

GRADE: Fourth Grade

NAME OF ASSESSMENT:

2012-2013 Reading Informational Texts and Argument Writing Performance Assessment

STANDARDS ASSESSED:

- Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1)
- By the end of the year, students will read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10)
- Students will write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.4.1)

Depth of Knowledge Level of task: Levels 2-4

- **Duration of administration:** Two class periods
- **Materials needed:** Access to streaming video:
 - Video to stream: “Wellness in the Schools”
http://www.youtube.com/watch?v=9NPx8ciZgls&feature=player_embedded&noredirect=1
 - OR:**
<http://vimeo.com/23876482>
 - Text: “Chicago School Bans Lunches Brought From Home”
 - Text: “Lunches Provided by Schools May Be Healthier than Lunches Brought from Home”
 - Optional 3rd Text: Chicago School Bans Home Lunches: OK or Outrageous?
 - Student booklet for responses
 - Loose leaf paper

Explanation of Standards Alignment:

RI.4.1. Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- In their summary statements, students will refer to details and examples in the text when determining the main idea of a text and showing how it is supported by key details.

RI.4.10: By the end of the year, students will read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10)

- Students will summarize the main idea of a grade level complex text. They will state a main idea, and explain how that idea is supported by key ideas and details.

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Students will write an opinion piece, taking on a point of view on the topic of school lunch versus lunch from home, supporting their claim with reasons and information derived from the readings and video.

Important Note:

Here are three options for assessment plans using these texts and tasks. The same rubrics will apply across any of these assessment plans.

- Plan 1)
Give the same two texts and tasks as a pre-assessment and post-assessment.
- Plan 2)
Give two of the texts and tasks as a pre-assessment, and substitute the alternate text (with its reading task) for one text/task in the post-assessment.
- Plan 3)
Have students read one of the texts only as a pre-assessment, using the related reading task and the same writing task.

Overview of Assessment

****Suggested teacher prompts follow – please alter and make note of alterations based on your own conversational style and the ways in which you’ve talked about reading and writing nonfiction in your classroom. The tasks below could be administered in many different ways.****

Preparation for the Assessment:

- *Make copies of booklets – (see student booklet template at the end of this document)*
- *Have loose leaf paper available for essay writing and if students need more writing space for their summary writing.*
- *Cue the video “Wellness in the Schools” for streaming:*
http://www.youtube.com/watch?v=9NPx8ciZgls&feature=player_embedded&noredirect=1
OR: <http://vimeo.com/23876482>
- *Make copies of the two articles for students:*
“Chicago School Bans Lunches Brought From Home”
“Lunches Provided by Schools May Be Healthier than Lunches Brought from Home”
- *Chart expectations for opinion writing:*
 - Quickly plan how your essay will go: how your reasons and evidence will be grouped and organized
 - Introduce the topic and state an opinion
 - Provide reasons and evidence that support the opinion, and that are organized in a way that make sense
 - Include information from the readings as evidence
 - Connect opinion with reasons and evidence using words and phrases that create smooth transitions (for instance, in order to, in addition)
 - Provide a conclusion that clearly connects to the opinion or thesis statement

Introduction:

Take a few minutes to introduce the whole of the assessment to the kids. It might sound something like:

“You’re going to have a chance over these two periods to show off your powers as researchers and writers. Here’s how it’s going to go – you are going to have the opportunity to study a video and two articles about school lunches. Imagine that your school is going to have a debate about the benefits of school lunch versus home-made lunches. This debate will be witnessed by parents, students, and school leaders, and may influence decisions about lunch in your school. You are on the debate team. You have to pick a side of this argument to support. As a plan for your debate, you will write a research-based argument essay, in which you will state whether school or home lunch is a better choice, and support that claim with research from the video and articles you’ll see now.

“I think that’s everything you need to know ahead of time. When you write, you’ll want to choose a side of this topic that you can support with evidence, state clearly which side you are supporting, give reasons to support your opinion, and use some of the evidence you gather from these texts – you’ll be able to use your notes as you write, and you’ll be able to look back at the articles for evidence to quote in your essay.”

Task 1: Video viewing and graphic organizer: “Wellness in the Schools”

Show the video but stop after 3:20! Show it one more time.

“You’re about to watch a news video about school lunches. As you watch, think about the important ideas and information in the video. After I show it a second time, you’ll have a chance to write down a main idea, and some details from the video that support that idea. Be sure to listen the second time for exact quotes and accurate information – you will want to include this in your writing now and in your essay that you write later.”

Task 2 – Reading and note-taking/summary writing: “Chicago School Bans Lunches Brought from Home”

“Now you’ll have a chance to study an article about school lunch and whether it’s a better or worse choice than bringing lunch from home. You’ll then fill in a box-and-bullets outline to answer a question about this article. Be sure to include details in the text when you are answering the question.”

Task 3 – Reading and note-taking/summary writing: “Lunches Provided by Schools May Be Healthier than Lunches Brought from Home”

“Now you’ll have a chance to study another article about the issue of school versus home lunches. You’ll then fill in a box-and-bullets outline to answer a question about this article. Be sure to include details in the text when you are answering the question.”

Task 4 – Opinion writing: research-based argument essay

“Researchers, you’ve gathered some important information that should help you decide which side to take in this debate and what evidence you may use to support your thinking. Now you’ll want to clearly take a side and state whether students should bring lunch from home or eat lunch at school. Imagine you are debating this issue and you have to clearly support one side of the argument, with convincing evidence you’ve gathered in your research. Be sure to include information and details from the articles and video to support your opinion. Also, remember what you know to include in a strong piece of opinion writing. Be sure to...”

Point to charted expectations.

Name: _____ Class: _____

Fourth Grade Informational Reading/Argument Writing Performance Assessment Student Packet

Task 1: “Wellness in the Schools” box-and-bullets outline

This video lets us know how lunches in some schools have become healthier. Use the box-and-bullets outline below to write some details from the video that support this idea.

School lunches are becoming healthier.

- Text detail: _____

- Text detail:

Name: _____ Class: _____

Task 2: “Chicago School Bans Lunches Brought from Home”

In this article, a student named Fernando Dominguez and the principal of the school, Elsa Carmona, disagree. They have different opinions about whether or not students should be allowed to bring their lunch from home. Fill in the ideas and details below that help explain their different opinions.

What does Fernando Dominguez think about students bringing lunch from home? _____ _____

List details from the text that explains Fernando’s point of view:

- Text detail: _____

- Text detail: _____

What does Elsa Carmona think about students bringing lunch from home? _____ _____

List details from the text that explains Elsa’s point of view:

- Text detail: _____

- Text detail: _____

Name: _____ Class: _____

Task 3: “Lunches Provided by Schools May Be Healthier than Lunches Brought from Home”

The author of this article wants us to think a certain way about school lunches and lunches brought from home. Write a main idea about this topic in the box below and list details from the article that support that idea.

Main idea from the article: _____ _____

List details from the text that support this main idea:

- Text detail: _____

- Text detail: _____

Name: _____ Class: _____

Task 4: (use loose leaf paper for this)

Persuasive Essay:

Should students bring lunch from home or eat lunch provided by the school?

Imagine that your school is holding a debate and the topic is: should students bring lunch from home or eat lunch provided by the school? Decide which side of this debate you will support. Write an argument essay that you could use in this debate, and use information from the articles and the video to support the side you think is most convincing.

Remember that as opinion writers, you'll want to be sure to:

- Quickly plan how your essay will go: how your reasons and evidence will be grouped and organized (you may write your plan on this page)
- Introduce the topic and state an opinion
- Provide reasons and evidence that support the opinion, and that are organized in a way that make sense
- Include information from the readings as evidence
- Connect opinion with reasons and evidence using words and phrases that create smooth transitions (for instance, in order to, in addition)
- Provide a conclusion that clearly connects to the opinion or thesis statement

Plan for Argument Essay:

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Name: _____ Class: _____

Note to teachers: this is an alternate text/task that could be used as a substitute for “Chicago School Bans Lunches Brought from Home” or as a stand-alone pre-assessment text along with the video.

Alternate Task: “Chicago School Bans Home Lunches: OK or Outrageous?”

This article presents two points of view about the topic of school lunch versus bringing lunch from home. What side of the issue does most of the evidence support? Use the graphic organizer below to find details supporting both sides of the issue and make your judgment:

Students should be allowed to bring lunch from home.	Students should not be allowed to bring lunch from home.
Evidence from the text:	Evidence from the text:

Which side of the argument has the most evidence?
