



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Assessment Overview



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Final Performance Task	<p>Summary and Opinion Writing: Who Is Your Favorite Character in <i>Peter Pan</i>, and Why?</p> <p>To show their growing expertise as readers and writers, students will write a brief summary paragraph about <i>Peter Pan</i> as well as an opinion paragraph about a character from the text. Students will respond to this two-part prompt:</p> <p>“Write a summary of <i>Peter Pan</i> as well as an opinion paragraph that answers the question: ‘Who is your favorite character from <i>Peter Pan</i>? Why?’ Choose one character to focus on. Use specific evidence from the Classic Starts edition of <i>Peter Pan</i> to support your claim. Be sure to include the specific character vocabulary words you have been gathering.” This two-part assessment centers on NYSP12 ELA CCLS RL.3.3, RL.3.5, W.3.1, W.3.2, W.3.4, W.3.5, L.3.1, L.3.2, and L.3.3.</p>
Mid-Unit 1 Assessment	<p>Character Analysis: Peter Pan’s Traits, Motivations, and Actions That Contribute to a Sequence of Events in the Story</p> <p>This assessment centers on NYSP12 ELA CCLS RL.3.3. In this assessment, students will apply their character analysis skills in order to complete a character profile of Peter. Students will respond to the prompt: “Using evidence from your <i>Peter Pan</i> text, complete the recording form to describe Peter’s traits, motivations, and actions. Describe how Peter’s decisions and actions have contributed to the events in the story. Be sure to include specific vocabulary you have learned that describe a character.”</p>
End of Unit 1 Assessment	<p>Opinion Writing about Wendy’s Actions</p> <p>This assessment centers on NYSP12 ELA CCLS RL.3.6, W.3.1, and L.3.6. Students consider whether they would make the same decisions as a character in the book. They will apply the vocabulary they have learned (about narrative, and about Peter Pan), as well as their emerging skills of forming opinions and supporting those opinions with reasons. They will respond to the following prompt: “Based on what you now know about Peter Pan, would you have made the same decision as Wendy did to go to Neverland? Why or why not? State your opinion and reasons to support your claim. Be sure to include specific vocabulary you have learned and kept track of in your journal.”</p>



Mid-Unit 2 Assessment	<p>Writing: New Imagined Scene from <i>Peter Pan</i></p> <p>Students will write a newly imagined scene from <i>Peter Pan</i>. Students will respond to the following prompt: “Imagine a scene where Captain Hook and Peter are on the pirate ship. They are battling for some treasure that the Lost Boys found on Neverland. Peter wants his treasure back, and Captain Hook doesn’t want to give it to him. What would happen? Describe what Peter would do to get back his treasure from Captain Hook.” Note that this is a writing assessment. Students must draw on their experience reading <i>Peter Pan</i> and apply their knowledge of the character’s motivations, feelings, and actions to help them imagine and write their scene. The prompt is not designed to formally assess students’ reading of <i>Peter Pan</i>. This assessment centers on NYSP12 ELA CCLS W.3.3 and W.3.4.</p>
End of Unit 2 Assessment	<p>Reading Fluency: Reading a Scene from <i>Peter Pan</i></p> <p>The End of Unit 2 Assessment is composed of two parts. It is designed to mirror the work that students have done reading their scenes for Readers Theater in Lessons 11–14. In Part 1, students read the script and prepare for their read aloud. They circle or underline words that describe the character’s feelings and then consider how they will bring their character’s feelings to life when they read the text aloud. In Part 2, students read aloud a portion of the “Come to Neverland!” script. They read the lines for one character as a fluency assessment. (The teacher will read aloud the lines for the other character.) This assessment centers on NYSP12 ELA CCLS RL.3.3 and RF.3.4.</p>
Mid-Unit 3 Assessment	<p>On-Demand Book Summary</p> <p>This assessment centers on NYSP12 ELA CCLS RL.3.2, W.3.2, and W.3.4. Students will write an on-demand summary paragraph. They apply the summary writing skills they developed in the first part of the unit by writing a new summary of a book from Module 1, <i>Rain School</i>. (Note: students will have an opportunity to review this book in advance of the assessment; recommendations are also included for classes that did not do Module 1.)</p>
End of Unit 3 Assessment	<p>Opinion Writing about a New Character</p> <p>This assessment centers on NYSP12 ELA CCLS W.3.1, W.3.4, and L.3.2. Students will write an opinion piece in response to this prompt: “Who is your second favorite character in <i>Peter Pan</i>? Why?” This assessment asks students to apply what they’ve learned about opinion writing to a new character.</p>