

Assessment Overview

Unit 1 Assessment

Informational Reading: Short Response about Birds

This assessment focuses on students' comprehension of informational text read aloud. It centers on CCSS ELA RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7 and tasks students with listening to pages 20 and 21 of the text read aloud and then using a student copy of the book to respond to several short response questions and selected response questions about the text and illustrations.

Assessment Checklists

During the read-alouds in this unit, teachers may choose to use the Reading Informational Checklist to gather data on students' reading comprehension, specifically progress toward RI.1.1, RI.1.2, RI.1.4, RI.1.7, and RI.1.9. To monitor student progress on W.1.8, teachers may check the student Birds Research notebooks for progress on the standard. In addition, students participate in several discussions throughout the unit. The Speaking and Listening Checklist may be used in conjunction with the conversations to assess progress on SL.1.1a and SL.1.1b. And while students practice standards L.1.1f and L.1.5d in the Openings of this unit, teachers may assess students' progress on the standards by using the Language Standards Checklist (see Assessment Overview and Resources).

Unit 2 Assessment

Informative Writing: Birds' Body Parts Help Them Survive

This assessment centers on ELA CCSS W.1.2 and W.1.7 and requires students to write an informative paragraph to answer the research question "How do birds use their body parts to survive?" Students choose to write about either feathers or beaks—the body parts the class has researched and taken notes on during the unit.

Assessment Checklists

During the read-alouds in this unit, teachers may choose to use the Reading Informational Text Checklist to gather data on students' reading comprehension, specifically progress toward RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7, and RI.1.9. Similar to Unit 1, to monitor student progress on W.1.8, teachers may check the student Birds Research notebooks for progress on the standard. In addition, students participate in several discussions throughout the unit. The Speaking and Listening Checklist may be used in conjunction with the conversations to assess progress on SL.1.1a, SL.1.1b, and SL.1.2. And while students practice standards L.1.1f and L.1.5d in the Openings of this unit, teachers may assess students' progress on the standards by using the Language Standards Checklist (see Assessment Overview and Resources).

Unit 3 Assessment

Responding to Text: Thinking about Illustrations and Speaking

This assessment centers on ELA CCSS SL.1.1c and SL.1.5 and asks students to use their Expert Birds Research notebook (including visuals) from their small group research to participate in a Science Talk. All students use drawings from their notebook to help explain their research

(SL.1.5) while their group asks clarifying questions (SL.1.1c) about the information being presented.

Assessment Checklists

Throughout this unit, teachers use the Speaking and Listening Checklist to gather data on students' progress toward SL.1.1c and SL.1.5 (see Assessment Overview and Resources). As students complete the performance task, teachers may use portions of the Informative/Explanatory Writing Checklist to monitor students' progress toward W.1.5, W.1.7, L.1.1f, L.1.1g, L.1.2b, L.1.2d, and L.1.2e (see Performance Task document).

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 Speaking and Listening Checklist, a Reading Informational Text Checklist, a Language Standards Checklist, and an Informative/Explanatory Writing Checklist.

Speaking and Listening Checklist

This module focuses primarily on SL.1.1 and SL.1.5. Unit 1 emphasizes SL.1.1a and SL.1.1b and introduces SL.1.2, and Unit 3 provides a formal assessment of SL.1.1c and SL.1.5.

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Module 3 Speaking and Listening Checklist							
Student Name	SL 1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	SL 1.1A: Follow agreed-upon rules for discussions. Examples: listening to others with care, speaking one at a time about the topics and texts under discussion.	SL 1.1B: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Examples: I agree because ... That makes me think ...	SL 1.1C: Ask questions to clear up any confusion about the topics and texts under discussion.	SL 1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SL 1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Teacher comments

Reading Informational Text Checklist

This checklist is designed to track students' comprehension of informational texts read aloud during this module. Unit 1 focuses on RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, and RI.1.7, which are assessed in the Unit 1 Assessment. Throughout the unit, students participate in read-alouds and practice reading informational standards. During the read-alouds in Unit 2, teachers may choose to use this checklist to gather data on students' reading comprehension, specifically progress toward RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7, and RI.1.9. This checklist can be used to track progress and adjust instruction throughout the read-alouds to meet the needs of students.

Module 3 Reading Informational Text Checklist								
Student Name	RI.1.1: Ask and answer questions about key details in a text.	RI.1.2: Identify the main topic and key details of a text.	RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	RI.1.7: Use illustration and details from the story to describe key ideas.	RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Teacher comments

Language Standards Checklist

Units 1–2 focus primarily on L.1.1f and L.1.5d. Unit 3 focuses on L.1.1g, L.1.2b, L.1.2d, and L.1.2e as students create the Bird Riddle card for the performance task. This checklist can be used to track progress and adjust instruction to meet the needs of students throughout this unit.

Module 3 Language Standards Checklist						
Student Name	L.1.1f: Use frequently occurring adjectives.	L.1.1g: Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>).	L.1.2b: Use end punctuation for sentences.	L.1.2d: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	L.1.2e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	L.1.5d: Distinguish between shades of meaning among adjectives differing in intensity by defining them, choosing them, or acting out their meaning.
						Shades of Meaning with Adjectives
						Shades of Meaning with Verbs

Informative/Explanatory Writing Checklist

This module focuses primarily on W.1.2. and W.7. Instruction on these standards begins in Unit 1 and continues and is assessed in Unit 2. Students continue working on these standards in Unit 3 as they complete the performance task. This checklist also includes **L.1.2** standards that are taught and assessed in the K-2 Reading Foundations Skills Block but are included here for formative assessment purposes since students should be supported with applying these skills during their writing in the module lessons.

Module 3 Informative/Explanatory Writing Checklist															
STUDENT INITIALS															
COMPOSITION															
Names a topic (W.1.2)															
Supplies some information about the topic (W.1.2, W.1.7, W.1.8)															
Provides some sense of closure (W.1.2)															
Piece shows solid understanding of content (W.1.7)															
WORD CHOICE															
L.K.6 Uses words and phrases acquired through conversations, reading and being read to, and responding to texts															
CONVENTIONS ¹															
L.1.2a Capitalizes the first word in a sentence, I, names, dates															
L.1.2b Uses end punctuation															
L.1.2c Uses commas in dates, words in a series															
L.1.2e Spells untaught words phonetically															
L.1.2d Uses conventional spelling—common patterns and high-frequency words															
L.1.1F Use frequently occurring adjectives															

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

Informative/Explanatory Writing Rubric

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.K.2 is assessed. During this module, this rubric should be used to record evidence of progress toward mastery of W.1.2 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.

Informative/Explanatory Writing Rubric: Grade 1				
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.				
	4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
A Knowledge and Understanding RL.1.10 RI.1.10	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
B Organization and Purpose W.1.2	Focus is clearly stated and mostly maintained	Names a topic and states a focus	Topic and/or focus is unclear	Topic is unrelated to task
C Evidence and Elaboration W.1.2 W.1.8	Relevant facts and details develop the topic	Supplies some information about the topic	Supporting facts and details may be minimal, repetitive, vague, and/or copied	Supporting facts and details are absent or irrelevant
D L.1.6	Uses many academic and domain-specific vocabulary words	Uses words and phrases acquired through conversations, reading and being read to, and responding to text	Uses a basic vocabulary	Vocabulary is limited or repetitive
E Conventions L.1.1j L.1.2a L.1.2b L.1.2d L.1.2e	Uses a variety of simple and compound sentences No errors in capitalization Correctly uses commas and/or apostrophes in addition to end punctuation Generalizes learned spelling patterns and shows evidence of using reference materials (word walls, personal dictionaries, etc.) when writing words	Writes in complete simple and compound sentences Capitalizes the first word in a sentence, the pronoun I, names, and dates Correctly uses end punctuation Uses conventional spelling for words with common patterns and for frequently occurring irregular words Spells untaught words phonetically	Writes in clear simple sentences and phrases Inconsistently capitalizes the first word in a sentence, the pronoun I, names, and dates Inconsistently uses end punctuation Frequent errors in the spelling of grade-appropriate words	Errors in usage are frequent; sentences are often difficult to understand Minimal or incorrect use of upper case letters Errors in end punctuation are frequent, making the piece difficult to read Errors in spelling are severe and often obscure meaning

Unit 1 Assessment: Informational Reading: Short Response about Birds

(For Teacher Reference)

This assessment centers on CCSS ELA RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7, and RI.1.9, and tasks students with listening to pages 20 and 21 of the text read aloud and then using a student copy of the book to respond to several short response questions and selected response questions about the text and illustrations.

CCSS Assessed:

- **RI.1.1:** Ask and answer questions about key details in a text.
- **RI.1.2:** Identify the main topic and retell key details of a text.
- **RI.1.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.1.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- **RI.1.5:** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- **RI.1.7:** Use the illustrations and details in a text to describe its key ideas.

Assessment Directions:

The assessment is administered in Unit 1, Lesson 8.

Informational Reading Short Response: *Birds*, Pages 20–21

1. Display *Birds* and read pages 20–21 aloud. Invite students to follow along with a reading buddy in their own text.
2. Read each question on the assessment aloud, allowing time for students to complete the answer independently in writing.