



Don't Fly Me to the Moon

Name: _____

Date: _____

Accuracy Rate %: _____

SC Rate 1: _____



Check One



Independent (98-100%)



Instructional (97-95%)



Hard (90-94%)

Analysis
of Errors and
Self-Corrections

PAGE		Count		Analysis of Errors and Self-Corrections	
		E	SC	E MSV	SC MSV
12	At the International Space Station, 250 miles up in the sky, astronauts are drinking coffee and looking down at our planet. At the same time, NASA scientists are planning a mission to Mars, while a company in Japan wants to build an elevator that could				

		Count		Analysis of Errors and Self-Corrections	
PAGE		E	SC	E MSV	SC MSV
	<p>send passengers 60,000 miles</p> <p>into space. We are learning</p> <p>more about outer space every</p> <p>day. But some folks believe</p> <p>we've never even been there!</p>				
13	<p>On July 16, 1969, a spacecraft</p> <p>carried three astronauts into</p> <p>space. It was known as the</p> <p>Apollo 11 Mission. On July 21,</p> <p>Neil Armstrong and Buzz Aldrin</p> <p>became the first people ever to</p> <p>walk on the moon. Since then,</p> <p>conspiracy theorists have</p> <p>claimed that the mission never</p> <p>happened. So how did millions</p> <p>of people watch the moon landing</p>				

PAGE		Count		Analysis of Errors and Self-Correction	
		E	SC	E MSV	SC MSV
	<p>on television? The people who</p> <p>don't believe that Neil and Buzz</p> <p>walked on the moon believe what</p> <p>was shown on TV was filmed at</p> <p>a movie studio.</p> <p>In his book <i>Bad Astronomy</i>,</p> <p>astronomer Philip Plait responds</p> <p>to this theory. "It's dangerous to</p> <p>be ignorant about science,"</p> <p>he writes.</p> <p>"Science is what makes our</p> <p>houses warm, our cars go,</p> <p>and our cell phones ring."</p>				

1. ACCURACY RATE

Directions:

Count the number of miscues that are not self-corrected. Circle the percentage of accuracy based on the number of miscues. If the student's score falls in the shaded area (Hard), STOP! Reassess with a lower-level text.

	INDEPENDENT			INSTRUCTIONAL			HARD
Number of Miscues	0	1–2	3–4	5–6	7–8	9–10	11 or more
Percentage of Accuracy	100%	99%	98%	97%	96%	95%	94% or less

2. RATE FLUENCY

Directions:

While the overall sound of the student's reading is fresh in your mind, use the Fluency Rubric to determine the student's reading fluency rating.

3. ASSESS COMPREHENSION

Directions:

Since students have read the entire book during their guided reading lesson, you will be assessing their understanding of the whole book here. Start a conversation about the text by saying, *Talk about what happened in this book.* Circle key understandings. Use prompts as needed to encourage students to talk about the text. It is not necessary to use every prompt. Score for evidence of all understandings that are expressed with or without the prompt. Using the comprehension rubric, circle the number in the score column that reflects the level of understanding demonstrated.

FLUENCY RUBRIC

Word-by-word reading No expression	1
Slow reading with a mix of word-by-word and phrased reading Some expression	2
Mostly phrased reading with a moderate pace Mostly appropriate expression	3
Smooth and fast-paced reading Consistent, appropriate expression	4

KEY UNDERSTANDINGS	PROMPTS	SCORE
ATTEND AND REMEMBER During the <i>Apollo II</i> mission, Neil Armstrong and Buzz Aldrin became the first people to walk on the moon. There are people who believe this never happened. Some people look at the pictures that were taken on the moon and believe they were staged or made-up pictures that were not actually taken on the moon. Some people, such as myth busters, have proven some of the pictures to be accurate, like the one of the American flag flapping on the moon. Scientists continue to prove that we did land on the moon, and we continue to learn more to help us have a better future. (Key Details)	<i>Who first walked on the moon? What do people think about this?</i> <i>What do myth busters and or scientists say to people who don't believe man was on the moon?</i>	0 1 2 3
CONNECT AND INFER We won't learn about the world; we may not do great things in the future. (Infer) <i>Unfurled</i> means to open up or spread out in order to be open to the wind. Scientists believe that the flag could have appeared to have been flapping in the wind by the force of just planting it on the moon's surface. This planting caused the flag to shake. (Vocabulary)	<i>What are some reasons it might be dangerous to ignore science?</i> <i>The American flag unfurled on the moon was also an issue for skeptics. What does unfurled mean? Why was it an issue?</i>	0 1 2 3
ANALYZE AND EVALUATE They are frightened; it seems far-fetched and impossible. (Analyze) Accept any relevant thinking to this prompt. (Evaluate) (Note any additional understandings.)	<i>Why do you think some people don't want to believe that humans walked on the moon?</i> <i>What do you think is meant by this quote: If we don't believe we have done great things in the past, then we won't do great things in the future.</i>	0 1 2 3

COMPREHENSION NONFICTION RUBRIC – FLUENT (LEVELS O–Z)

		Score
ATTEND AND REMEMBER	Does not communicate any important ideas and information explicit in the text.	0
	Communicates only a few (1–3) important ideas and information explicit in the text.	1
	Communicates some important ideas and information explicit in the text.	2
	Communicates most of the important ideas and information explicit in the text.	3
CONNECT AND INFER	Shows no understanding of the message or deeper meaning of the text.	0
	Shows limited understanding of the message or deeper meaning of the text.	1
	Shows some understanding of the message or deeper meaning of the text.	2
	Shows complete understanding of the message and meaning of the text.	3
ANALYZE AND EVALUATE	Shows no analysis or evaluation of the text.	0
	Shows limited analysis or evaluation of the text.	1
	Shows some analysis or evaluation of the text.	2
	Demonstrates the ability to analyze and evaluate the text.	3
Total Comprehension Score:		_____

COMPREHENSION SCORING

8–9	Proficient
6–7	Approaching Proficiency
4–5	Limited Proficiency
3	Not Proficient

4. OBSERVE READING BEHAVIORS

Directions:

Record what reading behaviors the student exhibited during the assessment, and note any additional observations in the space provided.

√	READING BEHAVIORS	NOTES
	Notices errors and orchestrates multiple sources of information (meaning, structure, and visual information)	
	Takes apart multisyllabic words on the run and demonstrates flexibility when word solving	
	Uses more complex punctuation to regulate phrasing and fluency	
	Uses a variety of vocabulary strategies to determine the meaning of unknown words	
	Demonstrates an understanding of domain specific and usual words	
	Demonstrates strong literal and deeper understanding of the text	