

## Quick Scale: Grade 2 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
<p><b>SNAPSHOT</b> Note: the snapshot can be used alone as a holistic scale in some situations.</p>	<p>The student needs one-to-one support to read short, simple materials and to attempt comprehension activities.</p>	<p>The student is able to read a variety of short, simple materials with understanding if given some support. Work is partially accurate.</p>	<p>The student is able to read a variety of short, simple materials independently and with understanding. Work is generally accurate.</p>	<p>The student is able to read an increasing variety of simple materials independently and with understanding. Work is clear, accurate, and complete.</p>
<p><b>STRATEGIES</b></p> <ul style="list-style-type: none"> <li>oral reading</li> <li>comprehension strategies</li> <li>predictions</li> <li>word skills</li> <li>sight vocabulary</li> <li>locating information</li> </ul>	<ul style="list-style-type: none"> <li>uncomfortable reading orally; reads words rather than sentences; may lose place</li> <li>often needs intensive, sustained support</li> <li>predictions are often guesses</li> <li>may try to use phonics; often waits to be given the word or strategy</li> <li>recognizes some common sight words (e.g., <i>the, at, want, they, little</i>)</li> <li>unable to locate information</li> </ul>	<ul style="list-style-type: none"> <li>reads slowly, with little expression; often stops to self-correct or get help</li> <li>looks for support with new selections</li> <li>if prompted, uses prior knowledge and picture clues to make simple, obvious predictions</li> <li>relies on phonics to figure out new words; if given support, can use word structure, context</li> <li>recognizes common sight words</li> <li>frequently guesses rather than rereading; uses simple text features with support</li> </ul>	<ul style="list-style-type: none"> <li>confident in most oral reading activities</li> <li>checks to make sure the selection is making sense; (may need prompting)</li> <li>uses prior knowledge and picture clues to make obvious predictions</li> <li>combines phonics, word structure, context clues; usually successful with simple words</li> <li>recognizes increasing variety of sight words</li> <li>rereads; uses text features to locate specific information if prompted</li> </ul>	<ul style="list-style-type: none"> <li>oral reading is fluent, confident, and expressive</li> <li>checks to make sure the selection is making sense; self-corrects efficiently</li> <li>uses prior knowledge and picture clues to make logical and sometimes insightful predictions</li> <li>successfully combines phonics, word structure, and context clues</li> <li>recognizes a wide range of sight words</li> <li>independently rereads; uses text features to locate specific information; efficient</li> </ul>
<p><b>COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>accuracy, completeness</li> <li>main ideas</li> <li>details</li> <li>recording information</li> </ul>	<ul style="list-style-type: none"> <li>unable to attempt questions or tasks alone; work is incomplete; may be inaccurate or vague, even with help</li> <li>may identify the topic</li> <li>recalls few details</li> <li>needs ongoing, intensive support to record information</li> </ul>	<ul style="list-style-type: none"> <li>responses to questions or tasks include some accurate information; parts are inaccurate or incomplete</li> <li>identifies the topic; may need support to recall main ideas</li> <li>provides a few accurate details; may invent some</li> <li>records some accurate information, often unsorted</li> </ul>	<ul style="list-style-type: none"> <li>responses to questions or tasks are generally accurate and complete; parts may be vague, unclear</li> <li>accurately identifies most main ideas; relies on words of the text</li> <li>includes some detail in answers and explanations</li> <li>records some accurate information using categories teacher provides</li> </ul>	<ul style="list-style-type: none"> <li>responses to questions or tasks are accurate, clear, and complete</li> <li>accurately restates most or all main ideas in own words</li> <li>uses relevant details in answers and explanations</li> <li>organizes information into logical categories with some support (often able to create own categories)</li> </ul>
<p><b>RESPONSE AND ANALYSIS</b></p> <ul style="list-style-type: none"> <li>connections to experiences and other selections</li> <li>opinions</li> </ul>	<ul style="list-style-type: none"> <li>unable to make connections to other information and experiences; little prior knowledge to draw on</li> <li>unable to distinguish between fact and fiction</li> </ul>	<ul style="list-style-type: none"> <li>with teacher support, makes simple, concrete connections to other information and experiences</li> <li>beginning to distinguish between fact and fiction</li> </ul>	<ul style="list-style-type: none"> <li>makes some concrete connections to other information and experiences when asked</li> <li>generally distinguishes between fact and fiction</li> </ul>	<ul style="list-style-type: none"> <li>makes several connections to other information and experiences, often spontaneously</li> <li>distinguishes between fact and fiction; may question the information</li> </ul>