NAPLAN – Reading Your Child’s Report

If you have a child in Years 3 or 5, you are receiving the report on their performance on the National Assessment Program – Literacy and Numeracy (NAPLAN) test that they sat earlier in the year. The report contains some valuable details about your child’s abilities in certain aspects of literacy and numeracy. In order to benefit from this information, it is important to know how to interpret the report.

NAPLAN performance is reported in ‘bands’:

Year 3 – bands 1 to 6  
Year 5 – bands 3 to 8

These bands are on a continuum from Year 3 to Year 9 called the ‘national assessment scale’. This means that scores remain consistent, for example, a score of 500 in 2009 will have the same value as a score of 500 in 2016. Because children sit the tests every two years, their progress in literacy and numeracy can be tracked.

If your child did not sit for all the NAPLAN tests for any reason, (family circumstances, illness etc.) you will still receive a report on the tests that were completed.

Reading the report

The first information that you will be interested in is how your child performed on each test. Look for the black dot on the vertical scale in each area. This indicates your child’s result. It will show you what band your child achieved. Some children may have a dot that is above the top band level. This means they are exceeding what would be expected for their year level.

The next symbol to look for is the open triangle. This is the average for all children in your child’s year at their school. So if the black dot is above the open triangle, then your child is achieving above the average of the other students in his or her year at school. This does not indicate a place in a class, but does give you an idea of where your child is in comparison to their peers.

You can also see how well your child is doing in literacy and numeracy by looking for the position of the solid black triangle on the vertical scale. This shows the national average for all students in your child’s year. If the black dot is above the black triangle, then your child is performing above the national average for their age.

There are also minimum national standards. Students in the bottom band are performing below the national minimum standard and will be receiving support via the regular classroom program as well as targeted intervention as needed.

As well as this raw data, the report also contains valuable information about the skills, knowledge and understanding that students in your child’s year should have achieved. The literacy and numeracy skills that were assessed in the year’s test are listed under the vertical scale. The type of learning tested varies each year and is related to the national standards in literacy and numeracy.
There will also be a summary of skills that have been assessed. So, for instance, if your child is operating at band 3 in reading, you can look at the skills they have acquired, and then consider the skills that would lead to an improvement in their reading. The information contained in the skills summary is very valuable and probably more significant than the data about your child’s level, as it provides a pointer for further learning and development. Your teachers have access to more detailed information about the performance of students in their class and use this in their programming.

**Summary**

It is important to remember that the NAPLAN test gives the results of your child’s performance on **one given day** and may not be the most accurate indicator of **overall skills and knowledge**. Some children do not react well to the testing situation, or there may be personal illness or family circumstances that can account for variations in results. It is highly probable that **your child has made progress in the time since they sat the test** and some of the information may no longer be relevant. The school report you receive twice a year also provides additional valuable information about your child’s achievement.

The NAPLAN report **is not meant to be used to compare your child** with classmates or others in your circle of family and friends. What the report does provide is a **framework for discussion** with your child’s teacher about your child’s learning needs. Please remember – *encouragement and finding the positives, is so important when it comes to supporting a child to ‘keep their chin up’ and to keep on trying hard to do their very best here at school!* If you have any questions or concerns regarding your child’s Naplan you are invited to arrange a meeting with your child’s teacher early next term.

Regards, School Leadership Team.

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**NEVER DISCOURAGE ANYONE WHO CONTINUALLY MAKES PROGRESS, NO MATTER HOW SLOW.**

~ Plato
Preparing today for the standardized test our teacher said there was a lot to digest. We’d have to divide by the square root of three and learn to spell zygote, façade and marquis. We’d need to play xylophone, trumpet and flute, accordion, banjo, piano and lute, recite all the capital cities by heart and learn to take rocketship engines apart. We’d have to speak Latin, Swahili and Greek, learn nuclear fusion and fencing technique, remember the fables of Persia and Rome and crack all the codes in the human genome. Then just when we thought that our heads might Explode from learning Chinese or dissecting a toad she told us the very best thing she could say: that she was just kidding; it’s April Fool’s Day!

**TAKING TESTS ARE JUST A SMALL PART OF A MUCH BIGGER PICTURE. IN ADDITION TO ACADEMIC LEARNING THEY ALSO NEED TO WORK ON...**

**BASIC LIFE SKILLS:**
1. inventive problem-solving
2. teamwork
3. communication
4. figuring out more complicated things

**DEVELOPING CHARACTER TRAITS:**
1. determination
2. resourcefulness
3. resiliency
4. assertiveness

**IMPORTANT CAPABILITIES:**
1. learning how to learn
2. making good decisions
3. setting and accomplishing ambitious goals
4. learning how to make the world better