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ED 337
Selected Response Assessment

Unit: Reading Narrative Text
Harry Potter and the Sorcerer's Stone Chapters 1-4
4th Grade

PURPOSE:

The purpose of this formative assessment is to provide the teacher and students information about how well the students understand the fantasy genre and the key ideas and details about the characters and plot in a narrative fantasy text. The text we will be referring to for this assessment is *Harry Potter and the Sorcerer's Stone*, a text that will have been reading together as a class. This assessment is over the first four chapters of the text.

Students will be assessed by answering the following types of questions: true and false, matching, and multiple choice. The different assessment methods will comply with the student's knowledge of fantasy elements, character roles, thoughts, and motivations, as well as the literary devices conflict, resolution, flashback, and foreshadow. How well the student does on this assessment will clarify any areas of knowledge that may be lacking and re-emphasized in class. Once the assessment is complete the students will do a self-evaluation of their preparation for the assessment and the knowledge they were asked to provide. That way the teacher will know when grading how the students feel about their assessment.

Once they have finished, the teacher will go through their assessment on their own, taking notes of what students do and do not understand and grading the assessment. The students will then go through the assessment as a class with the teacher so that they can ask questions and see what they know and do not know. They will then complete the second self-assessment to reflect on their learning and identify their individual strengths and areas needing improvement. Additional methods to showcase improvement will be given as the class continues to read *Harry Potter and the Sorcerer's Stone*.

STANDARDS:

R.NT.04.02 identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.

R.NT.04.03 analyze characters’ thoughts and motivation through dialogue, various character roles, and functions including hero, antihero, or narrator; know first person point of view and identify conflict and resolution.

R.NT.04.04 explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.

Learning Targets	Standard	Question Number	Knowledge Items	Reasoning Items
I can identify common elements in fantasy.	R.NT.04.02	3, 4, 5	X	
I can explain why people read fantasy.	R.NT.04.02	6	X	X
I can categorize characters as heroic, antiheroic, and narrators.	R.NT.04.03	6, 7, 8, 9, 10. 11. 12	X	X
I can understand characters’ thoughts and feelings based on what they say and do.	R.NT.04.03	18, 19, 20	X	
I can identify conflict and resolution in a story.	R.NT.04.03	13, 14, 15	X	
I can understand how flash-forward and flashback is used to depict time.	R.NT.04.04	16, 17		

NAME: _____

DIRECTIONS:

Today in class we will be taking an assessment to check our **comprehension** of what we have read so far in *Harry Potter and the Sorcerer's Stone*. We will be tracking our **understanding** of the different elements of fantasy we have learned, as well as the **roles of characters**, their **thoughts, feelings**, and **relationships**, as well as the **elements of conflict, resolution, foreshadowing, and flashback**.

The test that we are taking is made up of three parts: true and false, matching, and multiple choice. Go through each of the questions and be sure to read each in its entirety before you choose your response. Once you finish answering a question, circle whether you are sure or not sure about the answer you have chosen.

Example: Sure Not sure

When you finish your test go back and review your answers before going on to the first self-assessment. Once you have gone over your answers and are confident with your selections you will move on to answering the first self-assessment. Please answer the questions asked of you in complete sentences.

When you are finished with the test and have completed the first self-assessment you should place your test in the box on my desk and then can begin reading the next chapter of *Harry Potter and the Sorcerer's Stone* until all tests are completed. After I have gone through your assessment, we will go through it as a class and complete the second self-assessment.

As soon as the test is started there will be no talking until all tests have been completed. If you have a question during the test you may raise your hand and I will come to you. There will be no leaving the classroom once we have begun. This includes going to the bathroom or drinking fountain.

You have 30 minutes to complete this assessment. Do not forget to write your name on the top of the page. Do not worry, we have spent plenty of time reading *Harry Potter* and learning about the fantasy genre. This is a great story that I am having fun reading with you. Enjoy showing me what you have learned so far! :-)

You may begin, good luck!

Total: _____ /20

SECTION ONE: FANTASY GENRE

DIRECTIONS: Read each of the descriptions of the fantasy genre and decide whether or not you think the statement is true or false. Make sure you read the entire statement through several times to ensure you clearly understand the content. Once you have made your decision, please **circle** either true or false. Once you have answered each question, please circle whether you feel sure or unsure of your response. Each question is worth one point.

1. Good vs. Evil is included in the **structure** of a **fantasy** story.

True False Sure Unsure

2. **Fantasy** stories are not seen through the eyes of the main **character**.

True False Sure Unsure

3. Heroism is not an **element** of the **fantasy** genre.

True False Sure Unsure

4. Magical places, animals, and objects are included in the **fantasy** genre.

True False Sure Unsure

5. "The Quest" is an **element** of the fantasy genre.

True False Sure Unsure

6. **Fantasy** is a type of literature that people use to escape the real world.

True False Sure Unsure

SECTION 1 IS COMPLETE! GREAT!

SECTION TWO: CHARACTER IDENTIFICATION

DIRECTIONS: Below you are given a list of characters from *Harry Potter and the Sorcerer's Stone*. Please identify each character as one of the following: **hero**, **antihero**, and **narrator**. Some options may be used more than once. Some may not be used at all. Please write the capital letter of the selection you choose on the blank space for each character. Once you have answered each question, please circle whether you feel sure or unsure of your response. Each question is worth 1 point.

	A. HERO	B. ANTIHERO	C. NARRATOR	
7.	_____ Mr. Dursley		Sure	Unsure
8.	_____ Harry Potter		Sure	Unsure
9.	_____ Professor Dumbledore		Sure	Unsure
10.	_____ Hagrid		Sure	Unsure
11.	_____ Voldemort		Sure	Unsure
12.	_____ Dudley		Sure	Unsure

ALRIGHT! SECTION 2 IS DONE NOW, TOO!

SECTION THREE: CHARACTER AND RELATIONSHIP IDENTIFICATION

DIRECTIONS: Read each question carefully as well as all four of the given responses. Select the best answer from the four choices and write the capital letter in the blank space provided. Do not circle the letter. Make sure you read the question and all of the answer selections before choosing your answer. Once you have answered each question, please circle whether you feel sure or unsure of your response. Each question is worth 1 point.

____ 13. What is the **foreshadowed resolution** of the glass disappearing at the zoo?

- A. The boa constrictor biting Dudley and Piers.
- B. The zoo keeper closing the reptile house.
- C. The boa constrictor going to Brazil.
- D. Mrs. Dursley fainting.

Sure Unsure

____ 14. The **relationship** between Harry and Dudley is an example of a

- A. Conflict.
- B. Family Bond.
- C. Resolution.
- D. Friendship.

Sure Unsure

____ 15. Uncle Vernon's decision to stay at the broken-down house on the sea is the **resolution** for what **conflict**?

- A. The family being chased.
- B. Multiple letters arriving for Harry.
- C. A power outage at the Dursleys.
- D. None of the above.

Sure Unsure

KEEP GOING!

____16. “They were the last people you’d expect to be involved in anything strange or mysterious, because they just didn’t hold with such nonsense.” What does this passage **foreshadow** about the Dursleys?

- A. They would soon be involved in something strange and mysterious.
- B. They would become a fun and exciting family.
- C. They do not like to clown around.
- D. None of the above.

Sure Unsure

____17. “He rolled onto his back and tried to remember the dream he had been having. It had been a good one. There had been a flying motorcycle in it. He had a funny feeling he’d had the same dream before.” What does this passage **flashback** to?

- A. Mr. Dursley’s commute to work.
- B. Harry’s trip with Hagrid to the Dursleys as a baby.
- C. The Annual Flying Motorcycle Parade.
- D. Dumbledore’s arrival to Privet Drive.

Sure Unsure

____18. “Ah, Harry, I don’ know if I’m the right person ter tell yeh -- but someone’s gotta -- yeh can’t go off ter Hogwarts not knowin’.” What are Hagrid’s **thoughts** and **motivations** behind this sentence?

- A. He realizes Harry does not know about his past.
- B. Hagrid understands that Harry has a lot to learn about himself.
- C. Hagrid does not know if he should be the person to tell Harry about his past.
- D. All of the above.

Sure Unsure

ONE MORE PAGE, YOU CAN DO IT!

____19. "I was the only one who saw her for what she was -- a freak! But for my mother and father, oh no, it was Lily this and Lily that, they were proud of having a witch in the family!" What does this passage say most about Aunt Petunia's **thoughts**?

- A. She was jealous of the attention her sister got.
- B. She wanted to be a witch, too.
- C. She does not want Harry to know about his mom.
- D. None of the above.

Sure Unsure

____20. "How could a car crash kill Lily an' James Potter? It's an outrage! A scandal! Harry Potter not knowin' his own story when every kid in our world knows his name!" What **thought(s)** is Hagrid trying to get across to Harry and the Dursleys?

- A. Harry's parents were too powerful to be killed in a car crash.
- B. The Dursley's lies about Harry's past are disrespectful towards the legacy he and his family have left behind.
- C. Harry is well-known in the wizarding world.
- D. All of the above.

Sure Unsure

YOU'RE ALL DONE! WAY TO GO!

SELF-ASSESSMENT #1

Once you have completed your assessment please answer the following questions honestly and in complete sentences. Do not go on to the self-assessment #2, we will do that as a class together.

1. Do you feel that you were well-prepared for the test?
2. What section of the test do you feel you did the best on? Why?
3. What do you feel you could have a better understanding of?
4. Do you feel that any of the questions are unfair? If so, which ones and why?
5. What would you do differently to better prepare yourself for this assessment?
6. What score do you feel you will receive out of 20 points? ____ / 20

SELF-ASSESSMENT #2

Let's find out how well you did on each of the learning targets covered in this assessment. Fill in the table below by recording how many questions you got right and wrong and how many answers you were sure or unsure of. Leave the last column "Do I need to work on this?" blank for now.

Learning Targets	Question #s	# Right	# Wrong	# Sure	# Unsure	Do I need to work on this?
I can identify common elements in fantasy.	3, 4, 5					
I can explain why people read fantasy.	6					
I can categorize characters as heroic, antiheroic, and narrators.	6, 7, 8, 9, 10. 11. 12					
I can understand characters' thoughts and feelings based on what they say and do.	18, 19, 20					
I can identify conflict and resolution in a story.	13, 14, 15					
I can understand how flash-forward and flashback is used to depict time.	16, 17					

ANSWER KEY

SECTION ONE:

1. True
2. True
3. False
4. True
5. False
6. True

SECTION TWO:

7. B
8. A
9. A
10. A
11. B
12. B

SECTION THREE:

13. C
14. A
15. B
16. A
17. B
18. D
19. A
20. D