



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 5 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.

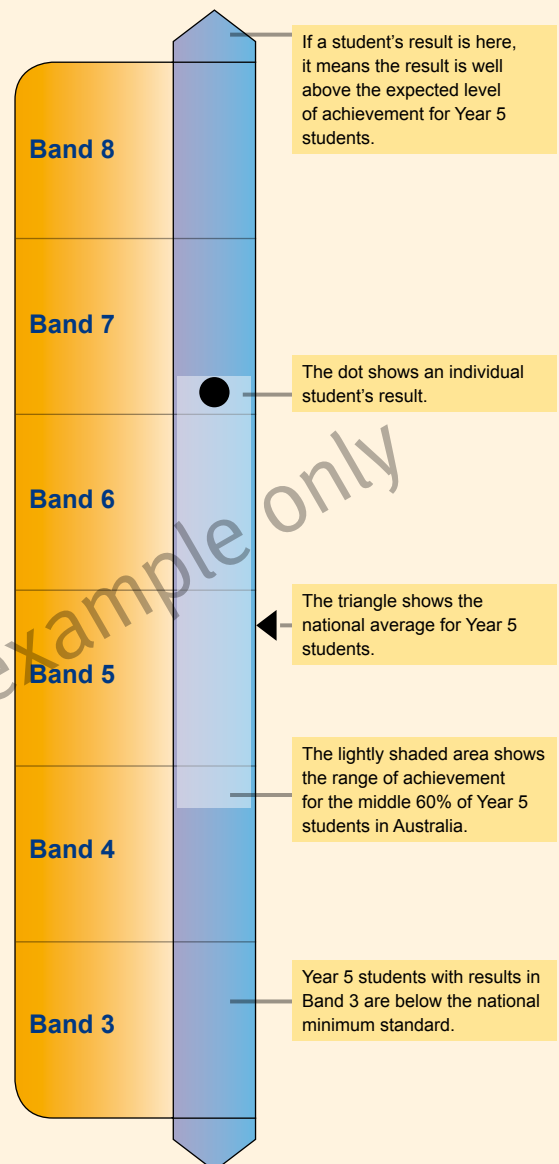
Results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Results for Year 5 are reported across the range of Band 3 to Band 8, with Band 4 representing the national minimum standard for this year level.

The national average and the range of achievement for Year 5 students are also shown on the scale.

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

Year 5



Student Report 2008

JANE SMITH

KEY



Individual student result



National average

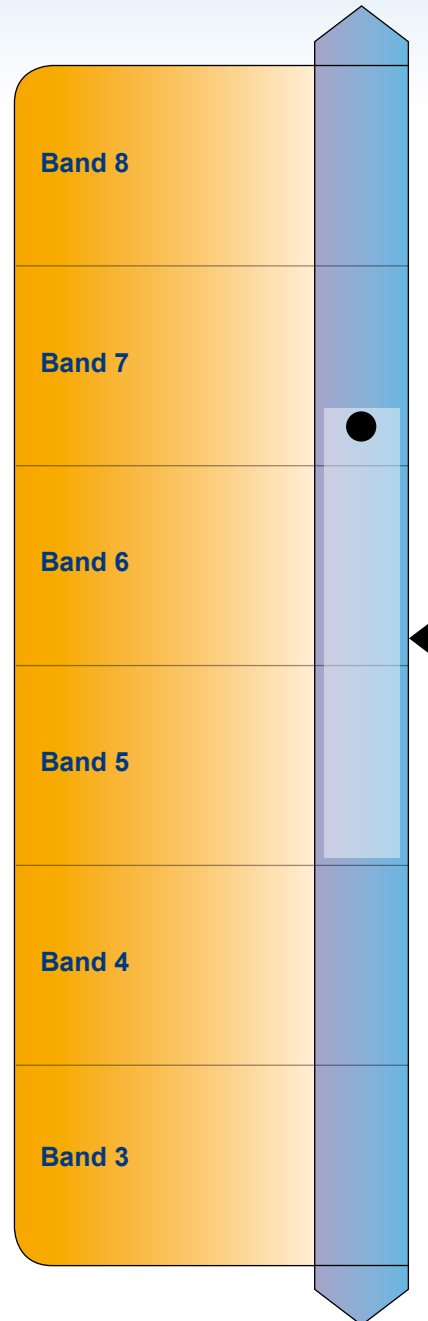
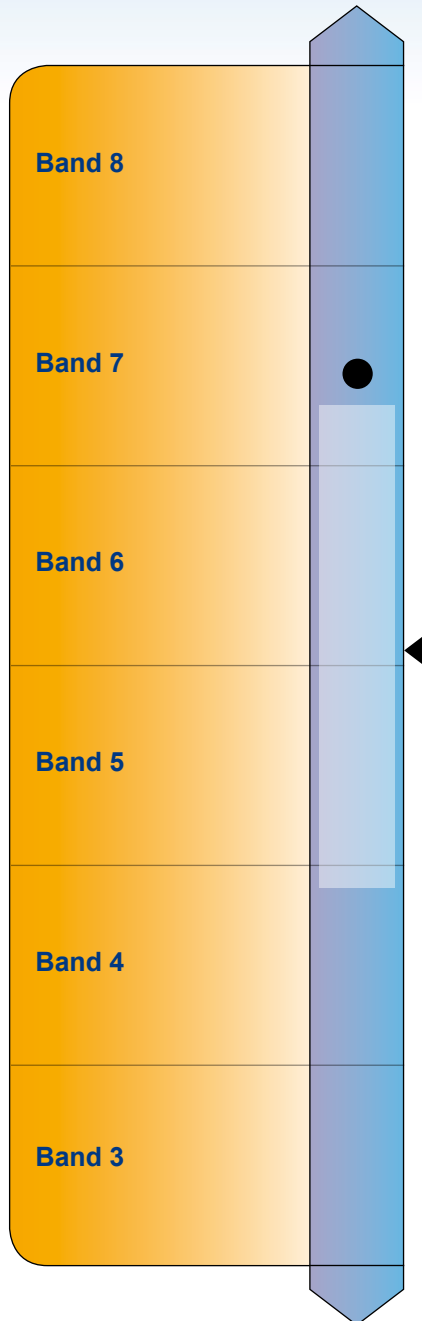


Range of achievement for the middle 60% of Year 5 students in Australia

Reading

Writing

Year 5



Students read stories, letters to the editor and factual texts with supporting pictures and diagrams. Students were assessed on aspects of reading, including:

- finding information that is clearly stated
- connecting ideas and coming to conclusions
- identifying the main purpose of a text, a diagram or a picture
- comparing different points of view
- understanding a character's motivations and actions.

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

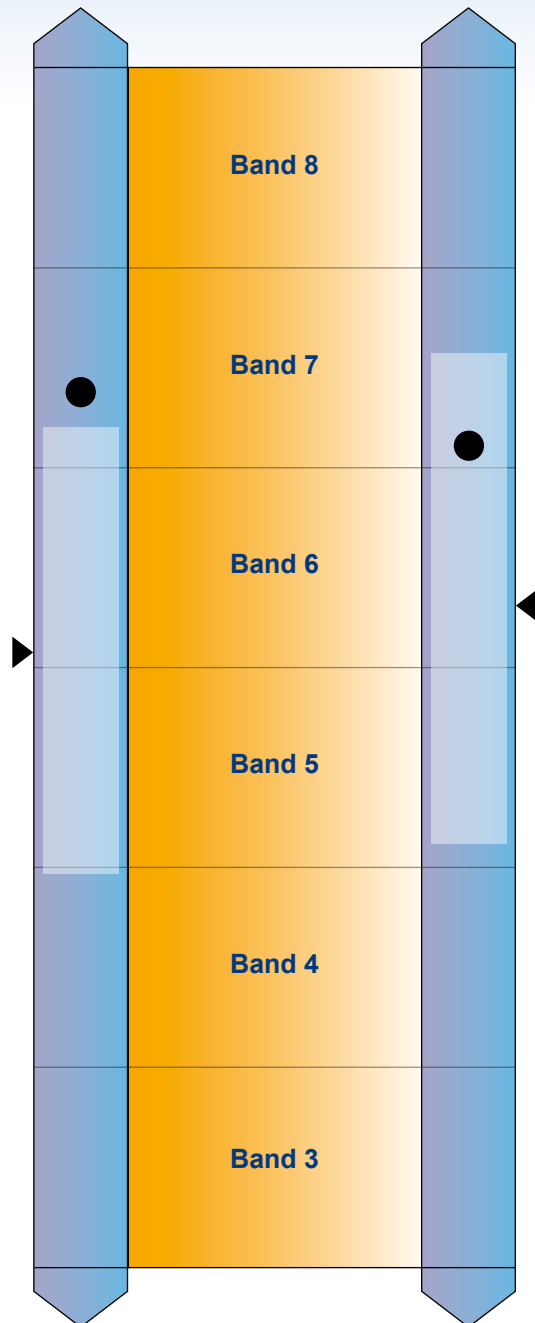
◀ National average

▬ Range of achievement for the middle 60% of Year 5 students in Australia

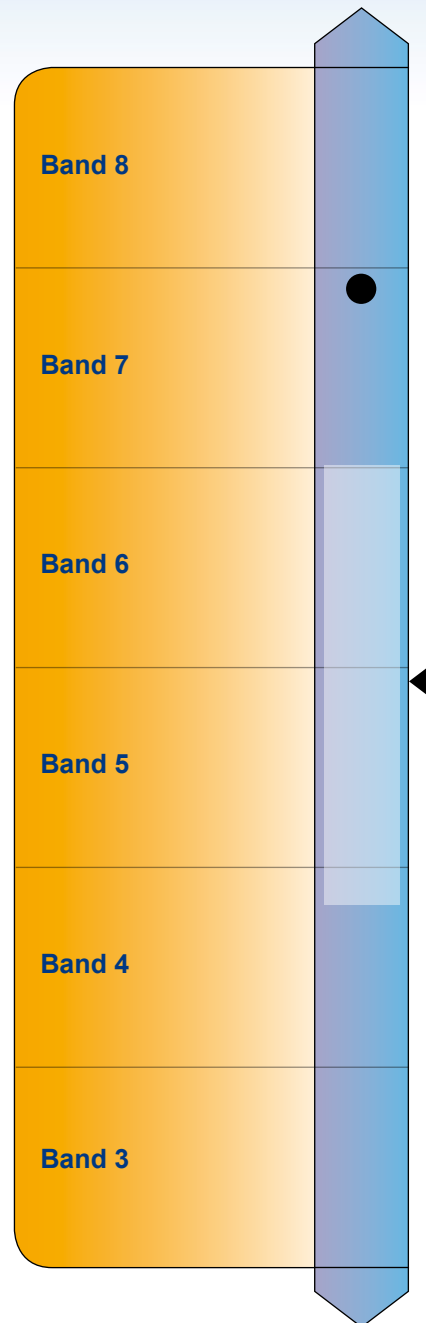
Language Conventions

Spelling

Grammar & Punctuation



Numeracy



Year 5

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

- correctly spelling frequently used one- and two-syllable words with less regular spelling patterns and letter combinations
- identifying errors and then correctly spelling less frequently used words
- recognising the correct form of verbs in sentences
- recognising the correct use of speech marks and commas in direct speech.

Students were assessed on aspects of numeracy, including:

- interpreting and continuing number patterns
- solving problems involving multiplication and division
- converting metric units
- recognising a three-dimensional object
- using a simple scale to estimate distance
- predicting the likelihood of chance events.

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 5

Band	Reading	Writing	Language Conventions	Numeracy
8	Interprets complex vocabulary, such as the meaning of the common part of two words. Analyses and interprets the structure of complex texts, such as the section of one argument to which another writer has responded.	Writes a cohesive story that attempts to engage the reader. Makes deliberate and appropriate word choices to create an emotional response. Attempts to use features of recognisable text types such as fantasy or adventure stories, and devices such as humour or drama. Constructs most complex sentences correctly.	Spells words with difficult double letter patterns. Spells words that are often pronounced differently from the way they are spelled. Recognises common grammatical conventions, such as selecting the correct word to complete a complex verb phrase. Demonstrates the correct use of punctuation in written English, such as locating a pair of commas in a complex sentence.	Applies place value knowledge to complete a problem involving division by a decimal number. Identifies the simplest equivalent fraction to represent part of a shape, such as a shape divided into twelfths.
7	Interprets a pronoun reference in a complex narrative. Interprets the meaning of a word and connects ideas implied in a complex text.	Writes a story with a beginning and a detailed complication. Develops characters and setting through description or dialogue. Joins and orders ideas using connecting words and maintains clear meaning through the story. Correctly spells most common words and some difficult words, including words with less regular spelling patterns and silent letters.	Spells difficult words with less regular spelling patterns, including words that contain silent letters. Spells subject-specific words with unusual spelling patterns. Recognises common grammatical conventions, such as identifying that the article <i>an</i> is followed by a word beginning with a vowel. Recognises the correct use of punctuation in written English, such as identifying that indirect speech does not require speech marks and locating an apostrophe for possession.	Solves problems by applying knowledge of place value and number properties. Locates the position of decimals on a number line. Interprets a sector graph. Calculates the perimeter of a composite rectangular shape. Uses a scale to determine distance on a grid. Describes probability using numerical values. Visualises the cube to match a given net.
6	Infers the motivation of a character in a narrative. Locates information in the text accompanying a diagram.	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 less frequently used multi-syllable words with less regular spelling patterns. Recognises common grammatical conventions, such as selecting the correct word to complete a simple verb phrase. Recognises the correct use of punctuation in written English, such as the placement of commas in a complex sentence.	Solves division involving four-digit numbers and uses place value to compare decimals. Uses problem-solving strategies to complete number sentences with multiple operations. Uses a scale and converts metric units to solve a capacity problem. Identifies all lines of symmetry in a design. Specifies direction using clockwise quarter turns.
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. Infers the main idea of a short biography. Infers the writer's point of view in an argument. Identifies a point of agreement in two opposing arguments.	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 prepositions and the correct form of less common verbs. 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. Selects the best addition strategy for estimating a total. Interprets data from column graphs to confirm a statement. Uses chance terms to describe the outcome in a simple experiment involving random selection. Identifies the features of a 3D composite model.
4	Identifies the reasons for a character's misunderstanding. Identifies the purpose of a diagram and illustrations in a factual text. Connects ideas in a short biography and identifies its main purpose.	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 frequently used words with regular spelling patterns. Spells less frequently used words with less regular spelling patterns. Recognises common grammatical conventions, such as the correct use of less common conjunctions and the correct form of common verbs. Recognises the correct use of punctuation in written English, such as capital letters for proper nouns.	Continues a number pattern involving counting on by hundreds. Interprets data in two-way tables. Measures area by counting whole- and half-grid squares. Uses informal units to measure the volume of a model made from cubes. 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. Locates directly stated information in a factual text and infers the main idea of a paragraph.	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 common two-syllable words with regular spelling patterns. Recognises common grammatical conventions, such as the correct use of prepositions and conjunctions. Recognises the correct use of punctuation in written English, such as the placement of a question mark.	Interprets a chart to continue a number pattern involving counting on by single-digit numbers. Converts digital time to analogue time. Identifies a 3D composite model constructed from a given set of 3D objects, including cylinders, rectangular prisms and triangular prisms.