

## Part H

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# MCEETYA



## National Assessment Program – Civics and Citizenship Year 10 School Assessment

# 2004

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**Part H**

## Chapter 8

# Analysing and Reporting School-level Student Performance

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These School Assessment materials provide teachers with a number of ways in which to assess student performance. One way is to compare the group's performance on individual items to the national results from 2004, using the Item Analysis Sheet. Another way is to compare the overall score obtained by students to the 2004 national distribution, using scale scores and the Class Analysis Sheet. The Item Analysis Sheet can be found in Appendix 6 and the Class Analysis Sheet is Appendix 7. Both are suitable for printing or copying.

## Using the Item Analysis Sheet

The Item Analysis Sheet (Appendix 6) provides a tool for comparing class performance against the results reported in the *National Assessment Program - Civics and Citizenship Years 6 and 10 Report 2004*.

Teachers should record the total number of students assessed in the box at the top of the Item Analysis Sheet.

The information required for the column headed 'Number of students' can be obtained from the summary you completed at the bottom of the Class Record Sheet (see Chapter 6). That is the number of students who scored 1, 2 or 3 for each item.

Teachers should note that the number of students receiving '0' will not be used for further analysis.

For many items it is possible to score greater than '1' on a question. Where this is the case, there is a row for each possible score, as indicated in the column 'Score Value'. The number of students receiving each score should be recorded on the relevant row.

### *Calculating percentages*

The percentage of students achieving the correct answer on an item can be calculated using the formula:

$$\frac{\text{number of students scoring full marks}}{\text{number of students assessed}} \times \frac{100}{1}$$

Record the percentage in the column headed '(%) of students'.

The percentage calculated for your class can then be compared with the results reported in the *National Assessment Program - Year 6 and Year 10 Report 2004*, which are shown in the column headed 'National Sample'. This is the percentage of students across Australia who answered each particular item correctly. In making comparisons, teachers are advised to consider the items in relation to their school's curriculum and context.

The final column in the Item Analysis Sheet, 'Proficiency Level', indicates the level at which each item or item score value is located.

## Conversion of Student Raw Scores to Scale Scores

Table 8.1 can be used to convert students' raw scores on the School Assessment to corresponding scale scores on the National Civics and Citizenship Sample Assessment. In the latter, the students' raw scores on the civics and citizenship scale were transformed into a scale with a mean of 400 and a standard deviation of 100.

This transformation was applied to assist in the interpretation of the raw scores and the assignment of proficiency levels. Therefore the tables shown below can be used to determine the proficiency level of a student by matching his or her raw score with the scaled score and corresponding proficiency level.

Table 8.1 enables teachers to determine whether their students have demonstrated proficiency in civics and citizenship by reaching Level 3 or better on the national civics and citizenship scale.

Teachers should record the scale score for each student in the final column of the Class Record Sheet (see Chapter 6).

**Table 8.1 Raw Score to Scale Score Conversion**

Student raw score	Equivalent sampled scale score	Level attained	Level Descriptors
0	-164	Below Level 1	
1	-16		
2	56		
3	106		
4	144		
5	176		
6	203		
7	227		
8	249		
9	268		
10	286	Level 1	Demonstrates a literal or generalised understanding of simple civics and citizenship concepts, using vague terminology without interpretation.
11	303		
12	319		
13	334		
14	349		
15	362		
16	375		
17	388		
18	400		
19	411	Level 2	Demonstrates accurate responses to relatively simple civics and citizenship concepts or issues, with limited interpretation or reasoning.
20	423		
21	434		
22	444		
23	455		
24	465		
25	475		
26	485		
27	495		
28	504		
29	514		
30	524		
31	533		
32	543	Level 3	Demonstrates comparatively precise and detailed factual responses to complex civics and citizenship concepts or issues, and some interpretation of information.
33	552		
34	562		
35	571		
36	581		
37	591		
38	601		
39	611		
40	621		
41	632		
42	642		
43	653		
44	665	Level 4	Demonstrates precise and detailed interpretive responses to complex civics and citizenship concepts or issues. Appropriately uses conceptually-specific language.
45	676		
46	689		
47	701		
48	714		
49	728		
50	743		
51	758		
52	775		
53	793		
54	813	Level 5	Demonstrates precise and detailed interpretive responses to very complex civics and citizenship concepts, underlying principles or issues, in field-specific terminology.
55	834		
56	859		
57	888		
58	924		
59	970		
60	1040		
61	1186		

## Using the Class Analysis Sheet

The Class Analysis Sheet (Appendix 7) is designed to assist you in drawing a graph of class or school performance that enables comparisons to be made between your student group and the National Civics and Citizenship Sample Assessment.

The graph is a simple pictorial presentation of the data that enables visual comparisons of the performance of a student group with the sample study findings, including the national mean and distribution estimates.

However, teachers should use these as indicators only. The National Civics and Citizenship Sample Assessment was constructed and implemented scientifically to provide a representative estimate of the national Year 10 population. Small groups such as schools or classes may have distributions that are unique to them at the time they use this material.

The graph can be constructed as a simple histogram by shading the cells vertically to represent the number of students who have achieved a particular score. A line can then be drawn by joining the midpoints of the maximum cell for each score to form the frequency polygram.

### *National sample mean and distribution*

The shaded vertical column at the scaled score of 402 (raw score = 18) represents the mean for the national sample (400).

The shaded bars entitled 'National Distribution' indicate the proportions of students falling within the lower 25th, the middle 50th and top 25th percentile in the 2004 sample study.

### *Proficiency levels*

With respect to proficiency levels, the shaded bars entitled 'Level Distribution' can be used to determine the proportions of students located within each of the civics and citizenship proficiency levels.

Appendix 6  
Year 10 Item Analysis Sheet

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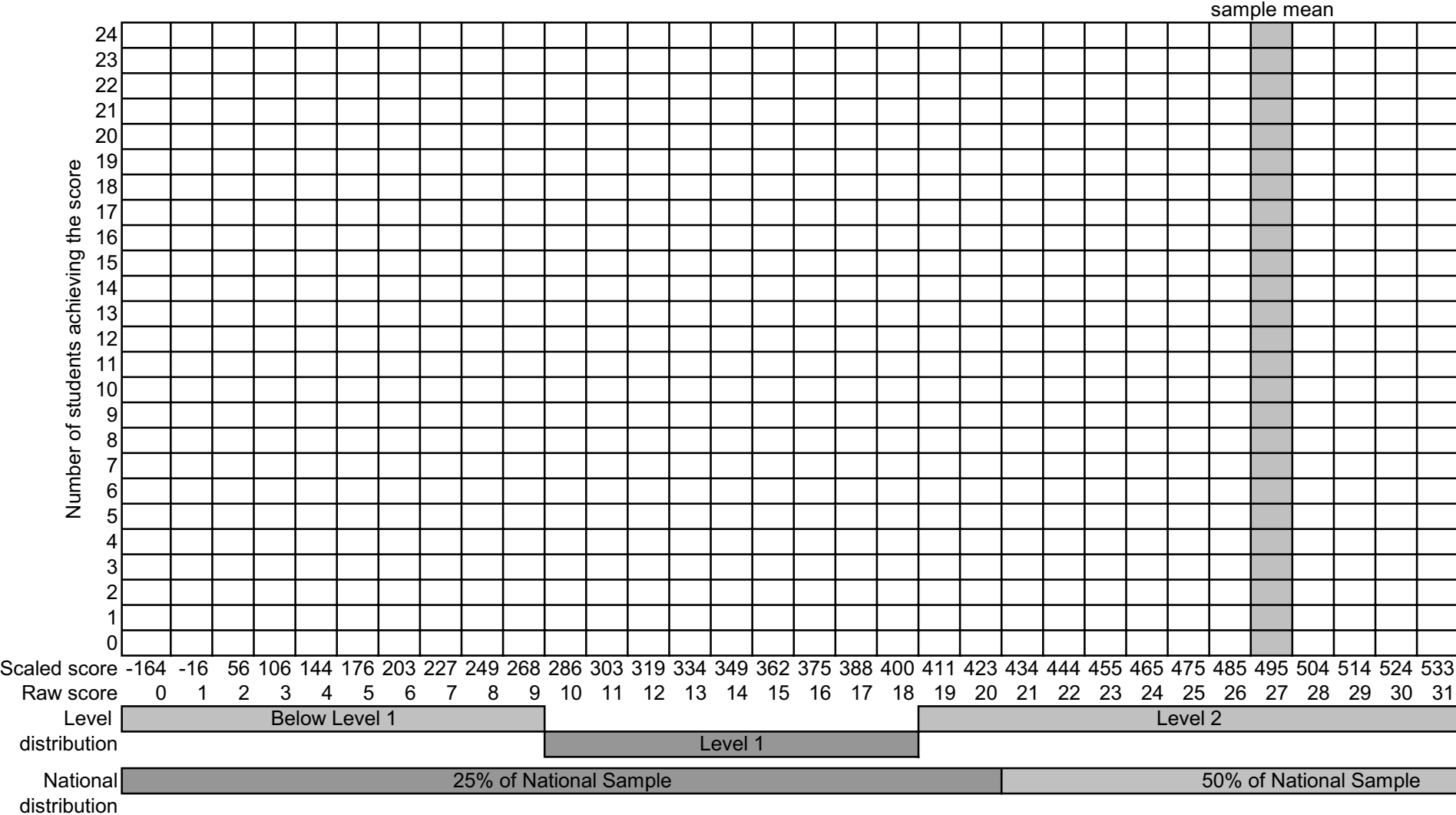
**Item Analysis Sheet**

Qn	Score Value	Number of students assessed =		National sample	Proficiency Level
		Number of students	(%) of students		
1	1			85%	1
2	1			47%	2
	2			8%	4
3	1			10%	4
	2			13%	4
4	1			88%	<1
5	1			42%	2
	2			32%	4
6	1			81%	1
7	1			56%	2
	2			5%	5
	3			2%	5
8	1			51%	3
9a	1			24%	2
	2			23%	3
	3			24%	4
9b	1			45%	3
9c	1			56%	2
10a	1			41%	3
10b	1			71%	1
11	1			23%	5
12	1			65%	2
13	1			64%	2
14	1			62%	2
15	1			29%	2
	2			29%	3
16	1			41%	2
	2			29%	4
17	1			44%	1
	2			33%	3
	3			5%	5
18	1			56%	1
	2			26%	4
19	1			51%	2
	2			20%	4
20	1			52%	3
21	1			21%	3
	2			34%	3
22	1			34%	3
	2			16%	4
23	1			46%	2
	2			24%	4
24	1			58%	3
25	1			64%	2
26	1			34%	2
	2			20%	4
27	1			43%	2
	2			18%	4
28	1			43%	3
29	1			23%	4
30	1			27%	4
	2			8%	5
31	1			51%	3
32	1			82%	1
33	1			50%	3
34	1			59%	2
	2			7%	5
35	1			46%	3
36	1			75%	1
37	1			36%	3
38	1			33%	3

Appendix 7  
Year 10 Class Analysis Sheet

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# Class Analysis Sheet



# Class Analysis Sheet

