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
SNAPSHOT *Note: the snapshot can be used alone as a holistic scale for marking some assignments.*	***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.***	***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.***	***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.***	***The students 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.***
STRATEGIES • comprehension strategies • text features • word skills	• quickly frustrated by challenging material; may give up • needs assistance to use text features • relies on sounding out and context for new words; little success	• attempts to adjust comprehension strategies when needed; often needs direction • uses text features to preview and locate information; inefficient • limited range of word strategies; inefficient	• adjusts reading strategies for challenging material; may need some guidance • uses text features to preview, locate, and understand information • uses a variety of strategies for new words	• independently selects and adjusts strategies • uses text features effectively and efficiently to preview, navigate, understand, and locate information • draws on a wide vocabulary; efficient and confident with new words
COMPREHENSION • main ideas • details • note-making • inferences	• may identify some main ideas • may locate some details; omits important information • needs a template or given categories to make simple notes; notes often incomplete or inaccurate • inferences and interpretations may be illogical or unsupported	• identifies most main ideas; may not restate them in own words • locates some specific details as needed • makes notes using logical categories or headings; may include too little or too much • makes some simple inferences and interpretations ; gives partial evidence if prompted	• accurately restates main ideas in own words • locates specific, relevant details as needed • makes accurate notes in appropriate detail, using logical categories or headings • makes and supports some general inferences or interpretations	• accurately restates main ideas in own words; may attempt to synthesize • locates specific, relevant details as needed; may use quotations, references • makes thorough, specific notes, using effective formats and categories or headings • makes and supports logical inferences and interpretations
ANALYSIS • connection to prior knowledge • evaluation	• needs help to see how new information connects to prior knowledge or beliefs • offers simple unsupported reactions or judgments (or none)	• makes simple, obvious comparisons of new information with prior knowledge and beliefs • offers simple reaction or judgments; may be able to give some reasons	• makes some logical connections between new information and prior knowledge and beliefs • offers simple judgments or evaluations and gives some reasons	• makes thoughtful and insightful connections that may go outside of own experiences • makes and explains logical judgments or evaluations