# 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 and carers.

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

The NAPLAN scale was reset in 2023. Results can be compared over time from 2023 onwards, but not to years prior to 2023.

From 2023, student achievement is measured using School item report proficiency standards. More information on proficiency standards is available on the NAP website at **Class summary report** www.nap.edu.au. **Class test report** SSSRs are generated using the online assessment platform. The SSSR provides information at school, Student reports class and individual student level. Student results table Columns in tables can be sorted by clicking on Student results graph table headings.

### School item report

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Home School Item Report	Class Summary Report	Class Test Report	Student Reports	
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Exemplar items are available through exemplars contain Third Party Materia	als that are licensed for educ	cational use n connection		e difficulty of the original items. Some d Party Materials and their terms of

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### **Class summary report**

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### **Class test report**

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Student results table



### Student reports

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Student results graph



# **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.

also included.

Item difficulty is shown as a scale score with the associated proficiency level for each item. The subdomain, a link to the Australian Curriculum (v8.4) content code and descriptor are also displayed for each item.

avar	CL ASSES	ALIAN CURRICULU SMENT AND TING AUTHORITY				Student	and Sch	ool Summar	ry Report			NAP NATIONAL ASSESSMENT PROGRAM		
Green Tree S	School											School Item Report	Item exemp	lar
Home School Item F	Report C	lass Summary Rep	ort Class Test Repo	ort Studen	nt Reports								The item exemp	
Domain: Grammar a	nd Punctuatic	n v Subdoma	in: All 🗸	Year Level:	3 <b>v</b> Nod	le: All v						i Export	the skills asses grouped by iten	n difficulty.
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tem ID	Node	Item difficulty	Proficiency Level	Attempts	Correct	% Correct	Incorrect	Not Attempted	% Attempted	Subdomain 🔺	Curriculum Content Code	e Descriptor		
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x00023541	с	209	Needs additional support	1	0	0	1	0	4	Language	ACELA1482	Identifies the correct tense of a sentence		
00186520	с	213	Needs additional support	3	2	67	1	0	12	Language	ACELA1468	Identifies a correct adjective to complete a sente		Link to
x00110465	с	226	Needs additional support	1	0	0	1	0	4	Language	ACELA1467	Identifies the sentence with correct use of a coo		
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AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

### The percentage of correct answers for each item and the percentage of students who were allocated that item are



### ne Australian Curriculum





### **Class summary report**

A class summary report shows one box plot for each domain.

A box plot is also called a "box-and-whisker diagram". A whisker extends from the lowest to the highest score. A box extends from the 25th to the 75th percentile, so that it contains the middle 50% of scores. A box is divided by a line to indicate the median score. The class summary report displays the same 4 proficiency levels that are shown on NAPLAN individual student reports. Elements of the box plot may not be displayed if they fall outside of the graph area.

acara Australian Culleculum, ASSESSMENT AND RECORD A UNITION AL ASSESSMENT AND RECORD A UNITION ASSESSMENT AND RECOR			AUSTRA ASSESS REPORT	ALIAN CURRICULUM, SMENT AND TING AUTHORITY	Student and School	Summary Report
Green Tree School Home			Green Tree Schoo	I		
Home School Item Report Class Summary Report Class Test Report Student Reports About the Student and School Summary Report			O Home School Item Report O	Class Summary Report Class Test Report	Student Reports	
The online tests for numeracy, reading and conventions of language were delivered in a staged adaptive design, where students were presented			Year Level: 3 🗸 Class Group	ps: All V		
with different pathways through the test depending on their performance in the test to that point. This allows students were 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.			Writing			
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.			n=30	Needs additional support	Developing	s
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.						
			Reading			
			n=22	Needs additional support	Developing	Strong
			Grammar and Punctuation			
			n=26	Needs additional support	Developi	ng
n = 26						
This shows the number of students in this class			Spelling			
who participated in the test, including students			n=26	Needs additional support	Developing	str
with a refusal participation status.						
	_				_	
		i	The highlighted orange shows where the medi is a quick visual cue to students in the class g median, and half score	ian score is located and o the user. Half of the group score below the		All Year 3 stu complete an results are im this report.
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udents and some students in Years 5, 7 and 9 alternative format (paper) writing test. Their nported into the platform and are displayed in

# SSSR

## **Class test report**

A class test report shows the range of student performance compared with the difficulty of items. This report can be generated for each class or for all classes within a year level.

The person-item map in this graph provides visual information about the difficulty of items relative to the performance of students. Exemplar items from the school item report are provided for context.

The class test report displays the distribution of student scale scores across proficiency levels, and the difficulty of items for a given class group on a vertical axis. The class test report displays the same 4 proficiency levels that are shown on NAPLAN individual student reports.

		1				
Student and Sc	chool Summary Report NAP		AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY	Student and School Su	Immary Report	NAP ASSESSMENT
Green Tree School	Home		Green Tree School			Class Test Report
Home School Item Report Class Summary Report Class Tes	st Report Student Reports					
	ort their students, classes and year groups performed in NAPLAN tests. The SSSR is em report; class summary report; class test report; student report; student results table;		Home School Item Report Class Summary Report	Class Test Report Student Reports		
		1	Domain:         Grammar and Punctuation         Year Level:         3	Class Groups: All		
	chool Summary Report		The Class Test Report displays the distribution of scaled student	scores and the difficulty of items for a given class group (ve	ertical axis). (more)	
Green Tree School ACARA Home School Item Report Class Summary Report Class Test Report	Class Test Report ort Student Reports		Exceeding	Higher performance H3 H3 H3 H3 H3 H3 H3 H3 H3 H3 H3 H3 H3 H3 H3	More difficult items 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0
Domain: Writing Vear Level: 9 Var Level: 9 Vear Level: 9 V	ups: All v	Writing	Developing	H3 H3 H3 H3 H3 H3 H3		000000000000000000000000000000000000000
The Class Test Report displays the distribution of scaled student scores and the o	difficulty of items for a given class group (vertical axis). (more)	The item		НЗ	000000000000000000000000000000000000000	00
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H9         H9<	00	for all writing				
support Lower performance	Less difficult items	prompts for this year level.				
				-		
Proficiency levels	Student's initials	Item exempla	ar	Student achievement	t Items an	d item difficulty
Students' initials are placed within their relevant proficiency level.	Click on a student's initials to see detailed results for this student	are grouped by ite	ars show skills assessed and em difficulty. These are not hat the student saw.	Student achievement is displayed and ordered on the side of the report against the side of the report against the second secon	his side of the	plars are displayed on this report. The items are relative difficulty. The most

the set of items that the student saw. side of the report against the NAPLAN proficiency levels. For example, the student is at the Exceeding Students who completed an level. Click the items beside the Exceeding alternative format (paper) proficiency level to see exemplars for items writing test are included in the that are targeted to that student cohort ability. class test report.

(in the "Student

results" table).



ordered by relative difficulty. The most difficult items are at the top and the least difficult items are at the bottom. Not all students sit all the items.

# SSSR

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 item descriptors, can be accessed by clicking on the student's record.

The report shows results for each student, including the proficiency level achieved and the test pathway taken.

## **Student reports: reading and numeracy**

aca	AUSTRALIAN CURRIC ASSESSMENT AND REPORTING AUTHORI	Student	and School S	ummary Rep	bort NAP NATIO	DNAL SMENT RAM
Gree	n Tree Scho	ol				Home
Home	School Item Report	Class Summary Report	Class Test Report	Student Reports		
About	the Student and	d School Summa	ary Report		•	
	of six school-facing reports				groups performed in NAPLAN tests. The SSSR class test report; student report; student results	

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



Jreen Acara	Free Sch	ool										Studer
Home S	chool Item Report	Class Summa	ary Report	Class Test Report	Student Re	ports						
Domain:	Numeracy	∽ Ste	udent Name:		Ye	ar Level: 3 🗸	Class Groups					🖹 Exp
	empt to view the st				_						Proficiency	
Student ID A HBW1 3-001	ID	Student Name HBW1 3-001	Year Level	Class Groups BT3	Domain  A Numeracy	Pathway	Attempted 36	Correct 31	Incorrect 5	Not attempted	level Exceeding	Participation co
HBW1 3-002		HBW1 3-002	3	BT3	Numeracy	000	36	20	16	0	Strong	Participated
HBW1 3-003		HBW1 3-003	3	BT3	Numeracy	608	36	24	12	0	Strong	Participated
HBW1 3-004		HBW1 3-004	3	BT3	Numeracy	ADE	36	25	11	0	Exceeding	Participated
HBW1 3-005		HBW1 3-005	3	BT3	Numeracy	ACB	36	33	3	0	Exceeding	Participated
HBW1 3-006		HBW1 3-006	3	BT3	Numeracy	ACB	36	9	27	0	Needs additional support	Participated
HBW1 3-007		HBW1 3-007	3	BT3	Numeracy	ABF	36	29	7	0	Exceeding	Participated
		HBW1 3-008	3	BT3	Numeracy	ABE	36	21	15	0	Strong	Participated

### Reading and numeracy

All students at each year level start with guestions 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 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 content of increasing complexity: C vs E vs F. Students who proceeded from A to C will be branched to B.

NAPLAN results for each student are based on both the number and difficulty of the questions the student answered correctly. A student who completes a more complex set of questions is more likely to achieve a higher score. A student who answers the same number of questions correctly, but follows a less complex pathway, will achieve a lower score.



### **Proficiency levels**

The 4 proficiency levels cover the full range of student achievement in the tests at each year level. NAPLAN reading and numeracy use a tailored test design. The tests automatically adapt to a student's test performance and ask questions that match the student's achievement level.



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, including the proficiency level achieved and the test pathway taken.

# **Student reports: conventions of language**

Gree Acara	n Tree Sch	lool			Hom
Home	School Item Report	Class Summary Report	Class Test Report	Student Reports	
About	the Student a	nd School Summa	any Report		

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.

Green Ir	ee School						
Home Schoo	ol Item Report Cla	ss Summary Report	Class Test Repo	Student Reports			
Domain: Gra	mmar and Punctuation	<ul> <li>Student Name</li> </ul>	B:	Year Le	evel: 9 🗸 Class	Groups: All	~
Select an attemp	ot to view the student's	report.					
Student ID .	Local Student ID	Student Name	Year Level	Class Groups	Domain +	Pathway	Atter
HBW1 9-001		HBW1 9-001	9	BT9	Grammar and Punctuation	ABC	27
HBW1 9-002		HBW1 9-002	9	BT9	Grammar and Punctuation	808	27
HBW1 9-003		HBW1 9-003	9	BT9	Grammar and Punctuation	ACB	27
HBW1 9-004		HBW1 9-004	9	BT9	Grammar and Punctuation	608	27
HBW1 9-005		HBW1 9-005	9	BT9	Grammar and Punctuation	888	27
HBW1 9-006		HBW1 9-006	9	ВТ9	Grammar and Punctuation		27
		HBW1 9-007	9	BT9	Grammar and	AGB	27

### Conventions of language tailored test design



AUSTRALIAN CURRICULUM, ASSESSMENT AND



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 guestions PB (less complex) or PD (more complex), 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 guestions that test the same range of complexity (testlet A). Depending on the student's performance in testlet A, the second testlet includes questions with 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 content of increasing complexity: C vs E vs F. Students who proceeded from A to C will be branched to B.



### **Proficiency levels**

The 4 proficiency levels cover the full range of student achievement in the tests at each year level. NAPLAN conventions of language uses a tailored test design. The tests automatically adapt to a student's test performance and ask questions that match the student's achievement level.

NAPLAN results for each student are based on both the number and difficulty of the questions the student answered correctly. A student who completes a more complex set of questions is more likely to achieve a higher score. A student who answers the same number of questions correctly, but follows a less complex pathway, will achieve a lower score.



## **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.

ITa	AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY		Student ar	id Schoo	Summary	Report			N	AP ASSESSMENT		AUSTRALIAN CURRICULI ASSESSMENT AND REPORTING AUTHORITY			Student and School	Summary Report		NAP
ree Scł	nool			_						Student Reports	Green Tr ACARA	ree School						Student Reports > Student
	rt Class Summary Rep unctuation v Student I				Class Group	E Al V				@ Export	Home Sch	ool Item Report Class Summary Re	port Class Test Report	Student Reports				
mpt to view the	student's report.										Student	Name						
Local Studen	t Student Name Year	Level Class Gr	ups Domain 🔺	Pathway	Attempted	Correct	Incorrect	Not attempted	Proficiency level	Participation code	Student Name - Yea							
	HBW1 3-001 3	втз	Grammar and Punctuation		0	0	0	0	Needs additional support	- Participated	Student Results	Table Student Results Graph						
	HBW1 3-002 3	ВТЗ	Grammar and Punctuation	800	27	27	0	0	Exceeding	Participated								
	HBW1 3-003 3	втз	Grammar and Punctuation	800	27	21	6	o	Strong	Participated	Domain: Nu	imeracy V Exception	on Filter: Show all responses	· · · · ·	7			
	HBW1 3-004 3 HBW1 3-005 3	BT3 BT3	Grammar and Punctuation Grammar and Punctuation	800 880	27	12	15	0	Strang	Participated Participated		t Marked Response:	Student: Studer	nt Name				
	HBW1 3-006 3	BT3	Grammar and Punctuation	000	27	25	2	0	Exceeding	Participated	Correct  Correct  Not Attemp	hete						
	HBW1 3-007 3	BT3	Grammar and Punctuation	600	27	18	9	0	Strong	Participated	Hot Allem	, icu		_				
											Question Order	Item ID	Testlet	Item difficulty	Proficiency level	Subdomain	Descriptor	Student Marked Response
											1	x00195494	A2NC	430	Needs additional support	Number and Algebra	Compares the magnitude of numbers in the thousands	~
											2	x00191508	A2NC	472	Developing	Number and Algebra	Solves a multi-step multiplicative problem involving basic facts	~
											3	x00195751	A2NC	492	Developing	Number and Algebra	Solves an additive problem involving difference	~
					_						4	x00191215	A2NC	545	Strong	Number and Algebra	Converts between fractions and percentages	×
n	athwa	ivs ai	nd te	stle	ts							x00023057		563	Strong		Multiples and divides decimals by powers	×

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

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





## **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.

aca	Ira	AUSTRALIAN CURRI ASSESSMENT AND REPORTING AUTHOR	CULUM, NTY		Student ar	nd School	Summar	y Report			N	AP NATIONA ASSESSME PROGRAM	LENT
Green CARA	Tree So	chool										Student Re	ports
Domain:	Numeracy tempt to view th	ne student's rep <mark>or</mark>	Student Nar		st Report Stu	Year Leve	el: 3 v C	lass Groups:	All ¥			B Export	1
ident ID	Local Student ID	Student Name	Year Level	Class Groups	Domain .	Pathway	Attempted	Correct	Incorrect	Not attempted	Proficiency level	Participation code	
		Student Name	3	BT3	Numeracy	ABE	36	31	5	0	Exceeding	Participated	÷.
BW1 3-001							225		16	0	1000000		
		HBW1 3-002	3	BT3	Numeracy	ABE	36	20	10	0	Strong	Participated	
HBW1 3-001 HBW1 3-002 HBW1 3-003		HBW1 3-002 HBW1 3-003		BT3 BT3	Numeracy Numeracy		36 36	20	10	0	Strong	Participated Participated	Ŀ
HBW1 3-002			3										l
1BW1 3-002 1BW1 3-003		HBW1 3-003	3	ВТ3	Numeracy	008	36	24	12	0	Strong	Participated	l

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

acara AUS	ITRALIAN CURRICULUM, ESSMENT AND ORTING AUTHORITY	Student an	d School Summary	/ Report		NAP NATIONAL ASSESSMENT PROGRAM
Green Tree Sch	ool					Student Reports > Student Results Graph
Home School Item Report	Class Summary Report	Class Test Report Stude	nt Reports			
Student Name Student Name - Year Level 3						
Student Results Table Stud	lent Results Graph					
Domain: Numeracy	✓ Exception Filter	Show all responses	✓ View as combin	red graph		
	Compares lengths by dir rprets criteria to identify a date u Determines a volume usin tirectional language to give and f Reads an analogue clock to ti Expresses duration using famil Identifies the features Compares angle Describes location using posi	ing a calendar informal units × iflow directions ie quarter hour ar units of time of a 2D shape izes in context ional language	~	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	× × × × ×	
		Easy	Needs additional support	Developing	Strong	
			Needs additional support			
Number and Algebra	a - NA - 🔳					Exceeding Student performance

Green Tree School
Home School Item Report Class Summary Report Class Test Report Student Reports
Student Name - Year Level 3 Student Results Table Student Results Graph
Domain: Numeracy View as combined grap
Student Name: results for Numeracy
Informally compares masses < Interprets data to solve a problem involving comparison < Interprets a column graph in context < Orders and compares large numbers < Continues a pattern with constant increments < Solves a problem involving grouping and multiplication < Compares the capacity of objects using informal units < Identifies a fraction of a quantity <

### 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), Literacy (LY), Literature (LT)

**Grammar and punctuation** – Language (LA), Literacy (LY)

**Spelling** – Language (LA)





# SSSR

For students in Years 5, 7 and 9 who 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 each student.

Writing scores and data for the alternative format (paper) tests will be available in the SSSR, but the scripts will not be uploaded. This includes Year 3 writing scripts.

## **Student reports: writing displays**

### Student report

aca	ara	AUSTRALIAN ASSESSMEN REPORTING	CURRICULUM, TAND AUTHORITY		Stu	dent and Sch	ool Sumn	nary Repo	ort			N	AP NATIONAL ASSESSMEN PROGRAM
CARA	Tree So		Summary Repo	rt Class T	est Report	Student Reports							Student Repo
Domain:	Writing		<ul> <li>Student Na</li> </ul>	ame:		Year Level:	3 V Class	Groups: All	~				Export
Select an al	ttempt to view t	he student's rep	port.										
tudent ID	Local Student ID	Student Name	Year Level	Class Groups	Domain .	Test Name	Pathway	Attempted	Correct	Incorrect	Not attempted	Proficiency level	Participation code
IBW1 3- 01		Student Name	3	BT3	Writing	NAPLAN Writing 2024 Year 3		1			0	Exceeding	Alternative Format
IBW1 3- 02		HBW1 3- 002	3	BT3	Writing	NAPLAN Writing 2024 Year 3		1			0	Exceeding	Alternative Format
IBW1 3- 03		HBW1 3- 003	3	BT3	Writing	NAPLAN Writing 2024 Year 3		1			0	Exceeding	Alternative Format
IBW1 3- 04		HBW1 3- 004	3	BT3	Writing	NAPLAN Writing 2024 Year 3		1			0	Exceeding	Alternative Format
IBW1 3- 05		HBW1 3- 005	3	BT3	Writing	NAPLAN Writing 2024 Year 3		1			0	Strong	Alternative Format
IBW1 3-		HBW1 3-	3	BT3	Writing	NAPLAN Writing 2024 Year 3		1			0	Strong	Alternative Format

### Student results table

aca

acara	AUSTEALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY Student and Scho	ool Summary Report	NAP NATIONAL ASSESSMENT PROGRAM	
Green Tree So	chool		Student Reports > Student Results Table	
Home School Item Rep Student Name Construction Student Name - Year Level 3				
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.	4	Narrative text supports reader understanding and begins to engage the reader.	
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.	The student's
Ideas	The creation, selection and crafting of ideas for a narrative.	4	Ideas are substantial and elaborated, and contribute effectively to a central storyline; story contains a suggestion of an underlying theme.	scores for each
Character and Setting	Character. The portrayal and development of character. Setting: The development of a sense of place, time and atmosphere.	4	Details are selected to create distinct characters; maintains a sense of setting throughout by selecting details to create a sense of place and atmosphere.	of 10 criteria
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).	are displayed in
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.	4	A range of cohesive devices is used correctly and deliberately to enhance reading an extended, highly cohesive piece of writing, showing continuity of ideas and tightly linked sections of text.	the student results table.

AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY



acara	AUSTRALIAN CURRICULUM ASSESSMENT AND REPORTING AUTHORITY Student Name: Script for Writing		×	NAP NATIONAL DESSESSMEN
Green Tree Sc ACARA Home School Item Rep	This student completed NAPLAN Writing in an view in this online report.	alternative format. The writin	g script is not available to	Student Reports > Student Results Tab
Student Name - Year Level 3 Student Results Table	e		Close	
Domain: Writing				Le View Script
Domain: Writing		Student Score	Score Description	Ciew Script
	Description The writer's capacity to orient, engage and affect the reader	Student Score		The script
Cnteria			Narrative text is internally consiste reader to follow it fairly easily.	
Criteria Audience	The writer's capacity to orient, engage and affect the reader. The organisation of narrative features including orientation, complication and		Narrative text is internally consiste reader to follow it fairly easily. Minimal evidence of narrative stru 'middle' with no orientation.	int and contains sufficient information for the clure; for example, a slory beginning only or a crafted to explore a recognisable theme.
Criteria Audience Text Structure	The writer's capacity to orient, engage and affect the reader. The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure.	3	Narrative text is internally consiste reader to follow if fainly easily. Minimal evidence of narrative stru- middle' with no contration. Ideas are generated, selected and ideas are skilfully used in the serv	int and contains sufficient information for the clure; for example, a slory beginning only or a t crafted to explore a recognisable theme.

Alternative format (paper) writing scripts are not able to be viewed in the SSSR.