

# STAGE 1

## Reading Progress Test

*Australian Norms Supplement*

For use with Literacy Baseline and  
Reading Progress Tests 1 and 2

*Prepared by*  
Marion M. de Lemos



Reading Progress Test Stage 1, Copyright © 1996 Hodder & Stoughton Ltd  
Printed in Great Britain for Hodder & Stoughton Educational, the educational publishing division of Hodder Headline Plc,  
338 Euston Rd, London NW1 3BH

Copyright © 2000 Australian Council for Educational Research Reading Progress Test Stage 1, Australian Norms Supplement  
Published by ACER Press.

# READING PROGRESS TESTS, Stage 1

## *Australian Norms Supplement*

*Prepared by Marion M. de Lemos for ACER Press*

The *Reading Progress Tests*<sup>1</sup> are a series of British tests covering the age range from 5 to 11 years. The series comprises the *Literacy Baseline* test, designed for use at the beginning of the first year of formal schooling in England and Wales (Year 1), and *Reading Progress Tests 1 to 6*, designed for use at the end of each of the six years of primary schooling (Years 1 to 6). The *Literacy Baseline* test assesses pre-reading and early reading skills, while *Reading Progress Tests 1 to 6* cover children's comprehension of written text at increasing levels of difficulty.

These tests have filled a need in the Australian market for measures of reading which can be used to assess children's reading skills from the first year of school to the end of the primary level. The *Literacy Baseline* test is designed to be administered either individually or in small groups, while the six *Reading Progress Tests* are group administered and are designed to be used with whole class groups. The tests do not have set time limits, but each test would normally take about 45 to 50 minutes to administer.

These tests provide a valid measure of early literacy and reading comprehension at the primary level, and are suitable in content and format for use in Australia. However, the British normative data are not applicable in the Australian context, and this has led to difficulties in the interpretation of results. There are two main reasons for these difficulties.

The first difficulty relates to the mismatch in age between the six primary year levels in the British system and the corresponding year levels in the Australian system, which means that Australian children are on average eight to nine months older than children at the corresponding year level in the United Kingdom, except in the case of those states which do not have a pre-Year 1 year prior

to entry to Year 1, currently Queensland and Western Australia.

The second difficulty, which is related to this age mismatch, is that the British normative data are presented in the form of age norms. This means that when the tests are used at the end of the school year, up to a half or more of the children at the corresponding year level in Australia fall outside the age range of the age norms provided.

A further difficulty in the use of the British age norms, and particularly the reading ages corresponding to specific raw scores, is the fact that these age norms are based on the assumption of a linear relationship between age and test score. In the case of the Australian samples, there is relatively little increase in test score with age within a year level, except in the first or second year of schooling, and the use of age norms which assume such a relationship therefore give misleading results when applied in the Australian context. Because the standardised score corresponding to a specific raw score is lower for older children than for younger children with the same raw score, the use of the British age norms poses particular problems when comparing the relative performance of older and younger children within a year level. Problems relating to the assumption of a linear relationship between age and test score apply particularly to the use of reading ages for the interpretation of raw scores, since outside a fairly narrow band of raw scores the reading age equivalent is based on extrapolation from the real data. The British Manual points to some of the problems associated with the construction of reading ages and the need to interpret reading ages with caution. This caution applies even more strongly in the Australian context, where the mismatch with the British age /grade relationship combined with the lack of any consistent increase in score with age can lead to

---

<sup>1</sup> Published by Hodder and Stoughton, 1996

misleading interpretation of results, particularly when scores are converted to reading ages that fall outside the chronological age range of the children who provided the data on which the tables are based.

Given these difficulties in using the British norms for the interpretation of Australian scores on the *Reading Progress Tests* it was decided to provide Australian users with normative data based on Australian samples. In the case of the Stage 1 series of tests (the *Literacy Baseline* test, *Reading Progress Test 1* and *Reading Progress Test 2*), Australian norms were constructed on the basis of data collected as a part of the ACER Project on *Curriculum and Organisation in the Early Years of School*. In the case of the Stage 2 tests, Australian data on the *Reading Progress Tests* were collected as a part of the norming program for the revised *Progressive Achievement Tests (PAT) Reading Comprehension* and *Reading Vocabulary* (see *Australian Norms for the Reading Progress Tests, Stage 2*).

#### **Australian Norms for Stage 1 Tests**

Australian norms for the *Literacy Baseline* and *Reading Progress Tests 1 and 2* are based on the national sample of students included in the ACER Project on *Curriculum and Organisation in the Early Years of School*. This sample was drawn from 84 schools, selected at random from seven of the eight states and territories (Tasmania was not included in the sample). While not proportionally representative in terms of state representation, the sample covered a wide range of schools and included children from a range of different backgrounds.

From each of the participating schools, one class at each year level from pre-Year 1 to Year 2 was selected to participate in the study. This provided a total sample of over 3000 children, with over 800 children at the pre-Year 1 level and over a thousand children at each of Year 1 and Year 2. The *Literacy Baseline* test was administered at the end of Term 2 (June 1998) to all children at the pre-Year 1 and Year 1 levels in this sample, while *Reading Progress Test 1* was administered to this same sample of children at the end of the school year (November 1998), and also to the Year 2 sample in the middle of the

school year (June 1998). *Reading Progress Test 2* was administered to the Year 2 sample at the end of the school year (November 1998).

This design provided mid-year norms for the *Literacy Baseline* test at the pre-Year 1 and Year 1 levels, and end-of-year norms for these levels on *Reading Progress 1*. The data also provided mid-year norms for *Reading Progress Test 1* and end of year norms on *Reading Progress 2* at the Year 2 level.

#### **Standardised Scores and Reading Ages**

Assessments of student achievement can be based on either a normative (or horizontal) scale, which provides a measure of achievement relative to that of other students of the same age or grade level, or a developmental (or vertical) scale, which provides a measure of student progress over time in the achievement of specific skills such as reading. Normative measures are typically provided in the form of percentiles or standardised scores based on the normal curve, while developmental or vertical measures are expressed in the form of measures such as reading ages or Rasch-scaled scores.

British norms for the *Reading Progress Tests* are provided in the form of both normative measures (age standardised scores) and developmental measures (reading ages). In addition, ability scores based on Rasch scaling procedures are also provided. However, these scores provide only a limited picture of vertical development, since the ability scale for each test has been calculated separately.

Australian norms for the *Literacy Baseline* test and *Reading Progress Tests 1 and 2* are presented in the forms of standardised scores, percentiles and stanines.

#### **Comparison of Australian and British Data on Stage 1 Tests**

Prior to constructing the norms, an analysis was made of the mean scores of the Australian sample according to both age and school level, and also in relation to the mean scores of the British norm samples. The results of this analysis are shown in Tables 1 to 3.

Because of the difference in school structure across the various states and these tables between children in Year 1 who are in their first year of formal schooling (in Queensland and Western Australia), and children in Year 1 who are in their second year of formal schooling (in all other states). A similar distinction has been made at the Year 2 level between children who are in their second year of schooling and children who are in their third year of schooling.

These tables also include, for comparative purposes, information on the mean age and the mean scores of the British norm sample on the each of the tests, as well as information on the equivalent standardised scores based on the British norms. The mean age standardised score

territories, a distinction has been made in is the standardised score corresponding to the mean raw score of the age norm group corresponding to the mean age of the Australian sample. In addition to the age standardised score a grade standardised score has been inferred on the basis of the overall mean score of the British grade sample at each of the relevant year levels. The ability score and reading age corresponding to the mean score of the Australian sample, based on the British norms, is also shown.

In interpreting the data provided in Tables 1 to 3, it should be noted that the mean age of the British sample at the Year 1 and Year 2 levels is generally about 8 to 9 months higher than the mean age of the

**Table 1 Comparison with British Normative data: Literacy Baseline Test**

School Level	N	Mean Age	Mean Score	SD	Equiv ASS <sup>2</sup>	Equiv GSS <sup>3</sup>	Equivalent Ability Score	Reading Age
Australian samples								
mid Pre-Year 1	898	5:9	27.5	7.8	109	109	104	6:0
mid Year 1 (1 <sup>st</sup> year)	390	6:1	31.5	6.7	107	117	109	6:5
mid Year 1 (2 <sup>nd</sup> year)	874	6:9	35.4	5.0	107	125	114	6:11
British norm sample beginning Year 1	1310	5:8	21.8	9:0	100	100	99	5:6

**Table 2 Comparison with British Normative data: Reading Progress Test 1**

School Level	N	Mean Age	Mean Score	SD	Equiv ASS <sup>2</sup>	Equiv GSS <sup>3</sup>	Equivalent Ability Score	Reading Age
Australian samples								
end Pre-Year 1	573	6:1	9.5	7.6	104	97	99	6:2
end Year 1 (1 <sup>st</sup> year)	327	6:5	15.0	7.5	106	104	104	6:10
end Year 1 (2 <sup>nd</sup> year)	721	7:1	19.2	8.2	102	109	107	7:3
mid Year 2 (2 <sup>nd</sup> year)	339	7:1	20.7	7.7	105	111	108	7:5
mid Year 2 (3 <sup>rd</sup> year)	885	7:9	23.8	6.9	105	116	111	7:10
British norm sample end Year 1	1067	6:4	11.8	8.8	103	100	101	6:6

**Table 3 Comparison with British Normative data: Reading Progress Test 2**

School Level	N	Mean Age	Mean Score	SD	Equiv ASS <sup>2</sup>	Equiv GSS <sup>3</sup>	Equivalent Ability Score	Reading Age
Australian samples								
end Year 2 (2 <sup>nd</sup> year)	322	7:5	18.0	7.0	101	102	102	7:9
end Year 2 (3 <sup>rd</sup> year)	693	8:1	20.5	7.2	98	107	104	8:2
British norm sample end Year 2	1749	7:4	16.3	9.8	99	100	101	7:7

<sup>2</sup> Equivalent ASS (age standardised score) based on British norms for age group corresponding to mean age of Australian sample.

<sup>3</sup> Equivalent GSS (grade standardised score) based on British norms for British age group obtaining a mean score of 100 on the basis of the British norms).

Australian sample at comparable year levels, except in the case of those states where Year 1 is the first year of school and Year 2 is the second year of school (Queensland and Western Australia). In the case of the pre-Year 1 group, the mean age of the Australian sample at the mid-year test date is just one month higher than the mean age of the British Year 1 sample at the beginning of the school year, while the mean age of the pre-Year 1 group at the end of the school year is three months lower than the mean age of the British Year 1 sample at the end of the school year. These differences in age and time of testing (in the case of the *Literacy Baseline* test) need to be taken into account in interpreting the differences between the Australian and the British samples.

In the case of the *Literacy Baseline* test (see Table 1), the mean scores of the Australian children at the end of Term 2 at both the pre-Year 1 and Year 1 levels are higher than the mean scores of the British Year 1 sample at the beginning of the school year. In the case of the pre-Year 1 sample, while the average age of the sample is similar to that of the British sample, the Australian children have been in school for about four to six months longer than the British sample, and it is this difference in school experience that is likely to account for the higher score of the Australian sample.

At the Year 1 level the mid-year mean scores of the Australian samples are substantially higher than the mean scores of the British Year 1 sample at the start of the school year, and in the case of the Year 1 children in their second year of school the test scores are reaching a ceiling (maximum score = 40). There is also a difference between the Australian Year 1 samples in terms of years of schooling, the mean score of the Year 1 children in their second year of schooling being higher than the mean score of the Year 1 children in their first year of schooling. This is to be expected, given the difference not only in period of schooling (eighteen months as compared with six months) but also in age (6:9 as compared with 6:1). It is also of interest to note the difference in mean score between the Australian pre-Year 1 and Year 1 (first year of school) groups. Both of these groups are in their first year of school, although the Year 1 group is on

average about four months older than the pre-Year 1 group. While this difference in age would account at least in part for the difference in score between these two groups, it is likely that there is also a difference in the nature of the program provided at the pre-Year 1 and Year 1 levels which would have contributed to this difference.

When interpreted in terms of the British normative data, the mean scores of the Australian sample translate to higher age standardised scores, as compared with the British norm sample, and even higher grade standardised scores, as compared with the British norm sample. The equivalent ability score<sup>4</sup> based on the British norms is also higher for the Australian samples than for the British sample, particularly in the case of the Australian Year 1 children in their second year of schooling.

The reading age of the Australian samples, based on the British norms, ranges from 6:0 at the pre-Year 1 level to 6:11 at the Year 1 level (second year of school) level, which is close to what would be expected on the basis of their chronological age (5:9 to 6:9).

In the case of *Reading Progress Test 1* (see Table 2), the mean scores of the Australian samples at all except the pre-Year 1 level are higher than the mean score of the British end-of-Year 1 sample. The Australian sample that corresponds most closely with the British norm sample in terms of both age and time at school is the Year 1 (first year of school) sample, and in this case the difference of three raw score points translates to a difference of three to four points in terms of age and grade standardised scores and ability score, and a difference of four months in terms of reading age.

In the case of *Reading Progress Test 2* (see Table 3), the mean scores of the Australian samples at the Year 2 level are higher than

<sup>4</sup> The ability score is a scaled score indicating the child's attainment relative to the trait or dimension measured by the test, with a scaled score of 100 representing the mid-point of the ability range measured by the scaled test (see Vincent, Crumpler & de la Mare, page 32).

the mean score of the British end-of-Year 2 sample. Again the Australian sample that corresponds most closely with the British norm sample in terms of both age and time at school is the Year 2 (second year of school) sample, and in this case the difference of two raw score points translates to a difference of two points in terms of age and grade standardised scores, one point on the ability scale score, and a difference of two months in terms of reading age.

Overall these results indicate that the performance of Australian children on these tests is similar to that of British children of the same age and with the same experience of formal schooling. However, this applies only in states which do not have a pre-Year 1 level prior to entry to Year 1, where age and level of schooling parallels that of the British sample. In the case of the other states, where the children at comparable year levels are on average eight months older than the British sample, and have had one additional year of formal schooling, the scores of the Australian children at the same level of schooling (defined in terms of 'year' or grade level) is consistently higher than that of the British children.

This initial analysis of the results of the Australian sample on this series of tests therefore indicated that these tests are in general appropriate for Australian children in terms of content and difficulty level, but that the British normative data is not applicable to Australian children, particularly in the case of those states that have a pre-Year 1 level. It was also found that *Reading Progress Test 1* is generally too difficult for children at the end of the first year of schooling, particularly at the pre-Year 1 level, and there is therefore some question about its suitability for use at this level, particularly in the case of low achieving children. It should however be noted that this would apply equally to British children, since the mean score on this test of the British norm sample is 11.8, as compared with 9.5 for the Australian pre-Year 1 sample and 15.0 for the Australian Year 1 (first year of school) sample.

## Progression of Scores by Age and Grade

The British norms for the *Reading Progress Tests* are provided in the form of age norms, with separate norm tables for each one month age band. As already indicated, the presentation of norms in this format poses a problem for Australian users, not only because of the mismatch in age at corresponding year levels, but also because of the underlying assumption of a regular increase in score with age, independent of school experience.

The question of whether Australian norms for the *Reading Progress Tests* should be presented in the form of age norms or year level norms is complicated by state differences in age of entry to school and in whether or not a pre-Year 1 level is provided prior to entry to Year 1, as well as by differences in the period of time spent at the pre-Year 1 level in the case of those states that have a system of continuous enrolment at age five.

An examination of the Australian data by age and by year level, as well as by age within year level, indicated that there are differences in score according to age, year level and years of schooling. However the differences according to age are generally less marked and less persistent than differences according to year level and years of schooling, and tend to diminish as children progress from the pre-Year 1 or Year 1 level to Year 2. It is therefore only in the first year or two of school that age would need to be considered as a factor in interpreting the child's score.

On the basis of this analysis it was decided to construct the Australian norms for the the *Literacy Baseline* test and *Reading Progress Tests 1 and 2* on the basis of school level, and to distinguish school level according to both year level and years of school to allow for the differences between state systems. This resulted in five school level groups distinguished as follows:

- Pre-Year 1 (first year of school in all states except Queensland and Western Australia)
- Year 1 (first year of school in Queensland and Western Australia)
- Year 1 (second year of school in all states except Queensland and Western Australia)

- Year 2 (second year of school in Queensland and Western Australia)
- Year 2 (third year of school in all states except Queensland and Western Australia).

### Tables of Norms

Australian norms for the *Literacy Baseline* and *Reading Progress Tests 1 and 2* provide for the conversion of raw scores to standardised scores according to school level as defined above. The standardised scores are based on a mean of 100 and a standard deviation of 15, as in the case of the British standardised age scores. In addition to the standardised scores, the table also allows for the conversion of raw scores to percentile ranks and stanine scores.

**Standardised scores** provide a basis for the interpretation of individual scores relative to the expected performance standards of students at the same year level. They are also useful for comparison of relative performance across different tests or across different areas of the curriculum, and in research studies where standardised measures of performance are required for statistical analysis.

**Percentiles** are used to describe performance in terms of the percentage of individuals in a particular group who have scores less than or equal to a particular score. For example, a raw score of 20 would have a percentile of 50 if fifty per cent of the group have scores that are less than or equal to 20, a raw score of 30 would have a percentile of 95 if ninety five per cent of the group had scores less than or equal to 30, while a raw score of 10 would have a percentile of 5 if five per cent of the group had scores that were less than or equal to 10. Some users find percentiles useful in reporting information on a student's relative performance.

**Stanines** provide a means of grouping scores into broader bands that are linked to percentiles and standardised scores. Stanines are commonly used for reporting scores in broad general terms, thus reducing the risk of over-interpretation of small differences. Stanine scores are often grouped into five descriptive categories (well above average, above average, average, below average and well below average) which provide a means of reporting scores in language that is easily understood and interpreted. The stanine levels corresponding to these five descriptive categories, together with information on the expected percentage in each category, and the corresponding percentile level and standard score ranges for each category are shown in Table 4.

### Time of Year Tested

The norms provided are based on data collected either in the middle of the school year, or at the end of the school year.

In general, it can be assumed that the norms based on the mid-year testing are applicable to testing carried out in the first half of the school year. These norms may provide an under-estimate of performance level in cases where students are assessed in the first term of school, and this will need to be taken into account in interpreting scores of students assessed early in the school year.

Norms based on the end-of-year testing are applicable to testing carried out in the second half of the school year. Again, these norms may provide an under-estimate of performance level in cases where students are assessed in the third term of school rather than in the fourth term, and this will need to be taken into account in interpreting scores of students assessed in third term.

**Table 4 Descriptive Categories Corresponding to Grouped Stanine Level**

Stanine level	Expected %	%ile Range	Standard Score Range	Descriptive Category
9	4	96+	127+	Well Above Average
8	7	89-95	119-126	Above
7	12	77-88	112-118	Average
6	17	60-76	104-111	
5	20	40-59	97-102	Average
4	17	23-39	89-96	
3	12	11-22	82-88	Below
2	7	4-10	74-71	Average
1	4	1-3	< 74	Well Below Average

In the case of the pre-Year 1 and Year 1 school levels, norms are available for the *Literacy Baseline* administered in the first half of the school year, and *Reading Progress Test 1* administered in the second half of the school year.

In the case of Year 2, norms are available for *Reading Progress Test 1* administered in the first half of the school year, and *Reading Progress Test 2* administered in the second half of the school year.

### Using the Norm Table

Tables 7 to 10 provide for the conversion of raw scores on each test to standardised scores, percentile levels and stanines. For each test, the raw score is listed in the extreme left and right hand columns of the table, while the standardised score (SS) the percentile level (%ile) and the stanine score (St) is listed in the relevant column according to the test administered. Horizontal lines have been inserted to group the scores within each stanine level on each test.

To convert the student's raw score to a standardised score, a percentile level, or a stanine score, first identify the appropriate column according to the test administered. Then locate the raw score in the left or right hand column of the appropriate table, and read across the row to find the corresponding standardised score, percentile level, and stanine score in the appropriate column. These scores should be entered on the class or individual form used for recording student results.

The basic statistics for each norm group are provided at the bottom of each column in Table 4. This information includes the size of the group on which the norms are based (N), the mean raw score and standard deviation of the norm group (Mean, SD), and the average per cent of correct responses on the test. This provides an indication of the difficulty level of the test, with a mean of about 50 per cent of correct responses indicating a test whose difficulty level is appropriate for the group being assessed. Information on the standard error of measurement of the raw score (SEM), and the reliability or internal consistency of the items as measured by the KR-21 formula, is also provided.

### Applicability of the School Level Norms in Tasmania

In terms of school structure, Tasmania is comparable to states such as NSW and Victoria that have a pre-Year 1 year prior to entry to Year 1. However, because of differences in the cut-off date for entry to school, children in Tasmania are four to seven months older than children at comparable year levels in Victoria and NSW. We have no data to indicate whether or not this difference in age affects the mean scores of Tasmanian children at comparable year levels, but assume that the norms for other states with a pre-Year 1 level would be applicable to children in Tasmania.

### Applicability of the School Level Norms in New Zealand

The school system in New Zealand is similar to the system in South Australia and the Northern Territory, where children are eligible to enter school at age five, and where enrolment is on a continuous basis throughout the school year. While not intended for use in New Zealand, it is likely that the Australian norms could provide a more appropriate alternative to the British norms for New Zealand users of these tests.

### Reliability

The reliability of a test is a measure of the consistency with which the same results would be obtained by repeated measures using the same instrument. Reliability is conventionally reported as a measure of internal consistency, which is obtained through an analysis of test items.

Measures of internal consistency (KR-21) are reported for each of the norm group samples. These measures were obtained from the Normit program used to generate the norm tables. The KR-21 estimates of reliability produced by this program range from .84 to .92, which are somewhat lower than those reported in the British Manual (.92 to .95). The lower levels may be due to the smaller size of the Australian norm samples, but nevertheless indicate an acceptable level of reliability for the tests when used in an Australian context.



## Validity

Validity is a measure of the extent to which a test or instrument measures the behaviours or skills it is intended to measure. In the case of the British data, validity is reported in terms of correlations between each of the three tests in Stage 1 of the series (the *Literacy Baseline*, *Reading Progress Test 1* and *Reading Progress Test 2*), as well as in terms of correlations between each of these three tests and performance on the Statutory National Curriculum Tests of English, as well as correlations with teacher assessments of reading, in terms of allocation to one of four National Curriculum levels (see page 47 of the Manual for *Stage One of the Reading Progress Tests*).

In the case of the Australian data, evidence of validity is available in terms of correlations between the *Literacy Baseline* and *Reading Progress Test 1* administered in the middle of the school year and the higher level of the *Reading Progress Test* series administered at the end of the school year (see Table 5), as well as in

terms of correlations between the *Reading Progress Tests* and the other measures of early literacy and numeracy skills administered as a part of the ACER Project on *Curriculum and Organisation in the Early Years of School* (see Table 6). These correlations generally range from about .5 to .7, indicating a moderate to strong relationship between performance on the different *Reading Progress Tests* as well as between performance on these tests and other measures of early literacy and numeracy development.

It should however be noted that the correlations between *Reading Progress Test 1* and other measures at the pre-Year 1 level are relatively low. This is attributable to the fact this test was found to be too difficult for children at the pre-Year 1 level, resulting in a clustering of scores at the lower end of the distribution. This factor would have affected the correlations between this test and other measures of reading and development at the pre-Year 1 level.

**Table 5** Correlations between Reading Progress Test administered in the middle of the school year and at the end of the school year

	RPT 1 November		RPT 2 November
	Pre-Year 1	Year 1	Year 2
Literacy Baseline (June)	.31	.59	
Reading Progress Test 1 (June)			.73

**Table 6** Correlations between Reading Progress Tests and other Measures

	Pre-Year 1		Year 1		Year 2	
	LB	RPT1	LB	RPT1	RPT1	RPT2
Who Am I? <sup>5</sup>	.63	.25	.64	.49	.48	.43
I Can do Maths <sup>6</sup>	.62	.30	.58	.46	.55	.55
Teacher Rating of Progress	.63	.37	.54	.58	.60	.65

<sup>5</sup> de Lemos, M. & Doig, B. (1999) *Who Am I?* ACER Press

<sup>6</sup> de Lemos, M. & Doig, B. (2000) *I Can Do Maths*. ACER Press

**Table 7 Norms For the Conversion of Raw Scores to Standardised Scores: Literacy Baseline Test, Pre-Year 1 and Year 1 Levels**

Raw Score	Mid Pre-Year 1 ACT, NSW, VIC, SA, NT (Mean Age = 5:9)			Mid Year 1 QLD, WA (Mean Age = 6:1)			Mid Year 1 ACT, NSW, VIC, SA, NT (Mean Age = 6:9)			Raw Score
	SS	%ile	St	SS	%ile	St	SS	%ile	St	
40	+	99	9	130	99	9	123	94	8	40
39	130	98	9	126	96	8	112	80	7	39
38	126	96	8	120	91	8	106	66	6	38
37	121	92	8	115	84	7	101	53	5	37
36	117	88	7	109	73	6	97	42	5	36
35	114	82	7	104	62	6	94	34	4	35
34	111	76	6	101	53	5	91	27	4	34
33	108	71	6	99	41	5	89	22	3	33
32	106	66	6	97	36	5	86	17	3	32
31	104	61	6	95	31	4	84	14	3	31
30	102	56	5	93	26	4	82	11	3	30
29	100	50	5	91	23	4	80	9	2	29
28	99	46	5	89	20	4	78	7	2	28
27	97	42	5	87	17	3	77	6	2	27
26	95	37	4	86	16	3	76	5	2	26
25	94	33	4	85	14	3	74	4	2	25
24	92	30	4	84	12	3	73	4	1	24
23	91	27	4	82	10	3	72	3	1	23
22	89	24	4	81	9	2	71	3	1	22
21	88	21	3	80	9	2	70	2	1	21
20	87	19	3	80	7	2	70	2	1	20
19	86	17	3	78	5	2	-	2	1	19
18	84	15	3	76	5	2	-	2	1	18
17	83	13	3	75	4	2	-	1	1	17
16	81	10	2	74	3	1	-	1	1	16
15	79	8	2	72	3	1	-	1	1	15
14	78	7	2	71	2	1	-	1	1	14
13	76	6	2	70	1	1	-	1	1	13
12	74	4	1	-	1	1	-	1	1	12
11	71	3	1	-	1	1	-	1	1	11
10	70	2	1	-	1	1	-	1	1	10
9	-	2	1	-	1	1	-	1	1	9
8	-	1	1	-	1	1	-	1	1	8
7	-	1	1	-	1	1	-	1	1	7
6	-	1	1	-	1	1	-	1	1	6
5	-	1	1	-	1	1	-	1	1	5
4	-	1	1	-	1	1	-	1	1	4
3	-	1	1	-	1	1	-	1	1	3
2	-	1	1	-	1	1	-	1	1	2
1	-	1	1	-	1	1	-	1	1	1
0	-	1	1	-	1	1	-	1	1	0
Total N		898		390			874			Total N
Mean		27.5		31.5			35.4			Mean
SD		7.8		6.7			5.0			SD
SEM		2.7		2.4			1.9			SEM
KR-21		.88		.87			.86			KR-21

**Note:** Standardised scores have been calculated to a maximum of 130 and a minimum of 70. Raw scores above and below these limits should be recorded as 130 or 70.

**Table 8 Norms For the Conversion of Raw Scores to Standardised Scores: Reading Progress Test 1, Pre-Year 1 and Year 1 Levels**

Raw Score	End Pre-Year 1 ACT, NSW, VIC, SA, NT (Mean Age = 5:9)			End Year 1 QLD, WA (Mean Age = 6:1)			End Year 1 ACT, NSW, VIC, SA, NT (Mean Age = 6:9)			Raw Score
	SS	%ile	St	SS	%ile	St	SS	%ile	St	
32	+	99	9	+	99	9	+	99	9	32
31	+	99	9	+	99	9	130	99	9	31
30	+	99	9	+	99	9	125	96	8	30
29	+	99	9	130	98	9	120	91	8	29
28	130	98	9	128	97	9	116	86	7	28
27	128	97	9	124	94	8	113	80	7	27
26	126	96	9	120	91	8	109	74	6	26
25	124	95	8	118	88	7	107	67	6	25
24	122	93	8	116	85	7	104	62	6	24
23	121	92	8	114	82	7	103	57	5	23
22	119	90	8	112	79	7	101	53	5	22
21	118	88	7	111	76	6	100	50	5	21
20	116	86	7	109	73	6	99	46	5	20
19	115	85	7	107	69	6	98	43	5	19
18	114	83	7	106	65	6	97	41	5	18
17	113	80	7	104	60	5	96	38	4	17
16	111	78	7	102	55	5	95	36	4	16
15	111	76	6	100	52	5	93	32	4	15
14	110	75	6	99	47	5	92	30	4	14
13	109	73	6	97	43	5	91	27	4	13
12	108	71	6	96	38	4	90	24	4	12
11	107	68	6	94	33	4	88	22	3	11
10	106	65	6	92	29	4	87	19	3	10
9	104	61	6	90	24	4	85	16	3	9
8	102	57	5	87	20	3	83	13	3	8
7	100	51	5	86	17	3	81	11	3	7
6	98	44	5	84	14	3	79	8	2	6
5	95	37	4	82	11	3	76	5	2	5
4	92	30	4	79	8	2	73	4	1	4
3	88	21	3	76	5	2	70	2	1	3
2	83	12	3	71	3	1	-	1	1	2
1	73	4	1	70	1	1	-	1	1	1
0	70	<4	1	-	1	1	-	1	1	0
Total N		573			327			721		Total N
Mean		9.5			15.0			19.2		Mean
SD		7.6			7.5			8.2		SD
SEM		2.2			2.5			2.4		SEM
KR-21		.91			.89			.92		KR-21

**Note:** Standardised scores have been calculated to a maximum of 130 and a minimum of 70. Raw scores above and below these limits should be recorded as 130 or 70.

**Table 9 Norms For the Conversion of Raw Scores to Standardised Scores: Reading Progress Test 1, Year 2 Level**

Raw Score	Mid Year 2 QLD, WA (Mean Age = 7:1)			Mid Year 2 ACT, NSW, VIC, SA, NT (Mean Age = 7:9)			Mid-Year 2 All States (Mean Age = 7:7)			Raw Score
	SS	%ile	St	SS	%ile	St	SS	%ile	St	
32	+	99	9	130	99	9	130	99	9	32
31	130	98	9	124	94	8	125	95	8	31
30	124	94	8	117	87	7	118	89	7	30
29	119	89	7	110	76	6	112	80	7	29
28	114	83	7	106	66	6	108	70	6	28
27	110	75	6	103	57	5	105	62	6	27
26	107	69	6	100	49	5	102	55	5	26
25	105	63	6	98	43	5	100	49	5	25
24	102	57	5	96	38	4	98	44	5	24
23	100	51	5	94	34	4	96	39	4	23
22	99	46	5	92	30	4	94	35	4	22
21	97	43	5	91	27	4	93	31	4	21
20	96	39	4	89	23	4	91	28	4	20
19	95	36	4	88	20	3	90	24	4	19
18	94	33	4	86	18	3	89	22	3	18
17	92	30	4	85	16	3	87	20	3	17
16	91	27	4	84	14	3	86	18	3	16
15	90	24	4	83	12	3	85	16	3	15
14	89	22	3	82	11	3	84	14	3	14
13	87	20	3	81	10	2	83	13	3	13
12	86	17	3	80	9	2	82	11	3	12
11	84	14	3	79	8	2	81	10	2	11
10	83	12	3	78	7	2	79	8	2	10
9	81	10	2	76	6	2	78	7	2	9
8	79	8	2	75	5	2	76	6	2	8
7	78	7	2	73	4	1	75	5	2	7
6	76	6	2	71	3	1	73	3	1	6
5	75	5	2	70	2	1	71	3	1	5
4	72	3	1	-	1	1	70	2	1	4
3	70	2	1	-	1	1	-	1	1	3
2	-	1	1	-	1	1	-	1	1	2
1	-	1	1	-	1	1	-	1	1	1
0	-	1	1	-	1	1	-	1	1	0
Total N		339			885			1224		Total N
Mean		20.7			23.8			23.0		Mean
SD		7.7			6.9			7.2		SD
SEM		2.4			2.2			2.2		SEM
KR-21		.90			.90			.90		KR-21

**Note:** Standardised scores have been calculated to a maximum of 130 and a minimum of 70. Raw scores above and below these limits should be recorded as 130 or 70.

**Table 10 Norms For the Conversion of Raw Scores to Standardised Scores: Reading Progress Test 2, Year 2 Level**

Raw Score	End Year 2 QLD, WA (Mean Age = 7:5)			End Year 2 ACT, NSW, VIC, SA, NT (Mean Age = 8:1)			End Year 2 All States (Mean Age = 7:10)			Raw Score
	SS	%ile	St	SS	%ile	St	SS	%ile	St	
38	+			+			+			
37	+			+			+			
36	+			+			+			
35	+			+			+			
34	+			+			+			
33	+	99	9	+			+	99	9	33
32	+	99	9	130	99	9	+	99	9	32
31	+	99	9	129	97	9	130	98	9	31
30	130	99	9	125	95	8	127	96	9	30
29	128	97	9	120	91	8	122	93	8	29
28	124	95	8	116	86	7	118	89	7	28
27	122	93	8	113	80	7	115	84	7	27
26	118	88	7	110	74	6	112	79	7	26
25	114	83	7	107	68	6	109	73	6	25
24	112	79	7	104	61	6	106	67	6	24
23	109	74	6	102	56	5	104	61	6	23
22	107	69	6	100	51	5	102	56	5	22
21	104	60	6	99	46	5	100	51	5	21
20	101	54	5	97	41	5	98	45	5	20
19	100	50	5	95	37	4	97	41	5	19
18	98	45	5	94	33	4	95	37	4	18
17	96	40	4	92	29	4	93	33	4	17
16	94	35	4	90	26	4	92	29	4	16
15	93	31	4	89	23	4	90	25	4	15
14	91	26	4	88	20	3	89	22	3	14
13	89	23	4	86	17	3	87	19	3	13
12	88	20	3	84	14	3	85	16	3	12
11	86	18	3	83	12	3	84	14	3	11
10	85	16	3	81	10	2	82	12	3	10
9	84	14	3	79	8	2	81	10	2	9
8	82	12	3	77	6	2	79	8	2	8
7	81	10	2	76	5	2	78	7	2	7
6	79	8	2	75	5	2	77	6	2	6
5	78	7	2	73	4	1	75	5	2	5
4	74	4	2	71	3	1	72	3	1	4
3	70	2	1	70	2	1	70	2	1	3
2	-	1	1	-	1	1	-	1	1	2
1	-	1	1	-	1	1	-	1	1	1
0	-	1	1	-	1	1	-	1	1	0
Total N		322		693			1015			Total N
Mean		18.0		20.5			19.7			Mean
SD		7.0		7.2			7.2			SD
SEM		2.9		2.9			2.9			SEM
KR-21		.83		.84			.84			KR-21

**Note:** Standardised scores have been calculated to a maximum of 130 and a minimum of 70. Raw scores above and below these limits should be recorded as 130 or 70.

Australian Council for Educational Research  
ACER Press Customer Service

347 Camberwell Road, (Private Bag 55),  
Camberwell Vic Australia 3124

Tel (03) 9835 7447 Fax (03) 9835 7499

email: [sales@acer.edu.au](mailto:sales@acer.edu.au)

Visit & order online: [www.acerpress.com.au](http://www.acerpress.com.au)

