



Unit Formative and Summative Assessments

Formative Assessments

*Indicates items that are auto-assessed.

Formative Reading: Daily lessons offer two important types of reading practice, both of which provide formative assessment measurements.

- Lesson Exit Tickets*: The exit ticket broadly assesses students' understanding of the lesson's focus reading standard and text.
- Solo Reading Comprehension*: Daily Solo questions assess students' ability to independently and accurately read and comprehend the unit texts.

Formative Writing: The Amplify 12-minute writing prompts provide regular practice for students to refine their thinking about the texts, deepen their work with the standards, and practice key writing skills grounded in claims and text-based evidence. These prompts provide formative assessment measurements of the following key writing skills:

- Productivity*: The number of words written
- Focus*: A developed and maintained focus on one claim, idea, or moment
- Use of Evidence: Relevant and developed evidence to support the claim or idea
- Conventions*: Readable command over complete sentence structure

Embedded Assessment Measure*: Amplify's Embedded Assessment Measure aggregates and assesses students' daily work over the sequence of lessons between flex days—including auto-scored lesson reading activities, exit tickets, Solo reading comprehension questions, language activities, and Writing Prompts—and provides a regular measurement of student performance in key standard areas.

Using Formative Assessment to Support Student Learning

Solo Reading Comprehension*: Check reading comprehension score reports before each lesson, noting students who struggled. Consider pulling this group aside to review the reading during daily vocabulary time, pairing them with a strong reader during the close reading activities, or providing them with differentiated supports for subsequent Solos.

Exit Tickets*: Check exit ticket results at the end of each lesson to identify the % of the class that showed broad understanding of the key lesson text and reading standards. Note students who show a pattern of incorrect exit tickets over 5 or more lessons; review their in-class reading comprehension submissions to determine whether they may need additional differentiated supports or OTSCs during close reading to support their learning. We have included projectable Exit Tickets in the Materials section of your Teacher Lesson Briefs as a resource for when your students are not on devices.



Formative Writing: Check the writing skills reports once students submit a writing activity to note those who struggled and may benefit from immediate feedback, and to identify patterns of progress and lack of progress. Plan a short burst of additional supports, such as regular OTSCs, regular writing revision assignments, or a more substantial level of differentiation. Use the writing reports to trace the impact of this burst of support.

Embedded Assessment Measure*: Students should have submitted enough work to generate an Embedded Assessment Measure before each Flex Day. Use the Embedded Assessment Measure report to note key areas (reading, writing, language) where students might benefit from additional practice, so you can plan your Flex Day groupings and assignments.

Summative Assessments

Summative Reading: Each unit reading assessment consists of two reading passages, 20 selected response items*, and a choice of two constructed response items. Students will work with the following unit texts:

- Introduction from “Sinking of the *Titanic* Most Appalling Ocean Horror,” Adapted Version
- Excerpt from Chapter 7, “There Is Your Beautiful Nightdress Gone” from *A Night to Remember* by Walter Lord

Summative Essay: This unit’s summative essay is a multi-paragraph essay, with evidence drawn from the unit texts and Internet research, providing opportunities for students to plan their essay, develop a draft, revise, and polish for an audience. Students choose between writing an informative essay or an argumentative essay.

Informative Essay Prompt:

Who were the *Titanic* Orphans? Write an informative essay detailing the experience of the 2 young children known as the *Titanic* Orphans.

As you conduct your research, be sure to look for relevant facts and concrete details about their lives before they boarded the doomed *Titanic*, how they managed to survive the sinking, and what happened to them after the disaster.

Be sure to include a list of resources used while researching this project.

Argumentative Essay Prompt:

Who’s to blame for the loss of life on the *Titanic*? Research a list of several parties involved in the tragedy. Some options include the *Titanic*’s Captain Smith, the telegraph officers, the *Titanic*’s lookouts, the captain of the *Carpathia*, and the White Star Line’s owners and shipbuilders.

Research sources in the Collection and on the Internet to collect evidence and prove your case. Write an argumentative essay identifying the guilty party and include 2 pieces of evidence proving their guilt. Be sure to include a list of the resources you used in your research.

Essay Solo Note: Many Solos in the Essay Lessons ask students to revisit or continue work on their essays. Students writing essays in the digital lessons will need access to the digital curriculum to complete these Solos, and will not be able to complete them on a mobile device (phone). There are no assigned Solos for students writing essays in Writing Journals; any Solo work is at your discretion.