

Student Report 2009

JOHN CITIZEN

KEY



Individual student result



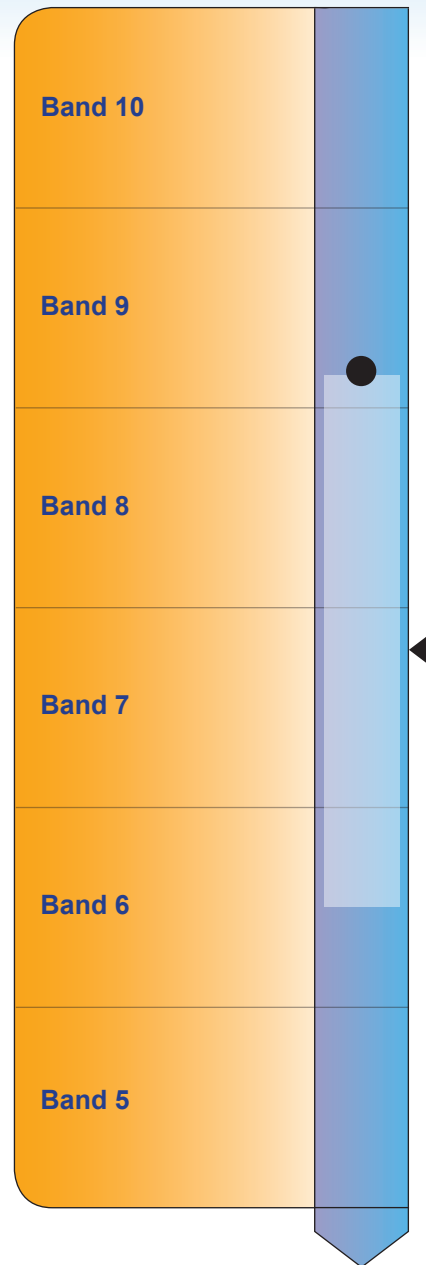
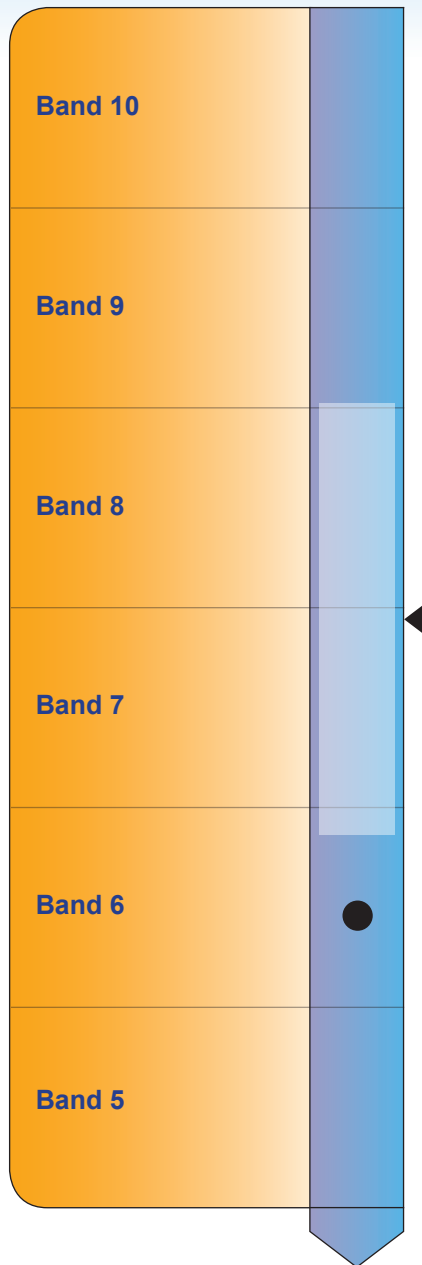
National average



Range of achievement for the middle 60% of Year 9 students in Australia

Reading

Writing



Year 9

Students read factual and non-factual texts including a poem. Students were assessed on aspects of reading including:

- connecting and combining ideas from text and diagrams
- interpreting and inferring ideas in a text
- recognising stereotypes in a text
- interpreting figurative language
- reflecting on the causes of a character's motivations, feelings and responses
- identifying the audience of 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.

KEY



Individual student result



National average

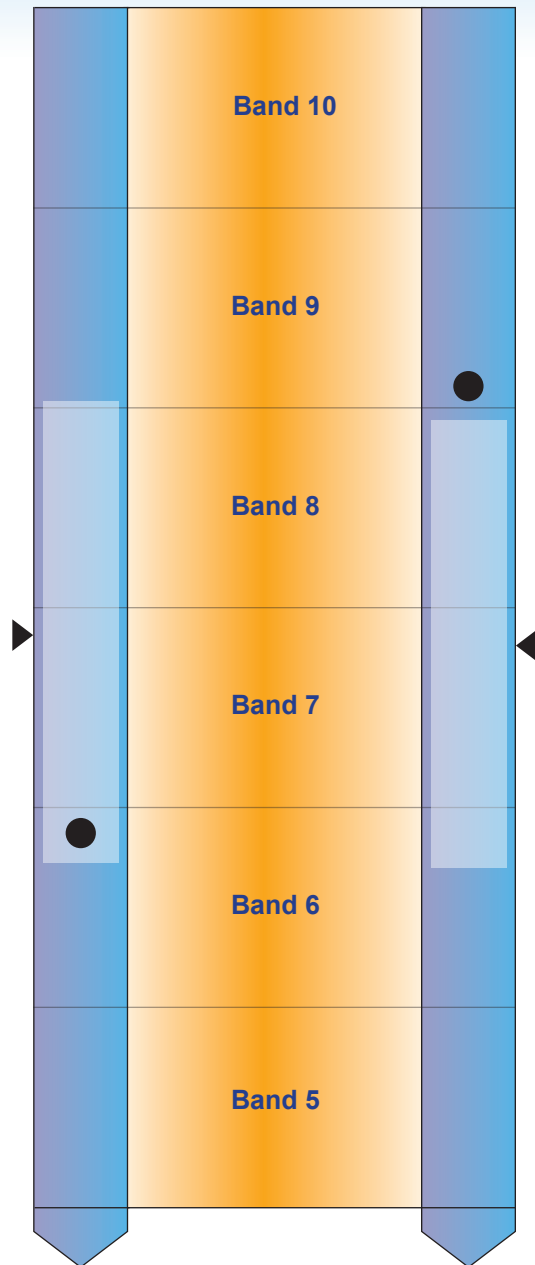


Range of achievement for the middle 60% of Year 9 students in Australia

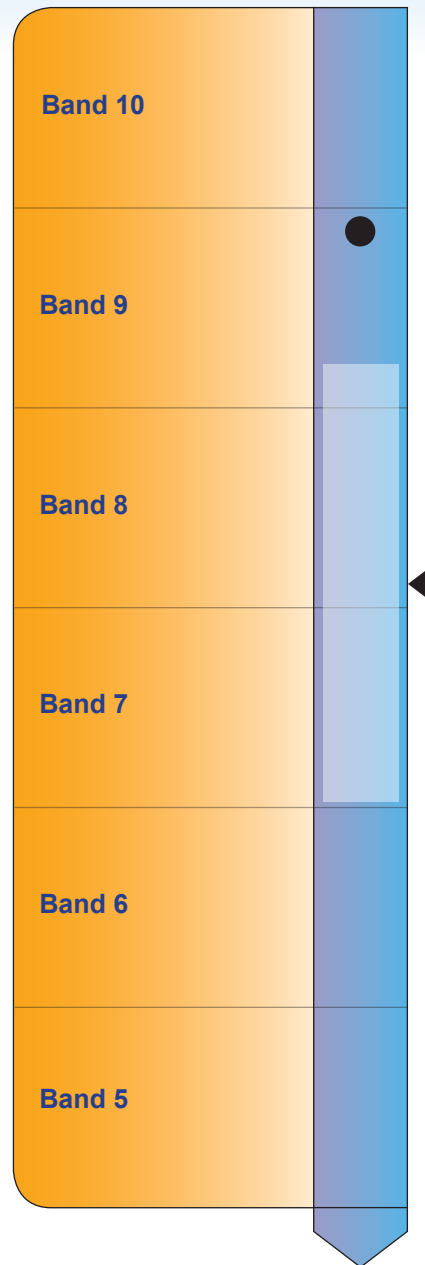
Language Conventions

Spelling

Grammar & Punctuation



Numeracy



Year 9

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

- correctly spelling multi-syllable words with less regular spelling patterns
- identifying errors and then correctly spelling complex words
- identifying the structures used when direct speech is rewritten as indirect speech
- recognising the correct use of complex punctuation such as colons, semicolons and dashes.

Students were assessed on aspects of numeracy. They were allowed to use a calculator for part of the assessment.

Tasks included:

- interpreting and solving problems involving percentage and ratio
- interpreting and solving linear equations
- using algebra to solve problems involving multiple operations
- assigning and comparing probabilities based on experience
- solving spatial visualisation problems involving area
- using angle and line properties of geometric figures to solve problems.

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 9

| Band | Reading | Writing | Language Conventions | Numeracy |
|------|---|---|--|---|
| 10 | Analyses and reflects critically on many aspects of complex texts including tone and point of view. | Writes a well-constructed, complete story that explores a theme and engages the reader. Creates distinct characters and develops events effectively. Correctly and effectively controls a variety of sentence structures. Correctly uses all punctuation, including complex punctuation. Spells all words, including many difficult words and complex words, correctly. | Correctly spells complex multi-syllable words (conscientious, accommodate). Identifies an error, then correctly spells complex multi-syllable words (kilojoule, involuntary, irrelevant, persistent). Demonstrates understanding and correct use of complex grammatical conventions and punctuation in written English. | Solves a complex multi-step problem involving averages. Compares rational numbers and determines prime factors. Solves an inequality involving fractions. Uses algebraic strategies to balance an equation. Finds the probability of a compound event. Uses scale and distance on a map to calculate travel time. Applies angle properties of parallel lines to calculate angle size. |
| 9 | Synthesises and interprets ideas in a detailed visual text. Makes inferences about a character's behaviour in a complex narrative. Interprets complex vocabulary used in a poem. Analyses a complex paragraph in a factual text. | Incorporates elaborated ideas and the suggestion of a theme into an effective story. Makes consistently precise word choices that enhance the meaning or mood. Always punctuates sentence beginnings and endings correctly. Uses complex punctuation correctly most of the time. Shows variety in paragraph construction to pace the story. | Correctly spells multi-syllable words ending with 'ly' (densely, occasionally, inevitably). Identifies an error, then correctly spells many complex words (intelligence, circumference). Recognises and applies a wide variety of grammatical conventions. Demonstrates the correct use of punctuation in written English, with few errors. Correctly uses a possessive apostrophe (the <u>tree's</u> age; <u>its</u> growth rings). | Solves multi-step ratio and percentage problems. Solves a complex problem involving proportional reasoning. Identifies equivalent forms of a simple linear algebraic expression and of a numeric expression involving indices. Solves a word problem involving simultaneous equations. Evaluates quadratic expressions using substitution. Calculates the length of an arc of a circle and the area of a trapezium. |
| 8 | Connects ideas across a complex narrative. Interprets the meaning of a symbol in a detailed visual text. Makes inferences about characters' attitudes and feelings in a narrative. Interprets details and identifies a stereotype in a complex factual text. Identifies how language is used to portray characters in a narrative. | 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. | Correctly spells difficult multi-syllable words (annual, appropriate). Identifies an error, then correctly spells multi-syllable words (elevates). Recognises and applies grammatical conventions such as identifying the correct form of verbs in a complex verb structure. Identifies the grammatical function of a word. Recognises the correct use of some complex punctuation such as the use of speech marks in a compound sentence. | Solves multi-step problems involving fractions and percentages. Identifies the rule for a spatial pattern and solves simple simultaneous linear equations. Applies division strategies to find the length of a rectangle given the area and width. Applies knowledge of angle sizes in polygons. Knows side and diagonal properties of quadrilaterals. |
| 7 | Makes inferences about a character and the atmosphere in a narrative. Interprets the feelings and attitudes expressed in a poem. Understands how factual texts are structured and recognises the function of punctuation such as inverted commas. Identifies the mood in a narrative and interprets the meaning of a complex phrase in context. | 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 multi-syllable words (advertisement) and words with unusual endings (stomach). Identifies an error, then correctly spells multi-syllable words with various endings (flexible, preventable, eruption). Recognises common grammatical conventions such as selecting the correct words to complete verb and pronoun phrases. Identifies prepositions showing time. Recognises the correct use of punctuation for direct and indirect speech. | Solves or interprets problems involving equivalent and simplified fractions or decimal numbers. Recognises an algebraic expression to match the area of a composite shape. Converts kilolitres to litres. Reads a protractor scale to measure angle size and visualises the net of a standard dice. |
| 6 | Locates and connects ideas in a biography. Identifies the purpose of a diagram in a detailed visual text. Identifies the main idea in a poem. Interprets a character's feelings in a narrative and the intended audience of a factual text. | 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 multi-syllable words with less regular spelling patterns (species). Identifies an error, then correctly spells some difficult two-syllable words (certain). Recognises common grammatical conventions such as the correct use of pronouns. Identifies how direct speech can be rewritten as indirect speech. Recognises the correct use of punctuation such as speech marks, colons and apostrophes for contractions. | Solves word problems involving multiple operations and problems involving percentages or ratios. Locates a negative number on a number line. Calculates the average given total cost. Compares the area of different rectangles. Visualises a 3D model formed when two models are joined. Uses a map scale to calculate distance. |
| 5 | Finds clearly stated information and connects ideas in a text. Identifies key information in a detailed visual text. Interprets dialogue to describe a character in a narrative. Identifies the main purpose of an illustrated factual text. | 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 frequently used words with two letters that represent one sound (building). Identifies an error, then correctly spells three-syllable words (video). Recognises common grammatical conventions such as the correct use of adverbs and pronouns. Recognises the correct use of punctuation such as commas and speech marks. | Expresses probability of a common event as a simple fraction. Uses compass points to determine direction on a map. |

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 9 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 two numeracy assessment tasks measured student achievement across number; algebra, 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 9 are reported across the range of Band 5 to Band 10, with Band 6 representing the national minimum standard for this year level.

The national average and the range of achievement for Year 9 students are also shown on the scale.

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

Year 9

