

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 3 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

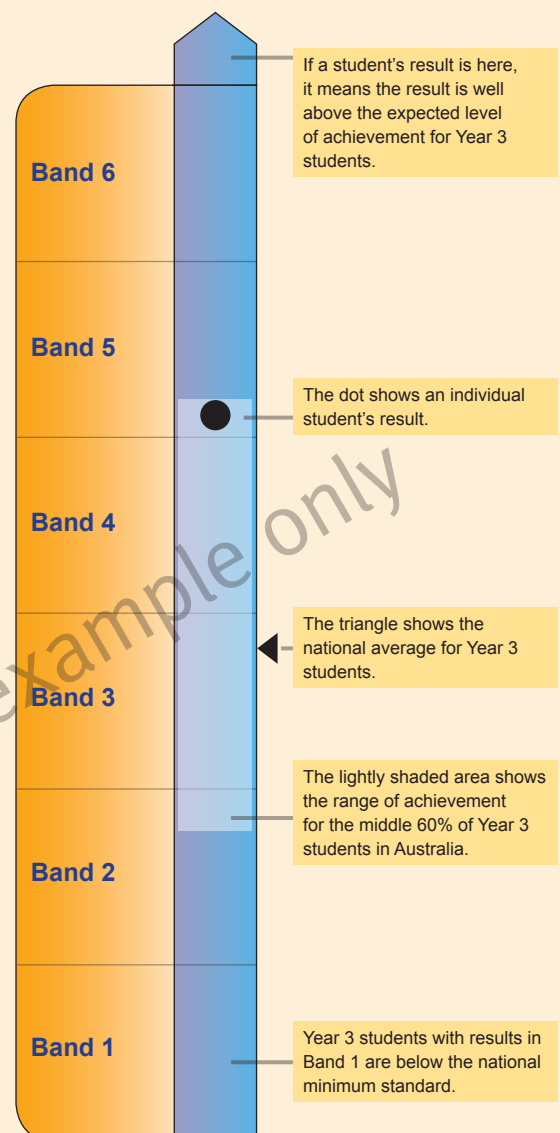
A student's result is shown on an achievement scale for each assessment area.

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 3 are reported across the range of Band 1 to Band 6, with Band 2 representing the national minimum standard for this year level.

The national average and the range of achievement for Year 3 students are also shown on the scale.

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



## KEY

● Individual student result

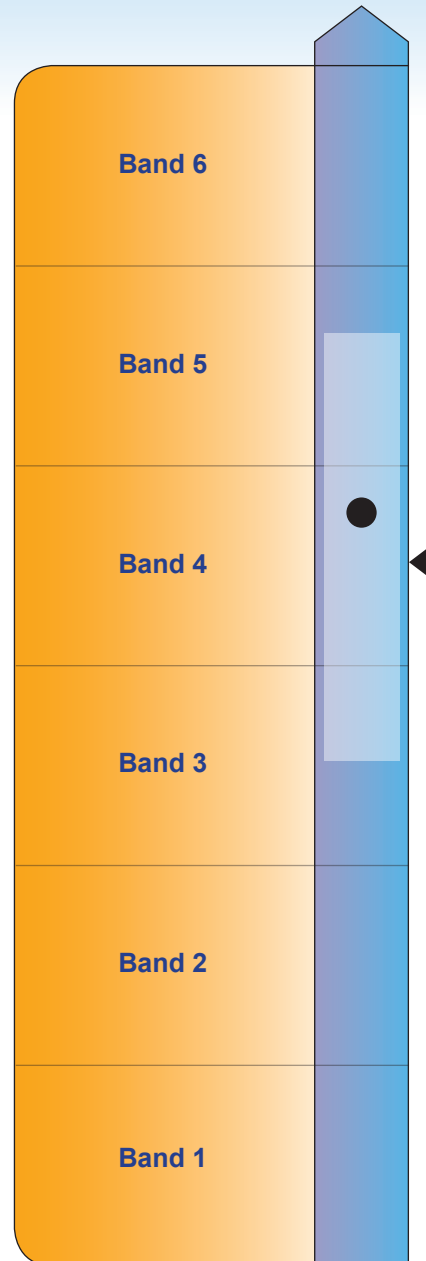
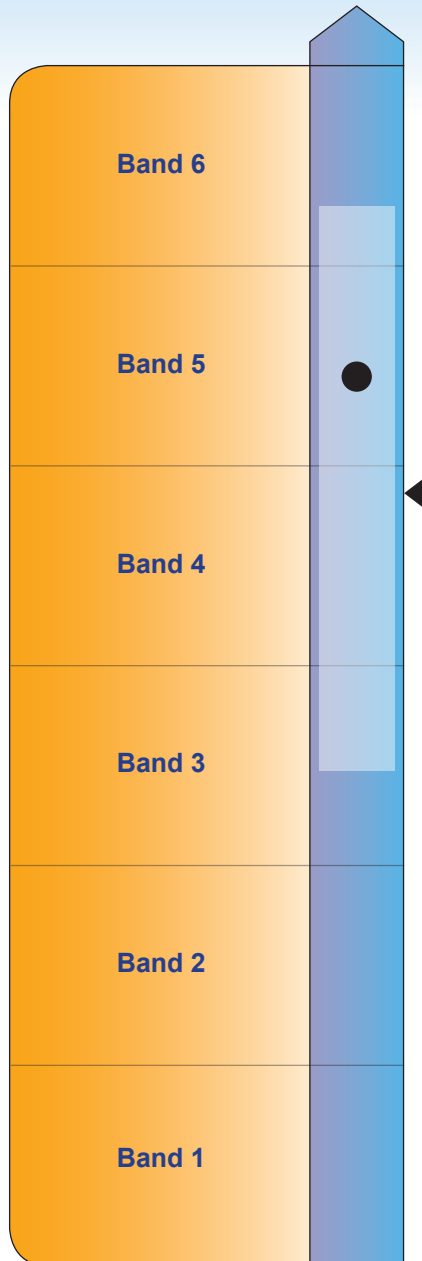
◀ National average

Range of achievement for the middle 60% of Year 3 students in Australia

### Reading

### Persuasive Writing

Year 3



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

- finding information that is clearly stated
- connecting ideas and drawing conclusions
- recognising how a character acts and thinks
- recognising a sequence of events
- recognising different opinions
- identifying the main idea or purpose 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

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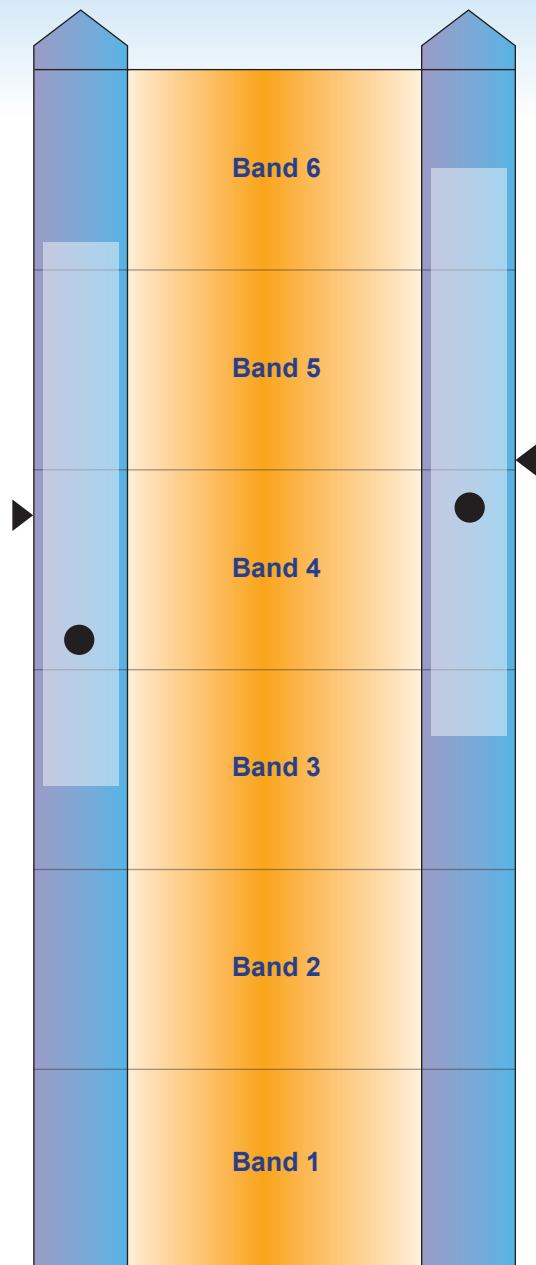
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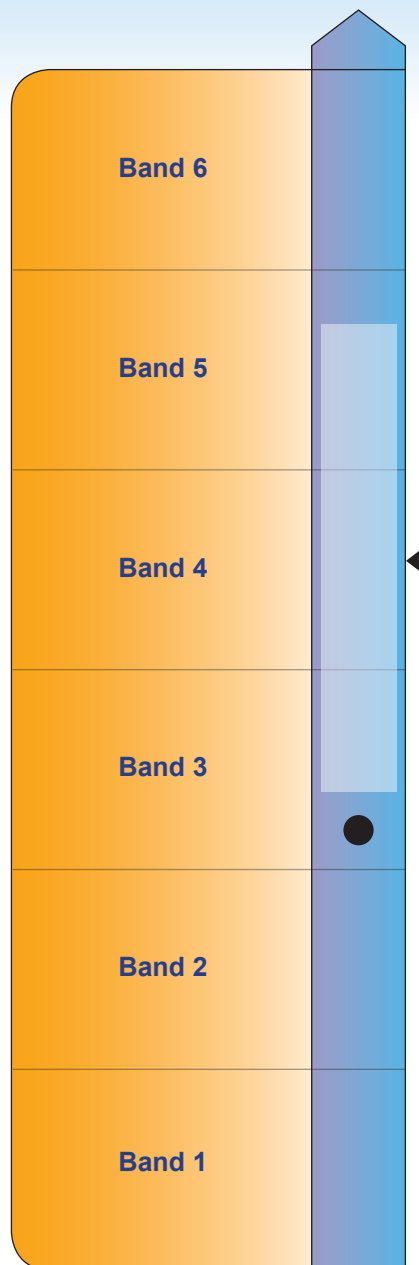
## Language Conventions

### Spelling

### Grammar & Punctuation



## Numeracy



Year 3

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

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

Students were assessed on aspects of numeracy that included:

- solving problems involving addition and subtraction
- continuing spatial patterns and number patterns involving addition or subtraction
- using a simple plan to find a location
- understanding simple outcomes relating to chance
- reading data in simple tables
- using simple metric units
- reading calendars and key times on analogue clocks
- identifying common 2-D shapes and 3-D objects and their properties.

## Summary of skills assessed

The skills described in the following table represent those typically assessed in NAPLAN tests for Year 3 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 3

Band

	Reading	Persuasive Writing	Language Conventions	Numeracy
6	Makes meaning from a range of text types and understands how they are structured. Recognises the purpose of general text features such as titles and headings. 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 markers some of the time.	Identifies errors and correctly spells most words with common spelling patterns ( <i>gloves, collect, hungry, comfortable</i> ).  Demonstrates knowledge of grammar and punctuation conventions in longer sentences and speech, such as the correct use of commas to separate phrases and apostrophes for contractions ( <i>we'll</i> ).	Applies appropriate strategies to solve multi-step problems using skills including doubling and halving, simple multiplication and division and patterning. Converts between familiar units of measure. Calculates durations of events. Interprets and uses data from a variety of displays. Recognises nets of familiar 3-D objects and symmetry in irregular shapes. Uses simple legends and coordinate systems to interpret maps and grids.
5	Applies some knowledge of texts, makes inferences and processes information to understand the main idea in texts. Draws conclusions about a character in narrative texts. Connects and sequences ideas in short information 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>spill, locked, pleasing, benches</i> ).  Recognises grammar and punctuation conventions in standard sentences and speech, such as the correct use of adjectives, compound verbs ( <i>could have</i> ), capital letters for compound proper nouns and commas in lists.	Solves routine problems using a range of strategies. Demonstrates knowledge of simple fractions and decimals. Continues number and spatial patterns. Uses familiar measures to estimate, calculate and compare area or volume. Reads graduated scales. Compares likelihood of outcomes in chance events. Recognises the effect of transformations on 2-D shapes. Uses major compass points and follows directions to locate positions.
4	Connects events and interprets the behaviour of characters in stories. Identifies the meaning of some unfamiliar words from their context and finds specific information in short factual texts 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 most one- and two-syllable words with common spelling patterns ( <i>clear, mail, brick, won</i> ).  Recognises grammar and punctuation conventions in short sentences and speech, such as the correct use of groups of adjectives, referring pronouns ( <i>those</i> ) and capital letters for simple proper nouns.	Solves problems involving unit fractions, combinations of addition and subtraction of two-digit numbers and number facts to 10 x 10. Identifies repeating parts of patterns. Interprets timetables and calendars and reads time on clocks to the quarter hour. Locates information in tables and graphs. Recognises familiar 2-D shapes after a transformation and identifies a line of symmetry. Visualises 3-D objects from different viewpoints.
3	Makes meaning from simple texts with familiar content and themes. Makes some connections between ideas that are not clearly stated. Identifies simple cause and effect. Makes some simple inferences and draws 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>out, feet, rain, hose, would</i> ).  Recognises grammar and punctuation conventions in short sentences, such as the correct use of linking and coordinating words ( <i>that, but</i> ), modifying or describing words, capital letters to begin a sentence, full stops and question marks.	Solves single-step problems involving addition, subtraction or simple multiplication. Recognises representations of unit fractions and completes simple number sentences. Compares length and mass using familiar units of measure. Describes outcomes of simple chance events. Uses common features and properties to classify families of shapes and objects, and recognises symmetrical 2-D shapes. Locates positions using grid references.
2	Makes some meaning from short texts, such as simple reports and stories, that have some visual support. Makes connections between pieces of clearly stated information.	Shows some audience awareness by the use of simple persuasive language; for example, <i>I think ... because ...</i> and by providing some information to support reader understanding. Uses some capital letters and full stops correctly. Correctly spells most simple words used in the writing. Some other one- and two-syllable words may also be correct.	Identifies errors and correctly spells some words with simple spelling patterns.  Recognises grammar and punctuation conventions in short sentences, such as the correct use of pronouns ( <i>herself</i> ).	Compares and orders different representations of three-digit numbers. Applies addition and subtraction facts up to 20 to solve problems. Identifies equal groups of collections. Uses language of time and chance in familiar contexts. Visually compares area and locates information in simple tables. Recognises common features of 2-D shapes and 3-D objects. Locates positions on simple maps and plans by following directions.
1	Makes some meaning from simple texts with familiar content. Texts have short sentences, common words and pictures to support the reader. Finds clearly stated information.	Writes a small amount of simple content that can be read. May express an opinion and/or a reason. May write the words for some simple sentences in the correct order, but full stops and capital letters are usually missing or incorrect. Correctly spells a few simple words.	Identifies errors and correctly spells a few words with simple spelling patterns.  Recognises a small range of grammar and punctuation conventions in short sentences, such as the correct use of simple conjunctions ( <i>because</i> ) and common verbs ( <i>will go</i> ).	Uses counting strategies to solve problems and demonstrates knowledge of place value of three-digit numbers. Identifies the next term in a simple pattern. Interprets tally marks. Recognises and compares length and mass of familiar objects. Names common 2-D shapes and familiar 3-D objects and shows some understanding of spatial positioning.