

Name: \_\_\_\_\_ Class: \_\_\_\_\_

**NOTE: PLEASE SEE NOTE ABOUT SECOND ROUND OF ASSESSMENTS BEFORE DECIDING ON WHETHER OR NOT THIS ASSESSMENT IS RIGHT FOR YOUR CLASS.**

**THIS ASSESSMENT ASSUMES YOU ARE ADAPTING A NONFICTION UNIT IN READING TO ALLOW FOR TEACHING STUDENTS TO ANALYZE THE REASONS AUTHOR’S GIVE TO SUPPORT POINTS IN A TEXT.**

**GRADE:** Fourth

**NAME OF ASSESSMENT:**

Nonfiction Reading and Information Writing Performance Assessment

**STANDARDS ASSESSED:**

- Students will determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 4 topic or subject area*. (RI.4.4)
- 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 explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)
- Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.4.2)

**Depth of Knowledge Level of task:** Levels 2-3

**Task Details:**

- **Duration of administration:** Pilot feedback needed
- **Time of year when administered:** Spring

**Materials needed:**

Text: *Ellis Island*, by Judith Jango-Cohen. New York: Scholastic, Inc., 2008, pp. 6-9, “The Great Escape”.

**Explanation of Standards Alignment:**

**Primary:**

**RI.4.4:** Students will determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 4 topic or subject area*.

- Students will determine the meaning of the academic word “refuge.”

**RI.4.8:** Students will explain how an author uses reasons and evidence to support particular points in a text.

- Students will explain how Jango-Cohen uses reasons and evidence to support the point that immigrants often came to America because they faced difficulties in their homelands.

**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 the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Students will analyze an informational text in grades 4-5 text complexity band.

**W 4.2:** Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Students will write explanatory texts to examine the topic of Jango-Cohen’s use of reasons and evidence to support points.

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**Overview of Assessment**

\*\*Note: 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 own classroom. The tasks below could be administered in many different ways.\*\*

**Suggested time frame:**

- *The introduction and two tasks could be administered in one class period.*

**Task 1: Information writing/Analyzing an author’s reasons and evidence**

Students will independently read the excerpted passage about immigration with the prompt: “In “The Great Escape” the author makes the point that immigrants often escaped to America because they faced so many difficulties in their homelands. What evidence strongly supports this point in the text?”

**Task 2: Determining meaning of a domain-specific word**

Students will write to explain the meaning of the word “refuge” as it is used by Jango-Cohen to describe many immigrants’ perception of the United States.

### Fourth Grade Performance Assessment

Closely read the informational text “The Great Escape,” from a book called *Ellis Island*, by Judith Jango-Cohen. Answer the two questions that follow. The first question asks you to write a short response. The second question asks you to write an essay.

#### **Task 1: (Reading Standard 4)**

In “The Great Escape,” on page 9, the author describes how the United States became a *refuge* for people from many countries. Explain what you think the word *refuge* means in this context, and why its meaning is important to ‘the Great Escape.’

#### **Task 2: (Reading Standard 8, Writing Standard 2)**

Write an explanatory essay in which you answer this question:

In “The Great Escape” the author makes the point that immigrants often escaped to America because they faced so many difficulties in their homelands. What evidence strongly supports this point in the text?”

In your response, be sure to:

- restate the author’s point
- support this point with details, quotations, and information *from the text*
- group information logically into paragraphs
- use precise language related to the topic
- provide a concluding statement related to the author’s point