



EXPEDITIONARY
LEARNING

Grade 5: Module 1

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	<p>Readers Theater Script and Performance of Scenes from <i>Esperanza Rising</i></p> <p>Students will work in small groups to analyze passages from <i>Esperanza Rising</i> that relate to one of five articles from the declaration. Based on the UDHR article the group chooses, each student will write his or her own scene of a Readers Theater script from selected pages/passages of <i>Esperanza Rising</i>. For the final performance task, students will collaborate in their small groups to combine their individual scripts into a longer, single script based on their common UDHR article. They will refine their group script with a focus on narrating the themes of the UDHR and on smooth transitions between individual script scenes. Students will choose props, rehearse, and then perform their Readers Theater scripts for the class and/or the school or community. This task centers on NYSP12 W.5.3, W.5.4, W.5.5, W.5.9, W.5.11, SL.5.6, and L.5.6</p>
Mid-Unit 1 Assessment	<p>Human Rights Vocabulary and Common Prefixes</p> <p>This assessment addresses NYS ELA CCLS L.5.6 and W.5.10. This quiz will have two parts. In Part 1, students will demonstrate acquisition of new vocabulary based on multiple-choice questions. In Part 2, students will be asked to write a short-answer response to the following prompt: “What are human rights?” The focus of this assessment is on students’ building knowledge about the central concept and on acquiring and using new vocabulary terms.</p>
End of Unit 1 Assessment	<p>On-Demand Analysis of a Human Rights Account</p> <p>This assessment addresses standards NYS ELA CCLS RI.5.1, RI.5.2, RI.5.3, RI.5.9, and W.5.9. Students will independently read and annotate another firsthand human rights account. They will then respond in an on-demand format to specific questions that require them to synthesize their learning from this unit and refer directly to both the UDHR and the firsthand account. Students will read ‘From Kosovo to the United States,’ the firsthand account of Isau Ajeta and ask clarifying questions and annotate the text as needed. Then they will respond to a series of questions about the text: what human rights challenges Isau faced, how he responded, and what human rights were upheld. Questions will require students to define human rights as described in the UDHR, to relate Isau’s challenges to specific Articles in the UDHR, and to give specific facts, details, or examples from Isau’s account so readers can understand their point of view and reasons clearly.</p>



Mid-Unit 2 Assessment	<p>Analyzing Sections of <i>Esperanza Rising</i> on My Own</p> <p>This on-demand assessment centers on standard NYS ELA CCLS RL.5.1, RL.5.2, RL.5.3, and RL.5.4. Students will have read a chapter of <i>Esperanza Rising</i> for homework, and will demonstrate their ability to analyze complex text independently. They will analyze the challenges Esperanza faces and how she responds, citing textual evidence. They will also respond to questions regarding academic vocabulary and figurative language. This is a reading assessment: the purpose is for students to demonstrate their ability to analyze literature in general, and Chapter 9 of <i>Esperanza Rising</i> specifically. This Mid-Unit 2 Assessment is not intended to formally assess students' writing. Most students will write their responses, in which case it may also be appropriate to assess students on W.5.9. However, if necessary, students may dictate their answers to an adult.</p>
End of Unit 2 Assessment	<p>On-Demand Analytical Essay about How Esperanza Changes Over Time</p> <p>This assessment centers on standards NYS ELA CCLS RL.5.1, RL.5.2, RL.5.3, W.5.2, W.5.4, W.5.5, and W.5.9. Students will write an essay in which they explain how Esperanza changes over time. Specifically, they will analyze Esperanza's growth and development by comparing how she responds to events earlier and later in the novel. Each student will select the two or three key events that best support his/her analysis of Esperanza's growth and development.</p>
Mid-Unit 3 Assessment	<p>Evaluating a Novel versus a Script</p> <p>This assessment centers on standard NYS ELA CCLS RL.5.1, RL.5.4, RL.5.5, RL.5.6, and RL.5.9. Students will reread a passage from <i>Esperanza Rising</i> and a scene from a Readers Theater written by Pam Muñoz Ryan. They will compare and contrast the texts using a Venn diagram and then answer text-dependent questions using evidence from both texts in their answers.</p>
End of Unit 3 Assessment	<p>Individual Scene of a Readers Theater Script</p> <p>This on-demand assessment centers on standards NYSP12 ELA CCLS W.5.3, W.5.4, and W.5.9. Students will write their best draft of their narrative (in the form of a scene of a Readers Theater script). The focus is on showing the connection between one article of the Universal Declaration of Human Rights and selected passages from <i>Esperanza Rising</i>, in order to demonstrate characters' experiences with human rights challenges and how they overcame those challenges.</p>