

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