

# National Assessment Program – Literacy and Numeracy (NAPLAN)

*Understanding your child's report*

*September 2008*

# Reporting to parents

The *Student Report 2008* is provided for all students who undertook the NAPLAN tests in 2008. The template for this report is the same for all students in Australia.

The *Additional Student Report 2008* is provided only for students in NSW government schools. This report gives you extra information on your child's performance in the tests.

# Reporting to parents

Band 10

Band 9

Band 8

Band 7

Band 6

Band 5

Band 4

Band 3

Band 2

Band 1

An important feature of the reports is that they show achievement against a **single assessment scale** that covers 10 achievement bands from Year 3 to Year 9.

This means that as your child does the NAPLAN tests every two years you will be able to compare the results with those from the previous test, and see his or her progress on the scale.

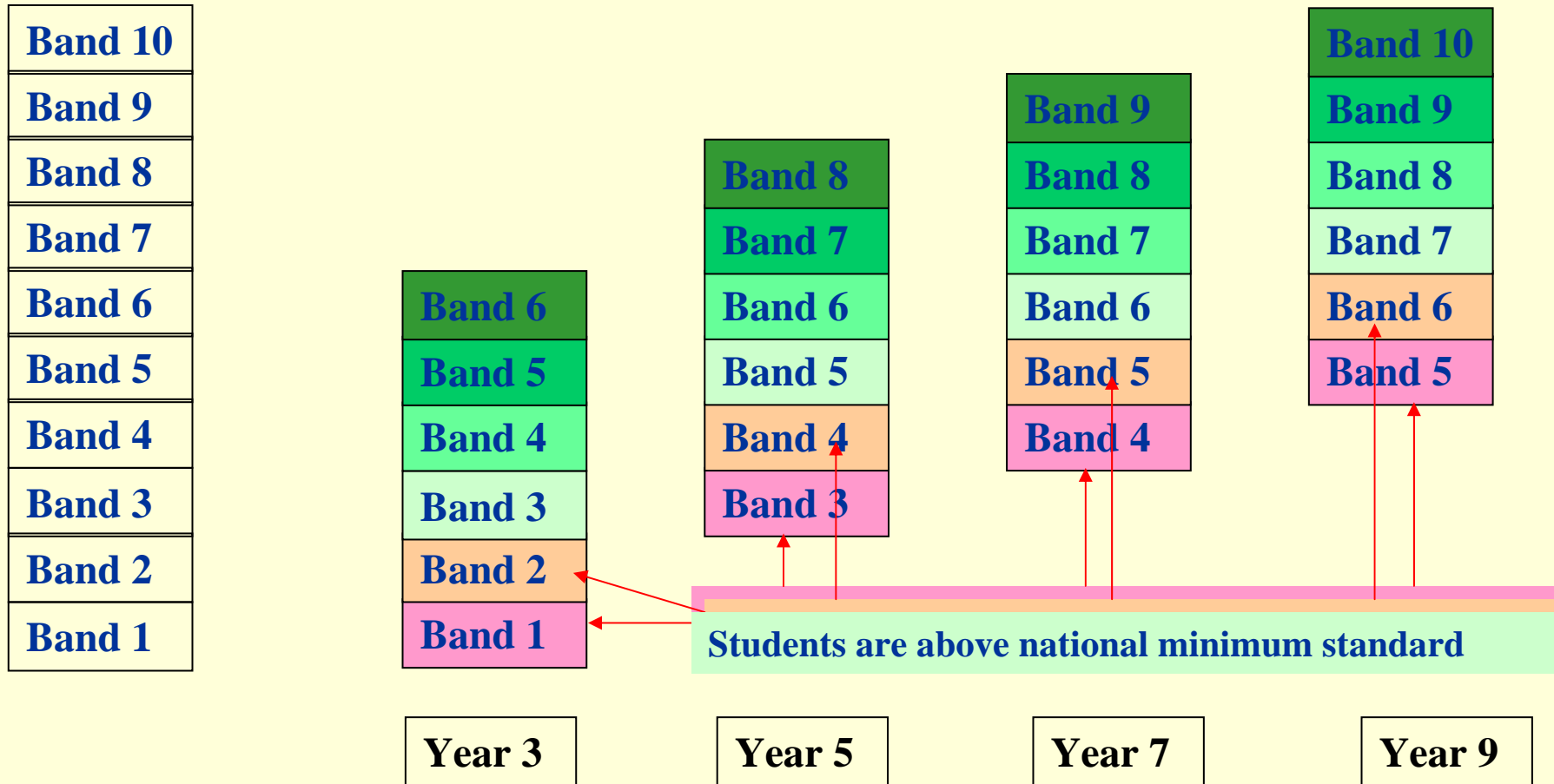
# Reporting to parents



Each Year level Student Report will show 6 of the bands.

- Year 3 reports will show bands 1 to 6
- Year 5 reports will show bands 3 to 8
- Year 7 reports will show bands 4 to 9
- Year 9 reports will show bands 5 to 10

# Achievement Bands



This is the front cover of the Student Report.

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

range of top 20% for this Year group

above expected range of achievement for this Year group

national average marker (triangle) for this Year group

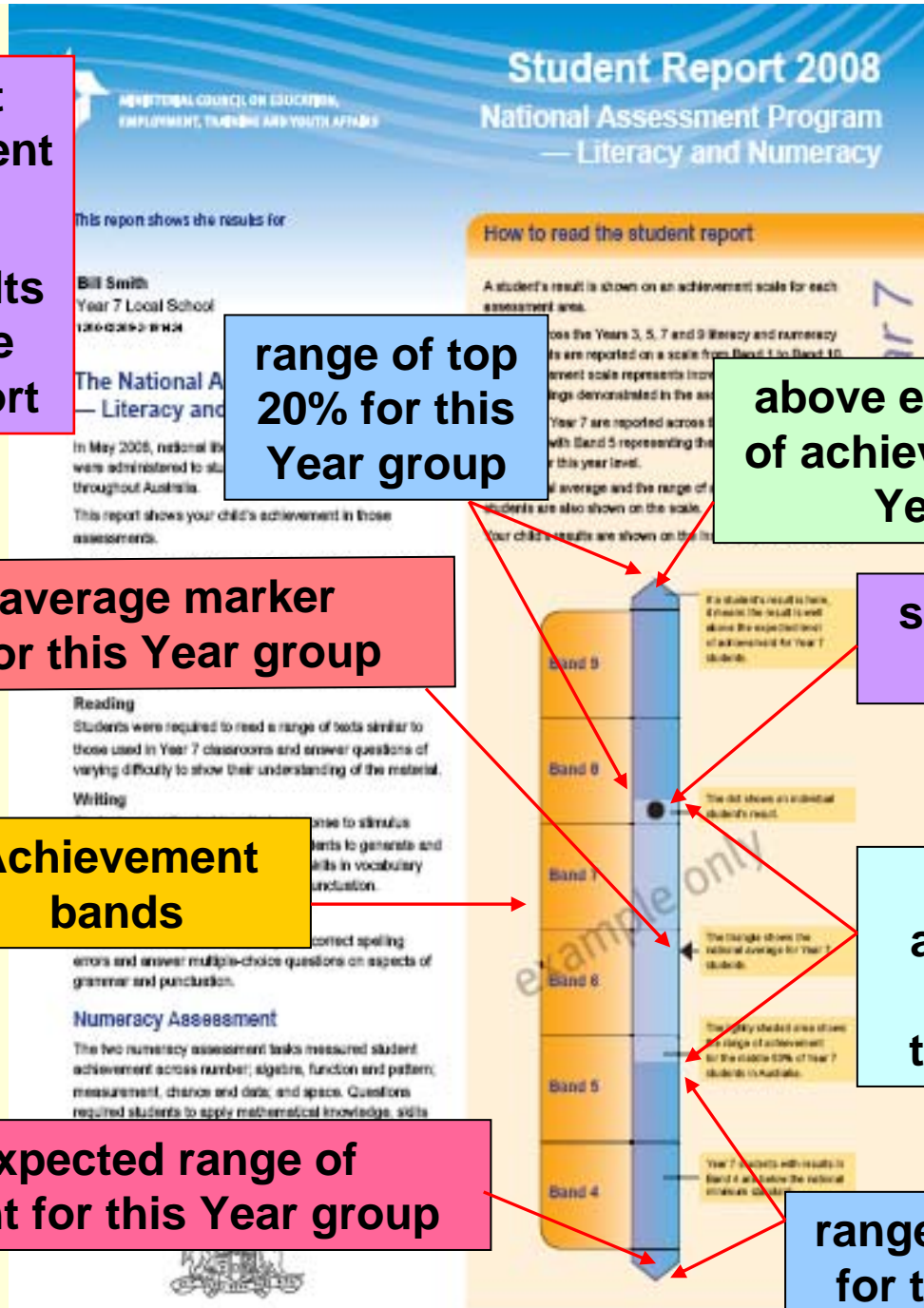
sample student result ●

Achievement bands

range of achievement of middle 60% of this Year group

below expected range of achievement for this Year group

range of bottom 20% for this Year group



These are names of the tests

Reading

Writing

Language Conventions

Numeracy

Year 7

Year 7

The Language conventions test has 2 parts:  
•spelling  
•grammar and punctuation.

These circles show your child's results for each test

These comments describe some of the skills and understandings which students were asked to demonstrate in the tests.

Students were assessed on aspects of spelling, grammar and punctuation. Tasks included:  
• correctly spelling multi-syllable words with regular spelling patterns.  
• identifying errors and then correctly spelling complex words.  
• recognizing the correct form of adjectives and adverbs in sentences.  
• recognizing the correct use of apostrophes for possession.

Students were assessed on aspects of numeracy. They were allowed to use a calculator for part of the assessment. Tasks included:  
• interpreting and solving problems involving decimals.  
• solving a simple ratio problem involving distance and time.  
• interpreting data represented on a graph.  
• reading a profile or scale.  
• using compass points to interpret a simple map.  
• using a scale to find the distance between two points.

## Student Report 2008

Comments are also included here for students who were exempt or withdrawn from a particular test or tests.

Reports for parents are **not** issued for students who were absent, exempt or withdrawn from **all** tests.

In this example of a student report, the student was absent from the reading test but present for the writing test.

If your child was absent from one of the tests, there will not be a student result marker ● shown for that test.

There will be a comment that says 'your child was absent from the test'.

Students read stories, factual texts, arguments and poetry. Students were assessed on aspects of reading including:

- finding information that is clearly stated
- connecting and interpreting ideas in a text
- identifying the purpose of a text
- interpreting figurative language
- recognising attitudes or emotions expressed in a text.

Your child was absent from this test.

Students wrote a story. They were assessed on aspects of writing including:

- supporting the reader and understanding the purpose of writing
- structuring the story, developing ideas and characters, and making effective word choices
- using the conventions of language such as grammar, punctuation, spelling and paragraphs.

The back of the report describes some of the skills assessed in this year's tests.

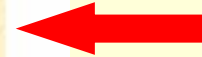
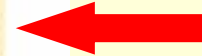
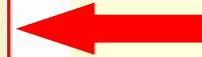
Skills increase in difficulty from the lower to the higher bands.

### Summary of Skills Assessed 2008

The following table describes some of the skills assessed in this year's tests. The skills increase in difficulty from the lowest to the highest band. A student assessed in a particular band is likely to have correctly answered questions involving skills in that band and in each band below it.

Band	Reading	Writing	Language Conventions	Numeracy
9	Interprets how a character is portrayed in a news report. Synthesises and interprets ideas that are implicit in the conclusion of a text.	Incorporates related ideas and the suggestion of a theme into an effective story. Makes consistently precise word choices that enhance the meaning of words. Achieves paragraph endings logically and endings correctly. Uses complex punctuation correctly most of the time. Shows variety in paragraph construction to pace the story.	Spells complex words and words with difficult double patterns. Recognises a wide variety of common grammatical conventions. Distinguishes correct use of punctuation in written English, with few errors.	
8	Interprets the way language is used to link different parts of a text. Identifies figurative language used in a text. Connects ideas in a complex paragraph in a factual text. Analyses and interprets the structure of complex texts, such as the sections of an argument to which another writer has responded.	Writes a cohesive story that attempts to engage the reader. Makes deliberate and appropriate word choices to create an emotional response. Attempts to use features of recognisable text types such as fantasy or adventure stories, and devices such as flashback or theme. Constructs most complex sentences correctly.	Spells words with difficult patterns. Spells words that often pronounced differently to the way they are spelled. Recognises common grammatical conventions, such as using correct words to complete adverbial phrases. Recognises the correct use of punctuation in written English, such as commas and capital letters in a sentence that includes speech.	
7	Interprets a general reference in a complex narrative. Interprets the meaning of a word and connects ideas implied in a complex text. Identifies the tone of a fictional text and a poem. Identifies the reason for an unusual use of punctuation in a fictional text.	Writes a story with a beginning and a defined conclusion. Develops characters and setting through description or dialogue. Adds and omits ideas using connecting words and maintains clear meaning through the story. Correctly spells most common words and some difficult words, including words with less regular spelling patterns and silent letters.	Spells difficult words with less regular spelling patterns including words that contain silent letters. Recognises common grammatical conventions, such as selecting the correct words to complete verb phrases. Recognises the correct use of punctuation in written English, such as leading an apostrophe for possessives.	
6	Interprets descriptive language in a narrative. Infers a character's changing feelings in a poem. Locates information in an introduction to a factual text. Connects ideas implied in an argument. Interprets and synthesises information to identify the main idea in news and information reports.	Organises a story into paragraphs that focus on one idea or a group of related ideas. Uses accurate words or groups of words when describing events and ideas. Punctuates nearly all sentences correctly with capitals, full stops, exclamation marks and question marks. Correctly uses more complex punctuation marks some of the time.	Spells multi-syllable words with less regular spelling patterns. Recognises common grammatical conventions, such as the superlative form of a adjective. Recognises the correct use of punctuation in written English, such as identifying that a proper noun must begin with a capital letter.	Completes number patterns in a table of values and completes number sentences with multiple operations. Uses place value to compare decimals. Calculates the average using data in a table. Interprets data from a curved graph. Identifies scale and unit size. Identifies the net of a triangular prism.
5	Infers the motivation of a character in a narrative and the intention of the narrator in a poem. Connects ideas in an information report. Infers the main idea of a short biography. Infers the writer's point of view in an argument. Identifies a point of agreement in two opposing arguments.	Structures a story to include a beginning, a conclusion and events that are related to each other. Includes enough supporting detail for the story to be easily understood by the reader, although the conclusion may be neat or abrupt. Correctly structures most simple and compound sentences and some complex sentences.	Spells frequently used words with less regular spelling patterns. Recognises common grammatical conventions, such as the correct form of pronouns and the correct form of past tense verbs. Recognises some correct use of punctuation in written English.	Solves a simple rates problem involving speed and time. Selects the best addition strategy for calculating a total. Uses chance events to describe the outcome in a simple experiment involving random selection. Locates a position on a simple map using major compass points. Identifies the features of a 3D composite solid and symmetry in regular 2D shapes.
4	Identifies the reasons for a character's misunderstanding. Connects ideas in a short biography and identifies its main purpose.	Writes a story in which characters or setting are briefly described. Correctly punctuates some sentences with both capital letters and full stops. May demonstrate correct use of capitals for names and some other punctuation. Correctly spells most common words.	Spells frequently used words with regular spelling patterns. Recognises common grammatical conventions, such as the correct use of pronouns and the correct form of common verbs. Recognises some correct use of punctuation in written English.	Identifies a four-digit number represented in words. Interprets data from a column graph, applying a simple key and uses the data to complete a two-way table.

Your child is likely to have correctly answered questions in the band his or her result falls at, as well as in the bands below it.



# Additional Student Report

The *Additional Student Report 2008* is provided only for students in government schools in NSW.

It includes a school average marker for schools where 5 or more students participated in the tests.

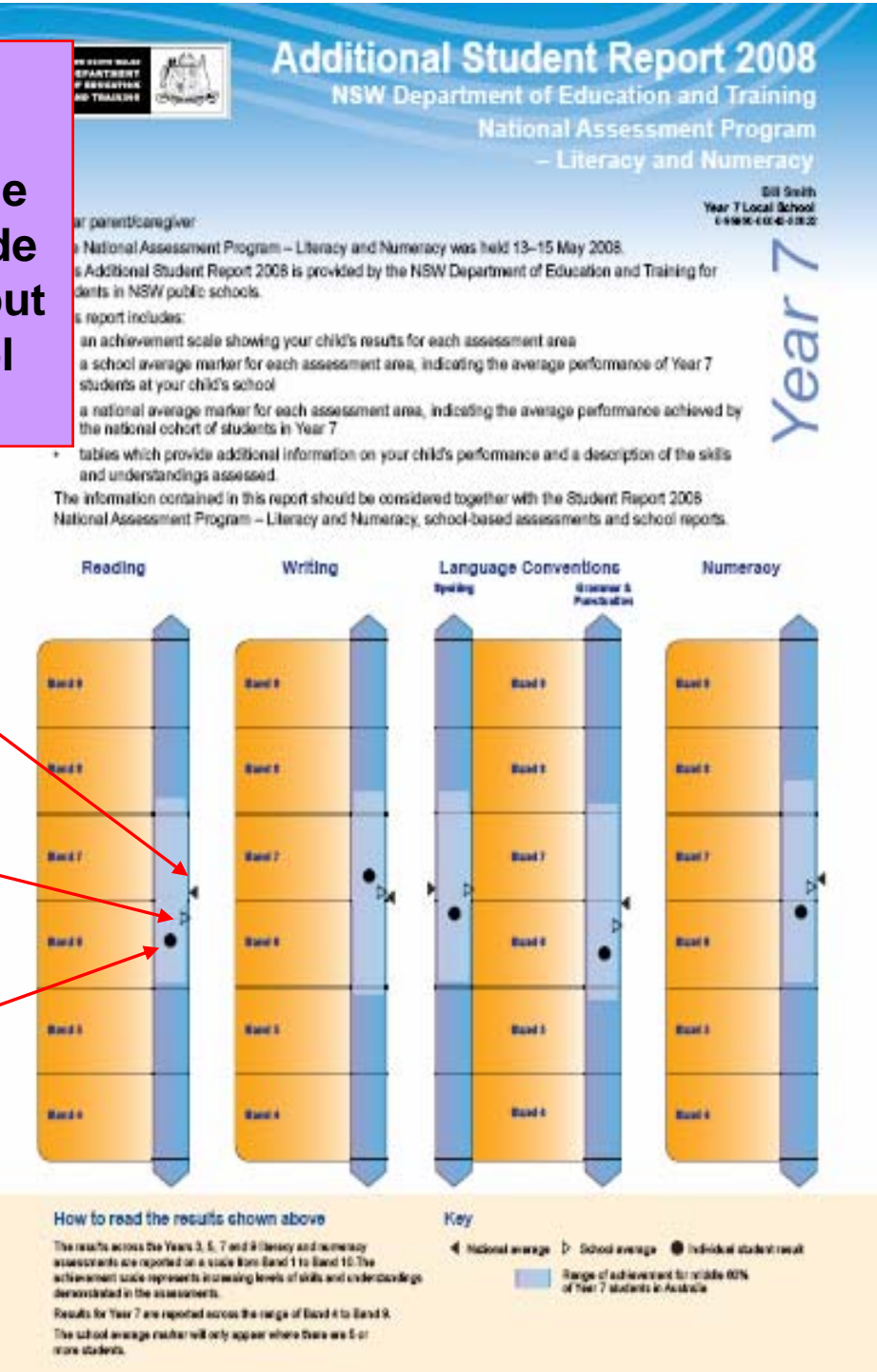
It also tells you which questions your child answered correctly and which were incorrect.

The front of the Additional Student Report shows the same test results as the inside of the Student Report but also shows the school average.

The national average for this test and Year (black triangle)

The school average for this test and Year (clear triangle)

Your child's result







# Distribution of Reports

Reports will be delivered to schools across Australia in the week ending 12 September.

Reports are to be distributed to parents across Australia on **15 September 2008 (not before)**.

# Report Queries

Parents are advised to make an appointment at the school if they need further information on interpreting the report or in finding out more about the performance of their children in the NAPLAN tests.

It is important to remember that although the results are distributed late in term 3, students participated in NAPLAN in May.

# Parent opinions

The Australian Education Systems Officials Committee (AESOC), a body comprising education systems' chief executive officers from all Australian jurisdictions and the Australian Government, will be conducting research on parent perception of the student reports during September 2008.

The outcome of the research will help to further improve the student reports for 2009.

# Contacts

National Assessment Program  
— Literacy and Numeracy

The national NAPLAN website

[www.naplan.edu.au](http://www.naplan.edu.au)

has a section for parents.

The National Literacy and Numeracy –  
NSW website

<http://www.nlnw.nsw.edu.au/events.htm>

also has several useful videos for parents  
including one called *What is NAPLAN?*