



# English Reading Assessment

GRADE		DESCRIPTION
<p>9</p> <p><b>Key Words:</b></p> <p><b>'Outstanding'</b></p>	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>SHOWN A COMPLETE MASTERY IN:</p> <ul style="list-style-type: none"> <li> <p><b>AO1 'Information and Ideas'</b> - Students demonstrate: a critical and perceptive interpretation of texts using both implicit and explicit information as appropriate. A selection of illuminating quotations in order to support their interpretations from one or more texts and a sophisticated and discriminating synthesis of information and ideas from one or more texts.</p> </li> <li> <p><b>AO2 'Language'</b> – Students demonstrate: An illuminating and insightful analysis of how writers use language to achieve effects and influence the reader. Students demonstrate judicious use of textual references explored with sophistication discriminating use of subject terminology embedded into their analysis.</p> </li> <li> <p><b>AO2 'Structure'</b> – Students demonstrate: An illuminating and insightful analysis of how writers use structure to achieve effects.</p> </li> <li> <p><b>AO3 'Comparison'</b> - Students demonstrate: An illuminating and insightful comparison of how writers' ideas and perspectives are conveyed judicious selection of quotations an insightful and comprehensive analysis of theme, language and structure across the texts</p> </li> <li> <p><b>AO4 'Whole text evaluation'</b> - Students demonstrate: An illuminating and insightful critical evaluation of the text including ideas, events, themes and settings insightful explanation of the effect/impact that the writer's methods have on the reader skilfully selected and interwoven textual references</p> </li> </ul>
<p>8</p> <p><b>Key Words:</b></p> <p><b>'accomplished'</b></p>	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>SHOWN AN EXCEPTIONAL ABILITY IN:</p> <ul style="list-style-type: none"> <li> <p><b>AO1 'Information and Ideas'</b> – Students demonstrate: a sophisticated interpretation of texts using both implicit and explicit information as appropriate judicious selection of quotations in order to support their interpretations from one or more texts a sophisticated synthesis of information and ideas from one or more texts</p> </li> <li> <p><b>AO2 'Language'</b> – Students demonstrate: sophisticated critical analysis of how writers use language to achieve effects and influence the reader discriminating choice of textual references which are explored in detail sophisticated use of subject terminology to develop their analysis</p> </li> <li> <p><b>AO2 'Structure'</b> – Students demonstrate: critically perceptive and sustained analysis of how writers use structure to achieve effects using sophisticated subject terminology</p> </li> </ul>



# English Reading Assessment

		<ul style="list-style-type: none"> <li>• <b>AO3 ‘Comparison’ – Students demonstrate:</b> a perceptive and sustained comparison of how writers’ ideas and perspectives are conveyed a discriminating selection of quotations a sophisticated analysis of theme, language and structure across the texts</li> <li>• <b>AO4 ‘Whole text evaluation’ - Students demonstrate:</b> a perceptive and sustained critical evaluation of the text including ideas, events, themes and settings a sophisticated explanation of the impact of the writer’s methods on the reader the ability to support comments with discriminating textual references</li> </ul>
<p>7</p> <p><b>Key Words:</b></p> <p><b>‘Skilful’</b></p>	<div style="background-color: green; color: white; padding: 5px; text-align: center;">Mastering</div> <div style="background-color: yellow; padding: 5px; text-align: center;">Secure</div> <div style="background-color: red; padding: 5px; text-align: center;">Developing</div>	<p>SHOWN A HIGHLY CONFIDENT ABILITY IN:</p> <ul style="list-style-type: none"> <li>• <b>AO1 ‘Information and Ideas’ – Students demonstrate:</b> a sustained interpretation of texts using both implicit and explicit information as appropriate the skilful selection of apt quotations in order to support their interpretations from one or more texts a detailed synthesis of information and ideas from one or more texts</li> <li>• <b>AO2 ‘Language’ – Students demonstrate:</b> a sustained, critical analysis of how writers use language to achieve effects, shape meaning and influence the reader skilful choice of textual references from across the text which are explored in detail apt and integrated use of subject terminology to develop their analysis</li> <li>• <b>AO2 ‘Structure’ - Students demonstrate:</b> a sustained critical analysis of how writers use structure to achieve effects, shape meaning and influence the reader (including sentence types where relevant) skilful choice of structural devices from across the text which are explored in detail using apt subject terminology</li> <li>• <b>AO3 ‘Comparison’ – Students demonstrate:</b> a skilful and sustained comparison of writers’ ideas and perspectives and how they are conveyed a skilful selection apt quotations a sustained critical analysis of theme, language and structure across the texts</li> <li>• <b>AO4 ‘skilful’ – Students demonstrate</b> a thoughtful and sustained critical evaluation of the text including ideas, events, themes and settings a skilful explanation of the effect/impact that the writer’s methods have on the reader the ability to support comments with persuasive and convincing textual references</li> </ul>



# English Reading Assessment

<p>6</p> <p><b>Key Words:</b></p> <p>'precise and convincing'</p>	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>SHOWN CONFIDENT AND IMAGINATIVE ABILITY IN:</p> <ul style="list-style-type: none"> <li> <p><b>AO1 'Information and Ideas' – Students demonstrate:</b></p> <p>convincing interpretation of implicit and explicit information and ideas from one or more texts (inference)</p> <p>the ability to select a range of precise quotations in order to support their interpretations</p> <p>the ability to clearly understand and synthesise information from within and between texts</p> </li> <li> <p><b>AO2 'Language' Students demonstrate:</b></p> <p>a detailed analysis of how writers use language to achieve effects and influence the reader</p> <p>precise choice of textual references which are explored in detail</p> <p>well-chosen use of subject terminology to develop their analysis</p> </li> <li> <p><b>AO2 'Structure' Students demonstrate:</b></p> <p>a detailed analysis of how writers use structure to achieve effects and influence the reader (including sentence types where relevant)</p> <p>precise choice of structural devices which are explored in detail using precise terminology to develop and support their analysis</p> </li> <li> <p><b>AO3 'Comparison' Students Demonstrate:</b></p> <p>a detailed comparison of how writers' ideas and perspectives are conveyed</p> <p>a selection of precise and convincing quotations</p> <p>a thorough and convincing analysis of theme, language and/or structure across the texts</p> </li> <li> <p><b>AO4 'Whole text Evaluation' Students demonstrate:</b></p> <p>detailed and analytical evaluation of the text including ideas, events, themes and settings</p> <p>a convincing critique of the effect/impact that the writer's methods have on the reader</p> <p>the ability to support comments with precise choice of quotations</p> </li> </ul>
<p>5</p> <p><b>Key Words:</b></p> <p>'Confident'</p>	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>SHOWN A CONFIDENT ABILITY IN:</p> <ul style="list-style-type: none"> <li> <p><b>AO1 'Information and ideas' Students demonstrate:</b></p> <p>confident identification of both implicit and explicit information and ideas from one or more texts (inference)</p> <p>balanced and well-chosen evidence supports points effectively</p> <p>confident understanding of the connections between texts</p> </li> <li> <p><b>AO2 'Language' Students demonstrate:</b></p> <p>a clear and controlled analysis of how writers use language to achieve effects and influence the reader</p> <p>the ability to select and explore well-chosen textual references in detail</p> <p>controlled use of subject terminology is used to support and develop analysis</p> </li> </ul>



## English Reading Assessment

		<ul style="list-style-type: none"> <li>• <b>AO2 'Structure' Students demonstrate:</b> a clear and controlled analysis of how writers use structure to achieve effects the ability to select and explore structural devices in detail using relevant subject terminology to develop and support analysis</li> <li>• <b>AO3 'Comparison' Students demonstrate:</b> a clear and controlled comparison of how writers' ideas and perspectives are conveyed a balanced selection of well-chosen quotations a confident analysis of theme, language and/or structure across the texts</li> <li>• <b>AO4 'Whole text evaluation' Students demonstrate:</b> clear and controlled analysis of the success of the text including ideas, events, themes and settings a clear analysis of the effect/impact that the writer's methods have on the reader the ability to support comments by using appropriate and well-chosen quotations</li> </ul>
<p><b>4</b></p> <p><b>Key Words:</b></p> <p>'competent'</p>	<div style="background-color: green; padding: 5px; text-align: center;">Mastering</div> <div style="background-color: yellow; padding: 5px; text-align: center;">Secure</div> <div style="background-color: red; padding: 5px; text-align: center;">Developing</div>	<p>SHOWN AN APTITUDE IN:</p> <ul style="list-style-type: none"> <li>• <b>AO1 'Information and ideas' Students demonstrate:</b> clear evidence of the selection of implicit and explicit information and ideas from one or more texts (inference) the ability to select appropriate evidence from one or more texts that supports their points (although may be imbalanced) a clear understanding of the connections between texts</li> <li>• <b>AO2 'Language' Students demonstrate:</b> a clear explanation of how writers use language to achieve effects and influence the writer the selection of textual references is appropriate and effects are explained consistent and relevant use of subject terminology</li> <li>• <b>AO2 'Structure' Students demonstrate:</b> a clear explanation of how writers use structure to achieve effects the selection of structural devices is appropriate and effects are explained using relevant subject terminology</li> <li>• <b>AO3 'Comparison' Students demonstrate:</b> a clear comparison of how writers' ideas and perspectives are conveyed the selection of some appropriate quotations/references from both texts. clear and appropriate explanation in response to theme, language and/or structure across the texts</li> <li>• <b>AO4 'Whole text evaluation' Students demonstrate:</b> clear evaluative comments of the ideas, events, themes and settings in the text clear explanation of the impact of the writer's methods on the reader the ability to offer quotations from the text to support and explain their comments</li> </ul>



# English Reading Assessment

<p><b>3</b></p> <p><b>Key Words:</b></p> <p>'developing'</p>	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>SHOWN AN COMPETENT ABILITY IN:</p> <ul style="list-style-type: none"> <li> <p><b>AO1 'Information and ideas' Students demonstrate:</b>            the selection of explicit and some implicit information and ideas from one or more texts            the ability to select relevant evidence from one or more texts that generally supports their points (although a tendency to paraphrase)            a developing understanding of the connections between texts</p> </li> <li> <p><b>AO2 'language' Students demonstrate:</b>            a developing understanding of how writers use language to achieve effects and influence the reader although comments may be inconsistent            textual references are identified and there is some consideration of effect            some use of subject terminology although not always relevant or explained</p> </li> <li> <p><b>AO2 'structure' Students demonstrate:</b>            a developing understanding of how writers use structure to achieve effects although comments may be inconsistent            identification of structural devices and there is some consideration of effect            use of subject terminology although not always relevant or explained</p> </li> <li> <p><b>AO3 'Comparison' Students demonstrate:</b>            some development of the main points of comparison of writers' ideas and perspectives            the selection of straightforward quotations/references to develop ideas although not always consistent            a developing explanation of theme, language and/or structure across the texts</p> </li> <li> <p><b>AO4 'Whole text evaluation' Students demonstrate:</b>            developing evaluation of the ideas, events, themes or settings in the text            the ability to comment on how the writer's methods have an impact on the reader, although these may be inconsistent            the ability to support comments with some undeveloped examples from the text</p> </li> </ul>
<p><b>2</b></p> <p><b>Key Words:</b></p> <p>'attempting'</p>	<p>Mastering</p>	<p>SHOWN AN EMERGING ABILITY IN:</p> <ul style="list-style-type: none"> <li> <p><b>AO1 'information and ideas' – Students demonstrate</b>            the selection of explicit information and ideas from one or more texts            the ability to select relevant evidence from one or more texts although not always supporting their points (may still copy) a straightforward awareness of the connections between texts</p> </li> <li> <p><b>AO2 'language' Students demonstrate:</b>            straightforward comment on how writers use language to achieve influence the reader and create effects            identifies textual references, but may not explain effects            limited and basic use of subject terminology</p> </li> </ul>



## English Reading Assessment

	<p>Secure</p> <p>Developing</p>	<ul style="list-style-type: none"> <li>• <b>AO2 'structure' Students demonstrate:</b> straightforward comment on how writers use structure to achieve particular effects identification of structural devices, but may not explain effects simple use of subject terminology</li> <li>• <b>AO3 'Comparison' Students demonstrate:</b> a response which identifies obvious points of comparison between writers' ideas and perspectives straightforward quotations/ references (from one or both texts) some straightforward comments in response to theme, language and/or structure (in one or both texts)</li> <li>• <b>AO4 'Whole text evaluation' Students demonstrate:</b> straightforward comments on ideas, events, themes or settings (often opinion) some attempt to comment on the writer's methods and the impact on the reader the selection of some textual references which occasionally support views and comments</li> </ul>
<p><b>BELOW 1</b></p> <p><b>Key Words:</b></p> <p><b>Attempted</b></p> <p><b>Limited</b></p> <p><b>Rudimentary</b></p> <p><b>Short</b></p>	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>SHOWN A LIMITED ABILITY IN:</p> <ul style="list-style-type: none"> <li>• <b>AO1 PERFORMANCE</b> - Pupils perform simple <b>short (2 bars)</b> rhythmic and melodic patterns from a variety of notations. There may be poor technical control and a lack of fluency and numerous errors in pitch and rhythm. Improvised ideas will be very limited and short. They show little awareness of others in an ensemble.</li> <li>• <b>AO2 COMPOSING</b> – Pupils show the ability to use some <b>rudimentary</b> techniques and devices within the composition. They show a <b>basic</b> understanding of the elements of music, and rhythm. There may be a single line melody, and the work may not fulfil the brief. There will be no attempt to use harmony and the use of instrumental timbres will be <b>rudimentary</b>.</li> <li>• <b>AO3 APPRAISING</b> – Pupils can define some musical vocabulary but this is <b>limited</b>. They can attempt to identify these and some instrumental timbres in the music with a little success. They struggle to read simple treble clef staff notation</li> <li>• <b>AO4 EVALUATING</b> - Students are able to make few critical judgements of their work. There is limited use of musical vocabulary outlining areas of success and they struggle to find areas that require further development. There is no evidence of reasons for changes made during the compositional process.</li> </ul>