

Quick Scale: Grade 1 Reading

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The student may engage in reading-like behaviour, but relies on an adult or peer to read stories or other selections.</i>	<i>The student reads short, simple illustrated selections (see chart on page 18), with some support; may be able to reread familiar selections independently.</i>	<i>The student reads short, simple illustrated selections (see chart on page 18); rereads familiar selections independently.</i>	<i>The student reads a variety of short, simple materials independently; often chooses to read; needs little support.</i>
STRATEGIES <ul style="list-style-type: none"> • phonics • predict and confirm meaning • letter and word recognition • print conventions 	<ul style="list-style-type: none"> • often seeks support • may identify most letters; beginning to match initial consonant sounds and letters in familiar words • knows how books work (e.g., front-to-back sequence, left-to-right print) • beginning to match printed words with words read orally • recognizes that books tell stories 	<ul style="list-style-type: none"> • often hesitant with new selections • identifies all letters; tries to use phonics to sound-out words • uses illustrations and prior knowledge to predict and confirm meaning if prompted • recognizes some common sight words (e.g., <i>in, on, the, at</i>) • knows some basic print conventions (e.g., question marks) 	<ul style="list-style-type: none"> • usually confident; uses various strategies to figure out meaning • uses phonics to sound-out new words • uses illustrations and prior knowledge to predict and confirm meaning • recognizes many common sight words (e.g., <i>family, they</i>) • uses basic print conventions (e.g., question marks) to support meaning 	<ul style="list-style-type: none"> • increasingly confident and self-reliant • uses phonics and word families to identify new words • uses prior knowledge and various clues to predict and confirm meaning • recognizes an increasing number of sight words • uses print conventions effectively
COMPREHENSION <ul style="list-style-type: none"> • predict • retell • locate details • make inferences 	<ul style="list-style-type: none"> • predictions are often guesses • may use picture clues to retell some events • uses illustrations to provide details • after supported rereading, identifies some characters and events 	<ul style="list-style-type: none"> • makes reasonable predictions when prompted • retells some key events or ideas; identifies main characters • locates some details; may need clues or support • focuses on literal meaning 	<ul style="list-style-type: none"> • predicts story events • retells most key events or ideas in sequence; identifies main characters • locates some specific, relevant details • makes simple inferences about characters 	<ul style="list-style-type: none"> • predicts story events; shows some insight • completely retells a selection • independently locates specific, relevant details • makes inferences about characters; may be able to identify the message in a story
RESPONSE <ul style="list-style-type: none"> • personal connections • opinions 	<ul style="list-style-type: none"> • has difficulty making personal connections • expresses like or dislike for a story 	<ul style="list-style-type: none"> • can make a simple connection to self after teacher-led discussion • expresses like or dislike for a story and tries to tell why 	<ul style="list-style-type: none"> • can compare a story to own experiences if given a simple frame to complete • expresses like or dislike for a story; can give a reason 	<ul style="list-style-type: none"> • makes obvious connections to own experiences or to other selections • offers simple opinions; gives some reasons

Quick Scale: Grade 2 Reading for Information

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<p>SNAPSHOT Note: the snapshot can be used alone as a holistic scale in some situations.</p>	<p>The student needs one-to-one support to read short, simple materials and to attempt comprehension activities.</p>	<p>The student is able to read a variety of short, simple materials with understanding if given some support. Work is partially accurate.</p>	<p>The student is able to read a variety of short, simple materials independently and with understanding. Work is generally accurate.</p>	<p>The student is able to read an increasing variety of simple materials independently and with understanding. Work is clear, accurate, and complete.</p>
<p>STRATEGIES</p> <ul style="list-style-type: none"> oral reading comprehension strategies predictions word skills sight vocabulary locating information 	<ul style="list-style-type: none"> uncomfortable reading orally; reads words rather than sentences; may lose place often needs intensive, sustained support predictions are often guesses may try to use phonics; often waits to be given the word or strategy recognizes some common sight words (e.g., <i>the, at, want, they, little</i>) unable to locate information 	<ul style="list-style-type: none"> reads slowly, with little expression; often stops to self-correct or get help looks for support with new selections if prompted, uses prior knowledge and picture clues to make simple, obvious predictions relies on phonics to figure out new words; if given support, can use word structure, context recognizes common sight words frequently guesses rather than rereading; uses simple text features with support 	<ul style="list-style-type: none"> confident in most oral reading activities checks to make sure the selection is making sense; (may need prompting) uses prior knowledge and picture clues to make obvious predictions combines phonics, word structure, context clues; usually successful with simple words recognizes increasing variety of sight words rereads; uses text features to locate specific information if prompted 	<ul style="list-style-type: none"> oral reading is fluent, confident, and expressive checks to make sure the selection is making sense; self-corrects efficiently uses prior knowledge and picture clues to make logical and sometimes insightful predictions successfully combines phonics, word structure, and context clues recognizes a wide range of sight words independently rereads; uses text features to locate specific information; efficient
<p>COMPREHENSION</p> <ul style="list-style-type: none"> accuracy, completeness main ideas details recording information 	<ul style="list-style-type: none"> unable to attempt questions or tasks alone; work is incomplete; may be inaccurate or vague, even with help may identify the topic recalls few details needs ongoing, intensive support to record information 	<ul style="list-style-type: none"> responses to questions or tasks include some accurate information; parts are inaccurate or incomplete identifies the topic; may need support to recall main ideas provides a few accurate details; may invent some records some accurate information, often unsorted 	<ul style="list-style-type: none"> responses to questions or tasks are generally accurate and complete; parts may be vague, unclear accurately identifies most main ideas; relies on words of the text includes some detail in answers and explanations records some accurate information using categories teacher provides 	<ul style="list-style-type: none"> responses to questions or tasks are accurate, clear, and complete accurately restates most or all main ideas in own words uses relevant details in answers and explanations organizes information into logical categories with some support (often able to create own categories)
<p>RESPONSE AND ANALYSIS</p> <ul style="list-style-type: none"> connections to experiences and other selections opinions 	<ul style="list-style-type: none"> unable to make connections to other information and experiences; little prior knowledge to draw on unable to distinguish between fact and fiction 	<ul style="list-style-type: none"> with teacher support, makes simple, concrete connections to other information and experiences beginning to distinguish between fact and fiction 	<ul style="list-style-type: none"> makes some concrete connections to other information and experiences when asked generally distinguishes between fact and fiction 	<ul style="list-style-type: none"> makes several connections to other information and experiences, often spontaneously distinguishes between fact and fiction; may question the information

Quick Scale: Grade 3 Reading for Information

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The student may be able to read and recall brief, simple information passages and procedures that are strongly supported by illustrations. Often needs one-to-one help.</i>	<i>The student is able to read simple and direct information passages and procedures, and complete basic comprehension tasks with some support. Work often lacks detail.</i>	<i>The student is able to read simple and direct information passages and procedures, and complete related tasks independently. Work is accurate and complete.</i>	<i>The student is able to read information and procedures with some complex ideas and language, and complete related tasks independently. Work often exceeds basic requirements.</i>
STRATEGIES <ul style="list-style-type: none"> • adjust for purpose • word skills • comprehension strategies 	<ul style="list-style-type: none"> • relies on sounding-out; has difficulty using context clues • does not use text features to make sense of the selection • may attempt to recall or guess rather than reread for details 	<ul style="list-style-type: none"> • uses phonics and context clues with support • needs help to use text features (e.g., headings, diagrams) • rereads to find details; may be inefficient 	<ul style="list-style-type: none"> • uses phonics, word structure, and context clues (may need prompting) • uses text features (e.g., headings, diagrams); may need prompting • rereads and skims for details 	<ul style="list-style-type: none"> • combines phonics, word structure, and context clues efficiently • uses text features (e.g., headings, diagrams) • rereads and skims for details; efficient
COMPREHENSION <ul style="list-style-type: none"> • accuracy and completeness • main ideas • details • note-making, information organization • inferences 	<ul style="list-style-type: none"> • responses to questions or tasks are often incomplete; may be inaccurate • identifies topic • may recall some relevant details if prompted • needs support to locate, record, and organize information 	<ul style="list-style-type: none"> • responses to questions or tasks are generally accurate, but may be vague or lack detail • identifies most main ideas • gives some relevant details • records information without much organization 	<ul style="list-style-type: none"> • responses to questions or tasks are accurate, clear, and complete • identifies main ideas • gives relevant details • tries to organize information; may create logical categories 	<ul style="list-style-type: none"> • responses to questions or tasks are accurate, clear, and thorough; may include inferences • identifies main ideas; concise • gives specific, relevant details • organizes information; can create logical categories
ANALYSIS <ul style="list-style-type: none"> • connections to other information 	<ul style="list-style-type: none"> • unable to tell how new information is like or unlike other information about the topic 	<ul style="list-style-type: none"> • with support, tells some ways new information is like or unlike other information about the topic 	<ul style="list-style-type: none"> • tells some ways new information is like or unlike other information about the topic 	<ul style="list-style-type: none"> • tells some ways new information is like or unlike other information; may question new information

Quick Scale: Grade 4 Reading for Information

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<p>SNAPSHOT Note: the snapshot can be used alone as a holistic scale in some situations.</p>	<p><i>With support, the student may be able to read and understand brief, simple information and procedures. Often needs one-to-one help. Work is often inaccurate or incomplete; tends to rely on guessing.</i></p>	<p><i>The student reads, understands, and is able to use simple and direct information and procedures but may need some support. Work is generally accurate, but often provides little detail or support. Parts may be incomplete or confusing.</i></p>	<p><i>The student independently reads, understands, and uses simple and direct information and procedures. Completes assigned tasks, providing support when prompted. Work is generally accurate and complete.</i></p>	<p><i>The student independently reads, understands, and uses straightforward information and procedures with some technical or specialized language. Works efficiently, provides details and support; may exceed requirements.</i></p>
<p>STRATEGIES</p> <ul style="list-style-type: none"> comprehension strategies word skills predictions text features locating detail 	<ul style="list-style-type: none"> few strategies for self-correcting tries to sound out new words; may give up quickly predictions are often illogical guesses little or no use of text features often guesses instead of looking at selection 	<ul style="list-style-type: none"> with support, may adjust strategies needs prompting to use word strategies; often begins by asking for help makes simple, obvious predictions with support, uses text features to preview and locate information may have difficulty locating some specific details 	<ul style="list-style-type: none"> beginning to adjust strategies uses a variety of word strategies; may need prompting makes logical predictions uses text features to preview and locate information rereads and skims to find specific details 	<ul style="list-style-type: none"> adjusts strategies effectively uses a variety of word strategies; usually efficient and successful makes logical and often insightful predictions uses text features effectively to preview, locate, and organize information rereads and skims for specific details; becoming efficient
<p>COMPREHENSION</p> <ul style="list-style-type: none"> accuracy and completeness main ideas details note-making 	<ul style="list-style-type: none"> work is often incomplete, inaccurate; may give up may misinterpret main ideas with support, may identify some relevant details may record or sort limited information using a template 	<ul style="list-style-type: none"> most work is accurate; little detail or support identifies some main ideas identifies some relevant details; misses others records and organizes some information using a template provided 	<ul style="list-style-type: none"> work is accurate, complete; some detail and support accurately identifies main ideas; may have trouble restating identifies relevant details organizes information using a template; distinguishes between main ideas and support 	<ul style="list-style-type: none"> work is clear, accurate, detailed; parts are precise accurately restates main ideas in own words identifies specific, relevant details selects and uses appropriate template or organizer to make notes; efficient and complete
<p>ANALYSIS</p> <ul style="list-style-type: none"> connections to other information 	<ul style="list-style-type: none"> unable to connect new information to what they know 	<ul style="list-style-type: none"> makes some connections between new information and what they already know 	<ul style="list-style-type: none"> makes logical connections between new information and what they already know 	<ul style="list-style-type: none"> makes and explains logical connections between new information and what they already know

Quick Scale: Grade 5 Reading for Information

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>With support, the student is able to read simple and direct selections with familiar language. Work is often inaccurate or incomplete.</i>	<i>The student is able to read straightforward information and procedures, but may need help to complete assigned tasks. Work often lacks detail.</i>	<i>The student is able to read straightforward information and procedures and complete assigned tasks independently. Work is generally accurate and complete.</i>	<i>The student is able to read materials with an increasing amount of technical or specialized language and features, and complete assigned tasks efficiently. Work often exceeds requirements.</i>
STRATEGIES <ul style="list-style-type: none"> • adjust for purpose • check understanding • word skills • comprehension strategies 	<ul style="list-style-type: none"> • may be unable to identify problems or self-correct • may “give up” on unfamiliar words • may ignore text features • tends to randomly guess 	<ul style="list-style-type: none"> • recognizes problems; has difficulty adjusting strategies • uses context clues if prompted • uses text features if prompted • may have difficulty finding specific details 	<ul style="list-style-type: none"> • checks for understanding; adjusts strategies • uses various strategies to figure out unfamiliar words • uses text features effectively • skims and rereads for details 	<ul style="list-style-type: none"> • evaluates own understanding • independently figures out unfamiliar words • uses text features efficiently • finds specific details efficiently
COMPREHENSION <ul style="list-style-type: none"> • accuracy and completeness • main ideas • details • note-making • inferences 	<ul style="list-style-type: none"> • work is often incomplete, confusing, or inaccurate • does not identify most main ideas • needs support to make simple notes • may misinterpret literal information 	<ul style="list-style-type: none"> • work is usually accurate, but may be vague in places or missing some detail • identifies most main ideas • makes simple notes; may omit a great deal of information • few inferences 	<ul style="list-style-type: none"> • work is clear, detailed, and complete • identifies main ideas • makes organized notes • may make some inferences 	<ul style="list-style-type: none"> • work is precise, accurate, and thorough • restates main ideas in own words • makes organized and complete notes • makes inferences
ANALYSIS <ul style="list-style-type: none"> • connections to other information 	<ul style="list-style-type: none"> • has difficulty telling how the information in a selection is like or unlike other information they know 	<ul style="list-style-type: none"> • tells some ways the information in a selection is like or unlike other information they know about the topic 	<ul style="list-style-type: none"> • makes logical connections between new information and what they already know; gives some explanation 	<ul style="list-style-type: none"> • makes logical connections; often questions or evaluates new information in terms of prior knowledge

Quick Scale: Grade 6 Reading for Information

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<p>SNAPSHOT Note: the snapshot can be used alone as a holistic scale for marking some assignments.</p>	<p><i>With support, the student may be able to read short, simple, and direct material with familiar language and simple graphics. Work is often vague, incomplete, or inaccurate. May need one-to-one support to complete task.</i></p>	<p><i>The student is able to read generally straightforward materials, including illustrations and other graphics. Work is often inconsistent: parts are accurate and complete; others are vague, incomplete, and lack detail.</i></p>	<p><i>The student is able to read straightforward information and procedures, including illustrations and other graphics, with some specialized language and complex ideas. Work is generally accurate and complete; gives specific references.</i></p>	<p><i>The student is able to read elaborated information and procedures, including illustrations and other graphics, with specialized language and complex ideas. Work is thorough, independent, and efficient, often exceeding requirements of the task.</i></p>
<p>STRATEGIES</p> <ul style="list-style-type: none"> • comprehension strategies • word skills • predicting • text features • locating detail 	<ul style="list-style-type: none"> • does not check for understanding • tends to sound out new words; often gives up • has difficulty predicting content; may guess • needs assistance to use text features • often guesses rather than rereading to locate specific details 	<ul style="list-style-type: none"> • checks for understanding; may need help choosing strategies • relies on sounding out and context for new words • makes simple logical predictions about content • may need prompting to use text features • tends to be inefficient in locating details 	<ul style="list-style-type: none"> • checks for understanding; draws on a range of strategies • uses range of word skills; may need reminder • makes logical predictions about content; may predict structure • uses text features effectively to preview and locate information • skims, rereads for details 	<ul style="list-style-type: none"> • checks for understanding; chooses effectively from a wide range of strategies • uses range of effective word skills; independent • anticipates content and structure • uses text features effectively to preview, locate, organize • efficiently skims and rereads for details
<p>COMPREHENSION</p> <ul style="list-style-type: none"> • accuracy and completeness • main ideas • details • note-making • inferences 	<ul style="list-style-type: none"> • often inaccurate, vague, incomplete • confuses main and supporting ideas • may identify some relevant supporting details; omits a great deal • has difficulty making notes, even with a template • misinterprets literal information 	<ul style="list-style-type: none"> • partially accurate, but may be vague, incomplete • identifies most main ideas; has trouble restating in own words • identifies some relevant supporting details • makes simple notes if given a template • makes some inferences, but these may be illogical 	<ul style="list-style-type: none"> • clear, complete, accurate • accurately identifies main ideas • identifies relevant supporting details • makes accurate notes using simple, logical categories • makes some simple inferences; may be unsupported 	<ul style="list-style-type: none"> • precise, thorough; may be insightful • accurately restates main ideas; may explain how they connect • identifies specific, relevant details; thorough • makes accurate, organized notes using effective categories • makes and supports simple inferences
<p>ANALYSIS</p> <ul style="list-style-type: none"> • connections to other information • reactions 	<ul style="list-style-type: none"> • has difficulty connecting new information to prior knowledge (may have little prior knowledge) • reactions or judgments are often vague or unsupported 	<ul style="list-style-type: none"> • makes some simple, obvious connections between new information and prior knowledge • offers some simple reactions or judgments; reasons are often vague 	<ul style="list-style-type: none"> • makes logical connections between new information and prior knowledge and beliefs • offers simple reactions or judgments; reasons may be vague 	<ul style="list-style-type: none"> • compares new information to prior knowledge and beliefs; may show insight • offers reactions or judgments with reasons; may evaluate information

Quick Scale: Grade 7 Reading for Information

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>With support, the student may be able to read brief, straightforward information and procedures, but is often unable to complete all parts of an assigned task.</i>	<i>The student is able to read straightforward information and procedures that include some specialized language and complex ideas; may have difficulty completing longer selections and tasks. Work may lack detail.</i>	<i>The student is able to read straightforward information and procedures that include some specialized language and complex ideas. Work is accurate and complete.</i>	<i>The student is able to read elaborated information and procedures that include specialized language and complex relationships. Work is precise and thorough, often exceeds requirements.</i>
STRATEGIES <ul style="list-style-type: none"> • check understanding • word skills • predictions • text features 	<ul style="list-style-type: none"> • unable to monitor own reading • often “stuck” on new words • has difficulty making predictions • doesn’t use text features 	<ul style="list-style-type: none"> • needs prompting to adjust strategies • when prompted, analyzes word parts in technical words • makes simple predictions • uses text features with support 	<ul style="list-style-type: none"> • adjusts strategies for the material • uses variety of strategies for technical language • makes logical predictions • uses text features 	<ul style="list-style-type: none"> • chooses effective strategies for challenging material • figures out technical language • anticipates content and structure • uses text features efficiently
COMPREHENSION <ul style="list-style-type: none"> • accuracy, completeness • main ideas • details • note-making • inferences 	<ul style="list-style-type: none"> • work is often inaccurate, vague, or incomplete • may confuse main and supporting information • locates some details if asked; omits a great deal • needs help to make notes • often unable to make inferences 	<ul style="list-style-type: none"> • work is generally accurate • identifies most main ideas • locates some details; omits some • makes simple notes • some inferences are illogical or unsupported 	<ul style="list-style-type: none"> • work is accurate, clear, and complete • identifies main ideas and restates in own words • locates specific, relevant details • makes accurate, organized notes • supports inferences or interpretations if asked 	<ul style="list-style-type: none"> • work is precise and thorough; may include insights • identifies and restates main ideas; explains how they are connected • locates specific, relevant details • makes accurate, detailed notes in appropriate form • supports inferences with specific evidence
ANALYSIS <ul style="list-style-type: none"> • connection to prior knowledge • evaluation 	<ul style="list-style-type: none"> • has difficulty making connections to prior knowledge 	<ul style="list-style-type: none"> • offers simple comparisons to prior knowledge and beliefs 	<ul style="list-style-type: none"> • compares key ideas with prior knowledge and beliefs 	<ul style="list-style-type: none"> • compares new information with prior knowledge and beliefs; shows insight