



CNAP: Analysing Your NAPLAN Results

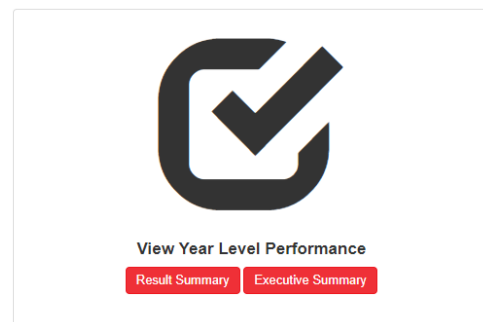
(NAPLAN Pen & Paper Only)

Step 1: Login Here: <https://cnap.bestperformance.com.au>

- Using your Department/School email

Step 2: Identify Learning Gaps

- Click “Results Summary” on the home page
- Select the calendar year, and year level you would like to analyse
- Click “View”



Summary Results

School* ICSEA 1023

Year* Year Level*

Room

Gender

Compare To Australian Mean Like Schools

Show Only Stable Cohort Only ATSI Only LBOTE

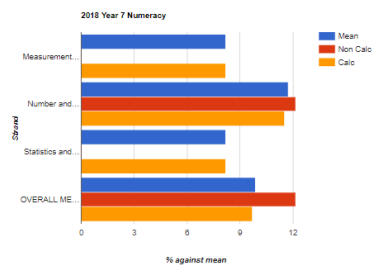
View

- Scroll down to review your school’s performance across the five domains of NAPLAN

2018 Year 7 Numeracy

STRAND	MEAN	Non Calc	Calc
Measurement and Geometry (M)	8.19	0.00	8.19
Number and Algebra (N)	11.72	12.18	11.52
Statistics and Probability (S)	8.17	0.00	8.17
OVERALL MEAN DIFF.	8.89	12.18	9.89

NAPLAN Mean Scores
 COHORT MEAN 574.28
 AUSTRALIAN MEAN 548.00
 Overall + or - Difference 26.28



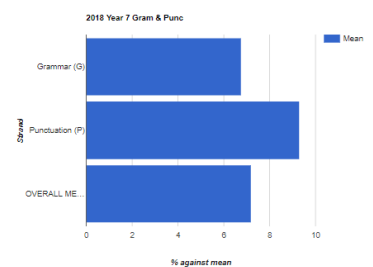
- Note which domains & strands stand out as areas that require focus

- Once you have identified a few areas you think require focus, write them down. Next, scroll back to the top of the page and click “Home”

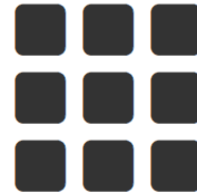
2018 Year 7 Gram & Punc

STRAND	MEAN
Grammar (G)	6.75
Punctuation (P)	9.30
OVERALL MEAN DIFF.	7.18

NAPLAN Mean Scores
 COHORT MEAN 571.94
 AUSTRALIAN MEAN 544.00
 Overall + or - Difference 27.94



Step 3: Create Learning Plan



Create a Learning Plan for Years 3, 5, 7 & 9

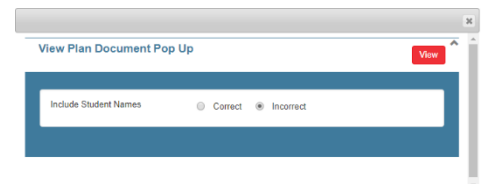
NAPLAN Analysis

- Click on “NAPLAN Analysis”
- Select the same calendar year and student year level as before, and the areas that you identified require focus under “Assessed Area”, then click “Start Analysis”
- Once on the next page click “Analyse”
- You should now see the same graph that contains the areas requiring focus you identified earlier

- Scroll down to strand of interest, check boxes of highlighted questions, paying particular attention to the year level concept the question relates to. Then click “Create Plan Document”

Question	Q26	Q27	Q28	Q30	Q32	Q33	Q34	Q35	Q36	Q38	Q39	Q42	Q43	Q45	Q47	Q48	Q49	Q50
Number of students correct	190	191	184	137	152	167	191	161	148	123	105	110	76	52	38	40	65	25
% of Cohort correct	96	96	92	70	97	85	96	81	75	62	53	56	38	26	19	20	33	13
% of Australian cohort correct	88	93	79	58	86	75	85	71	73	52	40	47	39	26	20	17	26	12
% difference	8	3	13	12	11	10	11	10	2	10	13	9	-1	0	-1	3	7	1
Australian Curriculum Year Level	Year 4	Year 5	Year 4	Year 4	Year 6	Year 6	Year 3	Year 4	Year 7	Year 7	Year 5	Year 6	Year 5	Year 4	Year 6	Year 6	Year 1	Year 5
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- Check “Incorrect”, and click “View”



- Scroll down through the Learning Plan to see each question you ticked, the AC code it relates to, the names of students who got it incorrect, and resources to address and target teach the learning gaps identified

Document Title: Mr Smith's Lesson Plan

Grammar (G) - Year 6		
<p>Australian Curriculum Entry Text Structure and Organisation Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520) Elaborations •noting how a general word is often used for a more specific word already mentioned, for example "Look at those apples. Can I have one?" •recognising how cohesion can be developed through repeating key words or by using synonyms or antonyms •observing how relationships between concepts can be represented visually through similarity, contrast, juxtaposition, repetition, class-subclass diagrams, part-whole diagrams, cause-and-effect figures, visual continuities and discontinuities</p>	<p>WA Curriculum Understand that cohesive links can be made in texts by omitting or replacing words - ACELA1520 Additional Information Resource 1 Resource 2 Resource 3</p>	<p>NAPLAN Descriptor Identifies a word that links two parts of a complex sentence (synonymy) NAPLAN Question 27 Which word completes this sentence correctly? The publisher's desk was littered with sketches as each of his artists was required to submit a [redacted]. drawing brush colour criticism Answer: A</p>
<p>Student Answers - Incorrect</p> <p>b)- [redacted] c)- [redacted] d)- [redacted]</p>		

- Title the Learning Plan at the top left of the page, and click “Save” on the right. The Learning Plan will be saved in your “Saved Learning Plans” Teacher Folder on the **Home Page** – where you can download it as a PDF and print it off if you wish

For a more in-depth analysis please visit our Help Section at www.bestperformance.com.au/help or contact us on 08 9284 0041