

Reading Comprehension and Expository Writing in English

In accordance with Manitoba Education policy, the purpose of this assessment is to inform parents/guardians of their child’s level of achievement compared to mid-grade provincial criteria in Reading Comprehension in English and Expository Writing in English.

This report is not based on a single test, but on evidence of your child’s achievement over the first several months of the school year as part of the normal teaching and learning process. Documents relating to this assessment are available online at: www.edu.gov.mb.ca/k12/assess/myreporting.html.

Reading Comprehension in English

Competency	Levels of Performance		
Student comprehends a variety of grade-level texts (fiction and non-fiction).	Not Meeting Mid-Grade 8 Level of Performance	Approaching Mid-Grade 8 Level of Performance	Meeting Mid-Grade 8 Level of Performance
Student understands key ideas and messages in a variety of texts.	<input type="checkbox"/> Demonstrates a limited understanding of key ideas and messages.	<input type="checkbox"/> Understands key ideas and messages more easily in some texts than in others.	<input type="checkbox"/> Understands key ideas and messages in familiar and unfamiliar texts.
Student interprets a variety of texts.	<input type="checkbox"/> Demonstrates a limited ability to make connections between texts and prior knowledge or to draw conclusions.	<input type="checkbox"/> Interprets texts, with familiar content or forms, by connecting with prior knowledge to make inferences and draw conclusions.	<input type="checkbox"/> Interprets a variety of texts by connecting reading with prior knowledge to make inferences and draw conclusions.
Student responds critically to a variety of texts.	<input type="checkbox"/> Expresses personal opinions with limited support from texts and other sources.	<input type="checkbox"/> Develops own ideas and point of view with some support from texts.	<input type="checkbox"/> Selects and integrates information, ideas, and points of view from texts and other sources to expand and support thinking.

Competency	Levels of Performance		
Student writes expository texts for a variety of audiences and purposes (to inform, describe, explain, persuade, state an opinion, etc.).	Not Meeting Mid-Grade 8 Level of Performance	Approaching Mid-Grade 8 Level of Performance	Meeting Mid-Grade 8 Level of Performance
Student generates, selects and organizes ideas to support reader’s understanding.	<input type="checkbox"/> Ideas are undeveloped or off topic; no overall organization (opening, body, conclusion) is employed.	<input type="checkbox"/> Ideas are adequate and on topic; overall organization is evident; inconsistent organization of supporting details.	<input type="checkbox"/> Ideas are on topic and well developed; organization of details supports reader’s understanding.
Student chooses language (word choices and sentence patterns) to make an impact on the reader.	<input type="checkbox"/> Word choices and sentence patterns result in little or no impact on the reader.	<input type="checkbox"/> Word choices and sentence patterns have some impact on the reader.	<input type="checkbox"/> Word choices and sentence patterns have a definite impact on the reader.
Student uses conventions (spelling, grammar and/or punctuation) and resources (spell-checker, thesauruses, dictionaries, etc.) to edit and proofread to make meaning clear.	<input type="checkbox"/> Frequent spelling and grammatical errors detract from the understanding of texts.	<input type="checkbox"/> Errors in use of conventions detract from overall impression, but the meaning is evident.	<input type="checkbox"/> Conventions are applied consistently; errors may exist but do not affect meaning or overall impact.
Comments (optional) Teacher Signature: _____		Student Reflections and Goals (optional) 	

Principal Signature: _____

School Name: _____