

Student Report 2009

JOHN CITIZEN

KEY



Individual student result



National average



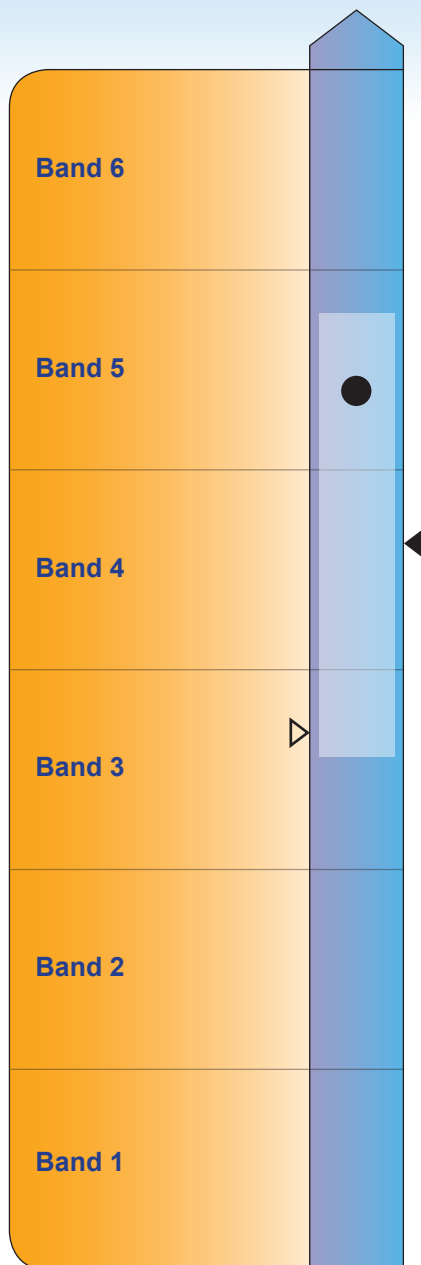
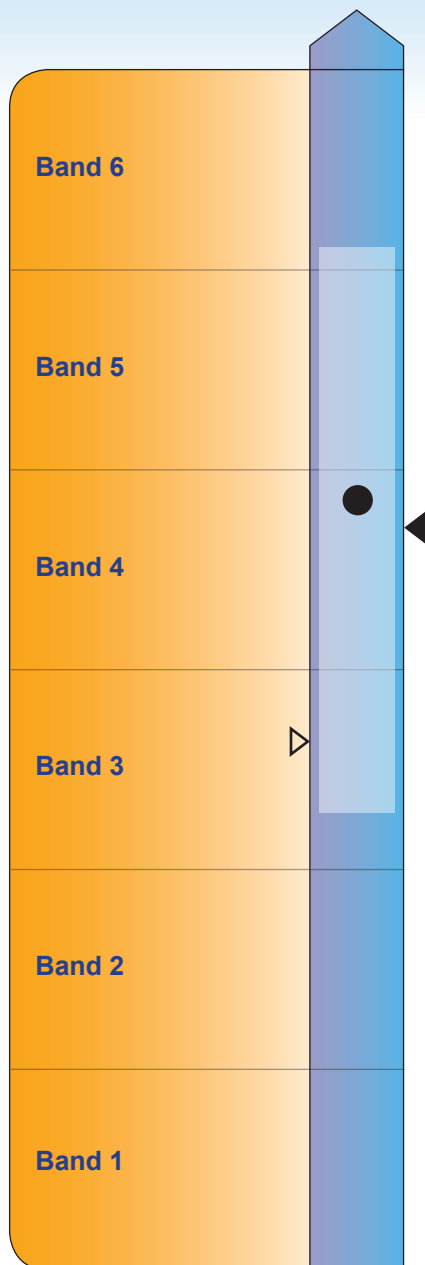
School average



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

Reading

Writing



Students read stories and information texts supported by pictures. 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 in a text.

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

- 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
- engaging the reader.

Year 3

KEY



Individual student result



National average



School average

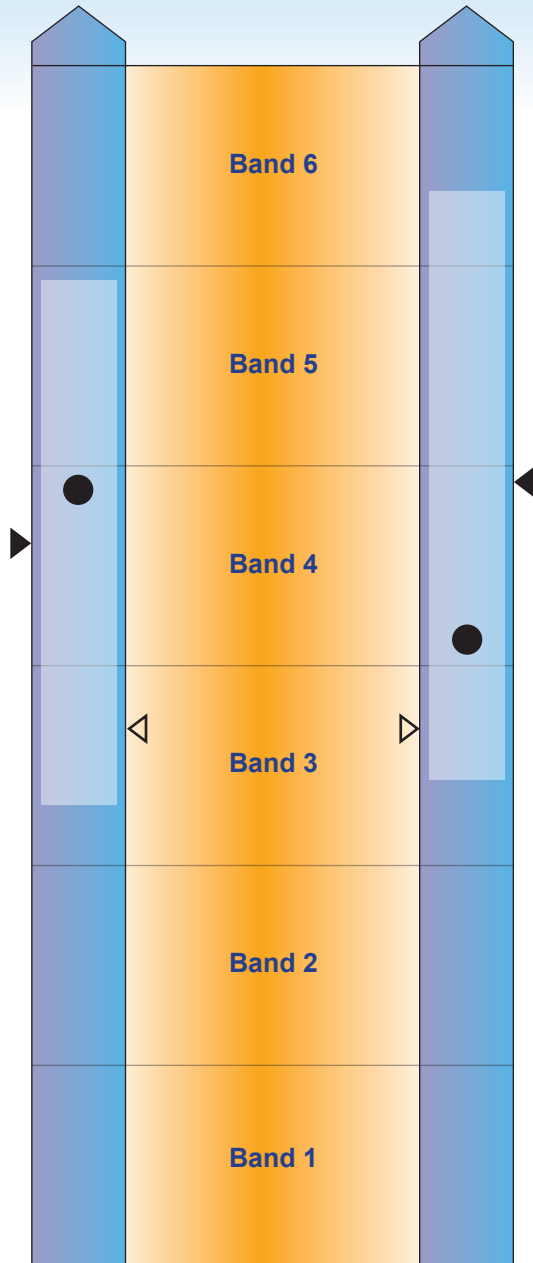


Range of achievement for the middle 60% of Year 3 students in Australia

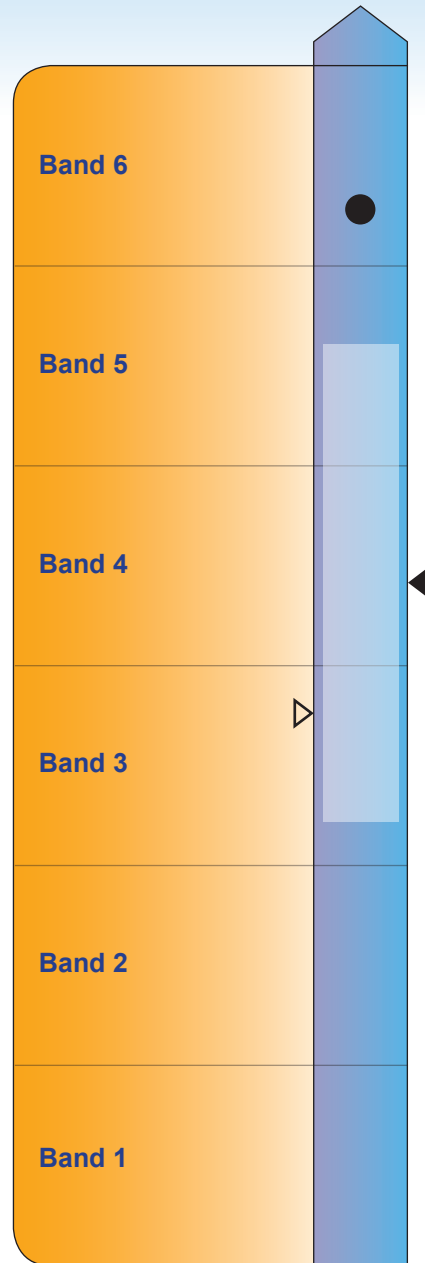
Language Conventions

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 regular spelling patterns and letter combinations
- identifying errors and then correctly spelling frequently used words
- recognising correct sentence structure
- recognising the correct use of basic punctuation such as capital letters, full stops and question marks.

Students were assessed on aspects of numeracy including:

- solving problems involving addition and subtraction
- understanding simple fractions and using them in measurement and space problems
- continuing number patterns involving addition or subtraction
- reading data in simple tables
- reading key times on analogue and digital clocks
- identifying common 2D shapes and 3D objects.

Summary of Skills Assessed 2009

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 | Makes connections between ideas that are implied and not clearly stated. Draws conclusions about a character's feelings and sequences events from more difficult stories. Identifies the main idea of a text. Understands how texts are structured and recognises the purpose of parts of a text such as the title. | 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. | Correctly spells two-syllable words ending in 'or', 'ous' and 'ice' (mirror, famous, notice). Identifies an error, then correctly spells words with less regular spelling patterns (dollars). Recognises common grammatical conventions such as the correct use of verbs, adverbs, pronouns and conjunctions. Recognises the correct use of punctuation such as capital letters, question marks, commas and full stops. | Solves a problem involving division with a remainder. Performs subtraction involving numbers up to 100. Applies knowledge of fractions to convert from minutes to hours. Interprets a map and follows directions to locate a position. |
| 5 | Interprets the motivation of a character in a story. Identifies the purpose of a phrase in brackets in a factual text. Recognises the order of events in a factual text. Identifies the meaning of a word in context in a more difficult story. | 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. | Correctly spells short words with a silent letter (lamb) and two-syllable words with a long vowel sound (roaring). Identifies an error, then correctly spells compound words (sometimes). Recognises common grammatical conventions such as the correct use of linking words in a sentence. Recognises the correct use of punctuation such as a question mark. | Solves a money problem involving multiplication and rounding. Interprets data in a table to solve a subtraction problem. Uses understandings of simple fractions to interpret a recipe. Uses knowledge of addition strategies to complete a number sentence. Matches analogue time in words to digital time. Identifies the number of faces in a 3D model and identifies the top view of a cone. |
| 4 | Interprets a character's behaviour in a story and identifies the main idea of a simple text. Makes connections between the words and pictures in a more difficult story. | 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. | Correctly spells short words with a long vowel sound (tail) and common two-syllable words (because). Identifies an error, then correctly spells short words containing two letters that make one sound (thick). Recognises common grammatical conventions such as the correct use of adjectives and pronouns. Recognises the correct use of punctuation such as capital letters for proper nouns. | Adds 2 two-digit numbers. Counts half of a collection of objects to solve an everyday problem. Knows multiplication facts up to 10 x 10. Continues a number pattern based on subtraction. Recognises 2D shapes after they have been rotated or reflected. Identifies a prism displayed in an everyday context. |
| 3 | Interprets ideas in a variety of factual texts and stories. Connects clearly stated information from different parts of a text. Draws conclusions about a character's feelings in a story and identifies the purpose of a postcard. | 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 complex sentences but with little success. Orders and joins ideas using a few connecting words but the links are not always clear or correct. | Correctly spells short words containing two letters that make one sound (beak, brown). Identifies an error, then correctly spells common two-syllable words (very, driving). Recognises common grammatical conventions such as the correct forms of verbs, adverbs and pronouns. Identifies a joining word that affects the meaning of a sentence. Recognises the correct use of punctuation in a simple sentence. | Measures an area on a grid using informal units. Identifies a specific date on a calendar and identifies the possible outcomes of a simple chance event. Identifies the pentagon in a collection of 2D shapes. |
| 2 | Makes some meaning from short texts, such as recipes and postcards, which have pictures to support the words. Makes connections between ideas in a sentence. | 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 the correct use of common verbs and pronouns. Recognises the correct use of some punctuation in written English. | Identifies a three-digit number written in words. Solves a word problem involving the order of numbers less than 20 and identifies the repeated addition to match a diagram showing equal groups. Reads a simple scale to estimate capacity. |
| 1 | Makes some meaning from short factual 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. | Adds tally marks in a table to calculate a total. Selects the next number in a simple number pattern. Recognises an instrument for measuring length. Identifies the missing part of a puzzle and uses coordinates to locate a position on a simple grid. |

Student Report 2009

National Assessment Program — Literacy and Numeracy

This report shows the results for

JOHN CITIZEN

**Ridgeway State College – Rockaway Beach
Education and Training Precinct**

The National Assessment Program — Literacy and Numeracy

In May 2009, 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 school average, 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

