

Summary of skills assessed

The skills described in the following table represent those typically assessed in NAPLAN tests for Year 3 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 3

Band	Reading	Writing	Language Conventions	Numeracy
6	Makes meaning from a range of text types and understands how they are structured. Recognises the purpose of general text features such as titles and headings. Makes inferences by connecting ideas across different parts of texts. Draws conclusions about the feelings and motivations of characters, and sequences events and information.	Organises a text using paragraphs with related ideas. Uses some effective text features and accurate words or groups of words when developing 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 (<i>gloves, collect, hungry, comfortable</i>). Demonstrates knowledge of grammar and punctuation conventions in longer sentences and speech, such as the correct use of commas to separate phrases and apostrophes for contractions (<i>we'll</i>).	Applies appropriate strategies to solve multi-step problems, simple multiplication and division and patterning. Converts between familiar units of measure. Calculates durations of events. Interprets and uses data from a variety of displays. Recognises nets of familiar 3D objects and symmetry in irregular shapes. Uses simple legends and coordinate systems to interpret maps and grids.
5	Applies some knowledge of texts, makes inferences and processes information to understand the main idea in texts. Draws conclusions about a character in narrative texts. Connects and sequences ideas in short informative texts.	Structures a text with a beginning, complication and resolution; or with an introduction, body and conclusion. Includes enough supporting detail for the text to be easily understood by the reader, although the conclusion or resolution 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 (<i>spill, locked, pleasing, benches</i>). Recognises grammar and punctuation conventions in standard sentences and speech, such as the correct use of adjectives, compound verbs (<i>could have</i>), capital letters for compound proper nouns and commas in lists.	Solves routine problems using a range of strategies. Demonstrates knowledge of simple fractions and decimals. 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 2D shapes. Uses major compass points and follows directions to locate positions.
4	Connects events and interprets the behaviour of characters in stories. Identifies the meaning of some unfamiliar words from their context and finds specific information in short informative texts and diagrams.	Writes a text in which characters or setting are briefly described; or in which ideas on topics are briefly elaborated. Correctly punctuates some sentences with both capital letters and full stops. May demonstrate correct use of capitals for names and some other punctuation. Correctly spells most common words.	Identifies errors and correctly spells most one- and two-syllable words with common spelling patterns (<i>clear, mail, brick, won</i>). Recognises grammar and punctuation conventions in short sentences and speech, such as the correct use of groups of adjectives, referring pronouns (<i>those</i>) and capital letters for simple proper nouns.	Solves problems involving unit fractions, combinations of addition and subtraction of two-digit numbers and number facts to 10 x 10. Identifies repeating parts of patterns. Interprets timetables and calendars and reads time on clocks to the quarter hour. Locates information in tables and graphs. Recognises familiar 2D shapes after a transformation and identifies a line of symmetry. Visualises 3D objects from different viewpoints.
3	Makes meaning from simple texts with familiar content and themes. Makes some connections between ideas that are not clearly stated. Identifies simple cause and effect. Makes some simple inferences and draws conclusions, such as identifying the main idea of a text.	Attempts to write a text containing a few related events or ideas on topics, although these are usually not elaborated. Correctly orders the words in most simple sentences. May experiment with using compound and complex sentences but with little success. Orders and joins ideas using a few connecting words but the links are not always clear or correct.	Identifies errors and correctly spells one-syllable words with simple spelling patterns (<i>out, feet, rain, hose, would</i>). Recognises grammar and punctuation conventions in short sentences, such as the correct use of linking and coordinating words (<i>that, but</i>), describing words, capital letters to begin a sentence, full stops and question marks.	Solves single-step problems involving addition, subtraction or simple multiplication. Recognises representations of unit fractions and completes simple number sentences. Compares length and mass using familiar units of measure. Describes outcomes of simple chance events. Uses common features and properties to classify families of shapes and objects, and recognises symmetrical 2D shapes. Locates positions using grid references.
2	Makes some meaning from short texts, such as simple reports and stories, that have some visual support. Makes connections between pieces of clearly stated information.	Shows audience awareness by using common text elements, for example, begins writing with <i>Once upon a time; or I think ... because ...</i> Uses some capital letters and full stops correctly. Correctly spells most simple words used in the writing. Some other one- and two-syllable words may also be correct.	Identifies errors and correctly spells some words with simple spelling patterns. Recognises grammar and punctuation conventions in short sentences, such as the correct use of pronouns (<i>herself</i>).	Compares and orders different representations of three-digit numbers. Applies addition and subtraction facts up to 20 to solve problems. Identifies equal groups of collections. Uses language of time and chance in familiar contexts. Visually compares area and locates information in simple tables. Recognises common features of 2D shapes and 3D objects. Locates positions on simple maps and plans by following directions.
1	Makes some meaning from simple texts with familiar content. Texts have short sentences, common words and pictures to support the reader. Finds clearly stated information.	Writes a small amount of simple content that can be read. May name characters or a setting; or write a few content words on a topic. May write some simple sentences with correct word order but full stops and capital letters are usually missing or incorrect. Correctly spells a few simple words used in the writing.	Identifies errors and correctly spells a few words with simple spelling patterns. Recognises a small range of grammar and punctuation conventions in short sentences, such as the correct use of simple conjunctions (<i>because</i>) and common verbs (<i>will go</i>).	Uses counting strategies to solve problems and demonstrates knowledge of place value of three-digit numbers. Identifies the next term in a simple pattern. Interprets tally marks. Recognises and compares length and mass of familiar objects. Names common 2D shapes and familiar 3D objects and shows some understanding of spatial positioning.

This report shows the results for

In May 2019, 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.

These assessments provide a snapshot of your child's achievement at a point in time. The information contained in this report should be considered together with school-based assessments and reports.

NAPLAN is moving from a paper test to an online test to provide more accurate and precise information about what students know and can do. This means that during this period some students take NAPLAN on paper, while others sit the tests online.

For the 2019 transition year, the online test results were equated with the pen-and-paper tests. Results for both the tests are reported on the same NAPLAN assessment scale.

NAPLAN results, however, should always be interpreted with care. This is particularly the case this year for some students who experienced disruptions due to connectivity issues. Your child's teacher will have the best insight into your child's educational progress.

Literacy assessment

The literacy assessments measured student achievement in reading, writing and language conventions.

Reading

Students were required to read a range of texts similar to those used in Year 3 classrooms and answer questions of varying difficulty to show their understanding of the material.

Writing

Students were instructed to respond to a writing prompt. 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 questions on aspects of grammar and punctuation.

Numeracy assessment

The numeracy assessment measured student achievement across number and algebra; measurement and geometry; and statistics and probability. Questions required students to apply mathematical knowledge, skills and understanding in a variety of contexts.

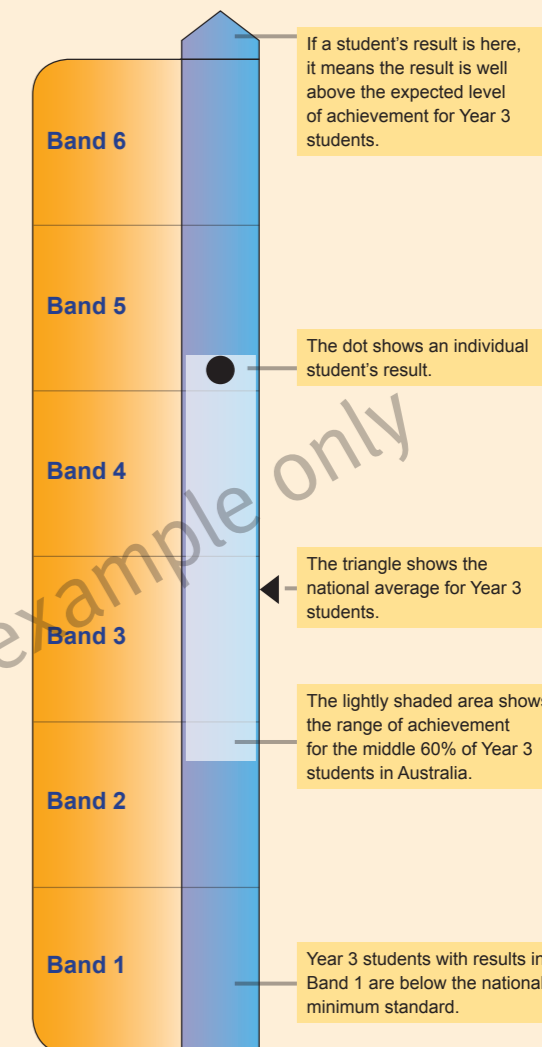
How to read the student report

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 knowledge, understanding and skills demonstrated in the assessments. Results for Year 3 are reported across the range of Band 1 to Band 6, with Band 2 representing the national minimum standard for this year level.


The national average and the range of achievement for Year 3 students are also shown on the scale.

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



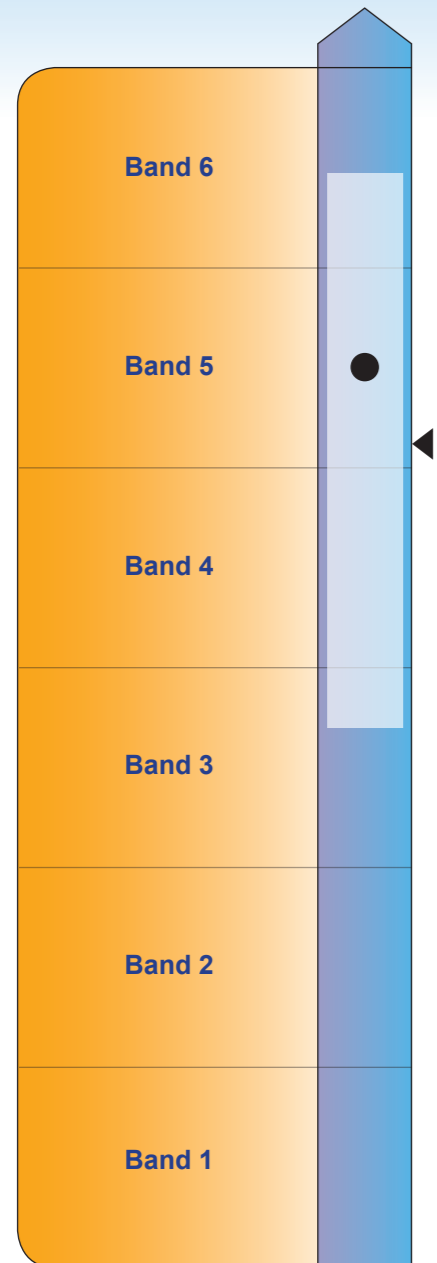
Year 3

KEY ● Individual student result ◀ National average  Range of achievement for the middle 60% of Year 3 students in Australia

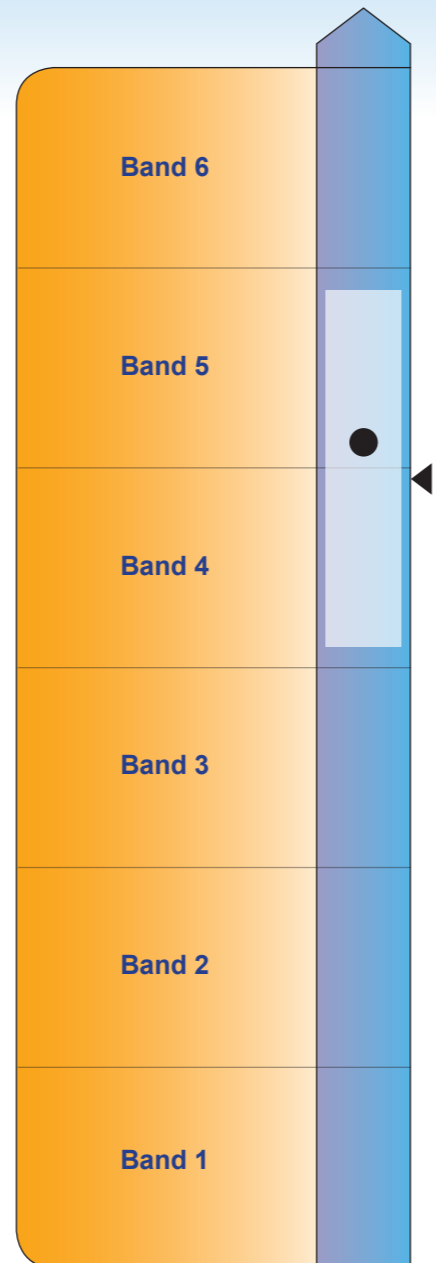
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Year 3

Reading

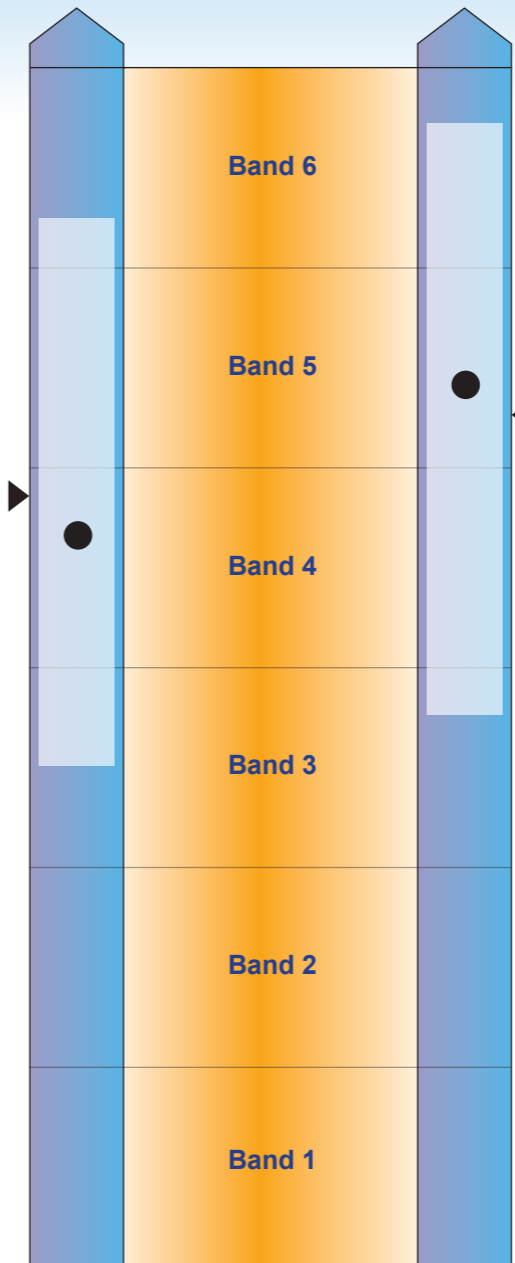


Writing

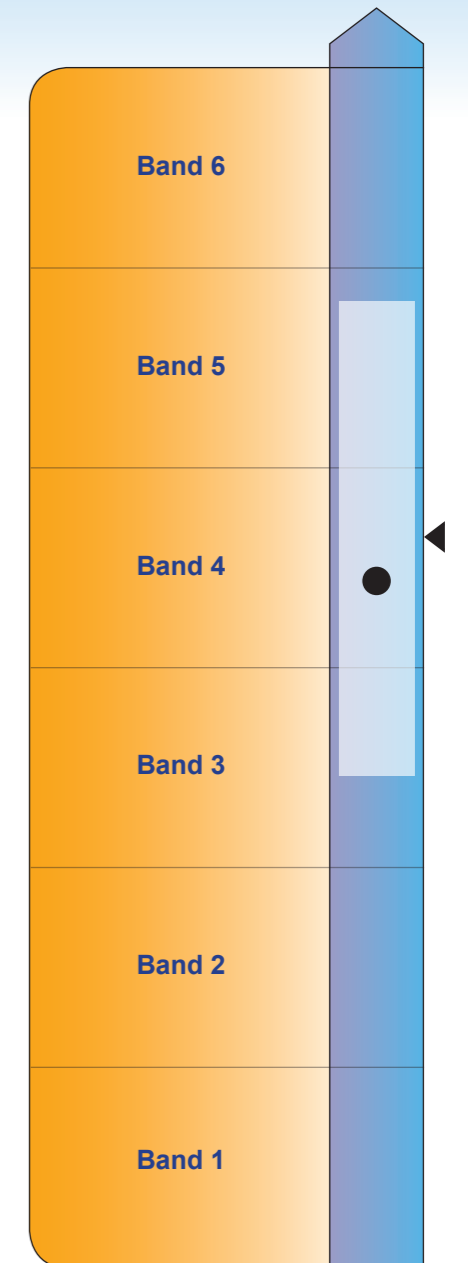


Language Conventions

Spelling Grammar & punctuation



Numeracy



Year 3

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

- finding information that is clearly stated or implied
- connecting ideas and drawing conclusions
- understanding a character's motivations and actions
- understanding a sequence of events
- understanding different opinions
- identifying the main purpose of a text, diagram or picture
- understanding the main idea of a text.

Students wrote a story or persuasive text. Their writing was assessed by evaluating how well they demonstrated their skills in:

- supporting the reader and understanding the purpose of their writing
- structuring the text, developing ideas, and making effective word choices
- using the conventions of written language such as grammar, punctuation, spelling and paragraphs.

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

- correctly spelling frequently used one- and two-syllable words
- identifying errors and then correctly spelling frequently used words
- identifying examples of correct grammar usage
- recognising the correct use of a small range of frequently used punctuation.

Students were assessed on aspects of numeracy that included:

- solving problems involving addition and subtraction
- continuing spatial patterns and number patterns involving addition or subtraction
- using a simple plan to find a location
- understanding simple outcomes relating to chance
- reading data in simple tables
- using simple metric units
- reading calendars and key times on analogue clocks
- identifying common 2D shapes and 3D objects and their properties.