



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Assessment Overview



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Final Performance Task	<p>Letter to a Publisher</p> <p>After reading biographical texts on a famous American athlete of an historical era, each student will write a letter to a publishing company explaining the need for a biography (written at a level appropriate for fifth-graders) about that athlete. In the letter, each student will discuss the athlete, evaluate the barriers that he/she broke during the era in which he/she lived, and give an opinion about the importance of that athlete's legacy. Students will support their opinions with reasons and evidence from their research. This task centers on NYSP12 ELA CCLS RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, L.5.1, L.5.2, and L.5.6.</p>
Mid-Unit 1 Assessment	<p>Identifying Author's Opinion and Supporting Evidence: Sports in American Culture</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.2, RI.5.4, and RI.5.8. Students will read and analyze a new informational text about the importance of sports in American culture and then complete a short quiz, answering evidence-based selected response and short answer text-dependent questions.</p>
End of Unit 1 Assessment	<p>On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture</p> <p>This assessment centers on NYSP12 ELA CCLS W.5.1 and W.5.9. After reading and analyzing articles about the importance of sports in American culture, students will write a paragraph in which they share an opinion about the importance of sports in American culture, stating an opinion and evidence from the texts upon which that opinion is based.</p>



Mid-Unit 2 Assessment	<p>Identifying Author’s Opinion, Reasons, and Supporting Evidence: “Courage on the Field”</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.2, RI.5.4, and RI.5.8. Students will read a new informational text about Jackie Robinson breaking barriers in the sport of baseball and then answer evidence-based constructed response (multiple choice) and short-answer questions to demonstrate their ability to summarize the main ideas of the text, determine the meaning of vocabulary, and explain how the author used reasons and evidence to support his opinion.</p>
End of Unit 2 Assessment	<p>Writing an Opinion Essay with Supporting Evidence about Jackie Robinson’s Legacy</p> <p>This assessment centers on NYSP12 ELA CCLS W.5.1 and W.5.9. Based on their prior reading (both for homework and then more in-depth during classwork) of pages 58–63 of <i>Promises to Keep: How Jackie Robinson Changed America</i>, each student will write an on-demand essay in which they state an opinion about Jackie Robinson’s legacy supported by reasons and evidence from the text. The assessment includes a graphic organizer students use to plan their writing: a strong introduction including a clear opinion, and two body paragraphs that state two reasons and supporting evidence. They must be sure to support their position with evidence from the text.</p>
Mid-Unit 3 Assessment	<p>Notes and Graphic Organizer for a Letter to a Publisher</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.9, W.5.1, W.5.7, and L.5.6. This mid-unit assessment is a planning task leading up to students’ final performance task. After reading informational biographical texts about Althea Gibson or Roberto Clement, students will organize their notes from these texts into new graphic organizers. In their graphic organizers, students must state their opinions about why a biography should be published for fifth-graders about this athlete, and provide at least three clear reasons and supporting evidence. Students’ graphic organizers must be clearly organized in one of two organizational structures: either chronological order or order of importance. They must also incorporate key vocabulary they have learned through their reading.</p>
End of Unit 3 Assessment	<p>Draft Letter to a Publisher</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.9, W.5.1, and W.5.4. Students will each write a first draft of their final performance task of a letter to a publishing company stating their opinion that a biography should be published for fifth-graders about their researched athlete’s legacy, and support their opinion with reasons and evidence from their research.</p>