

How to interpret the SSSR

The purpose of a Student and School Summary Report (SSSR) is to provide feedback on how students and cohorts of students within schools performed in NAPLAN tests. It is intended to be used by schools to inform teaching and learning programs and is not for distribution to parents.

The SSSR enables administrators and teachers to identify areas of strength and development for students, linked to the Australian Curriculum.

Due to the resetting of the NAPLAN scale, 2023 results are not comparable to previous years. From 2023, student achievement is measured using proficiency standards. More information on proficiency standards is available on the NAP website at www.nap.edu.au.

SSSRs are generated using the online assessment platform. Due to the time required to make the necessary technical enhancements, information on proficiency standards is not available in the SSSR in 2023. Information on student proficiency will be provided to schools separately by test administration authorities.

There are 4 components of the SSSR. Columns in tables can be sorted by clicking on table headings:

School item report

[Student reports](#)
[Student results table](#)
[Student results graph](#)

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Student and School Summary Report

NAP NATIONAL
ASSESSMENT
PROGRAM

ACARA High Bandwidth School 1

Report Generated: 4/5/2023
[Home](#)

NAPLAN 2023

Home


School Item Report

Student Reports

About the Student and School Summary Report


The student and school summary report (SSSR) enables schools to see how their students performed in NAPLAN tests. The SSSR is composed of four school-facing reports, intended for use by schools: school item report; student report; student results table; student results graph.
NAPLAN online allows faster delivery of test results for students who completed the test online. Once results for all students and all test domains are available and have been analysed, the Individual Student Reports for NAPLAN will be available to be distributed according to the National protocols for test administration.
The online tests for numeracy, reading and conventions of language were delivered in a staged adaptive design, where students were presented with different pathways through the test depending on their performance in the test to that point. This allows students to engage with questions that are targeted to their level of achievement. As a result, not all students will have seen the same questions in these tests.
Although all students have not seen the same questions, the test design ensures all results can be placed accurately on the NAPLAN scale. In fact, the targeting of test questions to student performance allows this to be done more precisely than with a single fixed test.
Exemplar items are available through the SSSR. Exemplars are indicative of the skill assessed and the relative difficulty of the original items. Some exemplars contain Third Party Materials that are licensed for educational use in connection with NAPLAN. Third Party Materials and their terms of use are identified online via the following link - <https://nap.edu.au/resources>.

Student reports



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Student and School Summary Report



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Report Generated: 10/05/2024
Report Period: 2024

NAFLHS 0023

Home School Term Report Student Reports

Details: Grammar and Participation | Student Name: _____ Year Level: ____ Class Groups: ____ At ____

Export

Click on a link below to view the students report.

Student ID	Local Student ID	Student Name	Year Level	Class Groups	Grammar and Participation	Participation	Integrated	Content	Reasoned	Not attempted	Participation code
HB01-5-001		Timothy Brown	5		Grammar and Participation	0000	27	15	14	0	Participated
HB01-5-002	HB01-5-002	S			Grammar and Participation	0000	27	16	11	0	Participated
HB01-5-003	HB01-5-003	S			Grammar and Participation	0000	27	17	15	0	Participated
HB01-5-004	HB01-5-004	S			Grammar and Participation	0000	27	17	16	0	Participated
HB01-5-005	HB01-5-005	S			Grammar and Participation	0000	27	17	16	0	Participated
HB01-5-006	HB01-5-006	S			Grammar and Participation	0000	27	18	8	0	Participated
HB01-5-007	HB01-5-007	S			Grammar and Participation	0000	27	15	16	0	Participated
HB01-5-008	HB01-5-008	S			Grammar and Participation	0000	27	16	14	0	Participated

1 - 100 of 100 items

School item report

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Student and School Summary Report

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COMMISSION

Report Number: 10000003
Date: 04/04/2018

ACARA High Bandwidth School 1

ACARA ID: 10000003

NAFPA ID: 10000003

Home School Term Report Student Reports

Students: Grammar and Punctuation → Subtest(s): All → Year Level(s): All → Results: All →

Report


- **Attempts:** The number of participating students who attempted that particular item. Note that not all students use the same items, hence the number of attempts for each item may differ.
- **Correct:** The number of correct answers for participating students for this item.
- **% Correct:** The percentage of correct answers for participating students for this item.
- **Incorrect:** The number of incorrect answers for participating students for this item.
- **Score:** The number of correct answers for participating students for this item.
- **Percentage:** The percentage of participating students who obtained this item out of the total number of participating students. This gives the raw numbers more context. If a %40 students were able to obtain this item, it can easily be told that a small or average percentage of the class participated correctly.

Item ID	Items	Items difficulty	Attempts	Correct	Correct %	Incorrect	Not Attempted	% Attempted	Subtest(s)	Curriculum Content Code	Description
ACARA17001	A	273	8	5	62	3	0	28	Language	ACARA1601	Identifies the correct tense of a sentence
ACARA17002	C	285	1	0	0	1	0	3	Language	ACARA1601	Identifies an adjective group for a sentence
ACARA17003	C	238	1	0	0	1	0	3	Language	ACARA1601	Identifies the correct relative pronoun for a sentence
ACARA17004	C	304	1	0	0	1	0	3	Language	ACARA1601	Identifies correct use of pronouns in adjectives and objects
ACARA17005	A	292	8	5	62	3	0	28	Language	ACARA1601	Identifies the verb tense that correctly completes a compound
ACARA17006	A	284	9	7	78	2	0	31	Language	ACARA1601	Identifies the adjective that correctly represents a group
ACARA18001A	C	217	3	2	66	0	0	7	Language	ACARA1601	Identifies the purpose of a sentence
ACARA18018	C	322	3	2	66	0	0	7	Language	ACARA1601	Identifies the correct verb for a singular subject in a sentence
ACARA18066	B	342	3	3	100	0	0	10	Language	ACARA1601	Identifies correct word order to complete a complete sentence in the past tense
ACARA17009	C	329	1	0	0	1	0	3	Language	ACARA1601	Identifies the correct preparation to complete a sentence

1 - 100 out of page


1 - 100 of 102 items

(click) Student record



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NAP JAN 2025

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Tonia Michaels

MOET 2024

[Student Results Table](#) [Student Results Graph](#)

Questions: [Grammar and Punctuation](#) [Exception Items?](#) [Show all questions](#)

Key for Student Internal Response

- Correct
- Incorrect
- Not Attempted

Student: Tonia Michaels

Question Order	Item ID	Topic	Item difficulty	Subdomain	Description	Student Internal Response
1	45B10741	Q02	014	Language	Identifies the adjective that correctly expands a noun phrase.	✓
2	45B10739	Q02	405	Language	Identifies correct and punctuation of a sentence.	✗
3	45B10740	Q02	405	Language	Identifies a topic sentence to begin a paragraph.	✗
4	45B10738	Q02	412	Language	Identifies two matching sentences using correct and repeated syntax.	✓
5	45B10740	Q02	305	Language	Identifies the correct placement of apostrophes for contraction.	✗
6	45B10741	Q02	305	Language	Identifies the correct placement of apostrophes for contraction.	✗
7	45B10739	Q02	305	Language	Identifies a sentence.	✗
8	45B10737	Q02	305	Language	Identifies the correct contraction of two sentences into one.	✗

1 2 3 4 5 6 7 8

100 100% 2024 JAN 2025

1 of 12 (12) Pages

Student results table

[illegible]

Student results graph

How to interpret the SSSR

School item report

A school item report displays data for all items administered to students within a school, filtered by domain, subdomain, year level and node.

This report indicates the number of students particular items were allocated to, the number of correct answers, the number of incorrect answers and the number of times where a student was allocated an item but did not attempt to answer. The percentage of correct answers for each item and the percentage of students who were allocated that item are also included.

The item difficulty is shown as a scale score for each item. The subdomain, a link to the Australian Curriculum content code and descriptors are displayed for each item.

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Home

School Item Report

Student Reports

Domain: Numeracy

Subdomain: All

Year Level: 5

Node: All

Export

Attempts - The number of participating students that were allocated that particular item. Note that not all students see the same items, hence the number of attempts for each item may differ.

Correct - The number of correct answers for participating students for this item.

% Correct - The percentage of correct answers for participating students for this item.

Incorrect - The number of incorrect answers for participating students for this item.

Not Attempted - The number of times where a participating student was allocated this item, but didn't provide an answer.

% Attempted - The percentage of participating students that were allocated this item out of the total number of participating students. This gives the raw numbers more context, i.e. if 40 students were allocated this item, a school can easily tell if that is a small or large percentage of the entire participating cohort.

Item ID	Node	Item difficulty	Attempts	Correct	% Correct	Incorrect	Not Attempted	% Attempted	Subdomain	Curriculum Content Code	Descriptor
x00077948	C	360	3	2	67	1	0	9	Measurement and Geometry	ACMMG113	Describes a location on a map using directional language
x00027479	C	380	5	1	20	4	0	16	Measurement and Geometry	ACMMG111	Identifies a 3D object from its net
x00035698	C	380	4	3	75	1	0	12	Measurement and Geometry	ACMMG046	Identifies the image of a shape after a rotation
x00085525	A	384	10	6	60	4	0	31	Measurement and Geometry	ACMMG019	Orders objects by length
x00087637	C	385	3	2	67	1	0	9	Measurement and Geometry	ACMMG084	Reads a scale to compare and order mass
x00114619	C	389	4	2	50	2	0	12	Measurement and Geometry	ACMMG037	Compares areas using a grid
x00167263	C	390	3	2	67	1	0	9	Measurement and Geometry	ACMMG046	Identifies the image of a shape after a rotation

100

Items per page

1 - 100 of 252 items

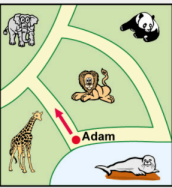
Item exemplar

Exemplars are indicative of the skill assessed and the relative difficulty of the original item. Click on an item's descriptor to see the exemplar for that item.

Exemplar Item:

<https://exemplarsweb.nap.edu.au/exemplars/NAPLAN/x00087784>

Adam is at the zoo looking at the seals.
Adam then turns around and walks along the path, past the giraffes towards the elephants.



In which direction is Adam walking?

☐ north-east

☒ north-west

☐ south-east

☐ south-west

If the above box is empty, the website is blocking frames, however, the Exemplar Item can be viewed by clicking the "Open in new window" button below.

Open in new window

Close

Link to the Australian Curriculum

Australian CURRICULUM

V9.0 Australian Curriculum

Download content

F-10 Curriculum

Senior secondary curriculum

Parent information

Student diversity

Resources

Search by keyword or content

Home

Search

Your search for "ACMMG084" returned 1 result(s)

Sort by Relevance | Title | Type

Curriculum Types

Everything (1)

F-10 curriculum (1)

Curriculum Elements Types

All types

Content description (1)

General Capabilities

All General Capabilities

Numeracy (1)

ACMMG084

Use scaled instruments to measure and compare lengths, masses, capacities and temperatures

Elaborations

ScOT items

ACMMG084 | Content Descriptions | Year 4 | Mathematics | F-10 curriculum

Sort by Relevance | Title | Type

There are 6 nodes for reading, numeracy, and grammar and punctuation: A, B, C, D, E, F. Spelling has 5 nodes: SA, SB, SD, PB, PD. Nodes are reached by branching.

The test pathway is defined by the nodes; for example, ABE (numeracy, reading or grammar and punctuation) or SA, SB, PB (spelling).

Each node contains multiple testlets of similar difficulty and content; that is, A1, A2, A3 and so on. These testlets are allocated rotationally within a test session.

Item difficulty

A location on the NAPLAN scale, which ranges from 0 to 1,000. The higher the number, the more difficult the item is.

2

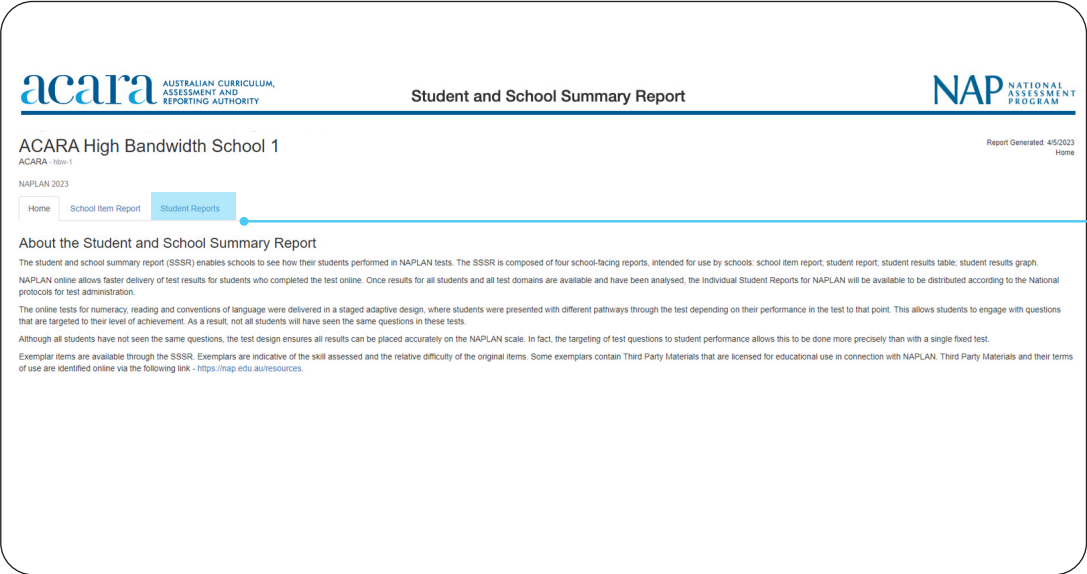
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Student reports: reading and numeracy

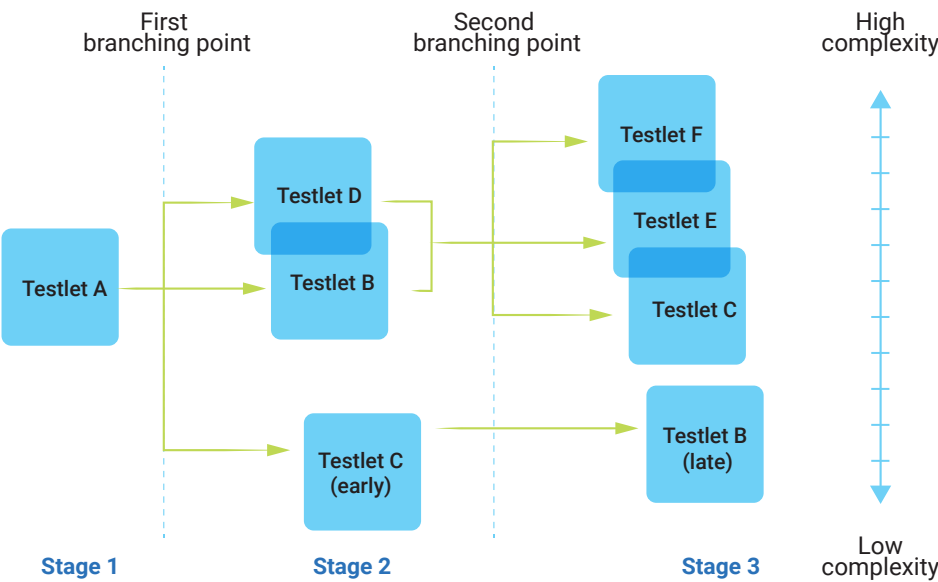
A student report shows the summary results for all students by domain in a year level within a school. More detailed results for each student, including all items attempted by the student, can be accessed by clicking on the student’s record.

The report shows results for each student and the test pathway taken.



Students see one testlet at each stage. Depending on their score at the end of the stage, they branch to testlets of different complexity. Once the complexity is determined by branching, multiple versions of each testlet are available and are rotationally assigned to students.

Reading and numeracy tailored test design



Student ID	Local Student ID	Student Name	Year Level	Class Groups	Domain	Pathway	Attempted	Correct	Incorrect	Not attempted	Participation code
HBW1 5-001		Tona Michaels	5		Numeracy	A	0	0	0	14	Participated
HBW1 5-002		HBW1 5-002	5		Numeracy	A C B	42	2	40	0	Participated
HBW1 5-003		HBW1 5-003	5		Numeracy	A C B	42	30	12	0	Participated
HBW1 5-004		HBW1 5-004	5		Numeracy	A B C	42	20	22	0	Participated
HBW1 5-005		HBW1 5-005	5		Numeracy	A B E	42	27	15	0	Participated
HBW1 5-006		HBW1 5-006	5		Numeracy	A D E	42	24	18	0	Participated
HBW1 5-007		HBW1 5-007	5		Numeracy	A D F	42	35	7	0	Participated
HBW1 5-008		HBW1 5-008	5		Numeracy	A B F	42	27	15	0	Participated
HBW1 5-009		HBW1 5-009	5		Numeracy	A C B	42	2	40	0	Participated
HBW1 5-010		HBW1 5-010	5		Numeracy	A B E	28	21	7	14	Participated
HBW1 5-011		HBW1 5-011	5		Numeracy	A C B	42	14	28	0	Participated
HBW1 5-012		HBW1 5-012	5		Numeracy	A B E	42	22	20	0	Participated

Pathway

Reading and numeracy

All students at each year level start with questions that test the same range of complexity (testlet A). Depending on the student's test performance in testlet A, the second testlet includes questions with overlapping content that may be less complex (B) or more complex (D). Low-achieving students may proceed from A to C.

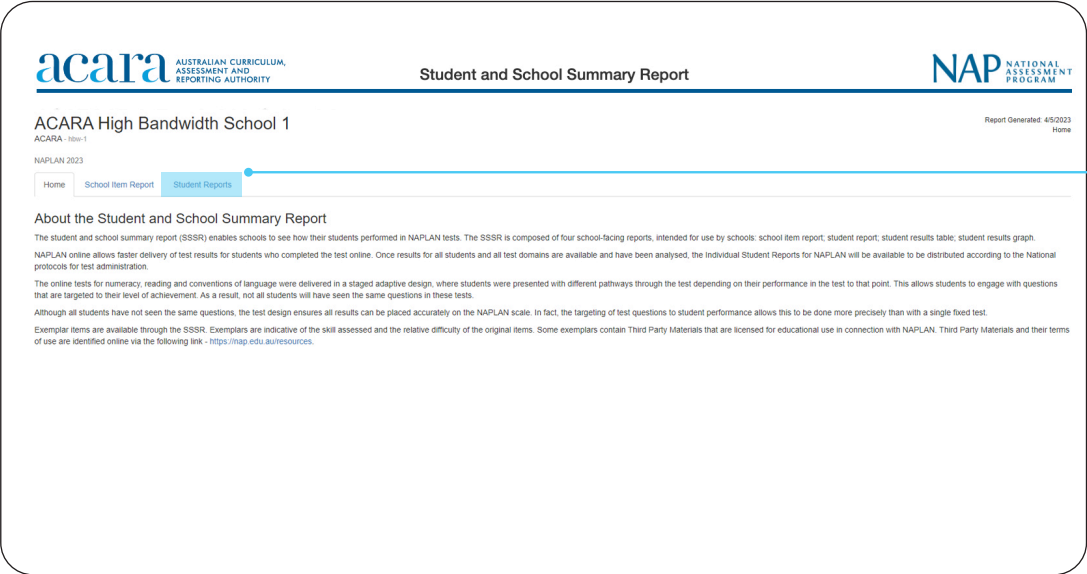
At the end of the second testlet, the student is directed to the third testlet, again depending on their test performance. The final testlet also includes overlapping content of increasing complexity: C vs E vs F. Students who proceeded from A to C will be branched to B.

How to interpret the SSSR

Student reports: conventions of language

A student report shows the summary results for all students by domain in a year level within a school. More detailed results for each student, including all items attempted by the student, can be accessed by clicking on the student's record.

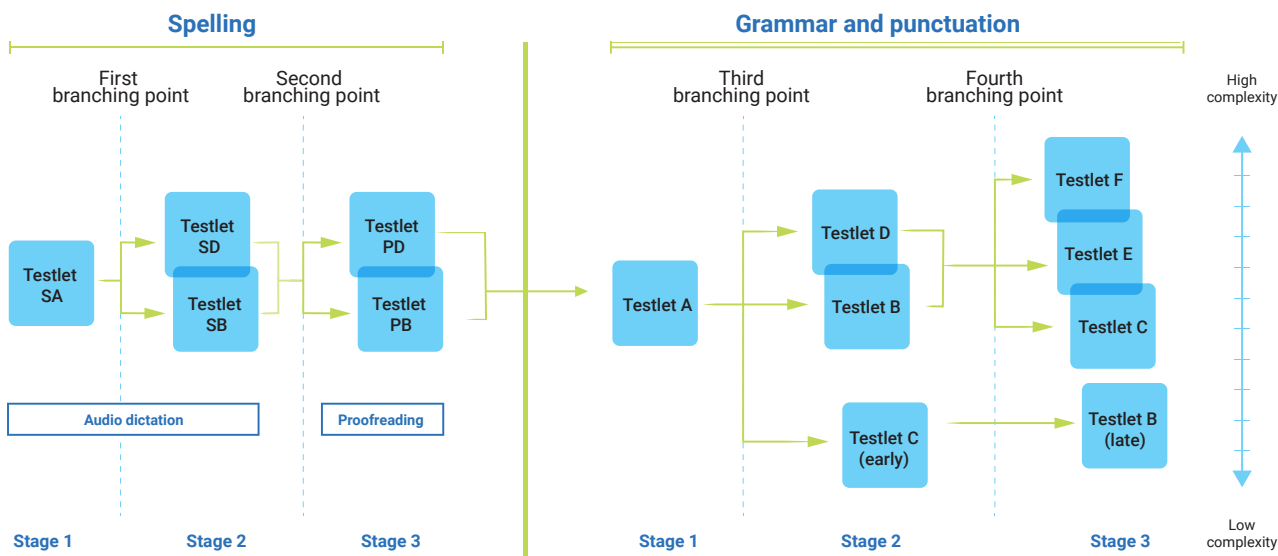
The report shows results for each student and the test pathway taken.



Students see one testlet at each stage. Depending on their score at the end of the stage, they branch to testlets of different complexity. Once the complexity is determined by branching, multiple versions of each testlet are available and are rotationally assigned to students.

Student ID ▲	Local Student ID	Student Name	Year Level	Class Groups	Domain ▲	Pathway	Attempted	Correct	Incorrect	Not attempted	Participation code
HBW1 5-001		Tona Michaels	5		Grammar and Punctuation	A D F	27	13	14	0	Participated
HBW1 5-002		HBW1 5-002	5		Grammar and Punctuation	A B E	27	16	11	0	Participated
HBW1 5-003		HBW1 5-003	5		Grammar and Punctuation	A D E	27	17	10	0	Participated
HBW1 5-004		HBW1 5-004	5		Grammar and Punctuation	A B E	27	17	10	0	Participated
HBW1 5-005		HBW1 5-005	5		Grammar and Punctuation	A D F	27	17	10	0	Participated
HBW1 5-006		HBW1 5-006	5		Grammar and Punctuation	A B F	27	19	8	0	Participated
HBW1 5-007		HBW1 5-007	5		Grammar and Punctuation	A D E	27	11	16	0	Participated

Conventions of language tailored test design



Pathway

Conventions of language

All students at each year level start with the same set of audio spelling questions (testlet SA) before branching to less complex questions (testlet SB) or more complex questions (testlet SD). Students are then branched to proofreading questions (PB or PD), depending on their performance in previous questions.

When students have completed all spelling items, all students at each year level start with grammar and punctuation questions that test the same range of complexity (testlet A). Depending on the student's performance in testlet A, the second testlet includes questions with overlapping content that may be less complex (B) or more complex (D). Low-achieving students may proceed from A to C. At the end of the second grammar and punctuation testlet, the student is directed to the third testlet, again depending on their performance. The final testlet also includes overlapping content of increasing complexity: C vs E vs F. Students who proceeded from A to C are sent to B.

How to interpret the SSSR

Student results table

A student results table shows a student's results for a single test.

If the item difficulty exceeds the scale score for the student in that domain, and the response is correct, the response is marked as an exception. Conversely, if the item difficulty is lower than the student achieved score on the NAPLAN scale, the incorrect response is flagged as an exception.

By employing the 'exception' filter, the teacher can see items that were not answered as expected, based on the student's overall performance.

Click on the student's name in the student report.

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ACARA High Bandwidth School 1

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NAPLAN 2023

Report Generated: 19/5/2023

Student Reports

Home

School Item Report

Student Reports

Domain: Grammar and Punctuation

Student Name:

Year Level: 5

Class Groups: All

Export

Select an attempt to view the student's report.

Student ID	Local Student ID	Student Name	Year Level	Class Groups	Domain	Pathway	Attempted	Correct	Incorrect	Not attempted	Participation code
HBW1 5-001		Tona Michaels	5		Grammar and Punctuation	A B C D E F	27	13	14	0	Participated
HBW1 5-002		HBW1 5-002	5		Grammar and Punctuation	A B C D E F	27	16	11	0	Participated
HBW1 5-003		HBW1 5-003	5		Grammar and Punctuation	A B C D E F	27	17	10	0	Participated
HBW1 5-004		HBW1 5-004	5		Grammar and Punctuation	A B C D E F	27	17	10	0	Participated
HBW1 5-005		HBW1 5-005	5		Grammar and Punctuation	A B C D E F	27	17	10	0	Participated
HBW1 5-006		HBW1 5-006	5		Grammar and Punctuation	A B C D E F	27	19	8	0	Participated
HBW1 5-007		HBW1 5-007	5		Grammar and Punctuation	A B C D E F	27	11	16	0	Participated

1

100

Items per page

1 - 40 of 40 items

Nodes, pathways and testlets

There are 6 nodes for reading, numeracy and grammar and punctuation: A, B, C, D, E, F. Spelling has 5 nodes: SA, SB, SD, PB, PD. Nodes are reached by branching. The test pathway is defined by the nodes; for example, ABE (numeracy, reading or grammar and punctuation) or SA, SB, PB (spelling).

Each node contains testlets: A1, A2, A3, etc. (for reading, numeracy, and grammar and punctuation) and SA1, SA2, etc. (spelling). Testlets are allocated rotationally within a test session. Each testlet contains different questions/items.

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Student Reports > Student Results Table

Home

School Item Report

Student Reports

Tona Michaels

HBW1 5-001 - Year Level 5

Student Results Table

Student Results Graph

Domain: Grammar and Punctuation

Exception Filter: Show all responses

Key for Student Marked Response:

Student: Tona Michaels

Question Order

Item ID

Testlet

Item difficulty

Subdomain

Descriptor

Student Marked Response

1	x00156741	GA3	314	Language	Identifies the adjective that correctly expands a noun group	✓
2	x00172374	GA3	405	Language	Identifies correct end punctuation of 2 sentences	✗
3	x00152244	GA3	426	Language	Identifies a topic sentence to begin a paragraph	✓
4	x00164791	GA3	470	Language	Identifies two matching sentences using quoted and reported speech	✓
5	x00187644	GA3	503	Language	Identifies the correct placement of apostrophes for contraction	✗
6	x00152416	GA3	520	Language	Identifies the main clause in a complex sentence	✓
7	x00169758	GA3	550	Language	Identifies a statement	✓
8	x00136271	GA3	555	Language	Identifies the correct combination of three sentences into one	✗

1

100

Items per page

1 - 27 of 27 items

Exception filter

Select the exception filter to see the items that have been answered correctly when the student would have been expected to answer the item incorrectly, or vice versa.

If the scale score for the item exceeds the scale score for the student in that domain, and the response is correct, the response is marked as an exception. Conversely, if the item is lower than the student achieved score on the NAPLAN scale, the incorrect response is flagged as an exception.

How to interpret the SSSR

Student results graph

A student results graph provides a graphical representation of a student's results for a single test. The student results graph may be used to review the student performance compared to the difficulty of items by domain as well as by subdomain.

Items are plotted by their NAPLAN scale score on the horizontal axis, and from least to most complex on the vertical axis.

Click on the student's name in the student report.

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Home

School Item Report

Student Reports

Domain: Numeracy

Student Name:

Year Level: 5

Class Groups: All

Export

Select an attempt to view the student's report.

Student ID	Local Student ID	Student Name	Year Level	Class Groups	Domain	Pathway	Attempted	Correct	Incorrect	Not attempted	Participation code
HBW1 5-001		Tona Michaels	5		Numeracy	A	0	0	0	14	Participated
HBW1 5-002		HBW1 5-002	5		Numeracy	A B C	42	2	40	0	Participated
HBW1 5-003		HBW1 5-003	5		Numeracy	A B C	42	30	12	0	Participated
HBW1 5-004		HBW1 5-004	5		Numeracy	A B C	42	20	22	0	Participated
HBW1 5-005		HBW1 5-005	5		Numeracy	A B C	42	27	15	0	Participated
HBW1 5-006		HBW1 5-006	5		Numeracy	A B C	42	24	18	0	Participated
HBW1 5-007		HBW1 5-007	5		Numeracy	A B C	42	35	7	0	Participated
HBW1 5-008		HBW1 5-008	5		Numeracy	A B C	42	27	15	0	Participated
HBW1 5-009		HBW1 5-009	5		Numeracy	A B C	42	2	40	0	Participated
HBW1 5-010		HBW1 5-010	5		Numeracy	A B C	28	21	7	14	Participated
HBW1 5-011		HBW1 5-011	5		Numeracy	A B C	42	14	28	0	Participated
HBW1 5-012		HBW1 5-012	5		Numeracy	A B C	42	22	20	0	Participated

1 - 40 of 40 items

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School Item Report

Student Reports

Tona Michaels

HBW1 5-001 - Year Level 5

Student Results Table

Student Results Graph

Domain: Numeracy

Exception Filter: Show all responses

View as combined graph

Tona Michaels: results for Numeracy

MG - NA - SP

Identifies ways to record data that allow exact results to be read ✖
Solves a simple problem involving total cost ✖
Uses multiplication facts to solve a problem ✖
Compares volumes by counting centicubes ✖
Orders money amounts involving dollars and cents ✖
Compares the capacity of objects using informal units ✖
Compares lengths in the same metric unit ✖
Solves a problem by adding/subtracting numbers in the thousands ✖
Selects the most appropriate question to gather data in a survey ✖
Continues a pattern that involves the addition of decimals ✖
Uses a timetable to solve a problem ✖
Substitutes a value into a number sentences involving addition ✖
Uses a scaled instrument to measure a length ✖
Identifies a quantity grouped into hundreds\, tens and ones ✖

Easy Hard
Student performance

View as combined graph: uncheck the box to view the items by subdomain.

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REPORTING AUTHORITY

Student and School Summary Report

NAP

NATIONAL
ASSESSMENT
PROGRAM

ACARA High Bandwidth School 1

ACARA - hbw-1

NAPLAN 2023

Home

School Item Report

Student Reports

Tona Michaels

HBW1 5-001 - Year Level 5

Student Results Table

Student Results Graph

Domain: Numeracy

Exception Filter: Show all responses

View as combined graph

Tona Michaels: results for Numeracy

Measurement and Geometry - MG -

Number and Algebra - NA -

Statistics and Probability - SP -

Compares volumes by counting centicubes ✖
Compares the capacity of objects using informal units ✖
Compares lengths in the same metric unit ✖
Uses a timetable to solve a problem ✖
Solves a simple problem involving total cost ✖
Uses multiplication facts to solve a problem ✖
Orders money amounts involving dollars and cents ✖
Solves a problem by adding/subtracting numbers in the thousands ✖
Continues a pattern that involves the addition of decimals ✖
Substitutes a value into a number sentences involving addition ✖
Identifies a quantity grouped into hundreds\, tens and ones ✖
Identifies ways to record data that allow exact results to be read ✖
Selects the most appropriate question to gather data in a survey ✖

Easy Hard
Student performance

Subdomain codes

The subdomain of each item is colour coded

- Numeracy** — Measurement and geometry (MG), Number and algebra (NA), Statistics and probability (SP)
- Reading** — Language (LA), Literature (LT), Literacy (LY)
- Grammar and punctuation** — Language (LA), Literacy (LY)
- Spelling** — Language (LA)


How to interpret the SSSR

Student reports: writing displays in 2023


Students in Years 5, 7 and 9 completed the NAPLAN writing test online. Schools will be able to view the item (prompt) data for the writing test, as well as the script written by the student.

Writing scores will be uploaded to the platform after the scripts have been marked. The uploaded scores will include students in Years 3, 5, 7 and 9 who completed a writing test on paper.

Student report



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ACARA High Bandwidth School 1

ACARA - hbw-1

NAPLAN 2023

[Home](#)
[School Item Report](#)
[Student Reports](#)

Report Generated: 19/5/2023
Student Reports

Domain: Writing
Student Name:
Year Level: 5
Class Groups: All
Export

Select an attempt to view the student's report.


Student ID *	Local Student ID	Student Name	Year Level	Class Groups	Domain *	Test Name	Pathway	Attempted	Correct	Incorrect	Not attempted	Participation code
HBW1 5-001		Tona Michaela	5		Writing	NAPLAN Writing 2023 Year 5		1			0	Participated
HBW1 5-002		HBW1 5-002	5		Writing	NAPLAN Writing 2023 Year 5		1			0	Participated
HBW1 5-003		HBW1 5-003	5		Writing	NAPLAN Writing 2023 Year 5		1			0	Participated
HBW1 5-004		HBW1 5-004	5		Writing	NAPLAN Writing 2023 Year 5		1			0	Participated
HBW1 5-005		HBW1 5-005	5		Writing	NAPLAN Writing 2023 Year 5		1			0	Participated
HBW1 5-006		HBW1 5-006	5		Writing	NAPLAN Writing 2023 Year 5		1			0	Participated
HBW1 5-007		HBW1 5-007	5		Writing	NAPLAN Writing 2023 Year 5		1			0	Participated
						NAPLAN Writing						

100

Items per page

1 - 40 of 40 Items


Student results table



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Student and School Summary Report



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Report Generated: 18/5/2023

Student Reports > Student Results Table

ACARA High Bandwidth School 1

ACARA - How-1

NAPLAN 2023

Home

School Item Report

Student Reports

Tona Michaels

HBW1 5-001 - Year Level 5

Student Results Table


Domain: Writing

View Script

Criteria	Description	Student Score	Score Description
Audience	The writer's capacity to orient, engage and affect the reader.	1	Text contains some simple readable content with limited response to audience needs.
Text Structure	The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure.	3	Includes beginning, complication and resolution; may include multiple complications and resolutions.
Ideas	The creation, selection and crafting of ideas for a narrative.	3	Ideas show some elaboration; all ideas relate coherently.
Character and Setting	Character: The portrayal and development of character. Setting: The development of a sense of place, time and atmosphere.	0	Text has insufficient evidence of character and setting.
Vocabulary	The range and precision of contextually appropriate language choices.	4	Sustained & consistent use of words & word groups that enhance the meaning or mood (may be some inappropriate or inaccurate word 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.	1	Cohesive links are missing or incorrect, making the text very confusing to a reader, or text is very short with limited evidence of cohesion.
Paragraphing	The segmenting of text into paragraphs that assist the reader to negotiate the narrative.	2	All paragraphs are focused on one idea or set of like ideas and enhance the narrative.
Sentence Structure	The production of grammatically correct, structurally sound and meaningful sentences.	6	Text contains correct, well-controlled and well-developed sentences that express precise meaning and are consistently effective.
Punctuation	The use of correct and appropriate punctuation to aid reading of the text.	5	Text has punctuation that provides precise markers to pace and control reading. Text contains accurate use of all applicable punctuation.
			Text has correct spelling of most simple words, and some common words. There may also

Tona Michaels overall performance

The student's scores for each of 10 criteria are displayed in the student results table.



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Report Generated: 19/05/2020
Student Reports > Student Results

ACARA High Bandwidth School 1

ACARA Year 1

NAPLAN 2023

Home School Item Report Student Reports

Tona Michaels

HBW1 5-Q01 Year Level 5

Student Results Table

Domain: Writing

	Description	
Audience	The writer's capacity to orient, engage	
Text structure	The organisation of narrative features to appropriate and effective text structure	
Ideas	The creation, selection and crafting of ideas	
Character and setting	Character: The portrayal and development of place, time and atmosphere.	
Vocabulary	The range and precision of contextualised language	
Cohesion	The control of multiple threads and relationships referring words, substitutions, word associations	
Paragraphing	The segmenting of text into paragraphs that assist the reader to comprehend the narrative.	2
Sentence structure	The production of grammatically correct, structurally sound and meaningful sentences.	2
Punctuation	The use of correct and appropriate punctuation to aid reading of the text.	2
Spelling	The accuracy of spelling and the difficulty of the words used.	2

Student Total Score: 20

Tona Michaels: Script for Writing

I like climbing. I like climbing trees, mountains and ladders. One has to be careful about climbing trees and branches as we can trip and get hurt very badly.

I like climbing. I like climbing trees, mountains and ladders. One has to be careful about climbing trees and branches as we can trip and get hurt very badly.

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Close