

**Grade 2:** Module 1

# Assessment Overview and Resources



## Performance Task

### Informative Writing: “The Most Important Thing about Schools” Book

In this performance task, students create an informational book titled “The Most Important Thing about Schools.” Using information from whole class and small group research, they write and compile a book that compares and contrasts their own school with a school from *Off to Class: Incredible and Unusual Schools around the World* by Susan Hughes. Using *The Important Book* by Margaret Wise Brown as inspiration, students’ books conclude with a reflection statement on what they think is the most important thing about schools. This is a scaffolded writing task in which students learn about the steps in the writing process and complete this book over several lessons. Students’ books are presented orally to kindergarteners at a Celebration of Learning at the end of the module. **This task addresses CCSS ELA W.2.2, W.2.5, and L.2.2.**

## Unit 1 Assessment

### Writing in Response to The Invisible Boy

This assessment focuses on students’ comprehension of literary text read aloud. It centers on CCSS ELA RL.2.1, RL.2.3, and RL.2.7. Students listen to the final portion of *The Invisible Boy* by Trudy Ludwig. They answer text-dependent questions, demonstrating their ability to use key details from the text and illustration to demonstrate understanding of characters and plot, and describe how characters in a story respond to major events.

#### Assessment Checklists

Throughout this unit, teachers use the Speaking and Listening Checklist to gather data on students’ progress toward standard SL.2.1a. Throughout this unit, teachers use Reading Literature Checklist to gather data on students’ reading comprehension, specifically progress toward standards RL.2.1, RL.2.3, and RL.1.7.

## Unit 2 Assessment

### Reading and Writing about Schools around the World

This assessment focuses on students’ comprehension of an informational text read aloud and informational writing in response to text. It centers on CCSS ELA RI.2.1 and W.2.2. For this two-part assessment, students engage in two close read-aloud sessions of *Off to Class*. During these sessions, they take notes based on specific text-dependent questions. They then use the information in their notes to write an informative paragraph that describes what makes it hard for children to go to school in a particular community, and how that community solves that problem so children can go to school.

#### Assessment Checklists

Throughout this unit, teachers use the Speaking and Listening Checklist to gather data on students’ progress toward SL.2.1a and SL.2.1b.

## Unit 3 Assessment

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### Responding to Text through Speaking and Listening

This assessment centers on CCSS ELA SL.2.1b and SL.2.1c. Students participate in the Collaborative Conversations protocol in a small group to share one similarity and one difference between their own school and the school they have researched. They use their notes and sentence starters to help them add on to their group members' ideas and to ask for clarification as needed.

### Assessment Checklists

Throughout this unit, teachers use the Informative/Explanatory Writing Checklist to gather data on students' progress toward W.2.2, W.2.5, L.2.1a, L.2.1b, and L.2.1d.

## Assessment Checklists

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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 Reading Literature Checklist, and an Informative/Explanatory Writing Checklist.

# Speaking and Listening Checklist

This module focuses primarily on SL.2.1. Unit 1 emphasizes SL.2.1a, Unit 2 introduces and reinforces SL.2.1b and SL.1.1c, and Unit 3 provides a final opportunity in the module to formally assess SL.1.1b and c. Use the Speaking and Listening Checklist to gather data on students' progress toward SL.2.1 accordingly based on when each substandard is introduced and practiced.

Module 1 Speaking and Listening Checklist				
	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.			
	Taught: Unit 1 Assess: Unit 1 and Unit 2	Taught: Unit 2 Assess: Unit 2 and Unit 3	Taught: Unit 2 Assess: Unit 2 and Unit 3	
Student Name	SL.2.1a: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <ul style="list-style-type: none"><li>• Listen with care (L1): look at the speaker, show you're listening with your body, nod your head</li><li>• Take turns speaking (L3)</li><li>• Stay on topic (L5)</li><li>• Gain the floor in respectful ways (Unit 2)</li></ul>	SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others. <ul style="list-style-type: none"><li>• "I would like to add onto _____'s idea with new details."</li><li>• "I respectfully disagree with _____ because ..."</li></ul>	SL.2.1c: Ask for clarification and further explanation as needed about the topics and texts under discussion. <ul style="list-style-type: none"><li>• "I'm sorry, I didn't understand. What did you mean when you said _____?"</li><li>• "Can you please give some more details about _____?"</li></ul>	Teacher comments

# Reading Literature Checklist

(RL.2.1, RL.2.3, RL.2.7)

This checklist is designed to track students' comprehension of informational texts. This module focuses primarily on RL.2.1.1, RL.2.3, and RL.2.7. Focus on reading literature 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 1 Reading Literature Checklist				
Student Name	RL.2.1: • Student answers such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	RL.2.1: • Student answers such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	RL.2.7: • Student uses information gained from the illustrations and words to demonstrate understanding of the characters and plot.	Teacher comments

## Informative/Explanatory Writing Checklist

This module focuses primarily on W.2.2. In Unit 2, students are taught and assessed on the standard W.2.2. In Unit 3, students have another opportunity to practice this standard through the creation of their performance task.

Module 1 Informative/Explanatory Writing Checklist																			
STUDENT INITIALS																			
<b>COMPOSITION</b>																			
Introduces a topic.																			
Uses facts and definitions to develop points.																			
Provides a concluding statement or section.																			
Piece shows solid understanding of content.																			
<b>CONVENTIONS<sup>1</sup></b>																			
L.2.2a Capitalizes the first word in a sentence, I, names, dates, holidays, product names, and geographic names.																			
L.1.2 (review) Uses end punctuation.																			
L.2.2b Uses commas in dates, words in a series, greetings, and closings of letters.																			
L.2.2c Uses an apostrophe to form contractions and frequently occurring possessives.																			
L.2.2d Generalizes learned spelling patterns when writing words.																			
L.2.2e Consults reference materials to check and correct spelling.																			

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

## Informative/Explanatory Writing Rubric: Grade 2

### W.2.2

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 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.

CCSS Informative/Explanatory Writing Rubric: Grade 2				
CCSS W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.				
	4	3	2	1
Knowledge and Understanding	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
Organization/Purpose W.2.2 (Note that W.2.4 is reflected in all descriptors)	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
Evidence/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
Conventions* L.2.1 L.2.2	Few 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