

Student report 2024 Year 9

National Assessment Program —  
Literacy and Numeracy

What is the NAPLAN proficiency standard and what is assessed?

The proficiency standard for each assessment area (numeracy, reading, writing, conventions of language) is set at a challenging but reasonable expectation of learning for the student at the time of NAPLAN testing. There are 4 levels: **Exceeding**, **Strong**, **Developing** and **Needs additional support**.

Questions in NAPLAN tests are based mostly on the literacy and numeracy skills students have been taught in **previous years** of schooling. A few questions assess additional content from the year of testing and the following year. These questions have been designed so that they can be answered using strategies students have learnt in previous years.

NAPLAN results should be considered together with school assessments and reports.

Where can I find further information?

Your child’s teacher can provide insight into how your child’s NAPLAN result relates to their other school-based assessments and classroom learning, and any additional support your child might require.

The below table provides summaries of the types of skills typically demonstrated by Year 9 students in NAPLAN. A student achieving a result in a particular proficiency level is likely to have correctly answered questions involving skills in that level and any level below it. To read more about what is assessed in NAPLAN tests and how the tests are structured, visit [www.nap.edu.au](http://www.nap.edu.au).

	Numeracy	Reading	Writing	Conventions of language
Exceeding	Compares rational and irrational numbers and numbers using index notation with powers of 10. Calculates percentage increase or decrease. Expands, factorises and simplifies an algebraic expression. Calculates surface area and volume. Uses angle properties of quadrilaterals to calculate an unknown. Uses two-way tables and Venn diagrams to calculate a probability. Describes the distribution of data and the effect of individual data values.	Critically evaluates and processes implicit ideas in highly complex texts, including texts with multiple or non-linear reader pathways. Analyses representations of people, events and concepts. Infers an author’s purpose and stance. Understands how text structures shape meaning and how language features explicitly or implicitly represent values, beliefs and attitudes.	Writes a well-structured, cohesive, engaging text with ideas that are skilfully selected and crafted to influence the reader. The text effectively presents the writer’s theme or point of view, using crafted language and effective narrative or persuasive text features. It has a variety of correct sentence types used effectively for rhythm and pace, with all necessary punctuation. Most words, including many difficult words, are spelt correctly.	Correctly spells, and identifies errors in, words with very difficult spelling patterns, including unfamiliar, technical or specialised vocabulary.  Consistently identifies or correctly uses grammar and punctuation conventions in sophisticated sentences. Conventions include: <ul style="list-style-type: none"><li>• active and passive voice</li><li>• complex subject–verb agreement</li><li>• a variety of techniques to refine sentences for clarity and impact.</li></ul>
Strong	Calculates with integers, fractions, decimals, percentages and indices. Solves linear equations. Interprets lines on the Cartesian plane. Converts between units of area, volume and capacity. Calculates perimeter, area and volume using formulas. Describes the effect of transformations. Uses properties of angles in triangles and parallel lines to determine an unknown. Determines probabilities using rules. Calculates measures of central tendency and range.	Evaluates implicit ideas and information in complex texts that represent a variety of perspectives and contain challenging sequences of events or non-stereotypical characters. Interprets how ideas are represented and how texts reflect or challenge contexts. Analyses language features to identify bias and infer specific purpose and audience.	Writes a suitably structured and organised, cohesive text, with substantial ideas, that engages the reader. Narrative and persuasive text features and effective language choices are used to affect the reader. The text has a variety of correct sentences with mostly correct punctuation that guides reading and conveys meaning. A wide range of words, including many difficult words, are spelt correctly.	Correctly spells, and identifies errors in, words with difficult spelling patterns, including some unfamiliar vocabulary for the year level.  Often identifies or correctly uses grammar and punctuation conventions in increasingly sophisticated sentences. Conventions include: <ul style="list-style-type: none"><li>• modal words to express degrees of certainty or obligation</li><li>• colons, semicolons, dashes and brackets</li><li>• techniques to refine sentences for clarity.</li></ul>
Developing	Converts between fractions, decimals and percentages. Solves multi-step problems, including rates and ratios. Continues sequences. Identifies equivalent expressions. Locates points on the Cartesian plane. Converts between common metric units. Calculates perimeter, area, capacity and volume. Uses scale to determine distance. Determines the size of unknown angles. Describes probability numerically. Interprets and compares data displays. Calculates mean.	Interprets texts on familiar topics that contain simple and more complicated ideas and events. Infers the theme of a text. Identifies the purpose of common text structures and how these are used to create and enhance meaning. Interprets how ideas are presented across a text. Identifies how language features influence audience.	Writes a suitably structured text that shows some development and organisation of ideas, some precise or topic-specific language and some narrative or persuasive text features. Many sentences are correct and most punctuation is correct. Most common words, and some difficult words, are spelt correctly.	Correctly spells, and identifies errors in, words with regular spelling patterns and some words with difficult spelling patterns, within familiar vocabulary for the year level.  Sometimes identifies or correctly uses grammar and punctuation conventions in a variety of sentence structures. Conventions include: <ul style="list-style-type: none"><li>• complex sentences</li><li>• main and subordinate clauses</li><li>• colons to introduce a list.</li></ul>
Needs additional support	Represents and compares large numbers. Solves single-step problems with whole numbers, fractions and decimals. Evaluates an unknown in a number sentence. Selects the most appropriate unit to measure length. Converts between units of time. Interprets location using grid references. Identifies features of composite shapes and objects. Expresses a probability as a fraction. Interprets data displays.	Reads mostly simple texts containing familiar and some new content written in explicit and easy to understand language. Identifies the main purpose of a text. Interprets characters, events and ideas. Identifies how a text’s structure supports its purpose. Identifies how some language features extend meaning or engage audiences.	Writes a text with some parts of a suitable structure. The text shows some development of related ideas, some precise or topic-specific language and some narrative or persuasive text features. The text has some correct sentences and some correct punctuation. Most common words are spelt correctly.	Correctly spells, and identifies errors in, some frequently used words with regular spelling patterns and a few words with less common spelling patterns.  May identify or correctly use grammar and punctuation conventions in a small range of sentence structures. Conventions include: <ul style="list-style-type: none"><li>• compound sentences</li><li>• some noun, verb and adjective groups or phrases</li><li>• commas to separate single words in a list.</li></ul>

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This report shows the results for

NAPLAN is a national assessment to see how your child’s literacy and numeracy skills and understanding compare against national standards.

This report should be considered together with school-based assessments and reports. Use this report for conversations with your child’s teacher, who will have additional insight into your child’s progress.

NAPLAN is the only national assessment that all Australian students have the opportunity to undertake. Literacy and numeracy skills are the critical foundation for other learning.

From 2023, student achievement in NAPLAN is measured against proficiency standards that provide parents and carers with clear information about student achievement. These replace the previous NAPLAN bands.

In March 2024, 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.

Numeracy assessment

Students were assessed on number and algebra, measurement and geometry, and statistics and probability. Students were required to use mathematical knowledge, skills and understanding in a variety of contexts.

Literacy assessment

The literacy assessments include reading, writing and conventions of language.

Reading

Students were required to read a range of texts similar to those used in Year 9 classrooms and to answer questions to show their understanding of the material.

Writing

Students were instructed to respond to a writing prompt. They were required to generate and organise ideas, and demonstrate their skills in vocabulary use, sentence structure, spelling and punctuation when responding to the prompt.

Conventions of language

Students were required to identify and correct spelling errors, and answer grammar and punctuation questions.

How to read the student report

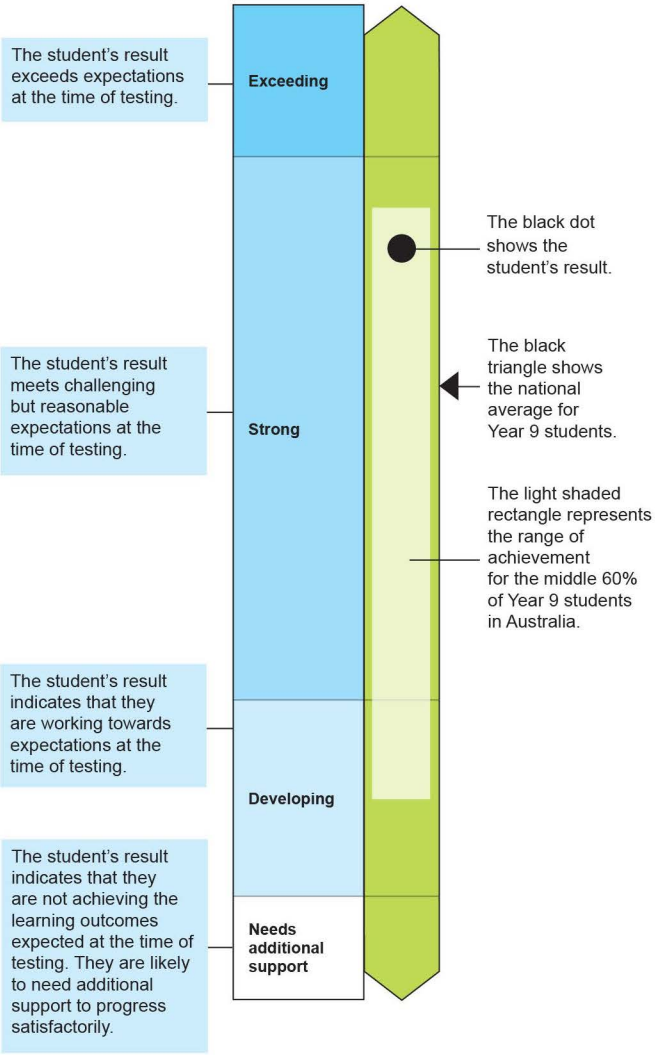
A student’s result is shown on an achievement scale for each assessment area. Below is an example only of the scale.

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

The achievement scale represents increasing levels of knowledge, understanding and skills demonstrated in the assessments.

Your child’s results are shown by a black dot on each scale, along with:

- proficiency levels representing what students know and are able to do, at the time of NAPLAN testing (blue column)
- the national average (black triangle)
- the range of achievement for the middle 60% of Year 9 students (light green shaded rectangle).





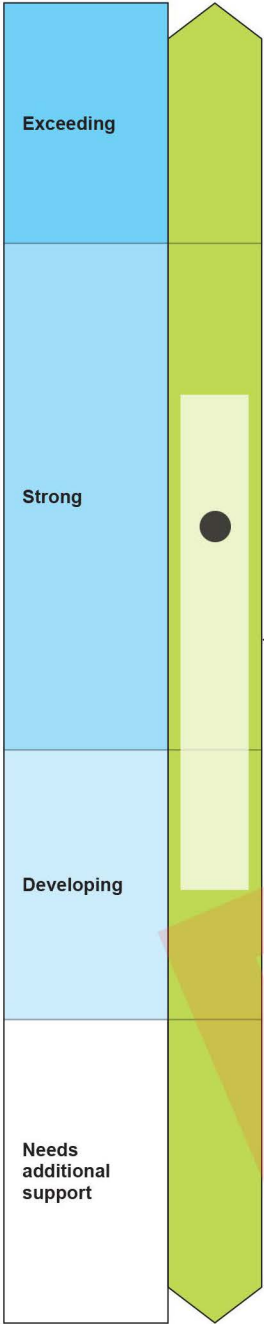
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Individual student result

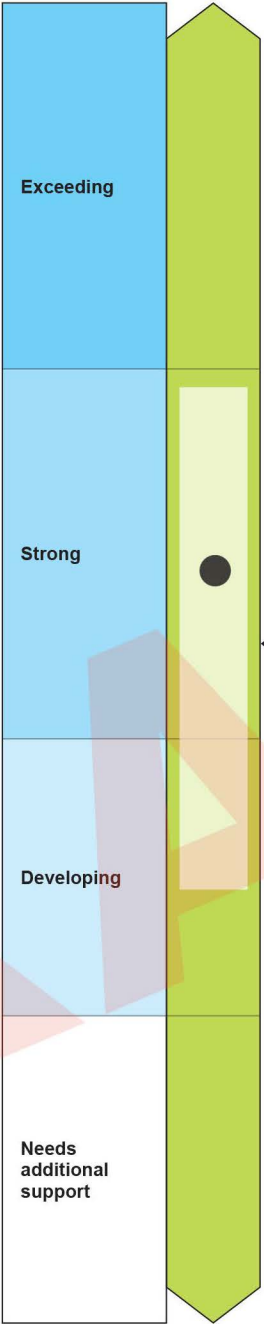
National average

Range of achievement for the middle 60% of Year 9 students in Australia

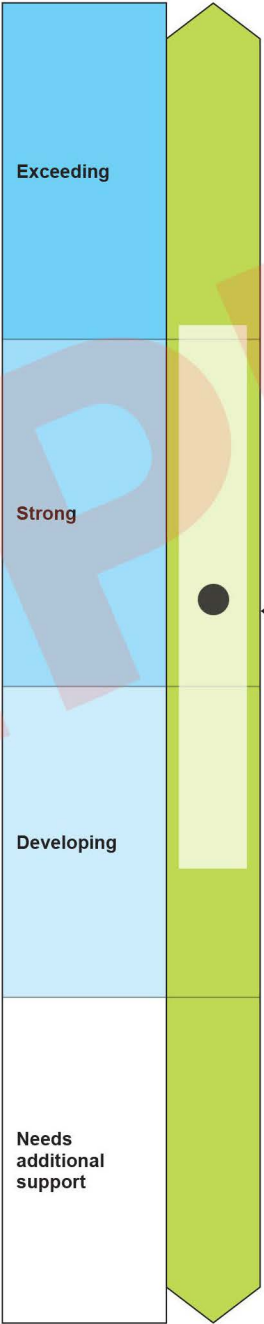
Numeracy



Reading

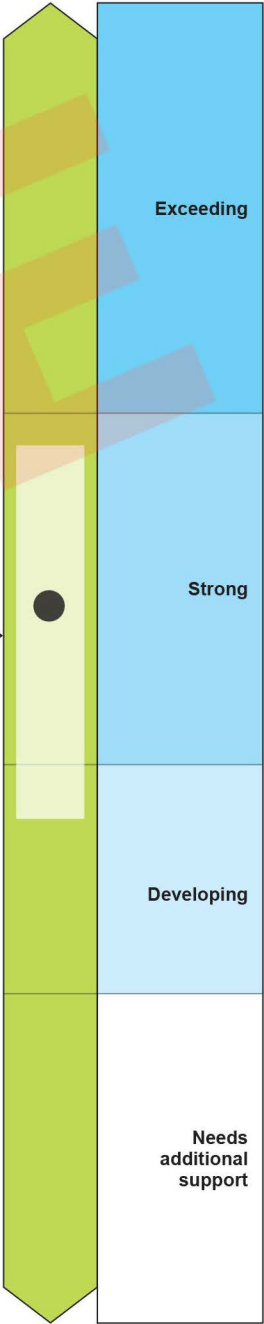


Writing

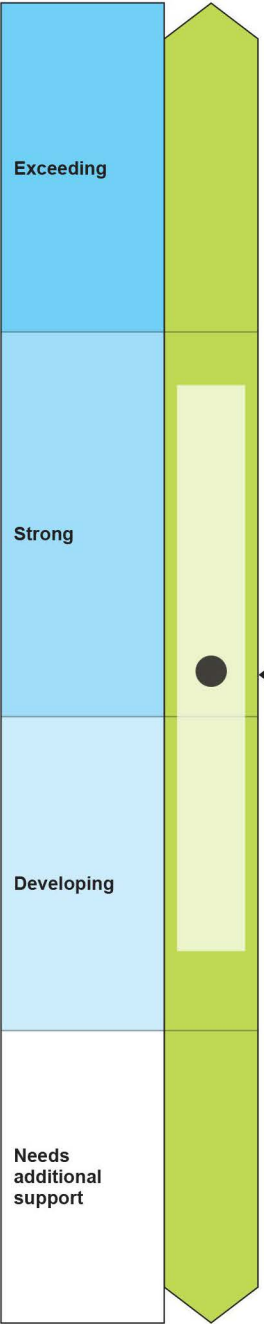


Conventions of language

Spelling



Grammar & punctuation



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
- solving problems involving multiple operations
- interpreting and solving complex equations
- using algebra to solve problems involving multiple operations
- recognising attributes and calculating length and area of 2D shapes and 3D objects, and volume of 3D objects
- determining the probability of chance events and/or interpreting graphical representations of data.

Students read a range of informative, imaginative and persuasive texts with some support from pictures and diagrams. Students were assessed on aspects of reading that included:

- finding information that is clearly stated or implied
- 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 story or persuasive text. Their writing was assessed by evaluating how well they demonstrated their skills in:

- supporting the reader and understanding the purpose of their writing
- structuring the text, developing ideas 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 multi-syllable words with common and difficult spelling patterns, including some challenging words
- identifying errors and then correctly spelling words with common and difficult spelling patterns, including some challenging words
- identifying examples of correct grammar usage
- recognising the correct use of punctuation across a range of contexts.