Part A: Fluency Assessment

This reading assessment will help you determine if your child is ready for the reading, comprehension, and analysis that will be required in *Moving Beyond the Page’s* 7-9 age level curriculum. Use the provided excerpt from the 7-9 level book *Who Was Helen Keller?* by Gare Thompson to complete the assessment. Follow the directions below.

**Directions**
Time your child as she reads the excerpt from *Who Was Helen Keller?* As she reads, make a mark on your copy any time she omits, adds, or mispronounces a word.

*Who Was Helen Keller? (excerpt*)

There were no days or nights in Helen’s world. She could not see the sun rising each morning or the moon with its silver glow at night. She could not hear the birds sing or crickets chirp. She lived in silent darkness. Imagine if you could not hear, see, or speak. How would you let people understand you? How would you “talk”?

Helen was smart. She followed her mother around everywhere. She clung to her skirts. Helen noticed different smells. She felt vibrations as people and things moved around her. Over time, Helen found ways to communicate. She made up signals to tell people what she wanted...

By the time she turned five, Helen had made up over fifty signs of her own. She pulled at her mother or father. That meant “come with me.” She shoved them away when she wanted them to go. For “bread,” Helen acted out cutting a slice and buttering it. To say “small,” Helen pinched a small bit of the skin of her hand. Helen spread her fingers wide and brought them together to mean “large.” Helen also had signs for everyone in her family. For Captain, or Father, Helen mimed glasses and for her mother, she pulled her hair into a knot at the back of her head.

Time: ___________  Errors: ___________

This will help you to see how well your child decodes the words. If your child is spending too much of her focus simply sounding out the words, it may be difficult for her to also understand everything that is going on in the text. You should be able to tell if your child was struggling with the reading level, but use the numbers below as benchmarks to assess your child:

<table>
<thead>
<tr>
<th>Strategic</th>
<th>Instructional</th>
<th>Independent</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;22 errors (&lt;89%)</td>
<td>13–21 errors (90-94%)</td>
<td>6–12 errors (95-97%)</td>
<td>0–5 errors (&gt;97%)</td>
</tr>
<tr>
<td>2:58 or longer</td>
<td>2:15 – 2:57 minutes</td>
<td>1:56 – 2:14 minutes</td>
<td>1:55 minutes or faster</td>
</tr>
</tbody>
</table>

Your child should be in at least the instructional range for both accuracy and fluency to continue the assessment. If your child scored in the strategic range for either of the two assessments, she is probably not ready for the reading required in the 7-9 age level.

Who Was Helen Keller? (excerpt*)

There were no days or nights in Helen’s world. She could not see the sun rising each morning or the moon with its silver glow at night. She could not hear the birds sing or crickets chirp. She lived in silent darkness. Imagine if you could not hear, see, or speak. How would you let people understand you? How would you “talk”?

Helen was smart. She followed her mother around everywhere. She clung to her skirts. Helen noticed different smells. She felt vibrations as people and things moved around her. Over time, Helen found ways to communicate. She made up signals to tell people what she wanted...

By the time she turned five, Helen had made up over fifty signs of her own. She pulled at her mother or father. That meant “come with me.” She shoved them away when she wanted them to go. For “bread,” Helen acted out cutting a slice and buttering it. To say “small,” Helen pinched a small bit of the skin of her hand. Helen spread her fingers wide and brought them together to mean “large.” Helen also had signs for everyone in her family. For Captain, or Father, Helen mimed glasses and for her mother, she pulled her hair into a knot at the back of her head.

Part B: Comprehension and Analysis

This portion of the assessment will check your child’s comprehension of the text. While decoding is a critical first step of reading, sounding the words out will not do any good if your child does not understand the vocabulary and the sentence structure. These questions will help assess your child’s understanding and ability to begin analyzing the information she learns in text. Follow the directions below:

1. Give your child the “Understanding Text” page and the excerpt from *Who Was Helen Keller?*
2. Allow her 5-10 minutes to answer the three questions on the “Understanding Text” page.
3. Encourage your child to refer back to the text for answers to the questions.
4. Then ask the following two questions and have your child provide an oral response.
   a. Do you think Helen was smart? Why or why not?
   b. What do you think your life would be like if you could not see, hear, or speak?

Sample answers have been provided but use your best judgment to determine if your child accurately comprehends the text.

Written Response

1. How was Helen Keller different from other young children? Her world was dark and silent. *She could not see the sun or the moon or hear the birds and the crickets. Although the excerpt does not say it, your child may state that Helen was both blind and deaf. It is most important that she take the literal portions of the text that refer to Helen’s dark, silent world.*
2. How did Helen show she wanted bread? *She moved her hand like she was slicing bread and then buttering it. This answer is directly from the text.*
3. What was another signal that Helen Keller used to communicate? *She pushed to make people go away, pulled to get them to come with her, pinched her skin to mean small, spread her fingers wide and brought them together to mean large, mimed glasses for father, and pulled her hair into a knot for mother.*

Oral Response

4. Do you think Helen was smart? Why or why not? *This analysis question requires your child to use information from the text to support an opinion. Most children will answer that Helen was smart. Your child will probably provide Helen’s invention of her own signs without any help or instruction as the main reason for believing this. If your child holds a different opinion, be sure she supports that idea with an accurate reading of the text.*
5. What do you think your life would be like if you could not see, hear, or speak? *Answers will vary. Evaluate if your child is able to communicate how she would feel and what life would be like in another’s position.*

If your child struggles, in particular if her fluency scores were in the instructional range, consider testing her at the 6-8 age level. If your child scored an advanced and does not seem challenged by this text and questions, you might consider testing her at the 8-10 age level. She will likely benefit from the 7-9 age level as it provides a variety of texts, activities and assignments designed to challenge her thinking and develop her reading skills, but use the assessment for the next level up to better inform your decision.
Understanding Text

Respond to the following questions using complete sentences.

1. How was Helen Keller different from other children?

2. How did Helen show she wanted bread?

3. What was another signal that Helen Keller used to communicate?
Moving Beyond the Page

Part C: Writing

This writing assessment will help you determine if your child is ready for the writing assignments in the 7-9 age level of Moving Beyond the Page. This age level begins to require more independent writing assignments from your child. She will begin to work with paragraph writing and will begin working with the stages of the writing process. Provide your child with the “Writing Response” page and give her time to complete the assignment (about 5-10 minutes).

Use the “Writing Rubric” to grade your child’s work. Score your child’s writing and give her work a total. She should have a score of at least 6 to be on level in writing. It is probably more important though that you feel your child is comfortable expressing herself in writing. As she moves up through the levels of Moving Beyond the Page, your child will be asked more frequently to respond to, analyze, and reflect on material in writing. It is important as she enters this age level that she is beginning to feel comfortable using writing as a tool to express her thoughts and what she has learned.

Writing Rubric

<table>
<thead>
<tr>
<th>Topic</th>
<th>1 (strategic)</th>
<th>2 (instructional)</th>
<th>3 (independent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea</td>
<td>The sentences seem very disjointed and do not seem to focus on a single story or idea.</td>
<td>Some sentences go off topic although the whole piece clearly addresses a single story or idea.</td>
<td>All sentences discuss or relate to what your child learned about Helen Keller.</td>
</tr>
<tr>
<td>Capitalization</td>
<td>No sentences begin with capital letters.</td>
<td>Some sentences begin with capital letters.</td>
<td>All sentences begin with capital letters.</td>
</tr>
<tr>
<td>Ending Punctuation</td>
<td>No sentences end with a period, question mark, or exclamation point.</td>
<td>Some sentences end with a period, question mark, or exclamation point.</td>
<td>All sentences end with a period, question mark, or exclamation point.</td>
</tr>
<tr>
<td>Spelling</td>
<td>Several spelling errors throughout, sometimes affecting the meaning of the text.</td>
<td>Spelling errors do not affect the readability of the text (it’s easy to figure out what word was meant).</td>
<td>0-1 spelling errors that do not affect the readability of the text.</td>
</tr>
</tbody>
</table>

Total: ______________

<table>
<thead>
<tr>
<th>Strategic</th>
<th>Instructional</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>4-8</td>
<td>9-12</td>
</tr>
</tbody>
</table>

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Written Response

In 3-5 sentences, describe what you learned about young Helen Keller.
Part D: Science and Social Studies Topics

While you should use the reading and writing assessments to determine the appropriate age level for your child, it is also helpful to know the topics that will be covered in the science and social studies units. These interactive units will develop your child’s critical thinking skills and engage your child in the world around us.

<table>
<thead>
<tr>
<th>Science Units</th>
<th>Social Studies Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather</td>
<td>The Land</td>
</tr>
<tr>
<td>Sound</td>
<td>Communities</td>
</tr>
<tr>
<td>Environment</td>
<td>People Change the World</td>
</tr>
<tr>
<td>Lifecycles</td>
<td>Economics</td>
</tr>
<tr>
<td>Water Cycle</td>
<td>Government</td>
</tr>
<tr>
<td>The Rainforest</td>
<td>Culture</td>
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