National Profile
Text Strand
Levels

Answer Key

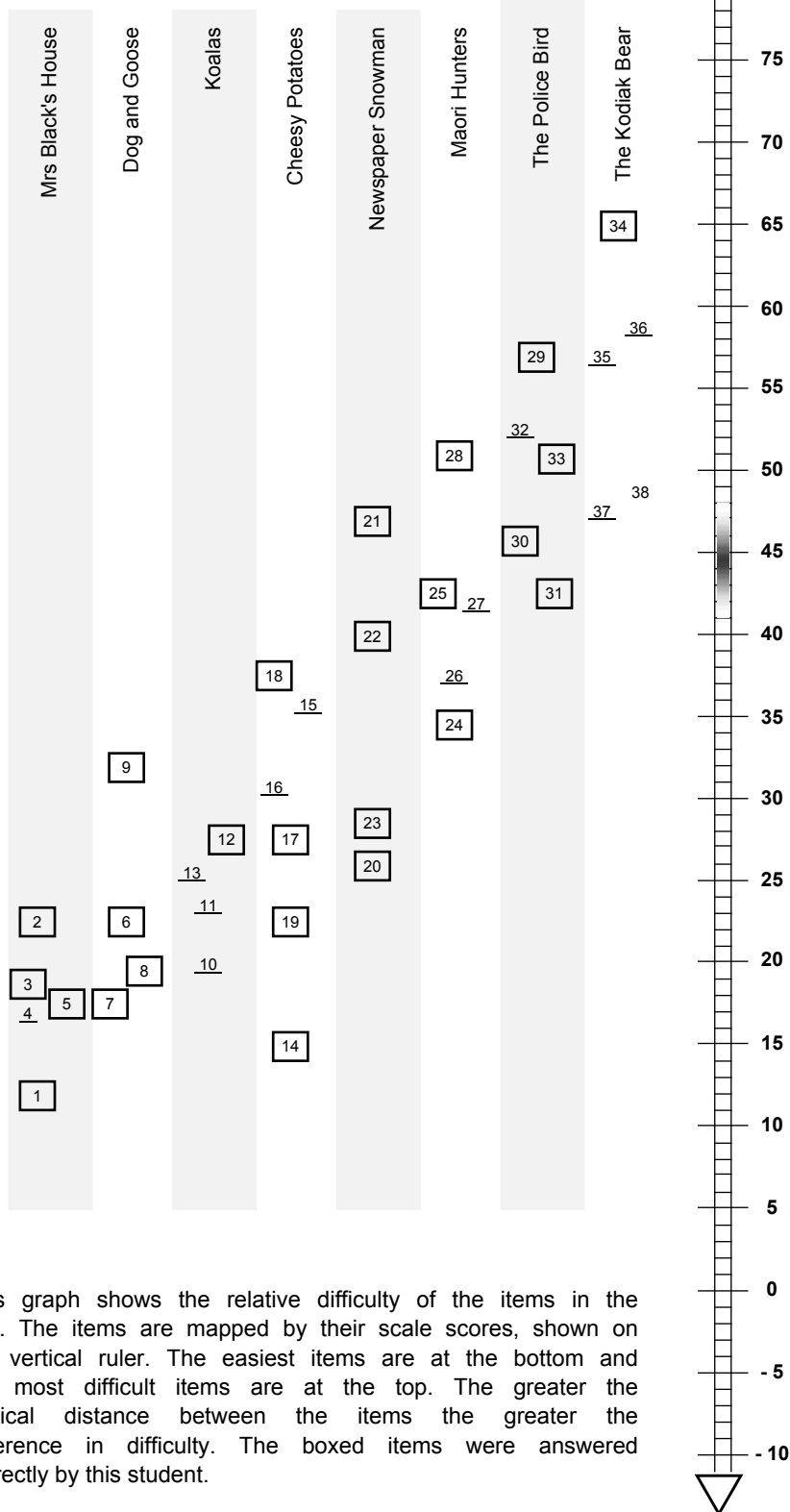| 1 | correct |
| 1 | incorrect (underlined) |
| 1 | not attempted |

PATReading scale score with error range

Name: ATTARD, A

Test: PAT-R: Comprehension Test Form 1

Year Level: 3

Percentile Rank on National Norms: 65

Stanine on National Norms : 6

Columns (left to right): Mrs Black's House, Dog and Goose, Koalas, Cheesy Potatoes, Newspaper Snowman, Maori Hunters, The Police Bird, The Kodiak Bear

At this level, student typically deal with narrative and information texts containing unfamiliar topics, ideas and vocabulary, and which contain language used in relatively complex ways. For example, they recognise the range of information included in the details of a report; recognise the author's purpose in a relatively complex passage; and interpret images in a complicated narrative containing competing details (as well as tasks below this level).

At this level, students typically deal with longer narrative, procedural and information texts containing some unfamiliar topics, ideas and vocabulary. For example, they compare information from different parts of a text; locate directly stated information in a relatively complex sentence; and identify an author's attitude using clues from the text (as well as tasks below this level).

At this level, student typically deal with short narrative, procedural and information texts with familiar topics, vocabulary and structure, for example, they locate explicitly stated information in relatively simple texts; interpret the meaning of direct speech; understand the conclusion in a narrative; and recognise the motivation of a character.

This graph shows the relative difficulty of the items in the test. The items are mapped by their scale scores, shown on the vertical ruler. The easiest items are at the bottom and the most difficult items are at the top. The greater the vertical distance between the items the greater the difference in difficulty. The boxed items were answered correctly by this student.

Reading the lines items

Description	Questions answered correctly	Questions answered incorrectly	Questions not attempted
Recognise a simplified form of an idea stated in complex language in the text.	34		
Maintain links within a complex sentence or across several sentences to locate a detail.	29 28		
Recognise a simple idea when some sentences are complex or some vocabulary is unfamiliar.	21 30		
Order a detailed sequence of events to locate clearly stated information.	25 22		
Link across several sentences to identify an explicit main idea.		26	
Locate and combine two independent pieces of explicitly stated information.		16	
Match synonymous information when some vocabulary may be unfamiliar.	17	15	
Link a pronoun reference across adjacent sentences to locate directly stated information.	12		
Select information from a list of similar information to match given criteria.		11 10	
Order a simple sequence of events to identify clearly stated information.	20 2 6 19 3 7		
Locate a prominent main idea.	5 14 1		

Inference items

Description	Questions answered correctly	Questions answered incorrectly	Questions not attempted
Draw on clues of tone or implied attitude to infer an overall understanding.		36	
Infer which issue is of overriding concern or significance.		35 32	
Draw on scattered prominent clues to infer a main idea.	33	37	38
Infer an implied connection between adjacent ideas.	31	27	
Make a simple inference when there are competing ideas.	18 24 9 23		
Make a simple inference when clues are obvious.	8	13 4	

The PAT-R items have been categorised as assessing either reading the lines or inference, shown here in two tables. The rows of each table describe the increasing complexity of the skills students demonstrate by answering the corresponding items correctly. Overall, the difficulty of the skills described increases from the bottom row to the top row. However, there is some overlap between rows as different skills may have a similar level of difficulty and similar skills may also span a range of difficulty. An accurate representation of the relative difficulty of the items is shown by the graph on the other side of this page. The boxed items were answered correctly by this student.