

PAT Reading

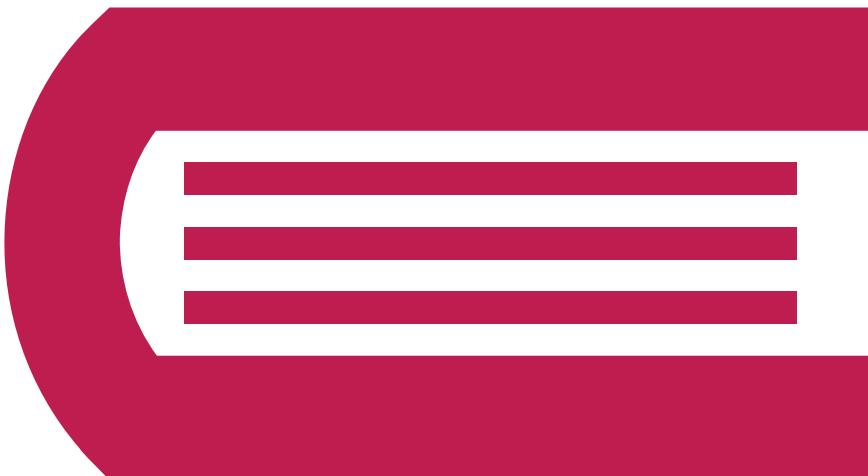
Australian norms



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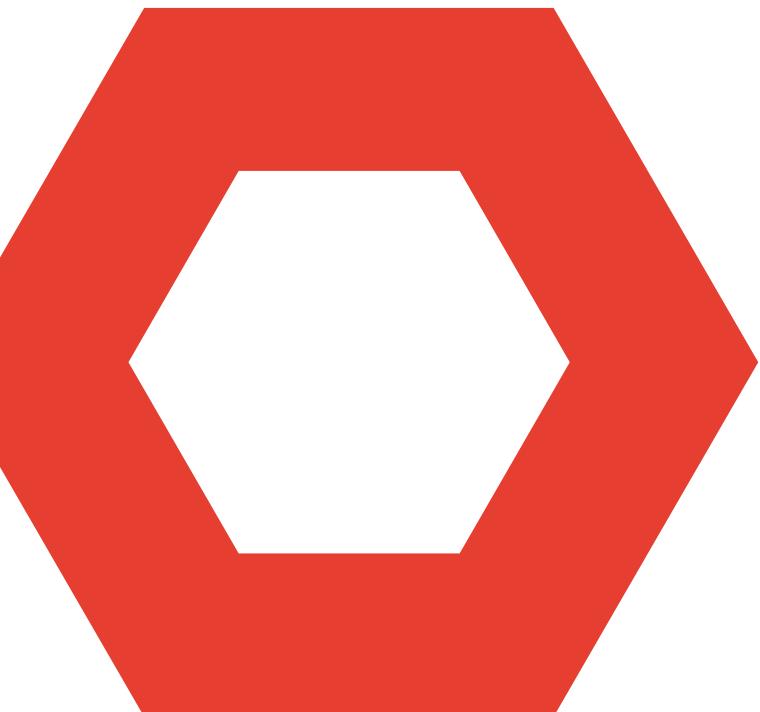
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Introduction

Australian norms are provided as a point of comparison between students' estimated achievement on the PAT Reading scale and the typical achievement of students at each year level nationally. Comparisons between a student's scale score achievement and the Australian norm for a given year level can be expressed as a percentile rank. The percentile rank of a student's scale score indicates the proportion of the comparison group who achieved less than that scale score. Conversion tables outlining the corresponding raw scores, scale scores, and percentile ranks can be found on page 11.

Norm comparisons provide contextual information about a student's relative achievement, but they do not indicate the skills or knowledge that can be expected of the student according to their achievement on their PAT Reading test, nor can they be used to infer progress over time. For these, the student's estimated scale score and the described achievement bands are the best measure.

A note on terminology

This document refers to the current norms as the '2026 update', reflecting their year of publication. The data that comprise the norms were collected in 2024 and represent student achievement at that time.

The previous norms – the '2022 update' – comprised data collected in 2019. .

Australian norms

PAT Reading norms are established using a de-identified sample of Australian students and are updated periodically. The 2026 norm update sample is drawn from PAT Reading 5th Edition and PAT Reading Adaptive tests completed in ACER's Online Assessment and Reporting System (OARS) during October and November 2024.

The sample is limited to students tested around the same time of year, allowing for comparisons with students at approximately the same stage of their schooling. Students in a particular year level who complete a test at the beginning of the year would likely perform differently from those at the same level who are tested at the end of the year.

The sample is further limited to student assessment records where the test session is validly completed (that is, not marked invalid by the system or by a school staff user). Where individuals attempted the test more than once during the data collection period, the earliest valid attempt only is retained. Furthermore, the student assessment record must indicate that it originates from a school located in Australia and that the student was enrolled in a valid year level at the time of assessment (years 1 to 10).

At each level, only cases where the student's age fell within an appropriate range were retained. The age ranges were drawn from Australian Bureau of Statistics (ABS) data on the distribution of students by age and year level. This measure was taken to minimise erroneous or unusual year level information in the OARS database, assuming that students described as being in a particular year level at the time of testing would fall within the typical age range.

Change in methodology

The methodology used to estimate the 2026 norms differs in one important respect from the 2022 update. The 2026 update includes results data from the full range of PAT Reading 5th Edition tests as well as the PAT Reading Adaptive test sittings. In contrast, the previous norm sample included only results from the linear, non-adaptive test.

This change in methodology reflects the use of both PAT Reading linear and adaptive tests in classrooms across Australia to measure Reading achievement. The tests measure the same construct on the same scale and therefore, combined, they provide the best representation of PAT Reading achievement..

2026 sample

The final numbers of schools and students comprising the 2026 sample are shown in Table 1. The total number of students' results used to calculate the norms is presented by state/territory in Table 2 (page 3), by sector in Table 3 (page 3), and by test form in Table 4 (page 4).

Table 1 Schools and students by year level

Year level	No. of schools	Number of students
Year 1	2,211	77,247
Year 2	3,589	149,735
Year 3	3,728	159,559
Year 4	3,768	162,180
Year 5	3,782	161,829
Year 6	3,827	170,436
Year 7	1,212	106,518
Year 8	1,176	99,157
Year 9	1,126	90,843
Year 10	901	63,143

Table 2 Students by year level and state/territory

Year level	ACT	NSW	NT	Qld	SA	Tas	Vic	WA
Year 1	1,064	14,682	2,132	5,898	2,695	1,154	34,864	14,758
Year 2	3,973	36,489	2,441	15,478	6,765	5,881	55,898	22,810
Year 3	4,208	38,321	2,508	16,461	5,758	5,766	61,442	25,095
Year 4	4,464	39,207	2,504	17,630	5,830	5,991	61,879	24,675
Year 5	4,256	39,108	2,518	18,543	5,934	6,003	60,842	24,625
Year 6	4,017	41,040	2,619	18,261	6,321	5,862	66,262	26,054
Year 7	2,349	23,245	1,955	13,580	4,910	5,494	43,220	11,765
Year 8	2,082	21,515	1,827	12,378	4,831	5,157	40,233	11,134
Year 9	1,983	20,070	1,566	11,304	4,316	4,793	36,838	9,973
Year 10	2,314	16,183	1,113	4,166	1,866	4,286	28,064	5,151

Table 3 Students by year level and school sector

Year level	Government	Catholic	Independent
Year 1	23,401	42,986	10,860
Year 2	48,878	78,572	22,285
Year 3	49,782	84,470	25,307
Year 4	49,332	85,706	27,142
Year 5	48,361	83,786	29,682
Year 6	49,765	88,457	32,214
Year 7	42,150	40,670	23,698
Year 8	40,323	36,980	21,854
Year 9	37,815	33,972	19,056
Year 10	28,917	22,838	11,388

Table 4 Students by year level and test form

Year level	Adaptive	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8	Test 9	Test 10
Year 1	51,039	24,645	1,406	147	9	1	0	0	0	0	0
Year 2	94,183	1,866	51,355	1,984	299	45	3	0	0	0	0
Year 3	101,443	442	1,758	52,724	2,616	459	97	1	15	2	2
Year 4	101,706	347	547	1,502	54,608	2,876	444	5	115	24	6
Year 5	100,715	159	262	530	1,624	55,299	2,480	36	537	128	59
Year 6	107,122	72	134	277	400	1,694	56,677	125	3,230	530	175
Year 7	77,687	19	93	88	104	362	2,469	19	24,919	730	28
Year 8	72,465	10	38	57	60	138	353	47	1,770	23,539	680
Year 9	66,014	26	28	28	195	154	119	613	261	1,465	21,940
Year 10	47,178	6	8	14	14	11	50	14,617	90	197	958

The 2026 update sample size is larger than the 2022 sample across all year levels. The data for this study remain 'self-selecting'. This means that the sample was not selected using probability sampling methods but rather was selected from all appropriate data gathered from the PAT Reading 5th Edition and PAT Reading Adaptive tests in OARS. Therefore, the data are not necessarily nationally representative, as some elements of the national population are overrepresented and others are underrepresented.

For this reason, a weighting adjustment was applied for analysis so that students representing different components of the national population – for example, states, sectors, locations, and socio-economic backgrounds – contribute to the norm outcomes in proportion to their representation in the population as much as possible

Weighting

The underlying assumption behind weighting is that the participating student is representative of the group of students to which the student is being weighted – the so-called ‘weighting class’. This assumption is more likely to hold when the weighting class comprises a relatively small share of the population. Rather than simply considering year 2 students in the OARS database from Victoria as representative of all Victorian year 2 students and giving each participant the same weight reflecting the proportion of that group in the data, it is better to consider those students as representatives of smaller subgroups within the larger Victorian year 2 group – for example, students from schools in similar locations or socio-economic areas, or students from the same school sector.

At the same time, it is important that the weighting classes are represented by a good number of schools and students. Too few participating schools or students representing a weighting class may lead to individual students being assigned relatively large weights. This is undesirable as these students may have an overly strong influence on outcomes.

The formation of weighting classes is, therefore, an exercise in finding well-defined, smaller subgroups within the population within which a good number of schools and students have participated. For each year level, the available student data were distributed across subpopulations defined by the following criteria:

Jurisdiction	Six states Two territories
Management	Government Non-government
Sector	Government Catholic Independent
School location	Metropolitan Non-metropolitan
School socio-economic status	Five quintiles based on the postcode-derived Education and Occupation Index, one of the ABS Socio-Economic Index for Areas (SEIFA) indices. ¹

The population reference used was the ACER Sampling Frame, and the maximum possible number of weighting classes across the population was 240.

¹ Australian Bureau of Statistics. (2021). Table 5 Postal Area, Indices, SEIFA 2021. Socio-Economic Indexes for Areas (SEIFA), Australia. ABS. <https://www.abs.gov.au/statistics/people/people-and-communities/socio-economic-indexes-areas-seifa-australia/latest-release>. Accessed 17 October 2023.

Weight classes were not maintained if fewer than five schools were present in the weighting class. Where this standard was not met, weight classes with small numbers of schools were collapsed to form a larger class, usually working backwards through the components outlined above.

Following the initial formation of weighting classes, the distribution of data within weight classes by student gender was examined. A weight adjustment was made so that the weighted number of boys and girls in the weighting class matched the population for that class. In some cases, due to the presence of single-gender schools, the number of schools in the newly formed weighting classes was reduced to below five after taking the gender of students into account. In these cases, another round of collapsing was undertaken to maintain a minimum of five schools per weighting class.

While the weighting was quite successful in aligning the data from students participating in PAT assessments available in the OARS database with the population distributions, weighting can only attempt to mitigate the potential biases arising from the differences between the distributions of students in the OARS database and the general population. The assumption that students who have completed assessments and were used for weighting are fully representative of the subpopulation from the weighting class cannot be verified.

Table 5 shows the weighted distribution of students comprising the norm sample by state/territory and sector compared with the population distribution calculated from the ABS Schools Data, Table 42b Number of Full-time and Part-time Students.²

² Australian Bureau of Statistics (2025) Table 42b. Number of Full-time and Part-time Students by Affiliation, Sex, Grade, Age and Indigenous Status, States and Territories, 2006-2024 [data set], Schools, 2025, accessed November 2025.

Table 4 shows the weighted distribution of students comprising the norm sample by state/territory and sector compared with the population distribution calculated from the ABS Schools Data, Table 42b Number of Full-time and Part-time Students.²

Table 5 Weighted distribution of students versus population distribution

State	Government		Catholic		Independent		All	
	Weighted sample %	Population %						
Year 1	ACT	1.6	1.7	0.9	2.1	3.2	1.8	1.7
	NSW	29.0	30.3	32.5	32.6	29.1	30.4	29.7
	NT	1.3	1.2	0.8	0.6	0.4	0.9	1.1
	QLD	21.1	20.9	20.9	20.2	21.9	21.7	21.2
	SA	6.1	5.8	6.1	7.0	9.1	8.7	6.5
	TAS	2.0	2.0	2.0	1.9	1.7	1.6	2.0
	VIC	26.2	25.7	27.7	26.9	24.0	24.1	26.2
Year 2	WA	12.6	12.4	9.1	8.7	10.6	10.7	11.7
	ACT	1.7	1.8	2.3	2.3	1.7	1.9	1.9
	NSW	30.8	30.4	32.5	32.7	30.6	30.2	31.1
	NT	1.2	1.2	0.5	0.7	0.9	0.9	1.0
	QLD	20.0	21.0	19.5	19.8	21.0	21.9	20.1
	SA	5.6	5.8	7.4	6.8	9.5	8.7	6.5
	TAS	2.1	2.1	1.9	1.9	1.7	1.7	2.0
Year 3	VIC	25.9	25.5	26.9	26.8	23.7	23.9	25.8
	WA	12.5	12.2	8.9	9.1	10.9	10.9	11.6
	ACT	1.9	1.7	2.2	2.4	1.7	2.0	1.9
	NSW	32.0	29.9	26.9	32.3	26.8	30.5	30.1
	NT	1.5	1.2	0.5	0.6	0.9	1.0	1.1
	QLD	23.9	21.6	19.6	19.9	19.1	21.6	22.2
	SA	0.1	6.0	15.7	6.4	22.3	8.8	6.9
Year 4	TAS	2.3	2.0	2.0	1.9	1.5	1.7	2.1
	VIC	25.0	25.4	24.9	27.3	18.4	23.4	24.0
	WA	13.4	12.3	8.2	9.2	9.3	11.1	11.7
	ACT	1.8	1.7	2.3	2.5	1.9	2.0	1.9
	NSW	32.8	30.3	28.5	31.9	27.1	30.1	31.1
	NT	1.3	1.2	0.7	0.6	0.4	0.9	1.1
	QLD	22.2	21.6	17.7	19.9	18.6	21.8	20.7
Year 5	SA	0.1	6.0	16.1	6.6	20.5	8.7	6.6
	TAS	2.2	2.0	1.8	1.9	1.5	1.6	2.0
	VIC	26.7	25.4	24.4	27.3	20.0	23.5	25.2
	WA	12.9	11.7	8.4	9.4	10.1	11.3	11.5
	ACT	1.8	1.7	2.3	2.5	1.7	1.8	1.9
	NSW	32.7	30.3	28.8	32.1	27.4	30.5	31.1
	NT	1.3	1.2	0.5	0.6	0.8	0.9	1.1

Table 5 Weighted distribution of students versus population distribution (continued)

	Government		Catholic		Independent		All		
	State	Weighted sample %	Population %						
Year 6	ACT	1.8	1.6	2.2	2.5	1.8	1.9	1.9	1.8
	NSW	34.0	30.6	28.5	32.2	27.3	30.2	31.7	30.9
	NT	1.3	1.1	0.4	0.6	0.8	0.9	1.0	1.0
	QLD	23.3	21.9	18.4	20.0	18.7	21.5	21.5	21.5
	SA	0.1	6.1	15.0	6.5	20.7	8.5	6.7	6.5
	TAS	2.2	2.0	1.7	1.9	1.6	1.8	2.0	1.9
	VIC	24.5	25.1	25.1	27.1	18.8	23.7	23.7	25.2
Year 7	WA	12.9	11.6	8.6	9.3	10.3	11.5	11.6	11.2
	ACT	1.7	1.7	2.4	2.4	1.3	1.7	1.8	1.9
	NSW	32.4	30.0	31.0	34.1	25.2	29.5	30.4	30.9
	NT	1.2	1.1	0.7	0.8	0.9	1.0	1.0	1.0
	QLD	24.4	22.9	17.8	19.2	20.7	21.3	21.9	21.7
	SA	0.0	6.6	12.8	6.2	15.2	7.1	6.7	6.6
	TAS	2.2	2.1	1.9	2.1	1.6	1.7	2.0	2.0
Year 8	VIC	25.9	24.3	24.2	25.3	23.9	25.7	25.0	24.8
	WA	12.2	11.3	9.0	9.8	11.2	11.9	11.2	11.1
	ACT	1.8	1.7	2.5	2.5	1.4	1.7	1.9	1.9
	NSW	33.5	29.7	32.6	34.2	26.6	29.2	31.7	30.6
	NT	1.2	1.0	0.6	0.8	0.9	0.9	1.0	1.0
	QLD	26.2	23.1	18.6	19.5	21.2	21.8	23.2	22.0
	SA	0.0	6.5	13.2	6.0	15.9	7.2	6.9	6.5
Year 9	TAS	2.3	2.1	2.0	2.1	1.5	1.6	2.0	2.0
	VIC	22.1	24.5	20.9	25.1	20.9	25.4	21.5	24.9
	WA	12.9	11.3	9.5	9.8	11.6	12.1	11.7	11.1
	ACT	2.0	1.8	2.8	2.5	1.0	1.6	2.0	1.9
	NSW	33.3	29.7	30.6	33.8	25.5	29.1	30.8	30.5
	NT	1.2	1.0	0.6	0.7	0.8	0.9	1.0	0.9
	QLD	22.4	23.2	19.2	19.9	21.6	22.3	21.4	22.3
Year 10	SA	0.0	6.7	13.8	6.1	16.2	7.2	7.2	6.6
	TAS	2.4	2.1	2.1	2.2	1.7	1.8	2.2	2.0
	VIC	25.4	24.5	21.4	25.2	21.8	25.2	23.6	24.8
	WA	13.3	11.1	9.4	9.6	11.4	11.8	11.9	10.9
	ACT	1.9	1.7	2.6	2.5	1.0	1.5	1.9	1.8
	NSW	33.4	29.9	31.9	34.0	27.0	28.8	31.6	30.5
	NT	1.1	1.0	0.8	0.6	0.5	0.8	0.9	0.9
	QLD	25.4	22.9	18.1	19.5	21.2	22.3	22.8	22.0
	SA	0.0	6.9	14.5	6.3	15.0	7.3	6.8	6.9
	TAS	2.3	2.2	2.1	2.1	1.6	1.9	2.1	2.1
	VIC	23.7	24.8	20.9	25.5	22.6	25.6	22.8	25.1
	WA	12.1	10.7	9.0	9.5	11.1	11.8	11.2	10.7

Student achievement

Results from the PAT Reading 5th Edition and PAT Reading Adaptive tests, taken by the sample students, were used to estimate the scale score averages and standard deviations for each year level and, assuming a normal distribution, to calculate the set of percentile ranks associated with achieved scale scores.

The percentile rank of a score is the percentage of students who achieve a score lower than that score. For example, a student with a percentile rank of 75th for year 3 has a scale score that is higher than 75 per cent of Australian year 3 students.

Table 6 and Figure 1 show the PAT Reading scale scores for given percentile ranks, along with the standard deviation of achievement, for each year level in the 2026 norms. The 50th percentile represents the mean, or average, achievement of each norm group.

Table 6 Student achievement by year level

Percentile rank	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
95th	112.4	127.4	138.2	146.0	147.1	148.9	151.8	154.1	156.4	160.4
75th	96.4	111.8	122.9	130.6	134.0	136.4	138.7	140.5	142.6	146.1
50th (mean)	85.3	101.0	112.2	119.9	124.8	127.8	129.6	131.1	133.0	136.1
25th	74.2	90.1	101.6	109.2	115.7	119.2	120.5	121.6	123.4	126.1
5th	58.2	74.5	86.2	93.9	102.6	106.8	107.4	108.1	109.6	111.8
Standard deviation	16.5	16.1	15.8	15.8	13.6	12.8	13.5	14.0	14.2	14.8

Differences between 2022 and 2026 norms

Differences in student achievement between the 2022 and 2026 PAT Reading norm updates affect the location of the percentiles on the scale. The 2026 means are consistently below the 2022 level, except in year 1, where the mean is slightly higher. For most year levels, the mean is within two scale score points, but there is a noted difference at year 10, where the 2026 mean is 4.4 scale score points below the 2022 mean. The standard deviations at each year level are wider in 2026. Standard deviation is a measure of the spread of scores around the mean, and a wider distribution means that the percentiles at the upper and lower ends of the scale are further apart.

The change in methodology described at the beginning of this document likely contributes in part to the differences in student achievement. PAT Reading Adaptive tests are well targeted to students' abilities through their adaptivity, but they also increase the range of scores students can achieve further than a single linear test allows. This may have led to the slightly wider distribution of ability with this update.

While national norms tend to remain relatively stable over time, it is worth noting that each norm update comprises results from independent student populations: students who were in years 1–10 in 2019 and those in years 1–10 in 2024. Additionally, as the OARS data is a self-selected sample, the means may still not fully represent the Australian population even after linking to the Australian sampling frame and weighting. This is a known bias in the sample. While there is significant overlap in the participating schools between 2019 and 2024, differences in the sample may well affect outcomes.

Distribution of scale scores by year level

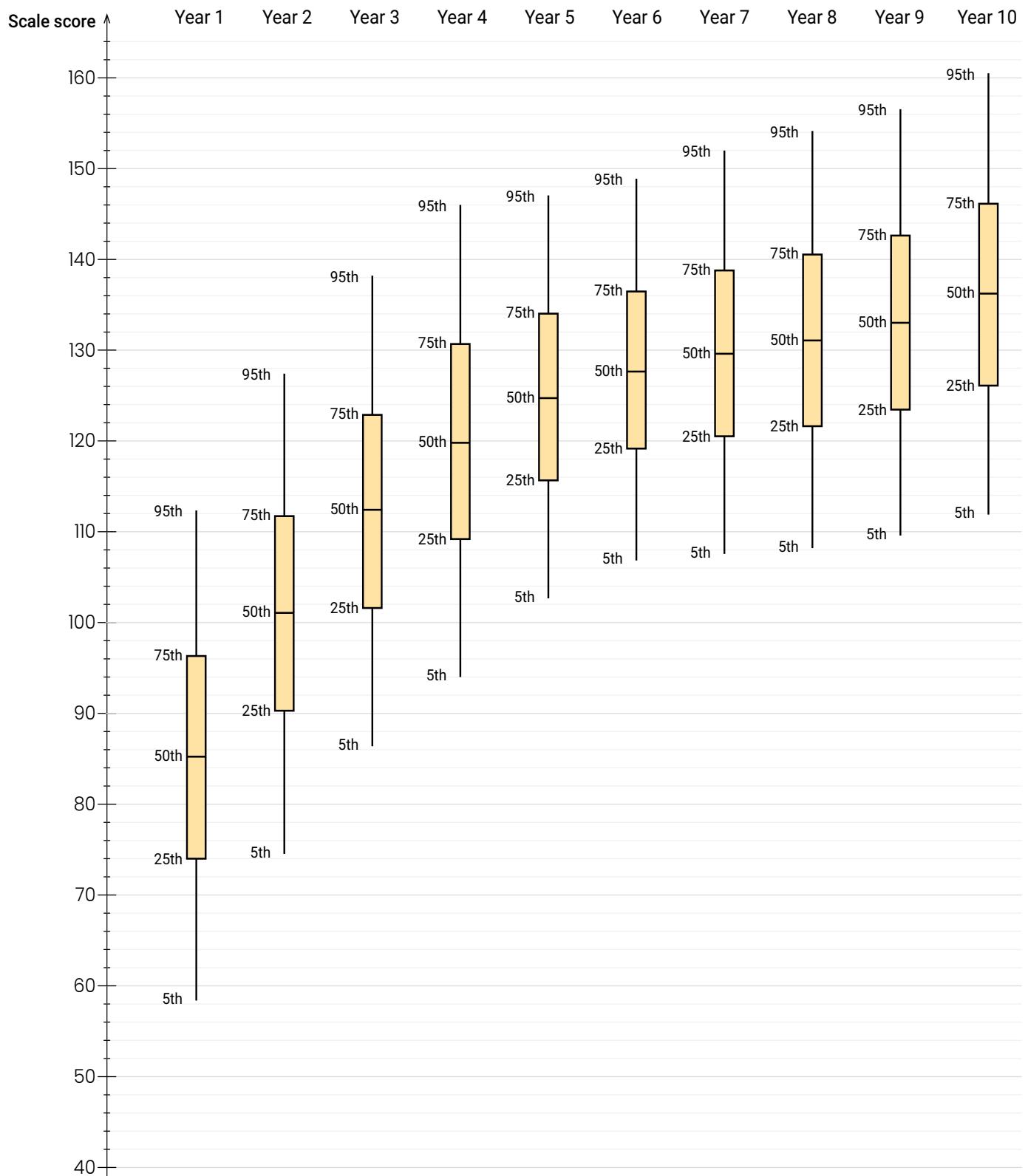


Figure 1 Student achievement by year level

Score conversion tables

A student's 'raw' score – most commonly, the total count of correct responses on a test – can be converted to an estimated score on the PAT Reading scale by accounting for the different mean difficulty of each test. While raw scores on two different tests are not equivalent, scale scores reflect estimated overall achievement and can be directly compared between students and over time, regardless of students' year levels or the tests they have completed.

The following tables show the conversions between raw scores, scale scores (with measurement error margins), and percentile ranks for each PAT Reading 5th Edition test. These score conversions are automatically calculated in the online reports. Score conversions for PAT Reading Adaptive are not published due to the large number of test pathways.

PAT Reading 5th Edition Test 1

Raw score	Scale score	Error (+/-)	Year 1 percentile rank	Year 2 percentile rank
14	102.7	>9.2	85	54
13	90.6	9.8	62	24
12	84.2	7.5	47	13
11	79.6	6.7	36	7
10	75.7	6.2	27	4
9	72.3	5.9	21	2
8	69.0	5.8	16	
7	65.9	5.8	11	
6	62.7	5.8	8	
5	59.4	6.0	5	
4	55.9	6.3	3	1
3	51.8	6.5	2	
2	46.9	7.7		
1	40.1	9.5	1	
0	27.3	>9.5		

PAT Reading 5th Edition Test 2

Raw score	Scale score	Error (+/-)	Year 1 percentile rank	Year 2 percentile rank	Year 3 percentile rank
29	143.4	>8.7		99	97
28	131.8	8.7	99	97	89
27	126.1	6.9		94	81
26	122.2	6.0	98	90	73
25	119.0	5.5	97	86	66
24	116.4	5.1	97	83	60
23	114.0	4.8	95	79	54
22	111.9	4.6	94	75	49
21	109.9	4.5	93	71	44
20	108.0	4.3	91	66	39
19	106.2	4.3	89	62	35
18	104.5	4.2	87	58	31
17	102.8	4.2	85	54	27
16	101.1	4.1	83	50	24
15	99.4	4.1	80	46	20
14	97.7	4.2	77	41	17
13	96.0	4.2	74	37	15
12	94.3	4.2	70	33	12
11	92.5	4.3	66	29	10
10	90.7	4.4	62	26	8
9	88.8	4.5	58	22	6
8	86.8	4.6	53	18	5
7	84.7	4.7	48	15	4
6	82.4	5.0	42	12	2
5	79.9	5.2	37	9	
4	77.0	5.6	30	6	
3	73.7	6.2	24	4	
2	69.5	7.1	16	2	1
1	63.5	8.9	9		1
0	51.6	>8.9	2		

PAT Reading 5th Edition Test 3

Raw score	Scale score	Error (+/-)	Year 2 percentile rank	Year 3 percentile rank	Year 4 percentile rank
32	150.6	>8.7	99	99	97
31	137.5	8.7	98	94	86
30	131.1	6.9	96	88	75
29	126.7	5.9	94	82	66
28	123.3	5.3	91	75	58
27	120.4	4.9	88	69	51
26	117.9	4.7	85	64	44
25	115.7	4.4	82	58	39
24	113.6	4.3	78	53	34
23	111.7	4.1	74	48	30
22	109.9	4.0	71	44	26
21	108.2	3.9	67	39	22
20	106.5	3.9	63	35	19
19	104.9	3.8	59	32	17
18	103.3	3.8	55	28	14
17	101.7	3.8	51	25	12
16	100.1	3.8	47	22	10
15	98.6	3.8	44	19	8
14	97.0	3.8	40	16	7
13	95.4	3.9	36	14	6
12	93.7	3.9	32	12	4
11	92.0	4.0	28	10	3
10	90.2	4.1	25	8	
9	88.4	4.2	21	6	2
8	86.4	4.4	18	5	
7	84.2	4.6	14	3	
6	81.9	4.8	11	2	
5	79.2	5.1	8		
4	76.2	5.5	6		1
3	72.5	6.2	3		1
2	67.8	7.2			
1	61.0	9.1	1		
0	47.3	>9.1			

PAT Reading 5th Edition Test 4

Raw score	Scale score	Error (+/-)	Year 3 percentile rank	Year 4 percentile rank	Year 5 percentile rank
29	164.3	>8.8		99	99
28	150.3	8.8	99	97	96
27	143.5	7.1	97	93	91
26	138.6	6.2	95	88	84
25	134.8	5.6	92	82	76
24	131.6	5.2	88	76	69
23	128.7	5.0	85	71	61
22	126.1	4.8	81	65	53
21	123.6	4.6	76	59	46
20	121.3	4.5	71	53	39
19	119.1	4.4	66	47	33
18	117.0	4.4	61	42	28
17	114.9	4.4	56	37	23
16	112.9	4.3	51	32	18
15	110.8	4.3	46	28	15
14	108.7	4.4	41	23	11
13	106.7	4.4	36	20	9
12	104.5	4.5	31	16	6
11	102.3	4.5	26	13	4
10	100.1	4.6	22	10	3
9	97.7	4.8	17	8	2
8	95.2	4.9	14	5	
7	92.5	5.1	10	4	
6	89.6	5.3	7	2	
5	86.4	5.6	5		
4	82.8	6.0	3		1
3	78.6	6.6			
2	73.3	7.5		1	
1	66.0	9.3			
0	51.6	>9.3			

PAT Reading 5th Edition Test 5

Raw score	Scale score	Error (+/-)	Year 4 percentile rank	Year 5 percentile rank	Year 6 percentile rank
29	170.6	>9.1	99	99	99
28	157.0	9.1	99	99	98
27	150.1	7.3	97	96	95
26	145.3	6.4	94	93	91
25	141.4	5.8	91	88	85
24	138.1	5.4	87	83	78
23	135.2	5.1	83	77	71
22	132.6	4.9	78	71	64
21	130.1	4.7	73	65	57
20	127.8	4.6	69	58	49
19	125.7	4.5	64	52	43
18	123.5	4.4	58	46	36
17	121.5	4.4	53	40	31
16	119.5	4.3	48	34	25
15	117.5	4.3	43	29	21
14	115.5	4.3	39	24	16
13	113.6	4.3	34	20	13
12	111.6	4.4	29	16	10
11	109.5	4.4	25	12	7
10	107.4	4.5	21	9	5
9	105.3	4.6	17	7	3
8	103.0	4.7	14	5	2
7	100.6	4.9	11	3	
6	98.0	5.1	8	2	
5	95.1	5.4	5		
4	91.8	5.7	3		1
3	88.0	6.3	2		1
2	83.3	7.2			
1	76.5	9.0	1		
0	63.1	>9.0			

PAT Reading 5th Edition Test 6

Raw score	Scale score	Error (+/-)	Year 5 percentile rank	Year 6 percentile rank	Year 7 percentile rank
34	174.8	>8.7	99	99	99
33	162.0	8.7			
32	155.8	6.9	98	98	97
31	151.4	6.0	97	96	94
30	148.0	5.4	95	94	91
29	145.1	5.0	93	91	87
28	142.6	4.8	90	87	83
27	140.3	4.5	87	83	78
26	138.2	4.4	83	79	73
25	136.3	4.2	80	74	69
24	134.5	4.1	76	69	64
23	132.7	4.1	71	64	59
22	131.0	4.0	67	59	54
21	129.4	3.9	63	54	49
20	127.8	3.9	58	49	44
19	126.2	3.9	53	44	39
18	124.6	3.9	49	40	35
17	123.1	3.9	44	35	31
16	121.5	3.9	40	31	27
15	119.9	3.9	35	26	23
14	118.3	3.9	31	22	20
13	116.7	3.9	27	19	16
12	115.1	4.0	23	16	14
11	113.4	4.1	19	13	11
10	111.6	4.2	16	10	9
9	109.7	4.3	13	7	6
8	107.8	4.4	10	5	5
7	105.6	4.6	7	4	3
6	103.3	4.8	5	2	2
5	100.8	5.1	3		
4	97.9	5.5	2		
3	94.4	6.1		1	1
2	89.9	7.0			
1	83.6	8.8	1		
0	70.7	>8.8			

PAT Reading 5th Edition Test 7

Raw score	Scale score	Error (+/-)	Year 6 percentile rank	Year 7 percentile rank	Year 8 percentile rank
35	175.5	>8.7	99	99	99
34	162.7	8.7	99	99	98
33	156.5	6.9	98	97	96
32	152.1	6.0	97	95	93
31	148.7	5.4	94	92	89
30	145.8	5.0	92	88	85
29	143.3	4.7	88	84	80
28	141.1	4.5	85	80	76
27	139.1	4.3	81	75	71
26	137.2	4.2	76	71	66
25	135.4	4.1	72	66	62
24	133.7	4.0	67	61	57
23	132.0	3.9	62	57	52
22	130.4	3.9	58	52	48
21	129.0	3.8	53	48	44
20	127.3	3.8	48	43	39
19	125.8	3.8	43	38	35
18	124.3	3.8	39	34	31
17	122.8	3.8	34	30	27
16	121.3	3.8	30	26	24
15	119.8	3.8	26	23	21
14	118.3	3.8	22	20	18
13	116.7	3.9	19	16	15
12	115.1	4.0	16	14	12
11	113.4	4.0	13	11	10
10	111.7	4.1	10	9	8
9	109.8	4.2	7	7	6
8	107.9	4.4	5	5	4
7	105.8	4.6	4	3	3
6	103.5	4.8	2	2	2
5	101.0	5.1			
4	98.0	5.5			
3	94.6	6.1			
2	90.1	7.0	1	1	1
1	83.7	8.8			
0	70.8	>8.8			

PAT Reading 5th Edition Test 8

Raw score	Scale score	Error (+/-)	Year 7 percentile rank	Year 8 percentile rank	Year 9 percentile rank
34	184.4	>8.6			99
33	170.6	8.6	99	99	
32	163.9	6.8			98
31	159.3	5.9	98	97	96
30	155.8	5.3	97	96	94
29	152.8	4.9	95	93	91
28	150.2	4.6	93	91	88
27	148.0	4.4	91	88	85
26	145.9	4.2	88	85	81
25	143.9	4.0	85	82	77
24	142.1	3.9	82	78	73
23	140.4	3.8	78	74	69
22	138.7	3.8	74	70	65
21	137.1	3.7	71	66	61
20	135.6	3.7	67	62	57
19	134.0	3.7	62	58	52
18	132.5	3.6	58	54	48
17	131.0	3.6	54	49	44
16	129.5	3.6	49	45	40
15	128.0	3.7	45	41	36
14	126.4	3.7	40	36	32
13	124.9	3.7	36	32	28
12	123.2	3.8	31	28	24
11	121.6	3.9	27	24	21
10	119.8	3.9	23	21	17
9	118.0	4.1	19	17	14
8	116.1	4.2	15	14	11
7	114.0	4.4	12	11	9
6	111.7	4.6	9	8	6
5	109.1	4.9	6	5	4
4	106.1	5.3	4	3	2
3	102.5	5.9	2	2	
2	97.9	6.8			1
1	91.2	8.6	1	1	
0	77.4	>8.6			

PAT Reading 5th Edition Test 9

Raw score	Scale score	Error (+/-)	Year 8 percentile rank	Year 9 percentile rank	Year 10 percentile rank
35	192.9	>8.6			
34	179.0	8.6		99	99
33	172.3	6.8	99		
32	167.7	5.9			98
31	164.2	5.3		98	97
30	161.2	4.9	98	97	95
29	158.6	4.6	97	96	93
28	156.3	4.4	96	94	91
27	154.2	4.2	95	93	88
26	152.3	4.0	93	91	86
25	150.5	3.9	91	89	83
24	148.8	3.8	89	86	80
23	147.1	3.8	87	83	77
22	145.5	3.7	84	81	73
21	144.0	3.7	82	78	70
20	142.4	3.6	79	74	66
19	140.9	3.6	75	71	62
18	139.5	3.6	72	67	59
17	138.0	3.6	69	63	55
16	136.5	3.6	65	59	51
15	135.0	3.6	61	55	47
14	133.5	3.7	56	51	43
13	131.9	3.7	52	47	38
12	130.3	3.8	47	42	34
11	128.7	3.8	43	38	30
10	126.9	3.9	38	33	26
9	125.1	4.0	33	29	22
8	123.2	4.2	28	24	19
7	121.1	4.4	23	20	15
6	118.8	4.6	19	15	12
5	116.3	4.9	14	12	9
4	113.3	5.3	10	8	6
3	109.7	5.9	6	5	3
2	105.2	6.8	3	2	
1	98.5	8.6	1	1	1
0	84.7	>8.6			

PAT Reading 5th Edition Test 10

Raw score	Scale score	Error (+/-)	Year 9 percentile rank	Year 10 percentile rank
35	197.5	>8.6		
34	183.7	8.6		
33	177.0	6.8	99	99
32	172.5	5.8		
31	169.0	5.2		98
30	166.0	4.8	98	97
29	163.5	4.5		96
28	161.2	4.3	97	95
27	159.2	4.1	96	94
26	157.2	4.0	95	92
25	155.5	3.9	94	90
24	153.8	3.8	92	88
23	152.1	3.7	91	86
22	150.6	3.7	89	83
21	149.0	3.6	87	80
20	147.5	3.6	84	77
19	146.0	3.6	82	74
18	144.6	3.6	79	71
17	143.1	3.6	76	68
16	141.6	3.6	72	64
15	140.1	3.6	69	60
14	138.6	3.7	65	56
13	137.1	3.7	61	52
12	135.5	3.8	57	48
11	133.8	3.8	52	43
10	132.1	3.9	47	39
9	130.2	4.1	42	34
8	128.3	4.2	37	29
7	126.2	4.4	31	25
6	123.8	4.6	25	20
5	121.2	4.9	20	15
4	118.2	5.4	14	11
3	114.6	6.0	9	7
2	109.9	6.9	5	3
1	103.1	8.7	1	1
0	89.1	>8.7		