

Grade 4: Module 2

Assessment Overview



Final Performance Task

Choose-Your-Own-Adventure Animal Defense Mechanisms Narrative

This performance task gives students a chance to blend their research of animal defense mechanisms with narrative writing. In this task, students use their research about a specific animal as the basis for a choose-your-own-adventure story. The narrative opens with a short informational piece describing the student's animal and its defense mechanisms. Then students write a narrative in which their animal is featured as the main character facing a dangerous predator, thus having to use a defense mechanism. The choose-your-own-adventure format lets students envision and write two different variations of the plot, with each variation featuring a different defense mechanism. The first variation will be scaffolded during writing instruction throughout Unit 3, with students using teacher feedback and peer critique to improve and revise their work. The second variation will serve as the “on-demand” End of Unit 3 Assessment. After this assessment, students will compile and publish work from the module, including the informative writing on an expert group animal from Unit 2 as an introduction and the choose-your-own-adventure narrative with two choices of ending. **This task addresses CCSS ELA RI.4.9, W.4.2, W.4.4, W.4.3, W.4.6, W.4.7, W.4.8, and W.4.9b.**

Mid-Unit 1 Assessment

Reading and Researching Animal Defense Mechanisms

This assessment centers on CCSS ELA RI.4.2, RI.4.4, SL.4.2, and L.4.4a, and L.4.4c. Students watch a video and read a short text to learn about animal defense mechanisms. In Part I, they watch the video and take notes. Then they paraphrase the video. In Part II, students read a text about how some animals use their shells to protect themselves. They answer selected response text-dependent and short answer questions, demonstrating their ability to cite evidence, determine the main idea, identify supporting details, and determine the meaning of unknown words.

End of Unit 1 Assessment

Answering Questions and Summarizing Texts about Animal Defense Mechanisms

This assessment centers on CCSS RI.4.2, RI.4.4, RI.4.7, and L.4.4a, L.4.4b, and L.4.4c. Students read a new informational text (including diagrams) about animal defense mechanisms. They answer selected response text-dependent questions, demonstrating their ability to use a variety of strategies to define words in the passage, as well as their ability to interpret information presented in diagrams. Students also write a brief summary of the article, identifying the main idea and some of the supporting details used to develop it.

Mid-Unit 2 Assessment

Reading and Researching the Defense Mechanisms of the Pufferfish

This assessment centers on CCSS ELA RI.4.1, RI 4.2, RI.4.10, W.4.7, and W.4.8. Students read two texts about the pufferfish. They answer text-dependent multiple choice and short answer questions, demonstrating their ability to cite evidence, determine the main idea, summarize, and organize their research.

End of Unit 2 Assessment

Writing an Informative Text about Pufferfish Defense Mechanisms

This assessment centers on CCSS ELA CCSS RI.4.9, W.4.2a, W.4.2b, W.4.2d, W.4.2e, W.4.4, W.4.7, W.4.8, W.4.9b, W.4.10, L.4.1c, L.4.2a, L.4.2c, L.4.2d, and L.4.3a and has three parts. In Part I, students answer selected response questions targeting assessment of language and writing standards. In Parts II and III, students plan and draft an informative writing piece on the pufferfish and its defense mechanisms. They reread two texts from the unit as well as a new text in order to synthesize information and plan a short, informative piece of writing that answers the question: “How does the pufferfish use its body and behaviors to help it survive?” In their writing, students introduce the pufferfish, describe its defense mechanisms, and use examples from the texts to support their description.

Mid-Unit 3 Assessment

Planning for and Drafting a Narrative Introduction

This assessment centers on CCSS ELA RI.4.9, W.4.3a, W.4.3d, W.4.4, W.4.9b, W.4.10, L.4.3a, and L.4.6 and has two parts. In Part I, students answer selected response questions targeting assessment of language and writing standards. In Part II, students plan and write a first draft beginning to their choose-your-own-adventure narrative. Students use their Introduction Expansion graphic organizers to write a beginning that establishes their narrative by introducing their character, setting, and problem of their story, using carefully chosen words and phrases to describe the characters, experiences, and events precisely.

End of Unit 3 Assessment

Writing Choice #2 of the Choose-Your-Own-Adventure Narrative

This assessment centers on CCSS ELA RI.4.9, W.4.3b, W.4.3c, W.4.3d, W.4.3e, W.4.4, W.4.9b, W.4.10, L.4.1d, L.4.2a, L.4.2b, L.4.2d, L.4.3a, L.4.3b, L.4.3c, and L.4.6 and has two parts. In Part I, students answer selected response questions targeting assessment of language and reading standards. In Part II, students write Choice #2 for their choose-your-own-adventure narrative. In this narrative conclusion, students feature another defense mechanism of their animal.

Student Checklists

Students are provided with 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, and time, directions, and examples for this process are built into the relevant lessons.

Unit 2

Standard	Characteristics of Effective Informative Writing	Characteristics of an Informative Text about Animal Defense Mechanisms	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 they need 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.		

Standard	Characteristics of Effective Informative Writing	Characteristics of an Informative Text about Animal Defense Mechanisms	Yes? No?
W.4.2b	I use accurate and relevant facts, definitions, concrete details, quotations, or other information to explain my thinking.		
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.		

Standard	Characteristics of Effective Informative Writing	Characteristics of an Informative Text about Animal Defense Mechanisms	Yes? No?
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 is correct.		

Unit 3

Standard	Characteristics of an Effective Narrative	Characteristics of My Choose-Your-Own-Adventure Narrative	Yes? No?
W.4.9	I use some information from what I have read to create the characters, setting, or events in my story.		
W.4.3a	The events in my narrative make sense and are easy to understand.		
W.4.3a	I use details and description to introduce the reader to the narrator, setting and situation.		
W.4.3a	My narrative has a central problem.		
W.4.3b L.4.6	I use dialogue and description to show what characters are doing, thinking, and feeling and how they respond to what happens.		

Standard	Characteristics of an Effective Narrative	Characteristics of My Choose-Your-Own-Adventure Narrative	Yes? No?
W.4.3c	I organize events in an order that makes sense and use transitional words to show the order of events.		
W.4.3d L.4.3b L.4.6	I include details and choose words carefully to help readers imagine what they might see, hear, taste, smell, or feel if they were there.		
W.4.3e	My narrative has a satisfying ending.		
W.4.4	I use a narrative voice that is appropriate to the story I'm telling and engages the reader.		
L.4.1	My words and sentences follow the rules of writing.		

Standard	Characteristics of an Effective Narrative	Characteristics of My Choose-Your-Own-Adventure Narrative	Yes? No?
L.4.2 L.4.3b	My spelling, capitalization, and punctuation are correct.		