The scale values on the left margin read (top to bottom):
165, 160, 155, 150, 145, 140, 135, 130, 125, 120, 115, 110, 105, 100, 95, 90, 85, 80, 75, 70, 65, 60, 55, 50, 45, 40, 35, 30

Achievement band 100–109

Decoding and concepts of print (DC)

Decoding is not described at this band, or higher bands, as students have already developed sufficient fluency (automatic and accurate decoding) to focus on comprehension of the text.

Retrieving directly stated information (RI)

Students in this achievement band are beginning to develop their skills in locating reworded information by matching phrases and single words with a similar meaning.

The skills they can demonstrate are more complex than simple direct matching between words in the text and the question. They are becoming more skilled in scanning across texts to locate reasonably prominent information, especially when the text has sub-headings.

They are learning how to use some familiar structural conventions to help them to retrieve information such as definitions and keys for simple graphs.

Students are also learning how to read short texts closely to identify the correct information when there is some low-level competing information in the text.

Interpreting explicit information (IE)

Students in this achievement band are consolidating their skills in combining and interpreting prominent pieces of information across the text to identify key ideas.

They are learning to recognise rewording and rephrasing of familiar ideas where they may have to deal with some competing information or use contextual clues to work out the meaning of a less familiar word. They are developing their skills in linking or combining information across sections of a text and between diagrams and instructions dealing with some competing information.

They are learning to order brief sequences when some of the ideas are unfamiliar and make simple generalisations when there is some moderately competing information or unfamiliar vocabulary.

Interpreting implied information (II)

Students in this achievement band are consolidating their skills in using multiple, scattered clues to infer the connection between events that are separated by one or two sentences. They are learning to infer attitudes based on a character's actions alone and to infer main ideas when clues are scattered and there is some competing information.

They are developing their ability to make plausible predictions based on clues in the text and their everyday knowledge.

Reflecting on the text (RF)

Students in this achievement band are consolidating their skills in using everyday knowledge, as well as multiple prominent clues in the headings and illustrations to identify text types and the likely authors or source of texts.