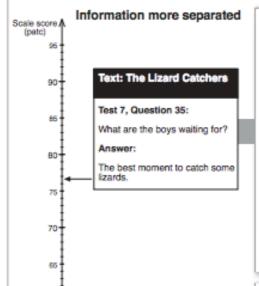
The PATC scale: using abstract information Students demonstrate increasing skill in using abstract information. More abstract information Scale score A (pate) 95 Text: The 1981 Springbok Information students draw on to answer this question: 90the tour raised many questions for Maori activists. Test 7, Question 32: Why, they asked, had so many protesters risked arrest or physical harm to support people in a country Which statement would the Māori 85 thousands of miles away, when Maori were facing activists described in this text injustice in their own country?" disagree with? 801 Readers need to understand the abstraction "injustice". The text does not provide examples of injustice to assist readers The protesters were also trying to overcome racial injustice in to make the concept more concrete. New Zealand 75 70-Text: Uniform Information students draw on to answer this question: "At home she feasts on pins." 65 Test 6, Question 19: In verse three, the phrase "she feasts on pins" suggests the Readers need to understand the metaphor "she feasts on 601 pins". The metaphor implies "she" and a feast share the abstract qualities of excess and over-indulgence. Readers need to at least have an implicit understanding of these abstractions if they are to understand the metaphor. uses lots of pins. 501 Text: The Hector's Dolphin Information students draw on to answer this question: 45 "A dolphin is a mammal—the young suckle milk from Test 3, Question 7: their mothers." 40 What makes the Hector's dolphin Readers need to understand "mammal". A (concrete) example is given immediately after the word "—the young suckle milk from their mothers", but readers need to at least have an implicit understanding of the function of a dash (to connect or separate a phrase or a clause) if they are to appreciate 35 The Hector's dolphin baby drinks milk from its mother. 301 that an example has been provided. If they do not, "mammal" will remain an abstract concept. 25 Information students draw on to answer this question: Text: Mrs Tyler's House "The first place was a nice little house...'It is pretty," Test 1, Question 12: said Mrs Tyler, 'but it is too small. I like to have more 15 What was wrong with the first house that the man showed Mrs 10 Readers need to understand "little", "too small", and "more room". Readers will easily draw upon their prior knowledge Tyler? Answer: in order to imagine concrete examples of these concepts. It was not big enough.

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More concrete information

The PATC scale: using separated information

Students demonstrate increasing skill in using information from distant parts of a text.



Information students draw on to answer this question:

Information about waiting for the best moment:

Stanza 2: "...we slyly sat As patient as..."

Stanza 3: "The moments burned..."

Information about exactly what the boys are waiting for:

Stanza 6: "As still as lizards photographed... ...we hurried to seize our catch;"

Stanza 7: "The lizards darted..."

Readers need to understand information that develops across stanzas 2 and 3, and 6 and 7. Information about waiting for the best moment is present in stanzas 2 and 3, but it is not until stanzas 6 and 7 that readers can be sure that the boys have been waiting for the best moment to catch some lizards.

ext: Why Does Popcorn

Test 5, Question 25:

What makes popcorn pop?

Answer:

60

55

45

40

35

30

25

20

15

The expanding water vapour.

Information students draw on to answer this question:

Paragraph 4: "...you must heat the kernels to a very high

temperature...*

Paragraph 5: "As the temperature rises...and turn into

gas... As the amount of trapped gas grows, the pressure inside the kernels increases..."

Paragraph 6: "The pressure finally rises so high that the casings break..."

Readers need to understand information that develops across three paragraphs. Information about temperature is first introduced in paragraph 4, and is carried through to the topic sentence of paragraph 5. Information about pressure is first introduced in paragraph 5, and is carried through to the topic sentence of paragraph 6.

Text: Gladys the Goat

Test 4, Question 4:

In what way was the goat like Aunt Gladys?

Answer:

It had whiskers.

Information students draw on to answer this question:

"'Remember that old great aunt of yours, Lou? The one with the whiskery face...Old Aunt Gladys... Just look at the wee kid. Same sort of whiskers, eh?'"

Readers need to understand information that develops within one paragraph.

Text: Popsicles

Test 1, Question 5:

What did Frank do by mistake?

nswer:

He left his drink outside all night

Information closer together

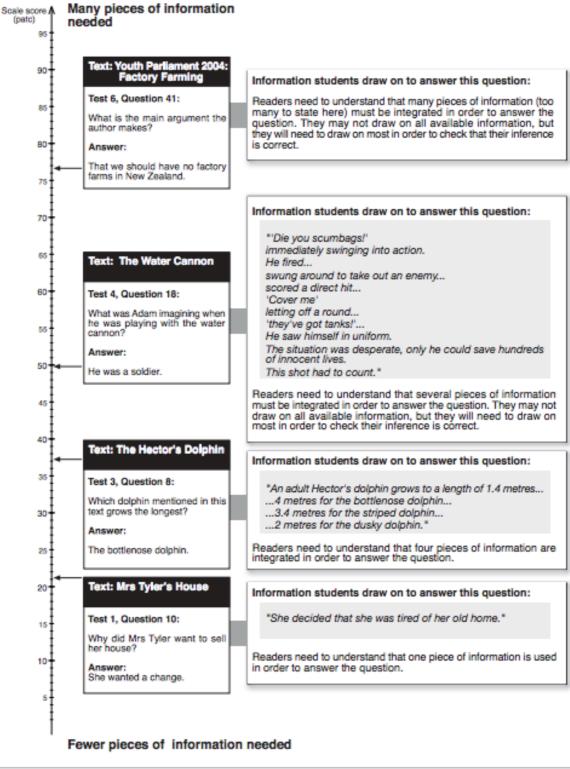
Information students draw on to answer this question:

"By mistake, he left the drink outside all night..."

Readers need to understand information that develops within one sentence

The PATC scale: using multiple pieces of information

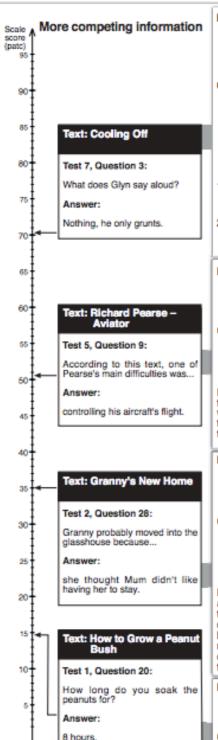
Students demonstrate increasing skill in bringing together many pieces of information.



The PATC scale: using implied information Students demonstrate increasing skill in using implied information. More implied information Scale score / (patc) Text: The Possum Fur Information students draw on to answer this question: "With the fall in demand for fur and the value of the fur 901 dropping to uneconomic levels, the numbers of possums dramatically increased." Test 7, Question 18: According to the author, what is the main reason for the increasing number of possums? 85 Readers need to understand the causal relationship implied in the sentence above. The fall in demand and decreasing value of fur is inferred as the reason why "the numbers of possums dramatically increased". The meanings of the technical terms "fall in demand" and "uneconomic levels" also need to be inferred. 80 Fewer people are killing possums for their fur. Information students draw on to answer this question: Text: Before Night Falls 70. "The cold wind bullied the two small tents." Test 5, Question 27: "...every time the harsh wind blew." What was the most likely reason the tents had been "hastily" 65 pegged out? Readers need to understand the relationship between "hastily pegged out" and the weather conditions described above. The relationship is a causal one, with the cold, bullying, and harsh wind inferred as the reason why the tents had been "hastily pegged out". The meaning of the metaphor "The cold wind bullied the two 601 The people wanted to get out of the bad weather. small tents" also needs to be inferred. 55 50 Text: How to make Takihi Information students draw on to answer this question: *5. Mix the coconut cream and the milk together. Test 3, Question 23: Pour the mixture over the taro and pawpaw. What is in the mixture that you 401 pour in step 6? Readers need to understand the relationship between "the mixture" in step 6 and "Mix" in step 5. The relationship is a referential one, with "the mixture" referring to what results from the coconut cream and milk being mixed together. This involves inference since the relationship is not explicit, but, because there is clearly some association between the words "Mix" and "mixture", the inference 35 The coconut cream and milk. is not complex. 30 Text: Day in Spring 25 Information students draw on to answer this question: Test 2, Question 37: "Day in Spring" Which season is this poem 201 "Through the long spring day." describing? Answer: Readers need to understand explicitly stated information. 15 Spring. 10-5 More explicit information oNZCER ®®®

The PATC scale: rejecting competing information

Students demonstrate increasing skill in identifying and rejecting competing information.



Less competing information

Information students draw on to answer this question:

"...he just grunted. ...Glyn grunted again. Glyn gave a third grunt."

Competing information that could distract readers:

- 1 "No way am I gonna be the one who rings up first, Glyn promised himself. He got in a foul mood. He can get out of it. There was nothing in the magazines. Nothing on TV. Nothing to do."
- 2 "...'You can go anyway."
- 1 Readers need to understand that this information is reported by the author as indirect (not direct) speech. It has the feel of direct speech without actually being a quote.
- 2 Readers need to understand that because this quote comes on the same line after "Tough luck,' his mother told him", it could only be a quote from Glyn's mother.

Information students draw on to answer this question:

"It was easier to get the machine airborne than to control it—this was the problem."

Competing information that could distract readers:

"He kept his invention very quiet. The newspapers were not let into the secret."

Readers need to understand that, although difficulty can be inferred from the competing information above, i.e., that keeping the invention secret was probably difficult, the word "problem" is stated with regard to controlling the machine. Therefore this inference needs to be rejected in favour of the more explicit information about the problem of controlling the machine.

Information students draw on to answer this question:

"You would think Mum would be pleased but instead she looked annoyed and kept glaring at Dad."

Competing information that could distract readers:

"She got up early... She started baking... She made my bed... She started cooking the dinner before Mum came home from work and she always made a pudding."

Readers need to understand that although the competing information above can be used to infer Granny does a lot of work, it can not be used to infer that she has moved into the glasshouse because she is sick of doing all the housework. Readers are assisted in rejecting this inference by information suggesting Granny's willingness to work: "She...never told me to pick up my stuff", and information suggesting she is making her own decisions rather than being dictated to by her family: "Best of all, she told me I didn't have to eat my vegetables."

Information students draw on to answer this question:

"...Soak the peanuts in a glass of water for 8 hours."

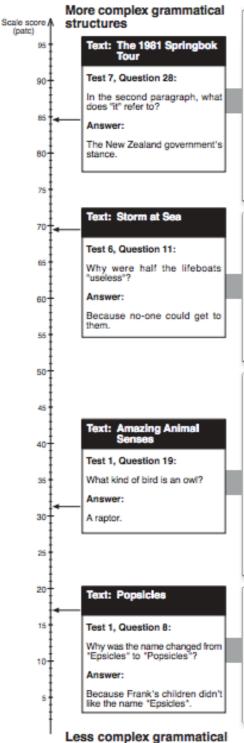
Competing information to distract readers: None

∘NZCER 966

The PATC scale: using vocabulary Students demonstrate increasing skill in using complex vocabulary. ∧ More complex vocabulary score (patc) Text: The Bike Information students draw on to answer this question (emphasis added): 90 Test 7, Question 25: "tone" "scornful" Which tone does Cat use when she says, "when you were my age you were three months "Stella," I said, witheringly, 'when you..." 85 pregnant and married to Jim"? Readers need to understand the above words; readers may be unfamiliar 80 with some or all of them. "Wither" may be known in other contexts (e.g., when a plant becomes dry or shrivelled, or when something becomes A scornful tone. shrunken or wrinkled from age or disease). But only readers who know the underlying concept of "wither" (i.e., to fall into decay, to decline or diminish) will be able to apply this known meaning to a new context and infer that Cat uses a "withering" tone in order to diminish, or show scorn towards, Stella. 70 Text: How to Make Takihi Information students draw on to answer this question: 65 Test 3, Question 24: "Underneath" 60 "line" Where does the cooking foil go? "base" 55 Readers need to understand the above words; readers may be unfamiliar Underneath and over the top of with some or all of them. In particular, they may be unfamiliar with "line" meaning to cover the inside of something. "Base" may be known in other contexts (e.g., home base), but only readers who know the underlying concept of "base" (i.e., a foundation or centre of operations) will be able the food 50 to apply the known meaning to a new context. 40 Text: At the Dump Information students draw on to answer this question: "wink/ed" Test 3, Question 19: "Good victory roll" Why did Dad wink at Tama? Readers need to understand the above words. They may be unfamiliar with "winked" and "victory" but are likely to be familiar with "roll" (as long as they don't infer "bread roll"). All will be familiar with "Good", and have the opportunity to link its meaning with the meaning of "roll" in order to 30 Answer: To show Tama he admired his 25 flying. infer the correct answer. 20 Text: Popsicles Information students draw on to answer this question: 15 "very cold" Test 1, Question 7: "night" "frozen" Which season was it most likely "Winter" to be when Frank left his drink out over night? Readers need to understand the above words. All are likely to be familiar. Winter. Less complex vocabulary ∘NZCER 966

The PATC scale: using grammatical structures

Students demonstrate increasing skill in using complex grammatical structures.



structures

Information students draw on to answer this question (emphasis added):

"The public, however, increasingly disagreed with the government's stance, believing it would send a message to the South African government that New Zealand supported its racist policies."

Readers need to understand that "it" refers to "the government's stance", and not to the NZ government in general or the public. Readers also need to understand that referring words refer to something already mentioned, and not to something yet to be mentioned such as the South African government. They also need to understand that "its" (which refers to the South African government) is quite separate from "it" (which refers to the New Zealand government's stance).

Information students draw on to answer this question:

"The lifeboats were filling quickly. Only half of them could be used, after all; the ones on the left-hand side, now pointing more and more at the sky, hung useless."

Readers need to understand that the clause "now pointing more and more at the sky" is embedded within the clause "the ones on the left-hand side hung useless", and that the function of this embedded clause is to add information to "the ones on the left-hand side". They also need to understand that "the ones" refers back to "The lifeboats" but needs to be tracked via "them".

Information students draw on to answer this question:

"And raptors, such as eagles, hawks, falcons, and owls, have eyesight that is about eight times better than the sharpest human eye."

Readers need to understand that the clause "such as eagles, hawks, falcons, and owls" is embedded within the clause "And raptors have eyesight that is about eight times better than the sharpest human eye", and that the function of this embedded clause is to add information to "raptors". The inclusion of "such as" signals to readers that information about particular types of raptors is about to be provided, thus making the grammatical structure easier to understand than if brackets or em dashes had been used; for example, "And raptors—eagles, hawks, falcons, and owls—have eyesight that is about eight times better than the sharpest human eye."

Information students draw on to answer this question (emphasis added):

"By now he had children of his own. They didn't like the name Epsicles so they changed it to Popsicles."

Readers need to understand that "he" refers to Frank, and that "They" refers to Frank's children. Readers also need to understand the co-ordinating conjunction "so". Both of these pronouns and the conjunction are generally used and understood by young children.