Evaluation Matrix

Supporting *Think Aloud in Reading* and *Assessment Capable Learners*
Examples of learning tools students can select from are in **green**.
Evaluating (by students): considering selected ideas and information in the text in relation to their purpose for reading or writing.
Students generalise from the ideas and information in the text and make judgments about them by drawing on their own knowledge and experience.

English Curriculum Level: Reading	Indicators (e.g. evaluating information)	Examples
Level 1 Recognise and identify ideas *within* and *across* texts	- Engage more deeply with texts eg by using comprehension strategies to generate their own questions or to **evaluate** the effectiveness of a text (LLP - In the first year of school)	Thinking aloud during shared / guided reading: "**When you read …. I was thinking, was** the character right in making that decision? What would I have decided in that situation? The character was a good person because… **At the end of this story, I was thinking** we can learn a lesson from what happened to….? What do you think that lesson was? **I am thinking ….. is a good person!** Do you agree or disagree? Why? **Non-fiction** **"Does this text answer my question?"**
Level 2 Show some understanding of ideas *within*, *across*, and *beyond* texts:	- Students read texts to locate and **evaluate** information and ideas about a range of subjects as they generate and answer questions to meet specific learning purposes *(LLP - end of yr 4)*	Think aloud during guided reading: "Let's stop there because when you were reading that last part **I was thinking in my head,** this tells us about the character in the story….What do we know about them now? **What did the character do** to make you think they were a good/bad person? **At the end, I was thinking ……** the character should do … next because … **I am thinking, these things we know about the character are important because they tell us** about what the author wants to say. What message do you think the author is telling us? **Non-fiction** **"I think the author wrote this text to (inform, entertain etc.), I think they were successful because…"** [Example **DLO**](#)

Level 3 Show a developing understanding of ideas *within*, *across*, and *beyond* texts:	- Students read in order to locate, **evaluate**, and integrate information and ideas within and across a small range of texts as they generate and answer questions to meet specific learning purposes across the curriculum. *(LLP - end of yr 6)*	Think aloud during guided reading: "Let's just stop there because when you were reading that last sentence **I was thinking in my head,** this tells us about the character/setting in the story….What do we know about them/the place now? Is this character a good person? How does the setting influence the story?" When we learned about the decisions the character made, how did we understand more about them? How does the setting tell us more about the characters/plot? **At the end, I was thinking ……** the character should do …. next because … . Another way the story could have ended was… **I think the author was trying to tell us… because…** If I was the author I would have changed… because… **Non-fiction** **I think the author wrote this text to** (inform, entertain etc.), **I think they were successful because…** **The answer to the question… is in this text** This information is **different from / the same** as the information in… Example **DLO**
Level 4 Show an increasing understanding of ideas within, across, and beyond texts:	- apply some criteria to evaluate texts (e.g., accuracy of information; presence of bias). *(LLP - end of yr8)*	Think aloud during guided reading: **I was thinking about the author's use of** setting, characterisation, genre, plotting, foreshadowing etc. and how this tells us **what they want us to think about**…. When I read …. I **made a connection** to …. **At the end, I was thinking ……** the character should do …. next because … . Another way the story could have ended was… **We know … about the author. I think this influenced the story by…** **Non-fiction** **The author of this text is… they have authority on the subject because …** **A bias the author may have is … because …** This information is **different from / the same** as the information in… This information is credible because … The material is published by / sourced from … Example **DLO**

| Level 5
Show an understanding of ideas within, across, and beyond texts: | - Students read a single text or multiple texts on a topic in order to locate, analyse, **evaluate**, and synthesise information and ideas. (*LLP – end of yr10*)
- find, select, and use a range of texts for specific learning purposes in different areas of the curriculum, making decisions, as they read, about the usefulness of the text for the purpose (e.g., by using a variety of criteria to **evaluate** the readability, accuracy, relevance, and status of the information and ideas they find); (*LLP - end of yr10*)
- *evaluate writers' purposes and consider how they have used structure and language to suit these purposes. (LLP - end of yr10)*
- *using strategies such as skimming, scanning, notetaking, annotating, mapping, coding information, and rephrasing in order to locate, **evaluate**, analyse, and summarise information and ideas within texts and across a range of texts. (LLP - end of yr10)* | |