### Australian Curriculum

#### English Learning Area – Literacy Strand

<table>
<thead>
<tr>
<th>Interpreting, Analysing, Evaluating</th>
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<tbody>
<tr>
<td>Identify the audience and purpose of imaginative, informative and persuasive texts (<a href="#">ACELY1678</a>)</td>
<td>Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (<a href="#">ACELY1679</a>)</td>
<td>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (<a href="#">ACELY1680</a>)</td>
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#### General Capabilities

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<tr>
<th>Literacy</th>
<th>Critical and Creative Thinking</th>
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| Comprehending texts through listening, reading and viewing  
  - Navigate, read and view learning area texts  
  - Interpret and analyse learning area texts. | Inquiring – identifying, exploring and organising information and ideas  
  - Pose questions  
  - Identify and clarify information and ideas  
  - Organise and process information.  |
| Text knowledge  
  - Use knowledge of text structures | Generating ideas, possibilities and actions  
  - Imagine possibilities and connect ideas  
  - Consider alternatives  
  - Seek solutions and put ideas into action |
| Word knowledge  
  - Understand learning area vocabulary  
  - Use spelling knowledge. | Reflecting on thinking and processes  
  - Think about thinking (metacognition)  
  - Reflect on processes  
  - Transfer knowledge into new contexts. |
| Visual knowledge  
  - Understand how visual elements create meaning. |  |

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<tr>
<th>Personal and Social Capability</th>
<th>ICT Capability</th>
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| Self-management  
  - Work independently and show initiative | Investigating with ICT  
  - Locate, generate and access data and information |
| Social management  
  - Communicate effectively  
  - Work collaboratively | Creating with ICT  
  - Generate ideas, plans and processes |
| Self-awareness  
  - Develop reflective practice | Communicating with ICT  
  - Understand computer mediated communications  
  - Collaborate, share and exchange |

### NAPLAN Online – ICT Skills Guide

NAPLAN Online requires students to confidently use a computer or device in at least seven ways. As shown below, IMPACT Centre projects develop all seven of these skills and are an excellent way to prepare your students for online testing.

1. Locate and select an answer from a list – YES  
2. Type an answer – YES  
3. Read the screen and navigate web pages – YES  
4. Manipulate objects on screen – YES  
5. Read and comprehend digital texts – YES  
6. Plan and compose text using word processing – YES  
7. Listen using a headset – YES

**NB:** See [DET’s NAPLAN Online ICT Skills Guide](#) for details.

### Assessment

- **Pre and Post Tests**  
  Students complete a pre-test and then a post-test to gauge their level of improvement. Both tests require students to read a selected text and then answer a series of multiple-choice questions (literal, inferential and applied).

### Reporting

- Pre and post assessment data are provided to schools, along with student attendance data.  
- Qualitative report card comments are provided to schools. We recommend their inclusion as an OLA on semester report cards.