

VCAA NAPLAN Reporting Guide



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY



VCAA NAPLAN Helpdesk

A helpdesk service operates to assist principals, NAPLAN coordinators and classroom teachers with queries about NAPLAN.

For queries and/or assistance contact the Victorian Curriculum and Assessment Authority (VCAA) on:

CONTACT DETAILS

Freecall **1800 648 637**

Email **vcaa.naplan.help@education.vic.gov.au**

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INTRODUCTION AND OVERVIEW

The Years 3, 5, 7 and 9 NAPLAN data is available for Victorian schools to access online, via the secure VCAA Data Service. All student and school results from 2008 can be accessed by schools on this website. Schools must use their unique username and password to access their results.

NAPLAN tests

NAPLAN online tests include a range of question formats and interactive features. Students answer questions by clicking, typing and dragging; some questions include audio or interactive tools; all questions can be reviewed and answered, flagged and returned to later, unless students have gone past the locked section/s.

Branched test design

NAPLAN online reading, numeracy and conventions of language tests are constructed as semi-adaptive, branched assessments. This model allows for the more able students to be presented with some more difficult questions, while less able students will have access to a wider range of easier questions.

In the current testing model, for Reading and Numeracy, students are presented with an initial testlet (A) of questions and then move on to two further testlets (B or D and then C, E, or F) which are, on average, either slightly easier or slightly harder - depending on their score in the previous set (see Figure 1).

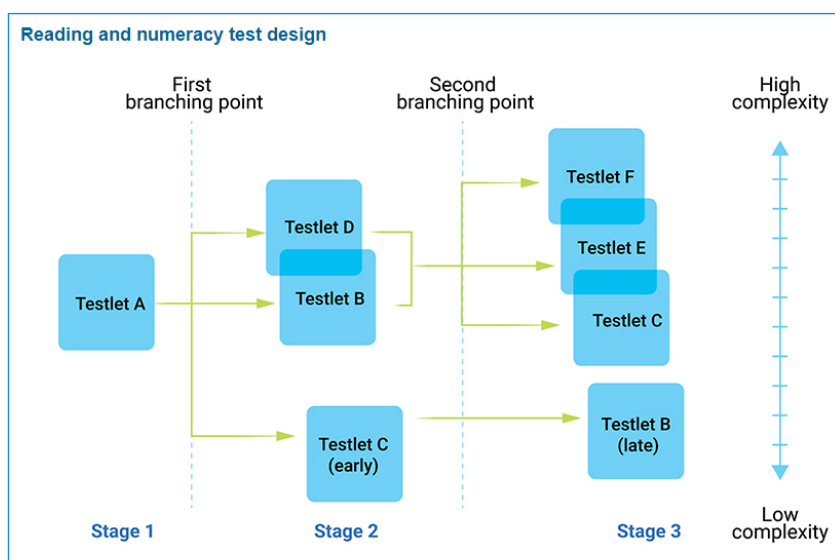


Figure 1: Two-branch test design for Reading and Numeracy

Source: ACARA

The Conventions of Language test is made up of two separate sections: a spelling test and a grammar and punctuation (G&P) test. The Spelling section has two testlets in each branch and the Grammar and punctuation section consists of three testlets in each branch, each containing nine items. The Spelling section is locked once the students begin the G&P section. The conventions of language test design is shown below (see Figure 2).

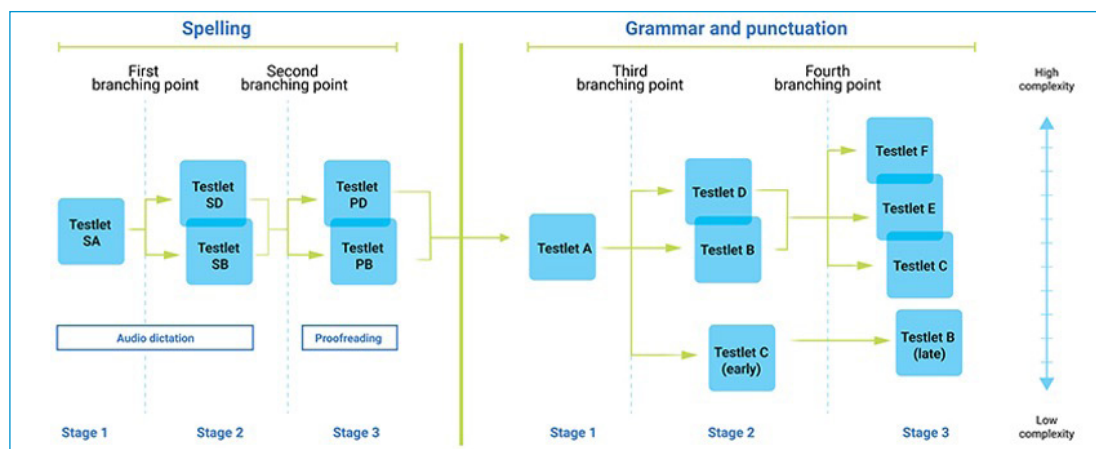


Figure 2: Conventions of Language test design

Source: ACARA

The number of questions within each testlet varies according to both year level and test area.

Test area	Number of items per testlet			
	Year 3	Year 5	Year 7	Year 9
Reading	13, 13, 13	13, 13, 13	16, 16, 16	16, 16, 16
Numeracy ¹	12, 12, 12	14, 14, 14	16, 16, 16	16, 16, 16
Spelling ²	7, 9, 9	7, 9, 9	7, 9, 9	7, 9, 9
Grammar & Punctuation	9, 9, 9	9, 9, 9	9, 9, 9	9, 9, 9

Notes

- For Year 7 and Year 9 Numeracy tests, testlets at node A are presented in two parts – the first containing 8 questions for which students are not able to access the online calculator (non-calculator) and a further 8 questions where the online calculator can be accessed (calculator allowed). The calculator may be accessed for all subsequent questions.
- For Spelling tests at all year levels, there are 6 audio-dictation questions in the first testlet (SA) and 9 audio-dictation questions in the second (SB or SD). These are followed by 10 proof-reading questions (PB or PD).

2025 changes

With the introduction of the new reset measurement scale for NAPLAN reporting in 2023 enough NAPLAN cycles have passed for NAPLAN trend and growth reports to now be available in the Data Service. These include the Relative Growth Report, Transitional Relative Growth Report, School Comparison Report and School-Student Comparison Report.

The **Relative Growth Report** was first introduced in 2012 but with the introduction of NAPLAN proficiency levels in 2023, comparison of student results prior to 2023 is not possible.

From 2025, relative growth reports will once again allow for comparisons for students in Year 5, Year 7 and Year 9 to previous NAPLAN results from Year 3, Year 5 and Year 7 respectively.

The **Transitional Relative Growth Report**, is also again available from 2025. This report allows schools with students in Year 5, but not in Year 7, to view group level data showing the relative growth made by past students across the transition to Year 7.

Proficiency Standards

The National Assessment Program scale maps student outcomes onto proficiency standards with 4 levels of achievement. These levels are Exceeding, Strong, Developing and Needs additional support. The Policy descriptors for each level are:

Exceeding: The student's result exceeds expectations at the time of testing.

Strong: The student's result meets challenging but reasonable expectations at the time of testing.

Developing: The student's result indicates that they are working towards expectations at the time of testing.

Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The proficiency standards are reported on a measurement scale that allows for the precise information from online testing to be reflected in student results. Where appropriate, the VCAA Data Service displays results against these levels.

Details of the skills associated with each proficiency level for each test area and year level are provided on the ACARA website at <https://www.nap.edu.au/naplan/results-and-reports>

Scaled scores

Scaled scores provide an ability measure of student outcomes. These scores range from approximately 0 to 1000 and form the numeric continuum against which the 4 levels of achievement are lined up.

The following table provides the cut-points for each proficiency level by year and test area on the new scale. These cut-points were established on the scale in 2023 and will not change in future years. This will allow the monitoring of school-level performance over time.

Domain	Year	Needs additional support / Developing	Developing / Strong	Strong / Exceeding
Numeracy	3	311	378	493
	5	386	451	577
	7	431	500	632
	9	463	536	673
Reading	3	282	368	481
	5	377	448	555
	7	430	500	603
	9	464	539	639
Writing	3	296	370	503
	5	385	455	570
	7	439	511	614
	9	469	553	647
Spelling	3	294	380	489
	5	378	451	553
	7	430	497	595
	9	470	532	627
Grammar and Punctuation	3	312	404	523
	5	397	470	582
	7	444	513	620
	9	460	545	649

Note: All NAPLAN results, including Alternative Format tests, are reported on the same scale.

School summary as well as national and state (when available) statistics can be extracted as scaled scores in the NAPLAN Data Extract. The tabular form of the Student Achievement Level Report shows results for individual students as a scaled score and its equivalent proficiency level for each test area.

Within any given test area, scaled scores can be compared across time (from 2023 onwards, due to the reset measurement scale, and between 2008 and 2022). However, comparison of scaled scores across different test areas is not meaningful and is not recommended.

All national and state statistics are based on full cohort data and include both online and alternative format (paper) test results.

Trend data and growth

The **Five Year Trend Report** displays a data set that provides schools with an opportunity to make comparisons between their NAPLAN results over a five-year period.

The **School Comparison Report** shows the distribution of national, state and school results for consecutive NAPLAN testing periods. Results for Year 5 (7 or 9) students in the current test year are compared to those for the same students in Year 3, (5 or 7) two years prior.

The **School-Student Comparison Report** shows the relative position of results in consecutive testing periods for a selected student, with respect to national, state and, where applicable, to school results.

The **Relative Growth Report** shows the level of growth for each student relative to students who had similar NAPLAN score two years prior.

The **Transitional Relative Growth Report** provides grouped results of Year 5 students who sat the NAPLAN tests at the school two years prior and for whom a current Year 7 result can be found.

More detailed information about these reports is provided in Section 2.

Student and School Summary Report (SSSR)

ACARA provides a SSSR for each school that has students completing the NAPLAN tests online. This report contains information at item, school, class and student levels. The purpose of the SSSR is to provide general feedback on how students and cohorts of students within schools performed in the NAPLAN online tests as soon as possible after the tests have concluded.

The SSSR does not contain scaled score results for students or comparisons to state or national results. The SSSR focuses on student responses to test items relative to their difficulty and to the overall test performance of the student. The SSSR also provides links to item exemplars for the items a student attempted (where appropriate).

The SSSR should be used in conjunction with the VCAA Data Service to gain a complete view of student performance.

The SSSR is available for download via the VCAA Data Service. [See Section 1 page 9 for instructions.](#)

A guide to assist with the interpretation of the SSSR is available at:

<https://www.vcaa.vic.edu.au/assessment/foundation-10/naplan/handbooks-information-kit-and-forms>

Post-security period use of test materials

From 2023 onwards, reports within the data service do not provide access to test materials, with the exception of the writing stimuli.

Principals (and their school staff) are not permitted to upload NAPLAN alternative format (paper and special print) tests from 2023 onwards to any ICT platform (including their password-protected ICT platforms) and are not permitted to provide these tests to parents/carers, the media or any other members of the wider community at any time. ACARA is banking these tests for future research and development activities.

Principals (and their school staff) may upload released NAPLAN tests (accessed via the ACARA websites) to their password-protected ICT platforms and are responsible for ensuring any access is consistent with section 113P of the Copyright Act 1968 (Cth).

Principals (and their school staff) are not permitted to publicly release the NAPLAN test materials and exemplars and must not upload them to any public ICT platform (that is, an ICT platform that is not password-protected).

Access to NAPLAN writing test images

NAPLAN writing test images for all students who completed the test are made available for schools to download from the [NAPLAN Test Administration website](#). The Test Administration website can be accessed with the same login details as the VCAA Data Service. Access to these files is only available after the results have been released until the end of the school year.

The Year 5, 7 and 9 writing test responses are also accessible via Student and School Summary Report (SSSR) in the VCAA Data Service. The Year 3 writing test responses are only available on the NAPLAN Test Administration website.

Access to digital Individual Student Report (ISR)

Along with the printed ISR's included in your schools reporting package, schools will now have the option to download, save in a secure location and if preferred, send them to parents via secure electronic communication. These will be available to download via the NAPLAN Test Administration website at <http://www.naplanadmin.vic.edu.au/>

The Test Administration website can be accessed with the same login details as the VCAA Data Service. Access to these files is only available after the results have been released until the end of the school year.

Privacy Statement

The Victorian Curriculum and Assessment Authority (VCAA) is a statutory authority continued under the *Education and Training Reform Act 2006* (Vic). The VCAA is responsible for curriculum, assessment and reporting in year levels Foundation to 12 for all Victorian school students. The VCAA is the Test Administration Authority responsible for the administration and delivery of NAPLAN in Victoria.

Personal information about children and their parents/guardians is collected by the VCAA for the purposes of administering and delivering NAPLAN. This includes collecting names and achievement data of all students who undertake the Year 3, Year 5, Year 7 and Year 9 tests, information on student gender, language background, Aboriginal and Torres Strait Islander (ATSI) status and date of birth.

The VCAA is committed to the protection of personal information. All personal information collected by the VCAA is handled in accordance with the *Privacy and Data Protection Act 2014* (Vic) and the VCAA's Privacy Policy which can be found at <https://www.vcaa.vic.edu.au/footer/privacy-policy>

The VCAA and schools have joint responsibility for the privacy protection of personal information held in the VCAA Data Service. Schools and school-staff who are authorised users of the VCAA Data Service must ensure that personal information held in the VCAA Data Service is stored securely and handled in accordance with applicable legal requirements and the school's privacy policy. The VCAA provides schools with access to the VCAA Data Service for the following purposes:

- to allow schools to report to parents on their child's performance; and
- to assist school principals to analyse the effectiveness of their school programs and to identify individual students' strengths and weaknesses.

Schools and their authorised users are also responsible for the use and disclosure of student personal information when it is extracted from the VCAA Data Service either in printed or electronic form. Schools should take reasonable steps to protect personal information from misuse, loss or unauthorised access. This extends to protecting the school's unique login details from disclosure to, or access by, non-authorised persons. Student personal information should not be provided to staff, students or any other person who does not have a legitimate reason to access that information.

Schools should ensure that their parent communities are aware of the purposes for which NAPLAN data will be used.

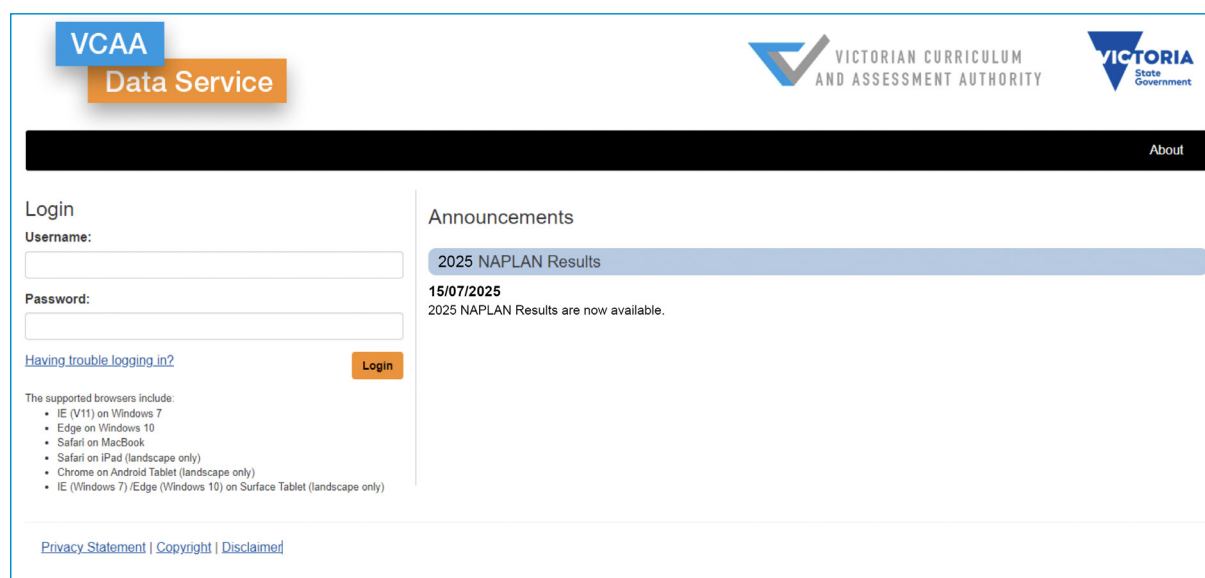
The reporting of NAPLAN performance data in school publications should only ever be in aggregated and/or de-identified form.

If you have concerns about privacy issues in relation to this website, please contact the VCAA NAPLAN helpdesk on 1800 648 637 or via email vcaa.naplan.help@education.vic.gov.au.

SECTION 1: VCAA DATA SERVICE ACCESS

The NAPLAN student results and school data are available on the secure VCAA Data Service website. Principals should ensure that all personnel who are given access to their school's data treat that information in a confidential manner.

To access this website, go to <https://dataservice.vcaa.vic.edu.au>



The screenshot shows the VCAA Data Service login page. At the top, there is a header with the VCAA Data Service logo on the left, the Victorian Curriculum and Assessment Authority logo in the center, and the Victoria State Government logo on the right. Below the header is a black navigation bar with an 'About' link on the right. The main content area is divided into two columns. The left column contains a 'Login' section with 'Username:' and 'Password:' labels, corresponding input fields, a 'Login' button, and a link 'Having trouble logging in?'. Below this, it lists supported browsers: IE (V11) on Windows 7, Edge on Windows 10, Safari on MacBook, Safari on iPad (landscape only), Chrome on Android Tablet (landscape only), and IE (Windows 7) / Edge (Windows 10) on Surface Tablet (landscape only). The right column contains an 'Announcements' section with a blue banner for '2025 NAPLAN Results' dated '15/07/2025' and the text '2025 NAPLAN Results are now available.' At the bottom of the page, there are links for 'Privacy Statement', 'Copyright', and 'Disclaimer'.

Figure 3: The VCAA Data Service login page

Enter your school's username and password. The home page will appear (see Figure 4).

Your school name will appear on the home page after you have logged in.

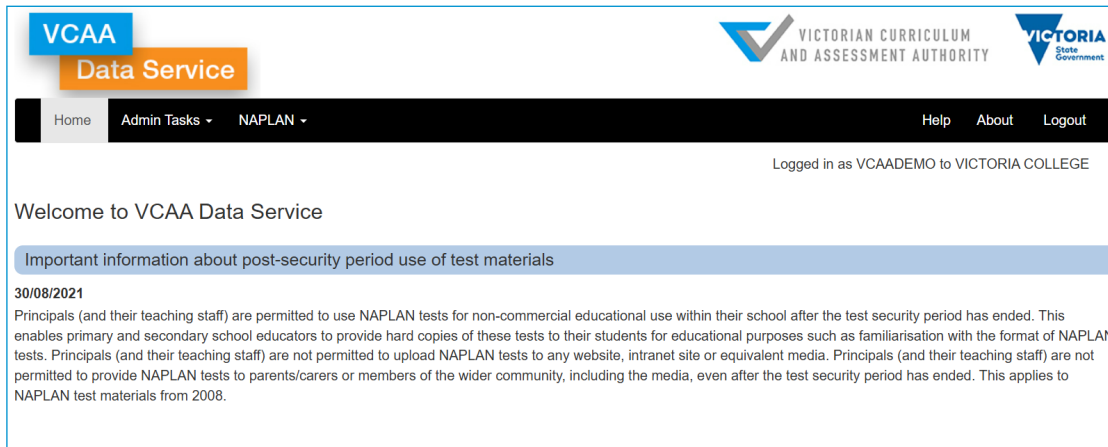


Figure 4: The VCAA Data Service home page

Note: To ensure data security, school passwords are changed annually.

If a password is lost, the principal should send an email to: vcaa.naplan.help@education.vic.gov.au. Please include 'Password Request' in the subject line.

Changing your password

1. Select Admin Tasks from the navigation bar.
2. Select Change Password (see Figure 5).

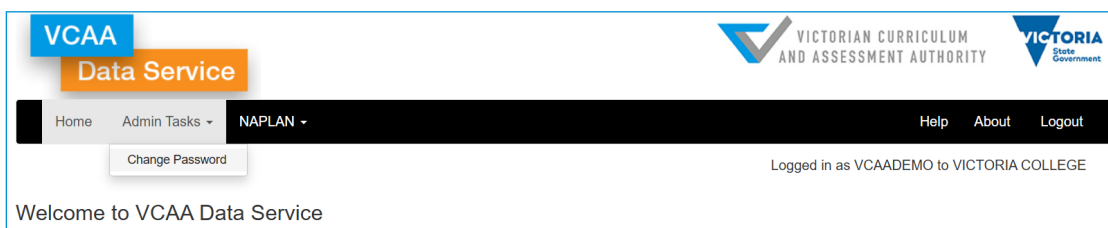


Figure 5: Selecting Change Password from the navigation bar

3. Input your current password.
4. Input your new password in both the "New Password" and "Confirm New Password" boxes.
 - a. New password cannot be blank
 - b. New password must be between 8-15 characters
 - c. New password should contain at least one uppercase letter, lowercase letter and one number (0-9)
 - d. New Password and Confirm New Password should match
5. Press 'Change Password' to confirm (see Figure 6).

VCAA Data Service

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

Home Admin Tasks ▾ NAPLAN ▾ Help About Logout

Logged in as VCAADEMO to VICTORIA COLLEGE

Change Password

Current Password:

New Password:

Password must be 8-15 characters long and must contain at least one uppercase letter, lowercase letter and one number (0-9).

Confirm New Password:

Change Password

Figure 6: Changing Password

6. A confirmation will be displayed when your password is successfully changed (see Figure 7).

VCAA Data Service

Home Admin Tasks ▾ NAPLAN ▾

Change Password

Current Password:

New Password:

Password must be 8-15 characters long and must contain at least one uppercase letter, lowercase letter and one number (0-9).

Confirm New Password:

Change Password

Password changed.

Figure 7: Password successfully changed

Accessing a report

1. Select NAPLAN from the navigation bar.
2. Select Reports.
3. Select 'Reporting Year' from drop-down menu.
4. Select 'Year Level' from drop-down menu.
5. Click on image of the required report in the Report Menu.

Details on running and using these reports are provided in Section 2.



Figure 8: Report Menu

Downloading the Student and School Summary Report (SSSR)

Schools can access their SSSR from the VCAA Data Service.

1. Select NAPLAN from the navigation bar.
2. Select SSSR Download (see Figure 9).

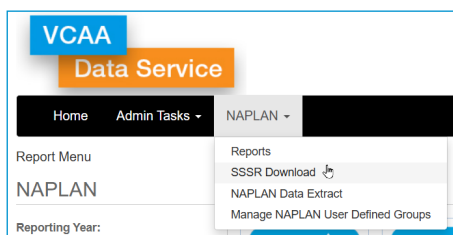


Figure 9: Selecting SSSR Download from the navigation bar

3. Select the reporting year via the 'Reporting Year' drop down box and then click the 'Download' button to start the download (see Figure 10).

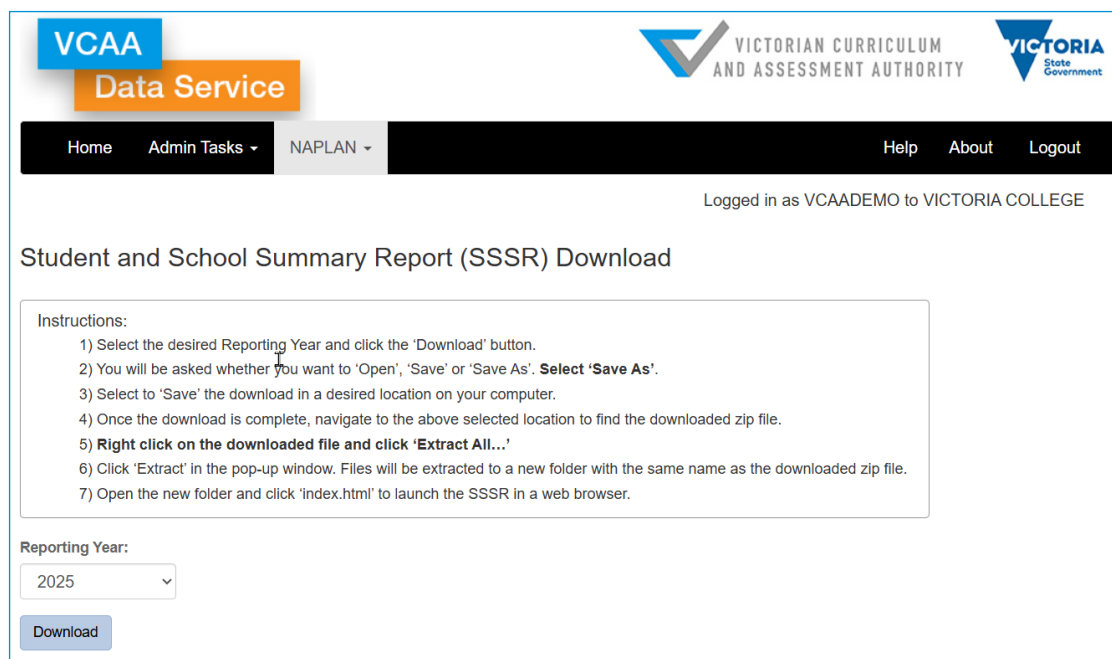


Figure 10: Downloading the SSSR.

4. Save the ZIP file locally to your computer.
5. Extract the ZIP file contents on to your computer.
The following files will be present:
 - data.js
 - index.html
6. Double click index.html to open the SSSR.

NAPLAN Data Extract

NAPLAN report data can be extracted in a tabular format. The selected data is extracted into a comma separated values (CSV) file format. Schools are able to extract data at both the school and student level. National and state means and percentiles can also be extracted. To access the extract function:

1. Select NAPLAN from the navigation bar.
2. Select NAPLAN Data Extract (see Figure 11).

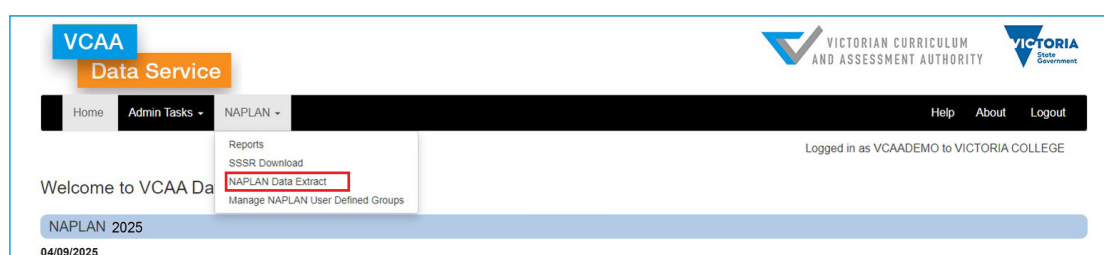


Figure 11: Accessing the NAPLAN Data Extract function

3. Select the Reporting Year, Year level and Outcome (test area)
4. Select the Data Type (Outcome/Question level, National/State data, School/School file).
5. Data options for each chosen Data Type will be ticked in the relevant boxes (see Figure 12). Modify selections as required.
6. Click the 'Extract' button in bottom left-hand corner.

Figure 12: NAPLAN Data Extract options

Note: In addition to the Data Extract function, each report can also be downloaded as a PDF using the 'Export to PDF' function which appears in the top right-hand corner of each report (see page 16).

User Defined Groups

Students can be allocated to custom groups known as User Defined Groups. This can help schools with analysing certain groups of students outside of their allocated Home Group.

1. Select NAPLAN from the navigation bar.
2. Select Manage NAPLAN User Defined Groups (see Figure 13).

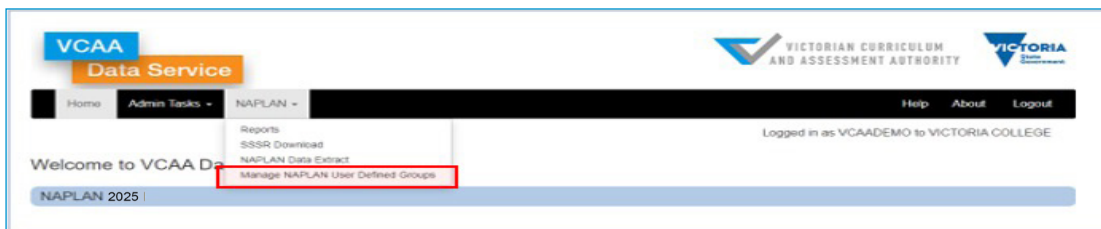


Figure 13: Selecting Manage User Defined Groups from the navigation bar

Creating a new group

1. Click the 'Add new group' button (see Figure 14).

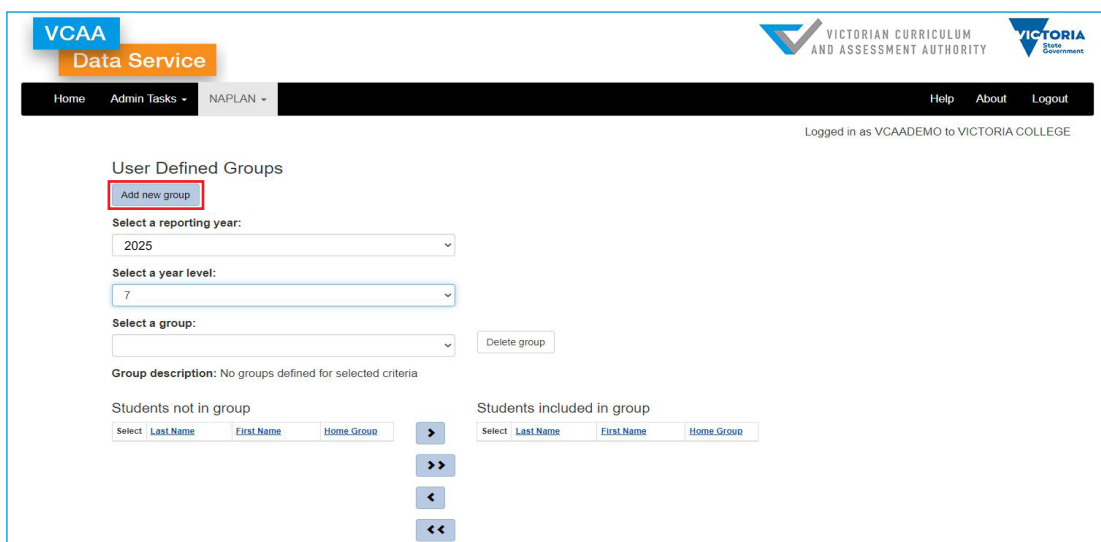


Figure 14: The 'Add new group' button.

2. A popup window will prompt you for details of your new group (see Figure 15) and then click save.

Add New Group [X]

Year:
2025

Year Level:
3

Group Name:
Blue House

Group Description:
Year 5 Students in Blue House

Cancel Save

Figure 15: Enter details of your new group.

Adding students to a new group

1. Select the students that you wish to add to the group by ticking the checkbox beside their name and use the icon to move them to the group (see Figure 16). Alternatively, use the icon to move all students into the group.

User Defined Groups

Add new group

Select a reporting year:
2025

Select a year level:
5

Select a group:
Blue House [Delete group]

Group description: Year 5 Students in Blue House

Students not in group

Select	Last Name	First Name
☒	ACKERMAN	HYEON K
☐	ADAMS	DAVID
☒	AGENBAG	GOURI
☐	AGOTH	RACHAEL
☒	AIGA	ASHLEA
☐	AJANG	MATTHEV
☐	ALLEN	MATILDA
☐	AMBLER	ELLA
☐	ANDERSON	ARYANA
☐	ANDREWS	CURTIS

Students included in group

Select	Last Name	First Name	Home Group
--------	-----------	------------	------------

[Move All] [Move One] [Move One] [Move All]

Cancel Changes Save Changes

Figure 16: Selecting students and moving them into the group

- Students you have moved to the group will now show in the 'Students included in group' list on the right-hand side (see Figure 17).

User Defined Groups

Add new group

Select a reporting year:
2025

Select a year level:
5

Select a group:
Blue House

Delete group

Group description: Year 5 Students in Blue House

Students not in group

Select	Last Name	First Name
☐	ADAMS	DAVID
☐	AGOTH	RACHAEL
☐	AJANG	MATTHEW
☐	ALLEN	MATILDA
☐	AMBLER	ELLA
☐	ANDERSON	ARYANA
☐	ANDREWS	CURTIS
☐	BABINALL	AMBER
☐	BAIDACCHINO	HENOK
☐	BAKER	BRAEDON

Students included in group

Select	Last Name	First Name	Home Group
☐	ACKERMAN	HYEON KYU	5LM
☐	AGENBAG	GOURI	05V
☐	AIGA	ASHLEA	05A

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Cancel Changes

Save Changes

Figure 17: Students will move to the right-hand side when included in your group

- Once all changes have been made within groups, click 'Save Changes' to save the groups created.

SECTION 2: VCAA DATA SERVICE NAPLAN REPORTS

In 2025, the VCAA Data Service contains a total of 14 reports providing results from NAPLAN testing against the national scale and the new proficiency standards.

Summary of reports available

The following table provides a summary of all NAPLAN reports in the VCAA Data Service for the administration of the 2025 tests. The availability of each report is dependent on the testing mode and parameters relating to the NAPLAN test areas.

Report Name	Year Level	Testing Mode		Relative Achievement
		Online	Paper	
School Overview	All	✓	✓	✗
Student Item by Testlet	All	✓	✗	✓
Student Item Level	All	✓	✗	✗
Testlet Group Summary	All	✓	✗	✗
Item Summary	All	✓	✗	✓
Strand Group	All	✓	✗	✓
Writing Criteria	All	✓	✓	✗
Student Response	All	✓ (Writing only)	✓	✗
Student Achievement Level	All	✓	✓	✗
Five Year Trend	All	✓	✓	✗
School Comparison	5, 7, 9	✓	✓	✗
School-Student Comparison	5, 7, 9	✓	✓	✗
Relative Growth	5, 7, 9	✓	✓	✗
Transitional Relative Growth	5 For Year 5 students 2 years prior	✓	✓	✗

There are three reports that include an indication of student and/or group **Relative Achievement**. This compares estimated student abilities with the difficulty of each test item. These abilities and difficulties are used to calculate the probability that a student/students will correctly answer particular questions. Outcomes are reported for each item in categories ranging from 'Substantially higher than expected' to 'Substantially lower than expected.'

Further details and information on the concept of Relative Achievement are included in Appendix 1 (page 33).

Historical reports

In addition to the 2025 reports, the VCAA Data Service contains reports for all NAPLAN results from 2008 to 2024. The availability of some reports is dependent on the NAPLAN year level tested and the availability of comparative, trend and growth data. All reports prior to 2023 utilise the original 10-band NAPLAN scale.

Report functions

Filters and 'Run Report'

Filters based on a number of selection criteria are available once a report has been selected. The available options will vary for each report.

Filters may include:

- **Outcome**
This refers to a specific NAPLAN test area (e.g. Reading, Spelling, Numeracy or Grammar & Punctuation).
- **Testlet**
This allows data relating to a single testlet (A1, A2 . . . F3) to be viewed. Only results for students who were presented with the selected testlet will be displayed.
- **Home Group**
This allows reporting on a specific class.
- **User Defined Group**
Students can also be assigned to custom groups, outside their usual home groups.
- **Question Sort / Student Sort**
This filter allows you to sort questions in ascending or descending order or by ascending or descending difficulty. Similarly, student names or their scores can be sorted in ascending or descending order.

VCAA Data Service

Home Admin Tasks NAPLAN

Report Menu / Student Item Report By Testlet

NAPLAN

Reporting Year: 2025

Year Level: Year 3

Outcome: READING

Testlet: A1

Home Group: All

User Defined Group: All

Question Sort: Question - Ascending

Student Sort: Student - Ascending

Clear Run Report

Student Item Report By Testlet

Select:
Reporting Year
Year Level,
Outcome (test area) and
Testlet where applicable

Select required groups

Select required sort
options where
applicable

RUN report to see data displays

Note: After selecting the desired report parameters from the filters in the menu on the left, generate the report by clicking on **Run Report** (see Figure 18).

Figure 18: Filters and Run Report (for Student Item Report by Testlet)

Export to PDF function

Each report can be exported as a PDF (to Downloads folder) by clicking on the 'Export to PDF' button on the top right-hand side of the display.

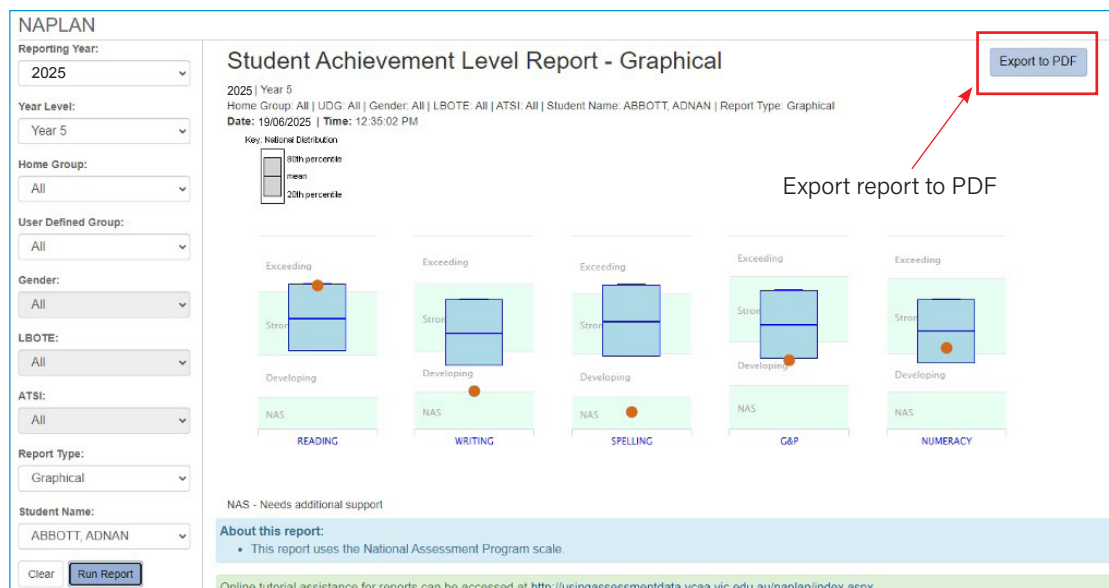


Figure 19: Export function

Sort function

In addition to the sort options available in the filters, for some reports the tabulated data within the reports can be sorted by any of the underlined column headers.

Click once for ascending sort – twice for descending sort. A third click will cancel the sort.

The sort level (or order) follows the order in which sort options are entered. For example, if a sort on the Achievement column is followed by a sort on the Difficulty column, the data will first be sorted (alphabetically) by achievement and then (numerically) by difficulty.

Data has been sorted

1. By Achievement (descending)
2. By Difficulty (ascending)

<u>Strand</u>	<u>Difficulty</u> ↑	<u>Node</u>	<u>Released?</u>	<u>No. of Students</u>	<u>Students Allocated Question</u>	<u>Achievement</u> ↓	<u>Question Type</u>	<u>Skill</u>
LANGUAGE	445	A		119	59	L	Multiple Choice	Links an image to information in a text
LITERACY	556	E		119	11	L	Multiple Choice	Interprets directly stated information in an information text
LITERACY	594	E		119	25	L	Multiple Choice	Links a map with information in an information text
LITERACY	605	E		119	14	L	Multiple Choice	Interprets information in a narrative
LANGUAGE	675	F		119	63	L	Interactive Match	Analyses the effect of modal language in an information text
LITERACY	542	D		119	23	H	Composite	Evaluates potential modifications for an information text

Figure 20: Sort function example

Search function

It can sometimes be useful to search for repeated instances of, for example, topic areas within the list of skills associated with particular items. Use the relevant search keys (e.g. 'CTRL + F' or '⌘ + F') to open the search box and type the word or phrase of interest. Each instance of the word or phrase will be highlighted.

School Overview Report

This report provides data on groups of students who completed the Years 3, 5, 7 and 9 NAPLAN tests and reports on Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. The School Overview Report displays the national, state and school distribution data for each test area on the National Assessment Program scale (the 4 Proficiency levels).

For each chosen outcome (test area) the report provides a graphic displaying data in box-and-whisker plots by subgroup (All, Gender, LBOTE and ATSI). A table showing summary statistics is included below the graphs. For the National Report, these statistics are given as scaled scores.

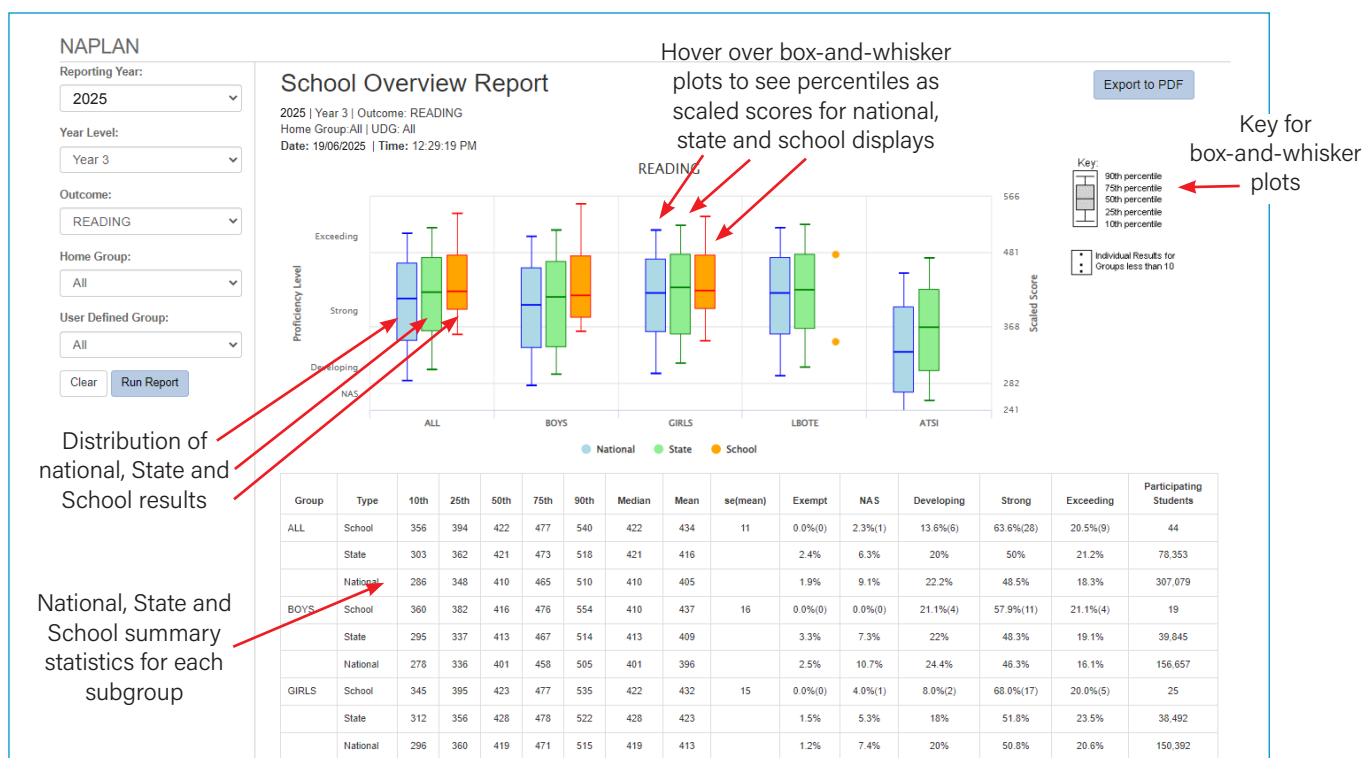


Figure 21: School Overview Report

The graphs show the distribution of national, state and school results on the four proficiency levels for each subgroup.

The table below the graph provides the scaled score summary statistics at national, state and school levels.

Note: When there are fewer than ten students in the selected group, the box-and-whisker presentation is replaced by a series of dots. Each dot represents a specific student, except when there are students who receive the same result.

Student Item by Testlet Report

This report displays students' results across a given testlet with indicators of individual and group achievement against expected results. For each item in the chosen testlet, it includes:

- a link (via the Item ID) to an exemplar question
- question difficulty
- a group achievement level indicator based on the expected number of correct responses
- information showing correct and incorrect responses for each student in the group
- an individual student achievement level indicator for each student in the group

Notes

- the student achievement level indicators should be interpreted with caution - factors such as guessing and uncharacteristic mistakes need to be considered
- aggregated (group) achievement levels cannot be displayed for items which have been allocated to fewer than 10 students

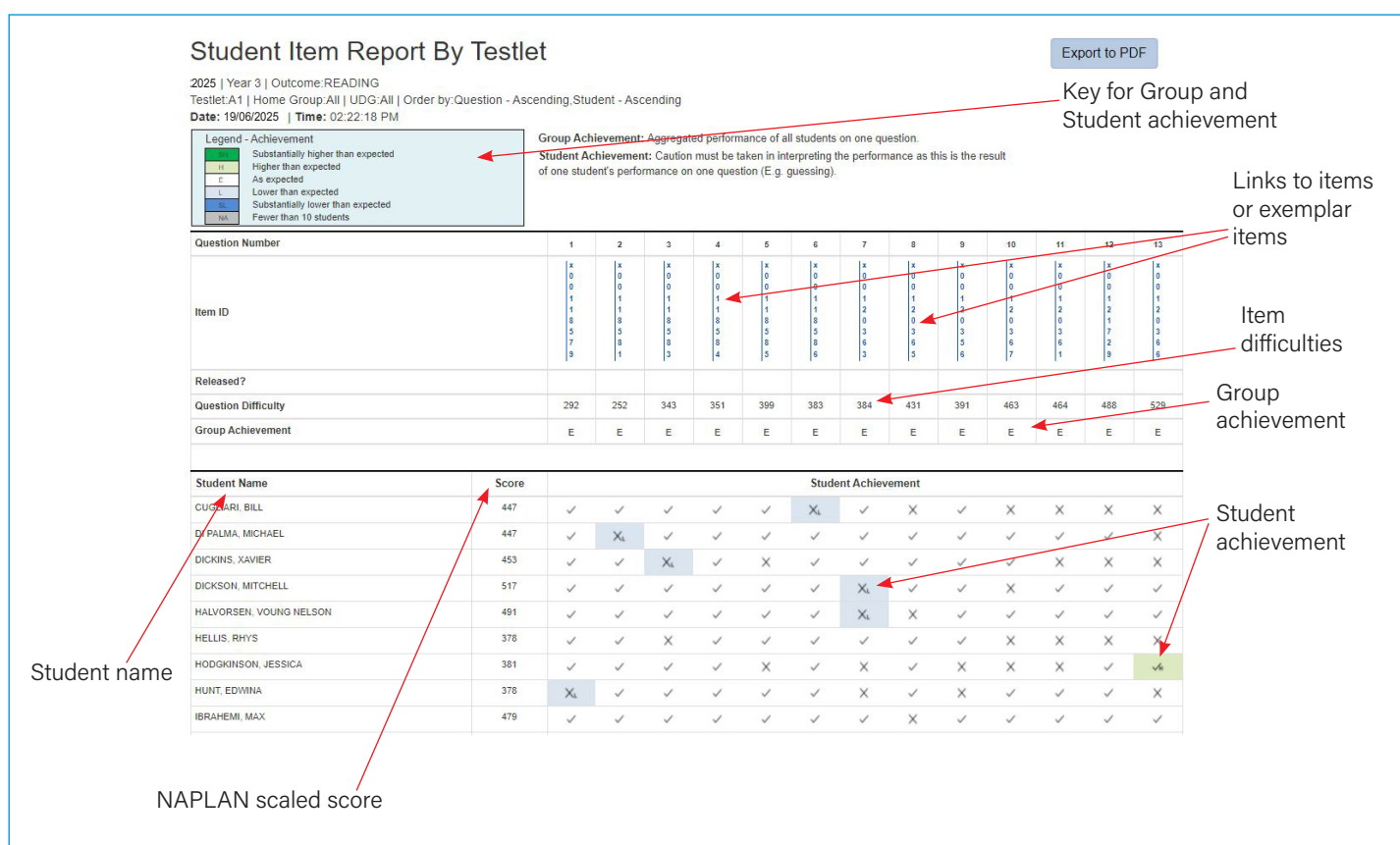


Figure 22: Student Item by Testlet Report

Based on the observed responses from across the country, each NAPLAN item can be assigned a difficulty ranking. For each student, their overall result for a test area (e.g. Reading) provides an estimate of their ability. This ability indicates whether a particular item should be easy, moderate or challenging for that student.

This report enables schools to identify those items where a student has either performed poorly for items expected to be easy for them (i.e. possible areas where the student needs further attention) or performed well on items expected to be challenging (possible sign of an area of student strength). If the student achievement on a particular item is not as expected for their ability, it will be marked by a coloured box as defined in the legend provided.

At the group level, estimated abilities of the students in the group and an item difficulty are used to obtain the expected total number of correct responses for an item. When the actual number of correct responses by students to an item is significantly different, it is indicated using the same colour coding used for individual achievement.

Student Item Level Report

This report can be generated for each individual student and provides a detailed summary for each of the tests completed.

It displays a data table which provides further details for each item in each test. These details include:

- a link (via the Item ID) to an exemplar question
- question type and difficulty
- skill assessed, strand and associated Australian Curriculum code

The data in the tables can be sorted by any of the underlined column headers.

NAPLAN

Reporting Year: 2025

Year Level: Year 5

Outcome: All

Home Group: All

User Defined Group: All

Student Name: ABBOTT, ADNAN

Clear Run Report

Student Item Level Report

2025 | Year 5 | Outcome: All
Home Group: All | UDG: All | Student Name: ABBOTT, ADNAN
Date: 19/06/2025 | Time: 04:03:56 PM

Export to PDF

READING

<u>Question Sequence</u>	<u>Tested</u>	<u>Item ID</u>	<u>Correct/Incorrect</u>	<u>Question Type</u>	<u>Difficulty</u>	<u>AC Code</u>	<u>Strand or Spelling Item Type</u>	<u>Skill</u>
1	A1	x00152620	✓	Multiple Choice	348	ACELY1878	LITERACY	Identifies the main idea of a persuasive text
2	A1	x00152624	✗	Multiple Choice	628	ACELY1990	LITERACY	Identifies the purpose of typographical features in a persuasive text
3	A1	x00154922	✓	Multiple Choice	362	ACELA1478	LITERACY	Identifies the purpose of typographical features in a persuasive text
4	A1	x00152626	✓	Multiple Choice	374	ACELY1880	LITERACY	Interprets information in a text
5	A1	x00152625	✓	Multiple Choice	262	ACELY1980	LITERACY	Locates directly stated information in a persuasive text
6	A1	x00152627	✓	Multiple Choice	388	ACELY1870	LITERACY	Locates directly stated information in a persuasive text
7	A1	x00044779	✓	Multiple Choice	492	ACELT1905	LITERATURE	Interprets a character's feelings in an imaginative text
8	A1	x00044783	✓	Multiple Choice	452	ACELY1990	LITERACY	Analyses the features of a plot in an imaginative text
9	A1	x00044780	✗	Multiple Choice	508	ACELA1512	LANGUAGE	Interprets the meaning of vocabulary in an imaginative text
10	A1	x00044782	✓	Multiple Choice	531	ACELT1904	LITERATURE	Identifies a character's role in an imaginative text

Figure 23: Student Item Level Report

This report can be used to examine the results of a particular student in detail. The relative difficulty levels of questions that the student answered correctly and incorrectly can be seen. Incorrect and correct answers can be sorted and the related skills assessed investigated to establish possible areas of weakness or strength. This can be useful for checking in at the item level on particular students or after uncovering unexpected results in other reports.

Testlet Group Summary Report

This report provides a high-level summary of how students have progressed through the branched tests. It shows the percentage and counts of students by node and testlet and comparative group data for the state. Links to 'Testlet' in the data table will open the Student Item by Testlet Report that provides item and individual student details for the selected testlet.

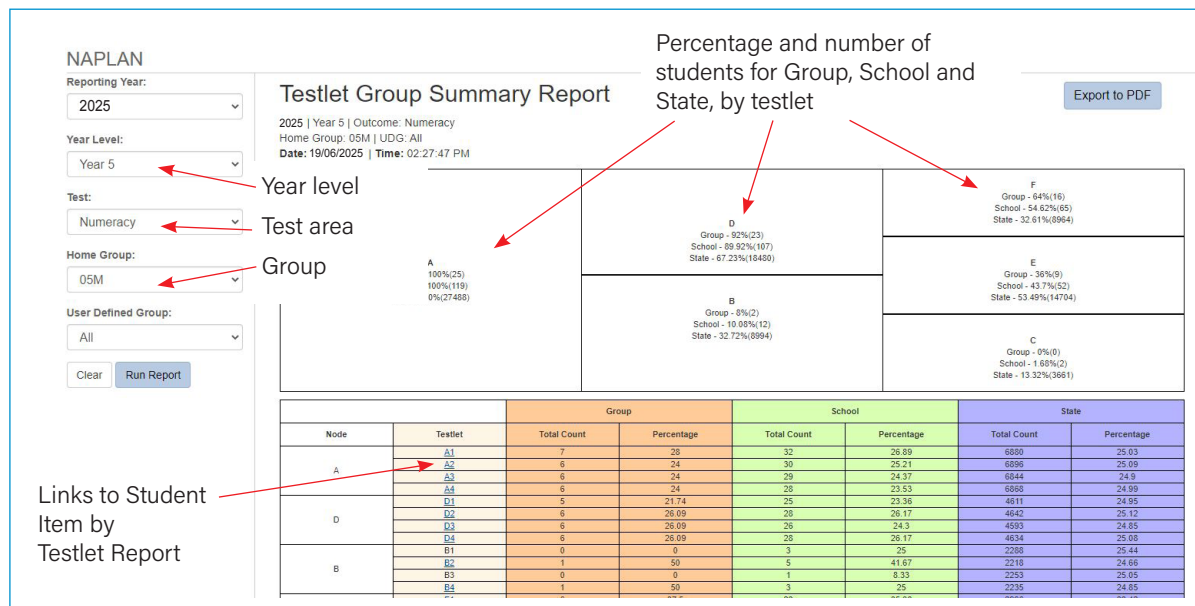


Figure 24: Testlet Group Summary Report

This report can be used to understand how many students took a particular testlet as part of their pathway through the assessment.

The top table displays the percentage and number of students that undertook each testlet. For the example above, all students did testlet A (100% for the group, school and state). In the selected home group, 92% (23 students) then branched into testlet D and the remaining 8% branched to testlet B. For the third testlet, 64% of the selected home group did testlet F, 36% testlet E and no home group students (0%) did testlet C.

The lower table shows a further split of this information by version of the testlet. Each testlet may have 2 or more versions (e.g. A1, A2, A3).

Item Summary Report

For the chosen outcome (test area) this report displays details of group performance on each item. This includes:

- links (via Item Id's) to exemplar questions
- the strand and difficulty of each item and the node (testlet level) in which it was presented
- the number of students in the group, and the number of them to whom each item was allocated
- the aggregated achievement levels for the group on each item based on the expected and observed number of correct responses.

The report can be sorted by any of the underlined column headers.

Note: Aggregated achievement levels cannot be displayed for items which have been allocated to fewer than 10 students.

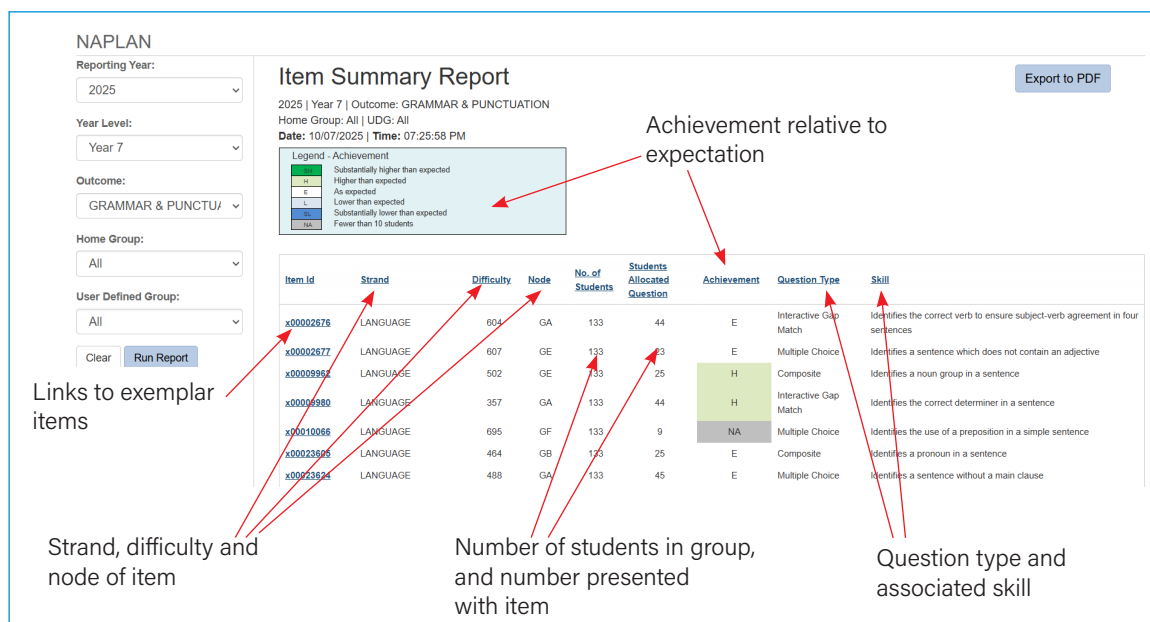


Figure 25: Item Summary Report

This report can be used to identify items where the selected group performed better or worse than expected across a test, based upon the flagged cells. Observing group achievement can indicate areas where the group has done particularly well on items expected to be challenging. When students have not performed well on items expected to be easy, this may indicate a need for further attention.

It should be noted that the performance is relative to their overall performance for the test area. This means that in absolute terms students may have performed well on the item, but not relative to their performance for the test area. Maybe this item is from an area of the curriculum where students need further support.

On the other hand, students may have not performed well on a given item, but if their performance overall on the test area was very low, the performance on the item may be relatively good, and may indicate a relative strength of the students.

For example, a group may have done well on questions involving the evaluation of certain aspects of a text, achieving as expected or better across most questions of that type, but poorly on several items involving linking information within a text. The search function (see page 16) may be useful in identifying topics or skills of interest. When used in conjunction with the Strand Group Report – which helps identifying the strands where the group has done well or poorly – this report can indicate which items fed into that result.

Strand Group Report

This report provides information on group achievement at the strand level, for all students and for males and females. It shows the percentage of questions from each strand within the test area, and the (aggregated) achievement levels by gender and proficiency level for each of these strands.

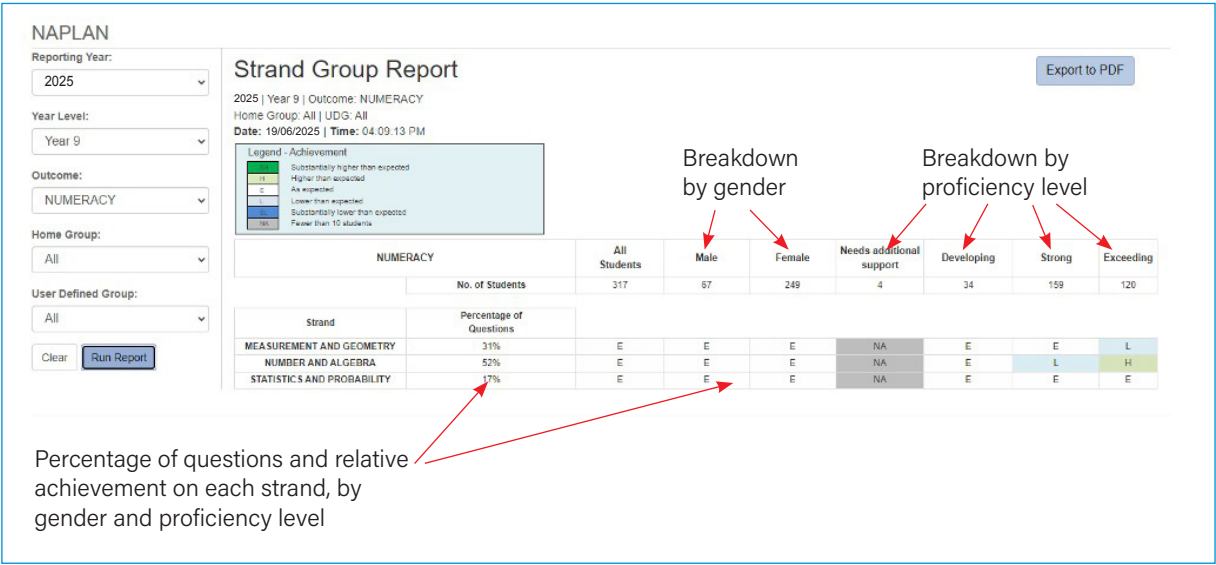


Figure 26: Strand Group Report

This report can be used to identify how the selected group performed in each strand of the selected test, and how the results were split by gender. Observing group achievement can indicate areas where the group has done particularly well and areas where there is room for improvement.

Note: Aggregated achievement levels cannot be displayed for groups with fewer than 10 students.

Writing Criteria Report

The Writing Criteria Report shows the frequency of scores for each of the ten criteria against which the Writing test was assessed. This report shows bar graphs for national, state and school data.

Each year students are asked to write a text based on a common stimulus in one of 2 genres - narrative or persuasive. The genre is not known prior to the test. Students are given time to plan, write and edit their work. Years 3 and 5 students receive a different topic from Years 7 and 9 but in the same genre.

Links are provided at the top of the report to both the Writing Stimulus and the relevant Marking Guide. These links are provided for use within schools for educational purposes only.



Figure 27: Writing Criteria Report

The data is represented as bar charts which show the percentage of results for each score. Data is presented for national, state and school distribution. Students' narrative writing is assessed against the following ten criteria: audience, text structure, ideas, character and setting, vocabulary, cohesion, paragraphing, sentence structure, punctuation and spelling. For persuasive writing tasks, the 'character and setting' criterion is replaced with 'persuasive devices'.

Student Response Report (Writing only)

This report is a concise summary of each student's performance in the writing test.

The report is displayed as a table and lists each student's score on each criterion. The last column shows the total score for each student.

A summary is provided at the end of each report that displays:

- the average score for each of the ten criteria for the Group and for the State, and
- the Group and State median, mean and standard deviation

NAPLAN

Reporting Year: 2025

Writing criteria: All

Max score for each criterion: All

Group: All

Student Name: All

Order By: Writing Test by Criteria

Clear Run Report

Student Response Report

2025 | Year 7

Home Group: All | UDG: All | Group: All | Student Name: All | Order By: Writing Test by Criteria

Date: 19/06/2025 | Time: 11:31:02 AM

Export to PDF

Item Number	AUD	TXT	IDE	CHA	VOC	COH	PAR	SEN	PUN	SPE	
Max Score	6	4	5	4	5	4	2	6	5	6	
Dimension	W	W	W	W	W	W	W	W	W	W	Total Score
ABBOTT, ANDREW	5	4	4	3	4	3	2	5	4	5	40/47
ADAMS, PETER	4	3	4	3	3	3	1	3	2	4	30/47
ADAMS, NELSON	5	3	4	3	3	2	1	5	5	5	36/47
ADAMS, PHILIP	3	3	3	3	3	3	1	3	3	4	33/47
AL-SABIR, COORIN	4	3	4	3	3	2	1	3	2	4	28/47
AL-WAHAB, ANTHONY	3	3	3	3	2	2	1	3	2	3	25/47
ALDERSEA, ASBEY	3	2	3	2	2	2	1	2	2	4	23/47
ALLURRI, CODY	1	3	4	3	3	3	0	1	2	4	30/47
ALLAN, TAYLA	3	2	3	2	3	2	1	3	2	3	24/47
ALONE, JAVIER	4	2	3	3	3	3	1	4	2	5	30/47
ANDERS, HARRIET	4	1	3	3	4	3	2	4	4	5	33/47
ANDERS, LIBBY, LUCINDA	3	4	4	4	4	4	1	5	5	5	39/47
ARMSTRONG, SHERRAH	3	2	3	2	3	2	1	3	3	4	26/47
ARNOTT, LUCAS	3	4	5	4	5	4	3	5	4	6	45/47
ARNDT, SYLVIA	4	3	4	3	3	3	1	4	4	5	34/47
ASHMORE, KRISTEN	5	4	5	4	4	3	2	5	3	5	40/47
ATKINSON, JESSICA	5	5	5	5	5	5	5	5	5	5	50/47

Figure 28: Student Response Report – Writing Test by Criteria

This report can be used to identify how an individual student performed on each of the ten writing criteria compared to the maximum score and to note areas of writing where the student is performing well or could improve. Observing the average group score on each criterion at the end of the report can indicate areas where the group has done particularly well and areas where there is room for improvement.

Student Achievement Level Report - Graphical

The Student Achievement Level Report provides individual student results for each test area where a result is available. The report shows the performance of individual students in the school in each area assessed.

The graphical form of this report reflects the information contained in the NAPLAN Individual Student Reports (ISR). The blue shaded areas show the national range of achievement for the middle 60% of students for the year level. The report displays, for each student, achievement in each assessment area in relation to the national mean and the middle 60% of national results. The orange dots indicate the student's results. The white and green shaded areas show the four proficiency levels.

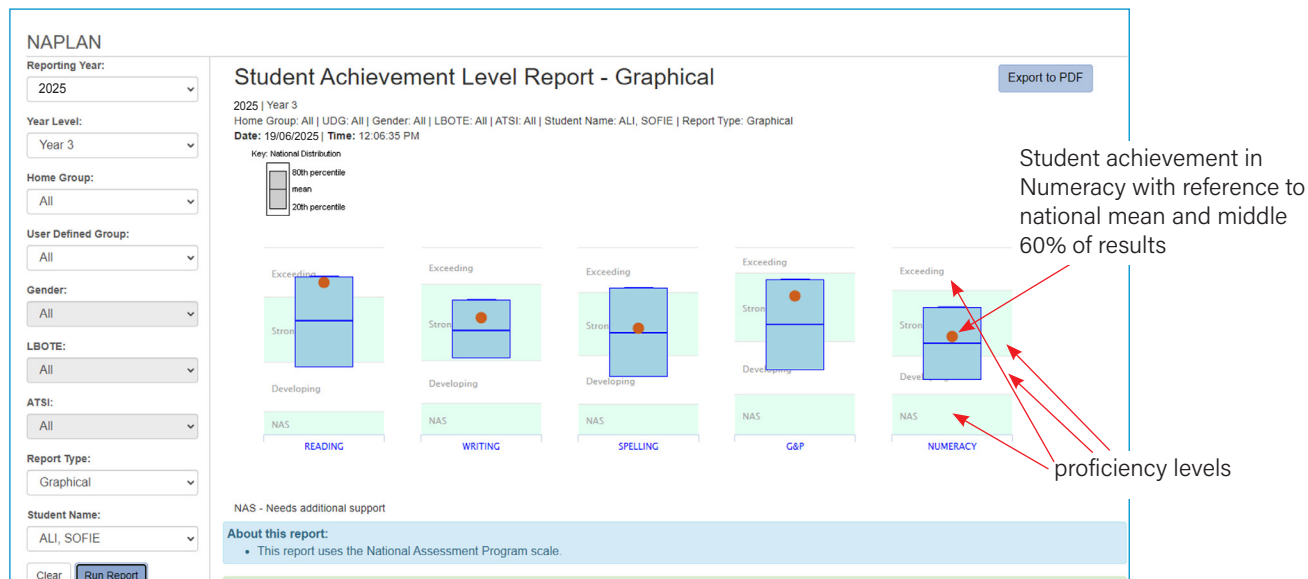


Figure 29: Student Achievement Level Report – Graphical

Student Achievement Level Report – Tabular

The tabular form of this report gives the Scaled Score outcome and its equivalent proficiency level for each student in the group, and for each test for which a result is available.

Student Name	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
ABDALLAH, TOMA	458 (Strong)	472 (Exceeding)	454 (Strong)	478 (Exceeding)	393 (Strong)
ALI, SOFIE	506 (Exceeding)	445 (Strong)	426 (Strong)	482 (Exceeding)	413 (Strong)
ARZANAS, SYLAS	485 (Exceeding)	*	477 (Exceeding)	530 (Exceeding)	469 (Exceeding)
ATKINSON, RUBY	453 (Strong)	358 (Developing)	451 (Strong)	409 (Strong)	443 (Strong)
BAHWICH, CHRISTOPHER	530 (Exceeding)	472 (Exceeding)	409 (Strong)	511 (Exceeding)	485 (Exceeding)
BARRY, ZAK	580 (Exceeding)	497 (Exceeding)	472 (Exceeding)	570 (Exceeding)	481 (Exceeding)
BATH, WILLIAM	506 (Exceeding)	431 (Strong)	385 (Strong)	524 (Exceeding)	448 (Strong)
BEATTIE, JESSICA	437 (Strong)	445 (Strong)	491 (Exceeding)	497 (Exceeding)	443 (Strong)
BENBOW, ALEISHA	455 (Strong)	458 (Strong)	433 (Strong)	447 (Strong)	432 (Strong)
BERKEC, LIAM	599 (Exceeding)	431 (Strong)	460 (Strong)	474 (Exceeding)	454 (Strong)
BIRCH, HOLLY-MAE	644 (Exceeding)	523 (Exceeding)	538 (Exceeding)	637 (Exceeding)	593 (Exceeding)
BOURKE, ROBERT	406 (Strong)	445 (Strong)	421 (Strong)	466 (Exceeding)	354 (Developing)
BRNE, CAITLIN	410 (Strong)	485 (Exceeding)	390 (Strong)	432 (Strong)	394 (Strong)
BROEKHUIS, AHMED	413 (Strong)	445 (Strong)	388 (Strong)	480 (Exceeding)	411 (Strong)
BROWN, SONY	517 (Exceeding)	445 (Strong)	439 (Strong)	527 (Exceeding)	384 (Strong)
BURKE, FELICITY	383 (Strong)	416 (Strong)	372 (Developing)	381 (Strong)	428 (Strong)
RIIDNS, KVI IF	343 (Developing)	431 (Strong)	363 (Developing)	365 (Developing)	315 (Developing)

Figure 30: Student Achievement Level Report - Tabular

Five Year Trend Report

This report provides trend data over a five-year period on groups of students who have completed the NAPLAN tests.

The report shows summary results in the form of box-and-whisker plots for students in Years 3, 5, 7 and 9 in the areas of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. Results are given for the national, state and school groups. The report can be run for the whole group (All), or by Gender, LBOTE or ATSI status. For small groups of students, caution should be used when drawing conclusions from this data.

In addition, a line graph is provided showing the national, state and school mean scaled scores plotted over time. These means are also displayed numerically in a table at the end of the report together with a count of students in the school group.

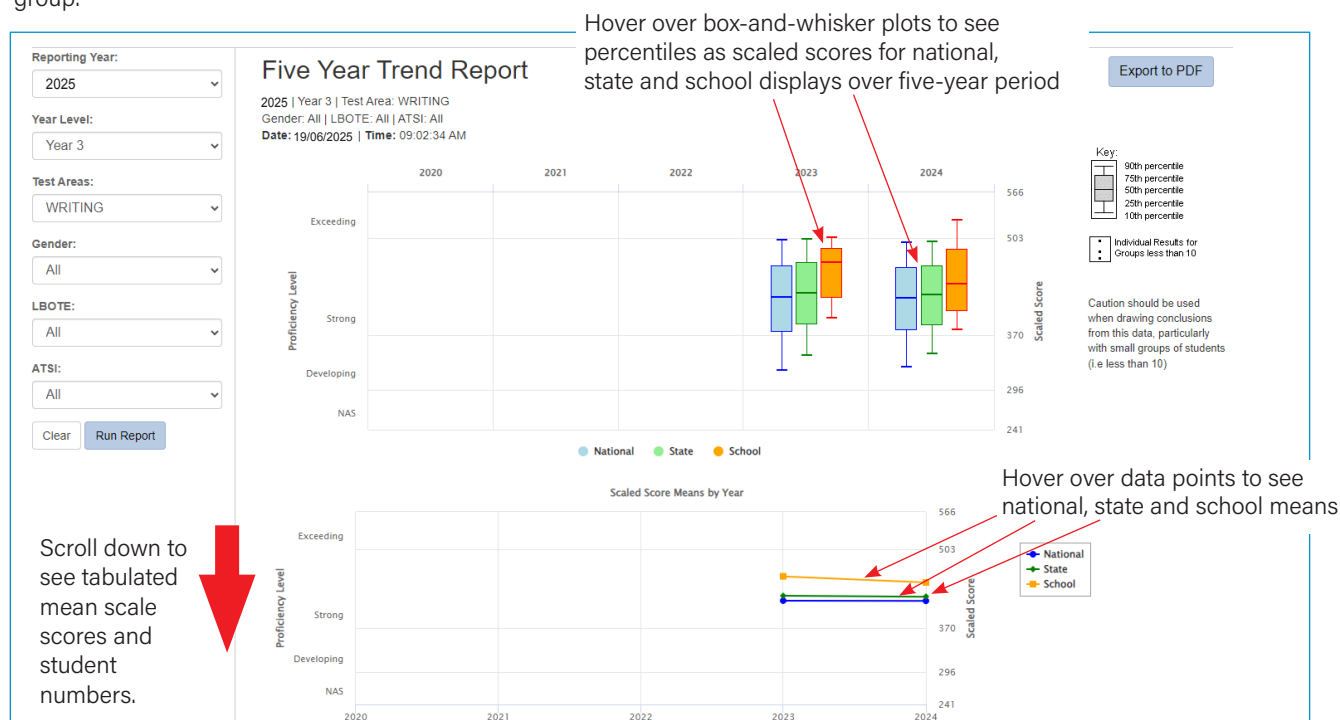


Figure 31: Five Year Trend Report

These box-and-whisker plots show the national, state and school distribution of results for the selected test area for each year over a five-year period.

The line graph plots the mean of the selected test area for the national, state and school group for each year of NAPLAN.

The table displays the means as a scaled score and includes a count of students in the school group.

Note: A new NAPLAN time series was established from 2023. Results from 2023 and onwards cannot be directly compared to results from 2008 to 2022. No data is available for 2020 due to the cancellation of NAPLAN.

School Comparison Report - Matched School Group

This report provides data on groups of students who completed Year 5, Year 7 or Year 9 tests and reports on Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. The report shows the growth between results in consecutive test periods for students who undertook the current tests and the tests two years prior at the same school.

Note: This version of the report is not available for Year 7 students at secondary schools (where there is no Year 5 cohort).

The report shows data at the national and state levels, as well as that for

- the school group (all students who sat the tests at the school in the year indicated)
- the matched school group (only students who sat the tests at the school in both the current year and two years prior).

This data is longitudinal in nature and is useful for comparing the change in performance of the same groups of students over a two-year period – the performance of Year 5/7/9 students can be compared to that in Year 3/5/7 two years earlier. The data can also be used to investigate the rate of progress of a group of students over the two-year period, relative to other students in the nation and state.

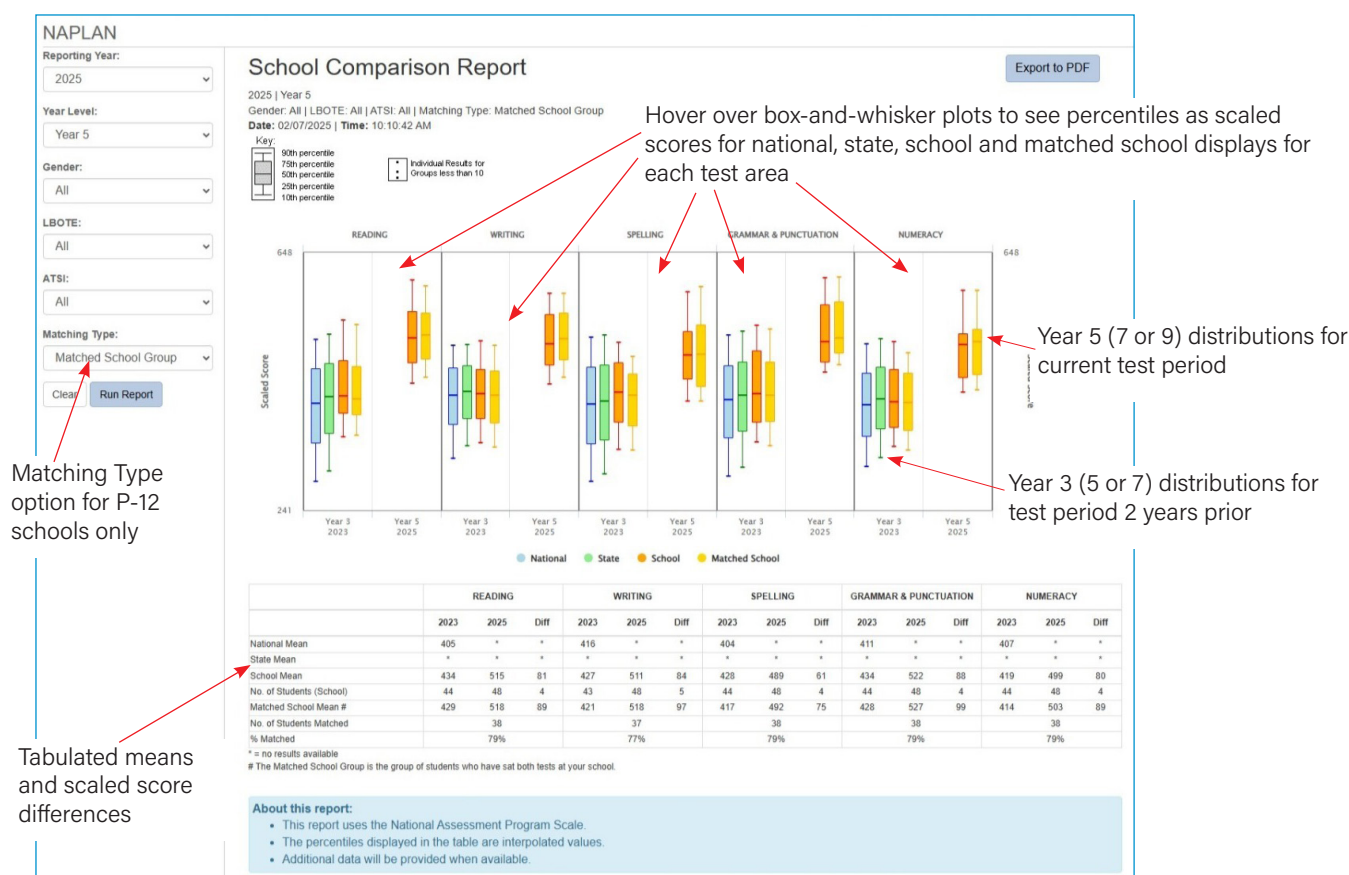


Figure 32: School Comparison Report - Matched School Group

For each set of results:

- The first (blue) box-and-whisker shows the distribution of results for all Australian students in the relevant year (National)
- The second (green) box-and-whisker shows the distribution of results for all Victorian students in the relevant year (State)
- The third (orange) box-and-whisker shows the distribution of results for all students who completed the test at the school in the relevant year (School)
- The fourth (yellow) box-and-whisker shows the distribution of results for those students who completed the tests at the school in both year levels (Matched School Group)

School Comparison Report - Matched Student Group

The Matched Student Group version of the School Comparison Report is available for all schools with a Year 7 cohort. P-12 schools can also see this version of the report for Year 5 and Year 9 students. This report is similar to the Matched School Group version described above, except the 'Matched School' group is replaced by a 'Matched Student' group. This is the group of students who sat the current test at the school and for whom a result is available from this or another school for the test two years prior.

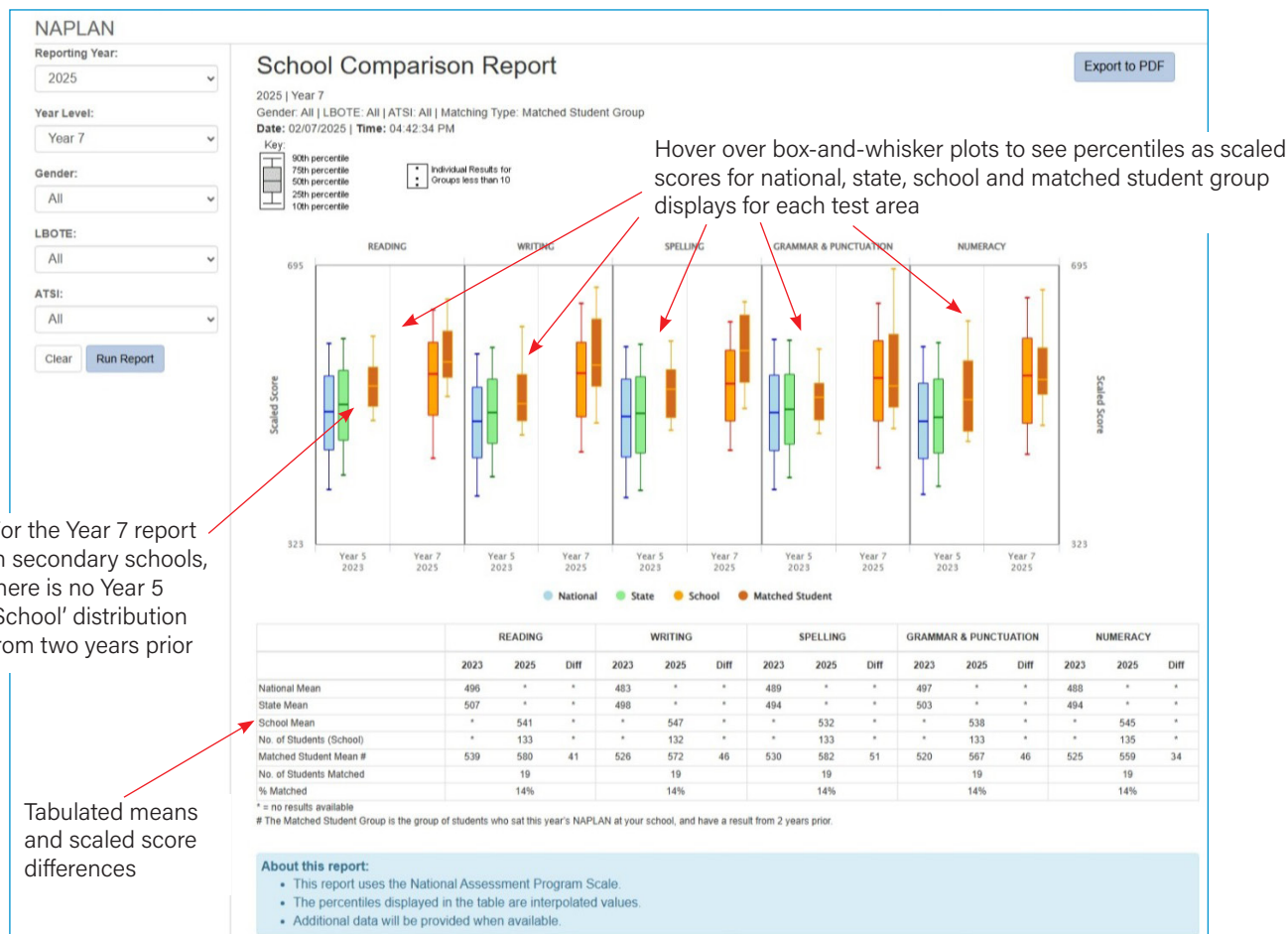


Figure 33: School Comparison Report - Matched Student Group

For each set of results:

- The first (blue) box-and-whisker shows the distribution of results for all Australian students in the relevant year (National)
- The second (green) box-and-whisker shows the distribution of results for all Victorian students in the relevant year (State)
- The third (orange) box-and-whisker shows the distribution of results for all students who completed the 2025 test at the school (School)
Note: The Year 7 report in secondary schools displays the school group for current year only.
- The fourth (dark orange) box-and-whisker shows the distribution of results for those students who completed the current tests at the school, and who have a result from this or another school for the test two years prior (Matched Student Group).

School-Student Comparison Report

This report provides data on individual students who completed Year 5, Year 7 or Year 9 tests and reports on Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. The report shows the achievement levels for an individual student over a two-year testing period (Year 5/7/9 in current year and Year 3/5/7 two years prior), with respect to the corresponding national, state and school data for those years.

The school data provided represents the complete school group (all students who sat the test at the school). In the Year 7 report for secondary schools, the school data for Year 5 results from two years prior cannot be provided.

This data is useful for determining the change in an individual student's performance over a two-year period - their performance in Year 5/7/9 can be compared to that in Year 3/5/7 two years earlier. The data can also be useful in determining an individual student's rate of progress over time relative to other students in the national, state or school groups.

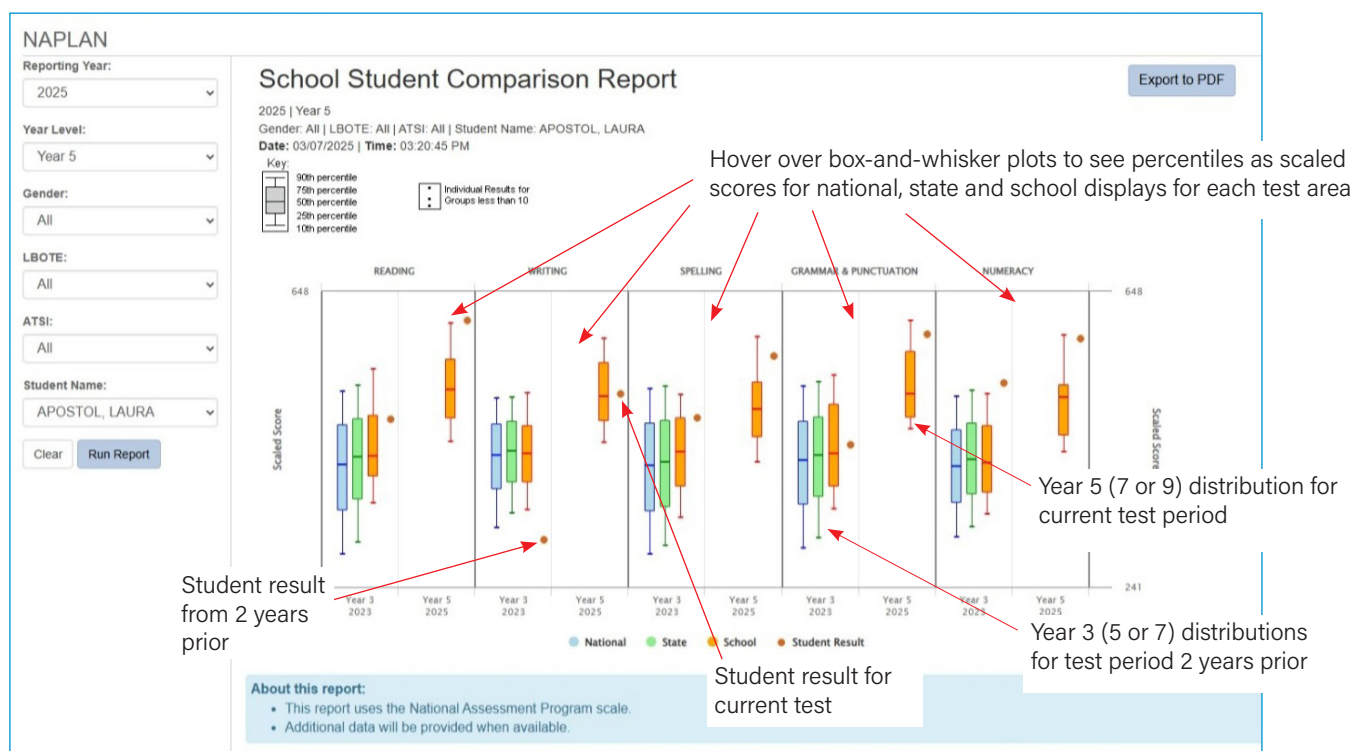


Figure 34: School-Student Comparison Report

For each set of results:

- The first (blue) box-and-whisker shows the distribution of results for all Australian students in the relevant year (National)
- The second (green) box-and-whisker shows the distribution of results for all Victorian students in the relevant year (State)
- The third (orange) box-and-whisker shows the distribution of results for all students who completed the 2025 test at the school (School)
- The dark orange dots show the results for the nominated student for the tests they sat in 2017 and in 2019 respectively.
Note: Year 5 'School' distribution is not provided for Year 7 students, unless there were Year 5 students enrolled at the school the year they sat Year 5 NAPLAN testing.

Relative Growth Report – Tabular

The Relative Growth Report shows the level of growth for each student relative to similar ability students and enables schools to make more informed judgments about a student's progress between testing periods.

Each student's level of relative growth is determined by comparing their result to results of Victorian students that had a similar NAPLAN score two years prior.

If compared to the current year scores for this group of 'similar' students, the student's current year NAPLAN score is in the:

- highest 25%, their growth is categorised as 'High' (Green)
- middle 50%, their growth is categorised as 'Medium' (Yellow)
- lowest 25%, their growth is categorised as 'Low' (Red)



Figure 35: Relative Growth Report – Tabular

The tabular version of the report shows the scaled score outcomes and relative growth category (high, medium or low) for each student at the school that participated in NAPLAN assessment. The report may be ordered by students' prior or current scores, or by student name, and may be viewed at a class or school level.

Relative Growth Report – Graphical

The graphical version of the report provides a summary of these relative growth levels, and also displays them with respect to achievement levels from two years prior.



Figure 36: Relative Growth Report – Graphical

Transitional Relative Growth Report

The Transitional Relative Growth Report shows the relative growth made by Year 5 students who were at a school two years prior and who have transitioned to a current Year 7 at a different school. The report is available for all test areas (Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy) and shows the percentages of students who achieved High, Medium and Low relative growth in these areas across the transition from Year 5 to a current Year 7. The report does not display results for individual students.

The Transitional Relative Growth report is equivalent to the graphical version of the Year 5 to 7 Relative Growth Report, except that

- the school group of interest is the Year 5 cohort from two years prior to the current testing year
- the report is accessed from the reporting year option for the Year 5 cohort of interest, not from the current reporting year.



Figure 37: Transitional Relative Growth Report

APPENDIX 1 – GUIDE TO RELATIVE ACHIEVEMENT

Relative Achievement features in three online reports: the Student Item Report by Testlet, the Item Summary Report and the Strand Group Report.

In all NAPLAN tests, each item is assigned an item difficulty based on the observed responses from across the country (national level) in a particular year. For each student, an estimate of their ability is obtained based on their overall result on a particular test. This ability estimate indicates whether a particular item should be easy, moderate or difficult for that student. Relative Achievement describes the likelihood of an item outcome (correct or incorrect) for a student or group of students **RELATIVE** to the overall ability of that student or group of students.

Calculating and Reporting Relative Achievement

Relative Achievement is based on probabilities. Student ability and item difficulty estimates are used to calculate the probability that a given student will get a particular item correct. This in turn can be used to calculate the expected number of correct responses to a particular item (or items) from a given group of students. Figure 38 shows the categories used to report Relative Achievement for individual students and for groups of students. Category thresholds are based on both the magnitude and the statistical significance of differences between observed and expected outcomes. This helps ensure that highlighted achievements in the reports can be meaningfully interpreted.

Individual student achievement		Group achievement	
		SH	Substantially higher than expected. The observed number of correct responses to the item (or items) was very much higher than the expected number.
√H	Higher than expected. Item difficulty significantly higher than student ability. The student was not expected to get the item correct – but did. The probability of this correct response was small.	H	Higher than expected. The observed number of correct responses to an item (or items) was significantly higher than the expected number.
√ or X	As expected. No significant difference between student ability and item difficulty. The student's response – correct or incorrect – was not considered unlikely.	E	As expected. No significant difference between the observed and expected number of correct responses to the item (or items).
X_L	Lower than expected. Item difficulty significantly lower than student ability. The student was expected to get this item correct – but did not. The probability of this incorrect response was small.	L	Lower than expected. The observed number of correct responses to an item (or items) was significantly lower than the expected number.
		SL	Substantially lower than expected. The observed number of correct responses to an item (or items) was very much lower than the expected number.

Figure 38: Relative Achievement Categories

For individual students, the probability of a correct response to an item is calculated using a formula which compares a student's total score on the test (e.g. Reading) with the difficulty rating of the item. The resulting probability is compared to a set of thresholds to indicate the level of student achievement as higher than expected, expected or lower than expected.

It should be noted that some difference between student ability and item difficulty is to be expected. For example, it would not be considered unlikely for a student with a scaled score of 500 to get an item of difficulty 520 correct, or one of difficulty 480 incorrect. The discrepancies need to meet the relevant threshold criteria to be classified as lower or as higher than expected (see Figures 38 and 39).

For a group of students, the relative achievement calculation can be aggregated up for an item across a group of students or across students and items to a strand level (e.g. Numeracy – Statistics and Probability). The probabilities for individual students answering an item correctly are used to calculate the expected number of correct responses for a group of students. Relative Achievement is then determined by an effect size calculation which compares the expected and observed numbers of correct responses. It is reported as for individual students, but with two additional categories to indicate a substantially higher or lower than expected number of correct responses (see Figure 38).

Suppose, for example, that a group of 10 students with test area scores (estimated abilities) ranging from 200 to 650 each attempted the same item (Item 1), and that 8 of the 10 students answered correctly as indicated in the table below (Figure 39). In this table:

- The probability of a correct response is calculated for each student using the relevant relative achievement formula
- The sum of these probabilities equals the expected number of correct responses to the item
- The observed number of correct responses equals the sum of the student item score indicators.

Student	Test Area Score	Item	Item Difficulty	Probability of a correct response	Student Item Score (1 correct, 0 incorrect)
Student 1	200	Item 1	450	0.05	0
Student 2	250	Item 1	450	0.12	1
Student 3	300	Item 1	450	0.18	0
Student 4	350	Item 1	450	0.25	1
Student 5	400	Item 1	450	0.35	1
Student 6	450	Item 1	450	0.5	1
Student 7	500	Item 1	450	0.61	1
Student 8	550	Item 1	450	0.68	1
Student 9	600	Item 1	450	0.75	1
Student 10	650	Item 1	450	0.87	1
				Sum = 4.36 Expected number correct	Sum = 8 Observed number correct

Figure 39: Determining Relative Achievement for a group of ten students

Based on the performance of each student across the test area, the expected number of correct responses is only 4.36, which is lower than the observed number of 8 correct responses. This result suggests that the group of students performed higher than expected on this particular item.

Examples

Student Item Report by Testlet

Figure 40 provides an example of Relative Achievement, reported at both group and individual levels, as seen in the Student Item Report by Testlet.

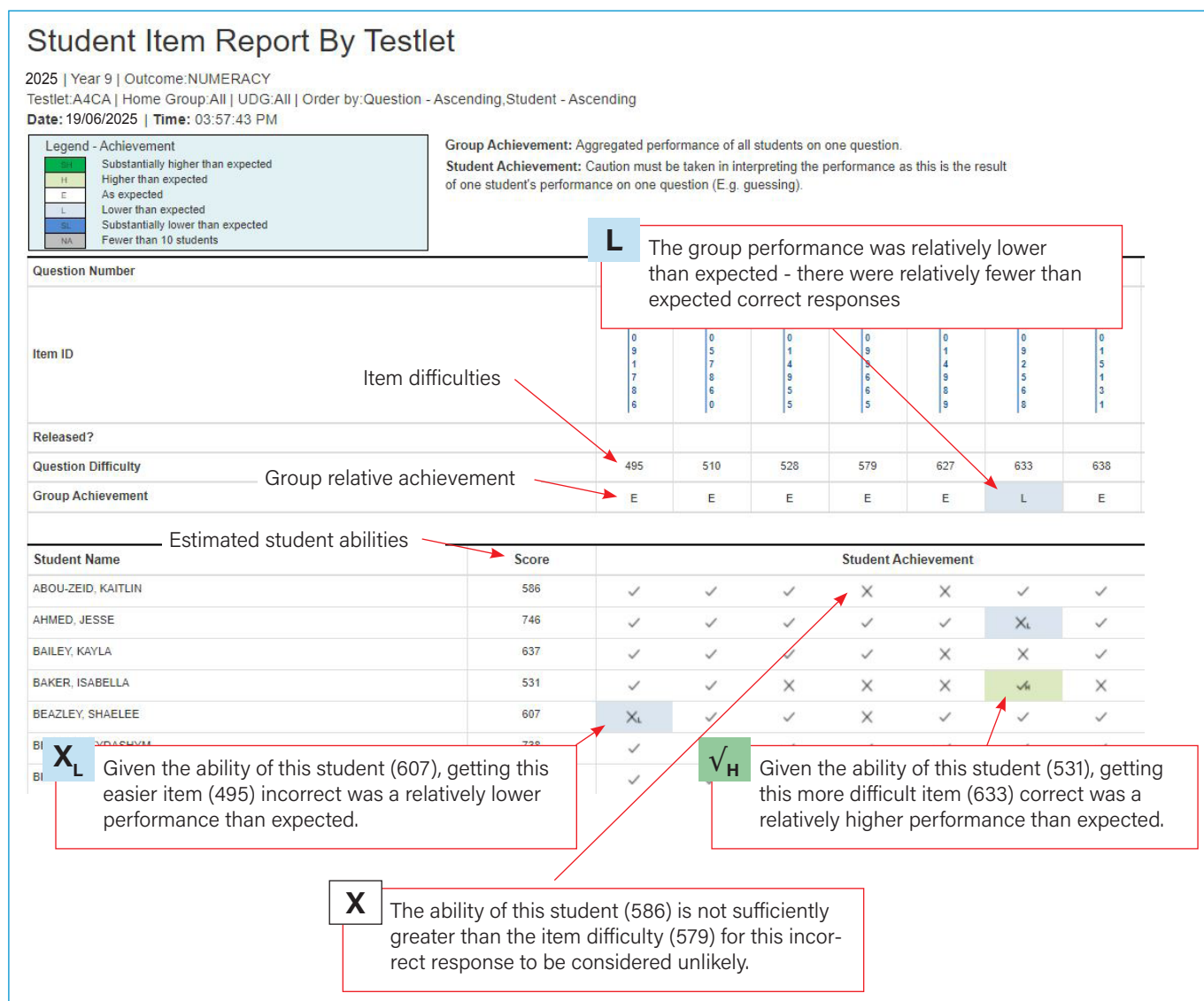
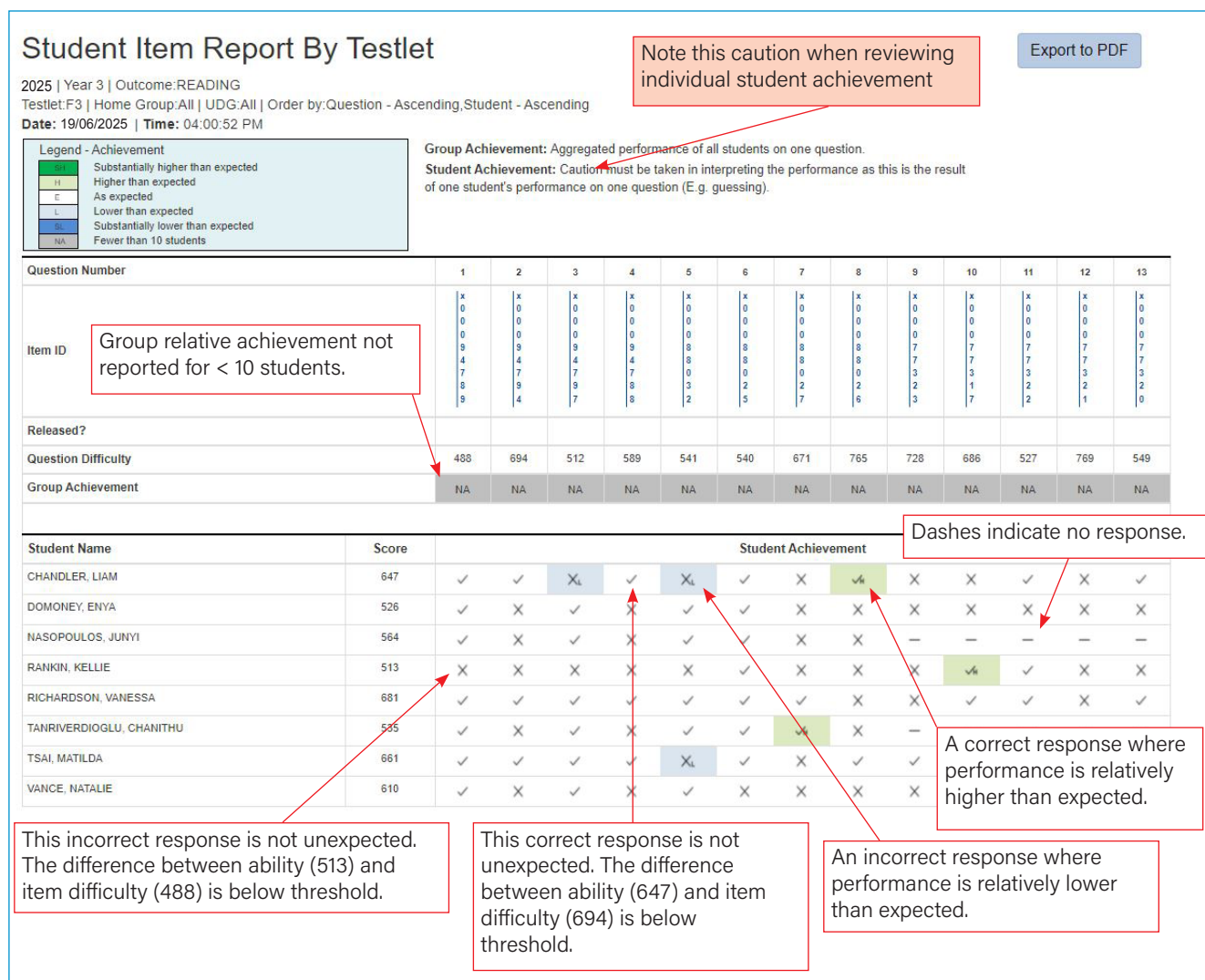


Figure 40: Relative Achievement at individual and group level in Student Item Report by Testlet

The Group Achievement in this instance indicates that the group as a whole performed as expected (E) on five of the six items shown in the table - the expected number of correct responses was not significantly different from the observed number. On Item 6, however, the group of students performed lower than expected (L), indicating that the observed number of correct responses to this item was relatively lower than expected.

For the individual students shown, most performed as expected on each of the six items, generally getting the items either correct or incorrect as expected given their ability and the item difficulties. However, based on their overall abilities, Jesse and Shaelee (Students 2 and 5) should have answered Items 6 and 1 respectively correctly. Their incorrect responses indicate a lower than expected performance on these relatively easy items. Isabella (Student 4), on the other hand, with an ability of 531, got Item 6 with a difficulty of 633 correct, performing higher than expected.

It is also important to remember that not all correct responses to a question where the item difficulty is greater than the student ability will be classified as displaying higher than expected achievement. Similarly, there will be many instances where an incorrect response to an item of lower difficulty than the student ability will be not be considered unlikely. The differences between item difficulty and student ability must satisfy the relevant threshold criteria for a response to be other than 'as expected'. Some instances of this can be seen in both the preceding example (Figure 40) and in the example below (Figure 41).



In the example above, the Relative Achievement for the group of students is not provided (NA) because there are less than 10 students in the group. For the individual students, most results are as expected with the exception of the 3 relatively low and 3 relatively high performances indicated. The dashes for students Junyi and Chanithu (Students 3 and 6) from Item 9 onwards indicate no response from these students to the last five items. This may have been because the items were too difficult, or because they ran out of time.

Item Summary Report

Figure 42 provides an example of the Item Summary Report, where Relative Achievement is shown at the group level for each item in a chosen test area. In this example the data has been sorted (in descending order) on the 'Achievement' column, so that all items in the same relative achievement category are presented together. Further sort levels – on difficulty or strand for instance – can be included if desired.

Data has been sorted on Achievement

For 3 of the 5 items with relatively low achievement, the associated skill involves 'noun groups'

Item Id	Strand	Difficulty	Node	Released?	No. of Students	Students Allocated Question	Achievement	Question Type	Skill
x00023584	GRAMMAR	506	GC		348	26	L	Multiple Choices	Identifies two adjective phrases that meaningfully expand a description
x00093240	GRAMMAR	679	GF		348	90	L	Hot Text	Identifies an adverbial phrase in a simple sentence
x00116186	GRAMMAR	649	GE		348	139	L	Composite	Identifies the words in a noun group in a sentence
x00116546	GRAMMAR	719	GF		348	90	L	Multiple Choice	Identifies a noun group in a complex sentence
x00117700	GRAMMAR	669	GE		348	139	L	Multiple Choice	Identifies a noun group in a complex sentence
x00023624	GRAMMAR	496	GC		348	26	H	Multiple Choice	Identifies a subordination error in a complex sentence
x00023668	GRAMMAR	394	GE		348	70	H	Composite	Identifies embedded clause that most effectively adds to persuasiveness of a text
x00090991	GRAMMAR	526	GE		348	209	H	Multiple Choice	Identifies the sentence with the text features of persuasive writing
x00093413	PUNCTUATION	622	GE		348	70	H	Hot Text	Identifies the correct punctuation of a list in a simple sentence

Links from Item ID to exemplar items

Figure 42: Item Summary Report – Year 7 Grammar & Punctuation

In the example above, the skill associated with each item indicates that three of the five items with low relative achievement were questions about 'noun groups'. A further search (using the 'search' or 'find' function) may be useful at this point, as may interrogation of the exemplar items.

Sorting the report in this way may also help identify areas where the group has done well. The example below (Figure 43) is taken from a Year 9 Numeracy Item Summary Report. It has been sorted on Achievement, and then on Strand. Only details for items in the relatively high category for 'Achievement' are shown.

Strand – most items in relatively high achievement categories are from Number and Algebra.

Achievement – only items with relatively high achievement shown.

Strand	Difficulty	Node	Released?	No. of Students	Achievement	Question Type	Skill
STATISTICS AND PROBABILITY				45	H	Composite	Interprets data to identify features of their statistics
NUMBER AND ALGEBRA				30	H	Multiple Choice	Adds and subtracts fractions with related denominators
NUMBER AND ALGEBRA	680	E	320	64	H	Composite	Converts fractions to percentages to solve a problem
NUMBER AND ALGEBRA	611	E	320	64	H	Multiple Choice	Identifies an algebraic expression to describe a word problem
NUMBER AND ALGEBRA	589	B	320	62	H	Multiple Choice	Solves a problem involving adding to quantities to produce a given ratio
NUMBER AND ALGEBRA	646	B	320	34	H	Multiple Choices	Identifies decimals which are equivalent when rounded to one decimal place
NUMBER AND ALGEBRA	522	B	320	130	H	Multiple Choice	Identifies the lowest unit fraction from a set of unit fractions
NUMBER AND ALGEBRA	859	F	320	85	H	Multiple Choices	Performs a reverse percentage calculation and assesses validity of result
NUMBER AND ALGEBRA	736	D	320	47	H	Composite	Calculates one number as a percentage of another
MEASUREMENT AND GEOMETRY	444	C	320	63	H	Interactive Match	Estimates the size of an angle in context
MEASUREMENT AND GEOMETRY	629						and top views

Skill – several items in relatively high achievement category are associated with skills involving fractions, decimals or percentages.

Figure 43: From Item Summary Report – sorted on Achievement, then Strand

The example shows that in this instance, most (8 out of 11) of the items where performance was considered higher than expected were from the Number and Algebra strand. Further interrogation of the associated skills indicates that about half of these were items involving fractions, decimals and/or percentages. This suggests that students have a good grasp of these particular concepts.

Strand Group Report

Figure 44 provides an example of the Strand Group Report, where Relative Achievement is shown at the group level for each strand in the test area and broken down further by gender.

The example shown is for a Year 7 Numeracy test. For this group, the performance across the whole group was relatively high in Number and Algebra, and as expected in Measurement and Geometry and Statistics and Probability.

The gender result breakdown indicates that the Higher than expected Relative Achievements was reflected in the performance of the females. The performance of males was as expected across all three strands.

The example also indicates that the performance of students in the 'Needs additional support' level was lower than expected in Number and Algebra. This may mean that these students are struggling even more in Number and Algebra and may need targeted support in that area.

The performance of the students in the 'Exceeding' level was relatively high in Number and Algebra, indicating a possible area of strength, but relatively low in Measurement and Geometry, possibly denoting an area where there is room for improvement.

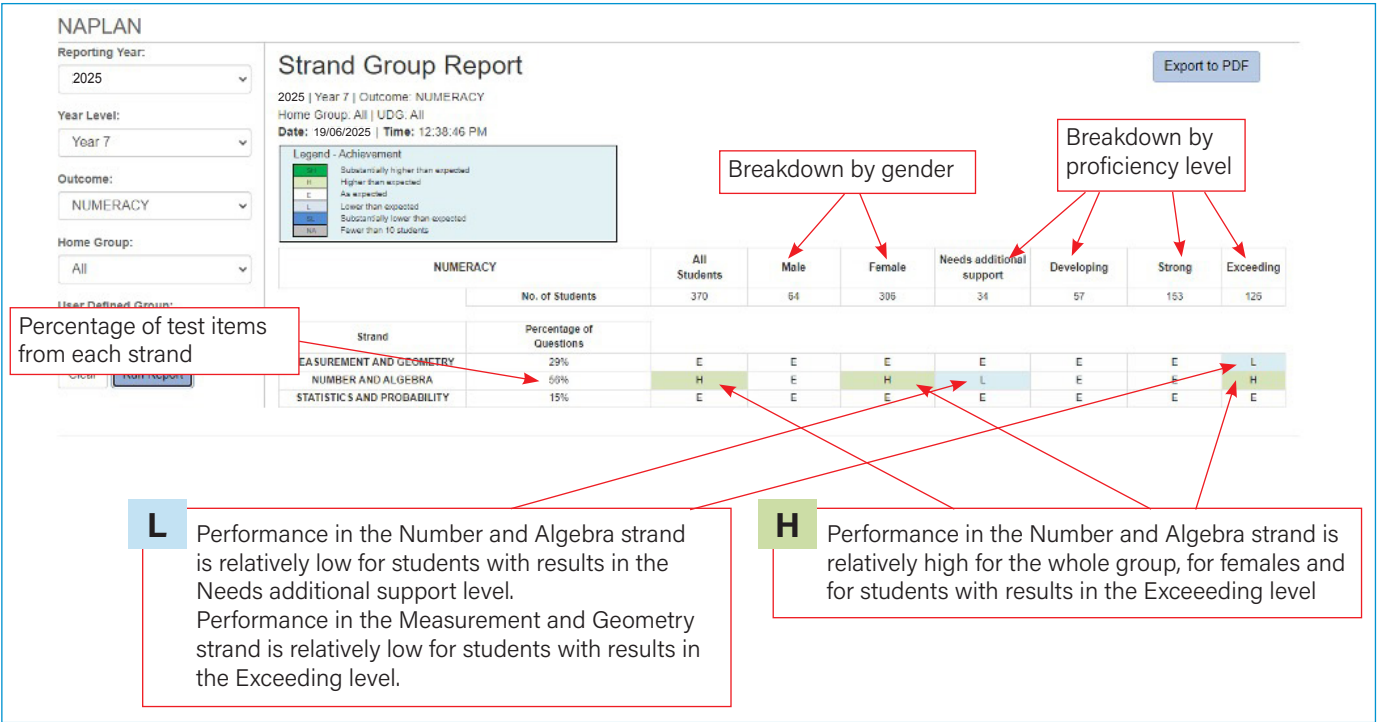


Figure 44: Strand Group Report for Year 7 Numeracy