

Quick Scale: Grade 9 Reading for Information (revised)

This Quick Scale is a summary of the Rating Scale. 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 Note: the snapshot can be used alone as a holistic scale for scoring some assignments	<i>The student may need help to read brief, straightforward materials with some specialized language. Work is often vague and 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>
STRATEGIES <ul style="list-style-type: none"> • text features e.g. headings; diagrams • comprehension strategies • word skills e.g. context clues, word parts, glossary, dictionary 	<ul style="list-style-type: none"> • does not use text features independently to preview or support understanding • unaware of ways to adjust for difficult or challenging reading • knows about, but rarely uses glossary, or dictionary 	<ul style="list-style-type: none"> • uses text features to preview or support understanding, but may be inefficient • may need direction to choose or adjust strategies for difficult or challenging reading • analyzes word parts; may use dictionary or glossary for technical words 	<ul style="list-style-type: none"> • uses text features effectively to preview, support understanding, or locate information • selects and adjusts strategies to address specific difficulties with the text • uses appropriate strategies to figure out technical words 	<ul style="list-style-type: none"> • uses text features efficiently to preview, support understanding, or locate information • deliberately and effectively applies strategies to address challenging material • confidently uses a range of strategies to figure out technical words
COMPREHENSION <ul style="list-style-type: none"> • main ideas • details • notemaking • inferences and interpretations 	<ul style="list-style-type: none"> • accurately identifies some main ideas • locates some specific information • may use logical categories for notes, but information may be misinterpreted or omitted • needs help to make simple inferences 	<ul style="list-style-type: none"> • accurately identifies and restates most main ideas • locates specific information; may miss details • uses logical categories for notes, but may omit information or miss connections • supports simple inferences and interpretations with specific evidence 	<ul style="list-style-type: none"> • accurately identifies and restates main ideas • locates relevant, specific details • makes accurate, detailed notes with logical categories based on the text • makes logical inferences and interpretations supported by specific evidence 	<ul style="list-style-type: none"> • accurately identifies and synthesizes main ideas • locates relevant, specific details; uses quotations effectively • makes accurate detailed notes in a self-developed structure • makes insightful inferences and interpretations supported by convincing evidence
ANALYSIS <ul style="list-style-type: none"> • connection to prior knowledge • evaluation 	<ul style="list-style-type: none"> • tries to connect new information to prior knowledge or beliefs • may offer illogical or unsupported judgments/evaluations 	<ul style="list-style-type: none"> • makes simple comparisons of new information and prior knowledge • offers simple judgments/evaluations with some reasons 	<ul style="list-style-type: none"> • makes logical connections between new information and prior knowledge • makes logical judgments/evaluations supported with reasons or examples 	<ul style="list-style-type: none"> • questions and evaluates new information in terms of prior knowledge • questions and evaluates; supplies thoughtful reasons/explanations

Note: This version of the Quick Scale: Grade 9 Reading for Information is based upon the original quick scale published by the Ministry of Education. Additional information has been extracted from the Grade 9 Rating Scale (full, elaborated scale) and added to this revised version to improve its usefulness as a tool for assessment FOR learning purposes. The level of detail in the grade 9 quick scale is now congruent with that found in the Grade 8 and Grade 10 Quick Scales: Reading for Information.