Te Tāhuhu o te Mātauranga
Ministry of Education

Reading Reporting Rubrics

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Year 7

Year 8

Year 9

Year 10

Click on your year

The purpose of these rubrics is to support teachers to make informed decisions when selecting a Progress Descriptor to describe a student's progress.

For more detail to inform your teaching and learning programme, please refer to the English learning area:

https://newzealandcurriculum.tahurangi.education.govt.nz/5637239089.p

New Zealand Government
Te Kāwanatanga o Aotearoa

October 2026

Year 1* **Reading Reporting Rubric**

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Ministry of Education

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Te Kāwanatanga o Aotearoa

Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging (Year 1)	**Developing** (Year 1)	**Consolidating** (Year 1)	**Proficient** (Year 1)	**Exceeding** (Year 1)
Emerging/Developing (6 months)	**Consolidating** (6 months)	**Proficient** (6 months)	**Exceeding** (6 months)	**Exceeding** (6 months)
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the content indicators for the Consolidating 6 months/Developing Year 1 descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Word Recognition** • name familiar letters of the alphabet, which may include letters from their own name • match a small number of graphemes to their corresponding phonemes from early in the scope and sequence they are being taught • read consonant-vowel-consonant (CVC) words containing graphemes from early in the scope and sequence they are being taught and some high-frequency words.	**Word Recognition** • name letters of the alphabet • match single-letter graphemes to corresponding short vowel or consonant phonemes • read consonant-vowel-consonant (CVC) words with short vowels and decode the most common high frequency words.	**Word Recognition** • identify the most common phoneme for all consonant digraphs and some long vowel graphemes • read one-syllable words that include adjacent consonants, consonant digraphs, and some long vowel graphemes • decode two-syllable words with a closed syllable pattern.	Consistently demonstrate all the knowledge and practices in **Word Recognition** at 6 months/Year 1 and use these to explore content with depth, complexity, and independence.

* This Year 1 reporting rubric covers progress at the end of the first six months and the end of the first year.

Emerging (Year 1)	**Developing** (Year 1)	**Consolidating** (Year 1)	**Proficient** (Year 1)	**Exceeding** (Year 1)
Emerging/Developing (6 months)	**Consolidating** (6 months)	**Proficient** (6 months)	**Exceeding** (6 months)	**Exceeding** (6 months)
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the content indicators for the Consolidating 6 months/Developing Year 1 descriptor.	**Comprehension** • show understanding of Year 1 texts that are read to them by answering questions about a picture, character, or event • recall information from a Year 1 text that is read to them, with support of visuals or props • distinguish between a Year 1 poem and a story when asked.	**Comprehension** • read and comprehend simple sentences • retell key events from Year 1 texts that are read to them, with the support of visuals or props • identify features of Year 1 poems and stories in response to questions.	**Comprehension** • read Year 1 texts, which include simple and compound sentences, with understanding of explicitly stated content • respond to questions during a teacher read-aloud, retell key details in response to prompting questions, and identify features of Year 1 texts.	Consistently demonstrate all the knowledge and practices in **Comprehension** at 6 months/Year 1 and use these to explore content with depth, complexity, and independence.
	Critical Analysis • share how a character, event, or Year 1 text makes them feel when asked.	**Critical Analysis** • make connections to Year 1 texts by sharing their feelings and thoughts.	**Critical Analysis** • make connections with Year 1 texts that are read to them by thinking about and sharing their opinions and knowledge of topics and personal experiences.	Consistently demonstrate all the knowledge and practices in **Critical Analysis** at 6 months/Year 1 and use these to explore content with depth, complexity, and independence.

Year 2 **Reading Reporting Rubric**

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Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Word Recognition** • read one- and two-syllable words containing familiar long-vowel graphemes and some common diphthongs • read Year 2 texts with some accuracy and understanding.	**Word Recognition** • read one- and two-syllable words containing long-vowel graphemes, diphthongs, and some r-controlled vowels and common suffixes • read Year 2 texts, with increasing accuracy and understanding, at a reading rate that supports comprehension, with some expression.	**Word Recognition** • read one- and two-syllable words with long-vowel graphemes, diphthongs, r-controlled vowels, and common prefixes and suffixes • read Year 2 texts, which include complex sentences, with accuracy, understanding of explicit content, expression, and appropriate reading rate.	Consistently demonstrate all the knowledge and practices in **Word Recognition** at Year 2 and use these to explore content with depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing Descriptor.	**Comprehension** • use information from words and pictures to answer questions about implied content with support • share what a character may be thinking or feeling using clues from a Year 2 text.	**Comprehension** • use clues in a Year 2 text to make simple inferences about characters, events, or ideas • explain what they have learned or understood from a Year 2 text.	**Comprehension** • make inferences about implied content • make statements about what the Year 2 text helps them to understand.	Consistently demonstrate all the knowledge and practices in **Comprehension** at Year 2 and use these to explore content with depth, complexity, and independence.
	Critical Analysis • make connections with Year 2 texts that are read to them by sharing their opinions and recalling another text with support.	**Critical Analysis** • make connections with Year 2 texts that are read to them by sharing their opinions and identifying similarities to another familiar text.	**Critical Analysis** • make connections with Year 2 texts that are read to them by thinking about and sharing their opinions and knowledge of other texts.	Consistently demonstrate all the knowledge and practices in **Critical Analysis** at Year 2 and use these to explore content with depth, complexity, and independence.

Year 3 **Reading Reporting Rubric**

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Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Word Recognition** • read some common multi-syllable words with familiar grapheme-phoneme correspondences and common prefixes and suffixes • read Year 3 texts with some accuracy and understanding.	**Word Recognition** • read a range of multi-syllable words with increasingly complex grapheme-phoneme correspondences and common prefixes and suffixes • read Year 3 texts with increasing accuracy and understanding, at a reading rate that supports comprehension, with some expression.	**Word Recognition** • read multi-syllable words with a wide range of grapheme-phoneme correspondences, prefixes, and suffixes • read Year 3 texts, which are organised in paragraphs, with accuracy, understanding, expression, and appropriate reading rate.	Consistently demonstrate all the knowledge and practices in **Word Recognition** at Year 3 and use these to explore content with depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing Descriptor.	**Comprehension** • make simple inferences based on explicit ideas in the Year 3 text and their prior knowledge • use information from a section of a Year 3 text to make a simple statement about a key message from the text.	**Comprehension** • make simple inferences based on ideas in the Year 3 text and their prior knowledge • use information from one or two parts of a Year 3 text to make a statement about the text's key meanings or messages.	**Comprehension** • make inferences based on ideas in the Year 3 text and their prior knowledge • use information from different parts of a Year 3 text to make a statement about the text's key meanings or messages.	Consistently demonstrate all the knowledge and practices in **Comprehension** at Year 3 and use these to explore content with depth, complexity, and independence.
	Critical Analysis • make a simple connection with Year 3 texts that are read to them by responding to a leading question using their prior knowledge and experience • share a personal opinion about a Year 3 text and a reason for that opinion.	**Critical Analysis** • make connections with Year 3 texts that are read to them by drawing on their prior knowledge and experiences • recognise more than one way a Year 3 text could be viewed or understood.	**Critical Analysis** • make connections with Year 3 texts that are read to them by drawing on their knowledge of the world • discuss different ways a Year 3 text could be viewed or understood.	Consistently demonstrate all the knowledge and practices in **Critical Analysis** at Year 3 and use these to explore content with depth, complexity, and independence.

Year 4 **Reading Reporting Rubric**

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Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Word Recognition** and **Reading Enrichment** • read Year 4 texts, which include some abstract and implicit content, with increasing accuracy.	**Word Recognition** and **Reading Enrichment** • read Year 4 texts, which include some abstract and implicit content, with accuracy and some expression.	**Word Recognition** and **Reading Enrichment** • read Year 4 texts, which include some abstract and implicit content, with accuracy and expression that reflects their understanding.	Consistently demonstrate all the knowledge and practices in **Word Recognition** and **Reading Enrichment** at Year 4 and use these to explore content with depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing Descriptor.	**Comprehension** • make a simple inference based on information in a Year 4 text • identify some common structures, language and/or visual features of Year 4 poems, narratives, information texts, and persuasive texts • summarise a key idea in a Year 4 text and make a simple conclusion.	**Comprehension** • make simple inferences based on information in a Year 4 text and explain the information that supports them • identify some common structures, language and visual features of Year 4 poems, narratives, information texts, and persuasive texts, and identify how some of these features are used to communicate ideas • summarise key ideas in a Year 4 text in sequence and draw a conclusion from those ideas.	**Comprehension** • make inferences based on information in the Year 4 text • identify common structure, language, and visual features of Year 4 poems, narratives, information texts, and persuasive texts and identify how these features are used to communicate ideas • summarise key ideas in a Year 4 text in sequence and draw a supported conclusion about the text.	Consistently demonstrate all theknowledge and practices in **Comprehension** at Year 4 and use these to explore content with depth, complexity, and independence.
	Critical Analysis • identify how the main people or places are presented in a Year 4 text and how they feel about them • make connections between a Year 4 text and their own knowledge, experiences, or cultural understandings.	**Critical Analysis** • identify how people or places are presented in a Year 4 text and describe how the author wants the audience to feel or think about them • make connections within a Year 4 text and with their own knowledge, experiences, and cultural understandings.	**Critical Analysis** • identify how people or places are presented in a Year 4 text and explain how that influences the audience's point of view • make connections within and between Year 4 texts and with their own knowledge, experiences, and cultural understandings.	Consistently demonstrate all the knowledge and practices in **Critical Analysis** at Year 4 and use these to explore content with depth, complexity, and independence.

Year 5 **Reading Reporting Rubric**

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Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Word Recognition** and **Reading Enrichment** • read Year 5 texts, which include abstract ideas and implicit content, with increasing accuracy.	**Word Recognition** and **Reading Enrichment** • read Year 5 texts, which include abstract ideas and implicit content, with accuracy and some expression.	**Word Recognition** and **Reading Enrichment** • read Year 5 texts, which include abstract ideas and implicit content, with accuracy and expression that reflects their understanding.	Consistently demonstrate all the knowledge and practices in **Word Recognition** and **Reading Enrichment** at Year 5 and use these to explore content with depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing Descriptor.	**Comprehension** • make an inference from a Year 5 text that is informed by a related piece of explicit information in the text • identify examples of how authors use structure, literal and figurative language, or visual features to suit their purpose in Year 5 texts • summarise and draw a simple conclusion about a Year 5 text.	**Comprehension** • make inferences from Year 5 texts that are informed by related pieces of explicit evidence in the text • describe how authors use structure, literal and figurative language, or visual features to suit their purpose and audience in Year 5 texts • summarise and draw a reasoned conclusion about a Year 5 text.	**Comprehension** • make inferences by drawing on related pieces of evidence in a Year 5 text • explain how authors use structure, literal and figurative language, and visual features to suit their purpose and audience in Year 5 texts • summarise and draw a supported conclusion about a Year 5 text.	Consistently demonstrate all the knowledge and practices in **Comprehension** at Year 5 and use these to explore content with depth, complexity, and independence.
	Critical Analysis • identify how people, places, or ideas are represented in different Year 5 texts and explain how these representations influence the audience • make relevant connections within Year 5 texts and with their own knowledge, experiences, or cultural understandings.	**Critical Analysis** • describe how people, places, or ideas are represented in different Year 5 texts and explain how these representations influence the audience • make relevant connections within and between Year 5 texts and with their own knowledge, experiences, or cultural understandings.	**Critical Analysis** • compare how people, places, or ideas are represented in different Year 5 texts and explain how these representations influence the audience • describe connections within and between Year 5 texts and with their own knowledge, experiences, and cultural understandings.	Consistently demonstrate all the knowledge and practices in **Critical Analysis** at Year 5 and use these to explore content with depth, complexity, and independence.

Year 6 **Reading Reporting Rubric**

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Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Word Recognition** and **Reading Enrichment** • read Year 6 texts, which include abstract ideas and implicit content, with increasing accuracy.	**Word Recognition** and **Reading Enrichment** • read Year 6 texts, which include abstract ideas and implicit content, with accuracy and some expression.	**Word Recognition** and **Reading Enrichment** • read Year 6 texts, which include abstract ideas and implicit content, with accuracy and expression that reflects their understanding.	Consistently demonstrate all the knowledge and practices in **Word Recognition** and **Reading Enrichment** at Year 6 and use these to explore content with depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing Descriptor.	**Comprehension** • describe how evidence from a Year 6 text supports their inferences • compare Year 6 texts and identify where they use structure, language, and visual features to suit their purpose and audience • summarise and draw a conclusion about the whole Year 6 text using some evidence.	**Comprehension** • explain how evidence from a Year 6 text supports their inferences and begin to compare their interpretations with those of others • compare Year 6 texts and explain where they use structure, language, and visual features to suit their purpose and audience • summarise and draw a conclusion about the whole Year 6 text using relevant evidence, beginning to link to broader ideas, concepts, or the author's purpose.	**Comprehension** • justify their inferences using evidence from the Year 6 text and compare their interpretations with those of others • compare how effectively different Year 6 texts use structure, language, and visual features to suit their purpose and audience • summarise and draw a reasoned conclusion about the whole Year 6 text that connects the messages and meanings to broader ideas, concepts, or the author's purpose.	Consistently demonstrate all the knowledge and practices in **Comprehension** at Year 6 and use these to explore content with depth, complexity, and independence.
	Critical Analysis • describe how an author presents one side of an issue to influence the audience in Year 6 texts • identify and describe connections within and between Year 6 texts and with their own knowledge, experiences, and cultural understandings.	**Critical Analysis** • explain how presenting one side of an issue influences the audience and reflects the author's viewpoint in Year 6 texts • identify and begin to explain connections within and between Year 6 texts and with their own knowledge, experiences, and cultural understandings, using evidence from texts.	**Critical Analysis** • identify bias in a Year 6 text by recognising when an author presents only one side of the issue or omits key information to influence the audience • explain connections within and between Year 6 texts and with their own knowledge, experiences, and cultural understandings.	Consistently demonstrate all the knowledge and practices in **Critical Analysis** at Year 6 and use these to explore content with depth, complexity, and independence.

Year 7 **Reading Reporting Rubric**

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Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Word Recognition** and **Reading Enrichment** • read texts that reflect the text specification expectations for Years 7–8 with increasing accuracy • begin to vary their reading expression and intonation to reflect the purpose of reading and the nature of the Year 7 text.	**Word Recognition** and **Reading Enrichment** • read texts that reflect the text specification expectations for Years 7–8 mostly accurately • adjust their reading expression and intonation according to the purpose of reading and the nature of the Year 7 text with growing consistency.	**Word Recognition** and **Reading Enrichment** • read texts that reflect the text specification expectations for Years 7–8 • adjust their reading expression and intonation according to the purpose of reading and the nature of the Year 7 text.	Consistently demonstrate all the knowledge and practices in **Word Recognition** and **Reading Enrichment** at Year 7 and use these to explore content with depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing Descriptor.	**Comprehension** • make inferences within a Year 7 text and at a whole-text level using explicit evidence from the text • identify the author's purpose, message, or viewpoint in a Year 7 text using explicit evidence.	**Comprehension** • make and explain inferences within a Year 7 text and at a whole-text level using relevant evidence from the text • explain the author's purpose, message, or viewpoint using relevant evidence from the Year 7 text.	**Comprehension** • make justified inferences within a Year 7 text and at a whole-text level • draw reasoned conclusions about the author's purpose, message, or viewpoint, across different Year 7 text forms, selecting evidence that supports their interpretation.	Consistently demonstrate all the knowledge and practices in **Comprehension** at Year 7 and use these to explore content with depth, complexity, and independence.
	Critical Analysis • identify a position in a Year 7 text and the time and place in which the text was written.	**Critical Analysis** • identify how positions in Year 7 texts are influenced by the time and place they were created.	**Critical Analysis** • identify how positions and perspectives are represented and how Year 7 texts are influenced by the time and place they were created.	Consistently demonstrate all the knowledge and practices in Critical Analysis at Year 7 and use these to explore content with depth, complexity, and independence.

Year 8 **Reading Reporting Rubric**

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Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Word Recognition** and **Reading Enrichment** • read texts that reflect the text specification expectations for Years 7–8 with increasing accuracy • begin to vary their reading expression and intonation to reflect the purpose of reading and the nature of a Year 8 text, with some accuracy.	**Word Recognition** and **Reading Enrichment** • read texts that reflect the text specification expectations for Years 7–8, mostly accurately • adjust their reading expression and intonation according to the purpose of reading and the nature of a Year 8 text with growing consistency.	**Word Recognition** and **Reading Enrichment** • read texts that reflect the text specification expectations for Years 7–8 • adjust their reading expression and intonation according to the purpose of reading and the nature of the Year 8 text.	Consistently demonstrate all the knowledge and practices in **Word Recognition** and **Reading Enrichment** at Year 8 and use these to explore content with depth, complexity, and independence.

Emerging	Developing	Consolidating	Proficient	Exceeding
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing Descriptor.	**Comprehension** • make inferences across a range of Year 8 texts, using explicit evidence • summarise and draw conclusions about the author's purpose, message, or viewpoint across a range of Year 8 text forms, using relevant evidence.	**Comprehension** • make inferences across a range of Year 8 texts using relevant explicit and implicit evidence • summarise and draw conclusions about the author's purpose, message, or viewpoint across a range of Year 8 text forms by selecting and combining relevant evidence to support clear interpretations.	**Comprehension** • make inferences across a range of Year 8 texts, using evidence that includes subtle details and layered information • summarise and draw conclusions by synthesising evidence across a range of Year 8 text forms to support coherent interpretation of the author's purpose, messages, or viewpoint.	Consistently demonstrate all the knowledge and practices in **Comprehension** at Year 8 and use these to explore content with depth, complexity, and independence.
	Critical Analysis • compare representations of topics, people, places, or ideas and recognise differing positions and perspectives in Year 8 texts.	**Critical Analysis** • compare how topics, people, places, or ideas are represented in Year 8 texts and explain the positions or perspectives these representations convey.	**Critical Analysis** • compare how topics, people, places, or ideas are represented in Year 8 texts and consider how these representations reflect or challenge particular positions or perspectives.	Consistently demonstrate all the knowledge and practices in **Critical Analysis** at Year 8 and use these to explore content with depth, complexity, and independence.

Year 9 **Reading Reporting Rubric** (as part of Text Studies)

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Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Textual and Critical Analysis** • identify features authors use across text forms suitable for Year 9 to shape meaning • interpret the meaning of texts that reflect the text specifications for Years 9–10 to support conclusions about author's purpose, with evidence • identify misinformation, disinformation, and malinformation in texts suitable for Year 9 • make a connection between texts suitable for Year 9 and personal experiences to support their interpretations.	**Textual and Critical Analysis** • identify how authors use features across text forms suitable for Year 9 to shape meaning and guide audience expectations • interpret the meaning of texts that reflect the text specifications for Years 9–10 in relation to their literary, historical, cultural, and social contexts, with evidence • identify misinformation, disinformation, and malinformation in texts suitable for Year 9, using evidence of language or source or context • make connections between texts suitable for Year 9 and personal experiences to support their interpretations.	**Textual and Critical Analysis** • identify and explain how authors use features across a range of forms suitable for Year 9 to shape meaning and guide audience expectations • interpret the meaning of texts that reflect the text specifications for Years 9–10 in relation to their literary, historical, cultural, and social contexts, identifying the inclusion or exclusion of particular viewpoints and using evidence to support conclusions about authorial purpose and perspective • identify misinformation, disinformation, and malinformation in texts suitable for Year 9 through the examination of language, source, and context • make connections between texts suitable for Year 9, personal experiences, and the wider world to support their interpretations.	Consistently demonstrate all the knowledge and practices in **Textual and Critical Analysis** at Year 9 and use these to explore content with depth, complexity, and independence.

Year 10 **Reading Reporting Rubric** (as part of Text Studies)

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Students' achievement may align with indicators across the full range of Progress Descriptors, and therefore teachers will make an on-balance informed decision when choosing which Progress Descriptor to include in reporting.

Mid-year reporting: A teacher informed decision is based on a student's demonstrated achievement against the content that students have been taught by that stage of the year.

End-of-year reporting: A teacher informed decision that a student is achieving at the Proficient level is based on the student demonstrating achievement in all content indicators within the Progress Marker (Proficient column) for each element.

Emerging	Developing	Consolidating	Proficient	Exceeding
Students: • understand some concepts and strategies for learning with significant guidance and assistance • can make some connections and apply knowledge with significant guidance and assistance • make progress in line with goals described in their personalised learning plan with significant support.	**Students:** • understand concepts and strategies for learning with some guidance • can learn facts and apply knowledge in familiar contexts with some support • are making progress in line with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	**Students:** • apply familiar strategies to reinforce their learning with increasing independence • often recall and use knowledge with growing confidence • are beginning to transfer knowledge to new contexts • can reflect on and explain their ideas clearly to express what they could do better.	**Students:** • can consistently apply learning strategies confidently, accurately and independently • can independently use their knowledge in a variety of situations • can often apply knowledge to new contexts • can reflect and explain their ideas clearly, explain their reasoning and apply this to improve their learning • often share their ideas to grow and build knowledge.	**Students:** • use higher level thinking strategies to reflect on their learning • consistently connect ideas and concepts across different contexts • deepen their ideas, thinking and understanding • can use their learning in purposeful and innovative ways to make sense of complex ideas • consistently reflect on ideas to test, challenge and extend their knowledge.
Students who are assigned an Emerging Progress Descriptor are:	*Students who are assigned a Developing Progress Descriptor **may** be able to:*	*Students who are assigned a Consolidating Progress Descriptor **may** be able to:*	*Students who are assigned a Proficient Progress Descriptor **will** be able to:*	*Students who are assigned an Exceeding Progress Descriptor **will** be able to:*
Working within the year-level curriculum but have not yet demonstrated sufficient evidence of the learning described in the Developing descriptor. *The **Emerging** descriptor has been intentionally left without content indicators because its purpose is different from the other Progress Descriptors. As such, it functions as an entry point to the year-level.*	**Textual and Critical Analysis** • identify how texts suitable for Year 10 reflect, reinforce, or challenge dominant values and viewpoints of their time • identify how texts suitable for Year 10 are positioned within literary traditions • interpret the meaning of texts that reflect the text specifications for Years 9–10 using contextual knowledge and evidence to describe how authorial choices shape meaning • identify misinformation, disinformation, and malinformation in media and digital texts suitable for Year 10 through analysis of language, source, and context • describe how features are used to influence audience response in a text suitable for Year 10.	**Textual and Critical Analysis** • explain how texts suitable for Year 10 reflect, reinforce, or challenge dominant values and viewpoints of their time, using evidence • describe how authors position their texts, suitable for Year 10, within literary traditions • interpret the meaning of texts that reflect the text specifications for Years 9–10 using contextual knowledge and evidence to explain how authorial choices shape meaning • assess the intent of media and digital texts suitable for Year 10 by evaluating the impact of misinformation, disinformation, and malinformation through analysis of language, source, and context • explain how features are used across different forms suitable for Year 10 to influence audience response.	**Textual and Critical Analysis** • analyse how texts suitable for Year 10 reflect, reinforce, or challenge dominant values and viewpoints of their time • examine how authors position their texts, suitable for Year 10, within literary traditions • interpret the meaning of texts that reflect the text specifications for Years 9–10 using contextual knowledge and evidence and evaluate how authorial choices shape meaning • assess the credibility and intent of media and digital texts suitable for Year 10 by evaluating the impact of misinformation, disinformation, and malinformation through analysis of language, source, and context • compare how features are used across different forms suitable for Year 10 to influence audience response.	Consistently demonstrate all the knowledge and practices in **Textual and Critical Analysis** at Year 10 and use these to explore content with depth, complexity, and independence.