



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: 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	Freaky Frog Trading Cards In this module, each student will create a freaky frog trading card to demonstrate their expertise as readers and writers. The students will amaze their readers with the unique, sometimes freaky, adaptations of frogs. The front side of the card will include a detailed scientific illustration or digital picture of their freaky frog as well as basic facts about the frog collected through their research. The other side of the card will compare and contrast one category of their freaky frog (e.g., habitat, life cycle, etc.) to the bullfrog, responding to the prompt: “Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Choose one category from your freaky frog research matrix to focus on. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering.” This assessment centers on NYSP12 ELA CCLS W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3.
Mid-Unit 1 Assessment	Close Reading: <i>Bullfrog at Magnolia Circle</i> This assessment centers on NYSP12 ELA CCSS RI.3.1, RI.3.2, RI.3.3, RI.3.7, W.3.8, and L.3.4. Throughout the first half of the module, students will have been practicing close reading of <i>Bullfrog at Magnolia Circle</i> , the central text of this unit. This on-demand assessment requires students to apply these skills to a new excerpt of this text. Students will respond to the prompt: “After reading this excerpt from <i>Bullfrog at Magnolia Circle</i> , complete the recording form and answer the following questions based on your reading.” Students take notes about main idea and key details and answer several text-dependent questions, including those that require them to figure out the meaning of words in context. Since this is a reading assessment, struggling writers could be accommodated by dictating their answers or by drawing.
End of Unit 1 Assessment	Informational Paragraph about How a Bullfrog Survives This on-demand assessment centers on CCSS W.3.2, W.3.4, and L.3.3a, and L.3.6. Students will demonstrate their expertise about bullfrogs by writing a paragraph using an Accordion graphic organizer as a framework. Students will use their evidence from the central text for this unit to teach the reader about the basic features of a bullfrog, using domain-specific words and phrases for effect. Students will respond to the prompt: “Using your Bullfrog research matrix, write an informational paragraph that explains how bullfrogs survive. Be sure to use specific and relevant details from your research. Also, use vivid and precise words to teach your reader specific information about the bullfrog.”



Mid-Unit 2 Assessment	Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad) This assessment centers on NYSP12 ELA CCSS RI.3.1, RI.3.5, RI.3.2, RI.3.7, and L.3.4. In the first portion of Unit 2, students will have been practicing using text features to locate information during close reading of informational texts about their expert freaky frog. In this on-demand assessment, students will apply these skills to an informational text about a new freaky frog. Students will respond to the following prompt: “After reading this excerpt from ‘The Spadefoot Toad,’ complete the recording form and answer the following questions based on your reading.” As with other reading assessments, struggling writers could be accommodated by drawing and/or by dictating their answers.
End of Unit 2 Assessment	Informational Paragraph about the Poison Dart Frog The end of unit assessment centers on CCSS W.3.2, W.3.4, L.3.3a, and L.3.6. This on-demand assessment requires students to demonstrate their expertise about the poison dart frog by writing an Accordion paragraph. Students will use their evidence from informational texts they have read to teach the reader about the adaptations of the poison dart frog, using domain-specific words and phrases for effect. Students will respond to the prompt: “After researching about the poison dart frog, write an informational paragraph that describes the special adaptations that help this freaky frog survive. Support your discussion with evidence from your research. Be sure to use your notes from your recording forms and your Accordion graphic organizer. Use vivid and precise words to teach your reader all the amazing things you have learned about this incredible frog.”
Mid-Unit 3 Assessment	Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph This assessment centers on NYSP12 ELA CCLS W. 3.2, W.3.3, W.3.5, W.3.7 and L.3.3. Students will apply their skills writing from the first person and using vivid and precise language as they write their first full draft of their research-based narrative. Students will respond to the prompt: “Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive.” The specific focus of this assessment is on students’ use of the first person, their ability to create a paragraph that tells a story, and their ability to use vivid words and phrases to describe their freaky frog. Students are NOT assessed on conventions for this first draft writing.
End of Unit 3 Assessment	Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form) This assessment centers on NYSP12 ELA CCLS W.3.2, W.3.3, and L.3.3. Students will write an on-demand research-based narrative paragraph about a second category of their freaky frog, responding to the prompt: “Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Be sure to write about a different category from your freaky frog matrix than the one you wrote about on your trading card. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering.”