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 Dr. Busman  
 ED 337  
 Performance Task Assessment

Unit: 4th Grade, Reading Fantasy Narrative Text (*Harry Potter and the Sorcerer's Stone* Chapters 1-10)

**PURPOSE:** The purpose of this combined formative and summative assessments is to provide information regarding student's understanding of the characters and plot in *Harry Potter and the Sorcerer's Stone*. As a group, students will evaluate a scene from the story, synthesize the details of it, and create a representation of of a scene from the book thus far. This assessment will require students to use the knowledge that they have gained throughout the book thus far and will be given at the half way point of the novel. This assessment will be used by both the students and the teacher. Students will evaluate what they have learned throughout the unit during their final performance. The teacher will use the results of this assessment to provide a grade for student report cards and conferences.

**STANDARDS:**

**W.PR.04.04** apply a variety of pre-writing strategies for both narrative and information writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence.)

**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. (Use dialogue and description to develop experiences and events or show the response of characters to situations.)

**S.CN.04.03** speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations.

**S.DS.04.04** plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect) : supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body languages.

**L.CN.04-05.02** listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

**CLEAR TARGETS:**

Learning Targets	Standard	Task
I can break down a scene using a graphic organizer.	W.PR.04.04	5 Elements of Story
I can write and perform dialogue to portray thoughts and motivations of a character.	R.NT.04.03	Character Identification
I can justify the thoughts and motivations of my character by using facial expressions, hand gestures, & body language.	R.NT.04.03 S.DS.04.04	Performance
I produce the social skills of audience behaviors in both a small and large group setting.	L.CN. 04-05.02	Reflections, Checklist, Performance

## **TEACHER DIRECTIONS:**

Before beginning the project, prearrange groups and preselect scenes that students will be writing into scripts. Performance Packets also need to be compiled for each student to use throughout the week.

### **DAY 1: INTRODUCTION AND PLANNING**

**TIME FRAME: 90 MINUTES**

**MATERIALS: PERFORMANCE PACKET**

**DIRECTIONS: READ ALOUD BY THE TEACHER**

Today we are going to start preparing for a performance assessment you will be doing on Friday. I've put you into groups to create a script of a scene from *Harry Potter and the Sorcerer's Stone*. You each will portray a character and, as a group, will collect or create costumes, props, and a backdrop to showcase the details that are given in the story. You will have time every day this week to pull these details together and practice, before our performance on Friday. This is going to be a very fun assignment where you can use creativity and clues from the book to share the scene with your classmates.

Each of you has a Performance Packet. You will fill this out as the week progresses. Please put your name on the front. This packet will need to be completed and turned in to me at the end of the week. The first page is a checklist of what needs to be done each day, in order to successfully complete this project and be ready to present. There are also worksheets to outline your character and the scene that your group is presenting. These need to be filled out thoroughly to show me that you really understand the character and portion of the story that you are portraying. Don't forget to check each task off on your Project Checklist, when you have completed it.

In just a minute, I will be splitting you into your groups and handing you the page numbers of *Harry Potter and the Sorcerer's Stone* that you will be turning into a script. Today, I would like you to find a place in the classroom to look over these pages. Once you have read through your section, your group can decide which characters you each will portray in the story. Once you have cast your scene, you may begin outlining your script using the Script Planning Worksheet. Once you have decided what you will be performing, start creating your script. Remember, everyone needs to be involved in your scene, but you do not all have to work on creating the script. Use your time wisely and take note of the talents of each of your group members. If you are good at writing, you can help with the script. If you are good at art, start working on the background mural. This will help your group use your time efficiently while getting your tasks accomplished.

You may also start thinking about your characters and the props and costumes they need in the scene. This information should be put on your Character Identification Sheet. I will periodically give you reminders on how much time you have left to work on this project. In the last 15 minutes, I will ask you all to stop what you are doing and fill out a Daily Reflection journal entry that will allow me to take note of how your group is working and staying on task as the week progresses.

We will continue to go through the different parts of the Performance Packet throughout the week. Today is really the planning day. You should start to understand your scene, start writing your script, getting to know your characters, and begin thinking about props and costumes you will need and what your background needs to look like.

Does anyone have any questions? (*Take questions and answer if there are any.*) I think we are ready to begin. Let me split you into your groups. Once I have read all of the groups out, you may begin.

## **DAY 2: DETAILS, DETAILS, DETAILS!**

**TIME FRAME: 90 MINUTES**

**MATERIALS: ANY AND ALL ART MATERIALS, SCRIPTS, PERFORMANCE PACKET**

### **DIRECTIONS:**

I am so excited for you all to take some time now to work on your performance group project. Yesterday you spent time organizing your scene, casting and identifying your characters, and outlining your script. Many of you have started to write your script and design what your backdrop will look like. If your group has not yet done one or both of those parts of your projects, that should be your main focus for today. If you are having any trouble creating your script or figuring out what should be your backdrop, look to your book for clues and details on what you can include. If you are still having trouble, come find me. I will be walking around checking in with each of your groups as our time progresses.

I see that many of you have already brought in some props and costume pieces to add to your scene. That is great! Don't forget that if you need art materials to create props or costumes, you may use anything from the art cupboard as long as you clean up after yourself.

Today, I am hoping that you will be able to complete your script. When you are ready for it to be typed, one of your group members can take it to the computer lab to type it up and print copies for your group. The rest of you can begin working on your mural backdrop using the long paper rolls. A few groups will be able to take theirs out into the hallway to work but remember, if you are being too loud you will have to come back in the classroom. By the end of today, your Script Planning Worksheet and Character Identification Worksheet should be done.

Again, I will be giving you updates on time so you can use it wisely. Today you will have about an hour to work on this. Don't forget that in the last 10-15 minutes I will ask you all to stop what you are doing and fill out your Daily Reflection journal entry.

I'm really excited to see you all work together as a team to pull this performance together. If you are having any troubles cooperating with a classmate or if you get stuck and cannot decide what to do in your scene, please come to me for assistance. This should be a time for you all to have fun and be creative with one another. I cannot wait to see where your planning and excitement for this will take you. I can already tell that we will have some wonderful performances on Friday.

## **DAY 3: ACTION!**

**TIME FRAME: 75 MINUTES**

**MATERIALS: ANY ART MATERIALS, COSTUMES, PROPS, SCRIPTS, PERFORMANCE PACKET**

### **DIRECTIONS**

Today is a very exciting day! You all are going to be able to start acting out your scenes! Way to go! I am so proud of each of you for working so hard to complete your scripts. Many of you took them home or went to the computer lab to type them up and print them for your group. That is spectacular! I wonder how many of you will have your lines memorized for Friday's performance! It's not a requirement, but that would help you all engage more in your scene, so remember that.

I'd like you all to start by simply sitting down and reading through your script. Think about your characters and how they are feeling and behaving in your particular scene. Does that change how their voice sounds? What about their movements and facial expressions? Really work as a team today to develop your character's thoughts and emotions and brainstorm what might your character's actions be during the scene.

Once you have read through your script and thought of these extra details, try getting up and moving around while reading your script. Think where you need to stand in front of your backdrop to be in the correct place or part of your scenery. Do you need any chairs or tables? Use the props and costumes that you have to rehearse and enhance your scene. The more you can practice as a group, the better your performance will be on Friday.

Please check your Character Identification and Script Planning Worksheet to make sure that you have all the props and costumes needed for your character and scene. You don't want to leave anything out. If there is anything you are having trouble creating or finding let me know so that I can help you come up with something to practice with and use for your performance.

My goal for you for today is that you all will be able to rehearse your script for a half hour. After that, I'd like you to work as a group to complete your mural backdrop for another half hour. The last 10-15 minutes will be saved for your Daily Reflection journal entry. Make sure that you stay on task and do not goof off too much while you are rehearsing. I know that this is a lot of fun but you only have today and tomorrow to practice before you are performing for your classmates. Use your time wisely. Don't forget to grab me if you are having trouble with something. Does anyone have any questions? Let's get to work!

## **DAY 4: DRESS REHEARSAL**

**TIME FRAME: 70 MINUTES**

**MATERIALS: ANY ART MATERIALS, COSTUMES, PROPS, SCRIPTS, PERFORMANCE PACKET**

### **DIRECTIONS:**

We have a big day ahead! You all have been working so hard on creating your script, backdrop, and details for your performance and that is right around the corner. Today is the day that you pull all these details together and practice for your performance tomorrow. I hope you are as excited as I am. I don't want to waste too much of your time but I want to remind you of a couple things that you will be graded on in your performance tomorrow.

1. Each of you are portraying a character. You've worked hard to discover the details of this character so that you can act them out to the best of your abilities. Make sure your movements, voice, facial expressions, and other gestures that you do as your character represent them accurately. Use the constructive feedback from your group mates to help you determine whether or not you need to work on this.
2. You have props, costumes, and a mural backdrop as additional elements to your scene. Use them, but stay in character.
3. Make sure that when you are practicing you are saying your lines loudly and clearly so that everyone can hear you. That is very important, especially for your performance tomorrow. Don't worry if you have not memorized your lines. That is not the most important part of this project. We just need to be able to see that you can accurately act out this scene and character.
4. Be sure to pay attention to your Presentation Checklist as you are rehearsing. These are the details I will be looking for when watching your performance to grade you and your group. Be sure they are included in your scene.

You will have an hour today to rehearse and complete your backdrop. The last 10 minutes will be used for your Daily Reflection journal entry. My goal is for you all to run through your scene with props, costumes, and scripts at least 3 times. If your mural backdrop is not yet completed, finish it up before practicing your scenes. You will have a half hour tomorrow to do a last-minute run-through of your scene before performing it for your classmates.

Does anyone have any questions? Alright, get to rehearsing! I'll be walking around to check in with you all to make sure that you are comfortable and confident and ready for tomorrow.

## **DAY 5: SHOW TIME!**

**TIME FRAME: 2.5 HOURS**

**MATERIALS: ANY ART MATERIALS, COSTUMES, PROPS, SCRIPTS, PERFORMANCE PACKET**

### **DIRECTIONS:**

Today is the big day! I am so looking forward to watching each of your scenes. Let's get into your groups and you can practice your scene a couple times before we rearrange the classroom to have a stage and audience. You'll have a half hour to tie up any loose strings and rehearse. Does anyone have any questions? Let's go!

*(Allow students to rehearse for a half-hour giving periodic updates on the amount of time they have left. (20 minutes, 15 minutes, 10 minutes, etc.)*

Okay class, it is now time to rearrange our room so that we have a spot for our audience to sit and our groups to perform. Please help me to push the tables/desks back and arrange the chairs in two straight lines facing the whiteboard. *(Place one chair to designate amount of space between the whiteboard and first row so there is enough room for each performance.)* This is where the first row will be. There should not be a chair between here and the whiteboard, this is your space to perform. Let's see if we can do this together in three minutes. All of your group's materials should be on your desk/table and ready to get set up when it is your groups turn. *(Give 5 minutes to organize this.)*

Okay, let's go over what it means to be a good audience member. You know our procedure for school presentations and assemblies. Who can remind me of some of the rules we have for watching a performance like we are about to do?

*(Take input from students touching on being a good listener, applauding at the end, not making fun of those performing or making funny faces at the performers, etc.)*

I think we are ready to begin! We are going to perform in order of the scenes as they appear in *Harry Potter and the Sorcerer's Stone* which means the group portraying the scene from chapter 1 will go first. Once all groups have performed we will put the classroom back together and you can all fill out your Performance Evaluation. This will help me determine how to best grade your performance and time spent working on this project with your group.

*(Plan for each group to use about 8-10 minutes to set up, perform, and take down their materials. If there are 10 groups performing, plan for about an hour and a half.)*

# \_\_\_\_\_ 'S PERFORMANCE PACKET

## TIPS & TRICKS FOR A PERFECT SCORE

**FOLLOW THESE GUIDELINES AS YOU ARE WORKING ON YOUR PROJECT TO ENSURE THAT YOU AND YOUR GROUP WILL RECEIVE A PERFECT SCORE!**

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- Follow and stick to your checklist to stay on track and be best prepared for your presentation by the end of the week.
- Work hard and cooperate as a group to put your scene together. Bad attitudes, arguing, distracting other groups, and not staying on task will lose you points.
- Be sure your script has a clear beginning, middle, and end.
- Make sure your script focuses on the correct chapter of *Harry Potter and the Sorcerer's Stone* and is organized chronologically in the order it happens in the book.
- Make sure your scene includes supportive details and facts from *Harry Potter and the Sorcerer's Stone* through your characterization, script, costumes, props, and mural backdrop.
- Each character needs to have lines and actions that show the thoughts and motivation they have. These can be portrayed through the dialogue, facial expressions, gestures, and body language.
- The scene has props, costumes, and a mural backdrop that are utilized appropriately during the scene.

NAME:

DATE:

## PERFORMANCE PACKET – CHECKLIST

Here are the steps that you need to take to complete this project. You may split some of these tasks up among members of your group. For example, two of you can work on the script while two of you work on the mural backdrop. Everyone is responsible for their own planning sheet, character worksheet, and daily reflections.

Day	Tasks
Monday	<input type="checkbox"/> Read scene of <i>Harry Potter</i> from book. <input type="checkbox"/> Cast Characters <input type="checkbox"/> Begin Script Planning Worksheet <input type="checkbox"/> Begin Character Identification Worksheet <input type="checkbox"/> Daily Reflection
Tuesday	<input type="checkbox"/> Complete Script Planning Worksheet <input type="checkbox"/> Complete Character Identification Worksheet <input type="checkbox"/> Collect/Create Props & Costumes <input type="checkbox"/> Begin Mural Backdrop <input type="checkbox"/> Daily Reflection
Wednesday	<input type="checkbox"/> Read Through Script <input type="checkbox"/> Rehearse Script with Movements <input type="checkbox"/> Work to complete Mural Backdrop <input type="checkbox"/> Daily Reflection
Thursday	<input type="checkbox"/> Rehearse Scene <input type="checkbox"/> Complete Mural Backdrop <input type="checkbox"/> Daily Reflection
Friday	<input type="checkbox"/> Rehearse <input type="checkbox"/> Perform for Class! <input type="checkbox"/> Performance Evaluation

**/10 POINTS POSSIBLE**



NAME: \_\_\_\_\_

DAY: \_\_\_\_\_

## 5 ELEMENTS OF A STORY

The chapter you are portraying is looked at as a mini story. Work individually to organize your chapter, identifying the five story elements in 2-3 sentences. Once you have finished, share your outline with your group to determine the best way to structure your script.

**Introduction:**

**Rising Action:**

**Climax:**

**Falling Action:**

**Conclusion:**

**/10 POINTS POSSIBLE**

NAME: \_\_\_\_\_

DAY: \_\_\_\_\_

# CHARACTER PLANNING SHEET

**PLEASE FEEL OUT THE FOLLOWING QUESTIONS USING COMPLETE SENTENCES.**

What character will you be portraying in your performance?

Tell me about your character in a few sentences.

What does your character wear in this scene?

How will you portray this costume in your performance? Where will you get it?

What kind of props does your character use in your scene?

What will you use for these props in your scene? Where will you get them?

Where does your scene take place?

Draw a sketch of the background you'll create for your scene:

**/10 POINTS POSSIBLE**

NAME: \_\_\_\_\_ DAY: \_\_\_\_\_

## **DAILY REFLECTION**

**PLEASE FEEL OUT THE FOLLOWING QUESTIONS USING COMPLETE SENTENCES. BE HONEST AND SHARE WHAT WORKED AND DID NOT WORK IN YOUR TIME YOU SPENT WORKING ON YOUR PROJECT.**

**TODAY I WORKED ON...**

**I FEEL I WAS PRODUCTIVE IN MY WORK BECAUSE...**

**SOMETHING I DID TO HELP MY GROUP OUT WAS...**

**SOMETHING I COULD HAVE DONE TO HELP MY GROUP OUT MORE IS...**

**TOMORROW I WILL WORK HARD ON...**

**I AGREE/DISAGREE THAT I WORKED WELL TODAY BECAUSE...**

**I AGREE/DISAGREE THAT MY GROUP WORKED WELL TODAY BECAUSE...**

**/2 POINTS POSSIBLE**

# GROUP PERFORMANCE ASSESSMENT RUBRIC

1 point	3 points	5 points
The scene did not focus on the correct chapter of <i>Harry Potter and the Sorcerer's Stone</i> . There is not a clear beginning, middle, and end to the script.	The scene somewhat focuses on the correct chapter of <i>Harry Potter and the Sorcerer's Stone</i> . The beginning, middle, and end is not always clear or in line with the story.	The scene focuses on the correct chapter of <i>Harry Potter and the Sorcerer's Stone</i> and has a clear beginning, middle, and end that is in line with how it is portrayed in the book.
There are few details and facts from <i>Harry Potter and the Sorcerer's Stone</i> in the script and in the performance of the characters.	There are some details and facts from <i>Harry Potter and the Sorcerer's Stone</i> included in the script and in the performance of the characters.	Supportive details and facts from <i>Harry Potter and the Sorcerer's Stone</i> are included well throughout the script and are noticed in the performance of the characters.
Characters do not have dialogue, facial expressions, gestures, and/or body language to describe their thoughts and motivations.	Each character has some thoughts and motivation made known through dialogue, facial expressions, gestures, and body language, though they could include more.	Each character has thoughts and motivation made known through a plethora of dialogue, facial expressions, gestures, and body language.
The scene does not include props, costumes, and a mural backdrop.	The scene has props, costumes, and a mural backdrop that are somewhat used during the scene.	The scene has props, costumes, and a mural backdrop that are utilized appropriately during the scene.
This group did not work together well and was not supportive of their classmates. They did not listen attentively to other performances.	This group struggled to work well together and/or they did not listen attentively to other performances.	This group worked well together and is supportive of their classmates. They listened attentively to the other performances.

**TOTAL POINTS: \_\_\_\_\_ / 25**

# INDIVIDUAL PERFORMANCE ASSESSMENT RUBRIC

Assignment	1-4 pts	5-7pts	8-10pts
Checklist	Less than 10 tasks on the checklist were completed on time.	10-15 tasks on the checklist were completed on time.	15-20 tasks on the checklist were completed on time.
Script Planning Worksheet	Script Planning Worksheet was not completed fully and/or on time.	Script Planning Worksheet was completed on time with a few details or was late.	Script Planning Worksheet was completed on time with much detail.
Character Identification Worksheet	Character Identification Worksheet was not completed fully and/or on time.	Character Identification Worksheet was completed on time with a few details or was late.	Character Identification Worksheet was completed on time and with much detail.
Daily Reflections	No Daily Reflections were completed.	2-3 Daily Reflections were completed.	All Daily Reflections were completed.
Participation	Did not participate positively each day and/or did not listen attentively to other group performances..	Often participated positively each day and/or somewhat listened attentively to other group performances.	Participated positively daily and listened attentively to other group performances.

**TOTAL POINTS: \_\_\_\_\_ / 50**

# PERFORMANCE ASSESSMENT GRADE

<b>TASK</b>	<b>POINTS EARNED</b>	<b>POINTS POSSIBLE</b>
<b>COMPLETED CHECKLIST</b>		<b>10</b>
<b>SCRIPT PLANNING WORKSHEET</b>		<b>10</b>
<b>CHARACTER IDENTIFICATION</b>		<b>10</b>
<b>5 DAILY REFLECTIONS (5X2PTS)</b>		<b>10</b>
<b>POSITIVE DAILY PARTICIPATION</b>		<b>10</b>
<b>INDIVIDUAL GRADE TOTAL &amp; COMMENTS:</b>	<b>/50</b>	
<b>GROUP PERFORMANCE GRADE &amp; COMMENTS:</b>	<b>/25</b>	
<b>FINAL GRADE:</b>	<b>/75</b>	