

Developmental Rubric English



Learning Area:

READING

Developmental Progression

Indicators

	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
1 Text Structures	Explains how text structures assist in comprehending the text.	Explains how the use of text structures can achieve particular effects.	Describes how text structures can influence the complexity of a text and are dependent on audience, purpose and context	Investigates and explain how different purposes and audiences influence the selection of text structures.	Analyses the ways that authors manipulate text structure for effect.	Evaluates how different authors use text structures in innovative ways.
2 Text features and language devices	Describes how language features, images and vocabulary influence interpretations of characters, settings and events.	Analyses and explains how different authors represent ideas, characters and events using language features, images and vocabulary	Explains how the choice of language features, images and vocabulary affects meaning.	Explains how authors use language features, images and vocabulary to represent different ideas and issues in texts.	Analyses and explains how images, vocabulary choices and language features distinguish the work of individual authors.	Explains how the choice of language features, images and vocabulary contributes to the development of individual style.
3 Interpretation	Analyses and explains literal and implied information from a variety of texts.	Compares and analyses information in different texts, explaining literal and implied meaning. Interprets and analyses information and ideas, comparing content from multiple sources	Explains issues and ideas from a variety of sources, analysing supporting evidence and implied meaning	Interprets texts, questioning the reliability of sources of ideas and information.	Evaluates and integrates ideas and information from texts to form their own interpretations.	Evaluates other interpretations, analysing the evidence used to support them.
4 Use of evidence	Describes the depiction of events, characters and settings in texts and explain their own responses to them.	Selects specific details from texts to develop their own response	Selects and uses evidence from a text to explain their response to it, recognising that texts reflect different viewpoints.	Selects evidence from the text to describe how authors depict events, situations and people from different viewpoints.	Selects evidence from the text to explain how language choices influence an audience.	Develops and justifies their own interpretations of texts.

		Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
	5 Independent reading and response behaviours	<p>Selects texts for their own purposes and can sustain independent reading for 20 minutes</p> <p>Uses metalanguage to describe the effects of ideas, text structures and language features on particular audiences.</p>	<p>Trials a range of texts for their own purposes and can sustain independent reading for 30 minutes.</p>	<p>Engages in independent reading and maintains focus for increasingly lengthy periods.</p> <p>Records pages read in order to track stamina.</p> <p>Discusses texts read independently and gives simple summary of plot, setting and characters or content.</p> <p>Selects a range of good fit texts to suit interest, needs and purposes, tracking their thinking.</p> <p>Analyses how point of view is generated in visual texts by means of choices, including gaze, angle and social distance.</p>	<p>Documents their independent reading, in order to monitor increases in their reading stamina.</p> <p>Tracks their thinking for further discussion and reflection.</p> <p>Prepares and presents book talks for peers, recommending texts and giving personal reflections.</p>	<p>Identifies himself or herself as a reader articulating preferred genre, author, and styles of writing and topics of interest.</p> <p>Engages in independent reading regularly.</p> <p>Reading records evidence increased stamina for self-selected and prescribed texts.</p> <p>Analyses the use of symbols, icons and myth in still and moving images</p> <p>Identifies how vocabulary choices contribute to specificity, abstraction .</p>	<p>Develops a strong reading identity, able to select texts to suit their interests, needs and purposes.</p> <p>Reads across many genres, showing the ability to synthesise information across texts.</p> <p>Constructs and presents spoken and written responses to the information read.</p>
	6 Reading processes and Comprehension Strategies	<p>Uses comprehension strategies to analyse information, integrate and link ideas from print and digital sources.</p>	<p>Reads increasingly complex texts for a range of purposes, applying appropriate strategies to recall information and consolidate meaning.</p>	<p>Uses prior knowledge and text processing strategies to interpret a range of types of texts.</p> <p>Use comprehension strategies to interpret, analyse texts.</p>	<p>Uses comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources.</p>	<p>Compares and evaluates the ways an event, issue, situation or character are represented in different texts.</p>	<p>Uses comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence.</p>
	7 Word Knowledge	<p>Uses known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals.</p>	<p>Applies knowledge of phonics to decode unfamiliar, technical or derived words in increasingly complex texts.</p>	<p>Applies prior knowledge and uses context clues to define unknown words in increasingly complex texts.</p>	<p>Oral and written language evidence a broadening vocabulary and word knowledge.</p> <p>Applis vocabulary learned from texts for their own purposes.</p>	<p>Explains how authors use spelling creatively in texts for particular effects.</p>	<p>Makes connections to known words their expanding vocabulary to read increasingly complex texts with fluency and comprehension.</p>

