NAPLAN: using Item Analysis reports (primary schools)

2023

Contents

1 NAPLAN 2023 overview

1.1 Overview

From 2023, NAPLAN results are reported with student achievement shown against 4 levels of proficiency. **Results from 2023 cannot be directly compared to results from 2008 to 2022.**

There are 4 proficiency levels for each assessment area:

- **Exceeding:** the student's result exceeds expectations at the time of testing.
- **Strong:** the student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student's result indicate that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

1.2 Further information

For further information on NAPLAN see:

- NAPLAN Assessment Website (NSW Department of Education)
- NAPLAN 2023 (ISR) principal toolkit (staff only) (NSW Department of Education)
- NAPLAN Results and Reports (Australian Curriculum, Assessment and Reporting Authority).

1.3 Scout Support

If you require technical assistance or help interpreting reports, please contact the Scout Support team.

Log an online query via EDConnect (staff only) or email scout.support@det.nsw.edu.au.

2   Item Analysis School report

2.1   Overview

The **Item Analysis School** report shows how a school has performed against each NAPLAN item and compares this to other NSW government schools (DoE State). The report allows schools to analyse their NAPLAN performance in each item and compare this to the performance of DoE students in the same item.

The Item Analysis School report covers the domains of Reading, Spelling, Grammar & Punctuation, and Numeracy. Writing results are presented in a separate report.

This report allows teachers and leaders to identify strengths and areas for development as well as to analyse the performance of classes and individual students for each item of the assessment.

For further information see the Item Analysis report explanation.
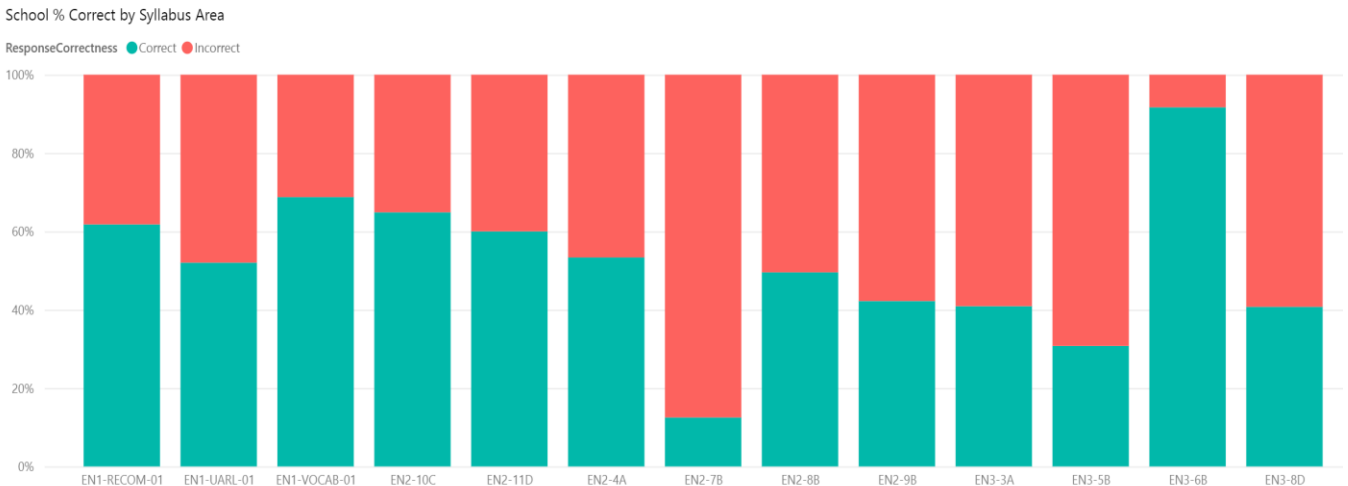
2.2   How to use this report

1. Begin by selecting the slicers that identify the NAPLAN assessment year, assessment, and domain.

2. Once slicers are selected, the first chart is the **School % Correct by Syllabus Area**.

3. Hover over the chart to see the syllabus code, response correctness, count, and the syllabus outcome.
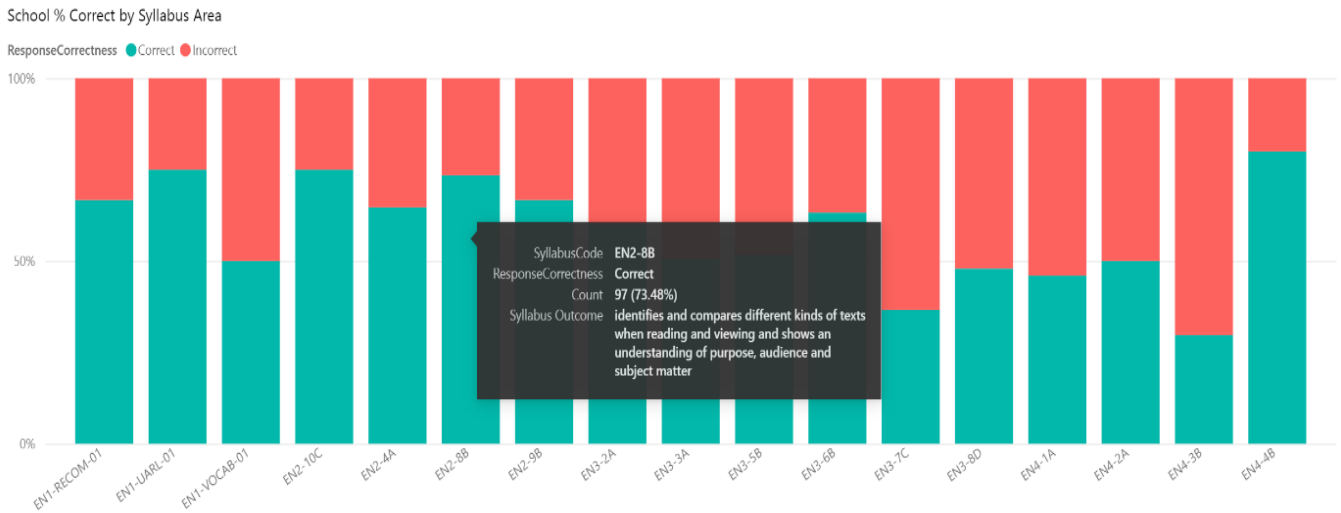
4. The chart is sorted by syllabus code, but this can be changed by clicking on the ellipsis and then selecting sort axis. This allows users to sort by count, syllabus outcome or by descending or ascending order.
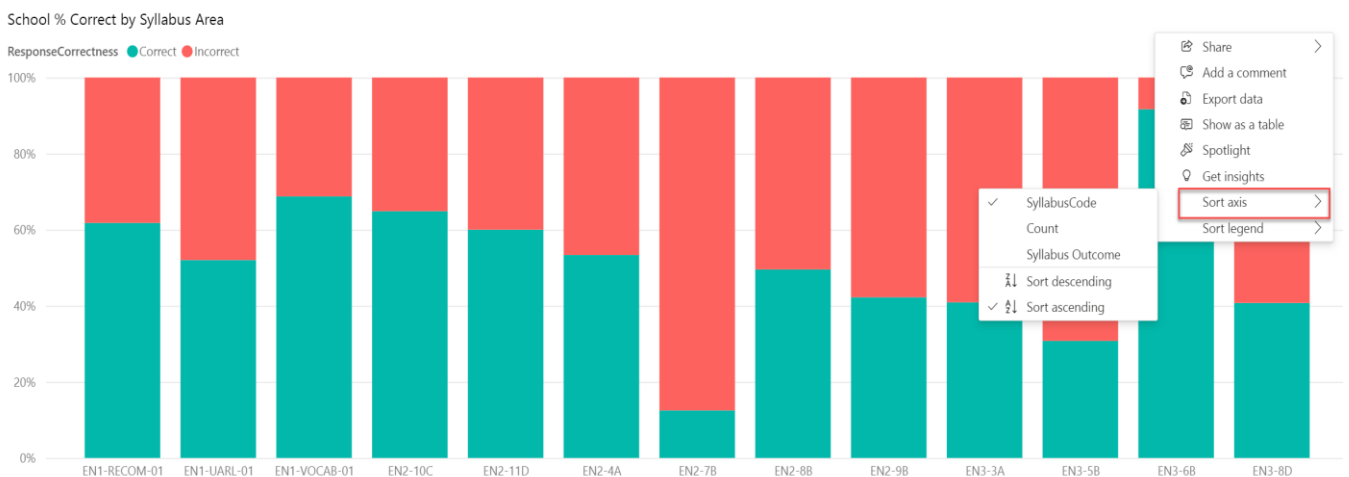
Tips:

- Which outcome(s) had the highest count? What proportion of the outcome(s) was answered correctly and incorrectly?

- Use the cross-highlighting feature to better understand the item descriptors. To do this, simply click on the syllabus outcome and then focus on the reduced list of item descriptors. Look for patterns across the item descriptors. Does anything stand out? Does anything need further investigation?

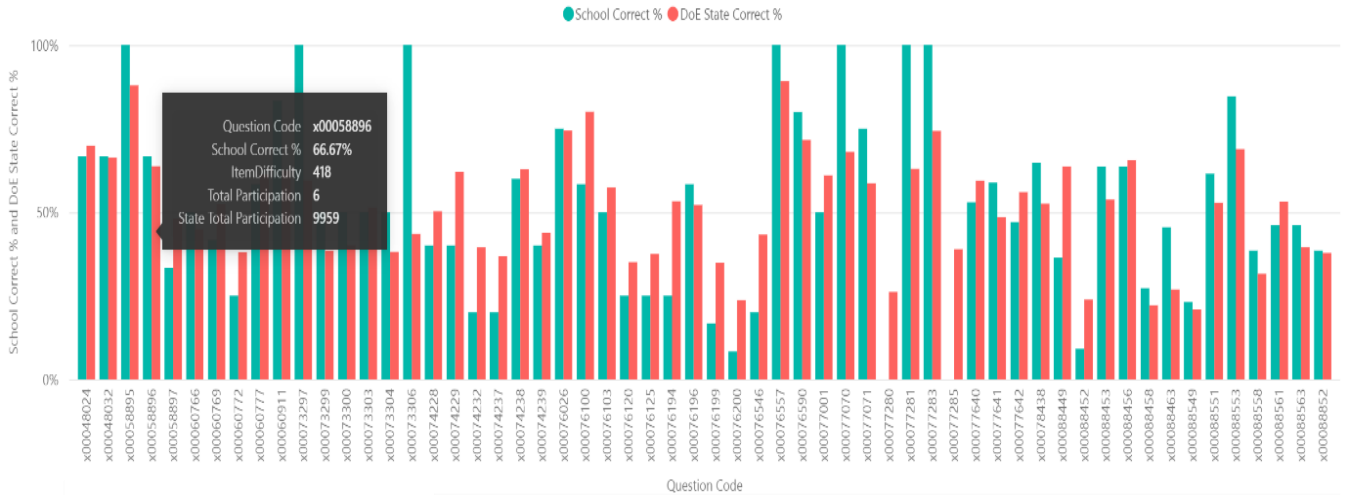5. The second chart is **Item Analysis School Compared to DoE State**. This compares the percentage of correct responses between the school and DoE State for each item. Hover over the chart to see the question code, school correct %, item difficulty, and the total participation for the school and the State.

Item Analysis - School Compared to DoE State

Tips:

- Use the ellipsis to sort the data based on participation by students. Select sort axis, click total participation and sort by descending order. Data will now be presented with most exposed items on the left-hand side.

- Consider those items where there is a higher percentage correct and a lower percentage correct. Used alongside other data sources, this information may suggest areas of strength and areas for development for cohorts.

- Use the cross-highlighting feature by selecting the item. This will provide you with the students who answered both correctly and incorrectly on the item.

6. The table shows **Test Item Details**. Information can be sorted by question code, item descriptor, subdomain, item difficulty, online number exposed, online exposed correct %, exposed correct state %, DoE state difference and item type.

Test Item Details

Question Code	Item Descriptor	Subdomain	Item Difficulty	Online N Exposed	Online Exposed Correct%	Exposed Correct State %	DoE State Difference	Item Type
x00048024	Identifies a key idea in an imaginative text	Literacy	396	6 (12%)	66.67%	69.93%	-3.26%	MC
x00048032	Analyses the style of writing in an imaginative text	Literature	418	6 (12%)	66.67%	66.29%	0.37%	MC
x00058895	Locates directly stated information in an imaginative text	Literacy	316	6 (12%)	100.00%	87.94%	12.06%	MC
x00058896	Identifies the purpose of language choices in an imaginative text	Language	418	6 (12%)	66.67%	63.71%	2.96%	HT
x00058897	Interprets the meaning of a sentence in an imaginative text	Literacy	475	6 (12%)	33.33%	48.14%	-14.80%	MC
x00060766	Interprets the plot of an imaginative text	Literacy	599	12 (23%)	50.00%	44.76%	5.24%	MC
x00060769	Identifies the main idea of a paragraph in an imaginative text	Literacy	566	12 (23%)	41.67%	52.28%	-10.61%	MC
x00060772	Analyses the effect of vocabulary choices in an imaginative text	Language	621	12 (23%)	25.00%	38.02%	-13.02%	MC
x00060777	Identifies the significance of an event in an imaginative text	Language	546	12 (23%)	58.33%	61.16%	-2.83%	MC
x00060911	Interprets the meaning of vocabulary in an imaginative text	Language	429	6 (12%)	83.33%	62.49%	20.85%	MC
x00073297	Locates directly stated information in an imaginative text	Literacy	405	2 (4%)	100.00%	59.31%	40.69%	MC

Tips:

- Hover over any column header until you see a triangle. This means you can sort data into ascending or descending order. Simply click the header to sort.

- Sort by **Item Descriptor**. This will group items based on the first word and allows users to see clusters of similar items.

- Sort by **Online N Exposed** but be cautious about drawing conclusions for items where only a small number of students were exposed.

- Sort by **DoE State Difference**. A positive difference may suggest an area of strength. A negative difference may suggest an area for development.

- Sort by **Item Type** to better understand the types of questions students are exposed to. For more information on the different types of questions, refer to Item Types (PDF 1.26 MB) (staff only).

7. Select an item descriptor to show additional information including the learning progression, syllabus outcome, and links to the Australian Curriculum, exemplar, and teaching strategy resources from the Universal Resources Hub.

Test Item Details

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Test Item Syllabus Details

Question Code	Item Descriptor	Learning Progression	Syllabus Code	Syllabus Outcome	Curriculum Link	ExemplarURL	Teaching Strategy Link
x00060766	Interprets the plot of an imaginative text	UnT8.6: draws inferences and verifies using text evidence	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	🔗	🔗	🔗

Tips:

- Identify areas of strength and areas for development for students within a class. This may assist teachers to modify, adapt or incorporate additional teaching practices to support the development of specific skills for different groups of students.

- Select the **teaching strategy** link to find attached resources from the Universal Resources Hub.

8. The next table is the **Student Item Map**. This displays responses to questions for individual students. A correct response is shown as a green tick, an incorrect response as a red cross and a non-attempt as a red circle.

9. You can view a whole cohort, or you can use the slicers to select a specific group, including custom groups, COVID ILSP or timetabled classes.

Tips:

- Look for patterns and trends across items for students in a specific group. Are there items where a considerable number of students were exposed? Are there items where students consistently answered correctly or incorrectly?

- Identify students or questions where there were non-attempts.

3   Item Analysis School (writing) report

3.1   Overview

The **Item Analysis School (writing)** report provides information on how the school has performed in writing compared to the State DoE.

When completing the writing component online, students in Year 5 are presented with one of two writing prompts. Year 3 students are exposed to only one prompt.

For further information see the Item Analysis report explanation.

3.2   How to use this report

1. Select the assessment year, assessment, and criteria.
2. To look at results for the cohort overall, begin by **not** selecting a test version for Year 5.

3. The first chart presented is **Writing Score Distribution – School Compared to DoE State**. This chart compares the performance of the school across each of the ten criteria. Each criteria has a different maximum mark. Change the criteria using the slicer at the top of the page. Hover over each column to see the total number of students in the school who achieved that score.

Tips:

- For each criteria, consider where most of the cohort is scoring. Compare this to the State DoE.

- Across the criteria, identify areas of strength and areas for development.

- Consider how many students were exposed to each of the two prompts and compare the performance of students from prompt 1 to prompt 2. Are there any differences?

- Find the link to the stimulus at the top of the page for both Year 3 and Year 5.

4. The **Online Writing Rubric** displays an overall description for each criteria as well as a further description for scores. Scores connect to syllabus outcomes. Teaching strategy links connect to the Universal Resources Hub.

Online Writing Rubric

Criterion	Criterion Description	Score	Description	SyllabusID	NSW Syllabus Outcomes	Teaching Strategy
Audience	The writer's capacity to orient, engage and persuade the reader.	0	Contains symbols or drawings	ENE-CWT-01	creates written texts that include at least 2 related ideas and correct simple sentences	🔗
Audience	The writer's capacity to orient, engage and persuade the reader.	1	Contains some simple written content	ENE-CWT-01	creates written texts that include at least 2 related ideas and correct simple sentences	🔗
Audience	The writer's capacity to orient, engage and persuade the reader.	2	Contains simple narrative markers	EN1-CWT-01	plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure	🔗
Audience	The writer's capacity to orient, engage and persuade the reader.	3	Develops a shared understanding of context	EN1-CWT-01	plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure	🔗
Audience	The writer's capacity to orient, engage and persuade the reader.	4	Attempts to engage reader	EN2-10C	thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts	🔗
Audience	The writer's capacity to orient, engage and persuade the reader.	5	Supports and engages reader through use of narrative devices	EN3-5B	discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts	🔗
Audience	The writer's capacity to orient, engage and persuade the reader.	6	Influences or affects reader through use of narrative devices	EN4-6C	identifies and explains connections between and among texts	🔗

Tips:

- Consider where most students score. Is this stage appropriate?

- Which students would benefit from extension? In which areas?

- Which students would benefit from additional support? In which areas?

5. The next chart shows the performance of individual students across all criteria. Use the slicers at the top to narrow your focus to groups or classes.

Which scholastic year?	A specific group type?	A specific group?
All ▾	> All ▾	> All ▾

On occasion, students write NAPLAN tests outside the expected scholastic year, so we have not limited the groups you can select from, to the relevant scholastic year

Student Writing Scores by Criterion

Criterion ● Audience ● Character and Setting ● Cohesion ● Ideas ● Paragraphing ● Punctuation ● Sentence structure ● Spelling ● Text structure ● Vocabulary
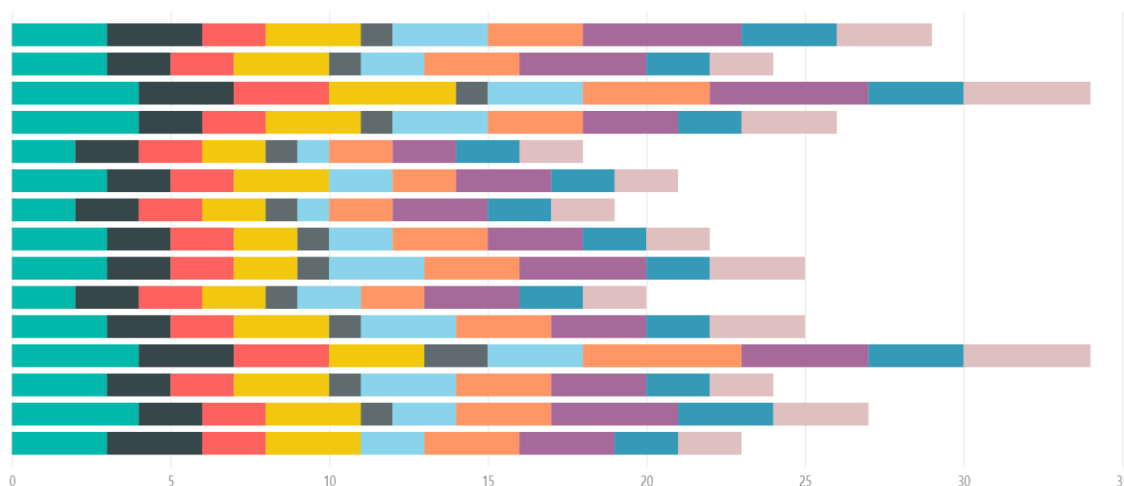
6. Click on any criteria in the chart to filter results and focus on individual students.

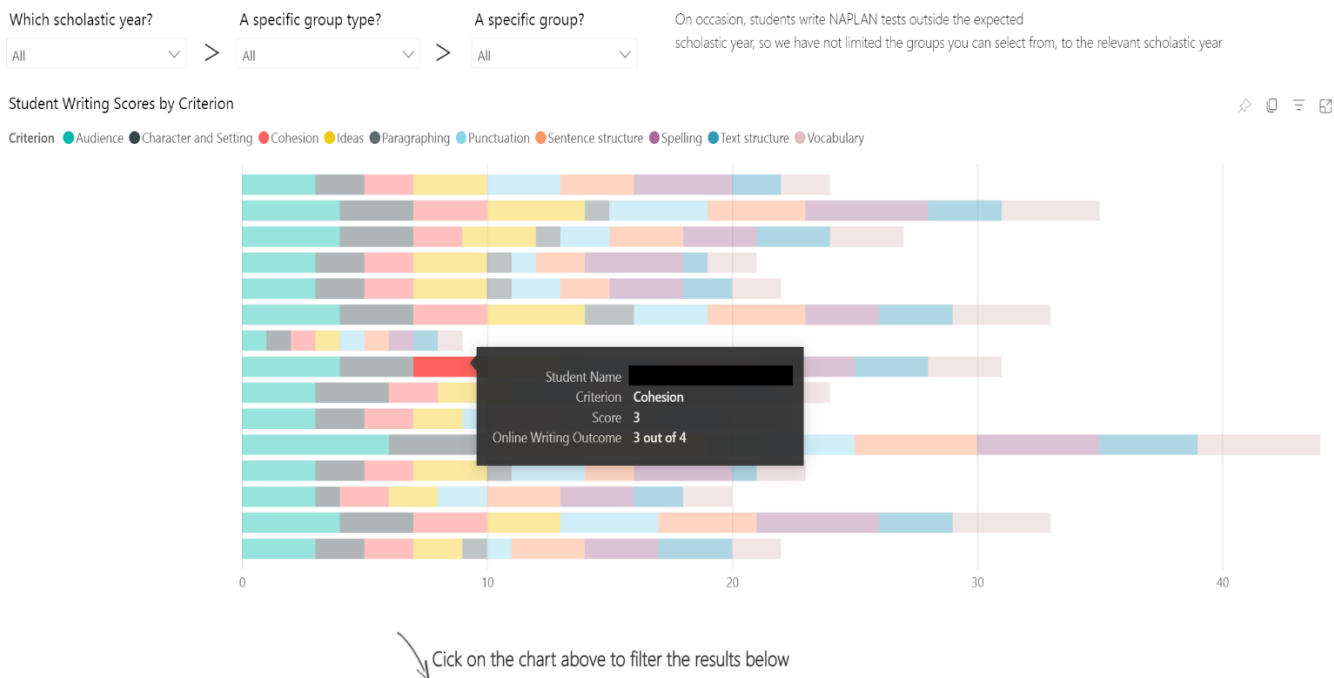| Which scholastic year?	A specific group type?	A specific group?	On occasion, students write NAPLAN tests outside the expected scholastic year, so we have not limited the groups you can select from, to the relevant scholastic year
All ∨	> All ∨	> All ∨	

Student Writing Scores by Criterion

Criterion ● Audience ● Character and Setting ● Cohesion ● Ideas ● Paragraphing ● Punctuation ● Sentence structure ● Spelling ● Text structure ● Vocabulary

Student Name	▉▉▉▉▉▉
Criterion	Cohesion
Score	3
Online Writing Outcome	3 out of 4

Cick on the chart above to filter the results below

Student - Writing Response Details

Student Name	Criterion	Score	Max Score	Criterion Description	SyllabusID	NSW Syllabus Outcomes	Teaching Strategy
	Cohesion	3	4	Correctly uses cohesive devices to support the reader	EN4-3B	uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts	

Tips:

- Use the slicers to focus on groups or classes. Look for students who are performing better than their peers and consider how to continue to build their writing skills. Look for students who may need additional support and consider what strategies might support the further development of writing skills.

4 Item Analysis Student (report)

4.1 Overview

The Item Analysis Student report shows how a student has performed against each NAPLAN item. The report allows teachers to better understand the needs of individual students, including areas of strength and areas for development. This information can assist teachers to differentiate their teaching to support student learning.

The Item Analysis Student report covers the domains of Reading, Spelling, Grammar & Punctuation and Numeracy. Writing results are presented in a separate report.

For further information see the Item Analysis report explanation.

4.2 How to use this report

1. Select the **assessment**, **scholastic year**, **calendar year** and **domain**. You may wish to use the other optional slicers to narrow your search. This includes enrolment type group (useful for schools with support classes) and student group type (useful for schools with identified additional groups such as COVID ILSP or custom groups).

2. Select the student.

3. Once a student is selected, the first chart you will see is the **Item difficulty by assessment and response correctness**. This chart shows correct and incorrect responses for each item.
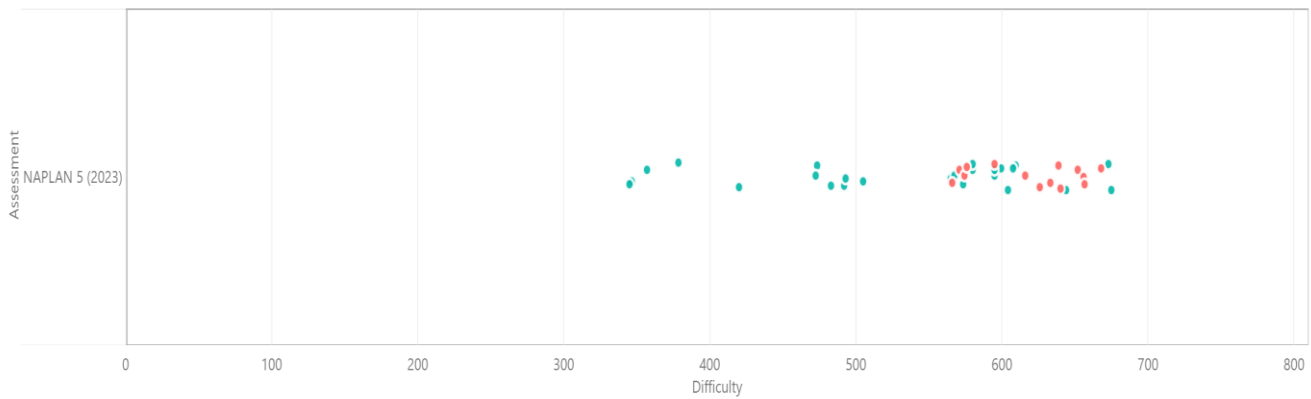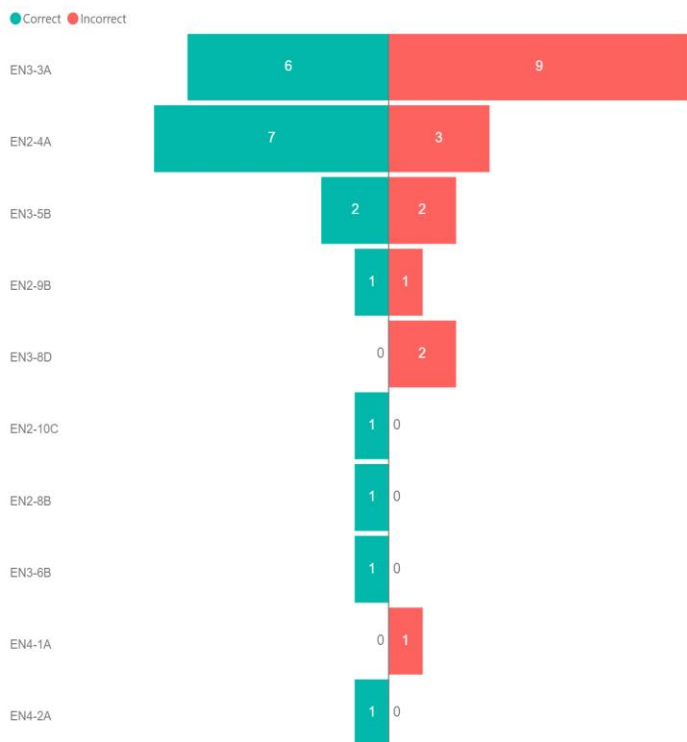

Tips:

- Identify the difficulty level where students begin to experience challenge. Is there a pattern to the questions they start to answer incorrectly? Is there a pattern to the questions they continue to answer correctly at a higher difficulty level?

4. The second chart shows **Item analysis by syllabus code and response correctness**.

Item analysis by syllabus code and response correctness

● Correct ● Incorrect

Syllabus Code	Correct	Incorrect
EN3-3A	6	9
EN2-4A	7	3
EN3-5B	2	2
EN2-9B	1	1
EN3-8D	0	2
EN2-10C	1	0
EN2-8B	1	0
EN3-6B	1	0
EN4-1A	0	1
EN4-2A	1	0

Number of questions asked by syllabus code and outcome

Syllabus Code	Syllabus Outcome	Questions Asked
EN2-10C	thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts	1
EN2-4A	uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies	10
EN2-8B	identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter	1
EN2-9B	uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts	2
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	15
EN3-5B	discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts	4
EN3-6B	uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies	1
EN3-8D	identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts	2
EN4-1A	responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	1
EN4-2A	effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies	1
EN4-3B	uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts	1
Total		**39**

Tips:

- Look for syllabus outcomes where there are a higher number of items. Is there a pattern to the syllabus outcomes answered correctly or incorrectly? Consider whether this provides additional information to support understanding of individual student needs.

- Are there any patterns across all syllabus outcomes for some or all students in a particular group or class?

5. The third chart is **Item analysis by item descriptor**. This shows the number of items students were exposed to as well as whether they answered correctly or incorrectly.

Item descriptor and response correctness

● Correct ● Incorrect

| Item descriptor	Correct	Incorrect
Locates directly stated information in an imaginative text	1	0
Locates directly stated information in a persuasive text	2	0
Links information across an imaginative text	2	0
Interprets the meaning of vocabulary in a persuasive text	1	0
Interprets the meaning of a sentence in an informative text	1	0
Interprets the meaning of a phrase in an informative text	0	1
Interprets information in an informative text	1	0
Interprets information in a text	1	0
Interprets how a character is portrayed in an imaginative text	1	1
Interprets directly stated information in a persuasive text	2	0
Interprets a pronoun reference in a text	0	1
Interprets a character's response in an imaginative text	0	1
Interprets a character's perspective in an imaginative text	0	1
Interprets a character's motivations in an imaginative text	0	1
Interprets a character's feelings in an imaginative text	0	2
Infers the reason for a character's actions in an imaginative text	1	1
Infers a key idea in an informative text	0	1
Identifies the purpose of bracketed information in an informative text	1	0

Tips:

- Look for item descriptors where there are a higher number of items. Is there a pattern to the type of question answered correctly or incorrectly? Consider whether this provides additional information to support understanding of individual student needs.

- Are there any patterns across item descriptors for some or all students in a particular group or class?

6. Use the cross-highlighting feature to focus on correct or incorrect responses to selected outcomes.

Item analysis by syllabus code and response correctness
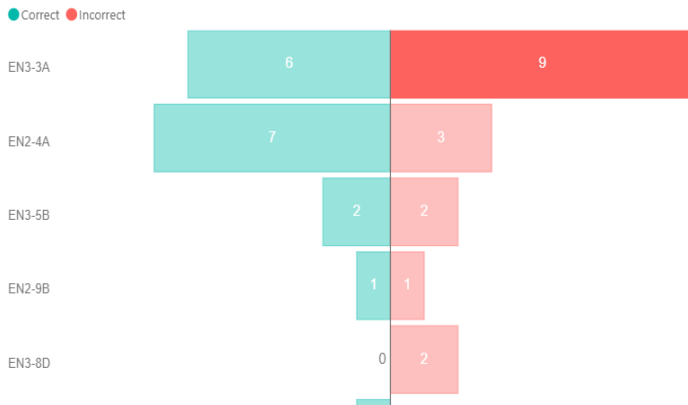
● Correct ● Incorrect

Number of questions asked by syllabus code and outcome

Syllabus Code	Syllabus Outcome	Questions Asked
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	9
Total		**9**

Item analysis by item descriptor

● Correct ● Incorrect

5   Item Analysis Student (writing) report

5.1   Overview

The **Item Analysis Student (writing)** report allows user to focus on the performance of individual students across the writing criteria.

For further information see the Item Analysis report explanation.

5.2   How to use this report

1. Use the slicers to select the assessment, scholastic year, and calendar year. This will show a whole cohort of students. Select the student. Hover over each criteria to see total marks.
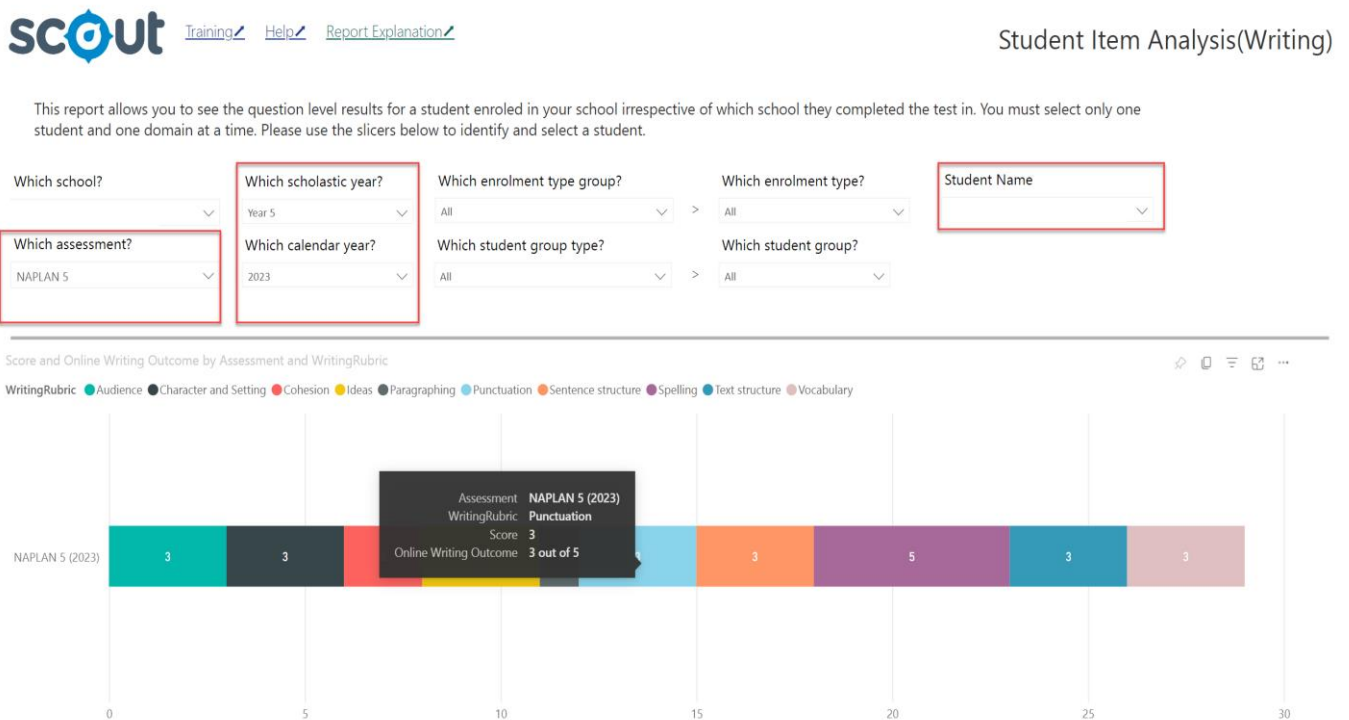
2. To view students in a particular group or class, use the student group type and student group slicers.

NSW Department of Education

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