

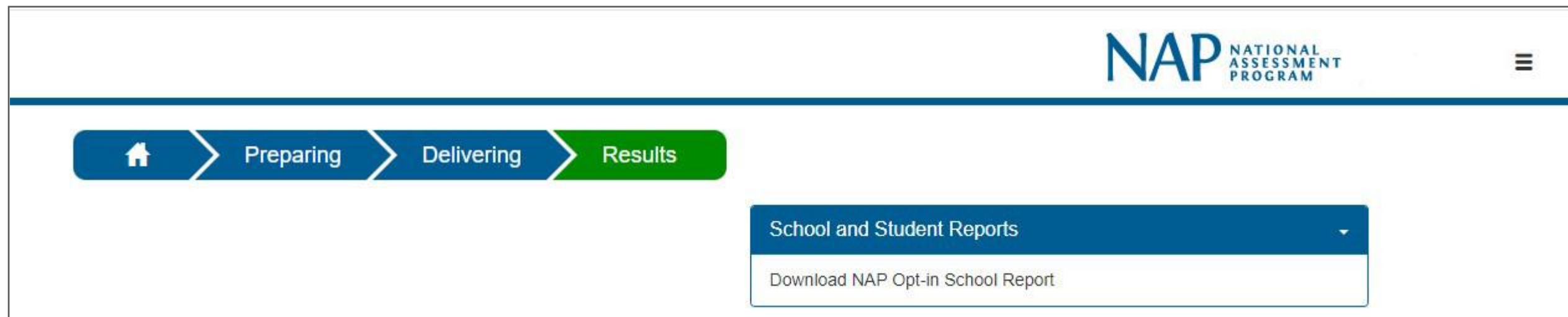
NAP Opt-in School Report guide

The NAP Opt-in 2026 assessment was made available to all Australian schools between 4 and 29 May 2026. Schools could choose to participate in any combination of the Science Literacy, Civics and Citizenship, and ICT Literacy assessments. All extended student responses were marked by trained teachers outside the delivery platform.

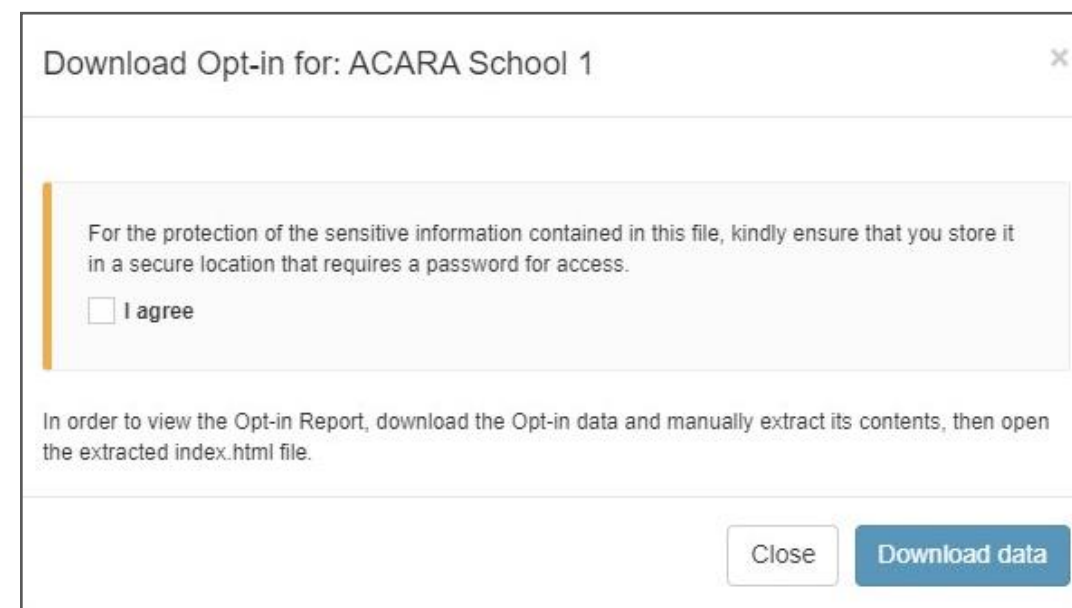
The NAP Opt-in School Report provides information on student performance in your school compared to the national results published in the NAP sample public reports for [Science Literacy](#), [Civics and Citizenship](#) and [ICT Literacy](#). It aims to inform school teaching and learning programs by helping teachers to identify areas of strength and weakness in the learning areas, which are mapped to the Australian Curriculum.

Accessing the NAP Opt-in School Report

1. Please go to the Assessform website <https://www.assessform.edu.au/>
2. Select and log in to the 'NAP Opt-in' tile.
3. In the 'Results' page, click on 'Download NAP Opt-in School Report'.



4. Once you have agreed to the condition on the screen, click on 'Download data' to continue.



How to interpret the **NAP Opt-in School Report**

For each domain and year level, this report has 3 components:

1. The **Items report** shows how your school performed on each test item, relative to national results.
2. The **Class report** shows how each student performed and their level of proficiency.
3. The **School summary report** shows how your school performed overall.

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Green Tree School

NEW SOUTH WALES

Final Results for NAP Opt-in Assessment 2025

Report Generated: 07/05/2025

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About the NAP Opt-in school report

The National Assessment Program (NAP) Opt-in school report enables schools to see how their students performed in the NAP Opt-in assessment. It is intended to provide participating schools with information to help identify areas for improvement in teaching and learning programs.

The NAP Opt-in assessment is derived from the NAP Sample assessments.

The report has 3 components:

1. The items report shows how your school performed on each test item, relative to national results.
2. The students' report shows how each student performed and their level of proficiency.
3. The school summary report shows how your school performed overall.

The results can also be exported in spreadsheet format.

How to interpret the NAP Opt-in School Report

The **Items report** shows how students in your school performed on each item, relative to national performance on that item in the most recent NAP sample assessment for that domain.

The national average is shown as a dotted line, and each item is shown as a bubble. Bubbles located above the line show items that students in your

school found easier than students in other schools did. Bubbles below the line show items that students in your school found harder.

The items can be grouped by content. Information about each item can be seen by hovering over each bubble. The information available is explained further in the screenshots that follow.

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Class report

School summary report

Items report

Home

Items report

Class report

School summary report

Domain: Science Literacy Year Level: 6 Group Items by: All

Export

Item report data can be exported as an Excel file.

Items report

The Items report helps you analyse areas of strength and weakness. It displays data for all items administered to students within your school, grouped by different variables such as strand.

You can gauge your students' performance in different content areas of the curriculum by seeing how your school performed on each item, relative to national performance.

The dotted line shows the average national performance on each item. If a bubble is located above the dotted line, that means students in your school found that item easier than students did nationally, on average. If a bubble is located below the dotted line, your students found the item harder.

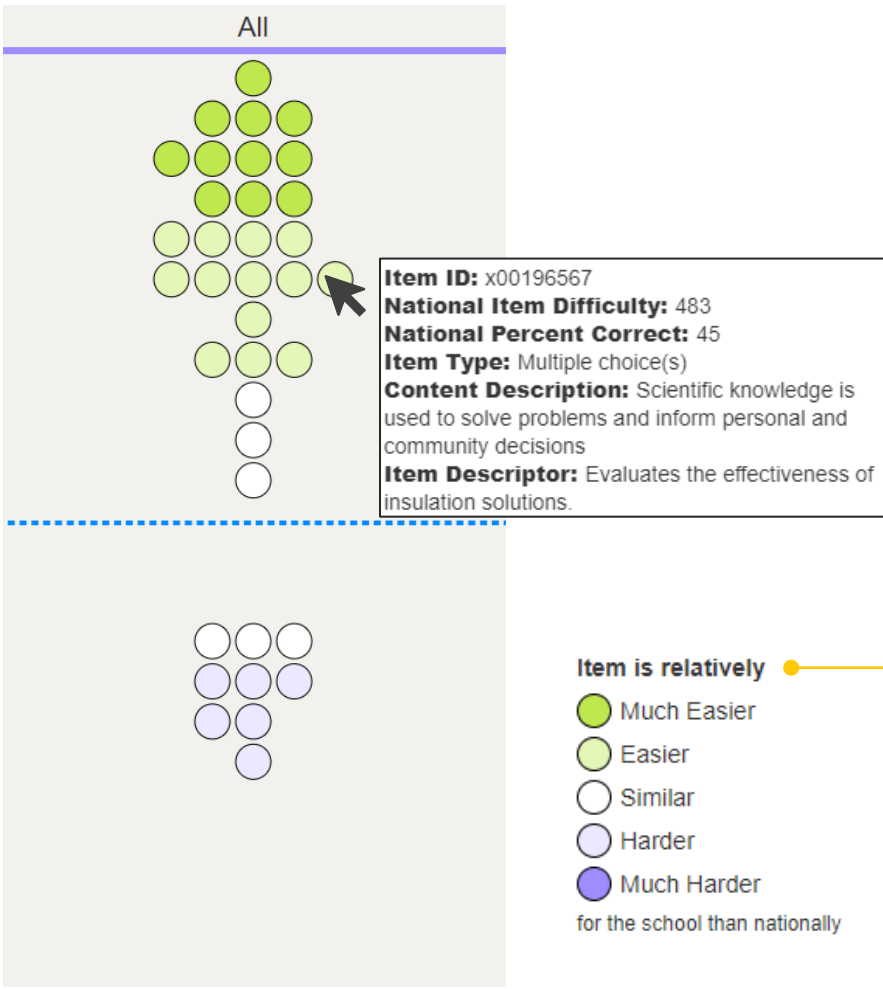
Each bubble is coloured to show whether your students found the item much easier, easier, harder or much harder than students did nationally. Uncoloured bubbles mean that performance on that item was similar to the national average.

More information about each item will pop up when you hover over the bubble.

Item ID	A unique ID for the test item.
National Item Difficulty	The difficulty is reported against the sample scale for each domain, which ranges from approximately 0 to 1200. The higher the number, the harder the item.
National Percent Correct	The percentage of students who responded to the question correctly in the most recent NAP sample assessment in each domain.
Item Type	One of 3 item formats including: - multiple-choice(s): students select options from a list. - interactive response: students interact via more complex mechanisms such as drag and drop, selection of hotspots or drop-downs, or checking options in a grid. - constructed response: students type their response as a number, word or sentence.

Content Description	The Australian Curriculum content description wherever relevant.
Group items by	Items can be grouped by different key elements of Australian Curriculum.
Item Descriptor	A brief description of the skills and understandings required to answer the item correctly.

Colouring of items A comparison between the school percent corrects and National Percent Correct figures. Differences are categorised into the following 5 groups:	
Much easier: students in your school found this question much easier (by more than 20 percentage points) than the national cohort. Easier: students in your school found this question easier (by more than 10 percentage points) than the national cohort. Similar: students in your school performed similarly to the national cohort on this item.	Harder: students in your school found this question harder (by more than 10 percentage points) than the national cohort. Much harder: students in your school found this question much harder (by more than 20 percentage points) than the national cohort.



How to interpret the NAP Opt-in School Report

The **Class report** shows how students in your school performed in the NAP Opt-in assessment. You can group the students by class for more detailed analysis.

Each student is shown as a diamond. The vertical position of the diamond shows the student's achievement, which can

be compared with the NAP sample assessment for that domain. The national mean is also shown, along with the 20th and 80th percentiles of national performance.

Hovering over a diamond shows more detailed information about the student.

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Items report

School summary report

Class report

Home Items report **Class report** School summary report

Domain: Science Literacy Year Level: 6 Group Students by: All

Export

Class report data can be exported as an Excel file.

Class report

The Class report allows you to see how students in your school performed, grouped by different variables such as class group.

Each diamond represents a student. Hovering over the diamond shows you the student's name, and their score on the achievement scale.

You can compare student results to the national average and to the 20th and 80th percentiles of national performance.

At the right of screen, you can see the proportion of students nationally who achieved at each proficiency level. Hovering over the level will show a description of the skills associated with achievement at that level.

Legend
National mean
20th percentile
80th percentile

Student Name: Greentree Student
Achievement Score: 696
Proficiency Level: Level 5 or above
LocalId: ID20023
Gender: Female

Student Name: the first and last name (or pseudonyms) of the student, as provided by the school.

Achievement Score: the NAP sample assessment scale score achieved by the student.

Proficiency Level: the proficiency level achieved by the student for that domain.

Local ID: the student ID associated with the student, as provided by the school.

Gender: the gender of the student (Male, Female, Other), as provided by the school.

Level 5 or above
2%

Level 4
16%

Level 3
39%

Level 2
32%

Level 1 or below
12%

Level 1 or below
At level 1 or below, students can draw on basic knowledge and personal experience to describe and classify aspects of phenomena using science concepts in familiar contexts. Students are able to use basic science inquiry skills to

Vertical placement of the students in the report

The vertical position of each diamond depends on the student's achievement on the NAP sample achievement scale for that domain. The higher the diamond, the better the performance. Note that students whose achievement falls close to a proficiency level boundary will be displayed exactly on the boundary. Their proficiency levels can be seen by hovering over the diamond and are also shown in the Excel export.

NAP sample assessment proficient standards

The proficient standards provide reference points for challenging but reasonable expectations of student achievement at each year level.

National percentage in proficiency levels

The percentages shown in each proficiency level are based on national results in the most recent NAP sample assessment for that domain. The proportions for your school can be seen in the School summary report.

How to interpret the NAP Opt-in School Report

The **School summary report** shows how students in your school, and classes within your school, performed on the NAP Opt-in assessment. You can filter by year level and domain if your school participated in both domains and Years 6 and 10 assessments.

You can see the mean score and the proportions within each proficiency level. These can be compared to the national results.

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School summary report

[Home](#)[Items report](#)[Class report](#)[School summary report](#)

Domain: Science Literacy

Year Level: 6

[Export](#)

School summary report

The School summary report presents a table of statistical information about your school's performance.

It shows the school's mean score on the achievement scale, as well as the mean score for each class and the national mean score. This allows you to compare the average performance of students in your school.

The proportion of students in each proficiency level is also shown. This allows you to see the distribution of student performance in your school.

	Mean	Level 1 or below (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)	Level 5 or above (%)
National	407	12	32	39	16	2
Group A	550	0	5	30	30	35
Group B	437	5	30	45	15	5
All	493	3	18	38	23	20

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100 items per page

1 - 4 of 4 items

Mean – the average NAP Science Literacy scale score for the group

How to interpret the NAP Opt-in School Report

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The **NAP Science Literacy proficiency level descriptions** provide information about what students know and can do at each of the 5 NAP Science Literacy proficiency levels. Every student's achievement score on the NAP Opt-in Science Literacy assessment is allocated to one of these 5 proficiency levels. The proficient standard for Science Literacy, for Year 6 is the boundary between Levels 2 and 3. The proficient standard for Year 10 is the boundary between Levels 3 and 4.

Proficiency level	Description
Level 5 or above	At Level 5, students can apply scientific principles and abstract concepts to develop and evaluate scientific explanations for complex, multi-faceted phenomena in familiar and unfamiliar contexts. Students are able to propose and justify their own scientific solutions and critique solutions made by others to address personal, community and global issues. Students can design valid scientific investigations that would systematically generate reliable data and explain the purpose of an experimental design, including how equipment allows data to be collected accurately. They can explain the value of models to investigate scientific phenomena and evaluate their advantages and limitations. Students can critically evaluate the outcomes of scientific investigations to identify limitations and sources of error, and propose alternative strategies. They can explain relationships between variables, evaluate data and information presented in a variety of formats, and justify conclusions that are consistent with evidence.
Level 4	At Level 4, students can apply scientific principles and concepts to construct and evaluate scientific explanations for complex, related phenomena in familiar contexts. Students are able to explain how scientific knowledge informs decisions and actions, and propose scientific solutions to address personal, community and global issues. Students can select equipment to collect accurate data and explain how to control variables to obtain valid outcomes. Students are able to analyse data and information resulting from investigations presented in a variety of formats. They can draw conclusions using evidence and scientific explanations and can propose strategies to improve the reliability of investigations.
Year 10 proficient standard	
Level 3	At Level 3, students can draw on scientific principles and concepts to construct and interpret scientific explanations of phenomena of increasing complexity in familiar contexts. Students can explain how scientific knowledge influences strategies proposed to solve personal and community problems. Students are able to plan straightforward investigations including identifying equipment to collect accurate data and identify and classify variables in a fair test. They can identify a source of error in an investigation and analyse data and information presented in a variety of formats. Students are able to draw conclusions consistent with evidence and support or refute predictions using evidence.
Year 6 proficient standard	
Level 2	At Level 2, students can draw on basic scientific principles and concepts to identify, explain and classify phenomena in familiar contexts. Students are able to recognise how the application of scientific knowledge can be used to develop solutions in their personal and community contexts. In the context of scientific investigations, students can identify scientific questions and predictions, and understand how variables influence outcomes. They can select appropriate equipment for a scientific investigation, perform simple calculations and label simple scientific diagrams. They can interpret data and information presented in a variety of formats and identify information that supports a conclusion from simple investigations.
Level 1 or below	At Level 1, students can draw on basic knowledge and personal experience to recognise and describe aspects of phenomena using science concepts in familiar contexts. Students can identify familiar issues relating to a scientific concept that may affect their daily life. Students are able to use basic science inquiry skills to identify suitable equipment and identify risk management strategies for an investigation, take measurements and label graphics in familiar contexts. They can analyse simple representations of data and information to identify patterns and draw basic conclusions.

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The **NAP Civics and Citizenship proficiency level descriptions** provide information about what students know and can do at each of the 5 NAP Civics and Citizenship proficiency levels. Every student's achievement score on the NAP Opt-in Civics and Citizenship assessment is allocated to one of these 5 proficiency levels. In addition, skills are described for students whose results place them below Level 1. The proficient standard for Civics and Citizenship for Year 6 is the boundary between Levels 1 and 2. The proficient standard for Year 10 is the boundary between Levels 2 and 3.

Proficiency level	Description
Level 5	Students working at Level 5 demonstrate precise knowledge and understanding of the workings of Australian democracy and the contexts in which it has developed. In general, they evaluate civic actions and recognise the potential for ambiguity in contested civics and citizenship concepts.
Level 4	Students working at Level 4 recognise the interaction between governmental policies and processes, and actions of civil and civic institutions and the broader community. They explain the benefits, motivations and outcomes of institutional policies and parliamentary processes. They demonstrate familiarity with the precise discipline-specific vocabulary associated with civics and citizenship and history content and concepts, both through interpreting text and in written responses. They show an understanding of the conflicts surrounding certain historical events.
Level 3	Students working at Level 3 demonstrate knowledge of specific details of Australian democracy such as referendums and election processes. They demonstrate an understanding of the importance of First Nations Australian cultures. They make connections between the processes and outcomes of civil and civic institutions. They demonstrate awareness of the common good as a potential motivation for civic action. Students working at Level 3 demonstrate awareness that civic processes can be explained and justified in relation to their broader contexts, including the historical context.
Level 2	Students working at Level 2 demonstrate knowledge of core aspects of the Australian democracy. They demonstrate awareness of the connection between fundamental principles (such as fairness) and their manifestation in rules and laws. They demonstrate awareness that citizenship rights and responsibilities are collective as well as individual. They make simple evaluations of given mechanisms of civic action.
Level 1	Students working at Level 1 demonstrate knowledge of broad features of the Australian democracy. They recognise the cultural significance of the land to Indigenous Australians and that cultural attitudes and values can change over time. They demonstrate familiarity with simple mechanisms of community engagement and how civic actions inform and influence change.
Below Level 1	Students working at or below Level 1 demonstrate knowledge of the notion of fairness and recognise some basic human rights. They demonstrate familiarity with basic aspects of democratic processes and legal systems, and some familiarity with generalised characteristics of Australian identity.

Year 10 proficient standard

Year 6 proficient standard

How to interpret the NAP Opt-in School Report

The **NAP Information and Communication Technology (ICT) Literacy proficiency level descriptions** provide information about what students know and can do at each of the 6 NAP ICT Literacy proficiency levels. Every student's achievement score on the NAP Opt-in ICT Literacy assessment is allocated to one of these 6 proficiency levels. The proficient standard for ICT Literacy, for Year 6 is the boundary between Levels 2 and 3. The proficient standard for Year 10 is the boundary between Levels 3 and 4.

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Proficiency level	Description
Level 6	Students working at level 6 create information products that show evidence of technical proficiency, careful planning and review, and digital technologies skills. They use software features to organise information and to synthesise and represent data as integrated complete information products, and to develop algorithms and apply computational thinking. They design information products consistent with the conventions of specific communication modes and audiences. They use available software features to enhance the communicative effect of their work.
Level 5	Students working at level 5 evaluate the credibility of information from electronic sources and select the most relevant information to use for a specific communicative purpose. They create information products that show evidence of planning and technical competence, and digital technologies understanding. They use software features to reshape and present information graphically, consistent with presentation conventions. They design information products that combine different elements. They accurately represent their source data and apply computational thinking to develop digital solutions. They use available software features to enhance the appearance of their information products and user interfaces. They employ file management practices to support workflow management when creating information products. They can explain how components of a digital system are connected to transmit data and interpret the data outputs.
Level 4	Students working at level 4 generate simple general search questions and select the best information source to meet a specific purpose. They retrieve information and interpret data reports from given electronic sources to answer specific, concrete questions. They can implement solutions to collect information from users. They assemble information in a simple linear and logical order to create information products. They use conventionally recognised software commands to edit and reformat information products, and begin to explore digital technologies concepts. They recognise common examples in which ICT misuse may occur and suggest ways of avoiding them
Level 3	Students working at level 3 generate simple general search questions and select the best information source to meet a specific purpose. They retrieve information and interpret data reports from given electronic sources to answer specific, concrete questions. They can use simple digital forms and identify mistakes in software tools used to collect information from users. They assemble information in a simple linear and logical order to create information products. They use conventionally recognised software commands to edit and reformat information products, and begin to explore basic digital technologies concepts. They can correctly connect components of a simple digital system. They can use a range of communication tools for participating in collaborative online environments. They recognise common examples in which ICT misuse may occur and suggest ways of avoiding them.
Level 2	Students working at level 2 locate simple, explicit information from within a given electronic source. They add content to and make simple changes to existing information products when instructed. They edit information products to create products that show limited consistency of design and information management. They recognise and identify basic ICT electronic security and health and safety usage issues and practices, and gain exposure to basic digital technologies concepts. They can interpret data represented in a range of communication tools for participating in collaborative online environments. They examine the main components of familiar digital systems and identify their functions.
Level 1	Students working at level 1 perform basic tasks using computers and software. They implement the most commonly used file management and software commands when instructed. They recognise the most commonly used ICT terminology and functions, and gain initial exposure to basic digital technologies concepts.