

Series Launcher[®]: A Novel Study for *Horrible Harry and the Dungeon*

Student Performance Documentation Form

Instructions for Calculating Percentage Mark:

Give each student a score for each lesson's work based on the point distribution guidelines.

If you wish to calculate the percentage score: Divide the Total Number of Points Earned by the Lesson Total, then multiply by 100.

Example: Student scored 61 points out of a possible 65 points.
 $61 \div 65 = .94 \times 100 = 94\%$

Criterion for mastery in the novel studies is 80%. Additional space has been provided on the Student Performance Documentation Form for students who do not achieve mastery to redo the lesson or to improve their mark. A key has been provided at the bottom of the form for extended response and background passages.

Data from reading checkouts and the End of Unit Test should be recorded on the **Class Summary Chart** that can be found at the end of the Teacher Presentation Book and in the Blackline Master Envelope.

POINTS DISTRIBUTION GUIDELINES:

Meet Suzy Kline **(Introductory Lesson):**

Thinking About the Author:
1 pt/item (10 pts)
2 pts/question (4 pts)

Lesson Total = 14 pts

Lesson 1:

Building Background Knowledge: Reading Informational Text

What is a Dungeon?

- 1 pt /answer;
1 pt/sentence (6 pts)
- 1 pt/item (4 pts)
- 1 pt/item (4 pts)
- Story:
(Total up to 32 pts)
Plan
Plan includes who, what, where, when and why (5 pts)
Ideas
Opening sentence pulls reader into the writing (2 pts)
Writer includes at least 5 sentences telling who, what, where, when, and why (10 pts)
Ending sentence brings paragraph to a satisfying conclusion (2 pts)
Organization-paragraph has a beginning, middle, and an ending (3 pts)
Voice-paragraph sounds like writer is talking to the reader (2 pts)
Word Choice-uses words to make ideas clear and paragraph interesting (2 pts)
Sentence Fluency-paragraph sounds right when read aloud (2 pts)
Conventions
-correct capitalization and punctuation (2 pts)
-age-appropriate spelling (2 pts)

BLM 1D Total = 46 pts

Learning About Words:
1 pt/item (3 pts)

Understanding the Story:
2 pts/item (6 pts)

Showing What I Have Learned:
Story Elements:
1 pt/character-at least 5 (5 pts)
1 pt/setting-at least 5 (5 pts)
Note: Students must include both where and when responses for setting.
Cluster: (Total up to 13 pts)
name in the circle (1 pt)
2 pts/description-at least 6 (12 pts)
Note: Students may include both physical characteristics and personality traits.

Workbook Total = 32 pts

Lesson Total = 78 pts

Lesson 2:

Learning About Words:
1 pt/item (7 pts)

Understanding the Story:
1 pt/item (5 pts)

Showing What I Have Learned:
2 pts/description (14 pts)
Note: Students may include both physical characteristics and personality traits.

Lesson Total = 26 pts

Lesson 3:

**Building Background
Knowledge: Reading
Informational Text**

Life Cycle of a Butterfly

1. 1 pt/item (5 pts)
2. 1 pt/item (5 pts)
3. Paper Butterfly (5 pts)
2 pts/sketch; 1 pt/cutting out;
2 pts/wings design
4. Research:
(total points 15)
kinds of butterflies found in
location 1pt/idea up to 5
ideas (5 pts);
attracting butterflies 1pt/idea
up to 5 ideas (5 pts);
reporting findings (5 pts)
1 pt/speaks clearly;
1 pt/speaks in an
understandable manner;
1 pt/speaks with sufficient
volume;
1 pt/maintains eye contact
with audience;
1 pt/presents information in
an interesting and logical
order

BLM 3B Total = 30 pts

Learning About Words:
1 pt/item (3 pts)

Understanding the Story:
2 pts/step (10 pts)

Showing What I Have Learned:
2 pts/item (12 pts)

Workbook Total = 25 pts

Lesson Total = 55 pts

Lesson 4:

Learning About Words:
1 pt/item (4 pts)

Understanding the Story:
1 pt/item (4 pts)

Showing What I Have Learned:
Paragraph: (Total up to 27 pts)
Ideas
Opening sentence tells when
this is happening (2 pts)
Writer includes three things that
happened. (6 pts)
Writer includes Harry's thoughts
and feelings (4 pts)
Ending sentence brings
paragraph to a satisfying
conclusion (2 pts)
Organization-paragraph has a
beginning, middle, and an
ending (3 pts)
Voice- Writes from Harry's point
of view using "I" not "Harry"
(2 pts)
Word Choice-uses words to
make ideas clear and paragraph
interesting (2 pts)
Sentence Fluency-paragraph
sounds right when read aloud
(2 pts)
Conventions
-correct capitalization and
punctuation (2 pts)
-age-appropriate spelling (2 pts)

Lesson Total = 35 pts

Lesson 5:

Learning About Words:
1 pt/item (4 pts)

Understanding the Story:
2 pts/item (4 pts)

Showing What I Have Learned:
Letter: (Total up to 32 points)
Return address (2 pts)
Date: (2 pts)
Salutation (2 pts)
Ideas
-Opening sentence will make
Miss Mackle want to read the
rest of the letter (2 pts)
-Writer includes:
-a sentence that tells Miss
Mackle what the problem is
(2 pts)
-a sentence that tells Miss
Mackle what really happened.
(2 pts)
-a sentence that tells Miss
Mackle why she should get
Harry out of the Suspension
Room. (2 pts)
-Ending sentence brings the
body of the letter to an end.
(2 pts)
Organization-The body of the
letter has a beginning, a middle,
and an ending. (3 pts)
Voice: The writer writes the
letter from Doug's point of view,
using "I" not "Doug" (2 pts)
Word Choice-uses words to
make ideas clear and letter
interesting (2 pts)
Sentence Fluency-letter sounds
right when read aloud (2 pts)
Conventions
-correct capitalization and
punctuation (2 pts)
-age-appropriate spelling (2 pts)
Closing (2 pts)
Signature (1 pt)

Lesson Total = 40 pts

Lesson 6:

Learning About Words:

1-6. 1 pt/item (6 pts)

1-6. 1 pt/item (6 pts)

Understanding the Story:

1 pt/item (6 pts)

Showing What I Have Learned:

2 pts/title (12 pts)

Lesson Total = 30 pts

Novel Studies Student Performance Documentation Form

Series Launcher® for *Horrible Harry and the Dungeon*

Teacher Name _____ School _____

Criteria for mastery for each lesson is 80%

Date	Introductory Lesson	1		2	3		4	5	6
Lesson	Wk/bk	BLM 1D	Wk/bk	Wk/bk	BLM 3B	Wk/bk	Wk/bk	Wk/bk	Wk/bk
Total Points Possible	14	46	32	26	30	25	35	40	30
Score Indicating Mastery Level	12	37	26	21	24	20	28	32	24
Student Name									
1)									
final attempt									
2)									
final attempt									
3)									
final attempt									
4)									
final attempt									
5)									
final attempt									
6)									
final attempt									
7)									
final attempt									
8)									
final attempt									
9)									
final attempt									
10)									
final attempt									

1. Record student's first attempt in first cell; record final attempt in "retest" cell.

2. All scores below mastery criteria should be highlighted and addressed.