

**Reading
for
Information**

A Classroom Assessment Package

**Grade 4
First, Second and Third Term**

**Developed by Cathy Molinski
North Vancouver School District
Fall 2002**

North Vancouver School District Press

Foreword

Our schools strive to provide all students with opportunities to succeed in challenging educational programs. To support this goal and to illustrate examples of promising and best practices, our talented and creative teachers and administrators develop local resources for the use of teachers and students.

I hope that teachers will find the materials in this document to be helpful and relevant in their instructional planning, classroom management and decision making.

I extend my appreciation and the gratitude of the Board of School Trustees to Cathy Molinski who prepared this instructional resource.

Dr. Robin Brayne, Superintendent of Schools.

*If the material in this document supports reading instruction in your local context,
you may order the book from:*

Program Services
North Vancouver School District, c/o Leo Marshall Curriculum Centre
810 West 21st Street, North Vancouver, B.C. V7P 2C1
www.nvsd44.bc.ca
Fax: (604) 903-3778

Reading for Information: A Classroom Assessment Package

Introduction

This package has been written to address the request from classroom teachers for a reading assessment that could be administered to the entire class in a short period of time.

The assessments have been designed for use in Term 1, Term 2 and Term 3, so that information could be gathered about particular reading skills requiring further instruction.

These assessments use non-fiction text and descriptors adapted from the British Columbia Performance Standards (Reading for Information) as the marking performance rubric. It should be noted that the descriptors in the Performance Standards have been written for expected student performance in April of the grade year. Therefore assessments done in Term 1 and Term 2 cannot be used for evaluation of students and reporting to parents. However, the rubrics are very helpful in gathering assessment data that will drive reading instruction both for individual students and for the class as a whole.

The main areas of reading proficiency assessed are:

1. background knowledge and predicting
2. figuring out unknown words
3. main idea
4. summarizing
5. inferences and conclusions
6. accuracy
7. fluency

It is intended that all students in the class take each of the grade level assessments at the same time whether they routinely demonstrate below, at, or above grade level reading performance. Grade level performance standards cannot be used to assess students unless they are reading grade-level text.

Contents of this Assessment Package

- Information on preparing and administering the assessment
- Classroom Assessments booklets for 1st Term, 2nd Term and 3rd Term
- Single copies of the Reading selection for each term
- Class Reading Assessment Recording Sheet

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Assessment Preparation

- Copy the assessment you wish to use on 11" x 17" sheets of paper (one per student). The 11" x 17" sheets should be folded in half as in the original booklet.
- Allow up to 60 minutes of class time for the assessment. Students should have a book on their desks to read quietly when they have finished the assessment.

Assessment Instructions

- Step 1 Have students **predict from the title and answer question 1 before they read.**
- Step 2 Have students read the rest of the text selection and answer the questions in writing.
- Step 3 While the students are working, take the copy of the reading selection and a pencil and move to each student in the class to do a running record. Put your single copy of the text in front of the student and do the running record on the student's 11" x 17" assessment copy. Each student reads aloud the first fifty words of the text selection. Multiply the accuracy rate by 2 and record the rate on the Teacher Recording page (front cover of 11" x 17" sheet). Fill in the fluency box at this time also.

Simplified Running Record Symbols

Accurate	(✓)	
Substitution	(X)	<u>wrong word</u> right word
Repetition	(← R)	
Omission	(O)	
Insertion	(^)	
Self Correction	(SC)	
Teacher Appeal	(TA)	

- Step 4 Mark each written answer with a tick in the appropriate box on the student recording page: *not yet, minimally, fully, exceeds expectations*. Use the descriptors for the various aspects of reading listed in the rubric on the back cover.
- Step 5 Transfer the information to the Teacher Recording Page on the front cover.
- Step 6 Using the snapshot descriptors, determine the overall performance category and list those particular categories of reading for which the student needs additional support.

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Step 7 Record the information from the front page of each student's assessment onto the Class Reading Assessment Recording Sheet.

For each student, analyze the results and summarize areas of reading proficiency requiring further development in the column, **Instructional Focus**.

Conclusion

The information summarized on the Class Recording Sheet indicates the areas of reading proficiency for which the class requires specific instruction. Students who do not meet expectations, or minimally meet expectations, should receive additional small group instruction with text appropriate to their instructional reading level.

Please refer to the North Vancouver *Reading 44: A Core Reading Framework*, for a complete description of the 12 Reading Strategies and suggested instructional activities.

Teacher Recording Page

Student Name _____ Date _____

6. Accuracy: _____ # words correct x 2 _____ %
 >95% = independent level
 90-95% = instructional level
 <90% = frustration level

7. Fluency:
 heeds punctuation yes _____ no _____
 uses expression yes _____ no _____
 uses appropriate phrasing yes _____ no _____
 speed too fast _____ even pace _____ too slow _____

1. Background Knowledge and Prediction				
not yet	meets (minimal)	fully meets	exceeds	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Figuring out Unknown Words				
not yet	meets (minimal)	fully meets	exceeds	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Main Idea				
not yet	meets (minimal)	fully meets	exceeds	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Summarizing				
not yet	meets (minimal)	fully meets	exceeds	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Inferences and Conclusions				
not yet	meets (minimal)	fully meets	exceeds	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Overall Reading Performance: Snapshot from the B.C. Performance Standards

Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceed Expectations
With support, the student may be able to read and recall brief, simple information passages and procedures. Often needs one-to-one help for both reading and comprehension activities. Work is often inaccurate or incomplete; tends to rely on guessing.	The student is able to read simple and direct information and procedural texts (including simple diagrams and charts), but may need some support. Work is generally accurate; parts may be incomplete.	The student is able to read simple and direct information and procedural texts (including simple diagrams and charts) and complete assigned tasks independently. Work is generally accurate and complete.	The student is able to read straightforward information and procedural materials with some technical or specialized language and features, and complete assigned tasks independently and efficiently. Work often exceeds requirements of the task.

Overall Performance: not yet meets (minimal) fully meets exceeds

Instructional Focus _____

Eight-Legged Sea Creature

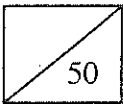
by Lynn Bryan and Kim Newlove

Grade 4 – 1st Term

from Collections 4, Pearson Education – On My Own

The octopus is a sea animal that can be found in oceans throughout the world. The best-known species live on rocky, sandy, or muddy bottoms in the shallow parts of oceans. Others live in deep ocean waters.

- The most obvious feature of an octopus's soft, boneless body is its arms. Its eight long arms hang from its rounded head. The underside of each arm is lined with round, muscular suckers. An octopus uses its arms and suckers to
- move along the ocean bottom. With its suckers, an octopus attaches itself firmly to rocks. If an octopus loses an arm, it grows a new one.



Octopuses feed on other sea animals. Most of them eat crabs, clams, and snails. Many species also eat other octopuses. An octopus captures its prey with its arms. Then it pulls the animal into its strong, beak-like jaws on the underside of its head.

An octopus has various ways of escaping from its enemies. It can swim backwards rapidly by forcing a powerful jet of water through a tube in its body. It can also send off a cloud of inky fluid that hides it from view. Sometimes the shape of the ink cloud looks like an octopus, and the enemy goes after the cloud. An octopus can also quickly change colour and blend in with its surroundings so that it is not easily seen.

An octopus's life cycle starts as an egg. The female octopus can lay more than 100,000 eggs. She cares for them until they hatch into tiny octopuses. These baby octopuses swim along the surface for many weeks. Many are eaten by fish and other sea animals. Those that survive drop to the ocean bottom. Here they continue to grow until they become adult octopuses. Many octopuses live only one year or less. The largest species may live three years.

Most octopuses are not dangerous to human beings. However, they may bite. So if you are ever near one, be cautious!

Name _____ Date _____

<p>1. The title of this text is <u>Eight Legged Sea Creature</u>. What does this title make you think of?</p> <p>_____</p> <p>_____</p> <p>What will this text be about? _____</p> <p>_____</p> <p>_____</p>	<p>1. Background Knowledge and Prediction</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p style="text-align: center;"><i>Now read the whole text. Then answer the questions.</i></p> <p>2. What does the underlined word <u>species</u> mean in this text.</p> <p>_____</p> <p>_____</p> <p>How did you figure that out? _____</p> <p>_____</p> <p>_____</p>	<p>2. Word Skills</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>3. What is the main idea? _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>3. Main Ideas</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>4. Tell some important facts that you learned.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. Summarizing</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>5. Why are octopuses rarely seen by the average person? _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>5. Inferences and Conclusions</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

Overall Reading Performance: Snapshot from the B.C. Performance Standards

Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceed Expectations
<i>With support, the student may be able to read and recall brief, simple information passages and procedures. Often needs one-to-one help for both reading and comprehension activities. Work is often inaccurate or incomplete; tends to rely on guessing.</i>	<i>The student is able to read simple and direct information and procedural texts (including simple diagrams and charts), but may need some support. Work is generally accurate; parts may be incomplete.</i>	<i>The student is able to read simple and direct information and procedural texts (including simple diagrams and charts) and complete assigned tasks independently. Work is generally accurate and complete</i>	<i>The student is able to read straightforward information and procedural materials with some technical or specialized language and features, and complete assigned tasks independently and efficiently. Work often exceeds requirements of the task.</i>

Selected Categories of Reading Performance

Category	Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceed Expectations
1. Background knowledge and prediction	<input type="checkbox"/> has difficulty making connections to prior knowledge <input type="checkbox"/> predictions are often guesses and may not be logical	<input type="checkbox"/> makes some simple connections to prior knowledge <input type="checkbox"/> makes simple, obvious predictions about content based on text features and prior knowledge	<input type="checkbox"/> makes logical connections between new information prior knowledge <input type="checkbox"/> makes logical predictions about content based on text features and prior knowledge	<input type="checkbox"/> compares new information with prior knowledge; shows insight <input type="checkbox"/> makes logical and often insightful predictions about content and organization based on text features and prior knowledge
2. Word skills	<input type="checkbox"/> tries to sound-out new words; may give up quickly	<input type="checkbox"/> when reminded, will use various strategies with unfamiliar words	<input type="checkbox"/> uses various strategies to figure out unfamiliar words; may need prompting	<input type="checkbox"/> uses various strategies to figure out unfamiliar words; usually successful
3. Main idea	<input type="checkbox"/> has difficulty identifying main ideas <input type="checkbox"/> does not use text features	<input type="checkbox"/> identifies some main ideas <input type="checkbox"/> may need support to use text features	<input type="checkbox"/> accurately identifies main ideas, although may have difficulty restating <input type="checkbox"/> uses text features; may need reminding	<input type="checkbox"/> restates main ideas in own words <input type="checkbox"/> uses text features effectively
4. Summarizing	<input type="checkbox"/> with support, may identify some relevant details <input type="checkbox"/> answers by guessing instead of reading <input type="checkbox"/> answers are often incomplete and/or inaccurate	<input type="checkbox"/> identifies some relevant details; may miss some key details <input type="checkbox"/> may have difficulty locating some specific details <input type="checkbox"/> answers are generally accurate; parts vague or incomplete	<input type="checkbox"/> identifies relevant details <input type="checkbox"/> rereads and skims to find find specific details <input type="checkbox"/> answers are accurate and complete	<input type="checkbox"/> identifies specific relevant details <input type="checkbox"/> rereads and skims for specific details; becoming efficient <input type="checkbox"/> answers are clear, precise, accurate, and complete
5. Inferences and conclusions	<input type="checkbox"/> has difficulty telling how the information in a selection is like or unlike other information they know	<input type="checkbox"/> tells some ways the information in the selection is like or unlike other information they knew	<input type="checkbox"/> makes logical connections between new information and what they already know	<input type="checkbox"/> makes logical connections; may question or evaluate new information in terms of prior knowledge

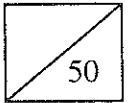
Ants Talk

by Lynn Bryan and Kim Newlove

Grade 4 – 2nd Term

from Collections 4, Pearson Education - On My Own

- Ants communicate with one another through their sense of touch and hearing. An ant's main sense organs are its antennae. Ants pick up scents and sounds with their antennae. When two ants meet, they smell each other with their antennae to tell whether they
- are *nestmates* (ants in the same colony) or enemies. Ants "hear" with sense cells in their antennae, legs, trunk, and head. These sense cells pick up sound vibrations.



Ants make different types of sounds and have a variety of ways of making them. One is a tapping sound. Some ants tap on the ground with their antennae. Ants that live inside plants or in leaf nests tap their rounded pack end (*gaster*) against the outside walls of the nest when they discover food or an enemy nearby. The taps send vibrations through the nest walls. Then the ants inside hurry out and help carry in the food or fight the enemy. Other ants can make squeaking or buzzing sounds by rubbing two ridges together in their back section (*metasoma*). This sound is sometimes loud enough for people to hear.

Ants also communicate with each other by giving off chemicals from glands in their head, trunk, and metasoma. Each chemical communicates different information. For example, an ant may lay a scent trail from a new food supply to its nest. Other ants in the colony can follow the scent to the food. Another chemical warns nestmates of danger.

So, when you see ants scurrying about, it's likely they are responding to a message they have picked up with their sense cells.

Name _____ Date _____

<p>1. The title of this text is <u>Ants Talk!</u> What does this title make you think of?</p> <p>_____</p> <p>_____</p> <p>What will this text be about? _____</p> <p>_____</p> <p>_____</p>	<p>1. Background Knowledge and Prediction</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><i>Now read the whole text. Then answer the questions.</i></p>	
<p>2. What does the underlined word <u>sense</u> mean in this text?</p> <p>_____</p> <p>_____</p> <p>How did you figure that out? _____</p> <p>_____</p> <p>_____</p>	<p>2. Figure Out Unknown Words</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>3. What is the main idea? _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>3. Main Ideas</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>4. Tell some important facts that you learned.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. Summarizing</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>5. How would losing its antennae affect an ant? _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>5. Inferences and Conclusions</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

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Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 4 – Reading for Information

Teacher Recording Page

Student Name _____ Date _____

6. Accuracy: ____ # words correct x 2 ____ %
 >95% = independent level
 90-95% = instructional level
 <90% = frustration level

7. Fluency:
 heeds punctuation yes ____ no ____
 uses expression yes ____ no ____
 uses appropriate phrasing yes ____ no ____
 speed too fast ____ even pace ____ too slow ____

1. Background Knowledge and Prediction				
not yet	meets (minimal)	fully meets	exceeds	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Figuring out Unknown Words				
not yet	meets (minimal)	fully meets	exceeds	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Main Idea				
not yet	meets (minimal)	fully meets	exceeds	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Summarizing				
not yet	meets (minimal)	fully meets	exceeds	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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not yet	meets (minimal)	fully meets	exceeds	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

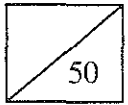
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Overall Performance: not yet meets (minimal) fully meets exceeds

Instructional Focus _____

→ Nellie Mooney was born in Ontario in 1874. In 1880, Nellie and her family moved to a little town in Manitoba called Millford. Two years later, something happened at their community picnic that made Nellie stop and think.



→ Nellie was lined up to take part in the races for eight-to ten-year-olds. Just before the race started, Mr. Burnett tapped her on the shoulder and said, "Nellie, races are only for men and boys." She quickly explained that she could run faster than most of the boys. That didn't seem to matter. "You need to go over and help the ladies get ready for our lunch," stated Mr. Burnett.

Nellie did as she was told, but she never forgot that time. "It's so unfair," she thought.

As Nellie grew older, she learned of many other times when girls and women were not treated fairly or equally. She made up her mind to do something about this.

In 1889, Nellie went into a teacher-training program. She graduated the next year and began teaching. She was an excellent teacher, but did some unusual things. She allowed the girls to play football. She even took part herself.

On August 25, 1896, Nellie married Wesley McClung. From this time on, Nellie worked hard to win human rights for women. In 1912, she helped form a group in Winnipeg that worked to get women the right to vote. She and her group were successful. In 1916, Manitoba passed a law giving women the right to vote. By 1918, all of Canada had passed such a law.

In 1921, she was elected to the Alberta parliament. In 1936, she became the first woman governor of the CBC. Both of these were firsts for women.

Nellie McClung died on September 1, 1951.

Name _____ Date _____

<p>1. The title of this text is <u>Nellie McClung!</u> What does this title make you think of?</p> <p>_____</p> <p>_____</p> <p>What will this text be about? _____</p> <p>_____</p> <p>_____</p>	<p>1. Background Knowledge and Prediction</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><i>Now read the whole text. Then answer the questions.</i></p>	
<p>2. What do the underlined words, <u>human rights</u>, mean in this text?</p> <p>_____</p> <p>_____</p> <p>How did you figure that out? _____</p> <p>_____</p> <p>_____</p>	<p>2. Word Skills</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>3. What is the main idea? _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>3. Main Ideas</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>4. Tell some important facts that you learned.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. Summarizing</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>5. Why is Nellie McClung an important woman in Canadian History? _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>5. Inferences and Conclusions</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

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1. Background knowledge and prediction	<input type="checkbox"/> has difficulty making connections to prior knowledge <input type="checkbox"/> predictions are often guesses and may not be logical	<input type="checkbox"/> makes some simple connections to prior knowledge <input type="checkbox"/> makes simple, obvious predictions about content based on text features and prior knowledge	<input type="checkbox"/> makes logical connections between new information prior knowledge <input type="checkbox"/> makes logical predictions about content based on text features and prior knowledge	<input type="checkbox"/> compares new information with prior knowledge; shows insight <input type="checkbox"/> makes logical and often insightful predictions about content and organization based on text features and prior knowledge
2. Word skills	<input type="checkbox"/> tries to sound-out new words; may give up quickly	<input type="checkbox"/> when reminded, will use various strategies with unfamiliar words	<input type="checkbox"/> uses various strategies to figure out unfamiliar words; may need prompting	<input type="checkbox"/> uses various strategies to figure out unfamiliar words; usually successful
3. Main idea	<input type="checkbox"/> has difficulty identifying main ideas <input type="checkbox"/> does not use text features	<input type="checkbox"/> identifies some main ideas <input type="checkbox"/> may need support to use text features	<input type="checkbox"/> accurately identifies main ideas, although may have difficulty restating <input type="checkbox"/> uses text features; may need reminding	<input type="checkbox"/> restates main ideas in own words <input type="checkbox"/> uses text features effectively
4. Summarizing	<input type="checkbox"/> with support, may identify some relevant details <input type="checkbox"/> answers by guessing instead of reading <input type="checkbox"/> answers are often incomplete and/or inaccurate	<input type="checkbox"/> identifies some relevant details; may miss some key details <input type="checkbox"/> may have difficulty locating some specific details <input type="checkbox"/> answers are generally accurate; parts vague or incomplete	<input type="checkbox"/> identifies relevant details <input type="checkbox"/> rereads and skims to find find specific details <input type="checkbox"/> answers are accurate and complete	<input type="checkbox"/> identifies specific relevant details <input type="checkbox"/> rereads and skims for specific details; becoming efficient <input type="checkbox"/> answers are clear, precise, accurate, and complete
5. Inferences and conclusions	<input type="checkbox"/> has difficulty telling how the information in a selection is like or unlike other information they know	<input type="checkbox"/> tells some ways the information in the selection is like or unlike other information they knew	<input type="checkbox"/> makes logical connections between new information and what they already know	<input type="checkbox"/> makes logical connections; may question or evaluate new information in terms of prior knowledge

Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 2 – Reading for Information

