

Set 3 - The Four Traits and Narrative Text Scoring Guides

Trait 4 - Reacting Beyond the Lines for Creation - Narrative Text, Years 3-12

| | Emerging Reader 1 | Developing Reader 2 | Engaging Reader 3 | Expanding Reader 4 |
|--|--|--|--|---|
| Vocabulary - effectiveness of words - multiple meanings, functions and 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 ways 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 choices 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 - prior knowledge | Offers literal interpretations with no support from the text Relies on others to select reading material Comprehends at a literal level Knows prior knowledge assists with understanding of selection | States opinions about selection and justifies these with general references from selection Selects reading material that is familiar, somewhat challenging Recognises literal level and, with modelling and guidance, comprehends symbolic and thematic levels Uses understanding of prior knowledge to current reading when prompted | Expresses opinions about a literary selection using supportive evidence, and uses specific quotes as support Independently seeks a variety of reading material based on purpose Comprehends the various levels of literary selection – literal, symbolic and thematic Applies understanding of prior knowledge to current reading | Expresses opinions as analytical interpretations of the literary selection and cites quotes and other sources as evidence of own analysis Seeks challenging and thought-provoking new reading material Elaborates on information comprehended at various levels of literary text – literal, symbolic and thematic Integrates understanding of prior knowledge to current reading |
| Perspective of Others - ideas beyond text - challenges w/ questions - other points of view - connections to media | Needs guidance and modelling to extend meaning beyond text Is unaware of bias and distortion in text, and needs guidance in questioning author Recognises that different perspectives exist Knows ideas in text can relate to other media | Expands literal 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 text and other media upon occasion | Constructs understanding by considering relevant facts and issues beyond literary text Challenges interpretations by questioning overt examples of bias and distortion Shifts perspective to examine alternative points of view Connects ideas and literary devices in text to other media | Seeks unique meaning 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 of selection 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 literary text and issues of race, class, gender, history and society Knows connections exist between selection and self, other selections and the world, but needs prompting | Connects reading with issues of race, class, gender, history and society, using broad generalisations 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 and examples from selection read Provides examples to connect learning from literary selection to self, other readings and the world | Uses defensible evidence and explicit examples from various literary selections to connect reading with issues of race, class, gender, history and society Expands upon connections between selection read, self, other readings and the world |



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Trait 1 - Reading the Lines for Recognition - Narrative 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 Becomes aware of using 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 to literary use | 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 Knows when and how to increase vocabulary and transforms understanding of new words |
| Interpreting Symbols - attributes meaning - decodes | Makes the connection between letters and sounds, but is not aware of the connection between sounds and print Reads primarily from memory, imitating behaviours of strategic readers | Makes the connection between letters and sounds, but needs assistance connecting the sounds with print Uses pictures, graphic clues and written symbols to decode words simultaneously | Knows a variety of strategies for attributing meaning to symbols Uses isolated phonics and structural analysis strategies, and returns to the whole text without difficulty | Attributes meaning to symbols automatically during the reading process Uses phonics and structural analysis strategies without hesitation while reading the literary text |
| Structure - fluency - genre - organisational patterns - story elements - text format and feature | Reads primarily word-by-word Is exposed to genre, but does not express recognition Knows different organisational patterns exist when reading Is aware of different story elements Is aware of text format and features but may disregard their role in aiding comprehension | Reads in two word phrases with some three or four word groupings Recognises different genre when prompted Identifies organisational patterns with assistance Identifies various story elements in literary selection with assistance Uses text format and features as aids to comprehension when reminded | Reads primarily in meaningful phrase groups Recognises differences between genres when reading literary text automatically Distinguishes organisational patterns of text in literary selection without difficulty Distinguishes story elements independently when reading a literary selection Uses text format and features to aid comprehension | Reads in meaningful phrase groups Describes characteristics of different genres Compares the characteristics of different organisational patterns of text Uses all story elements in creating own story Overviews and makes use of text format and features automatically |



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Set 3 - The Four Traits and Narrative Text Scoring Guides

Trait 3 - Reading Between the Lines for Application - Narrative 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 in literary text Identifies synonyms for new words but respects the author's choice of words | Constructs meaning for new words representing known and new concepts in narrative text Infers nuances of meaning for words in context | Elaborates and applies meaning for new words representing known and new concepts in narrative text Analyses words for subtle differences of meaning e.g.: worth and values |
| Knowing the Meaning - meaning of selection - author styles | Works with others to gain meaning from the selection Knows that authors write in particular styles and differ from one another | Relies on words in the text to explain the meaning of the selection Uses prior knowledge of an author's style to expose meaning | Paraphrases meaning of the selection using own words Develops a repertoire of author's styles to gain meaning | Uses metaphor when paraphrasing the meaning of selection Analyses a variety of author's styles to discern meaning |
| Interpreting the Meaning - inferences - summaries - interpretations - themes | Works with others to understand inferences Retells highlights from selection randomly Restates others' interpretations of selection Identifies theme when given options | Formulates inferences from obvious clues within selection Summarises main ideas including necessary details Explains an interpretation of selection Recognises theme within selection | Draws inferences based on evidence in the selection Creates a concise and accurate summary of selection Compares different interpretations of selection Explains themes based on different interpretations | Identifies subtle clues in selection and creates vivid inferences Uses descriptive language to create an engaging summary Discusses and defends interpretations of selection Debates different interpretations of themes |
| Using the Meaning - organisational patterns - world issues - social issues - new ideas | Has knowledge of different organisational patterns Has knowledge of world issues Understands the use of social issues to enhance meaning Identifies new ideas in selection | Identifies organisational patterns in selection Identifies a world issue related to selection theme Makes connections between selection and social issue Explains new ideas using prior knowledge | Analyses information using a variety of organisational patterns Draws connections between themes and world issues Makes practical applications between selection and social issues Integrates new ideas, connecting them to a bigger picture | Uses knowledge of organisational patterns to present ideas in a new context Integrates multiple interpretations of world issues with themes Analyses implications of social issues Incorporates new ideas into personal experiences and ways of thinking |



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Trait 2 - Reading the Lines for Meaning - Narrative Text, Years 3-12

| | Emerging Reader 1 | Developing Reader 2 | Engaging Reader 3 | Expanding Reader 4 |
|--|---|--|---|---|
| Vocabulary - new meaning | 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 to build prior knowledge Works with others to formulate basic questions | Establishes purpose when reminded Is inconsistent in making accurate predictions Activates prior knowledge when prompted Asks questions loosely related to the selection | Sets logical purpose for reading independently Established meaningful predictions before reading Connects prior knowledge with literary 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 | Rarely formulates questions to assist understanding 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 forgets to make adjustments Applies fix-it strategies with increasing success Connects author's ideas Attempts to use expression and intonation Attempts to use imagery independently | Asks questions to construct meaning 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 Reading - clarification - conclusions - self assessment | Searches text randomly to clarify understanding Draws unclear conclusions Has a general sense of self as a 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 conclusions based upon connections in selection Reflects on own strengths and weaknesses as a reader and works on them | Visualises and locates passages 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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