

**Grade 3:** Module 2

# Assessment Overview



### Final Performance Task

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#### Freaky Frog Book and Trading Card

Throughout this module, each student will generate writing to include in a Freaky Frog book to engage and educate students in grades 2–3. The book will contain:

- Pourquoi narrative written in Unit 1 to engage readers in the unique adaptations of frogs
- Informational writing from Unit 2 to educate readers about frogs in general
- Three-paragraph informational writing from Unit 3 to amaze readers with the unique, sometimes freaky, adaptations of frogs
- A Freaky Frog trading card from Unit 3 for readers to play a game with. The front side of the trading card will include a detailed scientific illustration or digital picture of their freaky frog, as well as basic facts about the frog collected through research. The other side of the card will score their frog on various features (color, camouflage, and size, for example).

For the performance task, students will create their trading card and compile all of their writing from the module into a book with a front cover and table of contents. **This assessment centers on ELA CCSS RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, and L.3.6.**

### Mid-Unit 1 Assessment

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#### Reading and Understanding Poetry and Pourquoi Tales

This assessment centers on CCSS ELA RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.10, and L.3.4. In this assessment, students apply what they have learned about reading poems and folktales to read and understand a new poem and pourquoi tale about frogs. In Part I, they read a poem and answer text-dependent selected response questions to show understanding. In Part II, they read a pourquoi tale and answer questions about the story’s plot and purpose, demonstrating their ability to identify key ideas and details as well as analyze the structure of the story.

### End of Unit 1 Assessment

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#### Reading and Writing a Pourquoi Tale

This assessment centers on CCSS RF.3.3, RF.3.4a, RF.3.4b, RF.3.4c, W.3.3, W.3.4, W.3.10, L.3.1g, L.3.3a, and L.3.6. It has two parts. In Part I, students will read aloud their pourquoi tale and be assessed for reading fluency. In Part II, students use what they have learned about comparative and superlative adjectives and adverbs to answer some selected response questions. They then apply what they have learned about pourquoi tales to write a fanciful narrative that addresses one of the “why” questions that arose from the frog poetry read earlier in the unit (Why do pollywogs wiggle? Why do some frogs live in trees?). Expanding on a planner completed in class, students draft a narrative to “explain” a characteristic of frogs and demonstrate an ability to use rich language and descriptive detail to develop characters and events. Since this will be first draft writing, grammar and conventions will not be formally assessed.

## Mid-Unit 2 Assessment

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### Reading and Researching about Reptiles and Amphibians

This assessment centers on CCSS ELA RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.10, W.3.8, L.3.1d, L.3.1e, and L.3.4. In this assessment, students read a new section from *Everything You Need to Know about Frogs and Other Slippery Creatures*. In Part I, they answer text-dependent multiple choice and short answer questions demonstrating their ability to determine the meaning of unknown words, read for specific details, and use text features and illustrations. In Part II, students gather the information needed to answer a research question and complete a graphic organizer using the information they have found.

## End of Unit 2 Assessment

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### Informative Paragraph: Describing Poison Dart Frogs

This assessment centers on CCSS ELA CCSS RI.3.1, RI.3.4, RI.3.8, RI.3.10, L.3.4, W.3.2, W.3.4, W.3.7, W.3.8, W.3.10, L.3.1d, and L.3.1e and has two parts. In Part I, students reread text from the unit, as well as a new text, to synthesize information, answer selected response questions targeting language and reading standards, and plan a short, informative piece of writing that answers the research question: Why is the poison dart frog so colorful? In Part II, students draft the paragraphs they planned, using facts, definitions, and details from the texts to explain the information gathered in their research.

## Mid-Unit 3 Assessment

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### Informative Paragraph: Describing Freaky Frog Adaptations

This assessment centers on CCSS ELA RI.3.1, W.3.2, W.3.4, W.3.7, W.3.10, L.3.1d, and L.3.1e and has two parts. In Part I, students answer selected response questions targeting assessment of language standards. In Part II, students use the plan they created in class to write a first draft of the second proof paragraph of their informative text about the unique adaptations of their freaky frog.

## End of Unit 3 Assessment

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### Informative Essay: Revising and Editing a Description of My Freaky Frog

This assessment centers on CCSS ELA W.3.2, W.3.5, W.3.10, L.3.1h, L.3.1i, and L.3.6 and has two parts. In Part I, students revise and write a final draft of their informative essay about their chosen freaky frog. In Part II, students answer selected response questions targeting assessment of language standards.