

Book Project

Testing, Testing, 1, 2, 3...



Name _____

Date _____

My nonfiction (informational text) book: Title: _____

$\frac{1}{4}$ = _____ pg

$\frac{1}{2}$ = _____ pg

$\frac{3}{4}$ = _____ pg

whole book (4/4) = _____ pg

For our second book project of the year, the genre is non-fiction, also called informational text. This is an important genre because this is the kind of reading adults do most. Reading for information is crucial in middle school, high school, college, and the working world. Whether you are reading a textbook, a magazine, or an online article, non-fiction reading is what moves the world forward.

When you read non-fiction, the text structure, unlike fiction, can be in many forms. Whether it be descriptive, sequential, cause/effect, problem/solution, compare/contrast you need to prepare your brain to take in the new information. Taking 30 seconds to preview will make the information stick to your brain. Previewing is simply looking at the section you will be reading (the pictures and captions, titles and headings, fact boxes, graphs, maps, vocabulary, and charts) thinking about what you already know, and predicting what you will be learning about.

As you read, you should always be on the lookout for important details, chances to practice inferential thinking, and for opportunities to expand your learning through critical thinking. Be alert as you read; what you notice will be of use in executing your project. Taking notes or putting sticky notes with key points for your project will make creating your book project much easier. You will once again receive quarterly worksheets to complete, and these will make creating your ending project much easier!

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Your assignment is to write a book test. What is a book test? Well, imagine you are a teacher and want to test your students on how well they understand the material you have been covering.

You would:

- Ask questions that give your students a chance to **show what good readers they are becoming**.
- Ask questions that focus on the **most important** ideas in the reading.
- Ask questions that have **some variety**.
- Ask questions that have **clear answers supported by key details in the book**.
- And ask questions that give the test taker a **fair chance to do well**.
- Use the attached question starter sheet to help you write rich questions that **make students think deeply**.

Your test should be formatted like the many you have taken here at school!

CHECKLIST FOR WHAT TO INCLUDE:

- A “student” version of the test
- An answer key
- A line for the test taker’s name and date
- The title of the book and the author’s name centered at the top of the front page
- Three or more of the following question types in clusters
 - Matching
 - Short answer (1-2 sentences)
 - Longer (paragraph) answer
 - True/false
 - Multiple choice
 - Fill in the blank
 - Diagram labeling or drawing
- 25 or more questions
- A vocabulary section with at least 5 key vocabulary words from your book
- Five questions relating to a *variety* of text features such as: table of contents, graphs, charts, tables, fact boxes, titles, headings, subheadings, diagrams, timelines, etc. See attached chart of text features for a review of these.
- At least one critical thinking question such as those we have done for *TFK* and language arts that require a paragraph answer. Use the higher level question starters for help.
- At least one text structure question. Test must include the paragraph/section photo copied, or typed into the text so the teacher can check for accuracy. See attached text structure chart for help.
- Two main idea questions in multiple choice format where some of the choices are details and one is the main idea. Make sure to type paragraph into the test so the teacher can check that you understand main idea. See attached main idea guide for help with these.
- A clear emphasis on important events or concepts (Rather than “*Who wore a purple dress to the inauguration?*”, focus on significant incidents such as “*What impact did meeting Ronald Reagan at the inauguration have on her future?*”)
- Editing for spelling, grammar, usage, and mechanics
- A concern for neatness (typing is very helpful) and presentation

BE SURE TO USE THIS ASSIGNMENT SHEET AS A GUIDE FOR THE CONSTRUCTION OF YOUR TEST!

Grading Criteria for Book Project: Testing, Testing 1, 2, 3...

- _____ /3 pts. Accurate answer key including a sample paragraph answer on the key
- _____ /3 pts. Line for test taker's name and date
- _____ /3 pts. Book title and author centered at top of page
- _____ /3 pts. Three or more question types
- _____ /3 pts. Twenty-five or more questions
- _____ /3 pts. Vocabulary section with five key terms
- _____ /3 pts. Critical thinking question requiring paragraph answer (included in the key)
- _____ /3 pts. Five text feature questions
- _____ /3 pts. at least ONE text structure question- that includes the paragraph typed into the test.
- _____ /3 pts. Two main idea vs. supporting detail multiple choice questions- that includes paragraph typed into test.
- _____ /3 pts. Other questions are on important events or concepts
- _____ /3 pts. All writing is done with complete sentences
- _____ /3 pts. Proper capitalization
- _____ /3 pts. Proper use of commas with compound sentences
- _____ /3 pts. Appropriate other punctuation, especially ending punctuation
- _____ /3 pts. Accurate spelling
- _____ /3 pts. Format and neatness

My score = ___/51 = _____ = _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
DECEMBER 3	4	5	6	7	8 Books Chosen & Approved	9
10	11	12	13	14	15	16
17	18	19	20 ¼ through book – First quarter worksheet due	21	22	23
24	25	26	27	28	29	30
31	JANUARY 1	2 ½ through book – Second quarter worksheet due	3	4	5	6
7	8 ¾ through book – Third quarter worksheet due	9	10	11	12	13
14	15 Finish reading book – Final worksheet due	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31 Final Book Project Due			

My book: Title: _____

¼ = _____ pg ½ = _____ pg ¾ = _____ pg whole book (4/4) = _____ pg