HOW TO INTERPRET THE STATEMENT OF TEST RESULTS FOR THE LITERACY AND NUMERACY TEST FOR INITIAL TEACHER EDUCATION STUDENTS

July 2017
How to interpret the statement of test results

The statement is designed to indicate whether a candidate’s test result is above, at or below the standard required in literacy or numeracy in the Literacy and Numeracy Test for Initial Teacher Education Students (the test). It locates the candidate’s achievement in relation to three bands – Band 3: Clearly above the test standard; Band 2: At and above the test standard; and Band 1: Below the test standard.

In the literacy statement, for example, the candidate’s achievement for the ‘Literacy Test Result’ is shown 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 on the literacy component of the test.

Given the purpose of the test is to determine if a candidate has achieved the standard, the statement broadly indicates how far above or how far below a standard the candidate’s test result is. The result of a candidate who achieves the standard will lie in Band 2 or above. The result of a candidate who does not achieve the standard will lie in Band 1 or below.

The statements provide additional information on achievement by sub-domain:

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

It should be noted that the standard for each test component (literacy and numeracy) may be achieved without reaching the standard in every sub-domain of the component as indicated in two of the sample statements that follow. Sub-domain points on the sample statements are plotted so that they clearly lie within a band to facilitate reference to the Described Proficiency scale. Please note, a candidate’s literacy score is derived from the candidate’s performance on all questions from each of the reading and technical skills of writing sub-domains. The number of questions in each sub-domain is not equal. As a consequence of this, a candidate’s literacy score is influenced by the relative contribution of the candidate’s score on each of the sub-domains and is not a simple average of the two scores. Similarly, a candidate’s numeracy score is not a simple average of the candidate’s numeracy sub-domain scores.

For candidates whose ‘Literacy Test Result’ or ‘Numeracy Test Result’ is below the standard, the sub-domain information may be helpful in determining the focus of further study before
sitting the test again. The Australian Council for Educational Research issues higher education providers with candidates' achievement information in the sub-domains of each test component, which assists providers to offer appropriate support for improving candidates' skills in the applicable sub-domain(s).

Descriptions of achievement in each band of each sub-domain, together with illustrative sample questions, can be found in the Described Proficiency Scale available at https://teacheredtest.acer.edu.au/results. On the following pages are examples of statements with explanatory annotations.
This literacy test result is located in Band 2: At and above the test standard, so the standard has been achieved. The achievement of the candidate in the Reading sub-domain is located in Band 2: At and above the test standard. The achievement of the candidate in the Technical Skills of Writing sub-domain is located in Band 1: Below the test standard. Because the overall test result shows the standard has been achieved, the candidate would not be required to re-sit the test. It would be beneficial for the candidate to improve proficiency in the Technical Skills of Writing sub-domain.
This statement shows your achievement on the literacy component of the test (Literacy Test Result). It also shows your achievement on the two sub-domains of the literacy test. Achievement is broadly categorised into bands (Band 3: Clearly above the standard; Band 2: At and above the standard; Band 1: Below the standard). Two explanatory documents – ‘How to interpret the statement of test results’, and ‘Described Proficiency Scale for the Literacy and Numeracy Test for Initial Teacher Education Students’ (a description of achievement in each band, together with illustrative sample questions) – are located at https://teacheredtest.acer.edu.au/results.

This literacy test result is located in Band 1: Below the test standard, so the standard has not been achieved. The achievement of the candidate in the Technical Skills of Writing sub-domain is located in Band 2: At and above the test standard, but the achievement of the candidate in the Reading sub-domain is located in Band 1: Below the test standard. Before re-sitting the literacy component of the test, the candidate would be advised to revise the Reading sub-domain. The Described Proficiency Scale and the practice questions are recommended resources.
This numeracy test result is located in Band 2: At and above the test standard, so the standard has been achieved. The achievement of the candidate in the statistics and probability sub-domain and the calculator available sub-domain are located in Band 3: Clearly above the test standard. The achievement of the candidate on questions for which a calculator was not available is located in Band 1: Below the test standard. However, because the overall test result shows the standard has been achieved, the candidate would not be required to re-sit the test. It would be beneficial for the candidate to improve estimation and calculation skills without a calculator.
<name of candidate>  
<date of birth>  
<name of university>  
<date of test>  
<ACER Registration ID>

This statement shows your achievement on the numeracy component of the test (Numeracy Test Result). It also shows your achievement on the sub-domains of the numeracy test. Achievement is broadly categorised into bands (Band 3: Clearly above the standard; Band 2: At and above the standard; Band 1: Below the standard). Two explanatory documents – ‘How to interpret the statement of test results’, and ‘Described Proficiency Scale for the Literacy and Numeracy Test for Initial Teacher Education Students’ (a description of achievement in each band, together with illustrative sample questions) – are located at https://teacheredtest.acer.edu.au/results.

This numeracy test result is located in Band 1: Below the test standard, so the standard has not been achieved. The achievement of the candidate in the measurement and geometry sub-domain and the statistics and probability sub-domain are located in Band 2: At and above the test standard. The achievement of the candidate in the number and algebra sub-domain and on the questions for which a calculator was not available were located in Band 1: Below the test standard. Before re-sitting the numeracy component of the test it would be advisable for this candidate to revise these two sub-domains. The Described Proficiency Scale and the practice questions are recommended resources.