This report shows the results for

The National Assessment Program — Literacy and Numeracy

In May 2014, national literacy and numeracy assessments were administered to students in Years 3, 5, 7 and 9 throughout Australia.

This report shows your child’s achievement in those assessments.

The information contained in this report should be considered together with school-based assessments and reports.

Literacy Assessment
The literacy assessment tasks measured student achievement in reading, persuasive writing and language conventions.

Reading
Students were required to read a range of texts similar to those used in Year 7 classrooms and answer questions of varying difficulty to show their understanding of the material.

Persuasive Writing
Students were directed to write in response to stimulus material. This writing task required students to generate and organise ideas and demonstrate their skills in vocabulary use, sentence structure, spelling and punctuation.

Language Conventions
Students were required to identify and correct spelling errors and answer multiple-choice questions on aspects of grammar and punctuation.

Numeracy Assessment
The two numeracy assessment tasks measured student achievement across number; algebra, function and pattern; measurement, chance and data; and space. Questions required students to apply mathematical knowledge, skills and understandings in a variety of contexts.

How to read the student report

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

Results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Results for Year 7 are reported across the range of Band 4 to Band 9, with Band 5 representing the national minimum standard for this year level.

The national average and the range of achievement for Year 7 students are also shown on the scale.

Your child’s results are shown on the inside pages of this report.
Students read a range of factual and non-factual texts of increasing length and complexity. Students were assessed on aspects of reading that included:
- finding information that is clearly stated or inferred
- connecting, interpreting and evaluating ideas in a text
- interpreting a character’s attitudes and behaviours
- understanding the relationship between events in a text
- recognising techniques intended to influence a reader
- identifying the main purpose of a text, paragraph, diagram or picture.

Students wrote a persuasive text and were assessed on aspects that included:
- supporting the reader and understanding the purpose of their writing
- structuring a persuasive text, developing ideas and points of argument, and making effective word choices
- using the conventions of written language such as grammar, punctuation, spelling and paragraphs.
Students were assessed on aspects of spelling, grammar and punctuation. Tasks included:

- correctly spelling multi-syllable words with common and difficult spelling patterns
- identifying errors and then correctly spelling words with common and difficult spelling patterns
- identifying examples of correct grammar usage
- recognising the correct use of a range of punctuation, including some less frequently used.

Students were assessed on aspects of numeracy. They were allowed to use a calculator for part of the assessment. Tasks included:

- interpreting and solving problems involving decimals and fractions
- solving rate problems
- using equations to solve problems
- using tables and graphs with multiple data sets
- using geometric properties of quadrilaterals and triangles
- solving problems involving 2-D shapes and 3-D objects
- calculating angle size.
## Summary of skills assessed

The skills described in the following table represent those typically assessed in NAPLAN tests for Year 7 students. These skills increase in difficulty from the lowest to the highest band. A student achieving a result in a particular band is likely to have correctly answered questions involving skills in that band and in each band below it.

<table>
<thead>
<tr>
<th>Band</th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Language Conventions</th>
<th>Numeracy</th>
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<td>9</td>
<td>Processes and interprets ideas that are implicit in a range of complex narrative and information texts. Analyses and evaluates evidence in persuasive texts and identifies language features to infer an author’s intended purpose and audience.</td>
<td>Incorporates elaborated ideas that reflect a worldwide view on the topic. Makes consistently precise word choices that engage and persuade the reader and enhance the writer’s point of view. Punctuates sentence beginnings and endings correctly and uses other complex punctuation correctly most of the time. Shows control and variety in paragraph construction to pace and direct the reader’s attention.</td>
<td>Identifies errors and correctly spells words with difficult spelling patterns (minuteness, severely, technological). Demonstrates knowledge of grammar and punctuation conventions in more complex texts, such as the correct use of possessive pronouns (its). Solves complex reasoning problems. Uses square roots and powers. Evaluates algebraic expressions and solves equations and inequalities using substitution. Interprets simple linear graph data and finds measures of centre. Calculates elapsed time across time zones. Determines angle size, area and volume of polygons and diameter and circumference of circles. Recognises congruence and uses similarity in regular shapes.</td>
<td>Solves non-routine problems and compares common fractions, decimals and key percentages. Continues linear patterns and identifies non-linear sides. Solves perimeter and area problems. Determines probabilities of outcomes of experiments. Classifies triangles and uses their properties. Identifies transformations of shapes and visualises changes to 3-D objects. Determines direction using compass points and angles of turn.</td>
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