

Student report 2025 Year 3

National Assessment Program —
Literacy and Numeracy

What is the NAPLAN proficiency standard and what is assessed?

The proficiency standard for each assessment area (numeracy, reading, writing, conventions of language) is set at a challenging but reasonable expectation of learning for the student at the time of NAPLAN testing. There are 4 levels: **Exceeding**, **Strong**, **Developing** and **Needs additional support**.

Questions in NAPLAN tests are based mostly on the literacy and numeracy skills students have been taught in **previous years** of schooling. A few questions assess additional content from the year of testing and the following year. These questions have been designed so that they can be answered using strategies students have learnt in previous years.

NAPLAN results should be considered together with school assessments and reports.

Where can I find further information?

Your child's teacher can provide insight into how your child's NAPLAN result relates to their other school-based assessments and classroom learning, and any additional support your child might require.

The below table provides summaries of the types of skills typically demonstrated by Year 3 students in NAPLAN. A student achieving a result in a particular proficiency level is likely to have correctly answered questions involving skills in that level and any level below it. To read more about what is assessed in NAPLAN tests and how the tests are structured, visit www.nap.edu.au.

	Numeracy	Reading	Writing	Conventions of language
Exceeding	Compares numbers beyond 1000. Solves problems and number sentences. Solves problems involving common fractions. Continues number patterns involving addition, subtraction or multiplication. Measures using informal units and simple scaled instruments. Calculates duration. Identifies features of combined shapes and objects. Describes a position or pathway on a map using key features. Identifies and compares information in a table or graph, with a one-to-many key.	Makes meaning from texts of increasing complexity and technicality about less familiar topics. Reads using knowledge of phonics, grammar and context, and how words are made up of meaningful parts. Applies knowledge of text structures and language features to navigate the text, connect information, make inferences and evaluate a perspective. Identifies and interprets purpose and audience.	Writes a suitably structured text with some development of ideas, some precise or topic-specific language and narrative or persuasive text features. Many sentences are correct. Most punctuation is correct. Most common words and some difficult words are spelt correctly.	Correctly spells, and identifies errors in, most two-syllable words, some longer words with regular spelling patterns, and some words with less common spelling patterns, including some unfamiliar vocabulary for the year level. Consistently identifies or correctly uses grammar and punctuation conventions in a variety of sentence structures. Conventions include: <ul style="list-style-type: none">• some complex sentences• the reference for a pronoun in a sentence• quotation marks.
Strong	Compares numbers to 1000. Represents quantities using partitioning. Determines a fraction of a whole. Solves problems and number sentences. Continues number patterns by adding or subtracting a constant. Reads time to the minute. Solves problems using a calendar. Identifies features of shapes and objects. Gives and follows directions. Uses relative positions to describe a location. Represents data in graphs or tables.	Makes meaning from a range of texts on familiar topics with some unfamiliar content or increasingly complex ideas. Reads texts with structures that both support and extend independent readers. May decode some unfamiliar vocabulary using knowledge of how words are made up of meaningful parts and phonics. Applies some knowledge of texts to make meaning and inferences, and connect and sequence ideas.	Writes a text with some parts of a suitable structure and some related ideas. The text has mostly everyday language and some narrative or persuasive text features. Some sentences are correct. Some punctuation is correct. Most simple and some common words are spelt correctly.	Correctly spells, and identifies errors in, many one- and two-syllable words with regular spelling patterns, within familiar vocabulary for the year level. Often identifies or correctly uses grammar and punctuation conventions in a small range of sentence structures. Conventions include: <ul style="list-style-type: none">• some compound sentences• nouns, verbs, adjectives, adverbs and pronouns• capital letters.
Developing	Quantifies and compares collections to 100. Solves problems including number sentences with operations. Continues increasing and decreasing number patterns. Measures using informal units. Reads time to the hour and half-hour. Orders duration of events. Names and compares shapes and objects by their features. Uses everyday language to describe location on a map. Interprets data displayed in a graph or table. Identifies questions to gather information.	Makes some meaning from short, simple texts with familiar content and themes. Reads texts that have predictable text and sentence structures, use familiar everyday language and decodable vocabulary, and provide pictures to support unfamiliar words or ideas. Makes connections between clearly stated information and between text and pictures. Makes simple inferences to draw conclusions.	Writes a simple text with some parts of a recognisable structure, using everyday language. The text begins to show narrative or persuasive text features. There is some correct formation of sentences. Some simple punctuation is correct. Simple words are spelt correctly.	Correctly spells, and identifies errors in, some frequently used one-syllable words with simple spelling patterns. Sometimes identifies or correctly uses grammar and punctuation conventions in short sentences. Conventions include: <ul style="list-style-type: none">• simple sentences• familiar nouns, verbs and adjectives• full stops and question marks.
Needs additional support	Connects quantities, number names and numerals to 20. Identifies a fraction of a whole or collection. Adds and subtracts numbers to 20. Continues patterns with objects, shapes and numbers. Measures length informally. Sorts shapes and objects using their features. Uses positional and ordinal language to identify and interpret location. Interprets data displays including tally tables and picture graphs. Classifies information gathered by questioning.	Makes some meaning from very simple texts with content that reflects everyday experiences. Reads texts that have short sentences, common words and high-frequency vocabulary, and include pictures to support the reader. May use early phonic knowledge to decode one-syllable words. Locates some clearly stated information.	Writes a short simple text with familiar ideas, using everyday language. The text may include some narrative or persuasive text features. The text may have some short sentences with correct word order. Punctuation may be minimal. A few simple words are spelt correctly.	Correctly spells, and identifies errors in, a few very familiar one-syllable words with simple spelling patterns. May identify or correctly use a small range of grammar and punctuation conventions in short sentences. Conventions include: <ul style="list-style-type: none">• very simple sentences• frequently used nouns and verbs• full stops.

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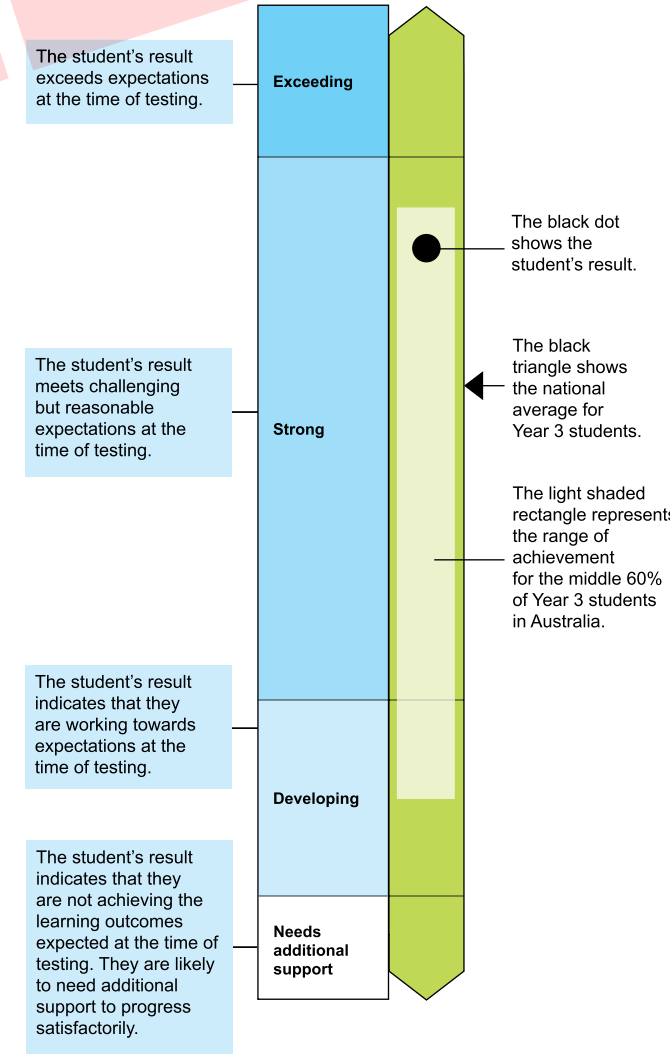
How to read the student report

A student's result is shown on an achievement scale for each assessment area. Below is an **example** only of the scale.

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

The achievement scale represents increasing levels of knowledge, understanding and skills demonstrated in the assessments.

- Your child's results are shown by a **black dot** on each scale, along with:
- **proficiency levels** representing what students know and are able to do, at the time of NAPLAN testing (*blue column*)
 - the **national average** (*black triangle*)
 - the **range of achievement** for the middle 60% of Year 3 students (*light green shaded rectangle*).



KEY

Individual student result

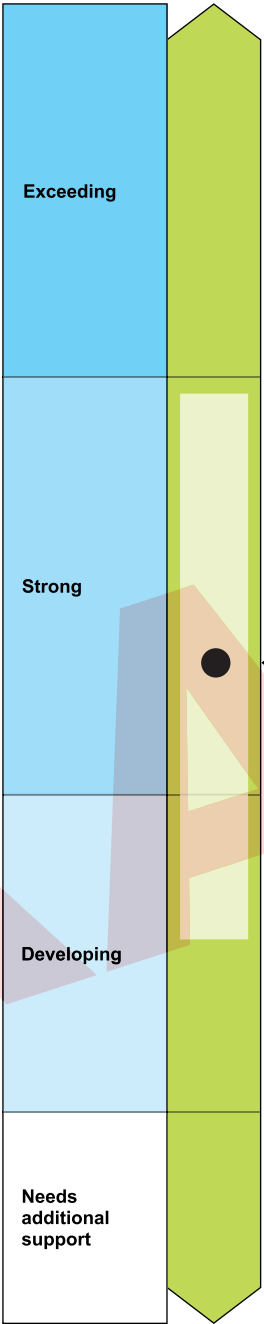
National average

Range of achievement for the middle 60% of Year 3 students in Australia

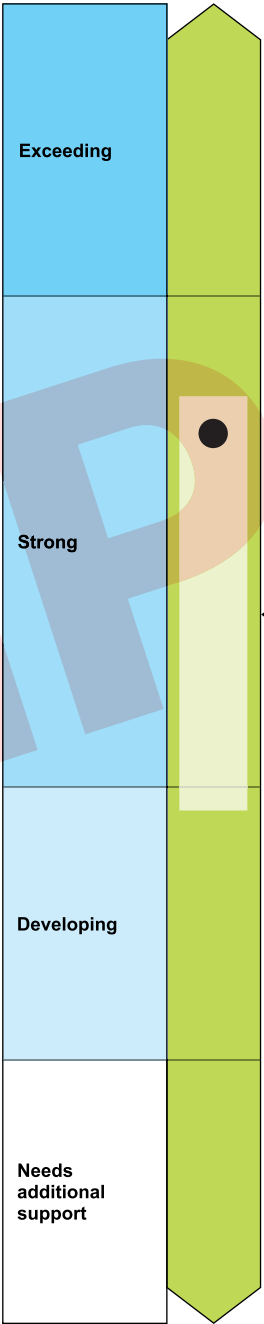
Numeracy



Reading

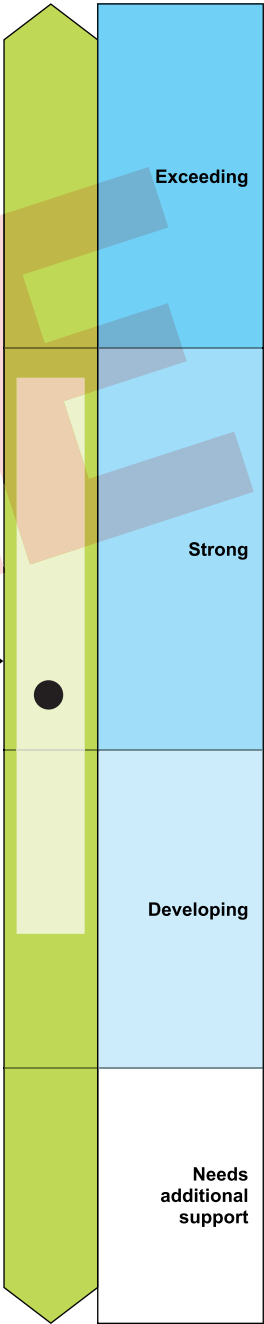


Writing

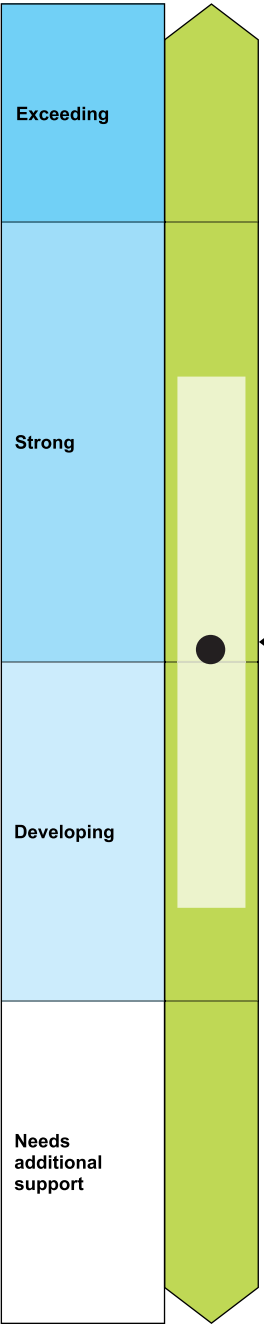


Conventions of language

Spelling



Grammar & 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
- reading data in simple tables
- using simple informal units
- reading calendars and key times on analog clocks
- identifying common 2D shapes and 3D objects and their properties.

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.