

Set 4 - The Four Traits and Informational Text Scoring Guides

Trait 4 - Reacting Beyond the Lines of Creation - Informational Text, Years 3-12

	Emerging Reader 1	Developing Reader 2	Engaging Reader 3	Expanding Reader 4
Vocabulary - effectiveness of words - multiple meanings, functions, interpretation of words	Identifies words that convey author's intended meaning Explores new ways of using words	Works with others to critique effectiveness of word choice based on a set of criteria Explores new way of using words when writing and speaking	Critiques effectiveness of word choice in a selection based on a set of criteria Uses new words in writing and speaking to represent multiple interpretations	Explores alternative word choice to enhance meaning of selection Shows sophisticated command of vocabulary which allows for new interpretations
Self Perspective - opinions w/ support - self-selected materials - complex/multi-layered text - multiple sources to produce new ideas	Offers literal interpretations with no specific support from the text Relies on others to select reading material Comprehends at a literal level Uses multiple sources with assistance	States opinions about selection using vague references from the text Selects reading material that is familiar and minimally challenging Recognises literal level and, with modelling and guidance, comprehends the symbolic and thematic levels Selects accurate multiple sources but tends to generate same information	Expresses opinions about a selection using supportive evidence and specific quotes Independently seeks a variety of reading material based on purpose Comprehends the various levels of selection - literal, symbolic and thematic Uses information from multiple sources to generate new ideas about the topic	Expresses opinions as analytical interpretations of literary selection and cites quotes and other sources as evidence of own analysis Seeks challenging and thought-provoking new reading material based on own purpose Elaborates on information comprehended at various levels of text - literal, symbolic and thematic Uses a variety of sources to contrast and/or support accuracy of information
Perspective of Others - ideas beyond text - challenges w/ questions - other points of view - connections to media	Needs guidance and modelling to extend meaning beyond selection Is uncertain or unaware of bias and distortion in selection and needs guidance to question author Recognises that different perspectives exist Knows ideas in text can relate to other media	Expands meaning beyond text Notifies bias and distortion within selection but needs guidance in questioning author Needs to be reminded to think from different perspectives Makes connections between selection and other media occasionally	Constructs understanding by considering relevant facts and issues beyond selection Challenges interpretations by questioning overt examples of bias and distortion Shifts perspective to examine alternative points of view Connects ideas from selection with other media	Seeks unique meanings to enhance text interpretation Challenges author's ideas by questioning implied bias and distortion or lack of text coherence within selection Integrates different perspectives to broaden understanding Compares and contrasts ideas with other media
Worldly Perspectives - cultural overtones and biases - connections to self, other sources and world	Needs guidance to make connections between the selection read and issues of race, class, gender, history and society Knows connections exist between selection and self, other selections and the world, but needs prompting	Makes broad connections between selection read and issues of race, class, gender, history and society Provides examples connecting learning from selection to self, but needs assistance to connect with other readings and the world	Connects reading with issues of race, class, gender, history and society, citing supportive information from selection read Provides examples to connect learning from selection read to self, other readings and the world	Uses defensible evidence and explicit examples from various selections to connect reading with issues of race, class, gender, history and society Expands upon connections between selection read and self, other readings and the world.



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Trait 1 - Reading the Lines for Recognition - Informative Text, Years 3-12

	Emerging Reader 1	Developing Reader 2	Engaging Reader 3	Expanding Reader 4
Vocabulary - recognises words(s) - uses word(s) - learns new word(s)	Knows words for own name, family names and environmental print connected to personal experiences Uses known words to read unfamiliar text Learns new words in isolation	Knows high frequency words in context Makes attempts to read unfamiliar text using known words Transfers newly learned words into use when reading informational text	Recognises known words independently within a familiar context Uses known words to figure out unfamiliar text Applies learned words in multiple contexts and recognises the need to learn new words	Recognises known words automatically in or out of context Challenges self to use known words with difficult unfamiliar text Has a repertoire of strategies for learning new words and knows when and how to increase vocabulary as needed
Interpreting Symbols - attributes meaning - decodes	Can name symbols (legends, scientific notation, mathematical symbols, letters) Reads primarily from memory, imitating behaviours of strategic readers	Knows a variety of strategies for attributing meaning to symbols Uses pictures, graphic clues and written symbols to decode words	Uses symbols to enhance understanding of text Uses isolated phonics and structural analysis strategies and returns to the whole text without difficulty	Attributes meaning to symbols to understand text automatically Uses phonics and structural analysis strategies while reading the informational text
Structure - fluency - organisational patterns - text format and features - main idea/details	Reads primarily word-by-word Knows different organisational patterns exist when reading but does not use them as an aid to comprehension Is aware of text format and features but may disregard their roles in aiding comprehension Uses main idea and supporting details interchangeably	Reads in two word phrases with some three or four word groupings Identifies organisational patterns with assistance Uses text format and features as an aid to comprehension when reminded Distinguishes main idea and supporting details with guidance	Reads primarily in meaningful phrase groups Distinguishes organisational patterns of text in informational selections Uses text format and features to aid comprehension Distinguishes main idea and supporting details consistently	Reads in meaningful phrase groups Compares the characteristics of different organisational patterns within informational text Overviews and makes use of text format and features automatically Elaborates when distinguishing main idea and supporting details



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Trait 3 - Reading Between the Lines for Application - Informational Text, Years 3-12

	Emerging Reader 1	Developing Reader 2	Engaging Reader 3	Expanding Reader 4
Vocabulary - new words - nuances of meaning	Identifies unknown words which interfere with comprehension Knows that there are several words which can mean almost the same idea	Works with others to construct meaning for new words representing known and new concepts Identifies synonyms for new words but respects the author's choice of words	Constructs meaning for new words representing known and new concepts Infers nuances of meaning for words in context	Elaborates and applies meaning for new words representing known and new concepts Analyses words for subtle differences of meaning
Knowing the Meaning - meaning of selection - writing styles	Works with others to gain meaning from the selection Knows information is available in a variety of writing styles	Relies on words in the text to explain the meaning of the selection Shows a preference for a particular informational writing style	Paraphrases meaning of selection using own words Uses knowledge from a variety of informational sources to gain meaning	Provides examples when explaining the meaning of selection Compares/contrasts informational sources for deeper understanding
Interpreting the Meaning - inferences - summaries - interpretations - main idea	Works with others to understand inferences within selection Retells details randomly from selection Restates others' interpretations of selection Identifies the main idea of selection when given options	Formulates inferences from obvious clues within selection Summarises main ideas including necessary details Explains an interpretation of selection Recognises the main idea within selection	Draws inferences based on evidence in the selection Creates concise and accurate summary of selection Compares different interpretations of selection Connects interpretations to develop an understanding of the main idea	Identifies subtle clues in selection and creates useful inferences Uses technical language to create a meaningful summary Discusses and defends interpretations of selection Makes decisions based upon inferences supporting the main idea
Using the Meaning - organisational patterns - world issues - social issues - new ideas	Has knowledge of different organisational patterns Draws on prior knowledge of others to connect world issues to information Understands the use of social issues to enhance meaning Identifies new ideas in selection	Identifies organisational patterns used in a selection Identifies a world issue related to selection information Makes connections between selection and social issue Discusses new ideas using prior knowledge	Analyses information using a variety of organisational patterns Draws connections between world issues and selection information Makes practical application between selection and social issue Integrates new ideas into a bigger picture	Uses knowledge of organisational patterns to present ideas in a new context Integrates multiple interpretations of world issues with selection information Analyses implication of social issues Incorporates new ideas into personal experiences and ways of thinking



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Trait 2 - Reading Inside the Lines of Meaning - Informative Text, Years 3-12

	Emerging Reader 1	Developing Reader 2	Engaging Reader 3	Expanding Reader 4
Vocabulary - new meanings	Needs assistance to recognise multiple meanings of words	Recognises words have multiple meanings but occasionally needs assistance constructing new meanings	Understands words can have multiple meanings and independently constructs new meaning for known words	Constructs new meaning for known words and selects the appropriate meaning for words in context
Before Reading - purpose - predictions - prior knowledge - questions	Works with others to establish purpose Makes vague predictions Needs encouragement to apply prior knowledge Works with others to formulate basic questions	Establishes purpose when reminded Is inconsistent in making predictions Activates prior knowledge when prompted Asks questions loosely related to the selection	Sets logical purpose for reading independently Establishes meaningful predictions before reading Connects prior knowledge with selection Formulates relevant questions to guide reading	Incorporates purpose with personal preferences and interests Uses prior knowledge to establish insightful predictions Creates thought-provoking questions based on prior knowledge to guide reading
During Reading - questions - predictions - rate of reading - fix-it strategies - author's ideas - expression - visual images	Formulates questions rarely while reading to assist understanding of selection Checks predictions when reminded Reads everything at the same rate Has knowledge of fix-it strategies Identifies author's ideas literally Reads without inflection Uses visual images when reminded	Formulates questions occasionally during reading Interprets reading to justify established predictions Is aware of different reading rates but may forget to make adjustments Applies fix-it strategies with increasing success Connects the author's ideas Attempts to use expression and intonation Attempts to use imagery independently	Constructs meaning by asking questions while reading Monitors accuracy of established predictions Adjusts reading rate for selection Monitors understanding and uses appropriate strategies Interprets author's ideas Uses appropriate expression and intonation Creates visual images	Revises questions to guide learning while reading Monitors and adjusts established predictions Scans ahead and adjusts rate to enhance meaning Embeds fix-it strategies in the reading process Expands upon author's ideas Uses expressive intonation Incorporates specific details relating to visual images
After Reader - clarification - conclusion - self assessment	Searches text randomly to clarify understanding Draws unclear conclusions Has a general sense of self as reader but cannot assess specific strengths and weaknesses	Scans entire text to clarify understanding Bases conclusions on the obvious Self-assesses with accuracy when given a specific focus	Searches logical passages to clarify understanding Draws conclusion based upon connections in the selection Reflects on own strengths and weaknesses as a reader and works on them	Visualises and locates passages needed to clarify understanding Draws insightful conclusions by moving beyond selection Seeks constructive feedback from others and integrates it with self-assessment



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