

## Quick Scale: Grade 2 Reading Literature

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></p> <p><i>Note: the snapshot can be used alone as a holistic scale in some situations.</i></p>	<p>The student needs one-to-one support to read short, simple stories and to attempt comprehension activities.</p>	<p>The student reads a variety of short, simple stories with understanding if given some support. Work is partially accurate.</p>	<p>The student reads a variety of short, simple stories independently and with understanding. Work is generally accurate.</p>	<p>The student reads an increasing variety of simple stories independently and with understanding. Work is clear, accurate, 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> </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> </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> </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, picture clues, knowledge about “story” 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> </ul>	<ul style="list-style-type: none"> <li>• oral reading is fluent, confident, expressive</li> <li>• checks to make sure the selection is making sense; self-corrects efficiently</li> <li>• uses prior knowledge, picture clues, knowledge about “story” to make logical and sometimes insightful predictions</li> <li>• successfully combines phonics, word structure, context clues</li> <li>• recognizes a wide range of sight words</li> </ul>
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- accuracy, completeness</li> <li>- characters</li> <li>- events</li> <li>- retell; explain relationships</li> <li>- inferences</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 main character(s)</li> <li>• needs support to retell the story; may invent material based on the illustrations</li> <li>• recalls few details</li> <li>• unable to make inferences</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 main character</li> <li>• often focuses on one event; may miss big picture</li> <li>• provides a few accurate details; may invent some</li> <li>• focuses on literal meaning; has difficulty making basic inferences</li> </ul>	<ul style="list-style-type: none"> <li>• responses to questions or tasks are accurate and complete; parts may be vague, unclear</li> <li>• accurately identifies main and supporting characters</li> <li>• retells main events in correct sequence</li> <li>• includes some details</li> <li>• makes basic inferences about characters (feelings, motivation) and events</li> </ul>	<ul style="list-style-type: none"> <li>• responses to questions or tasks are accurate, clear, and thorough</li> <li>• accurately describes main and supporting characters</li> <li>• provides a detailed, accurate retelling</li> <li>• uses relevant details</li> <li>• makes inferences about characters, events</li> <li>• may offer insight into author’s purpose, message</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>• often unable to make connections; limited reading or listening experiences to draw on</li> <li>• opinions are often unrelated to story</li> </ul>	<ul style="list-style-type: none"> <li>• with teacher support, makes simple, concrete connections to own experiences, other stories</li> <li>• expresses simple opinions about stories or characters</li> </ul>	<ul style="list-style-type: none"> <li>• if asked, makes concrete connections to own experiences, other stories</li> <li>• expresses simple opinions about stories or characters, and provides simplistic reasons</li> </ul>	<ul style="list-style-type: none"> <li>• may make several direct, concrete connections to own experiences, other stories</li> <li>• expresses simple opinions or judgments with some support</li> </ul>

## 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></p> <p><i>Note: the snapshot can be used alone as a holistic scale in some situations.</i></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; use 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>

## Quick Scale: Grade 4 Reading Literature

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></p> <p><i>Note: the snapshot can be used alone as a holistic scale in some situations.</i></p>	<p><i>With support, the student may be able to read and understand brief, simple stories and poems. Often needs one-to-one help. Work is often inaccurate or incomplete; tends to rely on guessing.</i></p>	<p><i>The student is able to read, understand, and respond to simple and direct stories, novels, and poetry but may need some support. Work is generally accurate but often provides little detail or support. Parts may be incomplete or confusing.</i></p>	<p><i>The student is able to independently read, understand, and respond to simple and direct stories, novels, and poems. Provides support when prompted. Work is generally accurate and complete.</i></p>	<p><i>The student is able to independently read, understand, and respond to straightforward stories, novels, and poetry with some complex language and ideas. Works efficiently, provides details and support; may exceed requirement.</i></p>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>- comprehension strategies</li> <li>- word skills</li> <li>- predictions</li> <li>- locating detail</li> </ul>	<ul style="list-style-type: none"> <li>• few strategies for correcting</li> <li>• tries to sound out new words; may give up quickly</li> <li>• predictions are often illogical guesses</li> <li>• often guesses instead of looking at selection</li> </ul>	<ul style="list-style-type: none"> <li>• with support, may adjust strategies</li> <li>• needs prompting to use word strategies; often begins by asking for help</li> <li>• makes simple, obvious predictions</li> <li>• may have difficulty locating some specific details</li> </ul>	<ul style="list-style-type: none"> <li>• beginning to adjust strategies</li> <li>• uses a variety of word strategies; may need prompting</li> <li>• makes logical predictions</li> <li>• rereads and skims to find specific details</li> </ul>	<ul style="list-style-type: none"> <li>• adjusts strategies effectively</li> <li>• uses a variety of word strategies; usually efficient and successful</li> <li>• makes logical and often insightful predictions</li> <li>• rereads and skims for specific details; becoming efficient</li> </ul>
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- accuracy, use of detail and support</li> <li>- characters</li> <li>- sequence of events</li> <li>- inferences</li> </ul>	<ul style="list-style-type: none"> <li>• work is often incomplete, inaccurate; may give up</li> <li>• may identify the main character(s) and some events</li> <li>• difficulty recounting events in sequence</li> <li>• often unable to make inferences</li> </ul>	<ul style="list-style-type: none"> <li>• most work is accurate and based on the selection; little detail or support</li> <li>• accurately identifies most main characters</li> <li>• retells most main events in sequence</li> <li>• some simple, obvious inferences about characters' feelings</li> </ul>	<ul style="list-style-type: none"> <li>• work is accurate, complete; provides some detail and support</li> <li>• accurately describes main characters in some detail</li> <li>• retells main events in the correct sequence</li> <li>• some logical inferences about characters' feelings</li> </ul>	<ul style="list-style-type: none"> <li>• work is clear, accurate, detailed; provides support</li> <li>• accurately describes main characters and their relationships in detail</li> <li>• retells accurately, making relationships among events clear</li> <li>• logical inferences about characters' feelings and motivations</li> </ul>
<p><b>Response and Analysis</b></p> <ul style="list-style-type: none"> <li>- connection to experiences and other selections</li> <li>- opinions</li> </ul>	<ul style="list-style-type: none"> <li>• with specific prompts and support, may be able to make concrete and obvious personal connections</li> <li>• may offer simple reactions or opinions</li> </ul>	<ul style="list-style-type: none"> <li>• makes concrete and obvious connections; may need prompting</li> <li>• offers simple reactions or opinions with minimal support</li> </ul>	<ul style="list-style-type: none"> <li>• makes some connections; may involve inferences</li> <li>• offers reactions and opinions with some support</li> </ul>	<ul style="list-style-type: none"> <li>• makes and explains connections that require some inferences or insights</li> <li>• offers reactions and opinions with some specific support</li> </ul>

## Quick Scale: Grade 4 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></p> <p><i>Note: the snapshot can be used alone as a holistic scale in some situations.</i></p>	<p><i>With support, the student may be able to read and understand brief, simple information and procedures. Often needs one-to-one help. Work is often inaccurate or incomplete; tends to rely on guessing.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>- comprehension strategies</li> <li>- word skills</li> <li>- predictions</li> <li>- text features</li> <li>- locating detail</li> </ul>	<ul style="list-style-type: none"> <li>• few strategies for self-correcting</li> <li>• tries to sound out new words; may give up quickly</li> <li>• predictions are often illogical guesses</li> <li>• little or no use of text features</li> <li>• often guesses instead of looking at selection</li> </ul>	<ul style="list-style-type: none"> <li>• with support, may adjust strategies</li> <li>• needs prompting to use word strategies; often begins by asking for help</li> <li>• makes simple, obvious predictions</li> <li>• with support, uses text features to preview and locate information</li> <li>• may have difficulty locating some specific details</li> </ul>	<ul style="list-style-type: none"> <li>• beginning to adjust strategies</li> <li>• uses a variety of word strategies; may need prompting</li> <li>• makes logical predictions</li> <li>• uses text features to preview and locate information</li> <li>• rereads and skims to find specific details</li> </ul>	<ul style="list-style-type: none"> <li>• adjusts strategies effectively</li> <li>• uses a variety of word strategies; usually efficient and successful</li> <li>• makes logical and often insightful predictions</li> <li>• uses text features effectively to preview, locate, and organize information</li> <li>• rereads and skims for specific details; becoming efficient</li> </ul>
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- accuracy and completeness</li> <li>- main ideas</li> <li>- details</li> <li>- note-making</li> </ul>	<ul style="list-style-type: none"> <li>• work is often incomplete, inaccurate; may give up</li> <li>• may misinterpret main ideas</li> <li>• with support, may identify some relevant details</li> <li>• may record or sort limited information using a template</li> </ul>	<ul style="list-style-type: none"> <li>• most work is accurate; little detail or support</li> <li>• identifies some main ideas</li> <li>• identifies some relevant details; misses others</li> <li>• records and organizes some information using a template provided</li> </ul>	<ul style="list-style-type: none"> <li>• work is accurate, complete; some detail and support</li> <li>• accurately identifies main ideas; may have trouble restating</li> <li>• identifies relevant details</li> <li>• organizes information using a template; distinguishes between main ideas and support</li> </ul>	<ul style="list-style-type: none"> <li>• work is clear, accurate, detailed; parts are precise</li> <li>• accurately restates main ideas in own words</li> <li>• identifies specific, relevant details</li> <li>• selects and uses appropriate template or organizer to make notes; efficient and complete</li> </ul>
<p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>- connections to other information</li> </ul>	<ul style="list-style-type: none"> <li>• unable to connect new information to what they know</li> </ul>	<ul style="list-style-type: none"> <li>• makes some connections between new information and what they already know</li> </ul>	<ul style="list-style-type: none"> <li>• makes logical connections between new information and what they already know</li> </ul>	<ul style="list-style-type: none"> <li>• makes and explains logical connections between new information and what they already know</li> </ul>

## Quick Scale: Grade 6 Reading Literature

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></p> <p><i>Note: the snapshot can be used alone as a holistic scale for marking some assignments.</i></p>	<p><i>With support, the student may be able to read short, simple, and direct selections with familiar language. Work is often vague, incomplete, or inaccurate. May need one-to-one support to complete task.</i></p>	<p><i>The student is able to read generally straightforward fiction and poetry and complete most assigned tasks. Work is often inconsistent: parts are accurate and complete; others are vague and incomplete.</i></p>	<p><i>The student is able to read generally straightforward fiction and complete assigned tasks independently. Work is generally accurate and complete, with specific references to selection.</i></p>	<p><i>The student is able to read fiction and poetry with some complex language or ideas. Work is thorough, independent, and shows some insight, with specific, well-chosen evidence. May look for challenges.</i></p>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>- comprehension strategies</li> <li>- word skills</li> <li>- knowledge of genres</li> <li>- locating detail</li> </ul>	<ul style="list-style-type: none"> <li>• often does not check for understanding</li> <li>• focuses on sounding out new words; often gives up</li> <li>• unaware of the features of various genres</li> <li>• often guesses rather than rereading to locate specific details</li> </ul>	<ul style="list-style-type: none"> <li>• checks for understanding; may need help choosing strategies</li> <li>• relies on sounding out and context clues</li> <li>• needs some direction to use knowledge of story structure and genres</li> <li>• inefficient in locating details</li> </ul>	<ul style="list-style-type: none"> <li>• checks for understanding; draws on range of strategies</li> <li>• uses range of word skills; may need prompting</li> <li>• uses knowledge of story structure and familiar genres to predict, support</li> <li>• skims and rereads for details</li> </ul>	<ul style="list-style-type: none"> <li>• checks for understanding; chooses effectively from wide range of strategies</li> <li>• uses range of effective word skills; independent</li> <li>• uses knowledge of an increasing range of genres to predict, support</li> <li>• efficiently skims and rereads for details</li> </ul>
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- accuracy, completeness</li> <li>- story elements</li> <li>- relationships</li> <li>- inferences</li> <li>- theme</li> </ul>	<ul style="list-style-type: none"> <li>• work is vague, inaccurate, or incomplete</li> <li>• identifies some main characters and events</li> <li>• may be able to place main events in order; explains some simple cause-effect relationships</li> <li>• makes some simple inferences; often illogical because the student has missed literal information</li> <li>• unable to interpret theme or author's message</li> </ul>	<ul style="list-style-type: none"> <li>• provides accurate information; often vague, sometimes incomplete</li> <li>• identifies most main characters, events, and obvious conflicts; gives some details if asked</li> <li>• explains some relationships among events</li> <li>• makes some simple inferences; little or no support</li> <li>• interprets themes or author's messages simplistically</li> </ul>	<ul style="list-style-type: none"> <li>• clear, complete, and accurate, with specific references to the selection</li> <li>• describes setting, main characters, conflict, and events accurately and in some detail; may use words of the selection</li> <li>• explains relationships among events</li> <li>• makes some logical inferences with support</li> <li>• interprets obvious themes or author's message logically</li> </ul>	<ul style="list-style-type: none"> <li>• thorough and precise, with specific detail</li> <li>• describes setting, characters, conflict, and events accurately and in own words, with relevant detail and interpretation</li> <li>• explains subtle relationships among events; often speculates about other possibilities</li> <li>• makes inferences with insight, support</li> <li>• interprets theme or author's message logically</li> </ul>
<p><b>Response and Analysis</b></p> <ul style="list-style-type: none"> <li>- connections to experiences and other selections</li> <li>- reactions</li> </ul>	<ul style="list-style-type: none"> <li>• with explicit guidance, may make some simple and obvious connections</li> <li>• offers simple, vague, and unsupported reactions and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• makes some concrete and obvious connections</li> <li>• offers simple and direct reactions and opinions; gives reasons if provided with a frame or model</li> </ul>	<ul style="list-style-type: none"> <li>• makes logical, relatively direct connections</li> <li>• offers reactions and opinions about selections, with some logical support</li> </ul>	<ul style="list-style-type: none"> <li>• makes and supports some insightful connections</li> <li>• offers and supports reactions and opinions; may show some complexity</li> </ul>

## Quick Scale: Grade 6 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></p> <p><i>Note: the snapshot can be used alone as a holistic scale for marking some assignments.</i></p>	<p><i>With support, the student may be able to read short, simple, and direct material with familiar language and simple graphics. Work is often vague, incomplete, or inaccurate. May need one-to-one support to complete task.</i></p>	<p><i>The student is able to read generally straightforward materials, including illustrations and other graphics. Work is often inconsistent: parts are accurate and complete; others are vague, incomplete, and lack detail.</i></p>	<p><i>The student is able to read straightforward information and procedures, including illustrations and other graphics, with some specialized language and complex ideas. Work is generally accurate and complete; gives specific references.</i></p>	<p><i>The student is able to read elaborated information and procedures, including illustrations and other graphics, with specialized language and complex ideas. Work is thorough, independent, and efficient, often exceeding requirements of the task.</i></p>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>- comprehension strategies</li> <li>- word skills</li> <li>- predicting</li> <li>- text features</li> <li>- locating detail</li> </ul>	<ul style="list-style-type: none"> <li>• does not check for understanding</li> <li>• tends to sound out new words; often gives up</li> <li>• has difficulty predicting content; may guess</li> <li>• needs assistance to use text features</li> <li>• often guesses rather than rereading to locate specific details</li> </ul>	<ul style="list-style-type: none"> <li>• checks for understanding; may need help choosing strategies</li> <li>• relies on sounding out and context for new words</li> <li>• makes simple logical predictions about content</li> <li>• may need prompting to use text features</li> <li>• tends to be inefficient in locating details</li> </ul>	<ul style="list-style-type: none"> <li>• checks for understanding; draws on a range of strategies</li> <li>• uses range of word skills; may need reminder</li> <li>• makes logical predictions about content; may predict structure</li> <li>• uses text features effectively to preview and locate information</li> <li>• skims, rereads for details</li> </ul>	<ul style="list-style-type: none"> <li>• checks for understanding; chooses effectively from a wide range of strategies</li> <li>• uses range of effective word skills; independent</li> <li>• anticipates content and structure</li> <li>• uses text features effectively to preview, locate, organize</li> <li>• efficiently skims and rereads for details</li> </ul>
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- accuracy and completeness</li> <li>- main ideas</li> <li>- details</li> <li>- note-making</li> <li>- inferences</li> </ul>	<ul style="list-style-type: none"> <li>• often inaccurate, vague, incomplete</li> <li>• confuses main and supporting ideas</li> <li>• may identify some relevant supporting details; omits a great deal</li> <li>• has difficulty making notes, even with a template</li> <li>• misinterprets literal information</li> </ul>	<ul style="list-style-type: none"> <li>• partially accurate, but may be vague, incomplete</li> <li>• identifies most main ideas; has trouble restating in own words</li> <li>• identifies some relevant supporting details</li> <li>• makes simple notes if given a template</li> <li>• makes some inferences, but these may be illogical</li> </ul>	<ul style="list-style-type: none"> <li>• clear, complete, accurate</li> <li>• accurately identifies main ideas</li> <li>• identifies relevant supporting details</li> <li>• makes accurate notes using simple, logical categories</li> <li>• makes some simple inferences; may be unsupported</li> </ul>	<ul style="list-style-type: none"> <li>• precise, thorough; may be insightful</li> <li>• accurately restates main ideas; may explain how they connect</li> <li>• identifies specific, relevant details; thorough</li> <li>• makes accurate, organized notes using effective categories</li> <li>• makes and supports simple inferences</li> </ul>
<p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>- connections to other information</li> <li>- reactions</li> </ul>	<ul style="list-style-type: none"> <li>• has difficulty connecting new information to prior knowledge (may have little prior knowledge)</li> <li>• reactions or judgments are often vague or unsupported</li> </ul>	<ul style="list-style-type: none"> <li>• makes some simple, obvious connections between new information and prior knowledge</li> <li>• offers some simple reactions or judgments; reasons are often vague</li> </ul>	<ul style="list-style-type: none"> <li>• makes logical connections between new information and prior knowledge and beliefs</li> <li>• offers simple reactions or judgments; reasons may be vague</li> </ul>	<ul style="list-style-type: none"> <li>• compares new information to prior knowledge and beliefs; may show insight</li> <li>• offers reactions or judgments with reasons; may evaluate information</li> </ul>

## Quick Scale: Grade 8 Reading Literature

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></p> <p><i>Note: the snapshot can be used alone as a holistic scale for marking some assignments.</i></p>	<p>The student may need help with relatively straightforward literature and assignments. May provide some accurate information for direct, concrete tasks; work is often inaccurate, vague, or incomplete.</p>	<p>The student is able to read literature with some complexity with basic understanding and response. Work is generally accurate but often vague and incomplete where inferences and connections are required.</p>	<p>The student is able to read, understand, and respond to literature with some complexity. Work is accurate and complete (may include minor errors) and includes specific, relevant details as required.</p>	<p>The student is able to read, understand, and respond to literature with some complex or sophisticated features. Work is well-developed and shows insight; includes explanations and well-chosen details as required.</p>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>- comprehension strategies</li> <li>- word skills</li> <li>- prior knowledge</li> <li>- literary techniques</li> </ul>	<ul style="list-style-type: none"> <li>• quickly frustrated by challenging material</li> <li>• relies on sounding out and context for new words; little success</li> <li>• does not use prior knowledge effectively</li> <li>• often frustrated by figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• often needs direction to adjust comprehension strategies</li> <li>• limited range of word strategies; inefficient</li> <li>• with prompting, uses prior knowledge</li> <li>• recognizes some types of figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• adjusts reading strategies; may need some guidance for challenging material</li> <li>• uses a variety of strategies for new words</li> <li>• uses prior knowledge</li> <li>• interprets figurative language with some success</li> </ul>	<ul style="list-style-type: none"> <li>• independently selects and adjusts strategies</li> <li>• draws on a wide vocabulary; efficient and confident with new words</li> <li>• uses prior knowledge effectively, independently</li> <li>• deals confidently with figurative language and literary techniques</li> </ul>
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- story elements</li> <li>- predictions</li> <li>- inferences</li> <li>- theme</li> </ul>	<ul style="list-style-type: none"> <li>• describes some story elements in general terms</li> <li>• may make some basic logical predictions</li> <li>• makes some simple inferences; may not be able to provide support</li> <li>• interpretations are limited; may seem illogical</li> </ul>	<ul style="list-style-type: none"> <li>• accurately describes key elements; may omit or misinterpret some aspects</li> <li>• makes logical predictions about events</li> <li>• makes simple inferences with some evidence; may misinterpret parts</li> <li>• offers logical interpretations of obvious themes; limited evidence</li> </ul>	<ul style="list-style-type: none"> <li>• accurately describes story elements and their relationships</li> <li>• makes and justifies logical predictions</li> <li>• makes and supports inferences with some insight</li> <li>• offers logical interpretations of themes; provides some support; tends to focus on the obvious</li> </ul>	<ul style="list-style-type: none"> <li>• accurately and thoroughly describes story elements, often including subtle features</li> <li>• explains logical and often insightful predictions</li> <li>• makes insightful and often subtle inferences with convincing support</li> <li>• offers and supports logical interpretations of theme; some complexity</li> </ul>
<p>Response and Analysis</p> <ul style="list-style-type: none"> <li>- connections to ideas, beliefs, feelings, experiences, other selections</li> <li>- reactions</li> </ul>	<ul style="list-style-type: none"> <li>• has difficulty relating the selection to own ideas and experiences or to other selections</li> <li>• offers general reactions and opinions with little or no support</li> </ul>	<ul style="list-style-type: none"> <li>• makes simple and obvious connections to own ideas and experiences or to other selections; some evidence</li> <li>• offers reactions and opinions with minimal support; usually follows a frame provided</li> </ul>	<ul style="list-style-type: none"> <li>• explains clear and logical connections to own ideas and experiences or to other selections; some insight</li> <li>• offers straightforward reactions and opinions supported by reasons and examples</li> </ul>	<ul style="list-style-type: none"> <li>• supports specific and often insightful connections to own ideas and experiences or to other selections</li> <li>• offers reasoned, well-supported reactions and opinions</li> </ul>

## Quick Scale: Grade 8 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></p> <p><i>Note: the snapshot can be used alone as a holistic scale for marking some assignments.</i></p>	<p>The student may need help to read straightforward information and to complete required tasks. May provide limited accurate information. Work is often inaccurate, vague, or incomplete.</p>	<p>The student is able to read information with some complexity, specialized language, and graphics with basic understanding. Work is generally accurate but may be vague or omit some required detail.</p>	<p>The student is able to read information with some complexity, specialized language, and graphics. Work is accurate and complete, providing specific relevant details and examples as required.</p>	<p>The student is able to read elaborated information that includes specialized language and graphics, as well as complex relationships. Work is thorough and may be insightful, providing well-chosen details and examples as required.</p>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>- comprehension strategies</li> <li>- text features</li> <li>- word skills</li> </ul>	<ul style="list-style-type: none"> <li>• quickly frustrated by challenging material; may give up</li> <li>• needs assistance to use text features</li> <li>• relies on sounding out and context for new words; little success</li> </ul>	<ul style="list-style-type: none"> <li>• attempts to adjust comprehension strategies when needed; often needs direction</li> <li>• uses text features to preview and locate information; inefficient</li> <li>• limited range of word strategies; inefficient</li> </ul>	<ul style="list-style-type: none"> <li>• adjusts reading strategies for challenging material; may need some guidance</li> <li>• uses text features to preview, locate, and understand information</li> <li>• uses a variety of strategies for new words</li> </ul>	<ul style="list-style-type: none"> <li>• independently selects and adjusts strategies</li> <li>• uses text features effectively and efficiently to preview, navigate, understand, and locate information</li> <li>• draws on a wide vocabulary; efficient and confident with new words</li> </ul>
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- main ideas</li> <li>- details</li> <li>- note-making</li> <li>- inferences</li> </ul>	<ul style="list-style-type: none"> <li>• may identify some main ideas</li> <li>• may locate some details; omits important information</li> <li>• needs a template or given categories to make simple notes; notes often incomplete or inaccurate</li> <li>• inferences and interpretations may be illogical or unsupported</li> </ul>	<ul style="list-style-type: none"> <li>• identifies most main ideas; may not restate them in own words</li> <li>• locates some specific details as needed</li> <li>• makes notes using logical categories or headings; may include too little or too much</li> <li>• makes some simple inferences and interpretations; gives partial evidence if prompted</li> </ul>	<ul style="list-style-type: none"> <li>• accurately restates main ideas in own words</li> <li>• locates specific, relevant details as needed</li> <li>• makes accurate notes in appropriate detail, using logical categories or headings</li> <li>• makes and supports some general inferences or interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• accurately restates main ideas in own words; may attempt to synthesize</li> <li>• locates specific, relevant details as needed; may use quotations, references</li> <li>• makes thorough, specific notes, using effective formats and categories or headings</li> <li>• makes and supports logical inferences and interpretations</li> </ul>
<p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>- connection to prior knowledge</li> <li>- evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• needs help to see how new information connects to prior knowledge or beliefs</li> <li>• offers simple unsupported reactions or judgments (or none)</li> </ul>	<ul style="list-style-type: none"> <li>• makes simple, obvious comparisons of new information with prior knowledge and beliefs</li> <li>• offers simple reaction or judgments; may be able to give some reasons</li> </ul>	<ul style="list-style-type: none"> <li>• makes some logical connections between new information and prior knowledge and beliefs</li> <li>• offers simple judgments or evaluations and gives some reasons</li> </ul>	<ul style="list-style-type: none"> <li>• makes thoughtful and insightful connections that may go outside of own experiences</li> <li>• makes and explains logical judgments or evaluations</li> </ul>

## Quick Scale: Grade 10 Reading Literature

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></p> <p><i>Note: the snapshot can be used alone as a holistic scale for marking some assignments.</i></p>	<p>The student is unable to offer a logical interpretation of literary works that feature complex ideas and language. Often very short, with little evidence or development, and may misinterpret key features of the text. Appears to struggle to understand the text, with little success.</p>	<p>The student offers a narrow or superficial interpretation of literary works that feature complex ideas and language. Focuses on retelling, with limited analysis and evidence. Responses tend to be broad, undeveloped generalizations. The student is focused on understanding the text.</p>	<p>The student offers a logical interpretation of literary works that feature complex ideas and language. Goes beyond retelling, to offer some analysis and well-developed personal connections. The student appears to interact with the text confidently.</p>	<p>The student offers an analytic, thorough interpretation of works that feature complex ideas and language. Work is thorough, insightful, and often speculative and may take risks to include unusual interpretations and personal connections. The student appears to be engaged by the text.</p>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>- comprehension strategies</li> <li>- literary techniques (e.g., figurative language; irony)</li> <li>- asking questions</li> <li>- interpreting clues</li> <li>- approach to task</li> </ul>	<ul style="list-style-type: none"> <li>• struggles; may give up</li> <li>• may recognize some simple literary techniques</li> <li>• has trouble generating questions</li> <li>• misses clues in the text (e.g., foreshadowing)</li> <li>• may misinterpret task</li> </ul>	<ul style="list-style-type: none"> <li>• some basic strategies, but often unsystematic and ineffective</li> <li>• recognizes basic literary techniques</li> <li>• asks obvious questions about the text</li> <li>• may misinterpret clues in the text; often misses more subtle clues</li> <li>• focuses on part of task</li> </ul>	<ul style="list-style-type: none"> <li>• interacts with the text, adjusts strategies</li> <li>• recognizes and deals confidently with a variety of literary techniques</li> <li>• asks some speculative questions (e.g., why?)</li> <li>• often tentative and overly cautious in interpreting subtle clues</li> <li>• tries to deal with entire task</li> </ul>	<ul style="list-style-type: none"> <li>• uses wide range of strategies to interact effectively with the text</li> <li>• interprets and evaluates a variety of literary techniques</li> <li>• asks speculative and often insightful questions</li> <li>• uses subtle clues to develop inferences and interpretations</li> <li>• deals successfully with all parts of task</li> </ul>
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- elements (e.g., setting, mood)</li> <li>- predictions, speculations</li> <li>- character analysis</li> <li>- interpretation of theme</li> <li>- use of quotations; text references</li> </ul>	<ul style="list-style-type: none"> <li>• attempts to summarize, but misinterprets key elements</li> <li>• few logical predictions</li> <li>• sweeping, unsupported generalizations about characters</li> <li>• deals solely with explicit content</li> <li>• unable to provide evidence or offer relevant references to the text</li> </ul>	<ul style="list-style-type: none"> <li>• focuses on retelling, showing basic and often superficial understanding of elements and key features</li> <li>• some logical predictions; little speculation</li> <li>• describes physical qualities of characters; takes them at face value; often judgmental</li> <li>• offers topics or morals in place of theme</li> <li>• references to the text are vague, not convincing</li> </ul>	<ul style="list-style-type: none"> <li>• logically describes and analyzes elements and key features; goes beyond retelling</li> <li>• offers logical predictions and speculations</li> <li>• analyzes characters with some insight</li> <li>• deals effectively with obvious themes; may paraphrase or state a moral for more complex themes</li> <li>• provides appropriate quotations and other text references as evidence</li> </ul>	<ul style="list-style-type: none"> <li>• thoroughly describes and analyzes elements and key features, dealing with subtleties and nuances</li> <li>• often speculative, taking risks to pose unexpected questions</li> <li>• analyzes characters thoroughly and with insight</li> <li>• generalizes about theme; may offer an unusual interpretation</li> <li>• chooses and integrates quotations and other text references effectively</li> </ul>
<p><b>Response and Analysis</b></p> <ul style="list-style-type: none"> <li>- overall response</li> <li>- reactions or judgments</li> </ul>	<ul style="list-style-type: none"> <li>• appears confused by the text and/or the task</li> <li>• makes rash, unsupported judgments or fails to offer reaction</li> </ul>	<ul style="list-style-type: none"> <li>• offers a superficial or undeveloped response</li> <li>• makes broad judgments with limited support</li> </ul>	<ul style="list-style-type: none"> <li>• thoughtful; actively questions, discriminates, makes connections, reacts</li> <li>• offers cautious reactions, supported with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• creates an engaging response</li> <li>• offers thoughtful reactions, convincing examples; may take risks, allow ambiguity</li> </ul>

## Quick Scale: Grade 10 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></p> <p><i>Note: the snapshot can be used alone as a holistic scale for marking some assignments.</i></p>	<p>The student is unable to summarize or interpret complex information. Responses are often short, with little evidence or development, and may misinterpret key features of the text or the task. Appears unable to understand the text.</p>	<p>The student offers a narrow or partial summary and analysis of complex information. Work is generally accurate but may be incomplete, often focusing on part of a task. Provides limited analysis; may offer broad generalizations with little support. Appears to focus on basic understanding.</p>	<p>The student interprets and evaluates complex information. Tries to deal with all parts of assigned tasks. Work is accurate, complete, and generally offers some logical generalizations and conclusions. Appears to interact with the text confidently.</p>	<p>The student offers an analytic, thorough synthesis and interpretation of complex information. Deals successfully with all parts of assigned questions or tasks, providing well-developed and often insightful responses. Appears to be engaged by the task.</p>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>- text features (e.g., headings; diagrams)</li> <li>- prior knowledge</li> <li>- features and purposes of various forms</li> <li>- questions</li> <li>- technical and specialized terms</li> </ul>	<ul style="list-style-type: none"> <li>• often ignores text features</li> <li>• has difficulty using prior knowledge</li> <li>• may recognize basic features of a variety of forms, but treats them all alike</li> <li>• has trouble generating questions</li> <li>• limited reading vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• uses some text features to preview</li> <li>• draws on some prior knowledge</li> <li>• recognizes basic features and purposes of a variety of forms; may not connect form with purpose and target audience</li> <li>• asks obvious questions about the text</li> <li>• tries to use strategies for new vocabulary; often ineffective</li> </ul>	<ul style="list-style-type: none"> <li>• uses text features to preview and locate information</li> <li>• draws on prior knowledge to predict and understand</li> <li>• recognizes the features and purposes of a wide range of forms</li> <li>• asks some speculative questions</li> <li>• uses a variety of strategies to deal effectively with unfamiliar language</li> </ul>	<ul style="list-style-type: none"> <li>• uses text features efficiently to preview, locate, and understand information</li> <li>• draws on prior knowledge to predict, understand, interpret, and evaluate information</li> <li>• recognizes and analyzes features, purposes, and target audiences of a wide range of forms</li> <li>• asks speculative and often insightful questions</li> <li>• confident and efficient with new vocabulary</li> </ul>
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- main ideas</li> <li>- details</li> <li>- note-making</li> <li>- inferences and interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• identifies some main ideas; tends to repeat words of the text</li> <li>• locates little accurate and relevant information</li> <li>• makes incomplete and poorly organized notes</li> <li>• has difficulty identifying and explaining relationships</li> </ul>	<ul style="list-style-type: none"> <li>• accurately identifies most main ideas</li> <li>• locates some accurate and relevant information; often vague</li> <li>• makes cursory notes; tends to rely on the structure of the text</li> <li>• explains basic relationships, and offers some logical predictions and conclusions; limited evidence</li> </ul>	<ul style="list-style-type: none"> <li>• accurately identifies and restates main ideas</li> <li>• provides specific, relevant detail as needed</li> <li>• makes thorough, accurate notes, using logical categories; may include too much</li> <li>• explains relationships among ideas; offers logical predictions, speculations, and conclusions with specific evidence</li> </ul>	<ul style="list-style-type: none"> <li>• accurately identifies and restates main ideas, often synthesizing information</li> <li>• provides and integrates precise, well-chosen detail and quotations as needed</li> <li>• makes well-organized, efficient notes</li> <li>• explains relationships among ideas; generalizes and offers conclusions with depth and insight</li> </ul>
<p><b>Response and Analysis</b></p> <ul style="list-style-type: none"> <li>- overall response</li> <li>- reactions or judgments</li> </ul>	<ul style="list-style-type: none"> <li>• appears confused by the text and/or the task</li> <li>• makes rash, unsupported judgments or fails to offer reaction</li> </ul>	<ul style="list-style-type: none"> <li>• offers a superficial, limited response, with few connections</li> <li>• broad judgments with limited support</li> </ul>	<ul style="list-style-type: none"> <li>• actively questions, makes connections, and reacts; provides support</li> <li>• logical, supported judgments and evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• offers thoughtful questions and connections and convincing examples</li> <li>• thoughtful, well-supported judgments and evaluations</li> </ul>