

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

About the Student and School Summary Report

The student and school summary report (SSSR) enables schools to see how their students, classes and year groups performed in NAPLAN tests. The SSSR is composed of six school-facing reports, intended for use by schools: school item report; class summary report; class test report; student report; student results table; student results graph.

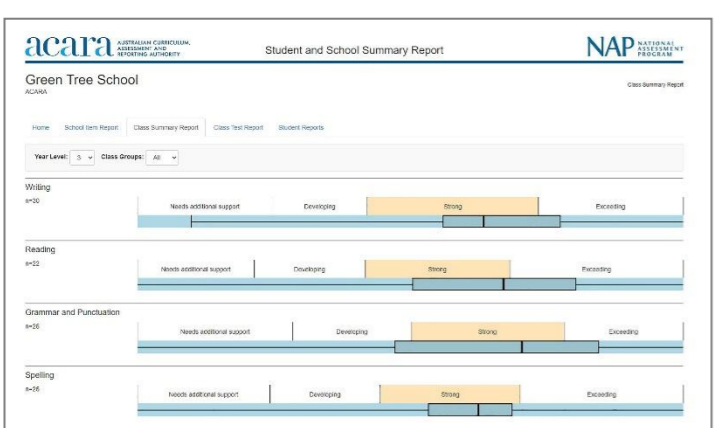
The online tests for numeracy, reading and conventions of language were delivered in a staged adaptive design, where students were presented with different pathways through the test depending on their performance in the test to that point. This allows students to engage with questions that are targeted to their level of achievement. As a result, not all students will have seen the same questions in these tests.

Although all students have not seen the same questions, the test design ensures all results can be placed accurately on the NAPLAN scale. In fact, the targeting of test questions to student performance allows this to be done more precisely than with a single fixed test.

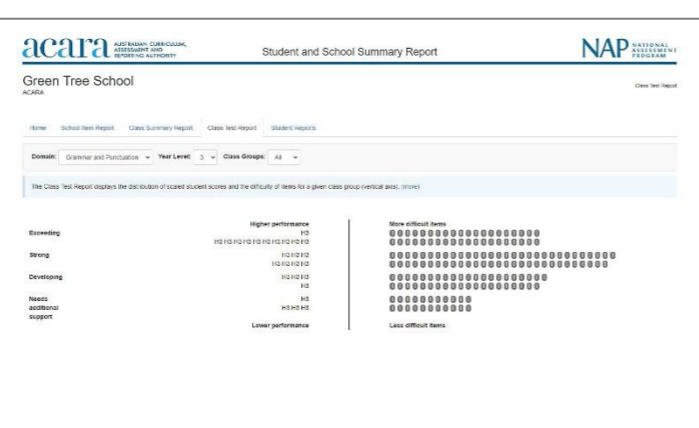
Exemplar items are available through the SSSR. Exemplars are indicative of the skill assessed and the relative difficulty of the original items. Some exemplars contain Third Party Materials that are licensed for educational use in connection with NAPLAN. Third Party Materials and their terms of use are identified online via the following link - <https://nap.edu.au/resources>.

Student reports

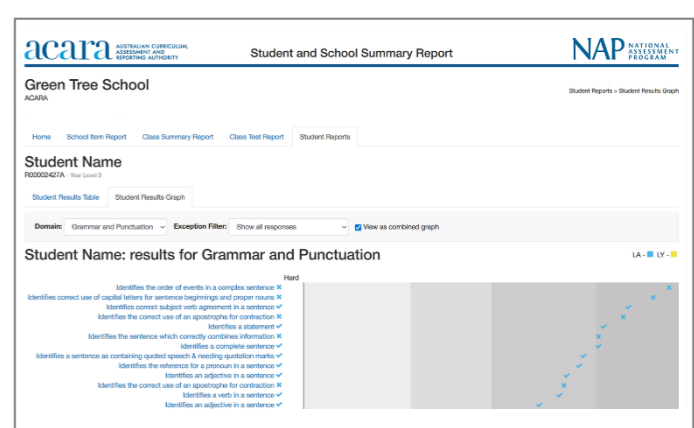
Class summary report



Class test report



(click) Student record



Student results table

Student results graph



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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.

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	AC9E4LA4	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	AC9E4LA4	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
x00069688	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.



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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.

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- Student Reports

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The online tests for numeracy, reading and conventions of language were delivered in a staged adaptive design, where students were presented with different pathways through the test depending on their performance in the test to that point. This allows students to engage with questions that are targeted to their level of achievement. As a result, not all students will have seen the same questions in these tests.

Although all students have not seen the same questions, the test design ensures all results can be placed accurately on the NAPLAN scale. In fact, the targeting of test questions to student performance allows this to be done more precisely than with a single fixed test.

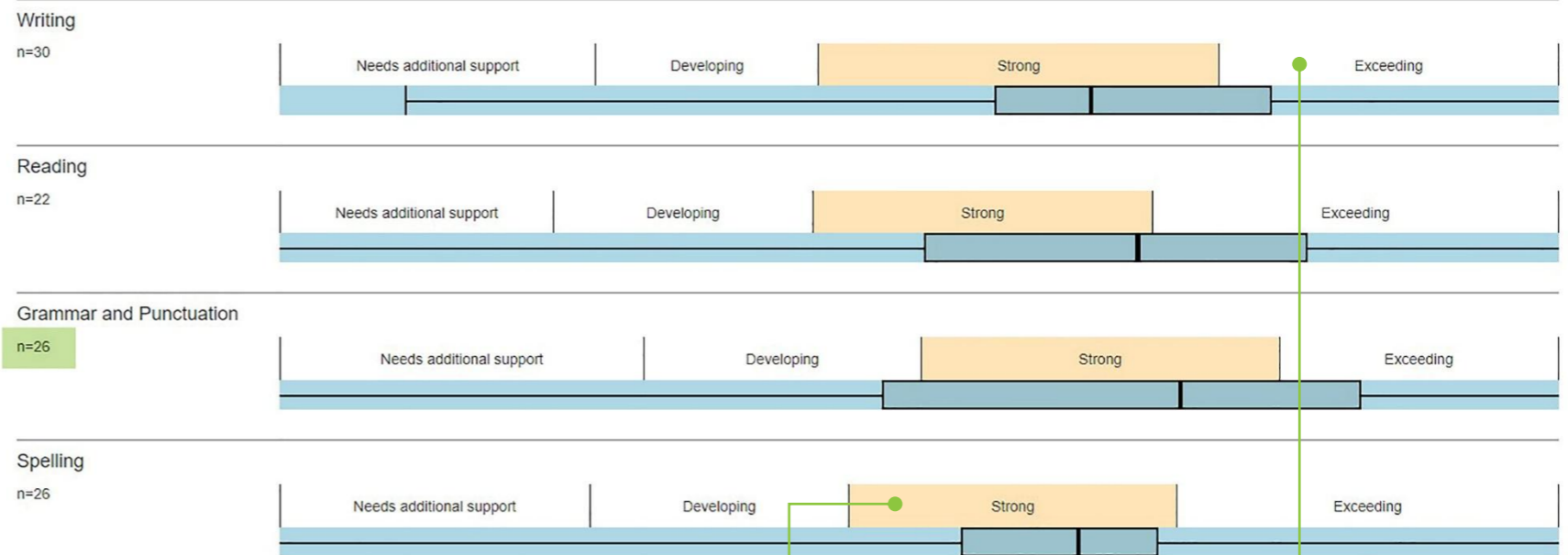
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Year Level: 3 Class Groups: All



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

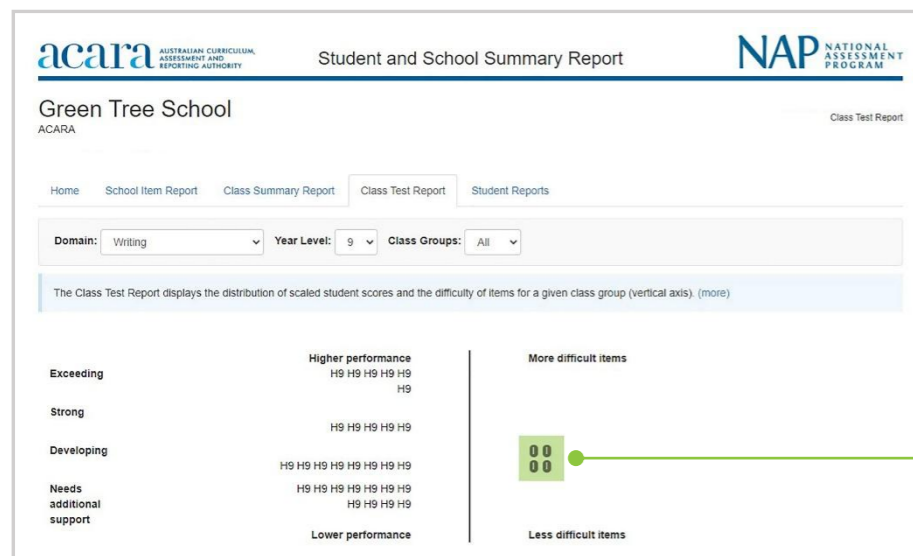
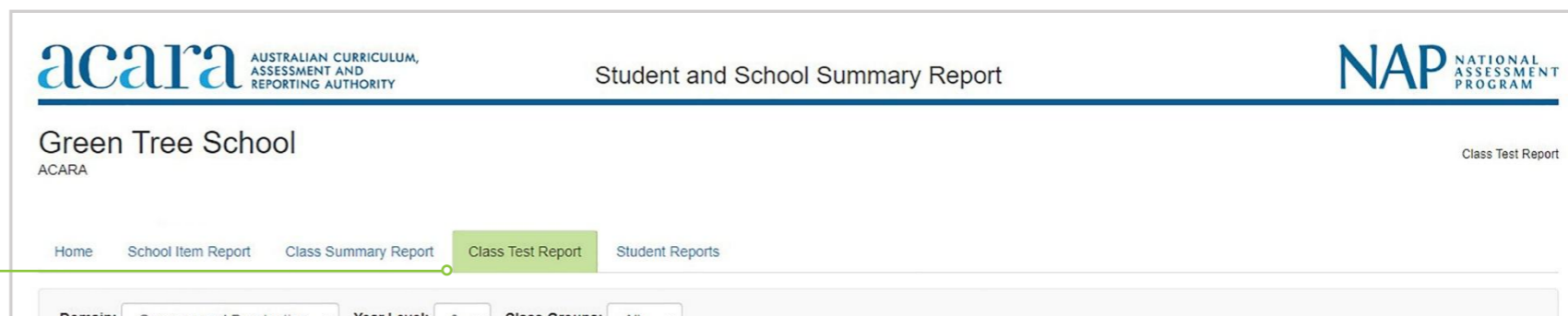
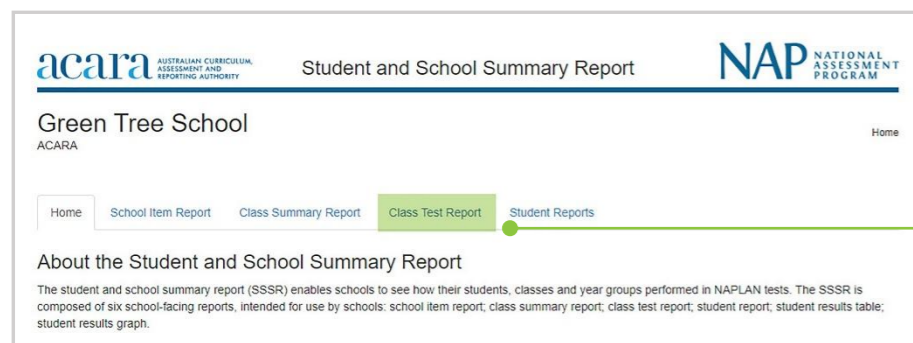
SSSR

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.



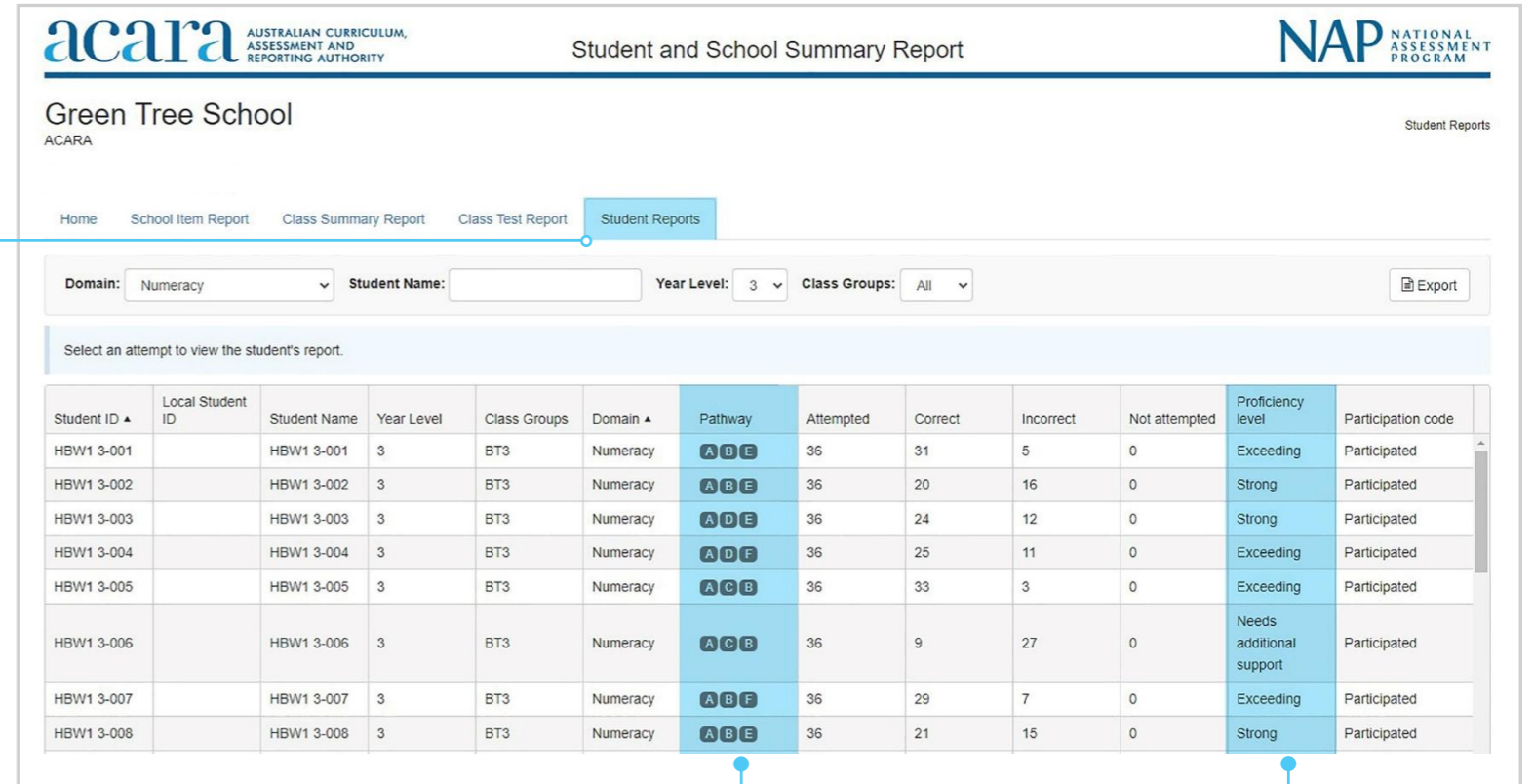
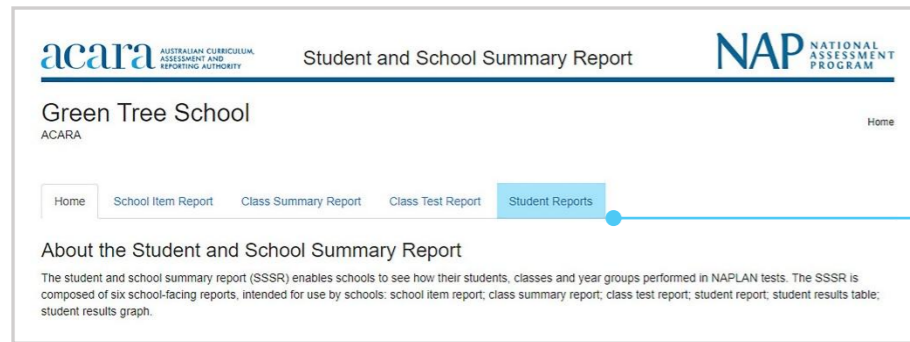
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Student reports show the summary results for all students by domain in a year level within a school. More detailed results for each student, including all items attempted by the student and item descriptors, can be accessed by clicking on the student's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

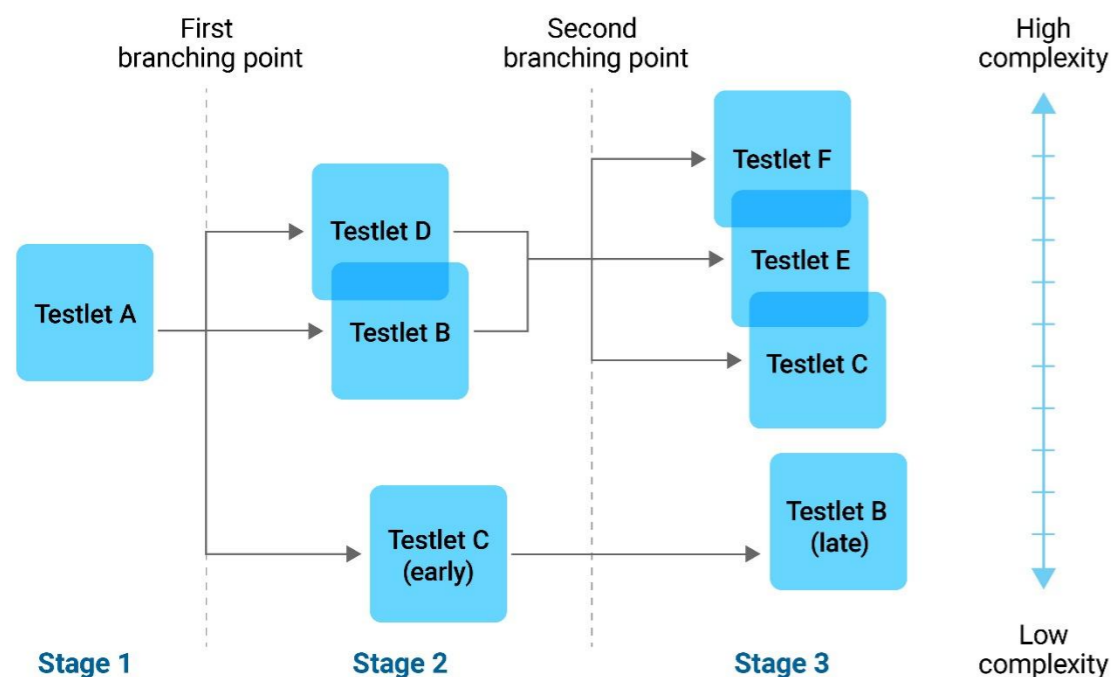
The report shows results for each student, including the proficiency level achieved and the test pathway taken.

Student reports: reading and numeracy



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.

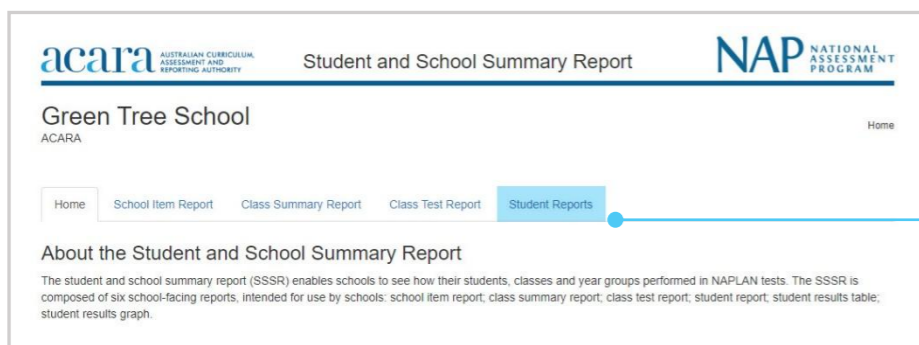


SSSR

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

Student reports: conventions of language



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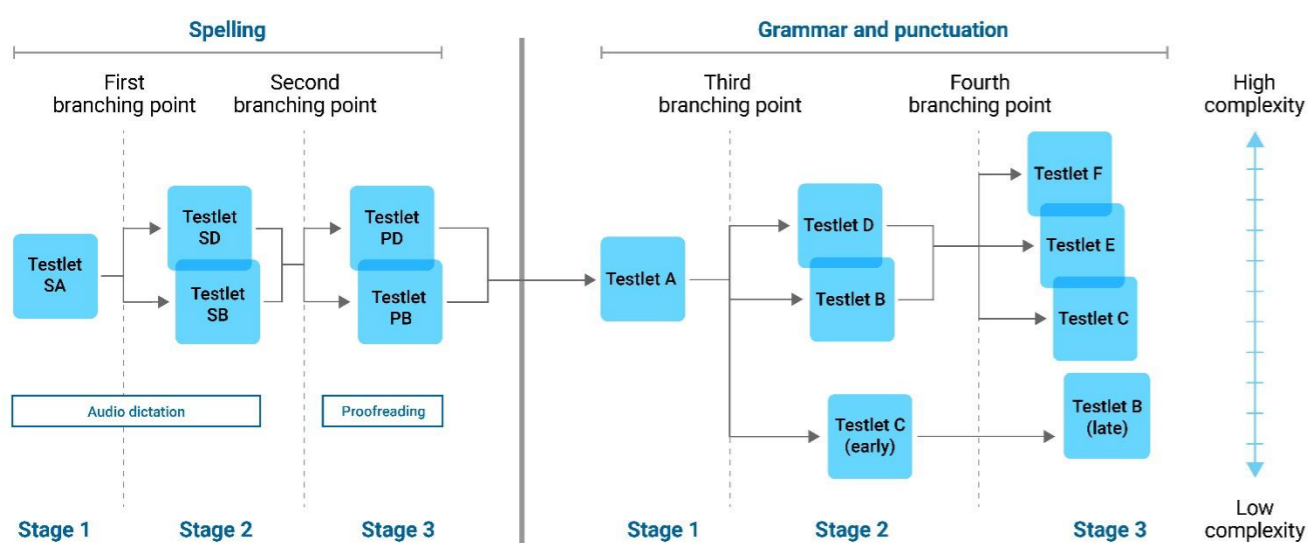
Domain: Grammar and Punctuation Student Name: Year Level: 9 Class Groups: All Export

Select an attempt to view the student's report.

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 D	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 D E	27	17	10	0	Strong	Participated
HBW1 9-006		HBW1 9-006	9	BT9	Grammar and Punctuation	A D E	27	16	11	0	Strong	Participated
HBW1 9-007		HBW1 9-007	9	BT9	Grammar and Punctuation	A C D	27	27	0	0	Exceeding	Participated

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.



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Student results table

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

Student ID	Local Student ID	Student Name	Year Level	Class Groups	Domain	Pathway	Attempted	Correct	Incorrect	Not attempted	Proficiency level	Participation code
R0002-427A	EHBW1001	Student Name	3		Grammar and Punctuation	ABE	27	21	6	0	Exceeding	Participated
R0002-428M	EHBW1002	Student3-002 H8W1-002	3	Year 3	Grammar and Punctuation	ABE	27	19	8	0	Strong	Participated
R0002-429G	EHBW1003	Student3-003 H8W1-003	3	Year 3	Grammar and Punctuation	ABE	27	16	11	0	Developing	Participated
R0002-430H	EHBW1004	Student3-004 H8W1-004	3	Year 3	Grammar and Punctuation	ABE	27	15	12	0	Developing	Participated
R0002-431P	EHBW1005	Student3-005 H8W1-005	3	Year 3	Grammar and Punctuation	ABE	27	17	10	0	Strong	Participated
R0002-432A	EHBW1006	Student3-006 H8W1-006	3	Year 3	Grammar and Punctuation	ABE	27	20	7	0	Exceeding	Participated
R0002-433M	EHBW1007	Student3-007 H8W1-007	3	Year 3	Grammar and Punctuation	ABE	27	10	17	0	Developing	Participated

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.

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.

Question Order	Item ID	Testlet	Item difficulty	Proficiency level	Subdomain	Descriptor	Student Marked Response
1	x00143106	GA3	203	Needs additional support	Language	Identifies a word with the correct suffix to complete a sentence	✓
2	x00009929	GA3	265	Needs additional support	Language	Identifies the verb inconsistent with the tense of the sentence	✓
3	x00152703	GA3	280	Needs additional support	Language	Identifies conjunction to correctly complete a compound sentence	✓
4	x00151522	GA3	314	Developing	Language	Identifies the imperative verb that completes a command	✓
5	x00166088	GA3	379	Developing	Language	Identifies the correct coordinating conjunctions to complete a sentence	✓

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.



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Student results graph

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.

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

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		Student Name	3	BT3	Numeracy	3000	36	31	5	0	Exceeding	Participated
HBW1 3-002		HBW1 3-002	3	BT3	Numeracy	3000	36	20	16	0	Strong	Participated
HBW1 3-003		HBW1 3-003	3	BT3	Numeracy	3000	36	24	12	0	Strong	Participated
HBW1 3-004		HBW1 3-004	3	BT3	Numeracy	3000	36	25	11	0	Exceeding	Participated
HBW1 3-005		HBW1 3-005	3	BT3	Numeracy	3000	36	33	3	0	Exceeding	Participated
HBW1 3-006		HBW1 3-006	3	BT3	Numeracy	3000	36	9	27	0	Needs additional support	Participated

Student Name: results for Numeracy

Domain: Numeracy Exception Filter: Show all responses View as combined graph

Hard

- Calculates a fraction of a quantity in context ✓
- Identifies addition and subtraction number sentences representing a simple pro... ✓
- Interprets a column graph in context ✓
- Interprets a simple map to give directions ✓
- Continues a number sequence involving a constant additive increment ✓
- Quantifies a collection less than 1000 partitioned using standard place value ✓
- Represents a multiplicative problem using multiplication and repeated addition ✓
- Converts between units to order duration ✓
- Identifies the result of a measure of turn ✓
- Identifies 2D shapes in context ✓
- Interprets data using a table ✓
- Solves a multi-step problem involving division and multiplication ✓
- Solves a multi-step multiplicative problem ✓
- Calculates a common fraction of a given number of items ✓
- Identifies a calculation that represents an additive problem ✓
- Interprets data and records it in a tally table ✓
- Solves a multi-step additive problem involving whole numbers ✓

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

Student Name: results for Numeracy

Domain: Numeracy Exception Filter: Show all responses View as combined graph

Algebra - A - ■

Hard

- Identifies addition and subtraction number sentences representing a simple pro... ✓
- Continues a number sequence involving a constant additive increment ✓
- Identifies the number equivalent for a missing shape in a pattern ✓
- Solves a division problem involving multiples by 10 ✓
- Continues a repeated visual pattern ✓
- Identifies a skip counting sequence ✓

Measurement - M - ■

Hard

- Converts between units to order duration ✓
- Identifies the result of a measure of turn ✓
- Compares lengths using uniform informal units ✓
- Uses a calendar to identify a specific date ✓
- Orders capacities given pairwise comparisons in context ✓
- Interprets balance scales to compare objects by mass ✓
- Reads time on an analog clock to the quarter hour ✓
- Orders objects by length ✓

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

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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 and School Summary Report

Green Tree School

Domain: Writing Student Name: Year Level: 3 Class Groups: All

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

Student and School Summary Report

Green Tree School

Student Name: R00002427A - Year Level 3

Domain: Writing

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).

View Script

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

Student Name (example script for online test)

The haunted house

One summer holiday two children named Gemma and Harry went to their uncles house. They weren't very happy because their uncles house is a haunted house. Although their uncle was a mad scientist, not very good. When Harry packed he made sure he had two torches, two walky talkys and his spy gear. Gemma made sure she had her hair brush, her mirror, her lip gloss and her gardening scissors.

When they got to his house in England it was all dark and mysterious but when their uncle opened the door he had a pleasant smile on his face and weird goggles on his head. The second they walked in the house they heard a noise Chirp. The kids were already scared. That night the children couldn't find their uncles and Harry said "I know it was going to happen lucky I brought my spy gear." And lucky I brought my lip gloss. Gemma said happily "What does that have to do with anything?" asked Harry angrily. "Well anyway lets see if he's in his science lab." continued Harry. When they got down there it was quiet until a live skeleton and a five eyed six armed monster jumped out and captured them.

The monster and skeleton were going to eat their brains but the children were back out in karate and knocked the monster unconscious and shattered the skeletons bones. What happened to their uncle no one knows. Everyone thinks he haunts the house but they wonder if that's the truth. As for the kids they happy the summer was over.

Student Name: Script for Writing

This student completed NAPLAN Writing in an alternative format. The writing script is not available to view in this online report.

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