



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Assessment Overview



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Final Performance Task	<p>Opinion Writing: An Editorial on Simple Machines</p> <p>After reading biographical texts on a famous American athlete of a historical era, students write a letter to a publishing company explaining the need for a biography (written at a level appropriate for fifth-graders) about that athlete. In the letter, students will discuss the athlete, evaluate the barriers that s/he broke during the era in which s/he lived, and give an opinion about the importance of that athlete's impact on American society. Students will support their opinion with reasons and evidence from their research. This task centers on NYSP12 ELA CCLS RI.4.9, W.4.1, W.4.5, W.4.7, W.4.8, W.4.9, L.4.1, L.4.2, and L.4.3.</p>
Mid-Unit 1 Assessment	<p>Finding the Main Idea of a Scientific Text</p> <p>This assessment centers on NYSP12 ELA CCLS RI.4.2 and RI.4.3. In this assessment, students read a new text about simple machines and their everyday uses. They use a graphic organizer to take notes from the text in order to identify the main idea and supporting details. After reading and taking notes, students answer a series of multiple-choice and short-answer questions that assess their ability to identify the main idea and a supporting detail as well as identify main points of the scientific text using explicit details from the text. Although students write a paragraph, this is not designed as a formal writing assessment.</p>
End of Unit 1 Assessment	<p>Reading and Answering Questions about Readers Theater</p> <p>This assessment centers on NYSP12 ELA CCLS RL.4.5, RL.4.1, and L.4.4. In this assessment, students read a new Readers Theater about simple machines and answer questions about the text structure and characteristics. They then complete short-answer questions to explain what the text is about and multiple-choice questions asking them to infer the meaning of vocabulary and support their answer with evidence from the text.</p>



Mid-Unit 2 Assessment	Answering Questions about Screws This assessment centers on NYSP12 ELA CCLS RI.4.2, and RI.4.3. In this assessment, students read a new text about the screw and answer a series of multiple-choice and short-answer questions that assess their ability to identify main points of the scientific text using explicit details from the text.
End of Unit 2 Assessment	Reading and Answering Question about Wedges (Part I); and Reading and Answering Questions about Experiments (Part II) This two-part assessment centers on NYSP12 ELA CCLS RI.4.3, RI.4.1, as well as RI.4.5, W.4.2, and W.4.9. During Part I, students will read about a new simple machine, wedges, from pages 12 and 13 of <i>Simple Machines: Forces in Action</i> . They will take notes using a graphic organizer and then answer text-dependent multiple-choice and short-answer questions. In Part II, students will read an experiment, answer text-dependent questions, then conduct the experiment and write about what they observed and conclude about wedges' impact on work from the experiment.
Mid-Unit 3 Assessment	Reading and Answering Questions about Editorials This assessment centers on NYSP12 ELA CCLS RI.4.5 and RI.4.8. During this assessment, students will read and answer questions about an on-demand opinion piece—an editorial. They will then answer text-dependent multiple-choice and short-answer questions.
End of Unit 3 Assessment	Planning and Drafting an Editorial (Part I); and Revising to Create a Polished Editorial (Part II) This two-part assessment centers on NYSP12 ELA CCLS RI.4.5, RI.4.8, W.4.1, and W.4.4. During Part I, will read and answer questions about an editorial. They will answer text-dependent multiple-choice and short-answer questions. In Part II, students will write an on-demand opinion piece. They will state an opinion and group ideas and reasons together to support their opinion.