

Purpose: ① recall
 ② create
 ③ demonstrate
 ④ explain/apply

Module Assessment	Description of Task	Purpose	Strengths of Current Assessment	Weaknesses of Current Assessment	Decision - keep as is, eliminate, adapt	Comments/Notes
GR5 MIU1 MID	M.C. & S.R. vocab. 5 evidence explain human rights	- recall - demonstrate	- evidence piece w/ vocab focus	- connected questions (if you get 6 wrong, you get 3 wrong) - essay right away	adapt	- change choices for M.C. questions about evidence (more rigorous)
GR5 MIU1 END	M.C. & E.R. connect to UDHR/evidence influencing evidence (read/analyze) S.R. (read/analyze)	- demonstrate - apply - recall	- requires analysis - connects to UDHR - higher level thinking	- essay right away	Keep	- decided to adjust scoring essay (only on content, not essay structure)
GR5 MIU2 MID	① Summary ② supporting details ③ inferencing ④ vocab/fig. lang. E.R.	- demonstrate - apply	- connects skills from lessons	- too much S.R.	adapt	- tie question 8 into # 27 - maybe eliminate 8?
GR5 MIU2 END	- changes to character (read/analyze)	- apply - demonstrate	- essay prompt	- organization/structure of organizers & task card	Keep	- adapted organizers (clearer organization) & task card - introduced introductory Q's in previous lessons
GR5 MIU3 MID	① vocab - compare novel w/ script - connect to UDHR write & perform script	- create - demonstrate - apply	- spiraling of skills	- need more focus on expository rather than narrative	adapt	- replaced topic with current human rights issues - added fig. language & vocab. component to research
GR5 MIU3 END	- fig. language - connect to UDHR	- create - demonstrate - apply	- UDHR connections	- too lang on same topic (Esperanza)	adapt	- grade levels demonstrate a need for more expository writing (subsequent grade levels) - research project - incorporates 21st century SK.115

545

Module Assessment	Description of Task	Purpose	Strengths of Current Assessment	Weaknesses of Current Assessment	Decision - keep as is, eliminate, adapt	Comments/Notes
GR5 M2U1 MID	M.C. & S.R. - vocab. - connections - text features (read/analyze)	review - demonstrate - apply - recall	- balance of S.R. & M.C. - focus skills from module lessons	- format/structure (not appropriate or correct)	Keep	- changed structure, rather than content
GR5 M2U1 END	M.C. & S.R. - vocab/evidence - main idea - connections (read/analyze)	- recall - demonstrate - apply	- familiar topic (see Nilsen) - balance of M.C./S.R.	- format of some questions	adapt	- eliminate last question (use as replacement #5 with focus question for module (what makes living things unique))
GR5 M2U2 MID (Lesson 7)	M.C. & S.R. - vocab - connections - sequencing (read/analyze)	- recall - demonstrate - apply	- spiraling of skills - balance of M.C./S.R.	- format/structure of questions - some skills not addressed	Keep	- changed structure of questions (more demonstrative responses) - added a mini-lesson on sequencing (w/ key words)
GR5 M2U2 END	E.P. - methods used to research - learning about biodiversity	- demonstrate - apply - recall	- prompt/? - high interest topic	- format/structure of organizers and prompt not appropriate	Keep	- changed structure of the prompt & organizers - added explicit lessons on body & conclusion
GR5 M2U3 MID (Lesson 8)	Note-taking - sorting into categories - organization of notes (sources)	- demonstrate - apply	- interesting sources - ties into final assess.	- organizer modeled w/ isn't appropriate or usable	adapt	- adapted organizer to better suit students' needs
GR5 M2U3 END	journal entry - paragraph format - scientific drawing - info text box	- create - demonstrate - apply	- interesting topic - some skills in new format	- letter writing not grade level appropriate	adapt	- paragraphs instead of letter as field journal entry

Module Assessment	Description of Task	Purpose	Strengths of Current Assessment	Weaknesses of Current Assessment	Decision - keep as is, eliminate, adapt	Comments/Notes
GR5 M3U1 MID (Lesson 4)	S.R. & M.C. -vocal evidence -opinion/evidence -connections (read/analyze) Opinion E.P.	-demonstrate -apply	-familiar topic/high interest -build background	-direct focus on essential question for module	adapt	-added question to address essential question
GR5 M3U1 END (Lesson 7)	M.C. & S.O. -opinion -evidence -vocal idea (read/analyze) E.P.	-demonstrate -apply	-spiraling of skills -essential skills in unit	-some parts not formatted appropriately	Keep	-changed format of some questions
GR5 M3U2 MID (Lesson 10)	-opinion -evidence -persuasive	-demonstrate -apply	-topic/prompt (interesting)	-no genuine need for essay about Jackie	adapt	-added requirement for conclusion P -(possibly add technology piece/new person to write about)
GR5 M3U2 END (Lesson 17)	E.P. organizer -opinion -evidence -persuasive -organization E.P.	-create -demonstrate -apply	-independence -familiar with format -preparing for final assessment	-a bit redundant from end unit 2	adapt	-possibly change topic/add more modern figures to research text. Erin Hamlin)
GR5 M3U3 MID (Lesson 8)	-opinion -evidence -persuasive	-create -demonstrate -apply	-familiar w/ format -could be high interest	-	adapt	-May need less modeling in previous lessons (should be familiar w/ essay/letter)
GR5 M3U3 END (Lesson 12)						

11

11

11

11

11

11

11

11

11

Module Assessment	Description of Task	Purpose	Strengths of Current Assessment	Weaknesses of Current Assessment	Decision - keep as is, eliminate, adapt	Comments/Notes
GR5 MAU1 MID (Lesson 4)	S.R. & Fill-in -verbs. -connections -sequencing (read/analyze) E.R.	-demonstrate -apply	-brings back sequencing again -shorter text w/ diagrams & images	-no m.c.	Keep	
GR5 MAU1 END (Lesson 7)	-evidence -claim E.R.	-recall -demonstrate -apply	-prompt can be applied to other topics, as well	NONE	Keep	
GR5 MAU2 MID			unit eliminated			
GR5 MAU2 END			unit eliminated			
GR5 MAU3 MID (Lesson 6) & (Lesson 7)	S.R. & E.R. organization -opinion -evidence -outlining (read new text -> generate) E.R. -speech	-demonstrate -apply	-adds to final unit assessment (helps to scaffold it) -broken into 2 lessons	-lengthy task -topic is too removed from them	adapt	-New topic (within community) ↳ ex. flooding in local village
GR5 MAU3 END (Lesson 11)	-opinion -evidence	-apply -demonstrate	-previous lessons support final product	-topic is too removed from them	adapt	11