



GOLETA UNION SCHOOL DISTRICT

4th Grade

Coherent Writing Formative Assessment: Summary of Expository 2013-2014

- ☛ **NOTE TO TEACHERS:** This is the actual formative assessment for the school year 2012-2013. Please Do NOT show this to your students until the test date.

**Teacher Directions Rubric, Matrix of Skills,
Student Directions, Text and Writing Paper**

Fourth Grade Formative Assessment Summary of Expository

Teacher Directions

Who to Test:

1. All fourth grade students are to be assessed in English.
2. RSP and SDC students are to be assessed in accordance with their IEPs

Preparations:

1. The students will need blank or lined paper for pre-writing, sharpened pencils, and erasers.
2. Teachers need to provide each student with a copy of the student directions, article, graphic organizer, and writing paper.
3. Students may take as long as they need to complete the assessment as long as it is completed in one sitting.
4. To prevent interruptions during the assessment, place “Do Not Disturb” or “Testing” signs on the door(s).

Administration Guidelines:

Teachers **May:**

- Read aloud the student directions.
- Instruct students to follow along as directions are being read.
- Encourage students to use the attached graphic organizer or blank paper to plan writing

Teachers **May Not:**

- Read the article aloud to the students
- Outline an organizational pattern on the board or overhead.
- Brainstorm with students.
- Discuss the story.

Students **May Not:**

- Ask the teacher spelling or grammatical questions.
- Use reference materials such as dictionaries

Administration Instructions:

1. **Please read the following instructions word for word to your students:**

“You are about to begin your writing prompt assessment. You will be given as much time as you need to complete your summary as long as you complete it in one sitting. You are not required to use the entire space provided. How well you write is more important than how much you write. Write in complete sentences. Please follow along as I read the prompt and the directions aloud.”

2. Read the student directions aloud making sure that the students are following along.

Post Writing Instructions:

1. Collect all materials. After you have collected all written work, enter student information on the reverse side of the student sheet.
2. Scoring will take place in grade level PLCs at the school. Two readers will score each paper.
3. After scoring, enter the 2 scores and the combined score on the reverse side of the student sheet and attach the 2 highlighted rubrics.

Fourth Grade Formative Assessment
Summary of Expository
Student Directions

Directions:

Read the following article.

- As you read, you may mark the article or make notes. Marks and notes will not be scored.
- Use the graphic organizer to help you.
- After reading the article, write a summary of what you have read. Make sure you plan, write and proofread your work.
- You may reread the article at any time during the assessment. You may not use any reference materials such as dictionaries, and your teacher may not answer any comprehension, spelling, or vocabulary questions for you.
- If you need more paper, please ask for it.

Scoring:

Your writing will be scored on how well you:

- show your understanding of the article;
- paraphrase and include only the main ideas and most important details; and
- use correct grammar, spelling, punctuation, and capitalization.

Please turn to the article and begin reading

Whales and Dolphins

There are about 76 different kinds of whales and dolphins around the world. Even though they live in water, whales and dolphins are not fish. They are warm-blooded mammals, like cats, dogs, and humans. Like other mammals, their babies are born alive and feed on mother's milk. Mammals breathe air and cannot breathe underwater as fish do. Most whales and dolphins must come up for air and cannot breathe underwater as fish do. Most whales and dolphins must come up for air after several minutes, or they would drown. A few, though, can stay under for an hour or more.

All whales and dolphins belong to the group of mammals called cetaceans. There are two main kinds of cetaceans: those with teeth and those without. Toothed whales have sharp teeth that they use to catch, bite, and kill their prey. Baleen whales, on the other hand, do not have teeth. Instead, they have mouths full of hanging plates called baleen, which look like big brushes or combs. These are used to filter bits of food from the water. The baleen whales are the real giants of the sea. One kind of baleen whale, the blue whale, is the largest living thing on Earth.

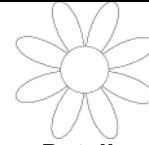
All dolphins are whales, and they have teeth. Names can be confusing, though, especially when some dolphins are called dolphins and some others are called whales. Killer whales, for example, are really dolphins.

The killer whale is one of the most handsome beasts in the sea. It doesn't look much like other dolphins, which are a dull gray or all black. The killer whale is marked with a clear pattern of black and white, and it is the largest of the dolphins. But it is still much smaller than the baleen whales.

Bottlenose dolphins are probably the best known dolphins. They are the ones most often seen on TV and in marine parks. They can be trained to perform jumps, flips, and other exciting moves. Killer whales, too, can be trained to perform jumps and flips. During their training and while they are performing, the dolphins are rewarded often, usually with a fish, for carrying out certain behaviors. However, since these are all natural behaviors to begin with, the question is, who's training whom? Dolphins and whales are very intelligent creatures.



Text
Structure



Details



Big Ideas

Fourth Grade Formative Assessment — Summary of Expository

Lined writing area consisting of 20 horizontal lines.

Name _____

Grade _____

Teacher _____

Reader's Initials:	Score:
Reader 1	
Reader 2	
Final Score = Reader 1 + Reader 2	

Name _____

Grade _____

Teacher _____

Reader's Initials:	Score:
Reader 1	
Reader 2	
Final Score = Reader 1 + Reader 2	

Grade 4
Summary of Expository Scoring Rubric

Summary	Content	Conventions
<ul style="list-style-type: none"> is characterized by concise paraphrasing of the main idea(s) and significant details 	<p>4: Exceeds and/or Extends Standards:</p> <p>The writing:</p> <ul style="list-style-type: none"> clearly addresses all parts of the writing task (follows prompt directions) demonstrates a clear understanding of purpose (*genre) maintains a consistent point of view, focus, and organizational structure, including paragraphing when appropriate includes a clearly presented central idea with relevant facts, details, and/or explanations 	<ul style="list-style-type: none"> includes a variety of sentence types including compound/complex sentences contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.
<ul style="list-style-type: none"> is characterized by paraphrasing of the main idea(s) and significant details 	<p>3: Meets Standards:</p> <p>The writing:</p> <ul style="list-style-type: none"> addresses all parts of the writing task (prompt) demonstrates a general understanding of purpose (*genre) maintains a mostly consistent point of view, focus, and organizational structure, including paragraphing when appropriate presents a central idea with mostly relevant facts, details, and/or explanations 	<ul style="list-style-type: none"> includes a variety of sentence types contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.
<ul style="list-style-type: none"> is characterized by substantial copying of key phrases and minimal paraphrasing 	<p>2: Partial Progress Toward Standards:</p> <p>The writing:</p> <ul style="list-style-type: none"> addresses only parts of the writing task (prompt) demonstrates little understanding of purpose (*genre) maintains an inconsistent point of view, focus, and/or organizational structure suggests a central idea with limited facts, details, and/or explanations 	<ul style="list-style-type: none"> includes little variety of sentence types contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors may interfere with the reader's understanding of the writing.
<ul style="list-style-type: none"> is characterized by substantial copying of indiscriminately selected phrases or sentences 	<p>1: Insufficient Progress Toward Standards:</p> <p>The writing:</p> <ul style="list-style-type: none"> addresses only one part of the writing task (prompt) demonstrates no understanding of purpose (*genre) lacks a clear point of view, focus, and/or organizational structure lacks a central idea but may contain marginally related facts, details, and/or explanations 	<ul style="list-style-type: none"> includes no sentence variety contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.

* GENRE: A summary of expository text is a shorter version of the original text. The summary identifies pertinent facts, comparisons, and opinions. Important information is identified and paraphrased.

