



**EXPEDITIONARY
LEARNING**

Grade 5: 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.

Final Performance Task	Graphic-Style Novelette After researching informational texts (on Garrett A. Morgan’s invention of the traffic light or the Wright brothers’ invention of the airplane), students will write a short informational narrative in the graphic novel style in which they describe how the invention was developed to meet societal needs and the ways the new technology changed people’s lives. During the first half of this unit, students will continue to develop skills in both reading and writing necessary for success with this performance task: (1) They will closely read a variety of informational texts to gather evidence on one of two technologies that were developed to meet societal needs; and (2) they will analyze how the invention changed people’s lives. In their graphic novelette, students will incorporate factual information from their research as well as visual and narrative elements of a graphic novel. This task centers on NYSP12 ELA Standards R.I.5.9, W.5.2, W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, L.5.3, and L.5.4. Students will present their graphic novelettes to triad group members.
Mid-Unit 1 Assessment	Text Dependent Questions: <i>Investigating the Scientific Method with Max Axiom Super Scientist</i>, pages 24–27 This assessment centers on NYSP12 ELA CCLS RL.5.7, W.5.9, and L.5.4. For this assessment, students read unfamiliar pages from <i>Investigating the Scientific Method with Max Axiom Super Scientist</i> to answer multiple-choice and short response text-dependent questions in order to demonstrate their ability to determine the meaning of unfamiliar words and phrases from context, analyze how visual elements support readers’ understanding, and use details and key terms from the text to support their explanations.
End of Unit 1 Assessment	Using Quotes to Explain Relationships and Support an Opinion This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.3, RI.5.4, RI.5.5, and W.5.1a and b. Students read two new informational articles: “Big Thinkers: Was Steve Jobs this Generation’s Thomas Edison?” and “Steve Jobs.” They first determine the meaning of unfamiliar words from context. Then, students compare and contrast the structure of the two articles and explain how the information presented in each article supports their understanding of how Steve Jobs developed technologies to meet people’s needs. Students synthesize their thinking by writing an opinion paragraph about which of the inventions they have read they feel is most important to people. The task requires students to draw upon new information from the articles, plus information and key terms from other informational texts they read during the second half of the unit.



<p>Mid-Unit 2 Assessment</p>	<p>Text-Dependent Questions: “The TV Guy” This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.4, and L.5.4. For this assessment, students will read an article about Philo Farnsworth called “The TV Guy,” then complete multiple-choice and short-answer text-dependent questions. This short “quiz” requires students to use quotes from the text to support an inference and to summarize the main idea of the text using key details. Students are also asked to use a variety of strategies to discover the meanings of unknown words.</p>
<p>End of Unit 2 Assessment</p>	<p>On-Demand Informational Writing: Philo Farnsworth’s Invention of the Television and How It Changed People’s Lives This assessment centers on NYSP12 ELA CCLS RL.5.3, W.5.2, and L.5.4 and has two parts. In Part 1, students will read an article called “How Television Changed the World” and answer a series of short-response and multiple-choice text-dependent questions to explain the relationship between people and ideas, determine the meaning of unfamiliar terms using a variety of strategies, and organize parts of an introductory paragraph related to the essay they will write for Part II of the assessment. During Part 2, students will synthesize the information (in the form of notes) that they have gathered during previous lessons, and will write an informational essay about the invention of the television and how it changed people’s lives. Students’ essays will be written using a “Painted Essay” structure that includes: a well-organized introductory paragraph, two proof paragraphs, and a conclusion.</p>



<p>Mid-Unit 3 Assessment</p>	<p>On-Demand Note Taking and Text-Dependent Questions: “Garrett Augustus Morgan” or “How Did We Learn to Fly?”</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.4, RI.5.7, W.5.7 and W.5.8. Students will read and take notes on an unfamiliar text related to the invention they have studied in the first half of the unit (either Garrett A. Morgan’s traffic light or the Wright brothers’ airplane). They will take notes specifically about why the invention was needed, the inventor(s), the process for developing the invention, and how the invention changed people’s lives. Then, students will respond to multiple-choice and short-answer questions to demonstrate their understanding of how to use details from the text to explain and make inferences, determine the meaning of new terms from context, and use several resources to answer a question quickly.</p>
<p>End of Unit 3 Assessment</p>	<p>Text-Dependent Questions about “You Can Do a Graphic Novel” excerpt and Storyboard Draft</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.4, RI.5.9, W.5.2, W.5.3 a and b, W.5.4, and W.5.8. Students will read excerpts from the guide “You Can Do a Graphic Novel” and then answer multiple-choice and short constructed response questions about the text. Then, students will create storyboards as a draft for their performance task: a graphic novelette. Students will complete four storyboard templates with information from their notes about the invention and inventor they studied in the first part of the unit (Garrett A. Morgan’s traffic light or the Wright brothers’ airplane) to establish a plan for the graphic novelette they will write for the final performance task. Students’ storyboards will include details about the need for the invention, the history of the inventor(s), the process the inventor(s) used to develop a solution that met people’s needs, and how the invention changed people’s lives. This storyboard serves as a critical scaffold toward students’ performance task.</p>