

Year 9 NAPLAN Insights into 2008 Student Performance

Reading

The Year 9 test consisted of seven texts and 48 questions. The texts included:

- *Across the Pacific* - information S&E (link Year 7 and 9)
- *Blackberry picking* - narrative extract
- *Tourism in Antarctica?* - argument
- *Endemism* - information Science
- *The double life of a slippery axolotl* - information (Science) (link Year 7 and 9)
- *Water warning in Angkor ruins* - Media article
- *Math and the Mona Lisa* - Review

The data showed that Year 9 students had difficulty:

- synthesising ideas and information to identify a main idea or purpose or to infer character;
- interpreting tone of an expression;
- interpreting a phrase, pun, or idiom;
- interpreting the purpose of a connective;
- interpreting a diagram using the key and a title to identify a main idea;
- identifying an example of figurative language, strategy of argument; and
- connecting ideas to make an inference or ideas across a text.

Language Conventions

The Year 9 test consisted of twenty five spelling questions and twenty five grammar questions.

The questions required students to:

- write the correct spelling for circled words in sentences;
- identify the spelling errors in a text and correct them;
- select the correct word to complete a sentence;
- choose the correct punctuation to add to a sentence;
- identify the correctly punctuated sentence;
- select the grammatically correct sentence; and
- identify language devices used in a piece of text.

The data showed that Year 9 students had difficulty:

- correcting the spelling for circled words (difficult words Included: sufficient, achievement);
- identifying and correcting spelling errors in a text (difficult words Included: satellite, camouflage, negligence, announcement, vulnerable, applauded, recipients)
- identifying that a passage is written in the third person;
- Identifying the function of, and grammatical term for, a noun, a verb and an adjective;
- identifying use of capital letters, commas and speech marks in direct speech;
- identifying that indirect speech does not require speech marks in a sentence;
- identifying when commas are not required in a sentence;
- identifying alliteration in a sentence;
- selecting correct adverbial phrase in a sentence;
- identifying correct use of semicolons; and
- identifying correct use of apostrophes for possession.

Writing

To achieve a result similar to the national average students would typically be able to write a narrative containing:

- information to engage the reader;
- a orientation, complication and a resolution;
- ideas that are elaborated and contribute to the central storyline;
- characterisation developed through descriptions, actions, speech or the attribution of thoughts and feelings to a character;
- a setting developed through the description of place, time and atmosphere;
- precise words or word groups that enhance the meaning or mood;
- connectives and conjunctions such as later, meanwhile, instead, because and finally;
- synonyms and antonyms to avoid repetition;

- paragraphs that are mainly focused on one idea or set of ideas;
- simple, compound and complex sentences;
- accurate punctuation which allows smooth and efficient reading; and
- correct spelling of simple, common and difficult words.