



This report shows the results for

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Education and Training Precinct**

The National Assessment Program — Literacy and Numeracy

In May 2008, 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.

The information contained in this report should be considered together with school-based assessments and reports.

Literacy Assessment

The literacy assessment tasks 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 3 classrooms and answer questions of varying difficulty to show their understanding of the material.

Writing

Students were directed to write in response to stimulus material. 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 multiple-choice questions on aspects of grammar and punctuation.

Numeracy Assessment

The numeracy assessment task measured student achievement across number; function and pattern; measurement, chance and data; and space. Questions required students to apply mathematical knowledge, skills and understandings 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.

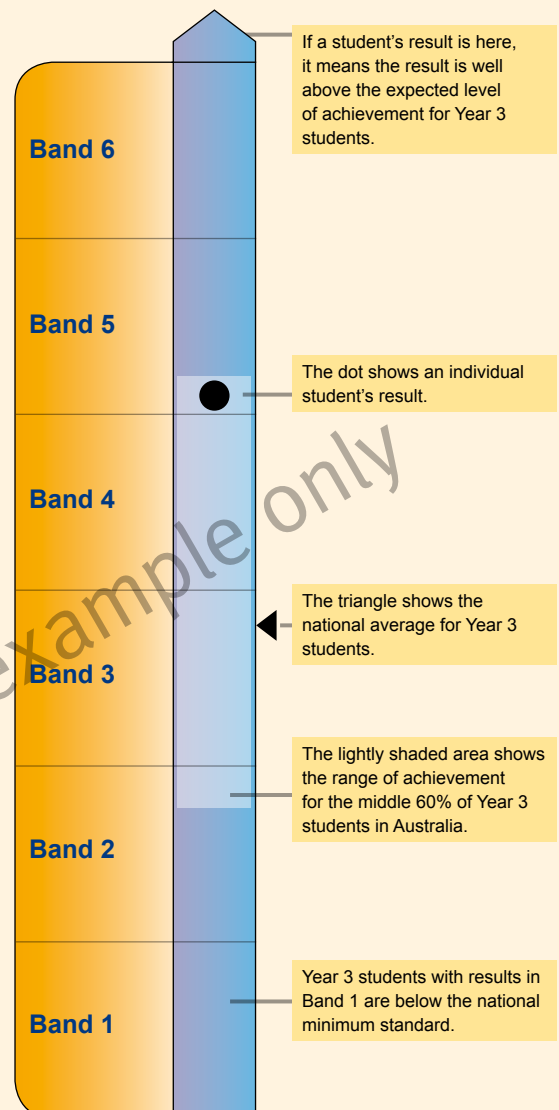
Results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Results for Year 3 are reported across the range of Band 1 to Band 6, with Band 2 representing the national minimum standard for this year level.

The national average and the range of achievement for Year 3 students are also shown on the scale.

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

Year 3



KEY

● Individual student result

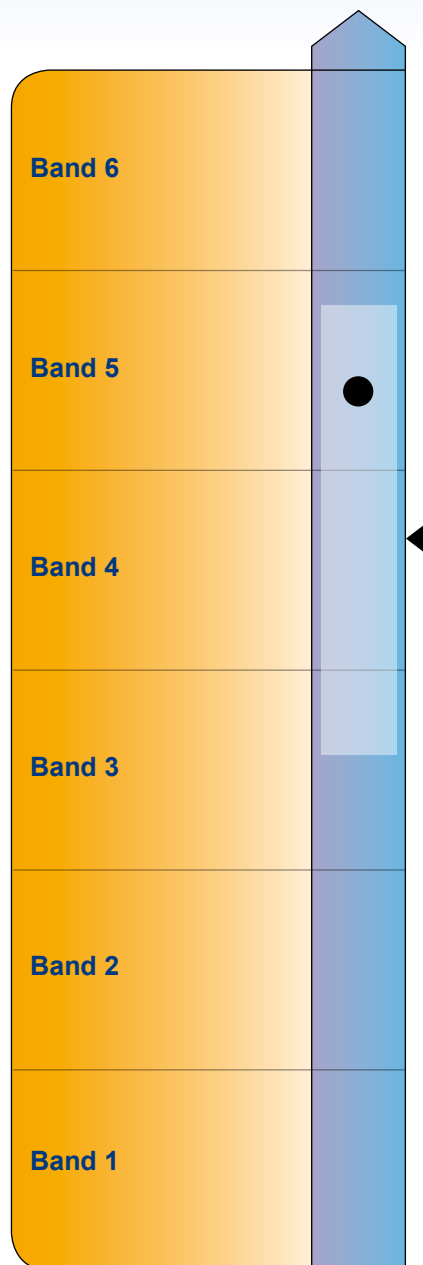
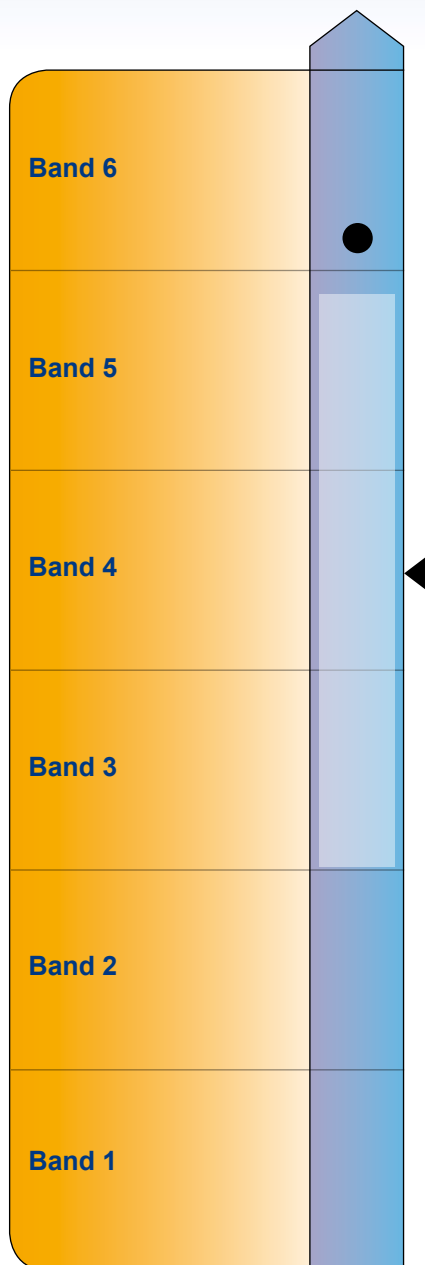
◀ National average

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

Reading

Writing

Year 3



Students read stories and factual texts supported by pictures and diagrams. Students were assessed on aspects of reading, including:

- finding information that is clearly stated
- connecting ideas and coming to conclusions
- deciding how a character thinks or acts
- recognising a sequence of events
- identifying the main idea or purpose of a text.

Students wrote a story. Their writing was assessed by evaluating how well they demonstrated their skills in:

- supporting the reader and understanding the purpose of writing
- structuring the story, developing ideas and characters, and making effective word choices
- using the conventions of written language such as grammar, punctuation, spelling and paragraphs.

KEY



Individual student result



National average

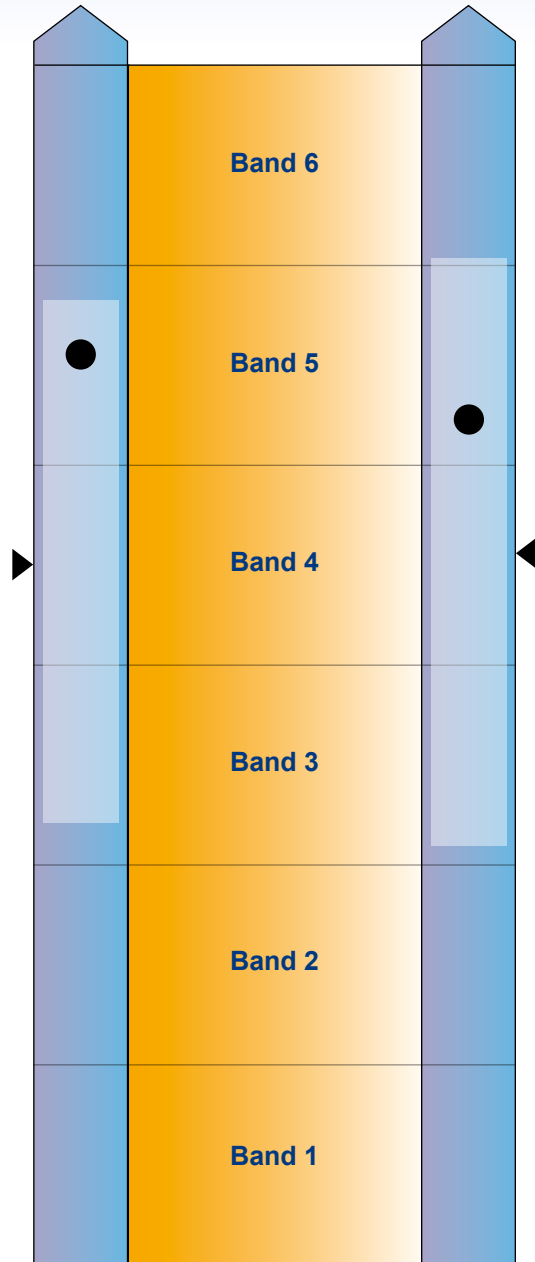


Range of achievement for the middle 60% of Year 3 students in Australia

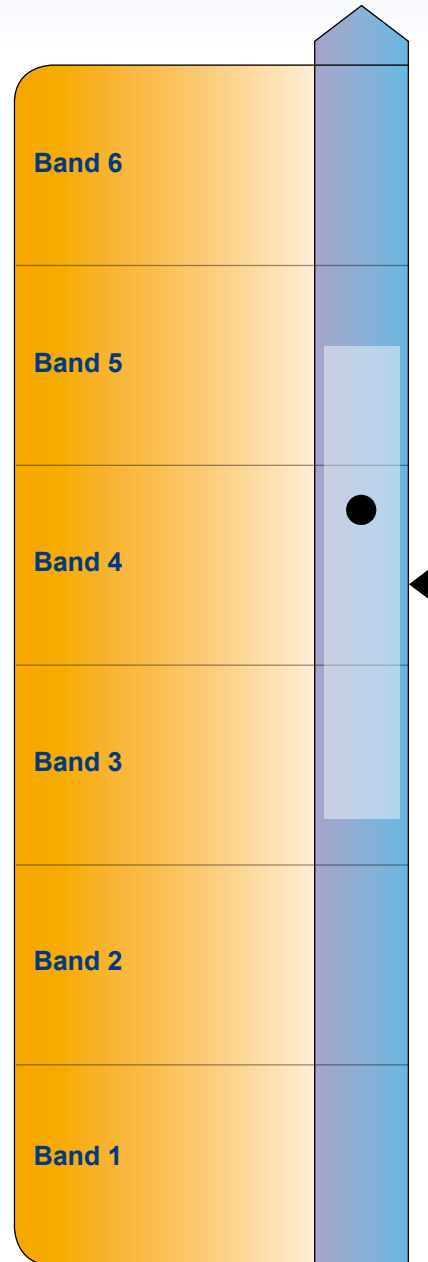
Language Conventions

Spelling

Grammar & Punctuation



Numeracy



Year 3

Students were assessed on aspects of spelling, grammar and punctuation. Tasks included:

- correctly spelling frequently used one- and two-syllable words with common spelling patterns and letter combinations
- identifying errors and then correctly spelling frequently used words
- selecting prepositions to complete sentences and phrases
- recognising the correct use of capital letters, full stops and question marks in sentences.

Students were assessed on aspects of numeracy, including:

- recognising number patterns
- solving problems involving addition and subtraction
- understanding simple fractions
- reading data in a simple table
- identifying a common shape
- reading time on analogue and digital clocks.

Summary of Skills Assessed 2008

The following table describes some of the skills assessed in this year's tests. The skills increase in difficulty from the lowest to the highest band. A student assessed in a particular band is likely to have correctly answered questions involving skills in that band and in each band below it.

Year 3

Band	Reading	Writing	Language Conventions	Numeracy
6	Locates information in the text accompanying a diagram. Understands how texts are structured and recognises the purpose of parts of a text, such as the introduction.	Organises a story into paragraphs that focus on one idea or a group of related ideas. Uses accurate words or groups of words when describing events and ideas. Punctuates nearly all sentences correctly with capitals, full stops, exclamation marks and question marks. Correctly uses more complex punctuation marks some of the time.	Spells frequently used words with uncommon spelling patterns. Recognises common grammatical conventions, such as the correct use of a pair of pronouns. Recognises the correct use of punctuation in written English, such as the placement of commas in a complex sentence.	Solves a division problem involving unequal shares, using a diagram and an appropriate problem-solving strategy such as guess-and-check, drawing a diagram, or relating to a simpler problem.
5	Infers the motivation of a character in a short narrative. Identifies a common idea in two short narratives. Connects ideas in an information report. Sequences events in a factual text supported by diagrams.	Structures a story to include a beginning, a complication and events that are related to each other. Includes enough supporting detail for the story to be easily understood by the reader, although the conclusion may be weak or simple. Correctly structures most simple and compound sentences and some complex sentences.	Spells frequently used multi-syllable words with less regular spelling patterns. Recognises common grammatical conventions, such as the correct use of comparative adjectives. Recognises the correct use of punctuation in written English, such as the placement of speech marks for direct speech.	Solves everyday money problems involving addition or multiplication. Interprets data from column graphs to confirm a statement. Uses a key to interpret picture graphs. Uses chance terms to describe the outcome in a simple experiment. Uses informal units to compare the volumes of different models. Identifies cylinders within a 3D composite model.
4	Identifies the meaning of words from their context and the purpose of a diagram in a factual text. Identifies an alternative title for a factual text. Compares and connects information in a short explanation.	Writes a story in which characters or setting are briefly described. 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.	Spells less frequently used words with less regular spelling patterns. Recognises common grammatical conventions, such as the correct use of conjunctions and plural pronouns. Recognises the correct use of punctuation in written English, such as capital letters for proper nouns.	Solves a problem involving the difference between numbers less than 100. Understands the term <i>quarters</i> and uses simple fractions to solve an everyday problem. Continues a number pattern involving counting on by hundreds and identifies geometric patterns. Interprets data in simple tables. Recognises a 3D model made from cubes viewed from a different perspective.
3	Interprets ideas in simple texts and makes connections between ideas that are not clearly stated. Identifies a simple cause and effect. Draws conclusions about a character and relationships between characters. Makes simple inferences, such as identifying the main idea of a paragraph and of a report.	Attempts to write a story containing a few related events, 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.	Spells some common words with less regular spelling patterns. Spells common two-syllable words with regular spelling patterns. Recognises common grammatical conventions, such as using a pronoun to refer to a person. Recognises the correct use of punctuation in written English, such as an apostrophe in a simple sentence.	Completes a number sentence involving multiplication, using a diagram showing a collection of objects. Converts digital time to analogue time. Uses informal units to measure the area of a grid. Identifies common 2D shapes within a geometric design. Recognises a 2D shape after it has been flipped.
2	Makes some meaning from short texts, such as stories and simple reports, which have some visual support. Makes connections between pieces of clearly stated information and between text and pictures.	Shows audience awareness by using common story elements; for example, beginning with <i>Once upon a time</i> . Uses some capital letters and full stops correctly. Correctly spells most simple words used in the writing. Some other one- and two-syllable words may also be correct.	Spells frequently used words. Recognises some basic grammatical conventions, such as identifying a correct preposition. Recognises some correct use of punctuation in written English, such as a full stop at the end of a sentence.	Calculates the total value of a set of coins. Forms equal groups using a diagram showing a collection of objects. Locates data in simple and two-way tables. Compares the size of different angles by observation. Locates position by following simple directions or by using coordinates on a grid.
1	Makes some meaning from short texts that have simple sentences, common words and pictures to support the words. Finds clearly stated information.	Writes a small amount of simple content that can be read. May name characters or a setting. May write the words for some simple sentences in the correct order, but full stops and capital letters are usually missing or incorrect. Correctly spells a few simple words.	Spells simple one-syllable words. Recognises some basic conventions of English as they appear in writing.	Matches blocks arranged in groups of tens and ones to a given two-digit number. Applies knowledge of place value to compare two-digit numbers. Compares the length of common objects by observation. Names common 3D objects and visualises the symmetry of a folded shape.