

Summative Unit Assessments – 1st Grade

Reading Unit	Writing Unit	Assessment Format	Assessment Description	Check if Pre/Post Design	Check if Rubric Required
1 – Foundational Skills—Reader Response Journal, Free Writing, Open-Ended Questions	1 - Foundational Skills—Reader Response Journal, Free Writing, Open-Ended Questions	Performance	<p>Multiple assessments are needed to address Foundational Skills:</p> <p>--organization and basic features of print: students demonstrate book knowledge by showing how to hold a book, where to begin reading, etc.</p> <p>--spoken words, syllables and sounds: students will distinguish short from long vowel sounds in single-syllable words; blend sounds to produce single-syllable words; articulate initial, medial and final sounds in single syllable words.</p> <p>--phonics and word analysis skills: read and spell common consonant digraphs; read and spell vowel-e and common vowel teams for representing long vowels; break two-syllable words into syllables, read and spell inflectional endings; read and spell grade appropriate irregularly spelled words.</p> <p>--accuracy and fluency: DRA.</p>	√ - measure growth	
2 – Engaging with Fiction/Narrative (description)	2 – Writing Fiction/Narrative (description)	Performance	<p>--Students will retell a story including multiple events, sequence and story components (characters, setting, plot, problem, solution). Assessment may be conducted through DRA or Reader’s Theater.</p> <p>--Students will write a narrative with a central message or lesson. Narratives should include two or more appropriately sequenced events, appropriate details, use of temporal words and closure.</p>		√ content-specific rubric for narrative piece

3 – Engaging with Non-Fiction/Expository (opinion)	3 – Writing Non-Fiction/Expository (opinion)	Selected response; open-ended responses	<p>--Students will identify the main topic and key details of a given text. In addition, students will identify the reasons given in support of specific points.</p> <p>--Students will write an informative/explanatory piece in which they name a topic, supply facts about the topic, support a specific point with reasons and give a sense of closure.</p>		√ - content-specific rubric for informative/explanatory piece
4 – Comparing Fiction and Non-Fiction	4 – Research and Presentation	Performance	<p>--Students will identify differences between narrative and explanatory texts (i.e., Reader’s Response Journal, book reports); citing previously read texts as examples, students to complete a graphic organizer detailing the differences in content and structure between narrative and non-fiction texts.</p> <p>--Students will participate in a shared research and writing project (i.e., constructing a narrative with a central message/lesson, constructing a “how to” book on a specific topic).</p>		√ - content- and process-specific rubrics for shared research projects