



Administrators Guide to Reporting

Years 3, 5, 7 & 9

2019



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Participation

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment of all students in Years 3, 5, 7 and 9. Students are assessed in language conventions (spelling, grammar and punctuation), writing, reading and numeracy.

In 2019, more than one million students from almost 10 000 schools participated in these national tests.

Test development

The development of the NAPLAN assessment materials for 2019 was managed by ACARA on behalf of State, Territory and Federal Ministers for Education. All public and private education authorities contributed to the development of the materials.

NAPLAN questions have been directly informed by the Australian Curriculum (English and Mathematics). This can be found at the address www.australiancurriculum.edu.au. Literacy tests include language conventions (which comprises spelling, grammar and punctuation), writing and reading. Numeracy comprises questions across number and algebra, measurement and geometry, and statistics and probability. Consultation with curriculum experts from all sectors occurred during test development to ensure there was no systematic bias associated with factors such as gender, culture or geographic location.

Information documents

Prior to the delivery of NAPLAN, schools were sent the following support documents to assist in the implementation of the assessments:

- the *Handbook for principals*, which included information about key dates, assessment tasks, scheduling and administering the assessments, student exemption and withdrawal, adjustments for students with disability, return of materials, marking and reporting
- the *Information for teachers* brochure, which covered the assessments, provision of appropriate assistance, exemptions and withdrawals, adjustments for disability and professional support
- an *Information for parents* brochure, which was produced for schools to distribute to parents/ caregivers, and included information on participation, the assessment schedule, the tasks, catering for students with particular needs, confidentiality, reporting and use of the results.

These documents are available at the web address below.

<http://k10outline.scsa.wa.edu.au/home/assessment/testing/naplan>

Marking

Most questions in the assessments of reading, numeracy and language conventions (spelling, grammar and punctuation components) were machine marked.

The writing task and the short-answer questions in the reading, language conventions (spelling) and numeracy assessments were marked online by professional markers, trained to use nationally established marking criteria. All markers received extensive training in the marking procedures.

For the marking of writing in Western Australia (WA), a large central metropolitan marking centre operated over a three-week period. More than 250 markers from public and private sectors worked in small groups under the direction of team leaders and lead markers.

The Writing marking guides are available at the web address below.

nap.edu.au/naplan/writing

Use of the results

Parents/caregivers are provided with information about the performance of their child in relation to that of other Year 3, 5, 7 and 9 students in the same year group across Australia.

Schools receive information on the performance of individual students and class groups in relation to that of other students in the same year group, in WA and across Australia. This allows for student and group performance to be measured on the same scale.

Teachers can use the information, in conjunction with their own records, to inform their planning and classroom teaching in literacy and numeracy.

Schools can use the assessment results as part of their annual report to the school community. As NAPLAN results are reported on the same scale from year to year, schools are able to monitor their students' performance over time. In 2019, narrative writing tasks were completed by all students. The NAPLAN 2019 narrative writing tasks will be reported on using the NAPLAN Writing Scale. It should be noted that a NAPLAN score in one assessed area is not comparable with a NAPLAN score in another. For example, comparisons of a score in reading with a score in numeracy or writing should not be made.

The NAPLAN information is part of a student's overall assessment and complements teachers' judgements. These results should be viewed with other information collected by the classroom teacher.

My School website

NAPLAN data is published on the *My School* website at the web address below.

myschool.edu.au

Data for the *My School* website is submitted after schools have received their NAPLAN 2019 student reports and their school's data set. It is important that your school's data is accurate. Please see page 5 for instructions about missing or incorrect data.

Links to past NAPLAN assessments

In 2019, equating studies were carried out in schools across Australia at the same time that NAPLAN 2019 was completed. These studies allowed for equating of past NAPLAN assessments to the NAPLAN 2019 assessment. This allows comparisons of scores in the assessed learning areas to be made.

Longitudinal tracking

NAPLAN 2019 results can be compared with previous years' results for both individual students and cohorts. This process is commonly called 'longitudinal tracking' and allows student and school-level gain to be monitored by comparing changes in scores over time, i.e. Year 3 to 5, 5 to 7 and 7 to 9.

Examples of school-level gain can be found on the *My School* website and, for public schools, this is also included on the *Schools Online* website.

IMPORTANT INFORMATION

Provision of data

AISWA, CEWA and DOE each use their preferred software tool for presenting school results. The main features described here are common to all software.

For each of Years 3, 5, 7 and 9 there is a separate section in the software for each assessed area.

Results are displayed in such a way that teachers can examine individual and class performance on each of the questions in the assessment with correct and incorrect answers indicated. This information allows teachers to examine strengths and weaknesses in student performance and in teaching and learning programs.

Teachers are also able to plot class and group distributions against the Australian distributions, as well as student performances in relation to the continuum of skills assessed.

Catholic schools

Results will be available in Appraise Reporting – appraisereporting.com

Unique usernames and passwords have been provided to each principal by CEWA. Further information can be obtained by contacting naplantesting@cewa.edu.au

Independent schools

AISWA schools' NAPLAN 2019 results will be available via *Valuate*, which is accessed through a secure website. Unique usernames and passwords have been supplied to each school.

Public schools

Public schools' NAPLAN 2019 results are available online in the Educational Assessment Reporting System (EARS) format that can be accessed through the Student Achievement Information System (SAIS) via the Department's portal. First Cut allows schools to compare performances of cohorts and individual students over time.

The EARS User Manual is embedded within the EARS application and is also available from the web address below.

<http://det.wa.edu.au/educationalmeasurement/detcms/education-measurement/articles/school-results-and-reporting.en?page=3#toc3>

For public secondary schools, the NAPLAN results of students transitioning from primary schools are available in EARS and First Cut. Based on the school's student Admission File, previous NAPLAN results for incoming students are available from the start of Term 4.

Schools Online displays aggregated school performance data in the form of individual test performance distributions, comparative assessment graphs, proficiency band distributions, longitudinal summary graphs of mean performances, cohort progress graphs and displays of progress and achievement.

These representations of the data can be compared against national, state and like-school groups.

Primary school staff will have access to Year 7 data of their former Year 6 students both in SAIS K-10 and Schools Online.

Public Schools that completed NAPLAN 2019 assessments online will have access to a new NAPLAN Online SAIS Dashboard. These new displays provide student pathway information as well as the ability to analyse student performance against assessed items linked to the Australian Curriculum content descriptors. For these schools the First Cut displays will be reproduced in the new dashboards and will also be available following the usual First Cut link from the SAIS main menu.

For further information regarding NAPLAN data for public schools please contact the School Performance Branch on 9264 4966.

Security of data

Information about each child is confidential; it is available only to the child's parents/caregivers, teacher and school.

It is important that principals and teachers preserve the security of student, class and school NAPLAN data. Confidentiality of results should be maintained and privacy respected.

School and individual student reports

Individual student reports are sent to schools for distribution to parents. A *Student reporting - information for parents brochure* is available on the SCSA website. The link is https://k10outline.scsa.wa.edu.au/___data/assets/pdf_file/0007/515815/NAPLAN-2018-ISR-parent-brochure.pdf

The results sent to each school provide detailed information about the school as a whole as well as the achievement of each student. This information should be used in conjunction with information from school-based programs to enable discussion with parents of strategies and suggestions to improve students' learning.

It is important that teachers are fully informed of the detailed results of each student in their class and the results of the school as a whole. This will give teachers the opportunity to have meaningful discussions with parents regarding their child's results.

Reporting missing or incorrect data

Schools should check each student's data carefully. Enquiries about missing or incorrect data should be made by emailing naplan@scsa.wa.edu.au by Friday 18 October 2019. The basis for the request should be clearly outlined.

Updated copies of school data and student reports

Updated copies of NAPLAN 2019 school data are available until March 2020.

Public schools' updates will be available online through EARS.

Catholic schools' results will be available in Appraise Reporting – appraisereporting.com
Unique usernames and passwords have been provided to each principal by CEWA. Further information can be obtained by contacting naplantesting@cewa.edu.au

AISWA schools' updates will be available through the secure *Valuate* website using the supplied usernames and passwords.

Updated student reports will not be available after 31 December 2019.

Writing scripts

Schools are provided with a DVD containing their students' writing scripts. Teachers can use these to assist them to interpret their students' writing results.

Timing of the reports

Although the NAPLAN results are being released in mid-September, it is important to remember that students sat the NAPLAN assessments in May. The information in the NAPLAN report should be interpreted in this light.

Distributing NAPLAN student reports to parents

Reports are prepared for all students. Please refer to pages 9–13 of this document for more details.

The NAPLAN reports are not intended to be sent to parents/caregivers in isolation. An information brochure, *Student report: Information for parents*, has been produced to accompany the student report. This brochure will assist parents to understand the student report. The link is https://k10outline.scsa.wa.edu.au/__data/assets/pdf_file/0007/515815/NAPLAN-2018-ISR-parent-brochure.pdf

Schools should ensure that each student's report is checked and distributed to parents as soon as possible.

Translations

Where a translation to a language other than English is required, it is recommended that an accredited interpreter or translator is used.

Public schools should use the Department of Education's preferred suppliers of translation services. Schools and offices are able to access the new Common Use Arrangement (CUA): Contract No. ITS2012 Interpreting and Translating Services in 2019. For assistance please call the Statewide Services Resource and Information Centre – EAL/D on 9402 6112.

Catholic schools should contact the Catholic Education Office (CEWA) on 6380 5200.

Independent schools should contact the Association for Independent Schools of WA (AISWA) on 9441 1600.

It is important that the original student report is not destroyed as it should accompany the translation sent to the parent/caregiver.

Parent requests for replacement reports

Schools will be provided with a DVD containing individual student reports. If parents request a copy, these can be printed from the disk.

Transfer of NAPLAN information between schools

NAPLAN results should form part of the information that is passed on when students change schools.

REPORTING EXEMPTIONS, WITHDRAWALS AND ABSENCES

Schools receive individual student reports for all students. School administrators should exercise discretion regarding distribution to parents of reports for students who were exempted, withdrawn or absent. Reports not distributed to parents should be kept on file.

Exemptions

Exemptions were required to be submitted to the respective sector or system for approval. There are rigorous and limited circumstances that qualify a student for exemption. These were published in the NAPLAN *Handbook for principals*. Formal exemptions were granted to students with significant disability and to students with a language background other than English, who arrived from overseas less than one year before the test.

Exemptions were formally registered and are included in Australian, WA and school reporting.

Exempt students do not receive a test score and are not included in the calculation of the Australian, WA or school mean (average). However, these students are included in the calculation of the percentage of students who did not achieve the NAPLAN national minimum standards and in the calculation of the percentages reported in the proficiency bands.

The text that will appear on the student report for exempted students will be: *Your child was exempt from this test and is considered not to have achieved the national minimum standard.*

Exempt students in public schools are excluded from all *Schools Online* calculations. EARS has a filter to remove exempt students from the displays.

Withdrawals

Parents/caregivers, with the endorsement of the principal, could exercise their right to withdraw their child from NAPLAN by completing a parent/caregiver withdrawal form before testing. Withdrawals were required to be submitted to respective sectors.

Students who were withdrawn from the assessments by their parents/caregivers do not receive a test score and are not included in the calculation of the school mean.

The text that will appear on the student report for withdrawn students will be: *Your child was withdrawn from this test.*

Absences

Students absent for one or more of the assessments are not included in the calculation of the school mean.

The text that will appear on the student report for absent students will be: *Your child was absent from this test and no result has been recorded.*

Partial completion

Abandonment due to illness or injury

Abandonment of a test refers to students who attempted one or more questions in a test but abandoned the test due to illness or injury. These students are treated as absent.

The text that will appear on the student report for students who abandon the test will be: *Your child does not have a result for this test due to illness or injury during the test.*

Abandonment would have been recorded to avoid the student being considered assessed.

Non-attempts and refusals

Students who were present for the entire test session but failed to complete any of the test paper are scored accordingly.

The text that will appear on the student report for students who were present but did not attempt the test will be: *Your child was present for this test but did not complete any part of the test paper.*

In these cases, teachers are encouraged to provide parents with any further explanation they may require.

STUDENT REPORTS

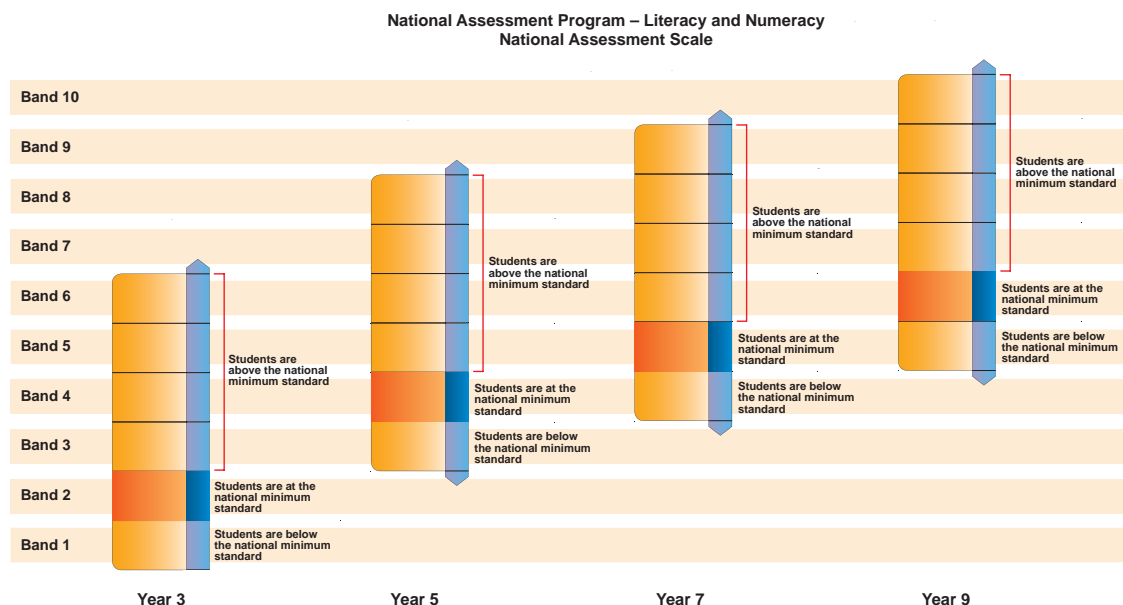
A report is prepared for parents/caregivers of students who take part in NAPLAN. The report shows achievement of an individual student compared to all students in the same year group across Australia.

The NAPLAN proficiency bands and the national minimum standards

There are five separate NAPLAN scales of achievement - one each for reading, writing, spelling, grammar and punctuation, and numeracy. Performance on each test is measured on an achievement scale that is divided into 10 proficiency bands.

The national minimum standards at Years 3, 5, 7 and 9 represent increasingly challenging skills and understandings as students move through the years of schooling from Year 3 to Year 9. Students who do not achieve the national minimum standard at any year level may need intervention and support to help them achieve the literacy and numeracy skills they require to progress satisfactorily through school. It should be noted that students who are performing at the national minimum standard may also require additional assistance to enable them to achieve their potential.

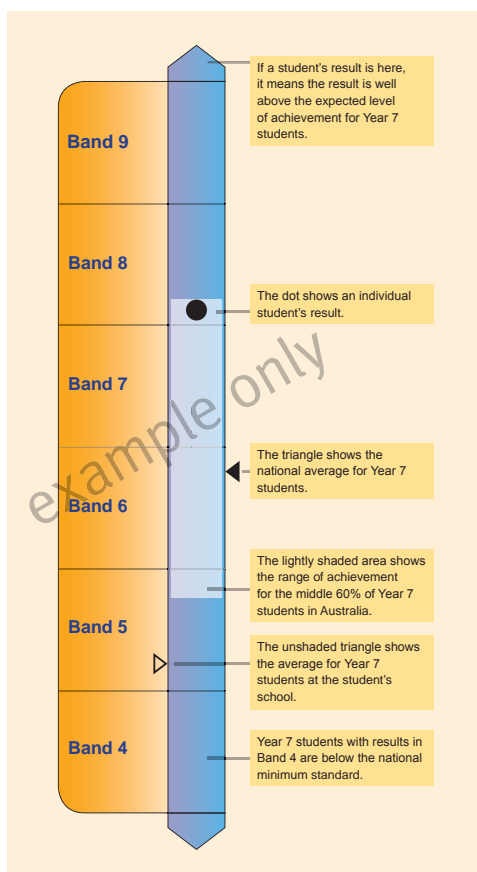
For each year group, the minimum standard is represented by the second lowest band on the report, as shown below.



Each student receives a four-page report.

Page one

Page one provides background information about the assessments and a sample report describing the features of the reporting scale.



These features are:

- a representation (orange) of the six relevant proficiency bands
- a representation (blue) of the achievement scale. The arrow at the top and/or bottom of the scale depicts the idea that performance has been measured in the NAPLAN above and/or below the area of the scale represented for that year group
- a dot, representing that student's result
- a filled triangle, representing the national average
- a triangle representing the school average (shown for schools with 10 or more assessed students in a year group)
- a lightly shaded bar showing the range of achievement for the middle 60% of students for that year group in Australia
- a darker shaded area below the middle 60%, representing the bottom 20% of Australian students
- a darker shaded area above the middle 60%, representing the top 20% of Australian students.

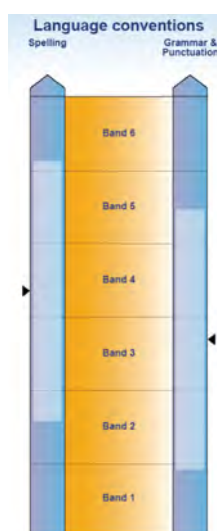
Pages two and three

Page two of the report shows the student's results on the reading and writing assessments, and page three shows the student's results on the language conventions and numeracy assessments.

Below each reporting scale is a list of some of the skills and understandings covered in each of the assessments.

The Language Conventions achievement scale

The language conventions achievement scale depicts both aspects of this assessment. The student's result in spelling is shown on the left-hand side. The student's result in grammar and punctuation is shown on the right-hand side.



Page four

Page four contains a summary of the skills and understandings that were assessed in each test. A student is likely to have demonstrated the skills and understandings described in his or her band and in each band below it.

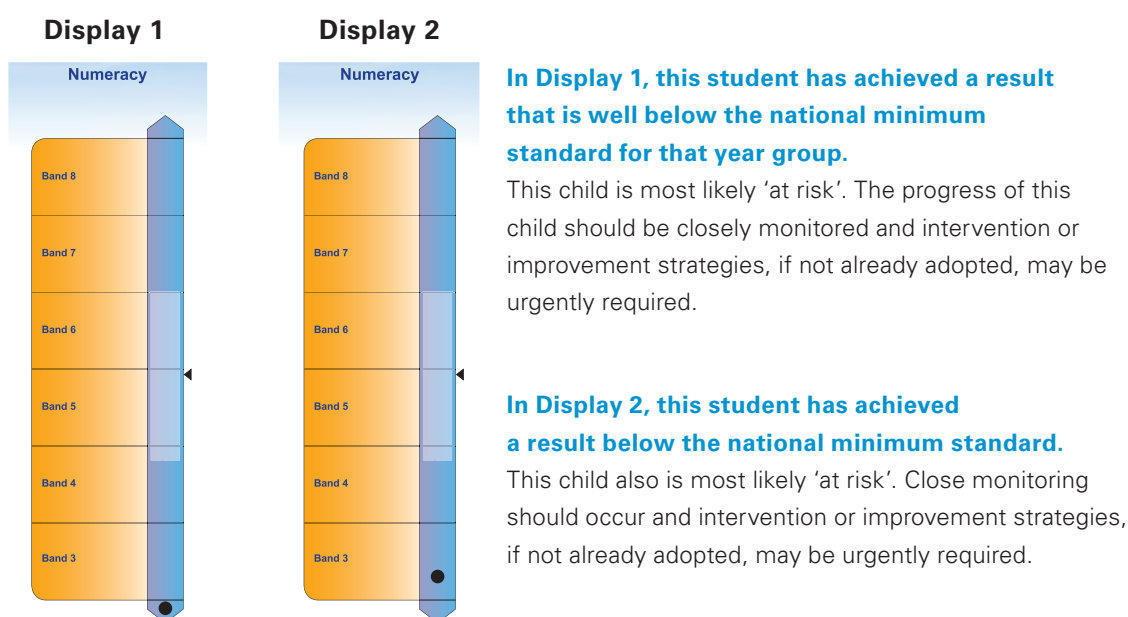
		Reading	Writing	Language Conventions	Numeracy
Year 3	Band 6	Makes meaning from a range of text types and understands how they are structured. Recognises the purpose of general text features such as titles and headings. Makes inferences by connecting ideas across different parts of texts. Draws conclusions about the feelings and motivations of characters, and sequences events and information.	Organises a text using paragraphs with related ideas. Uses some effective text features and accurate words or groups of words when developing ideas. Punctuates nearly all sentences correctly with capitals, full stops, exclamation marks and question marks. Correctly uses more complex punctuation markers some of the time.	Identifies errors and correctly spells most words with common spelling patterns (<i>gloves, collect, hungry, comfortable</i>). Demonstrates knowledge of grammar and punctuation conventions in longer sentences and speech, such as the correct use of commas to separate phrases and apostrophes for contractions (<i>we'll</i>).	Applies appropriate strategies to solve multi-step problems, simple multiplication and division and patterning. Converts between familiar units of measure. Calculates durations of events. Interprets and uses data from a variety of displays. Recognises nets of familiar 3D objects and symmetry in irregular shapes. Uses simple legends and coordinate systems to interpret maps and grids.
	Band 5	Applies some knowledge of texts, makes inferences and processes information to understand the main idea in texts. Draws conclusions about a character in narrative texts. Connects and sequences ideas in short information texts.	Structures a text with a beginning, complication and resolution; or with an introduction, body and conclusion. Includes enough supporting detail for the text to be easily understood by the reader, although the conclusion or resolution may be weak or simple. Correctly structures most simple and compound sentences and some complex sentences.	Identifies errors and correctly spells one- and two-syllable words with common spelling patterns (<i>spill, locked, pleasing, benches</i>). Recognises grammar and punctuation conventions in standard sentences and speech, such as the correct use of adjectives, compound verbs (<i>could have</i>), capital letters for compound proper nouns and commas in lists.	Solves routine problems using a range of strategies. Demonstrates knowledge of simple fractions and decimals. Continues number and spatial patterns. Uses familiar measures to estimate, calculate and compare area or volume. Reads graduated scales. Compares likelihood of outcomes in chance events. Recognises the effect of transformations on 2D shapes. Uses major compass points and follows directions to locate positions.
	Band 4	Connects events and interprets the behaviour of characters in stories. Identifies the meaning of some unfamiliar words from their context and finds specific information in short information texts and diagrams.	Writes a text in which characters or setting are briefly described; or in which ideas on topics are briefly elaborated. 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.	Identifies errors and correctly spells most one- and two-syllable words with common spelling patterns (<i>clear, mail, brick, won</i>). Recognises grammar and punctuation conventions in short sentences and speech, such as the correct use of groups of adjectives, referring pronouns (<i>those</i>) and capital letters for simple proper nouns.	Solves problems involving unit fractions, combinations of addition and subtraction of two-digit numbers and number facts to 10×10 . Identifies repeating parts of patterns. Interprets timetables and calendars and reads time on clocks to the quarter hour. Locates information in tables and graphs. Recognises familiar 2D shapes after a transformation and identifies a line of symmetry. Visualises 3D objects from different viewpoints.

A sample of student reports

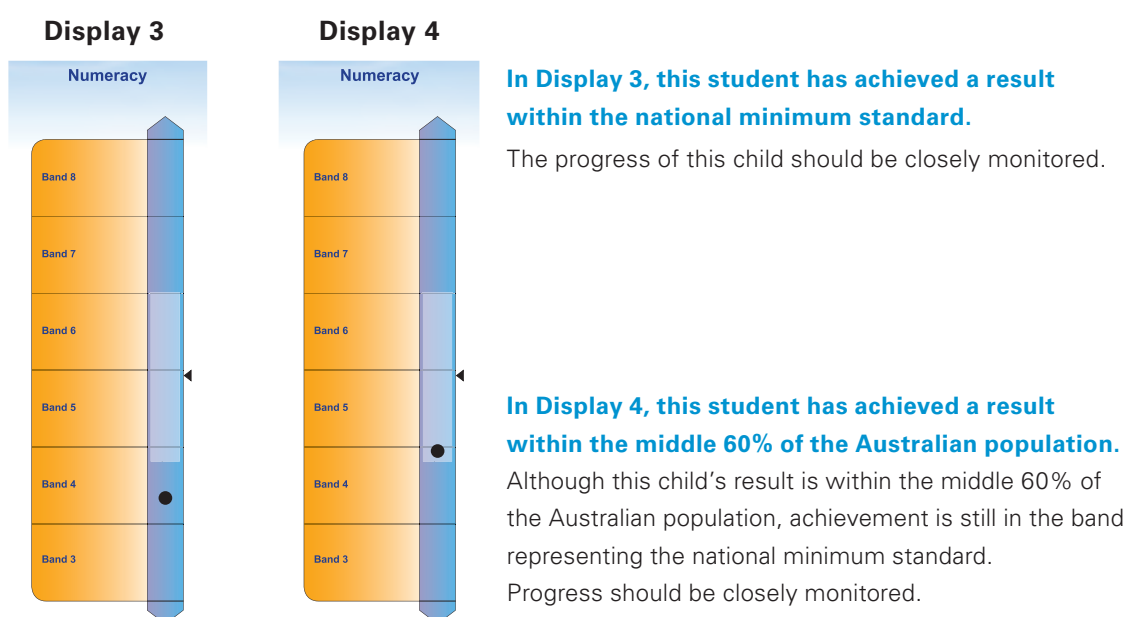
The following sample of student reports may assist in discussions with parents regarding the interpretation of information.

The NAPLAN results provide additional information that should help schools target problem areas and develop strategies for improvement. In most instances the results will be a confirmation of what schools already know.

Students with results below the national minimum standard

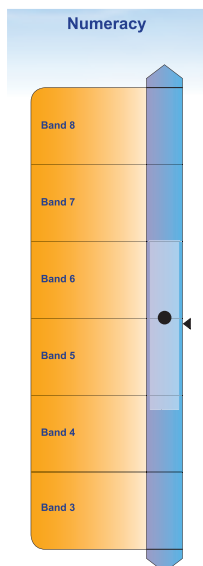


Students with results at the national minimum standard

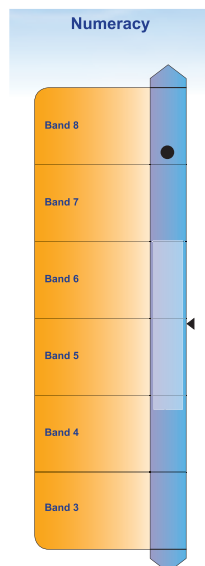


Students with results above the national minimum standard

Display 5



Display 6



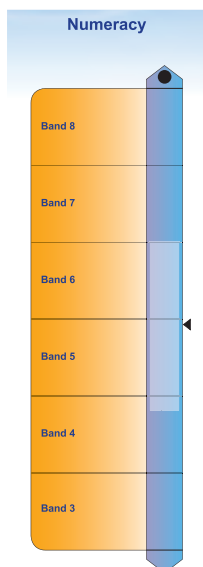
In Display 5, this student has achieved a result similar to the national average.

For this child, strategies that build on their skills and knowledge should be used.

In Display 6, this student has achieved a result that is within the top 20% of the Australian population.

For this child, extension strategies should be considered.

Display 7



In Display 7, this student has achieved a result that is well above the expected level of achievement for that year group.

The school, in consultation with parents, would need to establish an overall picture of this child's current work. Extension, enrichment and acceleration are possible strategies to meet the educational needs of this child.

CONTACTS

School Curriculum and Standards Authority

scsa.wa.edu.au

Email: naplan@scsa.wa.edu.au

Telephone: 9442 9471

Australian Curriculum, Assessment and Reporting Authority

acara.edu.au

Email: info@acara.edu.au

Association of Independent Schools of WA

ais.wa.edu.au

Telephone: 9441 1600

Catholic Education Western Australia

ceo.wa.edu.au

Email: naplantesting@cewa.edu.au

Telephone: 6380 5200

Department of Education

det.wa.edu.au/accountability/detcms/navigation/school-performance/school-and-student-performance-data/

Telephone: 9264 4966

Statewide Services Resource and Information Centre – EAL/D

Telephone: 9402 6112

USEFUL WEBSITES

ACARA information about the student report:

nap.edu.au/results-and-reports/student-reports

English as an Additional Language or Dialect (EAL/D):

det.wa.edu.au/curriculum-support/eald/detcms/navigation/translations/

EARS support manual:

<http://det.wa.edu.au/educational-measurement/detcms/education-measurement/articles/school-results-and-reporting.en?page=3#toc3>

My School website: myschool.edu.au

Education Council: educationcouncil.edu.au

National NAPLAN website: nap.edu.au

Appraise Reporting: appraisereporting.com

National minimum standards:

Information about the national minimum standards can be found at

nap.edu.au/results-and-reports/how-to-interpret/standards

The minimum standards for each of the content domains can be found at

<http://nap.edu.au/naplan/writing/minimum-standards> and

<http://nap.edu.au/naplan/numeracy/minimum-standards>

