

# Assessment Overview



### Final Performance Task

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#### **Presentation: Preparing for Natural Disasters**

For this performance task, students share their learning about how to stay safe during a natural disaster by unveiling their PSAs to an audience in a live launch. As part of the presentation, students unpack the emergency preparedness kit they have created and share the rationale for the practical and personal items they have chosen to include. They also distribute an emergency preparedness leaflet. This task addresses CCSS ELA SL.5.4, SL.5.5, and SL.5.6.

### Mid-Unit 1 Assessment

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#### **Analyzing How an Author Uses Reasons and Evidence to Support Points**

This assessment centers on CCSS ELA RI.5.4, RI.5.8, and L.5.4a. In this assessment, students read a new text on the destruction caused by earthquakes in Chile and Haiti. They use context clues to determine the meaning of **general** academic and domain-specific vocabulary words and answer selected response questions to identify the reasons and evidence the author uses to support key points in the text.

### End of Unit 1 Assessment

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#### **Recording a PSA**

This assessment centers on CCSS ELA SL.5.4, SL.5.6, L.5.2a and L.5.2c and has two parts. In Part I, students record their PSAs, written in class, about how to stay safe during a natural disaster. They are assessed on the content of the PSA, as well as on their ability to speak clearly, at an understandable pace, and in a style appropriate to their audience and purpose. In Part II, students edit a paragraph to demonstrate an ability to correctly use punctuation to separate items in a series and commas to set off words and phrases.

### Mid-Unit 2 Assessment

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#### **Analyzing the Contribution of Multimedia**

This assessment centers on CCSS ELA RL.5.1, RL.5.2, RL.5.4, RL.5.7, RF.5.4, L.5.4a, and L.5.5c and has two parts. In Part I, students read an excerpt of a new poem about the aftermath of a natural disaster aloud for fluency and summarize the text. In Part II, they watch a multimedia video of the same poem and read it to answer selected response and short constructed response questions about the theme and the meaning of unfamiliar words and phrases. They also analyze how the multimedia on the video contributes to the meaning, tone, and beauty of the poem.

## **End of Unit 2 Assessment**

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### **Analyzing Point of View in a Literary Text**

This assessment centers on CCSS ELA RL.5.1, RL.5.6, and L.5.3b. In this assessment, students analyze how the point of view of a speaker in a poem influences how he describes the events and write a short constructed response. They also compare the variety of English with another poem from a previous lesson.

## **Mid-Unit 3 Assessment**

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### **Research: Supplies to Include in an Emergency Preparedness Kit**

This assessment centers on CCSS ELA RI.5.1, RI.5.7, W.5.7, and W.5.8 and requires students to conduct online research to determine which supplies to include in an emergency preparedness kit and the reason each would be useful. They create their own research organizers to clearly organize their thinking and to list sources.

## **End of Unit 3 Assessment**

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### **Writing an Opinion Essay: Personal Items for My Emergency Preparedness Kit**

This assessment centers on CCSS ELA W.5.1, W.5.4, W.5.5, W.5.6, and L.5.2e and tasks students with writing an on-demand opinion essay in which they choose two personal items to include in an emergency preparedness kit for their own families and explain the reasons for choosing each. They use technology to produce, revise, edit, and publish their writing.

## **Student Checklists**

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Students are provided with checklists for their writing that outline the key criteria that the CCSS require of the writing type. These checklists are closely aligned with the teacher rubrics used to grade student assessments. An empty column is provided on each student checklist for students to add criteria for the specific characteristics required by the writing prompt, and time, directions, and examples for this process are built into the relevant lessons.

## Opinion Writing Checklist: Unit 3

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

| Standard      | Characteristics of Effective Opinion Writing  | Characteristics of My Opinion Essay | Yes? No? |
|---------------|---|-------------------------------------|----------|
| <b>W.5.9</b>  | My opinion is supported by reasons and evidence from the text(s) and shows a clear understanding of the topic or issue. |                                     |          |
| <b>W.5.1a</b> | I state my opinion clearly, and my writing stays focused.   |                                     |          |
| <b>W.5.1a</b> | I have an introduction that gives the reader the information needed to understand the topic or issue.                   |                                     |          |
| <b>W.5.1a</b> | Information is well organized to make my argument clear and convincing.   |                                     |          |
| <b>W.5.1b</b> | I provide logically ordered reasons that are supported by facts and details from sources.                               |                                     |          |
| <b>W.5.1c</b> | I use linking words to connect my opinion and reasons.  |                                     |          |

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| Standard                                     | Characteristics of Effective Opinion Writing   | Characteristics of My Opinion Essay | Yes? No? |
|--|--|-------------------------------------|----------|
| <b>W.5.1d</b>                                | I have a conclusion that is clearly related to my opinion.   |                                     |          |
| <b>W.5.8</b>                                 | I provide a list of sources.   |                                     |          |
| <b>L.5.1</b>                                 | My words and sentences follow the rules of writing.  |                                     |          |
| <b>L.5.2</b>                                 | My spelling, capitalization, and punctuation are correct.  |                                     |          |
| <b>L.5.3</b><br><b>L.5.6</b><br><b>W.5.4</b> | The words and sentences I use are appropriate for this task, purpose, and audience.  |                                     |          |
| <b>L.5.6</b><br><b>W.5.4</b>                 | I effectively use examples, description, statistics, quotations, or other information to explain my thinking and support my opinion. |                                     |          |