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Dr. Busman
ED 337
Extended Written Response Assessment

Unit: Reading Narrative Text
Harry Potter and the Sorcerer's Stone Chapters 5-6
4th Grade

PURPOSE:

The purpose of this formative assessment is to give both student and teacher feedback regarding student progress on learning targets related to reading and writing a narrative text. This assessment is part of a larger unit about the fantasy genre and *Harry Potter and the Sorcerer's Stone*. It includes understanding characters, relationships, and elements of storytelling. These questions will ask students to **compare and contrast** new characters that they meet in chapters five and six by picking two or three of them and describing their characters. Students will also be asked to **outline and write** important errands that are run by Hagrid and Harry with enough detail so Harry could manage without Hagrid's help.

Students will evaluate how well they think they did using the rubric following each question. The teacher will use this assessment to measure how well a student has grasped each concept. The results of this assessment will help the teacher adjust and plan for upcoming lessons and activities within the unit. Additionally, the teacher and student will meet individually to discuss areas of strengths and areas they may be struggling with to arrange any extra help they may need. This assessment will also help students prepare for a final assignment and performance assessment of learning they will have later in the unit.

STANDARDS:

R.CM.04.02 retell through concise summarization grade-level narrative and informational text.

W.GN.04.03 write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features.

Learning Targets	Standard	Test Item /Reasoning Item
I can outline and write tasks from the text that they need to be completed in letter format.	R.CM.04.02	Scenario "A Letter From Hagrid"
I can compare and contrast relationships between characters within <i>Harry Potter and the Sorcerer's Stone</i> .	W.GN.04.03	Stand Alone Compare/Contrast "Crazy Characters"

DIRECTIONS: READ ALOUD BY THE TEACHER

Today in class we will be taking an extended written assessment to determine our knowledge of the various characters we have been introduced to in chapter five and the events that Harry goes through in chapter six in *Harry Potter and the Sorcerer's Stone*. We will be tracking our understanding of the characters and plot events by explaining relationships, summarizing events, comparing, contrasting, and writing a letter.

This extended written assessment is composed of two questions. One asks you to compare and contrast characters, the other asks you to write a letter. Go through each of the questions and be sure to read each in its entirety before you form your response. It is okay to read the prompt more than once. You may also look at the rubric to see what you need to do in order to receive a high score on your assignment. Once you finish answering your question, please fill out the rubric to evaluate how well you think you answered. You may look at the rubric before answering to think about what all needs to be included in your response.

When you have finish writing your responses . Once you have gone over your answers and are confident with your responses you may hand in your assessment in the box on my desk. Please begin reading the next chapter of *Harry Potter and the Sorcerer's Stone* quietly while the rest of the assessments are completed. Tomorrow, after I have gone through your assessments, we will discuss your answers as a class. We will also meet one-on-one to go over the scores we both gave you and why you received the score from me that you did.

As soon as the assessment is started there will be no talking until all have been completed. If you have a question during this time 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.

We will spend at least 45 minutes to complete this assessment. Do not rush, if you are not finished after 45 minutes I will allow you more time to complete it. Please do not forget to write your name on the top of the page. Do not worry about this assessment, we have spent plenty of time reading *Harry Potter* and discussing the characters and their actions. Have fun sharing your favorite characters and moments from chapters five and six with me. You may begin, good luck!

NAME: _____

TOTAL: _____/10

“A LETTER FROM HAGRID”

DIRECTIONS: In chapters five and six, Harry visits Diagon Alley for the first time to do some shopping to prepare for his first year at Hogwarts. Thankfully, he has Hagrid there to lead him and instruct him through the magic and shops. What would happen if Hagrid couldn't help Harry? Let's say Dumbledore called Hagrid away on important Game Keeper business leaving Harry to navigate Diagon Alley on his own. Leave a detailed letter for Harry with instructions from Hagrid on **three** things he must do to prepare for and get on the train to leave for Hogwarts. Be sure to explain each stop and step he needs to take. Explain does not mean to make a list. Please be sure to use complete sentences.

EXAMPLE OF A LIST: *Pick up Harry. Take him to Number 4 Privet Drive. Be quiet so you do not wake the Muggles.*

EXAMPLE OF AN EXPLANATION: *Hagrid, you must pick up Harry from his home immediately. Move fast and do not stay there long, there's no telling who may be lurking around from You-Know-Who's gang. Bundle him up and take him carefully and safely to The Dursleys of Number Four Privet Drive, they are his only relatives. Don't forget to be quiet upon your arrival so you do not wake the Muggles. I can't imagine what they would do if they heard and saw a flying motorcycle arrive on their street!*

Write your response on the lines below. If you run out of room on the front you may finish your response on the back. This question is worth FIVE points.

DEAR HARRY,

“A LETTER FROM HAGRID” RUBRIC

5 (Terrific)	3 (I have the right idea)	1 (I don't know)
I wrote in letter format from Hagrid's point of view throughout my response.	I wrote in letter format from Hagrid's point of view for most of my response.	I did not write in letter format or Hagrid's point of view in my response.
I wrote about three things Harry needed to do to get ready to leave for Hogwarts.	I wrote about two things Harry needed to do to get ready to leave for Hogwarts.	I wrote about one thing Harry needed to do to get ready to leave for Hogwarts.
I used full sentences with details to explain all of my instructions to Harry throughout the entire response.	I used full sentences with details to explain all of my instructions to Harry in most of my response.	I did not use full sentences with details to explain all of my instructions to Harry in my response.

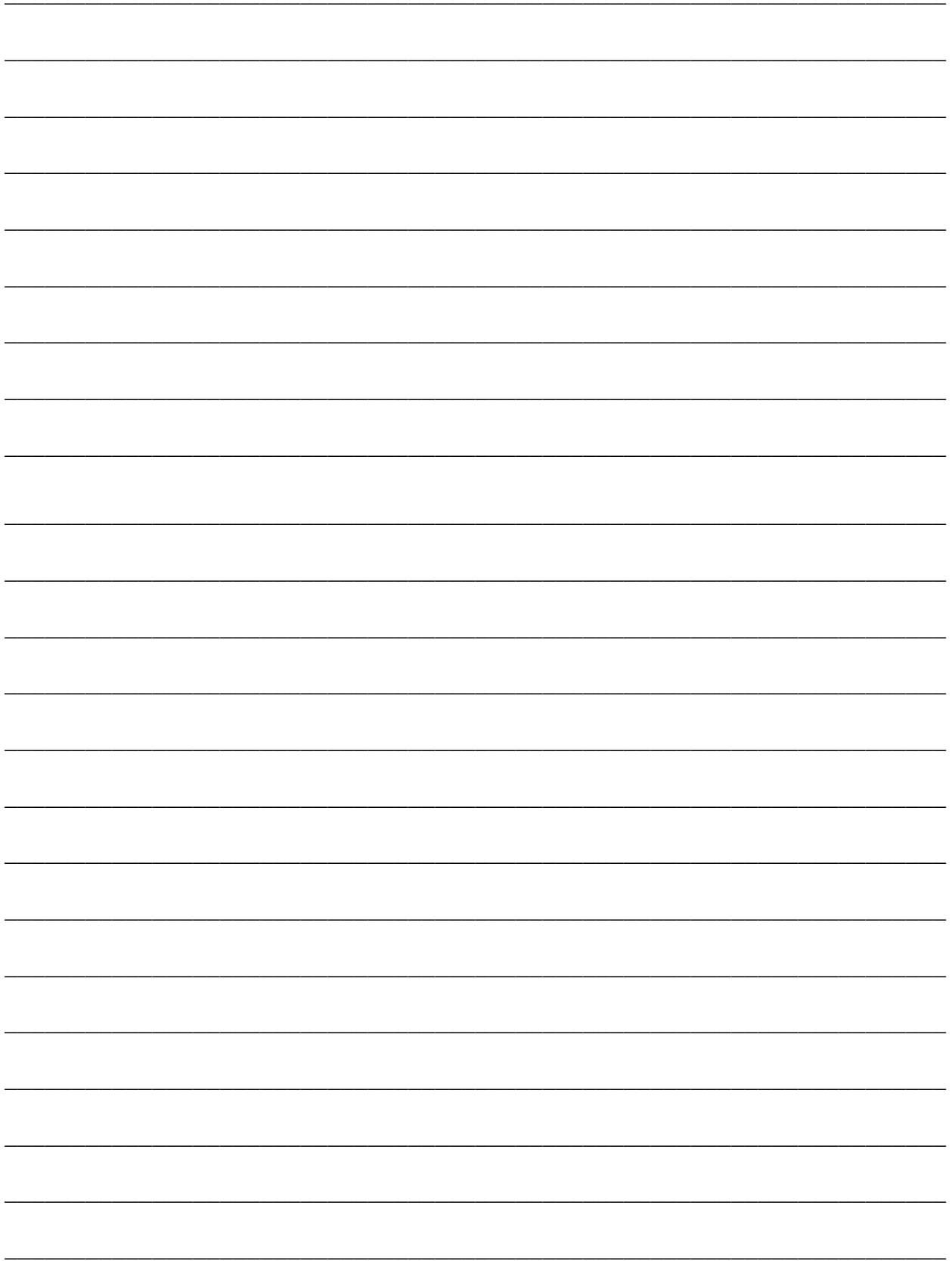
WHAT SCORE WOULD YOU GIVE YOURSELF? _____

PLEASE EXPLAIN ON THE LINES BELOW WHY YOU GAVE YOURSELF THAT SCORE.

WHAT SCORE DOES MISS BERNHARDT GIVE YOU? _____

MISS BERNHARDT THINKS YOU HAVE EARNED THIS SCORE BECAUSE:

ON TO THE NEXT QUESTION!



“CRAZY CHARACTERS” RUBRIC

5 (Terrific)	3 (I have the right idea)	1 (I don't know)
I wrote two characteristics that are the same about two characters in <i>Harry Potter</i>	I wrote one characteristic that is the same about two characters in <i>Harry Potter</i>	I did not write about a characteristic that is the same about two characters in <i>Harry Potter</i> .
I wrote two characteristics that are different about two characters in <i>Harry Potter</i>	I wrote one characteristic that is different about two characters in <i>Harry Potter</i>	I did not write about a characteristic that is different about two characters in <i>Harry Potter</i> .
I used full sentences with details to explain the similarities and differences between two characters.	I sometimes used full sentences and details to explain the similarities and differences between two characters.	I did not use full sentences or details to explain the similarities and differences between two characters.

WHAT SCORE WOULD YOU GIVE YOURSELF? _____

PLEASE EXPLAIN ON THE LINES BELOW WHY YOU GAVE YOURSELF THAT SCORE.

WHAT SCORE DOES MISS BERNHARDT GIVE YOU? _____

MISS BERNHARDT THINKS YOU HAVE EARNED THIS SCORE BECAUSE:

GREAT JOB! YOU ARE DONE WITH THIS ASSESSMENT! HAND IT IN AND START READING CHAPTER SEVEN.