



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Assessment Overview



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Note: As each unit is written, often assessments are revised. Use this document as a general guideline. But be sure to refer to each specific unit overview document for the most correct and complete write-ups of each assessment.

Final Performance Task	<p>Historical Fiction Narrative about Colonial America</p> <p>Students will synthesize information from multiple sources to create a historically accurate narrative of how a colonial tradesperson helped a new family to the village adjust to life in the colonies. They will produce multiple drafts and participate in several structured peer critiques as they work toward a final polished historical fiction narrative. (This task centers on RI.4.9, W.4.3, W.4.4, W.4.5, W.4.6, W.4.9b, L.4.2a,b,d, L.4.3a, and L.4.6.)</p>
Mid-Unit 1 Assessment	<p>Inferring with Pictures and Text</p> <p>This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.4, and RI.4.7, addressing the learning targets: “I can make inferences using specific details from the text,” and “I can explain how visual or graphic information helps me understand the text around it.” In this on-demand quiz, students make observations about two documents, a historical image and an informational text, and use evidence from both sources to answer inferential questions.</p>
End of Unit 1 Assessment	<p>Inferring and Synthesizing about Life in Colonial America (from Two Texts)</p> <p>This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.4, RI.4.9, and W.4.9b, addressing these learning targets: “I can make inferences using specific details from the text,” and “I can accurately synthesize information from two texts on the same topic.” This assessment measures students’ ability to answer literal and inferential questions and to support their answers using details and examples from two sources of historical information, which include both text and images. Students are asked to answer a series of multiple-choice questions that focus on content vocabulary, short answer text-based questions, as well as a one-paragraph essay question.</p>



Mid-Unit 2 Assessment	<p>Inferring about the Silversmith Trade in Colonial Times</p> <p>This assessment centers on NYSP12 ELA CCLS RI.4.1, W.4.2 b and d, and W.4.8, addressing these learning targets: “I can explain what a text says using specific details from the text,” “I can make inferences using specific details from the text,” “I can group supporting facts together about a topic in informative/explanatory text using both text and illustrations,” and “I can document what I learn about a topic by sorting evidence into categories.” In this on-demand assessment, students read an unfamiliar informational text about being a silversmith in Colonial America. They take notes about key facts and details, using a graphic organizer similar to the one they have begun using in their colonial research. They answer literal and inferential text-dependent questions as well as a constructed short response that requires evidence from the text to support their answer.</p>
End of Unit 2 Assessment	<p>Synthesizing Information from Text and Audio Resources</p> <p>This on-demand assessment centers on standards NYSP12 ELA CCLS RI.4.2, RI.4.4, RI.4.9, W.4.8, and SL.4.2, addressing these learning targets: “I can summarize informational or persuasive text,” “I can determine the meaning of content words or phrases in an informational text,” “I can synthesize information from two texts on the same topic,” “I can paraphrase portions of a text when reading or listening to information being presented,” “I can document what I learn about a topic by taking notes,” and “I can document what I learn about a topic by sorting evidence into categories.” The class learns about two new colonial trades (merchant and shipbuilder) by encountering two new informational sources: text about colonial merchants read aloud by the teacher, and a grade-level text about shipbuilders read by students. Students then respond to literal and inferential questions and demonstrate their ability to summarize and synthesize by writing two short responses based on the texts.</p>
Mid-Unit 3 Assessment	<p>Draft of Historical Fiction Narrative</p> <p>This assessment centers on NYSP12 ELA CCLS W.4.2b, W.4.3a, and W.4.4, and W.4.9b. Students are assessed on their mastery of the following targets: “I can develop the topic with facts, definitions, details, and quotations,” “I can introduce the narrator and/or characters of my narrative,” “I can organize events in an order that makes sense in my narrative,” and “I can choose evidence from literary or informational texts to support analysis, reflection, and research.” In this assessment, students write the first draft of their research-based narratives. Students prepare for this assessment by completing a graphic organizer based on their research notes from Units 1 and 2. Specifically, students are assessed on historical accuracy of ideas, organization of text using proper sequence, and historically accurate word choice.</p>



End of Unit 3 Assessment

On-Demand Historical Narrative

This assessment centers on standards NYSP12 ELA CCLS W.4.2b and d, W.4.3, W.4.4, and W.4.9b. After students have finished their performance task, they will complete an on-demand narrative writing task to demonstrate their ability to transfer what they learned from their extensive research about colonial life and writing historical fiction. Students will respond to the following prompt: “After researching informational texts on Colonial America, write a historical fiction narrative that describes how a young boy or girl decides to become an apprentice to a specific trade.” To write this new narrative, students will draw on the knowledge they built about life in Colonial America: They may refer to their texts and research notes. To help them write a high-quality narrative, students are encouraged to refer to the Historical Fiction Narrative rubric, which they helped to create during the unit. Specifically, students are assessed on historical accuracy of ideas, organization of text using proper sequence and transitional words, historically accurate word choice, as well as one convention the teacher identifies as a class focus area.