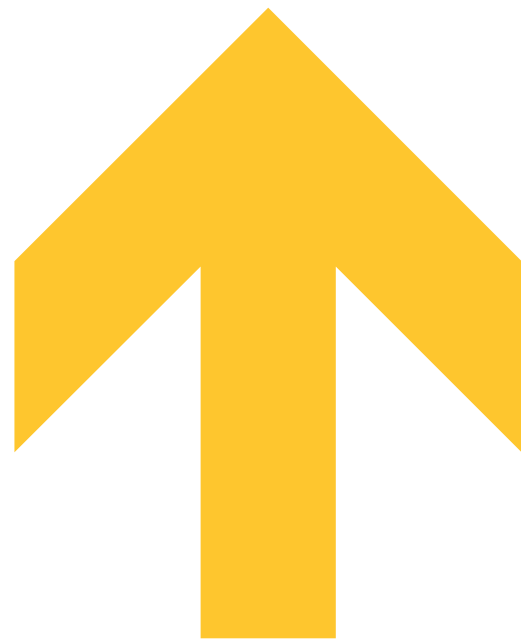




PAT Early Literacy Listening Comprehension

Achievement band descriptions



PAT Early Literacy Listening Comprehension strands

There are three strands used in PAT Early Literacy Listening Comprehension:

- Recall
- Interpret
- Reflect

To some extent, these strands can be understood as the equivalent of their reading comprehension strand counterparts, but there are some differences in cognitive processing that are outlined in the descriptions of the strands below.

Progression in the PAT Early Literacy Listening Comprehension strands is reflected by the achievement band descriptions below.

Recall

Recall in listening comprehension involves using language comprehension and memory processes to accurately retrieve explicit information from a spoken text and applying it according to the demands of the task. As in reading, the focus is on recognising the meaning of discrete pieces of explicitly stated information, rather than on understanding how this information might fit into the larger meaning of the text. Students may be assessed on their capacity to put this information into their own words or recognise a reworded version of the information. Listening differs from the retrieval process of reading in that it does not involve scanning a text for key words or information.

Interpret

Interpreting information when listening to a text is a similar cognitive process to interpreting when reading, although it relies on language comprehension and memory processes to recall the key information to be interpreted. Students may need to interpret the meaning of a phrase, make connections between pieces of information or make inferences from clues in the text. Interpreting includes summarising or making generalisations about ideas that underpin the text to identify, for example, a main idea or key attributes of a character.

Reflect

Reflecting on the form or content of the text requires students to bring some external knowledge to the text.

Reflecting on the form of the text is about the technical features of the text. It is concerned with structure and linguistic features, including stylistic devices and print conventions. Students need prior knowledge in order to name them. They also need to know what the relevant criteria might be if they are required to evaluate them.

Reflecting on form in heard texts has a different focus to reflecting on form in read texts. In PAT Early Literacy Listening Comprehension, students are seeing the texts they hear, and so can reflect on common aspects of texts, such as the purpose of images. Most reflections in listening will focus on the features of heard texts, such as the type of communication (e.g. a discussion).

Reflecting on the content of the text is about the meaning of the text. PAT assessments do not provide the opportunity to students to generate and provide personal evaluations of the content of the text. But in listening comprehension, students can reflect on important aspects of the heard content, such as style, mood, tone and the use of authorial techniques.

Using achievement bands

While a scale score indicates a student's achievement level and can be used to quantitatively track a student's growth, it is only in understanding what the number represents that teachers can successfully inform their practice to support student learning. For this reason, the PAT scale has been divided into achievement bands that include written descriptions of what students are typically able to do at that band (band description). Students in the same achievement band are operating at approximately the same achievement level within a learning area, regardless of their school year level. Viewing student achievement in terms of achievement bands may assist in grouping students of similar abilities. A student scoring in a particular band can be expected to have some proficiency in that band and be progressively more proficient with the Maths knowledge, skills, and understanding outlined in lower bands.

A PAT Listening Comprehension scale score of 119 could be considered to be at the upper end of achievement band 110–119 or at the lower end of achievement band 120–129. In cases like these, it is important to reference the descriptions of both achievement bands to understand the student's abilities.

130 and above

Recall

Students recall information where the idea is complex or counter-intuitive, or the language is technical.

Interpret

Students connect information that is well separated in a text and where there is challenging language (e.g. subject specific or technical vocabulary).

Students make inferences where there is complexity, such as subtle implications in dialogue, a character's inner thoughts, or playful language in a persuasive context.

Reflect

Students recognise the style of communication in less common heard texts (e.g. podcasts) from tonal cues, and how tone and language are used to create less common effects (e.g. a sense of positivity).

120–129

Recall

Students recall explicit information about familiar and unfamiliar topics where there is a complexity, such as the rephrasing of a challenging idea (e.g. where the information needs to be reframed in the opposite), or informal language use. There may be competing information.

Interpret

Students connect information where there is some complexity, such as a minor subtlety (e.g. a description of less familiar behaviour), less common vocabulary, or competing information.

Students interpret key ideas when clues are scattered throughout a text, or when a description spans several sentences. Ideas may be well-embedded, require the interpretation of tone when this is obvious, or there may be more than one inference required (e.g. what was the 'problem' and what was the cause). Students make comparisons across parts of a text (e.g. a character's changing feelings).

Students generalise about the main idea of a text based on multiple, explicit clues.

Reflect

Students identify less prominent types of heard texts from their features (e.g. what constitutes a discussion).

Students recognise why common authorial techniques are used (e.g. to create drama or provide expertise) or their intended impact on the listener (e.g. to encourage sympathy).

110–119

Recall

Students recall explicit information about familiar and some less familiar topics where there is a slight complexity, such as where the information is embedded in a story, contained in a complex sentence, or a rewording of the key idea is being sought. There may be some minor competing information (i.e. information that shares similar characteristics requiring you to make distinctions, such as between two or more characters engaged in the same activity, or between statistics relating to different facts).

Interpret

Students connect information across a short piece of text that is explicit and may be less prominent, in a less familiar text type, or with some minor competing information.

Students sequence ideas using less conventional means, such as a visual representation of part of a story.

Students make inferences about less explicit ideas, such as the implication of a character's actions, or where there is some complexity, such as a simple metaphor or colloquial language.

Students summarise part of a text when the ideas are explicit.

Reflect

Students identify familiar text types from their features (e.g. use of images).

Students recognise the familiar mood created in a story when there are obvious clues.

109 and below

Recall

Students recall simple, explicit information about familiar topics that are prominent and well supported through repetition or emphasis.

Information may be a slight rewording of the key idea being sought.

Interpret

Students connect information across a sentence or two where the ideas are familiar, explicit and there may be some small complexity, such as linking across a complex sentence (e.g. conditional) or using a pronoun reference.

Students sequence 2 or 3 simple, familiar events.

Students make simple inferences from explicit clues in mostly single, complex sentences or short, simple texts. There may be some small complexity, such as the involvement of dialogue or a less prominent idea.

Students generalise about simple, prominent ideas explicitly communicated.

Reflect

Reflecting is not described at this band.