This report shows the results for

The National Assessment Program — Literacy and Numeracy

In May 2014, 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.

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.
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.
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.

<table>
<thead>
<tr>
<th>Band</th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Language Conventions</th>
<th>Numeracy</th>
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<tr>
<td>8</td>
<td>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 coherently. Spells most words, including many difficult words, correctly. Applies knowledge and understanding of different text types and uses this to infer meaning and purpose. Identifies details that connect implied ideas and within texts, including character motivation in narrative texts, the values of a writer in persuasive texts and the main ideas in information texts. 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.</td>
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<td>7</td>
<td>Identifies errors and correctly spells most words with difficult spelling patterns (sincerely, breathes). Demonstrates knowledge of grammar and punctuation conventions in more complex texts, such as the correct use of pairs of conjunctions (neither, nor), forms of adverbs (more deeply), introducing pronouns (whose) and complex verb forms. Identifies errors and correctly spells words with common spelling patterns and some words with difficult spelling patterns (identifies, nursery, unusual, valley). Demonstrates knowledge of grammar and punctuation conventions in longer sentences and speech, such as the correct use of conjunctions (while), compound verbs (could have) and apostrophes for possession (nobody’s).</td>
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<td>6</td>
<td>Organises a persuasive text using focused paragraphs. Uses 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 markers in some of the time. 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 (pleasing, ignored, hedge). Recognises grammar and punctuation conventions in short sentences and speech, such as the correct use of verb forms, capital letters for compound proper nouns, quotation marks for speech, apostrophes for contractions (he’s) and brackets.</td>
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<td>5</td>
<td>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 draws conclusions, such as identifying the main idea of a text. 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 the correct use of capitals for names and some other punctuation. Correctly spells most common words. Identifies errors and correctly spells most words with common spelling patterns (cent, building). 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.</td>
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<td>4</td>
<td>Attempts to write a persuasive text containing a few related ideas or points of argument. Recognises 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 (white, would). Recognises grammar and punctuation conventions in short sentences, such as the correct use of pronouns (herself) and modifying or describing words.</td>
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<td>Applied knowledge and understanding of different text types and uses this to infer meaning and purpose. Identifies details that connect implied ideas and within texts, including character motivation in narrative texts, the values of a writer in persuasive texts and the main ideas in information texts. 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.</td>
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