Instructions to Analyse PAT-R Reports

PAT-R Comprehension group report

A report for candidates who sat PAT Reading/PAT Reading 3 and were tagged with grade2, grade3.

Comparing candidate results to Year 2

Data can be sorted by row - Question Difficulty, Question Classification or Percentage Correct, to identify response trends and student learning needs.

Data can be sorted by icon, name, username or score.

Clicking on question number(s) will bring up the stimulus, question, question difficulty, classification and type of comprehension skill being tested.
Icons to understand and use

Filter. Click this icon to change the group/test reported on

Export. Click this icon to export your report as a csv file into Excel

Graphs. Click this icon to access a graphical representation of this report

Sorting tools

- Number of items correct
- PATc Scale score achieved
- Stanine (1-9)
- Percentile

Definitions of sorting tools

- The **test raw score** is the number of correct answers on a test.
- The **PAT scale score** is the test raw score converted to the relevant PAT scale. Based on analysis of the data using the Rasch model, this scale enables student achievement and question difficulties to be located on the same scale.
- A **stanine** provides a coarser ranking than the percentile rank. Stanines divide the total student distribution of abilities into nine categories, with stanine 1 the lowest, stanine 5 the midpoint and stanine 9 the highest.
- The **percentile rank** for a particular test raw score shows the percentage of the students tested whose scores fell below that test raw score. It is a measure used to rank candidates in a reference sample, not a percentage score on the test.
Example of information available for each question

Graph Example

Using the results

- Identify the dimensions with which students have had difficulty
- Use item information in the group report to help inform teaching
- Develop individual learning plans
- Set goals and plan customised teaching activities
- Identify the degree to which consolidation of skills has occurred
- Measure effectiveness of intervention programs
Descriptions of the classifications in PAT Reading Comprehension

**RI: Retrieving directly stated information**
This aspect of reading requires the location of explicitly stated, discrete pieces of information in the passage when there is a close match between the wording of the item and the sentence in the passage that gives the answer. Generally, students need to identify a synonymous match between the relevant piece of information in the passage and the correct option in the passage.

**RF: Reflecting on texts**
This aspect of reading requires consideration in the passage in the light of external knowledge about the form or content. For example, recognition of a text type requires prior knowledge of text types. Identification of the persuasive strategy that a writer uses at a point in the passage requires prior knowledge of persuasive strategies. Students may also reflect on their everyday knowledge to identify potential problems in the ideas suggested by a passage or to hypothesise reasons for the structure, organisation or selection of the content of the passage.

**IE: Interpreting explicit information**
This aspect of reading requires linking and combining explicitly stated pieces of information across several sentences, or sections of a passage. Generally, students need to recognise a paraphrase or rewording of the information in the passage in the correct option in the item.

**II: Interpreting by making inferences**
This aspect of reading requires ‘reading between the lines’ to identify information that is suggested or implied by the passage, such as a character’s feelings, the unstated outcome of an event, the purpose of a persuasive text or a likely explanation. Generally, students need to recognise the expression of ideas, thoughts, feelings or possibilities that are supported by clues in the passage, but are not directly stated.