



ELMs

Reading Comprehension PUPIL REPORT

YEAR LEVEL 5

NAME Audrey Campbell

SCHOOL Acer Avenues school

TEST DETAILS

LEARNING AREA ELMs Reading
 TEST FORM Test 5
 DATE 08/12/15

YOUR RESULTS

RAW SCORE / MAX SCORE 20/34
 SCALE SCORE 314

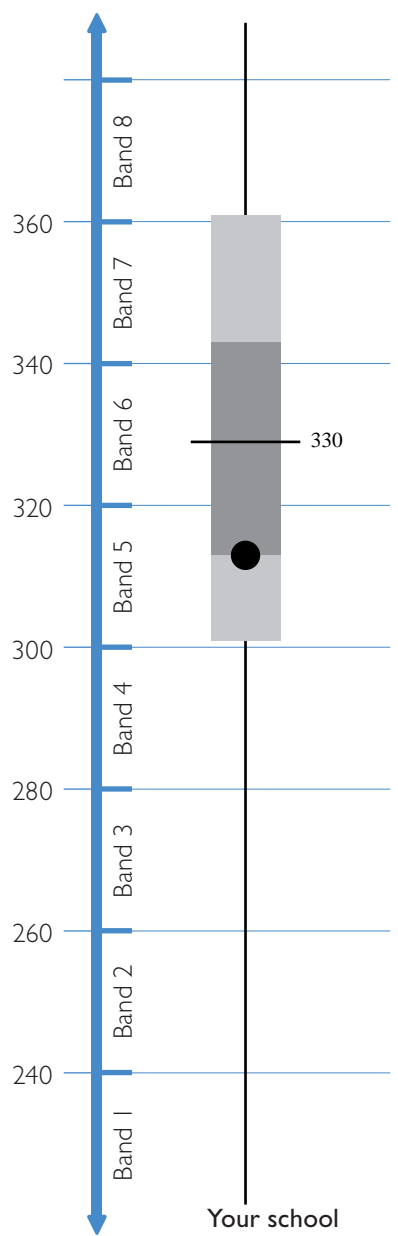
COMPARE YOUR RESULTS

YOUR PERCENTILE RANK
 - IN SCHOOL YEAR LEVEL 27.8
 SCALE SCORE AVERAGE
 - FOR SCHOOL YEAR LEVEL 330

YOUR RESULTS BY STRAND

STRAND	RAW SCORE / MAX SCORE	PERCENT CORRECT	PERCENT CORRECT IN YEAR LEVEL SCHOOL GROUP
Retrieving information	4/6	66.7	75.0
Interpreting explicitly stated information	7/10	70.0	71.4
Interpreting by making inferences	6/12	50.0	68.3
Reflecting on texts	2/6	33.3	65.7
Vocabulary			

RESULT ON ACHIEVEMENT SCALE



LEGEND

The shaded band shows the middle 80% of pupils with the middle 50% highlighted in a darker shade. The shaded band is not shown for groups of fewer than 15 pupils.

● Your scale score
 — Average scale score

ELMs READING COMPREHENSION – ACHIEVEMENT BANDS

Band	Described Achievement
8	Scale score of 360 and above Interpret sophisticated ideas in complex texts such as dense literary texts with subtle imagery, complex arguments and texts written in unfamiliar styles with challenging vocabulary.
7	Scale score of 340 to < 360 Demonstrate a wide variety of comprehension skills. Navigate competing information to retrieve details from the middle of texts, link ideas to form conclusions, make inferences and interpret complex language from given points in texts with substantial complexities such as unfamiliar content, extensive, technical or literary vocabulary, and sustained metaphors.
6	Scale score of 320 to < 340 Demonstrate a wide variety of comprehension skills, increasingly those relating to the interpretation of texts. Link ideas to draw conclusions, interpret idioms, link information across paragraphs and understand why particular details are included in continuous and graphic information texts. Retrieve information from less familiar texts and begin to break down some sophisticated language.
5	Scale score of 300 to < 320 Demonstrate a variety of simple comprehension skills. Manage some competing information in many common text types that are largely familiar, but include an element of complexity such as complex characterisations, subtlety of text, idioms, diagrammatic instructions, tables and notes at the bottom of a text.
4	Scale score of 280 to < 300 Demonstrate a variety of simple comprehension skills including managing low-level competing information in a range of familiar common text types that may include some implied or unfamiliar ideas.
3	Scale score of 260 to < 280 Demonstrate a variety of simple comprehension skills that mainly concern prominent information in short, simple texts with familiar ideas and structures, some sentence complexity, some visual support and a few less familiar words. Begin to manage competing information.
2	Scale score of 240 to < 260 Read and understand prominent ideas and some details in short, simple, explicit texts with some visual support and a range of familiar words. Begin to interpret simple narrative texts.
1	Scale score of less than 240 Pupils at this level are performing below band 2. No data is available at present.

A pupil at the top of a band is likely to have demonstrated most of the skills in that band and almost all of the skills in the bands below. A pupil in the middle of the band is likely to have demonstrated about half of the skills in that band and almost all of the skills in the bands below.

UNDERSTANDING THE PUPIL REPORT

Raw Score. Number of correct responses for the test.

Scale Score. Raw scores are converted to scale scores and shown on the ELMs scale for the learning area. Scale scores allow you to track your performance from one year to the next.

Percentile Rank. The percentile rank shows your standing relative to the other pupils who took the test. For example, a percentile rank of 65.3 means this score is equal to or better than the scores of 65.3% of pupils who took the test.

Achievement Bands. Skills and understandings demonstrated are described in each achievement band for the learning area. See described achievement table above. Pupils normally move up the band levels as they move through their years at school.

Strand. A skill area within the learning area assessed by this test.

School Group. This shows your score or rank compared to all pupils in the group tested at your school. Note that percentile rank and average score are not reported when the group tested has fewer than 15 pupils.