

This report shows the results for

The National Assessment Program — Literacy and Numeracy

In May 2012, 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, persuasive writing and language conventions.

Reading

Students were required to read a range of texts similar to those used in Year 5 classrooms and answer questions of varying difficulty to show their understanding of the material.

Persuasive 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 numeracy assessment task measured student achievement across number; 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.

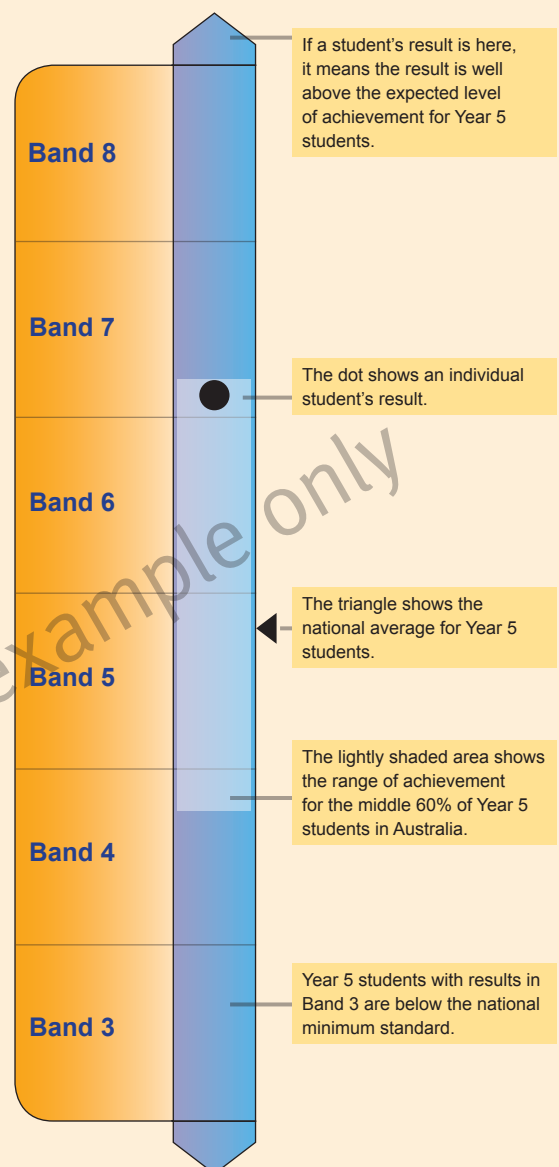
Results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Results for Year 5 are reported across the range of Band 3 to Band 8, with Band 4 representing the national minimum standard for this year level.

The national average and the range of achievement for Year 5 students are also shown on the scale.

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

Year 5



KEY



Individual student result



National average

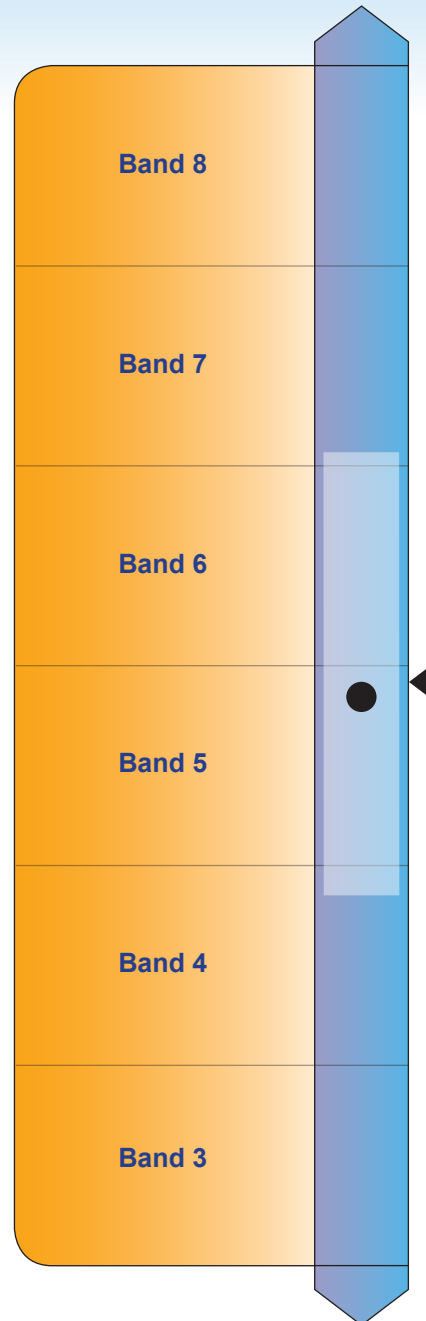
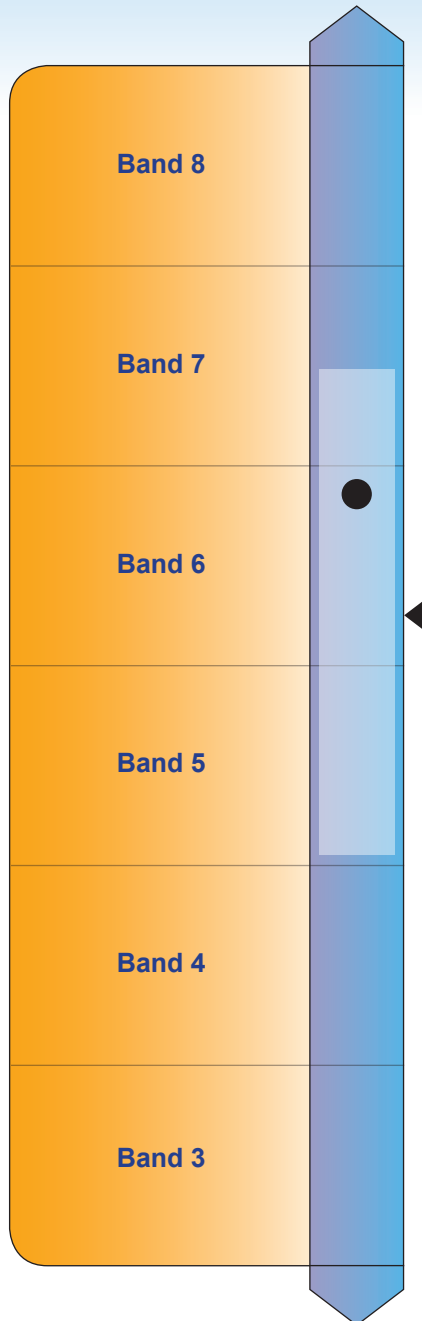


Range of achievement for the middle 60% of Year 5 students in Australia

Reading

Persuasive Writing

Year 5



Students read a range of factual and non-factual texts with some support from pictures and diagrams. Students were assessed on aspects of reading that included:

- finding information that is clearly stated or inferred
- connecting ideas and drawing conclusions
- understanding a character's motivations and actions
- understanding a sequence of events
- understanding different opinions
- identifying the main purpose of a text, diagram or picture
- understanding the main idea of a text.

Students wrote a persuasive text and were assessed on aspects that included:

- supporting the reader and understanding the purpose of their writing
- structuring a persuasive text, developing ideas and points of argument, and making effective word choices
- using the conventions of written language such as grammar, punctuation, spelling and paragraphs.

KEY



Individual student result



National average

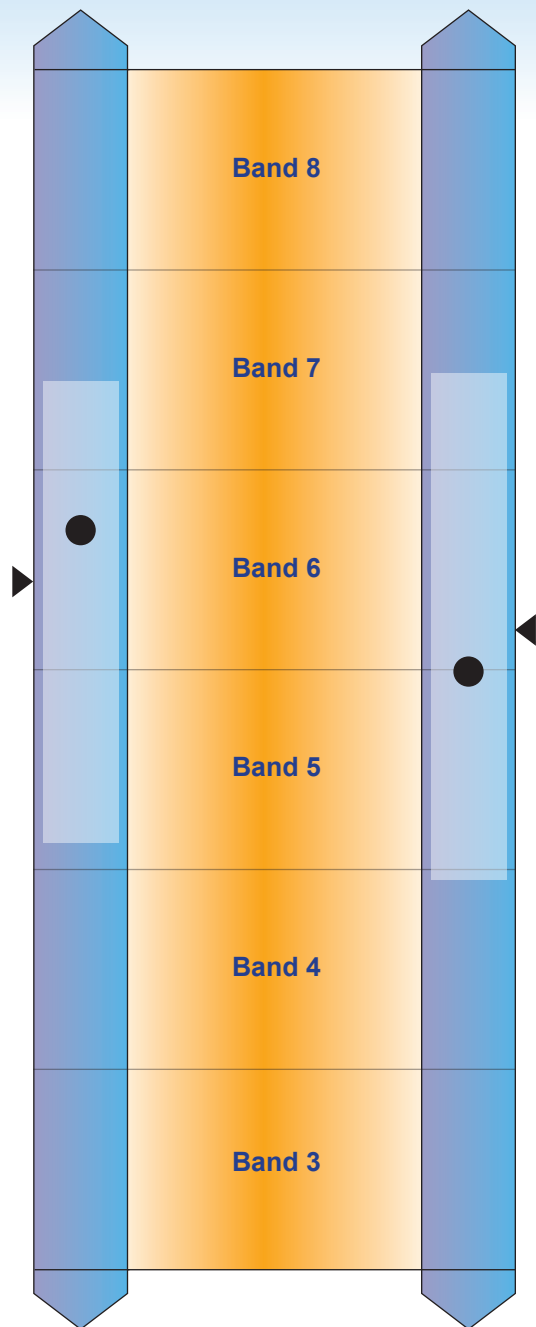


Range of achievement for the middle 60% of Year 5 students in Australia

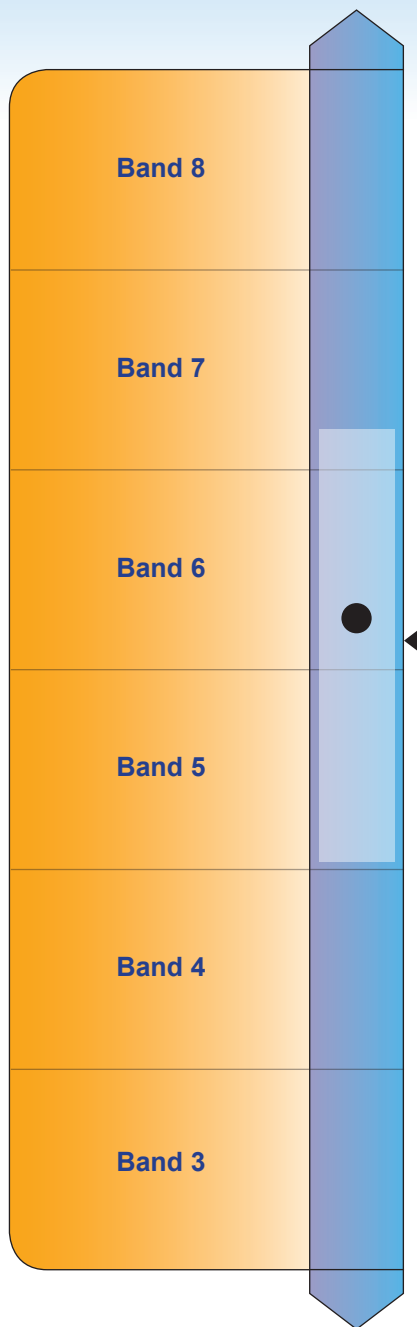
Language Conventions

Spelling

Grammar & Punctuation



Numeracy



Year 5

Students were assessed on aspects of spelling, grammar and punctuation. Tasks included:

- correctly spelling frequently used one- and two-syllable words with less common spelling patterns
- identifying errors and then correctly spelling words with less common spelling patterns
- identifying examples of correct grammar usage
- recognising the correct use of a range of frequently used punctuation.

Students were assessed on aspects of numeracy that included:

- solving problems involving addition, subtraction, multiplication and division
- continuing number patterns and completing number sentences
- using simple proportional reasoning
- interpreting graphs and tables
- understanding outcomes relating to chance
- using and comparing metric units
- identifying acute and obtuse angles
- estimating volume
- determining a scale
- visualising the features of 2-D shapes and 3-D objects.

Summary of skills assessed

The skills described in the following table represent those typically assessed in NAPLAN tests for Year 5 students. These skills increase in difficulty from the lowest to the highest band. A student achieving a result in a particular band is likely to have correctly answered questions involving skills in that band and in each band below it.

Year 5

Band	Reading	Persuasive Writing	Language Conventions	Numeracy
8	Interprets ideas and processes information in a range of texts. Understands the use of dialogue to develop a character. Connects information across a persuasive text to analyse and interpret the content and infer the main message. Uses the context to interpret vocabulary specific to a text or topic.	Writes a cohesive text that begins to engage and persuade the reader. Makes deliberate and appropriate word choices to create a rational or emotional response. Attempts to reveal attitudes and values and to develop a relationship with the reader. Constructs most complex sentences correctly. Spells most words, including many difficult words, correctly.	Identifies errors and correctly spells most words with difficult spelling patterns (<i>sincerely, breathes</i>). Demonstrates knowledge of grammar and punctuation conventions in more complex texts, such as the correct use of pairs of conjunctions (<i>neither, nor</i>), forms of adverbs (<i>more deeply</i>), introducing pronouns (<i>whose</i>) and complex verb forms.	Uses knowledge of 2-D shapes and 3-D objects to calculate multi-step word problems involving multiplication and addition. Finds the size represented by one unit on a scale drawing. Interprets a word problem to calculate the fractional number.
7	Applies knowledge and understanding of different text types and uses this to infer meaning and purpose. Identifies details that connect implied ideas across and within texts, including a character's motivation in narrative texts, the values of a writer in persuasive texts and the main ideas in information texts.	Writes a persuasive text with a developed introduction, an elaborated body and a clear conclusion. Develops plausible arguments through use of logic, language choices and effective persuasive devices. Joins and orders ideas using connecting words and maintains clear meaning through the text. Correctly spells most common words and some difficult words, including words with less common spelling patterns and silent letters.	Identifies errors and correctly spells words with common spelling patterns and some words with difficult spelling patterns (<i>identifies, nursery, unusual, valleys</i>). Demonstrates knowledge of grammar and punctuation conventions in longer sentences and speech, such as the correct use of conjunctions (<i>while</i>), compound verbs (<i>could have</i>) and apostrophes for possession (<i>nobody's</i>).	Solves a multi-step word problem involving relational reasoning. Finds the next value in a pattern modelled on triangular shapes. Calculates a missing value in a number sequence. Determines the scale on a number line to locate a point. Solves a problem using information from a divided column graph.
6	Makes meaning from a range of text types of increasing difficulty and understands different text structures. Recognises the purpose of general text features such as titles and subheadings. Makes inferences by connecting ideas across different parts of texts. Draws conclusions about the feelings and motivations of characters and sequences events and information.	Organises a persuasive text using focused paragraphs. Uses some effective persuasive devices and accurate words or groups of words when developing points of argument 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.	Identifies errors and correctly spells most words with common spelling patterns (<i>choice, hopeful, address, meant</i>). Demonstrates knowledge of grammar and punctuation conventions in longer sentences and speech, such as the correct use of full stops to separate sentences and commas to separate phrases.	Applies suitable strategies to solve problems using skills including: calculation of time, identifying a fractional part, and estimation of the size of angles. Solves a spatial problem using knowledge of the attributes of 2-D shapes. Solves a multi-step reasoning problem involving number calculations.
5	Applies background knowledge, makes inferences and processes information to infer the main idea in texts. Draws conclusions about a character in narrative texts. Connects and sequences ideas in information texts and identifies opinions in persuasive texts.	Structures a persuasive text to include an introduction and a body containing some related points of argument. Includes enough supporting detail for the writer's point of view to be easily understood by the reader, although the conclusion may be weak or simple. Correctly structures most simple and compound sentences and some complex sentences.	Identifies errors and correctly spells one- and two-syllable words with common spelling patterns (<i>pleasing, ignored, hedge</i>). Recognises grammar and punctuation conventions in standard sentences and speech, such as the correct use of verb forms, capital letters for compound proper nouns, quotation marks for speech, apostrophes for contractions (<i>he's</i>) and brackets.	Applies a small range of strategies to solve simple problems including: adding money and calculating change, using information from a graph and locating information using a plan. Understands properties of 2-D shapes.
4	Makes inferences from clearly stated information in short factual texts and stories. Identifies the meaning of some unfamiliar words from their context. Finds specific information in longer stories and factual texts supported with tables and diagrams.	Writes a persuasive text in which paragraphs are used to group like ideas and persuasive devices are used to attempt to convince a reader. 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.	Identifies errors and correctly spells some one- and two-syllable words with common spelling patterns (<i>cent, building</i>). Recognises grammar and punctuation conventions in short sentences and speech, such as the correct use of appropriate structure, descriptive phrases, abbreviations, brackets and commas in lists.	Uses addition and subtraction of 2-digit numbers and simple multiplication to solve problems. Identifies the source for a simple set of data. Differentiates odd and even numbers. Visualises a 3-D model from a different perspective. Reads a centimetre scale. Solves a problem involving elapsed time.
3	Makes meaning from simple texts with familiar content and themes and finds directly stated information. Makes some connections between ideas that are not clearly stated and identifies simple cause and effect. Makes some inferences and conclusions, such as identifying the main idea of a text.	Attempts to write a persuasive text containing a few related ideas or points of argument, although these are usually not elaborated. Correctly orders the words in most simple sentences. May experiment with using compound and complex sentences but with limited success. Orders and joins ideas using a few connecting words but the links are not always clear or correct.	Identifies errors and correctly spells one-syllable words with simple spelling patterns (<i>while, would</i>). Recognises grammar and punctuation conventions in short sentences, such as the correct use of pronouns (<i>herself</i>) and modifying or describing words.	Adds and subtracts 2-digit numbers. Locates a position on a plan. Interprets a table and locates information. Identifies a symmetrical drawing.