

Unit Two – Studying Characters Across Series  
Post Assessment .

Read aloud *Lilly's Big Day* and *Julius: The Baby of the World*.

This assessment should be done over 2/3 sessions, reading one story per session and administering the assessment after the second session. During the read alouds, feel free to discuss and chart general story elements such as character, setting, etc. (Do not chart the problem in both books because it is one of the questions the students will need to answer).

Students will then answer the following questions.

- 1a. Identify the main problem in *Lilly's Big Day*.
  - 1b. Identify the main problem in *Julius: The Baby of the World*.
  - 1c. What is a common feeling Lilly is experiencing with these problems? Give one example from each book to support your thinking.
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- 2a. How are Lilly's feelings toward Ginger and Julius the same in the beginning/middle of both books? Give evidence from each text to support your thinking.
  - 2b. How do Lilly's feelings toward Ginger and Julius change by the end of the books? Give evidence from each text to support your thinking.

**\*\*Score ONLY 1c and 2b using the Studying Characters Across Series-Post Assessment Rubric**





Reading Response Rubric  
**Studying Characters Across Series-Post Assessment**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p><b>Does Not Meet Expectations</b></p> <ul style="list-style-type: none"><li>• Student can name a character feeling.</li><li>• Student cannot support their thinking with evidence.</li></ul>	<p><b>Approaching Expectations</b></p> <ul style="list-style-type: none"><li>• Student can name a character feeling.</li><li>• Student can support their thinking with one piece of evidence from one text.</li></ul>	<p><b>Meets Expectations</b></p> <ul style="list-style-type: none"><li>• Student can name a character feeling.</li><li>• Student can support their thinking with one piece of specific evidence from each text.</li></ul>	<p><b>Exceeds Expectations</b></p> <ul style="list-style-type: none"><li>• Student can name more than one character feeling.</li><li>• Student can support their thinking with two pieces of evidence for each feeling from each text.</li></ul>