## Reading for Success©: A Novel Study for The Clay Marble Student Performance Documentation Form

## Instructions for Calculating <br> Percentage Mark:

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

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POINTS DISTRIBUTION
GUIDELINES:
Lesson 1:
(0) Vocabulary Practice:
1 pt/ item (7 pts)
(2) Comprehension:
2 pts/item (8 pts)
3 Map:
2 pts/item (10 pts)
(4) Pattern:
1 pt/item (36 pts)
Lesson Total = 61 pts
Lesson 2:
(1) Vocabulary Practice:
1 pt/ item (8 pts)
(2) Simile:
1 pt/item (6 pts)
(3)Comprehension:
2 pts/item (4 pts)
(4) Plant Chart:
Ch.1: 1 pt/plant;
2 pts/description (9 pts)
Lesson Total = 27 pts
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Lesson 3:
(1) Vocabulary Practice:

1 pt/item (8 pts)
(2) Comprehension:

1. (2 pts)
2. 2 pts/character reaction
(4 pts)
3 Simile:
1 pt/item (6 pts)
(4) Descriptive Paragraph: (Total up to 45 pts)
Mind map used for brainstorming (up to 16 pts)
Food choice clearly made (1 pt);
Steps clearly described to reader in 3-5 sentences (up to 10 pts)
Sentences begin with time words (up to 5 pts)
Sentences include words that tell how food smells, tastes, feels, and looks (up to 10 pts)
Mechanics for paragraph (Total up to 3 pts )
Correct grammar
Correct punctuation
Correct capitalization
Correct spelling
(5) Plant Chart:

Ch.2: 1 pt/plant;
2 pts/description (9 pts)
Lesson Total = 74 pts

## Lesson 4:

(1) Vocabulary Practice:

1 pt/item (9 pts)
(2) Comprehension:

2 pts/item (6 pts)
3 Chronological Order:
1 pt/item (8 pts)
(4) Paragraph: (Total up to 25 points)
Beginning sentence draws reader into writing and describes an outdoor situation (5 pts)
Wrote at least 3 sentences telling why it was enjoyable (up to 6 pts )
Wrote at least 3 sentences about the problems (up to 6 pts)
Concluding sentence brings paragraph to a satisfying end (5 pts)
Mechanics for paragraph (Total up to 3 pts)
Correct grammar
Correct punctuation
Correct capitalization
Correct spelling
(5) Plant Chart:

Ch 3: 1 pt/plant;
2 pts/description (15 pts)
Lesson Total = 63 pts

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Lesson 5:
    (1) Vocabulary Practice:
    1 pt/item (8 pts)
    (2) Character:
    1 pt/item (9 pts)
    3 Point of View: (2 pts)
    (4) Context meaning:
    2 pts/item (6 pts)
    5 Steps in Distribution Process
    2 pts/step (10 pts)
    items numbered and written as
    a list (5 pts)
    (6 Plant Chart:
    Ch 4: 1 pt/plant;
    2 pts/description (6 pts)
Lesson Total = 46 pts
Lesson 6:
    (1) Vocabulary Practice:
2 pts/item (8 pts)
(2) Vocabulary:
1 pt/item (3 pts)
3 Comprehension:
1. (2 pts)
2a. (2 pts)
2b. 2 pts/personal opinion, 2
pts/each for at least 2 reasons
(6 pts)
(4) True/False:
1 pt/item (4 pts)
© Illustration: (Total up to 9
points)
Illustration clearly depicted
description in story, including
the strings (5 pts)
Details (2 pts)
Neatness (2 pts)
(6) Plant Chart:
Ch 5,6: 1 pt/plant;
2 pts/description (18 pts)
Lesson Total = 52 pts
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## Lesson 7:

(1) Vocabulary Practice:

1 pt/item (8 pts)
(2) Comprehension:

2 pt/item (4 pts)
(3) What Would You Take With You?

1. 1 pt /item listed ( 10 pts )
$1 \mathrm{pt} /$ reason (10 pts)
2. $1 \mathrm{pt} /$ item listed (5 pts)

1 pt/reason (5 pts)
3. $1 \mathrm{pt} /$ item $1 \mathrm{pt} /$ reason ( 2 pts )
4. $1 \mathrm{pt} / c o m p a r i n g$ with friend,

1 pt/answering question (2 pts)
Lesson Total = 46 pts

Lesson 8:
(1) Vocabulary Practice:

1 pt/item ( 9 pts)
(2) Comprehension:

1. (4 pts)
2. a) (2 pts)
3. b) (2 pts.)

3 Symbols:
1 pt/item (9 pts)
(4) Dialogue: (Total up to 26 points)
Dialogue used throughout with all 4 characters (up to 8 pts);
Characters' feelings expressed through dialogue (8 pts)
Used standard capitalization and punctuation for dialogue (8 pts)
Mechanics for dialogue (Total
up to 2 pts )
Correct grammar
Correct spelling
$(5$ Plant Chart:
Ch 8: 1 pt/plant; 2
pts/description (9 pts)
Lesson Total = 61 pts

## Lesson 9:

(1) Vocabulary Practice:

1 pt/item (8 pts)
(2) Vocabulary:

1 pt/item (3 pts)
3 Comprehension:
1-2. 2 pts/item (4 pts)
3. 2 pts/comparison (4 pts)
(4) Story map: (Total up to

16 pts)
Dotted line (2 pts);
approximate number of days
clearly marked (2 pts)
key landmarks included on map ( 6 pts );
Terrain labelled (2 pts)
Scenery (2 pts);
Neatness (2 pts)

## Lesson Total = 35 pts

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Lesson 10:
    (1)Vocabulary Practice:
    1 pt/item (9 pts)
    (2) Paragraph: (Total up to 17
    points)
    Beginning sentence that draws
    reader into writing (2 pts)
    3-5 sentences explaining how
    expressions and attitude have
    changed (up to 10 pts)
    Concluding sentence brings
    paragraph to a satisfying end (2
    pts)
    Mechanics for paragraph (Total
    up to 3 pts)
    Correct grammar
    Correct punctuation
    Correct capitalization
    Correct spelling
    (3)Chores: 2 pts/chores,
    2 pts/list (4 pts)
    44 Reflections: (Total up to
    22 pts)
    1. (2 pts)
    2. 2 pts/question reflected upon,
    including each of 5 senses
    (16 pts)
    3. (4 pts)
    (5) Plant Chart:
    Ch 12: 1 pt/plant;
    2 pts/description (6 pts)
Lesson Total =58 pts
Lesson 11:
    (1) Vocabulary Practice:
    1 \text { pt/item (10 pts)}
    (2) Summary:
    2 pts/activity (22 pts)
    3 Personality Chart:
2 pts/cell--follow chart in TPB
(30 pts)
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Lesson Total = 62 pts

## Lesson 14:

© Vocabulary Practice:
1 pt/item (10 pts)
(2) Comprehension:

2 pt/item (4 pts)
(3) Similes:

2 pt/item (4 pts)
(4) Character Web (Total up to 35 pts)
Characters: (up to 10 pts); circles represented criteria (up to 5 pts)
size represented (up to 5 pts); distance represented
(up to 5 pts);
interactions connected
up to(up to 5 pts );
explanations of connections
made (up to 5 pts)
*As recommended do again as a group activity.

## Lesson Total = 53 pts

Lesson 15:
(1) Vocabulary Practice:

1 pt/item (8 pts)
(2) Paragraph: (Total up to 16 points)
Beginning sentence draws reader into writing and states decision (5 pts)
Wrote at least 3 sentences
explaining reasons (6 pts);
Concluding sentence brings paragraph to a satisfying end (2 pts)
Mechanics for paragraph (Total up to 3 pts )
Correct grammar Correct punctuation
Correct capitalization
Correct spelling
3 Gestures:
4 pts/item (16 pts)
Lesson Total = 40 pts

Lesson 16:
(1) Vocabulary Practice:

1 pt/item (6 pts)
2 Sounds:
1 pt/item (4 pts)
3 Vocabulary:
1 pt/item (12 pts)
(4) Paragraph: (Total up to 23 points)
Beginning sentence draws reader into writing and states opinion (5 pts)
Wrote at least 3-5 sentences supporting opinion (up to 10 pts);
Concluding sentence restates opinion and brings paragraph to a satisfying end
(5 pts)
Mechanics for paragraph (Total
up to 3 pts)
Correct grammar
Correct punctuation
Correct capitalization
Correct spelling
© True/False:
1 pt/item (7 pts)
6 Plant Chart:
Ch 181 pt/plant;
2 pts/description (12 pts)
Lesson Total = 64 pts
Reading for Success©: A Novel Study for The Clay Marble by Minfong Ho
Novel Studies Student Performance Documentation Form
Criteria for mastery for each lesson is $\mathbf{8 0 \%}$

| Lesson Date |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Lesson | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Total Points Possible | 61p | 26p | 65p | 63p | 46p | 52p | 46p | 61p | 34p | 55p | 62p | 54p | 70p | 53p | 40p | 61p |
|  |  | $\begin{aligned} & \mathrm{PL} \\ & \mathrm{CH} \end{aligned}$ | DESC | PAR | LIST | ILL | LIST | DLG | MAP | PAR | CHR | DLG | $\begin{aligned} & \mathrm{PL} \\ & \mathrm{CH} \end{aligned}$ | WEB | PAR | PAR |
|  |  |  | $\begin{aligned} & \mathrm{PL} \\ & \mathrm{CH} \end{aligned}$ | $\begin{aligned} & \mathrm{PL} \\ & \mathrm{CH} \end{aligned}$ | $\begin{aligned} & \mathrm{PL} \\ & \mathrm{CH} \\ & \hline \end{aligned}$ | $\begin{aligned} & \mathrm{PL} \\ & \mathrm{CH} \end{aligned}$ |  | $\begin{aligned} & \mathrm{PL} \\ & \mathrm{CH} \end{aligned}$ |  | $\begin{aligned} & \mathrm{PL} \\ & \mathrm{CH} \end{aligned}$ |  |  |  |  |  | $\begin{aligned} & \mathrm{PL} \\ & \mathrm{CH} \end{aligned}$ |
| 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.
ILL=Illustration $\quad$ MAP $=$ Story Map $\quad$ CHR $=$ Character Chart
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