



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Assessment Overview



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Final Performance Task	Editorial Essay This performance task allows students to demonstrate their understanding of how to craft a well-organized opinion essay, in the form of an editorial, using the Painted Essay® structure for writing, in order to take a position on the issue: Should the Inuit community of Baffin Island approve the Mary River Iron Mine proposal? After reading a variety of informational texts that present both points of view about the Mary River project, students will write an editorial in which they answer the question, explain their reasons, and provide evidence from the texts they have read to support their opinion. Students will share the final drafts of their work, using the Fishbowl protocol with a small group of peers. This task addresses NYSP12 ELA CCLS W.5.1, W.5.4a, W.5.5, W.5.8, W.5.9b, L.5.1c, d, L.5.2a, b, d, e, SL.5.1, and SL.5.3.
Mid-Unit 1 Assessment	Text-Dependent and Short Answer Questions: “Arctic Fun” This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.4, and L.5.5 c. Students independently read then respond to text-dependent and short answer questions about the section titled “Arctic Fun” from pages 20 and 21 of <i>The Inuit Thought of It</i> . Students analyze and determine the meaning of key vocabulary, identify main ideas and support their thinking by paraphrasing key details from the text, and explain how the Inuit developed games and pastimes to meet the needs of their community.
End of Unit 1 Assessment	On-Demand Note Taking and Summarizing: “The Inuit Today” This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.3, RI.5.4, and L.5.5 c. For the end of unit assessment, students read determine two main ideas and supporting details from the last section of <i>The Inuit Thought of It</i> , “Inuit Today.” Students will refer to their note-catchers and the text to help them identify and define terms, complete a resource web, and write a seven-to-nine-sentence paragraph that summarizes the last pages of the book.



<p>Mid-Unit 2 Assessment</p>	<p>Text-Dependent and Short Answer Questions: Excerpts from “A Limited Supply” This assessment centers on NYSP12 ELA CCCLS RI.5.1, L.5.4 (a, c), and L.5.5c. students read a new excerpt of text then answer text-dependent and short answer questions by quoting accurately from the text. Students also analyze the meaning of key words from the excerpt by completing Frayer Models to show the relationships between words.</p>
<p>End of Unit 2 Assessment</p>	<p>Research and Response This is a two-part assessment. Part 1 centers on NYSP12 ELA CCLS RI.5.1, RI.5.3, RI.5.9, W.5.7, and W.5.8. For this part of the assessment, students are presented with research resources in a variety of formats (charts, graphs, images, text, videos, etc.) about natural resources found in Canada, how they are used to meet people’s needs and wants, as well as how extractive industries modify the environment in ways that both benefit and harm local communities. Students collect information on the graphic organizer they will have been using throughout the second half of the unit. Part 2 of this assessment centers on NYSP12 ELA CCLA SL.5.1 and SL.5.2. Students orally summarize and discuss their research from Part 1 of the assessment with small groups of peers, using the World Café protocol.</p>
<p>Mid-Unit 3 Assessment</p>	<p>On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?” This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.6, RI.5.8, W.5.8, W.5.9b, and L.5.4a, b. For this assessment, students read a new article titled “Should We Drill?” and collect notes, analyze, and reflect upon the information presented to express an opinion about whether or not offshore oil drilling should be allowed along the Atlantic Coast of the United States. Students refer to their notes and the article, then respond to multiple choice and short answer questions that ask them to note similarities and differences between the points of view presented as well as explain how the author supports both points of view with reasons and evidence. Students also demonstrate their ability to determine the meaning of unfamiliar words using a variety of strategies.</p>
<p>End of Unit 3 Assessment</p>	<p>Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island This assessment centers on NYSP12 ELA CCLS RI.5.1, W.5.1, W.5.8, W.5.9b, and L.5.4a, b. For the end of unit assessment, students read an excerpt of text from <i>The New Book of Knowledge</i> titled “Nunavut.” They answer text-dependent questions by quoting accurately from the text and determine the meaning of unfamiliar words and phrases using a variety of strategies. Then, students use their notes and articles from the first half of the unit to write a rough draft of an editorial essay about whether or not the Inuit community of Baffin Island should approve the Mary River mining proposal. Students will use the Painted Essay® structure to craft a four-paragraph editorial that expresses an opinion supported by reasons and evidence, in the form of quotes and paraphrased details from a variety of sources.</p>