BMAT KS3 Level Descriptors: English - Reading
BMAT KS3 Level 1- 8

Level	Level Descriptor
1 **Limited**	• Students can use limited or narrative comments when expressing ideas related to a text • Limited reference to details from the text • Students have limited/no awareness of writer choices • Limited/no attempt at using subject terminology • Limited comment on context, if at all
2 **Simple**	• Students can use simple comments when expressing ideas related to a text • Simple and/or directed reference to details from the text, not always relevant • Students have a simple awareness of writer choices • Occasional/inaccurate use of subject terminology • Simple comments on context
3 **Relevant**	• Students can offer a relevant response when expressing ideas related to a text • Mostly relevant reference to the text to support the response • Students can attempt to identify writer choices • Some relevant use of subject terminology • Relevant awareness of the links between the text and context
4 **Explained**	• Students can offer some explained comments based on a text • Students can select some evidence from the text to explain their ideas • Students can offer explicit and/or implicit comments on language and/or structural methods, sometimes identifying the impacts on readers • Students support their explanations with accurate use of subject terminology • Students can make some links to context to support their ideas, although these might be vague or generalised comments
5 **Clear**	• Students can offer clear comments related to the task and text • Students can select textual evidence clearly linked to the task/text • Clear explanation of language and/or structural methods used by writers • Clear identification and use of accurate subject terminology • Comments related to the contexts of a text are mostly clear and mostly linked to the text/task
6 **Developed**	• Students can offer some developed, consistent comments related to the task and text • Students can use developed textual evidence to support their ideas. • Students can offer developed explanations of the effects of writers' choices, sometimes considering more than one interpretation • Developed identification of subject terminology • Ideas related to the contexts of a text are developed and linked to the text/task
7 **Thoughtful**	• Students can offer thoughtful and sustained ideas when discussing the task and text • Students can include an apt range of textual evidence, which may support multiple interpretations • Students can examine the effects of writer methods, usually offering alternative interpretations • Sustained and thoughtful identification of subject terminology • Links to contexts are thoughtful/examined in detail
8 **Critical**	• Students can offer convincing critical and/or perceptive comments on the task and text • Students can include judicious quotations to support multiple interpretations • Students can analyse methods, offering a variety of sophisticated interpretations • Judicious identification of subject terminology • Students explore ideas demonstrating an ingrained understanding of the relationship between the text and its contexts