

Name: _____ Class: _____

NOTE: PLEASE SEE NOTE ABOUT SECOND ROUND OF ASSESSMENTS BEFORE DECIDING ON WHETHER OR NOT THIS ASSESSMENT IS RIGHT FOR YOUR CLASS.

THIS ASSESSMENT ASSUMES YOU ARE ADAPTING A NONFICTION UNIT IN READING TO ALLOW FOR TEACHING STUDENTS TO ANALYZE THE REASONS AUTHOR'S GIVE TO SUPPORT POINTS IN A TEXT.

GRADE: Fifth

NAME OF ASSESSMENT:

Nonfiction Reading and Information Writing Performance Assessment

STANDARDS ASSESSED:

- Students will determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (RI.5.4)
- By the end of the year, students will read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. (RI.5.10)
- Students will explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)
- Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2)

Depth of Knowledge Level of task: Levels 2-3

Task Details:

- **Duration of administration:** Pilot feedback needed
- **Time of year when administered:** Spring

Materials needed:

Text: Harriet Tubman, excerpted from *A Separate Battle: Women and the Civil War*, by Ina Chang. New York: Puffin Books, 1996.

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Explanation of Standards Alignment:

RI.5.4: Students will determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

- Students will determine the meaning of the domain-specific word “conductor.”

RI.5.8: Students will explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

- Students will explain how Chang uses reasons and evidence to support the points that Harriet Tubman was both “tough” and a “brilliant planner.” They will be prompted to write an explanatory piece in which they identify which reasons and evidence support which point(s).

RI.5.10: By the end of the year, students will read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

- Students will analyze an informational text in the high end of the grades 4-5 text complexity band.

W 5.2: Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Students will write explanatory texts to examine the topic of Chang’s use of reasons and evidence to support points.

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Overview of Assessment

Note: Suggested teacher prompts follow – please alter and make note of alterations based on your own conversational style and the ways in which you’ve talked about reading and writing nonfiction in your own classroom. The tasks below could be administered in many different ways.

Suggested time frame:

- *The introduction and two tasks could be administered in one class period.*

Preliminary Task: Students independently read the passage “Harriet Tubman.”

Task 1: Determining meaning of a domain-specific word

Students will write to explain the meaning of the word “conductor” as it is used by Harriet Tubman to describe her role in the Underground Railroad.

Task 2: Information writing/Analyzing an author’s reasons and evidence

Students will independently re-read the excerpted passage about Harriet Tubman with the prompt: “In “Harriet Tubman” the author expresses two points. The first point is that Harriett Tubman was “tough.” The second point is that Harriett Tubman was “a brilliant planner.” What evidence in the text supports each of these points?”

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Fifth Grade Performance Assessment

You will read an informational text called “Harriett Tubman,” from a book called *A Separate Battle: Women and the Civil War* by Ina Chang. Then you’ll answer two questions. The first question asks you to write a short response. The second question asks you to write an essay.

Task 1: (Reading Standard 4)

Sometimes when you’re reading about a topic, there are certain words that seem extra important. In “Harriett Tubman,” on page 13, the author says that Harriett Tubman described herself as a *conductor* of the Underground Railroad for eight years. Explain what you think the word *conductor* means in this context, and why its meaning is important to understanding Harriet Tubman.

Task 2: (Reading Standard 8, Writing Standard 2)

Write an essay in which you answer this question:

In “Harriet Tubman” the author expresses two points. The first point is that Harriett Tubman was “tough.” The second point is that Harriett Tubman was “a brilliant planner.” What evidence in the text supports each of these points?”

In your response, be sure to:

- create a focus for your essay by introducing the author’s points
- support the first point with clear facts, details, quotations, and information *from the text*
- support the second point with clear facts, details, quotations, and information *from the text*
- group information logically into paragraphs
- use specific language related to the topic
- provide a concluding statement related to the author’s points