He aratohu mā te kaiako

Kaiako guide

PAT Pānui
PAT Reading Comprehension

This guide is intended to assist kaiako in the use of the PAT Pānui | PAT Reading Comprehension
ONLINE AND PAPER ASSESSMENTS

PAT
PROGRESSIVE ACHIEVEMENT TEST

NZCER
Rangahau Mātauranga o Aotearoa

The refreshed PAT Pānui | Reading Comprehension assessments are available online through NZCER Assist (https://www.nzcerassist.org.nz/login).

The previous version of the PAT Reading Comprehension assessments (paper-based and online) will not continue to be supported from 2025.

For questions or advice

See https://www.nzcer.org.nz/assessments/pats/panui-reading or
email assessmentservices@nzcer.org.nz or call Assessment Services on (04) 802 1630

For support with school-wide data

Email educationadviser@nzcer.org.nz or call Education Advisers on (04) 802 1386

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He whakamārama mō te whakamahinga kupu i roto A note about use of vocabulary

In the Aratohu kaiako / Kaiako guide we use the terms *ākonga* and *learner* interchangeably to talk about all young people. In the text, *kaiako* refers to all teachers and *kura* refers to all schools. We use the terms *ākonga Māori*, *kaiako Māori*, and *kura Māori* to refer to Māori learners, Māori teachers, and Māori language immersion schools respectively. Throughout this guide we use the term *whānau* to refer to all parents, caregivers, and extended family members.

He whakamārama mō te whakamahinga ingoa poto i roto A note about use of the shortened name

For clarity, the refreshed Progressive Achievement Tests of Reading Comprehension—PAT Pānui | PAT Reading Comprehension—are referred to throughout this guide by the shortened name PAT Pānui.

Ngā mihi

He ara te whakahou i ngā aromatawai o PAT Pānui i tini ōna pekanga i te mahinga. E hiahia ana mātou ki te whakamoemiti i te tini tangata kua hīkoi tahi me mātou.

E hiahia ana mātou ki te tuku i ngā whakamoemiti tino nui ki ērā i piri mai ki ngā mahi whakawhanake i te aromatawai PAT Pānui i mua. Kua haria ā koutou mahi hei kahupapa mō ngā mahi o ēnei rā, ā, ka pērā haere tonu hei te urutaunga o ā mātou aromatawai, hei whakaata i te horopaki ahurei o Aotearoa.

Kua tautokona tēnei kaupapa e te Williams Family Trust, ā, kei te tuku atu mātou i ā mātou whakamoemiti nui mō tēnei mahi mutunga mai o te whakahirahira.

Tēnei te mihi atu ki ō mātou hoa mahi i Rangahau Mātauranga o Aotearoa | New Zealand Council for Educational Research (NZCER) mō ā rātou mahi nui mō tēnei kaupapa. E mihi ana hoki ki a Adam Errington mō ngā whakaahua i tino tuwhera ai a PAT Pānui | PAT Reading Comprehension, i tō mai hoki i te huhua o te rangatahi puta noa i Aotearoa ki te kaupapa.

Hei kupu whakamutunga, e hiahia ana au ki te whakamoemiti ki ngā ākonga, ki ngā kaiako hoki i whai wāhi ki ngā wāhanga maha o te whakahoutanga. E mihi ana mātou ki a koutou mō koutou i tahuri mai ki te tiri i ō koutou mōhiotanga, wheako anō hoki. Me kore ake koutou, i tutuki pai ai te kaupapa.

Acknowledgements

Refreshing the PAT Pānui assessments has been a complex journey of change. We would like to thank the many people who have embarked on this journey with us.

We would like to gratefully acknowledge those who have been involved with the PAT Reading Comprehension assessment development in the past. We have built on your mahi and will continue to do so as our assessments evolve to reflect the unique context of Aotearoa New Zealand.

This project has been generously supported by the Williams Family Trust, and we extend our heartfelt thanks for committing to such important mahi.

We are grateful to our colleagues at Rangahau Mātauranga o Aotearoa | New Zealand Council for Educational Research (NZCER) who have contributed to this mahi.

Finally, we would like to express our sincere gratitude to the ākonga and kaiako who participated in various phases of the refresh. We are grateful for your willingness to share your knowledge and experiences. This project would not have been possible without you all.

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1. Kupu whakataki Introduction

The Progressive Achievement Tests of Reading Comprehension (PAT Pānui | PAT Reading Comprehension, referred through throughout this guide as PAT Pānui) is a series of tests designed specifically for use in schools in Aotearoa New Zealand. Properly interpreted and used in conjunction with other information, the results from PAT Pānui can provide kaiako, ākonga, and whānau with an understanding of where individual ākonga are in their reading comprehension development.

PAT Reading Comprehension was last updated in 2008, having originally been developed and released to schools in 1969 as a suite of standardised reading comprehension tests for use from Year 4 to Year 10.

In 2023, the PATs in reading comprehension have been extensively updated and refreshed. Although the results from the new tests can still be compared with results from the 2008 version, the content has been renewed, the overall look of the tests updated, and additional design features added to make the tests more accessible and inclusive of a broader range of ākonga.

This guide contains advice about how the tests may be used and the information they can provide to ākonga and their kaiako, schools, and whānau to support readers as they develop their reading comprehension skills.

2. He whakaahua Features

PAT Pānui is designed to be used with ākonga in Years 4 to 10. There are seven comprehension tests, each aimed at a specific year level. However, reading comprehension involves a complex and developing set of skills, which ākonga may not master at the same pace. The level of the test can be selected that best suits the individual learner.

The tests can be administered in online and paper formats and used with classes or with individuals.

The NZCER Assist platform (https://www.nzcerassist.org.nz/login) is used to manage the administration, marking, and reporting of the test. The platform can be used to generate a wide range of reporting at the individual, group, and school level.

Scores on each of the tests can be converted to a location on the PAT Pānui comprehension (PATC) scale. This scale allows progress to be measured from Year 4 to Year 10. The scale is also qualitatively described. This means that scale scores can be linked to a description of the kinds of reading comprehension capabilities that are typically associated with scoring at different parts of the scale.

Scale scores are supplemented with normative information in the form of stanines. This means test results can be compared with the scores of a nationally representative reference group at specific year levels.

The tests can be administered at any time during the school year. When comparing scale scores with national norms, it is important to remember that the reference information for each year level was collected in Term 1.

The recommended testing period is approximately 45 minutes. Where it is practicable, additional time may be allowed for learners who need longer to complete assessments.

For schools previously using PAT Reading Comprehension, scale scores on the older tests can be compared with scale scores on the new tests.

3. Ka taea te PAT Pānui te whakamahi hei aha? What can PAT Pānui be used for?

PAT Pānui can be used for a range of purposes. These include:

- informing starting points, determining next steps, and setting personal stretch targets for individual ākonga
- contributing evidence that can be used in the development and use of learning programmes and resources
- monitoring the growth of ākonga achievement over time
- contributing to kaiako–whānau conversations where progress against a standardised assessment measure is helpful in understanding individual learner development.

4. Mō tēnei putanga About this edition

In late 2021, NZCER began a significant refresh of PAT Reading Comprehension. The refresh has involved updating the content of the seven core forms that make up the assessment (Tests 1 to 7).

All refreshed content has been piloted and then used in a national trial. Results from the trial were used to calibrate the updated material onto the existing PATC scale. Use of the scale means that scores on the refreshed assessments can be compared with results generated using the older version and with existing national norms.

Te ōritetanga me te aromatawai Equity and assessment

The refresh was guided by a strong commitment to equity. An equitable education system recognises that some ākonga are advantaged compared with others and focuses on providing appropriate resourcing and pathways that allow those without the same advantages to succeed. It also recognises that they can succeed. The OECD describes an equitable education system as one that is fair and inclusive (OECD, 2008).

Research has shown that equity-related factors play a major role in the reading achievement of ākonga in Aotearoa New Zealand. NMSSA, PISA, and PIRLS, among others, show that socio-economic inequality continues to impact upon literacy attainment as one of the most important determinants of a child's literacy levels (Chamberlain & Medina, 2020). Whilst inequities persist within it, the Aotearoa New Zealand education system is not yet supporting all ākonga to grow the reading literacy knowledge, skills, and capabilities they need, leading to inequitable outcomes (Hughson & Hood, 2022). Assessment practices and differences in opportunities for learning have contributed to these inequitable outcomes. In our refresh of PAT Reading Comprehension we are committed to ensuring that its assessment resources support and cater for ākonga under-served by the education system.

This refresh has made the tests more culturally relevant, more relevant to Aotearoa New Zealand's young readers, and more accessible. Additional aspects to the refresh are planned. This includes supporting the tests with a range of resources to assist kaiako and ākonga in achieving maximum outcomes from their use. NZCER strongly encourages kaiako to critically engage with multiple sources of assessment data and provide all ākonga with opportunities to build on their languages, cultures, and identities as strengths; enabling them to reach their full potential as readers.

He aha ngā mea rerekē? What has changed?

The refresh has involved substantial updates to the content and presentation of the tests. These include:

1. Texts have been updated so that a wider range of ākonga see themselves and their cultural and social worlds reflected in the assessments.
2. A broader range of texts has been used in the tests. These include contemporary New Zealand junior fiction, Māori, Pacific cultures, family and community, personal experiences, observations, and opinion pieces. Young authors have also been included.
3. Home, environmental, and community settings have been prioritised over school-based contexts.[1]
4. Where possible, principles and values such as mahi tahi (working together), tiakitanga (guardianship), and manaakitanga (kindness, generosity) are represented within items.
5. Contexts are realistic and relatable. For example, people from a range of cultures are depicted and people with different physical abilities are represented.
6. The comprehension processes targeted by the questions have been expanded and reclassified from three attributes to five, providing more information about comprehension skill development.
7. Updates to the look-and-feel of the online tests to make them more accessible and straightforward to use and navigate.
8. Kupu Māori and Pacific language words which are frequently used and widely understood appear in the texts without translation. Less-familiar kupu appear alongside their English equivalents. Glossaries of Māori and Pacific kupu have been included for reference.

1 Although school is a shared context for ākonga, it is not a neutral space (see, for example, Milne, 2016).

5. Te whakamahi i a PAT Pānui Using PAT Pānui

PAT Pānui is intended to be used as a low-stakes assessment, and is designed to support kaiako and school leaders to:

- understand where ākonga are at in their learning at a specific point in time
- identify what progress ākonga are making
- identify patterns of strengths and areas of need for individuals, classes, and groups
- make informed decisions about the kinds of teaching methods, programmes, and materials that are most suitable for their ākonga.

It is important to remember that PATs are just one source of evidence of learning and provide a snapshot of a particular moment in time. To be properly interpreted, the results should be supplemented by other forms of information on the achievement of each ākonga.

Kāore i whakahāngaitia a PAT Pānui ki te tautoko i te roma PAT Pānui is not intended to support streaming

Research shows that streaming practices, including ability grouping, can be both harmful and perpetuate inequities within our education system (Tokona Te Raki, 2023). PAT Pānui assessments are not designed to be used for the purposes of streaming or ability grouping. Their key purpose as low-stakes assessments is to provide evidence about learner progress. They can be used both formatively and summatively, contributing to an overall progress picture.

Te kōwhiri i te aromatawai tika Choosing the right assessment

Each of the refreshed assessments has been designed with a year level in mind. However, each assessment can be used productively at other year levels. This is important because ākonga of the same age can be at very different points in their learning, and all ākonga can demonstrate progress.

When selecting an assessment, it is important to consider whether the level of difficulty is appropriate for the ākonga concerned. Assessments that are too easy or too difficult will not provide precise or useful measures. Kaiako should use their professional judgement to decide which assessment best suits any particular individual or group to be assessed.

Table 1 shows the year levels for which each assessment is designed. If in doubt, use the assessment recommended (in bold) for the year level of ākonga.

Table 1 Recommended assessments (online and paper) for each year level

Year levels	Recommended assessments*
4	**1**, 2
5	1, **2**, 3
6	2, **3**, 4
7	3, **4**, 5
8	4, **5**, 6
9	5, **6**, 7
10	**7**
Bold print indicates the assessment which was originally created for each year level	

Te tōtika o te aromatawai tuihono Suitability of online assessment

Online assessment may not suit all ākonga. Neurodiverse ākonga, or those who are unfamiliar with online devices or online learning situations, may find the online mode of delivery a barrier to responding, and may be better served with a pencil and paper assessment. Ultimately the mode of assessment should reflect the classroom learning situation and be responsive to the needs of the individual ākonga.

Te whakaaro ki ngā akonga reo tuarua Considering second-language learners

Before kaiako decide to use reading comprehension tests with second-language learners, they should thoroughly assess how these tests align with the educational objectives for these learners. This involves confirming that there is a clear and constructive purpose for administering the tests and that the results will be interpreted in ways that are both fair and beneficial for learning. Moreover, kaiako need to ensure that taking these standardised tests will not excessively stress ākonga. If kaiako do not carefully consider the appropriateness of using the PAT Pānui test for second-language learners, it could lead to detrimental rather than beneficial outcomes for these learners. Research suggests that while ākonga may acquire conversational abilities fairly rapidly in a second language, their acquisition of academically related aspects of second language may take much longer (Cummins (2000).

6. Aromatawai tuihono Online assessments

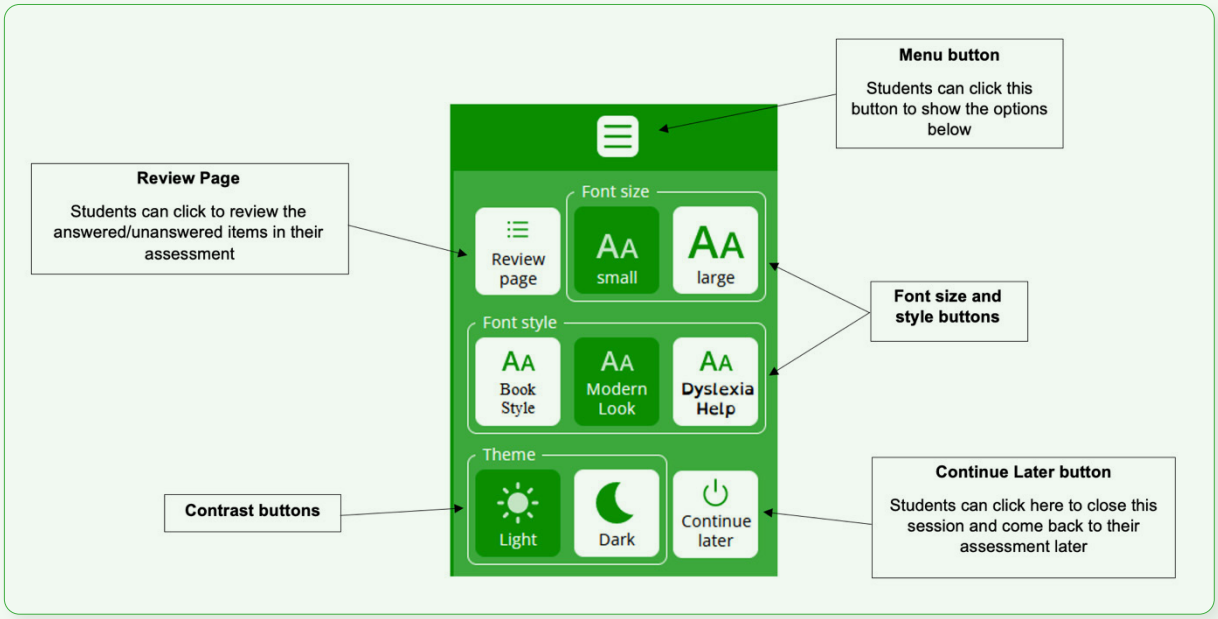
Te whakamahi tuihono i ngā aromatawai Using the assessments online

Ākonga can complete the assessments on a range of devices including iPads, tablets, or Chromebooks. They may need to scroll to view some questions when using devices with smaller screens.

It is recommended that kaiako preview the online assessments prior to administering them. On the Assist site there is a preview icon next to each assessment group to make previewing easy.

Ngā āhuahira urutanga Accessibility features

The online portal allows ākonga to adjust the font to support easier access to viewing the questions on the screen. Available font options include book style, dyslexic, and modern. This accessibility feature is located in the top right of the screen window as three horizontal lines.

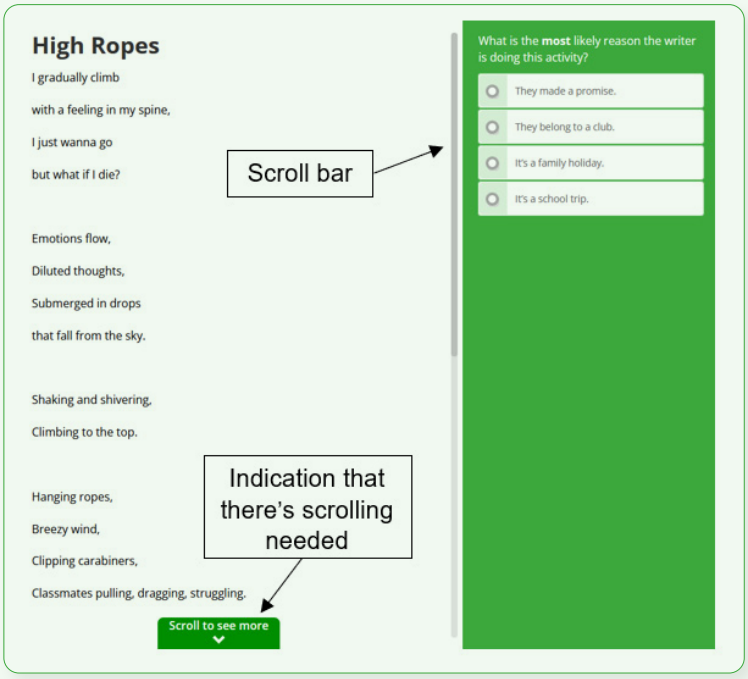


Te whakahaere i ngā aromatawai tuihono Administering the online assessments

The PAT Pānui assessments are managed using the online NZCER Assist platform (https://www.nzcerassist.org.nz/login). The platform allows kaiako to set up online assessments and generate the tokens needed to access them. The instructions below will help guide kaiako through the administration of the tests. Further support is available on the platform itself.

1. Ākonga access their online assessment by using unique token codes that have been generated for them on the NZCER Assist platform. Tokens can be found by clicking on the **Manage Learners** icon next to the assessment name. The token codes can be printed as a PDF, cut out as slips, and then distributed to learners.
2. Give ākonga the URL (this can be found on the token slip) and ensure everyone has found the site. Ākonga may need to adjust the zoom setting on their browser to reduce the need to scroll (for example, the zoom setting could be set to 90%).

3. Ask ākonga to log in with their tokens. Ākonga will be greeted with a welcome and a screen that asks them to confirm their name (e.g., "Are you Tiana Baker?"). If the name on the screen is correct, ask ākonga to click the 'Yes' button. If the name on the screen is incorrect, check that they are using the correct token.
4. Once they have logged on, ākonga can choose options for font (including dyslexic font) and text size. See image above in 'Accessibility features'.
5. Read through the instructions, example questions, and each of their alternative answers with ākonga. Check to see that ākonga know how to select the answer they want.
6. Make sure that ākonga know how to use the scrolling function. When it is necessary to scroll to see a text, a grey bar appears at the edge of the screen. Moving the cursor onto the bar will make it appear darker and more noticeable.



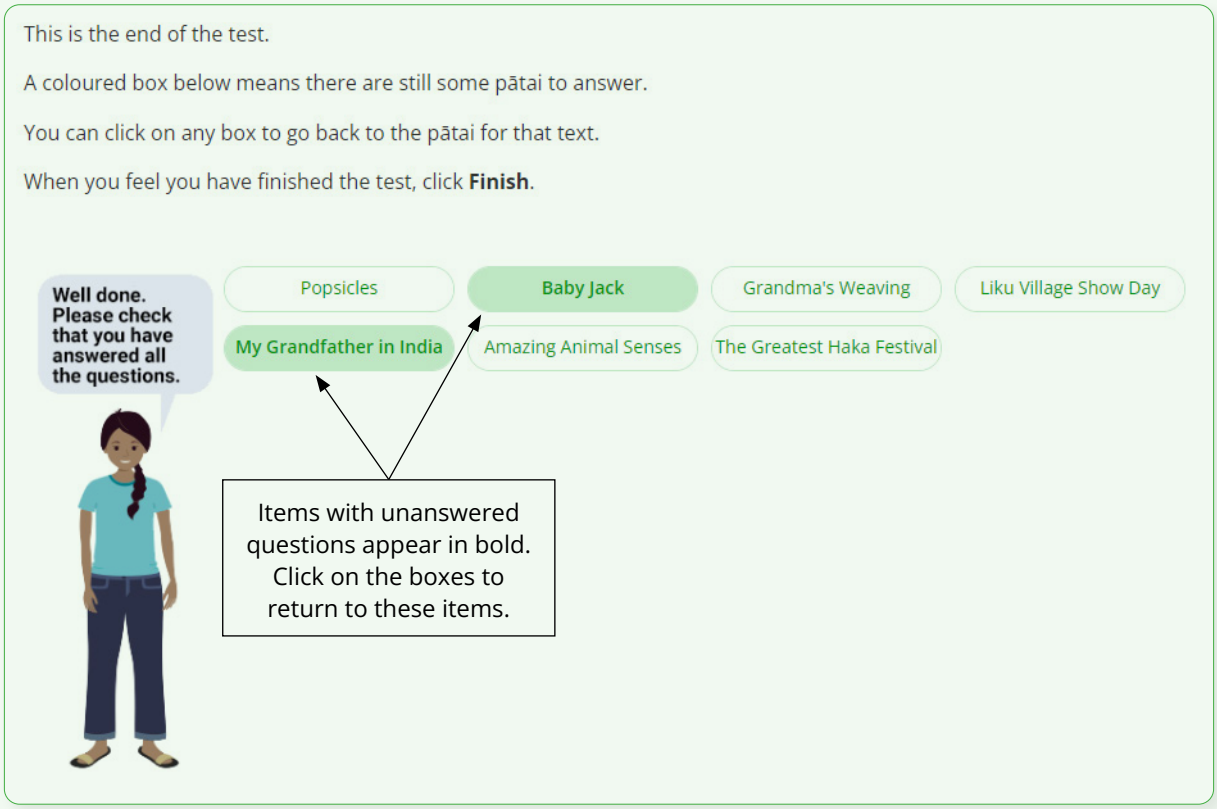
7. Emphasise to ākonga:
   - This assessment is all about your current understanding and skills in reading comprehension.
   - Have a go at all the questions, even if the question seems hard.
   - Always choose the option you think is the **best** answer.
   - If you change your mind after selecting an answer, you can go back and change your answer.
   - At the end of the assessment, you will get the opportunity to revisit any questions you might have missed.
   - Watch a short video about the PATs: https://www.youtube.com/watch?v=b83Lugfxg4U

During the assessment I roto i te aromatawai

Move around the room and make sure that all ākonga have understood the instructions. If any ākonga have a great deal of difficulty understanding the instructions or questions, the assessment may not be suitable for them. If ākonga appear unusually stressed, do not continue with the assessment, and consider whether an alternative type of assessment or an alternative level of PAT assessment may be more suitable. Please see our advice on page 6 about the suitability of PATs and online assessments.

Te whakaoti i te aromatawai Finishing the assessment

A review page will appear at the end of the test showing items that have questions that have not been answered. Ākonga can click onto the bold headings which will take them back to the unanswered questions. They can return to the review screen using the accessibility feature.



Te wā Timing

The whole assessment, including administration, is designed to take no more than 60 minutes to complete. It may take some ākonga 40 minutes or less. As the test is about how well ākonga comprehend the meaning of what they read, time is not being measured and kaiako should use their discretion if ākonga need more time to finish their test. Selecting the right level of test for each ākonga should ensure that the test can be completed within the recommended time of 45 minutes.

Kupu Māori mā ngā kupu o Te Moana-nui-a-Kiwa Kupu Māori and Pacific languages

In Aotearoa New Zealand, Māori and Pacific kupu are part of our everyday, conversational language. Some of the texts used in this test include kupu Māori and Pacific language. Less familiar kupu appear alongside their English equivalent. Often, the meaning of more familiar terms can be worked out by drawing on background knowledge and looking at the surrounding text. Responding to unfamiliar vocabulary is an important part of reading comprehension.

Te pānui i ngā aromatawai ki ngā ākonga Reading the assessments to ākonga

These assessments provide a measure of how well ākonga can comprehend what they have read, independently, without additional support. Reading the texts and questions to ākonga or using text to speech technology to read it to them might be useful and appropriate in some situations where the focus of the test is on how well ākonga comprehend separately from decoding or fluency difficulties they may experience. It is important, however, to realise that assisting ākonga to decode will change how the results should be interpreted. The scores will not necessarily reflect how well they can understand what they have read independently. Moreover, any normative comparisons will be with ākonga who did not have this assistance. Kaiako should consider this when interpreting and sharing test results with ākonga and whānau. It is also important to realise that how inflection and tone are used when reading a passage could make a difference to ākonga comprehension and how they interpret texts.

7. Aromatawai pepa Paper-based assessments

It is recommended that kaiako preview the assessment prior to administering them with ākonga.

Te whakahaere i ngā aromatawai pepa Administering the paper assessments

1. Give ākonga the appropriate PAT puka | booklet and puka whakatau | answer sheet
2. When everyone is ready, ask ākonga to fill in their details in the spaces provided in the puka whakatau | answer sheet. Kaiako may want to fill in details for younger ākonga.
3. Read through the instructions, example questions, and each of their alternative answers with ākonga. Check to see that ākonga have all found the correct part of their answer sheets and have shaded the option appropriately.
4. Emphasise to ākonga:
   - This assessment is all about your current understanding and skills in reading.
   - Have a go at all the questions, even if the question is hard.
   - Always choose the option you think is the best answer.
   - If you change your mind after selecting an answer, you can go back and change your answer.

During the assessment I roto i te aromatawai

Move around the room and make sure that all ākonga have understood the instructions. If any ākonga have a great deal of difficulty understanding the instructions or questions, the assessment may not be suitable for them. If ākonga appear unusually stressed, do not continue with the assessment, and consider whether the level of difficulty is appropriate for the ākonga concerned.

Te wā Timing

The whole assessment, including administration, is designed to take no more than 60 minutes to complete. It may take some ākonga 40 minutes or less. As the test is about how well ākonga comprehend the meaning of what they read, time is not being measured and kaiako should use their discretion if ākonga need more time to finish their test. Selecting the right level of test for each ākonga should ensure that the test can be completed within the recommended time of 45 minutes.

Entering data in Assist

Marking keys for paper tests will no longer be available from 2025.

Ākonga data can be entered into the Assist site to immediately generate reports. Assist users choose the assessment they want to enter data for, click on the 'Manage Learners' icon under the 'Actions' area, then select the 'Data entry' icon next to the ākonga they want to enter data for. The data entry process supports both keyboard and mouse input and the question text and correct answer for each question is indicated onscreen. Data can only be entered for tests in the current calendar year.

8. Te hoatu kaute me te whakamārama i ngā kitenga Scoring and interpreting results

Te kaute Scoring

All online assessments are marked automatically by the system. Once responses are in the system NZCER Assist can generate a range of individual group and school reports (see the section about Generating Reports).

Ngā kaute tauine Scale scores

The scores for an assessment are based on the number of questions that ākonga have answered correctly. This number is sometimes referred to as the raw score. By themselves, raw scores are difficult to interpret. They are bound to the particular test that was used and do not link the achievement to a progress continuum that maps the range of knowledge and skills that have been assessed.

For PAT Pānui these shortcomings are addressed by converting the raw score to a location on the PAT Pānui measurement scale—a scale score. This scale is common to all the PAT Pānui assessments and allows achievement to be compared and tracked over time regardless of which tests were administered.

Every question has been located on the same scale. This provides a sense of their relative difficulty. Each learner's scale score can be interpreted in terms of the kinds of questions they are likely to answer successfully. They are expected to have less success with questions located above their scale score and greater success with those located below it. For instance, learners are expected to correctly answer about 50% of the questions located at the same position on the scale as their scale score. Being able to compare a learner's achievement level with the difficulty level of questions can be useful when examining which questions were answered correctly. For instance, when a learner has not correctly answered a question located well below their scale score, this could indicate an area of need in their future learning.

Te tūranga kura Score precision

It is important to remember that no assessment can produce totally precise results. The scale scores represent the most probable location on the scale given the raw score on a particular test, at any one time. On reports generated by NZCER Assist, the scale scores are presented with a margin of error that gives a range of values within which we can be fairly confident the learner's achievement lies. Learners who achieve very low or very high raw scores on a test will have greater margins of error associated with their scale scores than other learners.

Te hanga pūrongo Generating reports

Scale scores and reports are available on NZCER Assist (https://www.nzcerassist.org.nz/login). NZCER Assist provides kaiako and kura with comprehensive reporting and ongoing support from the Assessment Services team and Ecucation Advisors.

There are a range of reports available and each one provides a different perspective about ākonga achievement:

- Individual reports
- Year group reports
- School wide reports
- Item reports
- List reports.

Information about how to generate and interpret the reports is available on the Assist platform and from the Assessment Services team.

It is important to ensure that individual ākonga who complete the test have discussions with their kaiako about their assessment results and what they mean. This includes the understanding that the PAT is a single piece of information about their reading comprehension.

9. Te whakamahi i PAT Pānui hei whakapiki i te whakaako me te akoranga Using PAT Pānui to improve teaching and learning

The primary purpose of assessment is to improve teaching and learning. Assessment, teaching, and learning are tightly interwoven, and each informs the other (Hipkins & Cameron, 2018).

Standardised assessments such as Progressive Achievement Tests have an important role to play alongside informal and in-the-moment assessment approaches. The most important consideration is that they are used purposefully with the aim of improving teaching and learning.

Te whakamahere mō te whakaako me te ako Planning for teaching and learning

Looking deeper into PAT data can support kaiako to decide what the next reading comprehension learning focus should be, and to plan for teaching. Kaiako can analyse, interpret, and use the data to:

- gain insight into ākonga current knowledge and understanding as they develop their comprehension skills
- pinpoint where ākonga are on their learning and development pathway
- determine what next steps are needed for ākonga to progress.

Reports include information for ākonga and their kaiako, such as their depth of understanding of different texts, level of inference, interpretation of meaning, and evaluation of ideas. These are useful for drilling down to find out what ākonga are doing and thinking and to target different literacy skills for development.

Te huritao mō te whakaako me te ako Reflecting on teaching and learning

Importantly, using the data and reports supports kaiako to reflect on their own teaching practices, and gain insight into the impact of their teaching.

Reflective questions kaiako can ask about the data include:

- What patterns can you see—for instance, across questions representing the different comprehension attributes or the options selected for a particular question?
- What types of text genres and questions do your ākonga cope with well?
- What texts and question types are your ākonga finding difficult?
- Are there common themes across groups of ākonga who did or did not excel?
- How have ākonga experiences and opportunities to read in the classroom and at home affected achievement?

10. Te reo matatini me te pānui Literacy and reading

Literacy is critical in enabling ākonga to engage successfully with all aspects of the curriculum as they learn. The key competencies and all the learning areas depend on ākonga being able to understand, respond to, and use a variety of forms of written language to think about, locate, interpret, as well as to evaluate ideas and information. Being able to engage with and make meaning from written language can improve work and career outcomes, broaden community involvement, and improve health outcomes for individuals and whānau.

Reading literacy is defined within the international PIRLS reading assessment framework as:

> the ability to understand and use those written language forms required by society and/or valued by the individual. Readers can construct meaning from texts in a variety of forms. They read to learn, to participate in communities of readers in school and everyday life, and for enjoyment.[2]

Ngā āhuatanga e whakaawe ana i te aroā pānui, me te aromatawai
Factors influencing reading comprehension and assessment

Many factors impact on reading ability, and these also need to be considered in the development of reading comprehension, which is different to decoding and language comprehension. Reading comprehension assumes that we can access the written print through an active decoding process. For some this may be problematic and needs to be considered when meaning making is being assessed (refer to page 10).

Research has found that at a deeper conceptual level, reading is multidimensional and not a straightforward skill that can be learnt and then applied in the same way in different reading contexts. It is one of the most complex activities that we engage in and our ability to comprehend is dependent on a wide range of knowledge and skills, involving the reader, the text, and the activity of reading (Catts, 2021). This is why no single reading comprehension test should be used as a definitive indicator of learner progress.

The reader brings a set of cognitive abilities, language knowledge and skills, motivations and interests, as well as background knowledge to the task of reading. Readers vary considerably in these factors and this variability impacts how well they comprehend—which is the goal of reading. A PAT Pānui test is just one tool that can be used to assess reading comprehension and should form a part of the broader assessment picture gained from a range of sources.

Background knowledge, interests, social and cultural experiences, developing executive function skills—which include word recognition and comprehension strategies—have all factored in our selection of new texts for the refreshed PATs, as we recognise that broadening the range will provide greater opportunities for ākonga to demonstrate their comprehension abilities. The new texts include culturally diverse in-home and socio-demographic contexts, which we believe will allow a greater range of ākonga to apply their reading comprehension skills in familiar surroundings.

A test construction summary for each PAT Pānui assessment can be found on page 21.

2 The Progress in International Reading Literacy Study (PIRLS) is an international educational research study on children's reading literacy achievement. Last conducted in 2021 and administered every five years, the study is designed to measure trends in the achievement of middle primary school students. The study involves New Zealand's Year 5 students. https://pirls2021.org/frameworks/home/reading-assessment-framework/a-definition-of-reading-literacy/index.html

Ngā tohu whanaketanga mō te aroā pānui Developmental milestones in reading comprehension

As ākonga develop, so does their level of processing skill in reading comprehension, where they use written forms of language at increasingly sophisticated levels for a broad range of purposes and within varied contexts that may be familiar, unfamiliar, and challenging. These levels are loosely summarised below[3] and are summarised in the PATC scale provided on page 20.

At an early stage, ākonga can:

- locate and recall information and ideas in texts about familiar topics that use simple vocabulary and basic grammatical structures
- make connections between texts and their existing knowledge
- integrate and interpret information with other information, nearby in the text, to make simple connections and inferences.

As their skills develop, ākonga can:

- locate and recall information and ideas in texts about familiar topics where straightforward vocabulary and grammatical structures are used
- create mental images or visualise straightforward ideas and concepts
- integrate and interpret pieces of information close together in a text to make inferences
- use evidence from the text to identify and explain the effects of simple literacy strategies that help them to consider different perspectives other than a simple message.

As their confidence and skills develop further, ākonga can:

- locate and recall two or more pieces of information or ideas in texts that involve less familiar topics, vocabulary, and grammatical structures
- integrate and interpret increasingly abstract information and ideas to make inferences
- use a range of evidence from texts to identify the effect that text can have on readers
- express their view and explain their thinking.

Ākonga who have reached a more advanced level can:

- locate and recall multiple pieces of information or ideas in texts involving unfamiliar topics and abstract ideas, complex vocabulary, and grammatical structures
- integrate and interpret information to identify the effects of literary techniques, such as more subtle strategies and influences, to support their comprehension
- make links between multiple pieces of information that may be far apart in a text, to make inferences
- make extensive use of evidence from texts to support their evaluation of an author's success in achieving effects.

3 Adapted from the RELA scale, NMSSA English 2019.

11. Ngā momo pātai Question types

A range of question types have been used to ensure a wide range of comprehension skills are assessed. For the new tests, the number of question types have been broadened from the original three types to five. The five types are described as:

1. Focus on and retrieve straightforward information (R).
2. Make straightforward (local) inferences from within a small section of text (LI).
3. Make complex inferences from across relatively larger sections of text (CI).
4. Interpret and integrate ideas and information making sense of the intent and developing a more complete understanding of the entire text (I&I).
5. Evaluate and critique elements of text structure and language, drawing upon knowledge of language use, presentational features, and general or genre-specific features of texts (C&E).

The questions associated with texts that have been retained from the 2007 edition have been reclassified to one of these five types.

He tauira mō ngā momo pātai Examples of question types

It is useful for kaiako to become familiar with the range of questions in the tests and reflect on how they can be part of classroom programmes. Some examples of the question types are provided below.

Retrieval (R) questions require comprehension without needing to make any inference, so that the answer within the text can be matched to the wording of the question. Very few questions are true retrieval questions.

Example:

Text: *He sees blackbirds bathing in puddles.*

Question: What are the blackbirds doing?

Flying in the sky.

Sleeping in the rain.

Bathing in the puddles.

Drumming on the windows.

The **best** answer: Bathing in the puddles. The answer comes directly from the text although the distractors are also mentioned in the text.

Local inference (LI) questions require comprehension of implied information from within relatively small sections of text. The answers are straightforward and localised but require some inference where the answer is not explicitly stated in the text.

Example:

Text: *Paora's grandparents taught him to grow and harvest kai by the phases of the moon using maramataka: the Māori lunar calendar.*

Question: The maramataka can tell people

which types of seeds are best to plant for food.

how to plant and harvest different types of food.

when it is a good time to plant and harvest food.

where is the best place to plant and harvest food.

The **best** answer through inference from the text is: when it is a good time to plant and harvest food.

Complex inference (CI) questions require ākonga to connect information from different sections of text to draw an inference. Complex inferences may require linking of more than one idea or phrase and analysis to identify the best answer.

Example:

Text: *The scientists want to understand how Antarctica and the rest of the world affect each other. They study Antarctica's ice, weather, moana, plants and animals.*
Humans are changing the world's climate. We're creating too much carbon dioxide and other greenhouse gases. Scientists want to know if ***that*** *will make Antarctica's moana warmer. Could it melt the massive ice sheets, too?* ***That*** *would raise sea levels everywhere.*

Question: What do scientists at Scott Base want to learn about?

The new species of animal and bird life in Antarctica.

The connection between Antarctica and the rest of the world.

The reason there are warmer areas in Antarctica than in the past.

The carbon dioxide and greenhouse gas emissions in Antarctica.

The **best** answer is: The connection between Antarctica and the rest of the world.

To arrive at this, ākonga need to identify the link between Antarctica and the rest of the world. They also need to infer from the reference to humans changing the world's climate and then link this to whether ***'that'*** will make Antarctica's moana warmer and finally whether ***'that'*** would raise sea levels everywhere.

There are several inferences required that span across half of the available text to reach the best answer. In this question, the final option is acting as a strong distractor, as it closely describes one piece of evidence that can be directly retrieved from the text.

Interpret and integrate (I&I) questions integrate ideas and information making sense of the intent and developing a more complete understanding of the entire text. At this level of inference ākonga use their own experience and understanding to unpack more abstract ideas and meanings within a text.

Example:

Text: *In front of the photograph, Nanny Paraera spoke to my father in Māori. Then she opened the little drawer under the mirror on her dressing-table.*

'It's time, Jason,' she said. 'You can hold the kuru pounamu.' She lifted it out of the drawer and placed it in my hands. 'It's not to wear, just to hold, eh? Get to know the kuru pounamu, Jason. One day you will wear it.One day when you're a big man. You understand?'

'Yes, Nanny.'

Question: Why does Nanny say Jason will wear the kuru pounamu when he is a big man?

He'll be the right size to wear the kuru pounamu.

He'll be clever enough to wear the kuru pounamu.

He'll be strong enough to wear the kuru pounamu.

He'll be responsible enough to wear the kuru pounamu.

The **best** answer is: He'll be responsible enough to wear the kuru pounamu.

Earlier text backgrounds the significance of the pounamu and that Jason is not a young child, but old enough to understand the importance of the occasion and that to wear it carries responsibility more than strength or size. Ākonga are also likely to bring an understanding of the idea that being 'big' in this sense means to be adult and responsible.

Example:

Text: (selected portions from across the text "My First Kete") *Nanny always carried a flax kete–woven basket–when I was little … I remember helping her to weave … She'd make me a big bowl of porridge and a cup of tea … After … we began to walk to the harkeke–flax bushes … just me and her. She showed me the parts of the bush, which parts to leave and which parts to cut.*

I'd never woven harakeke before. Nanny said we'd do it together and she would teach me what she knew …

When the flax had dried properly Nanny said I could keep the kete. But I told her that I wanted her to have my first bit of weaving.

Question: The relationship between Nanny and the author is

distant

caring

difficult

amusing.

The **best** answer is caring. There are several inferences that relate to a caring relationship between Nanny and the author, although there are also humorous inferences. Therefore, amusing is a strong distractor. The inferences that can be made throughout the text (some are not included for brevity) when considered together, clearly lead to the conclusion that this is a caring relationship, although not specifically stated.

Critique and Evaluate (C&E) questions require ākonga to draw upon knowledge of language use, presentational features, and general or genre-specific features of texts and understanding of how the language and features determine the meaning or purpose. These questions might be about how the writer achieves a particular purpose or meaning.

Example:

Text: *Both of my parents were born in countries where people were subjected to horrific human rights abuses, and tens of millions were suffering, enslaved or killed. As a result, they believed all decent human beings had a duty to stand up and call something out if it was hurting others or the environment. We grew up observing them putting their beliefs into*

practice, always helping others and speaking out if needed—so, naturally, their actions rubbed off on us. We all form our values from those who raise us, good or bad; the great news is we can choose to accept those values or not—it's our right!

Question: In the last line, why does the author use the word "we"?

To emphasise her connections to her sisters and brother.

To represent her generation of people born in the 1960s.

To encourage the reader to stand up for their rights and values.

To encourage the reader to take action to defy their parents.

The **best** answer is: To encourage the reader to stand up for their rights and values. The term 'we' is used in the second to last sentence to refer to the author's own family. The reader needs to read critically and recognise that the 'we' in the last line has been expanded to mean everyone (we all) including the reader themselves.

Examples:

Text: "I think we should take calculus." *We?*

"I could do driver ed." *Which would be way more useful in the real world.*

"You will not be taking driver ed."

"But it says here that it would be good on my CV."

"If you want to deliver pizzas." *Man, mum can be harsh.* "You have to remember what we are aiming for, Bugs."

Question: Why does the author use italics?

To show us that Bugs is talking to Mum.

To show us Bugs' inner thoughts.

To show us that Bugs is aware of being rude.

To show us that Bugs is being funny.

The **best** answer is 'To show us Bugs' inner thoughts'. The italics has been used to separate Bugs' thoughts from her actual conversation so that both can be recounted in the narrative.

Understanding that the text has been carefully constructed to show thoughts and words helps ākonga determine the best answer to the next question:

Question: What is the **main** purpose of the text?

To reveal that parents care deeply about education.

To emphasise the importance of a good education.

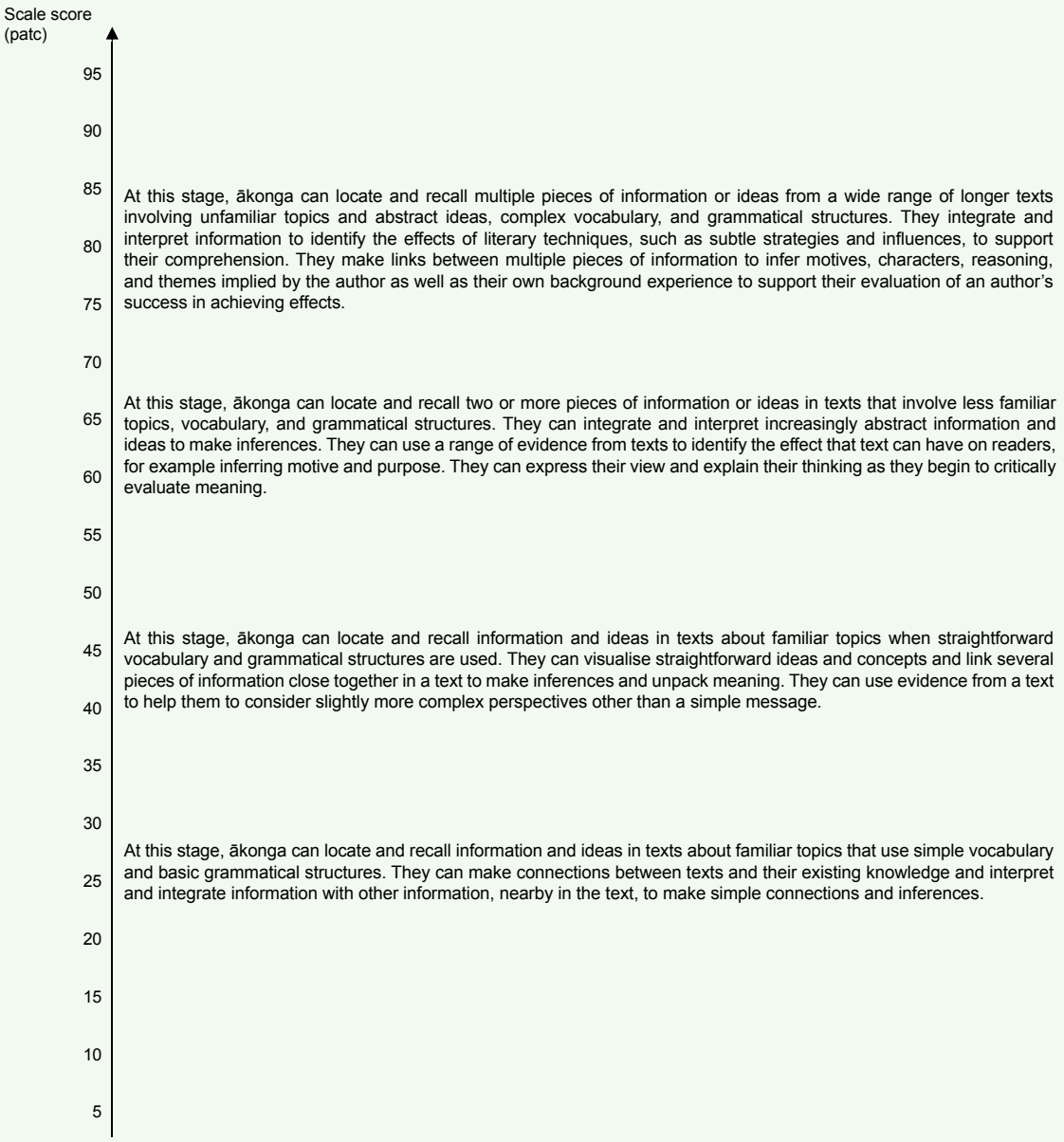
To influence our opinion about Course Information Evenings.

To show that teenagers and adults can have different perspectives.

The **best** answer is: 'To show that teenagers and adults can have different perspectives.'

12. Te tauine PATC The PATC scale

Ākonga typically demonstrate the competencies described which approximate their scale scores.



13. Te anga o ngā kai Content structure

Test Number	Text Title	Text Type	Readability*	Word Count	Number of questions	Sequence of question types
1	Popsicles	Recount	7–8 yrs	118	5	R; LI; LI; R; I&I.
	Baby Jack	Narrative	8–10 yrs	187	4	LI; LI; I&I; LI.
	Grandma's Weaving	Recount	8–10 yrs	223	6	R; R; LI; I&I; R; LI.
	Liku Village Show Day	Recount	9–11 yrs	226	6	LI; R; I&I; I&I; LI; CI.
	My Grandfather in India	Poetry	7–8 yrs	73	6	R; LI; R; LI; LI; I&I
	Amazing Animal Senses	Explanation	9–10 yrs	180	4	R; R; LI; LI.
	The Greatest Haka Festival	Narrative	9–10 yrs	311	5	LI; LI; I&I; I&I; CI.
2	Mōtītī Blue	Narrative	9–10 yrs	207	6	R; R; LI; CI; CI; C&E
	Ruru	Poetry	8.5–9.5 yrs	124	6	R; LI; LI; LI; CI; I&I.
	Antarctica's Guardians	Explanation	9–11 yrs	177	5	LI; LI; LI; LI; CI.
	Cheese and Onion Crisps	Procedural	12–14 yrs	163	4	R; R; LI; CI.
	Koro's Medicine	Narrative	9–10 yrs	244	5	LI; LI; LI; CI; CI.
	Toakase's Tapa	Explanation	10–12 yrs	185	4	R; I&I; I&I; C&E.
	Awa and her New Room	Narrative	11–13 yrs	382	6	LI; CI; I&I; LI; I&I; C&E.
3	My First Kete	Narrative	9–12 yrs	337	5	C&E; R; I&I; LI; LI.
	Hector's Dolphin	Report	11–13 yrs	318	4	LI; LI; LI; C&E.
	The Feathered Cloak	Narrative	8–10 yrs	388	5	LI; LI; I&I; LI; LI; R.
	Otaki Poem	Poetry	9–10 yrs	97	5	R: R; LI; R; CI.
	Pizza with Dad	Narrative	11–13 yrs	273	6	LI; LI; CI; CI; CI; LI.
	Tokelau has Captured the Sun	Explanation	8–9 yrs	204	4	LI; R; LI; CI.
	How to Make Takihi	Procedural	10–12 yrs	183	5	LI; LI; LI; I&I; CI.
4	Tuatara	Report	11–13 yrs	178	6	LI; R; CI; CI; I&I; LI.
	Why Does Yeast Make Bread Rise?	Explanation	12–14 yrs	374	6	LI; LI; LI; LI; R; CI.
	The Rising of Matariki	Narrative	10–12 yrs	279	6	R; LI; CI; I&I; LI; I&I.
	Lisa Adams Paralympian	Recount	12–14 yrs	292	6	R; R; I&I; LI; LI; LI.
	Learning my Language	Opinion	9–11 yrs	234	6	CI; LI; R; R; LI; I&I.
	Stan Walker's Audition Songs	Biography	12–14 yrs	323	5	LI; R; LI; CI; C&E.
	Whakarongo ki ō tūpuna	Poetry	9–11 yrs	293	6	CI; LI; LI; I&I; CI; I&I.

Test Number	Text Title	Text Type	Readability*	Word Count	Number of questions	Sequence of question types
5	The Walk Home	Narrative	10–12 yrs	282	5	CI; I&I; LI; CI; C&E.
	#Tumeke	Persuasive	10–12 yrs	242	5	LI; R; CI; R; I&I.
	Naming the New	Explanation	9–10 yrs	308	5	LI; LI; LI; R; CI.
	The Kuru Pounamu	Narrative	12–14 yrs	271	5	LI; LI; R; LI; I&I.
	Working the Land	Recount	11–13 yrs	247	6	R; LI; LI; LI; CI; I&I.
	Before Night Falls	Narrative	8–9 yrs	178	4	CI; CI; LI; LI.
	Perfecting the Haka	Recount	11–13 yrs	374	5	LI; I&I; C&E; CI; I&I.
	Summer's Day in the Bush	Recount	9–10 yrs	216	6	R; LI; LI; I&I; CI; I&I.
6	Know Your Brain	Explanation	15+ yrs	391	4	R; LI; LI; C&E.
	The Black Book	Narrative	13–15 yrs	215	6	I&I; LI; LI; LI; LI; LI,
	The Tarawera Eruption	Recount	15+ yrs	332	5	LI; CI; R; LI; I&I.
	High Ropes	Poetry	12–14 yrs	97	5	LI; LI; CI; LI; I&I.
	Taniwha	Narrative	12–14 yrs	313	5	R; I&I; CI; I&I; C&E. .
	Poaching Crayfish	Narrative	12–14 yrs	215	5	LI; I&I; I&I; I&I; C&E.
	The Noble Art of Bombing	Narrative	13–15 yrs	422	5	LI; LI; CI; C&E; I&I.
	Aro'a Lagoon	Report	10–12 yrs	146	6	R; LI; LI; LI; I&I; CI.
7	Why Do Onions Make You Cry?	Explanation	12–14 yrs	323	5	LI; R; LI; LI; LI.
	Nikora Speaks Up	Narrative	12–14 yrs	479	5	I&I; LI; I&I; I&I; C&E.
	Unity	Poetry	13–15 yrs	168	5	I&I; I&I; C&E; I&I; C&E.
	What Does Respect Mean to You?	Opinion	15+ yrs	233	5	I&I; R; CI; LI; C&E.
	The Launching	Narrative	9–12 yrs	361	5	CI; R; CI; I&I; C&E.
	The Right to Protest	Opinion	13–16 yrs	390	6	CI; CI; C&E; LI; I&I; C&E.
	What is Ra'ui?	Explanation	12–14 yrs	248	6	LI; LI; I&I; LI; R; I&I.
	Course Information Evening	Narrative	12–16 yrs	345	5	LI; I&I; I&I; C&E; C&E.

* Readability: A comparison exercise was carried out using a range of sources to establish reading ranges, which included equating new texts with existing and retired texts to ensure comparability.

14. Kupu Māori used

Kupu	Meaning	Text	Test
ako	learn	Aratohu Kaiako / Kaiako Guide	
ākonga	student / learner	Aratohu Kaiako / Kaiako Guide	
Aotearoa	Land of the long white cloud, New Zealand	Perfecting the Haka	5
Aotearoa New Zealand	New Zealand	Antarctica's Guardians	2
aroha	love	Stan Walker's Audition Songs	4
aminē	amen, so be it	The Launching	7
auē	exclamation of surprise	Koro's Medicine	2
haka	dance / perform	The Greatest Haka Festival Perfecting the haka	1 5
harakeke	flax	Koro's Medicine My First Kete A Summer's Day in the Bush	2 3 5
hihi	stitchbird	Naming the New	5
kai	to eat, to consume; food.	Baby Jack Working the Land	1 5
kaiako	teacher	Aratohu Kaiako / Kaiako Guide	
Ka Mate haka	a well-known haka by Te Rauparaha	Perfecting the Haka	5
kaitiaki	guardian, protector	Antarctica's Guardians Nikora Speaks Up	2 7
kaimoana	seafood	Working the Land	5
kapa	team, group of people	The Greatest Haka Festival	1
kapa haka	Māori performing arts group	The Greatest Haka Festival The Feathered Cloak #Tumeke	1 3 5
karakia	prayer, blessing	The Launching Poaching Crayfish	7 6
kaumātua	elder	Mōtītī Blue My first Kete The Feathered Cloak	2 3 3
kauri	a native tree	The Walk Home	5
kea	a native alpine parrot	Naming the New	5
kete	a woven flax basket	My first Kete	3
kia ora	a greeting	The Feathered Cloak	3
kiwi	a native bird	The Walk Home	5
koro	grandfather	The Greatest Haka Festival Koro's Medicine	1 2

Kupu	Meaning	Text	Test
korowai	traditional cloak	The Launching	7
kūmara	sweet potato	The Astromancer-Rising of Matariki Working the Land	4 5
kura	school	The Walk Home	5
kurī	dog	The Astromancer-Rising of Matariki	4
kuru pounamu	greenstone pendant	The Kuru Pounamu	5
māhina	the moon	Whakarongo ki ō Tūpuna	4
mana	prestige, power	The Kuru Pounamu	5
manu	a bird-like bomb into water	The Noble Art of Bombing-Manu	6
maramataka	Māori lunar calendar	The Astromancer-Rising of Matariki	4
Māoritanga	Māori culture	Perfecting the Haka	5
maro	loin cloth	The Launching	7
Matariki	the Pleiades cluster of stars	The Astromancer-Rising of Matariki	4
matatini	Māori performing arts festival	The Greatest Haka Festival	1
maunga	mountain	The Walk Home	5
mauri	life force	Antarctica's Guardians	2
moa	extinct native bird	The Walk Home	5
moana	sea, ocean or lake	Antarctica's Guardians	2
moko	grandchild	The Greatest Haka Festival	1
mokopuna	grandchild/grandchildren	Koro's Medicine My First Kete Working the Land	2 3 5
ngahere	bush, forest	The Walk Home	5
nīkau	native palm tree	A Summer's Day in the Bush	5
Pākehā	non-Māori, Caucasian person	The Launching Nikora Speaks Up	7 7
pikitia	picture	The Walk Home	5
pīrangirangi	native fantail bird	Naming the New	5
pītau	carved figurehead	The Launching	7
piupiu	flax skirt	The Launching	7
pōhiri	welcome, invite	The Greatest Haka Festival	1
pōhutukawa	a native tree	A Summer's Day in the Bush	5
poi	toss, twist, twirl, swing	The Greatest Haka Festival The Feathered Cloak	1 3
pounamu	greenstone, jade	The Kuru Pounamu The Launching	5 7

Kupu	Meaning	Text	Test
pūkana	stare wildly	The Greatest Haka Festival	1
purea nei	words of a song	#Tumeke	5
rangi	sky	Naming the New	5
rongoā	Māori medicine	Koro's Medicine	2
ruru	native morepork	Naming the New	5
rūrū	shake	Naming the New	5
tama	young boy	Koro's Medicine	2
tamariki	children	Working the Land	5
tamariki mā	children	The Greatest Haka Festival	1
tāne	man / male ancestor	Whakarongo ki ō Tūpuna	4
tangata whenua	people of the land	Perfecting the Haka	5
taniwha	water creature, spirit	The Walk Home Taniwha Nikora Speaks Up	5 6 7
taonga	gift	Nikora Speaks Up	7
te reo (Māori)	(Māori) language	The Walk Home	5
tikanga Māori	Māori customs, protocols	Perfecting the Haka	5
tipare	head dress	The Launching	7
tuatara	native reptile	Tuatara	4
tūī	a native bird	A Summer's Day in the Bush	5
tumeke	exclamation of awe	#Tumeke	5
tūpuna	ancestors	Whakarongo ki ō Tūpuna	4
tūrehu	fairy people	Taniwha	6
waiata	song, singing	The Walk Home	5
waka taua	traditional war canoe	The Launching	7
whakataukī	proverb	Perfecting the Haka	1
whānau	family	Baby Jack Poaching Crayfish	1 6
whanaungatanga	kinship	Stan Walker's Audition Songs	4
whare	house	Koro's Medicine The Walk Home	2 5
wharenui	traditional ceremonial house	The Launching	7
wheke	octopus	The Greatest Haka Festival Perfecting the Haka	1 5
whenua	land	Working the Land	5
whakarongo ki ō tūpuna	listen to your ancestors	Whakarongo ki ō Tūpuna	4

15. Pacific words used

Kupu	Meaning	Text	Test
Niue			
Alofi	capital of Niue	Vahega Vagahau Niue-Learning my Language	4
ie pili	Niuean bedsheets/blankets	Liku Village Show Day	1
nani	an arrowroot dish made of coconut juice	Vahega Vagahau Niue-Learning my Language	4
pitako pia	coconut bread with arrowroot	Liku Village Show Day	1
tika	javelin	Liku Village Show Day	1
takihi	pawpaw and taro bake	Liku Village Show Day How to Make Takihi	1 3
uga	coconut crab	Liku Village Show Day	1
umu	oven	Liku Village Show Day	1
Tamahaleleka	The Niuean village of Liku	Liku Village Show Day	1
Vagahau Niue	Niuean language	Vahega Vagahau Niue-Learning my Language	4
Rarotonga			
aronga mana	traditional leaders	What is a Ra'ui?	7
katoti	damselfish	Aro'a Lagoon	6
ra'ui	a means of managing resources in which traditional leaders close a designated area to the harvest of key species.	Aro'a Lagoon What is a Ra'ui?	6 7
ra'ui mutu kore	eternal ra'ui is the indefinite closing of an area to harvesting of key species, it has no time limit	What is a Ra'ui?	7
tapu	sacred place, sacred site—a place subject to long-term restrictions on access or use	What is a Ra'ui?	7
taputapu	racoon butterflyfish	Aro'a Lagoon	6
ui aiki	high chiefs	What is a Ra'ui?	7

Kupu	Meaning	Text	Test
Tonga			
me'afoa	gift	Toakase's Tapa	2
ngatu	tapa cloth or decorated bark cloth	Toakase's Tapa	2
tapa	cloth made from bark that has been softened through a process of soaking and beating	Toakase's Tapa	2
Tuvalu			
fafetu	flower shaped decoration	Grandma's Weaving	1
salusalu	necklace, e.g., flower shaped shells on a long piece of ribbon and uses flax thread as an outline	Grandma's Weaving	1

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