



**EXPEDITIONARY  
LEARNING**

# **Grade 3: Module 2B:** **Assessment Overview**



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**Note:** As each unit is written, often assessments are revised. Use this document as a general guideline. But be sure to refer to each specific unit overview document for the most correct and complete write-ups of each assessment.

<b>Final Performance Task</b>	<p><b>Research-Based Letter to Author</b></p> <p>Throughout the module, students have built an understanding of how customs and traditions reflect a country’s culture, and have read a Magic Tree House book and accompanying informational texts to gather a rich collection of information. The performance task gives students a chance to share their learning about the culture of the country they have researched. Students will be writing a letter to Mary Pope Osborne, the author of the Magic Tree House books, urging her to write a new book, set in the present day, about the country they have researched. In this informative/explanatory letter, students present their research about the culture of the country and suggest ideas for the plot of the new book.</p> <p><b>This task addresses NYSP12 ELA CCLS W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, L.3.1h, L.3.1i, L.3.2f, and L.3.3a.</b></p>
<b>Mid-Unit 1 Assessment</b>	<p><b>Reading to Capture Key Details: Chapter 6 of <i>Dragon of the Red Dawn</i></b></p> <p>This assessment centers on NYSP12 ELA CCLS RL.3.1 and RL.3.4. Before this assessment, students will have practiced identifying key details while reading each chapter of <i>Magic Tree House: Dragon of the Red Dawn</i>. Students will apply these skills to Chapter 6: “The Banana Tree” from <i>Dragon of the Red Dawn</i> to complete a chart and answer several text-dependent questions, including those that require them to determine the meaning of words and phrases using context clues. Because this is a reading assessment, struggling writers could be accommodated by dictating their answers or by drawing.</p>
<b>End of Unit 1 Assessment</b>	<p><b>On-Demand Writing of a Research-Based Informational Paragraph</b></p> <p>This assessment centers on NYSP12 ELA CCLS RL.3.1, RI.3.5, W.3.2, L.3.3, and L.3.2f. Students reread pages 36–40 of <i>Dragon of the Red Dawn</i> to identify some customs or traditions of ancient Japan. Students then locate additional information about two of these customs and traditions in the nonfiction text <i>Exploring Countries: Japan</i>. They synthesize this information by writing a short paragraph about two customs and traditions from <i>Dragon of the Red Dawn</i> that have remained important in modern-day Japan.</p>



<b>Mid-Unit 2 Assessment</b>	<b>Book Discussions and Text-Dependent Questions on the <i>Magic Tree House</i> Books</b> This assessment centers on standards NYSP ELA CCSS RL.3.1, RL.3.9, W.3.8, SL.3.1, and SL.3.3. After reading a <i>Magic Tree House</i> book independently, students prepare for a small group discussion by gathering evidence from their notes on the Expert Research Matrix. These written notes are collected at the end of the assessment and will be used to assess RL.3.1, RL.3.9, and W.3.8. Students also work in triads to discuss key details about the plot of the book they have read and what they have learned about their country's culture. During the discussion, the teacher circulates, using a checklist to assess SL.3.1 and SL.3.3.
<b>End of Unit 2 Assessment</b>	<b>Reading and Writing about a New Informational Text: <i>Exploring France</i> excerpts</b> This assessment centers on standards NYSP ELA CCSS RI.3.1, RI.3.2, RI.3.5, W.3.2, and W.3.8. In the second portion of Unit 2, students practiced using text features to locate information during a close reading of the informational texts about a country featured in the <i>Magic Tree House</i> books. In this on-demand assessment, students apply these skills to an informational text about a new country. Students locate information in the text and write a short, informative paragraph about the customs and traditions in that country. The NYS 4-point writing rubric will be used to score this assessment.
<b>Mid-Unit 3 Assessment</b>	<b>Writing a First Draft of Research-Based Letter to Mary Pope Osborne about Expert Country</b> This task addresses NYSP <sup>12</sup> ELA Standards RI.3.5, RI.3.3, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, and W.3.10 After conducting research in Unit 2, students use the information they have gathered to write the first draft of a letter to Mary Pope Osborne, urging her to write a new book, set in the present day, about the country they have researched. In an Informative/Explanatory letter, students present their research about the culture of the country and suggest ideas for the plot of the new book.
<b>End of Unit 3 Assessment</b>	<b>On-Demand Revising and Editing Research Based Letter to Mary Pope Osborne about Expert Country</b> This task addresses NYSP <sup>12</sup> ELA Standards W.3.2, W.3.4, W.3.5, L.3.1, L.3.2, and L.3.3 After receiving feedback from peers and teachers on drafts of the Japan Letter to Ms. Osborne, students identify three things they will do to revise (W.3.2, W.3.4, L.3.3) and edit (L.3.1, L.3.2, W.3.5) their letters. Students then use time during the assessment to revise and edit. Students highlight the changes they made on their drafts and discuss the thinking behind them with a peer.