

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.

Year 7

Band	Reading	Writing	Language Conventions	Numeracy
9	Processes and interprets ideas that are implicit in a range of complex narrative and informative texts. Analyses and evaluates evidence in persuasive texts and identifies language 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 or 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 (<i>miniature, severely, technological</i>). Demonstrates knowledge of grammar and punctuation conventions in more complex texts, such as the correct use of possessive pronouns (<i>its</i>).	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. Understands how character traits and behaviours are used to develop stereotypes. Analyses and interprets persuasive texts to infer a specific purpose and audience. Uses the context to interpret vocabulary specific to a text or topic.	Writes a cohesive text that begins to engage or 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 (<i>echoes, principle, angrily, encouraged</i>). Demonstrates knowledge of grammar and punctuation conventions in more complex texts, such as appropriate sentence structure, the correct use of pronouns, pairs of conjunctions (<i>neither, nor</i>), forms of adverbs (<i>more deeply</i>), complex verb forms and quotation marks for effect.	Solves non-routine problems and compares common fractions, decimals and 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 3D objects. Determines direction using compass points and angles of turn.
7	Applies knowledge and understanding of different text types to process ideas, draw conclusions and infer themes and purpose. Identifies details that connect implied ideas across and within texts including character motivation in narrative texts, the writer's values in persuasive texts and the main ideas in informative texts.	Develops ideas through language choices and effective textual features. 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 (<i>temporary, ineffective, excellent, circulated</i>). Demonstrates knowledge of grammar and punctuation conventions in more complex texts, such as the correct use of compound verbs (<i>could have</i>), apostrophes for possession (<i>nobody's</i>) and quotation marks for speech.	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 figurative language and identifies the main differences between characters in narrative texts.	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>soldiers, address, meant, activity</i>). Demonstrates knowledge of grammar and punctuation conventions in more complex texts, such as appropriate and clear sentence structure and the correct use of varied conjunctions (<i>whether</i>).	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 3D objects and symmetry in irregular shapes. Interprets maps using scales, legends and coordinate systems.
5	Uses clearly stated information in familiar text types to draw some conclusions and inferences. Draws conclusions about a character in narrative texts. Connects and sequences ideas in longer informative texts and identifies opinions in persuasive 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>grown, drafting, message</i>). Recognises grammar and punctuation conventions in standard sentences and speech, such as the correct use of verb forms, synonyms, connecting words (<i>however</i>), brackets and apostrophes for contractions (<i>he's</i>).	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 2D shapes. Uses compass points and angles of turn to interpret maps.
4	Locates clearly stated information in narrative and informative texts to connect ideas and make inferences. Identifies the meaning of some unfamiliar words from their context and finds key information in longer texts including those with tables 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 some one- and two-syllable words with common spelling patterns. Recognises grammar and punctuation conventions in standard sentences and speech, such as consistency within sentences, the correct use of verb forms and appropriate order of phrases.	Solves problems involving unit fractions, combinations of addition and subtraction of two-digit numbers and number facts to 10 x 10. Identifies division as the inverse of multiplication. 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.

Year 7

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 7 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.

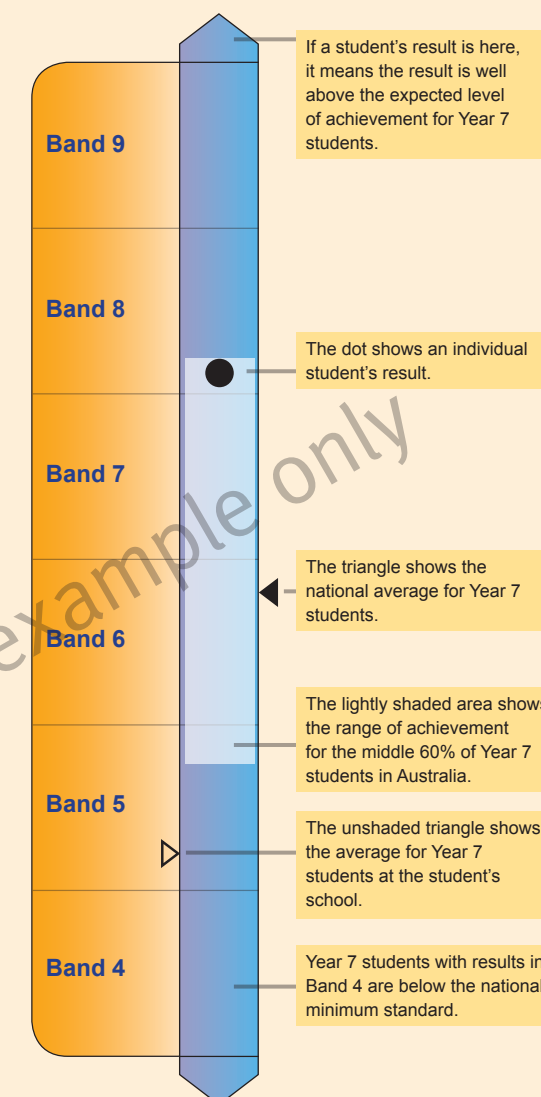
How to read the student report

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 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.



KEY ● Individual student result ◀ National average ▷ School average ■ Range of achievement for the middle 60% of Year 7 students in Australia

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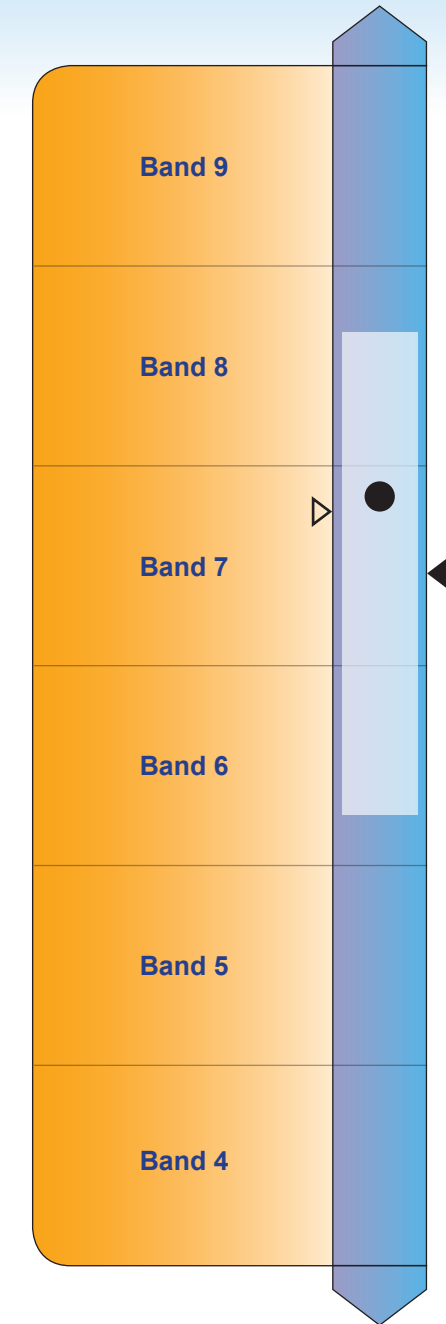
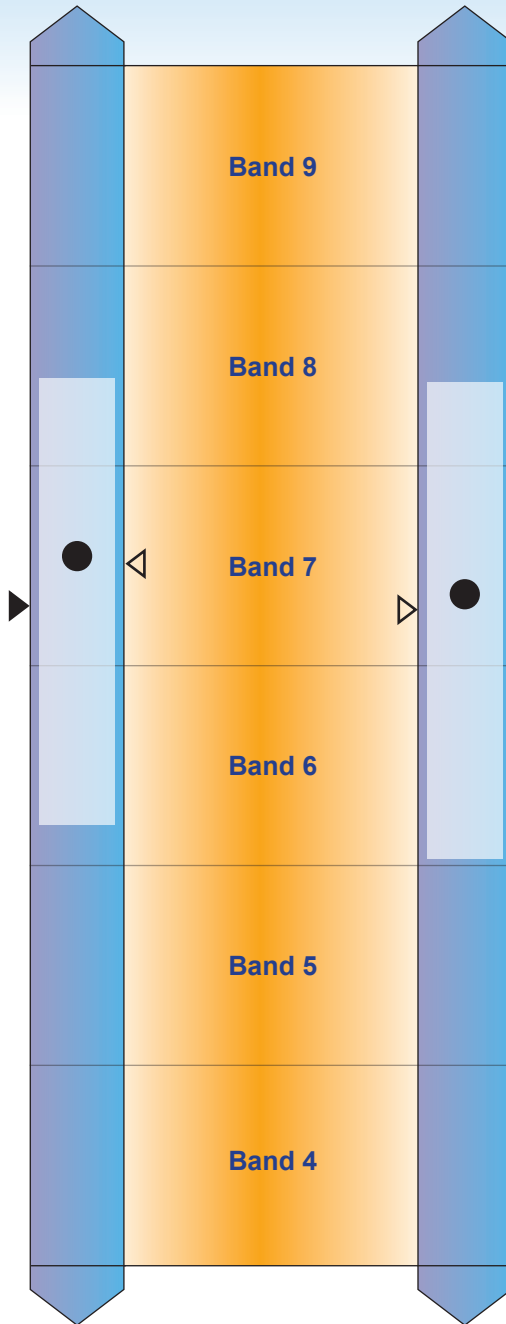
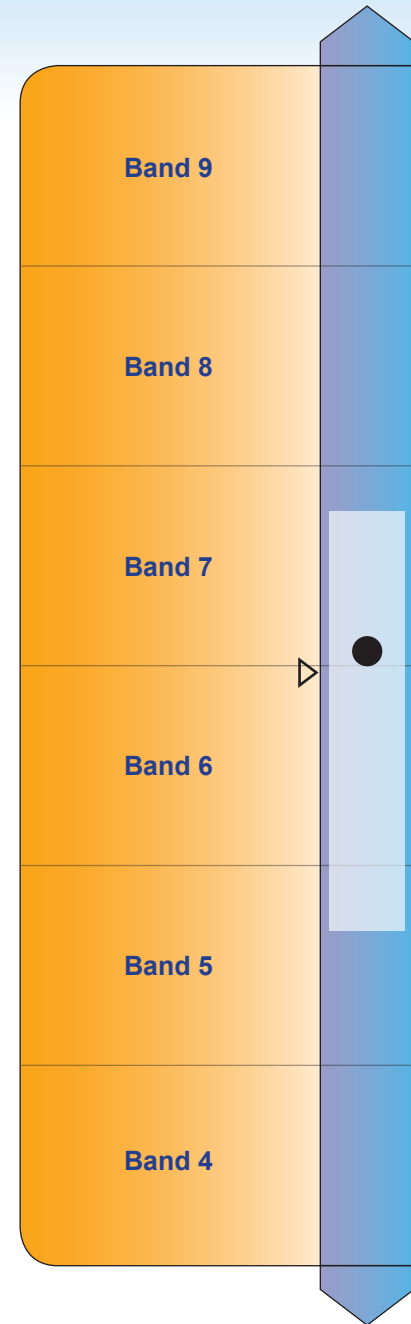
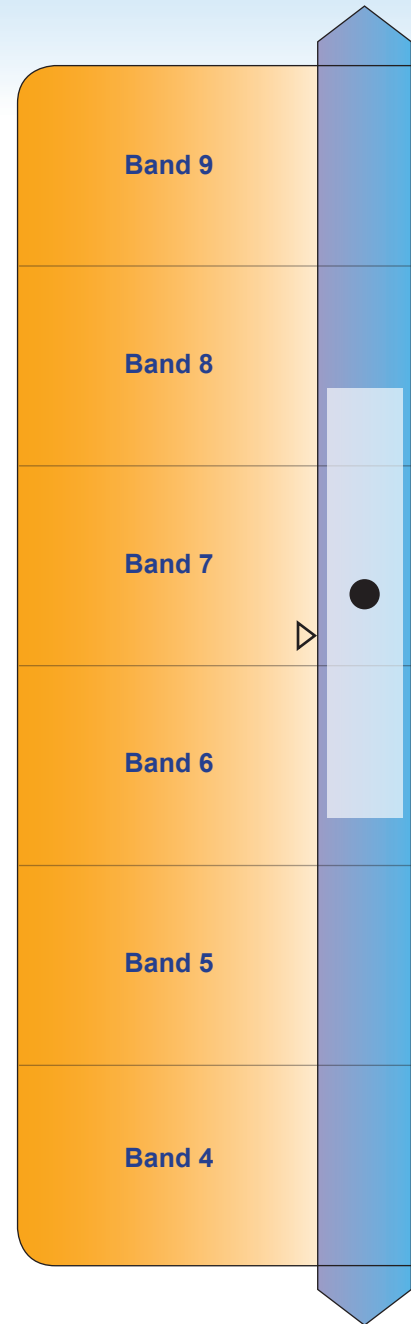
Reading

Writing

Language Conventions

Numeracy

Spelling Grammar & punctuation



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 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 2D shapes and 3D objects
- calculating angle size.