

# How to interpret the

# SSSR

The purpose of a Student and School Summary Report (SSSR) is to provide feedback on how students and cohorts of students within schools performed in NAPLAN tests. It is intended to be used by schools to inform teaching and learning programs, and is not for distribution to parents and carers.

The SSSR enables school staff to identify areas of strength and areas for development for students, linked to the Australian Curriculum.

The NAPLAN scale was reset in 2023. Results can be compared over time from 2023 onwards, but not to years prior to 2023.

From 2023, student achievement is measured using proficiency standards. More information on proficiency standards is available on the NAP website at [www.nap.edu.au](http://www.nap.edu.au).

SSSRs are generated using the online assessment platform. The SSSR provides information at school, class and individual student level.

Columns in tables can be sorted by clicking on table headings.

School item report

Class summary report

Class test report

Student reports

Student results table

Student results graph

## School item report

Item ID	Item Name	Year Level	Attempts	Correct	% Correct	Incorrect	Not Attempted	Subdomain	Subitem	Curriculum Content Code	Description
JK000001	Needs additional support	Year 5	10	0	0%	10	0	0	0	0	0
JK000002	Developing	Year 5	10	5	50%	5	0	0	0	0	0
JK000003	Strong	Year 5	10	8	80%	2	0	0	0	0	0
JK000004	Exceeding	Year 5	10	10	100%	0	0	0	0	0	0

### About the Student and School Summary Report

The student and school summary report (SSSR) enables schools to see how their students, classes and year groups performed in NAPLAN tests. The SSSR is composed of six school-facing reports, intended for use by schools: school item report; class summary report; class test report; student report; student results table; student results graph.

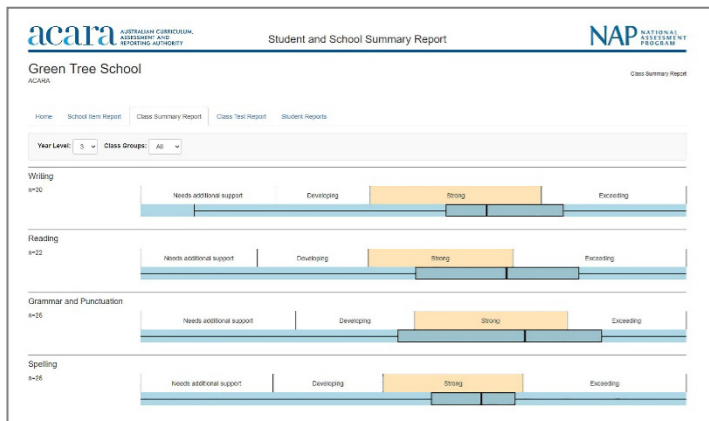
NAPLAN online allows faster delivery of test results for students who completed the test online. However, while results are not expected to change to any large degree, the reports should be considered preliminary until results are available for all students, including writing results which take longer to mark. Once results for all students and all test domains are available and have been analysed, the Individual Student Reports for NAPLAN will be available to be distributed according to the National protocols for test administration.

The online tests for numeracy, reading and conventions of language were delivered in a staged adaptive design, where students were presented with different pathways through the test depending on their performance in the test to that point. This allows students to engage with questions that are targeted to their level of achievement. As a result, not all students will have seen the same questions in these tests.

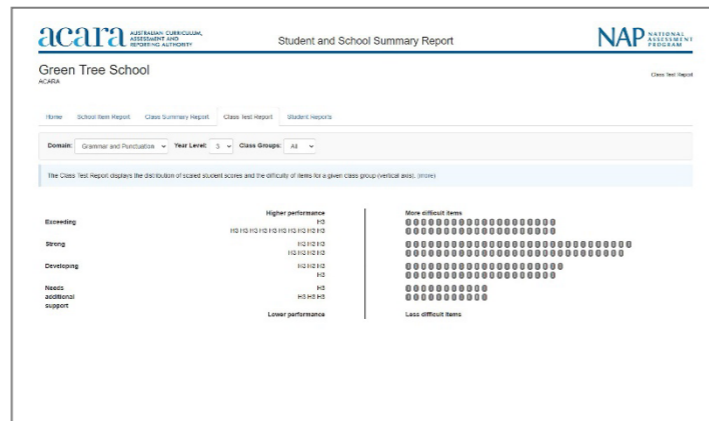
## Student reports

Student ID	Local/Student ID	Student Name	Year Level	Class Group	Domain	Proficiency	Attempted	Correct	Incorrect	Not Attempted	Proficiency Level	Participation Code
HBW1 3-001	HBW1 3-001	John Doe	5	010	Grammar and Punctuation	000	0	0	0	0	Needs additional support	Participated
HBW1 3-002	HBW1 3-002	Jane Smith	5	010	Grammar and Punctuation	000	27	27	0	0	Strong	Participated
HBW1 3-003	HBW1 3-003	Michael Brown	5	010	Grammar and Punctuation	000	27	21	6	0	Strong	Participated
HBW1 3-004	HBW1 3-004	Emily White	5	010	Grammar and Punctuation	000	27	12	15	0	Strong	Participated
HBW1 3-005	HBW1 3-005	David Black	5	010	Grammar and Punctuation	000	27	15	12	0	Strong	Participated
HBW1 3-006	HBW1 3-006	Sarah Green	5	010	Grammar and Punctuation	000	27	25	2	0	Strong	Participated
HBW1 3-007	HBW1 3-007	James Grey	5	010	Grammar and Punctuation	000	27	18	9	0	Strong	Participated

## Class summary report

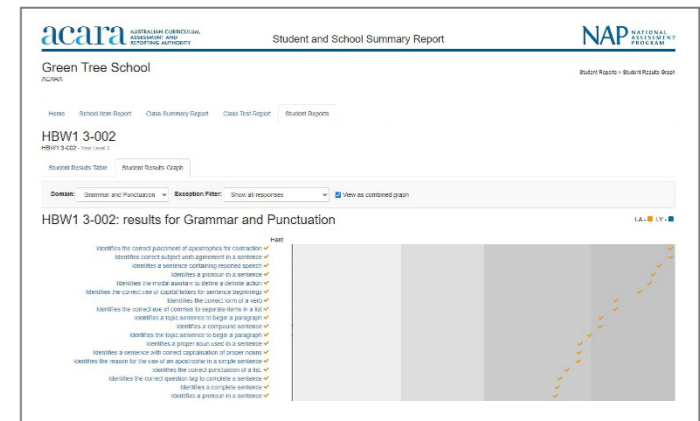


## Class test report



## (click) Student record

Question Code	Item ID	Student	Year Level	Proficiency Level	Subdomain	Description	Student Answer
1	X000001	John Doe	5	Needs additional support	Language	Identifies an adjective in a sentence.	
2	X000002	Jane Smith	5	Needs additional support	Language	Identifies an adverb in a sentence.	
3	X000003	Michael Brown	5	Developing	Language	Identifies the sentence which requires a coordinating conjunction.	
4	X000004	Emily White	5	Developing	Language	Identifies the correct coordinating conjunction to complete a sentence.	



Student results table

Student results graph

# SSSR

## School item report

A school item report displays data for all items administered to students within a school, filtered by domain, subdomain, year level and node.

This report indicates the number of students particular items were allocated to, the number of correct answers, the number of incorrect answers and the number of times where a student was allocated an item but did not attempt to answer.

The percentage of correct answers for each item and the percentage of students who were allocated that item are also included.

Item difficulty is shown as a scale score with the associated proficiency level for each item. The subdomain, a link to the Australian Curriculum (v8.4) content code and descriptor are also displayed for each item.

Item ID	Node	Item difficulty	Proficiency Level	Attempts	Correct	% Correct	Incorrect	Not Attempted	% Attempted	Subdomain	Curriculum Content Code	Descriptor
x00151809	A	206	Needs additional support	8	6	75	2	0	31	Language	ACELA1493	Identifies the correct preposition in a sentence
x00143650	C	206	Needs additional support	4	3	75	1	0	15	Language	ACELA1481	Identifies the correct determiner to complete a s
x00023541	C	209	Needs additional support	1	0	0	1	0	4	Language	ACELA1482	Identifies the correct tense of a sentence
x00186520	C	213	Needs additional support	3	2	67	1	0	12	Language	ACELA1468	Identifies a correct adjective to complete a sentr
x00110465	C	226	Needs additional support	1	0	0	1	0	4	Language	ACELA1467	Identifies the sentence with correct use of a coc conjunction
x00143981	C	228	Needs additional support	4	3	75	1	0	15	Language	ACELA1495	Identifies a correct preposition to complete a se

### Item exemplar

The item exemplars show the skills assessed and are grouped by item difficulty. These are not the set of items that the student saw. Click on an item's descriptor to see the exemplar for that item.

### Link to the Australian Curriculum

### Nodes

There are 6 nodes for reading, grammar and punctuation and numeracy: A, B, C, D, E, F. Spelling has 5 nodes: SA, SB, SD, PB, PD. Nodes are reached by branching.

The SSSR pathway is defined by the nodes; for example, ABE (reading, grammar and punctuation and numeracy) or SA, SB, PB (spelling).

Each node contains multiple testlets of similar difficulty and content; that is, A1, A2, A3 and so on.

### Item difficulty

Item difficulty is shown as a location on the NAPLAN scale, which ranges from 0 to 1,000. The higher the number, the more difficult the item is.

### Proficiency levels

The scale for each domain is divided into 4 proficiency levels (Exceeding, Strong, Developing and Needs additional support). The proficiency levels are relative to the expectations for that year of schooling. For example, the same proficiency level represents more challenging skills and understandings in Year 7 than in Year 5.





# How to interpret the

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## Class summary report

A class summary report shows one box plot for each domain. A box plot is also called a "box-and-whisker diagram". A whisker extends from the lowest to the highest score. A box extends from the 25th to the 75th percentile, so that it contains the middle 50% of scores. A box is divided by a line to indicate the median score.

The class summary report displays the same 4 proficiency levels that are shown on NAPLAN individual student reports. Elements of the box plot may not be displayed if they fall outside of the graph area.

**n = 26**

This shows the number of students in this class who participated in the test, including students with a refusal participation status.

The highlighted orange proficiency level shows where the median score is located and is a quick visual cue to the user. The median is the mid-point between the highest and lowest scores.

All Year 3 students and some students in Years 5, 7 and 9 complete the writing test on paper. Their results are imported into the platform and are displayed in this report.



# How to interpret the

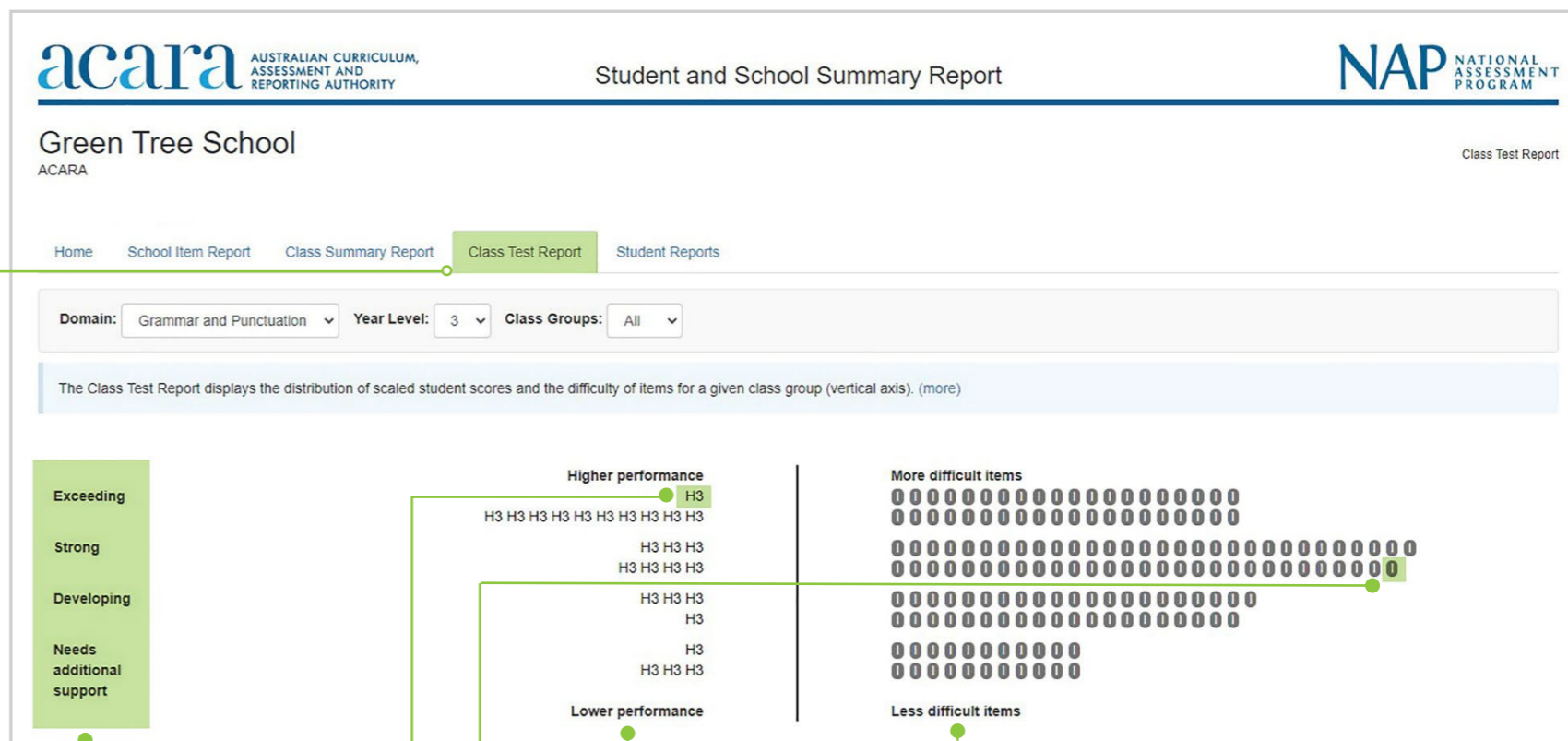
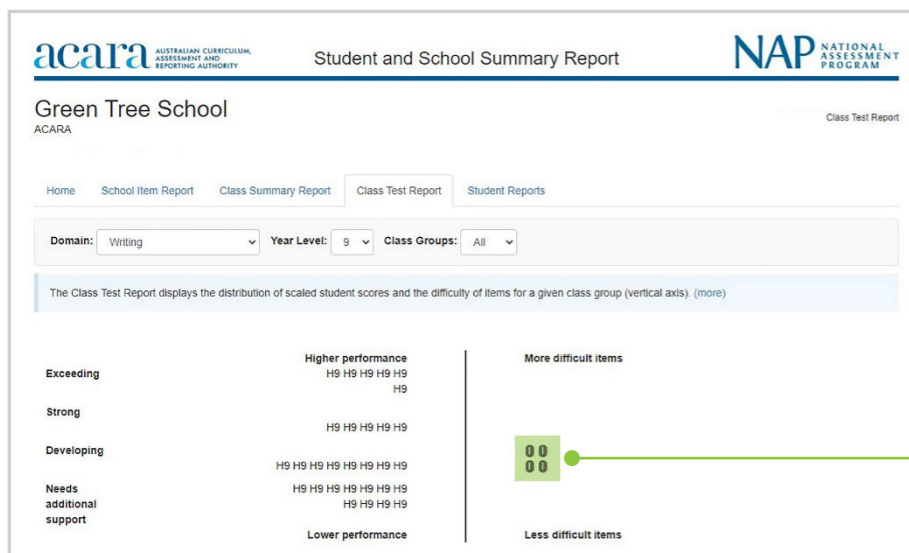
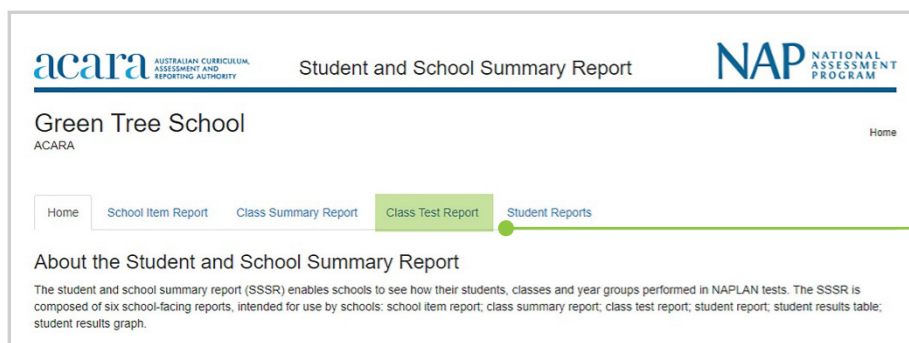
# SSSR

## Class test report

A class test report shows the range of student performance compared with the difficulty of items. This report can be generated for each class or for all classes within a year level.

The person-item map in this graph provides visual information about the difficulty of items relative to the performance of students. Exemplar items from the school item report are provided for context.

The class test report displays the distribution of student scale scores across proficiency levels, and the difficulty of items for a given class group on a vertical axis. The class test report displays the same 4 proficiency levels that are shown on NAPLAN individual student reports.



**Writing**  
The item difficulty that displays in this field is the average score for all writing prompts for this year level.

### Proficiency levels

Students' initials are placed within their relevant proficiency level.

### Student's initials

Click on a student's initials to see detailed results for this student (in the "Student results" table).

### Item exemplar

The item exemplars show skills assessed and are grouped by item difficulty. These are not the set of items that the student saw.

For example, the student is at the Exceeding level. Click the items beside the Exceeding proficiency level to see exemplars for items that are targeted to that student cohort ability.

### Student achievement

Student achievement is displayed and ordered on this side of the report against the NAPLAN proficiency levels. Students who completed the writing test on paper are included in the class test report.

### Items and item difficulty

Item exemplars are displayed on this side of the report. The items are ordered by relative difficulty. The most difficult items are at the top and the least difficult items are at the bottom. Not all students sit all the items.



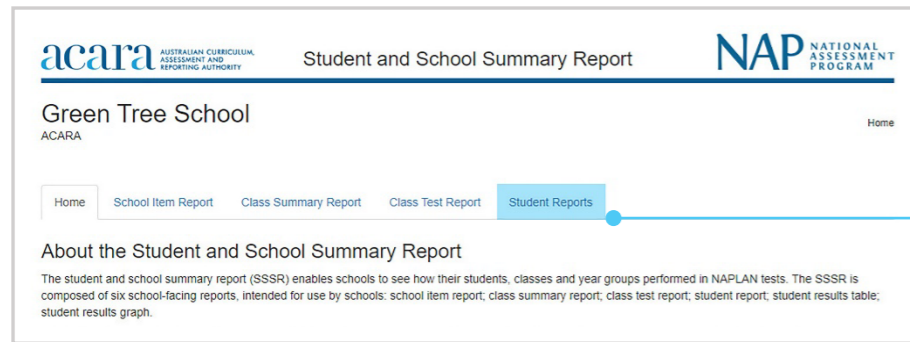


# SSSR

A student report shows the summary results for all students by domain in a year level within a school. More detailed results for each student, including all item descriptors, can be accessed by clicking on the student's record.

The report shows results for each student, including the proficiency level achieved and the test pathway taken.

## Student reports: reading and numeracy



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Home School Item Report Class Summary Report Class Test Report Student Reports

About the Student and School Summary Report

The student and school summary report (SSSR) enables schools to see how their students, classes and year groups performed in NAPLAN tests. The SSSR is composed of six school-facing reports, intended for use by schools: school item report, class summary report, class test report, student report, student results table, student results graph.

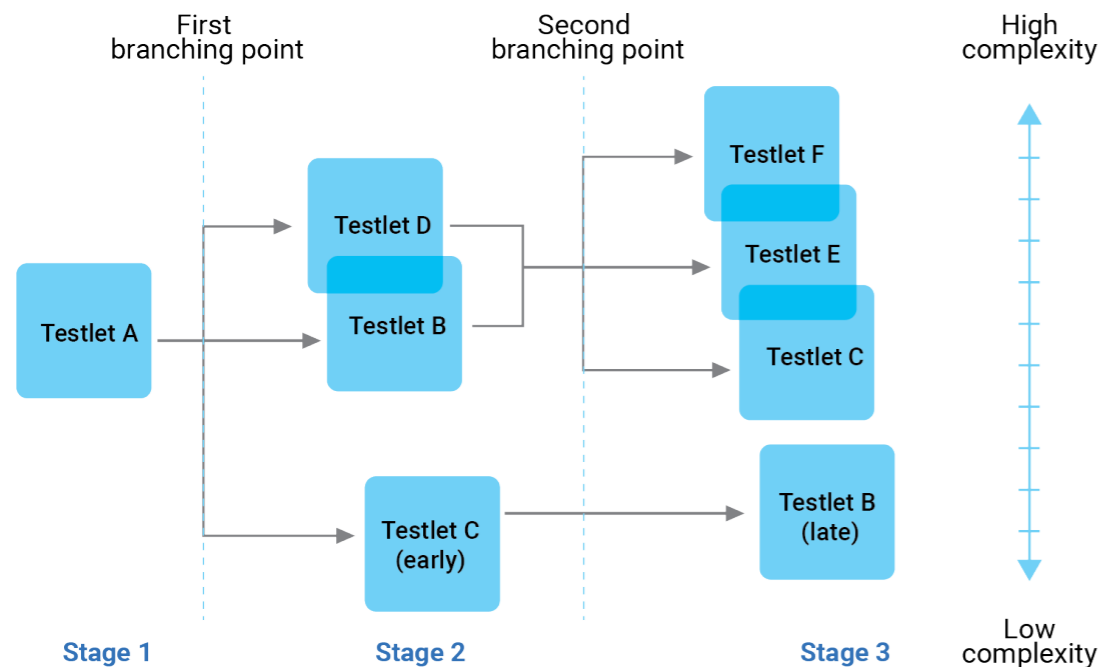
Domain: Numeracy Student Name: Year Level: 3 Class Groups: All Export

Select an attempt to view the student's report.

Student ID	Local Student ID	Student Name	Year Level	Class Groups	Domain	Pathway	Attempted	Correct	Incorrect	Not attempted	Proficiency level	Participation code
HBW1 3-001		HBW1 3-001	3	BT3	Numeracy	A D E	36	31	5	0	Exceeding	Participated
HBW1 3-002		HBW1 3-002	3	BT3	Numeracy	A B E	36	20	16	0	Strong	Participated
HBW1 3-003		HBW1 3-003	3	BT3	Numeracy	A D E	36	24	12	0	Strong	Participated
HBW1 3-004		HBW1 3-004	3	BT3	Numeracy	A D F	36	25	11	0	Exceeding	Participated
HBW1 3-005		HBW1 3-005	3	BT3	Numeracy	A C B	36	33	3	0	Exceeding	Participated
HBW1 3-006		HBW1 3-006	3	BT3	Numeracy	A C B	36	9	27	0	Needs additional support	Participated
HBW1 3-007		HBW1 3-007	3	BT3	Numeracy	A B F	36	29	7	0	Exceeding	Participated
HBW1 3-008		HBW1 3-008	3	BT3	Numeracy	A B E	36	21	15	0	Strong	Participated

Students see one testlet at each stage. Depending on their score at the end of the stage, they branch to testlets of different complexity. Once the complexity is determined by branching, multiple versions of each testlet are available and are rotationally assigned to students.

### Reading and numeracy tailored test design



### Reading and numeracy

All students at each year level start with questions that test the same range of complexity (testlet A). Depending on the student's test performance in testlet A, the second testlet includes questions with content that may be less complex (B) or more complex (D). Low-achieving students may proceed from A to C.

At the end of the second testlet, the student is directed to the third testlet, again depending on their test performance. The final testlet also includes content of increasing complexity: C vs E vs F. Students who proceeded from A to C will be branched to B.

### Proficiency levels

The 4 proficiency levels cover the full range of student achievement in the tests at each year level. NAPLAN reading and numeracy use a tailored test design. The tests automatically adapt to a student's test performance and ask questions that match the student's achievement level.

NAPLAN results for each student are based on both the number and difficulty of the questions the student answered correctly. A student who completes a more complex set of questions is more likely to achieve a higher score. A student who answers the same number of questions correctly, but follows a less complex pathway, will achieve a lower score.



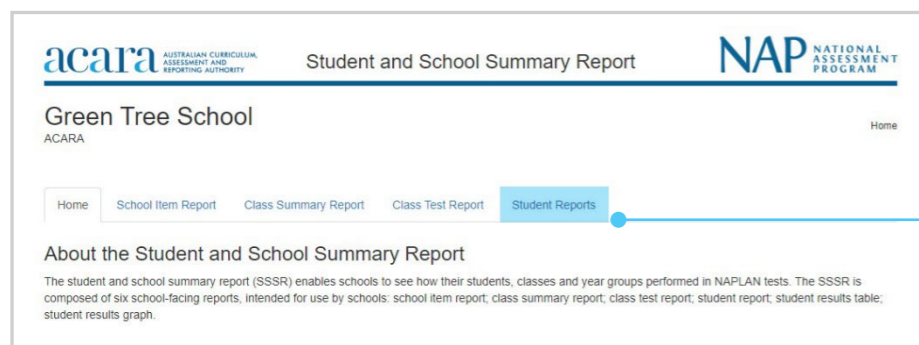
# How to interpret the

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A student report shows the summary results for all students by domain in a year level within a school. More detailed results for each student, including all items attempted by the student, can be accessed by clicking on the student's record.

The report shows results for each student, including the proficiency level achieved and the test pathway taken.

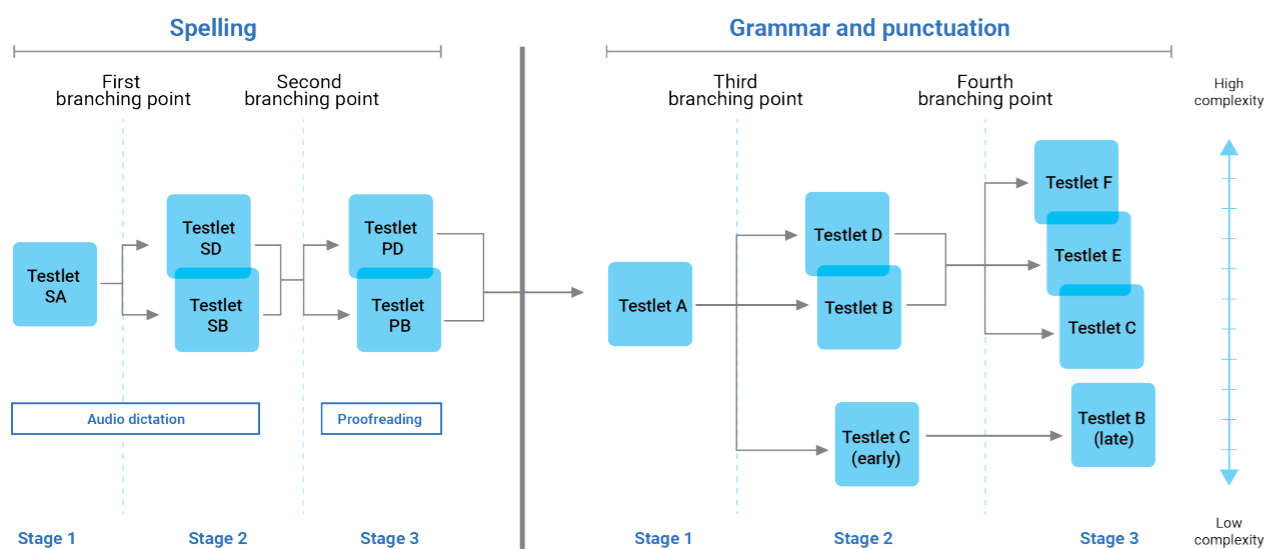
## Student reports: conventions of language



Student ID	Local Student ID	Student Name	Year Level	Class Groups	Domain	Pathway	Attempted	Correct	Incorrect	Not attempted	Proficiency level	Participation code
HBW1 9-001		HBW1 9-001	9	BT9	Grammar and Punctuation	A B C	27	17	10	0	Developing	Participated
HBW1 9-002		HBW1 9-002	9	BT9	Grammar and Punctuation	A D E	27	11	16	0	Developing	Participated
HBW1 9-003		HBW1 9-003	9	BT9	Grammar and Punctuation	A C D	27	7	20	0	Needs additional support	Participated
HBW1 9-004		HBW1 9-004	9	BT9	Grammar and Punctuation	A D E	27	18	9	0	Strong	Participated
HBW1 9-005		HBW1 9-005	9	BT9	Grammar and Punctuation	A D E	27	17	10	0	Strong	Participated
HBW1 9-006		HBW1 9-006	9	BT9	Grammar and Punctuation	A D F	27	16	11	0	Strong	Participated
HBW1 9-007		HBW1 9-007	9	BT9	Grammar and Punctuation	A C D	27	27	0	0	Exceeding	Participated

Students see one testlet at each stage. Depending on their score at the end of the stage, they branch to testlets of different complexity. Once the complexity is determined by branching, multiple versions of each testlet are available and are rotationally assigned to students.

### Conventions of language tailored test design



### Conventions of language

All students at each year level start with the same set of audio spelling questions (testlet SA) before branching to less complex questions (testlet SB) or more complex questions (testlet SD). Students are then branched to proofreading questions PB (less complex) or PD (more complex), depending on their performance in previous questions.

When students have completed all spelling items, all students at each year level start with grammar and punctuation questions that test the same range of complexity (testlet A). Depending on the student's performance in testlet A, the second testlet includes questions with content that may be less complex (B) or more complex (D). Low-achieving students may proceed from A to C. At the end of the second grammar and punctuation testlet, the student is directed to the third testlet, again depending on their performance. The final testlet also includes content of increasing complexity: C vs E vs F. Students who proceeded from A to C are sent to B.

### Proficiency levels

The 4 proficiency levels cover the full range of student achievement in the tests at each year level. NAPLAN conventions of language uses a tailored test design. The tests automatically adapt to a student's test performance and ask questions that match the student's achievement level.

NAPLAN results for each student are based on both the number and difficulty of the questions the student answered correctly. A student who completes a more complex set of questions is more likely to achieve a higher score. A student who answers the same number of questions correctly, but follows a less complex pathway, will achieve a lower score.



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## Student results table

Click on the student's name in the student report.

Student ID	Local Student ID	Student Name	Year Level	Class Groups	Domain	Pathway	Attempted	Correct	Incorrect	Not attempted	Proficiency level	Participation code
HBW1 3-001		HBW1 3-001	3	BT3	Grammar and Punctuation		0	0	0	0	Needs additional support	Participated
HBW1 3-002		HBW1 3-002	3	BT3	Grammar and Punctuation	ABE	27	27	0	0	Exceeding	Participated
HBW1 3-003		HBW1 3-003	3	BT3	Grammar and Punctuation	ABE	27	21	6	0	Strong	Participated
HBW1 3-004		HBW1 3-004	3	BT3	Grammar and Punctuation	ABE	27	12	15	0	Strong	Participated
HBW1 3-005		HBW1 3-005	3	BT3	Grammar and Punctuation	ABE	27	16	11	0	Developing	Participated
HBW1 3-006		HBW1 3-006	3	BT3	Grammar and Punctuation	ABE	27	25	2	0	Exceeding	Participated
HBW1 3-007		HBW1 3-007	3	BT3	Grammar and Punctuation	ABE	27	18	9	0	Strong	Participated

### Nodes, pathways and testlets

There are 6 nodes for reading, grammar and punctuation and numeracy: A, B, C, D, E, F. Spelling has 5 nodes: SA, SB, SD, PB, PD. Nodes are reached by branching. The SSSR pathway is defined by the nodes; for example, ABE (reading, grammar and punctuation and numeracy) or SA, SB, PB (spelling).

Each node contains testlets: A1, A2, A3, etc. (for reading, grammar and punctuation and numeracy) and SA1, SA2, etc. (spelling). Testlets are allocated rotationally within a test session. Each testlet contains different questions/items.

A student results table shows a student's results for a single test.

If the item difficulty exceeds the scale score for the student in that domain, and the response is correct, the response is marked as an exception. Conversely, if the item difficulty is lower than the student-achieved score

on the NAPLAN scale, the incorrect response is flagged as an exception.

Question Order	Item ID	Testlet	Item difficulty	Proficiency level	Subdomain	Descriptor	Student Marked Response
1	x00195494	A2NC	430	Needs additional support	Number and Algebra	Compares the magnitude of numbers in the thousands	✓
2	x00191508	A2NC	472	Developing	Number and Algebra	Solves a multi-step multiplicative problem involving basic facts	✓
3	x00195751	A2NC	492	Developing	Number and Algebra	Solves an additive problem involving difference	✓
4	x00191215	A2NC	545	Strong	Number and Algebra	Converts between fractions and percentages	✗
5	x00023057	A2NC	563	Strong	Number and Algebra	Multiplies and divides decimals by powers of 10	✗

### Exception filter

Select the exception filter to see the items that have been answered correctly when the student would have been expected to answer the item incorrectly, or vice versa.

If the scale score for the item exceeds the scale score for the student in that domain, and the response is correct, the response is marked as an exception. Conversely, if the item is lower than the student-achieved score on the NAPLAN scale, the incorrect response is also flagged as an exception.





# How to interpret the

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## Student results graph

A student results graph provides a graphical representation of a student's results for a single test. The student results graph may be used to review the student performance compared to the difficulty of items by domain as well as by subdomain.

Items are plotted by their NAPLAN scale score on the horizontal axis, and from least to most complex on the vertical axis.

Click on the student's name in the student report.

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Home School Item Report Class Summary Report Class Test Report Student Reports

Domain: Numeracy Student Name: Year Level: 3 Class Groups: All

Student ID	Local Student ID	Student Name	Year Level	Class Groups	Domain	Pathway	Attempted	Correct	Incorrect	Not attempted	Proficiency level	Participation code
HBW1 3-001		Student Name	3	BT3	Numeracy	3 3 3	36	31	5	0	Exceeding	Participated
HBW1 3-002	HBW1 3-002		3	BT3	Numeracy	3 3 3	36	20	16	0	Strong	Participated
HBW1 3-003	HBW1 3-003		3	BT3	Numeracy	3 3 3	36	24	12	0	Strong	Participated
HBW1 3-004	HBW1 3-004		3	BT3	Numeracy	3 3 3	36	25	11	0	Exceeding	Participated
HBW1 3-005	HBW1 3-005		3	BT3	Numeracy	3 3 3	36	33	3	0	Exceeding	Participated
HBW1 3-006	HBW1 3-006		3	BT3	Numeracy	3 3 3	36	9	27	0	Needs additional support	Participated

Green Tree School  
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Home School Item Report Class Summary Report Class Test Report Student Reports

Student Name  
Student Name - Year Level 3

Student Results Table Student Results Graph

Domain: Numeracy Exception Filter: Show all responses  View as combined graph

Student Name: results for Numeracy

MG - NA - SP

Hard

- Informally compares masses ✓
- Interprets data to solve a problem involving comparison ✓
- Interprets a column graph in context ✓
- Orders and compares large numbers ✓
- Continues a pattern with constant increments ✓
- Solves a problem involving grouping and multiplication ✓
- Compares the capacity of objects using informal units ✓
- Identifies a fraction of a quantity ✓
- Solves an additive problem involving difference ✓
- Solves an additive problem involving place value partitioning ✓
- Solves a simple multiplication problem involving whole numbers ✓
- Compares lengths by direct comparison ✗
- Interprets criteria to identify a date using a calendar ✓
- Solves an addition/subtraction calculation using a number sentence ✓
- Determines a common fraction of a given object ✓
- Determines a volume using informal units ✗
- Solves a multi-step additive problem involving whole numbers ✓
- Continues a pattern with constant increments ✓

View as combined graph: uncheck the box to view the items by subdomain.

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Home School Item Report Class Summary Report Class Test Report Student Reports

Student Name  
Student Name - Year Level 3

Student Results Table Student Results Graph

Domain: Numeracy Exception Filter: Show all responses  View as combined graph

Student Name: results for Numeracy

Measurement and Geometry - MG - ■

- Informally compares masses ✓
- Compares the capacity of objects using informal units ✓
- Compares lengths by direct comparison ✗
- Interprets criteria to identify a date using a calendar ✓
- Determines a volume using informal units ✗
- Uses directional language to give and follow directions ✓
- Reads an analogue clock to the quarter hour ✓
- Expresses duration using similar units of time ✓
- Identifies the features of a 2D shape ✓
- Compares angle sizes in context ✓
- Describes location using positional language ✓

Number and Algebra - NA - ■

- Orders and compares large numbers ✓
- Continues a pattern with constant increments ✓
- Solves a problem involving grouping and multiplication ✓
- Identifies a fraction of a quantity ✓
- Solves an additive problem involving difference ✓
- Solves an additive problem involving place value partitioning ✓
- Solves a simple multiplication problem involving whole numbers ✓

### Subdomain codes

The subdomain of each item is colour-coded.

**Numeracy** – Measurement and geometry (MG), Number and algebra (NA), Statistics and probability (SP)

**Reading** – Language (LA), Literacy (LY), Literature (LT)

**Grammar and punctuation** – Grammar (GR), Punctuation (PU)

**Spelling** – Audio dictation (AD), Proofreading (PR)





# How to interpret the

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Students in Years 5, 7 and 9 completed the NAPLAN writing test online. Schools will be able to view the item (prompt) data for the writing test, as well as the script written by each student who sat a writing test online. Where students sat a paper writing test, the script will not be visible.

Writing scores will be uploaded to the platform after the scripts have been marked. The uploaded scores will include students in Years 3, 5, 7 and 9 who completed a writing paper test.

## Student reports: writing displays

### Student report

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Green Tree School ACARA Student Reports

Home School Item Report Class Summary Report Class Test Report Student Reports

Domain: Writing Student Name: Year Level: 3 Class Groups: All Export

Select an attempt to view the student's report.

Student ID	Local Student ID	Student Name	Year Level	Class Groups	Domain	Test Name	Pathway	Attempted	Correct	Incorrect	Not attempted	Proficiency level	Participation code
HBW1 3-001		Student Name	3	BT3	Writing	NAPLAN Writing 2024 Year 3		1			0	Exceeding	Alternative Format
HBW1 3-002	HBW1 3-002		3	BT3	Writing	NAPLAN Writing 2024 Year 3		1			0	Exceeding	Alternative Format
HBW1 3-003	HBW1 3-003		3	BT3	Writing	NAPLAN Writing 2024 Year 3		1			0	Exceeding	Alternative Format
HBW1 3-004	HBW1 3-004		3	BT3	Writing	NAPLAN Writing 2024 Year 3		1			0	Exceeding	Alternative Format
HBW1 3-005	HBW1 3-005		3	BT3	Writing	NAPLAN Writing 2024 Year 3		1			0	Strong	Alternative Format
HBW1 3-006	HBW1 3-006		3	BT3	Writing	NAPLAN Writing 2024 Year 3		1			0	Strong	Alternative Format

### Student results table

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Green Tree School ACARA Student Reports > Student Results Table

Home School Item Report Class Summary Report Class Test Report Student Reports

Student Name Student Name - Year Level 3

Student Results Table

Domain: Writing View Script

Criteria	Description	Student Score	Score Description
Audience	The writer's capacity to orient, engage and affect the reader.	4	Narrative text supports reader understanding and begins to engage the reader.
Text Structure	The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure.	3	Includes beginning, complication and resolution; may include multiple complications and resolutions.
Ideas	The creation, selection and crafting of ideas for a narrative.	4	Ideas are substantial and elaborated, and contribute effectively to a central storyline; story contains a suggestion of an underlying theme.
Character and Setting	Character: The portrayal and development of character. Setting: The development of a sense of place, time and atmosphere.	4	Details are selected to create distinct characters; maintains a sense of setting throughout by selecting details to create a sense of place and atmosphere.
Vocabulary	The range and precision of contextually appropriate language choices.	4	Sustained & consistent use of words & word groups that enhance the meaning or mood (may be some inappropriate or inaccurate word choices).
Cohesion	The control of multiple threads and relationships over the whole text, achieved through the use of referring words, substitutions, word associations and text connectives.	4	A range of cohesive devices is used correctly and deliberately to enhance reading an extended, highly cohesive piece of writing, showing continuity of ideas and tightly linked sections of text.

The student's scores for each of 10 criteria are displayed in the student results table.

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY Student and School Summary Report NAP NATIONAL ASSESSMENT PROGRAM

Green Tree School ACARA Student Reports > Student Results Table

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Student Name Student Name - Year Level 3

Student Results Table

Domain: Writing View Script

Student Name (example script for online test)

The haunted house

One summer holiday two children named Gemma and Harry went to their uncles house. They weren't very happy because their uncles house is a haunted house. Auntie also their uncle was a mad scientist, not very good. When Harry packed he made sure he had two torches, two walky talkys and his spy gear. Gemma made sure she had her hair brush, her mirror, her lip gloss and her gemstone bracelet.

When they got to his house in England it was all dark and mysterious but when their uncle opened the door he had a pleasant smile on his face and waddled goggles on his head. The second they walked in the house they heard a noise Chirrrrr. The kids were already scared. That night the children couldn't find their uncles and Harry said "I know it was going to happen lucky I brought my spy gear." And lucky I brought my lip gloss. Gemma said happily "What does that have to do with anything?" asked Harry angrily. "Well anyway lets see if he's in his science lab." continued Harry. When they got down there it was quiet until a live skeleton and a five eyed alien master jumped out and captured them.

The master and skeleton were going to eat their brains but the children were back out in karate and knocked the master unconscious and shattered the skeletons bones. What happened to their uncle no one knows. Everyone thinks he haunts the house but they wonder if that's the truth. As for the kids they happy the summer was over.

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Green Tree School ACARA Student Reports > Student Results Table

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Student Name Student Name - Year Level 3

Student Results Table

Domain: Writing View Script

Student Name: Script for Writing

This student completed NAPLAN Writing in an alternative format. The writing script is not available to view in this online report.

Criteria	Description	Student Score	Score Description
Audience	The writer's capacity to orient, engage and affect the reader.	3	Narrative text is internally consistent and contains sufficient information for the reader to follow it fairly easily.
Text Structure	The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure.	1	Minimal evidence of narrative structure; for example, a story beginning only or a 'middle' with no orientation.
Ideas	The creation, selection and crafting of ideas for a narrative.	5	Ideas are generated, selected and crafted to explore a recognisable theme; ideas are skilfully used in the service of the storyline.
Character and Setting	Character: The portrayal and development of character. Setting: The development of a sense of place, time and atmosphere.	1	Names characters and gives their roles, or names the setting, setting may be vague or confused.
Vocabulary	The range and precision of contextually appropriate language choices.	3	Four or more precise words or word groups.

Students who completed the writing test in an alternative format, including Year 3 writing test, will not be able to view the script in the SSSR.