NAPLAN PROFICIENCY LEVEL DESCRIPTIONS

Contents

Numeracy Year 3

Needs additional support	Developing	Strong	Exceeding
The student can: • connect quantities, number names and numerals to 20 • identify halves and quarters of a shape, object or small collection • add and subtract simple one- and two-digit numbers to 20 • continue a pattern with objects, shapes or numbers, including skip counting by 2 and 5 • use direct and indirect measurement to compare attributes including, but not limited to, length • order familiar events by time • sort and classify 2D shapes and 3D objects using their features • identify and interpret location using relative position and ordinal language • interpret data displays including, but not limited to, tally tables and simple picture graphs • classify information gathered by questioning.	The student can: • quantify and compare collections to 100 • determine halves, quarters and eighths of a whole • add and subtract one- and two-digit numbers • solve simple multiplication and related division problems including those represented as repeated addition, equal groups and arrays • identify number sentences to represent problems using addition, subtraction or multiplication • continue increasing and decreasing number patterns • measure and compare attributes using uniform, informal units including, but not limited to, length, mass and capacity • read time on a digital and analog clock to the hour and half-hour • order events by their duration • name and compare common 2D shapes and 3D objects, using their features • describe location using everyday positional language on maps and plans • interpret, compare and complete data displays including, but not limited to, tally tables, simple picture graphs and tables • identify the most appropriate question to gather specific information.	The student can: • quantify and compare one-, two- and three-digit numbers • represent and describe quantities using standard place value partitioning • interpret common fractions as equal parts of a whole and determine a fraction of a shape, object or collection • solve simple addition and/or subtraction problems and number sentences • solve simple multiplication or division problems • continue patterns using shapes or objects or by adding or subtracting a constant in a number pattern • measure and compare attributes using informal units including, but not limited to, length, mass and capacity • read time on clocks to the nearest minute • solve problems using a calendar • identify features of 2D shapes and 3D objects • give and follow directions and use relative positions to describe a location on a map or plan • represent information in data displays including, but not limited to, tables or graphs where one object represents one data value.	The student can: • quantify and compare numbers beyond three digits • solve problems involving common fractions • use the relationship between addition and subtraction to solve problems • use known multiplication and related division facts to solve problems • determine an unknown value in a number sentence involving addition and/or subtraction • continue number patterns involving addition, subtraction or multiplication • measure attributes using informal units and simple scaled instruments including, but not limited to, length, mass, capacity and time • calculate duration of time • solve problems using features of combined 2D shapes and 3D objects • locate and describe positions and pathways on a map using the relative position of key features • identify and compare information in tables or graphs, where one object represents many data values.

Numeracy Year 5

Needs additional support	Developing	Strong	Exceeding
The student can:	The student can:	The student can:	The student can:
• compare, order and represent numbers to 1000 • determine a simple fraction of a collection • solve simple problems using addition and subtraction with two-digit numbers • solve problems using basic multiplication facts • continue number patterns using addition • describe a position in a pattern using ordinal numbers • measure and compare attributes including, but not limited to, mass and capacity, using uniform, informal units • identify common 2D shapes and 3D objects using obvious features • identify locations on maps and plans using grid references and everyday language • identify an event based on its likelihood • interpret data displays including, but not limited to, tables, tally tables, and simple picture and column graphs.	• compare, order and represent numbers to 10 000 • identify odd and even numbers • compare fractions and identify the fraction to complete a whole • determine half and quarter of a shape, object or quantity • represent tenths as decimal numbers • solve single-step problems with operations including division, where there are no remainders • use a number sentence to represent a word problem • continue number patterns using addition or multiplication with whole numbers • use informal and metric units to measure and compare shapes and objects, using simple scaled instruments • compare areas of shapes using uniform, informal units • determine and order the duration of an event using clocks and calendars • compare times by converting between common units • identify features of combined 2D shapes • identify a location on a map or plan using grid references, relative position and key features • identify line symmetry in a shape • compare angles to a right angle • describe the likelihood of an event	• compare, order and represent numbers beyond 10 000 • identify equivalent fractions • represent hundredths as decimals • solve problems using unit fractions • use properties of odd and even numbers to solve problems • solve simple multi-step problems with operations • determine an unknown value in a number sentence involving addition and/or subtraction • continue number patterns using addition and multiplication with whole numbers, simple fractions and decimals • measure attributes including, but not limited to, length, capacity and mass, using metric units and scaled instruments, and reading measurements between labelled markings • measure and compare the areas of regular and irregular shapes using informal units • calculate duration including am/pm notation and conversion between units • identify features of 3D objects • use directional language to describe distance and location on a map • compare, order and classify angles • order everyday events by their chance of occurring	• solve multi-step problems with multiple operations • add and subtract decimals and fractions with the same denominator • determine an unknown value in a number sentence involving multiplication or division • complete and continue number patterns with a variety of operations and number formats • measure and compare attributes including, but not limited to, length, capacity and mass • calculate areas and perimeters of rectangles • calculate duration and convert between units of time • interpret timetables in context • interpret 2D representations of 3D objects • describe pathways using key features and directional language • determine lines of symmetry in context • interpret angles in context • identify outcomes of a chance experiment involving equally likely outcomes • interpret and compare different representations of data.

Needs additional support	Developing	Strong	Exceeding
	• interpret data displays including, but not limited to, tables, tally tables, column graphs, and picture graphs where one picture represents many data values.	• interpret and compare data presented in tables or graphs.	

Numeracy Year 7

Needs additional support	Developing	Strong	Exceeding
The student can: • compare integers and whole numbers up to five digits • calculate a simple fraction of a quantity • solve single-step problems using all operations • identify a number sentence used to solve a simple problem • measure using the correct unit, including with a scaled instrument • read time to the nearest minute and calculate duration • identify key features of a simple 3D object and match it to its net • use grid reference to describe a location on a map or plan • identify line symmetry • describe the probability of an event, using likelihood and familiar fractions • interpret data presented in graphs and tables • identify questions for a survey using categories.	The student can: • compare and represent integers and whole numbers up to five digits • compare unit fractions • identify equivalent fractions • calculate a fraction of a quantity and the fraction to complete a whole • convert between fractions, decimals and percentages • solve single- and multi-step problems involving integers, decimals and fractions with related denominators • use factors to solve a simple problem • express a simple word problem as a number sentence and determine the value of an unknown • identify equivalent expressions including those with brackets • continue number patterns using all operations, with whole numbers and decimals • continue number patterns using addition or subtraction with fractions • calculate and compare measurements using formal and informal units, including with a scaled instrument • convert between common metric units • calculate duration and convert between time in am/pm notation and in 12- and 24-hour time • identify features of 2D shapes and 3D objects	The student can: • round a number to a given degree of accuracy • calculate fractions and percentages of a quantity • solve problems using the order of operations and brackets • solve single- and multi-step problems involving integers, decimals and fractions • solve problems involving a simple proportion • solve problems involving square and triangular numbers, factors and multiples • express a word problem using numbers and symbols, match numbers within a number sentence to a context and determine the value of unknowns • identify rules for and continue number patterns • locate points on the Cartesian plane • calculate the perimeter and area of quadrilaterals • connect and convert between metric units of length, mass and capacity • calculate duration and convert between 12- and 24-hour time, including in a timetable • solve problems involving nets of 3D objects • use a scale and directions to follow a path or locate a position on a map	The student can: • identify prime factors of a number • connect equivalent fractions, decimals and percentages • calculate a simple percentage of a quantity and percentage discounts • solve multi-step problems including with integers, fractions, decimals and the combination of operations • solve problems involving common factors and multiples • solve problems involving proportion in context • identify equivalent expressions using the properties of operations • express a multi-step word problem using numbers and symbols, match numbers within a number sentence to a context and determine the value of unknowns • identify rules for and continue number patterns with a variety of operations and number formats • calculate the perimeter and area of triangles, trapeziums and composite shapes • solve problems involving 24-hour time within a time zone • relate an object to its front, side and top views • identify coordinates and characteristics of a shape after transformations on a Cartesian plane

Needs additional support	Developing	Strong	Exceeding
	• visualise 3D objects from different viewpoints • use grid reference and directional language to describe a location on a map or plan • identify line and rotational symmetry, and the image of a shape after a one-step transformation • compare, classify and estimate the size of angles • describe the probability of an event using likelihood, fractions, decimals and percentages • interpret and compare different representations of data including, but not limited to, tables, picture graphs and column graphs • select the most appropriate display for given data • identify appropriate survey questions.	• identify the position and orientation of an image after a combination of transformations • measure angles and use some angle properties to calculate the size of an unknown angle • express the probability of an event as a decimal, per cent or fraction • identify mutually exclusive outcomes of an event • interpret and compare data presented in various forms including, but not limited to, tables, column graphs and dot plots.	• use properties of angles vertically opposite, at a point and on a straight line to calculate the size of an unknown angle • identify all outcomes for an experiment with equally likely outcomes and calculate the probability of one event given another • make predictions for a population based on given data • interpret and compare data presented in increasingly complex forms including, but not limited to, side-by-side column graphs, two-way tables and dot plots.

![acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY]

Numeracy Year 9

Needs additional support	Developing	Strong	Exceeding
The student can: - represent and compare large numbers - solve single-step problems with whole numbers, fractions and decimals, including division of whole numbers with remainders - evaluate an unknown in a number sentence - select the most appropriate unit to measure length - convert between units of time - interpret location using grid references - identify features of composite shapes and objects - express the probability of an event as a fraction - interpret data displays.	The student can: - round a number to a given degree of accuracy - calculate the product of powers of prime numbers - compare and convert between fractions, decimals and percentages - solve single and multi-step problems including those with integers, fractions and mixed numerals - solve a problem involving a rate or simple ratio - identify equivalent expressions using the order of operations - express word problems using numeric and algebraic expressions - identify the rule for and continue a sequence with whole numbers - measure by selecting the most appropriate unit including with a scaled instrument - convert between common metric units for length and mass - calculate perimeter and area of shapes, and capacity and volume of objects - solve problems involving time - determine a position using coordinates on the Cartesian plane - determine distance on a map using a scale - identify line symmetry - use properties of angles at a point and on a straight line to determine the size of an unknown angle	The student can: - round a decimal to a specified degree of accuracy - express a number as the product of its prime factors - perform calculations with integers, fractions and decimals - solve problems involving percentages - solve a range of problems involving rates and ratios - use the order of operations - evaluate and simplify expressions involving index notation with numeric bases - factorise expressions using numerical factors - evaluate an expression using substitution of values for variables - represent and simplify expressions using arithmetic laws - determine the rule for and continue a sequence with whole numbers, integers, decimals and fractions - solve linear equations algebraically - identify linear equations on the Cartesian plane - convert between common metric units for area, volume and capacity - use formulas to calculate the perimeter and area of shapes including circles and composite shapes - calculate the volume and capacity of an object - interpret location and position using directional language	The student can: - compare and order rational and irrational numbers - express large and small numbers using index notation with powers of 10 - evaluate and simplify expressions involving index notation with algebraic bases - express a number as the product of its prime factors in index form - calculate a percentage increase or decrease - solve a multi-step problem involving rates and ratios - evaluate a pronumeral using substitution into a formula - expand and simplify an algebraic expression - factorise expressions using numerical and algebraic factors - solve a linear equation algebraically and graphically - determine the rule for a linear relationship - calculate and compare the surface areas and volumes of cylinders and cubes - use the angle properties of triangles and quadrilaterals, angles on parallel lines and congruent triangles to solve a problem - differentiate between census and sample data collection - calculate the probability of two-step and complementary events

Needs additional support	Developing	Strong	Exceeding
	• describe and compare the probability of outcomes of events • interpret and compare data displays including, but not limited to, column graphs and pie charts • calculate the mean of a set of data and the effect of individual data values on the mean.	• describe translations, reflections and rotations in multiples of 90º on the Cartesian plane • calculate the size of unknown angles using properties of angles on parallel lines and the angle sum of a triangle • determine the outcomes of a two-step chance experiment • compare observed and expected frequencies across experiments • identify the most appropriate representative sample to use in a survey • identify complementary events and use the sum of probabilities to solve a problem • interpret and compare different data displays • calculate and interpret measure of central tendency and range, and the effect of individual data values on these measures.	• use two-way tables and Venn diagrams to solve problems • interpret and describe data displays, including, but not limited to, stem-and-leaf plots • describe the distribution of data • identify and interpret the effect of individual data values on the mean, median, mode and range of a set of data or a representation.

Reading Year 3

Needs additional support	Developing	Strong	Exceeding
The student reads short imaginative and informative texts that include familiar sequencing of events, content and ideas closely linked to and reflecting their everyday experiences. Texts use language features such as basic sentences with natural structures similar to those of spoken language, and familiar and high-frequency vocabulary. Texts use one-syllable words that can be decoded using early phonic knowledge, and common sentence boundary punctuation. These texts have limited, clear and unambiguous pronoun referencing, and typically include pictures that support comprehension of the text. Example texts (PDF 2.3 MB) The student can: • locate some directly stated information • connect information from printed text and images • sequence events from a very simple imaginative text • identify the main idea of a text • decode consonant–vowel–consonant words • identify the purpose of some punctuation.	The student reads simple imaginative, informative and persuasive texts about recognisable topics, ideas and contexts, and texts that may present a limited amount of new content. These texts use a small range of language features, basic sentence structures and high-frequency words. Texts use one- and two-syllable words with common letter patterns that can be decoded using basic phonic and morphemic knowledge. These texts may contain some unfamiliar vocabulary. Text structures are authentic and may include basic illustrations, tables and diagrams that support and add content to the text. Example texts (PDF 12.3 MB) The student can: • locate directly stated information • connect ideas across sentences to make simple inferences • sequence events or ideas from a text • identify the main idea of a text • identify the purpose of a text • identify some conventions of a text • interpret a pronoun reference • connect an image with ideas in the text • interpret the meaning of a word from context • understand the purpose of basic punctuation.	The student reads imaginative, informative and persuasive texts that use relatable experiences or topics to introduce unfamiliar events and some new content and ideas. Texts may contain some complex language features such as varied sentence structures, topic-specific vocabulary and figurative language. Texts may contain multisyllabic words that can be decoded using phonic and morphemic knowledge. Texts are typically structured chronologically and sequentially, and may include illustrations and diagrams that extend the text. Example texts (PDF 2.1 MB) The student can: • interpret directly stated information • connect information across sentences and paragraphs • identify the main idea of a text • identify the main idea of a paragraph • identify the intended audience and purpose of a text • interpret a character's actions and point of view • interpret the use of cohesive devices • interpret the use of visual features • interpret the meaning of unfamiliar words from context • identify how authors use language to persuade readers • identify the purpose of some punctuation and typographical features.	The student reads imaginative, informative and persuasive texts that describe complex sequences of events, or that include content of increasing technicality about topics most students have encountered. Texts use a range of language features including varied sentence structures, some unfamiliar and technical vocabulary, literal and figurative language, and a variety of punctuation conventions. Texts use multisyllabic words with more complex letter patterns that can be decoded using phonic, morphemic, grammatical and contextual knowledge. Text structures often add complexity through the use of less conventional elements such as technical headings and subheadings to organise ideas, and through illustrations, graphs and tables that supplement or extend the text. Example texts (PDF 1.9 MB) The student can: • make inferences by connecting ideas from different parts of a text • connect information across a text to identify themes or an author's perspective • use information from a text to evaluate the accuracy of statements made about the text • identify the main idea of the text, as well as the main idea of different parts of a text (such as a paragraph or diagram)

Needs additional support	Developing	Strong	Exceeding
			• identify the intended audience and purpose of a text • use knowledge of text structures to navigate the text to retrieve information • interpret how a character is portrayed in an imaginative text • understand how authors use language to influence the reader • interpret the meaning of simple figurative language.

Reading Year 5

Needs additional support	Developing	Strong	Exceeding
The student reads short texts on familiar content, topics and themes, written with limited elaboration of detail. These texts use a significant number of high-frequency words and some less familiar words that are supported through context. The texts use words with common letter patterns that can be decoded using phonic and morphemic knowledge, and sentence structures similar to spoken language. Texts are structured to support the reader to interpret the written text by containing a clear main purpose that focuses on concrete ideas, as well as illustrations. Example texts (PDF 1.9 MB) The student can: • locate and interpret directly stated information • connect ideas across sentences and make simple inferences • sequence events from a predictable imaginative text • identify the main idea of a text • identify the purpose of a text • identify the purpose of common text structures (for example, titles, tables, diagrams and typographical features) • identify simple cause and effect • identify the setting and main characters in an imaginative text • interpret a pronoun reference • connect an image with ideas in the text	The student reads short texts about simple ideas, settings and events that are likely to be within the experience of most readers but may include some less predictable elements. Language features include varied sentence structures, some unfamiliar and topic-specific vocabulary, a variety of punctuation and simple literary devices. Text structures contain organisational features (such as cause/effect and problem/solution) and visual features that support and occasionally extend meaning. Example texts (PDF 430 KB) The student can: • locate and interpret directly stated information • connect information across sentences to make inferences • sequence events or ideas from a text • identify the main idea of a text • identify the main idea of a paragraph or diagram • identify the purpose of a text • describe the purpose of common text structures • identify the main features of an imaginative text, including setting and main characters • identify the relationship between text and illustrations • interpret the meaning of a word or phrase from context • identify the purpose of a range of punctuation.	The student reads texts on familiar topics containing more abstract ideas or significant new details, or requiring the differentiation of facts, opinion and explanation. Language features include some unfamiliar and technical topic-specific vocabulary, persuasive devices and figurative language. Text structures can be varied and contain less predictable generic elements. Texts may present a main idea that needs to be inferred or contain some subtle connections between events or ideas. Example texts (PDF 1.7 MB) The student can: • connect information across a text to identify themes or the author's perspective • sequence the order of ideas from an informative text • compare information across paragraphs or sections of a text to summarise, draw conclusions and evaluate evidence • distinguish between facts and opinions presented in texts • use information from a text to evaluate the accuracy of statements made about the text • identify the main idea of a text • identify the purpose and intended audience of a text • use knowledge of text structures to navigate a text	The student reads texts that include detailed content, description or elaboration. Texts may present a variety of perspectives on familiar yet specialised topics or reference less familiar settings and topics. Language features include technical vocabulary, figurative language and literary devices, as well as persuasive and rhetorical devices. Texts typically contain structural and organisational features that have been configured to create implicit or subtle connections between ideas, including various types of images and graphics, or the use of quotes and references. Example texts (PDF 2.1 MB) The student can: • connect and compare information to evaluate the substantiation, validity and accuracy of perspectives and evidence • identify the purpose and intended audience of a text • apply an understanding of different types of texts to interpret the themes, main idea and supporting details of a text • understand how different elements of a text work together to contribute to its meaning • interpret how a character is portrayed in an imaginative text, and infer a character's motivations

Needs additional support	Developing	Strong	Exceeding
• interpret the meaning of a word from context • identify the purpose of some punctuation.		• identify features of an imaginative text that build characterisation • understand how authors use language to influence the reader • interpret the meaning of unfamiliar vocabulary, technical language and simple figurative language.	• understand how authors intentionally use persuasive devices to preference a particular opinion or perspective • interpret less familiar vocabulary and language features, including recognising the effects of some literary devices.

Reading Year 7

Needs additional support	Developing	Strong	Exceeding
The student reads texts that have explicit purposes and simple, predictable structures adhering closely to conventional generic forms. Texts are typically organised with linear unfolding of ideas or plots and little elaboration of detail. Texts are focused on simple, explicit logical constructs. Text structures help the reader to navigate and understand content and may include visual features to support meaning. Texts are mainly written using explicit, literal, straightforward, easy to understand language with basic punctuation. Example texts (PDF 3.3 MB) The student can: • locate clearly stated information in imaginative and informative texts, and make some connection between indirectly stated ideas • identify the main idea of a text • identify key information in imaginative and informative texts, including those with tables and diagrams • identify the characteristic features of a text that meet the purpose of the text • interpret how a character is portrayed in an imaginative text • identify the purpose of a visual feature • interpret some unfamiliar words from their context.	The student interprets texts that present information in a clear chronological or sequential order so that ideas and events can be followed easily. Texts may use some unfamiliar or technical vocabulary, descriptive language, simple examples of figurative language, a range of punctuation conventions, and illustrations and diagrams that support the printed text. Example texts (PDF 226 KB) The student can: • locate clearly stated information in imaginative and informative texts, to connect and sequence events and ideas, make inferences and draw some conclusions • identify opinions and the author's perspective in a persuasive text • identify the main idea of a text • identify key information in texts, including those with tables and diagrams • identify the purpose and audience of texts • identify how texts are structured and presented • interpret imaginative texts that include some unfamiliar happenings within a framework of familiar experiences, and infer the intentions of a character or narrator • determine how visual features of a text extend meaning	The student interprets texts that may have some less predictable structural elements. Texts may include elaboration and details around simple and more complicated ideas and events that are familiar to most readers. Texts may employ an increasingly objective style with greater use of passive voice and increased lexical density. Texts may include visual features that supplement written text to extend meaning. Example texts (PDF 2.7 MB) The student can: • make inferences by connecting ideas across different parts of texts • sequence ideas and events from complex texts • identify how ideas are presented and developed, such as the use of cause and effect, extended metaphors and chronology • identify how texts have similar and different text structures to reflect purpose • identify the main differences between characters in imaginative texts, and how ideas are developed through characterisation • interpret the meaning of topic-specific or unfamiliar vocabulary from context • interpret the meaning of figurative language, and explain how literary devices and visual features of a text engage and influence audiences.	The student evaluates ideas and processes information in texts that may have longer passages of uninterrupted text, recognisable topics with more complex concepts and substantial unfamiliar detail. Texts may have more than one perspective and some abstraction of ideas. Texts may use sentences with less common constructs, some complex figurative and idiomatic language, and visual features including intricate graphics, tables and charts that may convey information not otherwise contained in the text. Example texts (PDF 1.1 MB) The student can: • make inferences to compare ideas and opinions in and between texts • evaluate the substantiation, validity and accuracy of perspectives and evidence, including in texts that present technical information about specialised topics • understand how text structures and language features vary according to the purpose and audience of the text • apply knowledge and understanding of different types of texts to process ideas and draw conclusions • interpret imaginative texts that include complex plot sequences and characters, and understand how character traits and behaviours are used to develop stereotypes

Needs additional support	Developing	Strong	Exceeding
	• interpret topic-specific vocabulary and literary devices.		• interpret the purpose and meaning of vocabulary from context, and analyse the effect of vocabulary choices • process how more stylised language in texts, including literary devices and visual features, is used to shape meaning.

Needs additional support	Developing	Strong	Exceeding
The student reads mostly simple texts that present information in a clear chronological or sequential order so that ideas and events can be followed easily. Texts contain familiar and some new content, and may include visual features to support meaning. Texts are written with mostly explicit and easy to understand language. Texts contain high-frequency words that can be decoded using phonic and morphemic knowledge, as well as some unfamiliar vocabulary. Example texts (PDF 3 MB) The student can: • locate and interpret clearly stated information • connect ideas across a familiar type of text to interpret information • identify the author's perspective in a persuasive text • identify the main idea of a text • identify the main purpose of a text • interpret the use of text structures and identify how these meet the purpose of the text • make some inferences about characters in imaginative texts • identify how some text structures and language features work together to engage and influence audiences • interpret some unfamiliar words and topic-specific vocabulary from context.	The student interprets texts containing simple and more complicated ideas and events on topics with which most readers are familiar. Texts may include some implicit or subtle connections between events or ideas, and may include visual features that extend meaning. Texts are typically written with explicit and easy to understand language, but may include less familiar vocabulary, including learning area or topic-specific words and descriptive language, and complex sentences that contain detailed information. Example texts (PDF 3 MB) The student can: • make some inferences by identifying and connecting ideas across different parts of texts to process information and form conclusions • interpret the author's perspective in persuasive texts • identify main and supporting ideas in informative texts • identify the purpose of general text structures • apply knowledge of different types of texts, and features used to enhance meaning, to infer a text's themes and purpose • identify the main differences between characters in imaginative texts, and infer character motivations	The student evaluates ideas and processes information in complex texts, including texts with less predictable structural elements and texts with ideas, events and detail that may be unfamiliar. Texts may contain several layers of meaning. Texts may be written using many complex sentences containing multiple concepts. Texts may include visual features that need to be referenced when reading. Texts may include stylised language, such as figurative and rhetorical language, and unfamiliar and technical vocabulary. Example texts (PDF 6 MB) The student can: • analyse and evaluate key evidence in texts, and identify bias and competing perspectives • identify how authors organise and represent ideas to develop and shape meaning • identify text structures and language features to infer an author's intended purpose and audience • interpret complex characters in imaginative text, and infer character intentions • interpret the meaning and purpose of vocabulary from context, and analyse the effect of vocabulary choices • explain the effects of language features including intertextual references, literary devices, tone and visual features.	The student critically evaluates and processes implicit ideas in highly complex texts. Texts may have unconventional or irregular generic forms and complex logical constructs with implicit or subtle connections between events and ideas. Texts may be organised in a non-linear way and contain multiple reader pathways. Texts may contain a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and/or dense information supported by various types of images and graphics. Example texts (PDF 6.7 MB) The student can: • analyse an author's purpose and stance • analyse representations of people, places, events and concepts across texts • analyse the purpose and effects of text structures, and how these can shape meaning • identify and interpret subtle character traits in imaginative texts • evaluate tone across a text • analyse vocabulary choices and language features, including literary devices, intertextual references and multimodal features • apply knowledge and understanding of how language features are used to represent values, beliefs and attitudes implicitly or explicitly.

Needs additional support	Developing	Strong	Exceeding
	• interpret descriptive and some figurative language, as well as unfamiliar vocabulary that can be understood by applying contextual understandings.		

Writing Year 3

Needs additional support	Developing	Strong	Exceeding
In a timed assessment with a given prompt, the student can typically write a text with: • a simple, familiar idea on a topic • minimal text structure • minimal narrative or persuasive text features • simple, everyday language • a correct simple cohesive link within a sentence, e.g. noun–pronoun reference • some correct sentence formation • minimal correct punctuation • correct spelling of some simple words.	In a timed assessment with a given prompt, the student can typically write a text with: • simple familiar ideas on a topic • some parts of a recognisable text structure • simple narrative or persuasive text features associated with the text type • simple, everyday language • some correct simple cohesive links within or across sentences • some correct sentence formation • some correct punctuation, such as a capital letter or a full stop • correct spelling of most simple and some common words.	In a timed assessment with a given prompt, the student can typically write a text with: • some related ideas on a topic • some parts of a suitable text structure • some narrative or persuasive text features • mostly everyday language • some correct cohesive links across sentences • some grammatically correct sentences • some correct punctuation, such as capital letters, full stops and other simple markers • correct spelling of most simple words and most common words.	In a timed assessment with a given prompt, the student can typically write a text with: • relevant ideas and details on a familiar topic • suitable text structure • narrative or persuasive text features • some precise, topic-specific or effective language • some correct cohesive links across sentences • many grammatically correct sentences • mostly correct sentence punctuation and some other markers • correct spelling of most common words and some difficult words.

Writing Year 5

Needs additional support	Developing	Strong	Exceeding
In a timed assessment with a given prompt, the student can typically write a text with: • simple, familiar ideas on the topic • aspects of a recognisable text structure • simple features of a narrative or persuasive text • simple, everyday language • some correct simple cohesive links within or across sentences • some correct sentence formation • some correct punctuation, such as a capital letter or full stop • correct spelling of most simple and some common words.	In a timed assessment with a given prompt, the student can typically write a text with: • some related ideas on the topic • some parts of a recognisable text structure • some features of a narrative or persuasive text • mostly everyday language • some correct cohesive links across sentences • some grammatically correct sentences • some correct punctuation, such as capital letters, full stops, and other simple markers, such as commas • correct spelling of most simple and common words.	In a timed assessment with a given prompt, the student can typically write a text with: • relevant ideas and details on the topic • suitable text structure • narrative or persuasive text features • some precise, topic-specific or effective language • some correct cohesive links across sentences • many grammatically correct sentences • mostly correct punctuation of sentences and some other correct markers, such as commas, apostrophes and speech marks • correct spelling of most common words and some difficult words.	In a timed assessment with a given prompt, the student can typically write an engaging text with: • relevant ideas and details • a suitable structure and organisation of ideas into paragraphs • some effective use of narrative or persuasive text features • precise, topic-specific or effective language • correct cohesive links across sentences • a variety of grammatically correct sentences • mostly correct punctuation that guides reading and conveys meaning • correct spelling of most common words and many difficult words.

Writing Year 7

Needs additional support	Developing	Strong	Exceeding
In a timed assessment with a given prompt, the student can typically write a text with: • some familiar ideas and details on a topic • aspects of a suitable text structure • some narrative or persuasive text features • mostly everyday language that may include some precise words • some correct cohesive links across sentences • some grammatically correct sentences • some correct punctuation, such as capital letters, full stops and some other markers, such as commas • correct spelling of most simple and some common words.	In a timed assessment with a given prompt, the student can typically write a text with: • some related ideas with some supporting detail • parts of a suitable text structure and some organisation of ideas • narrative or persuasive text features • mostly everyday language that may include some precise or topic-specific words • mostly correct cohesive links across sentences • many grammatically correct sentences • mostly correct sentence punctuation and some other correct markers, such as commas, apostrophes and speech marks • correct spelling of most common words and some difficult words.	In a timed assessment with a given prompt, the student can typically write a text with: • relevant ideas and elaborated details that may begin to engage the reader • suitable structure and organisation of ideas into paragraphs • some effective narrative or persuasive text features • some precise, topic-specific or effective language • effective cohesive devices to support meaning • a variety of grammatically correct sentences • mostly correct punctuation that guides reading • correct spelling of a range of common words and some difficult words.	In a timed assessment with a given prompt, the student can typically write an engaging text with: • substantial ideas that are selected and elaborated to affect the reader • text structure and organisation that contribute to overall effect • effective narrative or persuasive text features • precise and effective language that enhances meaning • effective cohesive devices that enhance meaning • a variety of grammatically correct sentences that enhance meaning • mostly correct punctuation that enables smooth and efficient reading and conveys meaning • correct spelling of a wide range of words, including many difficult words.

Writing Year 9

Needs additional support	Developing	Strong	Exceeding
In a timed assessment with a given prompt, the student can typically write a text with: • some related ideas with some supporting detail • aspects of a suitable text structure • some narrative or persuasive text features • mostly everyday language that may include some precise or topic-specific words • some correct cohesive links across sentences • some grammatically correct sentences • some correct sentence punctuation and some other markers, such as commas, apostrophes and speech marks • correct spelling of most common words.	In a timed assessment with a given prompt, the student can typically write a text with: • relevant ideas and elaborated details that may begin to engage the reader • suitable structure and organisation of sequenced ideas • some narrative or persuasive text features • some precise, topic-specific or effective language • correct cohesive links across sentences • many grammatically correct sentences • mostly correct sentence punctuation and some other correct punctuation markers, such as such as commas, apostrophes and speech marks • correct spelling of a range of common words and some difficult words.	In a timed assessment with a given prompt, the student can typically write an engaging text with: • substantial ideas that are selected and elaborated to affect the reader • suitable structure and clear organisation of ideas within and across paragraphs • some effective narrative or persuasive text features • precise, topic-specific and effective language that enhances meaning • effective cohesive devices to support meaning • many and varied grammatically correct sentences • mostly correct punctuation that guides reading and conveys meaning • correct spelling of a wide range of words, including many difficult words.	In a timed assessment with a given prompt, the student can typically write an engaging text with: • substantial ideas that are selected and crafted to influence and affect the reader • skilfully crafted text structure organised for effect • effective narrative or persuasive text features • skilfully crafted language for precision and stylistic effect • a range of effective cohesive devices that enhance meaning • skilfully crafted and varied sentences that enhance meaning and achieve effects • accurate use of applicable punctuation for clarity, pace and effect • correct spelling across the text, including many difficult words.

Spelling Year 3

Needs additional support	Developing	Strong	Exceeding
The student correctly spells, and identifies errors in, a few words with simple spelling patterns. These words: • are very frequently used • are one syllable in length • can be phonically decoded. The words may contain: • single consonants • single short vowels • very common long vowel sounds. Examples include: • hit • cup • look • sat.	The student correctly spells, and identifies errors in, some words with simple spelling patterns. These words: • are frequently used • are one syllable in length • can be phonically decoded. The words may contain: • double consonants • some common consonant blends • some common vowel patterns • familiar words that end with a silent 'e'. Examples include: • hide • fill • flag • more.	The student correctly spells, and identifies errors in, many words with regular spelling patterns. These words: • are generally within familiar vocabulary for the year level • are one or two syllables in length • can be phonically decoded. The words may contain: • double consonants • most common two- and three-consonant blends • most common long vowel sounds • regular suffixes, including plurals. Examples include: • bigger • sixty • soaps • stuffed.	The student correctly spells, and identifies errors in, most words with regular spelling patterns and some words with less common spelling patterns. These words: • may include some unfamiliar vocabulary for the year level • may be over two syllables in length • may contain spelling patterns that are phonically irregular • may be composed of two shorter words. The words may contain: • silent consonants • less common vowel combinations • less common consonant combinations • regular suffixes, including plurals • some unstressed syllables. Examples include: • doubt • valuable • chemist • percussion.

Spelling Year 5

Needs additional support	Developing	Strong	Exceeding
The student correctly spells, and identifies errors in, a few words with simple spelling patterns.	The student correctly spells, and identifies errors in, some words with simple spelling patterns.	The student correctly spells, and identifies errors in, many words with regular spelling patterns.	The student correctly spells, and identifies errors in, many words with difficult spelling patterns and most words with regular spelling patterns.
These words: • are frequently used • are one syllable in length • can be phonically decoded, or have phonic patterns that are recognised by sight. The words may contain: • single consonants • single short vowels • very common long vowel sounds. Examples include: • how • toad • lake • sock.	These words: • are frequently used • are one or two syllables in length • can be phonically decoded, or have less common phonic patterns that are recognised by sight. The words may contain: • double consonants • most common consonant blends • common long vowel sounds • common suffixes. Examples include: • butter • making • freeze • heart.	These words: • are generally within familiar vocabulary for the year level • may be over two syllables in length • can be phonically decoded, or have uncommon phonic patterns that are recognised by sight. The words may contain: • silent consonants • less common vowel patterns • unstressed syllables • common suffixes. Examples include: • lamb • anyway • wallet • international.	The student correctly spells, and identifies errors in, many words with difficult spelling patterns and most words with regular spelling patterns. These words: • may include some unfamiliar vocabulary for the year level • may be over two syllables in length • may be derived from base words, using prefixes and suffixes • may contain spelling patterns that are phonically irregular. The words may contain: • letter patterns that are pronounced in different ways • less common vowel patterns • unstressed syllables • words that are commonly misspelled. Examples include: • business • machinery • receive • necessity.

Spelling Year 7

Note: at Years 7 and 9 these descriptions do not reference specific word forms. The expectation is that students will refine their spelling using techniques taught in previous years, and learn to spell new words correctly as their vocabulary expands.

Needs additional support	Developing	Strong	Exceeding
The student correctly spells, and identifies errors in, some words with regular spelling patterns. These words: • are frequently used • are generally one or two syllables in length • can be phonically decoded, or have phonic patterns which are recognised by sight • may be composed of two shorter words. Examples include: • pull • breath • wisely • brainstorm.	The student correctly spells, and identifies errors in, words with regular spelling patterns. These words: • are generally within familiar vocabulary for the year level • may be over two syllables in length • can be phonically decoded, or have less common phonic patterns which are recognised by sight • may be derived from base words, using prefixes and suffixes. Examples include: • unhelpful • sugar • volume • peaceful.	The student correctly spells, and identifies errors in, words with regular spelling patterns and some words with difficult spelling patterns. These words: • may include some unfamiliar vocabulary for the year level • may be over two syllables in length • may contain spelling patterns that are phonically irregular • may be commonly misspelled. Examples include: • disciples • government • daughter • symphony.	The student correctly spells, and identifies errors in, words with difficult spelling patterns. These words: • may include unfamiliar, technical or specialised vocabulary • may have difficult spelling patterns • may have non-English origins • may be frequently misspelled. Examples include: • depot • synchronised • nostalgia • intrigue.

Spelling Year 9

Note: at Years 7 and 9 these descriptions do not reference specific word forms. The expectation is that students will refine their spelling using techniques taught in previous years, and learn to spell new words correctly as their vocabulary expands.

Needs additional support	Developing	Strong	Exceeding
The student correctly spells, and identifies errors in, some words with regular spelling patterns and a few words with less common spelling patterns. These words: • are frequently used • may be over two syllables in length • can be phonically decoded, or have phonic patterns that are recognised by sight • may be derived from base words, using prefixes and suffixes. Examples include: • pleasing • amazing • total • could.	The student correctly spells, and identifies errors in, words with regular spelling patterns and some words with difficult spelling patterns. These words: • are generally within familiar vocabulary for the year level • may be over two syllables in length • may contain spelling patterns that are phonically irregular • may be derived from base words, using prefixes and suffixes. Examples include: • frequently • package • dividing • mystery.	The student correctly spells, and identifies errors in, words with difficult spelling patterns. These words: • may include some unfamiliar vocabulary for the year level • may have difficult spelling patterns • may have non-English origins • may be commonly misspelled. Examples include: • triennial • gourmet • rhinoceros • scenario.	The student correctly spells, and identifies errors in, words with very difficult spelling patterns. These words: • may include unfamiliar, technical or specialised vocabulary • may have very difficult spelling patterns • may have non-English origins • may be frequently misspelled. Examples include: • repertoire • subtlety • spontaneous • adjourn.

Grammar and Punctuation Year 3

Needs additional support	Developing	Strong	Exceeding
The student uses knowledge of a small range of grammar and punctuation conventions in short sentences. They may identify or correctly use: • frequently used nouns and verbs in sentences • frequently used personal pronouns • the word 'and' as a conjunction • simple sentences • full stops.	The student uses knowledge of some grammar and punctuation conventions in short sentences. They sometimes identify or correctly use: • simple sentences • familiar nouns, verbs and adjectives in sentences • frequently used personal pronouns • frequently used conjunctions • sentence purposes • full stops • question marks.	The student uses knowledge of grammar and punctuation conventions in a small range of sentence structures. They often identify or correctly use: • simple and some compound sentences • nouns, verbs, adjectives, adverbs and pronouns in a sentence • conjunctions that complete compound sentences • the subject of a simple sentence • agreement between verbs and simple subjects • the articles 'a', 'an' and 'the' • capital letters for sentence beginnings and some proper nouns • full stops, question marks and exclamation marks • commas to separate single words in a list.	The student uses knowledge of grammar and punctuation conventions in a variety of sentence structures. They consistently identify or correctly use: • nouns, verbs, adjectives, pronouns and adverbs in a sentence • conjunctions that complete compound sentences • simple, compound and some complex sentences • agreement between verbs and simple subjects • the reference for a pronoun in a sentence • the articles 'a', 'an' and 'the' • capital letters for sentence beginnings and proper nouns • appropriate punctuation at a sentence boundary • quotation marks for direct speech • commas to separate words in a list • apostrophes for contraction.

Grammar and Punctuation Year 5

Needs additional support	Developing	Strong	Exceeding
The student uses knowledge of some grammar and punctuation conventions in short sentences. They may identify or correctly use: - simple sentences - familiar nouns, verbs and adjectives in sentences - frequently used personal pronouns - conjunctions to complete compound sentences - sentence purposes - full stops - question marks.	The student uses knowledge of grammar and punctuation conventions in a small range of sentence structures. They sometimes identify or correctly use: - simple and some compound sentences - some nouns, verbs, pronouns and adjectives in sentences - agreement between verbs and simple subjects - conjunctions that complete a compound sentence - the articles 'a', 'an' and 'the' - quotation marks for direct speech - full stops, question marks and exclamation marks - capital letters, including for some proper nouns - commas to separate single words in a list.	The student uses knowledge of grammar and punctuation conventions in a variety of sentence structures. They often identify or correctly use: - simple, compound and some complex sentences - nouns, verbs, pronouns, adjectives and adverbs in sentences - some noun and verb groups/phrases - the reference for a pronoun in a sentence - a single independent clause in a sentence - quotation marks for direct speech - reported or indirect speech - commas to separate words in a list - apostrophes for contraction.	The student uses knowledge of grammar and punctuation conventions in increasingly sophisticated sentences. They consistently identify or correctly use: - simple, compound and complex sentences - nouns, verbs, pronouns, adjectives and adverbs in sentences - noun, verb, adjective and adverb groups/phrases - agreement of verbs with collective nouns, indefinite pronouns and compound subjects - modal words to express degrees of certainty or obligation - the reference for a pronoun in a sentence - main and subordinate clauses in a sentence - apostrophes for contraction and possession - quotation marks for direct speech - reported or indirect speech - commas to separate words in a list and clauses in sentences.

Grammar and Punctuation Year 7

Needs additional support	Developing	Strong	Exceeding
The student uses knowledge of grammar and punctuation conventions in a small range of sentence structures. They may identify or correctly use: • simple and compound sentences • nouns, verbs, adjectives and adverbs in sentences • frequently used personal pronouns • conjunctions to complete compound sentences • sentence purposes • agreement of verbs with simple subjects • full stops, question marks and exclamation marks • capital letters for sentence beginnings and some proper nouns.	The student uses knowledge of grammar and punctuation conventions in a variety of sentence structures. They sometimes identify or correctly use: • simple, compound and some complex sentences • nouns, verbs, pronouns, adjectives and adverbs in sentences • some noun, verb and adjective groups/phrases • conjunctions to complete compound sentences • the main clause in a sentence • all types of sentence boundary punctuation • quotation marks for direct speech • commas to separate words in a list • apostrophes for contraction and possession.	The student uses knowledge of grammar and punctuation conventions in increasingly sophisticated sentences. They often identify or correctly use: • simple, compound and complex sentences • noun, verb, adjective and adverb groups/phrases • main and some subordinate clauses in a sentence • modal words to express degrees of certainty or obligation • synonyms and antonyms • commas to separate words in a list and clauses in sentences • quotation marks for titles and direct speech • reported or indirect speech • apostrophes for contraction and possession.	The student uses knowledge of grammar and punctuation conventions in sophisticated sentences. They consistently identify or correctly use: • noun, verb, adjective and adverb groups/phrases • abstract nouns • agreement of verbs with collective nouns, indefinite pronouns and compound subjects • main and subordinate clauses in sentences • synonyms and antonyms • modal words to express degrees of certainty or obligation • commas to separate clauses in sentences • punctuation including colons, semicolons, dashes and brackets. They identify how sentences can be refined for clarity and impact by omitting redundant words or using nominalisations of verbs.

Grammar and Punctuation Year 9

Needs additional support	Developing	Strong	Exceeding
The student uses knowledge of grammar and punctuation conventions in a small range of sentence structures. They may identify or correctly use: • simple and compound sentences • nouns, verbs, pronouns, adjectives and adverbs in sentences • some noun, verb and adjective groups/phrases • a single independent clause in a sentence • agreement of verbs with simple subjects • quotation marks for direct speech • commas to separate single words in a list • appropriate punctuation at a sentence boundary.	The student uses knowledge of grammar and punctuation conventions in a variety of sentence structures. They sometimes identify or correctly use: • simple, compound and complex sentences • noun, verb and adjective groups/phrases • main and subordinate clauses in a sentence • quotation marks for titles and direct speech • apostrophes for contraction and possession • brackets in a sentence and colons to introduce a list • commas to separate words in a list and clauses in sentences.	The student uses knowledge of grammar and punctuation conventions in increasingly sophisticated sentences. They often identify or correctly use: • noun, verb, adjective and adverb groups/phrases • abstract nouns • main and subordinate clauses in a sentence • the noun a pronoun refers to in a sentence • agreement of verbs with collective nouns, indefinite pronouns, noun groups and compound subjects • modal words to express degrees of certainty or obligation • commas to separate words in a list and clauses in sentences • punctuation including colons, brackets and dashes. They identify how sentences can be refined for clarity by omitting redundant words.	The student uses knowledge of a wide range of grammar and punctuation conventions in sophisticated sentences. They consistently identify or correctly use: • active or passive voice • verbless clauses • non-finite verbs • agreement of verbs with collective nouns, indefinite pronouns, noun groups and compound subjects • modal words to express degrees of certainty or obligation • parallel construction of sentences • commas to separate clauses in complex sentences • punctuation including colons, semicolons, dashes and brackets. They identify how sentences can be refined for clarity and impact by precise and effective use of words and grammatical conventions, such as omitting redundant words or using nominalisations of verbs.