

ASSESSMENT SCALE		READING			GRADES 4-8
CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	
COMPREHENSION	<ul style="list-style-type: none"> - with assistance distinguishes main ideas from supporting details - with assistance partially retells main events - with assistance describes some obvious aspects of character and setting - with assistance identifies obvious aspects of pattern and genre - with assistance relates obvious visual cues to written text 	<ul style="list-style-type: none"> - with limited assistance distinguishes main ideas from supporting details - with limited assistance partially retells main events - with limited assistance describes some aspects of character and setting - with limited assistance identifies some aspects of pattern and genre - with limited assistance integrates visual cues with written text 	<ul style="list-style-type: none"> - distinguishes main ideas and supporting details - retells main events - describes some obvious and some subtle aspects of character and setting - identifies some obvious and some subtle aspects of pattern (e.g., good versus evil) and genre (e.g., story versus a play) - integrates visual cues with written text (e.g., headings, spaces, graphs) 	<ul style="list-style-type: none"> - distinguishes main ideas and selects significant supporting details - distinguishes main events from less significant events when retelling - describes subtle and/or complex aspects of character and setting - identifies subtle aspects of pattern and genre - integrates more complex visual cues with written text 	
CONVENTIONS	<ul style="list-style-type: none"> - responds to a limited range of language conventions in the text 	<ul style="list-style-type: none"> - responds to some language conventions in the text 	<ul style="list-style-type: none"> - responds to most language conventions in the text (e.g., punctuation, grammar, syntax) 	<ul style="list-style-type: none"> - responds to a wide range of language conventions in the text 	
READING STRATEGIES	<ul style="list-style-type: none"> - with assistance uses a limited range of strategies 	<ul style="list-style-type: none"> - with limited assistance uses some strategies 	<ul style="list-style-type: none"> - uses a range of strategies appropriate to reading task (e.g., re-reading, adjusting reading rate, accessing prior knowledge) 	<ul style="list-style-type: none"> - independently selects from a wide range of strategies appropriate to the reading task 	
INTERPRETATION AND RESPONSE	<ul style="list-style-type: none"> - with assistance constructs concrete meaning - with assistance makes connections between own experiences and familiar texts - with assistance comments on a few obvious features of author's style 	<ul style="list-style-type: none"> - constructs concrete meaning - makes connections between own experiences and familiar texts - with limited assistance comments on obvious features of author's style 	<ul style="list-style-type: none"> - constructs concrete and some abstract meaning from a text (e.g., point of view, bias) - makes connections between own experiences and a variety of texts - comments on features of author's style and theme 	<ul style="list-style-type: none"> - constructs concrete and abstract meaning from a text - makes connections between own experiences and more complex texts - comments on subtle features of the author's style and theme 	