



NAPLAN at Brisbane Catholic Education

NAPLAN

NAPLAN is a common measure for all Australian students that provides evidence of literacy and numeracy achievement and progress at system, school and student levels. It is a test of reading, writing, language conventions, and numeracy that are taught explicitly through the Australian curriculum and developed over time. Together with the results of student learning in curriculum areas and the data collected and analysed from our BCE monitoring tools, NAPLAN provides point-in-time information that informs effective classroom learning and teaching. NAPLAN is the only nationally, consistent measure to determine whether or not students are meeting important educational outcomes.

Preparing for NAPLAN

NAPLAN is not a test that students can prepare for in the same way they might for assessment in a learning area. NAPLAN tests skills that develop and improve over time and are continuously developed throughout the year in learning area contexts. Focusing on developing Assessment capable learners builds resilient and lifelong learners who have the confidence and skills to demonstrate their knowledge, understanding and proficiencies across all learning areas and in real world situations, including assessment environments.

Assessment capable learners refers to students who:

- are aware of their current knowledge, understandings and skills
- understand their next steps for learning
- select relevant resources and tools to guide their learning
- seek feedback and recognise mistakes as opportunities to learn
- monitor their own progress and adjust their next steps as needed
- recognise what they have learnt.

Teachers will ensure that students are familiar with the test formats and will provide appropriate support and guidance. The use of digital pedagogy; a range of texts; and a variety of learning experiences and tools in ongoing and embedded curriculum contexts is the best support for preparing students to engage with NAPLAN tests. Test readiness (familiarity, stamina and endurance) are most effectively developed through engagement with existing tools, i.e. PAT-R, PAT-M, NAPLAN Practice Tests and ACARA's NAPLAN demonstration tests.

Excessive preparation by engaging students in repetitive practice tests can lead to unnecessary anxiety. ACARA does not believe in the value of excessive preparation for NAPLAN beyond teaching the Australian Curriculum and familiarising students with the NAPLAN process. ACARA does not recommend the use of commercial products, such as booklets and practice tests, to help your child prepare for NAPLAN tests. None of the commercial products currently on the market were endorsed by ACARA. The use of services by coaching providers is not recommended.

The Importance of NAPLAN

NAPLAN is the only test that can provide nationally comparable data about literacy and numeracy achievement across the country as the only full cohort national test undertaken by students. Australian students' results in NAPLAN are important measure of our education system because they tell us, at both the national and the state and territory level, how well we are equipping young Australians with critical literacy and numeracy skills.

- NAPLAN, and testing generally, provide information about how children are progressing in school and how they compare to their peers across the country.
- For governments, NAPLAN data can inform priority areas for resourcing, so that funds can be directed to where they are needed most.
- For teachers, NAPLAN gives access to student results for each question, which teachers can use to develop appropriate targeted teaching strategies to improve outcomes.
- For parents, NAPLAN provides information on how their child is performing against national standards, not just against other children in a class.
- For students, NAPLAN provides an opportunity for them to demonstrate what they have learned.

What does NAPLAN assess: Literacy

Reading Comprehension



IMAGINATIVE



INFORMATIVE



PERSUASIVE

Texts used have imaginative, informative and persuasive purposes.



The informative texts used include text structures and visual elements such as photographs, infographics, posters, tables and diagrams.



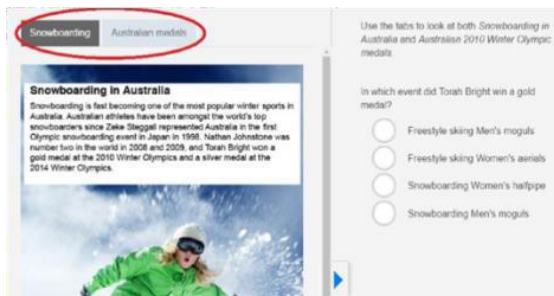
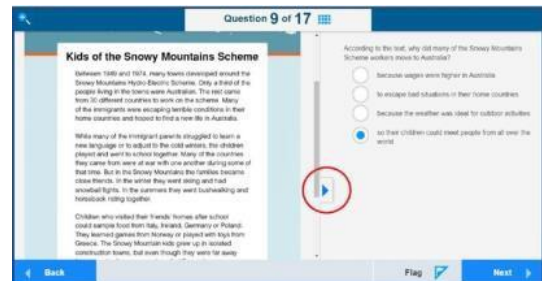
Questions ask students to:

- locate stated information
- identify main ideas
- interpret information
- make inferences
- synthesise information
- analyse information



A significant number of questions use a multiple-choice format.

NAPLAN Online Reading tests will allow student to read one or more texts online. The text/s and questions will appear side-by-side. Students can click on the arrow between the text and the question to expand the text. This will show the text alone, without the question. They can return to the split-screen view by clicking the arrow again. It is still to the right of the text, but now at the right of the screen.



When the question refers to two different texts, these can be viewed by clicking on their title tabs.

Conventions of Language

Literacy knowledge and skills are essential to effective communication across all learning areas. However, the tools of language, including Conventions of Language, are explicitly developed in the English learning area. Knowledge about the conventions of language needs to be taught explicitly, contextually and regularly and needs to be supported by practical implementation of students' knowledge and skills as they construct meaning.

The Spelling section of the Language conventions assessment typically contains 25-30 questions and uses two question types:

- 1 Correct an identified misspelled word.
- 2 Proof-read to identify a misspelled word and then provide the correct spelling of the word.
- 3 Spelling questions that include audio dictation.

NAPLAN Online **spelling** uses dictation, i.e. typing a word that is read aloud.

He was _____ he remembered to bring his lunch.

Click on the play button to hear the missing word.



Type the correct spelling of the word in the box.

The **Grammar** section of the Conventions of Language assessment tests Standard Australian English. It typically contains 20-30 questions and covers a range of grammatical elements at the sentence, word group and word levels. For example: sentence structures, verb tense, punctuation, pronoun referencing etc.

Questions types



Identify a missing component of a sentence



Select the sentence that is grammatically accurate or accurately punctuated



Identify grammatical connections/ references



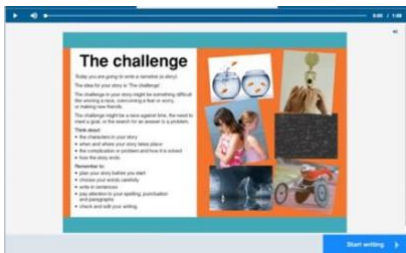
Select a sentence that can be edited to ensure accuracy

Writing

Students are provided with a writing stimulus/prompt and asked to write a response to a particular purpose: narrative OR persuasive. There will be a different prompt for Tuesday and Wednesday, depending on which day the school schedules the Writing test. Catch-ups sessions will randomly receive one of the prompts. All writing prompts will be on the same purpose and genre. Students are not able to choose and will not know the text purpose until the day of the assessment.

The topic and task instructions can be listened to by the student by using the audio function. Students have 2 minutes to listen to the prompt and instructions, 5 minutes to plan, 30 minutes to write and 5 minutes to edit. Students use a separate piece of paper on which to plan.

Students can move from the prompt and the writing plane:



NAPLAN Online writing uses dictation for the writing prompt and basic word processing skills:



Pressing ENTER will begin a new paragraph - this will create a vertical space between the two paragraphs.

To improve in writing, students need to develop:



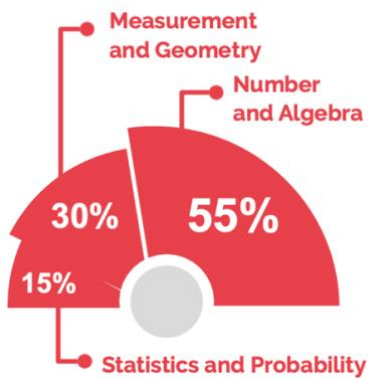
How to Answer Multiple Choice Questions in Literacy:



1	2	3	4	5	6
Jot down key words in the questions.	Locate the relevant part of the text	Read the choices	Eliminate the incorrect options	Choose the best answer from the choices left	Check to see if your answer is accurate by putting it in context
<i>e.g. What does the word "peered" mean as used in paragraph 3?</i>		<ul style="list-style-type: none"> <input type="radio"/> Came <input type="radio"/> Spoke <input type="radio"/> Arrived <input type="radio"/> Looked 	<ul style="list-style-type: none"> <input checked="" type="radio"/> Came ✗ <input checked="" type="radio"/> Spoke ✗ <input type="radio"/> Arrived <input type="radio"/> Looked 	<ul style="list-style-type: none"> <input type="radio"/> Spoke <input checked="" type="radio"/> Looked ✓ 	<i>e.g. I peered through the gap and saw the house I looked through the gap and saw the house.</i>

What does NAPLAN assess: Numeracy

Indicative distribution of questions across the Mathematics strands:



Year 3	Year 5	Year 7 & 9
Students have approximately 65-70 seconds per question to answer all 35 questions in 40 minutes	Students have approximately 75 seconds per question to answer all 40 questions in 50 minutes	Students have approximately 75 seconds per question to answer all 48 questions in 65 minutes
		8 non-calculator and 40 calculator questions

Questions sometimes cover more than one strand.

To be successful in NAPLAN Numeracy students need a deep understanding of mathematical concepts and be able to use the strategies of:



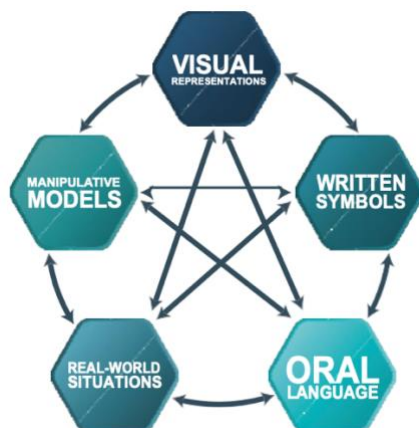
Relying on computation strategies to complete NAPLAN questions is less effective due to time restrictions.

Preparation for NAPLAN Numeracy

Discuss areas of need and investigate effective practice and key ideas to teach these concepts. To assist students to draw on their knowledge and strategies, design Mathematics learning experiences that:

- use multiple representations (visuals)
- explicitly teach oral and written mathematical language
- apply mathematics to real world experiences e.g. opportunities to explore directional language
- use a range of manipulative resources
- explicitly teach mathematics symbols

Designing learning experiences through this framework supports efficient mental processes:



A significant number of questions asked use a multiple-choice format. To prepare for NAPLAN style Mathematics questions:



explore opportunities to interconnect the strands e.g. fractions and probability, decimals and measurement



provide opportunities to explore multiple problem-solving questions and solutions
















explicitly teach mathematical language and the literacy demands of word problems

NAPLAN Online numeracy test uses an online ruler (for all year levels) and an online protractor and calculator (for years 7 & 9):



How to Answer Multiple Choice Questions in Numeracy:



<p>1</p> <p>Read the whole question</p>	<p>2</p> <p>What is the question asking you to find out? Identify key action words in the question</p>	<p>3</p> <p>Look for connections between the question and visuals</p>	<p>4</p> <p>Choose the best answer from the choices</p> <p>OR</p> <p>Estimate or work out the answer</p>	<p>5</p> <p>Check your answer makes sense</p>
<p>Here are two pictures of the same cube. Each face has a different symbol on it.</p>  <p>Which face is opposite to the  face?</p>	<p>e.g. which face is opposite to the  face?</p>	<p>Here are two pictures of the same cube. Each face has a different symbol on it.</p>  <p>Which face is opposite to the  face?</p>	       	

Question Response Formats

Text entry

Question 1 of 1

Emily wants to buy a pair of jeans that costs \$85.
She has a voucher that offers 30% off the original price.
How much will Emily pay for the jeans after the discount from the voucher?

\$ 54.50

Dropdown list

Question 10 of 15

Ernie, Helen and Tyler went fishing.
The picture graph shows how many fish they caught.

Name	Number of fish
Ernie	1 fish
Helen	2 fish
Tyler	3 fish

Ernie caught _____ more fish than Tyler.

1
2
3
4

Hot text

Question 4 of 25

Click on the word that refers to the text.

The two boys walked to the shop to buy some milk. One of them carried home.

Hotspot

Question 1 of 1

The bar shows how William's friends describe their backpacks.

- 12 with dimensions
- 8 with sports
- 8 with appearances

Which graph shows the data?

Draw lines

Question 7 of 16

Year 3 Newsletter

Garden update by Mr Smith

The vegetables are ready to be used in a salad. They are in the garden.

These vegetables are shown in the list. Draw lines to connect each vegetable to the correct dimension.

lettuce	10cm x 10cm
broccoli	10cm x 20cm
potato	20cm x 10cm

Place items in correct order

Question 2 of 15

Fourteen sets of caterpillars at the park.
Order the caterpillars from the shortest to the longest.
Put the shortest at the top.

Drag and drop

Question 3 of 15

The pattern of stars has two pictures missing.
Match the correct picture into each box to complete the pattern.

Multiple choice

Question 1 of 1

Which option correctly combines this information into one sentence?

Some Australian mammals lay eggs. The echidna is an Australian mammal that lays eggs.

Australian mammals, including the echidna, lay eggs.
 Some echidnas are Australian mammals that lay eggs.
 Some Australian mammals, such as the echidna, lay eggs.
 The echidna is an Australian mammal laying eggs.

Checkbox

Question 1 of 1

How to grow a pizza

2 pizza gardens in each of the regions.

What pizza can you grow?

- 1. Vegetables: tomatoes, onions and capsicum
- 2. Meat: sausage, chicken, salmon and beef
- 3. Cheese: cheese

What pizza do you grow?

1. What pizza do you grow in this garden?
2. Pull out any weeds and remove the soil.
3. Check that you have all the ingredients.

	Vegetables	Meat
David	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Christopher	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Antonia	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Test Tools

Student Tools

Zoom function Time count down Question number Progress summary Tools for Numeracy:

- Ruler
- Calculator
- Protractor

00:39
Hours Mins

Question 7 of 15

How long is the toy car in the picture below?
Use the online ruler to measure the length of the toy car.

Instructions to answer question

3 cm
4 cm
5 cm
6 cm

Tool when being used. N.B. to remove click on the toll button at the top.

Go back to a previous question Flag a question to answer later Go to the next question

Back Flag Next

00:34
Hours Mins

Question 7 of 15

Progress summary

Show all	5 Answered	2 Not answered	8 Not read	2 Flagged
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Questions

Click a number to go to that question.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15					

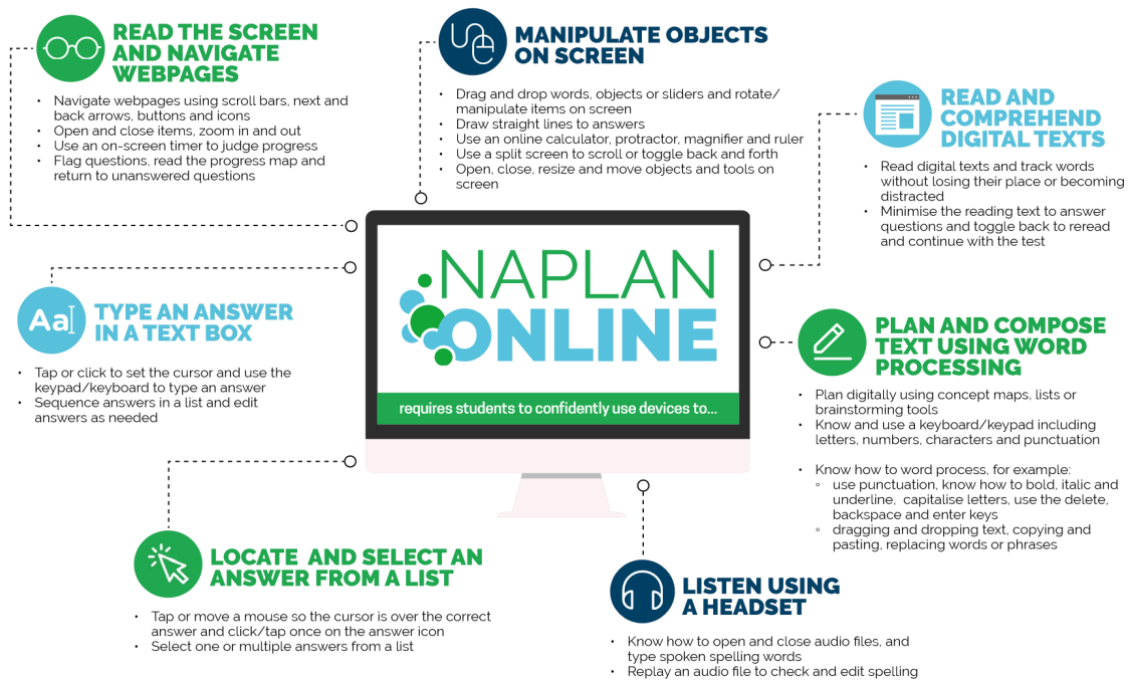
Progress Summary shows questions answered, not answered, not read and flagged.

Back Next

Student Tips and Tricks

Student ICT Skills

Students required the following ICT skills when completing NAPLAN Online:



Automatically is capital for codes

For students, they do not have to use cap locks or shift for capital letters for the session and student codes - it will automatically be capitals.

Play function

Students may not necessarily know there is audio for certain questions and that they need to press the play button. Showing students this function is necessary.

Undo before you redo

If students want to change an answer, they should undo the answer they have added and then they will be able to change their answer.

Progress summary

Students should be familiar with what the progress summary is. With up to 55 questions in a test, checking answers is difficult if they just use next and back. The progress summary makes it easier to move through questions when checking answers at the end of the test.

Logging out - leave at reopen test screen

If students finish early, and many will as the Omnibus test is not too challenging for most students, students can click finish, but should leave their device open at the reopen test screen.

Test tools for students

It is important students are somewhat familiar with the test tools e.g. flag, next and back, ruler and calculator (for Numeracy), etc. This will ensure students have a successful experience and teachers will not receive the same question numerous times. The document below outlines these for students.

Take note of the tip for the Reading section of the Omnibus test - the arrow is a great way to enlarge the reading prompt - NAPLAN Online tools.

What to do when you are finished?

While SRT is not as strict as NAPLAN Online with protocols, it is important to know that students should not go on with other work, read a book or do any other activities except for drawing on their piece of paper.

Typing

Students do not have to be touch typists necessarily for speed and accuracy but should at least use two fingers - one finger and taking time to identify keys will slow students down.

