

PAT-R (4th Ed) Comprehension - Carrie Oakey

Sample School

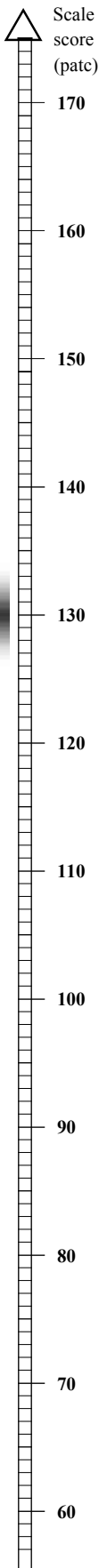
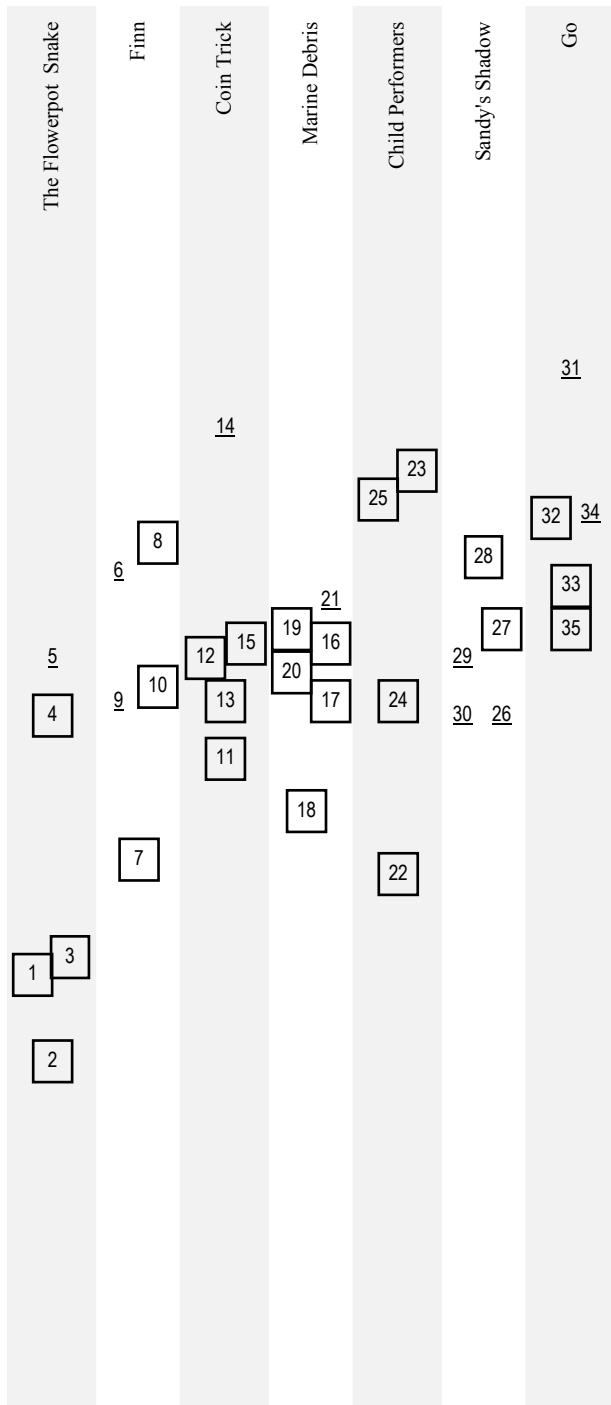
National Profile
Text Strand Levels

Answer Key

1 correct
_ incorrect
 1 not attempted

PATReading scale score with error range

Test Form: Booklet 6
Year Level: 6
Scale Score: 130
Percentile Rank on National Norms: 55
Stanine on National Norms : 5



Students typically demonstrate the competencies described at or below their scale scores.

At this level, students typically deal with a range of text types on unfamiliar topics containing unfamiliar ideas as well as sophisticated vocabulary and challenging structures. For example, they identify a synonymous match where the text structure requires them to negotiate multiple references to related ideas; synthesise complex ideas across a text; construe meaning in a densely written text; use subtle clues to infer meaning; and make sophisticated analyses of style and tone to identify the likely source of a text (as well as tasks below this level).

At this level, students typically deal with a range of text types containing unfamiliar topics, ideas and vocabulary, which contain language used in relatively complex ways and include complex structures. For example, they identify a synonymous match to an explicitly stated piece of information where the text structure provides minimal support in locating the information; recognise a paraphrase of a statement expressing a moderately complex idea and containing some challenging vocabulary; link and combine unfamiliar ideas across a text with some structural complexity; infer the author's purpose using scattered clues of tone and attitude; recognise ideas represented in figurative language; identify the persuasive strategy an author has used; and deal with strongly competing information (as well as tasks below this level).

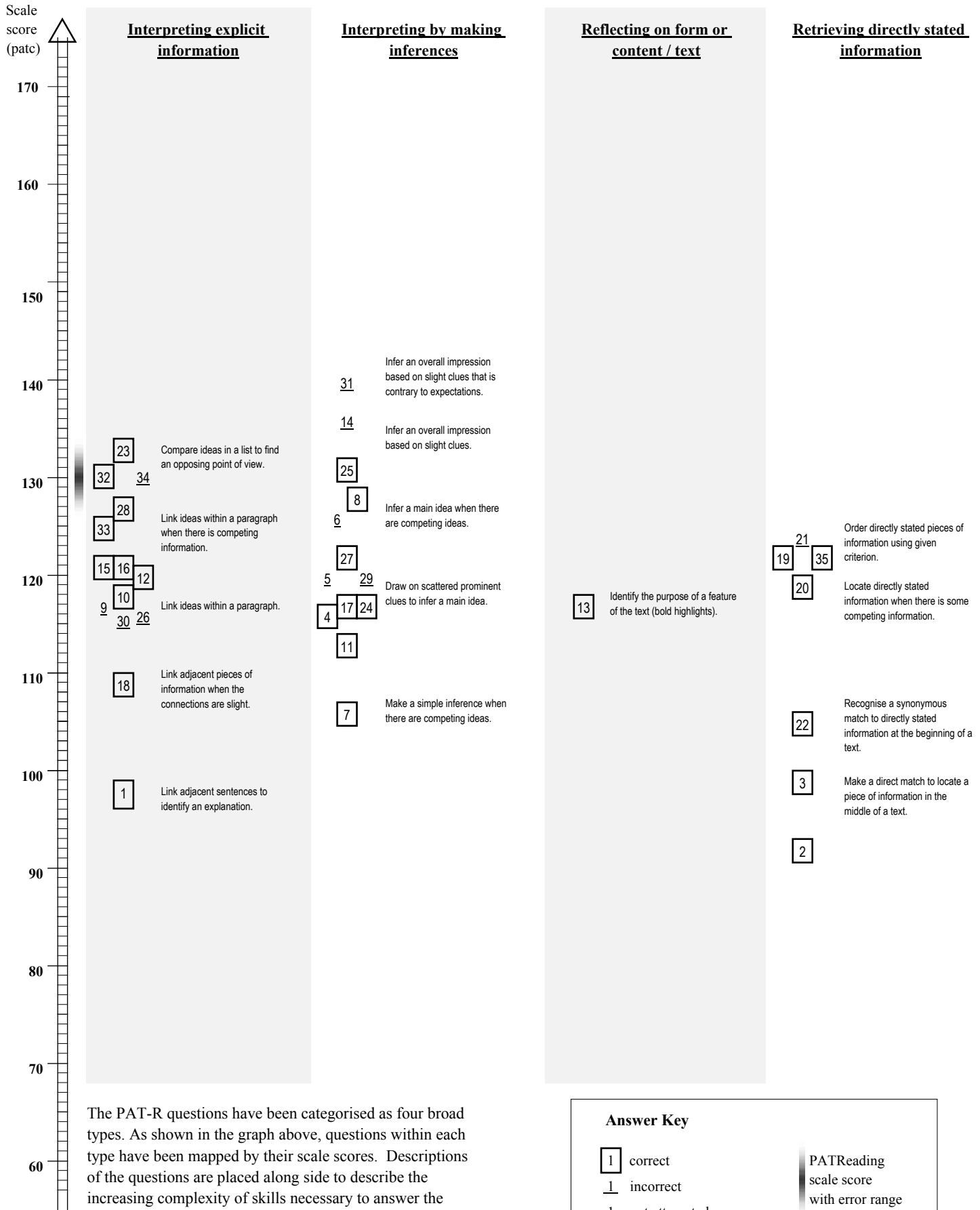
At this level, students typically deal with a range of text types containing some unfamiliar topics, ideas and vocabulary and some structural complexity. For example, they identify a synonymous match to an explicitly stated piece of information, dealing with some organisational complexity to locate the information; compare and combine information from different parts of one text or across several short texts; recognise an idea that is implied by scattered prominent clues; identify the likely context in which the text was produced using prominent clues; and deal with moderately competing information (as well as tasks below this level).

At this level, students typically deal with a few common text types containing familiar topics, familiar vocabulary and a simple structure. For example, they identify a synonymous match to an explicitly stated piece of information, where the text structure clearly supports the location of the information; track pronoun references across adjacent sentences; recognise a paraphrase of several simple sentences or a short paragraph; identify a familiar idea that is implied by the text when several clues are prominent; recognise a common text type, such as a recipe; and deal with weakly competing information (as well as tasks below this level).

At this level, students typically deal with simple, explicit texts. The topics are highly familiar and the meaning is supported by illustrations or clear subheadings and a simple repetitive structure. They recognise the main idea when the heading and body text provide obvious clues. They identify a direct match to explicitly stated information and make simple links between adjacent sentences and between the illustrations and the text.

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

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The PAT-R questions have been categorised as four broad types. As shown in the graph above, questions within each type have been mapped by their scale scores. Descriptions of the questions are placed along side to describe the increasing complexity of skills necessary to answer the corresponding questions correctly.

Answer Key

correct
 incorrect
 not attempted

PATReading scale score with error range