How to interpret the
SSSR

The purpose of a Student and School Summary Report (SSSR) is to provide feedback on how students and cohorts of students within schools performed in NAPLAN tests. It is intended to be used by schools to inform teaching and learning programs, and is not for distribution to parents and carers.

The SSSR enables school staff to identify areas of strength and areas for development for students, linked to the Australian Curriculum.

The NAPLAN scale was reset in 2023. Results can be compared over time from 2023 onwards, but not to years prior to 2023.

From 2023, student achievement is measured using proficiency standards. More information on proficiency standards is available on the NAP website at www.nap.edu.au.

SSSRs are generated using the online assessment platform. The SSSR provides information at school, class and individual student level.

Columns in tables can be sorted by clicking on table headings.

- School item report
- Class summary report
- Class test report
- Student reports
- Student results table
- Student results graph

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acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY   Student and School Summary Report   **NAP** NATIONAL ASSESSMENT PROGRAM

Green Tree School
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About the Student and School Summary Report

The student and school summary report (SSSR) enables schools to see how their students, classes and year groups performed in NAPLAN tests. The SSSR is composed of six school-facing reports, intended for use by schools: school item report; class summary report; class test report; student report; student results table; student results graph.
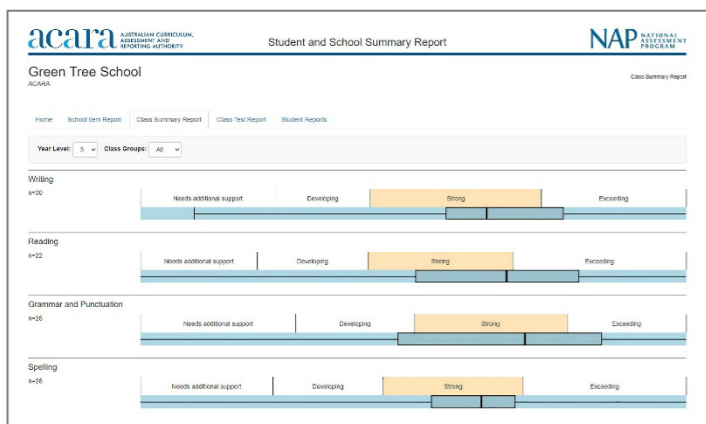
NAPLAN online allows faster delivery of test results for students who completed the test online. However, while results are not expected to change to any large degree, the reports should be considered preliminary until results are available for all students, including writing results which take longer to mark. Once results for all students and all test domains are available and have been analysed, the Individual Student Reports for NAPLAN will be available to be distributed according to the National protocols for test administration.

The online tests for numeracy, reading and conventions of language were delivered in a staged adaptive design, where students were presented with different pathways through the test depending on their performance in the test to that point. This allows students to engage with questions that are targeted to their level of achievement. As a result, not all students will have seen the same questions in these tests.
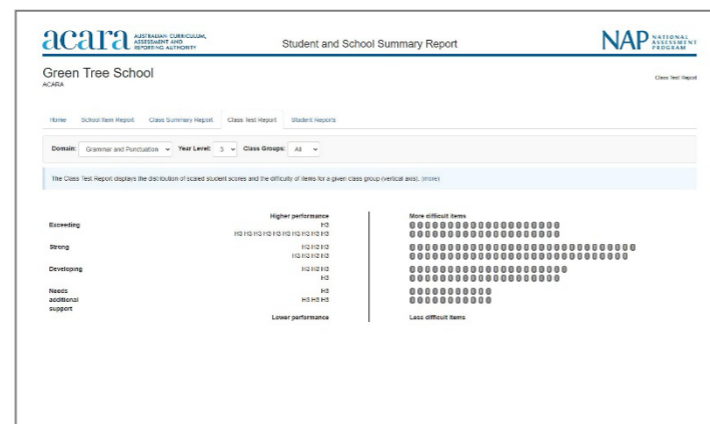

School item report

Student reports

Class summary report

Class test report

(click) Student record

Student results table

Student results graph

SSSR

School item report

A school item report displays data for all items administered to students within a school, filtered by domain, subdomain, year level and node.

This report indicates the number of students particular items were allocated to, the number of correct answers, the number of incorrect answers and the number of times where a student was allocated an item but did not attempt to answer.

The percentage of correct answers for each item and the percentage of students who were allocated that item are also included.

Item difficulty is shown as a scale score with the associated proficiency level for each item. The subdomain, a link to the Australian Curriculum (v8.4) content code and descriptor are also displayed for each item.

Item exemplar

The item exemplars show the skills assessed and are grouped by item difficulty. These are not the set of items that the student saw. Click on an item's descriptor to see the exemplar for that item.

Link to the Australian Curriculum

Nodes

There are 6 nodes for reading, grammar and punctuation and numeracy: A, B, C, D, E, F. Spelling has 5 nodes: SA, SB, SD, PB, PD. Nodes are reached by branching.

The SSSR pathway is defined by the nodes; for example, ABE (reading, grammar and punctuation and numeracy) or SA, SB, PB (spelling).

Each node contains multiple testlets of similar difficulty and content; that is, A1, A2, A3 and so on.

Item difficulty

Item difficulty is shown as a location on the NAPLAN scale, which ranges from 0 to 1,000. The higher the number, the more difficult the item is.

Proficiency levels

The scale for each domain is divided into 4 proficiency levels (Exceeding, Strong, Developing and Needs additional support). The proficiency levels are relative to the expectations for that year of schooling. For example, the same proficiency level represents more challenging skills and understandings in Year 7 than in Year 5.

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Class summary report

A class summary report shows one box plot for each domain.

A box plot is also called a "box-and-whisker diagram".
A whisker extends from the lowest to the highest score.
A box extends from the 25th to the 75th percentile, so that it contains the middle 50% of scores. A box is divided by a line to indicate the median score.

The class summary report displays the same 4 proficiency levels that are shown on NAPLAN individual student reports. Elements of the box plot may not be displayed if they fall outside of the graph area.

n = 26

This shows the number of students in this class who participated in the test, including students with a refusal participation status.

The highlighted orange proficiency level shows where the median score is located and is a quick visual cue to the user. The median is the mid-point between the highest and lowest scores.

All Year 3 students and some students in Years 5, 7 and 9 complete the writing test on paper. Their results are imported into the platform and are displayed in this report.

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Class test report

A class test report shows the range of student performance compared with the difficulty of items. This report can be generated for each class or for all classes within a year level.

The person–item map in this graph provides visual information about the difficulty of items relative to the performance of students. Exemplar items from the school item report are provided for context.

The class test report displays the distribution of student scale scores across proficiency levels, and the difficulty of items for a given class group on a vertical axis. The class test report displays the same 4 proficiency levels that are shown on NAPLAN individual student reports.
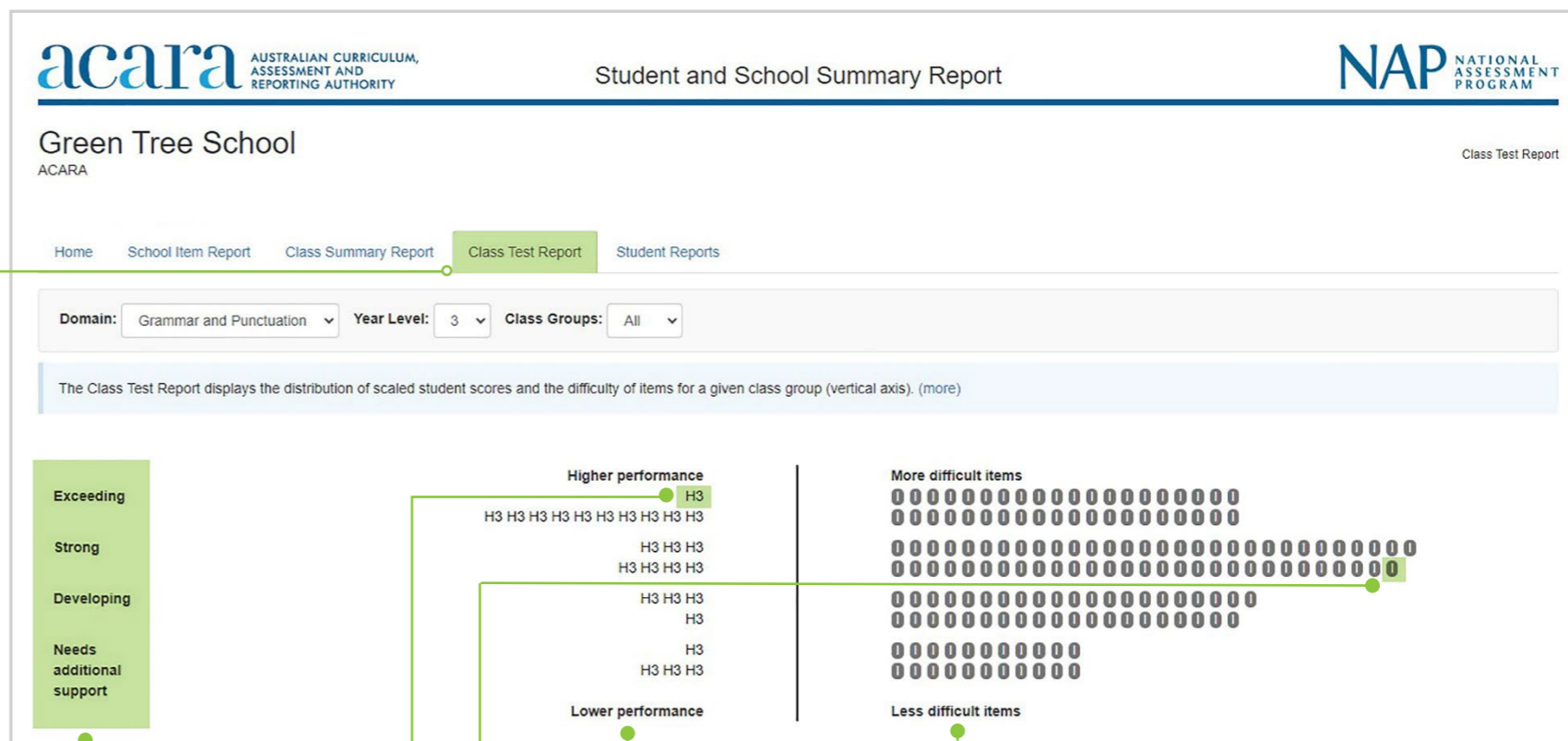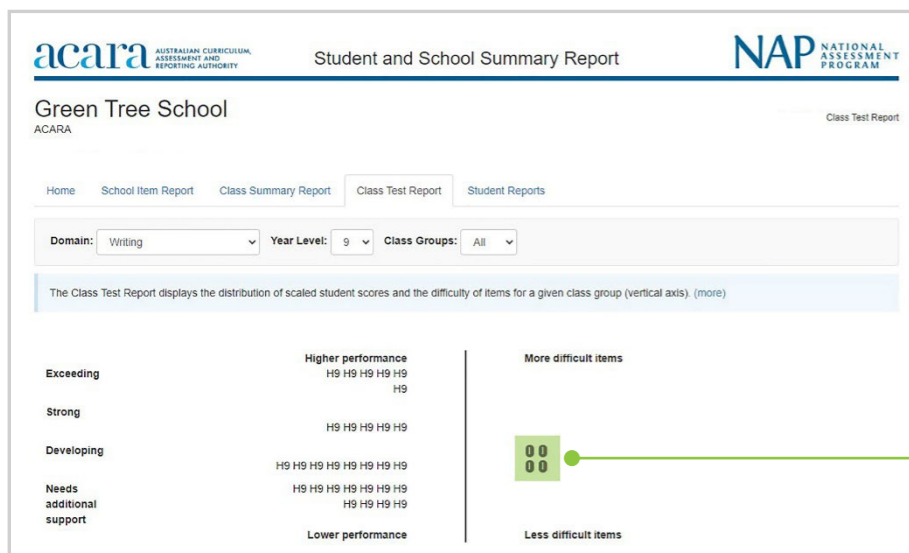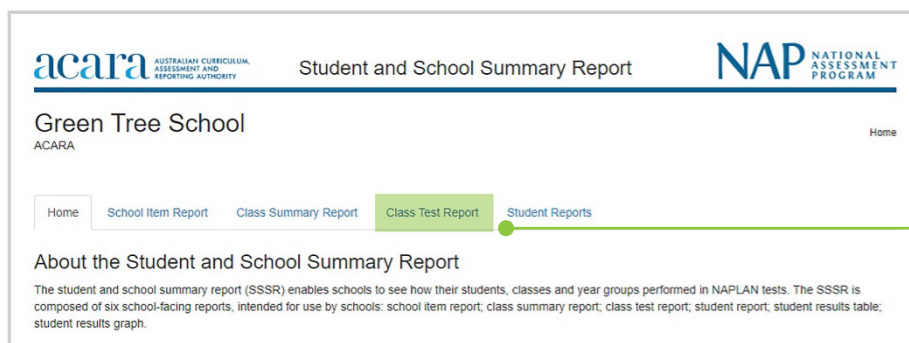
Writing

The item difficulty that displays in this field is the average score for all writing prompts for this year level.

Proficiency levels

Students' initials are placed within their relevant proficiency level.

Student's initials

Click on a student's initials to see detailed results for this student (in the "Student results" table).

Item exemplar

The item exemplars show skills assessed and are grouped by item difficulty. These are not the set of items that the student saw.

For example, the student is at the Exceeding level. Click the items beside the Exceeding proficiency level to see exemplars for items that are targeted to that student cohort ability.

Student achievement

Student achievement is displayed and ordered on this side of the report against the NAPLAN proficiency levels. Students who completed the writing test on paper are included in the class test report.

Items and item difficulty

Item exemplars are displayed on this side of the report. The items are ordered by relative difficulty. The most difficult items are at the top and the least difficult items are at the bottom. Not all students sit all the items.
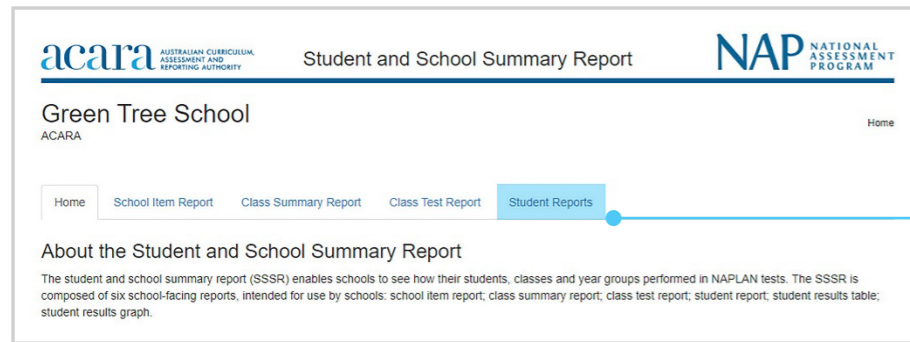
SSSR

A student report shows the summary results for all students by domain in a year level within a school. More detailed results for each student, including all item descriptors, can be accessed by clicking on the student's record.

The report shows results for each student, including the proficiency level achieved and the test pathway taken.

Student reports: reading and numeracy

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About the Student and School Summary Report

The student and school summary report (SSSR) enables schools to see how their students, classes and year groups performed in NAPLAN tests. The SSSR is composed of six school-facing reports, intended for use by schools: school item report; class summary report; class test report; student report; student results table; student results graph.

Students see one testlet at each stage. Depending on their score at the end of the stage, they branch to testlets of different complexity. Once the complexity is determined by branching, multiple versions of each testlet are available and are rotationally assigned to students.

Reading and numeracy tailored test design

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Home | School Item Report | Class Summary Report | Class Test Report | Student Reports

Domain: Numeracy   **Student Name:**   **Year Level:** 3   **Class Groups:** All   Export

Select an attempt to view the student's report.

Student ID ▲	Local Student ID	Student Name	Year Level	Class Groups	Domain ▲	Pathway	Attempted	Correct	Incorrect	Not attempted	Proficiency level	Participation code
HBW1 3-001		HBW1 3-001	3	BT3	Numeracy	A B E	36	31	5	0	Exceeding	Participated
HBW1 3-002		HBW1 3-002	3	BT3	Numeracy	A B E	36	20	16	0	Strong	Participated
HBW1 3-003		HBW1 3-003	3	BT3	Numeracy	A D E	36	24	12	0	Strong	Participated
HBW1 3-004		HBW1 3-004	3	BT3	Numeracy	A D F	36	25	11	0	Exceeding	Participated
HBW1 3-005		HBW1 3-005	3	BT3	Numeracy	A C B	36	33	3	0	Exceeding	Participated
HBW1 3-006		HBW1 3-006	3	BT3	Numeracy	A C B	36	9	27	0	Needs additional support	Participated
HBW1 3-007		HBW1 3-007	3	BT3	Numeracy	A B F	36	29	7	0	Exceeding	Participated
HBW1 3-008		HBW1 3-008	3	BT3	Numeracy	A B E	36	21	15	0	Strong	Participated

Pathway

Reading and numeracy

All students at each year level start with questions that test the same range of complexity (testlet A). Depending on the student's test performance in testlet A, the second testlet includes questions with content that may be less complex (B) or more complex (D). Low-achieving students may proceed from A to C.

At the end of the second testlet, the student is directed to the third testlet, again depending on their test performance. The final testlet also includes content of increasing complexity: C vs E vs F. Students who proceeded from A to C will be branched to B.

Proficiency levels

The 4 proficiency levels cover the full range of student achievement in the tests at each year level. NAPLAN reading and numeracy use a tailored test design. The tests automatically adapt to a student's test performance and ask questions that match the student's achievement level.

NAPLAN results for each student are based on both the number and difficulty of the questions the student answered correctly. A student who completes a more complex set of questions is more likely to achieve a higher score. A student who answers the same number of questions correctly, but follows a less complex pathway, will achieve a lower score.
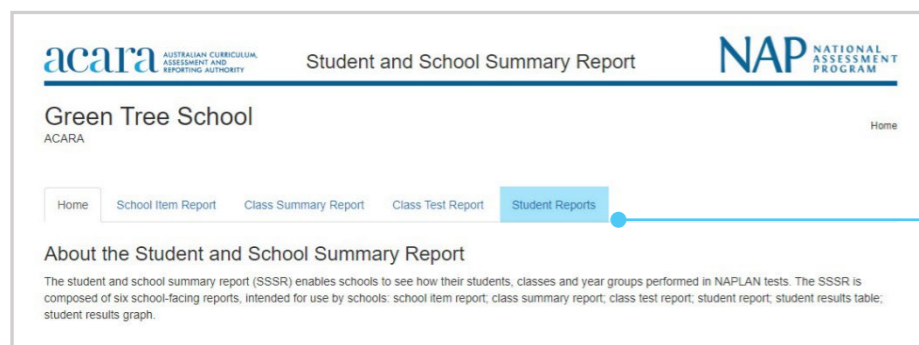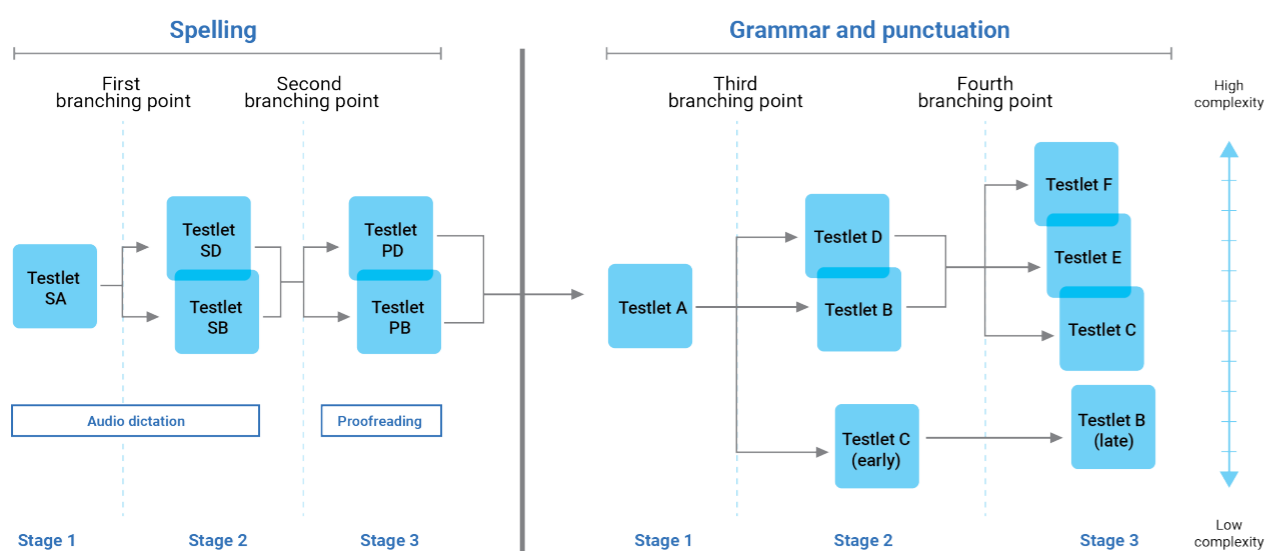
SSSR

A student report shows the summary results for all students by domain in a year level within a school. More detailed results for each student, including all items attempted by the student, can be accessed by clicking on the student's record.

The report shows results for each student, including the proficiency level achieved and the test pathway taken.

Student reports: conventions of language

Students see one testlet at each stage. Depending on their score at the end of the stage, they branch to testlets of different complexity. Once the complexity is determined by branching, multiple versions of each testlet are available and are rotationally assigned to students.

Conventions of language tailored test design

Spelling

First branching point Second branching point

Testlet SA → Testlet SD / Testlet SB → Testlet PD / Testlet PB

Audio dictation   Proofreading

Stage 1   Stage 2   Stage 3

Grammar and punctuation

Third branching point Fourth branching point

Testlet A → Testlet D / Testlet B → Testlet F / Testlet E / Testlet C ; Testlet C (early) → Testlet B (late)

High complexity

Low complexity

Stage 1   Stage 2   Stage 3

Pathway

Conventions of language

All students at each year level start with the same set of audio spelling questions (testlet SA) before branching to less complex questions (testlet SB) or more complex questions (testlet SD). Students are then branched to proofreading questions PB (less complex) or PD (more complex), depending on their performance in previous questions.

When students have completed all spelling items, all students at each year level start with grammar and punctuation questions that test the same range of complexity (testlet A). Depending on the student's performance in testlet A, the second testlet includes questions with content that may be less complex (B) or more complex (D). Low-achieving students may proceed from A to C. At the end of the second grammar and punctuation testlet, the student is directed to the third testlet, again depending on their performance. The final testlet also includes content of increasing complexity: C vs E vs F. Students who proceeded from A to C are sent to B.

Proficiency levels

The 4 proficiency levels cover the full range of student achievement in the tests at each year level. NAPLAN conventions of language uses a tailored test design. The tests automatically adapt to a student's test performance and ask questions that match the student's achievement level.

NAPLAN results for each student are based on both the number and difficulty of the questions the student answered correctly. A student who completes a more complex set of questions is more likely to achieve a higher score. A student who answers the same number of questions correctly, but follows a less complex pathway, will achieve a lower score.

Student results table

A student results table shows a student's results for a single test.

If the item difficulty exceeds the scale score for the student in that domain, and the response is correct, the response is marked as an exception. Conversely, if the item difficulty is lower than the student-achieved score on the NAPLAN scale, the incorrect response is flagged as an exception.

Click on the student's name in the student report.

Nodes, pathways and testlets

There are 6 nodes for reading, grammar and punctuation and numeracy: A, B, C, D, E, F. Spelling has 5 nodes: SA, SB, SD, PB, PD. Nodes are reached by branching. The SSSR pathway is defined by the nodes; for example, ABE (reading, grammar and punctuation and numeracy) or SA, SB, PB (spelling).

Each node contains testlets: A1, A2, A3, etc. (for reading, grammar and punctuation and numeracy) and SA1, SA2, etc. (spelling). Testlets are allocated rotationally within a test session. Each testlet contains different questions/items.

Exception filter

Select the exception filter to see the items that have been answered correctly when the student would have been expected to answer the item incorrectly, or vice versa.

If the scale score for the item exceeds the scale score for the student in that domain, and the response is correct, the response is marked as an exception. Conversely, if the item is lower than the student-achieved score on the NAPLAN scale, the incorrect response is also flagged as an exception.

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A student results graph provides a graphical representation of a student's results for a single test. The student results graph may be used to review the student performance compared to the difficulty of items by domain as well as by subdomain.

Items are plotted by their NAPLAN scale score on the horizontal axis, and from least to most complex on the vertical axis.

Student results graph

Click on the student's name in the student report.

View as combined graph: uncheck the box to view the items by subdomain.

Subdomain codes
The subdomain of each item is colour-coded.

Numeracy – Measurement and geometry (MG), Number and algebra (NA), Statistics and probability (SP)

Reading – Language (LA), Literacy (LY), Literature (LT)

Grammar and punctuation – Grammar (GR), Punctuation (PU)

Spelling – Audio dictation (AD), Proofreading (PR)

SSSR

Students in Years 5, 7 and 9 completed the NAPLAN writing test online. Schools will be able to view the item (prompt) data for the writing test, as well as the script written by each student who sat a writing test online. Where students sat a paper writing test, the script will not be visible.

Writing scores will be uploaded to the platform after the scripts have been marked. The uploaded scores will include students in Years 3, 5, 7 and 9 who completed a writing paper test.

Student reports: writing displays

Student report

Student results table

The student's scores for each of 10 criteria are displayed in the student results table.

Students who completed the writing test in an alternative format, including Year 3 writing test, will not be able to view the script in the SSSR.