

Grade 1: Module 1

Assessment Overview and Resources



Performance Task

Experience-Based Informational Writing: A Magnificent Thing for the Classroom

In this two-part performance task, students create a magnificent thing (a product that fulfills a need or solves a problem within their classroom) in a small group and then independently write a description of what their group has created, why they created it, and how they used tools to create it. Students create their magnificent things over several lessons by applying what they have learned about tools and habits of character (i.e., initiative, responsibility, perseverance, collaboration), using *The Most Magnificent Thing* by Ashley Spires as a mentor text, and debriefing at the close of each lesson to consider how to build, finish, and revise something that serves a need in their classroom. After creating their magnificent things, students complete a scaffolded writing task during which they learn about the steps of the writing process and produce an informative piece of writing. Students' creations and written work are presented orally to classroom visitors at the end of the module. **This task addresses CCSS ELA W.1.2 and SL.1.1.**

Unit 1 Assessment

Focused Read-aloud and Writing about Tools

This assessment focuses on students' comprehension of informational text read aloud. It centers on CCSS ELA **RI.1.1, RI.1.7, SL.1.1, L.1.5a, and L.1.5b**. Students listen to an excerpt of *Tools* by Ann Morris, read aloud. They then work with a partner to discuss the text and sort photographs from the excerpt into categories. Next, students closely study two photographs and listen to their corresponding captions in an index read aloud (each caption describes a specific tool and how that tool makes work easier). After some quick turn and talks, students label the tool being used in the text and write a complete sentence answering the question, "What job does the tool help to do?" This assessment builds on experiences of reading, speaking, and listening from previous lessons, but involves less teacher support. It provides formative data to be used to guide instruction throughout the module.

Assessment Checklists

Throughout this unit, teachers use the Speaking and Listening Checklist to gather data on students' progress toward standard **SL.1.1a**.

Unit 2 Assessment

Focused Read-aloud Session 4 and Writing about Habits of Character

This assessment focuses on students' comprehension of literary text read aloud. It centers on CCSS ELA **RL.1.1, RL.1.3, RL.1.4, RL.1.7, W.1.2, and SL.1.1**. For this assessment, students engage in a focused read-aloud of *The Little Red Pen*. They ask and answer questions about the characters' words and actions, use context to determine the meaning of unfamiliar vocabulary from the text, and make connections between the illustrations and the text. Students then write to show their understanding of the text by responding to the final focus question using evidence from the text: "How are the characters showing collaboration in this part of the text? What work does this help them do?" (**RL.1.1, RL.1.3, RL.1.4, RL.1.7, W.1.2, SL.1.1**).

Assessment Checklists

Throughout this unit, teachers use Reading Literature Checklist to gather data on students' reading comprehension, specifically progress toward standards **RL.1.1**, **RL.1.3**, **RL.1.4**, and **RL.1.7**.

Unit 3 Assessment

Writing to Show Understanding: Describing a Habit of Character

This assessment centers on CCSS ELA W.1.2. For this assessment, students independently demonstrate the writing skills that have been taught through modeling and guiding writers in the writing process throughout the previous lessons. (As part of the writing instruction in the unit, students have practiced writing to the prompt: “What magnificent thing did you create? Describe how you used tools to help you make your magnificent thing.”) In this on-demand assessment, students write to a similar prompt: “Describe a habit of character you used to make your magnificent thing.” (**W.1.2**)

Assessment Checklists

- Throughout this unit, use the Speaking and Listening checklist to gather data on students' progress toward **SL.1.1a**, **SL.1.1b** and **SL.1.1c**. Use the Informative/Explanatory Writing Checklist to gather students' progress toward **W.1.2** and **L.1.2**.

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 Literature Checklist, and an Informative/Explanatory Writing Checklist.

Speaking and Listening Checklist

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This module focuses primarily on SL.1.1. Unit 1 emphasizes SL.1.1a, Unit 2 introduces and reinforces SL.1.1b and SL.1.1c, and Unit 3 provides a final opportunity in the module to formally assess SL.1.1 a, SL.1.1 b, and SL.1.1 c. Use the Speaking and Listening Checklist to assess students only on this standard.

[illegible]

Reading Literature Checklist

(**RL.1.1, RL.1.3, & RL.1.7**)

This checklist is designed to track students' comprehension of literary text read aloud. This module focuses primarily on RL.1.1, RL.1.3, and RL.1.7. Focus on reading literature 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 the needs of students throughout this unit.

Module 1 Reading Literature Checklist				
Student Name	RL.1.1: Student answers questions about important details in the text	RL.1.3: Student describes an important character/event in the story using details from the text	RL.1.7: Student uses illustration and details from the story to describe the characters or events	Comments

Informative/Explanatory Writing Checklist

This module focuses primarily on W.1.2. Instruction on this standard begins in Unit 1, continues in Unit 2, and is formally assessed in Unit 3. This checklist also includes L.1.2 standards that are taught and assessed in the Reading Foundational 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 1 Informative/Explanatory Writing Checklist																			
STUDENT INITIALS																			
COMPOSITION																			
Names a topic																			
Supplies some information about the topic																			
Provides some sense of closure																			
Piece shows solid understanding of content																			
WORD CHOICE																			
L. K.6 Use 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																			

¹ 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 1

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.1.2 is assessed. During this module, this rubric should be used to record evidence of progress towards 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.

Module 1 Informative/Explanatory Writing Rubric: Grade 1				
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= Advanced	3= Proficient	2= Developing	1= Beginning
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.1.2 (Note: W.1.4 is reflected in all descriptors)	Focus is clearly stated and mostly maintained Includes a sentence or phrase that provides closure that relates directly to the topic.	Names a topic and states a focus Includes a sentence or phrase that provides closure.	Topic/focus is unclear Little or no sense of closure provided	Topic is unrelated to task
Evidence/Elaboration W.1.2 W.1.8 L.1.6	Relevant facts and details develop the topic Uses many academic and domain specific vocabulary words	Supplies some information about the topic. Uses words and phrases acquired through conversations, reading and being read to, and responding to text.	Supporting facts and details may be minimal, repetitive, vague and/or copied Uses a basic vocabulary	Supporting facts, and details are absent or irrelevant. Vocabulary is limited, repetitive.
Conventions* L.1.1 L.1.2*	Uses a variety of simple and compound sentences Effective use of grade appropriate punctuation. Correctly 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 sentences. With prompting, joins sentences using common conjunctions. Capitalizes the first word in a sentence I, names, dates Correctly uses end punctuation Spells untaught words phonetically Uses conventional spelling for words with common patterns and for frequently occurring irregular words	Writes in clear simple sentences and phrases. Inconsistently capitalizes the first word in a sentence I, names, 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