



Education



Scout in practice

For Primary teachers

Identifying the literacy and numeracy needs of an individual student or a class

Students are individuals who learn at different rates and in different ways. These individual differences may influence how students respond to instruction and how they demonstrate what they know, understand and can do. Through differentiated planning and programming, teachers can consider students' varying abilities, learning styles, interests and needs. – **NESA – Differentiated programming**

Scout provides a number of information reports which can assist teachers in establishing the literacy and numeracy needs of their students.

The **Student Item Analysis** suite of reports can be found in the NAPLAN (DoE) app.

Student over time (paper, non-writing)

This report allows you to see the question level results for a student enrolled in your school irrespective of which school they completed the test in. You must select only one student and one domain at a time. Please use the slicers below to identify and select a student.

What school were they in? [Dropdown] Which scholastic year? [All] In an enrolment type group? [All] An enrolment type? [All] What is the students name? [Dropdown]

In which calendar year? [2018] In a student group type? [All] A student group? [All] Which domain? [Reading]

Item difficulty by assessment and response correctness

Correct: ● ✓ ● X

Assessment: NAPLAN 5

Difficulty: 7K, 8K, 9K, 10K, 11K, 12K, 13K, 14K, 15K

Count of items by question code and response correctness

Question Code	Correct	Incorrect
EN2-10C	2	0

Syllabus code and outcome and number of questions asked

Syllabus ID	Syllabus Outcome	Questions asked
EN2-10C	thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts	2
EN2-11D	responds to and composes a range of texts that express viewpoints of the	2

Student Item Analysis reports

The reports have been separated into Writing and Non-Writing domains due to the differences in the NAPLAN assessments.

Teachers will be able to determine a student's areas of strength and weakness in a particular domain, grouped by syllabus outcome for Non-Writing domains, or by Criterion for the Writing domain.

Use the reports to:

Determine a student's areas of strength or weakness in the five domains. The reports will help teachers identify areas to extend or support based on the student's NAPLAN performance.

Key questions:

What are the student's areas of strength in a particular domain?

What are the student's areas of weakness in a particular domain?

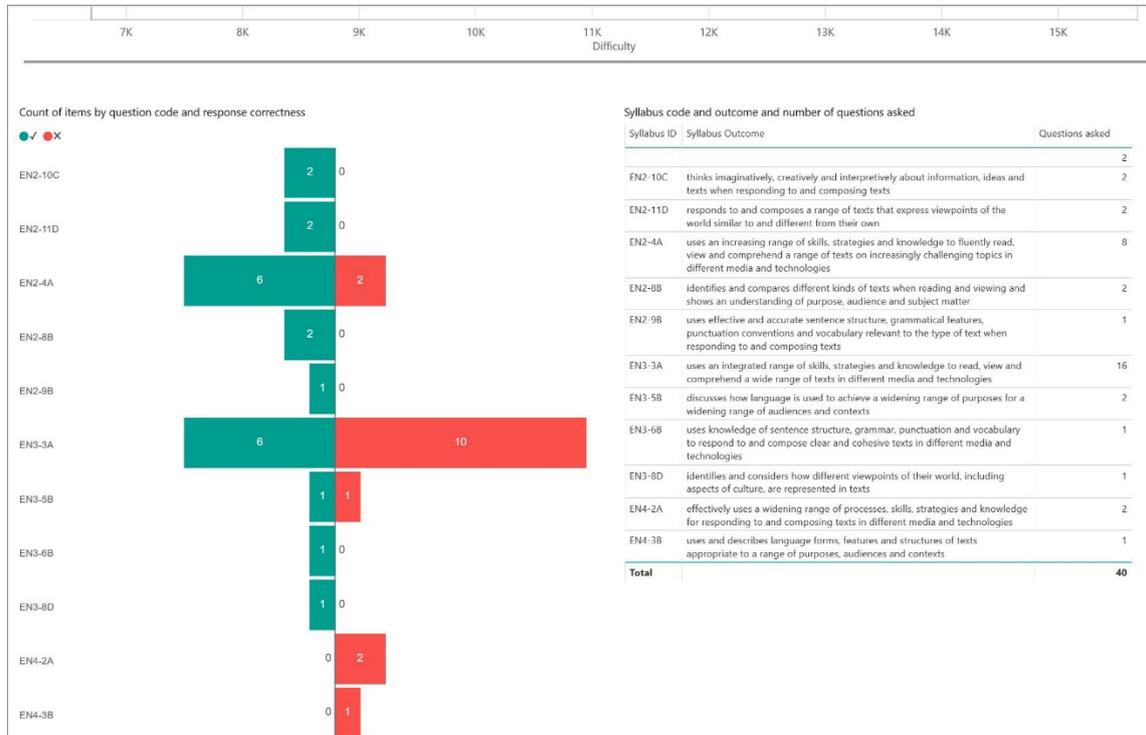
Scenario: Identify the Reading skills for a student in Year 4 and provide appropriate support.

A student in your Year 4 class is demonstrating signs of disengagement including unfinished tasks and poor behaviour. You decide to look at information across a number of reports in Scout relating to student literacy to determine whether the literacy skills of the student are contributing to their disengagement in class.

NAPLAN Reading by Syllabus Outcome

Open the Paper/Online Item Analysis report (found in the NAPLAN (DoE) app). Select 'Student'

1. Ensure the selections at the top of the page are accurate for the Grade and Name of the student, and also the Reading Domain.



Consider:

- In which Reading Syllabus areas did my student perform well?
- In which Reading Syllabus areas will my student require further support?

NAPLAN Grammar and Punctuation, NAPLAN Spelling

1. At the top of the page change the Domain selection to Grammar & Punctuation or Spelling.

Consider:

- Are there any similarities in the Syllabus Outcomes the student was able to demonstrate?
- Are there particular skillsets where the student had mainly incorrect answers?

Once you have the data

You can then use this information to support the student in their writing. In order to accurately determine a student's overall skill, knowledge and understanding, we recommend using Scout data in conjunction with internal data sources.

Where to next?

Resources relating to literacy:

[DoE – Teaching Strategies](#)

[DoE – Responding and Composing](#)

[CESE – How schools can improve literacy and numeracy](#)

You can access resources and information relating to differentiation here:

