



EXPEDITIONARY  
LEARNING

# Grade 5: Module 2A: Assessment Overview



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**Note:** As each unit is written, often assessments are revised. Use this document as a general guideline. But be sure to refer to each specific unit overview document for the most correct and complete write-ups of each assessment.

<b>Final Performance Task</b>	<b>Research-based Narrative Writing: Rainforest Field Journal Page</b> After researching scientific texts on an arthropod that Meg Lowman might see in the rainforest, students will write a page from a field journal in which they incorporate information that they have gathered from research. They will also include an informational text box that states how the arthropod contributes to the rainforest ecosystem and lists essential characteristics. This performance task intentionally blends informational and narrative writing, and centers on NYSP12 ELA CCSS RI.5.7, RI.5.9, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, and W.5.9.
<b>Mid-Unit 1 Assessment</b>	<b>Mid-Unit Assessment: Analyzing Part 1 of an Interview with a Rainforest Scientist</b> This on-demand assessment centers on standards NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.3, and L.5.4. Students will read and analyze excerpts from the first half in interview with rainforest scientist Eve Nilson, and then complete short-answer text-dependent questions. (Note that students will read excerpts from other parts of this interview as a part of their End of Unit 1 Assessment; therefore, do not distribute the full interview).
<b>End of Unit 1 Assessment</b>	<b>End-of-Unit 1 Assessment: Analyzing Part 2 of an Interview with a Rainforest Scientist and Comparing and Contrasting Texts About Rainforest Biodiversity</b> This assessment centers on standards NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.9, and W.5.1. Students will read new sections of the Eve Nilson interview. (Note that they read excerpts from Part 1 of the interview during the Mid-Unit Assessment. For the End of Unit Assessment, they read excerpts from Part 2 of that same interview, which they have not read before). They will then answer text-dependent short-answer questions. They will also use information from informational texts read in previous lessons. Then students will write a paragraph in which they state a clear opinion about which text they consider more helpful (based on their text features) in terms of informing them about the rainforest. Students will use details from all texts to support their opinion about how structural features of informational text can help them as readers.



<b>Mid-Unit 2 Assessment</b>	<b>The Most Beautiful Roof in the World Quiz</b> This on-demand assessment centers on standards NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.4, and L.5.4. Students will read and analyze a new section of text from <i>The Most Beautiful Roof in the World</i> and then complete short-answer and multiple-choice text-dependent questions.
<b>End of Unit 2 Assessment</b>	<b>On-Demand Analysis of Meg Lowman’s Research in the Rainforest</b> This assessment centers on standards NYSP12 ELA CCLS W.5.2, W.5.4, W.5.8, and W.5.9. After reading and analyzing <i>The Most Beautiful Roof in the World</i> , students will write an essay in which they analyze Meg Lowman’s research of biodiversity in the rainforests, providing examples of what and how she researches in order to clarify their analysis.
<b>Mid-Unit 3 Assessment</b>	<b>On-Demand Note-Taking about Howler Monkeys</b> This assessment centers on NYSP12 ELA CCSS RI.5.1, RI.5.2, RI.5.7, W.5.8, and W.5.9. Students will be given three unfamiliar informational texts about monkeys and will be asked to take structured notes. The passages will include text, illustrations, and graphic displays of information. Students will read the texts and take notes using a graphic organizer that they create. Completion of this task will assess the students on their ability to locate an answer within a text (RI.5.7) and take notes about a topic (W.5.8), as well as explain what the text says using quotes (RI.5.1) and determine the main idea (RI.5.2).
<b>End of Unit 3 Assessment</b>	<b>On-Demand Writing of a Field Journal Entry on Howler Monkeys</b> This on-demand assessment centers on standards NYSP12 ELA CCSS W.5.2, W.5.3, W.5.4, W.5.7, and W.5.9. After completing the performance task (which is heavily scaffolded in order to ensure student success), students will be given an on-demand assessment to demonstrate their independent mastery of the targeted standards. Students will write a second rainforest field journal excerpt, using the notes that they took during the Mid-Unit 3 Assessment about howler monkeys. The prompt for the assessment will be: “After researching scientific texts on howler monkeys, write a page from a field journal that describes howler monkeys and how they contribute to the rainforest ecosystem. Support your discussion with evidence from your research. Be sure you include precise scientific vocabulary and sensory details.”