



Assessment task	
Year level	6
Learning area	English
Subject	Reading
Title of task	Exploring expositions
Task guidelines	
Description of task	<p>Students will explore the role of expositions in novels and analyse the language features and conventions used in expositions from two different novels; <i>Bridge to Terabithia</i> by Katherine Paterson and <i>Hoot</i> by Carl Hiaasen. The expositions will be considered separately and students will complete short answer questions for each one before completing a comparative task.</p> <p>A prior learning activity has been included using the text, <i>The Amazing Spencer Gray</i> by Deb Fitzpatrick. It is suggested that teachers guide students through this activity prior to completing the task.</p>
Type of assessment	Formative and summative
Purpose of assessment	To assess students' ability to comprehend, interpret, analyse and compare written texts
Assessment strategy	Written responses
Evidence to be collected	Written responses
Suggested time	<p>Minimum time to complete all 3 parts of the task: 4 x 50–60 minute lessons.</p> <p>Recommended time allocation: 9 x 50–60 minute lessons.</p> <p>The amount of time required for prior learning will be dependent on the teaching and learning that has occurred to date. See Task Preparation below.</p>
Content description	
Content from the Western Australian Curriculum	<p>Literacy</p> <p>Analyse how text structures and language features work together to meet the purpose of a text</p> <p>Analyse strategies authors use to influence readers</p> <p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.</p> <p>Literature</p> <p>Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal responses to a text</p> <p>Analyse and evaluate similarities and differences in texts on similar topics, themes or plots.</p>

Task preparation	
Prior learning	<p>As per the year-level description, teachers should provide students in Year 6 with a range of literary texts that describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings.</p> <p>In preparing for and teaching this task, teachers may teach and revise student understanding of:</p> <ul style="list-style-type: none"> • expositions, and the role of expositions in narratives, i.e. to introduce central characters, setting, plot, conflict, style • language features, such as <ul style="list-style-type: none"> ▪ modality, emphasis, repetition, metaphor (Year 6) ▪ imagery, e.g. simile, metaphor, personification (Year 5) ▪ nonsense words, spoonerisms, neologisms, puns (Year 4) ▪ rhythm, onomatopoeia (Year 3), and how these features are used by authors to achieve a particular purpose or effect • purpose and audience as demonstrated in a range of imaginative texts, particularly novels • how the use of vocabulary and language features create representations of ideas, characters and events • strategies used to interpret, analyse and compare a range of texts and text types. <p>The prior learning activity, <i>The Amazing Spencer Gray</i>, can be used as a formative assessment to help prepare students for the summative task that follows.</p>
Assessment differentiation	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
Assessment conditions	Individual, in-class assessments
Resources	<p>Extracts</p> <ul style="list-style-type: none"> • <i>Bridge to Terabithia</i> by Katherine Paterson (pages 1 to 7) <ul style="list-style-type: none"> ▪ Read from beginning of novel to the end of the sentence that reads, ‘... bare wood of the tabletop.’ • <i>Hoot</i> by Carl Hiaasen (pages 1 to 3) <ul style="list-style-type: none"> ▪ Read from beginning of novel to the end of the sentence that reads, ‘... really seen it himself.’ <p>Provided resources</p> <ul style="list-style-type: none"> • Exposition extracts for <i>The Amazing Spencer Gray</i> by Deb Fitzpatrick (optional activity for prior learning) • Task questions, marking keys and summative assessment rubric <ul style="list-style-type: none"> ▪ An additional writing marking key has been provided to assess students’ writing. This should allow teachers to focus on, and assess, student achievement in reading using the summative marking rubric, independent of their writing achievement.

Suggested professional reading resources for teachers

- *First Steps – Reading Resource Book*
- *Igniting a Passion for Reading*, Steven L. Layne
- *In Defense of Read-Aloud*, Steven L. Layne
- Online resources for text suggestions and teaching notes, such as
<https://www.fremantlepress.com.au/classroom-express>
<https://readingaustralia.com.au/level/primary/>
https://readingaustralia.com.au/level/secondary/?post_type=book

Instructions for teacher

Prior learning activity (optional): the opening of *The Amazing Spencer Gray* by Deb Fitzpatrick.

Spencer Gray reckoned the first few minutes were always the hardest. His legs hurt, his lungs hurt, his breath was thin and hot. Bones jarred as feet met the ground. He could so easily stop.

Then, after he'd gone a couple hundred metres, Spencer would begin to find his rhythm, with his feet hitting the ground like the beat of a couple of drums. His breathing smoothed, and the air didn't rasp so drily over the back of his throat. His breaths would match his feet – in, in, out. In, in, out. They began to fit one another: breath and feet. In, in, out. In, in, out.

Stay at the front, Spencer.

And his feet would push off the earth, rather than uncomfortably slapping down on it. He would feel his feet actively using the ground to make the next stride strong and long.

In, in, out.

In, in, out.

In, in, out.

In, in, out.

If Spencer was going to get a stitch, he'd begin to feel it around then, pulling in his side. Like a zip being yanked up and down, over and over, up and down, up and down. That was when he'd push his thumb right into the pain, deep into it, try to almost press it away. At the same time, he'd close his mouth and suck air in through his nose, and push it out the same way. It was much harder to get enough air in that way, but it was the only way to kill a stitch. Spencer would want to open his gob and greedily suck in all the oxygen he needed, but he knew that if he did, the stitch would get him in the end.

It will pass, Spencer. Push through it, push through.

Give me a break, he'd want to shout; let me stop now!

But there was no stopping, Spencer knew that. You couldn't stop. You kept at it, and afterwards, after all the pain had gone and your body glowed with the effort of it, you realised what you'd done; how far you'd gone; how hard it had been, and how worth it.

[Fitzpatrick, D. (2013). *The amazing Spencer Gray*. Fremantle, WA: Fremantle Press, pp. 5-6.]

Lesson one

Read the supplied extract aloud and provide students the opportunity to read independently. Guide a class discussion about the text and encourage students to consider what techniques authors use when writing their expositions to engage the reader.

Students work in groups to discuss the following questions and formulate a group response. Groups can record their answers in the provided worksheet or a graphic organiser such as a placemat.

- What is the main character doing and how do you know?
- Choose a word that best describes the main character, e.g. determined, lazy. Give reasons for your choice.
- Give an example of repetition from the text. Why has the author used this language feature?
- Why do you think the author uses the words 'jarred', 'rasp', 'slapping' and 'yanked' in the story and what is the effect of the use of these words?
- *Stay at the front, Spencer.* Who is saying this and why?
- There are two statements in the text that are written in italics. This is a language feature that authors use. Explain why the author has used italics for these two particular statements.
- Identify other language features. Give examples and explain the effect.

Reflect on the reading and questions and discuss as a class. Refer to the sample formative assessment tool (page 9 and 10) to give groups informal feedback, e.g. use of evidence to support answers, detail included in their responses. Students use the feedback to edit their group's responses and reflect on the choices they made and why.

Lesson two

Use the extract above or expositions from other novels students may be reading to discuss the characters that have been introduced. Ask the students which character they have had the greatest emotional response to.

In response, pose the following questions to the students.

- How has the author influenced the reader to feel this way?
- What has the author told the reader about each character and how?
- Did the author portray the character as a protagonist or antagonist? How?

As part of their response, students may write about a character from a novel they have previously read that they have had the greatest emotional response to and identify examples of language features to explain how the author has made them feel this way.

Groups work together to complete the sample questions provided below. A sample formative assessment tool has been provided to guide feedback.

1. What is the main character doing and how do you know?

2. Which word best describes the main character? Circle your choice.

- Determined
- Lazy
- Enthusiastic
- Stubborn
- Brave
- Cowardly
- Other _____

Explain why you chose that word. Give reasons for your choice.

3. Give an example of repetition from the text. Why has the author used this language feature?

4. Why do you think the author has used the words 'jarred', 'rasp', 'slapping' and 'yanked' in the story and what is the effect of the use of these words?

5. *Stay at the front, Spencer*. Who is saying this and why?

6. There are two statements in the text that are written in italics. This is a language feature that authors use. Explain why the author has used italics for these two particular statements.

7. Identify other language features the author has used. Give examples and explain the effect of the language feature/s.

8. Based on the title of the book and the exposition you have read, make predictions about the remainder of this book.
Consider what has been revealed about the characters, setting, conflict, plot, and the author's style and use of language.

Formative assessment tool	
Prior learning activity (optional): <i>The Amazing Spencer Gray</i>	
Question 1: What is the main character doing and how do you know?	
Explains how they know the main character is running and uses evidence from the text to clearly support their explanation.	
Identifies the main character is running and provides evidence from the text.	
Identifies the main character is running.	
Question 2: Which word best describes the main character? Explain why you chose that word. Give reasons for your choice.	
Selects an appropriate word to describe the main character and gives relevant and/or accurate reasons for their choice using evidence from the text.	
Selects an appropriate word to describe the main character and gives reasons for their choice using evidence from the text.	
Selects an appropriate word to describe the main character and gives a reason for their choice.	
Selects an appropriate word.	
Question 3: Give an example of repetition from the text. Why has the author used this language feature?	
Provides an example of repetition and accurately explains the effect, or explains in detail.	
Provides an example of repetition and attempts to explain why the author may have used it.	
Provides an example of repetition.	
Question 4: Why do you think the author has used the words 'jarred', 'rasp', 'slapping' and 'yanked' in the story and what is the effect of the use of these words?	
Explains how the use of specific vocabulary enhances the story and the reader's response to the character/events.	
Identifies that the use of vocabulary enhances the story and the reader's response to the character/events.	
Identifies the relationship between the vocabulary and the theme of running.	
Recognises that the verbs make the writing more interesting.	
Question 5: <i>Stay at the front, Spencer</i>. Who is saying this and why?	
Identifies the use of italics to represent Spencer Gray and provides an explanation of the dialogue's purpose.	
Identifies the use of italics to represent Spencer Gray.	
Question 6: There are two statements in the text that are written in italics. This is a language feature that authors use. Explain why the author has used italics for these two particular statements.	
Identifies the use of italics to represent inner dialogue and provides a detailed explanation of the purpose of inner dialogue.	
Identifies the use of italics to represent inner dialogue and provides an explanation of the purpose of inner dialogue.	
Identifies the use of italics to represent inner dialogue.	
Identifies the use of italics to suggest a change in the description.	

Question 7: Identify other language features the author has used. Give examples and explain the effect of the language feature/s.	
Accurately identifies examples of language features and provides an accurate and detailed explanation of its effect.	
Accurately identifies an example/examples of language features and provides an explanation of its effect.	
Identifies an example/examples of a language feature.	
Question 8: Based on the title of the book and the exposition you have read, make predictions about the remainder of this book. Consider what has been revealed about the characters, setting, conflict, plot, and the author's style and use of language.	
Makes insightful predictions about possible events and/or conflict in forthcoming chapters. Considers how the character and setting may be further developed and/or comments on language and style.	
Makes plausible predictions about possible events and/or conflict in forthcoming chapters. Considers some aspects of how character and setting may be further developed and/or may make some comments on aspects of language and style.	
Makes predictions about possible events and/or conflict in forthcoming chapters. Mentions character and/or setting and may comment on some examples of language or style.	
Provides some comments about what may occur in the remainder of the book.	

Teacher feedback:

Student self-evaluation:

Assessment Task 1: *Bridge to Terabithia*

Lesson one

Provide students with the exposition (pages 1 to 7) from *Bridge to Terabithia* by Katherine Paterson.

1. Read the text aloud and provide students the time to read it independently.
2. Have students reflect on their reading, choosing from a range of independent activities, such as:
 - making notes in a reading reflective journal using before, during and after reading prompts (Appendix A)
 - highlighting and/or recording any examples of language features they can identify
 - visualising the characters and/or setting described by completing a quick sketch or by making notes.
3. Discuss the text as a whole class, in small groups or in pairs and have students consider how it functions as an exposition to the novel. Consider what the exposition reveals about the text, e.g. characters, setting, conflict, themes.
4. Allow students to take notes during the discussion or write a brief reflection afterwards.

Lesson two

Provide students with the assessment task for *Bridge to Terabithia*, clarify the requirements and give them the opportunity to ask questions before starting the task.

1. Allow approximately one hour.
2. Students may review their notes from Lesson one.
3. Collect student's answers and review them briefly to gain information about student achievement. Note: students will be using their answers from this task when writing the comparison task. Feedback to students, therefore, needs to be considered carefully and noted for assessment.

Lesson three

Lead a discussion and reflection with the class on the *Bridge to Terabithia* exposition and task one.

1. Provide general formative feedback to the whole class based on teacher observations about student responses.
2. Give students the exposition (pages 1 to 3) from *Hoot* by Carl Hiaasen.
3. Read aloud and give students time to read it independently.
4. Allow students to reflect on their reading by choosing from a range of independent activities, such as:
 - making notes in a reading reflective journal using before, during and after reading prompts (Appendix A)
 - highlighting and/or recording any examples of language features they can identify
 - visualising the characters or setting described by completing a quick sketch or by making notes.
5. Discuss the text as a whole class, in small groups or in pairs and have students consider how it functions as an exposition to the novel. Consider what the exposition reveals about the text, e.g. characters, setting, conflict, themes.
6. Allow students to take notes during the discussion or write a brief reflection afterwards.

Lesson four

Give students the exposition (pages 1 to 3) and assessment task for *Hoot*, clarify the requirements and give them the opportunity to ask questions before starting the task.

1. Allow approximately one hour.
2. Students may review their notes from Lesson one.
3. Collect student's answers and review them briefly to gain information about students' achievement.

Note: students will be using their answers from this task when writing the comparison task. Feedback to students, therefore, needs to be considered carefully and noted when assessing.

Lesson five

Scaffold and teach the writing of a comparison of two expositions: the class novel and *The Amazing Spencer Gray*.

1. Reread the exposition from the class novel and that of *The Amazing Spencer Gray* and/or provide them in print form.
2. Use some of these focus questions to scaffold a discussion:
 - How did the author introduce the main character?
 - What vocabulary has been used to describe or discuss the character and/or setting?
 - Has the author used dialogue to provide the reader with insight about the character, setting or plot?
 - What clues has the author given regarding future events?
 - What language features have been used when referring to the character? What is their purpose?
 - What specific vocabulary has been used to achieve a certain effect?
 - What is the purpose of the text, the exposition and the language features used?
 - What action verbs are used and why?
 - How has the author varied the sentence structure and why? Has the author given any clues to future events?
3. Determine students' prior knowledge about writing informational texts and either create a class chart or brainstorm with the structural elements or provide students with a scaffold. The graphic organiser (or alternative) will support them in writing a detailed comparison of the two texts. Ensure students understand or develop an agreed criteria for informative discussions which include:
 - organisational structure, e.g. opening paragraph or statement, paragraphs to explain and provide examples
 - grammar and punctuation
 - language features.
4. Model the planning for a comparison using the graphic organiser provided or the scaffold that has been developed with the class.
5. Model the writing for the first paragraph.

6. Allocate students to work in pairs or threes to write a few sentences about **one** of the following:
 - characterisation
 - language features
 - vocabulary
 - setting
 - events/plot.
7. Students participate in a Gallery Walk to view each others' writing as the teacher scaffolds a discussion of this by identifying and discussing effective sentences, paragraphs and arguments that have been written.

Lesson six

1. Review the work from the Gallery Walk in lesson five.
2. Model an effective paragraph that compares:
 - characterisation
 - language features
 - vocabulary
 - setting
 - events/plot.
3. Use the information provided by the students in Lesson 4 to model writing a text or have a model text prepared to deconstruct.
4. Identify skills, such as paragraph cohesion, giving evidence to back up argument or other skills as needed.
5. Have the students contribute to shared writing for the concluding argument: Would you continue reading this book? Why or Why not?

Lesson seven

Review the writing task as required.

1. Revisit any skills identified from lessons five and six that may require further development, e.g. how to construct effective paragraphs, selecting relevant evidence, construction a concluding paragraph etc.
2. Revisit any grammatical skills, such as text cohesion, or elaborating or extending ideas in a complex sentence.
3. Revisit any language features that may need further consolidation.

Lesson eight

Plan for the written comparison of *Bridge to Terabithia* and *Hoot*.

1. Ensure students have copies of both expositions, their notes and their responses to the texts.
2. Lead a discussion with students about the comparative task, deconstructing the question and getting students to identify points of comparison and make notes. Group discussion and note making in this lesson is advisable.

3. Give students the opportunity to read the question independently and ask questions. They may use the graphic organiser provided or another note making format to compare the two texts or the two running characters.

Lesson nine

Written comparison of *Bridge to Terabithia* and *Hoot*.

1. Allow students time to independently plan, using the scaffold or graphic organiser they are familiar with, and write the comparison.

Instructions to students

You will be reading two expositions and answering a series of questions on each one. Once this is complete, you will need to plan for and write a comparison of the expositions to compare how have the authors described the running, and made readers interested in what is happening in each story.

Parts one and two: *Bridge to Terabithia* and *Hoot*

1. Read the expositions provided by your teacher, and complete any activities that are set.
2. Complete the questions sheets with as much information as you can to show your understanding. You may use any notes or activities you have completed (your teacher will direct you to this.)

Part three: Comparison of the two texts

1. Plan for the extended response using the outline provided by your teacher.
2. Use this plan, any notes you have taken and the answers you have given to parts one and two to help you answer the following question.

Compare the descriptions of the person running in each of the two supplied extracts. How have the authors described the running, and made readers interested in what is happening in each story? Consider the following:

- characterisation
- language features
- vocabulary
- setting
- events/plot.

3. Check and edit your work before handing it in.

Part One: *Bridge to Terabithia*

1. Why is Jesse determined to be the fastest runner?

2. What do these other characters think about Jesse? Give evidence from the text.

May Belle:

Ellie:

3. We are given an insight into the characters' Momma and Dad. What do we learn about these characters?
Why did the author choose to include this information?

Momma:

Dad:

4. Authors use language features for a range of purposes. Find examples of language features in the text to complete the table below.

Language feature	Quote from text	Effect/Purpose
Repetition		
Simile		
Sarcasm		

5. Choose the character that you have the greatest emotional response or opinion towards. How has the author influenced you to feel this way?

6. Based on what you have read in this extract, which details do you believe will be important to the novel?

Assessment tool

Part 1: *Bridge to Terabithia*

Question 1: Why is Jesse determined to be the fastest runner?
Strong answers here might mention his desire to redefine himself as other than the crazy kid who draws, to be the best at something, or to make his Dad proud.

Identifies and discusses Jesse’s personal desire to be the fastest runner and provides clear text references to justify response.	
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Identifies Jesse’s personal desire to be the fastest runner and provides specific evidence from the text.	
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Provides a reason with some general evidence from the text.	
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Provides a general response.	
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Question 2: What do these other characters think about Jesse? Give evidence from the text.

Provides an accurate and detailed explanation of the characters’ relationship to Jesse and uses evidence from the text to support their explanation.	
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Provides an accurate explanation of the characters’ relationship to Jesse and uses evidence from the text to support their explanation.	
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Provides a simple explanation of the characters’ relationship to Jesse and uses some evidence from the text.	
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Provides a general statement about the character.	
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Question 3: We are given an insight into the characters’ Momma and Dad. What do we learn about these characters? Why did the author choose to include this information?

Infers details about the characters from the text and provides an explanation as to how the information positions/influences the reader.	
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Infers details about the characters from the text and provides some reasoning as to why it is included.	
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Identifies literal and implied details about the characters from the text and describes what the information tells the reader about the characters.	
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Identifies some literal and implied details about the characters from the text.	
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Question 4: Authors use language features for a range of purposes. Find examples of language features in the text to complete the table below.

Identifies a range of language features using examples from the text and provides an accurate and detailed explanation of their effect/purpose.	
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Identifies some language features using examples from the text and provides an explanation of their effect/purpose.	
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Identifies some language features using examples from the text.	
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Question 5: Choose the character that you have the greatest emotional response or opinion towards. How has the author influenced you to feel this way?

Selects a character and discusses, in detail, their response to/opinion of the character, supporting their response with an explanation of the features the author used to influence their response/opinion.	
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Selects a character and discusses their response to/opinion of the character and provides some explanation of the features the author used to influence their response/opinion.	
Selects a character and discusses their response to/opinion of the character.	
Makes a general statement about the character.	
Question 6: Based on what you have read in this extract, which details do you believe will be important to the novel?	
Uses specific evidence from the text to make inferences about characters, and/or plot and/or setting, conflict etc.	
Draws on some evidence from the text to make inferences about the text.	
Makes a general statement about the characters or actions of the novel.	

Part two: *Hoot*

1. What sort of character is Dana? What clues does the author give?

2a. Think about the strange boy who is running. Who could he be? Why is he running?

2b. Is the strange boy likely to be a protagonist (hero) or antagonist (villain)? Why do you think this?

3. The author has positioned the audience to be curious about the strange boy. How has the author done this?

4. Authors use language features for a range of purposes. Find examples of language features in the text to complete the table below.

Language feature	Quote from text	Effect/Purpose
Repetition		
Simile		
Sarcasm/humour		

5. Describe the settings that are included in this extract and whether you believe those settings will be significant to the remainder of the novel. Explain why you think they will or will not be important.

Assessment tool	
Part 2: Hoot	
Question 1: What sort of character is Dana? What clues does the author give?	
Discusses the character of Dana using both literal and implied information.	
Identifies a literal description of the character of Dana and provides literal examples from the text.	
Question 2a: Think about the strange boy who is running. Who could he be? Why is he running? Question 2b: Is the strange boy likely to be a protagonist (hero) or antagonist (villain)? Why do you think this?	
Makes inferences about the character, justifying their response using a range of information from the text.	
Makes inferences about the character, using a range of information from the text.	
Makes a prediction about the character, using information from the text.	
Provides a simple prediction about the character using limited information from the text.	
Question 3: The author has positioned the audience to be curious about the strange boy. How has the author done this?	
Identifies a range of features or moments the author has used to position the audience to be curious about the character and explains their effect in detail and with accuracy.	
Identifies a range of features or moments the author has used to position the audience to be curious about the character and explains their effect.	
Identifies some moments the author has used to position the audience to be curious about the character.	
Question 4: Authors use language features for a range of purposes. Find examples of language features in the text to complete the table below.	
Identifies a range of language features using examples from the text and provides an accurate and detailed explanation of their effect/purpose.	
Identifies some language features using examples from the text and provides a simple explanation of their effect/purpose.	
Identifies some language features using examples from the text.	
Question 5: Describe the settings that are included in this extract and whether you believe those settings will be significant to the remainder of the novel, and why you think they will or will not be important.	
Identifies the setting within and outside the bus and may identify the time setting. Provides some description of the settings and makes reasoned explanation of the significance of the settings for the novel and how they made that decision.	
Recognises that there are multiple settings identified and provides some description of them and provides some inferences about the potential significance of them and why they made that decision.	
Identifies the bus as a setting and infers the relevance of that.	
States that the setting is on a bus travelling to school.	

Question 6: Based on the title of the novel and the extract, make predictions about the ongoing plot, characters, conflict, setting, theme and style of this novel, as well as a suggested audience.	
Selects appropriate references from the extract and/or uses the title to make thoughtful predictions about the audience and development of the novel based on what is suggested in the opening pages.	
Uses evidence from the extract and/or the title to make sound predictions about the novel and audience.	
Makes logical predictions about the novel and suggests an audience.	
Makes general predictions and/or suggests an audience.	

Part 3: Comparison of the texts

Compare the descriptions of the person running in both of the extracts. How have the authors described the running, and made readers interested in what is happening in each story?

Consider:

- characterisation
- language features
- vocabulary
- setting
- events/plot.

Comparison	Text:	Text:	Similarities
Description of the character who is running.			
<p>How does the text entertain or engage the reader? Consider:</p> <ul style="list-style-type: none"> • characterisation • language features • vocabulary • setting • events/plot. 			
Would you continue reading this book? Why or Why not?			

Assessment tool

Part 3: Compare the descriptions of the person running in the two supplied extracts. How have the authors described the running, and made readers interested in what is happening in each story?

Comparing the descriptions

Compares and analyses the person running across the texts, effectively explaining how the authors described the running, e.g. language features, choice of words, punctuation.

Analyses the descriptions of the person running in both texts, explaining how the authors described running by referring to the authors' use of language or structure, e.g. language features, choice of words, punctuation.

Describes the runner/running in both texts and explains with detail or examples.

Makes general statements about the running in one or both texts.

Author engagement of audience

Provides a highly effective comparison of language features, analysing the narrative elements or techniques of the authors and justifying their response; shows awareness of how language choice builds interest and engages the audience.

Provides an effective comparison of language features, discussing the narrative elements or techniques of the authors; discusses how the authors have attempted to interest readers and provides specific examples to enhance their argument.

Effectively comments on how the authors have attempted to interest readers, providing examples.

Provides a brief comment regarding engagement with the texts, which may list one or more techniques or language features.

2021 Year 6 English – Reading comprehension assessment rubric

Part 3: Writing assessment rubric

Writing	A Excellent achievement	B High achievement	C Satisfactory achievement	D Limited achievement
Creating a written text	Creates a detailed written text that effectively extends and elaborates on key ideas to clearly support a point of view.	Creates a detailed written text that extends and elaborates on key ideas to support a point of view.	Creates a written text that provides some elaboration of key ideas to support a point of view.	Creates a text that elaborates on some ideas.
Comparison	Compares the use and/or effectiveness of specific details used in both texts, e.g. characterisation, language features, vocabulary and setting.	Uses specific details, e.g. characterisation, language features, vocabulary and setting, to compare the texts.	Discusses each text separately, selecting specific details, e.g. characterisation, language features, vocabulary and setting, to consider how they are similar or different.	Discusses each text separately and uses some details to consider the similarities or differences.
Language features	Makes sophisticated vocabulary choices, including omission and replacement of words to enhance meaning and create cohesive links within the text.	Makes considered and effective vocabulary choices, including omission and replacement of words to enhance meaning and cohesion.	Makes considered vocabulary choices, including the omission and replacement of words to enhance meaning and/or cohesion.	Uses familiar vocabulary and attempts to omit or replace words to enhance cohesion.
	Purposefully selects a range of sentence types to enhance meaning, including complex sentences which effectively extend and elaborate ideas.	Uses a range of sentence types, including complex sentences which effectively extend and elaborate ideas.	Uses a range of sentence types, including some complex sentences which extend and elaborate ideas.	Uses a range of sentence types and attempts to extend ideas through the use of complex sentences.
Punctuation	Effectively experiments with a range of punctuation for clarity and uses commas to separate clauses, mostly with accuracy.	Uses punctuation for clarity, such as the use of commas to separate clauses, with some accuracy.	Experiments with the use of punctuation for clarity, such as the use of commas to separate clauses.	Uses some simple punctuation for clarity.

2021 Year 6 English – Summative rubric

	A Excellent achievement	B High achievement	C Satisfactory achievement	D Limited achievement
Interpreting expositions	Identifies and explains literal and implied meaning in some detail in both texts.	Identifies and explains literal and implied meaning in both texts.	Identifies literal and implied meaning in both texts.	Identifies literal meaning and may attempt to explain some implied meaning.
	Compares and analyses strategies used by authors and explains their effectiveness in representing characters and influencing the reader's response.	Analyses a range of strategies used by authors and explains their effectiveness in representing characters and influencing the reader's response.	Analyses some strategies used by authors and explains how they are used by different authors to represent characters and influence the reader's response.	Attempts to identify some strategies used by authors in expositions to represent ideas, characters and events.
Text connections	Makes insightful comparisons between the characters and ideas in the texts and demonstrates how the comparisons enhance their understanding or response.	Makes comparisons between the characters and ideas in the texts and demonstrates how the comparisons contribute to their understanding or response.	Makes reasonable comparisons between the characters and ideas in the texts.	Makes some simple comparisons between the characters and ideas in the texts.
Language conventions	Identifies and provides accurate and specific explanations for a range of language features, e.g. repetition, simile, sarcasm, idiom, emphasis.	Identifies and provides appropriate explanations for a range of language features, e.g. repetition, simile, sarcasm, idiom, emphasis.	Identifies and provides, with some accuracy, explanations for some language features, e.g. repetition, simile, sarcasm, idiom, emphasis.	Identifies some language features.
Use of evidence	Selects and uses relevant evidence from the text and explains clearly how it influences their responses and/or understanding.	Selects and uses relevant evidence from the text to discuss how it influences their responses and/or understanding.	Selects and uses evidence from the texts which support their responses and/or explanations.	Attempts to use some evidence to support their responses.