

Reading
for
Information

A Classroom Assessment Package

Grade 6
First, Second and Third Term

Developed by Cathy Molinski
North Vancouver School District
Fall 2002

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.

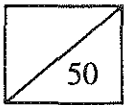
For each student, analyze the results and summarize areas of reading proficiency requiring further development in the column, **Instructional Focus**.

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.

→ Technology is constantly affecting the way we do things. American cartoonist Reuben (Rube) Goldberg used his cartoons to make us think about the actual benefits of new technologies. Goldberg drew humorously complex machines that improve our lives. Examples of machines he drew include an automatic sheet music turner and an automatic mosquito bite scratcher.



→ Today, students and adults celebrate Goldberg's wacky inventions by participating in Rube Goldberg machine contests. While contest rules vary, the machines are expected to be built with household items and involve as many as 20 steps.

This machine is designed to turn on a light. Do you think it would simplify your life?

The Dr. L. Bulb's Light Switch mechanism works as follows:

- 1) The user lifts the right-hand corner of the tray holding four marbles. The marbles roll down the runway and land in a basket. The basket is hanging by a string at the end of the runway.
- 2) The weight of the marbles in the basket causes the basket to sink down. When the basket sinks down, it pulls on the string held in place by three bobbins (two empty and one with thread on it).
- 3) The third bobbin unwinds in a counterclockwise direction. When the bobbin moves, a straw (attached to outside of the bobbin) moves as well and knocks a domino over to the right.
- 4) In turn, the remaining dominoes also fall down to the right.
- 5) When the eighth domino falls over, it releases the gate holding a toy car in place at the top of a ramp. The toy car then moves down the track.
- 6) At the end of the track, the car bumps into the light switch causing the light to turn on.

Name _____ Date _____

<p>1. The title of this text is <u>Simply Ridiculous</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>
<div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px auto; width: fit-content;"> <p><i>Now read the whole text. Then answer the following questions.</i></p> </div> <p>2. What does the underlined word, <u>simplify</u>, mean in this text?</p> <p>_____</p> <p>_____</p> <p>How did you figure that out? _____</p> <p>_____</p>	<p>2. Figuring 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>3. Main Idea</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>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. Would this invention make turning on a light easier? _____</p> <p>Explain your answer _____</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 is able to read brief, straightforward information and procedural texts with familiar language and simple graphics. Work may be inaccurate or incomplete. Often needs one-to-one support to complete tasks.</i>	<i>The student is able to read straightforward information and procedures, including illustrations and other graphics, but may have difficulty with specialized language and complex ideas. Work is generally accurate, but may be incomplete or lack detail</i>	<i>The student is able to read straightforward information and procedures, including illustrations and other graphics that include some specialized language and complex ideas. Completes assigned tasks accurately and independently.</i>	<i>The student is able to read elaborate information and procedures, including illustrations and other graphics, that include specialized language and complex ideas. Completes assigned tasks independently, thoroughly and efficiently, often exceeding requirements of the task.</i>

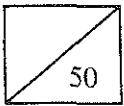
Selected Categories of Reading Performance

Category	Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceed Expectations
1. Background knowledge and prediction	<ul style="list-style-type: none"> <input type="checkbox"/> has difficulty making connections to prior knowledge <input type="checkbox"/> has difficulty predicting; may offer illogical guesses 	<ul style="list-style-type: none"> <input type="checkbox"/> makes some simple connections to prior knowledge <input type="checkbox"/> makes simple, logical predictions about content based on text features and prior knowledge 	<ul style="list-style-type: none"> <input type="checkbox"/> makes logical connections between new information prior knowledge <input type="checkbox"/> makes logical predictions about content and uses text features; may be able to predict structure 	<ul style="list-style-type: none"> <input type="checkbox"/> compares new information with prior knowledge; shows insight <input type="checkbox"/> anticipates content and structure
2. Word skills	<ul style="list-style-type: none"> <input type="checkbox"/> tends to sound out new words; may give up easily 	<ul style="list-style-type: none"> <input type="checkbox"/> uses sounding out, context clues, and dictionaries; may not notice word parts in specialized language 	<ul style="list-style-type: none"> <input type="checkbox"/> uses context clues, word structure, graphic clues, glossaries and dictionary to figure out unfamiliar words; may have difficulty with specialized language 	<ul style="list-style-type: none"> <input type="checkbox"/> independently uses a variety of strategies and resources to figure out specialized vocabulary
3. Main idea	<ul style="list-style-type: none"> <input type="checkbox"/> has difficulty distinguishing between main ideas and supporting details <input type="checkbox"/> needs assistance to use text features <input type="checkbox"/> often focuses on decoding and does not check for understanding; with support uses appropriate strategies stand 	<ul style="list-style-type: none"> <input type="checkbox"/> identifies most main ideas; often has trouble restating them <input type="checkbox"/> may need prompting to use text features <input type="checkbox"/> needs prompting to check understanding and adjust comprehension strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> accurately identifies main idea, may need prompting to restate <input type="checkbox"/> uses text features effectively to preview and locate information <input type="checkbox"/> checks for understanding; adjusts strategies to deal with specific problems 	<ul style="list-style-type: none"> <input type="checkbox"/> accurately restates main idea; may be able to explain some connections <input type="checkbox"/> uses text features quickly, effectively and efficiently to preview, locate and organize information <input type="checkbox"/> evaluates own understanding; chooses effective strategies to approach challenging material
4. Summarizing	<ul style="list-style-type: none"> <input type="checkbox"/> guesses or tries to recall details rather than rereading text <input type="checkbox"/> locates some relevant supporting details <input type="checkbox"/> needs template and intensive support to make simple notes 	<ul style="list-style-type: none"> <input type="checkbox"/> locates some information needed for a question or activity; often incomplete <input type="checkbox"/> locates most relevant supporting details <input type="checkbox"/> makes simple notes; often misses key information 	<ul style="list-style-type: none"> <input type="checkbox"/> rereads and skims effectively to find specific details to complete questions or activities <input type="checkbox"/> locates specific, relevant supporting details to respond to questions or tasks <input type="checkbox"/> uses logical categories or headings to make accurate notes 	<ul style="list-style-type: none"> <input type="checkbox"/> accurately summarizes and presents factual information <input type="checkbox"/> locates specific, relevant details to respond to questions <input type="checkbox"/> makes accurate notes that reflect all or most of the main ideas
5. Inferences and conclusions	<ul style="list-style-type: none"> <input type="checkbox"/> misinterprets literal information <input type="checkbox"/> reactions or judgements are often vague or unsupported 	<ul style="list-style-type: none"> <input type="checkbox"/> interprets all or most literal information accurately <input type="checkbox"/> offers some simple reactions; reasons are often vague 	<ul style="list-style-type: none"> <input type="checkbox"/> interprets literal information and graphics; some inferences may be unsupported <input type="checkbox"/> offers simple reactions; reasons may be vague 	<ul style="list-style-type: none"> <input type="checkbox"/> supports simple inferences and interpretations with specific evidence <input type="checkbox"/> offers reactions with reasons

Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 6 – Reading for Information

Ten ears ago in January, the kids at Brockton High School in Toronto, Ontario decided to do something about the mountain of scrap paper their school produced every week. They decided to recycle it and help save Canadian forests. The Paper Recycling Club took root. Every day their recycling team met at lunch. They picked up the school's waste paper and sorted it into bins for collection. Every two weeks, the Board of Education trucked away 160 kg of paper for recycling.

- Recycling didn't make money for the school, but it saved trees. Four average-sized spruce trees are needed to make the 120 kg of paper used by every person in North America each year. Imagine how big a forest could be saved if more paper was recycled!



- Preserving forests is important for wildlife. Just one tree can be home to hundreds of insects, birds, and mammals. Animals live at different levels of the forest, like dwellers in a tall tree house.

It makes sense to recycle paper and save forests, but we still need wood for houses and furniture. So some trees will continue to be cut down.

Logging companies have two choices when they plan to log a forest. They can either cut some of the trees or all of the trees. Cutting some trees is called selective logging. The trees to be cut are tagged and then carefully removed, leaving the remaining forest to grow.

The other way is clear-cut logging. Using bulldozers and chain saws, loggers cut or knock down every single tree, whether it is wanted for lumber or not. The choice trees are then hauled away and cut into planks for home building and furniture. The poorer quality wood may be left to rot or may be removed and used for products such as newspaper, cardboard boxes, or pressboard. Clear-cut logging is an easier and cheaper way to harvest trees than selective logging. That's why logging companies prefer to clear-cut forests.

There are many wildlife species, such as the pine marten, lynx, and snowshoe hare, that need a natural woodland habitat—an old growth forest with a mixture of live trees, dead trees, and rotting trees. These habitats are threatened by clear-cut logging.

Name _____ Date _____

<p>1. The title of this text is <u>Timberrrr</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>
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><i>Now read the whole text. Then answer the following questions.</i></p> </div> <p>2. What do the underlined words, <u>selective logging</u>, mean in this text?</p> <p>_____</p> <p>_____</p> <p>How did you figure that out? _____</p> <p>_____</p>	<p>2. Figuring 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>3. Main Idea</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>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. If you owned a logging company, what kind of logging would you do? _____</p> <p>Why would you make that decision? _____</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

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Selected Categories of Reading Performance

Category	Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceed Expectations
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2. Word skills	<ul style="list-style-type: none"> <input type="checkbox"/> tends to sound out new words; may give up easily 	<ul style="list-style-type: none"> <input type="checkbox"/> uses sounding out, context clues, and dictionaries; may not notice word parts in specialized language 	<ul style="list-style-type: none"> <input type="checkbox"/> uses context clues, word structure, graphic clues, glossaries and dictionary to figure out unfamiliar words; may have difficulty with specialized language 	<ul style="list-style-type: none"> <input type="checkbox"/> independently uses a variety of strategies and resources to figure out specialized vocabulary
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4. Summarizing	<ul style="list-style-type: none"> <input type="checkbox"/> guesses or tries to recall details rather than rereading text <input type="checkbox"/> locates some relevant supporting details <input type="checkbox"/> needs template and intensive support to make simple notes 	<ul style="list-style-type: none"> <input type="checkbox"/> locates some information needed for a question or activity; often incomplete <input type="checkbox"/> locates most relevant supporting details <input type="checkbox"/> makes simple notes; often misses key information 	<ul style="list-style-type: none"> <input type="checkbox"/> rereads and skims effectively to find specific details to complete questions or activities <input type="checkbox"/> locates specific, relevant supporting details to respond to questions or tasks <input type="checkbox"/> uses logical categories or headings to make accurate notes 	<ul style="list-style-type: none"> <input type="checkbox"/> accurately summarizes and presents factual information <input type="checkbox"/> locates specific, relevant details to respond to questions <input type="checkbox"/> makes accurate notes that reflect all or most of the main ideas
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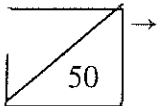
Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 6 – Reading for Informa

from Scholastic, Time Detectives,
Bring the Past to Life, Gr. 6

Do you like to tell stories with pictures?
Lots of people do. In fact, that's all people could
do before they developed written language.
And because they didn't have paper either,
they told their stories in stone.

Petroglyphs and petrographs are two different kinds of rock art. A *petroglyph* is a carving made right into the rock. ("Petro" means rock and "glyph" means carving.) Some petroglyphs were pecked or scratched into the rock, rather than carved. A *petrograph* is a painting. Stencils are one kind of petrograph. These were done by blowing a paint mixture over an object held up against the rock.

- Some rock art is very beautiful. But much of it leaves scientists with more questions than answers. How did those ancient people find time in their difficult lives to create beautiful art? What did their painting mean? Why did they choose to paint the particular objects they did? And why did they so often do their painting deep inside caves? No one knows. We can only hope that one day archaeologists and rock experts will uncover the reasons.



Sunrise to Sunset

One of the most amazing petroglyphs at Parowan Gap in Utah is the "zipper glyph." It's shaped like a V with a sort of bulb at the pointed end. At first, scientists thought it was just an interesting picture. But now, after more study, they believe it was probably an early map and calendar.

About 180 notches are carved along the branches of the V. That's the number of days it takes the sun to cross the sky between the first day of summer (June 21) and the first day of winter (December 21). When scientists superimposed the V over an image of the area, they discovered that the angle of the V was very close to the angle of the sun over that period of time. Then they found that groups of rocks located elsewhere in the valley were in the exact place where the sun would rise at the beginning of each season. It seems these early people knew a lot about the sun and the seasons!

Name _____ Date _____

<p>1. The title of this text is <u>Stories in Stone</u>. What does this title make you think of? _____ _____ _____</p> <p>What will this text be about? _____ _____ _____</p>	<p>1. Background Knowledge and Prediction</p> <p>not yet meets fully meets exceeds <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><i>Now read the whole text Then answer the following questions.</i></p> </div> <p>2. What does the underlined word, <u>notches</u>, mean in this text? _____ _____ _____</p> <p>How did you figure that out? _____ _____ _____</p>	<p>2. Figuring out Unknown Words</p> <p>not yet meets fully meets exceeds <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>3. What is the main idea? _____ _____ _____ _____</p>	<p>3. Main Idea</p> <p>not yet meets fully meets exceeds <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>4. Tell some important facts that you learned? _____ _____ _____ _____ _____</p>	<p>4. Summarizing</p> <p>not yet meets fully meets exceeds <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>5. What makes the reader believe that the early people of Utah knew about the relationship of the sun and the calendar? _____ _____ _____ _____</p>	<p>5. Inferences and Conclusions</p> <p>not yet meets fully meets exceeds <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

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Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceed Expectations
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Selected Categories of Reading Performance

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2. Word skills	<input type="checkbox"/> tends to sound out new words; may give up easily	<input type="checkbox"/> uses sounding out, context clues, and dictionaries; may not notice word parts in specialized language	<input type="checkbox"/> uses context clues, word structure, graphic clues, glossaries and dictionary to figure out unfamiliar words; may have difficulty with specialized language	<input type="checkbox"/> independently uses a variety of strategies and resources to figure out specialized vocabulary
3. Main idea	<input type="checkbox"/> has difficulty distinguishing between main ideas and supporting details <input type="checkbox"/> needs assistance to use text features <input type="checkbox"/> often focuses on decoding and does not check for understanding; with support uses appropriate strategies to understand	<input type="checkbox"/> identifies most main ideas; often has trouble restating them <input type="checkbox"/> may need prompting to use text features <input type="checkbox"/> needs prompting to check understanding and adjust comprehension	<input type="checkbox"/> accurately identifies main idea, may need prompting to restate <input type="checkbox"/> uses text features effectively to preview and locate information <input type="checkbox"/> checks for understanding; adjusts strategies to deal with specific problems	<input type="checkbox"/> accurately restates main idea; may be able to explain some connections <input type="checkbox"/> uses text features quickly, effectively and efficiently to preview, locate and organize information <input type="checkbox"/> evaluates own understanding; chooses effective strategies to approach challenging material
4. Summarizing	<input type="checkbox"/> guesses or tries to recall details rather than rereading text <input type="checkbox"/> locates some relevant supporting details <input type="checkbox"/> needs template and intensive support to make simple notes	<input type="checkbox"/> locates some information needed for a question or activity; often incomplete <input type="checkbox"/> locates most relevant supporting details <input type="checkbox"/> makes simple notes; often misses key information	<input type="checkbox"/> rereads and skims effectively to find specific details to complete questions or activities <input type="checkbox"/> locates specific, relevant supporting details to respond to questions or tasks <input type="checkbox"/> uses logical categories or headings to make accurate notes	<input type="checkbox"/> accurately summarizes and presents factual information <input type="checkbox"/> locates specific, relevant details to respond to questions <input type="checkbox"/> makes accurate notes that reflect all or most of the main ideas
5. Inferences and conclusions	<input type="checkbox"/> misinterprets literal information <input type="checkbox"/> reactions or judgements are often vague or unsupported	<input type="checkbox"/> interprets all or most literal information accurately <input type="checkbox"/> offers some simple reactions; reasons are often vague	<input type="checkbox"/> interprets literal information and graphics; some inferences may be unsupported <input type="checkbox"/> offers simple reactions; reasons may be vague	<input type="checkbox"/> supports simple inferences and interpretations with specific evidence <input type="checkbox"/> offers reactions with reasons

Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 6 – Reading for Informa...

