



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 4: Unit 3: Lesson 12**

## **End of Unit 3 Assessment: Presenting Your VoiceThread PSA Script and Giving Peer Feedback**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can speak clearly and at an understandable pace. (SL.3.4)
- I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5)
- I can use facts and details to tell about a story or experience. (SL.3.4)
- I can describe the difference between how to use language when I write versus when I talk. (L.3.3b)

**Supporting Learning Targets**

- I can speak clearly so my listener easily understands my message.
- I can speak with varied volume and expression to present my message.
- I can speak at an understandable pace: not too fast and not too slow.
- I can use appropriate facts and descriptive details from the research to support my message.

**Ongoing Assessment**

- End of Unit 3 Assessment
- Exit Ticket: Successes and Challenges



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Speaker: Reviewing What We Have Learned about Speaking Fluently (5 minutes)</li> <li>B. Unpacking Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. End of Unit 3 Assessment: Presenting Your VoiceThread Script: Praise-Question-Suggest Protocol (45 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Exit Ticket: Successes and Challenges (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Continue to practice your VoiceThread PSA script at home. Use the feedback you received today to improve your presentation.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• The End of Unit 3 Assessment takes two 60-minute periods to complete. The goal is to assess half of the class during Lesson 12 and the remainder during Lesson 13. Adjust the timing of the lessons as needed based on students' needs and class size.</li> <li>• Students and the teacher use the End of Unit 3 Assessment Rubric to assess and provide feedback to each student during their presentations.</li> <li>• Once each student has presented, the group independently engages in a Praise-Question-Suggest protocol. Students used this protocol in Lesson 11, but review it with them again. They must understand that the focus should be offering feedback on the speaker's delivery.</li> <li>• Do not participate in the Praise-Question-Suggest protocol. Instead, once each student in the group has been assessed, move on to the next group.</li> <li>• When students are not being assessed, they may practice presenting their VoiceThread PSA scripts to another member of their small group. Once they have done this, they may continue to practice on their own or choose to read their independent reading book.</li> <li>• Return students' End of Unit 3 Assessment Rubrics before they record their VoiceThread PSA scripts. This will give students time to review and incorporate the feedback into their performance task.</li> <li>• Make arrangements with the school's media specialist for students to record their scripts using the VoiceThread program online.</li> <li>• In advance: Review the Praise-Question-Suggest protocol (see supporting materials in Lesson 11). Create an anchor chart version of this protocol.</li> <li>• Strategically organize students into presentation groups of three or four students.</li> <li>• Create presentation schedule for Lessons 12 and 13.</li> <li>• Post: Learning targets; presentation schedule.</li> </ul>



Lesson Vocabulary	Materials
clarity, varied volume and expression, pace, understandable pace, clearly, praise	<ul style="list-style-type: none"><li>• Document camera</li><li>• End of Unit 3 Assessment: VoiceThread Script Presentation and Critique (one per student and one to display)</li><li>• End of Unit 3 Assessment Rubric (five per student presenting and one to display)</li><li>• Criteria from the Performance Task Rubric anchor chart (begun in Lesson 8)</li><li>• Equity sticks</li><li>• Presentation schedule (new; teacher-created)</li><li>• Praise-Question-Suggest adapted protocol anchor chart (begun in Lesson 11)</li><li>• VoiceThread PSA Script: Water on Earth recording form (from Lesson 8; one per student)</li><li>• VoiceThread PSA Script: Water Challenges recording form (from Lesson 8; one per student)</li><li>• VoiceThread PSA Script: Opinion recording form (from Lesson 7; one per student)</li><li>• Independent reading books (one per student)</li><li>• Praise-Question-Suggest protocol recording form (one per student)</li><li>• Exit Ticket: Successes and Challenges (one per student and one to display)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Speaker: Reviewing What We Have Learned about Speaking Fluently (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Gather students whole group. Tell students: “You have worked hard to create your VoiceThread PSA scripts and practiced presenting them orally. Today, you will present your script to me and a small group as your End of Unit 3 Assessment.” Using the <b>document camera</b>, display the <b>End of Unit 3 Assessment: VoiceThread Script Presentation and Critique</b> and discuss it briefly.</li> <li>• Next, display the <b>End of Unit 3 Assessment Rubric</b>. Explain that this rubric will be used during today’s End of Unit 3 Assessment, and the criteria should look familiar. Point out that the speaking criteria have been broken down into specific sections: “clarity,” “varied volume and expression,” and “pace.” Remind students of the work they completed around the speaking and ideas criteria over the past couple of lessons and direct their attention to the <b>Criteria from the Performance Task Rubric anchor chart</b>.</li> <li>• Ask students to turn and discuss with a partner:             <ul style="list-style-type: none"> <li>* “What does it mean to speak fluently? Use the language from the rubric to help explain your answer.”</li> </ul> </li> <li>• Listen in on conversations as students share their ideas with one another.</li> <li>• Use <b>equity sticks</b> to call on a few students to share out.</li> <li>• Listen for students to share ideas that relate directly to the three speaking criteria (clarity, varied volume and expression, and pace) on the rubric, such as:             <ul style="list-style-type: none"> <li>– “Speaking fluently means I pronounce all my words clearly.”</li> <li>– “In my VoiceThread script, I use varied volume and expression. I place an emphasis on specific words to draw attention to important ideas so my listener stays engaged.”</li> <li>– “My listener can follow my ideas because I speak at an understandable pace. I don’t speak too fast, and I don’t speak too slowly.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consider providing a sentence frame, sentence starter, or cloze sentence for students who struggle to produce language orally.</li> <li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also remind students and teachers about the intended learning behind today’s assessment.</li> </ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets and read the first four aloud.</li><li>• Underline or highlight the words and phrases: "clearly," "varied volume and expression," "understandable pace," "appropriate facts and descriptive details."</li><li>• Connect them to the answers students provided moments ago. For example, this might sound like: "I heard Josie say speaking fluently means that she pronounces all words clearly. This connects to today's first learning target: I can speak clearly so my listener easily understands my message."</li><li>• Next, tell students that during today's End of Unit 3 Assessment, they will present their VoiceThread scripts to the teacher and a small group of students.</li><li>• Redirect student attention to the End of Unit 3 Assessment Rubric displayed on the document camera. Direct students to column "3" and point out that the learning targets just reviewed are the criteria from this column. Tell them their goal is to earn a score of "3" on the rubric.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 3 Assessment: Presenting Your VoiceThread PSA Script: Praise-Question-Suggest Protocol (45 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted <b>presentation schedule</b>. Tell students: "I can't assess everyone at the same time, so I've created a schedule of who will be assessed when. This also includes what group you will be a part of."</li> <li>• Then, explain the assessment process to students:             <ul style="list-style-type: none"> <li>– Each group member presents his or her VoiceThread PSA script.</li> <li>– While the speaker is presenting, the listeners fill in an End of Unit 3 Assessment Rubric for the speaker.</li> <li>– After everyone in the group has presented, you will participate in the Praise-Question-Suggest protocol with the group following Steps 2 and 3 of the protocol.</li> </ul> </li> <li>• Direct students to the posted <b>Praise-Question-Suggest adapted protocol anchor chart</b>. Remind them that they used the protocol described on this chart yesterday. Review the steps.</li> <li>• Say to students: "If you are not being assessed, your task is to practice presenting your script with a partner from your group. The person listening should practice giving feedback using the End of Unit 3 Assessment Rubric. When you feel prepared and ready for the assessment, you may read your independent reading book quietly. Remember, though, we've talked a lot about how practice, practice, practice will improve your speaking fluency. Students who have been assessed may follow these same directions."</li> <li>• At this time, distribute or ask students to take out:             <ul style="list-style-type: none"> <li>– <b>End of Unit 3 Assessment Rubric</b> (five per student – for student assessment of each student in the group)</li> <li>– <b>VoiceThread PSA Script: Water on Earth recording form</b></li> <li>– <b>VoiceThread PSA Script: Water Challenges recording form</b></li> <li>– <b>VoiceThread PSA Script: Opinion recording form</b></li> <li>– <b>Independent reading books</b></li> </ul> </li> <li>• Ask students to take these materials and join their assessment groups.</li> <li>• Then, distribute the <b>Praise-Question-Suggest protocol recording forms</b> and the End of Unit 3 Assessment Rubrics for each group being assessed today.</li> <li>• Allow 35 to 40 minutes to assess half of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• If students receive accommodations for the assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.</li> <li>• If needed, provide additional time for ELLs to practice before formally assessing them.</li> <li>• For students who struggle with following multiple-step directions, displaying the step-by-step instructions in the Praise-Question-Suggest anchor chart assists students in completing this protocol independently. In addition to the anchor chart, consider creating handouts of the protocol for each group. This may be better for students with visual impairments or ELL students.</li> <li>• Asking students to provide feedback to their peers based on explicit criteria benefits both students in clarifying the meaning of their learning targets.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Successes and Challenges (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Bring the class together whole group.</li> <li>• Distribute the <b>Exit Ticket: Successes and Challenges</b> to each student and display it on the document camera.</li> <li>• Explain to students that today they all presented their VoiceThread PSA script, whether it was for assessment or not.</li> <li>• Using the End of Unit 3 Assessment Rubric and today's learning targets, ask students to identify at least one success and one challenge they encountered while presenting their script.</li> <li>• Have students take a minute to complete the Exit Ticket: Successes and Challenges.</li> <li>• Then say something like: "Look over your exit ticket. Based on what you said, what are your Next Steps? What do you need to do to improve your presentation? Write this down and share with your elbow partner."</li> </ul>	<ul style="list-style-type: none"> <li>• The exit ticket is a self-assessment and reflection that supports all learners, but research shows it supports struggling learners most.</li> <li>• Consider providing a sentence frame, sentence starter, or cloze sentence to assist students who struggle to produce language. For example: "A success I had today was ..." "A challenge I encountered while practicing today in class was ..." "My Next Steps tonight for homework are ..."</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Continue to practice your VoiceThread PSA script at home. Use the feedback you received today to improve your presentation.</li> </ul>	



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## Supporting Materials



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End of Unit 3 Assessment: VoiceThread Script Presentation and Critique

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**Name:**

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**Date:**

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**VoiceThread Public Service Announcement**

After researching the importance of freshwater, create a PSA (public service announcement) to educate and help others become “well aware.” State your opinion about one thing you think should be done to conserve, protect, or provide access to clean water for everyone. Support your opinion with examples from the texts you have read about water.

Today, you get to practice delivering your PSA to some of your peers. You will get useful feedback that will help you prepare for your final PSA recording.



End-of-Unit 3 Assessment Rubric

Speaker's Name: \_\_\_\_\_

Listener's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Criteria	CCCS	4	3	2	1	0
<b>Speaking Clarity</b>	SL.4 SL.5	<input type="checkbox"/> The speaker pronounces all words precisely so the listener is engaged and easily understands the speaker's message.	<input type="checkbox"/> The speaker pronounces all words clearly so the listener easily understands the speaker's message.	<input type="checkbox"/> The speaker pronounces most words correctly.	<input type="checkbox"/> The speaker pronounces many of the words incorrectly, making it difficult for the listener to understand the speaker's message.	No evidence.
<b>Speaking Volume &amp; Expression</b>	SL.4 SL.5	<input type="checkbox"/> The speaker varies his or her volume and expression to add emphasis and interest to his or her message.	<input type="checkbox"/> The speaker varies his or her volume and expression to present his or her message.	<input type="checkbox"/> The speaker attempts to vary his or her volume to present his or her message; however, at times, the speaker is too loud or too quiet.  <input type="checkbox"/> The speaker uses expression to present	<input type="checkbox"/> The speaker talks so soft or low (quiet) that the listener cannot follow the speaker's message.  <input type="checkbox"/> The speaker uses little or no expression.	No evidence.



End-of-Unit 3 Assessment Rubric

Criteria	CCCS	4	3	2	1	0
<b>Speaking</b> Volume & Expression, cont.				his or her message; however, at times the speaker uses expression inappropriately or not at all in places that would make sense.		
<b>Speaking</b> Pace	SL.4 SL.5	<input type="checkbox"/> The speaker varies his or her pacing and adds pauses to emphasize his or her message.	<input type="checkbox"/> The speaker talks at an understandable pace: not too slow, not too fast.	<input type="checkbox"/> The speaker mostly talks at an understandable pace; however, at times, the speaker talks too fast or too slow.	<input type="checkbox"/> The speaker talks too fast or too slow, making it difficult to understand his or her message.	No evidence.
<b>Ideas</b>	SL.4	<input type="checkbox"/> The speaker uses relevant facts and descriptive details from the research to strengthen his or her message.	<input type="checkbox"/> The speaker uses appropriate facts and descriptive details from the research to support his or her message.	<input type="checkbox"/> The speaker uses some facts and details from the research; it may not support the speaker’s message or be incorrect.	<input type="checkbox"/> The speaker uses very few or no facts and details from the research.	No evidence.



Praise-Question-Suggest Protocol Recording Form

Name:

Date:

**Part 1: Feedback from My Peers**

Listen carefully as your peers give you praise, ask you questions, and suggest possible changes on the presentation of your VoiceThread script. Use the chart below to capture their feedback.

<b>Peer's Name:</b>	
<b>Praise</b>	
<b>Question</b>	
<b>Suggest</b>	
<b>Peer's Name:</b>	
<b>Praise</b>	
<b>Question</b>	
<b>Suggest</b>	
<b>Peer's Name:</b>	
<b>Praise</b>	
<b>Question</b>	
<b>Suggest</b>	



Praise-Question-Suggest Protocol Recording Form

**Part 2: Sharing Your Next Steps**

Thank you for your feedback.

My next step is going to  
be

---

I'm also going  
to

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Exit Ticket: Successes and Challenges

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Success:</b>	<b>Challenges:</b>
<b>Next Steps:</b>	