

## Summative Unit Assessments – 5<sup>th</sup> Grade

Reading Unit	Writing Unit	Assessment Format	Assessment Description	Check if Pre/Post Design	Check if Rubric or Checklist Required
1. Uncovering Meaning and Message in Literature	1. Personal Narrative; Dialogue, Description and Events	Selected response/Written Response	--Students identify theme, message and/or point of view from given texts; students specifically identify event or action from beginning, middle and end of story that illustrates development of theme/message/point of view (Do the events chosen clearly show the theme, message or point of view?).	√ - measure growth	√ - rubric for content
2. Finding Information to Explore and Support Ideas	2. Compare/Contrast: Supporting Ideas with Information	Selected response/Written response	--Identify main idea/thesis statement and supporting details --Restate or repeat the main idea and supporting details of an article (Is the student able to pick out focus and details without rewriting the entire piece?)	√ - measure growth	√ - rubric for content
3. Using Persuasion	3. Persuading Readers in Writing	Selected response/Performance	--Given two stories/articles, student will be able to complete compare/contrast organizer and explanatory paragraph, identifying the supporting details (ideas) for each point of view/main idea (Can the student clearly state each position with 2-3 details?) --Each group member presents one side of an issue; audience determines who made a more convincing argument and why.	√ - measure growth	√ for paragraph; checklists for presentation (audience and teacher)
4. Expressing Ourselves Aloud	4. The Power of Biography	--Performance/Poster/Timeline	-- Dramatic and/or written portrayal of a historical personage during a pivotal point in his/her life that includes a written description/explanation (i.e., timeline, poster, etc.) of the most important contributions made by this person and an explanation of why this event/moment was chosen; students explain how this moment/action/decision influenced history, legislation, etc.; students must back-up opinions with evidence from text.		√ for performance and written explanation; checklist for poster/timeline
5. Examining Language and Aesthetic Elements	5. Performance, Poetry and Drama	Performance	--Given a scene, poem or song, students identify the emotion portrayed; students identify a corresponding passage from another text and justify the comparison. Alternatively, students identify the emotion in a given piece of text and illustrate it through art or musical selection.		√ - rubric for comparison or illustration
6. Studying the Craft of Persuasion	6. Research for Persuasive Argument	Presentation/Debate	Groups of students (up to 4) choose an issue and research pro and con arguments; group members choose a side and develop oral arguments; groups conduct a debate with audience determining who made the more convincing argument.		√ for debate research/issue development; checklist for audience reaction