

Otari School English Medium Progress and Achievement Testing (PAT) Results 2021

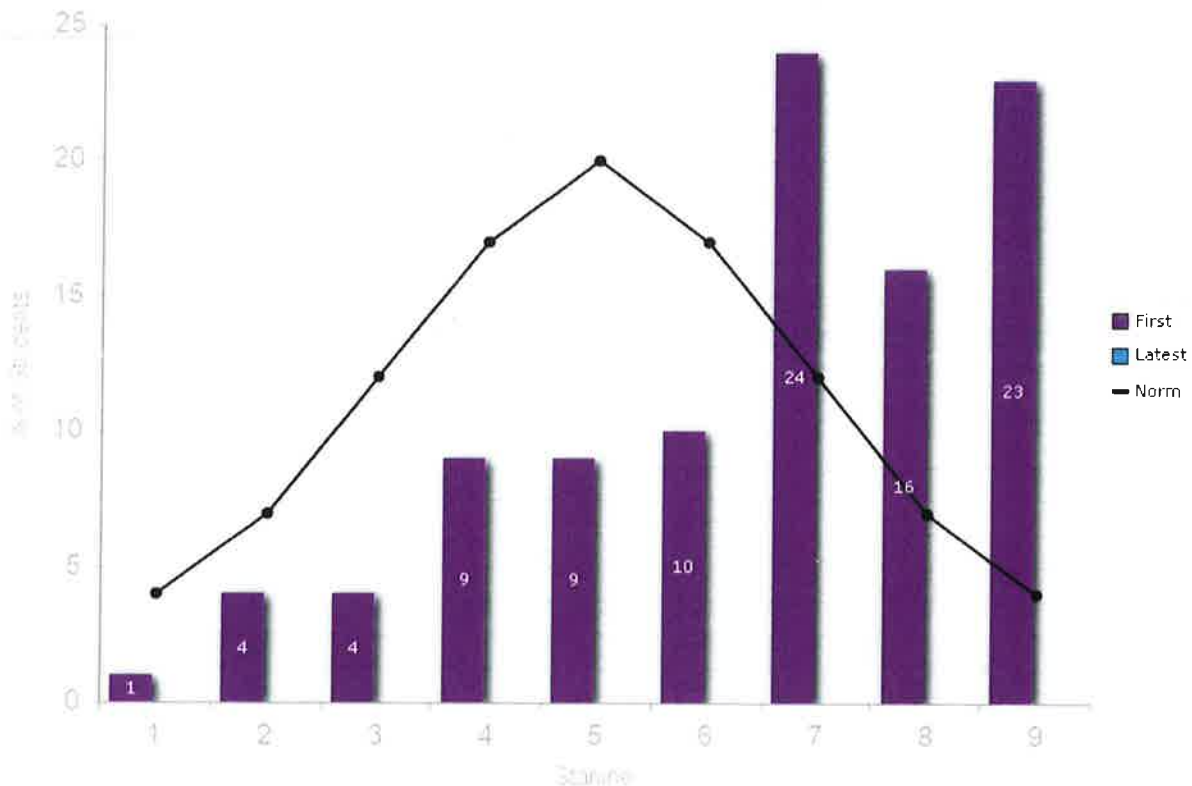
Purpose of the PAT: The Reading Comprehension Test and The Vocabulary Test both support student-centred learning in literacy. Students are presented with a range of genres, and once analysed, teachers gain insight into the sense-making clues students are, or are not using. PAT Reading Comprehension and Vocabulary assess the students' ability to understand the words they read. The graphs show the percentage of students who achieved at each stanine overall. The purple bars are Otari percentages and the black line shows the National norm.

Stanines provide a broad achievement description:

Stanine	1	2 and 3	4, 5, and 6	7 and 8	9
Description	Very Low	Low	Average	Above Average	Exceptional
Indicates	Well below expectation	Well below to below expectation	Borderline (4) to at expectation	Above expectation	Well above expectation

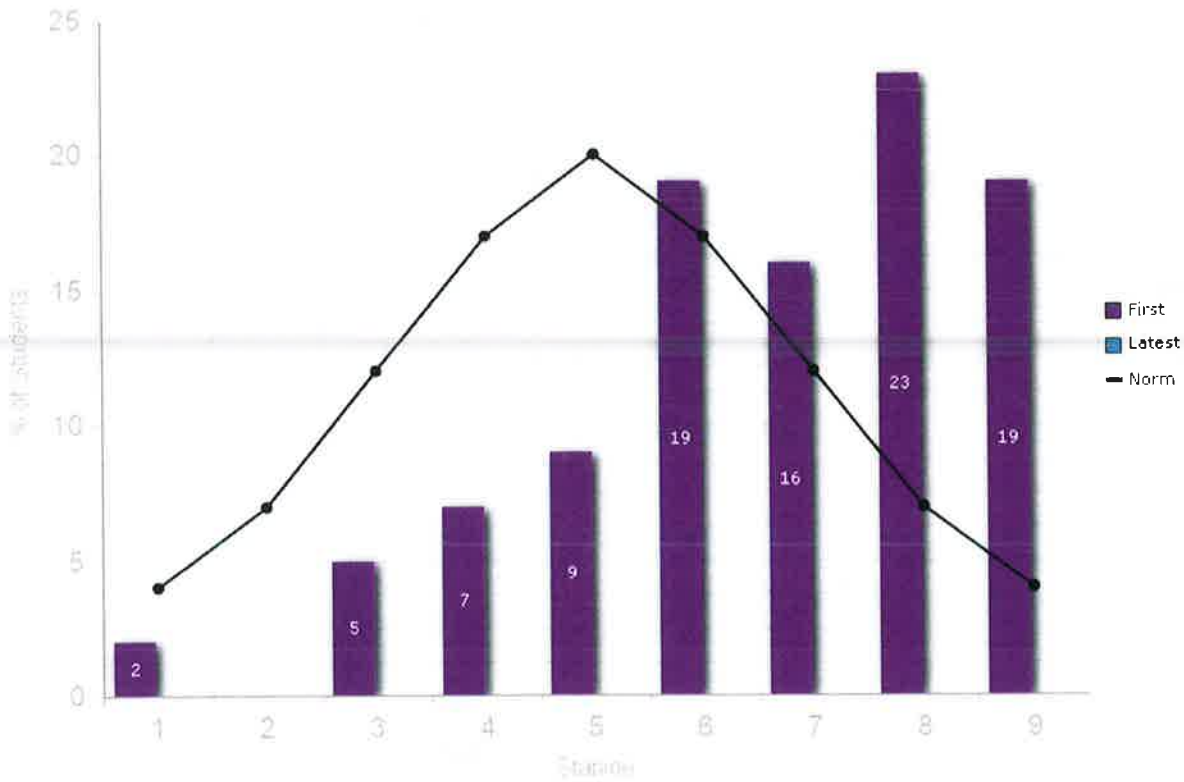
2021 Results

2021 PAT Reading Comprehension, % of students in each stanine
- Year 4, Year 5, Year 6, Year 7, Year 8



Reading Comprehension results indicate a very high level of reading comprehension overall, with 63% of students achieving above average to exceptional. Overall the results show 82% of students are at or above. The results show that there are up to 18% of students who are likely reading below expectation (while a 4 is in the average band an OTJ of below expectation is often applied when further information is considered.)

2021 PAT Reading Vocabulary, % of students in each stanine - Year 4, Year 5, Year 6, Year 7, Year 8



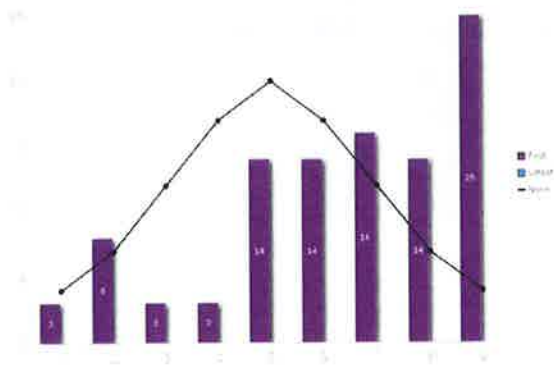
The Reading vocabulary results are also very good, with 58% of students achieving a 7, 8 or 9 stanine and 86% at or above overall.

Boys and Girls

The following graphs below show the achievement of boys and the achievement of girls.

Boys – Comprehension.

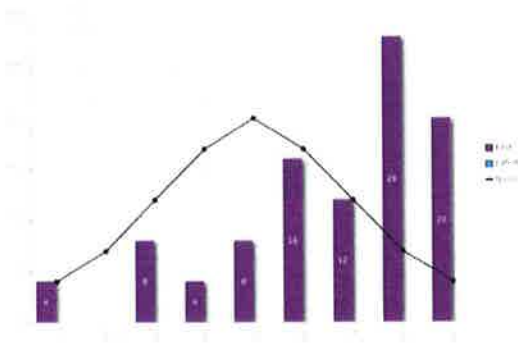
2021 PAT Reading Comprehension, % of students in each stanine - Year 4, Year 5, Year 6, Year 7, Year 8, Male



Indicating at or above: 83%
 Indicating above: 55%
 Indicating borderline to well below: 17%
 (with 14% in low to very low range)

Boys - Vocabulary

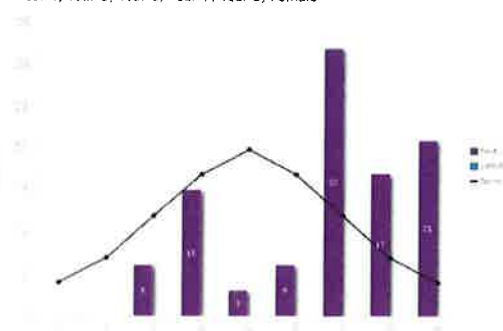
2021 PAT Reading Vocabulary, % of students in each stanine - Year 4, Year 5, Year 6, Year 7, Year 8, Male



Indicating at or above: 84%
 Indicating above: 60%
 Indicating borderline to well below: 24%
 (with 12% in low to very low range)

Girls – Comprehension

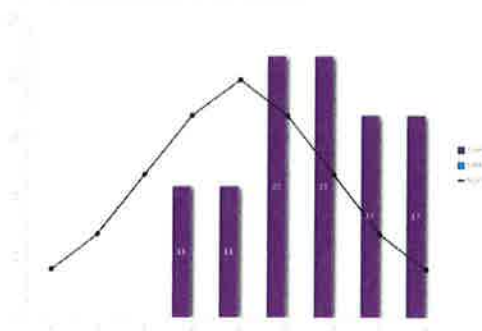
2021 PAT Reading Comprehension, % of students in each stanine
- Year 4, Year 5, Year 6, Year 7, Year 8, Female



Indicating at or above: 79%
Indicating above: 70%
Indicating borderline to below: 21%
(No girls in low to very low range)

Girls - Vocabulary

2021 PAT Reading Vocabulary, % of students in each stanine
- Year 4, Year 5, Year 6, Year 7, Year 8, Female



Indicating at or above: 89%
Indicating above: 56%
Indicating borderline: 11%
No girls in low to very low range)

There are a few boys who achieved in the low to well below range. Overall our boys and girls are both achieving very well, with each gender achieving higher than the other in certain areas – girls above in comprehension, boys above in vocabulary, no girls in the low to well below range and more boys in the exceptional range. Interesting and mainly positive results.

Māori students

Out of the 8 Māori students who sat the PAT Comprehension test, 3 achieved in the above average range, 2 in the average range, 1 borderline and 2 received stanines indicating below to well below expectation. Results showed 67.5% of students achieved stanines indicating they are reading at or above expectation. This is a 20% increase since 2019, which is pleasing, however it is important to remember that one or two students can make a big difference in a cohort of 8. With the PAT reading vocabulary results 4 Māori students in year 4 and 5 have not completed the test, however the year 7 and 8 results show 2 achieved in the average band and 2 achieved in the above average band.

Pacific Peoples' Students

Out of the 6 students in this group three achieved stanine 4, one achieved a stanine 5, one a stanine 6 and one student achieved a stanine 7. While there are students who are at the borderline level, no children achieved in the low to very low range. Those who sat the PAT Vocabulary test all achieved in the average band.

Understanding each child's achievement

A stanine result is an indicator and can help provide valuable information for the teacher. It may confirm observations, lead to further assessment and targeting of needs or sometimes present a puzzle that requires a deeper look at the test and the child.

We bring our knowledge of each individual child to our understanding of their achievement and future needs. For example, one child received a stanine 1 and is an English language learner new to the country this year. The same child got a stanine 5 for the comprehension test, therefore the vocabulary obviously was more challenging for this child and needs to be the focus for development.

There are some children who excel at timed tests and others who are definitely disadvantaged by the timing factor. With dyslexic children, who we know are slower processors of information, we will mark where they are up to after the 40 minutes. Then we can let them complete the test so we can see how their score might have changed if they had completed it. This is helpful. Although their timed score is entered for overall analysis, the non-timed score, especially if higher, indicates the child needs more time when reading. For example, one of our dyslexic students received a stanine 4, however when given extra time this student achieved a stanine 6, confirming for the teacher that the student is a slower processor and when given more time can do the same work as other children in the year group.

Going forward

The mid-year OTJ's show that in years 5 to 8 teachers assessed 39% of students as being "above expectation". The PAT results indicate there are likely more students reading above expectation than 39%. I have asked teachers to reflect on these results and consider whether there are students assessed as "at expectation" in mid-year who may now be assessed as "above expectation". There were 29/44 students in the Original Strand and 15/26 students in the Montessori strand, who received a stanine of 7, 8 or 9. Fourteen of these students scored a stanine 9 (exceptional).

We will continue to work with the students who struggle in this area, including targeted intervention and applying for further Ministry funded literacy support.

Overall these results show most of students in the Original and Montessori strands are achieving very well in the fundamental ability to read and effectively process information for sound understanding.

Clifford Wicks
26/10/21