

# Quick Scale: Reading for Information DART Tally/Planning Sheet - Grade 4

| Aspect   | Not Yet Within Expectations  | Meets Expectations (Minimal Level)  | Fully Meets Expectations   | Exceeds Expectations   |
|--|--|---|--|--|
| <b>Snapshot</b>  | With support, the student may be able to read and understand brief, simple information procedures. Often needs one-to-one help. Work is often inaccurate or incomplete; tends to rely on guessing. | 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. | 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. | 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. |
| <b>STRATEGIES</b><br>•comprehension strategies<br>•word skills<br>•predictions<br>•text features<br>•locating detail | •<br>•<br>•<br>•<br>•  | •<br>•<br>•<br>•<br>•   | •<br>•<br>•<br>•<br>•  | •<br>•<br>•<br>•<br>•  |
| <b>COMPREHENSION</b><br>•accuracy & completeness<br>•main ideas<br>•details<br>•note-taking                          | •<br>•<br>•<br>•   | •<br>•<br>•<br>•  | •<br>•<br>•<br>•   | •<br>•<br>•<br>•   |
| <b>ANALYSIS</b><br>•connections to other information   | •  | •   | •  | •  |

| Halting | Careful | Confident | Fluent | Expressive |
|---------|---------|-----------|--------|------------|
|         |         |           |        |            |

Date: \_\_\_\_\_ Grade/Class: \_\_\_\_\_