

Assessment Overview



Final Performance Task

Taking Action Project Press Release

In this performance task, students work as a class to share the results of their action plan by writing a press release. In the press release, students report on their plan, explaining what they did, when and where it occurred, the results, and the impact. This task addresses CCSS ELA W.4.2 and W.4.4.

Mid-Unit 1 Assessment

Answering Questions about a Literary Text

This assessment centers on CCSS ELA RL.4.1, RL.4.3, RL.4.4, RL.4.7, RF.4.4, L.4.4, and L.4.5c, and has two parts. In Part I, students read aloud a new excerpt of text from *The Hope Chest* and are assessed on accuracy, appropriate rate, and expression. Students then orally summarize what they have read to assess basic understanding of the text. In Part II, students read Chapter 4 of *The Hope Chest* and answer selected and short response questions about the meanings of unfamiliar words and phrases, and their synonyms and antonyms. They also analyze artwork inspired by *The Hope Chest* to identify how it reflects and enhances specific descriptions in the text.

End of Unit 1 Assessment

Comparing Firsthand and Secondhand Accounts of the Same Event

This assessment centers on CCSS ELA RI.4.1, RI.4.4, RI.4.6, and L.4.4. Students read a new firsthand informational text and answer selected and short response questions about the meaning of words and phrases. They then compare it to the secondhand account of the same event they read previously.

Mid-Unit 2 Assessment

Summarizing Events in a Chapter

This assessment centers on CCSS ELA RL.4.1, RL.4.2, L.4.1a, L.4.5a and L.4.5b. Students read a chapter of *The Hope Chest* and answer selected and short response questions about similes, metaphors, idioms, adages, proverbs, relative pronouns, and relative adverbs. They then summarize events in the chapter showing evidence of a theme, citing evidence to support the chosen theme.

End of Unit 2 Assessment

Writing a Literary Essay about a Theme in *The Hope Chest*

This assessment centers on CCSS ELA RL.4.1, RL.4.2, W.4.2, W.4.4, W.4.6, and W.4.9a. Students write an on-demand literary essay to respond to the prompt, “*The Hope Chest* explores several themes. Write an essay that explains one of the major themes of the book. Use evidence and examples from the text to support your interpretation.”

Mid-Unit 3 Assessment

Researching How Kids Have Taken Action

This assessment centers on CCSS ELA RI.4.1, RI.4.4, RI.4.7, W.4.7, W.4.8, SL.4.3, and L.4.4a and L.4.4c, and has two parts. In Part I, students work with new texts to add to their research from throughout the first half of the unit about how kids can take action. They first watch a video of a speech made by 14-year old Kayla Abramowitz. They identify reasons and evidence Kayla gives to support the point that kids can make a difference. They then read a new text about fourth-grader Jessica Carscadden and how she took action and made a difference in her community. After watching the video and reading this text, students take and categorize their notes into research categories focused on how kids can take action to make a difference.

End of Unit 3 Assessment

Writing a PSA

This assessment centers on CCSS ELA W.4.1a, W.4.1b, W.4.1d and W.4.4. In this assessment, students draft a script for a new PSA about the importance of kids taking action. In their script, they clearly state the opinion that it is important for kids to take action to make a difference in one’s community and provide reasons to support their opinion with facts and details from their research.

Student Checklists

Students are provided checklists for their writing, which outline the key criteria that the CCSS require of the writing type. These checklists are closely aligned with the teacher rubrics used to grade student assessments. An empty column is provided on each student checklist for students to add criteria for the specific characteristics required by the writing prompt. Time, directions, and examples for this process are built into the relevant lessons.

Unit 2: Informative/Expository Writing Checklist

Name: _____

Date: _____

Standard	Characteristics of Effective Informative Writing	Characteristics of my literary essay	Yes? No?
W.4.9	My focus shows that I clearly understand the topic or text and is well supported with evidence from reliable sources.		
W.4.2a	I state my topic clearly, and my writing stays focused throughout the piece.		
W.4.2a	I have an introduction that gives the reader important information needed to understand the piece.		
W.4.2a	I group related information in paragraphs and sections. Each paragraph or section explains a main idea.		
W.4.2a	I use formatting, illustrations, and multimedia to help the reader understand information and ideas.		
W.4.2b	I use accurate and relevant facts, definitions, concrete details, quotations, or other information to explain my thinking.		

Standard	Characteristics of Effective Informative Writing	Characteristics of my literary essay	Yes? No?
W.4.2c	I use linking words to connect ideas.		
W.4.2e	I have a conclusion that is clearly related to the focus and the information presented.		
W.4.2d L.4.6	The words I use show that I am knowledgeable about this topic.		
W.4.4	Information and ideas are clearly presented and easy to understand.		
W.4.4 L.4.3 L.4.6	My writing is appropriate for this task purpose, and audience.		
W.4.8 (partial)	I provide a list of sources.		
L.4.1	My words and sentences follow the rules of writing.		
L.4.2 L.4.3b	My spelling, capitalization, and punctuation are correct.		

Unit 3: Opinion Writing Checklist

Name: _____

Date: _____

Standard	Characteristics of Effective Opinion Writing	Characteristics of my PSA	Yes? No?
W.4.9	My opinion is supported by reasons and evidence from the text(s) and shows a clear understanding of the topic or issue.		
W.4.1a	I state my opinion clearly, and my writing stays focused.		
W.4.1a	I have an introduction that gives the reader the information needed to understand the topic or issue.		
W.4.1a	Information is well organized to make my argument clear and convincing.		
W.4.1b	I give the reasons for my opinion and support them with facts and details.		
W.4.1c	I use linking words to connect my opinion and reasons.		

Standard	Characteristics of Effective Opinion Writing	Characteristics of my PSA	Yes? No?
W.4.1d	I have a conclusion that is clearly related to my opinion.		
W.4.8 (partial)	I provide a list of sources.		
L.4.1	My words and sentences follow the rules of writing.		
L.4.2 L.4.3b	My spelling, capitalization, and punctuation are correct.		
L.4.3 L.4.6 W.4.4	The words and sentences I use are appropriate for this task, purpose, and audience.		
L.4.3a,c L.4.6	I effectively use examples, description, statistics, quotations, or other information to explain my thinking and support my opinion.		