

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