

Grade 2: Module 2

Assessment Overview



Performance Task

Illustrated Narrative about Discovering a Fossil

For this performance task, students take on the role of being a paleontologist and produce a narrative about the moment they discovered a fossil. Using a photo of a fossil that they find interesting, students will produce a draft with a beginning, middle, and end. They also revise this narrative to include elements of narrative writing they have learned about. Students then combine their writing with detailed drawings that correspond to each part of the story and add color to these drawings. Students' books are presented orally to visitors at the Celebration of Learning at the end of the module. **This task addresses CCSS ELA W.2.3, W.2.5, L.2.1d, L.2.2, SL.2.5.**

Unit 1 Assessment

Answering Questions about a Literary Text

This assessment focuses on students' comprehension of literary text read aloud. It centers on CCSS ELA **SL.2.2, RL.2.1, RL.2.2, RL.2.3, RL.2.5** and **RL.2.7**. In the Unit 1 Assessment, students engage in a two-day focused read-aloud using a portion of *The Dog That Dug for Dinosaurs*. During Part I of the assessment, students listen as their teacher reads aloud pages 5–9 of the text. They then answer two selected response questions in writing. Note: Because the first two questions assess students' ability to describe key ideas from a text read aloud, they should not have their own copy of the text. Following this, students then listen to the first half of the text read aloud (pages 5–15) and complete a graphic organizer to describe the beginning, middle, and end of the story by referring to their own copy of the text.

During Part II of the assessment, students hear the first half of the text read aloud again (pages 5–15) and then respond to selected response questions about key details by referring to their own copy of the text, using illustrations, and rereading as needed. Note: Because **RL.2.2** also includes fables and folktales, this standard will also be taught and assessed in Module 4.

Assessment Checklists

Throughout this unit, teachers use the Reading Literature Checklist to gather data on students' reading comprehension, specifically progress toward **RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7**, and **SL.2.2** (see Assessment Overview and Resources).

Unit 2 Assessment

Answering Questions about an Informational Text

This assessment focuses on students' comprehension of informational text read aloud and with a partner. It centers on CCSS ELA **RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, W.2.8, L.2.4a**, and **L.2.4c**. In this Unit 2 Assessment, students engage in reading an informational text about fossils, "Digging Up the Past." Students first hear the text read aloud by the teacher. They then

work with a partner to identify the gist of each section. Although not part of the assessment, these first two steps lay the foundation for students to be able to complete the assessment. After identifying the gist, students independently reread the article, answer a series of selected response questions about the text, and write one constructed response. The teacher supports students by reading each of the assessment questions aloud. Students are encouraged to use their own copy of the article to reread and reference as often as needed.

Assessment Checklists

Throughout this unit, teachers use the Reading Informational Checklist to gather data on students' reading comprehension, specifically progress toward **RI.2.1**, **RI.2.2**, **RI.2.4**, **RI.2.5**, and **RI.2.6** (see Assessment Overview and Resources).

Throughout this unit, teachers also use the Language Standards Checklist to track students' progress toward **L.2.1a**, **L.2.4a**, and **L.2.4c** (see Assessment Overview and Resources).

Unit 3 Assessment

Writing a Narrative about Discovering a Fossil

This assessment centers on **W.2.3**, **W.2.5**, **L.2.1d**, and **L.2.2**. The Unit 3 Assessment has two parts. For Part I, students produce a draft of a narrative from the perspective of a paleontologist about the moment they discovered a fossil. For Part II, students make specific revisions and edits to their narrative based on teacher suggestions.

Assessment Checklists

Throughout this unit, teachers use the Narrative Writing Checklist to gather data on students' progress toward **W.2.3** and **L.2.2** (see Assessment Overview and Resources).

Throughout this unit, teachers also use the Language Standards Checklist to track students' progress toward **L.2.1d** (see Assessment Overview and Resources).

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 Reading Literature Checklist, an Informative/Explanatory Writing Checklist, a Language Standards Checklist, and a Narrative Writing Checklist.

(RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, SL.2.2)

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Reading Informational Text Checklist

(RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6)

This checklist is designed to track students' comprehension of informational texts. Unit 2 focuses primarily on RI.2.1, RI.2.2, RI.2.4, RI.2.5, and RI.2.6. Focus on reading informational standards starts in Unit 2 of this module and is formally assessed in the Unit 2 Assessment. This checklist can be used to track progress and adjust instruction to meet students' needs throughout this unit.

Module 2 Reading Informational Text Checklist						
Student Name	RI.2.1: Student asks and answers such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.2: Student identifies the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	RI.2.4: Student determines the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	RI.2.5: Student knows and uses 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: Student identifies the main purpose of a text, including what the author wants to answer, explain, or describe.	Teacher comments

Speaking and Listening Checklist

SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.5

Use this Speaking and Listening Checklist to gather evidence on students' progress towards the following speaking and listening standards. **SL.2.5** is partially addressed in the Performance Task through the addition of illustrations to stories. The audio recording portion of this standard is addressed in Module 4.

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Language Standards Checklist

(L.2.1, L.2.1a, L.2.1d, L.2.4, L.2.4a, L.2.4c)

This checklist focuses primarily on L.2.1a, L.2.1d, L.2.4a, and L.2.4c. Focus on language standards starts in Unit 2 of this module and is formally assessed during the Unit 2 and 3 assessments. This checklist can be used to track progress and adjust instruction to meet students' needs throughout units 2 and 3.

Module 2 Language Standards Checklist				
Student Name	L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
	L.2.1a: Use collective nouns (e.g., group).	L.2.1d: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	L.2.4a: Use sentence-level context as a clue to the meaning of a word or phrase.	L.2.4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
				Teacher comments

Narrative Writing Checklist

This module focuses primarily on **W.2.3**. In Unit 3, students are taught and assessed on **W.2.3**.

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Revising and Editing Rubric

W.2.5

The following rubric is designed to measure students' progress toward mastery of revising and editing to strengthen a piece based on teacher suggestions. This rubric should be used to record evidence of progress toward mastery of **W.2.5**. For clarification of descriptors in this rubric, refer to the sample student response in the Unit 3 Assessment for this module.

W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			
4—Advanced	3—Proficient	2—Developing	1—Beginning
Revisions and/or edits made clearly and comprehensively reflect feedback from the teacher and significantly strengthen the piece	Revisions and/or edits clearly and comprehensively reflect feedback from teacher and improve the piece	Revisions and/or edits reflect some feedback from the teacher and improve the piece	No revisions made, or revisions or edits made do not reflect teacher feedback