 2009 to 2011 should not be made. (See the ACARA website for further information)

Scaled Scores

Scaled scores provide an ability measure of student outcomes. These scores range from 0 to 1000, and form the numeric continuum from which the ten reporting bands are derived. The bands line up against the scaled scores as follows:

- Band 1 - scaled scores ≤ 270
- Band 2 - scaled scores > 270 and ≤ 322
- Band 3 - scaled scores > 322 and ≤ 374
- Band 4 - scaled scores > 374 and ≤ 426
- Band 5 - scaled scores > 426 and ≤ 478
- Band 6 - scaled scores > 478 and ≤ 530
- Band 7 - scaled scores > 530 and ≤ 582
- Band 8 - scaled scores > 582 and ≤ 634
- Band 9 - scaled scores > 634 and ≤ 686
- Band 10 - scaled scores > 686

National, state and school summary statistics are provided as scaled scores above the box-and-whisker graphs for the School Summary (National) Report. The tabular form of the Student Achievement Level (National) Report shows results for individual students as a scaled score for each assessment area.

Scaled scores can be directly compared across time within any given assessment area. However, comparison of scaled scores across different assessment areas is not meaningful and is not recommended.

National Minimum Standards

With the introduction of NAPLAN in 2008, single point national benchmarks were replaced with the concept of a national minimum standard, defined by a particular band at each year level as follows:

- For Year 3, the national minimum standard is Band 2
- For Year 5, the national minimum standard is Band 4
- For Year 7, the national minimum standard is Band 5
- For Year 9, the national minimum standard is Band 6.

Students with results in these bands have typically demonstrated the basic elements of literacy and numeracy for their year level. Students with results in the lowest band for their year level have not achieved the national minimum standard, and are likely to require focused intervention or specialised support to fully participate in schooling.

Details of the general skills associated with the National Minimum Standards are provided, for each domain, on the ACARA website at <http://www.nap.edu.au/NAPLAN/About+each+domain/index.html>.

NAPLAN Reference Guides for analysing NAPLAN data

The VCAA has developed a guide to assist school staff in analysing their student's NAPLAN results. This guide includes information about the NAPLAN scale, the relationship of the NAPLAN scale to VELS and, for government schools, how to analyse the NAPLAN results included in the School Level Reports. The NAPLAN Reference Guide - Analysing NAPLAN Data is available on the VCAA website at: www.vcaa.vic.edu.au/vcaa/prep10/naplan/schools/analysingnaplandata.pdf

Additionally, some examples of the ways in which NAPLAN data can be used at the classroom level can be found in the Teacher's Guide to using NAPLAN data diagnostically at: www.vcaa.vic.edu.au/vcaa/prep10/naplan/schools/teachersguide-usingnaplandata.pdf

Estimated VELS Equivalent Reports

Where appropriate, the VCAA provides estimated VELS scores for the NAPLAN test outcomes, allowing schools the choice of displaying some reports against either the ten-band National Assessment Program scale (National Reports) or the Estimated VELS Equivalent scale (Estimated VELS Equivalent Reports). It should be remembered that the latter are **estimates only**, and are provided to indicate the approximate relationship between NAPLAN and VELS outcomes. Due to the change in genre in 2011, the estimated VELS equivalent scores will no longer be reported for Writing.

Trend Data and Growth

The Five Year Trend Report displays data from 2008, 2009, 2010 and 2011, providing an opportunity for schools to make comparisons between their NAPLAN results for these four years. This report will be progressively extended so that by 2012 it will contain a complete five year data set.

Three further trend reports are available for Year 5 and Year 9 which help establish growth patterns. The School Comparison Report shows the distribution of results for Year 3 or Year 7 students in 2009, and that for the results of the same students in Year 5 or Year 9 in 2011. The School-Student Comparison Report shows the relative position of the 2009 and 2011 results for a selected student with respect to state and school results. The Student Comparison Report provides a tabulated comparison of 2009 and 2011 mean scaled scores at the national, state and school level, and of individual student scaled score results for each test in both 2009 and 2011.

As noted in previous years, the differences in construct and content of the NAPLAN and AIM tests make it inadvisable to make direct comparisons from NAPLAN back to AIM results.

Parent Report Format

The format of the Parent Reports will again be the same for all states and territories, and will be very similar to those provided in 2008, 2009 and 2010. A sample Parent Report for 2011 is provided on page 30.

Release of Data

It is likely that some national data will not have been available at the time of the Data Service release. In these cases, national results will be withheld and a note will appear indicating that additional data will be provided when available.

Privacy Policy

The Victorian Curriculum and Assessment Authority (VCAA) is committed to the protection of student information generated by the National Assessment Program – Literacy and Numeracy (NAPLAN). All personal information collected during the NAPLAN 2011 is used in accordance with the Information Privacy Act 2000.

The VCAA is the NAPLAN Test Administration Authority (TAA) for all Victorian schools and school sectors. In order to fulfil its responsibilities as TAA for Victoria, the VCAA collects names and achievement data of all students who undertake the Year 3, Year 5, Year 7 and Year 9 NAPLAN tests as well as information on gender, language background, Aboriginal and Torres Strait Islander (ATSI) status, Victorian Student Number (VSN) and date of birth of students. In addition, the VCAA is required to provide Victorian student results data to the Australian Curriculum, Assessment and Reporting Authority (ACARA) so that they can prepare National Reports related to the outcomes of the NAPLAN tests.

The VCAA supports schools' privacy compliance with NAPLAN testing requirements by encouraging principals to ensure that their parent communities are aware of the purposes for which NAPLAN data will be used.

The VCAA uses the student information provided by schools to pre-print individual student details on the front cover of the test booklets and to report to parents on their child's performance. This data is also provided to the school to assist principals to analyse the effectiveness of their school programs and to identify individual student's strengths and weaknesses.

Schools across Australia are required to collect background characteristic information for all students participating in the NAPLAN 2011. The VCAA, on behalf of the Department of Education and Early Childhood Development (DEECD), will be responsible for the management and supply of this information for national reporting purposes.

The information that will be required for each student is as follows:

- parental school education (mother and father as applicable)
- parental non-school education (mother and father as applicable)
- main language spoken at home (student)
- main language spoken at home (mother and father as applicable)
- parental occupation
- country of birth.

No individual student will be identifiable in the information for release for national reporting purposes.

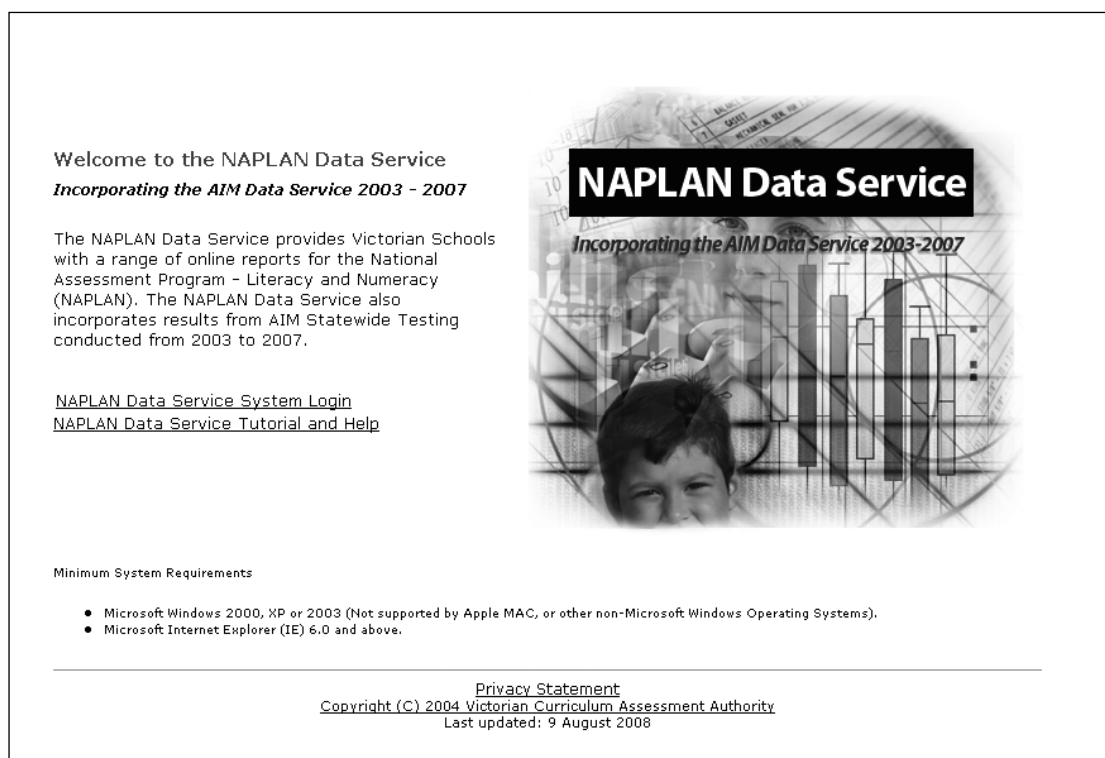
The principal will ensure that all student details and results are confidential.

Section 1: NAPLAN Data Service Access

The NAPLAN 2011 student results and school data are available on the secure NAPLAN Data Service website which incorporates the AIM Data Service. Principals should ensure that all personnel who are given access to their school's data treat that information in a confidential manner.

To access this website from an Internet browser go to: <https://naplands.vcaa.vic.edu.au>

This screen will appear:



Welcome to the NAPLAN Data Service
Incorporating the AIM Data Service 2003 - 2007

The NAPLAN Data Service provides Victorian Schools with a range of online reports for the National Assessment Program - Literacy and Numeracy (NAPLAN). The NAPLAN Data Service also incorporates results from AIM Statewide Testing conducted from 2003 to 2007.

[NAPLAN Data Service System Login](#)
[NAPLAN Data Service Tutorial and Help](#)

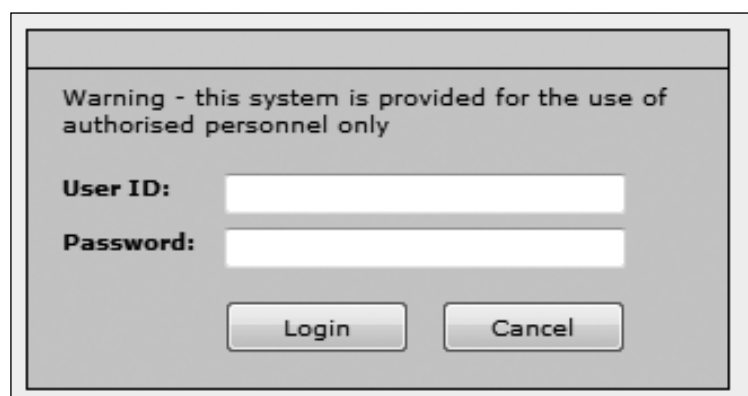
Minimum System Requirements

- Microsoft Windows 2000, XP or 2003 (Not supported by Apple MAC, or other non-Microsoft Windows Operating Systems).
- Microsoft Internet Explorer (IE) 6.0 and above.

[Privacy Statement](#)
Copyright (C) 2004 Victorian Curriculum Assessment Authority
Last updated: 9 August 2008

Click on 'NAPLAN Data Service System Login'.

You will see the login screen.



Warning - this system is provided for the use of authorised personnel only

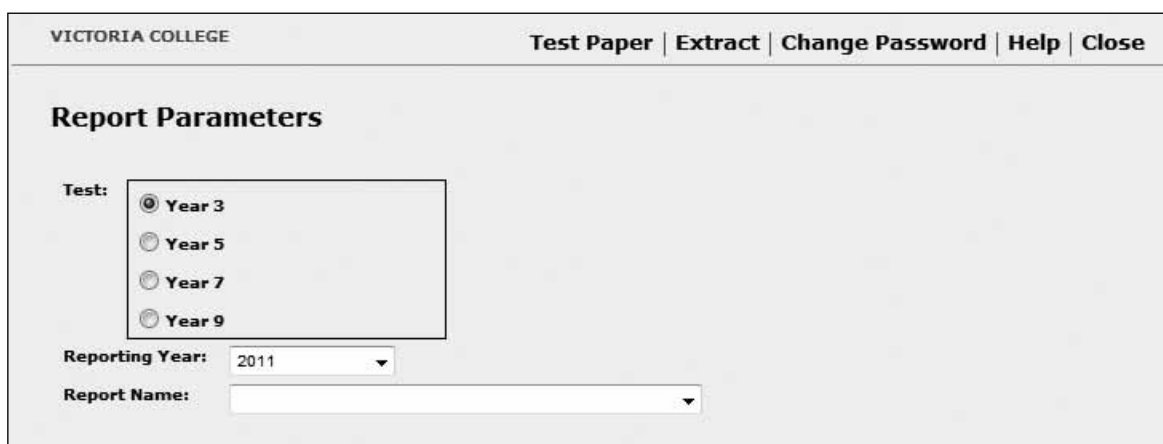
User ID:

Password:

Login Cancel

Enter the school identification login name (User ID) and password, then left click on the 'Login' button. Passwords are case sensitive.

This screen will appear:



Note: When a school logs on to the NAPLAN Data Service, the test frame on the 'Reports Parameters' screen will be customised to the year level and type of tests completed by students at that school. The screen will vary depending on the tests attempted by students in that school in the period from 2003 to 2011.

The drop-down menu options will also match the testing history of the school.

For 2011, the 'Reporting Years' menu can offer 2003, 2004, 2005, 2006, 2007 for AIM Results and 2008, 2009, 2010 and 2011 for NAPLAN Results. The 'Report Name' menu will contain the reports relevant to the level and type of testing for the logged in school. Check the table 'NAPLAN 2011 Data Service Report Summary' on page 58 to see which reports relate to the NAPLAN 2011 tests.

Please note: To enhance data security, school passwords have been changed and re-issued. Passwords for 2011 are supplied in the letter to Principals which accompanies the delivery of parent reports.

If a password is lost, the principal should send an email to: <vcaa.naplan.help@edumail.vic.gov.au>. Please include 'Password Request' in the subject line.

Changing the password

The school identification login (User ID) is a permanent name which has been programmed for the school and cannot be changed. The password may be changed by accessing the 'Change Password' option at the top right of the initial 'NAPLAN Reports Parameters' screen.



Note: A password must consist of a minimum of six characters (no spaces), which includes one letter and one number. Passwords are case sensitive.

Accessing a report

Log into the NAPLAN Data Service and from the 'Report Parameters' screen:

1. Select the required year level in the 'Test' frame
2. Select 2011 from the 'Reporting Year' drop-down menu
3. Select the report required from the 'Report Name' drop-down menu.

VICTORIA COLLEGE Test Paper | Extract | Change Password | Help | Close

Report Parameters

Test:

Year 3
 Year 5
 Year 7
 Year 9

Reporting Year: 2011

Report Name:

- School Summary Report
- Group Summary Report
- Assessment Area Report
- Writing Criteria Report
- Item Analysis Report
- Student Response Report
- Student Achievement Level Report
- Five Year Trend Report
- School Comparison Report
- School - Student Comparison Report
- Student Comparison Report

When a report is selected, additional parameters will be displayed, as shown below for the Group Summary Report.

VICTORIA COLLEGE Test Paper | Extract | Change Password | Help | Close

Report Parameters

Test:

Year 3
 Year 5
 Year 7
 Year 9

Reporting Year: 2011

Report Name: Group Summary Report

Assign Students to Classes

All Students
 Class Code: [dropdown]

National Report
 Estimated VELS Equivalent Report

Preview Report Clear

READING

Selection criteria

The selection criteria are the additional options that are available once the Report Name has been selected. The available options will vary for each specific report. Selection criteria may include:

- **National or Estimated VELS Equivalent**

Some reports display data using either scaled scores and the ten-band National Assessment Program scale (National Report), or the Estimated VELS Equivalent scale (Estimated VELS Equivalent Report). Note that, due to the change of writing genre, it is no longer possible to provide an Estimated VELS Equivalent Score for Writing.

- **Group selection**

This allows reporting on students by gender, Language Background Other Than English (LBOTE) and Aboriginal and Torres Strait Islander (ATSI) status.

- **Class selection**

Reporting on a class can be generated by selecting a class from the 'Class Code' drop-down menu on the 'Report Parameters' screen. See below for details on how to assign students to classes.

- **Student selection**

Some reports allow reporting on all students or, by selecting the required name from the 'Student Name' drop-down menu, one specific student.

Assign Students to Classes function

For 2011 reports, this function can be accessed from all reports except the School Summary Report, the Five Year Trend Report, the School Comparison Report and the School-Student Comparison Report.

The 'Assign Students to Classes' function allows the creation of classes and the assigning of students to those classes.

Click on the 'Assign Students to Classes' button. This takes you to the 'Assign Students to Classes' screen.

The screenshot shows the 'Assign Students to Classes' interface. At the top, there are three buttons: 'Save', 'Undo Changes', and 'Create / Delete Classes'. Below these is a table with the following columns: Surname, First Name, Year, Gender, LBOTE, ATSI, and Class. The table contains 20 rows of student data. Each row has a drop-down menu in the 'Class' column. At the bottom left of the table, there are links for 'Previous Page' and 'Next Page'. The 'Class' column for the last row is currently open, showing options '09A' and '09S'.

Surname	First Name	Year	Gender	LBOTE	ATSI	Class
SURNAME	FIRSTNAME	9	M	N	N	09S
SURNAME	FIRSTNAME	9	F	N	N	09S
SURNAME	FIRSTNAME	9	M	N	N	09S
SURNAME	FIRSTNAME	9	F	Y	N	09A
SURNAME	FIRSTNAME	9	F	N	N	09A
SURNAME	FIRSTNAME	9	M	N	N	09A
SURNAME	FIRSTNAME	9	M	N	N	09A
SURNAME	FIRSTNAME	9	F	Y	N	09S
SURNAME	FIRSTNAME	9	M	N	Y	09A
SURNAME	FIRSTNAME	9	M	N	N	09S
SURNAME	FIRSTNAME	9	F	N	N	09S
SURNAME	FIRSTNAME	9	F	N	N	09A
SURNAME	FIRSTNAME	9	M	Y	N	09S
SURNAME	FIRSTNAME	9	M	N	N	09S
SURNAME	FIRSTNAME	9	M	N	N	
SURNAME	FIRSTNAME	9	M	Y	N	09A
SURNAME	FIRSTNAME	9	F	N	N	09S
SURNAME	FIRSTNAME	9	F	N	N	09S
SURNAME	FIRSTNAME	9	F	N	N	09S
SURNAME	FIRSTNAME	9	F	Y	N	
Previous Page Next Page						09A
						09S

A list of the names of the selected group of students will appear on the screen with a 'Class' drop-down menu available against each student name.

If schools have provided class information through the pre-enrolment program, this information will be included in the NAPLAN Data Service next to student names.

Classes can be created using the 'Create/Delete Classes' button on the top right hand side of the 'Assign Students to Classes' screen. This will open the 'Create/Delete Classes' window.

Class Code	Reporting Test	Delete ?
03S	Year 3	Delete
34C	Year 3	Delete
34N	Year 3	Delete
05S	Year 5	Delete
RE5	Year 5	Delete
07A	Year 7	Delete
27I	Year 7	Delete
09A	Year 9	Delete
09S	Year 9	Delete

A class can be deleted at any time by clicking the 'Delete' column next to the class name.

To create a new class, select the Reporting Test required and enter the new class code in the available field, then click on the Save button. Please note that class names can only consist of three alphanumeric characters, e.g. 9DK.

After the required class or classes are created, close this window by clicking on the 'Close' link at the top right of this window. You will be returned to the 'Assign Students to Classes' screen where the new class will appear in the 'Class' drop-down menu next to the student name.

Note: Students do not have to be assigned to a class unless a report is needed for that particular group of students.

Previewing and printing reports

When the required report has been chosen and the appropriate criteria selected for the report, click on the 'Preview Report' button located on the bottom left of the screen. This will display the report on the screen.

The following functions are available at the top right of the preview report screen:

Preview All Pages | Print | Export | Close

'*Preview All Pages*' enables you to view all the pages of a longer report on a single screen.

'*Print*' enables you to print out part or all of a report. Check your print page layout before printing the reports. The Student Achievement Level Report, the Group Summary Report and the Writing Summary Report are best printed in portrait layout while all the other reports should be printed in landscape.

'*PDF*' enables the report to be exported to PDF format to allow for storage or printing.

'*Export*' enables you to send the report to MS Word where you can store it, or place it in another Microsoft Word or Microsoft Excel document. 'Export to Microsoft Word' will only work with versions of Microsoft Word 2002 or later.

'*Close*' closes the 'Preview Reports' screen.

Extract function

The NAPLAN Data Service has an extract function that enables schools to extract report data in a tabular format. The selected data is extracted into a comma separated values (CSV) file format that can either be saved as an MS Excel document or imported into MS Access for further analysis and charting.

Schools are able to extract data at both the school level and student level, and can also extract national and state means and percentiles for outcome scores.

The extract function can be accessed through the 'Extract' link located at the top of the initial 'Reports Parameters' screen.

The 'Extract' screen is shown below. Instructions on how to run the extract function can be found in the 'Help' link located at the top of the screen.

Section 2: NAPLAN Data Service Reports

The NAPLAN Data Service provides eleven reports covering current year results from the National Assessment Program – Literacy and Numeracy testing against the national scale. In addition, the Data Service also provides three reports that display results on an equivalent Victorian Essential Learning Standards (VELS) scale.

The NAPLAN Data Service also incorporates reports from AIM State-wide tests. These include the student and school results from all AIM State-wide tests from 2003 to 2007.

List of Reports and Functions

For 2011, the NAPLAN 'Report Name' menu has the following eleven report options:

- **School Summary Report** – displays national, state and school distribution data for each test area (Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy). This report presents data displayed against either the National Assessment Program Scale or the Estimated VELS Equivalent Scale. It shows a graphic displaying data in box-and-whisker plots and a table of summary statistics (see page 13).
- **Group Summary Report** – compares all students and subgroups of students at the school with the same groups for the nation and state. This data can be displayed against either the National Assessment Program Scale or the Estimated VELS Equivalent Scale (see page 14).
- **Assessment Area Report** – summarises results for groups of students by test area or dimension and shows where school results vary significantly from the state (see page 15).
- **Writing Criteria Report** – summarises group performances on the Writing Test for each of the ten criteria against which the national writing test was assessed (see page 16).
- **Item Analysis Report** – provides distractor analysis, including percentages correct, for each Reading, Spelling, Grammar and Punctuation, and Numeracy item. It also displays data for the National, State and Group cohorts and includes a description of the skill assessed against each item (see page 17).
- **Student Response Report** – provides detailed information on results for either one student or for a group of students (see page 18).
- **Student Achievement Level Report** – provides summary information on results for either one student or for a group of students. This report can be printed out in graphic and tabular formats. This data can be displayed against either the National Assessment Program Scale or the Estimated VELS Equivalent Scale (see page 20).
- **Five Year Trend Report** – provides national, state and school data from 2008, 2009, 2010 and 2011 as box-and-whisker plots on the national scale for each test area (Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy). National, state and school group scaled score means are plotted on a line graph across the available years of comparison. The report will be extended over time so that by 2012 it will contain a complete five year data set (see page 23).
- **The School Comparison Report** – compares the results for students in a school who undertook the Year 5 or Year 9 test in 2011 with their results if they also undertook the test in Year 3 or Year 7 in 2009 (see page 24).

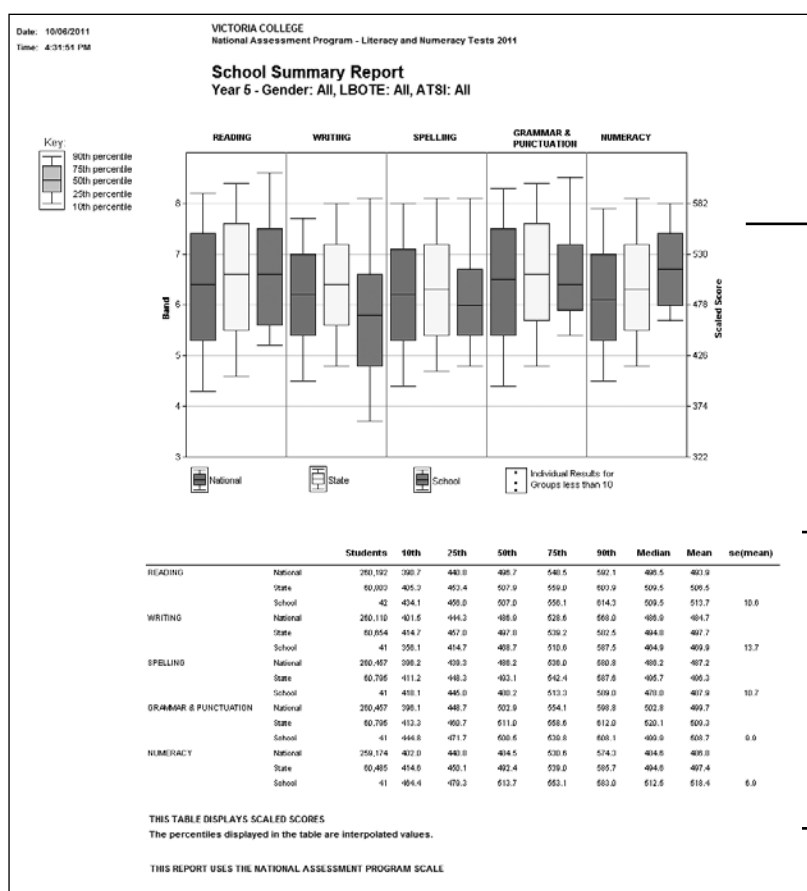
- **The School–Student Comparison Report** – shows, for an individual student, Year 3 or Year 7 results in 2009 compared to Year 5 or Year 9 results in 2011. This report also shows the student’s performance in 2009 and 2011 relative to other students nationally, in the state and to other students in the school (see page 25).
- **The Student Comparison Report** – presents, in tabular format, the scaled scores of students for 2009 compared to 2011, for students who undertook the Year 3 or Year 7 test in 2009 and the Year 5 or Year 9 test in 2011 (see page 26).

School Summary Report

This report provides data on groups of students who completed the Years 3, 5, 7 and 9 NAPLAN tests and reports on Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. The School Summary Report displays the national, state and school distribution data for each test area on either the National Assessment Program scale (National Band results), or the Victorian Essential Learning Standards scale (Estimated VELs Equivalent). Schools are able to access either report as and when required.

The report can be viewed for all students or by subgroup (Girls, Boys, LBOTE and ATSI) and provides a graphic displaying data in box-and-whisker plots. A table showing summary statistics is included above the graphs. For the National Report, these statistics are given as scaled scores. For the Estimated VELs Equivalent Report they refer to the VELs scale.

Example of School Summary Report



These graphs show the distribution of national, state and school results on the (ten band) scale.

This table provides the scaled score summary statistics at national, state and school levels.

Note: Where there are fewer than ten students in the selected group, the box-and-whisker presentation is replaced by a series of dots. Each dot represents a specific student, except when there are students who receive the same result.

The Estimated VELs Equivalent School Summary Reports are similar to the reports on the National Assessment Program scale except that:

- national bands are replaced by the VELs scale on the graph
- the graphs cover four VELs standards for each year level
- summary statistics are provided as Estimated VELs scores
- Writing on the VELs scale is no longer reported from 2011 due to the change in genre from Narrative to Persuasive.

Group Summary Report

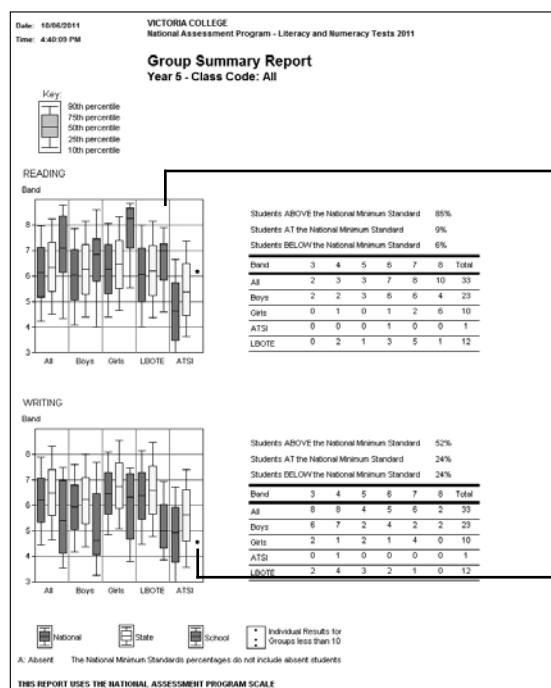
This report graphically displays the national, state and school distribution data separately for each test area (Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy), broken down by subgroup (All Students, Boys, Girls, LBOTE and ATSI). In addition, a summary table for each test area shows the number of students from the school, by subgroup, who obtain results in each achievement level.

The Group Summary Report displays the national, state and school distribution data on either the National Assessment Program scale (National Band results), or the Victorian Essential Learning Standards scale (Estimated VELs Equivalent). Schools are able to access either report as and when required.

In addition, reports on the National Assessment Program scale also show the percentage of students who have results ABOVE, AT and BELOW the National Minimum Standard. These percentages do not include students who were absent from the test.

Note: Where there are fewer than ten students in the selected group, the box-and-whisker presentation is replaced by a series of dots. Each dot represents a specific student, except when there are students who receive the same result.

Example of Group Summary Report



These graphs show the distribution of national, state and school results for All Students, Boys, Girls, LBOTE and ATSI students respectively.

When a school group has fewer than 10 students, the results are reported as a dot per student (may be superimposed for identical scores).

The Estimated VELs Equivalent Group Summary Reports are similar to the reports on the National Assessment Program scale except that:

- the national bands are replaced by the VELs scale on both the graphs and the tables
- the graphs and tables cover four VELs standards for each year level
- percentages of students with results ABOVE, AT and BELOW the National Minimum Standard are **not** included
- Writing on the VELs scale is no longer reported from 2011 due to the change in genre from Narrative to Persuasive.

Assessment Area Report

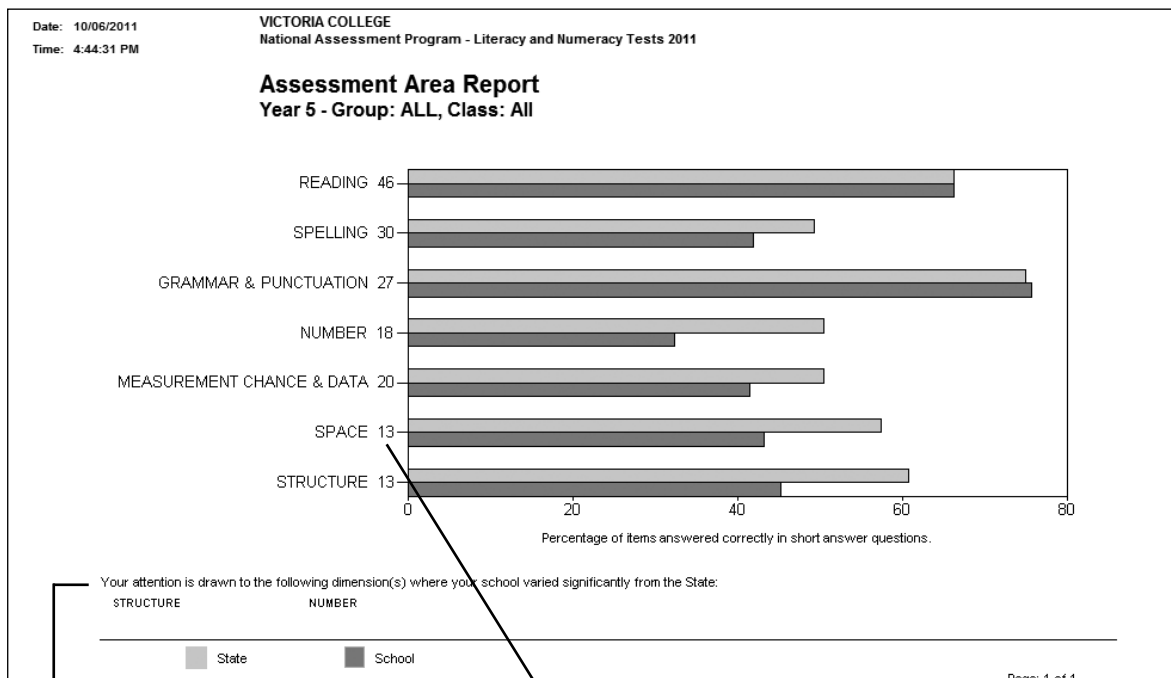
The Assessment Area Report groups data by assessment area or dimension, and displays the total percentage of correct responses to items within each assessment area.

Assessment areas reported in Literacy are Reading, Grammar and Punctuation, and Spelling.

Assessment areas reported in Numeracy are Number, Measurement, chance and data, Space and Structure. Structure is equivalent to the Algebra, function and pattern strand in the NAPLAN tests.

The data is displayed as a horizontal bar chart which shows the percentage correct for the school and the state. The report also highlights any area where there is a significant difference between the percentage correct for the school and that for the state. Care should be taken when analysing the results for small groups (see page 27 for further information about interpreting results).

Example of Assessment Area Report



This section lists those areas where the school varied significantly from the state (if applicable).

This figure shows the number of items assessed that contribute to this report.

Writing Criteria Report

The Writing Criteria Report shows the frequency of scores for each of the ten criteria against which the Writing test was assessed. This report shows bar graphs for national, state and school data.

Students were asked to write a persuasive text based on a common stimulus and given time to plan, write and edit their work. The same stimulus was given to Years 3, 5, 7 and 9 students.

In 2011, the stimulus was “Too much money is spent on toys and games”.

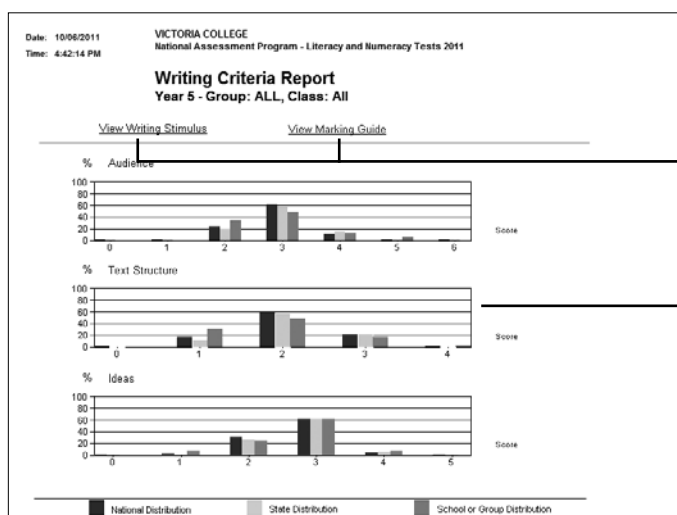
Student writing was assessed against the following ten criteria:

Criterion	Description	Score range
Audience	The writer’s capacity to orient, engage and persuade the reader	0 – 6
Text structure	The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure	0 – 4
Ideas	The selection, relevance and elaboration of ideas for a persuasive argument	0 – 5
Persuasive devices	The use of a range of persuasive devices to enhance the writer’s position and persuade the reader	0 – 4
Vocabulary	The range and precision of contextually appropriate language choices	0 – 5
Cohesion	The control of multiple threads and relationships across the text, achieved through the use of referring words, ellipses, text connections, substitutions and word associations	0 – 4
Paragraphing	The segmenting of text into paragraphs that assists the reader to follow the line of argument	0 – 3*
Sentence structure	The production of grammatically correct, structurally sound and meaningful sentences	0 – 6
Punctuation	The use of correct and appropriate punctuation to aid the reading of the text	0 – 5
Spelling	The accuracy of spelling and the difficulty of the words used	0 – 6

*Note: The maximum score for Paragraphing has increased from 2 in the narrative guide, to 3 for the persuasive genre.

Links are provided at the top of the report to both the 2011 Writing Stimulus and the 2011 Marking Guide.

Example of Writing Criteria Report



Click on the links to view the 2011 Writing Stimulus and Marking Guide.

The graphs show the frequency of results for each score.

Item Analysis Report

The Item Analysis Report provides summary information about items in Reading, Spelling, Grammar and Punctuation, and Numeracy. All reports are available by item order or by difficulty order. In addition, Numeracy tests can be run by dimension order. For Years 7 and 9, the Numeracy reports are available either for the calculator and non-calculator tests separately, or as a combined report.

This report provides item distractor analysis information, including the percentage correct for each question for the national, state and school cohorts, and a description of the skill assessed for each item. For multiple choice questions, the percentage for each item response is also given.

A link is provided from each Item Number (in column 1) to the test item in the relevant NAPLAN 2011 test paper.

A link is provided near the top of the report to a document that provides summary information about this test.

Example of Item Analysis Report

Date: 10/06/2011 Time: 4:54:49 PM		VICTORIA COLLEGE National Assessment Program - Literacy and Numeracy Tests 2011								
Student Response Report Numeracy Calculator - Item Order Year 7 - Group: ALL, Class: All										
View Test Summary Document										
Item Number	Answer Key	Dimension	% Correct National	% Correct State	% Correct Group	Response	% Response National	% Response State	% Response Group	Skill Assessed
C01	40	MEASUREMENT CHANCE & DATA	95	96	94	0	5	4	6	Interpret data shown in graphical and tabular form
						1	95	96	94	
						M	1	0	0	
C02	D	NUMBER	94	95	100	A	3	3	0	Identify written form of integers greater than 1000
						B	1	1	0	
						C	2	1	0	
						D	94	95	100	
						M	0	0	0	
C03	B	SPACE	75	76	71	A	2	2	0	Recognise angle of approximately 45 degrees
						B	75	76	71	
						C	23	22	26	
						D	1	0	3	
						M	0	0	0	
C04	B	MEASUREMENT CHANCE & DATA	66	69	55	A	9	9	10	Calculate and interpret mean
						B	66	69	55	
						C	8	8	16	
						D	16	14	16	
						M	1	1	3	
0 = incorrect response 1 = correct response M = missing or invalid response * = Data is not available										
Page: 1 of 7										

Each item number is a link to the test question.

This link displays a summary document for this test.

Student Response Report

This report is a concise summary of each student's performance. It shows the student's total score and items answered correctly. The incorrect item responses are given where possible for Reading, Spelling, Grammar and Punctuation, and Numeracy. For Writing, the student's score for each criterion and the total score is displayed.

The report can be printed for individuals or groups of students. An individual student's report can also be provided to parents if they require further information about their child's results.

All reports are available by item order or by difficulty order. In addition, Numeracy reports are available by dimension order. For Years 7 and 9, the non-calculator and calculator reports are provided separately. A combined report displays only the total correct for each of the two tests and a combined total score.

Example of Student Response Report

Date: 10/06/2011 Time: 4:52:04 PM		VICTORIA COLLEGE National Assessment Program - Literacy and Numeracy Tests 2011																																			
		Student Response Report Reading - Item Order Year 9 - Group: ALL, Class: All																																			
Item Number		01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	Correct
Answer Key		C	A	D	#	#	D	C	B	D	#	B	B	C	A	C	#	B	A	B	#	C	C	A	#	#	D	B	#	D	D	#	D	C	D	#	
Dimension		SP	ST	M	SP	N	M	N	M	N	N	SP	M	M	SP	M	N	ST	ST	SP	M	N	SP	SP	N	ST	SP	M	N	N	N	N	SP	M	M	SP	Correct
STUDENT1, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	24/35
STUDENT2, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	22/35
STUDENT3, TEST		✓	✓	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	21/35
STUDENT4, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	18/35
STUDENT5, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12/35
STUDENT6, TEST		✓	✓	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20/35
STUDENT7, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10/35
STUDENT8, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	22/35
STUDENT9, TEST		A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23/35
STUDENT10, TEST		✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10/35
STUDENT11, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25/35
STUDENT12, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	27/35
STUDENT13, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25/35
STUDENT14, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	28/35
STUDENT15, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	15/35
STUDENT16, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	17/35
STUDENT17, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	26/35

✓ = correct A,B,C,D,E or numbers = Incorrect response (#) = incorrect - cannot represent response (-) = missing or invalid response

(*) = item score NA = Not Applicable

M = Measurement, chance and data N = Number Sp = Space St = Structure

Page: 1 of 4

Shows the total number of correct items for each student.

Note: Letters denote an incorrect response. For example - A, B, C, D and E relate to the first, second, third, fourth or fifth multiple-choice options in a question.

A summary is provided at the end of each report that displays:

- the total percentage of correct responses for each item for the Group and for the State, and
- the Group and State mean, median and standard deviation.

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35		
Total Item Correct	36	36	35	36	31	36	33	31	28	21	31	32	21	26	30	30	22	23	21	20	12	20	15	19	22	14	6	18	10	2	10	11	6	2			
% Correct (Group)	95	95	92	95	82	95	87	82	82	74	55	82	84	55	68	79	79	58	61	55	53	32	53	39	50	58	37	16	47	26	05	26	29	16	05		
% Correct (State)	95	95	87	94	89	96	85	85	89	74	60	74	82	76	70	67	59	62	65	74	52	42	45	38	48	56	46	32	42	36	13	23	33	16	9		
Number of students assessed in group	38																																				
Median Score Group	20.8				Mean Score Group												20.4				Standard Deviation Group										5.0						
Median Score State	21				Mean Score State												21.1				Standard Deviation State										5.6						
See Reporting Guide for definitions of mean, median and standard deviation																																					
✓ = correct A,B,C,D,E or numbers = Incorrect response (#) = incorrect - cannot represent response (-) = missing or invalid response																																					
(^) = item score NA = Not Applicable																																					
M = Measurement, chance and data N = Number Sp = Space St = Structure																																					
Page: 4 of 4																																					

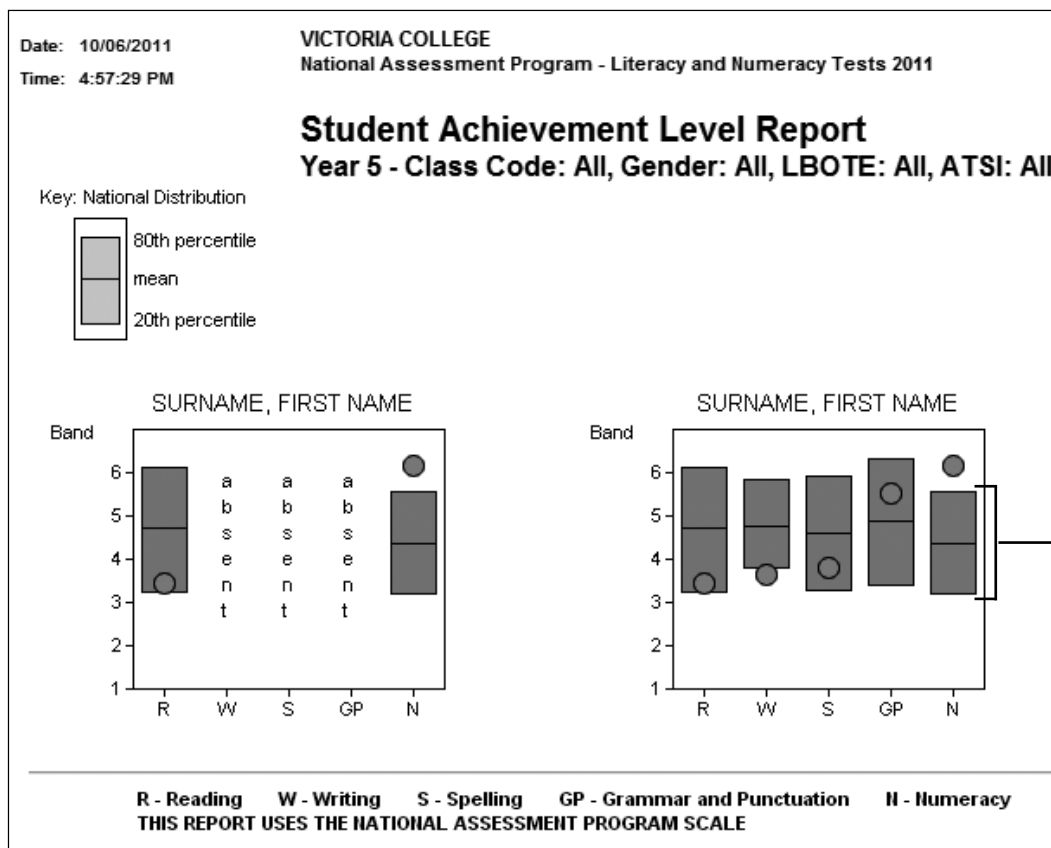
Student Achievement Level Report

The Student Achievement Level Report provides individual student results for each test outcome where a result is available. The reports can be accessed as either the National Assessment Program scale (national band results) or the Victorian Essential Learning Standards Scale. Schools are able to access either report as and when required.

These reports show the performance of individual students in the school in each area assessed. This report can be printed for all students in a group or for an individual student.

Student Achievement Level Report on NAPLAN scale - graphic format

This report reflects the information contained in the Parent Report. It displays the student's Achievement Score for each assessment area in relation to the national mean and the middle 60% of national results. The graphic is displayed against the National Assessment Program scale. The dots indicate the student's results for each assessment area.



Student Achievement Level Report on NAPLAN scale - tabular format

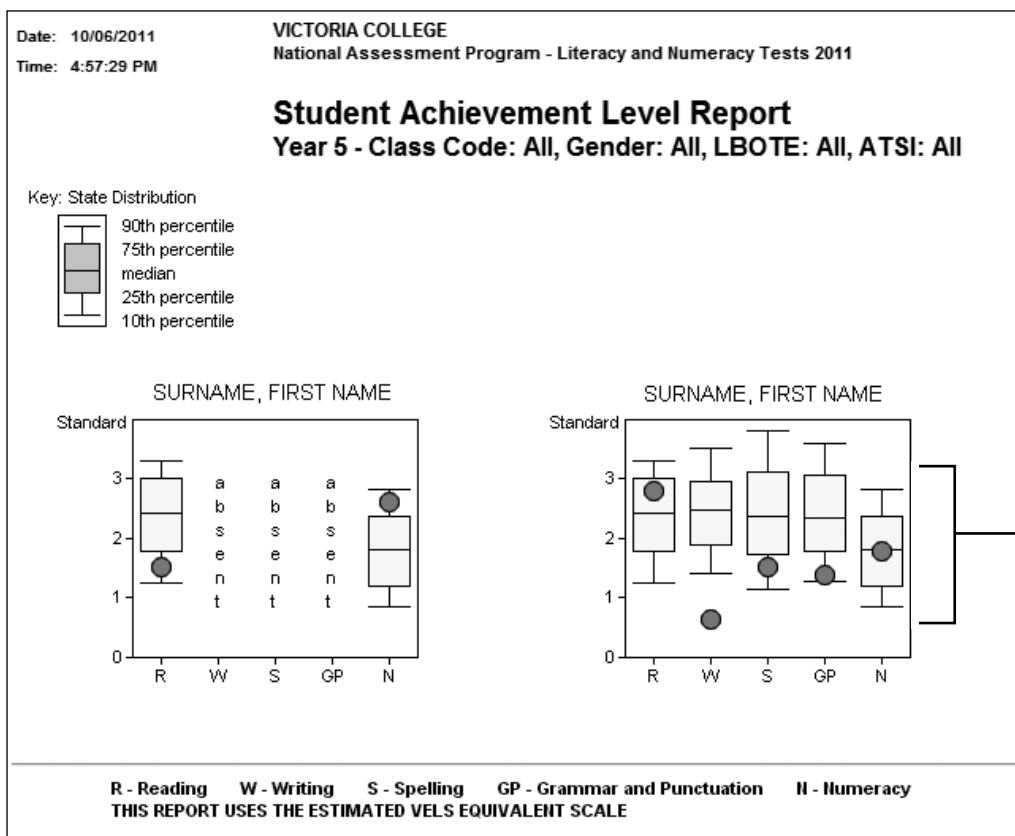
The tabular form of this report gives the Scaled Score outcome for each student in the group, and for each test for which a result is available.

Date: 10/06/2011 Time: 4:57:29 PM		VICTORIA COLLEGE National Assessment Program - Literacy and Numeracy Tests 2011			
Student Achievement Level Report Year 5 - Class Code: All, Gender: All, LBOTE: All, ATSI: All					
Student Name	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
SURNAME, FIRST NAME	464	*	*	*	406
SURNAME, FIRST NAME	346	355	364	454	487
SURNAME, FIRST NAME	524	310	436	454	406
SURNAME, FIRST NAME	398	465	514	512	406
(*) Student absent for the outcome.					
THIS TABLE DISPLAYS SCALED SCORES					Page: 1 of 1

Reports student achievement in scaled scores.

Student Achievement Level Report on Estimated VELS Equivalent scale - graphic format

This report displays students' Estimated VELS Equivalent Achievement Scores for each assessment area in relation to the state distribution of results for that year level. The dots indicate the student's results for each assessment area. Due to the change in genre in 2011, Writing is no longer reported on the Estimated VELS equivalent scale.



The graphs show the state distribution of results for the year level.

Student Achievement Level Report on Estimated VELS Equivalent scale - tabular format

The tabular form of this report gives an Estimated VELS Equivalent outcome for each student in the group, and for each test for which a result is available. Due to the change in genre in 2011, Writing is no longer reported on the Estimated VELS equivalent scale.

Date: 10/06/2011		VICTORIA COLLEGE			
Time: 4:57:29 PM		National Assessment Program - Literacy and Numeracy Tests 2011			
Student Achievement Level Report					
Year 5 - Class Code: All, Gender: All, LBOTE: All, ATSI: All					
Student Name	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
SURNAME, FIRST NAME	1.5	*	*	*	2.6
SURNAME, FIRST NAME	2.8	0.6	1.5	1.4	1.8
SURNAME, FIRST NAME	3.2	1.0	2.6	2.6	1.8
SURNAME, FIRST NAME	2.1	2.9	3.7	3.3	1.8
(*) Student absent for the outcome.					
THIS REPORT USES THE ESTIMATED VELS EQUIVALENT SCALE					Page: 1 of 1

Reports an 'estimated' score on the VELS scale.

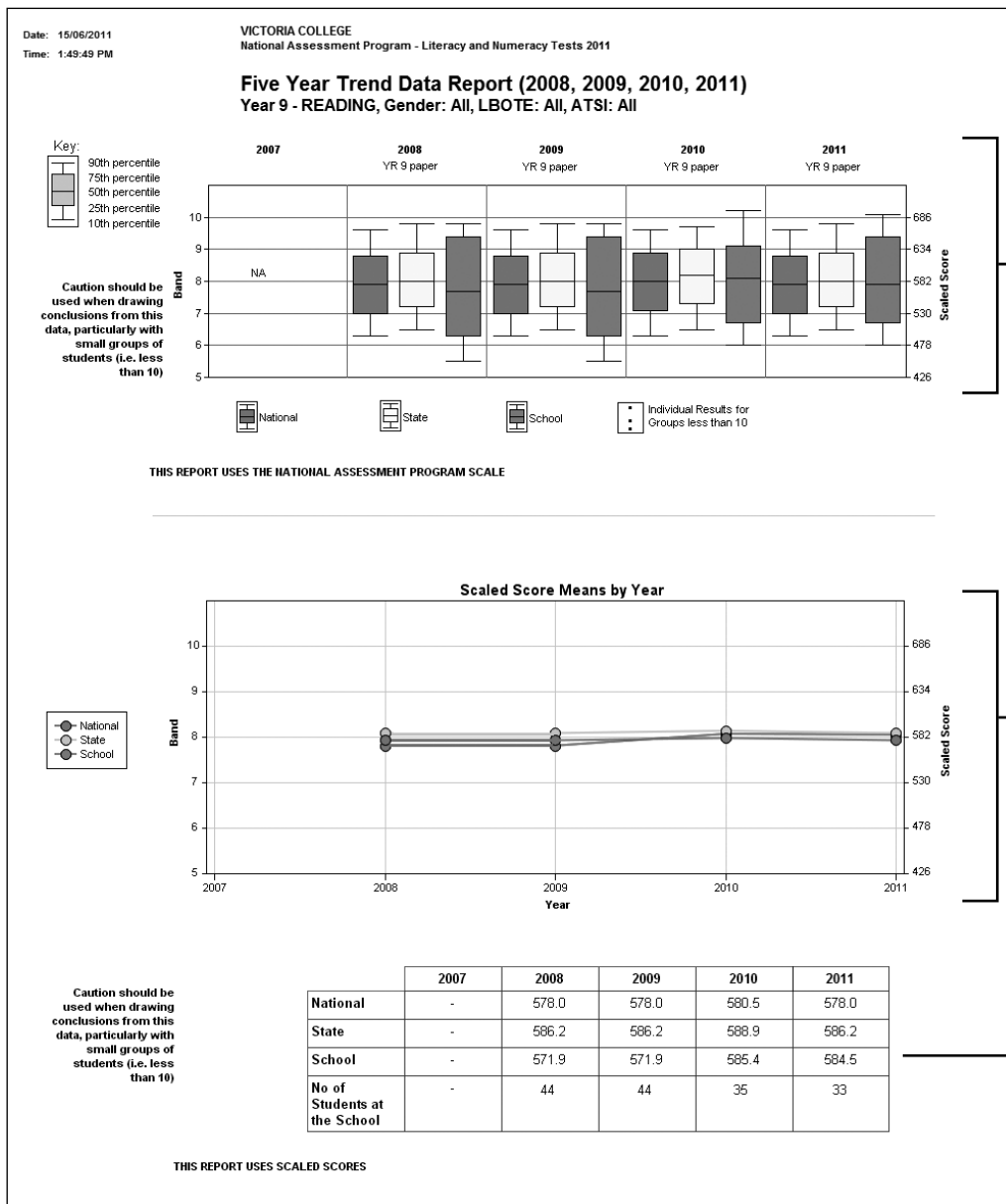
Five Year Trend Report

This report provides trend data on groups of students who have completed the NAPLAN tests. In 2011, the Five Year Trend Report will provide data for only four years. The report will be extended over time so that by 2012 it will contain a complete five year data set.

The report shows summary results in the form of box-and-whisker graphs for students in Years 3, 5, 7 and 9 in the areas of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. Results are given for the national, state and school groups. The report can be run for the whole group (All), or by Gender, LBOTE or ATSI status.

In addition, a line graph is provided showing the national, state and school mean scaled scores plotted over time.

This report is available only on the National Assessment Program scale.



These graphs show the national, state and school distribution of results for the selected outcome for each year of NAPLAN.

This graph plots the mean of the selected outcome for the national, state and school group for each year of NAPLAN.

This table displays the means as a scaled score and includes a count of students in the school group.

School Comparison Report

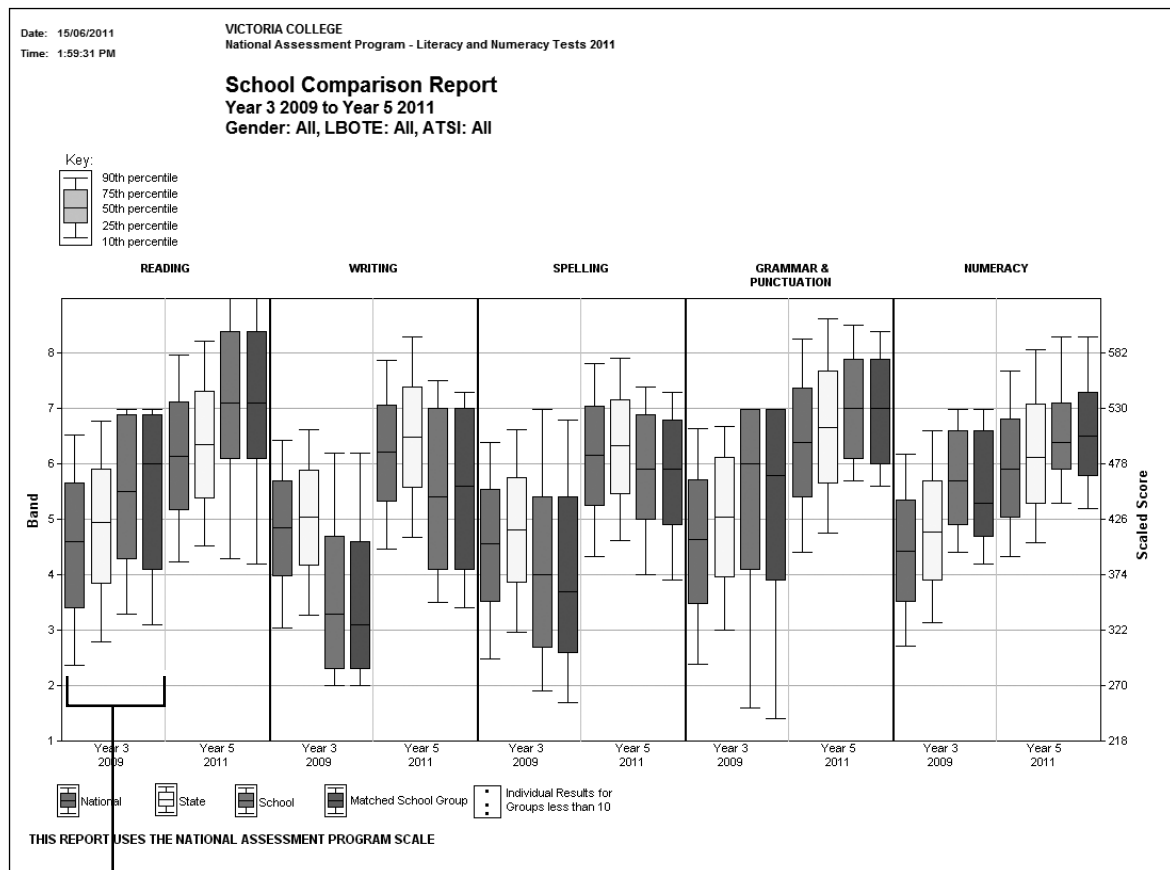
This report provides data on groups of students who completed Year 5 or Year 9 tests and reports on Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

This report shows the growth between 2009 and 2011 results for students who undertook the Year 3 or Year 7 tests in 2009 and the Year 5 or Year 9 tests in 2011. The report shows data at the national and state levels, as well as that for

- the *school group* (all students in the school at the time of testing)
- the *matched school group* (only students who were present at the school for both the 2009 and the 2011 tests)

These data are longitudinal in nature and are useful for comparing the change in performance of the same groups of students between 2009 and 2011 (e.g. how the performance of Year 3 students in 2009 compares to their performance now they are in Year 5 in 2011). Alternatively, these data are useful for investigating the rate of progress of a group of students over time, relative to other students in the nation and state.

Example of Year 5 School Matched Group Comparison Report:



For each set of results:

- The first (blue) graph shows the distribution of results for all students in the nation in a relevant year.
- The second (yellow) graph shows the distribution of results for all students in the state in a relevant year.
- The third (red) graph shows the distribution of results for all students who completed the test at the school in a relevant year.
- The fourth (green) graph shows the distribution of results for those students who completed the test in both 2009 and 2011.

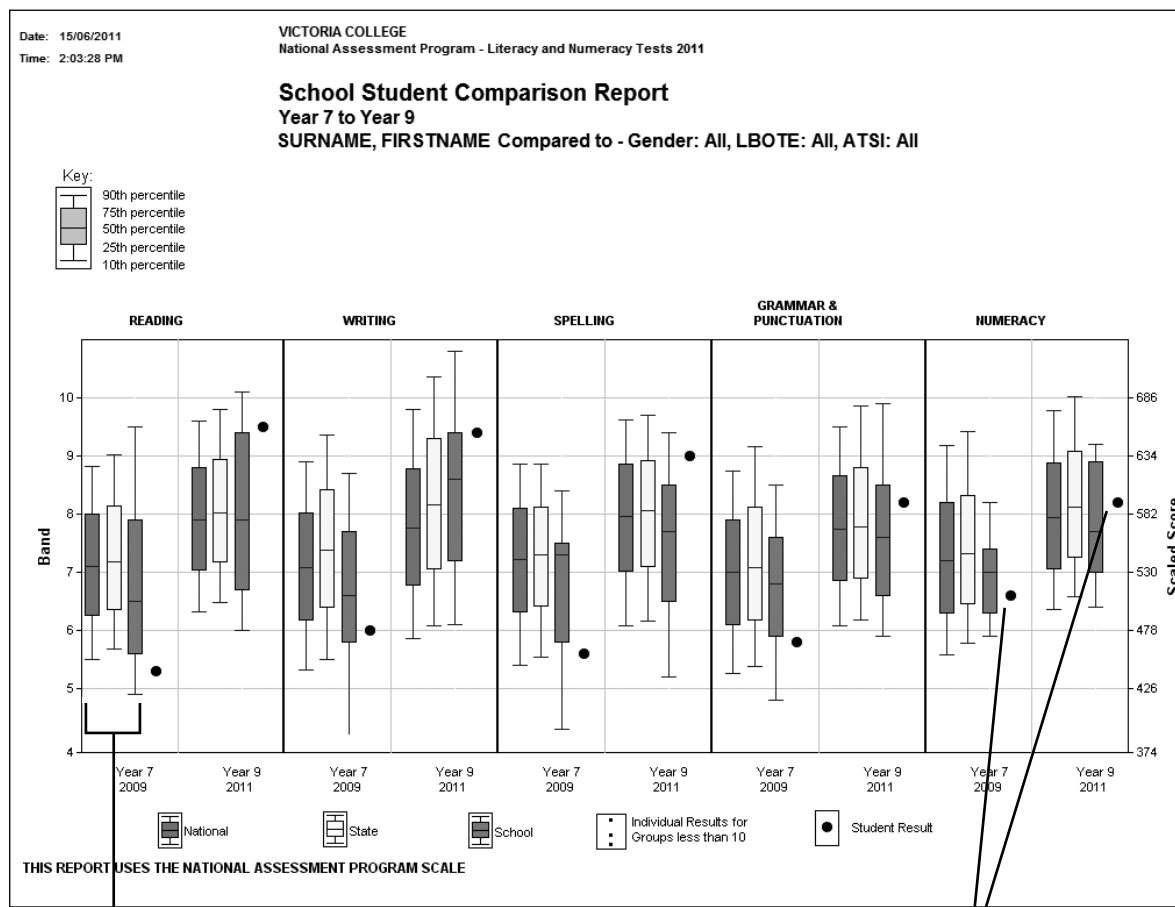
School-Student Comparison Report

This report provides data on individual students who completed Year 5 or Year 9 tests and reports on Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

This report shows the different achievement levels for an individual student in 2009 and 2011, with respect to the corresponding national, state and school data for those years. The school data provided represents the complete school group (all students at the school at the time of testing).

These data are useful for determining the change in a student's performance between 2009 and 2011 (e.g. how the student's Year 7 performance in 2009 compares to their performance in Year 9 in 2011). These data are also useful for determining a student's rate of progress over time relative to other students in the national, state or school groups.

Example of Year 9 School-Student Comparison Report:



For each set of results:

- The first (blue) graph shows the distribution of results for all students in the nation in a relevant year.
- The second (yellow) graph shows the distribution of results for all students in the state in a relevant year.
- The third (red) graph shows the distribution of results for all students who completed the test at the school in a relevant year.

These dots show the result for the nominated student for the tests in Year 7 and Year 9 respectively.

Student Comparison Report

Please note: Some students may not appear listed in this report. This report will only list student results that the system has been able to match from two previous years.

This report provides data on individual students and groups of students who completed Year 5 or Year 9 tests and reports on Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

This report tabulates the scaled scores of individual students when they undertook the Year 3 or Year 7 tests in 2009 compared to their performance when they undertook the Year 5 or Year 9 tests in 2011. The report primarily lists the change between 2009 and 2011 for selected groups of students but also shows the average change for the national, state and for the school. Students who did not attend the current school in 2009 are denoted by an asterisk (*).

These data are longitudinal in nature and are useful for identifying groups of students that have made either little, or significant, progress between 2009 and 2011. In so doing, the school may develop both intervention programs to assist those students who are making little progress and extension programs for those students who are making significant progress.

Example of Year 5 Student Comparison Report:

Date: 15/06/2011 Time: 2:27:28 PM		VICTORIA COLLEGE National Assessment Program - Literacy and Numeracy Tests 2011													
Student Comparison Report Year 3 2009 to Year 5 2011 Gender: All, LBOTE: All, ATSI: All, Class: All Order by Student Name (A-Z)															
NOTE: This report only lists students for whom there are matched details from the previous test period.															
	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
	2009	2011	Diff	2009	2011	Diff	2009	2011	Diff	2009	2011	Diff	2009	2011	Diff
National Mean	400	484	84	414	487	73	400	484	84	403	496	93	397	476	79
State Mean	420	497	77	426	503	77	415	493	78	428	514	86	418	491	73
School Mean (Complete School)	453	527	74	360	448	88	382	466	84	455	530	75	463	505	42
N of Students (Complete School)	29	33		29	33		29	33		29	33		29	30	
Matched Cohort Mean	455	529	74	358	450	92	373	464	91	439	524	85	454	506	52
N of Students (Matched Cohort)	29			29			29			29			26		
Matched Cohort %	88%			88%			88%			88%			87%		
	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
	2009	2011	Diff	2009	2011	Diff	2009	2011	Diff	2009	2011	Diff	2009	2011	Diff
STUDENT1, TEST	371	551	180	269	495	226	333	386	53	236	485	249	410	348	-62
STUDENT2, TEST	379	536	157	269	371	102	321	431	110	236	468	232	420	508	88
STUDENT3, TEST	506	608	102	495	568	73	504	530	26	544	522	-22	N/A	N/A	N/A
STUDENT4, TEST	527	536	9	419	465	46	444	355	-89	485	522	37	523	517	-6
STUDENT5, TEST	406	608	202	256	403	147	308	451	143	463	624	161	431	555	124
STUDENT6, TEST	337	536	199	282	524	242	321	478	157	308	522	214	431	605	174
STUDENT7, TEST	274	354	80	282	296	14	242	410	168	407	522	115	523	456	-67
STUDENT8, TEST	274	551	277	310	495	185	242	441	199	256	522	266	443	456	13
STUDENT9, TEST	553	567	14	282	403	121	456	518	62	544	592	48	N/A	N/A	N/A
STUDENT10, TEST*	527	411	-116	340	539	199	405	386	-19	512	468	-44	484	526	42
STUDENT11, TEST*	371	477	106	324	495	171	308	543	235	512	451	-61	351	456	105
STUDENT12, TEST	448	383	-65	355	269	-86	367	469	82	374	485	111	N/A	438	N/A
STUDENT13, TEST	N/A	586	N/A	480	553	73	456	573	117	463	566	103	N/A	499	N/A
STUDENT14, TEST	527	523	-4	282	465	183	293	469	176	390	468	78	551	508	-43
STUDENT15, TEST	371	551	180	269	495	226	333	386	53	236	485	249	410	348	-62
STUDENT16, TEST	527	467	-60	296	419	123	308	478	170	443	503	60	390	545	155
STUDENT17, TEST*	591	608	17	371	539	168	612	518	-94	677	543	-134	523	591	68
STUDENT18, TEST	461	488	27	256	403	147	293	497	204	544	468	-76	380	482	102
STUDENT19, TEST	362	675	313	340	611	271	308	478	170	357	566	209	410	605	195
STUDENT20, TEST	N/A	608	N/A	296	465	169	379	497	118	357	592	235	N/A	499	N/A

This table shows the 2009 and 2011 mean scaled scores for national, state, complete school and matched school groups.

This table shows the scaled score results for students who completed the 2011 test and for whom there are matched details from tests completed in 2009.

Section 3: Interpretation of Results

All reports in the NAPLAN Data Service referring to AIM results (2003 to 2007) are provided using the Victorian Essential Learning Standards (VELS) scale.

NAPLAN results for 2008, 2009, 2010 and 2011 are based on the scaled scores which form the numeric continuum from which the ten national reporting bands are derived. (See page 1 for further information on scaled scores and national reporting bands.) Reports showing national, state, school or subgroup distributions are generally presented as box-and-whisker graphs and referenced to the national reporting bands. The underlying summary statistics which generate these graphs are displayed, where appropriate, as scaled scores.

Scaled scores can be directly compared across time within any given assessment area. However, comparison of scaled scores across different assessment areas is not meaningful and is not recommended.

Wherever possible and applicable, results have also been converted to an Estimated VELS Equivalent score, so schools can access the reports using either scale. It should be remembered that an Estimated VELS Equivalent score will provide a general guide only to the approximate position of a national outcome on the VELS continuum. Due to the change in genre, Writing is no longer available on the VELS scale from 2011.

The national data used in the NAPLAN Data Service has been drawn from a large, scientifically constructed sample of results from across Australia. Graphs and tables for State data use results from the full Victorian testing cohorts of over 61,000 students at each of Years 3, 5, 7 and 9, spread across approximately 2,300 primary and secondary schools.

Making Comparisons

A number of factors should be taken into account when making comparisons using school, subgroup or individual student data. In particular, schools should consider:

- the size of the group
- the size of the difference between groups.

School and Subgroup Comparisons

Group level achievement data is more stable and more reliable when it is based on large groups. In general, the larger the group, the more reliably representative the data will be. For example, the national and state data presented in the Data Service has been based on very large numbers of students and will accurately reflect general achievement across Australia and Victoria respectively. With the exception of very small schools, school level data is also generally reliable, and meaningful comparisons may be made between the school performances and those of the state or the nation.

For schools with very small student numbers, care must be taken when making such comparisons as the difference may simply reflect the normal variation that occurs whenever student performance is measured. Similarly, in drawing conclusions about subgroup or class differences, consideration must be given to the size of the group. Group level results for a group with fewer than ten students cannot be used to provide accurate or meaningful comparisons.

In 2011, the data for the first four years of a Five Year Trend Data Report has been supplied, allowing schools to compare results for 2008, 2009, 2010 and 2011. This report will be progressively extended, so that by 2012 it will contain a complete five year data set.

As with school or subgroup comparisons made within a testing year, the validity of comparisons made over time will depend on both the size of the group and the size of the observed differences between groups.

If observed differences between groups are large, schools can be confident that they reflect a true disparity. Small differences may occur just by chance, especially when the groups are relatively small. Even for large groups, very small differences are unlikely to be of great practical significance, unless they form a consistent pattern over time.

Individual Comparisons and Improvement

NAPLAN consists of a number of single point in time tests designed to complement and confirm other classroom assessments, and should generally provide a very good indication of student ability at an individual level. However, occasional anomalies will occur, and if the test results for an individual student vary considerably from teacher expectations, teachers are encouraged to investigate the performance more closely. It is possible, for example, that the student was unwell on the day of the test and did not perform to the best of his or her ability.

For students in Year 5 or Year 9 in 2011, it is now possible to compare current NAPLAN results with those from Year 3 or Year 7 in 2009. This may be done either

- by directly comparing a selected student's 2009 and 2011 scaled score result for Reading, Writing, Spelling, Grammar and Punctuation, or Numeracy, and noting the degree of improvement (Student Comparison Report), or
- by looking at the selected student's result in any of these areas with respect to state and school achievement, and noting any shift in relative performance over time (School-Student Comparison Report).

In either instance, it should be remembered that individual results are subject to a greater degree of variation than those for larger groups of students, and that, as noted above, anomalies at the individual level will occasionally occur.

Section 4: Parent Reports

Parent Reports are provided for each student who undertook the Years 3, 5, 7 and 9 tests and report on Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

The format of the Parent Reports is the same for all States and Territories and has been set nationally for reporting student achievement results to parents for NAPLAN in 2011.

Each Parent Report will include:

- student and school details
- information about the NAPLAN tests
- a 'How to read the student report' section
- a pictorial example
- individual student's achievement results for Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy on the National Assessment Program scale
- an indicator for each assessment area that shows the national average and the middle 60% of national results
- a written description for each assessment area identifying the types of skills assessed
- a 'Summary of Skills and Understandings Assessed' table describing what students are likely to demonstrate in each of the bands.

Sample page 1 of the Parent Report

This report shows the results for

The National Assessment Program — Literacy and Numeracy

In May 2011, national literacy and numeracy assessments were administered to students in Years 3, 5, 7 and 9 throughout Australia.

This report shows your child's achievement in those assessments.

The information contained in this report should be considered together with school-based assessments and reports.

Literacy Assessment

The literacy assessment tasks measured student achievement in reading, persuasive 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.

Persuasive 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 two numeracy assessment tasks measured student achievement across number; algebra, function and pattern; measurement, chance and data; and space. 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.

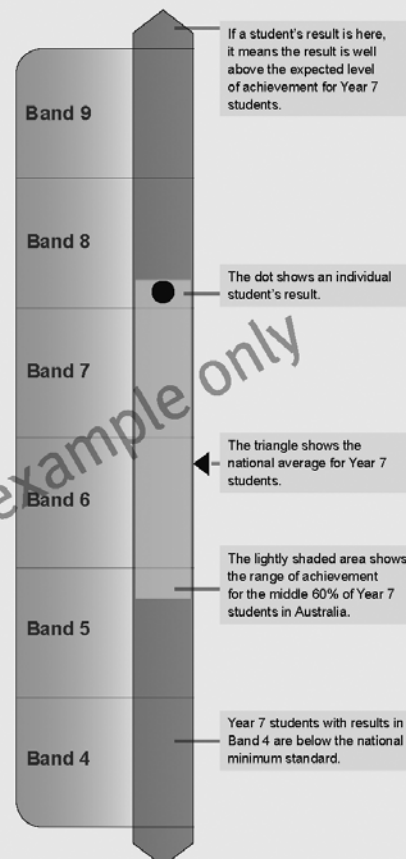
Results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

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.

Your child's results are shown on the inside pages of this report.

Year 7



NAPLAN Data Service Reports

The NAPLAN Data Service Reports can be used to supplement information in the Parent Reports. Teachers are advised to become familiar with the content of the reports so they can answer parents' questions about particular aspects of their children's results.

Confidentiality of Results

When discussing National Test reports with parents, teachers should point out that the information about each child is confidential to the child's parents, the teacher and the school.

Distribution of Parent Reports

It is important that teachers be fully informed of the detailed results of each student and of the results for their class as a whole, and that parents have the opportunity to discuss the results with the school.

The results sent to the school provide detailed information about the achievement of each student.

This information can be used to place the Parent Reports in a wider context that enables strategies and suggestions for learning improvement to be discussed with parents.

Parental interest in NAPLAN results is very high and it is essential that Parent Reports are delivered as soon as possible after their arrival at the school. Parent Reports are confidential documents that contain personal information about each student and, given the need for confidentiality, the VCAA asks all schools to consider a direct mail out to parents or to issue the reports directly, through, for example, an information night or by collection from the school by parents.

Schools should retain evidence of distribution of reports to parents at the school, for example, a letter addressed to parents or notification in the school newsletter, and schools are strongly advised to make a copy of each report and retain it at the school.

Replacement of Parent Reports

The VCAA provides only one set of Parent Reports to the school for distribution. Schools may photocopy the printed report sent to the school or access a similar report through the NAPLAN Data Service (see the Student Achievement Level Report on page 20).

Parent Reports which carry an incorrect name as a result of incorrect information provided by the school may be replaced on request.

Queries about Parent Reports

Parents who contact the VCAA with queries about their child's report will, in most circumstances, be referred to the school. If the school has queries about results for particular students, it should contact the NAPLAN Helpdesk on freecall 1800 648 637 or email: vcaa.naplan.help@edumail.vic.gov.au

Appendix 1: NAPLAN 2011 Question Details

The following tables present for each question a short description of the question, the correct answer and the curriculum area assessed as well as a description of the skill assessed. Letters denoting a correct response (A, B, C, D, E) relate to the first, second, third, fourth and fifth options in multiple-choice questions.

Year 3 Reading

Question	Text title	Curriculum area	Skill assessed
1	Turtle frogs	Reading	Locates directly stated information in a short information text.
2	Turtle frogs	Reading	Locates directly stated information in a short information text.
3	Turtle frogs	Reading	Locates directly stated information in a short information text.
4	Turtle frogs	Reading	Connects information across sentences in a short information text.
5	Turtle frogs	Reading	Makes a simple inference from a short information text.
6	Turtle frogs	Reading	Identifies the purpose of an illustration in a short information text.
7	Choosing a classroom pet	Reading	Identifies one reason for an opinion in a simple opinion text.
8	Choosing a classroom pet	Reading	Matches a speaker with a statement in a simple opinion text.
9	Choosing a classroom pet	Reading	Locates directly stated information in a simple opinion text.
10	Choosing a classroom pet	Reading	Identifies the purpose of a speaker's response in a simple opinion text.
11	Choosing a classroom pet	Reading	Identifies the role of a speaker in a simple opinion text.
12	How to play SPUD	Reading	Retrieves directly stated information in a procedural text.
13	How to play SPUD	Reading	Makes an inference from a procedural text.
14	How to play SPUD	Reading	Makes a link across adjacent sentences to locate information in a procedural text.
15	How to play SPUD	Reading	Applies new information to change a given outcome in a procedural text.
16	How to play SPUD	Reading	Matches a rule to a photograph in a procedural text.
17	How to play SPUD	Reading	Categorises extra information into a section of a procedural text.

Question	Text title	Curriculum area	Skill assessed
18	Rosie the musician	Reading	Uses letter writing conventions to identify the author of a note in a narrative text.
19	Rosie the musician	Reading	Identifies the intended effect of a device in a narrative text.
20	Rosie the musician	Reading	Identifies the purpose of a meeting in a narrative text.
21	Rosie the musician	Reading	Identifies a character's attitude from a narrative text.
22	Rosie the musician	Reading	Identifies the reason for a character's comment in a narrative text.
23	Rosie the musician	Reading	Recognises the personality of the main character in a narrative text.
24	Young adventurer 2009	Reading	Makes a simple inference from a short article.
25	Young adventurer 2009	Reading	Identifies the main topic of a paragraph in a short article.
26	Young adventurer 2009	Reading	Makes a synonymous match in a short article.
27	Young adventurer 2009	Reading	Identifies the intended reader's response to a short article.
28	Young adventurer 2009	Reading	Identifies the text structure of a short article.
29	Young adventurer 2009	Reading	Identifies values in a short article.
30	Young adventurer 2009	Reading	Identifies values in a short article.
31	Down by the river	Reading	Uses knowledge of text type to identify an alternative title for a narrative text.
32	Down by the river	Reading	Uses background knowledge to interpret a metaphor in a narrative text.
33	Down by the river	Reading	Locates information by making links across a sentence in a narrative text.
34	Down by the river	Reading	Identifies the structural purpose of sentence fragments in a narrative text.
35	Down by the river	Reading	Identifies a value that underpins a narrative text.
36	Down by the river	Reading	Identifies a first person narrator in a narrative text.

Year 5 Reading

Question	Text title	Curriculum area	Skill assessed
1	From pop band to movie star	Reading	Locates directly stated information in a short biographical text.
2	From pop band to movie star	Reading	Identifies the intended reader's response to a short biographical text.
3	From pop band to movie star	Reading	Makes a simple inference from a sentence in a short biographical text.
4	From pop band to movie star	Reading	Identifies the purpose of including specified information in a short biographical text.
5	From pop band to movie star	Reading	Identifies a person's attitude to a specified subject from a short biographical text.
6	From pop band to movie star	Reading	Identifies the purpose of a dash in a sentence in a short biographical text.
7	How to play SPUD	Reading	Retrieves directly stated information in a procedural text.
8	How to play SPUD	Reading	Makes an inference from a procedural text.
9	How to play SPUD	Reading	Makes a link across adjacent sentences to locate information in a procedural text.
10	How to play SPUD	Reading	Applies new information to change a given outcome in a procedural text.
11	How to play SPUD	Reading	Matches a rule to a photograph in a procedural text.
12	How to play SPUD	Reading	Categorises extra information into a section of a procedural text.
13	Young adventurer 2009	Reading	Makes a simple inference from a short article.
14	Young adventurer 2009	Reading	Identifies the main topic of a paragraph in a short article.
15	Young adventurer 2009	Reading	Makes a synonymous match in a short article.
16	Young adventurer 2009	Reading	Identifies the intended reader's response to a short article.
17	Young adventurer 2009	Reading	Identifies the text structure of a short article.
18	Young adventurer 2009	Reading	Identifies values in a short article.
19	Young adventurer 2009	Reading	Identifies values in a short article.
20	The diver	Reading	Interprets the imagery in a poem.

Question	Text title	Curriculum area	Skill assessed
21	The diver	Reading	Interprets contrasting imagery in a poem.
22	The diver	Reading	Correctly identifies the object being referenced in a poem.
23	The diver	Reading	Interprets the feelings of the narrator in a poem.
24	The diver	Reading	Interprets a metaphor underlying a poem.
25	The outsider	Reading	Interprets the behaviour of a character in a narrative text.
26	The outsider	Reading	Interprets the personality of a character in a narrative text.
27	The outsider	Reading	Identifies the effect of a short phrase in a narrative text.
28	The outsider	Reading	Interprets the thoughts of a character in a narrative text.
29	The outsider	Reading	Interprets language used to construct character relationships in a narrative text.
30	I'm a walking advertisement	Reading	Identifies the main issue in an argument.
31	I'm a walking advertisement	Reading	Recognises the meaning implied by the tone of a sentence in an argument.
32	I'm a walking advertisement	Reading	Identifies an appeal to an audience in an argument.
33	I'm a walking advertisement	Reading	Identifies the effect of using quotation marks for a particular purpose in an argument.
34	I'm a walking advertisement	Reading	Compares supporting evidence to find a common element in an argument text.
35	I'm a walking advertisement	Reading	Identifies the tone of an argument.
36	I'm a walking advertisement	Reading	Connects the conclusion to the meaning of an argument.

Year 7 Reading

Question	Text title	Curriculum area	Skill assessed
1	Book Aid International	Reading	Identifies a strategy used to encourage reader participation in a persuasive poster.
2	Book Aid International	Reading	Identifies the purpose of an instruction in a persuasive poster.
3	Book Aid International	Reading	Makes links across a text to identify directly stated information in a persuasive poster.
4	Book Aid International	Reading	Identifies the specific purpose of an organisation from a persuasive poster.
5	Book Aid International	Reading	Explains the link between the effect on the reader of a section and the overall purpose of a persuasive poster.
6	Book Aid International	Reading	Identifies the intended audience of a persuasive poster.
7	The diver	Reading	Interprets the imagery in a poem.
8	The diver	Reading	Interprets contrasting imagery in a poem.
9	The diver	Reading	Correctly identifies the object being referenced in a poem.
10	The diver	Reading	Interprets the feelings of the narrator in a poem.
11	The diver	Reading	Interprets a metaphor underlying a poem.
12	Blackberries: tasty terror	Reading	Identifies a condition for a classification from an information text.
13	Blackberries: tasty terror	Reading	Infers underlying judgement in an information text.
14	Blackberries: tasty terror	Reading	Identifies the purpose of a list in an information text.
15	Blackberries: tasty terror	Reading	Identifies the main difference between two simple processes in an information text.
16	Blackberries: tasty terror	Reading	Identifies the structural difference on a paragraph compared with the text of an information text.
17	Blackberries: tasty terror	Reading	Identifies a sentence that is not illustrated in a diagram in an information text.
18	The outsider	Reading	Interprets the behaviour of a character in a narrative text.
19	The outsider	Reading	Interprets the personality of a character in a narrative text.
20	The outsider	Reading	Identifies the effect of a short phrase in a narrative text.
21	The outsider	Reading	Interprets the thoughts of a character in a narrative text.
22	The outsider	Reading	Interprets language used to construct character relationships in a narrative text.
23	The first day	Reading	Interprets the reason for an event from context in a narrative text.

Question	Text title	Curriculum area	Skill assessed
24	The first day	Reading	Identifies the meaning of an idiomatic phrase from its context in a narrative text.
25	The first day	Reading	Infers a character's motive in a narrative text.
26	The first day	Reading	Identifies a character's conflicting feelings in a narrative text.
27	The first day	Reading	Interprets the reason for a character's behaviour in a narrative text.
28	The first day	Reading	Identifies the use of a literary technique to develop a character in a narrative text.
29	Comets	Reading	Interprets a specific piece of information in an information text.
30	Comets	Reading	Identifies the specific purpose of quotation marks in an information text.
31	Comets	Reading	Explains a cause and effect in an scientific information text.
32	Comets	Reading	Interprets a specific piece of information in an information text.
33	Comets	Reading	Identifies the purpose of a visual representation of information in an information text.
34	Comets	Reading	Identifies the intended purpose of a paragraph in an information text.
35	Comets	Reading	Identifies assumed knowledge required to understand in an information text.
36	Salinity	Reading	Locates information in an information text.
37	Salinity	Reading	Recognises the implications of a sentence in order to understand its meaning in an information text.
38	Salinity	Reading	Recognises the implied argument in an information text.
39	Salinity	Reading	Recognises the effect of an example in an information text.
40	Salinity	Reading	Identifies the implied argument in a particular section of an information text.
41	Salinity	Reading	Identifies the purpose of a visual representation of information in an information text.
42	Salinity	Reading	Locates a specific piece of information within an information text.
43	Salinity	Reading	Identifies the intended audience of an information text.
44	Avatar	Reading	Identifies the function of a rhetorical structure within one or two paired reviews.
45	Avatar	Reading	Interprets a phrase in one of two paired reviews.
46	Avatar	Reading	Identifies the argument given towards a topic in one or two paired reviews.
47	Avatar	Reading	Contrasts opinions to identify differences between two paired reviews.
48	Avatar	Reading	Compares opinions to identify a similarity between two paired reviews.

Year 9 Reading

Question	Text title	Curriculum area	Skill assessed
1	Marathon man to trade Kununurra for Big Apple	Reading	Locates directly stated information in the first sentence of a newspaper article.
2	Marathon man to trade Kununurra for Big Apple	Reading	Identifies the purpose of emotive language to build the reader's appreciation in a newspaper article.
3	Marathon man to trade Kununurra for Big Apple	Reading	Makes a simple inference from a newspaper article.
4	Marathon man to trade Kununurra for Big Apple	Reading	Identifies a person's attitude to an event in a newspaper article.
5	Marathon man to trade Kununurra for Big Apple	Reading	Identifies a person's attitude from an article.
6	Marathon man to trade Kununurra for Big Apple	Reading	Identifies the background knowledge required to understand the title of a newspaper article.
7	Underwater fireworks	Reading	Makes a synonymous match in an information text.
8	Underwater fireworks	Reading	Infers a reason for an event, in an information text.
9	Underwater fireworks	Reading	Locates information in an information text.
10	Underwater fireworks	Reading	Deduces information in an information text.
11	Underwater fireworks	Reading	Interprets information at the end of an information text.
12	Underwater fireworks	Reading	Identifies the relationship between graphic information and the written text.
13	The first day	Reading	Interprets the reason for an event from context in a narrative text.
14	The first day	Reading	Identifies the meaning of an idiomatic phrase from its context in a narrative text.
15	The first day	Reading	Infers a character's motive in a narrative text.
16	The first day	Reading	Identifies a character's conflicting feelings in a narrative text.
17	The first day	Reading	Interprets the reason for a character's behaviour in a narrative text.
18	The first day	Reading	Identifies the use of a literary technique to develop a character in a narrative text.
19	Salinity	Reading	Locates information in an information text.
20	Salinity	Reading	Recognises the implications of a sentence in order to understand its meaning in an information text.
21	Salinity	Reading	Recognises the implied argument in an information text.
22	Salinity	Reading	Recognises the effect of an example in an information text.
23	Salinity	Reading	Identifies the implied argument in a particular section of an information text.

Question	Text title	Curriculum area	Skill assessed
24	Salinity	Reading	Identifies the purpose of a visual representation of information in an information text.
25	Salinity	Reading	Locates a specific piece of information within an information text.
26	Salinity	Reading	Identifies the intended audience of an information text.
27	Mort's dog Blue	Reading	Interprets a character's role in a narrative text.
28	Mort's dog Blue	Reading	Interprets a character's beliefs in a narrative text.
29	Mort's dog Blue	Reading	Recognises a self-deprecating comment in a narrative text.
30	Mort's dog Blue	Reading	Links ideas across the text in a narrative text.
31	Mort's dog Blue	Reading	Recognises the effect of a literary device in a narrative text.
32	Mort's dog Blue	Reading	Interprets a character's response during a discussion in a narrative text.
33	Where on Earth are you?	Reading	Sequences information inferred in a feature article.
34	Where on Earth are you?	Reading	Identifies the connotation of a figurative phrase in a feature article.
35	Where on Earth are you?	Reading	Categorises activities mentioned in a feature article.
36	Where on Earth are you?	Reading	Specifies purpose of supporting evidence in a feature article.
37	Where on Earth are you?	Reading	Specifies purpose of supporting evidence in a feature article.
38	Where on Earth are you?	Reading	Recognises the premise of an argument in a feature article.
39	The living night	Reading	Identifies an implied reason for a feeling in a narrative text.
40	The living night	Reading	Identifies the reason for a list of species in a narrative text.
41	The living night	Reading	Identifies the meaning of a metaphor in a narrative text.
42	The living night	Reading	Identifies the meaning of a metaphor within a narrative text.
43	The living night	Reading	Specifies purpose of supporting evidence in a narrative text.
44	The living night	Reading	Identifies the presentation of a group of people in a narrative text.
45	Inventing daylight saving	Reading	Infers the social context of a formal argument.
46	Inventing daylight saving	Reading	Identifies and relates two responses to a position in a formal argument.
47	Inventing daylight saving	Reading	Identifies qualifying elements in a statement in a formal argument.
48	Inventing daylight saving	Reading	Explains the main idea of a paragraph in a formal argument.
49	Inventing daylight saving	Reading	Infers a writer's general opinion from a specific instance in a formal argument.
50	Inventing daylight saving	Reading	Identifies the structure of an argument in a formal argument.

Year 3 Language Conventions

Question	Misspelt word	Curriculum area	Skill assessed
1	hoze	Spelling	Correctly spells a short word with a voiced consonant <i>-s</i> .
2	feat	Spelling	Correctly spells a short word with the letter pattern <i>-ee</i> .
3	wun	Spelling	Correctly spells a short word with a short vowel <i>-o</i> .
4	male	Spelling	Correctly spells a short homophone with the letter pattern <i>-ai</i> .
5	mite	Spelling	Correctly spells a short word ending in <i>-ight</i> .
6	lockt	Spelling	Correctly spells a short word with an ending <i>-ed</i> .
7	bilding	Spelling	Correctly spells a two-syllable word with a short vowel <i>-ii</i> .
8	ignord	Spelling	Correctly spells a two-syllable word ending with <i>-ed</i> .
9	choise	Spelling	Correctly spells a short word ending with <i>-ce</i> .
10	sord	Spelling	Correctly spells a short word with a silent letter <i>-w</i> .
11	carefly	Spelling	Correctly spells a three-syllable word ending in <i>-filly</i> .
12	rap	Spelling	Correctly spells a short word with an initial silent letter <i>-w</i> .
13	owt	Spelling	Identifies an error, then correctly spells a short word beginning with <i>-ou</i> .
14	cleer	Spelling	Identifies an error, then correctly spells a short word with the letter pattern <i>-ea</i> .
15	spil	Spelling	Identifies an error, then correctly spells a one-syllable word with a final consonant <i>-ll</i> .
16	brik	Spelling	Identifies an error, then correctly spells a short word ending with <i>-ck</i> .
17	pleeing	Spelling	Identifies an error, then correctly spells a two-syllable word with the letter pattern <i>-ea</i> .
18	nicley	Spelling	Identifies an error, then correctly spells a two-syllable word ending with <i>-ly</i> .
19	benchs	Spelling	Identifies an error, then correctly spells a two-syllable word with the ending <i>-es</i> .
20	huggry	Spelling	Identifies an error, then correctly spells a two-syllable word with a medial consonant <i>-n</i> .
21	chating	Spelling	Identifies an error, then correctly spells a two-syllable word with double letters <i>-tt</i> .
22	colect	Spelling	Identifies an error, then correctly spells a two-syllable word with double letters <i>-ll</i> .
23	gluvs	Spelling	Identifies an error, then correctly spells a short word ending with <i>-ore</i> .
24	fluffyer	Spelling	Identifies an error, then correctly spells a three-syllable word requiring a change to the base word <i>-y to i</i> .
25	comftable	Spelling	Identifies an error, then correctly spells a three-syllable word with the syllable <i>-or</i> .

Question	Short description	Curriculum area	Skill assessed
26	Grammar	G & P	Selects the correct adjective to complete a sentence.
27	Grammar	G & P	Selects the correct determiner to complete a sentence.
28	Grammar	G & P	Identifies a redundant word in a sentence.
29	Grammar	G & P	Selects the correct adjective to complete a sentence.
30	Grammar	G & P	Selects the correct determiner to complete a sentence.
31	Punctuation	G & P	Identifies a correctly located apostrophe.
32	Grammar	G & P	Identifies the correct form of a compound word.
33	Punctuation	G & P	Selects the correct location for a full stop.
34	Grammar	G & P	Identifies the correct verb form to complete a sentence.
35	Grammar	G & P	Selects the correct adverb to complete a sentence.
36	Grammar	G & P	Selects the correct verb and noun in a sentence.
37	Punctuation	G & P	Selects the correct location for a full stop to separate two sentences.
38	Punctuation	G & P	Identifies the correct capitalisation of proper nouns.
39	Punctuation	G & P	Identifies a question.
40	Grammar	G & P	Selects the word referred to by a noun substitute.
41	Grammar	G & P	Selects the correct verb to complete a sentence.
42	Grammar	G & P	Identifies a redundant word in a sentence.
43	Grammar	G & P	Selects the correct verb form to complete a sentence.
44	Punctuation	G & P	Selects the correct use of an exclamation mark.
45	Grammar	G & P	Selects the correct form of the indefinite article.
46	Punctuation	G & P	Selects the correct punctuation of direct speech with a quoting clause.
47	Grammar	G & P	Selects the correct conjunctions to complete a sentence.
48	Grammar	G & P	Identifies a complete sentence.
49	Grammar	G & P	Selects the correct form of the indefinite article.
50	Punctuation	G & P	Identifies the correct use of apostrophes for contractions.

KEY

G & P = Grammar and Punctuation

Year 5 Language Conventions

Question	Misspelt word	Curriculum area	Skill assessed
1	wile	Spelling	Correctly spells a short word starting with <i>-wh</i> .
2	scent	Spelling	Correctly spells a short word with an initial soft consonant <i>-c</i> .
3	bilding	Spelling	Correctly spells a two-syllable word with a short vowel <i>-ii</i> .
4	ignord	Spelling	Correctly spells a two-syllable word ending with <i>-ed</i> .
5	choise	Spelling	Correctly spells a short word ending with <i>-ce</i> .
6	sord	Spelling	Correctly spells a short word with a silent letter <i>-w</i> .
7	curage	Spelling	Correctly spells a two-syllable word with the letter pattern <i>-our</i> .
8	shaw	Spelling	Correctly spells a short word with the letter pattern <i>-ure</i> .
9	admitted	Spelling	Correctly spells a three-syllable word with double letters <i>-tt</i> .
10	identifys	Spelling	Correctly spells a multi-syllable word ending with <i>-ies</i> .
11	polloot	Spelling	Correctly spells a two-syllable word ending with <i>-ute</i> .
12	unusul	Spelling	Correctly spells a complex multi-syllable word ending with <i>-ual</i> .
13	sinceerly	Spelling	Correctly spells a three-syllable word with the letter pattern <i>-ere</i> .
14	pleesing	Spelling	Identifies an error, then correctly spells a two-syllable word with the letter pattern <i>-ea</i> .
15	nicley	Spelling	Identifies an error, then correctly spells a two-syllable word ending with <i>-ly</i> .
16	telascope	Spelling	Identifies an error, then correctly spells a three-syllable word starting with <i>-tele</i> .
17	hopefull	Spelling	Identifies an error, then correctly spells a two-syllable word ending with <i>-ful</i> .
18	drarfting	Spelling	Identifies an error, then correctly spells a two-syllable word with the letter pattern <i>-aft</i> .
19	nursry	Spelling	Identifies an error, then correctly spells a two-syllable word ending with <i>-ery</i> .
20	ment	Spelling	Identifies an error, then correctly spells a short word with the letter pattern <i>-ea</i> .
21	nuckle	Spelling	Identifies an error, then correctly spells a short word with an initial silent letter <i>-k</i> .
22	skwash	Spelling	Identifies an error, then correctly spells a short word starting with <i>-squ</i> .
23	attenshon	Spelling	Identifies an error, then correctly spells a three-syllable word ending with <i>-ion</i> .
24	vallees	Spelling	Identifies an error, then correctly spells a two-syllable word ending with <i>-eys</i> .
25	proteen	Spelling	Identifies an error, then correctly spells a two-syllable word with a difficult letter pattern <i>-ei</i> .

Question	Short description	Curriculum area	Skill assessed
26	Grammar	G & P	Identifies a proper noun in a simple sentence.
27	Grammar	G & P	Selects the correct adjective to complete a sentence.
28	Grammar	G & P	Selects the correct determiner to complete a sentence.
29	Punctuation	G & P	Identifies a correctly located apostrophe.
30	Punctuation	G & P	Identifies additional information requiring brackets.
31	Grammar	G & P	Identifies a redundant word in a sentence.
32	Grammar	G & P	Selects the correct conjunctions to complete a sentence.
33	Grammar	G & P	Selects the correct form of a verb group to complete a sentence.
34	Punctuation	G & P	Identifies a question.
35	Grammar	G & P	Selects the correct verb to complete a sentence.
36	Grammar	G & P	Identifies a redundant word in a sentence.
37	Grammar	G & P	Selects the correct verb form to complete a sentence.
38	Punctuation	G & P	Identifies the correct use of apostrophes for possession.
39	Punctuation	G & P	Selects the correct punctuation for an exclamation.
40	Punctuation	G & P	Selects the correct punctuation of direct speech.
41	Grammar	G & P	Selects a correctly structured sentence.
42	Grammar	G & P	Interprets a verb in a sentence.
43	Punctuation	G & P	Identifies the correct use of a comma to separate place names.
44	Grammar	G & P	Selects the correct pronoun to complete a sentence.
45	Punctuation	G & P	Identifies the correct use of commas in a list.
46	Grammar	G & P	Selects the correct compound verb to complete a sentence.
47	Grammar	G & P	Selects the correct conjunction to complete a sentence.
48	Punctuation	G & P	Identifies correct capitalisation in direct speech, including proper nouns.
49	Grammar	G & P	Identifies a pronoun reference in a sentence.
50	Punctuation	G & P	Identifies the correct use of a comma to separate an introductory element in a sentence.

KEY

G & P = Grammar and Punctuation

Year 7 Language Conventions

Question	Misspelt word	Curriculum area	Skill assessed
1	groan	Spelling	Correctly spells a short word with a long vowel <i>-oa</i> .
2	activity	Spelling	Correctly spells a multi-syllable word ending with <i>-ity</i> .
3	turtles	Spelling	Correctly spells a two-syllable word starting with <i>-tur</i> .
4	blizzard	Spelling	Correctly spells a two-syllable word ending with <i>-ard</i> .
5	attitude	Spelling	Correctly spells a three-syllable word with a double consonant <i>-tt</i> .
6	admitted	Spelling	Correctly spells a three-syllable word with double letters <i>-tt</i> .
7	identifys	Spelling	Correctly spells a multi-syllable word ending with <i>-ies</i> .
8	polloot	Spelling	Correctly spells a two-syllable word ending with <i>-uite</i> .
9	solgers	Spelling	Correctly spells a two-syllable word with a difficult letter pattern <i>-diers</i> .
10	opinuin	Spelling	Correctly spells a three-syllable word ending with <i>-ion</i> .
11	tempory	Spelling	Correctly spells a three-syllable word ending with <i>-ary</i> .
12	cerculated	Spelling	Correctly spells a multi-syllable word beginning with <i>-cir</i> .
13	angrerly	Spelling	Correctly spells a three-syllable word ending with <i>-ily</i> .
14	miniture	Spelling	Correctly spells a three-syllable word with an omitted syllable <i>-r</i> .
15	message	Spelling	Identifies an error, then correctly spells a two-syllable word with a soft consonant <i>-g</i> .
16	rist	Spelling	Identifies an error, then correctly spells a short word with a silent consonant <i>-w</i> .
17	drarfing	Spelling	Identifies an error, then correctly spells a two-syllable word with the letter pattern <i>-aft</i> .
18	nursry	Spelling	Identifies an error, then correctly spells a two-syllable word ending with <i>-ery</i> .
19	ment	Spelling	Identifies an error, then correctly spells a short word with the letter pattern <i>-ea</i> .
20	nuckle	Spelling	Identifies an error, then correctly spells a short word with an initial silent letter <i>-k</i> .
21	scratches	Spelling	Identifies an error, then correctly spells a two-syllable word ending with <i>-es</i> .
22	ineffectave	Spelling	Identifies an error, then correctly spells a multi-syllable word ending with <i>-ive</i> .
23	moysture	Spelling	Identifies an error, then correctly spells a two-syllable word with the letter pattern <i>-oi</i> .
24	forecarst	Spelling	Identifies an error, then correctly spells a two-syllable word ending with <i>-ast</i> .
25	tipically	Spelling	Identifies an error, then correctly spells a three-syllable word with a short vowel <i>-y</i> .
26	senery	Spelling	Identifies an error, then correctly spells a two-syllable word with the soft consonant <i>-sc</i> .
27	surports	Spelling	Identifies an error, then correctly spells a two-syllable word with double letters <i>-pp</i> .
28	emptyness	Spelling	Identifies an error, then correctly spells a three-syllable word with the <i>y</i> changed to <i>i</i> .
29	echos	Spelling	Identifies an error, then correctly spells a two-syllable word ending with <i>-es</i> .
30	severly	Spelling	Identifies an error, then correctly spells a three-syllable word ending with <i>-ely</i> .

Question	Short description	Curriculum area	Skill assessed
31	Punctuation	G & P	Identifies additional information requiring brackets.
32	Grammar	G & P	Identifies a redundant word in a sentence.
33	Grammar	G & P	Selects the correct conjunctions to complete a sentence.
34	Grammar	G & P	Selects the correct form of a verb group to complete a sentence.
35	Punctuation	G & P	Identifies correct capitalisation in direct speech, including proper nouns.
36	Grammar	G & P	Selects the correct verb form to complete a sentence.
37	Punctuation	G & P	Selects the correct punctuation of indirect speech.
38	Grammar	G & P	Selects the correct adverb to complete a sentence.
39	Grammar	G & P	Selects the correct verb form to complete a sentence.
40	Punctuation	G & P	Identifies appropriate punctuation of speech comprising questions and exclamations.
41	Grammar	G & P	Identifies the incorrect use of a pronoun in a sentence.
42	Grammar	G & P	Interprets a verb in a sentence.
43	Punctuation	G & P	Identifies the correct use of a comma to separate place names.
44	Grammar	G & P	Selects the correct pronoun to complete a sentence.
45	Grammar	G & P	Selects the correct preposition to complete a sentence.
46	Punctuation	G & P	Identifies correct use of commas to mark an inserted phrase.
47	Grammar	G & P	Selects the correct articles to complete a sentence.
48	Grammar	G & P	Selects the correct verb form to complete a sentence.
49	Grammar	G & P	Selects the correct preposition to complete a sentence.
50	Grammar	G & P	Selects a plural subject to agree in person and number.
51	Grammar	G & P	Identifies the function of a phrase providing information about time.
52	Grammar	G & P	Identifies the effect of a phrase in a passage.
53	Grammar	G & P	Identifies the function of synonyms in a passage to avoid repetition.
54	Grammar	G & P	Identifies a question.
55	Grammar	G & P	Identifies redundant words in a sentence.
56	Punctuation	G & P	Selects the correct location for a singular possessive apostrophe.
57	Punctuation	G & P	Selects a semi-colon to connect two related independent clauses.

KEY

G & P = Grammar and Punctuation

Year 9 Language Conventions

Question	Misspelt word	Curriculum area	Skill assessed
1	reckord	Spelling	Correctly spells a two-syllable word with a hard consonant -c.
2	severall	Spelling	Correctly spells a two-syllable word ending with -al.
3	customors	Spelling	Correctly spells a three-syllable word ending with -ers.
4	opinuin	Spelling	Correctly spells a three-syllable word ending with -ion.
5	tempory	Spelling	Correctly spells a three-syllable word ending with -ary.
6	cerculated	Spelling	Correctly spells a multi-syllable word beginning with -cir.
7	angrerly	Spelling	Correctly spells a three-syllable word ending with -ily.
8	approched	Spelling	Correctly spells a two-syllable word with the letter pattern -oa.
9	carear	Spelling	Correctly spells a two-syllable word with the letter pattern -eer.
10	gidance	Spelling	Correctly spells a two-syllable word beginning with -gni.
11	democrisy	Spelling	Correctly spells a multi-syllable word ending in -cracy.
12	forein	Spelling	Correctly spells a two-syllable word ending in -eign.
13	bulliten	Spelling	Correctly spells a three-syllable word ending in -itin.
14	innosense	Spelling	Correctly spells a three-syllable word ending with -ence.
15	exagerrated	Spelling	Correctly spells a multi-syllable complex word with a double consonant -gg.
16	moysture	Spelling	Identifies an error, then correctly spells a two-syllable word with the letter pattern -oi.
17	forecarst	Spelling	Identifies an error, then correctly spells a two-syllable word ending with -ast.
18	tipically	Spelling	Identifies an error, then correctly spells a three-syllable word with a short vowel -y.
19	alocated	Spelling	Identifies an error, then correctly spells a three-syllable word starting with -al.
20	noisvest	Spelling	Identifies an error, then correctly spells a three-syllable word ending with -est.
21	medisinal	Spelling	Identifies an error, then correctly spells a complex multi-syllable word.
22	apprentises	Spelling	Identifies an error, then correctly spells a multi-syllable word ending with -ices.
23	profitible	Spelling	Identifies an error, then correctly spells a multi-syllable word ending with -able.
24	benifet	Spelling	Identifies an error, then correctly spells a three-syllable word ending in -fit.
25	magizine	Spelling	Identifies an error, then correctly spells a three-syllable word with -a in the middle syllable.
26	laboratry	Spelling	Identifies an error, then correctly spells a complex word ending with -ory.
27	rehersals	Spelling	Identifies an error, then correctly spells a three-syllable word with the letter pattern -ear.
28	ambitiously	Spelling	Identifies an error, then correctly spells a complex word ending with -iously.
29	consistantly	Spelling	Identifies an error, then correctly spells a multi-syllable word ending with -ently.
30	interuptt	Spelling	Identifies an error, then correctly spells a three-syllable word with the double consonant -rr.

Question	Short description	Curriculum area	Skill assessed
31	Grammar	G & P	Selects the correct verb and noun in a sentence.
32	Grammar	G & P	Identifies a redundant word in a sentence.
33	Punctuation	G & P	Identifies correct capitalisation in direct speech, including proper nouns.
34	Grammar	G & P	Selects the correct verb form to complete a sentence.
35	Punctuation	G & P	Selects the correct punctuation of indirect speech.
36	Grammar	G & P	Selects the correct adverb to complete a sentence.
37	Grammar	G & P	Selects the correct verb form to complete a sentence.
38	Punctuation	G & P	Identifies correct use of italics for the title of a composition.
39	Grammar	G & P	Selects the correct articles to complete a sentence.
40	Grammar	G & P	Selects the correct verb form to complete a sentence.
41	Grammar	G & P	Selects the correct preposition to complete a sentence.
42	Grammar	G & P	Identifies the correct meaning of the prefix <i>-il</i> .
43	Punctuation	G & P	Selects the correct location for a plural possessive apostrophe.
44	Grammar	G & P	Selects the correct superlative adjectival form in a sentence.
45	Punctuation	G & P	Identifies additional information requiring brackets in a sentence.
46	Grammar	G & P	Identifies active voice in a sentence.
47	Grammar	G & P	Identifies the noun referred to by a pronoun in a passage.
48	Grammar	G & P	Identifies the purpose of information presented in brackets.
49	Grammar	G & P	Identifies the function of a synonym in a passage.
50	Grammar	G & P	Selects the correct collocation of words in an expression.
51	Grammar	G & P	Identifies the function of the suffix <i>-er</i> .
52	Grammar	G & P	Selects a correctly structured complex sentence.
53	Punctuation	G & P	Identifies the correct capitalisation of proper nouns.
54	Grammar	G & P	Identifies an adjective in a sentence.
55	Grammar	G & P	Selects a sentence with the correct use of articles.
56	Punctuation	G & P	Identifies the correct use of a hyphen for an adjective.
57	Grammar	G & P	Selects the correct plural possessive noun in a sentence.

KEY

G & P = Grammar and Punctuation

Year 3 Numeracy

Question	Short description	Curriculum area	Skill assessed
1	Which of these pictures	S	Identifies a cylinder from a set of 3D objects
2	Mitch has these coins	N	Calculates the total value of a small collection of coins.
3	Pam drew this picture	S	Finds all the triangles in an arrangement of 2D shapes.
4	Ahmed showed this number	N	Identifies the correct subtraction that links two numbers.
5	This plan shows	S	Locates a position on a plan with a modelled grid notation.
6	A family ate half	N	Calculates a whole quantity by doubling a given half.
7	In which state or territory	MCD	Finds information in a simple two-way table.
8	Which shape covers	MCD	Identifies the largest of four areas presented as arrays.
9	Molly has sorted	S	Identifies the attribute used for sorting shapes.
10	Julie is going to draw	S	Visualises a symmetrical drawing to identify a position on an alphanumeric grid.
11	Dave put these	N	Finds a remainder when an array of objects is regrouped.
12	Which class has	MCD	Interprets a timetable to locate information.
13	Which of these shapes	N	Identifies a shape with one-quarter shaded.
14	Clare wrote a number pattern	AFP	Identifies a number pattern that follows a given rule.
15	Mandy wrote this correct	AFP	Matches a given addition fact to an inverse operation.
16	This bucket holds	MCD	Estimates the amount of water in a familiar container.
17	All these objects	S	Identifies objects as prisms.
18	Scott has three bags	MCD	Identifies a possible outcome for a simple event.
19	Emma picks two cards	MCD	Identifies an impossible outcome for a simple event.
20	Craig made this tower	S	Recognises the top view of a 3D structure.
21	Asha asked her friends	MCD	Solves a problem by interpreting data and relational information.
22	Nina earns \$4 per hour	MCD	Reads and interprets a column graph.
23	Tony is paid	N	Solves a multi-step problem involving a familiar rate.
24	Write a number in the box	N	Calculates a missing value in a subtraction number sentence.
25	At what time	MCD	Matches an analogue time to a digital time.
26	Ashley draws around	S	Recognises the relative position of a triangle after a quarter turn.
27	Dean thought of a number	AFP	Applies a suitable strategy to solve a multi-step problem.

Question	Short description	Curriculum area	Skill assessed
28	Which one of these	S	Identifies a net of a cube.
29	Tom rode his bike	S	Interprets directions to identify a location on a simple map.
30	In 4 years time	N	Solves a multi-step problem involving halving and subtraction.
31	Tim is playing	AFP	Uses repeated doubling to extend a number pattern.
32	What number is exactly	N	Interprets a number line to find the number halfway between two 3-digit numbers.
33	A movie ticket for one	N	Solves a problem involving three-quarters of an amount of money.
34	Caitlin wants to make	AFP	Solves a word problem involving doubling and halving.
35	Trent has \$5.60	N	Solves a word problem involving an equal number of different coins.

KEY

AFP = Algebra, function and pattern (Structure)

N = Number

MCD = Measurement, chance and data

S = Space

Year 5 Numeracy

Question	Short description	Curriculum area	Skill assessed
1	Which shape has been cut	N	Identifies a shape that has been cut into quarters.
2	Which two streets	S	Identifies parallel streets on a map.
3	Mia uses tiles	S	Recognises a 2D shape that will tessellate.
4	Ahmed showed this number	N	Identifies the correct subtraction that links two numbers.
5	This plan shows	S	Locates a position on a plan with a modelled grid notation.
6	Julie is going to draw	S	Visualises a symmetrical drawing to identify a position on an alphanumeric grid.
7	Which class has	MCD	Interprets a timetable to locate information.
8	Clare wrote a number pattern	AFP	Identifies a number pattern that follows a given rule.
9	This solid 3D object	S	Identifies the shape of a cut face of a cylinder.
10	This bucket holds	MCD	Estimates the amount of water in a familiar container.
11	All these objects	S	Identifies objects as prisms.
12	Ruth made a 3D object	S	Identifies an object given a description of its faces.
13	Asha asked her	MCD	Solves a problem by interpreting data and relational information.
14	Tony is paid	N	Solves a multi-step problem involving a familiar rate.
15	David and Sarah	N	Solves a problem involving addition and subtraction of money.
16	This is a diagram	MCD	Calculates the area of a shape embedded on a square grid.
17	At what time	MCD	Matches an analogue time to a digital time.
18	How much more water	MCD	Interprets an unmarked scale to find a quarter of a litre.
19	Which position is closest	N	Locates the position of one-third on a number line.
20	At a bakery	N	Finds the lowest cost by comparing familiar rates.
21	Which pattern does not have	S	Identifies a design with no lines of symmetry.
22	Lisa put her dolls	AFP	Calculates the missing value in a decreasing pattern of decimals.
23	A school's website shows	S	Matches a location by comparing plans with different orientations.

Question	Short description	Curriculum area	Skill assessed
24	Robert recorded this data	MCD	Identifies the criterion used to sort data in a table.
25	A gecko is about	N	Applies a rate to calculate the difference between two lengths.
26	These were the top five names	MCD	Identifies a true statement for data in a table.
27	Which angle is closest	MCD	Recognises the angle closest to 100 degrees.
28	In 4 years time	N	Solves a multi-step problem involving halving and subtraction.
29	Here are two pictures	S	Visualises and reasons to identify opposite faces on a cube.
30	This picture shows the prices	AFP	Calculates a higher term in a number pattern involving money.
31	A movie ticket for one	N	Solves a problem involving three-quarters of an amount of money.
32	Which number is at X	N	Calculates the number halfway between two decimals on a number line.
33	$144 \div 8 = 9 \times ?$	AFP	Completes a number sentence involving multiplication and division.
34	The Big Pineapple	MCD	Solves a measurement problem involving proportional reasoning.
35	The top of each desk	MCD	Calculates the perimeter of a shape made of joined rectangles.
36	Kim made this large cube	S	Visualises changes to the properties of a 3D object made of cubes.
37	27 students in a class	N	Solves a word problem involving relational reasoning.
38	The sum of the opposite faces	N	Uses reasoning to solve a word problem involving addition.
39	54 students were asked	MCD	Solves a word problem by interpreting data with overlapping categories.
40	In the Chinese calendar,	AFP	Solves a multi-step problem involving a pattern of time intervals.

KEY

AFP = Algebra, function and pattern (Structure)

N = Number

MCD = Measurement, chance and data

S = Space

Year 7 Numeracy (Non-Calculator)

Question	Short description	Curriculum area	Skill assessed
1	This graph shows the mass	MCD	Interprets a simple column graph.
2	Which of these 3D objects	S	Identifies a 3D object with six faces from a diagram.
3	Nick multiplied 38 by 76	AFP	Identifies division as the inverse of multiplication.
4	The table shows the times	N	Compares and orders decimals to hundredths in a time context.
5	This wheel is spun once	MCD	Finds the chance of a simple event to occur.
6	Yasmine tiled the tops	S	Identifies a design with two lines of symmetry.
7	Tim had \$32 to spend	N	Solves a word problem involving a factor of 32.
8	This is a diagram	MCD	Calculates the area of a shape embedded on a square grid.
9	How much more water	MCD	Interprets an unmarked scale to find a quarter of a litre.
10	Jack drew this graph	AFP	Selects the statement that best describes a line graph.
11	Bruce is cooking dinner	MCD	Solves a multi-step problem involving addition and subtraction of times.
12	At a bakery	N	Finds the lowest cost by comparing familiar rates.
13	A school's website shows	S	Matches a location by comparing plans with different orientations.
14	Robert recorded this data	MCD	Identifies the criterion used to sort data in a table.
15	Clive made this staircase	S	Finds the number of hidden blocks in a stacked arrangement.
16	The top view	S	Identifies a building from a different viewpoint.
17	Which position is closest	N	Finds the position of a common fraction on a number line.
18	This diagram shows	AFP	Identifies a correct expression for a 2-step area calculation.
19	A gecko is about	N	Applies a rate to calculate the difference between two lengths.
20	This picture shows the prices	AFP	Calculates a higher term in a number pattern involving money.
21	This regular hexagon has	S	Compares tessellations of a regular hexagon.
22	Jade buys a 500 gram bag	N	Rounds and divides by a decimal number to estimate a total.
23	Which number is at X	N	Calculates the number halfway between two decimals on a number line.
24	Lucy's watch works correctly	MCD	Solves a word problem involving elapsed times.

Question	Short description	Curriculum area	Skill assessed
25	Finn joins cubes	AFP	Identifies and applies a rule to continue a spatial pattern.
26	Kim made this large cube	S	Visualises changes to the properties of a 3D object made of cubes.
27	$23 \times (98 - 17)$	AFP	Uses the distributive law to identify equivalent expressions.
28	Which of these fractions	N	Compares and orders fractions with related denominators.
29	Three friends were making	AFP	Divides a quantity into unequal parts that satisfy given criteria.
30	The sum of the opposite faces	N	Uses reasoning to solve a word problem involving addition.
31	$4.95 \div 4.5 =$	N	Divides decimals that have different numbers of decimal places.
32	Sanjay has some tiles	MCD	Identifies and uses a rule to find the number of shapes in a pattern.

Year 7 Numeracy (Calculator)

Question	Short description	Curriculum area	Skill assessed
1	Which of these dance	S	Recognises a symmetrical shape.
2	The diagram shows	MCD	Identifies a category with a given frequency in a pictogram.
3	Ann saves \$15	N	Calculates the time taken to save a total given a simple rate.
4	Rose walked 5185	N	Calculates the difference between two 4-digit numbers.
5	Emma has \$1.25	N	Finds the least number of coins needed to make a given total.
6	What number makes	AFP	Calculates the missing value in a decimal multiplication equation.
7	Peter bought some packs	AFP	Interprets an equation involving grouping.
8	Which of these drawings	S	Recognises a net of a pyramid.
9	Which angle is closest	MCD	Recognises the angle closest to 140 degrees.
10	Trudie measured her footprint	MCD	Interprets the units on a ruler to solve a measurement problem.
11	Emily made a triangle	S	Identifies side lengths that can form a triangle.
12	Miriam owns a restaurant	AFP	Identifies the rule describing a pattern of shapes.

Question	Short description	Curriculum area	Skill assessed
13	This is a	S	Interprets a map and scale to find a location.
14	Which of these numbers	N	Recognises a 2-digit number as prime.
15	Between 2003 and 2006,	N	Calculates and rounds a difference of decimals in context.
16	◆ and © represent	AFP	Finds the value of an unknown in a pair of simple equations.
17	Alex thinks of a shape	S	Identifies the name of a 2D shape given some of its properties.
18	The table shows	N	Compares and orders decimals with up to 3 decimal places.
19	Dustin collects football cards	MCD	Calculates the mean of a set of prices.
20	John is three years younger	AFP	Matches a relationship to an informal rule.
21	Beth was given 6 minutes	MCD	Calculates elapsed time by converting seconds to minutes.
22	This picture shows	S	Orders the size of internal angles in a quadrilateral.
23	This table shows	N	Solves a multi-step problem involving common percentages.
24	The school librarian made	MCD	Calculates the overall total from a frequency table showing category data.
25	Tam cuts letters	N	Matches equivalent representations of a common fraction.
26	A dance school teaches	MCD	Interprets and completes a two-way table.
27	Donna painted	MCD	Calculates the difference between rectangular areas to solve a problem.
28	On this map	S	Interprets position and uses informal scale to find a distance on a grid map.
29	Kyle draws a quadrilateral	MCD	Calculates the maximum possible area of a quadrilateral given its perimeter.
30	The table shows the height	AFP	Calculates an elapsed time given a table of values.
31	The lights in Ali's office	MCD	Solves a multi-step problem involving familiar rates.
32	A plane was flying due north	S	Solves a multi-step problem involving changes of direction.

KEY

AFP = Algebra, function and pattern (Structure)

N = Number

MCD = Measurement, chance and data

S = Space

Year 9 Numeracy (Non-Calculator)

Question	Short description	Curriculum area	Skill assessed
1	Lucy walked along	S	Matches compass directions to a given path.
2	Which of these shows	N	Calculates and orders the differences in a set of paired integers.
3	Ruth made this model	S	Visualises the components of a square-based pyramid.
4	The table shows the times	N	Compares and orders decimals to hundredths in a time context.
5	Tim had \$32 to spend	N	Solves a word problem involving a factor of 32.
6	This drawing shows	S	Matches a face of a 3D object to the corresponding face on its net.
7	When it is 11 am in Perth	MCD	Solves a word problem involving time zones and elapsed time.
8	Jack drew this graph	AFP	Selects the statement that best describes a line graph.
9	This table is	AFP	Applies a rule to find the next term in a pattern.
10	Bruce is cooking dinner	MCD	Solves a multi-step problem involving addition and subtraction of times.
11	The top view	S	Identifies a building from a different viewpoint.
12	Which position is closest	N	Finds the position of a common fraction on a number line.
13	This diagram shows	AFP	Identifies a correct expression for a 2-step area calculation.
14	A section of an 8-strand	AFP	Identifies the algebraic expression that matches a practical situation.
15	This regular hexagon has	S	Compares tessellations of a regular hexagon.
16	Jane buys a 1.25L bottle	MCD	Calculates the sum of two capacities expressed in different units.
17	Sally has seen four movies	MCD	Identifies the effect of additional data on a data set.
18	Jade buys a 500 gram bag	N	Rounds and divides by a decimal number to estimate a total.
19	Elli was playing a video game	AFP	Finds the sum of three numbers by solving informal simultaneous equations.
20	Nadia went on a bus trip	MCD	Calculates elapsed time in hours and minutes.
21	80 students were asked	MCD	Solves a problem by interpreting a two-way table.
22	Which one of the following	S	Identifies an impossible combination of properties of a triangle.
23	Sam buys 16 tickets	AFP	Recognises the correct expression for finding a total cost.
24	In a class there are	N	Solves a word problem involving a ratio.

Question	Short description	Curriculum area	Skill assessed
25	A number of students	N	Applies logical reasoning to solve a word problem.
26	In February 2010	N	Recognises the scientific notation of a 10-digit number.
27	Three friends were making	AFP	Divides a quantity into unequal parts that satisfy given criteria.
28	The diagram shows	MCD	Calculates the area of a compound shape.
29	This design is drawn inside	S	Applies angle properties of common shapes to determine the size of an angle.
30	When 1 mm of rain falls	N	Solves a word problem involving proportions, area and metric units.
31	A jockey rode a horse	MCD	Calculates average speed given distances and times.
32	Ben put six rectangular sheets	S	Uses geometric reasoning to find the angle of rotation in a complex design.

Year 9 Numeracy (Calculator)

Question	Short description	Curriculum area	Skill assessed
1	Some shapes are shown	S	Recognises the names of common 2D shapes.
2	The picture shows	N	Interprets a pictorial representation of a fraction.
3	What number makes	AFP	Calculates the missing value in a decimal multiplication equation.
4	Only one of these shapes	S	Identifies a shape from given angle properties.
5	These pictures show the dials	MCD	Estimates a key percentage on an unmarked scale.
6	Jane cut this shape out of card	S	Visualises the result of a single flip of an object.
7	For any prism	AFP	Recognises an algebraic expression for surface area of a prism.
8	When Eli moved to Australia	N	Rounds an 8-digit number to the nearest million.
9	Jim builds 4 garden beds	S	Interprets the plan of a structure to identify a specified view.
10	Miriam owns a restaurant	AFP	Identifies the rule describing a pattern of shapes.
11	Two bricks can be placed	S	Calculates the dimensions of an alternate arrangement of prisms.
12	Peter wants to paint	MCD	Identifies area as the measurement attribute for a given situation.
13	The length of	S	Uses a ratio scale and converts between units to find a length.

Question	Short description	Curriculum area	Skill assessed
14	The value of y is given by	AFP	Substitutes a value into a quadratic equation.
15	Between 2003 and 2006	N	Calculates and rounds a difference of decimals in context.
16	Dustin collects football cards	MCD	Calculates the mean of a set of prices.
17	This label was on the side	N	Uses proportional reasoning to find a capacity.
18	When this kettle is full	AFP	Finds the mass of an empty object, given its mass when full and half full.
19	This picture shows	S	Orders the size of internal angles in a quadrilateral.
20	A bag contains	MCD	Uses a frequency table to calculate a probability.
21	Which of these percentages	N	Identifies the percentage closest in value to a common fraction.
22	The table shows the charges	AFP	Matches a table of values to the corresponding algebraic rule.
23	A factory makes metal boxes	MCD	Identifies dimensions for a rectangular prism given its volume and height.
24	Tam cuts letters	N	Matches equivalent representations of a common fraction.
25	A horse trots in a circle	MCD	Calculates the distance travelled by an object moving in a circle with a given radius.
26	A shop sells these	N	Calculates and orders the unit costs of products.
27	Kyle draws a quadrilateral	MCD	Calculates the maximum possible area of a quadrilateral given its perimeter.
28	The table shows the height	AFP	Calculates an elapsed time given a table of values.
29	Amanda sells T-shirts	AFP	Calculates the amount of produce needed to meet monthly costs.
30	A builder needs	N	Solves a multi-step problem involving a ratio.
31	A rectangular sheet of paper	MCD	Solves an area problem involving conversion of units of length.
32	In this drawing, ACD is	S	Uses geometric reasoning to calculate interior angles in an isosceles trapezium.

KEY

AFP = Algebra, function and pattern (Structure)

N = Number

MCD = Measurement, chance and data

S = Space

Appendix 2: NAPLAN 2011 Data Service Report Summary

Report name	Report function	Report criteria	Possible uses for report
School Summary Report	Displays national, state and school results from NAPLAN testing in 2011. This report can be run against the National scale or the Estimated VELs Equivalent scale.	<p>Reports for:</p> <ul style="list-style-type: none"> a year level groups of students such as girls, boys, LBOTE or ATSI students. <p>Reports on:</p> <ul style="list-style-type: none"> Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. Due to the change in genre in 2011, the estimated VELs equivalent scores will no longer be reported for Writing. 	<ul style="list-style-type: none"> Compare the performance of Years 3, 5, 7 and 9 students in the school with that of students across the nation and the state. Compare the performance of student achievement in one assessment area with performance in other areas.
Group Summary Report	Summarises results for groups of students in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. This report can be run against the National scale or the Estimated VELs Equivalent scale.	<p>Reports for:</p> <ul style="list-style-type: none"> a year level individual class. <p>Reports on:</p> <ul style="list-style-type: none"> Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. Due to the change in genre in 2011, the estimated VELs equivalent scores will no longer be reported for Writing. 	<ul style="list-style-type: none"> Compare the results of students in the school, class or group with national and state results for each assessment area. Analyse the results of the school, class or group with respect to gender, LBOTE and ATSI status in each assessment area.
Assessment Area Report	Summarises results by assessment area or dimension for groups of students using percentage correct comparisons.	<p>Reports for:</p> <ul style="list-style-type: none"> a year level individual class other groups of students such as girls, boys, LBOTE or ATSI students. <p>Reports on:</p> <ul style="list-style-type: none"> Reading, Spelling, Grammar and Punctuation, Number, Measurement, chance and data, and Space. For Year 9, will also include Structure. 	<ul style="list-style-type: none"> Compare the percentage of questions answered correctly by the school or selected group in specific assessment areas and dimensions with corresponding percentages for the state. Identify areas where there is a significant difference between the percentage correct for the school or selected group and that for the state.

Report name	Report function	Report criteria	Possible uses for report
Writing Criteria Report	Summarises group performances on the Writing Test. Bar graphs show the Writing score distribution for the group for each of the ten criteria on which the Writing Test was assessed.	<p>Reports for:</p> <ul style="list-style-type: none"> • a year level • individual class • other groups of students such as girls, boys, LBOTE or ATSI students. <p>Reports on:</p> <ul style="list-style-type: none"> • Audience, Text Structure, Ideas, Persuasive Devices, Vocabulary, Cohesion, Paragraphing, Sentence Structure, Punctuation and Spelling. 	<ul style="list-style-type: none"> • Compare the distribution of school scores with the distribution of national and state-wide scores for each of the ten assessed writing criteria. • Provide data for analysing student writing by criterion, and identify areas of relative strength or weakness.
Item Analysis Report	Provides distractor analysis, including percentage correct and descriptions of skill assessed for each item.	<p>Reports for:</p> <ul style="list-style-type: none"> • a year level • individual class • other groups of students such as girls, boys, LBOTE or ATSI students. <p>Reports on:</p> <ul style="list-style-type: none"> • Reading, Spelling, Grammar and Punctuation, and Numeracy 	<ul style="list-style-type: none"> • For each test item, compare the percentage of students in the selected school group who answered correctly with the corresponding national and state percentages. • Compare the distribution of responses from students in the selected school group to each item across all alternatives in multiple choice items to the corresponding distributions for the nation and the state. • Provide data for analysing particular areas of relative strength or weakness for individual students or groups of students by dimension or by skill assessed.

Report name	Report function	Report criteria	Possible uses for report
Student Response Report	Identifies correct and incorrect responses to individual items for each student in a group by dimension. Summarises group performances on individual items.	<p>Reports for:</p> <ul style="list-style-type: none"> • an individual student • a year level • individual classes • other groups of students such as girls, boys, LBOIE or ATSI students. <p>Reports on:</p> <ul style="list-style-type: none"> • Reading, Spelling, Grammar and Punctuation, and Numeracy. 	<ul style="list-style-type: none"> • Identify items answered correctly and incorrectly by individual students. • Identify patterns of incorrect responses for individual students or groups of students to highlight curriculum areas which may need attention. • Analyse student responses to help diagnose understanding of particular concepts. • Provide evidence based information to help teachers inform parents about their child's grasp of particular concepts or curriculum areas.
Student Achievement Level Report	<p>Summarises achievement levels for individual students by outcomes and reflects information on the parent reports.</p> <p>This can be in:</p> <ul style="list-style-type: none"> • graphic format (box plots) • tabular format (lists numeric values). <p>This report can be run against the National scale or the Estimated VELS Equivalent scale</p>	<p>Reports for:</p> <ul style="list-style-type: none"> • an individual student • a year level • individual classes • other groups of students such as girls, boys, LBOIE or ATSI students. <p>Reports on:</p> <ul style="list-style-type: none"> • Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. • Due to the change in genre in 2011, the estimated VELS equivalent scores will no longer be reported for Writing. 	<ul style="list-style-type: none"> • Compare the achievement of individual students across all assessment areas. • Identify where individual student's results fit with respect to the distribution of results across the nation (National Assessment Program scale) or the state (Estimated VELS Equivalent scale). • Provide a substitute report for parents if required. The report must be run on the national scale for "All" students for this to reflect the actual Parent Report.
Five Year Trend Report	Displays national, state and school results for NAPLAN tests over time. (In 2011 only four years of data will be available).	<p>Reports for:</p> <ul style="list-style-type: none"> • a year level • groups of students such as girls, boys, LBOIE or ATSI students <p>Reports on:</p> <ul style="list-style-type: none"> • Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. 	<ul style="list-style-type: none"> • Compare the distribution of national, state and school NAPLAN results over time • Compare national, state and school scaled score means over time. • Identify trends in national, state and school NAPLAN results over time.

Report name	Report function	Report criteria	Possible uses for report
School Comparison Report	Displays 2009 to 2011 growth data at national, state and school levels.	<p>Reports for:</p> <ul style="list-style-type: none"> a year level groups of students such as girls, boys, LBOTE or ATSI students. <p>Reports on:</p> <ul style="list-style-type: none"> Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. 	<ul style="list-style-type: none"> Compare the change in performance of the same cohorts of students between 2009 and 2011 (i.e. how did the performance of Year 3 or Year 7 students in 2009 compare to their performance now that they are in Year 5 or Year 9 in 2011). Investigate the rate of progress of a cohort of students over time relative to other students in the state and nationally.
School–Student Comparison Report	Displays 2009 and 2011 results for an individual student, with respect to corresponding results at national, state and school levels.	<p>Reports for individual students compared to:</p> <ul style="list-style-type: none"> all students or groups of students such as girls, boys, LBOTE or ATSI students. <p>Reports on:</p> <ul style="list-style-type: none"> Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. 	<ul style="list-style-type: none"> Determine the change in individual students' performance between 2009 and 2011 (i.e. how did the students' Year 7 2009 results compare to their performance now they are in Year 9 in 2011). Determine a student's rate of progress over time relative to other students in the state and nationally.

Report name	Report function	Report criteria	Possible uses for report
<p>Student Comparison Report</p>	<p>Displays the scaled scores of students who undertook Year 5 or Year 9 tests in 2011 for whom there are matched results from Year 3 or Year 7 2009 tests.</p>	<p>Reports for:</p> <ul style="list-style-type: none"> • all matched students or • groups of students such as girls, boys, LBOTE or ATSI students or • individual classes. <p>Can be ordered in ascending or descending order by:</p> <ul style="list-style-type: none"> • Student Name • Scaled score (current year) • Scaled score (two years previous) • Scaled score difference <p>These order options are available for individual outcome areas only.</p> <p>Reports on:</p> <ul style="list-style-type: none"> • Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. 	<ul style="list-style-type: none"> • Identify groups of students that have made significant progress between 2009 and 2011 so that the school may develop appropriate extension programs for these students. • Identify groups of students that have made little progress between 2009 and 2011 so that the school may develop intervention programs to assist these students.

Glossary

Data presentation

Scaled scores and the National Assessment Program scale

Nationally, student outcomes are provided as a scaled score. These scores range from 0 to 1000, and form the numeric continuum from which the ten national reporting bands are derived (see page 1).

Where appropriate, the NAPLAN Data Service displays summary statistics and individual student outcomes as scaled scores, and the distribution of results as box-and-whisker graphs plotted against the reporting bands.

- Year 3 - results will be reported in Band 1 to Band 6
- Year 5 - results will be reported in Band 3 to Band 8
- Year 7 - results will be reported in Band 4 to Band 9
- Year 9 - results will be reported in Band 5 to Band 10.

VELS

The Estimated VELS Equivalent scale has been derived via an equating study to assist schools in reporting student outcomes against the Victorian Essential Learning Standards (VELS). It should be noted that the NAPLAN tests, while consistent with the VELS curriculum, were not developed on a purely VELS framework, and hence the scores presented here are estimates only.

Box-and-whisker (box plot) format

Some NAPLAN reports use a box-and-whisker format to represent the range of student achievement in the specified criterion.

The shaded box represents the middle 50 per cent of the student scores for the particular group. The middle score (median) for the group is shown by the black bar.

The box plus line segments (whiskers) show the range of scores achieved by the middle 80 per cent of the group.

'Percentile' refers to ranking a group on a 0 to 100 (percentage) scale. Students in the 90th percentile will have a performance which is equal to or better than 90 per cent of the particular group to which the data refers.

Median

The median or mid-score (50th percentile) is the value where half the scores are above it and half below it (e.g. the median of 8, 9, 11, 14, 15, 16, 18 is 14).

Mean

The mean (or average) is the total of scores for all members of the group divided by the number of members in that group (e.g. the mean of 8, 9, 11, 14, 15, 16, 18 is 13).

Standard deviation

Standard deviation (SD) is a measure of the spread of scores around the mean. A larger SD indicates a wider spread of scores. The range of + or – one SD either side of the mean contains about 68 per cent of scores, and + or – two SDs either side of the mean contains about 95 per cent of scores.

Standard error (se) of the mean

Assessment results data is always subject to a degree of uncertainty, due to the fact that, for a variety of reasons, some students will do a little better or a little worse than they perhaps could have or should have on a single assessment. In very large groups, these fluctuations tend to average out, but in smaller groups they can be significant. The standard error (se) of the mean provides a measure of this uncertainty, and can be used to generate a confidence interval for the mean. A 95% confidence interval for the school mean is given by $\text{mean} \pm 2 \times \text{se}(\text{mean})$.

