Teacher-Created Formative Assessment

This Formative Assessment is based on a 4th grade English Language Arts and Reading lesson. Students are expected to have read the first three chapters of Louis Sachar’s, *The Sideways Stories From Wayside School*. Students will be able to recognize the main ideas of Sideways Stories from Wayside School. The main ideas of the stories are: classrooms are strange and exciting worlds of their own, where anything can happen, each member of a classroom is a unique individual with their own special skills and quirks, you can do things differently and still get the right answer, and learning doesn’t have to be “by the book” in order to be meaningful.

Standards TEKS:
§110.15. English Language Arts and Reading, Grade 4.

(b) Knowledge and skills.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
   (B) complete analogies using knowledge of antonyms and synonyms (e.g., boy: girl as male: ___ or girl: woman as boy: ___);
(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
   (A) summarize and explain the lesson or message of a work of fiction as its theme; and
   (B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.
(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
   (B) describe the interaction of characters including their relationships and the changes they undergo; and
(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author’s use of similes and metaphors to produce imagery.
(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

FILL IN THE BLANK

1. If the students are bad or answer a problem incorrectly, Mrs. Gorf will turn them into ______________.

Answer: Apples
According to Bloom’s Taxonomy, this question falls under the cognitive level of Remembering because it exhibits previously-learned materials by recalling facts, terms, and answers provided in the story that was previously read.

2. At the end of Chapter 1, Louis comes upstairs, hungry, and eats the only apple in the room, which was really _________________.
   **Answer:** Mrs. Gorf

According to Bloom’s Taxonomy, this question falls under the cognitive level of Remembering because it exhibits previously-learned materials by recalling facts, terms, and answers provided in the story that was previously read.

3. At the beginning of Chapter 2, when Mrs. Jewls walks into the classroom she thinks that all of the children must be ________________ because they were too cute to be children.
   **Answer:** Monkeys

According to Bloom’s Taxonomy, this question falls under the cognitive level of Remembering because it exhibits previously-learned materials by recalling facts, terms, and answers provided in the story that was previously read.

4. In Chapter 2, the students are told that Mrs. Jewls is a ________________ teacher.
   **Answer:** Terrible Nice

According to Bloom’s Taxonomy, this question falls under the cognitive level of Remembering because it exhibits previously-learned materials by recalling facts, terms, and answers provided in the story that was previously read.

5. In Chapter 2, Todd breaks the no talking rule and has his name written on the board under ________________.
   **Answer:** Discipline

According to Bloom’s Taxonomy, this question falls under the cognitive level of Remembering because it exhibits previously-learned materials by recalling facts, terms, and answers provided in the story that was previously read.

**MULTIPLE CHOICE**

1. On the first day, how many students did Mrs. Gorf turn into apples?
   a. 24  
   b. 4  
   c. 12  
   d. 8

   **Answer:** b. 4

According to Bloom’s Taxonomy, this question falls under the cognitive level of Remembering because it exhibits previously-learned materials by recalling facts, terms, and answers provided in the story that was previously read.
2. In Chapter 1, when Louis, the yard teacher sees twenty-four apples in Mrs. Gorf’s classroom he thinks that Mrs. Gorf’s
   a. is turning all her students into apples
   b. is the best teacher in the world
   c. really likes apples
   d. conducting a science experiment using apples

Answer: b. is the best teacher in the world

According to Bloom’s Taxonomy, this question falls under the cognitive level of **Remembering** because it exhibits previously-learned materials by recalling facts, terms, and answers provided in the story that was previously read.

3. In Chapter 2, Mrs. Jewls has been told she would be teaching:
   a. horribly cute children
   b. extremely well-behaved children
   c. horrible children
   d. very smart children

Answer: a. horribly cute children

According to Bloom’s Taxonomy, this question falls under the cognitive level of **Remembering** because it exhibits previously-learned materials by recalling facts, terms, and answers provided in the story that was previously read.

4. In Chapter 3, who cannot count the number of hairs on their head and when they try to count, their numbers are all out of order?
   a. Joe
   b. Jenny
   c. Todd
   d. Sharie

Answer: a. Joe

According to Bloom’s Taxonomy, this question falls under the cognitive level of **Remembering** because it exhibits previously-learned materials by recalling facts, terms, and answers provided in the story that was previously read.

5. In Chapter 3, Mrs. Jewls helps her student to count correctly by practicing with which of the following:
   a. Pencils
   b. Potatoes
   c. Books
   d. Erasers
   e. All of the above
Answer: e. All of the above

According to Bloom's Taxonomy, this questions falls under the cognitive level of **Remembering** because it exhibits previously-learned materials by recalling facts, terms, and answers provided in the story that was previously read.

**TRUE AND FALSE**

1. Mrs. Gorf is known as the nicest at Wayside School.
   **Answer: False**

   According to Bloom's Taxonomy, this question falls under the cognitive level of **Remembering** because it exhibits previously-learned materials by recalling facts, terms, and answers provided in the story that was previously read.

2. Mrs. Gorf is the teacher on the thirteenth floor.
   **Answer: True**

   According to Bloom's Taxonomy, this question falls under the cognitive level of **Remembering** because it exhibits previously-learned materials by recalling facts, terms, and answers provided in the story that was previously read.

3. In Chapter 2, Mrs. Jewls eventually believes the students when they say they are not monkeys.
   **Answer: True**

   According to Bloom's Taxonomy, this question falls under the cognitive level of **Remembering** because it exhibits previously-learned materials by recalling facts, terms, and answers provided in the story that was previously read.

4. Mrs. Jewls thinks the children must be monkeys because they are too ugly to actually be children.
   **Answer: False**

   According to Bloom's Taxonomy, this question falls under the cognitive level of **Remembering** because it exhibits previously-learned materials by recalling facts, terms, and answers provided in the story that was previously read.

5. In Chapter 3, the following day after Mrs. Jewls teaches Joe how to count correctly, Joe knows how to count and knows how many hairs are on his head.
   **Answer: True**

   According to Bloom's Taxonomy, this question falls under the cognitive level of **Remembering** because it exhibits previously-learned materials by recalling facts, terms, and answers provided in the story that was previously read.
ESSAYS

1. Explain what happened to Mrs. Gorf and why she is no longer the student’s teacher.

Answer: When the children try to go tell Louis, Mrs. Gorf tells them she will change them back into apples. Jenny holds up a mirror and Mrs. Gorf turns herself into an apple instead, leaving the students without a teacher. Louis comes upstairs, hungry, and eats the only apple in the room, which was really Mrs. Gorf.

According to Bloom’s Taxonomy, this questions falls under the cognitive level of Understanding because it demonstrates the student’s comprehension of facts and ideas by organizing, interpreting, and giving descriptions.

2. Distinguish the dissimilarities and similarities between Wayside School and your own school?

Answer: Looking for distinct parallels and differences made between the two schools. Does the student use accurate details found in the story?

According to Bloom’s Taxonomy, this questions falls under the cognitive level of Analyzing because it causes the students to make inferences and find evidence to support their generalizations.

3. Compare and Contrast Mrs. Gorf or Mrs. Jewls. Who do you think is a better teacher? Why?

Answer: Looking for accurate descriptions of each teacher through the use of adjectives and evidence that is supported from the story.

According to Bloom’s Taxonomy, this questions falls under the cognitive level of Analyzing because it causes the students to make inferences and find evidence to support their generalizations.

4. Who is your favorite character and how would you describe him or her?
Answer: Looking for a detailed description of the chosen character that includes personality traits, how they are important to the story, and what makes them stand out amongst the rest of the characters.

According to Bloom’s Taxonomy, this question falls under the cognitive level of **Understanding** because it demonstrates the student’s comprehension of facts and ideas by organizing, interpreting, and giving descriptions.

5. Is Sideways Stories from Wayside School realistic fiction or non-fiction? Why?

Answer: Sideways Stories is fiction because it is about imaginary events and people.

According to Bloom’s Taxonomy, this question falls under the cognitive level of **Applying** because it causes the students to use their new knowledge of what fiction and non-fiction is to adequately answer the question.