

How to interpret the SSSR

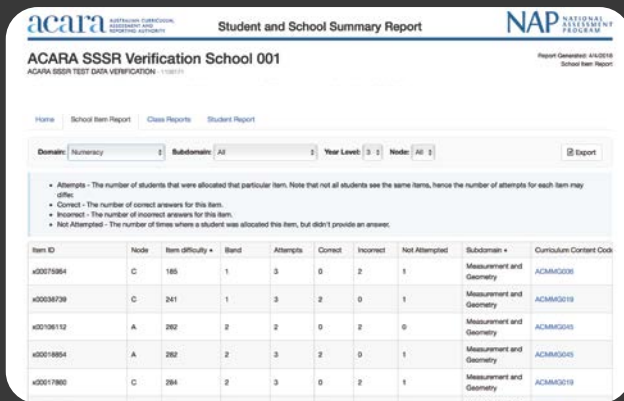
The purpose of a student and school summary report (SSSR) is to provide preliminary feedback on how students and cohorts of students within schools performed in NAPLAN online tests. It is intended to be used by schools to inform teaching and learning programs, and is not for distribution to parents in 2018.

The SSSR enables administrators and teachers to identify areas of strength and development for students, linked to the Australian Curriculum.

There are six components of the SSSR:

- school item report
- class summary report
- class test report
- student report
- student results table
- student results graph

School item report



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Student and School Summary Report

ACARA SSSR Verification School 001

ACARA SSSR TEST DATA VERIFICATION - 1108171

Report Generated: 4/4/2018
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About the Student and School Summary Report

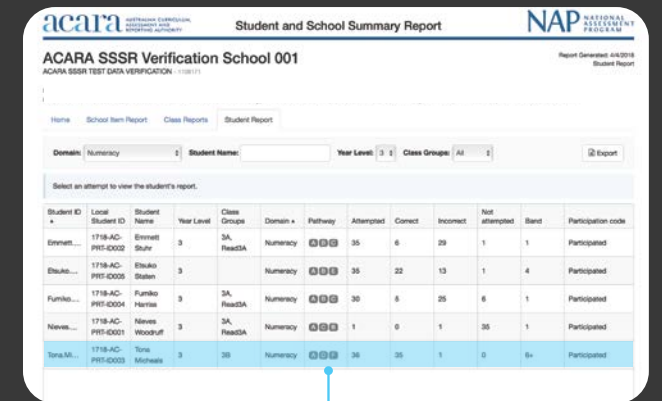
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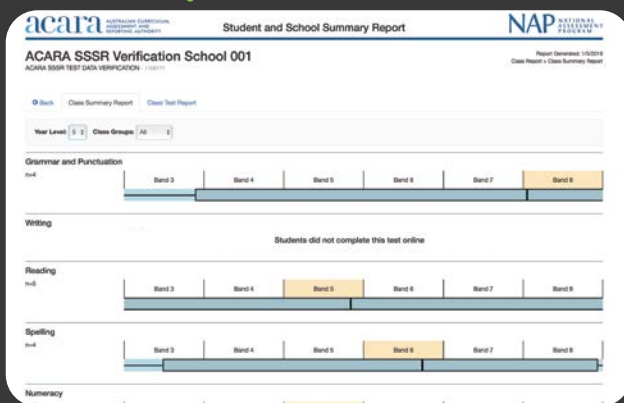
The online tests for numeracy, reading and conventions of language were delivered in a staged adaptive design, where students were presented with different pathways through the test depending on their performance in the test to that point. This allows students to engage with questions that are targeted to their level of achievement. As a result, not all students will have seen the same questions in these tests.

Although all students have not seen the same questions, the test design ensures all results can be placed accurately on the NAPLAN scale. In fact, the targeting of test questions to student performance allows this to be done more precisely than with a single fixed test.

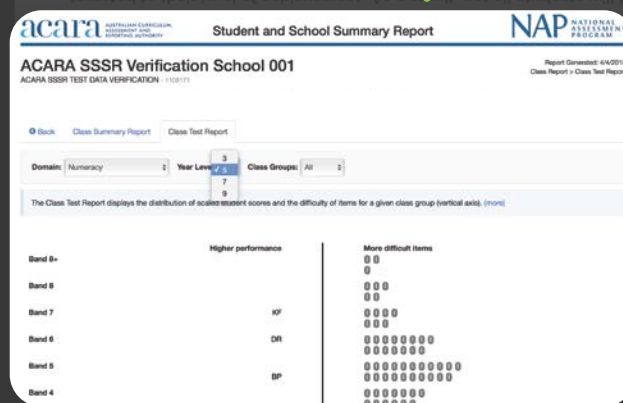
Student report



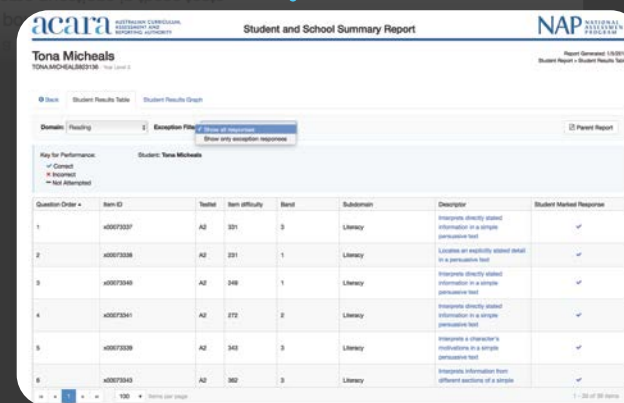
Class reports



Class summary report

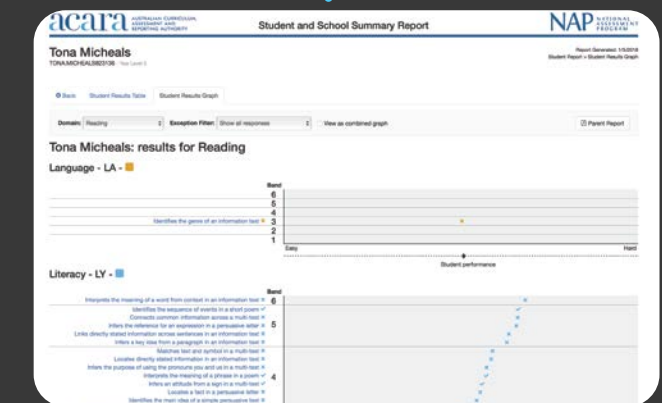


Class test report



Student results table

(click) Student record



Student results graph

How to interpret the SSSR

School item report

A school item report displays data for all items presented to students within a school, filtered by domain, subdomain, year level and node.

This report indicates the number of students allocated to particular items, the number of correct answers, the number of incorrect answers and the number of times where a student was allocated an item but did not attempt to answer.

The item difficulty is shown as a scale score with the associated band for each item. The subdomain, a link to the Australian Curriculum content code and descriptors are displayed for each item.

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School Item Report

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Domain: Numeracy

Subdomain: All

Year Level: 5

Node: All

Export

Attempts - The number of students that were allocated that particular item. Note that not all students see the same items, hence the number of attempts for each item may differ.

Correct - The number of correct answers for this item.

Incorrect - The number of incorrect answers for this item.

Not Attempted - The number of times where a student was allocated this item, but didn't provide an answer.

Item ID	Node	Item difficulty	Band	Attempts	Correct	Incorrect	Not Attempted	Subdomain	Curriculum Content Code	Descriptor
x00018854	C	312	2	1	1	0	0	Measurement and Geometry	ACMMG045	Identifies the effect of a one-step flip
x00014753	C	337	3	1	1	0	0	Measurement and Geometry	ACMMG085	Converts weeks to days
x00106158	A	357	3	2	2	0	0	Measurement and Geometry	ACMMG090	Uses compass directions to identify the correct map
x00106159	A	357	3	2	1	0	1	Measurement and Geometry	ACMMG038	Subtracts given masses to calculate the mass of an object on a balance scale
x00038670	A	357	3	2	2	0	0	Measurement and Geometry	ACMMG038	Subtracts given masses to calculate the mass of an object on a balance scale
x00038859	A	357	3	2	2	0	0	Measurement and Geometry	ACMMG090	Uses compass directions to identify the correct map
x00106161	A	415	4	2	0	1	1	Measurement and Geometry	ACMMG037	Orders shaded areas on grids from least to greatest
x00003036	A	415	4	2	0	1	1	Measurement and Geometry	ACMMG037	Orders shaded areas on grids from least to greatest

1

100

items per page

1 - 98 of 98 items


Item exemplar

Exemplars are indicative of the skill assessed and the relative difficulty of the original item. Click on an item's descriptor to see the exemplar for that item.

Exemplar Item:

https://assessform.edu.au/exemplar/x00018854

Dan has a window with four shapes on it.



The shapes can be seen from both sides of the window.

How would the window look when viewed from the other side?

If the above box is empty, the website is blocking iframes, however, the Exemplar Item can be viewed by clicking the "Open in new window" button below.

Open in new window

Close

Link to the Australian Curriculum

Australian CURRICULUM

Download content

F-10 Curriculum

Senior secondary curriculum

Parent information

Student diversity

Resources/publications

Search by keyword or content

Home

Search

Your search for "ACMMG037" returned 1 result(s)

Sort by Relevance | Title | Type

Curriculum Types

Everything (1)

F-10 curriculum (1)

Curriculum Elements Types

All types

Content description (1)

General Capabilities

All General Capabilities

Numeracy (1)

ACMMG037

Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units

Elaborations | SCOT terms

ACMMG037 | Content Descriptions | Year 2 | Mathematics | F-10 curriculum

Sort by Relevance | Title | Type

Contact details

Other links

Feedback / Enquiries

Node

There are six nodes for reading and numeracy: A, B, C, D, E, F. Nodes are reached by branching. Each node contains testlets: A1, A2, A3, and so on. Testlets are allocated rotationally within a test session. Each testlet contains different questions/items. The SSSR pathway is defined by the nodes; for example, ABE, ADF, etc.

Item difficulty

A location on the NAPLAN scale, which ranges from 0 to 1,000. The higher the number, the more difficult the item is.

Band

The scale for each domain is divided into 10 bands to cover the full range of student achievement in the tests. The bands map the increasing complexity of the skills assessed by NAPLAN. Band 1 describes least complex skills, band 10 describes most complex skills.

How to interpret the SSSR

Class summary report

A class summary report shows one box plot for each domain.

A box plot is also called a 'box-and-whisker diagram'. A whisker extends from the lowest to the highest score, and a box extends from the 25th to the 75th percentile, so that it contains the middle 50% of scores. A box is divided by a line to indicate the median score.

The class summary report displays the same six bands that are shown on NAPLAN individual student reports. Any part of the box plot that falls outside these six bands will not be displayed.

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About the Student and School Summary Report

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The online tests for numeracy, reading and conventions of language were delivered in a staged adaptive design, where students were presented with different pathways through the test depending on their performance in the test to that point. This allows students to engage with questions that are targeted to their level of achievement. As a result, not all students will have seen the same questions in these tests.

Although all students have not seen the same questions, the test design ensures all results can be placed accurately on the NAPLAN scale. In fact, the targeting of test questions to student performance allows this to be done more precisely than with a single fixed test.

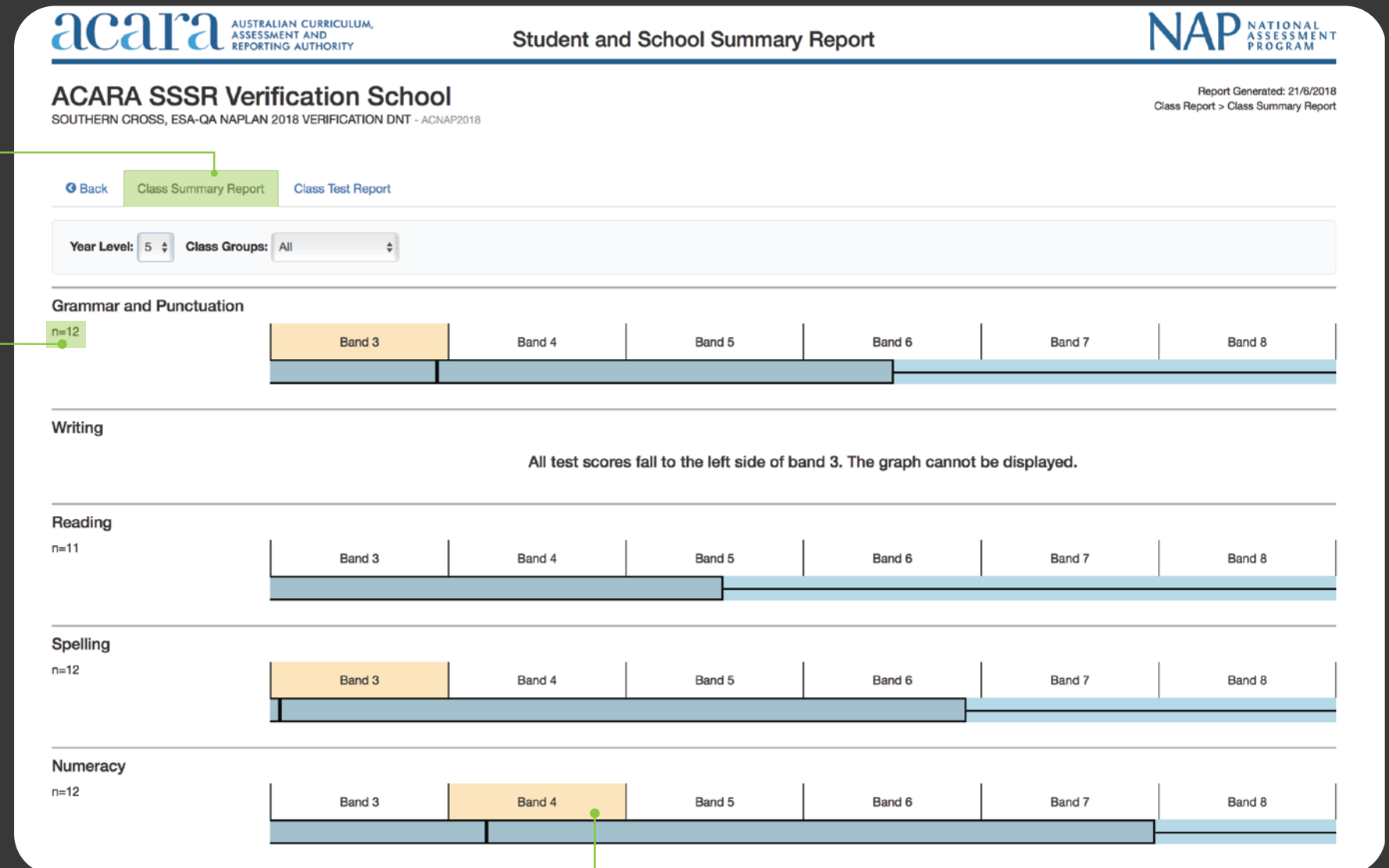
n = 12

This shows the number of students in this class who participated in the test.

Bands

For Year 3 students, bands 1–6 are shown in this graph.
For Year 5 students, bands 3–8 are shown in this graph.
For Year 7 students, bands 4–9 are shown in this graph.
For Year 9 students, bands 5–10 are shown in this graph.

The highlighted orange band shows where the median score is located, and is a quick visual representation to the user.



How to interpret the SSSR

Class test report

A class test report shows the range of student performance compared to the difficulty of items. This report can be generated for each class or for all classes within a year level.

The item person map in this graph provides visual information about the targeting of items and tests relative to the student cohort ability. The exemplars in this graph provide the context for such a comparison.

The class test report displays the distribution of scaled student scores by band across six bands and the difficulty of items for a given class group on a vertical axis. The class test report displays the same six bands that are shown on NAPLAN individual student reports. Any data that fall outside these six bands will be displayed in the top or bottom categories.

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Class Report > Class Test Report

Back

Class Summary Report

Class Test Report

Domain: Numeracy

Year Level: 5

Class Groups: All

The Class Test Report displays the distribution of scaled student scores and the difficulty of items for a given class group (vertical axis). (more)

Band 8+

Band 8

Band 7

Band 6

Band 5

Band 4

Band 3

Band 3-

Higher performance

KF

DR

BP

LE

KS

Lower performance

More difficult items

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Less difficult items

Bands

For Year 5 students, bands 3–8 are shown in this graph. Results above and below these bands are shown in bands 3– and 8+. For example, Year 5 students whose scores are in bands 1 or 2 will be shown as 3–.

Student's initials

Click on the student's initials to see more detailed results of this student (in the 'Student results' table).

Item exemplar

The item exemplars show items representative of the band. These are not necessarily the set of items that the student saw. For example, the student is at level N. Click the items in band N to see exemplars for items that are targeted to that student cohort ability.

Student achievement

Student achievement is displayed and ordered on this side of the report against the NAPLAN bands.

Items and item difficulty

Items that the cohort viewed in the test are displayed on this side of the report. The items are ordered by relative difficulty. The most difficult items are at the top and the least difficult items are at the bottom. Not all students sit all the items.

How to interpret the SSSR

Student report : reading and numeracy

A student report shows the summary results for all students by domain in a year level within a school. More detailed results for each student, including all items attempted by the student, can be accessed by clicking on the student's record.

The report shows results for each student, including the band achieved and the test pathway taken.

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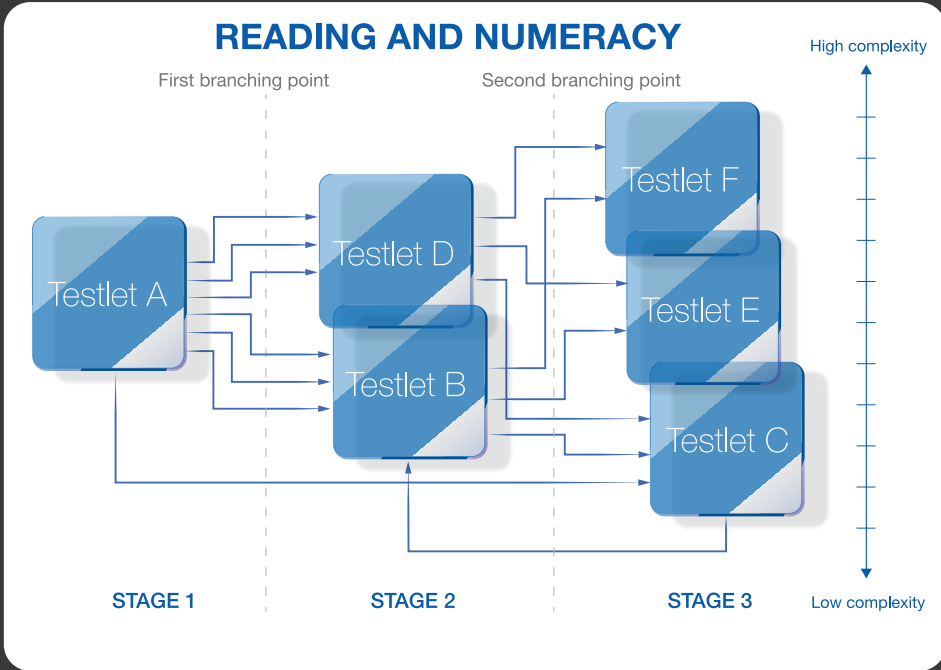
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Students see one testlet at each stage. Depending on their score at the end of the stage, they branch to testlets of different complexity. Once the complexity is determined by branching, multiple versions of each testlet are available, and will be randomly assigned.



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Student Report

Domain: Numeracy

Student Name:

Year Level: 3

Class Groups: All

Export

Select an attempt to view the student's report.

Student ID	Local Student ID	Student Name	Year Level	Class Groups	Domain	Pathway	Attempted	Correct	Incorrect	Not attempted	Band	Participation code
Emmett...	1718-AC-PRT-ID002	Emmett Stuhr	3	3A, Read3A	Numeracy	A B C	35	6	29	1	1	Participated
Etsuko...	1718-AC-PRT-ID005	Etsuko Staten	3		Numeracy	A B E	35	22	13	1	4	Participated
Fumiko...	1718-AC-PRT-ID004	Fumiko Harriss	3	3A, Read3A	Numeracy	A B C	30	5	25	6	1	Participated
Nieves...	1718-AC-PRT-ID001	Nieves Woodruff	3	3A, Read3A	Numeracy	A C B	1	0	1	35	1	Participated
Tona.Mi...	1718-AC-PRT-ID003	Tona Micheals	3	3B	Numeracy	A D F	36	35	1	0	6+	Participated

Pathway

Reading and numeracy

All students at each year level start with questions that test the same range of complexity (testlet A). Depending on the student's test performance in testlet A, the second testlet includes questions with overlapping content that may be less complex (B) or more complex (D). Low-achieving students may proceed from A to C.

At the end of the second testlet, the student is directed to the third testlet, again depending on their test performance. The final testlet also includes overlapping content of increasing complexity: C vs E vs F.

Band placement

The 10 NAPLAN bands cover the full range of student achievement in the tests. The bands map the increasing complexity of skills assessed by NAPLAN (band 1 least complex; band 10 most complex).

Student X who answers N questions correctly in a less complex pathway will achieve a score in a lower band than student Y who answers the same number of questions correctly in a more complex pathway.

How to interpret the SSSR

Student report : conventions of language

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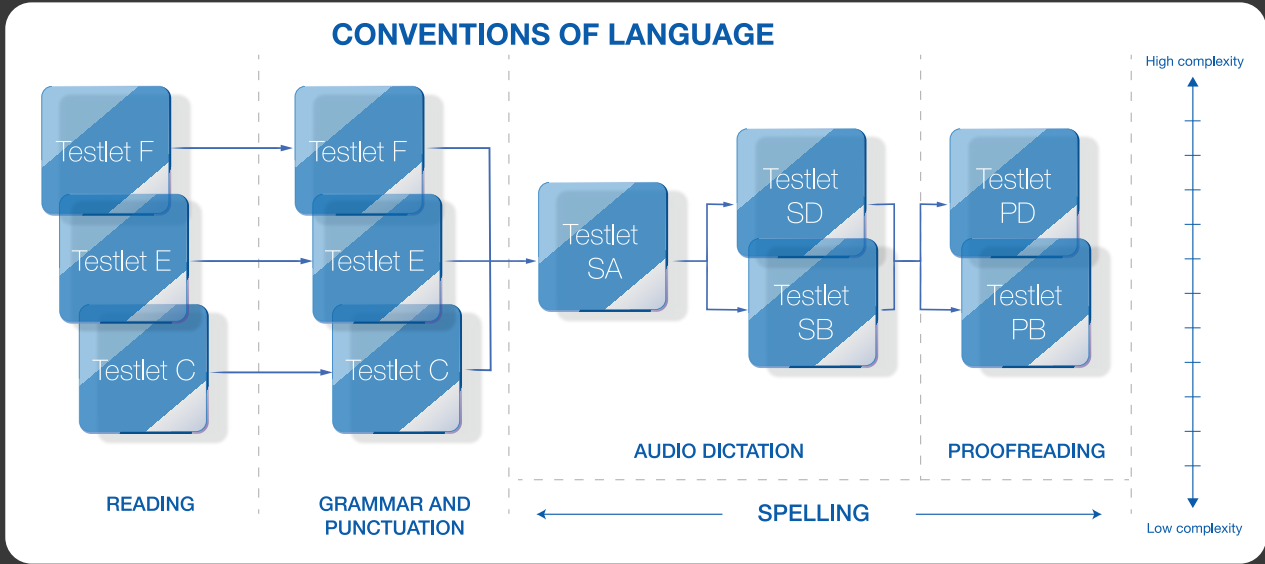
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Report Generated: 21/6/2018

Student Report

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Student Report

Domain: Spelling

Student Name:

Year Level: 3

Class Groups: All

Export

Select an attempt to view the student's report.

Student ID	Local Student ID	Student Name	Year Level	Class Groups	Domain	Pathway	Attempted	Correct	Incorrect	Not attempted	Band	Participation code
ESAQA-N18-X004	NAP18-QA-ID004	Alison Scott	3	3, 3A, 3B, 3D	Spelling	AS B BP	24	5	19	1	2	Participated
ESAQA-N18-X005	NAP18-QA-ID005	Austin Vance	3	3, 3A, 3B, 3D	Spelling	AS D BP	24	13	11	1	4	Participated
ESAQA-N18-X006	NAP18-QA-ID006	Carolyn Coleman	3	Num3A, Read3A	Spelling	AS B BP	10	10	0	15	3	Participated
ESAQA-N18-X007	NAP18-QA-ID007	Cameron Hunter	3	3, 3A, 3B, 3D	Spelling	AS B BP	22	11	11	3	3	Participated
ESAQA-N18-X008	NAP18-QA-ID008	Sally Avery	3	3, 3A, 3B, 3D	Spelling	AS D BP	25	25	0	0	6+	Participated
ESAQA-N18-X009	NAP18-QA-ID009	Ryan Henderson	3	3, 3A, 3B, 3D	Spelling		0	0	0	0	1	Participated
ESAQA-N18-X010	NAP18-QA-ID010	Maria Metcalfe	3	Num3A, Read3A	Spelling	AS B BP	22	12	10	3	3	Participated

1 - 14 of 14 items

Pathway

Conventions of language

Each student's pathway in the reading test determines where they start in the grammar and punctuation test. Testlets C, E and F in grammar and punctuation increase in complexity.

All students are directed to the same set of audio spelling questions (testlet SA) before branching to more complex questions (testlet SD) or less complex questions (testlet SB). Students are then branched to proofreading questions (PD or PB), depending on their test performance in previous questions.

Band placement

The 10 NAPLAN bands cover the full range of student achievement in the tests. The bands map the increasing complexity of skills assessed by NAPLAN (band 1 least complex; band 10 most complex).

Student X who answers N questions correctly in a less complex pathway will achieve a score in a lower band than student Y who answers the same number of questions correctly in a more complex pathway.

How to interpret the SSSR

Student results table

A student results table shows a student's results for a single test.

The table includes the scale score and associated band for each item presented to the student, and an indication of whether the item was answered correctly.

The student results table can also be filtered by exception. An 'exception' may be an easy item that is answered incorrectly by a high-achieving student, or a difficult item that is answered correctly by a low-achieving student. By using this filter, the teacher can see items that were not answered, as may have been expected based on the student's overall performance. Consequently, the teacher can use the filter to get more information quickly about unexpected ('exceptional') results in the test.

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Report Generated: 1/5/2018 Student Report

Home School Item Report Class Reports Student Report

Domain: Reading Student Name: Year Level: 3 Class Groups: All Export

Select an attempt to view the student's report.

Student ID	Local Student ID	Student Name	Year Level	Class Groups	Domain	Pathway	Attempted	Correct	Incorrect	Not attempted	Band	Participation code
Emmett...	1718-AC-PRT-ID002	Emmett Stahr	3	3A, Read3A	Reading	A B C	39	39	0	0	6+	Participated
Nieves.W...	1718-AC-PRT-ID001	Nieves Woodruff	3	3A, Read3A	Reading	A C D	27	9	18	12	1	Participated
Fumiko.H...	1718-AC-PRT-ID004	Fumiko Harris	3	3A, Read3A	Reading	A C D	1	0	1	38	1	Participated
Tona.Mic...	1718-AC-PRT-ID003	Tona Micheals	3	3B	Reading	A B E	32	20	12	7	3	Participated
Etsuko.St...	1718-AC-PRT-ID005	Etsuko Staten	3		Reading	A						Abandoned

Nodes, pathways and testlets

There are six nodes for reading and numeracy: A, B, C, D, E, F. Grammar and punctuation has three nodes: CG, EG, FG, and spelling has five nodes: AS, BS, DS, BP, DP. Nodes are reached by branching. The SSSR pathway is defined by the nodes: for example, ABE (numeracy or reading), FG (grammar and punctuation) or AS BS BP (spelling).

Each node contains testlets: A1, A2, A3, etc. (for reading and numeracy), GC1, GC2, etc. (grammar and punctuation) and SA1, SA2, etc. (spelling). Testlets are allocated rotationally within a test session. Each testlet contains different questions/items.

Exception filter

Select the exception filter to see the items that have been answered correctly when the student would have been expected to answer the item incorrectly, or vice versa.

If the scale score for the item exceeds the scale score for the student in that domain, and the response is correct, the response is marked as an exception. Conversely, if the item is lower than the student achieved score on the NAPLAN scale, the incorrect response is flagged as an exception.

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Tona Micheals

TONA.MICHEALS823136 - Year Level 3

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Domain: Reading Exception Filter Show all responses Show only exception responses Parent Report

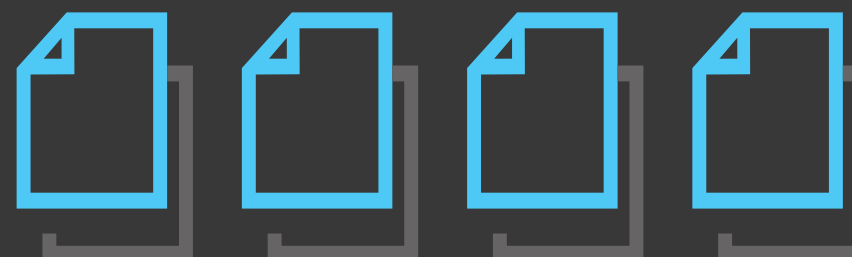
Key for Performance: Student: Tona Micheals

- ✓ Correct
- ✗ Incorrect
- Not Attempted

Question Order	Item ID	Testlet	Item difficulty	Band	Subdomain	Descriptor	Student Marked Response
1	x00073337	A2	331	3	Literacy	Interprets directly stated information in a simple persuasive text	✓
2	x00073338	A2	231	1	Literacy	Locates an explicitly stated detail in a persuasive text	✓
3	x00073340	A2	249	1	Literacy	Interprets directly stated information in a simple persuasive text	✓
4	x00073341	A2	272	2	Literacy	Interprets directly stated information in a simple persuasive text	✓
5	x00073339	A2	343	3	Literacy	Interprets a character's motivations in a simple persuasive text	✓
6	x00073343	A2	362	3	Literacy	Interprets information from different sections of a simple	✓

100 Items per page 1 - 39 of 39 items

Parent report



The parent report will not be distributed to parents in 2018.

How to interpret the SSSR

Student results graph

A student results graph provides a graphical representation of a student's results for a single test. The student results graph may be used to review the student performance compared to the difficulty of items by domain as well as by subdomain.

Items are plotted by their NAPLAN scale score on the horizontal axis, and from least to most complex on the vertical axis.

Click on the student's name in the student report.

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Student and School Summary Report

NAP NATIONAL ASSESSMENT PROGRAM

ACARA SSSR Verification School 001

Report Generated: 1/5/2018

Student Report

Home School Item Report Class Reports Student Report

Domain: Reading Student Name: Year Level: 3 Class Groups: All Export

Select an attempt to view the student's report.

Student ID	Local Student ID	Student Name	Year Level	Class Groups	Domain	Pathway *	Attempted	Correct	Incorrect	Not attempted	Band	Participation code
Emmett...	1718-AC-PRT-ID002	Emmett Stuh	3	3A, Read3A	Reading	A D F	39	39	0	0	6+	Participated
Nieves.W...	1718-AC-PRT-ID001	Nieves Woodruff	3	3A, Read3A	Reading	A C D	27	9	18	12	1	Participated
Fumiko.H...	1718-AC-PRT-ID004	Fumiko Harris	3	3A, Read3A	Reading	A C D	1	0	1	38	1	Participated
Tona.Mic...	1718-AC-PRT-ID003	Tona Micheals	3	3B	Reading	A B E	32	20	12	7	3	Participated
Etsuko.St...	1718-AC-PRT-ID005	Etsuko Staten	3		Reading	A						Abandoned

View as combined graph: uncheck the box to view the items by subdomain.

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Student and School Summary Report

NAP NATIONAL ASSESSMENT PROGRAM

Tona Micheals

TONA.MICHEALS823136 - Year Level 3

Report Generated: 1/5/2018

Student Report > Student Results Graph

Back Student Results Table Student Results Graph

Domain: Reading Exception Filter: Show all responses View as combined graph Parent Report

Tona Micheals: results for Reading

Language - LA -

Band

Identifies the genre of an information text

Literacy - LY -

Band

Interprets the meaning of a word from context in an information text

Identifies the sequence of events in a short poem

Connects common information across a multi-text

Infers the reference for an expression in a persuasive letter

Links directly stated information across sentences in an information text

Infers a key idea from a paragraph in an information text

Matches text and symbol in a multi-text

Locates directly stated information in an information text

Infers the purpose of using the pronouns you and us in a multi-text

Interprets the meaning of a phrase in a poem

Infers an attitude from a sign in a multi-text

Locates a fact in a persuasive letter

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Student and School Summary Report

NAP NATIONAL ASSESSMENT PROGRAM

Tona Micheals

TONA.MICHEALS823136 - Year Level 3

Report Generated: 1/5/2018

Student Report > Student Results Graph

Back Student Results Table Student Results Graph

Domain: Reading Exception Filter: Show all responses View as combined graph Parent Report

Tona Micheals: results for Reading

LA - LY - LT -

Band

Interprets the meaning of a word from context in an information text

Identifies the sequence of events in a short poem

Connects common information across a multi-text

Infers the reference for an expression in a persuasive letter

Links directly stated information across sentences in an information text

Infers a key idea from a paragraph in an information text

Synthesises a persuasive letter to identify a personality trait

Matches text and symbol in a multi-text

Locates directly stated information in an information text

Infers the purpose of using the pronouns you and us in a multi-text

Interprets the meaning of a phrase in a poem

Infers an attitude from a sign in a multi-text

Locates a fact in a persuasive letter

Identifies the contrast in tone between two sections of a multi-text

Identifies the main idea of a simple persuasive text

Analyses information across stanzas in a poem

Identifies the reason for including a photograph in an information text

Interprets information from different sections of a simple persuasive text

Infers the meaning of a character's statement in a persuasive letter

Identifies the genre of an information text

Identifies the method of persuasion in a persuasive letter

Identifies the main idea of a paragraph in an information text

Interprets a character's motivations in a simple persuasive text

Infers a key idea in an information text

Locates a fact in a persuasive letter

Interprets the overall tone of one part of a multi-text

Interprets directly stated information in a simple persuasive text

Identifies the first-person narrator in a poem

Interprets and summarises details a multi-text

Locates a fact in an information text

Interprets the meaning of a description in a poem

Interprets the meaning of a sentence from descriptive language in a poem

Interprets directly stated information in a simple persuasive text

Infers the meaning of a description from context in a poem

Locates a fact in an information text

Interprets directly stated information in a simple persuasive text

Locates a fact in an information text

Locates an explicitly stated detail in a persuasive text

Interprets directly stated information in a simple information text

Easy Hard

Student performance

Subdomain codes

Hover over a code to display the subdomain name.

- Numeracy** — Measurement and geometry (MG), Number and algebra (NA), Statistics and probability (SP)
- Reading** — Language (LA), Literacy (LY), Literature (LT)
- Spelling** — Audio dictation (AD), Proofreading (PR)
- Grammar and punctuation** — Grammar (GR), Punctuation (PU)

The subdomain of each item is colour-coded.
The report can be generated to group items by subdomain.

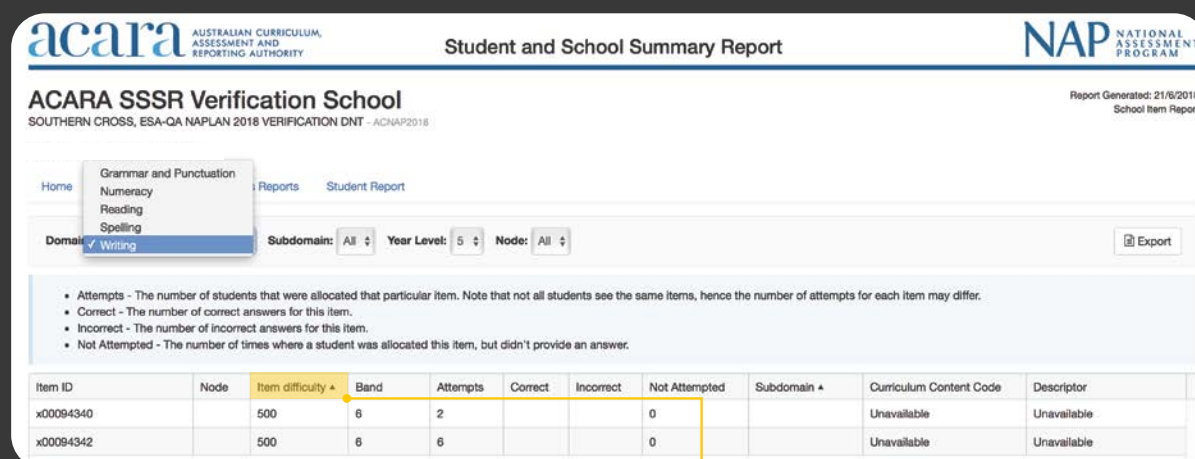
How to interpret the SSSR

Writing displays in 2018 (1)

Students in Years 5, 7 and 9 completed the NAPLAN writing test online. Schools will be able to view the item (prompt) data for the writing test, as well as the script written by the student.

However, online scripts were marked outside the platform. As a result, no scores or student results for 2018 are available in the platform. This has created some unintended effects on the displays of writing data, which should be noted by schools.

School item report



Item (prompt) difficulty

A location on the NAPLAN scale, which ranges from 0 to 1,000. The item difficulty that displays in this field is the average score for this prompt, obtained from student data in previous years.

Writing is visible as a drop-down option in the domain field for students in Years 3, 5, 7 and 9.

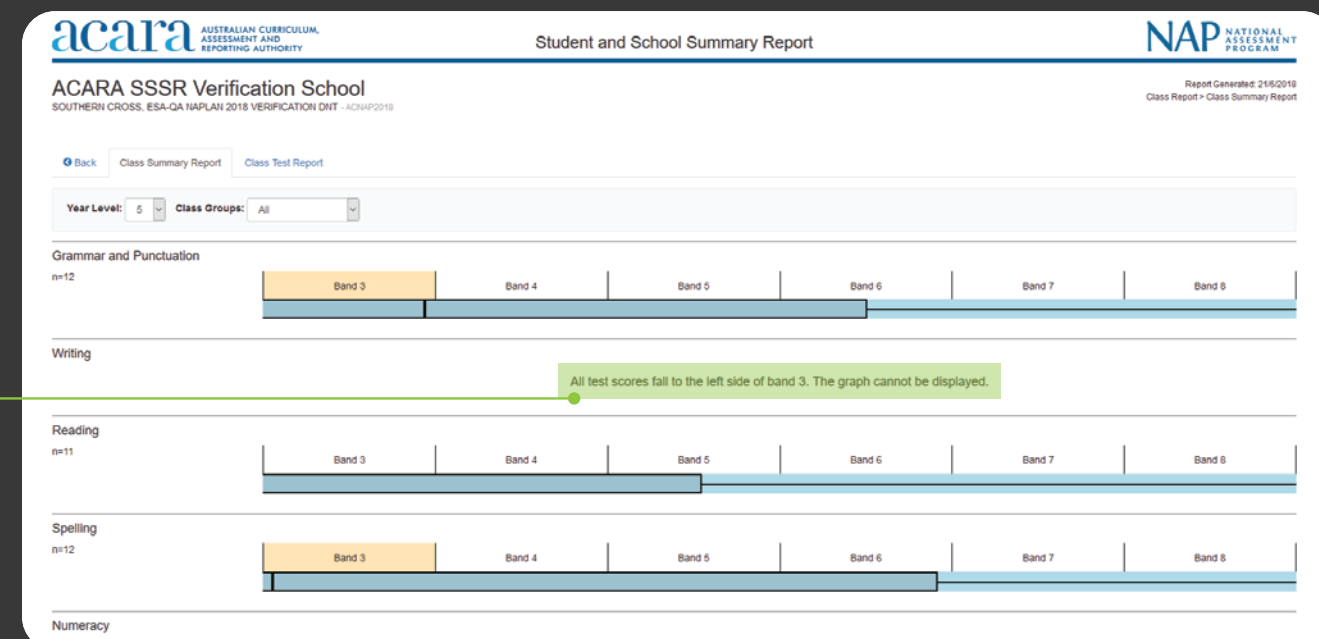
No results available

The message is a platform-generated statement as a result of no score being available in the platform. The student script (unmarked, with no score) may still be viewed through the SSSR (see 'Student results' table, 'view script' button).

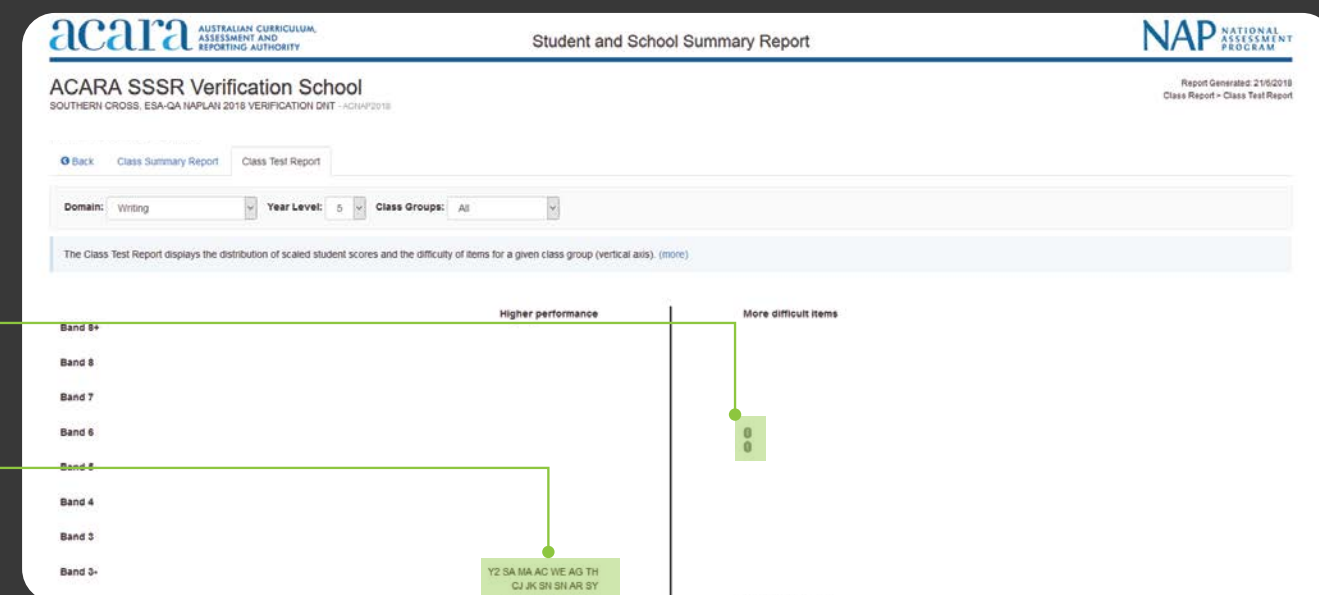
The item difficulty that displays in this field is the average score for this prompt, obtained from student data in previous years.

As there are no results for writing tests in 2018 in the platform, all student initials will appear at the base of the page, as if they scored 0.

Class summary report



Class test report



How to interpret the SSSR

Writing displays in 2018 (2)

Students in Years 5, 7 and 9 completed the NAPLAN writing test online. Schools will be able to view the item (prompt) data for the writing test, as well as the script written by the student.

However, online scripts were marked outside the platform. As a result, no scores or student results for 2018 are available in the platform. This has created some unintended effects on the displays of writing data, which should be noted by schools.

Student report

Student ID	Student Name	Year Level	Class Groups	Domain	Test Name	Pathway	Attempted	Correct	Incorrect	Not attempted	Band	Participation code
ESAGA-N15-XD12	Carl Jackson	5	Read5A	Writing	NAPLAN Writing Year 5 2018		1			0	3-	Participated
ESAGA-N15-XD13	Michele Avery	5	5, 5B, Five	Writing	NAPLAN Writing Year 5 2018		1			0	3-	Participated
ESAGA-N15-XD14	Sam Allan	5	Read5A	Writing	NAPLAN Writing Year 5 2018		1			0	3-	Participated
ESAGA-N15-XD15	Julia Knox	5	5, 5B, Five	Writing	NAPLAN Writing Year 5 2018		1			0	3-	Participated
ESAGA-N15-XD16	Mary Peters	5	5, 5B, Five	Writing	NAPLAN Writing Year 5 2018							Absent
ESAGA-N15-XD17	Abigail Rees	5		Writing	NAPLAN Writing Year 5 2018						3-	Refused
ESAGA-N15-XD18	Audrey Clarkson	5	5, 5B, Five	Writing	NAPLAN Writing Year 5 2018		1			0	3-	Participated
ESAGA-N15-XD19	Tim Hemmings	5	5, 5B, Five	Writing	NAPLAN Writing Year 5 2018		1			0	3-	Participated

No results available

As there are no results for writing tests in 2018 in the platform, Year 5 students' scores will display as band 3-, as if they scored 0. Year 7 students' scores will display as band 4- and Year 9 students' scores will display as band 5-.

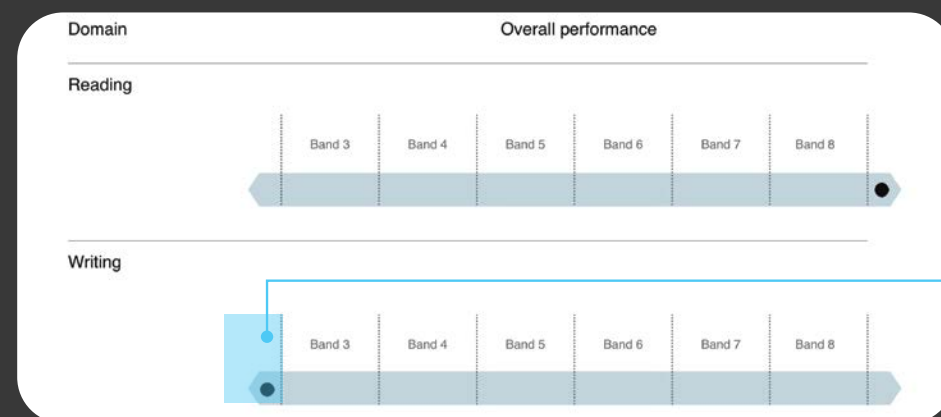
Student result table

Criteria	Description	Student Score	Score Description
No records available			

No results available

No data will be shown in the student results table. The page will display the message 'No records available'. However, the script written by the student can be viewed (click 'view script').

Parent report



If the parent report is generated, which is not intended for 2018, the dot will appear to the left of the lowest band reported, as if the student scored 0.

Audrey Greene: Script for Writing

In today's modern world, computers are an essential part of everyday life. Around the globe, children often use computers from a very young age. Although it is important for children to participate in various well-balanced activities, in my opinion, children who use the computer daily are actually developing a critical skill for future success. The bases for my views are personal, academic, and professional.

From a personal point of view, computers are an invaluable resource to help young people explore the world around them. For example, children who use Internet to satisfy their curiosity about diverse topics are already becoming independent learners. No child with a computer is ever bored by starting early in their lives. Children feel totally at ease around computers. They are also able to take advantage of the wide range of services computers provide.

From an academic viewpoint, children have no choice but to master this technological invention. For instance, when I was in university, students brought their laptops to class to take notes, do research and exchange information. They were assignments, created presentations and developed databases. Children who build early confidence and experience in these abilities are at a distinct advantage over those who have not.

From a professional perspective, the computer has found a permanent place in the workplace. Today, employers still pay to provide computer training to their employees. Tomorrow, corporations will expect prospective job applicants to already possess these critical job skills. Consequently, parents who encourage their child to use the computer for a reasonable period of time daily are in fact investing in the child's future career.

In conclusion, there is no doubt that the computer as a technological tool is here to stay. The sooner children become computer-literate, the better for many aspects of their future lives.