

Quick Scale: Grade 1 Reading

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>The student may engage in reading-like behaviour, but relies on an adult or peer to read stories or other selections.</i>	<i>The student reads short, simple illustrated selections (see chart on page 18), with some support; may be able to reread familiar selections independently.</i>	<i>The student reads short, simple illustrated selections (see chart on page 18); rereads familiar selections independently.</i>	<i>The student reads a variety of short, simple materials independently; often chooses to read; needs little support.</i>
STRATEGIES <ul style="list-style-type: none"> • phonics • predict and confirm meaning • letter and word recognition • print conventions 	<ul style="list-style-type: none"> • often seeks support • may identify most letters; beginning to match initial consonant sounds and letters in familiar words • knows how books work (e.g., front-to-back sequence, left-to-right print) • beginning to match printed words with words read orally • recognizes that books tell stories 	<ul style="list-style-type: none"> • often hesitant with new selections • identifies all letters; tries to use phonics to sound-out words • uses illustrations and prior knowledge to predict and confirm meaning if prompted • recognizes some common sight words (e.g., <i>in, on, the, at</i>) • knows some basic print conventions (e.g., question marks) 	<ul style="list-style-type: none"> • usually confident; uses various strategies to figure out meaning • uses phonics to sound-out new words • uses illustrations and prior knowledge to predict and confirm meaning • recognizes many common sight words (e.g., <i>family, they</i>) • uses basic print conventions (e.g., question marks) to support meaning 	<ul style="list-style-type: none"> • increasingly confident and self-reliant • uses phonics and word families to identify new words • uses prior knowledge and various clues to predict and confirm meaning • recognizes an increasing number of sight words • uses print conventions effectively
COMPREHENSION <ul style="list-style-type: none"> • predict • retell • locate details • make inferences 	<ul style="list-style-type: none"> • predictions are often guesses • may use picture clues to retell some events • uses illustrations to provide details • after supported rereading, identifies some characters and events 	<ul style="list-style-type: none"> • makes reasonable predictions when prompted • retells some key events or ideas; identifies main characters • locates some details; may need clues or support • focuses on literal meaning 	<ul style="list-style-type: none"> • predicts story events • retells most key events or ideas in sequence; identifies main characters • locates some specific, relevant details • makes simple inferences about characters 	<ul style="list-style-type: none"> • predicts story events; shows some insight • completely retells a selection • independently locates specific, relevant details • makes inferences about characters; may be able to identify the message in a story
RESPONSE <ul style="list-style-type: none"> • personal connections • opinions 	<ul style="list-style-type: none"> • has difficulty making personal connections • expresses like or dislike for a story 	<ul style="list-style-type: none"> • can make a simple connection to self after teacher-led discussion • expresses like or dislike for a story and tries to tell why 	<ul style="list-style-type: none"> • can compare a story to own experiences if given a simple frame to complete • expresses like or dislike for a story; can give a reason 	<ul style="list-style-type: none"> • makes obvious connections to own experiences or to other selections • offers simple opinions; gives some reasons