

## Quick Scale: Grade 8 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><b>SNAPSHOT</b> Note: the snapshot can be used alone as a holistic scale for marking some assignments.</p>	<p>The student may need help to read straightforward information and to complete required tasks. May provide limited accurate information. Work is often inaccurate, vague, or incomplete.</p>	<p>The student is able to read information with some complexity, specialized language, and graphics with basic understanding. Work is generally accurate but may be vague or omit some required detail.</p>	<p>The student is able to read information with some complexity, specialized language, and graphics. Work is accurate and complete, providing specific relevant details and examples as required.</p>	<p>The students is able to read elaborated information that includes specialized language and graphics, as well as complex relationships. Work is thorough and may be insightful, providing well-chosen details and examples as required.</p>
<p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>comprehension strategies</li> <li>text features</li> <li>word skills</li> </ul>	<ul style="list-style-type: none"> <li>quickly frustrated by challenging material; may give up</li> <li>needs assistance to use text features</li> <li>relies on sounding out and context for new words; little success</li> </ul>	<ul style="list-style-type: none"> <li>attempts to adjust comprehension strategies when needed; often needs direction</li> <li>uses text features to preview and locate information; inefficient</li> <li>limited range of word strategies; inefficient</li> </ul>	<ul style="list-style-type: none"> <li>adjusts reading strategies for challenging material; may need some guidance</li> <li>uses text features to preview, locate, and understand information</li> <li>uses a variety of strategies for new words</li> </ul>	<ul style="list-style-type: none"> <li>independently selects and adjusts strategies</li> <li>uses text features effectively and efficiently to preview, navigate, understand, and locate information</li> <li>draws on a wide vocabulary; efficient and confident with new words</li> </ul>
<p><b>COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>main ideas</li> <li>details</li> <li>note-making</li> <li>inferences</li> </ul>	<ul style="list-style-type: none"> <li>may identify some main ideas</li> <li>may locate some details; omits important information</li> <li>needs a template or given categories to make simple notes; notes often incomplete or inaccurate</li> <li>inferences and interpretations may be illogical or unsupported</li> </ul>	<ul style="list-style-type: none"> <li>identifies most main ideas; may not restate them in own words</li> <li>locates some specific details as needed</li> <li>makes notes using logical categories or headings; may include too little or too much</li> <li>makes some simple inferences and interpretations ; gives partial evidence if prompted</li> </ul>	<ul style="list-style-type: none"> <li>accurately restates main ideas in own words</li> <li>locates specific, relevant details as needed</li> <li>makes accurate notes in appropriate detail, using logical categories or headings</li> <li>makes and supports some general inferences or interpretations</li> </ul>	<ul style="list-style-type: none"> <li>accurately restates main ideas in own words; may attempt to synthesize</li> <li>locates specific, relevant details as needed; may use quotations, references</li> <li>makes thorough, specific notes, using effective formats and categories or headings</li> <li>makes and supports logical inferences and interpretations</li> </ul>
<p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li>connection to prior knowledge</li> <li>evaluation</li> </ul>	<ul style="list-style-type: none"> <li>needs help to see how new information connects to prior knowledge or beliefs</li> <li>offers simple unsupported reactions or judgments (or none)</li> </ul>	<ul style="list-style-type: none"> <li>makes simple, obvious comparisons of new information with prior knowledge and beliefs</li> <li>offers simple reaction or judgments; may be able to give some reasons</li> </ul>	<ul style="list-style-type: none"> <li>makes some logical connections between new information and prior knowledge and beliefs</li> <li>offers simple judgments or evaluations and gives some reasons</li> </ul>	<ul style="list-style-type: none"> <li>makes thoughtful and insightful connections that may go outside of own experiences</li> <li>makes and explains logical judgments or evaluations</li> </ul>