acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Year 9

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 9 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

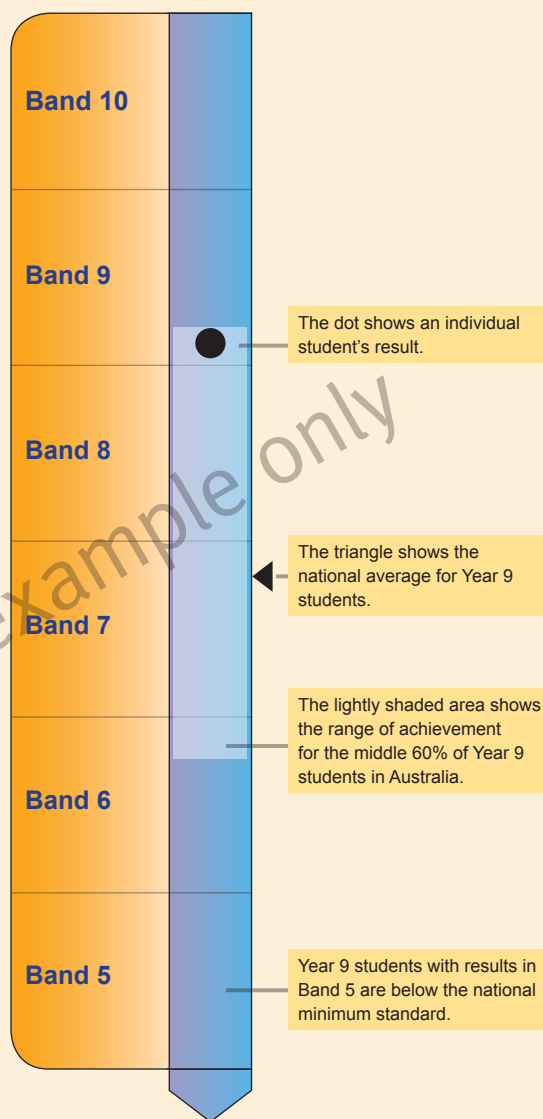A student's result is shown on an achievement scale for each assessment area.

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 9 are reported across the range of Band 5 to Band 10, with Band 6 representing the national minimum standard for this year level.

The national average and the range of achievement for Year 9 students are also shown on the scale.

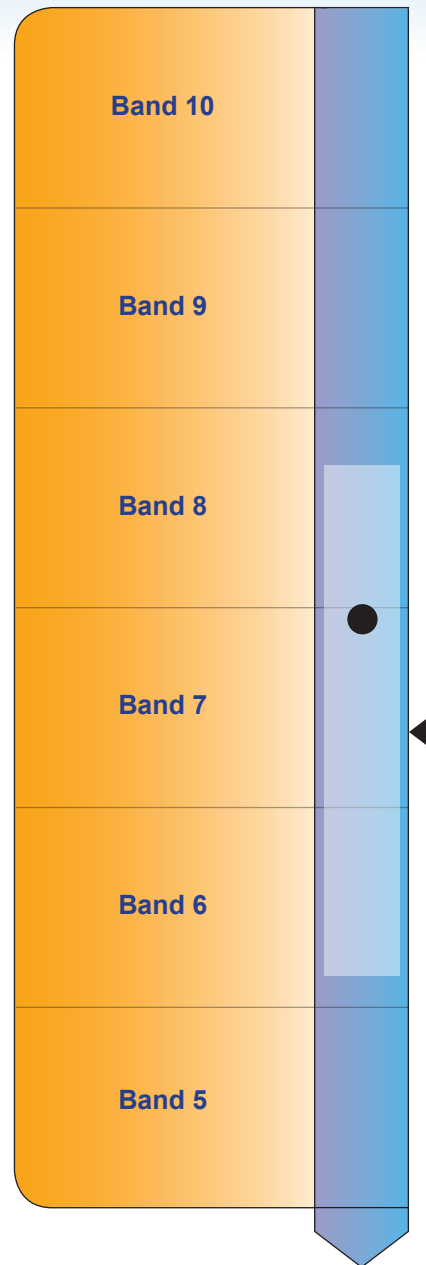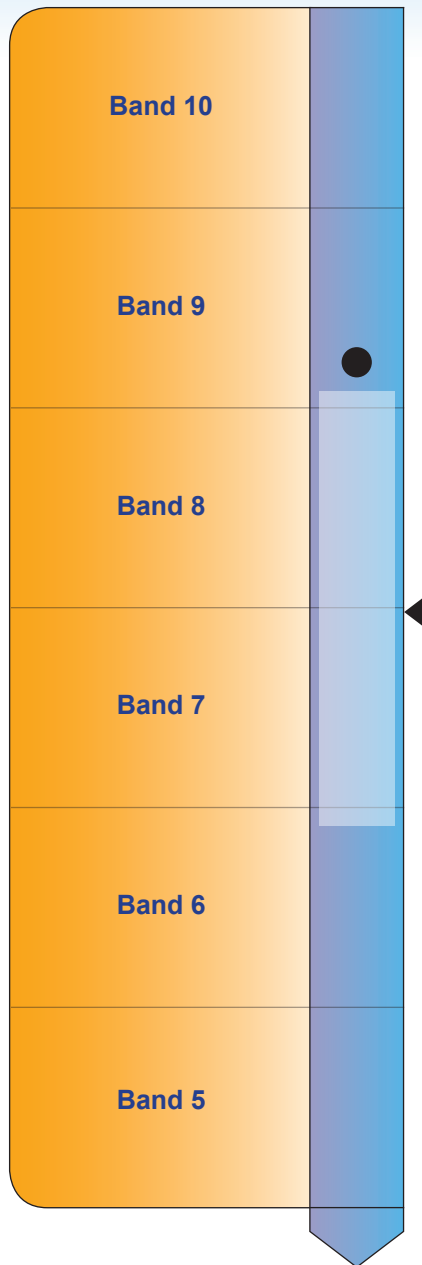Your child's results are shown on the inside pages of this report.

Band 10

Band 9

Band 8

Band 7

Band 6

Band 5

example only

The dot shows an individual student's result.

The triangle shows the national average for Year 9 students.

The lightly shaded area shows the range of achievement for the middle 60% of Year 9 students in Australia.

Year 9 students with results in Band 5 are below the national minimum standard.

KEY ● Individual student result   ◀ National average   ▨ Range of achievement for the middle 60% of Year 9 students in Australia

Year 9

Reading

Band 10
Band 9
Band 8
Band 7
Band 6
Band 5

Persuasive Writing

Band 10
Band 9
Band 8
Band 7
Band 6
Band 5

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 stated or inferred
- connecting, interpreting and evaluating ideas and events in a text
- reflecting on the causes of a character's motivations, feelings and responses
- understanding techniques intended to influence a reader
- interpreting text and language features in a text
- 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.
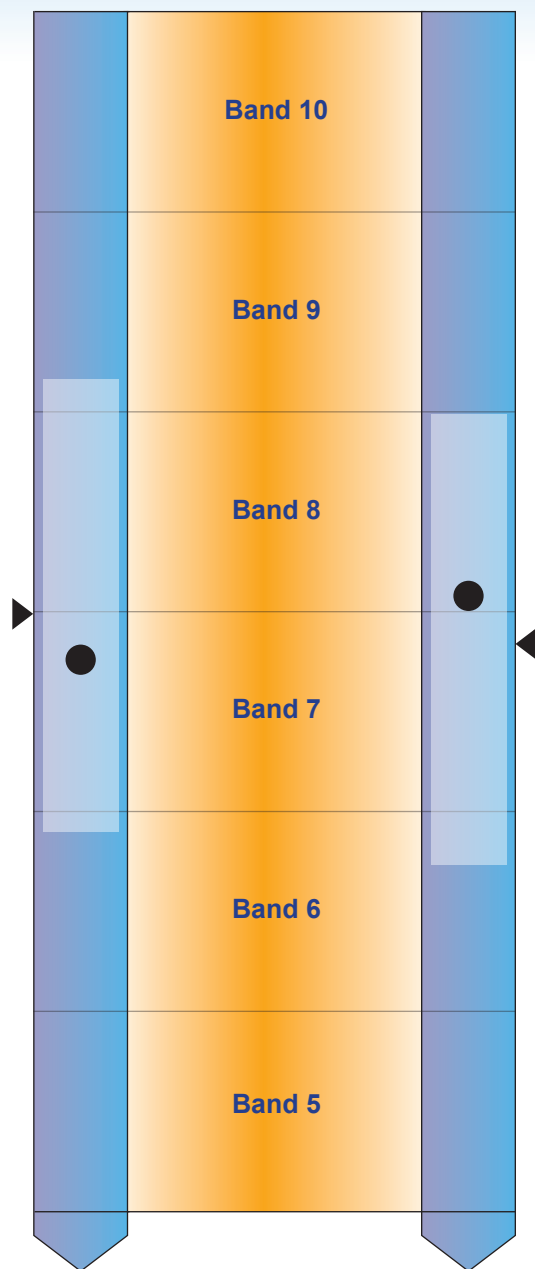
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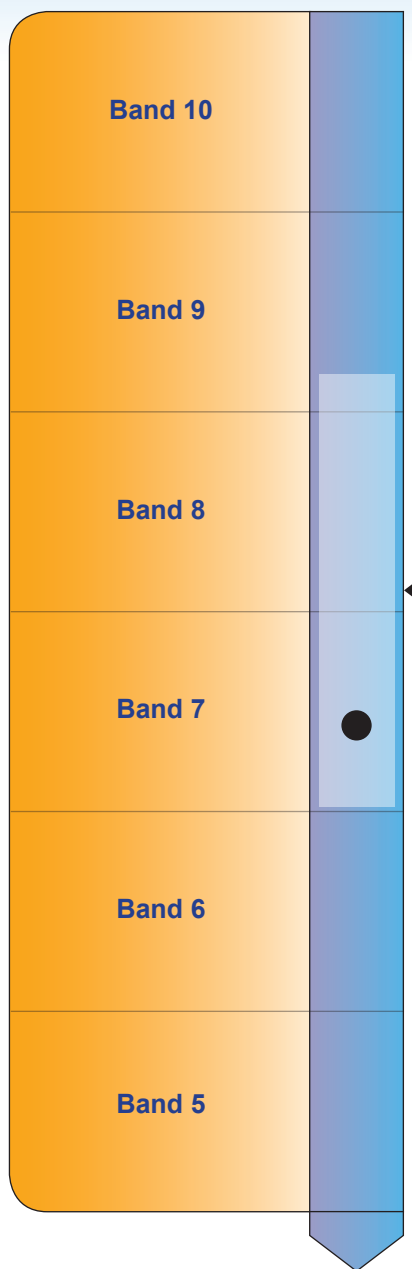
Language Conventions

Spelling **Grammar & Punctuation**

Numeracy

Year 9

| Band 10 |
| Band 9 |
| Band 8 |
| Band 7 |
| Band 6 |
| Band 5 |

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

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

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

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

Summary of skills assessed

The skills described in the following table represent those typically assessed in NAPLAN tests for Year 9 students. These skills increase in difficulty from the lowest to the highest band. A student achieving a result in a particular band is likely to have correctly answered questions involving skills in that band and in each band below it.

Year 9

Band	Reading	Persuasive Writing	Language Conventions	Numeracy
10	Analyses and critically evaluates aspects of complex texts to recognise an author's purpose and stance, and to identify: an underlying message, subtle character traits, tone and point of view.	Writes a cohesive, engaging persuasive text that explores universal issues and influences the reader. Creates a complete, well-structured and well-sequenced credible argument that effectively supports the writer's point of view. Effectively controls a variety of correct sentence structures. Uses punctuation correctly, including complex punctuation. Spells all words correctly, including many difficult and challenging words.	Identifies errors and correctly spells difficult words and challenging words (*interrupt, camouflaged, instantaneous*). Demonstrates knowledge of the correct use of a wide range of grammar and punctuation conventions in complex texts.	Uses mathematical understandings to solve complex problems including those involving irrational numbers. Interprets and uses index notation. Evaluates algebraic expressions and solves equations and inequalities using a range of algebraic strategies. Solves surface area and volume problems using geometric reasoning or formulas. Calculates and compares numerical probabilities. Applies knowledge of line and angle properties to spatial problems.
9	Evaluates and processes implicit ideas in a range of complex narrative and information texts and interprets complex vocabulary. Analyses and evaluates key evidence in persuasive texts. Identifies language and text features to infer an author's intended purpose and audience.	Incorporates elaborated ideas that reflect a worldwide view of 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.	Identifies errors and correctly spells words with difficult spelling patterns (*rehearsals, deliberately, consistently*). Demonstrates knowledge of grammar and punctuation conventions in more complex texts, such as the correct use of possessive pronouns (*its*) and rhetorical questions.	Solves complex reasoning problems. Uses square roots and powers. Evaluates algebraic expressions and solves equations and inequalities using substitution. Interprets simple linear graphs. Interrogates 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.
8	Interprets ideas and processes information in a range of complex texts. Analyses how characters' traits and behaviours are used to develop stereotypes. Analyses and interprets persuasive texts to identify bias and to infer a specific purpose and audience. Interprets vocabulary, including technical words, specific to an information text or topic.	Writes a cohesive text that begins to engage and persuade the reader. Makes deliberate and appropriate word choices to create a rational or emotional response. Attempts to reveal attitudes and values and to develop a relationship with the reader. Constructs most complex sentences correctly. Spells most words, including many difficult words, correctly.	Identifies errors and correctly spells most words with difficult spelling patterns (*angrily, substantial, performance*). Demonstrates knowledge of grammar and punctuation conventions in more complex texts, such as the correct use of adverbs, pairs of conjunctions (*neither, nor*), cause and effect structures, quotation marks for effect and for speech and apostrophes for plural possession (*parents'*).	Solves non-routine problems and compares common fractions, decimals and key percentages. Continues linear patterns and identifies non-linear rules. 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.
7	Applies knowledge and understanding of different text types and features to enhance meaning and infer themes and purpose. Identifies details that connect implied ideas across and within texts to process information and form conclusions. Interprets character motivation in narrative texts, the writer's values in persuasive texts and the main ideas in information texts.	Writes a persuasive text with a developed introduction, an elaborated body and a clear conclusion. Develops plausible arguments through use of logic, language choices and effective persuasive devices. Joins and orders ideas using connecting words and maintains clear meaning throughout the text. Correctly spells most common words and some difficult words, including words with less common spelling patterns and silent letters.	Identifies errors and correctly spells words with common spelling patterns and some words with difficult spelling patterns (*applauded, received, achievement*). Demonstrates knowledge of grammar and punctuation conventions in more complex texts, such as appropriate and consistent sentence structure and the correct use of square brackets, italics, apostrophes for contractions (*that's*) and possession (*world's*) and commas to separate phrases.	Solves multi-step problems involving relational reasoning. Calculates missing values in equations. Interprets rules and patterns and completes simple inequalities. Finds perimeters and areas of composite shapes. Calculates elapsed times across midday and midnight. Expresses probability as a fraction. Compares and classifies angles and solves problems involving nets. Uses scale to determine distance on maps.
6	Makes meaning from a range of text types of increasing difficulty and understands different text structures. Recognises the purpose of general text features such as titles and subheadings. Makes inferences by connecting ideas across different parts of texts. Interprets descriptive and figurative language and identifies the main differences between characters in narrative texts.	Organises a persuasive text using focused paragraphs. Uses some effective persuasive devices and accurate words or groups of words when developing points of argument and ideas. Punctuates nearly all sentences correctly with capitals, full stops, exclamation marks and question marks. Correctly uses more complex punctuation markers some of the time.	Identifies errors and correctly spells most words with common spelling patterns (*record, disturb*). Demonstrates knowledge of grammar and punctuation conventions in more complex texts, such as concise expression and the correct use of extended groups of adjectives, prepositions (*from*), commas to separate phrases and the stroke or forward slash (*/*).	Solves multi-step problems including those involving directed numbers, decimals, fractions and percentages. Continues patterns to higher terms. Finds unknowns in simple equations. Converts between familiar units of measure. Calculates durations of events. Interprets and uses data from a variety of displays. Recognises nets of familiar 3-D objects and symmetry in irregular shapes. Interprets maps using scales, legends and coordinate systems.
5	Uses clearly stated information to connect ideas in familiar text types. Makes inferences about characters in narrative texts and identifies the main purpose of factual texts including those with tables and diagrams.	Structures a persuasive text to include an introduction and a body containing some related points of argument. Includes enough supporting detail for the writer's point of view to be easily understood by the reader, although the conclusion may be weak or simple. Correctly structures most simple and compound sentences and some complex sentences.	Identifies errors and correctly spells one- and two-syllable words with common spelling patterns. Demonstrates knowledge of grammar and punctuation conventions in longer sentences and speech, such as the correct use of main participants in a sentence, connecting words (*however*), brackets and phrases referring to time.	Solves routine problems using a range of strategies. Demonstrates knowledge of fractions and decimals to hundredths. Continues number and spatial patterns. Uses familiar measures to estimate, calculate and compare area or volume. Reads graduated scales. Compares likelihood of outcomes in chance events. Recognises the effect of transformations on 2-D shapes. Uses compass points and angles of turn to interpret maps.