

Jones County School District

Assessment Blueprint 2013-2014

Grade/Subject Level: 4<sup>th</sup> grade/ELA

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Creating Summative / District Benchmark Tests



Weeks	Standard Reading Literature Reading Info. Writing Language Speaking/Listening	Formative, Summative, or Both	Formative type assessment (i.e. windshield check, dry erase boards, exit tickets, multiple choice, journals, checklists, etc.)	Summative type Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	Sample Test Item  Use Stem Questions to increase rigor for items not found in ELS test bank.  (See pages 32-34 on International Center for Leadership in Education Guide.)
	<b>FIRST NINE WEEKS</b>				
	RL <ul style="list-style-type: none"> <li>RL4.1 Retell a story in my own words (EXAMPLE)</li> </ul>	Both	Cooperative Groups	ER	Students will read a short comprehension story and retell the story in their own words. (including key details_
	<ul style="list-style-type: none"> <li>RL4.2 Identify the most important details from the passage. (EXAMPLE)</li> </ul>	Summative		ER	How do you know that ____worked? What can you recall about____?

	<ul style="list-style-type: none"> <li>4.3</li> </ul>	Both	Cooperative Groups	Port	Shoebox Book Report
4.4		Both	Context Clue Journals	MC	What is the meaning of ____? Cite evidence.
4.5		Both	Checklist	ER	Explain the difference between the drama and prose.
4.6		Both	Venn Diag.	ER	Compare/contrast two stories with different points of view.
4.7		Both	Venn Diagram	ER	Take information from the text and drama viewed and compare and contrast.
4.9		Both	Double Bubble	MC	What is the difference between _____ and _____? How are they alike?
4.10		Both	Whiteboards	MC,ER,PORT	Create a flow map sequencing the steps of a procedure or sequencing key events.
RI.					Student dictionary
4.3		Both	Graphic Organizers	CR	

					Write the different types of papers and compile into portfolios.
4.4		Both	Exit Tickets	PORT	
4.5		Both	Graphic Organizers	PORT	Cite evidence
4.7		Both	Whiteboards	MC	
4.8		Both	Journaling	MC	
4.9		Both	Graphic Organizers	ER	Flip Charts
4.10		Both	Whiteboards	MC	
RF					
4.3		Both	Whiteboards	PORT	Teacher given topic based on a text
4.4		Both	Teacher Checklist	MC	
W					
4.2		Both	Rubric	PORT	
SL					
4.1		Formative	Teacher Checklist		
4.4		Formative	"		

	4.6  LANGUAGE	Formative	“		
	4.1	Both	Cooperative Groups	ER, MC	
	4.2	Both	Exit Notes	ER, MC	
	4.4	Formative	Journal Writing Whiteboard		
	4.5	Both	Checklist	MC	
	4.6	Both		Prose Constructed Reponse, MC	
	<b>SECOND NINE WEEKS</b>				
	RL <ul style="list-style-type: none"> <li>RL4.1 Retell a story in my own words (EXAMPLE)</li> </ul>	Both	Shoulder Partners		
	<ul style="list-style-type: none"> <li>4.3</li> </ul>	Both  Both	Graphic Organizer  Exit Slips		

4.4					
4.5		Both	Graphic organizers		
4.6		Both	Cooperative Groups/Graphic Organizers		
4.10 RI.		Both	Whiteboards		
4.1		Both	KWL Chart		
4.3		Both	Graphic organizers Venn diagrams		
4.4		Both	Student dictionary		
4.5		Both	Graphic Organizers		
			Graphic		

	4.6	Both	organizers/small groups		
	4.7	Both	Small groups, whiteboards		
	4.8	Both	Journals, keypoints		
	4.9	Both	See maps		
	4.10	Both	Whiteboard		
	RF				
	4.3	Both	Exit Tickets		
	4.4	Both	Small groups		
	Writing				
	4.1	Both	Partners/small group		
	4.2	Both	Graphic Organizers		

4.9		Both	Flip Books		
SL					
4.1		Formative	Small groups, partners, Checklist		
4.3		Formative	Peer Partner Checklist		
4.4		Formative	Peer partner		
4.6		Formative	Small groups		
Language					
4.1		Both	Peer partner, Teacherchecklist		
4.2		Both	Exit tickets		
4.3		Both	Checklist		
4.4		Both	Exit ticket		
4.5		Both	Small group		
4.6		Both	journals		

<p><b><u>THIRD NINE WEEKS</u></b></p>	<p>Both</p>	<p>Dry erase board check of comprehension questions</p>	<p>MC, ER</p>	<p>2 part questions determining the theme of the story and details from the story to justify.</p> <p>ER- Determine the theme to the story read and create a new story using different characters but the same theme.</p>
<p><b>RL.4.3. Describe in depth a character, setting, or event in a story or drama; drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</b></p>	<p>Both</p>	<p>Thinking Maps</p>	<p>MC, ER</p>	<p>Describe (character) from the story _____ recalling specific details from the story.</p>
<p><b>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</b></p>	<p>Both</p>	<p>Dry erase board</p>	<p>MC</p>	<p>Part B Question: Which detail from story uses a word or phrase that also means constantly?</p>

<p><b>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</b></p>	Both	Venn Diagram	Product/Port.	Create a portfolio of poems, dramas, and proses.
<p><b>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations</b></p>	Both	Venn Diagram	ER	Students will read 2 different texts about the same topic. One text will be first narration and the second text read will be a third person narration. The students will take these texts and compare and contrast the different view points of the topic.
<p><b>RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific</b></p>	Both	Student discussion/Teacher checklist	CR	Students will develop an essay drawing connections between the text and the drama.

<p><b>descriptions and directions in the text.</b></p> <p><b>RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</b></p>	<p>Both</p>	<p>Venn Diagram</p>	<p>MC, ER</p>	<p>How are the texts themes alike?</p> <p>How are the texts themes different?</p>
<p><b>RL.4.10. By the end of the year, read and <u>comprehend</u> literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b></p>	<p>Both</p>	<p>Teacher Checklist</p>	<p>MC</p>	<p>Comprehension questions about story element to check for mastery.</p>
<p><b>RI.4.2. Determine the main idea of a text and explain</b></p>	<p>Both</p>	<p>Students read selections and determine main idea on white boards</p>	<p>ER, MC</p>	<p>What is the main idea of the text?</p>

<p><b>how it is supported by key details; summarize the text.</b></p> <p><b>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</b></p> <p><b>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topics or subject areas.</b></p> <p><b>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text</b></p>	Both	Flow maps	MC, ER	<p>Write a summary of the text you have read.</p> <p>Explain using information from the text the major events that occurred during _____.</p>
	Both	White board	Product	Student dictionary
	Both	Whiteboard	MC	What is the text structure being used in this reading selection?

<p><b>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</b></p>	Both	Student discussion/Teacher checklist	ER	Read the firsthand account of the text. Using information from the multiple texts provided about the same event create a secondhand account of the events described.
<p><b>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</b></p>	Both	Exit Note	MC	
<p><b>RI.4.8. Explain how an author uses reasons and evidence to support</b></p>	Both	Tree Map	CR	Write a paragraph explaining the author's reasoning behind his stance on _____.

<p><b>particular points in a text.</b></p> <p><b>RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</b></p>	<p>Both</p>	<p>Student discussion/Teacher checklist</p>	<p>ER</p>	<p>Write a report on _____ using information generated from multiple texts.</p>
<p><b>RI.4.10. By the end of year, read and <u>comprehend</u> 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.</b></p>	<p>Both</p>	<p>Student discussion/Teacher checklist</p>	<p>MC</p>	<p>Comprehension questions</p>
<p><b>RF.4.3 Know and apply grade-level phonics and word analysis skills in</b></p>	<p>Both</p>	<p>Teacher observation/checklist</p>		

**decoding words.**

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.**

**Read with sufficient accuracy and fluency to support comprehension.**

- a. Read on-level text with purpose and understanding.**
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.**
- c. Use context to confirm or self-correct word**



	<p><b>statement or section related to the opinion presented.</b></p> <p><b>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b></p> <p><b>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b></p> <p><b>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</b></p>	<p>Both</p> <p>Both</p> <p>Both</p>			
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	<p><b>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</b></p> <p><b>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources, take notes and categorize information, and provide a list of sources.</b></p> <p><b>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of</b></p>	<p>Both</p> <p>Both</p> <p>Both</p>			
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	<p><b>discipline-specific tasks, purposes, and audiences.</b></p> <p><b>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</b></p> <p><b>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <p><b>SL.4.3. Identify the reasons and evidence a</b></p>	<p>Both</p> <p>Both</p> <p>Both</p>	<p><i>All speaking and listening standards will formatively assessed through teacher observation and checklist.</i></p>	<p><i>All speaking and listening standards can be summatively assessed through presentations.</i></p>	
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	<p><b>speaker provides to support particular points.</b></p> <p><b>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</b></p> <p><b>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</b></p> <p><b>SL.4.6. Differentiate between contexts that call</b></p>	<p>Both</p> <p>Both</p>			
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	<p>for formal English (e.g., presenting ideas and situations) where informal discourse is appropriate) (e.g., small-group discussion; use formal English when appropriate to task and situation.</p> <p><b>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>L.4.3. Use knowledge of</b></p>	<p>Both</p> <p>Both</p> <p>Both</p> <p>Both</p> <p>Both</p>	<p>Teacher observation, Whiteboards, Checklist,</p> <p>Teacher observation, Whiteboards, exit notes</p> <p>Teacher observation, whiteboards, exit</p>	<p>MC, ER, CR</p> <p>MC, ER, CR</p> <p>MC, ER, CR</p>	<p><u>Multiple choice questions will vary according to particular skills being taught through grammar mini lessons.</u></p> <p><u>Grammar and language will be assessed through writing on the PARCC assessments. These writings will come from various articles. Writing assignments may be in various formats. These PARCC forms can be found on the PARCC website. To summatively assess the language strands of the CCSS documents language and writing should be assessed through rubrics based on these standards.</u></p>
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phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**FOURTH NINE WEEKS**

Several standards repeat. See previous 9 weeks for assessment information.

W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive and clear event

Journals

ER, CR

	<p>sequences.</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>		Teacher checklist and observation		
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