

# Key Stage 3

## Subject Assessment Criteria: English Reading

Level	Assessment Descriptor
<b>9</b>	<ul style="list-style-type: none"> <li>▪ Detailed, evaluative, and insightful response to assessment question.</li> <li>▪ Detailed and critical comparative response to poetry/non-fiction where appropriate.</li> <li>▪ Precise, assured, and embedded use of textual evidence to demonstrate understanding and interpretation.</li> <li>▪ Analysis and critical examination of literary/structural/poetic conventions and a perceptive understanding of how they have been used and the impact they have on the reader.</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>▪ Respond critically through knowing how language, vocabulary choice and grammar present meaning.</li> <li>▪ Meticulous use of accurate subject terminology, including tiered vocabulary taught explicitly in the unit.</li> <li>▪ Thoughtful appreciation of context, challenging ideas and perspectives and how the writer has communicated meaning and purpose.</li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>▪ Thoughtful, developed, and investigative response to assessment question.</li> <li>▪ Thoughtful and exploratory comparisons to poetry/non-fiction where appropriate.</li> <li>▪ Judicious, thoughtful, and embedded textual references used to demonstrate understanding and interpretation.</li> <li>▪ Confident examination of literary/structural/poetic conventions and a detailed understanding of how they have been used and the impact they have on the reader.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>▪ Confident use of subject terminology, including tiered vocabulary taught explicitly in the unit.</li> <li>▪ Thoughtful consideration of context, ideas and perspective and how the writer has communicated meaning and purpose.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>▪ Clear, confident, and knowledgeable response to assessment question.</li> <li>▪ Clear comparison between texts where appropriate.</li> <li>▪ Clear and effective use of textual evidence to support understanding and explanation.</li> <li>▪ Clear evidence of ability to retrieve explicit and implicit information, with clear exploration of literary/structural/poetic conventions. Clear consideration of the impact on the reader.</li> <li>▪ Clear explanation of how language, vocabulary choice and grammar present meaning, with the what/how/why structure used to scaffold writing.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>▪ Clear understanding of writer's methods with appropriate use of subject terminology, including tiered vocabulary taught explicitly in the unit.</li> <li>▪ Clear understanding of context, ideas and perspectives and how the writer has used this to communicate meaning.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>▪ Some explained response to assessment question.</li> <li>▪ Some comparison between texts where appropriate.</li> <li>▪ Some textual evidence used to demonstrate understanding of explicit information.</li> <li>▪ Some identification/explanation of literary/structural/poetic conventions with some reference to how they are used.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>▪ Beginning to make comments on how language, vocabulary choice and grammar present meaning, with some use of the what/how/why structure.</li> <li>▪ Beginning to make some reference to/use subject terminology, including tiered vocabulary taught explicitly in the unit.</li> <li>▪ Beginning to make some references to implicit ideas/context.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>▪ Simplistic, partial/incomplete response to assessment question.</li> <li>▪ Simple/little comparison when appropriate.</li> <li>▪ Paraphrasing explicit aspects of the text. Student's response may be narrative or descriptive, with little or no textual evidence.</li> <li>▪ Vague/limited response with little reference to detail/context/ideas.</li> <li>▪ Limited or no use of subject terminology.</li> </ul>