

Reporting Guide

2010

National Assessment Program
Literacy and Numeracy



**2010
NATIONAL ASSESSMENT PROGRAM –
LITERACY AND NUMERACY (NAPLAN)**

REPORTING GUIDE

YEAR 3, YEAR 5, YEAR 7 AND YEAR 9

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VCAA NAPLAN Helpdesk

A Helpdesk service operates to assist principals and NAPLAN Coordinators with queries about the NAPLAN 2010. For queries and/or assistance contact the Victorian Curriculum and Assessment Authority on:

Freecall **1800 648 637**

Fax **(03) 9225 2334**

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

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

NAPLAN 2011

NAPLAN 2011 for Years 3, 5, 7 and 9 will be conducted from Tuesday 10 May to Thursday 12 May 2011.

The sequence and time allocation for the tests is expected to be the same as in 2010. The VCAA will notify schools as soon as possible if any changes are made to these arrangements.

Dates for NAPLAN 2011	
Tuesday 10 May	Language Conventions and Writing
Wednesday 11 May	Reading
Thursday 12 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 2010, assessed Years 3, 5, 7 and 9 students across the nation in literacy and numeracy.

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

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

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

It is anticipated that the 2010 Professional Development sessions for the NAPLAN Data Service will be conducted during October and November 2010. Further information about the dates and venues will be published on the VCAA website when available.

About the NAPLAN Data Service for 2010

The Years 3, 5, 7 and 9 NAPLAN 2010 data is available securely for schools to access on the internet, from the NAPLAN Data Service. The NAPLAN Data Service incorporates AIM results from state-wide testing conducted from 2003 to 2007. Hence all student and school results from 2003 to 2010 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 school 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 2010 tests.

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.

Scaled Scores

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

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

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

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

National Minimum Standards

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

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

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

NAPLAN Reference Guides for analysing NAPLAN data

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

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

Estimated VELs Equivalent Reports

Where appropriate, the VCAA provides estimated VELs scores for the NAPLAN test outcomes, allowing schools the choice of displaying some reports against either the ten-band National Assessment Program scale (National Reports) or the Estimated VELs Equivalent scale (Estimated VELs Equivalent Reports). It should be remembered that the latter are **estimates only**, and are provided to indicate the approximate relationship between NAPLAN and VELs outcomes.

Trend Data and Growth

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

In 2010, three further trend reports have been reintroduced for Year 5 and Year 9 which help establish growth patterns. The School Comparison Report shows the distribution of results for Year 3 or Year 7 students in 2008, and that for the results of the same students in Year 5 or Year 9 in 2010.

The Student-School Comparison Report shows the relative position of the 2008 and 2010 results for a selected student with respect to state and school results. The Student Comparison Report provides a tabulated comparison of 2008 and 2010 mean scaled scores at the national, state and school level, and of individual student scaled score results for each test in both 2008 and 2010.

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

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.

Parent Report Format

The format of the Parent Reports will again be the same for all states and territories, and will be very similar to those provided in 2008 and 2009. A sample Parent Report for 2010 is provided on page 34.

Release of Data

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

Privacy Policy

The Victorian Curriculum and Assessment Authority (VCAA) is committed to the protection of student information generated by the NAPLAN 2010. All personal information collected during the NAPLAN 2010 is used in accordance with the Information Privacy Act 2000. In order to conduct the NAPLAN tests, the VCAA collects the 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, Aboriginal and Torres Strait Islander (ATSI) status and date of birth of students.

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

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

Schools across Australia are required to collect background characteristic information for all students participating in the NAPLAN 2010. The VCAA, on behalf of the Department of Education and Early Childhood Development (DEECD), will be responsible for the management of this information for national reporting purposes.

The information required for each student is as follows:

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

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

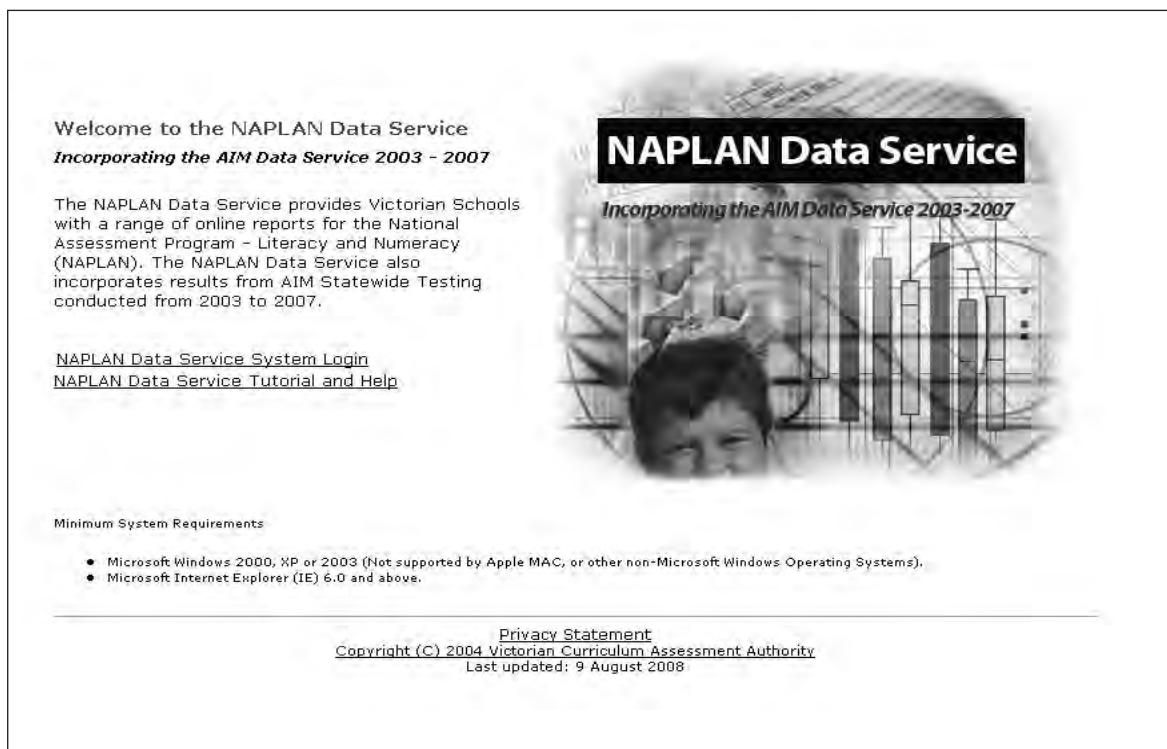
The principal should ensure that all student details and results are kept confidential.

Section 1: NAPLAN Data Service Access

The NAPLAN 2010 student results and school data are available on the secure NAPLAN Data Service website which incorporates the AIM Data Service. Principals should ensure that all personnel who are given access to their school's data treat that information in a confidential manner.

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

This screen will appear:



Click on 'NAPLAN Data Service System Login'.

You will see the login screen.

The screenshot shows a login dialog box with the following elements:

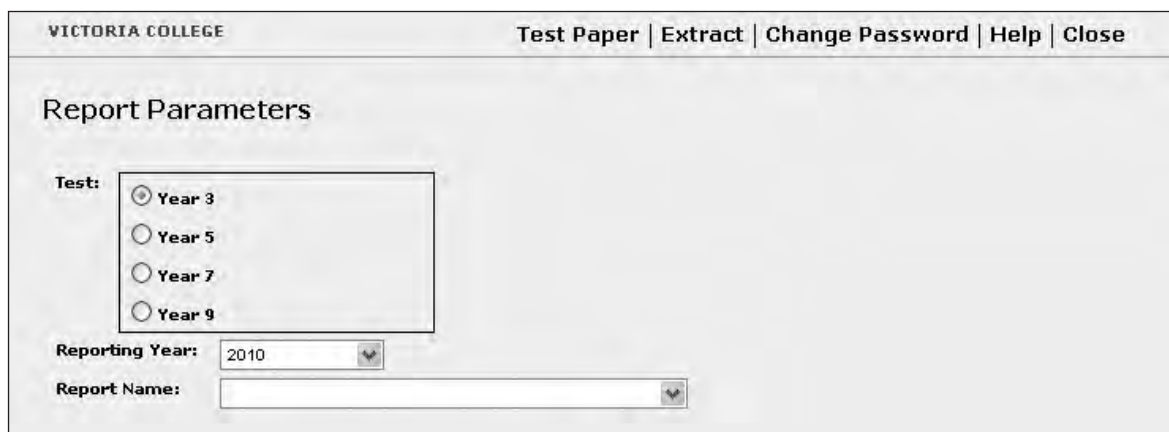
Warning - this system is provided for the use of authorised personnel only

User ID:

Password:

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

This screen will appear:



Note: When a school logs on to the NAPLAN Data Service, the test frame on the 'Reports Parameters' screen will be customised to the year level and type of tests completed by students at that school. The screen will vary depending on the tests attempted by students in that school in the period from 2003 to 2010.

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

For 2010, the 'Reporting Years' menu can offer 2003, 2004, 2005, 2006, 2007 for AIM Results and 2008, 2009 and 2010 for NAPLAN Results. The 'Report Name' menu will contain the reports relevant to the level and type of testing for the logged in school. Check the table 'NAPLAN 2010 Data Service Report Summary' on page 62 to see which reports relate to the NAPLAN 2010 tests.

Please note: To enhance data security, school passwords have been changed and re-issued. Passwords for 2010 are supplied in the letter to Principals which accompanies the delivery of parent reports.

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

Changing the password

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



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

Accessing a report

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

1. Select the required year level in the 'Test' frame
2. Select 2010 from the 'Reporting Year' drop-down menu
3. Select the report required from the 'Report Name' drop-down menu.

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

Report Parameters

Test:

Year 3
 Year 5
 Year 7
 Year 9

Reporting Year: 2010

Report Name:

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

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

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

Report Parameters

Test:

Year 3
 Year 5
 Year 7
 Year 9

Reporting Year: 2010

Report Name: Group Summary Report

Assign Students to Classes

READING

All Students
 Class Code:

National Report
 Estimated VELS Equivalent Report

Preview Report Clear

Selection criteria

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

- **National or Estimated VELS Equivalent**

Some reports display data using either scaled scores and the ten-band National Assessment Program scale (National Report), or the Estimated VELS Equivalent scale (Estimated VELS Equivalent Report).

- **Group selection**

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

- **Class selection**

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

- **Student selection**

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

Assign Students to Classes function

For 2010 reports, this function can be accessed from all reports except the School Summary Report, the Five Year Trend Report, the School Comparison Report and the School-Student Comparison Report.

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

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

The screenshot shows the 'Assign Students to Classes' screen. At the top, there are three buttons: 'Save', 'Undo Changes', and 'Create / Delete Classes'. Below these is a table with the following columns: Surname, First Name, Year, Gender, LBOTE, ATSI, and Class. The table contains 18 rows of student data. Each row has a dropdown menu in the 'Class' column. The dropdown menus show various class codes such as '09S' and '09A'.

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

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

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

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

Class Code	Reporting Test	Delete ?
03S	Year 3	Delete
34C	Year 3	Delete
34N	Year 3	Delete
05S	Year 5	Delete
RE5	Year 5	Delete

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

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

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

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

Previewing and printing reports

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

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

Preview All Pages | Print | Export | Close

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

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

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

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

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

Extract function

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

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

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

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

Section 2: NAPLAN Data Service Reports

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

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

List of Reports and Functions

For 2010, the NAPLAN 'Report Name' menu has the following eleven report options:

- **School Summary Report** – displays national, state and school distribution data for each test area (Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy). This report presents data displayed against either the National Assessment Program Scale or the Estimated VELS Equivalent Scale. It shows a graphic displaying data in box-and-whisker plots and a table of summary statistics (see page 17).
- **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 18).
- **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 19).
- **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 20).
- **Item Analysis Report** – provides distractor analysis, including percentages correct, for each Reading, Spelling, Grammar and Punctuation, and Numeracy item. It also displays data for the National, State and Group cohorts and includes a description of the skill assessed against each item (see page 21).
- **Student Response Report** – provides detailed information on results for either one student or for a group of students (see page 22).
- **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 24).
- **Five Year Trend Report** – provides national, state and school data from 2008, 2009 and 2010 as box-and-whisker plots on the national scale for each test area (Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy). National, state and school group scaled score means are plotted on a line graph across the available years of comparison. The report will be extended over time so that by 2012 it will contain a complete five year data set (see page 27).
- **The School Comparison Report** – compares the results for students in a school who undertook the Year 5 or Year 9 test in 2010 with their results if they also undertook the test in Year 3 or Year 7 in 2008 (see page 28).

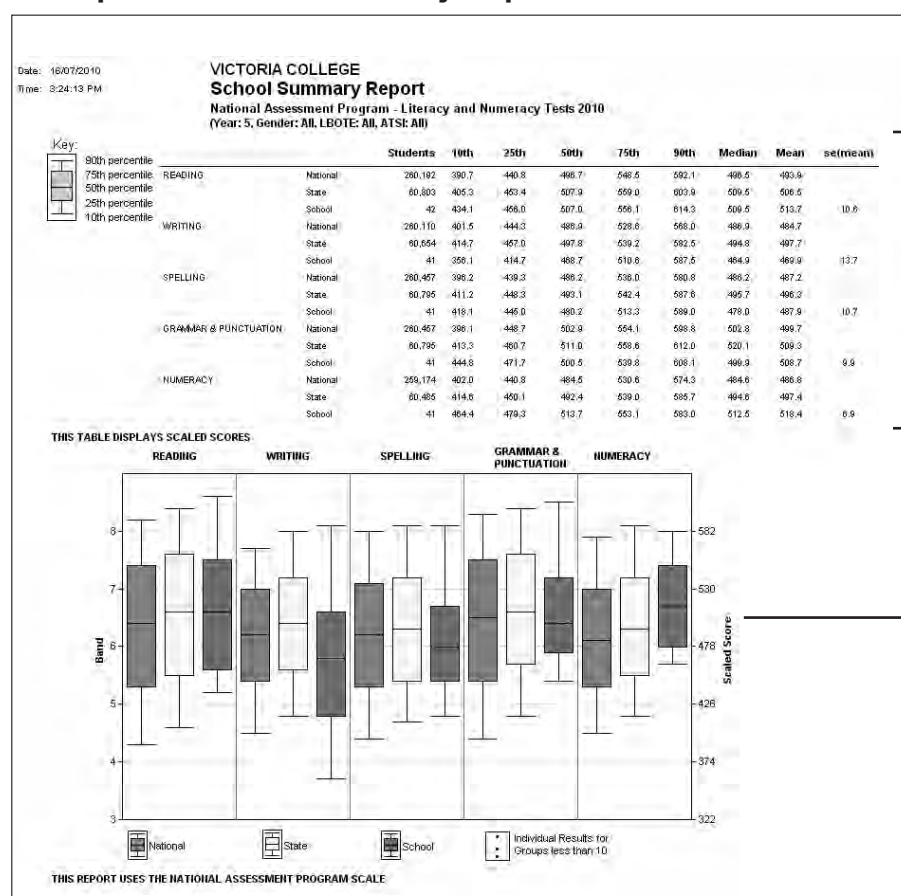
- **The School–Student Comparison Report** – shows, for an individual student, Year 3 or Year 7 results in 2008 compared to Year 5 or Year 9 results in 2010. This report also shows the student’s performance in 2008 and 2010 relative to other students nationally, in the state and to other students in the school (see page 29).
- **The Student Comparison Report** – presents, in tabular format, the scaled scores of students for 2008 compared to 2010, for students who undertook the Year 3 or Year 7 test in 2008 and the Year 5 or Year 9 test in 2010 (see page 30).

School Summary Report

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

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

Example of School Summary Report



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

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

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

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

- national bands are replaced by the VELs scale on the graph
- the graphs cover four VELs standards for each year level
- summary statistics are provided as Estimated VELs scores.

Group Summary Report

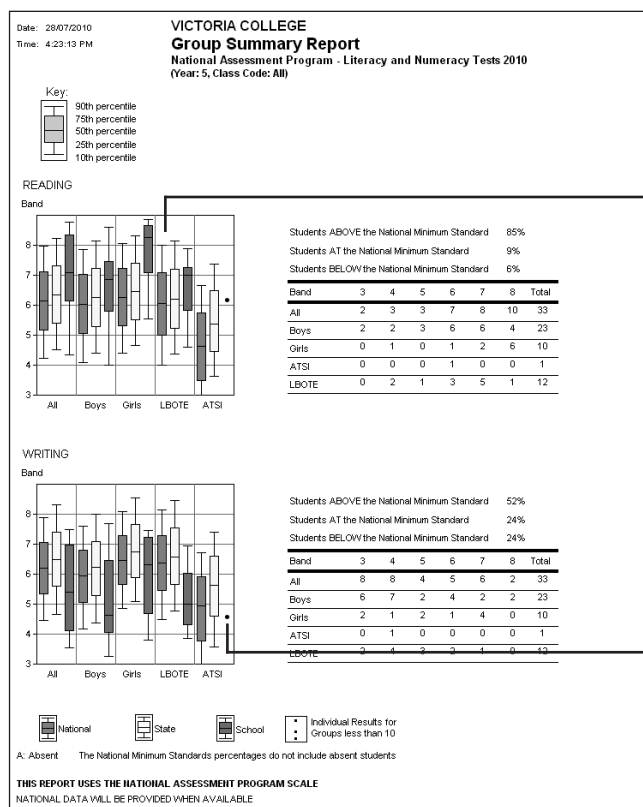
This report graphically displays the national, state and school distribution data separately for each test area (Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy), broken down by subgroup (All Students, Boys, Girls, LBOTE and ATSI). In addition, a summary table for each test area shows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

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

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

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

Example of Group Summary Report



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

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

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

- the national bands are replaced by the VELs scale on both the graphs and the tables
- the graphs and tables cover four VELs standards for each year level
- percentages of students with results ABOVE, AT and BELOW the National Minimum Standard are **not** included.

Assessment Area Report

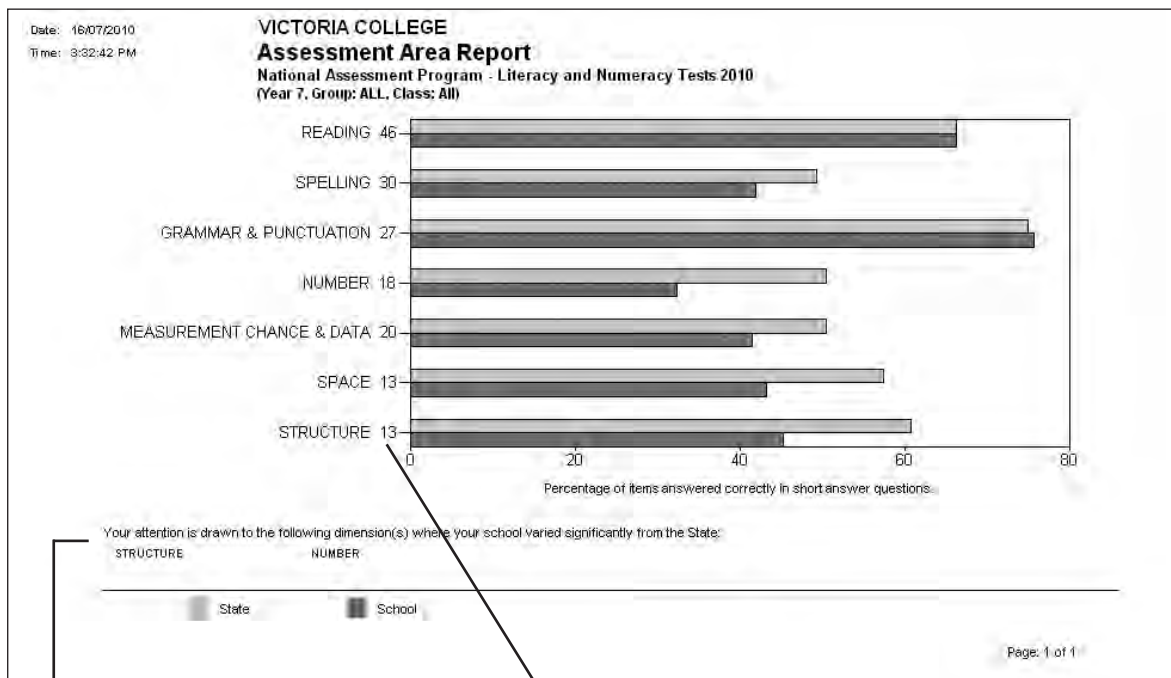
The Assessment Area Report groups data by assessment area or dimension, and displays the total percentage of correct responses to items within each assessment area.

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

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

The data is displayed as a horizontal bar chart which shows the percentage correct for the school and the state. The report also highlights any area where there is a significant difference between the percentage correct for the school and that for the state. Care should be taken when analysing the results for small groups (see page 30 for further information about interpreting results).

Example of Assessment Area Report



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

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

Writing Criteria Report

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

Students were asked to write a 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.

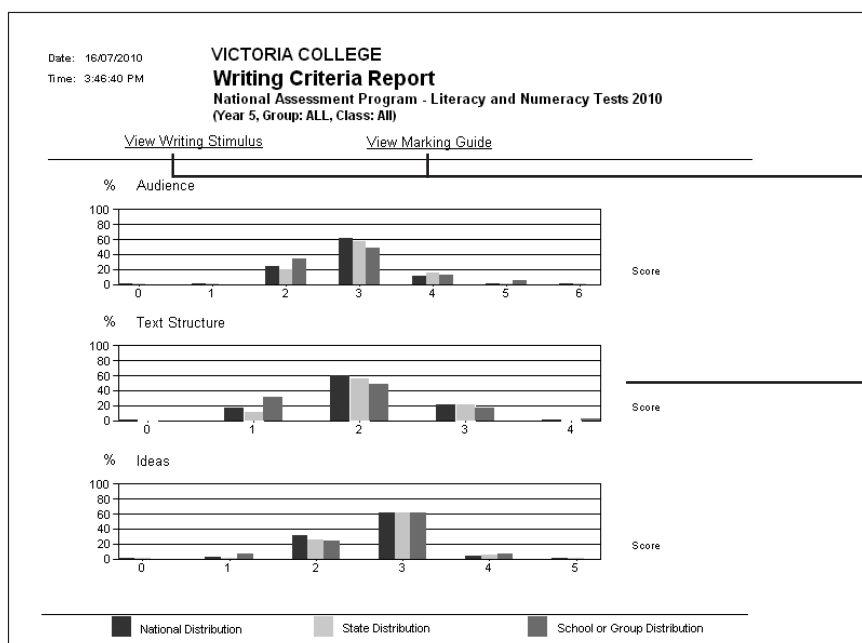
In 2010, the stimulus was 'What a Mess'.

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.

Links are provided at the top of the report to both the 2010 Writing Stimulus and the 2010 Marking Guide.

Example of Writing Criteria Report



Click on the links to view the 2010 Writing Stimulus and Marking Guide.

The graphs show the frequency of results for each score.

Item Analysis Report

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

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

A link is provided from each Item Number (in column 1) to the test item in the relevant NAPLAN 2010 test paper.

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

Example of Item Analysis Report

Item Number	Answer Key	Dimension	% Correct National	% Correct State	% Correct Group	Response	% Response National	% Response State	% Response Group	Skill Assessed
C01	40	MEASUREMENT CHANCE & DATA	95	96	94	0	5	4	6	Interpret data shown in graphical and tabular form
						1	95	96	94	
						M	1	0	0	
C02	D	NUMBER	94	95	100	A	3	3	0	Identify written form of integers greater than 1000
						B	1	1	0	
						C	2	1	0	
						D	94	95	100	
						M	0	0	0	
C03	B	SPACE	75	76	71	A	2	2	0	Recognise angle of approximately 45 degrees
						B	75	76	71	
						C	23	22	26	
						D	1	0	3	
						M	0	0	0	
C04	B	MEASUREMENT CHANCE & DATA	66	69	55	A	9	9	10	Calculate and interpret mean
						B	66	69	55	
						C	8	8	16	
						D	16	14	16	
						M	1	1	3	

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

NATIONAL DATA WILL BE PROVIDED WHEN AVAILABLE

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Each item number is a link to the test question.

This link displays a summary document for this test.

Student Response Report

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

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

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

Example of Student Response Report

Date: 16/07/2010 Time: 3:54:22 PM		VICTORIA COLLEGE Student Response Report National Assessment Program - Literacy and Numeracy Tests 2010 (Year 3, Group: ALL, Class: All)																																			
		Numeracy - Item Order																																			
Item Number		01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
Answer Key		C	A	D	#	#	D	C	E	D	#	B	B	C	A	C	#	B	A	B	#	C	C	A	#	#	D	B	#	D	D	#	D	C	D	#	
Dimension		SP	ST	M	SP	N	M	N	N	N	N	SP	M	M	SP	M	N	ST	ST	SP	M	N	SP	SP	N	ST	SP	M	N	N	N	N	SP	M	M	SP	Correct
STUDENT1, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	24.05
STUDENT2, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	22.05
STUDENT3, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	21.05
STUDENT4, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	18.05
STUDENT5, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12.05
STUDENT6, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20.05
STUDENT7, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10.05
STUDENT8, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	22.05
STUDENT9, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23.05
STUDENT10, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10.05
STUDENT11, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25.05
STUDENT12, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	27.05
STUDENT13, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25.05
STUDENT14, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	26.05
STUDENT15, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	15.05
STUDENT16, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	17.05
STUDENT17, TEST		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	25.05

✓ = correct A, B, C, D, E or numbers = incorrect response (#) = incorrect - cannot represent response (-) = missing or invalid response
 (*) = item score NA = Not Applicable
 M = Measurement, chance and data N = Number Sp = Space St = Structure

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Shows the total number of correct items for each student.

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

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

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

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

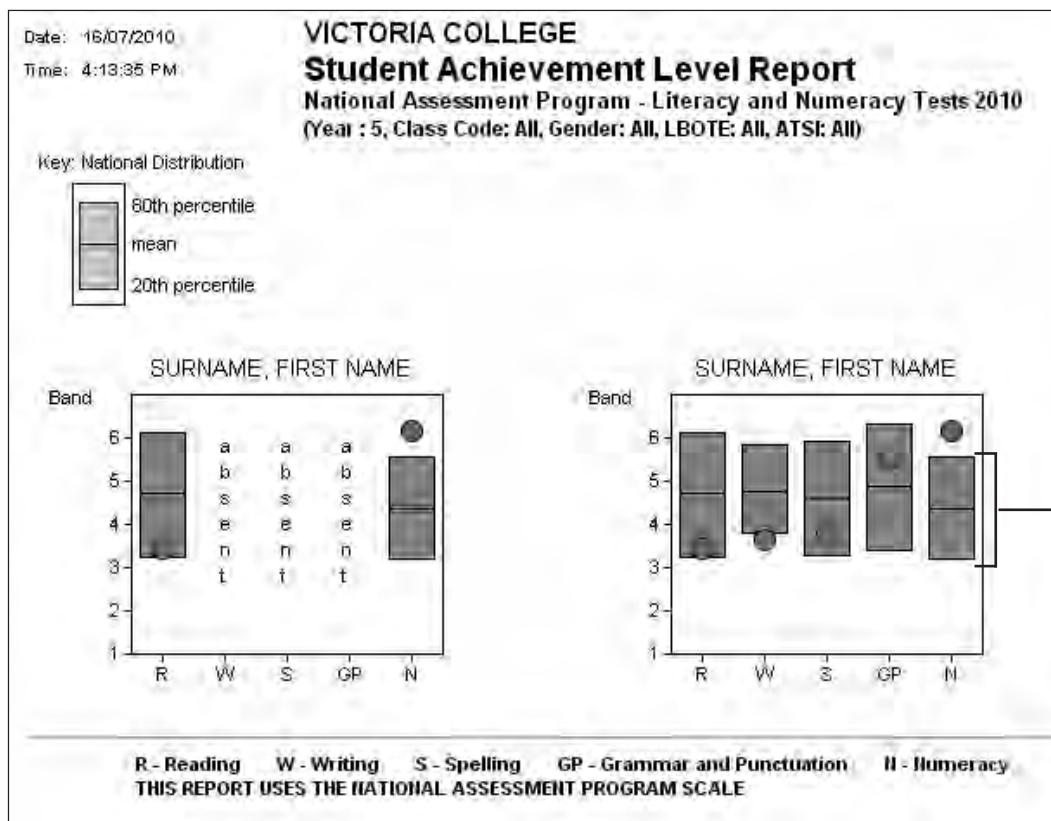
Student Achievement Level Report

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

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

Student Achievement Level Report on NAPLAN scale - graphic format

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



Student Achievement Level Report on NAPLAN scale - tabular format

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

Date: 16/07/2010		VICTORIA COLLEGE				
Time: 4:16:00 PM		Student Achievement Level Report				
		National Assessment Program - Literacy and Numeracy Tests 2010				
		(Year : 5, Class Code: All, Gender: All, LBOTE: All, ATSI: All)				
Student Name		READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
SURNAME, FIRST NAME		464	*	*	*	406
SURNAME, FIRST NAME		346	355	364	454	487
SURNAME, FIRST NAME		524	310	436	454	406
SURNAME, FIRST NAME		398	465	514	512	406

(*) Student absent for the outcome.

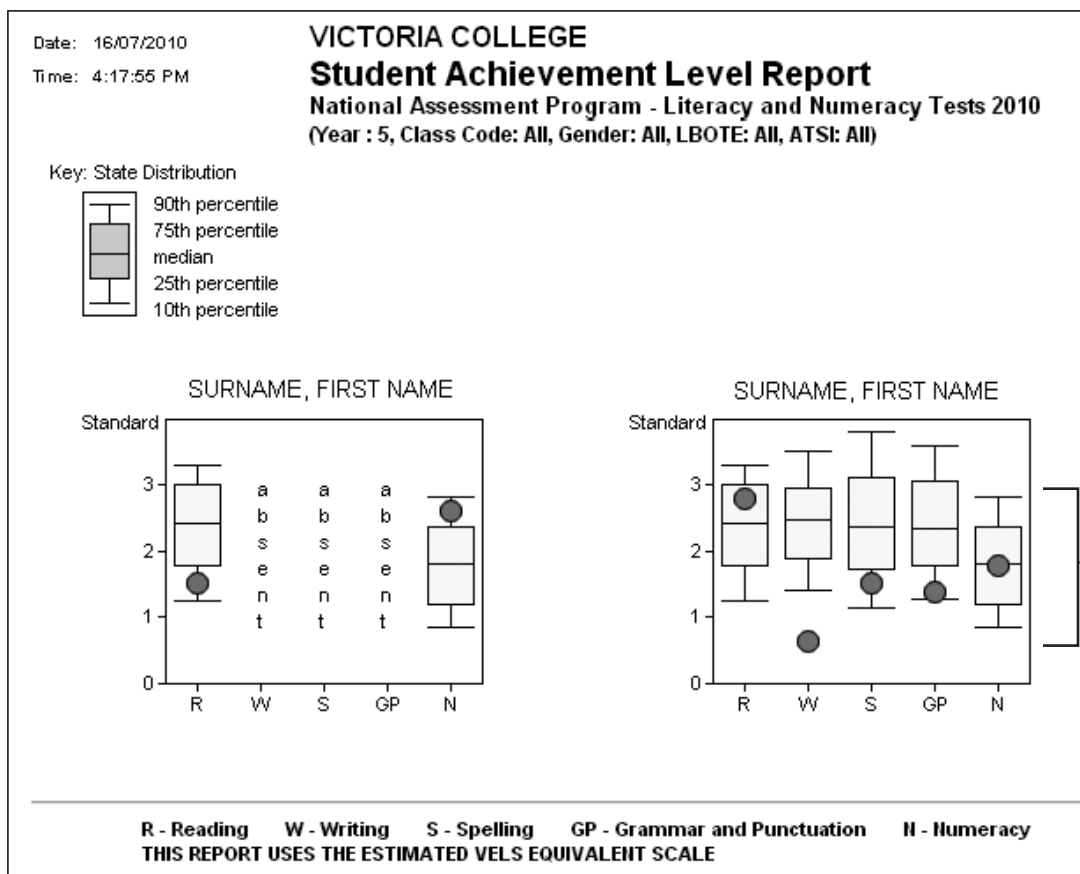
THIS TABLE DISPLAYS SCALED SCORES

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Reports student achievement in scaled scores.

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

This report displays students' Estimated VELs Equivalent Achievement Scores for each assessment area in relation to the state distribution of results for that year level. The dots indicate the student's results for each assessment area.



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

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

The tabular form of this report gives an Estimated VELS Equivalent outcome for each student in the group, and for each test for which a result is available.

Date: 16/07/2010		VICTORIA COLLEGE Student Achievement Level Report National Assessment Program - Literacy and Numeracy Tests 2010 (Year : 5, Class Code: All, Gender: All, LBOTE: All, ATSI: All)			
Time: 4:19:14 PM					
Student Name					
	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
SURNAME, FIRST NAME	1.5	*	*	*	2.6
SURNAME, FIRST NAME	2.8	0.6	1.5	1.4	1.8
SURNAME, FIRST NAME	3.2	1.0	2.6	2.6	1.8
SURNAME, FIRST NAME	2.1	2.9	3.7	3.3	1.8
(*) Student absent for the outcome.					

Reports an 'estimated' score on the VELS scale.

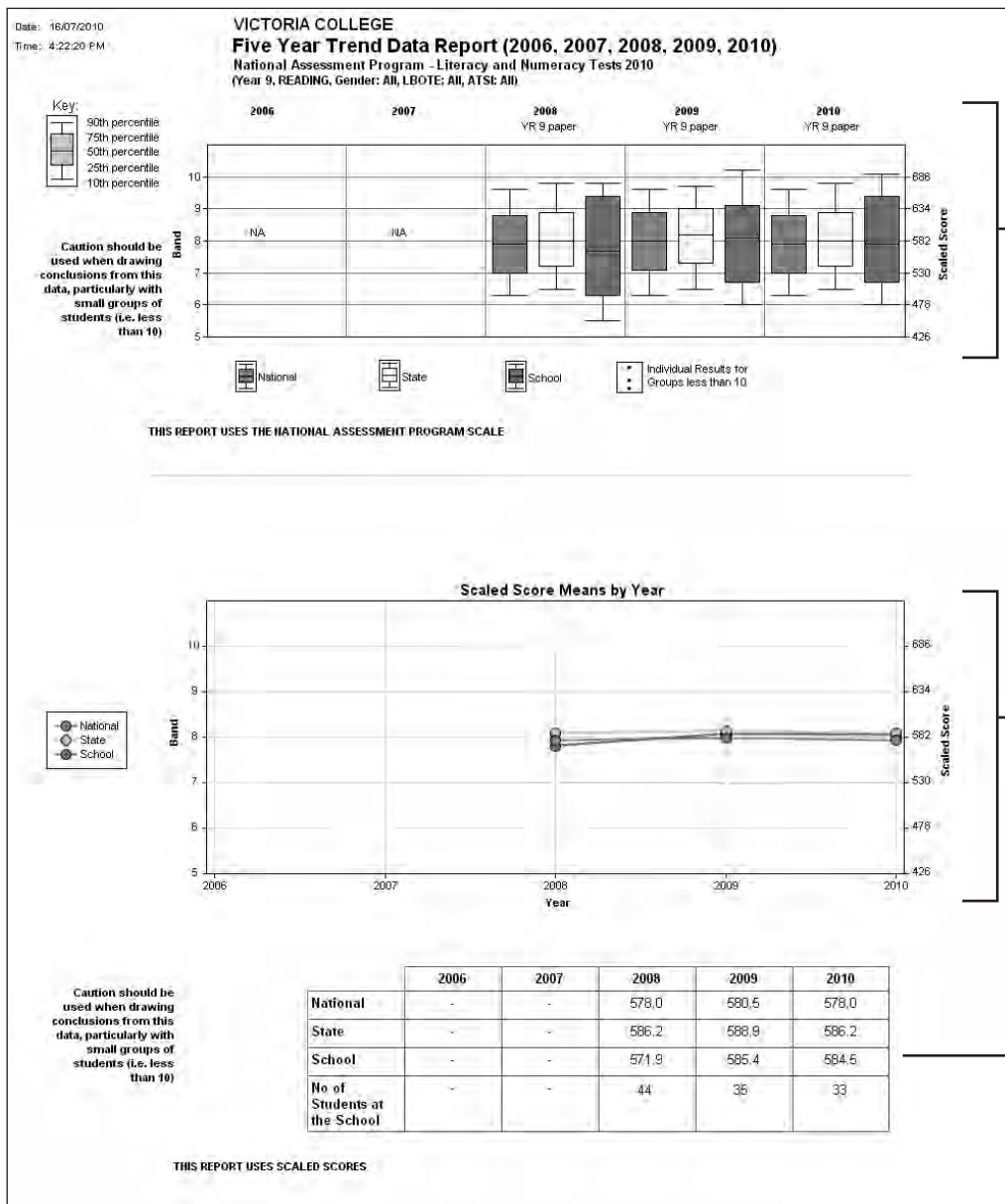
Five Year Trend Report

This report provides trend data on groups of students who have completed the NAPLAN tests. In 2010, the Five Year Trend Report will provide data for only three years. The report will be extended over time so that by 2012 it will contain a complete five year data set.

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

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

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



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

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

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

School Comparison Report

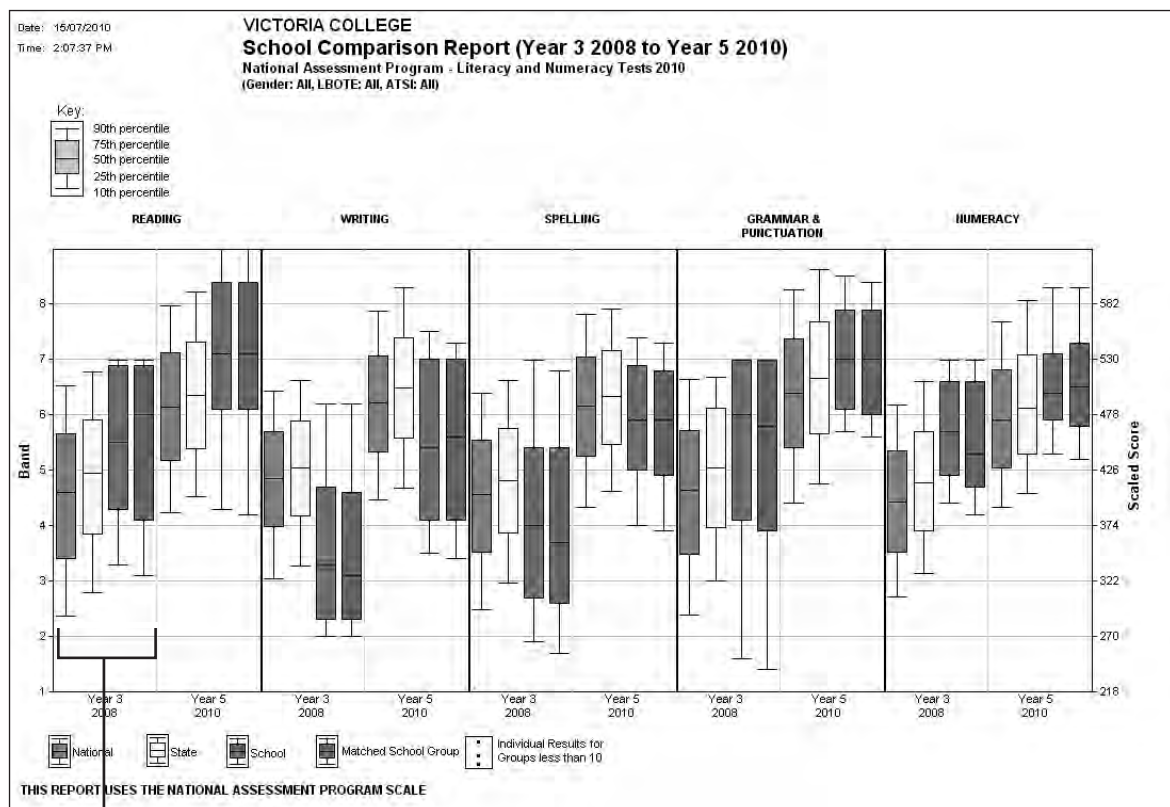
This report provides data on groups of students who completed Year 5 or Year 9 tests and reports on Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

This report shows the growth between 2008 and 2010 results for students who undertook the Year 3 or Year 7 tests in 2008 and the Year 5 or Year 9 tests in 2010. The report shows data at the national and state levels, as well as that for

- the *school group* (all students in the school at the time of testing)
- the *matched school group* (only students who were present at the school for both the 2008 and the 2010 tests)

These data are longitudinal in nature and are useful for comparing the change in performance of the same groups of students between 2008 and 2010 (e.g. how the performance of Year 3 students in 2008 compares to their performance now they are in Year 5 in 2010). Alternatively, these data are useful for investigating the rate of progress of a group of students over time, relative to other students in the nation and state.

Example of Year 5 School Matched Group Comparison Report:



For each set of results:

- The first (blue) graph shows the distribution of results for all students in the nation in a relevant year.
- The second (yellow) graph shows the distribution of results for all students in the state in a relevant year.
- The third (red) graph shows the distribution of results for all students who completed the test at the school in a relevant year.
- The fourth (green) graph shows the distribution of results for those students who completed the test in both 2008 and 2010.

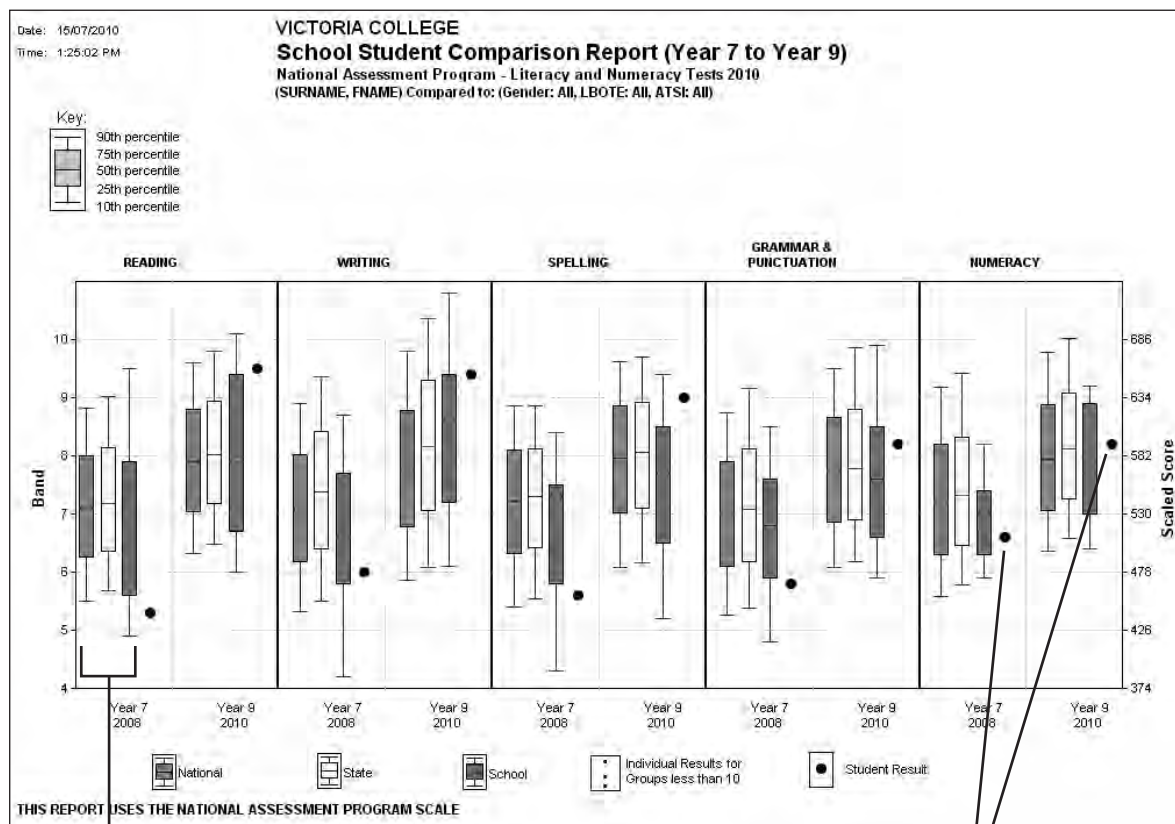
School-Student Comparison Report

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

This report shows the different achievement levels for an individual student in 2008 and 2010, with respect to the corresponding national, state and school data for those years. The school data provided represents the complete school group (all students at the school at the time of testing).

These data are useful for determining the change in a student's performance between 2008 and 2010 (e.g. how the student's Year 7 performance in 2008 compares to their performance in Year 9 in 2010). These data are also useful for determining a student's rate of progress over time relative to other students in the national, state or school groups.

Example of Year 9 Student-School Comparison Report:



For each set of results:

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

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

Student Comparison Report

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

This report tabulates the scaled scores of individual students when they undertook the Year 3 or Year 7 tests in 2008 compared to their performance when they undertook the Year 5 or Year 9 tests in 2010. The report primarily lists the change between 2008 and 2010 for selected groups of students but also shows the average change for the national, state and for the school. Students who did not attend the current school in 2008 are denoted by an asterisk (*).

These data are longitudinal in nature and are useful for identifying groups of students that have made either little, or significant, progress between 2008 and 2010. In so doing, the school may develop both intervention programs to assist those students who are making little progress and extension programs for those students who are making significant progress.

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

Example of Year 5 Student Comparison Report:

VICTORIA COLLEGE Student Comparison Report (Year 3 2008 to Year 5 2010) National Assessment Program - Literacy and Numeracy Tests 2010 (Gender: All, LBO/E: All, ATS/E: All, Class: All, Order by Student Name (A-Z)) NOTE: This report only lists students for whom there are matched details from the previous test period.															
	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
	2008	2010	Diff	2008	2010	Diff	2008	2010	Diff	2008	2010	Diff	2008	2010	Diff
National Mean	400	484	84	414	487	73	400	484	84	403	496	93	397	476	79
State Mean	420	497	77	426	503	77	415	493	78	428	514	86	418	491	73
School Mean (Complete School)	453	527	74	360	448	88	382	466	84	455	530	75	463	505	42
N of Students (Complete School)	33			33			33			33			30		
Matched Cohort Mean	455	529	74	358	450	92	373	464	91	439	524	85	454	506	52
N of Students (Matched Cohort)	29			29			29			29			26		
Matched Cohort %	88%			88%			88%			88%			87%		
	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
	2008	2010	Diff	2008	2010	Diff	2008	2010	Diff	2008	2010	Diff	2008	2010	Diff
STUDENT1, TEST	371	551	180	269	495	226	333	386	53	236	485	249	410	348	-62
STUDENT2, TEST	379	536	157	269	371	102	321	431	110	236	468	232	420	508	86
STUDENT3, TEST	506	608	102	495	568	73	504	530	26	544	522	-22	N/A	N/A	N/A
STUDENT4, TEST	527	536	9	419	465	46	444	355	-89	485	522	37	523	517	-6
STUDENT5, TEST	406	608	202	256	403	147	308	451	143	463	624	161	431	555	124
STUDENT6, TEST	337	536	199	282	524	242	321	478	157	308	522	214	431	605	174
STUDENT7, TEST	274	354	80	282	296	14	242	410	168	407	522	115	523	456	-67
STUDENT8, TEST	274	551	277	310	495	185	242	441	199	256	522	266	443	456	13
STUDENT9, TEST	553	567	14	282	403	121	456	518	62	544	592	48	N/A	N/A	N/A
STUDENT10, TEST*	527	411	-116	340	539	199	405	386	-19	512	468	-44	484	526	42
STUDENT11, TEST*	371	477	106	324	495	171	308	543	235	512	451	-61	351	456	105
STUDENT12, TEST	448	383	-65	355	269	-86	387	469	82	374	485	111	N/A	438	N/A
STUDENT13, TEST	N/A	586	N/A	480	553	73	456	573	117	463	566	103	N/A	499	N/A
STUDENT14, TEST	527	523	-4	282	465	183	293	469	176	390	468	78	551	508	-43
STUDENT15, TEST	371	551	180	269	495	226	333	386	53	236	485	249	410	348	-62
STUDENT16, TEST	527	467	-60	296	419	123	308	478	170	443	503	60	390	545	155
STUDENT17, TEST*	591	608	17	371	539	168	612	518	-94	677	543	-134	523	591	68
STUDENT18, TEST	461	488	27	256	403	147	293	497	204	544	468	-76	380	482	102
STUDENT19, TEST	362	675	313	340	611	271	308	478	170	357	566	209	410	605	195
STUDENT20, TEST	N/A	608	N/A	296	465	169	379	497	118	357	592	235	N/A	499	N/A

This table shows the 2008 and 2010 mean scaled scores for national, state, complete school and matched school groups.

This table shows the scaled score results for students who completed the 2010 test and for whom there are matched details from tests completed in 2008.

Section 3: Interpretation of Results

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

NAPLAN results for 2008, 2009 and 2010 are based on the scaled scores which form the numeric continuum from which the ten national reporting bands are derived. (See page 6 for further information on scaled scores and national reporting bands.) Reports showing national, state, school or subgroup distributions are generally presented as box-and-whisker graphs and referenced to the national reporting bands. The underlying summary statistics which generate these graphs are displayed, where appropriate, as scaled scores.

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

Wherever possible and applicable, results have also been converted to an Estimated VELS Equivalent score, so schools can access the reports using either scale. It should be remembered that an Estimated VELS Equivalent score will provide a general guide only to the approximate position of a national outcome on the VELS continuum.

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.

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

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

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

Individual Comparisons and Improvement

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

For students in Year 5 or Year 9 in 2010, it is now possible to compare current NAPLAN results with those from Year 3 or Year 7 in 2008. This may be done either

- by directly comparing a selected student's 2008 and 2010 scaled score result for Reading, Writing, Spelling, Grammar and Punctuation, or Numeracy, and noting the degree of improvement (Student Comparison Report), or
- by looking at the selected student's result in any of these areas with respect to state and school achievement, and noting any shift in relative performance over time (School-Student Comparison Report).

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

Section 4: Parent Reports

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

The format of the Parent Reports is the same for all States and Territories and has been set nationally for reporting student achievement results to parents for NAPLAN in 2010.

Each Parent Report will include:

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

Sample page 1 of the Parent Report

This report shows the results for

The National Assessment Program — Literacy and Numeracy

In May 2010, 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 7 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 two numeracy assessment tasks measured student achievement across number; algebra, function and pattern; measurement, chance and data; and space. Questions required students to apply mathematical knowledge, skills and understandings in a variety of contexts.

How to read the student report

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

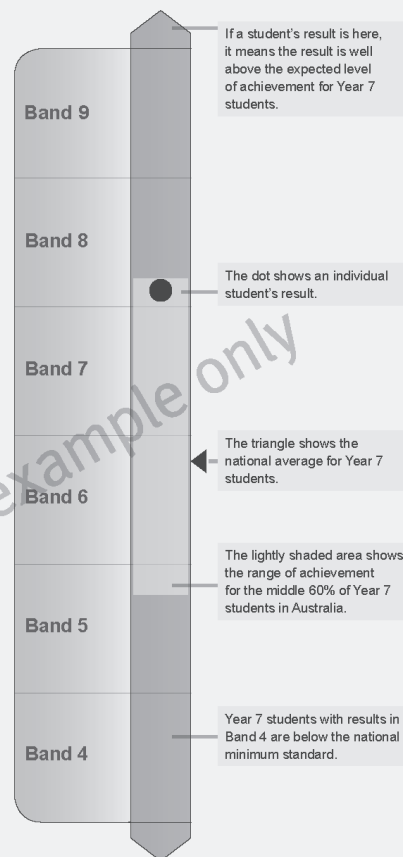
Results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Results for Year 7 are reported across the range of Band 4 to Band 9, with Band 5 representing the national minimum standard for this year level.

The national average and the range of achievement for Year 7 students are also shown on the scale.

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

Year 7



NAPLAN Data Service Reports

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

Confidentiality of Results

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

Distribution of Parent Reports

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

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

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

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

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

Replacement of Parent Reports

The VCAA provides only one set of Parent Reports to the school for distribution. Schools may photocopy the printed report sent to the school or access a similar report through the NAPLAN Data Service (see the Student Achievement Level Report on page 24).

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 2010 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	How birds use their beaks	A	Reading	Finds clearly stated information in an illustrated factual text.
2	How birds use their beaks	A	Reading	Makes connections between clearly stated ideas in an illustrated factual text.
3	How birds use their beaks	B	Reading	Makes connections between clearly stated ideas in an illustrated factual text.
4	How birds use their beaks	C	Reading	Draws conclusions about the purpose of pictures in an illustrated factual text.
5	How birds use their beaks	B	Reading	Identifies the meaning of a word in context in an illustrated factual text.
6	The recycling box	C	Reading	Finds clearly stated information in the first paragraph of a narrative text.
7	The recycling box	D	Reading	Finds clearly stated information in the second paragraph of a narrative text.
8	The recycling box	C	Reading	Identifies the properties of an object using background knowledge.
9	The recycling box	B	Reading	Uses contextual cues to interpret a sentence in a narrative text.
10	The recycling box	A	Reading	Makes inferences about plot in a narrative text.
11	The recycling box	C	Reading	Identifies the audience of a narrative text.
12	The ant	B	Reading	Finds clearly stated information in an illustrated factual text.
13	The ant	C	Reading	Interprets a key idea in an illustrated factual text.
14	The ant	A	Reading	Interprets a key idea in an illustrated factual text.
15	The ant	A	Reading	Connects ideas across an illustrated factual text.
16	The ant	C	Reading	Connects ideas across an illustrated factual text.
17	The ant	B	Reading	Recognises the text feature that shows how a word is pronounced.

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
18	The best teacher	D	Reading	Draws conclusions about a character's feelings in a narrative text.
19	The best teacher	D	Reading	Infers the motivation of a character in a narrative text.
20	The best teacher	A	Reading	Finds information directly stated in a narrative text.
21	The best teacher	C	Reading	Draws conclusions about a character in a narrative text.
22	The best teacher	D	Reading	Infers the main idea of a narrative text.
23*	The best teacher	see below	Reading	Makes connections between ideas that are implied in a narrative text.
24	Athletics versus gardening	D	Reading	Identifies the speaker's opinion in an argument.
25	Athletics versus gardening	A	Reading	Identifies a shared point of view in an argument.
26	Athletics versus gardening	B	Reading	Connects ideas in an argument.
27	Athletics versus gardening	A	Reading	Connects ideas across paragraphs in an argument.
28	Athletics versus gardening	A	Reading	Identifies how language is used to present a particular point of view.
29	Athletics versus gardening	C	Reading	Recognises the purpose of a question in an argument.
30	Elvis with stripes	B	Reading	Recognises that a question is directed at the reader in a narrative text.
31	Elvis with stripes	D	Reading	Makes inferences about a character's intentions in a narrative text.
32	Elvis with stripes	D	Reading	Draws conclusions about a character's feelings in a narrative text.
33	Elvis with stripes	A	Reading	Interprets the motivation of a character in a narrative text.
34	Elvis with stripes	B	Reading	Makes inferences about a character in a narrative text.
35*	Elvis with stripes	see below	Reading	Identifies how language is used to suggest humour in a narrative text.

*Q23- Clearly identifies that necessity is not a person or does not exist in flesh and blood, or identifies that the boy's misunderstanding occurred due to the two interpretations of the word *Necessity*. Reasoning may be stated or implied.

*Q35- Refers to the features of the text and/or content that suggest humour. The explanation may be implied if example is commonly understood to suggest humour, such as referring to a trick.

Year 5 Reading

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	Frog craft	B	Reading	Identifies the properties of objects in a procedural text.
2	Frog craft	A	Reading	Identifies the sequence of items in a procedural text.
3	Frog craft	C	Reading	Makes inferences about one step in a procedural text.
4	Frog craft	C	Reading	Recognises the difference between an instruction and a suggestion.
5	Frog craft	D	Reading	Connects ideas across a procedural text.
6	The ant	B	Reading	Finds clearly stated information in an illustrated factual text.
7	The ant	C	Reading	Interprets a key idea in an illustrated factual text.
8	The ant	A	Reading	Interprets a key idea in an illustrated factual text.
9	The ant	A	Reading	Connects ideas across an illustrated factual text.
10	The ant	C	Reading	Connects ideas across an illustrated factual text.
11	The ant	B	Reading	Recognises the text feature that shows how a word is pronounced.
12	Learning to track	B	Reading	Identifies the main idea in a narrative text.
13	Learning to track	D	Reading	Infers the motivation of a character in a narrative text.
14	Learning to track	C	Reading	Infers the age and gender of a character in a narrative text.
15	Learning to track	D	Reading	Infers the attitude of a group of characters in a narrative text.
16	Learning to track	A	Reading	Makes inferences about a character's qualities in a narrative text.
17	Learning to track	D	Reading	Identifies how language is used to suggest a character's qualities in a narrative text.
18	Athletics versus gardening	D	Reading	Identifies the speaker's opinion in an argument.
19	Athletics versus gardening	A	Reading	Identifies a shared point of view in an argument.
20	Athletics versus gardening	B	Reading	Connects ideas in an argument.

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
21	Athletics versus gardening	A	Reading	Connects ideas across paragraphs in an argument.
22	Athletics versus gardening	A	Reading	Identifies how language is used to present a particular point of view.
23*	Athletics versus gardening	see below	Reading	Identifies the way in which a speaker concludes an argument.
24	Making flat glass	C	Reading	Makes connections between ideas in an illustrated factual text.
25	Making flat glass	D	Reading	Interprets a key idea in an illustrated factual text.
26	Making flat glass	D	Reading	Connects ideas and pictures in a longer illustrated factual text.
27	Making flat glass	C	Reading	Makes links between directly stated ideas in an illustrated factual text.
28*	Making flat glass	see below	Reading	Identifies words used to sequence information in an illustrated factual text.
29	Making flat glass	D	Reading	Identifies the purpose of the first paragraph in an illustrated factual text.
30	Cooper's Station	B	Reading	Infers the relationship between characters in an narrative text.
31	Cooper's Station	C	Reading	Interprets ideas in a narrative text.
32	Cooper's Station	B	Reading	Identifies the mood in a narrative text.
33	Cooper's Station	B	Reading	Infers the motivation of a character in a narrative text.
34	Cooper's Station	B	Reading	Interprets ideas in a narrative text.
35	Cooper's Station	D	Reading	Makes inferences about the reader's attitude to characters in a narrative text.

*Q23- Refers to Sam providing a solution that connects vegetable gardening to athletics or that both sides win or that the (rhetorical) question is a way to link gardening to sport - must do more than copy all/part of the last paragraph.

*Q28- Gives both THEN and FINALLY only or uses full quotes and clearly marks both THEN and FINALLY e.g. by circling or underlining.

Year 7 Reading

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	Talented teens	D	Reading	Connects ideas in a magazine article.
2	Talented teens	A	Reading	Identifies the purpose and structure of a magazine article.
3	Talented teens	B	Reading	Identifies the purpose of a phrase in brackets in a magazine article.
4	Talented teens	A	Reading	Draws conclusions about the subject in a magazine article.
5	Talented teens	B	Reading	Identifies a stereotype that is not supported by information in a magazine article.
6	Jacob	B	Reading	Makes links between directly stated ideas in a narrative text.
7	Jacob	A	Reading	Makes inferences about characters in a narrative text.
8	Jacob	C	Reading	Infers the motivation of a character in a narrative text.
9	Jacob	D	Reading	Makes inferences about prior events in a narrative text.
10	Jacob	D	Reading	Makes inferences about a character's motives in a narrative text.
11	Jacob	C	Reading	Makes inferences about a character's qualities in a narrative text.
12	Learning to track	B	Reading	Identifies the main idea in a narrative text.
13	Learning to track	D	Reading	Infers the motivation of a character in a narrative text.
14	Learning to track	C	Reading	Infers the age and gender of a character in a narrative text.
15	Learning to track	D	Reading	Infers the attitude of a group of characters in a narrative text.
16	Learning to track	A	Reading	Makes inferences about a character's qualities in a narrative text.
17	Learning to track	C	Reading	Identifies how language is used to suggest a character's qualities in a narrative text.
18	Making flat glass	C	Reading	Makes connections between ideas in an illustrated factual text.
19	Making flat glass	D	Reading	Interprets a key idea in an illustrated factual text.
20	Making flat glass	D	Reading	Connects ideas and pictures in a longer illustrated factual text.
21	Making flat glass	C	Reading	Makes links between directly stated ideas in an illustrated factual text.
22*	Making flat glass	see below	Reading	Identifies words used to sequence information in an illustrated factual text.

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
23	Making flat glass	B	Reading	Interprets and applies ideas from an illustrated information text.
24	Our body rhythms	B	Reading	Makes links between directly stated ideas in an information text.
25	Our body rhythms	C	Reading	Interprets and applies ideas from an information text.
26	Our body rhythms	C	Reading	Locates clearly stated information in an information text.
27	Our body rhythms	B	Reading	Identifies the audience of an information text.
28	Our body rhythms	A	Reading	Identifies assumed knowledge in an information text.
29	Our body rhythms	C	Reading	Identifies the main idea in an information text.
30	Two posters	D	Reading	Locates clearly stated information in an advertisement.
31	Two posters	B	Reading	Interprets information in an advertisement.
32	Two posters	C	Reading	Interprets the main idea of an advertisement.
33	Two posters	C	Reading	Interprets the meaning of a heading in an advertisement.
34	Two posters	B	Reading	Identifies a common theme in a comparison between two advertisements.
35*	Two posters	see below	Reading	Interprets the play on words in an advertisement.
36	High-tech helmet	D	Reading	Connects ideas across paragraphs in a feature article.
37	High-tech helmet	D	Reading	Interprets the meaning of figurative language in a feature article.
38	High-tech helmet	B	Reading	Identify the main message of a paragraph in a feature article.
39	High-tech helmet	A	Reading	Reads on to link information in a feature article.
40	High-tech helmet	B	Reading	Connects ideas across a feature article.
41	High-tech helmet	B	Reading	Interprets a detail in a feature article.
42	High-tech helmet	D	Reading	Identifies the purpose of the first two paragraphs in a feature article.
43	From moo to roo	B	Reading	Interprets the main idea in a persuasive text.
44	From moo to roo	C	Reading	Interprets the purpose of comparative ideas in a persuasive text.
45	From moo to roo	A	Reading	Connects ideas and infers messages in a persuasive text.
46	From moo to roo	A	Reading	Infers the writer's point of view in a persuasive text.
47	From moo to roo	C	Reading	Identifies a key idea in a persuasive text.

*Q22- Gives both THEN and FINALLY only or uses full quotes and clearly marks both THEN and FINALLY e.g. by circling or underlining.

*Q35- Answer refers to cleverness as double meaning of turning off the TV literally and stopping food advertising or the catchy tone caused by alliteration or the message being short and clear.

Year 9 Reading

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	Titanic	A	Reading	Identifies the purpose of the first paragraph of an information text.
2	Titanic	B	Reading	Connects and compares ideas across paragraphs in an information text.
3	Titanic	A	Reading	Connects and compares text and diagrams in an information text.
4	Titanic	B	Reading	Identifies emotive purpose in an information text.
5	Titanic	D	Reading	Interprets two points of view in an information text.
6	Titanic	D	Reading	Identifies the main idea of an information text.
7	Jacob	B	Reading	Makes links between directly stated ideas in a narrative text.
8	Jacob	A	Reading	Makes inferences about characters in a narrative text.
9	Jacob	C	Reading	Infers the motivation of a character in a narrative text.
10	Jacob	D	Reading	Makes inferences about prior events in a narrative text.
11	Jacob	D	Reading	Makes inferences about a character's motives in a narrative text.
12	Jacob	C	Reading	Makes inferences about a character's qualities in a narrative text.
13	And then there were 8	C	Reading	Identifies a key idea in an introduction to an online discussion.
14	And then there were 8	A	Reading	Interprets ideas in an online discussion.
15	And then there were 8	D	Reading	Interprets meaning in an online discussion.
16	And then there were 8	C	Reading	Locates key information in an online discussion.
17	And then there were 8	B	Reading	Identifies the reason for a participant's response in an online discussion.
18	And then there were 8	C	Reading	Interprets meaning in an online discussion.
19	And then there were 8	B	Reading	Identifies the tone of a heading in an online discussion.
20	Our body rhythms	B	Reading	Makes links between directly stated ideas in an information text.
21	Our body rhythms	C	Reading	Interprets and applies ideas from an information text.
22	Our body rhythms	C	Reading	Locates clearly stated information in an information text.
23	Our body rhythms	B	Reading	Identifies the audience of an information text.

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
24	Our body rhythms	A	Reading	Identifies assumed knowledge in an information text.
25	Our body rhythms	C	Reading	Identifies the main idea in an information text.
26	The stowaway	B	Reading	Infers a character's actions in a narrative text.
27	The stowaway	D	Reading	Interprets the effect of allusive language in a narrative text.
28*	The stowaway	see below	Reading	Interprets the effect of a single word sentence in a narrative text.
29	The stowaway	D	Reading	Makes inferences about plot in a narrative text.
30	The stowaway	C	Reading	Makes inferences about a character's motives in a narrative text.
31	The stowaway	D	Reading	Makes inferences about a character's actions in a narrative text.
32	The stowaway	A	Reading	Interprets meaning in a narrative text.
33	Gorillas under threat	A	Reading	Interprets the use of emotive language in a persuasive text.
34	Gorillas under threat	C	Reading	Connects ideas across a range of texts.
35	Gorillas under threat	D	Reading	Compares the presentation of ideas in information and persuasive texts.
36	Gorillas under threat	C	Reading	Identifies conflicts of values presented in an information text.
37	The photo	B	Reading	Identifies the main purpose of the first paragraph in a narrative text.
38	The photo	B	Reading	Infers meaning in a narrative text.
39	The photo	C	Reading	Makes inferences about a character's feelings in a narrative text.
40	The photo	B	Reading	Makes inferences about a character's actions in a narrative text.
41	The photo	A	Reading	Identifies the complication in a narrative text.
42	Being a science writer	D	Reading	Identifies a contradiction in a complex information text.
43	Being a science writer	C	Reading	Infers meaning in a complex information text.
44	Being a science writer	B	Reading	Infers the writer's attitude in a complex information text.
45	Being a science writer	D	Reading	Analyses and evaluates a complex information text.
46	Being a science writer	B	Reading	Identifies the tone of the last paragraph in a complex information text.
47*	Being a science writer	see below	Reading	Identifies an assumption in a complex information text.

*Q28- Refers to the effect as tension, frustration, change of pace within the story or other plausible effects such as shock, fear or drama.

*Q47- Refers to the assumption that science is inherently good and worthwhile.

Year 3 Language Conventions

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	bred	bread/s	Spelling	Correctly spells a short word containing two letters that make one sound.
2	bloo	blue/blood	Spelling	Correctly spells a one syllable word.
3	rane	rain	Spelling	Correctly spells a short word with a long vowel sound.
4	eyes	eyes	Spelling	Correctly spells a one-syllable word with an irregular spelling pattern.
5	granfather	grandfather	Spelling	Correctly spells a compound word.
6	froot	fruit	Spelling	Correctly spells a short word with an irregular letter pattern.
7	chast	chased	Spelling	Correctly spells a two syllable word with a regular spelling pattern.
8	pushs	pushes	Spelling	Correctly spells a two-syllable word ending in 'es'.
9	dayly	daily	Spelling	Correctly spells a two-syllable word ending in 'ly'.
10	gess	guess	Spelling	Correctly spells a short word with an irregular vowel pattern.
11	heavyer	heavier	Spelling	Correctly spells a word with a rule governed 'er' ending.
12	werk	work	Spelling	Identifies an error, then correctly spells a short word with a long vowel sound.
13	woud	would	Spelling	Identifies an error, then correctly spells a word ending in 'ould'.
14	nee	knee/s	Spelling	Identifies an error, then correctly spells a short word with a silent letter.
15	carf	calf	Spelling	Identifies an error, then correctly spells a short word with a silent letter.
16	brees	breeze/s	Spelling	Identifies an error, then correctly spells a short word with a long vowel sound.
17	torked	talked	Spelling	Identifies errors, then correctly spells a word with a silent letter.
18	padling	padding	Spelling	Identifies an error, then correctly spells a two-syllable word with rule governed double consonants.
19	tunil	tunnel	Spelling	Identifies errors, then correctly spells a two-syllable word with rule governed double consonants.
20	closley	closely	Spelling	Identifies errors, then correctly spells a two-syllable word ending in 'ly'.
21	nu	new	Spelling	Identifies an error, then correctly spells a commonly used short word.
22	sine	sign	Spelling	Identifies an error, then correctly spells a short word with a silent letter.
23	directshuns	directions	Spelling	Identifies errors, then correctly spells a three-syllable word ending in 'tions'.
24	eksit	exit	Spelling	Identifies an error, then correctly spells a difficult two-syllable word.
25	saftee	safety	Spelling	Identifies errors, then correctly spells a two-syllable word with a long vowel sound.

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
26	Grammar	B	G & P	Identifies correct conjunction for two clauses.
27	Grammar	A	G & P	Identifies the correct form of verbs.
28	Grammar	C	G & P	Identifies the correct use of pronouns.
29	Grammar	D	G & P	Identifies the correct use of pronouns.
30	Punctuation	B	G & P	identifies the correct use of capital letters for proper nouns.
31	Punctuation	C	G & P	Identifies the correct use of capital letters.
32	Punctuation	B	G & P	Identifies the correct use of full stops.
33	Punctuation	B	G & P	Identifies the correct use of question marks.
34	Grammar	C	G & P	Identifies the correct use of verbs.
35	Grammar	C	G & P	Identifies the correct use of a comparative adjective.
36	Punctuation	B	G & P	Identifies the correct use of capital letters for proper nouns.
37	Punctuation	B, C	G & P	Identifies the correct use of commas.
38	Grammar	B	G & P	Identifies correct conjunction.
39	Grammar	D	G & P	Identifies the correct order of adjectives in a set.
40	Punctuation	A	G & P	Identifies the correct use of question marks.
41	Grammar	C	G & P	Identifies the correct use of pronouns.
42	Punctuation	B	G & P	Identifies the correct use of commas in a list.
43	Punctuation	C	G & P	Identifies the correct use of capital letters for proper nouns.
44	Punctuation	D	G & P	Identifies the correct use of apostrophes for contractions.
45	Grammar	D	G & P	Identifies the correct way to combine two sentences.
46	Grammar	A	G & P	Identifies common grammatical conventions such as the correct use of verbs.
47	Grammar	A	G & P	Identifies an adjective in a simple sentence.
48	Punctuation	D	G & P	Identifies the correct use of apostrophes for contractions.

KEY

G & P = Grammar and Punctuation

Year 5 Language Conventions

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	arroe	arrow/s	Spelling	Correctly spells a two-syllable word ending in 'ow'.
2	launch	launch	Spelling	Correctly spells a short word with an irregular letter pattern.
3	granfather	grandfather	Spelling	Correctly spells a compound word.
4	froot	fruit/food	Spelling	Correctly spells a short word with an irregular letter pattern.
5	remberd	remembered	Spelling	Correctly spells a difficult three-syllable word ending in 'ed'.
6	cort	caught	Spelling	Correctly spells a short word with an irregular letter pattern.
7	herd	heard	Spelling	Correctly spells a short word containing two letters that make one sound.
8	extenshun	extension	Spelling	Correctly spells a difficult three-syllable word ending in 'ion'.
9	uncel	uncle/s	Spelling	Correctly spells a two-syllable word ending in 'le'.
10	mounten	mountain/s	Spelling	Correctly spells a two-syllable word ending in 'ain'.
11	ekselent	excellent	Spelling	Correctly spells a word with a difficult letter pattern.
12	oshan	ocean/s	Spelling	Identifies an error, then correctly spells a word with a difficult letter pattern.
13	tropicle	tropical	Spelling	Identifies an error, then correctly spells a three-syllable word ending in 'al'.
14	iland	island	Spelling	Identifies an error, then correctly spells a two-syllable word with a silent consonant.
15	journey	journey/s	Spelling	Identifies an error, then correctly spells a two-syllable word ending in 'ey'.
16	woud	would	Spelling	Identifies an error, then correctly spells a word ending in 'ould'.
17	nee	knee/s	Spelling	Identifies an error, then correctly spells a short word with a silent letter.
18	carf	calf	Spelling	Identifies an error, then correctly spells a short word with a silent letter.
19	adress	address	Spelling	Identifies an error, then correctly spells a two-syllable word with double consonants.
20	suprized	surprised	Spelling	Identifies errors, then correctly spells a common two-syllable word ending in 'ed'.
21	biogratee	biography/ biographies	Spelling	Identifies an error, then correctly spells a multi-syllable word.
22	hedje	hedge/s	Spelling	Identifies an error, then correctly spells a short word ending with a difficult pattern.
23	breeths	breathes	Spelling	Identifies an error, then correctly spells a short word with a long vowel sound.
24	bisicle	bicycle	Spelling	Identifies an error, then correctly spells a three-syllable word with difficult letter patterns.

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
25	tracter	tractor/s	Spelling	Identifies an error, then correctly spells a two-syllable word ending in 'or'.
26	Grammar	C	G & P	Identifies the correct use of a pronoun.
27	Grammar	A	G & P	Identifies the word group needed to complete a sentence correctly.
28	Punctuation	B	G & P	Identifies the correct use of commas.
29	Punctuation	D	G & P	Identifies the correct use of a comma and speech marks for direct speech.
30	Grammar	C	G & P	Identifies the full form of an abbreviated conjunction in a sentence.
31	Grammar	C	G & P	Identifies the correct use of a comparative adjective.
32	Punctuation	B	G & P	Identifies the correct use of capital letters for proper nouns.
33	Punctuation	B,C	G & P	Identifies the correct use of commas.
34	Grammar	C	G & P	Identifies the correct form of a verb.
35	Punctuation	B	G & P	Identifies the correct use of brackets around words in parenthesis.
36	Grammar	C	G & P	Identifies the correct verb form to complete a sentence correctly.
37	Punctuation	B	G & P	Identifies the correct punctuation needed to separate two sentences.
38	Punctuation	B	G & P	Identifies the correct use of brackets around an acronym following a full name.
39	Punctuation	D	G & P	Identifies the correct use of apostrophes for contractions.
40	Grammar	D	G & P	Identifies the correct form of a verb.
41	Grammar	A	G & P	Identifies the correct form of a verb.
42	Grammar	C	G & P	Identifies the set of words needed to complete a sentence correctly.
43	Punctuation	A	G & P	Identifies the correct use of apostrophes for possession.
44	Grammar	C	G & P	Identifies the correct comparative form of an adverb to complete a sentence correctly.
45	Grammar	D	G & P	Identifies the correct use of 'neither ... nor' in a sentence.
46	Grammar	C	G & P	Identifies the correct use of pronouns.
47	Grammar	B	G & P	Identifies a set of conjunctions.
48	Grammar	B	G & P	Identifies the set of words needed to complete a sentence correctly.

KEY

G & P = Grammar and Punctuation

Year 7 Language Conventions

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	climat	climate	Spelling	Correctly spells a two-syllable word ending with 'ate'.
2	uncel	uncle/s	Spelling	Correctly spells a two-syllable word ending in 'le'.
3	mouneten	mountain/s	Spelling	Correctly spells a two-syllable word ending in 'ain'.
4	ekselent	excellent	Spelling	Correctly spells a word with a difficult letter pattern.
5	simpathie	sympathy	Spelling	Correctly spells a complex three-syllable word.
6	principal	principle	Spelling	Correctly spells a three-syllable word ending in 'le'.
7	enviroment	environment	Spelling	Correctly spells a multi-syllable word ending in 'ment'.
8	recieved	received	Spelling	Correctly spells a two-syllable word with a long vowel sound.
9	library	library	Spelling	Correctly spells a word with a difficult letter pattern.
10	drout	drought/s	Spelling	Correctly spells a word ending in 'ought'.
11	gospip	gossip	Spelling	Correctly spells a two-syllable word with double letters.
12	reputashuns	reputations	Spelling	Correctly spells a multi-syllable word ending in 'ions'.
13	weppon	weapon	Spelling	Correctly spells a two-syllable word containing two letters that make one sound.
14	incouraged	encouraged	Spelling	Correctly spells a three-syllable word ending in 'ed'.
15	tecknilogicle	technological	Spelling	Correctly spells a complex multi-syllable word ending in 'al'.
16	unacceptible	unacceptable	Spelling	Correctly spells a complex multi-syllable word ending in 'able'.
17	atachment	attachment	Spelling	Identifies an error, then correctly spells a three-syllable word ending in 'ment'.
18	skechs	sketches	Spelling	Identifies an error, then correctly spells an uncommon two-syllable word.
19	orkwardly	awkwardly	Spelling	Identifies an error, then correctly spells a three-syllable word ending in 'ly'.
20	adress	address	Spelling	Identifies an error, then correctly spells a two-syllable word with double consonants.
21	suprized	surprised	Spelling	Identifies errors, then correctly spells a common two-syllable word ending in 'ed'.
22	biografee	biography/ biographies	Spelling	Identifies an error, then correctly spells a multi-syllable word.
23	hedje	hedge/s	Spelling	Identifies an error, then correctly spells a short word ending with a difficult pattern.
24	tornament	tournament/s	Spelling	Identifies an error, then correctly spells a complex three-syllable word.
25	lable	label/s	Spelling	Identifies an error, then correctly spells a two-syllable word ending in 'el'.
26	gard	guard/s	Spelling	Identifies an error, then correctly spells a short word with a difficult letter pattern.
27	refrances	references	Spelling	Identifies errors, then correctly spells a multi-syllable word.

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
28	stalyon	stallion/s	Spelling	Identifies errors, then correctly spells a two-syllable word with double consonants.
29	residew	residue	Spelling	Identifies an error, then correctly spells a complex three-syllable word ending in 'ue'.
30	scewers	skewers	Spelling	Identifies an error, then correctly spells a subject specific word with a long vowel sound.
31	Grammar	A	G & P	Identifies the correct form of a verb.
32	Grammar	C	G & P	Identifies the correct form of a verb.
33	Punctuation	C	G & P	Identifies the correct use of speech marks for direct speech.
34	Grammar	D	G & P	Identifies the correct way to combine three sentences into one sentence.
35	Punctuation	B	G & P	Identifies the correct use of brackets around an acronym following a full name.
36	Punctuation	D	G & P	Identifies the correct use of punctuation for contractions.
37	Grammar	D	G & P	Identifies the correct form of a verb.
38	Grammar	A	G & P	Identifies the correct form of a verb.
39	Grammar	C	G & P	Identifies the set of words needed to complete a sentence correctly.
40	Punctuation	A	G & P	Identifies the correct use of apostrophes for possession.
41	Grammar	C	G & P	Identifies the correct comparative form of an adverb to complete a sentence correctly.
42	Grammar	A	G & P	Identifies a pronoun from a list of words.
43	Punctuation	D	G & P	Identifies the correct use of speech marks and commas in complex direct speech.
44	Grammar	C	G & P	Identifies the correct verb tense in a complex sentence.
45	Grammar	C	G & P	Identifies a synonymous phrase (set of words that can replace another set without changing the meaning of the sentence).
46	Grammar	A	G & P	Identifies the correct position of a subordinate clause in a sentence.
47	Grammar	B	G & P	Identifies the correct conjunction in a complex sentence.
48	Grammar	C	G & P	Identifies the correct connecting word between two sentences.
49	Punctuation	C	G & P	Identifies the correct use of brackets around an explanatory phrase.
50	Grammar	D	G & P	Identifies the correct use of 'neither ... nor' in a sentence.
51	Grammar	A	G & P	Identifies the correct form of possessive pronouns in a sentence.
52	Punctuation	B	G & P	Identifies the correct use of quotation marks to indicate non-literal meaning.
53	Grammar	B	G & P	Identifies the correct position of a phrase in a sentence.
54	Grammar	D	G & P	Identifies the correct and meaningful construction of a complex sentence.

KEY

G & P = Grammar and Punctuation

Year 9 Language Conventions

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	disterb	disturb	Spelling	Correctly spells a two-syllable word with a long vowel sound.
2	atendence	attendance	Spelling	Correctly spells a three-syllable word ending in 'ance'.
3	principl	principle	Spelling	Correctly spells a three-syllable word ending in 'le'.
4	enviroment	environment	Spelling	Correctly spells a multi-syllable word ending in 'ment'.
5	recieved	received	Spelling	Correctly spells a two-syllable word with a long vowel sound.
6	libary	library	Spelling	Correctly spells a word with a difficult letter pattern.
7	drout	drought/s	Spelling	Correctly spells a word ending in 'ought'.
8	bargins	bargains	Spelling	Correctly spells a two-syllable word ending with an irregular pattern, 'ains'.
9	camafledged	camouflaged	Spelling	Correctly spells a complex three-syllable word with difficult letter patterns.
10	biodegradible	biodegradable	Spelling	Correctly spells a complex multi-syllable word ending in 'able'.
11	origenated	originated	Spelling	Correctly spells a multi-syllable word ending in 'ed'.
12	deliberately	deliberately	Spelling	Correctly spells a commonly used multi-syllable word ending in 'ly'.
13	acompaneed	accompanied	Spelling	Correctly spells a multi-syllable word with double consonants.
14	omniverus	omnivorous	Spelling	Correctly spells a multi-syllable word scientific term ending in 'ous'.
15	extincshun	extinction	Spelling	Correctly spells a three-syllable scientific term ending in 'ion'.
16	trans-continental	trans-continental	Spelling	Identifies an error, then correctly spells a multi-syllable compound word.
17	lable	label/s	Spelling	Identifies an error, then correctly spells a two-syllable word ending in 'el'.
18	gard	guard/s	Spelling	Identifies an error, then correctly spells a short word with a difficult letter pattern.
19	comercial	commercial	Spelling	Identifies an error, then correctly spells a three-syllable word ending in 'ial'.
20	fasilatate	facilitate	Spelling	Identifies errors, then correctly spells a complex multi-syllable word.
21	noticable	noticeable	Spelling	Identifies an error, then correctly spells a multi-syllable word with an irregular use of 'ea'.
22	effectavly	effectively	Spelling	Identifies an error, then correctly spells a multi-syllable word with double consonants.
23	instantaneous	instantaneous	Spelling	Identifies an error, then correctly spells a complex multi-syllable word ending in 'eous'.
24	declair	declare	Spelling	Identifies an error, then correctly spells a two-syllable word with a long vowel.
25	aiile	aisle/s	Spelling	Identifies an error, then correctly spells a word with a silent consonant and difficult letter pattern.
26	persperation	perspiration	Spelling	Identifies an error, then correctly spells a multi-syllable word ending in 'ation'.
27	Grammar	C	G & P	Identifies the correct use of conjunctions.

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
28	Grammar	D	G & P	Identifies agency in an active case sentence.
29	Grammar	D	G & P	Identifies a group of words that indicates time in a sentence.
30	Punctuation	C	G & P	Identifies the correct use of italics in a book title.
31	Grammar	C	G & P	Identifies agency in a passive case clause.
32	Punctuation	B	G & P	Identifies the correct use of a stroke or slash.
33	Grammar	A	G & P	Identifies the correct order of adjectives in a set.
34	Grammar	C	G & P	Identifies the correct connecting word between two sentences.
35	Punctuation	C	G & P	Identifies the correct use of brackets around an explanatory phrase.
36	Grammar	D	G & P	Identifies the correct use of 'neither ... nor' in a sentence.
37	Grammar	A	G & P	Identifies the correct form of possessive pronouns in a sentence.
38	Punctuation	B	G & P	Identifies the correct use of question marks.
39	Punctuation	A	G & P	Identifies the correct use of an apostrophe for possession.
40	Punctuation	B	G & P	Identifies the correct use of commas.
41	Punctuation	D	G & P	Identifies the correct use of an apostrophe for possession.
42	Punctuation	A	G & P	Identifies the correct use of speech marks.
43	Punctuation	D	G & P	Identifies the correct use of apostrophes for contractions.
44	Grammar	C	G & P	Identifies the correct way to combine three sentences into one.
45	Grammar	D	G & P	Identifies the correct connecting words to complete a sentence.
46	Grammar	C	G & P	Identifies the verb group that can be omitted from a sentence without changing its meaning.
47	Punctuation	A	G & P	Identifies the correct use of square brackets to show an editorial insertion.
48	Punctuation	C	G & P	Identifies the correct use of commas.
49	Grammar	C	G & P	Identifies the correct use of conjunctions.
50	Grammar	A	G & P	Identifies a set of adverbs.
51	Grammar	A	G & P	Identifies the correct use of prepositions.
52	Grammar	B	G & P	Identifies the set of words needed to complete a sentence correctly.
53	Punctuation	B	G & P	Identifies the correct use of quotation marks to indicate non-literal meaning.
54	Grammar	B	G & P	Identifies a sentence that expresses an effect.

KEY

G & P = Grammar and Punctuation

Year 3 Numeracy

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	Some students voted	C	M	Calculates a total by adding tally marks.
2	Jay drew this plan	A	S	Locates position on a plan.
3	Anna has these balloons	B	N	Identifies half of a small collection of objects.
4	Steve joined two blocks	B	S	Names a 3D object.
5	Which one of these	D	N	Identifies the expanded form of a 3-digit number.
6	Emma had these shells	A	N	Correctly subtracts two single-digit numbers.
7	Which spinner is most likely	A	M	Selects the most likely outcome in a chance event.
8	Mels counter is an X	D	S	Follows directions to locate position on a grid.
9	Nick made this model	B	S	Identifies the side view of a 3D model.
10	Gina has only these coins	D	N	Solves a problem involving the face value of coins.
11	How many of these shapes	B	S	Recognises 2D shapes with four sides.
12	Henry puts cards	C	N	Solves a single-step problem involving multiplication.
13	Ben collects 68 cans	D	N	Solves a single-step problem involving addition.
14	The lights on this window	B	A	Identifies the missing shapes in a pattern.
15	What time does this clock	D	M	Reads time on an analogue clock to the quarter-hour.
16	Some students chose	B	M	Interprets information in a column graph.
17	Which letter is in	B	S	Uses reasoning and knowledge of 2D shapes to solve a problem.
18	Natalie made a hutch	D	S	Identifies a triangular prism.
19	Ryan is making a calendar	A	M	Identifies a date on a calendar.
20	These biscuits are sold	C	N	Solves a problem involving multiplication and rounding.
21	This is a picture	B	M	Estimates the length of a common object.
22	Jess takes 2 pegs	C	M	Identifies an impossible outcome in a chance event.
23	Mandy folds a rectangle	A	S	Identifies symmetrical shapes by visualising missing halves.
24	James makes 12 pizzas	A	N	Identifies the process to solve a division problem.
25	How many quarters	D	N	Counts the quarters given whole and half objects.
26	Dana started at 10	C	A	Continues a number pattern involving addition.
27	A teacher starts to pin	18	M	Uses informal units to calculate area.

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
28	Year 3 students go	D	M	Interprets a simple timetable.
29	Josh had these tiles	C	S	Identifies a geometric design after a quarter turn.
30	There are 5 small boxes	16	M	Uses informal units to calculate volume.
31	A group of students was	6	N	Solves a problem involving reasoning and sharing.
32	Laura buys a cap	10	N	Solves a problem involving reasoning, addition and subtraction.
33	A school has 10 boxes	54	N	Solves a problem involving multiplication and addition.
34	There are 60 boxes	18	N	Solves a problem involving multiplication and subtraction.
35	A pyramid is made	8	S	Determines the number of edges given the faces of a 3D object.

KEY

A = Algebra, function and pattern (Structure)

N = Number

M = Measurement, chance and data

S = Space

Year 5 Numeracy

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
1	Tom starts to put	D	N	Completes an array to find a total.
2	Here is a timeline	C	N	Identifies a date on a simple timeline.
3	Steve joined two blocks	B	S	Names a 3D object.
4	Which one of these	D	N	Identifies the expanded form of a 3-digit number.
5	Gina has only these coins	D	N	Solves a problem involving the face value of coins.
6	What time does this clock	D	M	Reads time on an analogue clock to the quarter-hour.
7	This spinner is used	A	M	Selects the most likely outcome in a chance event.
8	Some students chose	B	M	Interprets information in a column graph.
9	Which letter is in	B	S	Uses reasoning and knowledge of common 2D shapes to solve a problem.
10	Rick and David met	D	S	Identifies a position on a map.
11	These biscuits are sold	C	N	Solves a problem involving multiplication and rounding.
12	This is the plan of	C	S	Uses compass directions to locate position.
13	This lolly is made with	A	N	Identifies a fraction as part of the whole.
14	Angela made this net	C	S	Names a 3D object given its net.
15	This is a picture	B	M	Estimates the length of a common object.
16	Jess takes 2 pegs	C	M	Identifies an impossible outcome in a chance event.
17	Anne wants to find	B	A	Identifies a strategy for the addition of two 4-digit numbers.
18	James makes 12 pizzas	A	N	Identifies the process to solve a division problem.
19	This is a map of	C	M	Identifies the greatest angle turn on a map.
20	A barbecue was held	108	N	Solves a word problem involving multiplication.
21	Hannah made a pie graph	D	M	Interprets a pie chart.
22	When the missing piece	A	S	Identifies the missing part of a geometric design.
23	These babies were born	A	M	Converts units and identifies the greatest mass.

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
24	Lucy made 4 tree diagrams	B	A	Identifies the next number in a pattern.
25	3.62 is equal to	C	N	Identifies the expanded form of a decimal.
26	Jenny is exactly	C	M	Converts time units and identifies a difference.
27	Sally had 4 tiles	A	S	Identifies a shape that tessellates in a square.
28	There are 5 small boxes	16	M	Uses informal units to calculate volume.
29	Write a number	Any number less than 7.8	A	Solves a number sentence involving the 'greater than' sign.
30	This 3D symmetrical object	30	S	Determines the number of faces on a complex 3D model.
31	The value of 31×49	C	N	Estimates the solution to a multiplication problem.
32	The price of oranges	B	N	Solves a multi-step problem involving money and mass.
33	This is the plan of	D	M	Calculates the perimeter of a 2D shape with missing side lengths.
34	These are four number cards	402×5	A	Uses knowledge of place value and multiplication to complete a number sentence.
35	This grid shows	6	N	Identifies multiples on a number chart.
36	A meeting is held	3 or 03 or 3rd	M	Determines a date without using a calendar.
37	Ron paints these letters	D	S	Identifies a complex symmetrical design.
38	In a park, there are	45	N	Solves a word problem involving multiplication and division.
39	Max started to make	20	S	Determines the scale of a drawing.
40	Nina mixes these different	3, 1, 1, 1	M	Solves a reasoning problem involving capacity.

KEY

A = Algebra, function and pattern (Structure)

N = Number

M = Measurement, chance and data

S = Space

Year 7 Numeracy (Non-Calculator)

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
N01	Peter drew a map	C	S	Locates a position on a grid.
N02	A country football game	D	N	Solves a problem involving subtraction of 3-digit numbers.
N03	This spinner is used	A	M	Selects the most likely outcome in a chance event.
N04	Angela used this net	C	S	Names a 3D object given its net.
N05	Anne wants to find	B	A	Identifies a strategy for the addition of two 4-digit numbers.
N06	This is a map of	C	M	Identifies the greatest angle turn on a map.
N07	Ryan bought these	B	M	Identifies the total mass of objects in g and kg.
N08	The picture shows	D	S	Identifies the scale used in a picture.
N09	Three of these calculations	D	N	Identifies different operations to give the same answer.
N10	Lucy made 4 tree diagrams	B	A	Identifies the next number in a pattern.
N11	Jenny is exactly	C	M	Converts time units and identifies a difference.
N12	A flea can jump	C	N	Multiplies a decimal number by 200.
N13	A set of traffic lights	B	N	Solves a problem involving addition of fractions.
N14	A car is travelling	D	S	Uses compass points to determine direction on a map.
N15	Which metric unit would	A	M	Identifies the best metric unit to measure volume.
N16	Write a number	Any number less than 7.8	A	Solves a number sentence involving 'greater than' sign.
N17	This 3D symmetrical object	30	S	Determines the number of faces on a complex 3D model.
N18	How many lines	D	S	Determines the number of lines of symmetry in a design.
N19	$37.9 \times 10 =$	D	N	Multiplies a decimal number by 10.
N20	When it is 12 noon	A	M	Calculates difference in time across time zones.
N21	Which percentage has	B	N	Converts a fraction to a percentage.
N22	Which of these is the longest	B	M	Converts units and compares lengths.
N23	Jill lives in a street	A	S	Uses compass points to locate a position on a map.

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
N24	A grocer buys	A	A	Identifies different operations to give the same answer.
N25	These are four number cards	402 x 5	A	Uses knowledge of place value and multiplication to complete a number sentence.
N26	A meeting is held	3 or 03 or 3rd	M	Determines a date without using a calendar.
N27	This Ferris wheel turns	135	M	Demonstrates knowledge of degrees in a circle to determine angle size.
N28	Each bar of this graph	C	M	Interprets and compares data in a graph to identify information.
N29	Ben has 2 identical pizzas	256	N	Solves a problem involving proportion.
N30	This is the label from	300	N	Uses ratio and information in a table to determine a solution.
N31	Peta has some plums	46	A	Solves a multi-step problem involving division with a remainder.
N32	Two squares are drawn	75	S	Applies angle properties of common shapes to determine angle size.

Year 7 Numeracy (Calculator)

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
C01	This is part of Laura's	C	M	Identifies information in a school timetable
C02	For 3 days, Bella made	D	M	Selects the column in a graph to match information in a table.
C03	A tap is dripping	D	A	Uses a number pattern to determine a higher term.
C04	Joe made this design	A	S	Identifies the design which does not match.
C05	This shape is made	B	M	Identifies the perimeter of a composite shape.
C06	Alan buys 2 oranges	5.05	N	Finds the total cost.
C07	Which of these is the best	B	M	Estimates the mass of a common object.
C08	This is part of the map	C	A	Continues a simple number pattern.
C09	This table shows	B	M	Interprets a table and calculates a total.
C10	What was the mean	C	M	Uses information in a table to calculate mean.
C11	In a netball season	B	N	Estimates a fraction as a percentage.

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
C12	Kate saves the same amount	225	A	Uses a graph to determine a missing value.
C13	Luke drew a shape	D	S	Matches a 2D shape to a description.
C14	Helen paid \$4465	C	N	Uses division to solve a word problem.
C15	What is the size of	B	S	Calculates the size of a missing angle in a triangle.
C16	Last year 3684 people	C	N	Multiplies a whole number by a fraction.
C17	The fractions $\frac{9}{10}$ and $\frac{1}{5}$	B	N	Identifies the difference between two fractions.
C18	A prize of \$5934	395 and 60	N	Solves a money problem involving division.
C19	Zoe is 3 years older	A	A	Identifies a rule to match a problem.
C20	Adam leaves home	D	S	Uses compass directions to find a location.
C21	The diagram represents	A	S	Names an irregular 3D object.
C22	Which of these numbers	D	N	Identifies a multiple of two given numbers.
C23	Harry has these L-shaped tiles	A	S	Identifies an incorrect design.
C24	Kim throws a standard	A	M	Locates a chance event on a number line.
C25	An electrician calculates	D	A	Identifies the rule to match a table of values.
C26	This rectangular courtyard	12	M	Calculates the area of triangle.
C27	Jamie surveyed all	D	N	Calculates an equivalent fraction.
C28	Dan has started to cover	388.5 or 389	M	Uses reasoning to calculate the area of a complex design.
C29	Rob is building	25	N	Uses reasoning to solve a word problem involving division.
C30	A shoe shop has a sale	8.5	N	Calculates percentage discount and determines a difference.
C31	A gardening company uses	10	A	Determines an unknown value by substituting into a rule.
C32	Pam's new car	286	N	Uses reasoning to solve a multi-step rates problem.

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Year 9 Numeracy (Non-Calculator)

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
N01	Seven cubes are joined	B	S	Identifies the top view of a 3D model.
N02	The diagram shows	A	M	Identifies the category on a pie chart which represents 60%.
N03	The first five triangular	C	A	Identifies the next term in a spatial pattern.
N04	Tanya recorded the temperatures	D	N	Correctly orders positive and negative temperatures.
N05	An airline calculates	D	N	Substitutes given values to satisfy an equation.
N06	Ryan bought these	B	M	Identifies the total mass of objects in g and kg.
N07	The picture shows	D	S	Identifies the scale used in a picture.
N08	With the lid on,	A	N	Solves a problem involving subtraction of 3-digit numbers.
N09	A set of traffic lights	B	N	Solves a problem involving addition of fractions.
N10	A car is travelling	D	S	Uses compass points to determine direction on a map.
N11	John's video game comes with	C	M	Compares two objects and estimates length.
N12	Which metric unit would	A	M	Identifies the best metric unit to measure volume.
N13	A closed shape has	D	S	Identifies a 2D shape given side properties.
N14	The table shows how	C	A	Identifies the next term in a number pattern using a table of values.
N15	Which of these is the longest	B	M	Converts units and compares lengths.
N16	This sign shows times	D	M	Interprets information about time on a road sign.
N17	Clare thinks of a number	C	A	Identifies the algebraic expression which matches a problem.
N18	Jill lives in a street	A	S	Uses compass points to locate a position on a map.
N19	Only two of these nets	B	S	Identifies two nets of a rectangular prism.
N20	In a gym class	C	M	Calculates the median of a large data set.
N21	In these expressions	B	A	Interprets and compares different algebraic expressions.
N22	A square field has	C	N	Estimates the side length of a square given the area.
N23	Brisbane has the latitude	A	S	Uses latitude and longitude to locate a position on a map.
N24	This diagram shows four	A	A	Identifies an equation using knowledge of the area of a rhombus.
N25	The relationship between	C	A	Identifies the rule which matches a table of values.

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
N26	The population of India	D	N	Compares numbers written in index form.
N27	This Ferris wheel turns	135	M	Demonstrates knowledge of degrees in a circle to determine angle size.
N28	Ben has 2 identical pizzas	256	N	Solves a problem involving proportion.
N29	The height of a door	175	N	Multiplies a 3-digit number by a fraction.
N30	Alex collected some eggs	20	N	Solves a problem involving percentage and proportional reasoning.
N31	Helen's office has	10 000	M	Uses reasoning to determine the number of outcomes in an event.
N32	The total area of a cube	10	M	Calculates the length of the edge of a cube given its surface area.

Year 9 Numeracy (Calculator)

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
C01	What number is missing	C	A	Completes a number sentence involving two operations.
C02	Tracey drew this design	C	S	Identifies the top view of a complex 3D model.
C03	Joe made this design	A	S	Identifies the design which does not match.
C04	Which expression is always	C	A	Simplifies an algebraic expression.
C05	This shape is made	B	M	Identifies the perimeter of a composite shape.
C06	Which of these is the best	B	M	Estimates the mass of a common object.
C07	Lyn enlarged a copy	A	S	Uses scale factor to identify length.
C08	In Sandra's school	A	N	Simplifies a ratio.
C09	This graph shows data	D	M	Interprets information in a graph.
C10	Nathan made this pattern	D	A	Identifies a higher number in a pattern shown in a table of values.
C11	A prize of \$5934	395 and 60	N	Solves a money problem involving division.
C12	The top speed of this wombat	A	M	Applies a rate to convert speed.
C13	This stack of paper	D	N	Divides a whole number by a decimal and rounds answer.

Question number	Short description	Correct answer	Curriculum Area	Skill assessed
C14	A biscuit tin is	B	S	Uses rotational symmetry to determine angle size.
C15	Kim has to find	D	N	Uses knowledge of order of operations to solve a problem.
C16	This block has 6 faces	C	M	Calculates probability using a frequency table.
C17	Brian's mother drives	B	S	Finds the shortest path in a network.
C18	An electrician calculates	D	A	Identifies the rule to match a table of values.
C19	Jack is checking	B	N	Uses rates to compare prices.
C20	The diagram shows some	C	M	Calculates the area of a composite shape made from triangles.
C21	Mount St Helens is a	A	N	Solves a problem involving percentage decrease.
C22	As Mike skydives	B	N	Solves a problem involving negative numbers and proportion.
C23	The diagram shows part of	152	S	Calculates the unknown angle in a diagram.
C24	This graph shows how	B	A	Identifies the rule which matches a line on a graph.
C25	Greg sold one hot dog	D	N	Solves a problem involving rates.
C26	Jamie surveyed all	D	N	Calculates an equivalent fraction.
C27	Dan has started to cover	388.5 or 389	M	Uses reasoning to calculate the area of a complex design.
C28	A racing car used	75	N	Calculates a rate of fuel consumption.
C29	Amy recorded a set of	D	M	Determines the effect when data is changed.
C30	When this car moves	60 or 59 or 58 or 57	M	Calculates the diameter of a circle given the circumference.
C31	A model of how	138	S	Calculates the unknown angle in a diagram made from similar triangles.
C32	The surface area of	4.5	A	Substitutes given values and changes the subject of a formula.

KEY

A = Algebra, function and pattern (Structure)

N = Number

M = Measurement, chance and data

S = Space

Appendix 2: NAPLAN 2010 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 2010.</p> <p>This report can be run against the National scale or the Estimated VELs Equivalent scale.</p>	<p>Reports for:</p> <ul style="list-style-type: none"> a year level groups of students such as girls, boys, LBOTE or ATSI students. <p>Reports on:</p> <ul style="list-style-type: none"> Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. 	<ul style="list-style-type: none"> Compare the 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 and Punctuation, and Numeracy.</p> <p>This report can be run against the National scale or the Estimated VELs Equivalent scale.</p>	<p>Reports for:</p> <ul style="list-style-type: none"> a year level individual class. <p>Reports on:</p> <ul style="list-style-type: none"> Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. 	<ul style="list-style-type: none"> Compare the 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 and Punctuation, Number, Measurement, chance and data, and Space. For Year 9, will also include Structure. 	<ul style="list-style-type: none"> Compare the percentage of questions answered correctly by the school or selected group in specific assessment areas and dimensions with corresponding percentages for the state. Identify areas where there is a significant difference between the percentage correct for the school or selected group and that for the state.

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

Report name	Report function	Report criteria	Possible uses for report
Student Response Report	Identifies correct and incorrect responses to individual items for each student in a group by dimension. Summarises group performances on individual items.	Reports for: <ul style="list-style-type: none"> • an individual student • a year level • individual classes • other groups of students such as girls, boys, LBOIE or ATSI students. Reports on: <ul style="list-style-type: none"> • Reading, Spelling, Grammar and Punctuation, and Numeracy. 	<ul style="list-style-type: none"> • Identify items answered correctly and incorrectly by individual students. • Identify patterns of incorrect responses for individual students or groups of students to highlight curriculum areas which may need attention. • Analyse student responses to help diagnose understanding of particular concepts. • Provide evidence based information to help teachers inform parents about their child's grasp of particular concepts or curriculum areas.
Student Achievement Level Report	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). This report can be run against the National scale or the Estimated VELS Equivalent scale	Reports for: <ul style="list-style-type: none"> • an individual student • a year level • individual classes • other groups of students such as girls, boys, LBOIE or ATSI students. Reports on: <ul style="list-style-type: none"> • Reading, Writing, Spelling, Grammar and 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. The report must be run on the national scale for "All" students for this to reflect the actual Parent Report.
Five Year Trend Report	Displays national, state and school results for NAPLAN tests over time. (In 2010 only three years of data will be available).	Reports for: <ul style="list-style-type: none"> • a year level • groups of students such as girls, boys, LBOIE or ATSI atudents Reports on: <ul style="list-style-type: none"> • Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. 	<ul style="list-style-type: none"> • Compare the distribution of national, state and school NAPLAN results over time • Compare national, state and school scaled score means over time. • Identify trends in national, state and school NAPLAN results over time.

Report name	Report function	Report criteria	Possible uses for report
School Comparison Report	Displays 2008 to 2010 growth data at national, state and school levels.	Reports for: <ul style="list-style-type: none"> • a year level • groups of students such as girls, boys, LBOTE or ATSI students. Reports on: <ul style="list-style-type: none"> • Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. 	<ul style="list-style-type: none"> • Compare the change in performance of the same cohorts of students between 2008 and 2010 (i.e. how did the performance of Year 3 or Year 7 students in 2008 compare to their performance now that they are in Year 5 or Year 9 in 2010). • Investigate the rate of progress of a cohort of students over time relative to other students in the state and nationally.
School–Student Comparison Report	Displays 2008 and 2010 results for an individual student, with respect to corresponding results at national, state and school levels	Reports for individual students compared to: <ul style="list-style-type: none"> • all students or • groups of students such as girls, boys, LBOTE or ATSI students. Reports on: <ul style="list-style-type: none"> • Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. 	<ul style="list-style-type: none"> • Determine the change in individual students' performance between 2008 and 2010 (i.e. how did the students' Year 7 2008 results compare to their performance now they are in Year 9 in 2010). • Determine a student's rate of progress over time relative to other students in the state and nation.

Report name	Report function	Report criteria	Possible uses for report
Student Comparison Report	<p>Displays the scaled scores of students who undertook Year 5 or Year 9 tests in 2010 for whom there are matched results from Year 3 or Year 7 2008 tests.</p>	<p>Reports for:</p> <ul style="list-style-type: none"> • all matched students or • groups of students such as girls, boys, LBOTE or ATSI students or • individual classes <p>Can be ordered in ascending or descending order by:</p> <ul style="list-style-type: none"> • Student Name • Scaled score (current year) • Scaled score (two years previous) • Scaled score difference <p>These order options are available for individual outcome areas only</p> <p>Reports on:</p> <ul style="list-style-type: none"> • Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. 	<ul style="list-style-type: none"> • Identify groups of students that have made significant progress between 2008 and 2010 so that the school may develop appropriate extension programs for these students. • Identify groups of students that have made little progress between 2008 and 2010 so that the school may develop intervention programs to assist these students.

Glossary

Data presentation

Scaled scores and the National Assessment Program scale

Nationally, student outcomes are provided as a scaled score. These scores range from 0 to 1000, and form the numeric continuum from which the ten national reporting bands are derived (see page 6).

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

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

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.

Standard error (se) of the mean

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

