



MINISTERIAL COUNCIL ON EDUCATION,
EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

Reporting Handbook

2008

National Assessment Program
Literacy and Numeracy



logos to go here

**NATIONAL ASSESSMENT PROGRAM -
LITERACY AND NUMERACY**

NAPLAN 2008

REPORTING GUIDE

YEAR 3, YEAR 5, YEAR 7 AND YEAR 9

© 2008

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NAPLAN Helpdesk

A Freecall service operates to assist schools with their queries about the NAPLAN Years 3, 5, 7 and 9 testing. This service operates from 8:30 am to 5:00 pm Monday to Friday. After 5:00 pm and on weekends and public holidays, a message service operates.

Freecall **1800 648 637**

Fax **(03) 9225 2334**

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

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

NAPLAN 2009

NAPLAN 2009 for Years 3, 5, 7 and 9 will be conducted from Tuesday 12 May to Thursday 14 May 2009.

The sequence and time allocation for the tests is expected to be the same as in 2008. The VCAA will notify schools as soon as possible if any changes are made to these arrangements.

Dates for NAPLAN 2009	
Tuesday 12 May	Language Conventions and Writing
Wednesday 13 May	Reading
Thursday 14 May	Numeracy (with Years 7 and 9 completing a non-calculator test and calculator test)

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Introduction

The National Assessment Program - Literacy and Numeracy (NAPLAN) conducted in May 2008, assessed Years 3, 5, 7 and 9 students across the nation in literacy and numeracy.

All tests were constructed nationally, 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 second 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 **NAPLAN Data Service**.

As in previous years, principals and classroom teachers will be invited to attend professional development sessions where the NAPLAN Data Reports will be demonstrated and explained.

It is anticipated that the 2008 Professional Development sessions for the NAPLAN Data Service will be conducted during October and November 2008. Further information about the dates and venues will be published on the VCAA website when available.

About the NAPLAN Data Service for 2008

The Years 3, 5, 7 and 9 NAPLAN 2008 data is available 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 2008 can be accessed by schools on this website. Schools must use their own unique login and security password to access their results.

The NAPLAN Data Service website also contains a demonstration school with data for each level. The demonstration school is Victoria College and presents test results for Years 3, 5, 7 and 9. This demonstration can be accessed from the website by using the following login:

Website: <https://naplands.vcaa.vic.edu.au>
User ID: VICCOLLEGE
Password: DEMO

The student achievement levels and distributions for the nation, state and school shown on the sample reports and in this publication are for illustrative purposes only. They do not reflect actual performance in the Years 3, 5, 7 and 9 NAPLAN 2008 tests.

In most cases report formats are similar to those used in the AIM Data Service. However, the reports have been reordered to allow schools to access a global view of state and school data first, then drill down to reports which provide individual student achievement and item level information.

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.

National Benchmarks

There are no National Benchmarks for 2008. The idea of a single point benchmark has been replaced with the concept of a minimum standard defined by a particular band as follows:

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

Further details on the minimum standards are provided on the NAPLAN website <www.naplan.edu.au>

Estimated VELS Equivalent Reports

The VCAA has undertaken an equating study to facilitate the provision of Estimated VELS Equivalent scores for NAPLAN test outcomes. The Data Service will report these Estimated VELS Equivalent scores where applicable, allowing schools the choice of displaying some reports against either the ten-band National Achievement Program scale (National Report) or the Estimated VELS Equivalent scale (Estimated VELS Equivalent Report).

New Report

An Item Analysis report is available in 2008. This report provides comprehensive data at an item level for each test. Detailed information on this report can be found in Section 2.

Trend Data

There are some differences in both the construct and the content of the NAPLAN 2008 tests compared to the AIM tests. Also, all NAPLAN tests were conducted in May in 2008, whereas in previous years the AIM tests for Years 3, 5 and 7 students took place in August. No report will be available at this time that provides a direct comparison to past AIM data. The differences between the AIM and NAPLAN tests mean such comparisons are unlikely to provide meaningful or reliable results. A trend data report will be introduced in 2009, allowing school data comparisons back to 2008. By 2012, this report will accommodate five-year trend analysis based on the NAPLAN tests. Similarly, matched cohort comparison reports showing group or individual student growth between testing years will be available from 2010.

Like School Data

As Like School classifications are no longer being used or updated by the Department of Education and Early Childhood Development (DEECD) in Victoria, Like School data is not included in the NAPLAN Data Service. Reports which previously showed Like School information will instead compare school results to those from across the state and the nation.

New Parent Report Format

The format of the Parent Reports will be the same for all States and Territories and has been set nationally for reporting student achievement results to parents for NAPLAN 2008. See page 28 for further information about the new parent report format.

Release of Data

It is likely that some national data will not have been made public 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 Statement

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 program is used in accordance with the Information Privacy Act 2000.

In order to conduct the NAPLAN, the VCAA collects names and achievement data of all students who undertake the Year 3, Year 5, Year 7 and Year 9 tests. The VCAA also collects information on gender, language background, and Aboriginal and Torres Strait Islander status of students.

The VCAA uses the student information provided by schools to report to parents on their own child's performance. These data are also provided to the school to assist principals and teachers to analyse the effectiveness of their school programs and to identify an individual student's strengths and weaknesses.

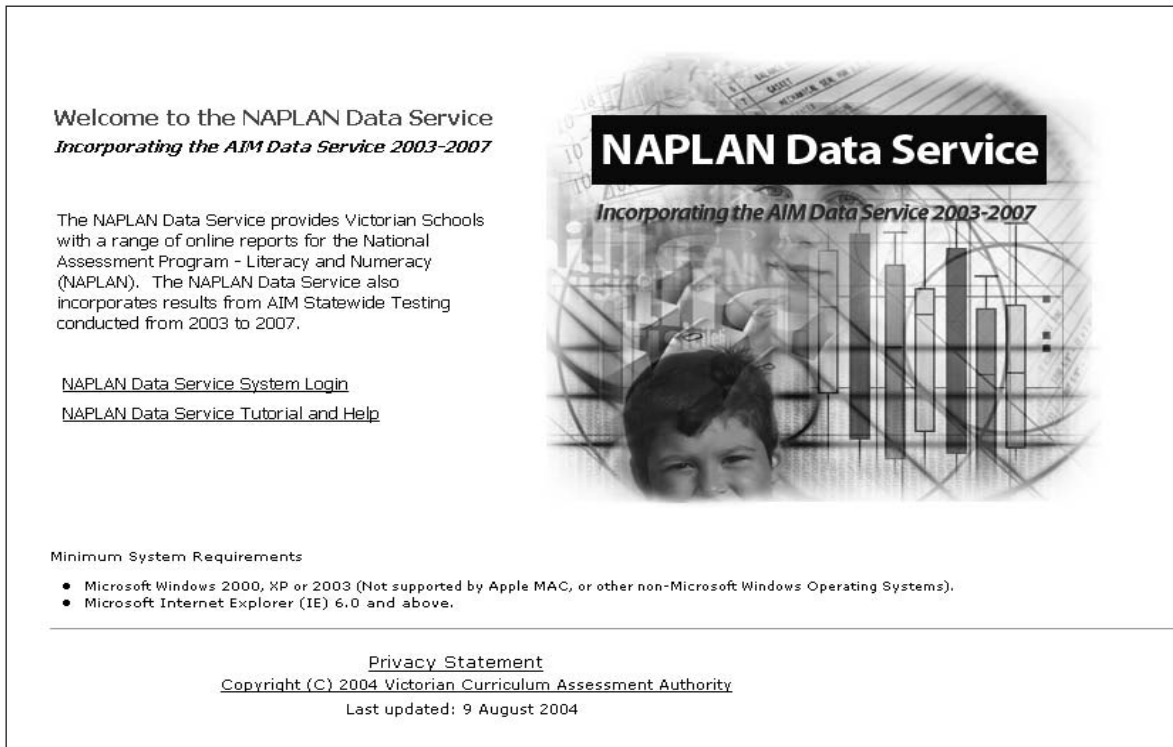
The principal should ensure that all student details and results are kept confidential.

Section 1: NAPLAN Data Service Access

The NAPLAN 2008 student results and school data are available on the NAPLAN Data Service website which incorporates the AIM Data Service.

To access this website from an Internet browser go to: <https://naplands.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](#)

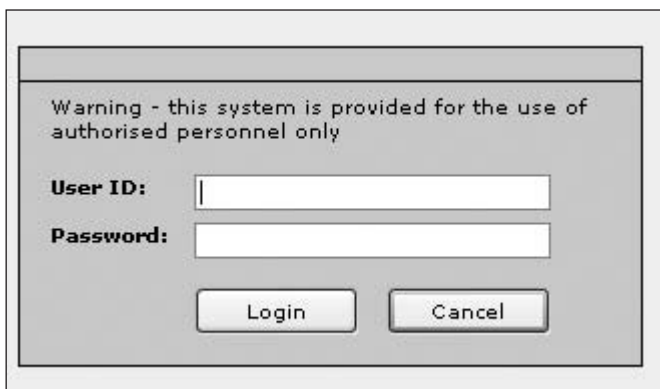
Minimum System Requirements

- 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 2004

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:

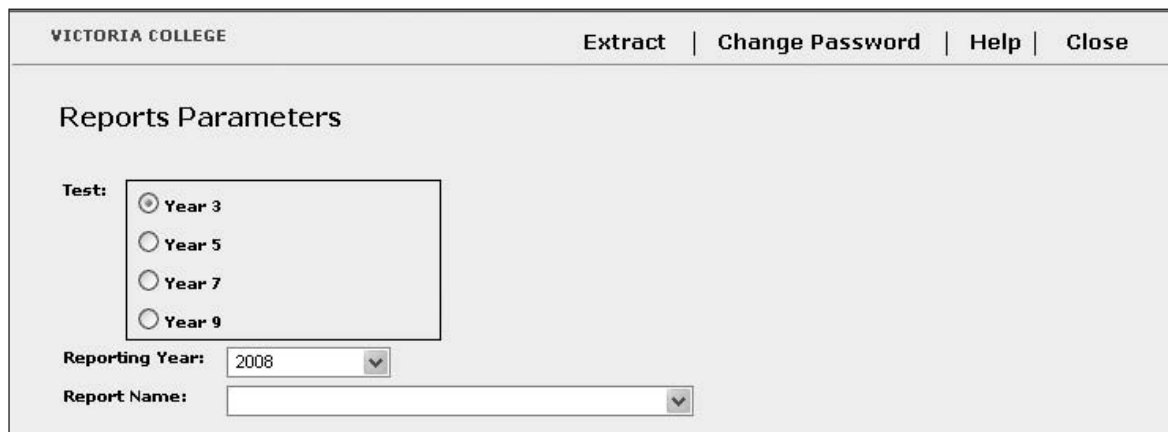
Password:

Login Cancel

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

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

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 2003 to 2008.

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

For 2008, the 'Reporting Years' menu can offer 2003, 2004, 2005, 2006, 2007 for AIM Results and 2008 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 'Summary of reports availability' on page 56 to see which reports relate to the NAPLAN 2008 Tests.

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.

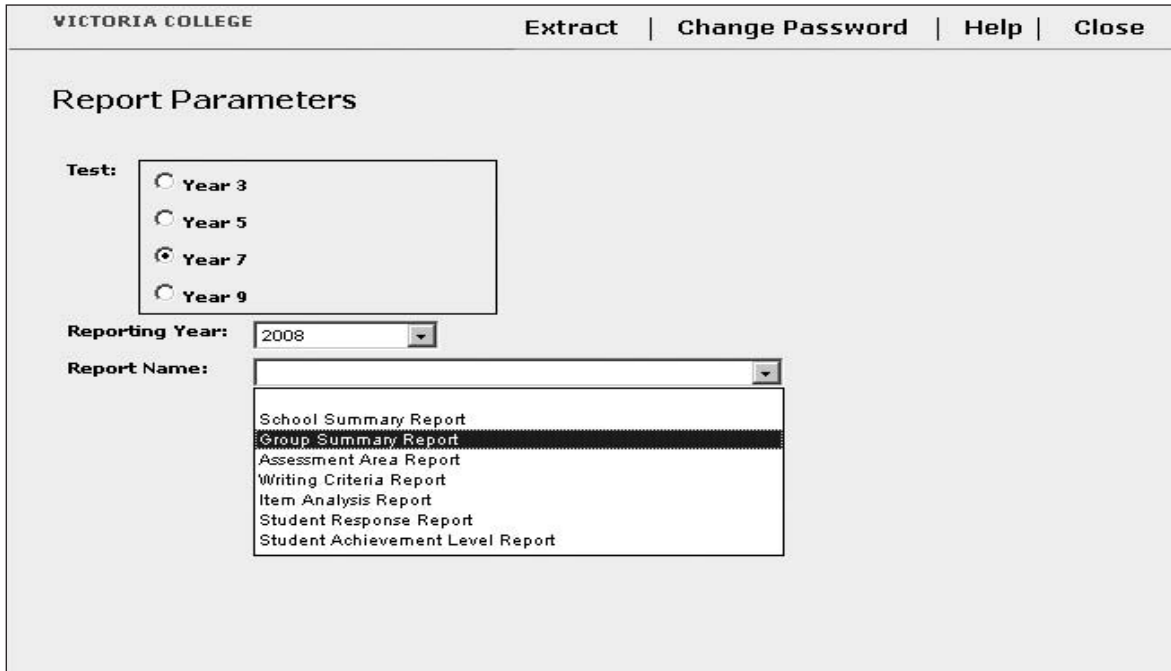


Note: A password must consist of a minimum of six characters (no spaces), which includes one letter and one number. Passwords are case sensitive.

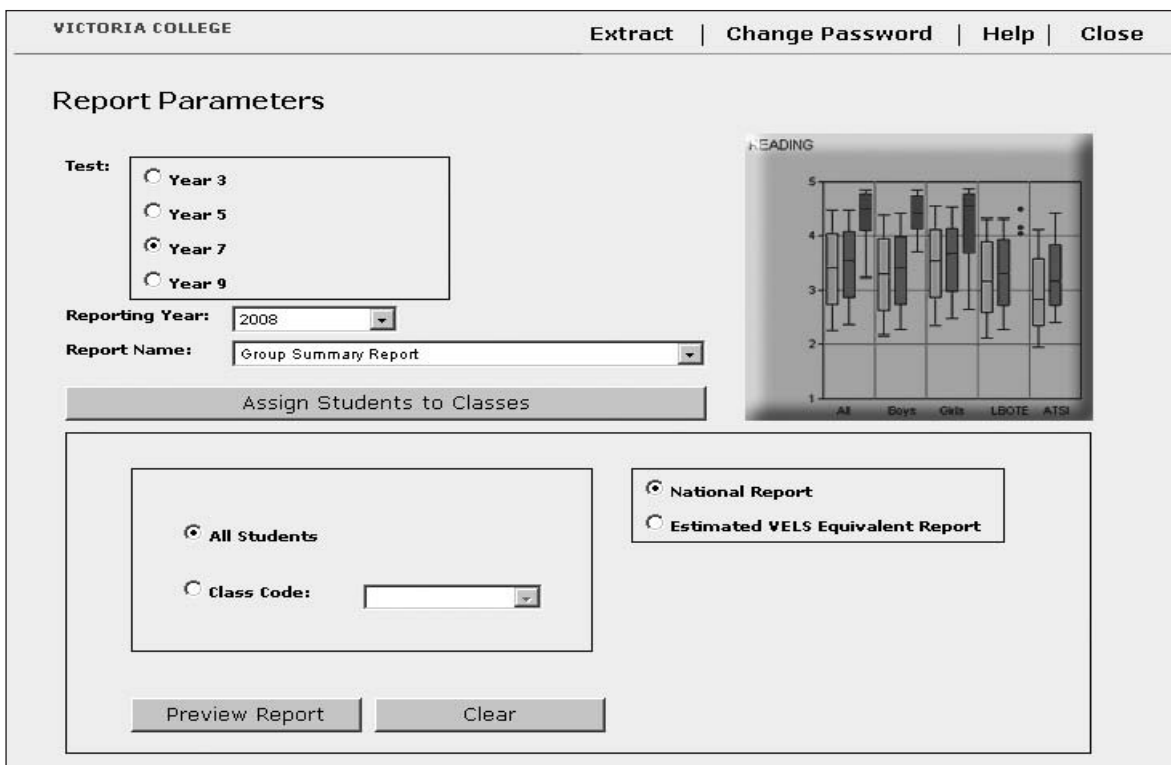
Accessing a report

Log into the NAPLAN Data Service and from the 'Report Parameters' screen to select a report:

1. Select the required year level in the 'Test' frame.
2. Select 2008 from the 'Reporting Year' drop-down menu.
3. Select the report required from the 'Report Name' drop-down menu.



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



Selection criteria

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

- **Group selection**

This allows reporting on students by gender, Language background other than English (LBOTE) and Aboriginal and Torres Strait Islander (ATSI).

- **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 2008 reports, this function can be accessed from all reports except the School Summary 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.

[Help](#) | [Close](#)

Assign Students to Classes

Save
Undo Changes
Create / Delete Classes

Surname	First Name	Year	Gender	LBOTE	ATSI	Class
AUCELLO	HENRY	5	M	Y	N	05S
BREEN	LUCY	5	F	N	N	05S
BUTCHER	ANDREW	5	M	N	N	RE5
CAMPBELL	KEIRA	5	F	Y	N	05S
DIMITRI	SURIYA	5	F	Y	N	05S
GOW	ELLA	5	F	N	N	05S
HALFPEN	CAITLIN	5	M	N	N	05S
KENNEAR	LEE	5	M	N	N	05S
LE	NHAT	5	M	Y	N	RE5
LE	VI-AN	5	F	Y	N	RE5
LUU	HONG	5	F	Y	N	RE5
MCGUIRE	TOBY	5	M	Y	N	05S
MURRAY	JASON	5	M	N	N	RE5
POUND	BENJAMIN	5	M	N	N	05S
SCHUSS	DAVID	5	M	N	N	05S
SHIELDS	JESSIE	5	F	N	N	05S
SMALE	JOSHUA	5	M	Y	N	05S
STAVROS	IRENE	5	F	Y	N	RE5
TEMPLETON	SHERRYN	5	F	N	N	05S
VANBROEK	LAURA	5	F	N	N	05S

[Previous Page](#) [Next Page](#)

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 ?
YR5ENGLISH	Year 5	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.

'*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 right of the initial 'Reports Parameters' screen.

VICTORIA COLLEGE

Extract | Change Password | Help | Close

Reports Parameters

Test:

- Year 3
- Year 5
- Year 7
- Year 9

Reporting Year: 2008

Report Name:

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 right of the screen.

Help | Close

Year

- AIM 2003
- NAPLAN 2008

Test

- Year 3
- Year 5
- Year 7
- Year 9

Study

- Reading
- Writing
- Spelling
- Numeracy
- Grammar & Punctuation
- All

Groups

- Outcome Level Data
- Question Level Data
- National Data
- State Data
- School Data
- School File

THE NATIONAL DATA WILL BE PROVIDED WHEN AVAILABLE

<p>Outcome Level Data</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Name <input checked="" type="checkbox"/> National Scale Student Scores <input checked="" type="checkbox"/> Estimated VELs Student Scores <input checked="" type="checkbox"/> Class <input checked="" type="checkbox"/> Date of Birth <input checked="" type="checkbox"/> Gender <input checked="" type="checkbox"/> LBOTE <input checked="" type="checkbox"/> ATSI <input checked="" type="checkbox"/> Home School Name <input checked="" type="checkbox"/> Reporting School Name <input checked="" type="checkbox"/> Cases ID <input checked="" type="checkbox"/> Deselect All 	<p>Question Level Data</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Name <input type="checkbox"/> Question Number <input type="checkbox"/> Outcome Name <input type="checkbox"/> Dimension Name <input type="checkbox"/> Student Response <input type="checkbox"/> Student Score <input type="checkbox"/> Correct Answer <input type="checkbox"/> Max Score <input type="checkbox"/> Select All 	<p>National Data</p> <p>All</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outcome Mean <input type="checkbox"/> Percentile Scores <input type="checkbox"/> Select All 	<p>State Data</p> <p>All</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> National Scale <input checked="" type="checkbox"/> Estimated VELs Equivalent <input type="checkbox"/> Outcome Mean <input type="checkbox"/> Percentile Scores <input type="checkbox"/> Select All 	<p>School Data</p> <p>All</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> National Scale <input type="checkbox"/> Estimated VELs Equivalent <input type="checkbox"/> Outcome Mean <input type="checkbox"/> Percentile Scores <input type="checkbox"/> Select All 	<p>School File</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Home School Name <input type="checkbox"/> Reporting School Name <input type="checkbox"/> Like School Group <input type="checkbox"/> Select All
---	---	---	---	---	---

Extract Clear

Section 2: NAPLAN Data Service Reports

The NAPLAN Data Service provides seven reports covering current year results from the National Assessment Program – Literacy and Numeracy testing against the National Band 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 2008, the NAPLAN 'Report Name' menu has the following seven report options:

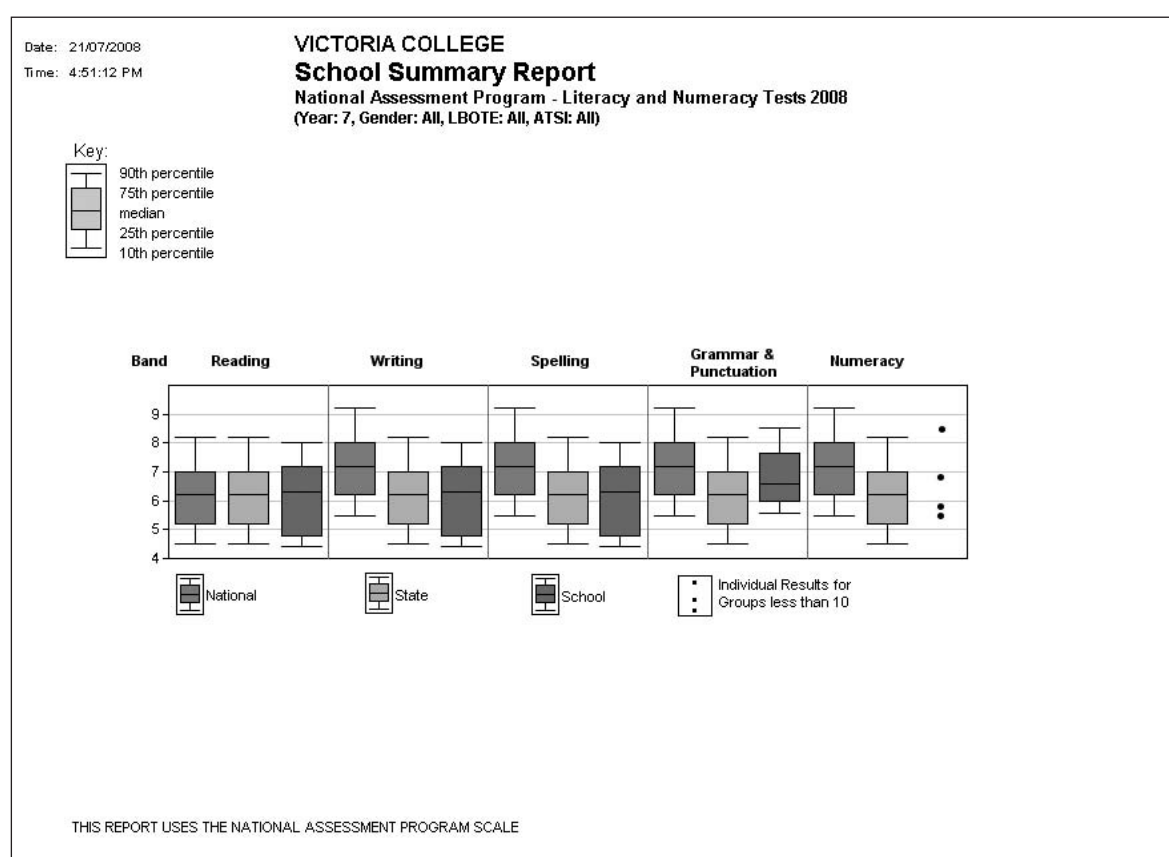
- **School Summary Report** – displays National, State and School distribution data for each test area (Reading, Writing, Spelling, Grammar & Punctuation, and Numeracy). This report presents data displayed against either the National Assessment Program Scale or the Estimated VELS Equivalent Scale. It shows a graphic displaying data in box-and-whisker plots and, for the Estimated VELS Equivalent Scale, an additional summary statistics table.
- **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 16.)
- **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 17.)
- **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 18.)
- **Item Analysis Report** – provides distractor analysis, including percentages correct, for each Reading, Spelling, Grammar & 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 19.)
- **Student Response Report** – provides detailed information on results for either one student or for a group of students (see page 20.)
- **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 22.)

School Summary Report

This report provides data on groups of students who completed Years 3, 5, 7 and 9 tests and reports on Reading, Writing, Spelling, Grammar & 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 (VELS) 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 provided above the graph for the Estimated VELs Equivalent report.

Example of School Summary Report



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:

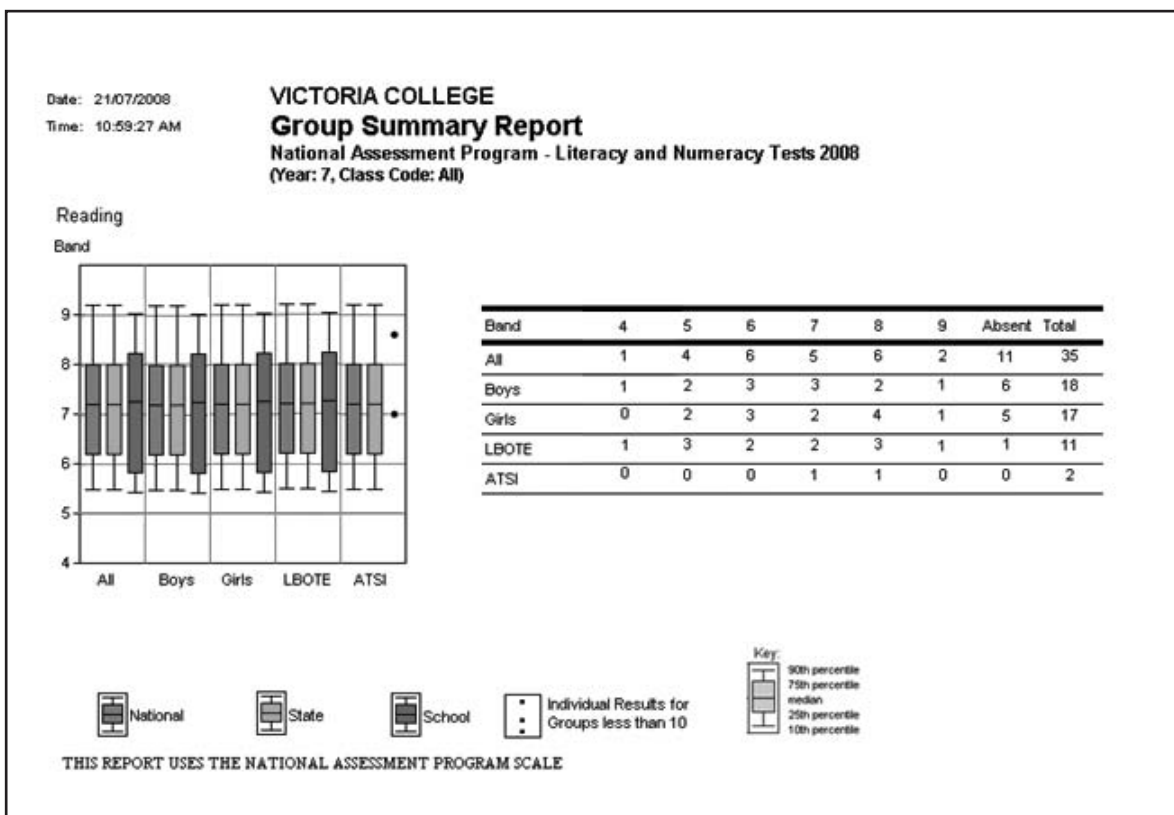
- a table showing summary statistics is included above the graph
- national bands are replaced by the VELs scale on the graph
- the graphs cover four VELs standards for each year level.

Group Summary Report

This report graphically displays the National, State and School distribution data separately for each test area (Reading, Writing, Spelling, Grammar & 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.

Example of Group Summary Report



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 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.

Assessment Area Report

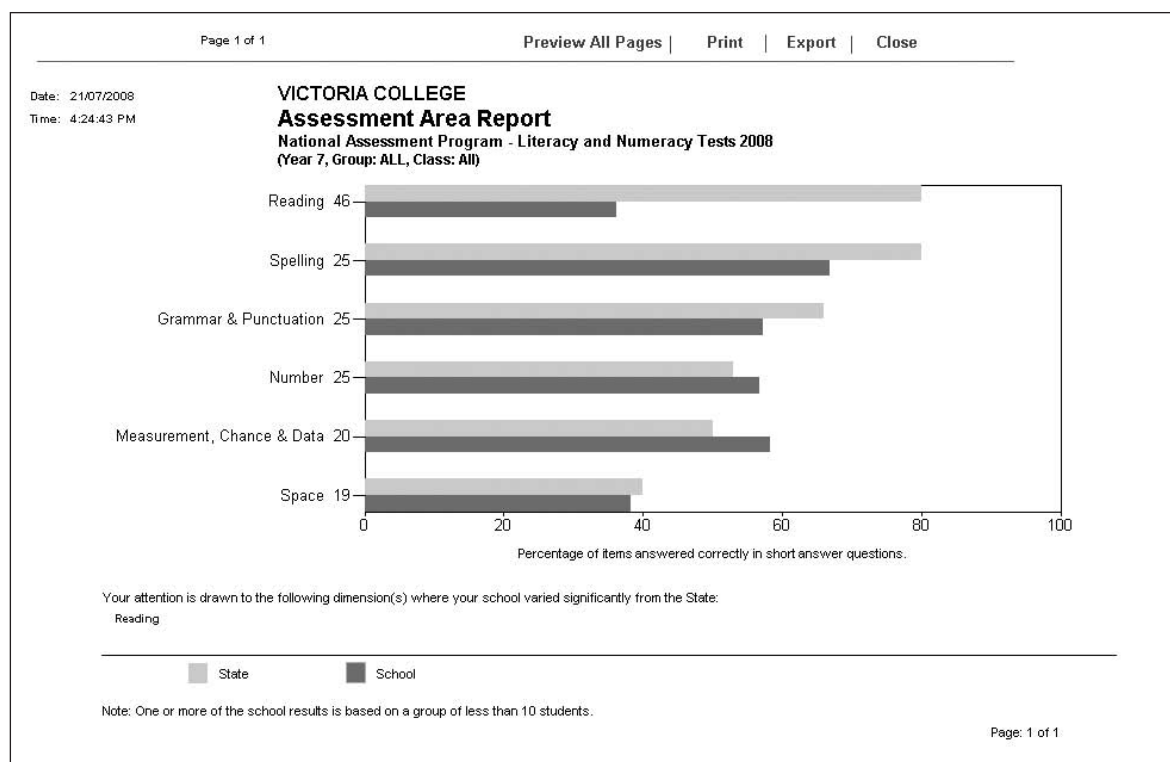
The Assessment Area Report groups data by assessment area or dimension, and displays the total percentage of correct responses to items within each assessment area.

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

Assessment areas reported in Numeracy are Number, Measurement, chance & data, Space and Structure. Structure is equivalent to the Algebra, functions and number patterns strand in the NAPLAN tests, and is reported in Year 9 only. For Years 3, 5 and 7, Structure items are included under Number, as they have been classified this way at a national level in the 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 25 for further information about interpreting results).

Example of Assessment Area 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.

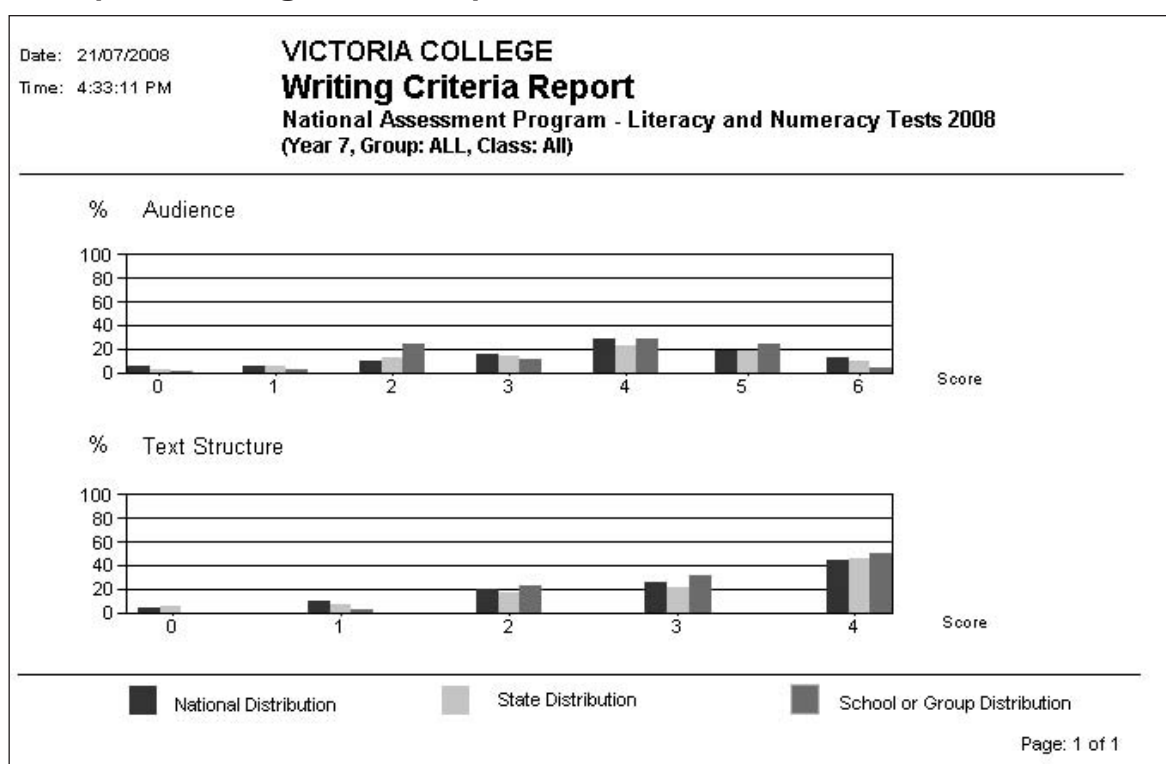
Students were asked to write a narrative based on a common stimulus and given time to plan, write and edit their work. The same stimulus was given to Years 3, 5, 7 and 9 students.

In 2008, the stimulus was 'Found'.

Student writing was assessed against the following ten criteria:

- **Audience:** The writer's capacity to orient, engage and affect the reader.
- **Text Structure:** The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure.
- **Ideas:** The creation, selection and crafting of ideas for a narrative.
- **Character and Setting:** Character: The portrayal and development of character.
Setting: The development of a sense of place, time and atmosphere.
- **Vocabulary:** The range and precision of language choices.
- **Cohesion:** The control of multiple threads and relationships over the whole text, achieved through the use of referring words, substitutions, word associations and text connectives.
- **Paragraphing:** The segmenting of text into paragraphs that assist the reader to negotiate the narrative.
- **Sentence Structure:** The production of grammatically correct, structurally sound and meaningful sentences.
- **Punctuation:** The use of correct and appropriate punctuation to aid the reading of the text.
- **Spelling:** The accuracy and range of spelling.

Example of Writing Criteria Report



Item Analysis Report

The Item Analysis Report provides summary information about items in Reading, Spelling, Grammar & 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.

Example of Item Analysis Report

VICTORIA COLLEGE Item Analysis Report National Assessment Program - Literacy and Numeracy Tests 2008 (Year 7, Group: ALL, Class: All) Reading - Item Order										
Item Number	Answer Key	Dimension	% Correct National	% Correct State	% Correct Group	Response	% Response National	% Response State	% Response Group	Skill Assessed
Q01	A	Reading	78	66	55	A	68	66	55	Make links between directly stated ideas in a text
						B	17	20	25	
						C	5	4	5	
						D	8	6	5	
						M	2	4	10	
Q02	A	Reading	78	66	55	A	68	66	55	Make links between directly stated ideas in a text
						B	17	20	25	
						C	5	4	5	
						D	8	6	5	
						M	2	4	10	
Q03	A	Reading	78	66	55	A	68	66	55	Make links between directly stated ideas in a text
						B	17	20	25	
						C	5	4	5	
						D	8	6	5	
						M	2	4	10	
Q04	A	Reading	78	66	55	A	68	66	55	Make links between directly stated ideas in a text
						B	17	20	25	
						C	5	4	5	
						D	8	6	5	
						M	2	4	10	

0 = incorrect response 1 = correct response M = missing or invalid response * = Data is not available

ADDITIONAL DATA WILL BE PROVIDED WHEN AVAILABLE.

Page: 1 of 12

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 & 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: 21/07/2008 Time: 3:56:58 PM		VICTORIA COLLEGE Student Response Report National Assessment Program - Literacy and Numeracy Tests 2008 (Year 7, Group: ALL, Class: All)																														
		Reading - Item Order																														
Item Number		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Answer Key		a	d	a	c	b	c	b	b	d	c	b	c	b	b	d	d	a	b	c	d	b	c	d	b	a	d	a	a	c	a	
Dimension		R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	Correct
ANTONIO, JACK	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	16.00	
AFOMIN, PAUL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	24.00	
BOLCH, SAMSON	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	28.00	
BRESNAN, LACHLAN	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	28.00	
COING TAN, JESSICA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25.00	
DIPAULO, JODEAN	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11.00	
GUNN, LINDSAY	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	-	
HODGSON, ALEXANDER	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	29.00	
HOULDEN, EMIRA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	16.00	
LE, ROSE	c	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	13.00	
MCARTHUR, MARTIN	d	b	c	✓	d	d	✓	b	a	d	d	c	c	c	a	d	d	a	c	a	✓	c	a	c	a	✓	c	b	c	✓	4.00	
NGO, TOM	d	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5.00	
OVEREND, LUAN	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23.00	
PACE, TEGAN	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8.00	
PEARCE, STEVEN	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	17.00	
PEOPLES, JAMIE	b	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	17.00	
PINSON, EDWARD	b	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	22.00	
POLONI, DOLMA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25.00	
REYNOLDS, NAOMI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	28.00	
SCHWARER, TIMOTHY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	29.00	
SINGH, AISHWARYA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	14.00	
SURHITT, LEO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20.00	
TRAN, LAUREN	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	28.00	
WILLIAMS, MICHAEL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25.00	
WRIGHT, SARAH	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20.00	

✓ = correct A,B,C,D,E or numbers = Incorrect response (#) = incorrect - cannot represent response (-) = missing or invalid response
 (*) = absent from test (^) = item score NA = Not Applicable

See Reporting Guide for definitions of mean, median and standard deviation.
Additional data will be provided when available.

Page: 1 of 3

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.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
Total Item Correct	19	21	18	20	16	21	20	16	14	18	15	13	16	15	14	17	13	14	14	17	17	19	16	12	16	13	12	13	12	15		
% Correct (Group)	79	88	75	83	67	88	83	67	58	75	63	54	67	63	58	71	54	58	58	71	71	79	67	50	67	54	50	54	50	63		
% Correct (State)	81	81	77	66	64	93	91	73	48	61	73	54	83	53	48	64	54	49	66	55	65	82	69	57	51	44	47	60	51	52		
Number of students in group	27																															
Median Score Group	21.0			Mean Score Group													19.8			Standard Deviation Group										7.7		
Median Score State	20			Mean Score State													19.1			Standard Deviation State										6.0		
Students absent for this outcome	AIMISH, BERTRAND; LINDSAY, GUNN; SAUL, RYDER																															
\checkmark = correct A,B,C,D,E or numbers = Incorrect response (#) = incorrect - cannot represent response (-) = missing or invalid response (*) = absent from test (^) = item score NA = Not Applicable See Reporting Guide for definitions of mean, median and standard deviation.																																
																														Page: 3 of 3		

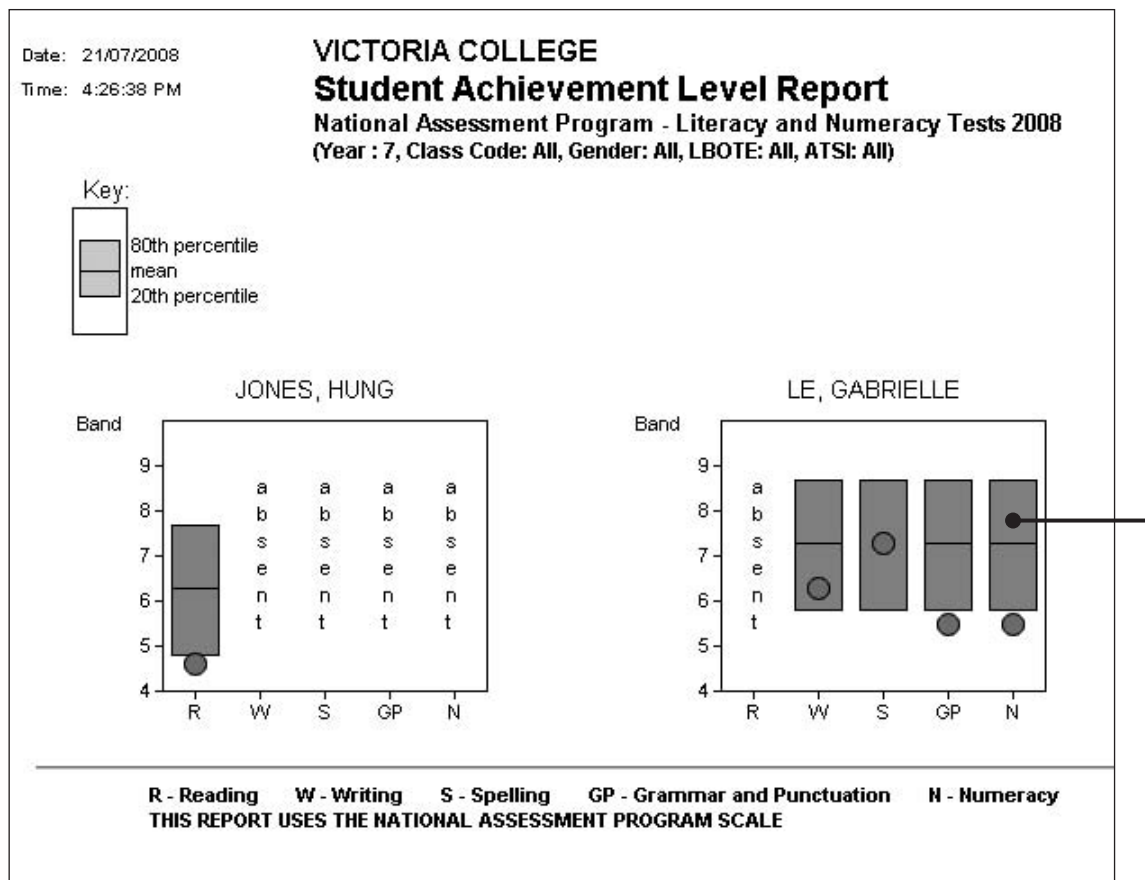
Student Achievement Level Report

The Student Achievement 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.



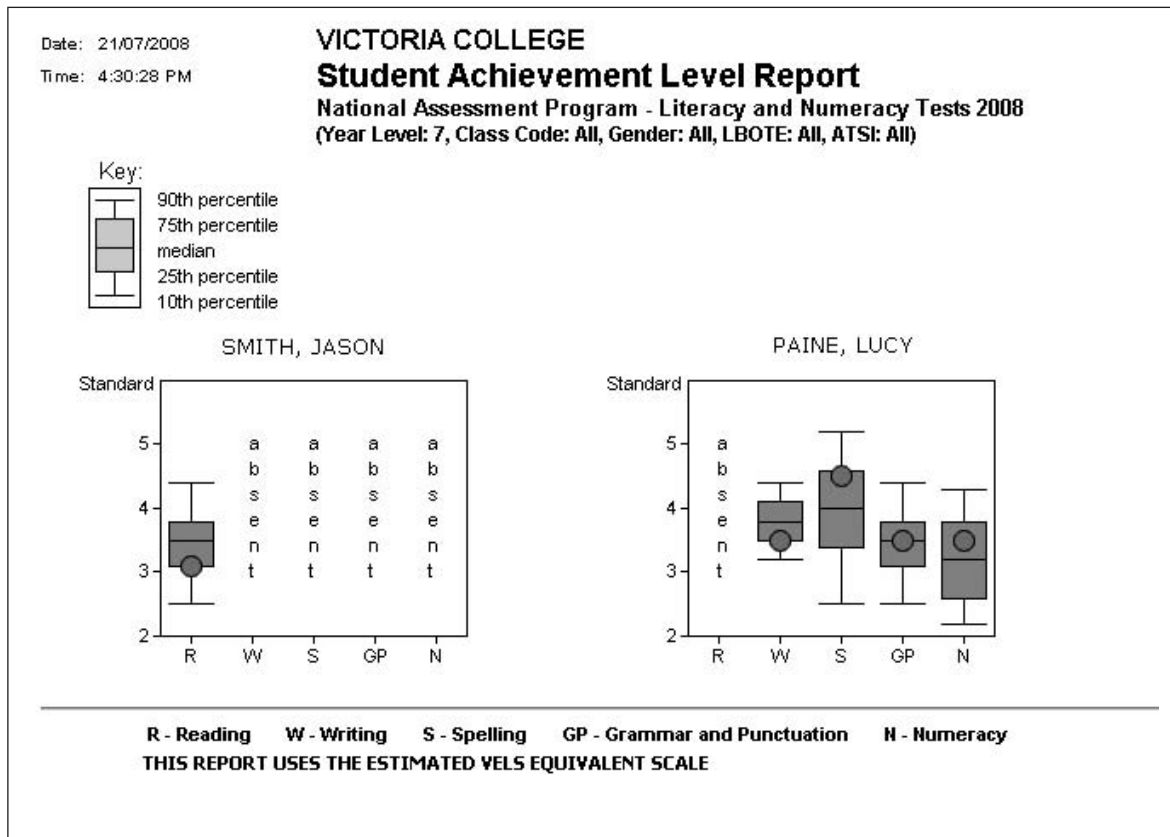
The shaded area shows the range of achievement for the middle 60% of students for the year level.

Student Achievement Level Report on NAPLAN scale - tabular format

The tabular form of this report is not available on the National Assessment Program scale.

Student Achievement Level Report on Estimated VELS Equivalent scale - Graphic Report

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.



Student Achievement Level Report on Estimated VELS Equivalent scale - Tabular Report

The tabular format of this report gives a numeric value of the Student Achievement Score on the Estimated VELS Equivalent scale for each student in the group, and for each test outcome for which a result is available.

Date: 21/07/2008
Time: 12:11:52 PM

VICTORIA COLLEGE
Student Achievement Level Report
National Assessment Program - Literacy and Numeracy Tests 2008
(Year : 7, Class Code: All, Gender: All, LBOTE: All, ATSI: All)

Student Name	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
BROCCIO, ADAM	3.1	3.8	4.5	3.5	*
CARLING, DEMI	4.2	4.2	2.8	3.6	3.5

(*) Student absent for the outcome.

THIS REPORT USES THE ESTIMATED VELS EQUIVALENT SCALE Page: 1 of 2

Section 3: Interpretation of Results

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

NAPLAN 2008 results have been derived using a ten band National Assessment Program scale, and reports showing national, state, school or subgroup distributions are presented in relation to these bands. Wherever possible and applicable, the results have also been converted to an Estimated VELS Equivalent score and schools can access reports using either scale.

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 60,000 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.

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 points 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 their ability.

In 2008, measuring improvement for individual students in Years 5 and 9 cannot be done by direct comparison with the Year 3 and Year 7 AIM results from 2006 because of the differences in test construct and content noted on page 6. However, provided these differences are acknowledged and the results are not used in isolation from other classroom assessments, the Estimated VELS Equivalent score for Reading and for Numeracy may be used as a guide to likely growth. Similar comparisons are possible for Writing and for Spelling, but these will be less accurate due to the greater differences in test format, and for Writing, in the criteria against which the tasks were assessed.

It must also be remembered that there is a significant difference in the time at which the NAPLAN tests were administered to Years 3, 5 and 7 students in 2008 (May), compared to AIM testing which took place for these year levels in August in 2006.

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 & 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 2008.

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 (consisting of Spelling and Grammar & Punctuation) and Numeracy on the National Assessment Achievement 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



MINISTERIAL COUNCIL ON EDUCATION,
EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

Student Report 2008

National Assessment Program — Literacy and Numeracy

This report shows the results for

Studentname Studentsurname
Year 3 School name

The National Assessment Program — Literacy and Numeracy

In May 2008 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, writing and language conventions.

Reading

Students were required to read a range of texts similar to those used in Year 3 classrooms and answer questions of varying difficulty to show their understanding of the material.

Writing

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


Language conventions

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

Numeracy Assessment

The numeracy assessment task measured student achievement across number; function and pattern; measurement, chance and data; and space. Questions required students to apply mathematical knowledge, skills and understandings in a variety of contexts.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY



How to read the student report

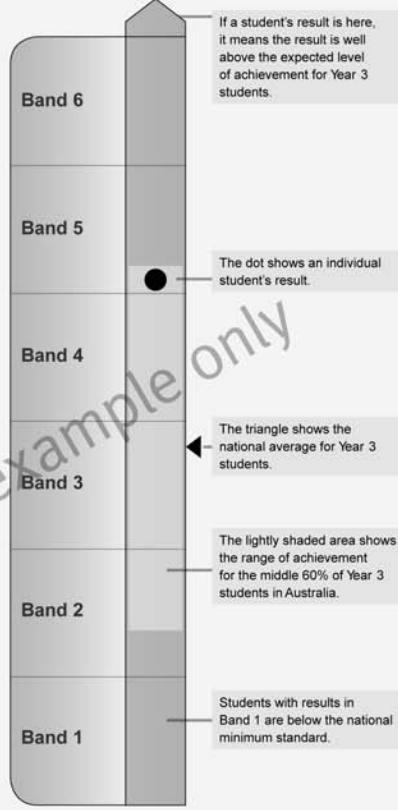
A student's result is shown on an achievement scale for each assessment area.

The 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 3 are reported across the range of Band 1 to Band 6, with Band 2 representing the national minimum standard for this year level.

The national average and the range of achievement for Year 3 students are also shown on the scale.

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



Year 3

- If a student's result is here, it means the result is well above the expected level of achievement for Year 3 students.
- The dot shows an individual student's result.
- The triangle shows the national average for Year 3 students.
- The lightly shaded area shows the range of achievement for the middle 60% of Year 3 students in Australia.
- Students with results in Band 1 are below the national minimum standard.

NAPLAN Data Reports

The NAPLAN Data 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.

As 2008 is the first year of national literacy and numeracy testing, 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. Parents 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 Report (see the Student Achievement Level Report on page 22).

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 2008 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 number	Short description	Correct answer	Curriculum Area	Skill assessed
1	What will we do now?	A	Reading	Locate directly stated information in a text
2	What will we do now?	D	Reading	Locate directly stated information in a text
3	What will we do now?	A	Reading	Make links between directly stated ideas in a text
4	What will we do now?	C	Reading	Make links between directly stated ideas in a text
5	What will we do now?	A	Reading	Make links between directly stated ideas in a text
6	What will we do now?	D	Reading	Make inferences about characters' actions in a text
7	Chimpanzees	D	Reading	Locate directly stated information in a text
8	Chimpanzees	B	Reading	Work out the meaning of words in context
9	Chimpanzees	C	Reading	Use illustration to extend meaning
10	Chimpanzees	B	Reading	Make links between directly stated ideas in a text
11	Chimpanzees	A	Reading	Interpret the main idea of a text
12	Chimpanzees	D	Reading	Identify the main purpose of a text
13	Why elephants and emus cannot fly	B	Reading	Make links between directly stated ideas in a text
14	Why elephants and emus cannot fly	A	Reading	Make inferences about characters' motives in a text
15	Why elephants and emus cannot fly	D	Reading	Make inferences about characters' qualities in a text
16	Why elephants and emus cannot fly	A	Reading	Make inferences about characters' motives in a text
17	Why elephants and emus cannot fly	A	Reading	Make links between directly stated ideas in a text

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
18	Why elephants and emus cannot fly	D	Reading	Identify the main purpose of a text
19	Ride to School Day	A	Reading	Make links between directly stated ideas in a text
20	Ride to School Day	C	Reading	Make inferences about characters' motives in a text
21	Ride to School Day	B	Reading	Select key information from a text
22	Ride to School Day	B	Reading	Make links between directly stated ideas in a text
23	Ride to School Day	D	Reading	Make links between directly stated ideas in a text
24	Ride to School Day	D	Reading	Make links between directly stated ideas in a text
25	Ride to School Day	C	Reading	Use contextual cues to interpret a text
26	Amphibians	C	Reading	Locate key information in a text
27	Amphibians	D	Reading	Locate directly stated information in a text
28	Amphibians	D	Reading	Read on to interpret a text
29	Amphibians	A	Reading	Make links between directly stated ideas in a text
30	Amphibians	3, 2, 4, 1	Reading	Identify a sequence of events in a text
31	Amphibians	B	Reading	Locate directly stated information in a text
32	Amphibians	A	Reading	Identify the main purpose of a diagram
33	The story of Opo	B	Reading	Locate directly stated information in a text
34	The story of Opo	C	Reading	Read on to interpret a text
35	The story of Opo	C	Reading	Make links between directly stated ideas in a text
36	The story of Opo	D	Reading	Make links between directly stated ideas in a text
37	The story of Opo	B	Reading	Read on to interpret a text
38	The story of Opo	C	Reading	Make links between directly stated ideas in a text

Year 5 Reading

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	Why elephants and emus cannot fly	B	Reading	Make links between directly stated ideas in a text
2	Why elephants and emus cannot fly	A	Reading	Make inferences about characters' motives in a text
3	Why elephants and emus cannot fly	D	Reading	Make inferences about characters' qualities in a text
4	Why elephants and emus cannot fly	A	Reading	Make inferences about characters' motives in a text
5	Why elephants and emus cannot fly	A	Reading	Make links between directly stated ideas in a text
6	Why elephants and emus cannot fly	D	Reading	Identify the main purpose of the text
7	Dale Richards	D	Reading	Identify the main idea of a text
8	Dale Richards	B	Reading	Make links between directly stated ideas in a text
9	Dale Richards	C	Reading	Work out the meaning of words in context
10	Dale Richards	A	Reading	Make links between directly stated ideas in a text
11	Dale Richards	A	Reading	Infer messages in a text
12	Dale Richards	C	Reading	Interpret the main purpose of a text
13	Dale Richards	D	Reading	Support interpretations with evidence from the text
14	Amphibians	C	Reading	Locate key information in a text
15	Amphibians	D	Reading	Locate directly stated information in a text
16	Amphibians	D	Reading	Read on to interpret a text
17	Amphibians	A	Reading	Make links between directly stated ideas in a text
18	Amphibians	3, 2, 4, 1	Reading	Identify a sequence of events in a text
19	Amphibians	B	Reading	Locate directly stated information in a text
20	Amphibians	A	Reading	Identify the main purpose of a diagram

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
21	Lacy	B	Reading	Work out the meaning of phrases in context
22	Lacy	Written answer	Reading	Make inferences about plot
23	Lacy	B	Reading	Make inferences about a character's motives
24	Lacy	A	Reading	Make links between directly stated ideas in a text
25	Lacy	C	Reading	Select key information from a text
26	Lacy	D	Reading	Use contextual cues to interpret a text
27	Pet dogs - What do you think?	B	Reading	Make links between directly stated ideas in different texts
28	Pet dogs - What do you think?	D	Reading	Work out the meaning of words in context
29	Pet dogs - What do you think?	D	Reading	Infer messages in a text
30	Pet dogs - What do you think?	C	Reading	Identify how attitudes are presented in a text
31	Pet dogs - What do you think?	D	Reading	Synthesise information from different texts to draw conclusions
32	Attack and defence	A	Reading	Locate directly stated information in a text
33	Attack and defence	A	Reading	Draw on knowledge of text organisation to interpret a text
34	Attack and defence	B	Reading	Interpret the main purpose of an illustration
35	Attack and defence	CR	Reading	Use contextual cues to interpret a text
36	Attack and defence	C & H	Reading	Locate directly stated information in a text

Year 7 Reading

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	Dale Richards	B	Reading	Make links between directly stated ideas in a text
2	Dale Richards	A	Reading	Make links between directly stated ideas in a text
3	Dale Richards	D	Reading	Identify the main idea of a text
4	Dale Richards	A	Reading	Infer messages in a text
5	Dale Richards	C	Reading	Interpret the main purpose of a text
6	Lacy	B	Reading	Work out the meaning of phrases in context
7	Lacy	Written answer	Reading	Make inferences about plot
8	Lacy	B	Reading	Make inferences about a character's motives
9	Lacy	A	Reading	Make links between directly stated ideas in a text
10	Lacy	C	Reading	Select key information from a text
11	Lacy	D	Reading	Use contextual cues to interpret a text
12	Pet dogs - What do you think?	B	Reading	Make links between directly stated ideas in different texts
13	Pet dogs - What do you think?	D	Reading	Work out the meaning of words in context
14	Pet dogs - What do you think?	D	Reading	Infer messages in a text
15	Pet dogs - What do you think?	C	Reading	Identify how attitudes are presented in a text
16	Pet dogs - What do you think?	D	Reading	Synthesise information from different texts to draw conclusions
17	Oddball	A	Reading	Interpret main idea in a text
18	Oddball	D	Reading	Select key information in a text
19	Oddball	B	Reading	Connect ideas in a text
20	Oddball	B	Reading	Locate key information in texts
21	Oddball	C	Reading	Identify the purpose of a text
22	Oddball	B	Reading	Make inferences about a character's qualities

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
23	Across the Pacific	B	Reading	Locate directly stated information in a text
24	Across the Pacific	A	Reading	Make links between directly stated ideas in a text
25	Across the Pacific	D	Reading	Locate key information in a text
26	Across the Pacific	D	Reading	Work out the meaning of words in context
27	Across the Pacific	B	Reading	Identify the main purpose of a text
28	Across the Pacific	D	Reading	Analyse how attitudes are conveyed in a text
29	Wasp	A	Reading	Identify how language is used to represent characters in different ways
30	Wasp	A	Reading	Identify the main idea in a text
31	Wasp	C	Reading	Infer a character's feelings in a text
32	Wasp	B	Reading	Infer a character's changing feelings in a text
33	Wasp	A	Reading	Identify the main purpose of a text
34	Wasp	D	Reading	Work out the meaning of phrases in context
35	Wasp	C	Reading	Infer meanings in a text
36	The double life of the slippery axolotl	A	Reading	Make links between directly stated ideas in a text
37	The double life of the slippery axolotl	C	Reading	Identify links in a text
38	The double life of the slippery axolotl	B	Reading	Work out the meanings of words in context
39	The double life of the slippery axolotl	B	Reading	Identify information that supports a main idea in a text
40	The double life of the slippery axolotl	C	Reading	Identify language features in a text
41	Space exploration: Is it worth it?	D	Reading	Identify issues in a text
42	Space exploration: Is it worth it?	B	Reading	Work out the meaning of phrases in context
43	Space exploration: Is it worth it?	C	Reading	Work out the meaning of words in context
44	Space exploration: Is it worth it?	B	Reading	Infer meanings in a text
45	Space exploration: Is it worth it?	C	Reading	Infer messages in a text
46	Space exploration: Is it worth it?	A	Reading	Synthesise information from different texts to draw conclusions

Year 9 Reading

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	Dale Richards	B	Reading	Make links between directly stated ideas in a text
2	A court case in ancient China	B	Reading	Make inferences about characters' actions
3	A court case in ancient China	C	Reading	Work out the meaning of phrases in context
4	A court case in ancient China	A	Reading	Make inferences about characters' actions
5	A court case in ancient China	D	Reading	Make inferences about plot
6	A court case in ancient China	B	Reading	Interpret the meaning of a character's actions
7	A court case in ancient China	A	Reading	Synthesise information from a text to draw conclusions
8	Across the Pacific	B	Reading	Locate directly stated information in a text
9	Across the Pacific	A	Reading	Make links between directly stated ideas in a text
10	Across the Pacific	D	Reading	Locate key information in a text
11	Across the Pacific	D	Reading	Work out the meaning of words in context
12	Across the Pacific	B	Reading	Identify the main purpose of a text
13	Across the Pacific	D	Reading	Analyse how attitudes are conveyed in a text
14	Blackberry picking	C	Reading	Locate directly stated information in a text
15	Blackberry picking	D	Reading	Work out the meaning of words in context
16	Blackberry picking	D	Reading	Make links between directly stated ideas in a text
17	Blackberry picking	C	Reading	Make inferences about characters' actions
18	Blackberry picking	A	Reading	Make inferences about characters' actions
19	Blackberry picking	B	Reading	Describe how texts are constructed for particular purposes
20	Tourism in Antarctica?	B	Reading	Work out the meaning of phrases in context
21	Tourism in Antarctica?	D	Reading	Support interpretations with evidence from a text
22	Tourism in Antarctica?	A	Reading	Analyse a point of view in a text
23	Tourism in Antarctica?	D	Reading	Identify the features of a persuasive text

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
24	Tourism in Antarctica?	C	Reading	Synthesise information from different texts to draw conclusions
25	Tourism in Antarctica?	B	Reading	Synthesise information from different texts to draw conclusions
26	Endemism	C	Reading	Locate key information in a text
27	Endemism	C	Reading	Interpret a diagram
28	Endemism	B	Reading	Interpret a diagram
29	Endemism	A	Reading	Interpret a diagram
30	Endemism	D	Reading	Infer meanings in a text
31	Endemism	B	Reading	Identify the main idea in a text
32	The double life of the slippery axolotl	A	Reading	Make links between directly stated ideas in a text
33	The double life of the slippery axolotl	C	Reading	Identify links in a text
34	The double life of the slippery axolotl	B	Reading	Work out the meanings of words in context
35	The double life of the slippery axolotl	B	Reading	Identify information that supports a main idea in a text
36	The double life of the slippery axolotl	C	Reading	Identify language features in a text
37	Water warning in Angkor ruins	A	Reading	Make links between directly stated ideas in a text
38	Water warning in Angkor ruins	D	Reading	Make links between directly stated ideas in a text
39	Water warning in Angkor ruins	A	Reading	Infer messages in a text
40	Water warning in Angkor ruins	C	Reading	Interpret the main idea in a text
41	Water warning in Angkor ruins	B	Reading	Identify the main purpose of a text
42	Math and the Mona Lisa	D	Reading	Work out the meaning of a phrase in context
43	Math and the Mona Lisa	A	Reading	Infer messages in a text
44	Math and the Mona Lisa	B	Reading	Infer meaning in a text
45	Math and the Mona Lisa	B	Reading	Identify cause and effect in an informative text
46	Math and the Mona Lisa	A	Reading	Work out the meaning of words in context
47	Math and the Mona Lisa	B	Reading	Synthesise information from a text to draw conclusions
48	Math and the Mona Lisa	C	Reading	Infer meanings in a text

Year 3 Language Conventions

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	lik	like	Spelling	Spell frequently used one-syllable words with regular spelling patterns
2	opun	open	Spelling	Spell frequently used two-syllable words with regular spelling patterns
3	broun	brown	Spelling	Spell frequently used two-syllable words with regular spelling patterns
4	swimming	swimming	Spelling	Spell frequently used two-syllable words with regular spelling patterns
5	arownd	around	Spelling	Spell frequently used two-syllable words with regular spelling patterns
6	frends	friends	Spelling	Spell frequently used one-syllable words with irregular spelling patterns
7	craked	cracked	Spelling	Spell less frequently used one-syllable words with irregular spelling patterns
8	grate	great	Spelling	Spell frequently used one-syllable words with regular spelling patterns
9	barkt	barked	Spelling	Spell less frequently used two-syllable words with irregular spelling patterns
10	cumplained	complained	Spelling	Spell less frequently used two-syllable words with regular spelling patterns
11	weel	wheel	Spelling	Spell frequently used one-syllable words with regular spelling patterns
12	helmat	helmet	Spelling	Spell frequently used two-syllable words with regular spelling patterns
13	seet	seat	Spelling	Spell frequently used one-syllable words with regular spelling patterns
14	speshal	special	Spelling	Spell less frequently used two-syllable words with irregular spelling patterns
15	coud	could	Spelling	Spell frequently used one-syllable words with irregular spelling patterns
16	animel	animal	Spelling	Spell frequently used multi-syllable words with regular spelling patterns
17	present	present	Spelling	Spell less frequently used two-syllable words with regular spelling patterns
18	litle	little	Spelling	Spell frequently used two-syllable words with regular spelling patterns
19	milions	millions	Spelling	Spell less frequently used two-syllable words with irregular spelling patterns
20	oxegen	oxygen	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
21	propley	properly	Spelling	Spell less frequently used multi-syllable words with regular spelling patterns
22	mach	match	Spelling	Spell frequently used one-syllable words with irregular spelling patterns
23	lowdly	loudly	Spelling	Spell less frequently used two-syllable words with regular spelling patterns
24	hopping	hoping	Spelling	Spell frequently used two-syllable words with irregular spelling patterns
25	pore	pour	Spelling	Spell frequently used one-syllable words with irregular spelling patterns

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
26	Grammar	C	Writing	Use a pronoun in a sentence
27	Grammar	B	Writing	Use verb tenses
28	Punctuation	D	Writing	Use a full stop
29	Grammar	B	Writing	Use a preposition
30	Grammar	A	Writing	Use a noun
31	Punctuation	B	Writing	Use a full stop
32	Grammar	A	Writing	Use a pronoun
33	Grammar	C	Writing	Use a preposition
34	Grammar	C	Writing	Use a capital letter to begin a proper noun
35	Grammar	A	Writing	Use verb tenses
36	Punctuation	D	Writing	Use a comma
37	Grammar	B	Writing	Use an adverb
38	Grammar	C	Writing	Use a plural pronoun
39	Punctuation	A	Writing	Use a full stop
40	Grammar	D	Writing	Use a conjunction
41	Punctuation	A	Writing	Use an apostrophe for possession
42	Punctuation	C	Writing	Use a capital letter and a full stop
43	Grammar	C	Writing	Use a past participle
44	Grammar	B	Writing	Use verb tenses
45	Punctuation	D	Writing	Use commas in a sentence
46	Grammar	A	Writing	Use a comparative adjective
47	Grammar	D	Writing	Use 'an' followed by a word beginning with a vowel
48	Grammar	B	Writing	Use personal pronouns
49	Punctuation	A	Writing	Use direct speech marks
50	Grammar	B	Writing	Use a preposition

Year 5 Language Conventions

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	swimming	swimming	Spelling	Spell frequently used two-syllable words with regular spelling patterns
2	numba	number	Spelling	Spell frequently used two-syllable words with regular spelling patterns
3	frends	friends	Spelling	Spell frequently used one-syllable words with irregular spelling patterns
4	grate	great	Spelling	Spell frequently used one-syllable words with regular spelling patterns
5	compeated	competed	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
6	popolar	popular	Spelling	Spell frequently used multi-syllable words with regular spelling patterns
7	vanila	vanilla	Spelling	Spell less frequently used multi-syllable words with regular spelling patterns
8	muscel	muscle	Spelling	Spell less frequently used two-syllable words with irregular spelling patterns
9	astronots	astronauts	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
10	oposit	opposite	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
11	sholder	shoulder	Spelling	Spell less frequently used two-syllable words with irregular spelling patterns
12	butten	button	Spelling	Spell frequently used two-syllable words with regular spelling patterns
13	effeks	effects	Spelling	Spell less frequently used two-syllable words with regular spelling patterns
14	vollume	volume	Spelling	Spell less frequently used two-syllable words with irregular spelling patterns
15	milions	millions	Spelling	Spell less frequently used two-syllable words with irregular spelling patterns
16	oxegen	oxygen	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
17	propley	properly	Spelling	Spell less frequently used multi-syllable words with regular spelling patterns
18	sinese	since	Spelling	Spell frequently used one-syllable words with irregular spelling patterns
19	lizard	lizard	Spelling	Spell less frequently used two-syllable words with regular spelling patterns
20	clime	climb	Spelling	Spell frequently used one-syllable words with irregular spelling patterns
21	taist	taste	Spelling	Spell frequently used one-syllable words with regular spelling patterns
22	vershion	version	Spelling	Spell less frequently used two-syllable words with irregular spelling patterns
23	maroathan	marathon	Spelling	Spell less frequently used multi-syllable words with regular spelling patterns
24	fittnes	fitness	Spelling	Spell frequently used two-syllable words with regular spelling patterns

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
25	disappointed	disappointed	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
26	Grammar	A	Writing	Use a verb in a sentence
27	Grammar	B	Writing	Use a conjunction
28	Grammar	D	Writing	Use subject-verb agreement
29	Grammar	A	Writing	Use a conjunction
30	Grammar	A	Writing	Use a preposition
31	Grammar	C	Writing	Use a capital letter to begin a proper noun
32	Punctuation	C	Writing	Use a question mark
33	Grammar	B	Writing	Use verb tenses
34	Punctuation	D	Writing	Use a capital letter, question mark and speech marks
35	Grammar	C	Writing	Use a past participle
36	Grammar	A	Writing	Use a conjunction
37	Grammar	B	Writing	Use a verb in a sentence
38	Grammar	C	Writing	Use a pronoun
39	Punctuation	A	Writing	Identify that indirect speech does not require speech marks
40	Punctuation	D	Writing	Use commas in a sentence
41	Grammar	D	Writing	Use 'an' followed by a word beginning with a vowel
42	Punctuation	D	Writing	Use capital letters and speech marks
43	Grammar	B	Writing	Use personal pronouns
44	Punctuation	B&C	Writing	Use speech marks in a sentence
45	Punctuation	A	Writing	Use an apostrophe to show possession
46	Grammar	D	Writing	Use a verb in a sentence
47	Grammar	C	Writing	Use a verb in a sentence
48	Grammar	B	Writing	Use a preposition
49	Punctuation	C	Writing	Use a capital letter, question mark and speech marks
50	Punctuation	A&C	Writing	Use commas in a complex sentence

Year 7 Language Conventions

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	sinse	since	Spelling	Spell frequently used one-syllable words with irregular spelling patterns
2	lizerd	lizard	Spelling	Spell less frequently used two-syllable words with irregular spelling patterns
3	taist	taste	Spelling	Spell frequently used one-syllable words with regular spelling patterns
4	clime	climb	Spelling	Spell frequently used one-syllable words with irregular spelling patterns
5	vershion	version	Spelling	Spell less frequently used two-syllable words with irregular spelling patterns
6	consummed	consumed	Spelling	Spell less frequently used two-syllable words with irregular spelling patterns
7	marothan	marathon	Spelling	Spell less frequently used multi-syllable words with regular spelling patterns
8	fittnes	fitness	Spelling	Spell frequently used two-syllable words with regular spelling patterns
9	descripshun	description	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
10	poisonus	poisonous	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
11	overwelmed	overwhelmed	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
12	anteak	antique	Spelling	Spell less frequently used two-syllable words with irregular spelling patterns
13	disapointed	disappointed	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
14	anouncment	announcement	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
15	comunuty	community	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
16	equipted	equipped	Spelling	Spell less frequently used two-syllable words with irregular spelling patterns
17	previously	previously	Spelling	Spell complex words with irregular spelling patterns
18	sergary	surgery	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
19	misscheif	mischief	Spelling	Spell less frequently used two-syllable words with irregular spelling patterns
20	recanise	recognise	Spelling	Spell less frequently used multi-syllable words with regular spelling patterns
21	imediatley	immediately	Spelling	Spell complex words with irregular spelling patterns
22	sicluded	secluded	Spelling	Spell less frequently used multi-syllable words with regular spelling patterns
23	athleats	athletes	Spelling	Spell frequently used two-syllable words with regular spelling patterns
24	substaintial	substantial	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
25	performance	performance	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
26	Grammar	C	Writing	Use an adverb in a sentence
27	Grammar	B	Writing	Use a verb in a sentence
28	Grammar	B	Writing	Use a verb in a sentence
29	Grammar	A	Writing	Use a conjunction
30	Grammar	D	Writing	Use a pronoun
31	Grammar	B	Writing	Use a verb in a sentence
32	Grammar	A	Writing	Use a personal pronoun
33	Grammar	B	Writing	Use verb tenses
34	Punctuation	D	Writing	Use a capital letter and proper noun
35	Grammar	C	Writing	Identify the superlative form of an adjective
36	Grammar	D	Writing	Control tenses
37	Grammar	B	Writing	Identify the correct contraction
38	Grammar	C	Writing	Use 'an' followed by a word beginning with a vowel
39	Punctuation	A	Writing	Identify that indirect speech does not require speech marks
40	Grammar	D	Writing	Use an adverbial phrase
41	Grammar	D	Writing	Use a verb in a sentence
42	Grammar	C	Writing	Use a verb in a sentence
43	Punctuation	A	Writing	Use an apostrophe to show possession
44	Punctuation	D	Writing	Use capital letters and speech marks
45	Punctuation	A	Writing	Use commas in a sentence
46	Punctuation	D	Writing	Use a capital letter, commas and speech marks
47	Punctuation	A	Writing	Use an apostrophe to show possession
48	Punctuation	A&C	Writing	Use commas in a complex sentence
49	Punctuation	C	Writing	Use commas in a complex sentence
50	Punctuation	A	Writing	Identify that indirect speech does not require speech marks

Year 9 Language Conventions

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	community	community	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
2	previously	previously	Spelling	Spell complex words with irregular spelling patterns
3	surgery	surgery	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
4	achievement	achievement	Spelling	Spell complex words with irregular spelling patterns
5	sufficient	sufficient	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
6	exotic	exotic	Spelling	Spell less frequently used multi-syllable words with regular spelling patterns
7	imagination	imagination	Spelling	Spell complex words with irregular spelling patterns
8	substantial	substantial	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
9	performance	performance	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
10	system	system	Spelling	Spell less frequently used two-syllable words with regular spelling patterns
11	consumed	consumed	Spelling	Spell less frequently used two-syllable words with irregular spelling patterns
12	evacuate	evacuate	Spelling	Spell complex words with regular spelling patterns
13	failure	failure	Spelling	Spell frequently used two-syllable words with regular spelling patterns
14	recreational	recreational	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
15	overwhelmed	overwhelmed	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
16	antique	antique	Spelling	Spell less frequently used two-syllable words with irregular spelling patterns
17	applauded	applauded	Spelling	Spell less frequently used multi-syllable words with regular spelling patterns
18	recipients	recipients	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
19	vulnerable	vulnerable	Spelling	Spell complex words with irregular spelling patterns
20	announcement	announcement	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
21	negligence	negligence	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
22	satellite	satellite	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
23	camouflage	camouflage	Spelling	Spell less frequently used multi-syllable words with irregular spelling patterns
24	feint	feint	Spelling	Spell less frequently used one-syllable words with regular spelling patterns
25	government	government	Spelling	Spell frequently used multi-syllable words with regular spelling patterns

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
26	Grammar	D	Writing	Use verb tenses
27	Grammar	C	Writing	Use capitals, question marks and speech marks
28	Grammar	D	Writing	Use a pronoun
29	Grammar	D	Writing	Control tenses
30	Grammar	B	Writing	Identify a contraction
31	Grammar	B	Writing	Identify the correct contraction
32	Punctuation	D	Writing	Use correct form of speech marks
33	Grammar	D	Writing	Use an adverbial phrase
34	Grammar	C	Writing	Use 'an' followed by a word beginning with a vowel
35	Punctuation	A	Writing	Use an apostrophe to indicate possession
36	Punctuation	A	Writing	Correct use of a semicolon
37	Punctuation	C	Writing	Use a capital letter, commas and speech marks
38	Punctuation	B	Writing	Correct use (omission) of an apostrophe
39	Punctuation	A	Writing	Identify that indirect speech does not require speech marks
40	Punctuation	A	Writing	Use commas in a sentence
41	Punctuation	C	Writing	Use commas in a complex sentence
42	Punctuation	C	Writing	Correct use of a semicolon
43	Writing Style	B	Writing	Identify verb tense
44	Punctuation	D	Writing	Identify the purpose of italics
45	Grammar	D	Writing	Identify an adjective
46	Writing Style	C	Writing	Identify that a passage is written in the third person
47	Grammar	A	Writing	Identify a verb
48	Grammar	B	Writing	Identify a noun
49	Grammar	B	Writing	Identify a metaphor
50	Grammar	C	Writing	Identify an alliteration

Year 3 Numeracy

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	Which is the longest	C	M	Compare lengths of common objects
2	Which object is a cone	A	S	Recognise and identify common 3D objects
3	Which group of blocks	B	N	Model 2 digit numbers using tens and ones
4	The total value of coins	D	N	Carry out simple money calculations
5	Which sticker is at C3	A	S	Use coordinates to describe location
6	How many children	D	N	Partition a small collection into equal parts
7	Number on Con's jumper	D	S	Locate a point by following directional language
8	Ben folds a piece of paper	A	S	Identify symmetry in shapes
9	Which pair of scissors	B	S	Compare the size of different angles
10	How many books	9	M	Read data presented in a simple table
11	Total number of wheels	4 & 12	N	Create number sentences involving multiplication
12	How many sit-ups	20	M	Read data presented in a two-way table
13	Letter A flipped over	C	S	Recognise and apply transformations to shapes
14	How many more stickers	11	M	Measure area using informal units
15	Difference in age	B	N	Subtract positive whole numbers
16	Cut oranges into quarters	D	N	Perform computations involving fractions
17	How many triangles	C	S	Recognise and identify common 2D shapes

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
18	How many goals	C	M	Interpret univariate data in a table
19	What is the next number	1010	N	Complete number patterns based on simple criteria
20	Which object has most	A	M	Estimate and measure volume
21	Which number is closest	B	N	Round numbers to nearest ten
22	What time did the bus	C	M	Estimate and measure time intervals
23	Which shape has one-	A	N	Identify simple fractions using a model
24	Anna moved her object	D	S	Recognise 3D object drawn from a different perspective
25	How much did the drink	\$2.60	N	Carry out simple money calculations
26	Find the next number	92	N	Complete number patterns based on simple criteria
27	Which clock shows	B	M	Compare time on analogue and digital clocks
28	A bag of 3 apples costs	C	N	Carry out simple money calculations
29	Which statement is true	D	M	Interpret univariate data in graphical form
30	Look at this pattern	B	S	Identify repeating patterns involving 2D shapes
31	How many students	4	M	Interpret information from a pictograph
32	What is the correct change	\$5.15	N	Carry out simple money calculations
33	How many cubes	6 & 9	N	Solve a number problem using a given diagram
34	Tara spins arrows	A	M	Compare the likelihood of events
35	Sally made a robot	D	S	Identify and recognise 3D objects

Year 5 Numeracy

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	Ben folds a piece of paper	A	S	Identify symmetry in shapes
2	Which number is	D	N	Identify written form of integers greater than 1000
3	Which pair of scissors	B	S	Compare the size of different angles
4	How many cubes	D	M	Estimate and measure volume
5	What is the next number	A	N	Complete number patterns based on simple criteria
6	Which one of these buildings	D	S	Identify a 3D model given its individual components
7	The shaded area in the grid	B	M	Measure area using a grid
8	How many female students	B	M	Interpret data displayed in tabular form
9	What is the next number	1010	N	Complete number patterns based on simple criteria
10	How many faces	C	S	Identify and recognise properties of 3D objects
11	$5427 \div 9 =$	B	N	Divide by a single digit divisor
12	Anna moved her object	D	S	Recognise 3D objects drawn from different perspectives
13	How much does the drink cost	\$2.60	N	Carry out simple money calculations
14	What is the length	C	M	Estimate and measure length
15	Which clock shows the time	B	M	Compare time on analogue and digital clocks
16	A bag of 3 apples costs \$2.00	C	N	Carry out simple money calculations
17	Which statement is true	D	M	Interpret univariate data in graphical form
18	Which is Lee's bucket	A	M	Compare the likelihood of events
19	Which direction is the arrow	A	S	Recognise and apply transformations
20	What is the missing number	6	N	Create and complete number sentences
21	What is the best way to estimate	D	N	Use estimates for computations

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
22	Which flag has two lines	A	S	Identify symmetry in shapes
23	Which number is greater	A	N	Use place value to order decimals
24	What is the perimeter	C	M	Estimate and measure perimeter
25	The distance in the room	C	S	Use scale to estimate distance
26	What number did Lin divide by	10	N	Recognise decimal numbers generated by dividing by 10
27	Which arrow is closest to 0.35	C	N	Place decimals on a number line
28	Which movie could Gina watch	C	M	Interpret timetables in relation to events
29	The amount of juice left	C	M	Estimate and measure capacity
30	What is the chance of Miki	C	M	Calculate probability for chance outcomes
31	What is the shortest distance	C	S	Interpret maps
32	Which one of these shapes	B	S	Identify and recognise properties of 2D shapes
33	Which shapes is missing	D	S	Represent 3D shapes using nets
34	Write one number in each box	3 & 5	N	Create and complete number sentences
35	What is the largest even number	756	N	Identify and order numbers
36	About how many students live in	B	M	Interpret univariate data displayed in graphical form
37	What fraction of the tiles	B	N	Compare simple fractions using models
38	What is the distance between	2.5 km	N	Perform computations involving decimals
39	The number 53.07 is equal to	B	N	Recognise place value of numbers
40	Which drawing shows the view	A	S	Recognise perspective in 2D representations of a 3D shape

Year 7 Numeracy (Non-Calculator)

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	Which building is West	D	S	Use compass points to describe position
2	Which time is the same	B	M	Compare digital and analog times
3	Another way of writing 62 is	B	N	Interpret simple powers of whole numbers
4	How many faces	C	S	Identify and recognise properties of 3D objects
5	How many bricks are needed	B	N	Construct and use sequence rules
6	Which dotted line	D	S	Identify symmetry in 2D shapes
7	What is \$10 as a percentage	C	N	Perform calculations involving percentages
8	Which is Lee's bucket	A	M	Compare the likelihood of events
9	When was the UV index	B	M	Interpret data displayed in graphical form
10	What is the missing number	6	N	Create and complete number sentences
11	What is the best way to estimate	D	N	Use estimates for computations
12	What scale is used in drawing	B	S	Use and derive scale
13	Which number is greater than	A	N	Use place value to order decimals
14	What is the perimeter	C	M	Estimate and measure perimeter
15	How many cups of sugar	A	N	Perform computations involving fractions and proportions
16	What is the chance	B	M	Calculate probability of chance outcomes
17	Which student is the tallest	A	S	Use network diagrams to specify relationships
18	Which movie could Gina watch	C	M	Interpret timetables in relation to events
19	Which fraction has	C	N	Express mixed numbers in fraction notation
20	Which is the net of this die	D	S	Represent 3D objects using nets
21	What is the size of the angle	128	M	Measure obtuse angles in degrees
22	In total, how many people	40	M	Interpret data displayed in tabular form
23	How many millilitres (mL)	1250 mL	M	Interpret and use linear scales

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
24	What percentage of the cars	32%	N	Perform computations involving percentages
25	What fraction of the potting mix	A	N	Perform computations involving fractions
26	What is the distance	2.5 km	N	Perform computations involving decimals
27	Which one of the shapes	C	S	Identify and recognise properties of 2D shapes
28	What is the answer to $6.6 \div 0.3$	D	N	Divide by a decimal fraction
29	Which drawing shows the view	A	S	Recognise perspective in 2D representations of a 3D shape
30	Which diagram does not	D	N	Identify common fractions using models
31	How many more flowers	13	N	Perform computations using multiple operations
32	How many Brunei dollars	150	M	Interpret data displayed in graphical form

Year 7 Numeracy (Calculator)

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	Use information in the graph	40	M	Interpret data shown in graphical and tabular form
2	Which number is 4076	D	N	Identify written form of integers greater than 1000
3	Which picture shows a card open	B	S	Recognise angle of approximately 45 degrees
4	What was the average time	B	M	Calculate and interpret mean
5	Which number is halfway	C	N	Perform computations involving fractions
6	Which diagram is the net	A	S	Represent 3D objects using nets
7	Which parking space is this	B	S	Specify location and describe routes using left and right
8	How far did she ride	C	N	Calculate and use constant rates
9	How many different ways	C	M	List outcome space for compound events
10	Which two drawings	D	S	Identify congruence from isometric drawings
11	How many litres would the car	20	N	Calculate and use constant rates

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
12	What does it look like after a	B	S	Apply transformations in the plane
13	What is the height of the map	B	S	Apply properties of enlargement from a fixed point
14	How long is her rope	150 cm	N	Perform computation involving fractions
15	The fraction of students	D	N	Perform approximation involving proportions
16	What is the area	C	M	Estimate and measure area
17	How many grams of cherries	D	M	Convert between metric units of mass
18	How many hours and minutes	B	M	Estimate and measure time intervals
19	Which one of these	C	S	Identify and recognise properties of 2D shape
20	What is the chance of Miki	C	M	Calculate probability for chance outcomes
21	How many sheets of cardboard	380	N	Divide by a decimal fraction
22	What is the perimeter of shape	C	M	Estimate and measure perimeter
23	Which object has exactly twice	B	S	Identify properties of 3D objects
24	What percentage decrease	A	N	Perform computations involving percentages
25	Which mountain is Anna facing	A	S	Use bearings to specify location and direction
26	What is the value of x	C	S	Apply angle properties of polygon
27	How many litres of water	47.5 litres	N	Calculate and use constant rates
28	How many girls at the concert	A	N	Perform computation involving ratio
29	How many comedy DVDs	B	N	Perform computation involving percentages
30	What is the total area	46 m ²	M	Calculate surface area of prisms
31	1 kilometre and 40 metres	B	M	Convert between metric units of length
32	The shortest distance	C	S	Use scale to calculate distance Y

Year 9 Numeracy (Non-Calculator)

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	How many bricks are needed	B	N	Construct and use sequence rules
2	Which graph shows the info	D	A	Identify and represent functions by table and/or graph
3	What is the value of a	B	S	Apply angle properties of polygons
4	Which score is missing	20	M	Display and interpret data in graphical form
5	Which pair of solid objects	D	S	Recognise and apply transformations to 3D objects
6	Which empty seat	C	S	Use coordinates to describe location
7	How many US dollars	40	N	Perform calculations involving ratio
8	What scale is used in drawing	B	S	Use and derive scale
9	The area of ABCD	A	M	Describe area in relative terms
10	What is the chance	B	M	Calculate probability of chance outcomes
11	What is the value of x	C	A	Solve linear equations
12	Which student is the tallest	A	S	Use network diagrams to specify relationships
13	Which one is equivalent	C	A	Simplify algebraic expressions
14	Which fraction has the same value	C	N	Express mixed numbers in fraction notation
15	Which is the net of this die	D	S	Represent 3D objects using nets
16	What is the size of the angle	128	M	Measure obtuse angles in degrees
17	How many cubes	A	S	Recognise the interior and exterior of objects
18	How many millilitres of milk	1250 mL	M	Interpret and use linear scales
19	What percentage of the cars is red	32%	N	Perform computations involving percentages
20	How long did Tony take to travel	1½ hours	M	Calculate and use constant rates
21	What is $6.6 \div 0.3$	D	N	Divide by a decimal fraction
22	What is the distance from Q to R	C	N	Perform computations involving ratios
23	What is the value of b	7	A	Solve linear equations

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
24	What is the probability	B	M	Calculate probabilities for chance outcomes
25	The small number in the set	D	A	Construct and use sequence rules
26	Two points where the line passes	D	A	Construct and recognise graphs for linear functions
27	Two cards which are same value	D	N	Calculate simple powers of whole numbers
28	The value of $7m^2$ when $m = -3$	C	A	Evaluate algebraic expression by substitution
29	What % of the whole book	15%	N	Perform computations involving percentages
30	Which pair of values	D	A	Identify values that satisfy an inequality
31	Effect on mean and mode of data	D	M	Calculate and interpret mean, median and mode
32	What is the value of a	120	S	Apply angle properties of polygons

Year 9 Numeracy (Calculator)

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	What was the temperature	B	N	Add and subtract decimal numbers
2	If $w = 6$, what is the value of $2w$	A	A	Evaluate simple algebraic expressions
3	Which statement is true	A	M	Interpret data displayed in graphical form
4	What was the average (mean)	B	M	Calculate and interpret mean
5	Which number is exactly	C	N	Perform computations involving fractions
6	Which diagram is the net	A	S	Represent 3D objects using nets
7	Which dotted line	D	S	Identify symmetry in 2D shapes
8	If $x = 3$, what is the value	B	A	Evaluate algebraic expressions
9	What percentage of Rina's class	B	N	Perform computations involving percentages

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
10	Which one of these points	D	S	Use coordinates to describe location
11	The area of the enlarged photo	C	S	Identify properties of enlargement
12	Which of these is a correct rule	D	A	Represent linear functions by a table or a rule
13	What is the size of angle BCE	D	S	Apply angle properties of polygons
14	What was the population of SA	D	N	Perform computations involving percentages
15	What is its circumference	C	M	Calculate approximate circumference of a circle
16	What is the size of the obtuse	A	S	Apply angle properties of polygons
17	What is the area of the paving	C	M	Estimate and measure area
18	When $x = 3.75$ the value of y is	A	A	Solve equations by substitution
19	How many hours and minutes	B	M	Estimate and measure time intervals
20	Which one of these is right angle	C	S	Identify and recognise properties of 2D shape
21	Which rule can be used	D	A	Represent linear functions by a table or a rule
22	What is her average daily saving	A	N	Perform computations involving multiple operations
23	What is the fifth number	19608	N	Complete number patterns based on simple criteria
24	How many units of energy	1250	A	Solve equations by substitution
25	What is the height	C	S	Recognise and apply similarity transformations
26	Which mountain is Anna facing	A	S	Use bearings to specify location and direction
27	The area of the lawn	A	A	Identify and represent quadratic functions by rule
28	How many girls at the concert	A	N	Perform computation involving ratio
29	What is the distance	1.45 km	N	Add and subtract decimal numbers
30	What is the total area	46 m ²	M	Calculate surface area of prisms
31	How many books are printed	1450	A	Solve equations using inverse operations
32	Which of the following is true	D	M	Calculate and interpret mean, median and mode

Appendix 2: NAPLAN 2008 Data Service Report Summary

Report name	Report function	Report criteria	Possible uses for report
School Summary Report	<p>Displays national, state and school results from NAPLAN testing in 2008.</p> <p>This report can be run against the National Band scale or the Estimated VELS Equivalent scale.</p>	<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 & Punctuation and Numeracy. 	<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	<p>Summarises results for groups of students in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.</p> <p>This report can be run against the National Band scale or the Estimated VELS Equivalent scale.</p>	<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 & Punctuation and Numeracy. 	<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	<p>Summarises results by assessment area or dimension for groups of students using percentage correct comparisons.</p>	<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 & Punctuation, Number, Measurement, chance & 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, Character and Setting, 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 & 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.	Reports for: <ul style="list-style-type: none"> an individual student a year level individual classes other groups of students such as girls, boys, LBOITE or ATSI students. Reports on: <ul style="list-style-type: none"> Reading, Spelling, Grammar & 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	Summarises achievement levels for individual students by outcomes and reflects information on the parent reports. This can be in: <ul style="list-style-type: none"> graphic format (box plots) tabular format (lists numeric values). 	Reports for: <ul style="list-style-type: none"> an individual student a year level individual classes other groups of students such as girls, boys, LBOITE or ATSI students. Reports on: <ul style="list-style-type: none"> Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. 	<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.

Glossary

Data presentation

National Assessment Program 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:

- 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.

Estimated VELS Equivalent Scale

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. 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.

