

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 7 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 two numeracy assessment tasks measured student achievement across number; algebra, 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.

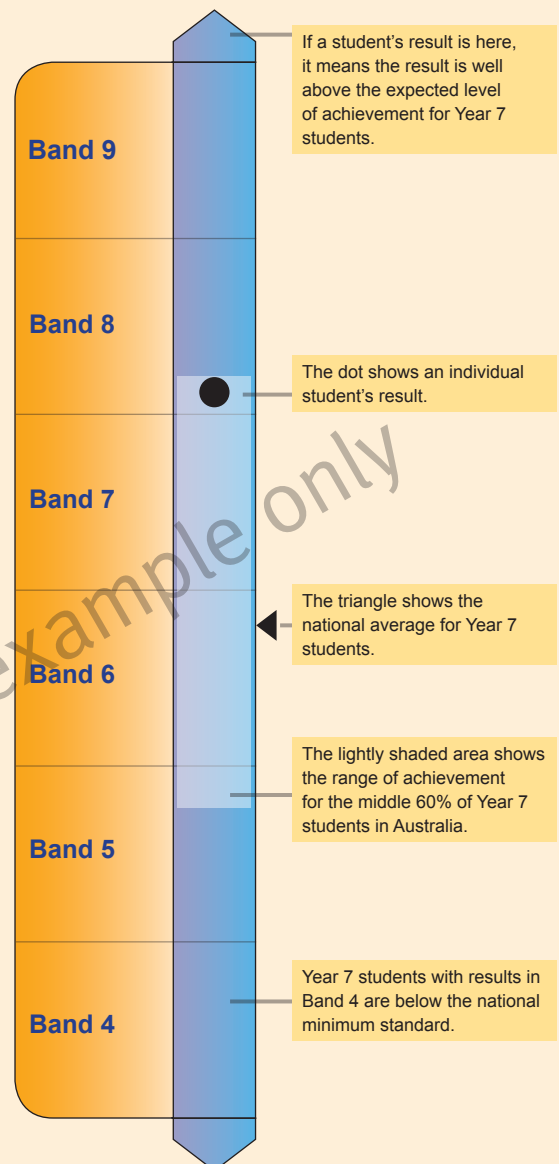
Results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Results for Year 7 are reported across the range of Band 4 to Band 9, with Band 5 representing the national minimum standard for this year level.

The national average and the range of achievement for Year 7 students are also shown on the scale.

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

Year 7



## KEY



Individual student result



National average

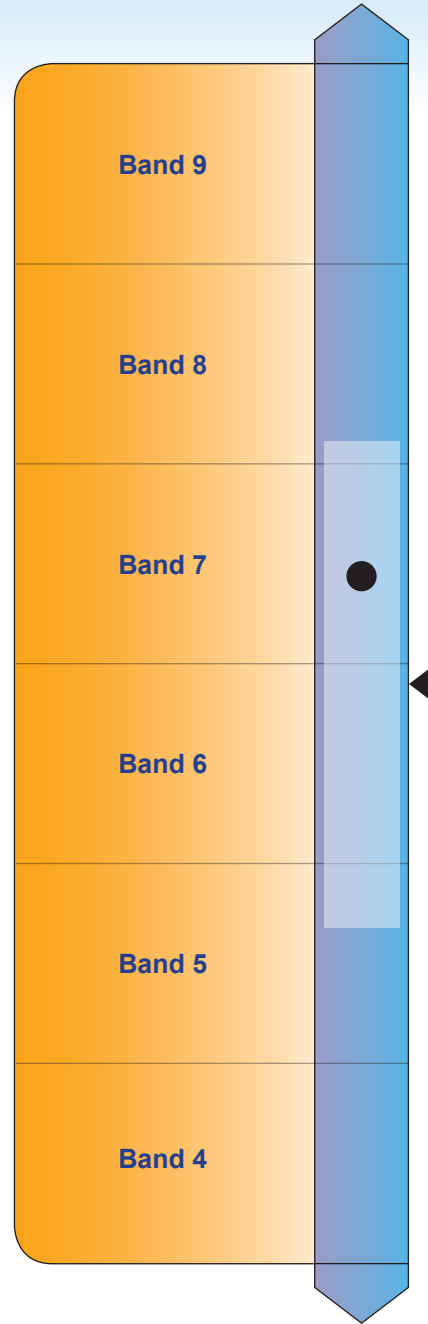
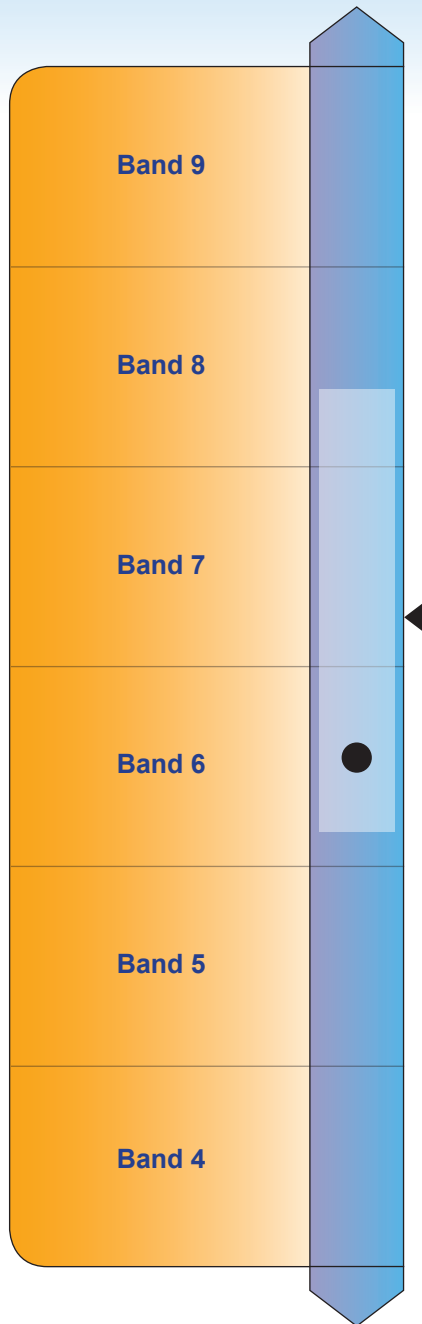


Range of achievement for the middle 60% of Year 7 students in Australia

## Reading

## Persuasive Writing

Year 7



Students read a range of factual and non-factual texts of increasing length and complexity. Students were assessed on aspects of reading that included:

- finding information that is clearly stated or inferred
- connecting, interpreting and evaluating ideas in a text
- interpreting a character's attitudes and behaviours
- understanding the relationship between events in a text
- recognising techniques intended to influence a reader
- identifying the main purpose of a text, paragraph, diagram or picture.

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

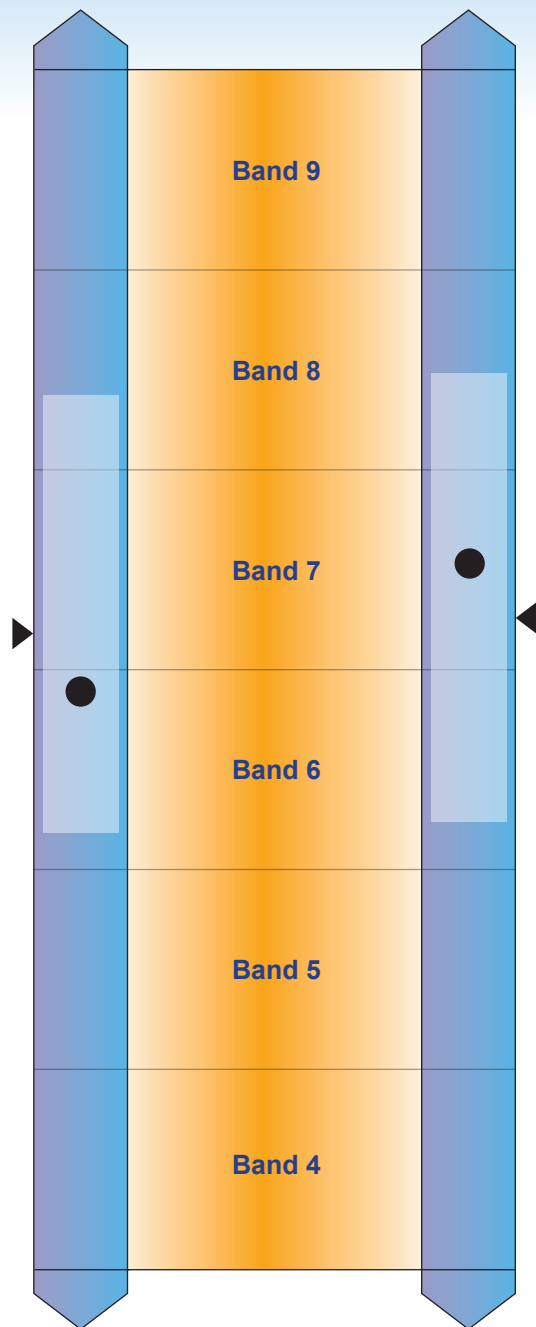


Range of achievement for the middle 60% of Year 7 students in Australia

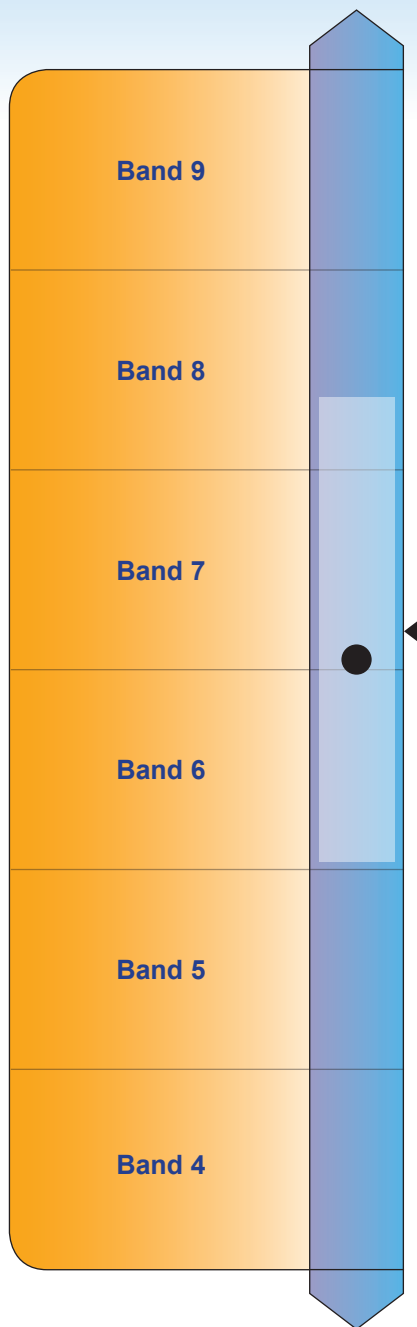
## Language Conventions

Spelling

Grammar & Punctuation



## Numeracy



Year 7

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

- correctly spelling multi-syllable words with common and difficult spelling patterns
- identifying errors and then correctly spelling words with common and difficult spelling patterns
- identifying examples of correct grammar usage
- recognising the correct use of a range of punctuation, including some less frequently used.

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 and fractions
- solving rate problems involving time
- using equations to solve problems
- using tables and graphs with multiple data sets
- using geometric properties of quadrilaterals and triangles
- solving problems involving 2-D shapes and 3-D objects
- calculating angle size.

## Summary of skills assessed

The skills described in the following table represent those typically assessed in NAPLAN tests for Year 7 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 7

Band	Reading	Persuasive Writing	Language Conventions	Numeracy
9	Processes and interprets ideas that are implicit in a range of complex narrative and information texts. Analyses and evaluates evidence in persuasive texts and identifies language features to infer an author's intended purpose and audience.	Incorporates elaborated ideas that reflect a world-wide view on the topic. Makes consistently precise word choices that engage and persuade the reader and enhance the writer's point of view. Punctuates sentence beginnings and endings correctly and uses other complex punctuation correctly most of the time. Shows control and variety in paragraph construction to pace and direct the reader's attention.	Identifies errors and correctly spells words with difficult spelling patterns ( <i>miniature, severely, technological, label</i> ). Demonstrates knowledge of grammar and punctuation conventions in more complex texts, such as the correct use of possessive pronouns ( <i>its</i> ).	Applies knowledge, skills and strategies to interpret and solve multi-step word problems involving: volume of an irregular object, scale, location and symmetry on a grid, mass and geometric properties of squares and triangles. Interprets complex rules involving diagrams and time-series graphs.
8	Interprets ideas and processes information in a range of complex texts. Understands how characters' traits and behaviours are used to develop stereotypes. Analyses and interprets persuasive texts to infer a specific purpose and audience. 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>echoes, principle, angrily, encouraged</i> ). Demonstrates knowledge of grammar and punctuation conventions in more complex texts, such as appropriate sentence structure, the correct use of pronouns, pairs of conjunctions ( <i>neither, nor</i> ), forms of adverbs ( <i>more deeply</i> ), complex verb forms and quotation marks for effect.	Applies knowledge, skills and strategies to interpret and solve multi-step problems involving: proportion, fractions, length, cost, time, mass and probability. Solves number operations with decimals to two decimal places.
7	Applies knowledge and understanding of different text types to process ideas, draw conclusions and infer themes and purpose. Identifies details that connect implied ideas across and within texts including character 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>temporary, ineffective, excellent, circulated</i> ). Demonstrates knowledge of grammar and punctuation conventions in more complex texts, such as the correct use of compound verbs ( <i>could have</i> ), apostrophes for possession ( <i>nobody's</i> ) and quotation marks for speech.	Interprets rules and patterns to solve problems involving number operations. Solves a problem using information from a divided column graph. Calculates time using hours and days. Solves a multi-step problem involving simple proportion and money. Finds the value in a pattern modelled on triangular shapes.
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, interprets figurative language and identifies the main difference between characters in narrative texts.	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>soldiers, address, meant, activity</i> ). Demonstrates knowledge of grammar and punctuation conventions in more complex texts, such as appropriate and clear sentence structure, and the correct use of varied conjunctions ( <i>whether</i> ).	Applies suitable strategies to solve problems using skills including: knowledge and attributes of 2-D shapes and calculation of time. Solves a multi-step reasoning problem involving number calculations. Recognises prime numbers less than twenty.
5	Uses clearly stated information in familiar text types to draw some conclusions and inferences. Draws conclusions about a character in narrative texts. Connects and sequences ideas in longer 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>grown, drafting, message</i> ). Recognises grammar and punctuation conventions in standard sentences and speech, such as the correct use of verb forms, synonyms, connecting words ( <i>however</i> ), brackets and apostrophes for contractions ( <i>he's</i> ).	Calculates the missing value in a decimal multiplication equation and adds and subtracts decimals to one decimal place. Solves a money problem involving division. Uses information from a pie graph to solve a simple problem. Uses knowledge of 2-D shapes and 3-D objects to identify particular shapes.
4	Locates clearly stated information in factual and narrative texts to connect ideas and make inferences. Identifies the meaning of some unfamiliar words from their context and finds key information in longer texts including 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. Recognises grammar and punctuation conventions in standard sentences and speech, such as consistency within sentences, the correct use of verb forms and appropriate order of phrases.	Identifies a specific 3-D object from a diagram. Solves a problem involving elapsed time. Finds an unknown number in number sentences involving simple addition and subtraction. Uses knowledge of probability to predict an outcome. Reads a scale to find a change in temperature.