
THE WRITING ACADEMY, LLC

Summative Assessment 3

Grade 5

Clusters 6, 7, and 8

Argumentative Decision Prompts with CREATURES, Narrative and Poetry with TRAILS and LEAVES, and Research Writing with HABIT

The Writing Academy, LLC

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TEKS Alignment Table

Each item is mapped to its TEKS target and the cluster/module where students learned the skill.

Item	TEKS	Skill Assessed	Cluster / Module
1	5.12C(i), 5.12D(i)	Write a claim that answers a decision prompt	C6 / M1
2	5.12C(ii)	Select evidence that supports a claim in a decision prompt	C6 / M2
3	5.11C(i)	Show the strongest thinking in an argumentative response	C6 / M3
4	5.11D(xxix)	Edit for correct spelling	C6 / M4
5	5.11D(i)	Edit for subject-verb agreement	C6 / M4
6	5.11A, 5.12A(i-ii)	Identify the message of a poem and notice how word choice creates voice	C7 / M1
7	5.12A(ii)	Identify a word from the poem that shows voices growing	C7 / M2
8	5.11B(i-v)	Select a line that BEST supports the poem's message	C7 / M3
9	5.12A(i-ii)	Identify figurative language: "voice" used as a metaphor	C7 / M4
10	5.11D(xxix)	Edit for correct spelling	C7 / M4
11	5.13B(i)	Identify a focused research question about the passage	C8 / M1
12	5.13A(iii-iv)	Locate evidence that addresses the research question	C8 / M2
13	5.11C(iii-iv)	Show stronger thinking in a research-based response	C8 / M3
14	5.13F(i)	Identify a credible source for research	C8 / M4
15	5.11D(xxix)	Edit for correct spelling	C8 / M4
ECR	5.12C(i), 5.12D(i), 5.11B(ii)	Write an argumentative paragraph answering a decision prompt	C6 / M1 through M4

Name: _____

Date: _____

Grade 5 Summative Assessment 3

Clusters 6, 7, and 8

Directions:

Read each passage carefully. Then answer the questions that follow. Choose the best answer for each multiple-choice question. For the written response at the end, plan your answer on the planning page and write your final response on the lined pages.

Read the following passage. Then answer Questions 1 through 5.

A Voice in the Community

In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time.

Some people believe it is important to take part in civic affairs. They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. By voting or speaking up, people can have a say in those decisions. For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.

Others feel that taking part is not always necessary. They may think one person's vote will not make much of a difference, especially in large elections. Some people are busy with work or family and choose not to get involved. Others may feel unsure because they do not have enough information about the issues.

Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.

1. The decision prompt asks: "Should every citizen take part in civic life?" Which is a CLAIM?

- A. Civic life exists in communities across the United States.
- B. Every citizen should take part in civic life because community decisions affect everyone.
- C. Some people vote in elections during the month of November.
- D. Laws are written by leaders who work in government buildings.

2. Which evidence from the passage BEST supports the claim that civic participation matters?

- A. The passage states that decisions made by leaders can impact schools, roads, safety, and other parts of daily life.
- B. People live in communities and neighborhoods across the country.
- C. Voting happens on specific days set by the government each year.
- D. Meetings are held indoors in rooms with chairs and tables.

3. Which sentence shows the STRONGEST thinking about civic participation?

- A. Civic stuff matters because it involves people doing things in the community.
- B. People do things in communities, and communities are places where people live.
- C. Civic participation strengthens communities because it gives people a voice in the decisions that affect schools, roads, and safety in daily life.
- D. Laws are about rules and things that leaders write down for other people.

4. Which word is spelled correctly?

- A. participashun
- B. participacion
- C. participasion
- D. participation

5. Which sentence has correct subject-verb agreement?

- A. Citizens participates in civic life by voting and attending meetings.
- B. Citizens participate in civic life by voting and attending meetings.
- C. Citizens participating in civic life by voting and attending meetings.
- D. Citizens was participate in civic life by voting and attending meetings.

Read the following poem. Then answer Questions 6 through 10.

One Voice Can Start a Wave

One voice speaks, another hears,
A question grows and conquers fears.
One person asks, "Is this thing fair?"
Another stops to listen there.

A whisper travels down the street,
Then other voices rise to meet.
A thought once spoken all alone
Can quickly find a stronger tone.

People can gather, write, and speak,
To help protect the change they seek.
They share their thoughts and make them known,
So leaders hear more than their own.

A voice may start out soft and small,
Yet one brave question can reach all.

When people listen, learn, and say,
One voice can start a mighty wave.

6. What is the message of "One Voice Can Start a Wave"?

- A. Waves are found in the ocean and move toward the shore in patterns.
- B. One voice asking a question can inspire others to join and create change.
- C. People like to talk about many different topics during the day.
- D. Streets are long and have sidewalks where people can walk safely.

7. Which word from the poem BEST shows the idea of voices growing?

- A. streets
- B. rise
- C. stops
- D. things

8. Which line from the poem BEST supports its message?

- A. "A whisper travels down the street, then other voices rise to meet."
- B. "One person asks."
- C. "The sky is blue."
- D. "Streets have sidewalks."

9. Which sentence uses the word "voice" as a metaphor?

- A. She spoke in a loud voice so everyone in the classroom could hear her.
- B. His voice echoed off the walls of the long, empty hallway at school.
- C. One voice can start a wave of change across an entire community.
- D. The singer had a nice voice that sounded pleasant to the audience.

10. Which word is spelled correctly?

- A. question
- B. questian
- C. question
- D. queshtion

Read the following passage. Then answer Questions 11 through 15.

From Protest to Participation: How a Nation Changes

A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced. But some of the most important changes begin with something that cannot be seen on a map. They begin with a question. Is this fair? Who has a voice? What rights should people have? What should government be allowed to do? What should citizens do when they believe something needs to change?

The history of the United States contains many examples of people asking these questions. Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem. Studying these examples helps us understand that democracy is not a single event. It is a continuing process of ideas, decisions, actions, and consequences.

Before the American Revolution, the thirteen colonies belonged to Great Britain. For many years, large numbers of colonists considered themselves loyal British subjects. They traded with Britain, followed British laws, and depended on British military protection. After the French and Indian War, however, Great Britain had large debts. Parliament passed new taxes affecting the colonies. The Stamp Act placed taxes on printed materials. Other taxes followed. Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament. Their complaint became known as taxation without representation.

At first, many colonists were not demanding independence. They wanted the British government to change its policies and listen to colonial concerns. That distinction is important. A movement for major change may begin with a much smaller request.

11. Which is the BEST research question about this passage?

- A. What color is the flag of the United States of America?
- B. Is history old, and did it happen a long time ago?
- C. Do nations exist in different places around the world?
- D. How do ideas about fairness become real changes in a nation?

12. Which evidence from the passage addresses the research question about how ideas of fairness lead to change?

- A. The passage states that when people believe something needs to change, they ask questions that can lead to protests, laws, or new amendments.
- B. Nations have borders that separate one country from another on a map.
- C. Inventions are objects that people create to help with tasks in daily life.
- D. The passage is long and contains many sentences about different topics.

13. Which sentence shows STRONGER thinking about national change?

- A. The passage demonstrates that national change begins when citizens ask questions about fairness and demand that their ideas be reflected in law.
- B. Stuff changes in nations because things happen over time in history.
- C. History happened, and it included events that took place in the past.
- D. Nations do things, and people live in nations around the world today.

14. Which is a credible source for research about national change?

- A. A random social media post written by an anonymous person online.
- B. An unsigned blog post with no sources or author information given.
- C. A text message from a friend who has not studied the topic before.
- D. A published article by a historian with sources listed at the end.

15. Which word is spelled correctly?

- A. reserch
- B. reseach
- C. research
- D. resurch

Continue to the Written Response on the next page.

Written Response

Directions:

Read the prompt below. Use the planning space to organize your ideas. Then write your response on the lined page that follows.

Writing Prompt

Read "A Voice in the Community" again. Write an argumentative paragraph that answers this decision prompt:

Should every citizen take part in civic life? Why or why not?

Your paragraph should include:

- A clear claim that answers the decision prompt and takes a position
- At least two reasons supported by evidence from the passage
- An explanation of why each piece of evidence supports your claim
- Precise word choices and correct sentences

Planning Space

Use this space to plan your paragraph before writing.

My claim:

Reason 1 and evidence:

Reason 2 and evidence:

[illegible]

TEACHER ANSWER KEY AND SCORING GUIDE

Answer Key with Rationale

1. B

TEKS 5.12C(i), 5.12D(i). B takes a position ("every citizen should") and provides a reason. A, C, and D state facts without taking a position. (C6 / M1)

2. A

TEKS 5.12C(ii). A directly supports the claim with evidence from the passage (decisions impact schools, roads, safety). B, C, and D are off-topic. (C6 / M2)

3. C

TEKS 5.11C(i). C demonstrates precise, analytical thinking with specific details from the passage. A, B, and D use vague language. (C6 / M3)

4. D

TEKS 5.11D(xxix). "Participation" is the correct spelling. A, B, and C contain misspellings. (C6 / M4)

5. B

TEKS 5.11D(i). "Participate" agrees with the plural subject "citizens." A uses singular. C lacks a main verb. D uses "was participate." (C6 / M4)

6. B

TEKS 5.11A, 5.12A(i-ii). B captures the poem's message (one voice inspiring others to create change). A is literal. C and D are off-topic. (C7 / M1)

7. B

TEKS 5.12A(ii). "Rise" shows voices growing in number and strength. The others do not convey growth. (C7 / M2)

8. A

TEKS 5.11B(i-v). A shows a whisper growing into many voices, directly supporting the message. B is too short. C and D are not from the poem. (C7 / M3)

9. C

TEKS 5.12A(i-ii). In C, "voice" represents influence and action, not a literal sound. A, B, and D use "voice" to mean the physical sound a person makes. (C7 / M4)

10. C

TEKS 5.11D(xxix). "Question" is the correct spelling. A, B, and D contain misspellings. (C7 / M4)

11. D

TEKS 5.13B(i). D is focused and addresses the passage's thesis (central idea) about how ideas of fairness become change. A, B, and C are trivial or too broad. (C8 / M1)

12. A

TEKS 5.13A(iii-iv). A directly addresses how fairness becomes change. B, C, and D are off-topic. (C8 / M2)

13. A

TEKS 5.11C(iii-iv). A uses precise, analytical language. B, C, and D are vague. (C8 / M3)

14. D

TEKS 5.13F(i). A published article by a historian with listed sources is credible. A, C, and D lack credibility. (C8 / M4)

15. C

TEKS 5.11D(xxix). "Research" is the correct spelling. A, B, and D contain misspellings. (C8 / M4)

Answer Key Distribution Check

A: items 2, 8, 12, 13 · B: items 1, 5, 6, 7 · C: items 3, 9, 10, 15 · D: items 4, 11, 14

Writing Rubric: Argumentative Paragraph (Decision Prompt ECR)

Use this rubric to score the written response. TEKS: 5.12C(i), 5.12D(i), 5.11B(ii).

Score	RPLD Stage	Description
4	Independent	The response states a clear claim that answers the decision prompt and takes a position. At least two reasons are supported by evidence from the passage. Each reason includes an explanation connecting it to the claim. Word choice is precise. Sentences are complete with correct agreement.
3	Visible	The response states a claim, slightly general. Two reasons are present, but explanation may be thin. Most words are precise. Minor errors do not interfere with meaning.
2	Emergent	The response names the topic but does not state a clear position. One reason may be present without explanation. Word choice is vague. Some agreement errors.
1	Foundational	The response restates the topic only or copies a sentence. No claim, no reason, no evidence. Significant convention errors.

Score Conversion

Multiple-choice: 15 points (1 point each). Written response: 4 points. Total: 19 points.

Total Points	Percentage	Performance Level
17 to 19	89% to 100%	High
12 to 16	63% to 84%	Medium
0 to 11	0% to 58%	Low