

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