PAIS
PROGRESSIVE ACHIEVEMENT
FOR INTERNATIONAL SCHOOLS

Described scale for
PAIS Adaptive Reading

A student at the top of each band is likely to be able to demonstrate all of the skills in that band, and all of the skills in the bands below.

A student in the middle of a band is likely to be able to demonstrate about half of the skills in that band, and all of the skills in the bands below.

The skills listed in each band are a representative of the kinds of skills a student at that level would be expected to demonstrate.

Described scale for PAIS Adaptive Reading	
Level 9	Retrieve multiple pieces of related information, some of which are deeply embedded or in unexpected places within a text. Demonstrate an understanding of the subtle relationships between complex characters in dense, highly-nuanced narrative texts. Extract and explain contradictory ideas from texts that contain sophisticated vocabulary and ambiguity. Draw on prior experience to make inferences about unfamiliar situations that lie beyond the content of texts. Identify how particular examples can enhance (or detract from) an overarching idea, and point to inherent contradictions within a text. Critically evaluate complex texts and reflect on variety of authorial techniques, including identifying how subtle text features undermine or emphasise particular concepts.
Level 8	Retrieve and connect information dispersed throughout texts with substantial complexities in order to synthesise ideas. Interpret interpersonal connections between characters in dense narrative texts. Demonstrate an understanding of conflicting ideas and opinions presented in complex arguments. Reflect on authorial agenda and identify persuasive techniques used to influence audience, including analysing and comparing texts that are different in style or format. Evaluate texts for both content and form of presentation. Identify synonyms for very unusual and/or technical words in unfamiliar or specific contexts.
Level 7	Retrieve details from a wide range of texts of different formats, including when there is competing information. Integrate several related parts of a text, including diagrams, to identify key information when some information is presented in an unusual context. Interpret complex language to identify points of view in sophisticated arguments. Identify an author's position by taking into account multiple details in opinion-based texts. Reflect on the effect of familiar persuasive and narrative techniques used by writers. Make comparisons and identify differences in style or content within and between texts when there are conflicting perspectives.

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Level 6 — Retrieve multiple pieces of information that are neither prominent nor located close to each other. Manage competing information by identifying which details are significant and which are less relevant. Connect ideas in different types of increasingly sophisticated texts and interpret a narrator's point of view in texts of moderate complexity. Reflect on the purpose of particular paragraphs in opinion-based texts, and identify synonyms of less common words. Recognise common stylistic elements of familiar text types, and identify the purpose of common print conventions. Reflect on the obvious flaws in texts, such as illogical arguments or inappropriate use of language, and justify their opinion about a text.

Level 5 — Retrieve multiple pieces of information from within texts and across multiple short texts, and make inferences where there is some competing information. Connect pieces of related information across sections of text, including tables and diagrams, to understand key ideas. Interpret key details in straightforward information texts using synonymous phrases, and infer characters' attitudes in narrative texts with a predicable structure. Reflect on the purpose of particular sentences within a text and explain the likely purpose of prominent text features such as a heading, logo or image. Provide simple reasons for personal judgements about texts they have read.

Level 4 — Retrieve and combine information within or across short or familiar texts using low-level inferences. Link text to straightforward diagrams to retrieve specific information. Make simple inferences when clear clues are provided, and draw on personal experience and prior reading to make plausible interpretations of a text. Reflect on the purpose of a familiar text type and recognise obvious reasons for a writer's choice of words.

Level 3 — Independently read a wide range of simple texts fluently. Retrieve paraphrased information or information that is not always in a prominent position. Link ideas across paragraphs where there is minimal competing information to identify the main idea of a text. Draw low-level inferences to interpret characters' motivations in simple narrative texts. Identify synonyms for common words in familiar contexts. Recognise a range of familiar text types and provide simple reflections and judgements on the text.

Level 2 — Retrieve directly stated information in different parts of a short, simple text that contains high-frequency words and a familiar structure. Make simple interpretations when clues are prominent and based on familiar contexts. Recognise narrative and information text types when clues are obvious. Reflect on texts they have read by expressing simple opinions about familiar elements of that text.

Level 1 — Retrieve prominent, explicitly-stated information that is in a prominent position in a very short, simple text with little or no competing information. Match a picture to one of four words where the words have similar spellings or features.