

Education Language Arts

Grade 3: Module 4

Assessment Overview



Final Performance Task

Water PSA Live Launch Presentation

For this performance task, students work in pairs to share their learning about their chosen water issue's causes, effects, and potential solutions by unveiling their PSAs (public service announcements) to an audience in a live launch. Before playing the video PSA, students deliver a presentation outlining why this issue is important to them and the process they followed to create it. This task addresses CCSS ELA SL.3.4, SL.3.6, and L.3.3b.

Mid-Unit 1 Assessment

Answering Questions about an Informational Text

This assessment centers on CCSS RI.3.1, RI.3.3, RI.3.4, RI.3.7, SL.3.2, L.3.1a, and L.3.4 and has two parts. In Part I, students listen to an excerpt of *One Well* read aloud and determine the main idea and supporting details. In Part II, they read the same text and answer text-dependent, multiple choice, and short answer questions, demonstrating an ability to explain the function of nouns and pronouns, to determine the relationship among a series of steps, and use illustrations to gain a deeper understanding of the meaning of the text.

End of Unit 1 Assessment

Comparing and Contrasting Informational Texts

This assessment centers on CCSS RI.3.1, RI.3.2, RI.3.9, and L.3.1a. In this assessment, students read a new informational text and compare the main ideas and key details with those of pages 24–25 of *One Well*. They then answer selected response and short constructed response questions to demonstrate an ability to explain the function of verbs, adjectives, and adverbs.

Mid-Unit 2 Assessment

Examining Point of View

This assessment centers on CCSS ELA RI.3.1, RI.3.6, and L.3.5a. Students read a new text on lack of access to water in Australia and answer selected response and short constructed response questions to demonstrate an ability to distinguish an author's point of view from their own and determine the literal and nonliteral meanings of words and phrases in context.

End of Unit 2 Assessment

Writing an Opinion Essay

This assessment centers on CCSS ELA RI.3.1, W.3.1, W.3.4, and L.3.1b and has two parts. In Part I, students use information gathered from multiple sources to draft an opinion essay explaining why we should get involved in water conservation. In Part II, students apply what they have learned about linking words and forming and using regular and irregular plural nouns to revise and edit the essay. In an optional Part III, students answer selected response questions about forming and using regular and irregular plural nouns.

Mid-Unit 3 Assessment

Writing an Invitational Letter

This assessment centers on CCSS ELA W.3.2, W.3.4, L.3.1c, and L.3.2b. Students use planning done in previous lessons to write a letter to guests inviting them to the live launch of their water issue video PSAs. The letter briefly outlines the water issue the presentation addresses and the purpose of the presentation and also includes details about where and when the presentation will take place. Students address an envelope in which to send the invitation, demonstrating an ability to use commas and capital letters correctly in mailing addresses.

End of Unit 3 Assessment

Water Issue Video PSA

This assessment centers on CCSS ELA RI.3.1, SL.3.4, and SL.3.6. In pairs, students create a PSA about one of the three water issues studied earlier in the module: access to water, demands on water, pollution. The PSA describes the issue and its effects and presents some possible solutions in an engaging way. The announcement is no more than 1 minute long and is recorded on video.

Student Checklists

Students are provided with checklists for their writing, which 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. Time, directions, and examples for this process are built into the relevant lessons.

➔ **Unit 2: Opinion Writing Checklist**

Name: _____

Date: _____

Standard	Characteristics of Effective Opinion Writing	Characteristics of My Opinion Essay	Yes? No?
RI.3.1	My opinion is supported by reasons and evidence from the text(s) and shows a clear understanding of the topic.		
W.3.1a	I state my opinion clearly, and my writing stays focused.		
W.3.1a	I have an introduction that gives the reader the information needed to understand the topic or issue.		
W.3.1a	I list reasons for my opinion.		
W.3.1b	I give evidence and reasons to support my opinion.		
W.3.1c	I use linking words to connect my opinion and reasons.		

Standard	Characteristics of Effective Opinion Writing	Characteristics of My Opinion Essay	Yes? No?
W.3.1d	I have a conclusion that restates the focus of my piece.		
W.3.8 (partial)	I list my sources.		
L.3.1	My words and sentences follow the rules of writing.		
L.3.2	My spelling, capitalization, and punctuation are correct.		
L.3.3 L.3.6 W.3.4	The words and sentences I use are appropriate for this task and purpose.		

Unit 3: Informative/Expository Writing Checklist

Name: _____

Date: _____

Standard	Characteristics of an Effective Informative Piece	Characteristics of My Invitational Letter	Yes? No?
RI.3.1	The focus of my piece shows that I understand the topic or text. Evidence from the text helps the reader to clearly understand my focus.		
W.3.2a	I state my focus clearly, and my writing stays focused.		
W.3.2a	I have an introduction that gives the reader important information needed to understand the piece.		
W.3.2d	I have a conclusion that restates the focus of the piece.		
W.3.2a	My information is grouped to explain a main idea.		

Standard	Characteristics of an Effective Informative Piece	Characteristics of My Invitational Letter	Yes? No?
W.3.2c	I use linking words to connect ideas.		
W.3.2b	I use facts, definitions, and details from the text to explain my ideas.		
L.3.6	The words I use show that I am knowledgeable about this topic.		
W.3.4 L.3.3	My writing is appropriate for this purpose and audience.		
L.3.1	Words and sentences follow the rules of writing.		
L.3.2	Spelling, capitalization, and punctuation are correct.		