

Summary of skills assessed

The skills described in the following table represent those typically assessed in NAPLAN tests for Year 5 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 5

Band	Reading	Writing	Language Conventions	Numeracy
8	Interprets ideas and processes information in a range of texts. Understands the use of dialogue to develop a character. Connects information across a persuasive text to analyse and interpret the content and infer the main message. 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>sincerely, breathes</i> ). Demonstrates knowledge of grammar and punctuation conventions in more complex texts, such as the correct use of pairs of conjunctions ( <i>neither, nor</i> ), forms of adverbs ( <i>more deeply</i> ), relative pronouns ( <i>whose</i> ) and complex verb forms.	Solves non-routine problems including those involving multiples of whole numbers, decimals and fractions. Uses rules to continue number or spatial patterns. 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 and uses this to infer meaning and purpose. Identifies details that connect implied ideas across and within texts, including character motivation in narrative texts, the values of a writer 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 ( <i>identifies, nursery, unusual, valleys</i> ). Demonstrates knowledge of grammar and punctuation conventions in longer sentences and speech, such as the correct use of conjunctions to link clauses ( <i>while</i> ), compound verbs ( <i>could have</i> ) and apostrophes for possession ( <i>nobody's</i> ).	Solves multi-step problems involving relational reasoning. Compares and orders decimals. Calculates missing values in number sentences and sequences, and completes simple inequalities. Finds perimeters of simple and 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. 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>choice, hopeful, address, meant</i> ). Demonstrates knowledge of grammar and punctuation conventions in longer sentences and speech, such as the correct use of full stops to separate sentences and commas to separate phrases.	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 scales, legends and coordinate systems to interpret maps and grids.
5	Applies knowledge, makes inferences and processes information to infer the main idea in texts. Draws conclusions about a character in narrative texts. Connects and sequences ideas in 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 some one- and two-syllable words with common spelling patterns ( <i>pleasing, ignored, hedge</i> ). Recognises grammar and punctuation conventions in standard sentences and speech, such as the correct use of verb forms, capital letters for compound proper nouns, quotation marks for speech and apostrophes for contractions ( <i>he's</i> ).	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	Makes inferences from clearly stated information in short informative texts and stories. Identifies the meaning of some unfamiliar words from their context. Finds specific information in longer stories and informative 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 ( <i>cent, building</i> ). Recognises grammar and punctuation conventions in short sentences and speech, such as the correct use of appropriate sentence structure, descriptive phrases, abbreviations and commas in lists.	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.
3	Makes meaning from simple texts with familiar content and themes and finds directly stated information. Makes some connections between ideas that are not clearly stated and identifies simple cause and effect. Makes some 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>while, would</i> ). Recognises grammar and punctuation conventions in short sentences, such as the correct use of pronouns ( <i>herself</i> ) and modifying or describing words.	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.

Year 5

This report shows the results for

In May 2021, NAPLAN assessments were administered to students in Years 3, 5, 7 and 9 throughout Australia.

NAPLAN is a national assessment that allows you to see how your child is progressing in literacy and numeracy. Literacy and numeracy skills are the critical foundation for all learning. NAPLAN is the only national assessment that all Australian children can undertake.

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 in May 2021 some students sat NAPLAN on paper, while others sat the tests online. Results are reported on the same NAPLAN assessment scales.

This report should be considered together with school-based assessments and reports. Use this report for conversations with your child's teacher about their 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 5 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.

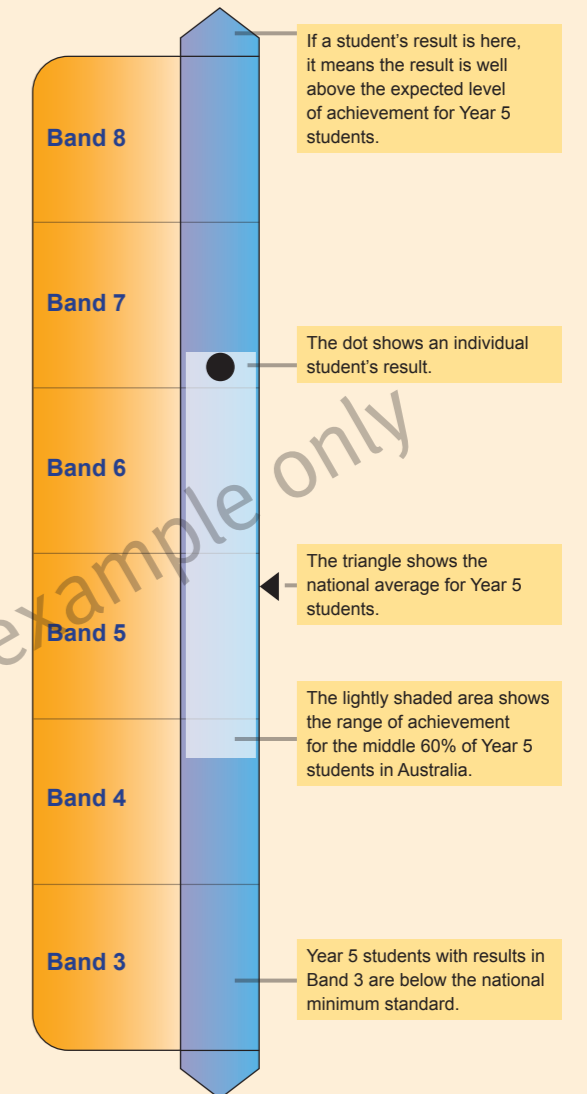
How to read the student report


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 5 are reported across the range of Band 3 to Band 8, with Band 4 representing the national minimum standard for this year level.

The national average and the range of achievement for Year 5 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  Range of achievement for the middle 60% of Year 5 students in Australia

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Year 5

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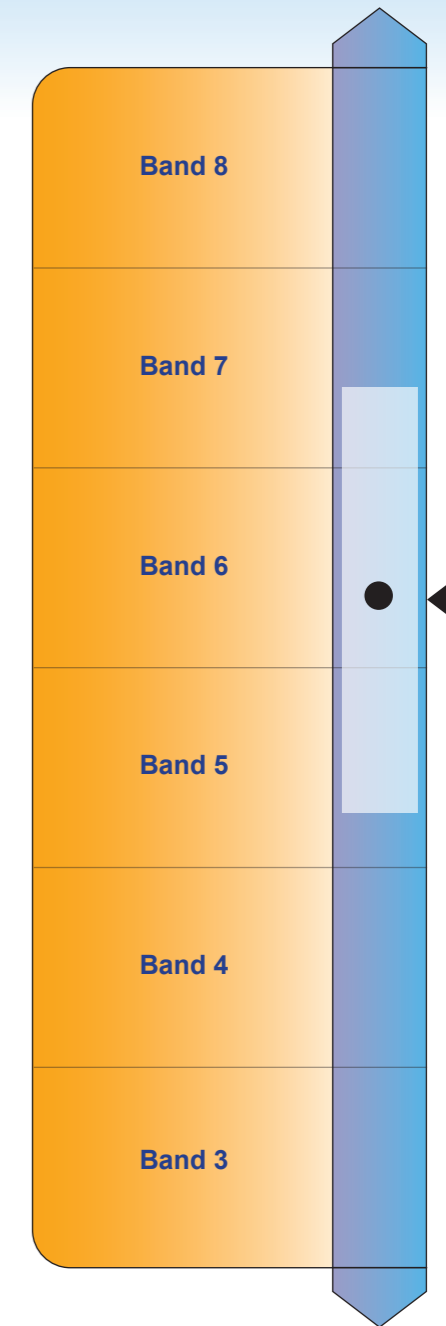
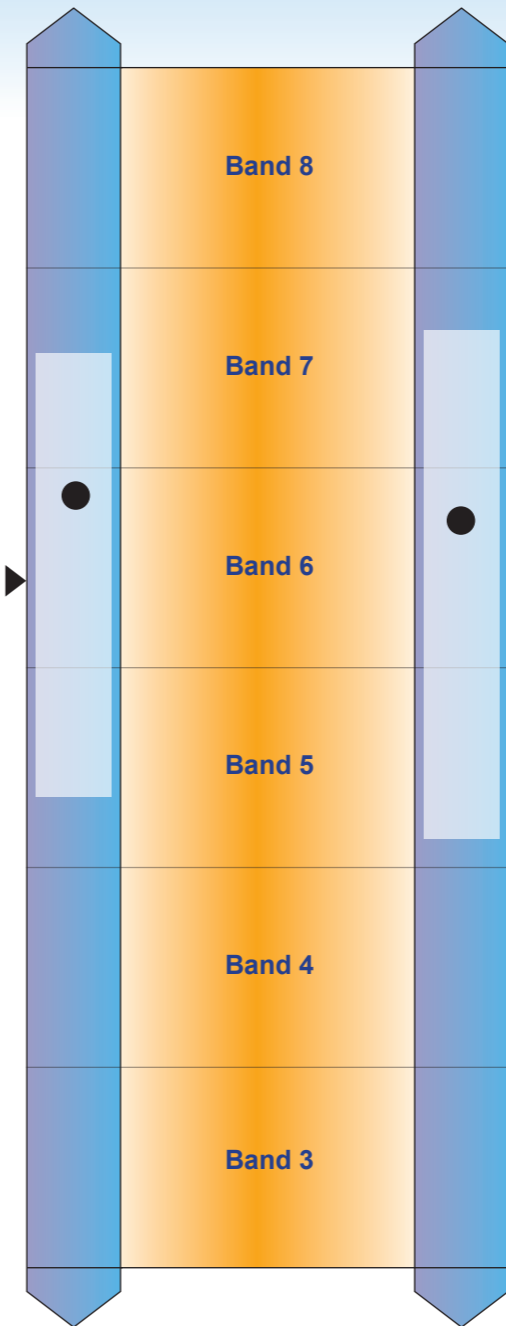
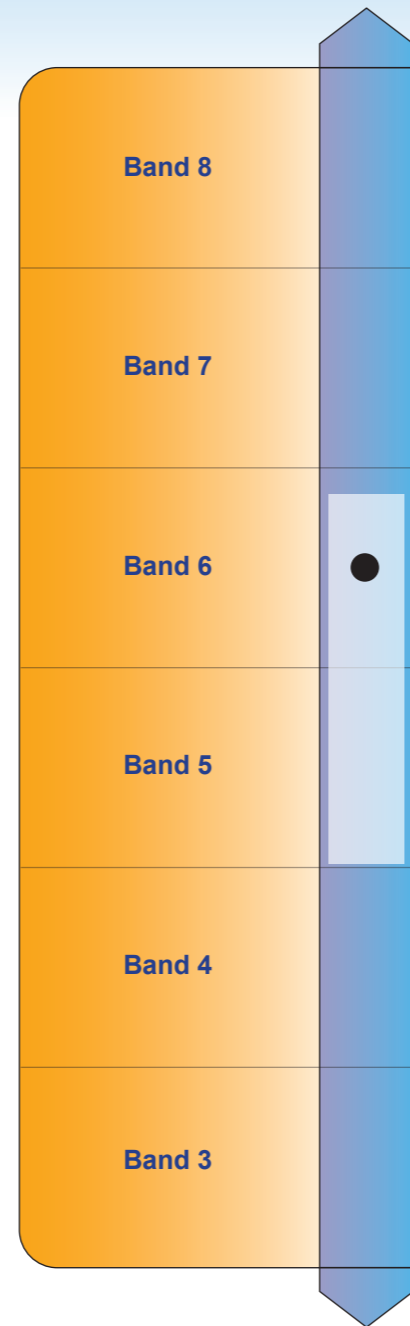
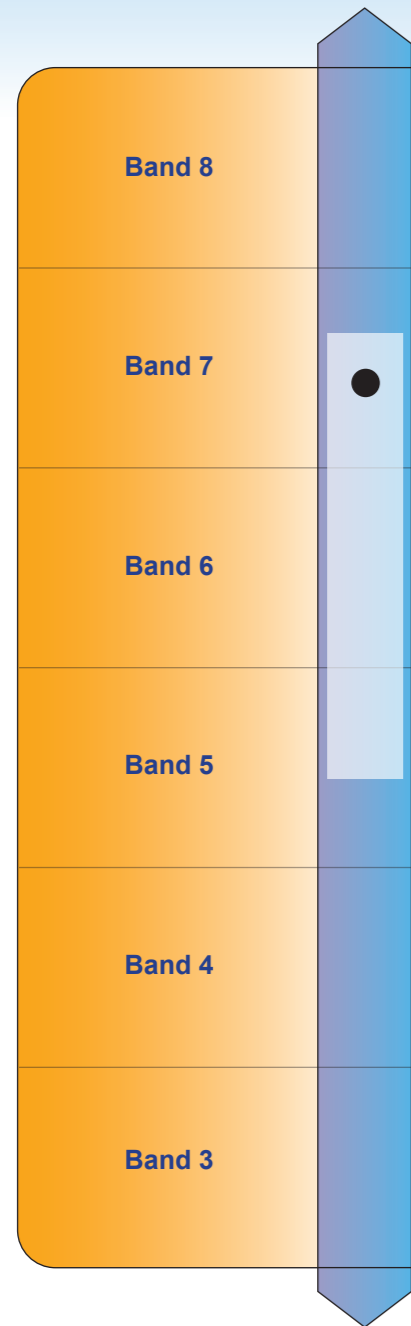
### Reading

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

Students were assessed on aspects of numeracy that included:

- solving problems involving addition, subtraction, multiplication and division
- continuing number patterns and completing number sentences
- using simple proportional reasoning
- interpreting graphs and tables
- understanding outcomes relating to chance
- using and comparing metric units
- identifying acute and obtuse angles
- estimating volume
- determining a scale
- visualising the features of 2D shapes and 3D objects.