

Reading assessment guidelines: levels 2 and 3

Child's name: _____

Class/Group: _____

	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
L3	<p>In most reading</p> <ul style="list-style-type: none"> range of strategies used mostly effectively to read with fluency, understanding and expression 	<p>In most reading</p> <ul style="list-style-type: none"> simple, most obvious points identified though there may also be some misunderstanding, e.g. <i>about information from different places in the text</i> some comments include quotations from or references to text, but not always relevant, e.g. <i>often retelling or paraphrasing sections of the text rather than using it to support comment</i> 	<p>In most reading</p> <ul style="list-style-type: none"> straightforward inference based on a single point of reference in the text, e.g. <i>'he was upset because it says "he was crying"'</i> responses to text show meaning established at a literal level, e.g. "walking good" means "walking carefully" or based on personal speculation e.g. <i>a response based on what they personally would be feeling rather than feelings of character in the text.</i> 	<p>In most reading</p> <ul style="list-style-type: none"> a few basic features of organisation at text level identified, with little or no linked comment, e.g. <i>'it tells about all the different things you can do at the zoo'</i> 	<p>In most reading</p> <ul style="list-style-type: none"> a few basic features of writer's use of language identified, but with little or no comment, e.g. <i>'there are lots of adjectives'</i> or <i>'he uses speech marks to show there are lots of people there'</i> 	<p>In most reading</p> <ul style="list-style-type: none"> comments identify main purpose, e.g. <i>'the writer doesn't like violence'</i> express personal response but with little awareness of writer's viewpoint or effect on reader, e.g. <i>'she was just horrible like my nan is sometimes'</i> 	<p>In most reading</p> <ul style="list-style-type: none"> some simple connections between texts identified, e.g. <i>similarities in plot, topics or book by the same author, about the same characters</i> recognition of some features of the context of texts, e.g. <i>historical setting, social or cultural background</i>
L2	<p>In some reading</p> <ul style="list-style-type: none"> range of key words read on sight unfamiliar words decoded using appropriate strategies, e.g. <i>blending sounds</i> some fluency and expression, e.g. <i>taking account of punctuation, speech marks</i> 	<p>In some reading</p> <ul style="list-style-type: none"> some specific, straightforward information recalled, e.g. <i>names of characters, main ingredients</i> generally clear idea of where to look for information, e.g. <i>about characters, topics</i> 	<p>In some reading</p> <ul style="list-style-type: none"> simple, plausible inference about events and information, using evidence from text, e.g. <i>how a character is feeling, what makes a plant grow</i> makes comments based on textual clues, sometimes misunderstood 	<p>In some reading</p> <ul style="list-style-type: none"> some awareness of use of features of organisation, e.g. <i>beginning and ending of story, types of punctuation</i> 	<p>In some reading</p> <ul style="list-style-type: none"> some effective language choices noted, e.g. <i>'slimy' is a good word there</i> some familiar patterns of language identified, e.g. <i>once upon a time; first, next, last</i> 	<p>In some reading</p> <ul style="list-style-type: none"> some awareness that writers have viewpoints and purposes, e.g. <i>'it tells you how to do something', 'she thinks it's not fair'</i> simple statements about likes and dislikes in reading, sometimes with reasons 	<p>In some reading</p> <ul style="list-style-type: none"> general features of a few text types identified, e.g. <i>information books, stories, print media</i> some awareness that books are set in different times and places
BL							
IE							

Key: BL – Below level IE – Insufficient evidence

Overall assessment (tick one box only)	<input type="checkbox"/> Low 2	<input type="checkbox"/> Secure 2	<input type="checkbox"/> High 2	<input type="checkbox"/> Low 3	<input type="checkbox"/> Secure 3	<input type="checkbox"/> High 3
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