How to interpret the SSSR

The purpose of a Student and School Summary Report (SSSR) is to provide feedback on how students and cohorts of students within schools performed in NAPLAN tests. It is intended to be used by schools to inform teaching and learning programs, and is not for distribution to parents and carers.

The SSSR enables school staff to identify areas of strength and areas for development for students, linked to the Australian Curriculum.

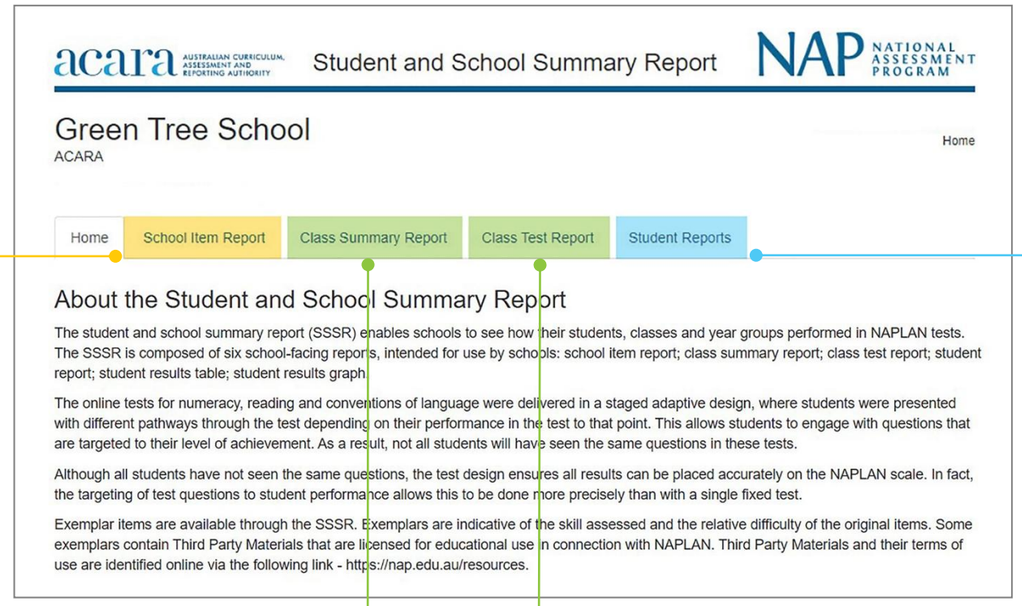
The NAPLAN scale was reset in 2023. Results can be compared over time from 2023 onwards, but not to years prior to 2023.

Student achievement is measured using proficiency standards. More information on proficiency standards is available on the NAP website at www.nap.edu.au.

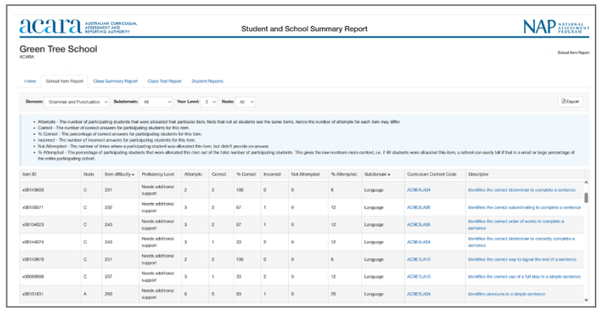
SSSRs are generated using the online assessment platform. The SSSR provides information at school, class and individual student level.

Columns in tables can be sorted by clicking on table headings.

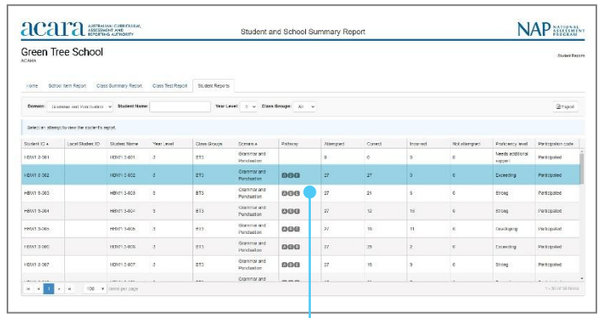
- School item report
- Class summary report
- Class test report
- Student reports
- Student results table
- Student results graph



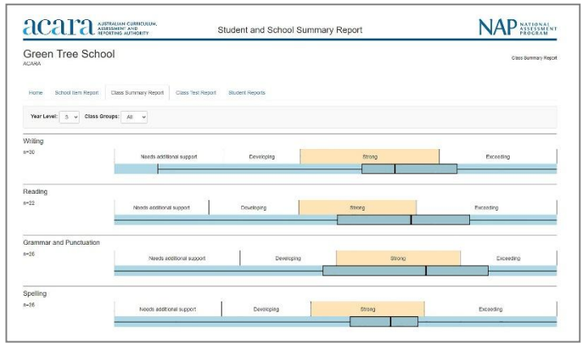
School item report



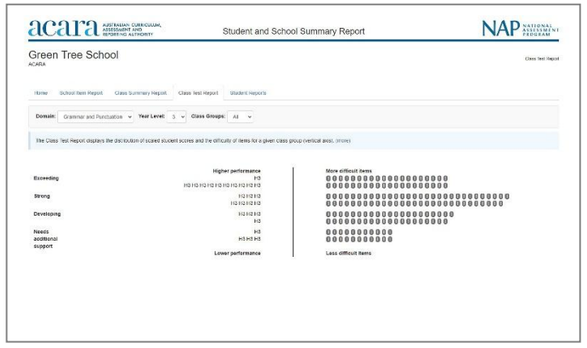
Student reports



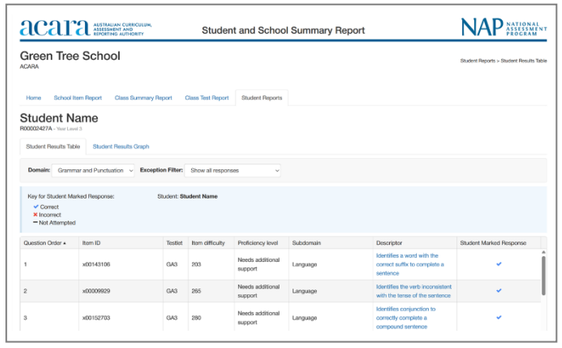
Class summary report



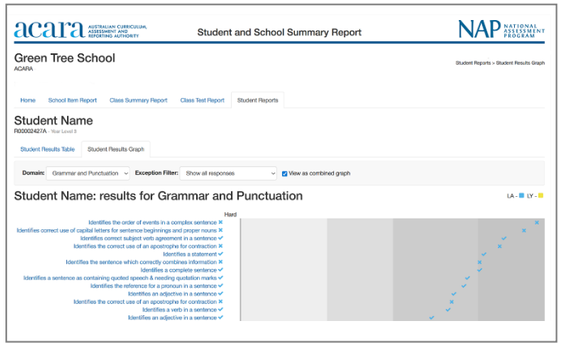
Class test report



(click) Student record



Student results table



Student results graph

How to interpret the SSSR

School item report

A school item report displays data for all items/questions administered to students within a school, filtered by domain, subdomain, year level and node.

This report indicates the number of students particular items were allocated to, the number of correct answers, the number of incorrect answers and the number of times where a student was allocated an item but did not attempt to answer.

The percentage of correct answers for each item and the percentage of students who were allocated that item are also included.

Item difficulty is shown as a scale score with the associated proficiency level for each item. The subdomain, a link to the Australian Curriculum (v9.0) content code and a descriptor are also displayed for each item.

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY — Student and School Summary Report — NAP NATIONAL ASSESSMENT PROGRAM

Green Tree School
ACARA

School Item Report

Home | School Item Report | Class Summary Report | Class Test Report | Student Reports

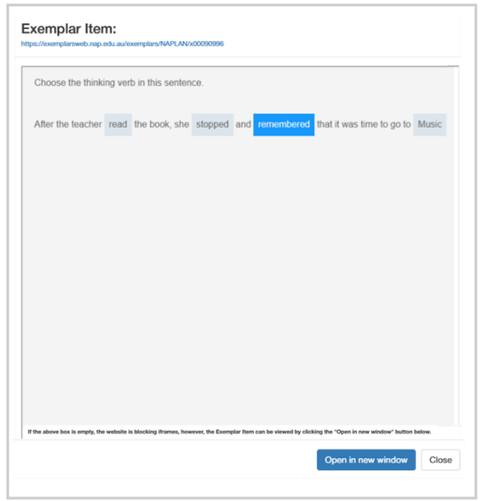
Domain: Grammar and Punctuation Subdomain: All Year Level: 3 Node: All Export

- Attempts - The number of participating students that were allocated that particular item. Note that not all students see the same items, hence the number of attempts for each item may differ.
- Correct - The number of correct answers for participating students for this item.
- % Correct - The percentage of correct answers for participating students for this item.
- Incorrect - The number of incorrect answers for participating students for this item.
- Not Attempted - The number of times where a participating student was allocated this item, but didn't provide an answer.
- % Attempted - The percentage of participating students that were allocated this item out of the total number of participating students. This gives the raw numbers more context, i.e. if 40 students were allocated this item, a school can easily tell if that is a small or large percentage of the entire participating cohort.

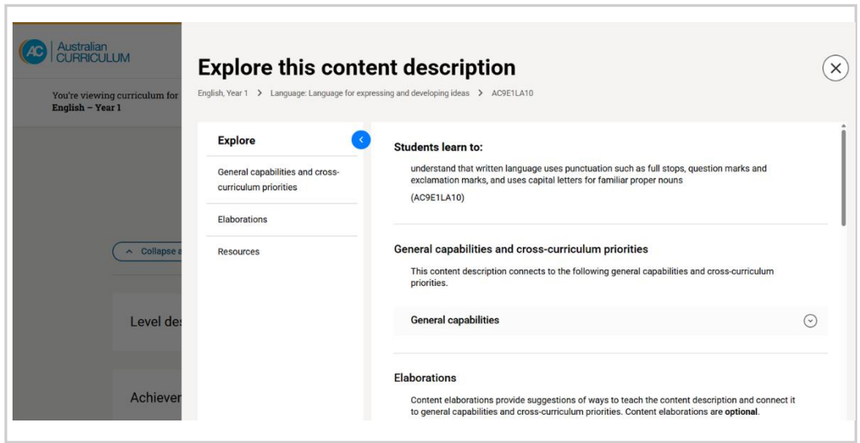
Item ID	Node	Item difficulty	Proficiency Level	Attempts	Correct	% Correct	Incorrect	Not Attempted	% Attempted	Subdomain	Curriculum Content Code	Descriptor
x00143650	C	231	Needs additional support	2	2	100	0	0	8	Language	AC9E4LA04	Identifies the correct determiner to complete a sentence
x00150571	C	232	Needs additional support	3	2	67	1	0	12	Language	AC9E2LA06	Identifies the correct subordinating to complete a sentence
x00134023	C	243	Needs additional support	3	2	67	1	0	12	Language	AC9E3LA06	Identifies the correct order of words to complete a sentence
x00144074	C	243	Needs additional support	3	1	33	2	0	12	Language	AC9E4LA04	Identifies the correct determiner to correctly complete a sentence
x00143970	C	251	Needs additional support	2	2	100	0	0	8	Language	AC9E1LA10	Identifies the correct way to signal the end of a sentence
x00069888	C	257	Needs additional support	3	1	33	2	0	12	Language	AC9E1LA10	Identifies the correct use of a full stop in a simple sentence
x00151831	A	260	Needs additional support	6	5	83	1	0	25	Language	AC9E2LA04	Identifies pronouns in a simple sentence

Item exemplar

The item exemplars show the skills assessed and are grouped by item difficulty. These are not the set of items that the student saw. Click on an item's descriptor to see the exemplar for that item.



Link to the Australian Curriculum



Nodes

There are 6 nodes for reading, grammar and punctuation, and numeracy: A, B, C, D, E, F. Spelling has 5 nodes: SA, SB, SD, PB, PD. Nodes are reached by branching.

The SSSR pathway is defined by the nodes; for example, ABE (reading, grammar and punctuation, and numeracy) or SA, SB, PB (spelling).

Each node contains multiple testlets of similar difficulty and content; that is, A1, A2, A3 and so on.

Item difficulty

Item difficulty is shown as a location on the NAPLAN scale, which ranges from 0 to 1,000. The higher the number, the more difficult the item is.

Proficiency levels

The scale for each domain is divided into 4 proficiency levels (Exceeding, Strong, Developing and Needs additional support). The proficiency levels are relative to the expectations for that year of schooling. For example, the same proficiency level represents more challenging skills and understandings in Year 7 than in Year 5.

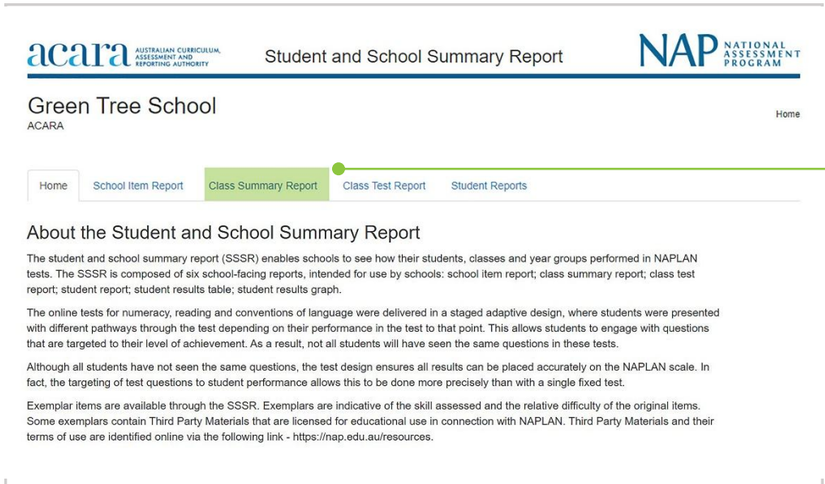
How to interpret the SSSR

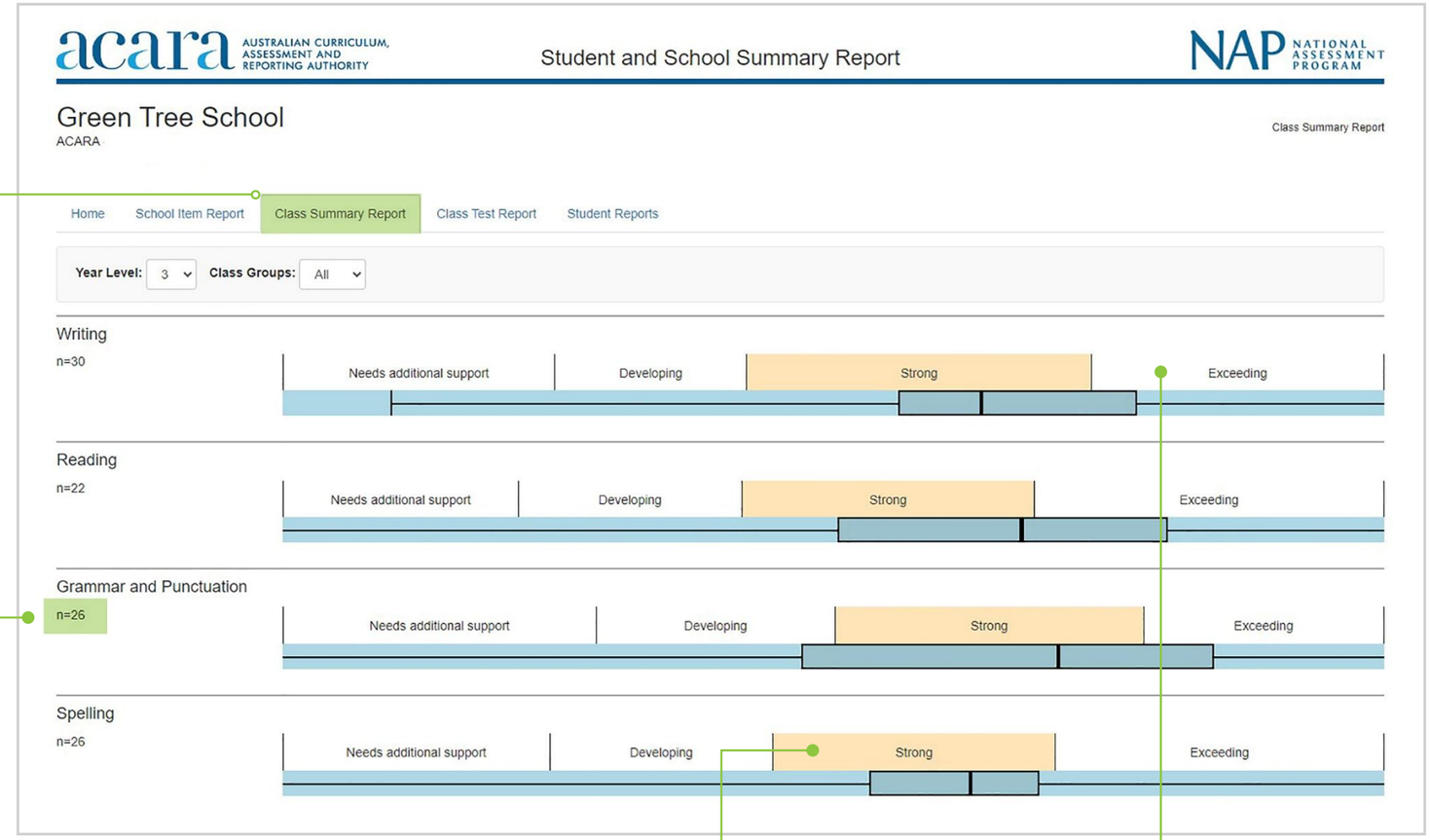
Class summary report

A class summary report shows one box plot for each domain.

A box plot is also called a “box-and-whisker diagram”.
A whisker extends from the lowest to the highest score.
A box extends from the 25th to the 75th percentile, so that it contains the middle 50% of scores. A box is divided by a line to indicate the median score.

The class summary report displays the same 4 proficiency levels that are shown on NAPLAN individual student reports. Elements of the box plot may not be displayed if they fall outside of the graph area.





n = 26

This shows the number of students in this class who participated in the test, including students with a refusal participation status.

The highlighted orange proficiency level shows where the median score is located and is a quick visual cue to the user. Half of the students in the class group score below the median, and half score above.

All Year 3 students and some students in Years 5, 7 and 9 complete an alternative format (paper) writing test. Their results are imported into the platform and are displayed in this report.

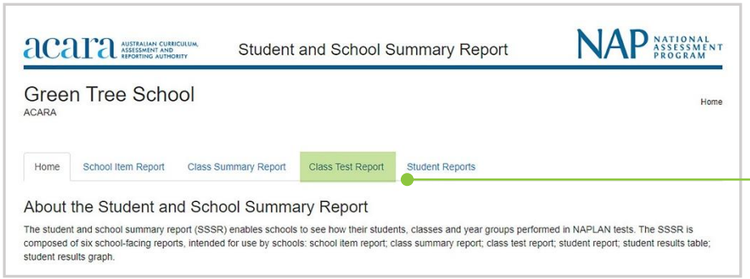
How to interpret the SSSR

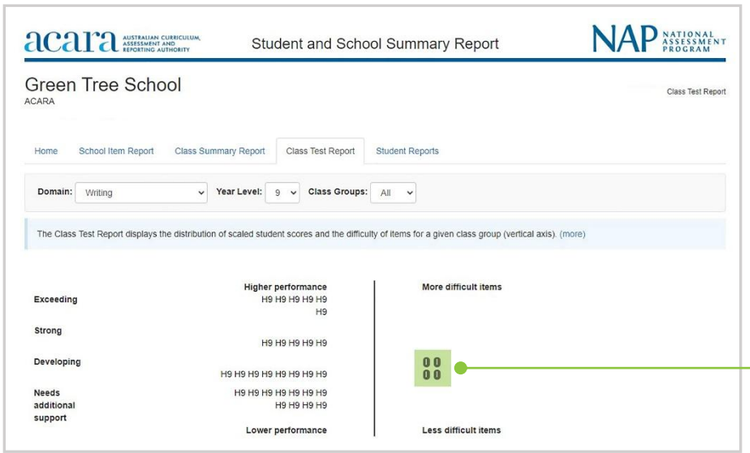
Class test report

A class test report shows the range of student performance compared with the difficulty of items. This report can be generated for each class or for all classes within a year level.

The person–item map in this graph provides visual information about the difficulty of items relative to the performance of students. Exemplar items from the school item report are provided for context.

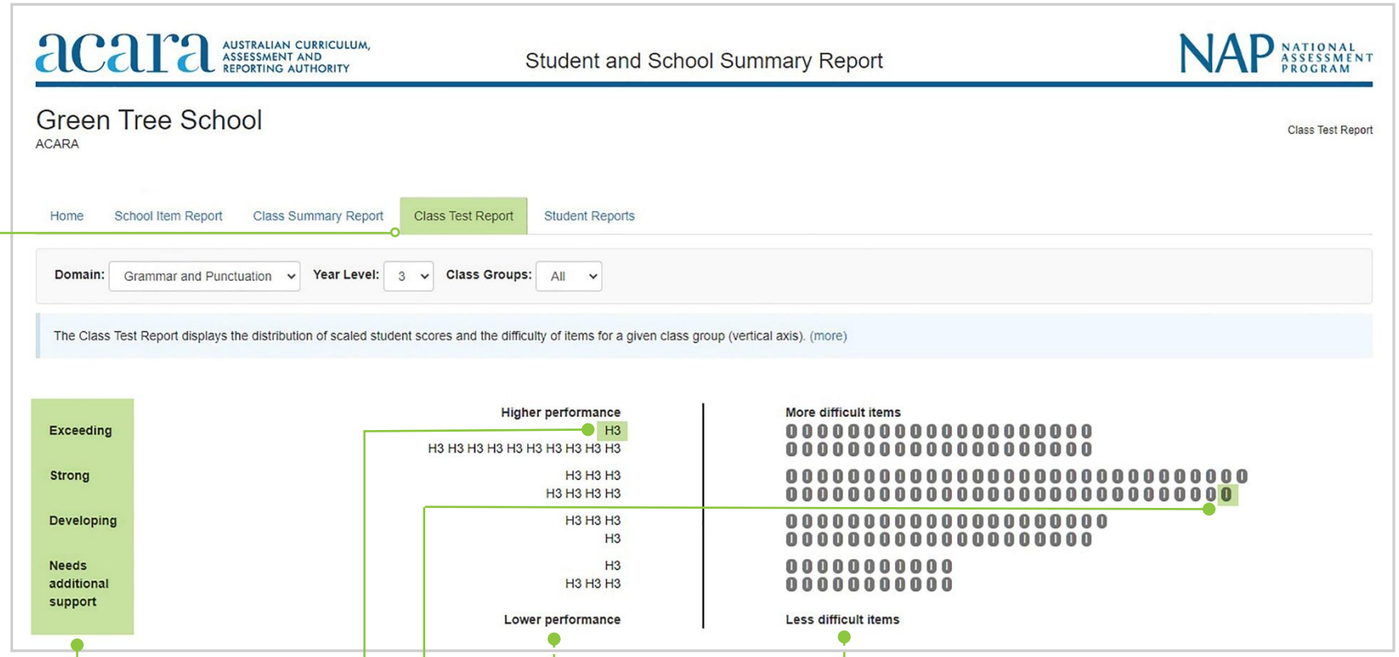
The class test report displays the distribution of student scale scores across proficiency levels, and the difficulty of items for a given class group on a vertical axis. The class test report displays the same 4 proficiency levels that are shown on NAPLAN individual student reports.





Writing

The item difficulty that displays in this field is the average score for all writing prompts for this year level.



Proficiency levels

Students' initials are placed within their relevant proficiency level.

Student's initials

Click on a student's initials to see detailed results for this student (in the "Student results" table).

Item exemplar

The item exemplars show skills assessed and are grouped by item difficulty. These are not the set of items that the student saw.

For example, the student is at the Exceeding level. Click the items beside the Exceeding proficiency level to see exemplars for items that are targeted to that student cohort's ability.

Student achievement

Student achievement is displayed and ordered on this side of the report against the NAPLAN proficiency levels. Students who completed an alternative format (paper) writing test are included in the class test report.

Items and item difficulty

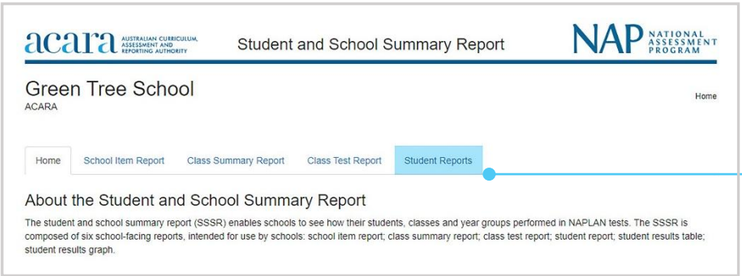
Item exemplars are displayed on this side of the report. The items are ordered by relative difficulty. The most difficult items are at the top and the least difficult items are at the bottom. Not all students sit all the items.

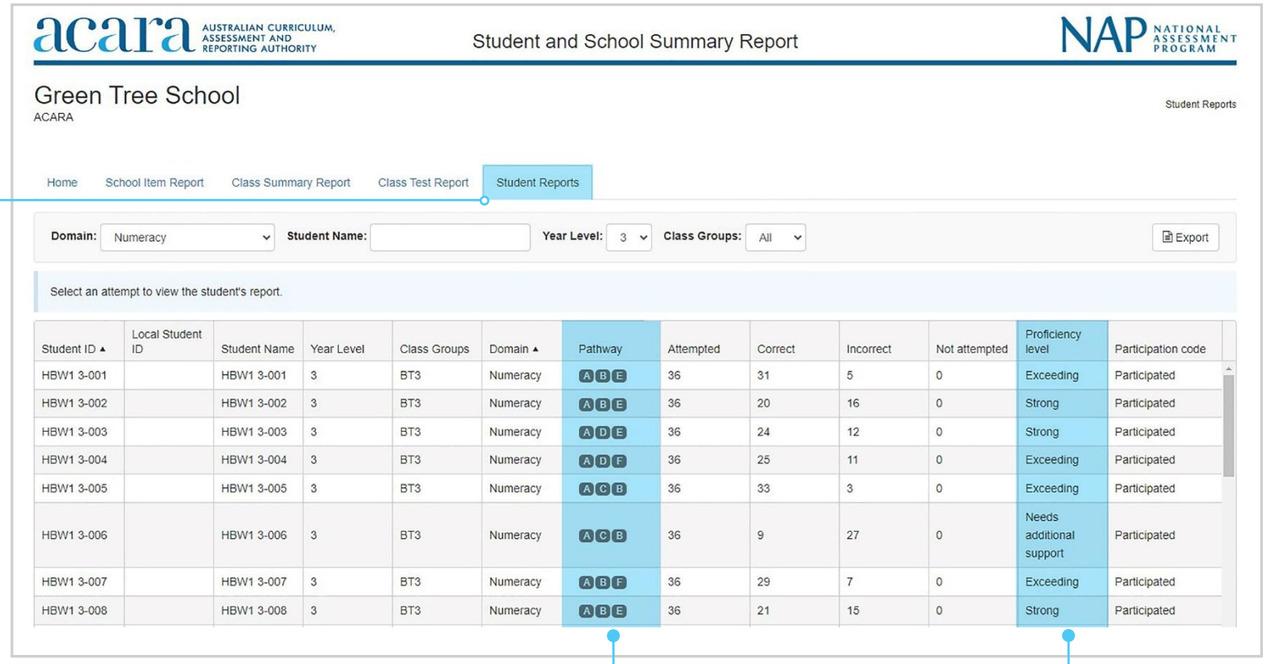
How to interpret the SSSR

Student reports show the summary results for all students by domain in a year level within a school. More detailed results for each student, including all items attempted by the student and item descriptors, can be accessed by clicking on the student's record.

The report shows results for each student, including the proficiency level achieved and the test pathway taken.

Student reports: reading and numeracy



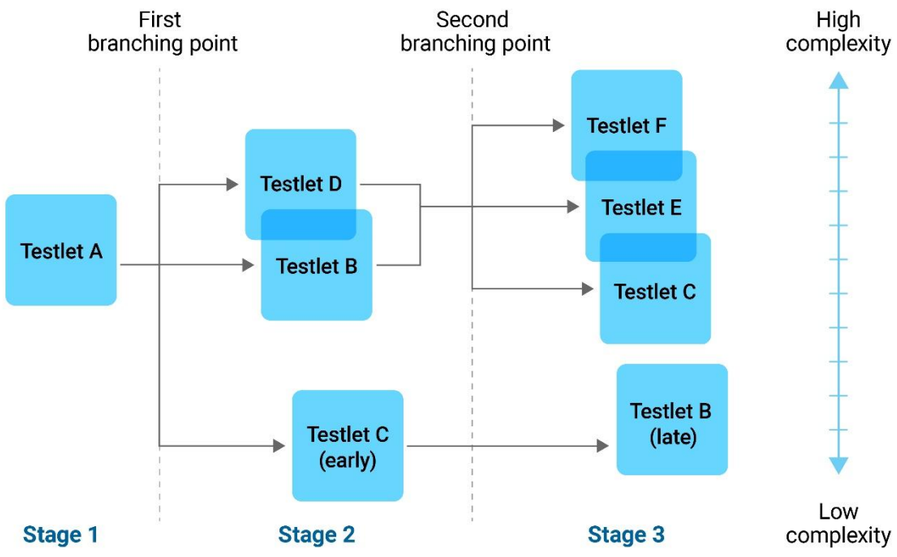


Student ID	Local Student ID	Student Name	Year Level	Class Groups	Domain	Pathway	Attempted	Correct	Incorrect	Not attempted	Proficiency level	Participation code
HBW1 3-001		HBW1 3-001	3	BT3	Numeracy	A B E	36	31	5	0	Exceeding	Participated
HBW1 3-002		HBW1 3-002	3	BT3	Numeracy	A B E	36	20	16	0	Strong	Participated
HBW1 3-003		HBW1 3-003	3	BT3	Numeracy	A D E	36	24	12	0	Strong	Participated
HBW1 3-004		HBW1 3-004	3	BT3	Numeracy	A D F	36	25	11	0	Exceeding	Participated
HBW1 3-005		HBW1 3-005	3	BT3	Numeracy	A C B	36	33	3	0	Exceeding	Participated
HBW1 3-006		HBW1 3-006	3	BT3	Numeracy	A C B	36	9	27	0	Needs additional support	Participated
HBW1 3-007		HBW1 3-007	3	BT3	Numeracy	A B F	36	29	7	0	Exceeding	Participated
HBW1 3-008		HBW1 3-008	3	BT3	Numeracy	A B E	36	21	15	0	Strong	Participated

Pathway

Students see one testlet at each stage. Depending on their score at the end of the stage, they branch to testlets of different complexity. Once the complexity is determined by branching, multiple versions of each testlet are available and are rotationally assigned to students.

Reading and numeracy tailored test design



Reading and numeracy

All students at each year level start with questions that test the same range of complexity (testlet A). Depending on the student's test performance in testlet A, the second testlet includes questions with content that may be less complex (B) or more complex (D). Low-achieving students may proceed from A to C.

At the end of the second testlet, the student is directed to the third testlet, again depending on their test performance. The final testlet also includes content of increasing complexity: C vs E vs F. Students who proceeded from A to C will be branched to B.

Proficiency levels

The 4 proficiency levels cover the full range of student achievement in the tests at each year level. NAPLAN reading and numeracy use a tailored test design. The tests automatically adapt to a student's test performance and ask questions that match the student's achievement level.

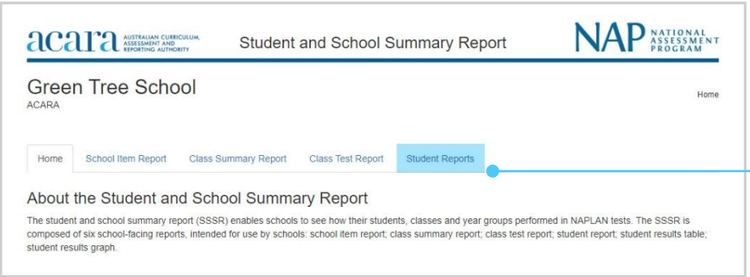
NAPLAN results for each student are based on both the number and difficulty of the questions the student answered correctly. A student who completes a more complex set of questions is more likely to achieve a higher score. A student who answers the same number of questions correctly, but follows a less complex pathway, will achieve a lower score.

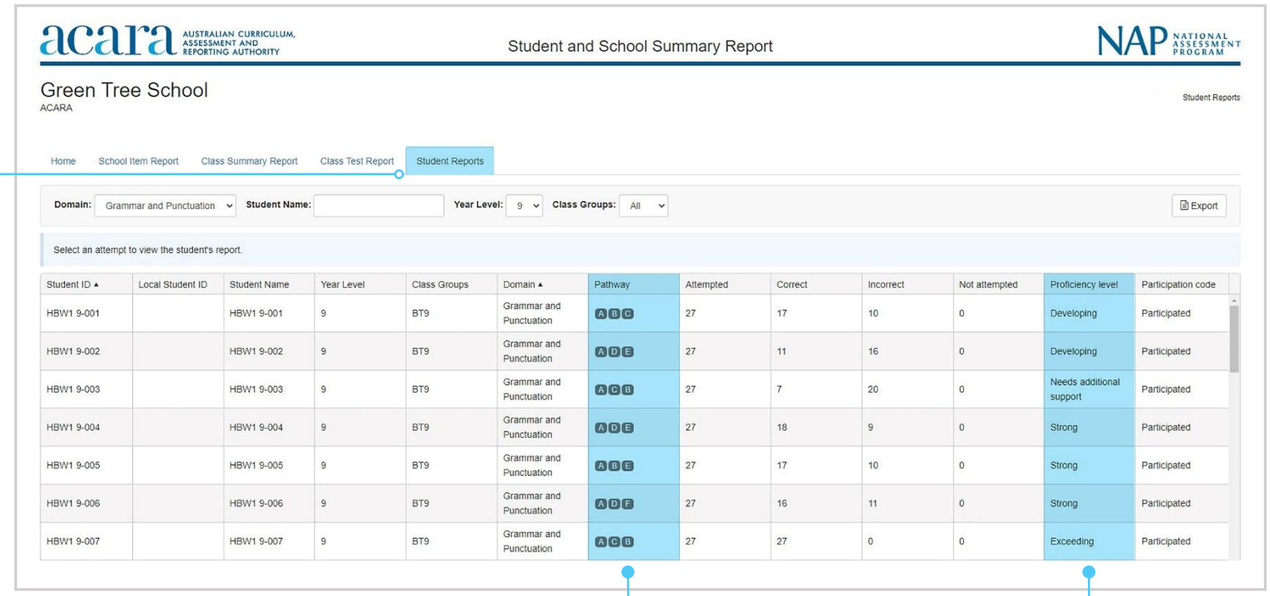
How to interpret the SSSR

Student reports show the summary results for all students by domain in a year level within a school. More detailed results for each student, including all items attempted by the student and item descriptors, can be accessed by clicking on the student's record.

The report shows results for each student, including the proficiency level achieved and the test pathway taken.

Student reports: conventions of language



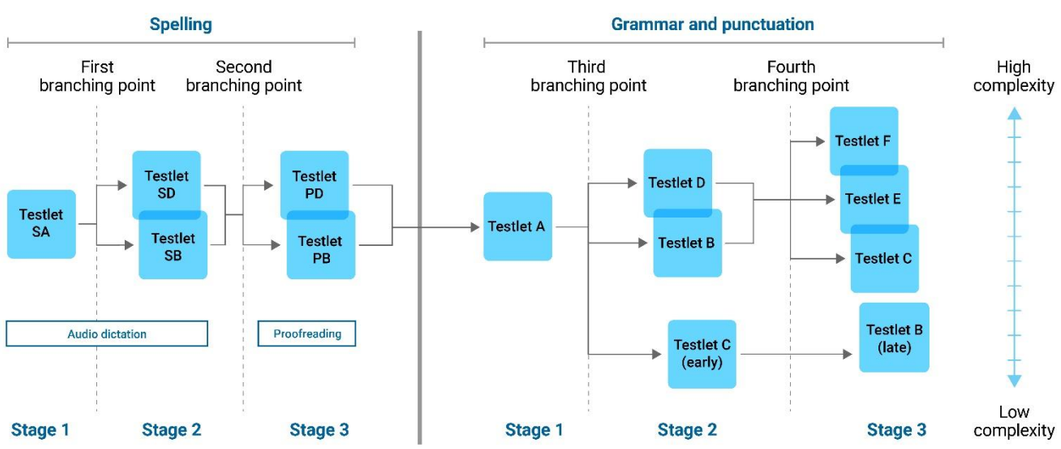


Student ID	Local Student ID	Student Name	Year Level	Class Groups	Domain	Pathway	Attempted	Correct	Incorrect	Not attempted	Proficiency level	Participation code
HBW1 9-001		HBW1 9-001	9	BT9	Grammar and Punctuation	A B C	27	17	10	0	Developing	Participated
HBW1 9-002		HBW1 9-002	9	BT9	Grammar and Punctuation	A D E	27	11	16	0	Developing	Participated
HBW1 9-003		HBW1 9-003	9	BT9	Grammar and Punctuation	A C B	27	7	20	0	Needs additional support	Participated
HBW1 9-004		HBW1 9-004	9	BT9	Grammar and Punctuation	A D E	27	18	9	0	Strong	Participated
HBW1 9-005		HBW1 9-005	9	BT9	Grammar and Punctuation	A B E	27	17	10	0	Strong	Participated
HBW1 9-006		HBW1 9-006	9	BT9	Grammar and Punctuation	A D F	27	16	11	0	Strong	Participated
HBW1 9-007		HBW1 9-007	9	BT9	Grammar and Punctuation	A C B	27	27	0	0	Exceeding	Participated

Pathway

Students see one testlet at each stage. Depending on their score at the end of the stage, they branch to testlets of different complexity. Once the complexity is determined by branching, multiple versions of each testlet are available and are rotationally assigned to students.

Conventions of language tailored test design



Conventions of language

All students at each year level start with the same set of audio spelling questions (testlet SA) before branching to less complex questions (testlet SB) or more complex questions (testlet SD). Students are then branched to proofreading questions PB (less complex) or PD (more complex), depending on their performance in previous questions.

When students have completed all spelling items, all students at each year level start with grammar and punctuation questions that test the same range of complexity (testlet A). Depending on the student's performance in testlet A, the second testlet includes questions with content that may be less complex (B) or more complex (D). Low-achieving students may proceed from A to C. At the end of the second grammar and punctuation testlet, the student is directed to the third testlet, again depending on their performance. The final testlet also includes content of increasing complexity: C vs E vs F. Students who proceeded from A to C will be branched to B.

Proficiency levels

The 4 proficiency levels cover the full range of student achievement in the tests at each year level. NAPLAN conventions of language uses a tailored test design. The tests automatically adapt to a student's test performance and ask questions that match the student's achievement level.

NAPLAN results for each student are based on both the number and difficulty of the questions the student answered correctly. A student who completes a more complex set of questions is more likely to achieve a higher score. A student who answers the same number of questions correctly, but follows a less complex pathway, will achieve a lower score.

How to interpret the SSSR

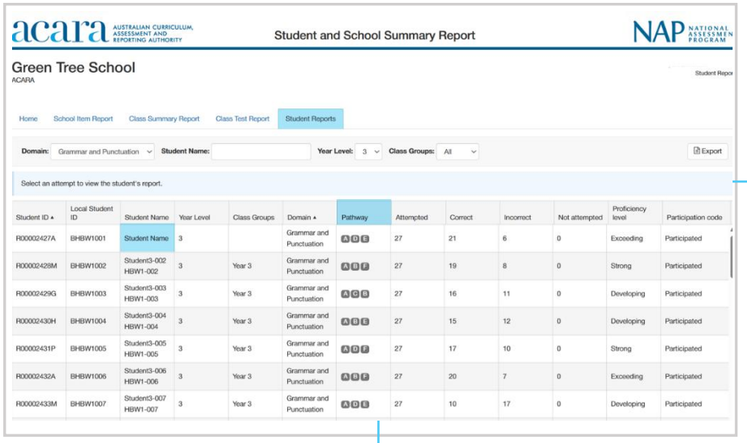
Student results table

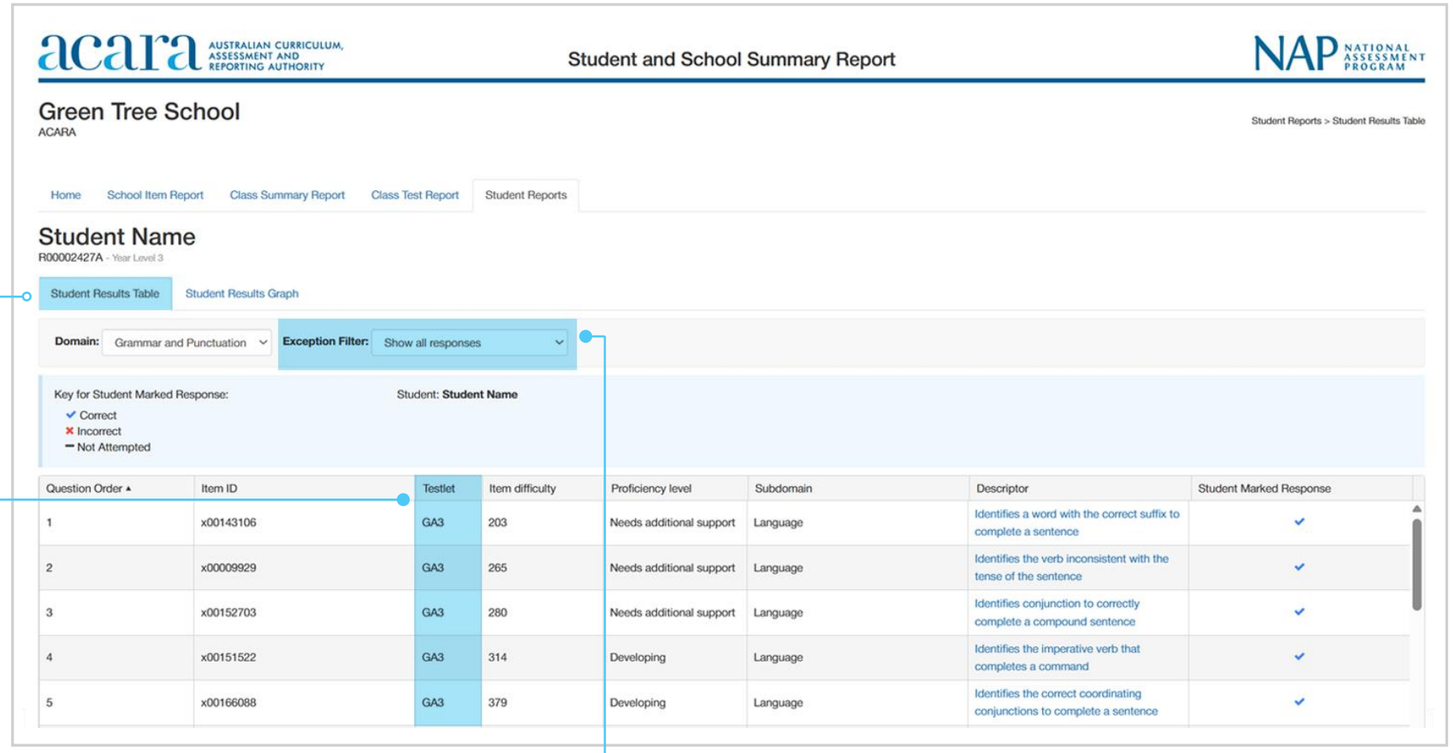
A student results table shows a student's results for a single test.

If the item difficulty exceeds the scale score for the student in that domain, and the response is correct, the response is marked as an exception.

Conversely, if the item difficulty is lower than the student-achieved score on the NAPLAN scale, the incorrect response is flagged as an exception.

Click on the student's name in the student report to view the student results table.





Nodes, pathways and testlets

There are 6 nodes for reading, grammar and punctuation, and numeracy: A, B, C, D, E, F. Spelling has 5 nodes: SA, SB, SD, PB, PD. Nodes are reached by branching. The pathway is defined by the nodes; for example, ABE (reading, grammar and punctuation, and numeracy) or SA, SB, PB (spelling).

Each node contains testlets: A1, A2, A3, etc. (for reading, grammar and punctuation, and numeracy) and SA1, SA2, etc. (for spelling). Testlets are allocated rotationally within a test session. Each testlet contains different items.

Exception filter

Select the exception filter to see the items that have been answered correctly when the student would have been expected to answer the item incorrectly, or vice versa.

If the scale score for the item exceeds the scale score for the student in that domain, and the response is correct, the response is marked as an exception. Conversely, if the item is lower than the student-achieved score on the NAPLAN scale, the incorrect response is also flagged as an exception.

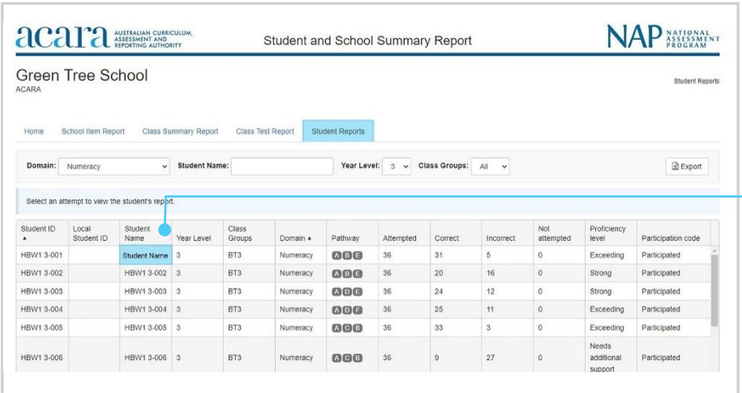
How to interpret the SSSR

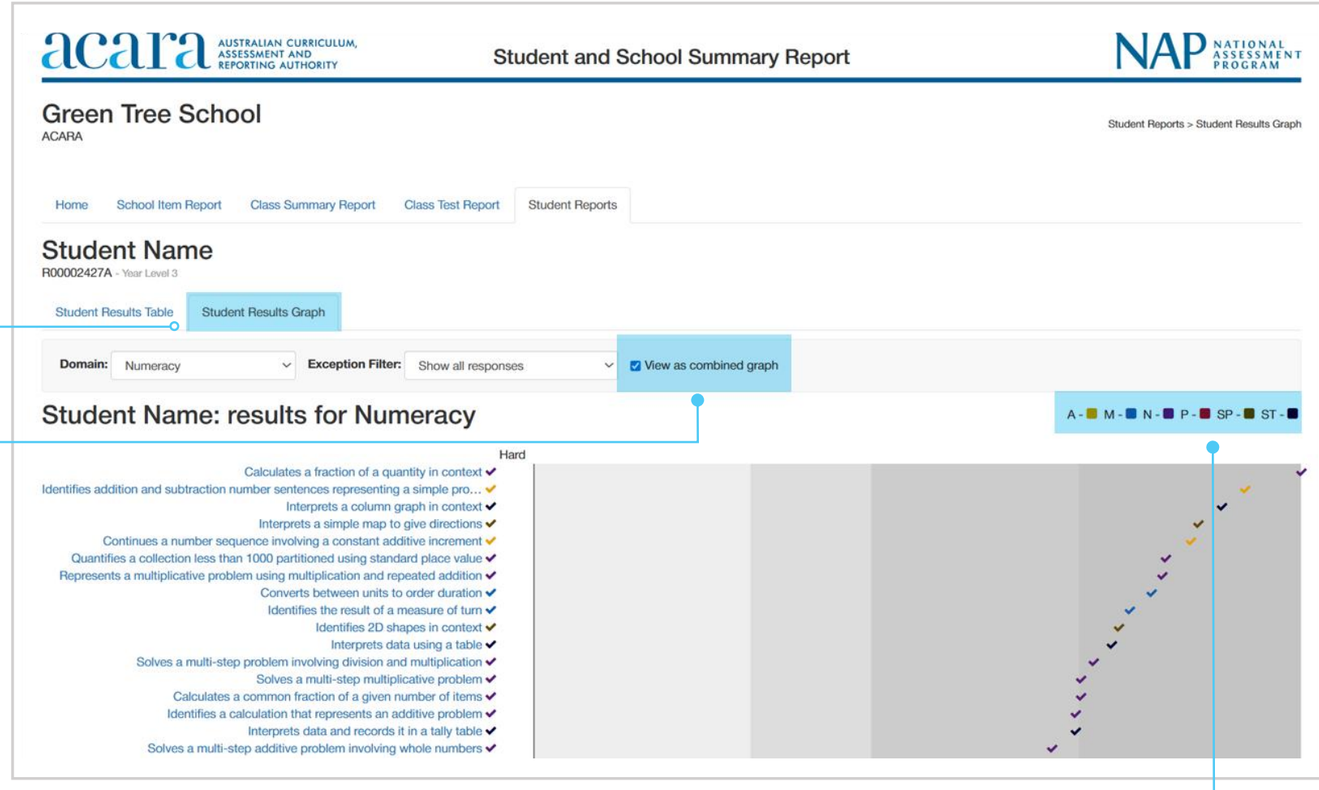
A student results graph provides a graphical representation of a student's results for a single test. The student results graph may be used to review the student performance compared to the difficulty of items by domain as well as by subdomain.

Items are plotted by their NAPLAN scale score on the horizontal axis, and from least to most complex on the vertical axis.

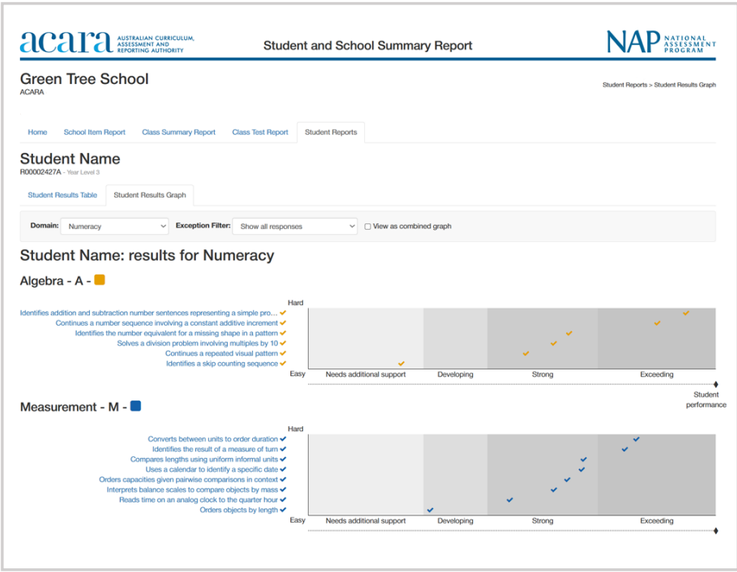
Student results graph

Click on the student's name in the student report to view the student results graph.





View as combined graph: uncheck the box to view the items by subdomain.



Subdomain codes
The subdomain of each item is colour-coded.

Numeracy – Number (N), Algebra (A), Measurement (M), Space (SP), Statistics (ST), Probability (P)

Reading – Language (LA), Literacy (LY), Literature (LE)

Grammar and punctuation – Language (LA), Literacy (LY)

Spelling – Literacy (LY)

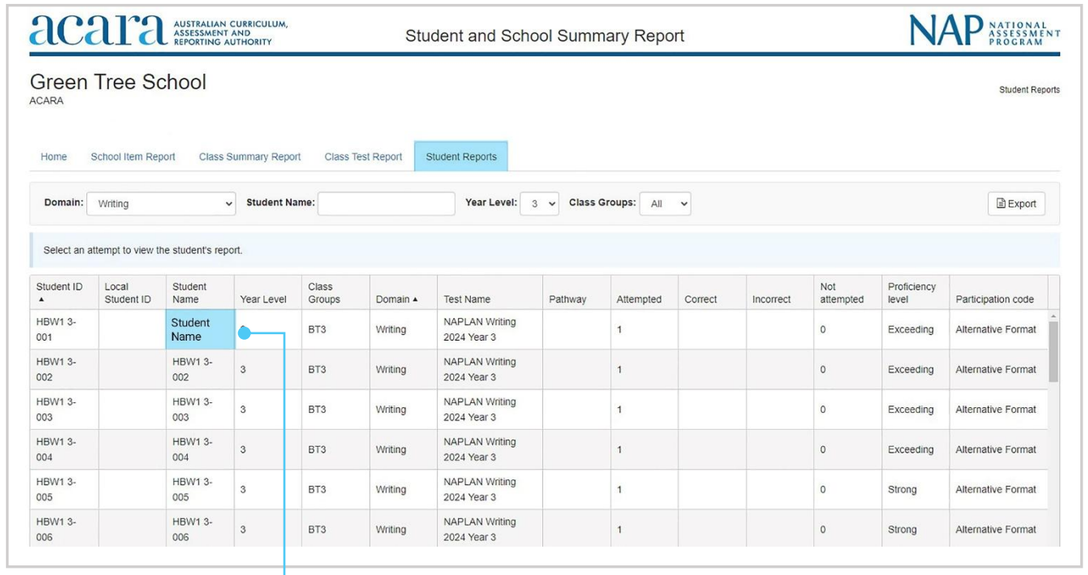
How to interpret the SSSR

For students in Years 5, 7 and 9 who completed the NAPLAN writing test online, schools will be able to view the item (prompt) data for the writing test, as well as the script written by each student.

Writing scores and data for the alternative format (paper) tests will be available in the SSSR, but the scripts will not be uploaded. This includes Year 3 writing scripts.

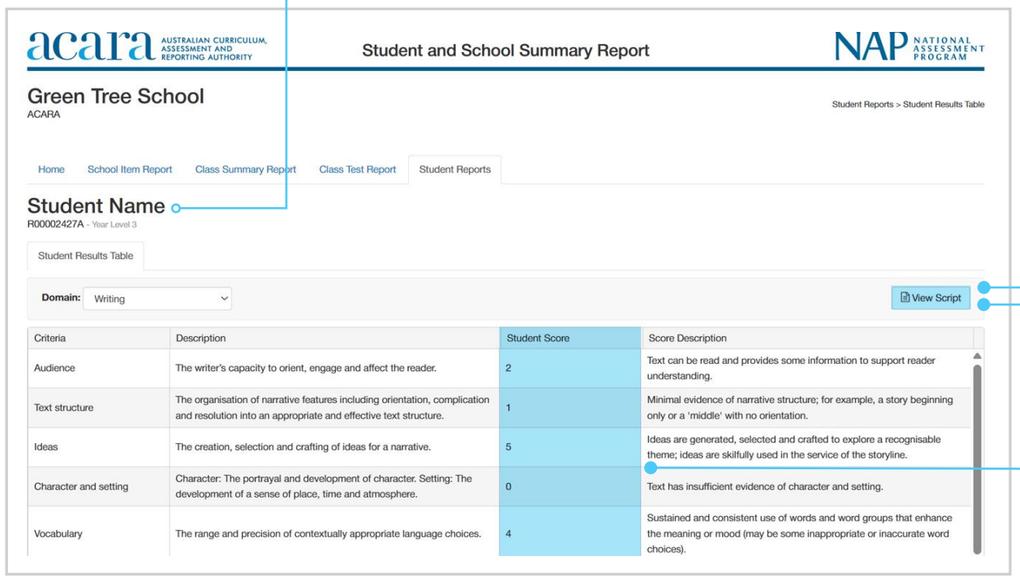
Student reports: writing

Student report



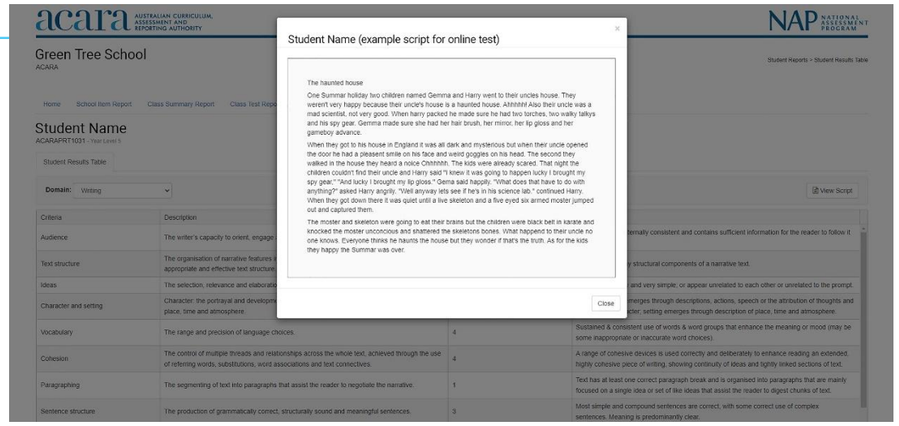
Student ID	Local Student ID	Student Name	Year Level	Class Groups	Domain	Test Name	Pathway	Attempted	Correct	Incorrect	Not attempted	Proficiency level	Participation code
HBW1 3-001		Student Name		BT3	Writing	NAPLAN Writing 2024 Year 3		1			0	Exceeding	Alternative Format
HBW1 3-002		HBW1 3-002	3	BT3	Writing	NAPLAN Writing 2024 Year 3		1			0	Exceeding	Alternative Format
HBW1 3-003		HBW1 3-003	3	BT3	Writing	NAPLAN Writing 2024 Year 3		1			0	Exceeding	Alternative Format
HBW1 3-004		HBW1 3-004	3	BT3	Writing	NAPLAN Writing 2024 Year 3		1			0	Exceeding	Alternative Format
HBW1 3-005		HBW1 3-005	3	BT3	Writing	NAPLAN Writing 2024 Year 3		1			0	Strong	Alternative Format
HBW1 3-006		HBW1 3-006	3	BT3	Writing	NAPLAN Writing 2024 Year 3		1			0	Strong	Alternative Format

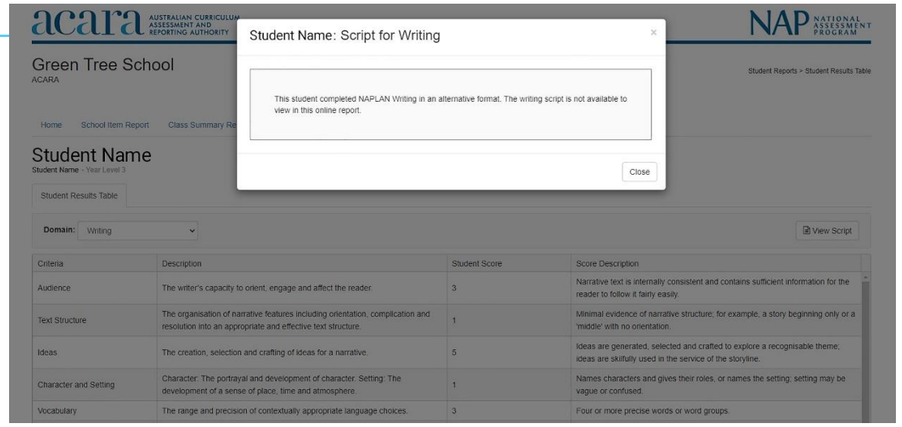
Student results table



Criteria	Description	Student Score	Score Description
Audience	The writer's capacity to orient, engage and affect the reader.	2	Text can be read and provides some information to support reader understanding.
Text structure	The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure.	1	Minimal evidence of narrative structure; for example, a story beginning only or a 'middle' with no orientation.
Ideas	The creation, selection and crafting of ideas for a narrative.	5	Ideas are generated, selected and crafted to explore a recognisable theme; ideas are skilfully used in the service of the storyline.
Character and setting	Character: The portrayal and development of character. Setting: The development of a sense of place, time and atmosphere.	0	Text has insufficient evidence of character and setting.
Vocabulary	The range and precision of contextually appropriate language choices.	4	Sustained and consistent use of words and word groups that enhance the meaning or mood (may be some inappropriate or inaccurate word choices).

The student's scores for each of 10 criteria are displayed in the student results table.





Alternative format (paper) writing scripts cannot be viewed in the SSSR.