Reading assessment guidelines: levels 3 and 4

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** ▪ some relevant points identified ▪ comments supported by some generally relevant textual reference or quotation, *eg reference is made to appropriate section of text but is unselective and lacks focus*	**Across a range of reading** ▪ comments make inferences based on evidence from different points in the text, *eg interpreting a character's motive from their actions at different points* ▪ inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content	**Across a range of reading** ▪ some structural choices identified with simple comment, *eg 'he describes the accident first and then goes back to tell you why the child was in the road'* ▪ some basic features of organisation at text level identified, *eg 'the writer uses bullet points for the main reasons'*	**Across a range of reading** ▪ some basic features of writers' use of language identified, *eg 'all the questions make you want to find out what happens next'* ▪ simple comments on writer's choices, *eg '"disgraceful" is a good word to use to show he is upset'*	**Across a range of reading** ▪ main purpose identified, *eg 'it's all about why going to the dentist is important and how you should look after your teeth'* ▪ simple comments show some awareness of writer's viewpoint, *eg 'he only tells you good things about the farm and makes the shop sound boring'* ▪ simple comment on overall effect on reader, *eg 'the way she describes him as "ratlike" and "shifty" makes you think he's disgusting'*	**Across a range of reading** ▪ features common to different texts or versions of the same text identified, with simple comment, *eg characters, settings, presentational features* ▪ simple comment on the effect that the reader's or writer's context has on the meaning of texts *eg historical context, place, social relationships*
Level 3	**In most reading** ▪ range of strategies used mostly effectively to read with fluency, understanding and expression	**In most reading** ▪ simple, most obvious points identified though there may also be some misunderstanding, *eg about information from different places in the text* ▪ some comments include quotations from or references to text, but not always relevant, *eg often retelling or paraphrasing sections of the text rather than using it to support comment*	**In most reading** ▪ straightforward inference based on a single point of reference in the text, *eg 'he was upset because it says "he was crying"'* ▪ responses to text show meaning established at a literal level *eg "walking 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*	**In most reading** ▪ a few basic features of organisation at text level identified, with little or no linked comment, *eg 'it tells about all the different things you can do at the zoo'*	**In most reading** ▪ a few basic features of writer's use of language identified, but with little or no comment, *eg 'there are lots of adjectives' or 'he uses speech marks to show there are lots of people there'*	**In most reading** ▪ comments identify main purpose, *eg 'the writer doesn't like violence'* ▪ express personal response but with little awareness of writer's viewpoint or effect on reader, *eg 'she was just horrible like my nan is sometimes'*	**In most reading** ▪ some simple connections between texts identified, *eg similarities in plot, topic, or books by same author, about same characters* ▪ recognition of some features of the context of texts, *eg historical setting, social or cultural background*
BL							
IE							

Overall assessment (tick one box only)   Low 3 ☐   Secure 3 ☐   High 3 ☐   Low 4 ☐   Secure 4 ☐   High 4 ☐

Key: BL – Below level   IE – Insufficient evidence