PAT Maths

Australian norms

Australian Council *for* Educational Research

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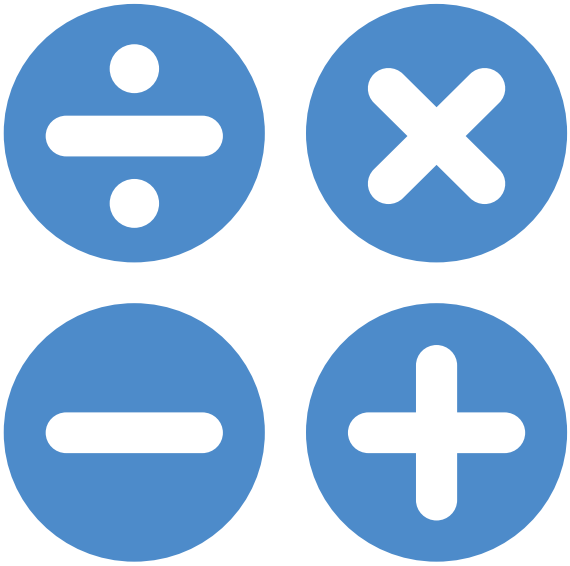

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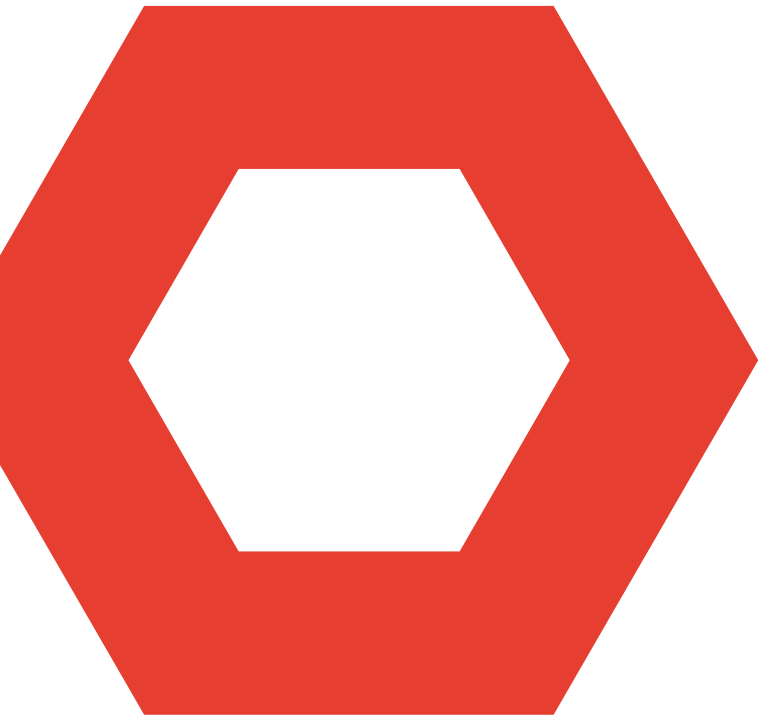

Introduction

Australian norms are provided as a point of comparison between students' estimated achievement on the PAT Maths 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 Maths 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.

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Australian norms

PAT Maths norms are established using a de-identified sample of Australian students and are updated periodically. The 2026 norm update sample is drawn from PAT Maths 4th Edition and PAT Maths 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 Maths 4th Edition tests as well as PAT Maths 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 Maths linear and adaptive tests in classrooms across Australia to measure Mathematics achievement. The tests measure the same construct on the same scale and therefore, combined, they provide the best representation of PAT Maths 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	2,321	83,217
Year 2	3,647	153,536
Year 3	3,774	160,796
Year 4	3,812	162,305
Year 5	3,812	162,135
Year 6	3,829	170,164
Year 7	1,215	106,020
Year 8	1,196	99,072
Year 9	1,133	89,712
Year 10	897	62,454

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Table 2 *Students by year level and state/territory*

Year level	ACT	NSW	NT	Qld	SA	Tas	Vic	WA
Year 1	1,502	15,703	2,236	6,630	3,052	1,174	36,501	16,419
Year 2	4,134	37,306	2,519	15,440	7,055	5,911	57,189	23,982
Year 3	4,256	38,711	2,572	15,955	5,724	5,750	62,043	25,785
Year 4	4,442	39,209	2,539	16,851	5,816	5,960	62,238	25,250
Year 5	4,524	39,584	2,556	17,709	5,933	5,955	60,843	25,031
Year 6	4,282	41,424	2,653	18,041	6,211	5,812	65,549	26,192
Year 7	2,710	21,646	2,078	12,983	4,938	5,239	44,027	12,399
Year 8	2,698	20,702	1,877	11,845	4,642	5,051	40,937	11,320
Year 9	2,537	19,225	1,580	10,083	4,400	4,759	36,730	10,398
Year 10	2,224	15,509	1,203	3,890	1,810	4,254	27,841	5,723

Table 3 *Students by year level and sector*

Year level	Catholic	Government	Independent
Year 1	24,669	46,716	11,832
Year 2	49,390	81,409	22,737
Year 3	50,247	85,086	25,463
Year 4	49,442	85,520	27,343
Year 5	48,760	83,647	29,728
Year 6	50,182	87,932	32,050
Year 7	41,636	40,103	24,281
Year 8	39,820	36,847	22,405
Year 9	37,087	32,738	19,887
Year 10	28,196	22,953	11,305

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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	53,285	28,720	1,085	113	12	2	0	0	0	0	0
Year 2	95,746	2,272	53,736	1,558	178	37	8	1	0	0	0
Year 3	101,805	398	2,023	54,512	1,724	292	34	5	1	1	1
Year 4	101,836	188	578	2,131	55,461	1,765	245	55	34	3	9
Year 5	100,800	105	262	511	2,449	55,949	1,607	298	86	36	32
Year 6	106,585	94	173	254	551	2,226	57,617	2,043	379	125	117
Year 7	77,738	22	57	73	93	275	1,826	25,519	394	10	13
Year 8	73,318	8	29	30	93	178	151	1,483	23,273	460	49
Year 9	65,821	10	30	24	38	62	112	120	1,273	21,987	235
Year 10	47,090	9	8	16	17	20	48	92	145	1,145	13,864

The 2026 update sample size is larger than the 2022 update 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 used all appropriate data gathered from online PAT Maths 4th Edition and PAT Maths Adaptive tests. Therefore, the data are not necessarily nationally representative, since some elements in the national population are overrepresented, and some 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.

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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 is confined to a relatively small part 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 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 outsized 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]

[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.

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

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 (page 7) 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.

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Table 5 *Weighted distribution of students versus population distribution*

		Government		Catholic		Independent		All	
	State	Weighted sample %	Population %	Weighted sample %	Population %	Weighted sample %	Population %	Weighted sample %	Population %
Year 1	ACT	1.6	1.7	1.5	2.1	2.7	1.8	1.7	1.8
	NSW	30.0	30.3	33.2	32.6	30.3	30.4	30.6	30.8
	NT	1.3	1.2	0.8	0.6	0.4	0.9	1.1	1.1
	QLD	20.8	20.9	20.5	20.2	21.7	21.7	20.9	20.9
	SA	6.1	5.8	5.9	7.0	9.0	8.7	6.4	6.4
	TAS	2.0	2.0	2.0	1.9	1.6	1.6	1.9	1.9
	VIC	25.8	25.7	27.2	26.9	23.8	24.1	25.8	25.7
	WA	12.4	12.4	8.9	8.7	10.5	10.7	11.5	11.5
Year 2	ACT	1.8	1.8	2.3	2.3	1.7	1.9	1.9	1.9
	NSW	30.6	30.4	32.6	32.7	30.9	30.2	31.0	30.8
	NT	1.2	1.2	0.5	0.7	0.9	0.9	1.1	1.0
	QLD	20.0	21.0	19.6	19.8	21.2	21.9	20.1	20.9
	SA	5.9	5.8	7.0	6.8	8.8	8.7	6.5	6.4
	TAS	2.1	2.1	1.9	1.9	1.7	1.7	2.0	2.0
	VIC	25.9	25.5	27.1	26.8	23.8	23.9	25.8	25.6
	WA	12.5	12.2	9.0	9.1	11.0	10.9	11.6	11.5
Year 3	ACT	1.9	1.7	2.3	2.4	1.8	2.0	2.0	1.8
	NSW	32.0	29.9	28.2	32.3	28.6	30.5	30.7	30.4
	NT	1.5	1.2	0.5	0.6	0.9	1.0	1.2	1.1
	QLD	23.8	21.6	20.4	19.9	20.3	21.6	22.5	21.3
	SA	0.0	6.0	11.7	6.4	17.3	8.8	5.0	6.4
	TAS	2.3	2.0	2.1	1.9	1.6	1.7	2.1	1.9
	VIC	25.1	25.4	26.2	27.3	19.6	23.4	24.6	25.5
	WA	13.4	12.3	8.6	9.2	9.9	11.1	11.9	11.6
Year 4	ACT	1.8	1.7	2.3	2.5	1.9	2.0	1.9	1.9
	NSW	32.8	30.3	28.6	31.9	26.9	30.1	31.0	30.6
	NT	1.3	1.2	0.7	0.6	0.4	0.9	1.1	1.0
	QLD	22.2	21.6	17.7	19.9	18.5	21.8	20.7	21.3
	SA	0.0	6.0	16.0	6.6	21.0	8.7	6.6	6.5
	TAS	2.2	2.0	1.8	1.9	1.5	1.6	2.0	2.0
	VIC	26.7	25.4	24.4	27.3	19.8	23.5	25.2	25.5
	WA	12.9	11.7	8.5	9.4	10.0	11.3	11.5	11.3
Year 5	ACT	1.8	1.7	2.3	2.5	1.7	1.8	1.9	1.8
	NSW	32.8	30.3	29.0	32.1	27.3	30.5	31.1	30.6
	NT	1.3	1.2	0.5	0.6	0.8	0.9	1.1	1.0
	QLD	22.7	21.9	18.3	20.2	18.5	21.8	21.1	21.6
	SA	0.0	6.2	15.5	6.5	20.0	8.2	6.5	6.5
	TAS	2.2	2.0	1.8	1.9	1.5	1.7	2.0	2.0
	VIC	26.3	25.0	24.0	26.9	20.2	23.7	24.8	25.2
	WA	12.9	11.8	8.6	9.3	10.0	11.3	11.5	11.3

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Student achievement

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

		Government		Catholic		Independent		All	
	State	Weighted sample %	Population %	Weighted sample %	Population %	Weighted sample %	Population %	Weighted sample %	Population %
Year 6	ACT	1.8	1.6	2.3	2.5	1.8	1.9	1.9	1.8
	NSW	33.9	30.6	28.6	32.2	27.2	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	19.1	20.0	18.7	21.5	21.6	21.5
	SA	0.0	6.1	14.8	6.5	20.6	8.5	6.5	6.5
	TAS	2.2	2.0	1.7	1.9	1.6	1.8	2.0	1.9
	VIC	24.7	25.1	24.7	27.1	19.0	23.7	23.7	25.2
	WA	12.9	11.6	8.4	9.3	10.3	11.5	11.5	11.2
Year 7	ACT	1.8	1.7	2.5	2.4	1.2	1.7	1.9	1.9
	NSW	32.9	30.0	31.0	34.1	26.1	29.5	30.9	30.9
	NT	1.2	1.1	0.7	0.8	0.9	1.0	1.0	1.0
	QLD	23.3	22.9	17.5	19.2	20.2	21.3	21.1	21.7
	SA	0.0	6.6	12.8	6.2	15.1	7.1	6.7	6.6
	TAS	2.2	2.1	1.9	2.1	1.6	1.7	2.0	2.0
	VIC	26.1	24.3	24.7	25.3	23.6	25.7	25.1	24.8
	WA	12.5	11.3	9.0	9.8	11.2	11.9	11.3	11.1
Year 8	ACT	1.9	1.7	2.5	2.5	1.4	1.7	1.9	1.9
	NSW	33.6	29.7	32.3	34.2	27.5	29.2	31.9	30.6
	NT	1.2	1.0	0.7	0.8	0.8	0.9	1.0	1.0
	QLD	26.3	23.1	18.4	19.5	21.0	21.8	23.1	22.0
	SA	0.0	6.5	13.1	6.0	15.7	7.2	6.8	6.5
	TAS	2.3	2.1	2.0	2.1	1.5	1.6	2.0	2.0
	VIC	21.9	24.5	21.6	25.1	20.5	25.4	21.5	24.9
	WA	12.9	11.3	9.4	9.8	11.5	12.1	11.7	11.1
Year 9	ACT	2.0	1.8	2.7	2.5	1.2	1.6	2.0	1.9
	NSW	32.2	29.7	30.8	33.8	25.4	29.1	30.3	30.5
	NT	1.2	1.0	0.6	0.7	0.8	0.9	1.0	0.9
	QLD	25.1	23.2	19.2	19.9	21.6	22.3	22.9	22.3
	SA	0.0	6.7	13.8	6.1	16.3	7.2	7.1	6.6
	TAS	2.3	2.1	2.1	2.2	1.7	1.8	2.1	2.0
	VIC	24.4	24.5	21.4	25.2	21.6	25.2	23.0	24.8
	WA	12.8	11.1	9.5	9.6	11.4	11.8	11.7	10.9
Year 10	ACT	1.9	1.7	2.6	2.5	1.1	1.5	1.9	1.8
	NSW	33.4	29.9	31.8	34.0	27.2	28.8	31.7	30.5
	NT	1.1	1.0	0.8	0.6	0.5	0.8	0.9	0.9
	QLD	25.5	22.9	18.1	19.5	21.3	22.3	22.8	22.0
	SA	0.0	6.9	14.9	6.3	14.9	7.3	6.8	6.9
	TAS	2.3	2.2	2.0	2.1	1.7	1.9	2.1	2.1
	VIC	23.7	24.8	20.8	25.5	22.0	25.6	22.6	25.1
	WA	12.1	10.7	9.0	9.5	11.1	11.8	11.2	10.7

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Results from the PAT Maths 4th Edition and PAT Maths 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 Maths 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	119.2	128.2	136.0	140.9	146.3	149.5	153.2	155.6	158.1	160.7
75th	107.6	116.6	124.1	129.5	134.3	137.6	140.8	143.0	145.1	147.3
50th (mean)	99.5	108.5	115.8	121.5	126.0	129.4	132.1	134.2	136.1	138.0
25th	91.4	100.4	107.5	113.5	117.6	121.2	123.4	125.5	127.1	128.7
5th	79.7	88.8	95.5	102.1	105.6	109.3	110.9	112.9	114.2	115.4
Standard deviation	12.0	12.0	12.3	11.8	12.4	12.2	12.9	13.0	13.3	13.8

Differences between 2022 and 2026 norms

Some differences in student achievement exist between the 2022 and 2026 PAT Maths norm updates, which affects the location of the percentiles on the scale. Overall, the means are very similar between the two updates, with the greatest difference being at year 10, where the mean is one scale score point higher in 2026 than in 2022. The standard deviations at each year level are slightly 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 Maths 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.

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Distribution of scale scores by year level

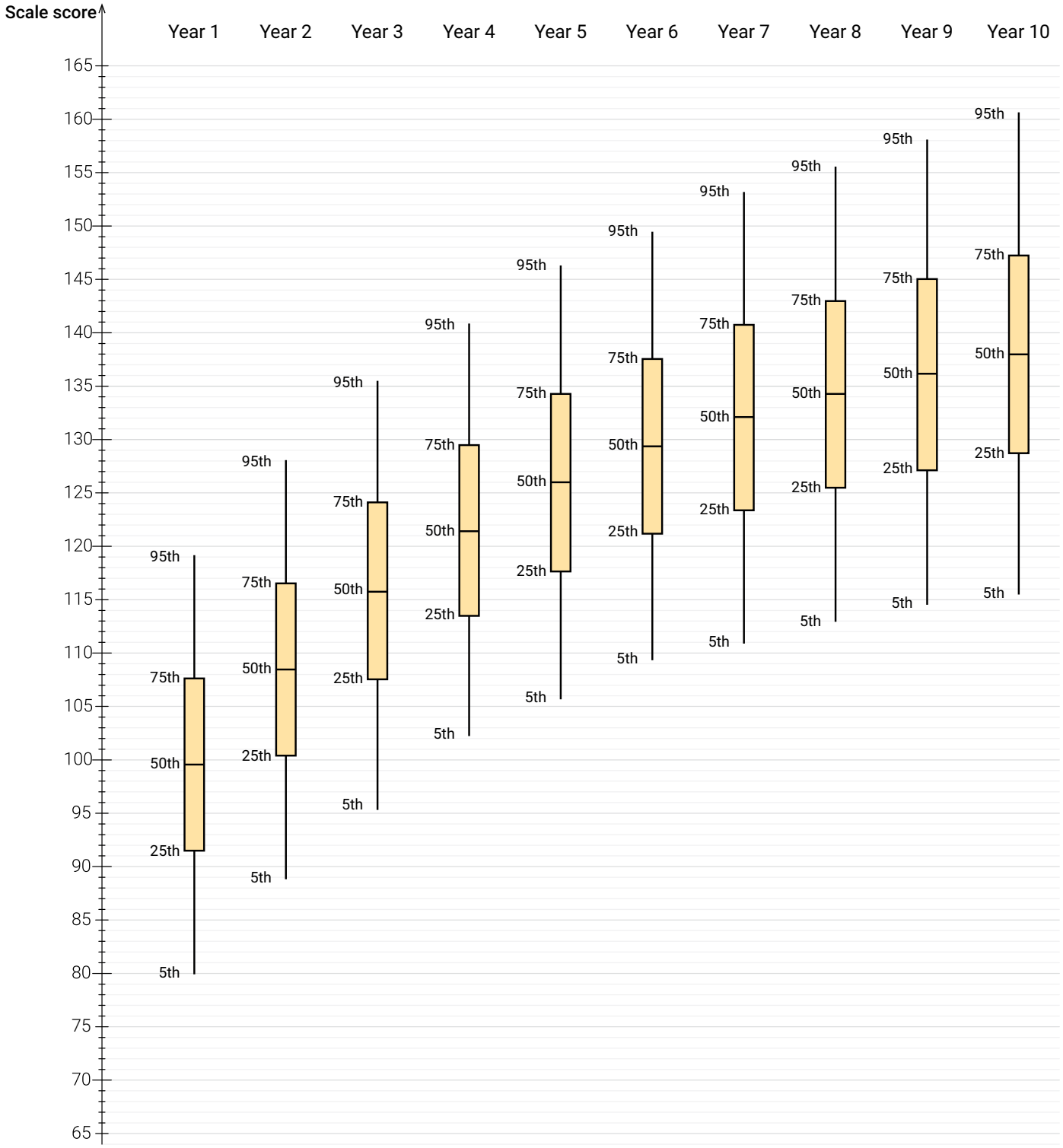

Figure 1 *Student achievement by year level*

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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 Maths 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 Maths 4th Edition and PAT Maths 5th Edition test. These score conversions are calculated automatically within the online reports. Score conversions are not published for PAT Maths Adaptive, due to the large number of test pathways.

PAT Maths 5th Edition Test 1

Raw score	Scale score	Error (+/-)	Year 1 percentile rank	Year 2 percentile rank
30	142.7	>8.8		99
29	131.0	8.8	99	97
28	125.2	7.0		91
27	121.2	6.0	98	85
26	118.0	5.5	96	78
25	115.4	5.1	93	71
24	113.0	4.8	90	64
23	111.0	4.5	87	58
22	109.0	4.4	83	51
21	107.2	4.2	78	45
20	105.5	4.1	74	40
19	103.9	4.1	69	35
18	102.3	4.0	64	30
17	100.8	4.0	59	25
16	99.2	3.9	54	21
15	97.7	3.9	49	18
14	96.2	3.9	44	15
13	94.7	4.0	39	12
12	93.2	4.0	34	10
11	91.6	4.1	30	7
10	90.0	4.1	25	6
9	88.3	4.2	21	4
8	86.5	4.4	17	3
7	84.6	4.5	13	2
6	82.5	4.7	10	
5	80.2	5.0	7	
4	77.6	5.4	5	
3	74.5	6.0		1
2	70.5	6.9	3	
1	64.8	8.7		
0	53.3	>8.7		

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PAT Maths 5th Edition Test 2

Raw score	Scale score	Error (+/-)	Year 1 percentile rank	Year 2 percentile rank	Year 3 percentile rank
30	151.7	>8.9	99	99	99
29	139.9	8.9			97
28	134.0	7.1		98	93
27	129.9	6.1		96	87
26	126.6	5.5	98	93	81
25	123.9	5.1	97	90	74
24	121.5	4.8	96	86	67
23	119.4	4.6	95	81	61
22	117.4	4.4	93	77	55
21	115.6	4.3	91	72	49
20	113.9	4.2	88	67	43
19	112.2	4.1	85	62	38
18	110.6	4.0	82	56	33
17	109.1	4.0	78	51	29
16	107.6	4.0	75	46	25
15	106.0	3.9	70	41	21
14	104.5	3.9	66	36	17
13	103.0	4.0	61	32	14
12	101.5	4.0	56	27	12
11	99.9	4.1	51	23	9
10	98.2	4.1	45	19	7
9	96.5	4.2	40	15	5
8	94.8	4.4	34	12	4
7	92.9	4.5	29	9	3
6	90.8	4.7	23	6	2
5	88.5	5.0	18	4	1
4	85.9	5.4	12	2	
3	82.8	6.0	8	1	
2	78.8	6.9	4		
1	73.1	8.7	1		
0	61.6	>8.7			

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PAT Maths 5th Edition Test 3

Raw score	Scale score	Error (+/-)	Year 2 percentile rank	Year 3 percentile rank	Year 4 percentile rank
35	159.9	>8.7	99	99	99
34	148.3	8.7			98
33	142.5	6.9		98	96
32	138.5	6.0	98	96	92
31	135.4	5.4	97	94	88
30	132.8	5.0	96	91	83
29	130.5	4.7	95	88	77
28	128.4	4.5	93	84	72
27	126.6	4.3	91	81	66
26	124.8	4.1	89	76	61
25	123.2	4.0	86	72	55
24	121.7	3.9	83	68	50
23	120.2	3.8	80	64	45
22	118.8	3.8	77	59	40
21	117.4	3.7	73	55	36
20	116.0	3.7	69	50	32
19	114.7	3.7	65	46	28
18	113.4	3.7	61	42	24
17	112.1	3.6	57	38	21
16	110.8	3.6	53	34	18
15	109.5	3.7	48	30	15
14	108.2	3.7	44	26	12
13	106.8	3.7	40	23	10
12	105.5	3.8	35	20	8
11	104.0	3.8	31	16	6
10	102.6	3.9	26	14	5
9	101.0	4.0	22	11	4
8	99.4	4.2	18	9	3
7	97.6	4.3	14	6	2
6	95.7	4.6	10	5	1
5	93.5	4.9	7	3	
4	91.1	5.3	4	2	
3	88.1	5.9	2	1	
2	84.3	6.8	1		
1	78.7	8.6			
0	67.3	>8.6			

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PAT Maths 5th Edition Test 4

Raw score	Scale score	Error (+/-)	Year 3 percentile rank	Year 4 percentile rank	Year 5 percentile rank
35	164.9	>8.7	99	99	99
34	153.3	8.7			98
33	147.5	6.9		98	95
32	143.6	6.0	98	96	92
31	140.4	5.4	97	94	87
30	137.8	5.0	96	91	83
29	135.6	4.7	94	88	78
28	133.5	4.5	92	84	72
27	131.7	4.3	90	80	67
26	130.0	4.1	87	76	62
25	128.3	4.0	84	71	57
24	126.8	3.9	81	67	52
23	125.3	3.8	78	62	47
22	123.9	3.8	74	58	43
21	122.5	3.7	70	53	38
20	121.2	3.7	67	48	35
19	119.9	3.7	63	44	31
18	118.5	3.7	58	39	27
17	117.2	3.6	54	35	23
16	115.9	3.7	50	31	20
15	114.6	3.7	46	27	17
14	113.3	3.7	42	24	15
13	111.9	3.7	37	20	12
12	110.6	3.8	33	17	10
11	109.1	3.9	29	14	8
10	107.7	3.9	25	12	7
9	106.1	4.1	21	9	5
8	104.4	4.2	17	7	4
7	102.7	4.4	14	5	3
6	100.7	4.6	11	3	2
5	98.6	4.9	8	2	1
4	96.1	5.3	5	1	
3	93.1	5.9	3		
2	89.3	6.8	1		
1	83.7	8.6			
0	72.3	>8.6			

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PAT Maths 5th Edition Test 5

Raw score	Scale score	Error (+/-)	Year 4 percentile rank	Year 5 percentile rank	Year 6 percentile rank
35	169.6	>8.7	99	99	99
34	158.0	8.7			
33	152.4	6.9		98	97
32	148.5	6.0	98	96	94
31	145.4	5.4	97	94	90
30	142.8	5.0	96	91	86
29	140.5	4.7	94	87	81
28	138.5	4.5	92	84	77
27	136.6	4.3	89	80	72
26	134.9	4.2	87	76	67
25	133.3	4.0	84	72	62
24	131.7	4.0	80	67	57
23	130.2	3.9	76	63	52
22	128.8	3.8	73	59	47
21	127.3	3.8	68	54	43
20	125.9	3.8	64	49	38
19	124.6	3.7	60	45	34
18	123.2	3.7	55	41	30
17	121.9	3.7	51	37	26
16	120.5	3.7	46	32	23
15	119.1	3.7	41	28	19
14	117.7	3.8	37	25	16
13	116.3	3.8	32	21	14
12	114.9	3.9	28	18	11
11	113.4	3.9	24	15	9
10	111.9	4.0	20	12	7
9	110.2	4.1	16	10	5
8	108.5	4.3	13	7	4
7	106.7	4.4	10	5	3
6	104.7	4.7	7	4	2
5	102.4	4.9	5	2	1
4	99.9	5.4	3	1	
3	96.8	5.9	1		
2	93.0	6.9			
1	87.3	8.7			
0	75.8	>8.7			

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PAT Maths 5th Edition Test 6

Raw score	Scale score	Error (+/-)	Year 5 percentile rank	Year 6 percentile rank	Year 7 percentile rank
35	176.1	>8.6	99	99	99
34	164.6	8.6			
33	159.0	6.8			98
32	155.2	5.9		98	96
31	152.1	5.3	98	96	94
30	149.6	4.9	97	95	91
29	147.4	4.6	95	92	88
28	145.4	4.4	94	90	84
27	143.6	4.2	92	87	81
26	141.9	4.1	90	84	77
25	140.3	4.0	87	81	73
24	138.7	3.9	84	77	69
23	137.3	3.8	81	74	65
22	135.9	3.8	78	70	61
21	134.5	3.7	75	66	57
20	133.1	3.7	71	61	53
19	131.7	3.7	67	57	48
18	130.4	3.7	63	53	44
17	129.1	3.7	59	48	40
16	127.7	3.7	55	44	36
15	126.4	3.7	51	40	32
14	125.0	3.7	46	35	29
13	123.6	3.8	42	31	25
12	122.2	3.8	38	27	22
11	120.8	3.9	33	24	18
10	119.2	4.0	29	20	15
9	117.6	4.1	24	16	12
8	115.9	4.2	20	13	10
7	114.1	4.4	16	10	8
6	112.1	4.6	13	7	6
5	109.9	4.9	9	5	4
4	107.3	5.3	6	3	2
3	104.3	5.9	4	1	1
2	100.4	6.9	1		
1	94.8	8.7			
0	83.3	>8.7			

PAT Maths 5th Edition Test 7

Raw score	Scale score	Error (+/-)	Year 6 percentile rank	Year 7 percentile rank	Year 8 percentile rank
40	181.1	>8.8	99	99	99
39	169.4	8.8			
38	163.7	6.9		98	98
37	159.7	6.0		97	97
36	156.5	5.4	98	95	95
35	154.0	4.9	97	93	93
34	151.7	4.6	96	91	91
33	149.7	4.4	95	89	88
32	147.9	4.2	93	86	85
31	146.3	4.0	91	83	82
30	144.7	3.9	89	80	78
29	143.3	3.8	87	77	75
28	141.9	3.7	84	74	72
27	140.6	3.6	82	71	68
26	139.3	3.6	79	67	65
25	138.1	3.5	76	64	61
24	136.9	3.5	73	61	58
23	135.7	3.4	69	57	54
22	134.6	3.4	66	54	51
21	133.4	3.4	62	50	47
20	132.3	3.4	59	47	44
19	131.2	3.4	55	43	40
18	130.0	3.4	51	40	37
17	128.9	3.4	48	36	34
16	127.7	3.4	44	33	30
15	126.6	3.5	40	30	27
14	125.4	3.5	37	26	24
13	124.1	3.6	33	23	21
12	122.9	3.6	29	20	19
11	121.5	3.7	25	17	16
10	120.1	3.8	22	14	13
9	118.7	3.9	18	12	11
8	117.1	4.1	15	9	9
7	115.4	4.3	12	7	7
6	113.5	4.5	9	5	5
5	111.4	4.8	6	3	3
4	109.0	5.2	4	2	2
3	106.0	5.8	2	1	1
2	102.2	6.8	1		
1	96.7	8.6			
0	85.3	>8.6			

PAT Maths 5th Edition Test 8

Raw score	Scale score	Error (+/-)	Year 7 percentile rank	Year 8 percentile rank	Year 9 percentile rank
40	181.3	>8.6	99	99	99
39	170.0	8.6			
38	164.4	6.8		98	98
37	160.7	5.8	98	97	96
36	157.7	5.2	97	96	94
35	155.3	4.8	96	94	92
34	153.2	4.5	94	92	89
33	151.3	4.3	93	90	87
32	149.5	4.1	91	88	84
31	148.0	4.0	89	85	81
30	146.5	3.9	86	82	78
29	145.1	3.8	84	79	74
28	143.7	3.7	81	76	71
27	142.4	3.6	78	73	68
26	141.1	3.6	75	70	64
25	139.9	3.5	72	66	61
24	138.7	3.5	69	63	57
23	137.5	3.5	66	59	54
22	136.3	3.5	62	56	50
21	135.2	3.4	59	52	47
20	134.0	3.4	55	49	43
19	132.9	3.4	52	45	40
18	131.7	3.5	48	42	36
17	130.5	3.5	45	38	33
16	129.3	3.5	41	35	30
15	128.1	3.5	37	31	27
14	126.8	3.6	34	28	24
13	125.5	3.6	30	25	21
12	124.2	3.7	26	21	18
11	122.8	3.8	23	18	15
10	121.4	3.9	20	16	13
9	119.8	4.0	16	13	11
8	118.2	4.2	14	10	8
7	116.4	4.4	11	8	6
6	114.5	4.6	8	6	5
5	112.3	4.9	6	4	3
4	109.8	5.3	4	2	2
3	106.8	5.9	2	1	1
2	102.9	6.8	1		
1	97.4	8.6			
0	85.9	>8.6			

PAT Maths 5th Edition Test 9

Raw score	Scale score	Error (+/-)	Year 8 percentile rank	Year 9 percentile rank	Year 10 percentile rank
40	184.2	>8.6			
39	172.8	8.6	99	99	99
38	167.3	6.8			98
37	163.5	5.8	98	97	96
36	160.5	5.2	97	96	94
35	158.1	4.8	96	95	92
34	156.0	4.5	95	93	90
33	154.1	4.3	93	91	87
32	152.4	4.1	91	88	85
31	150.8	3.9	89	86	82
30	149.4	3.8	87	83	79
29	148.0	3.7	85	81	76
28	146.7	3.6	83	78	73
27	145.4	3.6	80	75	70
26	144.2	3.5	77	72	67
25	143.0	3.5	74	69	64
24	141.8	3.4	71	66	60
23	140.7	3.4	69	63	57
22	139.5	3.4	65	59	54
21	138.4	3.4	62	56	51
20	137.3	3.4	59	53	47
19	136.2	3.4	55	50	44
18	135.0	3.4	52	46	41
17	133.9	3.4	48	43	38
16	132.7	3.5	45	39	34
15	131.5	3.5	41	36	31
14	130.3	3.5	38	33	28
13	129.1	3.6	34	29	25
12	127.8	3.7	30	26	22
11	126.4	3.8	27	23	19
10	125.0	3.9	23	20	17
9	123.5	4.0	20	17	14
8	121.9	4.2	17	14	12
7	120.1	4.3	13	11	9
6	118.2	4.6	10	8	7
5	116.0	4.9	7	6	5
4	113.4	5.3	5	4	3
3	110.4	5.9	3	2	2
2	106.4	6.9			
1	100.7	8.7	1	1	1
0	89.1	>8.7			

PAT Maths 5th Edition Test 10

Raw score	Scale score	Error (+/-)	Year 9 percentile rank	Year 10 percentile rank
40	187.4	>8.6		
39	176.0	8.6	99	99
38	170.4	6.8		
37	166.6	5.9	98	98
36	163.6	5.3		96
35	161.1	4.9	96	95
34	159.0	4.6	95	93
33	157.0	4.3	94	91
32	155.3	4.1	92	89
31	153.7	4.0	90	87
30	152.2	3.9	88	84
29	150.7	3.8	86	82
28	149.4	3.7	83	79
27	148.1	3.6	81	76
26	146.8	3.6	78	73
25	145.6	3.5	76	70
24	144.4	3.5	73	67
23	143.2	3.5	70	64
22	142.0	3.4	66	61
21	140.9	3.4	63	58
20	139.7	3.4	60	54
19	138.6	3.4	57	51
18	137.4	3.4	53	48
17	136.3	3.5	50	45
16	135.1	3.5	46	41
15	133.9	3.5	43	38
14	132.7	3.6	39	34
13	131.4	3.6	36	31
12	130.1	3.7	32	28
11	128.8	3.8	29	25
10	127.3	3.9	25	21
9	125.8	4.0	21	18
8	124.2	4.1	18	15
7	122.5	4.3	15	12
6	120.6	4.5	12	10
5	118.5	4.8	9	7
4	116.0	5.3	6	5
3	113.0	5.8	4	3
2	109.2	6.8	2	
1	103.7	8.6	1	1
0	92.3	>8.6		

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