

# Book Club Focus Assessment and Rubric

Name: \_\_\_\_\_

**Fish in a Tree**  
Book Club Focus Assessment

**Character Traits**

**Directions:** Use what you know about **Fish in a Tree** to answer each of the following questions.

Describe Ally's problem and how it was resolved.

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What can readers infer about Ally from her disruptive behaviors at the beginning of the story? Check all that apply.

A She had given up on school.  
 B She just wanted to make people laugh.  
 C She had never had a supportive teacher.  
 D She tried to get her classmates' attention with her sketches.  
 E She was disruptive because she wanted to avoid reading and writing.

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What is one change Ally undergoes as a result of her interactions with Mr. Daniels?

A She avoided reading unless he was helping her.  
 B She started to gain confidence in her abilities.  
 C She started to make friends.  
 D She spent more time in Mrs. Silver, the principal's office.

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Focus Assessment for Character Traits



**Fish in a Tree**  
Book Club Focus Assessment

**Character Traits**

**Directions:** Use what you know about **Fish in a Tree** to answer each of the following questions.

Ally began to change when \_\_\_\_\_ started to \_\_\_\_\_.

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Ally began to change when Mr. Daniels started to recognize the things she was good at.

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Which set of characters had the greatest impact on Ally's transformation?

A Albert, Keisha, Oliver, Max, Mr. Daniels  
 B Travis, Max, Jessica, Shay  
 C Mr. Daniels, Keisha, Albert, Travis  
 D Shay, Jessica, Suki, Mrs. Silver

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If Ally were to give an inspirational speech to students, what might her message be? What would she want students to know?

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Ally's message would be about understanding that your struggles don't define you. She would want students to celebrate and find confidence in their strengths and gifts.

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Answer Key



**Character Traits Focus Assessment Rubric**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 – 1 Correct	2 – 3 Correct	4 – 5 Correct	6 Correct
Specific Skill: Character Traits	Was <b>not able to</b> or <b>is beginning</b> to show how events and character interactions lead to character change.	Is able to show how events and character interactions lead to character change <b>some</b> of the time.	Is able to show how events and character interactions lead to character change <b>most</b> of the time.	Is able to show how events and character interactions lead to character change <b>all</b> of the time.

**If student is less than secure, he or she needs to work on the following:**

- Build awareness of characters' internal and external traits.
- Monitor the characters' responses to the challenges in the story.
- Compare different characters' reactions and perspectives in the story.
- Track how the character reflects on the events and their response to challenges.
- Monitor their feelings, thoughts, and reactions.
- Determine the resolution of the story.

**Book Club**  
Fish in a Tree

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Rubric with Optional Common Core Alignment

