

Grade 3: Module 1

Assessment Overview and Resources



Final Performance Task

Reading Strategies Bookmark

In this performance task, students synthesize their thinking about their reading challenges and possible strategies to overcome those challenges by creating an eye-catching bookmark listing the strategies described in their End of Unit 3 Assessment reading contracts. The strategies are written in bullet points so students can access them quickly when reading. **This task centers on CCSS ELA W.3.4 and W.3.5.**

Mid-Unit 1 Assessment

Collaborative Discussions about Independent Reading Books

This assessment centers on CCSS ELA SL.3.1a, SL.3.1b, SL.3.1c, SL.3.3, and SL.3.6. In small groups, students follow discussion norms and use notes prepared in the previous lesson to discuss what they like about their independent reading books so far, and what they find challenging. They question one another to check for understanding and to gather additional information using provided guiding questions, demonstrating their ability to participate actively and respectfully in collaborative discussions.

End of Unit 1 Assessment

Answering Questions about a Literary Text

This assessment centers on CCSS RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.10, and L.3.4. Students read a new literary text, “Elephant Library.” They answer text-dependent, multiple choice, and short answer questions, demonstrating their ability to use evidence, determine the lesson or message, and describe the impact of the character’s actions on the sequence of events through the lens of the challenge and how it is overcome.

Mid-Unit 2 Assessment

Answering Questions and Identifying the Main Idea of an Informational Text

This assessment centers on CCSS ELA RI.3.1, RI.3.2, RI.3.4, RI.3.10, and L.3.4. Students read an unfamiliar adapted passage from *My Librarian Is a Camel* about Mongolia. Students answer selected response and short response questions about unfamiliar vocabulary, the main idea, and supporting details in order to demonstrate deep understanding of the text.

End of Unit 2 Assessment

Informative Paragraph: The Challenge of Accessing Books

This assessment centers on CCSS ELA RI.3.1, RI.3.2, W.3.2a, W.3.2b, W.3.2d, W.3.4, W.3.8, and W.3.10. Students return to the passage about Mongolia from *My Librarian Is a Camel*. They write a paragraph describing the challenge of accessing books and how it is overcome, demonstrating their ability to write an informative/explanatory piece that refers explicitly to details in the text.

Mid-Unit 3 Assessment

Informative Paragraph: The Lesson of *More Than Anything Else*

This assessment centers on CCSS ELA RL.3.1, RL.3.2, RL.3.3, RL.3.10, W.3.2, and W.3.10. Students use notes from the previous lesson to write an informative paragraph that answers the question: What is the lesson in *More Than Anything Else*? Students demonstrate deep understanding of the main idea and main character in the text by describing the lessons learned from Booker's struggle to overcome the challenge of learning to read.

End of Unit 3 Assessment

Recording an Audiobook and Revising Reading Contract

This assessment centers on CCSS ELA RF.3.3, RF.3.4, SL.3.5, W.3.2, and W.3.5 and has two parts. In Part I, small groups of students work together to record an audiobook of either *Rain School* or *Nasreen's Secret School*. Students are required to practice and read an allocated excerpt aloud independently. In Part II, students revise and write a final draft of the reading contracts written throughout Unit 3 using both peer and teacher feedback.