



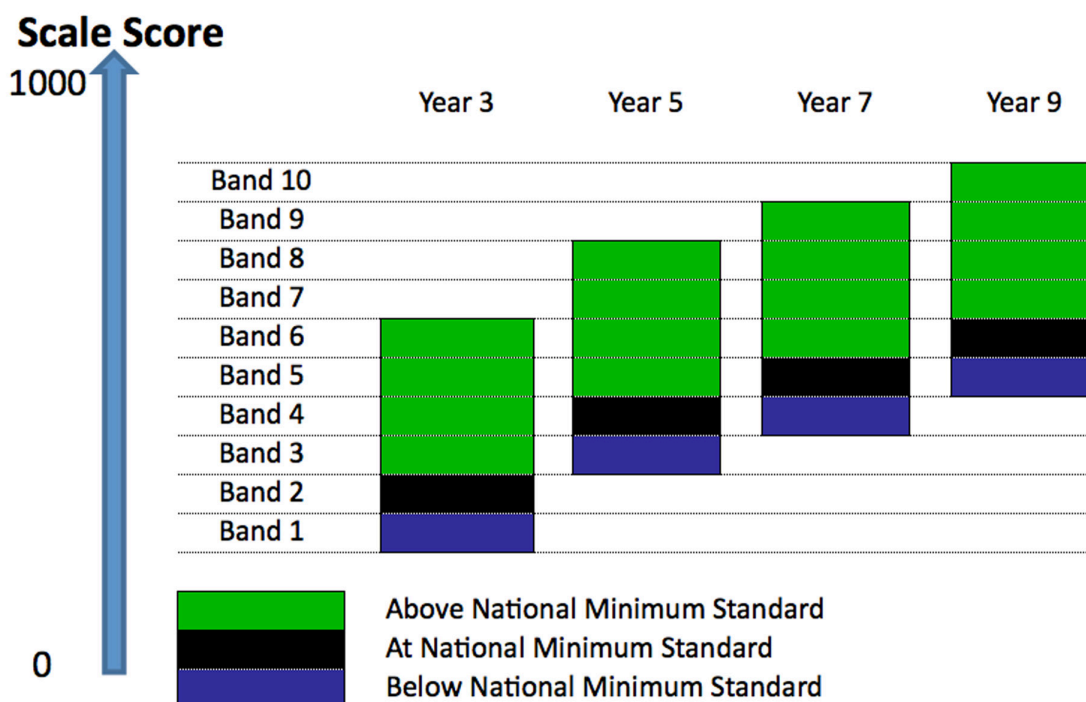
National Assessment Program – Literacy and Numeracy (NAPLAN)

Reference Guide – Analysing NAPLAN Data

- The National Assessment Program Scale describes the development of student achievement from Year 3 through to Year 9. It has scores that range from 0 to 1000 (called scaled scores).

 - Scaled scores *within* a given domain represent the same level of achievement over time. For example, a scaled score of 540 in Reading will have the same meaning in 2011 as it had in 2010, 2009 and 2008. This enables domains to be monitored over time.
 - Scaled scores *between* domains should not be compared. With each domain representing different skills, it is misleading to compare results across domains. For instance, if a student has a score of 540 in Reading and 550 in Writing, this does not necessarily indicate a higher level of ability in Writing compared to Reading, due to different skills being assessed in each domain.
- Ten bands have been established within the National Assessment Program Scale (National Assessment Program Band 1 to Band 10).

 - The higher the band, the greater the complexity of the skills assessed. For example, test items in Band 9 are more complex than those in Band 7.
 - The skills generally associated with band levels in each test are outlined every year on the back page of the NAPLAN Student Report. The report template can be accessed on the Australian Curriculum, Assessment and Reporting Authority’s (ACARA) NAPLAN website.
- A diagrammatic representation of the National Assessment Program Scale is shown below together with the scaled score range covered by each band scaled score.



4. The National Minimum Standard (NMS) is defined for each domain as the second lowest National Assessment Program (NAP) band reported for a year level. A student at the NMS has typically demonstrated the **basic elements** of Literacy and Numeracy to participate at their year level.

Year Level	Below NMS	At NMS	Above NMS
Year 3	Band 1	Band 2	Band 3–6
Year 5	Band 3	Band 4	Band 5–8
Year 7	Band 4	Band 5	Band 6–9
Year 9	Band 5	Band 6	Band 7–10

Details of the skills associated with each of the national minimum standards for each domain are provided on ACARA’s NAPLAN website.

5. Questions for NAPLAN tests are developed with reference to the nationally agreed Statements of Learning which reflect the core elements of the curriculum documents used in the different states and territories. Although the National Assessment Program Scale is not explicitly linked to the Victorian Essential Learning Standards (VELS), all NAPLAN questions are consistent with VELs.

Important information regarding the reporting of the Writing domain

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

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

7. Estimated VELS Equivalent scores

- Please note that the Estimated VELS Equivalent scores only provide a broad indication of where a student or school is operating with respect to the VELS scale.
- **Due to the Writing genre change from narrative to persuasive in 2011, *Estimated VELS Equivalent scores cannot be provided for Writing in 2011.***
- To assist schools with the transition from the Achievement Improvement Monitor (AIM) to NAPLAN, the Victorian Curriculum and Assessment Authority (VCAA) has developed *Estimated VELS Equivalent scores*, based on a common-person-equating study. These scores are provided in the NAPLAN Data Service.
- However, neither student-level nor school-level Estimated VELS Equivalent scores from NAPLAN tests should be directly compared to past AIM data. Due to test and timing differences¹ the Estimated VELS Equivalent scores are not exactly the same as the VELS scores reported in AIM.

8. Further information

- National Assessment Program
<http://www.nap.edu.au/NAPLAN/index.html>
- NAPLAN Domains
<http://www.nap.edu.au/NAPLAN/about+each+domain/index.html>
- Student report templates
<http://www.nap.edu.au/Test+Results/Student+reports/index.html>
- How to interpret Test results
<http://www.nap.edu.au/Test+Results/How+to+interpret/index.html>
- NAPLAN Reporting Guide
<http://www.vcaa.vic.edu.au/prep10/naplan/schools/publications.html>
- An online version of this document
<http://www.vcaa.vic.edu.au/vcaa/prep10/naplan/schools/analysingnaplandata.pdf>

1 Test and timing differences

- Time of testing: In previous years, Years 3, 5 and 7 AIM tests were administered in August. All NAPLAN 2008 tests were administered in May.
- Task types: NAPLAN does not include any dictation tasks or teacher assessed tasks as was the case in AIM, which included a teacher assessed Writing task and extended Mathematics tasks.
- Ability estimates: The ability estimates from the AIM tests for Writing, Spelling and Mathematics were derived from a combination of scores from different components. For example, the Writing score for a Year 3 or Year 5 student was a weighted average of scores from the teacher assessed Writing task, the centrally assessed Writing test and the Writing Conventions items in the English paper. There is no such combination of scores in NAPLAN.
- Domain specific issues: There are differences in the Writing rubric for marking, the inclusion of Spelling item types not used in AIM and the inclusion of separately assessed grammar and punctuation items.