

How to interpret the report

The report is designed to indicate whether or not a candidate's test result is above or below the standard required in literacy or numeracy. The report does this by showing the 'Whole test result' as a white dot on the left-hand bar (shaded grey). The standard is shown as a horizontal black line crossing the bar. If the dot is above the line the candidate has achieved the required standard.

Because the purpose of the test is to determine if a candidate has achieved the standard, the report broadly indicates how far above or how far below the standard the test result is. The test and reports are not designed to provide more detailed information than this regarding a candidate's achievement relative to the standard.

However, the reports do provide additional information on achievement by sub-scale:

- Literacy - two sub-scales (reading and technical skills of writing)
- Numeracy - three content sub-scales (number and algebra, measurement and geometry, statistics and probability); and two calculator use sub-scales (calculator available, calculator not available)

For candidates whose 'Whole test result' is below the standard, the sub-scale information may be helpful in determining the focus of further study before the next attempt at the test. For candidates whose 'Whole test result' is above the standard, the sub-scale information may be helpful in determining which aspects of personal literacy or numeracy skills might be further improved.

On the following pages are examples of reports for a candidate who has achieved the standard in literacy, but not in numeracy. On the literacy test the candidate has demonstrated higher achievement in reading than in the technical skills of writing (spelling, grammar and syntax, vocabulary or text organisation).

In numeracy, the candidate has demonstrated higher achievement in measurement and geometry, and in statistics and probability, than in number and algebra. The candidate has also achieved better on the calculator available questions than the calculator *not* available questions. Even though the standard has been achieved on some numeracy sub-scales, the candidate is required to re-sit the whole numeracy test. In preparing to re-sit the test, this candidate could focus on every-day number skills, such as interpreting and using common decimals and percentages. In particular, the candidate could practise solving common problems *without* a calculator, such as using the four operations with whole numbers, common fractions, decimals and percentages.

Literacy and Numeracy Test for Initial Teacher Education Students

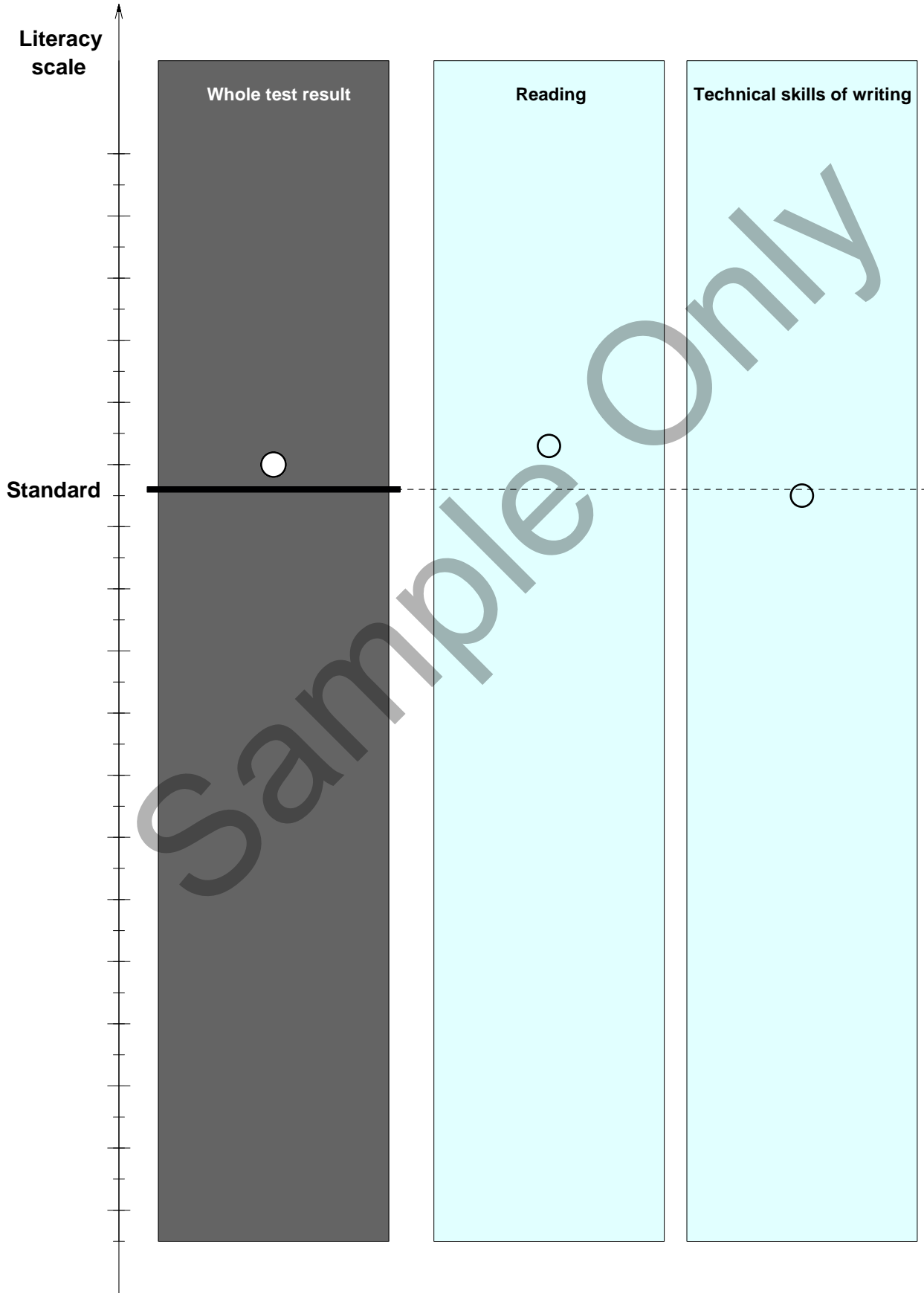
Literacy report

Candidate Name

University of OZ

Test date: 10 August, 2016

Result: Standard achieved



Literacy and Numeracy Test for Initial Teacher Education Students

Numeracy report

Candidate Name

University of OZ

Test date: 10 August, 2016

Result: Standard not achieved

