1999

Student Achievement in English in Western Australian Government Schools

READING

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This report presents comparative information on Reading of Year 3 and Year 5 students in the 1999 Western Australian Literacy and Numeracy Assessment (WALNA) and of Year 7 and Year 10 students in the 1999 English Random Sample.

Information on the performance in Reading of boys, girls, Aboriginal and Torres Strait Islander (ATSI) students and students with Language Backgrounds Other Than English (LBOTE) is also reported.

Monitoring Standards in Education

Monitoring Standards in Education (MSE) collects comprehensive information about the standard of student performance in Western Australian Government schools. The assessments are part of the Department of Education's public accountability procedures, and the results provide a sound basis for initiating developments that will further improve the outcomes of education in government schools.

Two assessment programs

MSE uses two system-level assessment programs: the Random Sample program and the Western Australian Literacy and Numeracy Assessment (WALNA) program.

Random Sample

The Random Sample assessment program began in 1990 and each year a random selection of approximately ten percent of students in each of Years 3, 7 and 10 is tested in one or two of the eight learning areas. Since 1990, aspects of the English learning area have been tested five times through this program.

Western Australian Literacy and Numeracy Assessment (WALNA)

In 1998 population testing commenced with Year 3 students in the Western Australian Literacy Assessment (WALA) program.
In 1999 the program was expanded to include numeracy and is now known as the Western Australian Literacy and Numeracy Assessment (WALNA) program.

Government of Western Australia
Department of Education

Acknowledgements

Monitoring Standards in Education would like to acknowledge the following organisations and people:

- English educators from the Western Australian Department of Education and the Australian Council for Educational Research, for the conceptualisation and development of random sample assessment tasks;
- Teachers from metropolitan and country schools, for piloting, panelling and trialing the assessment tasks, and for marking the trial and random sample test papers;
- The Educational Testing Centre at the University of New South Wales and Educators from Western Australia, for the conceptualisation and development of Western Australian Literacy and Numeracy Assessment (WALNA) tasks;
- Selected schools in New South Wales, for trialing the WALNA assessment tasks; and Western Australian teachers, for the marking of some WALNA reading items and the WALNA writing task.

For their large contribution to the project, special thanks are extended to the following individuals:

- Juliette Mendelovits, Wendy Bodey and Lynne Darkin of the Australian Council for Educational Research; and
- Carolyn Cook, of the Western Australian Department of Education.

Martina Bovell prepared this report.

The WALNA program was developed in response to the National Literacy and Numeracy Plan. This plan is a national approach to improving literacy and numeracy standards. Students' progress towards achieving the national goal, that every child leaving primary school should be numerate and be able to read, write and spell at an appropriate level, is measured against nationally agreed benchmarks.

With a few exceptions, the whole Year 3 and Year 5 population of government schools in 1999 undertook the reading, writing, spelling and numeracy tests. In 2001 Year 7 students will be included in the WALNA program.

Data Analysis

Data were analysed by Item Response Theory, using the Rasch model. This model allows a large sample of the population to be scaled against each other and against the range of questions in the assessment. The scale provides two key pieces of information:

- a continuum of skills and understandings, based on the assessment questions, and arranged in order of increasing difficulty; and
- the distribution of students in relation to the questions, indicating the proportion of students with correct responses to the questions.

This scaling allows inferences to be made about the probability of the success of any student on all individual questions.

Consistency of performance across a range of questions is required from a particular group of students (for example, a year group) before it may be reliably inferred that the group has, at that point in time, demonstrated skills and understandings associated with a given Outcome Statement level.

Using the Student Outcome Statements to identify clusters of skills and understandings associated with specified levels makes it possible to draw inferences about the achievement of groups of students. All descriptions of levels of performance throughout this report are inferences of achievement.

Linking Reading Across The Years

Statistical procedures are used to ensure valid comparisons between year groups and across the years of testing. So that these procedures can be applied, groups of students to be compared over the years have sat common tests. The results of all year groups therefore can be reported on the one historical scale. This scale has been used to report and compare results since 1992.

In 1999, a proportion of the Year 3 cohort completed a secure Reading paper that has been used since 1992 to link year groups. A proportion of the cohort also completed the 1998 WALA test. In this way, Year 3 population test results have been brought to the historical scale.

The 1999 Year 5 results are linked to the 1999 Year 3 results through common questions on the WALNA test papers.

The 1999 Year 7 and Year 10 Reading assessment tasks were the same as those used in 1997, and these tasks provided the link to the historical scale. The use of common questions in both papers enabled the year groups to be linked.

The Assessment Materials

The reading stimulus texts represent the range of genres that students in each of the year groups have most likely encountered. The texts were of varying length and complexity and were presented on colour broadsheets, providing explanatory diagrams and stylised contextual support.

The Year 3 material included simple informational texts, a range of narratives, a poem and a more complex instructional text.

The Year 5 reading test included personal correspondence, instructional and informational texts, longer, more complex narratives and a poem.

Students in Years 7 and 10 read narrative, poetry, print media, a personal reflection and transactional texts.

Questions in all tests covered the range of important reading skills and strategies necessary to make meaning from a text. Students were asked to locate specific information, identify the main idea, synthesise information from different parts of the text, interpret meaning, draw inferences, predict meaning, identify and make meaning from figurative language such as metaphors, and to reflect on attitudes and values. A range of question types was used at each Year level, including multiple choice and constructed response formats.

The Reporting Framework

All Department of Education schools are required to structure their learning and teaching programs using the Curriculum Council's *Curriculum Framework* (1998).

In MSE assessments, the learning outcomes described in the *Curriculum Framework* are a guide to test development. The reporting of student learning outcomes is aligned with the eight levels of achievement described in the *Student Outcome Statements*. These outcomes describe the significant knowledge, understandings, skills and processes that students are expected to develop as they move through the compulsory years of schooling.

The English Student Outcome Statements, published in 1998, were used as the framework to develop assessment material and for reporting student performance in 1999, and they provide the context for interpreting performance.

Student Outcome Statements and Student Performance

Level 8

Students are critical and reflective readers of all kinds of texts. They compare texts with other texts and with the society around them. They discuss and analyse style and tone and account for their effectiveness in different situations. They challenge assumptions and values expressed in written texts.

Level 7

Students read and respond to a wide range of complex and demanding texts. They justify their interpretation and views of texts with detailed evidence. They evaluate rhetorical techniques for their effectiveness and legitimacy.

DESERT SPRINGS: THE GIFT OF THE GAB

Mound Springs result from naturally occurring leaks in the world's largest underground water basin — the 1.7 million sq. km **Great Artesian Basin** (GAB). Underlying about a fifth of mainland Australia, the basin is continually replenished by run-off from the **Great Dividing Range** in Queensland and northern NSW.

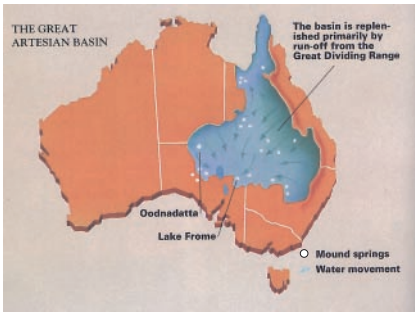
The most active of Australia's natural artesian springs are found along the basin's south-western rim, in an arc extending north-west from **Lake Frome** to **Oodnadatta** in SA.

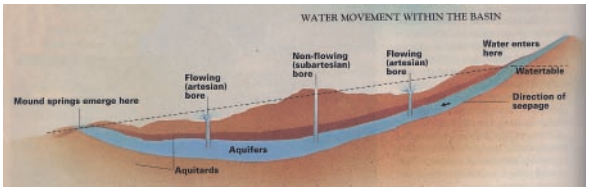
Water naturally escapes the basin's **water-bearing sandstones**, known as **aquifers**, through fault lines and **fracture zones** in **siltstones and mudstones** — known as **aquitards**.

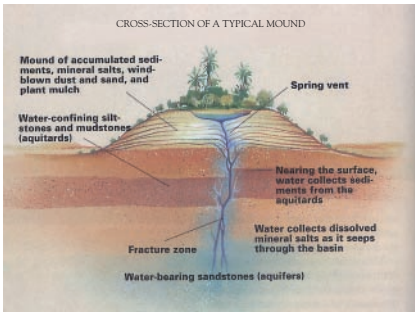
During its underground journey, artesian water collects both **dissolved mineral salts** and — as it approaches the surface — **sediments** from the aquitards. Sediments settle out as the water leaves the ground and loses pressure, while minerals solidify as the remaining solution evaporates.

Together they accumulate near the spring vent to form a mound. **Wind blown dust and sand** — often caught by vegetation growing near the spring vent — add to the mound, and if a spring supports abundant vegetation, **plant mulch** may also contribute to mound building.
The rate of flow of spring water and its volume of dissolved minerals are the greatest influences on a mound's rate of growth. Scientists estimate that a spring discharging 200 litres of water an hour containing 4g per litre of dissolved salts would take 1000 years to form a 3m high mound.

Held under pressure and drawn down from the highlands by gravity, water may take 2 million years to seep from Queensland to desert springs in SA. Since 1897, thousands of **bores** have been sunk into the GAB, lowering its **watertable**.







Courtesy *Australian Geographic* Issue 39 July-September 1995

Why is this article called *The Gift of the GAB*?

The gift refers to the basin's advantages and the GAB are the initials for Great Arteasion Basin. It is also a play on words to attract attention.

A response that shows some aspects of level 7: *The student makes a global reading of a densely structured text and explains a wordplay/acronym in context*

Level 6

Students analyse complex texts, interpreting and comparing information that is both stated and implied. They draw inferences from arguments and support these inferences with specific evidence. They consider the contexts in which texts were composed.

Olympic Win for Frogs

Rare frogs that live on Sydney's Olympic site are to have their own state-of-the-art $400,000 building project.

Five years after environmentalists found the endangered Golden Bell Frog in a disused brickpit on the Homebush Bay site, construction of tunnels and ponds to protect them is almost finished.

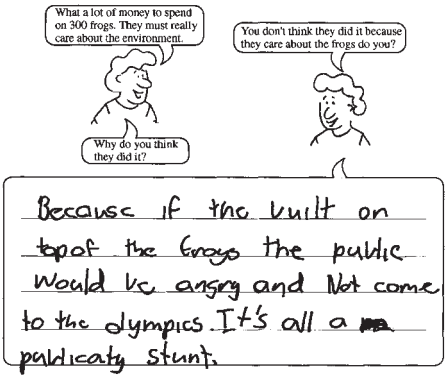
The environmental executive director for the Olympic Co-ordination Authority, Mr Colin Grant, said yesterday the organisers were spending $400,000 to protect the colony of about 300 frogs.

Andrew Dyson/*The Age*

Authorities hope the tunnels will allow the frogs to move from their home at the brickpit to the adjoining Millenium Park without the risk of traffic.

The discovery of the frog colony prevented ambitious plans by Olympic organisers to redevelop the brickpit site into tennis courts and a multi-storey car park.

Finish this conversation by filling in the last speech bubble.



A response that shows an aspect of level 6: *The student comments on complex socio-political issues in a sophisticated informational text*

Level 5

Students identify themes and issues in accessible texts with challenging structures and ideas. They recognise that texts are constructed for particular purposes and to appeal to certain groups. They compare texts, identify the construction of an argument and interpret complexity of character and unusual idiomatic language.

GIFTS

'I will bring you love,' said the young lover,
'A glad light to dance in your dark eye,
Pendants I will bring of the white bone,
And gay parrot feathers to deck your hair.'

But she only shook her head.

'I will put a child in your arms,' he said,
'Will be a great headsman, great rainmaker,
I will make remembered songs about you
That all the tribes in the wandering camps
Will sing forever.'

But she was not impressed.

'I will bring you moonlight on the lagoon,
And steal for you the singing of all the birds;
I will bring down the stars of heaven to you,
And put the bright rainbow into your hand.'

'No,' she said. 'Bring me tree grubs.'

Oodgeroo of the tribe Noonuccal

Explain how the nature of the gifts changes in each verse.

In the first verse the gifts are more practical gifts, eg pendants and parrot feathers. In the second gifts are more from the inside. eg a child and songs, these things dont just appear they have to be made. In the third verse the gifts are pretty impossible eg bring the stars of heaven to you, you can't do that.

A response that shows some aspects of level 5: *The student contrasts and generalises about ideas in a poem*

Student Outcome Statements and Student Performance

Level 4

Students read and integrate information in texts containing unfamiliar concepts and topics and which use language in relatively complex ways. They interpret less familiar idioms and vocabulary and infer action or motive of a character. They explain alternative interpretations of a text.

Sally's View

Sally and her family have moved from a flat in the centre of the city to a house in a new outer suburb.

The weekend passed quickly, and it was Monday morning — school again. School in the outer suburbs was strange. Everything sprawled: long corridors, never-ending rows of buildings joined by covered ways and tunnels, an expanse of playground. It was so different from the old compact, three-storeyed school surrounded by asphalt paving and bounded closely by a high cyclone fence.

At the old school Sally's classrooms were upstairs and she knew the views well. Whenever she had a free moment she moved from her seat to look out the windows. She had memorised the surroundings, and often wove them into sketches of people and places.

The new school didn't have a view. Native trees and shrubs which had been planted recently were beginning to grow, softening the stark lines of the buildings. From some of the rooms Sally could see honeyeaters and wattle birds darting into the foliage to feast on nectar.

Now the science teacher talked about the microscope and demonstrated how to use it. The class broke into groups for prac. Sally drew a scaly dragon in the margin of her exercise book while she waited for her turn.
At last, 'Your turn, Sally!'

She peered, adjusted the focus and looked again. Delicate threads branched outwards — hundreds of curving threads. Tall stalks rose up, each topped by a small ball — some white, some black.
She began to draw: a pattern of threads curving and branching, erect stalks, a mosaic of spheres. Soon a page of her sketch book was filled.

'Look, Mum!' she said that night. 'Look, Dad. Guess!'
'Looks like seaweed ...'
'Is it some kind of plant in the park? Ground cover, perhaps?'
Sally shook her head. 'Bread mould under the microscope.'
'Well, would you believe!'
'Terrific!'

Then Sally was filled with a new idea. She forgot about the flat and stopped pining for the view. After school next day she rode to the newsagent's, talked to the manager, then tore home.
'Hey, Mum! I've got a job!' she announced.
'What kind of job?' said Mum.
'A newspaper round. I'm saving up.'
'What for?'
'A microscope!'

When Sally looks in the microscope she sees '— hundreds of curving threads .' What are the *hundreds of curving threads*?

bread mould under the microscope.

A response that shows some aspects of level 4: *The student maintains a complex link between different descriptions of the same object separated in the text and also interprets figurative language*

Level 3

Students show awareness of the purposes and characteristics of different text types, and they integrate a range a strategies to interpret relationships between ideas. They recount the sequence of action in a text, explain conclusions drawn from these texts and interpret actions of characters.

'From some of the rooms Sally could see honeyeaters and wattle birds darting into the foliage to feast on nectar.'

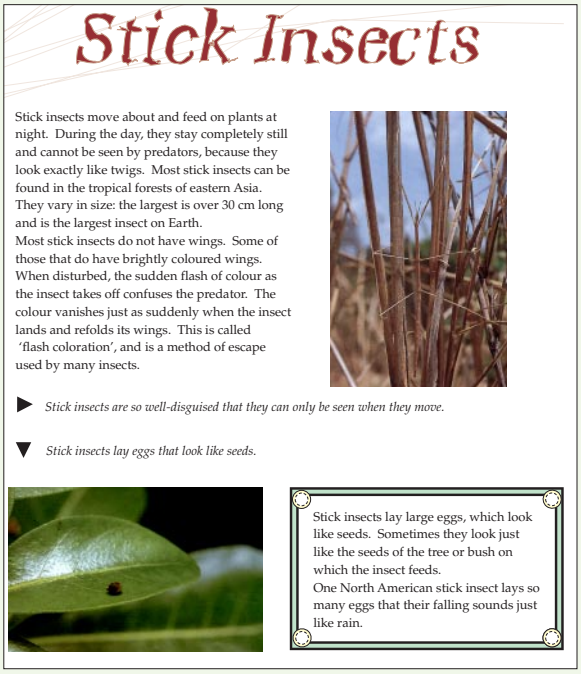
What is *foliage*?

Foliage is small bushes, trees and leafs.

A response that shows an aspect of level 3: *The student predicts the meaning of an unfamiliar word using contextual clues*

Level 2

Students construct meaning from short written texts with familiar topics and vocabulary and predictable structures. They understand that texts represent real and imaginary experience in different ways.



Stick Insects

Stick insects move about and feed on plants at night. During the day, they stay completely still and cannot be seen by predators, because they look exactly like twigs. Most stick insects can be found in the tropical forests of eastern Asia. They vary in size: the largest is over 30 cm long and is the largest insect on Earth.
Most stick insects do not have wings. Some of those that do have brightly coloured wings. When disturbed, the sudden flash of colour as the insect takes off confuses the predator. The colour vanishes just as suddenly when the insect lands and refolds its wings. This is called 'flash coloration', and is a method of escape used by many insects.

▶ *Stick insects are so well-disguised that they can only be seen when they move.*

▼ *Stick insects lay eggs that look like seeds.*

Stick insects lay large eggs, which look like seeds. Sometimes they look just like the seeds of the tree or bush on which the insect feeds.
One North American stick insect lays so many eggs that their falling sounds just like rain.

Sources: *Dragon's World Ltd*, Great Britain (1996) and *The Watts Publishing Group Ltd*, London (1991)

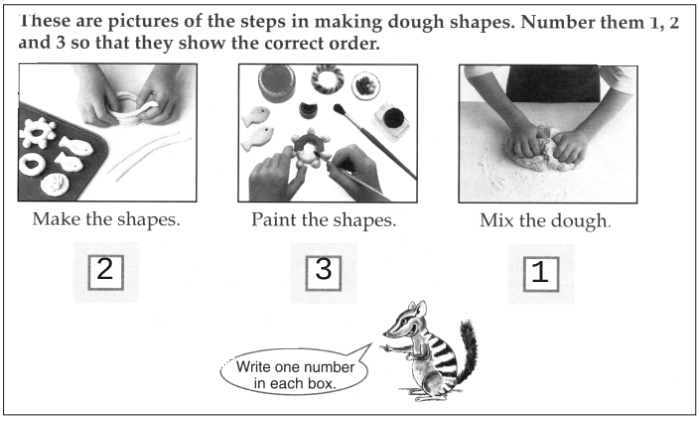
When are stick insects active?

At nightime

A response that shows some aspects of level 2: *The student locates information near the beginning of a simple informational text and interprets simple vocabulary.*

Level 1

Students demonstrate emerging awareness of the purpose of written texts. They read familiar words and consistently interpret some familiar written symbols. They use pictures as clues to meaning.



These are pictures of the steps in making dough shapes. Number them 1, 2 and 3 so that they show the correct order.

Make the shapes. 2

Paint the shapes. 3

Mix the dough. 1

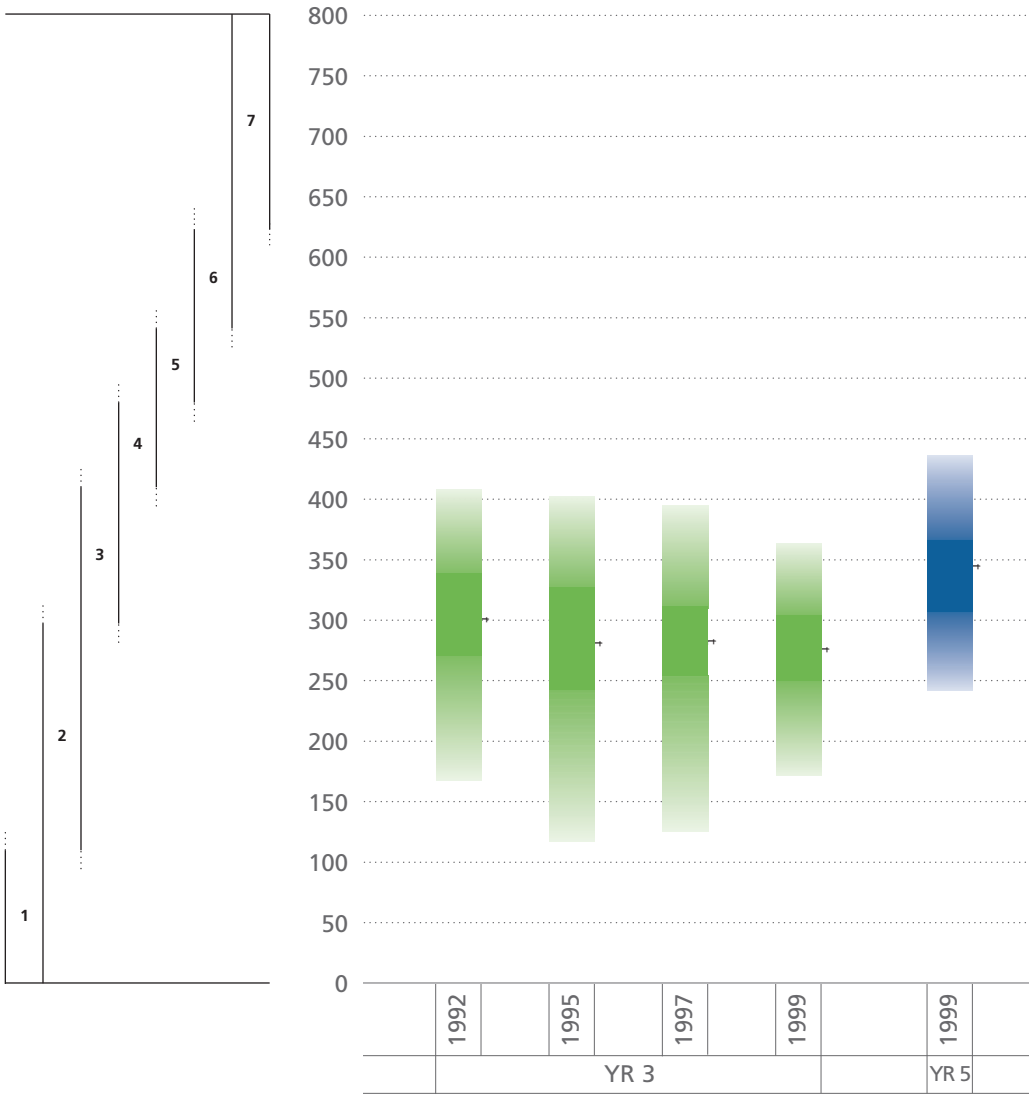
Write one number in each box.

Source: *The Fantastic Rainy Day Book* © 1995 Dorling Kindersley and Angela Wilkes

A response that shows an aspect of level 1: *The student correctly sequences steps in a simple procedure using information from both words and pictures*

The Reading Results

Graph 1 *Years 3, 5, 7 and 10 Student*



Performance patterns across Year groups remain stable

Graph 1 shows student development from Years 3 to 7 to 10 from 1992 – 1997 and from Years 3 to 5 to 7 to 10 in 1999. In keeping with results from previous years, the 1999 results show a greater rate of development between Years 3 and 7 than between Years 7 and 10.

A wide range of achievement is observed in each year level. This means a substantial overlap in achievement across the year levels.

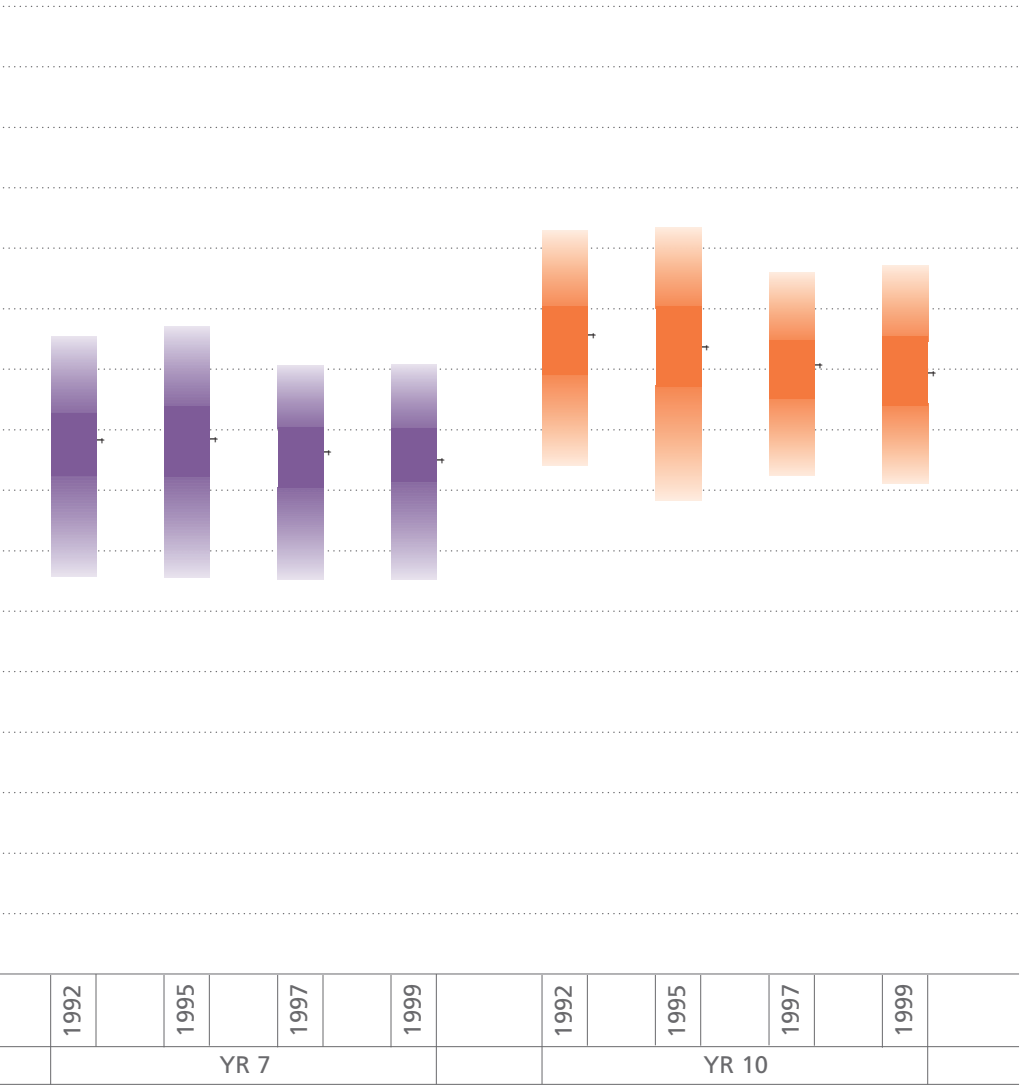
In 1999, the top 10 percent of Year 3 students achieved the same outcomes as the top 35% of Year 5 students.

There was a similar pattern between Years 5 and 7 and Years 7 and 10, with the top 10 percent of Year 7 students achieving the same outcomes as the top 40% of Year 10 students.

Graph 1 suggests that there has been some narrowing of the spread of Year 3 achievement in 1999. Whilst lower performing students show some gains in achievement, the performance of the higher achieving students has dropped.

The range of Year 7 and Year 10 achievement has also narrowed since 1995, most noticeably at the higher levels of student ability.

Performance in Reading 1992 - 1999



Year 3 results

The Year 3 Reading results show a drop in mean performance from outcomes associated with level 2/3 in 1992 to those associated with level 2 in 1999. In 1999, about 96% of students achieved outcomes associated with at least level 2.

Year 5 results

Year 5 students typically achieved Reading outcomes associated with level 3, with over 65% achieving outcomes associated with this or higher levels.

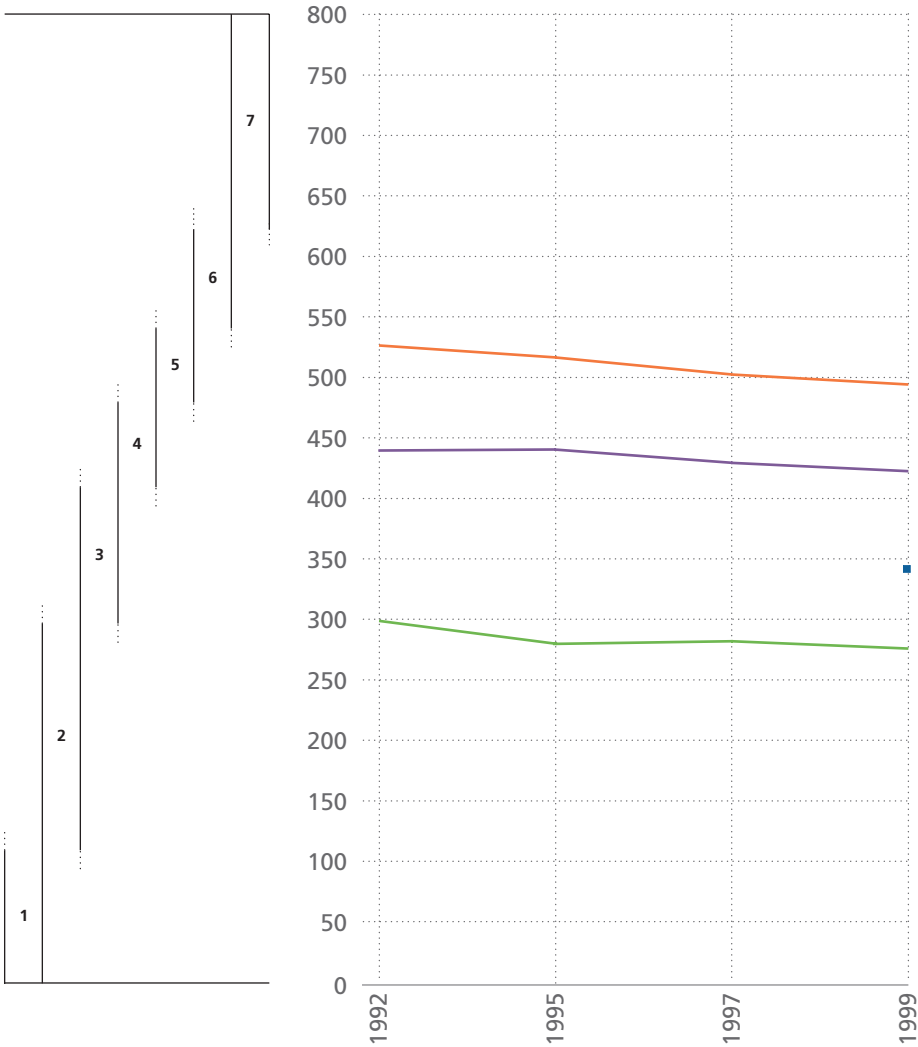
Year 7 results

The mean level performance in Reading of Year 7 students has remained at level 4 over 1992–1999. Close to 60% of Year 7 students achieved at least some outcomes associated with this or higher levels, and about 93 per cent of students achieved some outcomes associated with Level 3 or higher.

Year 10 results

The Year 10 mean level performance remains in Level 5. About 90 per cent of Year 10 students achieved at least some Level 4 Reading outcomes or better, and about 60 per cent achieved some Level 5 outcomes or better.

Graph 2 *Mean student performance in Reading 1992 - 1999*



Year of testing	1992	1995	1997	1999
Year 3	298	279	281	275
Year 5	-	-	-	341
Year 7	439	440	429	422
Year 10	526	516	502	494

Graph 2 shows the mean student achievement in Reading at Years 3, 7 and 10 since 1992. Baseline data for Year 5 in 1999 is also shown.

Years 3 and 7 performance shows decline

At Years 3 and 7, there have been fluctuations in mean performance over the years. These differences between any two years of testing represent a very small variation that is not of any statistical or practical significance. However, the overall decline in Year 3 performance from 1992 to 1997 and in Year 7 performance from 1992 to 1999 is statistically significant[1].

Slight decline in year 10

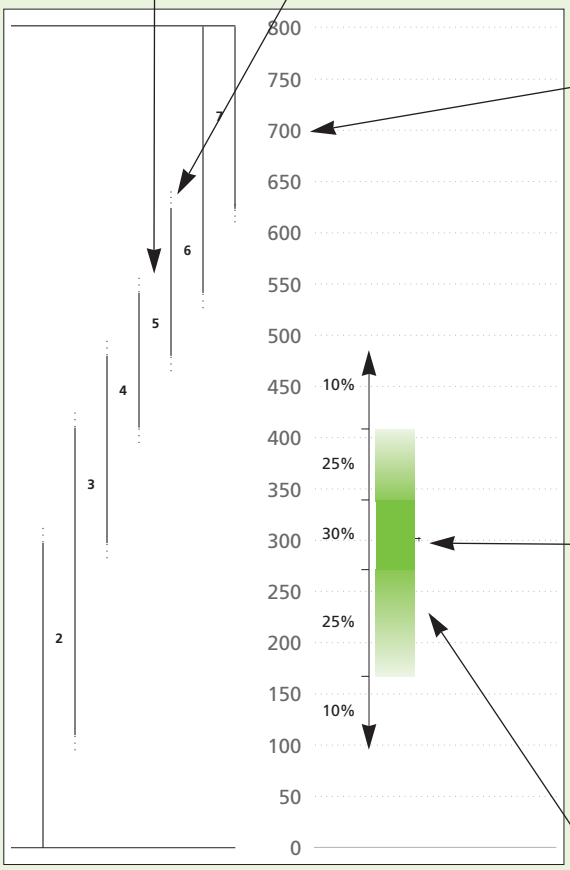
The decline in the mean Year 10 performance since 1992 has been steady, although the shift in performance between any two years of testing has been small. In the longer view, from 1992 to 1999, these differences represent a statistically significant decrease in performance.

1 Throughout this report, statistical significance is at the 0.05 level of probability. This means there is a 95% probability that differences did not occur by chance.

Reading the graphs

The outcome levels have been mapped onto the performance scale. The numbers in these bars correspond to the levels of the Student Outcome Statements. Each bar depicts the range of difficulties of tasks in the assessments for that level in the Outcome Statements

These 'grey areas', shown by dots extending from the ends of the level bars, are where level boundaries overlap. Levels are not absolute as they are indicative of developmental stages and some overlapping of skills occurs at the borders of the levels



The performance scale is an arbitrary scale running from 0 to 800, in WAMSE (Western Australian Monitoring Standards in Education) points. The scale allows a large sample of the population to be scaled against each other and against the range of tasks on the assessments

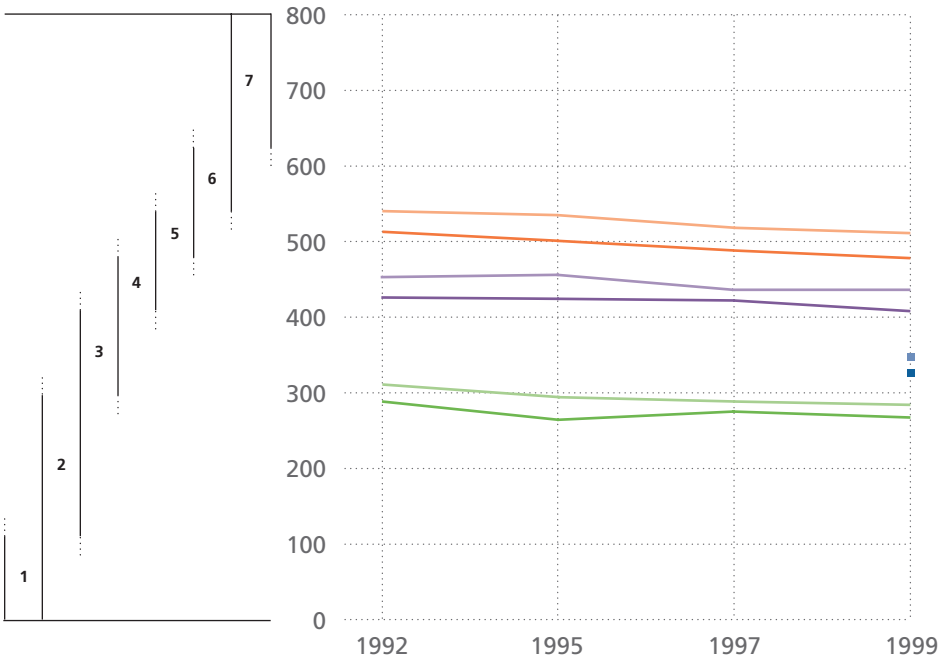
This arrow shows the mean performance of a cohort

The column shows the performance of 80 percent of the cohort tested. The middle, dark-shaded portion of the column represents the performance of the middle-achieving 30 percent of students. The lighter-shaded portions of the column, above and below this band, each represent a further 25 percent of students. The remaining 20 percent of students achieve above or below these bands of achievement

By reading across to the 'levels' on the left-hand side, it is possible to estimate the percentage of students performing at each of the levels. When a group of students is described as demonstrating the skills of a particular level, the group of students has a high probability of achieving the outcomes in that level

Gender Results

Graph 3 *Mean gender performance in Reading 1992 – 1999*



Year of testing	1992	1995	1997	1999
Yr 3 Boys	288	264	275	267
Yr 3 Girls	310	294	288	284
Yr 5 Boys	-	-	-	330
Yr 5 Girls	-	-	-	352
Yr 7 Boys	426	424	422	408
Yr 7 Girls	453	456	436	436
Yr 10 Boys	513	501	488	478
Yr 10 Girls	540	535	518	511

Graph 3 shows that, over the years of testing, Year 3, 7 and 10 girls outperformed boys at all year levels. In 1999, girls in Year 5 also performed better than boys.

In Year 3, boys' mean performance appears stable over the seven years of testing. The mean performance of Year 3 girls has shown a slight but steady decline over the same period.

In Year 7, boys' mean performance was stable from 1992 to 1997. In 1999, the lower mean score is statistically significant. Whilst the mean performance of Year 7 girls in 1999 was the same as that of 1997, their performance over time represents a statistically significant decline.

Consistent with the whole population, both boys' and girls' mean achievement at Year 10 has shown a steady decline since 1992.

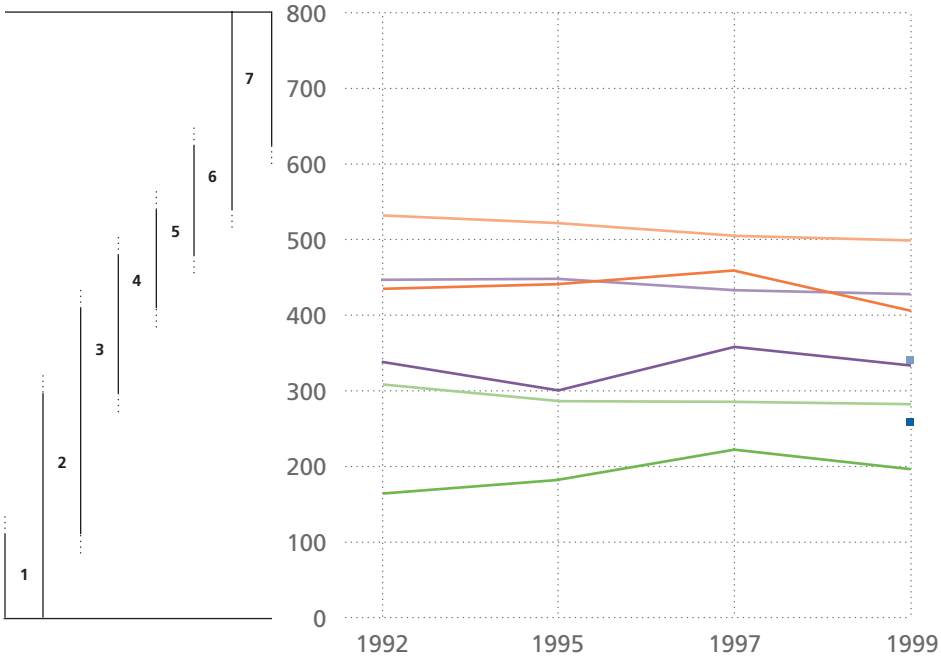
Difference in performance of girls and boys

There appears to be a narrowing of differences in gender performance over time at Year 3. At Year 7 and Year 10, the differences in 1999 were similar to those in 1992.

The gap between girls' and boys' reading skills increases as students get older.

Aboriginal and Torres Strait Islander (ATSI) Student Results

Graph 4 *Comparison of mean performance in Reading 1992 – 1999: ATSI and non-ATSI students*



Year of testing	1992	1995	1997	1999
Yr 3 ATSI	164	182	222	196
Yr 3 nATSI	307	285	284	281
Yr 5 ATSI	-	-	-	264
Yr 5 nATSI	-	-	-	346
Yr 7 ATSI	337	299	357	335
Yr 7 nATSI	447	448	433	428
Yr 10 ATSI	435	441	459	406
Yr 10 nATSI	532	522	505	499

Key: nATSI – Non-Aboriginal and Torres Strait Islander students

Graph 4 shows that in 1999, as in previous years of testing, the performance of ATSI students was below that of non-ATSI students in Years 3, 7 and 10. In 1999, Year 5 ATSI performance was also below that of non-ATSI students.

In the long view, since 1992, there has been an improvement in the mean performance of year 3 ATSI students. Over the same period, Years 7 and 10 ATSI results show fluctuations, however these are not statistically significant.

Reading development of ATSI students

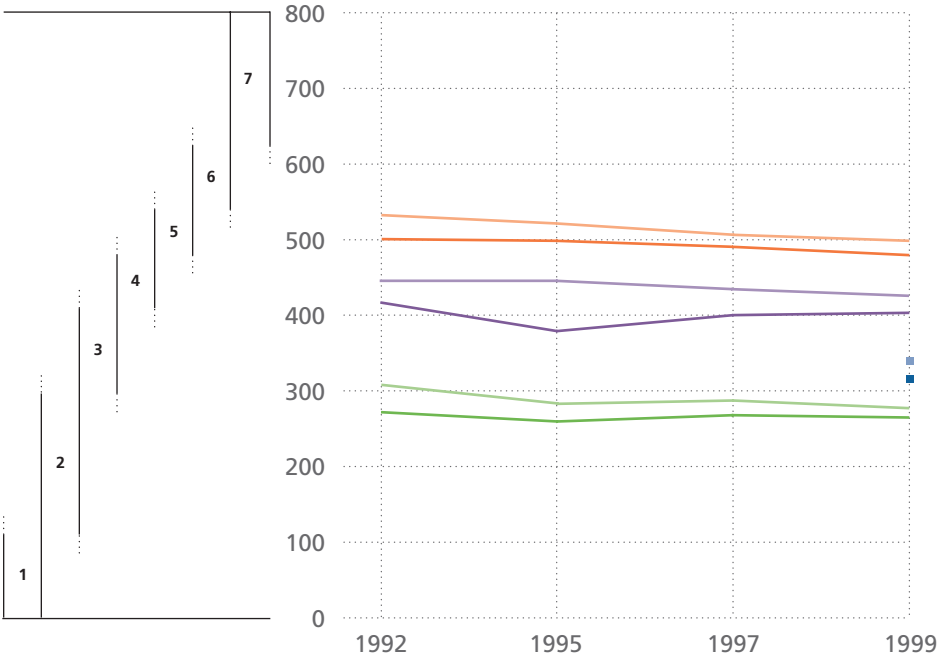
Whilst the rate of development in Reading of ATSI students from Year 3 to Year 10 is similar to that of the non-ATSI population, Graph 4 illustrates that the mean performances of ATSI students in Years 5, 7 and 10 is comparable to the mean performance of non-ATSI students who have completed 2 to 3 years' less schooling.

This finding is consistent with a similar observation made for Years 3 and 5 students in the 1996 National School English Literacy Survey[2]. In this survey, the range of Year 5 Special Indigenous students' performance was similar to the range of Year 3 students' performance.

2 Masters, G.N. and Foster, M. (1997). *Mapping Literacy Achievement - Results of the 1996 National Schools English Literacy Survey*. Melbourne: Australian Council for Educational Research.

Students with Language Backgrounds Other Than English (LBOTE) Results

Graph 5 *Comparison of mean performance in Reading 1992 – 1999: LBOTE and non-LBOTE students*



Year of testing	1992	1995	1997	1999
Yr 3 LBOTE	271	259	267	264
Yr 3 nLBOTE	308	283	287	277
Yr 5 LBOTE	-	-	-	321
Yr 5 nLBOTE	-	-	-	344
Yr 7 LBOTE	416	379	400	403
Yr 7 nLBOTE	445	445	434	425
Yr 10 LBOTE	500	498	490	479
Yr 10 nLBOTE	532	521	506	498

Key: nLBOTE – Non-Language Backgrounds Other Than English

Graph 5 shows that, over the years of testing, the mean LBOTE Reading performance at Years 3, 7 and 10 remains similar to, but slightly lower than, the mean non-LBOTE performance. Year 5 LBOTE students in 1999 also performed slightly below non-LBOTE students.

Gap narrows

With the exception of the 1995 Year 7 results, the difference in mean performance between LBOTE students and non-LBOTE students has narrowed over the years.

Since 1997, the mean performance of Year 10 LBOTE students has been higher than that of Year 10 boys.

Detailed Performance Information 1992, 1995, 1997 and 1999

Tables 1 to 4 can be used to compare the performances of different groups, in conjunction with the graphs in this report.

The higher 1999 Years 3 and 5 student numbers shown in the tables are associated with the population testing programs. All numbers for 1992, 1995 and 1997, and the Years 7 and 10 numbers for 1999, are those from the random sample testing programs. The students selected for these programs represent a typical cross-section of the population in the Government school system.

Table 1 *Year 3 performance in reading 1992 - 1999*

Year 3		no. of students	mean score	standard deviation	mean level
1992	All	1413	298	106	2/3
	Girls	691	310	104	3
	Boys	700	288	102	2
	ATSI	85	164	145	2
	n-ATSI	NR	307	96	3
	LBOTE	221	271	115	2
	n-LBOTE	NR	308	101	3
1995	All	1605	279	109	2
	Girls	780	294	104	2/3
	Boys	823	264	111	2
	ATSI	85	182	122	2
	n-ATSI	1493	285	106	2
	LBOTE	253	259	115	2
	n-LBOTE	1339	283	107	2
1997	All	1459	281	94	2
	Girls	736	288	92	2
	Boys	720	275	96	2
	ATSI	86	222	90	2
	n-ATSI	1335	284	94	2
	LBOTE	196	267	87	2
	n-LBOTE	1158	287	94	2
1999	All	18 236	275	82	2
	Girls	8 955	284	78	2
	Boys	9 281	267	85	2
	ATSI	1 212	196	103	2
	n-ATSI	NR	281	NR	2
	LBOTE	2 589	264	88	2
	n-LBOTE	NR	277	NR	2

Key: NR – Not Reported

Detailed Performance Information 1992, 1995, 1997 and 1999

Table 2 *Year 5 performance in reading 1992 - 1999*

Year 5		no. of students	mean score	standard deviation	mean level
1999	All	18 645	341	83	3
	Girls	9 050	352	82	3
	Boys	9 595	330	83	3
	ATSI	1 206	264	91	2
	n-ATSI	NR	346	NR	3
	LBOTE	2 627	321	87	3
	n-LBOTE	NR	344	NR	3

Table 3 *Year 7 performance in reading 1992 - 1999*

Year 7		no. of students	mean score	standard deviation	mean level
1992	All	1 414	439	87	4
	Girls	667	453	82	4
	Boys	716	426	90	4
	ATSI	89	337	108	3
	n-ATSI	1281	447	81	4
	LBOTE	183	416	107	3/4
	n-LBOTE	1130	445	82	4
1995	All	1 587	440	95	4
	Girls	805	456	98	4
	Boys	781	424	88	4
	ATSI	57	299	148	3
	n-ATSI	1519	448	85	4
	LBOTE	162	379	136	3
	n-LBOTE	1418	445	86	4
1997	All	1 537	429	73	4
	Girls	728	436	73	4
	Boys	809	422	72	4
	ATSI	130	357	87	3
	n-ATSI	1 399	433	70	4
	LBOTE	157	400	85	3/4
	n-LBOTE	1 356	434	69	4
1999	All	1 486	422	71	4
	Girls	734	436	65	4
	Boys	750	408	73	3/4
	ATSI	156	335	83	3
	N-ATSI	1 321	428	65	4
	LBOTE	213	403	81	3/4
	N-LBOTE	1 237	425	68	4

Detailed Performance Information 1992, 1995, 1997 and 1999

Table 4 *Year 10 performance in reading 1992 - 1999*

Year 10		no. of students	mean score	standard deviation	mean level
1992	All	1 390	526	80	5
	Girls	643	540	79	5/6
	Boys	721	513	78	5
	ATSI	80	435	77	4
	n-ATSI	1271	532	76	5
	LBOTE	226	500	87	5
	n-LBOTE	1102	532	77	5
1995	All	1 523	516	89	5
	Girls	757	535	86	5/6
	Boys	763	501	89	5
	ATSI	70	441	91	4
	n-ATSI	1443	522	88	5
	LBOTE	196	498	86	5
	n-LBOTE	1332	521	89	5
1997	All	1 233	502	68	5
	Girls	612	518	65	5
	Boys	619	488	69	5
	ATSI	35	459	78	4
	n-ATSI	1 184	505	67	5
	LBOTE	192	490	72	5
	n-LBOTE	1 012	506	67	5
1999	All	1 416	494	78	5
	Girls	699	511	74	5
	Boys	714	478	78	4/5
	ATSI	78	406	88	3/4
	n-ATSI	1 330	499	74	5
	LBOTE	237	479	85	4/5
	n-LBOTE	1 151	498	75	5

MSE and Schools

MSE adapts the assessment material used in the random sample assessment programs for individual school use. These assessment materials allow schools to compare their students' performances with the state's performance.

MSE assessment results can be used as an important part of the information that guides schools' development planning. Classroom teachers can use the information in conjunction with their own class records to focus their curriculum development, program planning and classroom teaching.

For the English learning area, MSE school assessment materials are available in Reading, Writing, Speaking and Listening and Viewing. They are free of charge to government schools, and can be ordered by phoning 9264 4088.

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