

Lesson 12: End of Unit 3 Assessment: Writing a PSA



CCS Standards

- **W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.



Daily Learning Target

- I can write a PSA script about the importance of taking action in your community. (W.4.1, W.4.4)

Ongoing Assessment

- End of Unit 3 Assessment: Writing a PSA (W.4.1, W.4.4)

Agenda

1. Opening

- A. Returning Mid-Unit 3 Assessments (5 minutes)
- B. Reviewing Learning Target (5 minutes)

2. Work Time

- A. End of Unit 3 Assessment: Writing a PSA (35 minutes)

3. Closing and Assessment

- A. Tracking Progress (15 minutes)

4. Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students' Mid-Unit 3 Assessments are returned with feedback. This gives students the opportunity to see how they performed in order to improve in their next assessment and to ask questions if they don't understand the feedback.
- In this lesson, students write a new PSA encouraging kids to take action and make a difference for the end of unit assessment (W.4.1, W.4.4). Students use the note-catcher they created in Lesson 11.

- This assessment is the final major writing assessment in fourth grade. For that reason, students reflect on their progress toward writing over the course of the entire school year in the Closing. Because of the overlap between many of the skills required of opinion and informative writing, these writing types have been merged onto one recording form as students reflect.
- In this lesson, students focus on working to become effective learners by writing independently for the end of unit assessment.

How this lesson builds on previous work:

- Throughout this unit, students have been thinking about how kids can take action to make a difference. In the second half of this unit, students have been planning and writing a PSA encouraging kids to take action on a specific community issue. This lesson continues those routines in an assessment.

Areas in which students may need additional support:

- If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.
- For some students, this assessment may require more than the 35 minutes allotted. Consider providing time over multiple days if necessary.

Assessment guidance:

- Writing rubrics can be found in the Grade 4 Writing Rubrics document in the Module 1 Appendix. All other assessment materials (student copy, answer key, student exemplar) are included in the Assessment Overview and Resources.
- When assessing and providing feedback on this assessment, use the teacher answer key with sample student responses (see the Assessment Overview and Resources) and the Opinion Writing Rubric for Grade 4 (see Module 1 Appendix) to help complete the student Tracking Progress recording form.
- In this assessment, students are tracking progress toward anchor standard W.1: “By the end of Grade 12, I will be able to: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.”

Down the road:

- The remaining lessons in the unit focus on the performance task: planning and writing a press release sharing how the class took action and made a difference in the community. Recall that the class project must be completed before the next lesson.

In advance:

- Provide feedback on students’ Mid-Unit 3 Assessments in preparation for returning them in Opening A.
- Prepare the End of Unit 3 Assessment: Writing a PSA (see Assessment Overview and Resources).
- Post: Learning targets and applicable anchor charts (see materials list).

- Continue to use the technology tools recommended throughout Modules 1–3 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.A.4, 4.I.C.10, 4.I.C.11, 4.I.C.12, 4.II.A.1, 4.II.A.2, 4.II.C.6, 4.II.C.7

Important points in the lesson itself

- The basic design of this lesson supports ELLs by inviting them to complete assessment tasks similar to the classroom tasks completed in Lessons 7–11.
- ELLs may find the assessment challenging. Encourage students to consult classroom resources and give them specific, positive feedback on the progress they’ve made in learning English.
- Allow students to review note-catchers, the Academic and Domain-Specific Word Walls, vocabulary logs, and other classroom resources.
- Ensure ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves (see additional support in the lesson).
- After the assessment, ask students to discuss which assessment task was easiest and which was most difficult, and why.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support students as they generalize skills that they learned in this unit in order to set themselves up for success in writing their PSAs during the end of unit assessment.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in building their writing stamina and effort by providing scaffolds that build an environment that is conducive to writing. Additionally, invite students to verbally restate the instructions for the assessment.
- **Multiple Means of Engagement (MME):** Continue to support students in limiting distractions during the end of unit assessment. Also continue to provide variation in time for completing the assessment as appropriate. Consider breaking the assessment into parts and offering breaks at certain times.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- N/A

Materials

- ✓ Mid-Unit 3 Assessments (from Lesson 4; one per student; returned with feedback during Opening A)
- ✓ Characteristics of PSAs anchor chart (begun in Lesson 7)
- ✓ End of Unit 3 Assessment Prompt (from Lesson 11; one per student; see Assessment Overview and Resources)
- ✓ End of Unit Assessment PSA Planning note-catcher (from Lesson 11; one per student; see Assessment Overview and Resources)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Tracking Progress folders (from Module 1; one per student)
 - Tracking Progress: Writing: Module 4 (one per student and one to display)
- ✓ Sticky notes (three per student)

Opening

A. Returning Mid-Unit 3 Assessments (5 minutes)

- Return students' **Mid-Unit 3 Assessments** with feedback and follow the same routine established in Modules 1–3 for students to review feedback and write their name on the board if they require teacher support.

Opening

B. Reviewing Learning Target (5 minutes)

- Direct students' attention to the learning target and read it aloud:

“I can write a PSA script about the importance of taking action in your community.”
- Remind students that they have seen a similar learning target in the previous lessons. In today's assessment, they will apply these skills to write a new PSA.
- Direct students' attention to the **Characteristics of PSAs anchor chart** and read each bullet point aloud; students will be required to write a PSA following this structure in the assessment.
- Answer clarifying questions.

Meeting Students' Needs

- For ELLs and students who may need additional support with sustained effort: (Recalling Prior Work: Learning Target) Invite students to discuss how they previously worked toward similar learning targets in this unit. (MME)
- For ELLs and students who may need additional support with comprehension: (Paraphrasing: Characteristics of PSAs) Invite students to paraphrase each characteristic on the Characteristics of PSAs anchor chart to ensure comprehension. (MMR)

Work Time

A. End of Unit 3 Assessment: Writing a PSA (35 minutes)

- Invite students to retrieve their copy of the **End of Unit 3 Assessment Prompt** and their **End of Unit Assessment PSA Planning note-catcher** they created in the previous lesson.
- Tell students that for this assessment, they will write a new PSA.
- Invite students to follow along, reading silently in their heads, while you read the prompt aloud. Answer clarifying questions.
- Remind students that because this is an assessment, they should complete it independently in silence. Focus students on the **Working to Become Effective Learners anchor chart** and review what perseverance looks and sounds like. Remind students that because they will be reading and answering questions independently for the assessment, they may need to practice perseverance.
- Remind students that they planned this PSA in the previous lesson.
- Invite students to begin the assessment.
- While they are taking the assessment, circulate to monitor and document their test-taking skills.
- After 35 minutes, refocus whole group. Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning target.
- As time permits, focus students on the Working to Become Effective Learners anchor chart and invite them to self-assess how well they persevered during the assessment.

Conversation Cue: *“What strategies/habits helped you succeed? I’ll give you time to think and discuss with a partner.” (Responses will vary.)*

Meeting Students' Needs

- For ELLs and students who may need additional support in planning: (Activating Prior Knowledge) Before inviting students to begin the assessment, activate their prior knowledge by inviting them to discuss in pairs what they will include in each paragraph of their PSA, supporting them in organizing their writing. (MMR, MMAE)
- For students who may need additional support with planning: Invite students to create a checklist of the steps they will follow as they create their PSA. Discuss and agree upon appropriate check-in points when students can share their progress and reflect on the process after each step. (MMAE)

Closing and Assessment

A. Tracking Progress (15 minutes)

- Give students specific, positive feedback on their completion of the End of Unit 3 Assessment.
- Distribute **Tracking Progress folders, Tracking Progress: Writing: Module 4,** and **sticky notes.**
- Point out that this Tracking Progress form is different from the other writing forms they have completed throughout the year. Tell students that for this form, they are reflecting on fewer criteria and are considering their progress in writing over the entire school year, and not just this particular unit or module.
- Guide students through completing the recording form. Remind them to use evidence from their work over Modules 1– 4 as they reflect.

Meeting Students' Needs

- For ELLs: (Orally Paraphrase) Invite students to orally paraphrase the meaning of the Tracking Progress criteria, self-assess, and discuss the evidence with a partner before they begin writing.
- For students who may need additional support with monitoring their own learning: Invite students to explain why self-assessment is important for learning. (MME)
- For students who may need additional support with comprehension: Consider highlighting key phrases on the Tracking Progress sheet to lift up the focus of each criterion. (MMR)

Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with written expression: (Oral Response) Read aloud, discuss, and respond to your prompt orally with a partner, a family member, or a student from Grades 3 or 5, or record an audio response. (MMAE)