

Student Report 2009

JOHN CITIZEN

KEY



Individual student result



National average



School average

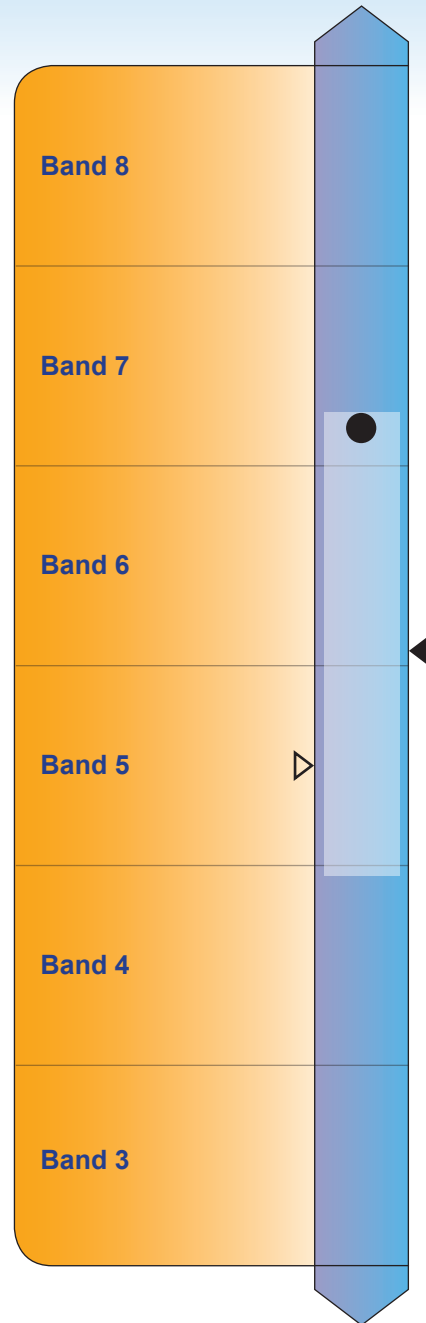
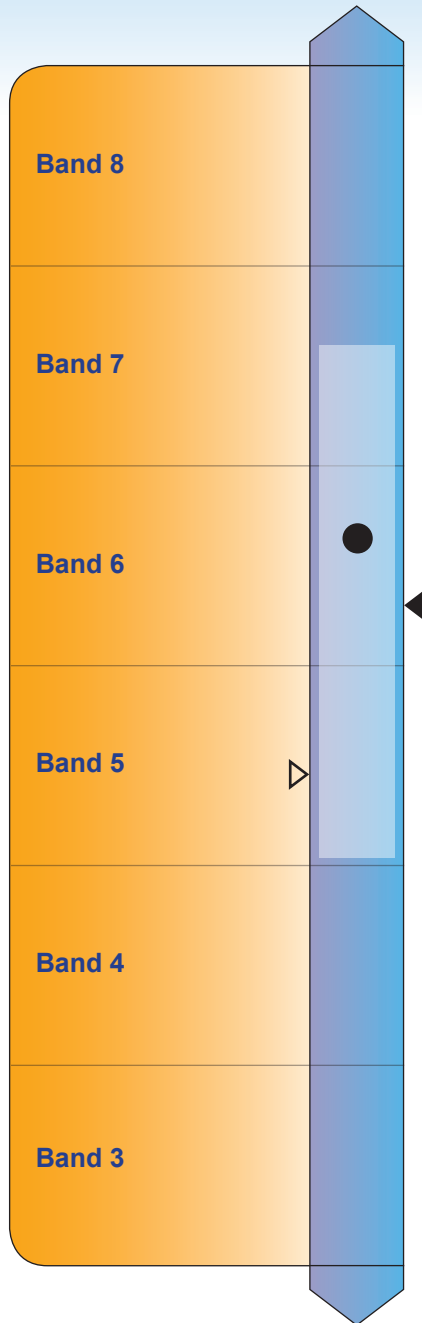


Range of achievement for the middle 60% of Year 5 students in Australia

Reading

Writing

Year 5



Students read stories and information 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
- recognising the links between parts of a text such as captions, subheadings and illustrations
- identifying the writer's point of view
- understanding a character's motivations and actions.

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.

KEY



Individual student result



National average



School average

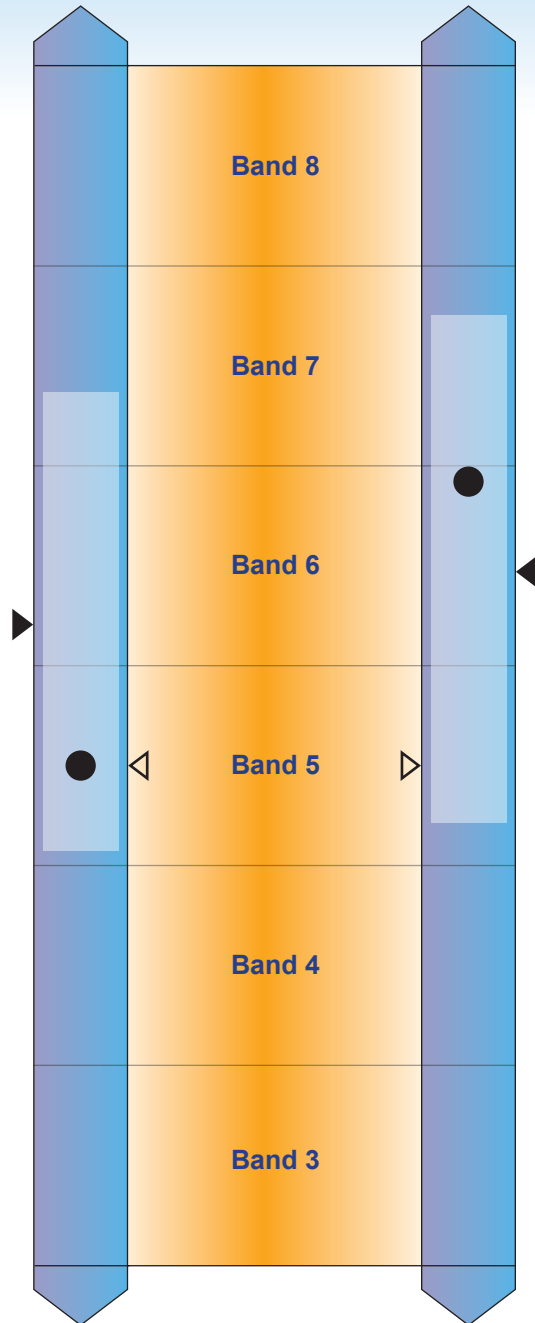


Range of achievement for the middle 60% of Year 5 students in Australia

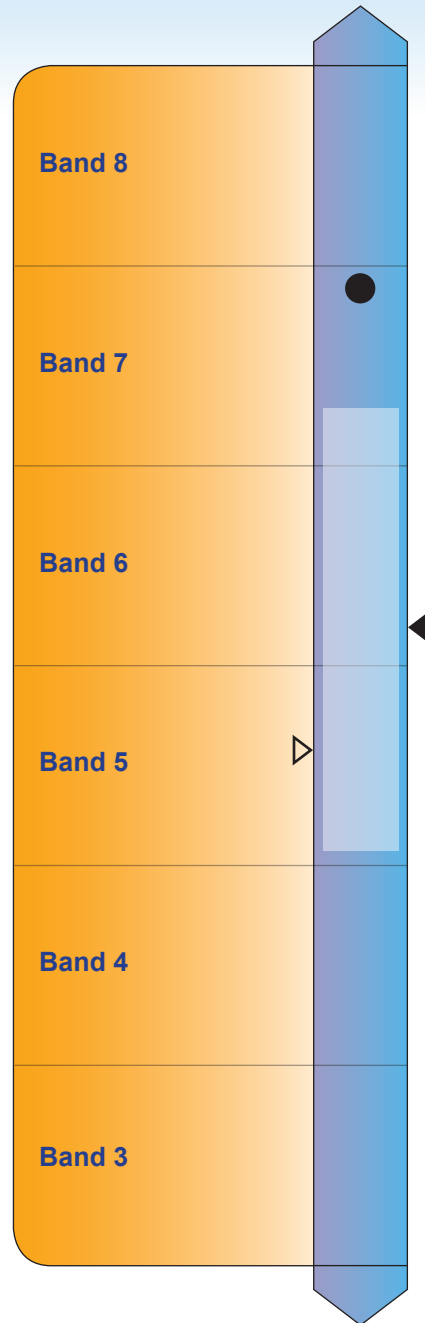
Language Conventions

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
- identifying errors and then correctly spelling less frequently used words
- recognising the correct form of verbs in sentences
- recognising the correct use of punctuation such as speech marks, commas and possessive apostrophes.

Students were assessed on aspects of numeracy including:

- solving problems involving addition, subtraction, multiplication and division
- interpreting and continuing number patterns
- interpreting column graphs, pie graphs and frequency tables
- converting metric units
- calculating perimeter and area of rectangles
- visualising the features of 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 5

Band	Reading	Writing	Language Conventions	Numeracy
8	Analyses and interprets the content of complex texts. Identifies the writer's main message by connecting information across a persuasive text.	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.	Identifies an error, then correctly spells words with difficult letter patterns (<u>exhausted</u> , <u>excitement</u>). Recognises and applies a variety of grammatical conventions. Demonstrates the correct use of punctuation in written English such as commas, speech marks and apostrophes.	Solves a word problem involving subtraction of decimals to two decimal places. Recognises different visual representations of a common fraction. Solves a complex problem involving multiplication, division and conversion between grams and kilograms. Calculates the area of rectangles given their side lengths. Visualises the number of painted faces of a composite 3D object.
7	Infers the motivation of a character in a more difficult story. Identifies how values are presented in a persuasive text. Understands how factual texts are structured and recognises the effect of slogans and the purpose of layout features such as subheadings.	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.	Correctly spells some difficult words ending with 'tion' (<u>illustration</u>) and with long vowel sounds (<u>author</u>). Identifies an error, then correctly spells some difficult words (precious) and words that contain silent letters (<u>knitting</u>). Recognises common grammatical conventions such as the correct tense of a verb phrase. Recognises the correct use of punctuation for direct and indirect speech.	Applies strategies such as multiplication or grouping to solve a word problem. Converts centimetres to metres. Calculates elapsed time in hours and minutes using digital am and pm times. Determines the total number of specified features of a common 3D object.
6	Makes connections between ideas that are implied and not clearly stated. Interprets figurative language to understand a character's feelings in a story. Makes inferences about a character's actions and feelings. 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 words with long vowel sounds (<u>curved</u>) and words ending in 'ous' (<u>dangerous</u>). Identifies an error, then correctly spells two-syllable words (often). Recognises common grammatical conventions such as the correct use of adjectives, verbs and adverbs. Recognises the correct use of punctuation such as commas in lists and possessive apostrophes.	Solves a problem involving addition and subtraction. Solves a problem involving division with a remainder. Divides whole objects into fractions. Continues a spatial pattern beyond the next term. Uses a balance to determine equivalence. Finds the width of a rectangle given the perimeter and length. Locates information in a timetable. Identifies a reflex angle. Interprets a map and follows directions to locate a position.
5	Connects and interprets ideas in a story. Identifies the meaning of a word in context and the main idea of a paragraph. Connects ideas and pictures in a longer illustrated factual text. Identifies to whom a pronoun refers in a sentence.	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 words containing unusual vowel patterns (<u>thought</u>) and two- and three-syllable words ending with 'le' or 'er' (<u>title</u> , <u>publisher</u>). Identifies an error, then correctly spells compound words (sometimes). Recognises common grammatical conventions such as the correct form of verbs. Recognises the correct use of punctuation such as question marks within direct speech.	Solves a money problem involving multiplication and rounding. Interprets data in a table to solve a subtraction problem. Selects a column graph to match information in a table. Compares volume by reading different scales. Identifies a square pyramid from its net and visualises the opposite faces on the net of a cube.
4	Makes an inference from clearly stated information and identifies the common message in two posters. Makes inferences about a character's actions in a story. Locates information in a longer illustrated factual text.	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 common two-syllable words (because). Identifies an error, then correctly spells common compound words (overnight). Recognises common grammatical conventions such as the correct use of adjectives and prepositions. Identifies the structure of a question. Recognises the correct use of punctuation such as capital letters for proper nouns and the placement of speech marks for direct speech.	Adds 2 two-digit numbers. Uses knowledge of number facts up to 10×10 to determine equal values. Continues a number pattern based on subtraction. Identifies a common 2D shape made when another shape is divided and identifies a prism displayed in an everyday context.
3	Connects clearly stated information from different parts of a text. Makes connections between the words and pictures in a story. Finds clearly stated information in a story and a poster.	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.	Spells common two-syllable words with regular spelling patterns. Recognises common grammatical conventions such as the correct use of adverbs and pronouns. Recognises some correct use of punctuation in written English.	Reads time and recognises the position of the hands on a clock at the half-hour. Identifies a specific date on a calendar. Identifies the most likely outcome of a simple chance event.

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 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 school average, 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

