

Element of subject being assessed

Explaining Assessment

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Sharmans Cross Junior School Reading assessment guidelines: Levels 1 and 2

Reading assessment guidelines: levels 3 and 4 Primary National Strategy QCA

Pupil name _____ Class / Group _____ Date _____

	AF1 - use a range of strategies, including accurate decoding of text, to read for meaning	AF2 - understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 - deduce, infer or interpret information, events or ideas from texts	AF4 - identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	AF5 - explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF6 - identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	AF7 - relate texts to their social, cultural and historical traditions
Level 4		Across a range of reading <ul style="list-style-type: none"> some relevant points identified comments supported by some generally relevant textual reference or quotation, eg <i>reference is made to appropriate section of text but is unselective and lacks focus</i> 	Across a range of reading <ul style="list-style-type: none"> comments make inferences based on evidence from different points in the text, eg <i>interpreting a character's motive from their actions at different points</i> inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content 	Across a range of reading <ul style="list-style-type: none"> some structural choices identified with simple comment, eg <i>'he describes the accident first and then goes back to tell you why the child was in the road'</i> some basic features of organisation at text level identified, eg <i>'the writer uses bullet points for the main reasons'</i> 	Across a range of reading <ul style="list-style-type: none"> some basic features of writers' use of language identified, eg <i>'all the questions make you want to find out what happens next'</i> simple comments on writer's choices, eg <i>'disgraceful' is a good word to use to show he is upset'</i> 	Across a range of reading <ul style="list-style-type: none"> main purpose identified, eg <i>'it's all about why going to the dentist is important and how you should look after your teeth'</i> simple comments on writer's viewpoint, eg <i>'she only tells you good things about the town and makes the shop sound boring'</i> simple comment on overall effect on reader, eg <i>'the way she describes him as "ratlike" and "shifty" makes you think he's disgusting'</i> 	Across a range of reading <ul style="list-style-type: none"> features of the same text identified, with simple comment, eg <i>characters, settings, presentational features</i> simple comment on the effect that the reader's or writer's context has on the meaning of texts eg <i>historical context, place, social relationships</i>
Level 3	In most reading <ul style="list-style-type: none"> range of strategies used mostly effectively to read with fluency, understanding and expression 	In most reading <ul style="list-style-type: none"> simple, most obvious points identified though there may also be some misunderstanding, eg <i>about information from different places in the text</i> some comments include quotations from or references to text, but not always relevant, eg <i>often retelling or paraphrasing sections of the text rather than using it to support comment</i> 	In most reading <ul style="list-style-type: none"> reference in the text eg <i>'he was upset because "he was crying"'</i> responses to text meaning established at literal level eg <i>'good' means "walking carefully" or based on personal speculation eg a response based on what they personally would be feeling rather than feelings of character in the text</i> 	In most reading	In most reading	In most reading <ul style="list-style-type: none"> comments identify main purpose, eg <i>'the writer doesn't like violence'</i> express personal response but with little awareness of writer's viewpoint or effect on reader, eg <i>'she was just horrible like my nan is sometimes'</i> 	In most reading <ul style="list-style-type: none"> some simple connections between texts identified, eg <i>similarities in plot, topic, or books by same author, about same characters</i> recognition of some features of the context of texts, eg <i>historical setting, social or cultural background</i>
BL							
IE							
Overall assessment (tick one box only)							
	Low 3	Secure 3	High 3	Low 4	Secure 4	High 4	

Statements to be achieved

Level being assessed

The teacher looks for examples described by the statements from the above grid as they work with your child and mark their work. As they see them, they tick them off on the grid. When the child has gained three ticks for that statement, the teacher highlights it.

As the child accumulates statements the teacher can assign a working level to that child. If around a quarter of the statements at level 3 above were highlighted we would say that the child was a low 3, formerly a 3c. As more statements are gained, up to around 90% the child moves to a secure 3, formerly described as a 3b. If the child has all of the statements in level 3 highlighted and some from level 4, then we would say that the child was a high 3, formerly a 3a. This is the same for all levels and subjects.

The teacher can also see elements of a subject that need specific work as they may be weaker than the rest, say commenting upon the author's use of language in the example above. In this instance a child can be given a statement from the level that needs to be achieved as a curricular target. These are shared with you termly. Work is then planned to strengthen and extend this particular element of the subject, moving the child towards the next level.

As the child moves through school, we are able to say what level they should be at compared to their Y2 level. This becomes their expected level. Each term, just before Parents' Evening, we identify the level they are working at, their actual level. We then send both of these levels to you on the Parents' Evening invitation letter for reading, writing and maths so that you can see their progress and prepare for a discussion that explains any variance and what steps are planned for future progress.