

Quick Scale: Grade 5 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
SNAPSHOT	<i>With support, the student is able to read simple and direct selections with familiar language. Work is often inaccurate or incomplete.</i>	<i>The student is able to read straightforward information and procedures, but may need help to complete assigned tasks. Work often lacks detail.</i>	<i>The student is able to read straightforward information and procedures and complete assigned tasks independently. Work is generally accurate and complete.</i>	<i>The student is able to read materials with an increasing amount of technical or specialized language and features, and complete assigned tasks efficiently. Work often exceeds requirements.</i>
STRATEGIES <ul style="list-style-type: none"> • adjust for purpose • check understanding • word skills • comprehension strategies 	<ul style="list-style-type: none"> • may be unable to identify problems or self-correct • may “give up” on unfamiliar words • may ignore text features • tends to randomly guess 	<ul style="list-style-type: none"> • recognizes problems; has difficulty adjusting strategies • uses context clues if prompted • uses text features if prompted • may have difficulty finding specific details 	<ul style="list-style-type: none"> • checks for understanding; adjusts strategies • uses various strategies to figure out unfamiliar words • uses text features effectively • skims and rereads for details 	<ul style="list-style-type: none"> • evaluates own understanding • independently figures out unfamiliar words • uses text features efficiently • finds specific details efficiently
COMPREHENSION <ul style="list-style-type: none"> • accuracy and completeness • main ideas • details • note-making • inferences 	<ul style="list-style-type: none"> • work is often incomplete, confusing, or inaccurate • does not identify most main ideas • needs support to make simple notes • may misinterpret literal information 	<ul style="list-style-type: none"> • work is usually accurate, but may be vague in places or missing some detail • identifies most main ideas • makes simple notes; may omit a great deal of information • few inferences 	<ul style="list-style-type: none"> • work is clear, detailed, and complete • identifies main ideas • makes organized notes • may make some inferences 	<ul style="list-style-type: none"> • work is precise, accurate, and thorough • restates main ideas in own words • makes organized and complete notes • makes inferences
ANALYSIS <ul style="list-style-type: none"> • connections to other information 	<ul style="list-style-type: none"> • has difficulty telling how the information in a selection is like or unlike other information they know 	<ul style="list-style-type: none"> • tells some ways the information in a selection is like or unlike other information they know about the topic 	<ul style="list-style-type: none"> • makes logical connections between new information and what they already know; gives some explanation 	<ul style="list-style-type: none"> • makes logical connections; often questions or evaluates new information in terms of prior knowledge