

5th Grade
Assessment 2

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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.

Name: _____ Class: _____

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.

Name: _____ Class: _____

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?”

Name: _____ Class: _____

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

TCRWP Informational Reading and Information Writing Rubric-Fifth Grade – Spring 2014

Fifth Grade Reading Rubric	<u>Level 1- Novice</u>	<u>Level 2- Intermediate</u>	<u>Level 3- Proficient</u>	<u>Level 4- Above Proficient</u>
<p>Determine meaning of general academic and domain-specific vocabulary</p> <p>R. Standard 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>Student does not define given term or defines the term incorrectly. Alternatively, the student may define the term not using the provided text.</p>	<p>Student defines the term but the explanation of meaning is somewhat confusing or merely restates what the text says without rephrasing.</p>	<p>Determines meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>Demonstrates understanding of given term through information gained from provided source.</p> <p>Attempts to rephrase meaning given by the text and explanation of term’s meaning is clear.</p>	<p>Demonstrates understanding of the meaning of the given term, and pulls from more than one part of the text to support this understanding, including examples and/or demonstrating a grasp of multiple meanings or connotations of a word.</p>
<p>Delineating and Evaluating Argument and Claims</p> <p>R. Standard 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points(s).</p>	<p>Wrongly attributes reasons and evidence to a point which they do not support.</p> <p>i.e. “A reason that shows that Harriet Tubman was a brilliant planner was that she made long dangerous journeys.”</p>	<p>For one given point, student might identify two supportive reasons and provide a clear explanation for how reasons and evidence support the point. For the other point, the student is able to find only one reason and/or the explanation of how evidence supports the point is confusing.</p> <p>OR</p> <p>For each point, student identifies supportive reasons but attempts to explain and provide evidence for how reasons support each point is not always clear.</p> <p>i.e. “A reason that supports the point that Harriet Tubman was tough was that she would not let others give up. She once tried to shoot a man! This shows she is tough.”</p>	<p>Explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points(s).</p> <p>For each point, student identifies at least two supportive reasons. Explanations for how a particular reason supports a point are clear and include text evidence.</p> <p>i.e. Reasons and evidence provided might include:</p> <ul style="list-style-type: none"> -Tubman was tough *made many “dangerous rescue missions” through the cold and dark to lead slaves to freedom *would not let others give up *never gave up on mission -Tubman was a brilliant planner *carried forged passes *wore disguises *once carried chickens in case she needed to cover up an escape 	<p>For each point, student identifies two or more supportive reasons. Discussion of how these reasons support a particular point includes text evidence and demonstrates that the student is beginning to evaluate how strongly the points are supported and/or which point is supported more strongly, etc.</p> <p>i.e. “There is only one part in the text that shows that Harriet Tubman was a brilliant planner but there are multiple places in the text that show that she was tough.”</p>

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Fifth Grade Writing Rubric	<u>Level 1- Novice</u>	<u>Level 2- Intermediate</u>	<u>Level 3- Proficient</u>	<u>Level 4- Above Proficient</u>
	W. Standard 5.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>			
<p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>Does not introduce the author’s point clearly or merely orients the reader to the focus of the explanation.</p> <p>i.e. “The reasons that support the first point are…”</p> <p>Attempts to group related information in paragraphs or sections, though there are several instances where this is not done perfectly.</p>	<p>Introduces the author’s point and text referenced. Provides title and author of text.</p> <p>i.e. “In <i>A Separate Battle: Women and the Civil War</i> by Ina Chang, the author makes two points…”</p> <p>Groups related information in paragraphs or section, but with no clear sense of logic.</p>	<p>Introduce a topic clearly, provide a general observation and focus, and group related information logically;</p> <p>Introduces the topic, orienting the reader by providing both a general observation (i.e. context) and focus (i.e. the author’s point), referencing the text.</p> <p>i.e. “Harriet Tubman was a slave who became a conductor of the Underground Railroad, making many trips to lead other slaves to freedom. In the section “Harriet Tubman” from the book <i>A Separate Battle: Women and the Civil War</i> Chang makes two points about Tubman…”</p> <p>Creates an organizational structure in which information is grouped logically into paragraphs and sections (i.e. choosing to put the most persuasive information last).</p>	<p>Introduces a topic clearly, orienting the reader to the text and topic as a whole, perhaps incorporating relevant outside knowledge and/or previewing what is to follow.</p> <p>i.e. “Harriet Tubman was one of the most famous conductors of the Underground Railroad. Her dangerous journeys to lead slaves to freedom were so successful that large rewards were offered for her capture. In “Harriet Tubman” from <i>A Separate Battle</i>…”</p> <p>Creates an organizational structure in which information is grouped logically into paragraphs and sections. Uses strategies such as definition, classification, comparison/contrast, and cause/effect to organize information and ideas.</p>

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<p><i>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</i></p>	<p>Does not use information from the text to develop the topic and/or uses information that is inaccurate or unsupportive to the overall point.(i.e. citing evidence or details that do not specifically support a particular point).</p> <p>Attempt to elaborate are confusing or do not show the relationship of evidence to point.</p> <p>Occasionally makes reference to sources when including information from them, though not consistently and/or vaguely.</p>	<p>Attempts to provide a variety of text evidence, including facts, definitions, concrete details, quotations, or other related information or examples. Some parts of the writing are more well-developed than others.</p> <p>Attempts to elaborate on the textual evidence and state how it relates back to the topic but in some places this is confusing.</p> <p>Refers directly to sources when including information from them.</p>	<p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Develops the topic by incorporating a variety of relevant text evidence: facts, definitions, concrete details, quotations, or other information and examples from the text.</p> <p>Elaborates on the textual information provided by stating how it relates back to the topic or idea.</p> <p>Incorporates accurate quotations from the text.</p>	<p>Develops the topic by incorporating well-chosen: facts, definitions, concrete details, quotations, or other information and examples from the text provided. There is a sense that the writer included the most pertinent text information, perhaps referring to author’s craft or the effect of including certain details on the reader.</p> <p>Elaborates on the textual information provided and connects each piece of evidence clearly and directly back to the point it is supporting.</p> <p>Properly cites when quoting from the text</p>
<p><i>c. Link ideas within and across categories of information using words, phrases and clauses (e.g. in contrast, especially).</i></p>	<p>Uses no linking words or uses a few linking words (e.g. also, another, and, more, but), leaving many ideas unconnected.</p>	<p>Links ideas within categories of information using words and phrases (e.g. another, for example, also, because).</p>	<p>Link ideas within and across categories of information using words, phrases and clauses (e.g. in contrast, especially).</p> <p>Uses a greater variety of linking words to make more complex connections within and across categories of information.</p>	<p>Uses appropriate transitions to clarify the relationship among ideas and concepts. Transitions effectively and consistently convey relationships among ideas.</p>

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<p><i>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p>	<p>Does not incorporate precise, domain-specific vocabulary.</p>	<p>Attempts to use precise, domain-specific vocabulary from the text, though some terms may be used incorrectly or added without context.</p>	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Incorporates precise language and domain-specific vocabulary, integrating most words used smoothly.</p>	<p>Uses precise language and domain-specific vocabulary, incorporating this language skillfully into his or her own writing while maintaining a formal style of writing.</p>
<p><i>e. Provide a concluding statement or section related to the information or explanation presented.</i></p>	<p>Provides a concluding statement, though not one that relates directly to the information or explanation presented.</p> <p>i.e. “Harriet Tubman was awesome!”</p>	<p>Provides a related conclusion which might restate the topic.</p> <p>i.e. “Harriet Tubman was tough and a brilliant planner.”</p>	<p>Provides a concluding statement or section related to the information or explanation presented.</p> <p>Provides a concluding statement or section related to the information or explanation presented. The writer might attempt to elaborate and comment on the information discussed.</p> <p>i.e. “This matters because Harriet Tubman was not just a successful conductor because she was tough. She also had to think ahead. She never could have saved so many without being tough and smart.”</p>	<p>Provides a concluding statement or section that follows from the information or explanation presented.</p> <p>Instead of just restating a part of the topic, the writer takes a step back and provides closing thoughts or a new realization related to the major information and ideas.</p> <p>i.e. “HarrietTubman’s story shows that being a hero means needing more than bravery...”</p>

Harriet Tubman

Harriet Tubman was born on a Maryland plantation and worked as a field slave until she escaped to the North in 1849. At the time of her escape, she was about thirty years old. A tough, fearless woman who stood only five feet tall, Tubman felt it was her mission to return to the slave states and lead her people to freedom. She made nineteen trips, mostly to Maryland and Delaware, to lead runaways northward. The slaves in the area called her “Moses,” after Moses of the Bible, who led his people out of slavery and to the Promised land.

Tubman usually made her trips during the winter, when the nights were long, and she led slaves in the darkness along backroads and through the woods. During the day, she hid them in barns, potato holes, swamps, and in the homes of antislavery people who were a part of a secret network called the “Underground Railroad.”

A brilliant planner, Tubman carried forged passes to fool patrolmen on the lookout for runaways, and she paid local blacks to take down fugitive posters. She also used disguises. Once, when she had to travel through a town where one of her former masters lived, she dressed as an old woman and shuffled down the street carrying several live chickens tied with a string. When she turned a corner and saw her old master walking toward her, she quickly released the string, and as the chickens flew off in a squawking cloud of feathers, she ran after them. Her former master never saw her face.

Tubman became friends with many leading **abolitionists** in the North. A number of them allowed her to hide fugitive slaves in their homes along the escape route to Canada, where runaways were safe from slave catchers. She also became an antislavery speaker, lecturing on her experiences in slavery and her dangerous rescue missions. Tubman liked to tell the story of one trip in which she and twenty-five runaways hid in a swamp all day and night. One of the men lost his nerve and decided to turn back. Unwilling to let him endanger the others, Tubman pulled out a revolver and pointed it at his head. “Move or die!” she told him. He kept going, and a few days later was a free man.

<p>Abolitionists: People who believed slavery should not exist.</p>
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During the war, Tubman worked as a nurse and a scout for the Union Army. Afterward, she settled in Auburn, New York, with her elderly parents, who she had rescued from Maryland years before. With help from abolitionist friends, she opened a home for elderly blacks in Auburn and continued to give speeches. At a woman’s rights meeting in Rochester, New York, in the 1880s, she told her audience, “Yes, ladies, I was the conductor of the Underground Railroad for eight years, and I can say what most conductors can’t say – I never ran my train off the track, and I never lost a passenger.”

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