



# Scout for Teachers Workshop

## Part 2 – Presentation Guide

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# 1. Overview

The workshop reference materials are divided into two parts.

## **Part 1 – Preparation Guide.**

This document contains detailed information about the Scout website, how to access Scout and the functionality and navigation features of Power BI. Presenters should familiarise themselves with all the information to help them deliver a successful session.

## **Part 2 – Presentation Guide**

This document is the presentation for the workshop. Use this in conjunction with the PowerPoint presentation. The teacher's resource is also available on the website to assist teachers.

## **Part 2**

This section contains the presenter led instructions, the running sheet, suggested timeframe for the presentation and presenter notes which correspond with the PowerPoint presentation. The live demonstration section (Section 2), includes all information and screenshots to assist the presenter.

## Running sheet

Topic	Duration
<p><b>Welcome &amp; Introduction</b>  <b>(Presenter led- Scout PowerPoint Presentation)</b></p> <ul style="list-style-type: none"> <li>• Ask participants to login</li> <li>• Housekeeping</li> <li>• WH &amp; S</li> <li>• Workshop Agenda</li> <li>• SMART to Scout Transition</li> <li>• SMART to Scout Transition QRG for Teachers</li> <li>• What is Scout</li> <li>• Data Governance and Privacy</li> <li>• Scout for Schools Data Sources</li> <li>• Report access</li> <li>• Granular &amp; Aggregate reports</li> <li>• Scout User Support</li> </ul>	20 mins
<p><b>Live System Presentation (Presenter Led)</b></p> <ul style="list-style-type: none"> <li>• Log into Scout via Staff Portal. <ul style="list-style-type: none"> <li>- Access Scout Reports, which leads to a paragraph and link to Terms of Use within Scout and the Access Scout Reports link to access Scout.</li> </ul> </li> <li>• Explain to participants as this is their first time logging into Scout their landing page will be the Apps list.</li> <li>• Explain the Navigation Pane on the left hand side will assist in navigating within Scout.</li> <li>• Show them that they can access their available apps by clicking on Apps in navigation pane.</li> <li>• Show the following functionalities: hamburger which allows users to minimise and expand the navigation pane and profile sign out which is imperative for users to do every time they access Scout.</li> </ul>	20 mins
<p><b>Navigation &amp; Interpreting Scout Reports</b></p> <p>Listed below are suggested reports to deliver and the focus features to highlight in each report. The focus features and important information to present are detailed in 3.1 Exploring the Reports</p> <p><b>NAPLAN DoE app</b>  <b>School Results</b></p> <ul style="list-style-type: none"> <li>• <b>Scores by Domain</b> <ul style="list-style-type: none"> <li>○ highlight this report defaults to all domains. If only one domain is required use the <b>'Which Domain'</b> slicer</li> <li>○ slicers – select different assessment slicer</li> <li>○ hover – to display all the information.</li> <li>○ video link. This report uses a box and whisker plot to display the results. Play this video for the participants.</li> <li>○ ellipses.</li> <li>○ focus mode.</li> </ul> </li> </ul> <p><b>Value Added</b></p> <ul style="list-style-type: none"> <li>• <b>Across Years VA (select the relevant year)</b> <ul style="list-style-type: none"> <li>○ this report uses a confidence interval to display the results.</li> <li>○ video link – play video</li> <li>○ report explanation</li> </ul> </li> </ul>	60 mins

<ul style="list-style-type: none"> <li>• <b>Value Added Across schools</b> <ul style="list-style-type: none"> <li>○ select the relevant <b>Value Added Period</b> from the slicer.</li> <li>○ this report will take a long time to load.</li> <li>○ explain that each line is a confidence interval.</li> </ul> </li> </ul>	
<p><b>School vs SSSG &amp; State</b></p> <ul style="list-style-type: none"> <li>• <b>Percentage in Band Category</b> <ul style="list-style-type: none"> <li>○ select the band slicers e.g. bottom 2 bands etc</li> <li>○ hover to display the information for each column graph.</li> <li>○ reset to default.</li> </ul> </li> </ul>	
<p><b>Student Results</b></p> <ul style="list-style-type: none"> <li>• <b>Scores and/or Bands</b> <ul style="list-style-type: none"> <li>○ the default is all slicers</li> <li>○ each header is sortable</li> <li>○ focus mode</li> <li>○ export data – the print option for Power BI is limited to printing the screen, use the export data to print.</li> <li>○ the banner across the top of the report will display the number of students – this is the students who participant in each domain assessment.</li> </ul> </li> <li>• <b>Growth</b> <ul style="list-style-type: none"> <li>○ graphs</li> <li>○ sort</li> <li>○ persistent filters</li> </ul> </li> <li>• <b>Reading and Numeracy</b> <ul style="list-style-type: none"> <li>○ slicers</li> <li>○ hover</li> <li>○ reports explanation.</li> </ul> </li> <li>• <b>Student on a page</b> <ul style="list-style-type: none"> <li>○ highlight pre-selected slicers NAPLAN 5, Year 5 &amp; reading for all NAPLAN reports</li> <li>○ search</li> <li>○ hover</li> <li>○ slicers</li> <li>○ reports explanation</li> <li>○ eraser</li> </ul> </li> </ul>	
<p><b>Item Analysis – Online/Paper</b></p> <ul style="list-style-type: none"> <li>• <b>School</b> <ul style="list-style-type: none"> <li>○ cross highlighting</li> <li>○ this report is long – scroll to the bottom to view the entire report</li> <li>○ sort by headers in the Test Item Details panel.</li> <li>○ select an item to populate Test Item Syllabus details pane.</li> <li>○ select links – curriculum, exemplar and teaching strategy.</li> </ul> </li> <li>• <b>Student</b> <ul style="list-style-type: none"> <li>○ slicers</li> <li>○ cross highlighting</li> <li>○ breadcrumbs</li> </ul> </li> </ul>	
<p><b>Getting to know your students with Scout</b></p>	<p>15 mins</p>
<p><b>Evaluation and Close</b></p>	<p>5 mins</p>

## 2. Welcome to Scout

Assist participants with logging into Scout.

Participants to add the Scout icon to their Essentials. Refer to instructions on Slide 1

To gain access to Scout reports, users must complete the mandatory online learning. For anyone who has not completed this module, they will not have access and therefore will need to work together with someone with equivalent access rights.

### 2.1 Workshop Agenda

By the end of this workshop you will be able to describe Scout, your responsibilities when accessing Scout and demonstrate your ability to use Scout.

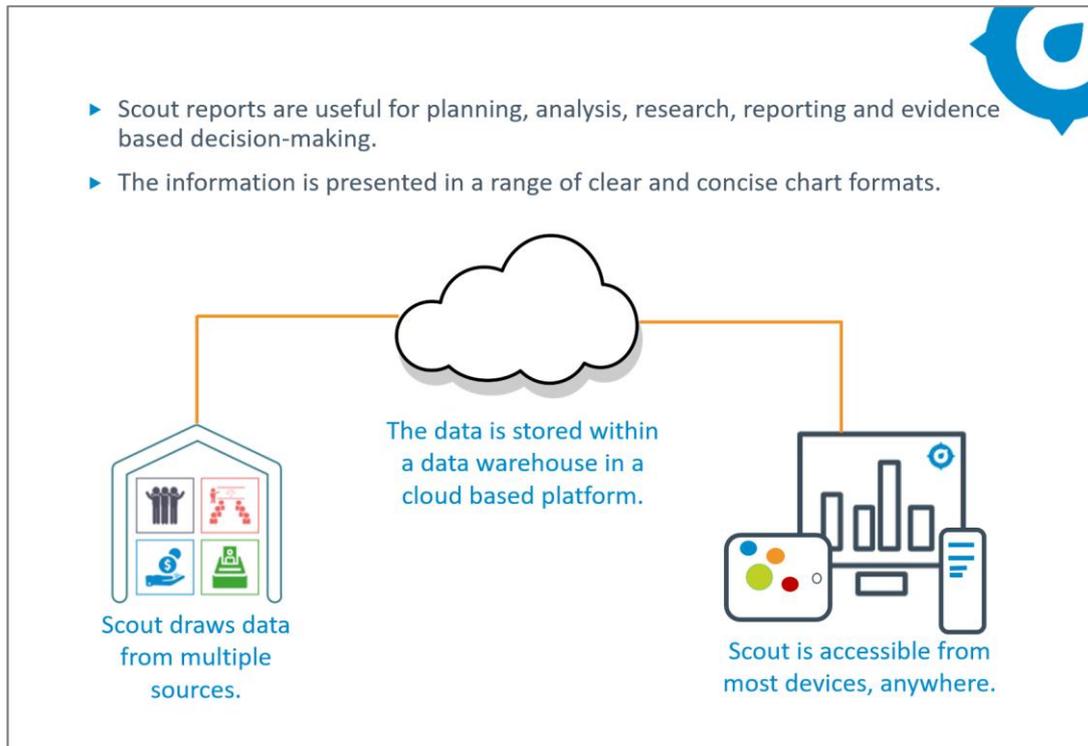
The workshop is in 4 sections:

- ▶ **Part 1 – SMART to Scout**
  - Transition from SMART to Scout
  - SMART to Scout QRG
  
- ▶ **Part 2- Introduction to Scout**
  - Describe Scout, what it will deliver and why it is beneficial.
  - Explain Data Governance and Privacy.
  - Identify which Scout reports you will have access to.
  - Access the support structure available.
  
- ▶ **Part 3 – Live System Demonstration**
  - Access and navigate the Scout website.
  - Log in to Scout.
  - Exploring Scout Reports
  
- ▶ **Part 4 – Evaluation and Close**
  - Complete training evaluation.

**Note:** If this course is being delivered to an audience from several schools (Open Workshop) participants will have the opportunity to use live data for their school in exercises in Part 3. Approval must be sought from a principal to demonstrate using a schools live data.

## 2.2 What is Scout?

**Please note:** The data sources that a user has access to is dependent on their role and the education sector to which they belong.



- ▶ Scout is the reporting platform for education.
- ▶ Scout is supported by a Microsoft platform called Power BI.
- ▶ Scout is a cloud based application, accessible via the Scout website, from most devices and current browsers.
- ▶ Scout is vital for use in schools and provides access to reports, created from multiple data sources. It contains reports on student, school, staff and communities.
- ▶ Scout draws information from multiple sources and converts it into easy to read reports. Users can explore a wide range of reports without the need to access numerous different applications.
- ▶ Scout reports are useful for planning, analysis, research, reporting and evidence based decision-making.
- ▶ The data is presented in a variety of formats, tailored for specific roles.
- ▶ Please be aware that the reports draw a lot of data, therefore if accessing Scout through the Power BI App it is recommended that devices are connected directly to the internet.

## 2.3 Data Governance and Privacy

- 
- ▶ At all times be aware of your obligations under privacy legislations.
  - ▶ You are bound by NSW privacy laws when accessing the data in Scout and must agree to comply with the conditions before accessing data.
  - ▶ The data contained within Scout contains personal and sensitive information about students, teachers and staff. You must ensure that confidential information cannot be accessed by unauthorised people and should only be shared with others with authorised access.
  - ▶ Contact Scout User Support if you are not sure about what is appropriate.

- ▶ Please refer to page 5 in your resource pack. This provides a brief outline of your Data Governance and Privacy responsibilities, that you must agree to and abide by.
- ▶ Data Owners and Stewards are responsible for each set of data within Scout. These owners have provided their agreement to include their data in Scout.
- ▶ Data Owners define the conditions with the use of their data. They ensure that you, as the users, understand the strengths and limitation of the data, and how to appropriately interpret, use and share their data.

**Note:** If users are not sure about what is appropriate use of data, contact Scout User Support team. Details are on the Scout support page of the scout website.

## 2.4 Scout for Schools Data Sources

Source	Frequency
ATAR	Annually
Best Start Year 7	Annually
NAPLAN (Y3, Y5, Y7, Y9) - The National Assessment Program	Annually
HSC - High School Certificate	Annually
VALID - Validtion of Assesment for Learning and Individual Development	Annually
SEIFA - Socio Economic Indexes for Areas	Annually
Healthstats	Annually
Crime Statistics	Annually

The data sources that a user has access to is dependent on their role and the education sector to which they belong. All school and student related data within reports that are accessed by teachers is drawn from NAPLAN assessments.

## 2.5 Report Access

Apps	Teachers	Principals, Deputy Principals	Assistant Principals, Head Teachers
Best Start Year 7	✓	✓	✓
Community Profiles	✓	✓	✓
HSC	✓	✓	✓
NAPLAN (DoE)	✓	✓	✓
VALID Performance	✓	✓	✓
Asset Management		✓	✓
Custom Groups		✓	✓
Enrolment		✓	✓
Human Resources (Schools)		✓	✓
Professional Development & Accreditation			✓ <sup>1</sup>
Schools Dashboard		✓	
School Finance		✓	✓ <sup>2</sup>
Suspension		✓	
Tell Them From Me (TTFM)		✓	✓

1. Professional Development and Accreditation is only available to Assistant Principals and Head Teachers with prior approval.  
2. School Finance reports are only available to Assistant Principals.

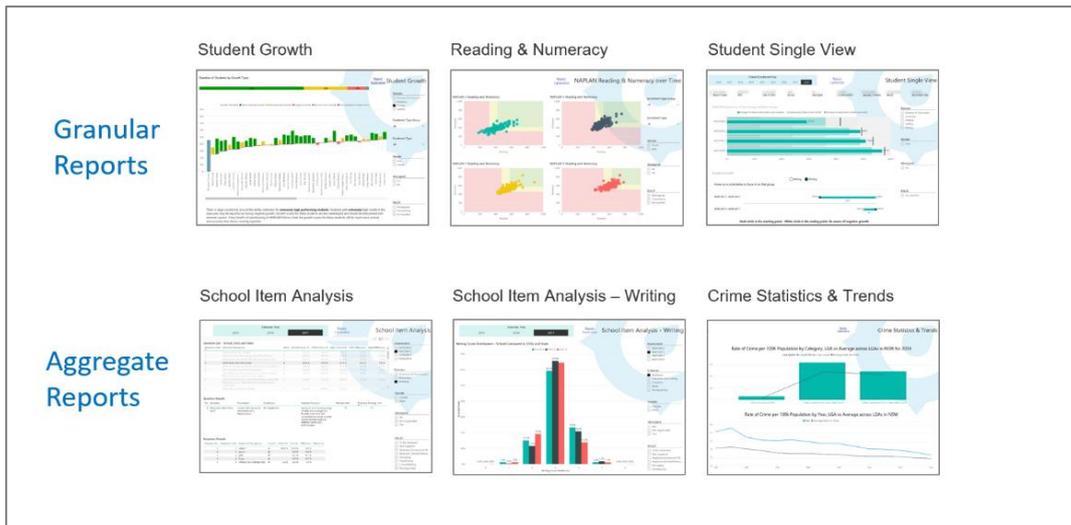
- ▶ Access to Scout reports is role specific.

Initially teachers will have access to five apps – Best Start Year 7, Community Profiles, HSC, NAPLAN (DoE) and VALID Performance. However, over time the range of reports will increase to meet the needs of teachers.

## 2.6 SMART to Scout Transition

- ▶ NSW schools are moving to NAPLAN online assessments with tailored testing.
- ▶ To support the analysis of NAPLAN online results, reports can now be found in Scout.
- ▶ Schools will be able to access NAPLAN, HSC and VALID reports in Scout at the time the results are released.

## 2.7 Granular and Aggregate Report



Scout contains two types of reports – Granular and Aggregate. Teachers will have access to both.

- ▶ **Granular Reports:** provide personal identifiable information about students and staff e.g. NAPLAN Item Analysis report.
- ▶ **Aggregate Reports:** do not provide personal identifiable information.

## 2.8 Scout user support

The Scout User Support team can be contacted via:

- ▶ **Email:** [scout.support@det.nsw.edu.au](mailto:scout.support@det.nsw.edu.au)
- ▶ **Phone:** 1300 790 844, Monday to Friday between 8:00am and 4:00pm
- ▶ **Online Support form:** You can access the ICT Support Request form, on the DoE staff portal.

## 2.9 Scout support on Yammer

Scout is on **Yammer**. Yammer is useful if staff need to discuss or ask questions about using Scout or share their story on how Scout works for them. Join at DoE Yammer in the CESE BI Program group.

### 3. Live System Demonstration

Log on to Scout using the DoE portal

- ▶ Invite participants to work alongside the demonstration if they wish.
- ▶ Regularly check in with participants and ask if they have any questions.

Click **Access Scout reports**.

Scout  
Department of Education's platform for data and analysis

[Access Scout reports](#)

**scout**

**In this section**

<p><b><a href="#">Directors, Educational Leadership</a></b> Find Scout resources, training materials and training options.</p> <p><b><a href="#">Scout overview</a></b> Find out about the types of reports, who can use them, the benefits and more.</p>	<p><b><a href="#">Principals and school leaders</a></b> Find Scout resources, training materials and training options.</p> <p><b><a href="#">Registration and support</a></b> Find out about Scout access for new users and ongoing support.</p>	<p><b><a href="#">Classroom teachers</a></b> Find Scout resources, training materials and training options.</p> <p><b><a href="#">Training and capability building</a></b> Find out about training for beginners and data capability building for school leaders.</p>
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Click the appropriate link to access scout reports.

**Please note - Notices**, re changes or updates to Scout, **Privacy** information and links to the **Terms of Use** policy for Scout are also on this page.

### Access Scout reports

Users must be eligible and trained to use Scout reports

[Department of Education \(DoE\) staff](#)

**Other users**

- [Catholic Schools \(CS\)](#)
- [NSW Independent Schools \(AIS\)](#)
- [ACT Government and Independent Schools](#)

**Don't have access yet?**

[Visit the Registration and support page to find out how to get access to Scout.](#)

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**NOTICE:**

**The new NAPLAN App is now Live!**

Reports from multiple Apps such as School Performance\*, Student Performance\*, NAPLAN Performance\*, NAPLAN Online Item Analysis\*, NAPLAN Paper Item Analysis\*, and Network Performance\* have now been consolidated into a single easy to use App.

The NAPLAN App should automatically appear in your Apps window when you log in to Scout.

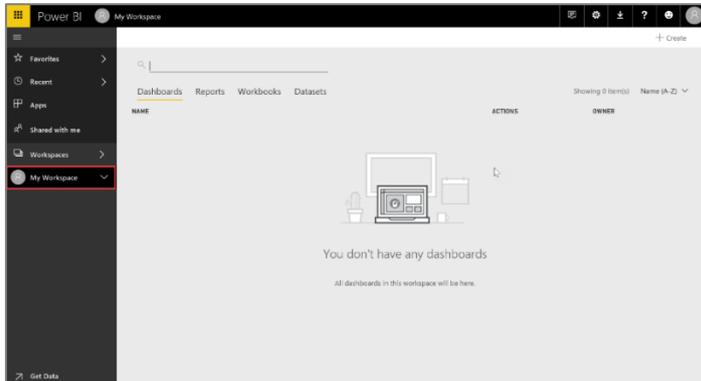
If the App is not visible:

- refresh your browser by pressing the 'F5' function key on your keyboard, or
- use the **'Get apps'** button in Scout to download.

If the issue remains unresolved, please contact your support channel.  
*\*Please note that the old Apps will no longer be available to users.*

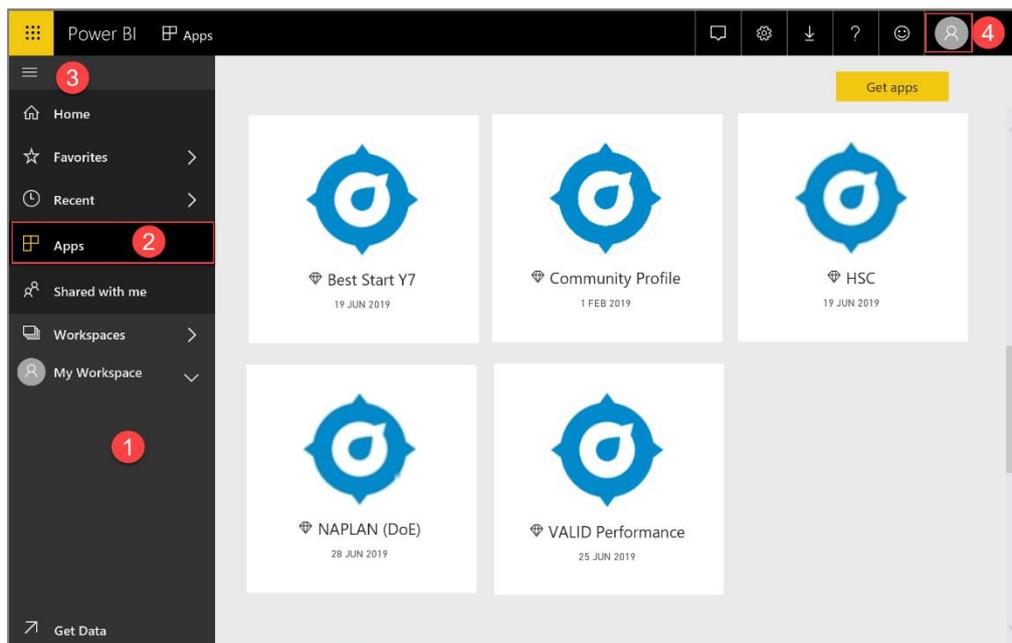
Power BI may default to the **My Workspace** page

**Please note:** If participants do not see the screen below click **F5** to refresh the screen. This can result in the apps appearing on the apps page - refer to Part 1- Preparation Guide to assist them accessing the reports.



Click **Apps**.

The **Apps** page – displays all apps available to a user based on their role and educational sector.



1. **Navigation Pane** – enables easy navigation through the pages of Scout including – Apps, Recent and Favourites.
2. **Apps page** – displays all apps available to a user based on their role and educational sector.
3. **Hamburger** – by clicking this icon, the Navigation Pane collapses to increase the size of the display area. To revert back to the expanded view, click the icon again.
4. **Profile icon** – use this icon to sign out of Scout. If using a device that may be accessed by others, it is important to sign out using this method.

## 3.1 Exploring the Reports

The section below provides recommendations on reports to demonstrate and the important facts to highlight within each report.

### NAPLAN (DoE) App

#### 1. School Results

##### Scores by Domain

**FEATURE FOCUS** – Demonstrate the following:

**Slicers** – Step 1 and Step 2.

**NOTE:** When selecting within a slicer, the selections will remain visible and may block the view of other slicers. By clicking on the chevron, the selection will collapse.



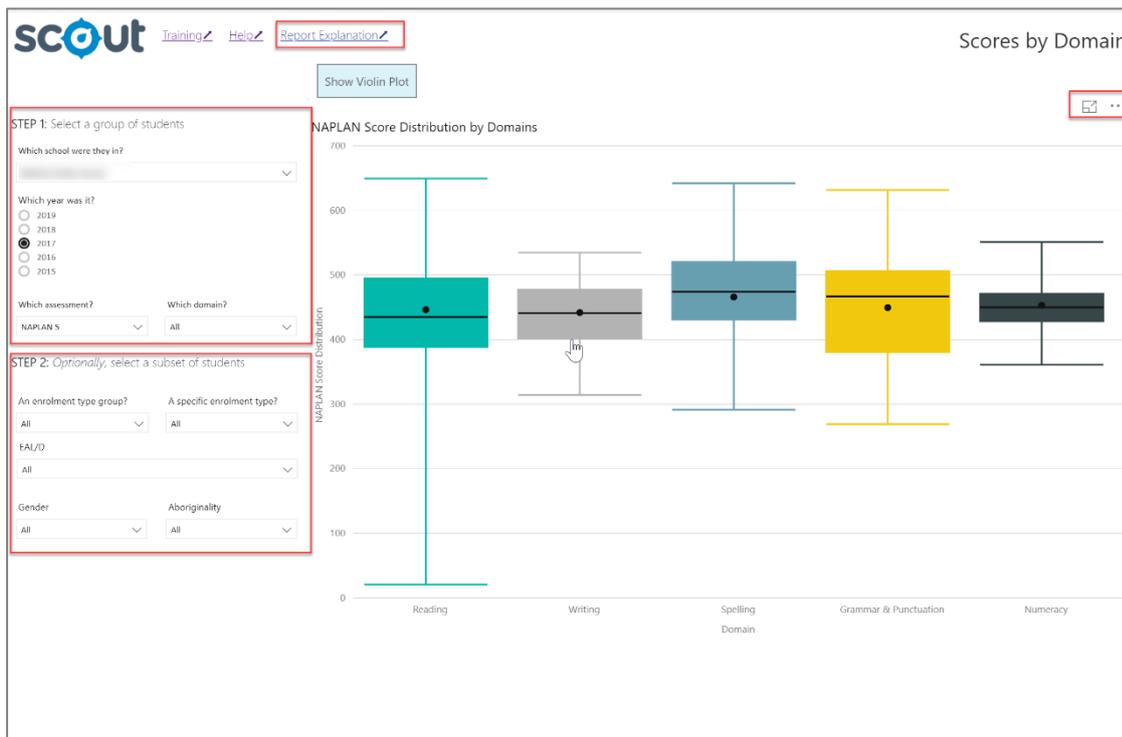
Which domain?  
Reading

**Hover** – hover over a box plot to display the data for each domain.

**Ellipsis** – demonstrate the functions of the ellipsis.

**Focus Mode** – use the focus mode to increase the size of the chart.

**Reports explanation** – click the link to open the reports explanation.



Highlight the following information in the report –

- ▶ This report displays the results in a box and whisker chart. A video explaining box and whisker plots is available on the HSC app. Play this video for the participants.
- ▶ Slicers - **Step 1** – select Year and Assessment. All domains are selected by default. **Step 2** – Optional, select a subset of students if required e.g. enrolment group, EALD, gender and aboriginality.

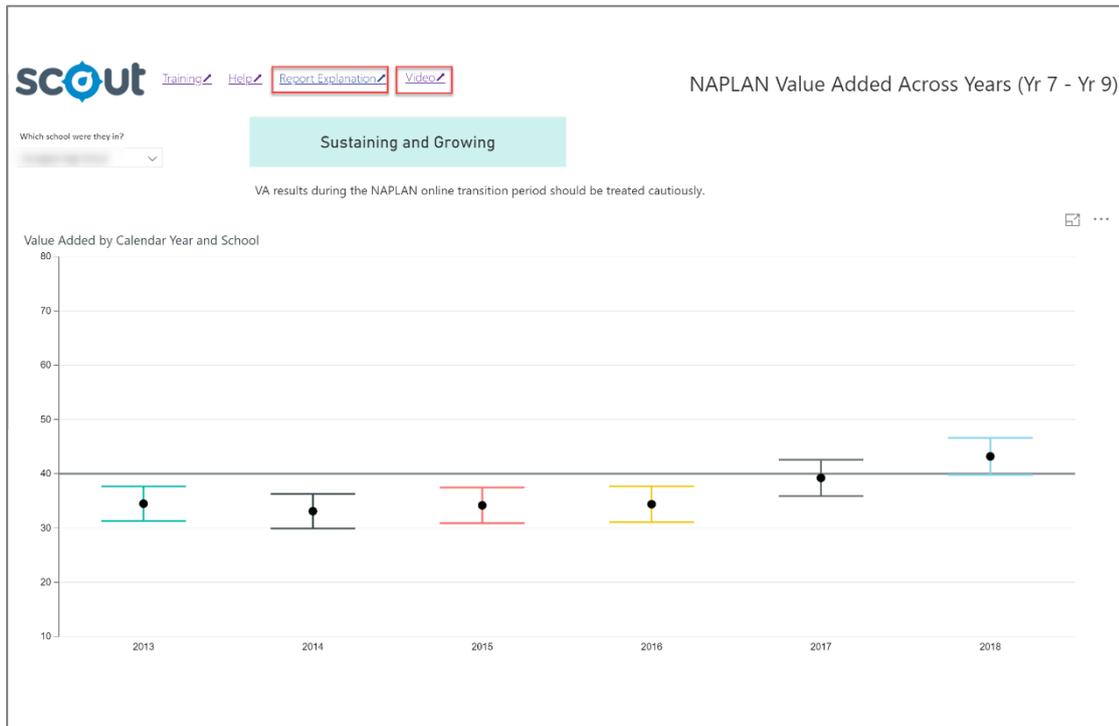
## 2. Value Added

### Across Years VA (select relevant year)

**FEATURE FOCUS** – Demonstrate the following:

**Video** – play the video to demonstrate how the value add is calculated.

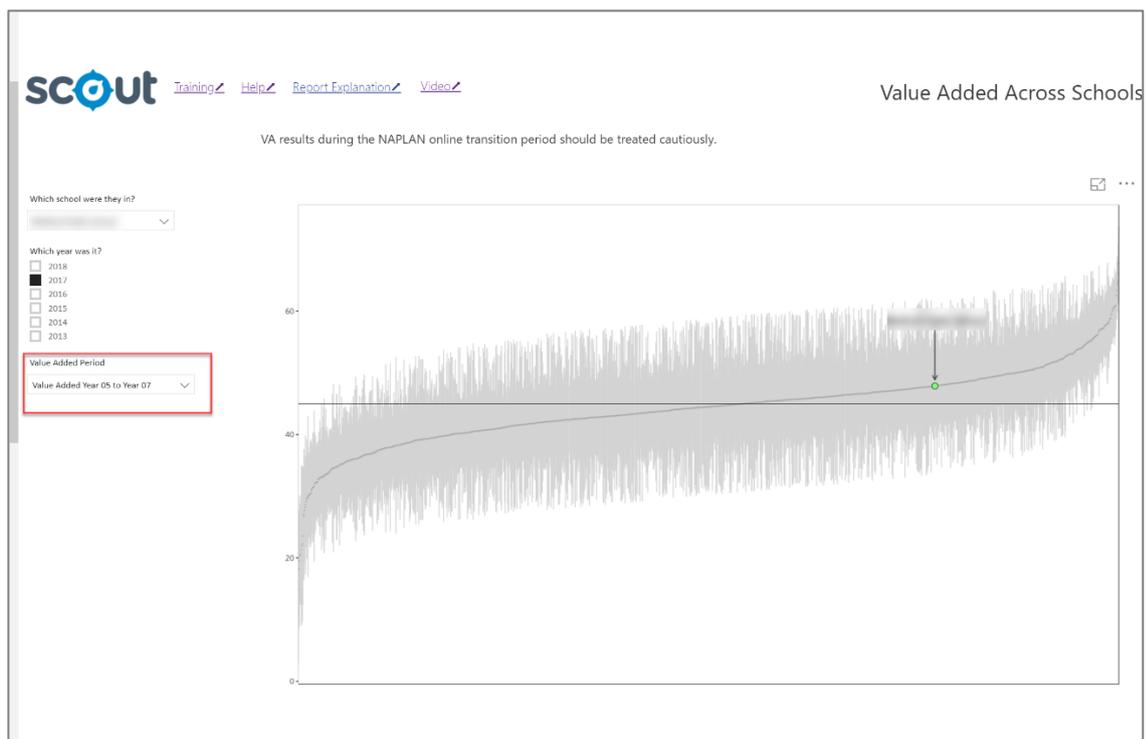
**Reports explanation** – click the link to open the reports explanation.



### Across Years VA (select relevant year)

**Slicers** – select the relevant Value Added Period.

**Note** - this report will take a while to load.



### 3. School vs SSSG & State

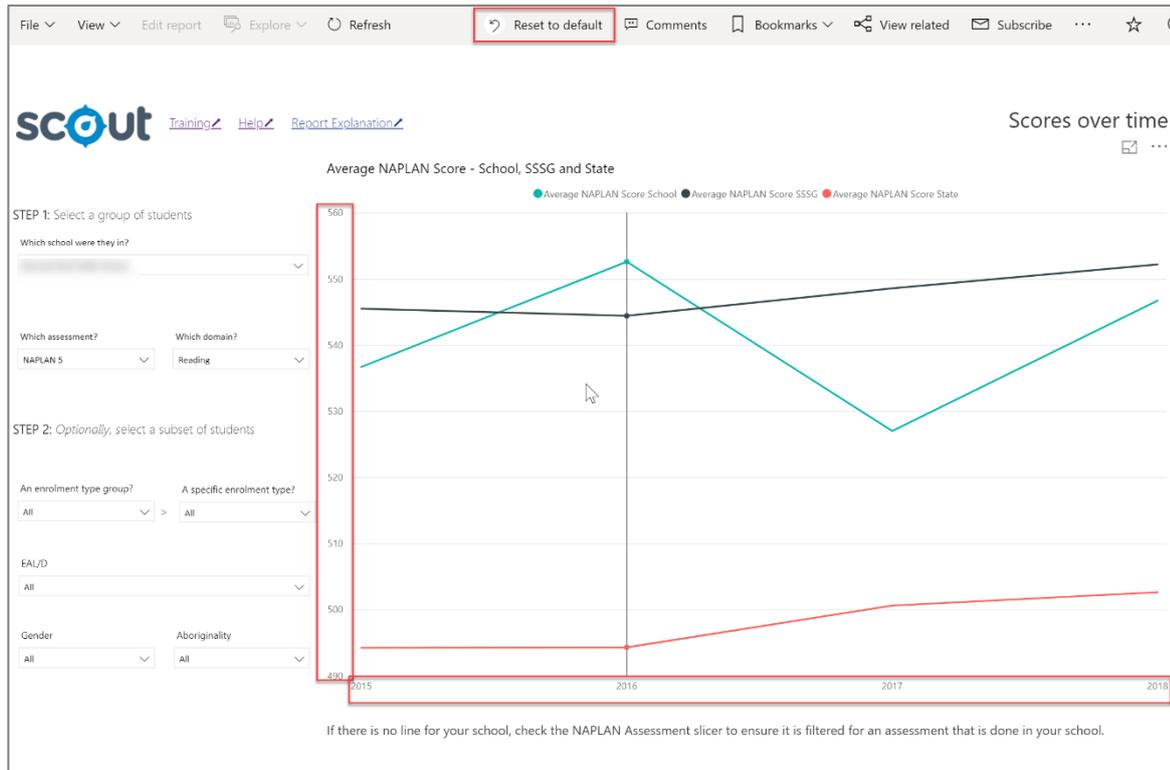
#### Scores over time

**FEATURE FOCUS** – Demonstrate the following:

**X Axis** and **Y Axis**– be aware of the scale.

**Slicers** – use the **Which Domain** slicer to view other domains.

**Reset to default** – after selecting slicers reset to default.



Highlight the following information in the report –

- ▶ Be aware of the scale when viewing the report and when different slicers are selected.
- ▶ Explain **SSSG** – Statistically Similar School Group. This app now contains the list of SSSG schools for each school.
- ▶ Explain the green line is the school, the black line is SSSG and the red line is the state.

## 4. Student Results

### Scores

**FEATURE FOCUS** – Demonstrate the following:

**Please note** - by default all domains are selected.

**Ellipsis** – hover over the ellipsis and demonstrate export data.

**Note:** Use export data to print the data.

The screenshot shows the Scout for Teachers interface for NAPLAN Results. It includes a sidebar with filters for school, year, and assessment, and a main table of student scores. The table has columns for Student Name, SRN, Assessment, Calendar Year, Reading, Numeracy, Spelling, Grammar & Punctuation, and Writing. The table is titled 'Student Scaled Score Table' and contains multiple rows of student data.

Student Name	SRN	Assessment	Calendar Year	Reading	Numeracy	Spelling	Grammar & Punctuation	Writing
435687491	NAPLAN 5	2014	413.00	381.50	449.60	383.80	428.30	
436043805	NAPLAN 5	2014	444.20	480.30	520.20	449.00	415.30	
435859445	NAPLAN 5	2014	391.30	423.00	360.70	327.80	358.50	
435723080	NAPLAN 5	2014	423.60	442.50	438.40	383.80	388.00	
435818641	NAPLAN 5	2014	516.80	582.80	381.60	449.00	477.40	
435845452	NAPLAN 5	2014	516.80	442.50	530.70	480.70	465.50	
436023656	NAPLAN 5	2014	444.20	381.50	438.40	366.20	415.30	
435614434	NAPLAN 5	2014	444.20	461.50	449.60	417.10	402.00	
435870961	NAPLAN 5	2014	454.50	432.80	500.00	464.80	453.30	
436162014	NAPLAN 5	2014	464.70	461.50	500.00	464.80	465.50	
435654309	NAPLAN 5	2014	413.00	442.50	490.20	480.70	343.60	
435878512	NAPLAN 5	2014	550.90	499.30	626.80	549.70	570.30	
435796214	NAPLAN 5	2014	506.10	442.50	500.00	531.20	415.30	
435977103	NAPLAN 5	2014	550.90	538.80	500.00	591.70	546.20	
436124058	NAPLAN 5	2014	402.30	392.40	413.40	366.20	402.00	
435963145	NAPLAN 5	2014	590.10	528.60	592.50	733.00	511.90	
444391227	NAPLAN 5	2014	433.90	622.40	490.20	449.00	465.50	
435788041	NAPLAN 5	2014	454.50	549.20	530.70	513.70	453.30	
435515827	NAPLAN 5	2014	539.10	559.90	565.30	591.70	489.00	
436294844	NAPLAN 5	2014	605.20	622.40	651.50	733.00	570.30	
440663443	NAPLAN 5	2014	343.20	370.20	381.60	366.20	388.00	
435976182	NAPLAN 5	2014	444.20	452.00	426.40	433.10	440.90	
436067884	NAPLAN 5	2014	454.50	381.50	500.00	480.70	453.30	
435473539	NAPLAN 5	2014	495.50	470.90	470.30	464.80	453.30	

Highlight the following information in the report –

- ▶ It provides school staff with access to the prior NAPLAN scores of their current students, or current NAPLAN scores of their past students. It compares students to the NSW DoE average scores for each NAPLAN domain and compares students to other students within the cohort.
- ▶ The Student Scaled Score Table provides data of individual student scores for the selected assessment and domain. Only students who participated in at least one NAPLAN domain are present, with data displaying for attended domain and no data for non-present domains.
- ▶ Select a particular cohort student group to display their results.

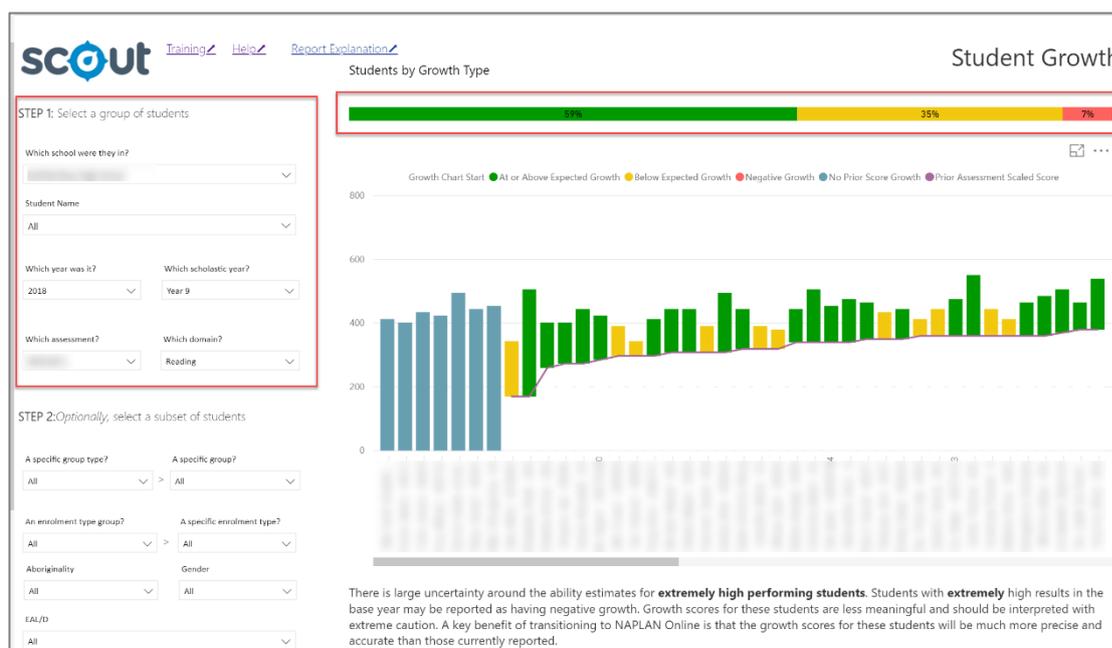
## Growth

**FEATURE FOCUS** – Demonstrate the following:

**Graphs** - highlight the bar graph that sits on the top of the report page. This highlights the percentage of students within each growth area.

**Sort** -use the sort functionality to sort by student name. Select the original sort option (Sort by Prior Assessment Scaled Score) to revert to the default sort option.

**Slicers** - use the slicers to select a cohort or student.



Highlight the following information in the report –

- ▶ The Student Growth report shows the NAPLAN growth of students in the cohort for the selected assessment and domain
- ▶ The Number of Students by Growth Type bar chart shows the number of students in each growth type. This shows the proportion of students achieving in each growth type at the cohort level.
- ▶ The Student Growth bar chart shows the growth achieved by each student in the cohort between NAPLAN years.
- ▶ Students are ordered by base year score from lowest to highest.
- ▶ The purple line represents the base year score. Each bar represents the growth between the base year and the growth year for one student.
- ▶ Students whose growth is green have achieved expected growth, yellow growth represents students who grew but did not achieve the level of growth required for expected growth and red growth represents students who obtained a lower score in the growth year compared to the base year.
- ▶ Students with a blue bar do not have a score in the base year. This could mean they were absent from the base NAPLAN assessment, were not living in Australia at the time, or there may be a data error in the source system where the student has multiple unlinked SRNs.
- ▶ Select a student that did not perform as expected in a previous assessment and compare to their most recent assessment.

## Reading and Numeracy

**FEATURE FOCUS** – Demonstrate the following:

**Slicers** -use of slicers, view report by scholastic year and selected student/s.

**Hover** – hover over a dot within the chart to display the reading and numeracy scores for a student.

**Reports explanation** – click the link to open the reports explanation. Highlight the description for the coloured area within the chart i.e. the green section corresponds to the top two bands.

**Reset to default** – select this icon to clear all selected slicers.



Highlight the following information in the report –

- ▶ This report shows the distribution of students' NAPLAN Reading and Numeracy results across multiple assessments.
- ▶ Each scatterplot compares NAPLAN Reading scores (on the x-axis) with NAPLAN Numeracy scores (on the y-axis) for the same assessment
- ▶ Each data point in a chart represents the Reading vs Numeracy scaled score for one student.
- ▶ Students in the Top 2 bands for both reading and numeracy appear in the green area, students in the Middle 2 bands for both, or the Middle 2 for one and the Top 2 for the other, will appear in the yellow area. Students in the Bottom 2 bands for either Reading, Numeracy or both, will appear in the red area.
- ▶ This reports provides visibility of students NAPLAN results for all students who have been enrolled at your school regardless of where they sat the NAPLAN test/s.
- ▶ Select a scholastic and cohort year that may show a particular positive or negative trend to discuss.

## Student on a page

**FEATURE FOCUS** – Demonstrate the following:

**Search** - search for a particular student by entering the name in the search field and checking the box.

**Hover** – hover over a graph in the NAPLAN Student Score, School Average and State Average chart to display the information within the dialogue box.

**Slicers** – in the Domain slicer field select another domain.

**Reports explanation** – click the link to open the reports explanation.

**Eraser**- use the eraser to uncheck the checkbox in the search field. Highlight that using the eraser will not delete the text in the search field. Delete the text.

The screenshot shows the 'Student on a page' report in the Scout for Teachers system. The interface is divided into several sections:

- Search and Filters:** Includes a search bar, a 'Report Explanation' link, and filters for 'Which school were they in?', 'Which year was it?', 'Which scholastic year?' (Year 9), and 'Which domain?' (Reading).
- Table:** A table with columns: Student Name, SRN, Date of Birth, Gender, Aboriginal, Language at Home, EAL/D. The table is currently empty.
- Chart:** A horizontal bar chart titled 'NAPLAN Student Score, School Average and State Average' for the 'Reading' domain. It shows scores for NAPLAN 5, 7, and 9. A tooltip for NAPLAN 5 displays:
  - Student Scaled Score: 516.80
  - Average School Scaled Score: 521.9 (399.70)
  - Average State DoE Scaled Score: 497.4
- Table:** A table titled 'Student Details' with columns: Assessment, Domain, Participation, NAPLAN Growth, Assessment Scaled Score, and Adjustment. The data is as follows:

Assessment	Domain	Participation	NAPLAN Growth	Assessment Scaled Score	Adjustment
NAPLAN 5	Reading	Present	At or Above Expected Growth	516.80	
NAPLAN 7	Reading	Present	At or Above Expected Growth	567.20	
NAPLAN 9	Reading	Present	Below Expected Growth	576.00	
NAPLAN 3	Reading	Present	Not Matched	399.70	

Highlight the following information in the report:

- ▶ This report displays the progress of individual students in NAPLAN across their educational journey from Year 3 through to Year 9 NAPLAN.
- ▶ The NAPLAN Student Score, School Average and State Average bullet chart shows a student's scores for each NAPLAN assessment, compared to the school average and state average. Only the NAPLAN assessments where the student was marked as "Present" are shown.

## 5. Online Item Analysis

### School (non writing)

**FEATURE FOCUS** – Demonstrate the following:

**Slicers** – the default slicers for this report is NAPLAN 5, and Reading. Select different slicers in Domains and Assessment fields.

**Chevron** – use the chevron to collapse the selection panel.

**Cross highlighting** – demonstrate cross highlighting by selecting a column in the School % Correct by Syllabus Area to update all other tables. Deactivate cross highlighting.

**Hover** – hover over a column to display the details.

**Scroll** – using the scroll bar, scroll down to the Test Item Details panel.

**Note** – this panel has an inside scroll.


Training [Help](#) [Report Explanation](#)
Item Ana

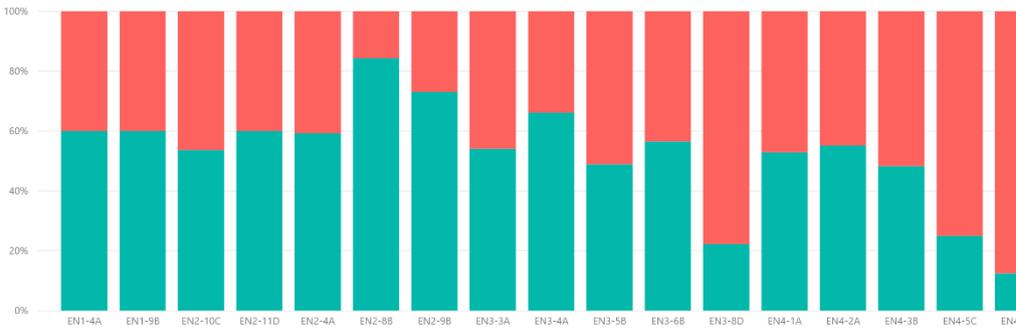
Which school were they in?

Which year?

Which assessment?  Which domain?

**School % Correct by Syllabus Area**

Response Correctness ● Correct ● Incorrect



**Band Analysis - School Compared to DoE State**

● School Correct % ● Exposed Correct DoE State %



**Test Item Details**

Question Code	ItemDescriptor	Skillset Name	Subdomain	ItemDifficulty	Online N Exposed	Online Exposed Correct%	Exposed Correct State %	DoE State Difference	ReleasedSta
x00060757	Interprets the meaning of vocabulary in context in an information text	Vocabulary	Language	691	11 (18%)	18.18%	17.30%	0.88%	No
x00074101	Analyses information to make an inference in an information text	Meaning	Literacy	626	21 (34%)	19.05%	31.83%	-12.78%	No
x00078085	Identifies how a character is portrayed in a narrative	Character	Literature	768	25 (40%)	20.00%	17.79%	2.21%	No
x00093072	Identifies the author's intent in a persuasive discussion	Text purpose	Literacy	443	5 (8%)	20.00%	45.95%	-25.95%	No
x00093063	Identifies the main idea of a persuasive discussion	Meaning	Literacy	517	5 (8%)	20.00%	35.96%	-15.96%	No
x00093065	Identifies the main idea of a persuasive discussion	Meaning	Literacy	541	5 (8%)	20.00%	24.03%	-4.03%	No
x00064540	Identifies the purpose of descriptive language in a personal letter	Language Features	Language	434	5 (8%)	20.00%	50.29%	-30.29%	No
x00083503	Interprets a reference in an imaginative text	Meaning	Language	445	5 (8%)	20.00%	41.90%	-21.90%	No
x00093019	Identifies an author's assumption in an advertisement	Meaning	Literature	690	36 (58%)	22.22%	21.21%	1.01%	No
x00074102	Identifies the purpose of a sub-heading in an information text	Text Features	Language	618	21 (34%)	23.81%	32.55%	-8.74%	No
x00088059	Links information across two texts on a similar theme	Meaning	Literacy	689	21 (34%)	23.81%	15.08%	8.73%	No
x00092337	Identifies the significance of an event in an information text	Meaning	Literacy	653	25 (40%)	24.00%	26.49%	-2.49%	No
x00092888	Analyses the effect of modal language in an information text	Language Features	Language	583	4 (6%)	25.00%	22.01%	2.99%	No
x00088296	Evaluates the presence of information in an information text	Meaning	Literature	737	36 (58%)	25.00%	16.76%	8.24%	No
x00088275	Identifies how a character is portrayed in a text	Character	Literacy	607	4 (6%)	25.00%	16.16%	8.84%	No
x00088281	Identifies the purpose of a rhetorical question in a text	Language Features	Language	477	4 (6%)	25.00%	42.12%	-17.12%	No
x00093015	Interprets the meaning of vocabulary in context in an	Vocabulary	Language	727	36 (58%)	25.00%	17.74%	7.26%	No

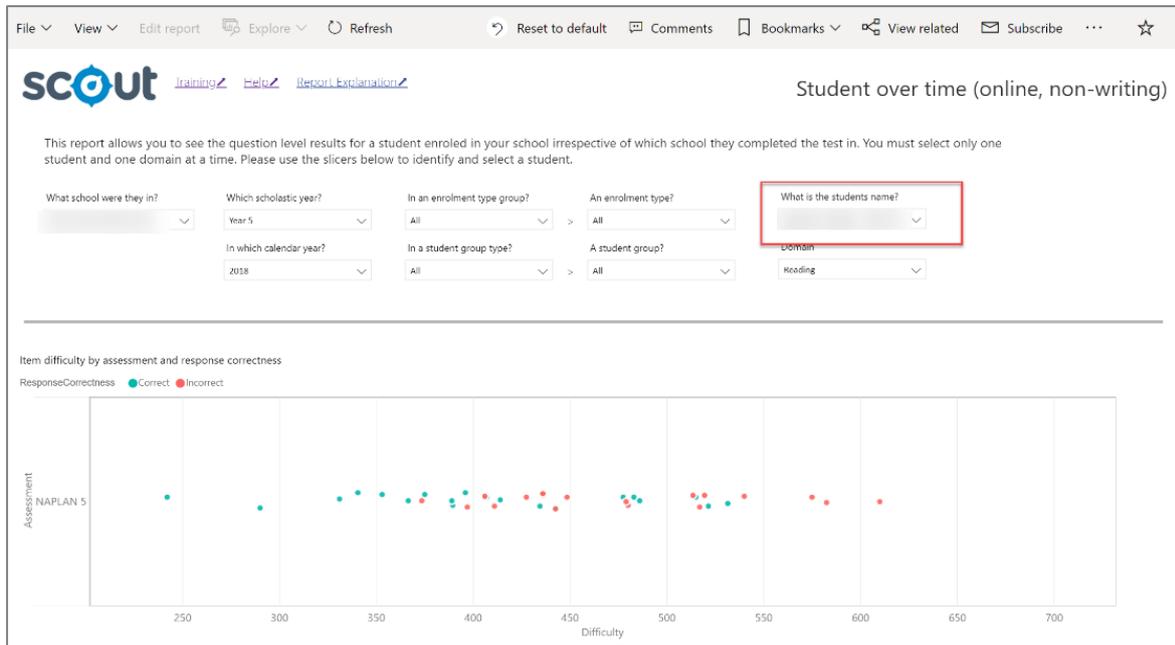
Highlight the following information in the report –

- ▶ Demonstrate how to sort the columns by clicking on the column headers. Sort on 'Online Exposed Correct %' column.
- ▶ Select a test item to populate the Test Item Syllabus Details panel.
- ▶ Once the Test Item Syllabus details panel is populated demonstrate the following links -
  - **curriculum** link – hyperlinks to the Australian Curriculum, Assessment and Reporting Authority (ACARA) website and provides the identified Item curriculum information..
  - **exemplar** link – displays an example of the test / passage
  - **teaching strategy** link – hyperlinks to the relevant teaching and learning intranet page.
- ▶ The Test Item details panel provides information on the following:
  - **Item Descriptor** - shown is not the actual item text, but the outcome expected of that item.
  - **Skillset** - To assist in organising items, items have been grouped in skillsets by item descriptor. Item descriptors were used to group skillset as all items were not released by ACARA (see 'Released' definition below). Each skillset within a domain is derived from a group of similar skills that are conceptually aligned. Skillsets were developed by CESE and reviewed by Teaching and Learning.
  - The **Item Band** is the band assigned to an item and indicates that students who achieved at that band for their overall score and above, would have been likely to get this item correct.
  - The **Item Difficulty** assigned to an item indicates that students who achieved at that Scaled Score and above, would have been likely to get this item correct. Students below this scaled score would have been likely to get this item incorrect.
  - **Testlet** is based on the tailored testing pathway with pathways labelled A to F.
  - **Released** information indicates whether the full Item content is released by ACARA. Only a limited percentage (approximately 25%) of actual Questions/Items are released publicly. When not released, a link to an Exemplar Item, an Item of similar content, rather than the actual Item is presented. Please note no items released in 2018.
  - **Item Type** is shown indicating the type of the item selected to match the skills, knowledge and understandings being assessed in the testlet pathways. HT – Hot Text, ET – Extended Text, MC – Multiple Choice, IGGM – Interactive Graphic Gap Match, IGM – Interactive Gap Match, TE – Text Entry, CO – Composite, IM – Interactive Match, HS – Hotspot, MCS – Multiple Choices.
- ▶ The **Student Item Map** panel displays the students, the item a student was exposed to, which item was answered correctly or incorrectly and which item was not attempted.

## Student (non writing)

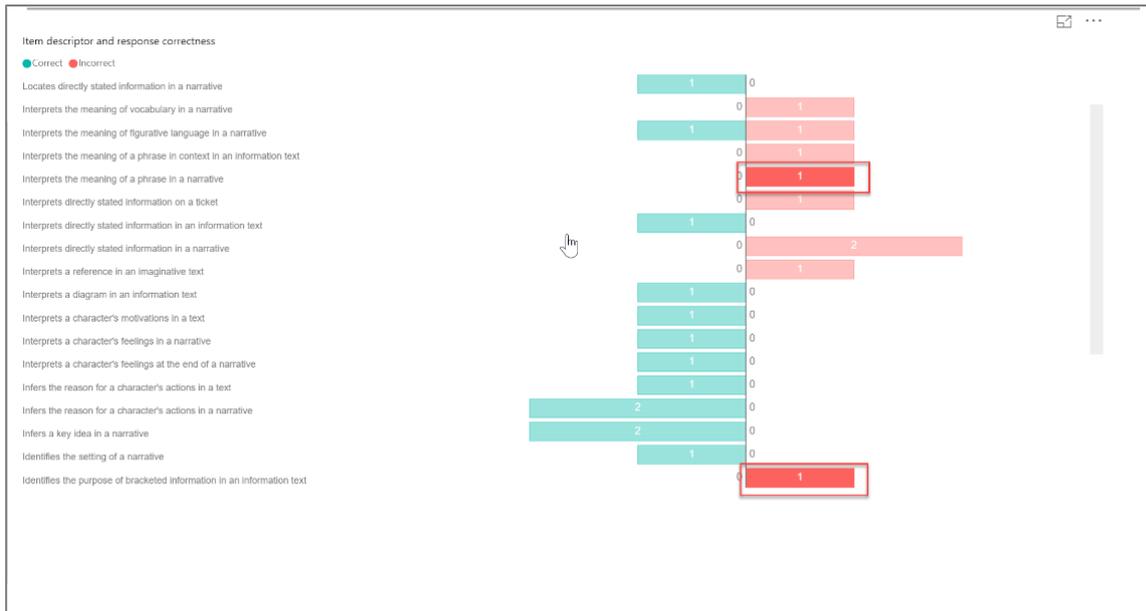
**FEATURE FOCUS** – Demonstrate the following:

**Slicers** – select a student and a domain to display the results.



**Cross highlighting** – use cross highlighting on a column to update the results on the other tables.





Highlight the following information in the report –

- ▶ The top table displays whether the student answered the attempted question correctly or incorrectly and the level of difficulty for each question attempted.
- ▶ Use the scroll bar to scroll to the bottom of the report.
- ▶ The syllabus code, syllabus outcome and questions asked for each code are listed in the table for the student
- ▶ There is an inside scroll bar in the Item descriptor and response correctness table.

## 6. Paper Item Analysis

### School (non writing)

**FEATURE FOCUS** – Demonstrate the following:

**Slicers** – the default slicers for this report is NAPLAN 5, and Reading. Select different slicers in Domains and Assessment fields.

**Chevron** – use the chevron to collapse the selection panel.

**Cross highlighting** – demonstrate cross highlighting by selecting a column in the School % Correct by Syllabus Area to update all other tables. Deactivate cross highlighting.

**Hover** – hover over a column to display the details.

**Sort** – on the SSSG Difference column in the Test Item Details panel.

**Scroll** – using the scroll bar, scroll down to the Test Item Details panel.

**Note** – this panel has an inside scroll bar.

**Links** – demonstrate question, teaching strategy and stimulus links.



Test Item Details										
Question Code	Question	Question Link	Teaching Strategy Link	Stimulus Link	Question Band	School Correct %	SSSG Correct %	DoE State Correct %	SSSG Difference	DoE State Difference
24	What is the purpose of the heading 'Did you know?' in the text?				8	25.9%	40.0%	33.4%	-14.1%	-7.5%
40	Which of these was a challenge for scientists, but also a reason the phasimid was able to survive?				8	24.1%	35.3%	32.5%	-11.3%	-8.4%
27	What message is intended by the visual presentation of the text?				7	35.2%	44.6%	43.0%	9.3%	7.8%
38	The story of the captive-breeding program is almost heart-stopping with many twists and turns. (paragraph 5) What does this quotation tell the reader about the program?				7	51.9%	60.4%	49.5%	-8.5%	2.8%
5	The creek was cold and clear. You could see the sun shining on the pebbles under the water. (paragraph 2) Why does this include these two sentences?				4	79.6%	87.7%	77.7%	-8.1%	1.9%
17	In the last sentence of the text, the writer is				4	79.6%	85.9%	79.4%	-6.2%	1.3%
20	Which aspect of the wave-driven generator is illustrated in the diagram?				5	70.4%	76.6%	67.5%	-6.2%	2.8%
37	Based on information in paragraph 4, which statement describes the phasimids?				7	51.9%	57.8%	47.8%	6.0%	4.1%
8	Which word best describes Zoe in this text?				7	51.9%	57.1%	48.1%	-5.2%	3.7%
14	Who are the 'we' that the title of this text refers to?				5	75.9%	80.9%	68.0%	-5.0%	7.9%
25	In the opening paragraph, how does the writer engage the reader? Choose all that apply.				10	0.0%	4.5%	3.6%	-4.5%	-3.6%
32	What does the writer assume about readers?				9	22.2%	26.5%	22.1%	-4.3%	0.1%

Question Code	Description	Continuum	Syllabus ID	Syllabus Outcome	Response Code	Response Description	Correct	School %	Distractor
24	Identifies the purpose of a sub-heading in an information text	COMPREHENSION: Cluster 12 Marker 6: Analyzes and evaluates how written information and visual images shape meaning by comparing texts on the same topic.	EN3-3A	uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies	1	It seeks support for an opinion.	X	14.81%	
					2	It challenges the reader's assumptions.	X	24.07%	
					3	It makes a request for extra information.	X	33.33%	
					4	It promises a snippet of extra information.	✓	25.83%	
					9	Others (non-attempt etc).	X	1.85%	

Highlight the following information in the report –

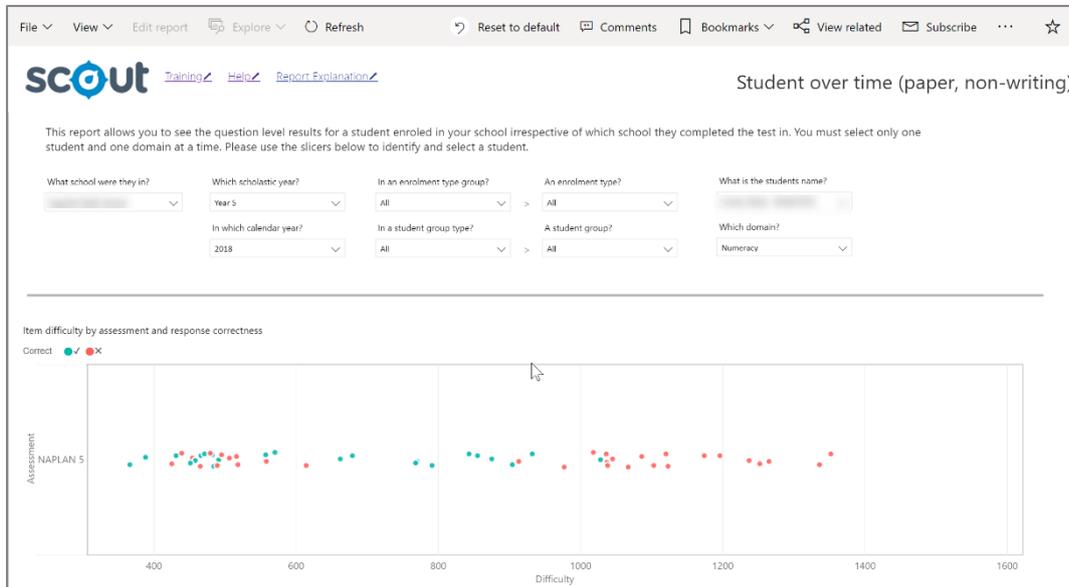
- ▶ A question must be selected first for the bottom chart to populate.
- ▶ The report displays the proportion of students achieving the correct answers and associated band for each question.
- ▶ Sort by **School Correct %** and/or **SSSG Difference** by clicking on the column name to sort in descending order. This demonstrates how a teacher can quickly identify the questions students have struggled with the most. Selecting the description in the Question Details panel highlights the area of need for the students.
- ▶ The **Student Item Map** panel displays the students, a list of the questions, and which question was answered correctly or incorrectly in a table format.

## Student (non writing)

**FEATURE FOCUS** – Demonstrate the following:

**Slicers** – select a student and a domain to display the results.

**Hover** – hover over each dot to display the question code and difficulty.



**Cross highlighting** – use cross highlighting on a column to update the results on the other tables.

**Scroll bar** – highlight the scroll bar within the table.



Item descriptor and response correctness	
How much change should Josie receive?	0 1
How much fuel is in the mower?	0 1
How much is Alan's estimate?	0 1
How much will a dozen pies cost on Sunday?	0 1
In January, a toyshop sold 320 toy cars. In February, the toyshop sold 561 toy cars. Which ...	0 1
In which direction is Adam walking?	1 0
Jackson owns a bookshop that has: ? twelve thousand and sixty-three fiction books ? four L...	1 0
Jacob uses balls and sticks to make a model of a square pyramid. Each stick is the same l...	1 0
Jane and Ken are standing in a line to buy tickets. There are: ? 6 people between Jane an...	0 1
Jim's toy cars are orange or blue or red. He has: ? 6 more orange cars than blue cars. ? 4 l...	0 1
Joe takes 35 minutes to walk from home to hockey training. Last week he arrived at trainin...	0 1
Kate built a tower using blocks of the same size. There were six blocks in the top three lay...	0 1
Lara has 74 toothpicks. She uses 8 toothpicks to make two small squares. What is the larg...	0 1
Loia made these solid prisms out of centimetre cubes. Which prism has the largest volume?	0 1
Micah has \$5.55 in his pocket. His dad gives him \$4.65. How much does Micah have now?	1 0
Mira needs to measure the amount of medicine to give to her son. Which of these units of ...	0 1
Mona is selling chocolates as a fundraiser for her athletics club. Each chocolate sold raises...	0 1
Mr Miller asked his class a question. He made this graph to show the data. Which question...	1 0

Highlight the following information in the report –

- ▶ The top table displays whether the student answered the question correctly or incorrectly and the level of difficulty for each question attempted.
- ▶ Use the scroll bar to scroll to the bottom of the report.
- ▶ The syllabus code, syllabus outcome and questions asked for each code are listed in the table for the student
- ▶ There is an inside scroll bar in the Item descriptor and response correctness table.