



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Assessment Overview



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Final Performance Task	<p>American Revolution Broadside</p> <p>This performance task gives students a chance to blend their research of the perspectives on the American Revolution with opinion writing. In this task, students use their research about the Patriot perspective as the basis for a broadside. The students write a broadside justifying their opinion on the Revolution to someone with an opposing view. The broadside format lets students write in an authentic format for the time period studied. The process will be scaffolded during writing instruction throughout Unit 3, with students using teacher feedback and peer critique to improve and revise their work. At the end of the unit, students will complete a final revision of their work based on teacher feedback and then present their final broadsides to the class or another audience. This task addresses NYSP12 ELA CCLS W.4.1, W.4.2b and d, W.4.4, W4.5, W.4.7, L.4.2a, c and d, and L.4.3.</p>
Mid-Unit 1 Assessment	<p>Reading and Answering Questions about the Revolutionary War</p> <p>This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.2, and RI.4.4. Students read an informational text about the Revolutionary War. They answer multiple-choice text-dependent questions that include comprehension of key passages and vocabulary. Students then identify the main idea of the text and write a summary.</p>
End of Unit 1 Assessment	<p>Reading and Answering Questions about the Declaration of Independence</p> <p>This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.3, and RI.4.5. Students read the second half of an informational text about the writing of the Declaration of Independence (the first half of this same text is read closely during Lessons 9 and 10). They answer multiple-choice and selected response text-dependent questions that include comprehension of key passages and vocabulary. Students then complete a graphic organizer thinking about the main events in the article and the impact of these events.</p>



Mid-Unit 2 Assessment	<p>Reading and Answering Questions about <i>Divided Loyalties</i></p> <p>This assessment centers on NYSP12 ELA CCLS RL.4.1, RL.4.5, L.4.4a, and L.4.4c. Students read a new scene from <i>Divided Loyalties</i>. They answer multiple-choice and selected response text-dependent questions that include comprehension of key passages and vocabulary. They also identify the parts of a drama.</p>
End of Unit 2 Assessment	<p>Part 1: Conducting a Literary Discussion and Part 2 and 3: Analyzing, Summarizing and Reading Aloud <i>Divided Loyalties</i></p> <p>This three-part assessment centers on NYSP12 ELA CCLS RL.4.2, RL.4.3, RF.4.4, and SL.4.1 and takes place during Lessons 9 and 10. In the first part of the assessment, students prepare for and discuss the following question: Read the following line from the Declaration of Independence: “We, therefore, ... solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States.” In your opinion, what would the characters in <i>Divided Loyalties</i> think of this line? Would they agree with the ideas in this excerpt? Why or why not? During their discussion, students must use evidence from the text to support their answers. Then in Parts 2 and 3 students answer questions to analyze a scene from the play. They then summarize this scene and read it aloud to demonstrate their fluency.</p>
Mid-Unit 3 Assessment	<p>Planning for and Drafting a Narrative Introduction</p> <p>This assessment centers on NYSP12 ELA CCLS W.4.3a and d, and W.4.4. Students will write a first draft beginning to their choose-your-own-adventure narrative. Students will use their narrative graphic organizers to write a beginning that establishes their narrative by introducing their character, setting, and coming events of their story. Students’ use of sensory details and of facts and details from their research will also be assessed.</p>
End of Unit 3 Assessment	<p>(Part I) Planning and Drafting a Broadside (Part II) Revising to Create a Polished Broadside</p> <p>This assessment centers on NYSP12 ELA CCLS W.4.1, W.4.2d, W.4.4, W.4.7, W.4.9, L.4.1a & b, L.4.2a, c, & d, and L.4.3. Students will plan, draft, and revise a new broadside about the American Revolution from the perspective of a Loyalist. In Part I, students will plan for their writing by rereading various texts from Unit 1 and revisiting notes in their research journals to develop reasons for their opinion and gather evidence to support these reasons. They then will complete a draft of their broadside. In Part II, students will revise to create a polished broadside based on the American Revolution Broadside rubric created in this module.</p>