

Education Language Arts

Grade 2: Module 3

Assessment Overview

Unit 1 Assessment

Using Strategies to Read Informational Text

This assessment focuses on students' comprehension of informational texts. It centers on CCSS ELA RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, and L.2.4e. Students independently read the section entitled "What Do Plants Need?" from *Seed to Plant* by Kristin Baird Rattini, and then respond to selected response and short answer questions, using the text and illustrations and rereading as needed.

Assessment Checklists

Throughout this unit, teachers may use the Reading Informational Text Checklist to gather data on students' reading comprehension, specifically progress toward RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, and RI.2.7. The Speaking and Listening Checklist may be used to gather data on students' progress toward SL.2.1 and SL.2.2.

Unit 2 Assessment

Drafting a New Informational Paragraph, Part I and Part II

This assessment centers on CCSS ELA W.2.2, W.2.7, and W.2.8, and it tasks students with using their notes from their small group research to write an informational paragraph on a pollinator of their choice. They explain how their animal helps pollinate plants, as well as how its body helps the pollination process. This assessment takes place in two parts and four sessions. In Part I, Sessions 1 and 2, students plan and draft the introduction and detail sentences of their paragraphs. In Part II, Sessions 3 and 4, students draft their concluding sentence and revise their paragraphs for conventions. Note: Students use this writing as a part of their performance task presentation—something they share with visitors during the Celebration of Learning.

Assessment Checklists

Throughout this unit, teachers use the Informative/Explanatory Writing Checklist to gather data on students' progress toward W.2.2 and W.2.5.

Unit 3 Assessment

Speaking and Listening: Oral Presentations

This assessment centers on CCSS ELA SL.2.4 and assesses students as they rehearse the oral presentation portion of their performance task. During this presentation, students present and explain their visual displays about the specific pollinator they researched in Unit 2.

Assessment Checklists

Throughout this unit, teachers use the Speaking and Listening Checklist to gather data on students' progress toward SL.2.3, SL.2.4, and SL.2.6. Teachers also use the Language Checklist to gather data on students' progress toward L.2.1f.

Assessment Checklists

The following checklists are designed to help track students' progress toward a variety of standards over the course of this module. These formative assessment opportunities are noted throughout the module lessons. This module includes a Speaking and Listening Checklist, a Language Checklist, a Reading Informative Text Checklist, and an Informative/Explanatory Writing Checklist.

Speaking and Listening Checklist

The Secret World of Pollination

This module focuses primarily on SL.2.1, SL.2.4, and SL.2.6. Use the Speaking and Listening Checklist to assess students only on these standards.

Module 3 Speaking and Listening Checklist				
Student Name	SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Teacher comments

Reading Informational Text Checklist

RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7

This checklist is designed to track students' comprehension of informational texts read aloud and independently. This module focuses primarily on RI.2.1, RI.2.3, and RI.2.7. Focus on reading informational standards starts in Unit 1 of this module and is formally assessed in the Unit 1 Assessment. This checklist can be used to track progress and adjust instruction to meet the needs of students throughout this unit.

Module 3 Reading Informational Text Checklist								
Student Name	RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Teacher comments

Language Checklist

This module focuses on L.2.1e, L.2.1f, and L.2.4e. Use the Language Checklist to assess students on these standards.

Module 3 Speaking and Listening Checklist				
Student Name	L.2.1e: Use adjectives and adverbs, and choose between them depending on what is to be modified.	L.2.1f: Produce, expand, and rearrange complete simple and compound sentences (e.g., The little boy watched the movie; The action movie was watched by the little boy).	L.2.4e: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Teacher comments

Informative/Explanatory Writing Checklist

This module focuses primarily on W.2.2. Instruction on this standard begins in Unit 1, is assessed in Unit 2, and supports the performance task in Unit 3. This checklist also includes W.2.5, W.2.7, and W.2.8, since the writing tasks in this module rely on the research, note-taking, and the writing for the performance task being revised based on peer and teacher feedback.

Module 3 Informative/Explanatory Writing Checklist											
STUDENT INITIALS											
COMPOSITION											
Introduces a topic. (W.2.2)											
Use facts and definitions to develop points about the topic. (W.2.2, W.2.7, W.2.8)											
Provide a concluding statement or section. (W.2.2)											
Piece shows solid understanding of content. (W.2.7)											
Responds to suggestions and feedback by revising and editing piece (W.2.5)											
WORD CHOICE											
L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.											
CONVENTIONS¹											
L.2.2a: Capitalize holidays, product names, and geographic names.											
L.2.2d: Generalize learned spelling patterns when writing words.											
L.2.2e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.											
L.2.1e: Use adjectives and adverbs, and choose between them depending on what is to be modified.											
REVISIONS											
W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.											

¹Please note that all L.2 standards are taught and formally assessed in the K-2 Reading Foundations Skills Block. They are included here for formative assessment purposes.

Informative/Explanatory Writing Rubric

The following rubric is designed to measure students' progress toward mastery of informative/explanatory writing and associated language standards. This rubric reflects performance expected at the **end of this grade level**; therefore, it is used across modules where W.2.2 is assessed. During this module, this rubric should be used to record evidence of students' progress toward mastery of W.2.2 and related language standards; however, full mastery of these standards is not expected until the end of this grade. For clarification of descriptors in this rubric, refer to the sample student responses in the Unit 2 Assessment for this module.

Module 3 Informative/Explanatory Writing Rubric: Grade 2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
A	Knowledge and Understanding RI/RI.2.10	Demonstrates a deep understanding of information and ideas	Demonstrates a clear understanding of information and ideas	Demonstrates a limited understanding of information and ideas	Does not demonstrate understanding or shows a misunderstanding of information and ideas
B C D	Organization and Purpose W.2.2	Focus is clearly stated and strongly maintained Engaging introduction Effective concluding statement or section	Focus is clear and mostly maintained Introduces a topic, providing some relevant context Relevant concluding statement or section	Focus may be unclear and/or poorly maintained Introduction is off topic Conclusion is off topic	Focus is missing or unrelated to task Introduction is missing Conclusion is missing
E F	Evidence and Elaboration W.2.2 W.2.8 L.2.6	Well-chosen facts and details develop the topic Uses precise academic and domain-specific vocabulary words	Relevant facts and definitions develop points Uses words and phrases acquired through conversations, reading, and being read to, and responding to texts	Supporting details may be insufficient, repetitive, vague, and/or copied Uses a basic vocabulary	Supporting facts and details are irrelevant or absent Uses a limited vocabulary
G H I	Conventions L.2.1f L.2.2a L.2.2d L.2.2e	Uses a variety of sentence structures; few, if any, errors in usage and sentence formation Effective and consistent use of punctuation and capitalization Few spelling errors	Variety of simple and compound sentences Correctly and consistently uses upper and lowercase letters; correctly uses end punctuation Generalizes learned spelling patterns and shows evidence of using reference materials (Word Walls, dictionaries, etc.) when writing words	Simple or repetitive sentence structure Inconsistent use of grade-appropriate punctuation and capitalization Frequent errors in the spelling of grade-appropriate words	Errors in usage are frequent; sentences are often difficult to understand Errors in punctuation and capitalization are frequent, making the piece difficult to read Errors in spelling are severe and often obscure meaning