

## Quick Scale: Grade 9 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
<b>SNAPSHOT</b>	<i>The student may need help to read brief, straightforward materials with some specialized language. Work is often vague or incomplete.</i>	<i>The student reads elaborated materials with specialized language. Work is somewhat vague and occasionally incomplete.</i>	<i>The student reads elaborated materials with specialized language. Work is clear, specific, and complete.</i>	<i>The student reads complex materials with sophisticated language and abstract content. Work is thorough and insightful.</i>
<b>STRATEGIES</b> • word skills • comprehension strategies	<ul style="list-style-type: none"> <li>• may become frustrated, give up</li> <li>• needs help to use text features</li> </ul>	<ul style="list-style-type: none"> <li>• uses text features</li> <li>• analyzes word parts; may use dictionary for technical words</li> </ul>	<ul style="list-style-type: none"> <li>• uses text features</li> <li>• uses appropriate strategies to figure out technical words</li> </ul>	<ul style="list-style-type: none"> <li>• uses text features effectively</li> <li>• confidently uses a range of strategies to figure out technical words</li> </ul>
<b>COMPREHENSION</b> • main ideas • details • note-making • inferences	<ul style="list-style-type: none"> <li>• accurately identifies some main ideas</li> <li>• locates some specific information</li> <li>• needs help to make inferences</li> </ul>	<ul style="list-style-type: none"> <li>• accurately identifies and restates most main ideas</li> <li>• locates specific information; may miss details</li> <li>• makes simple inferences and interpretations; specific evidence</li> </ul>	<ul style="list-style-type: none"> <li>• accurately identifies and restates main ideas</li> <li>• locates relevant, specific details</li> <li>• makes logical inferences and interpretations; specific evidence</li> </ul>	<ul style="list-style-type: none"> <li>• accurately identifies and synthesizes main ideas</li> <li>• locates relevant, specific details; uses quotations effectively</li> <li>• makes insightful inferences and interpretations; convincing evidence</li> </ul>
<b>ANALYSIS</b> • connection to prior knowledge • evaluation	<ul style="list-style-type: none"> <li>• tries to connect new information to prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• makes simple comparisons of new information and prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• makes logical connections between new information and prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• questions and evaluates new information in terms of prior knowledge</li> </ul>