NAME: Audrey Campbell
SCHOOL: Acer Avenues school

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

RESULT ON ACHIEVEMENT SCALE

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

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

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.
### ELMs READING COMPREHENSION – ACHIEVEMENT BANDS

<table>
<thead>
<tr>
<th>Band</th>
<th>Described Achievement</th>
</tr>
</thead>
</table>
| 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 wide variety of 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.